





Applying Reports

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Setting the Stage





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Save



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Take notes



Take notes throughout the day by typing in any blue space. Go ahead; give it a whirl!

How did you get here today?

Comment



Try out the comment tool.

Highlight



Try out the highlighter tool.

Save, close, and reopen

Save this document, close, and reopen. Are your notes, comments, and highlights still here? Great! Check the box, and you're ready to roll.



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Learning target



You'll see this icon next to a statement of what you will learn during this session.

Recommended print



When there are particular pages you might want to share with colleagues or keep for your records, we'll note which pages to print.

Reflection



You'll get opportunities throughout the session to pause and consider how you'll apply your learning in practice.

Lead learner



If you are responsible for presenting what you learn today to other educators at a later date, you'll see this icon when it's time for you to plan for that experience.

Key ideas



You'll find opportunities throughout the session to record what you have learned about each report and how you might use it.

Resources



Keep an eye out for this icon, which appears on pages filled with links to handy websites and useful documents.

Discuss



When you see this icon, you'll have an opportunity to talk with a colleague about your questions, what you've learned, or your implementation plans.



Go Where You'd Like

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Internal links

When it's time to go to a particular page within this PDF, you'll see double arrowheads.

- ⟨✓ Go back to a page
- >> Jump ahead to a page

Home



External links

When it's time to temporarily leave this PDF to download another document or visit a website. you'll see the icons below.

- **Download a document**
- \supset Log in
- **Explore a website**

The home button returns you to the table of contents. From there, you can jump to any section you'd like.



Monitor Your Learning

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Employ metrics to influence instruction



N	lew to me	l am familiar with it	l get it	I can teach it	I can apply it in another way
Before					
After					
What questions do y	ou have?				

Use MAP® Growth™ data and resources to develop academic learning goals



	New to me	l am familiar with it	l get it	I can teach it	I can apply it in another way
Before					
After					

What questions do you have?



Monitor Your Learning, continued

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Accurately communicate assessment results to stakeholders



	New to me	l am familiar with it	l get it	I can teach it	I can apply it in another way
Before					
After					
What question	ıs do you have?				



Workshop Resources



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NWEA Professional Learning Online

Find today's workshop materials and resources in NWEA* Professional Learning Online.



Have a Professional Learning Online login? Go directly to the course: Applying Reports: Resources.

Don't have a login? Visit Professional Learning Online and follow the directions to create your account.

Having trouble logging in? Check out the User Guide.

Helpful downloads

You may want to download these documents to use during and after the workshop:



MAP Growth Reports Portfolio

Data-to-Instruction Template for Three Groups

Data-to-Instruction Template for Six Groups

Data-to-Instruction Template for One Student

Your MAP reports

Access your reports and work with your students' data during the workshop.



Log in to the MAP reports site.



NWEA Resources



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Normative Data

NWEA norms—based on a nationally representative sample of MAP Growth assessment scores from over 10.2 million students—allow you to compare your students' achievement and growth with those of their academic peers.



Explore NWEA Normative Data.

MAP Growth Teacher Toolkit

Here, you'll find popular resources, like Parent Guides and RIT Reference Charts. which show examples of items across RIT bands in Mathematics, Reading, Language Usage, and Science.



Explore the MAP Growth Teacher Toolkit.

State Linking Studies

Your state's linking study shows how MAP Growth assessments align with your state accountability assessments.



To find your state's linking study, visit NWEA.org. Hover over Solutions and select States.

Comparative Data

To help you make strategic instructional and programmatic decisions, the Comparative Data to Inform Instructional Decisions document shows multiple college and career readiness benchmarks, including those from ACT°, SAT°, and Smarter Balanced Assessment Consortium (Smarter Balanced) assessments.



Explore NWEA Comparative Data.

NWEA Blueprints

NWEA Blueprints (previously called Goal Structures) show how your state standards connect to MAP Growth instructional areas (goal performance areas) and sub-areas (sub-goal performance areas).

Explore NWEA Blueprints.

Video Tutorials

Learn more about MAP Growth reports by accessing additional information and videos.



Explore video tutorials. Scroll to the section called Your Data.



Relating Scores to Skills



Employ metrics to influence instruction





Relating Scores to Skills

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Choose your focus

Consider the *Class* report.



Create your groups

Consider the Class Breakdown by Goal report and the Learning Continuum.



Design your lessons

Identify instructional activities.

Assess to determine progress.

Consider the Learning Continuum, your professional expertise, and outside resources.



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1. Explore the annotated report

Access the MAP Growth Reports Portfolio.

What do you understand about the Class report? What questions do you have?



Confirm your understanding and discuss your questions with a colleague.

Your understanding:

Your questions:

2. Predict what you think you'll see

What do you think you'll see in your own data? What do you hope to see?

Your predictions:

3. Explore your own report

Observe your data and compare your observations with your predictions. What do you notice?

Observations:



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1. Consider data points and instructional readiness

Access the Normative Data document.

How do your class mean and median compare with the Norm Grade Level Mean RIT?

How well do your grade-level textbooks and materials align with the instructional readiness level of your class as a whole? How do you know?

Is your class mean on, above, or below the grade-level norm?

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2. Consider instructional implications

How might your discoveries in step 1 affect instruction in your classroom?

Instructional	l ımpi	lications:



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3. Consider standard deviation

Which goal performance/instructional area has the highest standard deviation (SD)? What implications does SD have for your classroom?

The **standard deviation** indicates the range of instructional levels for a group of students.

The higher the SD, the more diverse the instructional levels are within your group; the lower the SD, the more your students are instructionally alike.

Instructional implications:

4. Consider performance in instructional areas

Do any of the areas have a score that is three or more points higher than your class mean?

Do any of the areas have a score that is three or more points lower than your class mean?

What implications does this area information have for your planning?

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5. View your report by Goal Descriptors

Look at the Class report using the Goal Descriptors view. Which students need significantly more assistance?

In which areas do these students need assistance?

Areas:

Class report: key ideas and possible uses



What data does the Class report provide? How will you use the data?

Class Report—Student Data Term Rindered Fall 2019-2016 Name Reference Data 2018 Term Tested Fall 2019-2016 Weeks of Indication 4-Pail 2018| Datoid NEE Empire Datoid - PO Email Discop Daptay No Shinoid Mc Eacher Malde Datoid



Class Breakdown by Projected Proficiency

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By Projected **Proficiency**

By RIT and by Goal

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1. Explore the annotated report

Access the MAP Growth Reports Portfolio.

You may also want to log in to the ⋽ MAP reports site.

What do you understand about the Class Breakdown by Projected Proficiency report? What questions do you have?

Your und	lerstanding:
----------	--------------

Your questions:

2. Keep exploring proficiency projections

To better understand how NWEA projects proficiency, review your state's linking study tables.

- To find your state's linking study, visit NWEA.org. Hover over **Solutions** and select **States**. Note the cut scores for reading and/or math for your grade level.
- For college and career readiness cut scores, explore NWEA comparative data.



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By RIT and by Goal

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1. Explore the annotated report

Access the MAP Growth Reports Portfolio.

What do you understand about the Class Breakdown by RIT and by Goal reports? What questions do you have?



Confirm your understanding and discuss your questions with a colleague.

Your understanding:

Your questions:

2. Predict what you think you'll see

Class Breakdown by RIT:

How many 10-point RIT bands do you think your class will span?

Class Breakdown by Goal:

Which goal performance/instructional area do you think will have the widest range of student readiness?

Number of RIT bands (your prediction):

Area with the widest range (your prediction):



Class Breakdown by RIT and by Goal, continued

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3. Interpret your own reports

Observe your data and compare your observations with your predictions. What do you notice?

How will your findings affect your instructional planning?

Observations:

Instructional planning implications:



Class Breakdown reports: key ideas and possible uses

What data do the Class Breakdown reports provide? How will you use the data?

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District:		ISA Sample					
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Notes for your Essential Reports cha	rt:
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Explore the Class View and Test View

Access the MAP Growth Reports Portfolio.



You may also want to log in to the MAP reports site.

In what ways are the Class View and Test View similar? Different?

What do you understand about these views? What questions do you have?

Note: To search for a specific word or phrase in the Learning Continuum, use Ctrl+F (Cmd+F on a Mac[®]).

Notes:



Confirm your understanding and discuss your questions with a colleague.

The Learning Continuum: key ideas and possible uses



What data does the *Learning Continuum* provide? How will you use the data?

Notes for your Essential Reports chart:





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Choose your focus

Create your groups

Design your lessons

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Choose your focus



- 1. Choose a content area and standard or focus of instruction for an upcoming lesson. You may want to view your Class report to identify an area of need.
- 2. Identify the corresponding goal performance/instructional area, sub-goal performance/ instructional area, and topic using your Learning Continuum Class View report.

In the report, select Edit Display Options to Group by Topic or Group by Standard.



To create your own lesson plan using the Data-to-Instruction process, download one of the templates:

Data-to-Instruction Template for Three Groups

Data-to-Instruction Template for Six Groups

Data-to-Instruction Template for One Student



The Data-to-Instruction Process, continued

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Create your groups



- 1. Determine your middle-score RIT range.
 - · You can use your Class Breakdown by Goal report to see the full RIT-range distribution and which RIT bands have the most students.
 - You may also want to reference your Class report, which provides the NWEA Norm Grade Level Mean RIT and your District Grade Level Mean RIT.
- 2. Determine your below-score and above-score RIT ranges.
- **3.** Add **students** to your groups.*
- 4. Access the Learning Continuum to choose one or two learning statements related to your chosen topic/standard for each group.*
- **5.** Adjust your groups as necessary to best meet student needs.

*Note: For steps 3 and 4, you can copy/paste information from your reports if you're using Adobe Acrobat Reader. Other PDF software may not support this functionality.



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Design your lessons



- 1. Identify student activities, instructional strategies, and resources to target each group's learning statements. Consider:
 - If learning statements are the same or similar for multiple groups, how will you adjust instruction for each group?
 - Which activities or strategies require whole-group instruction? Small-group instruction? Which lend themselves to independent study or group work?
 - If any of your groups are far above or below the NWEA Norm Grade Level Mean RIT, will your current curricular materials be sufficient, or do you need to find supplementary materials?
 - What type of instructional and/or management support will you provide to each group?
- 2. For each group, determine appropriate assessments to measure student success.

How will you know when students are ready to move to a different group or on to a new topic or standard?

What strategies or tools can you use to determine student readiness?

Options may include:

- Supplementary assessment tools like MAP® Skills™ or MAP Growth K-2
- Assessments in your curriculum materials
- Your own formative assessment practice
- Observation or discussion



The Data-to-Instruction Process: Notes

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Your ideas

What ideas do you have about resources for instruction? What additional materials are available?

VOLIE	resource	- 10	1000
ICILII	resource	- 10	ieas.

To remember

What do you want to remember about the process of using MAP Growth data to create flexible groups and responsive lesson plans?

What to remember:



Reflect on Relating Scores to Skills

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Reflection



What new insights about your students can you glean from your MAP Growth reports?

Lead learner considerations



What are the main points from this section that you need to share with others? What do you want to learn more about or practice before you share?

What resources could you use (e.g., PowerPoint® slides, learning guide pages, websites)?

Main points:

Resources:





Student Growth Goals: Introduction

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Student Growth Goals

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ASG Reports

Student Profile Report

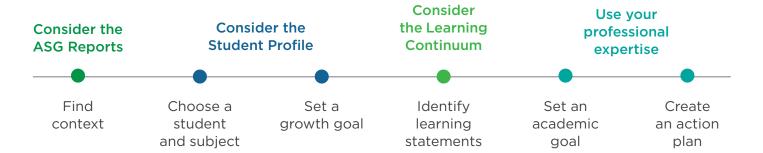
Goal Setting with Students

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The goal-setting process

MAP Growth reports and resources complement your professional expertise to help you set appropriate student goals and create actionable plans to support your students in achieving those goals. As you consider each student, verify goals and action plans by using other data sources.





ASG Projection Report

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ASG Summary

ASG Wrap-Up

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Look at projected growth

Access the MAP Growth Reports Portfolio or use your own report.

Use the Achievement Status and Growth (ASG) Projection report and NWEA normative data to fill in the table and answer the questions below it.

Student with the highest RIT score	First-term RIT score	Projected growth	Second-term projected RIT
Student with the lowest RIT score			



How do the scores for these students compare with the mean RIT score for their grade level?

What do you notice about the projected growth for the highest and lowest students?

Discussion notes:



ASG Projection Report, continued

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Consider implications

How would you discuss projected growth with your students? What conversations would you have with these two students in the goal-setting and monitoring process?

Conversation ideas:		

What are some approaches you might take to address different growth projections in your classroom? How might different growth projections affect your instruction?

Instructional implications:



ASG Summary Report

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Look at actual growth

Access the MAP Growth Reports Portfolio.

Use the Achievement Status and Growth (ASG) Summary report to fill in the table and answer the questions below it. Keep working with the students you used on p. 28.

Student with the highest RIT score		Second-term RIT score	Met proj grow		Conditional growth percentile
			Yes		
			No		
Student with the lowest RIT score					
			Yes No		
What is the percentage of students who met or	Pe	ercentage:	Numbe		r:
exceeded their projected RIT? What number of students does that percentage represent?					
	•				
How would you talk with students about met	C	onversation id	eas:		
or unmet growth projections?					



ASG Summary with Quadrant Chart

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Visualize achievement and growth

Access the MAP Growth Reports Portfolio.

- For a richer experience, log in to the ⋽ MAP reports site.
- 1. Explore the ASG Summary with Quadrant Chart, which includes a dynamic chart and table.
- 2. Once you have the report on your screen, select the boxes to show:
 - student names
 - · quadrant colors
 - the subject you have been looking at on the last few pages
- 3. In the chart, find the students you have been working with on the last few pages.
- 4. Consider:
 - What does this report tell you about the two students in terms of their achievement and growth?
 - · What does the report tell you about the class as a whole?
 - What else do you notice?

Notes:



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Discussion notes:

When setting a class- or grade-level goal for the percentage of students who will meet or exceed their projected RIT, what is reasonable?



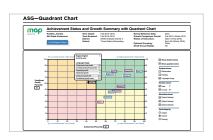
In the ASG reports you explored, how many weeks of instruction were used to determine growth? Are the number of weeks appropriate for your district, or do they need adjustment*?

*Note: To try hypothetical growth scenarios using different weeks of instruction, explore the ASG calculator.

ASG reports: key ideas and possible uses



What data do the ASG reports provide? How will you use the data?



Notes for your Essential Reports chart:



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Student Growth Goals

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Explore the report

Access the MAP Growth Reports Portfolio.



For a richer experience, log in to the MAP reports site and explore the features of the Student Profile.

- What do you notice?
- What can you do with this report?
- What does it tell you about a student?



Confirm your understanding and discuss your questions with a colleague.

Explore Student Profile Help to learn more about the report.

Student Profile report: key ideas and possible uses



What data does the Student Profile report provide? How will you use the data?

Notes for your Essential Reports chart:

Observations:



Goal Setting: Where Are You Now?

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Goal Setting with Students

Where are you now?

Where do you want to be?

How will you get there?

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Sharing Data

Find your starting point

- 1. Choose a student. Think about your class of students. Who is a good candidate for the goal-setting process?
- 2. Choose a subject. Optional: Consider using the ASG reports to identify a student and subject.
- 3. Identify the RIT score. Using the Student Profile report, find your student's RIT score in the subject you chose.
- 4. Consider context.

Use the **Comparisons** module in the Student Profile report to see growth and achievement measures and projected results for the ACT, SAT, and state tests. Expand the module for deeper insights and to explore college and career readiness projections.

What else do you know about this student that you should consider?

Student:
Subject:
RIT score:
RTI SCOIE.
Notes about context:
Considerations:



Goal Setting: Where Do You Want to Be?

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Where are you now?

Where do you want to be?

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Set a growth goal

- 1. Expand the Growth Goals module in the Student Profile report.
- 2. Determine the right kind of goal to set for this student.
- 3. Select the most recent term and the term for which you will set the goal. See what happens when you adjust the goal.
- 4. Select **Set Goal** to save your goal.

Note: As you customize your goal for catch-up or move-up growth, continue to reference the adjusted growth percentile to help you determine if the custom goal is reasonable.

Catch-up goal

Consider setting a growth goal higher than the growth projection to improve the achievement level for a student who is demonstrating low or below-average achievement.





Keep-up goal

Consider using the growth projection for goal setting to maintain an average or above-average achievement level.



Move-up goal

Consider setting a growth goal that is just slightly higher than the growth projection to improve the achievement level for a student who is already demonstrating average to high achievement.





Note: Moving to the next proficiency level may take longer than an academic year.



Goal Setting: How Will You Get There?

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Where are you now?

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Set an academic goal

1. Choose an instructional area of focus.

Close the **Growth Goals** module to return to the default screen for your selected student.

Notice whether your student has a suggested area of focus for your chosen subject. If there is more than one, you may want to think about which area might be the biggest catalyst for growth.

Alternatively, is there a particular instructional area that you will be teaching soon? What is your student's RIT score in that instructional area?

Instructional area of focus:

Student's RIT score in that instructional area:

2. Identify a topic within your instructional area as a focus for your student.

Expand the **Instructional Areas** module in the Student Profile report to access the learning statements for this student. You may need to adjust the filters to see learning statements that are associated with grade levels above or below the student's grade level.

Consider upcoming lesson plans or particular topics that challenge or motivate this student.

Topic of focus for the student (e.g., equivalent fractions):



Goal Setting: How Will You Get There?, continued

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Where are you now?

Where do you want to be?

How will you get there?

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Set an academic goal, continued

3. Filter the learning statements to find those that represent what your student is ready to develop, based on his or her RIT score, in your selected topic.

Select two to three learning statements for the student to focus on.

4. Write an academic goal, keeping the characteristics of a SMART (specific, measurable, attainable, relevant, and timely) goal in mind.

Example: Alicia will convert between mixed numbers and improper fractions and fractions with denominators of 10 and 100 with 90% accuracy as shown on classwork, homework, and unit tests during the next three weeks.

Learning statements:

Academic goal:

Note: Because MAP Growth is given only two to three times per year, a series of these goals may be necessary to show growth in the subject area between testing terms.



Goal Setting: How Will You Get There?, continued

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Goal Setting with Students

Where are you now?

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How will you get there?

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Create an action plan

Create an action plan to support the academic goal by considering logistical questions.

What resources are necessary to support your student (e.g., people, time, materials)?

What assessment tools or practices will you use for progress monitoring?

When will you check for progress?

What evidence will indicate success?

How will you involve the student and parents?

Resources:

Assessment tools:

When you'll check:

Evidence of success:

Ideas for involvement:

Note: You can also record this information in the Action Plan field in the Growth Goals module of the Student Profile report.

Adjust the academic goal and action plan at determined check-in points.



Reflect on Goal Setting

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Student Growth Goals

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Reflection



How will you use	your understanding	of	growth t	o set	reasonable	goals v	vith v	vour	students?
HOW WIII you use	your understanding	OI	growth	.O SEL	i casoliable	guais v	vitii y	youi	students:

Lead learner considerations



What are the main points from this section that you need to share with others? What do you want to learn more about or practice before you share?

What resources could you use (e.g., PowerPoint slides, learning guide pages, websites)?

Main points:





Sharing Data with Students

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Student Growth Goals

Introduction

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Student Profile Report

Goal Setting with Students

Sharing Data

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With Parents

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Student goal-setting conferences

Watch the videos: Goal Setting with Brenton and Goal Setting with Abbie.

What did you see and hear that illustrates how the teacher creates a data-centric culture in the classroom? What did the teacher do to engage students in the goal-setting process?

			ns:



How can you apply key points from the videos in your classroom?



Sharing Data with Students, continued

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Talking with students

Consider the information available in the Student Profile report.

What three points about your students' results might you discuss with them?

Three points:

What could you do and say to involve students in discussing their growth and action plans with their parents/guardians?

Ideas:



Sharing Data with Parents

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Student Growth Goals

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Talking with parents

Consider the information available in the Student Profile report.

What three points might you discuss with parents/guardians?

How would you answer these questions from the student's parents?

- Has my child's score gone up?
- Is my child performing at grade level?
- Based on these scores, how and what will you teach my child in class?
- What do the percentiles mean?

Notes:



Reflect on Sharing Data

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How will you share MAP Growth data with students and parents?

Lead learner considerations



What are the main points from this section that you need to share with others? What do you want to learn more about or practice before you share?

What resources could you use (e.g., PowerPoint slides, learning guide pages, websites)?

Main points:







Revisiting Today's Learning

02

04 Reflection and Planning

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Note to self

Dear me,

Throughout this workshop, I spent time reflecting on what I learned and thinking about how that learning might influence my teaching after today. Here is a summary of my reflections:

We spent some time today reviewing MAP Growth reports that identify my students' strengths and needs, so that I can help them meet their learning goals.

Here's how I'll apply what I've learned:

We also investigated reports that focused on student growth and achievement, and we learned how to use the Student Profile report to set reasonable goals with students.

Here's how I'll use reports to set goals with students:

Note: Feel free to modify, prioritize, or add to your original thoughts so that they'll best support you in your continued work.



Revisiting Today's Learning, continued

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04 Reflection and Planning

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Note to self, continued

We then considered which data points we might share with students and parents, and we brainstormed how we might talk about the data.

How I'll share MAP Growth data with students and parents:

For participants in Essential Reports for Primary Teachers:

How I'll use MAP Growth K-2 reports:

Sincerely, me



To print your Note to Self, select pp. 45-46.

>> Revisit your reports notes. Go to your Essential Reports chart.

>> Plan your next steps. Go to Planning Forward.



Essential Reports Chart



01

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04 Reflection and Planning

Today's Learning

Essential Reports Chart

Lead Learner Reflection

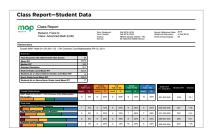
Planning Forward

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Class report



Class Breakdown reports



The Learning Continuum





Essential Reports Chart, continued



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04 Reflection and Planning

Today's Learning

Essential Reports Chart

Lead Learner Reflection

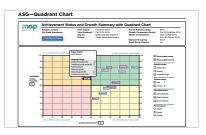
Planning Forward

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ASG reports



Student Profile report



Additional report resources



To keep learning about these reports and others, explore video tutorials.

Other resources you may want to explore:



To print your Essential Reports Chart, select pp. 47-48.



Lead Learner Reflection



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Reflection and Planning

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02 Relating Scores to Skills



Employ metrics to influence instruction

Main points:	Resources:



Lead Learner Reflection, continued



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03 Student Growth Goals



Use MAP Growth data and resources to develop academic learning goals

Main points:	Resources:	
Accurately communicate assessment results to stakeholders		
	Pasourcas:	
Accurately communicate assessment results to stakeholders Main points:	Resources:	
	Resources:	

Which reports will you share with colleagues? Go back to your Essential Reports Chart.

>> Plan your next steps. Go to <u>Planning Forward</u>.



Planning Forward

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Reflection and Planning

Today's Learning

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What? How?

What will you do with the information you learned today?	How will you implement your plan?

Who?

Who will be involved?

When?

When will you try it?

To help complete your plan, you may want to revisit the notes you captured on other pages.

« Go back to your <u>Essential Reports Chart</u>.

Go back to Revisiting Today's Learning.

Go back to Lead Learner Reflection, if applicable.



Personal Action Plan: Part 1

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04

Reflection and Planning

Today's Learning

Essential Reports Chart

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Planning Forward

Personal **Action Plan**

Keep Learning

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Directions

« Go back to Monitor Your Learning to revisit the questions you had at the beginning of the workshop.

For each learning target, consider:

- Where do you want to be in relation to the learning target?
- Where are you now?
- What learning focus from today's session would help you address the gap between what you currently know and do, and what you want to know and do?

Employ metrics to influence instruction



Where you want to be:	Where you are now:	Learning focus:

>> Continue your Personal Action Plan on the next page.



Personal Action Plan: Part 1, continued

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Today's Learning

Essential Reports Chart

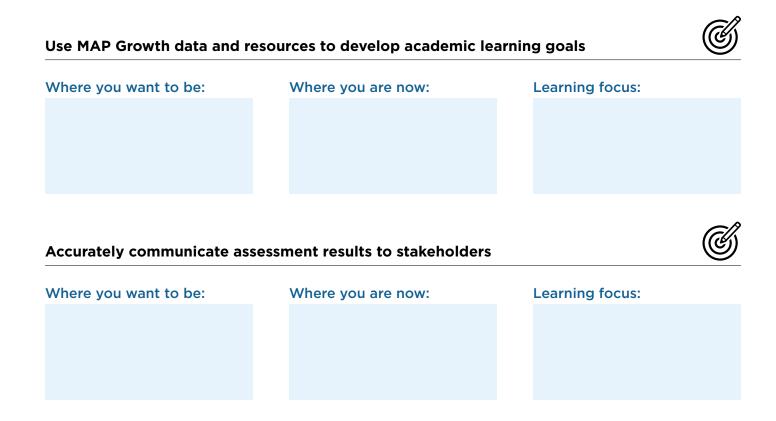
Lead Learner Reflection

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>> Continue your Personal Action Plan on the <u>next page</u>.



Personal Action Plan: Part 2

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04 Reflection and Planning

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Lead Learner Reflection

Planning Forward

Personal **Action Plan**

Keep Learning

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Next steps

Notes:

Define two or three actions that you can accomplish in the next four to six weeks.

- How would you like to continue your own learning related to the big ideas from the learning session?
- What possibilities do you see now that perhaps weren't as obvious before?
- What changes/adjustments will you make to your own practice, and why?



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04 Reflection and Planning

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Access workshop resources

Find today's workshop materials and resources in NWEA Professional Learning Online.



Have a Professional Learning Online login? Go directly to the course: Applying Reports: Resources.

Don't have a login? Visit Professional Learning Online and follow the directions to create your account.

Having trouble logging in? Check out the User Guide.

Further your instructional practice

Support your professional growth through self-paced learning, or engage and collaborate with a community of fellow practitioners.



Access Professional Learning Online Courses for valuable resources and eLearning.

Join the Professional Learning Online Community and visit the MAP Growth space. Submit your questions to our expert consultants and participate in current discussions with other educators.

Explore the education blog and connect with NWEA

Discover more about assessment—and the research, policy, and practice that supports it—from NWEA experts and partners.



Visit the Teach. Learn. Grow. blog.















05

Essential Reports for Primary Teachers



Employ metrics to influence instruction





MAP Growth K-2 Resources

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Essential Reports for Primary Teachers

MAP Growth K-2 Resources

Integration Worksheet

Reflect

Monitor Progress

Resource list

Explore Primary Grades Test Selection Quick Reference. Resource 1:

Log in to the MAP reports site and view MAP Growth K-2 reports. Resource 2:

K Explore the MAP Growth Applying Reports Activities for the Class report Resource 3: and the Achievement Status and Growth (ASG) reports.

Directions

Break into three groups. Explore resources based on your group's focus.

Group A—Screening tests: Explore resources 1 and 2.

Group B—Skills Checklist: Explore resources 1 and 2.

Group C—MAP Growth K-2: Explore resources 1 and 2.

If time permits, also explore resource 3.



MAP Growth K-2 Test Information

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Essential Reports for Primary Teachers

MAP Growth K-2 Resources

Integration Worksheet

Test Information

Report Information Application

Reflect

Monitor Progress

Expert group guiding questions

	A. Screening	B. Skills Checklist	C. MAP Growth K-2
1. How does this test type function? Does it adapt?			
2. What tests are available?			
3. Do scores give you instructional level or diagnostic information?	Instructional level Diagnostic	Instructional level Diagnostic	Instructional level Diagnostic
4. What are the testing intervals?			
5. What else is important to know?			



MAP Growth K-2 Report Information

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Essential Reports for Primary Teachers

MAP Growth K-2 Resources

Integration Worksheet

Test Information

Report Information

Application

Reflect

Monitor Progress

Expert group guiding questions, continued

A. Screening

6. What are the critical data points for each essential report?		

B. Skills Checklist

>> Continue on the <u>next page</u>.

C. MAP Growth K-2



MAP Growth K-2 Application

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Essential Reports for Primary Teachers

MAP Growth K-2 Resources

Integration Worksheet

Test Information Report Information

Application

Reflect

Monitor Progress

Expert group guiding questions, continued

	A. Screening	B. Skills Checklist	C. MAP Growth K-2
7. What are the purposes for the assessment at our grade level?			
8. How does the assessment fit within our assessment system?			
9. How will the assessment data affect planning and instruction?			



Reflect



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Essential Reports for Primary Teachers

MAP Growth K-2 Resources

Integration Worksheet

Reflect

Monitor Progress

Reflection

How will you use the various assessment tools in the MAP Growth K-2 system?

Relating Scores to Skills

For the next portion of today's session, jump to Section 02. Here you'll explore Class Breakdown reports, the Learning Continuum, and the Data-to-Instruction process for lesson planning.



Monitor Progress

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Essential Reports for Primary Teachers

MAP Growth K-2 Resources

Integration Worksheet

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MAP Growth K-2 Skills Checklist

The Skills Checklist and Screening assessments provide diagnostic data on students' attainment of specific skill areas.



Revisit the Primary Grades Test Selection Quick Reference document. Investigate skill areas and progressions that connect to your lesson.

Based on the lesson you designed in the Datato-Instruction process, which Skills Checklist tests will you administer? To which students?

Skills Checklist tests:

Students for Skills Checklist tests:

Do you see any students who scored at or above 80% attainment (green)? Below 40% attainment (red)?

How will you meet the different needs of these students?

Yes, students at or above 80%

Yes, students below 40%

Ideas for meeting students' needs:

Capture your ideas and what you've learned so far in Data-to-Instruction Process: Notes.



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June 2018 GRAR_PL20576

