



# Assessments Focusing on Your Child's Growth

*October 8 & 9, 2019*

*Presenter: Elena Sentevska*

*International School of Belgrade*



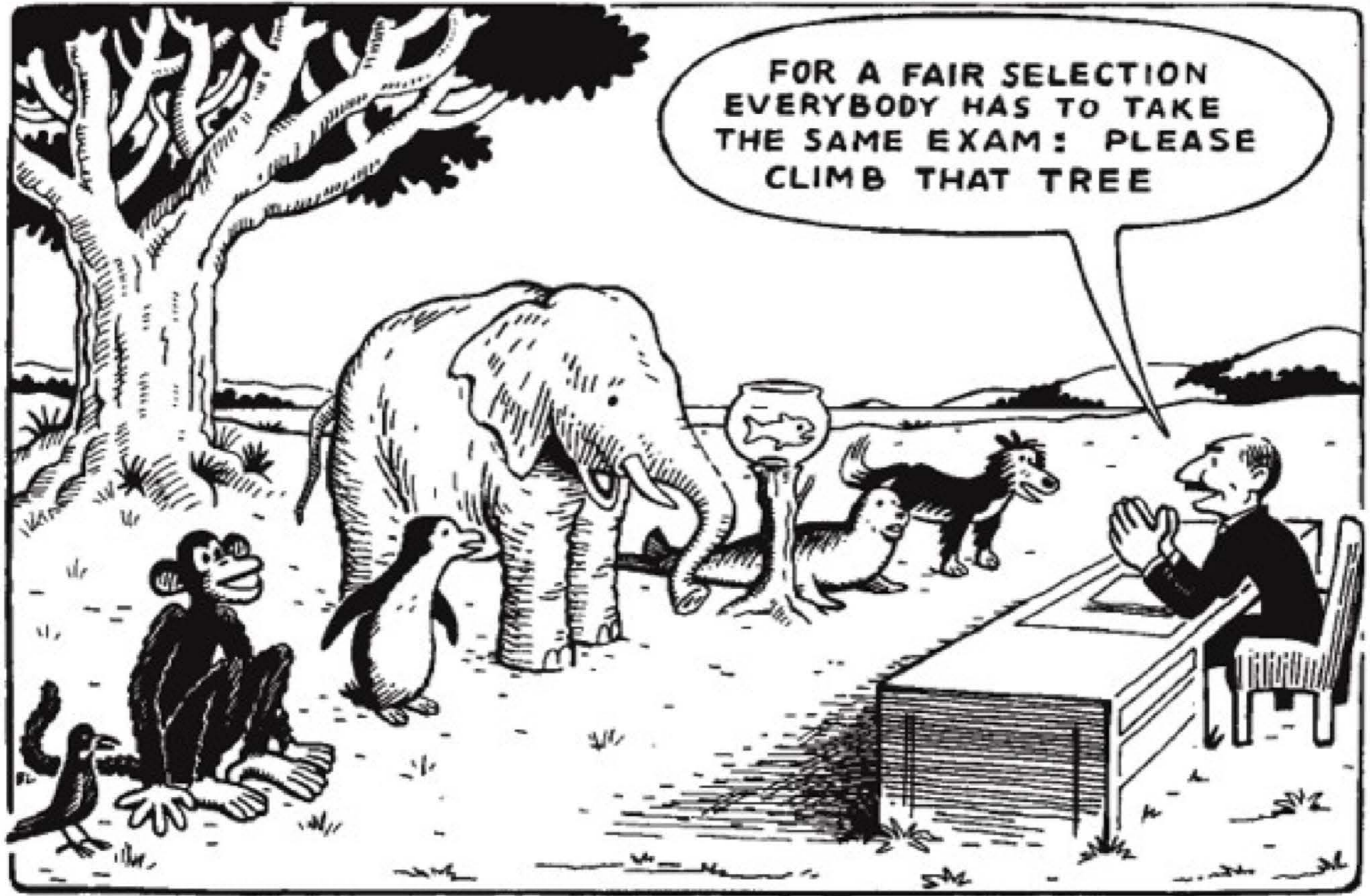
## ▶ Today's Objectives

▶ *What are standardized test?*

▶ *What are standardized tests used for at ISB?*

▶ *How do teachers use test results to improve learning?*

FOR A FAIR SELECTION  
EVERYBODY HAS TO TAKE  
THE SAME EXAM: PLEASE  
CLIMB THAT TREE



# Standardized Testing

- ▶ A test administered and scored in a consistent manner (MAP, SAT, GRE, IBDP, IOWA Tests, ACER, MAT 8).
- ▶ One way to measure how your child is doing in school.
- ▶ A way to objectively compare a child to other children at the same grade level, in the same district, or with a group of similar students.
- ▶ A way to determine what a child has mastered and what they still need to learn.

# MAP Tests vs. Traditional

## Standardized Tests

### MAP tests are:

- \*Adaptive to each student
- \*No questions are wasted
- \*Tests challenge students; then tend not to frustrate or bore students
- \*Schools can test up to four times in one year
- \*Untimed
- \*Taken on a computer
- \*Scores available as early as 24 hours

### Standardized tests are:

- \*A single test form is given to all students
- \*Written for the average grade level ability
- \*Students can easily be frustrated as testing takes place, same questions for all students
- \*Schools test only once a year
- \*Tests are usually timed
- \*Tests usually taken with paper and pencil
- \*Test scores sent off-site for marking, results could be available months after testing.

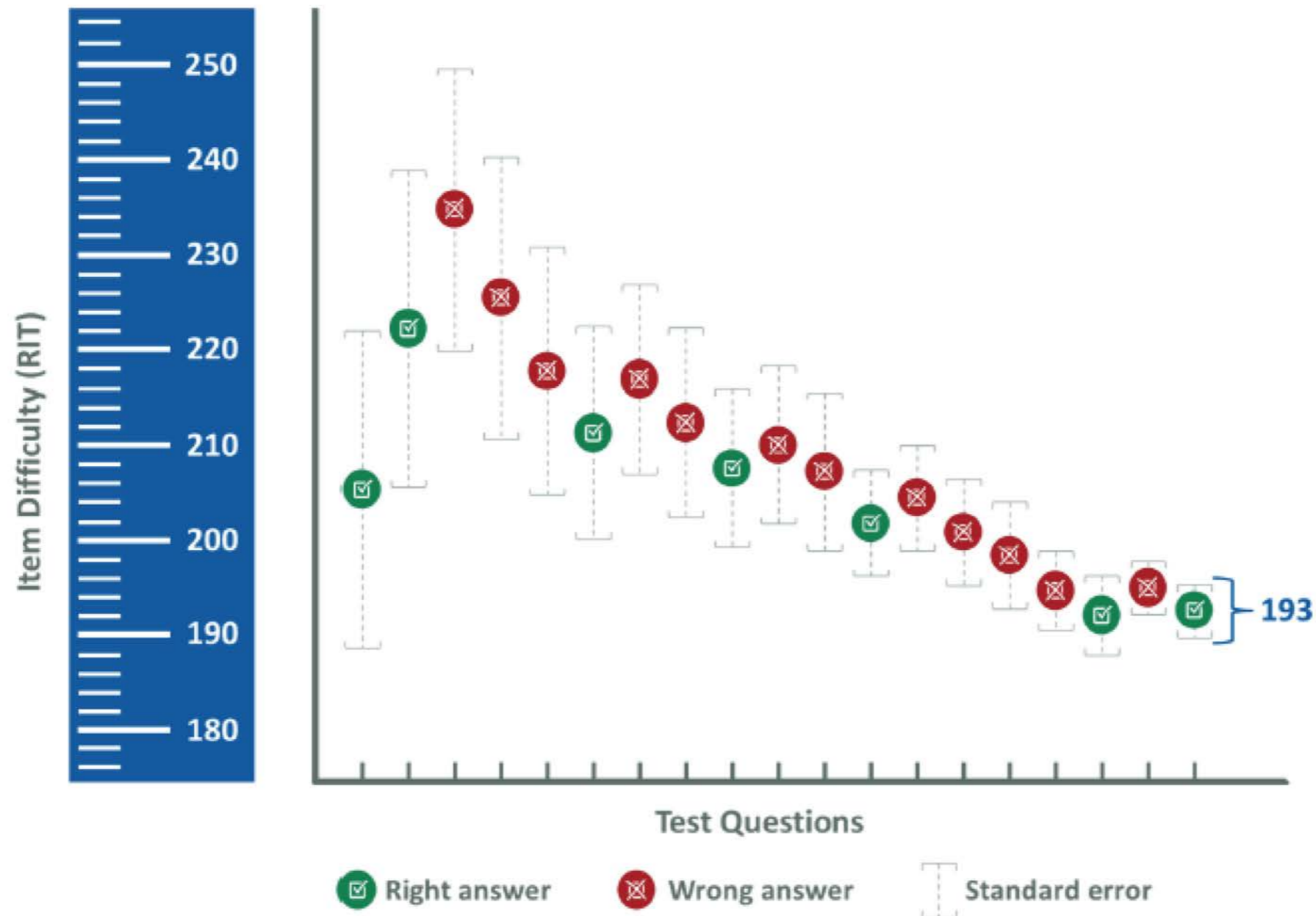
# Benefits of MAP testing

- Limits the numbers of questions to those that efficiently measure a student's achievement level (Math, Science, and Language Usage 52, Reading 42)
- Tests adapt to the child's proficiency level.
- Lessens frustrations - gives students confidence.
- Tests are not timed, but most students finish tests in about an hour.
- Normative testing refers to the process of comparing one test-take to another, not whether the test take knows more or less material than the others.

# MAP

## Measures of Academic Progress™

### Adaptive Assessment



# MAP

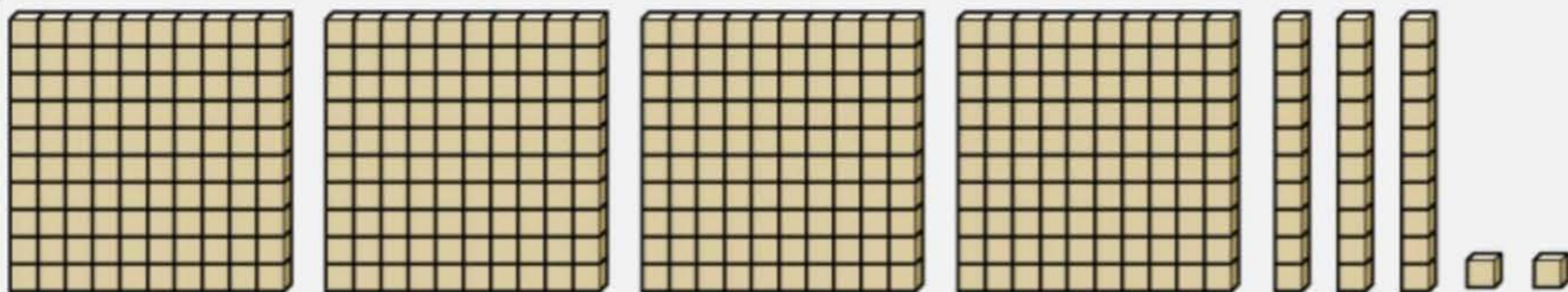
## Measures of Academic Progress™

- Administered three times a year (Fall, Winter, Spring)
- Reading, Mathematics (Grades 2 - 10)
- Language Usage (Grades 3 - 10)
- Science
- Results are available immediately to teachers
- Computer Based



# MAP

Use the blocks to answer the question.



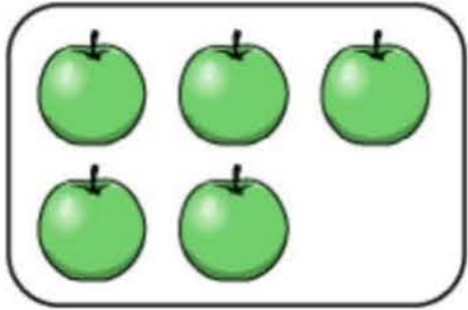
Which number do the blocks represent?

- A. 234
- B. 324
- C. 432
- D. 702

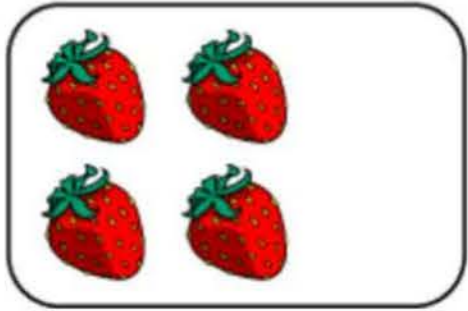


# MAP

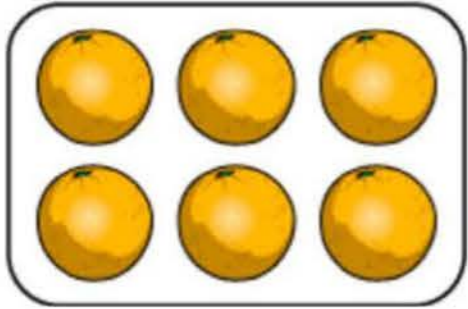
Choose whether the number of objects in each set is odd or even.



Odd Even



Odd Even



Odd Even



# MAP

## Read the passage.

A big city is a great place for kids to grow up. There are a lot of things to do. Kids who live in the city often do not have a yard. But, they can go to parks, museums, or the zoo. City kids do not need cars to get around. Kids in the city can walk to places they want to go. Or, they can take a train that runs underground. Kids will meet a lot of new people in the city. Big cities are great for kids.

## Choose two sentences from the passage that show how city kids can get around without cars.

1. "Kids who live in the city often do not have a yard."
2. "Kids in the city can walk to places they want to go."
3. "Or, they can take a train that runs underground."
4. "Kids will meet a lot of new people in the city."
5. "Big cities are great for kids."

# MAP

## Measures of Academic Progress™

Learning Continuum - Test View

MAP: Math 2-5 Common Core 2010 V2

[Edit Display Options](#)

← 111-120 | 121-130 | 131-140 | 141-150 | 151-160 | 161-170 | 171-180 | 181-190 | 191-200 | 201-210 | 211-220 →

### Measurement and Data

#### Geometric Measurement and Problem Solving ^

← 161-170 | 171-180 | 181-190 →

Reinforce skills & concepts      Develop skills & concepts      Introduce skills & concepts

##### Time

- Reads analog clocks to the nearest half hour
- Reads analog clocks to the nearest hour

##### Time

- Reads analog clocks to the nearest five minutes
- Reads analog clocks to the nearest half hour
- Reads analog clocks to the nearest minute
- Solves elapsed-time word problems across either minutes or hours
- Understands time interval concepts: quarter to, half past, etc.
- Completes simple conversions of units of time

##### Time

- Reads analog clocks to the nearest five minutes
- Reads analog clocks to the nearest half hour
- Reads analog clocks to the nearest minute
- Solves elapsed-time word problems across either minutes or hours
- Understands A.M. and P.M.
- Understands time interval concepts: quarter to, half past, etc.
- Completes complex conversions of more than two units of time
- Completes simple conversions of units of time
- Determines elapsed time across either minutes or hours using clocks

##### Area

- Determines areas of figures composed of whole unit squares

##### Area

- Determines areas of figures composed of whole unit squares

##### Area

- Determines areas of figures composed of whole unit squares

# MAP

## Measures of Academic Progress™ The RIT Score

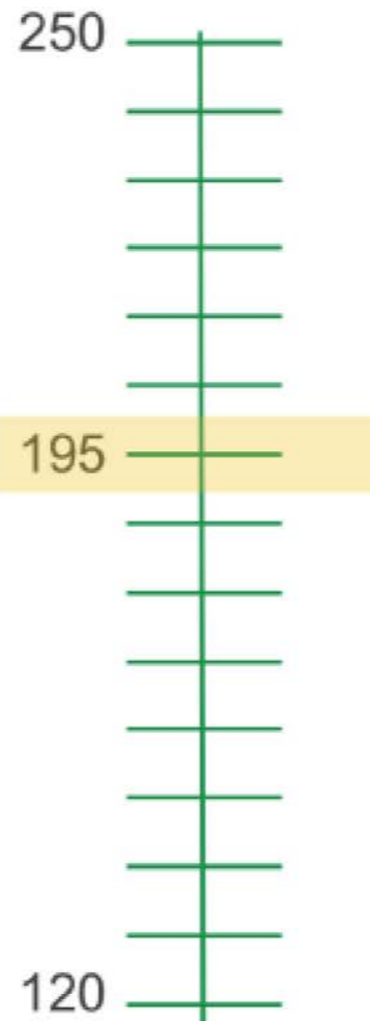
- Results are given in a RIT Score which relates directly to the curriculum scale in each subject area
- RIT scores range from 100 - 300
- Third graders typically score in the 180-200 level
- Students typically progress to the 220 - 260 level in high school

# MAP

## Measures of Academic Progress™

RIT Score

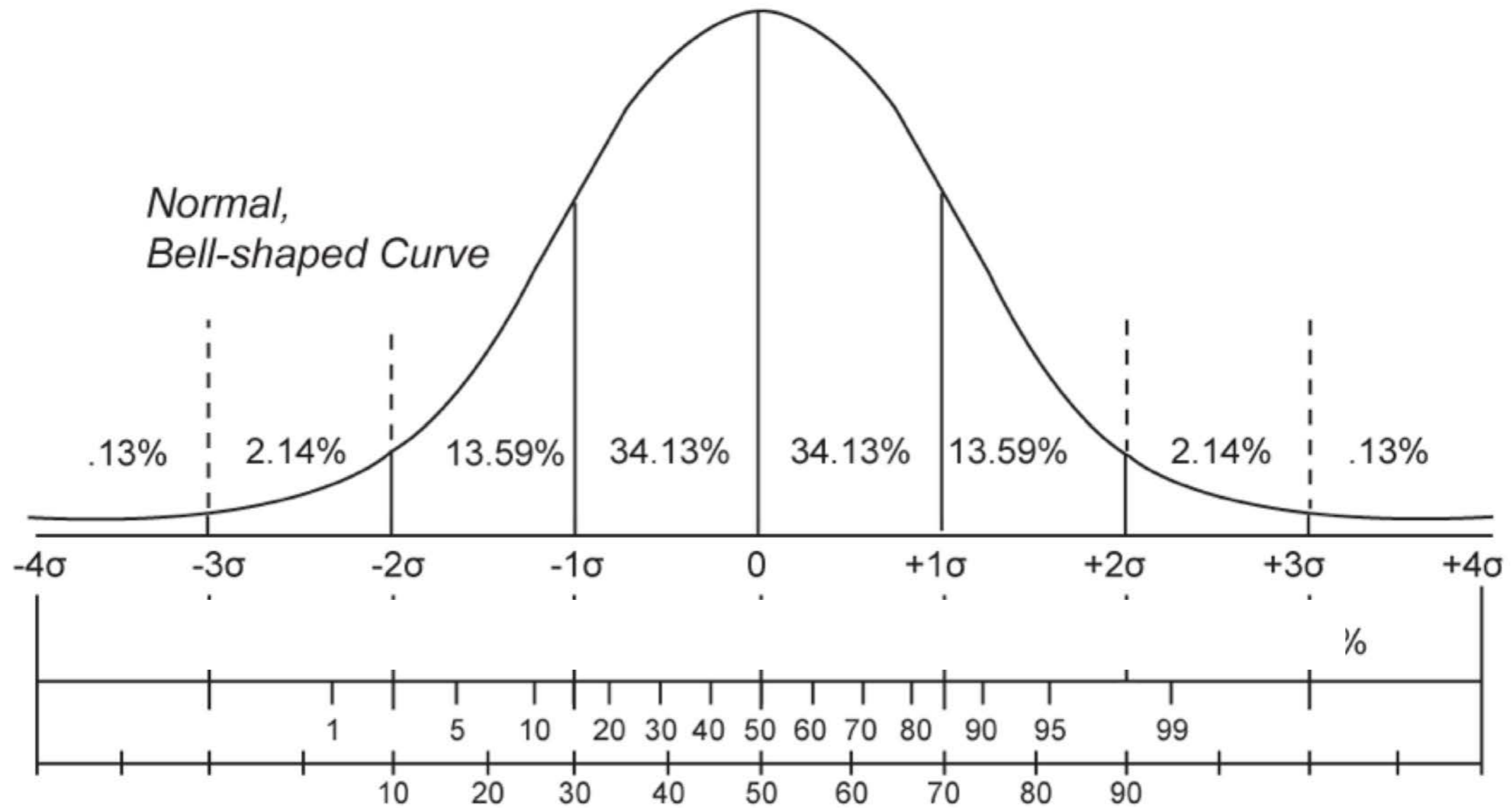
**R**EADY FOR  
**I**NSTRUCTION  
**T**ODAY



Literature: Key Ideas and Details
191-200
<b>Develop</b> these skills & concepts
<b>Characterization</b>
<ul style="list-style-type: none"><li>Analyzes dialogue to understand characters</li><li>Compares or contrasts characters</li><li>Describes character feelings or thoughts</li><li>Describes characters based on details</li><li>Explains character motivation</li><li>Identifies main characters</li><li>Understands how characters are developed or changed</li></ul>
<b>Inferences, Conclusions, Predictions</b>
<ul style="list-style-type: none"><li>Draws conclusions from literary text</li><li>Makes inferences about characters in literary text</li></ul>

# What is Typical?

Most students are in the 50th percentile



Average

# MAP

## Measures of Academic Progress™

### Normative Data: Bringing Context to the Data

- + Grade-level norms
  - Typical performance
  - Beginning, middle, and end of year

2015 READING Student Status Norms						
	Begin-Year		Mid-Year		End-Year	
Grade	Mean	SD	Mean	SD	Mean	SD
K	141.0	13.54	151.3	12.73	158.1	12.85
1	160.7	13.08	171.5	13.54	177.5	14.54
2	174.7	15.52	184.2	14.98	188.7	15.21
3	188.3	15.85	195.6	15.14	198.6	15.10
4	198.2	15.53	203.6	14.96	205.9	14.92
5	205.7	15.13	209.8	14.65	211.8	14.72
6	211.0	14.94	214.2	14.53	215.8	14.66
7	214.4	15.31	216.9	14.98	218.2	15.14
8	217.2	15.72	219.1	15.37	220.1	15.73
9	220.2	15.68	221.3	15.54	221.9	16.21
10	220.4	16.85	221.0	16.70	221.2	17.48
11	222.6	16.75	222.7	16.53	222.3	17.68



# What do teachers do with all this data?

- ▶ Meet in teams to look for patterns.
- ▶ Identify what we need to improve upon.
- ▶ Modify teaching strategies to improve learning.
- ▶ Differentiate future lessons: “You get what you need”.
- ▶ Craft learning goals with students.

# MAP

## Measures of Academic Progress™ Trends by Class or Grade Level



### Mathematics

MAP: Math 2-5 Common Core 2010 V2 / Common Core Mathematics K-12: 2010

Summary	
Total Students With Valid Growth Test Scores	19
Mean RIT	210.3
Median RIT	213
Standard Deviation	6.4
District Grade Level Mean RIT	204.5
Students At or Above District Grade Level Mean RIT	15
Norm Grade Level Mean RIT	203.4
Students At or Above Norm Grade Level Mean RIT	17

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
	count	%	count	%	count	%	count	%	count	%
<b>Overall Performance</b>										
MAP: Math 2-5 Common Core 2010 V2 / Common Core Mathematics K-12: 2010	0	0%	1	5%	6	32%	8	42%	4	21%
<b>Goal Area</b>										
Operations and Algebraic Thinking	1	5%	3	16%	6	32%	9	47%	0	0%
Number and Operations	0	0%	4	21%	5	26%	8	42%	2	11%
Measurement and Data	0	0%	4	21%	4	21%	3	16%	8	42%
Geometry	0	0%	0	0%	2	11%	9	47%	8	42%

Mean RIT (+/- Smp Err)	Median RIT	Std Dev
209-210-212	213	6.4
204-206-208	206	8.4
206-208-210	208	8
208-211-214	211	12.2
214-216-218	215	8.5

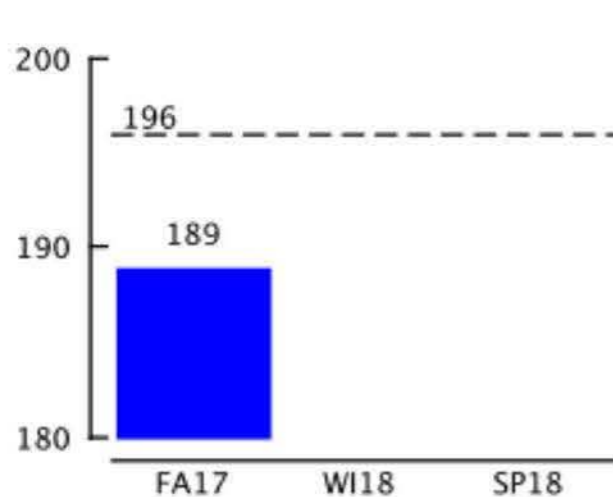
# MAP

## Measures of Academic Progress™ Trends by Individual Student

Term Rostered:

Fall 2017-2018

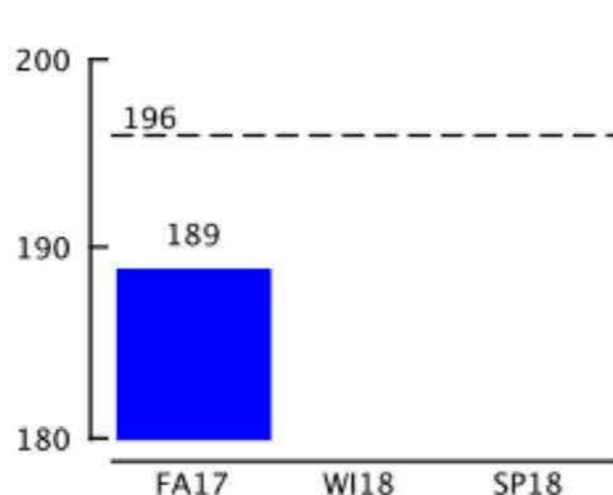
### Mathematics (Growth: Math 6+ CCSS 2010 V2)



Projected RIT 196  
My Goal \_\_\_\_\_  
RIT Growth \*

	FA17	WI18	SP18
<b>Overall RIT Score</b>	<b>189</b>		
<b>Goal Performance</b>			
Operations and Algebraic Thinking	187-199		
The Real and Complex Number Systems	188-200		
Geometry	172-184		
Statistics and Probability	185-197		
<b>Student Action Plan:</b>	_____		

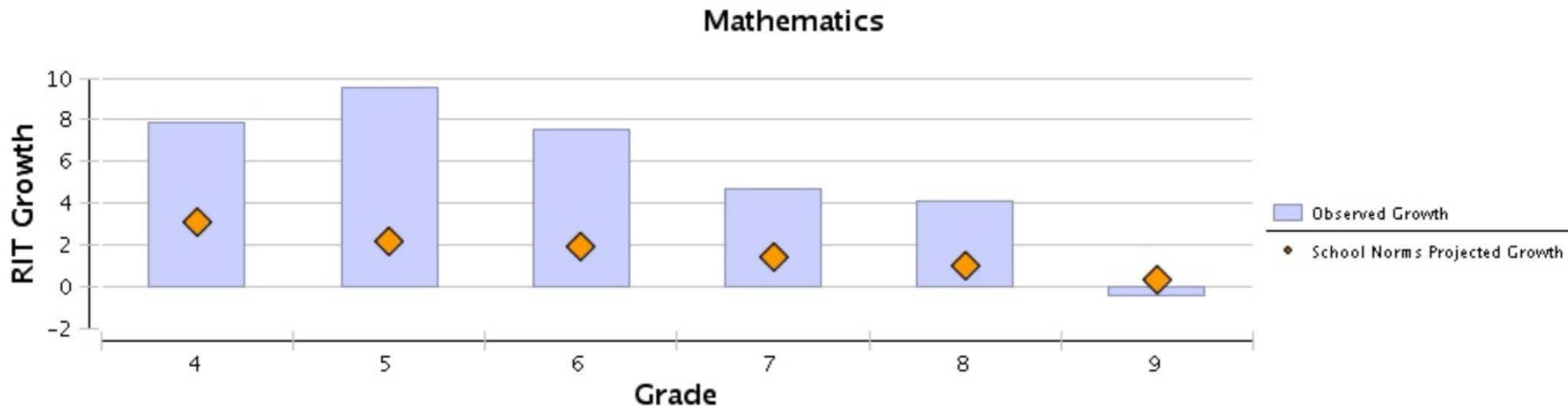
### Reading (Growth: Reading 6+ CCSS 2010 V3)



	FA17	WI18	SP18
<b>Overall RIT Score</b>	<b>189</b>		
<b>Goal Performance</b>			
Literary Text: Key Ideas and Details	184-200		
Literary Text: Language, Craft, Structure	189-205		
Informational Text: Language, Craft, Structure	188-204		
Vocabulary: Acquisition and Use	170-187		
Informational Text: Key Ideas and Details	174-190		

# School's Student Growth Summary

Focusing on GROWTH leads to Achievement



# Reading the test scores

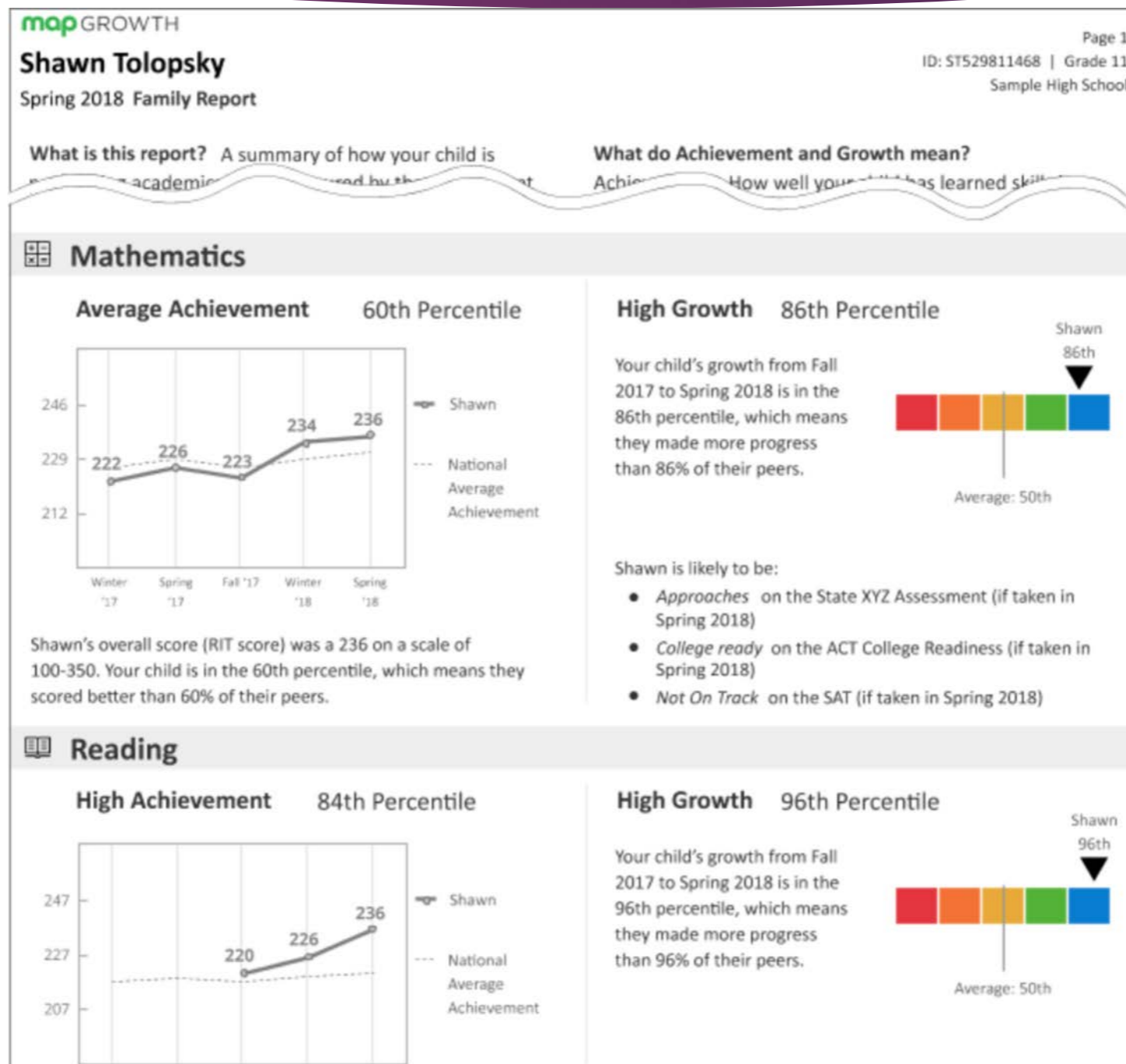
- ▶ Terms to Understand: RIT scores, Norm Group Average, Percentile (%ile), Goal Strands, Lexile score
- ▶ Understanding %iles- *Percentile means...The percentage of a student's peer group (grade level) that a score surpasses.* Percentiles can be different when comparing a student nationally and district wide.
- ▶ If a student is in the 78th%ile it means that that student scored better than 78% of the students taking that test.
- ▶ A student who is at **grade level will be at the 50th%ile.**

# Lexile-RIT to Reading Range

- Students also receive a Lexile or RIT to Reading Range.
  - Lexile levels indicate where a reader can expect a 75% comprehension rate.
  - Do not *directly* correlate with grade level, but there are correlation charts teachers can use.
- ▶ For example, *A student who receives a 770 can read a 4th or 5th grade level text.*
  - ▶ Lexile scores span a 150 point range.
  - ▶ Use **[www.lexile.com](http://www.lexile.com)** to find books that are appropriate for your child.

# The MAP Family Report

After testing, parents will receive a MAP Family Report for their child.



[https://dpdol.nwea.org/public/growth/GR\\_SampleFamily.pdf](https://dpdol.nwea.org/public/growth/GR_SampleFamily.pdf)

# The MAP Progress Report

The middle-bold number is your child's RIT score. The numbers on either side of the RIT score define the score range your child would score if they were retested.

The middle-bold number is your child's percentile. The numbers on either side of the percentile rank define the percentile range.

Term/ Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
WI18	5	221- <b>224</b> -227	5	4	60- <b>67</b> -74
FA17	5	216- <b>219</b> -222			59- <b>66</b> -73
SP17	4	214- <b>217</b> -220			51- <b>59</b> -67
WI17	4	203- <b>206</b> -209			35- <b>42</b> -51

Presents the RIT growth your child made from the previous testing session.

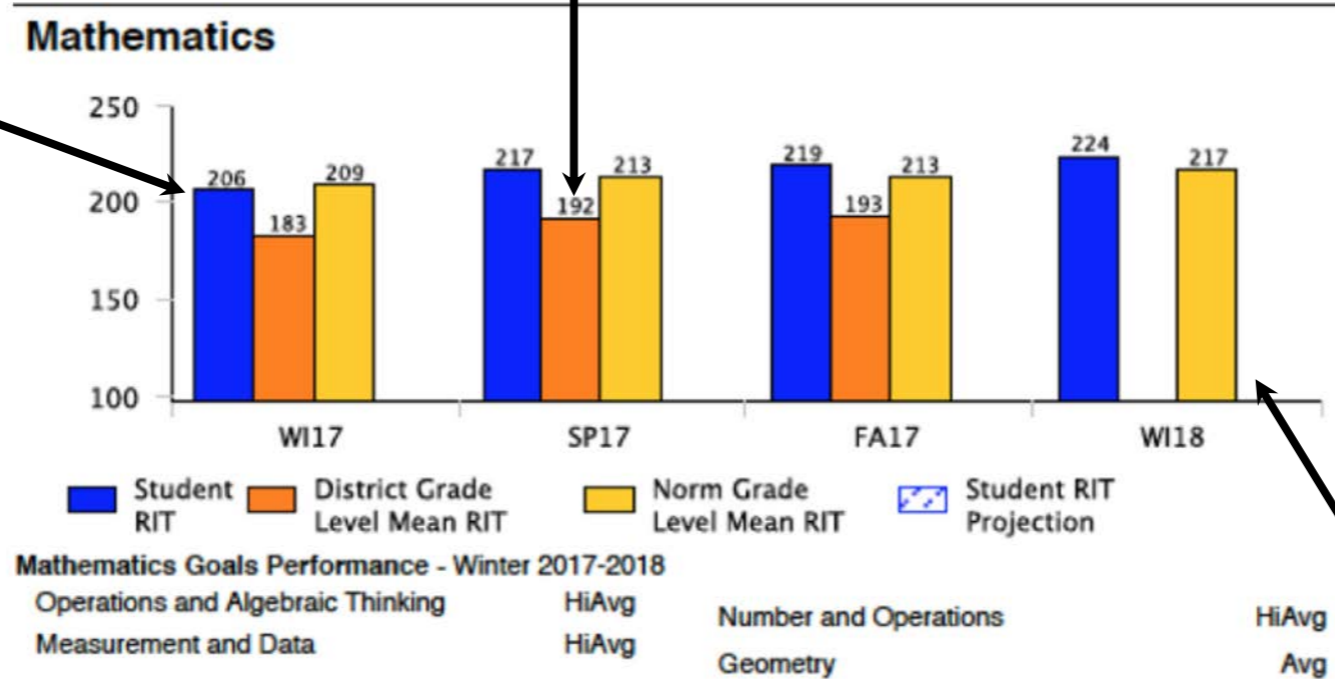
Represent the typical growth of students at this age and grade level.



# The MAP Progress Report

The BLUE represents your child's RIT score in the identified term

The ORANGE represents the ISB average RIT score



The YELLOW represents the average RIT score of all students in the world that have taken MAP

# The MAP Progress Report

## Negative Growth in a Snapshot...

### Language Usage

Season/ Year	Grade	Student Score Range	Dist. Avg RII	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range
F12	5	218- 221 -224		208			77- 83 -88
S12	4	209- 212 -215	219	207	-4	5	56- 64 -72
F11	4	213- 216 -219	214	201			81- 86 -90

Students took too little time  
25 seconds on a question is not enough time...

OR

Students were not engaged during the test...  
Effort fluctuates

# When a drop in score happens...

- Our school gathers data from multiple sources to create a data profile for your child.
- Our school examines external and internal data (end of unit assessments, pre-assessments, etc...) to triangulate results.

# Things to keep in mind as parents

- ▶ Standardized testing is only one way to measure students' academic achievement.
- ▶ Tests are only a single snapshot in time.
- ▶ How the child is feeling (rushed, tired, hungry, sick) and their attitude toward the test can change results.
- ▶ Comfort level with computerized tests can also impact results (first time / grade two / EAL).

# Supporting Your Child Maximizing Growth: School

- Highly qualified educators with differentiated classroom lessons aligned to the AERO / Common Core set of standards.
- Subscriptions to Raz-Kids for Reading and IXL Math for targeted instruction.

# Supporting Your Child Maximizing Growth: Home

- Read to your child or around your child... consistently.
- Continue to inquire.
- Be a role model of a life-long learner.

# Ways to help your child

- ▶ Make sure your child is well-rested on the day of the test -*One hour per day; three days in a season.*
- ▶ Give your child a well-rounded diet. Consider including some protein in your child's breakfast on the day of the test.
- ▶ *Some students will test in the afternoon. Send a healthy lunch and an extra snack.*
- ▶ As a parent, you play a critical role in promoting your child's academic growth and overall well-being.
- ▶ Parents and teachers can work together to improve student learning.

# Questions?

▶ Thank you!