

Measures of Academic Progress (MAP) Frequently Asked Questions

Students in Haverhill Public Schools participate in the Reading and Mathematics MAP tests three times a year: September, December, and May/June. Frequently asked questions have been outlined below. If you need additional information, please contact your son or daughter's classroom teacher.

What are the questions like on the MAP test?

When taking a MAP test, the difficulty of each question is based on how well a student answers all the previous questions. As the student answers correctly, questions become more difficult. If the student answers incorrectly, the questions become easier. In an optimal test, a student answers approximately half the items correctly and half incorrectly. The final score is an estimate of the student's achievement level.

How long does it take to complete a test?

Although the tests are not timed, it usually takes students about one hour to complete each MAP test. However, students are given whatever time they need to finish each MAP test they take.

When will my child be tested and how often?

We typically test students at the beginning of the school year (September), the middle of the year (December), and at the end of the school year (May/June). Specific dates are listed on the district's assessment calendar which is posted on the district website.

Do all students in the same grade take the same test?

No. NWEA assessments are designed to target a student's academic performance. These tests are tailored to an individual's current achievement level. This gives each student a fair opportunity to show what he or she knows and can do. The computer adjusts the difficulty of the questions so that each student takes a unique test based on their instructional level.

How do teachers use the test scores?

NWEA tests are important to teachers because they keep track of progress and growth in basic skills. They let teachers know where a student's strengths are and if help is needed in any specific areas. Teachers use this information to help them guide instruction in the classroom.

What is a RIT Score?

The RIT scale is an equal interval scale. Equal interval means that the difference between scores is the same regardless of whether a student is at the top, bottom, or middle of the RIT scale, and it has the same meaning regardless of grade level.

What is the relationship between MAP and MCAS?

For the past five years, educators have been reviewing the relationship between how students perform on both the MAP and MCAS tests. Student performance on the MAP test does predict with a high level of accuracy how a student will most likely perform on MCAS. This relationship has allowed us to identify a RIT range that equates to each MCAS performance level: Warning, Needs Improvement, Proficient, and Advanced.

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What does it mean to be on grade level on MAP?

Students who perform in the Proficient range are on-grade level. This is the same for MCAS tests. Any student who scores Proficient or above is considered on-grade level.

Why are RIT ranges the same for the entire school year?

The MAP test is used to predict MCAS results at the end of the school year. RIT Ranges are end-of-year goals for all students. When developing the range for each grade level, the fall RIT average for Proficient students was identified as the minimum cut for proficiency. Thus, the maximum score in the range is the spring average for Proficiency.

Students who take the MAP test in the fall as 4th graders are not expected to be Proficient on 4th grade material at this time. They are just beginning the 4th grade curriculum. Teachers use the data to help them identify what areas in the 4th grade curriculum that students have already mastered and what areas they are going to need remediation before they access the units. For example, the MAP test gives students a score in Geometry. Geometry is covered at the end of the school year, usually April or May. Teachers would use this data before introducing Geometry to identify those students who scored the highest in Geometry and those who scored the lowest so they can assign appropriately leveled tasks once the unit begins.

What if my child's score goes down between two test events (Negative Growth)?

While we cannot always ascertain why an anomaly occurred, it is necessary that we gather information around the event in order to inform an appropriate response. For example, we would collect evidence by asking some key questions:

- How much time did the student take to complete the test?
- Is the data consistent with other classroom data?
- How is the child performing in the classroom?
- Is the student struggling in the classroom with content, peer relationships, teacher relationships?
- How much negative growth was actually observed?
- Has something outside of school occurred that is impacting behavior and learning in school?
- Have there been changes in the student's attendance?

Gathering this information allows us to formulate appropriate responses to the question: What if my child's score goes down?

