

# TEACHER'S TIPS

## Applies to: MAP Skills™

### Starting MAP Skills

The teacher's site is <https://teach.mapnwea.org> (same as MAP Growth™).



### Path A: Identify Skills Gaps

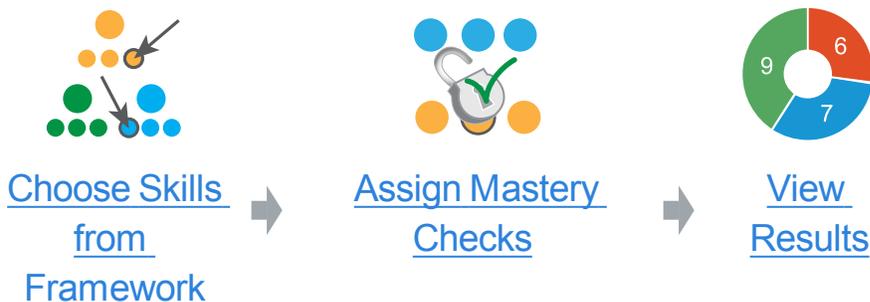
For students who are struggling, you will check for skills gaps using the Skills Locator. After helping students to close those gaps, check for retention with a Mastery Check.



## Path B: Pre- and Post- Assess

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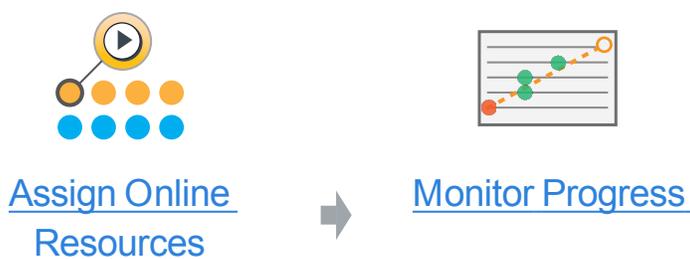
Prior to an upcoming curriculum unit, your whole class takes a quick Mastery Check, so you can see if they have the prerequisite skills necessary for your lesson. After the unit, students take another Mastery Check to verify the new skills they have learned.



## Path C: Reinforce Instruction + RTI

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If your student needs additional support, such as RTI, you can take advantage of these features:



## Skills Locator Assignments

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The Skill Locator identifies skill gaps that students might have.

### Preparation: Choose Students + Instructional Area

To target the students who need attention on their skills, use results from the MAP Growth assessment. In particular, check these reports:

- Class — Look at percentile rankings and detailed results for each instructional area (or "goal performance"). Areas of strength are in **bold**, and areas that need more focus are in *italics*.
- Achievement Status and Growth — Useful when you are focusing on how well students have grown. Combine this information with insights from the other reports.

**Tip:** The instructional area result (or "goal performance") will determine the MAP Skills strand that you assign.

- Student Profile — Shows specific instructional areas that could use your focus. In one click, you can then assign related Skills Locators.

### Skills Locator Assignment Options

After you choose students and instructional areas ("goal areas"), assign a Skills Locator with either method:

- [Quick Assignments from Student Profile on page 3](#)
- [Free-form Assignments on page 4](#)

Or, for more about the connection between instructional areas and the strands in MAP Skills, first see the [state alignment](#) documents.

### Quick Assignments from Student Profile

Easily assign each student a Skills Locator from the Student Profile report. For example, Geometry is a *Suggested Area of Focus* for this student, so you can click the **STRANDS TESTED** link to see which strands apply to Geometry:

The screenshot displays a student profile report with the following sections:

- MATHEMATICS:** Score of 233\*. Error Margin: +/- 2.8. Possible range: 230-236. Date: 3/21/2017 - 60 minutes. Growth: Math 6+ OH 2011 V2. \*Spring 2016-17.
- READING:** Score of 219\*. \*Spring 2016-17.
- COMPARISONS:** 54<sup>TH</sup> Norms Percentile. Achievement for this term, ranked against NWEA 2015 Norms Study.
- INSTRUCTIONAL AREAS:** Geometry. 235 RIT SCORE. 0 out of 3 STRANDS TESTED. Suggested Area of Focus.

A callout box with the text "Assign MAP Skills missions for Area of Focus" points to the "0 out of 3 STRANDS TESTED" link, which is circled in orange.

You can then click **ASSIGN LOCATOR**, and the MAP Skills Assignment tab appears with all the applicable settings chosen automatically:

MAP Skills — Strands NOT Tested in Geometry (3) ?

Length, Area, Volume, and Coordinate Geometry

Find Needs Work Skills in this strand

ASSIGN LOCATOR

Working with Units Including Degrees

Find Needs Work Skills in this strand

ASSIGN LOCATOR

Shapes, Attributes, Congruence, and Similarity

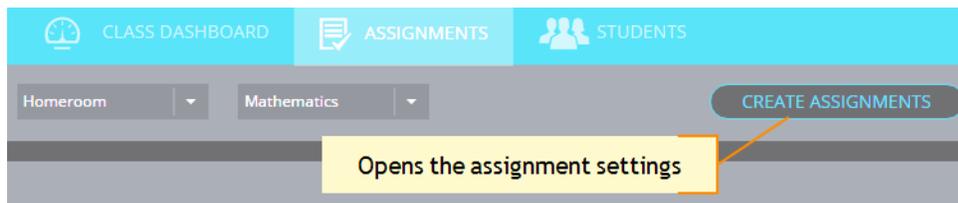
Find Needs Work Skills in this strand

ASSIGN LOCATOR

When finished, close the separate MAP Skills window.

## Free-form Assignments

The **Assignments** tab in MAP Skills is the easiest way to assign Skill Locators for multiple students at once. Choose the **Subject**, and then choose **Create Assignments**:



? — As you complete the other information, click these help icons for tips.

**Tip:** If you first choose the Instructional Area (or "goal performance") that you obtained in your MAP reports, then only related strands appear in the drop-down list. For summary descriptions of each strand, see:

- [Mathematics Strands Summary on page 7](#)
- [Reading and Vocabulary Strands Summary on page 9](#)
- [Language Usage Strands Summary on page 10](#)

# Mastery Check Assignments

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The best approach for making a Mastery Check assignment depends on which of these paths you are following:

- [Pre- and Post- Assess on page 5](#)
- [Verify Student Learning on page 6](#)

## Pre- and Post- Assess

At any time, you can use Mastery Checks as a quick formative assessment for your entire class:

- Before beginning a curriculum unit—See whether students have the prerequisite skills
- After the unit—Verify your students' learning of the new skills you have taught

**Step 1:** Start by choosing the strand related to your lesson. Strands organize skills into related areas, and you can choose whichever best suits each student or student group. For summary descriptions of each strand, see:

- [Mathematics Strands Summary on page 7](#)
- [Reading and Vocabulary Strands Summary on page 9](#)
- [Language Usage Strands Summary on page 10](#)

**Step 2:** Narrow down to the specific skills students need. See the online [Skills Framework Reference](#).

**Step 3:** Open the **Assignments > Mastery Check** tab in MAP Skills. With a strand chosen, you can then choose one or more skills from the list that appears. Each skill may take a few minutes of testing (there are up to 6 questions per skill).

**Note:** Also remember to set the student passwords. See: [Student Preparation and Passwords on page 11](#).

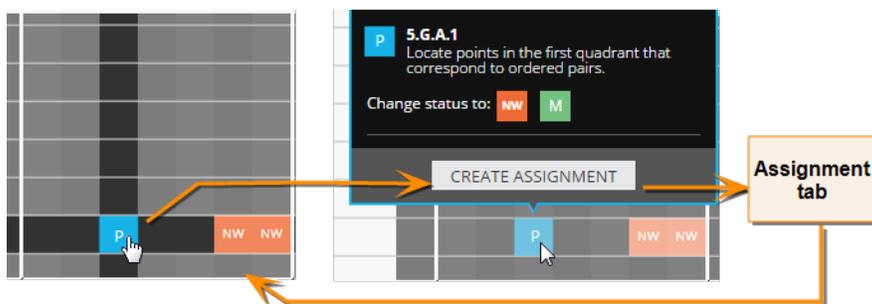
## Verify Student Learning

If you have identified and worked on the skill gaps of individual students, you should verify whether students have mastered those skills. Here are shortcuts to setting up a Mastery Check for this purpose:

- In the **Assignments** tab, find the student and click the **Assign Next** button. From the mission tabs that appear, choose **Mastery Check**.

—OR—

- From the Heat Map chart, click a status and choose **Create Assignment** from the pop-up. After you finish making the assignment (or click Cancel), the heat map chart re-appears with the same view as before:



—OR—

- In the **Assignments** tab, use the **"Ready for Mastery Check"** card to make several assignments at once. This feature assumes students completed Resource missions for the skills.

# Strand Summary

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Use this summary to help choose the strand you want to assign in your missions.

## Mathematics Strands Summary

There are many choices for mathematics so that you have the most flexibility when making assignments. There is no particular order among these strands, although a good starting place is Number Sense Base Ten, as well as the Computation strands—especially for students in need of remediation.

Otherwise, pick strands as a pre-lesson check, or as a support while students work through your curriculum.

- **Computation Base Ten (grades K to 8)**

Add, subtract, multiply, and divide numbers given in whole numbers, decimals, integers, or rational numbers in decimal form; Compute the value of expressions with integer exponents; Compute with numbers in scientific notation; Find square roots and cube roots of perfect squares or cubes; Evaluate expressions with combinations of any of the above

- **Computation Fractions and Rational Numbers (grades 1 to 8)**

Add, subtract, multiply, and divide rational numbers given in the form of positive and negative fractions, including improper and mixed numbers; Compute the value of expressions with integer exponents; Find squares and square roots, cube and cube roots of rational numbers; Evaluate expressions with combinations of any of the above, including expressions with numbers in decimal form

- **Data and Statistics (grades K to 8)**

Organize data into categories; Represent data in line plots, picture graphs, bar graphs, histograms, box plots, and scatter plots; solve problems based on data in such graphs; Find and compare measures of center and spread; understand what makes a statistical question and representative sampling; Analyze bivariate data (scatter plots) for possible relationship between variables and line of best fit when appropriate.

- **Equivalence and Properties (grades 1 to 8)**

Understand the meaning of equal sign; Recognize and use commutative, associative, and distributive properties; Translate between verbal and numerical or algebraic expressions; Identify and use factors and multiples; Evaluate algebraic expressions for specific values; Recognize equivalent expressions up to and including those with integer exponents

- **Graphs and Functions (grades 2 to 8)**

Extend patterns given a rule; Use tables, equations, and graphs to represent relationships between variables; Understand dependent and independent variables; Interpret a graph's characteristics (such as slope, intercept or other meaningful points) in a context; Identify when functions are not linear; understand definition of a function; Compare functions represented in different ways (tables, graphs, equations); Use graphs to represent solution set of single variable inequality, and interpret such graphs according to the context

- **Length, Area, Volume, and Coordinate Geometry (grades K to 8)**

Identify and compare measureable attributes of objects; Estimate lengths in customary and metric units; Find perimeter, circumference, area, volume and surface area of shapes; Graph and interpret points on coordinate; Find lengths of line segments on coordinate plane (vertical, horizontal or via Pythagorean theorem) including to solve real world problems

- **Number Sense Base Ten (grades K to 8)**

Count and compare sets with up to 20 objects; Decompose and recomposes teens as tens and ones; Match a number to its representation in base-ten blocks, expanded or word form; Understand place value; Compare numbers; Round numbers; Determine if a number is even or odd, prime or composite; Represent values using exponents and prime factorization

- **Number Sense Fractions, Rational and Irrational (grades 1 to 8)**

Identify halves, thirds and, fourths other fraction models; Partition shapes into equal parts; Locate fractions and rational numbers on a number line; Estimate the location of irrational numbers on a number line; compare fractions, rational and irrational numbers; Understand relationship between decimals and fractions with 10 and 100 as denominators; Understand and compute percentages; Convert rational numbers and identify irrational numbers

- **Probability (grades 6 to 7)**

Represent probability as a number between 0 and 1; understand and compute experimental and theoretical probability for simple and compound events

- **Problem Solving, Fractions and Ratios (grades 1 to 8)**

Solve word problems involving addition, subtraction, multiplication, and division of rational numbers; Match contexts to expressions; Use ratio and rate language including unit rate; Make and use tables, equations or graphs to represent and analyze proportional and ratio relationships; Solve multi-step ratio and percent problems; Model linear relationships

- **Shapes, Attributes, Congruence, and Similarity (grades K to 8)**

Understand relative position (such as above, below); Identify 2D and some 3D shapes; compare and classify 2D and 3D shapes by attributes, including understanding hierarchy of shape categories; Identify halves, thirds and, fourths other fraction models; Identify lines, segments and rays; Identify types of angles, identify parallel and perpendicular lines; Understand transformations, nets, congruence, and similarity; Use scale factor to determine side lengths and vice-versa

- **Solving Problems, Equations, and Inequalities (grades K to 8)**

Represent situations with expressions and equations including using a variable for unknown; Solve one-step, two-step and multiple step word problems; Determine if answers to word problems are reasonable; Solve linear, simple quadratic and cubic equations and inequalities with unknowns in all positions; Solve a system of two linear equations in two variables and determine the number of solutions

- **Working with Units Including Degrees (grades K to 8)**

Choose appropriate tool for measuring; Estimate length, mass and volume using customary, and metric units; Find length, mass and volume using customary and metric measurements; Convert units within the same system of measurement; Tell time, including understanding of a.m. and p.m.; Understand the value of various coins and bills; Measure angles in degrees; Solve problems involving measurement skills

## Reading and Vocabulary Strands Summary

For reading, choose a genre based on your students' interests and familiarity.

**Early Readers**—MAP Skills is *not* intended for students who are learning to read; rather, it supports students who are reading to learn. While the strands do have passages at the grade 1 and 2 level, they actually assume the background of an older student.

- **Creative Fiction (grades 1 to 8)**

Historical narratives and genre texts such as fables, myths, or science fiction.

- **Realistic Fiction (grades 1 to 8)**

Fictional narratives with contemporary settings that feature activities and situations that are likely familiar to many students.

- **History / Humanities Text (grades 3 to 8)**

Expository and persuasive texts with social studies or humanities content.

- **Informational Texts (grades 1 to 2)**

Generic texts for students who tested under the Non-fiction, History, or Scientific strands, but who scored Below Instructional at the third grade level.

- **Nonfiction / Literary Nonfiction (grades 3 to 8)**

Expository and nonfiction narrative texts such as biographies or autobiographies as well as persuasive pieces such as letters to the editor, opinion pieces, and speeches.

- **Scientific / Technical Text (grades 3 to 8)**

Informational texts with a scientific focus as well as texts that describe processes or procedures.

Closely related to reading is the Vocabulary subject and strand. While reading strands do cover "vocabulary in context" skills, they rely on the context of the reading passages to understand meaning and connotation. To make a deeper assessment, take advantage of the stand-alone Vocabulary strand, under the Vocabulary subject:

- **Vocabulary (grades K to 8)**

Fundamental vocabulary skills and strategies to determine word meaning such as use of context clues, dictionaries, word relationships, affixes, and roots.

## Language Usage Strands Summary

- **Parts of Speech (grades K to 8)**

Select appropriate adjective, adverb, article, conjunction, noun, preposition, pronoun, and other parts of speech to use within a sentence; Use definite and indefinite articles; Identify appropriate verb tense; Identify correct word order; Identify how words and phrases are used within a sentence; Revise sentences with incorrect antecedents, verb tense, and passive voice.

- **Punctuation and Capitalization (grades K to 8)**

Choose correct end punctuation; Capitalize for beginning of sentence, proper names, days of the week, holidays, dates, titles, and regions; Apply commas for dates, series, greetings, address, compound sentence, and parenthetical phrase; Form contractions and possessives using apostrophes; Punctuate dialogue; Punctuate parenthetical elements and coordinate adjectives; Use colons, semicolons, and dashes.

- **Sentences, Phrases, Clauses, and Agreement (grades K to 8)**

Form and recognize questions; Recognize complete sentences; Recognize compound and complex sentences; Ensure pronoun-antecedent agreement; Ensure subject-verb agreement; Revise sentence fragments, run-on sentences, and dangling modifiers; Use restrictive and non-restrictive clauses.

- **Spelling (grades 1 to 8)**

Various spelling patterns (CVC, CVCe, and so on); Various word endings (-dge, -ge, -le, -al, -el, and so on); Double consonants; Diphthongs; Digraphs; Various suffix patterns; Homophones; Plural of words ending in -ch, -sh, -s, -x; Words ending in -tion/-sion; Frequently misspelled words; and Frequently confused words.

# Student Preparation and Passwords

Students can use MAP Skills either at school or at home. As a teacher, you play an important role with getting students ready.

## Student Site Address

<https://skillsnav.mapnwea.org>

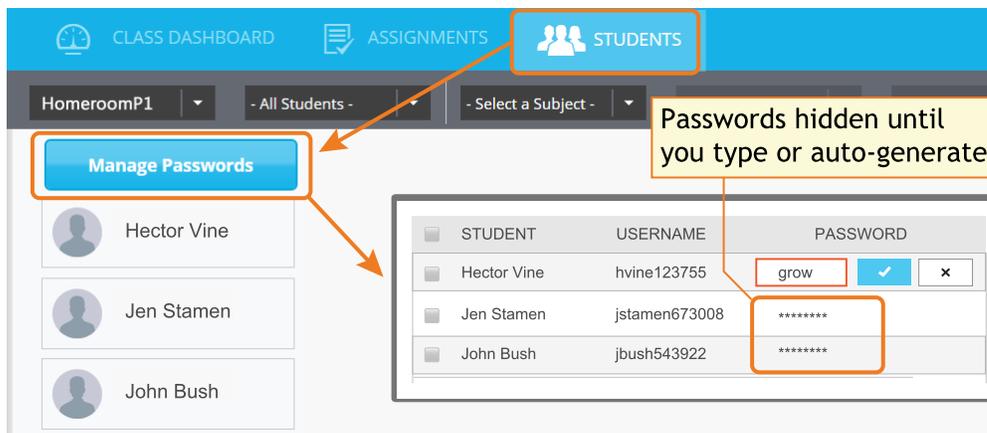
 [Handout for Parents and Students](#) (1 page)

## Student User Name and Password

You only need to *generate passwords once*, but you can generate new passwords at any time, as needed. If students use MAP Skills with multiple teachers, *beware of overwriting* passwords.

**Prerequisite and User Name**—Your student roster for this term must be imported by your school or district. Or, someone with appropriate permissions needs to add the student individually. The Student User Name is specified at that time.

1. Open the **Students** tab within MAP Skills.
2. Select your class.
3. Click **Manage Passwords**.



STUDENT	USERNAME	PASSWORD
<input type="checkbox"/>	Hector Vine	grow ✓ x
<input type="checkbox"/>	Jen Stamen	*****
<input type="checkbox"/>	John Bush	*****

4. Choose either method or combination of both:
  - a. Custom—*Useful if you already have passwords that your students will remember.* Type it for each student, one at a time. It can be unique or the same for each student.  
**Note:** Press Enter or click the check mark——to apply each edit (if \*\*\*\*\* still appears, make your edit again).
  - b. Auto-generated—*Useful for quickly assigning multiple passwords (will be an easy word with four or five letters).* Select one or more students (checkbox on left), and click **Auto Generate Selected Passwords**.

5. Either print (Ctrl+P) or copy/paste the user names and passwords for students.
6. Click **Done** to save your changes.

## Student Experience

Take some time to show students how they will use MAP Skills:

**Mission Control**

Mathlandia Progress New 0

Readopolis Progress New 0

LanguageTown Progress New 0

Vocabville Progress New 3

Students know they have a mission when a number appears in Mission Control

After each mission, students rate their performance and...

**Give Feedback to gain your reward!**

After that mission I feel:

😊 😐 😞

I learned a lot!

...earn rewards

Earn your reward Next »

**Mission Progress**

← Return to Mission Control

School Year 2014-2015

0 Missions Completed Skills Unlocked 0 LANGUAGETOWN	0 Missions Completed Skills Unlocked 0 MATHLANDIA	0 Missions Completed Skills Unlocked 0 READOPOLIS
1 Missions Completed Skills Unlocked 5 VOCABVILLE		

From Mission Control, students can check progress

# Track Assignments

In the **Assignments** tab, you can manage assignments and see the results of each mission.

**If you do not see assignments** — Try this:

- Make sure you have selected the correct class and subject from the top menu filter (gray bar).
- If you selected a "Ready for..." card, you might need to back out by clicking the card again.

When you scroll to the bottom, you see the list of students and assignments:

STUDENTS:	LAST ASSIGNED:	STATUS:	DUE DATE:	ACTION:
Alva, Mary	01/30/17 08:26AM LOCATOR Skills Locator	Assigned	02/13/17	EDIT
	01/11/17 01:36PM RESOURCE Hartcourt%20Schools:%C2%A0%20Length	Assigned	01/25/17* Past Due	REASSIGN
	01/11/17 01:36PM RESOURCE Millennium%20Mathematics%20Project:%20Jumping	Assigned	01/25/17* Past Due	REASSIGN
	<a href="#">Show More</a>			
Barlo, Quintin	01/30/17 12:30PM RESOURCE HPEDSB:%20Measurement:%20Area,%20Perimeter	Feedback Provided	01/25/17	ASSIGN NEXT

## Edit or Delete Assignments

As shown above, you have the chance to edit or delete assignments before the student has started. However, once a student begins the mission (status In Progress), you cannot remove or change it. Also, for a Resource assignment, you cannot change the chosen resource. To make that change, delete and re-assign with a different resource.

**Reassign**—This option appears when an assignment is Past Due. It gives you a chance to change the due date or other details. However, if you do nothing, students can still complete past due assignments.

# View Results for the Mission

In contrast to the Class Dashboard tab, the Assignment tab shows results specific to each Mastery Check and Skills Locator mission:

Each Mastery Check and Skills Locator shows the results at the time of completion, giving you a snapshot of the skill status.

STUDENTS:	LAST ASSIGNED:	Mastery Details	STATUS:	DUE DATE:
Zeniya, Alice	04/15/17 9:20AM MASTERY Geometry check	<p>1 Needs Work / 1 Mastered</p> <p><b>M</b> (5/5, 100%) Measure volume by counting unit cubes.</p> <p><b>NW</b> (3/5, 60%) Interpret points in the first quadrant in a context.</p>	<p>1 NW / 1 M</p> <p>3 NW / 3 P</p>	<p>4/29/17</p> <p>4/15/17</p>

Fraction and percent correct (shown for Mastery Checks only)

**Note:** Because these details are a snapshot in time, you may see differences from the latest skill status, shown in the heat map chart in the [Class Dashboard](#).

Other mission information:

**Feedback Provided**—Appears for completed Resource missions. It means the student completed the assignment, even if the student did not provide actual written feedback.

**Assign Next**—Sets up the next recommended mission.

## View Full Mission Details

To see the details of each mission, including student feedback, click the student name in the Assignment tab list:

STUDENTS:	LAST ASSIGNED:	STATUS:	DUE DATE:
Alva, Mary	01/30/17 08:26AM LOCATOR Skills Locator	Assigned	02/13/17

The **Missions** tab opens with all of the student's missions for all subjects:

Status + student rating

Basic Math Skills  
Locator: Feedback Provided ★★☆☆ (neutral)

Show Details

Click for details, including these:

Strand
Starting Grade Level
# Needs-work skills to Locate
Note to student
Student Feedback

# View Results

Student results appear in various places, depending on what level you need:

- **Class Dashboard** tab—View by *whole class* and skills framework. See the following steps.
- **Assignments** tab—View by *each mission*. See [View Results for the Mission on page 14](#).
- **Students > Progress Graph**—View *progress* toward mastery for each student. See [Progress Monitoring on page 20](#).
- **OnTrack** tab—View progress for the entire grade or school.

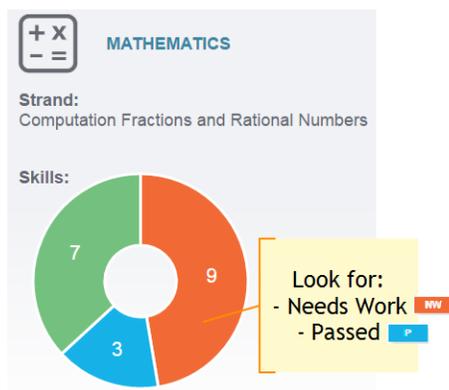
## Start: Narrow Down to a Strand

1. Under the **Class Dashboard** tab, complete the filter menus (gray bar at top). Here are tips:
  - **Instructional Area** — Also known as the MAP "goal score," is optional, but helps to narrow down the list of strands.
  - **Strand** — Choose *All Strands* if you want an overview of all testing done for the subject.
  - If "No Skill Data Available" appears, try changing the filters to be more broad.

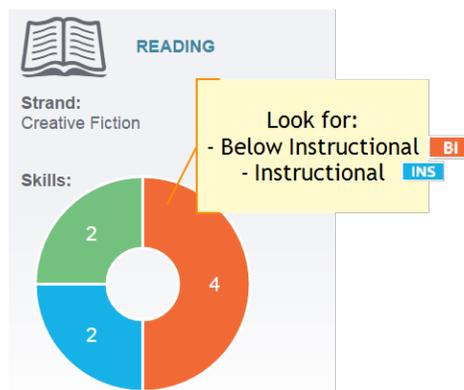
2. If viewing *All Strands*:

- a. Scan the strand "donut" charts for the status demanding the most attention:

### Needs Work or Passed



### Below Instructional or Instructional (reading only)



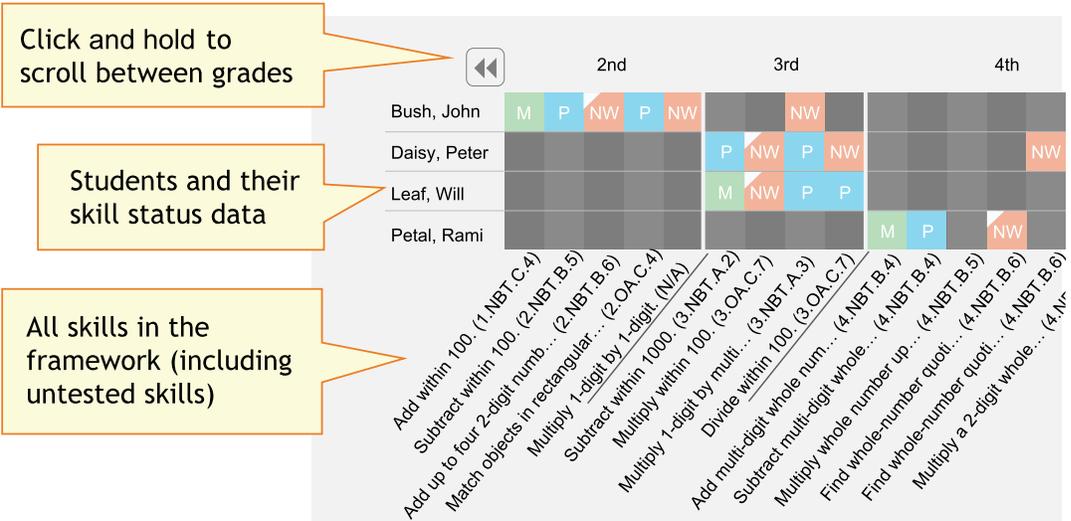
- b. If multiple strands demand attention, click whichever chart is most relevant to your current teaching.

**Multiple math strands:** If you see more strands than the one you assigned, it is because each mathematics skill can relate to multiple strands. Again, pick whatever strand is most relevant now. As the student progresses on a skill under one strand, that progress will apply to all other strands where the skill appears.

3. After you click a strand chart, continue to the next section.

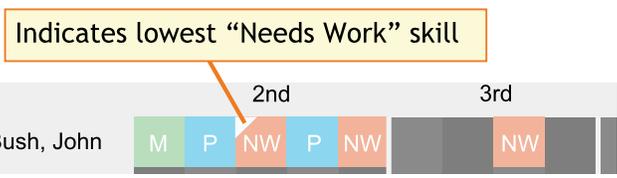
## Next: Pinpoint Students and Skills

Clicking a strand "donut" chart opens the underlying skills in a "heat map" chart with the following parts:

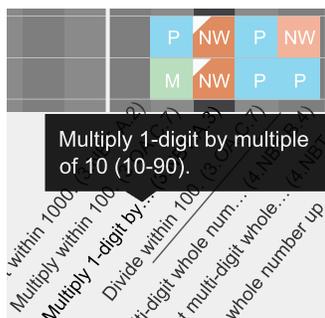


To help pinpoint skills, you can:

- Look for the lowest skill with Needs Work status:



- Hover or click over each skill to see a full description and column highlight:



- Switch between grade and skill status (reading only):

• Grade View  
Skill View

3rd

Bush, John INS

Daisy, Peter

Leaf, Will BI

After finding the grade-level status, you can see the underlying skills

P	P	NW	P	NW	P	P
P	NW	NW	NW	P	P	NW
(RL.3.6)	(RL.3.5)	(RL.3.4)	(RL.3.1)	(RL.3.1)	(RL.3.2)	(RL.3.3)

Tip: Although reading skills appear to be the same across grades, they differ by the level of text complexity.

## Printing Results

Use the Print command in your browser.

# Status Definitions

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After students complete a mission, you can see their skills labeled with a status.

## For Individual Skills:

Status	Meaning
<b>NW</b> Needs Work	1 of 3 <i>incorrect</i> (Skills Locator) –or– 2 of 5 <i>incorrect</i> (Mastery Check). Focus your instruction on addressing these skills.
<b>P</b> Passed	3 of 3 correct on a Skills Locator. This status is a by-product of finding <i>Needs Work</i> skills during the Skills Locator. You can perform further testing or, based on your judgment, edit the status to either Needs Work or Mastered.
<b>M</b> Mastered	5 of 6 correct on a Mastery Check. Once mastered, students can work on the next level of skills. (Not applicable to reading skills, because reading missions have a limited set of questions per skill.)

## For Reading Grade Level:

There are two levels for reading. The overall status relates to the grade level difficulty:

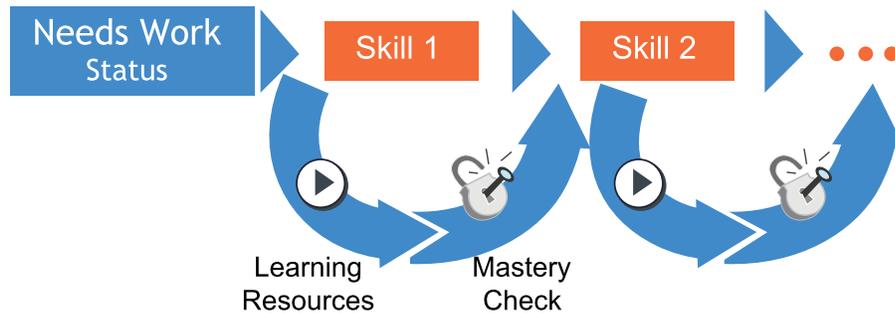
Grade Status	Meaning
<b>BI</b> Below Instructional	Less than 50% correct. You should re-test at the next lower grade level so you can establish the student's Instructional reading level.
<b>INS</b> Instructional	Between 50–80% correct. Student is ready for instruction on this reading grade level.
<b>IND</b> Independent	About 80% correct. Student is ready for the next reading grade level.

On the individual skill level, you can see **Needs Work** or **Passed** (as described above), but *not* **Mastered**. Consider these design features:

- **No Master status**—Students continuously develop reading skills from one grade level to the next. As a result, they show Independent reading ability by successfully applying skills at each level of text complexity, not by mastering specific skills.
- **Skills apply across grades**—Reading skills generally remain constant across the grades. The difference between grades arises from the text complexity and how students use those skills.

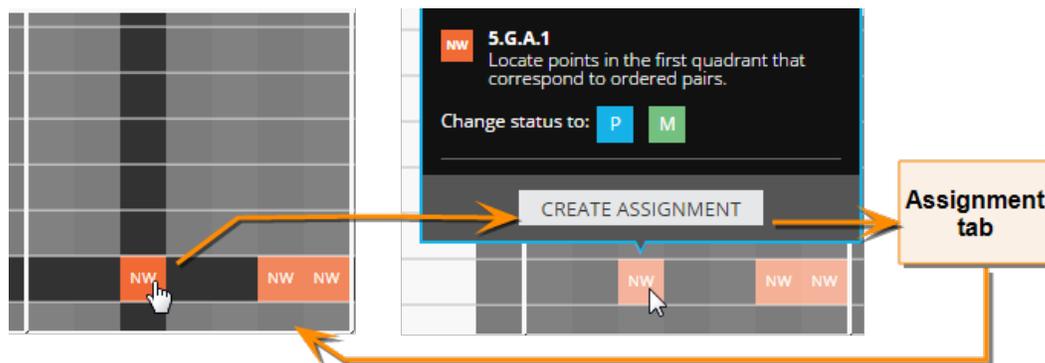
# Assign Resources and the Next Mission

To give students practice with skills, you can assign matching online resources, either from the list suggested by MAP Skills or from your own websites. MAP Skills *automatically* walks through this cycle when you use the Assign Next button or "Ready for..." card within the Assignment tab:



## Shortcuts for Resources

- *Multiple assignments at once*—In the **Assignments** tab, use the "Ready for Resources" card (see ["Ready For..." Card Rules](#)).  
—or—
- *One student at a time*—In the **Assignments** tab, use the **Assign Next** button (see [Assign Next Rules](#)).  
—or—
- *While using the heat map chart*—Click an NW (Needs Work) status, and choose **Create Assignment** from the pop-up. After you finish making the assignment (or click Cancel), the heat map chart re-appears with the same view as before:



- *Add your own resources*—Click **Add New Resource** within the Assignments > Resources tab. It will remain under My Resources, unless you delete it.

**Note:** Custom resources only appear for you, not other teachers.

- *Avoid Flash as needed*—Look for indicators showing which resources require Flash, because your student's device might not support it:

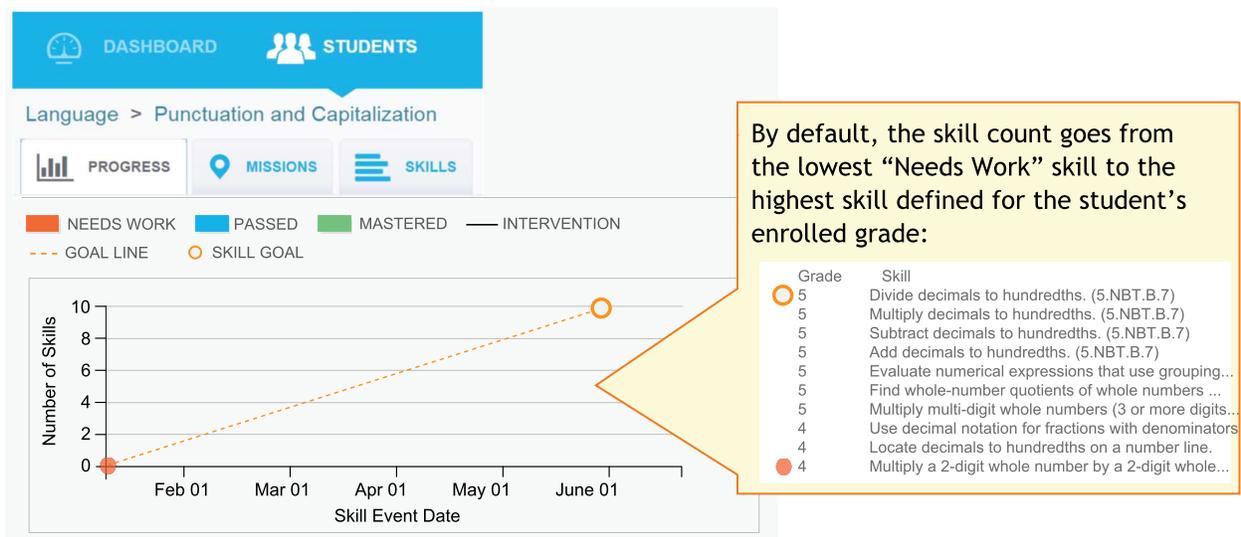
Content requires Flash (not supported on all devices)

**RESOURCES THAT WILL BE ASSIGNED:**

- + LearnZillion: Find the missing dimensions of 3-D figures using
- + Harcourt School Publishers: Finding Volume (Visit Resource)

## Progress Monitoring

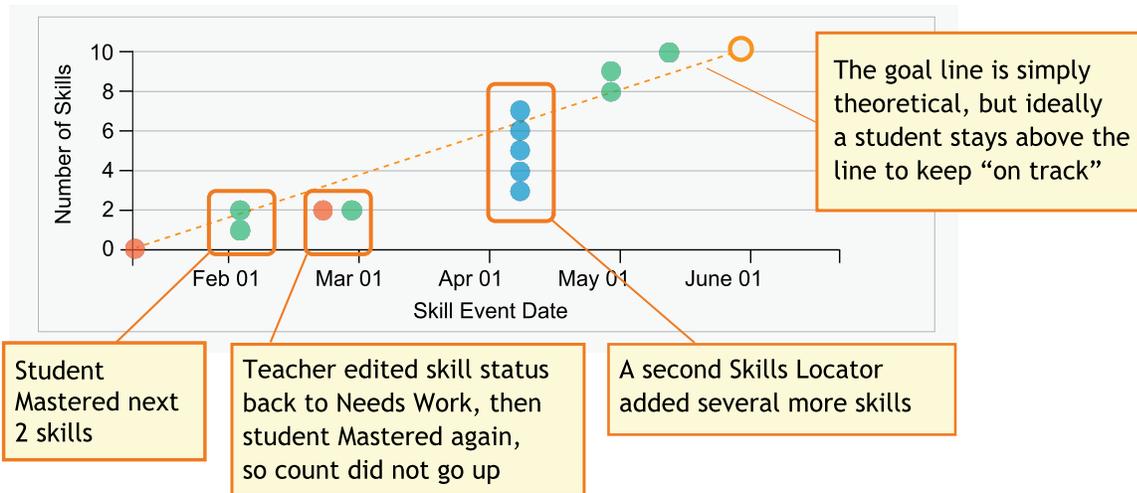
In the Students tab > Progress Graph, you can track each student's progress toward an end goal, which you can modify as needed. In general, the graph is a simple count of *newly acquired* skills over time, meant as an overall indicator of progress:



**Note:** If you instead want to track the entire grade or school, use the **OnTrack** tab; see [Overall Progress—On-Track Report](#).

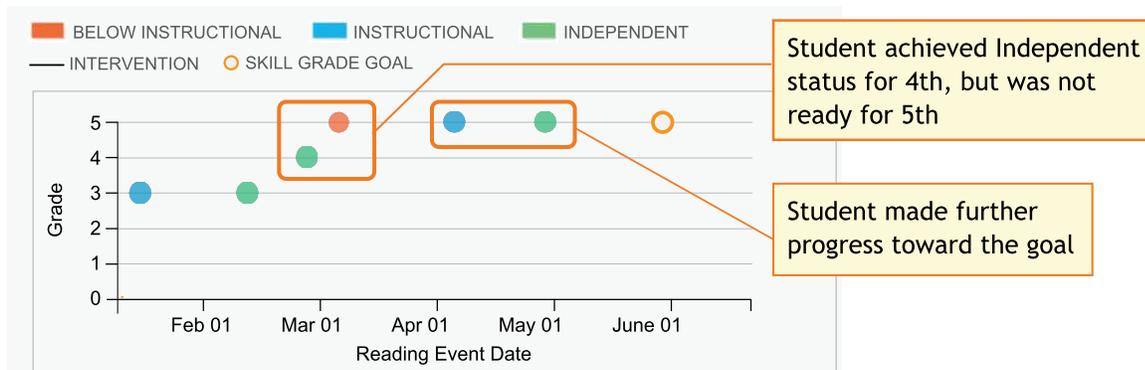
## Graph for Math, Language, and Vocabulary

The following example shows how a student might progress within mathematics, language usage, or vocabulary:



## Graph for Reading

For Reading missions, the Progress graph plots the grade level status, starting with *Instructional*:



## If the Graph Does Not Appear:

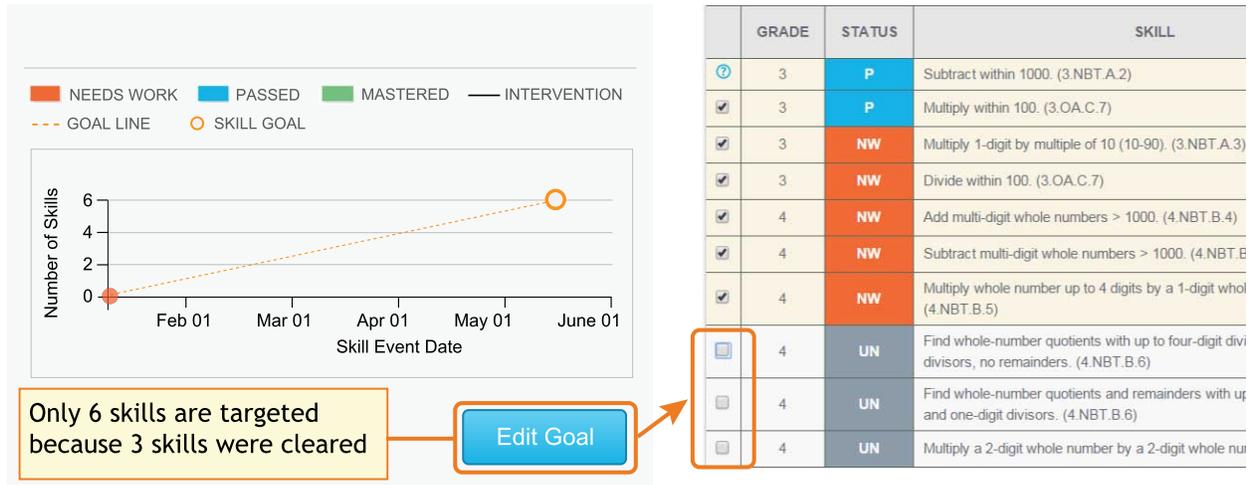
- The graph requires at least one skill designated Needs Work or Instructional within the chosen strand. (This skill status can come from either a Skills Locator or Mastery Check.)
- The student profile may be missing a required reporting attribute, such as Ethnicity. Ask your school or district leaders to complete the student profile.
- Also, you may need to wait for overnight processing, especially if the student was added on the same day as testing.

## Tracking Interventions

The Progress graph also enables you to add *intervention lines* so you can monitor the before-and-after results on student progress. Use caution—you cannot remove or alter an intervention line once it's added to the graph.

## Editing the Goal

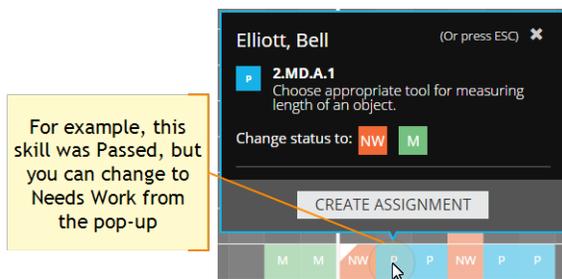
Whenever needed and as often as needed, you can modify the end date or the targeted number of skills, using the **Edit Goal** button. The graph will redraw with every modification. For example, you could lower the number of targeted skills (however, this feature is *not available for Reading grade levels*):



## Editing Skill Status

As you work with students, you may determine that the skill status no longer applies. Rather than re-test, you can directly edit the skill status.

1. In the **Class Dashboard**, search for the student and subject.
2. Click the strand "donut" chart.
3. When the heat map chart appears, locate the skill.
4. Click the skill status (or reading grade-level status) and choose the new status from the pop-up:



### When Changing Status:

- **Unseen** — You cannot change back to Unseen (gray) status, so avoid accidental changes.
- **Reading skills** — You cannot change the skills underlying a reading level.
- **Progress graph** — A new dot appears above the date of the change, showing the new status.