Comparative Data to Inform Instructional Decisions

To help provide context to MAP® Growth™ normative percentiles, this document includes multiple **College and Career Readiness (CCR)** benchmarks, including those from **ACT®** and **Smarter Balanced Assessment Consortium (Smarter Balanced)**.

When you're armed with MAP Growth interim assessment data, you're better prepared to meet your students when and where they need you most.

Use the comparative data in the tables below as one of your data points for instructional decision making. While not intended for use as a single placement guide, these data can help inform a variety of programmatic and instructional decisions, including:

- identifying and qualifying students for various instructional strategies
- + guiding teachers who do not regularly make decisions on instructional program choices for students
- scheduling and grouping to meet students' learning needs
- + screening for special or alternative instruction
- + staffing and resourcing

About Each Chart

- The grade designations represent beginning-of-year grade levels
- + The RIT scores defining each level are separated by 1/2 standard deviation, except for the highest level, which is set at the 95th percentile
- + At all levels, consider differentiated instruction, flexible grouping, or tiered instruction
- + As scores ascend, give more consideration to curriculum compacting, accelerated instructional pacing, and special programs
- + As scores descend, give more consideration to additional instructional time, one-on-one tutoring, use of short-cycle assessments, and special programs.

The instructional suggestions in this document are intended to provide initial ideas, not to be an exhaustive list of options.

| MATHEMATICS | | | | | | | | | | | | | | |
|-----------------------------------|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|-----|-----------------------|
| | | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 2015 Norms Percentile |
| CCR (Smarter Balanced Level 3) | Spring | | | | 204 | 217 | 229 | 230 | 235 | 242 | | | | 52-72 |
| CCR (ACT ≥ 22) | Spring | | | | | | 226 | 232 | 238 | 243 | 246 | 249* | | 61-78 |
| CCR (ACT ≥ 24) | Spring | | | | | | 230 | 237 | 243 | 248 | 252 | 255* | | 70-86 |
| NWEA | Fall | 165 | 184 | 199 | 212 | 225 | 236 | 243 | 250 | 256 | 260 | 262 | 266 | 95 |
| NWEA | Fall | 155 | 175 | 190 | 203 | 216 | 226 | 233 | 239 | 244 | 248 | 250 | 253 | 84 |
| NWEA | Fall | 148 | 169 | 183 | 197 | 209 | 219 | 225 | 231 | 235 | 239 | 240 | 243 | 69 |
| NWEA Median | Fall | 140 | 162 | 177 | 190 | 202 | 211 | 218 | 223 | 226 | 230 | 230 | 233 | 50 |
| NWEA | Fall | 133 | 156 | 170 | 184 | 195 | 204 | 210 | 214 | 217 | 221 | 220 | 223 | 31 |
| NWEA | Fall | 125 | 150 | 164 | 177 | 188 | 197 | 202 | 206 | 209 | 212 | 211 | 213 | 16 |
| NWEA | Fall | 118 | 143 | 157 | 171 | 182 | 190 | 195 | 198 | 200 | 204 | 201 | 204 | 7 |

Higher Achievement

Achievement

A student score at or above the following scores on a 6+ Mathematics Survey with Goals test suggests student readiness for: 230 Introduction to Algebra; 235 Algebra; 245 Geometry

*CCR benchmarks are projetions in growth from grade 9.

| READING | | | | | | | | | | | | | | |
|-----------------------------------|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|-----|-----------------------|
| | | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 2015 Norms Percentile |
| CCR (Smarter Balanced Level 3) | Spring | | | | 202 | 209 | 214 | 218 | 222 | 225 | | | | 56-62 |
| CCR (ACT ≥ 22) | Spring | | | | | | 215 | 220 | 224 | 227 | 230 | 232* | | 59-73 |
| CCR (ACT ≥ 24) | Spring | | | | | | 218 | 223 | 227 | 230 | 233 | 236* | | 66-80 |
| NWEA | Fall | 163 | 182 | 200 | 214 | 224 | 231 | 236 | 240 | 243 | 246 | 248 | 250 | 95 |
| NWEA | Fall | 155 | 174 | 190 | 204 | 214 | 221 | 226 | 230 | 233 | 236 | 237 | 239 | 84 |
| NWEA | Fall | 148 | 167 | 182 | 196 | 206 | 213 | 218 | 222 | 225 | 228 | 229 | 231 | 69 |
| NWEA Median | Fall | 141 | 161 | 175 | 188 | 198 | 206 | 211 | 214 | 217 | 220 | 220 | 223 | 50 |
| NWEA | Fall | 134 | 154 | 167 | 180 | 190 | 198 | 204 | 207 | 209 | 212 | 212 | 214 | 31 |
| NWEA | Fall | 128 | 148 | 159 | 173 | 183 | 191 | 196 | 199 | 202 | 205 | 204 | 206 | 16 |
| NWEA | Fall | 121 | 141 | 152 | 165 | 175 | 183 | 189 | 192 | 194 | 197 | 196 | 198 | 7 |

Achievement

Lower
Achievement

Higher



^{*}CCR benchmarks are projetions in growth from grade 9.

| | LANGUAGE USAGE | | | | | | | | | | | | | | |
|---|----------------|------|--|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--------------------------|
| | | | | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 2015 Norms Percentile |
| | NWEA | Fall | | | 202 | 214 | 223 | 229 | 233 | 237 | 240 | 242 | 244 | 246 | 95 |
| | NWEA | Fall | | | 191 | 205 | 213 | 219 | 224 | 228 | 230 | 232 | 234 | 236 | 84 |
| t | NWEA | Fall | | | 183 | 197 | 206 | 213 | 218 | 221 | 223 | 225 | 226 | 229 | 69 |
| | NWEA Median | Fall | | | 175 | 189 | 199 | 206 | 211 | 214 | 216 | 218 | 219 | 222 | 50 |
| | NWEA | Fall | | | 166 | 182 | 192 | 199 | 204 | 207 | 209 | 211 | 211 | 214 | 31 |
| t | NWEA | Fall | | | 158 | 174 | 184 | 192 | 197 | 200 | 202 | 204 | 204 | 207 | 16 |
| | NWEA | Fall | | | 150 | 167 | 177 | 185 | 190 | 194 | 195 | 197 | 197 | 199 | 7 |

Achievement Lower Achievement

Higher

| | GENERAL SCIENCE | | | | | | | | | | | | | | |
|---|-----------------|------|--|--|--|-----|-----|-----|-----|-----|-----|-----|-----|--|-----------------------|
| | | | | | | 3 | 4 | 5 | 6 | 7 | 8 | 9* | 10* | | 2015 Norms Percentile |
| Higher Achievement Lower Achievement | NWEA | Fall | | | | 207 | 213 | 218 | 223 | 227 | 230 | 234 | 236 | | 95 |
| | NWEA | Fall | | | | 199 | 206 | 211 | 216 | 219 | 222 | 225 | 227 | | 84 |
| | NWEA | Fall | | | | 193 | 200 | 206 | 210 | 213 | 216 | 219 | 220 | | 69 |
| | NWEA Median | Fall | | | | 187 | 195 | 200 | 204 | 207 | 210 | 212 | 213 | | 50 |
| | NWEA | Fall | | | | 182 | 189 | 195 | 199 | 201 | 204 | 206 | 207 | | 31 |
| | NWEA | Fall | | | | 176 | 183 | 189 | 193 | 195 | 198 | 200 | 200 | | 16 |
| | NWFA | Fall | | | | 170 | 178 | 184 | 187 | 190 | 192 | 194 | 193 | | 7 |

*General science status norms for grades 9 and 10 should not be used to evaluate performance in topically differentiated high school science courses where science content is more specialized.

For many reasons, it is inadvisable to compare performance of a student on one set of test norms to his or her performance on another. The user is strongly advised to use the 2015 norms because they provide the current and most accurate reference for MAP Growth scores. Slight differences from the 2011 norms have been observed, some of which reflect true change in the performance of the students. In addition, evidence indicates three other plausible sources for these differences. School's demographics changed between

2011 and 2015 and may have contributed to differences. Methodological improvements such as a larger and more representative sample, the use of nine (vs five) terms of data, and a new model for estimating growth have made the 2015 norms more accurate. Finally, the varied nature of Common Core State Standards adoption, implementation, and testing appear to have resulted in lower test scores. The sources of these observed differences are the subject of further research.



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