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 ▲ Lower 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**

Higher Achievement ▲ Lower Achievement

*CCR benchmarks are projetions in growth from grade 9.

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LANGUAGE USAGE

Higher Achievement

Lower Achievement

				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**
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**
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**

GENERAL SCIENCE

Higher Achievement

Lower Achievement

					3	4	5	6	7	8	9*	10*		2015 Norms Percentile
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**
NWEA	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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