



2nd Grade Protocol for Examining NWEA MAP Reports

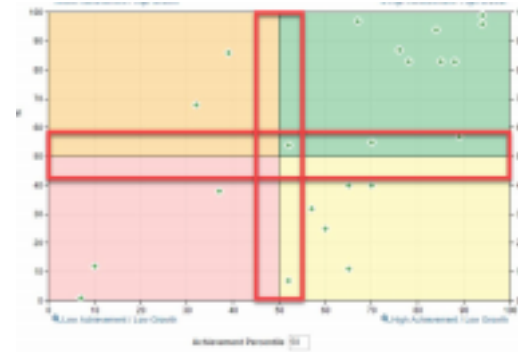
Teacher: Grade: Subject/Period:

STEP 1: Run the **Achievement Status and Growth Report** (Quadrants) for the current grading period ([ASG Report](#))

Run from Fall 2021 - Winter 2022

 Fall 2021 - Winter 2022 Growth Summary Report

Remember when looking at the ASG report results, that students who fall between the 40th and 60th percentile on either achievement or growth may really be considered “average” in achievement/growth.



Use the data to answer these questions:

Total number of students	
How many met expected growth?	
How many students have the ‡ symbol? Met Projected Growth Footnote	

Are students' MAP results consistent with other data (e.g., QPAs, classroom assessment results, STAAR, etc.)? If not, note these students for further investigation.

Student Name	Inconsistent Evidence	Action Taken

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Complete the following charts based on the quadrants, add rows as needed.

What support do we plan to do with students in the pink box (low achievement, low growth)? Or how does their current intervention plan or classroom supports need to be changed?

Student	MOY RIT	%ile	Growth +/-	Supports/Interventions

What factors could be contributing to the lack of growth for the students in the yellow box (high achievement, low growth)? What can we do to promote growth with these students?

Student	MOY RIT	%ile	Growth +/-	How to promote growth?

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What previous classroom supports/interventions have been working with the students in the **orange box** (low achievement, high growth)? Do they need to continue with the same skills or need a new plan?

Student	MOY RIT	%ile	Growth +/-	What has been working? What next?

Is there something we could do to promote greater growth for students in the **green box** (high achievement, high growth) What additional enrichment or challenge activities are necessary to maintain their growth?

Student	MOY RIT	%ile	Growth +/-	How do we challenge/provide enrichment?

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Step 2: Class Breakdown Report ([Class Breakdown by Goal](#))

Run the Class Breakdown Report. Select “Class Breakdown by Goal” and click on “View Report Online” to enter the interactive report. Clicking on a goal area, RIT range, or individual student will take you to the Learning Continuum.

- Look at students who are performing within the same RIT ranges within a goal area.

Go to **Step 3** to get hints for how to target instruction in upcoming units, including adjusting flexible grouping.

[Literacy Workshop Model: Small Group Scheduling](#)
[Math Workshop Model: Small Group Scheduling](#)
[Math Workshop 80 Minute Schedule with up to 8 Leveled Groups](#)

(prepared for possible COVID guidelines)

[Secondary Mathematics Small Group 50 min Schedules](#)

More information can be found at SCUC

[Guided Instruction Resources and Materials Website](#)
 and [Guided Instruction & Workstation Grouping & Monitoring Template](#).

If you desire assistance please contact a Content Coordinator.

You may select the student's name, RIT band, or the instructional area name to drill down to the Learning Continuum Class View to see learning statements for the data that was selected.

Class Breakdown by: Create a PDF version of this report: Letter 8 1/2x11" Create PDF

Subject: Course

Demo Growth: Reading 2-6 / Demonstration Tests - NWEA 2017

Instructional Area	121-130	131-140	141-150	151-160	161-170	171-180	181-190	191-200	201-210	211-220
Literature	G. Landon (128)	M. Freeman (128)	P. Carter (128)	P. Carter (128)	P. Carter (128)	P. Carter (128)	P. Carter (128)	P. Carter (128)	P. Carter (128)	P. Carter (128)
Informational Text	M. Freeman (128)	G. Landon (128)	P. Carter (128)	P. Carter (128)	P. Carter (128)	P. Carter (128)	P. Carter (128)	P. Carter (128)	P. Carter (128)	P. Carter (128)
Vocabulary Acquisition and Use	G. Landon (128)	M. Freeman (128)	P. Carter (128)	P. Carter (128)	P. Carter (128)	P. Carter (128)	P. Carter (128)	P. Carter (128)	P. Carter (128)	P. Carter (128)

Step 3: Learning Continuum ([Learning Continuum](#))

Click on sub-goal areas to see the skills or concepts students are ready to learn that you can target during small group work. When using this report, remember to click on

Edit Display Options

And group by topic or standard but set the filter to a few grades behind and a few grades above for all students to show on this report (if not it will not show students working above or below grade level).

Learning Continuum - Test View

Demo Growth: Math 2-5

Use Test View to browse across RIT ranges

Edit Display Options

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

Operations and Algebraic Thinking

Represent and Solve Problems

121-130 131-140 141-150

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

Whole Numbers: Addition/Subtraction

Adds whole numbers with sums within 20 Subtracts whole numbers within 20

Learning Continuum - Class View

Demo Growth: Math 2-5

Use Class View to see student test results

Edit Display Options

Operations and Algebraic Thinking

Represent and Solve Problems

121-130 No Students

131-140 Whole Numbers: Addition/Subtraction Adds whole numbers with sums within 20

Anderson, John L. Overall RIT: 159 Goal Range: 116-152

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Step 4: Follow up for students with unexpected results

Use the **Student Profile Report** ([Student Profile](#)) to determine time spent on the MAP test and disengaged responses. Also look at other classroom evidence for consistency. If student responses do not seem reflective of achievement, the MAP results may not be particularly useful for the student.

Step 5: Students who score below the 40th percentile

Students who score below the 40th percentile will be given these additional diagnostic assessments.

Reading Diagnostics	Math Diagnostics
● Really Great Reading Phonics Inventory ○ 2nd Grade MOY Survey ○ 48 on the front/15 on the back is on target ● Heggerty Phonemic Awareness ○ Bridge the Gap Placement Assessment ○ 80% in each area is on target ● If student is on target in both Phonics and Phonemic Awareness then administer the DIBELS ORF and Words Their Way Spelling Inventory ○ ORF MOY Student/Scoring Sheet ○ WTW Feature Guide	● AVMR Number Words and Numerals ● AVMR Structuring ● AVMR Addition and Subtraction If AVMR Assessments have been previously given during the current school year, then purposeful formative assessment should be given for the above topics to assess current Constructs or Levels within each topic and cutting edge instructional strategies.

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Student	What is the additional data telling me?