

# MAP Growth grade-level test guidance (K-2 to 2-5)

MAP® Growth™ assessments are available for different grade levels in Reading, Math, Language Usage, and Science. For a given subject, MAP Growth assessments have some overlap in grades and test content, which is essential given the adaptive nature of these assessments. The choice of assessment is clear for some students. The following table explains when students should use each test.<sup>1</sup>

GRADE	RECOMMENDED TEST AND POINTS OF CONSIDERATION
K	MAP Growth K-2
1	MAP Growth K-2
2	MAP Growth 2-5 (with some exceptions) <b>Exceptions</b> <ul style="list-style-type: none"><li>✦ If a student has a previous MAP Growth 2-5 RIT in Reading of 170 or lower the student should take the MAP Growth K-2</li><li>✦ If a student has a previous MAP Growth 2-5 RIT in Math of 170 or lower the student should take the MAP Growth K-2</li></ul>
3-5	MAP Growth 2-5

**Note: These exceptions apply to ALL grades.**

- ✦ The above recommendations may be adjusted for students with IEP's, 504's, or have other special needs such as ELL
- ✦ State or district policy may supersede the above recommendations

For other students, the choice of assessment is more difficult. Many second-graders and other students are in a transitional period as they learn to read. Exceptions to using the 2-5 test with these students are explained in the next two sections. **Your decision should consider curriculum exposure (i.e. opportunity to learn), test content, prior RIT scores, and prior scores on other measures such as classroom assessments and homework.**

## Selecting the right reading assessment for transitional students

MAP Growth K-2 Reading assesses standards-aligned content that is appropriate for students in early grades who are pre, emergent, or beginning readers. The Reading test uses a mix of audio support and independent reading to measure foundational reading skills, comprehension (both supported and independent), vocabulary, and writing/language.

MAP Growth 2-5 Reading assesses content aligned with state and/or Common Core standards appropriate for students in second- to fifth-grade. It measures independent reading comprehension of literary and informational text, as well as vocabulary development. The 2-5 Reading test is designed for students who can read connected text, and by default it does not include audio support. Administering the 2-5 Reading test to struggling readers will likely result in a frustrating student experience and limited-utility results. For some students, such as those on individualized learning plans or some English learners, a designated feature of text-to-speech is available and can be assigned by a proctor.

For independent readers, the 2-5 assessment is a more appropriate measure of reading ability. The focus of instruction for these students shifts away from direct instruction on foundational skills and deals more with engaging in progressively complex texts. Using the K-2 Reading test with independent readers will provide less instructionally useful information about student progress in reading. *Administering the K-2 Reading test to independent readers will likely result in artificially increased scores, and a drop-in growth when the student transitions to the 2-5 Reading test.* Using the 2-5 assessment for a student who is likely to become an independent reader at any point during the year will yield better information and more accurately reflect student growth. If the student is likely to become an independent reader at any point during the year, the student should take the 2-5 assessment in fall, winter, and spring.

NWEA® recommends that educators consider an existing RIT score, performance on measures, and opportunity to learn when determining whether or not a

<sup>1</sup>State or district policy may supersede our recommendations

student is an independent reader and can read without audio support. Prior MAP Growth scores serve as one piece of evidence in determining whether a student is an independent reader. If the student has already taken MAP Growth K-2 Reading and has scored 190 RIT or higher, the student is ready to take the relevant MAP Growth 2-5 assessment. Similarly, if a student has already taken MAP Growth 2-5 and scored 170 or lower, the MAP Growth K-2 assessment is more appropriate.

### **Selecting the right mathematics assessment for transitional students**

MAP Growth K-2 Mathematics assesses standards-aligned content that is appropriate for students in kindergarten to second-grade who are pre, emergent, or beginning readers. It uses embedded audio support throughout the test so that the student's reading ability does not adversely affect his or her performance on the math assessment.

MAP Growth 2-5 Mathematics also assesses content aligned with state and/or Common Core standards appropriate for second- to fifth-grade students. However, the 2-5 test is designed for students who can read connected text, and by default does not include audio support. Administering the 2-5 math test to students who are not ready for it will likely result in a frustrating student experience and limited-utility results. For some students, such as those on individualized learning plans or some English learners, a designated feature of text-to-speech is available and can be assigned by a proctor.

Using the K-2 Mathematics test with independent readers and students performing at high levels in mathematics will provide less instructionally useful information about student progress in mathematics. Moreover, *administering the K-2 Mathematics test to high-performing, independent readers will likely result in artificially increased scores, and a drop in growth when the student transitions to the 2-5 Mathematics test.*

For independent readers with strong mathematics skills, the MAP Growth 2-5 Mathematics test is more appropriate. NWEA recommends that educators use an existing RIT score, performance on other measures, and opportunity to learn into account when determining whether or not a student is currently an independent reader and can read without audio support. Prior MAP Growth scores serve as one piece of evidence in determining whether a student is ready to take the 2-5 assessment. If the student has already taken MAP Growth K-2 Mathematics and has scored 200 RIT or higher, the student is ready to take the MAP Growth 2-5 Mathematics assessment. Similarly, if a student has already taken MAP Growth 2-5 and scored 170 or lower, the MAP Growth K-2 assessment is more appropriate.

### **Special considerations**

Students with IEPs, 504s, or who have other needs such as ELL students may have circumstances that may best be served taking an assessment that differs from their peers, even when scores are aggregated across district or state. Comparative interpretations should be treated cautiously in any cases where students take different assessments. For example, if the K-2 is chosen for a student with special circumstances, if other students in the class have taken the 2-5 test, the teacher should be cautious about equating the scores from those two different measures.

Additional information regarding the recommendation from NWEA for MAP Growth Grade Level Test Guidance is available in the *Psychometric Evidence for the 2019 MAP Growth Grade-Level Test Guidance*.

### **Reference:**

NWEA. (2019). *Psychometric Evidence for the 2019 MAP Growth Grade-Level Test Guidance*. Portland, OR: Author.



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