

TEACHER'S TIPS

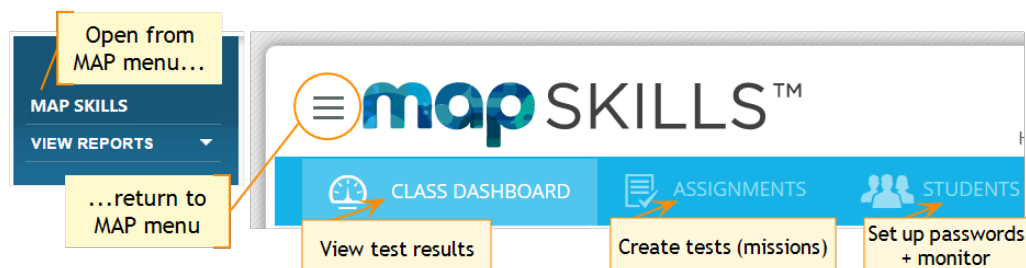
These *Teacher's Tips* guide you through the basic steps for using for MAP® Skills™.

Main Sections:

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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.



[Choose Students](#)



[Assign Skills Locator](#)



[View Results](#)



[Assign Mastery Checks](#)

Path B: Pre- and Post- Assess

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.



[Choose Skills from Framework](#)



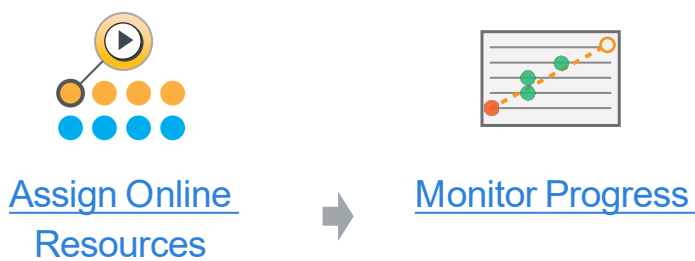
[Assign Mastery Checks](#)



[View Results](#)

Path C: Reinforce Instruction + RTI

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



Skills Locator Assignments

The Skill Locator identifies skill gaps that students might have.

Preparation: Choose Students

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

Tip: Consider using the custom groups feature so you can easily work with a select group of students. See [Custom Student Groups on page 16](#).

Skills Locator Assignment Options

After you choose students, assign a Skills Locator using any of these options:

- Assign to individual students—[Quick Assignments from Student Profile on page 4](#)
- Assign to multiple students, automated—[Recommended Batch Assignments on page 5](#)
- Assign to one or more students, manual—[Free-form Assignments on page 6](#)

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 shows a student profile for a student with a RIT score of 233. The 'INSTRUCTIONAL AREAS' section for Geometry shows a RIT score of 235 and '0 out of 3 STRANDS TESTED'. A callout box points to the 'STRANDS TESTED' link with the text 'Assign MAP Skills missions for Area of Focus'.

In this case, there are 3 strands available, so you could choose whichever best matches your current curriculum. (For details about each strand, see [Strand Summary on page 10](#).) 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) ?

The screenshot shows the MAP Skills Assignment tab with three strands listed. Each strand has an 'ASSIGN LOCATOR' button. An orange arrow points to the 'ASSIGN LOCATOR' button for the first strand, 'Length, Area, Volume, and Coordinate Geometry'.

Strand	Action
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

Recommended Batch Assignments

For a group of students, take advantage of the **Ready for Skills Locator** card, under the **Assignments** tab. It makes automatic recommendations to save you time. For example, under the subject of Mathematics, this class has numerous students who are ready for assignments:

STRAND NAME	GRADE LEVEL	# OF STUDENTS
Computation Fractions and Rational Numbers		5 VIEW
Data and Statistics		10 VIEW

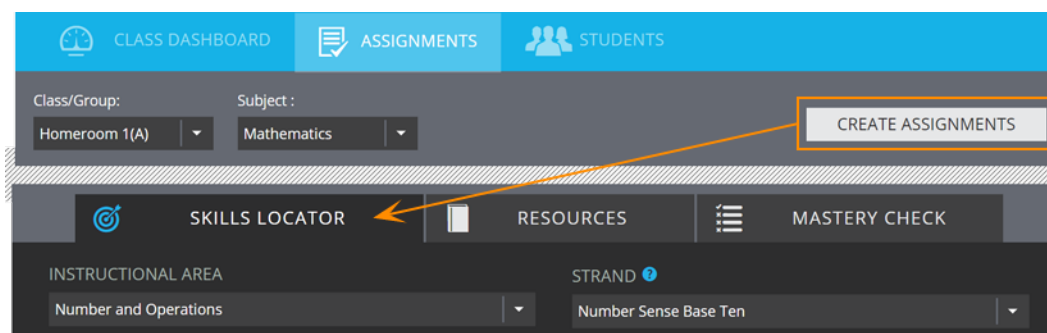
Best Practices:

- Keep the first option (“strands aligned to the Instructional Area”). It will suggest the most appropriate assignments for each student, based on the area where each student scored lowest on the MAP Growth test.
- Choose the strand that best matches your current curriculum. (For details about each strand, see [Strand Summary on page 10.](#))
- Check the assignment settings by clicking **View** (on the right). Alternatively, the orange **Assign Locator** button would assign everything possible, but the amount could overwhelm your students.
- When the Skills Locator settings appear, make any adjustments, using the '?' icons for guidance. Also, scroll down to the list of students and remove any, as needed:


STUDENTS:	LAST ASSIGNED:	RESULTS/STATUS:
<input checked="" type="checkbox"/> Basnett, Lawanda 185 - 193	10/15/17 06:00AM LOCATOR: EQUIVALENCE AND PROPERTIES Math Locator 10/15	No Skills Assessed
<input checked="" type="checkbox"/> Gander, Jaslynn	10/15/17 06:00AM LOCATOR: EQUIVALENCE AND PROPERTIES Math Locator 10/15	No Skills Assessed

Free-form Assignments

The **Assignments** tab in MAP Skills provides full control for whatever assignments you want to make. Select the **Subject**, choose **Create Assignments**, and then open the **Skills Locator** tab:



Best Practices:

-  — As you complete the other information, click these help icons for tips.
- Instructional Area — Use the area, or "goal performance," that you obtained in your MAP reports. You then see only related strands in the drop-down list.
- Strand — Choose the strand that best matches your current curriculum. (For details about each strand, see [Strand Summary on page 10.](#))

Common Questions for Skills Locators

How do reading Skills Locators work?

For reading, the Skills Locator determines which grade level is Instructional—the level where your student could use additional instruction. It is the first part in a two-part process. After finding the Instructional grade level, you would then probe specific skills using a Mastery Check.

At the start of the Locator, students receive 1 passage with up to 3 questions. If a student answers any of these questions incorrectly, the Locator moves down one grade level. If he or she answers all correctly, the Locator moves up to the next higher grade.

Testing stops when the student again answers all 3 correct for a grade-level passage. That grade level is considered Instructional.

Next Steps—After the Locator, you would next assign a Mastery Check for one of the suggested strands. See [Mastery Check for Reading on page 9.](#)

Why is the RIT score unavailable in assignment settings?

To use **RIT Score** as the **Starting Point**, these requirements must be met:

- Student has all reporting attributes, such as Ethnicity
- Student has recently completed MAP Growth testing
 - Screening tests do not apply because they only provide an overall subject score (MAP Skills will base assignments on the Instructional Area scores, or "goal areas")
- The academic standard your district specified for MAP Skills must match the standard specified for MAP Growth

Mastery Check Assignments

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

- [Pre- and Post- Assess on page 8](#)
- [Verify Student Learning on page 9](#)
- [Mastery Check for Reading on page 9](#)

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 10](#)
- [Reading and Vocabulary Strands Summary on page 12](#)
- [Language Usage Strands Summary on page 13](#)

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 14](#).

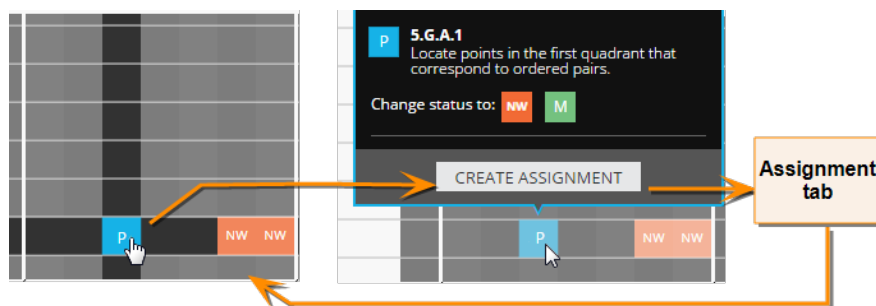
Verify Student Learning

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 (under **Class Dashboard**), 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.

Mastery Check for Reading

For reading strands, the primary purpose of a Mastery Check is to find and verify specific reading skills within the grade level designated **Instructional**. To pinpoint those skills, the Mastery Check presents two passages with 7-9 questions each. You can then view skill status in either of these ways:

- **Assignments** tab, Status column (see [View Mission Status on page 19](#))
- **Class Dashboard** tab > heat map chart > **Skill View** (see [To help pinpoint skills: on page 22](#)).

Strand Summary

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.

Informational Text

After completing a Skills Locator in Informational Text, you can assign Mastery Checks for these strands:

- **General (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.

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

Expository and persuasive texts with social studies or humanities content.

- **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.

Literary Text

After completing a Skills Locator in Literary Text, you can assign Mastery Checks for these strands:

- **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.

Vocabulary

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

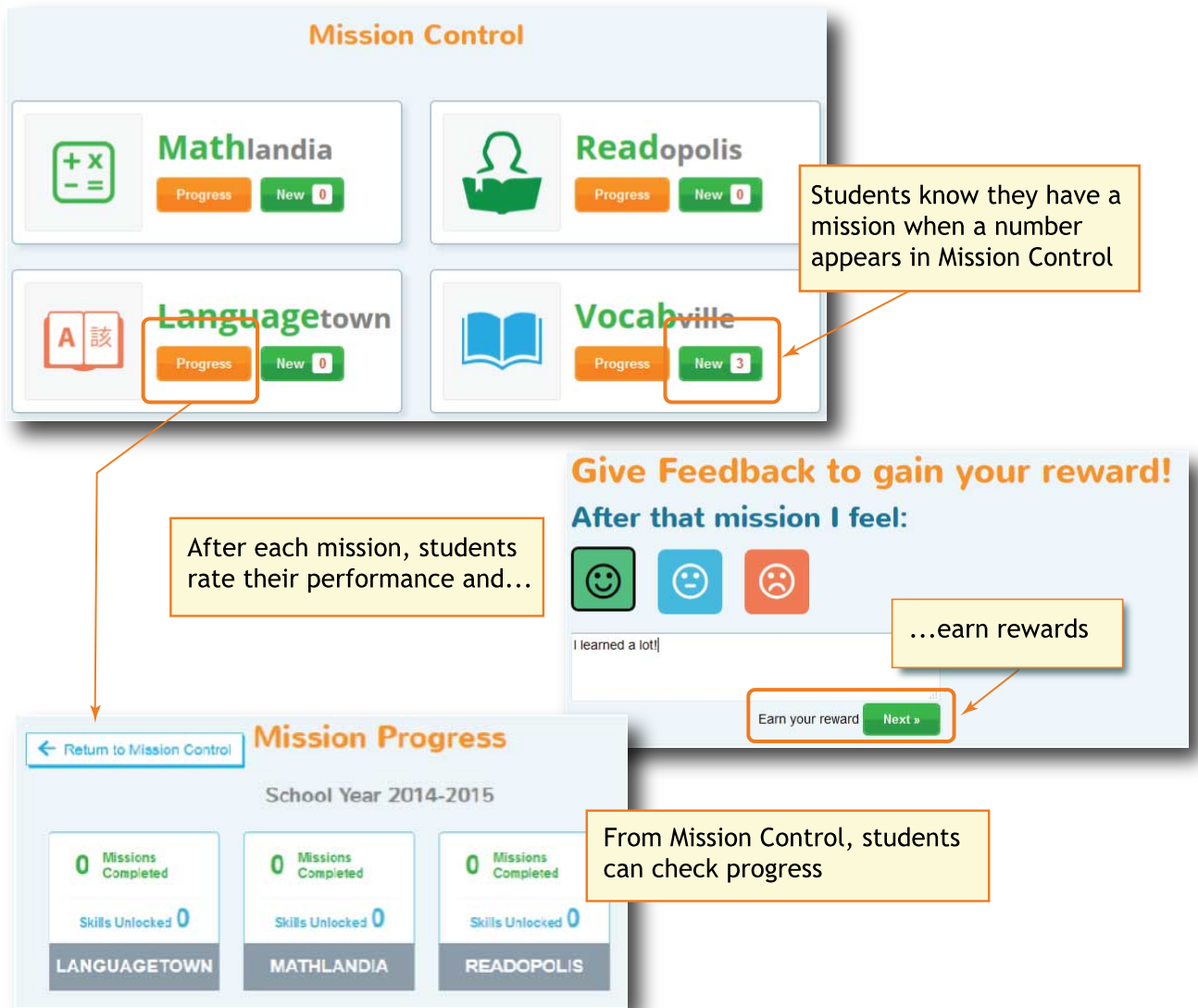
You only need to *generate passwords once*, but you can generate new passwords at any time, as needed. If students use MAP Skills with multiple teachers, *beware of overwriting* passwords.

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 **Passwords** tab within MAP Skills.
2. Select your class or [student group](#).
3. 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**.
4. Either print or copy/paste the user names and passwords for students.

Student Experience

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



Custom Student Groups

If you work with a wide variety of students or a select group, you can save time by creating a custom group. For example, you could have a custom group as part of an intervention effort, and then modify or remove the group when students advance.

Groups are only visible to you and not anyone else. They help you manage your work and have no effect on the actual student test results.

How to Use Custom Groups

Your assigned role determines which students you can include in your custom groups:

- Instructor role—Students from any of your assigned *classes*
- Interventionist role—Students from any of your assigned *schools*

If needed, ask your leaders to modify which roles are assigned to you.

To create a custom group:

Required role: **Instructor** or **Interventionist**

1. *Prerequisite:* Your school must have the MAP Skills feature enabled.
2. In the left navigation pane, select **Manage Custom Groups**.
3. Click **New Group**.
4. Complete the prompts and follow these tips:

Add students to “RTI Group A”
Reading intervention -- morning group

School
Arbor Elem... ▾

Teacher
Valienta, Maria ▾

Class
▾

Add students individually...

Sort Last Name ▾

...or all together...

<input type="radio"/>	Alana, Diane AlanaD100	Gr 5	F	Multi-ethnic	01/01/2010
<input checked="" type="checkbox"/>	Akemon, Megan AkemonM200	Gr 5	F	White	06/12/2010
<input type="radio"/>	Ajii, Jerry AjiiJ300	Gr 5	M	Multi-ethnic	11/05/2010

...and remove as needed

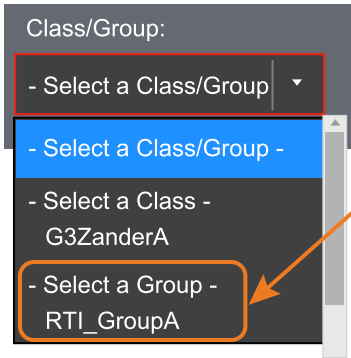
SELECTED STUDENTS: 1

Akemon, Megan
AkemonM200

5. Finish adding students now or save the group and add them later.

To use groups in MAP Skills:

- Select your custom group from any Class list (you may need to scroll down):



- Communicate with other teachers about assignments, because they may share the same student in their class or groups

To maintain custom groups:

- Add or remove students at any time from Manage Custom Groups. (Student data will not be removed.)
- Each term, you can continue to use groups in MAP Skills. However, in Manage Custom Groups, students may appear in light gray if they are not re-enrolled in the roster import for that term.
- Each academic year, your custom groups will be archived automatically. You can view or duplicate the old groups for use in the new academic year. Under in Manage Custom Groups, look under Previous Academic Year.

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:	DATE COMPLETED:	ACTION:
Alva, Mary	01/30/17 08:26AM LOCATOR: NUMBER SENSE BASE TEN Mission	Assigned		EDIT
	01/11/17 01:36PM RESOURCE Harcourt%20Schools:%C2%A0%20Length	Assigned		REASSIGN
	01/11/17 01:36PM RESOURCE Millennium%20Mathematics%20Project:%20Jumping	Assigned		REASSIGN
	Show More			
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 Mission Status

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

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:
Alva, Mary	01/30/17 08:26AM ✓ LOCATOR: COMPUTATION BASE TEN Mission	Assigned

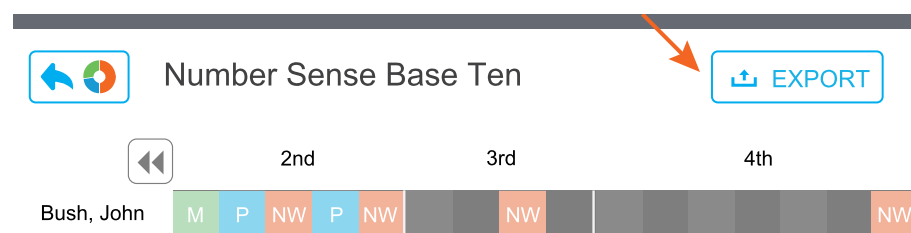
View Results

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 Mission Status on page 19](#).
- **Students > Progress Graph**—View *progress* toward mastery for each student. See [Progress Monitoring of Student Skills on page 26](#).
- **OnTrack** tab—View progress for the entire grade or school.

Printing or Exporting Results

To capture the screen display of the heat map, use the Print command in your browser. To obtain an editable copy (CSV format), use the **Export** button:

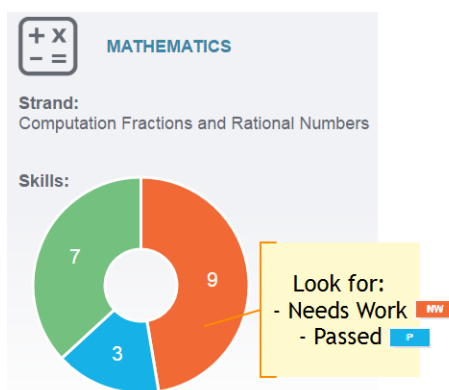


For example, you could use the export file to sort and group students based on skill status.

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 Status 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:



Meaning of Chart numbers:

Donut charts are *not* a count of students. They show a count of the given status. A status could appear multiple times for one student, so the count does not necessarily equal the count of students.

- b. Click whichever strand chart is most relevant to your current teaching:

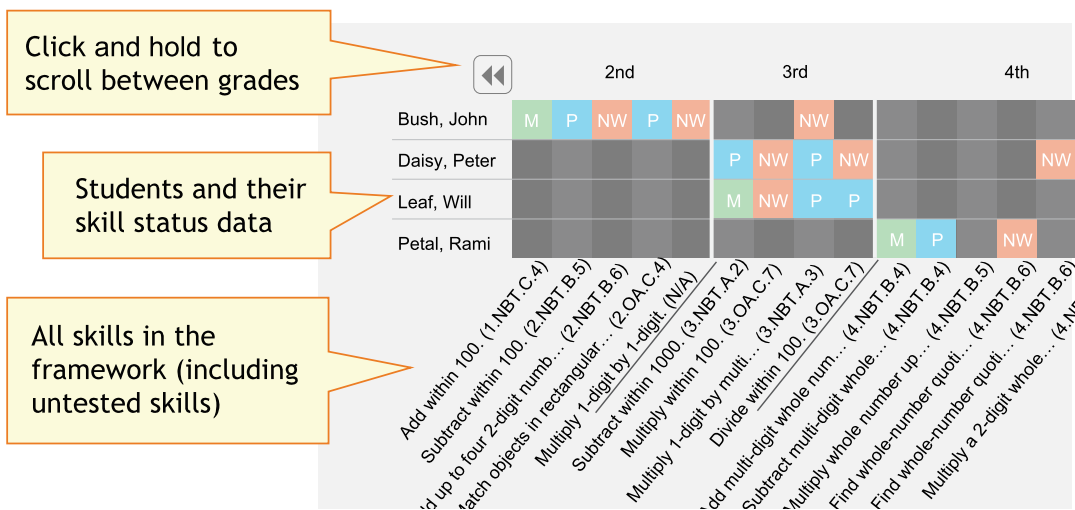
Math strands: Each mathematics skill can relate to multiple strands, including strands you did not assign directly. Pick whatever strand is most relevant now. As the student progresses on a skill under one strand, that progress will apply to all other strands where the skill appears.

Reading strands: After a Skills Locator, all related strands appear. For example, if you assigned Informational Text, then charts for all non-fiction genres appear. Pick whichever genre meets your student's interests or your current curriculum.

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

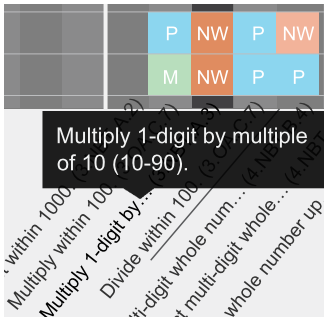
Next: Pinpoint Students and Skills

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

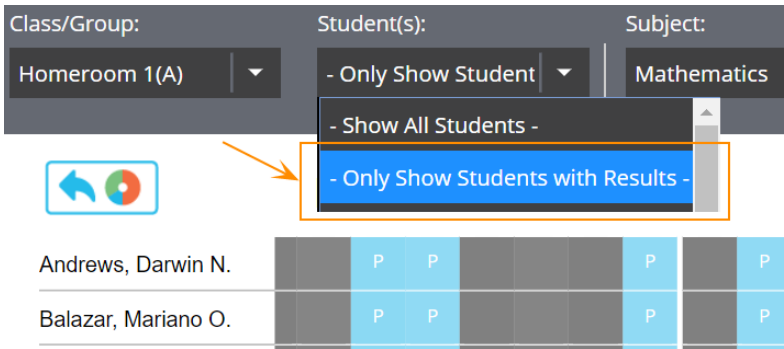


To help pinpoint skills:

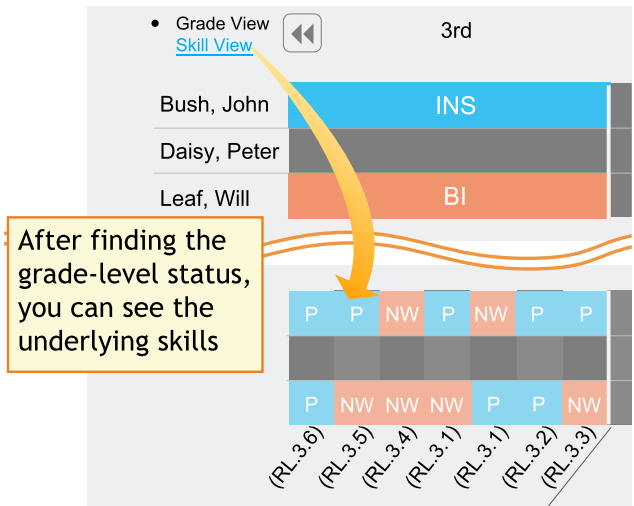
- Hover or click each skill to see a full description:



- Narrow down the list of students displayed:



- Switch between grade and skill status (for reading, after Mastery Check):

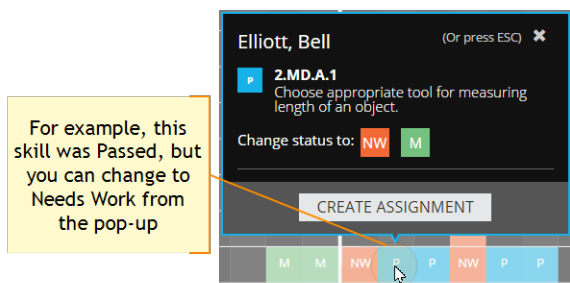


Tip: Although reading skills appear to be the same across grades, they differ by the level of text complexity.

Optional: Change 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** — The dot showing progress for the week will shift to add or subtract the chosen skill.

Status Definitions




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

For Individual Skills:

Status	Meaning
 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.
 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.
 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:

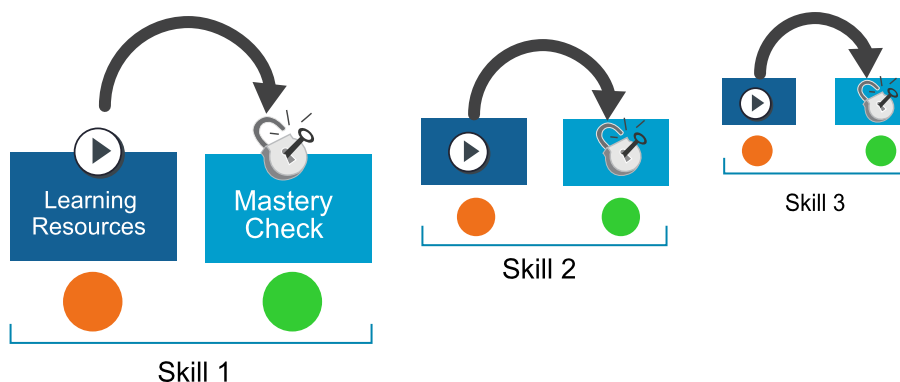
Grade Status	Meaning
 Instructional	During Skills Locator, answered 3 questions correctly for a grade level. Student is ready for instruction on this reading grade level.
 Independent	During Mastery Check, answered about 80% correct. Student is ready for the next reading grade level.
 Below Instructional	During Mastery Check, answered less than 50% correct. You should re-test at the next lower grade level so you can establish the student's Instructional reading level.

Within the grade-level status are individual skills. These skills generally stay the same from grade to grade. The difference between grades arises from the text complexity and how students use those skills.

The status of these individual skills will be either **Needs Work** or **Passed**. You will not see **Mastered** status for reading skills. Students show Independent reading ability by successfully applying skills at each level of text complexity, not by mastering specific skills.

Assign Resources and the Next Mission

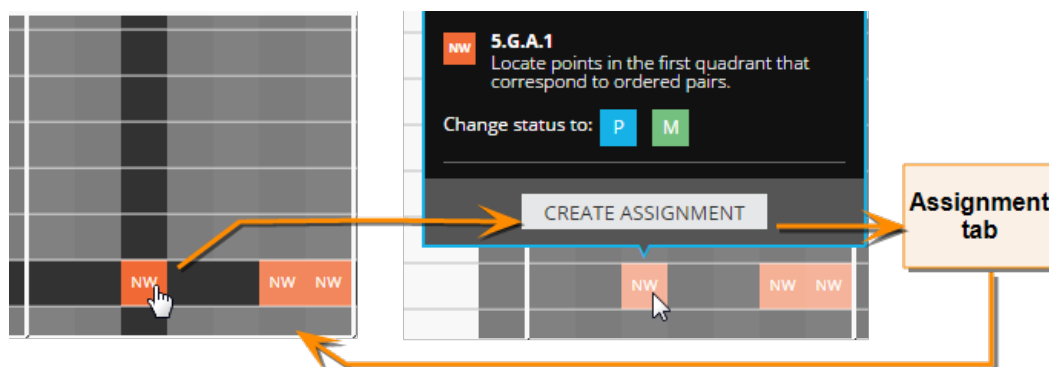
To give students practice with skills identified as Needs Work, you can assign matching online resources, followed by a Mastery Check. After the student masters one skill, repeat the cycle for each remaining skill identified as needs work:



MAP Skills *automatically* walks through this cycle when you use the Assign Next button or “Ready for...” card within the Assignment tab.

Shortcuts for Resource Assignments

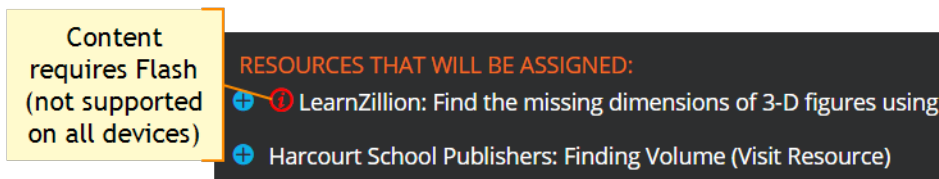
- *Multiple assignments at once*—In the **Assignments** tab, use the “**Ready for Resources**” card.
—or—
- *One student at a time*—In the **Assignments** tab, use the **Assign Next** button.
—or—
- *While using the heat map chart*—Click an NW (Needs Work) status, and choose **Create Assignment** from 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:



The screenshot shows a user interface for resources. On the left, a yellow box contains the text "Content requires Flash (not supported on all devices)". To the right, a dark grey box titled "RESOURCES THAT WILL BE ASSIGNED:" lists two items, each preceded by a blue plus icon and a red circle with a white exclamation mark. The first item is "LearnZillion: Find the missing dimensions of 3-D figures using" and the second is "Harcourt School Publishers: Finding Volume (Visit Resource)".

Progress Monitoring of Student Skills

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

If the Progress Data Does Not Appear:

- Student must have at least one skill with Passed or Mastered status.
- The student profile might lack needed information, such as Ethnicity. Ask your school or district leaders to complete the student profile.
- You might need to wait for overnight processing, especially if the student was added on the same day as testing.

Progress in Math, Language Usage, and Vocabulary

Here is an example for Mathematics (Language Usage and Vocabulary look similar):

ANNA ARRERA — 7th Grade

GOAL = 13 skills

Academic Year

2018-2019

Progress in Computation Base Ten Strand

The student's goal includes 13 skills in this strand. The student has completed 5 of the 13 skills; the student is 38% of the way towards the goal.

Skills Progress: 38% of goal complete (29 weeks remaining)

5 Skills Passed or Mastered

8 Skills To Go

5 Skills Passed or Mastered

7TH GRADE SKILLS - 13 TOTAL

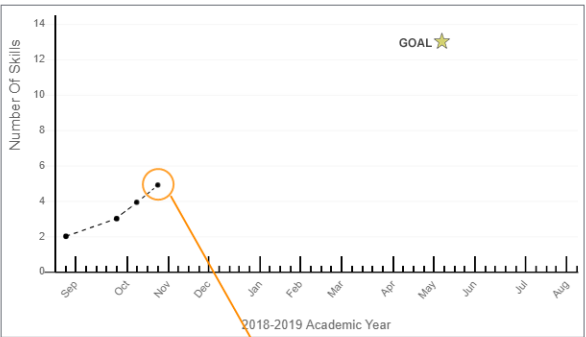
- P** Add two integers (both negative, or one positive and one negative).
- M** Subtract two integers (both negative, or one positive and one negative).
- P** Add and subtract three or more integers with various signs.
- M** Multiply two integers (both negative, or one positive and one negative).
- P** Divide two integers (both negative, or one positive and one negative).

8 Unseen or Needs Work Skills

7TH GRADE SKILLS - 13 TOTAL

- UN** Multiply and divide three or more integers with various signs.
- UN** Identify the prime factorization of a given whole number.

5 Skills Passed or Mastered by Week 9

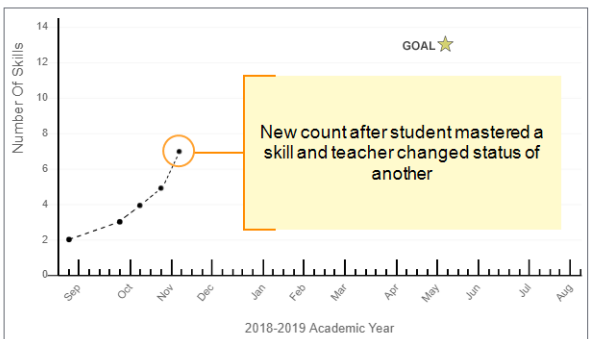


As the student progresses, skills move from the bottom list to the top...

...and the total count of skills Passed or Mastered appears in the graph

How the Graph Updates—Suppose this example student later mastered a new skill, and you also changed the status of another skill from Needs Work to Passed. The new count would show in the graph above the applicable week:

7 Skills Passed or Mastered by Week 11



New count after student mastered a skill and teacher changed status of another

Skill Details and Assignments

Click the arrow next to any skill to see assignment details, and to potentially create a new assignment. For example, you could assign a Mastery Check for a skill with Passed status:

5 Skills Passed or Mastered

7TH GRADE SKILLS - 13 TOTAL

P

Add two integers (both negative, or one positive and one negative).

▼

DATE COMPLETED:	ASSIGNMENT TYPE:	RESULTS/STATUS:
08/25/18	<div>▼</div> Locator	<div>P</div>
	Assigned: 08/25/18	
	Mission Name: Math Check	
	Audio Enabled: No	
	Starting Grade Level: 7th	
	Note to Student:	
	Student Mood: 😐	
	Student Rating: ★★ ★	
	Student Feedback:	

CREATE ASSIGNMENT

From the expanded skill details, you can create a new assignment applicable to this skill

Tip: If needed, you can also directly change the status if you know a student’s skill ability from other evidence. See [Optional: Change Skill Status on page 23](#).

Progress in Reading

For Reading, you track progress through a count of correct answers, *not a count of skills*. With each Mastery Check, your student typically answers more and more questions correctly, until she reaches an Independent reading level for a given grade:

GENNA KINTSON — 3rd Grade

GOAL = IND at 3rd Grade Level

Academic Year
2018-2019

Reading Level in Literary Text: Creative Fiction (grades 1-8)

The student's goal is to read at an Independent level in 3rd Grade. Currently, the student is reading at an Instructional level in 3rd Grade.

10 Skills **Passed** 14 Skills **Needs Work** 0 Skills Unseen

2ND GRADE SKILLS - 7 TOTAL

P

Explicit Comprehension of Text

P

Main Idea or Summary

P

Details That Support Ideas

P

Interaction of Literary Elements

P

Text Structure

P

Style or Point of View

P

Vocabulary in Context

3RD GRADE SKILLS - 7 TOTAL

NW

Explicit Comprehension of Text

P

Main Idea or Summary

NW

Details That Support Ideas

P

Interaction of Literary Elements

NW

Text Structure

NW

Style or Point of View

P

Vocabulary in Context

Reading Level Status Changes (25 weeks remaining)

DATE	STATUS
09/25/2018	> Instructional (2nd Grade) / Instructional (2nd Grade)
10/15/2018	> Instructional (2nd Grade)
12/15/2018	> Independent (2nd Grade)
01/12/2019	> Instructional (3rd Grade)

Instructional Level in 3rd Grade at Week 20

Grade 3

Grade 2

Number of Answers Correct

2018-2019 Academic Year

Student reached Independent status (all skills Passed for Grade 2) and then...

...she continued with a Grade 3 mission, (Instructional status)

How Reading Skills Relate to Progress:

- Reading skills serve as a guide for how to help your student progress to Independent status
- Skills remain the same across grades, but they differ in text complexity
- Remember that skills only result from a Mastery Check, not a reading Locator mission
- Students never receive Mastered status for reading

Goals for Skill Progress

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:

The screenshot shows the 'EDIT GOAL' dialog box for the 2017-2018 Academic Year. It includes options for setting progress goals by rostered grade, one grade above lowest needs work skill, or by choosing a grade. A goal date of 03/31/2018 is set. Below, a list of 6th grade skills is shown, all of which are checked. Two yellow callout boxes with orange arrows point to specific elements: one points to the 'Rostered Grade: 7th' option with the text 'Methods for setting goals', and the other points to the list of skills with the text 'Uncheck skills you do not want to include'.

EDIT GOAL

2017 - 2018 Academic Year

Set a progress goal by:

- ☒ Rostered Grade: 7th
- ☐ One grade above lowest Needs Work skill: 6th
- ☐ Choose grade

Goal date:

03/31/2018

Select Specific Skills to Include in Goal

☒ 6TH GRADE SKILLS:

- ☒ Convert decimal to fraction. (NA)
- ☒ Locate points on a number line that correspond to rational numbers (including negative values). (6.NS.C.6)
- ☒ Compare positive and negative numbers using the symbols $<$, $=$, $>$. (6.NS.C.7)
- ☒ Evaluate numerical expressions involving whole-number bases with whole-number exponents. (6.EE.A.1)
- ☒ Calculate the square of a fraction or decimal. (6.EE.A.1)
- ☒ Calculate the cube of a fraction or decimal. (6.EE.A.1)

Intervention Notes

The Progress graph also enables you to add *intervention notes* so you can monitor the before-and-after results on student progress.

The screenshot shows the 'ADD AN INTERVENTION NOTE' dialog box. It prompts the user to create a note that will appear on the Progress Graph. The form includes fields for Date (10/10/2018), Action Taken (Adjustment to Resources), and Description (Optional) (LEVEL 3). There are 'SAVE NOTE & ADD TO GRAPH' and 'CANCEL' buttons. To the right, a small progress graph is shown with a vertical orange line at the date 10/10/2018, indicating where the note is placed on the timeline.

+ ADD AN INTERVENTION NOTE

Create a note here that will appear on the Progress Graph.

Date:

10/10/2018

Action Taken:

Adjustment to Resources

Description (Optional):

LEVEL 3

SAVE NOTE & ADD TO GRAPH CANCEL

You can see and manage your intervention notes from the list at the bottom of the page:

Intervention Notes

DATE	ACTION TYPE:
10/10/18	> Adjustment to Resources