



**MEQUON-THIENSVILLE SCHOOL DISTRICT  
BOARD OF EDUCATION**

**EXECUTIVE SUMMARY**

<b>Subject:</b> NWEA Measure of Academic Progress (MAP) Assessment Report	<b>Category:</b> <input type="checkbox"/> Action <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> <b>Information</b>
<b>Attachments:</b> Elementary NWEA MAP Report Appendix A DPI Balanced Assessment System	<b>Date for Consideration:</b> November 21, 2011

**Background**

This report serves to update the School Board on NWEA MAP testing. Middle school students in grades 6-8 began taking the test in January 2011. Third through fifth grade students will begin taking the test beginning in January 2012. The secondary and elementary curriculum specialists serve as the NWEA MAP coordinators for the school district. Kim Fischer will present information regarding the elementary implementation.

<b>Highlights:</b> <ul style="list-style-type: none"> <li>• The middle school NWEA MAP has been successful to date with three testing periods, reporting to parents taking place this winter, and student goal setting beginning.</li> <li>• The elementary schools are positioned to begin assessment in January 2012.</li> <li>• Principals, technology support, data information, and other related personnel have worked on a successful implementation plan for elementary similar to the one used at grades 6-8 last year.</li> </ul>	
<b>Strengths</b> <ul style="list-style-type: none"> <li>• Data has been provided and used by middle school teachers to inform differentiated instruction</li> <li>• Elementary teachers are seeking similar data for instruction</li> <li>• NWEA MAP aligns with standards</li> <li>• Immediate feedback to students and teachers</li> <li>• Progress monitors 3 times a year</li> <li>• Provides reading level</li> <li>• Effective professional development component</li> <li>• Research based and standardized reporting</li> <li>• Aligns with state recommendations for next generation state level assessment</li> </ul>	<b>Needs Improvement</b> <ul style="list-style-type: none"> <li>• Continue to develop knowledge of adaptive assessments as new form of assessment</li> <li>• Technology infrastructure and client computer usage</li> </ul>

The success of the NWEA MAP assessment program will be evaluated by achievement of the School Growth Plans and ongoing evaluation of the district's overall balanced assessment model. The School Board can expect an annual presentation on NWEA MAP each September as part of the assessment report.

Submitted By: Eric Dimmitt and Kim Fischer	
<b>Board of Education Action:</b>	<input type="checkbox"/> <b>Approve</b> <input type="checkbox"/> <b>Reject</b> <input type="checkbox"/> <b>Research/Report Back</b>

MEQUON-THIENSVILLE SCHOOL DISTRICT  
5000 West Mequon Road  
Mequon, Wisconsin 53092

# Elementary Schools NWEA Measure of Academic Progress (MAP) Assessment School Board Report

Prepared by Kim Fischer  
Elementary Curriculum Specialist

November 21, 2011  
School Board Meeting

# NWEA Measure of Academic Progress (MAP) Assessment Tool

## December School Board Report

### **Purpose:**

The purpose of this report is to inform the School Board and community members about a new computerized adaptive assessment tool to be used for the first time at Donges Bay, Oriole Lane and Wilson Elementary Schools in the 2011-12 school year as part of the district's balanced assessment model.

### **Summary:**

This report provides an overview of NWEA (Northwest Evaluation Association) Measure of Academic Progress (MAP) assessment along with the rationale for adopting this assessment. The report includes the following sections:

1. Background and discussion prior to this report
2. Description of the Elementary MAP assessment tool
3. Rationale, benefits and usage by other districts
4. Information considered in selecting and utilizing this assessment tool
5. Long range vision of MAP for MTSD

Additional materials will accompany the presentation at the November School Board meeting.

### **Background:**

A balanced assessment model effectively assesses student growth and achievement. The addition of NWEA MAP is part of the Mequon-Thiensville School District's continued evaluation and refinement of a balanced assessment model (See Appendix).

During the 2011-2012 school year, elementary school and district administrators with curriculum specialists have attended further information sessions on MAP. Curriculum and building leadership teams have also identified the necessity and readiness for MAP at the elementary schools by January 2012. Earlier capacity issues have been dealt with for implementation. For example, updates to the technology needed for a computer adaptive assessment was completed in fall 2010; use of the district's data warehouse and management tool is progressing; common assessments in social studies and science at grades K-5 are developed and being refined; and needs for the assessment model for elementary schools have been identified. MAP at Donges Bay, Oriole Lane and Wilson is a response to this analysis and evaluation of needs.

### **NWEA and MAP Assesment Tool:**

*The following information is available at the NWEA website ([www.nwea.org](http://www.nwea.org)).*

The NWEA mission is to create a "formative testing system that responds dynamically to the child, and gives educators detailed insight into kids' learning." Founded as a non-profit in the mid-1970's, NWEA has delivered 24 million assessments.

NWEA delivered the first computerized adaptive tests to students in Portland (OR) Public Schools in 1986. Seventeen thousand students had taken the first MAP tests by the year 2000. In 2002, Idaho became the first state to adopt NWEA assessments as the state-wide test. A year

later, NWEA had partnered with more than 1200 school districts and educational agencies to provide nearly 3 million MAP tests to students and in subsequent years added instructional features such as DesCartes: A Continuum of Learning and the Dynamic Reporting Suite.

**Rationale, benefits and considerations of MAP assessment tool:**

MAP assessments provide specific data on each child. NWEA works with educators to create test items that engage children and to provide information for teachers to use in the classroom to help plan instruction.

The computerized MAP test dynamically adapts to a student’s responses as students take the test. When the student answers a question correctly, the test presents a more challenging item. When students miss a question, MAP offers a simpler item. In this way, the test narrows in on a student’s learning level, engaging them with content that allows them to succeed. The test reports the student’s learning level, reading level and other information teachers can then use to guide instruction. MAP is aligned to Wisconsin and national academic standards.

According to the NWEA, 260 public and private Wisconsin school districts use MAP. North Shore Districts include Cedarburg, Grafton, Fox Point-Bayside and metropolitan area school districts include Wauwatosa, West Allis-West Milwaukee, Franklin, etc.

Benefits Identified To Date	Considerations Identified To Date
<ul style="list-style-type: none"> <li>• Aligns with state and national standards</li> <li>• Immediate feedback to students and teachers (up to 3 times a year)</li> <li>• Meets need for triangulation of classroom, district, and state assessments (ELA and math)</li> <li>• Provides Lexile (reading level)</li> <li>• Professional development component</li> <li>• Research based and standardized reporting</li> <li>• Aligns with state recommendations for next generation state level assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Adaptive assessment new form of assessment for MTSD</li> <li>• Technology infrastructure and client computer usage</li> <li>• Training</li> <li>• Cost for assessment* (\$13.50 per student/per year plus professional development) 709 students in grades 3, 4 and 5=\$9,571.50</li> </ul>

Administration of NWEA MAP at Donges Bay, Oriole Lane and Wilson Elementary Schools are part of the 2011-2012 school year budget. The budget includes funds for the tests, equipment needed, professional development, training, etc.

**Long range plan:**

A tentative “road map” for full implementation of NWEA MAP for the next few school years can be found below. Events and activities will be dependent on a continued evaluation of the district’s balanced assessment model, pending changes at the state level regarding assessment, and the resource capacity of the district regarding time, financial and technology needs.

**NWEA MAP Background and Next Steps**

2011-12 SY	Activity or Event
Fall	Training of 3-5 Staff and Proctors Grades 6-8 Test Administration (Reading/Language/Math) K-5 Parent Information via PTO meetings
Winter	Grades 3-8 Test Administration (Reading/Math)
Spring	Grades 3-8 Test Administration (Reading/Language/Math)

2012-13 SY	Activity or Event
Fall	Begin MAP Primary Grades K-2 Test Administration Grades 3-8 Test Administration (Reading/Language/Math)
Winter	MAP Primary Grades K-2 Test Administration Grades 3-8 Test Administration (Reading/Math)
Spring	MAP Primary Grades K-2 Test Administration Grades 3-8 Test Administration (Reading/Language/Math)

### NWEA MAP Elementary Punch List

2011-12	Activity or Event	Responsible
September	Meeting of district MAP team (including technology, curriculum specialist) to review progress and begin planning	Dimmitt
October	Meeting of building MAP team (principals, coordinators)	Fischer
	Set up training date Stepping Stone for Feb. 6	Dimmitt
	Develop Lab Usage Plan	Clark/Tye/ Sulsberger/Rudich
November	Assessment overview to elementary school staff. Look at full assessment calendar and purpose (balanced assessment model: MAP, AIMSweb, WKCE, etc.)	Fischer
	Revise FAQ on assessment overview (PPT and video)	Fischer
	Discuss with entire Admin Team Feb ER	Dimmitt
	Meeting of MAP Team (coordinators, principals, technology support)	Dimmitt
	Online MAP administration Training/Webinar	Fischer/Stremlau
	Confirm technical set up with Tech Dept.	Clark
	IMC meeting discussion on MAP proctors (IMC specialist and IMC aides)	Fischer/Clark
	Schedule NWEA orientation staff meetings	Principals
	Discuss MAP at Building Leadership Team	Principals
	Complete TAA Online Tutorial	Clark
	Install MAP Components and Training Package and Test Taker	Clark
	Data Set up begins—student user, staff user set up	Stremlau
	Technology Dept. meeting on set up, arrangement, etc.	Clark
December	Orientation on NWEA MAP (staff meetings): Adaptive Testing/ RIT/Lexiles	Fischer
	Set up schedule for testing Include plan for accommodations and make ups	Principals
	Building Leadership Team Meeting (after orientation):	Principals
	Continue data set up (CRF)	Stremlau
	Technical set up complete including how to do makeups and SPED (hubs) and what rooms	Clark
	Download test packages, student, and agency data; create user names/passwords	Stremlau

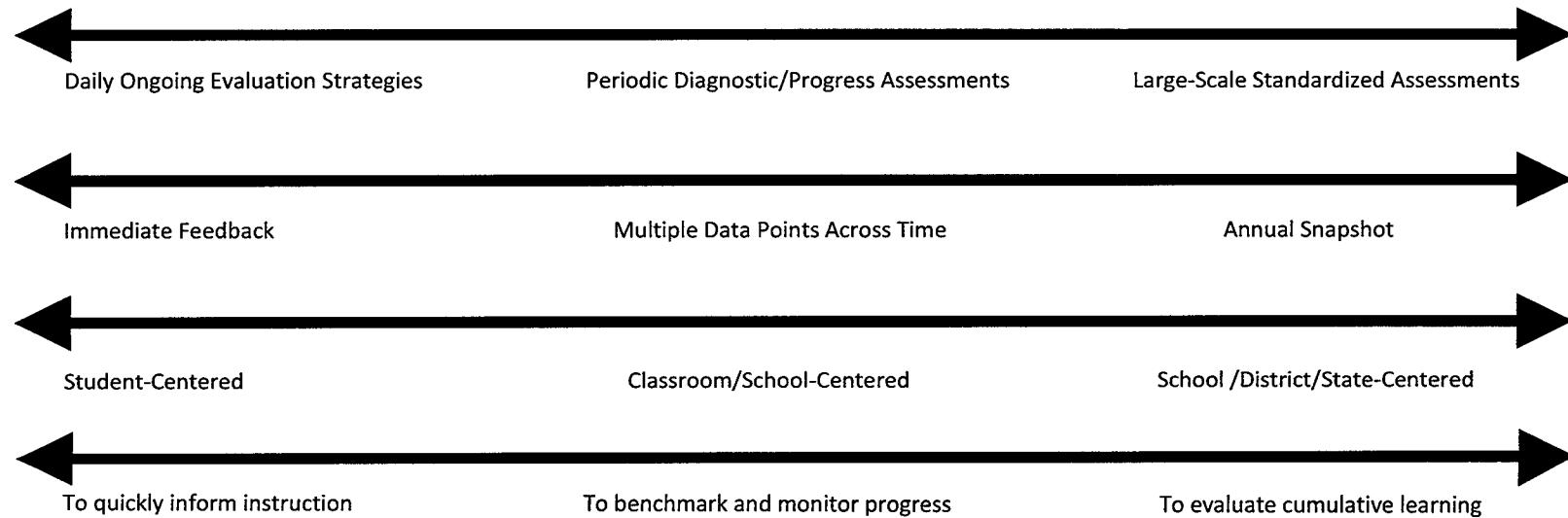
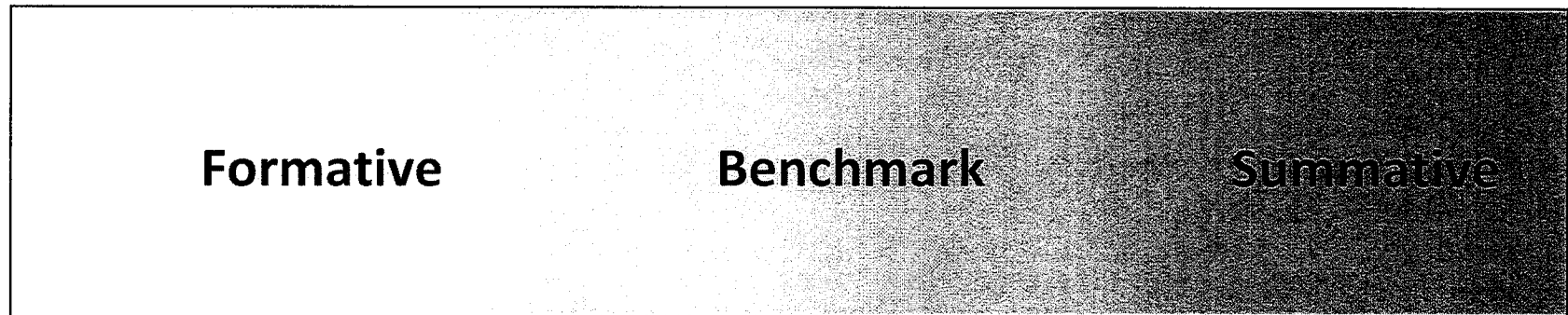
2011-12	Activity or Event	Responsible
	Notification to parents about testing window	Principals
January	Training of staff and proctors (with IMC specialist) Proctors = Intervention Aides and IMC Aides	Fischer/Stremlau
	PTSO meeting on overview of entire assessment program including MAP	Principals/Kim
	Training of Onsite Trouble Shooters: IMC specialists and IMC Aides	Clark/Stremlau
	Orientation for students with online PowerPoint from nwea.org	Teachers
	Grades 3-5 (Reading/Math): January 16-Feb. 3, 2012	All
February	Building Leadership Teams Meet to Debrief	Principals
	Feb 6 Training--MAP Stepping Stones	Dimmitt/Fischer/ Principals
March	Analysis of Data and Instructional Planning (Team Time)	Principals/BLTs
April	Early Release: Analysis of Data and Instructional Planning (Team Time) Early Release: Instructional Planning/Overview to Elementary Staff	
May/June	Grades 3-5 Test Administration (Reading/Language/Math)	

**Conclusion:**

As many districts have discovered already, MAP will provide our students an opportunity to demonstrate both achievement and growth in their learning. Educators will receive reliable, up-to-date data for planning instruction, communicating to parents about student success, and establishing goals to improve best practices.

# Balanced Assessment System

By Type



# Balanced Assessment System

## By Purpose

	<b>To plan learning</b> <i>(prior to instruction)</i>	<b>To support learning</b> <i>(during instruction)</i>	<b>To monitor learning</b> <i>(between instruction)</i>	<b>To verify learning</b> <i>(after instruction)</i>
<b>Formative Data</b> <i>to quickly inform instruction</i>	Student learning goals, or student self-assessment	Feedback that informs both student and teacher in order to make real-time adjustments to teaching and learning	Feedback that allows teacher to see what progress has been made since last check-in	Feedback that confirms what the student knows and can do
<i>Examples:</i>	-Teacher/Student discussion -First day observations	- Teacher/Student portfolio -Class blog; student journal	-Open questioning -Running records	-Exit activities -Portfolios
<b>Benchmark Data</b> <i>to benchmark and monitor progress</i>	Data that shows a teacher the instructional starting point for a chapter, unit, semester, or year	Data that shows teacher what learning objectives have been mastered; what needs to be addressed next instructionally for individual students	Data that tracks student progress over time, providing periodic and multiple data points against benchmarks throughout the year. Can be used to promote program improvement in the short-term; instructional change; monitor student progress	Data that is used, along with other data points, to establish a grade or score. Can be used to make decisions about instruction, curriculum, and to make program adjustments
<i>Examples:</i>	-Screener -Chapter pre-tests	-Graded class work -Curriculum based measures (CBM) -Running records	-Portfolios -Office discipline referrals -Curriculum based measures (CBM)	-Progress report -Interim assessment (post-test)
<b>Summative Data</b> <i>to evaluate cumulative learning</i>	Data that aids teacher in planning future instruction, reflecting on general patterns, or establishing the big picture within a class of students	Data that informs classroom decisions, such as groupings, alterations to curriculum maps, etc.	Data provides a snapshot (one point in time) of what students know and can do. Can be used to promote program improvement, curricular changes, instructional PD, needs at school or classroom level	Standardized data is used to make decisions, typically on annual basis, at macro levels about subgroups, schools, districts, states
<i>Examples:</i>	-Prior year's AP Exams -Prior end of year scores	-Item analysis of prior summative test -End of unit assessments/grades	-Benchmark test scores -End of semester grades	- AYP reports -Suspension rates

Please note: the examples are not an exhaustive list; also examples serve multiple purposes, not just those indicated in the above boxes.