



Comparative Data to Inform Instructional Decisions

To help provide context to Measures of Academic Progress® (MAP®) 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 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				207	218	228	232	236	240			244	61-68
CCR (ACT ≥ 22)	Spring						226	232	238	243	246			61-74
CCR (ACT ≥ 24)	Spring						230	237	243	248	252			70-83
NWEA	Fall	168	184	199	212	225	236	243	250	256	260	262	266	95
NWEA	Fall	156	175	190	204	216	226	233	239	244	248	250	253	84
NWEA	Fall	146	169	184	197	209	219	225	231	235	239	240	243	69
NWEA Median	Fall	136	162	177	190	202	211	218	223	226	230	230	233	50
NWEA	Fall	127	156	170	184	195	204	210	214	217	221	220	223	31
NWEA	Fall	117	150	164	177	188	197	202	206	208	212	210	213	16
NWEA	Fall	108	143	157	171	181	189	194	198	200	203	201	203	7

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

*Please note that the Smarter Balanced preliminary cut score values are field-test only and subject to change.



READING														
		K	1	2	3	4	5	6	7	8	9	10	11	2015 Norms Percentile
CCR (Smarter Balanced Level 3*)	Spring				203	209	214	219	222	223			226	56-62
CCR (ACT ≥ 22)	Spring						215	220	224	227	230			59-69
CCR (ACT ≥ 24)	Spring						218	223	227	230	233			66-75
NWEA	Fall	165	182	200	214	224	231	236	240	243	246	248	250	95
NWEA	Fall	154	174	190	204	214	221	226	230	233	236	237	239	84
NWEA	Fall	146	167	182	196	206	213	218	222	225	228	229	231	69
NWEA Median	Fall	138	161	175	188	198	206	211	214	217	220	220	223	50
NWEA	Fall	129	154	167	180	190	198	204	207	209	212	212	214	31
NWEA	Fall	121	148	159	172	183	191	196	199	202	205	204	206	16
NWEA	Fall	112	141	151	165	175	183	189	191	194	197	195	198	7

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LANGUAGE USAGE														
				2	3	4	5	6	7	8	9	10	11	2015 Norms Percentile
	CCR (Smarter Balanced Level 3*)	Spring			204	209	213	218	221	222			225	56-62
Higher Achievement	NWEA	Fall		202	214	223	229	233	237	240	242	244	246	95
	NWEA	Fall		191	205	213	220	225	228	230	233	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
Lower Achievement	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	193	195	197	196	199	7

*Please note that the Smarter Balanced preliminary cut score values are field-test only and subject to change.

GENERAL SCIENCE														
					3	4	5	6	7	8				2015 Norms Percentile
	NWEA	Fall			207	213	218	223	227	231				95
Higher Achievement	NWEA	Fall			199	206	211	216	219	223				84
	NWEA	Fall			193	200	206	210	213	216				69
	NWEA Median	Fall			187	195	200	204	207	210				50
Lower Achievement	NWEA	Fall			182	189	195	199	201	204				31
	NWEA	Fall			176	183	189	193	195	198				16
	NWEA	Fall			170	178	184	187	189	192				7

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 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.

Need more information about how to use the data in this document to maximize every student's learning? Contact your account manager at 503-624-1951 or 866-654-3246.

Northwest Evaluation Association™ (NWEA™) has nearly 40 years of experience helping educators accelerate student learning through computer-based assessment suites, professional development offerings, and research services.