

October 2024

Sat
5

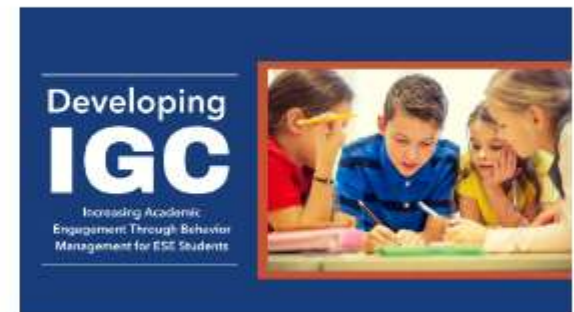
October 5 @ 8:00 am - 3:30 pm EDT

Developing IGC: Increasing Academic Engagement Through Behavior Management for ESE Students

Virtual Event

Developing IGC: Increasing Academic Engagement Through Behavior Management for ESE [...]

[RSVP Now](#) [Free](#)



Mon
7

October 7 - November 1

Getting My Facts Straight! - OCTOBER CHALLENGE

Thank you for participating in the Getting My Facts Straight [...]

[RSVP Now](#) [Free](#)



Mon
7

October 7 - November 1

Stop Whining and Just Read With Me Already! - OCTOBER CHALLENGE

Join us for the Stop Whining and Just Read with [...]

[RSVP Now](#) [Free](#)



Tue
8

October 8 @ 3:45 pm - 4:45 pm EDT

Space Aliens Have Landed in Your Classroom! - Discover Out-Of-This-World AI Strategies

Virtual Event

Space Aliens Have Landed in Your Classroom! Discover Out-Of-This-World AI [...]

[RSVP Now](#) [Free](#)



Thu
10

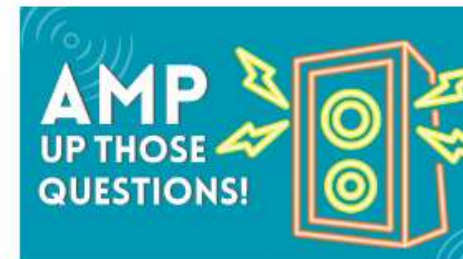
■ **Featured** October 10 @ 8:00 am - 3:30 pm EDT

Amp Up Those Questions! Activate Critical Thinking Within Your Students

Saint Juliana Catholic School - Parish Hall 4355 S Olive Ave, West Palm Beach

Amp Up Those Questions! Activate Critical Thinking Within Your Students [...]

[RSVP Now](#) [Free](#)



CELEBRATE FAMILY ENGAGEMENT MONTH!

Connected Class invites you to join us for a series of webinars designed to help families support learning and advocate for their child. You are their best cheerleader!!



For details visit: <https://connectedclass.com/family-engagement-month/>

**Helping Families Support
Academics with Quality
Time and Games**
Presenter: Christel Reaves

**November 4
7 - 8 PM EST**



**November 12
7 - 8 PM EST**

**Helping Families
Outsmart Devices:
Game Changer Edition**
Presenter: Officer E

**IEP Insights: Helping
Families Navigate
Meetings for Students
with Special Needs**
Presenter: Dr. Janae Duclos

**November 14
7 - 8 PM EST**



**November 20
7 - 8 PM EST**

**Helping Families
Raise Humans in a
Stressful World**
Presenter: Lisa Eubank





MAP OUT SUCCESS

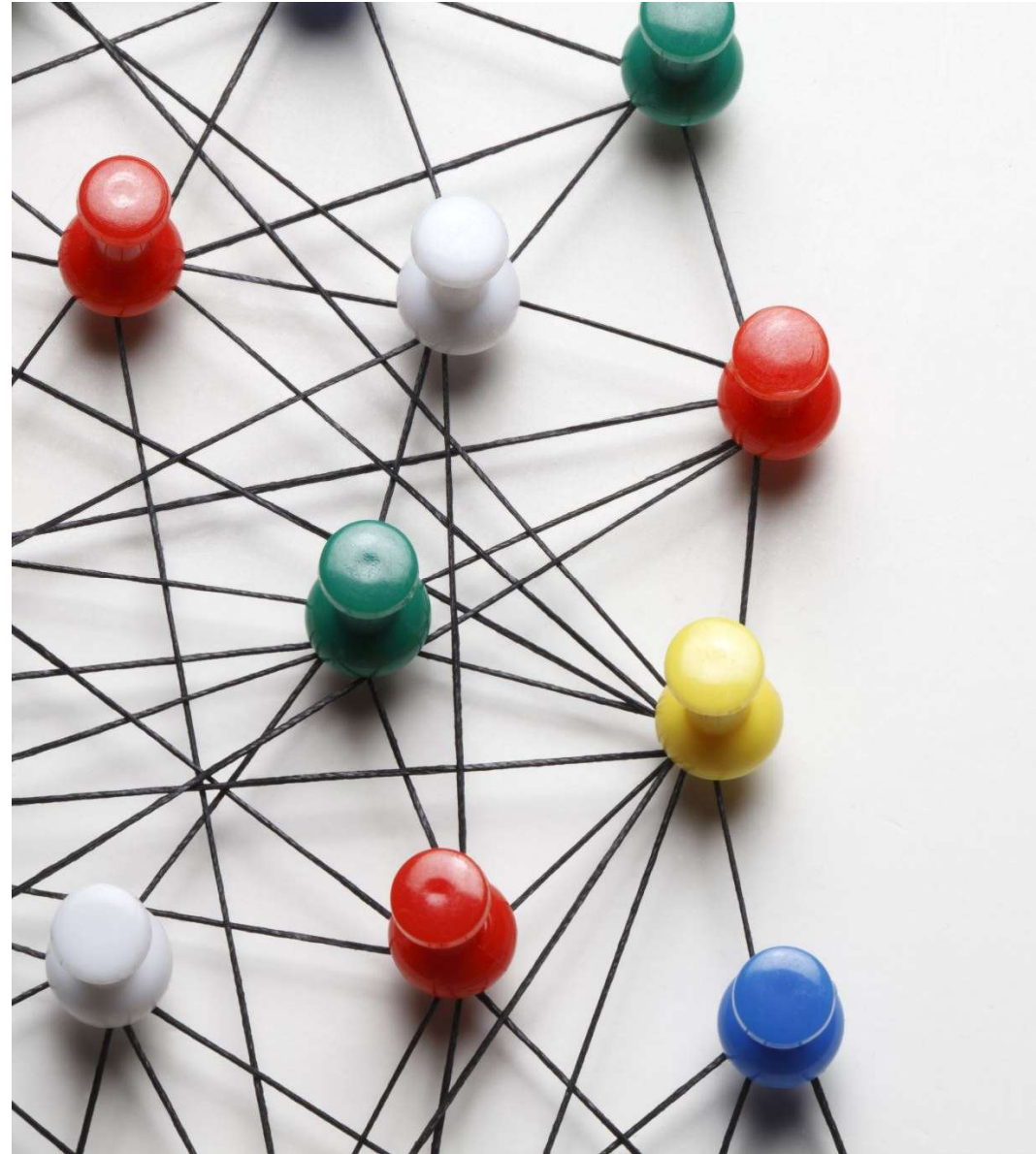


St. Ann Catholic School
October 4, 2024



LEARNING INTENTIONS

- Examine best practice for increasing student achievement
- Explore Fall MAP data
- Determine focus students
- Identify methods to differentiate based on need
- Plan action steps and share out





SUCCESS CRITERIA

- I can reflect on my Fall MAP data
- I can determine action steps for my struggling (Title I) students
- I can identify ways to challenge advanced students

KWL

- Each person uses their own whiteboard:

<p>What do you KNOW about the MAP Assessment?</p>	<p>What do you WANT to know about?</p>	<p>What did you LEARN about the MAP Assessment?</p>
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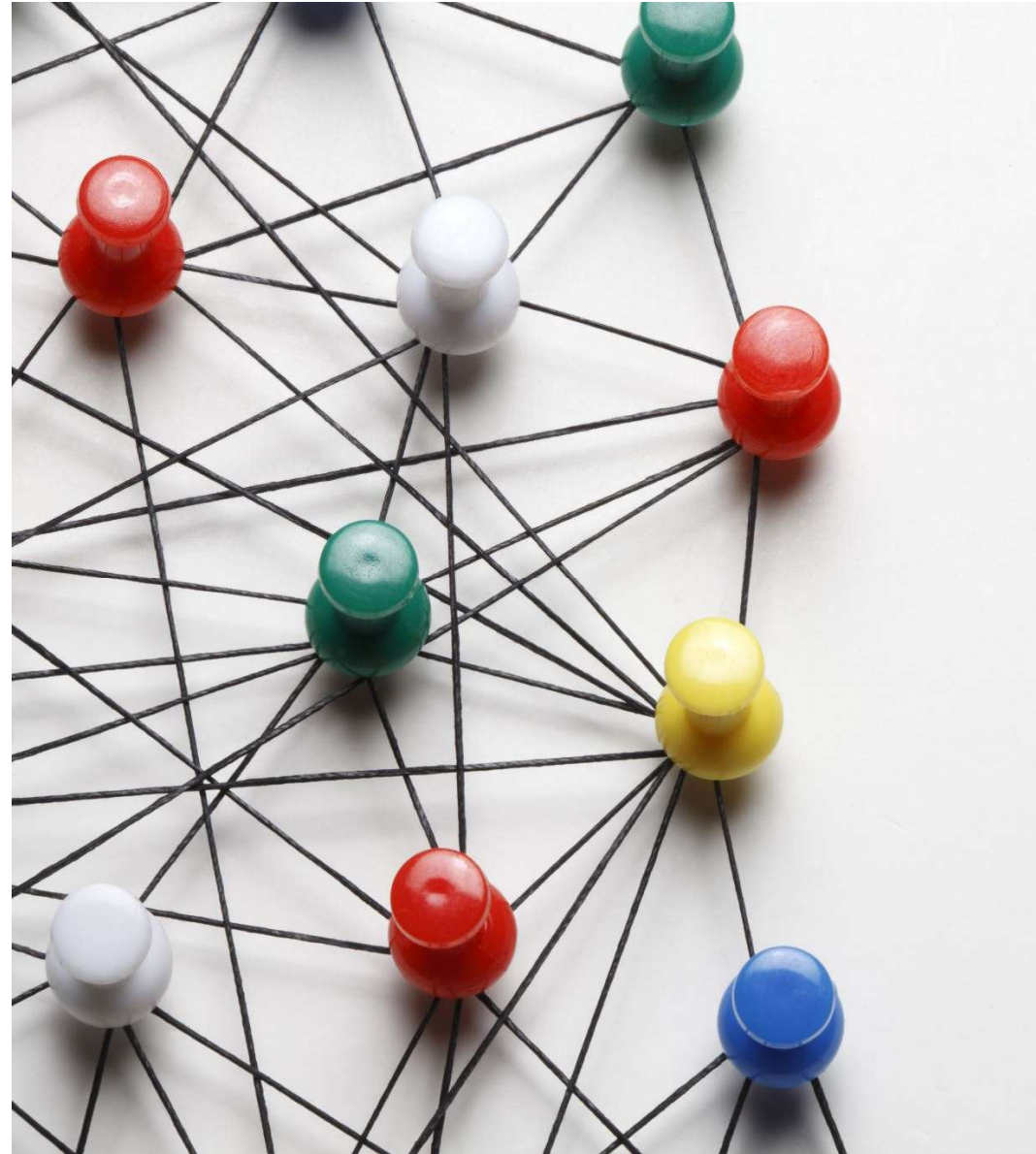
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Fill in as you
learn today.

LEARNING INTENTIONS

- **Examine best practice for increasing student achievement**
- Explore Fall MAP data
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BEST PRACTICES FOR INCREASING STUDENT ACHIEVEMENT

- **Collective Teacher Efficacy** (Effect size 1.57)

Close to 4 years growth in one year!

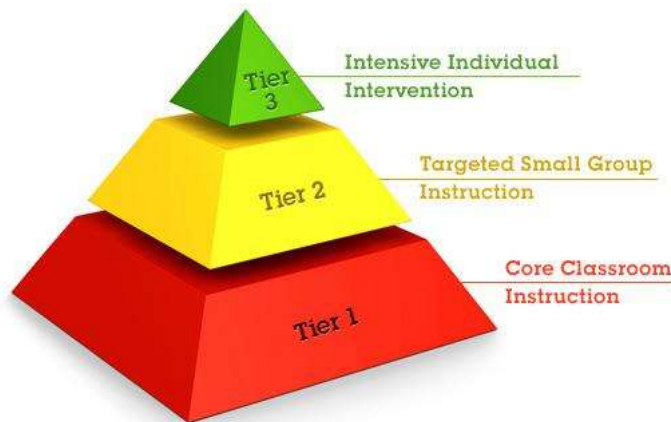
- refers to a teacher's belief in their ability to influence student learning and outcomes

Do you believe as a school/team that you can impact student learning and outcomes?

BEST PRACTICES FOR INCREASING STUDENT ACHIEVEMENT

- Response to Intervention (RTI): (Effect size 1.07)

2.675 years growth in 1 year!



3 Tiers of Support

- An instructional strategy that differentiates support for struggling students

BEST PRACTICES FOR INCREASING STUDENT ACHIEVEMENT

- Teachers working together as evaluators of their impact (Effect size .93)

Over two years growth in one year!



REFLECTIVE PRACTICE

- Reflective practice enhances self-awareness of performance and its impact.
- It fosters professional growth and development opportunities.
- Increases student achievement.
- Meaning is derived from analyzing the data reflecting the efficacy of actions.

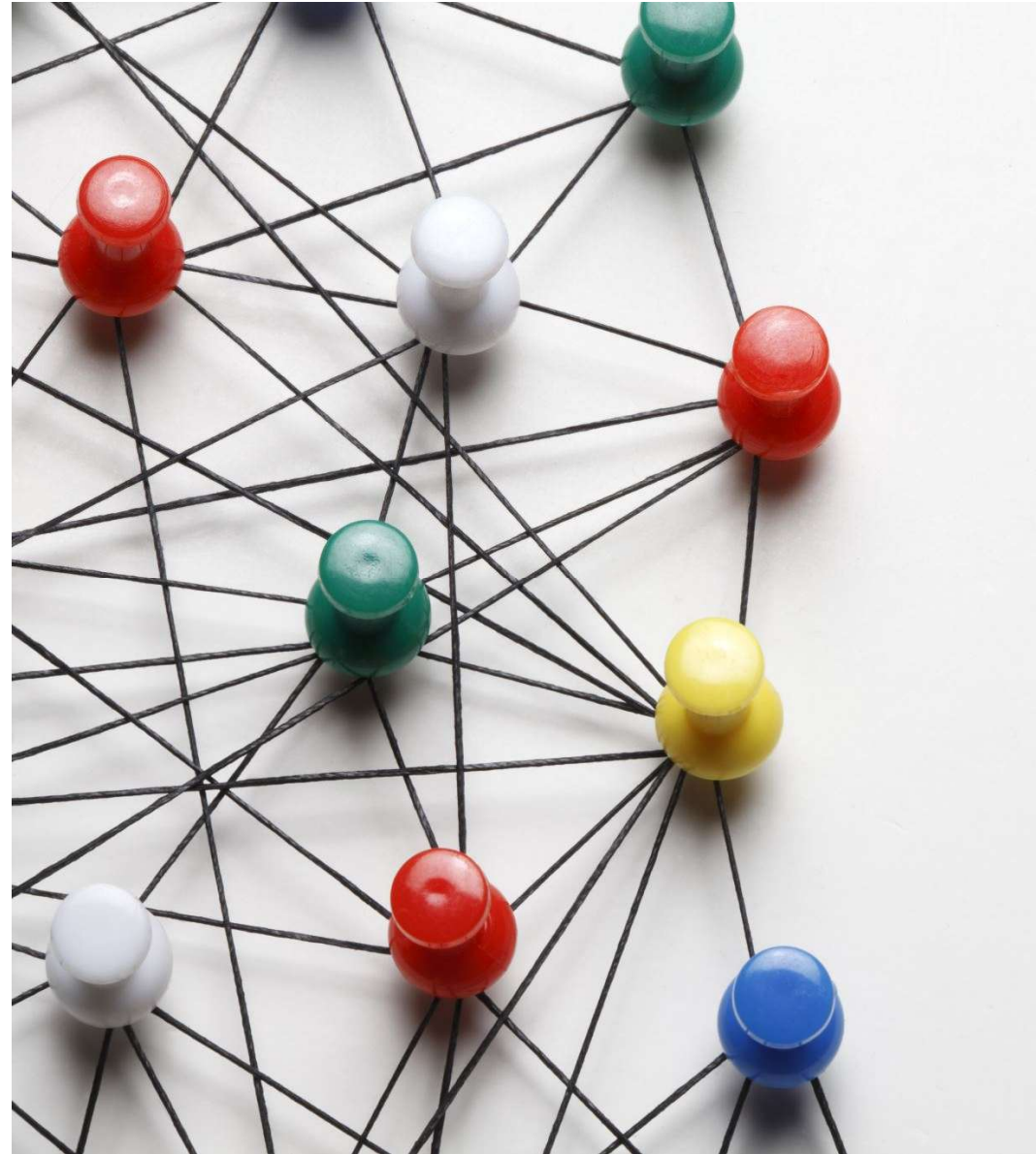




“Collaborative data analysis is not about pointing fingers at teachers with nonproficient students. It is about **trusting in the collective wisdom** of the team to collaboratively bring about high levels of learning for all students.”
(Huff, 2008, p.209)

LEARNING INTENTIONS

- Examine best practice for increasing student achievement
- **Explore Fall MAP data**
- Determine focus students
- Identify methods to differentiate based on need
- Plan action steps and share out



KNOWING THE MAP

How MAP Growth works



What did you
LEARN about
the MAP
Assessment?

Fill in as you
learn today.

KNOWING THE MAP

map GROWTH

What should every educator understand about RIT?



What did you
LEARN about
the MAP
Assessment?

Fill in as you
learn today.

KNOWING THE MAP

2020 Norms Resources

Consult the following documents to give you insight into your MAP Growth test results.

CAUTION: You may notice discrepancies between your MAP Growth reports and the figures published in these norms resources, depending on your Weeks of Instruction between testing. Your Weeks of Instruction (a setting in your MAP preferences) may differ from the default. As a result, percentile rankings and growth projections will adjust on your MAP reports to more precisely reflect your students' amount of instruction. In contrast, these norms resources assume the default weeks of instruction (Fall = 4 weeks, Winter = 20 weeks, Spring = 32 weeks).

Overviews

[2020 MAP Normative Data Overview](#)

(Overview with status and growth charts)

[2020 Norms Introduction and FAQ](#)

(Key updates and frequent questions)

[2020 Comparative Data](#)

(Charts showing achievement ranges and college readiness benchmarks)

[Spanish Reading Tests Norms Overview](#)

(Overview with status and growth charts)

Research Studies

[2020 Norms Study](#)

(Detailed research study)

[2020 Norms Detail Tables](#)

(Excerpted norms tables from full study)

[Standards Alignment](#)

(Studies linking your state's test with MAP)

[MAP College Readiness Benchmarks](#)

(Research brief, including ACT® readiness)

[Achievement Status and Growth \(ASG\) and School Norms Calculator](#)

(Tool to estimate hypothetical growth scenarios)

[Average Test Durations](#)

(Typical test times per subject, term, and grade)

[Achievement and Growth Tables for Private Schools, Public Charters, and Other Specialty School Groups](#)

Interactive tool to provide context on the typical patterns of achievement and growth in math, reading, language usage, and science for private, charter, and specialty school groups

[Guidance for Administering MAP Growth](#)

(How to improve accuracy and integrity of assessments)

Course-Specific Norms

For students who take course-specific tests, you can find growth percentiles and projections in the following resources:

[Norms Overview for Algebra 1, Algebra 2, and Geometry](#)

(Overview with status and growth charts)

[Norms Overview for Integrated Math I, II, and III](#)

(Overview with status and growth charts)

[Norms Overview for Life Science / Biology](#)

(Overview with status and growth charts)

[2022 Course-Specific Norms Study](#)

(Detailed research study)

[2022 Course-Specific Norms Tables](#)

(Tables are in Excel® format)

What did you
LEARN about
the MAP
Assessment?

Fill in as you
learn today.

[Growth and Norms \(mapnwea.org\)](https://mapnwea.org)

KNOWING THE MAP

Student achievement norms

The norms in the tables below have a very straightforward interpretation. For example, in the achievement norms for reading, grade 2 students in the fall had a mean score of 172.35 and a standard deviation of 15.19. To get a sense of how much variation there was, the SD of 15.19 can be subtracted from the mean and added to the mean to produce a range of about 157-188. Since the norms are based on the bell curve, we know that 68% of all grade 2 reading scores are expected to fall within this range.

2020 Reading Student Achievement Norms						
Grade	Fall		Winter		Spring	
	Mean	SD	Mean	SD	Mean	SD
K	136.65	12.22	146.28	11.78	153.09	12.06
1	155.93	12.66	165.85	13.21	171.40	14.19
2	172.35	15.19	181.20	15.05	185.57	15.49
3	186.62	16.65	193.90	16.34	197.12	16.27
4	196.67	16.78	202.50	16.25	204.83	16.31
5	204.48	16.38	209.12	15.88	210.98	15.97
6	210.17	16.46	213.81	15.98	215.36	16.03
7	214.20	16.51	217.09	16.21	218.36	16.38
8	218.01	17.04	220.52	16.69	221.66	16.87
9	218.90	19.02	220.52	18.73	221.40	19.03
10	221.47	17.92	222.91	17.81	223.51	18.20
11	223.53	17.73	224.64	17.80	224.71	18.50
12	223.80	19.32	223.85	21.21	224.33	23.08

2020 Language Usage Student Achievement Norms						
Grade	Fall		Winter		Spring	
	Mean	SD	Mean	SD	Mean	SD
2	173.98	16.06	183.83	15.40	188.40	15.89
3	187.71	15.33	195.14	14.64	198.32	14.65
4	197.33	15.10	202.87	14.44	205.00	14.33
5	204.17	14.55	208.45	13.98	210.19	13.90
6	209.43	14.35	212.81	13.92	214.19	13.94
7	212.65	14.72	215.28	14.39	216.47	14.42
8	215.54	14.74	217.73	14.45	218.74	14.56
9	216.68	15.52	218.18	15.30	219.00	15.51
10	218.82	15.10	220.19	15.11	220.86	15.45
11	220.66	14.94	221.86	14.98	222.33	15.53

2020 Mathematics Student Achievement Norms						
Grade	Fall		Winter		Spring	
	Mean	SD	Mean	SD	Mean	SD
K	139.56	12.45	150.13	11.94	157.11	12.03
1	160.05	12.43	170.18	12.59	176.40	13.18
2	175.04	12.98	184.07	13.01	189.42	13.44
3	188.48	13.45	196.23	13.64	201.08	14.11
4	199.55	14.40	206.05	14.90	210.51	15.56
5	209.13	15.19	214.70	15.88	218.75	16.70
6	214.75	16.12	219.56	16.74	222.88	17.47
7	220.21	17.41	224.04	17.96	226.73	18.60
8	224.92	18.94	228.12	19.33	230.30	19.95
9	226.43	19.83	228.67	20.06	230.03	20.63
10	229.07	20.23	231.21	20.61	232.42	21.25
11	231.72	20.61	233.49	20.91	234.25	21.65
12	233.02	21.60	233.31	23.07	234.19	24.63

2020 General Science Student Achievement Norms						
Grade	Fall		Winter		Spring	
	Mean	SD	Mean	SD	Mean	SD
2	177.70	13.43	184.59	12.35	187.87	12.46
3	187.84	12.25	193.29	11.63	195.88	11.76
4	194.65	11.68	199.15	11.50	201.22	11.75
5	200.23	11.77	204.30	11.72	206.17	12.12
6	203.86	12.04	207.26	12.02	208.47	12.41
7	206.56	12.65	209.50	12.73	210.61	13.17
8	209.64	13.25	212.41	13.17	213.44	13.64
9*	211.40	14.10	213.42	14.17	213.99	14.72
10*	213.24	14.26	214.95	14.42	215.29	15.07

* These science norms describe the distributions of achievement in general science academic skills and content knowledge for the relevant student populations for these grades and are useful for screening and placement purposes. Test results should not be used to evaluate performance where science content is more specialized, such as in typically differentiated high school science courses (e.g., biology, chemistry, physics).

Student growth norms

Growth norms developed for the 2020 MAP Growth norms Study reflect the common observation that the rate of academic growth is related to the student's starting achievement status on the measurement scale. In the elementary grades, for example, students starting out at a lower achievement level tend to demonstrate greater raw growth compared to students in the upper grades. The growth norm tables below show mean growth when the mean grade level achievement status score (i.e., 50th percentile score) is used as the starting score. In each case, the starting score is treated as a factor when predicting growth. If a particular student's starting score was below the grade level mean, the growth mean is generally higher. Similarly, students with starting scores above the grade level mean would generally show less raw growth on average. These adjustments for starting achievement, coupled with the inclusion of instructional days in computing the norms, results in a highly flexible and clearly contextualized reference for understanding changes in RIT scores between test events.

2020 Reading Student Growth Norms						
Grade	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
	Mean	SD	Mean	SD	Mean	SD
K	9.63	5.75	6.81	5.30	16.45	7.50
1	9.92	5.85	5.55	5.37	15.47	7.74
2	8.85	5.86	4.37	5.37	13.22	7.77
3	7.28	5.86	3.22	5.37	10.50	7.77
4	5.82	5.76	2.33	5.31	8.16	7.53
5	4.64	5.75	1.86	5.30	6.50	7.49
6	3.64	5.65	1.55	5.24	5.19	7.26
7	2.89	5.60	1.27	5.21	4.16	7.15
8	2.51	5.73	1.14	5.29	3.65	7.46
9	1.62	6.06	0.88	5.50	2.51	8.22
10	1.43	5.88	0.60	5.38	2.04	7.80
11	1.11	6.27	0.08	5.62	1.18	8.68
12	0.05	6.38	0.47	5.70	0.52	8.92

2020 Mathematics Student Growth Norms						
Grade	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
	Mean	SD	Mean	SD	Mean	SD
K	10.57	5.15	6.97	4.77	17.54	6.63
1	10.13	5.22	6.22	4.82	16.35	6.81
2	9.03	5.11	5.35	4.75	14.38	6.54
3	7.75	4.99	4.85	4.68	12.60	6.26
4	6.50	4.98	4.46	4.67	10.96	6.24
5	5.56	5.10	4.05	4.75	9.61	6.53
6	4.81	5.04	3.32	4.71	8.13	6.38
7	3.83	4.96	2.69	4.66	6.52	6.18
8	3.20	5.27	2.18	4.85	5.38	6.93
9	2.24	5.48	1.36	4.98	3.60	7.41
10	2.14	5.46	1.21	4.97	3.35	7.37
11	1.77	5.92	0.76	5.25	2.52	8.37
12	0.30	6.09	0.88	5.36	1.18	8.75

2020 Language Usage Student Growth Norms						
Grade	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
	Mean	SD	Mean	SD	Mean	SD
2	9.85	6.43	4.57	5.58	14.41	9.46
3	7.43	5.48	3.18	4.98	10.61	7.41
4	5.54	5.17	2.13	4.79	7.67	6.69
5	4.27	5.07	1.74	4.72	6.02	6.44
6	3.37	5.04	1.38	4.71	4.75	6.37
7	2.65	4.89	1.19	4.62	3.82	6.00
8	2.19	5.05	1.01	4.71	3.21	6.39
9	1.50	5.17	0.82	4.79	2.33	6.69
10	1.37	5.08	0.67	4.73	2.04	6.46
11	1.20	5.48	0.47	4.98	1.67	7.41

2020 General Science Student Growth Norms						
Grade	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
	Mean	SD	Mean	SD	Mean	SD
2	6.88	6.74	3.29	6.13	10.17	9.09
3	5.45	6.17	2.59	5.78	8.04	7.75
4	4.50	5.84	2.07	5.58	6.57	6.93
5	4.08	5.95	1.87	5.65	5.95	7.21
6	3.40	5.91	1.21	5.62	4.61	7.30
7	2.94	5.83	1.11	5.63	4.05	7.15
8	2.77	6.19	1.03	5.79	3.79	7.80
9	2.02	6.19	0.57	5.79	2.59	7.80
10	1.72	6.27	0.34	5.84	2.05	7.99

What did you
LEARN about
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Assessment?

Fill in as you
learn today.

MAPGrowthNormativeDataOverview.pdf (mapnwea.org)

KNOWING THE MAP

School norms

Just as references to performance at the student level are important, school references can also provide important insights. Because research shows that the variation of groups of students tend to be much smaller than that of the students themselves, student-level norms are inappropriate for understanding the performance and progress of groups of students. If groups of students in a school are evaluated against the student norms, strongly performing schools will tend to have their outcome understated while poorly performing schools will tend to have their performance overstated. The 2020 MAP Growth norms Study includes achievement and growth norms for grade-levels within schools in addition to student achievement status and growth norms.

2020 Reading School Growth Norms						
Grade	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
	Mean	SD	Mean	SD	Mean	SD
K	9.63	1.43	6.81	1.07	16.45	2.49
1	9.92	1.47	5.55	1.10	15.47	2.57
2	8.85	1.44	4.37	1.08	13.22	2.52
3	7.28	1.23	3.22	0.92	10.50	2.14
4	5.82	1.21	2.33	0.91	8.16	2.11
5	4.64	1.15	1.86	0.86	6.50	2.01
6	3.64	1.02	1.55	0.77	5.19	1.79
7	2.89	1.02	1.27	0.76	4.16	1.78
8	2.51	1.18	1.14	0.88	3.65	2.06
9	1.62	1.16	0.88	0.87	2.51	2.03
10	1.43	0.96	0.60	0.72	2.04	1.68
11	1.11	1.25	0.08	0.94	1.18	2.19
12	0.05	1.31	0.47	1.01	0.52	2.30

2020 Language Usage School Growth Norms						
Grade	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
	Mean	SD	Mean	SD	Mean	SD
2	9.55	1.55	4.57	1.24	14.11	2.88
3	7.43	1.13	3.18	0.84	10.61	1.97
4	5.54	1.01	2.13	0.76	7.67	1.76
5	4.27	0.92	1.74	0.69	6.02	1.61
6	3.37	0.80	1.38	0.60	4.75	1.40
7	2.63	0.78	1.19	0.59	3.82	1.37
8	2.19	0.86	1.01	0.64	3.21	1.50
9	1.50	0.82	0.82	0.61	2.33	1.43
10	1.37	0.81	0.67	0.60	2.04	1.41
11	1.20	0.97	0.47	0.73	1.67	1.70

Separate tables for the school achievement norms are not shown in this document because the means (i.e., average values) for school and student achievement are equivalent. The standard deviations for the school norms are much smaller than for students, however, meaning that the range between high and low values seen at the school level are far smaller than the variability commonly seen for individual students. Additional information on the school achievement norms can be found in the 2020 MAP Growth norms Study.

School norms provide references for comparing how grade levels of students within a school compare, as a group, to:

- the same grade level of students in another specific school
- the same grade level of students in public schools across the U.S.

This allows school and district administrators to use school norms to monitor school performance over time, and to compare schools' performance within the district. The tables below contain school growth norms. The important difference between student and school growth is in the SD columns. As the tables show, the growth of groups of students at any grade level is understandably less variable than the growth of individual students.

2020 Mathematics School Growth Norms						
Grade	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
	Mean	SD	Mean	SD	Mean	SD
K	10.57	1.36	6.97	1.02	17.54	2.38
1	10.13	1.44	6.22	1.08	16.35	2.52
2	9.03	1.50	5.35	0.97	14.38	2.27
3	7.75	1.21	4.85	0.91	12.60	2.12
4	6.50	1.16	4.46	0.87	10.96	2.02
5	5.36	1.19	4.05	1.04	9.41	2.42
6	4.81	1.28	3.32	0.96	8.13	2.24
7	3.63	1.19	2.69	0.89	6.32	2.08
8	3.20	1.18	2.18	1.04	5.38	2.42
9	2.34	1.10	1.36	0.83	3.60	1.93
10	2.14	1.16	1.21	0.87	3.35	2.02
11	1.77	1.15	0.76	0.86	2.52	2.01
12	0.30	1.23	0.88	0.93	1.18	2.15

2020 General Science School Growth Norms						
Grade	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
	Mean	SD	Mean	SD	Mean	SD
2	6.58	1.21	3.29	0.91	10.17	2.12
3	5.45	1.42	2.59	1.07	8.04	2.49
4	4.50	1.17	2.07	0.88	6.57	2.05
5	4.08	1.22	1.87	0.91	5.95	2.13
6	3.40	1.22	1.21	0.91	4.61	2.13
7	2.94	1.22	1.11	0.92	4.05	2.34
8	2.77	1.23	1.03	0.92	3.79	2.15
9	2.02	1.33	0.57	1.00	2.59	2.31
10	1.72	1.13	0.34	0.85	2.05	1.97

What did you
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[MAPGrowthNormativeDataOverview.pdf \(mapnwea.org\)](https://www.mapnwea.org/2022-norms-for-map-growth-course-specific-tests-in-algebra-1-algebra-2-and-geometry)

[2022 norms for MAP Growth course-specific tests in Algebra 1, Algebra 2, and Geometry \(nwea.org\)](https://www.nwea.org/2022-norms-for-map-growth-course-specific-tests-in-algebra-1-algebra-2-and-geometry)



MAP Growth School Profile Report: Getting started (2024 edi...



Share



map GROWTH School Profile Report 101

Watch on  YouTube



[School Profile Report \(mapnwea.org\)](https://mapnwea.org)

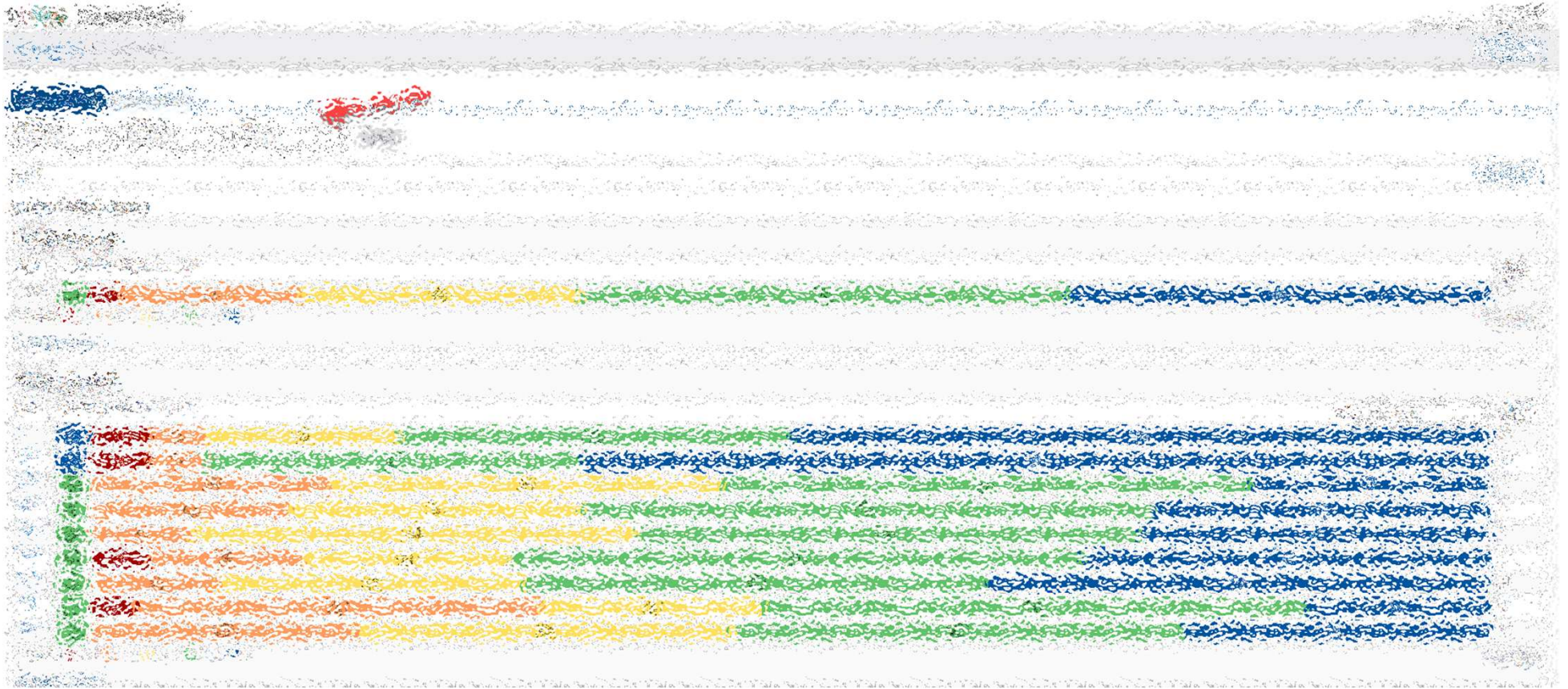
SCHOOL PROFILE: MATH

I NOTICE...



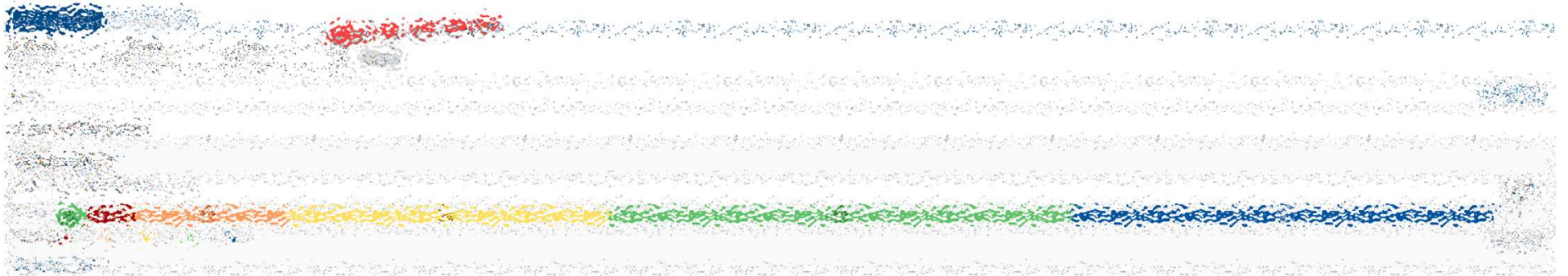
I WONDER...

SCHOOL PROFILE: MATH



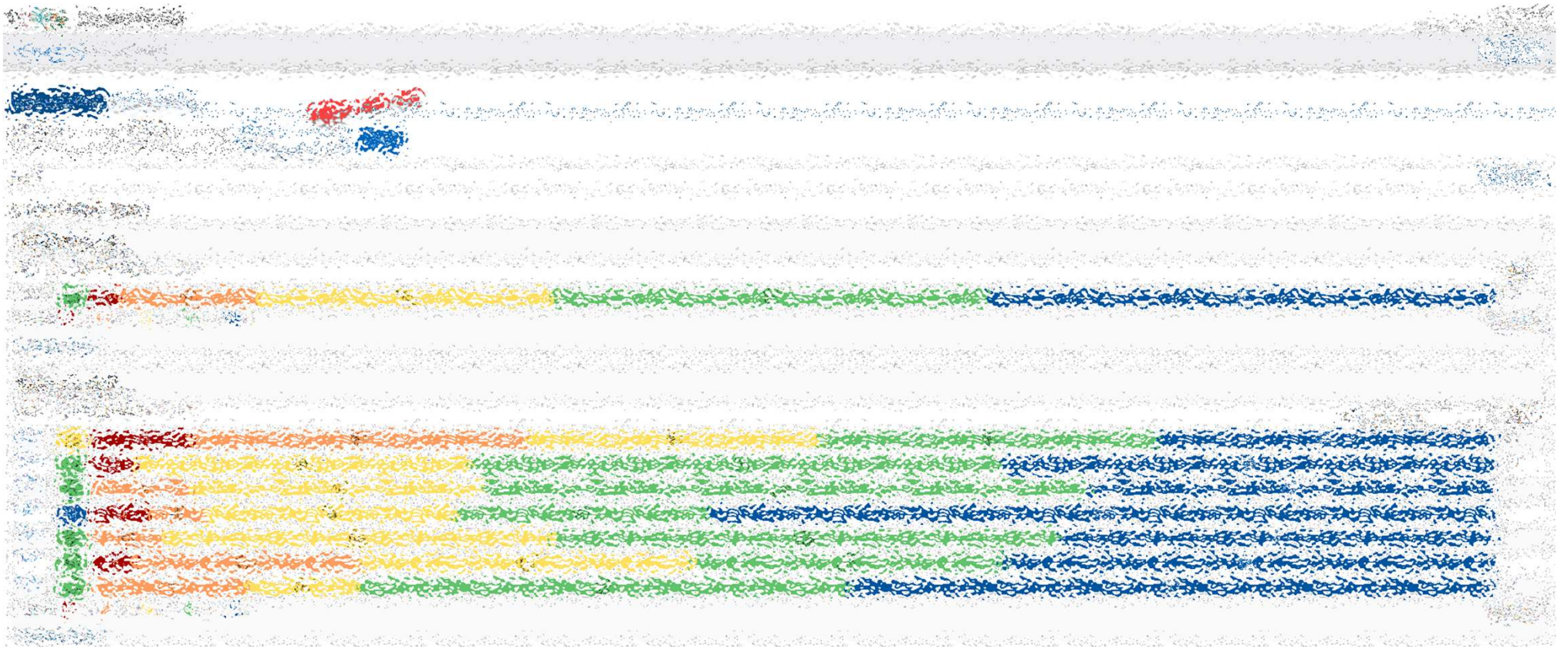
SCHOOL PROFILE: READING

I NOTICE...



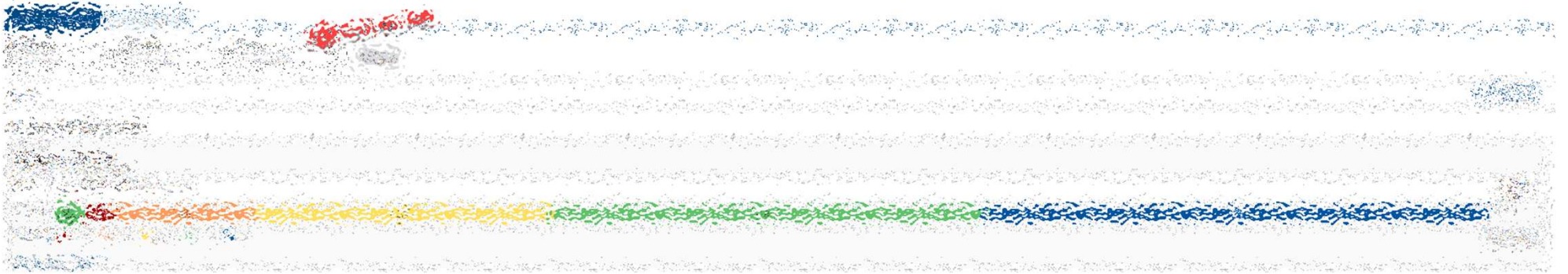
I WONDER...

SCHOOL PROFILE: READING



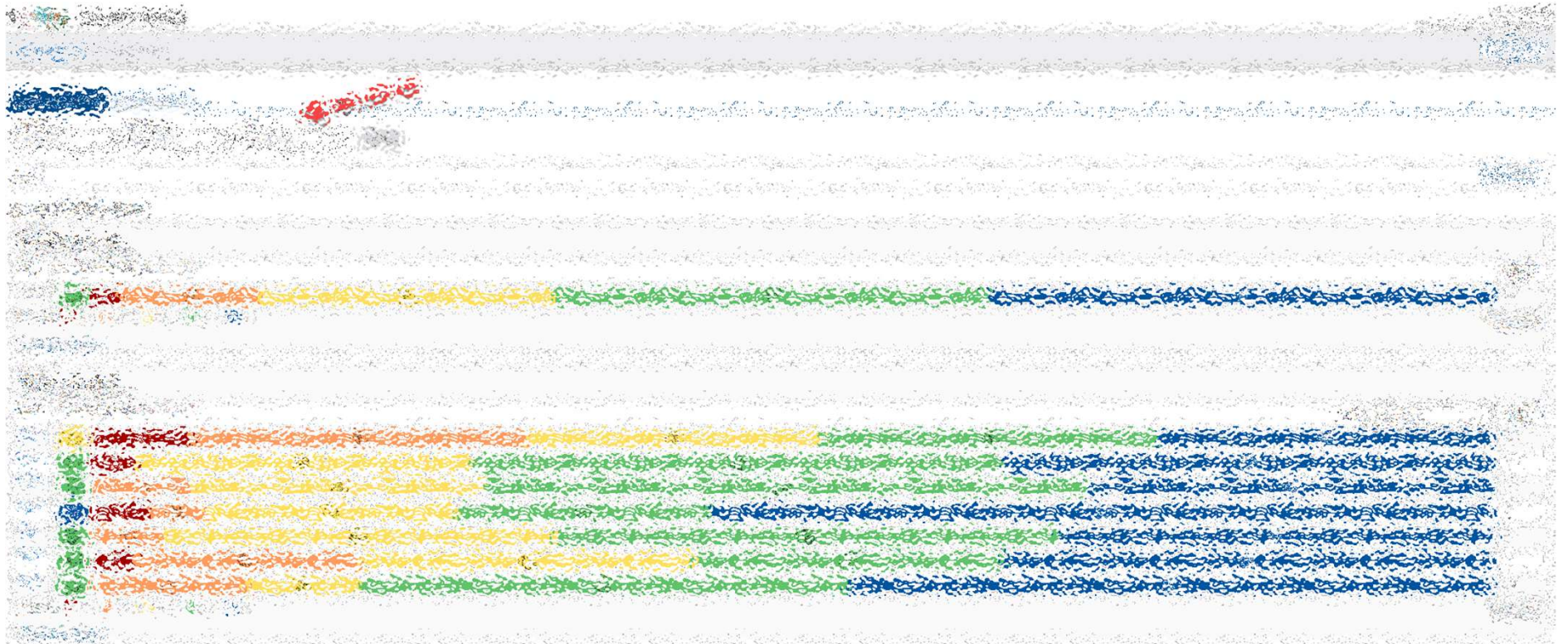
SCHOOL PROFILE: LANGUAGE USAGE

I NOTICE...



I WONDER...

SCHOOL PROFILE: LANGUAGE USAGE

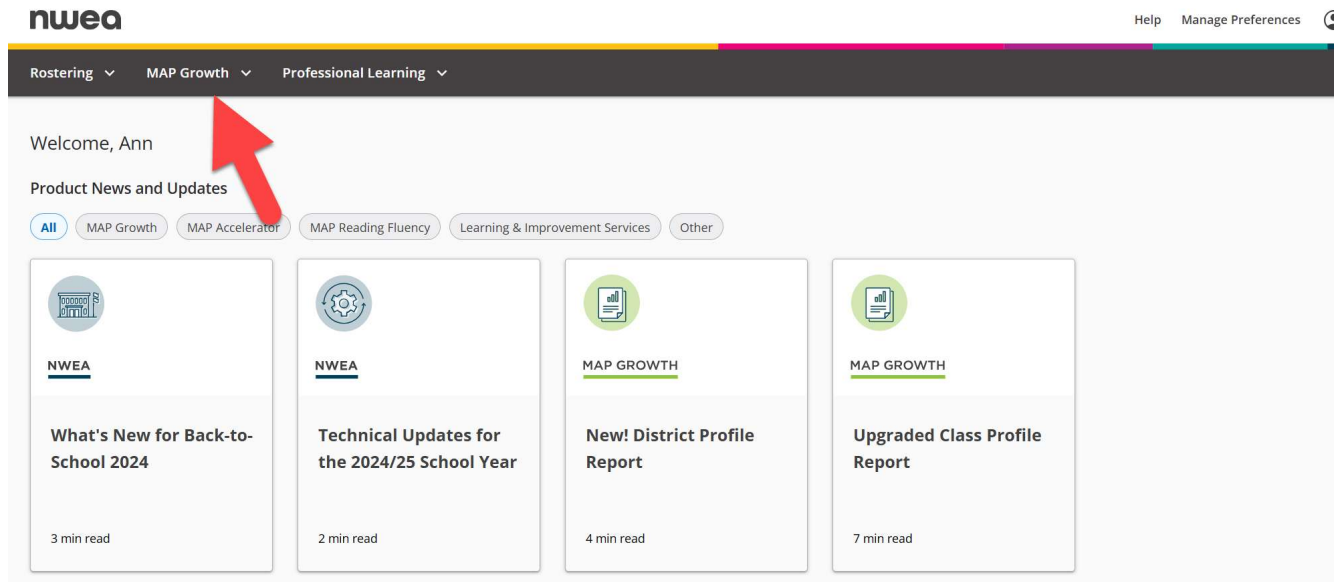


YOUR TURN WITH CLASS PROFILE

The screenshot shows a Google Sheets document titled "St Ann MAP Out Success". The interface includes a menu bar (File, Edit, View, Insert, Format, Data, Tools, Extensions, Help) and a toolbar with various editing and formatting tools. The spreadsheet has four columns labeled A, B, C, and D. Column A is labeled "Subject", Column B is labeled "Course", Column C is labeled "I notice ...", and Column D is labeled "I wonder ...". A red dashed arrow points to the bottom-left corner of the spreadsheet grid. The bottom status bar displays "Notice and Wonder My Fall Grade Report" and "Plan for Students".

GETTING YOUR CLASS PROFILE

1. Log into <https://auth.nwea.org>
2. Go to **MAP Growth** – top left



GETTING YOUR CLASS PROFILE

3. Click on **Class Profile**

The screenshot displays the NWEA MAP Growth dashboard. At the top, the NWEA logo is on the left, and 'Help' and 'Manage Preferences' with a user icon are on the right. Below this is a navigation bar with 'Rostering', 'MAP Growth', and 'Professional Learning' menus. The main content area is divided into two columns. The left column, titled 'Testing', contains links for 'Manage Test Sessions', 'Resources', 'MAP Growth Student Resources', 'Technical Resources', 'MAP Growth Support Articles', and 'What's New with MAP Growth?'. The right column, titled 'Popular Reports', features four report cards: 'District Profile', 'School Profile', 'Class Profile', and 'Student Profile'. Each card includes a thumbnail image of the report and a brief description. A large red arrow points to the 'Class Profile' card, which is the target of the instruction.

nwea Help Manage Preferences

Rostering MAP Growth Professional Learning

Testing

Manage Test Sessions
Set up and manage MAP Growth test sessions. Find students to test and administer MAP Growth testing.

Resources

MAP Growth Student Resources
Provide students with resources, such as videos and practice tests, to help them prepare for testing.

Technical Resources
Prepare to test with the MAP Growth Secure Testing Browser, MAP Growth iPad app, Technology Guide, and NWEA System and Bandwidth Requirements.

MAP Growth Support Articles
Search the NWEA Knowledge Base for trending articles and support documentation.

What's New with MAP Growth?
Access the latest information on product updates and more.

Popular Reports

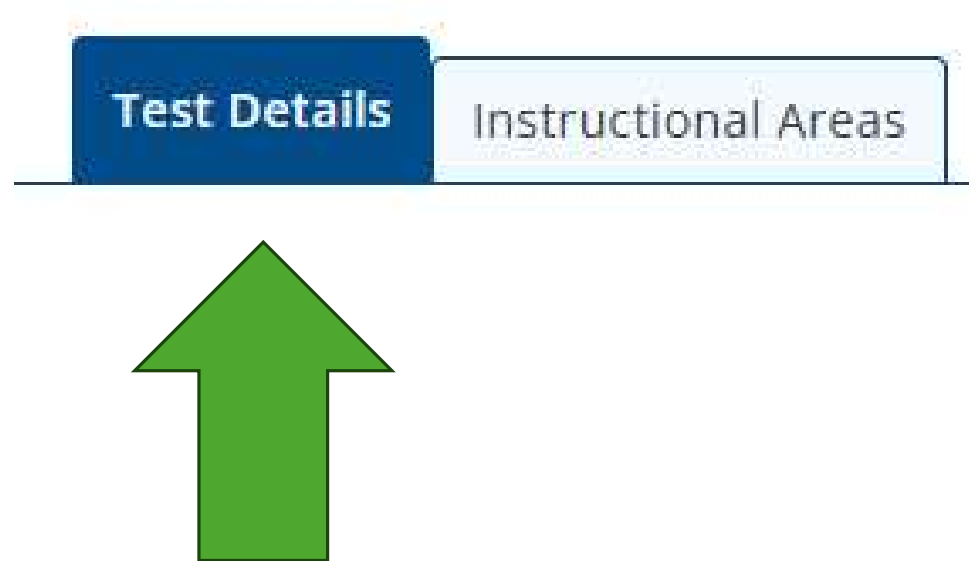
District Profile
Gain a holistic understanding of achievement and growth across your district. Get data insights that can support program and resource decisions.

School Profile
Compare school, grade, and class performance to national norms. Includes a new quadrant chart that shows growth and achievement data.

Class Profile
Use this interactive class-level report to gain insight into class performance; identify students who need to take, retake, or complete their test.

Student Profile
Use this report to get a comprehensive view of student achievement and growth, including relative strengths and suggested focus areas.

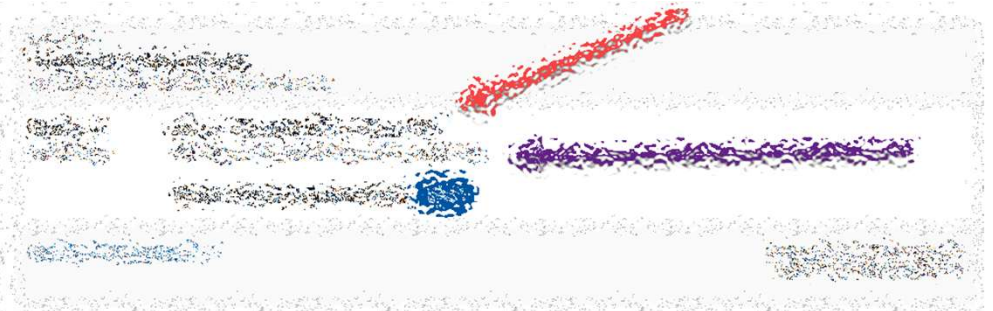
CLASS PROFILE – KEY FEATURES



TEST DETAILS – KEY FEATURES

Locate your class
average RIT and
Fall National
Average for all
areas of the test.

- Mathematics
- Language Arts
 - Reading
 - Language Usage
- Science



TEST DETAILS – KEY FEATURES



Locate your class
average RIT and
Fall National
Average for all
areas of the test.

YOUR TURN WITH CLASS PROFILE

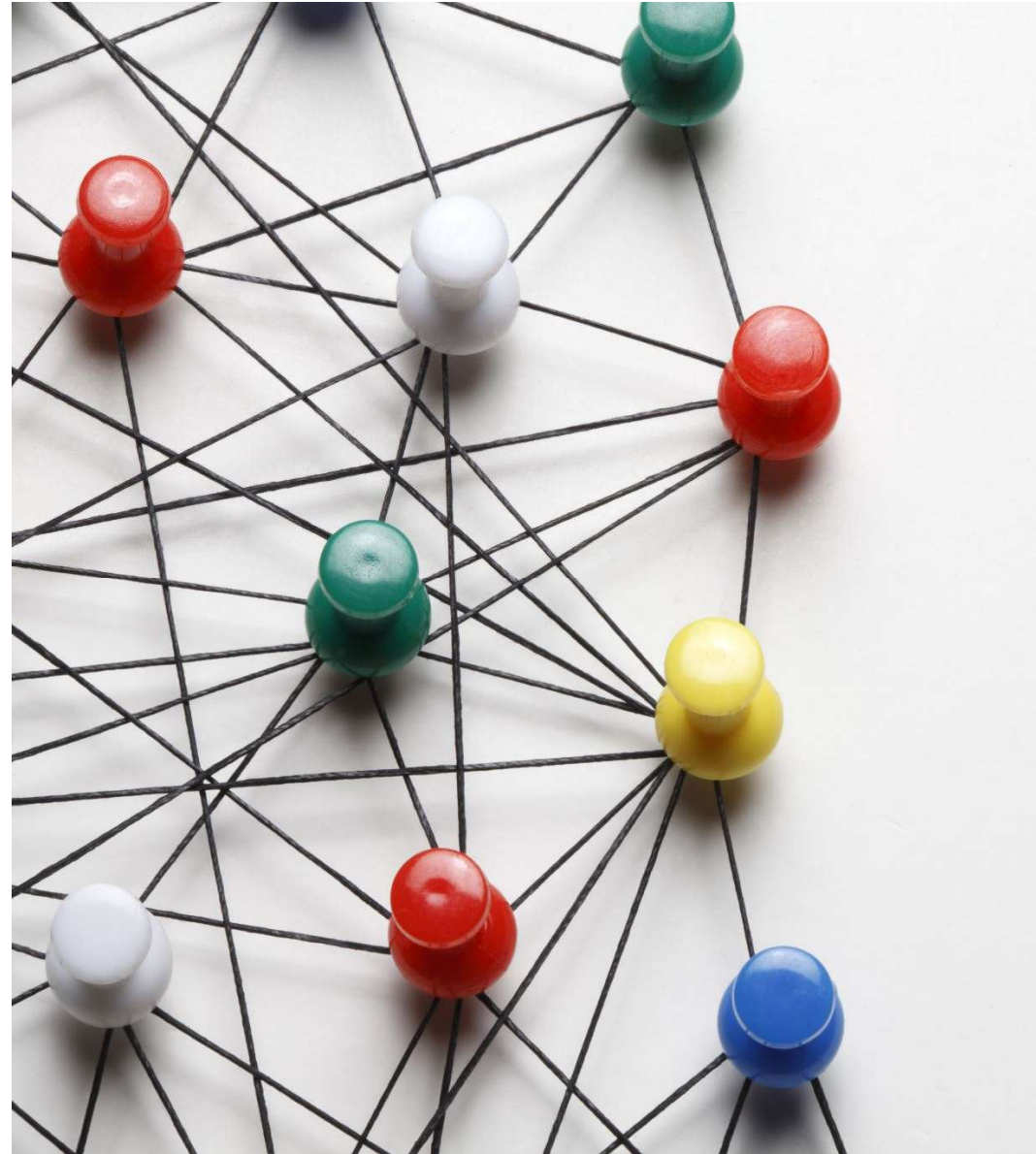
The screenshot shows the Google Sheets application. At the top, the title bar reads "St Ann MAP Out Success" with standard window controls. Below it is the menu bar: File, Edit, View, Insert, Format, Data, Tools, Extensions, Help. The toolbar contains various icons for undo, redo, print, zoom (100%), currency, percentage, decimal, and other formatting options. The spreadsheet itself has four columns labeled A, B, C, and D. Column A is titled "Subject", column B is titled "Course", column C is titled "I notice ...", and column D is titled "I wonder ...". A red dashed arrow points from the bottom of column A towards the bottom of the spreadsheet.



**BREAK
TIME!!!**

LEARNING INTENTIONS

- Examine best practice for increasing student achievement
- Explore Fall MAP data
- **Determine focus students**
- Identify methods to differentiate based on need
- Plan action steps and share out



MAP OUT SUCCESS – MY ACTION PLAN

Using the **Class Profile Report**:

- You will identify your **lowest** performing student in math, reading and language usage (K-5)
 - Middle school will identify for each class and subject they have identified under their name



MAP OUT SUCCESS – MY ACTION PLAN

Using the **Class Profile Report**:

- You will identify your **highest** performing student in math, reading and language usage (K-5)
 - Middle school will identify for each class and subject they have identified under their name



MAP OUT SUCCESS – MY ACTION PLAN

[illegible]

STUDENT PROFILE

- Using the Student Profile:
 - List the subject (Column D)
 - Suggested Area of Focus (Column E)

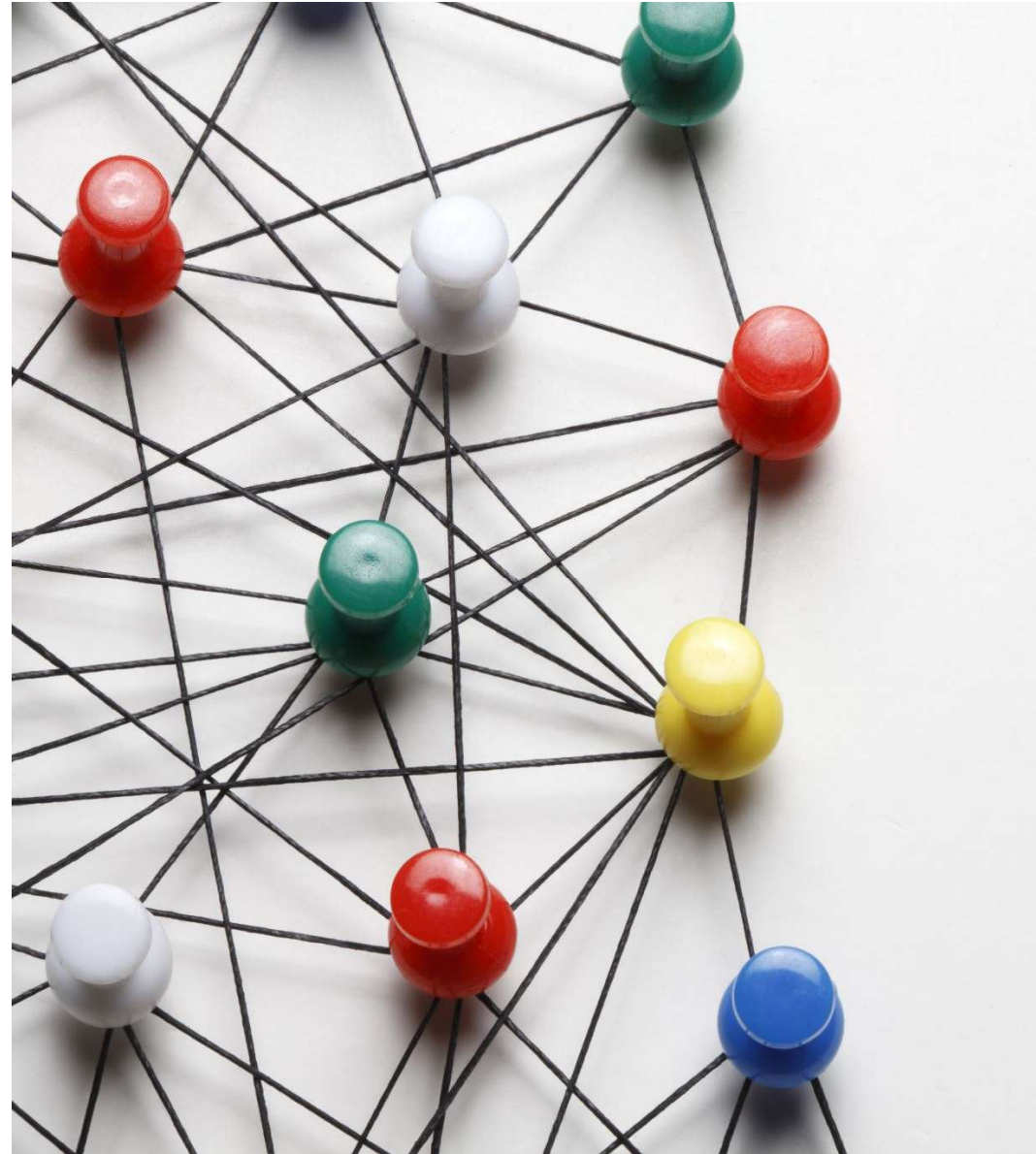
Group by : Grade(s) : Show learning statements : View learning statements to : ?

 ▼ ☐ REINFORCE ☒ DEVELOP ☐ INTRODUCE

- You can use Standard or Topic
- Check off **Develop** (If nothing is there, then select Introduce)
- Write in Column E – everything for that student by placing one standard or topic per line.

LEARNING INTENTIONS

- Examine best practice for increasing student achievement
- Explore Fall MAP data
- Determine focus students
- **Identify methods to differentiate based on need**
- Plan action steps and share out



GETTING TO A GROWTH MINDSET

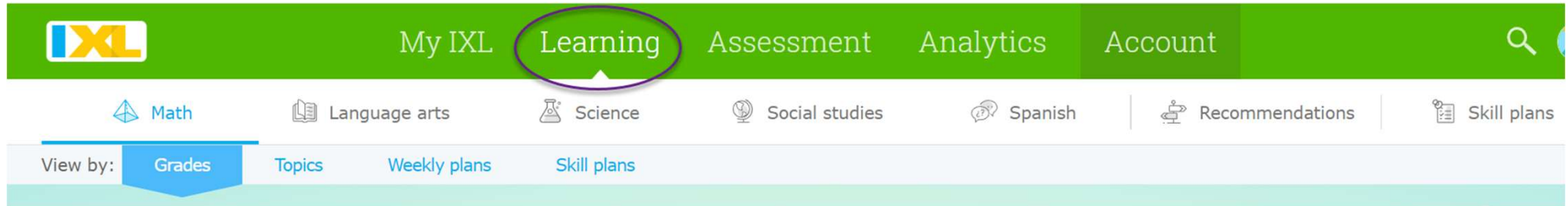
Setting Student Goals with MAP Growth



DIFFERENTIATION DRIVE RESIDENTS

- IXL
- Learning Links
- Choice Boards
- Centers/Stations
- Teacher Led small group instruction





Open IXL

On your Dashboard, select Learning

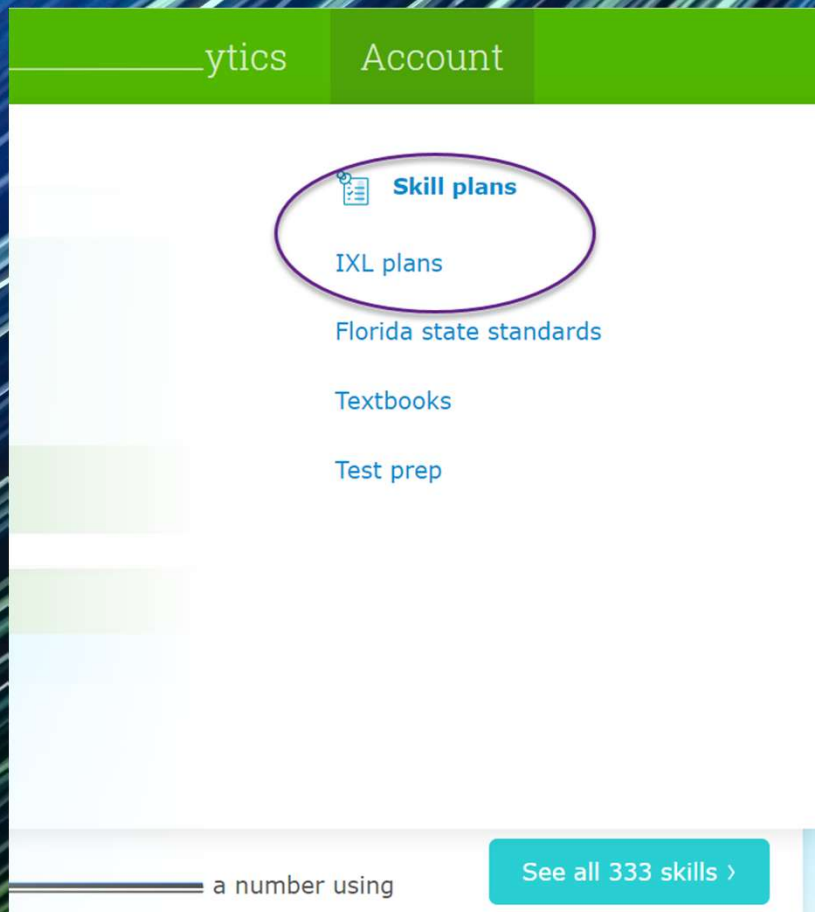
Then Skill plans, choose IXL

You'll see your students

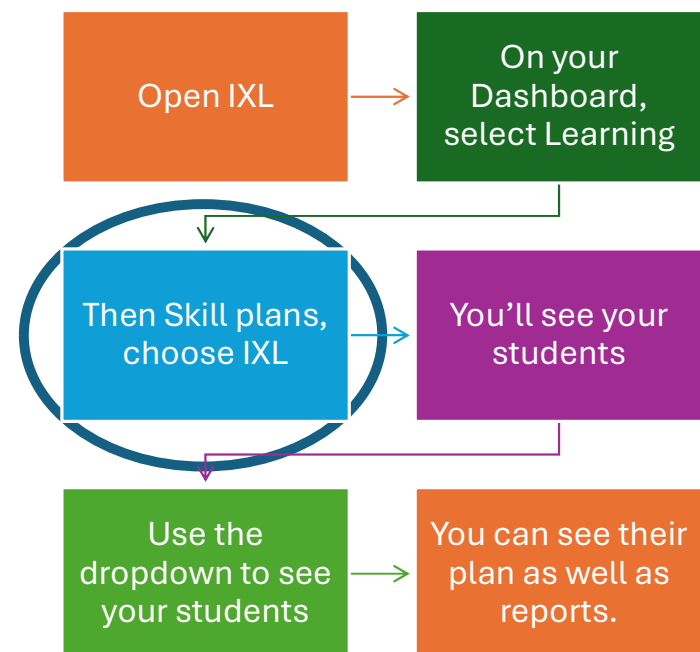
Use the dropdown to see your students

You can see their plan as well as reports.





IXL



In the dropdown, View Individual Student's Report and Skill Plan

IXL My IXL Learning Assessment Analytics Account

Math Language arts Science Social studies Spanish Recommendations Skill plans

View by: Grades Topics Weekly plans Skill plans

Teacher [dropdown] Student [dropdown]

personal study plan for the NWEA MAP® Growth™ - Math

Here is your personal study plan for the NWEA® MAP™ Growth based on your scores. Find the IXL skills that are right for you below!

Topic	Skills
Operations and Algebraic Thinking	Statistics and Probability
The Real and Complex Number Systems	
Geometry	

Math [dropdown]

[View report](#) [Print skill plan](#)

Operations and Algebraic Thinking

LEARNING LINKS DOUBLE DIFFERENTIATION

The screenshot shows the Learning Links website interface. At the top, there is a navigation bar with links: About, Summer Success, Family Access, Products, Events (PBC), Events, Direct Connect, and Learning Link (circled in red). Below the navigation bar is a header section with the Learning Link logo and a background image of a classroom. The main content area includes a welcome message, three buttons (SET UP YOUR STUDENT LIST, SELECT & SEND LEARNING LINKS, TRACK FAMILY ENGAGEMENT), and a grid of video resource thumbnails. A red arrow points to the 'SELECT & SEND LEARNING LINKS' button. To the right of the grid is a sidebar with a language dropdown (English), a 'Your Favorites' section, and a 'SORTS' section with a list of categories (Math, Literacy, Standards, Digital Safety). A green arrow points to the 'SORTS' section. Below the 'SORTS' section is a 'HELPS' section with a list of links (HOW TO USE LEARNING LINK, LEARNING LINK LOG, MANAGE STUDENT LIST, SCHEDULED VIDEO LOG, TEACHER RESOURCES). A green circle highlights the 'HELPS' section.

Welcome to Learning Link, where you will find video resources designed to provide engaging experiences in the classroom with the ability to share the video in an email to parents. Families will be able to see what is occurring in the classroom and then have a fun way to practice newly learned material at home. The videos make it easy to implement, including emails that are ready to go with an additional written activity card for review. The email system will track who is watching and opening the resources. It is as simple as watch, play, and forward!

SET UP YOUR STUDENT LIST | SELECT & SEND LEARNING LINKS | TRACK FAMILY ENGAGEMENT

VIEW CURRICULAR LINK MAPS | DOWNLOAD LEARNING LINK GUIDE (PDF)

English

Your Favorites

Smack a Fact!

Clear Favorites

MATH

Literacy

Standards

Digital Safety

HOW TO USE LEARNING LINK

LEARNING LINK LOG

MANAGE STUDENT LIST

SCHEDULED VIDEO LOG

TEACHER RESOURCES

HELPS

SORTS

- Select specific topics
- Select specific standards
- Each Learning Link is differentiated as well

READY TO USE – USE ACTIVITY CARDS

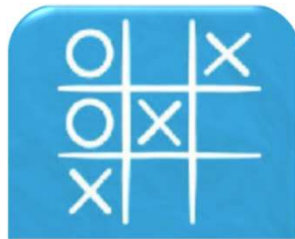
- Differentiate content based on readiness, interest, and learning profile



Tell the Story

September 11th, 2021

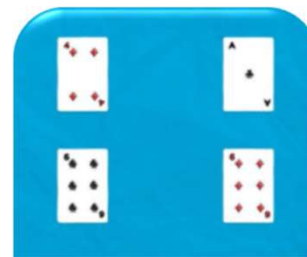
Overview: Determine what is happening in a word [...]



Tic Tac Operation

September 11th, 2021

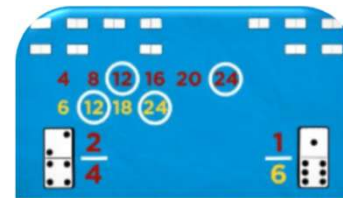
Overview: Determine which operation is needed to solve [...]



I Alike Fractions!

March 9th, 2021

Overview: Add and subtract fractions with like denominators [...]



Race for the Common Denominator

August 9th, 2019

Overview: Finding a common denominator of two numbers [...]



Home Run

August 22nd, 2021

Overview: Dividing fractions
Click here [...]

WORD PROBLEMS

FRACTIONS

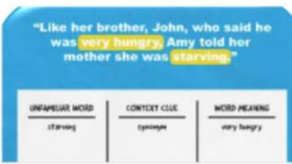
CENTERS/STATIONS READY FOR USE!

- Differentiate content based on readiness, interest, and learning profile



A card for a vocabulary game called 'Vocabulary Swat'. It features a red fly on a grid of words: stomach, property, few, chew, head, and berry. A red string is attached to the fly. The text 'clearly revealed to the mind' is at the bottom left, and '9:54' is at the bottom right.

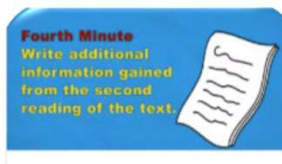
Vocabulary Swat
September 28th, 2020
Overview: Vocabulary Click here to [...]



A card for a context clues activity called 'Context Clues Detective'. It features a quote: "Like her brother, John, who said he was **very hungry**, Amy told her mother she was **starving**." Below the quote is a table with three columns: 'UNFAMILIAR WORD', 'CONTEXT CLUE', and 'WORD MEANING'. The first row contains the words 'starving', 'hungry', and 'very hungry'.

UNFAMILIAR WORD	CONTEXT CLUE	WORD MEANING
starving	hungry	very hungry

Context Clues Detective
February 24th, 2022
Overview: Context clues Click here [...]



A card for a reading routine called 'Give Me Five'. It features a blue background with a white notepad icon. The text says: 'Fourth Minute Write additional information gained from the second reading of the text.'

Give Me Five
August 9th, 2019
Overview: Reading routine, comprehension, summarization, writing, key details [...]



A card for an inference activity called 'Finding Proof'. It features a cartoon wolf character and a yellow notepad icon. The text says: 'What INFERENCE can you make about the WOLF?'.

Finding Proof
August 9th, 2019
Overview: Key ideas and details - drawing inferences



A card for a text structure activity called 'I Spy Text Structure'. It features a table with columns for 'Text Type', 'Text Structure', 'Key Details', and 'Key Ideas'. The table contains various text types and structures, such as 'Narrative', 'Expository', 'Persuasive', and 'Informational'.

I Spy Text Structure
February 26th, 2022
Overview: Text Structure

VOCABULARY

COMPREHENSION

CHOICE BOARDS AI STYLE

The screenshot displays the MagicSchool AI Tools interface. On the left is a sidebar with the MagicSchool logo and navigation links: Magic Tools, Raina (Chatbot), Output History, Launch to Students, Love, Training, Share the Magic, MagicStudent Intro, and Upgrade. The main area has a purple header with a search bar and user profile buttons for MagicSchool and MagicStudent. Below the header, the 'Favorites' section is visible, containing three tool cards: Professional Email, E-mail Responder, and E-mail Family. The 'Choice Board (UDL)' tool card is circled in red and is also listed in the 'Recommended For You' section below. The 'Recommended For You' section includes Rubric Generator, Writing Feedback, and Text Dependent Questions. Each tool card features an icon, a title, a brief description, and a star icon.

MagicSchool MagicStudent

Search Tools

Favorites [Change Order](#)

- Professional Email**
Generate a professional e-mail communication to...
- E-mail Responder**
Generate a customized professional e-mail...
- E-mail Family**
Generate a professional e-mail communication to...
- Choice Board (UDL)**
Create a choice board for a student assignment based...

Recommended For You ⓘ

- Rubric Generator**
Have AI write a rubric for an assignment you are creatin...
- Writing Feedback**
Based on a custom criteria, have AI give areas of...
- Text Dependent Questions**
Generate text-dependent questions for students bas...

<https://app.magicschool.ai/tools>

TEACHER INPUT

Prompt: Make choice board. Three academic levels with a scaffolded level to support students who don't see the stated or implied theme. The high level should have activities that will extend the analysis for students who are proficient already. Include a large variety of modalities.

Identify with an asterisk which are the lower academic ideas

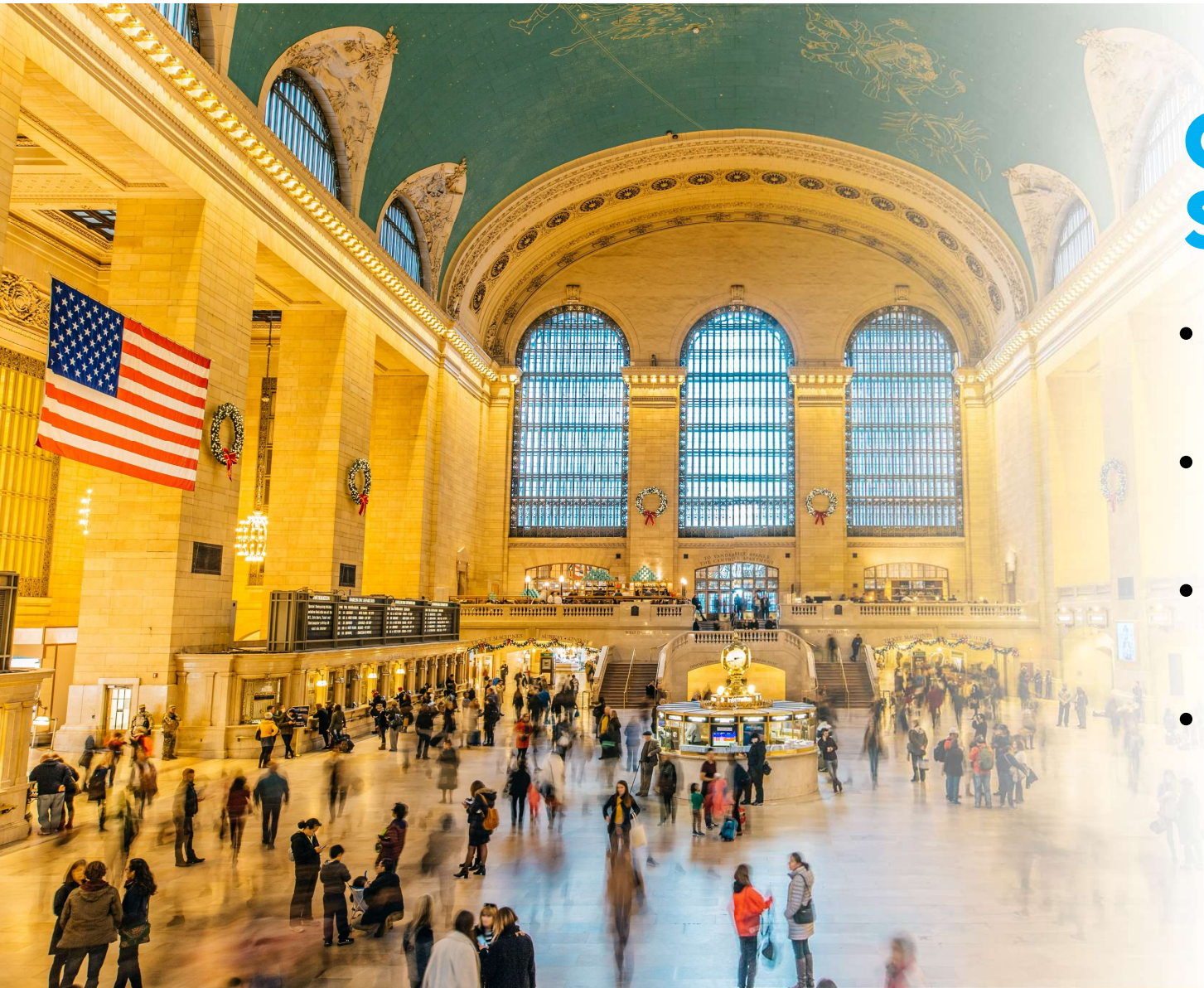
Target Standard: ELA.6.R.1.2: Analyze the development of stated or implied theme(s) throughout a literary text.

Assignment Title	Description
Theme Detective (scaffolded)	Create a graphic organizer that identifies the theme in a short story and supports your ideas with evidence from the text.
Theme Illustration (scaffolded)	Draw a picture that represents the theme of a book you read and write a sentence explaining your drawing.
Theme Journal Entry (scaffolded)	Write a journal entry discussing the theme of a book and how it connects to your own life.
Theme Comparison	Compare the themes of two different texts by creating a Venn diagram that shows similarities and differences.
Theme Presentation	Prepare a short presentation explaining the theme of a chosen text and how it develops throughout the story.
Theme Playlist	Create a music playlist of songs that relate to the theme of a book and write a brief explanation for each song choice.
Theme Debate	Participate in a class debate about the theme of a story, using evidence from the text to support your viewpoint.
Theme Extension Project	Research an author's other works and analyze how their themes connect, presenting your findings in a creative format.
Theme Creative Writing	Write your own short story that illustrates a theme of your choice, making sure to clearly develop it throughout the narrative.

AI OUTPUT



What would you change or adjust?



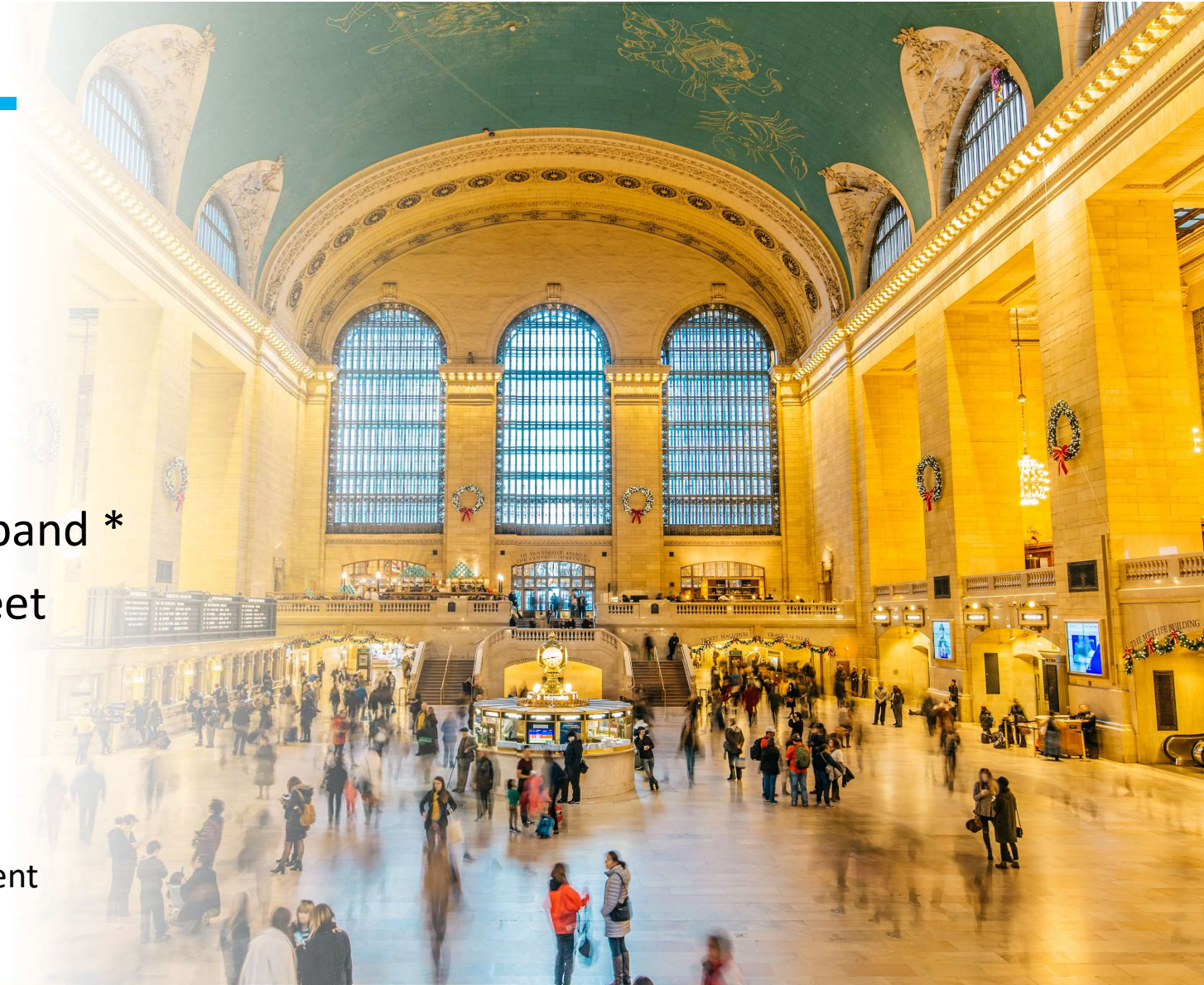
CENTERS & STATIONS

- Choose the skill that needs to be taught.
- Build activities that meet those needs.
- Offer variety and choice.
- Provides movement, feedback and engagement opportunities.

STATION – CENTER IMPACT

1. Chunk your lesson *
2. Review a unit *
3. Opportunities to expand *
4. Opportunities to meet with groups *
5. High engagement *

* = good strategy for Title I student





TEACHER LED SMALL GROUP INSTRUCTION

- Choose one step or aspect
- Hone in on student misunderstanding and help
- Underscore your words with visual representation, modeling, graphic organizer
- Notice student application success and celebrate or pivot
- Kick off from this step to the next connection

WHY?

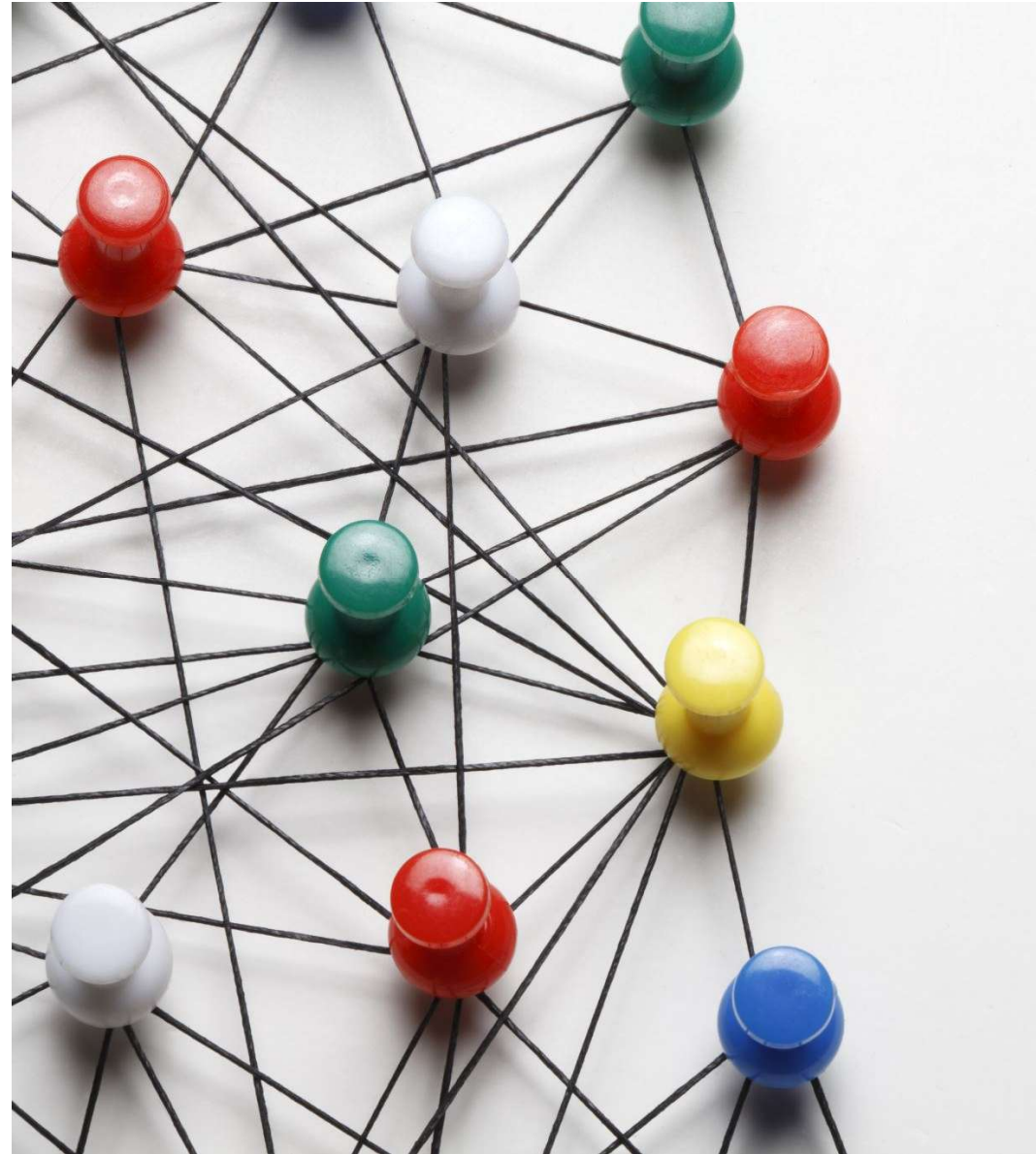
“Explicit instruction is a group of research-supported instructional behaviors used **to design and deliver instruction** that **provides needed supports** for successful learning through **clarity of language and purpose**, and **reduction of cognitive load**. It promotes active student engagement by **requiring frequent and varied responses followed by appropriate affirmative and corrective feedback** and **assists long-term retention** through use of purposeful practice strategies.”

(Hughes, Morris, Therrien, & Benson Explicit Instruction: Historical and contemporary contexts. Learning Disabilities Research and Practice: 2017, p. 143).



LEARNING INTENTIONS

- Examine best practice for increasing student achievement
- Explore Fall MAP data
- Determine focus students
- Identify methods to differentiate based on need
- **Plan action steps and share out**





In-Service Follow-Up Option IV

Training Session:

How To Use Learning Link (PDF)



Math	▼
Literacy	▼
Standards	▼
HOW TO USE LEARNING LINK	
LEARNING LINK LOG	
MANAGE STUDENT LIST	
SCHEDULED VIDEO LOG	
TEACHER RESOURCES	

Directions:

Connect to parents and families based on student need using Learning Link on Connected Class. Complete the following to earn three in-service points:

- Set-up your student list for [Learning Link](#). [Directions for set-up](#).
- Select two videos and teach the concepts to some or all of your students.
- Send the videos you used with the students to their families and encourage them to play the game, strategy or activity at home.
- Collect the following evidence and email it to Katie when you are complete:
 - Take a screen shot of your student list. You can use your phone to take the photo.
 - Answer these questions:
 - What videos did you use?
 - How many of your parents participated?
 - Did you see increased student achievement? Explain.

Please submit via email katie@connectedclass.com
no later than 30 days after the training date.

Three In-Service Points will be awarded for this option.

STAY CONNECTED
LIKE US. FOLLOW US. JOIN US.



<https://www.facebook.com/christelclearlearning>



https://www.instagram.com/connected_class/



<https://www.linkedin.com/company/connected-class/>



October 2024

Sat
5

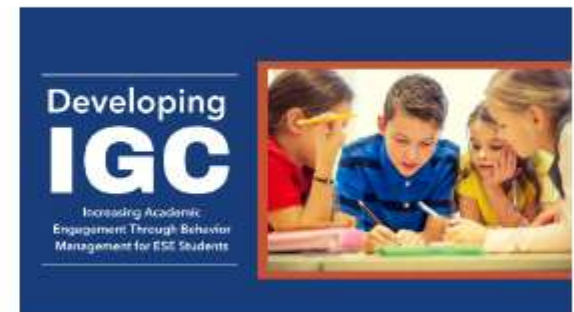
October 5 @ 8:00 am - 3:30 pm EDT

Developing IGC: Increasing Academic Engagement Through Behavior Management for ESE Students

Virtual Event

Developing IGC: Increasing Academic Engagement Through Behavior Management for ESE [...]

[RSVP Now](#) [Free](#)



Mon
7

October 7 - November 1

Getting My Facts Straight! - OCTOBER CHALLENGE

Thank you for participating in the Getting My Facts Straight [...]

[RSVP Now](#) [Free](#)



Mon
7

October 7 - November 1

Stop Whining and Just Read With Me Already! - OCTOBER CHALLENGE

Join us for the Stop Whining and Just Read with [...]

[RSVP Now](#) [Free](#)



Tue
8

October 8 @ 3:45 pm - 4:45 pm EDT

Space Aliens Have Landed in Your Classroom! - Discover Out-Of-This-World AI Strategies

Virtual Event

Space Aliens Have Landed in Your Classroom! Discover Out-Of-This-World AI [...]

[RSVP Now](#) [Free](#)



Thu
10

■ **Featured** October 10 @ 8:00 am - 3:30 pm EDT

Amp Up Those Questions! Activate Critical Thinking Within Your Students

Saint Juliana Catholic School - Parish Hall 4355 S Olive Ave, West Palm Beach

Amp Up Those Questions! Activate Critical Thinking Within Your Students [...]

[RSVP Now](#) [Free](#)

