

Pleasantdale School District 107

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This year was our first year of the NWEA MAP assessment administration. Although a new assessment, the past experience with a similar computer adaptive platform allowed the staff and students a fairly smooth transition as we moved from STAR to MAP. As the district progressed through the three testing windows, our staff's comfort level with this tool grew. We predict that the success in administration we experienced with MAP will continue into the future.

The 2017 testing report provides an at-a-glance view of our student data. It is important to remember that MAP is not a grade-level assessment. As a computer adaptive test, it adjusts the difficulty of the test as the child progresses through it. This allows for most children to be assessed outside of their grade level. The reports gleaned from the test allow teachers to pinpoint the skills and prerequisites that a struggling child needs in order to meet grade level expectations. For more advanced students, the test demonstrates how well they can apply the strategies and skills they are learning in class, which helps teachers differentiate instruction to meet the needs of all learners.

With this being the first year of MAP administration, we had multiple areas of focus in order to ensure success and provide the students with the best possible testing experience. Our main areas of concentration include the following:

- We began the year with professional development for the teachers. Following this initial presentation, we made sure to continue the training opportunities throughout the school year.
- Goal setting for many students took place. It did not take long for students to realize that they are able to view their score immediately following their test completion. Students were very excited to earn a higher score with each passing test.
- The opportunity to observe the growth had a positive impact. Having the ability to see the students' growth was fascinating.
- With each testing window, there was a greater sense of comfort with the system itself. This comfort level allowed a greater sense of ease for the teachers while troubleshooting any technical difficulties. It also allowed students to understand that this system WAS going to challenge them and they may even be presented with questions of concepts they hadn't even learned about yet. They learned that this was a good thing and they were doing a great job to "show what they know."
- The MAP system offers a variety of reports to teachers in order for them to view the scores as more than just numbers. Training on the multiple reports allowed teachers to use the data to drive their instruction and meet the individualized needs of the students in their classrooms.

This multifaceted approach provided us with the opportunity to look more deeply at student progress than ever before.

Data analysis following our first year of MAP administration allowed us to see that all grade levels are consistently performing above the grade level national norms.

One area of focus from years past is that of Grade 4 Mathematics. Upon further analysis of this data, it appears the fourth grade students demonstrated growth in all four subsections of MAP Mathematics assessment, with the greatest amount of growth present in the Number and Operations domain. Looking forward to the upcoming school year, the grade 4 team has developed a plan to institute a flexible grouping system of mathematics instruction. This system has built in student grouping based on pre-assessment in order to pinpoint individual needs as well as student strengths. This will allow teachers to provide appropriate challenge to all.

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Presentation takeaways:

- Computer adaptive tests are not testing students at grade level and require a different type of analysis.
- As we continue MAP administration, we expect the comfort level and understanding of the assessment to continue to increase when partnered with support and continued professional development.
- We will continue to analyze data from many angles to improve teaching and learning.