# Assessment Changes for 2025-2026

*Enhancing Instructional Time, Measuring Growth, and Supporting Every Learner*

June 16, 2025
Teaching & Learning

# Why We're Making a Change

- Transition to a 4-day instructional week requires **efficiency and focus**.
- Current assessments (CBAs, ISIP, interims) are time-intensive with limited actionable data.
- We're shifting to **MAP Growth** to reduce testing days and provide **real-time instructional data**.

# What is MAP Growth?

*The NWEA MAP Growth assessment, developed by the Northwest Evaluation Association (NWEA), is a norm-referenced, educational assessment tool used to measure a student's academic growth and proficiency over time.*

- Computer-adaptive assessment for Reading, Math, and Science
- MAP (Measure of Academic Progress) measures **growth over time**, not just proficiency
- Students typically get ~50% correct → the test adjusts based on their performance
- Pinpoints each student's instructional level, not just grade-level proficiency
- Aligned to **TEKS** and **STAAR linking studies** available

- ❑ *K-8th Grade Reading*
- ❑ *English I, II, III, IV*
- ❑ *K-8th Grade Math*
- ❑ *Alg 1, Alg 2, Geometry*
- ❑ *4th-8th Science*
- ❑ *Biology*

# How MAP Growth works

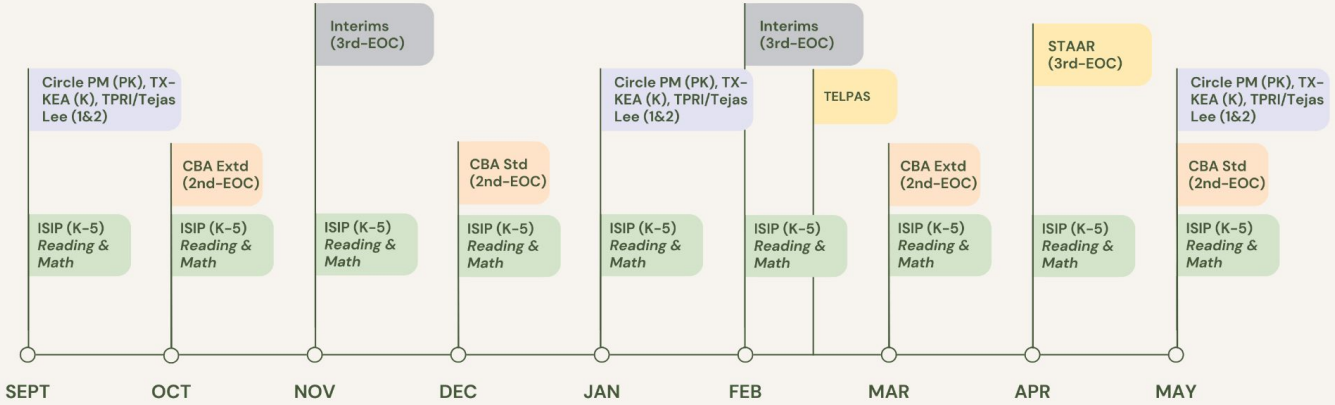
# How MAP Growth Benefits Our District

| Strategic Priority | How MAP Supports It |
| --- | --- |
| **Maximize Time** | *Fewer tests, more instruction* |
| **Improve Data Use** | *Real-time, student-level insights* |
| **Equity & Personalization** | *Meets each student at their level* |
| **Accountability & STAAR Readiness** | *Predictive data aligned with STAAR outcomes* |

*From Overlap to Clarity: District Assessment Comparison*

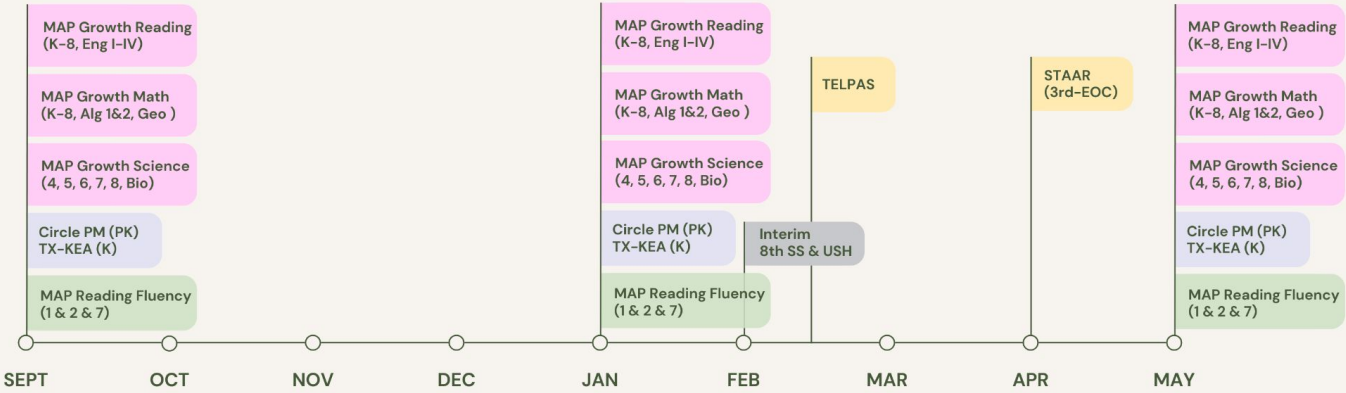
# CURRENT DISTRICT ASSESSMENTS

2024 - 2025




# DISTRICT ASSESSMENTS W/ MAP

2025 - 2026

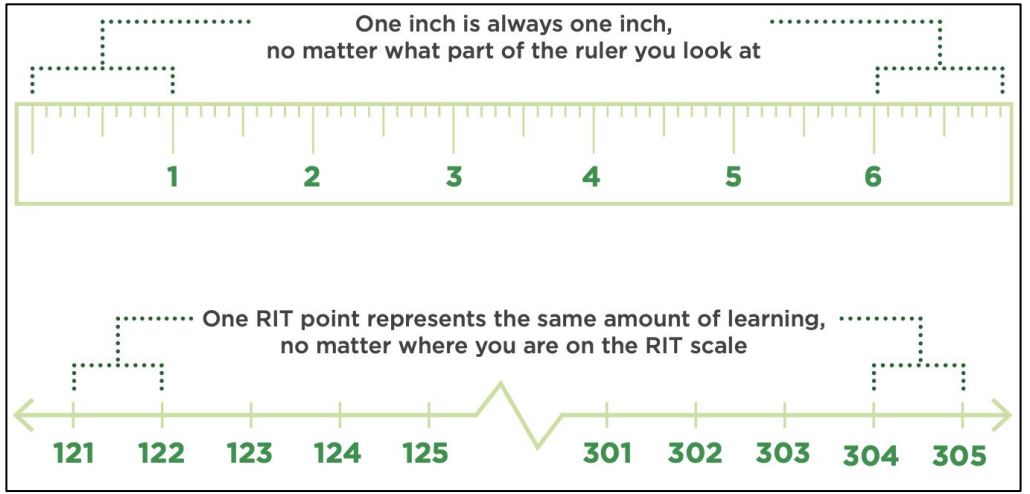


# Measure Student Growth with a RIT Score

- **RIT stands for Rasch UnIT** and is a measurement scale designed to provide clarity for measuring and comparing academic achievement and growth.
- It is an equal interval scale — **just like a ruler** — that measures student learning equally across the entire RIT scale from 100 to 300.
- The amount of learning growth that occurs between 150 and 151 RIT is the same amount of learning that occurs between 250 and 251 RIT.

NWEA uses the RIT scale because it allows educators to:

- Measure achievement and growth independent of a student's age or grade. This provides a common language for discussing student learning across a school or district
- Track growth from year to year and across a student's entire educational career
- See consistent information for supporting every student, whether they're working on, above, or below grade level



map GROWTH

# What should every educator understand about RIT?

# RIT Chart with Examples

- These following charts show examples of the kind of work students do at various points along the MAP Growth RIT scale.

- Each **subject area** has a unique alignment to the RIT scale. As a result, scores between subjects are not equivalent.

- These charts demonstrate the relationship between question **difficulty** and the **RIT scale**:
  - For any MAP Growth score, students will answer questions at or near that score correctly **about half the time**.
  - Questions with **lower RIT** will be answered correctly more frequently.
  - Questions of **higher RIT** will be answered correctly less frequently.

MAP RIT Reference Charts

## Informational Concepts: Main Ideas, Details, and Inferences

Students read and comprehend informational texts, make inferences and predictions, and draw conclusions. They determine main ideas, analyze the development of arguments, and summarize.

**PLEASE NOTE** Some passages have been truncated due to space considerations.

# below 161

**Read the passage.**

Many kinds of dogs live in the world. Some have been around for a long time. *(Passage continues.)*

**What do Mudis like?**

1. other dogs
2. sleeping all day
3. living in the city
✓ **4.** having work to do

# 161–170

**Read the passage.**

This is how you make lemonade. It is fun and easy. . . *(Passage continues.)*

**What is this passage about?**

1. where to buy lemons
✓ **2.** how to make lemonade
3. when to make lemonade
4. what lemonade tastes like

# 171–180

**Read the paragraph.**

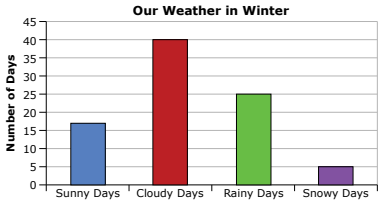
A hen lays about one egg a day. A chick takes three weeks to be born from an egg. *(Passage continues.)*

**When do chicks start peeping?**

1. after one week
2. after two weeks
✓ **3.** after three weeks
4. after four weeks

# 181–190

**Read the graph.**




**What kind of weather happens <u>most</u> often?**

1. sunny
✓ **2.** cloudy
3. rainy
4. snowy

# 191–200

**Read the paragraph.**

Weasels are hunters. They prey on mice, rats, insects, and birds. They will attack larger animals such as rabbits and chickens, too. *(Passage continues.)*

**What does the weasel do when it gets more food than it needs?**

1. It eats until it is sick.
✓ **2.** It stores the food for later.
3. It lets the food go to waste.
4. It shares the food with others.

# 201–210

**Read the paragraph.**

Platinum is a silver-white metal that is even more valuable than gold. It will not corrode or tarnish as many metals do when exposed to air. It can be used as a catalyst* in processes that change harmful pollutants into nonpollutants. *(Passage continues.)*

*catalyst: a substance that can speed up or bring about a chemical reaction without being affected itself

**According to the passage, why is platinum valued by jewelers?**

1. It is rarer than gold.
✓ **2.** It is good for gem settings.
3. It can be used as a catalyst.
4. It is produced in many countries.

# 211–220

**Read the passage.**

**Benjamin Franklin: More than a Writer**

Many people today use bifocals, eyeglasses that aid people's vision for objects both near and far away. Some people use cast-iron wood-burning stoves to heat their homes. *(Passage continues.)*

**Which aspect of the passage <u>best</u> supports the idea that Franklin was a creative visionary?**

1. the danger associated with Franklin's famous kite-flying experiment
2. the mention of Franklin's role in writing the Declaration of Independence
✓ **3.** the example of the wide range of inventions that Franklin developed
4. the similarities between today's bifocals and the bifocals that Franklin invented

# 221–230

**Read the passage.**

We observe today not a victory of party but a celebration of freedom—symbolizing an end as well as a beginning—signifying renewal as well as change. For I have sworn before you and Almighty God the same solemn oath our forbears prescribed nearly a century and three-quarters ago. *(Passage continues.)*

(from "Inaugural Address" by John F. Kennedy)

**Which statement <u>best</u> expresses the main idea of the passage?**

1. Well-equipped armies will fight to defend freedom.
2. Global alliances are the key to freedom for all people.
✓ **3.** The responsibilities of freedom rest with the individual.
4. The past generations have secured freedom for the future.

# above 230

**Read the passage.**

The efficiency of a book is like that of a man, in one important respect: its attitude toward its subject is the first source of its power. A book may be full of good ideas well expressed, but if its writer views his subject from the wrong angle even his excellent advice may prove to be ineffective. *(Passage continues.)*

(from <u>The Art of Public Speaking</u> by J. Berg Esenwein and Dale Carnegie)

**Which conclusion about becoming an effective speaker can be drawn from the passage?**

1. Effective speaking is the result of study followed by earnest practice.
2. Effective speaking requires training in and adherence to a specific set of rules.
✓ **3.** Effective speaking requires self-discipline and personal conviction about the topic.
4. Effective speaking is the result of practicing the speeches and styles of noted speakers.

## Computation and Problem Solving

Students understand and apply the process of computation to accurately compute and solve real-world and mathematical problems involving whole numbers, fractions, decimals, integers, and rational and real numbers.

# below 161

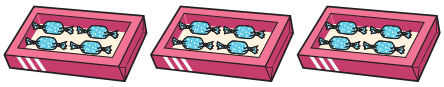
**Solve:**

**6 + 2 = ☐**

A. 4
B. 7
**✓C.** 8
D. 9

# 161–170

**Some boxes of candy are shown.**



**Which number sentence shows how to find the total candies in the boxes?**

A. 4 + 3 = ☐
B. 3 + 4 = ☐
**✓C.** 4 + 4 + 4 = ☐
D. 3 + 3 + 3 = ☐

# 171–180

**Find the difference.**

$$\begin{array}{r} 99 \\ -\ 56 \\ \hline \end{array}$$

A. 33
B. 34
**✓C.** 43
D. 44

# 181–190

**Use the picture to answer the question.**

**Sonja and Kai share the toys equally. How many toys will they each have?**

A. 1
B. 2
**✓C.** 4
D. 8

# 191–200

**Solve:**

$$\frac{5}{7} - \frac{3}{7} =$$

**✓A.** $\frac{2}{7}$
B. $\frac{8}{7}$
C. 2
D. 7

# 201–210

**Jorge wants to buy enough hot dog buns for 50 hot dogs. The buns come in packages of 8. He uses this number sentence to find the number of packages he will need.**

50 ÷ 8 = 6 r2

**What is the <u>LEAST</u> number of packages needed?**

A. 6
**✓B.** 7
C. 8
D. 9

# 211–220

**A group of 28 people is going to a museum. The people will take cars. Each car can hold up to 5 people.**

**How many cars will they need?**

A. 4
B. 5
**✓C.** 6
D. 7

# 221–230

**Simplify:**

$$-\frac{5}{8} + \left(-\frac{1}{4}\right)$$

A. $-\frac{1}{4}$
B. $-\frac{3}{8}$
**✓C.** $-\frac{7}{8}$
D. $-\frac{3}{2}$

# 231–240

**Simone makes pies. She uses $3\frac{1}{2}$ pounds of bananas to make 12 servings of banana pie.**

**How many pounds of bananas does Simone need to make 48 servings of banana pie?**

A. 4
B. 6
C. 10
**✓D.** 14

# 241–250

**Simplify:**

$$\frac{(1.5 \times 10^{12})(1.2 \times 10^{-15})}{(2.0 \times 10^{12})}$$

**✓A.** $9.0 \times 10^{-16}$
B. $9.0 \times 10^{-15}$
C. $9.0 \times 10^{15}$
D. $9.0 \times 10^{16}$

# above 250

**Which is equivalent to $2 + 3\sqrt{-12}$?**

A. $8i\sqrt{3}$
B. $-i\sqrt{12}$
C. $-4i\sqrt{12}$
**✓D.** $2 + 6i\sqrt{3}$
E. $2 - 3i\sqrt{12}$

## Earth and Space Sciences

Students understand concepts related to Earth in space, including the Universe and the Solar System; Earth's systems, including plate tectonics, how Earth changes over time, and weather and climate; and how humans interact with and affect Earth.

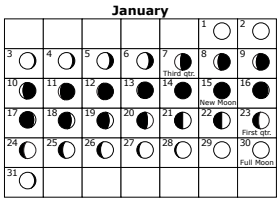
# below 181

**These are pictures of different moon phases.**


**Which moon phase <u>most</u> likely belongs in the box marked Day 5?**

# 181–190

**This calendar shows the phases of the moon in January 2010.**




**Which statement <u>best</u> describes when the new moon appears?**

A. It appears every 2 weeks.

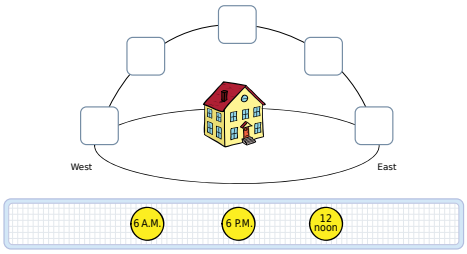
B. It appears at least twice a month.

C. It appears about 30 days before the full moon.

✓**D.** It appears about 8 days after the third quarter moon.

# 191–200

**Show the position of the Sun in the sky at 6 A.M., 12 noon, and 6 P.M. in March by dragging the three Suns to the correct boxes.**




# 201–210

**In May, a student observes the constellation Virgo in one area of the sky. One month later, the student observes the constellation Bootes in the same area of the sky.**


May 10:00 P.M. June 10:00 P.M.

**Why does the student observe the constellation Virgo in May and then Bootes in June?**

A. Stars fade in and out.

B. Earth rotates on its axis.

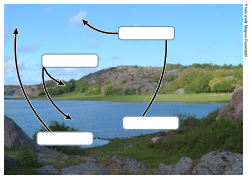
C. Stars revolve around the Sun.

✓**D.** Earth revolves around the Sun.

# 211–220

**The diagram represents the water cycle in an area with a lake and plants.**

**Label arrows by moving the names of the processes into the appropriate boxes.**



Evaporation | Condensation | Precipitation | Transpiration

# 221–230

**Tornadoes tend to form in areas with unstable air masses.**

**Which sentence <u>best</u> explains the relationship between air masses and tornadoes?**

A. Tornadoes form in areas with cool air masses because cool air is more dense than warm air.

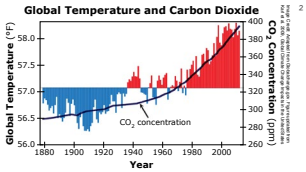
B. Tornadoes remove moisture from air masses, causing warm, humid air masses to change into cool, dry air masses.

C. The interaction between stable and unstable air masses results in an increase of warm, humid air masses where tornadoes often form.

✓**D.** The interaction between cool, dry air masses and warm, humid air masses causes instability in the atmosphere that can result in tornadoes.

# 231–240

**The graph shows changes in the atmosphere.**




**How will the trends in temperature and carbon dioxide in the graph <u>most</u> likely impact other Earth systems?**

A. The change in global temperatures will cause an increase in the size of the polar ice caps.

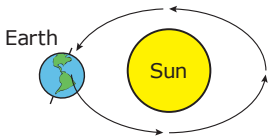
B. The change in global temperatures will cause an increase in the size of the hole in the ozone layer.

✓**C.** The change in the amount of carbon dioxide in the atmosphere will cause the ocean to be more acidic.

D. The change in the amount of carbon dioxide in the atmosphere will cause an increase in the respiration by animals.

# above 240

**Students are making a model of the Sun and Earth to explain the causes of natural, long-term variation in climate.**




**Which <u>two</u> changes are <u>most</u> important to show in the model to explain the variation in climate?**

A. changes in the direction of the rotation of Earth

✓**B.** changes to the shape of the annual orbit of Earth

C. changes in the gravitational pull of the Sun and Earth

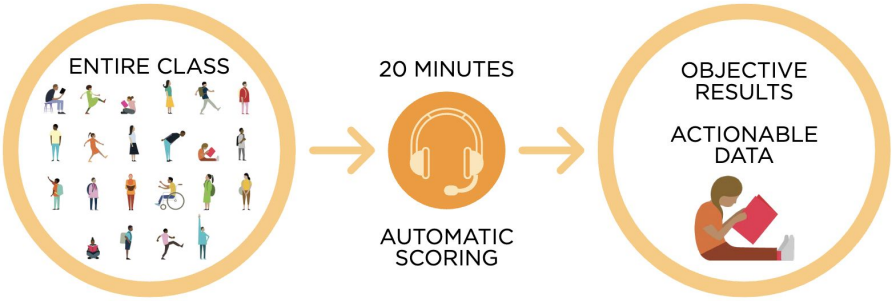
✓**D.** changes to the angle of the axis of Earth relative to the Sun

E. changes to the angle of the plane of the orbit of Earth around the Sun

# MAP Reading Fluency for Early Literacy

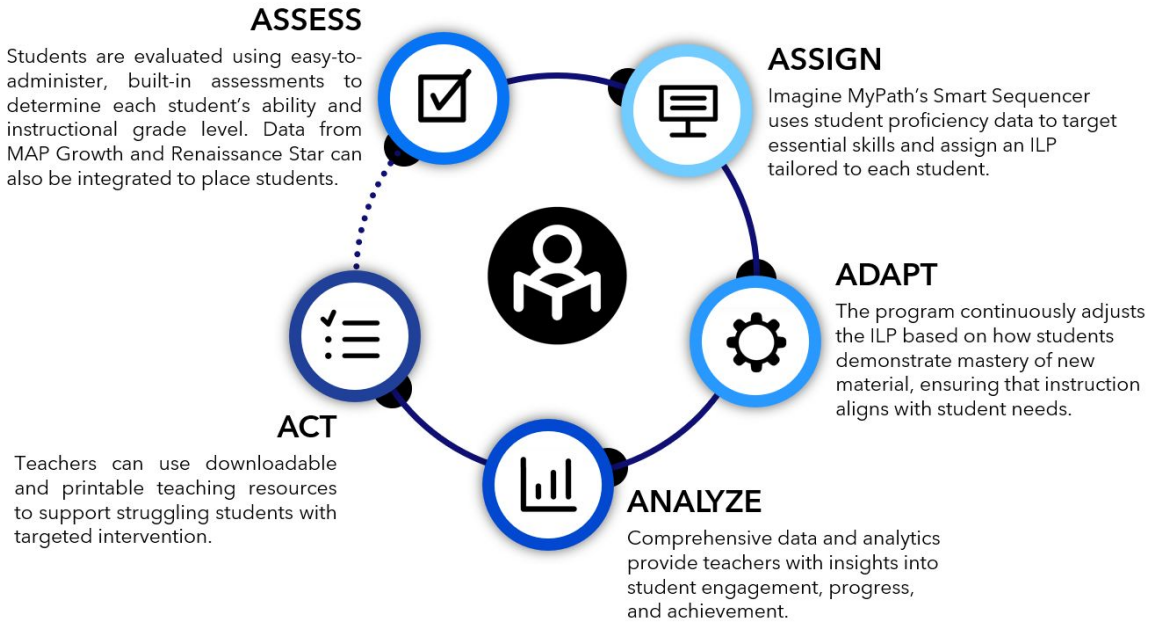
- Universal screener for **1st, 2nd, and 7th** graders
- Entire class tested **simultaneously in 20 minutes**
- Measures:
  - Oral reading fluency
  - Literal comprehension
  - Foundational skills
- Fully automated scoring using AI voice technologies
- Meets **Texas MOY Dyslexia Screener** requirements

map
Reading
Fluency



# Imagine MyPath

- Automatically creates a **personalized learning path** from MAP data
- Used for **Reading** and **Math** in grades K–8
- Supports remediation, enrichment, and IEP goals
- Reduces time teachers spend building differentiation plans manually



imagine mypath

# NWEA Growth in Reading

**Figure 1:** Average NWEA MAP Growth Reading RIT Score Growth by Imagine MyPath Reading Lessons Passed

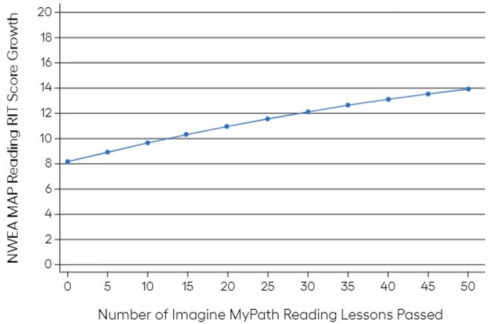
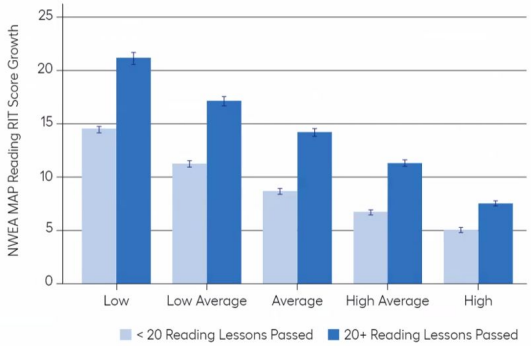



**Figure 3:** Average NWEA MAP Growth Reading RIT Score Growth by Fall Performance and Imagine MyPath Program Usage




# NWEA Growth in Math

**Figure 2:** Average NWEA MAP Growth Math RIT Score Growth by Imagine MyPath Math Lessons Passed

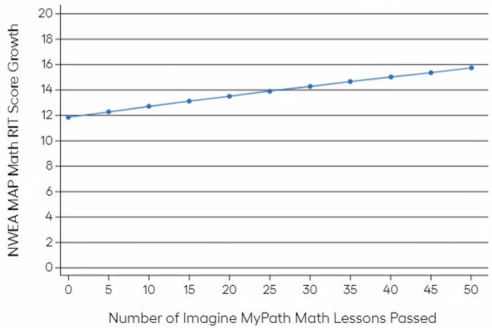
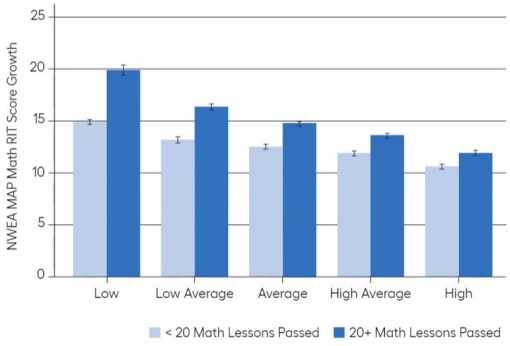



**Figure 4:** Average NWEA MAP Growth Math RIT Score Growth by Fall Performance and Imagine MyPath Program Usage



# What We're Replacing

| Current System | Replaced By |
| --- | --- |
| CBAs & Interims | **MAP Growth BOY/MOY/EOY** |
| ISIP + iStation | **MAP Growth + MyPath** |
| TPRI/Tejas LEE & 7th Grade Literacy Screeners | **MAP Reading Fluency** |

→ ***More aligned, less redundant, more instructional time gained***

# Accountability & STAAR Linking Studies

- MAP RIT scores are linked to STAAR proficiency (2nd–8th, EOC)
- Provides **early indicators** for at-risk students
- Allows campus teams to adjust instruction **before testing season**

**Table 3.6. MAP Growth Cut Scores—ELA/Reading**

| STAAR ELA | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Grade | *Did Not Meet* | | *Approaches* | | *Meets* | | *Masters* | |
| 3 | 720-1344 | | 1345-1466 | | **1467**-1595 | | 1596-2120 | |
| 4 | 820-1413 | | 1414-1551 | | **1552**-1662 | | 1663-2210 | |
| 5 | 830-1474 | | 1475-1591 | | **1592**-1699 | | 1700-2220 | |
| 6 | 880-1534 | | 1535-1633 | | **1634**-1748 | | 1749-2280 | |
| 7 | 890-1563 | | 1564-1668 | | **1669**-1770 | | 1771-2290 | |
| 8 | 980-1591 | | 1592-1697 | | **1698**-1802 | | 1803-2360 | |
| **MAP Growth Reading (Fall)** | | | | | | | | |
| | *Did Not Meet* | | *Approaches* | | *Meets* | | *Masters* | |
| Grade | RIT | Percentile | RIT | Percentile | RIT | Percentile | RIT | Percentile |
| 2 | 100-153 | 1-10 | 154-172 | 11-51 | **173**-188 | 52-85 | 189-350 | 86-99 |
| 3 | 100-169 | 1-15 | 170-185 | 16-48 | **186**-199 | 49-78 | 200-350 | 79-99 |
| 4 | 100-182 | 1-20 | 183-199 | 21-57 | **200**-210 | 58-79 | 211-350 | 80-99 |
| 5 | 100-190 | 1-20 | 191-203 | 21-48 | **204**-215 | 49-75 | 216-350 | 76-99 |
| 6 | 100-196 | 1-20 | 197-209 | 21-49 | **210**-221 | 50-75 | 222-350 | 76-99 |
| 7 | 100-198 | 1-17 | 199-211 | 18-44 | **212**-223 | 45-71 | 224-350 | 72-99 |
| 8 | 100-199 | 1-14 | 200-213 | 15-40 | **214**-225 | 41-67 | 226-350 | 68-99 |
| **MAP Growth Reading (Winter)** | | | | | | | | |
| | *Did Not Meet* | | *Approaches* | | *Meets* | | *Masters* | |
| Grade | RIT | Percentile | RIT | Percentile | RIT | Percentile | RIT | Percentile |
| 2 | 100-163 | 1-12 | 164-181 | 13-51 | **182**-195 | 52-83 | 196-350 | 84-99 |
| 3 | 100-178 | 1-17 | 179-193 | 18-49 | **194**-205 | 50-76 | 206-350 | 77-99 |
| 4 | 100-189 | 1-21 | 190-205 | 22-58 | **206**-214 | 59-77 | 215-350 | 78-99 |
| 5 | 100-195 | 1-19 | 196-208 | 20-49 | **209**-219 | 50-74 | 220-350 | 75-99 |
| 6 | 100-201 | 1-22 | 202-212 | 23-47 | **213**-224 | 48-75 | 225-350 | 76-99 |
| 7 | 100-202 | 1-18 | 203-214 | 19-44 | **215**-225 | 45-70 | 226-350 | 71-99 |
| 8 | 100-203 | 1-15 | 204-216 | 16-41 | **217**-227 | 42-66 | 228-350 | 67-99 |
| **MAP Growth Reading (Spring)** | | | | | | | | |
| | *Did Not Meet* | | *Approaches* | | *Meets* | | *Masters* | |
| Grade | RIT | Percentile | RIT | Percentile | RIT | Percentile | RIT | Percentile |
| 2 | 100-168 | 1-13 | 169-185 | 14-50 | **186**-199 | 51-81 | 200-350 | 82-99 |
| 3 | 100-182 | 1-18 | 183-196 | 19-49 | **197**-208 | 50-76 | 209-350 | 77-99 |
| 4 | 100-192 | 1-22 | 193-207 | 23-57 | **208**-216 | 58-76 | 217-350 | 77-99 |
| 5 | 100-198 | 1-22 | 199-210 | 23-49 | **211**-220 | 50-72 | 221-350 | 73-99 |
| 6 | 100-203 | 1-23 | 204-214 | 24-48 | **215**-225 | 49-74 | 226-350 | 75-99 |
| | | | | | | | -350 | 70-99 |
| | | | | | | | -350 | 67-99 |

**Table 3.7. MAP Growth Cut Scores—Science**

| STAAR Science | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Grade | *Did Not Meet* | | *Approaches* | | *Meets* | | *Masters* | |
| 5 | 1140-3549 | | 3550-3999 | | **4000**-4379 | | 4380-6200 | |
| 8 | 1000-3549 | | 3550-3999 | | **4000**-4618 | | 4619-6800 | |
| **MAP Growth Science (Fall)** | | | | | | | | |
| | *Did Not Meet* | | *Approaches* | | *Meets* | | *Masters* | |
| Grade | RIT | Percentile | RIT | Percentile | RIT | Percentile | RIT | Percentile |
| 5 | 100-201 | 1-55 | 202-213 | 56-87 | **214**-221 | 88-96 | 222-350 | 97-99 |
| 8 | 100-205 | 1-38 | 206-217 | 39-73 | **218**-229 | 74-93 | 230-350 | 94-99 |
| **MAP Growth Science (Winter)** | | | | | | | | |
| | *Did Not Meet* | | *Approaches* | | *Meets* | | *Masters* | |
| Grade | RIT | Percentile | RIT | Percentile | RIT | Percentile | RIT | Percentile |
| 5 | 100-205 | 1-55 | 206-216 | 56-85 | **217**-223 | 86-94 | 224-350 | 95-99 |
| 8 | 100-208 | 1-39 | 209-219 | 40-71 | **220**-230 | 72-91 | 231-350 | 92-99 |
| **MAP Growth Science (Spring)** | | | | | | | | |
| | *Did Not Meet* | | *Approaches* | | *Meets* | | *Masters* | |
| Grade | RIT | Percentile | RIT | Percentile | RIT | Percentile | RIT | Percentile |
| 5 | 100-207 | 1-55 | 208-217 | 56-83 | **218**-224 | 84-93 | 225-350 | 94-99 |
| 8 | 100-209 | 1-39 | 210-220 | 40-70 | **221**-231 | 71-90 | 232-350 | 91-99 |

STAAR Linking Study 2nd – 8th

EOC Linking Study

# Implementation Timeline

**August 5** – **MAP Growth Introduction Training for Teachers & Administrators**

- *2-hour session with NWEA representatives*

**August 25 – September 6** – **BOY Testing Window**

- *2-week testing window for MAP Growth*

**September 8** – **MAP Growth Reporting & Data Analysis Training**

- *Led by NWEA Representatives for Campus Administrators & Teacher Leaders*

**September 12** – **District PLC Day**

- *Reporting & Data Analysis Training for Teachers led by Campus Administrators & Teacher Leaders*
- *90-minute MyPath Training with Imagine Learning Representatives*

**October** – **BOY Data Board Presentation**

- *NWEA Representative will facilitate a data workshop with the school board to evaluate BOY data*

# Why It Matters

- Builds a **districtwide data culture** focused on instruction, not compliance
- Supports **teacher decision-making** in real time
- Meets the moment: **efficient**, **strategic**, and **student-centered**

# Next Steps

- August staff training
- Fall implementation & stakeholder updates
- Monitoring progress and adjusting with feedback from teachers and campuses

# Reference Documents

- MAP RIT Reference Charts
- STAAR Linking Study 2nd – 8th
- EOC Linking Study
- Family Guide to MAP Growth