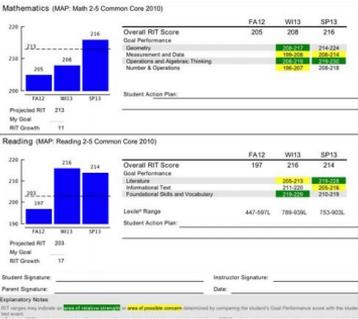
A young girl with dark hair in a bun, wearing a purple patterned jacket and light blue pants, is smiling and swinging on a tire swing. The swing is made of a black tire hanging from a blue strap. In the background, there is a white picket fence, a green lawn, and several other children playing in a park-like setting.

MAP Testing Introduction

Helios Parent Ed

Fall 2025

Introduction to MAP Testing for Parents



WELCOME!

Overview

- About MAP (Measures of Academic Progress)
 - What is MAP testing and how does it work?
 - MAP Growth vs. MAP Reading Fluency
 - Reports: What kind of reports will I see for my student and what does the data in the report mean?
 - Using MAP Scores
 - How do teachers and the school use MAP testing results?
-



About MAP

MAP Testing at Helios

- Measure student achievement, growth, and early reading development
- Two main types of adaptive assessments
 - MAP Reading Fluency (K; 1-2 as needed)
 - MAP Growth (1st grade +)
- Testing 3 times a year: August, December, and May

MAP Reading Fluency

- Assesses oral reading fluency and key foundational reading skills (includes dyslexia screener)
- Focuses on early literacy (pre K-5)
- Offered to K and some Lower School students
- Adaptive assessment
- Audio format with microphone
- ~20 minutes

map
Reading
Fluency™

Christopher Adams, 1st Grade Exit

Students can practice...

Practice

Let's Go!

...before the actual assessment

Take Assessment

MAP Reading Fluency

- Instant data & insights on each student (*at, above, below grade level*)
- Detailed view of individual strengths and focus areas
- Results confirm our in-class placements
- Teachers may use results for instructional planning, grouping students, or differentiating instruction

Progress Monitoring Dashboard All Classes | 4 Students

Student	Tested Grade	Phonological Awareness	Phonics/Word Recognition	Oral Reading
Last Name, First Name	3	● Monitoring	● Monitoring	● Not Monitoring
Last Name, First Name	3	● Monitoring	● Monitoring	● Not Monitoring
Last Name, First Name	4	● Monitoring	● Monitoring	● Not Monitoring
Last Name, First Name	4	● Monitoring	● Not Monitoring	● Not Monitoring

Students ↓	Grade When Tested	FOUNDATIONAL SKILLS				ORAL READING				
		Listening Comprehension	Picture Vocabulary	Phonological Awareness	Phonics/Word Recognition	Sentence Reading Fluency	Oral Reading Rate	Accuracy	Oral Reading Level*	Literal Comprehension
Wood, Rebecca	1	A 73%	M 87%	M Blending & Segmenting	M Decodable: CVC	M 10/12	E 45	A 93%	BR240L	A
Walker, Steven	1	M 93%	M 100%			E 15/16				
Torres, Donna	1	M 93%	M 93%							
Torres, Andrew	1	A 67%	M 80%	M Blending & Segmenting	M Decodable: CVC	M 9/11				
Taylor, Sarah	1	B 40%	B 33%	B Rhymes and Syllables	B Letters and Sounds	A 4/10				
Smith, Randy	1	M 93%	M 87%	E Phonemic Manipulation	M Decodable: CVC	A 11/16				

- ★ If interested, discuss with teachers at ILP
- ★ Reports: generated for teachers only

MAP Growth Basics

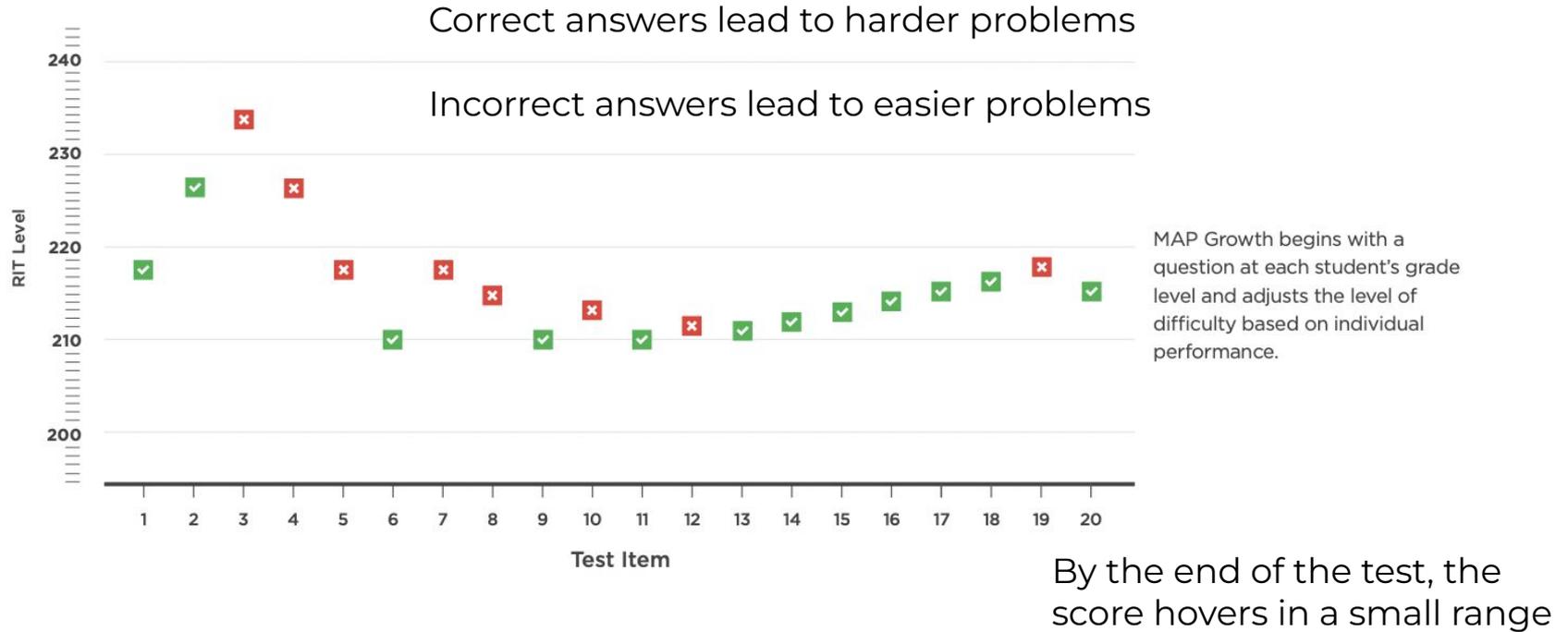
Computer-based assessment for math, reading, and language usage (MS)

What MAP is NOT...

- grade-based
- thorough testing for mastery of all content
- timed

- adaptive
- single scale for all grades
- skills and concepts lists
- checks for instructional level
- allows breaks

MAP Growth: Adaptive Testing



MAP Growth: RIT Score

- RIT (Rasch Unit) scale - measures student performance/growth, regardless of age, grades, or grade level
- Extends across all grades (K-12): higher instructional level = higher RIT score
- Measures the level where a student is **ready to learn** (the point between knowing and not knowing answers).

About MAP: Sample Test

Try the sample test yourself:

<https://practice.mapnwea.org/#/practice-landing>

Username: grow Password: grow

nwea™

Practice Test / Item Sampler
Log in

Username Nombre de usuario

Password Contraseña



READING | INFORMATIONAL TEXTS: UNDERSTAND AND INTEGRATE

Informational Texts: Understand and Integrate Key Ideas and Details

Students can read and comprehend literary texts, making inferences and predictions, drawing conclusions, and citing textual support. They can determine central ideas, analyze the development of arguments, and summarize.

below **161**

161-170

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. having work to do
3. living in the city
4. sleeping all day

Read the directions.

Making mud pies is fun. Find some nice sticky mud. Shape it into little pies. Set the pies in the warm sun to dry.

What type of weather is needed to make mud pies?

- ✓ 1. a sunny day
2. a rainy day
3. a snowy day
4. a cloudy day

How long is the test?

It depends.

- 40-55 questions depending on test
- Untimed, breaks ok, can return another day

Most students take about 40 minutes for Reading, a bit more for Math.
It depends on their level and working style.

MAP Growth: Our population

Why scores aren't everything

- Ceiling Effect (RIT ~300)
- Questions Locked for 2 years
- Regression Toward the Mean
- Over-Thinking the Test
- Out-Thinking the Test
- Perfectionism

**Scores do not answer questions
they tell us where to start asking them**

Beyond MAP?

Some students outscore the MAP

- All students take MAP in the fall
- “Soft ceiling” determined by...
 - Above about ~300 R, ~320 M
 - High Percent Correct (>60-65%); high standard error)
 - Options:
 - Move from 2-5 to 6+ MAP test*
 - Move to a different test (sample ACT, etc)
 - Skip testing that term
 - Families will be contacted to make choices

*High RIT score (>240) + High percent correct = move to 6+ level



MAP Reports

MAP Growth Reports

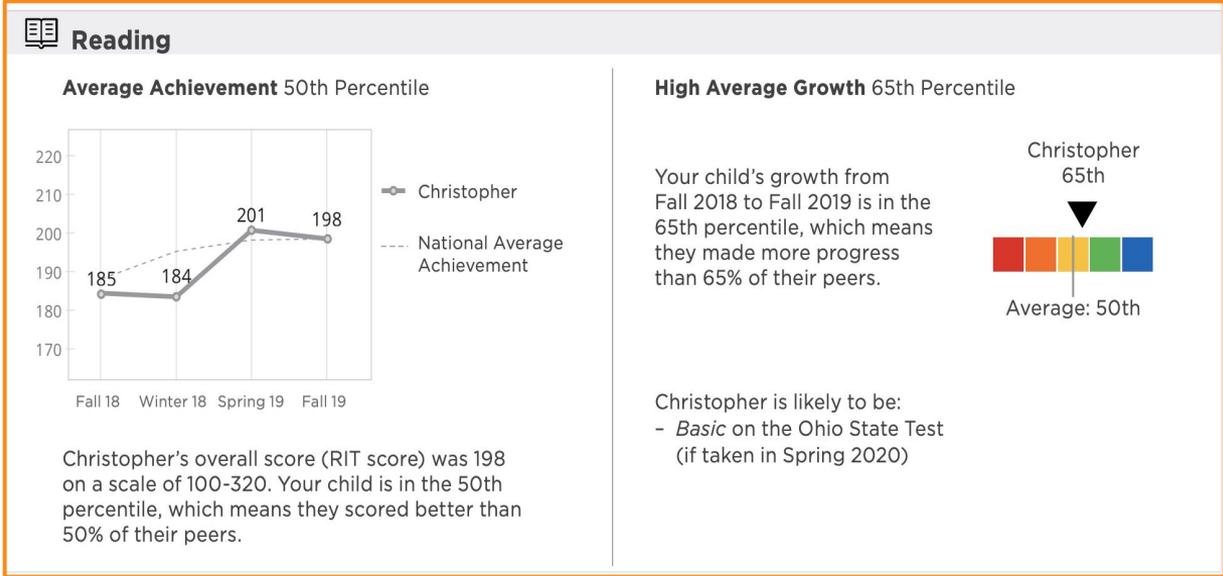
2 different reports are generated for each student

- Family Report and Student Progress Report
- Each represents a different view of your student's data with distinct objectives

* on the Veracross Parent Portal, in the Reports tab

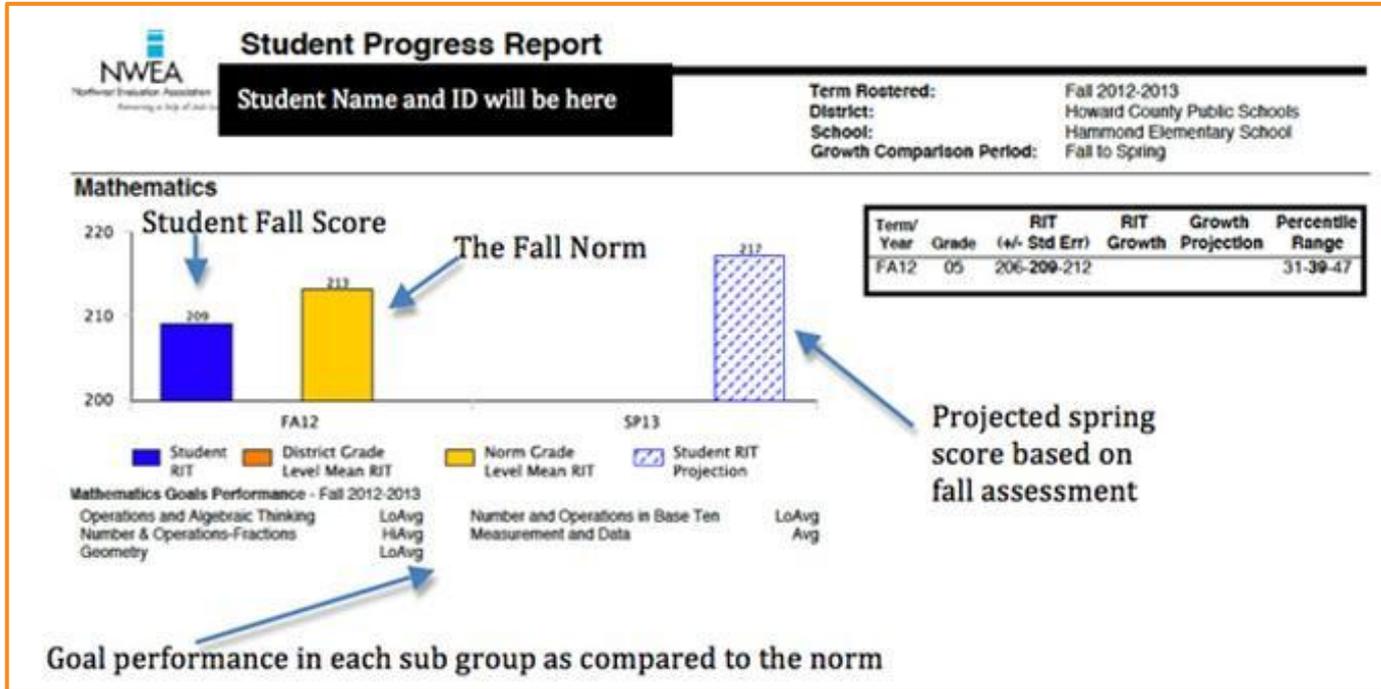
Reports: Family Report

- Explanations
- Achievement
- Growth
- One year's history
- No "district" comparison



(sample report)

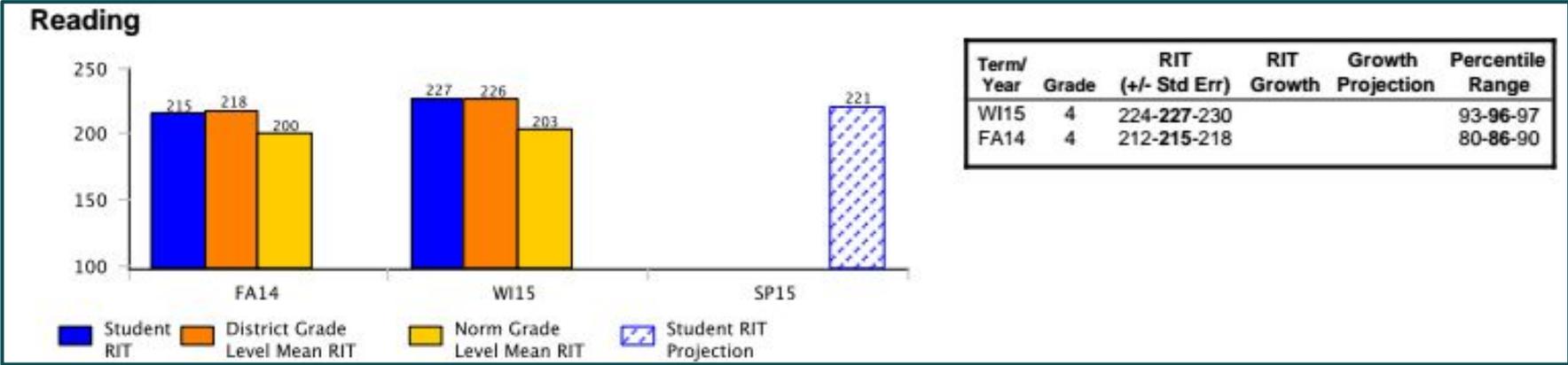
Reports: Progress



Reports: Progress

This student is...

- Average at Helios
- Very high for the norm group
- Math score percentile is compared with grade, not math placement



Reports: Norms

Fall Reading RIT Score to Percentile Rank Conversion
(At approximately 4 instructional weeks)

Pct	K	1	2	3	4	5	6	7	8	9	10	11	12	Pct
50	137	156	172	187	197	204	210	214	218	219	221	224	224	50
51	137	156	173	187	197	205	211	215	218	219	222	224	224	51
52	137	157	173	187	198	205	211	215	219	220	222	224	225	52
53	138	157	173	188	198	206	211	215	219	220	223	225	225	53
54	138	157	174	188	198	206	212	216	220	221	223	225	226	54
55	138	158	174	189	199	207	212	216	220	221	224	226	226	55
56	138	158	175	189	199	207	213	217	221	222	224	226	227	56
57	139	158	175	190	200	207	213	217	221	222	225	227	227	57
58	139	158	175	190	200	208	213	218	221	223	225	227	228	58
59	139	159	176	190	200	208	214	218	222	223	226	228	228	59
60	140	159	176	191	201	209	214	218	222	224	226	228	229	60
61	140	159	177	191	201	209	215	219	223	224	226	228	229	61
62	140	160	177	192	202	209	215	219	223	225	227	229	230	62
63	141	160	177	192	202	210	216	220	224	225	227	229	230	63
64	141	160	178	193	203	210	216	220	224	226	228	230	231	64
65	141	161	178	193	203	211	217	221	225	226	228	230	231	65
66	142	161	179	193	204	211	217	221	225	227	229	231	232	66
67	142	162	179	194	204	212	217	221	226	227	229	231	232	67
68	142	162	179	194	205	212	218	222	226	228	230	232	233	68
69	143	162	180	195	205	213	218	222	226	228	230	232	233	69
70	143	163	180	195	205	213	219	223	227	229	231	233	234	70
71	143	163	181	196	206	214	219	223	227	229	231	233	234	71
72	144	163	181	196	206	214	220	224	228	230	232	234	235	72
73	144	164	182	197	207	215	220	224	228	231	232	234	236	73
74	145	164	182	197	207	215	221	225	229	231	233	235	236	74
75	145	164	183	198	208	216	221	225	230	232	234	235	237	75

For 2025 norms, see Appendix C.3-5, starting on pg 67:

https://www.nwea.org/resource-center/white-paper/88182/MAP-Growth-Norms_NWEA_Technical-Manual.pdf/

(Note: this graphic is from the 2020 norms)

Reports: Norms

Fall Reading RIT Score to Percentile Rank Conversion
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50	137	156	172	187	197	204	210	214	218	219	221	224	224	50
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52	137	157	173	187	198	205	211	215	219	220	222	224	225	52
53	138	157	173	188	198	206	211	215	219	220	223	225	225	53
54	138	157	174	188	198	206	211	216	220	221	223	225	226	54
55	138	158	174	189	199	207	212	216	220	221	224	226	226	55
56	138	158	175	189	199	207	213	217	221	222	224	226	227	56
57	139	158	175	190	200	207	213	217	221	222	225	227	227	57
58	139	158	175	190	200	208	213	218	221	223	225	227	228	58
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60	140	159	176	191	201	209	214	218	222	224	226	228	229	60
61	140	159	177	191	201	209	215	219	223	224	226	228	229	61
62	140	160	177	192	202	209	215	219	223	225	227	229	230	62
63	141	160	177	192	202	210	216	220	224	225	227	229	230	63
64	141	160	178	193	203	210	216	220	224	226	228	230	231	64
65	141	161	178	193	203	211	217	221	225	226	228	230	231	65
66	142	161	179	193	204	211	217	221	225	227	229	231	232	66
67	142	162	179	194	204	212	217	221	226	227	229	231	232	67
68	142	162	179	194	205	212	218	222	226	228	230	232	233	68
69	143	162	180	195	205	213	218	222	226	228	230	232	233	69
70	143	163	180	195	205	213	219	223	227	229	231	233	234	70
71	143	163	181	196	206	214	219	223	227	229	231	233	234	71
72	144	163	181	196	206	214	220	224	228	230	232	234	235	72
73	144	164	182	197	207	215	220	224	228	231	232	234	236	73
74	145	164	182	197	207	215	221	225	229	231	233	235	236	74
75	145	164	183	198	208	216	221	225	230	232	234	235	237	75

The same score represents a different percentile at many grade levels.

(graphic shows 2020 norms)

86	150	170	189	205	215	222	228	232	236	239	241	243	245	86
87	150	170	189	205	216	223	229	233	237	240	242	243	246	87
88	151	171	190	206	216	224	230	234	238	241	243	244	246	88
89	152	171	191	207	217	225	230	234	239	242	243	245	247	89
90	152	172	192	208	218	225	231	235	240	243	244	246	249	90
91	153	173	193	209	219	226	232	236	241	244	246	247	250	91
92	154	174	194	210	220	227	233	237	242	246	247	248	251	92
93	155	175	195	211	221	229	234	239	243	247	248	250	252	93
94	156	176	196	213	223	230	236	240	244	248	249	251	254	94
95	157	177	197	214	224	231	237	241	246	250	251	253	256	95
96	158	178	198	216	226	233	239	243	248	252	253	255	258	96
97	160	180	201	218	228	235	241	245	250	255	255	257	260	97
98	162	182	204	221	231	238	244	248	253	258	258	260	263	98
99	165	185	208	225	236	243	248	253	258	263	263	265	269	99

Reports: Don't Rely on Percentile

“If you're tracking student performance or program outcomes across years, be cautious when comparing results based on 2020 norms with those based on 2025 norms. Because the norms are anchored to a new national sample, changes in percentiles or growth might reflect the shift in norms, not an actual change in student performance.”

[NWEA Norms Toolkit](#)



Using MAP Scores

How are MAP scores used

1. Targeting instruction (learning continuum)
2. Grouping (lit groups)
3. Placement (math placement)
4. Setting achievement and growth goals
5. Supporting conversations about achievement patterns

Class: Learning Continuum



Learning Continuum - Test View
MAP: General Science 3-5 OH 2013

160 181-190 191-200 201-210 211-220 221-230 231-240 241-250

Space Science

Earth's Surface and Resources

161-170 171-180 181-190

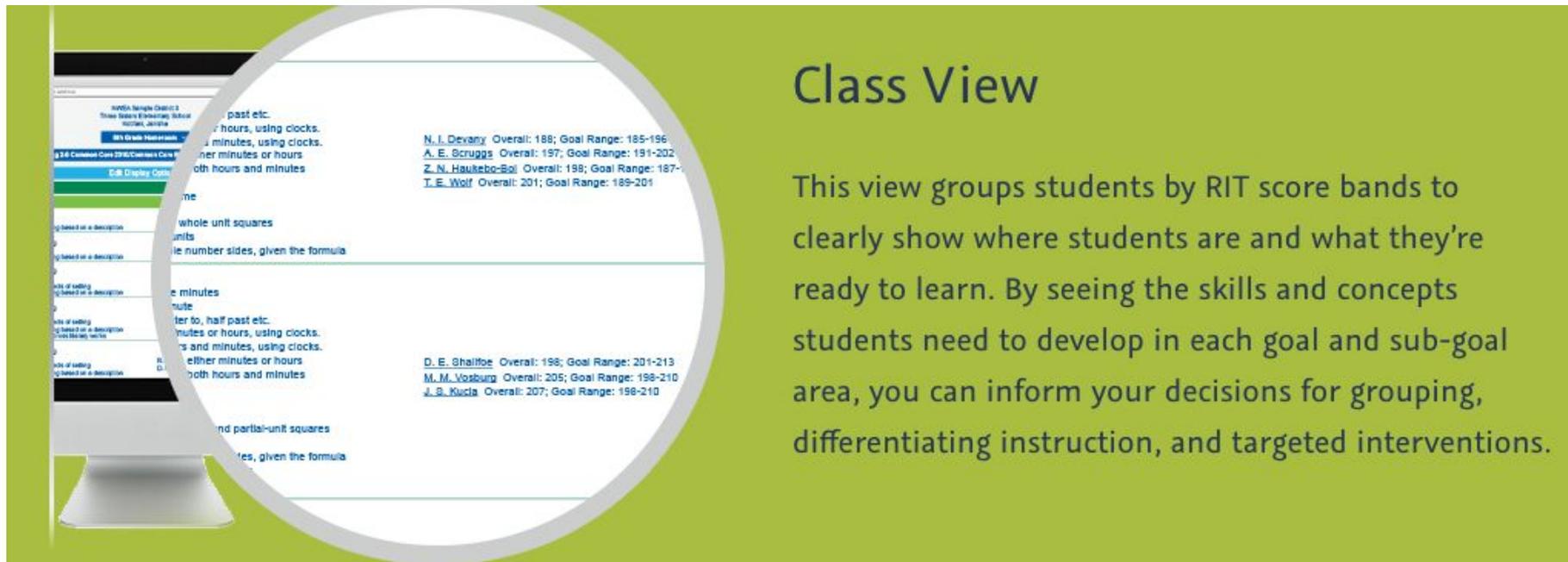
161-170	171-180	181-190
Reinforce these skills & concepts	Develop these skills & concepts	Introduce these skills & concepts
<ul style="list-style-type: none">• Gives examples of materials that are natural or non-natural parts of Earth• Measures air temperature• Explains that temperature is a measurement of how hot or cold something is• Chooses the appropriate tool to measure changes in air temperature (term not used)• Recognizes that wind is air that is moving around us• Compares properties of different wind forms (e.g., tornadoes, gusts, breezes, drafts, gales)	<ul style="list-style-type: none">• Makes inferences about the causes of a change to rock• Recognizes that the Sun produces heat and light energy• Describes the Sun as the major source of energy for Earth• Analyzes precipitation in weather systems• Interprets data to identify existing weather conditions• Compares weather from season to season• Describes seasonal patterns in weather• Chooses the appropriate tool to measure changes in weather (term not used)	<ul style="list-style-type: none">• Chooses the appropriate tool to measure changes in air temperature (term not used)• Recognizes that wind is air that is moving around us• Compares properties of different wind forms (e.g., tornadoes, gusts, breezes, drafts, gales)

Test View

Use this view for easy navigation through the learning statements. You'll see skills and concepts to reinforce, develop, and introduce with students based on their RIT score for each goal and sub-goal.

View PDFs of the learning continuum for your child's test on the Helios fileshare here: [MAP Reference Folder](#)

Class: Learning Continuum



Class View

This view groups students by RIT score bands to clearly show where students are and what they're ready to learn. By seeing the skills and concepts students need to develop in each goal and sub-goal area, you can inform your decisions for grouping, differentiating instruction, and targeted interventions.

N. I. Devany	Overall: 188; Goal Range: 185-196
A. E. Scruggs	Overall: 197; Goal Range: 191-202
Z. N. Haukebo-Bol	Overall: 198; Goal Range: 187-207
T. E. Wolf	Overall: 201; Goal Range: 189-201
D. E. Shalfoe	Overall: 198; Goal Range: 201-213
M. M. Vosburg	Overall: 205; Goal Range: 198-210
J. S. Kucia	Overall: 207; Goal Range: 198-210

Class: Targeting Instruction

Point of View, Purpose, Perspective, Figurative and Rhetorical Language ^		
← 201-210	211-220	221-230 →
Reinforce these skills & concepts	Develop these skills & concepts	Introduce these skills & concepts
Assertions and Claims		
<ul style="list-style-type: none">• Evaluates evidence used to support claims in informational text• Identifies evidence that supports a claim in argumentative text• Identifies evidence that supports a statement in informational text• Identifies reasons that support a claim in persuasive text	<ul style="list-style-type: none">• Analyzes inadequately supported information in informational text• Evaluates the validity of information in informational text• Identifies evidence that supports a claim in argumentative text• Identifies evidence that supports a statement in informational text• Identifies reasons that support a claim in persuasive text	<ul style="list-style-type: none">• Analyzes inadequately supported information in informational text• Identifies evidence that supports a claim in argumentative text• Identifies evidence that supports a statement in informational text• Identifies reasons that support a claim in persuasive text

Class: Grouping

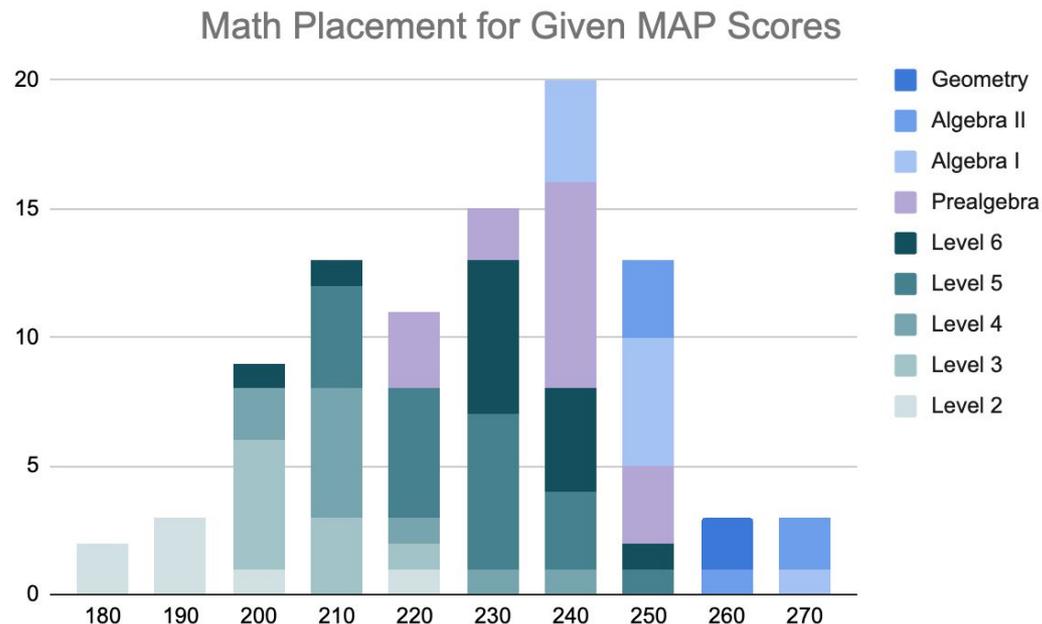
Lexile levels guide classwide or group reading selections in theme

RIT (+/- Std Err)	Percentile (+/- Std Err)	Lexile® Range
221- 224 -227	93- 96 -97	933-1083L
208- 211 -214	90- 93 -96	699-849L
216- 219 -222	96- 98 -99	843-993L
210- 213 -216	92- 95 -97	735-885L
210- 213 -216	92- 95 -97	735-885L
226- 229 -232	99- 99 -99	1023-1173L
198- 201 -204	51- 59 -67	519-669L

Class: Math Placement

Other placement tools:

- Past teacher observations
- Current teacher observations
- Paper-and-pencil assessments

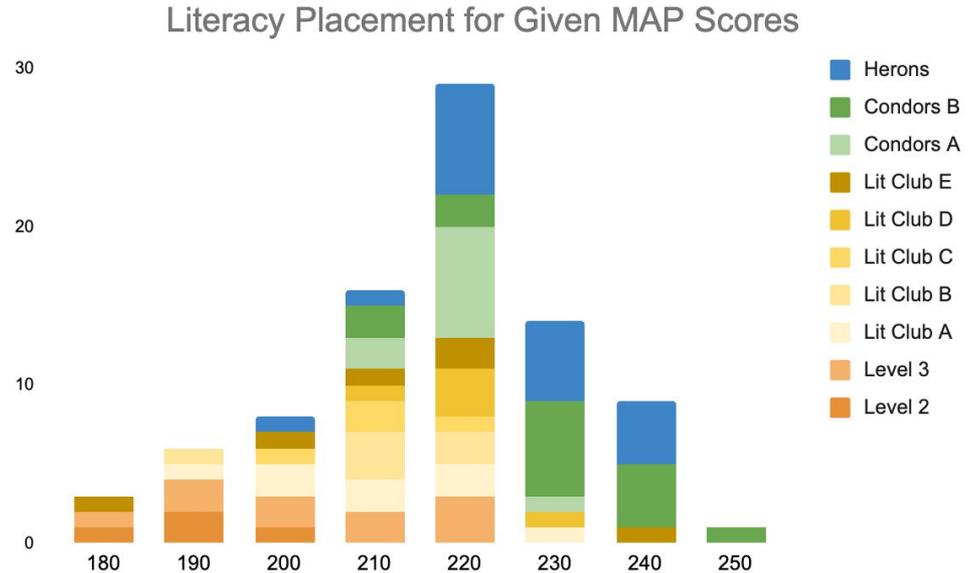


Math placement is not rigidly connected to MAP score

Class: Literacy Placement

Other placement tools:

- Past teacher observations
- Current teacher observations
- Paper-and-pencil assessments





THANK YOU!
