

Resources

Testing & Reports

MAP Testing Information

- MAP testing (computer-based, adaptive, nationally normed) assesses student progress.
- K-1 uses MAP Fluency (reading).
- Grades 1-8 use MAP Growth (reading, math, language for middle school).
- Testing occurs three times yearly (Aug/Sept, Dec, May).
- Helios uses MAP scores with classroom observations to understand student needs.
- Testing is in homerooms, not timed.
- Family Report give a concise overview
- Student Progress Report give a detailed history
- When students reach the test's difficulty limit, they'll move to the next level test
- You can find more general information about the MAP test here in the Family Toolkit webpage [here](#).

MAP Testing Q&A

When and where is it done?

Testing is done in homeroom groups. Some homerooms may use the four hours differently - for instance, by starting with a sample test and discussion on Wednesday, and then completing the Math test on Monday. We test lower school students in Reading and Math, and middle school students in Reading, Math, and Language.

MAP tests are not timed, so your student may need more or less than the hour allotted to each test. If they are not finished at the end of the session, the test progress will be saved. Students can finish the test later, at the end of another session or during a Make-Up session.

How does Helios use MAP scores to make decisions about academic placement?

Helios combines MAP scores with classroom observations and work samples to get a complete view of a student. Often, MAP scores tell us where to begin asking questions, more than answering questions. For instance, if the score is different from what the teacher observes in class, we can investigate why; if the score confirms what we see in class, we can ask more detailed questions about how to accommodate the student's individual needs.

What kinds of reports are generated?

There are 2 different reports that present the same student data with a different goal in mind for MAP Growth assessment (MAP Reading Fluency does not generate a report and is primarily used by the homeroom teachers and the reading specialists):

1. [Family Report](#) - is the most concise and digestible presentation of the student's achievement and growth (if available) for this point in time.
2. [Student Progress Report](#) - contains both information and scores from a student's most recent, as well as past MAP Growth assessments. The most comprehensive view of student data for MAP Growth.

Internal Progress Report Information

This has the same format for all students, and describes students' SEL growth in our Helios Learner Outcomes. It is intended to help spur discussions between parents and teachers about a student's personal development, and is not intended for outside schools to read. While the marks and report create a written snapshot of a child at the end of December, they are not the full story on their own. More detail may come out in discussions in the conference as you partner with the teachers for your child's growth.

Internal Progress Report Q&A

What are the internal progress reports based on?

The Internal report is based on our [Helios Learner Outcomes \(HLOs\)](#). The HLOs describe the personal growth that Helios supports and expects from students during their time at the school.

What do these Helios Learner Outcomes (HLOs) include?

These new HLOs include academic growth and choices or actions as well as social-emotional development. Six Seconds SEL competencies are woven into the HLOs; while our reports do not explicitly use Six Seconds language, growth in these SEL skills is observed and noted as part of the HLOs.

How do I interpret the internal report?

Using these HLOs, teachers will mark a few of the Outcomes as relative strengths or growth areas (comparing the student to themselves), and then discuss them in a bit more detail in the narrative. One way of thinking about this narrative might be to ask a couple of questions: In my child's path from infancy to adulthood, which areas would be the most productive to focus on right now - which would provide the most leverage for helping my child grow into a respectful, responsible, kind person? What strengths can my child pull from as they grow?

What about the areas that are left blank, or other feedback/commentary?

Several of the areas will be left blank - these are not particular strengths OR particular growth areas for this semester. Some students may also have important observations from non-homeroom teachers in a separate box at the end of the report.

External Progress Report Information

This report describes the program each student is enrolled in, and their progress in mastering the specific skills and knowledge taught in each class. This is done in a standards-based or competency style. The External report has different formats for Lower School (K-4) and Middle School (5-8).

External Progress Report Q&A

How are the skills and knowledge targets measured?

All of the targets in these sections are assessed on the scale of Beginning/Developing/Accomplished. Some skills might be Not Assessed (yet), or students might have made Expected Progress in a unit the class has not yet completed. Exemplary marks are only given in middle school and are extremely rare, even for our gifted students in their best subjects. A single Exemplary mark in any subject should be viewed as quite an accomplishment.

Does the external report offer commentary on my student?

The list of skills is accompanied by a narrative from the teacher, which often describes the class and its projects and/or personal strengths and growth areas in the subject.

What does the external report include?

External reports describe the skills and knowledge that a student has demonstrated by the end of the semester. For the purposes of the report, it does not matter when the child learned the skill, or how much effort or cooperation they showed in demonstrating it; it's simply a list showing what knowledge and skills the student has to apply to future tasks.

External Report Components

Component Descriptions

- **Math:** Math is taught in leveled groups, and assessed against the targets for that particular level. For instance, every student in Level 5 math will have Level 5 targets on their report, whether they are in first grade or fifth.
- **Theme/Expedition:** Science and Humanities are taught and assessed through the Theme or Expedition. A relatively short list of specific targets is addressed for the entire homeroom. These are weighted toward skills rather than content knowledge, and are based on standards near the students' grade level.
- **Electives & Co-Curricular Classes:** Students spend less time per week in each elective or co-curricular class than in their academic classes and homerooms. These are described in the report, but may or may not have individual narratives or assessments.
- **Middle School Language Arts:** Language Arts skills are assessed primarily in Humanities, but also in Science, Passion Projects, Lit Clubs, and any other classes where a student reads and writes.

Lower School Report Components

- Math (leveled group)
- Theme/Expedition:
 - Science
 - Humanities
- Electives & Co-Curricular Classes:
 - PE, I-Lab, Library
 - Explorations
 - Art, Garden (K only)
- Literacy:
 - Foundational Skills
 - Reading Comprehension
 - Written Expression
 - Literacy (leveled group)
 - Lit Club/Circle (for some)

Middle School Report Components

- Language Arts:
 - Grade-level skills
 - Passion Projects
- Math (leveled group)
- Theme/Exploration:
 - Science
 - Humanities
- Electives & Nonacademic Classes:
 - PE, I-Lab, Library
 - Explorations

Lower School Literacy

The most complex assessment reporting we do at Helios is for Lower School Literacy. Because we have such a wide range of reading levels and profiles in every group, teachers assess their homeroom students against a K-8 "continuum" of skills, and offer lessons and project options to help each student grow to the next level over the course of the year.

Reading Format

The two-column section at the beginning of your progress report is a readout of this continuum. You will see skills from slightly below to far above grade level.

Demonstrating Mastery

A checked box indicates mastery of the skill; an open box indicates that they are currently working on this skill at school. No mark, or a period, indicates that this is not a skill they are working on yet, either because they are not ready for it or because their theme and Literacy projects have not called for it yet.

Informing Assessment

Everything a student does that interacts with text, comprehension, or written expression may be reflected on these continuums - theme work, literacy group work, discussions or presentations, and more. In this section, the "I" column indicates preassessment at the start of the year. Some skills may not have been pre-assessed, so some portions of this column may be blank.

Components of Literacy Report

- **Foundational Skills:** Foundational Skills are a continuum of discrete skills that can be learned individually. Most of them are basic skills relating to text: knowing all of the letters of the alphabet, using quotation marks correctly, or fluent typing.
- **Reading Comprehension:** Reading Comprehension does not focus on decoding words, but on making meaning of passages and books of various types; this can include making meaning of audiobooks or read-alouds, especially at the lower levels.
- **Written Expression:** Written Expression, likewise, does not refer to writing letters with a pencil. The focus here is on the skilled expression of nuanced ideas; young students are expected to express themselves by dictating or drawing their work.
- **Leveled Literacy:** "Literacy" refers to the Leveled Literacy Groups that students work in; like in math, these targets are specific to the grade level that the group is working at.
- **Lit Clubs:** Finally, as students are ready, they join Lit Clubs or Lit Circles, where they read and discuss novels. Lit Clubs do not have separate targets - they contribute to the continuums and Literacy targets - but if your child was in a Lit Club, it will be described in the narrative.