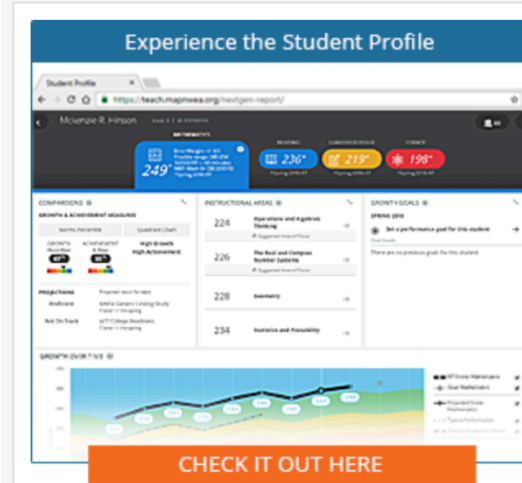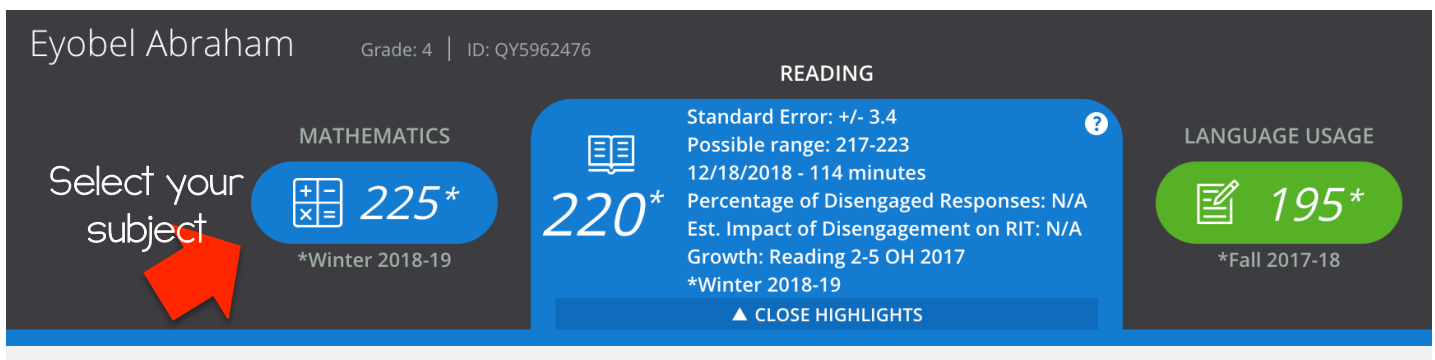# Using Student Profile for Individualized Growth
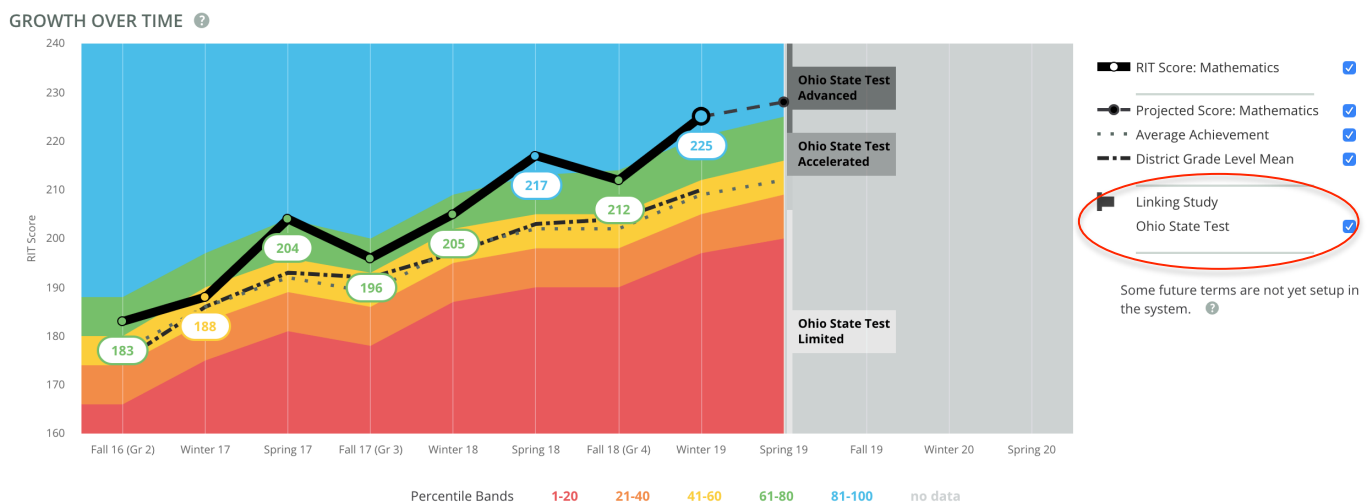
Click "Experience the Student Profile" from the home page. OR click "MAP Growth reports" > "Student Profile"

Once there, select your most recent test session under "Term Rostered". and enter the rest of your information, down to the student whose info you'd like to see.

Eyobel Abraham   Grade: 4 | ID: QY5962476

READING

MATHEMATICS

Select your subject

225*

*Winter 2018-19

220*

Standard Error: +/- 3.4
Possible range: 217-223
12/18/2018 - 114 minutes
Percentage of Disengaged Responses: N/A
Est. Impact of Disengagement on RIT: N/A
Growth: Reading 2-5 OH 2017
*Winter 2018-19

▲ CLOSE HIGHLIGHTS

LANGUAGE USAGE

195*

*Fall 2017-18

I like to start with the "Growth Over Time" line graph (scroll down a bit). look at growth over time, and give them an idea of how MAP would like to see them end their year (goal score). Make sure you have the "Linking Study" box checked, to show their projected proficiency.

GROWTH OVER TIME ❓

RIT Score

- 240
- 230
- 220
- 210
- 200
- 190
- 180
- 170
- 160

Data points: 183 (Fall 16 (Gr 2)), 188 (Winter 17), 204 (Spring 17), 196 (Fall 17 (Gr 3)), 205 (Winter 18), 217 (Spring 18), 212 (Fall 18 (Gr 4)), 225 (Winter 19)

Ohio State Test Advanced
Ohio State Test Accelerated
Ohio State Test Limited

Fall 16 (Gr 2) | Winter 17 | Spring 17 | Fall 17 (Gr 3) | Winter 18 | Spring 18 | Fall 18 (Gr 4) | Winter 19 | Spring 19 | Fall 19 | Winter 20 | Spring 20

☑ RIT Score: Mathematics
☑ Projected Score: Mathematics
☑ Average Achievement
☑ District Grade Level Mean

Linking Study
☑ Ohio State Test

Some future terms are not yet setup in the system. ❓

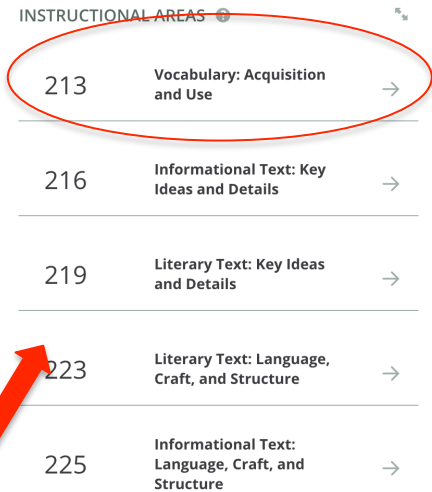Percentile Bands   1-20   21-40   41-60   61-80   81-100   no data

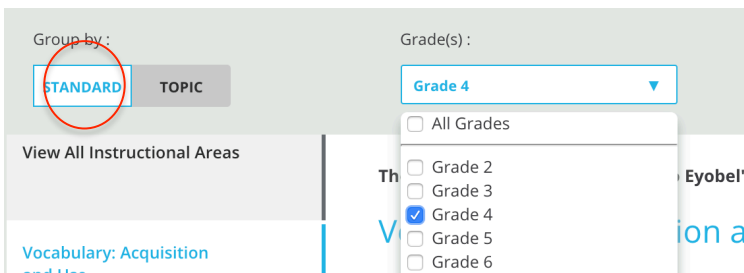# Using Student Profile for Individualized Growth (P. 2)

From there I like to scroll up and look at their score breakdown by topic. This starts the conversation of HOW we can reach those goals.

For example - "I can see Vocabulary is the area you scored lowest. Let's see if we can come up with some ideas of specific areas to address weaknesses, and as a result increase your overall score."

CLICK THE WEAKEST AREA. This takes you to the students individualized learning continuum.

INSTRUCTIONAL AREAS

213	Vocabulary: Acquisition and Use	→
216	Informational Text: Key Ideas and Details	→
219	Literary Text: Key Ideas and Details	→
223	Literary Text: Language, Craft, and Structure	→
225	Informational Text: Language, Craft, and Structure	→

Group by: STANDARD
Grade(s): Your current grade level
(OR, your grade level AND all grades below. This could be beneficial if you have concerns about students having "holes".)

This will highlight specific standards that the child can grow in, and gives concrete ideas of the level of application they are ready for (the bullet points). From there you can find websites, videos, activities, worksheets, etc. that focus on this child's weakness(es) and encourage targeted growth.

Vocabulary: Acquisition and Use

⌄ Context Clues and Multiple-Meaning Words

OH.ELA-Literacy.L.4.4a: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

Eyobel is ready to DEVELOP these skills (211-220):

Determines which meaning of a multiple-meaning word in the 2-5 grade band fits a given context

Identifies words or phrases in context that introduce or signal an example

Identifies words or phrases in context that signal a definition

Identifies words or phrases that provide sentence-level context for a word

Uses context in a grade 04 passage to determine the meaning of above grade 04 vocabulary

Uses context to determine the meaning of a phrase

Uses context to determine the meaning of words in the 2-5 grade band

Notes: -You do not have to do this with the child by your side if you don't think they'll understand. I liked the conversations that came from looking at their growth over time & learning continuum. Many times the kids knew those areas were their weaknesses. We talked about how we hadn't covered some standards showing up there at the time of our last test session, etc .
-This is a great time to goal set. If you click on the "Growth Goals" you can customize a goal for a child's next test session.

Courtney Baker

Using MAP to Drive Differentiated Instruction

MAP Growth Reports

- Achievement Status & Growth
  - Projection or Summary
  - Summary with Quadrant Chart (One Class only)
- Class Breakdown

Click the arrow next to "View Reports" > "Map Growth Reports" > "Class Breakdown"

Put in all your basic information (like you do for "Class Breakdown by RIT") but under Report Options, select "by GOAL" and the subject area you want to look at

Report Options

Class Breakdown	
	○ by RIT
	● by Goal
	○ by Projected Proficiency
Subject	Reading

I like to print this report out in its entirety, so I can refer back to it, but for today's purpose I'm isolating one topic. Choose one topic you'd like to look at as well.

Goal	Goal Score				
	191-200	201-210	211-220	221-230	231-240
Literary Text: Key Ideas and Details	C. Reid-Salter... (202)	S. Blair (211) J. Milinski (212) M. Heck (219) Z. Gillespie (221)	F. Clock (216) P. Davenport (216) M. Harrison (216) H. West (217) A. Bryant (218) E. Abraham (220) S. Lisk (227)	E. Bohrofen (215) A. Schultz (219) S. Bowling (223) L. Osbun (225) C. Pollard (226) S. Lamb (228) S. Leary (229)	G. Samples (220) M. Shanklin (224) J. Galvez (227)

MAP® Growth Reports

MAP Growth Reports

- Achievement Status & Growth
  - Projection or Summary
  - Summary with Quadrant Chart (One Class only)
- Class Breakdown
  - Class
  - Learning Continuum
  - Student Goal Setting Worksheet
  - Student Progress

Once you have your report in front of you, (or open in another tab) go back to your "MAP Growth Reports" and select "Learning Continuum"

Scroll past "Class View" into "Test View" and select the test you give, for your content and grade.

Test View

Growth: Algebra 1 CCSS 2010
Growth: Algebra 2 CCSS 2010
Growth: General Science 3-5 OH 2013
Growth: General Science 6+ OH 2013
Growth: Geometry CCSS 2010
Growth: High School Integrated Math 1 CCSS 2010
Growth: High School Integrated Math 2 CCSS 2010
Growth: High School Integrated Math 3 CCSS 2010
Growth: Language 2-12 OH 2017
Growth: Math 2-5 OH 2017
Growth: Math 6+ OH 2017
Growth: Math K-2 OH 2017
Growth: Reading 2-5 OH 2017

<u>Using MAP to Drive Differentiated Instruction (P. 2)</u>

Learning Continuum - Test View

Growth: Reading 2-5 OH 2017

Edit Display Options

Grouping Options

No Grouping | Group by Topic | Group by Standard

Standards Filters

Grade Level Standards

- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Grades: 9-10
- Grades: 11-12

Click on "Edit Display Options" and select "Group by Standard". Check mark the grade you teach.

Refer back to your "Class Breakdown by GOAL", and choose the three consecutive bands in which the majority of your kids fall, for the selected topic.

Goal	Goal Score				
	191-200	201-210	211-220	221-230	231-240
Literary Text: Key Ideas and Details	C. Reid-Salter... (202)	S. Blair (211) J. Milinski (212) M. Heck (219) Z. Gillespie (221)	F. Clock (216) P. Davenport (216) M. Harrison (216) H. West (217) A. Bryant (218) E. Abraham (220) S. Lisk (227)	E. Bohrofen (215) A. Schultz (219) S. Bowling (223) L. Osbun (225) C. Pollard (226) S. Lamb (228) S. Leary (229)	G. Samples (220) M. Shanklin (224) J. Galvez (227)

Find that same topic on the "Learning Continuum" (ie: Literary Text: Key Ideas and Details) that you've decided to focus on from the "Class Breakdown". Maybe it's a standard you're about to teach, or just an area you suspect your kids are low in. It could even be a lower grade if you think they came in low on a specific standard.
Scroll through the numbers on the "Learning Continuum", and make them the same numbers the majority of your kids fell into on the "Class Breakdown".

Literary Text: Key Ideas and Details

Draw Conclusions, Infer, Predict

←	201-210	211-220	221-230	→
	Reinforce these skills & concepts	**Develop** these skills & concepts	**Introduce** these skills & concepts	

OH.ELA-Literacy.RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

- Locates details about events in literary text
- Understands sequence in literary text

- Understands sequence in literary text
- Determines details that support an inference in literary text

I can now see exactly the complexity/depth of instruction the <u>majority</u> of my students are ready for on RL.4.1, (or any other standard I might choose) and by referring back to the "Class Breakdown", my small groups for this standard have been pre made for me.