



Leveraging MAP Data and Classroom Performance to Support Future Success

**INSERT
DISTRICT
LOGO**

PARENT INFORMATION SESSION

Date:

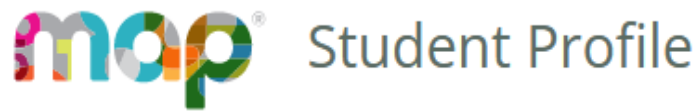
Time:

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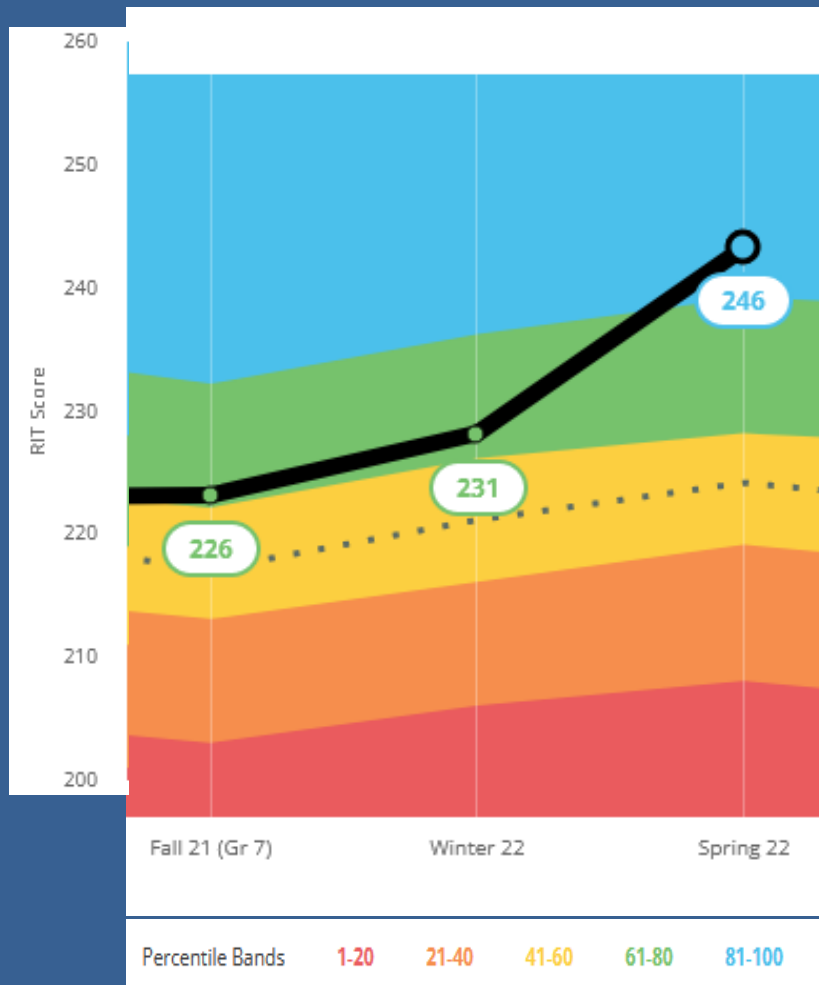
PRESENTATION OVERVIEW

- Relevant Research and Information
- MAP Student Profile Report Explained
- Aligning Expectations with Future Opportunities
- Guidance: Improving Student Outcomes
- Parent Dialogue and Questions

OUR GOAL = EMPOWER PARENTS



GROWTH OVER TIME



By the end of this presentation we want you to understand:

- What the MAP results mean
- What you can do to help your child improve his/her classroom and MAP performance

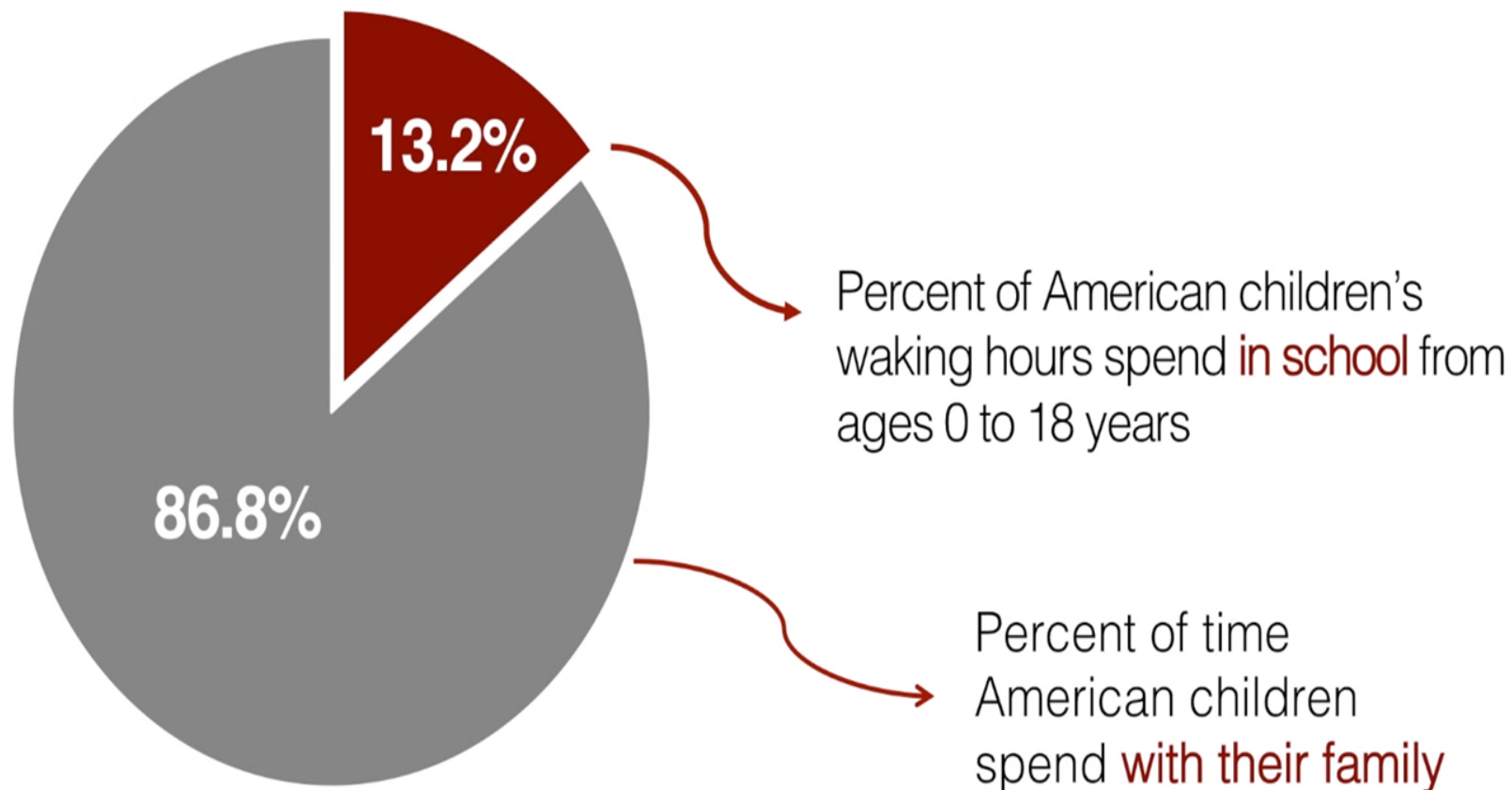
If not, please ask questions.

Life Cycle Skill Formation



- Skill formation is a life cycle process. It starts in the womb and goes on throughout life.
- Families play a role in the process that is far more important than the role of schools.
- There are multiple skills and multiple abilities that are important for adult success.
- Skill attainment at one stage of the life cycle raises skill attainment at later stages of the life cycle (self-productivity).

Time at home eclipses time at school



Why are NWEA MAP results important?

MAP performance is predictive of College and Career Readiness before High School.

COLLEGE
READINESS

The Forgotten Middle

Ensuring that All Students Are on Target for College and Career Readiness before High School



ACT

A Strong Start

Eighth-grade students' academic achievement has a larger impact on their readiness for college by the end of high school than anything that happens academically in today's high schools.

Students who are on target in eighth and ninth grade to be ready for college-level reading are substantially more likely to be on target to be ready for college in English, mathematics, and science.

Improvement in Eighth-Grade Academic Achievement and Being on Target for College and Career Readiness in Eighth Grade Are More Beneficial Than Any High School-Level Academic Enhancement

Improving Certain Behaviors of Middle School Students-- Particularly Academic Discipline-- Can Help Improve Students' Readiness for College and Career.



“Among the specific aspects of parental involvement influencing school outcomes, parenting style and parents’ expectations and aspirations proved to be the most important variables.”

Standards by Grade Level

Kindergarten

Computer Science: **17**

English Language Arts: **44**

Financial Literacy (Elementary): **8**

Fine Arts: Dance, Drama, Music and Visual Arts: **81**

Mathematics: **30**

Physical Education: **34**

Science: **6**

Social Studies: **12**

Technology: **36**

World Languages and Cultures (Novice Low): **28**

Total Kindergarten Standards: 296



Grades K–12: Standards for Mathematical Practices

MP.1 Make sense of problems and persevere in solving them.

MP.2 Reason abstractly and quantitatively.

MP.3 Construct viable arguments and critique the reasoning of others.

MP.4 Model with mathematics.

MP.5 Use appropriate tools strategically.

MP.6 Attend to precision.

MP.7 Look for and make use of structure.

MP.8 Look for and express regularity in repeated reasoning.

Establishing Mathematical Reasoning and Conventions



Standards for Mathematical Practice

MP.6 Attend to precision.

Kindergarten students begin to develop precise communication skills, calculations, and measurements. Students describe their own actions, strategies, and reasoning using grade level appropriate vocabulary. Opportunities to work with pictorial representations and concrete objects can help students develop understanding and descriptive vocabulary. For example, students describe and compare two- and three-dimensional shapes and sort objects based on appearance. While measuring objects iteratively (repetitively), students check to make sure that there are no gaps or overlaps. During tasks involving number sense, students check their work to ensure the accuracy and reasonableness of solutions. Students should be encouraged to answer questions such as, “How do you know your answer is reasonable?”

Mathematical Fluency Model





“Different tasks require different skills in different levels and proportions.”

Fostering and Measuring Skills: Improving Cognitive and Non-Cognitive Skills to Promote Lifetime Success --OECD

SKILLS REQUIRED TO SOLVE THIS SCIENCE PROBLEM

- Reading comprehension
- Graphic representation
- Mutualistic relationship concept
- Food web representation
- Problem-solving
- Technology

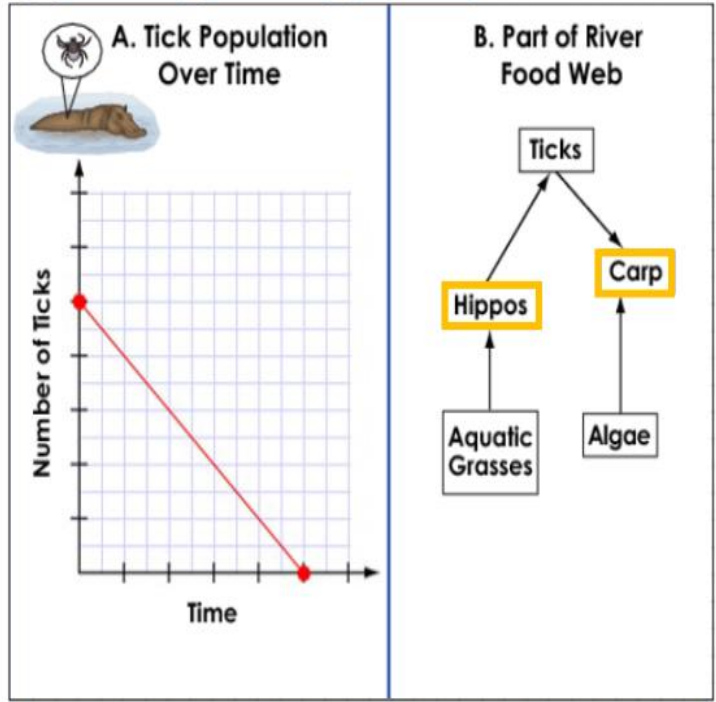
Sample Response: 2 points

Scientists study hippopotamuses (hippos), ticks, and carp (a species of fish) living in a river ecosystem. The hippos eat grasses, the ticks live on the skin of the hippos and feed on their blood, and the carp eat the ticks and algae.

While studying the ecosystem, the scientists notice that the number of carp in the river has increased.

- A. Use the Connect Line button to graph a line that shows the change in the number of ticks due to the increase in carp. The beginning population is plotted on the graph.
- B. Select each organism from the food web that is part of a mutualistic relationship in the river ecosystem.

Delete Add Point Connect Line



Notes on Scoring

This response earns full credit (2 points) for correctly illustrating a single line showing the decrease in ticks in the ecosystem and identifying the hippos and carp as having a mutualistic relationship.

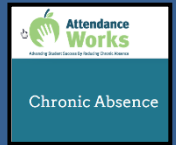
NWEA MAP Benchmark Assessment

- Measures Achievement and Growth
- Performance scaled with equal intervals over time
- Measures student achievement accurately and without regard to current grade
- Criteria: Math Pathways and RMS Honors Courses
- Nationally Normed Assessment [Gifted ID = 95 Percentile]
- Determines student intervention needs
- Predictive of ACT Performance Starting in 5th Grade

MAP BENCHMARK ASSESSMENTS



Benchmark Assessments are given periodically (e.g., at the end of every quarter or **as frequently as once per month**) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals. Typically these assessments are formal, and may be computer-scored and administered.



GRADES 2 – 8

Reading and Mathematics

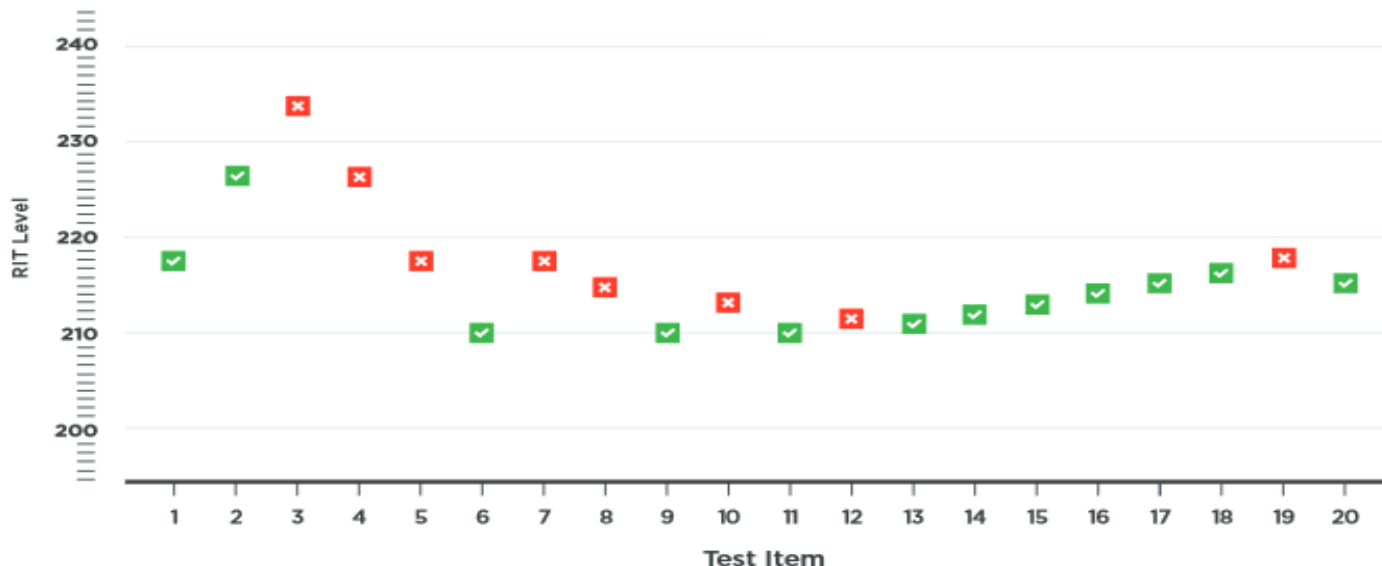


Computer-adaptive Test (CAT)

A **computer-adaptive test (CAT)** is a method for administering tests that adapt to a student's ability level. The difficulty of the test tailors itself to the student's achievement level.

How it works

MAP Growth is a computer-adaptive test. If your child answers a question correctly, the next question is more challenging. If they answer incorrectly, the next one is easier. This type of assessment challenges top performers without overwhelming students whose skills are below grade level.



MAP Growth begins with a question at each student's grade level and adjusts the level of difficulty based on individual performance.

What does a particular RIT score mean?

A RIT score measures a student's level of achievement in a particular subject. If a student has a particular RIT score, this means that the student is about 50% likely to correctly answer an item calibrated at that RIT level.

NWEA reports contain normative data from our norms study that help put the RIT score into context by connecting RIT scores to achievement percentiles. You can find the percentile ranking for a particular RIT score on most reports, allowing you to compare a student's RIT score with other students in the same grade and subject.

Your child's RIT score

RIT scores have the same meaning across grade levels. If a fourth-grade student and an eighth-grade student have the same RIT score in reading, then they are testing at the same level in that subject.

Fall 2022 5th Grade Mathematics MAP Student Profile Report



MATHEMATICS

Standard Error: +/- 3.19
Possible range: 210-216
9/8/2022 - 43 minutes

Rapid-Guessing %: 2%
Est. Impact of Rapid-Guessing % on RIT: -1
Growth: Math 2-5 OH 2017

*Fall 2022-23

213*

COMPARISONS

GROWTH & ACHIEVEMENT MEASURES

Norms Percentile

GROWTH
Above Mean



ACHIEVEMENT
At Mean



Quadrant Chart

High Growth / High Achievement

PROJECTIONS	Projected result for tests
Proficient	Ohio's State Tests If taken in the spring
Not On Track	ACT College Readiness If taken in the spring
Not On Track	SAT If taken in the spring

QUANTILE MEASURES

Quantile*
645Q - 745Q

INSTRUCTIONAL AREAS

205 **Measurement and Data**

✦ *Suggested Area of Focus*

209 **Geometry**

219 **Operations and Algebraic Thinking**

221 **Number and Operations**

✦ *Relative Strength*

GROWTH GOALS

WINTER 2023



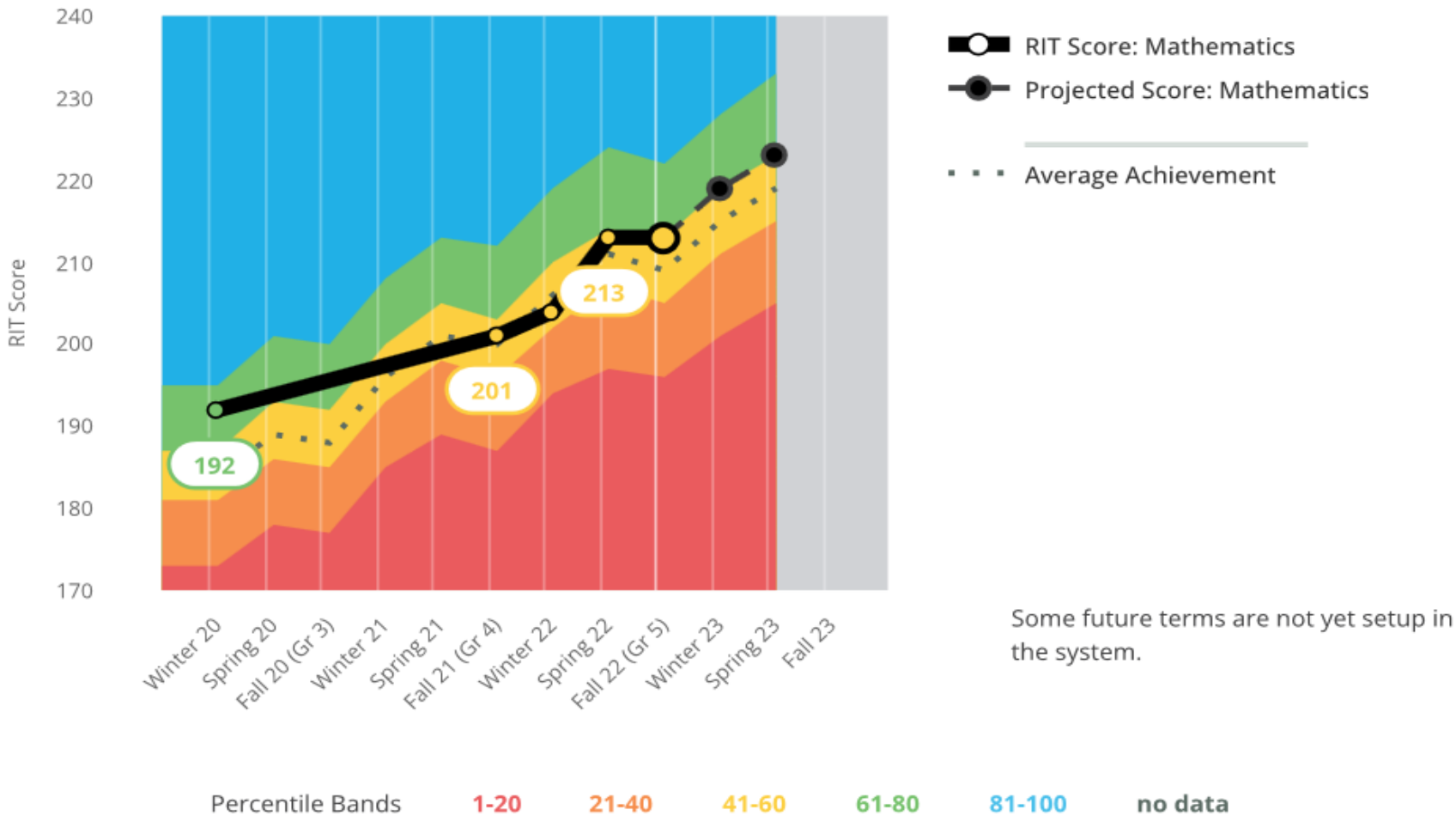
Customize the growth target for this student by setting a growth goal

Past Goals

There are no previous goals for this student.

Fall 2022 5th Grade Mathematics MAP Student Profile Report (conti.)

GROWTH OVER TIME



Fall 2022 5th Grade Reading MAP Student Profile Report

READING

Standard Error: +/- 3.39
Possible range: 223-229
9/6/2022 - 64 minutes

Rapid-Guessing %: N/A
Est. Impact of Rapid-Guessing % on RIT: N/A
Growth: Reading 2-5 OH 2017

*Fall 2022-23

226*

COMPARISONS

GROWTH & ACHIEVEMENT MEASURES

Norms Percentile

GROWTH
Above Mean

94TH



ACHIEVEMENT
Above Mean

91ST



Quadrant Chart

High Growth / High Achievement

PROJECTIONS

Projected result for tests

Advanced

Ohio's State Tests
If taken in the spring

On Track 24

ACT College Readiness
If taken in the spring

On Track

SAT
If taken in the spring

READABILITY MEASURES

Lexile*

1090L - 1240L

INSTRUCTIONAL AREAS

221

Literary Text: Key
Ideas and Details

221

Literary Text:
Language, Craft,
and Structure

228

Informational
Text: Key Ideas
and Details

228

Informational
Text: Language,
Craft, and
Structure

231

Vocabulary:
Acquisition and
Use

GROWTH GOALS

WINTER 2023

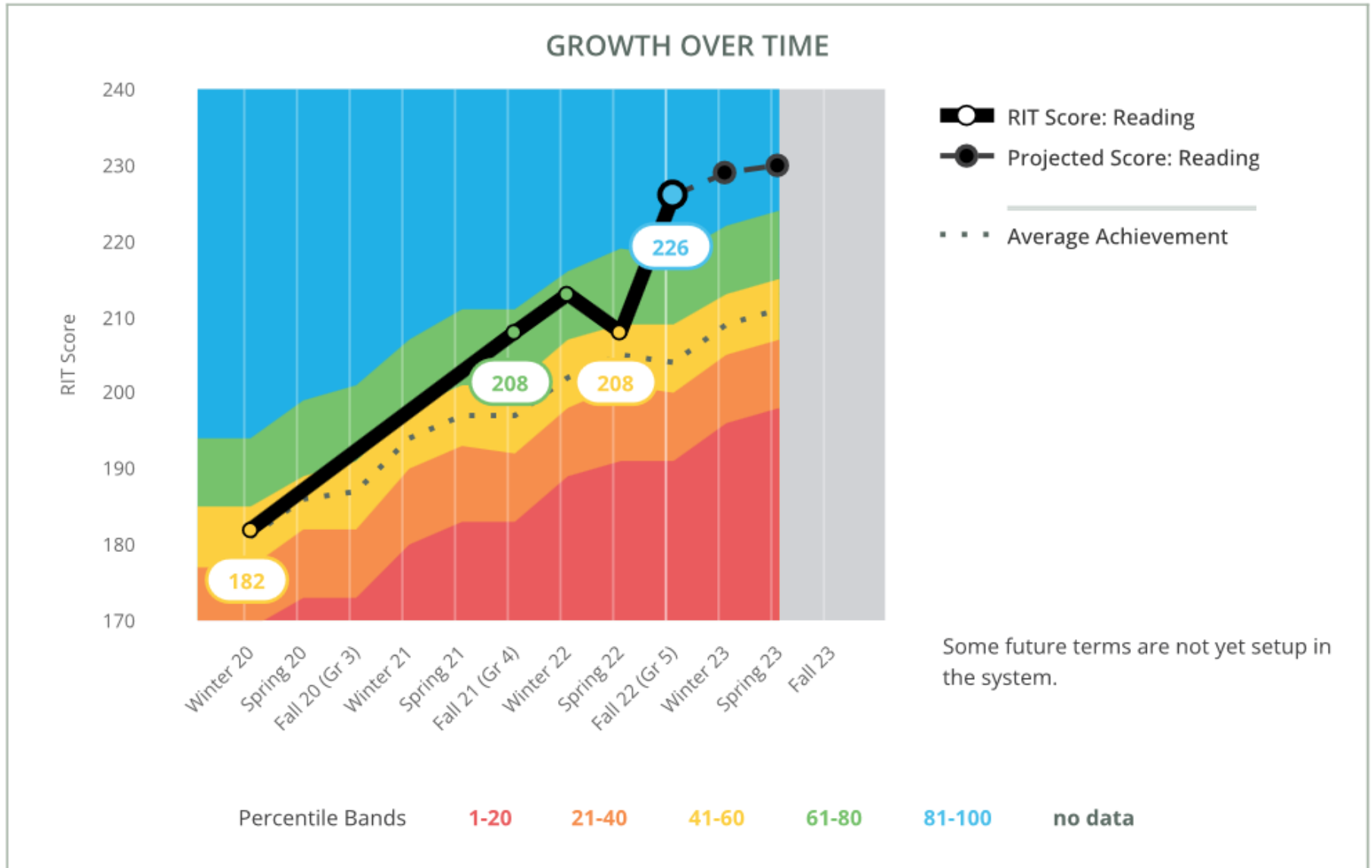


Customize the growth target
for this student by setting a
growth goal

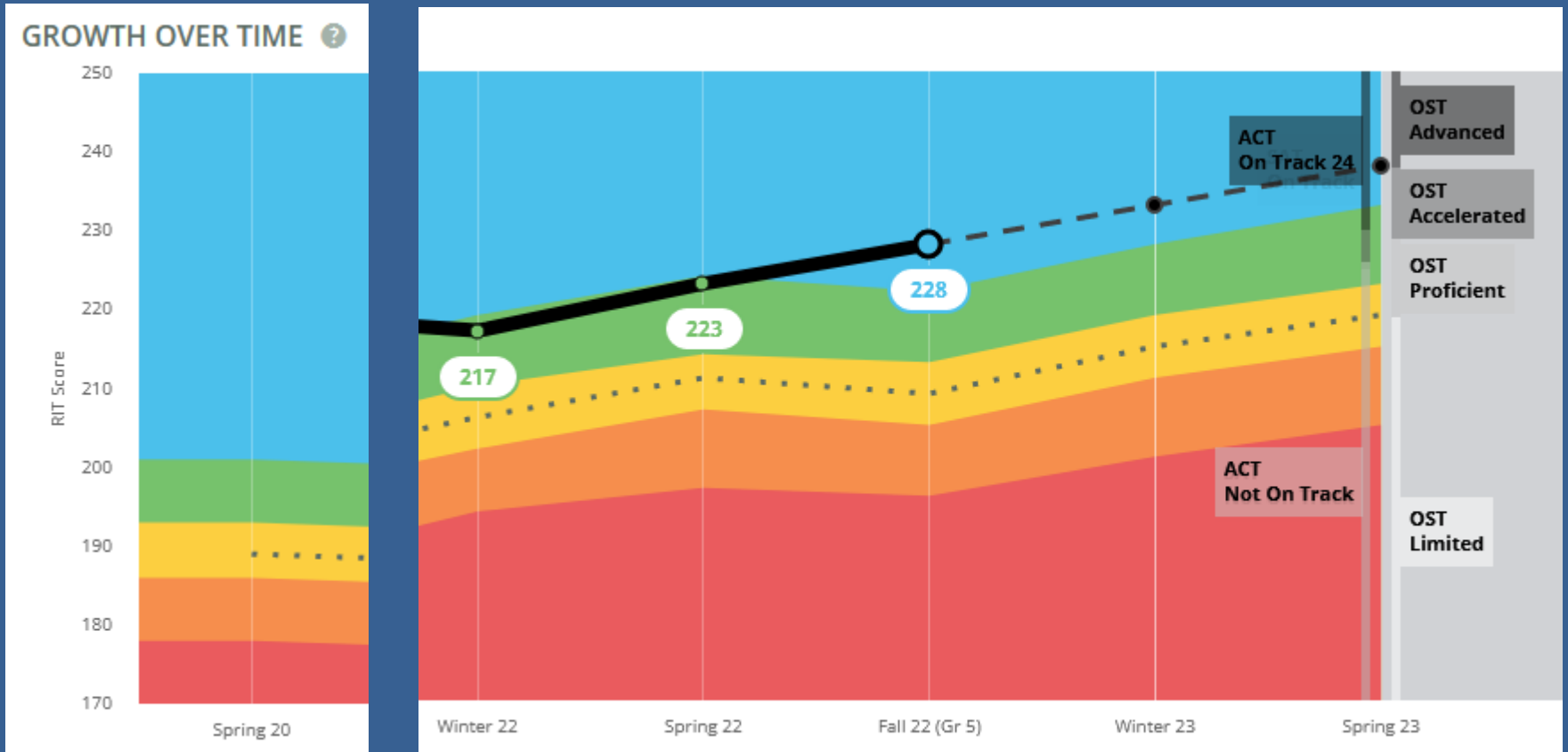
Past Goals

There are no previous goals for this student.

Fall 2022 5th Grade Reading MAP Student Profile Report (conti.)



OST Advanced = ACT On Track 24



Reference: Ohio State Test (OST)

NWEA RESEARCH 2020 COMPARATIVE DATA

MATHEMATICS															
		K	1	2	3	4	5	6	7	8	9	10	11	12	2020 Norms percentile
CCR (Smarter Balanced Level 3)	Spring				204	217	229	230	235	242					58-73
CCR (ACT >= 22)	Spring						226	232	238	243	246	248*			66-78
CCR (ACT >= 24)	Spring						230	237	243	248	252	254*			75-86
CCR (SAT >= 530)	Spring						225	232	237	241	243	245*			64-73
NWEA	Fall	160	181	196	211	223	234	241	249	256	259	262	266	269	95
NWEA	Fall	152	172	188	202	214	224	231	238	244	246	249	252	254	84
NWEA	Fall	146	166	181	195	207	217	223	229	234	236	239	242	244	69
NWEA median	Fall	140	160	175	188	200	209	215	220	225	226	229	232	233	50
NWEA	Fall	133	154	169	182	192	202	207	212	216	217	219	222	222	31
NWEA	Fall	127	148	162	175	185	194	199	203	206	207	209	211	212	16
NWEA	Fall	119	140	154	166	176	184	188	192	194	194	196	198	197	5

Higher achievement

 Lower achievement

*CCR benchmarks are projections in growth from grade 9.

*The 2020 norms data represented in this document is based on norms updates as of July 2020.

NWEA RESEARCH 2020 COMPARATIVE DATA

Higher achievement

 Lower achievement

		READING													
		K	1	2	3	4	5	6	7	8	9	10	11	12	2020 Norms percentile
CCR (Smarter Balanced Level 3)	Spring				202	209	214	218	222	225					56-61
CCR (ACT >= 22)	Spring						215	220	224	227	230	232*			60-67
CCR (ACT >= 24)	Spring						218	223	227	230	233	234*			68-73
CCR (SAT >= 480)	Spring						209	214	218	220	222	225*			45-53
NWEA	Fall	157	177	197	214	224	231	237	241	246	250	251	253	256	95
NWEA	Fall	149	169	187	203	213	221	227	231	235	238	239	241	243	84
NWEA	Fall	143	162	180	195	205	213	218	222	226	228	230	232	233	69
NWEA median	Fall	137	156	172	187	197	204	210	214	218	219	221	224	224	50
NWEA	Fall	131	150	165	178	188	196	202	206	210	209	213	215	214	31
NWEA	Fall	124	143	157	170	180	188	194	198	201	200	204	206	205	16
NWEA	Fall	117	135	147	159	169	178	183	187	190	188	192	194	191	5

*CCR benchmarks are projections in growth from grade 9.

Continued on next page

*The 2020 norms data represented in this document is based on norms updates as of July 2020.

ALIGNING EXPECTATIONS WITH REQUIREMENTS FOR FUTURE OPPORTUNITIES

NWEA MAP and ACT College Readiness Benchmark Comparisons

Spring MAP Assessment	Mathematics [ACT = 24]	Reading [ACT = 24]
Grade 5	75 percentile	66 percentile
Grade 6	79 percentile	68 percentile
Grade 7	81 percentile	70 percentile
Grade 8	81 percentile	69 percentile

Note: 2020 NWEA MAP Achievement Norms

ACT Score	Math National Percentile	Reading National Percentile
36	100	100
35	99	98
34	99	96
33	98	94
32	97	91
31	96	89
30	94	86

ODE recognizes a score of 95 percentile and above on the NWEA MAP or the ACT test as gifted in math or reading achievement. Students who consistently perform well on MAP during middle school can be expected to maintain a similar performance on the ACT admissions test during high school.

NOTE: Percentile means the student scored as well as or better than that percent of students taking the test.

The Measures of Academic Progress® (MAP®) difference in student progress:

Test Type	Purpose	Available for	Approx. Length/Duration*	Score in Reports
MAP Growth, Grades 2+				
MAP Growth	Measure achievement and growth, inform instruction, and assess strategy	Reading, language usage, math (including course specific), and science	40 to 43 questions/about 45 to 60 min.	RIT score (subject and instructional areas), shown in most reports Also: Learning Continuum statements and Lexile® score

NWEA MAP

- Low-Stakes Test
- Adaptive Assessment
- Test Duration [Not Timed]
- College and Career Readiness

The ACT Test

The ACT® test is the leading US admissions test, measuring what students learn in high school to determine academic readiness for college.

ACT Test Descriptions

The full ACT consists of four multiple-choice sections—in English, mathematics, reading, and science—with an optional writing section.

Test	Number of Questions	Minutes Per Test
English	75	45
Mathematics	60	60
Reading	40	35
Science	40	35
Writing (optional)	1 essay	40

ACT

- High-Stakes Test
- Standardized Test
- Test Duration [Defined]
- College and Career Readiness

2020 MAP GROWTH NORMS (FAQ)

What changes in student achievement did you find while developing the 2020 norms? The general trend observed in the 2020 norms is that **student achievement has declined since 2015**. The trends in 4th and 8th grade student achievement observed in the 2020 MAP Growth norms are consistent with those observed on other external benchmarks including the **National Assessment of Educational Progress (NAEP)**.

How does the downward trend in student achievement affect the status percentiles associated with RIT scores? The average **RIT score associated** with a particular grade/subject tends to be **lower in 2020 than in 2015**. This means that the same RIT score for the same grade level, for the same testing season, and in the same subject area will generally be associated with a higher status percentile rank in the 2020 norms than in the 2015 norms.

STUDENT MOTIVATION AND LOW-STAKES ASSESSMENTS

MOTIVATION MATTERS TO ASSESSMENT PERFORMANCE

Eklof (2010) noted that an achievement test can be viewed as a joint function of **skill** and **will**, of **knowledge** and **motivation** (also see Cronbach, 1960; Pintrich & DeGroot, 1990).

Measuring Motivation in Low-Stakes Assessment
Bridgid Finn, December 2015

PARENTS CONTRIBUTE TO THE DEVELOPMENT OF INTRINSIC MOTIVATION

In general, when parents are involved, students are more interested, take personal responsibility for their learning, seek challenging tasks, persist through academic challenges, report more effort and concentration, attention and have higher perceived self-efficacy. Encouragement, praise, interest and involvement are related with **intrinsic motivation**, and **mastery goal orientation for learning**.

Parental Support, Student Motivational Orientation and Achievement:
The Impact of Emotions
Lourdes Mata, Isaura Pedro, and Francisco J. Peixoto, 2018

MATH PATHWAYS

ENCOURAGING ACADEMIC EXCELLENCE

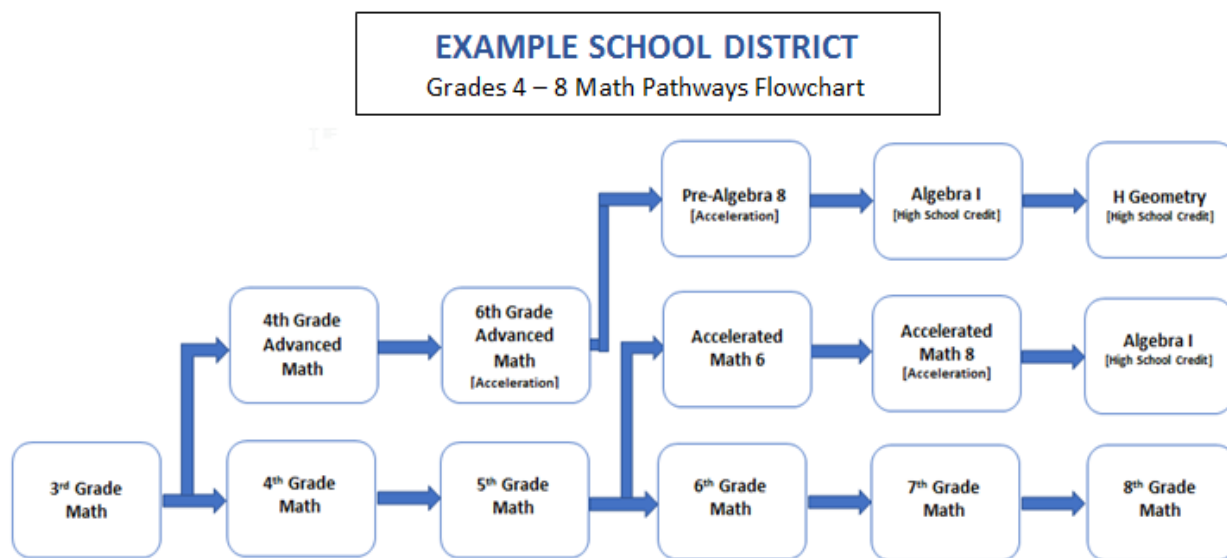
Our district is committed to ensuring all students have access to the advanced learning opportunities they need to reach their full potential. The district offers extensive college-level and advanced placement courses, in all content areas, at the high school level. To help students prepare for advanced math learning opportunities, we have established a comprehensive plan to scaffold our students' efforts to effectively develop the mathematical reasoning and problem-solving skills they need at each grade level and beyond.

ENSURING SUCCESS

Comprehensive readiness is essential to academic achievement and is especially important when considering placement in an above-grade-level math class. The district relies on research-based guidance to determine, with some certainty, if a student will be able to maintain high levels of math achievement in an above grade-level setting and consistently demonstrate adequate academic growth on benchmark assessments following placement.

MULTIPLE OPPORTUNITIES TO ADVANCE ACADEMICALLY

Recognizing that students may develop the content knowledge, academic skills, behaviors, and learning strategies necessary for above-grade-level math instruction at different times, the district screens all students and evaluates potential candidates for above-grade-level math placement each year through the process known as "Jumping Pathways".



NOTE: Middle school students, who successfully complete Algebra I and Honors Geometry and receive a passing score on the Ohio End of Course exams, will earn high school graduation credits.

ALIGNING EXPECTATIONS WITH FUTURE OPPORTUNITIES

MATH PATHWAYS PLACEMENT

The following *Math Pathways Placement Evaluation Rubric* serves as the screening instrument for the district's above-grade-level math placement evaluation process. The rubric was developed to capture the performance data and indicators successful accelerated math candidates typically achieve.

MATH PATHWAYS PLACEMENT EVALUATION RUBRIC

EVALUATION OF STUDENT ACHIEVEMENT AND ABILITY (Requisite Skills)				
ACHIEVEMENT NWEA MAP MATH (SPRING)	99%ile	98%ile – 97%ile	96%ile – 95%ile	≤ 94%ile
	10 pts.	8 pts.	6 pts.	0 pts.
ACHIEVEMENT NWEA MAP MATH (WINTER)	99%ile	98%ile - 97%ile	96%ile - 95%ile	≤ 94%ile
	10 pts.	8 pts.	6 pts.	0 pts.
ACHIEVEMENT NWEA MAP MATH (FALL)	99%ile	98%ile - 97%ile	96%ile - 95%ile	≤ 94%ile
	10 pts.	8 pts.	6 pts.	0 pts.
ACHIEVEMENT OHIO AIR MATH TEST (SPRING)	99%	98% - 97%	96% - 95%	≤ 94%
	5 pts.	3 pts.	1 pt.	0 pts.
COGNITIVE ABILITY COGAT COMPOSITE (SAS) (MOST RECENT)	≥ 128	127 - 120	119 – 110	≤ 109
	10 pts.	8 pts.	6 pt.	0 pts.
QUANTITATIVE REASONING COGAT COMPONENT (SAS) (MOST RECENT)	≥ 128	127 – 120	119 – 110	≤ 109
	10 pts.	8 pts.	6 pts.	0 pts.
SCHOOL PERFORMANCE FACTORS				
CLASSROOM MATH ASSESSMENTS GRADE AVG. QUARTER 1 - 3	99%	98% – 97%	96% - 95%	≤94%
	5 pts.	3 pts.	1 pt.	0 pts.
CLASSROOM MATH PERFORMANCE REPORT CARD GRADE AVG. QUARTER 1 – 3	99%	98% - 97%	96% - 95%	≤94%
	5 pts.	3 pts.	1 pt.	0 pts.

Advanced Math Screening Score Requirement: 45/65

“...singular approaches to child and youth development will not sufficiently prepare young people for life. For example, a high quality math tutoring program might very well improve a child’s math skills, but such a program will not help to guide the child through the trials and tribulations that characterize the first two decades of life.”

Putting Children Front and Center: Building Coordinated
Social Policy for America’s Children
Jonathan F. Zaff, Becky Smerdon 2009

Improving certain behaviors of middle-school students—particularly academic discipline—can help improve students’ readiness for college and career.

Academic Discipline Accounts for the Majority of the Predictive Strength of Academic Behaviors

Academic discipline features three primary components, all of which support the various learning processes and goals that ultimately lead to academic success:

- Planning and Organization
- Follow-through and Action
- Sustained Effort

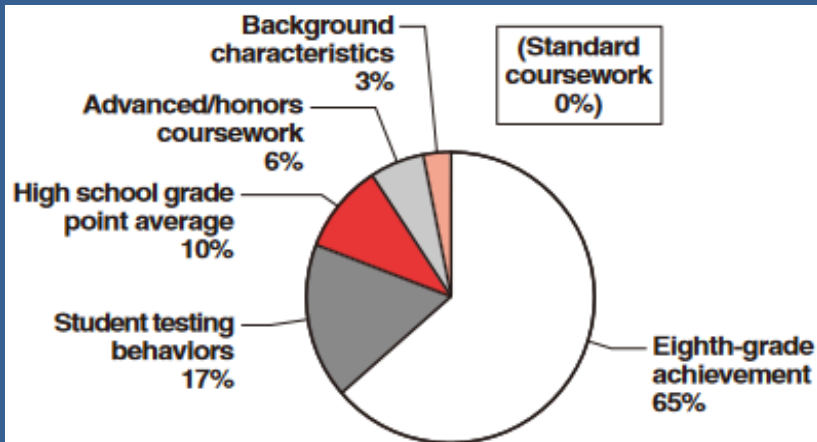


Figure 2c: Reading⁴

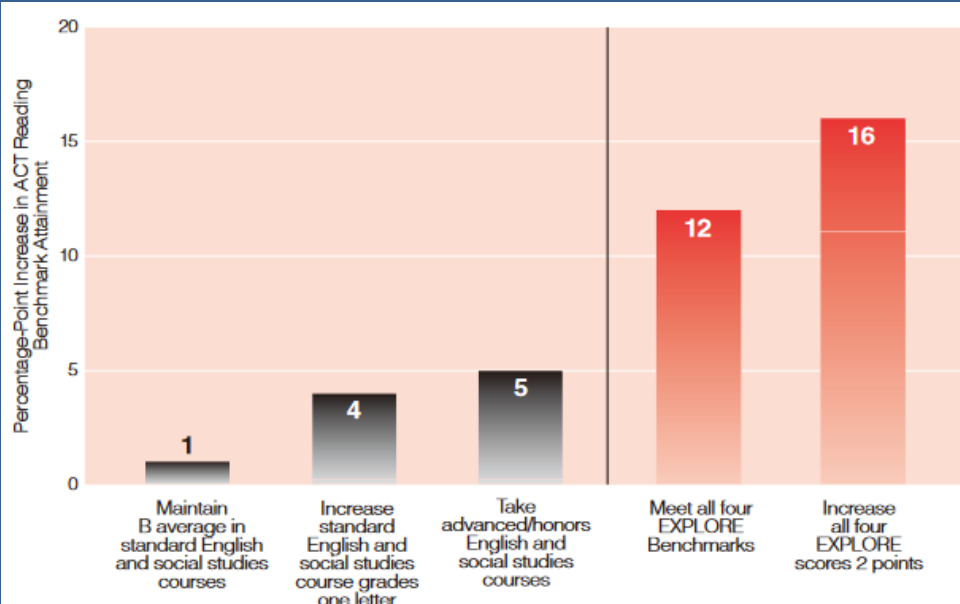


Figure 3c: Reading

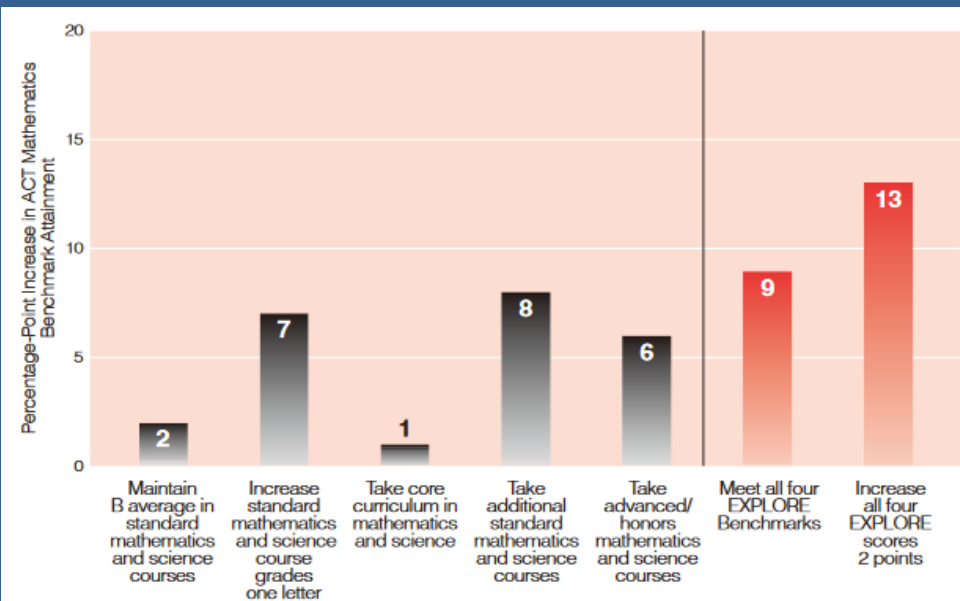


Figure 3b: Mathematics

ALWAYS ASK YOUR CHILD'S TEACHER THESE 4 QUESTIONS

Communicate Your Expectations for School Performance

1. Is my child doing his/her best?
2. Is my child listening during instruction and following your directions?

Effective questions to support growth

3. What can my child do in school to improve his/her school performance?
4. What can we do at home to improve his/her school performance?





PISA

IN FOCUS

10

education policy education policy education policy education policy education policy education policy education policy

What can parents do to help their children succeed in school?

- Fifteen-year-old students whose parents often read books with them during their first year of primary school show markedly higher scores in PISA 2009 than students whose parents read with them infrequently or not at all.
- The performance advantage among students whose parents read to them in their early school years is evident regardless of the family's socio-economic background.
- Parents' engagement with their 15-year-olds is strongly associated with better performance in PISA.

UNIVERSAL FOUNDATIONAL COMPETENCIES

Tier 1

Personal Effectiveness
Competencies

Tier 2

Academic Competencies

Tier 3

Workplace Competencies

Building Blocks for Competency Models Foundational Competencies



Foundational Competencies

At the base of the model, Tiers 1 through 3 represent those competencies that provide the **foundation for success in school and in the world of work.**

Employers have identified a link between foundational skills and job performance, and foundational skills are often a prerequisite for workers to learn new industry-specific skills. These foundational competencies are essential to a large number of occupations and industries and can be found in the [Building Blocks Model](#), which is often used as the starting point for development of other competency models.

https://www.careeronestop.org/CompetencyModel/pyramid_definition.aspx

BUILDING BLOCKS MODEL – Foundational Competencies

COMPETENCIES	Area of Focus
Tier 1: Personal Effectiveness Competencies	
1.1 Interpersonal Skills: Displaying the skills to work effectively with others from diverse backgrounds.	
1.1.1 Demonstrating sensitivity/empathy	
1.1.1.1 Show sincere interest in others and their concerns.	<input type="checkbox"/>
1.1.1.2 Demonstrate sensitivity to the needs and feelings of others.	<input type="checkbox"/>
1.1.1.3 Looks for ways to help people and deliver assistance.	<input type="checkbox"/>
1.1.2 Demonstrating insight into behavior	
1.1.2.1 Recognize and accurately interpret the communications of others as expressed through various formats (e.g., writing, speech, American Sign Language, computers, etc.)	<input type="checkbox"/>
1.1.2.2 Recognize when relationships with others are strained.	<input type="checkbox"/>
1.1.2.3 Show understanding of others' behaviors and motives by demonstrating appropriate responses.	<input type="checkbox"/>
1.1.2.4 Demonstrate flexibility for change based on the ideas and actions of others.	<input type="checkbox"/>
1.1.3 Maintaining open relationships	
1.1.3.1 Maintain open lines of communication with others.	<input type="checkbox"/>
1.1.3.2. Encourage others to share problems and successes.	<input type="checkbox"/>
1.1.3.3. Establish a high degree of trust and credibility with others.	<input type="checkbox"/>
1.1.4 Respecting diversity	
1.1.4.1 Interact respectfully and cooperatively with others who are of a different race, culture, or age, or have different abilities, gender, or sexual orientation.	<input type="checkbox"/>
1.1.4.2 Demonstrate sensitivity, flexibility, and open-mindedness when dealing with different values, beliefs, perspectives, customs or opinions.	<input type="checkbox"/>
1.1.4.3 Value an environment that supports and accommodates a diversity of people and ideas.	<input type="checkbox"/>

STUDENT EMPOWERMENT

SUPPORTING THE MASTERY OF SKILLS

BUILDING BLOCKS MODEL

300 FOUNDATIONAL COMPETENCIES

Examples:

- 1.4.3.2 Exert effort toward task mastery.**
- 1.4.4.1 Develop own ways of working effectively and efficiently.**
- 1.5.1.3 Diligently follow through on commitments and consistently complete assignments by deadlines.**
- 1.5.3.2 Notice errors or inconsistencies and take prompt, thorough action to correct them.**
- 1.6.2.3 Effortlessly shift gears and change direction when working on multiple projects or issues.**
- 1.7.5.1 Use newly learned knowledge and skills to complete tasks, particularly in new or unfamiliar situations.**

STUDENT ADVICE: MAP Mathematics Assessment

If you had the opportunity to advise parents of a younger student about the **NWEA MAP Math** assessment what would you tell them?

Read the questions correctly.

Help student study math facts and encourage them to study.

Make sure your child focuses on the basics before you go to more challenging work.

I would tell them that they need to take their time and use scrap paper.

Don't work on things they all ready know, work on new stuff that'll help.

Be supportive of your kid, and push them to try their best.

I would tell the parent of a younger student to help them study and tell them it's okay to make an educated guess if the student doesn't know.

I would tell the parents of the younger student to practice the things that they would find hard and work on it because if it is on the test they would know how to do it. I would also tell them to review everything before the test so they can remember how to solve everything.

Your child may be anxious, or nervous, but don't try to get in some last minute math practice, that will just confuse them, or make them more anxious. Instead, just tell them to do their best, and don't tell them about your own experiences, that will just put pressure on them.

I would tell them that they should reassure them so they are not nervous. I would say to remind their child to check their work.

I would tell them to study with their kid.

I would tell them to help their child when their child asks for it when they are studying, and try not to give the answer away.

I would say to, when their child is doing homework, give them a calm, and peaceful environment to work with no distractions.

I would tell them that the questions challenge you if you don't know something that's good.

They will not get 100% and depending on if they get it right or wrong the questions will get easier or harder.

I would tell the parent of a younger student to help them study and tell them it's okay to make an educated guess if the student doesn't know.

STUDENT ADVICE: MAP Reading Assessment

If you had the opportunity to advise parents of a younger student about the **NWEA MAP Reading** assessment what would you tell them?

I would tell the parents of the student to have them read books and then tell them to recite what happened in the book or read a book with them and then ask them questions.

If I had to advise the parents of the younger student I would inform them to practice spelling, and read more books so they can learn a lot more words.

If I had the opportunity to advise parents of a younger student about the NWEA MAP Reading assessment I would tell them to encourage their child to do some practice tests, use proper grammar at home, and to be sure their child knows how to write both a paragraph and an essay.

Get a good night sleep, and eat a good breakfast. Tell them to read because there is a lot of reading. Last, tell them to not stress.

I would tell the parents that their child is going to be doing a lot of reading and critical thinking. To have their child do simple reading comprehension problems at home.

If I had the opportunity to advise parents of a younger student about the NWEA MAP Reading assessment, I would tell them to try and prepare their kids the best they can, have their kids read, and make sure they understand.

I would tell them that they should encourage them to do their best.

Try your best and read.

They only are supposed to get half the questions right. The questions get harder the more they get right.

I would tell them to help there kid study.

Probably read the whole passage.

Keep your kids reading and listening to details.

Be supportive of your child, and push them to try their best.

I would tell them to encourage to read good literature, for at least 20 minutes per day.

I would tell the parents that their child is going to be doing a lot of reading and critical thinking.

To have their child do simple reading comprehension problems at home.

If I had the opportunity to advise parents of a younger student about the NWEA MAP Reading assessment, I would tell them to try and prepare their kids the best they can, have their kids read, and make sure they understand.

NOW IT IS YOUR TURN TO TALK

