# Comparing MAP Results to Other Assessments:

Looking at two different sets of data to learn more about students

Presenter: Jennifer Ruth Jennifer.Ruth@pisd.edu 469-752-8022

### Rationale

- Why ability and achievement?
- Two different measures

Ability measures help put achievement measures into context

Example student

# **Ability Measures**

- Measure learned, not innate, abilities
- Conform to a bell curve
- Are described by a set of characteristics
- Characteristics are observable in the classroom

# Cognitive Abilities Sort

| Average | Above Average |
|---------|---------------|
|         |               |
|         |               |
|         |               |
|         |               |
|         |               |
|         | Average       |

|   | 200000000000000000000000000000000000000   |   |
|---|---|---|
| Below Average Ability Students  | Average Ability Students  | Above Average Ability Students  |
| have difficulty learning abstract concepts.   | <ul> <li>are more successful with familiar, concrete<br/>concepts rather than unfamiliar, abstract<br/>symbols.</li> </ul>                                  | <ul> <li>need to be challenged with materials,<br/>projects, and problems that are somewhat<br/>more difficult than those used for the<br/>typical student.</li> </ul>    |
| <ul> <li>rarely have effective strategies for learning<br/>and remembering.</li> </ul>  | have good resources for learning.   | • reason exceptionally well.  |
| <ul> <li>rather than use a strategy, tend to<br/>approach tasks in a trial-and-error fashion.</li> </ul>  | often make errors when implementing new<br>strategies.  | are quick to acquire different learning<br>strategies.  |
| <ul> <li>typically do not spend much time planning<br/>before attempting to solve a problem.</li> </ul>   | benefit from direct modeling of strategies.   | work best with guided discovery rather<br>than more structured teaching methods.  |
| <ul> <li>frequently do not transfer knowledge and<br/>skills learned in one context to another<br/>context unless prompted to do so.</li> </ul> | have difficulty applying what they know<br>when learning a new task, particularly<br>when the task looks different from one they<br>had previously learned. | <ul> <li>can see similarities, need to be encouraged<br/>to find modes of communication that most<br/>precisely describe the relationships among<br/>concepts.</li> </ul> |
| <ul> <li><u>have</u> difficulty detecting relationships,<br/>similarities, and differences that go beyond<br/>appearances.</li> </ul>           | are more successful when directly taught<br>how to break up problems into simpler<br>units and track their progress in solving<br>complex problems.         | profit most when allowed to discover relationships themselves.  |
| are commonly required to do more things<br>at one time than they can do.  | are frequently working at the limits of their attentional resources.  | acquire complex skills more readily if self-<br>monitoring is temporarily offloaded.  |

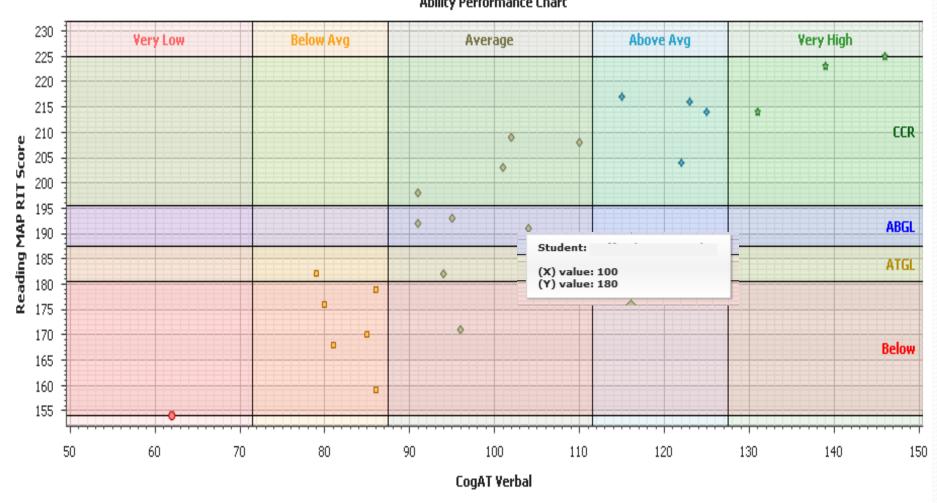
# **Preview Activity**

#### Look at the list of student scores.

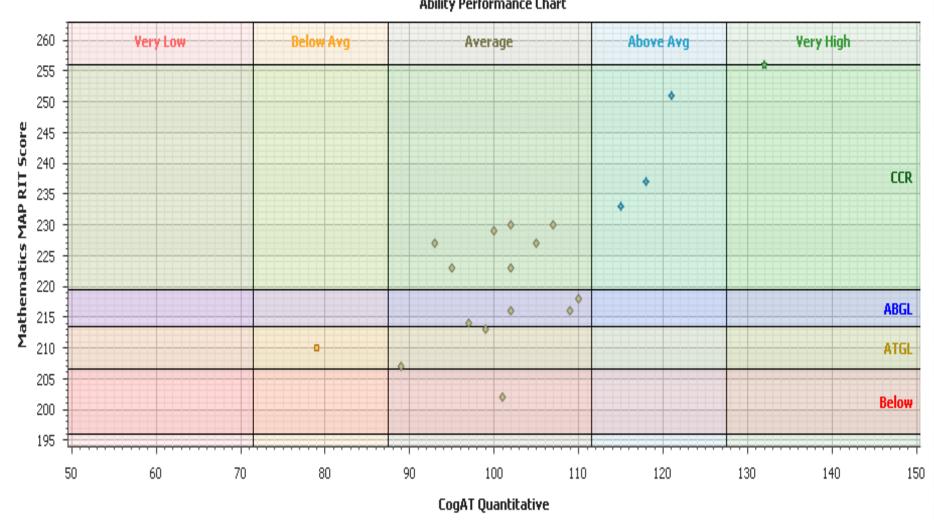
| Student Names | Achievement Score- MAP<br>Reading | Ability Measure- Verbal<br>Skills |  |  |  |  |  |  |
|---------------|-----------------------------------|-----------------------------------|--|--|--|--|--|--|
|               | 3 <sup>rd</sup> Grade (186-193)   | (100 is average)                  |  |  |  |  |  |  |
| Student A     | 189                               | 98 (Average)                      |  |  |  |  |  |  |
| Student B     | 160                               | 90 (Average)                      |  |  |  |  |  |  |
| Student C     | 192                               | 115 (Above Average)               |  |  |  |  |  |  |
| Student D     | 201                               | 102 (Average)                     |  |  |  |  |  |  |
| Student E     | 200                               | 105 (Average)                     |  |  |  |  |  |  |
| Student F     | 195                               | 85 (Below Average)                |  |  |  |  |  |  |
| Student G     | 190                               | 130 (Very High)                   |  |  |  |  |  |  |
| Student H     | 165                               | 83 (Below Average)                |  |  |  |  |  |  |

|                          |                      | At            | oility Measure |               |
|--------------------------|----------------------|---------------|----------------|---------------|
|                          |                      | Below Average | Average        | Above Average |
| e- MAP                   | Above Grade<br>Level |               | D              |               |
| Achievement Measure- MAP | At Grade<br>Level    |               | A              | С             |
| Achiev                   | Below Grade<br>Level | В             | E              |               |



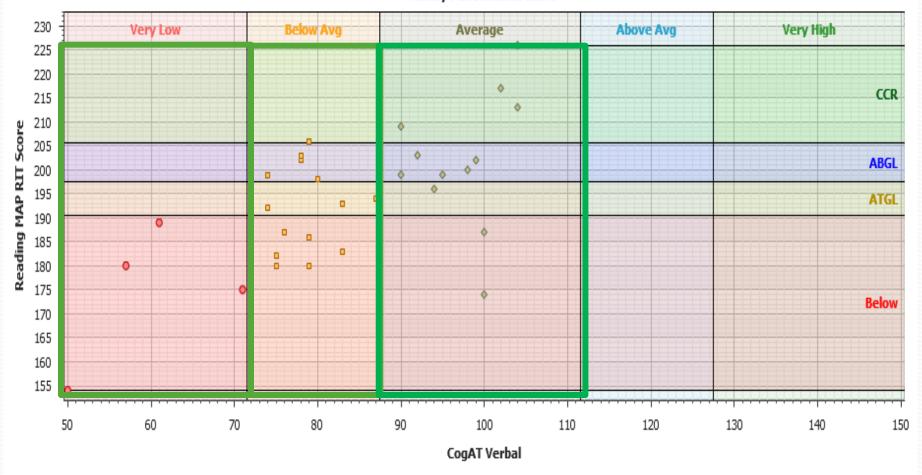


#### **Ability Performance Chart**

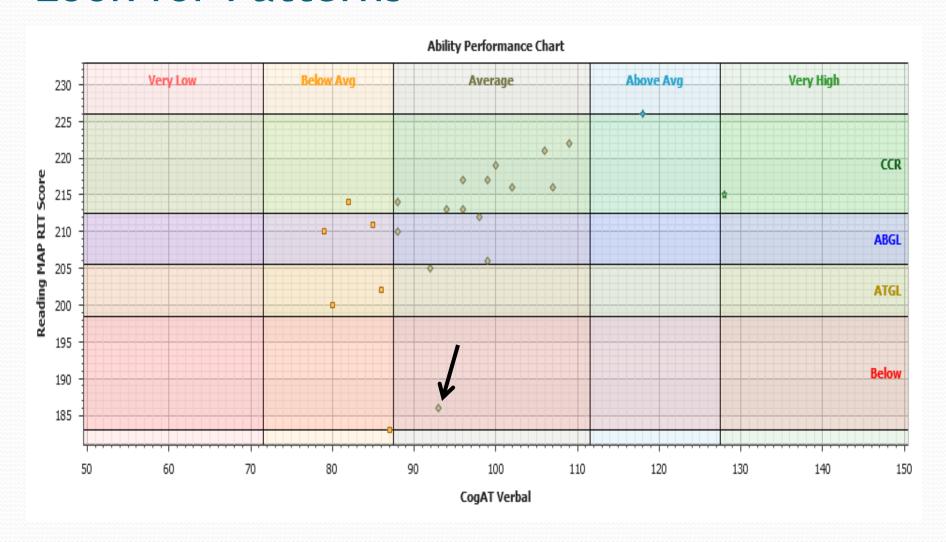


# Ask The Right Questions





## **Look for Patterns**



#### Chart Sector(s)

Y vs X

Below/BI

Student Roster

- Select chart sector(s) -

Student last name starts with:

| 23 student(s) selected.         | 3 student(s) selected. STAAR |         |         |         |          |     | Cogat   |         |     |      | MAP Math |      |      |      | MAP Reading |      |      |      | AP Gen | Scien | ce   | MAP Concept and<br>Processes |      |      |      | MAP Lang |      |  |
|---------------------------------|------------------------------|---------|---------|---------|----------|-----|---------|---------|-----|------|----------|------|------|------|-------------|------|------|------|--------|-------|------|------------------------------|------|------|------|----------|------|--|
| STUDENT NAME \$                 | RD<br>≎                      | WR<br>≎ | MA<br>≎ | SC<br>≎ | SS<br>\$ | V   | N<br>\$ | Q<br>\$ | C   | LY-F | LY-W     | LY-S | CY-F | LY-F | LY-W        | LY-S | CY-F | LY-F | LY-W   | LY-S  | CY-F | LY-F                         | LY-W | LY-S | CY-F | LY-F     | LY-W |  |
| Bojanczyk, Trinity 🧣            | 34                           | 30      | 28      |         |          |     |         |         |     |      | 209      | 223  |      |      | 198         | 219  |      |      | 202    | 208   |      |                              | 205  | 215  |      |          | 206  |  |
| Diaz, Raul                      | 32                           | 21      | 29      |         |          | 79  | 92      | 76      | 81  | 205  | 208      | 206  |      | 198  | 206         | 210  |      | 201  | 199    | 199   |      | 186                          | 197  | 200  |      | 201      | 210  |  |
| Gardner, Khayanni 🧣             | 19                           | 21      | 18      |         |          | 80  | 63      | 79      | 71  | 194  | 194      | 200  |      | 192  | 186         | 200  |      | 192  | 193    | 201   |      | 190                          | 183  | 193  |      | 184      | 199  |  |
| Cedeno, Dominique 🧣             | 19                           | 28      | 24      |         |          | 82  | 96      | 92      | 89  | 213  | 211      | 221  |      | 201  | 206         | 214  |      | 202  | 220    | 197   |      | 195                          | 201  | 205  |      | 207      | 218  |  |
| Garza, Bailey 🥝                 | 25                           | 29      | 18      |         |          | 85  | 86      | 76      | 81  | 195  | 199      | 199  |      | 210  | 209         | 211  |      | 200  | 196    | 202   |      | 201                          | 196  | 204  |      | 198      | 207  |  |
| Perez, Kindra                   | 30                           | 24      | 20      |         |          | 86  | 98      | 96      | 93  | 202  | 209      | 215  |      | 198  | 190         | 202  |      | 196  | 192    | 199   |      | 182                          | 206  | 197  |      | 196      | 201  |  |
| Lemus, Zane @                   | 16                           | 16      | 14      |         |          | 87  | 87      | 86      | 85  | 187  | 186      | 200  |      | 176  | 183         | 183  |      | 151  | 200    | 195   |      | 176                          | 194  | 189  |      | 179      | 190  |  |
| Henry, Donovan                  | 22                           | 22      | 20      |         |          | 88  | 94      | 97      | 93  | 202  | 213      | 215  |      | 196  | 198         | 210  |      | 194  | 195    | 199   |      | 192                          | 191  | 200  |      | 203      | 201  |  |
| Davis, Ryanna (4                | 35                           | 23      | 26      |         |          | 88  | 88      | 99      | 91  | 201  | 210      | 212  |      | 208  | 205         | 214  |      | 197  | 206    | 196   |      | 205                          | 202  | 215  |      | 204      | 213  |  |
| Sanchez, Hailey                 | 30                           | 22      | 22      |         |          |     |         | 90      | 96  | 189  | 196      | 207  |      | 192  | 199         | 205  |      | 181  | 197    | 198   |      | 187                          | 196  | 199  |      | 190      | 198  |  |
| Ross, Nyla                      | 22                           | 25      | 12      |         |          | 93  |         |         | 87  | 182  | 197      | 190  |      | 187  | 183         | 186  |      | 184  | 191    | 196   |      | 181                          | 181  | 191  |      | 188      | 184  |  |
| Walters, Markia                 | 31                           | 25      | 23      |         |          | 94  | 107     | 95      | 99  | 206  | 211      | 220  |      | 215  | 211         | 213  |      | 192  | 201    | 207   |      | 197                          | 202  | 201  |      | 206      | 209  |  |
| Arredondo, Maria<br>Jimena<br>O | 34                           | 29      | 38      |         |          | 96  | 113     | 96      | 102 | 215  | 222      | 229  |      | 204  | 215         | 217  |      | 204  | 204    | 206   |      | 204                          | 199  | 206  |      | 206      | 219  |  |
| Rojas, Jose                     | 28                           | 27      | 32      |         |          | 96  | 94      | 104     | 98  | 224  | 227      | 219  |      | 203  | 210         | 213  |      | 198  | 196    | 205   |      | 198                          | 200  | 209  |      | 208      | 207  |  |
| Gurrusquieta, Bianca 🧣          | 33                           | 31      | 34      |         |          | 98  | 119     | 88      | 101 | 216  | 211      | 224  |      | 204  | 207         | 212  |      | 194  | 202    | 198   |      | 195                          | 206  | 201  |      | 205      | 219  |  |
| Beaty, Darrel @                 | 21                           |         | 22      |         |          | 99  | 91      | 75      | 88  | 198  | 198      | 210  |      | 195  | 204         | 206  |      | 196  | 199    | 203   |      | 193                          | 199  | 194  |      | 207      | 206  |  |
| Resendiz-Torres, Xenia<br>@     | 36                           | 31      | 32      |         |          | 99  | 104     | 95      | 99  | 213  | 211      | 216  |      | 206  | 221         | 217  |      | 203  | 204    | 205   |      | 207                          | 201  | 210  |      | 199      | 212  |  |
| Patino, Juan 🧣                  | 31                           | 28      | 23      |         |          | 102 | 92      | 94      | 95  | 210  | 214      | 211  |      | 203  | 204         | 216  |      | 195  | 201    | 203   |      | 178                          | 202  | 196  |      | 206      | 201  |  |
| Talebi, Daniel @                | 39                           | 34      | 38      |         |          |     | 93      |         | 99  | 218  | 218      | 229  |      | 213  | 221         | 221  |      | 203  | 206    | 211   |      | 199                          | 205  | 200  |      | 218      | 216  |  |
| Corcoran, Jocelyn (?            | 33                           | 31      | 33      |         |          |     | 120     |         | 118 | 218  | 222      | 228  |      | 204  | 213         | 216  |      | 203  | 203    | 214   |      | 204                          | 204  | 219  |      | 211      | 215  |  |
| Stoddard, Matthew               | 36                           | 23      | 32      |         |          |     | 110     |         |     | 227  | 220      | 232  |      | 220  | 221         | 222  |      | 207  | 203    | 204   |      | 213                          | 218  | 219  |      | 227      | 224  |  |
| <u> Uriegas, Amelia</u>         | 37                           | 41      | 42      |         |          |     | 106     |         |     | 223  | 221      | 236  |      | 223  | 236         | 226  |      | 213  | 216    | 213   |      | 206                          | 216  | 212  |      | 224      | 225  |  |
| Rodriguez, Seth @               | 36                           | 30      | 36      |         |          | 128 | 126     | 104     | 122 | 215  | 217      | 232  |      | 217  | 222         | 215  |      | 209  | 207    | 210   |      | 210                          | 216  | 210  |      | 217      | 222  |  |

Avg Below/Avg Below/Avg Below/Avg Below/Avq Below/Avg Below/Avg Below/Avg ABGL/Avg Below/Avg Bellow/Avg Below/Avg Below/BI Awg Below/Avg Below/Avg Below/Avg ATGL/Avg Bellow/Avg Bellow/Avg ATGL/Avg Below/Avg ATGL/Avg Below/BI Avg

Below/BI Avg Below/Avg

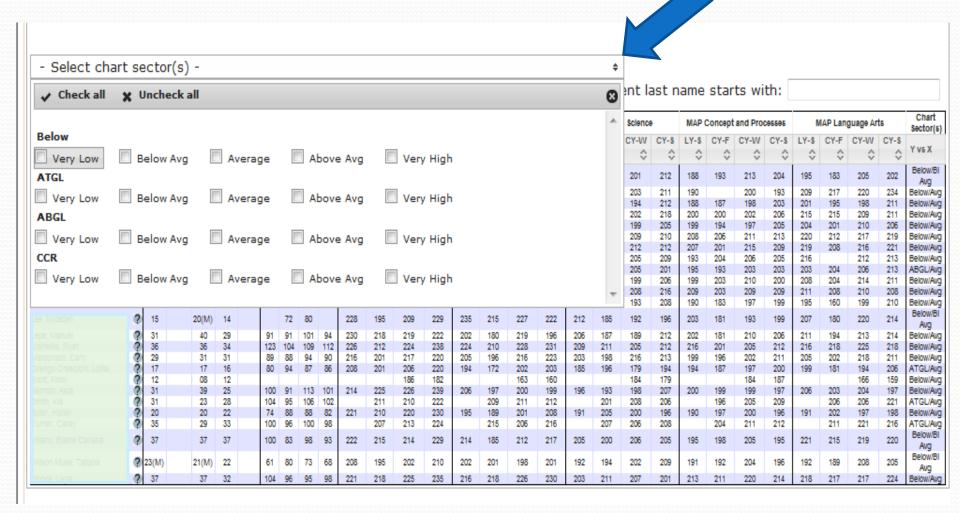
## FILTER THE CLASS LIST TO TARGET INSTRUCTION



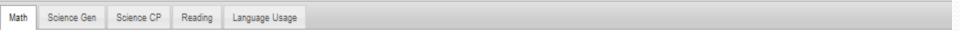
## **Activity**

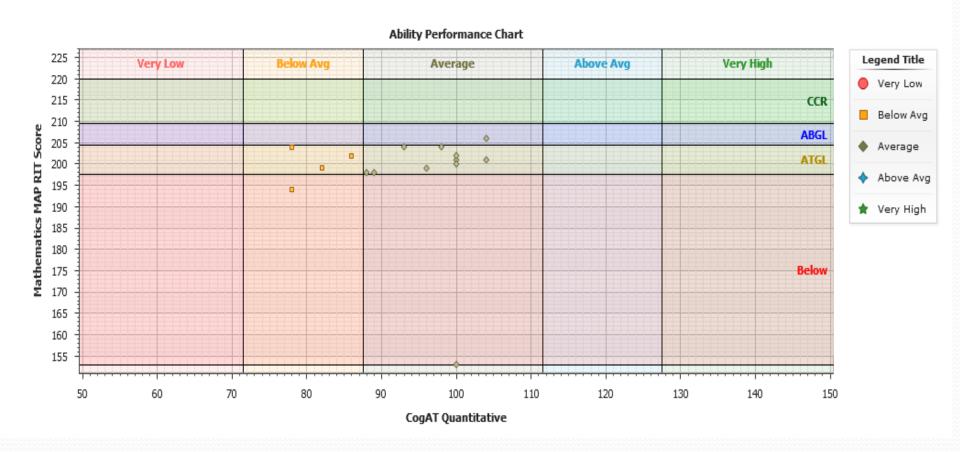
- Circle the students you would target for TIER II intervention in reading.
- What groups of students would you target for enrichment?
- Which students would you want to know more about?
- What questions would you ask? What data would you want to see?
- Discuss your opinions with your table group.

### FILTER THE CLASS LIST TO TARGET INSTRUCTION



# Differentiate Efficiently





# Differentiate Efficiently

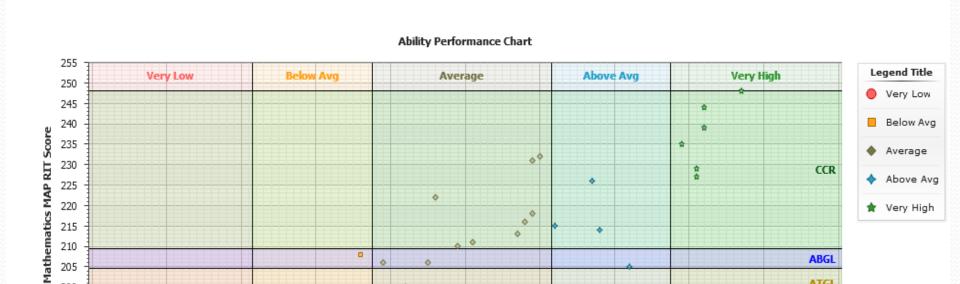
Language Usage

Math

Science Gen

Science CP

Reading



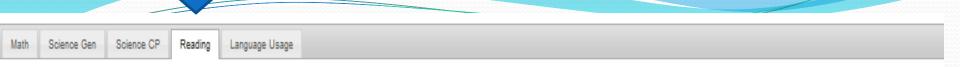
CogAT Quantitative

Very High

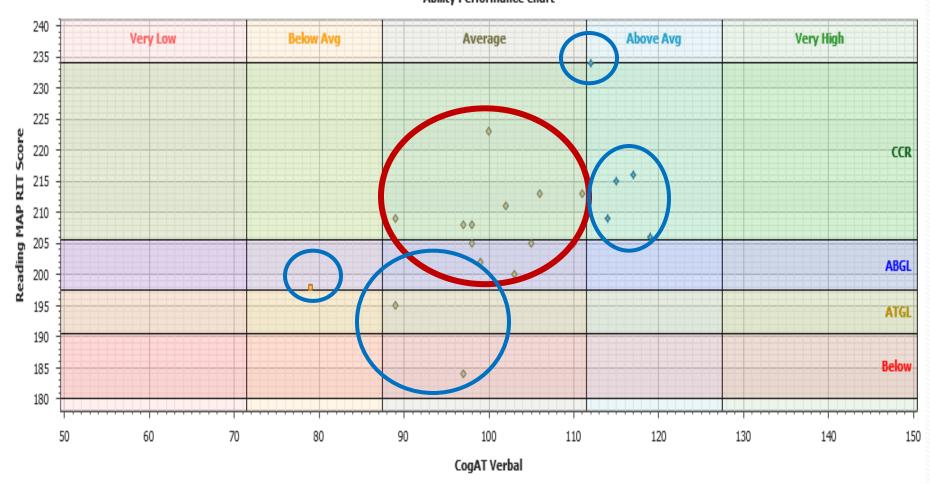
**ABGL** 

ATGL

Below



#### **Ability Performance Chart**





Math

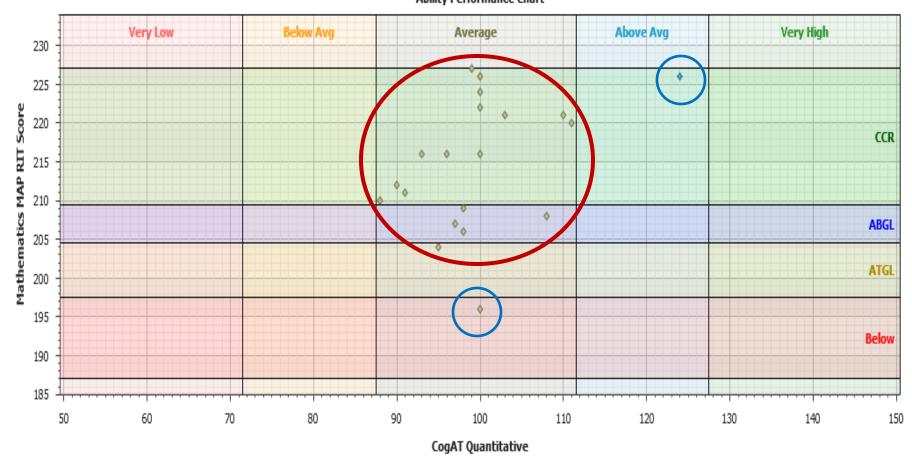
Science Gen

Science CP

Reading

Language Usage

#### **Ability Performance Chart**



## **Summary Discussion**

 What other pieces of data would you want to compare to MAP results?

• What other applications do you see for this process?

# Questions?

Jennifer Ruth

Jennifer.Ruth@pisd.edu

469-752-8022