



Research Brief

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Department of Shared Accountability

MAP-R and MSA Performance

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Background

In 2004–2005, Montgomery County Public Schools (MCPS) administered the Measures of Academic Progress Assessment in Reading (MAP-R) to students in Grades 3, 4, and 5 in the fall and spring. MAP-R results identify the skills and concepts students have learned and diagnose instructional needs (Northwest Evaluation Association, 2004).

Each spring students in Grades 3 through 8 take the Maryland School Assessment (MSA) in reading as part of the state's program for addressing federal *No Child Left Behind Act* provisions. Performance is categorized as basic, proficient, or advanced. By 2013–2014 all students must score proficient or advanced.

The purpose of this research brief is to examine if students' fall MAP-R scores can help principals and teachers identify students who may be at risk of scoring basic on the MSA. Schools can use this information to implement interventions to increase the likelihood of students' scoring proficient or advanced.

Methodology

MAP-R scores are reported using a Rasch Unit (RIT) scale score. Northwest Evaluation Association (NWEA) conducted a study to identify RIT scores that project the probability of a student scoring basic, proficient, or advanced on the spring MSA (Bowe and Cronin, 2005). These probability tables were reviewed by the Department of Shared Accountability (DSA); and working in conjunction with NWEA, DSA established score ranges to project students scoring in the basic category on the reading MSA.

Results

Table 1 findings are consistent across student race/ethnic groups.

- Grade 3 students with a fall MAP-R RIT score below 184 have a high risk of scoring in the basic category on the MSA reading assessment. Grade 3 students scoring between 184 and 192 have a moderate risk of earning a basic MSA score and may require extra help and interventions. Students with a RIT score above 192 are likely to be proficient or advanced with existing instruction.
- Grade 4 students with a fall MAP-R RIT score below 189 have a high risk of scoring in the basic category on the MSA reading and students scoring between 189 and 200 have a moderate risk of earning a basic MSA score and may require extra support.
- Grade 5 students with a score below 200 have a high risk of scoring in the basic category on the MSA reading, and students scoring between 200 and 208 have a moderate risk of earning a basic MSA score.

Table 1
Score Ranges on the MAP-R that Indicate Risk of Scoring Basic on the Reading MSA

	High Risk	Moderate Risk
Grade 3	<184	184-192
Grade 4	<189	189-200
Grade 5	<200	200-208

Principals and teachers can use students' fall MAP-R scores to identify students who may need additional support before taking the MSA.

References

Bowe, B. & Cronin, J. (2005). *Aligning the NWEA RIT scale with the Maryland School Assessment (MSA)*. Lake Oswego, OR: Northwest Evaluation Association.

Northwest Evaluation Association. (2004) *Stepping stones to using data*. Lake Oswego, OR: Author.