MAP Growth Technical Information for the Oklahoma State Department of Education

General Information

Contact Information

Website	https://www.nwea.org/state-solutions/oklahoma/
Name	Dave Irby, Senior Director, Partner Accounts
Phone	(817) 471-5619
Email	dave.irby@nwea.org

Administration Information

Setting	This assessment is administered online; individually, small groups, or whole class.
Average Time	40 minutes

Grade Level Assessment Pathway

	Beginning of Year	Middle of Year	End of Year
K-1st Grade	Administer MAP Growth Reading K–2 assessment	Administer MAP Growth Reading K–2 assessment	Administer MAP Growth Reading K–2 assessment
2nd-3rd Grade	Administer MAP Growth Reading 2–5 assessment, with some exceptions.*	Administer MAP Growth Reading 2–5 assessment, with some exceptions.*	Administer MAP Growth Reading 2–5 assessment, with some exceptions.*

** If a student has already taken MAP Growth 2-5 and scored 170 RIT or lower, the MAP Growth K-2 assessment is more appropriate. If a student has already taken MAP Growth K-2 Reading and has scored 190 RIT or higher, they are ready to take the MAP Growth 2-5 assessment.*

More information about our guidance for grade 2 students is available here: https://teach.mapnwea.org/impl/SecondGradeTestGuidance.pdf.

Assessment Administration

Assessment Components

MAP Growth is adaptive in that it dynamically adjusts to the performance level of each student by choosing items that are moderately challenging for that student—both at, above, or below the student's rostered grade level. MAP Growth is unlimited in terms of how far up or down it adapts to determine an individual student's level. While MAP Growth is unlimited in terms of how far up or down it adapts to determine an individual student's level, the item selection algorithm gives preference to items that match a student's grade level. If there are no appropriate items in the student's grade level, then the test will look one grade above or below until it finds the best item to present. More information can be found here: https://connection.nwea.org/s/nwea-news/map-growth-eisa-overview-MC7KGBNC6FVJG77CKQIPL77YJMWM?language=en_US.

Each MAP Growth assessment begins by delivering a question based on known information about that student—grade level the first time tested, and previous score after that. If the student answers the question correctly, he or she receives a more difficult question. An incorrect response prompts an easier question. A MAP Growth test ends when either the measurement precision or the maximum test length is reached.

Table 1 presents the framework of MAP Growth assessments for Oklahoma. The reports are available at: https://connection.nwea.org/s/map-growth-instructional-areas/oklahoma?language=en_US.

Table 1: Framework of MAP Growth Assessments in Oklahoma

Instructional Area	Sub-Areas
Reading, Grades K–2	
Reading and Writing Foundations	▪ Phonological Awareness ▪ Print Concepts ▪ Phonics and Word Study, Spelling/Encoding
Reading Foundations	▪ Reading Process: Read and Comprehend Texts ▪ Critical Reading: Interpret and Evaluate Texts
Vocabulary	▪ Vocabulary
Writing and Language	▪ Critical Writing, Writing Purposes and Processes ▪ Grammar ▪ Mechanics
Reading, Grades 2–5	
Reading Process: Read and Comprehend Texts	▪ Main Ideas and Supporting Details; Summary; Text Features ▪ Genre
Critical Reading: Interpret and Evaluate Texts	▪ Author's Perspective, Purpose, and Point of View ▪ Inferences and Conclusions; Text Structures ▪ Literary Elements and Devices
Vocabulary	▪ Vocabulary

Special Considerations

Accommodations

Approved accommodations are those accommodations that are unlikely to change how the assessment functions. When approved accommodations are used, the scores can be reported and interpreted accurately. Approved accommodations should be used only for students for whom the accommodations are necessary to provide an accurate assessment of student skills. The need for these accommodations should be documented in the student's IEP or 504 plan.

Embedded accommodations are those that are provided digitally through assessment technology. Non-embedded accommodations are those that must be provided at the local level.

Table 2 provides our current universal features, designated features, and accommodations for MAP Growth. Our tests for students in grades K–2 do not include some of the accessibility features included in our tests for grades 2 and above because adding a new assistive technology at this level calls into question the validity of what is being tested: the use of new technology or the assessment content.

Table 2: MAP Growth Universal Features, Designated Features, and Accommodations

Support	Description	MAP Growth for Grades K–2	MAP Growth for Grades 2–5
Universal Features *are accessibility supports that are available to all students as they access instructional or assessment content. They are either embedded and provided digitally through instructional or assessment technology (such as keyboard navigation) or non-embedded and provided non-digitally at the local level (such as scratch paper).*			
Embedded Universal Features			
Amplification *(audio amplification, increase volume, audio aids)*	The student raises or lowers the volume control, as needed, using headphones.	✓	✓
Highlighter *(highlight tool)*	The student uses this digital feature for marking desired text, items, or response options with a color.		✓
Keyboard Navigation *(keyboards shortcuts, two-switch system)*	A student can navigate through test content by using the keyboard (e.g., the arrow keys). This feature may differ depending on the testing platform.	✓	✓
Answer Eliminator	The student uses this feature to eliminate those answer choices that do not appear correct to the student.		✓
Line Reader/Line Guide	The student is able to use this feature as a guide when reading text.		✓
Notepad	The student uses this feature as virtual scratch paper to make notes or record responses.		✓

Table 2: MAP Growth Universal Features, Designated Features, and Accommodations

Support	Description	MAP Growth for Grades K–2	MAP Growth for Grades 2–5
Zoom *(item-level)*	The student can enlarge the size of text and graphics on a given screen. This feature allows students to view material in magnified form on an as-needed basis. The student may enlarge test content at least fourfold. The system allows magnifying features to work in conjunction with other accessibility features and accommodations provided. (Zoom is not compatible with Mac® computers when using the NWEA secure testing browser.)		✓
Non-Embedded Universal Features			
Breaks *(frequent breaks)*	A student can take breaks, when needed, to reduce cognitive fatigue. This may result in the student needing additional time to complete the assessment.	✓	✓
English Dictionary	A student can use an English dictionary, if necessary. This may result in the student needing additional time to complete the assessment.	✓	✓
Noise Buffer *(headphones, audio aids)*	A student can use noise buffers to minimize distractions or filter external noises during testing. Noise buffers must be compatible with the requirements of the test.	✓	✓
Scratch Paper *(blank paper)*	A student can use scratch paper or an individual erasable whiteboard to make notes or record responses. The school must also provide a marker, pen, or pencil. All scratch paper must be collected and securely destroyed at the end of each test to maintain test security. The student can use an assistive technology device to take notes instead of using scratch paper, as long as the device is approved by the state. Test administrators must ensure that all notes taken on an assistive technology device are deleted after the test.	✓	✓
Spanish Dictionary	A student can use a Spanish dictionary, if necessary. This may result in the student needing additional time to complete the assessment.	✓	✓
Thesaurus	A student can use a thesaurus containing synonyms of terms. This may result in the student needing additional time to complete the assessment.	✓	✓

Table 2: MAP Growth Universal Features, Designated Features, and Accommodations

Support	Description	MAP Growth for Grades K–2	MAP Growth for Grades 2–5
Designated Features *are available when an educator (or team of educators including the parents/guardians and the student, if appropriate) indicates that there is a need for them. Designated features must be assigned to a student by trained educators or teams using a consistent process. Embedded designated features (such as text-to-speech) are provided digitally through instructional or assessment technology. Non-embedded designated features (such as a magnification device) are provided locally.*			
Embedded Designated Features			
Text-to-Speech *(audio support, spoken audio)*	A student can use this feature to hear audio of item content.		✓
Non-Embedded Designated Features			
Bilingual Dictionary *(word-to-word dictionary in English and native language)*	A student can use a bilingual/dual language word-to-word dictionary as a language support.	✓	✓
Color Contrast	A student can display the test content of online items in different colors.	✓	✓
Human Reader *(human read aloud, read aloud)*	A qualified human reader can read the test and question content aloud.	✓	✓
Magnification Device *(low-vision aids)*	The student can adjust the size of specific areas of the screen (e.g., text, formulas, tables, and graphics) with an assistive technology device. Magnification allows the student to increase the size to a level that's not provided by the zoom universal feature.	✓	✓
Native Language Translation	A test administrator who is fluent in the student's native language can translate test and question content.	✓	✓
Separate Setting *(alternate location)*	A school can alter a test location so that the student is tested in a setting that's different from what's available for most students	✓	✓
Student Reads Test Aloud	The student can read the test content aloud. This feature must be administered in a one-on-one test setting.	✓	✓

Table 2: MAP Growth Universal Features, Designated Features, and Accommodations

Support	Description	MAP Growth for Grades K–2	MAP Growth for Grades 2–5
Accommodations *are changes in procedures or materials that ensure equitable access to instructional and assessment content—and generate valid assessment results for students who need them. Embedded accommodations are provided digitally through instructional or assessment technology. Non-embedded designated features (such as a scribe) are provided locally. Accommodations are generally available to students for whom there is a documented need on an IEP or 504 accommodation plan; however, some states also offer accommodations for English language learners.*			
Embedded Accommodation			
Text-to-Speech *(audio support, spoken audio)*	A student can use this feature to hear audio of item content.		✓
Non-Embedded Accommodations			
Assistive Technology *(alternate response options, word processor, or similar keyboarding device to respond to items)*	The student can use assistive technology, which includes supports such as typing on customized keyboards; assistance with using a mouse, mouth or head stick, or other pointing devices; sticky keys; touch screen; and trackball.		✓
Extended Time	Schools can allow flexible scheduling for a student test administration (for example, testing longer than a scheduled test session, multiple breaks).	✓	✓
Human Signer *(sign language, sign interpretation of test)*	A test administrator who is fluent in the language can sign test and question content. The student may also dictate responses by signing.	✓	✓
Refreshable Braille	A student can use a refreshable braille device that provides a raised-dot code that they can read with their fingertips.		✓
Screen Reader	Students with no or low vision can use a software application that identifies and interprets what is being displayed on the screen (e.g., text, images).		✓
Scribe	The student can dictate their responses to an experienced educator who records verbatim what the student dictates.	✓	✓

Assessments for English Learners

MAP Growth assessments are available in Spanish-language versions. The tests provide valuable information about students while honoring differences in the languages.

Spanish-Language MAP Growth Reading

Because students acquire foundational skills in reading differently in Spanish than in English, we classify Spanish reading as a separate subject — with its own RIT scale and user norms — to reflect the differences between learning to read in Spanish and English. The test, available for grades K–8, can be used to measure performance and track growth of students who either speak Spanish as their first language or receive instruction in Spanish.

The Spanish-language Reading item pool contains items that were trans-adapted from the English-language version, meaning that the language was adjusted and checked for cultural and linguistic bias, relevance, and appropriateness. In addition, completely new, authentic Spanish items were developed to address the unique differences and nuances of the Spanish language. Over time, the item pool will transition to primarily authentic Spanish items as new items pass through our rigorous item development process. MAP Growth Spanish adheres to a universal form of the language to avoid the use of regionalisms and idioms that are specific to any one dialect or location.

Guidance for Testing Remotely

Guidance for conducting MAP Growth assessments remotely can be found here: https://connection.nwea.org/s/remote-testing-resources?language=en_US

The remote testing experience is similar to onsite administration, with changes mainly in proctor communication with students. After completing more than 400,000 remote test events in spring 2020, we gathered feedback from our partners to develop resources to guide schools as they prepare for the reality of remote testing. Our resources include a high-level overview and guidance for remote testing, user manuals, troubleshooting guides, frequently asked questions, school-to-home communication support materials, test prep checklists, device readiness tools, and a series of short videos to help proctors and assessment coordinators. These resources are available at https://nwea.force.com/nweaconnection/s/remote-testing-resources.

Best Practices for Remote Testing

A successful remote assessment program gives careful consideration to which students will be assessed and how the data will be used. Additionally, multiple variables must be considered and planned for, including the logistics of administering a test remotely, whether in a home or socially distanced format; the role of a remote proctor in the test-taking experience; ensuring test integrity and student privacy; and monitoring student engagement and “rapid guessing” behavior. These factors, among others, necessitate additional preparation and up-front investment from school leaders to ensure a smooth test-taking experience for remote testing sessions.

+ **Effective communication from school to homes is top priority:** It will be helpful for parents and caregivers to understand the value of the assessment, as well as what to expect before, during, and after the test. Another important thing to consider is that caregivers might need to help students prepare a device for testing.

- **Invest in your proctors:** Educational leaders should make a concerted effort to invest in remote testing training for their proctors. Proctors are the primary point of contact for the student during the test, are responsible for ensuring that any technical hurdles are overcome, and help students get set up for a successful test-taking session.
- **Get in front of technical hurdles**: Schools should create a support plan for staff, students, and families to address concerns including assessment technology requirements, connectivity issues, device management, software support, and firewall and web filter adjustment.
- **Maximize test integrity and security:** Remote testing presents an additional integrity challenge in that testing environments are less controlled. Schools should consider security agreements with families and caregivers, active monitoring during tests, and formalized rules and protocols regarding usage of additional devices and the internet.
- **Prepare for testing:** Since remote testing involves using communication tools, we suggest that schools have proctors and students practice logging in and taking a practice test so that everyone involved is confident on the day of the test.
- **Support accessibility, accommodations, and equity:** Schools must be ready to help students gain access to assistive technology. They must also consider and guide when to use embedded accommodation features within the assessment platform or how students gain access to non-embedded accommodation features (e.g., bilingual dictionaries, English dictionary, and abacus). Most importantly, they must have a clear plan to communicate with families regarding the use of accommodations. Further information is available at https://cdn.nwea.org/docs/Accommodation_Considerations_for_Remote_Testing.pdf.

Once the logistics are accounted for and the tests are administered successfully, we recommend the data is scrutinized to ensure that sound instructional decisions are made for students based on these results. This involves reviews of additional data elements including the proportion of items answered correctly, the proportion of items that were rapidly guessed, the overall test duration, and standard error of measure. In addition, we recommend caution when using remote testing data as a basis for high-stakes decisions for students, educators, and/or schools, or to evaluate the effectiveness of remote instruction or delivery in individual schools.

Using the Data to Discover Student Performance

NWEA uses the Rasch model, an item response theory model, to develop the vertical scales for MAP Growth. These scales, named RIT (for **R**asch Un**it**) scales, are derived through a linear transformation from the Rasch logit scale, resulting in a mean of 200 and a standard deviation of 10 for ease of use in educational settings. Each subject has its own vertical scale, allowing for comparisons across terms within a school year and across grades over multiple years.

A RIT score is an objective estimate of a student's overall performance level in a subject. RIT scores are equal interval in nature, meaning that the distance between 150 RITs and 151 RITs is the same as the distance between 230 RITs and 231 RITs. A MAP Growth RIT score can be used to estimate student proximity to a specified academic performance level.

Table 3: NWEA MAP Growth Reading Data Benchmarks

		Beginning of the Year	Middle of the Year	End of the Year
Kindergarten	Well Below Benchmark (Tier 3)	126 or below	132 or below	136 or below
	Below Benchmark (Tier 2)	127–132	133–139	137–143
	Approaching Benchmark (Tier 1 + Differentiation)	133–135	140–142	144–148
	At Benchmark (Tier 1)	136 or above	143 or above	149 or above
	Parent Notification of Proficiency	140 or above	149 or above	155 or above
1st grade	Well Below Benchmark (Tier 3)	139 or below	145 or below	148 or below
	Below Benchmark (Tier 2)	140–147	146–153	149–157
	Approaching Benchmark (Tier 1 + Differentiation)	148–151	154–158	158–163
	At Benchmark (Tier 1)	152 or above	159 or above	164 or above
	Parent Notification of Proficiency	159 or above	166 or above	172 or above
2nd grade	Well Below Benchmark (Tier 3)	148 or below	155 or below	159 or below
	Below Benchmark (Tier 2)	149–159	156–165	160–170
	Approaching Benchmark (Tier 1 + Differentiation)	160–165	166–171	171–176
	At Benchmark (Tier 1)	166 or above	172 or above	177 or above
	Parent Notification of Proficiency *	174 or above	181 or above	186 or above

Table 3: NWEA MAP Growth Reading Data Benchmarks

		Beginning of the Year	Middle of the Year	End of the Year
3rd grade	Well Below Benchmark (Tier 3)	161 or below	167 or below	171 or below
	Below Benchmark (Tier 2)	162–172	168–178	172–182
	Approaching Benchmark (Tier 1 + Differentiation)	173–179	179–184	183–188
	At Benchmark (Tier 1)	180 or above	185 or above	189 or above
	Parent Notification of Proficiency	189 or above	194 or above	198 or above
4th grade	Well Below Benchmark (Tier 3)	173 or below	177 or below	179 or below
	Below Benchmark (Tier 2)	174–184	178–187	180–190
	Approaching Benchmark (Tier 1 + Differentiation)	185–190	188–194	191–197
	At Benchmark (Tier 1)	191 or above	195 or above	198 or above
	Parent Notification of Proficiency	200 or above	204 or above	207 or above
5th grade	Well Below Benchmark (Tier 3)	181 or below	184 or below	186 or below
	Below Benchmark (Tier 2)	182–192	185–195	187–197
	Approaching Benchmark (Tier 1 + Differentiation)	193–198	196–201	198–203
	At Benchmark (Tier 1)	199 or above	202 or above	204 or above
	Parent Notification of Proficiency	208 or above	211 or above	213 or above

As required by the Oklahoma State Department of Education (OSDE), the values listed in Table 3 represents the RIT score ranges based on the 2025 MAP Growth Norms, using NWEA's default instructional weeks (4, 20, and 32 for fall, winter, and spring, respectively). These ranges correspond to percentile bands defined in the OSDE Implementation Guide:10th and below (Tier 3), 11th–25th (Tier 2), 26th–39th (Tier 1 + Differentiation), 40th and above (Tier 1). Because instructional weeks often vary by district, the cut scores in this report may differ slightly from the MAP Growth score reports that reflect instructional weeks set by partners.

The threshold for parent notification of proficiency was set at the 60th percentile in this table, as specified by OSDE. These RIT thresholds may not align with the RIT cut scores established in

the NWEA linking study as indicative of proficiency on Oklahoma's state summative assessment (Oklahoma School Testing Program).

The NWEA 2025 MAP Growth Norms Technical Manual is available at: https://www.nwea.org/resource-center/resource/2025-map-growth-norms-technical-manual/.

The NWEA 2025 Oklahoma MAP Growth Linking Study Report is available at: https://www.nwea.org/resources/oklahoma-linking-study/