

Map Primary or Map 2-5?

--Is student reading below a level E?

--Is the student reading below the 20%tile EOY (35 wpm) on R-CBM on 1<sup>st</sup> grade passages?

If yes to both of these, consider MAP primary. If not to both of these, recommendation would be to take MAP 2-5. If yes to one, team consensus would need to be reached.

If the student is on an IEP, remember that participation in any district wide assessment is an IEP team discussion. Therefore, if the student meets the two items above, the IEP team should discuss the possibility of the primary MAP vs. MAP 2-5 and document this on the IEP.

Recommendations from MAP Growth:

<https://www.nwea.org/content/uploads/2017/08/MAP-Growth-Administration-Guidance-25AUG17.pdf>

NWEA recommends the use of multiple measures and methods to evaluate whether or not students can read without the need for audio support, and are therefore ready to participate in the MAP Growth 2-5 assessments. For example, if a student is performing far below a given “benchmark” for a fluency measure, along with classroom information, observations, and/or an individualized education plan that indicate the student is not reading independently, the MAP Growth K-2 with audio supports may be more appropriate. This would likely be the case for grade 2 students who have been identified via other measures of early literacy skills as needing intensive reading intervention and support. Within Year Consistency

Because of the need to make strong growth comparisons Fall to Spring, we recommend students take the same test within year; that is, students should not switch tests mid-year. This is a change from our prior recommendations.