

## MAP TESTING AT ACS HIGH SCHOOL

Your child completed his /her Measures of Academic Progress™ (MAP) tests in Fall 2013 and will be tested again in Spring 2014. These tests determine your child's instructional level and measure academic growth throughout the school year, and from year to year in the areas of **Reading, Language Usage, Mathematics & Science (Science for grade 9 only)**.

MAP tests are unique in that they are adaptive tests your child took on a computer. That means that the test became more difficult the more questions your child answered correctly. When your child incorrectly answered a question, the test became easier. Therefore, your child took a test specifically created for his or her learning level. The tests are aligned to AERO standards, which relate to the goal standards and strands of our curriculum.

Your child's MAP results are reported in **RIT scores**. This is a different type of score than a typical test that provides a percentage correct. It is also different from many tests that provide results based on your child's score compared to others in his or her grade. Instead, the RIT score is an equal-interval scale, like grams and kilograms that is independent of grade level. As a result, we can easily measure growth in learning. This type of score increases the value of the tests as a tool to improve student learning because it enables teachers to recognize where to focus attention for your child's learning. It also allows teachers to see the aptitude of students for certain demanding courses.

MAP testing is a powerful tool for monitoring student growth over time. The *Normative Data* document on Forum shows the average (mean) and middle (median) RIT scores for different grades for all ECIS affiliated international schools, such as ourselves. The *Int'l Partner Norm Data* document provides data gathered from 154,000 students from 248 schools located in 94 countries.

For more information on resources for parents, you can also download the *Parent Toolkit*.

I hope you find the reports informative. If you have questions, please contact **Amanda Briggs** at [abriggs@acs-schools.com](mailto:abriggs@acs-schools.com)

Thank you for taking an active interest in your child's education.

Yours sincerely,

Amanda Briggs  
High School MAP Coordinator  
ACS Cobham International



## 2011 NWEA International Partner Normative Data

This report documents the achievement status of students in International Schools over the past three years. NWEA has the ability to measure student achievement by grade, across time. From the insight provided within Measures of Academic Progress® (MAP®) and its reports, educators can compare class or grade-level performance to students from a wide variety of schools around the world. Status norms provide a starting point for educators to review data. They get an understanding of where each child is, and needs to go. Having the right data is a key component in making learning more individual to each child.

### Measures of Academic Progress (MAP) International School Status Report

The results of the 2011 NWEA International Partner RIT Scale Norms Report include data from over 154,000 students from 248 schools located in 94 countries. Student test records from the fall terms of 2008, 2009, and 2010 and from the spring terms of 2008, 2009, and 2010 were used to create this report. Student test records were included that represented a completed test and were associated with a level of measurement error that is consistent with NWEA standards for a valid test score.

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Discover the difference that true partnership makes.  
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**International Students Fall 2008-09-10  
Administrations of NWEA  
Computer Adaptive Testing Processes**

Grade Level	Simple Statistics *	Mathematics	Reading	Language Usage
1	Count	2863	2635	
	Wt. Mean	165.53	161.91	
	Wt. S.D.	12.20	11.15	
2	Count	7445	6382	4014
	Wt. Mean	182.52	179.89	184.69
	Wt. S.D.	10.29	11.60	11.32
3	Count	18968	17834	15531
	Wt. Mean	194.97	192.35	195.08
	Wt. S.D.	10.20	11.89	11.57
4	Count	20741	20200	17731
	Wt. Mean	205.41	200.78	202.97
	Wt. S.D.	10.90	12.00	11.18
5	Count	21547	21309	18112
	Wt. Mean	214.62	207.85	210.04
	Wt. S.D.	11.75	11.97	10.60
6	Count	22274	21705	18005
	Wt. Mean	222.37	213.47	214.78
	Wt. S.D.	12.10	12.00	10.24
7	Count	22697	19876	16210
	Wt. Mean	227.86	217.74	218.31
	Wt. S.D.	12.62	12.00	10.10
8	Count	19425	19002	15621
	Wt. Mean	235.59	222.60	222.31
	Wt. S.D.	12.75	11.59	9.45
9	Count	13857	13126	9630
	Wt. Mean	237.38	224.08	223.46
	Wt. S.D.	13.23	12.00	9.58
10	Count	7929	7767	5704
	Wt. Mean	238.37	223.47	222.49
	Wt. S.D.	13.70	12.51	10.07

**International Students Spring 2008-09-10  
Administrations of NWEA  
Computer Adaptive Testing Processes**

Grade Level	Simple Statistics	Mathematics	Reading	Language Usage
1	Count	2288	2221	
	Wt. Mean	179.60	174.66	
	Wt. S.D.	12.21	12.05	
2	Count	6502	6109	3573
	Wt. Mean	190.51	186.53	191.12
	Wt. S.D.	10.28	11.42	11.12
3	Count	14130	14018	11775
	Wt. Mean	203.19	198.26	201.61
	Wt. S.D.	10.71	11.95	11.17
4	Count	15759	15823	13351
	Wt. Mean	212.03	205.27	208.03
	Wt. S.D.	11.45	12.09	10.61
5	Count	15958	16413	13371
	Wt. Mean	220.44	211.46	213.54
	Wt. S.D.	12.16	11.89	10.20
6	Count	16942	16639	13182
	Wt. Mean	226.90	215.84	216.98
	Wt. S.D.	12.43	11.99	10.04
7	Count	21385	14599	11062
	Wt. Mean	228.73	219.78	220.00
	Wt. S.D.	12.80	12.17	9.83
8	Count	13995	12989	10438
	Wt. Mean	237.93	224.07	223.35
	Wt. S.D.	12.96	11.72	9.30
9	Count	9410	8907	6238
	Wt. Mean	239.03	224.49	223.47
	Wt. S.D.	13.39	12.19	9.60
10	Count	5274	5175	3533
	Wt. Mean	238.99	223.56	220.80
	Wt. S.D.	14.32	12.78	10.47

**All ECIS Affiliated International Students Administered  
MAP During the Fall of 2012**

Grade Level	Statistics	Math	Reading	Language Usage	General Science	Concepts & Processes
Kindergarten	Mean	144.56	142.03			
	S.D.	8.49	9.01			
	N count	25	27			
1	Mean	164.51	160.26	173.25	164.94	166.43
	S.D.	10.17	10.44	9.54	7.38	6.35
	N count	212	194	4	52	37
2	Mean	183.36	178.75	183.04	177.10	177.49
	S.D.	9.72	11.29	11.77	9.08	9.33
	N count	863	756	457	52	43
3	Mean	196.24	193.46	196.54	188.02	186.84
	S.D.	10.57	12.78	11.83	9.24	8.76
	N count	2656	2668	1918	150	152
4	Mean	208.36	203.53	205.84	193.75	193.12
	S.D.	11.66	12.25	10.97	9.82	9.08
	N count	2692	2728	1955	131	133
5	Mean	217.79	209.93	210.89	197.88	197.99
	S.D.	11.57	12.01	11.05	9.91	9.42
	N count	2781	2730	2129	129	130
6	Mean	224.56	216.19	216.56	206.35	206.32
	S.D.	11.89	11.98	10.33	10.25	8.81
	N count	2716	2648	2134	420	414
7	Mean	231.17	219.69	219.00	210.08	208.86
	S.D.	11.84	12.15	10.34	9.94	9.70
	N count	2604	2516	2048	410	405
8	Mean	237.82	224.44	223.36	215.51	214.25
	S.D.	12.98	12.11	10.00	10.39	9.37
	N count	2611	2586	2056	539	538
9	Mean	240.87	225.99	223.74	220.61	218.52
	S.D.	13.14	12.58	9.57	10.35	9.56
	N count	1939	1870	1428	419	411
10	Mean	244.99	227.91	225.05	221.38	219.17
	S.D.	15.59	11.77	10.00	11.30	9.43
	N count	1149	1178	699	167	161
11	Mean	241.27	225.28	222.20		
	S.D.	17.41	11.20	11.33		
	N count	32	23	21		
12	Mean	251.47	225.25	225.33		
	S.D.	20.92	14.01	27.21		
	N count	7	4	3		
<b>Total N of MAP Test</b>		20287	19928	14852	2469	2424