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.

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>RIT Score</td>
<td>RIT Score</td>
<td>RIT Score</td>
</tr>
<tr>
<td>&lt;184</td>
<td>184-192</td>
<td>&lt;200</td>
</tr>
<tr>
<td>184-192</td>
<td>189-200</td>
<td>200-208</td>
</tr>
</tbody>
</table>

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

References
