

# MSTEP, MAP, and DIBELS... Oh my?

Assessment Information Session

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# ***Why are we here?***

- Educational assessment should not be a mystery!
- When we better understand assessments, we become more effective in talking about and using them
- Different assessments have different purposes...  
***know the difference***
- The more you know, the more you can help your student
- More knowledge leads to more questions

# Why do we assess students?

## *Three Questions:*

**Where are we? (NWEA MAP)**

**Where do we need to be? (MSTEP)**

**How do we get there? (DIBELS Next)**

# Where are we? (NWEA MAP)

- Measures of Academic Progress

## *Performance Assessment*

- Interim Assessment; administered 3x per year
- Based on national norms of 72,000 to 153,000 students per grade level (K-11)
- Provides a way to compare student achievement to a national and district average
- Gives teachers insight into how their classes are improving

# NWEA MAP: *What is it?*

**See for yourself:**

[https://warmup.nwea.org/warmup\\_start\\_educators\\_map.html](https://warmup.nwea.org/warmup_start_educators_map.html)

- Computer adaptive
  - Questions become harder or easier based on student performance
  - EVERY student gets questions wrong
  - Assessment continues until a central point can be found
  - Demonstrate

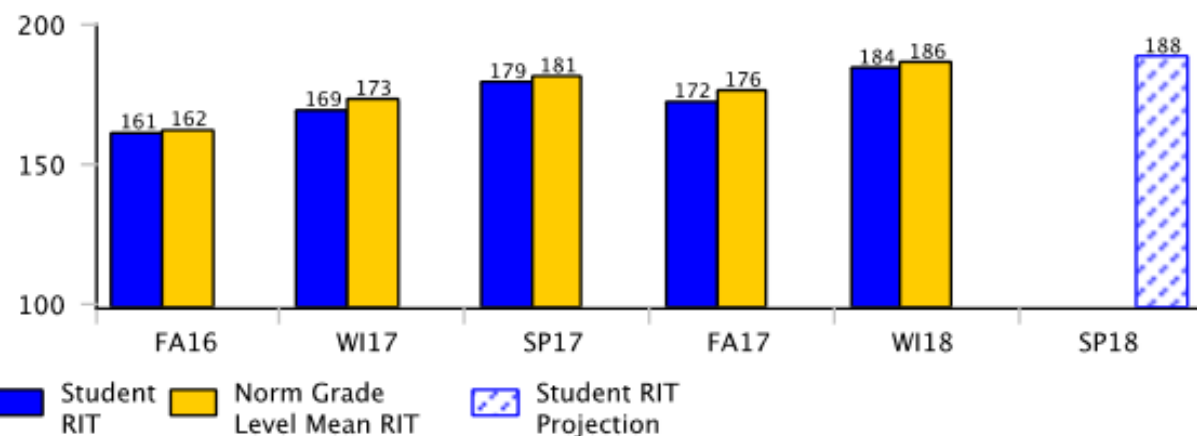
# NWEA MAP: *What is it?*

- Standards based (Common Core State Standards)
  - K-2
  - 2-5
  - 6+
- Norm-referenced
  - Makes no determination of pass or fail
  - Provides status and growth percentiles based on national sample
  - Provides an “on-track” indicator for the state assessment

# NWEA MAP: *What does it mean?*

- Students get a RIT score of somewhere between 150 – 280
  - Based on performance in “grade range” standards... not grade level
- This RIT score matches with a national percentile
  - Compared with students in the same grade at the same time of year
- The RIT growth from Fall to Spring also matches with a national percentile
  - Compared with students in same grade and within same Fall RIT range

## Mathematics

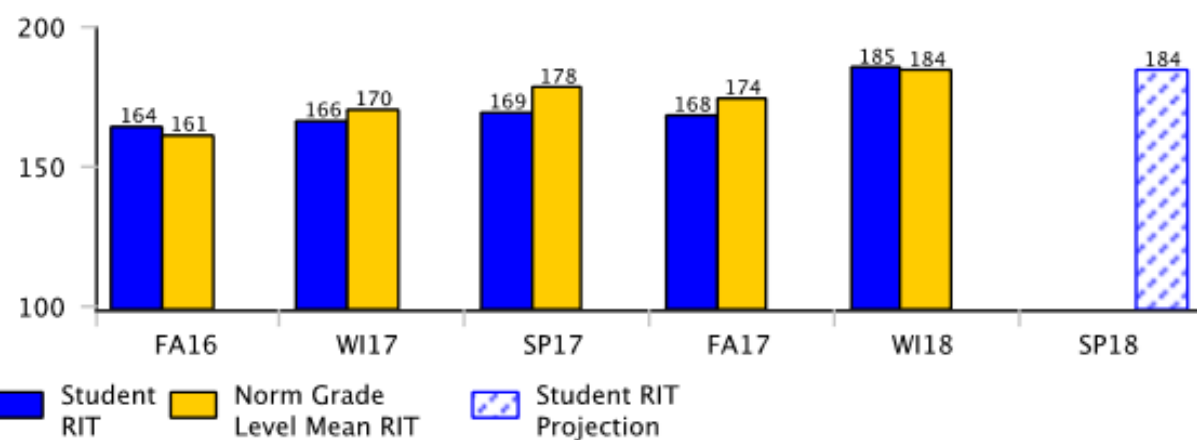


| Term/Year | Grade | RIT (+/- Std Err) | RIT Growth | Growth Projection | Percentile Range |
|-----------|-------|-------------------|------------|-------------------|------------------|
| WI18      | 2     | 181-184-187       |            |                   | 34-43-52         |
| FA17      | 2     | 169-172-175       |            |                   | 30-37-46         |
| SP17      | 1     | 176-179-182       | 18         | 19                | 36-45-53         |
| WI17      | 1     | 166-169-172       |            |                   | 31-39-48         |
| FA16      | 1     | 158-161-164       |            |                   | 37-46-55         |

### Mathematics Goals Performance - Winter 2017-2018

|                                   |       |                       |       |
|-----------------------------------|-------|-----------------------|-------|
| Operations and Algebraic Thinking | LoAvg | Number and Operations | LoAvg |
| Measurement and Data              | LoAvg | Geometry              | HiAvg |

## Reading



| Term/Year | Grade | RIT (+/- Std Err) | RIT Growth | Growth Projection | Percentile Range |
|-----------|-------|-------------------|------------|-------------------|------------------|
| WI18      | 2     | 182-185-189       |            |                   | 43-52-61         |
| FA17      | 2     | 165-168-171       |            |                   | 27-35-43         |
| SP17      | 1     | 166-169-172       | 5          | 17                | 21-28-35         |
| WI17      | 1     | 163-166-169       |            |                   | 29-37-46         |
| FA16      | 1     | 161-164-167       |            |                   | 51-60-68         |

### Reading Goals Performance - Winter 2017-2018

|                                           |       |                                                |       |
|-------------------------------------------|-------|------------------------------------------------|-------|
| Literary Text: Key Ideas and Details      | Avg   | Literary Text: Language, Craft, Structure      | Avg   |
| Informational Text: Key Ideas and Details | LoAvg | Informational Text: Language, Craft, Structure | HiAvg |
| Vocabulary: Acquisition and Use           | Avg   |                                                |       |

# MEAP to MSTEP

New learning standards require new ways to measure how much students know and can do. In 2015, Michigan replaced the 44-year-old MEAP test with the NEW Michigan Student Test of Educational Progress (MSTEP), and continues to look for ways to improve its system of standardized assessment.

Each spring, all students Grades 3-5 take this high-quality state assessment. M-STEP is given to elementary and middle school students each spring.

***Grades 3 -5 = English Language Arts and Mathematics standards are measured***

***Grade 5 = Science and Social Studies are measured***

# Where do we need to be? (MSTEP)

## *Accountability Assessment*

- End of year assessment
- Uses scores from the entire state in grades 3-8 and 11
- Scores students' Proficiency on a 1-4 scale:
  - 1 - Not Proficient
  - 2 - Partially Proficient
  - 3 - Proficient
  - 4 - Advanced
- Primarily a School and Teacher rating system

# How do we get there? (DIBELS Next)

## *Skills Assessment*

- Interim Assessment; administered 3x per year
- Progress Monitoring; administered every 2 weeks for student receiving support
- Provides “benchmarks” for grade-level skills in reading and pre-reading
- Administered to K-5 students
- Lets teachers know how students are progressing in the skills needed for reading achievement in real-time

# DIBELS Next: *What is it?*

- <https://dibels.uoregon.edu/>
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- One-on-one assessment in which students demonstrate oral reading skills
- Provides indicators for students in need of Intensive (at-risk) and Strategic (below grade-level) support from their teachers
- Allows us to measure the growth of specific skills over short periods of time (progress monitoring)

# DIBELS: *What does it mean?*

- In most cases it is simply a tally of the number of correctly demonstrated skills in a short period of time (fluency):
  - First Sound identification
  - Letter Naming Fluency
  - Phoneme Segmentation
  - Nonsense Word Fluency
  - Oral Reading Fluency
- It is one of the single ***most important*** indicators we use at the lower grades because it is specific, sensitive, and repeatable
- These are skills ***anyone*** can work on with their child

# ***Putting it all together***

**SKILLS ASSESSMENT:** Specific and sensitive. These are skills anyone can help a student with and will have a profound impact.

**PERFORMANCE ASSESSMENT:** Extensive, norm-referenced performance assessment. Used every 4 months as an indicator of student and classroom-level growth.

**PERFORMANCE ASSESSMENT:** An outcome of the academic year. Used for teacher and school accountability. Provides the (relative) least usable information at the classroom level.

DIBELS



NWEA MAP



MSTEP

# ***Final thoughts...***

- Unless we know a student's skill level (DIBELS), we can never know if poor scores on a performance assessment (NWEA MAP) are due to lack of knowledge or lack of skill because skills **MUST** come first.
- A student without developed skills will **likely not** perform well on a performance assessment that requires that skill. That's referred to as a "**skill deficit**".
- If a student with developed skills scores poorly on a performance assessment, that's referred to as a "**performance deficit**".
- Trying to teach a non-reader to do better on a performance assessment in reading will never work.
- Know your target and teach it. *I know... profound right???*