

**MAP Assessment Information:**

Students in grades 2-8 take the MAP Assessment (Measures of Academic Progress) in reading, language, and math during the fall and spring each year (with the addition of science in the spring). The assessment is an online, adaptive assessment that adjusts the difficulty of questions based on the student's pattern of correct or incorrect answers to previous questions. This way, the assessment focuses on identifying the student's own specific level of skills and knowledge. The assessment identifies the student's RIT score (Rausch Unit) in each subject. RIT scores are reported on an equal-interval scale, ranging from 100-300. An equal interval score means that the difference between scores is the same regardless of the student's age or grade level. For example, a 5<sup>th</sup> grade student earning a score of 200 is at the same level of knowledge and skill as a 7<sup>th</sup> grade student who also scored 200. Over time, RIT scores will show the student's academic growth over the years.

Linked on our website is a summary of St. Catherine's most recent MAP Assessment data.

**Chart 1**

This chart compares St. Catherine's mean RIT assessment scores (by grade level) to the overall Archdiocesan mean and the overall national mean in language, reading, and math. In each of the seven grades that took the assessment in Fall 2021, overall St. Catherine students **scored well above the National Mean**. In most grade levels, we also **scored above the Archdiocesan Mean** in the three content areas.

**Chart 2**

This chart's data is broken up into three content areas: Language, Reading, and Math. It also shows the distribution of students who scored in each quintile (i.e. 81<sup>st</sup>-100<sup>th</sup> percentile is the highest performing quintile, vs. 1<sup>st</sup> – 20<sup>th</sup> is the lowest performing quintile). In looking at the data, it is clear that a significant percentage of St. Catherine's students score above the 60<sup>th</sup> percentile in all subject areas tested.