COMMON CORE STATE STANDARDS

MAP Growth K–2 reading & mathematics content

MAP® Growth™ K–2 is not a single assessment, but a trio of computer-based assessment components:

- Screening
- Skills checklists
- Growth

Growth (adaptive, appropriate for universal screening and growth measurement) is the central component, which can be supplemented with the screening tests and skills checklists to dig more deeply into foundational skills throughout the year.

The **screening** assessments provide baseline information for new students in the earliest stages of learning (e.g., in kindergarten).

The **skills checklist** assessments provide information about specific skills and concepts (e.g., phonological awareness, phonics and concepts of print within reading, and number sense and computation within mathematics). They can be administered as many times as necessary during the school year, at the teacher's discretion. For instance, they can be used in between Growth assessments to determine which skills require the greatest focus.

The **growth** assessments within MAP Growth and MAP Growth K–2 are recognized by the Center on Response to Intervention as universal screening tools. They adapt to the level of difficulty appropriate for each student and are designed to be administered up to four times a year (fall, winter, spring, and summer). They provide growth data (using the stable RIT scale to track growth within and across grades), and a Lexile® range for reading. Teachers use these adaptive assessments to better understand where students are on their learning journey, regardless of whether the student is on, above, or below grade level.

The key content areas covered are:

Literacy

- Foundational skills
- Language and writing
- Literature and informational text
- Vocabulary use and functions

Mathematics

- Operations and algebraic thinking
- Number and operations
- Measurement and data
- Geometry

Following is a breakdown of the skills assessed in each of the MAP Growth K–2 assessments.

Screening

There are two screening assessments: one for early literacy and another for mathematics. The numbers in parentheses below represent the number of items on each assessment.

EARLY LITERACY (33 ITEMS)

Phonological awareness
Matching sounds
Rhyming
Manipulating sounds

Visual discrimination/Phonics
Visual discrimination
Letter identifications
Matching sounds to letters

Concepts of print
Understanding prereading behaviors
Orientation to the page
Identify title/author
Counting words

EARLY NUMERACY (34 ITEMS)

Number sense
Rote counting: Counts to a number
One-to-one correspondence 1–10, 11–20
Matches and identifies numerals 1–10, 11–20
Identifies numbers of objects: More/fewer

Computation
Computes with manipulatives: Moving objects
Computes with manipulatives: Numerical answer

Skills checklists

There is an individual assessment for each skill area. Below, you can see each available assessment highlighted in gray, followed by a list of subskills that are covered on it. The numbers in parentheses represent the number of items on each assessment.

READING

Phonological awareness (37)
- Rhyming
- Identifying number of syllables (one, two, and three)
- Blending

Letter identification (54)
- Upper case and lower case

Phonemic awareness: Phoneme identification (46)
- Initial and final consonants
- Middle vowels

Phonemic awareness: Manipulation of sounds (37)
- Blending of sounds
- Substitution of sounds: beginning, middle, and end
- Deletion of sounds

Phonics: Matching letters to sounds (33)
- Consonant and vowel sounds

Syllable types: Vowel, digraphs/diphthongs (23)
- Digraphs and diphthongs

Syllable types: CVC, CVCe, R-Controlled (16)
- CVC and CVCe
- R-Controlled

Decoding consonant blends/digraphs (49)
- Initial and final blends
- Initial and final digraphs

Decoding: Spelling patterns/Word families (20)
- Word families

Decoding: Multisyllable words, affixes, open/C+le (33)
- Inflectional endings
- Prefixes and suffixes
- Open and closed/C+le syllables

MATHEMATICS

Number sense to 10—Counting, ordering, place value (35)
- Counts to 10: Forward and backward
- One-to-one correspondence
- Identifies position: First, last and 1st–10th
- Compares numbers using words
- Groups objects into 10s

Number sense to 10—Identifying/Representing (38)
- Names numerals
- Represents numerals correctly
- Composes and decomposes numbers
- Identifies or represents whole, part of, half
- Identifies a penny, a nickel, and a dime
- Identifies name of coin worth 1¢, 5¢, 10¢

Number sense to 20—Counting, place value (27)
- Counts by 1s, 2s, and 5s
- Counts backwards
- Counts on from any number by 1s
- One-to-one correspondence
- Groups objects into 10s and 1s

Number sense to 20—Ordering (32)
- Identifies position: 11th to 20th
- Compares numbers 1–20 using words
- Identifies number 1 more/less than a given number
- Identifies numbers between two given numbers
- Compares the value of one coin to another: penny, nickel, dime

Number sense to 20—Identifying/Representing (38)
- Identifies numerals and represents numbers
- Composes and decomposes numbers
- Identifies multiple ways of representing numbers
- Identifies or represents 1/4, 2/4, 3/4, 4/4

Number sense to 100—Place value (22)
- Identifies standard form name
- Identifies number of sets given pictures
- Identifies number of sets given numbers
- Reorganizes groups of 10s and 1s

Number sense to 100—Counting (23)
- Counts on by 1s, 2s, 5s, and 10s
- Counts by 10s to 100

MATHEMATICS

Number sense to 100—Ordering (27)
- Compares numbers
- Identifies number 1 > and < a given number
- Identifies numbers between two given numbers
- Orders and compares the value of coins

Number sense to 100—Identifying/Representing (38)
- Identifies numerals and represents numbers
- Composes and decomposes numbers
- Identifies multiple ways of representing numbers
- Fractions: Thirds
- Money

Number sense to 1000—Place value (23)
- Groups objects into 100s, 10s, and 1s
- Identifies the number of 100s, 10s, and 1s in a number
- Identifies the standard form of a number from expanded form
- Identifies multiple ways of showing the same number using place value

Number sense to 1000—Counting (26)
- Counts by 3s
- Counts on by 2s and 5s
- Counts by 10s and 100s from numbers < 100 and > 100
- Counts by 10s from any multiple of 10
- Counts on by 10s from any number

Number sense to 1000—Identifying/Representing (34)
- Identifies numerals and represents numbers
- Composes and decomposes
- Multiple ways of representing numbers
- Fractions: Eighths
- Money

Number sense to 1000—Ordering (37)
- Compares numbers using words and symbols
- Identifies number 10 less/more than a given number
- Identifies number 100 less/more than a given number
- Identifies numbers between two given numbers

Computation to 10—Problem-solving (12)
- Addition: Story problems
- Subtraction: Story problems

Computation to 10—Using manipulatives (22)
- Addition: Computation and story problems—using manipulatives
- Subtraction: computation and story problems—using manipulatives

Computation to 10—Using numbers (27)
- Addition: Two 1-digit numbers—horizontal and vertical
- Addition: Three 1-digit numbers
- Subtraction: Two 1-digit numbers—horizontal and vertical

Computation to 20—Problem-solving (12)
- Addition: Story problems
- Subtraction: Story problems

Computation to 20—Using manipulatives (22)
- Addition: Computation and story problems—Using manipulatives
- Subtraction: Computation and story problems—Using manipulatives

Computation to 20—Using numbers (27)
- Addition: Two 1-digit numbers - horizontal and vertical
- Addition: Three 1-digit numbers
- Subtraction: Two 1-digit numbers—horizontal and vertical

Computation to 100—w/Regrouping—Using manipulatives (22)
- Addition and subtraction: Using manipulatives
- Multiplication: Using manipulatives
- Division: Using manipulatives

Computation to 100—No regrouping—Using manipulatives (22)
- Addition and subtraction: Using manipulatives
- Multiplication: Using manipulatives
- Division: Using manipulatives

Computation to 100—No regrouping—Problem-solving (27)
- Addition: Story problems
- Subtraction: Story problems

Computation to 100—no regrouping—Using numbers (37)
- Addition: 1- or 2-digit numbers—horizontal/vertical
- Addition: Multiple 1- and 2-digit numbers
- Subtraction: Two 1- or 2-digit numbers—horizontal/vertical
- Multiplication: Basic facts—horizontal/vertical

MATHEMATICS

Computation to 100—w/Regrouping—Using numbers (37)
Addition: Two 1- or 2- digit numbers—horizontal and vertical
Addition: Multiple 1- and 2- digit numbers
Subtraction: Two 1- or 2- digit numbers—horizontal and vertical
Multiplication: 2- digit numbers <20 by a 1-digit number
Division: Basic facts

Computation to 100—w/Regrouping—Problem-solving/Estimation (39)
Addition: Story problems and estimation
Subtraction: Story problems and estimation

Computation to 1000—Using manipulatives (22)
Addition, subtraction, and multiplication: Using manipulatives
Division: Using manipulatives (with remainders)

Computation to 1000—Using numbers (23)
Addition: Sums to 1000
Subtraction: Minuend < 1000
Multiplication: 2- or 3-digit number by a 1- or 2-digit number
Division: Numbers 100 or less by a 1- or 2-digit number

Computation to 1000—Problem-solving and estimation (34)
Addition: Story problems and estimation
Subtraction: Story problems and estimation
Multiplication: Story problems
Division: Story problem

Growth

Growth is a single assessment in each subject: reading and mathematics. There are 43 items in each subject that count toward the student's score, plus several field test items that do not count toward the score. Below, each section highlighted in gray represents an instructional area, followed by a list of instructional subareas, for the Common Core State Standard (CCSS) assessments.

READING K–2 CCSS 2010

Foundational skills
Phonics and word recognition
Phonological awareness
Print concepts

Language and writing
Capitalize, spell, punctuate
Language: Grammar, usage
Writing: Purposes: Plan, develop, edit

Literature and informational text
Informational text: Key ideas, details, craft, structure
Literature: Key ideas, craft, structure

Vocabulary use and functions
Language: Context clues and references
Vocabulary acquisition and use

MATH K–2 CCSS 2010 V2

Operations and algebraic thinking
Represent and solve problems
Properties of operations

Number and operations
Understand place value, counting, and cardinality
Number and operations: Base ten and fractions

Measurement and data
Solve problems involving measurement
Represent and interpret data

Geometry
Reason with shapes and their attributes

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