In the Climbing the Data Ladder workshop, participants use Measures of Academic Progress® (MAP®) and/or MAP for Primary Grades (MPG) assessment results to support classroom instruction. Topics include differentiated instruction, data-informed lesson planning using DesCartes: A Continuum of Learning® and/or Primary Grades Instructional Data, and instructional strategies to support the academic needs of all students. Participants will develop a differentiated lesson to use with their students.

**On-site Workshop Preparations**

**Participants**
- Up to 40 participants per facilitator. For the greatest impact, participants should include teachers, instructional coaches, and building- and district-level administrators responsible for curriculum and instruction. Participants will receive resources to share workshop concepts and content to others within their schools and district.

**Pre-Workshop Online Training**
- To access online trainings, visit NWEA.org > Partner Support > Professional Development > Online Training.

<table>
<thead>
<tr>
<th>MAP Basics</th>
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| For participants who did not attend the MAP Administration training (30 min.). | Covers MAP system and NWEA assessment basics (foundation knowledge for all workshops).

**Suggested Schedule for Workshop or Regional Workshop**
- 8:00 – 11:45 Main Workshop
- 11:45 – 12:45 Lunch Break
- 12:45 – 3:30 Main Workshop

**Materials for Workshop: Main Workshop Module Setup**
- Chart pack, easel, and markers
- Highlighters, tape, and 3x3 sticky notes
- Projector, screen, speakers, and computer with Internet access (for the facilitator)
- Tables and comfortable adult chairs

**Materials for Workshop: Wireless Access or a Computer Lab Setup**
- One computer per participant, with Internet access
- Printer access for all participants
- Adobe® Reader® or another PDF reader installed on computers (to access online reports)
Reports Needed

- Participants should bring their user name and password for the NWEA Reports Site (Client-Server MAP) or NWEA MARC (Web-Based MAP).
- Bring printed or electronic copies of the following reports to the workshop. It is preferable for class-level reports to be for the same class or class period of students.

If administering MAP or MAP for Primary Grades Survey with Goals assessments:

- Teacher/Class Report (by RIT Ranges): one per participant
- Class Breakdown by Goal Report: one per participant
- At least one complete DesCartes goal performance area strand of your choice

If administering MAP for Primary Grades Screening or Skills Checklist assessments:

- Teacher/Class Report: one per participant
- Teacher/Class Report: Sub-skill Performance: one per participant
- At least one complete Primary Grades Instructional Data in three-column format in blocks of ten RIT points of your choice

On-site Workshop Components

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<th>Main Workshop Module: Six hours</th>
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| **Section 1:** Setting the Stage | • Participants identify their current level of skills and knowledge with MAP data and resources.  
• Participants identify what they want to accomplish during the workshop. |
| **Section 2:** Differentiation | • Participants work together to define differentiation.  
• Participants identify and categorize aspects of differentiated instruction. |
| **Section 3:** Lexile® Measures | • Participants connect MAP assessment scores to content.  
• Participants use Lexile® measures to assist with the differentiation process. |
| **Section 4:** DesCartes/Primary Grades Instructional Data | • Participants identify a strand of DesCartes and/or Primary Grades Instructional Data related to a standard and begin to match student groups to readiness skills. |
| **Section 5:** Grouping | • Participants determine a means of grouping their students for a specific lesson and/or set of skills.  
• Participants use the Class Breakdown by Goal Report in conjunction with DesCartes and/or Primary Grades Instructional Data to assist with differentiating instruction. |
| **Section 6:** Differentiation Strategies | • Participants identify familiar strategies and explore new strategies. |
| **Section 7:** Lesson Planning | • Participants begin to create a differentiated lesson from information in DesCartes and the Class Breakdown by Goal Report. |
| **Section 8:** Managing the Differentiated Classroom | • Participants become familiar with ways to manage a differentiated classroom. |
| **Section 9:** Conversations with Stakeholders | • Participants plan effective, authentic communication and engage with stakeholders. |
| **Section 10:** Closing and Planning Forward | • Participants reflect on the day’s learning and identify one step to further differentiate instruction in their classrooms. |