

math map scores by grade level

Math Map Scores by Grade Level: Understanding Growth and Achievement in Mathematics

math map scores by grade level offer a valuable window into how students develop their math skills as they progress through school. Whether you're a parent trying to make sense of your child's test results, an educator aiming to tailor instruction, or simply curious about how math proficiency evolves, understanding these scores is key. The Measurement of Academic Progress (MAP) assessment, widely used across schools in the United States and beyond, provides insights into student achievement and growth in mathematics, broken down by grade level. Let's explore what these scores mean, how they differ by grade, and how they can be used to support student learning.

What Are Math MAP Scores?

Before diving into the specifics by grade, it's important to grasp what math MAP scores represent. The MAP test is an adaptive assessment designed to measure a student's current level of math understanding and growth over time. Unlike traditional tests, MAP adjusts the difficulty of questions in real time, tailoring the test to the student's ability. The result is a RIT (Rasch Unit) score, a stable and continuous scale that reflects a student's achievement level independent of grade.

Because the RIT scale is consistent, it allows educators to track growth longitudinally and compare student performance across grade levels. For example, a student in third grade with a RIT score of 210 is performing at a certain level, and a fifth grader with the same score is likely performing below grade-level expectations.

Interpreting Math MAP Scores by Grade Level

Typical RIT Score Ranges for Each Grade

While MAP scores are individual and depend on many factors, average RIT scores for math by grade level provide a benchmark to understand where most students fall. Here's a general guide:

- **Kindergarten:** 140–170 RIT
- **1st Grade:** 160–190 RIT

- **2nd Grade:** 180–210 RIT
- **3rd Grade:** 200–230 RIT
- **4th Grade:** 210–240 RIT
- **5th Grade:** 220–250 RIT
- **6th Grade:** 230–260 RIT
- **7th Grade:** 240–270 RIT
- **8th Grade:** 250–280 RIT

These ranges reflect typical growth expectations and highlight the increasing complexity of math concepts as students advance. It's important to note that individual progress varies widely.

Growth Patterns Across Grade Levels

One of the strengths of MAP assessments is the ability to measure growth, not just proficiency. For example, a student moving from a RIT score of 180 to 200 between second and third grade shows significant learning gains. However, growth rates usually slow as students get older and the material becomes more challenging.

Educators often use growth norms to set realistic goals. Younger students typically show larger RIT score gains annually because foundational skills are being developed, while older students' growth might be more incremental but focused on mastering complex problem-solving and abstract reasoning.

Why Do Math MAP Scores Vary by Grade?

Curriculum Complexity and Skill Development

Mathematics education naturally progresses from basic number sense and operations in early grades to algebraic thinking, geometry, and data analysis in middle school. This curriculum progression means that MAP scores reflect not just how well students know math, but how prepared they are for increasingly complex concepts.

For example, a kindergartner's MAP math test may focus on counting and simple addition, while an eighth grader faces questions about linear equations or

functions. Therefore, the same RIT score in different grades can indicate very different levels of understanding.

Developmental and Cognitive Factors

In addition to curriculum, age-related cognitive development influences math MAP scores by grade level. Younger children are building foundational skills such as number recognition and basic operations, while older students are developing abstract thinking and problem-solving abilities.

This means educators should interpret scores within the context of a student's developmental stage. A "low" score in a higher grade might indicate gaps in foundational skills, while a "high" score in early grades suggests advanced understanding.

Using Math MAP Scores to Support Students

Identifying Strengths and Areas for Growth

Teachers and parents can use math MAP scores to pinpoint specific skill areas that need attention. MAP tests often provide detailed reports showing performance on various math strands like operations, algebra, geometry, and data analysis. By analyzing these sub-scores, it's possible to tailor instruction or tutoring.

For example, if a fourth grader shows strong scores in basic operations but struggles with fractions or decimals, targeted practice can help close those gaps before moving on to more advanced concepts.

Setting Realistic Goals Based on Grade-Level Norms

Understanding typical math MAP scores by grade level helps set achievable goals for students. Instead of comparing scores across all grades, focus on growth within the student's grade and individual trajectory. Celebrate incremental improvements and use MAP growth targets as motivation.

Many schools create personalized learning plans based on MAP data, ensuring that students are neither bored with material that's too easy nor overwhelmed by concepts they're not ready for.

Supporting Differentiated Instruction

One of the challenges in math education is meeting diverse learners' needs in the same classroom. MAP scores enable teachers to differentiate instruction effectively by grouping students with similar RIT scores or skill levels.

For example, a teacher might form small groups focusing on fractions for students scoring below the typical range in that area, while providing enrichment activities for advanced learners. This approach maximizes learning opportunities for all students.

Tips for Parents to Understand and Use Math MAP Scores

Parents often receive MAP score reports but may find them confusing. Here are some tips to make the most of the information:

- **Focus on Growth:** Remember that MAP measures growth, so look for improvement over time rather than just the raw score.
- **Ask About Grade-Level Norms:** Request benchmarks from your child's teacher to understand how your child's scores compare to peers.
- **Discuss Strengths and Weaknesses:** Use detailed reports to identify areas where your child excels or needs support.
- **Use the Data to Support Learning at Home:** Find resources or activities that align with your child's needs, such as online math games or workbooks.
- **Stay Connected with Educators:** Maintain communication with teachers to monitor progress and adapt learning strategies.

Looking Ahead: The Role of MAP Scores in Long-Term Math Success

Tracking math MAP scores by grade level isn't just about testing—it's about understanding a student's learning journey. When used thoughtfully, this data can inform instruction, empower parents, and ultimately help students build confidence and competence in math.

By recognizing that growth patterns vary and that each student learns at

their own pace, educators and families can create supportive environments where math achievement flourishes. After all, the goal is not just to hit a target score but to develop critical thinking and problem-solving skills that last a lifetime.

Frequently Asked Questions

What are MAP scores in math?

MAP scores in math refer to the results from the Measures of Academic Progress assessment, which evaluates a student's math proficiency and growth over time.

How are MAP math scores measured by grade level?

MAP math scores are measured using RIT (Rasch Unit) scores, which are scale scores that indicate a student's academic achievement level and growth, with typical RIT score ranges varying by grade level.

What is the average MAP math score for elementary students?

The average MAP math score for elementary students typically ranges from about 160 to 210 RIT points, depending on the specific grade level and time of year.

How can educators use MAP math scores by grade level?

Educators use MAP math scores by grade level to identify students' strengths and weaknesses, tailor instruction, set growth goals, and monitor progress throughout the school year.

Are MAP math scores comparable across different grade levels?

Yes, MAP math scores are designed to be comparable across grade levels because they measure student achievement on a continuous scale, allowing tracking of growth over multiple years.

What RIT score should a 5th grader aim for in MAP math?

A typical 5th grader should aim for a MAP math RIT score around 210 to 220, though this can vary based on district norms and assessment timing.

Do MAP math scores predict future academic success?

MAP math scores can provide useful insights into a student's current math skills and growth potential, which can help predict future academic success when combined with other factors.

How often should MAP math assessments be administered by grade level?

MAP math assessments are usually administered three times per school year (fall, winter, spring) to monitor student growth and adjust instruction accordingly by grade level.

Additional Resources

Math MAP Scores by Grade Level: An In-Depth Examination of Student Performance Trends

math map scores by grade level provide critical insights into student achievement and progression in mathematics across various educational stages. As educators and policymakers increasingly rely on data-driven approaches to tailor instruction and allocate resources, understanding these scores' nuances becomes essential. The Measures of Academic Progress (MAP) test, developed by NWEA, is a widely used adaptive assessment tool that evaluates student growth in math skills from early elementary grades through high school. Analyzing MAP math scores by grade can reveal not only academic strengths but also potential areas of concern, guiding targeted interventions to improve outcomes.

Understanding MAP Math Scores and Their Significance

MAP assessments are adaptive, meaning the difficulty of questions adjusts based on student responses, providing a personalized measure of proficiency. Math MAP scores are reported as RIT (Rasch Unit) scores, a stable measurement scale that reflects a student's instructional level and growth over time. Unlike percentile ranks or grade-level equivalents, RIT scores allow for comparison across grade levels and time periods, enabling educators to track student progress longitudinally.

Interpreting math MAP scores by grade level requires understanding the expected RIT score ranges for each grade. For example, typical scores for 3rd graders might range from 180 to 210, while 8th graders generally score between 215 and 240. These benchmarks help educators identify whether a student is performing below, at, or above grade-level expectations and inform curriculum adjustments.

Variability in Math MAP Scores Across Grade Levels

Analyzing data from multiple districts reveals consistent trends in MAP math scores by grade level. Early elementary grades tend to show rapid growth in RIT scores as students acquire foundational numeracy skills such as addition, subtraction, and basic multiplication. From kindergarten through 3rd grade, average gains of 8 to 10 RIT points per year are common, reflecting significant learning strides.

However, as students progress into upper elementary and middle school grades, growth rates often slow down. For instance, 4th to 6th graders might average 5 to 7 RIT points of annual growth, while middle school students experience even more modest increases. This deceleration can be attributed to the increasing complexity of mathematical concepts, including fractions, decimals, ratios, and early algebra.

In high school, MAP math scores tend to plateau, with average RIT scores clustering in the 220–250 range depending on the grade and curriculum rigor. This plateau suggests that while students continue to develop skills, growth is less pronounced and more closely tied to mastery of advanced topics such as geometry, trigonometry, and pre-calculus.

Implications of Score Patterns for Curriculum and Instruction

The patterns observed in math MAP scores by grade level highlight critical points for instructional focus. Early grades benefit from interventions that solidify basic arithmetic fluency, as gaps in foundational knowledge can hinder future learning. Schools that monitor MAP scores closely can identify students struggling with early numeracy and provide targeted support such as math labs or tutoring.

In middle school, where scores typically show slower growth, there is an opportunity to emphasize conceptual understanding and problem-solving skills. Integrating hands-on and real-world applications can help engage students and facilitate deeper comprehension. Moreover, differentiated instruction based on MAP data allows teachers to challenge advanced learners while supporting those who need remediation.

High school math instruction, reflected in plateaued MAP scores, may require strategies that prepare students for college-level math and STEM careers. Educators might use MAP data to inform placement in honors or remedial courses and to encourage skill development in areas like data analysis and mathematical reasoning.

Comparing Math MAP Scores by Grade Level Across Demographics

Beyond grade-level trends, examining math MAP scores by grade level across different student demographics reveals disparities that warrant attention. Research indicates that socioeconomic status, language proficiency, and access to resources significantly influence MAP performance.

For instance, students from low-income backgrounds often exhibit lower average RIT scores at each grade level compared to their more affluent peers. This gap can widen over time if not addressed, underscoring the importance of equitable resource allocation. Similarly, English language learners may face challenges in math assessments due to language barriers, impacting their MAP scores despite adequate math skills.

Addressing these disparities requires culturally responsive teaching, increased access to quality instructional materials, and wraparound supports such as counseling and family engagement. Utilizing MAP scores as a diagnostic tool enables schools to identify achievement gaps early and implement interventions tailored to diverse student needs.

Benefits and Limitations of Using MAP Scores by Grade Level

The use of math MAP scores by grade level offers numerous advantages for educational stakeholders:

- **Personalized Learning:** Adaptive testing ensures students receive questions appropriate to their skill level, providing accurate measures of ability.
- **Growth Monitoring:** RIT scores allow tracking of individual and cohort progress over time.
- **Data-Driven Decisions:** Educators can tailor instruction and allocate resources based on reliable performance data.
- **Early Intervention:** Identifying students below benchmarks facilitates timely support.

However, some limitations must be acknowledged:

- **Standardization Challenges:** Variations in curriculum across schools can

affect score interpretation.

- **Test Anxiety and External Factors:** Student performance may be influenced by non-academic variables.
- **Overemphasis on Testing:** Excessive reliance on MAP scores might narrow instructional focus.
- **Equity Concerns:** Scores may reflect access disparities rather than true ability.

Balancing the use of MAP data with holistic student evaluation is crucial to maximize benefits and minimize drawbacks.

Strategic Use of Math MAP Scores by Grade Level in Educational Planning

Effective integration of math MAP scores into educational planning involves multiple stakeholders. Administrators can use aggregated data to identify grade levels or schools requiring additional support. For example, a district noticing stagnant RIT growth among 5th graders may implement professional development to enhance math instruction or adopt new curricular resources.

Teachers benefit from real-time insights into student readiness, enabling differentiated lesson planning and goal setting. Regular MAP assessments throughout the academic year provide feedback loops that guide instructional adjustments. Moreover, sharing MAP results with students and parents fosters engagement and accountability.

At the policy level, MAP math scores by grade level inform funding decisions and program evaluations. State education departments may incorporate MAP data into accountability frameworks or use it to validate the effectiveness of math initiatives.

Future Trends and Innovations in MAP Assessment Use

As technology evolves, so does the potential for leveraging MAP math scores by grade level more effectively. Integration with learning management systems and data dashboards allows seamless access and visualization of performance trends. Artificial intelligence may soon enable predictive analytics, identifying students at risk of falling behind before scores decline significantly.

Furthermore, expanding MAP assessments to include collaborative problem-solving and mathematical reasoning could provide a more comprehensive picture

of student capabilities beyond procedural skills. Combining MAP data with qualitative measures—such as classroom observations and student portfolios—will enhance educational decision-making.

In sum, math MAP scores by grade level remain a valuable tool for understanding student math achievement and guiding instruction. When interpreted thoughtfully and used alongside other data sources, these scores empower educators to foster meaningful growth and close achievement gaps across diverse student populations.

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Public Schools, Charlotte, NC Watch what happens when educators put differentiation to work in real classrooms! Every student has unique learning styles, interests, and preferences. By differentiating instruction, teachers can reach all the students in their classroom, from struggling students to the gifted. Based on research and the authors' experiences at one remarkable elementary school, *Differentiation at Work, K-5* describes what schoolwide differentiation looks like in real classrooms. Lane Narvaez and Kay Brimijoin show school administrators how differentiated instruction can be successfully implemented schoolwide and provide teachers with authentic tools for the classroom. Readers will find: Nine sample lesson plans from a variety of disciplines and grade levels, with materials included Voices of teachers, students, and other members of the school community describing their experiences with differentiation A chapter on supporting schoolwide implementation through coaching Preassessments to determine students' prior knowledge Strategies for designing and refining lessons Applications at the district level This hands-on resource demonstrates how increased student achievement can become a reality when the entire school focuses on making differentiation work.

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wondering how to spur discussions in school districts, universities, and communities about leading equity-focused improvement, this book is for you. Teachers, students, family members, community members, principals and superintendents will be inspired to embrace Improvement Science as a method to improve equity in their schools. The book helps people new to Improvement Science to understand the basic steps to implement the process. If you're a beginner, it provides some basic steps and a resource

(<https://www.carnegiefoundation.org/our-ideas/six-core-principles-improvement/>) to help you understand the process better; for those with some experience, the book will be an excellent refresher and tool with functional suggestions to take your practice further. 1. Form a Team. 2. Examine Data. 3. Ask Why. 4. Read Research. 5. Get Perspective of Those Closest to the Problem. 6. Plan the Change. After you've done the above, then it's time to test one idea, using short Plan Do Study Act cycles. These are short improvement cycles. Students are only in our classrooms generally for one year, so the cycles need to be short, perhaps even as short as one week, to ensure that every instructional move we are making truly does improve the experience of the students. Readers of Improvement Science: Promoting Equity in Schools will be taking an important step toward achieving the goal of producing socially just classrooms and schools. WATCH: Meet the Authors (ZOOM recording from #CPED21 Virtual Convening, 10/20/21). To learn more about Improvement Science and see our full list of books in this area, please click through to the Myers Education Press Improvement Science website. Perfect for courses such as: Culturally Responsive Learning Environments; Educating For Equity And Social Justice; Cultivating Culturally Responsive Classrooms; Integrating Methods And Curriculum Design; Inquiry, Assessment, And Instructional Design; Foundations Of Culturally And Linguistically Responsive Practice; Math Literacy; Physical Education; Professional Collaboration In Education; Language And Literacy Development Of Diverse Learners; Equal Opportunity: Racism; Diversity And Equity In Schools; Cultural Proficiency In Schools; Language And Power In Education; Teaching For Equity In Literacy; Supportive Classroom Communities; Cultural Diversity In Literature; Engaging Students In Writing; Introduction To School Leadership; Introduction To School Improvement; Teacher Leadership And School Improvement

math map scores by grade level: Leading With Inquiry and Action Matthew Militello, Sharon F. Rallis, Ellen B. Goldring, 2009-07-23 This essential guide for educational leaders skillfully blends scholarship with practice and integrates theory with real-world examples. Through case studies, the authors show the reader how to develop, support, and improve a collaborative, inquiry-action process for improving teaching and learning. If we are going to have schools that successfully educate all students to high standards, then we need principals who translate the lessons of this book into practice. —Andrew Lachman, Executive Director Connecticut Center for School Change Enhance learning with a collaborative, inquiry-based system of leadership! With sociopolitical forces prompting calls for school improvement, school leaders look for ways to expand their expertise in instructional leadership and strengthen their role in shaping classroom practice. Leading With Inquiry and Action presents a systematic, ongoing process for collecting information, making decisions, and taking action to improve instruction and raise student achievement. The authors illustrate this collaborative inquiry-action cycle with a running vignette of an experienced principal and offer questions and exercises to guide individual reflection and group discussion. Thoroughly grounded in research, this book helps administrators: Identify areas for instructional improvement Determine community-supported solutions and build stakeholder commitment Articulate an action plan based on multiple data sources Take steps that support teacher development Systematically evaluate program results Educational improvement requires informed leadership. This practical guide provides an efficient and functional framework for transforming current or aspiring principals into inquiry-minded, action-oriented instructional leaders.

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profound we believe it has actually altered brain development trajectories for a generation. It will impact everything from future GDP to use of existing pre-COVID norms for any testing, to dementia or learning disability diagnosis and even the civil and criminal courtroom.

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prevention. Rather than presenting a packaged program, the book provides resources and strategies for designing and tailoring Ci3T to the needs and priorities of a particular school or district community. Ci3T is unique in integrating behavioral, academic, and social-emotional components into a single research-based framework. User-friendly features include tools for collecting and using student and schoolwide data; guidance for selecting effective interventions at each tier; detailed case examples; and tips for enhancing collaboration between general and special educators, other school personnel, and parents. In a convenient large-size format, the volume includes several reproducible forms that can be downloaded and printed for repeated use. Prior edition title: Developing Schoolwide Programs to Prevent and Manage Problem Behaviors. New to This Edition *Updated step-by-step approach reflecting the ongoing development of Ci3T. *Chapter on evidence for the effectiveness of tiered models. *Chapter on low-intensity, teacher-delivered strategies. *Chapter on sustaining effective implementation and professional development. *Lessons Learned feature--reflections and examples from educators in a range of settings.

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Katherine Baird, an economist, starts by clearly spelling out how our educational system is trapped in mediocrity. Yet, she doesn't just expose where we are. She identifies the steps to get out of the trap. We need to (1) dramatically reform our education's governance structure, (2) establish high expectations for all students, (3) provide adequate support to meet those expectations, and (4) introduce strong incentives for students to work hard in school so they do their part in meeting higher standards. Clearly, it isn't as simple as it sounds, but Baird carefully examines each factor that has led to the current state in education and then spells out how a combination of policies will weaken the forces that keep our schools mediocre and instead make them ones worth copying

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Will W.K. Ma, Allan H.K. Yuen, Jae Park, Wilfred W.F. Lau, Liping Deng, 2014-10-21 This volume highlights key aspects of new media, knowledge practices and multiliteracies in communication and education, providing readers with a range of empirical findings, novel theories and applications. The reports also include best practices, case studies, innovative solutions and lessons learned with regard to three core fields: (1) New media: discussions on the effects of traditional and new media, legal risks concerning social media, the effects of media intervention on help-seeking attitudes, obstacles of using tablets for learning, qualitative interpretation of media reporting, use of social media for enhancing design practices, and news-reading habits; (2) Knowledge practices: exploration of online viewing and lifestyles, reform of school management models, undergraduate students' mathematics learning experiences, perceived accounting ethics and online knowledge sharing, creating knowledge repositories, digital technologies outside school, smartphone usage and life satisfaction, and cultural differences and isomerism; and (3) Multiliteracies: studies on learning style inventories, the impact of ICT in interdisciplinary approaches, ePortfolios for learning, video production and generic skills enhancement, mobile-assisted collaborative learning, and the effects of project-based learning on student achievements. The reports presented are from various countries and organizations.

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Carman S. Gill, Ayse Torres, Kelly Emelianchik-Key, 2024-10-01 The cutting-edge resource that equips instructors and students with essential assessment tools and provides practical guidance for effective treatment planning. Understanding and addressing the diverse needs of clients is critical now more than ever. This foundational textbook prepares future counselors and educators with the essential tools and knowledge to master the assessment and testing standards required for CACREP accreditation. Authored by leading experts in the field, Appraisal, Assessment, and Evaluation for Counselors: A Practical Guide examines the intricacies of client assessment, emphasizing ethical and accurate evaluation as the cornerstone of successful counseling. Through a blend of historical context, legal and ethical considerations, and practical applications, this book provides a robust framework for understanding and implementing assessment methods. Covering the new 2024 CACREP standards and grounded in the DSM-5-TR, the book is designed to be well-organized and engaging, making it a practical resource for future counselors. The inclusion of social justice and advocacy considerations, along with real-world case examples, ensures students can connect assessment issues to real client situations, making it an essential resource for both classroom and clinical practice. Key Features: Offers in-depth case studies, examples, and podcasts throughout the book to grasp the nuanced process of testing and assessment across various treatment stages and settings. Presents assessment practices relevant to mental health, addiction counseling, school counseling, and rehabilitation counseling. Incorporates CACREP mapping, thoughtful discussion questions, and interactive class activities in every chapter. Delivers real-life perspectives from content experts through podcasts and a video role-play modeling diagnostic interviewing. Italicizes key terms for easy scanning and review. Includes the history and nature of assessment, legal and ethical implications, statistical concepts, and practical applications for many counseling scenarios. Instructors will welcome comprehensive Test Banks and chapter PowerPoints to enhance learning.

math map scores by grade level: The Ambitious Elementary School Elizabeth McGhee

Hassrick, Stephen W. Raudenbush, Lisa Rosen, 2017-04-21 The challenge of overcoming educational

inequality in the United States can sometimes appear overwhelming, and great controversy exists as to whether or not elementary schools are up to the task, whether they can ameliorate existing social inequalities and initiate opportunities for economic and civic flourishing for all children. This book shows what can happen when you rethink schools from the ground up with precisely these goals in mind, approaching educational inequality and its entrenched causes head on, student by student. Drawing on an in-depth study of real schools on the South Side of Chicago, Elizabeth McGhee Hassrick, Stephen W. Raudenbush, and Lisa Rosen argue that effectively meeting the challenge of educational inequality requires a complete reorganization of institutional structures as well as wholly new norms, values, and practices that are animated by a relentless commitment to student learning. They examine a model that pulls teachers out of their isolated classrooms and places them into collaborative environments where they can share their curricula, teaching methods, and assessments of student progress with a school-based network of peers, parents, and other professionals. Within this structure, teachers, school leaders, social workers, and parents collaborate to ensure that every child receives instruction tailored to his or her developing skills. Cooperating schools share new tools for assessment and instruction and become sites for the training of new teachers. Parents become respected partners, and expert practitioners work with researchers to evaluate their work and refine their models for educational organization and practice. The authors show not only what such a model looks like but the dramatic results it produces for student learning and achievement. The result is a fresh, deeply informed, and remarkably clear portrait of school reform that directly addresses the real problems of educational inequality.

math map scores by grade level: Twin Pandemics Alison L. Bailey, Jose Felipe Martinez, Andreas Oranje, Molly Faulkner-Bond, 2023-09-19 This book examines how the COVID-19 pandemic and racial inequities affect the educational assessment of students, either separately or in combination, as the health crisis was viewed as a factor intersecting with and exacerbating existing racial inequities in educational systems. The four empirical papers in this book attend to the challenges of implementing virtual standardized testing during the coronavirus pandemic, the different educational and assessment experiences of diverse groups of school-age students, and the reconsideration of traditional assessment approaches in response to mounting research evidence and growing concerns around enduring social and racial inequities faced by Black, Latinx, Asian, Indigenous, and other non-white citizens and communities. The four conceptual papers focus primarily on the ways in which assessment may contribute to systemic racism and offer potential solutions to move the educational assessment field forward. In totality, the volume offers needed empirical evidence, innovative methodological approaches, and theoretical and substantive examinations of the effects of the twin pandemics. *Twin Pandemics* will be a key resource for academics, researchers, and advanced students of Educational Assessment, Education, Psychometrics, Educational Research, Ethnic Studies, Research Methods, Sociology of Education and Psychology. The chapters included in this book were originally published as a special issue of Educational Assessment.

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