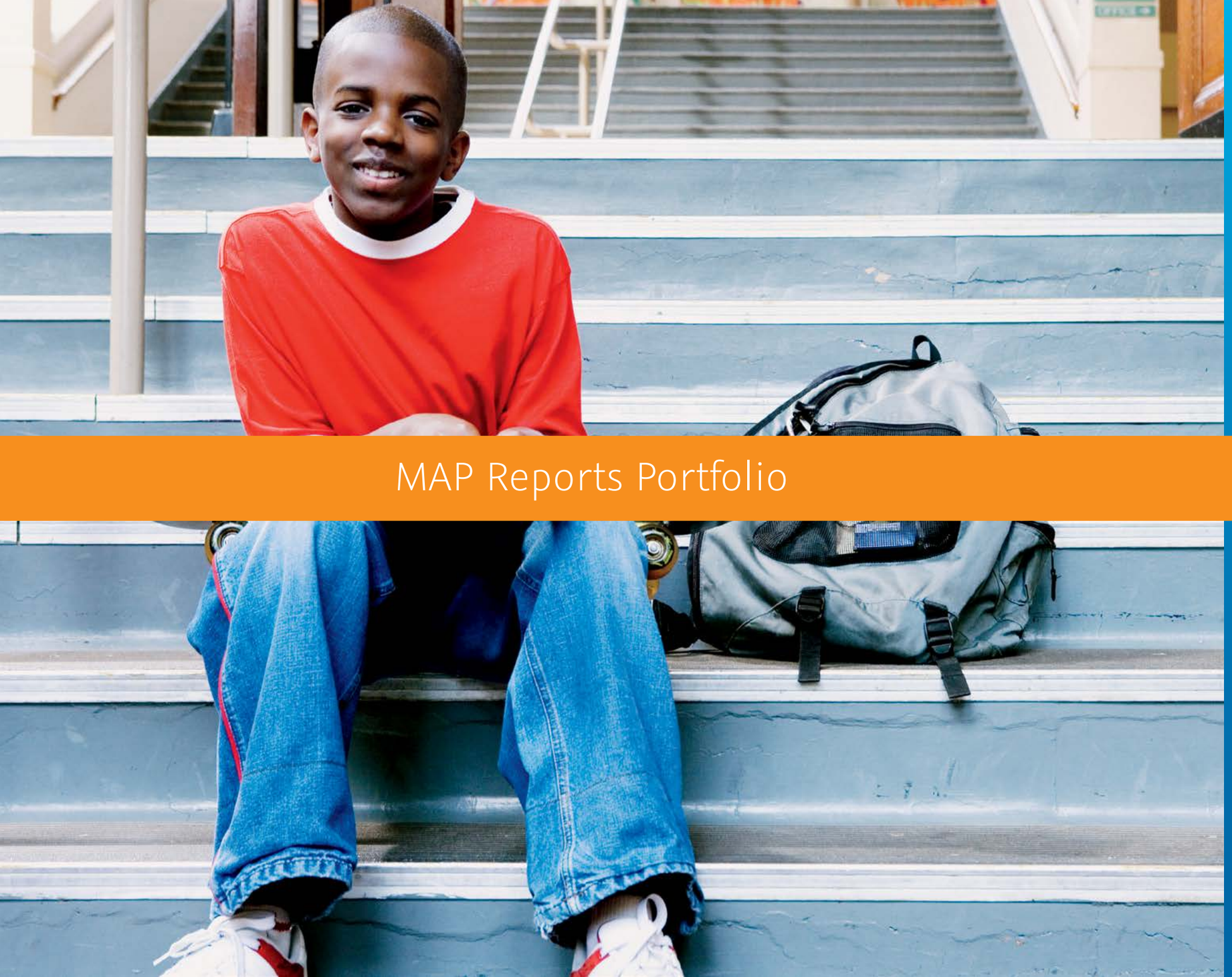

Measures of Academic Progress
MAP

MAP Reports Portfolio

Revised December 2016

NWEA™
Northwest Evaluation Association
Partnering to help all kids learn®

MAP Reports

A window into every student's achievement and growth

Measures of Academic Progress® (MAP®) creates a personalized assessment experience by adapting to each student's learning level—precisely measuring student progress and growth for each individual. With MAP, you'll have essential information about what each student knows and is ready to learn today.

Four features of MAP reports

1. **Timely results.** MAP tests are scored as they are administered; students and proctors receive preliminary results at the test's conclusion. Following a test, you can access in-depth reports that show aggregate data by class, grade, school, and district. Most of these reports are available instantly.

2. **Context for student performance on MAP.** NWEA provides robust norms for achievement and growth over time. Norms let you compare your students' performance at a single point in time and their growth over time with the performance and growth of other U.S. students in the same grade at a comparable stage of the school year. NWEA college readiness benchmark information also lets you use MAP scores for students in grades 5 – 10 to predict likely future performance on ACT® achievement tests.

3. **Audience-specific reports with flexible display and grouping options.** You'll find a variety of MAP reports—including those that help you predict proficiency on state tests, group students for differentiated instruction, and engage students in mapping their own learning plan for the school year.

4. **Flexible reporting formats.** While most educators make good use of the pre-configured reports, some districts and agencies want the underlying data formatted to import into their own student information or assessment management systems. NWEA provides an online interface to order, free of charge, raw data reports at any time and frequency during a testing season.

For a comprehensive reports guide, log in to MAP and access the *MAP Reports Reference* document.

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Reports Annotation Key

1. **Norms Reference Data:** Indicates which NWEA norming study your report data draw upon.
2. **Growth Comparison Period:** The two terms for which you wish to receive student growth data.
3. **Weeks of Instruction:** The number of instructional weeks prior to testing, as set by your school or district administrator.
4. **Optional Grouping:** You may choose to view results by gender or ethnicity. If your district submitted a Program File, you may also view summary results by special program.
5. **Small Group Display:** Summary groups of fewer than 10 students will not display unless you select this option while generating your report.
6. **Mean RIT:** The group's average score for the subject in the given term.
7. **Median RIT:** The group's middle score for the subject in the given term if individual scores were ordered from lowest to highest.
8. **Standard Deviation:** The variability of scores within a group. A larger standard deviation reflects a wider range of scores.
9. **Standard Error of Measurement** or **Error Margin:** An estimate of the amount of error in an individual's observed achievement score. The smaller the standard error, the more precise the achievement estimate.
10. **Sampling Error:** An estimate of the amount of error in an aggregate statistic (commonly the mean) attributed to calculating the statistic on a population sample rather than on the entire population. The larger the group, the lower the sampling error.
11. **Goal Performance Area** or **Instructional Area:** A learning area (e.g., Geometry) within a subject (e.g., Mathematics). On the *Class Breakdown by Goal Report*, click the instructional area to access the *Learning Continuum Class View*.
12. **RIT Score:** A student's overall scale score on the test for a given subject.
13. **RIT Range:** A range of RIT scores defined by the student's RIT score plus and minus one standard error of measurement. If the student took the test again relatively soon, you could expect his or her score to fall within this range about 68% of the time.
14. **Percentile:** The percentage of students in the NWEA national norm sample, for this grade and subject area, that this student's score (or group of students' mean score) equaled or exceeded. Percentile Range is computed by identifying the percentile ranks of the low and high ends of the RIT range (see 13, above).
15. **Lexile® Range:** A score (displayed as a 150-point range) resulting from a regression analysis of the NWEA Reading RIT scale and the MetaMetrics® Lexile® scale. This range helps you identify level-appropriate reading material for individual students.
16. **Area of Relative Strength:** Chosen relative to the whole subject score, plus or minus the standard error. Relative strengths appear in **bold** in the *Class Report*.
17. **Area of Relative Weakness** or **Suggested Area of Focus:** Chosen relative to the whole subject score, plus or minus the standard error. Relative weaknesses appear in *italics* in the *Class Report*.
18. **Count with Projection:** The number of students in the growth count population with available growth projections.
19. **Goal Score** or **Instructional Area Score:** The student's performance in the instructional area tested. Most reports show instructional area scores as RIT ranges (e.g., 187–199). The *Student Profile Report* shows the midpoint of the student's RIT range. *Class Breakdown* reports sort students into 10-point RIT bands, based on the midpoint of their instructional area RIT range.
20. **Segmented Bar Graph:** Shows the number of students who scored within each percentage range—low, medium, and high. A student's range is based on the proportion of questions he or she answered correctly in that section of the test.
21. **The Learning Continuum Class View:** Shows skills and concepts to develop with groups of students, based on 10-point RIT score bands that are appropriate for their readiness level.
22. **The Learning Continuum Test View:** Shows skills and concepts to reinforce, develop, and introduce, based on students' RIT scores in each instructional area.
23. **Learning Statements:** Statements that define learning objectives to help guide instruction.
24. **Projected Proficiency Category:** Students are grouped in predicted proficiency categories based on NWEA linking studies that align the MAP RIT scale to state assessments and college and career readiness measures.
25. **Projected RIT** or **RIT Projection:** The predicted future score for a student who makes typical growth, based on NWEA national growth norms. Projections take into account the student's initial score, grade level, and time between tests.
26. **Projected Growth, Growth Projection,** or **Typical Growth:** The change in RIT score that about half of US students will make over time, based on student growth norms. The student's initial score plus projected growth equals projected RIT. The *Student Growth Summary Report* shows grade level growth projections, which are based on school growth norms.
27. **Observed Growth** or **RIT Growth:** The change in a student's RIT score during the growth comparison period. On the *Student Growth Summary Report*, observed growth is the end-term mean RIT minus the start-term mean RIT.
28. **Observed Growth Standard Error:** Amount of measurement error associated with observed term-to-term growth. If the student could be tested again over the same period with comparable tests, there would be about a 68% chance that growth would fall within a range defined by the term-to-term growth plus or minus the standard error.
29. **Growth Index:** The difference between observed and projected growth. A zero indicates the student met projection exactly. Do not use this index to compare performance between students. Use the conditional growth index (see 31, below) instead.
30. **Met Projected Growth:** Indicates **Yes** if the student's term-to-term growth equaled or exceeded the growth projection or **No** if growth was less than projected. A **‡** means that the difference between the student's observed and projected growth is less than the observed growth standard error.
31. **Conditional Growth Index:** This index allows for growth comparisons between students. It incorporates conditions that affect growth, including weeks of instruction prior to testing and students' starting RIT scores. A value of zero corresponds to mean growth, indicating growth matched projection.
32. **Conditional Growth Percentile:** The conditional growth index (see 31, above) translated into national percentile rankings for growth.
33. **Percent Met Projection:** The percentage of students whose end-term RIT scores met or exceeded their individual growth projections.
34. **Percent of Projected Growth Met:** The total student growth divided by the total projected RITs, expressed as a percentage. Performance of 100% is considered average, meaning the overall student growth equaled the projections. Use in conjunction with 33, above.
35. **Growth Count:** The number of students with valid test events for both terms.
36. **Count Met Projection:** The number of students whose end-term RIT scores met or exceeded their individual growth projections.
37. **Median Conditional Growth Percentile:** The middle value of this student group's conditional growth percentiles if the individuals' percentiles were ordered from smallest to largest.
38. **School Conditional Growth Index:** This index allows for growth comparisons between grades within schools. It incorporates conditions that affect school growth, including weeks of instruction prior to testing and starting grade level mean RIT scores. A value of zero corresponds to mean growth, indicating growth matched projection.
39. **School Conditional Growth Percentile:** The school conditional growth index (see 38, above) translated into national percentile rankings for growth.

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Class Report

Kotifani, Jenisha
5th Grade Homeroom

Term Rostered:	Fall 2015–2016	**1 Norms Reference Data:**	2015
Term Tested:	Fall 2015–2016	**Weeks of Instruction:**	4 (Fall 2015) 3
District:	NWEA Sample District 3	**5 Small Group Display:**	No
School:	Three Sisters Elementary		

Reading

MAP: Reading 2-5 Common Core 2010 V2/Common Core English Language Arts K-12: 2010

Summary	
Total Students with Valid Growth Test Scores	11
6 Mean RIT	201.4
7 Median RIT	201
8 Standard Deviation	11.2
District Grade Level Mean RIT	201
Students At or Above District Grade Level Mean RIT	6
Norm Grade Level Mean RIT	205.7
Students At or Above Norm Grade Level Mean RIT	4

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err) 10	Median RIT	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%			
MAP: Reading 2-5 Common Core 2010 V2/Common Core English Language Arts K-12: 2010	2	18%	4	36%	2	18%	2	18%	1	9%	198-**201**-204	201	11.2
Goal Area													
Literature	3	27%	2	18%	3	27%	2	18%	1	9%	196-**201**-206	204	18.1
11 Informational Text	3	27%	3	27%	1	9%	3	27%	1	9%	196-**204**-212	202	12.5
Vocabulary Acquisition and Use	4	36%	2	18%	3	27%	1	9%	1	9%	194-**198**-202	198	10.0

Annotation Key

1. **Norms Reference Data:** Indicates which NWEA norming study your report data draw upon.
3. **Weeks of Instruction:** The number of instructional weeks prior to testing, as set by your school or district administrator.
5. **Small Group Display:** Summary groups of fewer than 10 students will not display unless you select this option while generating your report.
6. **Mean RIT:** The group's average score for the subject in the given term.
7. **Median RIT:** The group's middle score for the subject in the given term if individual scores were ordered from lowest to highest.
8. **Standard Deviation:** The variability of scores within a group. A larger standard deviation reflects a wider range of scores.
10. **Sampling Error:** An estimate of the amount of error in an aggregate statistic (commonly the mean) attributed to calculating the statistic on a population sample rather than on the entire population. The larger the group, the lower the sampling error.
11. **Goal Performance Area** or **Instructional Area:** A learning area (e.g., Geometry) within a subject (e.g., Mathematics). On the *Class Breakdown by Goal Report*, click the instructional area to access the *Learning Continuum Class View*.

Class
Continued

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Class Report

Kotifani, Jenisha
5th Grade Homeroom

Term Rostered:	Fall 2015–2016	**Norms Reference Data:**	2015
Term Tested:	Fall 2015–2016	**Weeks of Instruction:**	4 (Fall 2015)
District:	NWEA Sample District 3	**Small Group Display:**	No
School:	Three Sisters Elementary		

Reading

MAP: Reading 2-5 Common Core 2010 V2/Common Core English Language Arts K-12: 2010

Name (Student ID)	Gr	Test Date	RIT (+/- Std Err) 9	Percentile (+/- Std Err)	Lexile® Range	Test Duration	Goal Performance: A. Literature B. Informational Text C. Vocabulary Acquisition and Use 11 A	B	C 19
Dugaw, Daytan N. (SW07001428)	5	09/14/15	178-**181**-184	4-**5**-8	158-308	75 m	*163-177*	175-187	**187-197** 16
Devany, Noni I. (F09000030)	5	09/14/15	184-**188**-192	8-**12**-18	288-438	20 m	185-196	185-195	*177-189*
Scruggs, Ambrose E. (F10000851)	5	09/14/15	194-**197**-200	22-**28**-35	452-602	42 m	191-202	191-203	192-204
Shalifoe, Dyanne E. (F10000849)	5	09/14/15	195-**198**-201	25-**31**-38	464-614	60 m	**201-213**	*180-201*	*185-198*
Haukebo-Bol, Zaiden N. (SF0600226)	5	09/14/15	195-**198**-201	25-**31**-38	457-607	53 m	*187-199*	**196-207**	192-204
Wolf, Tiphannie E. (F0800104)	5	09/14/15	198-**201**-204	31-**38**-45	513-663	25 m	189-201	194-206	**201-214**
Vosburg, Mary M. (F09000045)	5	09/14/15	202-**205**-208	41-**48**-56	587-737	72 m	198-210	**211-224**	*187-200*
Kucia, Javis S. (F0900167)	5	09/14/15	204-**207**-210	46-**54**-61	634-784	42 m	*198-210* 17	199-211	**208-219**
Valkier, Romeo Moises S. (F0900031)	5	09/14/15	208-**211**-214	56-**63**-71	697-847	57 m	**210-221**	205-216	*200-212*
Alhamzawi, Drew W. (SF0600225)	5	09/14/15	210-**213**-216	61-**68**-75	737-887	67 m	206-218	**216-229**	*198-211*
Dimalanta, Kaleigha S. (SF0600178)	5	09/14/15	217-**220**-223	77-**82**-88	858-1008	29 m	217-228	*210-222*	215-226

Annotation Key

9 **Standard Error of Measurement** or **Error Margin:** An estimate of the amount of error in an individual's observed achievement score. The smaller the standard error, the more precise the achievement estimate.

11 **Goal Performance Area** or **Instructional Area:** A learning area (e.g., Geometry) within a subject (e.g., Mathematics). On the *Class Breakdown by Goal Report*, click the instructional area to access the *Learning Continuum Class View*.

13 **RIT Range:** A range of RIT scores defined by the student's RIT score plus and minus one standard error of measurement. If the student took the test again relatively soon, you could expect his or her score to fall within this range about 68% of the time.

14 **Percentile:** The percentage of students in the NWEA national norm sample, for this grade and subject area, that this student's score (or group of students' mean score) equaled or exceeded. Percentile Range is computed by identifying the percentile ranks of the low and high ends of the RIT range (see 13, above).

15 **Lexile® Range:** A score (displayed as a 150-point range) resulting from a regression analysis of the NWEA Reading RIT scale and the MetaMetrics® Lexile® scale. This range helps you identify level-appropriate reading material for individual students.

16 **Area of Relative Strength:** Chosen relative to the whole subject score, plus or minus the standard error. Relative strengths appear in **bold** in the *Class Report*.

17 **Area of Relative Weakness** or **Suggested Area of Focus:** Chosen relative to the whole subject score, plus or minus the standard error. Relative weaknesses appear in *italics* in the *Class Report*.

19 **Goal Score** or **Instructional Area Score:** The student's performance in the instructional area tested. Most reports show instructional area scores as RIT ranges (e.g., 187–199). The *Student Profile Report* shows the midpoint of the student's RIT range. *Class Breakdown* reports sort students into 10-point RIT bands, based on the midpoint of their instructional area RIT range.

Class Breakdown by RIT

Class Breakdown by RIT Report

District: NWEA Sample District 3
Term Rostered: Fall 2015–2016
Term Tested: Fall 2015–2016
School: Three Sisters Elementary
Instructor: Kotifani, Jenisha
Class: 5th Grade Homeroom

Modify Options

Select a subject in this report to view a Class Breakdown by Goal report
The score in parentheses by the student's name (i.e., Name (219)) represents the student's overall RIT score for this subject.

Class Breakdown by RIT | Create a PDF version of this report | Legal 8½" × 14" | Create PDF Report

Subject	Overall Score 12				
	<191	191–200	201–210	211–220	221+
Mathematics		D. E. Shalifoe (191) D. N. Dugaw (195) N. I. Devany (197) A. E. Scruggs (197) T. E. Wolf (200)	Z. N. Haukebo-Bol (210) M. M. Vosburg (210)	J. S. Kucia (215) D. W. Alhamzawi (216) R. Valkier (217)	K. S. Dimalanta (224)
Reading	D. N. Dugaw (181) 12 N. I. Devany (188)	A. E. Scruggs (197) Z. N. Haukebo-Bol (198) D. E. Shalifoe (198)	T. E. Wolf (201) M. M. Vosburg (205) J. S. Kucia (207)	R. Valkier (211) D. W. Alhamzawi (213) K. S. Dimalanta (220)	
Language Usage			D. N. Dugaw (201) Z. N. Haukebo-Bol (206) N. I. Devany (207) M. M. Vosburg (209) D. E. Shalifoe (209) A. E. Scruggs (210)	J. S. Kucia (211) T. E. Wolf (212) K. S. Dimalanta (213) R. Valkier (214) D. W. Alhamzawi (217)	
Science		A. E. Scruggs (198)	J. S. Kucia (201) D. W. Alhamzawi (202) M. M. Vosburg (202) T. E. Wolf (204) D. N. Dugaw (206) N. I. Devany (207)	D. E. Shalifoe (214) K. S. Dimalanta (215) R. Valkier (216)	Z. N. Haukebo-Bol (223)

Annotation Key

12 RIT Score: A student's overall scale score on the test for a given subject.

Class Breakdown by Goal

Class Breakdown by Goal Report

District:	NWEA Sample District 3
Term Rostered:	Fall 2015–2016
Term Tested:	Fall 2015–2016
School:	Three Sisters Elementary
Instructor:	Kotifani, Jenisha
Class:	5th Grade Homeroom

Modify Options

You may select the student's name, RIT band, or the goal name to drill down to the Learning Continuum Class View to see learning statements for the selected data.
The score in parentheses by the student's name (i.e., Name (219)) represents the student's overall RIT score for this subject.

Class Breakdown by Goal

Create a PDF version of this report Legal 8½" × 14" Create PDF Report

Subject Reading

MAP: Reading 2-5 Common Core 2010 V2/Common Core English Language Arts K-12: 2010

Goal	Goal Score 19						
	<171	171–180	181–190	191–200	201–210	211–220	221+
Literature	D. N. Dugaw (181) 12			N. I. Devany (188) A. E. Scruggs (197) Z. N. Haukebo-Bol (198) T. E. Wolf (201)	D. E. Shalifoe (198) M. M. Vosburg (205) J. S. Kucia (207)	R. Valkier (211) D. W. Alhamzawi (213)	K. S. Dimalanta (220)
11 Informational Text			D. N. Dugaw (181) N. I. Devany (188)	A. E. Scruggs (197) D. E. Shalifoe (198) T. E. Wolf (201)	Z. N. Haukebo-Bol (198) J. S. Kucia (207)	M. M. Vosburg (205) R. Valkier (211) K. S. Dimalanta (220)	D. W. Alhamzawi (213)
Vocabulary Acquisition and Use			N. I. Devany (188)	D. N. Dugaw (181) A. E. Scruggs (197) Z. N. Haukebo-Bol (198) D. E. Shalifoe (198) M. M. Vosburg (205)	T. E. Wolf (201) R. Valkier (211) D. W. Alhamzawi (213)	J. S. Kucia (207)	K. S. Dimalanta (220)

Annotation Key

11 Goal Performance Area or **Instructional Area:** A learning area (e.g., Geometry) within a subject (e.g., Mathematics). On the *Class Breakdown by Goal Report*, click the instructional area to access the *Learning Continuum Class View*.

12 RIT Score: A student's overall scale score on the test for a given subject.

19 Goal Score or **Instructional Area Score:** The student's performance in the instructional area tested. Most reports show instructional area scores as RIT ranges (e.g., 187–199). The *Student Profile Report* shows the midpoint of the student's RIT range. *Class Breakdown* reports sort students into 10-point RIT bands, based on the midpoint of their instructional area RIT range.

Learning Continuum Class View
Reading 2 – 5

Learning Continuum - Class View 21

5th Grade Homeroom

MAP: Reading 2-5 Common Core 2010 V2

Edit Display Options

Literature

Key Ideas and Details

171-180	**Setting** • Draws conclusions about a setting based on a description 23 • Identifies setting	D. N. Dugaw Overall: 181; Lexile Range: 158-308L; Goal Range: 163-177
181-190	**Setting** • Draws conclusions about a setting based on a description • Identifies setting • Recognizes description of setting	No students
191-200	**Setting** • Draws conclusions about a setting based on a description • Identifies details that reveal aspects of setting • Identifies setting • Recognizes description of setting	N. I. Devany Overall: 188; Lexile Range: 288-438L; Goal Range: 185-196 A. E. Scruggs Overall: 197; Lexile Range: 452-602L; Goal Range: 191-202 Z. N. Haukebo-Bol Overall: 198; Lexile Range: 457-607L; Goal Range: 187-199 T. E. Wolf Overall: 201; Lexile Range: 513-663L; Goal Range: 189-201
201-210	**Setting** • Compares or contrasts setting across literary works • Draws conclusions about a setting based on a description • Identifies details that reveal aspects of setting • Identifies setting • Recognizes description of setting	D. E. Shalifoe Overall: 198; Lexile Range: 464-614L; Goal Range: 201-213 M. M. Vosburg Overall: 205; Lexile Range: 587-737L; Goal Range: 198-210 J. S. Kucia Overall: 207; Lexile Range: 634-784L; Goal Range: 198-210
211-220	**Setting** • Analyzes how setting affects characters • Compares or contrasts setting across literary works • Draws conclusions about a setting based on a description • Identifies details that reveal aspects of setting • Identifies setting • Recognizes description of setting	R. Valkier Overall: 211; Lexile Range: 697-847L; Goal Range: 210-221 D. W. Alhamzawi Overall: 213; Lexile Range: 737-887L; Goal Range: 206-218
221-230	**Setting** • Analyzes how setting affects characters • Analyzes how setting contributes to plot • Compares or contrasts setting across literary works • Draws conclusions about a setting based on a description • Identifies details that reveal aspects of setting	K. S. Dimalanta Overall: 220; Lexile Range: 858-1008L; Goal Range: 217-228

This image has been modified to demonstrate functionality. Actual in-product screens will be slightly different. Learning statements in this example may differ from in-product learning statements.

Annotation Key

21 **The Learning Continuum Class View:** Shows skills and concepts to develop with groups of students, based on 10-point RIT score bands that are appropriate for their readiness level.

23 **Learning Statements:** Statements that define learning objectives to help guide instruction.

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Learning Continuum Class View
Mathematics 2 – 5

Learning Continuum - Class View 21

4th Grade Homeroom

MAP: Math 2-5 Common Core 2010 V2

Edit Display Options

Measurement and Data

Geometric Measurement and Problem Solving

161-170		No students
171-180	**Perimeter/Circumference** • Determines perimeters of basic polygons with all sides labeled 23	J. A. Cambridge Overall: 183; Goal Range: 163-177
181-190	**Perimeter/Circumference** • Determines perimeters of basic polygons with all sides labeled	No students
191-200	**Perimeter/Circumference** • Determines perimeters of basic polygons in which not all sides are labeled • Determines perimeters of basic polygons with all sides labeled • Solves real-world and mathematical problems involving perimeters of rectangles	E. H. Orton Overall: 189; Goal Range: 185-196 L. L. Wojnarowski Overall: 195; Goal Range: 191-202 A. H. Frisino Overall: 198; Goal Range: 187-199 D. H. Engles Overall: 200; Goal Range: 189-201
201-210	**Perimeter/Circumference** • Determines perimeters of basic polygons in which not all sides are labeled • Determines side lengths given the perimeter of rectangles • Solves real-world and mathematical problems involving perimeters of rectangles	J. L. Russell Overall: 198; Goal Range: 201-213 L. E. Kong Overall: 205; Goal Range: 198-210 J. B. Ramirez Overall: 208; Goal Range: 198-210
211-220	**Perimeter/Circumference** • Counts to find perimeters of complex figures • Describes the effect on perimeter when dimensions of a polygon are changed • Determines perimeters of basic polygons in which not all sides are labeled • Determines side lengths given the perimeter of rectangles • Solves real-world and mathematical problems involving perimeters of rectangles	R. N. Sandoval Overall: 212; Goal Range: 210-221 M. G. Moyer Overall: 213; Goal Range: 206-218

This image has been modified to demonstrate functionality. Actual in-product screens will be slightly different. Learning statements in this example may differ from in-product learning statements.

Annotation Key

21 **The Learning Continuum Class View:** Shows skills and concepts to develop with groups of students, based on 10-point RIT score bands that are appropriate for their readiness level.

23 **Learning Statements:** Statements that define learning objectives to help guide instruction.

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Learning Continuum Test View
Mathematics 2 – 5

Learning Continuum - Test View (22)

MAP: Math 2-5 Common Core 2010 V2

Edit Display Options

111-120 | 121-130 | 131-140 | 141-150 | 151-160 | 161-170 | 171-180 | 181-190 | 191-200 | 201-210 | 211-220

Measurement and Data

Geometric Measurement and Problem Solving

161-170 Reinforce skills & concepts	171-180 Develop skills & concepts	181-190 Introduce skills & concepts
Time • Reads analog clocks to the nearest half hour (23) • Reads analog clocks to the nearest hour	**Time** • Completes simple conversions of units of time • Reads analog clocks to the nearest five minutes • Reads analog clocks to the nearest half hour • Reads analog clocks to the nearest minute • Solves elapsed-time word problems across either minutes or hours • Understands time interval concepts: quarter to, half past, etc.	**Time** • Completes complex conversions of more than two units of time • Completes simple conversions of units of time • Determines elapsed time across either minutes or hours using clocks • Reads analog clocks to the nearest five minutes • Reads analog clocks to the nearest half hour • Reads analog clocks to the nearest minute • Solves elapsed-time word problems across either minutes or hours • Understands A.M. and P.M. • Understands time interval concepts: quarter to, half past, etc.
Area • Compares area of shapes • Determines areas of figures composed of whole unit squares	**Area** • Compares area of shapes • Determines areas of figures composed of whole unit squares	**Area** • Compares area of shapes • Determines areas of figures composed of whole unit squares

This image has been modified to demonstrate functionality. Actual in-product screens will be slightly different. Learning statements in this example may differ from in-product learning statements.

Annotation Key

(22) **The Learning Continuum Test View:** Shows skills and concepts to reinforce, develop, and introduce, based on students' RIT scores in each instructional area.

(23) **Learning Statements:** Statements that define learning objectives to help guide instruction.

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Learning Continuum Test View
Mathematics 2 – 5

Learning Continuum - Test View 22

MAP: Math 2-5 Common Core 2010 V2

Edit Display Options

111-120 | 121-130 | 131-140 | 141-150 | 151-160 | 161-170 | 171-180 | 181-190 | 191-200 | 201-210 | 211-220

Measurement and Data

Geometric Measurement and Problem Solving

191-200 Reinforce skills & concepts	201-210 Develop skills & concepts	211-220 Introduce skills & concepts
Time • Completes simple conversions of units of time 23 • Determines elapsed time across both minutes and hours using clocks • Determines elapsed time across either minutes or hours using clocks • Reads analog clocks to the nearest five minutes • Reads analog clocks to the nearest minute • Solves elapsed-time word problems across both minutes and hours • Solves elapsed-time word problems across either minutes or hours • Understands time interval concepts: quarter to, half past, etc.	**Time** • Completes complex conversions of more than two units of time • Completes simple conversions of units of time • Determines elapsed time across both minutes and hours using clocks • Determines elapsed time across either minutes or hours using clocks • Reads analog clocks to the nearest five minutes • Reads analog clocks to the nearest minute • Solves elapsed-time word problems across both minutes and hours • Solves elapsed-time word problems across either minutes or hours • Solves multi-step time word problems involving conversion across seconds, minutes, hours, etc. • Understands time interval concepts: quarter to, half past, etc.	**Time** • Completes complex conversions of more than two units of time • Completes simple conversions of units of time • Determines elapsed time across both minutes and hours using clocks • Solves elapsed-time word problems across both minutes and hours • Solves elapsed-time word problems across either minutes or hours • Solves multi-step time word problems involving conversion across seconds, minutes, hours, etc.
Area • Determines areas of figures composed of whole unit squares • Determines areas of rectangles with whole number sides, given the formula • Estimates area of figures using square units	**Area** • Determines areas of figures composed of whole and partial unit squares • Determines areas of rectangles with whole number sides • Determines areas of rectangles with whole number sides, given the formula • Estimates areas of figures using square units • Solves real-world and mathematical problems involving areas of rectangles • Understands the concept of area	**Area** • Determines areas of figures composed of whole and partial unit squares • Determines areas of rectangles with whole number sides • Determines areas of rectangles with whole number sides, given the formula • Solves real-world and mathematical problems involving areas of rectangles • Understands the concept of area

This image has been modified to demonstrate functionality. Actual in-product screens will be slightly different. Learning statements in this example may differ from in-product learning statements.

Annotation Key

22 **The Learning Continuum Test View:** Shows skills and concepts to reinforce, develop, and introduce, based on students' RIT scores in each instructional area.

23 **Learning Statements:** Statements that define learning objectives to help guide instruction.

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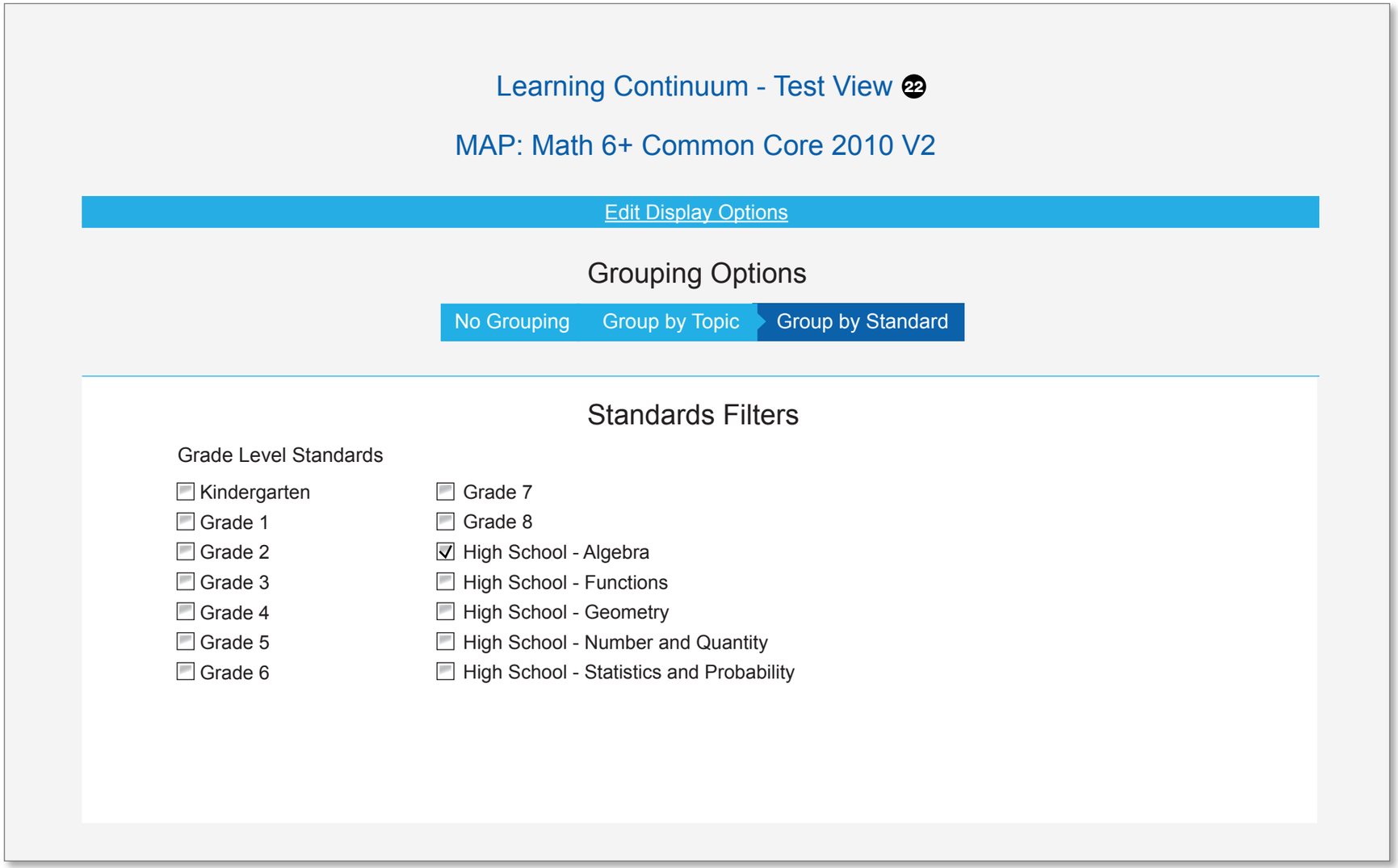
Learning Continuum Test View
Display Options for Mathematics 6+



This image has been modified to demonstrate functionality. Actual in-product screens will be slightly different.

Annotation Key

22 **The Learning Continuum Test View:** Shows skills and concepts to reinforce, develop, and introduce, based on students' RIT scores in each instructional area.

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Learning Continuum Test View
Mathematics 6+, Grouped by Standard

Learning Continuum - Test View 22

MAP: Math 6+ Common Core 2010 V2

Edit Display Options

181-190 | 191-200 | 201-210 | 211-220 | 221-230 | 231-240 | 241-250 | 251-260 | 261-270 | 271-280 | 281-290

Operations and Algebraic Thinking

Expressions and Equations

221-230	231-240	241-250
Reinforce skills & concepts	Develop skills & concepts	Introduce skills & concepts

CCSS.Math.Content.HSA-REI.B3: Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

221-230	231-240	241-250
• Solves for a missing value in a proportion 23	• Solves for a missing value in a proportion	• Represents the solutions of a compound linear inequality on a number line
• Solves two-step linear equations with negative rational numbers	• Solves multi-step linear equations with positive and negative rational numbers	• Represents the solutions of a two-step linear inequality on a number line
• Solves two-step linear equations with positive rational numbers	• Solves two-step linear equations with negative rational numbers	• Solves multi-step linear equations with positive and negative rational numbers
• Solves two-step linear inequalities	• Solves two-step linear equations with positive rational numbers	• Solves multi-step linear inequalities
	• Solves two-step linear inequalities	• Solves two-step linear equations with negative rational numbers
		• Solves two-step linear equations with positive rational numbers
		• Solves two-step linear inequalities

CCSS.Math.Content.HSA-REI.C.6: Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

221-230	231-240	241-250
• Solves a system of linear equations graphically	• Solves a system of linear equations algebraically	• Solves a system of linear equations algebraically
• Writes and solves a system of linear equations involving a real-world or mathematical context	• Solves a system of linear equations graphically	• Solves a system of linear equations graphically
	• Writes and solves a system of linear equations involving a real-world or mathematical context	• Writes and solves a system of linear equations involving a real-world or mathematical context

This image has been modified to demonstrate functionality. Actual in-product screens will be slightly different. Learning statements in this example may differ from in-product learning statements.

Annotation Key

22 **The Learning Continuum Test View:** Shows skills and concepts to reinforce, develop, and introduce, based on students' RIT scores in each instructional area.

23 **Learning Statements:** Statements that define learning objectives to help guide instruction.

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Class Breakdown by Projected Proficiency

Class Breakdown by Projected Proficiency Report

District:	NWEA Sample District 3
Term Rostered:	Fall 2015–2016
Term Tested:	Fall 2015–2016
School:	Three Sisters Elementary
Instructor:	Kotifani, Jenisha
Class:	5th Grade Homeroom

Modify Options

Class Breakdown by Projected Proficiency **Create a PDF version of this report** Legal 8½" × 14" **Create PDF Report**

The score in parentheses by the student's name (i.e., Name (219)) represents the student's overall RIT score for this subject.

Projected to: CSAP taken in Spring

Subject	Projected Proficiency Category 24		
	Partially Proficient	**Proficient**	**Advanced**
Mathematics	D. E. Shalifoe (191) 12 D. N. Dugaw (195) N. I. Devany (197) A. E. Scruggs (197) T. E. Wolf (200)	Z. N. Haukebo-Bol (210) M. M. Vosburg (210) J. S. Kucia (215) D. W. Alhamzawi (216) R. Valkier (217)	K. S. Dimalanta (224)
Reading	D. N. Dugaw (181) N. I. Devany (188) A. E. Scruggs (197) Z. N. Haukebo-Bol (198) D. E. Shalifoe (198)	T. E. Wolf (201) M. M. Vosburg (205) J. S. Kucia (207) R. Valkier (211) D. W. Alhamzawi (213)	K. S. Dimalanta (220)

Annotation Key

12 **RIT Score:** A student's overall scale score on the test for a given subject.

24 **Projected Proficiency Category:** Students are grouped in predicted proficiency categories based on NWEA linking studies that align the MAP RIT scale to state assessments and college and career readiness measures.

Achievement Status and Growth Projection

NWEA
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Achievement Status and Growth Projection Report

Kotifani, Jenisha
5th Grade Homeroom

Term Tested: Fall 2015–2016
Term Rostered: Fall 2015–2016
District: NWEA Sample District 3
School: Three Sisters Elementary

(1) **Norms Reference Data:** 2015
Growth Comparison Period: Fall 2015 – Winter 2016 (2)
(3) **Weeks of Instruction:** Start – 4 (Fall 2015)
End – 20 (Winter 2016)
Optional Grouping: None (4)
(5) **Small Group Display:** No

Language Usage

			Achievement Status				Growth								
			Fall 2015		Winter 2016		Student						Comparative		
Name	FA15 Grade	FA15 Date	(13) RIT Range (+/- SEM)	(14) Percentile Range (+/- SE)	RIT Range (+/- SEM)	Percentile Range (+/- SE)	(25) Projected RIT	(26) Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth	Conditional Growth Index	Conditional Growth Percentile
Alhamzawi, Drew W.	5	09/14/15	214-**217**-220	73-**79**-85			220	3						
Devany, Noni I.	5	09/14/15	204-**207**-210	45-**54**-62			211	4						
Dimalanta, Kaleigha S.	5	09/14/15	210-**213**-216	62-**70**-77			216	3						
Dugaw, Daytan N.	5	09/14/15	198-**201**-204	29-**37**-45			206	5						
Haukebo-Bol, Zaiden N.	5	09/14/15	203-**206**-209	43-**51**-60			210	4						
Kucia, Javis S.	5	09/14/15	208-**211**-214	57-**65**-73			214	3						
Scruggs, Ambrose E.	5	09/14/15	207-**210**-213	54-**62**-70			214	4						
Shalifoe, Dyanne E.	5	09/14/15	206-**209**-212	51-**60**-68			213	4						
Valkier, Romeo Moises S.	5	09/14/15	211-**214**-217	65-**73**-79			217	3						
Vosburg, Mary M.	5	09/14/15	206-**209**-212	51-**60**-68			213	4						
Wolf, Tiphannie E.	5	09/14/15	209-**212**-215	60-**68**-75			215	3						

Summary for: Language Usage

Percentage of Students Who Met or Exceeded Their Projected RIT	
Percent of Projected Growth Met	
Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores	
Count of Students Who Met or Exceeded Their Projected RIT	
Median Conditional Growth Percentile	

Annotation Key

(1) **Norms Reference Data:** Indicates which NWEA norming study your report data draw upon.

(2) **Growth Comparison Period:** The two terms for which you wish to receive student growth data.

(3) **Weeks of Instruction:** The number of instructional weeks prior to testing, as set by your school or district administrator.

(4) **Optional Grouping:** You may choose to view results by gender or ethnicity. If your district submitted a Program File, you may also view summary results by special program.

(5) **Small Group Display:** Summary groups of fewer than 10 students will not display unless you select this option while generating your report.

(13) **RIT Range:** A range of RIT scores defined by the student's RIT score plus and minus one standard error of measurement. If the student took the test again relatively soon, you could expect his or her score to fall within this range about 68% of the time.

(14) **Percentile:** The percentage of students in the NWEA national norm sample, for this grade and subject area, that this student's score (or group of students' mean score) equaled or exceeded. Percentile Range is computed by identifying the percentile ranks of the low and high ends of the RIT range (see 13, above).

(25) **Projected RIT** or **RIT Projection:** The predicted future score for a student who makes typical growth, based on NWEA national growth norms. Projections take into account the student's initial score, grade level, and time between tests.

(26) **Projected Growth, Growth Projection,** or **Typical Growth:** The change in RIT score that about half of US students will make over time, based on student growth norms. The student's initial score plus projected growth equals projected RIT. The *Student Growth Summary Report* shows grade level growth projections, which are based on school growth norms.

Achievement Status and Growth Summary

NWEA
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Achievement Status and Growth Summary Report

Kotifani, Jenisha
5th Grade Homeroom

Term Tested: Winter 2015–2016
Term Rostered: Winter 2015–2016
District: NWEA Sample District 3
School: Three Sisters Elementary

Norms Reference Data: 2015
Growth Comparison Period: Fall 2015 – Winter 2016
Weeks of Instruction: Start – 4 (Fall 2015)
End – 20 (Winter 2016)
Optional Grouping: None
Small Group Display: No

Language Usage

			Achievement Status				Growth							
			Fall 2015		Winter 2016		Student						Comparative	
Name	W16 Grade	W16 Date	RIT Range (+/- SEM)	Percentile Range (+/- SE)	RIT Range (+/- SEM)	Percentile Range (+/- SE)	Projected RIT	Projected Growth	(27) Observed Growth	(28) Observed Growth SE	(29) Growth Index	(30) Met Projected Growth	(31) Conditional Growth Index	(32) Conditional Growth Percentile
Alhamzawi, Drew W.	5	01/06/16	214-**217**-220	73-**79**-85	221-**224**-227	87-**91**-94	220	3	7	4.3	4	**Yes**	0.9	80
Devany, Noni I.	5	01/06/16	204-**207**-210	45-**54**-62	212-**215**-218	57-**66**-73	211	4	8	4.2	4	**Yes**	0.8	80
Dimalanta, Kaleigha S.	5	01/06/16	210-**213**-216	62-**70**-77	214-**217**-220	63-**71**-78	216	3	4	4.2	1	**Yes** ‡	0.2	56
Dugaw, Daytan N.	5	01/06/16	198-**201**-204	29-**37**-45	204-**207**-210	33-**42**-51	206	5	6	4.2	1	**Yes** ‡	0.3	61
Haukebo-Bol, Zaiden N.	5	01/06/16	203-**206**-209	43-**51**-60	210-**213**-216	51-**60**-68	210	4	7	4.4	3	**Yes** ‡	0.6	76
Kucia, Javis S.	5	01/06/16	208-**211**-214	57-**65**-73	211-**214**-217	54-**63**-71	214	3	3	4.3	0	**Yes** ‡	-0.1	46
Scruggs, Ambrose E.	5	01/06/16	207-**210**-213	54-**62**-70	209-**212**-215	48-**57**-66	214	4	2	4.3	-2	**No** ‡	-0.3	38
Shalifoe, Dyanne E.	5	01/06/16	206-**209**-212	51-**60**-68	214-**217**-220	73-**79**-85	213	4	8	4.4	4	**Yes**	0.9	81
Valkier, Romeo Moises S.	5	01/06/16	211-**214**-217	65-**73**-79	217-**220**-223	71-**78**-84	217	3	6	4.7	3	**Yes** ‡	0.6	72
Vosburg, Mary M.	5	01/06/16	206-**209**-212	51-**60**-68	206-**210**-214*	39-**51**-63*	213	4	1	5.7†	-3	**No** ‡	-0.5	29
Wolf, Tiphannie E.	5	01/06/16	209-**212**-215	60-**68**-75	212-**215**-218	57-**66**-73	215	3	3	4.5	0	**Yes** ‡	-0.1	47

Summary for: Language Usage		
	Percentage of Students Who Met or Exceeded Their Projected RIT	81.8% (33)
	Percent of Projected Growth Met	137.5% (34)
	Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores	11 (18)
	Count of Students Who Met or Exceeded Their Projected RIT	9 (36)
	Median Conditional Growth Percentile	61 (37)

Explanatory Notes
† SE on Observed Growth is greater than normal. Use metric with caution.
* SE or SEM is greater than normal. Use metric with caution.
‡ Indicates that projected growth falls within standard error of observed growth.

Annotation Key

(18) **Count with Projection:** The number of students in the growth count population with available growth projections.

(27) **Observed Growth** or **RIT Growth:** The change in a student's RIT score during the growth comparison period. On the *Student Growth Summary Report*, observed growth is the end-term mean RIT minus the start-term mean RIT.

(28) **Observed Growth Standard Error:** Amount of measurement error associated with observed term-to-term growth. If the student could be tested again over the same period with comparable tests, there would be about a 68% chance that growth would fall within a range defined by the term-to-term growth plus or minus the standard error.

(29) **Growth Index:** The difference between observed and projected growth. A zero indicates the student met projection exactly. Do not use this index to compare performance between students. Use the conditional growth index (see 31, below) instead.

(30) **Met Projected Growth:** Indicates **Yes** if the student's term-to-term growth equaled or exceeded the growth projection or **No** if growth was less than projected. A ‡ means that the difference between the student's observed and projected growth is less than the observed growth standard error.

(31) **Conditional Growth Index:** This index allows for growth comparisons between students. It incorporates conditions that affect growth, including weeks of instruction prior to testing and students' starting RIT scores. A value of zero corresponds to mean growth, indicating growth matched projection.

(32) **Conditional Growth Percentile:** The conditional growth index (see 31, above) translated into national percentile rankings for growth.

(33) **Percent Met Projection:** The percentage of students whose end-term RIT scores met or exceeded their individual growth projections.

(34) **Percent of Projected Growth Met:** The total student growth divided by the total projected RITs, expressed as a percentage. Performance of 100% is considered average, meaning the overall student growth equaled the projections. Use in conjunction with 33, above.

(36) **Count Met Projection:** The number of students whose end-term RIT scores met or exceeded their individual growth projections.

(37) **Median Conditional Growth Percentile:** The middle value of this student group's conditional growth percentiles if the individuals' percentiles were ordered from smallest to largest.

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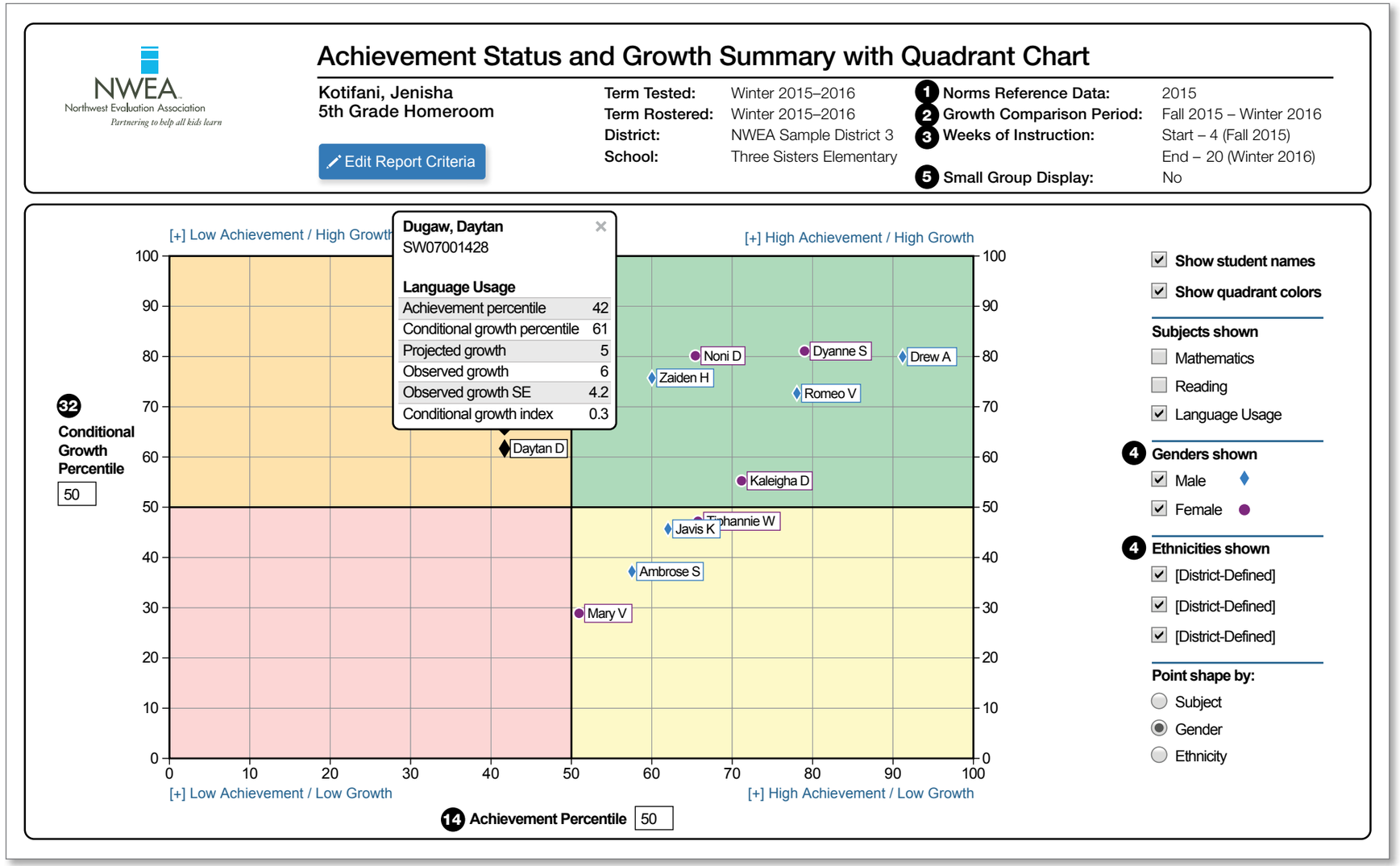
Achievement Status and Growth Summary with Quadrant Chart



This image shows an excerpt from the larger Summary with Quadrant Chart.

Annotation Key

1. **Norms Reference Data:** Indicates which NWEA norming study your report data draw upon.
2. **Growth Comparison Period:** The two terms for which you wish to receive student growth data.
3. **Weeks of Instruction:** The number of instructional weeks prior to testing, as set by your school or district administrator.
4. **Optional Grouping:** You may choose to view results by gender or ethnicity. If your district submitted a Program File, you may also view summary results by special program.
5. **Small Group Display:** Summary groups of fewer than 10 students will not display unless you select this option while generating your report.
14. **Percentile:** The percentage of students in the NWEA national norm sample, for this grade and subject area, that this student's score (or group of students' mean score) equaled or exceeded. Percentile Range is computed by identifying the percentile ranks of the low and high ends of the RIT range (see p.1, #13).
32. **Conditional Growth Percentile:** The conditional growth index (see p.1, #31) translated into national percentile rankings for growth.

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Student Goal Setting Worksheet

NWEA
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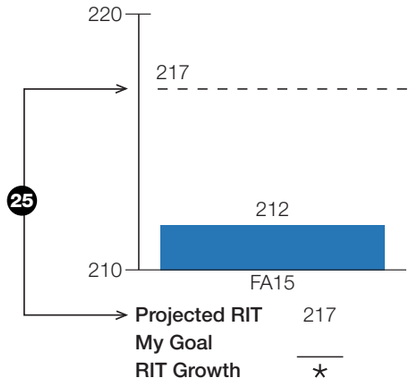
Student Goal Setting Worksheet

Carter, Jasmine
Student ID: 889905

Term Tested: Fall 2015–2016
District: NWEA Sample District 3
School: St. Helens Middle School

1 Norms Reference Data: 2015
Growth Comparison Period: Fall 2015–Spring 2016 **2**
3 Weeks of Instruction: Start – 4 (Fall 2015)
End – 32 (Spring 2016)

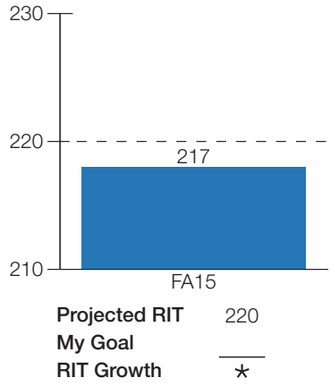
Mathematics (MAP: Math 6+ Common Core 2010 V2)



	FA15	
Overall RIT Score	**212**	**12**
Goal Performance		
Real and Complex Number Systems	211–225	
11 Algebraic Thinking	212–226	**16**
Statistics and Probability	***198–211***	**17**
Geometry	***201–215***	

Student Action Plan:

Reading (MAP: Reading 6+ Common Core 2010)



	FA15	
Overall RIT Score	**217**	
Goal Performance		
Literature	210–222	
Informational Text	***203–215***	
Vocabulary Acquisition and Use	218–230	
Lexile® Range	807–957L	**15**

Student Action Plan:

Annotation Key

1 Norms Reference Data: Indicates which NWEA norming study your report data draw upon.

2 Growth Comparison Period: The two terms for which you wish to receive student growth data.

3 Weeks of Instruction: The number of instructional weeks prior to testing, as set by your school or district administrator.

11 Goal Performance Area or **Instructional Area:** A learning area (e.g., Geometry) within a subject (e.g., Mathematics). On the *Class Breakdown by Goal Report*, click the instructional area to access the *Learning Continuum Class View*.

12 RIT Score: A student's overall scale score on the test for a given subject.

15 Lexile® Range: A score (displayed as a 150-point range) resulting from a regression analysis of the NWEA Reading RIT scale and the MetaMetrics® Lexile® scale. This range helps you identify level-appropriate reading material for individual students.

16 Area of Relative Strength: Chosen relative to the whole subject score, plus or minus the standard error. Relative strengths appear in **bold** in the *Class Report*.

17 Area of Relative Weakness or **Suggested Area of Focus:** Chosen relative to the whole subject score, plus or minus the standard error. Relative weaknesses appear in *italics* in the *Class Report*.

25 Projected RIT or **RIT Projection:** The predicted future score for a student who makes typical growth, based on NWEA national growth norms. Projections take into account the student's initial score, grade level, and time between tests.

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Student Progress

Student Progress Report

NWEA
Northwest Evaluation Association
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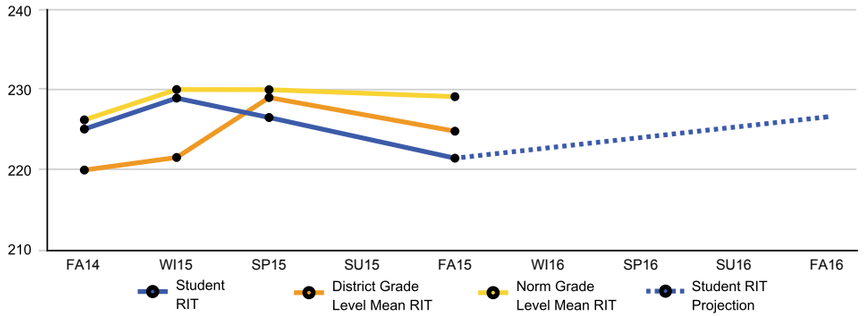
McRay, Marcus
Student ID: 100023123

1	**Norms Reference Data:**	2015
	Growth Comparison Period:	Fall to Fall 2
	District:	NWEA Sample District 3
	School:	Mt. Bachelor Middle School
	Term Rostered:	Fall 2015–2016

Mathematics

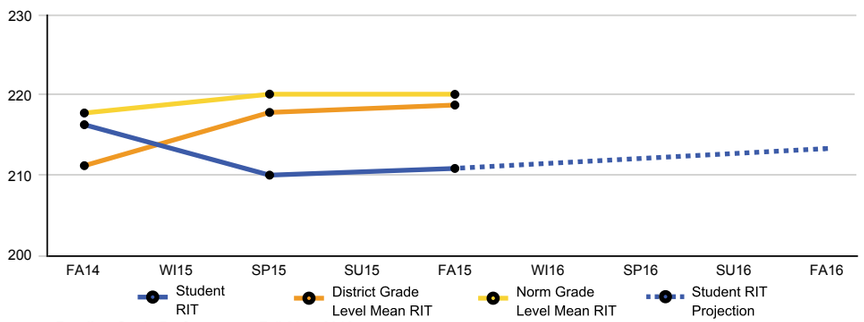


Mathematics Goals Performance - Fall 2015-2016

11 Real and Complex Number Systems	224-238	Statistics and Probability	194-211
Geometry	226-241	Algebraic Thinking	217-231

Term/ Year	Grade	13 RIT (+/- Std Err)	27 RIT Growth	26 Growth Projection	14 Percentile Range
FA15	9	219-**222**-225	-3	4	28-**34**-40
SP15	8	223-**226**-229			34-**40**-46
WI15	8	225-**228**-231			41-**48**-54
FA14	8	222-**225**-228	3	6	41-**47**-54
SP14	7	218-**221**-223			27-**33**-39
FA13	7	219-**222**-225	8	7	41-**48**-55
SP13	6	222-**225**-228			41-**49**-56
WI13	6	212-**215**-218			26-**32**-39
FA12	6	212-**214**-217	2	6	33-**40**-48
SP12	5	212-**215**-218			28-**34**-41
FA11	5	209-**212**-215	8	10	43-**51**-59
SP11	4	205-**208**-211			28-**36**-43
FA10	4	201-**204**-207	9	11	47-**56**-65
WI10	3	190-**193**-196			27-**34**-43
FA09	3	192-**195**-198			55-**63**-72

Reading



Reading Goals Performance - Fall 2015-2016

Literature	207-219	Informational Text	199-210
Vocabulary Acquisition and Use	210-222	Lexile® Range	699-849L 15

Term/ Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	
FA15	9	208-**211**-214	-5	3	23-**29**-36
SP15	8	206-**210**-213			20-**26**-32
FA14	8	212-**216**-219	6	4	39-**47**-54
SP14	7	208-**211**-214			25-**31**-39
FA13	7	207-**210**-213	6	5	31-**38**-46
SP13	6	213-**217**-220			45-**53**-61
WI13	6	201-**205**-208			20-**26**-33
FA12	6	201-**204**-207	13	6	25-**32**-39
SP12	5	199-**202**-205			19-**25**-32
FA11	5	188-**191**-195	-4	7	12-**16**-22
SP11	4	191-**195**-198			17-**23**-30
FA10	4	192-**195**-198	14	10	34-**42**-49
WI10	3	180-**183**-186			12-**16**-22
FA09	3	179-**181**-184			23-**29**-36

Annotation Key

1 **Norms Reference Data:** Indicates which NWEA norming study your report data draw upon.

2 **Growth Comparison Period:** The two terms for which you wish to receive student growth data.

11 **Goal Performance Area** or **Instructional Area:** A learning area (e.g., Geometry) within a subject (e.g., Mathematics). On the *Class Breakdown by Goal Report*, click the instructional area to access the *Learning Continuum Class View*.

13 **RIT Range:** A range of RIT scores defined by the student's RIT score plus and minus one standard error of measurement. If the student took the test again relatively soon, you could expect his or her score to fall within this range about 68% of the time.

14 **Percentile:** The percentage of students in the NWEA national norm sample, for this grade and subject area, that this student's score (or group of students' mean score) equaled or exceeded. Percentile Range is computed by identifying the percentile ranks of the low and high ends of the RIT range (see 13, above).

15 **Lexile® Range:** A score (displayed as a 150-point range) resulting from a regression analysis of the NWEA Reading RIT scale and the MetaMetrics® Lexile® scale. This range helps you identify level-appropriate reading material for individual students.

26 **Projected Growth, Growth Projection,** or **Typical Growth:** The change in RIT score that about half of US students will make over time, based on student growth norms. The student's initial score plus projected growth equals projected RIT. The *Student Growth Summary Report* shows grade level growth projections, which are based on school growth norms.

27 **Observed Growth** or **RIT Growth:** The change in a student's RIT score during the growth comparison period. On the *Student Growth Summary Report*, observed growth is the end-term mean RIT minus the start-term mean RIT.

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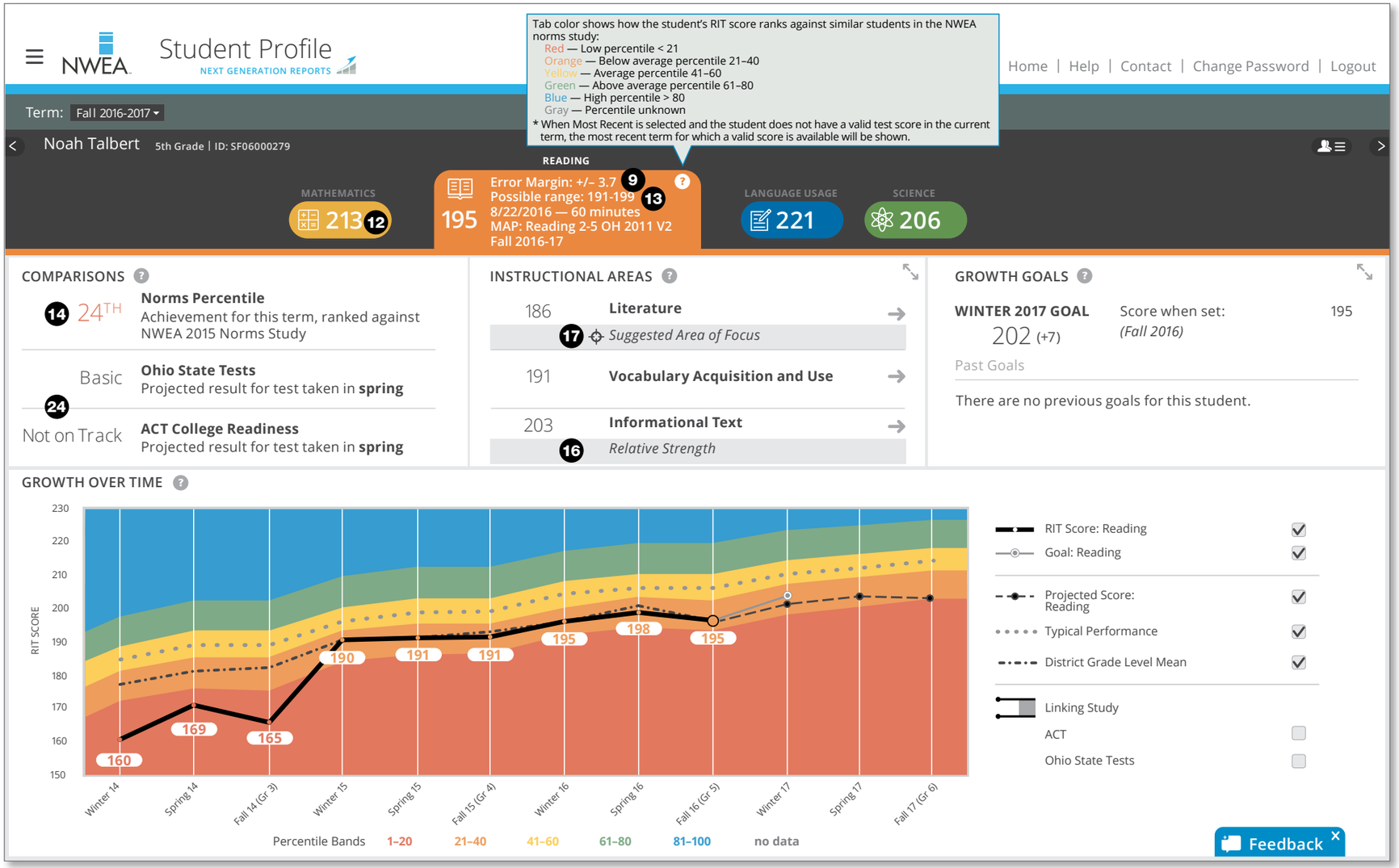
Student Profile



Annotation Key

9 **Standard Error of Measurement** or **Error Margin:** An estimate of the amount of error in an individual's observed achievement score. The smaller the standard error, the more precise the achievement estimate.

12 **RIT Score:** A student's overall scale score on the test for a given subject.

13 **RIT Range:** A range of RIT scores defined by the student's RIT score plus and minus one standard error of measurement. If the student took the test again relatively soon, you could expect his or her score to fall within this range about 68% of the time.

14 **Percentile:** The percentage of students in the NWEA national norm sample, for this grade and subject area, that this student's score (or group of students' mean score) equaled or exceeded. Percentile Range is computed by identifying the percentile ranks of the low and high ends of the RIT range (see 13, above).

16 **Area of Relative Strength:** Chosen relative to the whole subject score, plus or minus the standard error. Relative strengths appear in **bold** in the *Class Report*.

17 **Area of Relative Weakness** or **Suggested Area of Focus:** Chosen relative to the whole subject score, plus or minus the standard error. Relative weaknesses appear in *italics* in the *Class Report*.

24 **Projected Proficiency Category:** Students are grouped in predicted proficiency categories based on NWEA linking studies that align the MAP RIT scale to state assessments and college and career readiness measures.

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Student Profile
Growth Goals Module

UPCOMING GROWTH GOALS

Term	Set Goal	Typical Growth	Starting Score	Set On/by	
Winter 2017	202	5	Fall 2016: 195	09/20/2016 Delia Copeland	Delete

Set a goal for: Spring 2017

CUSTOM GOAL

A

RIT Score Goal

RIT score goal 207

RIT growth 12

25 RIT Score if Typical Growth is met 203

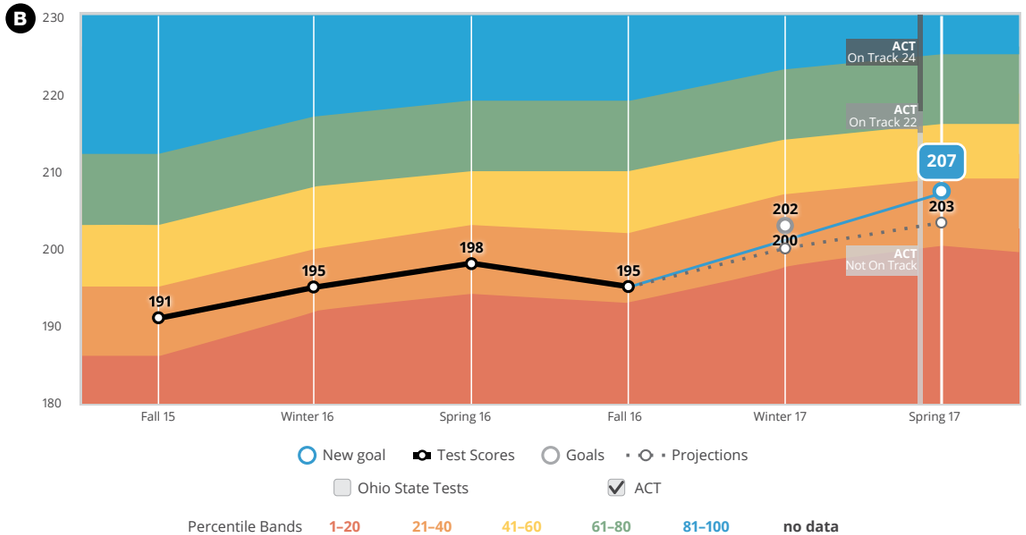
26 Typical Growth 8

Percentile if Typical Growth is met 27th

Typical Score 212

SET GOAL

B



Feedback

A **Set a Custom Goal:** You may customize student goals by modifying the **RIT score goal** or **RIT growth** fields. Default values are based on typical growth.

In this example, Ms. Copeland notices that Noah's Fall Reading score of 195 is below average. According to NWEA norms, the **typical score** (50th percentile) for 5th grade is a 212. She and Noah have already set a Winter goal that will help him catch up. They are about to set a Spring goal.

B **Custom Goal Graph:** This graph shows existing MAP scores and upcoming goals as they relate to NWEA achievement norms (color bands), growth projections (dotted line), and projected state and/or ACT proficiencies (vertical gray bars, if selected).

Annotation Key

25 **Projected RIT** or **RIT Projection:** The predicted future score for a student who makes typical growth, based on NWEA national growth norms. Projections take into account the student's initial score, grade level, and time between tests.

26 **Projected Growth, Growth Projection,** or **Typical Growth:** The change in RIT score that about half of US students will make over time, based on student growth norms. The student's initial score plus projected growth equals projected RIT. The *Student Growth Summary Report* shows grade level growth projections, which are based on school growth norms.

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MAP RIT Scale and NWEA Norms

The RIT scale and robust national norms support efforts to boost every student's learning and growth.

MAP assessments use the RIT scale to create a grade-independent RIT score, which indicates the level of question difficulty a given student is capable of answering correctly about 50% of the time.

RIT scores help educators understand every student's current achievement level based on his or her zone of proximal development.

NWEA provides norms based on a nationally representative sample of MAP test scores from over 10 million students.

NWEA norming studies provide a context for understanding a student's observed achievement and growth relative to the normative population. The studies also allow us to make predictions about what kind of growth is typical and atypical.

Student-level achievement norms help you see your students' percentile rankings in a nationally representative student population.

Student-level growth norms allow you to compare your students' growth with that of their academic peers.

School-level norms provide a context for comparing grade level achievement and growth in a single school relative to other schools across the nation.

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NWEA Linking Studies

NWEA conducts linking studies that make it possible to predict students' likely performance on other measures, based on their MAP scores.

State-specific linking studies predict proficiency on state accountability assessments.

The **MAP College Readiness Benchmarks Study** predicts college readiness for students in grades 5 – 9, measured by ACT® benchmarks.

The **College Explorer Tool** links students who have MAP scores in grades 5 – 9 to colleges and universities based on the median ACT scores of students who were admitted and enrolled in those institutions.

The **Smarter Balanced Linking Study** provides guidance on using MAP data to estimate student performance on the Smarter Balanced Assessment Consortium (SBAC) assessments.

To help provide context to MAP normative percentiles, the **Comparative Data to Inform Instructional Decisions document** includes multiple College and Career Readiness benchmarks, including those from ACT and SBAC assessments.

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District Summary
Aggregate by School

NWEA
Northwest Evaluation Association
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District Summary Report

Aggregate by School

Term: Fall 2015–2016
District: NWEA Sample District 3
4 Grouping: None
5 Small Group Display: No

Mathematics

Mt. Bachelor Middle School

Math Survey w/ Goals 6+ Common Core 2010 V2

Goal Performance (11)

Term	Grade	Student Count	Mean RIT (6)	Std Dev (8)	Median (7)	Real and Complex Number Systems Mean	Real and Complex Number Systems Std Dev	Algebraic Thinking Mean	Algebraic Thinking Std Dev	Statistics and Probability Mean	Statistics and Probability Std Dev	Geometry Mean	Geometry Std Dev
Fall 2015–2016	6	103	212.1	13.4	212	209.7	17.7	***209.0***	15.5	**215.8**	14.9	212.5	15.0
Fall 2015–2016	7	177	217.7	14.5	217	218.1	18.3	***214.5***	15.7	**220.9**	16.6	217.4	14.9
Spring 2014–2015	7	151	218.6	14.7	219	220.7	17.4	218.8	16.5	***215.4***	17.4	219.5	15.6
Fall 2014–2015	7	147	213.4	12.9	214	213.8	16.0	214.8	14.2	213.2	15.5	211.8	14.1
Fall 2015–2016	8	83	224.9	16.4	225	224.7	20.2	226.5	17.1	223.7	17.0	224.7	17.9
Spring 2014–2015	8	99	226.9	14.0	226	228.3	16.3	***221.8***	15.0	**230.0**	16.4	229.7	14.8
Fall 2014–2015	8	93	221.1	14.5	220	220.3	18.1	***217.9***	14.5	223.2	16.5	219.5	15.7
Fall 2015–2016	9	20	232.7	11.2	235	230.9	14.1	***228.4***	9.9	**236.2**	12.1	232.5	14.1

Explanatory Notes
A goal mean shown with ***bold italic*** represents performance that might be an area of concern. (17)
A goal mean shown with **bold underline** represents an area of relatively strong performance. (16)

Annotation Key

(4) **Optional Grouping:** You may choose to view results by gender or ethnicity. If your district submitted a Program File, you may also view summary results by special program.

(5) **Small Group Display:** Summary groups of fewer than 10 students will not display unless you select this option while generating your report.

(6) **Mean RIT:** The group's average score for the subject in the given term.

(7) **Median RIT:** The group's middle score for the subject in the given term if individual scores were ordered from lowest to highest.

(8) **Standard Deviation:** The variability of scores within a group. A larger standard deviation reflects a wider range of scores.

(11) **Goal Performance Area** or **Instructional Area:** A learning area (e.g., Geometry) within a subject (e.g., Mathematics). On the *Class Breakdown by Goal Report*, click the instructional area to access the *Learning Continuum Class View*.

(16) **Area of Relative Strength:** Chosen relative to the whole subject score, plus or minus the standard error. Relative strengths appear in **bold** in the *Class Report*.

(17) **Area of Relative Weakness** or **Suggested Area of Focus:** Chosen relative to the whole subject score, plus or minus the standard error. Relative weaknesses appear in *italics* in the *Class Report*.

District Summary
Aggregate by District

NWEA
Northwest Evaluation Association
Partnering to help all kids learn

District Summary Report

Aggregate by District

Term: Fall 2015–2016
District: NWEA Sample District 3
4 Grouping: None
5 Small Group Display: No

Mathematics

Math Survey w/ Goals 6+ Common Core 2010 V2

Goal Performance (11)

Term	Grade	Student Count	Mean RIT (6)	Std Dev (8)	Median (7)	Real and Complex Number Systems Mean	Real and Complex Number Systems Std Dev	Algebraic Thinking Mean	Algebraic Thinking Std Dev	Statistics and Probability Mean	Statistics and Probability Std Dev	Geometry Mean	Geometry Std Dev
Fall 2015–2016	2	137	179.4	11.3	180	176.9	14.1	177.2	13.9	180.5	13.0	**183.0**	12.6
Fall 2015–2016	3	148	188.8	11.8	189	189.3	14.6	***184.6***	13.3	191.6	14.8	189.7	13.8
Spring 2014–2015	3	135	186.7	11.4	185	**190.3**	14.2	185.7	13.0	***181.2***	13.8	189.6	13.3
Fall 2014–2015	3	124	173.8	10.6	172	173.9	13.0	172.6	14.7	**177.5**	12.1	171.2	13.5
Spring 2014–2015	6	119	212.8	14.5	213	212.2	17.6	212.4	15.9	212.8	18.1	213.8	16.0
Fall 2014–2015	6	110	205.3	13.2	206	205.2	15.5	202.7	15.9	206.5	14.9	206.8	15.7

Explanatory Notes
A goal mean shown with ***bold italic*** represents performance that might be an area of concern. (17)
A goal mean shown with **bold underline** represents an area of relatively strong performance. (16)

Annotation Key

(4) **Optional Grouping:** You may choose to view results by gender or ethnicity. If your district submitted a Program File, you may also view summary results by special program.

(5) **Small Group Display:** Summary groups of fewer than 10 students will not display unless you select this option while generating your report.

(6) **Mean RIT:** The group's average score for the subject in the given term.

(7) **Median RIT:** The group's middle score for the subject in the given term if individual scores were ordered from lowest to highest.

(8) **Standard Deviation:** The variability of scores within a group. A larger standard deviation reflects a wider range of scores.

(11) **Goal Performance Area** or **Instructional Area:** A learning area (e.g., Geometry) within a subject (e.g., Mathematics). On the *Class Breakdown by Goal Report*, click the instructional area to access the *Learning Continuum Class View*.

(16) **Area of Relative Strength:** Chosen relative to the whole subject score, plus or minus the standard error. Relative strengths appear in **bold** in the *Class Report*.

(17) **Area of Relative Weakness** or **Suggested Area of Focus:** Chosen relative to the whole subject score, plus or minus the standard error. Relative weaknesses appear in *italics* in the *Class Report*.

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Grade

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Grade Report

Grade 7

Term:	Fall 2015–2016	(1) **Norms Reference Data:**	2015
District:	NWEA Sample District 3	**Weeks of Instruction:**	4 (Fall 2015) (3)
School:	Mt. Bachelor Middle School	(4) **Grouping:**	None
		Small Group Display:	No (5)

Mathematics

MAP: Math 6+ Common Core 2010 V2/Common Core Mathematics K-12: 2010

Summary	
Total Students with Valid Growth Test Scores	16
(6) **Mean RIT**	232.9
(8) **Standard Deviation**	16
District Grade Level Mean RIT	230
Students At or Above District Grade Level Mean RIT	7
Norm Grade Level Mean RIT	222.6
Students At or Above Norm Grade Level Mean RIT	10

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err) (10)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
MAP: Math 6+ Common Core 2010 V2/Common Core Mathematics K-12: 2010	1	6%	3	19%	5	31%	2	13%	5	31%	229-**233**-237	16
Goal Area												
Real and Complex Number Systems	1	6%	4	25%	5	31%	1	6%	5	31%	227-**231**-236	16.5
(11) Algebraic Thinking	3	19%	2	13%	3	19%	3	19%	5	31%	227-**232**-238	21.2
Statistics and Probability	1	6%	1	6%	5	31%	4	25%	5	31%	232-**236**-240	16.9
Geometry	1	6%	4	25%	2	13%	4	25%	5	31%	229-**233**-237	15.3

This image shows an excerpt from the larger *Grade Report*. The full report includes individual student data.

Annotation Key

(1) **Norms Reference Data:** Indicates which NWEA norming study your report data draw upon.

(3) **Weeks of Instruction:** The number of instructional weeks prior to testing, as set by your school or district administrator.

(4) **Optional Grouping:** You may choose to view results by gender or ethnicity. If your district submitted a Program File, you may also view summary results by special program.

(5) **Small Group Display:** Summary groups of fewer than 10 students will not display unless you select this option while generating your report.

(6) **Mean RIT:** The group's average score for the subject in the given term.

(8) **Standard Deviation:** The variability of scores within a group. A larger standard deviation reflects a wider range of scores.

(10) **Sampling Error:** An estimate of the amount of error in an aggregate statistic (commonly the mean) attributed to calculating the statistic on a population sample rather than on the entire population. The larger the group, the lower the sampling error.

(11) **Goal Performance Area** or **Instructional Area:** A learning area (e.g., Geometry) within a subject (e.g., Mathematics). On the *Class Breakdown by Goal Report*, click the instructional area to access the *Learning Continuum Class View*.

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Student Growth Summary

NWEA
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Student Growth Summary Report

Aggregate by School

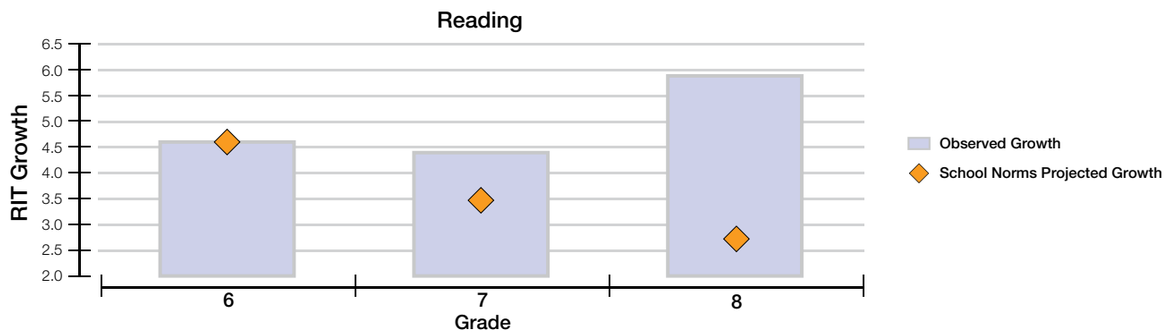
Term: Spring 2015–2016
District: NWEA Sample District 3

Norms Reference Data: 2015 Norms
Growth Comparison Period: Fall 2015 – Spring 2016
Weeks of Instruction: Start – 4 (Fall 2015)
End – 32 (Spring 2016)
Grouping: None
Small Group Display: No

Mt. Bachelor Middle School

Reading

		Comparison Periods								Growth Evaluated Against							
		Fall 2015			Spring 2016			Growth		School Norms			Student Norms				
	35	6	8	14				27	28	26	38	39	18	36	33	37	
Grade (Spring 2016)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count met Projection	Percent met Projection	Student Median Conditional Growth Percentile	
6	116	211.9	11.0	56	216.5	13.0	55	4.6	0.7	4.7	-0.07	47	116	71	61	62	
7	132	219.1	12.5	76	223.5	11.0	79	4.4	0.7	3.6	0.43	67	132	91	69	60	
8	101	219.6	11.8	62	225.5	12.0	77	5.9	0.9	2.7	1.42	92	101	68	67	61	



Explanatory Notes
** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
‡ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Annotation Key

- 6 **Mean RIT:** The group's average score for the subject in the given term.
- 8 **Standard Deviation:** The variability of scores within a group. A larger standard deviation reflects a wider range of scores.
- 14 **Percentile:** The percentage of students in the NWEA national norm sample, for this grade and subject area, that this student's score (or group of students' mean score) equaled or exceeded. Percentile Range is computed by identifying the percentile ranks of the low and high ends of the RIT range (see p.1, #13).
- 18 **Count with Projection:** The number of students in the growth count population with available growth projections.
- 26 **Projected Growth, Growth Projection,** or **Typical Growth:** The change in RIT score that about half of US students will make over time, based on student growth norms. The student's initial score plus projected growth equals projected RIT. The *Student Growth Summary Report* shows grade level growth projections, which are based on school growth norms.
- 27 **Observed Growth** or **RIT Growth:** The change in a student's RIT score during the growth comparison period. On the *Student Growth Summary Report*, observed growth is the end-term mean RIT minus the start-term mean RIT.
- 28 **Observed Growth Standard Error:** Amount of measurement error associated with observed term-to-term growth. If the student could be tested again over the same period with comparable tests, there would be about a 68% chance that growth would fall within a range defined by the term-to-term growth plus or minus the standard error.
- 33 **Percent Met Projection:** The percentage of students whose end-term RIT scores met or exceeded their individual growth projections.
- 35 **Growth Count:** The number of students with valid test events for both terms.
- 36 **Count Met Projection:** The number of students whose end-term RIT scores met or exceeded their individual growth projections.
- 37 **Median Conditional Growth Percentile:** The middle value of this student group's conditional growth percentiles if the individuals' percentiles were ordered from smallest to largest.
- 38 **School Conditional Growth Index:** This index allows for growth comparisons between grades within schools. It incorporates conditions that affect school growth, including weeks of instruction prior to testing and starting grade level mean RIT scores. A value of zero corresponds to mean growth, indicating growth matched projection.
- 39 **School Conditional Growth Percentile:** The school conditional growth index (see 38, above) translated into national percentile rankings for growth.

Projected Proficiency Summary

NWEA
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Projected Proficiency Summary Report

Aggregate by District by Grade

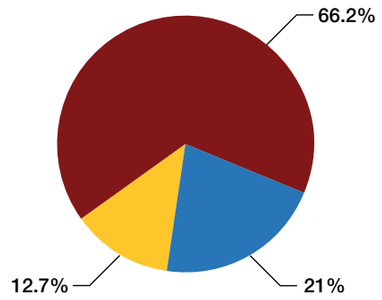
Term Tested: Fall 2015–2016
District: NWEA Sample District 4
4 Grouping: None

Mathematics

Projected to: ACT College Readiness taken in spring.
View Linking Study: https://www.nwea.org/resources/map-college-readiness-benchmarks/

24

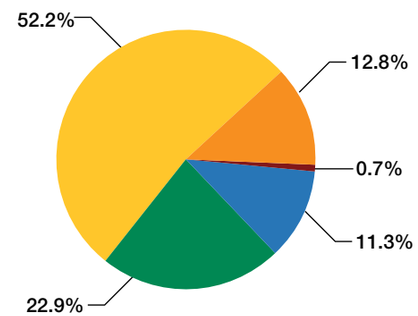
Grade	Student Count	Not On Track		On Track 22		On Track 24	
		Count	Percent	Count	Percent	Count	Percent
5	37	29	78.4%	0	0.0%	8	21.6%
6	116	67	57.8%	14	12.1%	35	30.2%
7	132	79	59.8%	15	11.4%	38	28.8%
8	101	59	58.4%	25	24.8%	17	16.8%
9	33	31	93.9%	2	6.1%	0	0.0%
10	52	47	90.4%	4	7.7%	1	1.9%
Total	**471**	**312**	**66.2%**	**60**	**12.7%**	**99**	**21.0%**



Projected to: Ohio Achievement Assessment taken in spring.
View Linking Study: https://www.nwea.org/content/uploads/2016/08/Ohio_Linking_Study_AUG2016.pdf

24

Grade	Student Count	Limited		Basic		Proficient		Accelerated		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	41	0	0.0%	10	24.4%	19	46.3%	6	14.6%	6	14.6%
4	59	1	1.7%	9	15.3%	41	69.5%	7	11.9%	1	1.7%
5	37	3	8.1%	3	8.1%	23	62.2%	6	16.2%	2	5.4%
6	116	0	0.0%	15	12.9%	41	35.3%	24	20.7%	36	31.0%
7	132	0	0.0%	18	13.6%	70	53.0%	34	25.8%	10	7.6%
8	101	0	0.0%	10	9.9%	48	47.5%	42	41.6%	1	1.0%
10	52	0	0.0%	4	7.7%	39	75.0%	4	7.7%	5	9.6%
Total	**538**	**4**	**0.7%**	**69**	**12.8%**	**281**	**52.2%**	**123**	**22.9%**	**61**	**11.3%**



Explanatory Notes
This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test, the NWEA Generic Linking Study is provided.

Annotation Key

4 Optional Grouping: You may choose to view results by gender or ethnicity. If your district submitted a Program File, you may also view summary results by special program.

24 Projected Proficiency Category: Students are grouped in predicted proficiency categories based on NWEA linking studies that align the MAP RIT scale to state assessments and college and career readiness measures.

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Grade Breakdown

	B	C	E	G	H	I	J	L	M	N	O	P
1	**Student Last**	**Student First**	**Term Tested**	**School**	**Grade**	**Subject**	**Test RIT Score**	**Assessment Name**	**Mathematics: Geometry**	**Mathematics: Measurement and Data**	**Mathematics: Number and Operations**	**Mathematics: Operations and Algebraic Thinking**
2	Bowler	Michelle	Fall 2015-2016	Three Sisters Elementary School	4	Mathematics	186	MAP: Math 2-5	181-190	191-200	191-200	181-190
3	Cindrich	Eric	Fall 2015-2016	Three Sisters Elementary School	4	Mathematics	190	MAP: Math 2-5	181-190	191-200	181-190	181-190
4	Korsica	Dusty	Fall 2015-2016	Three Sisters Elementary School	4	Mathematics	195	MAP: Math 2-5	181-190	191-200	191-200	191-200
5	Basnett	Lawanda	Fall 2015-2016	Three Sisters Elementary School	4	Mathematics	198	MAP: Math 2-5	181-190	191-200	201-210	191-200
6	Isaacson	Anthony	Fall 2015-2016	Three Sisters Elementary School	4	Mathematics	193	MAP: Math 2-5	191-200	201-210	181-190	201-210
7	Duerst	Omar	Fall 2015-2016	Three Sisters Elementary School	4	Mathematics	194	MAP: Math 2-5	191-200	181-190	191-200	201-210
8	Riley	Rodney	Fall 2015-2016	Three Sisters Elementary School	4	Mathematics	194	MAP: Math 2-5	191-200	191-200	191-200	181-190
9	Burnside	Jarrod	Fall 2015-2016	Three Sisters Elementary School	4	Mathematics	201	MAP: Math 2-5	191-200	191-200	201-210	191-200
10	Shaffer	Wendy	Fall 2015-2016	Three Sisters Elementary School	4	Mathematics	201	MAP: Math 2-5	191-200	201-210	191-200	191-200
11	Gander	Jaslynn	Fall 2015-2016	Three Sisters Elementary School	4	Mathematics	204	MAP: Math 2-5	191-200	201-210	211-220	211-220
12	Thielk	Desiree	Fall 2015-2016	Three Sisters Elementary School	4	Mathematics	204	MAP: Math 2-5	191-200	201-210	191-200	201-210
13	Sizemore	Brent	Fall 2015-2016	Three Sisters Elementary School	5	Mathematics	203	MAP: Math 2-5	191-200	201-210	211-220	201-210
14	Brotherton	Trey	Fall 2015-2016	Three Sisters Elementary School	4	Mathematics	195	MAP: Math 2-5	201-210	181-190	191-200	201-210
15	Friley	Zelda	Fall 2015-2016	Three Sisters Elementary School	4	Mathematics	197	MAP: Math 2-5	201-210	181-190	191-200	181-190
16	Whitehorse	James	Fall 2015-2016	Three Sisters Elementary School	4	Mathematics	199	MAP: Math 2-5	201-210	201-210	201-210	191-200
17	Mitchell	Janice	Fall 2015-2016	Three Sisters Elementary School	4	Mathematics	202	MAP: Math 2-5	201-210	191-200	201-210	191-200
18	Carrico	Carlos	Fall 2015-2016	Three Sisters Elementary School	4	Mathematics	208	MAP: Math 2-5	201-210	211-220	191-200	211-220
19	Andrews	Darwin	Fall 2015-2016	Three Sisters Elementary School	4	Mathematics	212	MAP: Math 2-5	201-210	211-220	221-230	201-210
20	Strom	Felicia	Fall 2015-2016	Three Sisters Elementary School	5	Mathematics	208	MAP: Math 2-5	201-210	211-220	211-220	191-200
21	Tresler	Cliff	Fall 2015-2016	Three Sisters Elementary School	5	Mathematics	209	MAP: Math 2-5	201-210	201-210	201-210	201-210
22	Winston	Adelle	Fall 2015-2016	Three Sisters Elementary School	5	Mathematics	209	MAP: Math 2-5	201-210	201-210	211-220	191-200
23	Rugland	Andrew	Fall 2015-2016	Three Sisters Elementary School	5	Mathematics	212	MAP: Math 2-5	201-210	211-220	211-220	211-220
24	Diamond	Kiley	Fall 2015-2016	Three Sisters Elementary School	5	Mathematics	215	MAP: Math 2-5	201-210	221-230	211-220	221-230
25	Horlick	Alicia	Fall 2015-2016	Three Sisters Elementary School	4	Mathematics	205	MAP: Math 2-5	211-220	191-200	201-210	191-200
26	Schmidt	Eugene	Fall 2015-2016	Three Sisters Elementary School	4	Mathematics	206	MAP: Math 2-5	211-220	201-210	211-220	191-200

This report is a spreadsheet download (file format .csv).

The example above has been slightly modified for readability. The header row has been bolded, a few columns hidden, and column widths adjusted. For instructional purposes, the data have been sorted according to 10-point RIT bands in the Geometry instructional area.

Annotation Key

11 **Goal Performance Area** or **Instructional Area:** A learning area (e.g., Geometry) within a subject (e.g., Mathematics). On the *Class Breakdown by Goal Report*, click the instructional area to access the *Learning Continuum Class View*.

12 **RIT Score:** A student's overall scale score on the test for a given subject.

19 **Goal Score** or **Instructional Area Score:** The student's performance in the instructional area tested. Most reports show instructional area scores as RIT ranges (e.g., 187–199). The *Student Profile Report* shows the midpoint of the student's RIT range. *Class Breakdown* reports sort students into 10-point RIT bands, based on the midpoint of their instructional area RIT range.

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NWEA
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MAP for Primary Grades Student Report

Lambert, Bret
Student ID: 838838

District:	NWEA Sample District 3
School:	St. Helens Elementary
Teacher:	Sloan, Sue
Class:	Class 01
Date Range:	Nov 14, 2015 to Nov 13, 2016

Screening: Reading Early Literacy

	Test Date: Nov 11, 2016
Overall Score	60%
Skills/Sub-Skills	
Phonological Awareness	40%
Matching Sounds	20%
Rhyming Sounds	60%
Manipulating Sounds	N/A
Visual Discrimination/Phonics	70%
Visual Discrimination	100%
Letter Identification	40%
Matching Letters to Sounds	N/A
Concepts of Print	70%
Concepts of Print: Pre-K	N/A
Concepts of Print: Beginning K	80%
Concepts of Print: K-1	60%

Low: 0% to 40% correct
Medium: >40% to <80% correct
High: 80% to 100% correct
N/A: Sub-skill not evaluated

MPG Student
Skills Checklist

NWEA
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MAP for Primary Grades Student Report

Lambert, Bret
Student ID: 838838

District:	NWEA Sample District 3
School:	St. Helens Elementary
Teacher:	Sloan, Sue
Class:	Class 01
Date Range:	Nov 14, 2015 to Nov 13, 2016

Skills Checklist: Reading Decoding Patterns – Word Families

Test Date	**Nov 11, 2016**
Overall Score	50%

Skills/Sub-Skills	
Word Families	50%

ack	100%
imp	100%
ing	0%
ink	0%
ock	0%
old	100%
onk	0%
uck	0%
ump	100%

unk	0%
ank	0%
ash	100%
ell	100%
est	100%
ick	100%
ight	0%
ild	0%
ill	100%

Low: 0% to 40% correct
Medium: >40% to <80% correct
High: 80% to 100% correct
N/A: Sub-skill not evaluated

MPG Class

NWEA
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Class Report

Saba, Howard
1st Grade Homeroom

Term Rostered:	Fall 2015–2016	**1 Norms Reference Data:**	2015
Term Tested:	Fall 2015–2016	**Weeks of Instruction:**	4 (Fall 2015) 3
District:	NWEA Sample District 3	**5 Small Group Display:**	No
School:	St. Helens Elementary		

Reading

MAP: Reading Primary Grades Common Core 2010/Common Core English Language Arts K-12: 2010

Summary	
Total Students with Valid Growth Test Scores	14
6 Mean RIT	154.4
7 Median RIT	157
8 Standard Deviation	15.8
District Grade Level Mean RIT	159
Students At or Above District Grade Level Mean RIT	7
Norm Grade Level Mean RIT	160.7
Students At or Above Norm Grade Level Mean RIT	6

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err) 10	Median RIT	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%			
MAP: Reading Primary Grades Common Core 2010/ Common Core English Language Arts K-12: 2010	4	29%	3	21%	2	14%	4	29%	1	7%	148-**154**-202	157	15.8
Goal Area													
Foundational Skills	2	14%	1	7%	6	43%	4	29%	1	7%	148-**155**-202	158	18.1
11 Language and Writing	1	7%	3	21%	5	36%	4	29%	1	7%	145-**152**-160	157	17.1
Literature and Informational	1	7%	2	14%	5	36%	6	43%	0	0%	150-**155**-160	157	12.0
Vocabulary Use and Functions	1	7%	5	36%	3	21%	4	29%	1	7%	143-**151**-159	154	18.0

Annotation Key

1. **Norms Reference Data:** Indicates which NWEA norming study your report data draw upon.
3. **Weeks of Instruction:** The number of instructional weeks prior to testing, as set by your school or district administrator.
5. **Small Group Display:** Summary groups of fewer than 10 students will not display unless you select this option while generating your report.
6. **Mean RIT:** The group's average score for the subject in the given term.
7. **Median RIT:** The group's middle score for the subject in the given term if individual scores were ordered from lowest to highest.
8. **Standard Deviation:** The variability of scores within a group. A larger standard deviation reflects a wider range of scores.
10. **Sampling Error:** An estimate of the amount of error in an aggregate statistic (commonly the mean) attributed to calculating the statistic on a population sample rather than on the entire population. The larger the group, the lower the sampling error.
11. **Goal Performance Area** or **Instructional Area:** A learning area (e.g., Geometry) within a subject (e.g., Mathematics). On the *Class Breakdown by Goal Report*, click the instructional area to access the *Learning Continuum Class View*.

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MPG Class
Continued

NWEA
Northwest Evaluation Association
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Class Report

Saba, Howard
1st Grade Homeroom

Term Rostered:	Fall 2015–2016	**Norms Reference Data:**	2015
Term Tested:	Fall 2015–2016	**Weeks of Instruction:**	4 (Fall 2015)
District:	NWEA Sample District 3	**Small Group Display:**	No
School:	St. Helens Elementary		

Reading

MAP: Reading Primary Grades Common Core 2010/Common Core English Language Arts K-12: 2010

Goal Performance:
A. Foundational Skills
B. Vocabulary Use and Functions (11)
C. Literature and Informational
D. Language and Writing

Name (Student ID)	Gr	Test Date	(13) RIT (+/- Std. Err) (9)	(14) Percentile (+/- Std Err)	(15) Lexile® Range	Test Duration	A	B	C	D (19)
Runtzel, Cedur R. (S11002304)	1	09/17/15	111-**114**-117	1-**1**-1	BR	22 m	*96-117* (17)	*97-113*	**112-127**	*97-118*
Wilke, Cathi L. (S11001866)	1	09/17/15	134-**138**-142	2-**4**-8	BR	17 m	*122-137*	132-149	**147-158** (16)	**149-164**
Landing, Meyarah H. (S11001915)	1	09/17/15	136-**139**-142	3-**5**-8	BR	24 m	**138-153**	*127-141*	**138-153**	*124-139*
Bright, Alexander R. (S11001999)	1	09/17/15	145-**148**-151	12-**17**-23	BR	25 m	**150-165**	139-154	**145-160**	*124-141*
Stoefen, Rosie E. (S11001997)	1	09/17/15	148-**151**-154	17-**23**-30	BR	33 m	**147-163**	*134-151*	**159-176**	145-161
Colandonato, Lenny R. (S11001961)	1	09/17/15	152-**155**-158	25-**33**-42	BR	35 m	148-163	145-160	146-162	148-162
Sagmoen, Maegann N. (S11002000)	1	09/17/15	152-**155**-158	25-**33**-42	BR	55 m	**153-168**	*138-153*	**151-166**	*142-157*
Sorensen, Kaye E. (S11002062)	1	09/17/15	157-**160**-163	39-**48**-57	BR	48 m	150-165	150-165	**157-172**	151-166
Colon-Pagan, Teidah H. (S11001966)	1	09/17/15	159-**162**-165	45-**54**-63	BR	57 m	154-168	**160-175**	157-171	*150-165*
Schuessler, Doyce E. (S11001883)	1	09/17/15	162-**165**-168	54-**63**-71	BR	42 m	**161-176**	*149-163*	*156-170*	157-171
Lonsky, Sinaca-Ski I. (S11001940)	1	09/17/15	163-**166**-169	57-**66**-74	BR	46 m	157-173	*156-170*	157-171	*153-168*
Lambert, Bret T. (S11001923)	1	09/17/15	164-**167**-170	60-**69**-76	BR-53	38 m	**172-187**	158-173	*142-157*	*155-170*
Vigne, Dade E. (S11001916)	1	09/17/15	166-**169**-172	66-**74**-81	BR-100	64 m	*148-165*	161-175	*154-169*	161-178
Denewith Mcgee, Kerry R. (S11002205)	1	09/17/15	170-**173**-176	76-**83**-88	18-168	68 m	*161-176*	**169-183**	*147-164*	163-179

Annotation Key

(9) **Standard Error of Measurement** or **Error Margin:** An estimate of the amount of error in an individual's observed achievement score. The smaller the standard error, the more precise the achievement estimate.

(11) **Goal Performance Area** or **Instructional Area:** A learning area (e.g., Geometry) within a subject (e.g., Mathematics). On the *Class Breakdown by Goal Report*, click the instructional area to access the *Learning Continuum Class View*.

(13) **RIT Range:** A range of RIT scores defined by the student's RIT score plus and minus one standard error of measurement. If the student took the test again relatively soon, you could expect his or her score to fall within this range about 68% of the time.

(14) **Percentile:** The percentage of students in the NWEA national norm sample, for this grade and subject area, that this student's score (or group of students' mean score) equaled or exceeded. Percentile Range is computed by identifying the percentile ranks of the low and high ends of the RIT range (see 13, above).

(15) **Lexile® Range:** A score (displayed as a 150-point range) resulting from a regression analysis of the NWEA Reading RIT scale and the MetaMetrics® Lexile® scale. This range helps you identify level-appropriate reading material for individual students.

(16) **Area of Relative Strength:** Chosen relative to the whole subject score, plus or minus the standard error. Relative strengths appear in **bold** in the *Class Report*.

(17) **Area of Relative Weakness** or **Suggested Area of Focus:** Chosen relative to the whole subject score, plus or minus the standard error. Relative weaknesses appear in *italics* in the *Class Report*.

(19) **Goal Score** or **Instructional Area Score:** The student's performance in the instructional area tested. Most reports show instructional area scores as RIT ranges (e.g., 187–199). The *Student Profile Report* shows the midpoint of the student's RIT range. *Class Breakdown* reports sort students into 10-point RIT bands, based on the midpoint of their instructional area RIT range.

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MPG Class Breakdown by RIT

Class Breakdown by RIT Report

District:	NWEA Sample District 3
Term Rostered:	Fall 2015–2016
Term Tested:	Fall 2015–2016
School:	St. Helens Elementary
Instructor:	Saba, Howard
Class:	TF060018 Saba Homeroom 1(A)

Modify Options

Select a subject in this report to view a Class Breakdown by Goal report.

The score in parentheses by the student's name (i.e., Name (219)) represents the student's overall RIT score for this subject.

Class Breakdown by RIT

Create a PDF version of this report Legal 8½" × 14" Create PDF Report

Subject	Overall Score 12							
	<121	121–130	131–140	141–150	151–160	161–170	171–180	181+
Mathematics			M. H. Landing (131)	A. R. Bright (141) T. H. Colon-Pagan (150)	M. N. Sagmoen (152) R. E. Stoefen (155) D. E. Schuessler (155)	K. E. Sorensen (163) S. I. Lonsky (165) L. R. Coladonato (167)	K. E. Denewith McGee (175)	D. E. Vigne (182) B. T. Lambert (184)
Reading	C. R. Runtzel (114) 12		C. L. Wilke (138) M. H. Landing (139)	A. R. Bright (148)	R. E. Stoefen (151) L. R. Coladonato (155) M. N. Sagmoen (155) K. E. Sorensen (160)	T. H. Colon-Pagan (162) D. E. Schuessler (165) S. I. Lonsky (166) B. T. Lambert (167) D. E. Vigne (169)	K. E. Denewith McGee (173)	

Annotation Key

12 RIT Score: A student's overall scale score on the test for a given subject.

MPG Class Breakdown by Goal

Class Breakdown by Goal Report

District: NWEA Sample District 3
Term Rostered: Fall 2015–2016
Term Tested: Fall 2015–2016
School: St. Helens Elementary
Instructor: Saba, Howard
Class: TF060018 Saba Homeroom 1(A)

Modify Options

You may select the student's name, RIT band, or the goal name to drill down to the Learning Continuum Class View to see learning statements for the selected data.
The score in parentheses by the student's name (i.e., Name (219)) represents the student's overall RIT score for this subject.

Class Breakdown by: Goal
Subject: Reading

Create a PDF version of this report | Legal 8½" × 14" | Create PDF Report

MAP: Reading Primary Grades Common Core 2010/Common Core English Language Arts K-12: 2010

Goal	Goal Score 19							
	<111	111-120	121-130	131-140	141-150	151-160	161-170	171-180
Literature and Informational		C. R. Runtzel (114)			T. B. Lambert (167) M. H. Landing (139)	C. L. Wilke (138) A. R. Bright (148) L. R. Coladonato (155) M. N. Sagmoen (155) K. R. Denewith Mcgee (173)	R. E. Stoefen (151) K. E. Sorensen (160) T. H. Colon-Pagan (162) D. E. Schuessler (165) S. I. Lonsky (166) D. E. Vigne (169)	
11 Foundational Skills	C. R. Runtzel (114) 12		C. L. Wilke (138)		M. H. Landing (139)	A. R. Bright (148) R. E. Stoefen (151) L. R. Coladonato (155) M. N. Sagmoen (155) K. E. Sorensen (160) D. E. Vigne (169)	T. H. Colon-Pagan (162) D. E. Schuessler (165) S. I. Lonsky (166) K. R. Denewith Mcgee (173)	B. T. Lambert (167)
Vocabulary Use and Functions	C. R. Runtzel (114)			C. L. Wilke (138) M. H. Landing (139)	A. R. Bright (148) R. E. Stoefen (151) M. N. Sagmoen (155)	L. R. Coladonato (155) K. E. Sorensen (160) D. E. Schuessler (165)	T. H. Colon-Pagan (162) S. I. Lonsky (166) B. T. Lambert (167) D. E. Vigne (169)	K. R. Denewith Mcgee (173)
Language and Writing	C. R. Runtzel (114)			M. H. Landing (139) A. R. Bright (148)	M. N. Sagmoen (155)	C. L. Wilke (138) R. E. Stoefen (151) L. R. Coladonato (155) K. E. Sorensen (160) T. H. Colon-Pagan (162)	D. E. Schuessler (165) S. I. Lonsky (166) B. T. Lambert (167) D. E. Vigne (169)	K. R. Denewith Mcgee (173)

Annotation Key

11 **Goal Performance Area** or **Instructional Area:** A learning area (e.g., Geometry) within a subject (e.g., Mathematics). On the *Class Breakdown by Goal Report*, click the instructional area to access the *Learning Continuum Class View*.

12 **RIT Score:** A student's overall scale score on the test for a given subject.

19 **Goal Score** or **Instructional Area Score:** The student's performance in the instructional area tested. Most reports show instructional area scores as RIT ranges (e.g., 187–199). The *Student Profile Report* shows the midpoint of the student's RIT range. *Class Breakdown* reports sort students into 10-point RIT bands, based on the midpoint of their instructional area RIT range.

Learning Continuum Class View
Reading Primary Grades

Learning Continuum - Class View 21

1st Grade Homeroom

MAP: Reading Primary Grades Common Core 2010

Edit Display Options

Literature and Informational

Literature: Key Ideas, Craft, Structure

111-120		C. R. Runtzel Overall: 114; Lexile Range: BR; Goal Range: 112-127
121-130	**Main or Central Idea, Topic, Titles** • Understands the topic of an illustration and a story read aloud 23	No students
131-140	**Main or Central Idea, Topic, Titles** • Determines the best title for an illustrated book cover • Understands the topic of a book from pictures or title read aloud • Understands the topic of a story read aloud • Understands the topic of an illustration and a story read aloud	No students
141-150	**Main or Central Idea, Topic, Titles** • Understands the main idea of illustrations • Understands the topic of a book from pictures or title read aloud • Understands the topic of a story read aloud • Understands the topic of an illustration and a story read aloud	B. T. Lambert Overall: 167; Lexile Range: BR-53; Goal Range: 142-157 M. H. Landing Overall: 139; Lexile Range: BR; Goal Range: 138-153
151-160	**Main or Central Idea, Topic, Titles** • Understands the main idea of a story read aloud • Understands the topic of a book from pictures or title read aloud • Understands the topic of a story read aloud • Understands the topic of an illustration and a story read aloud	C. L. Wilke Overall: 138; Lexile Range: BR; Goal Range: 147-158 A. R. Bright Overall: 148; Lexile Range: BR; Goal Range: 145-160 L. R. Coladonato Overall: 155; Lexile Range: BR; Goal Range: 146-162 M. N. Sagmoen Overall: 155; Lexile Range: BR; Goal Range: 151-166 K. R. Denewith Mcgee Overall: 173; Lexile Range: 18-168L; Goal Range: 147-164
161-170	**Main or Central Idea, Topic, Titles** • Determines main idea in literary text • Identifies a title that reflects main idea in literary text • Understands the main idea of a story read aloud • Understands the topic of a poem	R. E. Stoefen Overall: 151; Lexile Range: BR; Goal Range: 159-176 K. E. Sorensen Overall: 160; Lexile Range: BR; Goal Range: 157-172 T. H. Colon-Pagan Overall: 162; Lexile Range: BR; Goal Range: 157-171 D. E. Schuessler Overall: 165; Lexile Range: BR; Goal Range: 156-170 S. I. Lonsky Overall: 166; Lexile Range: BR; Goal Range: 157-171 D. E. Vigne Overall: 169; Lexile Range: BR-100; Goal Range: 154-169

This image has been modified to demonstrate functionality. Actual in-product screens will be slightly different. Learning statements in this example may differ from in-product learning statements.

Annotation Key

21 **The Learning Continuum Class View:** Shows skills and concepts to develop with groups of students, based on 10-point RIT score bands that are appropriate for their readiness level.

23 **Learning Statements:** Statements that define learning objectives to help guide instruction.

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MPG Class
Screening

NWEA
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MAP for Primary Grades Class Report

Sloan, Sue
Class 01

District: NWEA Sample District 3
School: St. Helens Elementary
Date Range: Dec 19, 2015 to Dec 18, 2016

Screening: Reading Early Literacy

Skills/Sub-Skills	Scores	Total Number of Students
Overall Score	2 / 4 / 2	
Phonological Awareness	6 / 2	8
Matching Sounds	6 / 2	8
Rhyming Sounds	2 / 4 / 2	8
Manipulating Sounds	2 / 6	8
Visual Discrimination/Phonics	2 / 4 / 2	8
Visual Discrimination	2 / 2 / 4	8
Letter Identification	4 / 4	8
Matching Letters to Sounds	2 / 2 / 4	8
Concepts of Print	4 / 2 / 2	8
Concepts of Print: Pre-K	2 / 2 / 4	8
Concepts of Print: Beginning K	4 / 4	8
Concepts of Print: K-1	4 / 4	8

20

Low: 0% to 40% correct
Medium: >40% to <80% correct
High: 80% to 100% correct
N/A: Sub-skill not evaluated

Annotation Key

20 Segmented Bar Graph: Shows the number of students who scored within each percentage range—low, medium, and high. A student's range is based on the proportion of questions he or she answered correctly in that section of the test.

MPG Class
Sub-Skill Performance

NWEA
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MAP for Primary Grades Sub-Skill Performance Report

Sloan, Sue
Class 01

District: NWEA Sample District 3
School: St. Helens Elementary
Date Range: Dec 19, 2015 to Dec 18, 2016

Skills Checklist: Math Computation – 20 Numbers

Low

Student ID	Student Name	Addition: Addition–two 1-digit numbers–horizontal format	Addition: Addition–two 1-digit numbers–vertical format	Addition: Addition–three 1-digit numbers	Subtraction: Subtraction–two 1-digit numbers–horizontal format	Subtraction: Subtraction–two 1-digit numbers–vertical format
S11001934	Pace, Kristan N.	0/2: 0%	0/2: 0%	0/1: 0%	3/3: 100%	1/2: 50%
S11002026	Varelman, Lisa E.	1/2: 50%	0/2: 0%	0/1: 0%	0/3: 0%	0/2: 0%
S11001877	Walvatne, Metzlis I.	2/5: 40%	5/5: 100%	1/5: 20%	2/5: 40%	2/5: 40%
S11001920	Woollacott, Jennalea A.	3/5: 60%	2/5: 40%	3/5: 60%	3/5: 60%	2/5: 40%
S11001865	Zarmon, Valerio O.	2/2: 100%	2/2: 100%	0/1: 0%	0/3: 0%	0/2: 0%

Medium

Student ID	Student Name	Addition: Addition–two 1-digit numbers–horizontal format	Addition: Addition–two 1-digit numbers–vertical format	Addition: Addition–three 1-digit numbers	Subtraction: Subtraction–two 1-digit numbers–horizontal format	Subtraction: Subtraction–two 1-digit numbers–vertical format
S11001909	Vetsch, Lymon N.	4/5: 80%	4/5: 80%	3/5: 60%	4/5: 80%	3/5: 60%

High

Student ID	Student Name	Addition: Addition–three 1-digit numbers	Addition: Addition–two 1-digit numbers–horizontal format	Addition: Addition–two 1-digit numbers–vertical format	Subtraction: Subtraction–two 1-digit numbers–horizontal format	Subtraction: Subtraction–two 1-digit numbers–vertical format
S11002004	Esposito, Lyndon N.	5/5: 100%	4/5: 80%	4/5: 80%	4/5: 80%	4/5: 80%
S11001867	Gatlin, Jatyka A.	5/5: 100%	5/5: 100%	5/5: 100%	5/5: 100%	5/5: 100%

Low: 0% to 40% correct
Medium: >40% to <80% correct
High: 80% to 100% correct
N/A: Sub-skill not evaluated

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