



GROWTH

Reports Portfolio



MAP Growth Reports

Transforming Data Into Insights That Help Educators Take Action

By adapting to each student's learning level, MAP® Growth™ creates a personalized assessment experience that accurately measures each student's performance and growth. Timely reports deliver essential information that can be used to improve both teaching and learning.

Four Benefits of MAP Growth Reports

Timely Results

MAP tests are scored in real time; students and proctors receive preliminary results at the test's conclusion. Afterward, you can access in-depth reports that show aggregate data by class, grade, school, and district. Most of these reports are available instantly.

Context for Student Performance on MAP Growth

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 US students in the same grade at a comparable stage of the school year. NWEA college readiness benchmark information also lets you use MAP Growth scores for students in grades 5–10 to predict future performance on ACT® achievement tests.

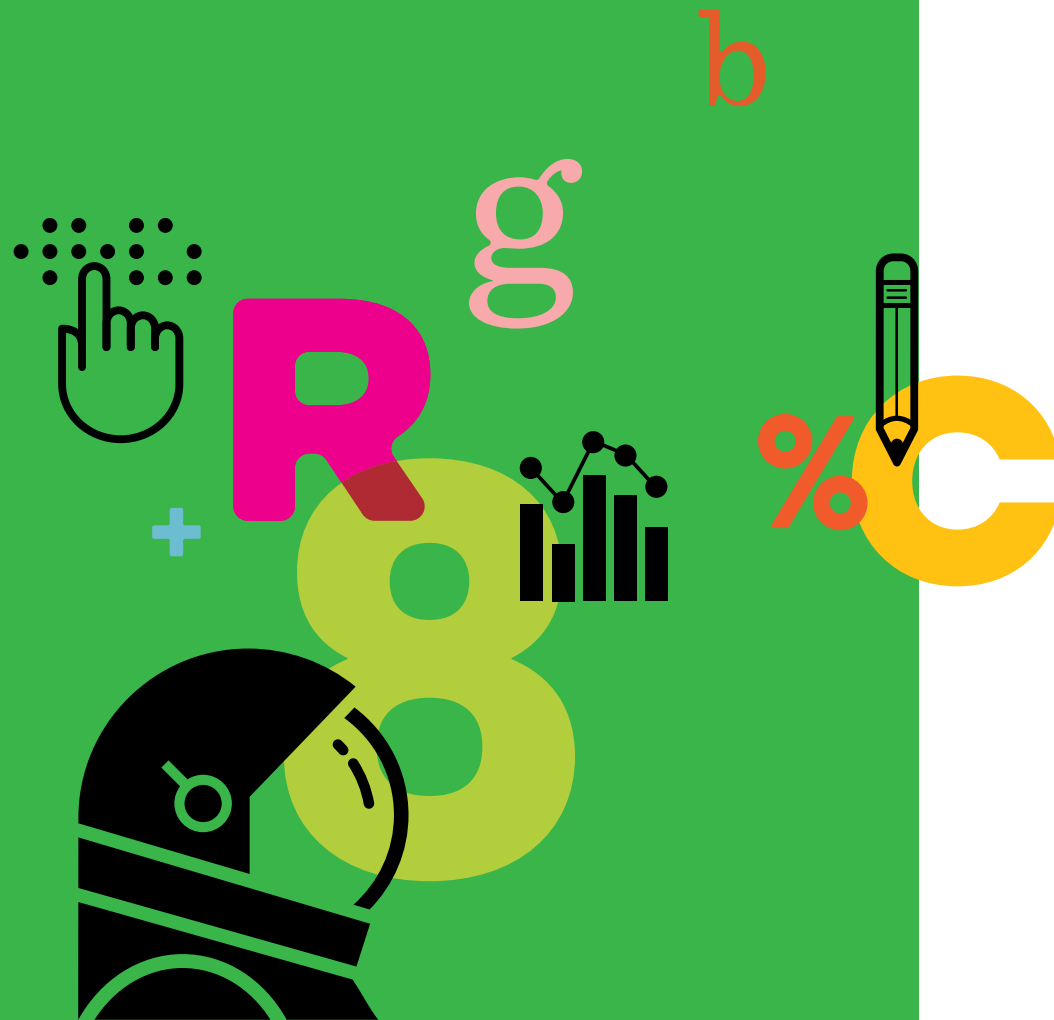
Student, Class, and District Reports With Flexible Display and Grouping Options

You'll find a variety of MAP Growth 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.

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 raw data reports at any time during a testing season—free of charge.

- + For a comprehensive reports guide, log in to [Teach.MAPNWEA.org](https://teach.mapnwea.org) and access the MAP Growth 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 before 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 display when you select this option while generating reports.
- 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., math). 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 their 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 entry 13, RIT range).
- 15

Estimated Lexile*: A range of text complexity that 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 report: 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 report: 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 Growth 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 entry 31) instead.
- 30

Met projected growth: Indicates Yes if the student's term-to-term growth equaled or exceeded the growth projection and 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 before 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 entry 31) 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 entry 33.
- 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 before 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 entry 38) translated into national percentile rankings for growth.
- 40

Set goal: Set custom growth goals for your students. In the example, the educator and student have already set a catch-up growth goal for winter and are about to set one for spring.
- *Lexile* is a trademark of MetaMetrics, Inc. Lexile ranges shown are estimates of correlations to RIT scores NWEA developed. Correlations and report are not associated with or endorsed by MetaMetrics.



Class Report

Kotifani, Jenisha
5th Grade Homeroom

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

Norms Reference Data: 2015
Weeks of Instruction: 4 (Fall 2015)
Small Group Display: No

- 1 Norms reference data: Indicates which NWEA norming study your report data draw upon.
- 3 Weeks of instruction: The number of instructional weeks before testing, as set by your school or district administrator.
- 5 Small group display: Summary groups of fewer than 10 students will display when you select this option while generating reports.
- 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., math). On the *Class Breakdown by Goal Report*, click the instructional area to access the *Learning Continuum Class View*.

Reading

Growth: Reading 2-5 CCSS 2010 V2/Language 2-12 CCSS 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 (+/- 10 mp Err)	Median RIT	Std Dev
Overall Performance		count	%	count	%	count	%	count	%	count	%			
Growth: Reading 2-5 CCSS 2010 V2/Language 2-12 CCSS 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
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



Class Report

Kotifani, Jenisha
5th Grade Homeroom

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

Norms Reference Data: 2015
Weeks of Instruction: 4 (Fall 2015)
Small Group Display: No

Reading

Growth: Reading 2-5 CCSS 2010 V2/Language 2-12 CCSS 2010

							Goal Performance:		
							A. Literature		
							B. Informational Text		
							C. Vocabulary Acquisition and Use		
Name (Student ID)	Gr	Test Date	¹³ RIT (+/- Std Err)	¹⁴ Percentile (+/- Std Err)	¹⁵ Est. Lexile*	Test Duration	A	B	C
Dugaw, Daytan N. (SW07001428)	5	09/14/15	178- 181 -184	4- 5 -8	158-308	75 m	163-177	175-187	187-197
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
Shalfoe, 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	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

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- 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., math). 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 their 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 entry 13, RIT range).
- ¹⁵ **Estimated Lexile*:** A range of text complexity that 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

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

Class Breakdown by RIT Report

District:

Term Rostered:

Term Tested:

School:

Instructor:

Class:

NWEA Sample District 3

Fall 2015–2016

Fall 2015–2016

Three Sisters Elementary

Kotifani, Jenisha

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

PDF

Create a PDF version of this report

Legal 8½" x 14"

Create PDF Report

Subject	Overall Score				
	<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) 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)

Class Breakdown by Goal

Class Breakdown by Goal Report

District:

Term Rostered:

Term Tested:

School:

Instructor:

Class:

NWEA Sample District 3

Fall 2015–2016

Fall 2015–2016

Three Sisters Elementary

Kotifani, Jenisha

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" x 14"

Create PDF Report

Subject

Reading

Growth: Reading 2-5 CCSS 2010 V2/Language 2-12 CCSS 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. Shalfoe (198) M. M. Vosburg (205) J. S. Kucia (207)	R. Valkier (211) D. W. Alhamzawi (213)	K. S. Dimalanta (220)
Informational Text			D. N. Dugaw (181) N. I. Devany (188)	A. E. Scruggs (197) D. E. Shalfoe (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. Shalfoe (198) M. M. Vosburg (205)	T. E. Wolf (201) R. Valkier (211) D. W. Alhamzawi (213)	J. S. Kucia (207)	K. S. Dimalanta (220)

- 11 Goal performance area or instructional area: A learning area (e.g., geometry) within a subject (e.g., math). 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

Growth: Reading 2-5 CCSS 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; Est. Lexile*: 158-308; 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; Est. Lexile* 288-438; Goal Range: 185-196

A. E. Scruggs Overall: 197; Est. Lexile* 452-602; Goal Range: 191-202

Z. N. Haukebo-Bo Overall: 198; Est. Lexile* 457-607; Goal Range: 187-199

T. E. Wolf Overall: 201; Est. Lexile* 513-663; 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; Est. Lexile* 464-614; Goal Range: 201-213

M. M. Vosburg Overall: 205; Est. Lexile* 587-737; Goal Range: 198-210

J. S. Kucia Overall: 207; Est. Lexile* 634-784; 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; Est. Lexile* 697-847; Goal Range: 210-221

D. W. Alhamzawi Overall: 213; Est. Lexile* 737-887; 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; Est. Lexile* 858-1008; Goal Range: 217-228

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21 The Learning Continuum Class View report: 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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MAP Growth Reports Portfolio 6

Learning Continuum Class View

Mathematics 2-5

Learning Continuum - Class View²¹

4th Grade Homeroom

Growth: Math 2-5 CCSS 2010 V2

Edit Display Options

Measurement and Data

Geometric Measurement and Problem Solving

161-170		No students
171-180	Perimeter/Circumference <ul style="list-style-type: none">Determines perimeters of basic polygons with all sides labeled²³	J. A. Cambridge Overall: 183; Goal Range: 163-177
181-190	Perimeter/Circumference <ul style="list-style-type: none">Determines perimeters of basic polygons with all sides labeled	No students
191-200	Perimeter/Circumference <ul style="list-style-type: none">Determines perimeters of basic polygons in which not all sides are labeledDetermines perimeters of basic polygons with all sides labeledSolves 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 <ul style="list-style-type: none">Determines perimeters of basic polygons in which not all sides are labeledDetermines side lengths given the perimeter of rectanglesSolves 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 <ul style="list-style-type: none">Counts to find perimeters of complex figuresDescribes the effect on perimeter when dimensions of a polygon are changedDetermines perimeters of basic polygons in which not all sides are labeledDetermines side lengths given the perimeter of rectanglesSolves 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

- ²¹ The Learning Continuum Class View report: 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.

Learning Continuum Test View

Mathematics 2–5

Learning Continuum - Test View 22

Growth: Math 2-5 CCSS 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

171-180

181-190

→

Reinforce skills & concepts

Develop skills & concepts

Introduce skills & concepts

Time

• Reads analog clocks to the nearest half hour 23

• Reads analog clocks to the nearest hour

Area

• Compares area of shapes

• Determines areas of figures composed of whole unit squares

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.

Area

• Compares area of shapes

• Determines areas of figures composed of whole unit squares

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

- 22 The Learning Continuum Test View report: 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.

Learning Continuum Test View
Mathematics 2-5, continued

Learning Continuum - Test View

Growth: Math 2-5 CCSS 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
<p>Time</p> <ul style="list-style-type: none">Completes simple conversions of units of timeDetermines elapsed time across both minutes and hours using clocksDetermines elapsed time across either minutes or hours using clocksReads analog clocks to the nearest five minutesReads analog clocks to the nearest minuteSolves elapsed-time word problems across both minutes and hoursSolves elapsed-time word problems across either minutes or hoursUnderstands time interval concepts: quarter to, half past, etc. <p>Area</p> <ul style="list-style-type: none">Determines areas of figures composed of whole unit squaresDetermines areas of rectangles with whole number sides, given the formulaEstimates area of figures using square units	<p>Time</p> <ul style="list-style-type: none">Completes complex conversions of more than two units of timeCompletes simple conversions of units of timeDetermines elapsed time across both minutes and hours using clocksDetermines elapsed time across either minutes or hours using clocksReads analog clocks to the nearest five minutesReads analog clocks to the nearest minuteSolves elapsed-time word problems across both minutes and hoursSolves elapsed-time word problems across either minutes or hoursSolves multi-step time word problems involving conversion across seconds, minutes, hours, etc.Understands time interval concepts: quarter to, half past, etc. <p>Area</p> <ul style="list-style-type: none">Determines areas of figures composed of whole and partial unit squaresDetermines areas of rectangles with whole number sidesDetermines areas of rectangles with whole number sides, given the formulaEstimates areas of figures using square unitsSolves real-world and mathematical problems involving areas of rectanglesUnderstands the concept of area	<p>Time</p> <ul style="list-style-type: none">Completes complex conversions of more than two units of timeCompletes simple conversions of units of timeDetermines elapsed time across both minutes and hours using clocksSolves elapsed-time word problems across both minutes and hoursSolves elapsed-time word problems across either minutes or hoursSolves multi-step time word problems involving conversion across seconds, minutes, hours, etc. <p>Area</p> <ul style="list-style-type: none">Determines areas of figures composed of whole and partial unit squaresDetermines areas of rectangles with whole number sidesDetermines areas of rectangles with whole number sides, given the formulaSolves real-world and mathematical problems involving areas of rectanglesUnderstands the concept of area

- The Learning Continuum Test View report: Shows skills and concepts to reinforce, develop, and introduce, based on students' RIT scores in each instructional area.
- Learning statements: Statements that define learning objectives to help guide instruction.

Learning Continuum Test View

Display Options for Mathematics 6+

Learning Continuum - Test View 22

Growth: Math 6+ CCSS 2010 V2

Edit Display Options

Grouping Options

No Grouping

Group by Topic

Group by Standard

Standards Filters

Grade Level Standards

☐ Kindergarten

☐ Grade 1

☐ Grade 2

☐ Grade 3

☐ Grade 4

☐ Grade 5

☐ Grade 6

☐ Grade 7

☐ Grade 8

☒ High School - Algebra

☐ High School - Functions

☐ High School - Geometry

☐ High School - Number and Quantity

☐ High School - Statistics and Probability

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

Learning Continuum Test View

Mathematics 6+, Grouped by Standard

Learning Continuum - Test View 22

Growth: Math 6+ CCSS 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.B.3: Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

Solves for a missing value in a proportion 23

Solves two-step linear equations with negative rational numbers

Solves two-step linear equations with positive rational numbers

Solves two-step linear inequalities

Solves for a missing value in a proportion

Solves multi-step linear equations with positive and negative rational numbers

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.

Solves a system of linear equations graphically

Writes and solves a system of linear equations involving a real-world or mathematical context

Solves a system of linear equations algebraically

Solves a system of linear equations graphically

Writes and solves a system of linear equations involving a real-world or mathematical context

Solves a system of linear equations algebraically

Solves a system of linear equations graphically

Writes and solves a system of linear equations involving a real-world or mathematical context

22 The Learning Continuum Test View report: 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.

Back to Table of Contents

MAP Growth Reports Portfolio 11

Class Breakdown by Projected Proficiency

Class Breakdown by Projected Proficiency Report

District:

Term Rostered:

Term Tested:

School:

Instructor:

Class:

NWEA Sample District 3

Fall 2015–2016

Fall 2015–2016

Three Sisters Elementary

Kotifani, Jenisha

5th Grade Homeroom

Modify Options

Class Breakdown by

Projected Proficiency

 Create a PDF version of this report

Legal 8½" x 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)

- 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 Growth RIT scale to state assessments and college and career readiness measures.

Achievement Status and Growth Projection



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

Language Usage

			Achievement Status		Growth									
			Fall 2015		Winter 2016		Student						Comparative	
			13	14			25	26						
Name	FA15 Grade	FA15 Date	RIT Range (+/- SEM)	Percentile Range (+/- SE)	RIT Range (+/- SEM)	Percentile Range (+/- SE)	Projected RIT	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						
Shalfoe, 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

- 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 before 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 display when you select this option while generating reports.
- 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 their 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 entry 13, RIT range).
- 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



Achievement Status and Growth Summary Report

Kotifani, Jenisha	Term Tested:	Winter 2015–2016	Norms Reference Data:	2015
5th Grade Homeroom	Term Rostered:	Winter 2015–2016	Growth Comparison Period:	Fall 2015 – Winter 2016
	District:	NWEA Sample District 3	Weeks of Instruction:	Start – 4 (Fall 2015)
	School:	Three Sisters Elementary		End – 20 (Winter 2016)
			Optional Grouping:	None
			Small Group Display:	No

Language Usage

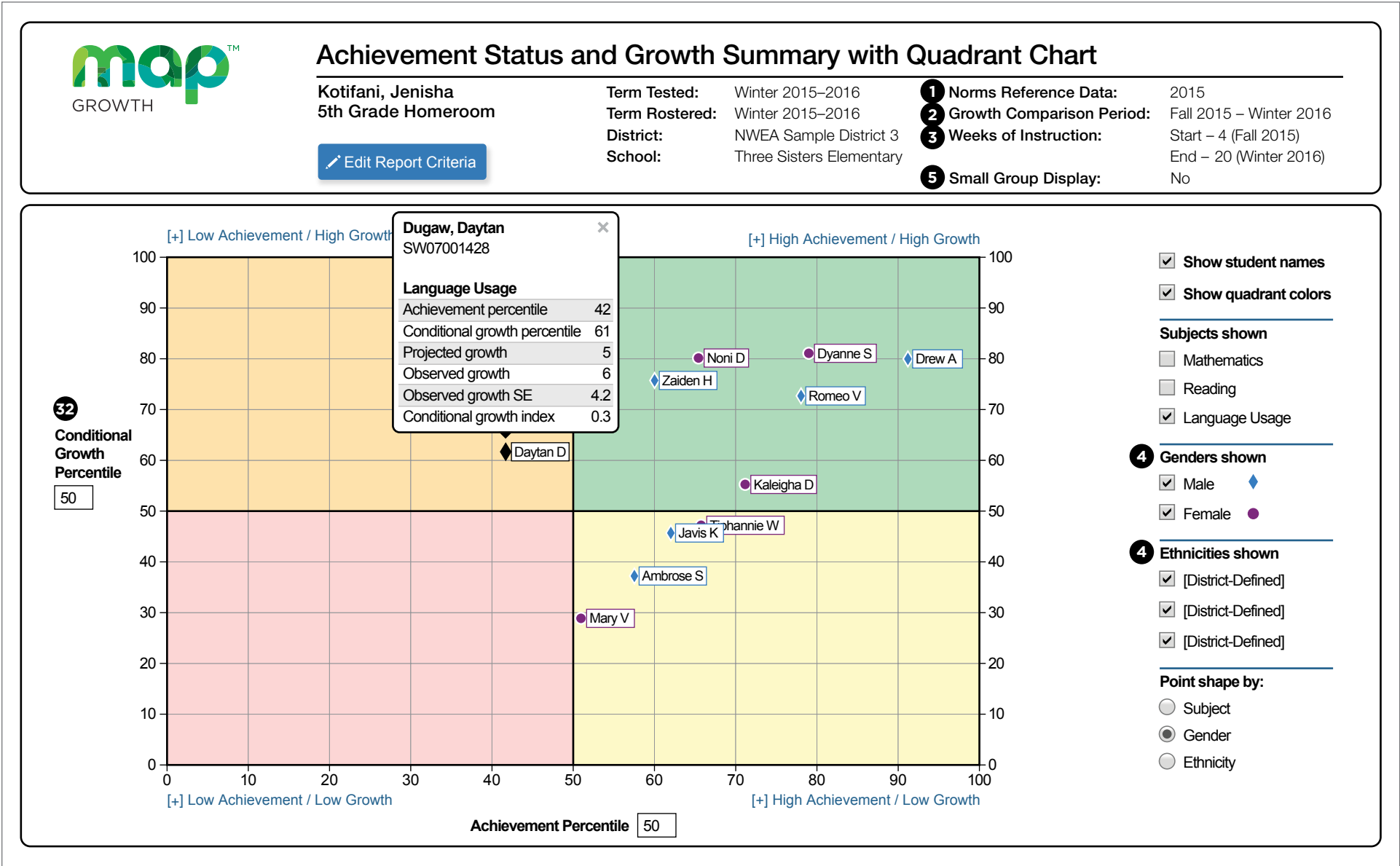
			Achievement Status				Growth								
			Fall 2015		Winter 2016		Student						Comparative		
			13	14			25	26	27	28	29	30	31	32	
Name	W16 Grade	W16 Date	RIT Range (+/- SEM)	Percentile Range (+/- SE)	RIT Range (+/- SEM)	Percentile Range (+/- SE)	Projected RIT	Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth	Conditional Growth Index	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.

- 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 entry 31) instead.
- 30 **Met projected growth:** Indicates Yes if the student’s term-to-term growth equaled or exceeded the growth projection and 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 before 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 entry 31) 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 entry 33.
- 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.

Achievement Status and Growth Summary With Quadrant Chart



Student Goal Setting Worksheet



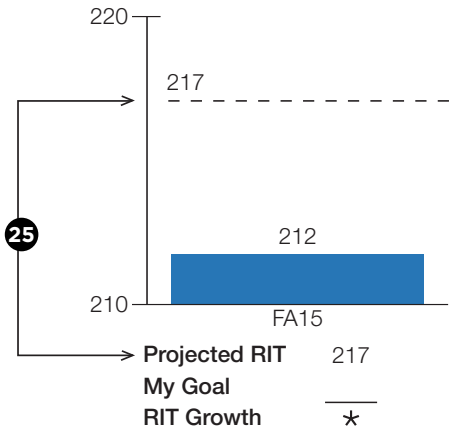
Student Goal Setting Worksheet

Carter, Jasmine
Student ID: 889905

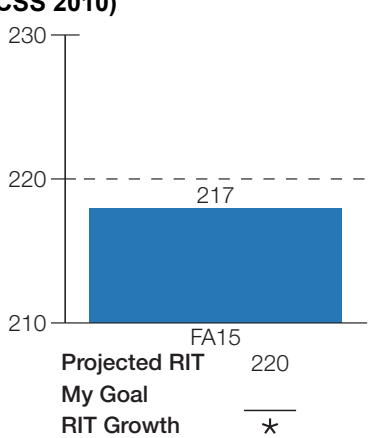
Term Tested: Fall 2015–2016
District: NWEA Sample District 3
School: St. Helens Middle School

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

Mathematics (Growth: Math 6+ CCSS 2010 V2)



Reading (Growth: Reading 6+ CCSS 2010)



- 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 before 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., math). 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 Estimated Lexile*: A range of text complexity that 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.

*Lexile® is a trademark of MetaMetrics, Inc. Lexile ranges shown are estimates of correlations to RIT scores NWEA developed. Correlations and report are not associated with or endorsed by MetaMetrics.

Student Progress Report



Student Progress Report

McRay, Marcus
Student ID: 100023123

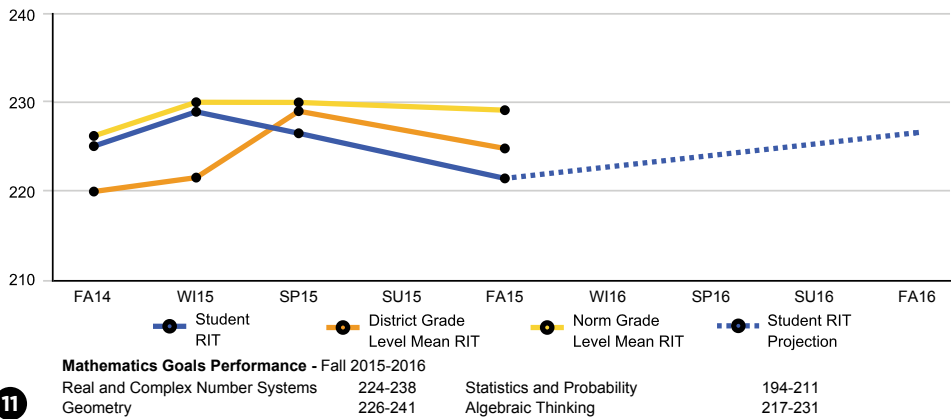
1

Norms Reference Data:
Growth Comparison Period:
District:
School:
Term Rostered:

2015
Fall to Fall
NWEA Sample District 3
Mt. Bachelor Middle School
Fall 2015–2016

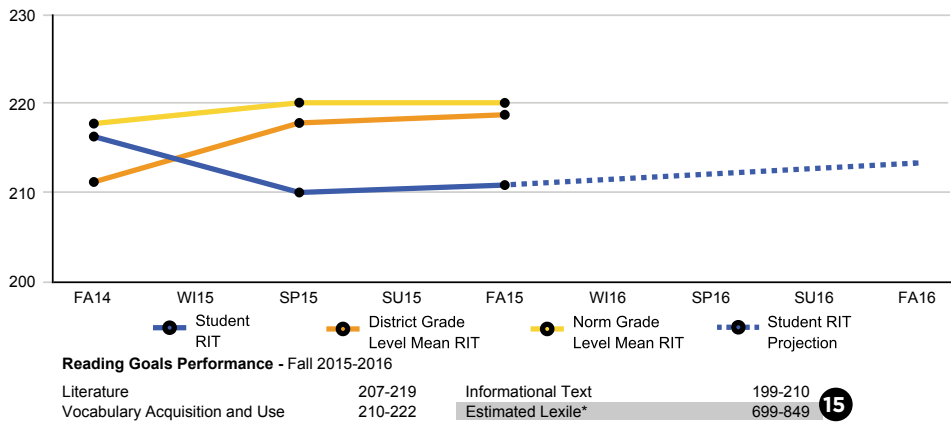
2

Mathematics



Term/Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	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



Term/Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
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

- 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., math). 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 their 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 entry 13, *RIT range*).
- 15 Estimated Lexile*: A range of text complexity that 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.

*Lexile® is a trademark of MetaMetrics, Inc. Lexile ranges shown are estimates of correlations to RIT scores NWEA developed. Correlations and report are not associated with or endorsed by MetaMetrics.

Student Profile Report

Home | Help | Contact | Change Password | Logout

Term: Fall 2016-2017
Noah Talbert
5th Grade | ID: SF06000279

READING

MATHEMATICS

LANGUAGE USAGE

SCIENCE

Error Margin: +/- 3.7
Possible range: 191-199
8/22/2016 — 60 minutes
MAP: Reading 2-5 OH 2011 V2
Fall 2016-17

221

206

Compared to his overall score, Noah has a strength in Informational Text. As a student, he can take advantage of this strength when he is learning new material.

Noah's Reading score could benefit from focus in Literature. Visit Instructional Areas for more details about which skills and concepts he is ready to learn.

To help Noah boost his performance in Reading and better match his U.S. national peers, review his scores in the Instructional Areas to find skills and concepts that he is ready to learn.

COMPARISONS

Norms Percentile
Achievement for this term, ranked against NWEA 2015 Norms Study
24TH

Ohio State Tests
Projected result for test taken in **spring**
Basic

ACT College Readiness
Projected result for test taken in **spring**
Not on Track

INSTRUCTIONAL AREAS

Literature	186	→
Vocabulary Acquisition and Use	191	→
Informational Text	203	→

GROWTH GOALS

WINTER 2017 GOAL
Score when set:
202 (+7)
(Fall 2016)

Past Goals
There are no previous goals for this student.

GROWTH OVER TIME

RIT Score: Reading ✓
Goal: Reading ✓
Projected Score: Reading ✓
Typical Performance ✓
District Grade Level Mean ✓
Linking Study
ACT
Ohio State Tests

Feedback

- 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 a student's RIT score plus and minus one standard error of measurement. If the student took the test again relatively soon, you could expect their 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 entry 13, RIT range).
- 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 Predicted proficiency category:** Students are grouped in predicted proficiency categories based on NWEA linking studies that align the MAP Growth RIT scale to state assessments and college and career readiness measures.

Student Profile Report

Continued

▼ 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 ?

Set a goal by:

RIT Score Goal ?

RIT score goal 207

RIT growth 12

Percentiles ?

14 Status Percentile 37

32 Growth Percentile 76

31 Conditional Growth Index: 0.69

25 Status and growth comparisons:

25 RIT Score if Typical Growth is met 203

Percentile if typical growth is met 27th

26 Typical Growth 8

Typical Score 212

230

220

210

200

190

180

Fall 15

Winter 16

Spring 16

Fall 16

Winter 17

Spring 17

Ohio State Tests Proficient

Ohio State Tests Basic

207

202

200

195

198

195

191

Ohio State Tests Limited

Legend: New goal, Test Scores, Goals, Projections, Ohio State Tests, ACT

Percentile Bands: 1-20, 21-40, 41-60, 61-80, 81-100, no data

40 Action Plan (optional)

What actions will be taken to achieve this growth?

SET GOAL

Instructional Area Scores – Fall 2016

Literature 186

⚡ Suggested Area of Focus

Vocabulary Acquisition and Use 191

Informational Text 203

⚡ Relative Strength

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 entry 13, *RIT range*).

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.

31 **Conditional growth index:** This index allows for growth comparisons between students. It incorporates conditions that affect growth, including weeks of instruction before 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 entry 31) translated into national percentile rankings for growth.

40 **Set goal:** Set custom growth goals for your students. In the example, the educator and student have already set a catch-up growth goal for winter and are about to set one for spring.

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MAP Growth Reports Portfolio 19



“

MAP Growth met all of our criteria. It focused on skills, identifying what students already knew and what they were ready to learn.

MISSY BUSH

Director of Curriculum and Federal Programs
Skiatook Public School District, OK



MAP Growth RIT Scale and NWEA Norms

Use Data to Drive Improvement—for Your Students, Schools, and District

MAP Growth uses our RIT scale—the most stable, mature scale in the industry—to accurately measure student performance, regardless of whether they’re performing on, above, or below grade level.

Educators can use RIT scores to inform lesson planning, group students for differentiated instruction, set goals, track longitudinal growth, and more.

NWEA Uses Anonymous Assessment Data from Over 10.2 Million Students to Create National Norms

NWEA norming studies help you see if students are growing at an expected pace, regardless of where they started. NWEA norms also allow you 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.

NWEA Linking Studies

Predict How Each Student Will Perform on Other Measures

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

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

Our **College Explorer tool** links students who have MAP Growth 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.

+ Explore the tool at nwea.org/CollegeExplorer

The **Smarter Balanced Assessment Consortium** (SBAC) linking study provides guidance on using MAP Growth data to estimate student performance on SBAC assessments.

To help provide context for MAP Growth normative percentiles, the **Comparative Data To Inform Instructional Decisions** document includes multiple college and career readiness benchmarks, including those from ACT and SBAC assessments.

+ Download the document at nwea.us/ComparativeData

District Summary

Aggregate by School



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

Growth: Math 6+ CCSS 2010 V2						Goal Performance 11							
						Real and Complex Number Systems		Algebraic Thinking		Statistics and Probability		Geometry	
6 8 7													
Term	Grade	Student Count	Mean RIT	Std Dev	Median	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	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.
A goal mean shown with **bold underline** represents an area of relatively strong performance.

- 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 display when you select this option while generating reports.
- 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., math). 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



District Summary Report

Aggregate by District

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

Mathematics

Growth: Math 6+ CCSS 2010 V2						Goal Performance11							
687						Real and Complex Number Systems		Algebraic Thinking		Statistics and Probability		Geometry	
Term	Grade	Student Count	Mean RIT	Std Dev	Median	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2015–2016	2	137	179.4	11.3	180	176.9	14.1	177.2	13.9	180.5	13.0	<u>183.0</u>	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	<u>190.3</u>	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	<u>177.5</u>	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

- 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 display when you select this option while generating reports.
- 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., math). 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 *italic*s in the *Class Report*.



Grade Report

Grade 7

Term: Fall 2015–2016
District: NWEA Sample District 3
School: Mt. Bachelor Middle School

1 Norms Reference Data: 2015
3 Weeks of Instruction: 4 (Fall 2015)
4 Grouping: None
5 Small Group Display: No

Mathematics

Growth: Math 6+ CCSS 2010 V2/Math 2-12 CCSS 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
		count	%	count	%	count	%	count	%	count	%		
Overall Performance		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

- 1 Norms reference data: Indicates which NWEA norming study your report data draw upon.
- 3 Weeks of instruction: The number of instructional weeks before 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 display when you select this option while generating reports.
- 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., math). On the *Class Breakdown by Goal Report*, click the instructional area to access the *Learning Continuum Class View*.

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

Student Growth Summary



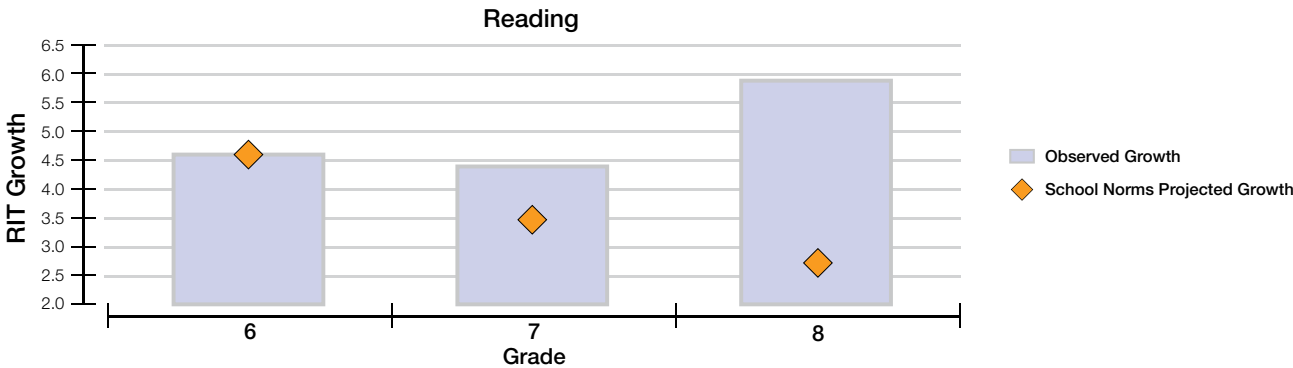
Student Growth Summary Report

Aggregate by School	Term:	Spring 2015–2016	1 Norms Reference Data:	2015 Norms	2
	District:	NWEA Sample District 3	Growth Comparison Period:	Fall 2015 – Spring 2016	
			3 Weeks of Instruction:	Start – 4 (Fall 2015)	4
				End – 32 (Spring 2016)	
			Grouping:	None	5
			5 Small Group Display:	No	

Mt. Bachelor Middle School

Reading

		Comparison Periods								Growth Evaluated Against								
		Fall 2015			Spring 2016			Growth		School Norms			Student Norms					
Grade (Spring 2016)	Growth Count [‡]	6	8	14				27	28	26	38	39	18	36	33	37		
		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 Growth results in at least one of the terms. The Growth Count is zero.
‡ Growth Count provided reflects students with MAP Growth results in both the Start and End terms. Observed Growth calculation is based on that student data.

- 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 entry 13, RIT range).
- 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 before 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 entry 38) translated into national percentile rankings for growth.

Projected Proficiency Summary



Projected Proficiency Summary Report

Aggregate by District by Grade

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

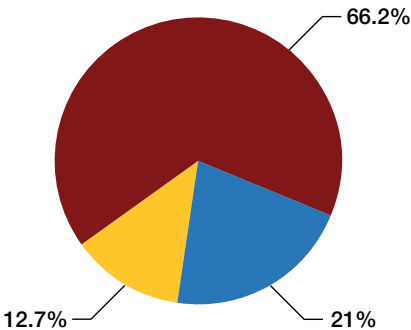
Mathematics

Projected to: ACT College Readiness taken in spring.

View Linking Study: 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%

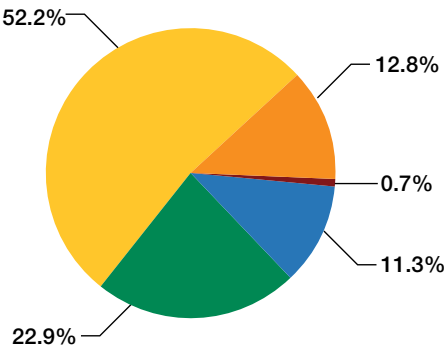


Projected to: Ohio Achievement Assessment taken in spring.

View Linking Study: nwea.org/resources/ohio-linking-study

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.

- 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 Growth RIT scale to state assessments and college and career readiness measures.

Grade Breakdown

12												11	
	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	Growth: Math 2-5	181-190	191-200	191-200	181-190	
3	Cindrich	Eric	Fall 2015-2016	Three Sisters Elementary School	4	Mathematics	190	Growth: Math 2-5	181-190	191-200	181-190	181-190	
4	Korsica	Dusty	Fall 2015-2016	Three Sisters Elementary School	4	Mathematics	195	Growth: Math 2-5	181-190	191-200	191-200	191-200	
5	Basnett	Lawanda	Fall 2015-2016	Three Sisters Elementary School	4	Mathematics	198	Growth: Math 2-5	181-190	191-200	201-210	191-200	
6	Isaacson	Anthony	Fall 2015-2016	Three Sisters Elementary School	4	Mathematics	193	Growth: Math 2-5	191-200	201-210	181-190	201-210	
7	Duerst	Omar	Fall 2015-2016	Three Sisters Elementary School	4	Mathematics	194	Growth: Math 2-5	191-200	181-190	191-200	201-210	
8	Riley	Rodney	Fall 2015-2016	Three Sisters Elementary School	4	Mathematics	194	Growth: Math 2-5	191-200	191-200	191-200	181-190	
9	Burnside	Jarrold	Fall 2015-2016	Three Sisters Elementary School	4	Mathematics	201	Growth: Math 2-5	191-200	191-200	201-210	191-200	
10	Shaffer	Wendy	Fall 2015-2016	Three Sisters Elementary School	4	Mathematics	201	Growth: Math 2-5	191-200	201-210	191-200	191-200	
11	Gander	Jaslynn	Fall 2015-2016	Three Sisters Elementary School	4	Mathematics	204	Growth: Math 2-5	191-200	201-210	211-220	211-220	
12	Thielk	Desiree	Fall 2015-2016	Three Sisters Elementary School	4	Mathematics	204	Growth: Math 2-5	191-200	201-210	191-200	201-210	
13	Sizemore	Brent	Fall 2015-2016	Three Sisters Elementary School	5	Mathematics	203	Growth: Math 2-5	191-200	201-210	211-220	201-210	
14	Brotherton	Trey	Fall 2015-2016	Three Sisters Elementary School	4	Mathematics	195	Growth: Math 2-5	201-210	181-190	191-200	201-210	
15	Friley	Zelda	Fall 2015-2016	Three Sisters Elementary School	4	Mathematics	197	Growth: Math 2-5	201-210	181-190	191-200	181-190	
16	Whitehorse	James	Fall 2015-2016	Three Sisters Elementary School	4	Mathematics	199	Growth: Math 2-5	201-210	201-210	201-210	191-200	
17	Mitchell	Janice	Fall 2015-2016	Three Sisters Elementary School	4	Mathematics	202	Growth: Math 2-5	201-210	191-200	201-210	191-200	
18	Carrico	Carlos	Fall 2015-2016	Three Sisters Elementary School	4	Mathematics	208	Growth: Math 2-5	201-210	211-220	191-200	211-220	
19	Andrews	Darwin	Fall 2015-2016	Three Sisters Elementary School	4	Mathematics	212	Growth: Math 2-5	201-210	211-220	221-230	201-210	
20	Strom	Felicia	Fall 2015-2016	Three Sisters Elementary School	5	Mathematics	208	Growth: Math 2-5	201-210	211-220	211-220	191-200	
21	Tresler	Cliff	Fall 2015-2016	Three Sisters Elementary School	5	Mathematics	209	Growth: Math 2-5	201-210	201-210	201-210	201-210	
22	Winston	Adelle	Fall 2015-2016	Three Sisters Elementary School	5	Mathematics	209	Growth: Math 2-5	201-210	201-210	211-220	191-200	
23	Rugland	Andrew	Fall 2015-2016	Three Sisters Elementary School	5	Mathematics	212	Growth: Math 2-5	201-210	211-220	211-220	211-220	
24	Diamond	Kiley	Fall 2015-2016	Three Sisters Elementary School	5	Mathematics	215	Growth: Math 2-5	201-210	221-230	211-220	221-230	
25	Horlick	Alicia	Fall 2015-2016	Three Sisters Elementary School	4	Mathematics	205	Growth: Math 2-5	211-220	191-200	201-210	191-200	
26	Schmidt	Eugene	Fall 2015-2016	Three Sisters Elementary School	4	Mathematics	206	Growth: Math 2-5	211-220	201-210	211-220	191-200	

11 Goal performance area or instructional area: A learning area (e.g., geometry) within a subject (e.g., math). 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.

MAP Growth K-2 Student Report

Screening



MAP Growth K-2 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		<div><div></div><div></div><div></div></div>	60%
Skills/Sub-Skills			
Phonological Awareness		<div><div></div><div></div><div></div></div>	40%
Matching Sounds		<div><div></div><div></div><div></div></div>	20%
Rhyming Sounds		<div><div></div><div></div><div></div></div>	60%
Manipulating Sounds		<div><div></div><div></div><div></div></div>	N/A
Visual Discrimination/Phonics		<div><div></div><div></div><div></div></div>	70%
Visual Discrimination		<div><div></div><div></div><div></div></div>	100%
Letter Identification		<div><div></div><div></div><div></div></div>	40%
Matching Letters to Sounds		<div><div></div><div></div><div></div></div>	N/A
Concepts of Print		<div><div></div><div></div><div></div></div>	70%
Concepts of Print: Pre-K		<div><div></div><div></div><div></div></div>	N/A
Concepts of Print: Beginning K		<div><div></div><div></div><div></div></div>	80%
Concepts of Print: K-1		<div><div></div><div></div><div></div></div>	60%

-
- Low: 0% to 40% correct

MAP Growth K-2 Student Report

Skills Checklist



MAP Growth K-2 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		<div><div></div><div></div><div></div></div>	50%
Skills/Sub-Skills			
Word Families		<div><div></div><div></div><div></div></div>	50%
ack	<div><div></div><div></div><div></div></div> 100%	unk	<div><div></div><div></div><div></div></div> 0%
imp	<div><div></div><div></div><div></div></div> 100%	ank	<div><div></div><div></div><div></div></div> 0%
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ump	<div><div></div><div></div><div></div></div> 100%	ill	<div><div></div><div></div><div></div></div> 100%

-
- Low: 0% to 40% correct

MAP Growth K-2 Class Report



Class Report

Saba, Howard
1st Grade Homeroom

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

1 Norms Reference Data: 2015
3 Weeks of Instruction: 4 (Fall 2015)
5 Small Group Display: No

Reading

Growth: Reading Primary Grades CCSS 2010/Language 2-12 CCSS 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	
	count	%	count	%	count	%	count	%	count	%
Overall Performance										
Growth: Reading Primary Grades CCSS 2010/Language 2-12 CCSS 2010	4	29%	3	21%	2	14%	4	29%	1	7%
Goal Area										
Foundational Skills	2	14%	1	7%	6	43%	4	29%	1	7%
Language and Writing	1	7%	3	21%	5	36%	4	29%	1	7%
Literature and Informational	1	7%	2	14%	5	36%	6	43%	0	0%
Vocabulary Use and Functions	1	7%	5	36%	3	21%	4	29%	1	7%

Mean RIT (+/- Smp Err) 10	Median RIT	Std Dev
148-154-202	157	15.8
148-155-202	158	18.1
145-152-160	157	17.1
150-155-160	157	12.0
143-151-159	154	18.0

- 1 Norms reference data: Indicates which NWEA norming study your report data draw upon.
- 3 Weeks of instruction: The number of instructional weeks before testing, as set by your school or district administrator.
- 5 Small group display: Summary groups of fewer than 10 students will display when you select this option while generating reports.
- 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., math). On the *Class Breakdown by Goal Report*, click the instructional area to access the *Learning Continuum Class View*.

MAP Growth K-2 Class Report
Continued



Class Report

Saba, Howard
1st Grade Homeroom

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

Norms Reference Data: 2015
Weeks of Instruction: 4 (Fall 2015)
Small Group Display: No

Reading

Growth: Reading Primary Grades CCSS 2010/Language 2-12 CCSS 2010

							Goal Performance:			
							A. Foundational Skills			
							B. Vocabulary Use and Functions			
							C. Literature and Informational			
							D. Language and Writing			
Name (Student ID)	Gr	Test Date	13 RIT (+/- Std. Err) 9	14 Percentile (+/- Std Err)	15 Est. Lexile*	Test Duration	A	B	C	D 19
Runtzel, Cedur R. (S11002304)	1	09/17/15	111-114-117	1-1-1	< 100	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	< 100	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	< 100	24 m	138-153	127-141	138-153	124-139
Bright, Alexander R. (S11001999)	1	09/17/15	145-148-151	12-17-23	< 100	25 m	150-165	139-154	145-160	124-141
Stoefen, Rosie E. (S11001997)	1	09/17/15	148-151-154	17-23-30	105-255	33 m	147-163	134-151	159-176	145-161
Colandonato, Lenny R. (S11001961)	1	09/17/15	152-155-158	25-33-42	163-313	35 m	148-163	145-160	146-162	148-162
Sagmoen, Maegann N. (S11002000)	1	09/17/15	152-155-158	25-33-42	163-313	55 m	153-168	138-153	151-166	142-157
Sorensen, Kaye E. (S11002062)	1	09/17/15	157-160-163	39-48-57	234-384	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	262-412	57 m	154-168	160-175	157-171	150-165
Schuessler, Doyce E. (S11001883)	1	09/17/15	162-165-168	54-63-71	303-453	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	316-466	46 m	157-173	156-170	157-171	153-168
Lambert, Bret T. (S11001923)	1	09/17/15	164-167-170	60-69-76	330-480	38 m	172-187	158-173	142-157	155-170
Vigne, Dade E. (S11001916)	1	09/17/15	166-169-172	66-74-81	356-506	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	408-558	68 m	161-176	169-183	147-164	163-179

*Lexile® is a trademark of MetaMetrics, Inc. Lexile ranges shown are estimates of correlations to RIT scores NWEA developed. Correlations and report are not associated with or endorsed by MetaMetrics.

- 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., math). 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 their 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 entry 13, RIT range).
- 15 Estimated Lexile*: A range of text complexity that 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.

MAP Growth K-2 Class Breakdown by RIT

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

Class Breakdown by RIT Report

District:

Term Rostered:

Term Tested:

School:

Instructor:

Class:

NWEA Sample District 3

Fall 2015–2016

Fall 2015–2016

St. Helens Elementary

Saba, Howard

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" x 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)	

MAP Growth K-2 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" x 14"

Create PDF Report

Growth: Reading Primary Grades CCSS 2010/Language 2-12 CCSS 2010

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

- 11

Goal performance area or instructional area: A learning area (e.g., geometry) within a subject (e.g., math). 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

Growth: Reading Primary Grades CCSS 2010

Edit Display Options

Literature and Informational

Literature: Key Ideas, Craft, Structure

111-120		C. R. Runtzel Overall: 114; Estimated Lexile*: <100; Goal Range: 112-127
121-130	Main or Central Idea, Topic, Titles <ul style="list-style-type: none">Understands the topic of an illustration and a story read aloud	No students
131-140	Main or Central Idea, Topic, Titles <ul style="list-style-type: none">Determines the best title for an illustrated book coverUnderstands the topic of a book from pictures or title read aloudUnderstands the topic of a story read aloudUnderstands the topic of an illustration and a story read aloud	No students
141-150	Main or Central Idea, Topic, Titles <ul style="list-style-type: none">Understands the main idea of illustrationsUnderstands the topic of a book from pictures or title read aloudUnderstands the topic of a story read aloudUnderstands the topic of an illustration and a story read aloud	B. T. Lambert Overall: 167; Estimated Lexile*: 330-480; Goal Range: 142-157 M. H. Landing Overall: 139; Estimated Lexile*: <100; Goal Range: 138-153
151-160	Main or Central Idea, Topic, Titles <ul style="list-style-type: none">Understands the main idea of a story read aloudUnderstands the topic of a book from pictures or title read aloudUnderstands the topic of a story read aloudUnderstands the topic of an illustration and a story read aloud	C. L. Wilke Overall: 138; Estimated Lexile*: <100; Goal Range: 147-158 A. R. Bright Overall: 148; Estimated Lexile*: <100; Goal Range: 145-160 L. R. Coladonato Overall: 155; Estimated Lexile*: 163-313; Goal Range: 146-162 M. N. Sagmoen Overall: 155; Estimated Lexile*: 163-313; Goal Range: 151-166 K. R. Denewith McGee Overall: 173; Est Lexile*: 408-558; Goal Range: 147-164
161-170	Main or Central Idea, Topic, Titles <ul style="list-style-type: none">Determines main idea in literary textIdentifies a title that reflects main idea in literary textUnderstands the main idea of a story read aloudUnderstands the topic of a poem	R. E. Stoeffen Overall: 151; Estimated Lexile*: 105-255; Goal Range: 159-176 K. E. Sorensen Overall: 160; Estimated Lexile*: 234-384; Goal Range: 157-172 T. H. Colon-Pagan Overall: 162; Estimated Lexile*: 262-412; Goal Range: 157-171 D. E. Schuessler Overall: 165; Estimated Lexile*: 303-453; Goal Range: 156-170 S. I. Lonsky Overall: 166; Estimated Lexile*: 316-466; Goal Range: 157-171 D. E. Vigne Overall: 169; Estimated Lexile*: 356-506; Goal Range: 154-169

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- 21 The Learning Continuum Class View report: 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.

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.

MAP Growth K-2 Class

Screening



MAP Growth K-2 Class Report

Sloan, Sue
Class 01

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

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.

Screening: Reading Early Literacy

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

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

MAP Growth K-2 Class

Sub-Skill Performance



MAP Growth K-2 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

		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
Student ID	Student Name					
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	Woolacott, 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

		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
Student ID	Student Name					
S11001909	Vetsch, Lymon N.	4/5: 80%	4/5: 80%	3/5: 60%	4/5: 80%	3/5: 60%

High

		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
Student ID	Student Name					
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



Measuring What Matters™

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