MAP

GROWTH

Reports Portfolio

nwea

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.
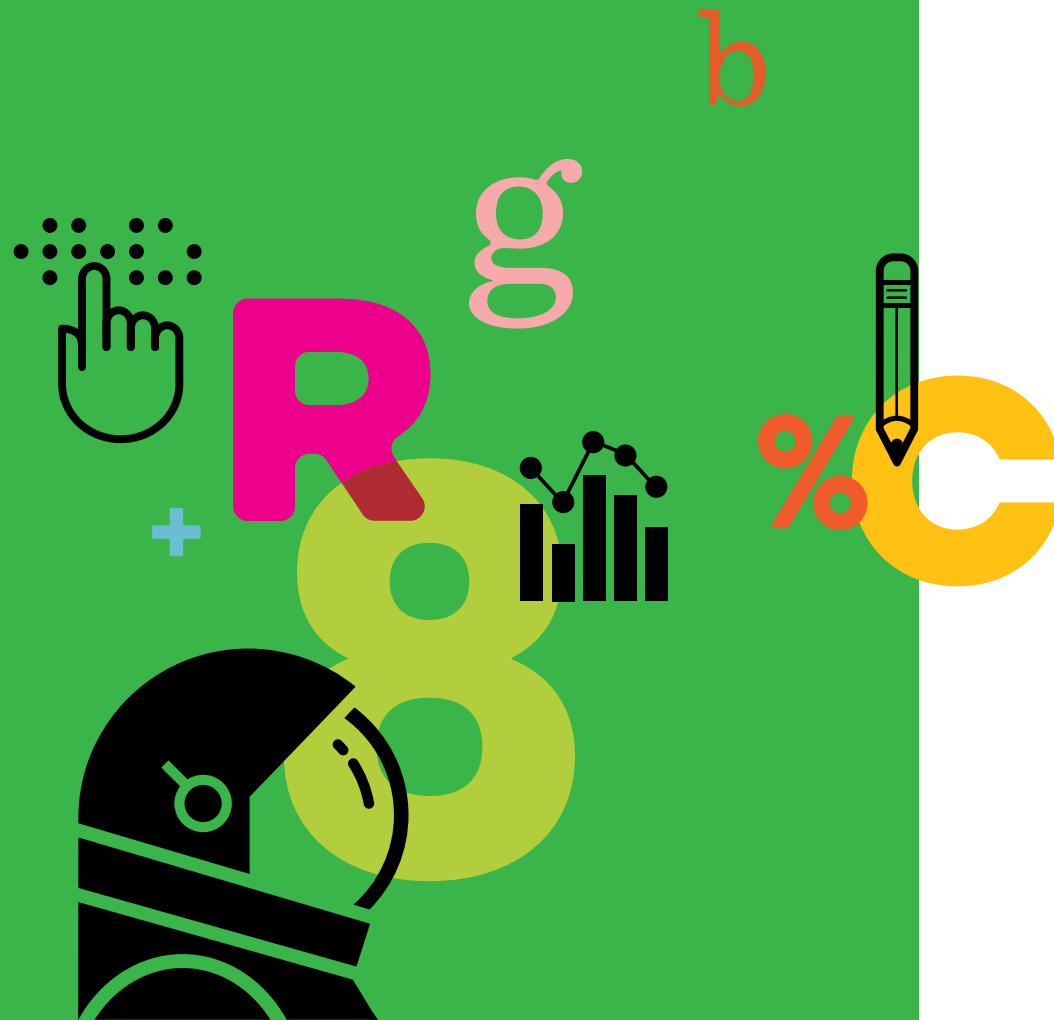
Student, class, and district reports with flexible display and grouping options

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** and access the MAP Growth Reports Reference document.

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 **Lexile:** A measure of the 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.

41 **Flesch-Kincaid Grade Level:** A measure of a text's readability presented as a grade level (year and month). The grade range indicated can be used as a guide to find books at the appropriate level for individual students.

Class

Class Report

Kotifani, Jenisha
5th Grade Homeroom

Term Rostered:	Fall 2015–2016 **1**
Term Tested:	Fall 2015–2016
District:	NWEA Sample District **5**
School:	Three Sisters Elementary

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

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		**10** Mean RIT (+/- Smp 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
11 Informational Text	3	27%	3	27%	1	9%	3	27%	1	9%	196-**204**-212	202	12.5
Vocabulary Acquisition and Use	4	36%	2	18%	3	27%	1	9%	1	9%	194-**198**-202	198	10.0

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*.

Class Report

Kotifani, Jenisha
5th Grade Homeroom

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

Reading

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

Goal Performance:
A. Literature
B. Informational Text ⑪
C. Vocabulary Acquisition and Use

Name (Student ID)	Gr	Test Date	RIT ⑬ (+/- Std Err) ⑨	Percentile ⑭ (+/- Std Err)	Lexile® ⑮ Range	Test Duration	A	B	C ⑲
Dugaw, Daytan N. (SW07001428)	5	09/14/15	178-**181**-184	4-**5**-8	158-308	75 m	*163-177*	175-187	**187-197** ⑯
Devany, Noni I. (F09000030)	5	09/14/15	184-**188**-192	8-**12**-18	288-438	20 m	185-196	185-195	*177-189*
Scruggs, Ambrose E. (F10000851)	5	09/14/15	194-**197**-200	22-**28**-35	452-602	42 m	191-202	191-203	192-204
Shalifoe, Dyanne E. (F10000849)	5	09/14/15	195-**198**-201	25-**31**-38	464-614	60 m	**201-213**	*180-201*	*185-198*
Haukebo-Bol, Zaiden N. (SF0600226)	5	09/14/15	195-**198**-201	25-**31**-38	457-607	53 m	*187-199*	**196-207**	192-204
Wolf, Tiphannie E. (F0800104)	5	09/14/15	198-**201**-204	31-**38**-45	513-663	25 m	189-201	194-206	**201-214**
Vosburg, Mary M. (F09000045)	5	09/14/15	202-**205**-208	41-**48**-56	587-737	72 m	198-210	**211-224**	*187-200*
Kucia, Javis S. (F0900167)	5	09/14/15	204-**207**-210	46-**54**-61	634-784	42 m	*198-210* ⑰	199-211	**208-219**
Valkier, Romeo Moises S. (F0900031)	5	09/14/15	208-**211**-214	56-**63**-71	697-847	57 m	**210-221**	205-216	*200-212*
Alhamzawi, Drew W. (SF0600225)	5	09/14/15	210-**213**-216	61-**68**-75	737-887	67 m	206-218	**216-229**	*198-211*
Dimalanta, Kaleigha S. (SF0600178)	5	09/14/15	217-**220**-223	77-**82**-88	858-1008	29 m	217-228	*210-222*	215-226

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 **Lexile:** A measure of the 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

Class Breakdown by RIT Report

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

Modify Options

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

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

Class Breakdown by [RIT ▾]   📕 Create a PDF version of this report [Legal 8½" × 14" ▾] **Create PDF Report**

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

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

Class Breakdown by Goal

Class Breakdown by Goal Report

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

Modify Options

You may select the student's name, RIT band, or the goal name to drill down to the Learning Continuum Class View to see learning statements for the selected data.

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

Class Breakdown by **Goal** ▾

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

Subject **Reading** ▾

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. Shalifoe (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. Shalifoe (198) T. E. Wolf (201)	Z. N. Haukebo-Bol (198) J. S. Kucia (207)	M. M. Vosburg (205) R. Valkier (211) K. S. Dimalanta (220)	D. W. Alhamzawi (213)
Vocabulary Acquisition and Use			N. I. Devany (188)	D. N. Dugaw (181) A. E. Scruggs (197) Z. N. Haukebo-Bol (198) D. E. Shalifoe (198) M. M. Vosburg (205)	T. E. Wolf (201) R. Valkier (211) D. W. Alhamzawi (213)	J. S. Kucia (207)	K. S. Dimalanta (220)

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 ⌄

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

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 Class View

Mathematics 2–5

Learning Continuum - Class View **21**

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

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

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 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

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

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

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 7
☐ Grade 1	☐ Grade 8
☐ Grade 2	☑ High School - Algebra
☐ Grade 3	☐ High School - Functions
☐ Grade 4	☐ High School - Geometry
☐ Grade 5	☐ High School - Number and Quantity
☐ Grade 6	☐ High School - Statistics and Probability

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 Reinforce skills & concepts | 231-240 Develop skills & concepts | 241-250 Introduce skills & concepts |

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

Reinforce	Develop	Introduce
• Solves for a missing value in a proportion 23	• Solves for a missing value in a proportion	• Represents the solutions of a compound linear inequality on a number line
• Solves two-step linear equations with negative rational numbers	• Solves multi-step linear equations with positive and negative rational numbers	• Represents the solutions of a two-step linear inequality on a number line
• Solves two-step linear equations with positive rational numbers	• Solves two-step linear equations with negative rational numbers	• Solves multi-step linear equations with positive and negative rational numbers
• Solves two-step linear inequalities	• Solves two-step linear equations with positive rational numbers	• Solves multi-step linear inequalities
	• Solves two-step linear inequalities	• Solves two-step linear equations with negative rational numbers
		• Solves two-step linear equations with positive rational numbers
		• Solves two-step linear inequalities

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

Reinforce	Develop	Introduce
• Solves a system of linear equations graphically	• Solves a system of linear equations algebraically	• Solves a system of linear equations algebraically
• Writes and solves a system of linear equations involving a real-world or mathematical context	• Solves a system of linear equations graphically	• Solves a system of linear equations graphically
	• Writes and solves a system of linear equations involving a real-world or mathematical context	• Writes and solves a system of linear equations involving a real-world or mathematical context

Class Breakdown by Projected Proficiency

Class Breakdown by Projected Proficiency Report

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

[Modify Options]

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

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

Projected to: CSAP taken in Spring

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

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
③ Growth Comparison Period:	Fall 2015 – Winter 2016 **②**
Weeks of Instruction:	Start – 4 (Fall 2015)
	End – 20 (Winter 2016) **④**
⑤ Optional Grouping:	None
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						
Shalifoe, Dyanne E.	5	09/14/15	206-**209**-212	51-**60**-68			213	4						
Valkier, Romeo Moises S.	5	09/14/15	211-**214**-217	65-**73**-79			217	3						
Vosburg, Mary M.	5	09/14/15	206-**209**-212	51-**60**-68			213	4						
Wolf, Tiphannie E.	5	09/14/15	209-**212**-215	60-**68**-75			215	3						

Summary for: Language Usage

Percentage of Students Who Met or Exceeded Their Projected RIT

Percent of Projected Growth Met

Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores

Count of Students Who Met or Exceeded Their Projected RIT

Median Conditional Growth Percentile

---

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
5th Grade Homeroom

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

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

Language Usage

			Achievement Status				Growth							
			Fall 2015		**Winter 2016**		**Student**						**Comparative**	
			(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

map GROWTH

Achievement Status and Growth Summary with Quadrant Chart

Kotifani, Jenisha
5th Grade Homeroom

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

Edit Report Criteria

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)
⑤	Small Group Display:	No

Quadrant chart:

[+] Low Achievement / High Growth — [+] High Achievement / High Growth

Dugaw, Daytan
SW07001428

Language Usage

Achievement percentile	42
Conditional growth percentile	61
Projected growth	5
Observed growth	6
Observed growth SE	4.2
Conditional growth index	0.3

32 Conditional Growth Percentile [50]

Students plotted: Noni D, Dyanne S, Drew A, Zaiden H, Romeo V, Daytan D, Kaleigha D, Tiphannie W, Javis K, Ambrose S, Mary V

[+] Low Achievement / Low Growth — [+] High Achievement / Low Growth

Achievement Percentile [50]

☑ **Show student names**
☑ **Show quadrant colors**

Subjects shown
☐ Mathematics
☐ Reading
☑ Language Usage

④ **Genders shown**
☑ Male ◆
☑ Female ●

④ **Ethnicities shown**
☑ [District-Defined]
☑ [District-Defined]
☑ [District-Defined]

Point shape by:
○ Subject
◉ Gender
○ Ethnicity

---

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.

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).

㉜ **Conditional growth percentile:** The conditional growth index (see entry 31) translated into national percentile rankings for growth.

Student Goal Setting Worksheet

Student Goal Setting Worksheet

Carter, Jasmine
Student ID: 889905

Term Tested:	Fall 2015–2016	**① Norms Reference Data:**	2015
District:	NWEA Sample District 3	**Growth Comparison Period:**	Fall 2015–Spring 2016 ②
School:	St. Helens Middle School	**③ Weeks of Instruction:**	Start – 4 (Fall 2015)
			End – 32 (Spring 2016)

Mathematics (Growth: Math 6+ CCSS 2010 V2)
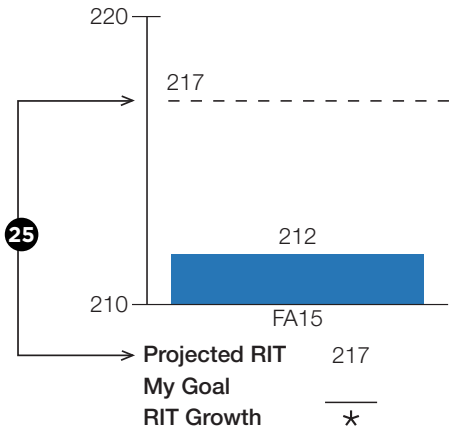
	FA15
Overall RIT Score	212 ⑫
Goal Performance	
Real and Complex Number Systems	211–225 ⑯
Algebraic Thinking	212–226
⑪ Statistics and Probability	*198–211*
Geometry	*201–215* ⑰

Student Action Plan:

Projected RIT 217
My Goal
RIT Growth ★

Reading (Growth: Reading 6+ CCSS 2010)
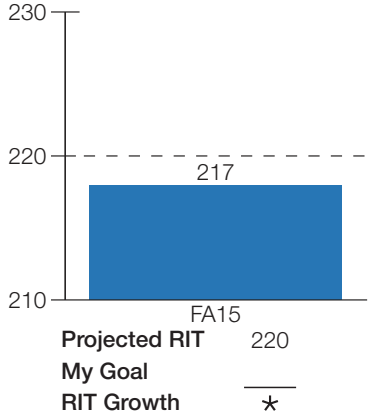
	FA15
Overall RIT Score	217
Goal Performance	
Literature	210–222
Informational Text	*203–215*
Vocabulary Acquisition and Use	218–230
Lexile® Range	807–957L ⑮

Student Action Plan:

Projected RIT 220
My Goal
RIT Growth ★

---

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 Lexile: A measure of the 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.

Student Progress Report

Student Progress Report
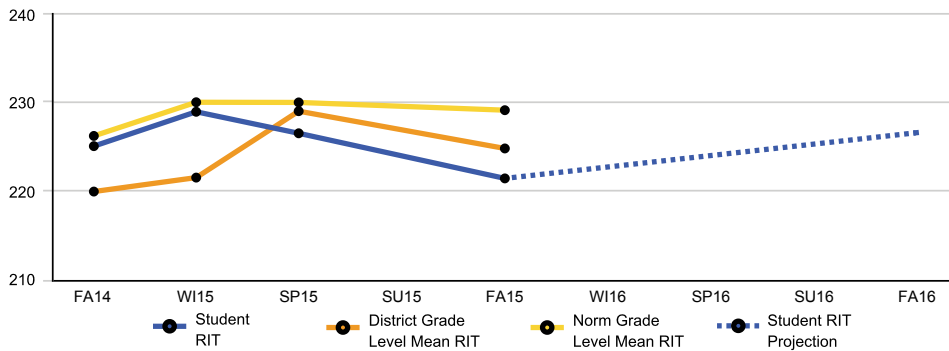
McRay, Marcus
Student ID: 100023123

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

Mathematics

(11) Mathematics Goals Performance - Fall 2015-2016
Real and Complex Number Systems	224-238	Statistics and Probability	194-211
Geometry	226-241	Algebraic Thinking	217-231

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

Reading
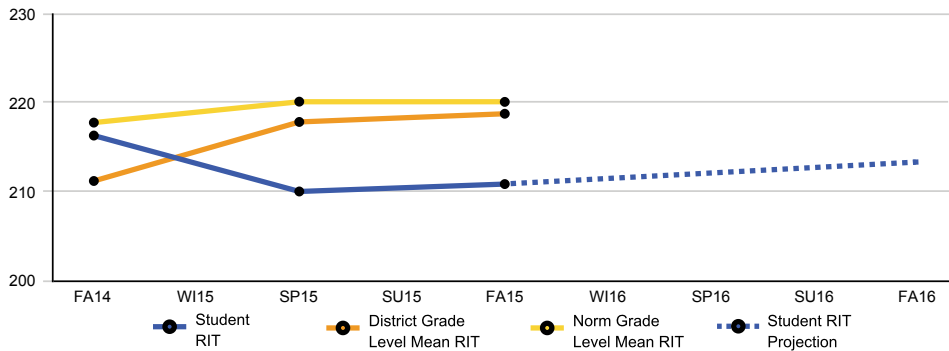
Reading Goals Performance - Fall 2015-2016
Literature	207-219	Informational Text	199-210
Vocabulary Acquisition and Use	210-222	Lexile® Range	699-849L **(15)**

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

---

(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) Lexile: A measure of the 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.

Student Profile Report

map

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Term: Most Recent ▾

C PRINT & SHARE

Sadie H. Porter   Grade 5 | ID: 11347688910

READING

MATHEMATICS
200* 12
*Spring 2017–18

READING
209* 9 13
Standard Error: +/- 3.3
Possible range: 206-212
2/15/2018—100 minutes
Percentage of Disengaged Responses: N/A
EST. Impact of Disengagement on RIT: N/A
Growth: Reading 2-5 SC 2015
*Spring 2017–18

LANGUAGE USAGE
221

SCIENCE
206

Compared to her overall score, Sadie has a strength in Literary Text: Language, Craft, Structure. As a student, she can take advantage of this strength when she is learning new material.

Sadie's reading score could benefit from focus in Informational Text: Meaning and Context. Visit Instructional Areas for more details about which skills and concepts she is ready to learn.

COMPARISONS
GROWTH & ACHIEVEMENT MEASURES
Norms Percentile | Quadrant Chart

GROWTH
Above Mean
62ND 32

ACHIEVEMENT
At Mean
42ND 14

High Growth
Low Achievement

PROJECTIONS
Projected result for tests
24 Approaches   South Carolina College and Career Ready
If taken in the **spring**

READABILITY MEASURES
Lexile*   Flesch-Kinkaid Grade Level
663L–813L   **4.5 to 5.1**

INSTRUCTIONAL AREAS 19

198 **Informational Text: Meaning and Context** →
17 ◇ Suggested Area of Focus

208 **Literary Text: Meaning and Context** →

210 **Informational Text: Language, Craft, Structure** →

219 **Literary Text: Language, Craft, Structure** →
◇ Relative Strength 16

Winter 2017 ✕
RIT Score   193
Standard Error   +/- 3.2
Test Duration   61 mins
Percentage of Disengagement Responses   N/A
Est. Impact of Disengagement on RIT   N/A
Achievement Percentile   24th

Informational Text: Language, Craft, Structure 187
Vocabulary: Determine, Clarify Word Meaning   188
Informational Text: Meaning and Context   193
Literary Text: Meaning and Context   197
Literary Text: Language, Craft, Structure   199

District Grade Level Mean   197
Average Achievement   204

GROWTH GOALS 19

FALL 2018
◎ **Customize the growth target for this student by setting a growth goal** →

Past Goals

There are no previous goals for this student.

GROWTH OVER TIME

RIT SCORE (y-axis): 170, 180, 190, 200, 210, 220, 230

Data points: 182, 193, 200, 193, 193, 191, 200, 201, 209

SC READY Meets
SC READY Approaches
SC READY Not Met

x-axis: Fall 15 (Gr 3), Winter 16, Spring 16, Fall 16 (Gr 4), Winter 17, Spring 17, Fall 17 (Gr 5), Winter 18, Spring 18, Fall 18 (Gr 6), Winter 19, Spring 19

Legend:
— RIT Score: Reading ☑
-●- Projected Score: Reading ☑
····· Typical Performance ☑
-·-·- District Grade Level Mean ☑
▬ Linking Study
SAT ☐
SC READY ☑
ACT ☐

Percentile Bands   1–20   21–40   41–60   61–80   81–100   no data

Feedback ✕

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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.

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).

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.

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.

32 **Conditional growth percentile:** The conditional growth index (see entry 31) translated into national percentile rankings for growth.

Student Profile Report
Comparisons

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 **Lexile:** A measure of the text complexity that helps you identify level-appropriate reading material for individual students.

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.

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.

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.

41 **Flesch-Kincaid Grade Level:** A measure of a text's readability presented as a grade level (year and month). The grade range indicated can be used as a guide to find books at the appropriate level for individual students.

Student Profile Report

Instructional Areas

Student Profile Report

Instructional Areas

☰ **map**

Home | Help | Contact | Change Password | Logout

Term: Most Recent ▾

Sadie H. Porter   Grade 5 | ID: 11347688910

READING

MATHEMATICS
🔢 **200***
*Spring 2017–18

209*
Standard Error: +/– 3.3
Possible range: 206-212
2/15/2018—100 minutes
Percentage of Disengaged Responses: N/A
EST. Impact of Disengagement on RIT: N/A
Growth: Reading 2-5 SC 2015
*Spring 2017–18

LANGUAGE USAGE
📝 **221**

SCIENCE
⚛ **206**

INSTRUCTIONAL AREAS ❓   ✕

Group by: Grade(s):   Show learning statements: View learning statements to: ❓

[STANDARD | **TOPIC**]   All Grades ▾   [**SHOW** | HIDE]   ☐ REINFORCE ☑ DEVELOP ☐ INTRODUCE

19 View All Instructional Areas

Informational Text: Meaning and Context ◇ *Suggested Area of Focus* **17**	**198** ± 8.2
Literary Text: Meaning and Context	**208** ± 7.1
Informational Text: Language, Craft, Structure	**210** ± 7.5
Vocabulary: Determine, Clarify Word Meaning	**211** ± 7.6

These learning statements apply to Sadie's current RIT score: 🔻 Filters

Show instructional sub-areas: Show topic:

All ▾   All ▾

Informational Text: Meaning and Context

ˇ **Prediction, Inferring, Drawing Conclusions**

Facts and Opinions

Sadie is ready to DEVELOP these skills (191–200):

23   Distinguishes fact from opinion in argumentative text

Inferences, Conclusions, Predictions

Sadie is ready to DEVELOP these skills (191–200):

Infers cause in literacy nonfiction

Makes inferences from definitions

Makes inferences from literary nonfiction

Sequencing

Sadie is ready to DEVELOP these skills (191–200):

Understands sequence in a set of directions

💬 Feedback ✕

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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.

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

Student Profile Report
Growth Goals

Within the application screenshot:

Term: Most Recent

Sadie H. Porter | Grade 5 | ID: 1347688910

MATHEMATICS 200* *Spring 2017–18

READING 209*
Standard Error: +/- 3.3
Possible range: 206-212
2/15/2018—100 minutes
Percentage of Disengaged Responses: N/A
EST. Impact of Disengagement on RIT: N/A
Growth: Reading 2-5 SC 2015
*Spring 2017–18

LANGUAGE USAGE 221

SCIENCE 206

GROWTH GOALS

Set a goal for: Spring 2019

CUSTOM GOAL

Set a goal by:

RIT Scores

| Goal RIT Score | 214 |
| RIT Growth | 5 |

Percentiles

| (14) Achievement percentile | 45 |
| (32) Growth percentile | 52 |
| (31) Conditional Growth Index: 0.05 |

Achievement and growth comparisons

(25) RIT Score if projected growth is met — 214

Achievement percentile if projected growth is met — 45th

(26) Projected growth — 5

Average score — 216

Chart (Spring 17 – Spring 19): values 191, 200, 201, 209, 210, 212, 214

SC READY Meets / SC READY Approaches / SC READY Not Met

Legend: New Goal, Test Scores, Goals, Projections

Show linking studies: ☐ SAT ☑ SC Ready ☐ ACT

Percentile Bands: 1–20 | 21–40 | 41–60 | 61–80 | 81–100 | no data

Action Plan (optional)

(40) What actions will be taken to achieve this growth?

SET GOAL

Instructional Area Scores—Spring 2018
Informational Text: Meaning and Context	198
◇ Suggested Area of Focus	
Literary Text: Meaning and Context	208
Informational Text: Language, Craft, Structure	210
Vocabulary: Determine, Clarify Word Meaning	211
Literary Text: Language, Craft, Structure	219
◇ 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.

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**

			⑥	**⑧**	**⑦**	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	6	103	212.1	13.4	212	209.7	17.7	*209.0*	15.5	<u>**215.8**</u>	14.9	212.5	15.0
Fall 2015–2016	7	177	217.7	14.5	217	218.1	18.3	*214.5*	15.7	<u>**220.9**</u>	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	<u>**230.0**</u>	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	<u>**236.2**</u>	12.1	232.5	14.1

Explanatory Notes

A goal mean shown with ***bold italic*** represents performance that might be an area of concern. **⑰**
A goal mean shown with <u>**bold underline**</u> represents an area of relatively strong performance. **⑯**

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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 Performance **11**

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

Explanatory Notes

A goal mean shown with ***bold italic*** represents performance that might be an area of concern. **17**

A goal mean shown with **bold underline** represents an area of relatively strong performance. **16**

---

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*.

Grade

MAP GROWTH

Grade Report

Grade 7

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

❶ Norms Reference Data:	2015
Weeks of Instruction: ❸	4 (Fall 2015)
❹ Grouping:	None
Small Group Display: ❺	No

Mathematics

Growth: Math 6+ CCSS 2010 V2/Math 2-12 CCSS 2010

Summary	
Total Students with Valid Growth Test Scores	16
❻ Mean RIT	232.9
❽ 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) ❿	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Math 6+ CCSS 2010 V2/Math 2-12 CCSS 2010	1	6%	3	19%	5	31%	2	13%	5	31%	229-**233**-237	16
Goal Area												
Real and Complex Number Systems	1	6%	4	25%	5	31%	1	6%	5	31%	227-**231**-236	16.5
⑪ Algebraic Thinking	3	19%	2	13%	3	19%	3	19%	5	31%	227-**232**-238	21.2
Statistics and Probability	1	6%	1	6%	5	31%	4	25%	5	31%	232-**236**-240	16.9
Geometry	1	6%	4	25%	2	13%	4	25%	5	31%	229-**233**-237	15.3

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

❶ Norms reference data: Indicates which NWEA norming study your report data draw upon.

❸ Weeks of instruction: The number of instructional weeks before testing, as set by your school or district administrator.

❹ 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.

❺ Small group display: Summary groups of fewer than 10 students will display when you select this option while generating reports.

❻ Mean RIT: The group's average score for the subject in the given term.

❽ Standard deviation: The variability of scores within a group. A larger standard deviation reflects a wider range of scores.

❿ 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*.

Student Growth Summary

Student Growth Summary Report

Aggregate by School

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

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

Mt. Bachelor Middle School

Reading

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

Reading chart — RIT Growth by Grade (6, 7, 8). Legend: Observed Growth, School Norms Projected Growth
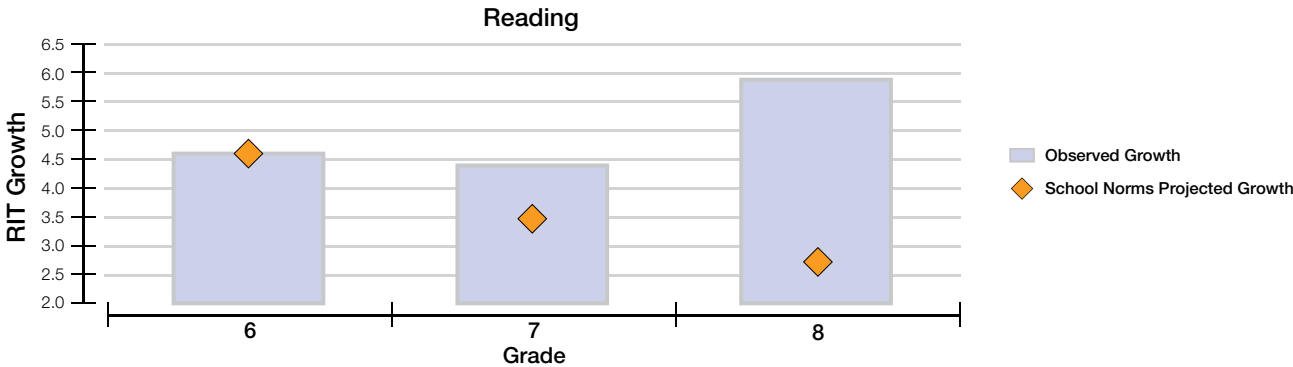
Explanatory Notes
** Calculations not provided because students have no MAP Growth results in at least one of the terms. The Growth Count is zero.
‡ Growth Count provided reflects students with MAP Growth results in both the Start and End terms. Observed Growth calculation is based on that student data.

---

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

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.

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 Count	Not On Track Percent	On Track 22 Count	On Track 22 Percent	On Track 24 Count	On Track 24 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%**

66.2% • 21% • 12.7%
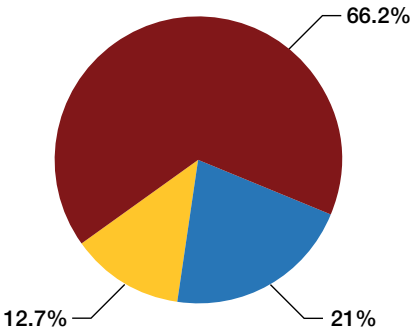
Projected to: Ohio Achievement Assessment taken in spring.
View Linking Study: nwea.org/resources/ohio-linking-study

24

Grade	Student Count	Limited Count	Limited Percent	Basic Count	Basic Percent	Proficient Count	Proficient Percent	Accelerated Count	Accelerated Percent	Advanced Count	Advanced 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%**

52.2% • 12.8% • 0.7% • 11.3% • 22.9%
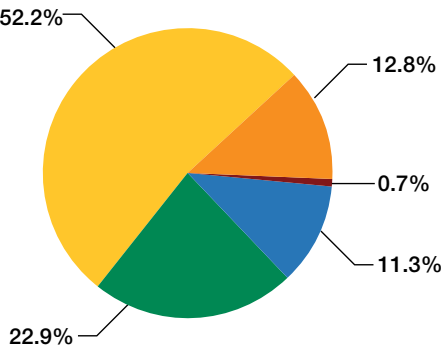
Explanatory Notes
This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test, the NWEA generic linking study is provided.

Grade Breakdown

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.

	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	Jarrod	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

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

Low: 0% to 40% correct

Medium: >40% to <80% correct

High: 80% to 100% correct

N/A: Sub-skill not evaluated

MAP Growth K–2 Student Report

Skills Checklist

MAP GROWTH

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	50%

Skills/Sub-Skills	
Word Families	50%

ack	100%	unk	0%
imp	100%	ank	0%
ing	0%	ash	100%
ink	0%	ell	100%
ock	0%	est	100%
old	100%	ick	100%
onk	0%	ight	0%
uck	0%	ild	0%
ump	100%	ill	100%

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 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
Weeks of Instruction:	4 (Fall 2015) **3**
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		Mean RIT (+/- Smp Err) **10**	Median RIT	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%			
Growth: Reading Primary Grades CCSS 2010/Language 2-12 CCSS 2010	4	29%	3	21%	2	14%	4	29%	1	7%	148-**154**-202	157	15.8
Goal Area													
Foundational Skills	2	14%	1	7%	6	43%	4	29%	1	7%	148-**155**-202	158	18.1
Language and Writing	1	7%	3	21%	5	36%	4	29%	1	7%	145-**152**-160	157	17.1
Literature and Informational	1	7%	2	14%	5	36%	6	43%	0	0%	150-**155**-160	157	12.0
Vocabulary Use and Functions	1	7%	5	36%	3	21%	4	29%	1	7%	143-**151**-159	154	18.0

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

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

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 **Lexile:** A measure of the 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

Class Breakdown by RIT Report

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

Modify Options

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

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

Class Breakdown by [RIT ▼]   🔻 **Create a PDF version of this report** [Legal 8½" × 14" ▼] **Create PDF Report**

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

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" × 14" ∨] **Create PDF Report**

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

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

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

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

Screening: Reading Early Literacy

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

- ■ 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

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

Medium

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

High

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

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

> **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

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