



A Parent's Guide to NWEA

Hangzhou International School

October 17, 2018

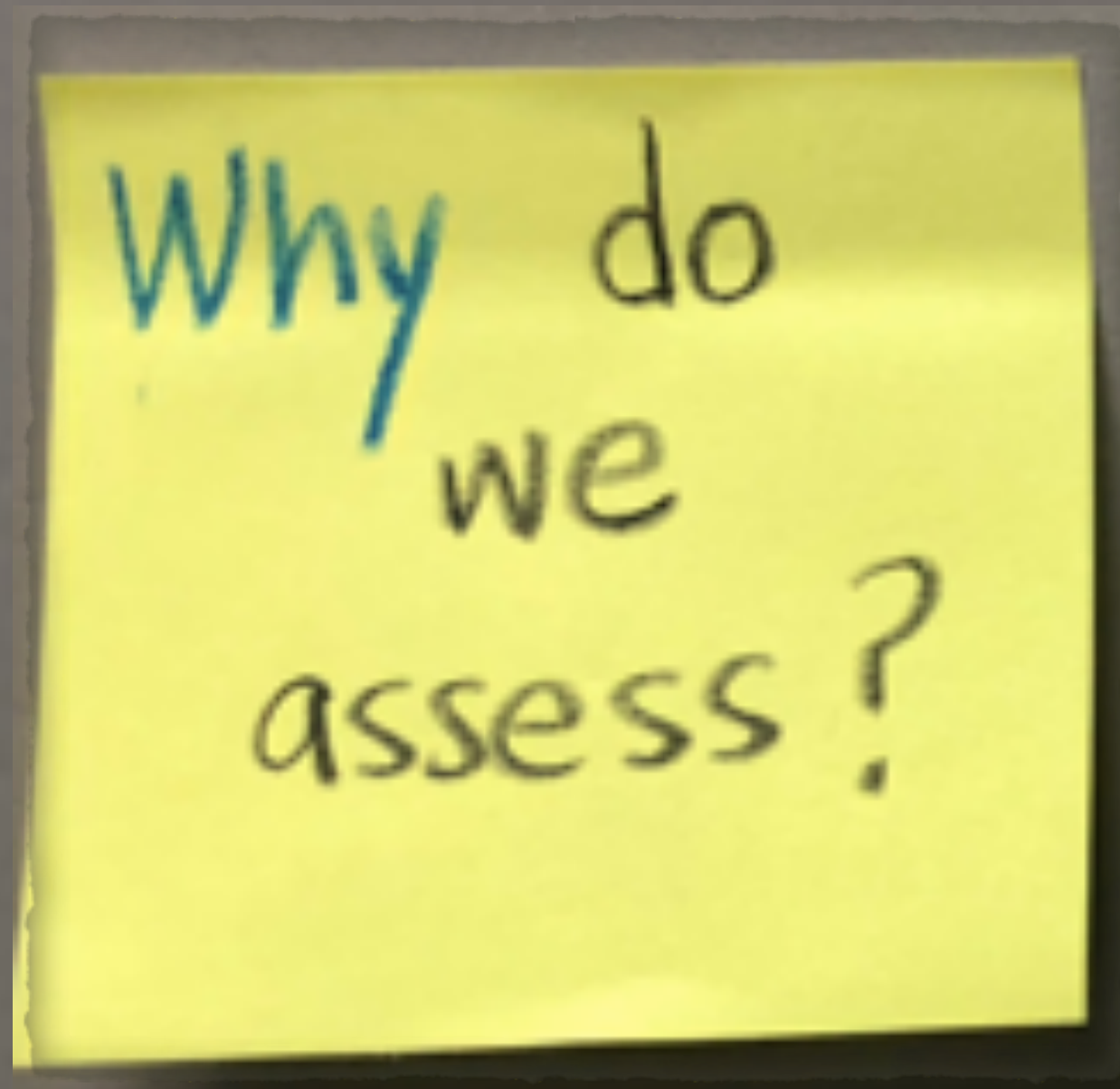
Goals for Today

Why do
we
assess?

How do
we
assess?

What can
we do
with what
we assess?

Goals for Today



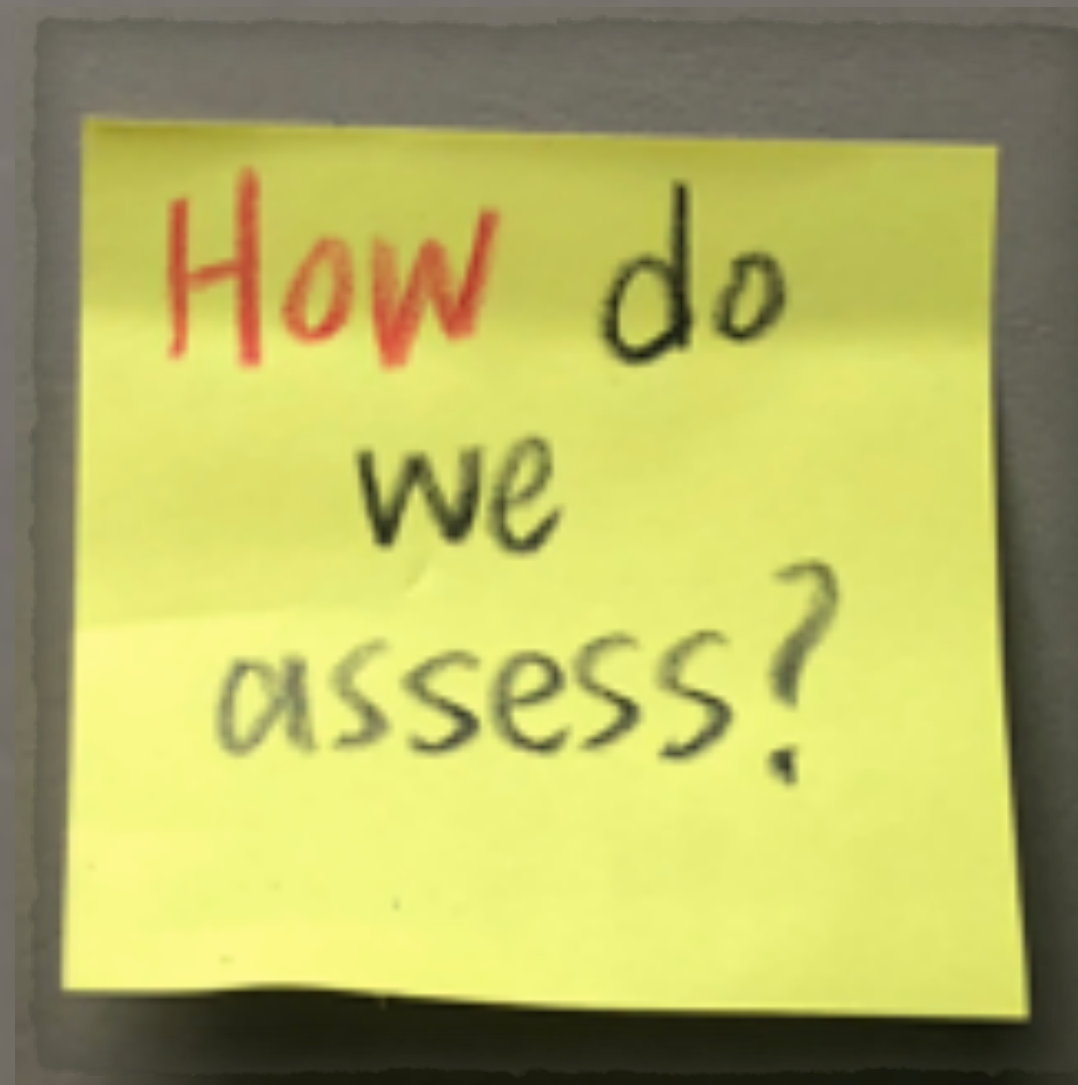
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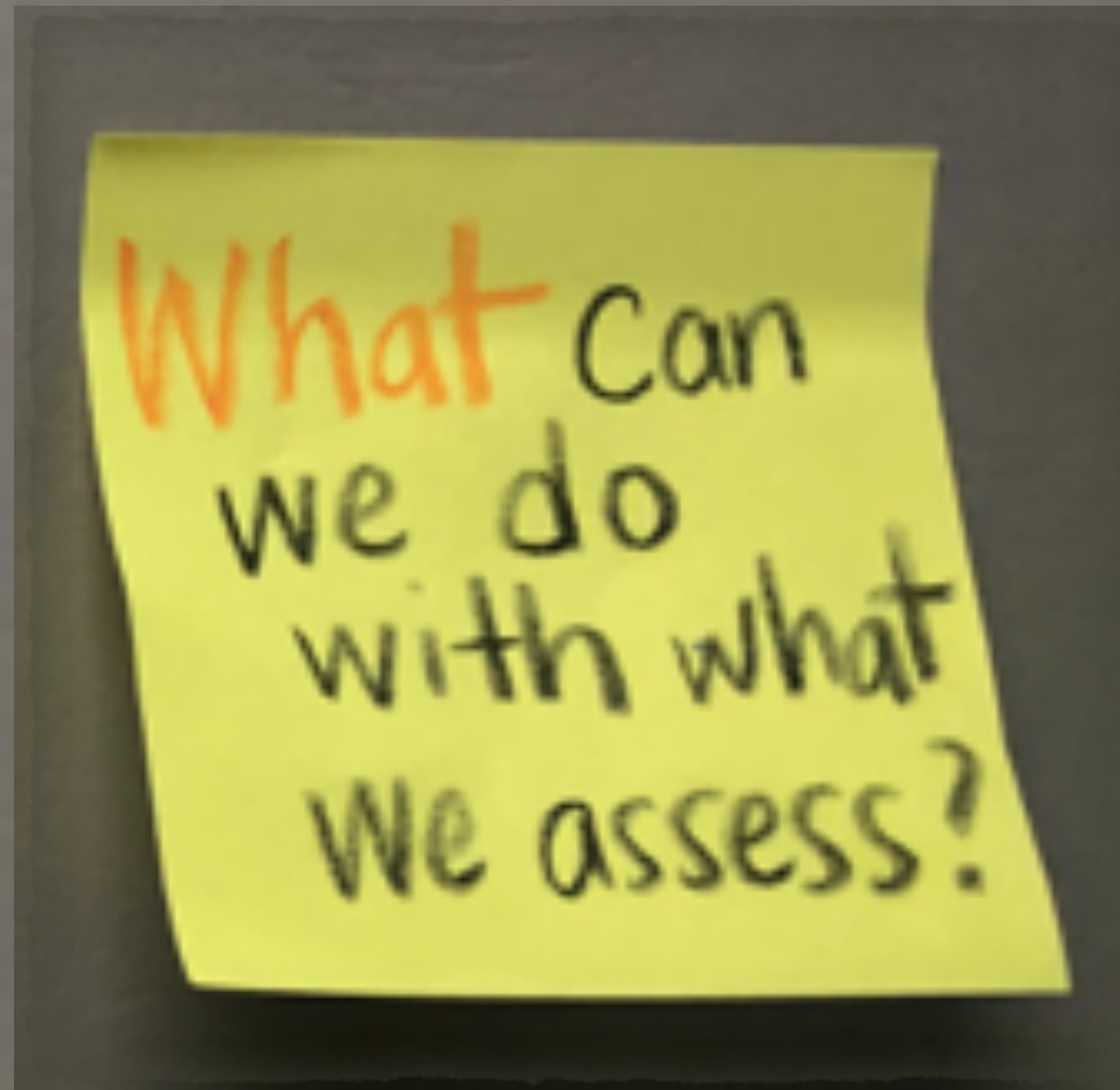
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NWEA MAP Growth

- MAP- Measures of Academic Progress
- Computer-based adaptive assessment
 - As students answer questions correctly, they receive more challenging questions.
 - Should a student answer a question incorrectly, he or she will get an easier question.

MAP Growth

- Grade level is not considered during the assessment.
- The questions on the assessment will go as high or low as needed.
- As a result, you can see whether your child is testing above, below, or at grade level.

Grade Independence



Grade Inc



Content Goals: Reading

- Word Meaning and Vocabulary Knowledge
- Literature: Understand and Integrate Key Ideas and Details
- Literature: Understand and Interpret Craft and Structure
- Informational Texts: Understand and Integrate Key Ideas and Details
- Informational Texts: Understand and Interpret Craft and Structure

Read the passage.

Molly stared out the bus window with blank eyes. Next to her, a woman pulled herself up. She got off at the next stop. Molly looked over and saw that she had left something on the seat. (passage continues)

What was Molly's first reaction when she picked up the wallet?

- ✓ 1. to turn it in to the bus driver
- 2. to look at the pictures
- 3. to call after the woman
- 4. to take the money

Content Goals: Language Usage

- Writing: Plan, Organize, Develop, Revise, Research
- Language: Understand, Edit for Grammar, Usage
- Language Usage: Understand, Edit Mechanics

**Your class just finished studying rivers.
Your teacher has assigned you to write a research
paper that further explores rivers.**

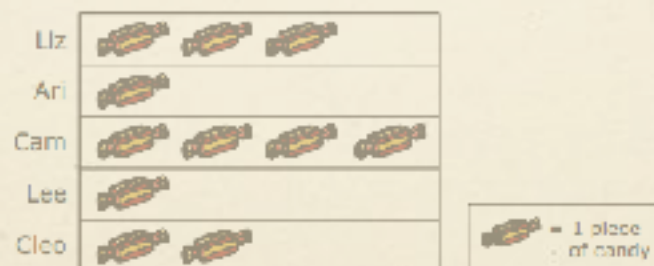
**Which of the following would be the best
research question?**

1. What is your favorite river?
- ✓ 2. How are the Nile and Amazon rivers different?
3. Where is the world's longest river?
4. How many times has the Nile River flooded?

Content Goals: Mathematics

- Operations and Algebraic Thinking
- Numbers and Operations
- Measurement and Data
- Geometry

below **161**



Who has the most candy?

- A. Liz
- B. Ari
- ✓C. Cam
- D. Lee
- E. Cleo

221-230

Regina needs $2\frac{1}{2}$ pounds of fertilizer for her plants. How many ounces is $2\frac{1}{2}$ pounds?

- A. 16 ounces
- B. 20 ounces
- C. 30 ounces
- ✓D. 40 ounces
- E. 48 ounces

NWEA Map Growth Frequency

- Interim assessment given two times per year
- Fall and Spring

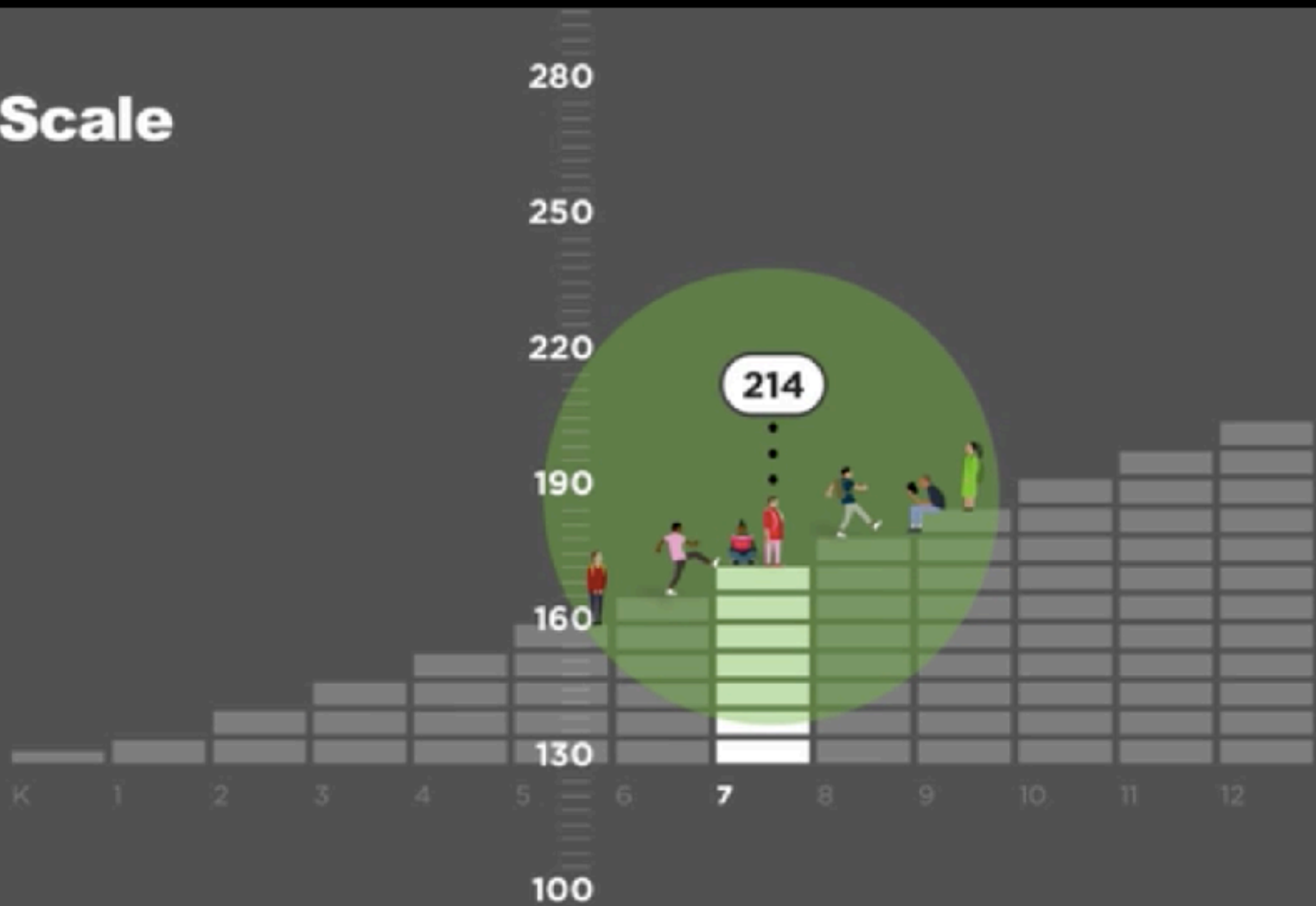
NWEA Results

- MAP Growth measures students' performance using the RIT scale.
- The RIT scale measures and tracks performance across grade levels.

RIT

- When students finish their MAP Growth test, they receive a number called a RIT score for each area they are tested in (reading, language usage, or math).
- The RIT score represents a student's achievement level at any given moment and helps measure their academic growth over time.

RIT Scale



RIT Scores

- RIT scores have the same meaning across grade levels.
- If a fourth-grade student and an eighth-grade student have the same RIT score in reading, then they are testing at the same level in that subject.

Parent Report

Student
Progress

Shows a student's overall progress from all past terms to the selected term so you can communicate about the student's term-to-term growth.

Teacher,
instructional coach,
counselor, student,
parent

McRay, Marcus

Student ID: 100023123

District: NWEA Sample

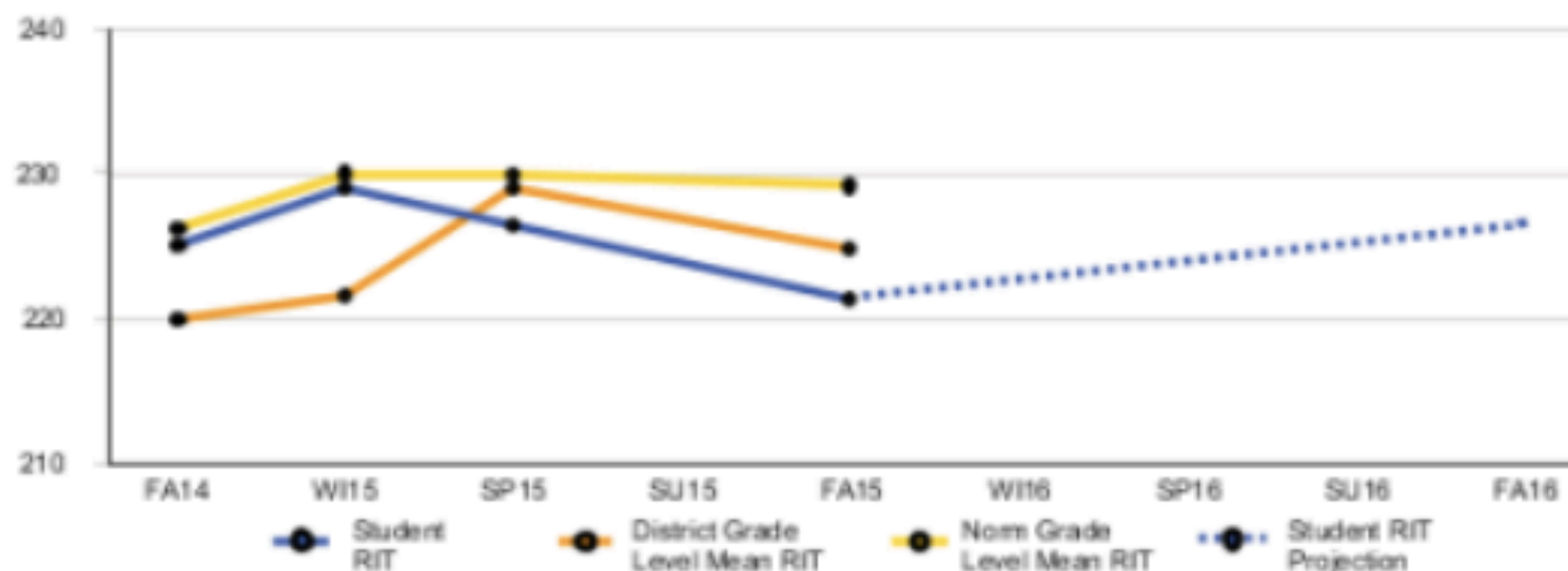
School: Mt. Bachelor Middle School

Term Rostered: Fall 2015-2016

Norms Reference Data: 2015

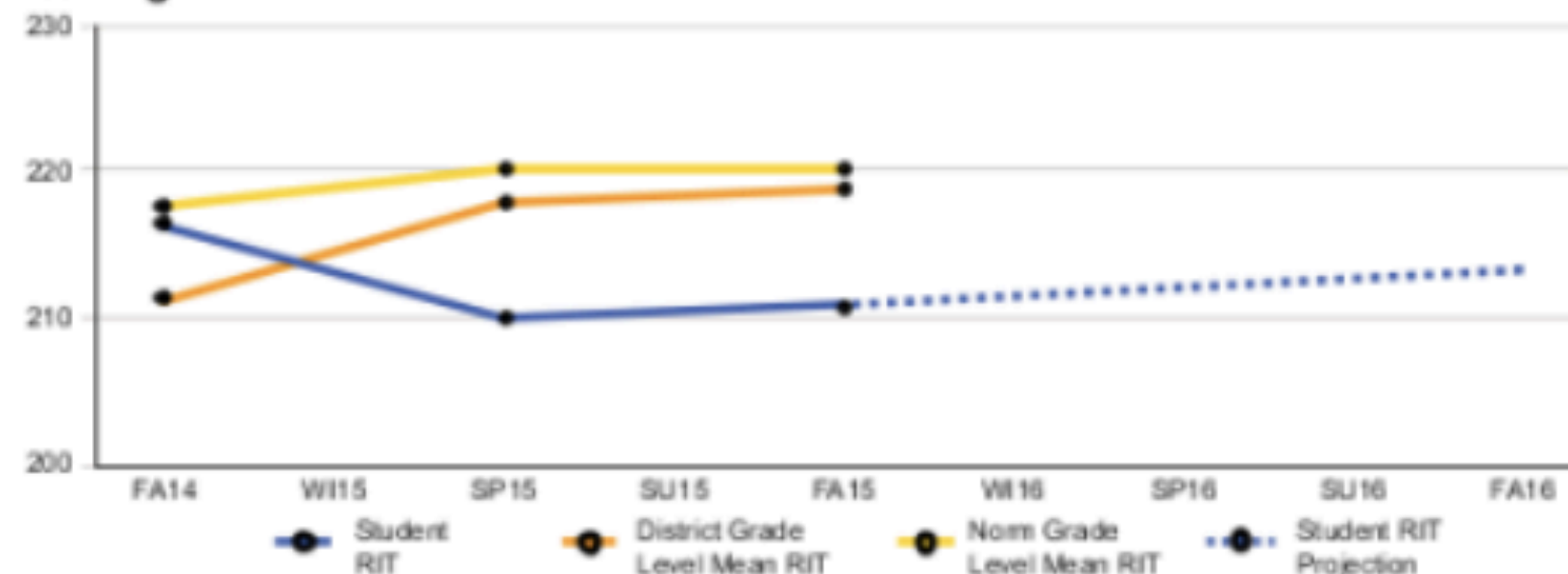
Growth Comparison Period: Fall to Fall

Mathematics



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

Reading



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

This report displays current and past RIT scores of a student. RIT stands for Rasch Unit, which is values to estimate student achievement.

The RIT is used to measure how "tall" a student is on the curriculum scale and scores can be compared to measuring height on a yardstick. This score is independent of the age or grade of the student currently performing, helping teachers plan instruction at an appropriate level for the student.

If you have questions about this report, please contact your child's school.

