map GROWTH

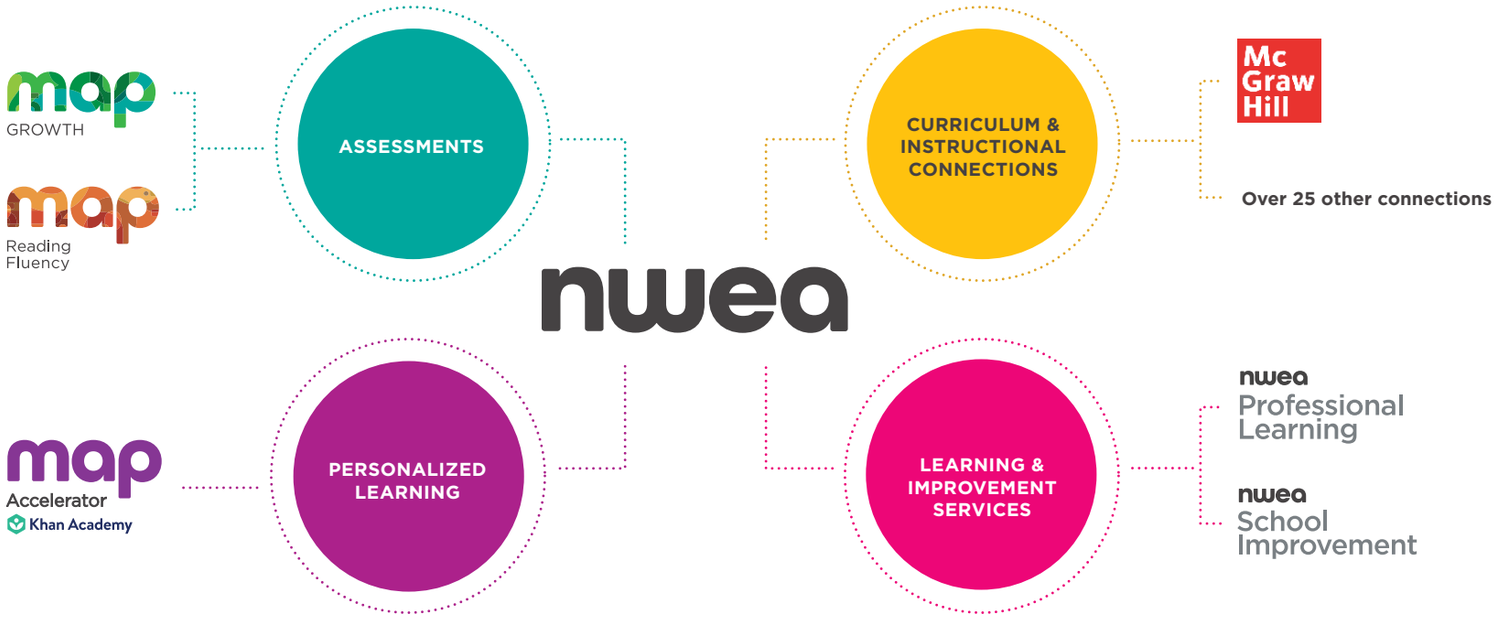
Reports Portfolio

V 4.0



nwea

The NWEA Ecosystem



Assessments

High-quality measures with the trustworthy data educators need to help advance student growth and equitable learning outcomes.

Personalized Learning

Meet students where they are while still prioritizing grade-level math instruction. MAP® Accelerator™ connects MAP® Growth™ results to personalized pathways in Khan Academy®, helping teachers differentiate instruction with as little as 30 minutes of learning a week.

Curriculum & Instructional Connections

With connections to more than two dozen instructional partners, you can use MAP Growth data to guide student learning in math, reading, English language arts, and science—maximizing the value of tools you may already use.

Learning & Improvement Services

Say goodbye to tedious, one-size-fits-all learning. NWEA® offers a robust, holistic slate of professional learning experiences designed by experienced educators to bring curriculum, instruction, and assessment into alignment.

Evolving to meet your needs

Founded by educators, NWEA has been a trusted name in academic measurement for over 40 years. Our mission—Partnering to help all kids learn®—is the driving force behind the big questions, groundbreaking research, and innovative solutions we're known for.

But as the education landscape shifts, so does our approach. Our goal is to help educators make more confident decisions in service of long-lasting, equitable change.

Guided by our mission, we continue to enhance our ecosystem of products and services to help our partners bring together assessment, curriculum, and instruction to improve outcomes for all kids.

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 achievement 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 the same day or the next day, while a few can be accessed after each testing window concludes.

Context for student performance

NWEA provides robust norms for achievement and growth over time. Norms let you compare your students' achievement at a single point in time—and their growth over time—with the achievement 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 to predict future performance on the ACT® (for students in grades 5–10) and the SAT® (for grades 5–9).

Student, class, and district information with flexible display and grouping options

You'll find a variety of MAP Growth reports 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 preconfigured reports included with MAP Growth, 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 export raw data reports at any time during a testing season—free of charge.

For a comprehensive guide, see MAP Growth report details in the NWEA Help Center.



TABLE OF CONTENTS

MAP Growth content explorer

8 Learning Continuum

Reports for teachers

20 Class Profile Report

26 Class Report

30 Student Profile Report

39 Class Breakdown by RIT

42 Class Breakdown by Instructional Area*

45 Class Breakdown by Projected Proficiency

50 Achievement Status and Growth Projection

54 Achievement Status and Growth Summary

58 Achievement Status and Growth Summary with Quadrant Chart

62 Student Progress Report

Reports for school and district leaders

65 School Profile Report NEW

70 Grade Report

74 Grade Breakdown Report

77 Student Growth Summary

80 Projected Proficiency Summary

83 District Summary: Aggregate by School

Reports for district leaders

86 District Summary: Aggregate by District

Reports for families

89 Family Report

MAP Growth K–2 reports

94 K–2 Screening and Skills Checklist: By Student

96 Screening: Early Literacy

97 Skills Checklist by Student: Reading Phoneme Identification

98 Skills Checklist by Student: Reading Vowel-Digraphs-Diphthongs

99 K–2 Screening and Skills Checklist: By Class

101 Screening: Early Literacy

102 Skills Checklist: Reading Phoneme Identification

104 Skills Checklist by Class: Reading Vowel-Digraphs-Diphthongs

The color-coded indicators next to report titles tell you which user role is required to access the report. The color-coded key can be seen below.

Instructor | Administrator | School Coordinator | District Coordinator

You can find a similar color-coded key in the bottom left of each report page indicating which roles have access to that report. If one of the colors is grayed out that role does not have access.

*Note: Prior to July 2021, this report was named Class Breakdown by Goal

ANNOTATION KEY

1. **Norms reference data:** Indicates which NWEA norming study your report data draws 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 score:** 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:** Indicates academic diversity of a group of students. The lower the number, the more students are alike (zero would mean all scores are the same). The higher the number, the greater the diversity in this group.

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. **Instructional area:** A learning area (e.g., geometry) within a subject (e.g., math). On the Class Breakdown by Instructional Area 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 score 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 a grade and subject area that a given 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 score range (see annotation 13).

15. **Lexile®/Lexile range:** Lexile reading range is the range of texts a student is likely to comprehend when reading independently. The student may require increased instructional support to comprehend text at higher ranges.

16. **Area of relative strength:** Chosen relative to the whole subject score, plus the standard error.

17. **Suggested area of focus:** Chosen relative to the whole subject score, minus the standard error.

18. **Number of students with growth projection:** The number of students in the growth count population with available growth projections.

19. **Instructional area score:** The student's performance in the instructional area tested. Most reports show instructional area scores as RIT score ranges (e.g., 187–199). The Student Profile Report shows the midpoint of the student's RIT score range. Class breakdown reports sort students into 10-point RIT bands, based on the midpoint of their instructional area RIT score 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 they answered correctly in that section of the test.

21. **The Learning Continuum Class View report:** Displays what kinds of skills and concepts are assessed by test items that fall within 10-point RIT bands.

22. **The Learning Continuum Test View report:** Displays what kinds of skills and concepts are assessed by test items that fall within 10-point RIT bands.

23. **Learning statements:** A statement that describes the skills and concepts the item is assessing. All items assessing the same skills/concepts are aligned to the same learning statement.

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 score 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 annotation 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 annotation 31) translated into national percentile rankings for growth.

33. **Percentage of students who met growth 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 annotation 33.

35. **Total number of growth events:** The number of students with valid growth-based test events for both terms.

36. **Number of students who met their growth 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 annotation 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.

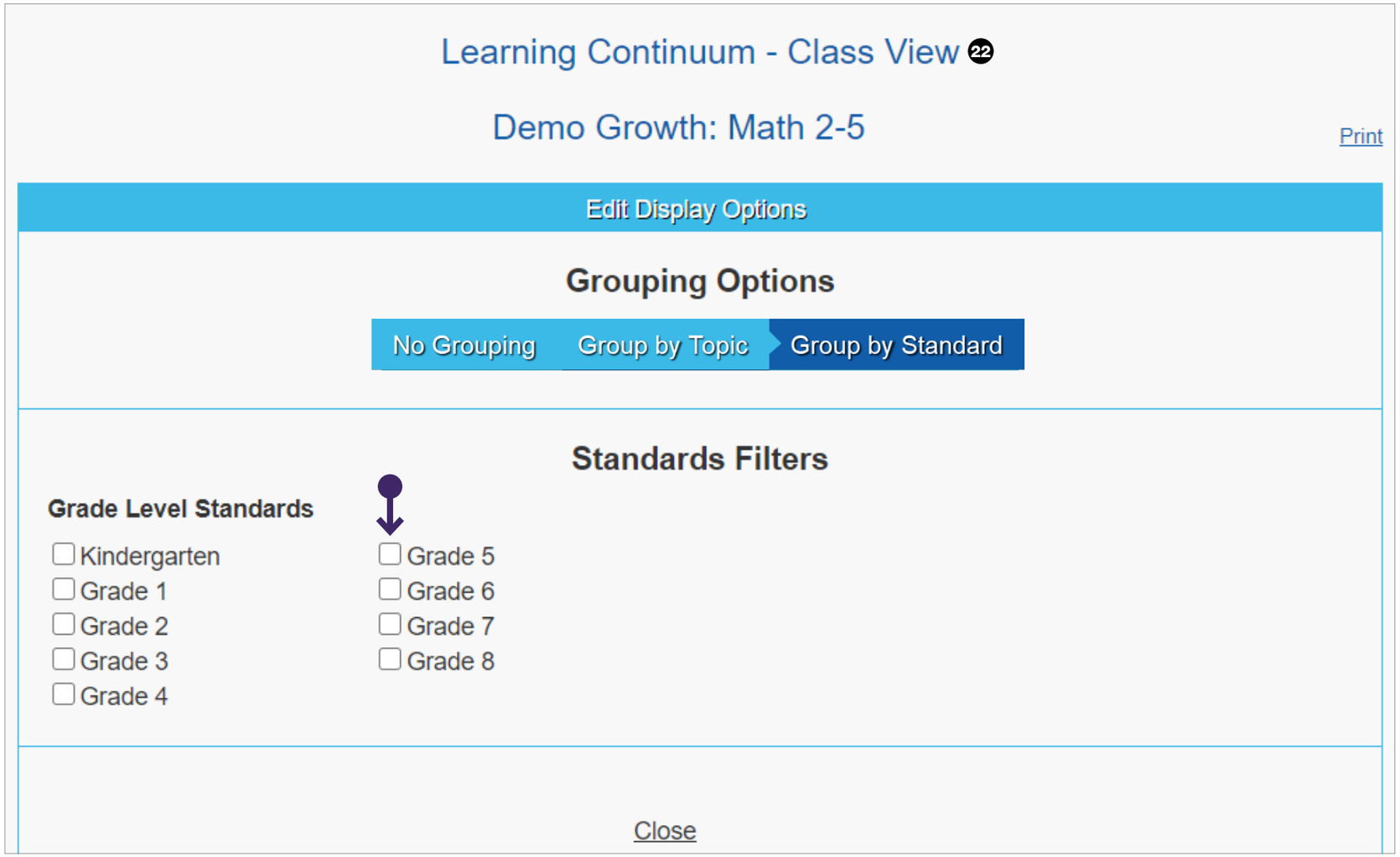
41. **Rapid guess percentage:** Percent of responses when a student answered a test question in well below the average response time measured by NWEA. The response is so fast that the student could not actually view and comprehend the whole question.

42. **Quantile:** The Quantile® Framework for Mathematics helps educators evaluate student mathematical ability and the difficulty of specific mathematical skills and concepts on the same developmental scale. The Quantile Framework for Mathematics can be used to match students with targeted materials.

LEARNING CONTINUUM

Learning Continuum

Display Options



22 **The Learning Continuum Test View report:** Displays what kinds of skills and concepts are assessed by test items that fall within 10-point RIT bands.

Tips and tricks

Standards filters: Grade Level Standards options can be selected if you choose Group by Standards for your grouping option; they don't apply if you choose Group by Topic.

Instructor | Administrator | School Coordinator | District Coordinator

LEARNING CONTINUUM: TEST VIEW, GROUPED BY STANDARD

Learning Continuum: Test View—Key Information

What this report offers

- A transparent description of the contents of MAP Growth and the relationship of test items to instructional areas and standards
- Skills and concepts for all RIT bands, independent of any student data
- Information organized by 10-point RIT bands

Questions it helps answer

- What kind of content is assessed by MAP Growth?
- What is the relative difficulty of the assessed components/skills of a standard?
- How does a student's overall and instructional area scores relate to concepts and skills on which that score might be based?

When to use it

- When you want to understand more about the content of MAP Growth
- As part of the instructional decision-making process
- When you are looking for a starting point to begin formative assessment

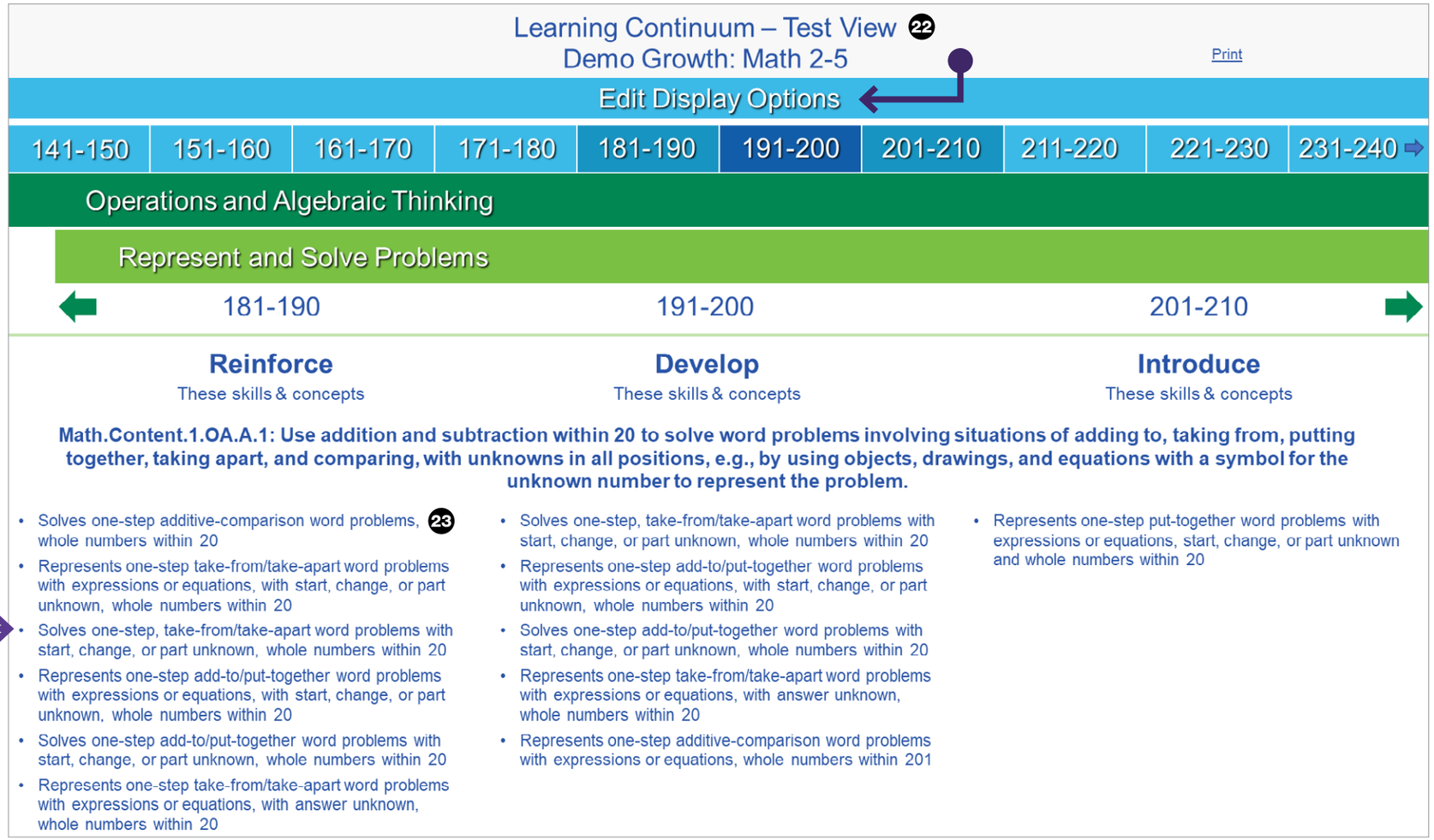
Things to consider

- The Learning Continuum only provides information about what is contained in the MAP Growth test. It does not reflect what students saw on the test.
- Learning statements found throughout the Learning Continuum are instruction-oriented statements that describe the concepts and skills assessed by MAP Growth.
- When choosing how to display the learning statements, you can select specific grades by selecting the Group by Standard view.
- Learning statements should not be the only source of information that a teacher consults when making instructional decisions.
- CTRL-F (Command-F on a Mac) is an easy way to search for specific students, standards, or topics.

Notes

Learning Continuum: Test View

Math, Grouped by Standard



Note: This image has been modified slightly to fit this the page.

22 **The Learning Continuum Test View report:** Displays what kinds of skills and concepts are assessed by test items that fall within 10-point RIT bands.

23 **Learning statements:** A statement that describes the skills and concepts the item is assessing. All items assessing the same skills/concepts are aligned to the same learning statement.

Tips and tricks

Grouping by Standard: To view the Learning Continuum in this format, make sure you select Group by Standard in your display options.

Test items and learning statements: How are they related? Every item in the NWEA item bank is associated with a learning statement, which is a statement that describes the skills and concepts the item is assessing. All items assessing the same skills/concepts are aligned to the same learning statement. With thousands of items in the MAP Growth item bank, it's easy to understand why the Learning Continuum displays so many learning statements within each 10-point RIT band.

Example: If you look at the Learning Continuum for the NWEA version of the Math 2–5 test and select the 181–190 RIT range, you will find that there are 159 learning statements listed. (Note: the number of learning statements varies for each version of the test.) The presence of a learning statement in the 181–190 RIT band indicates that at least one test item with a RIT level between 181 and 190 is available in the item pool that assesses the skills/concepts aligned to that learning statement. To provide a specific example: If a test item has a RIT level of 185 and assesses the skills/concepts aligned to the learning statement "Solves one-step, take-from/take-apart word problems with start, change, or part unknown, whole numbers within 20s," then the Learning Continuum will display this learning statement in the 181–190 RIT band.

Instructor | Administrator | School Coordinator | District Coordinator

LEARNING CONTINUUM: TEST VIEW, GROUPED BY TOPIC

Learning Continuum: Test View

Math, Grouped by Topic



Note: This image has been modified slightly to fit this the page.

Instructor | Administrator | School Coordinator | District Coordinator

22 **The Learning Continuum Test View report:** Displays what kinds of skills and concepts are assessed by test items that fall within 10-point RIT bands.

23 **Learning statements:** A statement that describes the skills and concepts the item is assessing. All items assessing the same skills/concepts are aligned to the same learning statement.

Tips and tricks

Test items and learning statements: How are they related? Every item in the NWEA item bank is associated with a learning statement, which is a statement that describes the skills and concepts the item is assessing. All items assessing the same skills/concepts are aligned to the same learning statement. With thousands of items in the MAP Growth item bank, it's easy to understand why the Learning Continuum displays so many learning statements within each 10-point RIT band.

Example: If you look at the Learning Continuum for the NWEA version of the Math 2–5 test and select the 181–190 RIT range, you will find that there are 159 learning statements listed. (Note: the number of learning statements varies for each version of the test.) The presence of a learning statement in the 181–190 RIT band indicates that at least one test item with a RIT level between 181 and 190 is available in the item pool that assesses the skills/concepts aligned to that learning statement. To provide a specific example: If a test item has a RIT level of 185 and assesses the skills/concepts aligned to the learning statement "Determines the area of figures composed of whole unit squares," then the Learning Continuum will display this learning statement in the 181–190 RIT band.

LEARNING CONTINUUM: CLASS VIEW, GROUPED BY STANDARD

Learning Continuum: Class View—Key Information

What this report offers

- A transparent description of the contents of MAP Growth and the relationship of test items to instructional areas and standards
- Skills and concepts for all RIT bands
- Information organized by 10-point RIT bands

Questions it helps answer

- What kind of content is assessed by MAP Growth?
- What is the relative difficulty of the assessed components/skills of a standard?
- How does a student's overall and instructional area scores relate to concepts and skills on which that score might be based?

When to use it

- When you want to understand more about the content of MAP Growth
- When you are looking for a starting point to begin formative assessment

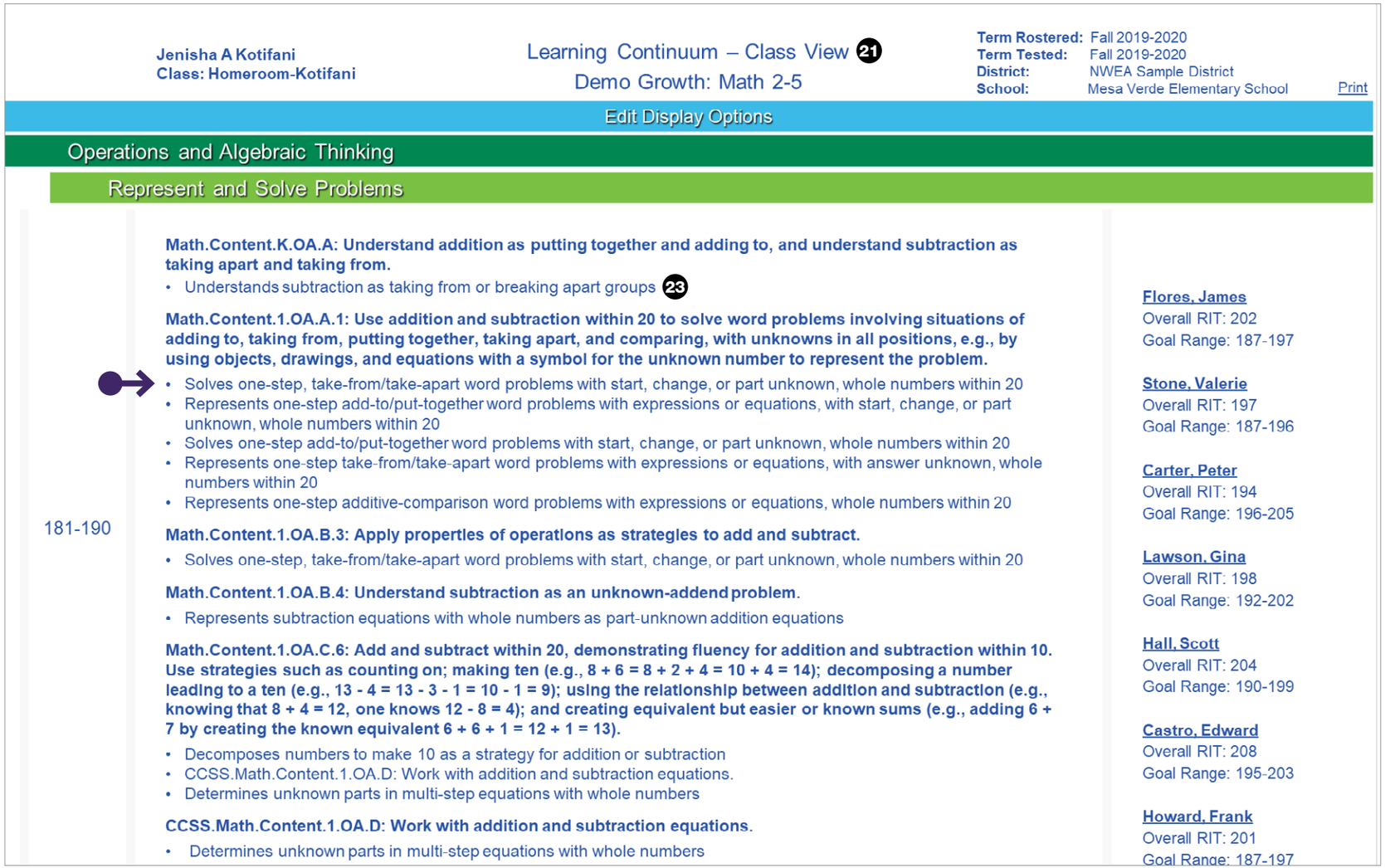
Things to consider

- The Learning Continuum only provides information about what is contained in the MAP Growth test. It does not reflect what students saw on the test.
- The learning statements that appear with student names represent only some of the skills and concepts that support a standard or topic.
- Learning statements found throughout the Learning Continuum are instruction-oriented statements that describe the concepts and skills assessed by MAP Growth.
- When choosing how to display the learning statements, you can select specific grades by selecting the Group by Standard view.
- Learning statements should not be the only source of information that a teacher consults when making instructional decisions.
- CTRL-F (Command-F on a Mac) is an easy way to search for specific students, standards, or topics.

Notes

Learning Continuum: Class View

Math, Grouped by Standard



Note: This image has been modified slightly to fit this page.

Instructor | Administrator | School Coordinator | District Coordinator

21 **The Learning Continuum Class View report:** Displays what kinds of skills and concepts are assessed by test items that fall within 10-point RIT bands.

23 **Learning statements:** A statement that describes the skills and concepts the item is assessing. All items assessing the same skills/concepts are aligned to the same learning statement.

Tips and tricks

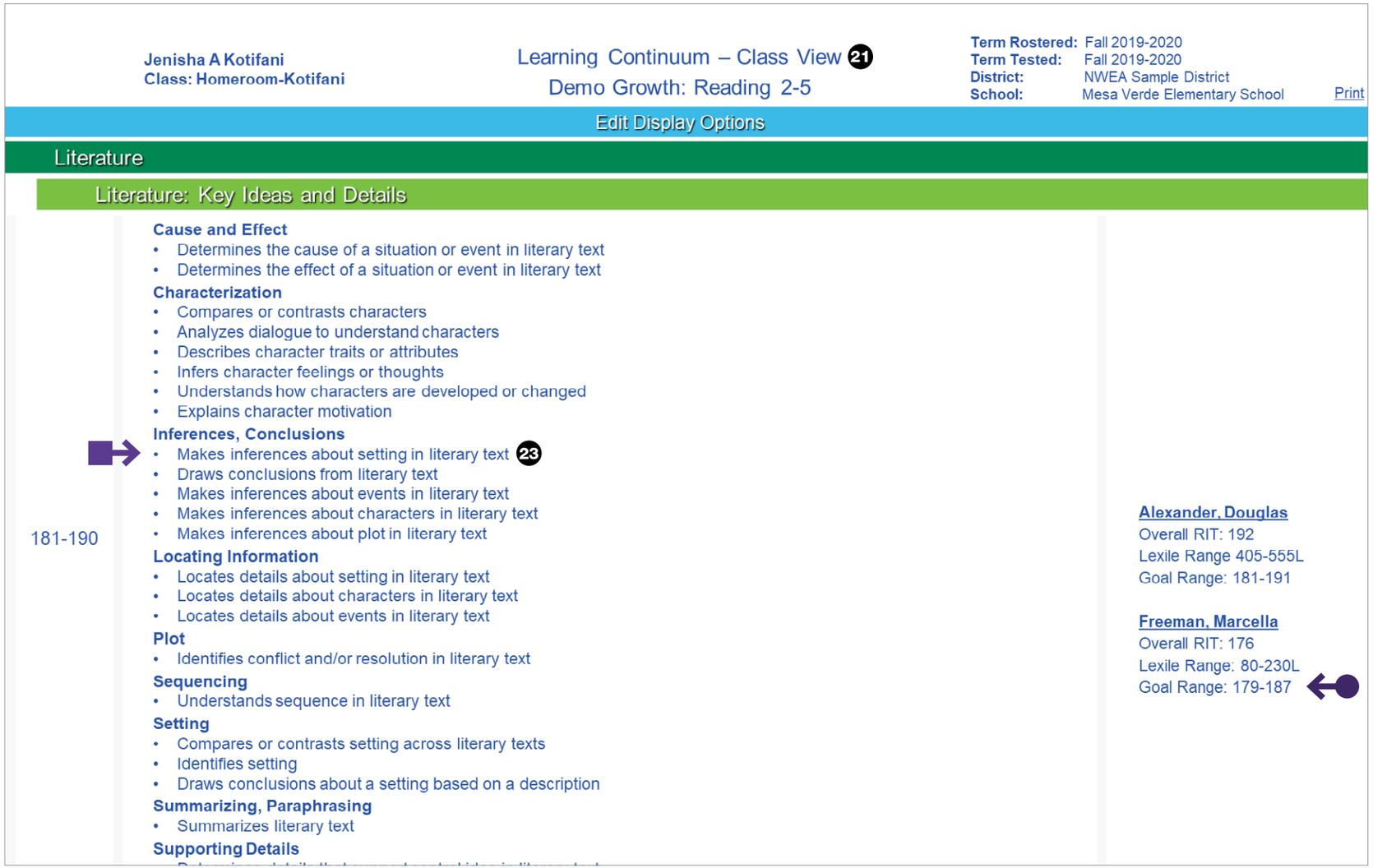
Test items and learning statements: How are they related? Every item in the NWEA item bank is associated with a learning statement, which is a statement that describes the skills and concepts the item is assessing. All items assessing the same skills/concepts are aligned to the same learning statement. With thousands of items in the MAP Growth item bank, it's easy to understand why the Learning Continuum displays so many learning statements within each 10-point RIT band.

Example: If you look at the Learning Continuum for the NWEA version of the Math 2–5 test and select the 181–190 RIT range, you will find that there are 159 learning statements listed. (Note: the number of learning statements varies for each version of the test.) The presence of a learning statement in the 181–190 RIT band indicates that at least one test item with a RIT level between 181 and 190 is available in the item pool that assesses the skills/concepts aligned to that learning statement. To provide a specific example: If a test item has a RIT level of 185 and assesses the skills/concepts aligned to the learning statement "Solves one-step, take-from/take-apart word problems with start, change, or part unknown, whole numbers within 20s," then the Learning Continuum will display this learning statement in the 181–190 RIT band.

LEARNING CONTINUUM: CLASS VIEW, GROUPED BY TOPIC

Learning Continuum: Class View

Reading, Grouped by Topic



Note: This image has been modified slightly to fit this the page.

21 **The Learning Continuum Class View report:** Displays what kinds of skills and concepts are assessed by test items that fall within 10-point RIT bands.

23 **Learning statements:** A statement that describes the skills and concepts the item is assessing. All items assessing the same skills/concepts are aligned to the same learning statement.

Tips and tricks

10-point RIT score range: Students are placed in the Learning Continuum according to their instructional area RIT score, not their overall RIT score.

Test items and learning statements: How are they related? Every item in the NWEA item bank is associated with a learning statement, which is a statement that describes the skills and concepts the item is assessing. All items assessing the same skills/concepts are aligned to the same learning statement. With thousands of items in the MAP Growth item bank, it's easy to understand why the Learning Continuum displays so many learning statements within each 10-point RIT band.

Instructor | Administrator | School Coordinator | District Coordinator

CLASS PROFILE REPORT

Class Profile Report—Key Information

What this report offers

- Class-level performance data for a specific test window
- Information organized by class, subject, and test
- Individual student achievement data (such as RIT scores) for students in a specific class
- Comparisons to normative data and district grade-level mean
- Details about the test events for each student

Questions it helps answer

- How is my class doing overall?
- What is the academic diversity of my class?
- What is our lowest instructional area? Our highest?
- How are we performing compared to national norms?
- What is the Lexile reading range for my students and my class materials? What adjustments might be needed?
- How much time did each of my students take on the test?
- Which students haven't completed tests?
- Which students may need to take the test again?

When to use it

- After testing, to see achievement data and test details
- As part of the instructional decision-making process
- When you want to use data to inform student grouping
- Before your test window closes so that you can wrap up any retakes or test completions

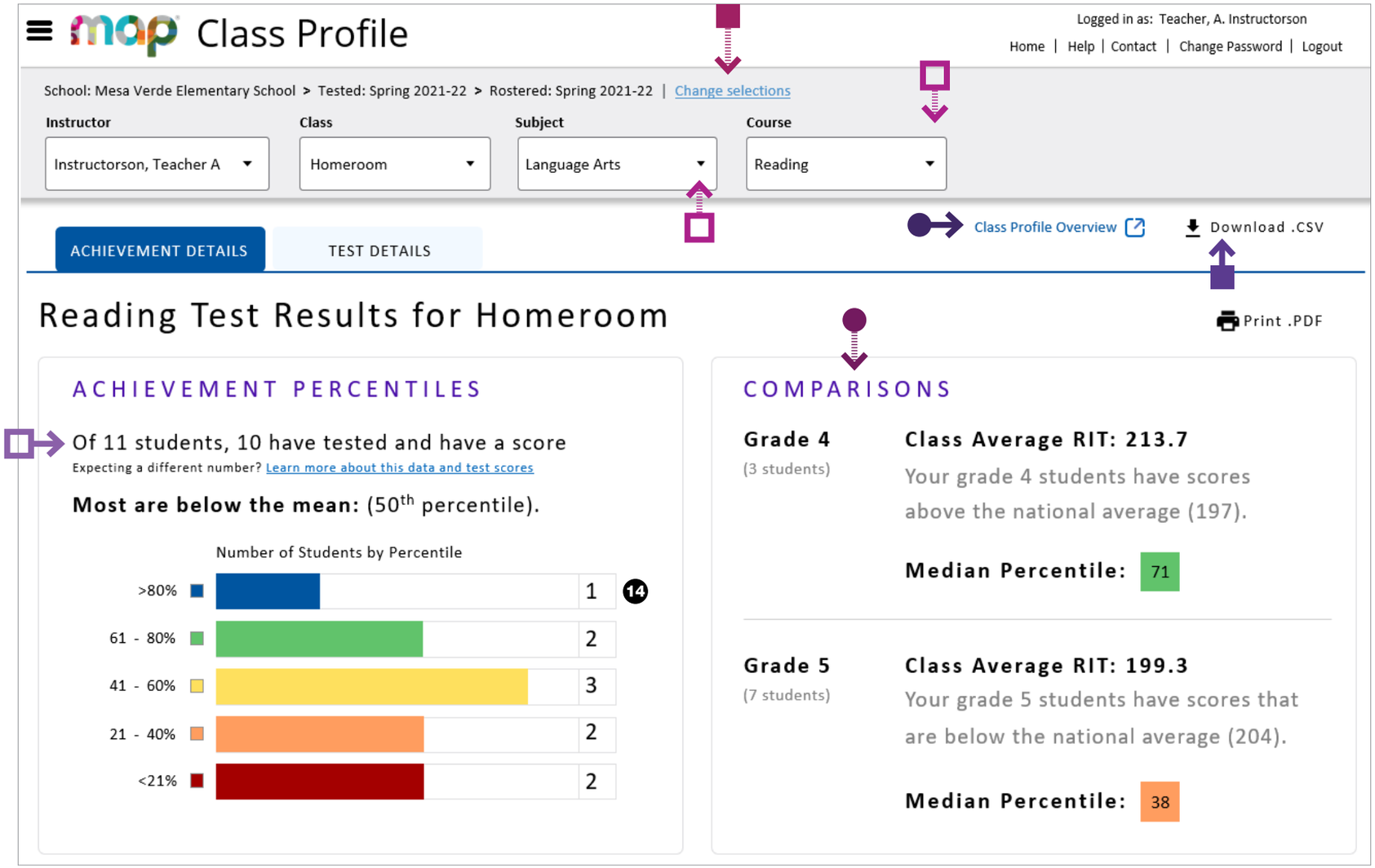
Things to consider

- Instructor-level users will only gain access to the reporting data for the class or classes they have been rostered to in the current or previous academic year.
- Mixed-grade classes will display a norm grade-level mean for each grade.
- Default settings include sorting students alphabetically by last name and displaying RIT scores for instructional areas.
- All columns can be sorted for flexibility in looking at data.
- Student(s) recommended for retesting will have an indication in the Rapid Guessing column in the Test Details tab.

Notes

Class Profile Report

Achievement details (1 of 2)



14 **Percentile:** The percentage of students in the NWEA national norm sample for a grade and subject area that a given 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 score range (see annotation 13).

Tips and tricks

- You can learn more about the Class Profile Report by clicking this link. You will be taken to the help center page for the Class Profile Report.
- You can download the data contained in the Class Profile Report in .CSV file format (spreadsheet) by clicking Download CSV.
- The total number of students in your class is determined by how many students are rostered in the MAP Growth system. The number that is given for how many have tested represents how many have a valid growth event.
- Data for a single classroom is broken down by grade to support educators with mixed-grade classes (e.g., a class with 4th and 5th graders combined).
- You can use the "change selection" feature if you would like to change selections for your school, term tested, or term rostered. Using this feature also allows you save your default selections.
- There are three available subjects (language arts, math, and science). There can be multiple courses in each subject (e.g., algebra 1 and geometry in math).

Continued on the next page

Instructor | Administrator | School Coordinator | District Coordinator

Class Profile Report

Achievement details (2 of 2)

STUDENT DETAILS

ACHIEVEMENT

19 INSTRUCTIONAL AREAS RIT SCORES

Growth: Reading 2-5

Students ↓	Grade	14 Percentile	12 RIT	15 Lexile	Informational Text	Literature	Vocabulary Acquisition and Use
Watkins, Lewis	5	8	177	145L - 295L	171	182	186
Jones, Shelly	5	13	189	380L - 530L	195	187	198
Scott, Virginia	5	25	196	515L - 665L	197	198	188
Kennedy, Kelley	4	60	204	665L - 815L	211	206	210
Griswold, Odel	5	50	207	725L - 875L	201	209	201
Stevens, Sadie	4	71	209	765L - 915L	204	200	215
Carlin, Alishia	5	60	211	800L - 950L	218	211	214
Collins, Keith	5	64	213	840L - 990L	215	210	210
Washington, Doris	4	95	228	1130L - 1280L	222	236	233

ACHIEVEMENT

INSTRUCTIONAL AREAS RIT SCORES

Growth: Reading 2-5 (Accessible)

Students	Grade	Percentile	RIT	Lexile	Informational Text	Literature	Vocabulary Acquisition and Use
Gordon, Alfred	5	38	202	630L - 780L	200	195	192

ACHIEVEMENT

INSTRUCTIONAL AREAS RIT SCORES

No Test Results

Students	Grade	Percentile	RIT	Lexile	Informational Text	Literature	Vocabulary Acquisition and Use
Wood, Jason	5		---	---	---	---	---

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

14 Percentile: The percentage of students in the NWEA national norm sample for a grade and subject area that a given 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 score range (see annotation 13).

15 Lexile®/Lexile range: Lexile reading range is the range of texts a student is likely to comprehend when reading independently. The student may require increased instructional support to comprehend text at higher ranges.

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

Tips and tricks

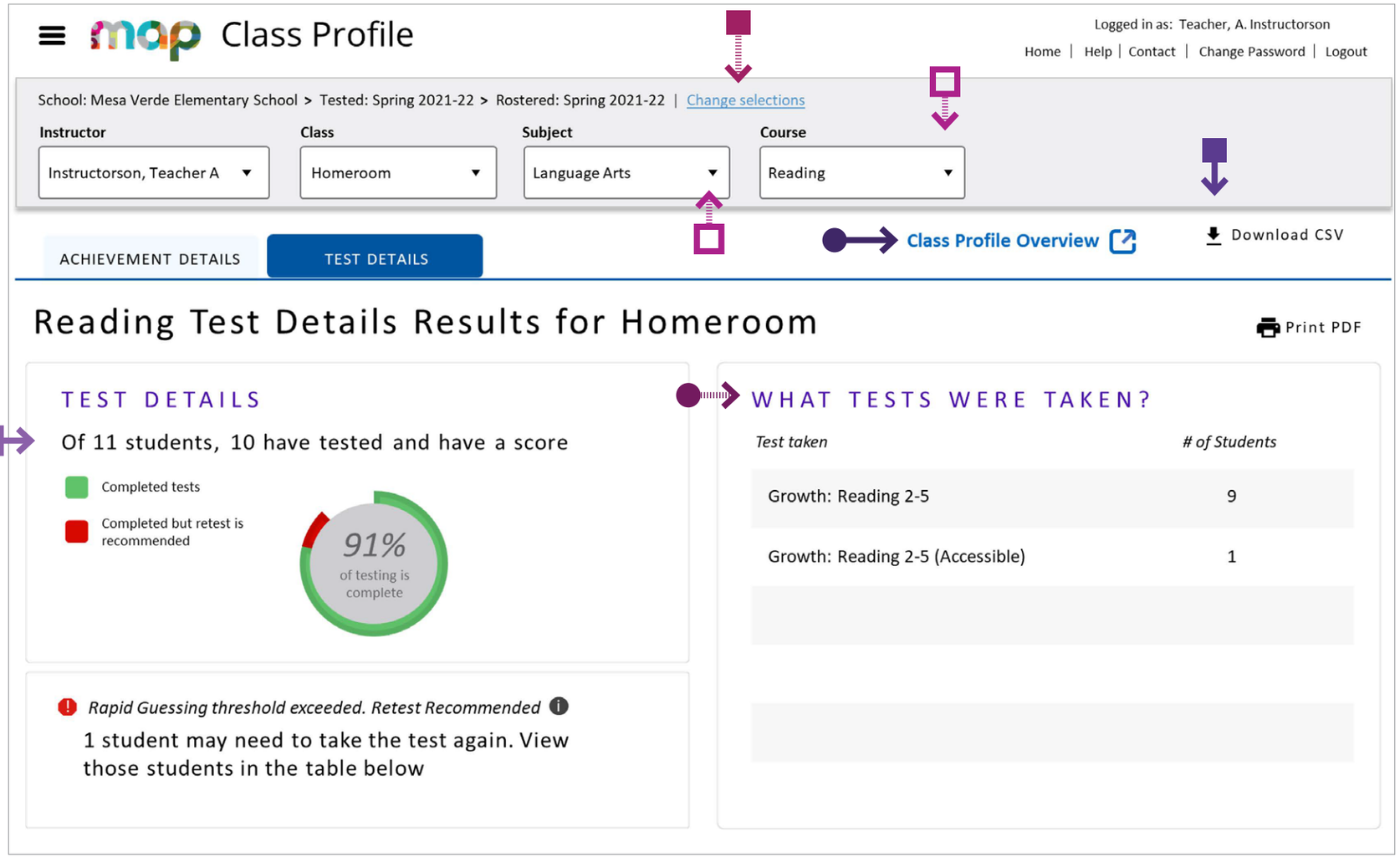
You can click on the name of any student to be taken to their individual Student Profile Report.

Clicking on any column header on the Achievement tab will resort the list, toggling between ascending, descending, and unsorted.

Instructor | Administrator | School Coordinator | District Coordinator

Class Profile Report

Test details (1 of 2)



Tips and tricks

- You can learn more about the Class Profile Report by clicking this link. You will be taken to the help center page for the Class Profile Report.
- You can download the data contained in the Class Profile Report in .CSV file format (spreadsheet) by clicking Download CSV.
- The total number of students in your class is determined by how many students are rostered in the MAP Growth system. The number that is given for how many have tested represents how many have a valid growth event.
- This section provides a breakdown of which tests were taken by your class within a given course.
- You can use the "change selection" feature if you would like to change selections for your school, term tested, or term rostered. Using this feature also allows you save your default selections.
- There are three available subjects (language arts, math, and science). There can be multiple courses in each subject (e.g., algebra 1 and geometry in math).

Continued on the next page

Instructor | Administrator | School Coordinator | District Coordinator

Class Profile Report

Test details (2 of 2)

STUDENT DETAILS

		ACHIEVEMENT			TEST DETAILS			
Students ↓	Grade	14 Percentile	12 RIT	15 Lexile	9 SEM	Test Duration	Rapid-Guessing Percentile 41	Test Taken
Watkins, Lewis	5	8	177	145L - 295L	±4.2	58 min	4%	Growth: Reading 2-5
Jones, Shelly	5	13	189	380L - 530L	±7.8	40 min	38% !	Growth: Reading 2-5
Scott, Virginia	5	25	196	515L - 665L	±3.6	50 min	5%	Growth: Reading 2-5
Kennedy, Kelley	4	60	204	665L - 815L	±2.9	55 min	0%	Growth: Reading 2-5
Griswold, Odel	5	50	207	725L - 875L	±4.0	50 min	4%	Growth: Reading 2-5
Stevens, Sadie	4	71	209	765L - 915L	±3.6	59 min	0%	Growth: Reading 2-5
Carlin, Alishia	5	60	211	800L - 950L	±2.9	51 min	2%	Growth: Reading 2-5
Collins, Keith	5	64	213	840L - 990L	±2.2	64 min	1%	Growth: Reading 2-5
Gordon, Alfred	5	38	202	630L - 780L	±5.1	47 min	1%	Growth: Reading 2-5 (Acce
Washington, Doris	4	95	228	1130L - 1280L	±3.1	70 min	0%	Growth: Reading 2-5
Wood, Jason	5		---		---	---	---	---

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.

14 Percentile: The percentage of students in the NWEA national norm sample for a grade and subject area that a given 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 score range (see annotation 13).

15 Lexile®/Lexile range: Lexile reading range is the range of texts a student is likely to comprehend when reading independently. The student may require increased instructional support to comprehend text at higher ranges.

41 Rapid guess percentage: Percent of responses when a student answered a test question in well below the average response time measured by NWEA. The response is so fast that the student could not actually view and comprehend the whole question.

Tips and tricks

This symbol indicates that educators should take notice of the rapid-guessing percentage for the student.

You can click on the name of any student to be taken to their individual Student Profile Report.

Clicking on any column header on the Achievement tab will resort the list, toggling between ascending, descending, and unsorted.

Instructor | Administrator | School Coordinator | District Coordinator

CLASS REPORT

Class Report—Key Information

What this report offers

- Class-level performance data for a specific test window
- Information organized by class, subject, and test
- Individual student achievement data (such as RIT scores) for students in a specific class
- Comparisons to normative data and district grade-level mean

Questions it helps answer

- How is my class doing overall?
- What is our lowest instructional area? Our highest?
- How are we performing compared to national norms?
- What is the Lexile reading range for my students and my class materials? What adjustments might be needed?
- How much time did each of my students take on the test?

When to use it

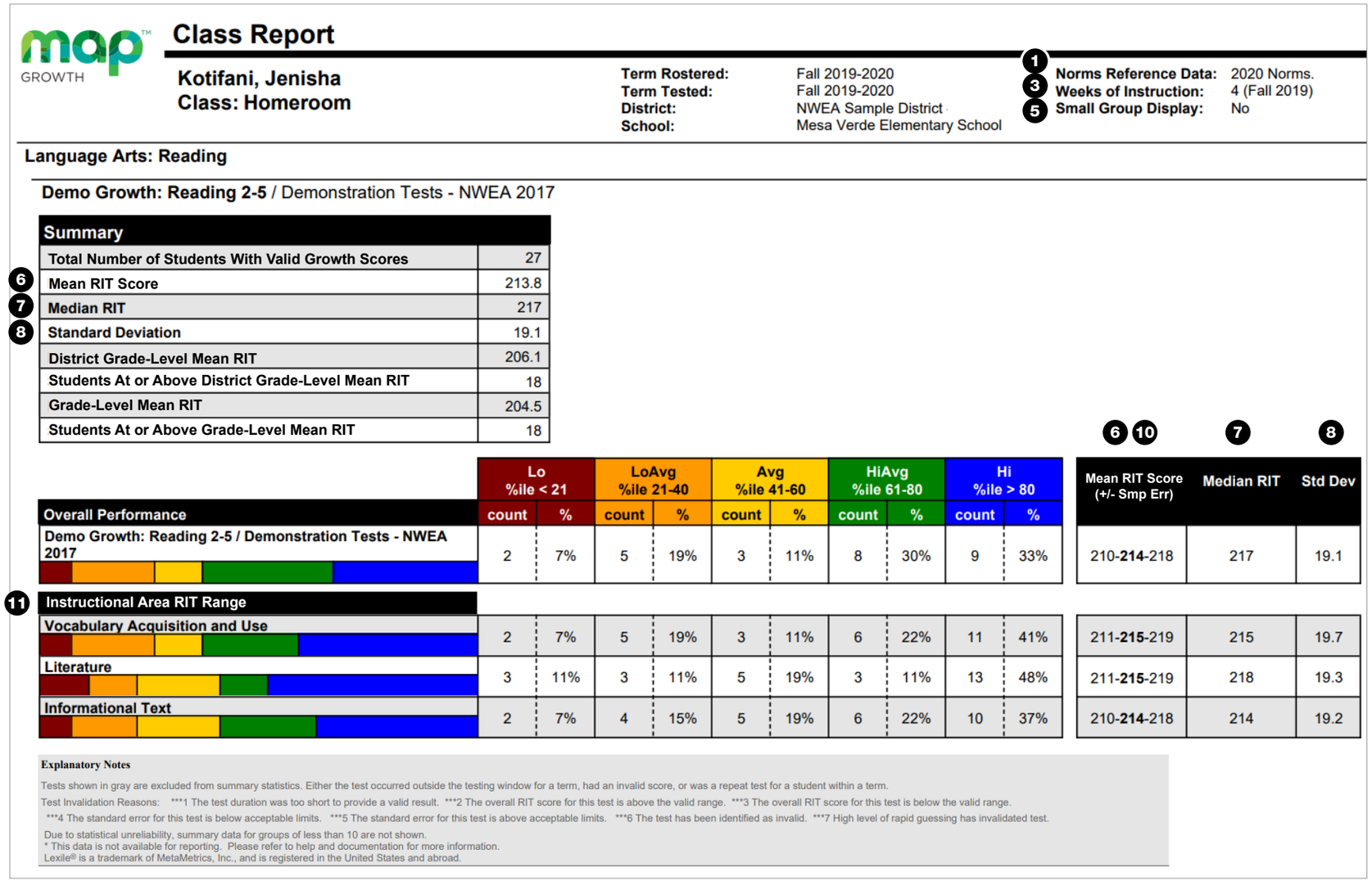
- After testing, to see results
- As part of the instructional decision-making process
- When you want to use data to inform student grouping

Things to consider

- This report can access data from up to one year prior.
- District-level comparative data is available after your test window is marked closed.
- Mixed-grade classes will not display a norm grade-level mean or a district-level mean.
- It will include data from outside of your test window (displayed in gray, or low-lighted, text).
- There is a Small Group Display option for classes with fewer than 10 students.
- Default settings include sorting students by RIT score (lowest to highest) and displaying descriptors for instructional areas.

Notes

Class Report
(1 of 2)



Class Report

Kotifani, Jenisha
Class: Homeroom

Term Rostered:	Fall 2019-2020
Term Tested:	Fall 2019-2020
District:	NWEA Sample District
School:	Mesa Verde Elementary School

1 Norms Reference Data:	2020 Norms.
3 Weeks of Instruction:	4 (Fall 2019)
5 Small Group Display:	No

Language Arts: Reading

Demo Growth: Reading 2-5 / Demonstration Tests - NWEA 2017

Summary	
Total Number of Students With Valid Growth Scores	27
6 Mean RIT Score	213.8
7 Median RIT	217
8 Standard Deviation	19.1
District Grade-Level Mean RIT	206.1
Students At or Above District Grade-Level Mean RIT	18
Grade-Level Mean RIT	204.5
Students At or Above Grade-Level Mean RIT	18

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		6 10 Mean RIT Score (+/- Smp Err)	7 Median RIT	8 Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%			
Demo Growth: Reading 2-5 / Demonstration Tests - NWEA 2017	2	7%	5	19%	3	11%	8	30%	9	33%	210-**214**-218	217	19.1
11 Instructional Area RIT Range													
Vocabulary Acquisition and Use	2	7%	5	19%	3	11%	6	22%	11	41%	211-**215**-219	215	19.7
Literature	3	11%	3	11%	5	19%	3	11%	13	48%	211-**215**-219	218	19.3
Informational Text	2	7%	4	15%	5	19%	6	22%	10	37%	210-**214**-218	214	19.2

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result. ***2 The overall RIT score for this test is above the valid range. ***3 The overall RIT score for this test is below the valid range. ***4 The standard error for this test is below acceptable limits. ***5 The standard error for this test is above acceptable limits. ***6 The test has been identified as invalid. ***7 High level of rapid guessing has invalidated test.

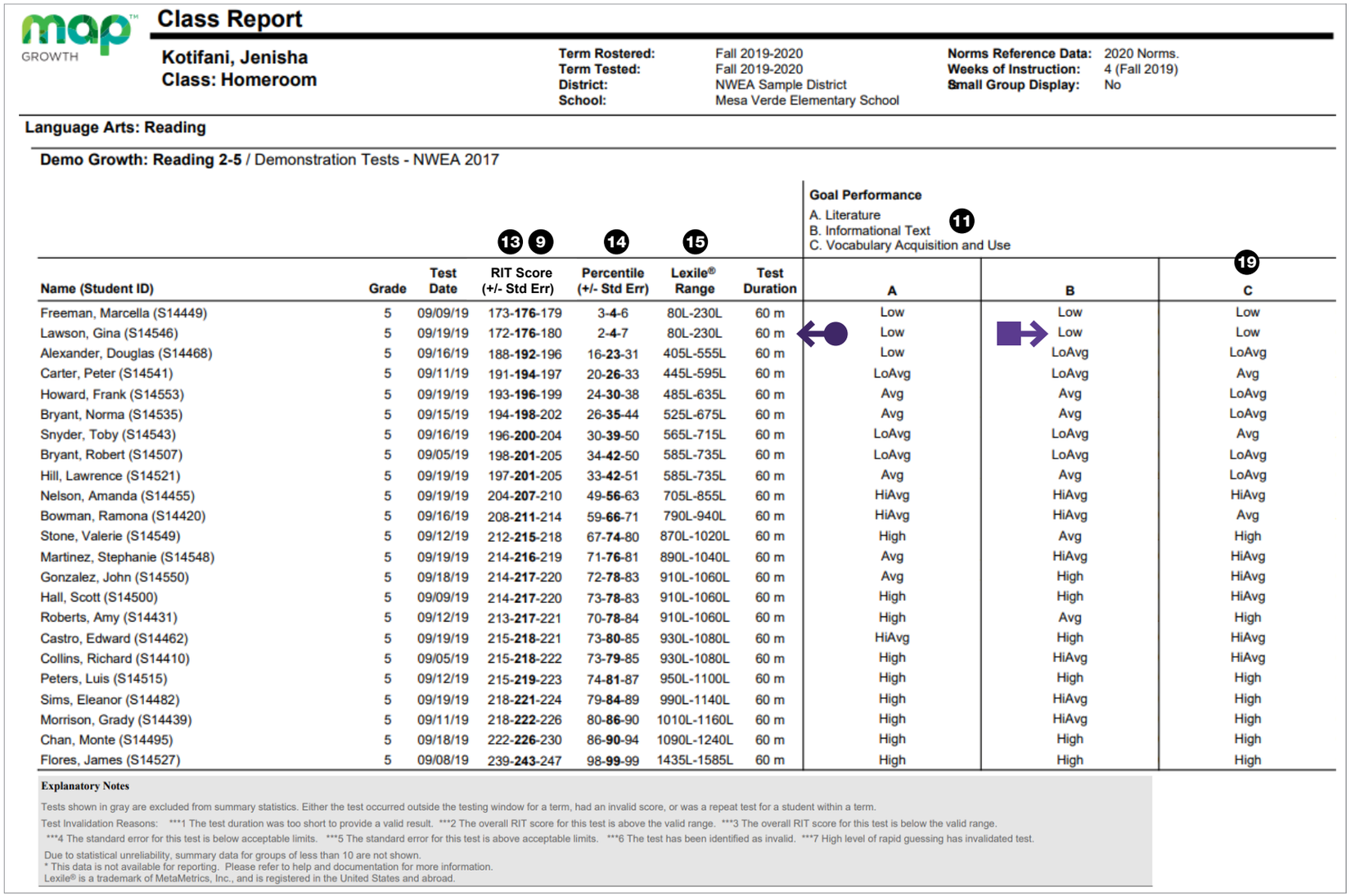
Due to statistical unreliability, summary data for groups of less than 10 are not shown.
* This data is not available for reporting. Please refer to help and documentation for more information.
Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.

1. **Norms reference data:** Indicates which NWEA norming study your report data draws 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 score:** 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:** Indicates academic diversity of a group of students. The lower the number, the more students are alike (zero would mean all scores are the same). The higher the number, the greater the diversity in this group.
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. **Instructional area:** A learning area (e.g., geometry) within a subject (e.g., math). On the Class Breakdown by Instructional Area Report, click the instructional area to access the Learning Continuum Class View.

Continued on the next page

Instructor | Administrator | School Coordinator | District Coordinator

Class Report
(2 of 2)



Class Report

Kotifani, Jenisha
Class: Homeroom

Term Rostered:	Fall 2019-2020	**Norms Reference Data:**	2020 Norms.
Term Tested:	Fall 2019-2020	**Weeks of Instruction:**	4 (Fall 2019)
District:	NWEA Sample District	**Small Group Display:**	No
School:	Mesa Verde Elementary School		

Language Arts: Reading

Demo Growth: Reading 2-5 / Demonstration Tests - NWEA 2017

Name (Student ID)	Grade	Test Date	RIT Score (+/- Std Err) (13) (9)	Percentile (+/- Std Err) (14)	Lexile® Range (15)	Test Duration	Goal Performance (11) A. Literature B. Informational Text C. Vocabulary Acquisition and Use — A	B	C (19)
Freeman, Marcella (S14449)	5	09/09/19	173-**176**-179	3-**4**-6	80L-230L	60 m	Low	Low	Low
Lawson, Gina (S14546)	5	09/19/19	172-**176**-180	2-**4**-7	80L-230L	60 m	Low	Low	Low
Alexander, Douglas (S14468)	5	09/16/19	188-**192**-196	16-**23**-31	405L-555L	60 m	Low	LoAvg	LoAvg
Carter, Peter (S14541)	5	09/11/19	191-**194**-197	20-**26**-33	445L-595L	60 m	LoAvg	LoAvg	Avg
Howard, Frank (S14553)	5	09/19/19	193-**196**-199	24-**30**-38	485L-635L	60 m	Avg	Avg	LoAvg
Bryant, Norma (S14535)	5	09/15/19	194-**198**-202	26-**35**-44	525L-675L	60 m	Avg	Avg	LoAvg
Snyder, Toby (S14543)	5	09/16/19	196-**200**-204	30-**39**-50	565L-715L	60 m	LoAvg	LoAvg	Avg
Bryant, Robert (S14507)	5	09/05/19	198-**201**-205	34-**42**-50	585L-735L	60 m	LoAvg	LoAvg	LoAvg
Hill, Lawrence (S14521)	5	09/19/19	197-**201**-205	33-**42**-51	585L-735L	60 m	Avg	Avg	LoAvg
Nelson, Amanda (S14455)	5	09/19/19	204-**207**-210	49-**56**-63	705L-855L	60 m	HiAvg	HiAvg	HiAvg
Bowman, Ramona (S14420)	5	09/16/19	208-**211**-214	59-**66**-71	790L-940L	60 m	HiAvg	HiAvg	Avg
Stone, Valerie (S14549)	5	09/12/19	212-**215**-218	67-**74**-80	870L-1020L	60 m	High	Avg	High
Martinez, Stephanie (S14548)	5	09/19/19	214-**216**-219	71-**76**-81	890L-1040L	60 m	Avg	HiAvg	HiAvg
Gonzalez, John (S14550)	5	09/18/19	214-**217**-220	72-**78**-83	910L-1060L	60 m	Avg	High	HiAvg
Hall, Scott (S14500)	5	09/09/19	214-**217**-220	73-**78**-83	910L-1060L	60 m	High	High	HiAvg
Roberts, Amy (S14431)	5	09/12/19	213-**217**-221	70-**78**-84	910L-1060L	60 m	High	Avg	High
Castro, Edward (S14462)	5	09/19/19	215-**218**-221	73-**80**-85	930L-1080L	60 m	HiAvg	High	HiAvg
Collins, Richard (S14410)	5	09/05/19	215-**218**-222	73-**79**-85	930L-1080L	60 m	High	HiAvg	HiAvg
Peters, Luis (S14515)	5	09/12/19	215-**219**-223	74-**81**-87	950L-1100L	60 m	High	High	High
Sims, Eleanor (S14482)	5	09/19/19	218-**221**-224	79-**84**-89	990L-1140L	60 m	High	HiAvg	High
Morrison, Grady (S14439)	5	09/11/19	218-**222**-226	80-**86**-90	1010L-1160L	60 m	High	HiAvg	High
Chan, Monte (S14495)	5	09/18/19	222-**226**-230	86-**90**-94	1090L-1240L	60 m	High	High	High
Flores, James (S14527)	5	09/08/19	239-**243**-247	98-**99**-99	1435L-1585L	60 m	High	High	High

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result. ***2 The overall RIT score for this test is above the valid range. ***3 The overall RIT score for this test is below the valid range. ***4 The standard error for this test is below acceptable limits. ***5 The standard error for this test is above acceptable limits. ***6 The test has been identified as invalid. ***7 High level of rapid guessing has invalidated test.

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
* This data is not available for reporting. Please refer to help and documentation for more information.
Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.

Instructor | Administrator | School Coordinator | District Coordinator

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 Instructional area: A learning area (e.g., geometry) within a subject (e.g., math). On the Class Breakdown by Instructional Area Report, click the instructional area to access the Learning Continuum Class View.

13 RIT score 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 a grade and subject area that a given 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 score range (see annotation 13).

15 Lexile®/Lexile range: Lexile reading range is the range of texts a student is likely to comprehend when reading independently. The student may require increased instructional support to comprehend text at higher ranges.

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

Tips and tricks

Test duration: While this report only lists test durations of 60 minutes, this column of data will show actual time-on-test for your students. You will see a range of numbers here, usually between 45–55 minutes. Here is a blog post on the topic: "How long is too long to spend on the MAP Growth assessment?"

Viewing options: This report has an option to show RIT score ranges (e.g., 185–194) instead of descriptors (e.g., Low, LoAvg, etc.) for each instructional area.

When the report is generated using RIT score ranges, you will be able to see the areas of relative strength in bold (see annotation 16) and the suggested area of focus in italics (see annotation 17).

STUDENT PROFILE REPORT

Student Profile Report—Key Information

What this report offers

- Brings together all the data needed to advise each student and support their growth
- Provides an area to calculate possible student goals based on growth projections and to document the action plan around that goal
- Shows all subjects tested for a student*, organized by term

*Course-specific test data will not be displayed for test events between July 24, 2020, and August 20, 2021.

Questions it helps answer

- How do the growth percentile and achievement percentile compare for this student?
- Is this student on track? (State assessment, ACT, SAT)
- What are this student's relative strengths and suggested areas of focus?
- How can I leverage those relative strengths and suggested areas of focus to help this student?
- What is an appropriate growth goal for this student?
- How can I help this student set an appropriate stretch goal?
- What supports are needed to help reach the stretch goal?

When to use it

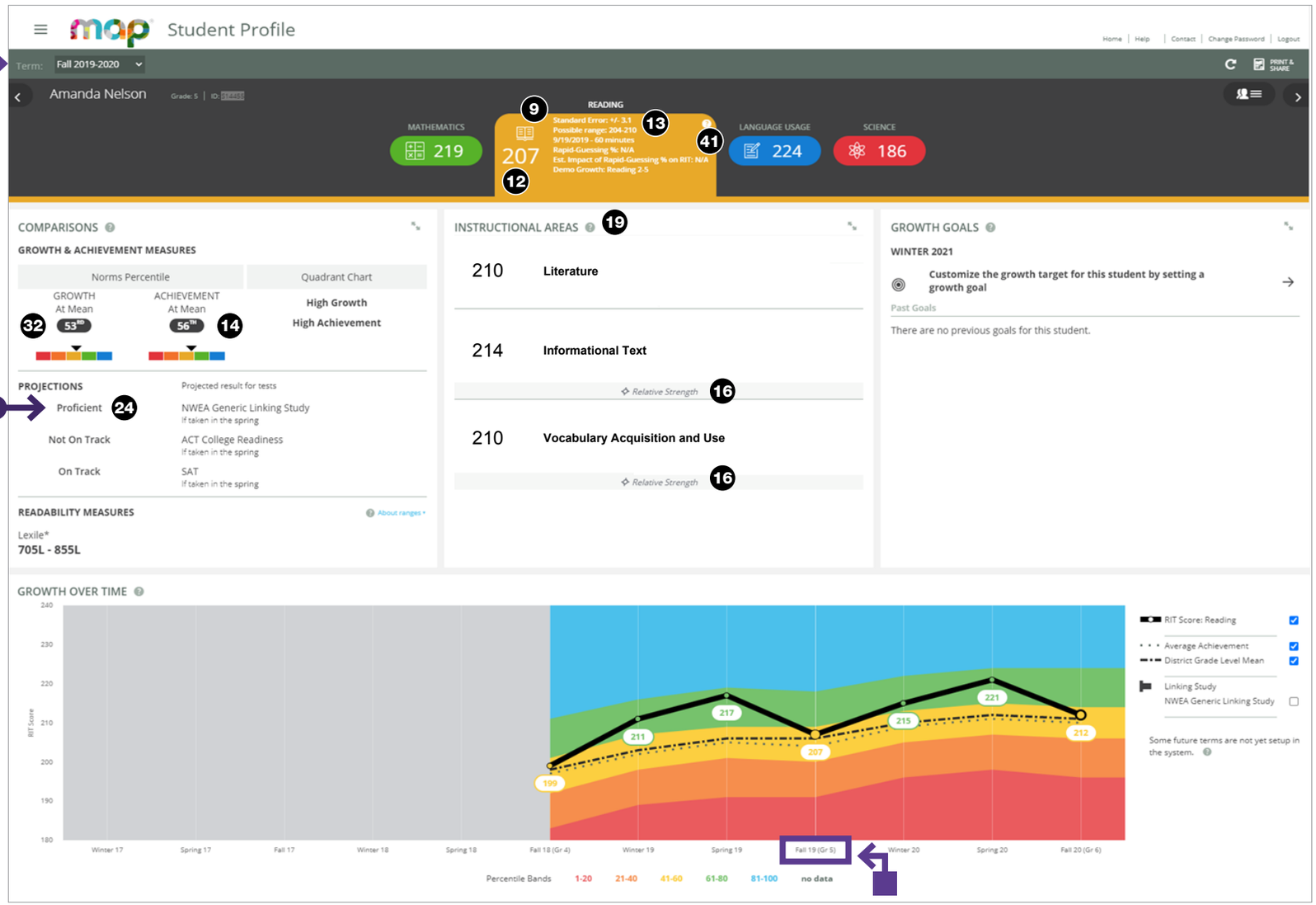
- After testing, to see results
- After two test events, to see growth data
- As part of the instructional decision-making process
- Anytime you need to talk to families or students about performance

Things to consider

- This report can access data for all prior years of testing.
- It will not include data from outside of your test window
- This report can be printed for one, some, or all students in a given class via batch printing

Notes

Student Profile Report



Instructor | Administrator | School Coordinator | District Coordinator

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 score 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 a grade and subject area that a given 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 score range (see annotation 13).

16 17 Area of relative strength OR suggested area of focus: Chosen relative to the whole subject score, plus or minus the standard error. Both of these items are highlighted within the Instructional Areas segment of this report.

19 Instructional area score: The student's performance in the instructional area tested. Most reports show instructional area scores as RIT score ranges (e.g., 187–199). The Student Profile Report shows the midpoint of the student's RIT score range. Class breakdown reports sort students into 10-point RIT bands, based on the midpoint of their instructional area RIT score 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 annotation 31) translated into national percentile rankings for growth.

41 Rapid guess percentage: Percent of responses when a student answered a test question in well below the average response time measured by NWEA. The response is so fast that the student could not actually view and comprehend the whole question.

Tips and tricks

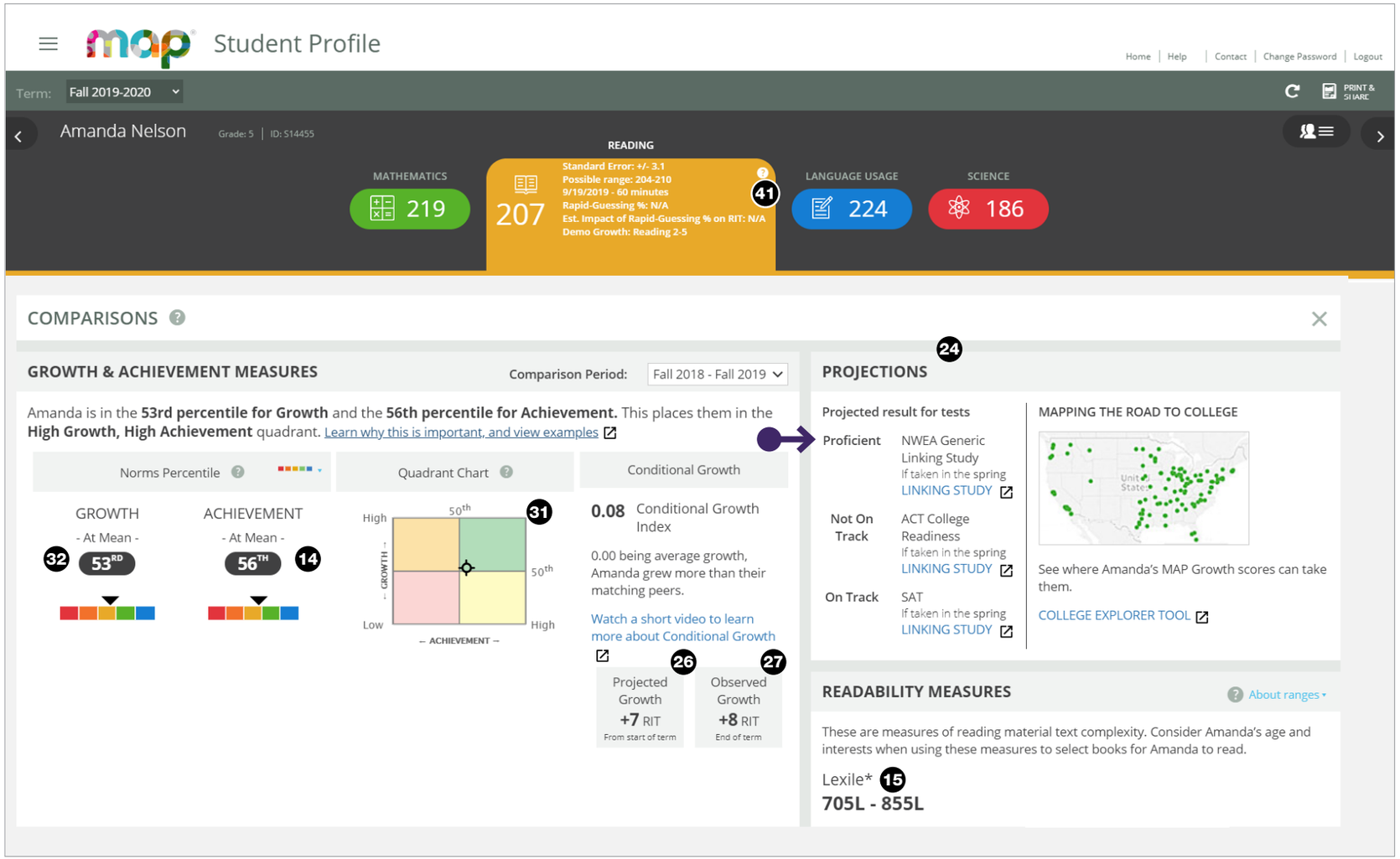
Categories of proficiency: In this area, you will see your state's specific categories of proficiency.

Term Selection: Use this drop-down menu to select the test event you want to review. In this example, we are looking at a test event from 2019. This means that the Growth Over Time section displays RIT scores for future test events.

STUDENT PROFILE REPORT: COMPARISONS

Student Profile Report

Comparisons



14 **Percentile:** The percentage of students in the NWEA national norm sample for a grade and subject area that a given 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 score range (see annotation 13).

15 **Lexile®/Lexile range:** Lexile reading range is the range of texts a student is likely to comprehend when reading independently. The student may require increased instructional support to comprehend text at higher ranges.

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 annotation 31) translated into national percentile rankings for growth.

41 **Rapid guess percentage:** Percent of responses when a student answered a test question in well below the average response time measured by NWEA. The response is so fast that the student could not actually view and comprehend the whole question.

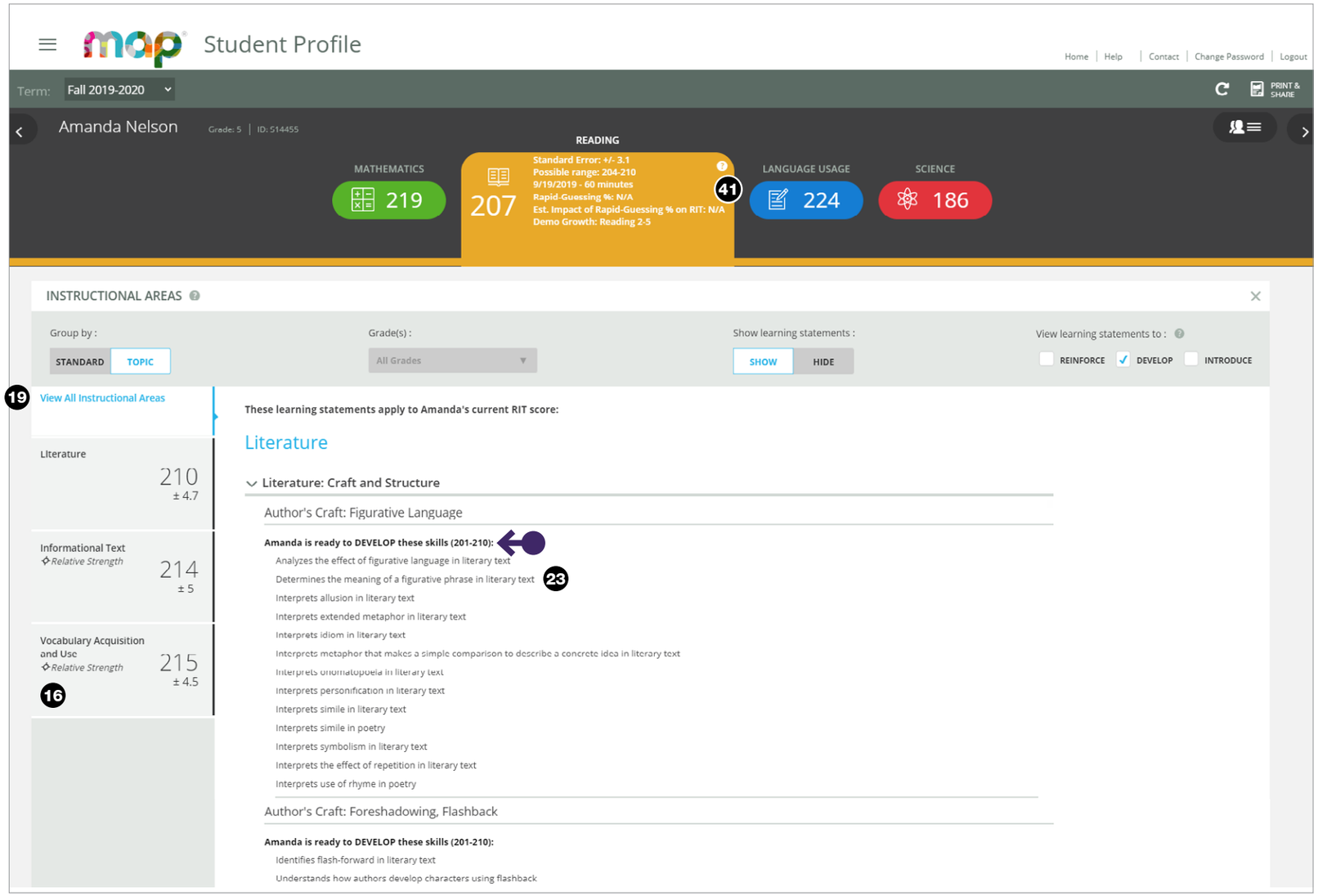
Tips and tricks

Categories of proficiency: In this area, you will see your state's specific categories of proficiency.

Instructor | Administrator | School Coordinator | District Coordinator

STUDENT PROFILE REPORT: INSTRUCTIONAL AREAS

Student Profile Report
Instructional Areas



16 **Area of relative strength:** Chosen relative to the whole subject score, plus the standard error.

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

23 **Learning statements:** A statement that describes the skills and concepts the item is assessing. All items assessing the same skills/concepts are aligned to the same learning statement.

41 **Rapid guess percentage:** Percent of responses when a student answered a test question in well below the average response time measured by NWEA. The response is so fast that the student could not actually view and comprehend the whole question.

Tips and tricks

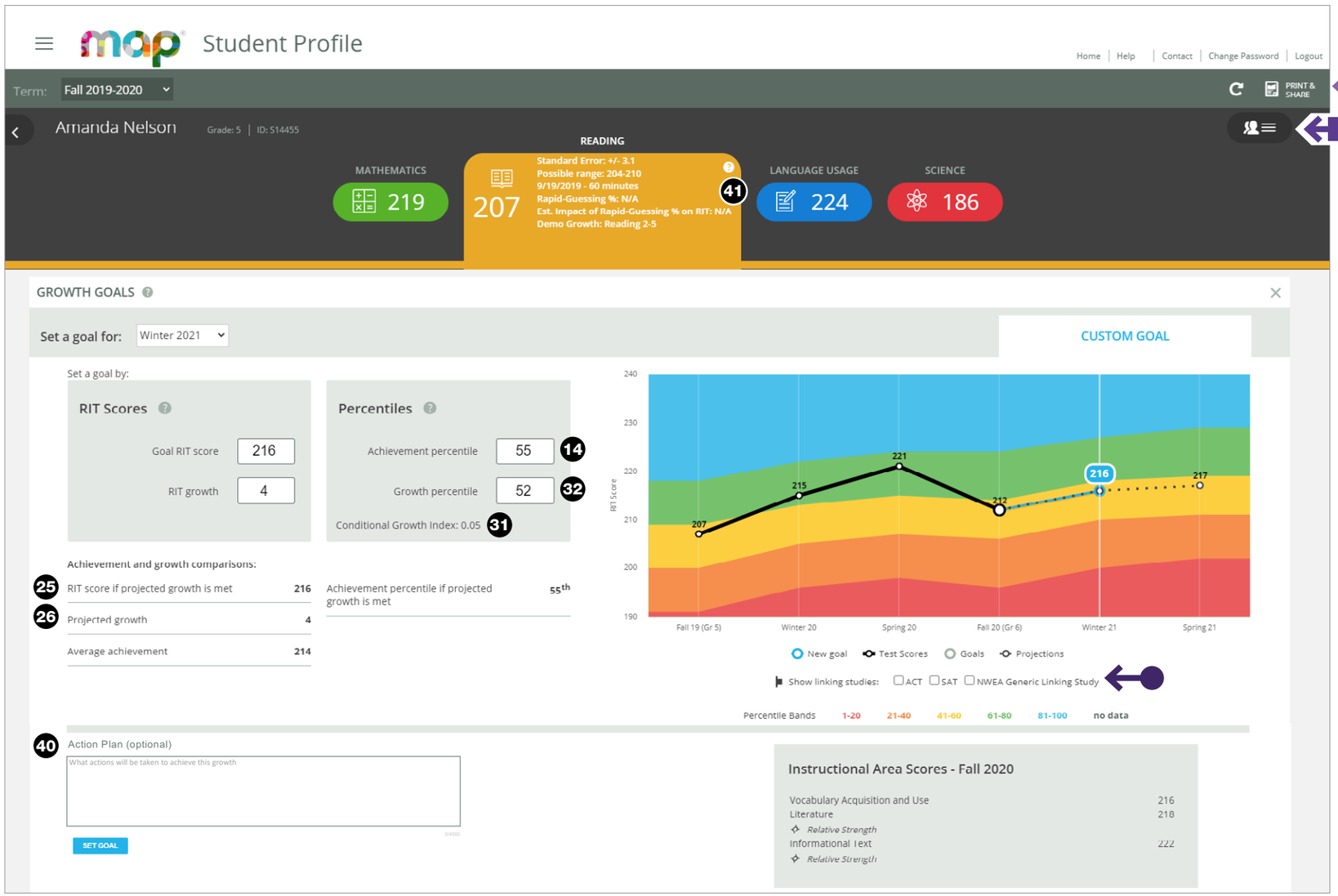
While the sentence shown on this page states that "Amanda is ready to DEVELOP these skills (201–210)," it is important to conduct formative assessment to verify which skills she may need the most help with. The skills listed in this section (in the form of learning statements) are based on the types of items assessed by MAP Growth (not Amanda's performance on the assessment). For more information on learning statements, please refer to the Learning Continuum section of this document.

Instructor | Administrator | School Coordinator | District Coordinator

STUDENT PROFILE REPORT: GROWTH GOALS

Student Profile Report

Growth Goals



14 Percentile: The percentage of students in the NWEA national norm sample for a grade and subject area that a given 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 score range (see annotation 13).

25 Projected RIT score 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 annotation 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.

41 Rapid guess percentage: Percent of responses when a student answered a test question in well below the average response time measured by NWEA. The response is so fast that the student could not actually view and comprehend the whole question.

Tips and tricks

Filter linking studies: You can click on these boxes to filter out views for state proficiency tests and ACT/SAT linking study information.

Quickly locate a different student: Click on this icon for a drop-down menu of the rest of the students in the class.

Print and share: Use this feature to print the screen, create and print a batch PDF, or create a Family Report for the student you are viewing.

Instructor | Administrator | School Coordinator | District Coordinator

CLASS BREAKDOWN BY RIT

Class Breakdown by RIT Report—Key Information

What this report offers

- Class-level performance data for a specific test window
- Information organized by class and subject
- Academic diversity of the class in overall subject areas (high-level view)

Questions it helps answer

- What is the academic diversity of my class? How many RIT bands are represented?
- How does our middle RIT band compare to our state-level expectations from the linking study? How does it compare to the national norm?

When to use it

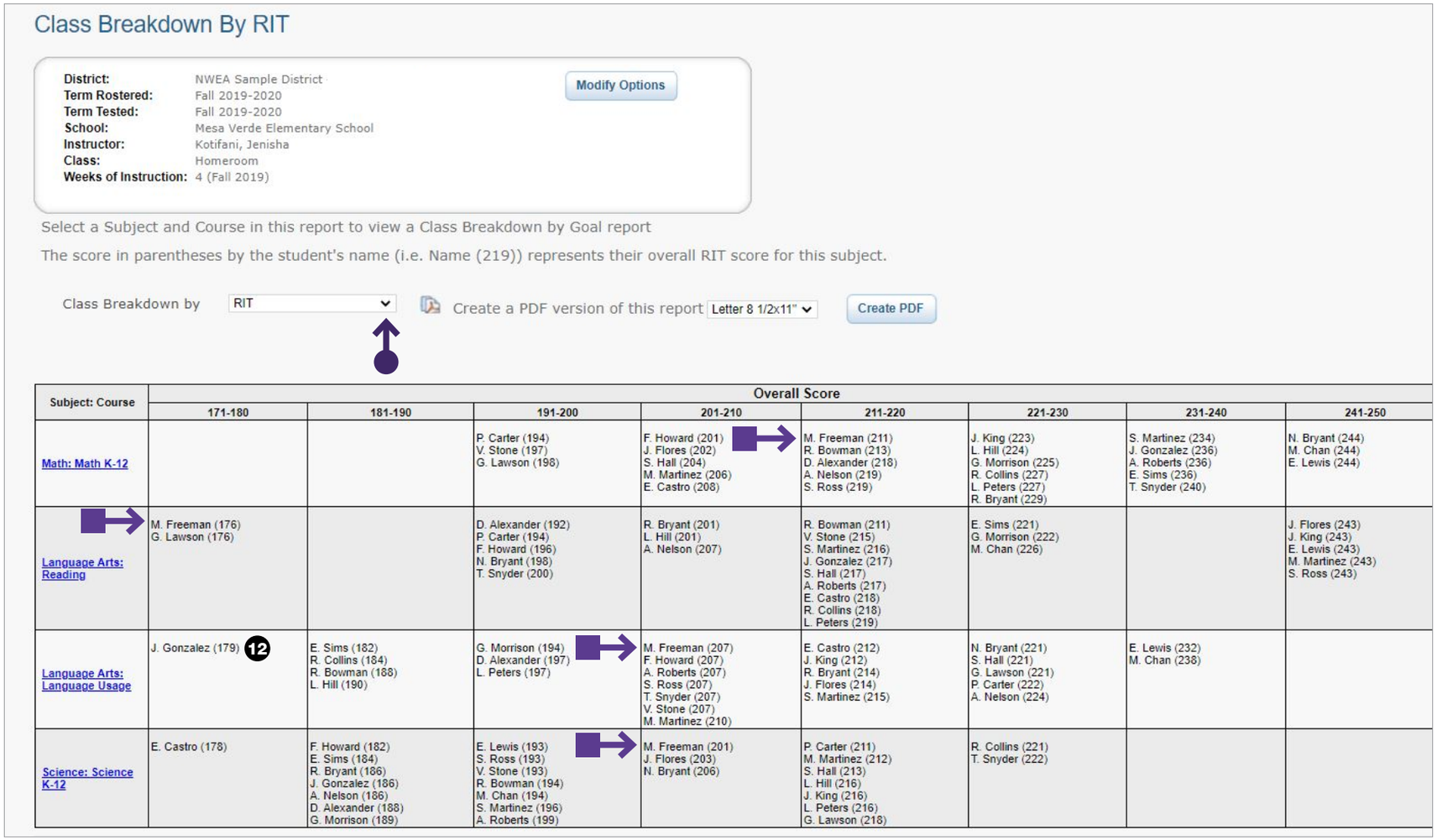
- After testing, to see results
- As part of the instructional decision-making process
- When you want to use data to inform student grouping

Things to consider

- This This report can access data from up to one year prior.
- It will not include data from outside of your test window.
- You can use “term rostered” and “term tested” to see different combinations of data (e.g., this year's students with data from last spring).

Notes

Class Breakdown by RIT



Class Breakdown By RIT

District: NWEA Sample District
Term Rostered: Fall 2019-2020
Term Tested: Fall 2019-2020
School: Mesa Verde Elementary School
Instructor: Kotifani, Jenisha
Class: Homeroom
Weeks of Instruction: 4 (Fall 2019)

Modify Options

Select a Subject and Course 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 their overall RIT score for this subject.

Class Breakdown by RIT

Create a PDF version of this report Letter 8 1/2x11"

Create PDF

Subject: Course	Overall Score							
	171-180	181-190	191-200	201-210	211-220	221-230	231-240	241-250
Math: Math K-12			P. Carter (194) V. Stone (197) G. Lawson (198)	F. Howard (201) J. Flores (202) S. Hall (204) M. Martinez (206) E. Castro (208)	M. Freeman (211) R. Bowman (213) D. Alexander (218) A. Nelson (219) S. Ross (219)	J. King (223) L. Hill (224) G. Morrison (225) R. Collins (227) L. Peters (227) R. Bryant (229)	S. Martinez (234) J. Gonzalez (236) A. Roberts (236) E. Sims (236) T. Snyder (240)	N. Bryant (244) M. Chan (244) E. Lewis (244)
Language Arts: Reading	M. Freeman (176) G. Lawson (176)		D. Alexander (192) P. Carter (194) F. Howard (196) N. Bryant (198) T. Snyder (200)	R. Bryant (201) L. Hill (201) A. Nelson (207)	R. Bowman (211) V. Stone (215) S. Martinez (216) J. Gonzalez (217) S. Hall (217) A. Roberts (217) E. Castro (218) R. Collins (218) L. Peters (219)	E. Sims (221) G. Morrison (222) M. Chan (226)		J. Flores (243) J. King (243) E. Lewis (243) M. Martinez (243) S. Ross (243)
Language Arts: Language Usage	J. Gonzalez (179) 12	E. Sims (182) R. Collins (184) R. Bowman (188) L. Hill (190)	G. Morrison (194) D. Alexander (197) L. Peters (197)	M. Freeman (207) F. Howard (207) A. Roberts (207) S. Ross (207) T. Snyder (207) V. Stone (207) M. Martinez (210)	E. Castro (212) J. King (212) R. Bryant (214) J. Flores (214) S. Martinez (215)	N. Bryant (221) S. Hall (221) G. Lawson (221) P. Carter (222) A. Nelson (224)	E. Lewis (232) M. Chan (238)	
Science: Science K-12	E. Castro (178)	F. Howard (182) E. Sims (184) R. Bryant (186) J. Gonzalez (186) A. Nelson (186) D. Alexander (188) G. Morrison (189)	E. Lewis (193) S. Ross (193) V. Stone (193) R. Bowman (194) M. Chan (194) S. Martinez (196) A. Roberts (199)	M. Freeman (201) J. Flores (203) N. Bryant (206)	P. Carter (211) M. Martinez (212) S. Hall (213) L. Hill (216) J. King (216) L. Peters (216) G. Lawson (218)	R. Collins (221) T. Snyder (222)		

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

Tips and tricks

Drop-down menu: You can use this drop-down field to choose different breakdown reports. The other options available are Instructional Area and Projected Proficiency.

Multiple results: Notice how this student's name shows up in four different places. This means the student took four different tests.

Instructor | Administrator | School Coordinator | District Coordinator

CLASS BREAKDOWN BY INSTRUCTIONAL AREA

Class Breakdown by Instructional Area—Key Information

What this report offers

- Class-level performance data for a specific test window
- Information organized by class and subject
- Academic diversity of the class in each of the subject-specific instructional areas (detailed view)

Questions it helps answer

- How can I group my kids by similar readiness?
- How will I need to scaffold my instruction for each group of kids?
- How do the groups change within each instructional area?

When to use it

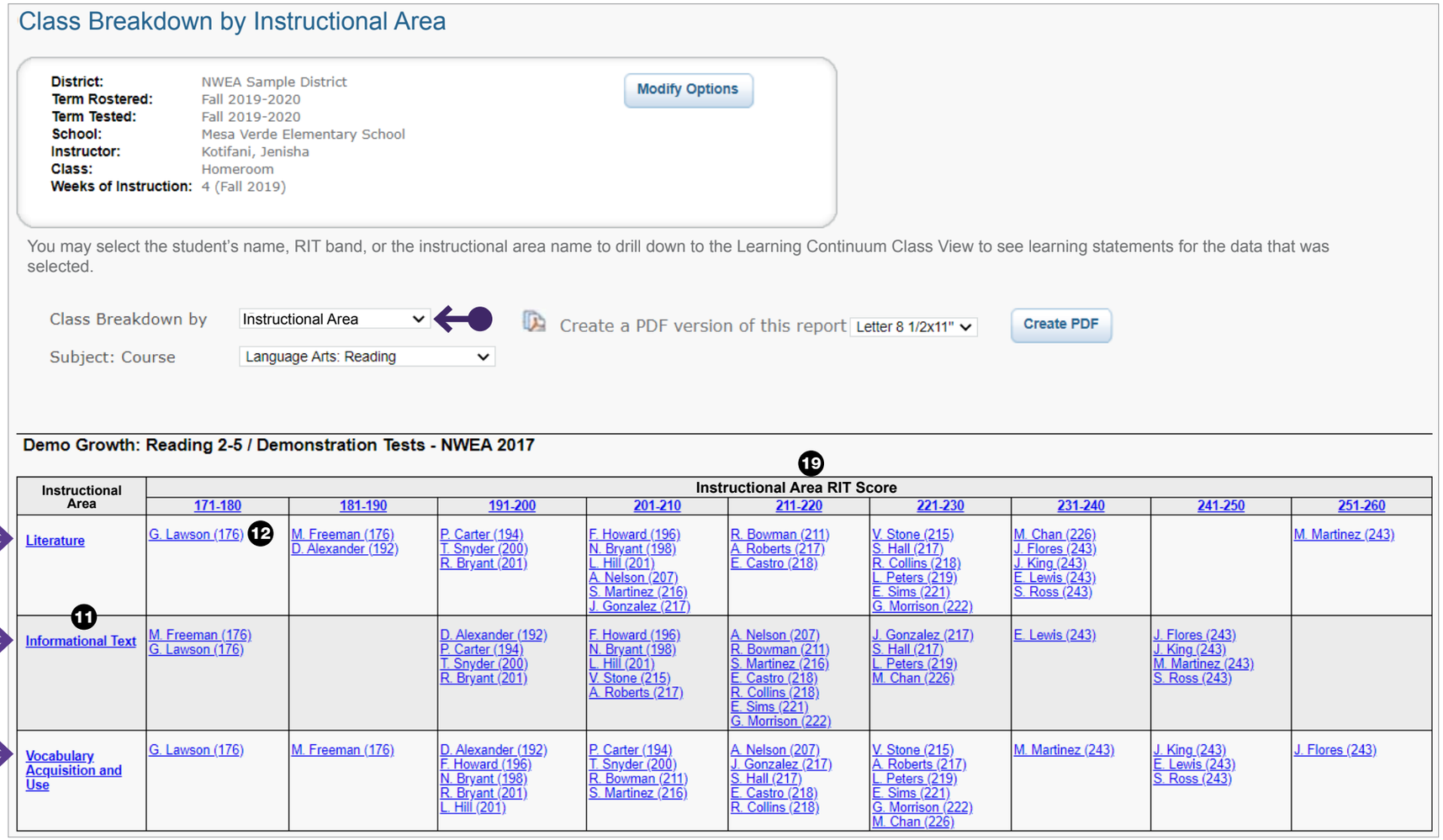
- After testing, to see results
- As part of the instructional decision-making process
- When you want to use data to inform student grouping

Things to consider

- This This report can access data from up to one year prior.
- It will not include data from outside of your test window.
- You can use “term rostered” and “term tested” to see different combinations of data (e.g., this year's students with data from last spring).
- The student’s overall RIT score appears after their name in parentheses.

Notes

Class Breakdown by Instructional Area



Class Breakdown by Instructional Area

District: NWEA Sample District
Term Rostered: Fall 2019-2020
Term Tested: Fall 2019-2020
School: Mesa Verde Elementary School
Instructor: Kotifani, Jenisha
Class: Homeroom
Weeks of Instruction: 4 (Fall 2019)

Modify Options

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

Class Breakdown by: Instructional Area

Create a PDF version of this report: Letter 8 1/2x11" Create PDF

Subject: Course: Language Arts: Reading

Demo Growth: Reading 2-5 / Demonstration Tests - NWEA 2017

19

Instructional Area	Instructional Area RIT Score								
	171-180	181-190	191-200	201-210	211-220	221-230	231-240	241-250	251-260
Literature	G. Lawson (176) 12 M. Freeman (176) D. Alexander (192)		P. Carter (194) T. Snyder (200) R. Bryant (201)	F. Howard (196) N. Bryant (198) L. Hill (201) A. Nelson (207) S. Martinez (216) J. Gonzalez (217)	R. Bowman (211) A. Roberts (217) E. Castro (218)	V. Stone (215) S. Hall (217) R. Collins (218) L. Peters (219) E. Sims (221) G. Morrison (222)	M. Chan (226) J. Flores (243) J. King (243) E. Lewis (243) S. Ross (243)		M. Martinez (243)
11 Informational Text	M. Freeman (176) G. Lawson (176)		D. Alexander (192) P. Carter (194) T. Snyder (200) R. Bryant (201)	F. Howard (196) N. Bryant (198) L. Hill (201) V. Stone (215) A. Roberts (217)	A. Nelson (207) R. Bowman (211) S. Martinez (216) E. Castro (218) R. Collins (218) E. Sims (221) G. Morrison (222)	J. Gonzalez (217) S. Hall (217) L. Peters (219) M. Chan (226)	E. Lewis (243)	J. Flores (243) J. King (243) M. Martinez (243) S. Ross (243)	
Vocabulary Acquisition and Use	G. Lawson (176)	M. Freeman (176)	D. Alexander (192) F. Howard (196) N. Bryant (198) R. Bryant (201) L. Hill (201)	P. Carter (194) T. Snyder (200) R. Bowman (211) S. Martinez (216)	A. Nelson (207) J. Gonzalez (217) S. Hall (217) E. Castro (218) R. Collins (218)	V. Stone (215) A. Roberts (217) L. Peters (219) E. Sims (221) G. Morrison (222) M. Chan (226)	M. Martinez (243)	J. King (243) E. Lewis (243) S. Ross (243)	J. Flores (243)

Instructor | Administrator | School Coordinator | District Coordinator

11 **Instructional area:** A learning area (e.g., geometry) within a subject (e.g., math). On the Class Breakdown by Instructional Area 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 **Instructional area score:** The student's performance in the instructional area tested. Most reports show instructional area scores as RIT score ranges (e.g., 187–199). The Student Profile Report shows the midpoint of the student's RIT score range. Class breakdown reports sort students into 10-point RIT bands, based on the midpoint of their instructional area RIT score range.

Tips and tricks

Drop-down menu: You can use this drop-down field to choose different breakdown reports. The other options available are RIT and Projected Proficiency.

Learning Continuum: Click on any of the instructional areas to see the Learning Continuum Class View.

CLASS BREAKDOWN BY PROJECTED PROFICIENCY

Class Breakdown by Projected Proficiency Report—Key Information

What this report offers

- Class-level projected proficiency data for a specific test window
- Information organized by class and subject
- Aligned to state assessment and/or college and career readiness assessments (ACT/SAT)

Questions it helps answer

- How are individual students projected to perform on the state assessment? How about the college and career readiness assessments?
- Are any of my students' scores close to the higher/lower proficiency band?

When to use it

- After testing, to see results
- As part of the instructional decision-making process
- When you want to use data to inform student grouping

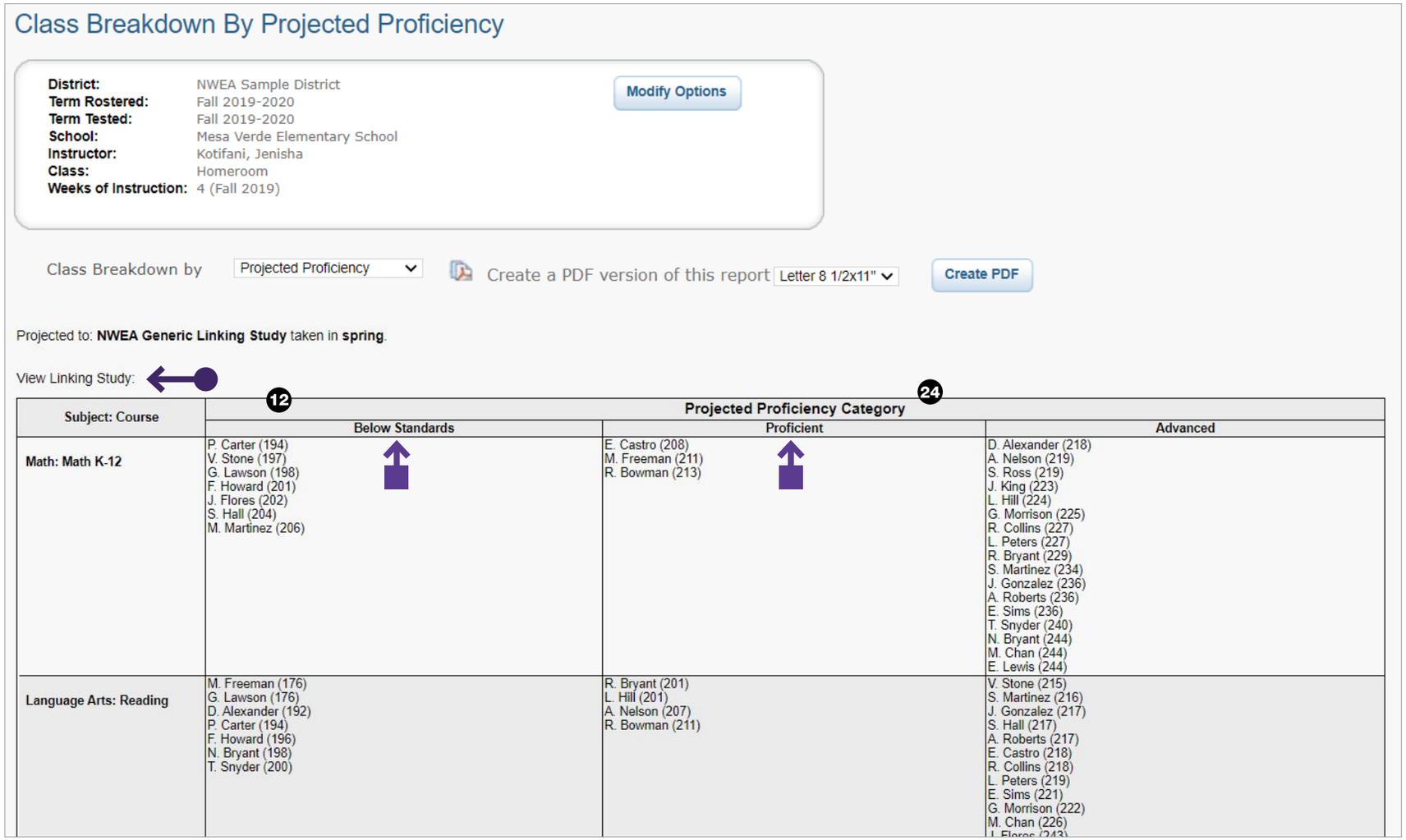
Things to consider

- This This report can access data from up to one year prior.
- It will not include data from outside of your test window.
- The state and college projections that appear depend on the state alignment your district selected during MAP implementation.
- Depending on the state, projections may be limited to certain subjects (typically reading and math) and grades (typically 2–8).
- ACT will show for students in grades 5–10; SAT will show for grades 5–9.

Notes

Class Breakdown by Projected Proficiency

State Linking Study



Class Breakdown By Projected Proficiency

District: NWEA Sample District
Term Rostered: Fall 2019-2020
Term Tested: Fall 2019-2020
School: Mesa Verde Elementary School
Instructor: Kotifani, Jenisha
Class: Homeroom
Weeks of Instruction: 4 (Fall 2019)

Modify Options

Class Breakdown by: Projected Proficiency

Create a PDF version of this report: Letter 8 1/2x11"

Create PDF

Projected to: **NWEA Generic Linking Study** taken in **spring**.

View Linking Study:

Subject: Course	Projected Proficiency Category		
	Below Standards	Proficient	Advanced
Math: Math K-12	P. Carter (194) V. Stone (197) G. Lawson (198) F. Howard (201) J. Flores (202) S. Hall (204) M. Martinez (206)	E. Castro (208) M. Freeman (211) R. Bowman (213)	D. Alexander (218) A. Nelson (219) S. Ross (219) J. King (223) L. Hill (224) G. Morrison (225) R. Collins (227) L. Peters (227) R. Bryant (229) S. Martinez (234) J. Gonzalez (236) A. Roberts (236) E. Sims (236) T. Snyder (240) N. Bryant (244) M. Chan (244) E. Lewis (244)
Language Arts: Reading	M. Freeman (176) G. Lawson (176) D. Alexander (192) P. Carter (194) F. Howard (196) N. Bryant (198) T. Snyder (200)	R. Bryant (201) L. Hill (201) A. Nelson (207) R. Bowman (211)	V. Stone (215) S. Martinez (216) J. Gonzalez (217) S. Hall (217) A. Roberts (217) E. Castro (218) R. Collins (218) L. Peters (219) E. Sims (221) G. Morrison (222) M. Chan (226) J. Flores (243)

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

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

Tips and tricks

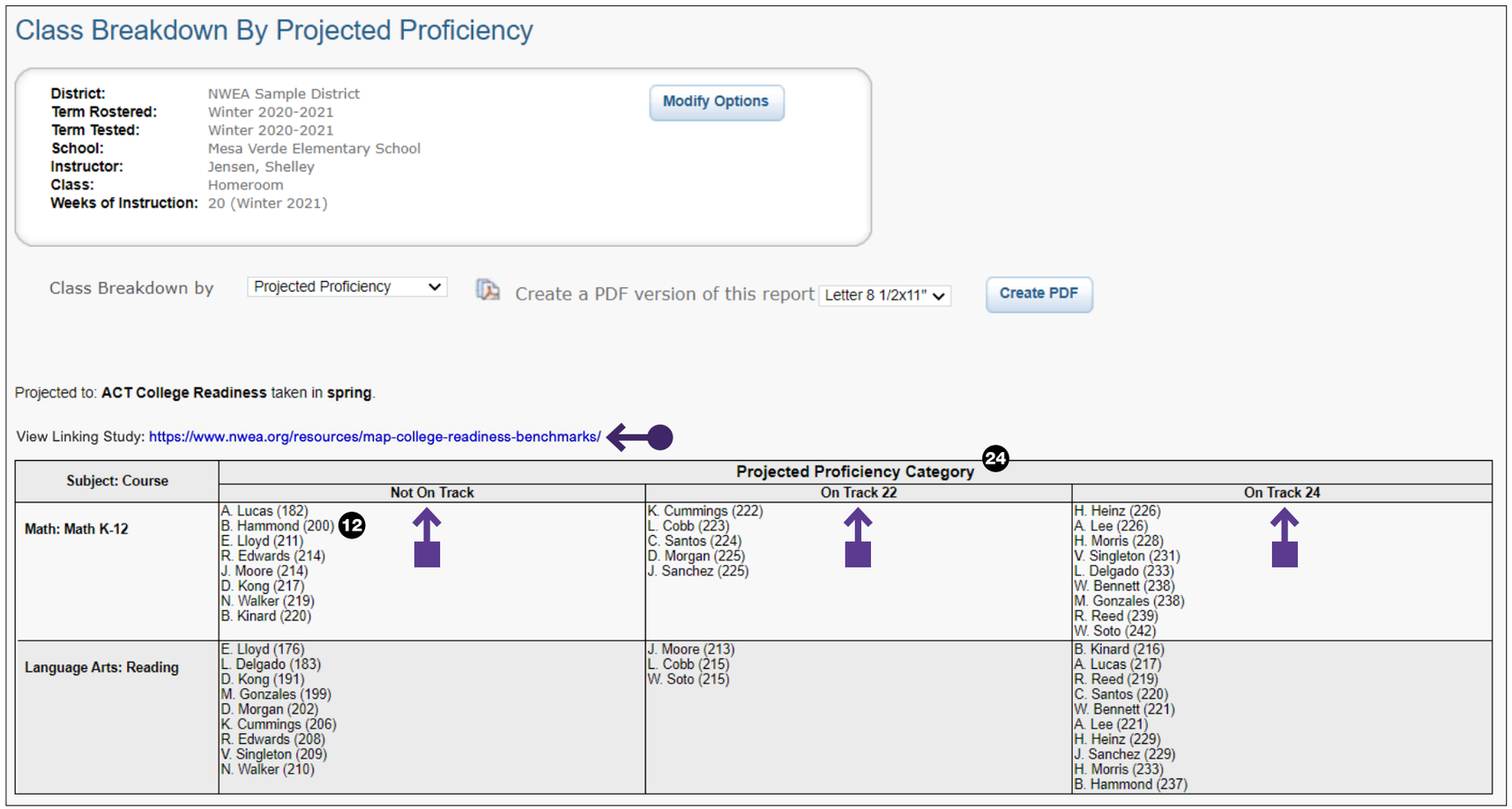
State-specific linking study: This takes you to your state's linking study research document. If you do not have a linking study for your state, MAP Growth will provide information using a default linking study. Learn more about the default linking study at NWEA.org.

Categories of proficiency: In this area, you will see your state's specific categories of proficiency.

Instructor | Administrator | School Coordinator | District Coordinator

Class Breakdown by Projected Proficiency

College Readiness Linking Study—ACT



Class Breakdown By Projected Proficiency

District: NWEA Sample District
Term Rostered: Winter 2020-2021
Term Tested: Winter 2020-2021
School: Mesa Verde Elementary School
Instructor: Jensen, Shelley
Class: Homeroom
Weeks of Instruction: 20 (Winter 2021)

Modify Options

Class Breakdown by: Projected Proficiency

Create a PDF version of this report: Letter 8 1/2x11"

Create PDF

Projected to: **ACT College Readiness** taken in **spring**.

View Linking Study: https://www.nwea.org/resources/map-college-readiness-benchmarks/

Subject: Course	Projected Proficiency Category (24)		
	Not On Track	On Track 22	On Track 24
Math: Math K-12	A. Lucas (182) B. Hammond (200) (12) E. Lloyd (211) R. Edwards (214) J. Moore (214) D. Kong (217) N. Walker (219) B. Kinard (220)	K. Cummings (222) L. Cobb (223) C. Santos (224) D. Morgan (225) J. Sanchez (225)	H. Heinz (226) A. Lee (226) H. Morris (228) V. Singleton (231) L. Delgado (233) W. Bennett (238) M. Gonzales (238) R. Reed (239) W. Soto (242)
Language Arts: Reading	E. Lloyd (176) L. Delgado (183) D. Kong (191) M. Gonzales (199) D. Morgan (202) K. Cummings (206) R. Edwards (208) V. Singleton (209) N. Walker (210)	J. Moore (213) L. Cobb (215) W. Soto (215)	B. Kinard (216) A. Lucas (217) R. Reed (219) C. Santos (220) W. Bennett (221) A. Lee (221) H. Heinz (229) J. Sanchez (229) H. Morris (233) B. Hammond (237)

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

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

Tips and tricks

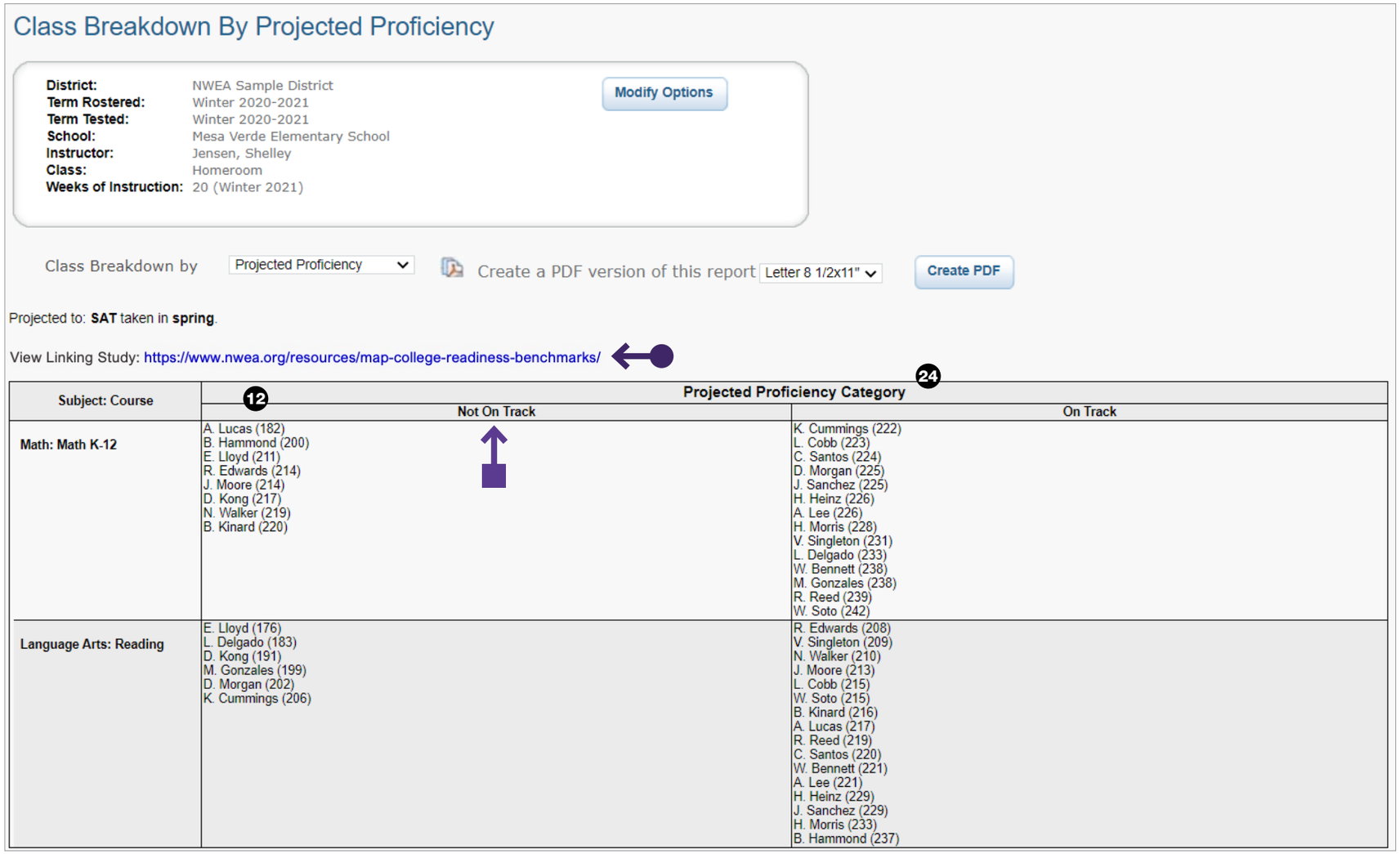
College readiness linking study: This link will take you to the respective college readiness linking study research document.

Categories of proficiency: In this area, you will see your state's specific categories of proficiency.

Instructor | Administrator | School Coordinator | District Coordinator

Class Breakdown by Projected Proficiency

College Readiness Linking Study—SAT



Class Breakdown By Projected Proficiency

District: NWEA Sample District
Term Rostered: Winter 2020-2021
Term Tested: Winter 2020-2021
School: Mesa Verde Elementary School
Instructor: Jensen, Shelley
Class: Homeroom
Weeks of Instruction: 20 (Winter 2021)

Modify Options

Class Breakdown by: Projected Proficiency

Create a PDF version of this report: Letter 8 1/2x11" | Create PDF

Projected to: **SAT** taken in **spring**.

View Linking Study: https://www.nwea.org/resources/map-college-readiness-benchmarks/

Subject: Course	Projected Proficiency Category (24)	
	Not On Track (12)	On Track
Math: Math K-12	A. Lucas (182) B. Hammond (200) E. Lloyd (211) R. Edwards (214) J. Moore (214) D. Kong (217) N. Walker (219) B. Kinard (220)	K. Cummings (222) L. Cobb (223) C. Santos (224) D. Morgan (225) J. Sanchez (225) H. Heinz (226) A. Lee (226) H. Morris (228) V. Singleton (231) L. Delgado (233) W. Bennett (238) M. Gonzales (238) R. Reed (239) W. Soto (242)
Language Arts: Reading	E. Lloyd (176) L. Delgado (183) D. Kong (191) M. Gonzales (199) D. Morgan (202) K. Cummings (206)	R. Edwards (208) V. Singleton (209) N. Walker (210) J. Moore (213) L. Cobb (215) W. Soto (215) B. Kinard (216) A. Lucas (217) R. Reed (219) C. Santos (220) W. Bennett (221) A. Lee (221) H. Heinz (229) J. Sanchez (229) H. Morris (233) B. Hammond (237)

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

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

Tips and tricks

College readiness linking study: This link will take you to the respective college readiness linking study research document.

Categories of proficiency: In this area, you will see your state's specific categories of proficiency.

Instructor | Administrator | School Coordinator | District Coordinator

ACHIEVEMENT STATUS AND GROWTH PROJECTION

Achievement Status and Growth Projection Report—Key Information

What this report offers

- Class-level growth projections based on starting RIT score
- Information organized by class and subject, sorted alphabetically by students' last names

Questions it helps answer

- What is the projected growth (number of RIT points) for my students based on their starting RIT score?
- How might this information support goal setting with students?
- How might this information factor into academic plans for my students?

When to use it

- After testing, to see results
- As part of the instructional decision-making process

Things to consider

- This report can access data for the current year of testing and two years prior.
- It will not include data from outside of your test window.
- Growth projections reflect the "typical" or 50th percentile for growth based on grade, subject, comparison period, and starting RIT.
- Growth projections provided are not intended to be set as goals for students; teachers have discretion on deciding this.
- This report can be exported to a spreadsheet.

Notes

Achievement Status and Growth Projection
(1 of 2)

Achievement Status and Growth Projection Report

Kotifani, Jenisha
Homeroom

Term Tested:	Fall 2019-2020
Term Rostered:	Fall 2019-2020
District:	NWEA Sample District
School:	Mesa Verde Elementary School
1 Norms Reference Data:	2020 Norms.
2 Growth Comparison Period:	Fall 2019 - Winter 2020
3 Weeks of Instruction:	Start - 4 (Fall 2019)
	End - 20 (Winter 2020)
4 Optional Grouping:	None
5 Small Group Display:	No

Language Arts: Language Usage

				Achievement Status				Growth							
				Fall 2019		Winter 2020		Student						Comparative	
Student ID	Student Name	FA19 Grade	FA19 Date	13 RIT Score Range	14 Achievement Percentile Range	RIT Score Range	Achievement Percentile Range	25 Projected RIT Score	26 Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth	Conditional Growth Index	Conditional Growth Percentile
S14468	Alexander, Douglas	5	9/19/19	193-**197**-201*	22-**31**-42*			202	5						
S14420	Bowman, Ramona	5	9/10/19	184-**188**-192*	9-**14**-20*			194	6						
S14535	Bryant, Norma	5	9/13/19	218-**221**-224	83-**88**-91			224	3						
S14507	Bryant, Robert	5	9/11/19	211-**214**-217	67-**75**-82			217	3						
S14541	Carter, Peter	5	9/11/19	218-**222**-226*	82-**88**-93*			224	2						
S14462	Castro, Edward	5	9/20/19	210-**212**-215	64-**71**-76			216	4						
S14495	Chan, Monte	5	9/16/19	235-**238**-241	98-**99**-99			239	1						
S14410	Collins, Richard	5	9/9/19	182-**184**-187	6-**8**-11			190	6						
S14527	Flores, James	5	9/9/19	211-**214**-217	68-**75**-81			217	3						
S14449	Freeman, Marcella	5	9/16/19	203-**207**-211*	48-**58**-67*			211	4						
S14550	Gonzalez, John	5	9/18/19	176-**179**-182	3-**4**-6			186	7						
S14500	Hall, Scott	5	9/16/19	217-**221**-225*	80-**87**-92*			223	2						
S14521	Hill, Lawrence	5	9/9/19	187-**190**-193	12-**16**-21			196	6						
S14553	Howard, Frank	5	9/9/19	204-**207**-210	49-**58**-66			211	4						
S14477	King, Jennifer	5	9/9/19	209-**212**-215	62-**70**-78			215	3						
S14546	Lawson, Gina	5	9/17/19	217-**221**-225*	82-**87**-92*			223	2						
S14404	Lewis, Eric	5	9/18/19	228-**232**-236*	95-**97**-98*			233	1						
S14487	Martinez, Marie	5	9/11/19	207-**210**-214*	56-**65**-74*			214	4						
S14548	Martinez, Stephanie	5	9/16/19	212-**215**-218	70-**77**-83			218	3						
S14439	Morrison, Grady	5	9/13/19	191-**194**-197	19-**24**-30			199	5						
S14455	Nelson, Amanda	5	9/17/19	220-**224**-228*	85-**91**-95*			226	2						
S14515	Peters, Luis	5	9/16/19	194-**197**-200	24-**31**-39			202	5						
S14431	Roberts, Amy	5	9/13/19	203-**207**-211*	47-**58**-67*			211	4						

1 Norms reference data: Indicates which NWEA norming study your report data draws 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 score 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 a grade and subject area that a given 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 score range (see annotation 13).

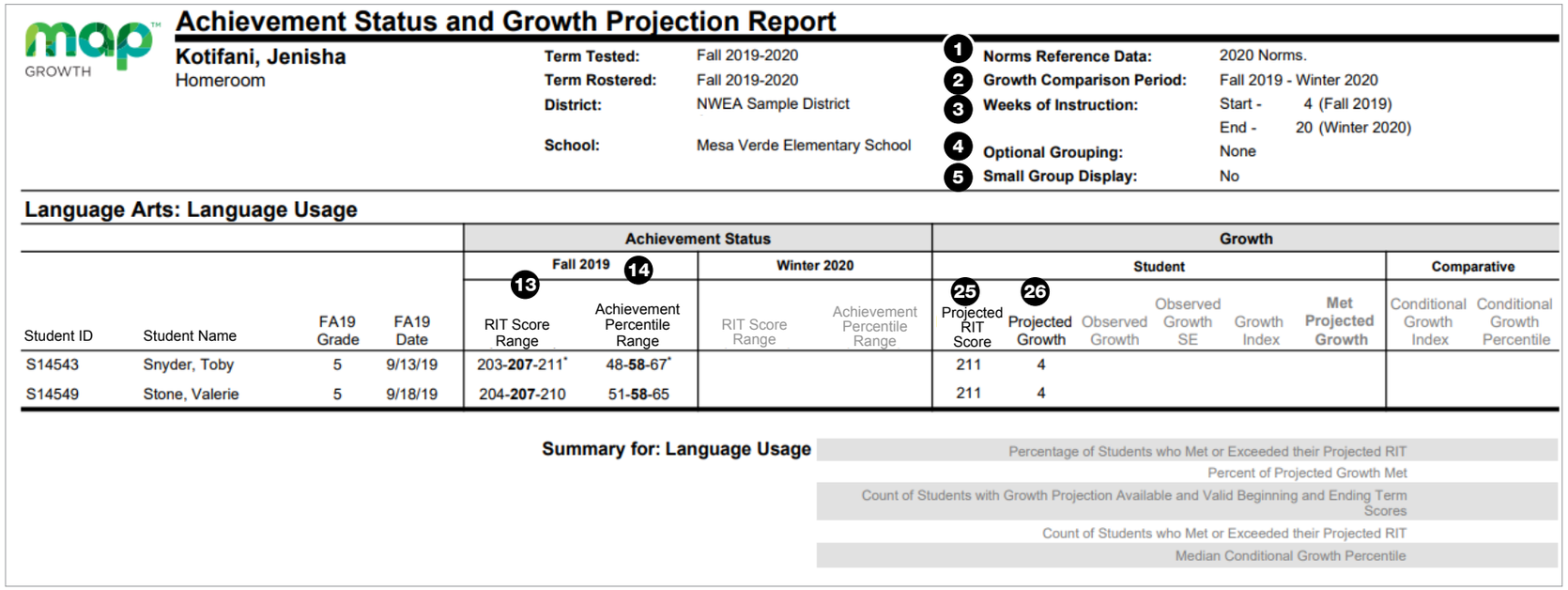
25 Projected RIT score or RIT projection: The predicted future score for a student who makes typical growth, based on NWEA national growth norms. Projections take into account the student's initial score, grade level, and time between tests.

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.

Continued on the next page

Instructor | Administrator | School Coordinator | District Coordinator

Achievement Status and Growth Projection
(2 of 2)



Achievement Status and Growth Projection Report

Kotifani, Jenisha
Homeroom

Term Tested: Fall 2019-2020
Term Rostered: Fall 2019-2020
District: NWEA Sample District
School: Mesa Verde Elementary School

1 **Norms Reference Data:** 2020 Norms.
2 **Growth Comparison Period:** Fall 2019 - Winter 2020
3 **Weeks of Instruction:** Start - 4 (Fall 2019)
End - 20 (Winter 2020)
4 **Optional Grouping:** None
5 **Small Group Display:** No

Language Arts: Language Usage

				Achievement Status				Growth							
				Fall 2019		Winter 2020		Student						Comparative	
Student ID	Student Name	FA19 Grade	FA19 Date	13 RIT Score Range	14 Achievement Percentile Range	RIT Score Range	Achievement Percentile Range	25 Projected RIT Score	26 Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth	Conditional Growth Index	Conditional Growth Percentile
S14543	Snyder, Toby	5	9/13/19	203-**207**-211*	48-**58**-67*			211	4						
S14549	Stone, Valerie	5	9/18/19	204-**207**-210	51-**58**-65			211	4						

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 draws 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 score 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 a grade and subject area that a given 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 score range (see annotation 13).

25 **Projected RIT score 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.

Instructor | Administrator | School Coordinator | District Coordinator

ACHIEVEMENT STATUS AND GROWTH SUMMARY

Achievement Status and Growth Summary Report—Key Information

What this report offers

- Class-level growth summary data based on two test windows
- Information organized by class and subject, sorted alphabetically by students' last names

Questions it helps answer

- Which of my students are growing above typical and which ones are not?
- What might be contributing to high growth? What's working?
- What might be contributing to low growth? What adjustments might be needed?
- What percentage of my class met or exceeded the growth projections?

When to use it

- After two test events, to see growth data
- As part of the instructional decision-making process

Things to consider

- This report can access data for the current year of testing and two years prior.
- It will not include data from outside of your test window.
- Class-level growth data appears in the summary section on the last page of the report.
- This report can be exported to a spreadsheet.

Notes

Achievement Status and Growth Summary
(1 of 2)

Achievement Status and Growth Summary Report

Kotifani, Jenisha
Homeroom

Term Tested:	Winter 2019-2020	**Norms Reference Data:**	2020 Norms.
Term Rostered:	Winter 2019-2020	**Growth Comparison Period:**	Fall 2019 - Winter 2020
District:	NWEA Sample District	**Weeks of Instruction:**	Start - 4 (Fall 2019)
			End - 20 (Winter 2020)
School:	Mesa Verde Elementary School	**Optional Grouping:**	None
		Small Group Display:	No

Math: Math K-12

				Achievement Status				Growth							
				Fall 2019		Winter 2020					Student			Comparative	
Student ID	Student Name	WI20 Grade	WI20 Date	13 RIT Score Range	14 Achievement Percentile Range	RIT Score Range	Achievement Percentile Range	25 Projected RIT Score	26 Projected Growth	27 Observed Growth	28 Observed Growth SE	29 Growth Index	30 Met Projected Growth	31 Conditional Growth Index	32 Conditional Growth Percentile
S14468	Alexander, Douglas	5	12/2/19	215-**218**-221	66-**72**-78	213-**217**-221*	47-**56**-65*	224	6	-1	4.5	-7	No	-1.23	11
S14420	Bowman, Ramona	5	12/4/19	209-**213**-217*	49-**60**-70*	207-**209**-212	30-**36**-42	218	5	-4	4.9†	-9	No	-1.67	5
S14535	Bryant, Norma	5	12/19/19	241-**244**-247	98-**99**-99	244-**247**-250	97-**98**-99	249	5	3	4.0	-2	No ‡	-0.43	33
S14507	Bryant, Robert	5	12/3/19	226-**229**-232	86-**90**-94	234-**237**-240	88-**92**-95	234	5	8	4.6	3	Yes ‡	0.51	69
S14541	Carter, Peter	5	12/18/19	191-**194**-198	11-**16**-22	190-**193**-196	6-**9**-12	200	6	-1	4.5	-7	No	-1.29	10
S14462	Castro, Edward	5	12/6/19	205-**208**-211	40-**47**-55	211-**214**-217	42-**48**-55	214	6	6	3.9	0	Yes ‡	0.09	54
S14495	Chan, Monte	5	12/19/19	241-**244**-247	98-**99**-99	239-**242**-245	94-**96**-97	249	5	-2	4.2	-7	No	-1.43	8
S14410	Collins, Richard	5	12/6/19	225-**227**-230	85-**88**-91	235-**237**-240	90-**92**-94	233	6	10	3.5	4	Yes	0.97	83
S14527	Flores, James	5	12/16/19	198-**202**-206*	24-**32**-41*	197-**200**-203	13-**18**-23	208	6	-2	4.8†	-8	No	-1.39	8
S14449	Freeman, Marcella	5	12/17/19	207-**211**-215*	44-**55**-65*	209-**213**-217*	37-**46**-55*	216	5	2	5.4†	-3	No ‡	-0.58	28
S14550	Gonzalez, John	5	12/13/19	232-**236**-240*	93-**96**-98*	230-**233**-236	83-**88**-91	240	4	-3	5.1†	-7	No	-1.29	10
S14500	Hall, Scott	5	12/9/19	201-**204**-207	30-**37**-43	208-**211**-214	34-**41**-48	210	6	7	3.8	1	Yes ‡	0.3	62
S14521	Hill, Lawrence	5	12/20/19	220-**224**-228*	75-**83**-89*	227-**230**-234	77-**83**-88	229	5	6	5.5†	1	Yes ‡	0.19	57
S14553	Howard, Frank	5	12/5/19	198-**201**-205	22-**30**-38	205-**208**-211	27-**34**-41	207	6	7	4.7	1	Yes ‡	0.23	59
S14477	King, Jennifer	5	12/20/19	220-**223**-226	75-**82**-87	220-**224**-228*	64-**72**-79*	228	5	1	5.0†	-4	No ‡	-0.75	23
S14546	Lawson, Gina	5	12/2/19	194-**198**-202*	17-**23**-31*	203-**207**-212*	23-**32**-42*	204	6	9	5.8†	3	Yes ‡	0.48	68
S14404	Lewis, Eric	5	12/9/19	240-**244**-248*	98-**99**-99*	241-**245**-249*	95-**97**-98*	248	4	1	5.4†	-3	No ‡	-0.53	30
S14487	Martinez, Marie	5	12/3/19	203-**206**-209	34-**42**-50	208-**211**-214	33-**41**-48	212	6	5	4.5	-1	No ‡	-0.12	45

Explanatory Notes

** Due to statistical unreliability, summary data for groups of less than 10 are not shown. If Small Group Display is selected, summaries for small groups will be displayed.

† SE on Observed Growth is greater than normal. Use metric with caution.
* SE or SEM greater than normal. Use metric with caution.
‡Indicates that projected growth falls within standard error of observed growth.
Click here for more information on Met Projected Growth.

13 **RIT score 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 a grade and subject area that a given 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 score range (see annotation 13).

25 **Projected RIT score 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 annotation 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 annotation 31) translated into national percentile rankings for growth.

Continued on the next page

Instructor | Administrator | School Coordinator | District Coordinator

Achievement Status and Growth Summary
(2 of 2)

Achievement Status and Growth Summary Report

Kotifani, Jenisha
Homeroom

Term Tested:	Winter 2019-2020	**Norms Reference Data:**	2020 Norms.
Term Rostered:	Winter 2019-2020	**Growth Comparison Period:**	Fall 2019 - Winter 2020
District:	NWEA Sample District	**Weeks of Instruction:**	Start - 4 (Fall 2019)
			End - 20 (Winter 2020)
School:	Mesa Verde Elementary School	**Optional Grouping:**	None
		Small Group Display:	No

Math: Math K-12

				Achievement Status				Growth							
				Fall 2019		Winter 2020		Student						Comparative	
Student ID	Student Name	WI20 Grade	WI20 Date	RIT Score Range	Achievement Percentile Range	RIT Score Range	Achievement Percentile Range	Projected RIT Score	Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth	Conditional Growth Index	Conditional Growth Percentile
S14439	Morrison, Grady	5	12/16/19	221-**225**-229*	77-**85**-90*	220-**223**-226	63-**70**-76	230	5	-2	5.3†	-7	No	-1.15	13
S14455	Nelson, Amanda	5	12/3/19	215-**219**-223*	66-**74**-81*	223-**226**-229	70-**76**-82	224	5	7	4.8†	2	Yes ‡	0.31	62
S14515	Peters, Luis	5	12/10/19	223-**227**-231*	81-**88**-92*	222-**226**-230*	68-**76**-82*	232	5	-1	5.6†	-6	No	-0.91	18
S14431	Roberts, Amy	5	12/10/19	232-**236**-240*	93-**96**-98*	234-**238**-242*	88-**93**-96*	241	5	2	5.8†	-3	No ‡	-0.41	34
S14554	Ross, Shirley	5	12/11/19	215-**219**-223*	66-**74**-81*	226-**229**-232	77-**82**-86	224	5	10	4.5	5	Yes	0.89	81
S14482	Sims, Eleanor	5	12/6/19	233-**236**-239	94-**96**-98	231-**234**-237	85-**89**-92	241	5	-2	4.4	-7	No	-1.34	9
S14543	Snyder, Toby	5	12/3/19	237-**240**-243	96-**98**-99	238-**242**-246*	92-**95**-97*	245	5	2	5.4†	-3	No ‡	-0.49	31
S14549	Stone, Valerie	5	12/20/19	194-**197**-200	16-**21**-27	199-**203**-207*	16-**23**-32*	203	6	6	4.9†	0	Yes ‡	0.07	53

Summary for: Mathematics

Percentage of Students who Met or Exceeded their Projected RIT	37.0%	33
Percent of Projected Growth Met	49.3%	34
Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores	27	18
Count of Students who Met or Exceeded their Projected RIT	10	36
Median Conditional Growth Percentile	31	37

18 **Number of students with growth projection:** The number of students in the growth count population with available growth projections.

33 **Percentage of students who met growth 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 annotation 33.

36 **Number of students who met their growth 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.

Tips and tricks

Context for projected RIT: Nationally, about 50% of students will meet or exceed their projected RIT.

Instructor | Administrator | School Coordinator | District Coordinator

ACHIEVEMENT STATUS AND GROWTH SUMMARY WITH QUADRANT CHART

Achievement Status and Growth Quadrant Chart—Key Information

What this report offers

- Class-level growth summary data based on two test windows
- Data can be sorted by subject, gender, and ethnicity

Questions it helps answer

- Which of my students are growing above typical and which ones are not?
- What might be contributing to high growth? What's working?
- What might be contributing to low growth? What adjustments might be needed?
- What percentage of my class met or exceeded the growth projections?

When to use it

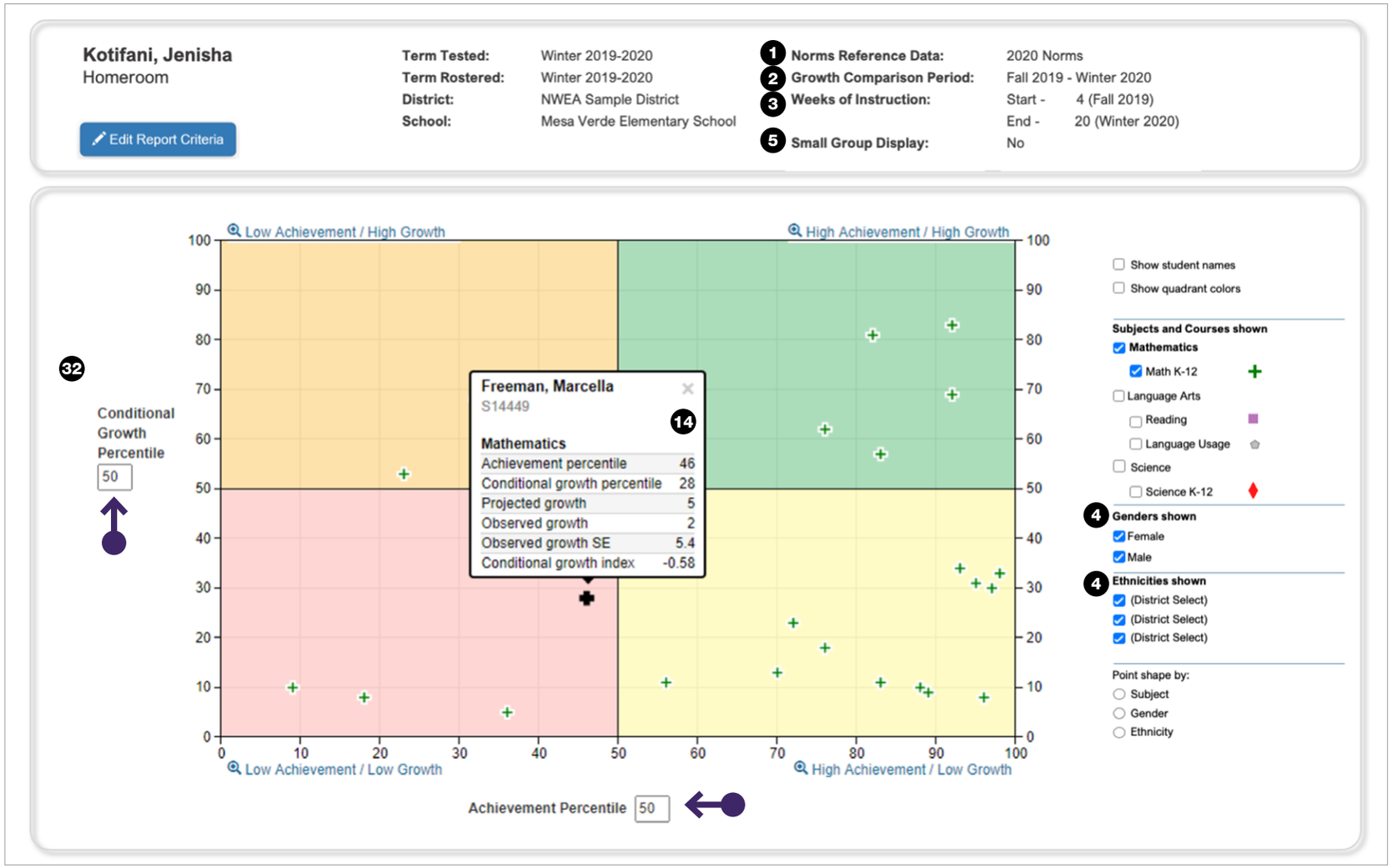
- After two test events, to see growth data
- As part of the instructional decision-making process

Things to consider

- This report can access data for the current year of testing and two years prior.
- It will not include data from outside of your test window.
- Class-level growth data appears in the summary section on the bottom.
- This report can be exported to a spreadsheet.

Notes

Achievement Status and Growth Summary with Quadrant Chart
(1 of 2)



1 **Norms reference data:** Indicates which NWEA norming study your report data draws 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 a grade and subject area that a given 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 score range (see annotation 13).

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

Tips and tricks

Adjustable quadrants: You can change the numbers in these two boxes to define your own quadrants.

Continued on the next page

Instructor | Administrator | School Coordinator | District Coordinator

Achievement Status and Growth Summary with Quadrant Chart
(2 of 2)

				Achievement Status				Growth							
				13 Fall 2019	14	Winter 2020		25	26	27 Student	28	29	30	31 Comparative	32
Quadrant	Student Name / Student ID	FA2019 Grade	FA2019 Date	RIT Score Range	Achievement Percentile Range	RIT Score Range	Achievement Percentile Range	Projected RIT Score	Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth	Conditional Growth Index	Conditional Growth Percentile
Math K-12: 27 Students															
	Alexander, Douglas S14468	5	12/2/2019	215-**218**-221	66-**72**-78	213-**217**-221*	47-**56**-65*	224	6	-1	4.5	-7	No	-1.23	11
	Bowman, Ramona S14420	5	12/4/2019	209-**213**-217*	49-**60**-70*	206-**209**-212	30-**36**-42	218	5	-4	4.9†	-9	No	-1.67	5
	Bryant, Norma S14535	5	12/19/2019	241-**244**-247	98-**99**-99	244-**247**-250	97-**98**-99	249	5	3	4	-2	No‡	-0.43	33
	Bryant, Robert S14507	5	12/3/2019	226-**229**-232	86-**90**-94	234-**237**-240	88-**92**-95	234	5	8	4.6	3	Yes‡	0.51	69
	Carter, Peter S14541	5	12/18/2019	190-**194**-198	11-**16**-22	190-**193**-196	6-**9**-12	200	6	-1	4.5	-7	No	-1.29	10
	Castro, Edward S14462	5	12/6/2019	205-**208**-211	40-**47**-55	211-**214**-217	42-**48**-55	214	6	6	3.9	0	Yes‡	0.09	54
	Chan, Monte S14495	5	12/19/2019	241-**244**-247	98-**99**-99	239-**242**-245	94-**96**-97	249	5	-2	4.2	-7	No	-1.43	8
	Collins, Richard S14410	5	12/6/2019	224-**227**-230	85-**88**-91	234-**237**-240	90-**92**-94	233	6	10	3.5	4	Yes	0.97	83
	Flores, James S14527	5	12/16/2019	198-**202**-206*	24-**32**-41*	197-**200**-203	13-**18**-23	208	6	-2	4.8†	-8	No	-1.39	8
	Freeman, Marcella S14449	5	12/17/2019	207-**211**-215*	44-**55**-65*	209-**213**-217*	37-**46**-55*	216	5	2	5.4†	-3	No‡	-0.58	28
	Gonzalez, John S14550	5	12/13/2019	232-**236**-240*	93-**96**-98*	230-**233**-236	83-**88**-91	240	4	-3	5.1†	-7	No	-1.29	10
	Hall, Scott S14500	5	12/9/2019	201-**204**-207	30-**37**-43	208-**211**-214	34-**41**-48	210	6	7	3.8	1	Yes‡	0.3	62
	Hill, Lawrence S14521	5	12/20/2019	220-**224**-228*	75-**83**-89*	226-**230**-234	77-**83**-88	229	5	6	5.5†	1	Yes‡	0.19	57
	Howard, Frank S14553	5	12/5/2019	197-**201**-205	22-**30**-38	205-**208**-211	27-**34**-41	207	6	7	4.7	1	Yes‡	0.23	59
	King, Jennifer S14477	5	12/20/2019	220-**223**-226	75-**82**-87	220-**224**-228*	64-**72**-79*	228	5	1	5†	-4	No‡	-0.75	23
	Lawson, Gina S14546	5	12/2/2019	194-**198**-202*	17-**23**-31*	202-**207**-212*	23-**32**-42*	204	6	9	5.8†	3	Yes‡	0.48	68
	Lewis, Eric S14404	5	12/9/2019	240-**244**-248*	98-**99**-99*	241-**245**-249*	95-**97**-98*	248	4	1	5.4†	-3	No‡	-0.53	30
	Martinez, Marie S14487	5	12/3/2019	203-**206**-209	34-**42**-50	208-**211**-214	33-**41**-48	212	6	5	4.5	-1	No‡	-0.12	45
	Martinez, Stephanie S14548	5	12/6/2019	230-**234**-238*	91-**95**-97*	226-**230**-234*	76-**83**-89*	238	4	-4	6†	-8	No	-1.25	11
	Morrison, Grady S14439	5	12/16/2019	221-**225**-229*	77-**85**-90*	220-**223**-226	63-**70**-76	230	5	-2	5.3†	-7	No	-1.15	13
	Nelson, Amanda S14455	5	12/3/2019	215-**219**-223*	66-**74**-81*	223-**226**-229	70-**76**-82	224	5	7	4.8†	2	Yes‡	0.31	62
	Peters, Luis S14515	5	12/10/2019	223-**227**-231*	81-**88**-92*	222-**226**-230*	68-**76**-82*	232	5	-1	5.6†	-6	No	-0.91	18
	Roberts, Amy S14431	5	12/10/2019	232-**236**-240*	93-**96**-98*	234-**238**-242*	88-**93**-96*	241	5	2	5.8†	-3	No‡	-0.41	34
	Ross, Shirley S14554	5	12/11/2019	215-**219**-223*	66-**74**-81*	226-**229**-232	77-**82**-86	224	5	10	4.5	5	Yes	0.89	81
	Sims, Eleanor S14482	5	12/6/2019	233-**236**-239	94-**96**-98	231-**234**-237	85-**89**-92	241	5	-2	4.4	-7	No	-1.34	9
	Snyder, Toby S14543	5	12/3/2019	237-**240**-243	96-**98**-99	238-**242**-246*	92-**95**-97*	245	5	2	5.4†	-3	No‡	-0.49	31
	Stone, Valerie S14549	5	12/20/2019	194-**197**-200	16-**21**-27	199-**203**-207*	16-**23**-32*	203	6	6	4.9†	0	Yes‡	0.07	53

Instructor | Administrator | School Coordinator | District Coordinator

13 RIT score 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 a grade and subject area that a given 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 score range (see annotation 13).

25 Projected RIT score 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 annotation 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 annotation 31) translated into national percentile rankings for growth.

Tips and tricks

Color coding: The color next to the student's name helps you identify what quadrant they are in.

STUDENT PROGRESS REPORT

Student Progress Report—Key Information

What this report offers

- Student-level report showing a student's overall progress from all past terms to the selected term
- The student's growth from term to term

Questions it helps answer

- What goal might a student set for the next test window?
- What accomplishments can we celebrate?
- Are there any areas where students could benefit from additional support?
- How might this information support instructional plans for this student?

When to use it

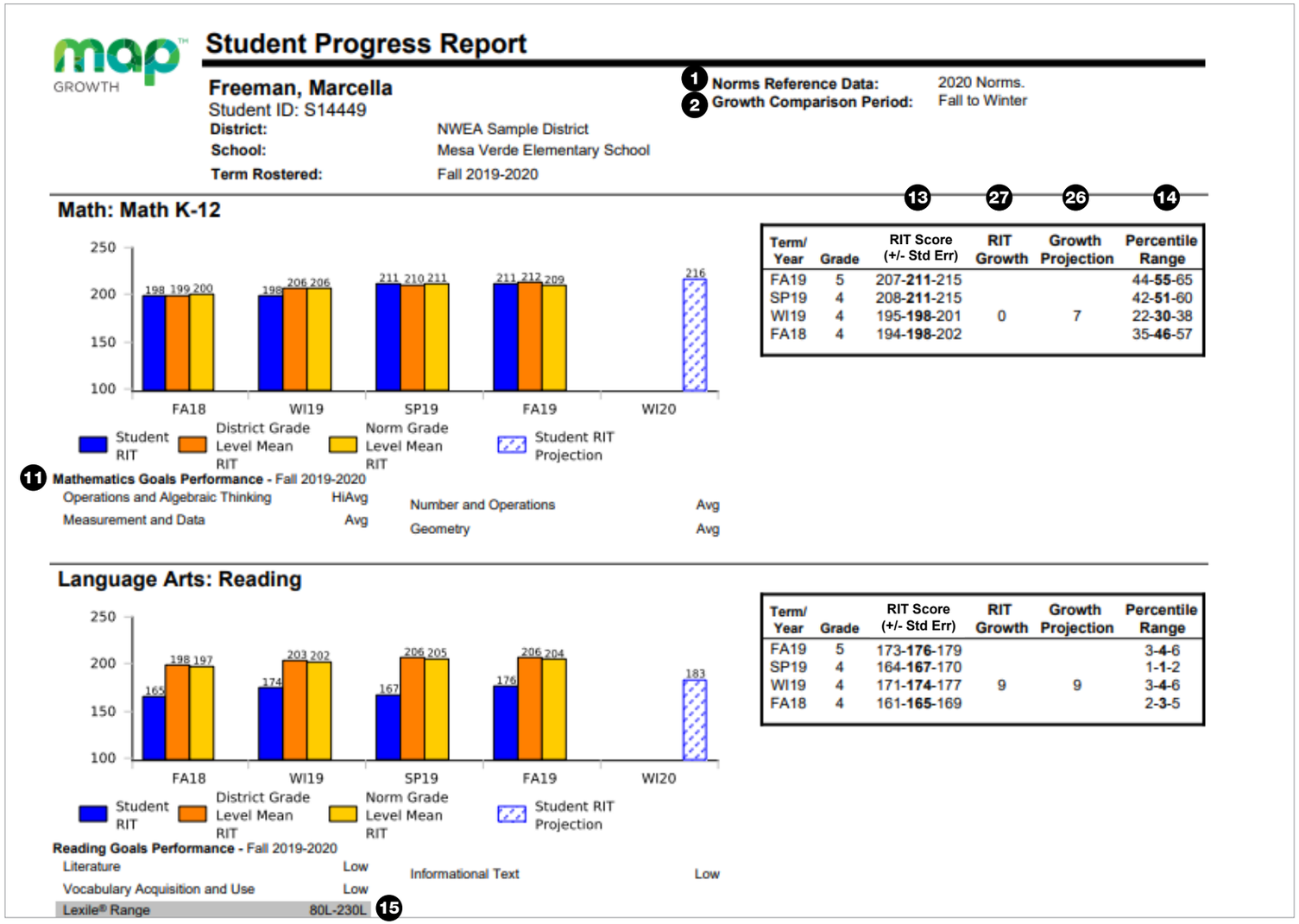
- After testing, to see results
- After two test events, to see growth data
- Anytime you need to talk to families or students about performance

Things to consider

- This This report can access data for all prior years of testing..
- It will include data from outside of your test window (displayed in gray, or low-lighted, text) if the All Valid Test Events report option is selected.
- You can choose to display the student's overall RIT score compared to district grade-level means and/or the norm grade-level mean.
- This report can be displayed as either a bar chart or line graph
- This report can be printed for one, some, or all students in a given class.
- Instructional area scores can be printed by descriptors (default) or RIT score ranges.
- You can also print a quick-reference explanatory sheet.

Notes

Student Progress Report



Note: You can view this report as a bar graph or a line graph. The bar graph shown here is the default setting.

1. **Norms reference data:** Indicates which NWEA norming study your report data draws upon.
2. **Growth comparison period:** The two terms for which you wish to receive student growth data.
11. **Instructional area:** A learning area (e.g., geometry) within a subject (e.g., math). On the Class Breakdown by Instructional Area Report, click the instructional area to access the Learning Continuum Class View.
13. **RIT score 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 a grade and subject area that a given 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 score range (see annotation 13).
15. **Lexile®/Lexile range:** Lexile reading range is the range of texts a student is likely to comprehend when reading independently. The student may require increased instructional support to comprehend text at higher ranges.
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.

Instructor | Administrator | School Coordinator | District Coordinator

SCHOOL PROFILE REPORT

School Profile Report—Key Information

What this report offers

- Grade-level achievement percentiles for a specific school, course, academic year, and term
- Class-level achievement percentiles for a specific grade, course, academic year, and term
- Additional filters for gender, ethnicity, subject, and class name
- Count of students in each percentile (via hover over)
- List of students in each percentile (by selecting a percentile)
- Ability to drill into individual classes to view the student level

Questions it helps answer

- How is a grade doing overall?
- Is one grade performing better in some courses than others (e.g., math vs. reading)?
- Which classes in each grade need the most support? Which classes are excelling?
- What differences exist when I examine this grade's performance in a subject by ethnicity?
- Are there trends in achievement at the grade level year after year?
- What was the impact of the major change we made last year? Did it result in any positive change at the school level?

When to use it

- After testing, to see achievement data
- When trying to identify the impact of key decisions made in the past (e.g., additional intervention resources, new curriculum, etc.)
- When evaluating where to allocate extra resources in order to maximize student growth

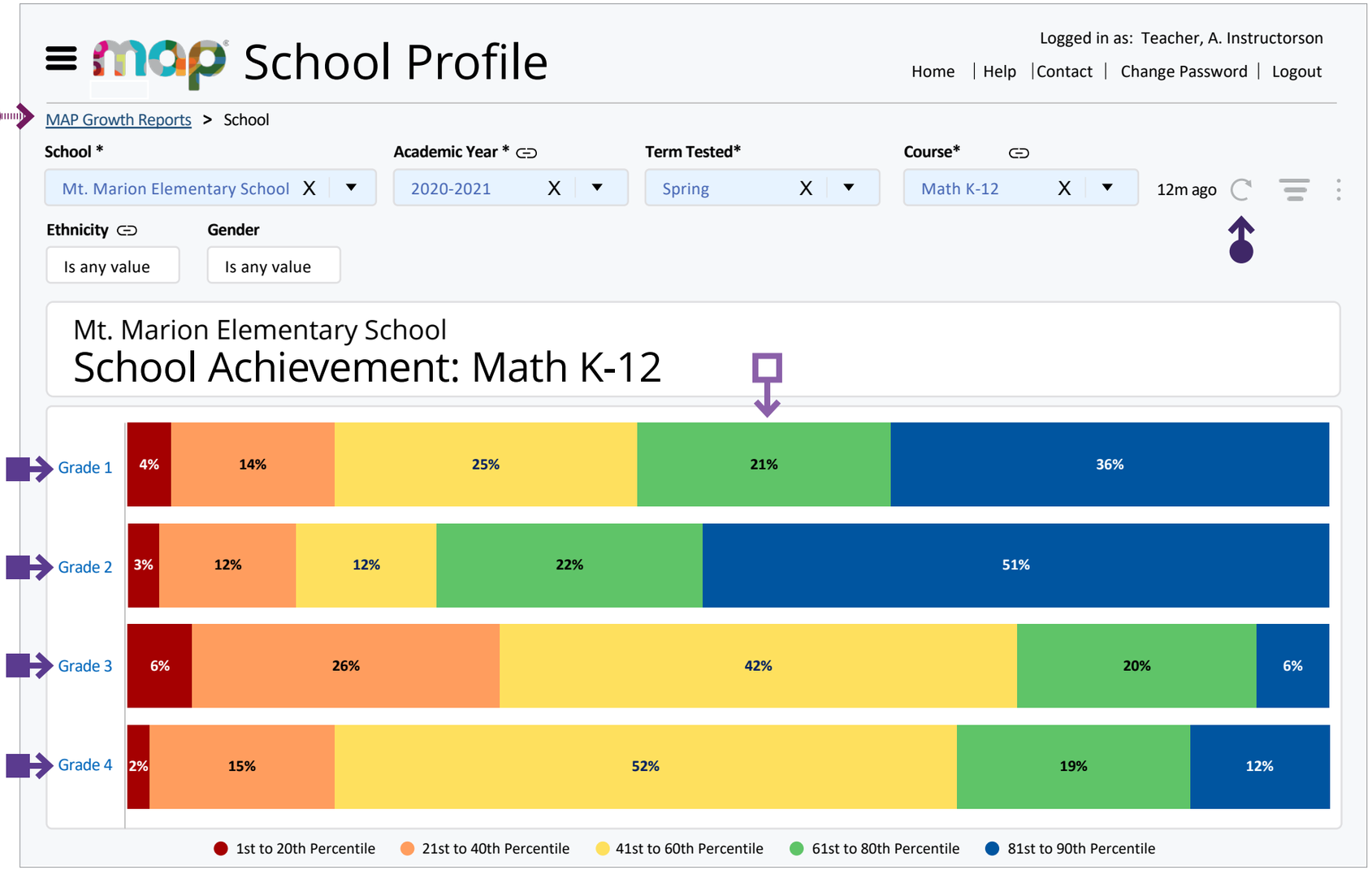
Things to consider

- Select the Reload button after making filter selections to refresh the data.
- The "Class Subject" selection is only available if "Subject" is populated in the selected school's roster.
- Due to the way that the School Profile Report imports data from your roster file, all students rostered in classes that share a common class name on your roster file will be grouped together in the Grade Achievement view of the School Profile report.
- Click the "School" link in the top navigation section to return to the school-level data visualization.
- In the Grade-Achievement view, classes are organized by highest percentage of students in the lowest percentile first.

Notes

School Profile Report

School achievement view



Tips and tricks

When you change filter selections, you will need to use the reload button in order to refresh the report.

You can select each grade in order to view class-level assessment data for that grade.

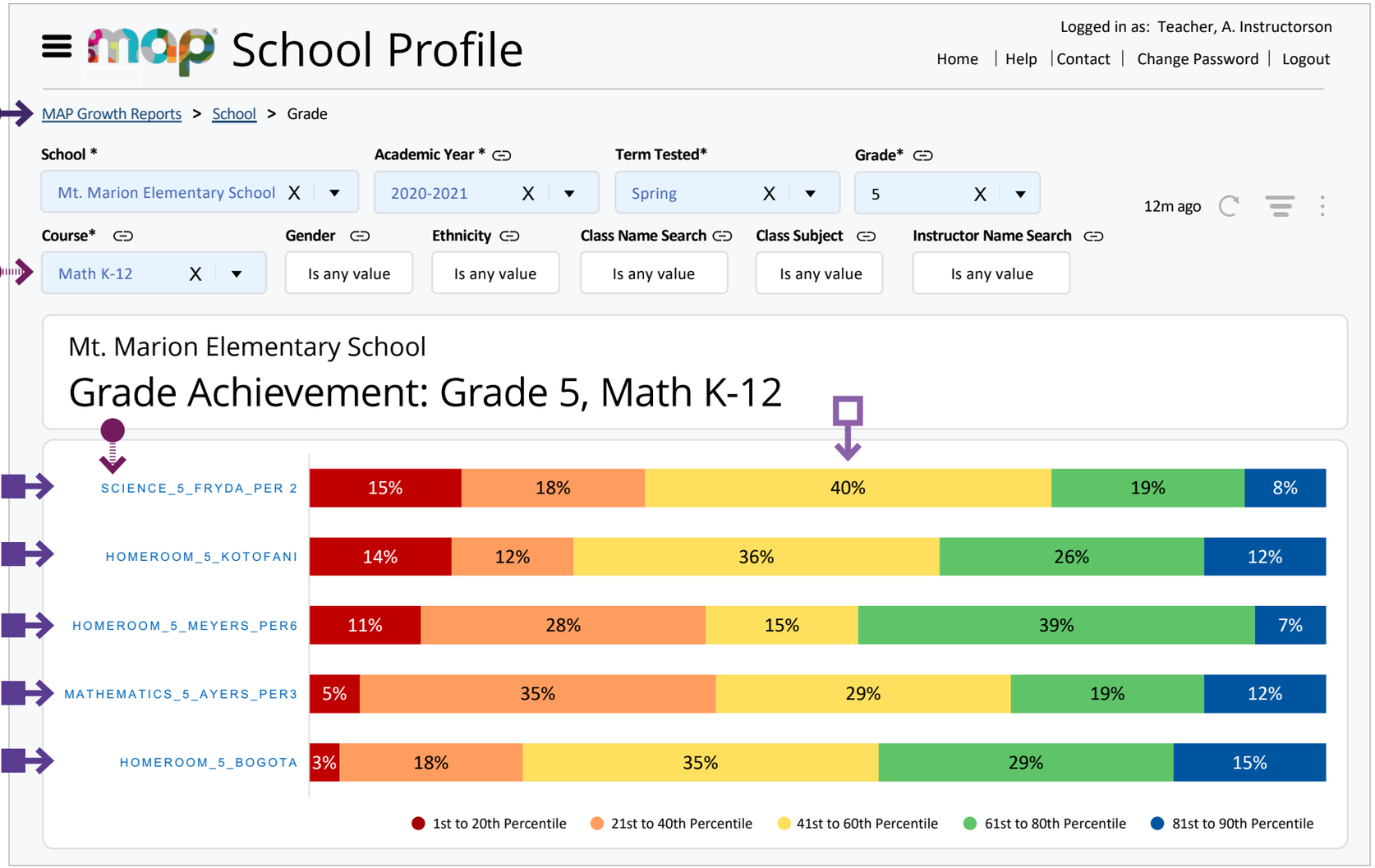
Each quintile shows you the percentage of students in each grade with an achievement percentile that falls within a 20% band. Select any quintile and a pop-up screen with a list of students that populate the quintile will appear.

Navigation "breadcrumbs" help you identify where you are located within the School Profile Report. To navigate back to the School Achievement vie, select the "School" link in the breadcrumb navigation.

Instructor | Administrator | School Coordinator | District Coordinator

School profile report

Grade achievement view



Tips and tricks

Navigation "breadcrumbs" help you identify where you are located within the School Profile report. To navigate back to the School Achievement view, select the "School" link in the breadcrumb navigation.

Select any class and a pop-up screen will appear with student-level assessment data for that class.

Select any quintile and a pop-up screen will appear with student-level assessment data for that quintile.

When you look at the Grade Achievement view you see the assessment data for all rostered classes within a single grade. This is important to point out, because you may be looking at MAP Growth math assessment data for students in a science class. (as highlighted by the icons in the visual to the left). With the ability to look at assessment data for a given course (e.g., math) across all rostered class types (e.g., science, ELA, math, homeroom, history, etc.), you are able to identify groups of students who may benefit from additional assistance.

Important note: Due to the way that the School Profile Report imports data from your roster file, all students rostered in classes that share a common class name on your roster file will be grouped together in the Grade Achievement view of the School Profile Report.

For example, if you have five different classes (i.e., five teachers with thirty students each in five separate locations of the building) that all share a common class name of "Homeroom_5th_Grade" in your roster file, all of the students in these five classes will be aggregated in a single class named "Homeroom_5th_Grade" in the Grade Achievement view of the School Profile Report. This means that the class labeled "Homeroom_5th_Grade" in the School Profile Report will contain 150 students (30 students x 5 classes).

Instructor | Administrator | School Coordinator | District Coordinator

School profile report

Student data view

SCHOOL PROFILE DATA (12 Filters)



	Student Name	Achievement Percentile	RIT Score	Gender	Ethnicity
1	Ludwig, Matthew	70	223	MALE	Multi-ethnic
2	Doll, Drew	61	219	MALE	White
3	Copp, Carrie	76	226	FEMALE	White
4	Lienhardt, Adam	76	226	MALE	Not specified or other
5	Weiss, Laurel	76	226	FEMALE	Not specified or other
6	Pak, Nina	68	222	FEMALE	Asian
7	Paquette, Geoff	74	225	MALE	Not specified or other
8	Carlin, Alishia	74	225	FEMALE	Black or African American
9	Ong, Brian	63	220	MALE	Asian
10	Dietrich, Jared	80	228	MALE	White
11	Hidalgo, Cecilia	72	224	FEMALE	Hispanic or Latino
12	Oas, Julia	63	220	FEMALE	White
13	Ray, Jacob	70	223	MALE	Black or African American

Tips and tricks

Use the sort feature to sort the list of students in ascending or descending order. You can sort the list of names by any data column type.

Use the Column Options feature to adjust column width, copy data to your clipboard, or freeze the column of data.

Instructor | Administrator | School Coordinator | District Coordinator

GRADE REPORT

Grade Report—Key Information

What this report offers

- School-level performance data for a specific test window
- Information organized by grade level and subject
- Individual student achievement data (RIT scores) for students in a specific class
- Comparisons to normative data and district grade-level mean

Questions it helps answer

- How is this grade level doing overall?
- How does this performance compare to other schools across the district?
- What is this grade's lowest instructional area? Our highest?
- How are we performing compared to national norms?
- What decisions might this inform related to activities such as intervention?
- How could this data guide school improvement planning?

When to use it

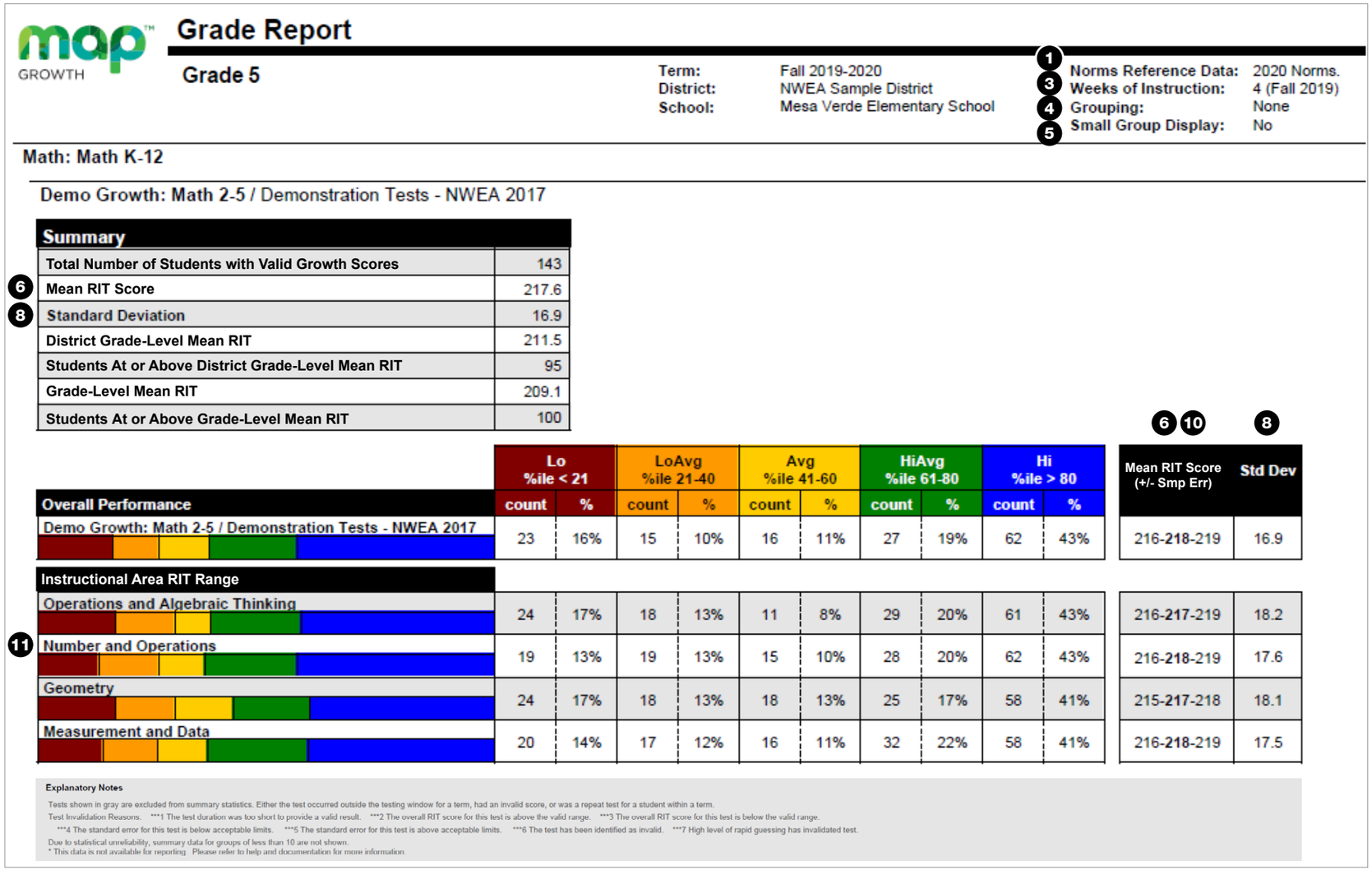
- After testing, to see results
- As part of the instructional decision-making process
- When you want to use data to inform student grouping

Things to consider

- This This report can access data from up to one year prior.
- District-level comparative data is available after your test window is marked closed.
- It will include data from outside of your test window (displayed in gray, or low-lighted, text).
- Default settings include sorting students alphabetically by last name and displaying RIT score ranges for instructional areas.

Notes

Grade Report
(1 of 2)



Grade Report

Grade 5

Term: Fall 2019-2020
District: NWEA Sample District
School: Mesa Verde Elementary School

1 Norms Reference Data: 2020 Norms.
3 Weeks of Instruction: 4 (Fall 2019)
4 Grouping: None
5 Small Group Display: No

Math: Math K-12

Demo Growth: Math 2-5 / Demonstration Tests - NWEA 2017

Summary	
Total Number of Students with Valid Growth Scores	143
6 Mean RIT Score	217.6
8 Standard Deviation	16.9
District Grade-Level Mean RIT	211.5
Students At or Above District Grade-Level Mean RIT	95
Grade-Level Mean RIT	209.1
Students At or Above Grade-Level Mean RIT	100

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		6 10 Mean RIT Score (+/- Smp Err)	8 Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Demo Growth: Math 2-5 / Demonstration Tests - NWEA 2017	23	16%	15	10%	16	11%	27	19%	62	43%	216-218-219	16.9
Instructional Area RIT Range												
Operations and Algebraic Thinking	24	17%	18	13%	11	8%	29	20%	61	43%	216-217-219	18.2
11 Number and Operations	19	13%	19	13%	15	10%	28	20%	62	43%	216-218-219	17.6
Geometry	24	17%	18	13%	18	13%	25	17%	58	41%	215-217-218	18.1
Measurement and Data	20	14%	17	12%	16	11%	32	22%	58	41%	216-218-219	17.5

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.
Test Invalidation Reasons. ***1 The test duration was too short to provide a valid result. ***2 The overall RIT score for this test is above the valid range. ***3 The overall RIT score for this test is below the valid range.
***4 The standard error for this test is below acceptable limits. ***5 The standard error for this test is above acceptable limits. ***6 The test has been identified as invalid. ***7 High level of rapid guessing has invalidated test.
Due to statistical unreliability, summary data for groups of less than 10 are not shown.
* This data is not available for reporting. Please refer to help and documentation for more information.

1 **Norms reference data:** Indicates which NWEA norming study your report data draws upon.

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

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

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

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

8 **Standard deviation:** Indicates academic diversity of a group of students. The lower the number, the more students are alike (zero would mean all scores are the same). The higher the number, the greater the diversity in this group.

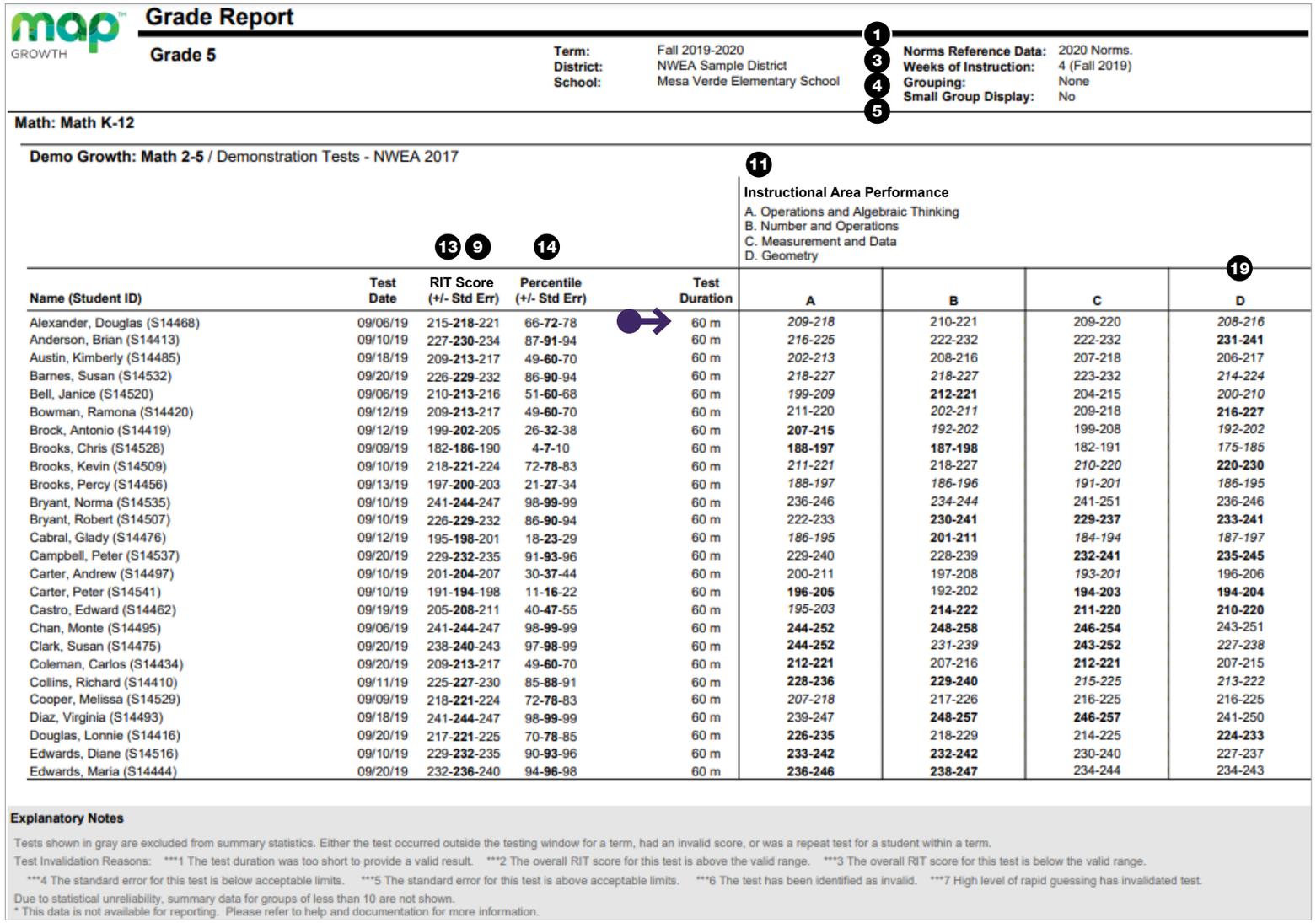
10 **Sampling error:** An estimate of the amount of error in an aggregate statistic (commonly the mean) attributed to calculating the statistic on a population sample rather than on the entire population. The larger the group, the lower the sampling error.

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

Continued on the next page

Instructor | Administrator | School Coordinator | District Coordinator

Grade Report
(2 of 2)



Grade Report

Grade 5

Term:	Fall 2019-2020
District:	NWEA Sample District
School:	Mesa Verde Elementary School
Norms Reference Data:	2020 Norms.
Weeks of Instruction:	4 (Fall 2019)
Grouping:	None
Small Group Display:	No

Math: Math K-12

Demo Growth: Math 2-5 / Demonstration Tests - NWEA 2017

Instructional Area Performance
A. Operations and Algebraic Thinking
B. Number and Operations
C. Measurement and Data
D. Geometry

Name (Student ID)	Test Date	RIT Score (+/- Std Err)	Percentile (+/- Std Err)	Test Duration	A	B	C	D
Alexander, Douglas (S14468)	09/06/19	215-218-221	66-72-78	60 m	*209-218*	210-221	209-220	*208-216*
Anderson, Brian (S14413)	09/10/19	227-230-234	87-91-94	60 m	*216-225*	222-232	222-232	**231-241**
Austin, Kimberly (S14485)	09/18/19	209-213-217	49-60-70	60 m	*202-213*	208-216	207-218	206-217
Barnes, Susan (S14532)	09/20/19	226-229-232	86-90-94	60 m	*218-227*	*218-227*	223-232	*214-224*
Bell, Janice (S14520)	09/06/19	210-213-216	51-60-68	60 m	*199-209*	**212-221**	204-215	*200-210*
Bowman, Ramona (S14420)	09/12/19	209-213-217	49-60-70	60 m	211-220	*202-211*	209-218	**216-227**
Brock, Antonio (S14419)	09/12/19	199-202-205	26-32-38	60 m	**207-215**	*192-202*	199-208	*192-202*
Brooks, Chris (S14528)	09/09/19	182-186-190	4-7-10	60 m	**188-197**	**187-198**	182-191	*175-185*
Brooks, Kevin (S14509)	09/10/19	218-221-224	72-78-83	60 m	*211-221*	218-227	*210-220*	**220-230**
Brooks, Percy (S14456)	09/13/19	197-200-203	21-27-34	60 m	*188-197*	*186-196*	*191-201*	*186-195*
Bryant, Norma (S14535)	09/10/19	241-244-247	98-99-99	60 m	236-246	*234-244*	241-251	236-246
Bryant, Robert (S14507)	09/10/19	226-229-232	86-90-94	60 m	222-233	**230-241**	**229-237**	**233-241**
Cabral, Glady (S14476)	09/12/19	195-198-201	18-23-29	60 m	*186-195*	**201-211**	*184-194*	*187-197*
Campbell, Peter (S14537)	09/20/19	229-232-235	91-93-96	60 m	229-240	228-239	**232-241**	**235-245**
Carter, Andrew (S14497)	09/10/19	201-204-207	30-37-44	60 m	200-211	197-208	*193-201*	196-206
Carter, Peter (S14541)	09/10/19	191-194-198	11-16-22	60 m	**196-205**	192-202	**194-203**	**194-204**
Castro, Edward (S14462)	09/19/19	205-208-211	40-47-55	60 m	*195-203*	**214-222**	**211-220**	**210-220**
Chan, Monte (S14495)	09/06/19	241-244-247	98-99-99	60 m	**244-252**	**248-258**	**246-254**	243-251
Clark, Susan (S14475)	09/20/19	238-240-243	97-98-99	60 m	**244-252**	*231-239*	**243-252**	*227-238*
Coleman, Carlos (S14434)	09/20/19	209-213-217	49-60-70	60 m	**212-221**	207-216	**212-221**	207-215
Collins, Richard (S14410)	09/11/19	225-227-230	85-88-91	60 m	**228-236**	**229-240**	*215-225*	*213-222*
Cooper, Melissa (S14529)	09/09/19	218-221-224	72-78-83	60 m	*207-218*	217-226	216-225	216-225
Diaz, Virginia (S14493)	09/18/19	241-244-247	98-99-99	60 m	239-247	**248-257**	**246-257**	241-250
Douglas, Lonnie (S14416)	09/20/19	217-221-225	70-78-85	60 m	**226-235**	218-229	214-225	**224-233**
Edwards, Diane (S14516)	09/10/19	229-232-235	90-93-96	60 m	**233-242**	**232-242**	230-240	227-237
Edwards, Maria (S14444)	09/20/19	232-236-240	94-96-98	60 m	**236-246**	**238-247**	234-244	234-243

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result. ***2 The overall RIT score for this test is above the valid range. ***3 The overall RIT score for this test is below the valid range.

***4 The standard error for this test is below acceptable limits. ***5 The standard error for this test is above acceptable limits. ***6 The test has been identified as invalid. ***7 High level of rapid guessing has invalidated test.

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

* This data is not available for reporting. Please refer to help and documentation for more information.

Instructor | Administrator | School Coordinator | District Coordinator

1. **Norms reference data:** Indicates which NWEA norming study your report data draws upon.
3. **Weeks of instruction:** The number of instructional weeks before testing, as set by your school or district administrator.
4. **Optional grouping:** You may choose to view results by gender or ethnicity. If your district submitted a program file, you may also view summary results by special program.
5. **Small group display:** Summary groups of fewer than 10 students will display when you select this option while generating reports.
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. **Instructional area:** A learning area (e.g., geometry) within a subject (e.g., math). On the Class Breakdown by Instructional Area Report, click the instructional area to access the Learning Continuum Class View.
13. **RIT score 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 a grade and subject area that a given 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 score range (see annotation 13).
19. **Instructional area score:** The student's performance in the instructional area tested. Most reports show instructional area scores as RIT score ranges (e.g., 187–199). The Student Profile Report shows the midpoint of the student's RIT score range. Class breakdown reports sort students into 10-point RIT bands, based on the midpoint of their instructional area RIT score range.

Tips and tricks

Test duration: While this report only lists test durations of 60 minutes, this column of data will show actual time-on-test for your students. You will see a range of numbers here, usually between 45–55 minutes.

Printing options: This report can be generated by instructional area descriptors as well as RIT score ranges.

GRADE BREAKDOWN REPORT

Grade Breakdown Report—Key Information

What this report offers

- School-level performance data for a specific test window
- Information organized in a spreadsheet
- Both overall and instructional area scores for all student in a grade

Questions it helps answer

- How might this data help us make placement decisions for the next school year?
- What do data points like rapid-guessing percentage look like across a grade?
- How do the groups change within each instructional area?
- How might this data help us form grade-level groups for activities like intervention or targeted instruction?
- How could this data guide school improvement planning?

When to use it

- After testing, to see results
- As part of the instructional decision-making process
- When you want to use data to inform student grouping

Things to consider

- This report can access data from up to one year prior
- It will not include data from outside of your test window.
- You can use "term rostered" and "term tested" to see different combinations of data (e.g., this year's students with data from last spring).
- Default sorting is by test name, but subject is also an option.
- Instructional area scores default to RIT score ranges, but descriptors are also an option.
- The grade shown for students reflects the academic year you requested. So, if you request this report from a term in the *last academic year*, the grade shown for students will not be their *current academic year* grade.

Notes

Grade Breakdown Report

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V
1	Student ID	Student Last Name	Student First Name	Student Middle Initial	Term Tested	Term Rostered	School	Grade	Subject	Course	RIT Score	Rapid-Guessing %	RIT Score 10 Point Range	Lexile Score	Lexile Range	Quantile Score	Quantile Range	Test Name	Mathematics: Geometry	Mathematics: Measurement and Data	Mathematics: Number and Operations	Mathematics: Operations and Algebraic Thinking
2	S14442	Thompson	Joseph		Fall 2019-2020	Fall 2019-2020	Mesa Verde Elementary School	5	Mathematics	Math K-12	181	31	181-190			120Q	70Q-170Q	Demo Growth: Math 2-5	171-180	171-180	171-180	181-190
3	S14411	Murphy	Katherine		Fall 2019-2020	Fall 2019-2020	Mesa Verde Elementary School	5	Mathematics	Math K-12	183	0	181-190			155Q	105Q-205Q	Demo Growth: Math 2-5	181-190	181-190	171-180	171-180
4	S14528	Brooks	Chris		Fall 2019-2020	Fall 2019-2020	Mesa Verde Elementary School	5	Mathematics	Math K-12	186	0	181-190			210Q	160Q-260Q	Demo Growth: Math 2-5	171-180	181-190	191-200	191-200
5	S14551	Miller	Catherine		Fall 2019-2020	Fall 2019-2020	Mesa Verde Elementary School	5	Mathematics	Math K-12	186	0	181-190			210Q	160Q-260Q	Demo Growth: Math 2-5	181-190	181-190	191-200	171-180
6	S14408	Stewart	Diane		Fall 2019-2020	Fall 2019-2020	Mesa Verde Elementary School	5	Mathematics	Math K-12	188	54	181-190			245Q	195Q-295Q	Demo Growth: Math 2-5	181-190	191-200	171-180	171-180
7	S14452	Young	Kenneth		Fall 2019-2020	Fall 2019-2020	Mesa Verde Elementary School	5	Mathematics	Math K-12	188	0	181-190			245Q	195Q-295Q	Demo Growth: Math 2-5	181-190	181-190	171-180	191-200
8	S14512	Foster	Johnny		Fall 2019-2020	Fall 2019-2020	Mesa Verde Elementary School	5	Mathematics	Math K-12	189	0	181-190			260Q	210Q-310Q	Demo Growth: Math 2-5	181-190	181-190	191-200	181-190
9	S14513	Jennings	Darrel		Fall 2019-2020	Fall 2019-2020	Mesa Verde Elementary School	5	Mathematics	Math K-12	189	0	181-190			260Q	210Q-310Q	Demo Growth: Math 2-5	171-180	181-190	171-180	181-190
10	S14466	Wright	Bradford		Fall 2019-2020	Fall 2019-2020	Mesa Verde Elementary School	5	Mathematics	Math K-12	190	0	181-190			280Q	230Q-330Q	Demo Growth: Math 2-5	191-200	191-200	191-200	181-190
11	S14438	King	Courtney		Fall 2019-2020	Fall 2019-2020	Mesa Verde Elementary School	5	Mathematics	Math K-12	191	0	191-200			295Q	245Q-345Q	Demo Growth: Math 2-5	191-200	191-200	191-200	191-200
12	S14536	Henderson	Heather		Fall 2019-2020	Fall 2019-2020	Mesa Verde Elementary School	5	Mathematics	Math K-12	191	0	191-200			295Q	245Q-345Q	Demo Growth: Math 2-5	181-190	191-200	191-200	181-190
13	S14406	Wilson	Roy		Fall 2019-2020	Fall 2019-2020	Mesa Verde Elementary School	5	Mathematics	Math K-12	192	39	191-200			315Q	265Q-365Q	Demo Growth: Math 2-5	181-190	181-190	201-210	181-190
14	S14524	Perez	Doyle		Fall 2019-2020	Fall 2019-2020	Mesa Verde Elementary School	5	Mathematics	Math K-12	192	0	191-200			315Q	265Q-365Q	Demo Growth: Math 2-5	191-200	191-200	191-200	181-190
15	S14480	Franklin	Cameron		Fall 2019-2020	Fall 2019-2020	Mesa Verde Elementary School	5	Mathematics	Math K-12	193	0	191-200			330Q	280Q-380Q	Demo Growth: Math 2-5	191-200	201-210	191-200	181-190
16	S14531	Peterson	Catherine		Fall 2019-2020	Fall 2019-2020	Mesa Verde Elementary School	5	Mathematics	Math K-12	193	0	191-200			330Q	280Q-380Q	Demo Growth: Math 2-5	201-210	191-200	191-200	201-210
17	S14432	Flores	Irene		Fall 2019-2020	Fall 2019-2020	Mesa Verde Elementary School	5	Mathematics	Math K-12	194	0	191-200			350Q	300Q-400Q	Demo Growth: Math 2-5	181-190	181-190	191-200	191-200
18	S14460	Marlowe	Lincoln		Fall 2019-2020	Fall 2019-2020	Mesa Verde Elementary School	5	Mathematics	Math K-12	194	0	191-200			350Q	300Q-400Q	Demo Growth: Math 2-5	181-190	191-200	201-210	191-200
19	S14522	Flores	Martin		Fall 2019-2020	Fall 2019-2020	Mesa Verde Elementary School	5	Mathematics	Math K-12	194	0	191-200			350Q	300Q-400Q	Demo Growth: Math 2-5	191-200	191-200	191-200	201-210
20	S14539	Leonard	Todd		Fall 2019-2020	Fall 2019-2020	Mesa Verde Elementary School	5	Mathematics	Math K-12	194	0	191-200			350Q	300Q-400Q	Demo Growth: Math 2-5	181-190	191-200	191-200	201-210
21	S14541	Carter	Peter		Fall 2019-2020	Fall 2019-2020	Mesa Verde Elementary School	5	Mathematics	Math K-12	194	0	191-200			350Q	300Q-400Q	Demo Growth: Math 2-5	191-200	191-200	191-200	191-200
22	S14424	Foster	Harry		Fall 2019-2020	Fall 2019-2020	Mesa Verde Elementary School	5	Mathematics	Math K-12	195	0	191-200			365Q	315Q-415Q	Demo Growth: Math 2-5	191-200	191-200	201-210	191-200
23	S14418	Pauley	Mika		Fall 2019-2020	Fall 2019-2020	Mesa Verde Elementary School	5	Mathematics	Math K-12	196	0	191-200			385Q	335Q-435Q	Demo Growth: Math 2-5	181-190	181-190	191-200	191-200
24	S14547	Vasquez	Rose		Fall 2019-2020	Fall 2019-2020	Mesa Verde Elementary School	5	Mathematics	Math K-12	196	0	191-200			385Q	335Q-435Q	Demo Growth: Math 2-5	191-200	191-200	191-200	191-200
25	S14409	Garcia	Bobby		Fall 2019-2020	Fall 2019-2020	Mesa Verde Elementary School	5	Mathematics	Math K-12	197	0	191-200			400Q	350Q-450Q	Demo Growth: Math 2-5	191-200	191-200	181-190	201-210
26	S14549	Stone	Valerie		Fall 2019-2020	Fall 2019-2020	Mesa Verde Elementary School	5	Mathematics	Math K-12	197	0	191-200			400Q	350Q-450Q	Demo Growth: Math 2-5	201-210	201-210	191-200	191-200
27	S14476	Cabral	Glady		Fall 2019-2020	Fall 2019-2020	Mesa Verde Elementary School	5	Mathematics	Math K-12	198	0	191-200			420Q	370Q-470Q	Demo Growth: Math 2-5	191-200	181-190	201-210	181-190
28	S14546	Lawson	Gina		Fall 2019-2020	Fall 2019-2020	Mesa Verde Elementary School	5	Mathematics	Math K-12	198	0	191-200			420Q	370Q-470Q	Demo Growth: Math 2-5	201-210	191-200	181-190	191-200
29	S14530	Gonzales	Ronald		Fall 2019-2020	Fall 2019-2020	Mesa Verde Elementary School	5	Mathematics	Math K-12	199	0	191-200			435Q	385Q-485Q	Demo Growth: Math 2-5	201-210	201-210	191-200	201-210
30	S14405	Russell	Tina		Fall 2019-2020	Fall 2019-2020	Mesa Verde Elementary School	5	Mathematics	Math K-12	200	0	191-200			455Q	405Q-505Q	Demo Growth: Math 2-5	201-210	191-200	191-200	191-200
31	S14456	Brooks	Percy		Fall 2019-2020	Fall 2019-2020	Mesa Verde Elementary School	5	Mathematics	Math K-12	200	0	191-200			455Q	405Q-505Q	Demo Growth: Math 2-5	191-200	191-200	191-200	191-200
32	S14469	Rowe	Maurice		Fall 2019-2020	Fall 2019-2020	Mesa Verde Elementary School	5	Mathematics	Math K-12	201	0	201-210			470Q	420Q-520Q	Demo Growth: Math 2-5	201-210	201-210	201-210	201-210
33	S14519	Garcia	Melissa		Fall 2019-2020	Fall 2019-2020	Mesa Verde Elementary School	5	Mathematics	Math K-12	201	0	201-210			470Q	420Q-520Q	Demo Growth: Math 2-5	201-210	201-210	191-200	191-200
34	S14553	Howard	Frank		Fall 2019-2020	Fall 2019-2020	Mesa Verde Elementary School	5	Mathematics	Math K-12	201	0	201-210			470Q	420Q-520Q	Demo Growth: Math 2-5	211-220	201-210	201-210	191-200
35	S14419	Brock	Antonio		Fall 2019-2020	Fall 2019-2020	Mesa Verde Elementary School	5	Mathematics	Math K-12	202	0	201-210			490Q	440Q-540Q	Demo Growth: Math 2-5	191-200	201-210	191-200	211-220
36	S14527	Flores	James		Fall 2019-2020	Fall 2019-2020	Mesa Verde Elementary School	5	Mathematics	Math K-12	202	0	201-210			490Q	440Q-540Q	Demo Growth: Math 2-5	191-200	191-200	201-210	191-200
37	S14443	Yazzie	Armandina		Fall 2019-2020	Fall 2019-2020	Mesa Verde Elementary School	5	Mathematics	Math K-12	204	0	201-210			525Q	475Q-575Q	Demo Growth: Math 2-5	211-220	201-210	191-200	201-210
38	S14497	Carter	Andrew		Fall 2019-2020	Fall 2019-2020	Mesa Verde Elementary School	5	Mathematics	Math K-12	204	0	201-210			525Q	475Q-575Q	Demo Growth: Math 2-5	201-210	191-200	201-210	201-210

11 **Instructional area:** A learning area (e.g., geometry) within a subject (e.g., math). On the Class Breakdown by Instructional Area 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®/Lexile range:** Lexile reading range is the range of texts a student is likely to comprehend when reading independently. The student may require increased instructional support to comprehend text at higher ranges.

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

41 **Rapid guess percentage:** Percent of responses when a student answered a test question in well below the average response time measured by NWEA. The response is so fast that the student could not actually view and comprehend the whole question.

42 **Quantile:** The Quantile® Framework for Mathematics helps educators evaluate student mathematical ability and the difficulty of specific mathematical skills and concepts on the same developmental scale. The Quantile Framework for Mathematics can be used to match students with targeted materials.

Tips and tricks

Sorting data: This is a CSV report that is typically opened with Microsoft Excel, which makes sorting data fast and easy. Simply open your CSV file, select the data you want to sort, click on Data in the menu bar, and then select the Filter icon.

Note: This report has been formatted to fit this page. You will see the same data fields in the same columns on your report, but the column widths may be slightly different.

Instructor | Administrator | School Coordinator | District Coordinator

STUDENT GROWTH SUMMARY

Student Growth Summary Report—Key Information

What this report offers

- School- or district-level growth summary data based on two test windows and compared to the national norms
- Information organized by school and subject

Questions it helps answer

- How does growth in each grade compare to other schools?
- Which grade levels are growing above typical and which ones are not?
- What are trends over time with student growth?
- How might this information support school improvement planning and/or goal setting?

When to use it

- After two test events, to see growth data
- As part of the instructional decision-making process
- When preparing data for activities such as school improvement planning or board meetings

Things to consider

- This report can access data for all prior years of testing.
- It will not include data from outside of your test window.
- The Test Window Complete checkbox must be selected for this report to populate with current data.
- This report can be aggregated for a school or for the entire district.
- Administrators can only order reports that contain data for their schools.
- Optional grouping organizes and calculates results by gender, ethnicity, or program; this grouping is coupled with the aggregation chosen (school or district).

Notes

Student Growth Summary

Student Growth Summary Report

Aggregate by School

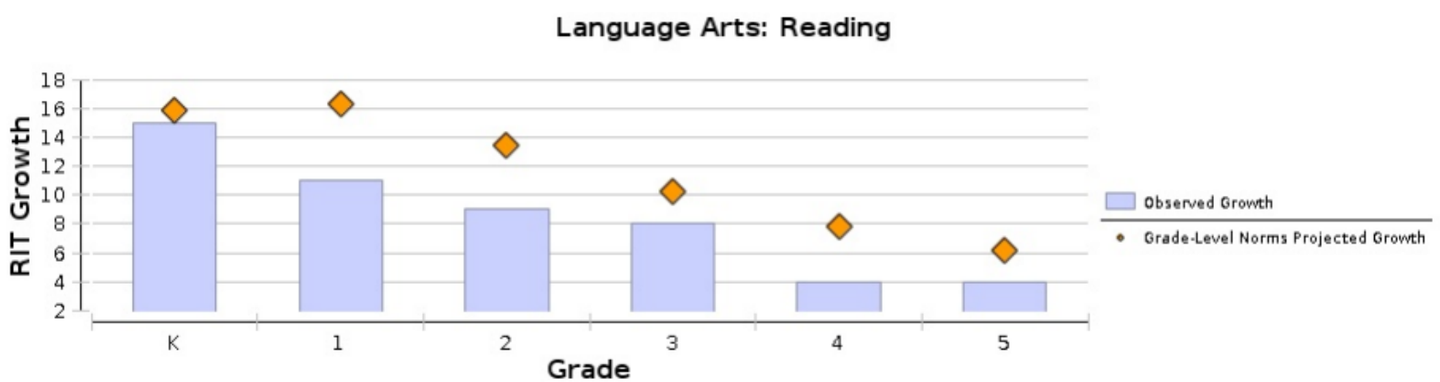
Term: Spring 2019-2020
District: NWEA Sample District

Norms Reference Data: 2020 and User Norms[1].
Growth Comparison Period: Fall 2019 - Spring 2020
Weeks of Instruction: Start - 4 (Fall 2019)
End - 32 (Spring 2020)
Grouping: None
Small Group Display: No

Mesa Verde Elementary School

Language Arts: Reading

		Comparison Periods								Growth Evaluated Against 36						
		Fall 2019			Spring 2020			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2020)	35 Total Number of Growth Events ‡	6 Mean RIT Score	8 Standard Deviation	14 Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	27 Observed Growth	28 Observed Growth SE	26 Projected School Growth	38 School Conditional Growth Index	39 School Conditional Growth Percentile	18 Number of Students with Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	37 Student Median Conditional Growth Percentile
K	50	142.7	14.8	88	157.7	13.7	81	15	0.9	15.8	-0.34	37	50	29	58	50
1	47	164.5	10.1	94	175.1	10.4	72	11	1.0	16.2	-2.23	1	47	18	38	31
2	48	179.9	13.0	88	189.2	13.0	69	9	0.9	13.4	-1.65	5	48	17	35	36
3	58	191.4	16.1	75	199.7	15.8	64	8	1.1	10.3	-0.94	17	58	26	45	40
4	39	203.1	17.4	81	207.5	15.0	65	4	1.2	7.8	-1.64	5	39	11	28	33
5	143	211.3	18.7	83	215.0	17.8	72	4	0.5	6.1	-1.24	11	143	54	38	40



Explanatory Notes
[1]User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.
** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Instructor | Administrator | School Coordinator | District Coordinator

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

8 Standard deviation: Indicates academic diversity of a group of students. The lower the number, the more students are alike (zero would mean all scores are the same). The higher the number, the greater the diversity in this group.

14 Percentile: The percentage of students in the NWEA national norm sample for a grade and subject area that a given 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 score range (see annotation 13).

18 Number of students with growth 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 Percentage of students who met growth projection: The percentage of students whose end-term RIT scores met or exceeded their individual growth projections.

35 Total number of growth events: The number of students with valid growth-based test events for both terms.

36 Number of students who met their growth 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 annotation 38) translated into national percentile rankings for growth.

PROJECTED PROFICIENCY SUMMARY

Projected Proficiency Summary Report—Key Information

What this report offers

- School-level projected proficiency data for a specific test window
- Information organized by class and subject
- Aligned to state assessment and/or college and career readiness assessments (ACT/SAT)

Questions it helps answer

- How are students projected to perform on the state assessment? How about the college and career readiness assessments?
- How could this data guide school improvement planning?

When to use it

- After testing, to see results
- As part of the instructional decision-making process
- When you want to use data to inform student grouping
- When preparing data for activities such as school improvement planning or board meetings

Things to consider

- This report can access data from up to one year prior.
- It will not include data from outside of your test window.
- The state and college projections that appear depend on the state alignment your district selected during MAP implementation.
- Depending on the state, projections may be limited to certain subjects and grades.
- ACT will show for students in grades 5–10; SAT will show for grades 5–9.
- Use the Combined & Comprehensive Data File (CDF) to see which kids are behind the student count at each level or to access each class-level projected proficiency report.

Notes

Projected Proficiency Summary

Projected Proficiency Summary Report

Aggregate by District by Grade

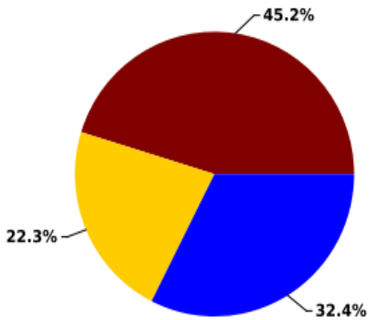
Term Tested: Fall 2019-2020
District: NWEA Sample District Accounts
4 Grouping: None

Math: Math K-12

Projected to: **NWEA Generic Linking Study** taken in **spring**.

View Linking Study:

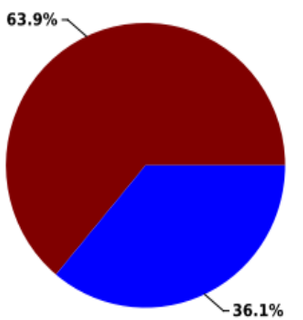
Grade	Student Count	Below Standards Count	Below Standards Percent	Proficient Count	Proficient Percent	Advanced Count	Advanced Percent
1	183	58	31.7%	53	29.0%	72	39.3%
2	192	54	28.1%	66	34.4%	72	37.5%
3	202	70	34.7%	59	29.2%	73	36.1%
4	187	77	41.2%	53	28.3%	57	30.5%
5	437	186	42.6%	81	18.5%	170	38.9%
6	582	260	44.7%	139	23.9%	183	31.4%
7	583	266	45.6%	111	19.0%	206	35.3%
8	648	314	48.5%	141	21.8%	193	29.8%
9	668	344	51.5%	142	21.3%	182	27.2%
10	690	329	47.7%	145	21.0%	216	31.3%
11	689	331	48.0%	140	20.3%	218	31.6%
Total	5061	2289	45.2%	1130	22.3%	1642	32.4%



Projected to: **SAT** taken in **spring**.

View Linking Study: https://www.nwea.org/resources/map-growth-college-readiness-benchmarks/

Grade	Student Count	Not On Track Count	Not On Track Percent	On Track Count	On Track Percent
5	437	242	55.4%	195	44.6%
6	582	385	66.2%	197	33.8%
7	583	362	62.1%	221	37.9%
8	648	425	65.6%	223	34.4%
9	668	451	67.5%	217	32.5%
Total	2918	1865	63.9%	1053	36.1%



Explanatory Notes

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

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

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

Tips and tricks

State-specific linking study: This takes you to your state's linking study research document. If you do not have a linking study for your state, MAP Growth will provide information using a default linking study. Learn more about the default linking study at NWEA.org.

Categories of proficiency: In this area, you will see your state's specific categories of proficiency.

Aggregation: There are three ways to aggregate this data: District by Grade, District by School, or School by Grade. The first two of these aggregation options require a district coordinator role for access.

Instructor | Administrator | School Coordinator | District Coordinator

DISTRICT SUMMARY: AGGREGATE BY SCHOOL

District Summary: Aggregate by School Report—Key Information

What this report offers

- School-level performance data for current and all historical terms
- Information organized by subject and sorted by grade and term tested

Questions it helps answer

- What can I learn by looking at a cohort of students in my school?
- Are there any trends or differences among grade levels in my school?
- What might changes in RIT or instructional areas tell us about things such as curriculum in my school?
- How could this data guide school improvement planning?

When to use it

- After testing, to see results
- As part of the instructional decision-making process
- When preparing data for activities such as school improvement planning or board meetings

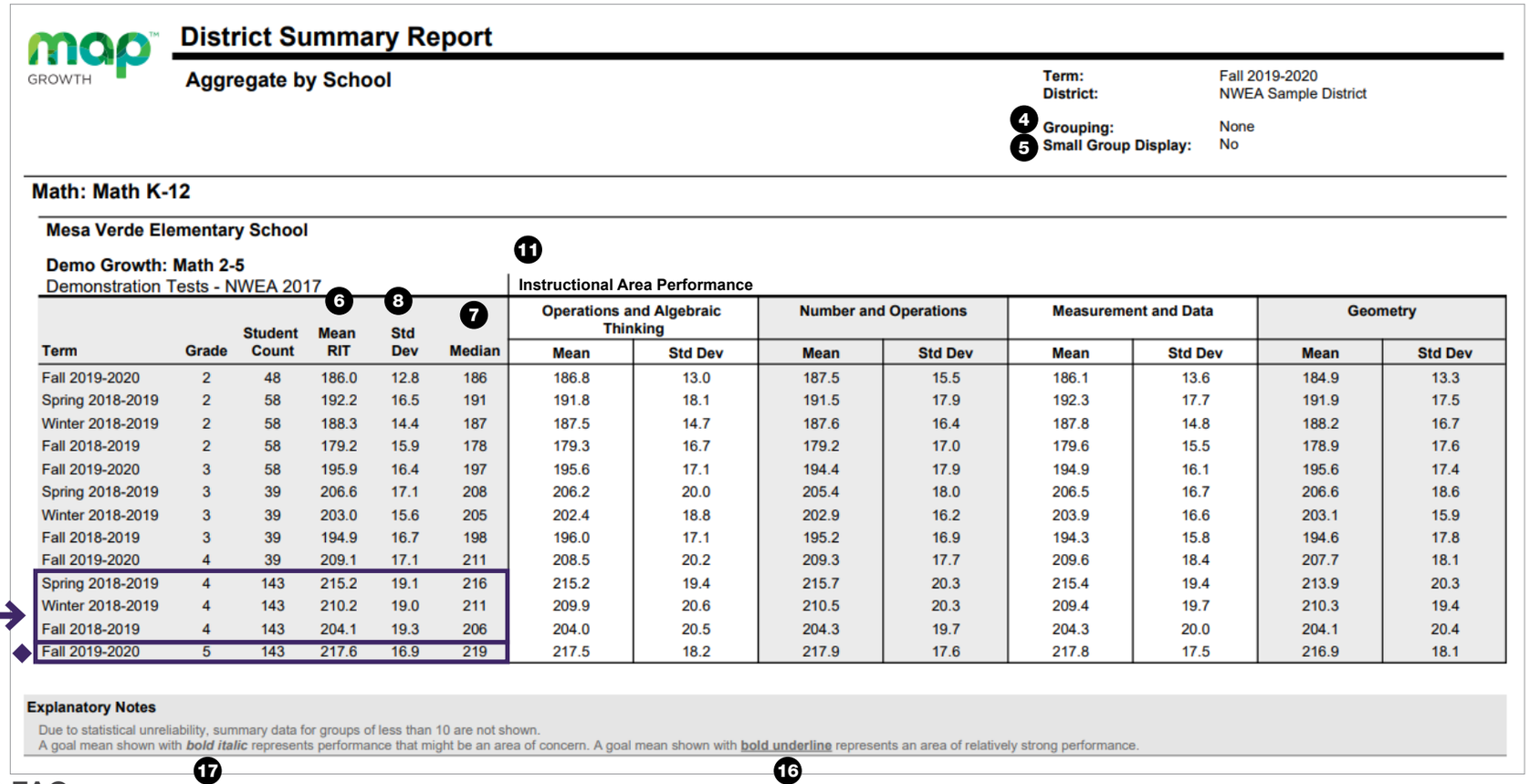
Things to consider

- This report can access data for all prior years of testing.
- It will not include data from outside of your test window.
- The Test Window Complete checkbox must be selected for this report to populate with current data.
- This report can be aggregated for a school or for the entire district.
- Administrators can only order reports that contain data for their schools.
- Optional grouping organizes and calculates results by gender, ethnicity, or program; this grouping is coupled with the aggregation chosen (school or district).

Notes

District Summary

Aggregate by School



District Summary Report

Aggregate by School

Term: Fall 2019-2020
District: NWEA Sample District
4 Grouping: None
5 Small Group Display: No

Math: Math K-12

Mesa Verde Elementary School

Demo Growth: Math 2-5

Demonstration Tests - NWEA 2017

Term	Grade	Student Count	6 Mean RIT	8 Std Dev	7 Median	11 Instructional Area Performance: Operations and Algebraic Thinking Mean	Operations and Algebraic Thinking Std Dev	Number and Operations Mean	Number and Operations Std Dev	Measurement and Data Mean	Measurement and Data Std Dev	Geometry Mean	Geometry Std Dev
Fall 2019-2020	2	48	186.0	12.8	186	186.8	13.0	187.5	15.5	186.1	13.6	184.9	13.3
Spring 2018-2019	2	58	192.2	16.5	191	191.8	18.1	191.5	17.9	192.3	17.7	191.9	17.5
Winter 2018-2019	2	58	188.3	14.4	187	187.5	14.7	187.6	16.4	187.8	14.8	188.2	16.7
Fall 2018-2019	2	58	179.2	15.9	178	179.3	16.7	179.2	17.0	179.6	15.5	178.9	17.6
Fall 2019-2020	3	58	195.9	16.4	197	195.6	17.1	194.4	17.9	194.9	16.1	195.6	17.4
Spring 2018-2019	3	39	206.6	17.1	208	206.2	20.0	205.4	18.0	206.5	16.7	206.6	18.6
Winter 2018-2019	3	39	203.0	15.6	205	202.4	18.8	202.9	16.2	203.9	16.6	203.1	15.9
Fall 2018-2019	3	39	194.9	16.7	198	196.0	17.1	195.2	16.9	194.3	15.8	194.6	17.8
Fall 2019-2020	4	39	209.1	17.1	211	208.5	20.2	209.3	17.7	209.6	18.4	207.7	18.1
Spring 2018-2019	4	143	215.2	19.1	216	215.2	19.4	215.7	20.3	215.4	19.4	213.9	20.3
Winter 2018-2019	4	143	210.2	19.0	211	209.9	20.6	210.5	20.3	209.4	19.7	210.3	19.4
Fall 2018-2019	4	143	204.1	19.3	206	204.0	20.5	204.3	19.7	204.3	20.0	204.1	20.4
Fall 2019-2020	5	143	217.6	16.9	219	217.5	18.2	217.9	17.6	217.8	17.5	216.9	18.1

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

17 16

FAQ

Q: Why does a report pulled for the fall 2019 time period show scores from fall, winter, and spring of 2018–2019?

A: Let's use the data highlighted above to answer that question. Students in grade 5 during the fall 2019–2020 time period are listed in the row identified by the purple diamond. These same students also took MAP Growth three times during the previous school year (2018–2019). The previous year's (i.e., grade 4) test scores are listed as the fall, winter, and spring scores for the 2018–2019 school year. This group of students had a median RIT score of ***206*** in fall 2018–2019 (grade 4), ***211*** in winter 2018–2019 (grade 4), ***216*** in spring 2018–2019 (grade 4), and ***219*** in fall 2019–2020 (grade 5).

Note: In your report, there will be one data table per MAP Growth test administered in each district. The view above only shows the data table associated with the Math 2–5 test.

Instructor | Administrator | School Coordinator | District Coordinator

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 score:** 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:** Indicates academic diversity of a group of students. The lower the number, the more students are alike (zero would mean all scores are the same). The higher the number, the greater the diversity in this group.

11 **Instructional area:** A learning area (e.g., geometry) within a subject (e.g., math). On the Class Breakdown by Instructional Area 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 the standard error.

17 **Suggested area of focus:** Chosen relative to the whole subject score, minus the standard error.

Tips and tricks

Compare student data across grades: The data in this column shows trends across school years for the same grade.

This report was pulled for fall 2019, but it shows the assessment scores for the same group of students during the fall, winter, and spring testing windows from the year before.

DISTRICT SUMMARY: AGGREGATE BY DISTRICT

District Summary: Aggregate by District Report—Key Information

What this report offers

- District-level performance data for current and all historical terms
- Information organized by subject and sorted by grade and term tested

Questions it helps answer

- What can I learn by looking at a cohort of students in my district?
- Are there any trends or differences among grade levels in my district?
- What might changes in RIT or instructional areas tell us about things such as curriculum in my district?
- How could this data guide school improvement planning?

When to use it

- After testing, to see results
- As part of the instructional decision-making process
- When preparing data for activities such as school improvement planning or board meetings

Things to consider

- This report can access data for all prior years of testing.
- It will not include data from outside of your test window.
- The Test Window Complete checkbox must be selected for this report to populate with current data.
- This report can be aggregated for a school or for the entire district.
- Administrators can only order reports that contain data for their schools.
- Optional grouping organizes and calculates results by gender, ethnicity, or program; this grouping is coupled with the aggregation chosen (school or district).

Notes

District Summary

Aggregate by District

District Summary Report

Aggregate by District

Term: Fall 2019-2020
District: NWEA Sample District
4 Grouping: None
5 Small Group Display: No

Math: Math K-12

Demo Growth: Math 2-5
Demonstration Tests - NWEA 2017

11 Instructional Area Performance

Term	Grade	Student Count	6 Mean RIT	8 Std Dev	7 Median	Operations and Algebraic Thinking		Number and Operations		Measurement and Data		Geometry	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2019-2020	2	192	180.2	13.2	181	180.6	13.7	181.1	14.5	180.7	14.3	180.2	13.6
Spring 2018-2019	2	202	188.9	16.2	187	188.7	17.4	189.4	17.3	189.1	16.8	188.8	17.3
Winter 2018-2019	2	202	184.2	15.3	184	183.9	15.8	183.3	16.2	184.2	15.9	184.6	16.9
Fall 2018-2019	2	202	175.1	16.3	175	175.5	17.2	175.4	17.3	175.2	17.2	175.0	18.1
Fall 2019-2020	3	202	191.7	15.3	191	191.2	16.2	191.3	16.0	191.3	15.6	191.9	16.1
Spring 2018-2019	3	187	199.0	17.0	200	198.5	18.4	198.7	17.8	198.7	18.3	199.0	18.2
Winter 2018-2019	3	187	195.8	17.0	197	195.8	18.9	196.3	18.0	196.2	18.4	196.0	18.3
Fall 2018-2019	3	187	187.3	17.2	186	187.9	17.9	187.1	18.1	187.0	17.6	187.4	18.5
Fall 2019-2020	4	187	200.6	16.3	201	200.4	17.8	200.4	17.3	201.4	17.5	199.8	17.6
Spring 2018-2019	4	437	210.2	20.2	210	210.3	20.9	210.4	21.5	210.1	20.5	209.6	21.4
Winter 2018-2019	4	437	205.8	19.8	205	205.9	21.0	205.7	20.6	205.8	20.9	206.0	20.3
Fall 2018-2019	4	437	199.2	19.9	197	199.7	20.8	199.5	20.4	199.5	20.9	199.2	20.7
Fall 2019-2020	5	437	211.5	17.6	213	211.5	18.8	211.4	18.5	211.8	18.6	211.0	18.7
Spring 2018-2019	5	582	217.1	20.7	215	217.0	21.7	217.1	21.8	216.8	21.8	216.8	21.2
Winter 2018-2019	5	582	213.1	19.9	212	212.8	20.6	213.2	20.3	213.1	20.4	213.0	20.6
Fall 2018-2019	5	582	207.7	19.5	206	207.3	20.4	207.5	20.2	207.5	20.2	207.9	20.3

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

17 16

FAQ

Q: Why does a report pulled for the fall 2019 time period show scores from fall, winter, and spring of 2018–2019?

A: Let's use the data highlighted above to answer that question. Students in grade 5 during the fall 2019–2020 time period are listed in the row identified by the purple diamond. These same students also took MAP Growth three times during the previous school year (2018–2019). The previous year's (i.e., grade 4) test scores are listed as the fall, winter, and spring scores for the 2018–2019 school year. This group of students had a median RIT score of ***197*** in fall 2018–2019 (grade 4), ***205*** in winter 2018–2019 (grade 4), ***210*** in spring 2018–2019 (grade 4), and ***213*** in fall 2019–2020 (grade 5).

Note: In your report, there will be one data table per MAP Growth test administered in each district. The view above only shows the data table associated with the Math 2–5 test.

Instructor | Administrator | School Coordinator | **District Coordinator**

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 score:** 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:** Indicates academic diversity of a group of students. The lower the number, the more students are alike (zero would mean all scores are the same). The higher the number, the greater the diversity in this group.

11 **Instructional area:** A learning area (e.g., geometry) within a subject (e.g., math). On the Class Breakdown by Instructional Area 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 the standard error.

17 **Suggested area of focus:** Chosen relative to the whole subject score, minus the standard error.

Tips and tricks

Compare student data across grades: The data in this column shows trends across school years for the same grade.

This report was pulled for fall 2019, but it shows the assessment scores for the same group of students during the fall, winter, and spring testing windows from the year before.

FAMILY REPORT

Family Report—Key Information

What this report offers

- Student-level report showing key results from a given test term so you can communicate with students and their families
- Shows all subjects tested for a student*, organized by term

*Course-specific test data will not be displayed for test events between July 24, 2020, and August 20, 2021.

Questions it helps answer

- How do the growth percentile and achievement percentile compare for this student?
- Is this student on track? (state assessment, ACT, SAT)
- What are this student's relative strengths and weaknesses?
- How can I leverage those relative strengths and suggested areas of focus to help this student?
- What is an appropriate growth goal for this student?
- How can I help this student set an appropriate stretch goal?
- What supports are needed to help reach the stretch goal?

When to use it

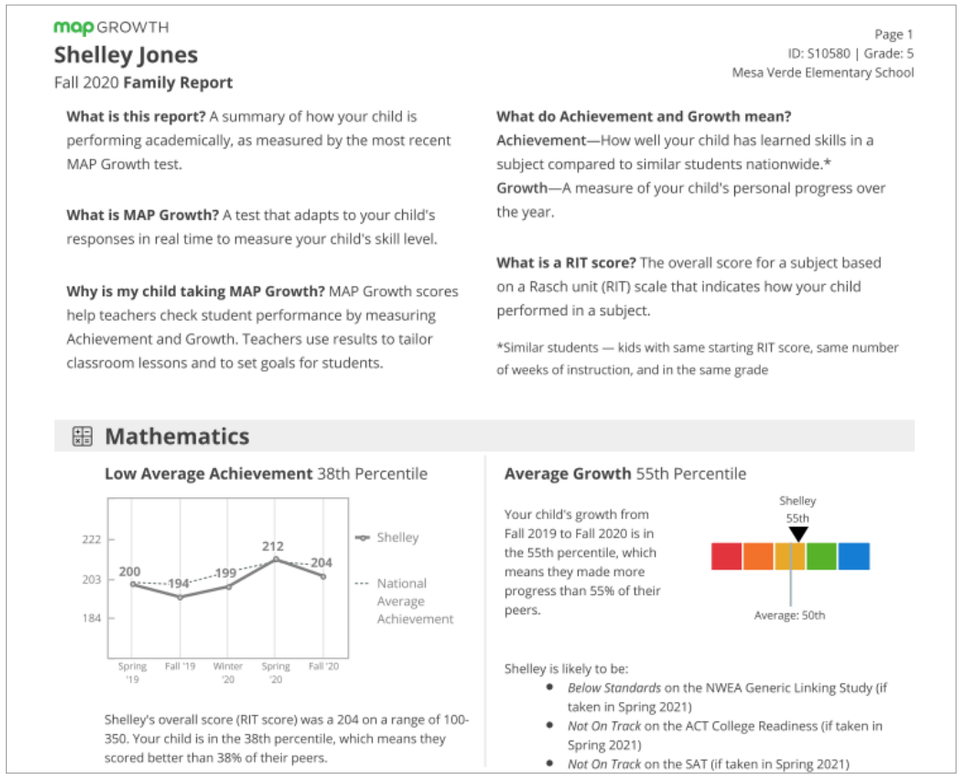
- After testing, to see results
- After two test events, to see growth data
- Anytime you need to talk to families or students about performance

Things to consider

- This report can access data for all prior years of testing.
- It will not include data from outside of your test window.
- You can choose to include comparisons to the SAT, ACT, or your state test linking study.
- This report can be accessed via the student profile or from the reports landing page.
- This report can be printed for one, some, or all students in a given class via batch printing.

Notes

Family Report



map GROWTH

Shelley Jones

Fall 2020 **Family Report**

Page 1
ID: S10580 | Grade: 5
Mesa Verde Elementary School

What is this report? A summary of how your child is performing academically, as measured by the most recent MAP Growth test.

What is MAP Growth? A test that adapts to your child's responses in real time to measure your child's skill level.

Why is my child taking MAP Growth? MAP Growth scores help teachers check student performance by measuring Achievement and Growth. Teachers use results to tailor classroom lessons and to set goals for students.

What do Achievement and Growth mean?
Achievement—How well your child has learned skills in a subject compared to similar students nationwide.*
Growth—A measure of your child's personal progress over the year.

What is a RIT score? The overall score for a subject based on a Rasch unit (RIT) scale that indicates how your child performed in a subject.

*Similar students — kids with same starting RIT score, same number of weeks of instruction, and in the same grade

Mathematics

Low Average Achievement 38th Percentile

Shelley's overall score (RIT score) was a 204 on a range of 100-350. Your child is in the 38th percentile, which means they scored better than 38% of their peers.

Average Growth 55th Percentile

Your child's growth from Fall 2019 to Fall 2020 is in the 55th percentile, which means they made more progress than 55% of their peers.

Shelley is likely to be:

- *Below Standards* on the NWEA Generic Linking Study (if taken in Spring 2021)
- *Not On Track* on the ACT College Readiness (if taken in Spring 2021)
- *Not On Track* on the SAT (if taken in Spring 2021)

Reading

Low Achievement 18th Percentile

Shelley's overall score (RIT score) was a 189 on a range of 100-320. Your child is in the 18th percentile, which means they scored better than 18% of their peers.

Average Growth 50th Percentile

Your child's growth from Fall 2019 to Fall 2020 is in the 50th percentile, which means they made more progress than 50% of their peers.

Shelley is likely to be:

- *Below Standards* on the NWEA Generic Linking Study (if taken in Spring 2021)
- *Not On Track* on the ACT College Readiness (if taken in Spring 2021)
- *Not On Track* on the SAT (if taken in Spring 2021)

Language Usage

High Achievement 92nd Percentile

Shelley's overall score (RIT score) was a 224 on a range of 100-350. Your child is in the 92nd percentile, which means they scored better than 92% of their peers.

Average Growth 59th Percentile

Your child's growth from Fall 2019 to Fall 2020 is in the 59th percentile, which means they made more progress than 59% of their peers.

Shelley is likely to be:

- *Advanced* on the NWEA Generic Linking Study (if taken in Spring 2021)

Science - General Science

High Achievement 97th Percentile

Shelley's overall score (RIT score) was a 222 on a range of 100-350. Your child is in the 97th percentile, which means they scored better than 97% of their peers.

High Average Growth 61st Percentile

Your child's growth from Fall 2019 to Fall 2020 is in the 61st percentile, which means they made more progress than 61% of their peers.

Shelley is likely to be:

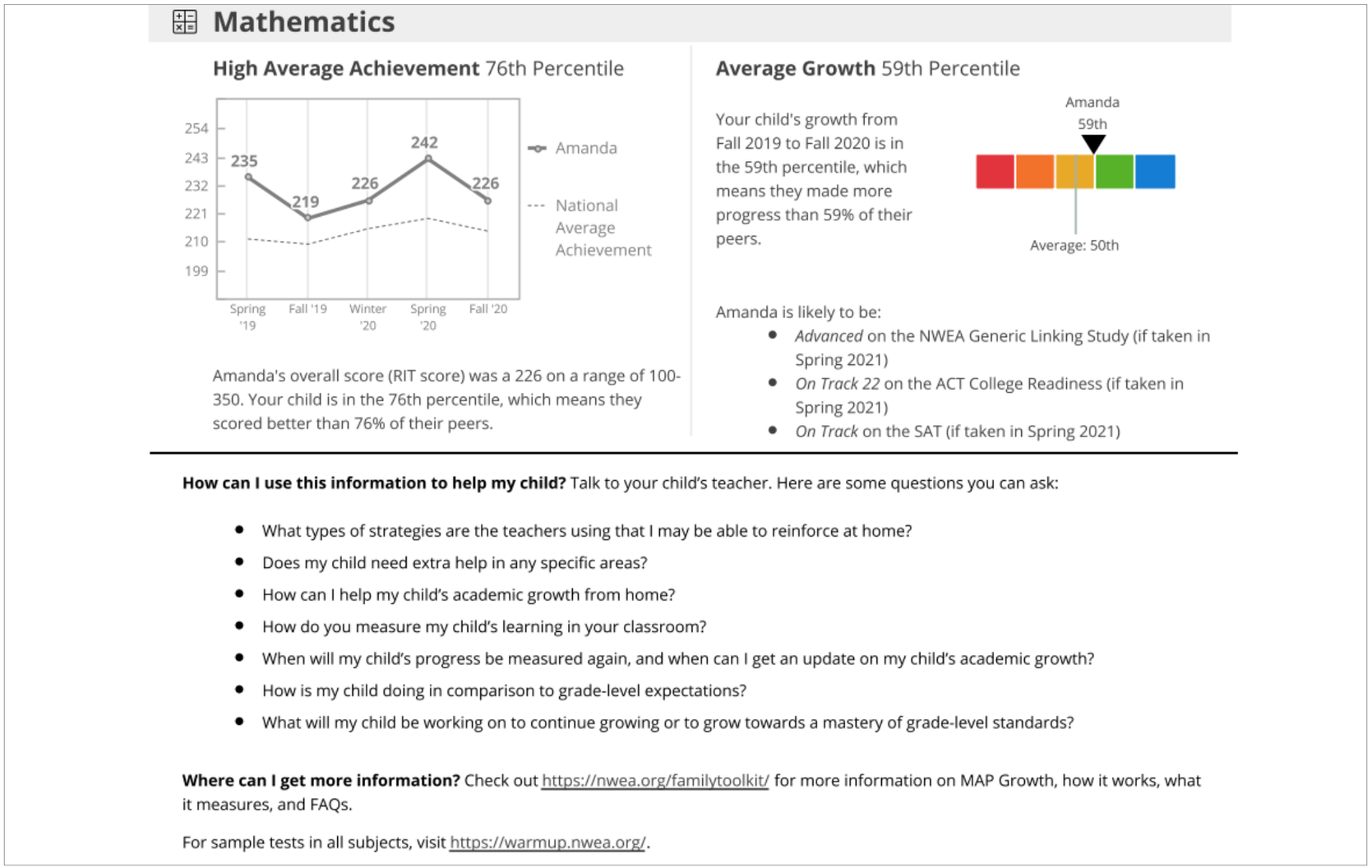
- *Advanced* on the NWEA Generic Linking Study (if taken in Spring 2021)

Note: This report is only available for the most recent test term.

Instructor | Administrator | School Coordinator | District Coordinator

FAMILY REPORT: CLOSE-UP VIEW

Family Report
Close-Up View



Mathematics

High Average Achievement 76th Percentile

Amanda's overall score (RIT score) was a 226 on a range of 100-350. Your child is in the 76th percentile, which means they scored better than 76% of their peers.

Average Growth 59th Percentile

Your child's growth from Fall 2019 to Fall 2020 is in the 59th percentile, which means they made more progress than 59% of their peers.

Amanda is likely to be:

- *Advanced* on the NWEA Generic Linking Study (if taken in Spring 2021)
- *On Track 22* on the ACT College Readiness (if taken in Spring 2021)
- *On Track* on the SAT (if taken in Spring 2021)

How can I use this information to help my child? Talk to your child's teacher. Here are some questions you can ask:

- What types of strategies are the teachers using that I may be able to reinforce at home?
- Does my child need extra help in any specific areas?
- How can I help my child's academic growth from home?
- How do you measure my child's learning in your classroom?
- When will my child's progress be measured again, and when can I get an update on my child's academic growth?
- How is my child doing in comparison to grade-level expectations?
- What will my child be working on to continue growing or to grow towards a mastery of grade-level standards?

Where can I get more information? Check out https://nwea.org/familytoolkit/ for more information on MAP Growth, how it works, what it measures, and FAQs.

For sample tests in all subjects, visit https://warmup.nwea.org/.

Note: This is a close-up view of the Family Report to show detail. This exact view can't be printed using the MAP Growth reporting system.

Tips and tricks

Batch printing: This report can only be batch-printed for a single classroom at a time, not for an entire grade level, school, or district.

Instructor | Administrator | School Coordinator | District Coordinator

K–2 SCREENING AND SKILLS CHECKLIST: BY STUDENT

Screening and Skills Checklist: Student Report—Key Information

What this report offers

- Student-level results from certain Screening and Skills Checklist tests to focus instruction for each student

Questions it helps answer

- What baseline information can I get about a student in the earliest stages of learning? (Screenings)
- What can I learn about a student's specific skills and knowledge? (Skills checklists)
- How might I need to modify and focus instruction for this student?

When to use it

- After testing, to see results
- As part of the instructional decision-making process
- Anytime you need to talk to families or students about performance

Things to consider

- Results can be accessed for three prior terms for all tests completed within the date ranges entered.
- Results are reported in percentage correct, not a RIT score.
- These are not growth-based tests.
- Get more information on Screening and Skills Checklist tests.

Notes

MAP Growth K–2 Student Report: Screening and Skills Checklist

Early Literacy

Screening And Skills Checklist Student Report

District: NWEA Sample District
School: Bryce Canyon Elementary School
Instructor: May, Veronica
Class: May Homeroom
Start Date: 11/5/2019
End Date: 11/3/2020
Test: Screening: Reading Early Literacy
Student: Butler, Joseph

Modify Options | Save Parameters

Create PDF Report

	Test Date	Aug 27, 2020
	Overall Score	47%
Skills / Sub-skills		
Phonological Awareness		30%
Matching Sounds		20%
Rhyming Sounds		40%
Visual Discrimination/Phonics		60%
Visual Discrimination		80%
Letter Identification		40%
Concepts of Print		50%
Concepts of Print--Pre-K		60%
Concepts of Print--Beginning K		40%

Low: 0% to 40%
Medium: > 40% to < 80%
High: 80% to 100%
NA: Sub-skill not evaluated

Screening And Skills Checklist Student Report

District: NWEA Sample District
School: Bryce Canyon Elementary School
Instructor: May, Veronica
Class: May Homeroom
Start Date: 11/5/2019
End Date: 11/3/2020
Test: Screening: Reading Early Literacy
Student: Baker, Sonya

Modify Options | Save Parameters

Create PDF Report

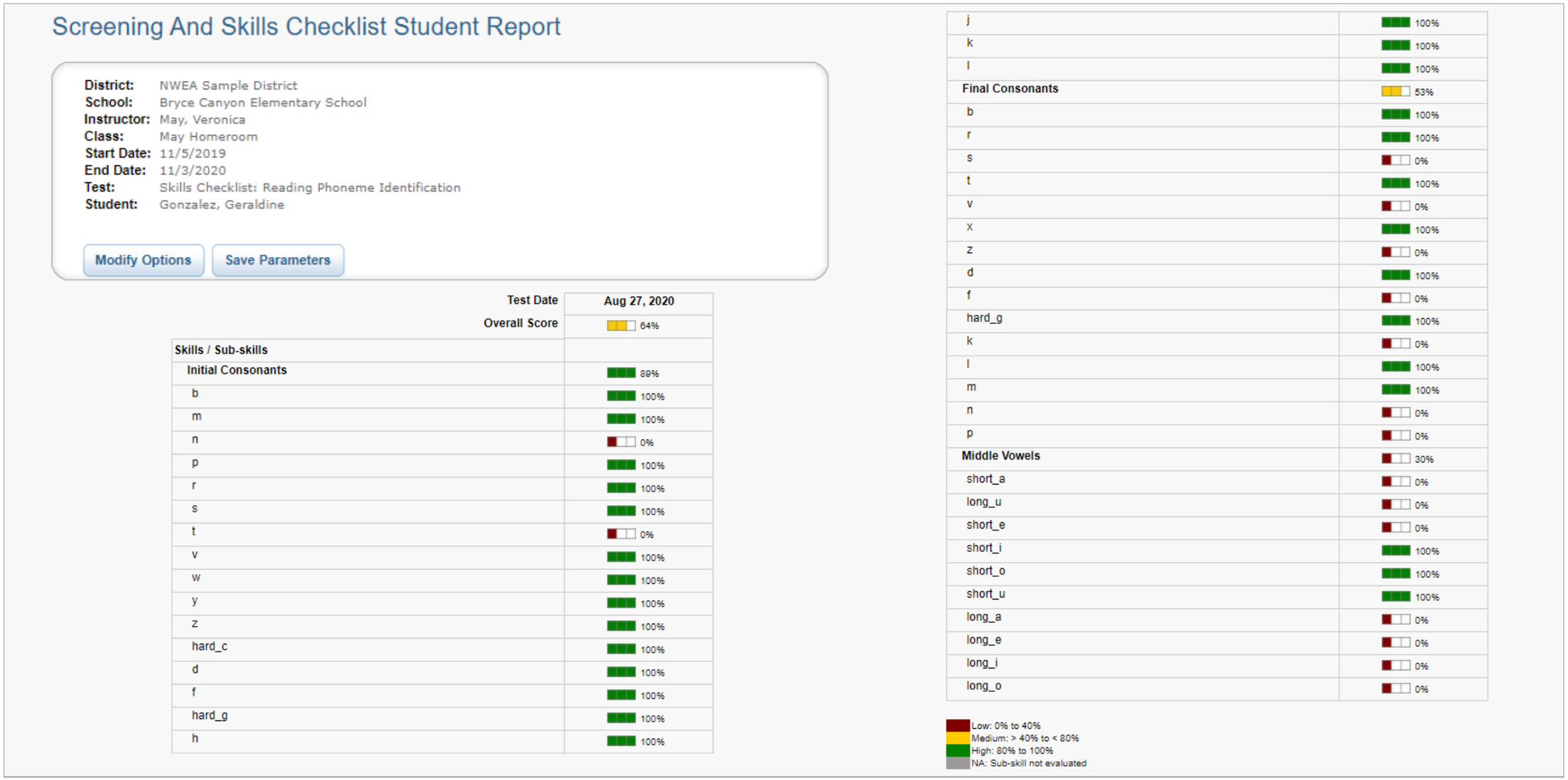
	Test Date	Aug 27, 2020
	Overall Score	83%
Skills / Sub-skills		
Phonological Awareness		60%
Matching Sounds		100%
Rhyming Sounds		20%
Visual Discrimination/Phonics		100%
Letter Identification		100%
Matching Letters to Sounds		100%
Concepts of Print		90%
Concepts of Print--Beginning K		100%
Concepts of Print--K-1		80%

Low: 0% to 40%
Medium: > 40% to < 80%
High: 80% to 100%
NA: Sub-skill not evaluated

Instructor | Administrator | School Coordinator | District Coordinator

MAP Growth K–2 Student Report: Screening and Skills Checklist

Reading Phoneme Identification



Screening And Skills Checklist Student Report

District: NWEA Sample District
School: Bryce Canyon Elementary School
Instructor: May, Veronica
Class: May Homeroom
Start Date: 11/5/2019
End Date: 11/3/2020
Test: Skills Checklist: Reading Phoneme Identification
Student: Gonzalez, Geraldine

Modify Options | Save Parameters

Test Date	**Aug 27, 2020**
Overall Score	64%
Skills / Sub-skills	
Initial Consonants	89%
b	100%
m	100%
n	0%
p	100%
r	100%
s	100%
t	0%
v	100%
w	100%
y	100%
z	100%
hard_c	100%
d	100%
f	100%
hard_g	100%
h	100%
j	100%
k	100%
l	100%
Final Consonants	53%
b	100%
r	100%
s	0%
t	100%
v	0%
x	100%
z	0%
d	100%
f	0%
hard_g	100%
k	0%
l	100%
m	100%
n	0%
p	0%
Middle Vowels	30%
short_a	0%
long_u	0%
short_e	0%
short_i	100%
short_o	100%
short_u	100%
long_a	0%
long_e	0%
long_i	0%
long_o	0%

Low: 0% to 40%
Medium: > 40% to < 80%
High: 80% to 100%
NA: Sub-skill not evaluated

Instructor | Administrator | School Coordinator | District Coordinator

MAP Growth K–2 Student Report: Screening and Skills Checklist

Reading Vowel-Digraphs-Diphthongs

Screening And Skills Checklist Student Report

District: NWEA Sample District
School: Bryce Canyon Elementary School
Instructor: May, Veronica
Class: May Homeroom
Start Date: 11/5/2019
End Date: 11/3/2020
Test: Skills Checklist: Reading Vowel-Digraphs-Diphthongs
Student: Gibson, Alberta

Modify Options | Save Parameters

Create PDF Report

	Test Date	Aug 25, 2020
	Overall Score	67%
Skills / Sub-skills		
Digraphs		55%
ai/tail		0%
ow/snow		0%
ay/day		100%
ee/feet		100%
oa/goat		0%
ui/fruit		0%
ea/bread		100%
oo/book		100%
oo/food		100%
ie/pie		100%
ue/blue		0%
Diphthongs		80%
oi/coin		0%
oy/boy		100%
ou/out		100%
ow/cow		100%
aw/saw		100%

Low: 0% to 40%
Medium: > 40% to < 80%
High: 80% to 100%
NA: Sub-skill not evaluated

Instructor | Administrator | School Coordinator | District Coordinator

K–2 SCREENING AND SKILLS CHECKLIST: BY CLASS

Screening and Skills Checklist: Class Report—Key Information

What this report offers

- Class-level results showing performance for skills and concepts included in certain Screening and Skills Checklist tests

Questions it helps answer

- What baseline information can I get about a class in the earliest stages of learning? (Screenings)
- What can I learn about the specific skills and knowledge of a class? (Skills checklists)
- How might I need to modify and focus instruction for the whole class?

When to use it

- After testing, to see results
- As part of the instructional decision-making process
- When you want to use data to inform student grouping

Things to consider

- Results can be accessed for three prior terms for all tests completed within the date ranges entered.
- Results are reported in percentage correct, not a RIT score.
- These are not growth-based tests.
- Get more information on Screening and Skills Checklist tests.

Notes

MAP Growth K–2 Class Report: Screening and Skills Checklist

Early Literacy

Screening And Skills Checklist Class Report

District: NWEA Sample District
School: Bryce Canyon Elementary School
Instructor: May, Veronica
Class: May Homeroom
Start Date: 11/5/2019
End Date: 11/3/2020

Test: Screening: Reading Early Literacy

Modify Options | Save Parameters

Select All | Create PDF Report | Create Sub-skill Report | Please select one or more sub-skills before running this report.

Skills / Sub-skills	Scores	Total # of Students
Overall Score	3 2	
Phonological Awareness	1 3 1	5
Matching Sounds	1 1 1	3
Rhyming Sounds	2 1 2	5
Manipulating Sounds	1 1	2
Visual Discrimination/Phonics	1 2 2	5
Visual Discrimination	1 1	2
Letter Identification	2 3	5
Matching Letters to Sounds	2 1	3
Concepts of Print	1 1 3	5
Concepts of Print--Pre-K	2	2
Concepts of Print--Beginning K	2 3	5
Concepts of Print--K-1	3	3

Low: 0% to 40%
Medium: > 40% to < 80%
High: 80% to 100%
NA: Sub-skill not evaluated

20

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 they answered correctly in that section of the test.

Instructor | Administrator | School Coordinator | District Coordinator

MAP Growth K–2 Class Report: Screening and Skills Checklist

Reading Phoneme Identification (1 of 2)

Screening And Skills Checklist Class Report

District: NWEA Sample District
School: Bryce Canyon Elementary School
Instructor: May, Veronica
Class: May Homeroom
Start Date: 11/5/2019
End Date: 11/3/2020

Test: Skills Checklist: Reading Phoneme Identification

Modify Options | Save Parameters

Select All | Create PDF Report | Create Sub-skill Report | Please select one or more sub-skills before running this report.

Skills / Sub-skills	Scores	Total # of Students
Overall Score	3	
Initial Consonants	1 2	3
b	1 2	3
m	3	3
n	1 2	3
p	3	3
r	3	3
s	3	3
t	1 2	3
v	3	3
w	1 2	3
y	3	3
z	3	3
hard_c	3	3
d	3	3
f	3	3
hard_g	1 2	3
h	3	3
j	1 2	3
k	3	3
l	3	3
Final Consonants	3	3
b	3	3
r	1 2	3
s	3	3

20

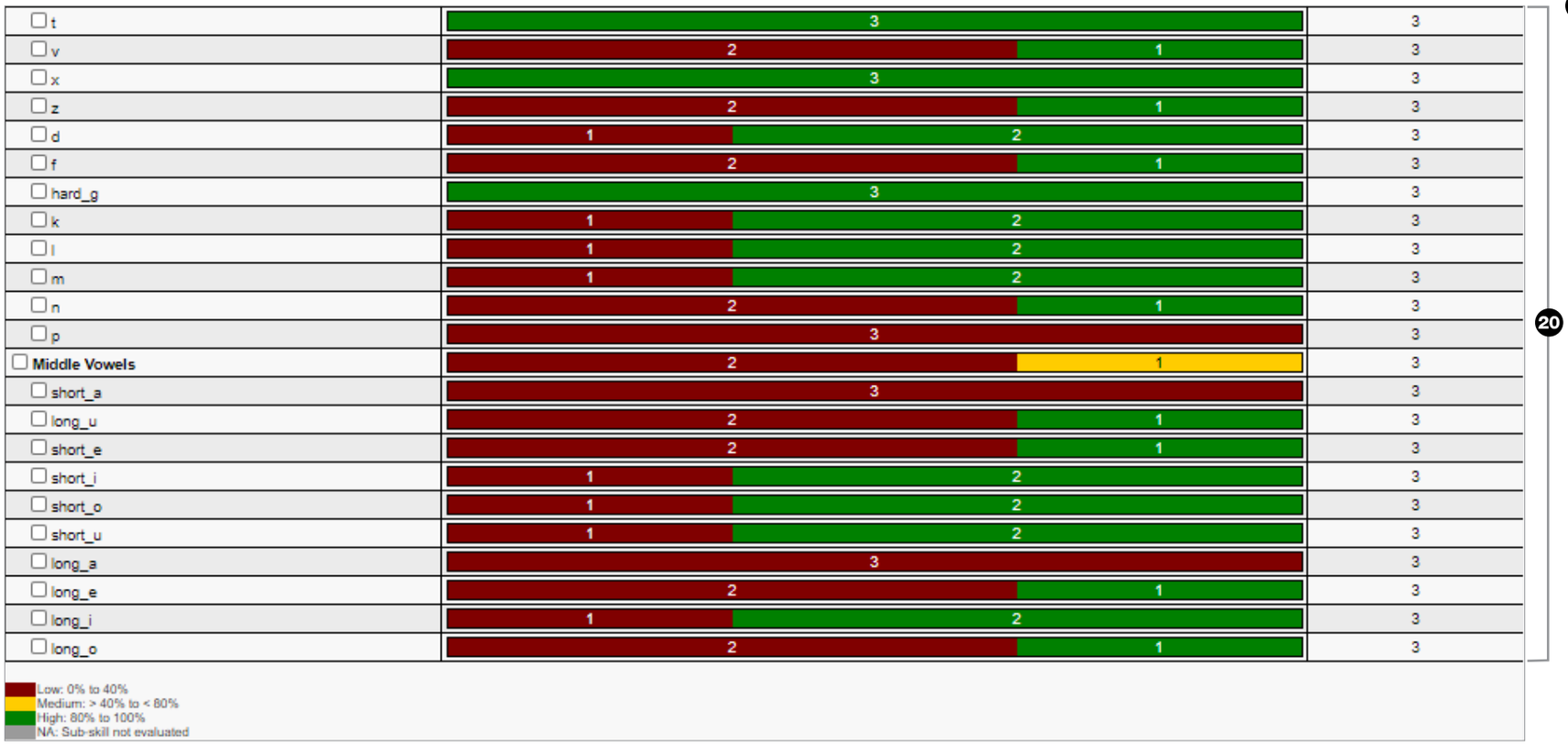
20 **Segmented bar graph:** Shows the number of students who scored within each percentage range—low, medium, and high. A student's range is based on the proportion of questions they answered correctly in that section of the test.

Continued on the next page

Instructor | Administrator | School Coordinator | District Coordinator

MAP Growth K–2 Class Report: Screening and Skills Checklist

Reading Phoneme Identification (2 of 2)



t	3	3
v	2 1	3
x	3	3
z	2 1	3
d	1 2	3
f	2 1	3
hard_g	3	3
k	1 2	3
l	1 2	3
m	1 2	3
n	2 1	3
p	3	3
Middle Vowels	2 1	3
short_a	3	3
long_u	2 1	3
short_e	2 1	3
short_i	1 2	3
short_o	1 2	3
short_u	1 2	3
long_a	3	3
long_e	2 1	3
long_i	1 2	3
long_o	2 1	3

Low: 0% to 40%
Medium: > 40% to < 80%
High: 80% to 100%
NA: Sub-skill not evaluated

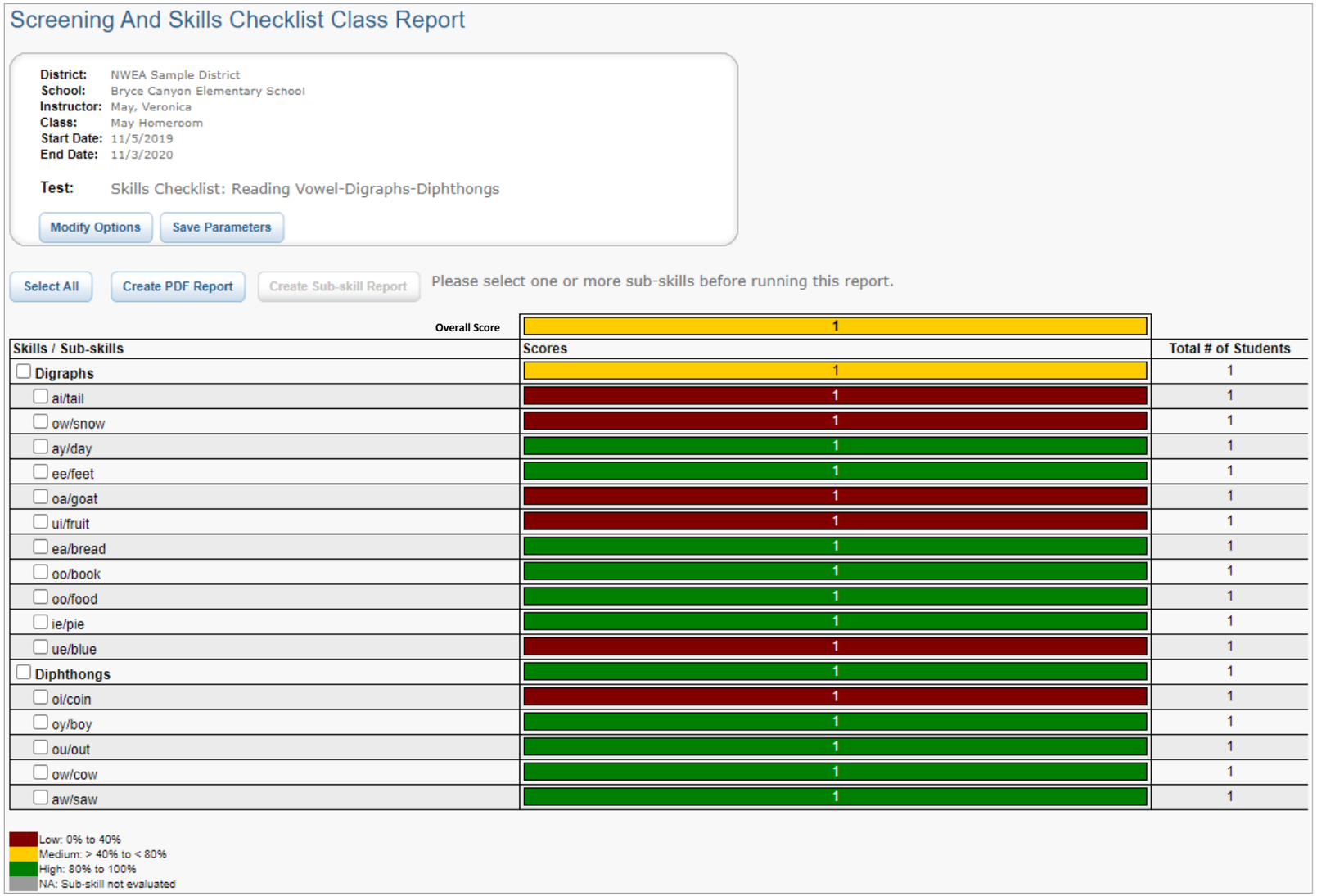
20

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 they answered correctly in that section of the test.

Instructor | Administrator | School Coordinator | District Coordinator

MAP Growth K–2 Class Report: Screening and Skills Checklist

Reading Vowel-Digraphs-Diphthongs



Screening And Skills Checklist Class Report

District: NWEA Sample District
School: Bryce Canyon Elementary School
Instructor: May, Veronica
Class: May Homeroom
Start Date: 11/5/2019
End Date: 11/3/2020

Test: Skills Checklist: Reading Vowel-Digraphs-Diphthongs

Modify Options | Save Parameters

Select All | Create PDF Report | Create Sub-skill Report | Please select one or more sub-skills before running this report.

Skills / Sub-skills	Scores	Total # of Students
Overall Score	1	
Digraphs	1	1
ai/tail	1	1
ow/snow	1	1
ay/day	1	1
ee/feet	1	1
oa/goat	1	1
ui/fruit	1	1
ea/bread	1	1
oo/book	1	1
oo/food	1	1
ie/pie	1	1
ue/blue	1	1
Diphthongs	1	1
oi/coin	1	1
oy/boy	1	1
ou/out	1	1
ow/cow	1	1
aw/saw	1	1

Low: 0% to 40%
Medium: > 40% to < 80%
High: 80% to 100%
NA: Sub-skill not evaluated

20

Instructor | Administrator | School Coordinator | District Coordinator

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 they answered correctly in that section of the test.

nwea

NWEA is a not-for-profit organization that supports students and educators worldwide by providing assessment solutions, insightful reports, professional learning offerings, and research services. Visit NWEA.org to find out how NWEA can partner with you to help all kids learn.

© 2022 NWEA. NWEA, MAP, and Partnering to help all kids learn are registered trademarks, and MAP Growth, MAP® Reading Fluency™, and MAP Accelerator, are trademarks, of NWEA in the US and in other countries. The names of other companies and their products mentioned are the trademarks of their respective owners.

LEXILE® and QUANTILE® are trademarks of MetaMetrics, Inc., and is registered in the United States and abroad. The trademarks and names of other companies and products mentioned herein are the property of their respective owners. Copyright © 2020 MetaMetrics, Inc. All rights reserved.

SEP22 | KAP951

