MAP REPORTS REFERENCE

The following table describes MAP reports and resources available for test results. Which reports you can access depends on which MAP user roles were assigned to your account (see "Required Role" in the headings).

Note: System Administrator and Proctor roles do not have access to reports, data tools, or instructional resources. Data Administrators can access operational reports only.

Name	Description	Intended Audience
District Level Reports **(Required Role: Administrator or District Assessment Coordinator and *School Assessment Coord.)**		
District Summary	Summarizes RIT score test results for the current and all historical terms so you can inform district-level decisions and presentations.	Superintendent, curriculum specialist, instructional coach, principal
Student Growth Summary *	Shows aggregate growth in a district or school compared to the norms for similar schools, so you can adjust instruction and use of materials.	
Projected Proficiency Summary	Shows aggregated projected proficiency data so you can determine how a group of students is projected to perform on separate state and college readiness tests.	
Grade *	Shows students' detailed and summary test data by grade for a selected term so you can set goals and adjust instruction.	Principal, counselor, instructional coach
Grade Breakdown	Provides a single spreadsheet of student achievement (both subject and goal area) so you can flexibly group students from across the school. Unlike the Class Breakdown reports, this report has no limit on the number of students. File format is CSV.	
School Level Reports **(Required Role: Instructor, Administrator, or School/District Assessment Coordinator)**		
Class	Shows class performance for a term, including norms status rankings, so you can analyze student needs.	Instructional coach, teacher
Achievement Status and Growth	Shows three pictures of growth, all based on national norms: *projections* so you can set student growth goals, *summary* comparison of two terms so	Instructional coach, teacher, counselor

Name	Description	Intended Audience
	you can evaluate efforts, and an interactive *quadrant chart* so you can visualize growth comparisons.	
Class Breakdown by RIT	Shows at a glance the academic diversity of a class across basic subject areas so you can modify and focus the instruction for each student.	
Class Breakdown by Goal	Shows academic diversity for specific goals within a chosen subject so you can modify and focus the instruction for each student.	
Class Breakdown by Projected Proficiency	Shows students' projected performance on state and college readiness assessments so you can adjust instruction for better student proficiency.	Instructional coach, teacher, counselor, principal
Student Profile	Brings together the data you need to advise each student and support his or her growth, including learning paths and growth goals.	Teacher, instructional coach, counselor, student, parent
Student Progress	Shows a student's overall progress from all past terms to the selected term so you can communicate about the student's term-to-term growth.	Teacher, instructional coach, counselor, student, parent
Student Goal Setting Worksheet	Shows a student's test history and growth projections in the selected subject areas for a specific period of time so you can discuss the student's goals and celebrate achievements.	Teacher, instructional coach, counselor, student, parent
Skills Checklist / Screening Results **(Required Role: Instructor, Administrator, or School/District Assessment Coordinator)**		
Class	Shows overall class performance for skills and concepts included in certain Screening tests or Skills Checklist tests so you can modify and focus instruction for the whole class.	Instructional coach, teacher, counselor
Sub-Skill	Shows test results of individual students in a selected class so you can identify students who need help with specific skills.	
Student	Shows individual student results from certain Screening tests or Skills Checklist tests so you can focus instruction for each student.	Teacher, instructional coach, counselor, student, parent
Learning Continuum **(Required Role: Instructor, Administrator, or School/District Assessment Coordinator)**		
Class View	Shows students together with the skills and concepts they need to develop	Instructional coach, teacher, counselor
Test View	Shows skills and concepts for all RIT bands	
Data Tools **(Required Role: District Assessment Coordinator)**		

Name	Description	Intended Audience
Data Export Scheduler	Exports test results to text files to enable importing into a database, creating custom reports, and more (CompassLearning® XML functionality requires a separate license)	Superintendents, curriculum specialists, and assistant superintendents for curriculum, instruction, and assessment

Reports Finder

Consult the following table to pinpoint which MAP report you need.

To See...	...At This Level...	...Use Report:
class test results	...classroom...	• Class Report on page 13 • Class Breakdown by RIT, Class Breakdown by Goal on page 18
differentiated instruction	...classroom...	• Class Breakdown by RIT, Class Breakdown by Goal on page 18 • Grade Breakdown on page 27 • Learning Continuum on page 28
disengagement	...each student...	• Student Profile Report on page 43
duration of test	...classroom...	• Class Report on page 13
	...school/district...	• Grade Report on page 22
ethnic or gender, results grouped by	...classroom...	• Achievement Status and Growth Report on page 7 • Class Report on page 13
	...school/district...	• District Summary Report on page 20 • Grade Report on page 22 • Projected Proficiency Summary Report on page 35 • Student Growth Summary Report on page 40
growth (projected and actual)	...each student...	• Student Profile Report on page 43 • Student Progress Report on page 58 • Student Goal Setting Worksheet on page 37
	...classroom...	• Achievement Status and Growth Report on page 7
	...school/district...	• Student Growth Summary Report on page 40
history of test results	...each student...	• Student Progress Report on page 58

To See...	...At This Level...	...Use Report:
		• Student Profile Report on page 43
	...school/district...	• District Summary Report on page 20
		• Student Growth Summary Report on page 40
instructional data	...classroom...	• Learning Continuum on page 28
Lexile®	...each student...	• Student Progress Report on page 58
		• Student Goal Setting Worksheet on page 37
	...classroom...	• Class Report on page 13
	...school/district...	• Grade Report on page 22
mean RIT	...classroom...	• Achievement Status and Growth Report on page 7
		• Class Report on page 13
	...school/district...	• District Summary Report on page 20
		• Grade Report on page 22
		• Student Growth Summary Report on page 40
parent-friendly data	...each student...	• Student Progress Report on page 58
		• Student Goal Setting Worksheet on page 37
percentile rank	...each student...	• Student Profile Report on page 43
		• Student Progress Report on page 58
	...classroom...	• Class Report on page 13
	...school/district...	• Grade Report on page 22
primary grades, results from screening or skills checklist	...each student...	• Screening and Skills Checklist Student Report on page 33
	...classroom...	• Screening and Skills Checklist Class Report on page 32
programs (like school lunch), group results by	...school/district...	• District Summary Report on page 20
		• Projected Proficiency Summary Report on page 35
		• Student Growth Summary Report on page 40
projected proficiency on your state's test	...each student...	• Student Profile Report on page 43
	...classroom...	• Class Breakdown by Projected Proficiency Report on page 17
	...school/district...	• Projected Proficiency Summary Report on page 35
Response to intervention (RTI) screening, based on percentile	...classroom...	• Class Report on page 13
	...school/district...	• Grade Report on page 22

To See...	...At This Level...	...Use Report:
RIT score, sorted by	...classroom...	• Class Report on page 13 • Class Breakdown by RIT, Class Breakdown by Goal on page 18
	...school/district...	• Grade Report on page 22 • Grade Breakdown on page 27
roster, students missing	...school/district...	• Students Without Reporting Attributes (see *Operational Reports Reference*)
roster, duplicate students	...school/district...	• Potential Duplicate Profiles Reports (see *Operational Reports Reference*)
skills checklist results	...each student...	• Screening and Skills Checklist Student Report on page 33
	...classroom...	• Screening and Skills Checklist Class Report on page 32
staff list	...school/district...	• User Roles Report (see *Operational Reports Reference*)
student-friendly data	...each student...	• Student Profile Report on page 43 • Student Progress Report on page 58 • Student Goal Setting Worksheet on page 37
screening test results (non growth)	...each student...	• Student Progress Report on page 58 (select the All Valid report option)
	...classroom...	• Class Report on page 13
	...school/district...	• District Summary Report on page 20 • Grade Report on page 22
teacher's class results	...classroom...	• Class Report on page 13
teachers missing	...school/district...	• Instructors Without Class Assignments Report (see *Operational Reports Reference*)
testing status	...school/district...	• Students Without Valid Test Results Report (see *Operational Reports Reference*) • Test Events by Status Report (see *Operational Reports Reference*)

Time Required for Reports

Keep in mind the processing time required for reports and certain report data:

- Nightly Data Update — To keep reports running fast, the MAP system performs updates to the reporting database only at night. This means that changes users make to data do not appear in reports until the next day, after those changes transfer from the main database to the separate reporting database. Example changes are:

  - testing

  - adding a student ID

  - reassigning test events

  - modifying a test window

- Generation Time — The time it takes to generate reports depends on the report's priority, size, and volume (number of records included in the report). HTML-based reports are available immediately, but they are not stored in the Reports Queue.

Achievement Status and Growth Report

Achievement Status and Growth Summary Report

MAP GROWTH

Kotifani, Jenisha
5th Grade Homeroom

Summary or projection for one or more classes and schools

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

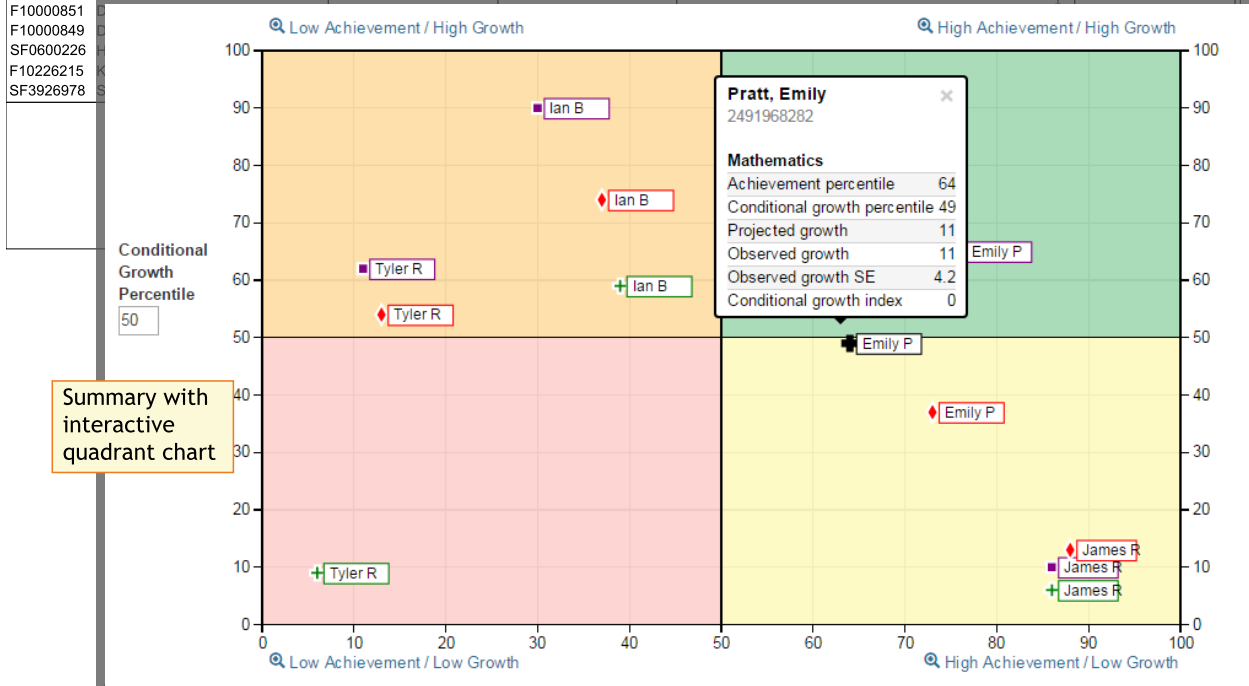|	
Norms Reference Data:	2015
Growth Comparison Period:	Fall 2015 – Winter 2016
Weeks of Instruction:	Start - 4 (Fall 2015) End - 20 (Winter 2016)
Optional Grouping:	None
Small Group Display:	Yes

Language Usage

				Achievement Status				Growth						Comparative	
				Fall 2015		Winter 2016		Student						Comparative	
ID	Name	WI16 Grade	WI16 Date	RIT Range (+/- SEM)	Percentile Range (+/- SE)	RIT Range (+/- SEM)	Percentile Range (+/- SE)	Projected RIT	Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth	Conditional Growth Index	Conditional Growth Percentile
SF0701428	Flores, Michael S.	5	1/29/16	208-**211**-214	57-**67**-75	217-**220**-223	72-**78**-84	215	4	9	4.3	5	Yes	1.0	84
F09000030	Devany, Noni	5	2/3/16	204-**207**-210	45-**54**-62	212-**215**-218	57-**66**-73	211	4	8	4.23	4	Yes ‡	0.8	80
F10000851															
F10000849															
SF0600226															
F10226215															
SF3926978															

Summary with interactive quadrant chart

Description	Shows three pictures of growth, all based on national norms: *projections* so you can set student growth goals, *summary* comparison of two terms so you can evaluate efforts, and an interactive *quadrant chart* so you can visualize growth comparisons.
Applicable Tests	MAP Growth and MAP Growth K-2.
Intended Audience	Instructional coach, teacher, counselor
Required Roles	Instructor, Administrator, or Assessment Coordinator (School or District)
Date Limits	2 years prior, for tests completed within your test window range (set under Manage Terms)

Projected Growth Sample

— Achievement Status and Growth Report —

Achievement Status				Growth							
Fall 2015		Winter 2016		Student						Comparative	
RIT Range (+/- SEM)	Percentile Range (+/- SE)	RIT Range (+/- SEM)	Percentile Range (+/- SE)	Projected RIT	Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth	Conditional Growth Index	Conditional Growth Percentile
208-**211**-214	57-**67**-75			215	4						
204-**207**-210	45-**54**-62			211	4						
210-**213**-216	62-**70**-77			216	3						
198-**201**-204	29-**37**-45			206	5						
203-**206**-209	43-**51**-60			210	4						

Achievement Status

RIT Range (+/− SEM)

Test score for the term, shown in **bold** (+/− standard error of measurement).

Percentile Range (+/− SE)

Percentage ranking of the achievement reached for the given term, shown in **bold** (+/− standard error). It is a comparison to similar students in NWEA's norms study, not a comparison to fellow classmates.

It also incorporates the weeks of instruction before testing, as set in the MAP preferences for your district or school.

SEM and **SE** = Standard Error of Measurement (an estimate of the precision; if retested soon after, the student's score would be within this range most of the time). If it is unusually high, a footnote (*) indicates you should qualify the results with data from other terms or other measurements.
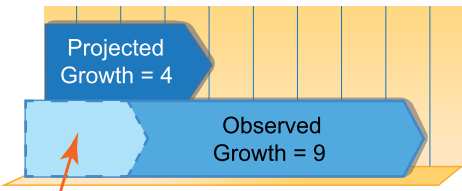
Growth

Projected RIT

Typical score expected for matching peers within the NWEA norms study—those in the same grade who have the same RIT score in the first term, and the same Weeks of Instruction before testing (as set in the MAP preferences for your district or school).

Projected Growth

Number of RIT points the student is typically expected to grow.

Summary Growth Sample

— Achievement Status and Growth Report —

Achievement Status				Growth							
Fall 2015		Winter 2016				Student				Comparative	
RIT Range (+/- SEM)	Percentile Range (+/- SE)	RIT Range (+/- SEM)	Percentile Range (+/- SE)	Projected RIT	Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth	Conditional Growth Index	Conditional Growth Percentile
208-**211**-214	57-**67**-75	217-**220**-223	72-**78**-84	215	4	9	4.3	5	Yes	1.0	84
204-**207**-210	45-**54**-62	212-**215**-218	57-**66**-73	211	4	8	4.23	4	Yes ‡	0.8	80
210-**213**-216	62-**70**-77	214-**217**-220	63-**71**-78	216	3	4	4.21	1	Yes ‡	0.2	56
198-**201**-204	29-**37**-45	204-**207**-210	33-**42**-51	206	5	6	4.18	1	Yes ‡	0.3	61
203-**206**-209	43-**51**-60	210-**213**-216	51-**60**-68	210	4	7	4.38	3	Yes ‡	0.6	76
208-**211**-214	57-**65**-73	211-**214**-217	54-**63**-71	214	3	3	4.32	0	Yes ‡	-0.1	46
207-**210**-213	54-**62**-70	209-**212**-215	48-**57**-66	214	4	2	4.28	-2	No ‡	-0.3	38

Growth – Student

Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth
Difference between the RIT in the first term and the end term.	Provides an estimate of the Observed Growth precision by incorporating the standard error of measurement (SEM) from each term. If it is unusually high, a footnote (†) indicates you should qualify the results with data from other terms or other sources.	Difference between the Observed Growth and Projected Growth. A zero (0) indicates the student exactly met projection. Inappropriate for *comparing* students (use Conditional Growth Index).	Indicates whether students met growth projections (Yes) or fell short (No). A ‡ mark indicates the Observed Growth Standard Error (SE) could be large enough to put the outcome in question, and you should qualify these results with other points of data. Consider this example:

Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth
4	9	6.4	5	**Yes** ‡

In this case, the Standard Error (6.4) is large enough to potentially drop Observed Growth (9) below what was projected (4):

Projected Growth = 4

Observed Growth = 9

Less Standard Error (6.4)

Growth – Comparative

Conditional Growth Index	Conditional Growth Percentile
Enables you to compare growth between any of your students. This measurement correlates your student's growth with the growth patterns of matching peers within the NWEA norms study (same grade, starting RIT score, and Weeks of Instruction before testing). In addition, this measurement involves a conditioning process that incorporates how difficult it was for each student to grow. As a result, you can see	Translates the Conditional Growth Index to U.S. national

Growth – Comparative	
Conditional Growth Index	**Conditional Growth Percentile**
each student's growth in the same national context and compare them fairly, regardless of grade or subject. A value of zero (0) corresponds to the mean (typical) growth, indicating that growth exactly matched projections. Values above zero indicate growth that exceeded projections, and values below zero indicate growth below projections.	percentile rankings for growth. An index of 0 equates to 50th percentile.

Summary Section

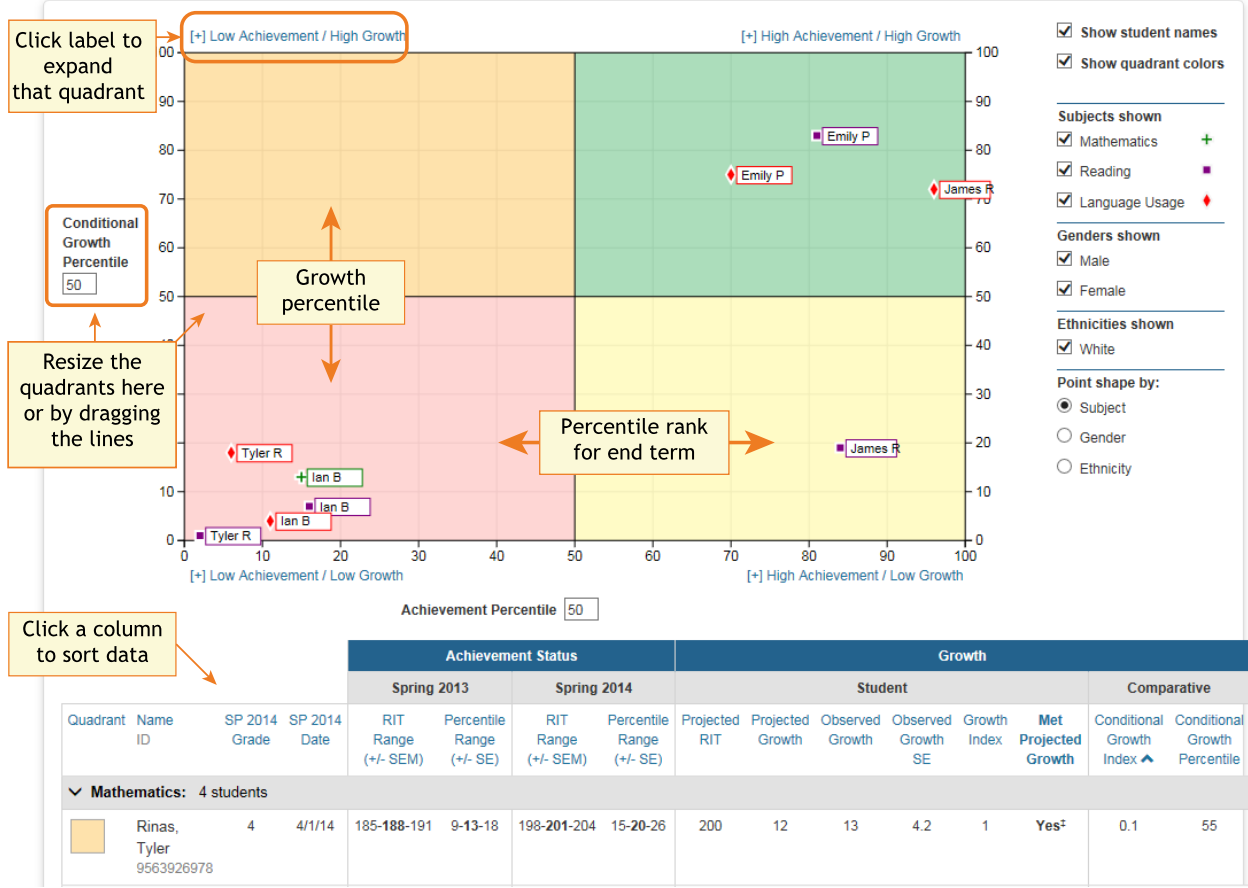*— Achievement Status and Growth Report —*

Summary for: Language Usage		
	Percentage of Students who Met or Exceeded their Projected RIT	81.8%
	Percent of Projected Growth Met	137.5%
	Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores	11
	Count of Students who Met or Exceeded their Projected RIT	9
	Median Conditional Growth Percentile	61

Percentage Of Students Who Met Or Exceeded Their Projected RIT	Percentage of students with a Growth Index value greater than or equal to zero.
Percent Of Projected Growth Met	Ratio of total Observed Growth to total Projected Growth. A performance of 100% is average, meaning the student growth equaled the projections. This measure can provide a good indicator of group performance. However, be careful. The assumption is that students will grow at close to the same rate. One or two outliers can skew the percentage for the group. For example, a percentage of 150% could mean that one student's growth surpassed all others.
Count Of Students With Growth Projection Available And Valid Beginning And Ending Term Scores	Total of students, including those who showed growth and those who did not.
Count Of Students Who Met Or Exceeded Their Projected Growth	Number of students with a Growth Index value greater than or equal to zero. The count includes students flagged as either Yes or Yes‡ in the Met Projected Growth column.
Median Conditional Growth Percentile	Percentile that falls in the middle of all the Conditional Growth Percentiles shown.

Summary with Quadrant Chart

To visualize and compare students' growth in a given class, use the online quadrant chart, which graphs students by:

- Conditional Growth Percentile, on the vertical axis (see [explanatory video](explanatory-video))
- Percentile rank for the **end** term, on the horizontal axis

Spreadsheet Output

In addition to PDF and online output, you can choose a Spreadsheet output for the Achievement Status and Growth report. It provides all of the data in a single, comma-delimited file (.CSV format).

	P	Q	R	S	T	U	V	W	X
1	StudentLastName	StudentFirstName	StudentMidc	StudentGrade	TestDate	StartRIT	StartRITSEM	StartPercentile	StartPercentileSE
2	Acloque	Mekhi		5	9/16/2014	223	2.9	78	6
3	Ahmad	Suhayla		5	9/16/2014	223	2.9	78	6
4	Alford	Andrew		5	9/16/2014	208	2.9	41	8
5	Ali	Jenn'ah		5	9/16/2014	216	2.9	62	7
6	Anderson	D'Aaliyah		5	9/16/2014	225	3	82	5

In general, the spreadsheet columns match the PDF and online output, with a few differences:

- **ASGType**: Type of Achievement Status and Growth (ASG) selection you made in the Growth Comparison option (either a Summary of actual growth or a Projection of future growth).

- **WIStartTerm** and **WIEndTerm**: How many Weeks of Instruction (WI) are specified in the Modify Preferences > Manage Terms page for each term.

- **OptionalGroupingCategory** and **Group**: If an Optional Group was selected in the report options, the category (such as Gender) and the group (Male/Female) appear.
    - **OptionalGrouping** columns (near the end): Summary calculations for each group, such as Male and Female.

- **Start** and **End** terms: First and second terms in the growth comparison, such as fall and winter.

- **StartRITSEM / StartPercentileSE** and **EndRITSEM / EndPercentileSE**: Indicates the Standard Error of Measurement (+ or –) in each term. If it is unusually high, footnotes (+ or *) appear to indicate you should qualify the results with data from other terms or other sources.

- **StartTestDuration** and **EndTestDuration**: How many minutes the student tested in each term.

- **Summary data** (columns AN to AR): The same values repeat for a given class and subject.

- **StartGrowthandAchievement** and **EndGrowthandAchievement**: Where the student falls on the quadrant chart for each term, assuming the quadrants are *set at 50th percentile*:
    - High G/Low A: High Growth / Low Achievement
    - High G/High A: High Growth / High Achievement
    - Low G/Low A: Low Growth / Low Achievement
    - Low G/High A: Low Growth/ High Achievement

    - Note: The growth (High G or Low G) shows the same value for both Start and End terms, but the achievement (High A or Low A) may differ between the terms.

- **ConditionalGrowthPercentileAxis** and **AchievementPercentileAxis**: Refers to the Quadrant Chart axis. It always shows 50, even if you change the axis in the chart.

Class Report

Class Report

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

Kotifani, Jenisha
5th Grade Homeroom

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

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

Reading

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

Summary	
Total Students with Valid Growth Test Scores	11
Mean RIT	201.7
Median RIT	201
Standard Deviation	11.2
District Grade Level Mean RIT	201
Students At or Above District Grade Level Mean RIT	6
Norm Grade Level Mean RIT	205.7
Students At or Above Norm Grade Level Mean RIT	4

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

Class Report

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

Kotifani, Jenisha
5th Grade Homeroom

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

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

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

Name (Student ID)	Gr	Test Date	RIT (+/- Std Err)	Percentile (+/- Std Err)	Lexile® Range	Test Duration	A	B	C
Dugaw, Daytan N. (SW07001428)	5	09/14/15	178-181-184	4-5-8	158-308	75 m	163-177	175-187	**187-197**
Devany, Noni I. (F09000030)	5	09/14/15	184-188-192	8-12-18	288-438	20 m	185-196	185-195	177-189
Scruggs, Ambrose E. (F10000851)	5	09/14/15	194-197-200	22-28-35	452-602	42 m	191-202	191-203	192-204
Shalifoe, Dyanne E. (F10000849)	5	10/24/15	195-198-201	25-31-38	464-614	60 m	201-213	180-201	185-198
Haukebo-Bol, Zaiden N. (SF0600226)	5	09/14/15	195-198-201	25-31-38	457-607	53 m	187-199	196-207	192-204

Description	Shows class performance for a term, including norms status rankings, so you can analyze student needs.
Applicable Tests	MAP Growth, Screening, and MAP Growth K-2.
Audience	Instructional coach, teacher

Required Roles	Instructor, Administrator, or Assessment Coordinator (School or District)
Date Limits	1 year prior, including tests completed outside your test window range (they appear in gray font)

Summary Pages

— Class Report —

Summary	
Total Students with Valid Growth Test Scores	11
Mean RIT	201.7
Median RIT	201
Standard Deviation	11.2
District Grade Level Mean RIT	201
Students At or Above District Grade Level Mean RIT	6
Norm Grade Level Mean RIT	205.7
Students At or Above Norm Grade Level Mean RIT	4

Mean RIT, Median RIT †
Average and middle RIT scores of students in this class for this subject.

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.

District Grade Level Mean RIT
Average RIT score of students in this grade for this district. An asterisk (*) appears if the testing window for the term is not closed.

Students At Or Above District Grade Level Mean RIT †
The number of students reported who scored at or above the district grade level mean RIT. An asterisk (*) appears if the testing window for the term is not closed.

Norm Grade Level Mean RIT

Students At Or Above Norm Grade Level Mean
These figures give you a national comparison to students who were in the same grade and who tested in the same test window as observed in the NWEA norms study. An asterisk (*) appears if no norms data are available for this subject in this grade (most often 11th grade science and 12th grade).

† If summary data is missing: By default, these statistics do not compute if you have fewer than ten valid growth test events because a small group is statistically unreliable. However, you can choose the Small Group Display option to compute these figures regardless of group size.

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

Overall Performance	**Goal Area**	**Mean RIT +/- Smp Err**	**Std Dev (Standard Deviation)**
The top row breaks out the overall scores into the different percentile rankings (low to high), based on the NWEA norms study.	These rows show percentile rankings for each goal area within the test subject. Data appear only if a student took a MAP Growth test, not Screening.	The middle number is the mean RIT score for this grade. The numbers on either side indicate the standard error of measure. *Tip*—Compare performance in each goal strand with the overall scores in the top section. Your group could be doing well overall, but low in certain areas.	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.

Detail Pages

						Goal Performance: A. Literature B. Informational Text C. Vocabulary Acquisition and Use		
Gr	Test Date	RIT (+/- Std Err)	Percentile (+/- Std Err)	Lexile® Range	Test Duration	A	B	C
5	09/14/15	178-181-184	4-5-8	158-308	75 m	*163-177*	175-187	**187-197**
5	09/14/15	184-188-192	8-12-18	288-438	20 m	185-196	185-195	*177-189*
5	09/14/15	194-197-200	22-28-35	452-602	42 m	*191-202*	191-203	192-204
5	10/24/15	195-198-201	25-31-38	464-614	60 m	201-213	180-201	185-198
5	09/14/15	195-198-201	25-31-38	457-607	53 m	*187-199*	196-207	192-204

RIT	**Percentile**	**Lexile® Range**	**Test Duration**
The middle number in bolded text is the student's overall RIT score. The numbers on either side of the RIT score define the RIT range.	The middle number in bolded text is the student's percentile rank, or the percentage of students who had a RIT score less than or equal to this student's score as observed in the NWEA norms study.	This range appears when the student has taken a reading test. You can use it with online resources to identify appropriately challenging books, periodicals, and other reading material for each student. Lexile® is a trademark of MetaMetrics, Inc.	Minutes a student took on a test. A short test duration might indicate that a student needs to be retested because the test has been invalidated.

(+/- Std Err)

The numbers on either side define the standard error range. If retested, the student's score would fall within this range about 68% of the time.

Gray text: Indicates tests that are valid but do not provide growth data (such as a test taken outside the test window). These test results are excluded from summary statistics.

Goal Performance

Summarizes each student's performance in the goal strands tested.

Italic scores = Performance that might be an area of concern, because they are more than 3 RIT points *below* the overall RIT score.

Bold scores = Performance that might be an area of relative strength, because they are more than 3 RIT points *above* the overall RIT score.

Plain scores = RIT range within 3 RIT points of the overall RIT score.

Scores can appear either as RIT ranges or descriptors. Descriptors are based on NWEA norms: *Low* = 20th percentile or lower. *LoAvg* = 20th to 40th percentile. *Avg* = 40th to 60th percentiles. *HiAvg* = 60th to 80th percentiles. **High** = 80th percentile or higher.

If an asterisk (* or *-*) appears: The goal performance cannot be calculated. The student may have answered too many items incorrectly or too few items may have been available in the RIT range assessed.

Class Breakdown by Projected Proficiency Report

Class Breakdown By Projected Proficiency

District: NWEA Sample District
Term Rostered: Fall 2014-2015
Term Tested: Fall 2013-2014
School: St. Helens Elementary School
Instructor: Saba, Howard D.
Class: Homeroom 1(A)
Weeks of Instruction: 5 (Fall 2015)

Modify Options

Class Breakdown by [Projected Proficiency ▼] Create a PDF version of this report [Letter 8 1/2x11" ▼] **Create PDF**

Projected to: **State Test XYZ** taken in **spring**.

View Linking Study: https://www.nwea.org/content/uploads/XYZlinkingstudy.pdf

Subject	Projected Proficiency Category				
	Limited	Basic	Proficient	Accelerated	Advanced
Mathematics		R.A. Abel (204) S.E. Doris (205)	N.R. Arvidson (207) V.E. Brown (215)	J.I. Bergez (223)	H.N. Cornelius (224)
Reading		S.E. Doris (191)	N.R. Arvidson (200) J.I. Bergez (202) H.N. Cornelius (208) R.A. Abel (212)	V.E. Brown (221)	

Description	Shows students' projected performance on state and college readiness assessments so you can adjust instruction for better student proficiency.
	Results are limited to 250 students per class.
Applicable Tests	MAP Growth and MAP Growth K-2.
Audience	Instructional coach, teacher, counselor, principal
Required Roles	Instructor, Administrator, or Assessment Coordinator (School or District)
Date Limits	1 year prior, for tests completed within your test window range (set under Manage Terms)

About Proficiency Projections

- There are no projections available from summer test results.

- Which state and college projections appear depends on the state alignment that your district selected during MAP implementation.

- If your state does not have a specific NWEA linking study, generic projections developed by NWEA appear on the report.

- Depending on the state, projections may be limited to certain subjects (typically reading and math) and certain grades (typically 2 through 8).
    - College readiness projections are limited to grades 5 through 9.
- ACT College Readiness—The "On Track 24" projection is the highest benchmark. It is based on a more stringent ACT cut score of 24, instead of 22. For details, open the linking study.

Class Breakdown by RIT,
Class Breakdown by Goal

Description   Both reports show you at a glance the academic diversity of a class so you can modify and focus the instruction for each student.

- By RIT—High-level view across basic subjects
- By Goal—Detailed view for specific goals within each subject

Results are limited to 250 students per class. For unlimited students, use .

Applicable Tests	MAP Growth and MAP Growth K-2.
Audience	Instructional coach, teacher, counselor
Required Roles	Instructor, Administrator, or Assessment Coordinator (School or District)
Date Limits	1 year prior, for tests completed within your test window range (set under Manage Terms)

Example Use for Class Breakdown by Goal

You can use the breakdown reports to quickly identify areas of relative strength or areas of concern.

For example, for the Language and Writing goal, J.E. Sirgo performed in a 10-point RIT band (111-120) that is below his overall RIT (127) for Reading, so that is an area of concern. By comparison, his performance for Foundational Skills is fine, because it's in a band encompassing his overall score (127).

Areas of strength or concern apply only for differences of 3 RIT points or more.

District Summary Report

District Summary Report

Aggregate by School

				Term:	Fall 2010-2011
				District:	NWEA Sample District 3
				Grouping:	None
				Small Group Display:	No

Reading

St. Helens Elementary School

Primary Grades Reading (Combined Tests-all Goals) | **Goal Performance**

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Phonological Awareness Mean	Phonological Awareness Std Dev	Phonics Mean	Phonics Std Dev	Concepts of Print Mean	Concepts of Print Std Dev	Vocabulary and Word Structure Mean	Vocabulary and Word Structure Std Dev	Comprehension Mean	Comprehension Std Dev	Writing Mean	Writing Std D
Fall 2010-2011	K	169	141.7	9.6	142	144.6	12.8	138.2	14.3	140.7	14.3	141.0	10.8	143.2	10.7	143.2	10.7
Fall 2010-2011	1	108	157.6	14.0	157	158.8	18.3	157.0	17.1	156.7	17.4	158.4	16.9	156.6	14.0	158.4	14.4
Spring 2009-2010	1	133	156.2	11.6	156	160.6	14.6	155.4	13.9	156.6	15.3	155.2	14.8	152.1	14.3	158.0	14.2
Fall 2009-2010	1	117	141.1	10.0	141	144.0	13.6	137.2	14.1	141.8	13.0	140.2	13.6	144.7	13.4	139.6	11.6

District Summary Report

Aggregate by District

				Term:	Fall 2010-2011
				District:	NWEA Sample District 3
				Grouping:	Gender
				Small Group Display:	No

Mathematics

Gender: Male

Primary Grades Math (Combined Tests-all Goals) | **Goal Performance**

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Problem Solving Mean	Problem Solving Std Dev	Number Sense Mean	Number Sense Std Dev	Computation Mean	Computation Std Dev	Measurement and Geometry Mean	Measurement and Geometry Std Dev	Statistics and Probability Mean	Statistics and Probability Std Dev	Algebra Mean	Algebra Std Dev
Fall 2010-2011	K	81	138.8	10.8	139	140.6	13.3	137.9	14.7	133.1	13.7	142.9	13.1	139.3	14.9	140.2	14.5
Fall 2010-2011	1	57	154.9	13.3	152	151.2	14.1	156.6	15.3	153.6	17.8	153.8	15.8	155.6	17.2	156.9	15.5
Spring 2009-2010	1	66	154.4	14.8	154	156.0	16.9	153.5	18.2	150.7	19.6	156.6	17.3	152.7	18.8	157.0	15.9
Fall 2009-2010	1	56	141.6	11.8	142	147.6	13.2	139.4	15.0	138.3	10.1	144.1	18.4	140.1	18.2	144.4	18.4
Fall 2010-2011	2	6															
Spring 2009-2010	2	63	177.3	17.1	182	177.1	16.2	175.1	23.0	181.0	22.1	179.7	17.8	173.8	20.7	176.9	18.6
Fall 2009-2010	2	59	158.6	16.2	159	158.5	18.4	159.2	20.7	160.8	17.9	159.7	18.5	157.1	20.3	157.4	17.6

Description	Summarizes RIT score test results for the current and all historical terms so you can inform district-level decisions and presentations. **Note:** All testing must be declared complete for the term.
Applicable Tests	MAP Growth, Screening, and MAP Growth K-2.
Audience	Superintendent, curriculum specialist, instructional coach, principal
Required Roles	Administrator or District Assessment Coordinator
Date Limits	All years prior, for tests completed within your test window range (set under Manage Terms). Also, the Test Window Complete check box must be selected.

Sample District Aggregation

— District Summary Report —

Mathematics

Gender: Male

Primary Grades Math (Combined Tests-all Goals)						Goal Performance			
						Problem Solving		Number Sense	
Term	Grade	Student Count	Mean RIT	Std Dev	Median	Mean	Std Dev	Mean	Std Dev
Fall 2010-2011	K	81	138.8	10.8	139	140.6	13.3	137.9	14.7
Fall 2010-2011	1	57	154.9	13.3	152	*151.2*	14.1	156.6	15.3
Spring 2009-2010	1	66	154.4	14.8	154	156.0	16.9	153.5	18.2
Fall 2009-2010	1	56	141.6	11.8	142	<u>147.6</u>	13.2	139.4	15.0
Fall 2010-2011	2	6							
Spring 2009-2010	2	63	177.3	17.1	182	177.1	16.2	175.1	23.0
Fall 2009-2010	2	59	158.6	16.2	159	158.5	18.4	159.2	20.7

Mean RIT	Std Dev (Standard Deviation)	Median	Goal Performance
Average RIT score of students in this group	Indicates academic diversity of a group of students in this goal area. The lower the number, the more students are alike. The higher the number, the greater the diversity in this group.	Middle RIT score in a group. When three RIT scores, such as 191-199-208, appear on a report, 199 is the median.	Summarizes performance in the goal strands tested. *Bold italic* scores = Performance that might be an area of concern, because they are more than 3 RIT points *below* the overall RIT score. **<u>Bold underline</u>** scores = Performance that might be an area of relative strength, because they are more than 3 RIT points *above* the overall RIT score. Plain scores = RIT range within 3 RIT points of the overall RIT score.

Example Analysis of this Sample:

- For grade 1, this example shows a large increase from fall 2009-10 (141.6) to fall 2010-11 (154.9).

- However, compare the Problem Solving performance:
  - Despite the rise in Mean RIT, this area for the first grade went from a relative strength (**<u>underline</u>**) to relative concern (***italic***).

Grade Report

Grade 2

Term:	Fall 2010–2011
District:	NWEA Sample District 3
School:	Three Sisters Elementary School
Norms Reference Data:	2015
Weeks of Instruction:	4 (Fall 2015)
Grouping:	None
Small Group Display:	No

Summary page

Reading

MAP: Reading 2-5 Common Core 2014

Summary

Total Students With Valid Growth Test Scores	137
Mean RIT	178.4
Standard Deviation	14.9
District Grade Level Mean RIT	175.6
Students At or Above District Grade Level Mean RIT	73
Norm Grade Level Mean RIT	175.9
Students At or Above Norm Grade Level Mean RIT	73

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Reading Survey w/ Goals 2-5 CO V2.1	29	21%	21	15%	26	19%	22	16%	39	28%	177-**178**-180	14.9

Grade Report

Grade 2

Term:	Fall 2010–2011
District:	NWEA Sample District 3
School:	Three Sisters Elementary School
Norms Reference Data:	2015
Weeks of Instruction:	4 (Fall 2015)
Grouping:	None
Small Group Display:	No

Detail page

Reading

MAP: Reading 2-5 Common Core 2014

Goal Performance

A. Phonological Awareness
B. Phonics
C. Concepts of Print
D. Vocabulary and Word Structure
E. Comprehension
F. Writing

Name (Student ID)	Test Date	RIT (+/- Std Err)	Percentile (+/- Std Err)	Lexile® Range	Test Duration	A	B	C	D	E	F
Bourdette, Sophie E. (S11001892)	09/30/10	152-**155**-158	7-**9**-12	BR	20 m	137-151	139-155	**153-169**	**160-175**	148-162	**152-166**
Broadard, Danilo O. (S11002023)	09/30/10	154-**157**-160	8-**11**-15	BR	25 m	145-160	140-156	**153-168**	147-161	**155-170**	**155-169**
Colon-Pagan, Teidah H. (S11001966)	10/08/10	159-**162**-165	14-**18**-24	BR	22 m	158-172	154-168	152-166	**160-175**	157-171	150-165
Esposito, Lyndon N. (S11002004)	09/30/10	158-**161**-164	12-**17**-22	BR	24 m	143-158	148-163	132-149	**165-179**	**161-175**	**167-181**
Feller, Griff F. (S11002008)	09/30/10	151-**154**-157	5-**8**-11	BR	26 m	141-156	140-155	**155-172**	141-155	150-165	**154-168**
Gatlin, Jatyka A. (S11001867)	09/30/10	171-**174**-177	38-**45**-53	33-183L	21 m	**181-198**	168-186	**172-186**	159-173	160-174	163-177
Gutierrez-Figueroa, Madelynne E. (S11001911)	11/29/10	142-**145**-148	1-**2**-4	BR	23 m	134-148	134-148	133-147	**149-166**	139-153	138-153
Gutierrez-Figueroa, Madelynne E. (S11001911)	*09/29/10*	*135-138-141*	*1-1-1*	*BR*	*21 m*	*130-144*	*140-155*	*125-140*	*139-154*	*125-139*	*126-140*
Henigsmith, Bay Lee E. (S11001930)	09/30/10	146-**149**-152	3-**4**-6	BR	21 m	142-157	129-144	143-157	**148-163**	**149-164**	138-153
Pace, Kristan N. (S11001934)	09/30/10	144-**147**-150	2-**3**-5	BR	25 m	127-143	143-158	141-155	137-153	**152-169**	137-152
Prada, Delbertson N. (S11001917)	09/30/10	162-**165**-168	18-**24**-30	BR	37 m	155-170	**169-184**	160-175	145-161	159-173	155-170
Sagmoen, Maegann N. (S11002000)	10/08/10	152-**155**-158	6-**9**-12	BR	17 m	140-157	**153-168**	**158-173**	138-153	**151-166**	142-157
Shifter, Joleen N. (S11001907)	09/28/10	143-**146**-149	2-**3**-4	BR	16 m	**162-184**	130-146	140-157	120-135	135-152	**142-159**
Varelman, Lise E. (S11002026)	09/30/10	141-**144**-147	1-**2**-3	BR	15 m	133-148	**142-157**	136-150	133-148	135-150	**141-156**
Vaughan, Tabbetha A. (S11001964)	09/30/10	157-**160**-163	11-**15**-20	BR	27 m	**156-171**	143-158	147-163	154-170	**166-183**	144-159
Vetsch, Lymon N. (S11001909)	10/05/10	148-**151**-154	4-**5**-8	BR	19 m	124-141	143-158	146-163	**151-165**	**153-169**	146-160

|	
Description	Shows students' detailed and summary test data by grade for a selected term so you can set goals and adjust instruction.
Applicable Tests	MAP Growth, Screening, and MAP Growth K-2.
Audience	Principal, counselor, instructional coach
Required Roles	Administrator or Assessment Coordinator (School or District)
Date Limits	1 year prior, including tests completed outside your test window range (they appear in gray font)

Summary Pages

— Grade Report —
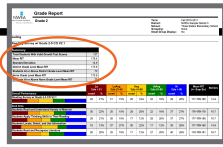
Reading

MAP: Reading 2-5 Common Core 2014

Summary	
Total Students With Valid Growth Test Scores	137
Mean RIT	178.4
Standard Deviation	14.9
District Grade Level Mean RIT	175.6
Students At or Above District Grade Level Mean RIT	73
Norm Grade Level Mean RIT	175.9
Students At or Above Norm Grade Level Mean RIT	73

Mean RIT — Average RIT score of students in this grade for this subject.

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.

District Grade Level Mean RIT — Average RIT score of students in this grade for this district. An asterisk (*) appears if the testing window for the term is not closed.

Students At Or Above District Grade Level Mean RIT * — The number of students reported who scored at or above the district grade level mean RIT. An asterisk (*) appears if the testing window for the term is not closed.

Norm Grade Level Mean RIT

Students At Or Above Norm Grade Level * — These figures give you a national comparison to students who were in the same grade and who tested in the same test window as observed in the NWEA norms study. An asterisk (*) appears if no norms data are available for this subject in this grade (most often 11th grade science and 12th grade).

* If summary data is missing: By default, these statistics do not compute if you have fewer than ten valid growth test events because a small group is statistically unreliable. However, you can choose the Small Group Display option to compute these figures regardless of group size.

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
Overall Performance	count	%	count	%	count	%	count	%	count	%
Reading Survey w/ Goals 2-5 CO V2.1	29	21%	21	15%	26	19%	22	16%	39	28%
Goal Area										
Students Read and Understand Variety of Material	30	22%	20	15%	28	20%	22	16%	37	27%
Students Apply Thinking Skills to Their Reading	29	21%	26	19%	17	12%	28	20%	37	27%
Students Locate, Select, and Use Information	18	13%	37	27%	30	22%	17	12%	35	26%
Students Read and Recognize Literature	28	20%	25	18%	17	12%	27	20%	40	29%

Overall Performance	Goal Area
The top row breaks out the overall scores into the different percentile rankings (low to high), based on the NWEA norms study.	These rows show percentile rankings for each goal area within the test subject. Data appear only if a student took a MAP Growth test, not Screening.

Detail Pages

— Grade Report —
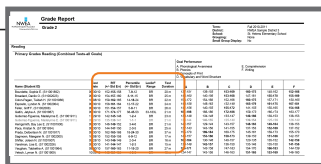
RIT (+/- Std Err)	Percentile (+/- Std Err)	Lexile® Range	Test Duration
152-**155**-158	7-**9**-12	BR	20 m
154-**157**-160	8-**11**-15	BR	25 m
159-**162**-165	14-**18**-24	BR	22 m
158-**161**-164	12-**17**-22	BR	24 m
151-**154**-157	5-**8**-11	BR	26 m
171-**174**-177	38-**45**-53	33-183L	21 m
142-**145**-148	1-**2**-4	BR	23 m
135-**138**-141	1-**1**-1	BR	21 m
146-**149**-152	3-**4**-6	BR	21 m
144-**147**-150	2-**3**-5	BR	25 m
162-**165**-168	18-**24**-30	BR	37 m
152-**155**-158	6-**9**-12	BR	17 m

RIT	**Percentile**	**Lexile® Range**	**Test Duration**
The middle number in bolded text is the student's overall RIT score. The numbers on either side of the RIT score define the RIT range.	The middle number in bolded text is the student's percentile rank, or the percentage of students who had a RIT score less than or equal to this student's score as observed in the NWEA norms study.	This range appears when the student has taken a reading test. You can use it with online resources to identify appropriately challenging books, periodicals, and other reading material for each student. Lexile® is a trademark of MetaMetrics, Inc.	Minutes a student took on a test. A short test duration might indicate that a student needs to be retested because the test has been invalidated.
(+/- Std Err) The numbers on either side define the standard error range. If retested, the student's score would fall within this range about 68% of the time.			

Gray text: Indicates tests that are valid but do not provide growth data (such as a test taken outside the test window). These test results are excluded from summary statistics.

Goal Performance

Goal Performance

A. Phonological Awareness
B. Phonics
C. Concepts of Print
D. Vocabulary and Word Structure

A	B	C	D	E
137-151	*139-155*	**153-169**	**160-175**	148-162
145-160	*140-156*	**153-168**	147-161	**155-170**
158-172	154-168	152-166	**160-175**	157-171
143-158	*148-163*	*132-149*	**165-179**	**161-175**
141-156	*140-155*	**155-172**	*141-155*	150-165
181-198	168-186	**172-186**	*159-173*	*160-174*
134-148	*134-148*	*133-147*	**149-166**	139-153
130-144	**140-155**	*125-140*	**139-154**	*125-139*
142-157	*129-144*	143-157	**148-163**	**149-164**
127-143	143-158	141-155	137-153	**152-169**
155-170	**169-184**	160-175	*145-161*	159-173
140-157	**153-168**	**158-173**	*138-153*	**151-166**

Goal Performance

Summarizes each student's performance in the goal strands tested. Data appear only if a student took a MAP or adaptive MPG test.

Italic scores = Performance that might be an area of concern, because they are more than 3 RIT points *below* the overall RIT score.

Bold scores = Performance that might be an area of relative strength, because they are more than 3 RIT points *above* the overall RIT score.

Plain scores = RIT range within 3 RIT points of the overall RIT score.

Scores can appear either as RIT ranges or descriptors, which are based on NWEA norms. *Low* = 20th percentile or lower. *LoAvg* = 20th to 40th percentile. ***Avg*** = 40th to 60th percentiles. ***HiAvg*** = 60th to 80th percentiles. **High** = 80th percentile or higher.

Tip: Focus on the italic and bold areas with teachers to help set instructional goals.

If an asterisk (*) appears for the goal: The goal performance cannot be calculated. The student may have answered too many items incorrectly or too few items may have been available in the RIT range assessed.

Grade Breakdown

Includes whatever schools, grades, subjects you choose

Shows goal areas for the subjects/tests (blank if not applicable)

	D	E	F	G	H	I	J	K	L	M	N
	Student M.I.	Term Tested	Term Roster	School	Grade	Subject	Test RIT Score	Test RIT 10 Point Range	Assessment Name	Mathematics: Geometry	Measurement and Data
	Michael	Fall 2014-	Fall 2014-	LaView Elem	5	Mathemati	233	231-240	MAP: Math 2-5	231-240	231-240
	JaShae	Fall 2014-	Fall 2014-	LaView Elem	5	Mathemati	229	221-230	MAP: Math 2-5	241-250	221-230
	Smith	Fall 2014-	Fall 2014-	LaView Elem	5	Mathemati	233	231-240	MAP: Math 2-5	251-260	231-240
	Gage	Fall 2014-	Fall 2014-	Dill Middle S	6	Mathemati	165	161-170	MAP: Math 6+ (	151-160	
	Reginald	Fall 2014-	Fall 2014-	Dill Middle S	6	Mathemati	157	151-160	MAP: Math 6+ (	161-170	
	Michael	Fall 2014-	Fall 2014-	Dill Middle S	6	Mathemati	164	161-170	MAP: Math 6+ (	161-170	

Description	Provides a single spreadsheet of student achievement (both subject and goal area) so you can flexibly group students from across the school. Unlike the Class Breakdown reports, this report has no limit on the number of students. File format is CSV.
Applicable Tests	MAP Growth and MAP Growth K-2.
Audience	Principal, counselor, instructional coach
Required Roles	Administrator or District Assessment Coordinator
Date Limits	1 year prior, for tests completed within your test window range (set under Manage Terms)

Example Uses for Grade Breakdown

Suppose a team of 6th grade math teachers are creating flexible groups to help students in the area of geometry. Sort by the Geometry column (M) to see which students have lower achievement in that goal, across all 6th grade classes:

	C	D	E	F	G	H	I	J	K	L	M
1	Student	M.I.	Term Tested	Term Rostered	School	Grade	Subje	Test RIT	10 Point Range	Assessment	Mathematics: Geom
2	Treavon	V.	Fall 2014-2015	Fall 2014-2015	Dill Middl	6	Math	165	161-170	MAP: Math	151-160
3	Imani	T.	Fall 2014-2015	Fall 2014-2015	Dill Middl	6	Math	157	151-160	MAP: Math	161-170
4	Lee	J.	Fall 2014-2015	Fall 2014-2015	Dill Middl	6	Math	164	161-170	MAP: Math	161-170
5	Antwain	M.	Fall 2014-2015	Fall 2014-2015	Dill Middl	6	Math	175	171-180	MAP: Math	161-170
6	Jalikka	D.	Fall 2014-2015	Fall 2014-2015	Dill Middl	6	Math	173	171-180	MAP: Math	171-180
7	Xavier	W.	Fall 2014-2015	Fall 2014-2015	Dill Middl	6	Math	176	171-180	MAP: Math	171-180

Tip: As shown in column M, you could use conditional formatting to highlight whether an area is a relative strength (green) or weakness (red), as compared to the overall math score range (column K). Considering the relative strength or weakness helps to form groups with complimentary profiles. An area of strength or concern applies only for differences of 3 RIT points or more.

As another example, when organizing students into classes for a given grade, you could look at their achievement from the previous academic year.

Which Grade Gets Selected?

If you generate the Grade Breakdown for a term from the last academic year, the report filters students based on the grade they had at the time of testing, which may differ from their current grade.

Learning Continuum

Class View matches students to learning statements in their RIT range

Learning Continuum - Class View
MAP: Math 6+ Common Core 2010 V2

Edit Display Options

Operations and Algebraic Thinking

Expressions and Equations

| 191-200 | • Calculates unit rates
• Completes complex conversions of more than two units of time
• Completes simple conversions of customary units of capacity
• Completes simple conversions of customary units of length
• Completes simple conversions of customary units of weight
• Completes simple conversions of units of time
• Determines missing values in tables representing proportional relationships
• Solves for a missing value in a proportion | Natali, Devin
Overall RIT: 204
Goal Range: 189-198 |

Learning Continuum - Test View
MAP: Math 6+ Common Core 2010 V2

Test View shows a general look at all statements

Edit Display Options

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

The Real and Complex Number Systems

Ratios and Proportional Relationships ⌄

Perform Operations ⌄

Extend and Use Properties ⌄

Geometry

Geometric Measurement and Relationships ⌄

← 241-250	251-260	261-270 →
Reinforce these skills & concepts	**Develop** these skills & concepts	**Introduce** these skills & concepts
Rates/Ratios/Proportions/Percents		
• Applies scale factors to solve problems involving geometric figures • Applies scale factors to solve problems involving scale drawings, maps,	• Applies scale factors to solve problems involving geometric figures • Applies scale factors to solve problems involving scale drawings, maps,	

Description   Translates MAP scores to learning statements so you can set student goals and tailor your instruction to student needs.

Class View — organized by what each student should be working on

Test View — organized by all RIT bands so you can see what to reinforce or introduce

Applicable Tests	MAP Growth and MAP Growth K-2.
Audience	Instructional coach, teacher, counselor
Required Roles	Instructor, Administrator, or Assessment Coordinator (School or District)
Date Limits	1 year prior, for tests completed within your test window range (set under Manage Terms)

How to Access

You can access the Learning Continuum either from **View Reports > MAP Reports > Learning Continuum**, where you can open either the **Class View** or **Test View**...

—or—

...quickly open the **Class View** by clicking links in the Class Breakdown by Goal report:

Jump to Class View from links in Class Breadown by Goal report

Class Breakdown by Goal

Goal	Goal Score		
	201-210	211-220	221-230
Real and Complex Number Systems	B. Baker (212)	J. Carter (212) J. Davis (219) W. Jones (224) J. Rogers (228)	J. Jamison (219) K. Wright (223) M. Lopez (228) S. Bryn (229) R. Lenon (234)

With this access, you can more easily pinpoint the student or students who need support.

Note: In addition to teachers (Instructor role), school and district leaders can also take advantage of this feature (specifically, the District Assessment Coordinator and Administrator roles).

Display Tips

- If available, click **Edit Display Options** to further control the display. The Display Options are *not available on all test versions*.
  - **Group by Topic**—These topic groups are chosen by NWEA to make it easier to locate common themes and content. The topics are not connected to any standard.
  - **Group by Standard**—Most useful when combined with the Grade Level Standards filter, so you can isolate particular standards.

- **Filter by Grade Level Standards**—Use this in combination with the Group by Standard option:

Grouping Options

No Grouping   Group by Topic   Group by Standard

Standards Filters

Grade Level Standards

☐ Grade 1   ☐ Grade 6
☐ Grade 2   ☐ Grade 7
☑ Grade 3   ☐ Grade 8
☑ Grade 4   ☐ Grade 9-10
☐ Grade 5   ☐ Kindergarten

Select grade(s) to limit the display of standards groupings

Number and Operations

Understanding Place Value, Counting, and Cardinality

171-180

3.NBT.1: Use place value understanding to round whole numbers to the nearest 10 or 100.
• Rounds whole numbers within 100

3.NBT.2: Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
• Composes or decomposes whole numbers to create equivalent expressions

4.NBT.2: Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
• Reads and writes whole numbers within 1,000,000 in word form

Devo, William
Overall RIT: 191
Goal Range: 178-184

- Use the **browser search**: Ctrl+F or Cmd+F.

  Example: You are unsure which sub-goal contains a certain topic.

If unsure which sub-goal contains a given topic...

...you can use the browser search:

Measurement and Data

Geometric Measurement and Problem Solving

Represent and Interpret Data

Measurement and Data

Geometric Measurement and Problem Solving

171-180

• Compares lengths of objects using nonstandard units
• Completes simple conversions of units time
• Determines areas of figures composed of whole unit squares
• Determines equivalent coin values
• Determines perimeters of basic polygons with all sides labeled
• Determines the decimal value of a collection of coins and/or bil
• Determines the whole number value of a collection of coins giv
• Knows the appropriate customary unit or tool to measure lengt
• Measures angles using a protractor

time   ∧ ∨   Highlight All   Match Case   1 of 36 matches

- **Click a RIT band** to view it in isolation, along with adjacent RIT bands. (Class View only.)

  Example: You need to differentiate instruction for students performing in a given RIT band.

  Note: To restore the full view, click **View All**.

- **Click a student name** to isolate just that student. (Class View only.)

  Example: You need to set learning goals for a certain student.

  Note: To restore the full view, click **View All**.

Screening and Skills Checklist Class Report

MAP GROWTH

Screening and Skills Checklist Class Report

Sloan, Sue

Class01

District: NWEA Sample District 3
School: St. Helens Elementary
Date Range: Nov 14, 2015 to Nov 13, 2016

Screening: Reading Early Literacy

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

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

Description — Shows overall class performance for skills and concepts included in certain Screening tests or Skills Checklist tests so you can modify and focus instruction for the whole class.

Applicable Tests — Screening or Skills Checklist tests.

Audience — Instructional coach, teacher, counselor

Required Roles — Instructor, Administrator, or Assessment Coordinator (School or District)

Date Limits — Up to 3 terms prior, for all tests completed within the range you specify

Recommended Uses

- Modify and focus instruction according to identified strengths and weaknesses.
- Plan curriculum according to students' foundational skills.
- Track performance to gauge whether student performance is improving, staying the same, or decreasing.

Screening and Skills Checklist Student Report

MAP GROWTH

Lambert, Bret

Student ID: 838838

District:	NWEA Sample District 3
School:	St. Helens Elementary
Teacher:	Sloan, Sue
Class:	Class01
Date Range:	Nov 14, 2015 to Nov 13, 2016

Screening: Reading Early Literacy

	Test Date	Sep 10, 2016
	Overall Score	60%

Skills/Sub-Skills	
Phonological Awareness	40%
Matching Sounds	20%
Rhyming Sounds	60%
Manipulating Sounds	N/A
Visual Discrimination/Phonics	70%
Visual Discrimination	100%

Screening and Skills Checklist Student Report

MAP GROWTH

Lambert, Bret

Student ID: 838838

District:	NWEA Sample District 3
School:	St. Helens Elementary
Teacher:	Sloan, Sue
Class:	Class01
Date Range:	Nov 14, 2015 to Nov 13, 2016

Skills Checklist: Reading Decoding Patterns – Word Families

	Test Date	Nov 11, 2016
	Overall Score	50%

Skills/Sub-Skills	
Word Families	50%

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

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

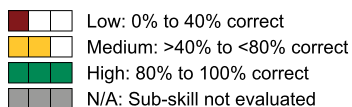|	
Description	Shows individual student results from certain Screening tests or Skills Checklist tests so you can focus instruction for each student.
Applicable Tests	Screening or Skills Checklist tests.
Audience	Teacher, instructional coach, counselor, student, parent
Required Roles	Instructor, Administrator, or Assessment Coordinator (School or District)
Date Limits	Up to 3 terms prior, for all tests completed within the range you specify

Recommended Uses

- Focus instruction based on identified areas of strength or concern.

- Communicate with parents about a child's growth from term to term.

Screening and Skills Checklist Sub-Skill Report

Screening and Skills Checklist Sub-Skill Report

MAP GROWTH™

Sloan, Sue
Class01

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

Skills Checklist: Math Computation – 20 Numbers

Low

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

Medium

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

High

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

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

Description	Shows test results of individual students in a selected class so you can identify students who need help with specific skills.
Applicable Tests	Screening or Skills Checklist tests.
Audience	Instructional coach, teacher, counselor
Required Roles	Instructor, Administrator, or Assessment Coordinator (School or District)
Date Limits	Up to 3 terms prior, for all tests completed within the range you specify

Tips for Sub-Skill Report

- Accessible from a link in the MAP for Primary Grades Class Report.

- Report results are measured by the percentage of questions answered correctly.

- Select and sort sub-skills to group students alphabetically by low, medium, and high performance levels as a group or individual groups by performance levels.

- See which students need help with specific skills and measure progress.

Projected Proficiency Summary Report

map GROWTH

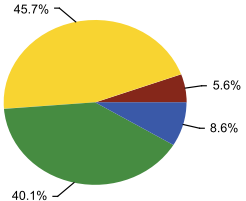Projected Proficiency Summary Report

Aggregate by District by School

Term Tested: Spring 2015 - 2016
District: NWEA Sample
Grouping: None

Mathematics

Projected to: ACT College Readiness   taken in spring

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

School	Student Count	Not On Track		On Track 22		On Track 24	
		Count	Percent	Count	Percent	Count	Percent
Mt. Bachelor Middle School	341	20	5.9%	128	37.5%	37	10.9%
Mt. Hood High School	104	6	5.8%	67	64.4%	5	4.8%
St. Helens Elementary School	25	1	4.0%	19	76.0%	0	0.0%
Three Sisters Elementary School	16	0	0.0%	8	50.0%	0	0.0%
Total	486	27	5.6%	222	45.7%	42	8.6%

45.7%
5.6%
8.6%
40.1%

You can see projections in different aggregations and groupings

Projected Proficiency Summary Report

Aggregate by School by Grade

Term Tested: Winter 2015 - 2016
District: NWEA Sample
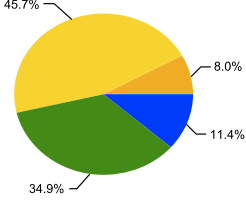**Grouping:** Gender
Weeks of Instruction: 20 (Winter 2015)

Mathematics

Gender : Female

Mt. Bachelor Middle School

Projected to: State XYZ Test taken in spring

View Linking Study: https://www.nwea.org/content/uploads/1234linkingstudy.pdf

Grade	Student Count	Limited		Basic		Proficient		Accelerated		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
6	43	0	0.0%	7	16.3%	23	53.5%	7	16.3%	6	14.0%
7	57	0	0.0%	4	7.0%	25	43.9%	17	29.8%	11	19.3%
8	75	0	0.0%	3	4.0%	32	42.7%	37	49.3%	3	4.0%
Total	175	0	0.0%	14	8.0%	80	45.7%	61	34.9%	20	11.4%

45.7%
8.0%
11.4%
34.9%

Description	Shows aggregated projected proficiency data so you can determine how a group of students is projected to perform on separate state and college readiness tests.
Applicable Tests	MAP Growth and MAP Growth K-2.
Audience	Superintendent, curriculum specialist, instructional coach, principal

Required Roles	Administrator or District Assessment Coordinator
Date Limits	All years prior, for tests completed within your test window range (set under Manage Terms). Also, the Test Window Complete check box must be selected.

About Proficiency Projections

- There are no projections available from summer test results.

- Which state and college projections appear depends on the state alignment that your district selected during MAP implementation.

- If your state does not have a specific NWEA linking study, generic projections developed by NWEA appear on the report.

- Depending on the state, projections may be limited to certain subjects (typically reading and math) and certain grades (typically 2 through 8).
    - College readiness projections are limited to grades 5 through 9.

- ACT College Readiness—The "On Track 24" projection is the highest benchmark. It is based on a more stringent ACT cut score of 24, instead of 22. For details, open the linking study.

Student Goal Setting Worksheet

Student Goal Setting Worksheet

Diamond, Kiley A.
Student ID: SF06000779

District:	NWEA Sample District 3
School:	Three Sisters Elementary School
Term Rostered:	Fall 2013-2014

Norms Reference Data: 2015
Growth Comparison Period: Fall 2012 to Spring 2013
Weeks of Instruction: Start – 4 (Fall 2012)
End – 32 (Spring 2013)

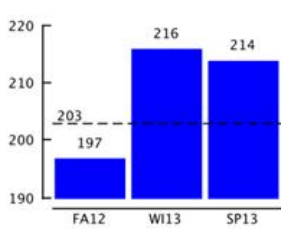### Mathematics (MAP: Math 2-5 Common Core 2010)
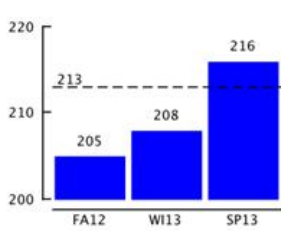
	FA12	WI13	SP13
Overall RIT Score	205	208	216
Goal Performance			
Geometry		208-217	214-224
Measurement and Data		199-208	206-214
Operations and Algebraic Thinking		208-219	219-230
Number & Operations		196-207	208-218

Student Action Plan: _____

_____

Projected RIT — 213
My Goal —
RIT Growth — 11

Reading (MAP: Reading 2-5 Common Core 2010)

	FA12	WI13	SP13
Overall RIT Score	197	216	214
Goal Performance			
Literature		205-213	219-228
Informational Text		211-220	205-216
Foundational Skills and Vocabulary		219-229	210-219
Lexile® Range	447-597L	789-939L	753-903L

Student Action Plan: _____

_____

Projected RIT — 203
My Goal —
RIT Growth — 17

Student Signature: _____ Instructor Signature: _____

Parent Signature: _____ Date: _____

Explanatory Notes

RIT ranges may indicate an area of relative strength or area of possible concern determined by comparing the student's Goal Performance score with the student's Overall RIT Score for the test event.
* Projected RIT is only reported when there is growth norm data and a test event in the initial term. RIT Growth is only reported when there are test events in both the initial and final terms.
Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.

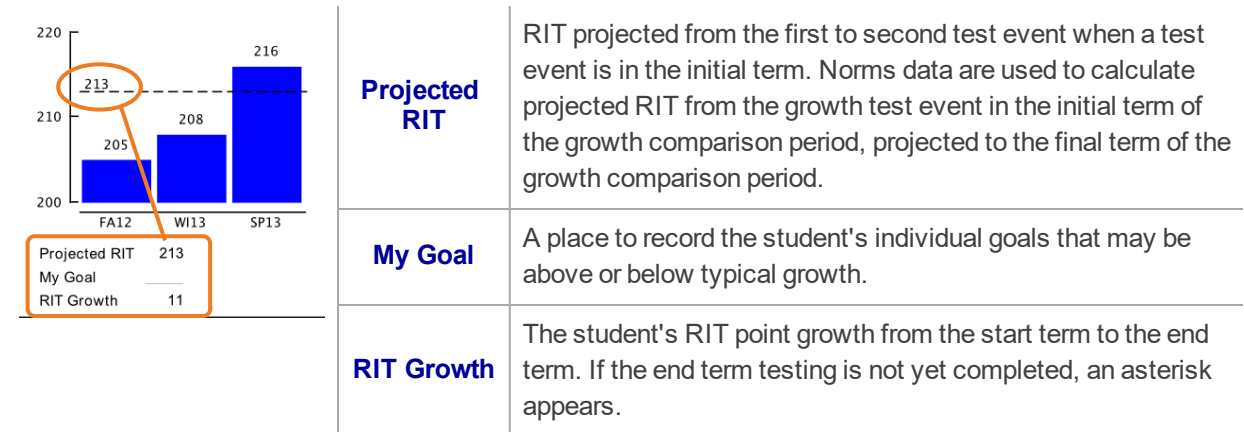|	
Description	Shows a student's test history and growth projections in the selected subject areas for a specific period of time so you can discuss the student's goals and celebrate achievements.
Applicable Tests	MAP Growth and MAP Growth K-2.
Audience	Teacher, instructional coach, counselor, student, parent
Required Roles	Instructor, Administrator, or Assessment Coordinator (School or District)
Date Limits	Up to 2 years prior, for tests completed within your test window range (set under Manage Terms)

Tips for the Worksheet

- Growth measured may span up to five terms.

- In the fall, start a conversation with the student using the Overall RIT and Projected RIT and determine where the student stands with regard to goal areas. You could focus on a goal area in the student's action plan, particularly if you plan to emphasize instruction in that goal area.

- Can be a reference to help celebrate achievements at the end of the school year.

	Projected RIT	RIT projected from the first to second test event when a test event is in the initial term. Norms data are used to calculate projected RIT from the growth test event in the initial term of the growth comparison period, projected to the final term of the growth comparison period.
	My Goal	A place to record the student's individual goals that may be above or below typical growth.
	RIT Growth	The student's RIT point growth from the start term to the end term. If the end term testing is not yet completed, an asterisk appears.

Overall RIT Score	The student's RIT score for each term in which the student has a growth test event in the subject, regardless of the test the student took. For example, suppose a student took a Math 2-5 test in the fall and a Math 6+ test in winter and spring. In this case, the worksheet shows an Overall RIT Score for each of the three terms.
Goal Performance	Shows the RIT score range for each instructional area ("goal performance"). Color codes indicate the performance relative to the student's overall score: • **Green** indicates that the median of the goal score range is more than 3 RIT points *above* Overall RIT Score. In the above sample, Foundational Skills is green because 224 (the median between 219-229) is 8 points above 216 (the overall score). • *Yellow* indicates more than 3 RIT points *below* the Overall RIT Score. In the above sample, Literature is yellow because 209 (median between 205-213) is 5 below 216 (overall score).

- White or gray indicates a RIT range within 3 RIT points of the overall RIT.

Note: Only test events that are consistent with the last test taken in the growth comparison period appear. For example, suppose a student took a Math 2-5 test in fall and then took a Math 6+ test in winter and spring. Only the test scores from the Math 6+ test events in winter and spring would appear on the report, because the goals were different in the fall term and are not comparable.

If an asterisk (* or *-*) appears: The goal performance cannot be calculated. The student may have answered too many items incorrectly or too few items may have been available in the RIT range assessed.

Lexile® Range	This range appears when the student has taken a reading test. You can use it with online resources to identify appropriately challenging books, periodicals, and other reading material for each student. Lexile® is a trademark of MetaMetrics, Inc.
Student Action Plan	A place to plan activities and strategies for the student to follow for improved performance in specific goal performance areas.

Student Growth Summary Report

Student Growth Summary Report

Aggregate by School

Term:	Spring 2016-2017	
District:	NWEA Sample	

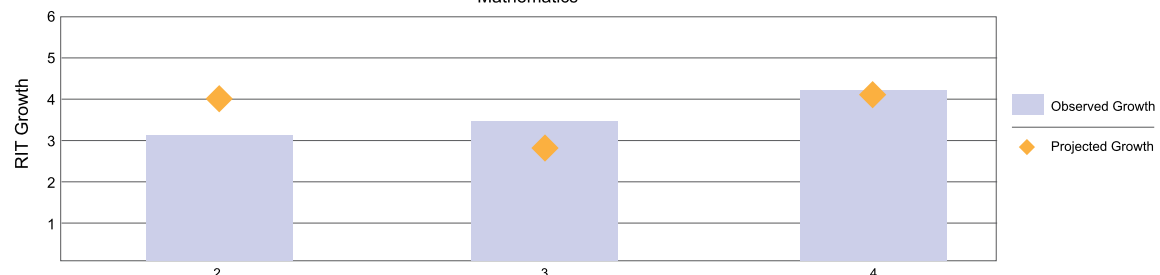|	
Norms Reference Data:	2015 School
Growth Comparison Period:	Winter 2017 – Spring 2017
Weeks of Instruction:	Start - 18 (Winter 2017) End - 28 (Spring 2017)
Grouping:	None
Small Group Display:	Yes

Three Sisters Elementary

Mathematics

		Comparison Periods								Growth Evaluated Against						
		Winter 2017			Spring 2017			Growth		School Norms			Student Norms			
Grade (Spring 2017)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
2	134	182.4	12.3	37	185.5	12.8	32	3.1	0.6	4.0	-0.93	18	134	63	47	48
3	126	194.5	12.7	41	198.0	12.2	46	3.5	.5	2.7	1.01	84	126	68	54	56
4	61	205.2	11.1	28	209.4	13.0	28	4.2	0.7	4.1	0.08	53	61	26	43	38

Mathematics — RIT Growth bar chart with Observed Growth and Projected Growth for grades 2, 3, 4.

Description	Shows aggregate growth in a district or school compared to the norms for similar schools, so you can adjust instruction and use of materials.
Applicable Tests	MAP Growth and MAP Growth K-2.
Audience	Superintendent, curriculum specialist, instructional coach, principal
Required Roles	Administrator or Assessment Coordinator (School or District)
Date Limits	All years prior, for tests completed within your test window range (set under Manage Terms). Also, the Test Window Complete check box must be selected.
Notes	• All testing must be declared complete for the term. • Summary data include only those students with available growth projections plus valid test events in the selected period.

Comparison Periods

— Student Growth Summary Report —

Comparison Periods								
	Winter 2017			Spring 2017			Growth	
Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE
134	182.4	12.3	37	185.5	12.8	32	3.1	0.6
126	194.5	12.7	41	198.0	12.2	46	3.5	.0.5
61	205.2	11.1	28	209.4	13.0	28	4.2	0.7

Growth Count	**Mean RIT**	**SD**	**Percentile**
Number of students with valid growth test events for *both* terms.	Average RIT score of students in this Growth Count for the term indicated.	Standard Deviation. Indicates diversity of a group of students tested in this term. The lower the number, the more students are alike. The higher the number, the greater the diversity in this group.	Percentile (a percentage-based ranking) of the achievement reached for the given term, as compared to the school-level NWEA norms from the same grade and with the same weeks of instruction between testing (as specified in your MAP preferences).

Observed Growth	**Observed Growth SE**
Average change in RIT scores from starting term to ending term (ending RIT minus starting RIT).	Growth standard error (SE) associated with term-to-term growth for the group. If these students tested again over the same period with comparable tests, term-to-term growth would fall within a range defined by the observed growth, plus or minus the growth sampling error, about 68% of the time.

School Norms Section

— Student Growth Summary Report —

> *School norms* compare overall grade-level results between your school and schools in the NWEA norms study.

Growth Evaluated Against		
School Norms		
Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile
4.0	-0.93	18
2.7	1.01	84
4.1	0.08	53

Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile
Growth projections based upon the mean RIT of this group and the 2015 *school*-level norms. It also incorporates the weeks of instruction before testing, as set in the MAP preferences for your district or school.	Enables you to compare growth between grades or groups by putting them all on an equal scale. This measurement ranks your grade-level growth among the growth observed across all matching schools within the NWEA norms study. A value of zero (0) corresponds to the mean (typical) growth, indicating that growth exactly matched projections.	Translates the School Conditional Growth Index to percentile (a percentage-based ranking). An index of 0 equates to 50th percentile.

Student Norms Section

— *Student Growth Summary Report* —

Student norms are an aggregation of the NWEA norms data calculated for individual students.

Growth Evaluated Against			
Student Norms			
Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
134	63	47	48
126	68	54	56
61	26	43	38

Count With Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
Number of students used for the Student Norms calculations. Because growth projection norms are not available for some situations, this count could be smaller than the first Count column.	Shows how many students collectively met or exceeded their individual growth projections. Intended for evaluating the growth within each grade, but not for comparing grades.		Percentile that falls in the middle of all the Conditional Growth Percentiles for this group of students. It shows how these students compare to matching peers from NWEA norms. The student norms percentile is often larger than the school norms percentile, because individual students' growth rates are typically larger than a grade can grow as a whole. For more on student conditional growth, see: .

Student Profile Report

Term: Winter 2016-2017 ▼

‹ **Vernon Sobrio** 7th Grade | ID: VS90908119

MATHEMATICS

Standard Error: +/-2.9
Possible range: 247-253
1/22/2017 — 60 minutes
Percentage of Disengaged Responses: N/A
Est. Impact of Disengagement on RIT: N/A
Growth: Math 6+ TN 2016

248

▲ CLOSE HIGHLIGHTS

READING	LANGUAGE USAGE	SCIENCE
📖 219	📝 215	⚛ 209

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

Juan's mathematics score could benefit from focus in Operations and Algebraic Thinking. Visit Instructional Areas for more details about which skills and concepts he is ready to learn.

▼SHOW MORE

COMPARISONS

GROWTH & ACHIEVEMENT MEASURES

Norms Percentile	Quadrant Chart

GROWTH — 77th
ACHIEVEMENT — 97th

High Growth
High Achieving
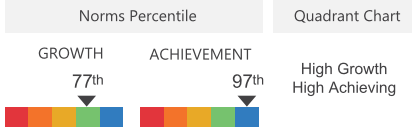
PROJECTIONS
Projected result for test taken in spring

Proficient	State XYZ Assessment
On Track	ACT College Readiness

INSTRUCTIONAL AREAS

242	Operations and Algebraic Thinking	→
	✧ Suggested Area of Focus	
245	Statistics and Probability	→
252	The Real and Complex Number Systems	→
257	Geometry	→
	✧ Relative Strength	

GROWTH GOALS

SPRING 2017 GOAL
251 (+3)
Score when set: 248
(Winter 2017)

Past Goals

WIN 2017 GOAL
MET
Actual Score: 248
Goal: 245
Score when set: 242
(Fall 2016)

GROWTH OVER TIME
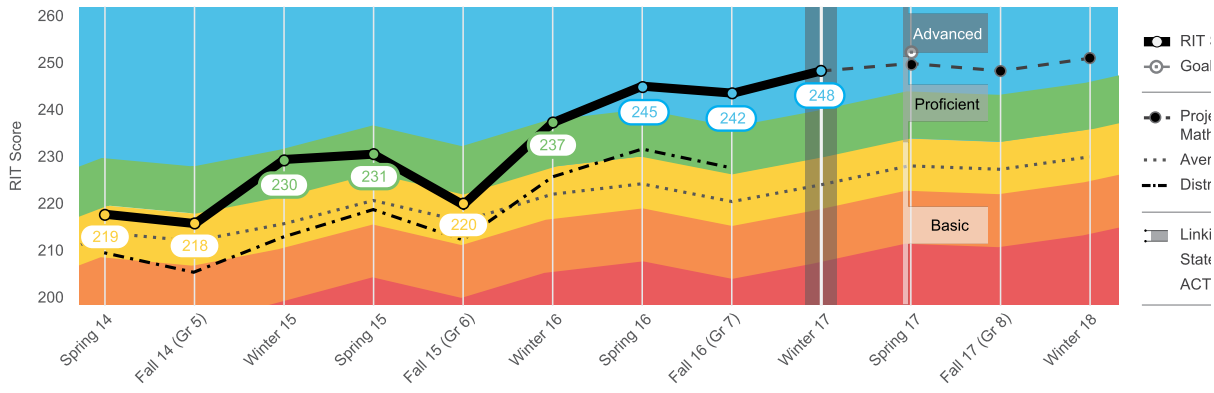
	Description	Brings together the data you need to advise each student and support his or her growth, including learning paths and growth goals.
	Applicable Tests	MAP Growth and MAP Growth K-2. (*Not Screening tests.*)
	Intended Audience	Instructional coach, teacher, counselor
	Required Roles	Instructor, Administrator, or Assessment Coordinator (School or District)
	Date Limits	All years prior, for tests completed within your test window range (set under Manage Terms)

Basic Usage

- **Browser recommendation**—Avoid using Internet Explorer and Safari 8, because of slow performance. Chrome performs the best. If needed, try clicking refresh: ⟳.

- **Prerequisite** — Your school or district should have correctly set the Weeks of Instruction between testing, under MAP preferences. This setting specifies the average amount of instruction your students received, so it determines how they align to students in the NWEA norms study.

- **Quick Access** — To jump straight to a specific student, open View Reports > MAP Reports, and use the Student Quick Search.

- **View Prior Test Data**— You can choose prior terms from the menu at top:
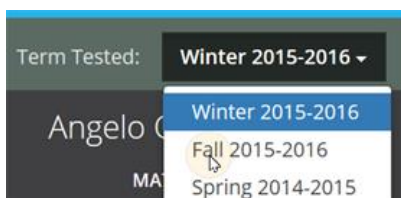
  The default—**Most Recent**—means the most recent *term with test data*, which could differ for each subject. To alert you when the most recent score comes from a prior term, an asterisk appears next to the subject score.

- **Change Student, Class, or Term Rostered**— There are various ways to switch to a different student:
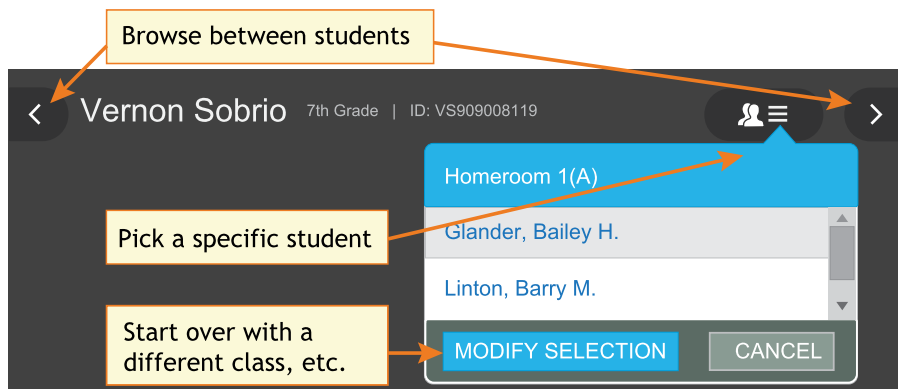
- **Percentile colors** — Wherever you see color coding, it indicates the percentile (a percentage-based ranking) of the achievement your student reached. It compares your student to students in the NWEA norms study from the same grade and with the same weeks of instruction between testing (as specified in your MAP preferences).

- **Give Feedback** — Is anything unclear? Do you wish for another feature? Click the **Feedback** button near the bottom.

Feedback button appears in the report for everyone to contribute ideas
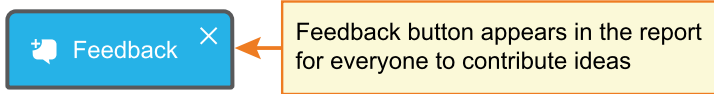
Note: If you close (X) the Feedback button, it disappears temporarily on your particular computer. It reappears in 24 hours.

Printing

For parent conferences and other meetings, you can quickly prepare printed reports for all students or a selection. While viewing any student in the Student Profile report, click **Print and Share**, and then **Batch PDF**:

Click to open batch printing
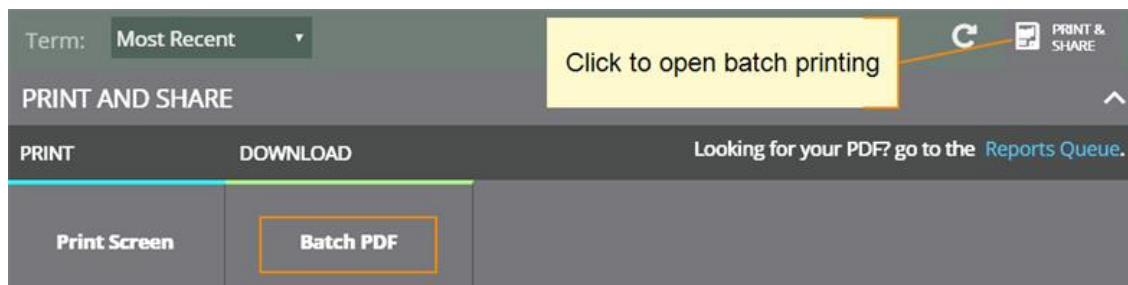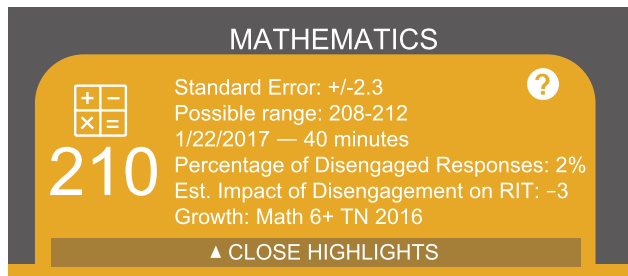
There are many choices you can explore, including which students to print:

You can double-check the choices you have made
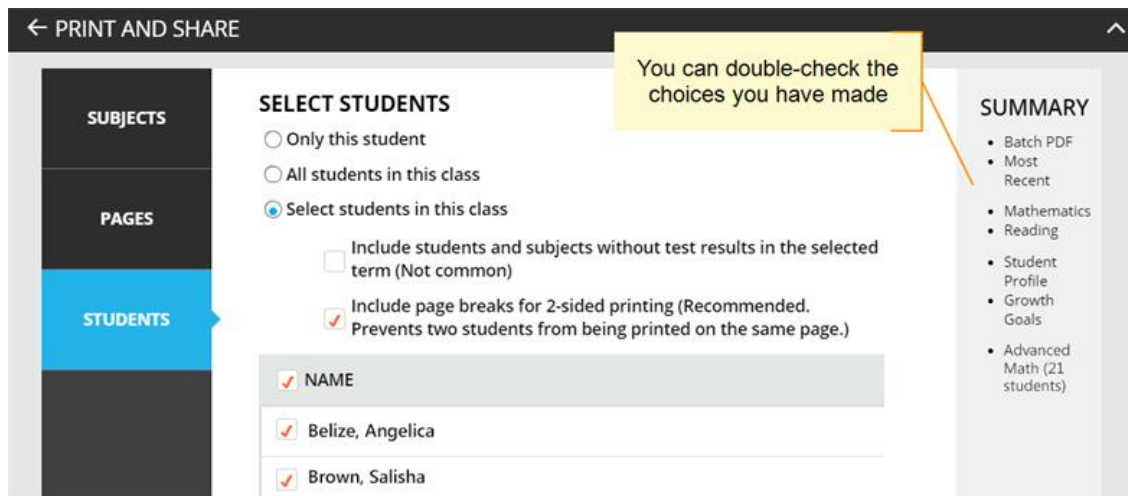
Caution: Under Pages, the **Instructional Areas** option uses a large amount of paper. For each student, it prints *all* of the "ready to DEVELOP" learning statements in all areas.

Subject Scores

The overall RIT score appears in each subject tab, along with important test details to qualify this test result:

Standard Error and **Possible range**—Shows an estimate of the measurement precision. If retested soon after, the student's score would be within this range most of the time.

Minutes—Total duration that the student took to complete testing. Notice if the duration changes unusually compared to other terms, because it could qualify your insights.
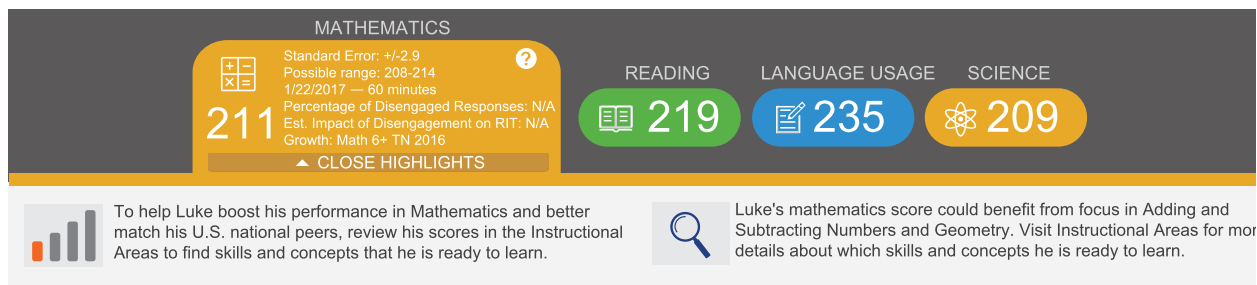
Percentage and Impact of Disengaged Responses—A response is disengaged when a student rapidly guesses faster than it takes to actually view the whole question, and well below the average response time measured by NWEA for each test question. If N/A appears, it means no rapid guessing was detected for that test.

The Estimated Impact shows how many RIT points higher the student *might have scored*. For example, with a RIT score of 210 and an Estimated Impact of –3, it means the student might have scored 213 if fully engaged during testing.

Excessive Disengagement—If 30% or more of all test questions are marked as disengaged, then the entire test becomes invalid. It is not trustworthy for growth measures, and so it does not appear in the Student Profile report. However, invalid tests will appear on the Class and Grade reports, along with the reason for invalidation.

Highlight Recommendations

In the Highlights section, you can review a summary and recommendations for the most recent test results (if needed, change the Term to **Most Recent**):

This information also appears in the printed report as part of the profile overview page.

Comparisons

The Comparisons section enables you to put the MAP Growth score into a meaningful context. You can connect the student's score with other measures to answer various questions:

- How well is my student growing?

- How will my student perform on state or college exams?

- What reading level does my student need?

To see the full view, click the expansion arrows:

Growth Examples

Consider a student who does well in math, but not reading. There could be more to the story when you compare the Achievement to Growth.

High Growth—Although the student's reading Achievement score was below average for reading, you could offer encouragement by focusing on the above-average growth shown. With continued growth, this student can catch up with peers.

Low Growth—After congratulating this student on a great Achievement score for math, you could ask about the below-average growth and suggest more challenges to keep the student growing to potential.

Norms Percentile ❓

GROWTH
- Below Mean -
28ᵀᴴ

ACHIEVEMENT
- Above Mean -
77ᵀᴴ

Quadrant Chart ❓
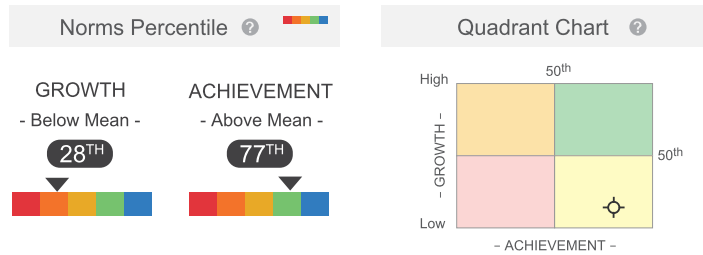
Growth Details

For a closer look into growth calculations, refer to the following measurements in the expanded view:

Conditional Growth Index—This statistic underlies the Growth Percentile. It relates your student's growth with the growth patterns of matching peers within the NWEA norms study (same grade, starting RIT score, and Weeks of Instruction before testing). In addition, this measurement involves a conditioning process that incorporates how difficult it was for each student to grow.

A value of zero (0) corresponds to the mean (typical) growth, indicating that growth exactly matched projections. Values above zero indicate growth that exceeded projections, and values below zero indicate growth below projections.

Projected Growth—Shows the number of RIT points your student was expected to grow between the Comparison Period, based on the growth of matching peers in the NWEA norms study.

Observed Growth—Shows the actual RIT point difference between the start and end term of the Comparison Period. Comparing Observed and Projected Growth provides a simple confirmation of the other growth insights.

Projection Details

The projections for state and college exams have some qualifications:

- There are no projections available from summer test results.

- Which state and college projections appear depends on the state alignment that your district selected during MAP implementation.

- If your state does not have a specific NWEA linking study, generic projections developed by NWEA appear on the report.

- Depending on the state, projections could be limited to certain subjects (typically reading and math) and certain grades (typically 2 through 8).
  - College readiness projections are limited to grades 5 through 9 (SAT) and 10 (SAT).

- To make projections, the report follows these steps:
  - Uses NWEA norms to estimate growth to the term when the state or college assessment typically occurs.
  - Uses the NWEA linking study to correlate that projected RIT score to an estimated proficiency.

- ACT College Readiness—The "On Track 24" projection is the highest benchmark. It is based on a more stringent ACT cut score of 24, instead of 22.

Readability Measures

The Lexile® and Flesch-Kincaid measures are estimates based on your student's RIT score. Use either measure to choose appropriate reading material:

- Lexile scale—Reflects word frequency (semantics) and sentence length. Find books at Lexile.com. Lexile®is a trademark of MetaMetrics, Inc.

- Flesch-Kincaid Grade Level—Reflects word and sentence length as a proxy for text complexity. If you have Microsoft Word®, you can paste text that you copied from a Website, and use the built-in readability statistics to check the Flesch-Kincaid Grade Level.

Instructional Areas and Learning Paths

In the Instructional Areas section, you can see the component parts of the assessment, and then get details you need to develop a personalized learning path for your student. Lower scores appear near the top, so you can suggest where to focus efforts, and higher scores appear near the bottom, so you can celebrate your student's strengths.

INSTRUCTIONAL AREAS   ?

| 226 | Operations and Algebraic Thinking | → |

Click any area for details and learning statements

Suggested Area of Focus

| 230 | Statistics and Probability | → |

| 232 | The Real and Complex Number Systems | → |

| 236 | Geometry | → |

Relative Strength

Note: Also known as "goal performance scores" elsewhere in MAP, these scores appear on existing reports, such as: *Class*, *Student Progress*, *Grade*, *Achievement Status and Growth*, and others. Key differences:

- Range of scores—Instead of a range representing the Standard Error, only the middle score of that range appears here. However, you can see the +/- Standard Error when you click an instructional area to open the details.

- Low / High percentiles—Instead of comparing scores to NWEA norms, the scores are compared to the overall score and, in some cases, designated "Area of Focus" or "Relative Strength."

About Suggested Area of Focus / Relative Strength

You may see some areas labeled *Relative Strength* or *Suggested Area of Focus*. These labels help you pinpoint how the student performed relative to the subject overall. Here is how the report designates each area:

- Takes the difference between the instructional area score and subject score

- Adjusts for the Standard Error in *both* scores:
    - If the adjusted difference is positive—area labeled *Relative Strength*
    - If the adjusted difference is negative—area labeled *Suggested Area of Focus*
    - If the difference is within the Standard Error—no label

> *Where is the Standard Error shown?*—For the subject, look in the main tab. For an instructional area, open the detailed, expanded view.

Tips for Personalized Learning Paths

Click any instructional area to see related learning statements and standards, which you can use to create a learning path for your student. (These are the same learning statements available from the Learning Continuum on page 28.)

> **Note:** The appearance of a learning statement does not necessarily mean your student received questions about that skill or concept. However, statistically a student's RIT score *does* predict the applicability of learning statements.

Quick Find:

Use the **Filters** to pinpoint a specific topic or standard:

Reinforce / Develop / Introduce:

On the top right, choose which level of learning statements will help your student:

- **Reinforce**—Statements that will help you connect what the student already knows to new learning.

- **Develop**—Statements that your student is ready to learn now.

- **Introduce**—Statements that will help when your student is ready for more challenge.

Repeated statements—If you see learning statements repeated, they will appear in gray font color. It means the same concept applies in both areas, but at increasing levels of complexity. For example, with reading you might use increasingly longer text passages and words to develop the same skill:

Standards View:

Use the following options to see applicable state standards.

Assignments for Strands and Skills

If your school uses MAP Skills™, you can easily set up assignments while you view the Student Profile MAP results:

As shown in this example, Geometry is a *Suggested Area of Focus*, so you can click the **STRANDS TESTED** link to see which strands apply to Geometry. You can then click **ASSIGN LOCATOR**, and the MAP Skills Assignment tab appears with all the applicable settings chosen automatically:

When finished, close the separate MAP Skills window.

Note: To track the assignment, open MAP Skills directly so you can see the status of the mission.
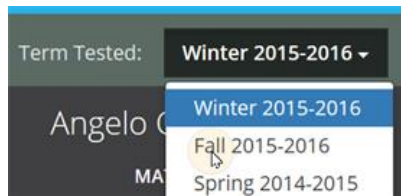
Growth Over Time

At the bottom of the page, you can see all historical, longitudinal data for a student:
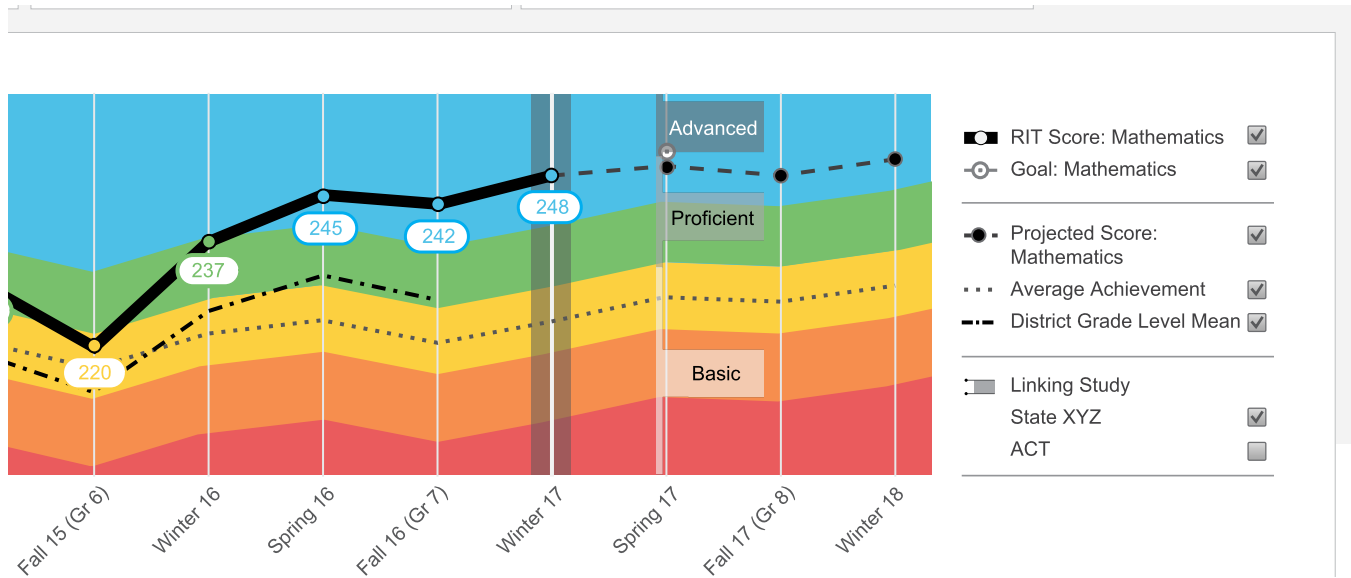
To see further back:

Scroll up and change the **Term** menu, above the student name. If you choose **Most Recent**, the graph orients around the current calendar term.
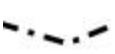
Definitions for Growth Over Time:

See also: Percentile Colors (under Basic Usage on page 44)

- **Goal**—If you have set future growth goals in the Growth Goals section, they appear here. If not, no goals appear on the graph. For prior terms, it is a gauge of how well your student met the goals you set together. For future terms, it helps to show the direction you have set.

- **Projected Score**—This projection is based on your student's actual RIT score in a prior term, plus the typical RIT growth of *matching peers* within the NWEA norms study. Matching peers have the *same prior RIT score*, as well as the same grade and weeks of instruction between testing (as specified in your MAP Growth preferences). Using matching peers provides a fair comparison, so it is reasonable for your student to meet the projection and even grow beyond it.

- **Average Achievement**—Shows the average score (50th percentile) for *all* applicable students within the NWEA norms study. Students within the norms study have the same grade and weeks of instruction between testing (as specified in your MAP Growth preferences).

- **District Grade Level Mean**—Shows the average score for students within your district who were in the same grade and who tested in the same term.

If it doesn't appear in a given term, the district testing window is not yet closed. Contact a team leader to close the testing window, and then wait for overnight processing.

Proficient	**Linking Study (Cut Scores)**—If applicable, you can see your student's projected performance on state or college readiness assessments. Bars showing the cut scores are hidden by default, so use the check box on the right to display it. For more information, see: .

- **Gray background**—When there is no data, a gray background appears. Examples include: no completed test event, student not enrolled, or no norms study (12th grade and 11-12th grade Science).

Growth Goals

For an upcoming term, you can create a growth or performance target for each student. Later, return to see if the student met the goal.

1. From the main Student Profile page, click the expansion arrows:
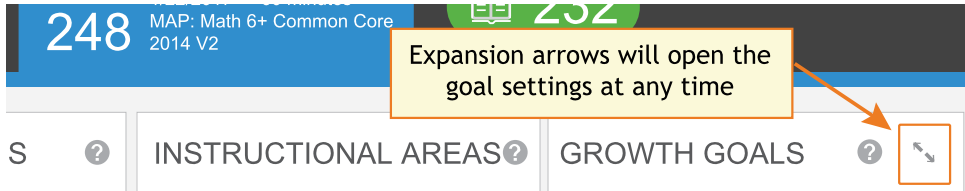
2. Consider the Tips for Setting Growth Goals on page 56 (below).

3. Set a goal by making an entry, and then clicking outside the box:
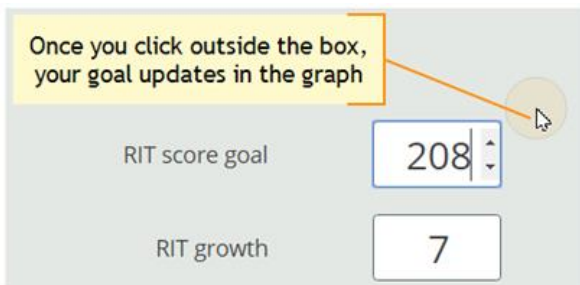
   Use any of the goal numbers—the other numbers adjust to match your entry.

   Note: The RIT Growth and Growth Percentile entries are not available if there is no recent test score to form the basis of growth.

4. As a best practice, type an Action Plan in the box provided so that you and your student can review it later.

   > **Note:** Currently, you cannot edit the Action Plan. However, you can overwrite the entire goal at any time.

5. Click **Set Goals** to save your change.

   After a moment, the goal appears in a row at the top. If needed, you can delete it, or overwrite it by setting a new goal.
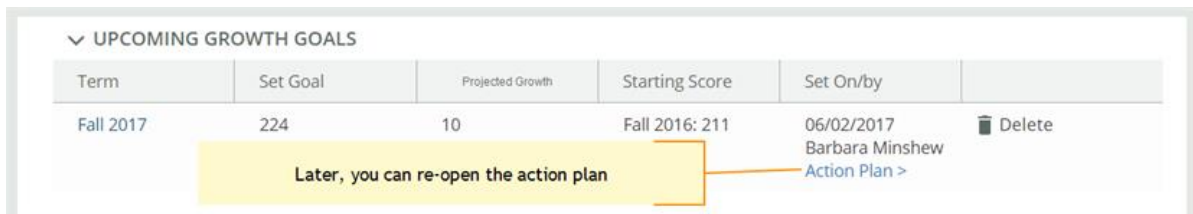
Tips for Setting Growth Goals

> *General assumption:* Your school or district has correctly set the Weeks of Instruction between testing, under MAP preferences. It forms the basis for much of the percentiles and projections shown.

A. Strike a balance:

- Challenge your student—To advance academically, students should strive to go beyond the typical scores.

- Be realistic—Consider past performance so the goal fits your student's capabilities.

B. How many **RIT Growth** points are reasonable?

- By default, growth is set to the **Projected Growth**, if available. This growth projection is personalized to your student, because it is based on *matching peers* from NWEA norms (*same prior RIT score*, grade, and weeks of instruction between testing).

  - Using matching peers provides a fair comparison, because students with high starting achievement generally do not grow as much as students with low achievement.

  - Projected Growth is the mid-point for these peers (half grew more and half grew less).

- This score is an initial *suggestion*—you might target above or below it, depending on other considerations.

- In contrast, the **Average Achievement** (bottom left) shows you how *all* students typically perform within the same grade and same weeks of instruction between testing. It is simply the *average score* (50th percentile) for the target term.

C. Which of the **percentile bands** (rainbow colors) should your student target?

- Percentiles compare your student to students in the NWEA norms study from the same grade and with the same weeks of instruction between testing.

- For example, suppose your student is hovering just below the orange percentile band, and you want to encourage her to reach the next band. Try setting **Achievement Percentile** to the low 40's, which is the cut-off for that percentile.

Set a goal by:

RIT scores ❔		Percentiles ❔	
Goal RIT score	207	Achievement percentile	44
RIT growth	4	Growth percentile	62

Set a percentile level that your student would like to reach

- Next, consider **Growth Percentile**, if available. It shows the level of growth your

student would have to reach in order to reach the Achievement Percentile. Higher growth numbers mean a greater challenge.

How Growth Percentile is Calculated—This measurement ranks each student's growth among the levels of growth observed across all matching peers within the NWEA norms study (*same prior RIT score*, grade, and weeks of instruction between testing).

The statistical calculation comes from the Conditional Growth Index. A value of zero (0) corresponds to the mean (typical) growth. Values above zero indicate growth above average, and values below zero indicate growth below average.

D. If available, consider the growth needed to reach an ideal cut score on state or college assessments. Bars showing the cut scores are hidden by default, so select one, or both, below the graph:
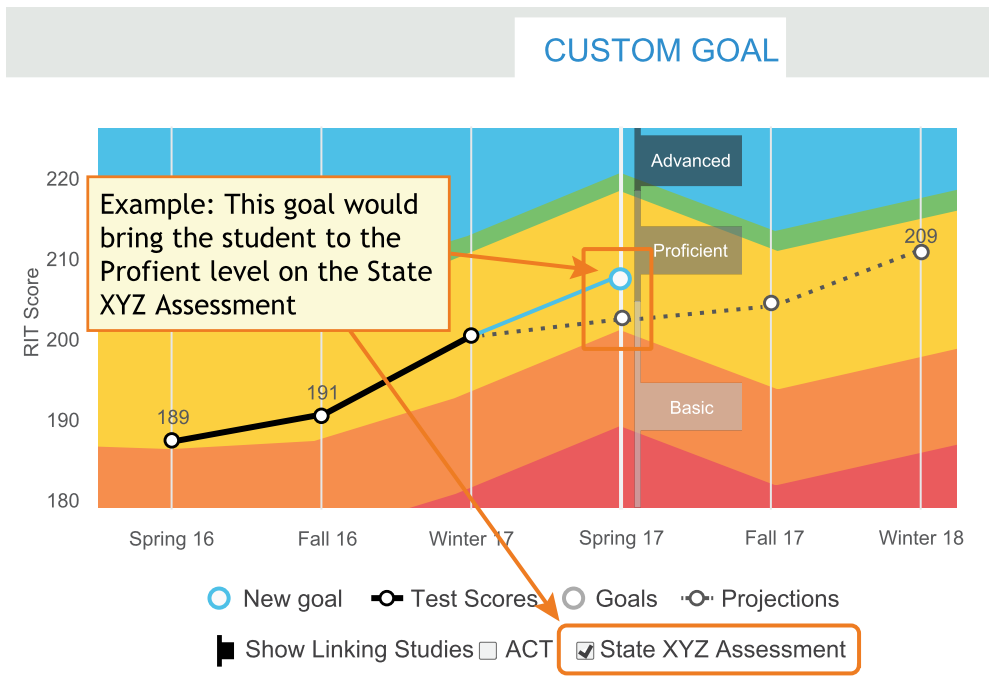
CUSTOM GOAL

For more information, see: .

Student Progress Report

MAP GROWTH

McRay, Marcus
Student ID: 100023123

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

Norms Reference Data: 2015
Growth Comparison Period: Fall to Fall

Mathematics

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

Legend: Student RIT · District Grade Level Mean RIT · Norm Grade Level Mean RIT · Student RIT Projection

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

Reading

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

Legend: Student RIT · District Grade Level Mean RIT · Norm Grade Level Mean RIT · Student RIT Projection

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

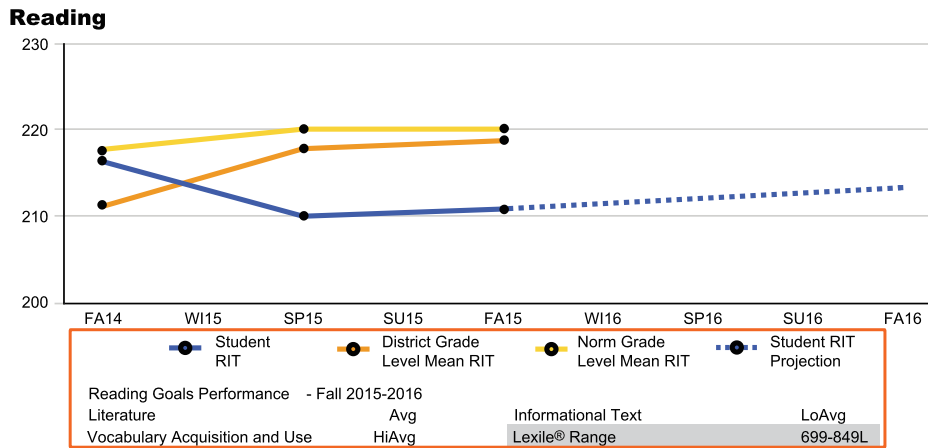|	
Description	Shows a student's overall progress from all past terms to the selected term so you can communicate about the student's term-to-term growth.
Applicable Tests	MAP Growth, Screening, and MAP Growth K-2.
Audience	Teacher, instructional coach, counselor, student, parent
Required Roles	Instructor, Administrator, or Assessment Coordinator (School or District)
Prior Data	All years prior, including tests completed outside your test window range (they appear in gray font if you choose the All Valid report option)

Graph for Student Progress

Reading

Reading Goals Performance - Fall 2015-2016

Literature	Avg	Informational Text	LoAvg
Vocabulary Acquisition and Use	HiAvg	Lexile® Range	699-849L

Student RIT	**District Grade Level Mean RIT**	**Norm Grade Level Mean RIT**	**Student RIT Projection**
The student's score for each term.	Average RIT score for students in the same school district and same grade who tested at the same time as the student named on this report. If it doesn't appear, the district testing window is not yet closed.	Average score for students who were in the same grade and who tested in the same term, as observed in the NWEA norms study. If it doesn't appear, there is no norms data for the grade and subject reported.	The projected RIT score when the student takes a future test. This projection is based on student's actual RIT score in the first term of the Growth Comparison Period, and on the average RIT growth of students who were in the same grade and who tested in the same term. The average growth comes from the NWEA norms study.
Goal Performance	**Goal Descriptor** translates the percentile to one of the following: *Low*: Student goal scores are lower than the 21st percentile *LoAvg*: Student goal scores fall within the 21st-40th percentile *Avg*: Student goal scores fall within the 41st-60th percentile *HiAvg*: Student goal scores fall within the 61st-80th percentile *High*: Student goal scores fall within the 81st percentile or higher - If goal performance cannot be calculated, an asterisk (*) appears. The student may have answered too many items incorrectly, too few items may have been available in the RIT range assessed, or norms data for percentiles may be unavailable. **Goal RIT Ranges** reports the student's goal RIT range, such as 198-213. **If an asterisk (* or *-*) appears:** The goal performance cannot be calculated. The student may have answered too many items incorrectly or too few items may have been available in the RIT range assessed.		

Lexile® Range	This range appears when the student has taken a reading test. You can use it with online resources to identify appropriately challenging books, periodicals, and other reading material for each student. Lexile® is a trademark of MetaMetrics, Inc.

Details for Student Progress

Term/Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA12	9	208-211-214	-5	3	19-25-31
SP12	8	206-210-213			13-20-26
FA11	8	212-216-219	6	4	31-41-49
SP11	7	208-211-214			21-27-33
FA10	7	207-210-213	6	5	26-33-41
SP10	6	213-217-220			41-52-60
WI10	6	201-205-208			18-26-33
FA09	6	201-204-207	13	6	21-29-34
SP09	5	199-202-205			18-23-30
FA08	5	188-191-195	-4	7	9-13-20
SP08	4	191-195-198			13-20-27
FA07	4	192-195-198	-7	8	29-37-45
WI07	3	180-183-186			16-21-28
FA06	3	179-181-184			22-27-32

Term/Year + Grade	RIT	RIT Growth	Growth Projection	Percentile Range
Indicates the term, year, and grade in which the test event occurred.

Keep in mind that if a term spans more than one year (for example, from 2009 to 2010), the latter of the two years is used. For example, WI10 reflects a term which begins on December 1, 2009 and ends on February 28, 2010.

FA (Fall)

WI (Winter)

SP (Spring)

SU (Summer) | Middle number is the student's RIT score. The numbers on either side of the RIT score define the score +/- the standard error. If retested soon, the student's score would fall within this range most of the time. | The growth in RIT points made between the two terms in the Growth Comparison Period. | Average growth of students who were in the same grade and began the same term at a similar RIT score, as observed in the NWEA norms study. | The number in the middle is this student's percentile rank, or the percentage of students who had a RIT score less than or equal to this student's score according to the NWEA norms study. The numbers on either side of the percentile rank define the percentile range (the RIT score +/- standard error). If retested soon, this student's percentile rank would be within this range most of the time. |

Gray text identifies tests that are valid but do not provide growth data (such as a test taken outside the test window). These test results are excluded from summary statistics.