



Introduction to NWEA

Good Teachers + Accurate Data = Quality
Decisions



Northwest Evaluation Association

Partnering to help all kids learn



Nationwide Presence

191

- **Partners in 50 states and 47 countries**
- **Over 3000 Partner Districts**
- **Over 4.5 million students assessed**

ASSESSMENTS



CLASSROOM
RESOURCES



ANALYTICAL
TOOLS



PROFESSIONAL
DEVELOPMENT




NWEA

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ASSESSMENTS



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Conventional Assessments

How and why are they created?

Single Form

Grade level specific

Fixed, wide-range items

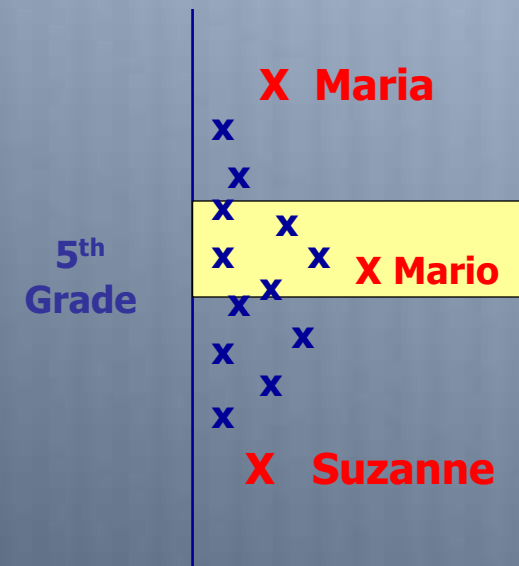
Limited sample

Sort and Rank

External Accountability

Less precise at the two extremes

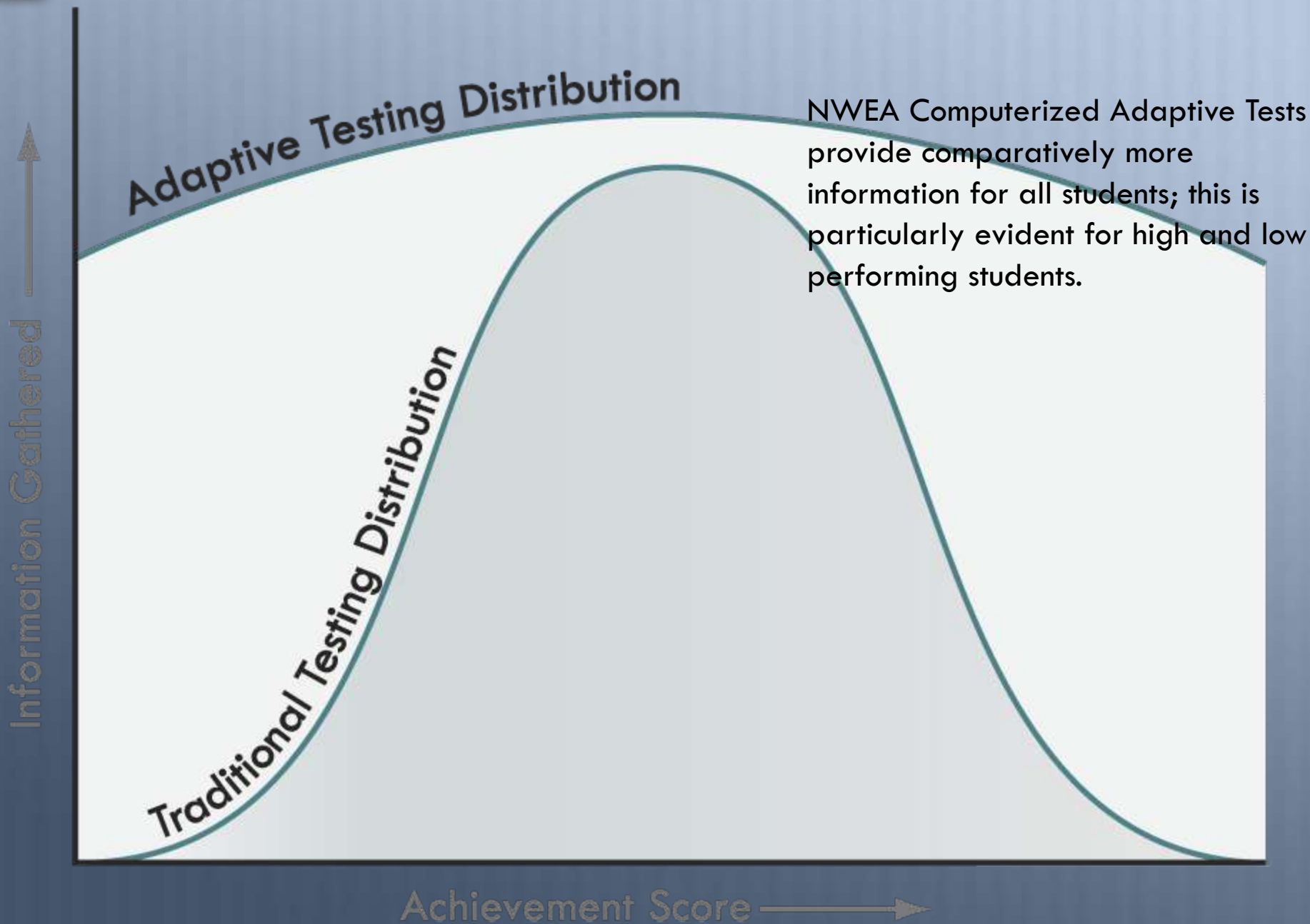
Adult Reading



Beginning Literacy

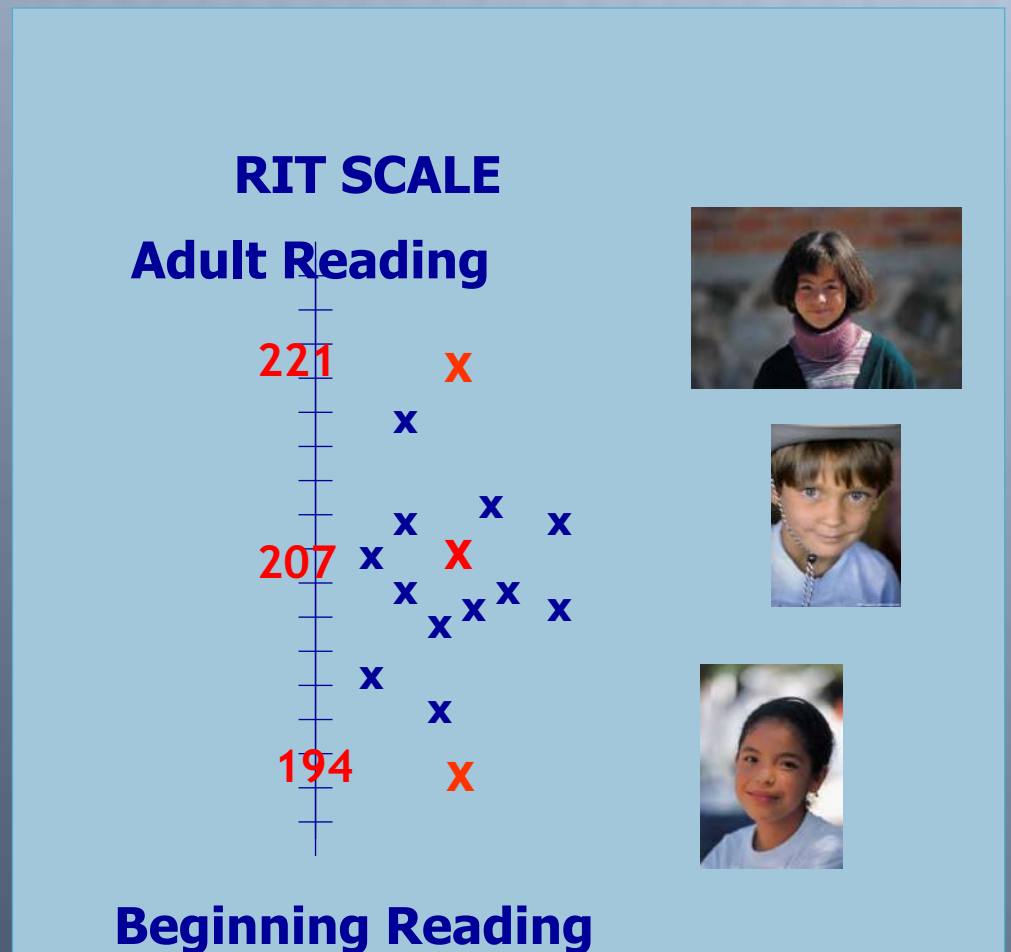


Comparing Score Precision of Conventional & Adaptive Test Scores



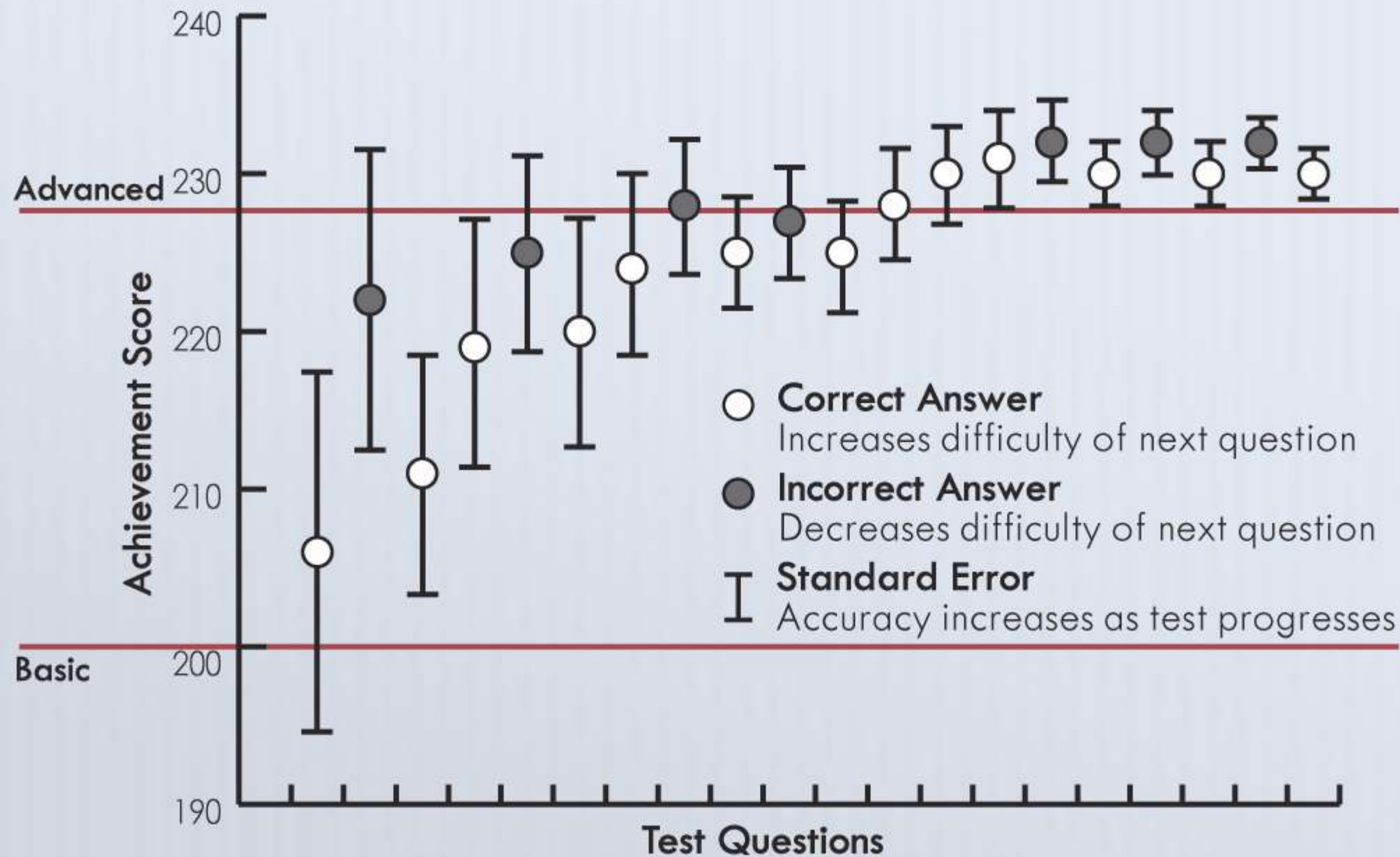
RIT (Rasch Unit) Scale

- Equal interval
- Linked to curriculum
- Achievement scale
- Cross graded measurement
- Shows growth over time
- Greater score precision
- Functions like an academic ruler





Adaptive Model



Testing Through the Eyes of 3 Students



Devon is
an
average
5th grader

**ALL THREE
STUDENTS WILL
TAKE THE MAP
ASSESSMENT**



Daniel is a
low
achieving
5th grader

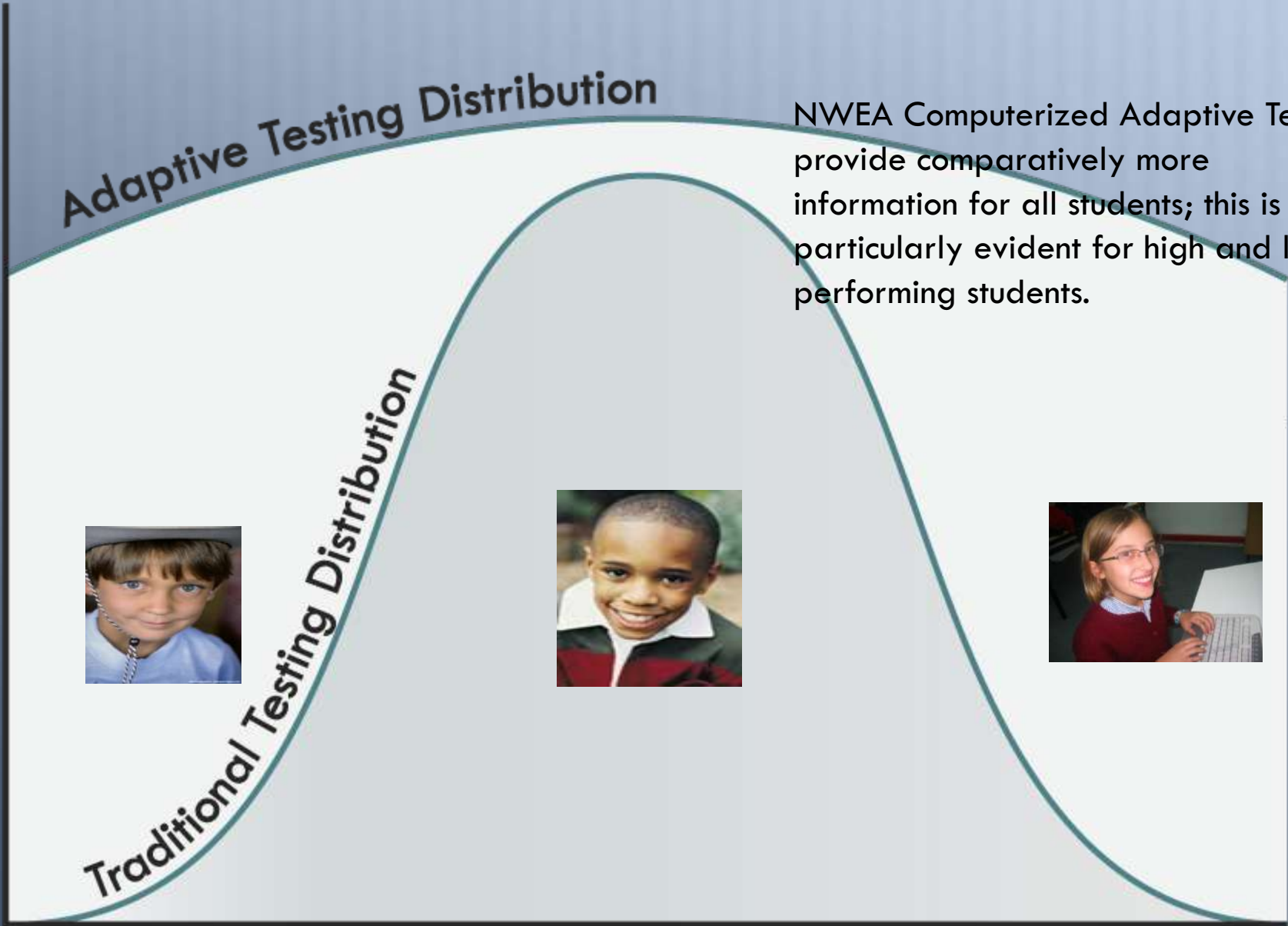


Grace is a
high
achieving
5th grader



Comparing Score Precision of Conventional & Adaptive Test Scores

Information Gathered 

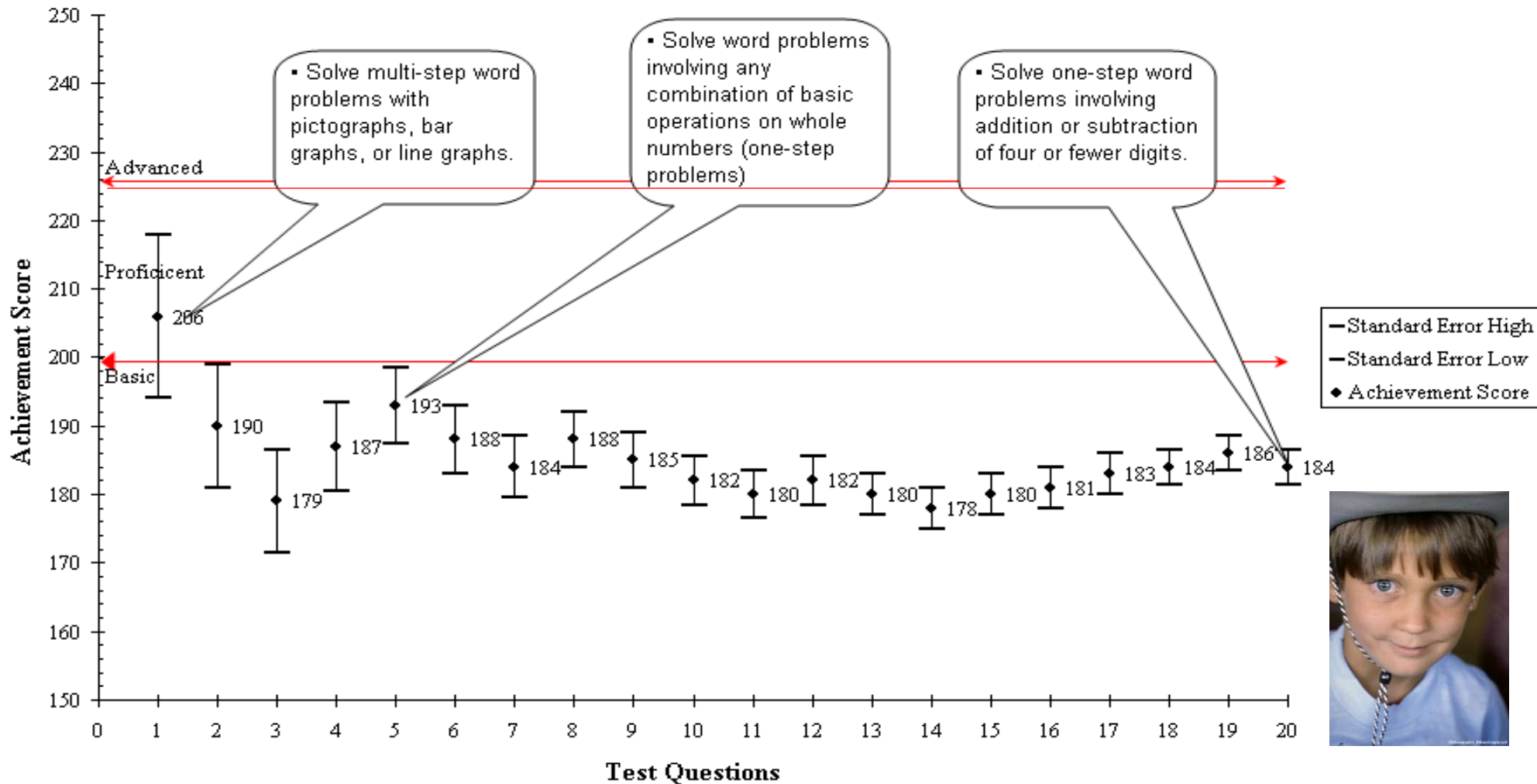


NWEA Computerized Adaptive Tests provide comparatively more information for all students; this is particularly evident for high and low performing students.

Achievement Score 

Northwest Evaluation Association

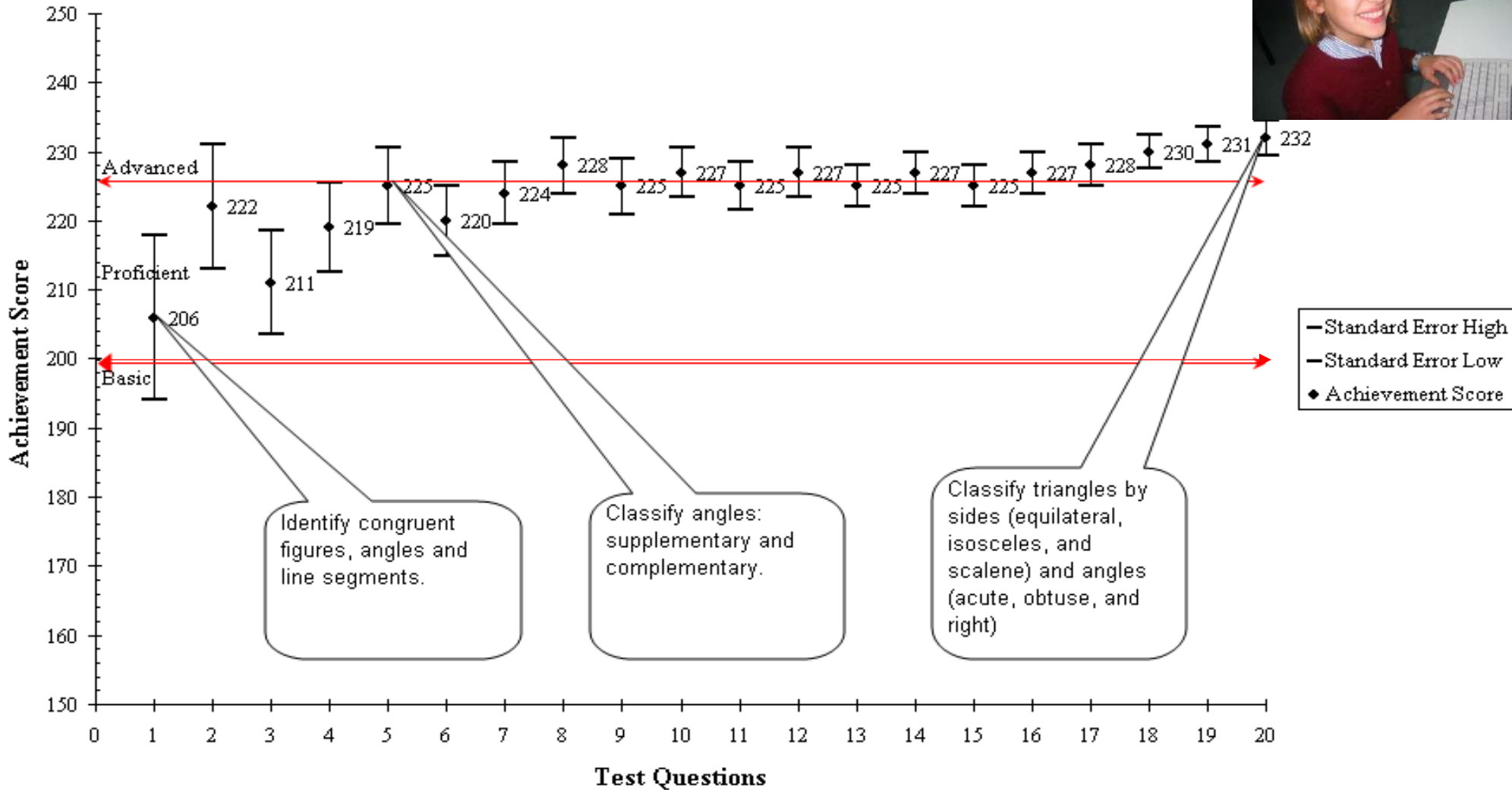
Computerized Adaptive Testing Example
(Actual Student Response - Low Performing)



Daniel's Test Pattern

Northwest Evaluation Association

Computerized Adaptive Testing Example
(Actual Student Response - High Performing)

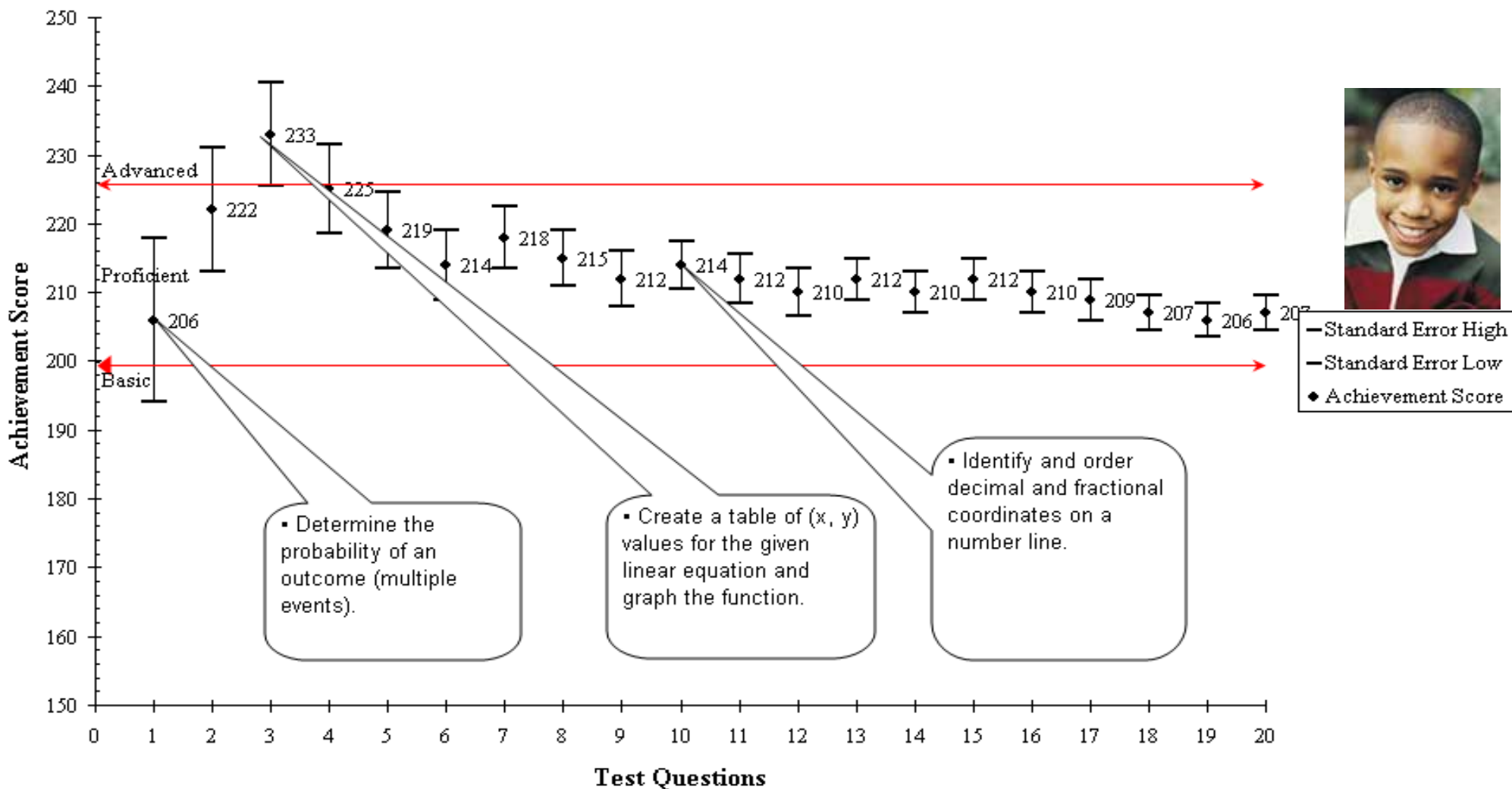


Grace's Test Pattern

Northwest Evaluation Association

Computerized Adaptive Testing Example
(Actual Student Response - Proficient)

Chart Area



Devon's Test Pattern

RIT Scores Aligned to a Learning Continuum

Subject: Mathematics

Goal Strand: Operations

RIT Score Range: 201 - 210

Skills and Concepts to Enhance 191 - 200	Skills and Concepts to Develop 201 - 210	Skills and Concepts to Introduce 211 - 220
<p>Estimation</p> <ul style="list-style-type: none"> • Uses rounding to estimate answers to real-world problems involving numbers less than 1000 with addition and subtraction (whole numbers only)* • Uses front end digits to estimate answers in addition and subtraction computations (whole numbers only)* • Uses rounding to estimate answers to addition and subtraction problems (whole numbers only) • Uses rounding to estimate answers to 1-step problems involving answers less than \$1 (whole numbers only, e.g., 10 cents + 10 cents)* • Uses rounding to estimate answers to 1-step problems involving answers less than \$20 (decimals only, e.g., \$1.20 + \$2.75) 	<p>Estimation</p> <ul style="list-style-type: none"> • Uses rounding to estimate answers to real-world problems involving numbers 1000 or greater with addition and subtraction (whole numbers only)* • Uses front end digits to estimate answers in addition and subtraction computations (whole numbers only)* • Uses front end estimation for multiplication and division computations (whole numbers only)* • Uses rounding to estimate answers to addition and subtraction problems (whole numbers only) • Uses rounding to estimate answers to simple multiplication and division problems (whole numbers only) • Uses rounding to estimate answers to 1-step problems involving answers \$20 or greater (using decimals)* 	<p>Estimation</p> <ul style="list-style-type: none"> • Uses rounding to estimate answers to real-world problems involving multiplication and division of numbers less than 100 (whole numbers only)* • Uses rounding to estimate answers to real-world problems involving numbers less than 1000 with multiplication and division (whole numbers only)* • Uses rounding to estimate answers to real-world problems involving numbers 1000 or greater using multiplication and division (whole numbers only)* • Uses rounding to estimate answers to difficult multiplication and division problems (whole numbers only) • Uses rounding to estimate answers to 1-step problems involving answers \$20 or greater (using decimals)*

DANIEL:

Uses rounding to estimate answers to real-world problems involving addition of numbers less than 100 (whole numbers only) RIT 184



DEVON:

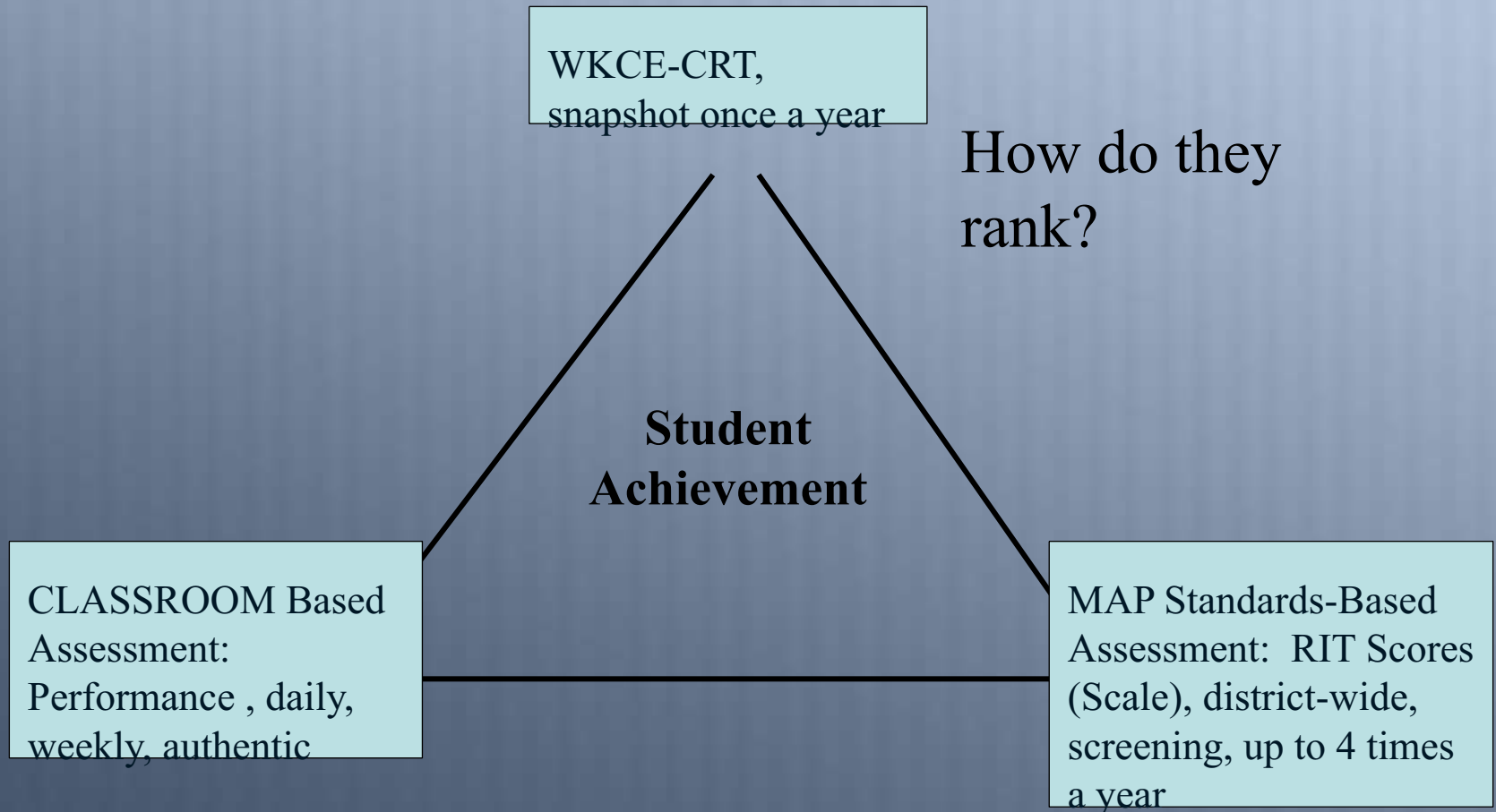
Uses rounding to estimate answers to real-world problems involving numbers 1000 or greater with addition and subtraction (whole numbers only)* RIT 207

GRACE:

Uses estimation to solve problems involving proportional reasoning (decimals only) RIT 232



Balanced Assessment Program to Triangulate Data



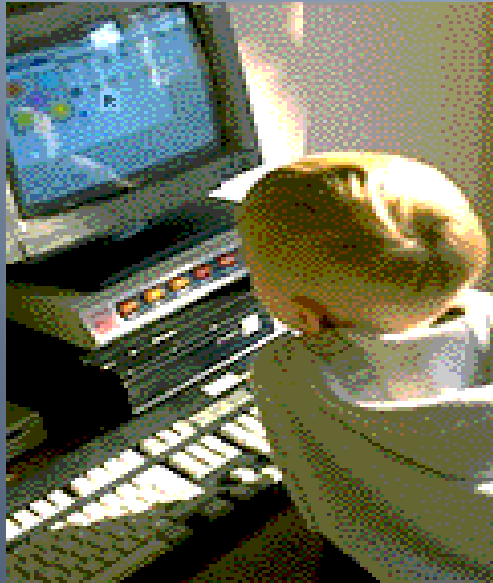
How do they perform on the
curriculum?

What is the instructional
level?

2008 READING STATUS NORMS (RIT VALUES)

Grade	Beginning-of-Year		Middle-of-Year		End-of-Year	
	Median	Mean	Median	Mean	Median	Mean
K	146	147.6	151	152.4	155	156.3
1	160	160.2	167	166.5	173	171.9
2	179	179.7	186	186.0	190	189.6
3	192	191.6	197	196.3	200	199.0
4	201	200.1	205	203.7	207	205.8
5	208	206.7	211	209.6	212	211.1
6	213	211.6	215	213.8	216	214.8
7	217	215.4	219	217.3	219	217.9
8	220	219.0	222	220.6	223	221.2
9	222	220.9	223	221.9	224	222.6
10	226	223.9	227	224.9	228	225.4
11	227	225.2	228	225.6	228	225.6

What Does A MAP Test Look Like?



Students finds
computer showing
his/her name on the
screen.

Starting Page

**Sandy
Bartlett**

Start Test

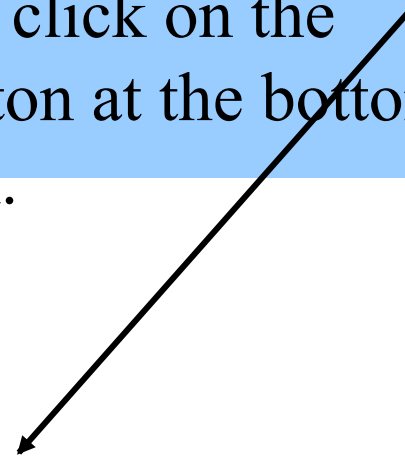
Then waits for
directions and clicks on
the “Start Test” button
when prompted.

$$\begin{array}{r} 9002 \\ - 503 \\ \hline \end{array}$$

- A. 8501
- B. 8499
- C. 8409
- D. 8509
- E. 8491

This is a sample math item.
The students can work the
problem on scratch paper
and click on the best answer.

Once they have chosen their
answer, they click on the
“Go on” button at the bottom
of the screen.



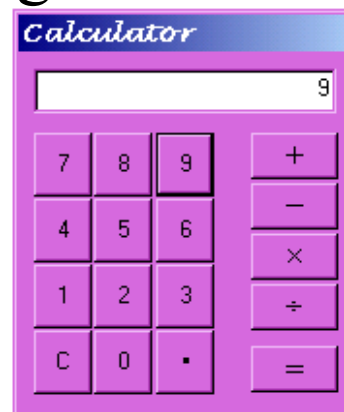
Joe wants 9 cars. He has 5.

How many more does he need?

- A. 5
- B. 4
- C. 3
- D. 2
- E. none of these

This is another sample math item.

Notice the calculator at the bottom. It will appear for some items. The student will use it just like a regular calculator, only they click on the buttons with the mouse instead of pressing them with their finger.



Read the paragraph.

The schoolgirl had on a new dress and a new pair of shoes. She brought a new notebook and two sharpened pencils with her to school on that first, important day.

Which word tells what the person is like?

- 1. messy
- 2. eager
- 3. pretty
- 4. busy

This is a sample reading item. Students read the passage and select the best response. They then click the “Go on” button to move to the next item.

Read "Grandma Wood" from Women of the West by Rick Steber. *

Grandma Wood

Mary Ramsey was born in Tennessee, May 20, 1787. She married at seventeen, had four children, and moved to Georgia where her husband died in 1839.

A decade later Mary moved her family to Missouri and then brought them across the Plains in a covered wagon to Oregon. She rode the entire distance on a mare she named Martha Washington Pioneer.

At the age of 67, she married John Wood in Washington County. John had built the first frame hotel in the town of Hillsboro. Mary outlived John.

She was known as Grandma Wood, and when she became a centenarian, friends and relatives threw a party for her. That day she reminisced, and told about seeing General George Washington and Thomas Jefferson. She claimed that the highlight of her life had been "the time Andy Jackson asked me to dance. He was the best president this country ever had. He knew how

What does this passage reveal about Grandma Wood's character?

- 1. She was a vain and selfish person.
- 2. She was principled and did not care for people who wouldn't fight.
- 3. She was frail and had difficulty with the hardships of life in the West.
- 4. She didn't care for people who wouldn't fight.

Some reading items have scroll bars on the passage. Students must move the scroll bar down to see the entire passage by using the mouse.



Sandy Bartlett

Your Mathematics score is 201

(Number Sense 203-217)

(Estimation & Computations 185-201)

(Mathematical Reasoning/Problem 189-204)

(Measurement 168-190)

(Algebra/Functions/Math Models 198-212)

(Geometry 204-220)

(Data Analysis/Probability/Statistics 200-215)



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Lexile Scores in Reading



- Lexile measure represents the level at which students can read at 75% comprehension

Uses

- Student's instructional level linked to comprehension
- Choose appropriate reading materials
- Create theme units with appropriate reading materials for every child
- Purchase books for school and classroom libraries
- Pathfinders for every child

Breakdown of Lexile Range

Range

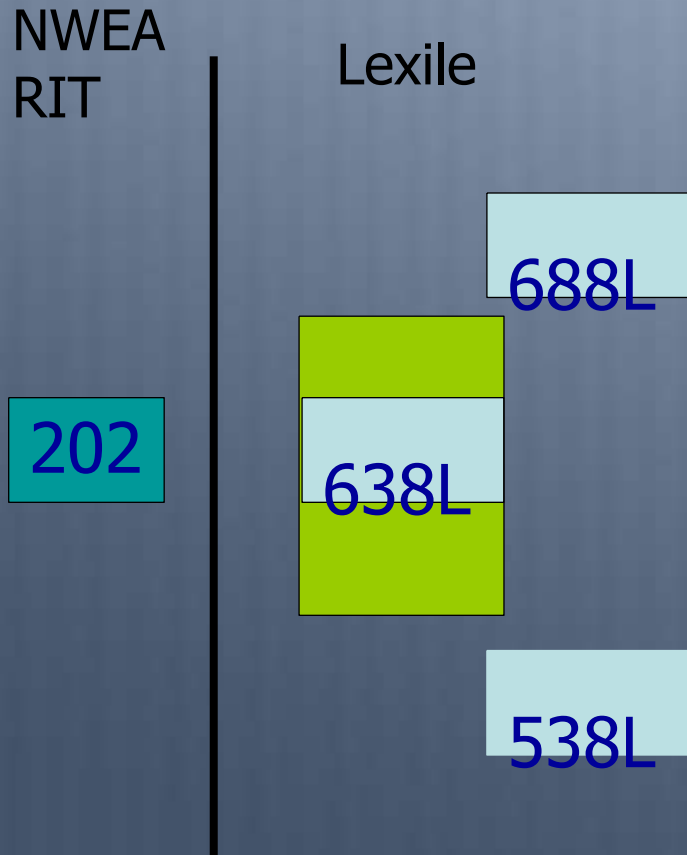
NWEA
RIT

Lexile

202



NWEA aligned Lexile scores



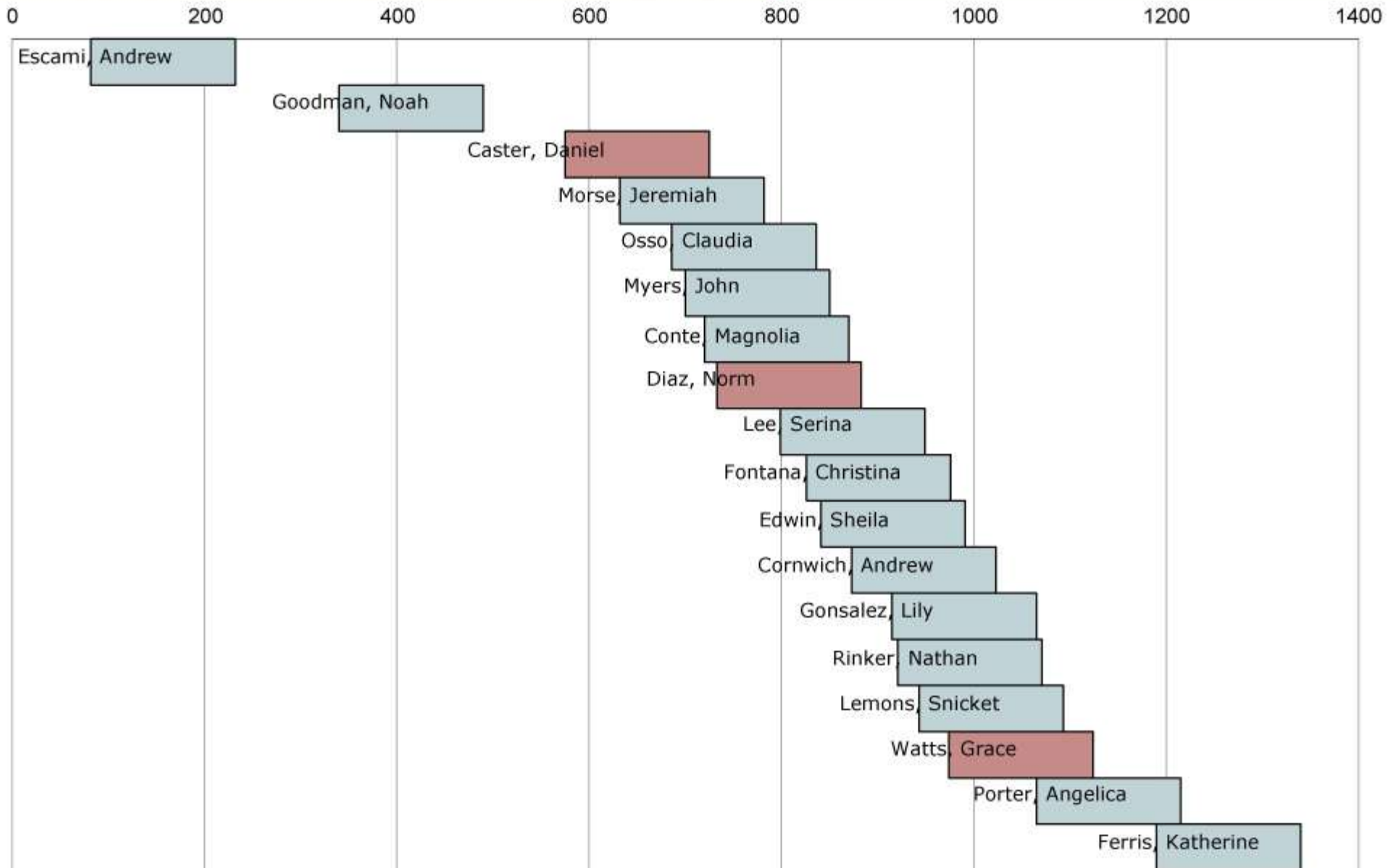
The student has a RIT of 202 and a 638 Lexile.

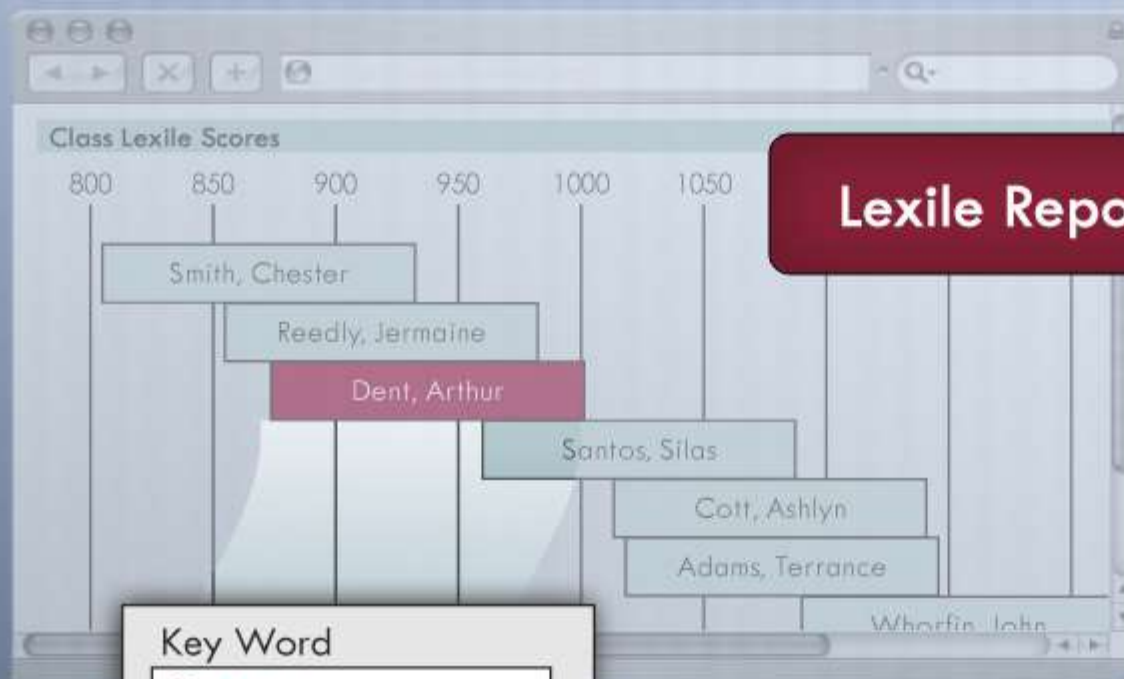
She can read text that extends 50L above and 100L below her Lexile score.

Her teacher would search for books that Lexile between 588L and 638L.



Lexile Report





Lexile Report

<http://reports.nwea.org/>

Lexile	Book	Author	ISBN
870	Riders of the Pale Horse	Bunn, T. Davis	12345678
	Horse Tale	Bryant, Bonnie	65478942
880	Justin Morgan Had a Horse	Henry, Marguerite	25448736
	Stalking Horse, The	Monfredo, Miriam Grace	65789645
	Horses and Llamas	Manyjars, John	32156779
890	Spirit Horse	Ackerman, Ned	45478643
	Horses & Ponies	Ransford, Sandy	44567789
910	Water Horse, The	King-Smith, Dick	55568897
	Naftalie the Storyteller and His Horse	Singer, Isaac Bashevis	14154377
920	Seahorses, Pipefishes, and Their Kin	Miller, Sara Swan	46548777
930	Horsepower: The Wonder of	Peterson, Cris	45647890

Class Breakdown by Overall RIT Score for NWEA Sample District Fruitland Elementary - Spring 2004 Carry, Carry and 64 Carry Grade6 ALL

Class Breakdown by RIT

The following table shows how the class is broken down by RIT and subject.

	< 191	191-200	201-210	211-220	221-230	231-240	241 +
Mathematics			L. A. Laura (204) C. Y. Gregory (205)	L. N. Haelee (211) D. L. Eric (220)	W. N. Angel (221) A. Y. Alyssa (228) A. M. Tyler (228) J. A. Jesse (230)	A. A. Laura (231) A. Y. Katherine (234) W. M. Kathryn (235) S. N. Daniel (236) A. L. Alexa (237) G. T. Adolphus (240)	J. A. Autumn (241) M. E. Brandon (243) N. S. Jeremy (244) K. I. Montio (245) D. N. Kyann (247)
Reading	C. Y. Gregory (181)	L. A. Laura (199)	L. N. Haelee (206)	W. N. Angel (212) J. A. Jesse (215) A. Y. Alyssa (218) M. E. Brandon (218) D. L. Eric (219) A. L. Alexa (220)	A. A. Laura (222) G. T. Adolphus (225) A. Y. Katherine (225) D. N. Kyann (225) K. I. Montio (225) A. M. Tyler (226) S. N. Daniel (229) W. M. Kathryn (229)	N. S. Jeremy (234) J. A. Autumn (235)	
Language Usage	C. Y. Gregory (190)	L. A. Laura (197)	W. N. Angel (208)	L. N. Haelee (212) A. M. Tyler (217) A. L. Alexa (218) D. L. Eric (218)	W. M. Kathryn (221) N. S. Jeremy (224) A. A. Laura (224) M. E. Brandon (225) S. N. Daniel (225) A. Y. Alyssa (226) A. Y. Katherine (226) K. I. Montio (226) G. T. Adolphus (227) D. N. Kyann (228) J. A. Jesse (229)	J. A. Autumn (234)	

Invalid tests, plus survey, practice and decision test types are not shown on this report.
Consult the class report for information on students who have tested but are not shown on this report.

Class by RIT Report

	< 181	181-190	191-200
Math	K. Bailey (170) R. Andrews (176)	E. Ramos (181) M. Hybara (182) D. Caster (183) L. Kiew (184) N. Kieslir (184) S. Mclean (188) R. Pruska (190)	T. Stopnick (191) B. Leibowitz (194) T. Noboa (195)
Reading	E. Ramos (172) M. Hybara (179) D. Horowitz (179)	K. Bailey (182)	L. Kiew (193) N. Kieslir (193) S. Mclean (194) B. Leibowitz (194) R. Pruska (199) T. Noboa (199)

Class by RIT to Class by Goal

Class by Goal Report

	< 181	181-190	191-200
Algebraic Functions	K. Bailey (182)	E. Ramos (181) M. Hybara (182) L. Kiew (193)	D. Caster (183) N. Kieslir (193) S. Mclean (194)
Number Sense	E. Ramos (181) M. Hybara (182)	D. Caster (183)	K. Bailey (182)
Data Analysis & Statistics & Probability		T. Noboa (199) N. Kieslir (193)	D. Caster (183) S. Mclean (194)
Geometry	E. Ramos (181)	K. Bailey (181) D. Horowitz (183) T. Noboa (183)	



	< 181	181-190	191-200	
Algebraic Functions	K. Bailey (182)	E. Ramos (181) M. Hybara (182) L. Kiew (193)	D. Caster (183) N. Kieslir (193) S. Mclean (194)	B. R. T. P. F.
Number Sense	E. Ramos (181) M. Hybara (182)	D. Caster (183)	K. Bailey (182)	B. R. L. N. S.
Data Analysis & Statistics & Probability		T. Noboa (199) N. Kieslir (193)	D. Caster (183) S. Mclean (194)	K. P.
Geometry	E. Ramos (181)	K. Bailey (181) D. Horowitz (183) T. Noboa (183)		

Class by Goal to DesCartes

Page from DesCartes online

Subject: Mathematics
Goal Strand: Number Sense
RIT Score Range: 181 - 190

Skills and Concepts to Enhance 171 - 180	Skills and Concepts to Develop 181 - 190	Skills and Concepts to Introduce 191 - 200
Whole Numbers - Represent, Identify, and Count <ul style="list-style-type: none"> Counts numbers 0-100* Counts numbers 0-1000* Identifies missing numbers in a series through 100 Counts by 2's to 100 Counts and writes by 5's* Counts backwards or counts on from a given number* Counts ordinal numbers (first to tenth) Identifies the numeral and written name for numbers 	Whole Numbers - Represent, Identify, and Count <ul style="list-style-type: none"> Counts numbers 0-1000* Counts and writes by 3's* Counts and writes by 4's* Counts and writes by 6's, 7's, 8's, or 9's* Counts ordinal numbers (first to tenth) Solves problems using ordinal numbers* Identifies the numeral and written name for numbers from 0-1000 	Whole Numbers - Represent, Identify, and Count <ul style="list-style-type: none"> Solves problems using ordinal numbers Identifies the numeral and written name for numbers 0-100th* Identifies the numeral and written name for numbers with a zero between digits to the ten thousandths Identifies the numeral and written name for numbers through the hundred thousands* Identifies the numeral and written name for numbers

Goal by RIT Band

	< 191	191-200	201-210	211-220	221-230	231-240	
Literary Response & Analysis		<all students in cell> A. W. Jacob (193) J. Y. Breanna (201)	<all students in cell> L. Y. Jack (206) N. S. Emily (207) A. N. Malik (210)	<all students in cell> K. A. Brandon (214) C. A. Gage (214) N. S. Ayla (215) E. Y. Jessica (215) A. R. Ryan (215) D. L. Lorian (216) S. N. Tashod (216) K. A. Nicholas (218) L. E. Skyler (218) A. M. Solomon (219) N. N. Tyree (219) R. L. Shaley (220) N. E. Danielle (221)	<all students in cell> R. N. Aaron (222) P. K. Robert (224) K. N. Courtney (225) M. O. Lindsay (225) A. N. Nouri (225) C. A. Nathan (226) B. N. Joshua (229) M. A. Winston (231) M. W. Alisha (233) L. A. Freddy (233)	<all students in cell> B. Y. Allison (227) J. A. Taylor (233) A. A. Nayeli (236) B. Y. Eb'von (239)	
Reading Comp			<all students in cell> J. Y. Breanna (201) L. Y. Jack (206) N. S. Emily (207)	<all students in cell> A. N. Malik (210) K. A. Brandon (214) N. S. Ayla (215) E. Y. Jessica (215) D. L. Lorian (216) S. N. Tashod (216) K. A. Nicholas (218) A. M. Solomon (219) R. L. Shaley (220) R. N. Aaron (222) K. N. Courtney (225)	<all students in cell> L. E. Skyler (218) N. N. Tyree (219) N. E. Danielle (221)	<all students in cell> A. N. Nouri (225) B. N. Joshua (229)	<all s M. W L. A

Subject: Reading**Goal Strand: Analysis of Texts****RIT Score Range: 211 - 220**

Skills and Concepts to Enhance 201 - 210	Skills and Concepts to Develop 211 - 220	Skills and Concepts to Introduce 221 - 230
<p>Identify Characteristics of Genres</p> <ul style="list-style-type: none"> Identifies primary and secondary sources in informational text* Recognizes characteristics of magazines* Recognizes characteristics of editorials* Recognizes characteristics of news stories* Recognizes characteristics of essays* Distinguishes among nonfiction literary forms Identifies literary text as a myth* Identifies common characteristics of poems* Identifies characteristics of fables* Identifies characteristics of a fantasy* Identifies characteristics of historical fiction* Identifies literary texts as biographies and autobiographies* Identifies literary texts as science fiction and supernatural tales Identifies literary text as folk tales* Identifies common characteristics of adventure stories* Identifies literary texts as plays* Identifies characteristics of primary and secondary source historical documents* Recognizes characteristics of advertisements* 	<p>Identify Characteristics of Genres</p> <ul style="list-style-type: none"> Recognizes characteristics of magazines* Recognizes characteristics of editorials* Recognizes characteristics of news stories* Recognizes characteristics of essays* Distinguishes among nonfiction literary forms Identifies literary text as a myth* Identifies common characteristics of poems* Identifies characteristics of fables* Identifies characteristics of a fantasy* Identifies characteristics of historical fiction* Identifies literary texts as biographies and autobiographies* Identifies literary text as folk tales* Identifies common characteristics of adventure stories* Identifies literary texts as plays* Identifies characteristics of primary and secondary source historical documents* Recognizes characteristics of advertisements* 	<p>Identify Characteristics of Genres</p> <ul style="list-style-type: none"> Identifies common characteristics of myths* Identifies common characteristics of biographies and autobiographies* Identifies characteristics of editorials* Identifies common characteristics of science fiction and supernatural tales* Identifies characteristics of essays* Identifies common characteristics of parodies* Identifies common characteristics of plays and drama* Distinguishes among common characteristics of poems* Identifies common characteristics of American literature* Identifies common characteristics of British literature* Identifies common characteristics of world and ancient literature* Identifies characteristics of satire* Identifies characteristics of memoirs* Identifies characteristics of articles* Identifies characteristics of advertisements in literary text* Identifies common characteristics of magazines* Identifies characteristics of news stories* Identifies characteristics of primary and secondary source historical documents* Identifies common characteristics of a variety of literary forms and genres* Identifies common characteristics of fiction* Distinguishes among common characteristics of nonfiction*
<p>Identify Figurative Language and Literary Devices</p> <ul style="list-style-type: none"> Recognizes examples of alliteration in literary text* Identifies the use of exaggeration (hyperbole) in literary text Identifies foreshadowing (hints that indicate what is to come in a story) in literary text* Identifies flashbacks (interruptions that indicate 	<p>Identify Figurative Language and Literary Devices</p> <ul style="list-style-type: none"> Recognizes examples of alliteration in literary text* Identifies foreshadowing (hints that indicate what is to come in a story) in literary text* Identifies flashbacks (interruptions that indicate something that has previously happened) in literary text* 	<p>Identify Figurative Language and Literary Devices</p> <ul style="list-style-type: none"> Identifies alliteration in literary text Identifies satire in literary text* Identifies foreshadowing in literary text* Identifies flashbacks in literary text* Identifies suspense in literary text* Identifies descriptions in literary text*

<ul style="list-style-type: none"> Assesses events important to the development of plot* Assesses the main conflict and the resolution in literary text* Assesses character development in literary text Analyzes literary text using supporting details Analyzes text to identify the theme (main idea) of a literary text 	<ul style="list-style-type: none"> Recognizes and describes how literary elements are used to develop character in literary text using literal comprehension skills Assesses events important to the development of plot* Assesses the main conflict and the resolution in literary text* Assesses character development in literary text Analyzes literary text using supporting details Analyzes text to identify the theme (main idea) of a literary text 	<ul style="list-style-type: none"> Identifies internal and external conflicts between characters in literary text using literal comprehension skills* Identifies the protagonist and/or an antagonist in literary text using literal comprehension skills* Interprets the use of complex elements of plot in literary text* Interprets the conflict/resolution of literary text* Interprets how interactions between characters in a literary text affect the plot* Describes techniques and details used by an author to create mood in a literary text Analyzes text to identify the theme (main idea) of a literary text Analyzes major themes in American literature used to make connections across literary works and genres* Analyzes theme within literary text
<p>Identify Author's Purpose and Technique</p>	<p>Identify Author's Purpose and Technique</p>	<p>Identify Author's Purpose and Technique</p>
<ul style="list-style-type: none"> Identifies first person point of view/perspective in literary text* Identifies third person point of view/perspective in literary text* Interprets when the author's purpose is to persuade in literary text Analyzes techniques used by an author to inform in literary text* Analyzes techniques used by an author to entertain in literary text* Interprets techniques used by an author to accomplish purpose in informational text Discriminates when the author's purpose is to persuade in informational text Discriminates when the author's purpose is to inform in informational text 	<ul style="list-style-type: none"> Identifies first person point of view/perspective in literary text* Identifies third person point of view/perspective in literary text* Analyzes persuasive techniques used by an author in literary text Analyzes techniques used by an author to inform in literary text* Analyzes techniques used by an author to entertain in literary text* Interprets techniques used by an author to accomplish purpose in informational text Discriminates when the author's purpose is to persuade in informational text Discriminates when the author's purpose is to inform in informational text 	<ul style="list-style-type: none"> Identifies point of view in literary text* Identifies first person point of view in literary text* Identifies second person point of view in literary text* Identifies third person point of view in literary text* Identifies omniscient point of view in literary text* Analyzes persuasive techniques used by an author in literary text Evaluates persuasive techniques used by an author in literary text Evaluates techniques used by an author to accomplish purpose in informational text Assesses when the author's purpose is to persuade in informational text* Assesses when the author's purpose is to inform in informational text*
<p><i>New Vocabulary:</i> alliteration, assonance, British literature, characterize, conflict, consonance, coupon, exaggeration, exposition, falling action, flashback, headline, literary device, literary element, memorandum, narrate, persuasive, present tense, primary source historical document, pun, scene, tale, word play, world literature</p>	<p><i>New Vocabulary:</i> allusion, characterization, extended metaphor, homophone, oxymoron, suspense</p>	<p><i>New Vocabulary:</i> archetype, figurative language, first person, iambic pentameter, metric feet, omniscient, onomatopoeia, paradox, pathetic fallacy, second person, sonnet, standard English, symbolism, symbolize, third person, viewpoint</p>
<p><i>New Signs and Symbols:</i> none</p>	<p><i>New Signs and Symbols:</i> none</p>	<p><i>New Signs and Symbols:</i> none</p>



Student Goal Setting Worksheet

Student J, Amber D.

Initial RIT Term Spring 2005

Teacher Juan D

Grade 5

When goal-setting with students, the My Target RIT is simply typical RIT Block Growth added to the Initial RIT. Students may want to challenge themselves for a higher RIT growth, so the My Growth Goal space can be used to identify that higher goal. Remember to consider classroom assessment data in addition to MAP data to ensure targeting the correct skill.

Subject	Initial RIT	RIT Block Growth (typical)	My Target RIT	My Growth Goal	Next RIT	Final RIT	Actual RIT Growth
Reading	198	14	212				
Mathematics	202	15	217				
Language Usage	207	6	213				

Reading

Goal Strand	Initial RIT Range	Next RIT Range	Final RIT Range
Word Study & Analysis	187-202		
Literal Comprehension	191-205		
Interpretive Comprehension	185-200		
Evaluative Comprehension	195-210		
Analysis of Texts	197-212		

Lexile Reading Range (572 points)	472-622
-----------------------------------	---------

Student Action Plan:



ASSESSMENTS



CLASSROOM
RESOURCES

ANALYTICAL
TOOLS



PROFESSIONAL
DEVELOPMENT



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Teacher Reports

Teacher Report - Reading Fall 2007

Goal Performance

School: St. Helens Elementary School (NWEA Sample District 2)

Class: TF060051 Minix Homeroom 1(A)

Teacher: Minix, Ralph H.

Test: Reading Survey w/ Goals 2-5 CO V2

Student ID	Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Lexile Range	Read a Variety of Material	Apply Thinking Skills to Read	Locate / Select / Use Info	Read / Recognize Literature
SF06000107	Ohle, Braylee E.	3	S/G	Aug 28	155	4.2	151-159	1	1-3	BR	127-148	134-155	163-181	166-179
SF06000583	Cohill, Jaslyn N.	3	S/G	Aug 28	155	4.3	151-159	1	1-3	BR	131-148	152-166	172-187	143-164
SF07001910	Florencio Gonzalez, Devone	3	S/G	Sep 4	155	3.6	151-159	1	1-2	BR	148-161	137-153	141-163	158-170
SF06000070	Bowlds, Michelle E.	3	S/G	Sep 4	164	3.8	160-168	6	3-9	BR	158-171	153-167	163-181	156-172
SF06000070	Bowlds, Michelle E.	3	S/G	Sep 4	168	3.8	164-172	9	6-12	BR-79	163-176	156-170	147-175	169-182
SF06000484	Ralda, Nikol L.	3	S/G	Aug 28	174	3.5	171-178	14	10-19	24-174	164-177	169-182	175-189	160-174
SF07001897	Insignares, Beth-Ann N.	3	S/G	Aug 28	174	3.3	171-177	14	10-19	26-176	160-174	163-176	175-188	168-182
SF06000133	Thielk, Deserae E.	3	S/G	Aug 28	175	3.4	172-178	16	11-20	46-196	166-179	169-182	157-179	172-186
SF07001929	Bloomfield, Yanni I.	3	S/G	Aug 28	178	3.3	175-181	20	16-27	113-263	168-181	175-188	173-187	171-184
SF06000106	Gangano, Jaslynn N.	3	S/G	Sep 4	185	3.3	182-188	33	27-40	230-380	181-195	164-180	181-194	184-197
SF06000407	Whitehorse, James S.	3	S/G	Aug 28	186	3.3	183-189	35	27-43	240-390	175-188	178-191	180-193	183-197
SF06000598	Welts, Pat T.	3	S/G	Aug 28	187	3.3	184-190	38	29-45	260-410	184-197	165-182	192-206	176-189
SF06000112	Basar, Mariano O.	3	S/G	Aug 28	187	3.3	184-190	38	31-45	270-420	189-203	178-191	173-187	182-195
SF06000595	Kerzan, Efrain N.	3	S/G	Aug 28	187	3.3	184-190	38	29-45	262-412	185-199	172-186	182-195	181-194
SF06000274	La, Jairus S.	3	S/G	Aug 28	193	3.3	190-196	53	45-65	380-530	182-196	181-194	193-207	190-203
SF06000121	Mitchell, Janila A.	3	S/G	Aug 28	193	3.4	190-196	53	45-65	383-533	179-193	189-203	193-206	185-199
SF07001913	Ortiz Johnson, Valda A.	3	S/G	Aug 28	195	3.4	192-198	59	51-71	418-568	185-199	188-202	192-206	189-203
SF06000120	Friley, Zimmerman N.	3	S/G	Aug 28	196	3.3	193-199	62	53-71	426-576	191-204	180-195	192-205	193-206
SF06000104	Augerbright, Chantelle E.	3	S/G	Aug 28	196	3.3	193-199	62	53-71	430-580	180-195	194-207	192-206	190-203
SF06000278	Kinney-Johnson, Nakaiya A.	3	S/G	Aug 28	200	3.3	197-203	73	62-81	494-644	189-202	201-215	189-203	193-206
SF06000578	Kluever, Kathijah H.	3	S/G	Aug 28	203	3.3	200-206	81	73-87	552-702	189-203	193-206	202-215	200-213
SW07001455	Uraga, Dory R.	3	S/G	Aug 28	204	3.4	201-207	83	76-89	573-723	203-218	195-209	199-212	192-205

Totals For: Reading Survey w/ Goals 2-5 CO V2

Students:	21					
Mean RIT:	183.1	Mean:	180.4	180.2	187.0	185.1
Std Dev:	15.3	Std Dev:	18.9	17.6	15.0	13.8
Median RIT:	187	Median:	188	182	187	188



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NWEA Sample District 2

Student Progress Report for Sved, Astri I.

Mt. Bachelor Middle School

Growth is measured from Fall to Spring

Student ID: SF06001047

Mathematics

Season/ Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range
S08	6	247- 250 -253	211	224	5	5	93- 96 -97
W08	6	252- 255 -258	218	221			
F07	6	242- 245 -248	212	218			
S07	5	245- 248 -251	220	219	9	6	97- 98 -99
W07	5	238- 241 -244	216	216			
F06	5	236- 239 -242	212	212			

Reading

Season/ Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range
S08	6	226- 229 -232	211	215	1	2	79- 85 -92
W08	6	224- 227 -230	212	214			
F07	6	225- 228 -231	207	212			
S07	5	218- 221 -224	212	211	9	4	70- 79 -86
W07	5	221- 224 -227	208	210			
F06	5	209- 212 -215	206	207			

Mathematics Goals Performance - Spring 2008

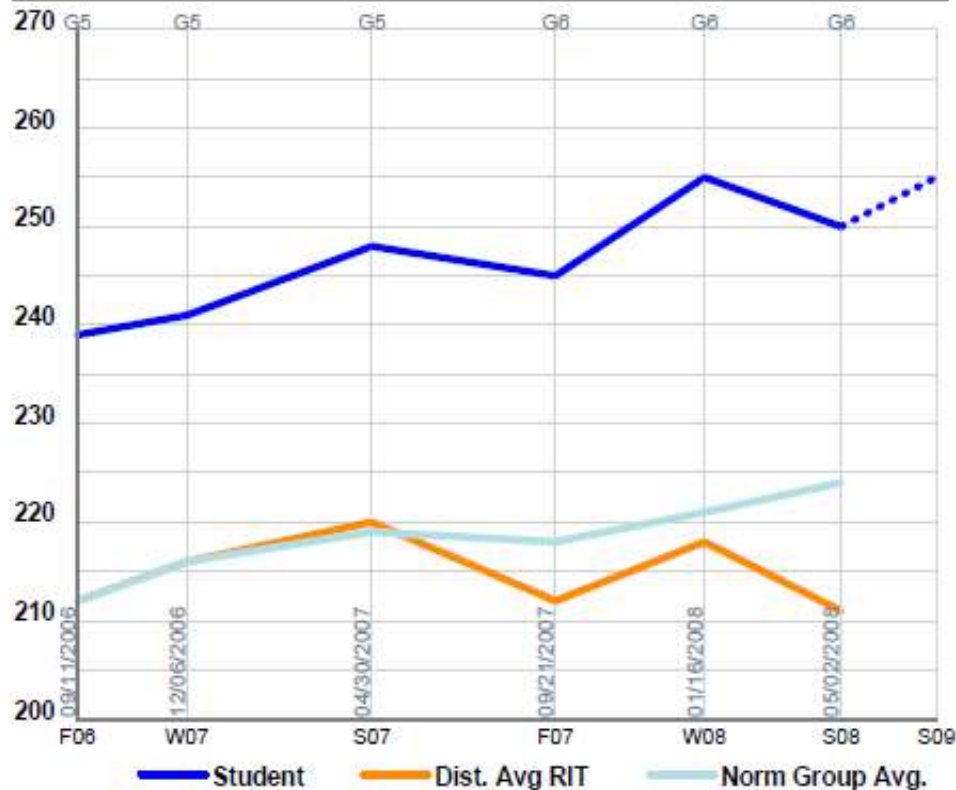
Number Sense	High
Algebraic Methods	High
Data Analysis & Probability	High
Geometric Concepts	High
Measurement	High
Computation	High

Reading Goals Performance - Spring 2008

Read a Variety of Material	HiAvg
Apply Thinking Skills to Read	High
Locate / Select / Use Info	High
Read / Recognize Literature	High

Lexile Range: 1031-1181

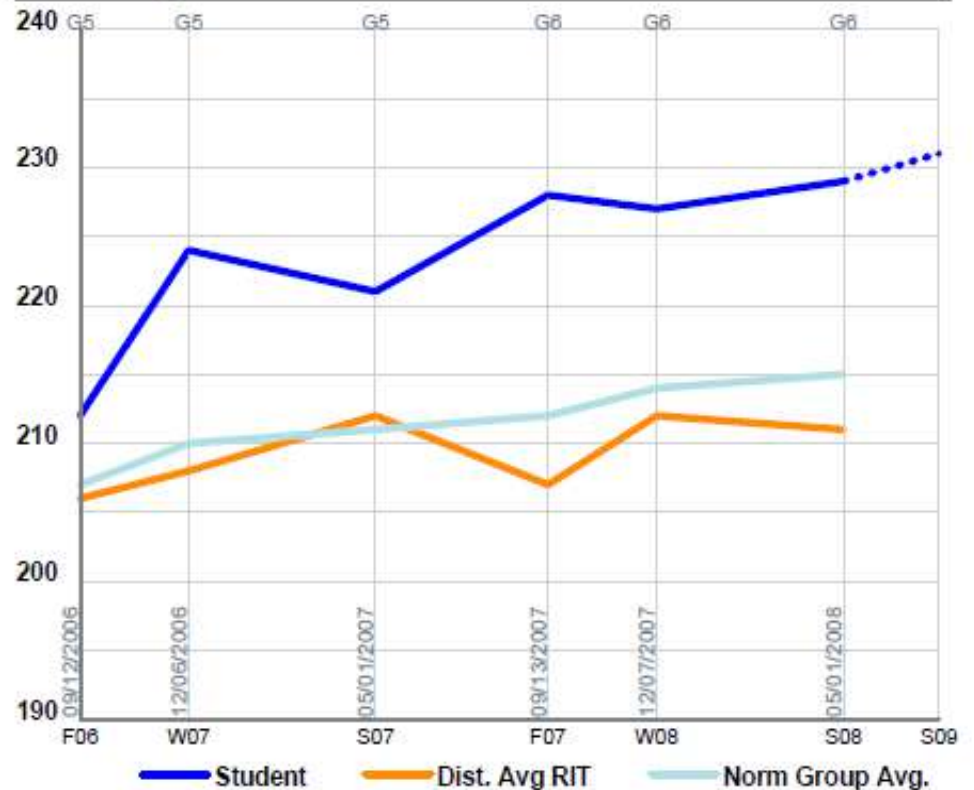
Mathematics



Mathematics Goals Performance - Spring 2008

Number Sense	High
Algebraic Methods	High
Data Analysis & Probability	High
Geometric Concepts	High
Measurement	High
Computation	High

Reading



Reading Goals Performance - Spring 2008

Read a Variety of Material	HiAvg
Apply Thinking Skills to Read	High
Locate / Select / Use Info	High
Read / Recognize Literature	High

Teacher View – Class Overview

- REPORT LINKS
- Class Overview
 - Goal by RIT Band
 - Grade by RIT Band
 - Instructional Ladder
 - Lexile Report
 - Projected Proficiency by Subject**

GROUPING: Class: (All) Grade: (All)

NWEA Projected Proficiency by Subject

Teacher: Juan D
Class: Class1751793
Grade: 5

Proficiency Descriptors



Student	Grade	Mathematics		Reading			Language	
		RIT	Projected Proficiency	RIT	Lexile Range	Projected Proficiency	RIT	Projected Proficiency
B, Christina L.	5	217	Basic	199	480-630	Basic	200	Basic
B, Justyn L.	5	199	Below Basic	199	475-625	Basic	190	Below Basic
C, Cara E.	5	238	Advanced	214	749-899	Proficient	217	Proficient
C, Russell D.	5	260	Advanced	229	1026-1176	Advanced	245	Advanced
C, Ryan M.	5	232	Advanced	216	788-938	Proficient	213	Basic
C, Shannon M.	5	229	Advanced	217	805-955	Proficient	222	Proficient
D, Jason K.	5	206	Basic	200	499-649	Basic	201	Basic
D, Martin Alonso W.	5	230	Advanced	218	822-972	Proficient	215	Basic
G, Ryan A.	5	244	Advanced	220	860-1010	Proficient	221	Proficient
H, Jillian N.	5	234	Advanced	219	838-988	Proficient	218	Proficient
H, Larry O.	5	231	Advanced	213	733-883	Proficient	213	Basic
H, Megan N.	5	235	Advanced	227	982-1132	Proficient	239	Advanced
J, Amber D.	5	202	Below Basic	198	472-622	Basic	207	Basic
L, Everardo J.	5	242	Advanced	223	909-1059	Proficient	224	Proficient
L, Gabrielle K.	5	244	Advanced	224	924-1074	Proficient	230	Advanced
M, Cieara L.	5	234	Advanced	211	695-845	Basic	218	Proficient
M, Kherish B.	5	231	Advanced	222	905-1055	Proficient	214	Basic
M, Mason A.	5	200	Below Basic	208	641-791	Basic	196	Basic
M, Megan E.	5	209	Basic	211	699-849	Basic	209	Basic
O, Joshua C.	5	231	Advanced	215	767-917	Proficient	219	Proficient
P, Scott T.	5	232	Advanced	221	883-1033	Proficient	222	Proficient
S, Kami P.	5	225	Proficient	195	419-569	Basic	211	Basic

Interactive version



Principal Landing Page

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REPORT LINKS

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- [Goal by RIT Band](#)
- [Grade by RIT Band](#)
- [Teacher/Class Overview](#)

GROUPING: Subject: (All) ▼

NWEA School Overview

Principal: Keith Peterson
Deschunoff County Schools - Bethesda Elementary School

Roster: Spring 2005
Growth Seasons: Spring 04 - Spring 05

[Run this report for a different term](#)

Reading Quadrant

		Growth Index	
		Below	Above
Projected Proficiency	Above	46.7% (114)	50.8% (124)
	Below	2.0% (5)	0.4% (1)

Quadrant Legend:

- Below Growth: Student's growth index is less than zero
- Above Growth: Student's growth index is greater than or equal to zero
- Above Proficiency: Student's performance is projected to be above the state standard
- Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count		Student Count		
	for Growth	% Growth	for Season	% Proficient	% Median
3	71	50.7%	81	97.5%	86.4%
4	84	38.1%	102	94.1%	80.4%
5	89	64.0%	98	98.0%	80.6%



Grade by RIT Band

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- [Grade by RIT Band](#)
- [Teacher/Class Overview](#)

PAGE-BY: Subject: Teacher: Class:

Data rows: 6 Data columns: 4

RIT Band	Grade	4		Total	
		Student Count	Proficiency Probability	Student Count	Proficiency Probability
181-190		1	0.0%	1	-
191-200		2	70.5%	2	-
201-210		7	77.3%	7	-
211-220		11	94.0%	11	-
221-230		3	98.0%	3	-
Total		24	-	24	-

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Internet



Goal by RIT Band

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REPORT LINKS

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PAGE-BY: Subject:

Data rows: 36 Data columns: 6

Subject	Goal Name	Goal RIT Band	Grade	1	2	3	4	5	Total	
				Student Count	Student Count	Student Count	Student Count	Student Count	Student Count	
Reading	Word Recognition / Fluency / and	131-140		1	-	-	-	-	1	
		141-150		4	-	-	-	-	4	
		151-160		16	2	1	-	-	19	
		161-170		15	5	1	-	1	22	
		171-180		22	7	-	2	-	31	
		181-190		24	15	2	3	-	44	
		191-200		15	42	21	16	2	96	
		201-210		6	33	22	29	21	111	
		211-220		-	7	22	37	28	94	
		221-230		-	4	9	13	32	58	
	231-240		-	-	3	3	10	16		
	241-250		-	-	-	-	3	3		
	251-260		-	-	-	-	1	1		
	Reading Comprehension	131-140			2	-	-	-	-	2
		141-150			6	-	1	-	-	7
		151-160			12	2	-	-	-	14
		161-170			20	2	1	-	1	24
		171-180			12	11	1	2	-	26
		181-190			19	16	4	4	-	43
		191-200			20	30	10	8	3	71
201-210				11	35	25	24	9	104	
211-220				1	19	22	41	39	122	
221-230				-	5	13	19	30	67	
231-240			-	-	3	4	15	22		

Internet



Mathematics ROOSEVELT ELEMENTARY

Math Goals Survey 2-5 MN

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Spring 2005	3	108	204.4	8.1	205
Spring 2005	4	111	209.5	9.9	208
Spring 2005	5	88	218.5	12.0	219
Spring 2005	6	2			

Math Goals Survey 2-5 MN V3

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Spring 2004	2	98	182.2	10.0	182
Spring 2004	2	110	199.9	8.8	199
Spring 2004	2	108	180.7	10.4	182
Spring 2004	3	107	198.5	10.0	200
Spring 2004	3	121	208.2	11.2	207
Spring 2004	3	39	201.8	10.3	201
Spring 2004	3	118	190.9	10.7	190
Spring 2004	4	114	208.1	10.4	208
Spring 2004	4	107	212.6	9.8	211
Spring 2004	4	107	205.4	9.6	204
Spring 2004	5	99	214.8	11.9	212
Spring 2004	5	116	219.4	11.7	220
Spring 2003	5	117	208.7	9.9	209
Spring 2004	6	2			

Num Sense

Comput

Shape / Space & Meas

Chance & Data Handling

Algeb Oper.

Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
203.1	11.4	197.9	12.4	207.8	10.8	207.3	9.7	205.5	10.7
209.3	12.5	205.9	11.9	212.6	12.4	210.1	11.5	209.4	12.7
218.7	14.3	213.0	15.7	221.7	15.4	224.0	15.4	215.0	11.2

Mathematical Reasoning

Number Sense

Computation / Operations

Patterns / Functions / Alg

Data Analysis / Stats / Prob

Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
181.8	13.4	180.2	12.7	178.8	18.5	179.7	15.0	185.7	14.8
198.6	12.9	197.0	12.4	196.3	14.0	200.2	11.5	200.3	10.9
181.2	12.2	175.3	13.2	175.4	14.3	181.8	15.3	183.8	17.5
196.8	13.0	197.2	13.3	193.7	11.9	199.5	12.7	202.6	13.9
208.4	14.0	208.0	14.2	205.7	13.6	207.3	14.6	207.6	15.8
201.8	14.0	201.9	13.4	197.8	13.8	202.5	12.7	200.2	14.0
189.6	12.2	186.4	15.8	188.0	15.5	192.5	16.2	193.9	14.6
208.2	15.0	207.8	12.3	203.0	13.3	207.6	13.0	209.8	13.2
211.9	13.9	211.9	11.4	211.4	13.7	213.3	12.8	211.4	12.4
204.4	14.2	203.9	13.3	199.6	14.2	205.6	13.3	206.0	12.0
216.6	14.7	213.0	15.6	211.5	15.1	212.9	12.9	218.4	16.1
219.0	14.8	219.3	14.9	215.6	13.8	217.9	13.8	222.9	16.0
208.1	12.9	209.2	13.9	205.7	13.7	209.5	11.8	207.9	12.0

Debra Hill
West Northfield, IL



ASSESSMENTS



CLASSROOM
RESOURCES



ANALYTICAL
TOOLS

PROFESSIONAL
DEVELOPMENT



Bob Machak - Jane Ricordati - Debra Hill - West Northfield, IL



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NWEA Workshop Continuum

- MAP Administration/Implementation
- Stepping Stones to Using Data
- Climbing the Data Ladder
- Growth and Goals
- Knowledge Academy
- Customized Workshops

NWEA Tests Available

State-Aligned

Subjects – Math, Reading, Language usage;
also Science, MAP for Primary Grades and
Spanish math

NOTE: ⇨ Math includes Algebra I, II, Geometry
Integrated Math I – II (End-of-Course)

License Options / Costs

- **Start-up costs: (one time cost ranging from \$1500-3700)**
 - Tests
 - Support Materials
 - Training (Administration/Implementation Workshop)
- **Annual MAP licenses: (yearly license fee)**
 - < 50% \$13.50
 - 50% to 65% \$13.00
 - > 65% \$12.50

Ron Dougall, Ed.D.

T

F763-792-6682 Office

Email ron.dougall@nwea.org




NWEA