MAP Reports Reference

for the Web-Based MAP® system

MAP Reports Summary

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 Assessment Coordinator)		
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.	

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Name	Description	Intended Audience
School Level Reports **(Required Role: Instructor, Administrator, or 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 you can evaluate efforts, and an interactive *quadrant chart* so you can visualize growth comparisons.	Instructional coach, teacher, counselor
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	When complete, it will show all the data you need to support each student's growth.	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 Assessment Coordinator)** A MAP for Primary Grades (MPG) license provides access to these reports:		
MPG Class	Shows overall class performance for skills and concepts included in a specific Screening or Skills Checklist test so you can modify and focus instruction for the whole class.	Instructional coach, teacher, counselor
MPG Sub-Skill	Shows test results of individual students in a selected class so you can identify students who need help with specific skills.	
MPG Student	Shows individual student test results from Screening and Skills Checklist assessments so you can both communicate about a student's growth and focus instruction for each student.	Teacher, instructional coach, counselor, student, parent

Name	Description	Intended Audience
Learning Continuum (Required Role: Instructor, Administrator, or 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: Assessment Coordinator)		
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 CompassLearning 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 26 • Learning Continuum on page 28
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 39
growth (projected and actual)	...each student...	• Student Profile: Next-Generation Report on page 42

To See...	...At This Level...	...Use Report:
		• Student Progress Report on page 52 • Student Goal Setting Worksheet on page 36
	...classroom...	• Achievement Status and Growth Report on page 7
	...school/district...	• Student Growth Summary Report on page 39
history of test results	...each student...	• Student Progress Report on page 52 • Student Profile: Next-Generation Report on page 42
	...school/district...	• District Summary Report on page 20 • Student Growth Summary Report on page 39
instructional data	...classroom...	• Learning Continuum on page 28
Lexile results	...each student...	• Student Progress Report on page 52 • Student Goal Setting Worksheet on page 36
	...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 39
parent-friendly data	...each student...	• Student Progress Report on page 52 • Student Goal Setting Worksheet on page 36
percentile rank	...each student...	• Student Profile: Next-Generation Report on page 42 • Student Progress Report on page 52
	...classroom...	• Class Report on page 13
	...school/district...	• Grade Report on page 22
primary grades, results from screening or skills checklist	...each student...	• MAP for Primary Grades Student Report on page 33
	...classroom...	• MAP for Primary Grades 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 39
projected proficiency on your state's test	...each student...	• Student Profile: Next-Generation Report on page 42

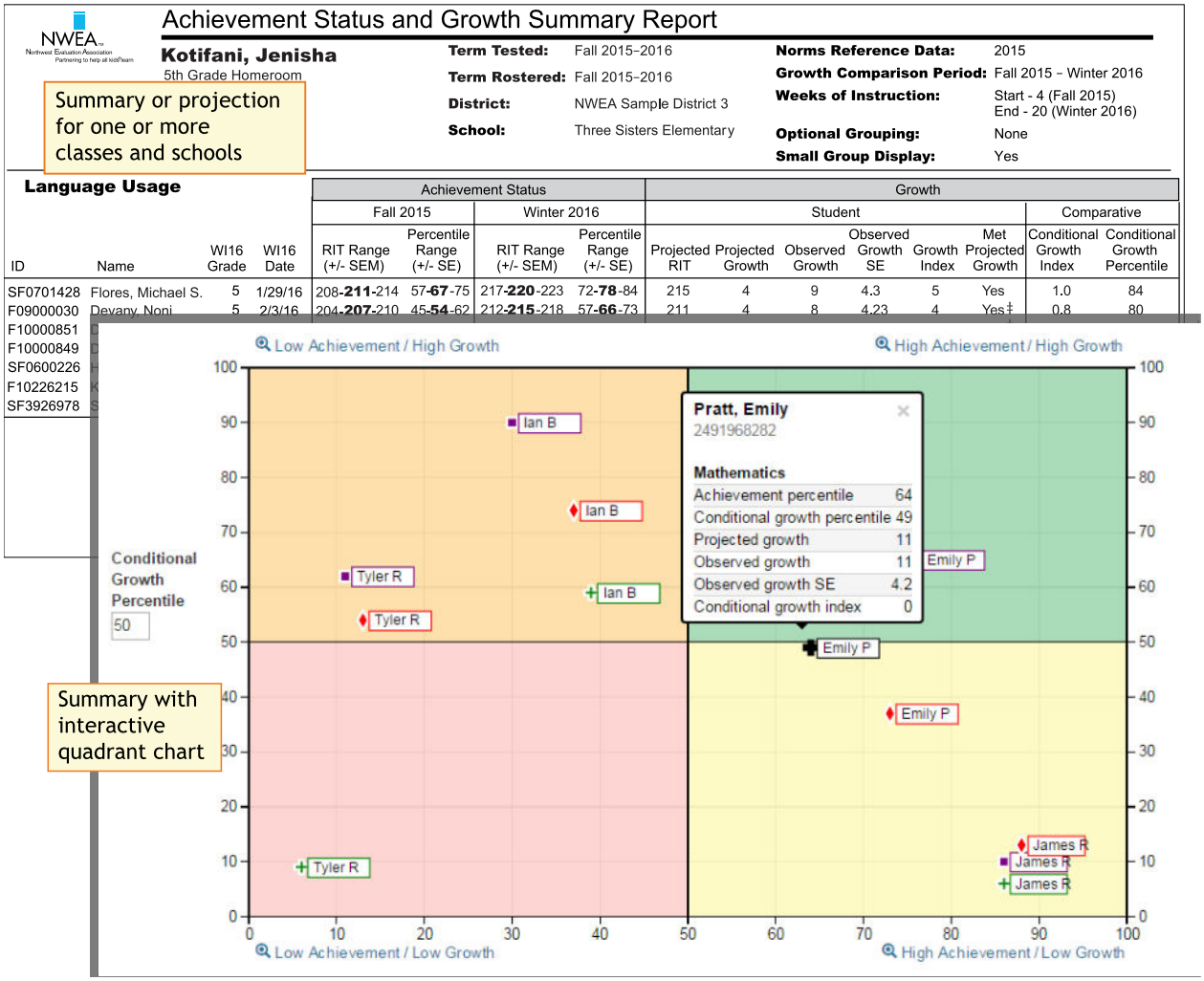
To See...	...At This Level...	...Use Report:
	...classroom...	• Class Breakdown by Projected Proficiency Report on page 17
	...school/district...	• Projected Proficiency Summary Report on page 35
Response to intervention (RTI) screening, based on percentile	...classroom...	• Class Report on page 13
	...school/district...	• Grade Report on page 22
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 26
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*)
screening or skills checklist results	...each student...	• MAP for Primary Grades Student Report on page 33
	...classroom...	• MAP for Primary Grades Class Report on page 32
staff list	...school/district...	• User Roles Report (see *Operational Reports Reference*)
student-friendly data	...each student...	• Student Profile: Next-Generation Report on page 42 • Student Progress Report on page 52 • Student Goal Setting Worksheet on page 36
survey test results (non growth)	...each student...	• Student Progress Report on page 52 (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



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, End of Course, and adaptive MAP for Primary Grades tests.
Intended Audience	Instructional coach, teacher, counselor
Required Roles	Instructor, Administrator, or Assessment Coordinator
Prior Data	Up to 2 years prior

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						

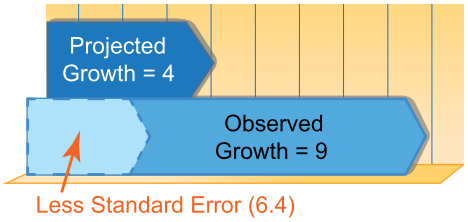
Achievement Status		Growth	
RIT Range (+/– SEM)	**Percentile Range (+/– SE)**	**Projected RIT**	**Projected Growth**
Test score for the term, shown in **bold** (+/- standard error of measurement).	Percentage ranking of the achievement reached for the given term, shown in **bold** (+/- standard error). 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.	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).	Number of RIT points the student is typically expected to grow.
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.			

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: 4 Observed Growth: 9 Observed Growth SE: 6.4 Growth Index: 5 Met Projected Growth: **Yes**‡ In this case, the Standard Error (6.4) is large enough to potentially drop Observed Growth (9) below what was projected (4): 

Growth – Comparative

Conditional Growth Index	Conditional Growth Percentile
Enables you to compare growth between any of your students using an equal scale. This measurement ranks each student's growth among the levels of growth observed across all matching peers within the NWEA norms study (same grade, starting RIT score, and Weeks of Instruction before testing). Using matching peers accounts for differences in growth rates, so you can reliably compare the growth of low-achieving students with high-achieving students.	Translates the Conditional Growth Index to U.S. national percentile rankings for growth. An index of 0 equates to 50th

Growth – Comparative	
Conditional Growth Index	**Conditional Growth Percentile**
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.

For an explanatory video, see:

https://teach.mapnwea.org/assist/help_map/Content/Resources/Videos/cgi_explanation.html

Summary Section

— Achievement Status and Growth Report —

Summary for: Language Usage

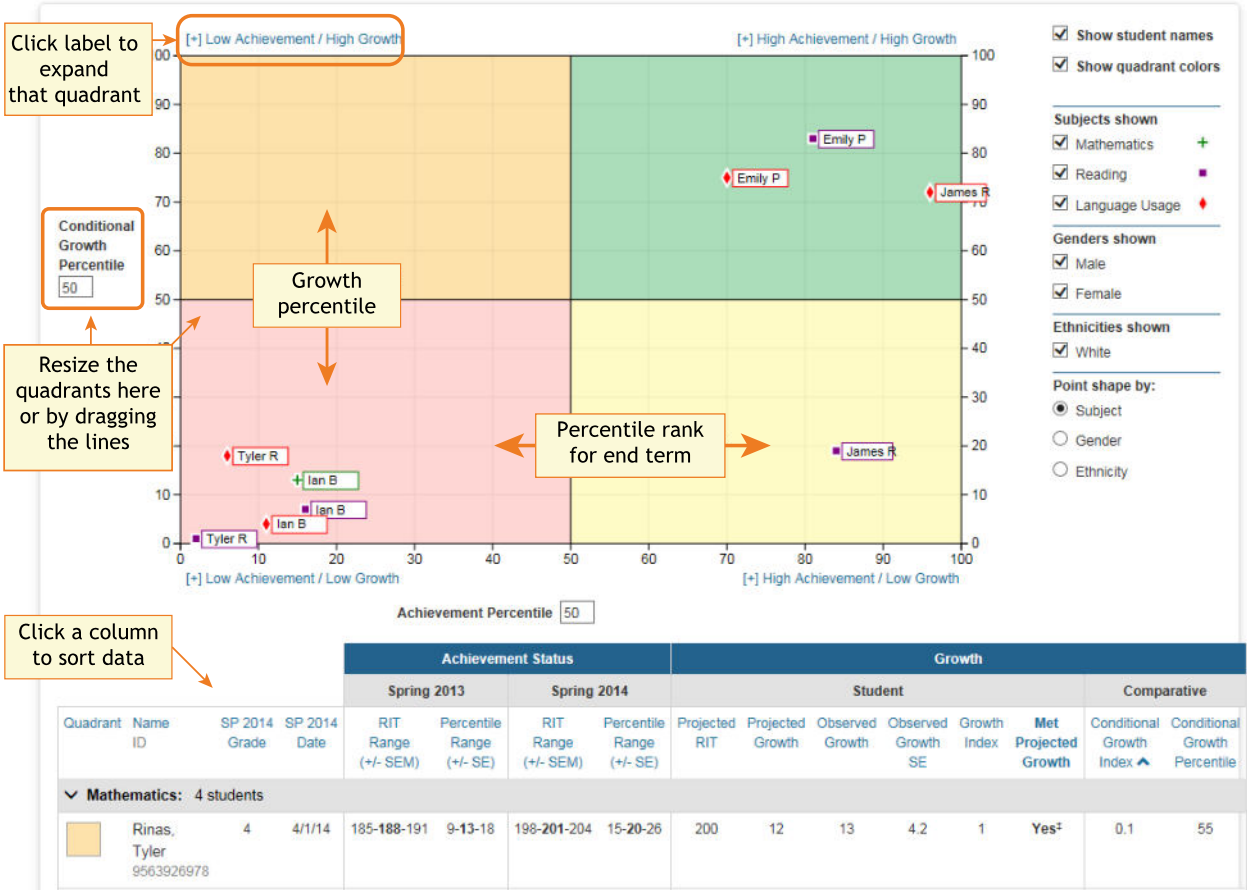
Percentage of Students who Met or Exceeded their Projected RIT	81.8%
Percent of Projected Growth Met	137.5%
Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores	11
Count of Students who Met or Exceeded their Projected RIT	9
Median Conditional Growth Percentile	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)
- 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

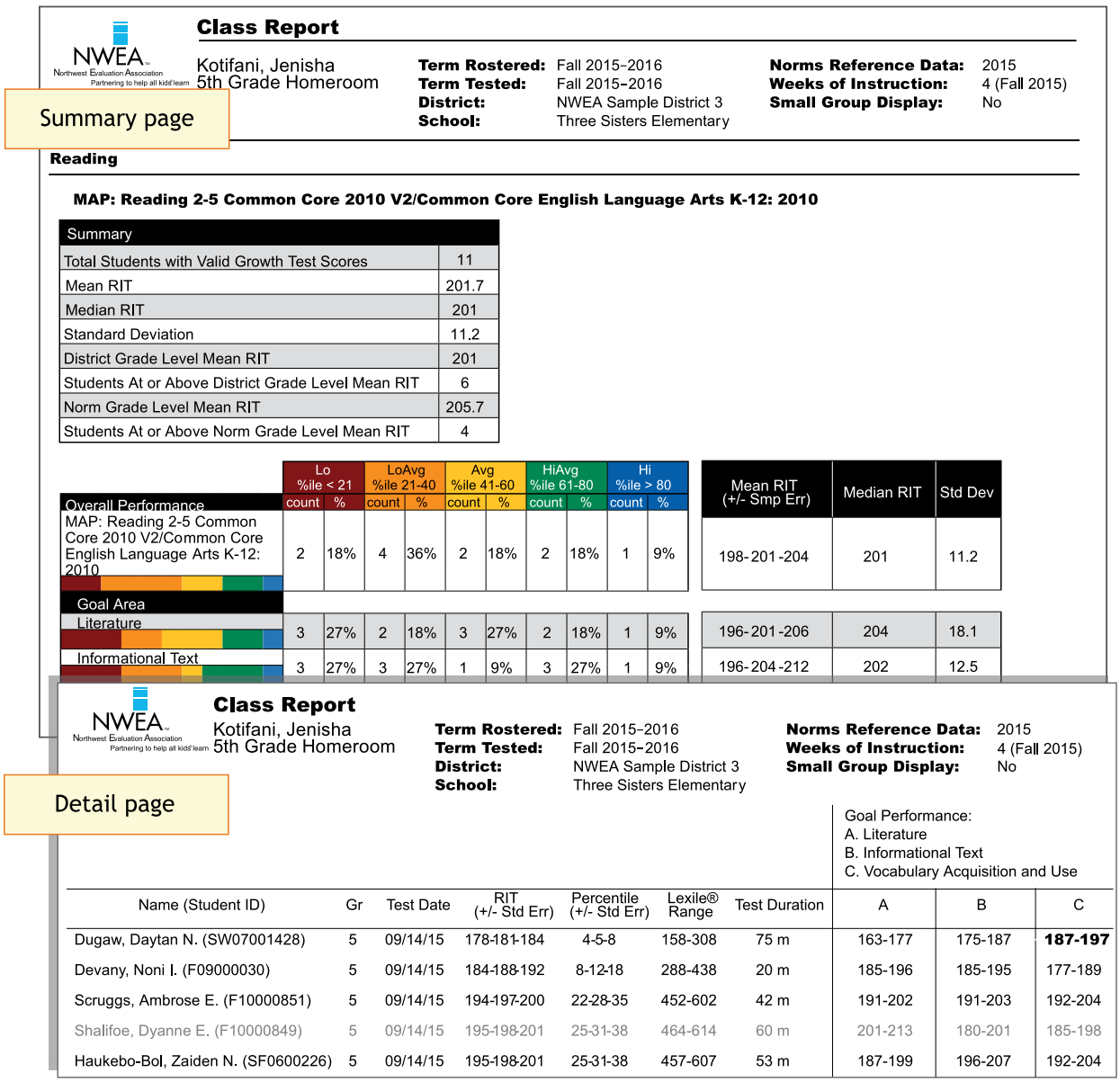
In general, the spreadsheet columns match the PDF and online output, with a few differences:

- **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

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

Summary page

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

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

Detail page

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	09/14/15	195-198-201	25-31-38	464-614	60 m	201-213	180-201	185-198
Haukebo-Bol, Zaiden N. (SF0600226)	5	09/14/15	195-198-201	25-31-38	457-607	53 m	187-199	196-207	192-204

Description	Shows class performance for a term, including norms status rankings, so you can analyze student needs.
Applicable Tests	MAP, Survey, and adaptive MAP for Primary Grades tests.

Audience	Instructional coach, teacher
Required Roles	Instructor, Administrator, or Assessment Coordinator
Prior Data	1 year prior

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	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).
Students At Or Above Norm Grade Level Mean	

† 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 or adaptive MPG test.	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

Gr	Test Date	RIT (+/- Std Err)	Percentile (+/- Std Err)	Lexile® Range	Test Duration	Goal Performance: A. Literature	B. Informational Text	C. Vocabulary Acquisition and Use
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	09/14/15	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.	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 invalid tests as well as tests that are valid but do not provide growth data. These test results are excluded from summary statistics. A test may have been invalidated because test duration was too short, for example.

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 (*) 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.

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)	

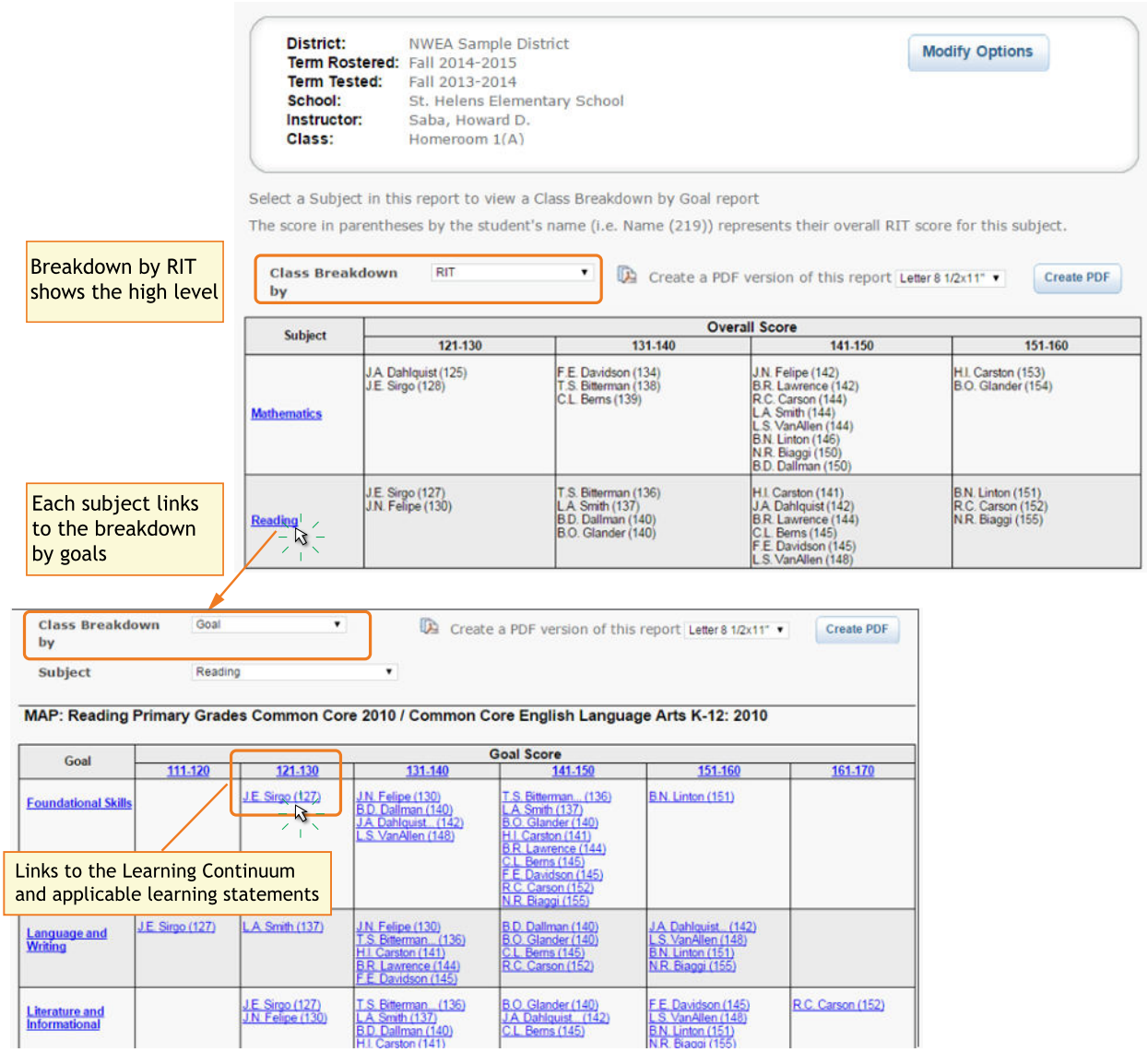
Description	Shows students' projected performance on state and college readiness assessments so you can adjust instruction for better student proficiency. Results are limited to 250 students per class.
Applicable Tests	MAP and adaptive MAP for Primary Grades tests.
Audience	Instructional coach, teacher, counselor, principal
Required Roles	Instructor, Administrator, or Assessment Coordinator
Prior Data	1 year prior

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 **Grade Breakdown on page 26**.
Applicable Tests	MAP, End of Course, and adaptive MAP for Primary Grades tests.

Audience	Instructional coach, teacher, counselor
Required Roles	Instructor, Administrator, or Assessment Coordinator
Prior Data	1 year prior

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		Phonics		Concepts of Print		Vocabulary and Word Structure		Comprehension		Writing	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	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

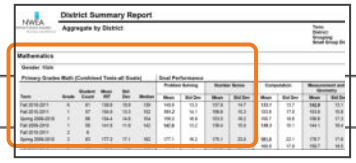
Primary Grades Math (Combined Tests-all Goals) | **Goal Performance**

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Problem Solving		Number Sense		Computation		Measurement and Geometry		Statistics and Probability		Algebra	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	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, Survey, and adaptive MAP for Primary Grades tests.
Audience	Superintendent, curriculum specialist, instructional coach, principal
Required Roles	Administrator or Assessment Coordinator
Prior Data	All years prior

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	**147.6**	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. **Bold underline** 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 (**underline**) to relative concern (***italic***).

Grade Report

Summary page

Grade Report

NWEA

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

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

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	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

Detail page

Grade Report

NWEA

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

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, Survey, and adaptive MAP for Primary Grades tests.
Audience	Principal, counselor, instructional coach
Required Roles	Administrator or Assessment Coordinator
Prior Data	1 year prior

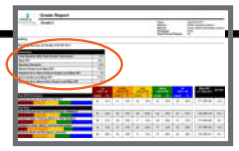
Summary Pages

— Grade Report —

NWEA
Northwest Evaluation Association
Partnering to help all kids learn

Grade Report

Grade 2



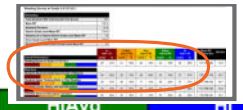
Reading

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	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).
Students At Or Above Norm Grade Level *	

*** 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.

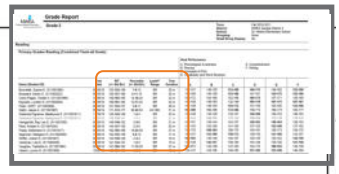


	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
Overall Performance	count	%	count	%	count	%	count	%	count	%
Reading Survey w/ Goals 2-5 CO V2.1	29	21%	21	15%	26	19%	22	16%	39	28%
Goal Area										
Students Read and Understand Variety of Material	30	22%	20	15%	28	20%	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 or adaptive MPG test.

Detail Pages

— Grade Report —



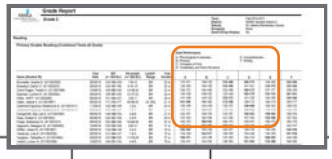
RIT (+/- Std Err)	Percentile (+/- Std Err)	Lexile® Range	Test Duration
152-**155**-158	7-**9**-12	BR	20 m
154-**157**-160	8-**11**-15	BR	25 m
159-**162**-165	14-**18**-24	BR	22 m
158-**161**-164	12-**17**-22	BR	24 m
151-**154**-157	5-**8**-11	BR	26 m
171-**174**-177	38-**45**-53	33-183L	21 m
142-**145**-148	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.	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 invalid tests as well as tests that are valid but do not provide growth data. These test results are excluded from summary statistics. A test may have been invalidated because test duration was too short, for example.

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 Rostered	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, End of Course, and adaptive MAP for Primary Grades tests.
Audience	Principal, counselor, instructional coach
Required Roles	Administrator or Assessment Coordinator
Prior Data	1 year prior

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	Mathe	165	161-170	MAP: Math	151-160
3	Imani	T.	Fall 2014-2015	Fall 2014-2015	Dill Middl	6	Mathe	157	151-160	MAP: Math	161-170
4	Lee	J.	Fall 2014-2015	Fall 2014-2015	Dill Middl	6	Mathe	164	161-170	MAP: Math	161-170
5	Antwain	M.	Fall 2014-2015	Fall 2014-2015	Dill Middl	6	Mathe	175	171-180	MAP: Math	161-170
6	Jalikka	D.	Fall 2014-2015	Fall 2014-2015	Dill Middl	6	Mathe	173	171-180	MAP: Math	171-180
7	Xavier	W.	Fall 2014-2015	Fall 2014-2015	Dill Middl	6	Mathe	176	171-180	MAP: Math	171-180

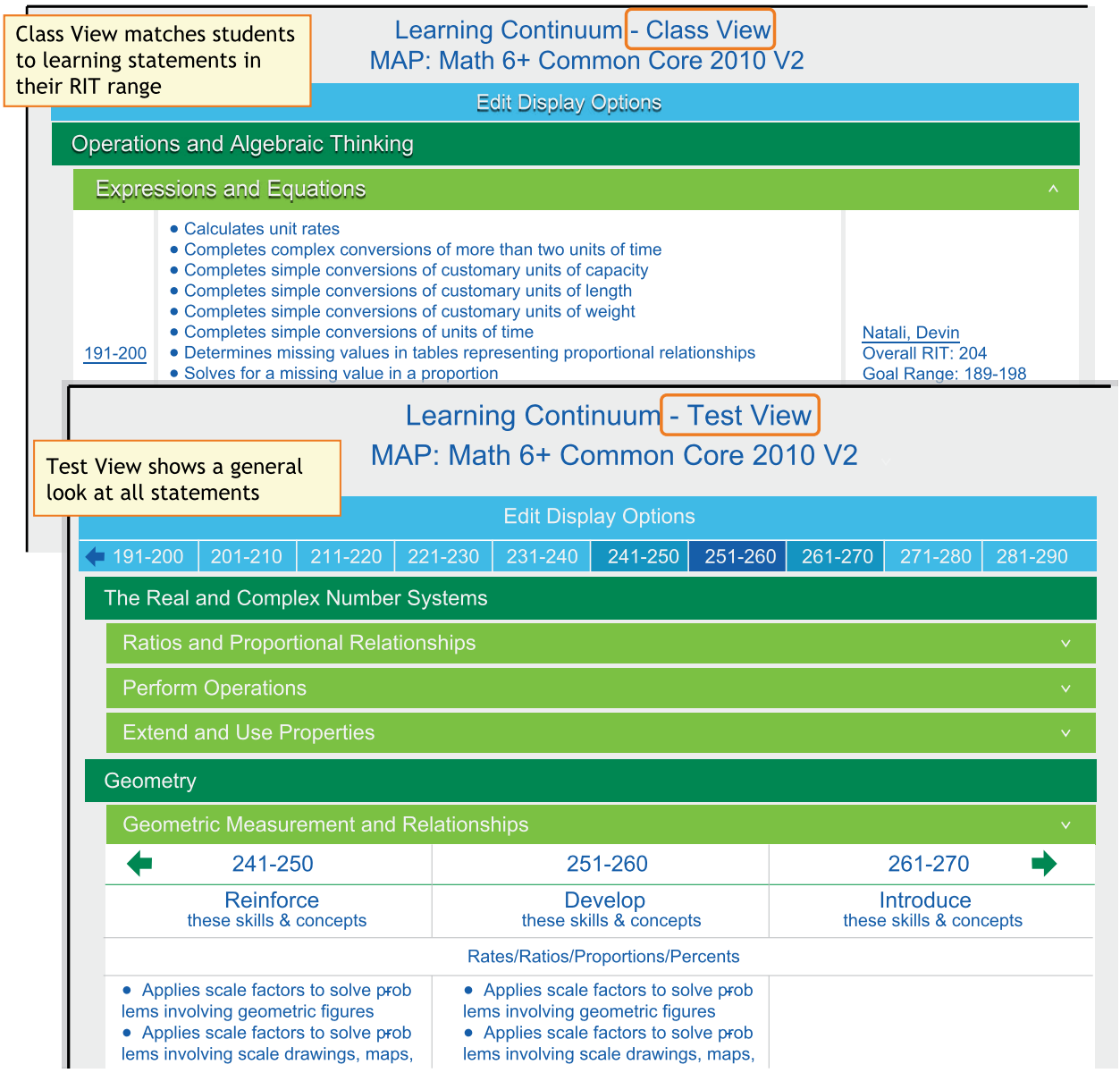
> **Tip:** As shown in column M, you could use conditional formatting to highlight whether an area is a relative strength (green) or weakness (red), as compared to the overall math score range (column K). Considering the relative strength or weakness helps to form groups with complimentary profiles. 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



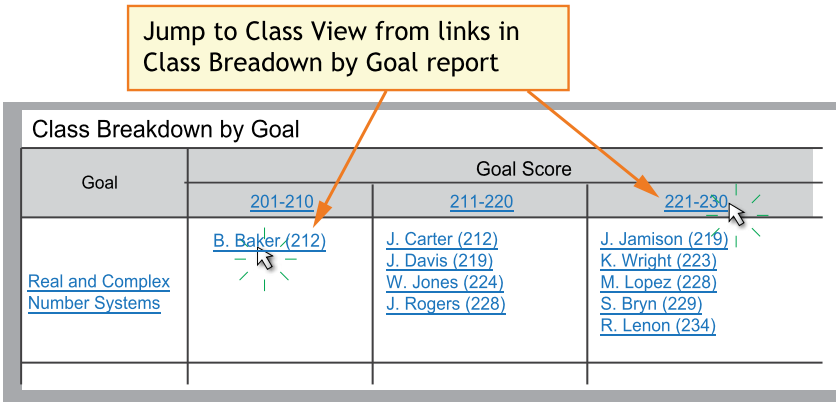
Description	Translates MAP scores to learning statements so you can set student goals and tailor your instruction to student needs. Class View — organized by what each student should be working on Test View — organized by all RIT bands so you can see what to reinforce or introduce
Applicable Tests	MAP and adaptive MAP for Primary Grades tests.
Audience	Instructional coach, teacher, counselor
Required Roles	Instructor, Administrator, or Assessment Coordinator
Prior Data	1 year prior

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:



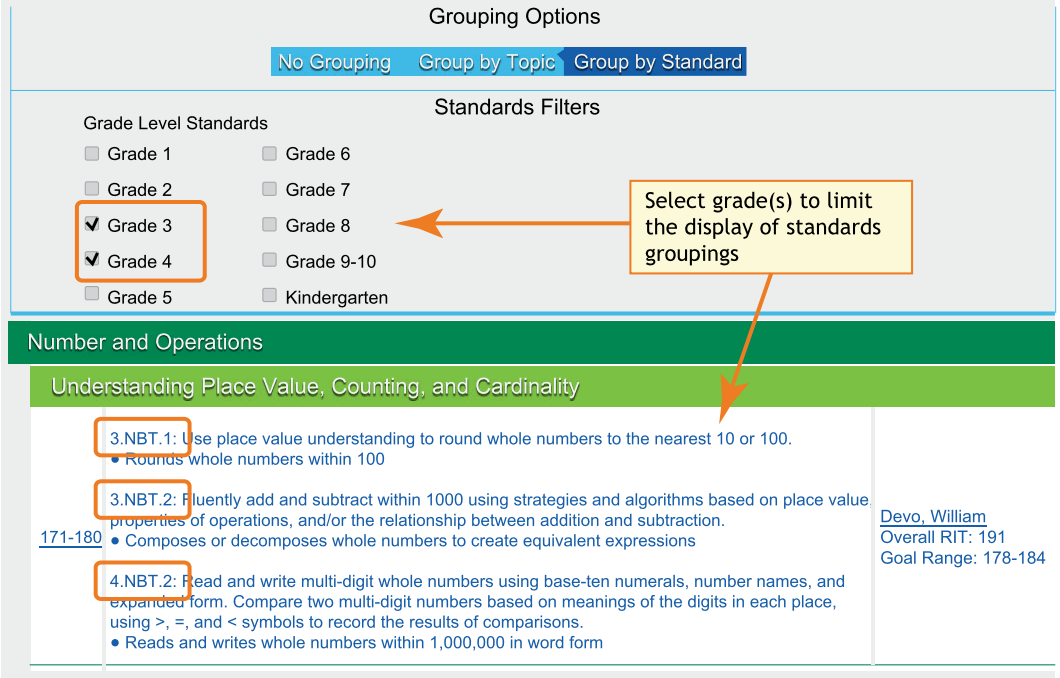
With this access, you can more easily pinpoint the student or students who need support.

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

Display Tips

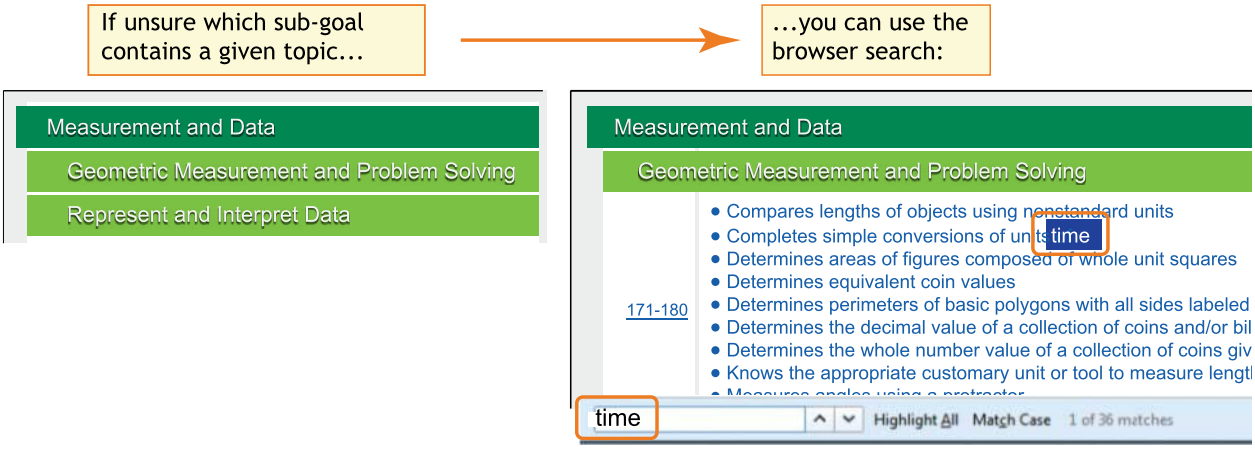
- If available, click **Edit Display Options** to further control the display. The Display Options are *not available on all test versions*.
    - **Group by Topic**—These topic groups are chosen by NWEA to make it easier to locate common themes and content. The topics are not connected to any standard.
    - **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 either of the above grouping options.



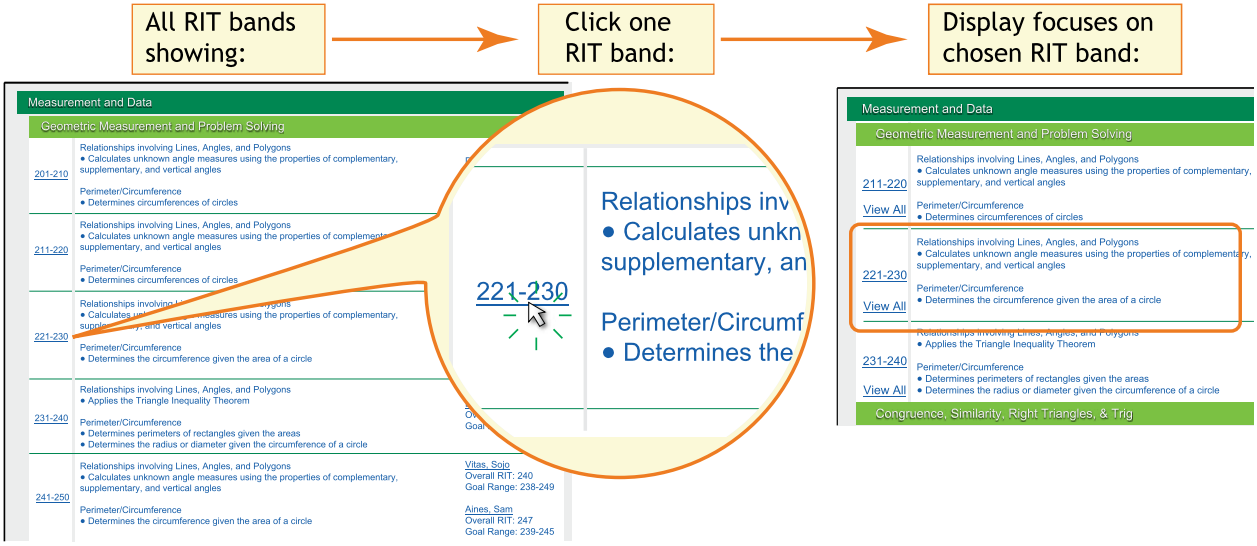
- Use the **browser search**: Ctrl+F or Cmd+F.

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



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

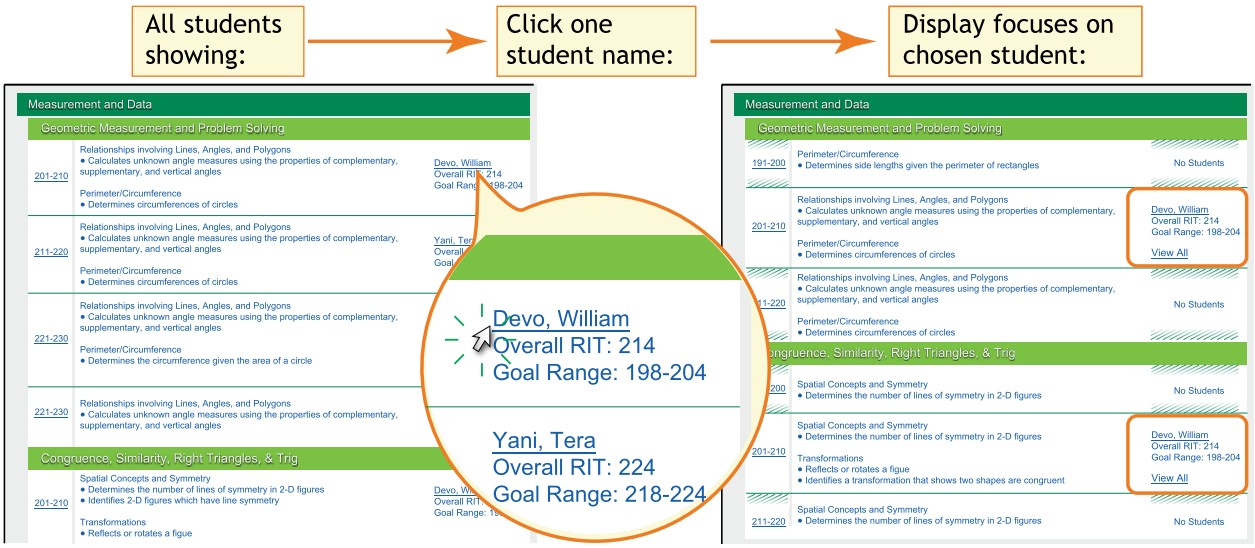
  Example: You need to differentiate instruction for students performing in a given RIT band.



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**.

MAP for Primary Grades Class Report

MAP® for Primary Grades Class Report

Kotifani, Jenisha A.
JKSecondGrade

District: NWEA Sample District 3
School: Three Sisters Elementary School
Date Range: Dec 1, 2010 to Nov 30, 2011

PRI-MATH-Skills (Comp:20-ProblemSolving)

Skills / Sub-skills	Scores (Low / Medium / High)	Total # of Students
Overall Score		
Addition	10 / 3 / 18	31
Story Problems - Result Unknown	10 / 3 / 18	31
Subtraction	13 / 7 / 11	31
Story Problems - Result Unknown	13 / 7 / 11	31

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

Description	Shows overall class performance for skills and concepts included in a specific Screening or Skills Checklist test 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
Prior Data	Up to 3 terms prior

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.

MAP for Primary Grades Student Report

MAP® for Primary Grades Student Report

Bourdette, Sophie E.
Student ID: S11001892

District: NWEA Sample District 3
School: Three Sisters Elementary School
Teacher: Kotifani, Jenisha A.
Class: JKSecondGrade
Date Range: Dec 2, 2010 to Dec 1, 2011

PRI-MATH-Skills (Comp:20-ProblemSolving)

Test Date	Apr 14, 2011	Apr 7, 2011
Overall Score	60%	70%
Skills / Sub-skills		
Addition	60 %	80 %
Story Problems - Result Unknown	60 %	80 %
Subtraction	60 %	60 %
Story Problems - Result Unknown	60 %	60 %

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

Description	Shows individual student test results from Screening and Skills Checklist assessments so you can both communicate about a student's growth and 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
Prior Data	Up to 3 terms prior

Recommended Uses

- Focus instruction based on identified areas of strength or concern.
- Communicate with parents about a child's growth from term to term.

MAP for Primary Grades Sub-Skill Report

MAP® for Primary Grades Sub-Skill Performance Report

Kotifani, Jenisha A.
JKSecondGrade

District: NWEA Sample District 3
School: Three Sisters Elementary School
Date Range: Dec 1, 2010 to Dec 1, 2011

PRI-MATH-Skills (Comp:20-ProblemSolving)

Student ID	Student Name	Addition: Story Problems - Result Unknown	Subtraction: Story Problems - Result Unknown
S11001892	Bourdette, Sophie E.	3/5: 60%	3/5: 60%
S11002023	Broadard, Danilo O.	4/5: 80%	1/5: 20%
S11001966	Colon-Pagan, Teidah H.	4/5: 80%	4/5: 80%
S11002004	Esposito, Lyndon N.	5/5: 100%	3/5: 60%
S11002008	Feller, Griff F.	5/5: 100%	4/5: 80%
S11001867	Gatlin, Jatyka A.	5/5: 100%	5/5: 100%
S11001930	Henigsmith, Bay Lee E.	0/5: 0%	0/5: 0%
S11001934	Pace, Kristan N.	2/5: 40%	1/5: 20%
S11001917	Prada, Delbertson N.	5/5: 100%	5/5: 100%
S11002000	Sagmoen, Maegann N.	2/5: 40%	4/5: 80%
S11001907	Shifter, Joleen N.	2/5: 40%	1/5: 20%
S11002026	Varelman, Lise E.	5/5: 100%	1/5: 20%
S11001964	Vaughan, Tabbetha A.	5/5: 100%	5/5: 100%
S11001909	Vetsch, Lymon N.	4/5: 80%	3/5: 60%
S11001877	Walvatne, Metztli I.	5/5: 100%	2/5: 40%
S11001928	Wessale, Raylin N.	0/5: 0%	1/5: 20%

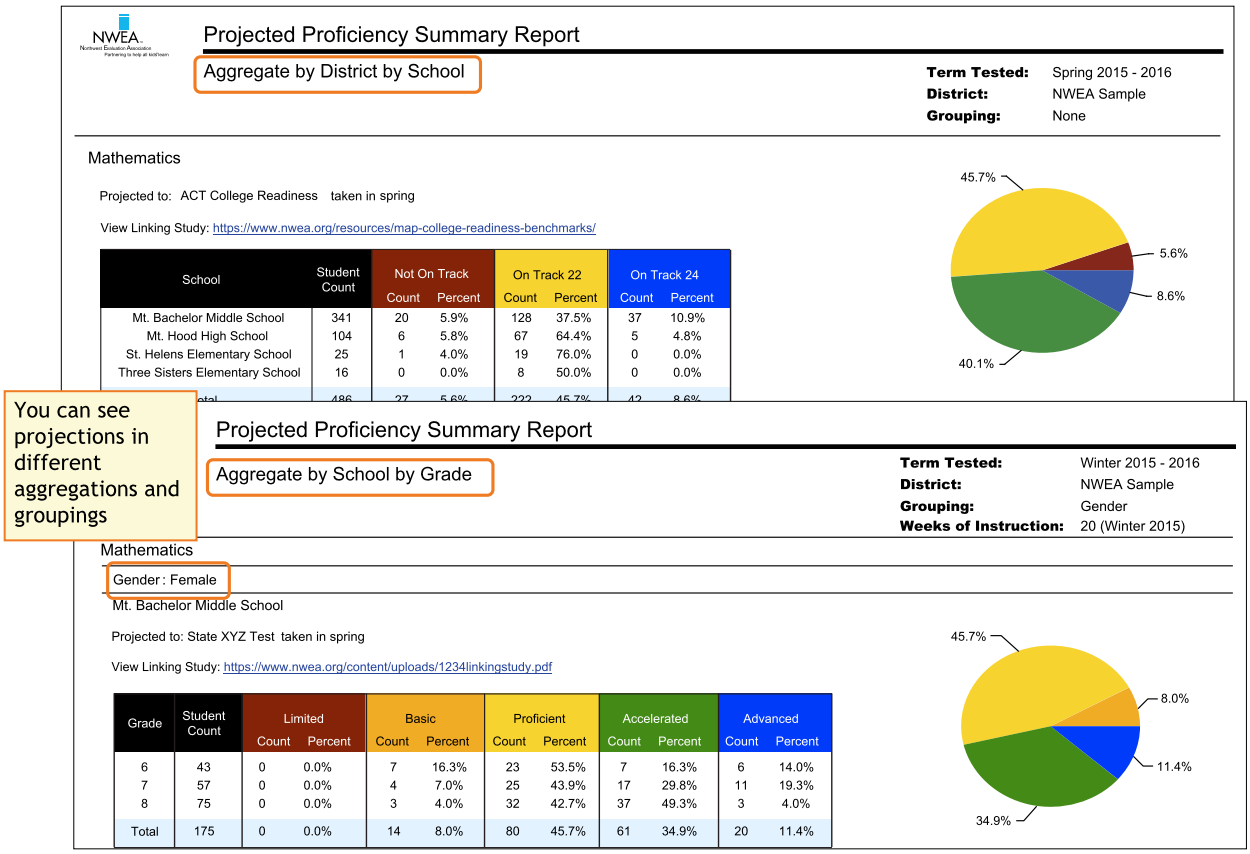
Low: 0% to 40%
Medium: > 40% to < 80%
High: 80% to 100%
NA: Sub-skill not evaluated

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
Prior Data	Up to 3 terms prior

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



NWEA

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%

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

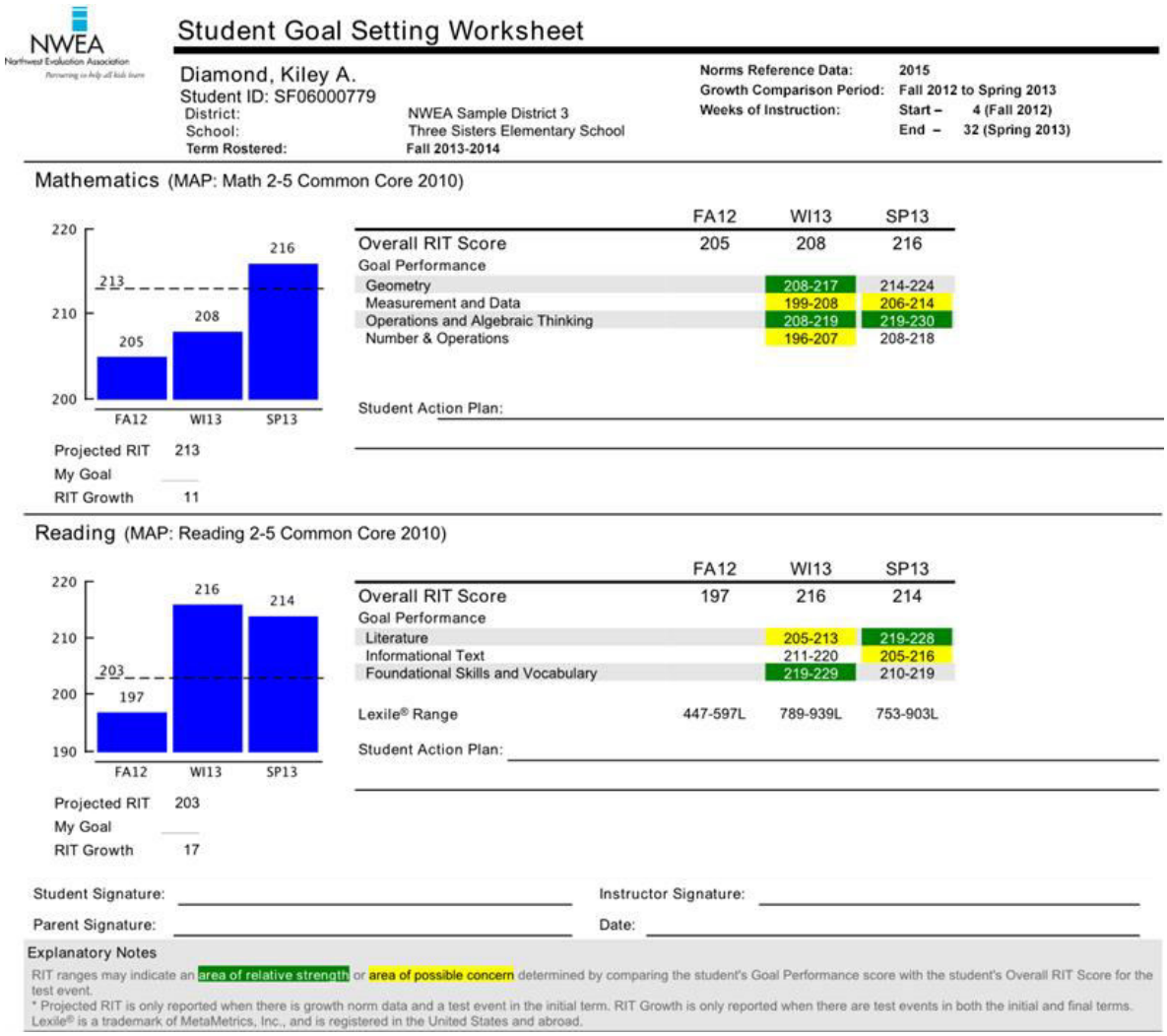
Grade	Student Count	Limited		Basic		Proficient		Accelerated		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
6	43	0	0.0%	7	16.3%	23	53.5%	7	16.3%	6	14.0%
7	57	0	0.0%	4	7.0%	25	43.9%	17	29.8%	11	19.3%
8	75	0	0.0%	3	4.0%	32	42.7%	37	49.3%	3	4.0%
Total	175	0	0.0%	14	8.0%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

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 and adaptive MAP for Primary Grades tests.
Audience	Superintendent, curriculum specialist, instructional coach, principal
Required Roles	Administrator or Assessment Coordinator
Prior Data	1 year prior

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



NWEA
Northwest Evaluation Association

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

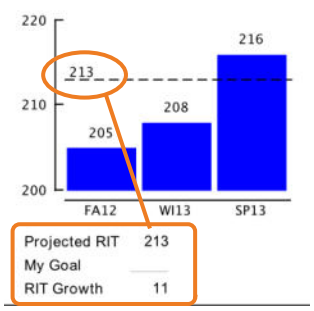
Student Signature:
Instructor Signature:
Parent Signature:
Date:

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.

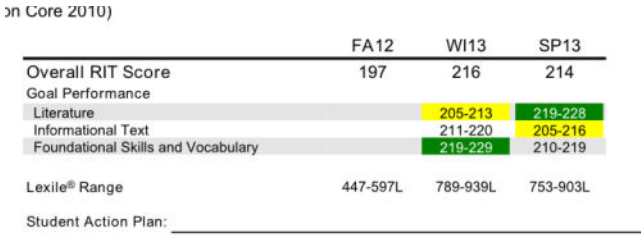
Description	Shows a student's test history and growth projections in the selected subject areas for a specific period of time so you can discuss the student's goals and celebrate achievements.
Applicable Tests	MAP, End of Course, and adaptive MAP for Primary Grades tests.
Audience	Teacher, instructional coach, counselor, student, parent
Required Roles	Instructor, Administrator, or Assessment Coordinator
Prior Data	Up to 2 years prior

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.



on 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: _____

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	The student's RIT range for each goal performance area within the subject. 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 (the median between 205-213) is 5 points below 216 (the 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.
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.
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

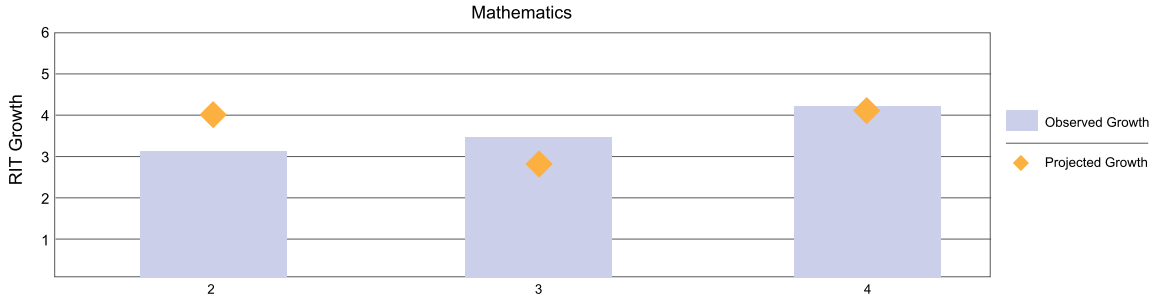
Term: Spring 2016-2017
District: NWEA Sample

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	.0.5	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



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, End of Course, and adaptive MAP for Primary Grades tests.
Audience	Superintendent, curriculum specialist, instructional coach, principal
Required Roles	Administrator or Assessment Coordinator
Prior Data	All years prior
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 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).

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

School Norms		
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

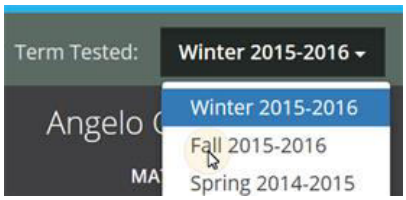
Count With Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
Number of students used for the Student Norms calculations. Because growth projection norms are not available for some situations, this count could be smaller than the first Count column.	Shows 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: Summary Growth Sample on page 9.

Student Profile: Next-Generation Report

Description	Brings together the data you need to advise each student and support growth, with the ability to record and track Growth Goals on page 49.
Applicable Tests	MAP and adaptive MAP for Primary Grades tests. (*Not Survey tests.*)
Intended Audience	Instructional coach, teacher, counselor
Required Roles	Instructor, Administrator, or Assessment Coordinator
Prior Data	All years prior

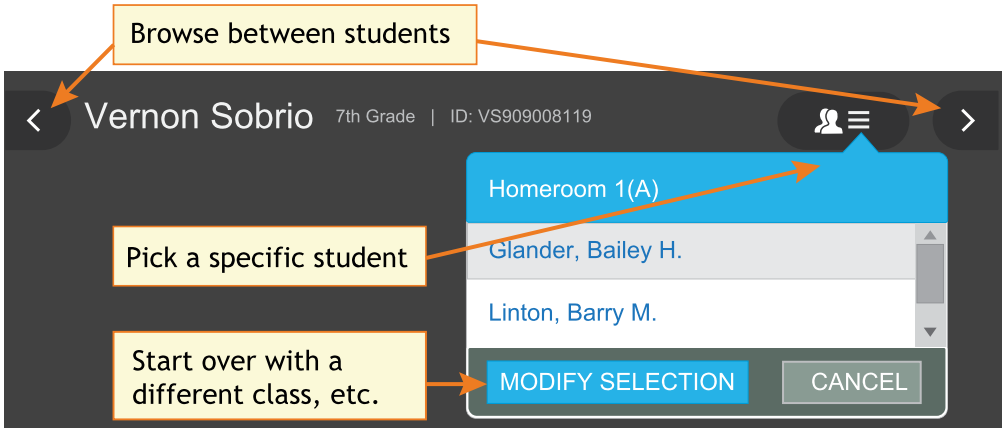
Basic Usage

- **Browser recommendation**—Avoid using Internet Explorer, because it performs slowly. Chrome performs the best.
- **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.
- **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:



- **Return to MAP Menu** — Click the menu icon:

- **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).

Color coding...

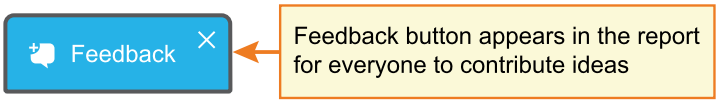
- 1st to 20th = Red
- 21st to 40th = Orange
- 41st to 60th = Yellow
- 61st to 80th = Green
- 80th and higher = Blue

- **Print a Copy** — Use the print icon - - or your browser print command (Ctrl + P).

  Currently, printing is limited to what is on display—one student, one subject at a time. In the near future, you will have the ability to customize and print reports for a batch of students.

  > **Tip:** Landscape mode is typically best for the Growth Over Time graph.

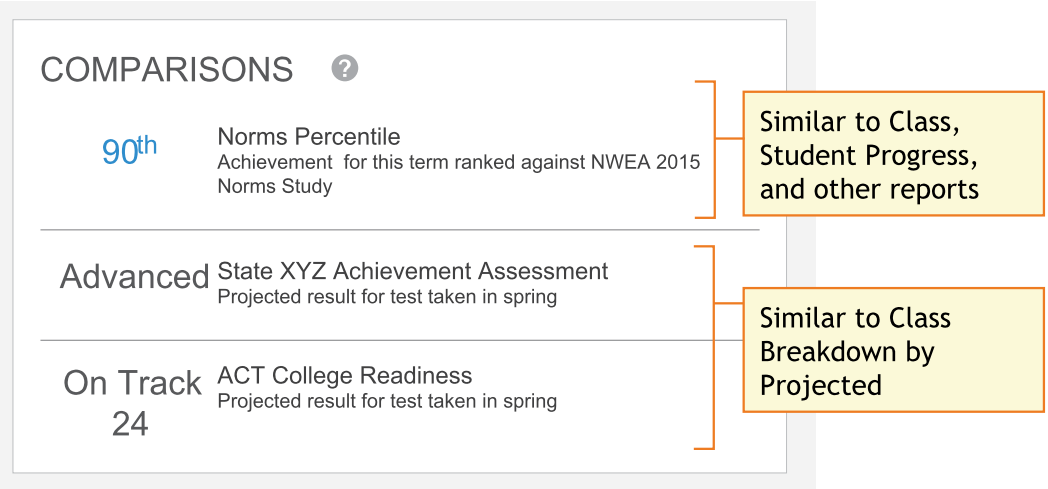
- **Give Feedback** — Is anything unclear? Do you wish for another feature? Click the **Feedback** button near the bottom...and return every few months to see the latest software updates.



  Note: If you close (X) the Feedback button, it disappears temporarily on your particular computer. It reappears in 24 hours.

Comparisons

This section shows a mix of current achievement and future projections.



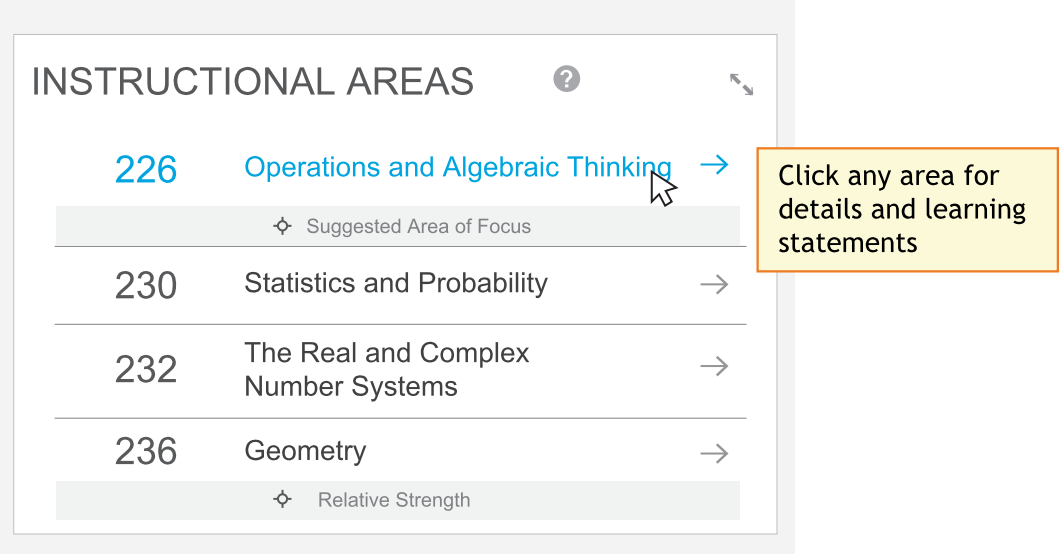
About College and State Test Projections...

- 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.
    - However, this report is currently limited to showing two projections—one state assessment and one college readiness. (More projections will come in a future update.)
- 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.
- 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.

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.



Note: Also known as "goal performance scores" elsewhere in MAP, these scores also 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 Error Margin, only the middle score of that range appears here. However, you can see the +/- Error Margin 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 Error Margin 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 Error Margin—no label

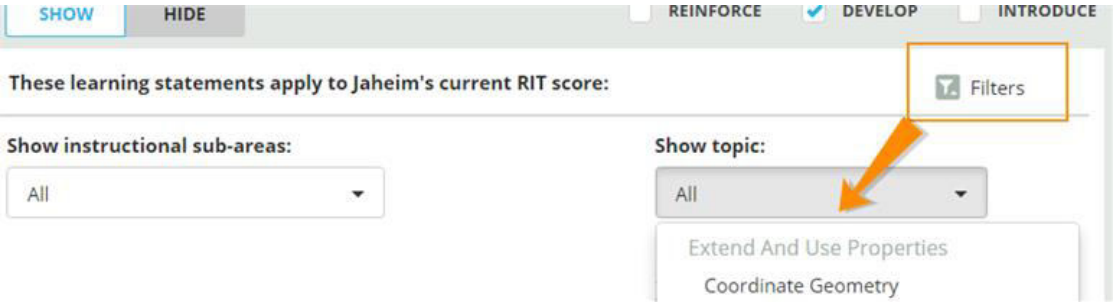
Note: The +/- Error Margin appears when you click an instructional area to open the details.

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**.)

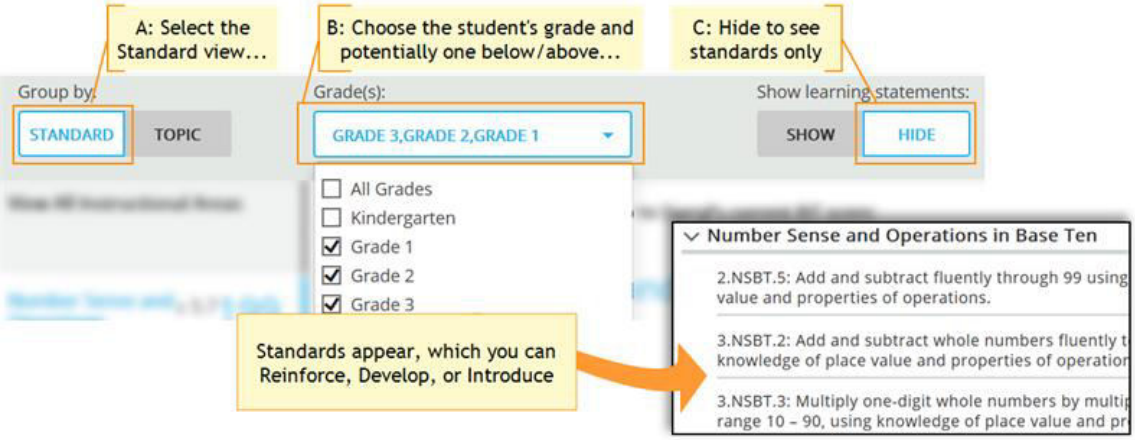
Consider these tips:

- Quick find—Use the **Filters** to pinpoint a specific topic or standard:



> **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.

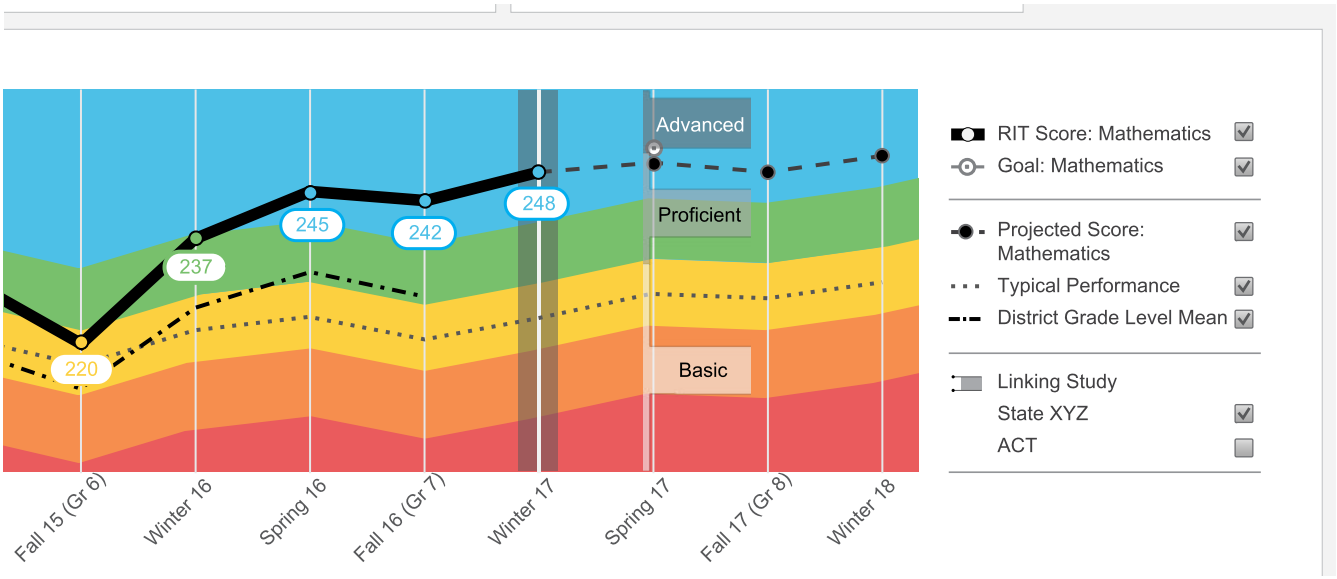
- Remediation—Select **Reinforce** (top right) to see statements that will help you connect what the student already knows to new learning.
- Enrichment—Select **Introduce** (top right) to see statements that will help when your student is ready for more challenge.
- Standards—Use the following options to see applicable state standards:



- Repeated statements—If you see learning statements repeated, it means the same concept applies, but at increasing levels of complexity. For example, with reading you might use increasingly longer text passages and words. With mathematics, you might use numbers with more digits.

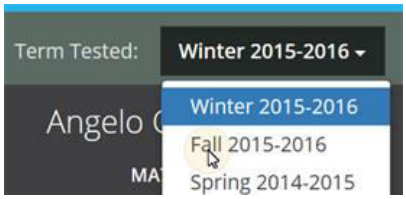
Growth Over Time

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 Graph:

See also: Percentile Colors (under **Basic Usage on page 43**)

	• **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 preferences). Using matching peers provides a fair comparison, so it is reasonable for your student to meet the projection and even grow beyond it.
	• **Typical Performance**—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 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

MAP team leader to close the testing window, and then wait for overnight processing.

- **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.

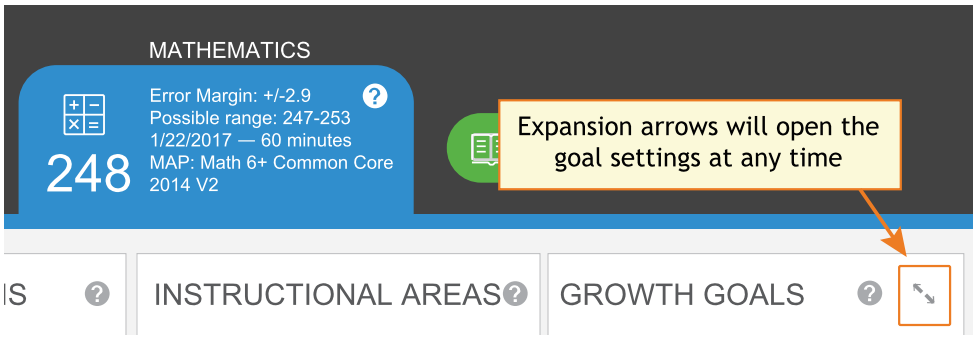
  For more information, see: [About College and State Test Projections... on page 44].

- **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

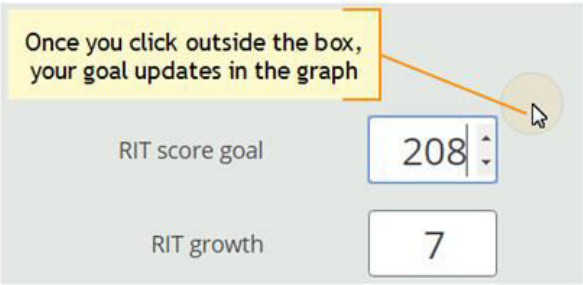
For an upcoming term, you can create a growth or performance target for each student. Later, return to see if the student met the goal.

1. From the main Student Profile page, click the expansion arrows:



2. Consider the [Tips for Setting Growth Goals on page 50] (below).

3. To set a goal, enter *either* the RIT score *or* growth amount (if available), and then click outside the box:



   Note: The RIT growth entry is not available if there is no recent test score to form the basis of growth.

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

   The goal appears in a row at the top. If needed, you can delete it, or overwrite it by setting a new goal.

   > **Note:** In the entry boxes, as well as the graph, goal numbers revert back to the default, typical growth.

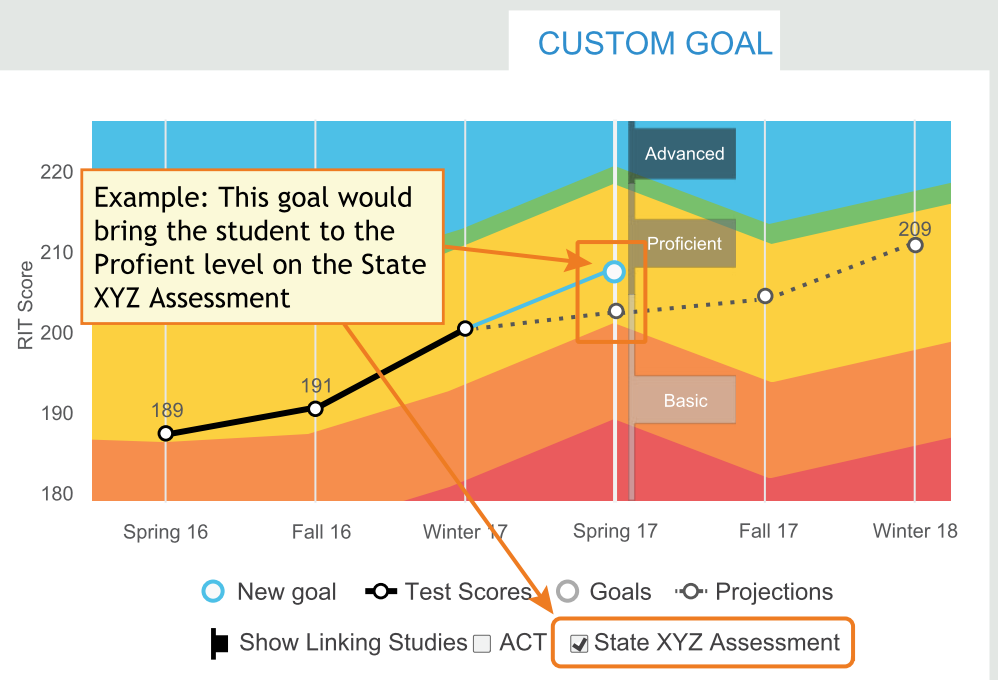
Tips for Setting Growth Goals

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. Consider the **Typical Growth** projection (dotted line), 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.
     - Typical 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.

B. Consider the **Typical Score** (bottom left) and the **percentile bands** (rainbow colors).
   - This data shows you how *all* students typically perform within the same grade and same weeks of instruction between testing.
   - Typical Score is the *average score* (50th percentile) for the target term.
   - Ideally, your goal should move your student to a higher performance level in the future term.

C. 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:



For more information, see: [About College and State Test Projections... on page 44](#).

D. 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.

Student Progress Report

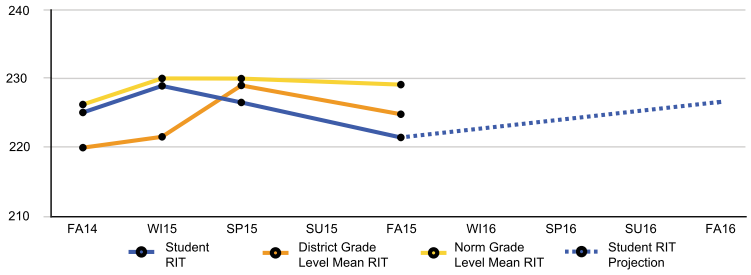
Student Progress Report

McRay, Marcus
Student ID: 100023123

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

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

Mathematics

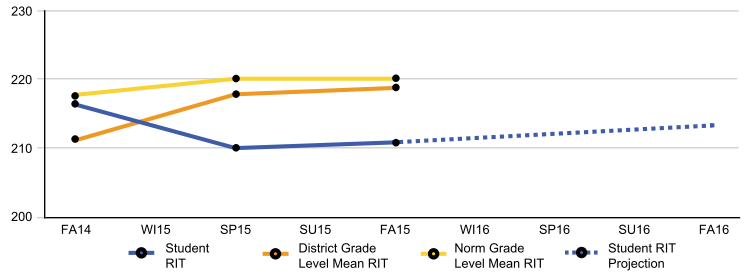


Term/ Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA15	9	219-222 -225	-3	4	28-34-40
SP15	8	223-226 -229			34-40-46
WI15	8	225-228 -231			41-48-54
FA14	8	222-225 -228	3	6	41-47-54
SP14	7	218-221 -223			27-33-39
FA13	7	219-222 -225	8	7	41-48-55
SP13	6	222-225 -228			41-49-56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

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



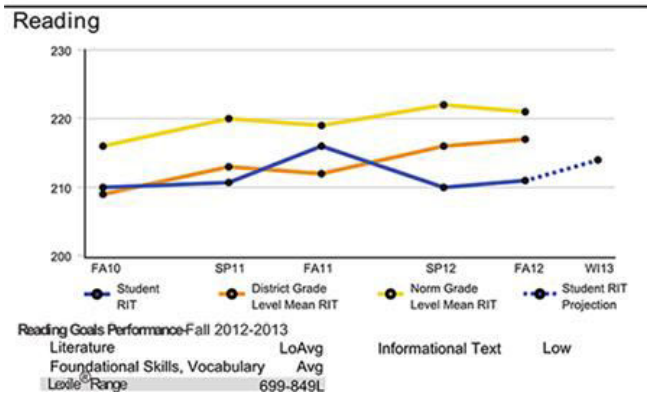
Term/ Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA15	9	208-211-214	-5	3	23-29-36
SP15	8	206-210-213			20-26-32
FA14	8	212-216-219	6	4	39-47-54
SP14	7	208-211-214			25-31-39
FA13	7	207-210-213	6	5	31-38-46
SP13	6	213-217-220			45-53-61
WI13	6	201-205-208			20-26-33
FA12	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

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, Survey, End of Course, and adaptive MAP for Primary Grades tests.
Audience	Teacher, instructional coach, counselor, student, parent
Required Roles	Instructor, Administrator, or Assessment Coordinator
Prior Data	All years prior

Graph for Student Progress



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.		
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.		

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 and year 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)	Grade of the student when the test was taken.	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 invalid tests as well as tests that are valid but do not provide growth data. These test results are excluded from summary statistics. A test may have been invalidated because test duration was too short, for example.