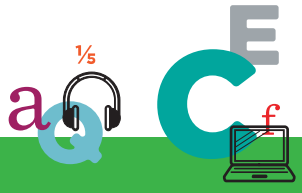


MAP Reports Reference

Choose from a variety of reports to gain insights from your MAP Growth results.

Report access depends on which MAP user roles were assigned to your account—see "Required Role" under each category.

Student Level

Required Role: Instructor, Administrator, or Assessment Coordinator (School or District)

Name	Key Data	Key Uses
Family Report on page 21	One stop for all student data	Advise each student + talk with family + set growth goals
Student Profile Report on page 45		
Student Progress Report on page 60	Overall progress from all past terms	Communicating growth
Student Goal Setting Worksheet on page 38	Growth projections and form to complete	Setting growth goals

Class Level

Required Role: Instructor, Administrator, or Assessment Coordinator (School or District)

Name	Key Data	Key Uses
Achievement Status and Growth Report on page 4	Growth projections, comparisons, quadrant chart	Plan, evaluate, and visualize growth
Class Report on page 11	Performance for a selected term, including norms	Analyze current class needs

Name	Key Data	Key Uses
Class Breakdown by RIT, Class Breakdown by Goal on page 17	Students grouped by scores	Group students + adapt instruction
Class Breakdown by Projected Proficiency Report on page 15	Projected performance on state and college readiness tests	Adapt instruction
Learning Continuum on page 29	Learning statements	Adapt instruction

Skills Checklist and Screening Results

Required Role: Instructor, Administrator, or Assessment Coordinator (School or District)

Name	Key Data	Key Uses
Screening and Skills Checklist Class Report on page 33	Percentage correct for skills	Adapt instruction
Screening and Skills Checklist Student Report on page 34		
Screening and Skills Checklist Sub-Skill Report on page 35	Percentage correct organized by skill and then student	Group students

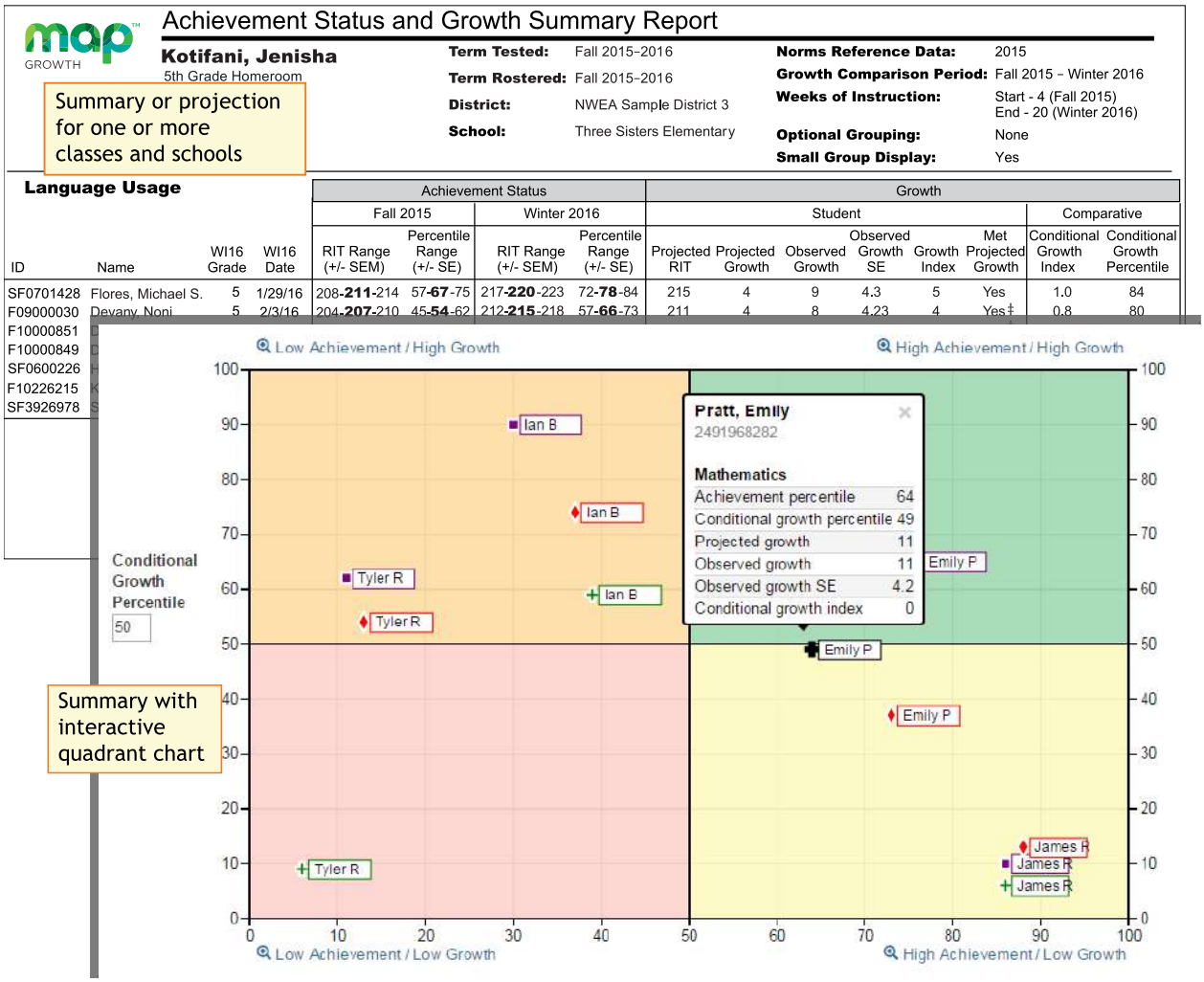
School or District Level

Required Role: Administrator or District Assessment Coordinator. Also School Assessment Coord. for marked* reports.

Name	Key Data	Key Uses
District Summary Report on page 19	Aggregate results across all terms	Present district results
Grade Report on page 23 *	Performance for a selected term, including norms	Analyze current needs
Grade Breakdown on page 28*	Performance for a selected term in spreadsheet format (CSV)	Sort and group students
Projected Proficiency Summary Report on page 36	Aggregated projections of performance on state and college readiness tests	Adapt instruction
Student Growth Summary Report on page 41*	Aggregated growth compared to norms	Adapt instruction and curriculum

Name	Key Data	Key Uses
Spreadsheet Output:		
K–2 Scale Maintenance Conversion File on page 63*	Historical MAP Growth K–2 results re-scored under the latest MAP Growth K–2 methodology	Understand changes to normative achievement
Recovery and Goal-Setting Data File on page 64*	Comparisons and growth projections to help drive student improvements in 2020–2021	Understand the impact of COVID-19 school closures
Retest Recommended—Rapid Guessing on page 67*	Spreadsheet of students who completed testing but exceeded the rapid-guessing threshold	Consider who should retest
Required Role: District Assessment Coordinator		
Data Export Scheduler	Exported test results in spreadsheet format (CSV)	Create custom reports + connect scores to instructional tools

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

Projected Growth Sample

— Achievement Status and Growth Report —

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

Achievement Status		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

Difference between the RIT in the first term and the end term.

Observed Growth SE

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.

Growth Index

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).

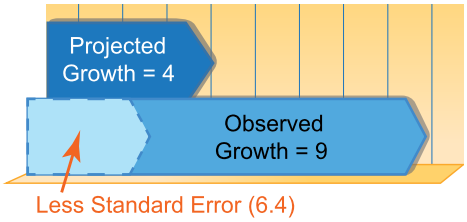
Met Projected Growth

Indicates whether students met growth projections (Yes) or fell short (No).

A ‡ mark indicates the Observed Growth Standard Error (SE) could be large enough to put the outcome in question, and you should qualify these results with other points of data. Consider this example:

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

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



Growth – Comparative

Conditional Growth Index

Enables you to compare growth between any of your students. This measurement correlates your student's growth with the growth patterns of matching peers within the NWEA norms study (same grade, starting RIT score, and Weeks of Instruction before testing). In addition, this measurement involves a conditioning process that

Conditional Growth Percentile

Translates the Conditional Growth Index to U.S. national

Conditional Growth Index	Conditional Growth Percentile
incorporates how difficult it was for each student to grow. As a result, you can see each student's growth in the same national context and compare them fairly, regardless of grade or subject. A value of zero (0) corresponds to the mean (typical) growth, indicating that growth exactly matched projections. Values above zero indicate growth that exceeded projections, and values below zero indicate growth below projections.	percentile rankings for growth. An index of 0 equates to 50th percentile.

Summary Section

— Achievement Status and Growth Report —

Summary for: Language Usage

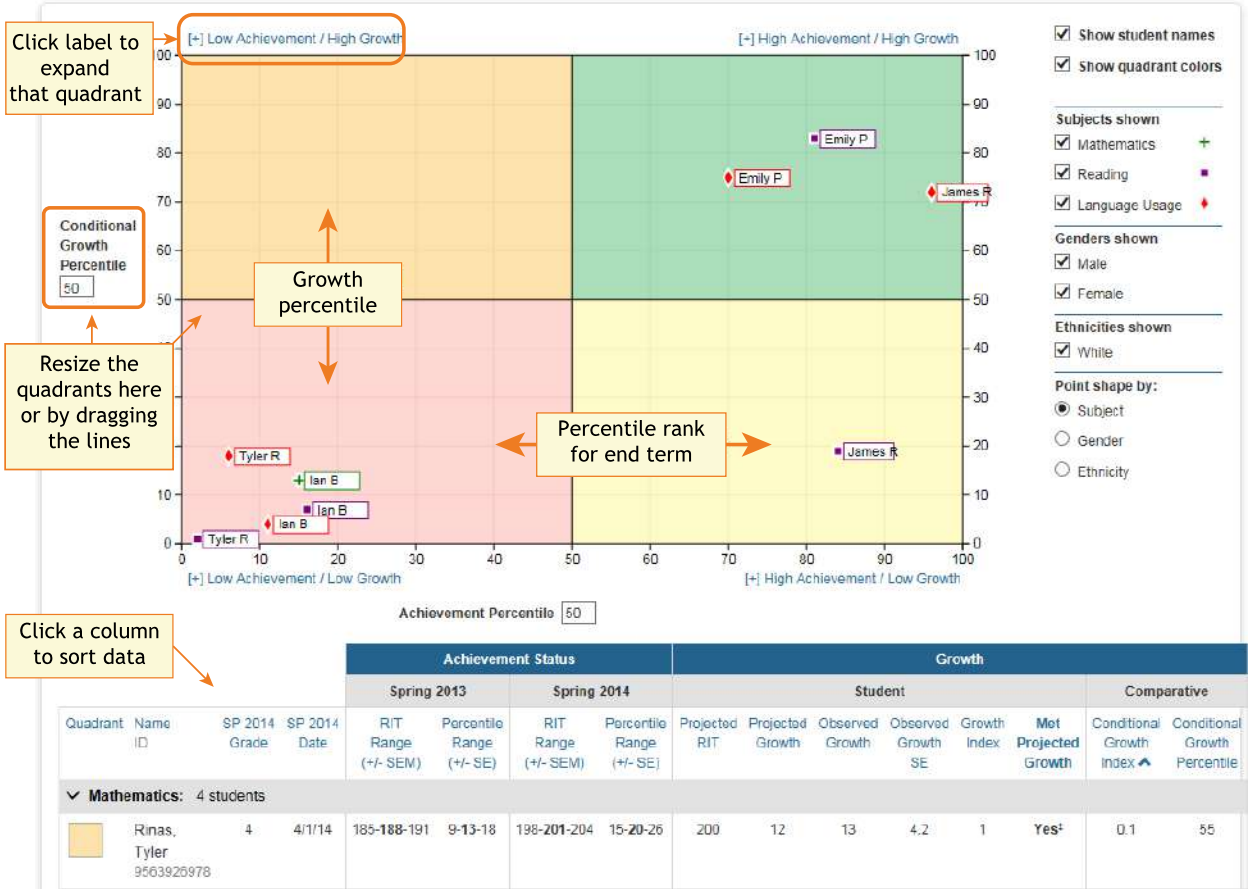
Percentage of Students who Met or Exceeded their Projected RIT	81.8%
Percent of Projected Growth Met	137.5%
Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores	11
Count of Students who Met or Exceeded their Projected RIT	9
Median Conditional Growth Percentile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

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

Summary with Quadrant Chart

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

- Conditional Growth Percentile, on the vertical axis (see explanatory video)
- 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).

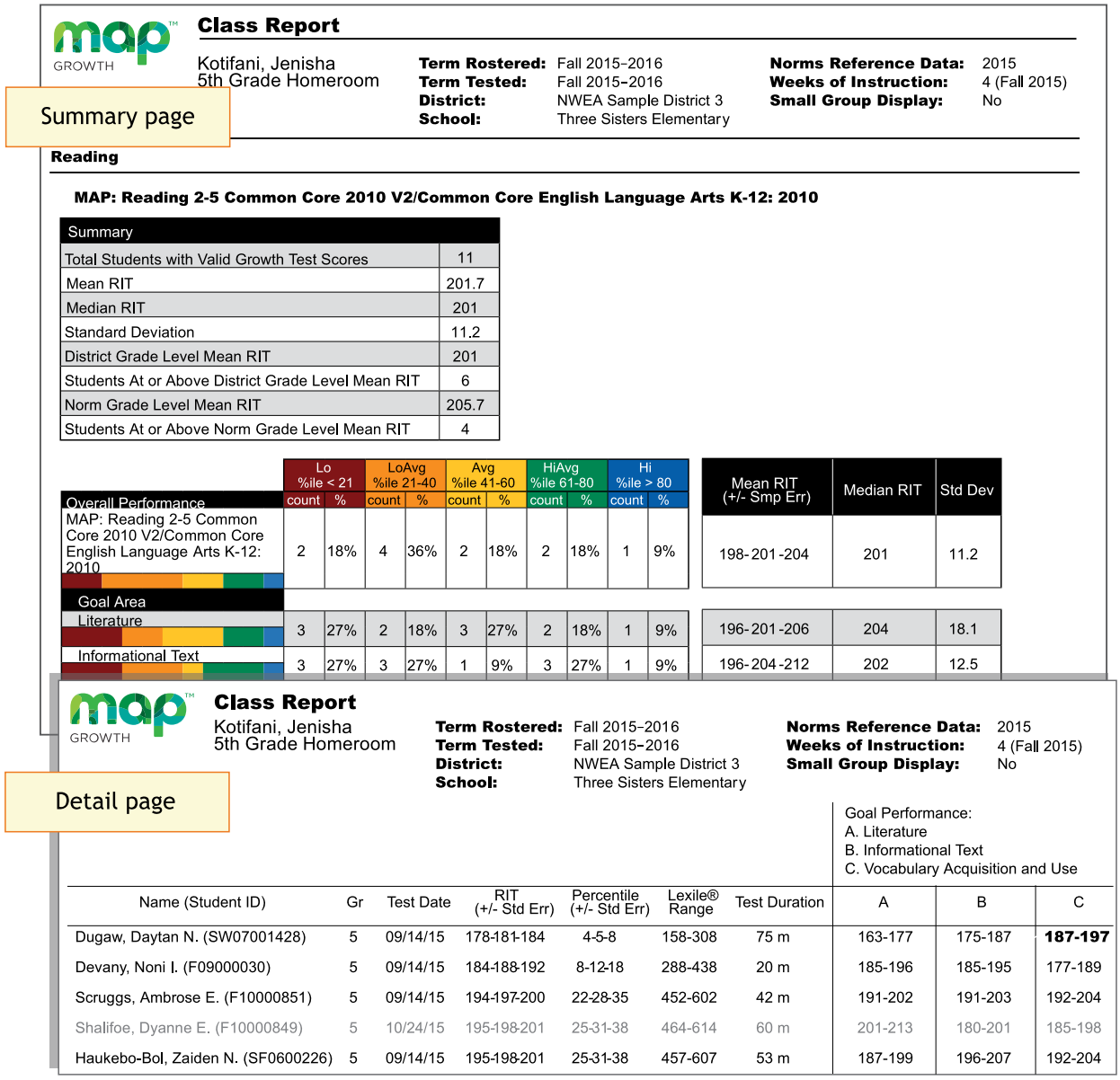
	P	Q	R	S	T	U	V	W	X
1	StudentLastName	StudentFirstName	StudentMidc	StudentGrade	TestDate	StartRIT	StartRITSEM	StartPercentile	StartPercentileSE
2	Acloque	Mekhi		5	9/16/2014	223	2.9	78	6
3	Ahmad	Suhayla		5	9/16/2014	223	2.9	78	6
4	Alford	Andrew		5	9/16/2014	208	2.9	41	8
5	Ali	Jenn'ah		5	9/16/2014	216	2.9	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	10/24/15	195-198-201	25-31-38	464-614	60 m	201-213	180-201	185-198
Haukebo-Bol, Zaiden N. (SF0600226)	5	09/14/15	195-198-201	25-31-38	457-607	53 m	187-199	196-207	192-204

Description	Shows class performance for a term, including norms status rankings, so you can analyze student needs.
Applicable Tests	MAP Growth, Screening, and MAP Growth K-2.
Required Roles	Instructor, Administrator, or Assessment Coordinator (School or District)
Date Limits	1 year prior, including tests completed outside your test window range (they appear in gray font)

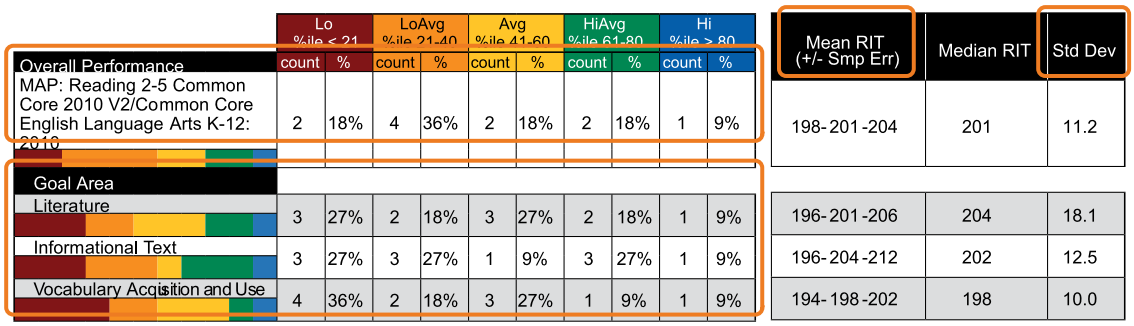
Summary Pages

— Class Report —

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

Mean RIT, Median RIT †	Average and middle RIT scores of students in this class for this subject.
Standard Deviation †	Indicates academic diversity of a group of students. The lower the number, the more students are alike (zero would mean all scores are the same). The higher the number, the greater the diversity in this group.
District Grade Level Mean RIT	Average RIT score of students in this grade for this district. An asterisk (*) appears if the testing window for the term is not closed.
Students At Or Above District Grade Level Mean RIT †	The number of students reported who scored at or above the district grade level mean RIT. An asterisk (*) appears if the testing window for the term is not closed.
Norm Grade Level Mean RIT	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.



Overall Performance	Lo %ile < 21 count	Lo %ile < 21 %	LoAvg %ile 21-40 count	LoAvg %ile 21-40 %	Avg %ile 41-60 count	Avg %ile 41-60 %	HiAvg %ile 61-80 count	HiAvg %ile 61-80 %	Hi %ile > 80 count	Hi %ile > 80 %	Mean RIT (+/- Smp Err)	Median RIT	Std Dev
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 instructional area ("goal") within the test subject. Data appear only if a student took a MAP Growth test, not Screening.	The middle number is the mean RIT score for this grade. The numbers on either side indicate the standard error of measure. *Tip*—Compare performance in each goal strand with the overall scores in the top section. Your group could be doing well overall, but low in certain areas.	Indicates academic diversity of a group of students. The lower the number, the more students are alike (zero would mean all scores are the same). The higher the number, the greater the diversity in this group.

Detail Pages

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
						A	B	C
5	09/14/15	178-181-184	4-5-8	158-308	75 m	*163-177*	175-187	**187-197**
5	09/14/15	184-188-192	8-12-18	288-438	20 m	185-196	185-195	*177-189*
5	09/14/15	194-197-200	22-28-35	452-602	42 m	*191-202*	191-203	192-204
5	10/24/15	195-198-201	25-31-38	464-614	60 m	201-213	180-201	185-198
5	09/14/15	195-198-201	25-31-38	457-607	53 m	*187-199*	196-207	192-204

RIT

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.

Percentile

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.

Lexile® Range

This range appears when the student has taken a reading test. You can use it with online resources to identify appropriately challenging books, periodicals, and other reading material for each student. LEXILE® and METAMETRICS® are trademarks of MetaMetrics, Inc., and are registered in the United States and abroad.

Test Duration

Total of the minutes a student took to complete all test questions (excludes any test interruptions). For a comparison of typical test times, see Average Test Durations.

(+/- Std Err)

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

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

Goal Performance

Summarizes each student's performance in the instructional areas (“goals”). Data appear only if a student took a MAP Growth test.

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

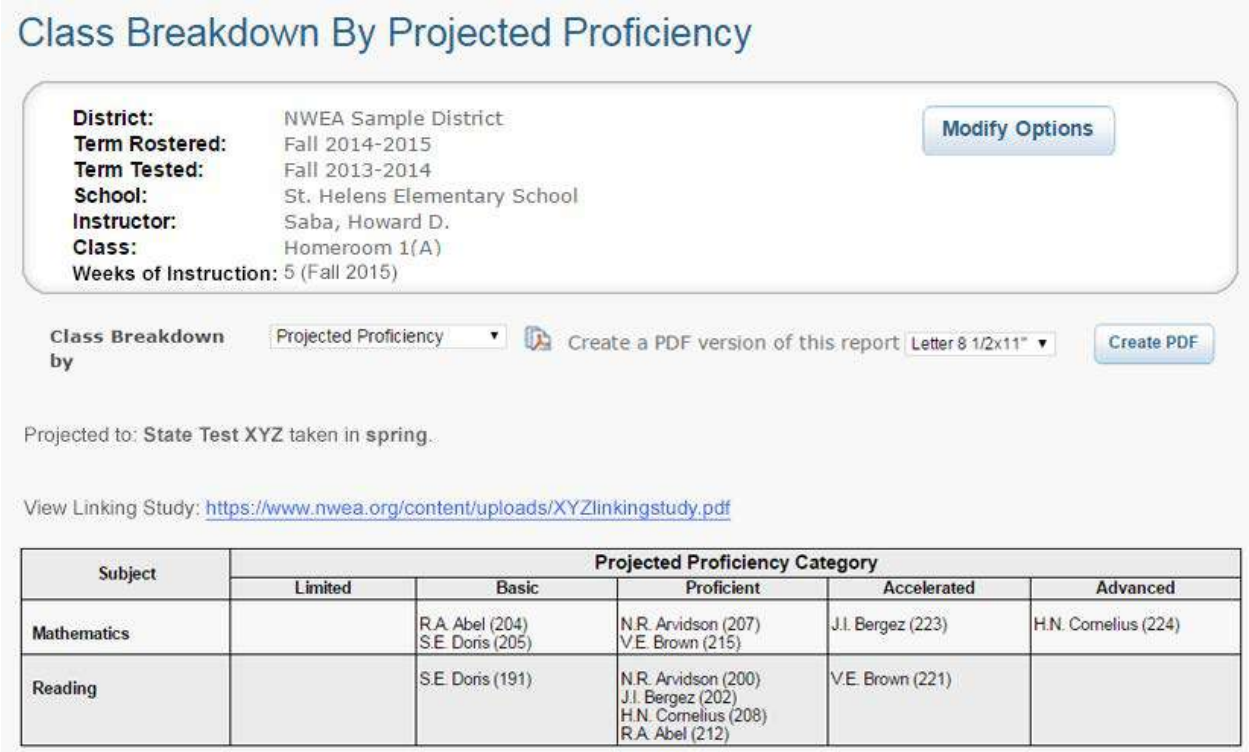
Bold scores = Performance that might be an area of relative strength, because they are more than 3 RIT points *above* the overall RIT score.

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

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

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

Class Breakdown by Projected Proficiency Report



Class Breakdown By Projected Proficiency

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

Modify Options

Class Breakdown by: Projected Proficiency

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

Projected to: State Test XYZ taken in spring.

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

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

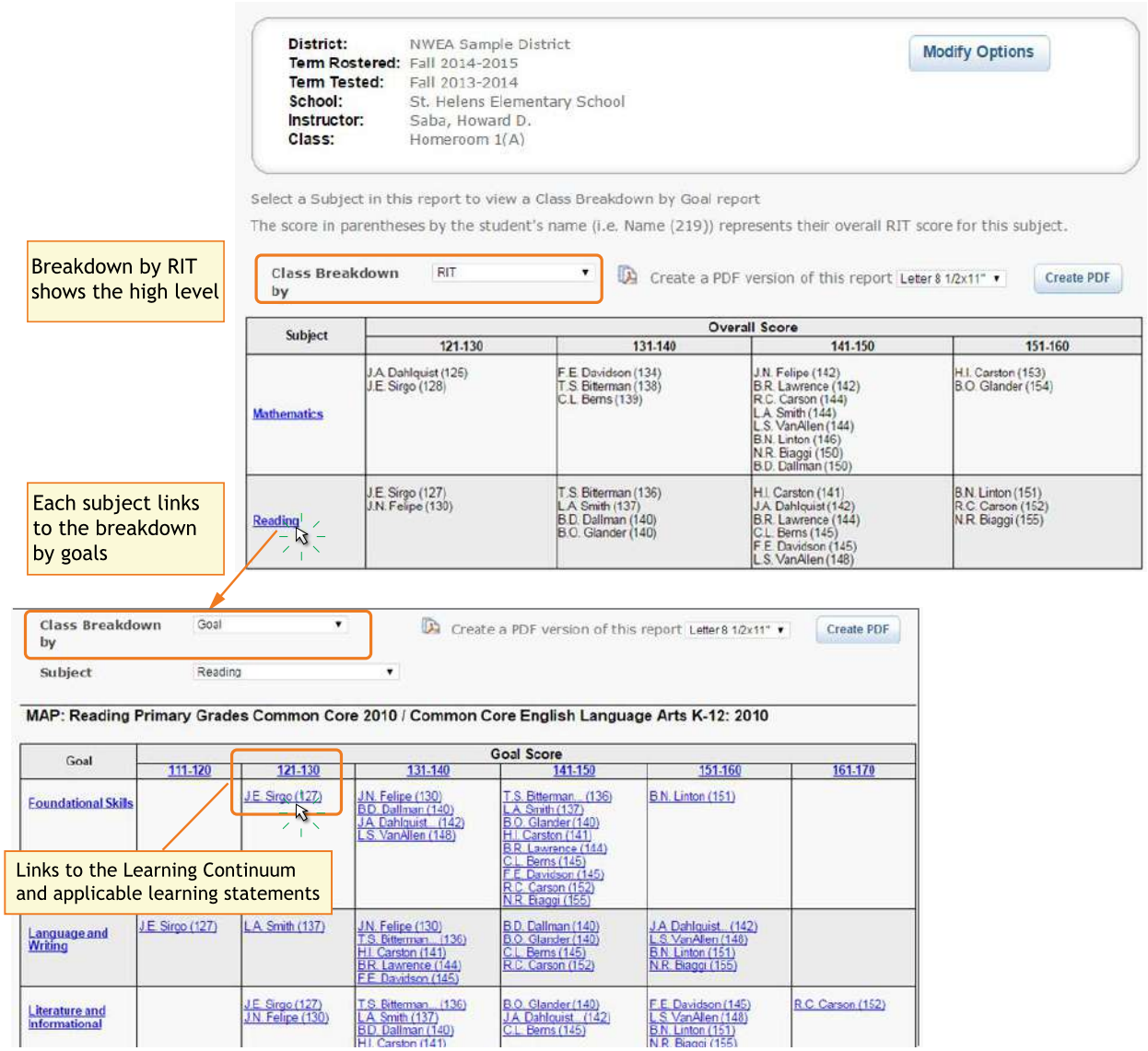
Description	Shows students' projected performance on state and college readiness assessments so you can adjust instruction for better student proficiency. Results are limited to 250 students per class.
Applicable Tests	MAP Growth and MAP Growth K-2.
Audience	Instructional coach, teacher, counselor, principal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

About Proficiency Projections

- There are no projections available from summer test results.
- Which state and college projections appear depends on the state alignment that your district selected during MAP implementation.
- If your state does not have a specific NWEA linking study, generic projections developed by NWEA appear on the report.
- Depending on the state, projections may be limited to certain subjects (typically reading and math) and certain grades (typically 2 through 8).
    - College readiness projections are limited to grades 5 through 9.
- ACT College Readiness—The "On Track 24" projection is the highest benchmark. It is based on a more stringent ACT cut score of 24, instead of 22. For details, open the linking study.

Class Breakdown by RIT,

Class Breakdown by Goal



Description	Both reports show you at a glance the academic diversity of a class so you can modify and focus the instruction for each student. • By RIT—High-level view across basic subjects • By Goal—Detailed view for specific goals within each subject Results are limited to 250 students per class. For unlimited students, use Grade Breakdown on page 28.
Applicable Tests	MAP Growth and MAP Growth K-2.

Audience	Instructional coach, teacher, counselor
Required Roles	Instructor, Administrator, or Assessment Coordinator (School or District)
Date Limits	1 year prior, for tests completed within your test window range (set under Manage Terms)

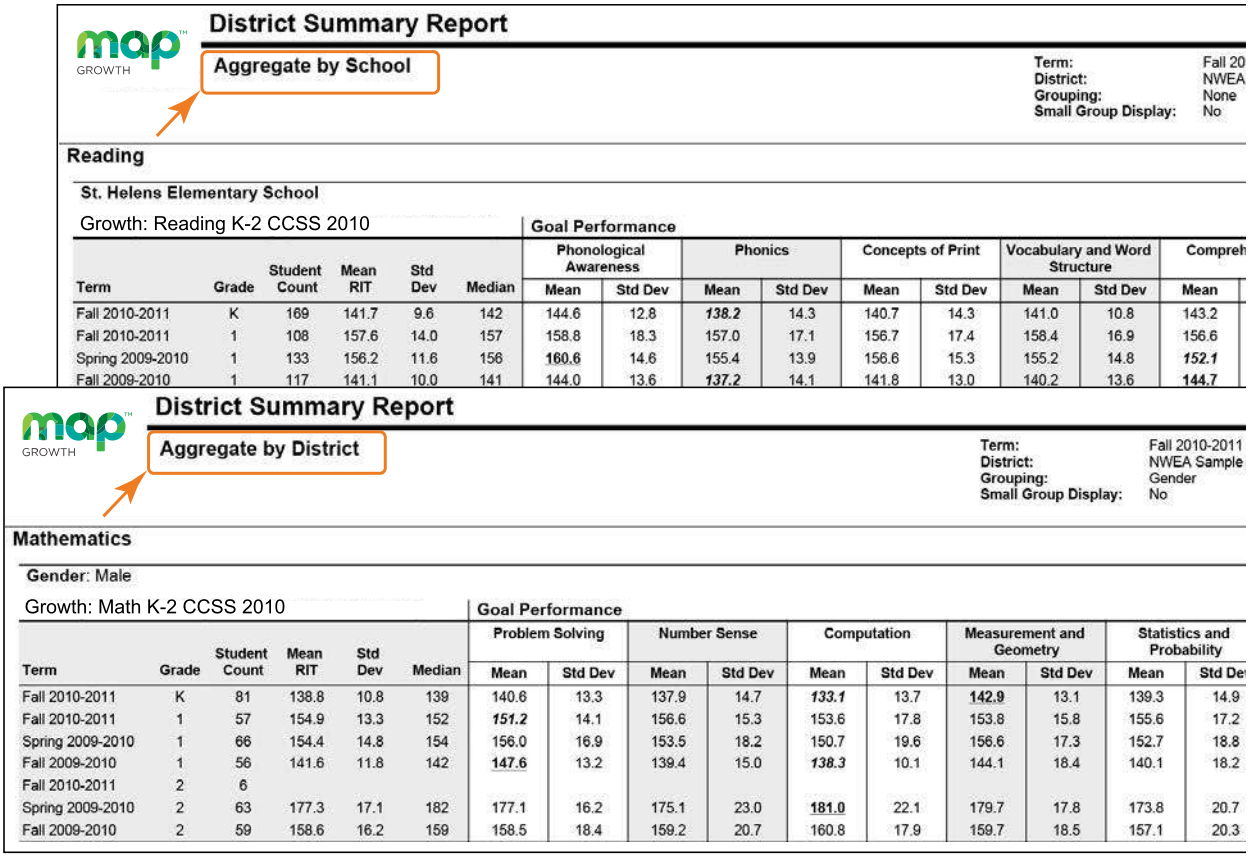
Example Use for Class Breakdown by Goal

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

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

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

District Summary Report



District Summary Report

Aggregate by School

Term: Fall 20
District: NWEA
Grouping: None
Small Group Display: No

Reading

St. Helens Elementary School

Growth: Reading K-2 CCSS 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance: Phonological Awareness Mean	Phonological Awareness Std Dev	Phonics Mean	Phonics Std Dev	Concepts of Print Mean	Concepts of Print Std Dev	Vocabulary and Word Structure Mean	Vocabulary and Word Structure Std Dev	Compreh Mean
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
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
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*
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

District Summary Report

Aggregate by District

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

Mathematics

Gender: Male

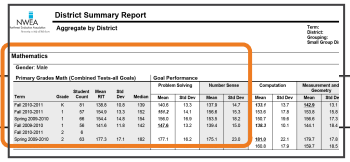
Growth: Math K-2 CCSS 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance: Problem Solving Mean	Problem Solving Std Dev	Number Sense Mean	Number Sense Std Dev	Computation Mean	Computation Std Dev	Measurement and Geometry Mean	Measurement and Geometry Std Dev	Statistics and Probability Mean	Statistics and Probability Std De
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
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
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
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
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
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

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

Sample District Aggregation

— District Summary Report —



Mathematics

Gender: Male

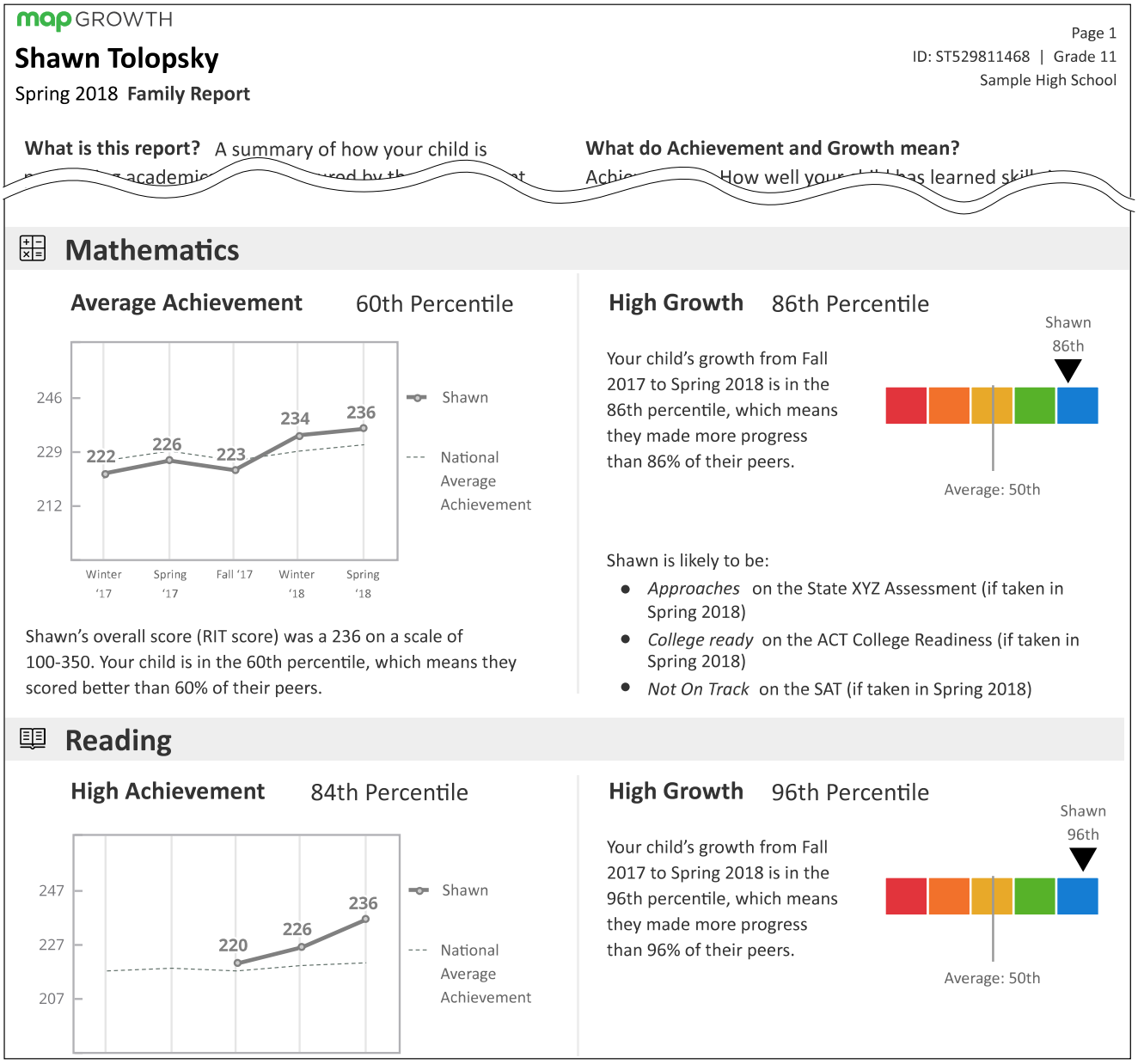
Primary Grades Math (Combined Tests-all Goals)						Goal Performance			
						Problem Solving		Number Sense	
Term	Grade	Student Count	Mean RIT	Std Dev	Median	Mean	Std Dev	Mean	Std Dev
Fall 2010-2011	K	81	138.8	10.8	139	140.6	13.3	137.9	14.7
Fall 2010-2011	1	57	154.9	13.3	152	***151.2***	14.1	156.6	15.3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

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

Example Analysis of this Sample:

- For grade 1, this example shows a large increase from fall 2009-10 (141.6) to fall 2010-11 (154.9).
- However, compare the Problem Solving performance:
  - Despite the rise in Mean RIT, this area for the first grade went from a relative strength (**<u>underline</u>**) to relative concern (***italic***).

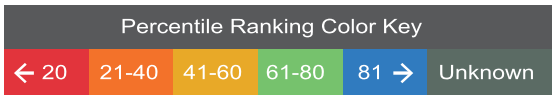
Family Report



Description	Presents key results so you can communicate with students and their families.
Applicable tests	MAP Growth and MAP Growth K–2 (*not Screening tests*)
Required roles	Instructor, Administrator, or Assessment Coordinator (School or District)
Date limits	All years before, for tests completed within your test window range (set under Manage Terms)

Printing Tips

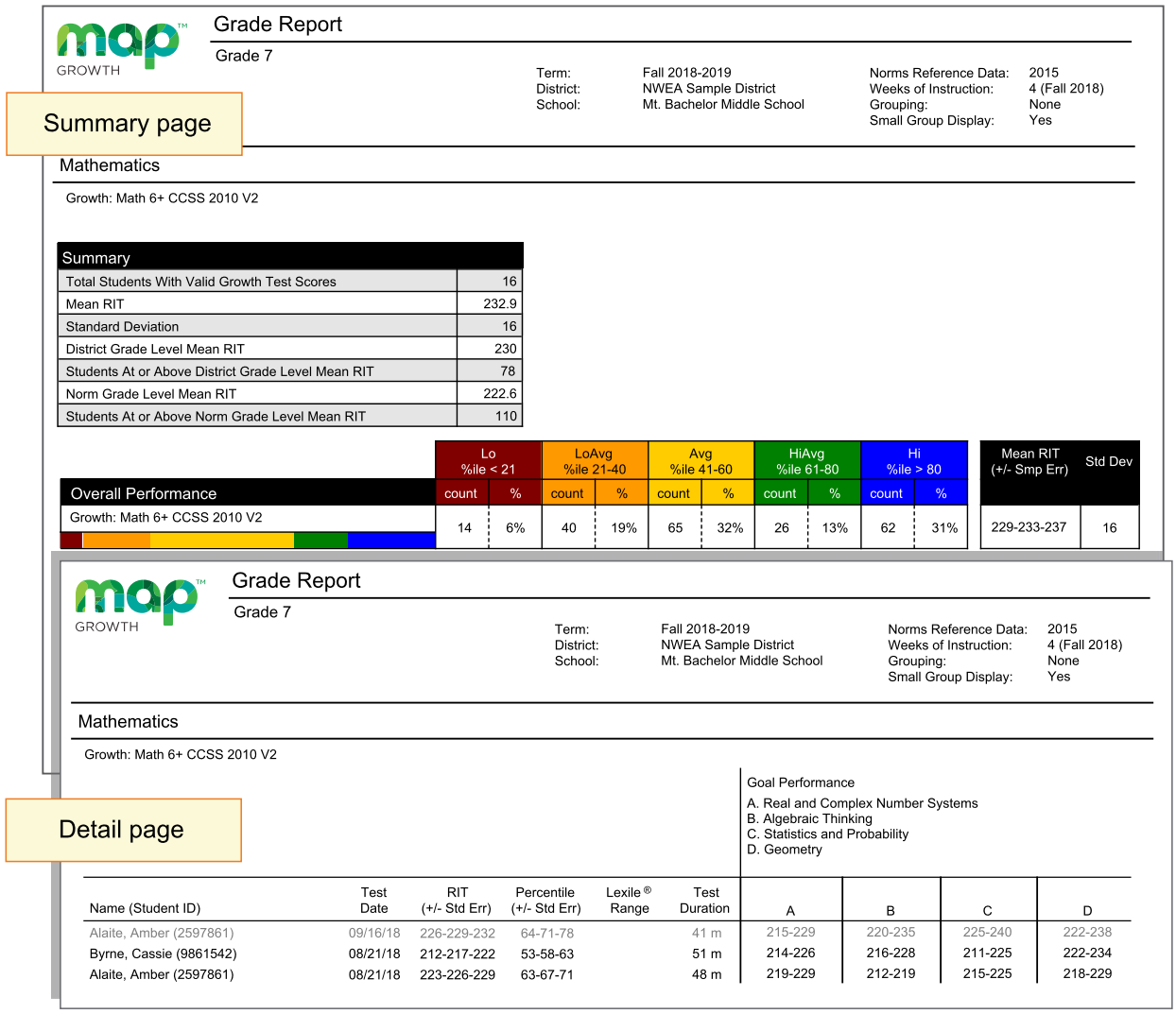
- Access the report from either the MAP Growth reports home page or from within the Student Profile Report on page 45.
- When you choose a term, it becomes the end of the comparison period and follows these rules:
    - If you choose a fall term, the student's growth shows a fall-to-fall comparison, if available.
    - If you choose winter or spring, the student's growth shows a comparison from the fall of that school year, if available.
    - If there is no data for the chosen term, the report retrieves the closest term with test data, which could differ for each subject.
- For the growth chart, the percentile color key is:



Growth 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 could be limited to certain subjects (typically reading and math) and certain grades (typically 2 through 8).
    - College readiness projections are limited to grades 5 through 9 (SAT®) and 10 (ACT).
- 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.

Grade Report



Grade Report

Grade 7

Term: Fall 2018-2019
District: NWEA Sample District
School: Mt. Bachelor Middle School

Norms Reference Data: 2015
Weeks of Instruction: 4 (Fall 2018)
Grouping: None
Small Group Display: Yes

Summary page

Mathematics

Growth: Math 6+ CCSS 2010 V2

Summary	
Total Students With Valid Growth Test Scores	16
Mean RIT	232.9
Standard Deviation	16
District Grade Level Mean RIT	230
Students At or Above District Grade Level Mean RIT	78
Norm Grade Level Mean RIT	222.6
Students At or Above Norm Grade Level Mean RIT	110

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	%		
Growth: Math 6+ CCSS 2010 V2	14	6%	40	19%	65	32%	26	13%	62	31%	229-233-237	16

Grade Report

Grade 7

Term: Fall 2018-2019
District: NWEA Sample District
School: Mt. Bachelor Middle School

Norms Reference Data: 2015
Weeks of Instruction: 4 (Fall 2018)
Grouping: None
Small Group Display: Yes

Mathematics

Growth: Math 6+ CCSS 2010 V2

Detail page

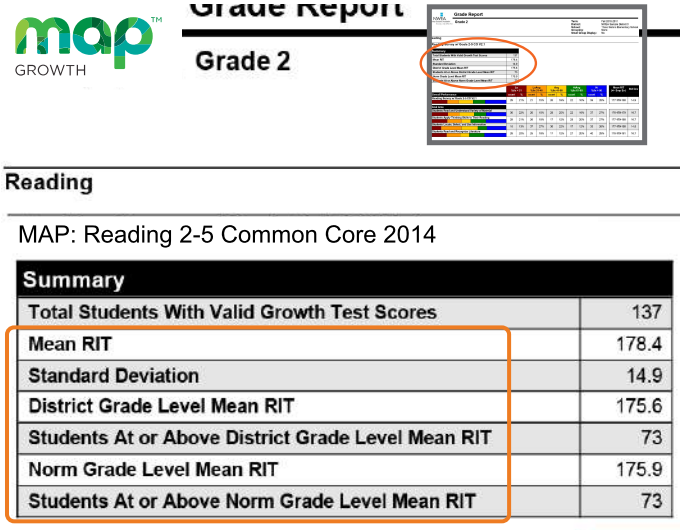
Goal Performance
A. Real and Complex Number Systems
B. Algebraic Thinking
C. Statistics and Probability
D. Geometry

Name (Student ID)	Test Date	RIT (+/- Std Err)	Percentile (+/- Std Err)	Lexile® Range	Test Duration	A	B	C	D
Alaite, Amber (2597861)	09/16/18	226-229-232	64-71-78		41 m	215-229	220-235	225-240	222-238
Byrne, Cassie (9861542)	08/21/18	212-217-222	53-58-63		51 m	214-226	216-228	211-225	222-234
Alaite, Amber (2597861)	08/21/18	223-226-229	63-67-71		48 m	219-229	212-219	215-225	218-229

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

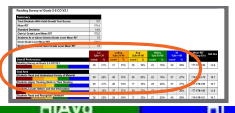
Summary Pages

— Grade Report —



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 instructional area (“goal”) within the test subject. Data appear only if a student took a MAP Growth test, not Screening.

Detail Pages

— Grade Report —

					Goal Performance A. Literature B. Informational Text C. Vocabulary Acquisition and Use		
Test Date	RIT (+/- Std Err)	Percentile (+/- Std Err)	Lexile ® Range	Test Duration	A	B	C
09/16/18	204-207-210	46-54-61	634-784	41 m	198-210	199-211	208-219
08/21/18	208-211-214	56-63-71	697-847	51 m	210-221	205-216	200-212
08/21/18	210-213-216	61-68-75	737-887	48 m	206-218	216-229	198-211

RIT	Percentile	Lexile® Range	Test Duration
The middle number in bolded text is the student's overall RIT score. The numbers on either side of the RIT score define the RIT range.	The middle number in bolded text is the student's percentile rank, or the percentage of students who had a RIT score less than or equal to this student's score as observed in the NWEA norms study.	This range appears when the student has taken a reading test. You can use it with online resources to identify appropriately challenging books, periodicals, and other reading material for each student. LEXILE® and METAMETRICS® are trademarks of MetaMetrics, Inc., and are registered in the United States and abroad.	Total of the minutes a student took to complete all test questions (excludes any test interruptions). For a comparison of typical test times, see Average Test Durations.
(+/- Std Err) The numbers on either side define the standard error range. If retested, the student's score would fall within this range about 68% of the time.			

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

Goal Performance

A. Literature
B. Informational Text
C. Vocabulary Acquisition and Use

A	B	C
198-210	199-211	208-219
210-221	205-216	200-212
206-218	216-229	198-211

Goal Performance

Summarizes each student's performance in the instructional areas ("goals"). Data appear only if a student took a MAP Growth 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.

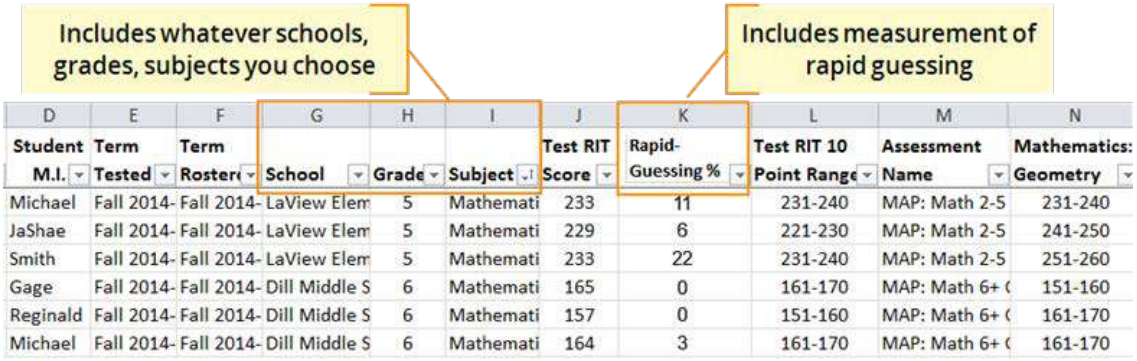
Plain scores = RIT range within 3 RIT points of the overall RIT score.

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



Student M.I.	Term Tested	Term Roster	School	Grade	Subject	Test RIT Score	Rapid-Guessing %	Test RIT 10 Point Range	Assessment Name	Mathematics: Geometry
Michael	Fall 2014-	Fall 2014-	LaView Elem	5	Mathemati	233	11	231-240	MAP: Math 2-5	231-240
JaShae	Fall 2014-	Fall 2014-	LaView Elem	5	Mathemati	229	6	221-230	MAP: Math 2-5	241-250
Smith	Fall 2014-	Fall 2014-	LaView Elem	5	Mathemati	233	22	231-240	MAP: Math 2-5	251-260
Gage	Fall 2014-	Fall 2014-	Dill Middle S	6	Mathemati	165	0	161-170	MAP: Math 6+ (	151-160
Reginald	Fall 2014-	Fall 2014-	Dill Middle S	6	Mathemati	157	0	151-160	MAP: Math 6+ (	161-170
Michael	Fall 2014-	Fall 2014-	Dill Middle S	6	Mathemati	164	3	161-170	MAP: Math 6+ (	161-170

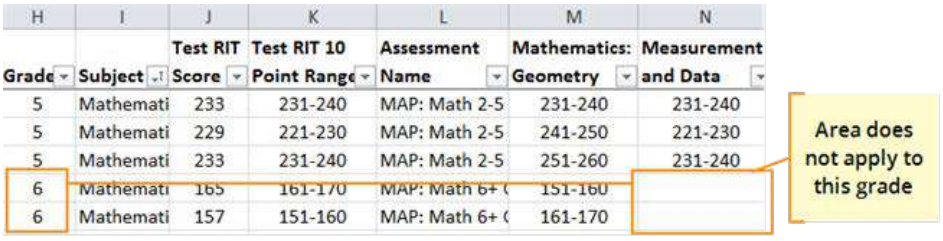
Description	Provides a single spreadsheet of student achievement so you can flexibly group and sort students from across the school. Unlike the Class Breakdown reports, this report has no limit on the number of students. File format is CSV.
Applicable Tests	MAP Growth and MAP Growth K-2.
Required Roles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

Example Uses for Grade Breakdown

- When organizing students into classes for a given grade, you could look at their achievement from the previous academic year.
- To understand the effect that student disengagement may have, you could sort by the column % Disengaged Responses.
- For a meeting of all 6th grade math teachers, you could sort by the Geometry column to see which students have lower achievement in that area, across all classes.

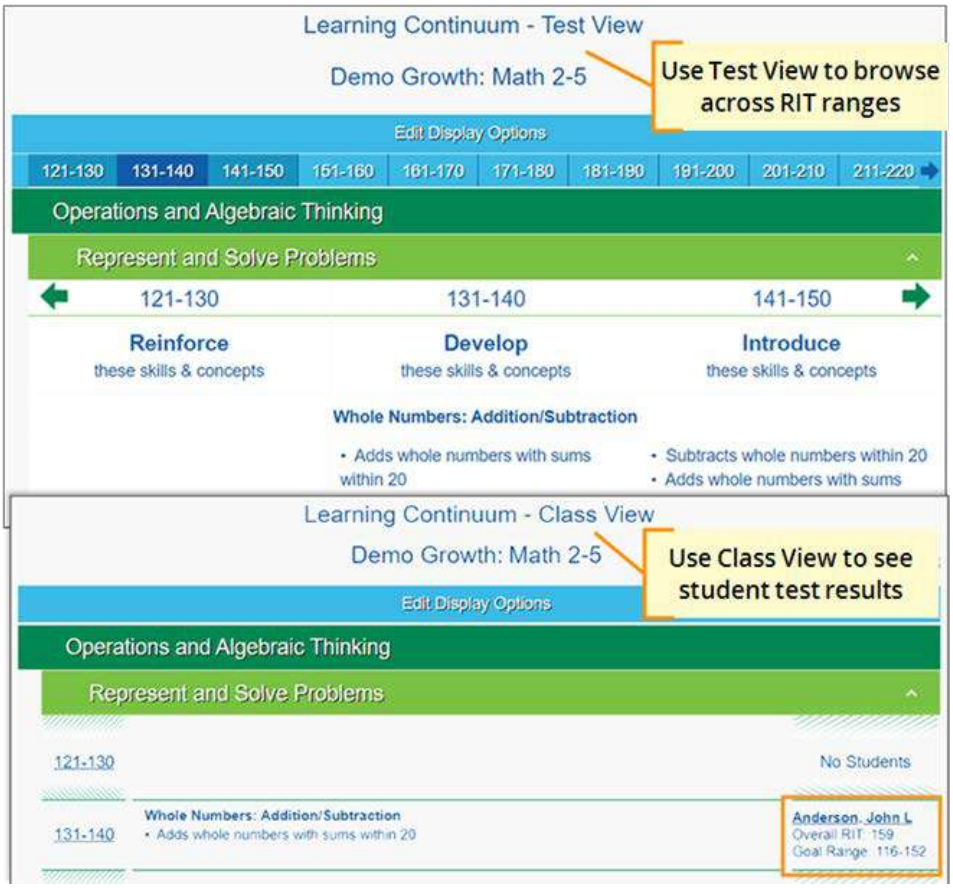
Blank Scores

You could see blank scores when an area does not apply to a certain grade:



Grade	Subject	Test RIT Score	Test RIT 10 Point Range	Assessment Name	Mathematics: Geometry	Measurement and Data
5	Mathemati	233	231-240	MAP: Math 2-5	231-240	231-240
5	Mathemati	229	221-230	MAP: Math 2-5	241-250	221-230
5	Mathemati	233	231-240	MAP: Math 2-5	251-260	231-240
6	Mathemati	165	161-170	MAP: Math 6+ (	151-160	
6	Mathemati	157	151-160	MAP: Math 6+ (	161-170	

Learning Continuum



Description	Identifies learning statements corresponding to RIT scores so you can plan scaffolding and differentiated instruction. Test View — organized by 10-point RIT bands Class View — organized by student test results
Applicable Tests	MAP Growth and MAP Growth K–2.
Required Roles	Instructor, Administrator, or Assessment Coordinator (School or District)
Date Limits	1 year prior, for tests completed within your test window range (set under Manage Terms)

About Learning Statements

Learning statements found throughout the Learning Continuum are instruction-oriented statements that describe the concepts and skills assessed by MAP Growth.

Note: The appearance of a learning statement in a given 10-point RIT band does not necessarily mean that students who fall in that RIT band received questions about that skill or concept. However, statistically a student's RIT score within an instructional area does predict the applicability of learning statements in a given RIT band.

In the Test View, you can see learning statements organized in a continuum:

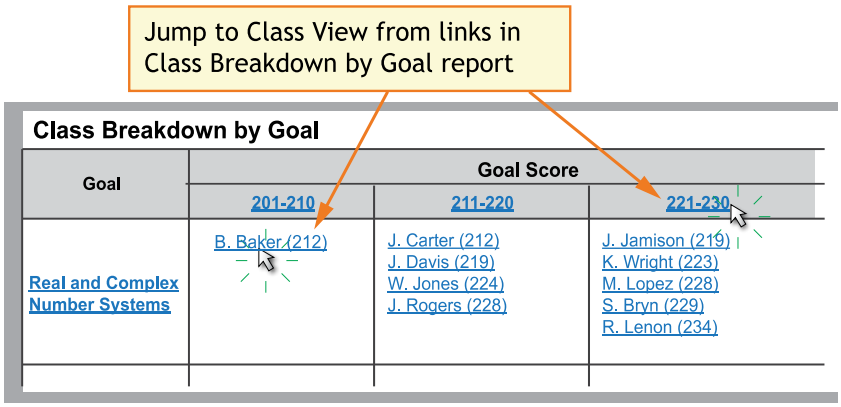
- **Reinforce** — For learning statements in the RIT band just below where a student scored, you could reinforce their learning, but they probably already know these skills and concepts.
- **Develop** — The learning statements in the RIT band where a student scored are likely in their Zone of Proximal Development and may be helpful in planning current instruction.
- **Introduce** — The learning statements in the RIT band just above where a student scored are skills and concepts you could potentially introduce when the student is ready for more challenge.

How to Access the Report

You can access the Learning Continuum from **View Reports > MAP Reports > Learning Continuum**, where you can open either the **Class View** or **Test View** (scroll down to reveal).

—or—

As a shortcut, open the **Class View** using links in the Class Breakdown by Goal report:



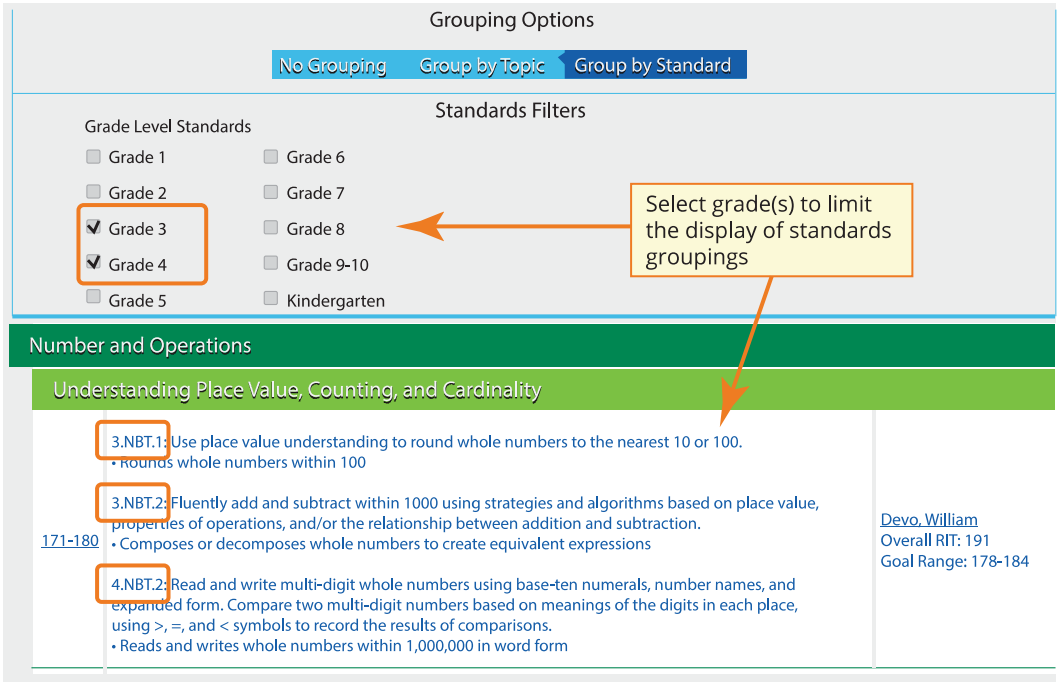
Note on Class View: The learning statements that appear with student names represent only some of the skills and concepts that support a standard. Because these skills and concepts are likely to be in the students' Zone of Proximal Development based on their MAP Growth scores, the learning statements can be a useful source of information to scaffold or enrich grade level instruction for identified students. However, those learning statements should not be the only source of information that a teacher consults.

Controlling the View

- If available*, use **Edit Display Options** to control what appears in the report.

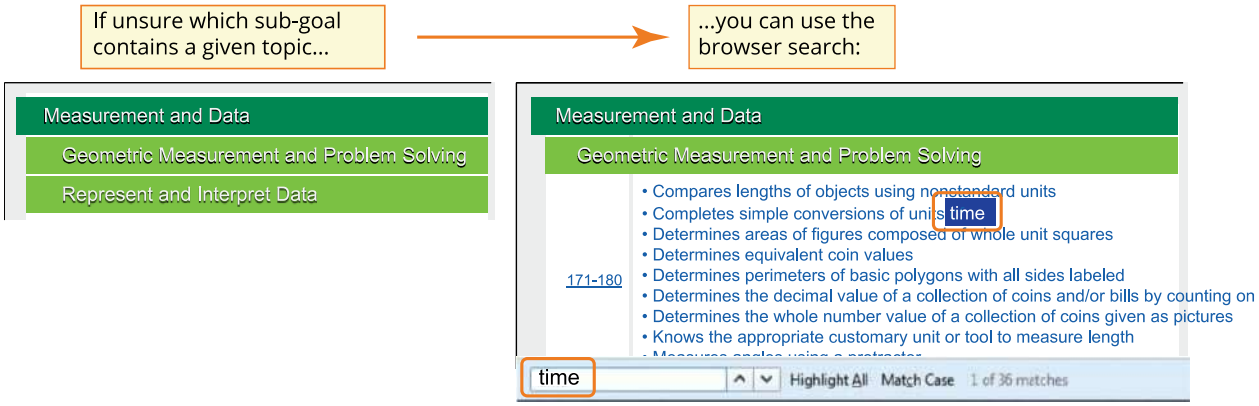
  *The Display Options are not available for all test versions.

  - **Group by Topic**—The topic groups provided by NWEA help you locate related content.
  - **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 with the Group by Standard option:



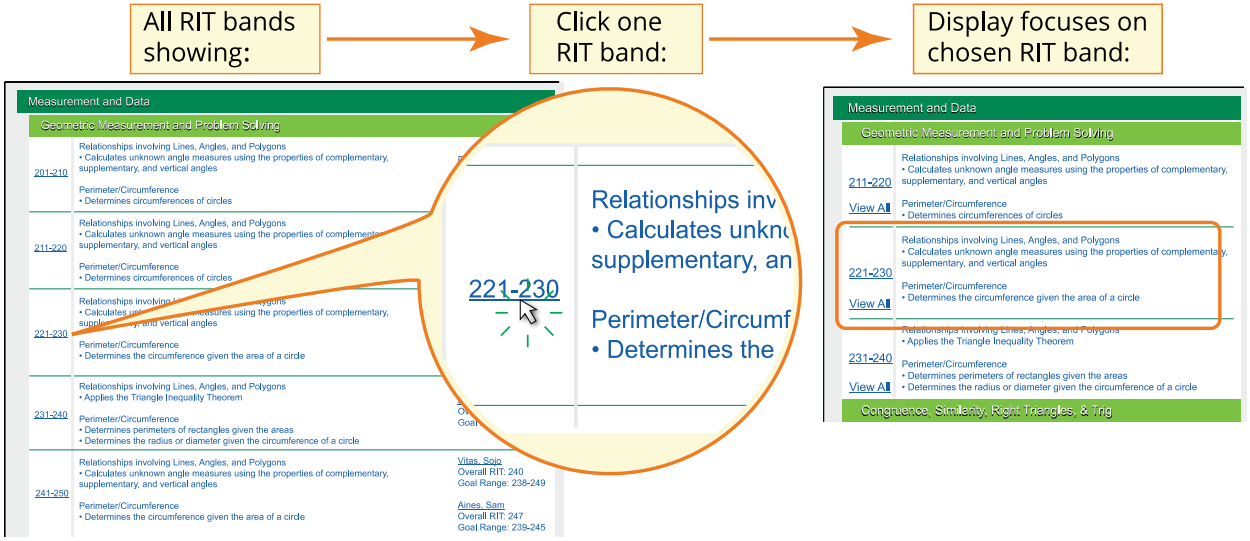
- Use the **browser search**: Ctrl+F or Cmd+F.

  Example: You want to find a topic on units of time.



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

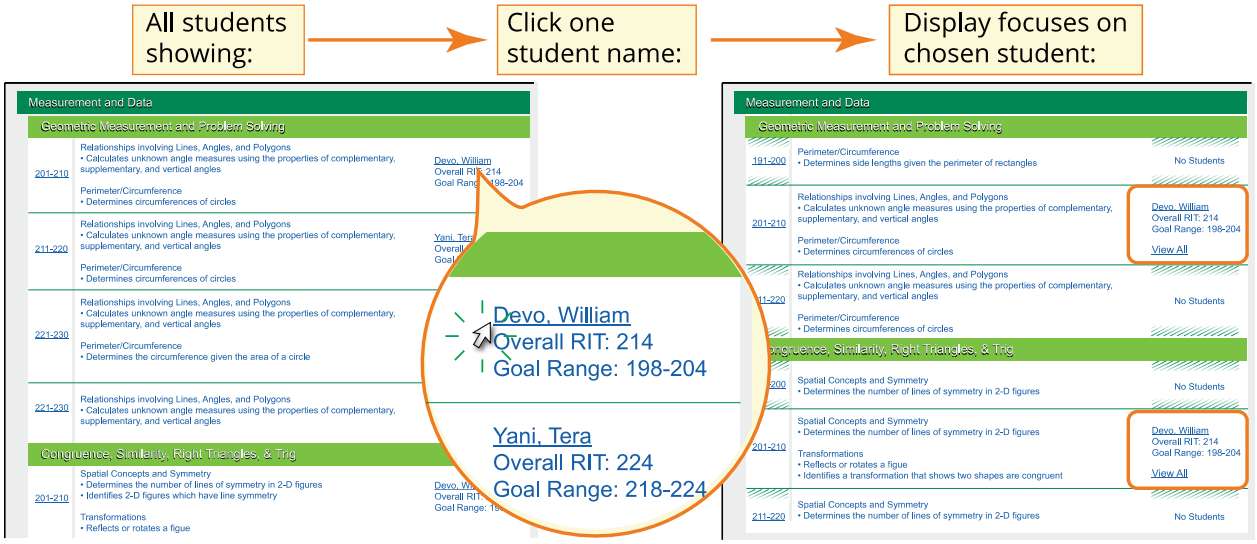
  Example: You need to differentiate instruction for students performing in a given RIT band.



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

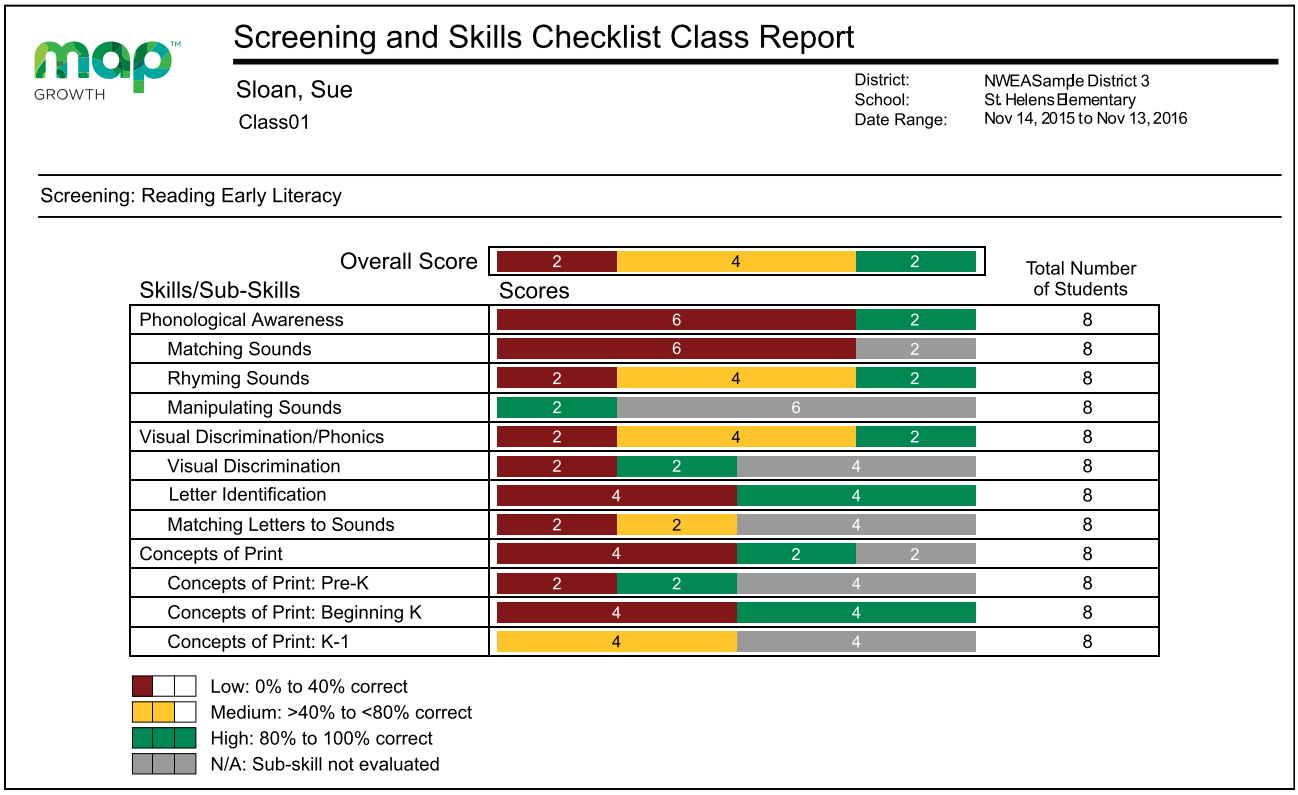
- **Click a student name** to isolate just that student. (Class View only.)

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



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

Screening and Skills Checklist Class Report



Screening and Skills Checklist Class Report

Sloan, Sue
Class01

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

Screening: Reading Early Literacy

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

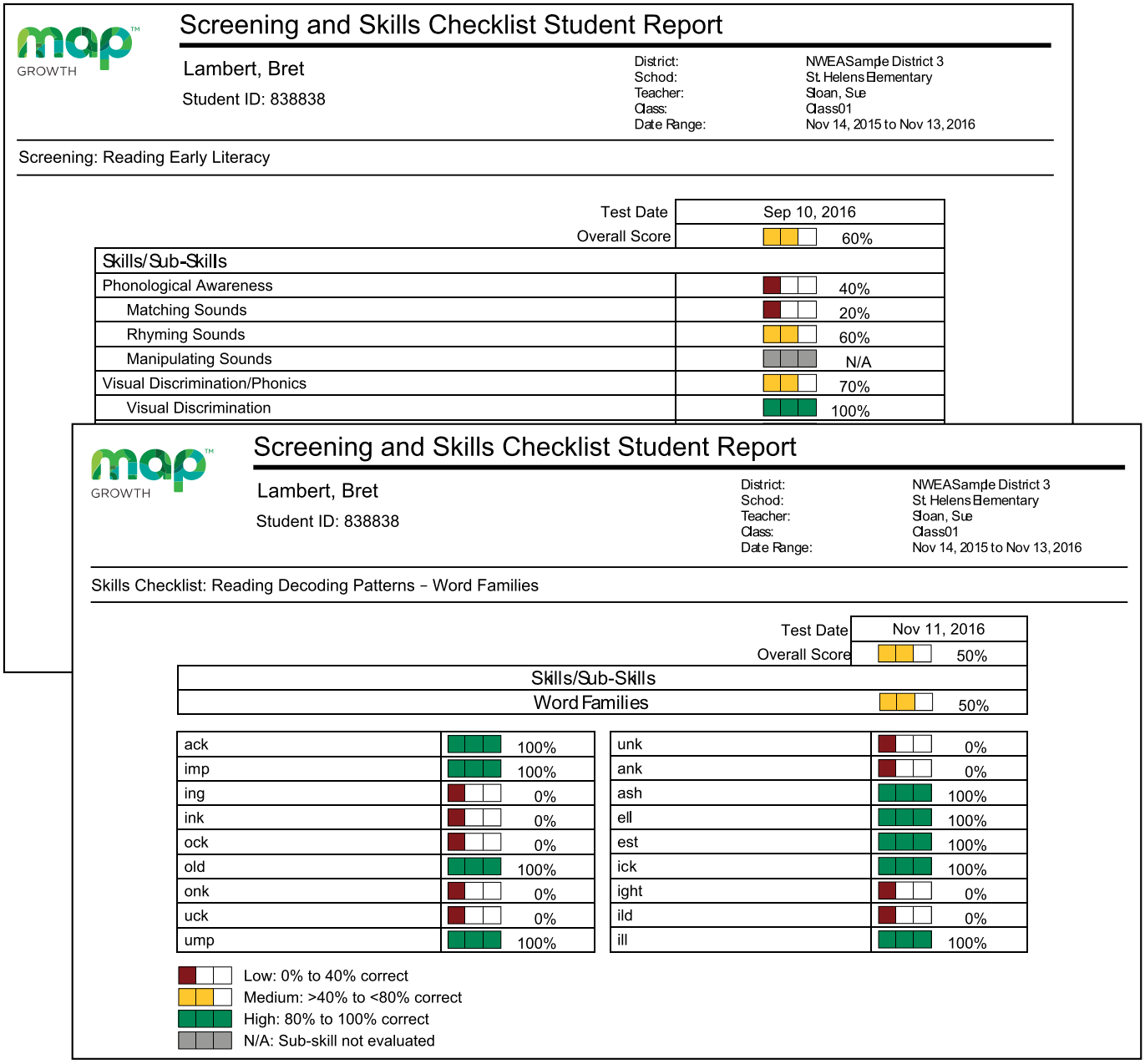
Low: 0% to 40% correct
Medium: >40% to <80% correct
High: 80% to 100% correct
N/A: Sub-skill not evaluated

Description	Shows overall class performance for skills and concepts included in certain Screening tests or Skills Checklist tests so you can modify and focus instruction for the whole class.
Applicable Tests	Screening or Skills Checklist tests.
Required Roles	Instructor, Administrator, or Assessment Coordinator (School or District)
Date Limits	Up to 3 terms prior, for all tests completed within the range you specify

Recommended Uses

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

Screening and Skills Checklist Student Report



Screening and Skills Checklist Student Report

Lambert, Bret
Student ID: 838838

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

Screening: Reading Early Literacy

	Test Date: Sep 10, 2016
	Overall Score: 60%
Skills/Sub-Skills	
Phonological Awareness	40%
Matching Sounds	20%
Rhyming Sounds	60%
Manipulating Sounds	N/A
Visual Discrimination/Phonics	70%
Visual Discrimination	100%

Screening and Skills Checklist Student Report

Lambert, Bret
Student ID: 838838

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

Skills Checklist: Reading Decoding Patterns – Word Families

	Test Date: Nov 11, 2016
	Overall Score: 50%
Skills/Sub-Skills	
Word Families	50%

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

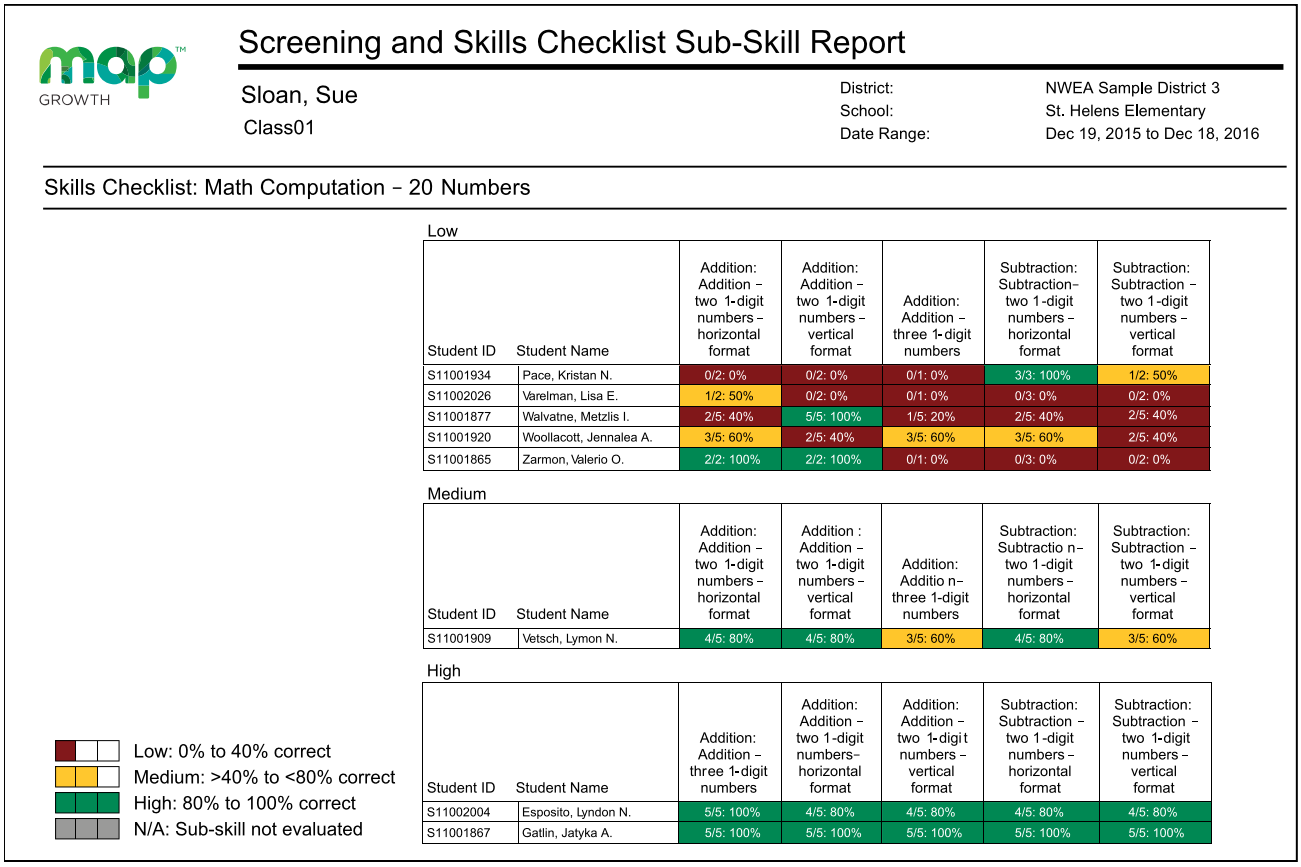
Low: 0% to 40% correct
Medium: >40% to <80% correct
High: 80% to 100% correct
N/A: Sub-skill not evaluated

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

Recommended Uses

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

Screening and Skills Checklist Sub-Skill Report



Screening and Skills Checklist Sub-Skill Report

Sloan, Sue
Class01

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

Skills Checklist: Math Computation – 20 Numbers

Low

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

Medium

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

High

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

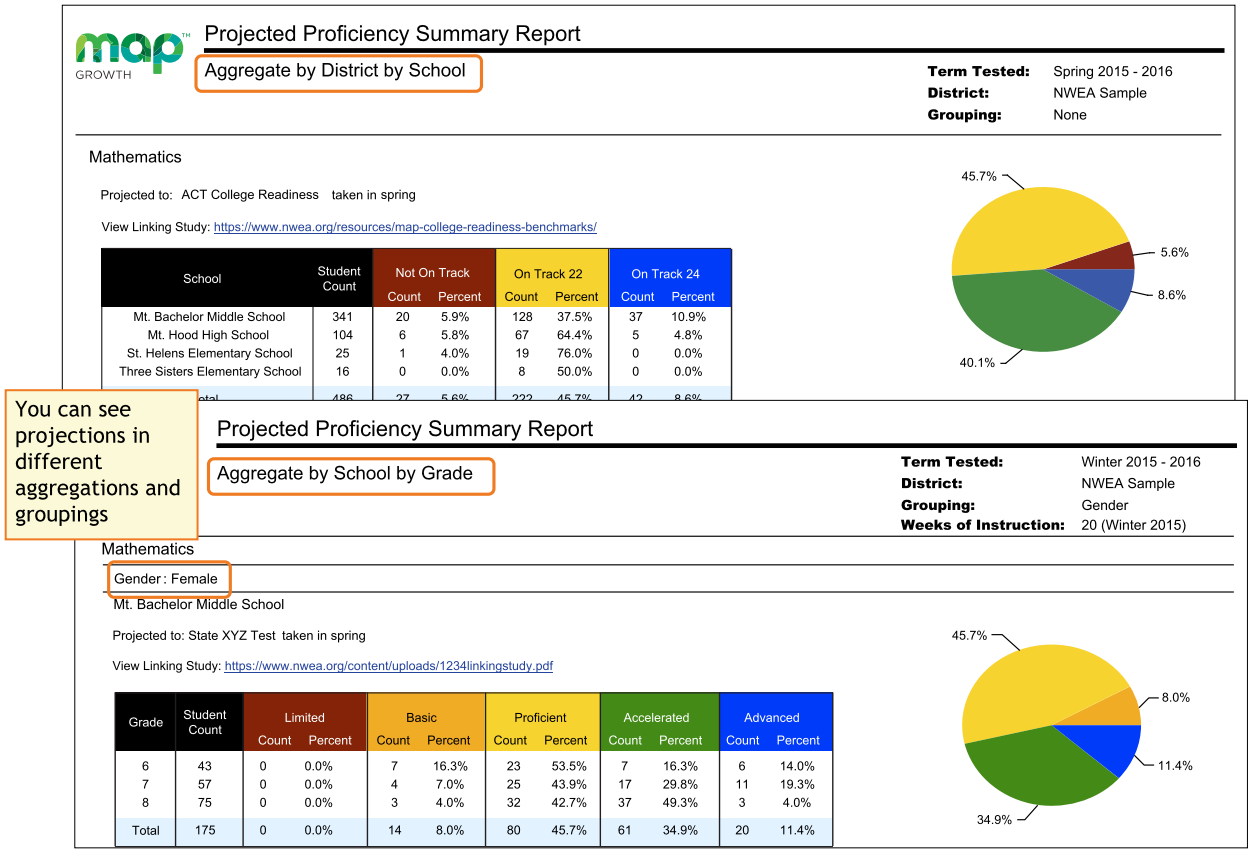
Low: 0% to 40% correct
Medium: >40% to <80% correct
High: 80% to 100% correct
N/A: Sub-skill not evaluated

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

Tips for Sub-Skill Report

- Accessible from a link in the MAP for Primary Grades Class Report.
- Report results are measured by the percentage of questions answered correctly.
- Select and sort sub-skills to group students alphabetically by low, medium, and high performance levels as a group or individual groups by performance levels.
- See which students need help with specific skills and measure progress.

Projected Proficiency Summary Report



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%

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%

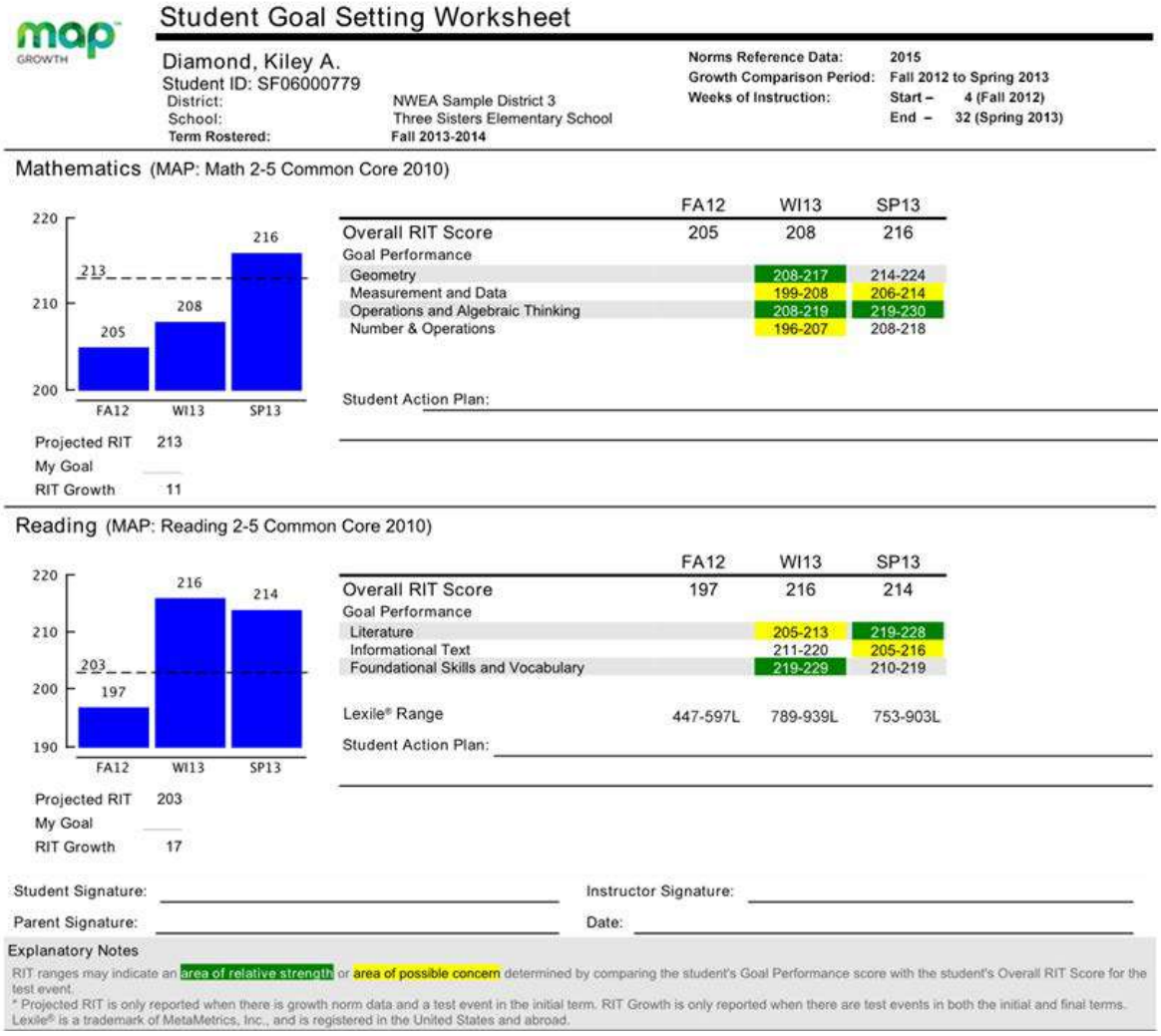
Description	Shows aggregated projected proficiency data so you can determine how a group of students is projected to perform on separate state and college readiness tests.
Applicable Tests	MAP Growth and MAP Growth K-2.
Required Roles	Administrator or District Assessment Coordinator
Date Limits	1 year prior, for tests completed within your test window range (set under

	Manage Terms). Also, the Test Window Complete check box must be selected.

About Proficiency Projections

- There are no projections available from summer test results.
- Which state and college projections appear depends on the state alignment that your district selected during MAP implementation.
- If your state does not have a specific NWEA linking study, generic projections developed by NWEA appear on the report.
- Depending on the state, projections may be limited to certain subjects (typically reading and math) and certain grades (typically 2 through 8).
    - College readiness projections are limited to grades 5 through 9.
- ACT College Readiness—The "On Track 24" projection is the highest benchmark. It is based on a more stringent ACT cut score of 24, instead of 22. For details, open the linking study.

Student Goal Setting Worksheet



Student Goal Setting Worksheet

Diamond, Kiley A.
Student ID: SF06000779
District: NWEA Sample District 3
School: Three Sisters Elementary School
Term Rostered: Fall 2013-2014

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

Mathematics (MAP: Math 2-5 Common Core 2010)

	FA12	WI13	SP13
Overall RIT Score	205	208	216
Goal Performance			
Geometry		208-217	214-224
Measurement and Data		199-208	206-214
Operations and Algebraic Thinking		208-219	219-230
Number & Operations		196-207	208-218

Student Action Plan:

Projected RIT 213
My Goal ____
RIT Growth 11

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

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

Student Action Plan:

Projected RIT 203
My Goal ____
RIT Growth 17

Student Signature: _____ Instructor Signature: _____
Parent Signature: _____ Date: _____

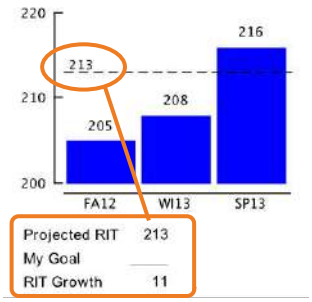
Explanatory Notes

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

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

Tips for the Worksheet

- Growth measured may span up to five terms.
- In the fall, start a conversation with the student using the Overall RIT and Projected RIT and determine where the student stands with regard to goal areas. You could focus on a goal area in the student's action plan, particularly if you plan to emphasize instruction in that goal area.
- Can be a reference to help celebrate achievements at the end of the school year.



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

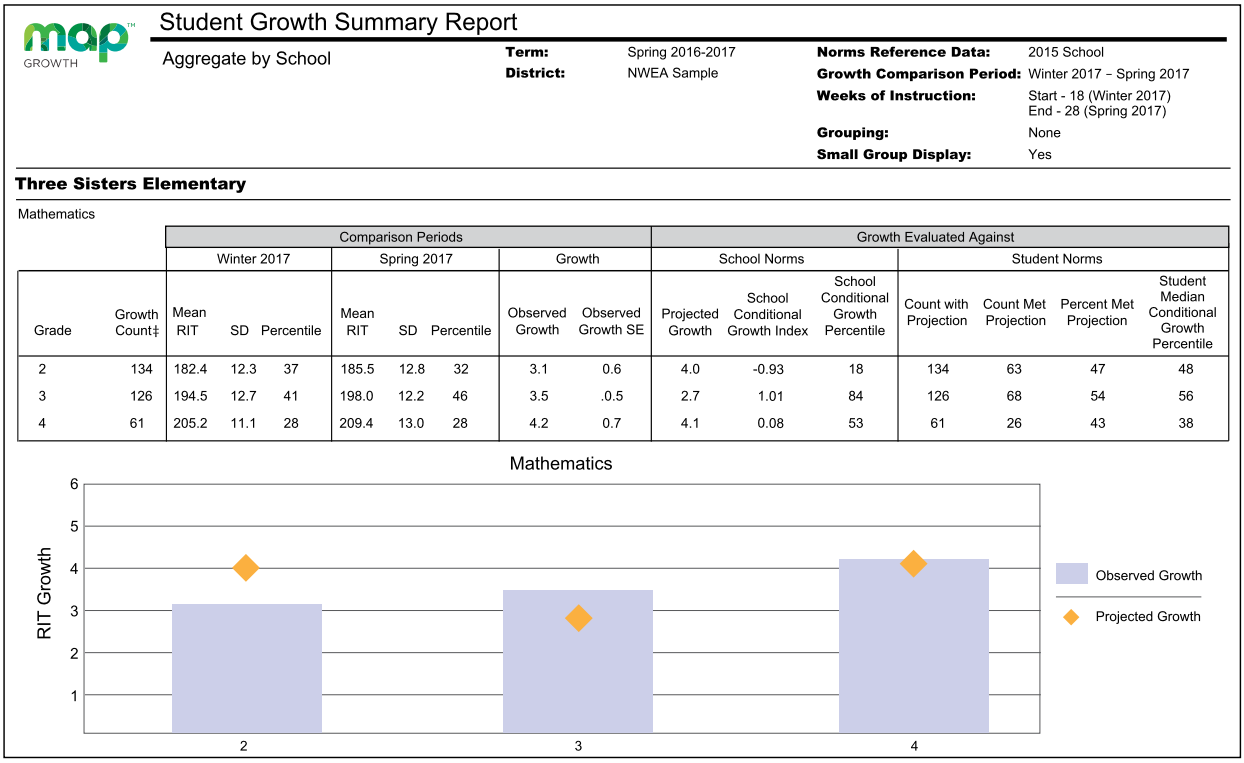
	FA12	WI13	SP13
Overall RIT Score	197	216	214
Goal Performance			
Literature		205-213	219-228
Informational Text		211-220	205-216
Foundational Skills and Vocabulary		219-229	210-219
Lexile® Range	447-597L	789-939L	753-903L

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	Shows the RIT score range for each instructional area ("goal performance"). Color codes indicate the performance relative to the student's overall score: • **Green** indicates that the median of the goal score range is more than 3 RIT points *above* Overall RIT Score. In the above sample, Foundational Skills is green because 224 (median between 219-229) is 8 points above 216 (overall score). • *Yellow* indicates more than 3 RIT points *below* the Overall RIT Score. In the above sample, Literature is yellow because 209 (median between 205-213) is 5 below 216 (overall score). • White or gray indicates a RIT range within 3 RIT points of the overall RIT. **Note:** Only test events that are consistent with the last test taken in the growth comparison

	period appear. For example, suppose a student took a Math 2-5 test in fall and then took a Math 6+ test in winter and spring. Only the test scores from the Math 6+ test events in winter and spring would appear on the report, because the goals were different in the fall term and are not comparable. **If an asterisk (* or *-*) appears:** The goal performance cannot be calculated. The student may have answered too many items incorrectly or too few items may have been available in the RIT range assessed.
Lexile® Range	This range appears when the student has taken a reading test. You can use it with online resources to identify appropriately challenging books, periodicals, and other reading material for each student. LEXILE® and METAMETRICS® are trademarks of MetaMetrics, Inc., and are registered in the United States and abroad.
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	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 Growth and MAP Growth K-2
Required Roles	Administrator or Assessment Coordinator (School or District)
Date Limits	All years prior, for tests completed within your test window range (set under Manage Terms). Also, the Test Window Complete check box must be selected.
Notes	• All testing must be declared complete for the term. • Summary data include only those students with available growth projections plus valid test events in the selected period.

Comparison Periods

— Student Growth Summary Report —

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

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

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

School Norms Section

— Student Growth Summary Report —

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

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

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 6.

Student Profile Report

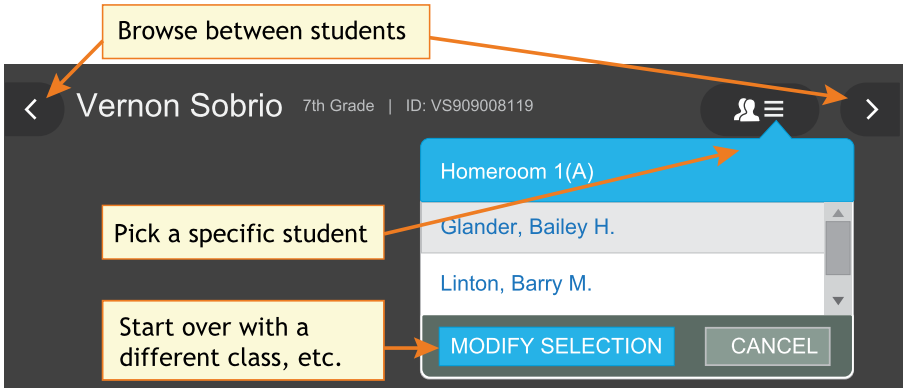
Description	Brings together the data you need to advise each student and support his or her growth, including learning paths and growth goals.
Applicable tests	MAP Growth and MAP Growth K–2 (*not Screening tests*)
Required roles	Instructor, Administrator, or Assessment Coordinator (School or District)
Date limits	All years before, for tests completed within your test window range (set under Manage Terms)

Basic Use

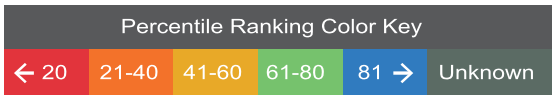
- **Browser recommendation:** Avoid using Internet Explorer® and Safari® 8, because of slow performance. Chrome™ performs the best. If needed, try clicking refresh: .
- **Prerequisite:** Your school or district should have correctly set the Weeks of Instruction between testing, under MAP preferences. This setting specifies the average amount of instruction your students received, so it determines how they align to students in the NWEA norms study.
- **Quick access:** To jump straight to a specific student, open **View Reports > MAP Reports**, and use the Student Quick Search.
- **View prior test data:** You can choose previous terms from the menu at top:

The default—**Most Recent**—means the most recent *term with test data*, which could differ for each subject. To alert you when the most recent score comes from a prior term, an asterisk appears next to the subject score.

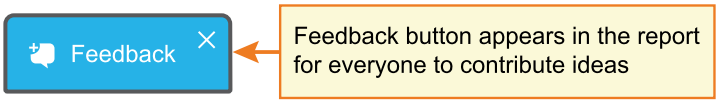
- **Change student, class, or term rostered:** There are various ways to switch to a different student:



- **Percentile colors:** Wherever you see color coding, it indicates the percentile (a percentage-based ranking) of the achievement your student reached. It compares your student with students in the NWEA norms study from the same grade and with the same weeks of instruction between testing (as specified in your MAP preferences).



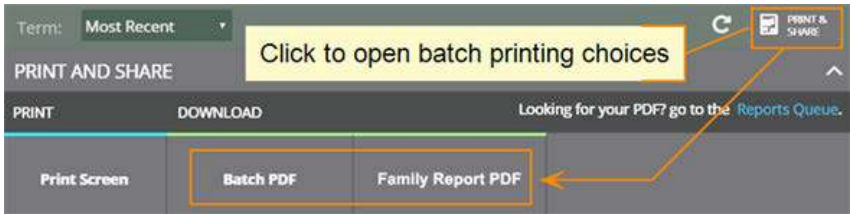
- **Give feedback:** Is anything unclear? Would you like another feature? Click **Feedback** near the bottom of the Student Profile.



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

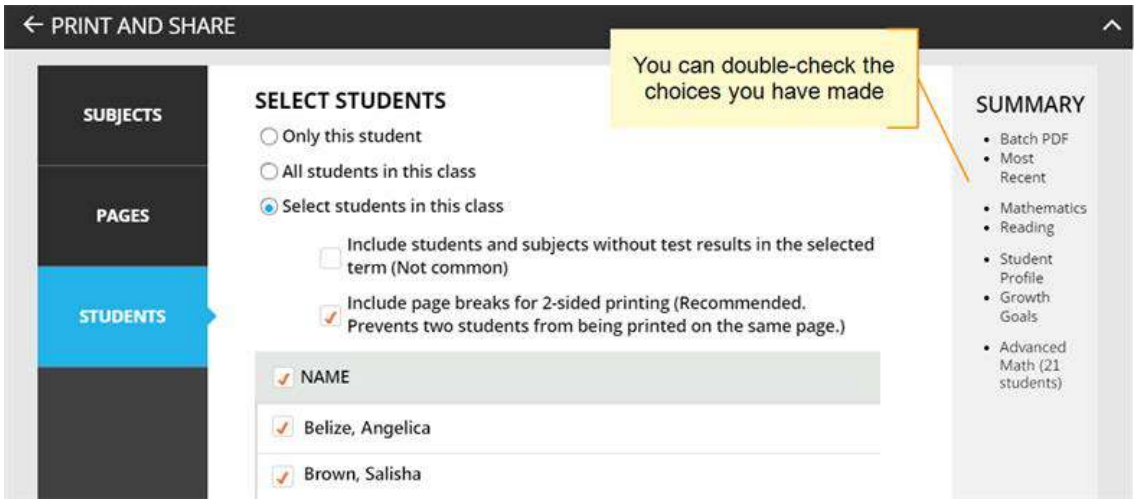
Printing

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



> **Tip:** The Family Report provides the best choice for conferences. See Family Report on page 21.

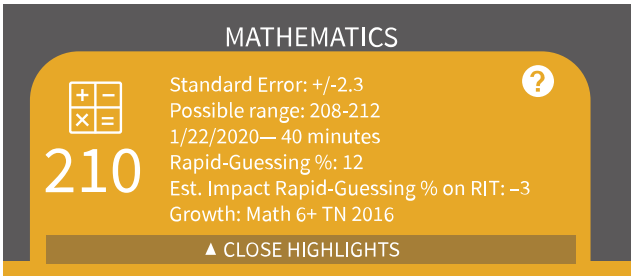
There are many choices you can explore, including which students to print:



> **Caution:** Under Pages, the **Instructional Areas** option uses a large amount of paper. For each student, it prints *all* of the "ready to DEVELOP" learning statements in all areas.

Subject Scores

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



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

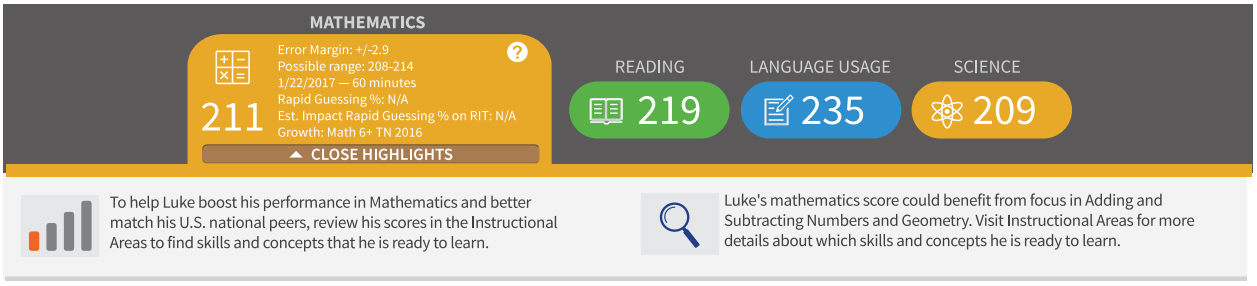
Minutes: Total of the minutes a student took to complete all test questions (excludes any test interruptions). For a comparison of typical test times, see Average Test Durations.

Rapid-Guessing %: A *rapid guess* means the student answered well below the average response time measured by NWEA for each test question. The response is so fast that the student could not have viewed the question completely. If N/A appears, it means no rapid guessing was detected for that test.

Estimated Impact: Shows how different the score would have been if the student had been fully engaged during the test. For example, with a RIT score of 210 and an Estimated Impact of -3, it means the student might have scored 213. Occasionally, you might see a positive Estimated Impact, which means the score probably exaggerates the student's capabilities, as a result of correct guesses.

Highlight Recommendations

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



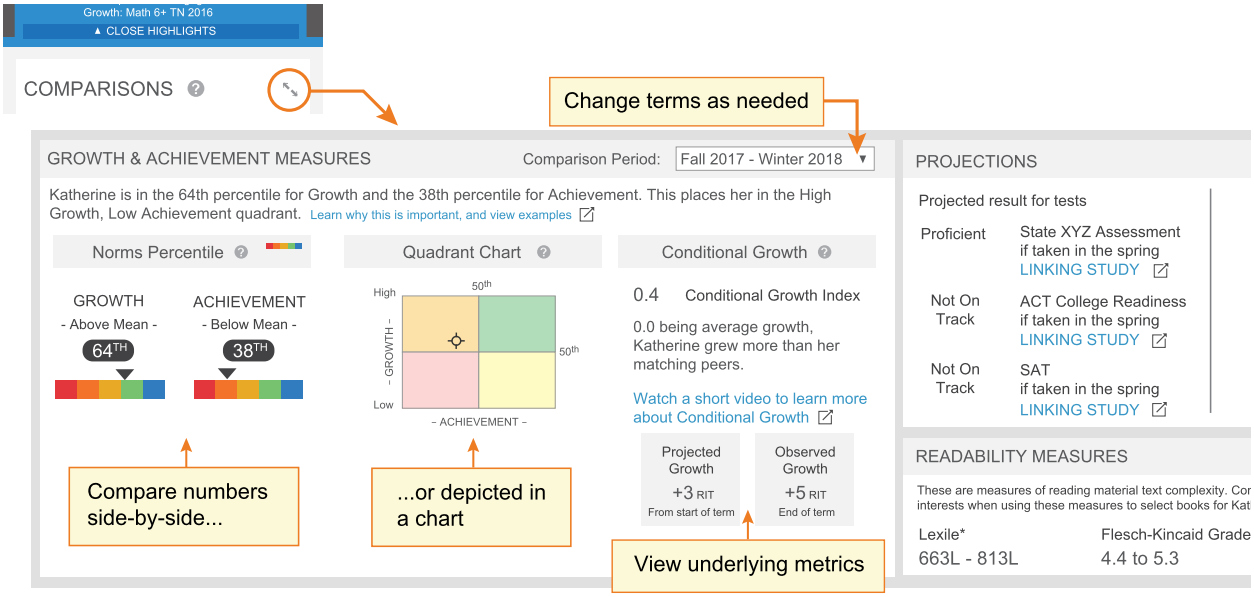
This information also appears in the printed report as part of the profile overview page.

Comparisons

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

- How well is my student growing?
- How will my student perform on state or college exams?
- What reading level does my student need?

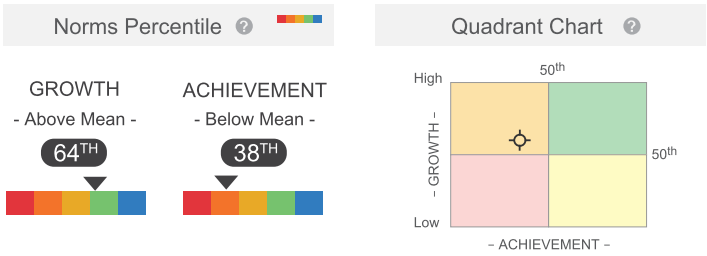
To see the full view, click the expansion arrows:



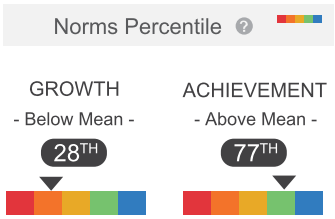
Growth Examples

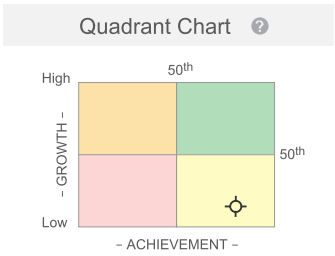
Consider a student who does well in math, but not in reading. There could be more to the story when you compare the Achievement to Growth.

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



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





Growth Details

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

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

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

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

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

Projection Details

The projections for state and college exams have some qualifications:

- There are no projections available from summer test results.
- Which state and college projections appear depends on the state alignment that your district selected during MAP implementation.
- If your state does not have a specific NWEA linking study, generic projections developed by NWEA appear on the report.
- Depending on the state, projections could be limited to certain subjects (typically reading and math) and certain grades (typically 2 through 8).
    - College readiness projections are limited to grades 5 through 9 (SAT®) and 10 (ACT).

- To make projections, the report follows these steps:
    - Uses NWEA norms to estimate growth to the term when the state or college assessment typically occurs.
    - Uses the NWEA linking study to correlate that projected RIT score to an estimated proficiency.
- ACT College Readiness: The "On Track 24" projection is the highest benchmark. It is based on a more stringent ACT® cut score of 24, instead of 22.

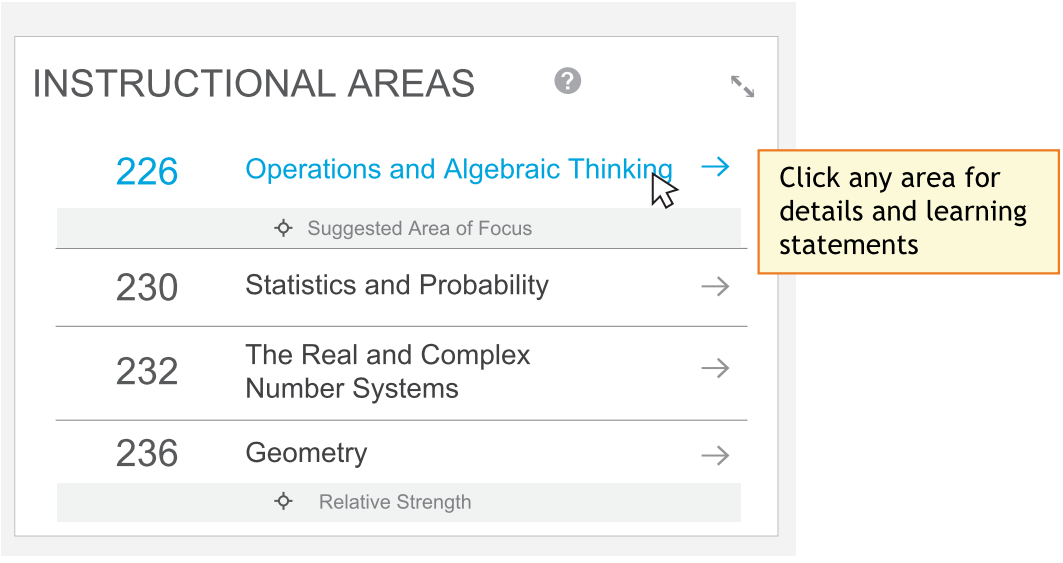
Readability Measures

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

- **Lexile scale:** Reflects word frequency (semantics) and sentence length. Find books at Lexile.com. Lexile is a trademark of MetaMetrics, Inc.
- **Flesch-Kincaid Grade Level:** Reflects word and sentence length as a proxy for text complexity. If you have Microsoft® Word, you can paste text that you copied from a website and use the built-in readability statistics to check the Flesch-Kincaid Grade Level.

Instructional Areas and Learning Paths

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



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

- Range of scores: Instead of a range representing the Standard Error, only the middle score of that range appears here. However, you can see the +/- Standard Error when you click an instructional area to open the details.
- Low/high percentiles: Instead of comparing scores with NWEA norms, the scores are compared with the overall score and, in some cases, designated "Area of Focus" or "Relative Strength."

About Suggested Area of Focus/Relative Strength

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

- Takes the difference between the instructional area score and subject score
- Adjusts for the Standard Error in *both* scores:
  - If the adjusted difference is positive, the area is labeled *Relative Strength*
  - If the adjusted difference is negative, the area is labeled *Suggested Area of Focus*
  - If the difference is within the Standard Error, there is no label

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

Tips for Personalized Learning Paths

Click any instructional area to see related learning statements and standards, which you can use to create a learning path for your student. (These are the same learning statements available from the Learning Continuum on page 29.)

Note: The appearance of a learning statement in a given 10-point RIT band does not necessarily mean that students who fall in that RIT band received questions about that skill or concept. However, statistically a student's RIT score within an instructional area does predict the applicability of learning statements in a given RIT band.

Quick find

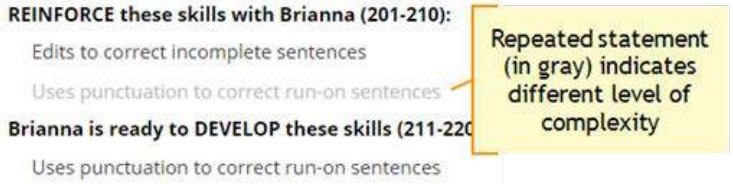
Use the **Filters** to pinpoint a specific topic or standard:

Reinforce / Develop / Introduce

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

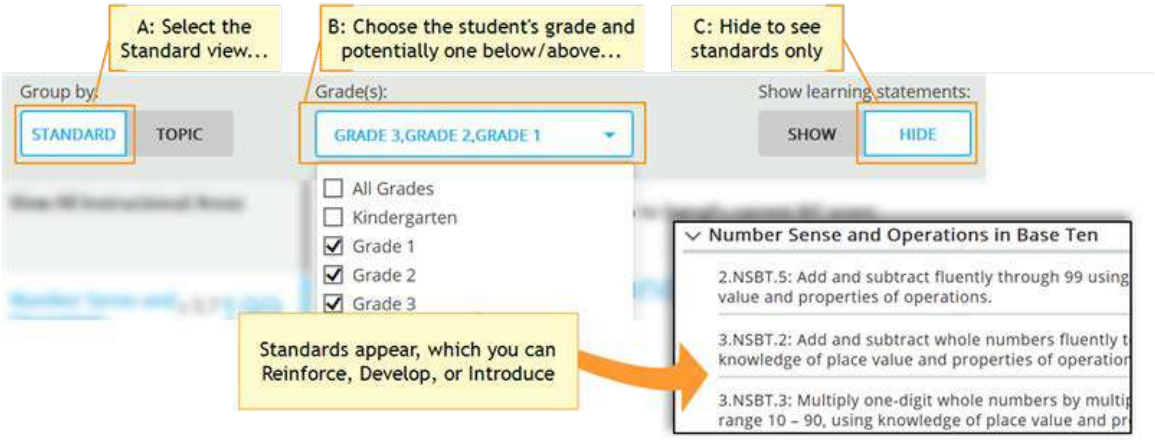
- **Reinforce** — For learning statements in the RIT band just below where a student scored, you could reinforce their learning, but they probably already know these skills and concepts.
- **Develop** — The learning statements in the RIT band where a student scored are likely in their Zone of Proximal Development and may be helpful in planning current instruction.
- **Introduce** — The learning statements in the RIT band just above where a student scored are skills and concepts you could potentially introduce when the student is ready for more challenge.

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



Standards view

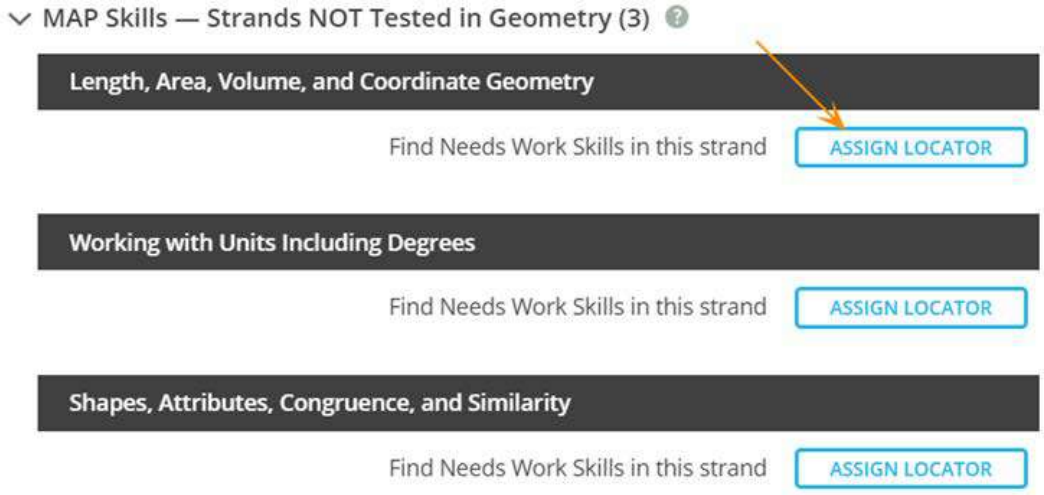
Use the following options to see applicable state standards.



Assignments for Strands and Skills

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

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

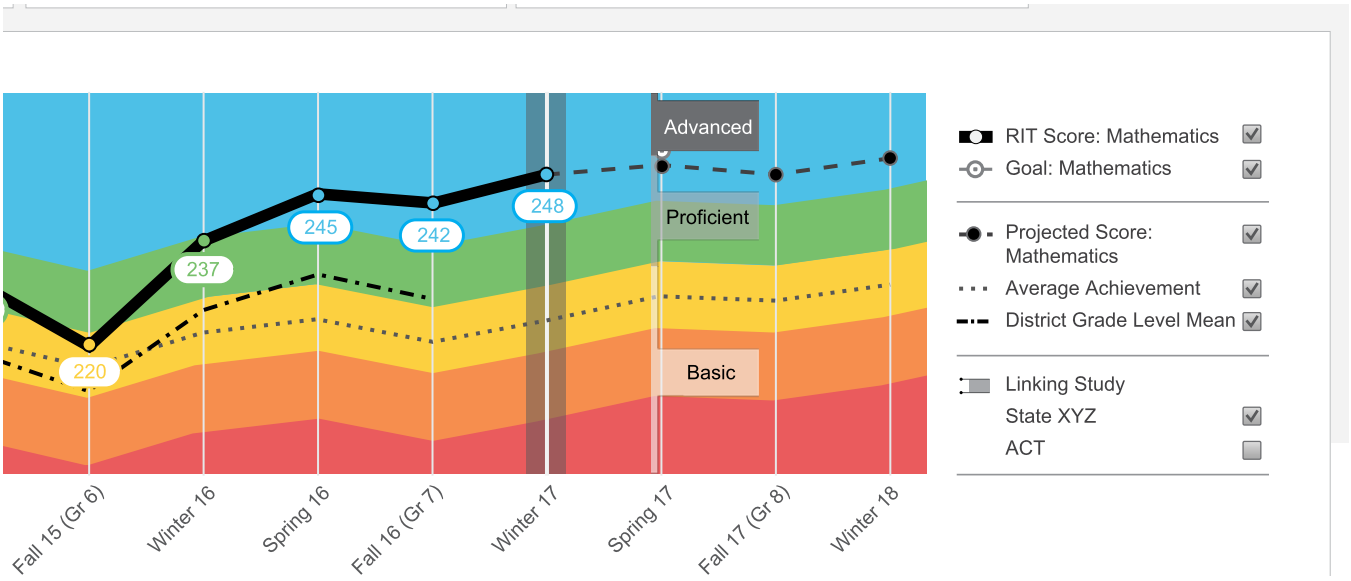


When finished, close the separate MAP Skills window.

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

Growth Over Time

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



To see further back

Scroll up and change the **Term** menu, above the student name. If you choose **Most Recent**, the graph adjusts to the current calendar term.

Definitions for Growth Over Time

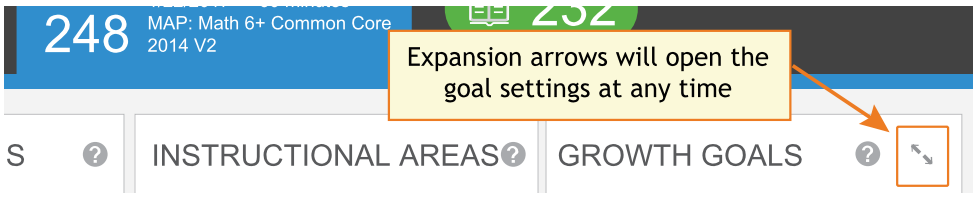
See also: Percentile Colors (under Basic Use on page 46)

	• **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 previous term, plus the typical RIT growth of *matching peers* within the NWEA norms study. Matching peers have the *same prior RIT score*, as well as the same grade and weeks of instruction between testing (as specified in your MAP Growth preferences). Using matching peers provides a fair comparison, so it is reasonable for your student to meet the projection and even grow beyond it.
	• **Average Achievement:** Shows the average score (50th percentile) for *all* applicable students within the NWEA norms study. Students within the norms study have the same grade and weeks of instruction between testing (as specified in your MAP Growth preferences).
	• **District Grade Level Mean:** Shows the average score for students within your district who were in the same grade and who tested in the same term. If it doesn't appear in a given term, the district testing window is not yet closed. Contact a team leader to close the testing window, and then wait for overnight processing.
	**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 Projection Details on page 50.
	• **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

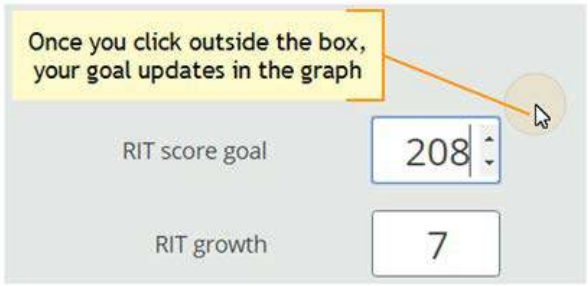
For an upcoming term, you can create a growth or performance target for each student. Later, return to see if the student met the goal.

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



2. Consider the Tips for Setting Growth Goals on page 57 (below).

3. Set a goal by making an entry and then clicking outside the box:



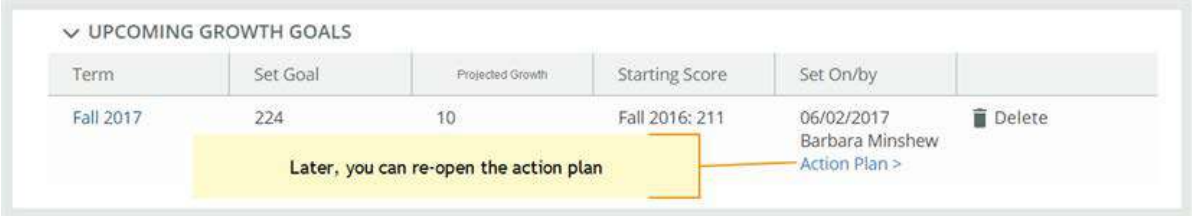
Use any of the goal numbers—the other numbers adjust to match your entry.

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

4. As a best practice, type an Action Plan for future reference.

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

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



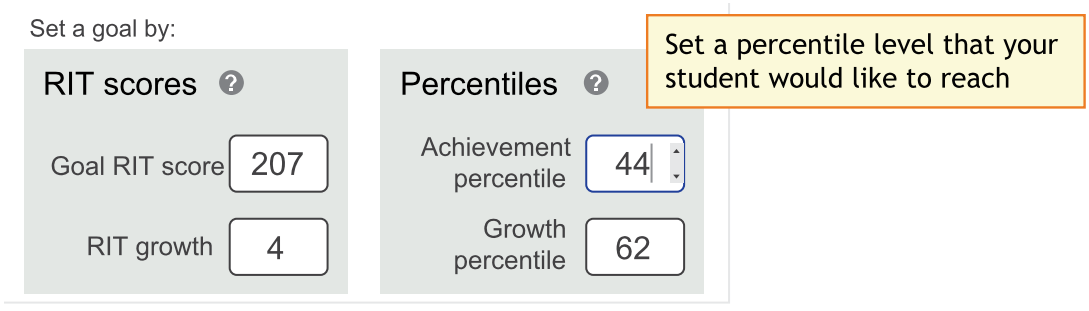
Tips for Setting Growth Goals

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

A. Strike a balance:
   - Challenge your student: To advance academically, students should strive to go beyond the typical scores.
   - Be realistic: Consider past performance so the goal fits your student's capabilities.

B. How many **RIT Growth** points are reasonable?
   - By default, growth is set to the **Projected Growth**, if available. This growth projection is personalized to your student, because it is based on *matching peers* from NWEA norms (*same prior RIT score*, grade, and weeks of instruction between testing).
     - Using matching peers provides a fair comparison, because students with high starting achievement generally do not grow as much as students with low achievement.
     - Projected Growth is the midpoint for these peers (half grew more and half grew less).
   - This score is an initial *suggestion*—you might target above or below it, depending on other considerations.
   - In contrast, the **Average Achievement** (bottom left) shows you how *all* students typically perform within the same grade and same weeks of instruction between testing. It is simply the *average score* (50th percentile) for the target term.

C. Which of the **percentile bands** (rainbow colors) should your student target?
   - Percentiles compare your student with students in the NWEA norms study from the same grade and with the same weeks of instruction between testing.
   - For example, suppose your student is hovering just below the orange percentile band, and you want to encourage the student to reach the next band. Try setting **Achievement Percentile** to the low 40s, which is the cutoff for that percentile.

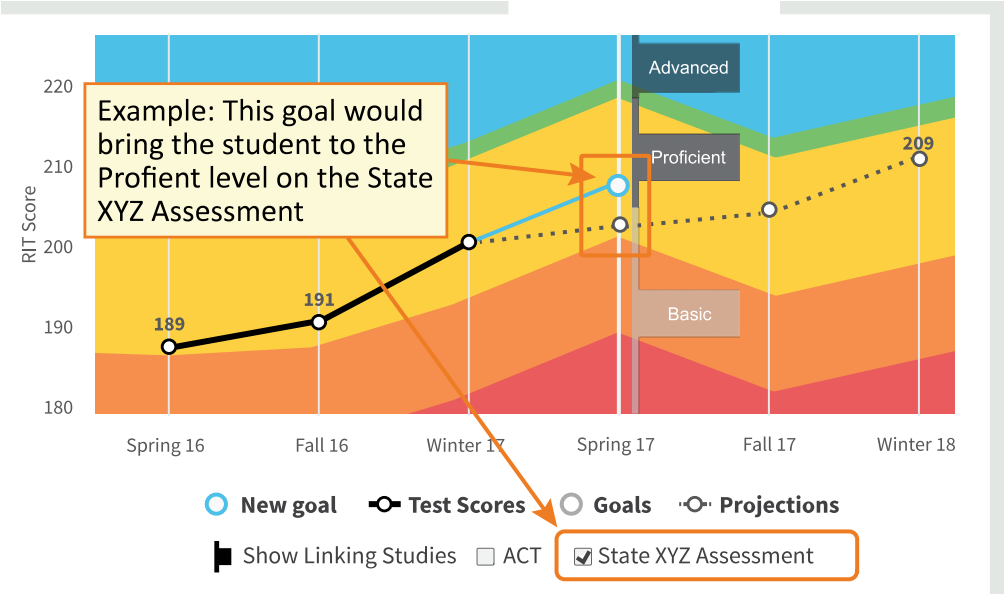


   - Next, consider **Growth Percentile**, if available. It shows the level of growth your student would have to reach in order to reach the Achievement Percentile. Higher growth numbers mean a greater challenge.

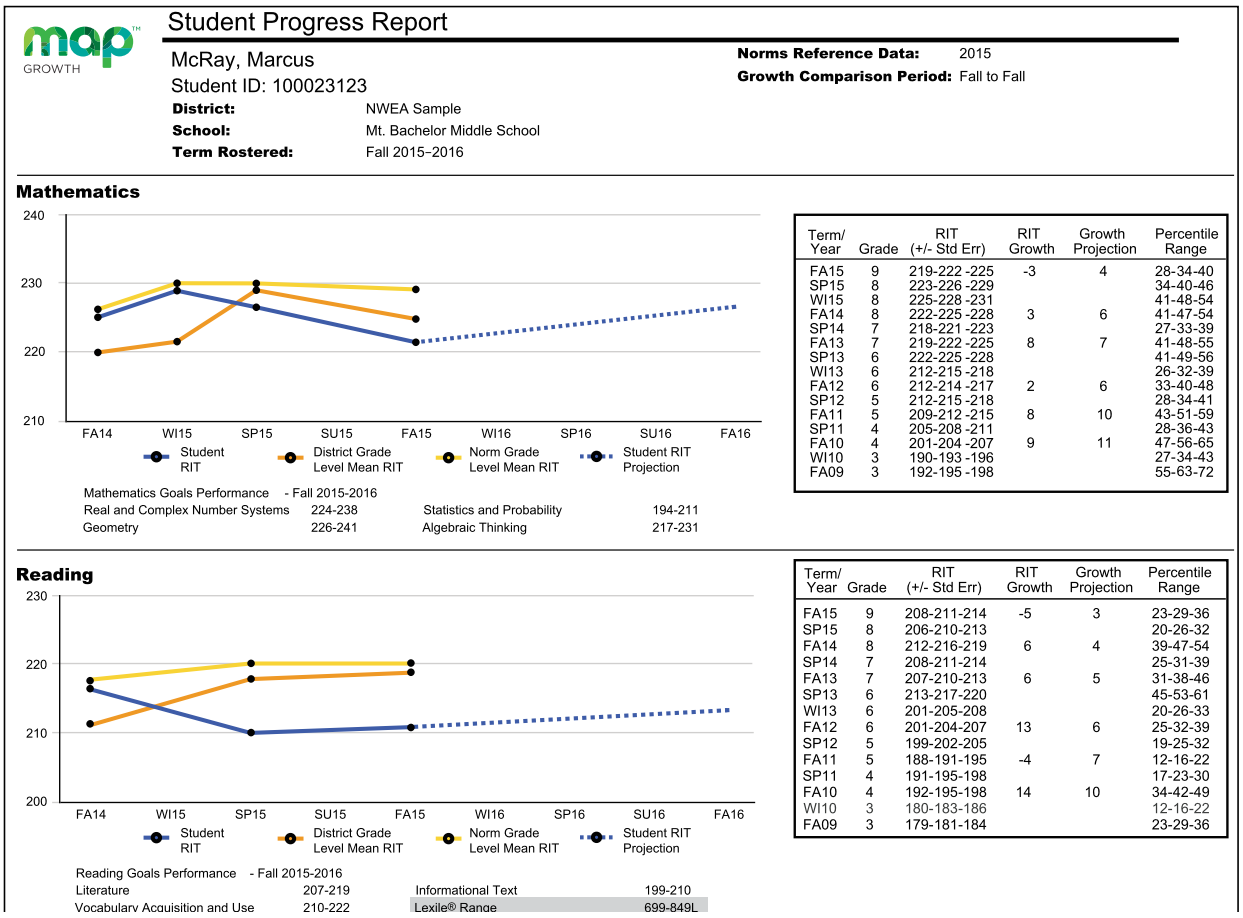
How Growth Percentile is Calculated: This measurement ranks each student's growth among the levels of growth observed across all matching peers within the NWEA norms study (*same prior RIT score*, grade, and weeks of instruction between testing).

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

D. If available, consider the growth needed to reach an ideal cut score on state or college assessments. To display cut scores, select the options below the graph:



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

240
230
220
210
FA14 WI15 SP15 SU15 FA15 WI16 SP16 SU16 FA16
Student RIT
District Grade Level Mean RIT
Norm Grade Level Mean RIT
Student RIT Projection

Mathematics Goals Performance - Fall 2015-2016

Real and Complex Number Systems	224-238	Statistics and Probability	194-211
Geometry	226-241	Algebraic Thinking	217-231

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

Reading

230
220
210
200
FA14 WI15 SP15 SU15 FA15 WI16 SP16 SU16 FA16
Student RIT
District Grade Level Mean RIT
Norm Grade Level Mean RIT
Student RIT Projection

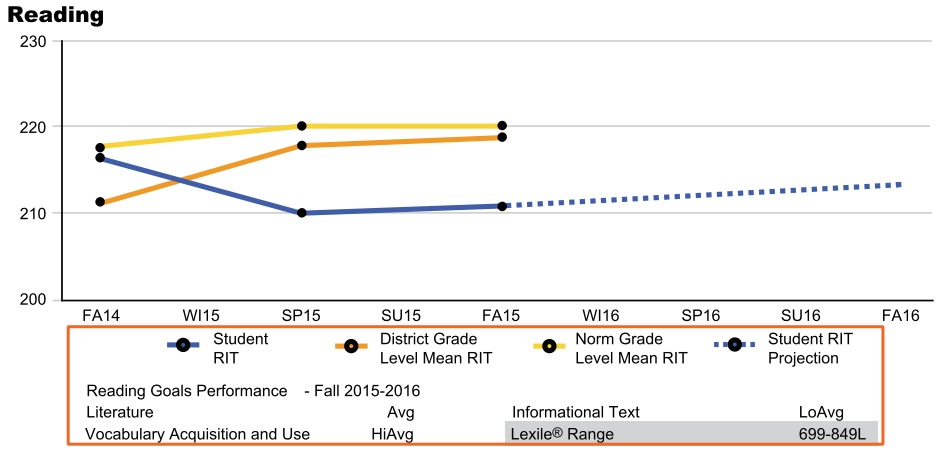
Reading Goals Performance - Fall 2015-2016

Literature	207-219	Informational Text	199-210
Vocabulary Acquisition and Use	210-222	Lexile® Range	699-849L

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

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. For a modern, easy-to-read format, use the Family Report on page 21.
Applicable Tests	MAP Growth, Screening, and MAP Growth K-2.
Required Roles	Instructor, Administrator, or Assessment Coordinator (School or District)
Prior Data	All years prior, including tests completed outside your test window range (they appear in gray font if you choose the All Valid report option)

Graph for Student Progress



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

For each instructional area ("goal"), shows either RIT score ranges or descriptors:

- *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.

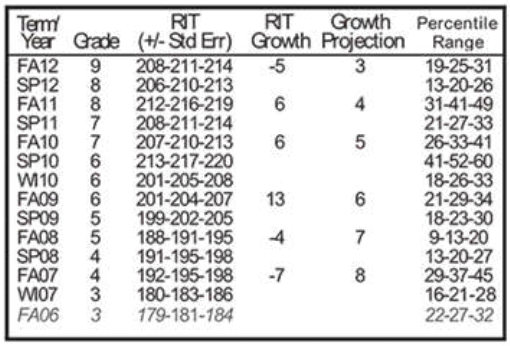
If an asterisk (* or *-*) appears: The goal performance cannot be calculated. The student may have answered too many items incorrectly or too few items may have been available in the RIT range assessed.

Lexile® Range

This range appears when the student has taken a reading test. You can use it with online resources to identify appropriately challenging books, periodicals, and other reading

material for each student. LEXILE® and METAMETRICS® are trademarks of MetaMetrics, Inc., and are registered in the United States and abroad.

Details for Student Progress

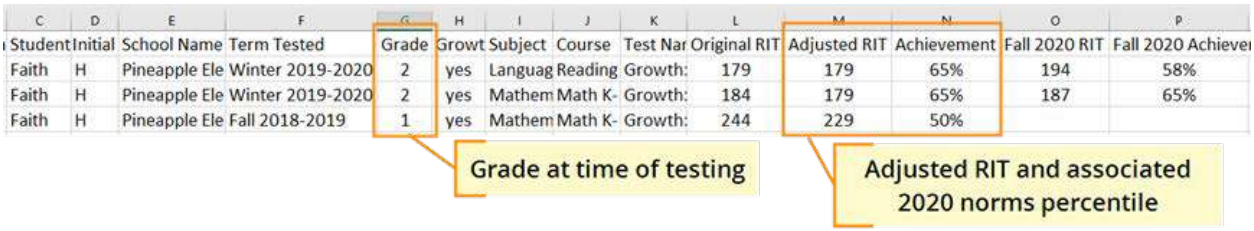


Term/ Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA12	9	208-211-214	-5	3	19-25-31
SP12	8	206-210-213			13-20-26
FA11	8	212-216-219	6	4	31-41-49
SP11	7	208-211-214			21-27-33
FA10	7	207-210-213	6	5	26-33-41
SP10	6	213-217-220			41-52-60
WI10	6	201-205-208			18-26-33
FA09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

Term/Year + Grade	RIT	RIT Growth	Growth Projection	Percentile Range
Indicates the term, year, and grade in which the test event occurred. Keep in mind that if a term spans more than one year (for example, from 2009 to 2010), the latter of the two years is used. For example, WI10 reflects a term which begins on December 1, 2009 and ends on February 28, 2010. *FA* (Fall) *WI* (Winter) *SP* (Spring) *SU* (Summer)	Middle number is the student's RIT score. The numbers on either side of the RIT score define the score +/- the standard error. If retested soon, the student's score would fall within this range most of the time.	The growth in RIT points made between the two terms in the Growth Comparison Period.	Average growth of students who were in the same grade and began the same term at a similar RIT score, as observed in the NWEA norms study.	The number in the middle is this student's percentile rank, or the percentage of students who had a RIT score less than or equal to this student's score according to the NWEA norms study. The numbers on either side of the percentile rank define the percentile range (the RIT score +/- standard error). If retested soon, this student's percentile rank would be within this range most of the time.

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

K–2 Scale Maintenance Conversion File



C	D	E	F	G	H	I	J	K	L	M	N	O	P
Student	Initial	School Name	Term Tested	Grade	Growt	Subject	Course	Test Nar	Original RIT	Adjusted RIT	Achievement	Fall 2020 RIT	Fall 2020 Achieve
Faith	H	Pineapple Ele	Winter 2019-2020	2	yes	Languag	Reading	Growth:	179	179	65%	194	58%
Faith	H	Pineapple Ele	Winter 2019-2020	2	yes	Mathem	Math K-	Growth:	184	179	65%	187	65%
Faith	H	Pineapple Ele	Fall 2018-2019	1	yes	Mathem	Math K-	Growth:	244	229	50%		

Description	Spreadsheet file (CSV format) with historical MAP Growth K–2 results re-scored under the latest MAP Growth K–2 methodology so you can see how normative achievement has changed between fall 2020 and prior years.
Applicable Tests	Growth: Math K–2 Growth: Reading K–2 (not Spanish and not second graders who took the MAP Growth 2–5 test)
Required Roles	School Assessment Coordinator or District Assessment Coordinator
Date Limits	Includes all students for the prior three academic years: 2017–2018, 2018–2019, and 2019–2020 (students with no test results are also included)

About the K–2 Scale Maintenance

Starting July 25th, the K-2 MAP Growth test scores will use an updated methodology. Because of this "scale maintenance," you should avoid making comparisons between MAP Growth K–2 scores from before and after July 25 2020, as shown on MAP Growth reports. Instead, you can use this conversion file to evaluate how historical MAP Growth K-2 scores would look with the new methodology applied. For more background, see the following resources:

- FAQ (Introduction and frequent questions)
- Research Summary (Impact of changes to K–2 scoring)

Evaluating decisions that were based on prior scores:

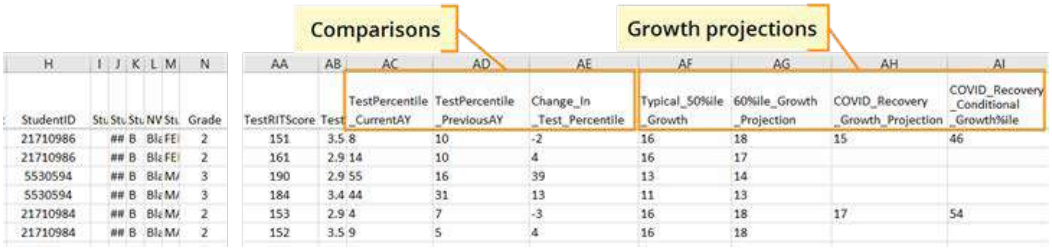
Although historical MAP Growth K-2 scores reflected a previous methodology, those scores are not incorrect. Any decisions made based on those scores can be considered valid because they relied on using the best data available at the time. NWEA always encourages the use of multiple data points in making decisions about the performance of students.

Example Uses of the Conversion File

- To see how student performance on the MAP Growth K-2 assessment has changed over time, you could sort columns in different ways or import the data into a reporting tool.
- For a quick comparison with this year's score, use the last two columns—Fall 2020 RIT and Fall 2020 Achievement Percentile.

> **Note:** These Fall 2020 columns will appear blank for the years before 2019, because any comparison would not be useful.

Recovery and Goal-Setting Data File



Description	Spreadsheet file (CSV format) with student details showing: • comparisons so you can understand the impact of COVID-19 school closures on student achievement • growth projections to help drive student improvements in 2020–2021
Applicable Tests	For MAP Growth K–2 and MAP Growth 2–12 tests, separate rows appear for each of the following courses: • Language Usage, Math K–12 (English or Spanish), Reading (English or Spanish), and Science K–12 Courses not included: • Course-specific math (such as Algebra 1) and science (such as Life Sciences)
Required Roles	Administrator, School Assessment Coordinator, or District Assessment Coordinator
Date Limits	Chose any term from 2019–2020 to compare with Fall 2020

Example Uses

- Identify if and to what extent student achievement has changed across the period of interrupted learning. For example, educators can answer questions like:
    - Did interrupted learning have a greater impact on students in certain grades compared to others?
    - Does the achievement pattern vary across schools?
    - Do we see differential achievement trends across student subgroups?
- In goal-setting conversations between teachers, students, and families, help establish meaningful and realistic growth goals for students in the upcoming school year

Comparisons to 2019–2020

AC	AD	AE
TestPercentile_CurrentAY	TestPercentile_PreviousAY	Change_In_Test_Percentile
8	10	-2
14	10	4
55	16	39
44	31	13
4	7	-3
9	5	4

You can look for trends in student achievement if students have results from both of the terms compared:

- **TestPercentile_CurrentAY**

  The student's achievement percentile from the current academic year (AY), fall test (Fall 2020).

- **TestPercentile_PreviousAY**

  The achievement percentile from the previous academic year for the term chosen when generating the data file (shown in the column TermName_PreviousAY).

  To make a useful comparison, this measurement is calculated using 2020 norms. Also, the latest K–2 scale alignment is applied for MAP Growth K–2 tests. For more background on the K–2 scale alignment, see the following resources:

    - FAQ (Introduction and frequent questions)
    - Research Summary (Impact of changes to K–2 scoring)

- **Change_In_Test_Percentile**

  The difference between the current and previous achievement percentiles. A drop in achievement percentile will trigger calculations to appear in the COVID Recovery Growth columns. A gain in achievement percentile (or the exact same percentile) will result in blank COVID Recovery Growth columns.

Note: Five rows appear for each student, one for each course: Language Usage, Math K–12, Reading, Spanish Reading, and Science K–12. If a student did not complete a test for a given course, the row will still appear, but the test result columns will be blank.

Growth Projections for 2020–2021

AE	AF	AG	AH	AI
Change_In _Test_Percentile	Typical_50%ile _Growth	60%ile_Growth _Projection	COVID_Recovery _Growth_Projection	COVID_Recovery _Conditional _Growth%ile
-2	16	18	15	46
4	16	17		
39	13	14		

The first two growth projections are based only on the Fall 2020 score:

- **Typical_50%ile_Growth**

  The number of RIT points a student would need to grow in order to reach the 50th *growth* percentile by Spring 2021.

- **60%ile_Growth_Projection**

  The number of RIT points a student would need to grow in order to reach the 60th *growth* percentile by Spring 2021. This projection can be used as a "stretch" growth goal that is slightly above average but still within reason for most students.

The last columns give additional growth projections for students showing a *decline* in achievement percentile (under the column Change_In_Test_Percentile):

- **COVID_Recovery_Growth_Projection**

  The number of RIT points needed to reach the same achievement percentile attained in the previous academic year (shown in the column TestPercentile_PreviousAY).

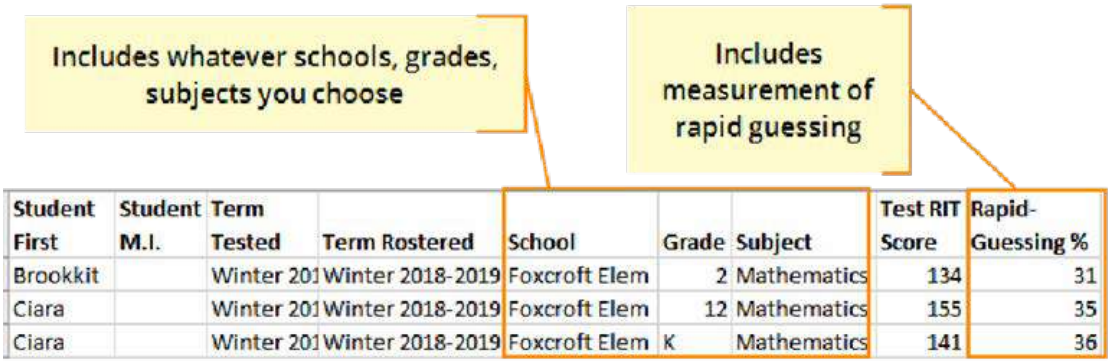
  For example, if a student was at the 40th achievement percentile in Spring 2020, and that achievement declined to the 30th achievement percentile in Fall 2020, this growth projection is the number of RIT points your student would need to grow in order to regain the 40th achievement percentile by Spring 2021.

- **COVID_Recovery_Conditional_Growth%ile**

  Conveys how challenging it may be to attain the COVID Recovery Growth Projection. The higher this percentile, the more difficult it will be to regain the pre-COVID achievement level.

  For example, if the COVID_Recovery_Conditional_Growth%ile is "96%," that means only 4% of similar students will attain this level of growth over the course of a school year. An alternative goal would most likely be more meaningful and realistic for the student.

Retest Recommended—Rapid Guessing



Student First	Student M.I.	Term Tested	Term Rostered	School	Grade	Subject	Test RIT Score	Rapid-Guessing %
Brookkit		Winter 201	Winter 2018-2019	Foxcroft Elem	2	Mathematics	134	31
Ciara		Winter 201	Winter 2018-2019	Foxcroft Elem	12	Mathematics	155	35
Ciara		Winter 201	Winter 2018-2019	Foxcroft Elem	K	Mathematics	141	36

Description	Provides a spreadsheet showing students who completed testing but exceeded the rapid-guessing threshold, so you can consider whether to retest. See also: • Student Profile Report on page 45—shows estimated impact on a student's score from rapid guessing • Test History Search (under Manage Test Sessions > Find Students to Test)—searches for students with suspended tests or with completed tests that reached the rapid-guessing threshold
Applicable Tests	MAP Growth and MAP Growth K–2.
Required Roles	Administrator, School Assessment Coordinator, or District Assessment Coordinator
Date Limits	1 year prior, for tests completed within your test window range (set under Manage Terms)

About Rapid Guessing

A *rapid guess* means the student answered well below the average response time measured by NWEA for each test question. The response is so fast that the student could not have viewed the question completely.

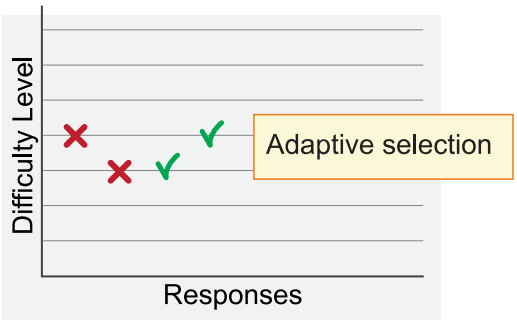
The *rapid-guessing threshold* means the student rapid-guessed on 30% or more of the questions possible on the test. As a result, the score might misrepresent the student's abilities.

Rapid guessing is *not* connected to total test duration. A student can finish quickly but still answer within the average time per question, and so *not* trigger the rapid-guessing alert.

How Rapid Guessing Affects Scoring

MAP Growth tests rely on students genuinely attempting each question, so that the tests can adaptively choose a harder or easier question based on the student's response. For example:

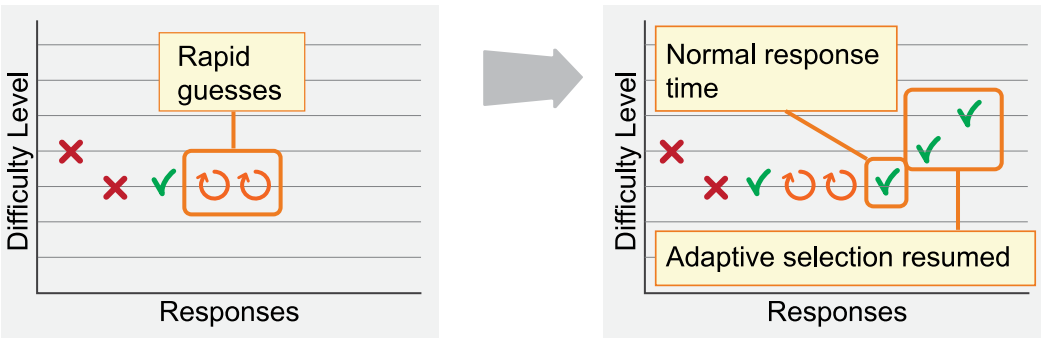
Student engaged:



A student answering randomly in a rapid response undermines the adaptive selection. To compensate, MAP Growth halts the adaptive selection and keeps providing questions with the same difficulty level. However, as soon as the student answers in a normal response time, then the test adapts difficulty again. For example:

Student disengaged:

Student reengaged:



The final RIT score includes all answers, including rapid responses, so if the student re-engaged quickly, the RIT score should accurately represent student performance. However, too many random answers could undermine the student's potential RIT score.

Impact on RIT—You can see an estimate of the impact rapid-guessing might have on a student's RIT score. See Subject Scores on page 48 in the Student Profile report.