Measures of Academic
Progress® | MAP®

Reports Portfolio for Web-Based MAP® Users

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Northwest Evaluation Association
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MAP Results Reports

As tools for maximizing student achievement, the NWEA assessments' analysis and reporting options are essential. MAP reporting features help educators inform not only classroom instruction, but school and district improvement programs as well:

- **Timely results**. NWEA assessments yield fast results that identify students who need intervention and accurately point to instructional learning objects. MAP scores each test as it is administered and, at the test's conclusion, gives preliminary results to both student and proctor. Anytime following a test, teachers and administrators can order more in-depth reports, which show aggregate data by class, grade, school, and district. Most of these reports are available instantly; however, larger reports may take up to 24 hours.

- **Multipurpose**. MAP reports scores as norm-referenced, achievement, and growth, providing different perspectives on an individual student's progress from a single test event.

- **A wide array of reports that display data in various formats and grouping options for different audiences**. Instructors and administrators can use those reports best suited to their needs—to predict proficiency for the state test, to appropriately group students for differentiated instruction, or to engage students in mapping their own learning plan for the school year.

- **Flexible reporting formats**. While most teachers and administrators make good use of the NWEA pre-configured reports, some districts and agencies want the underlying data formatted to import into their own student information or assessment management systems. NWEA provides an online interface to order (free of charge) raw data reports at any time and frequency during a testing season.

For comprehensive annotated versions of Web-Based MAP and MPG reports, please refer to the Reports and Instructional Resources Guide on your MARC site.
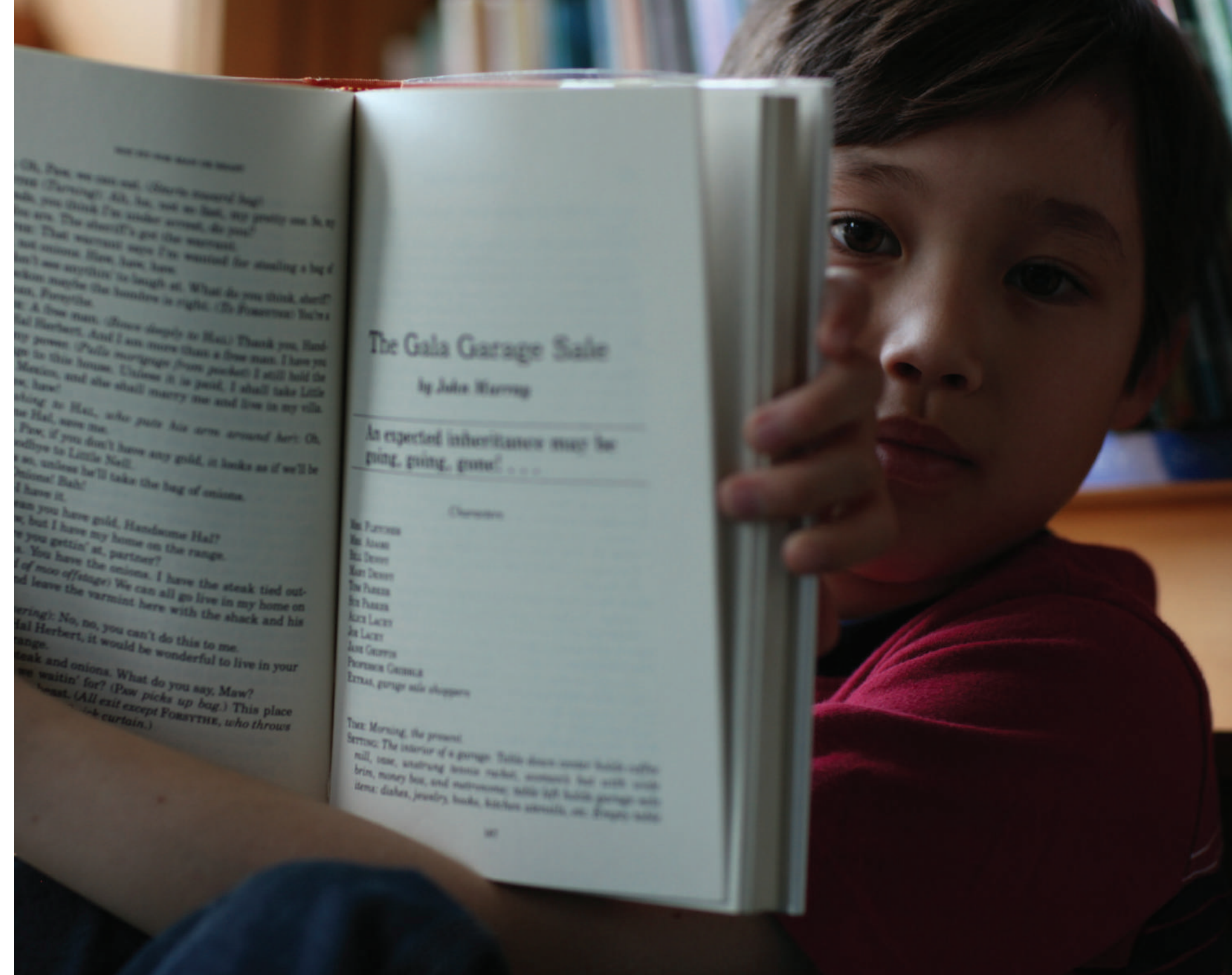
Reports Annotation Key

1 Goal Performance: These columns summarize the students' performance in the goal strands tested in this subject. Data will display in these columns either by Goal Strand RIT Ranges or descriptors only if a student took a Survey with Goals test.

2 Test Type: S/G: Survey with Goals: SUR: Survey

3 RIT Score: The student's overall scale score on the test.

4 Standard Error of Measurement: An estimate of the precision of the achievement (RIT) scores. The smaller the standard error, the more precise the achievement estimate.

5 RIT Range: If a student took the test again relatively soon, the score would fall within this range about 68% of the time.

6 Percentile: The percentage of students in the national norms group for this grade that this student's score equaled or exceeded.

7 Lexile® Range: A score (displayed as a 150-point range) resulting from a correlation between the NWEA RIT score and the MetaMetrics® Lexile® scale that helps identify level-appropriate reading material for an individual student.

8 Mean RIT: Average score of students in this class for this content area.

9 Median RIT: Middle score of this class for this content area

10 Standard Deviation: Indicates the variability of scores within this group. A larger standard deviation generally reflects a wider range of scores.

11 Subject: Subject area of test taken. Click a subject to generate the *Class Breakdown by Goal Report*.

12 Overall Score: Columns are divided by ten-point RIT bands. Students' overall RIT scores for the test in that subject appear in parentheses.

13 Goal Strands Tested: Click a goal, student name, or <all students in cell> to view the DesCartes or Primary Grades Instructional Data (PGID) with cover sheet for a selected subject, goal area, and RIT range.

14 DesCartes or Primary Grades Instructional Data Skills and Concepts: **Enhance**: Student has a 73% probability of correctly answering questions that measure these concepts and skills. **Develop**: 50% probability. **Introduce**: 27% probability.

15 Projected Proficiency Category: Students are grouped in assessment proficiency categories based on the NWEA Alignment/Linking study and your state assessment.

16 Columns and summary statistics shown in gray are applicable only in *Achievement Status and Growth Summary Reports*.

17 Growth Projection: Mean growth that was observed in the latest NWEA norming study for students who had the same starting RIT score.

18 Projected RIT: The minimum RIT score the student would attain if their growth projection was met (starting RIT plus growth projection).

19 Growth Standard Error: Amount of measurement error associated with the term-to-term growth. If the student could be tested again over the same period with comparable tests, there would be about a 68% chance that term-to-term growth would fall within a range defined by the term-to-term growth, plus or minus the growth standard error.

20 Growth Projection Met: Indicates YES if the student's term-to-term growth was equal to or exceeded the growth projection. NO if the growth was less than the growth projection.

21 Growth Index: The RITs by which the student exceeded the projected RIT (plus values), fell short of the projected RIT (minus values), or exactly met the projected RIT (0).

22 Count of Students Who Met or Exceeded Their Projected RIT: The number of students with a growth index value greater than or equal to zero.

23 Percentage of Students who Met or Exceeded Their Projected RIT: The percentage of students with a growth index value greater than or equal to zero.

24 Overall Percentage of Projected RIT Met or Exceeded: The total student growth divided by the total projected RIT s expressed as a percentage. Shows the proportion of the overall RIT growth projections achieved by the students. Performance of 100% is considered average, meaning the student growth equaled the projections. Use in conjunction with the percentage of students who met or exceeded their projected RIT.

25 RIT Growth: The student's RIT point growth from the initial term to the final term. Student must have completed testing in the final term.

26 Student Score Range: The middle number is the student's RIT score. The numbers on either side define the RIT range (see #5).

27 Goal Areas: These columns show the students' average performance and standard deviation in the goal strands in each subject.

28 Area of Relative Strength in Performance: If a score is in **bold-underlined**, the score is three or more RIT points above a district's overall mean.

29 Area of Relative Concern: If a score is *bold-italic*, it represents a score that is three or more RIT points below your district's overall mean.

30 Optional Group: Summary results may be disaggregated by gender, ethnicity, or special program.

31 Growth Mean: The average change in RIT scores from starting term to ending term

32 Sampling Error: Amount of measurement error associated with the term-to-term growth.

33 Segmented Bar Graph: The numbers represent the number of students who fell within each percentage range—low, middle, high.

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MAP® Reports

MAP® for Primary Grades Reports

Class Report (by RIT Ranges)

Class Report (by RIT Ranges)

Kotifani, Jenisha
5th Grade Homeroom

Term:	Fall 2010
District:	NWEA District 2
School:	Three Sisters Elementary School
Small Group Display:	No

Reading

(1) Goal Performance
A. Literary Texts
B. Informative Texts
C. Word Meaning

Reading Survey w/ Goals 2-5 CO V3

ID	Name	Gr	Test Type	Test Date	Term	RIT	Std Err	RIT Range	%ile	%ile Range	Lexile® Range	A	B	C
SW07001428	Dugaw, Daytan N.	5	S/G	Aug 31	FA10	181	3.4	178-184	4	3-6	158-308	163-177	175-187	184-197
F09000030	Devany, Noni I.	5	S/G	Aug 31	FA10	188	3.3	185-191	10	7-13	288-438	185-196	185-196	177-189
F10000851	Scruggs, Ambrose E.	5	S/G	Aug 31	FA10	197	3.4	194-200	22	17-31	452-602	191-202	191-203	192-204
F10000849	Shalifoe, Dyanne E.	5	S/G	Aug 31	FA10	198	3.3	195-201	24	18-31	464-614	201-213	189-201	185-198
SF06000226	Haukebo-Bol, Zaiden N.	5	S/G	Aug 31	FA10	198	3.2	195-201	24	17-31	457-607	187-199	196-207	192-204
F08000104	Wolf, Tiphannie E.	5	S/G	Aug 31	FA10	201	3.4	198-204	31	22-39	513-663	189-201	194-206	201-214
F09000045	Vosburg, Mary M.	5	S/G	Aug 31	FA10	205	3.2	202-208	42	34-51	587-737	198-210	211-224	187-200
F09000167	Kucia, Javis S.	5	S/G	Aug 31	FA10	207	3.3	204-210	48	39-61	634-784	198-210	199-211	208-219
F09000031	Valkier, Romeo Moises S.	5	S/G	Aug 31	FA10	211	3.2	208-214	61	51-70	697-847	210-221	205-216	200-212
SF06000225	Alhamzawi, Drew W.	5	S/G	Aug 31	FA10	213	3.5	210-217	67	58-78	737-887	206-218	216-229	198-211
SF06000178	Dimalanta, Kaleigha S.	5	S/G	Aug 31	FA10	220	3.3	217-223	85	78-91	858-1008	217-228	210-222	215-226

Summary for: Reading Survey w/ Goals 2-5 CO V3

(8) Mean RIT:	201.7				
Median RIT:	201 **(9)**		**Mean:**	201.0	204.9	198.2
(10) Std Dev:	11.2		**Median:**	204	202	198
Total students with valid growth test score:	11		**Std Dev:**	18.1	12.5	10.0

Class Breakdown by RIT Report

Class Breakdown By RIT

District:	NWEA Sample District 2
Term Rostered:	Fall 2010
Term Tested:	Fall 2010
School:	Three Sisters Elementary School
Instructor:	Kotifani, Jenisha
Class:	TF060054 Kotifani Homeroom 1(A)

Modify Options

Select a Subject in this report to view a Class Breakdown by Goal report

Class Breakdown by RIT ∨   🔴 Create a PDF version of this report Legal 8½ x 14" ∨ **Create PDF**

Subject	Overall Score 12				
	<191	191-200	201-210	211-220	221+
Mathematics		D. E. Shalifoe (191) D .N. Dugaw (195) N. I. Devany (197) A. E. Scruggs (197) T. E. Wolf (200)	Z. N. Haukebo-Bol (210) M. M. Vosburg (210)	J. S. Kucia (215) D. W. Alhamzawi (216) R. Valkier (217)	K. S. Dimalanta (224)
Reading	D. N. Dugaw (181) N. I. Devany (188)	A. E. Scruggs (197) Z. N. Haukebo-Bol (198) D. E. Shalifoe (198)	T. E. Wolf (201) M. M. Vosburg (205) J. S. Kucia (207)	R. Valkier (211) D. W. Alhamzawi (213) K. S. Dimalanta (220)	
Language Usage	N. I. Devany (182)	A. E. Scruggs (197) D. E. Shalifoe (200)	Z. N. Haukebo-Bol (201) J. S. Kucia (201) D. N. Dugaw (203) T. E. Wolf (206)	M. M. Vosburg (212) R. Valkier (214) K. S. Dimalanta (215) D. W. Alhamzawi (220)	
Science - General Science		A. E. Scruggs (198)	J. S. Kucia (201) D. W. Alhamzawi (202) M. M. Vosburg (202) T. E. Wolf (204) D. N. Dugaw (206) N. I. Devany (207)	D. E. Shalifoe (214) K. S. Dimalanta (215) R. Valkier (216)	Z. N. Haukebo-Bol (223)
Science - Concepts and Processes	A. E. Scruggs (188)	M. M. Vosburg (195) D. W. Alhamzawi (200)	N. I. Devany (202) D. E. Shalifoe (204) J. S. Kucia (205) Z. N. Haukebo-Bol (207)	R. Valkier (211) K. S. Dimalanta (213) D. N. Dugaw (213) T. E. Wolf (216)	

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Class Breakdown by Goal Report

Class Breakdown By Goal Report

District: NWEA Sample District 2
Term: Fall 2010
School: Three Sisters Elementary School
Instructor: Kotifani, Jenisha
Class: 5th Grade Homeroom
Subject: Reading

Modify Options

< Back to Class
Breakdown by RIT

You may select the student's name, <all students in the cell>, or the goal name to retrieve a list of DesCartes: A Continuum of Learning® statements or the Primary Grades Instructional Data statements that correspond to the students' goal RIT ranges or all RIT ranges for the goal.

Create a PDF version of this report   Legal 8½ x 14" V   **Create PDF**

Reading Survey w/ Goals 2-5 CO V2.1

Goal	Goal Score 12						
	<171	171-180	181-190	191-200	201-210	211-220	221 +
Informative Texts 13			<all students in the cell> D. N. Dugaw (181) N. I. Devany (188)	<all students in the cell> A. E. Scruggs (197) D. E. Shalifoe (198) T. E. Wolf (201)	<all students in the cell> Z. N. Haukebo-Bol (198) J. S. Kucia (207)	<all students in the cell> M. M. Vosburg (205) R. Valkier (211) K. S. Dimalanta (220)	<all students in the cell> D. W. Alhamzawi (213)
Literary Texts	<all students in the cell> D. N. Dugaw (181)			<all students in the cell> N. I. Devany (188) A. E. Scruggs (197) Z. N. Haukebo-Bol (198) T. E. Wolf (201)	<all students in the cell> D. E. Shalifoe (198) M. M. Vosburg (205) J. S. Kucia (207)	<all students in the cell> R. Valkier (211) D. W. Alhamzawi (213)	<all students in the cell> K. S. Dimalanta (220)
Word Meaning			<all students in the cell> N. I. Devany (188)	<all students in the cell> D. N. Dugaw (181) A. E. Scruggs (197) Z. N. Haukebo-Bol (198) D. E. Shalifoe (198) M. M. Vosburg (205)	<all students in the cell> T. E. Wolf (201) R. Valkier (211) D. W. Alhamzawi (213)	<all students in the cell> J. S. Kucia (207)	<all students in the cell> K. S. Dimalanta (220)

DesCartes: A Continuum of Learning®

Reading

Goal: Literary Texts

14

RIT Score Range: 201 – 210

Statements Last Updated: Aug 26, 2011

Skills and concepts to Enhance (73% Probability*) 191 - 200	Skills and Concepts to Develop (50% Probability*) 201 - 210	Skills and Concepts to Introduce (27% Probability*) 211 - 220
Author's Strategy to Support Audience, Purpose	**Author's Strategy to Support Audience, Purpose**	**Author's Strategy to Support Audience, Purpose**
	• Infers the author's specific/main purpose for an informational passage (to inform)	• Classifies text as personal writing
Main Idea and Important Details	**Main Idea and Important Details**	**Main Idea and Important Details**
• Locates information not found in informational text • Locates information in passages (5 to 25 sentences) of informational text containing multiple compound or incomplete sentences or sentence constructions containing prepositions, compound subjects, objects, or subordinate clauses • Locates and summarizes information in informational passages containing compound subjects or objects • Locates and paraphrases information in informational text (5-6 paragraphs) • Locates information in a simple index • Summarizes informational text (1-2 paragraphs) • Summarizes (1-3 complex paragraphs) informational text • Restates information found in informational text • Paraphrases information found in complex informational text • Synthesizes information found in informational text • Identifies the main idea of informational text • Identifies the main idea in short informational text (1 to 3 paragraphs) • Identifies the main idea of informational text (complex sentences and paragraphs) • Determines which sentences in an informational passage support the main idea • Analyzes passages (1-3 complex paragraphs) of informational text and rephrases the main idea of the text • Analyzes informational text to identify a title representing the main idea (term not used) • Evaluates informational text (1-5 simple sentences) to identify a statement best representing the main idea of the passage • Identifies the supporting details in short (3 to 8 sentences) passages of informational text containing one or more compound sentences • Deletes sentences that do not support the main idea • Restates supporting details in informational text (1 to 3 paragraphs) • Follows directions by choosing the correct order in a passage of informational text • Locates and paraphrases directions in informational text • Locates information in informational text containing directions • Makes predictions (term not used) from short informational texts (1-3 paragraphs containing complex sentences)	• Locates information in informational text • Locates information in passages (5 to 25 sentences) of informational text containing multiple compound or incomplete sentences or sentence constructions containing prepositions, compound subjects, objects, or subordinate clauses • Locates information and draws conclusions from complex informational text • Locates and summarizes information in informational passages containing compound subjects or objects • Locates information in informational passages containing long, complex, or incomplete sentences, containing more difficult vocabulary • Summarizes informational text (1-2 paragraphs) • Summarizes informational texts (1-3 paragraphs containing complex sentences) • Summarizes complex informational text • Identifies the main idea in short informational text (1 to 3 paragraphs) • Identifies the main idea of informational text (complex sentences and paragraphs) • Determines the intended meaning of a sentence based on supporting details in informational text • Analyzes passages (1-3 complex paragraphs) of informational text and rephrases the main idea (term not used) of the text • Analyzes informational text (complex paragraph) to identify a title best representing the main idea (term not used) • Analyzes informational text (complex paragraph) to identify a title best representing the main idea • Evaluates informational text to identify a statement best representing the main idea (term not used) of the passage • Evaluates informational text (1-3 complex paragraphs) to determine main idea • Identifies the supporting details in passages of informational text containing compound or incomplete sentences, or complex sentence structure (such as compound subject or object, subordinate clauses) • Makes predictions from short informational texts (1-3 paragraphs containing complex sentences) • Evaluates predictions based on content in informational text • Makes inferences using information supplied in informational text (1-3 paragraphs containing complex sentences) • Infers the meaning of terminology in informational text	• Locates information in informational text • Locates information in passages of informational text in which the majority of sentences are compound or incomplete and contain compound subjects, objects, or subordinate clauses • Locates and paraphrases information in complex informational text • Locates information in informational passages containing long, complex, or incomplete sentences, containing more difficult vocabulary • Summarize informational text (complex paragraph) to identify a title • Summarizes complex informational text • Distinguishes between appropriate and inappropriate main idea for a given title in informational text • Analyzes informational text (complex paragraph) to identify a title best representing the main idea (term not used) • Analyzes informational text (complex paragraph) to identify a title best representing the main idea • Evaluates informational text to identify a statement best representing the main idea (term not used) of the passage • Evaluates informational text to identify a statement best representing the main idea of the passage • Evaluates statements to choose the one which best represents the main idea of an informational paragraph (complex) • Locates information in informational text containing complex directions • Evaluates predictions based on content in informational text • Evaluates to select the most valid prediction (term not used) that is limited to the evidence provided by informational texts (3 or more paragraphs containing multiple complex sentences and high level vocabulary) • Describes ideas that are implied in an informational passage • Makes inferences from short informational texts (1-3 paragraphs) • Makes inferences from information found in informational text • Makes inferences from information in complicated informational texts • Infers the meaning of terminology in informational text • Evaluates to select the most appropriate conclusion drawn from short informational texts (1-3 paragraphs containing complex sentences)

DesCartes: A Continuum of Learning®

DesCartes: A Continuum of Learning®

Mathematics

Goal: Measurement

14

RIT Score Range: 171 - 180

Statements Last Updated: Aug 26, 2011

Skills and concepts to Enhance 161 - 170	Skills and Concepts to Develop 171 -180	Skills and Concepts to Introduce 181 - 190
Time, Temperature, and Money	Time, Temperature, and Money	Time, Temperature, and Money
• Orders periods of time (days of the week)* • Reads a calendar • Tells time to the nearest hour* • Tells time to the nearest half hour	• Orders periods of time (months of the year, seasons)* • Tells time to the nearest hour* • Tells time to the nearest half hour • Tells time to the nearest 5 minutes • Computes simple conversions among units of time (minutes in an hour, half hour, quarter hour) • Reads Fahrenheit thermometers to the nearest degree* • Identifies the value of a collection of coins to $1.00 (with pictures of coins) • Identifies the value of a collection of coins and bills to $10.00 by "counting on" (with picture of money) • Uses cent sign and dollar sign when appropriate* • Connects money with place value	• Identifies the correct time, given the words, and vice versa • Interprets a calendar • Tells time to the nearest 5 minutes • Determines elapsed clock time • Determines elapsed time under 1 hour or to the hour • Determines elapsed time involving whole hours, whole days, whole years • Computes simple conversions among units of time (days, weeks)* • Reads Fahrenheit thermometers to the nearest degree* • Identifies the value of a collection of coins to $1.00 (without picture of coins) • Makes change to $1.00 by "counting on" or subtracting • Identifies the value of a collection of coins and bills to $10.00 by "counting on" (with picture of money) • Identifies the value of a collection of coins and bills to $100.00 by "counting on"* • Finds equivalent combinations of coins with the same value* • Combines a collection of coins and identifies the correct notation

* Both data from test items and review by NWEA curriculum specialists are used to place learning continuum statements into appropriate RIT ranges.
  Blank cells indicate data are limited or unavailable for this range or document version.

DesCartes: A Continuum of Learning®

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Mathematics

Goal: Measurement ⑭

RIT Score Range: 201 - 210

Statements Last Updated: Aug 26, 2011

Skills and concepts to Enhance 191 - 200	Skills and Concepts to Develop 201 - 210	Skills and Concepts to Introduce 211 - 220
Time, Temperature, and Money	Time, Temperature, and Money	Time, Temperature, and Money
• Identifies the correct time, given the words, and vice versa • Orders years* • Tells time to the nearest quarter hour • Tells time to the nearest 1 minute • Determines elapsed clock time • Determines elapsed time involving whole hours, whole days, whole years • Solves simple problems involving elapsed time, with the conversion of hours • Computes simple conversions among units of time (minutes, hours) • Computes simple conversions among units of time (hours, days)* • Reads Celsius thermometers to the nearest degree • Solves problems involving measurement of temperature • Identifies the value of a collection of coins to $1.00 (without picture of coins) • Makes change to $1.00 by "counting on" or subtracting • Identifies the value of a collection of coins and bills to $10.00 by "counting on" (without picture of money) • Identifies the value of a collection of coins and bills to $100.00 by "counting on"* • Finds equivalent combinations of coins with the same value* • Finds equivalent combinations of dollars and cents with the same value*	• Solves problems using a calendar* • Solves simple problems involving elapsed time, with the conversion of hours • Computes simple conversions among units of time (hours, days)* • Computes more difficult conversions among units of time • Solves problems involving measurement of time • Knows common referents (boiling or freezing point, room temperature)* • Finds equivalent combinations of dollars and cents with the same value*	• Solves difficult problems involving elapsed time, with the conversion of hours • Computes basic operations with units of time • Relates years, decades, centuries, and millenniums • Reads Celsius and Fahrenheit thermometers to 0.1 degrees*

* Both data from test items and review by NWEA curriculum specialists are used to place learning continuum statements into appropriate RIT ranges.
  Blank cells indicate data are limited or unavailable for this range or document version.

Class Breakdown by Projected Proficiency

Class Breakdown By Projected Proficiency

District:	NWEA Sample District 2
Term Rostered:	Fall 2009-2010
Term Tested:	Fall 2009-2010
School:	Three Sisters Elementary School
Instructor:	Kotifani, Jenisha
Class:	TF060054 Kotifani Homeroom 1(A)

Modify Options

Class Breakdown by [Projected Proficiency ▼]   📕 Create a PDF version of this report [Legal 8½ x 14" ▼] **Create PDF**

State Test Name: CSAP

Subject	Projected Proficiency Category ⑮		
	Partially Proficient	**Proficient**	**Advanced**
Mathematics	D. E. Shalifoe (191) D. N. Dugaw (195) N. I. Devany (197) A. E. Scruggs (197) T. E. Wolf (200)	Z. N. Haukebo-Bol (210) M. M. Vosburg (210) J. S. Kucia (215) D. W. Alhamzawi (216) R. Valkier (217)	K. S. Dimalanta (224)
Reading	D. N. Dugaw (181) N. I. Devany (188)) A. E. Scruggs (197) Z. N. Haukebo-Bol (198) D. E. Shalifoe (198)	T. E. Wolf (201) M. M. Vosburg (205) J. S. Kucia (207) R. Valkier (211) D. W. Alhamzawi (213)	K. S. Dimalanta (220)

Achievement Status and Growth (ASG) Projection Report

Achievement Status and Growth Projection Report

Filek, Jace
4th Grade Homeroom

Term:	Fall 2010 – Spring 2011
District:	NWEA District 2
School:	St. Helens Elementary School
Grouping:	None
Small Group Display:	no
Growth measured from	Fall 2010 – Spring 2011

Language Usage

ID	Name	FA10 Grade	FA10 Date	Test Type	❸ FA10 Test RIT	❹ FA10 Standard Error	SP11 Test RIT	SP11 Standard Error	Growth Standard Error	❷ SP11 Growth Projection	❸ SP11 Projected RIT	Growth Projection Met	Growth Index
SF06000494	Barner, Blayne E.	4	9/2/10	S/G	227	3.1				9	236		
SF06000270	Blatnik, Caolynn N.	4	9/4/10	S/G	211	3.0				9	220		
SF06000262	Cymbola, Diamonte E.	4	9/2/10	S/G	159	3.0				7	166		
SF06000287	Greenia, Quenten N.	4	9/2/10	S/G	199	3.0				9	208		
SF07001857	Grunenberger, Andryn N.	4	9/4/10	S/G	202	3.0				9	211		
SF06000399	Hanchek, Benjamin N.	4	9/2/10	S/G	195	3.0				8	203		
SW07001457	Lagers, Kimbra A.	4	9/2/10	S/G	170	3.0				8	178		
SF06000156	Lensch, Marlin N.	4	9/2/10	S/G	208	3.1				9	217		
SF07001662	Niemela, Yona Michelle E.	4	9/2/10	S/G	212	2.9				9	221		
S08000037	Polese, Harrison N.	4	9/3/10	S/G	180	3.1				8	188		
SF06000269	Quartaro, Alexander R.	4	9/2/10	S/G	204	3.0				9	213		
F08000186	Slamka, Nikkita A.	4	9/2/10	S/G	191	3.0				8	199		
F08000225	Smoroske, Vassa A.	4	9/2/10	S/G	207	3.0				9	216		
SF06000301	Sullenberger, Cordel L.	4	9/2/10	S/G	194	3.0				8	202		

Summary for: Language Usage

Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores	
Count of Students who Met or Exceeded their Projected RIT	
Percentage of Students who Met or Exceeded their Projected RIT	
Overall Percentage of Projected RIT Met or Exceeded	
Count of Students with Growth Projection available and Valid Fall 2010-2011 Test Scores	14
❽ Fall 2010 Mean RIT	195.0
Fall 2010 Median RIT ❾	199
❿ Fall 2010 Standard Deviation	18.8

Achievement Status and Growth (ASG) Summary Report

Achievement Status and Growth Summary Report

Filek, Jace

4th Grade Homeroom

Term:	Fall 2010 – Spring 2011
District:	NWEA District 2
School:	St. Helens Elementary School
Grouping:	None
Small Group Display:	no
Growth measured from	Fall 2010 – Spring 2011

Language Usage

Student ID	Name	SP11 Grd	Date	Test Type	FA10 Test RIT	FA10 Std Err	SP11 Test RIT	SP11 Std Err	**19** Growth Std Err	**17** SP11 Growth Projection	**18** SP11 Projected RIT	**20** Growth Projection Met	**21** Growth Index
SF06000494	Barner, Blayne E.	4	4/28/11	S/G	227	3.1	238	3.0	4.3	9	236	Yes	2
SF06000270	Blatnik, Caolynn N.	4	5/6/11	S/G	211	3.0	223	3.0	4.2	9	220	Yes	3
SF06000262	Cymbola, Diamonte E.	4	4/28/11	S/G	159	3.0	163	3.2	4.4	7	166	No	-3
SF06000287	Greenia, Quenten N.	4	4/28/11	S/G	199	3.0	219	3.0	4.2	9	208	Yes	11
SF07001857	Grunenberger, Addryn N.	4	4/28/11	S/G	202	3.0	217	3.0	4.2	9	211	Yes	6
SF06000399	Hanchek, Benjamin N.	4	4/28/11	S/G	195	3.0	196	2.9	4.2	8	203	No	-7
SW07001457	Lagers, Kimbra A.	4	4/28/11	S/G	170	3.0	179	3.0	4.2	8	178	Yes	1
SF06000156	Lensch, Marlin N.	4	4/28/11	S/G	208	3.1	226	2.9	4.2	9	217	Yes	9
SF07001662	Niemela, Yona Michelle E.	4	4/28/11	S/G	212	2.9	232	3.0	4.2	9	221	Yes	11
S08000037	Polese, Harrison N.	4	4/28/11	S/G	180	3.1	184	3.0	4.3	8	188	No	-4
SF06000269	Quartaro, Alexender R.	4	4/28/11	S/G	204	3.0	214	3.1	4.3	9	213	Yes	1
F08000186	Slamka, Nikkita A.	4	4/28/11	S/G	191	3.0	197	3.0	4.2	8	199	No	-2
F08000225	Smoroske, Vassa A.	4	4/28/11	S/G	207	3.0	230	3.1	4.3	9	216	Yes	14
SF06000301	Sullenberger, Cordel L.	4	4/28/11	S/G	194	3.0	197	2.9	4.2	8	202	No	-5

Subject Summary: Language Usage		
Count of Students with Valid Beginning and Ending Term Scores		14
22 Count of Students who Met or Exceeded their Projected RIT		9
Percentage of Students who Met or Exceeded their Projected RIT **23**		64.8%
24 Overall Percentage of Projected RIT Met or Exceeded		145.9%
Count of Students with VALID Spring 2011 Test Scores		14
Spring 2011 Mean RIT		206.6
Spring 2011 Median RIT		214
Spring 2011 Standard Deviation		21.6

Student Goal Setting Worksheet

NWEA — Northwest Evaluation Association
Partnering to help all kids learn

Carter, Jasmine
Student ID: 889905
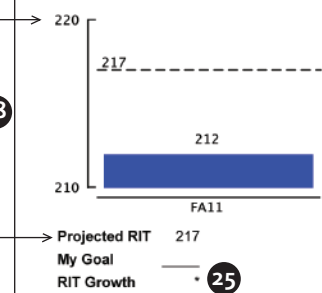
District:	NWEA Sample District 3
School:	St. Helens Elementary School
Growth Measured from:	Fall 2011 to Spring 2012

Mathematics (MAP: Math 6+ CO 2011)

FA11 ③
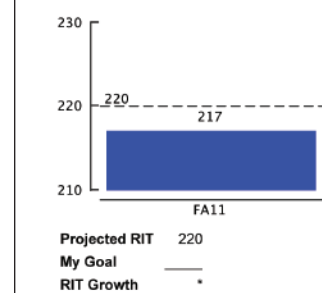
	FA11
Overall RIT Score	212

Goal Performance

①
Number Sense and Operations	211-225
Algebraic Structures	212-226
Data Analysis and Probability	198-211
Geometric Relationships	201-215

Student Action Plan: _____

Chart values: 220, 217, 212, 210 (FA11)

⑱

Projected RIT 217
My Goal _____
RIT Growth * ㉕

Reading (MAP: Reading 6+ CO 2011)

	FA11
Overall RIT Score	217

Goal Performance

Phonological Awareness	181-197
Phonics	217-248
Concepts of Print	194-226
Vocabulary and Word Structure	208-231
Comprehension	218-247
Writing	216-239

Lexile® Range ⑦ 807-957L

Student Action Plan: _____

Chart values: 230, 220, 217, 210 (FA11)
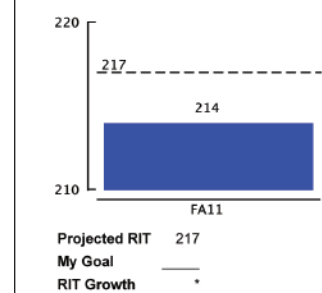
Projected RIT 220
My Goal _____
RIT Growth *

Language Usage (MAP: Language 2-12 CO 2011)

	FA11
Overall RIT Score	214

Goal Performance

Use the Writing Process: Plan, Draft, Revise	203-216
Write Literary, Narrative, Informational Texts	205-218
Use Correct Grammar and Sentence Formation	211-224
Use Correct Punctuation, Capitalization, Spelling	212-225

Student Action Plan: _____

Chart values: 220, 217, 214, 210 (FA11)

Projected RIT 217
My Goal _____
RIT Growth *

Student Progress Report (Text Format)

Student Progress Report

NWEA — Northwest Evaluation Association
Partnering to help all kids learn®

Aunspaugh, Darwin N.
Student ID: SF06000494

Term: Fall 2009-2010
District: NWEA Sample District 2
School: St. Helens Elementary School
Growth Measured from: Fall to Spring

Mathematics

Term/Year	Grade	Student Score Range	Dist Avg RIT	Norm Group Avg	Student Growth	Typical Growth	Student %ile Range
FA09	4	209-212-215	202	204			64-73-81
SP09	3	206-209-212	200	202	21	11	62-72-80
FA08	3	185-188-192	186	192			29-37-50
SP08	2	194-197-200	190	191	13	13	61-70-79
WI08	2	191-194-197	182	187			67-76-83
FA07	2	181-184-187	171	180			60-70-78
SP07	1	185-188-191	174	177	15	13	75-82-89
FA06	1	170-173-176	159	163			71-79-86

Reading

Term/Year	Grade	Student Score Range	Dist Avg RIT	Norm Group Avg	Student Growth	Typical Growth	Student %ile Range
FA09	4	208-211-214	199	200			72-78-85
SP09	3	212-216-219	197	199	5	6	84-91-95
FA08	3	208-211-214	185	192			90-94-96
SP08	2	212-216-219	186	190	20	9	97-98-99
WI08	2	201-204-207	179	186			87-92-95
FA07	2	192-196-199	170	180			82-89-93
SP07	1	185-188-191	169	172	7	5	89-95-98
FA06	1	178-181-185	158	160			95-97-99

(26) (25) (17)

Mathematics Goals Performance – Fall 2009-2010

Number Sense	High
Algebraic Methods, Patterns, and Functions	High
Data analysis and Probability	High
Geometric Concepts, Properties, and Relationships	High
Measurement	High
Computation Concepts and Procedures	HiAvg

Reading Goals Performance – Fall 2009-2010

(1)

Students Read and Understand Variety of Material	High
Students Apply Thinking Skills to Their Reading	High
Students Locate, Select, and Use Information	High
Students Read and Recognize Literature	High

Lexile® Range: 699-849 (7)

Student Progress Report

NWEA
Northwest Evaluation Association
Partnering to help all kids learn®

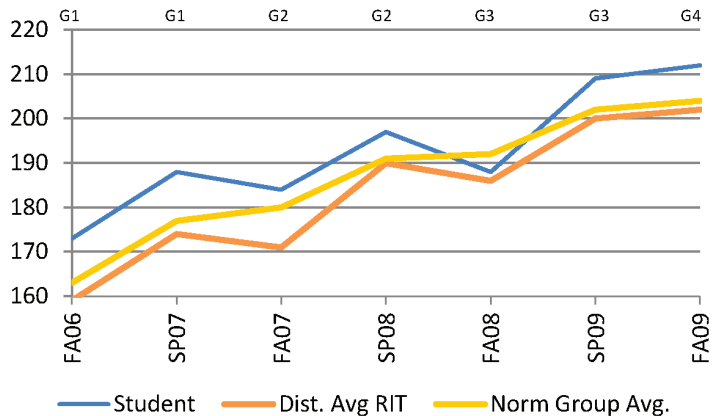### Aunspaugh, Darwin N.
Student ID: SF06000494

Term: Fall 2009-2010
District: NWEA Sample District 2
School: St. Helens Elementary School
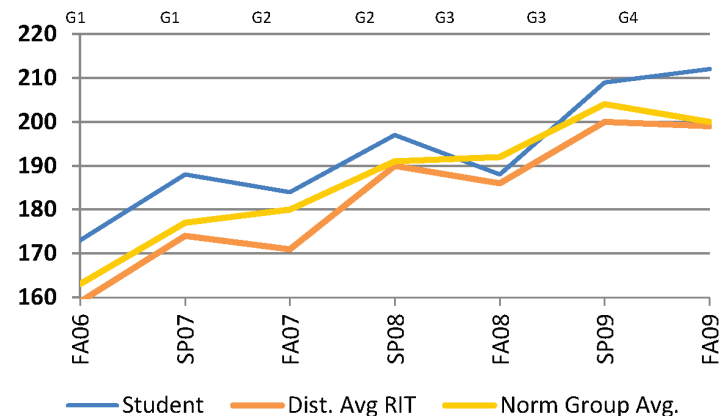**Growth Measured from:** Fall to Spring

Mathematics

Legend: Student — Dist. Avg RIT — Norm Group Avg.

(x-axis: FA06, SP07, FA07, SP08, FA08, SP09, FA09; top labels: G1, G1, G2, G2, G3, G3, G4; y-axis: 160–220)

Mathematics Goals Performance – Fall 2009-2010

Number Sense	High
Algebraic Methods, Patterns, and Functions	High
Data analysis and Probability	High
Geometric Concepts, Properties, and Relationships	High
Measurement	High
Computation Concepts and Procedures	HiAvg

Reading

Legend: Student — Dist. Avg RIT — Norm Group Avg.

(x-axis: FA06, SP07, FA07, SP08, FA08, SP09, FA09; top labels: G1, G1, G2, G2, G3, G3, G4; y-axis: 160–220)

Reading Goals Performance – Fall 2009-2010

Students Read and Understand Variety of Material	High
Students Apply Thinking Skills to Their Reading	High
Students Locate, Select, and Use Information	High
Students Read and Recognize Literature	High

Lexile® Range: 699-849

District Summary by School Report

District Summary Report

Aggregate by School

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

Mathematics
Mt. Bachelor Middle School

(27)

Math Survey w/ Goals 2-5 CO V2.1 — Goal Performance

Term	Grade	Student Count	Mean RIT (8)	Std Dev (10)	Median (9)	Number Sense Mean	Std Dev	Algebraic Methods, Patterns, and Functions Mean	Std Dev	Data Analysis and Probability Mean	Std Dev	Geometric Concepts, Properties, and Relationships Mean	Std Dev	Measurement Mean	Std Dev	Computation Concepts and Procedures Mean	Std Dev
Spring 2009-2010	6	119	212.8	14.5	213	212.2	17.6	212.4	15.9	215.3	18.1	213.8	16.0	211.2	14.6	212.1	16.2
Fall 2009-2010	6	110	205.3	13.2	206	205.2	15.5	205.4	15.9	206.5	14.9	206.8	15.7	204.2	14.8	203.3	16.1
Fall 2009-2010	7	1															

Math Survey w/ Goals 6+ CO V2.1 — Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Number Sense Mean	Std Dev	Algebraic Methods, Patterns, and Functions Mean	Std Dev	Data Analysis and Probability Mean	Std Dev	Geometric Concepts, Properties, and Relationships Mean	Std Dev	Measurement Mean	Std Dev	Computation Concepts and Procedures Mean	Std Dev
Fall 2009-2010	5	1															
Fall 2010-2011	6	103	212.1	13.4	212	211.5	17.7	215.0	15.5	211.2	14.9	212.5	15.0	211.0	15.0	211.4	15.8
Fall 2010-2011	7	177	217.7	14.5	219	218.1	18.3	219.4	15.7	218.9	16.6	217.4	14.9	215.9	16.2	216.2	16.1
Spring 2009-2010	7	151	218.6	14.7	219	220.7	17.4	218.8	16.5	220.9	17.4	219.5	15.6	215.7	15.1	216.4	16.9
Fall 2009-2010	7	147	213.4	12.9	214	213.8	16.0	214.8	14.2	213.2	15.5	214.7	14.1	212.6	13.9	211.6	14.9
Fall 2010-2011	8	83	224.9	16.4	225	224.7	20.2	226.5	17.1	227.4	17.0	224.7	17.9	222.6	18.0	223.4	17.9
Spring 2009-2010	8	99	226.9	14.0	226	228.3	16.3	225.0	15.0	227.8	16.4	229.7	14.8	225.7	16.7	224.8	15.4
Fall 2009-2010	8	93	221.1	14.5	223	222.2	18.1	221.4	14.5	223.2 (28)	16.5	219.5	15.7	219.7 (29)	16.1	220.3	15.5
Fall 2010-2011	9	20	232.7	11.2	235	230.9	14.1	234.1	9.9	**236.2**	12.1	232.5	14.1	***228.4***	17.1	235.1	10.8/
Fall 2009-2010	10	1															

Explanatory Notes: Due to statistical unreliability, summary data for groups of fewer than 10 students are not shown.

A goal mean shown with ***bold italic*** represents performance that might e an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

District Summary Report

Aggregate by District

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

Mathematics
Mt. Bachelor Middle School

(27)

Math Survey w/ Goals 2-5 CO V2.1

Goal Performance

Term	Grade	Student Count	Mean RIT **(8)**	Std Dev **(10)**	Median **(9)**	Number Sense Mean	Std Dev	Algebraic Methods, Patterns, and Functions Mean	Std Dev	Data Analysis and Probability Mean	Std Dev	Geometric Concepts, Properties, and Relationships Mean	Std Dev	Measurement Mean	Std Dev	Computation Concepts and Procedures Mean	Std Dev
Fall 2010-2011	2	137	179.4	11.3	180	180.2	14.1	177.2	13.9	180.5	13.0	**183.0**	12.6	178.4	12.9	*175.8*	14.7
Spring 2009-2010	2	1															
Fall 2009-2010	2	1															
Fall 2010-2011	3	148	188.8	11.8	189	189.3 **(28)**	14.6	187.1	13.3	191.6	14.8	189.7	13.8	189.3	14.4	*185.8* **(29)**	13.8
Spring 2009-2010	3	135	186.7	11.4	186	**190.3**	14.2	185.7	13.0	188.8	13.8	189.6	13.3	185.0	12.7	*181.3*	14.9
Fall 2009-2010	3	124	173.8	10.6	174	173.9	13.0	172.6	14.7	**177.5**	12.1	**177.0**	13.5	175.4	12.5	*167.2*	13.7
Spring 2009-2010	6	119	212.8	14.5	213	212.2	17.6	212.4	15.9	215.3	18.1	213.8	16.0	211.2	14.6	212.1	16.2
Fall 2009-2010	6	110	205.3	13.2	206	205.2	15.5	205.4	15.9	206.5	14.9	206.8	15.7	204.2	14.8	203.3	16.1
Fall 2009-2010	7	1															

Explanatory Notes: Due to statistical unreliability, summary data for groups of fewer than 10 students are not shown.

A goal mean shown with ***bold italic*** represents performance that might e an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

Grade Report

Grade Report

Grade 7

Term:	Fall 2011-2012
District:	NWEA Sample District 3
School:	Mt. Bachelor Middle School
30 Grouping:	None
Small Group Display:	No

Mathematics

MAP: Math 6+ CO 2009 / CO Mathematics K-8, HS; 2009

Summary	
Total Students With Valid Growth Test Scores	16
Mean RIT 8	232.9
Standard Deviation 10	16
District Grade Level Mean RIT	230
Students At or Above District Grade Level Mean RIT	7
Norm Grade Level Mean RIT	225.6
Students At or Above Norm Grade Level Mean RIT	10

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
MAP: Math 6+ CO 2009 / CO Mathematics K-8, HS; 2009	0	0%	4	25%	5	31%	2	13%	5	31%	229-**233**-237 26	16 10

Goal Area												
Number Sense and Operations	1	6%	4	25%	5	31%	1	6%	5	31%	227-**231**-235	16.5
Algebraic Structures	3	19%	2	13%	3	19%	3	19%	5	31%	227-**232**-238	21.2
Data Analysis and Probability	1	6%	1	6%	5	31%	4	25%	5	31%	232-**236**-240	16.9
Geometric Relationships	1	6%	4	25%	2	13%	4	25%	5	31%	229-**233**-237	15.3

Student Growth Summary Report

Aggregate by School

Term:	Fall 2010-2011
District:	NWEA Sample District 3
Grouping:	None
Small Group Display:	No
Growth measured from	Fall 2009 to Fall 2010

Mt. Bachelor Middle School

Reading

Grade (Fall 2010)	Count	Fall 2009 Mean RIT	Fall 2009 Std Dev	Fall 2010 Mean RIT	Fall 2010 Std Dev	Growth Mean	Growth Std Dev	Growth Sampling Error	Mean Growth Projection	Growth Index	Percent of Projection	Count Meeting Growth Projection	Percent Meeting Growth Projection
						③①	⑩	③②	⑰	㉑	㉔	㉒	㉓
6	93	199.9	16.4	206.2	16.5	6.3	9.5	1.0	5.4	0.9	116.7	55	59.1
7	162	207.2	14.7	211.8	14.0	4.5	8.5	0.7	4.3	0.3	104.7	84	51.9
8	74	212.6	14.5	217.0	13.5	4.4	10.5	1.2	4.1	0.3	107.3	37	50.0
9	20	219.8	10.1	222.5	10.0	2.7	7.0	1.6	3.1	-0.4	87.1	9	45.0

Reading — RIT Growth vs Grade chart (Mean of Growth, Mean of Growth Projection)
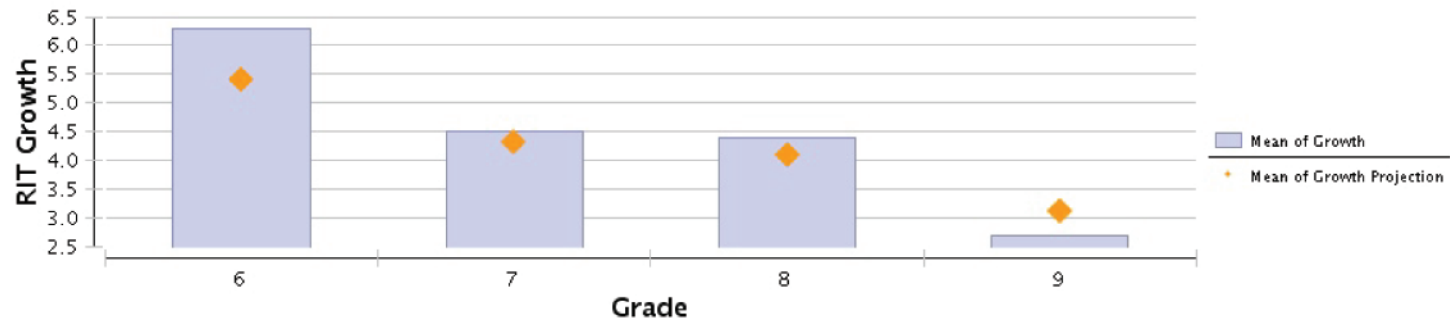
Student Growth Summary Report: District

Student Growth Summary Report

Aggregate by District

		Term:	Fall 2010-2011
		District:	NWEA Sample District 3
		Grouping:	None
		Small Group Display:	No
		Growth measured from	Fall 2009 to Fall 2010

Language Usage

Grade (Fall 2010)	Count	Fall 2009		Fall 2010		Growth			Mean Growth Projection	Growth Index	Percent of Projection	Count Meeting Growth Projection	Percent Meeting Growth Projection
		Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Sampling Error					
2	1												
3	120	173.4	15.3	190.4	14.1	17.0	8.2	0.7	16.5	0.5	103.0	63	52.5
6	92	200.4	16.6	208.8	14.0	8.4	9.0	0.9	5.8	2.7	144.8	56	60.9
7	162	207.6	14.8	214.3	12.9	6.8	9.0	0.7	4.4	2.3	154.5	102	63.0
8	74	213.1	12.2	218.7	11.6	5.6	9.3	1.1	3.7	2.0	151.4	50	67.6
9	20	218.8	7.8	222.7	7.0	4.0	6.2	1.4	2.8	1.2	142.9	13	65.0
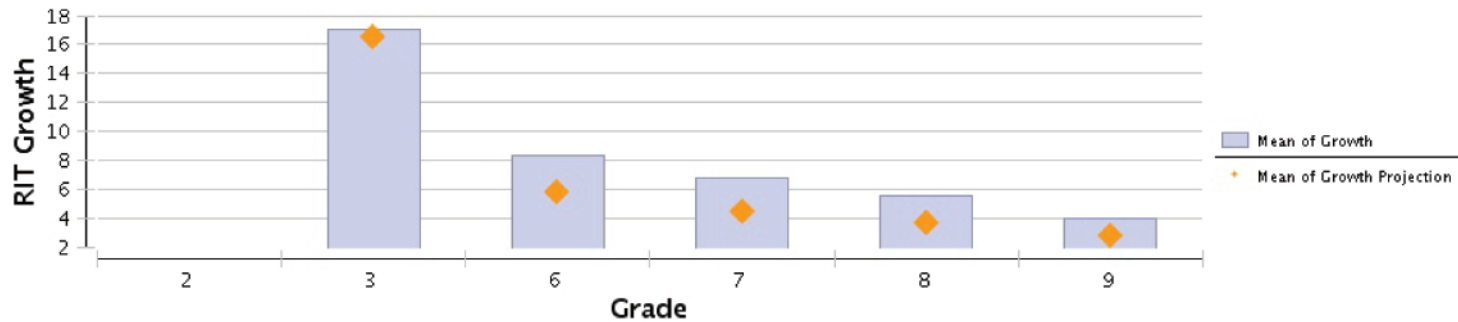
Column markers: 31, 10, 32 (above Growth), 17, 21, 24, 22, 23

Language Usage

Legend:
- Mean of Growth
- Mean of Growth Projection

Grade Report

Grade 7

Mathematics

State Test Name: CSAP

15

Grade	Student Count	Unsatisfactory		Partially proficient		Proficient		Advanced	
		count	%	count	%	count	%	count	%
5	1	0	0.0%	0	0.0%	0	0.0%	1	100.0%
6	2	0	0.0%	0	0.0%	0	0.0%	2	100.0%
7	17	1	5.9%	5	29.4%	6	35.3%	5	29.4%
8	1	1	100.0%	0	0.0%	0	0.0%	0	0.0%
9	1	0	0.0%	0	0.0%	1	100.0%	0	0.0%
10	1	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Total	23	3	13.0%	5	21.7%	7	30.4%	8	34.8%

13%
35%
22%
30%
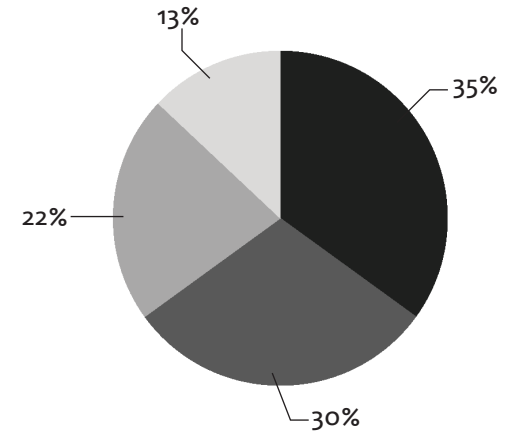
MAP® for Primary Grades Student Report

Screening: Reading Early Literacy

MAP® for Primary Grades Student Report

Lambert, Bret
Student ID: 838838

District:	NWEA Sample District 3
School:	Mt. Bachelor Middle School
Teacher:	Sloan, Sue
Classl:	Class 01
Date Range:	Nov 15, 2010 to Nov 14, 2011

Screening: Reading Early Literacy

Test Date	Nov 12, 2011
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%
Letter Identification	40%
Matching Letters to Sounds	N/A
Concepts of Print	70%
Concepts of Print--Pre-K	N/A
Concepts of Print--Beginning K	80%
Concepts of Print--K-1	60%

Low: 0% to 40%

Medium: > 40% to < 80%

High: 80% to 100%

NA: Sub-skill not evaluated
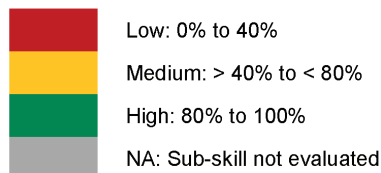
MAP® for Primary Grades Student Report
Skills Checklist: Reading Decoding Patterns/Word Families

NWEA
Northwest Evaluation Association
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MAP® for Primary Grades Student Report

Lambert, Bret
Student ID: 838838

District:	NWEA Sample District 3
School:	Mt. Bachelor Middle School
Teacher:	Sloan, Sue
Classl:	Class 01
Date Range:	Nov 15, 2010 to Nov 14, 2011

Skills Checklist: Reading Decoding Patterns-Word Families

	Test Date	**Nov 12, 2011**
	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%
- 🟨 Medium: > 40% to < 80%
- 🟩 High: 80% to 100%
- ⬜ NA: Sub-skill not evaluated

MAP® for Primary Grades Class Report (by RIT Ranges)

Class Report (by RIT Ranges)

Griffitt, Yefri I.
1st Grade Homeroom

Term:	Fall 2010
District:	NWEA District 2
School:	Mt. Mazama Primary School
Small Group Display:	No

Reading

Goal Performance ①

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

Primary Grades Reading (Combined Tests-all Goals)

Student ID	Name	Grd	Test Type ②	Test Date	Term	RIT ③	Std Err ④	RIT Range ⑤	%ile	%ile Range ⑥	Lexile® Range ⑦	A	B	C	D	E	F
S11002304	Runtzel, Cedur R.	1	S/G	Oct 8	FA10	114	3.4	111-117	1	1-1	BR	135-150	96-117	92-114	97-113	112-127	97-118
S11001866	Wilke, Cathl L.	1	S/G	Oct 8	FA10	138	3.2	135-141	4	2-8	BR	121-137	122-137	116-133	132-149	144-158	149-164
S11001915	Landing, Meyarah H.	1	S/G	Oct 8	FA10	139	2.9	136-142	5	3-8	BR	124-140	138-153	137-152	127-141	138-153	124-139
S11001999	Bright, Alexander R.	1	S/G	Oct 8	FA10	148	3.0	145-151	17	12-23	BR	137-152	150-165	144-161	139-154	145-160	124-141
S11001997	Stoefen, Rosie E.	1	S/G	Oct 8	FA10	151	3.1	148-154	23	17-31	BR	146-161	147-163	128-142	134-151	159-176	145-161
S11001961	Colandonato, Lenny R.	1	S/G	Oct 8	FA10	155	3.0	152-158	34	26-43	BR	152-167	148-163	149-163	145-160	146-162	148-162
S11002000	Sagmoen, Maegann N.	1	S/G	Oct 8	FA10	155	3.0	152-158	34	26-43	BR	140-157	153-168	158-173	138-153	151-166	142-157
S11002062	Sorensen, Kaye E.	1	S/G	Oct 8	FA10	160	3.0	157-163	49	40-58	BR	149-164	150-165	160-175	150-165	157-172	151-166
S11001966	Colon-Pagan, Teidah H.	1	S/G	Oct 8	FA10	162	2.9	159-165	55	46-64	BR	158-172	154-168	152-166	160-175	157-171	150-165
S11001883	Schuessler, Doyce E.	1	S/G	Oct 8	FA10	165	3.0	162-168	64	55-73	BR	164-180	161-176	157-173	149-163	156-170	157-171
S11001940	Lonsky, Sinaca-Ski I.	1	S/G	Oct 8	FA10	166	2.9	163-169	67	58-75	BR	172-187	157-173	155-170	156-170	157-171	153-168
S11001923	Lambert, Bret T.	1	S/G	Oct 8	FA10	167	3.0	164-170	70	61-78	BR-53	158-174	172-187	169-183	158-173	142-157	155-170
S11001916	Vigne, Dade E.	1	S/G	Oct 8	FA10	169	3.0	166-172	75	67-82	BR-100	168-184	148-165	175-190	161-175	154-169	161-178
S11001902	Denewith Mcgee, Kerry R.	1	S/G	Oct 8	FA10	173	3.0	170-176	84	78-89	18-168	178-193	161-176	174-189	169-183	147-164	163-179

Totals For: Primary Grades Reading (Combined Tests-all Goals)

⑧ Mean RIT :	154.4				
Median RIT :	157 ⑨				
⑩ Std Dev:	15.8				
Total students with valid growth test date:	14				

	A	B	C	D	E	F
Mean:	157.9	154.7	155.3	151.4	155.2	152.1
Median:	158	158	161	154	157	157
Std Dev:	17.1	18.1	22.2	18.0	12.0	17.1

MAP® for Primary Grades Class Breakdown by RIT Report

Class Breakdown by RIT

District: NWEA Sample district 2
Term Rostered: Fall 2010
Term Tested: Fall 2010
School: St. Helens Elementary school
Instructor: Saba, Howard
Class: TF060018 Saba Homeroom 1(A)

Modify Options

Select a Subject in this report to view a Class Breakdown by Goal Report

Class Breakdown by [RIT ▾]   📄 Create a PDF version of this report [Legal 8½ x 14" ▾] [Create PDF]   ⑫

	<121	121-130	131-140	141-150	151-160	161-170	171-180	181+
Mathematics ⑪			M. H. Landing (131)	A. R. Bright (141) T. H. Colon-Pagan (150)	M. N. Sagmoen (152) R. E. Stoefen (155) D. E. Schuessler (165)	K. E. Sorensen (163) S. I. Lonsky (165) L. R. Coladonato (167)	K. R. Denewith Mcgee (175)	D. E. Vigne (182) B. T. Lambert (184)
Reading	C. R. Runtzel (114)		C. L. Wilke (138) M. H. Landing (139)	A. R. Bright (148)	R. E. Stoefen (151) L. R. Coladonato (155) M. N. Sagmoen (155) K. E. Sorensen (160)	T. H. Colon-Pagan (162) D. E. Schuessler (165) S. I. Lonsky (166) B. T. Lambert (167) D. E. Vigne (169)	K. R. Denewith Mcgee (173)	

MAP® for Primary Grades Class Breakdown by Goal Report

Class Breakdown by GOAL Report

District: NWEA Sample district 2	
Term: Fall 2010	**Modify Options**
School: St. Helens Elementary school	
Instructor: Saba, Howard	< Back to Class
Class: TF060018 Saba Homeroom 1(A)	Breakdown by RIT

You may select the student's name, <all students in the cell>, or the goal name to retrieve a list of DesCartes: A Continuum of Learning® statements or the Primary Grades Instructional Data statements that correspond to the students' goal RIT ranges or all RIT ranges for the goal.

Create a PDF version of this report   Legal 8½ x 14" V   **Create PDF**

Goal	Goal Score 12							
	<111	111-120	121-130	131-140	141-150	151-160	161-170	171-180
Comprehension			<all students in the cell> C. R. Runtzel (114)		<all students in the cell> B. T. Lambert (167) M. H. Landing (139)	<all students in the cell> C. L. Wilke (138) A. R. Bright (148) L. R. Coladonato (155) M. N. Sagmoen (155) K. R. Denewith Mcgee (173)	<all students in the cell> R. E. Stoefen (151) K. E. Sorensen (160) T. H. Colon-Pagan (162) D. E. Schuessler (165) S. I. Lonsky (166) D. E. Vigne (169)	
Concepts of Print	<all students in the cell> C. R. Runtzel (114)		<all students in the cell> C. L. Wilke (138)	<all students in the cell> R. E. Stoefen (151)	<all students in the cell> M. H. Landing (139)	<all students in the cell> A. R. Bright (148) L. R. Coladonato (155) T. H. Colon-Pagan (162)	<all students in the cell> M. N. Sagmoen (155) K. E. Sorensen (160) D. E. Schuessler (165) S. I. Lonsky (166)	<all students in the cell> B. T. Lambert (167)
Phonics 13	<all students in the cell> C. R. Runtzel (114)		<all students in the cell> C. L. Wilke (138)		<all students in the cell> M. H. Landing (139)	<all students in the cell> A. R. Bright (148) R. E. Stoefen (151) L. R. Coladonato (155) M. N. Sagmoen (155) K. E. Sorensen (160) D. E. Vigne (169)	<all students in the cell> T. H. Colon-Pagan (162) D. E. Schuessler (165) S. I. Lonsky (166) K. R. Denewith Mcgee (173)	<all students in the cell> B. T. Lambert (167)
Phonological Awareness			<all students in the cell> C. L. Wilke (138)	<all students in the cell> M. H. Landing (139)	<all students in the cell> C. R. Runtzel (114) A. R. Bright (148) M. N. Sagmoen (155)	<all students in the cell> R. E. Stoefen (151) L. R. Coladonato (155) K. E. Sorensen (160)	<all students in the cell> T. H. Colon-Pagan (162) B. T. Lambert (167)	<all students in the cell> D. E. Schuessler (165) S. I. Lonsky (166) D. E. Vigne (169)
Vocabulary & Word Structure	<all students in the cell> C. R. Runtzel (114)			<all students in the cell> C. L. Wilke (138) M. H. Landing (139)	<all students in the cell> A. R. Bright (148) R. E. Stoefen (151) M. N. Sagmoen (155)	<all students in the cell> L. R. Coladonato (155) K. E. Sorensen (160) D. E. Schuessler (165)	<all students in the cell> T. H. Colon-Pagan (162) S. I. Lonsky (166) B. T. Lambert (167) D. E. Vigne (169)	<all students in the cell> K. R. Denewith Mcgee (173)
Writing	<all students in the cell> C. R. Runtzel (114)			<all students in the cell> M. H. Landing (139) A. R. Bright (148)	<all students in the cell> M. N. Sagmoen (155)	<all students in the cell> C. L. Wilke (138) R. E. Stoefen (151) L. R. Coladonato (155) K. E. Sorensen (160) T. H. Colon-Pagan (162)	<all students in the cell> D. E. Schuessler (165) S. I. Lonsky (166) B. T. Lambert (167) D. E. Vigne (169)	<all students in the cell> K. R. Denewith Mcgee (173)

MAP® for Primary Grades Instructional Data (three column 10 point option)

Primary Grades Instructional Data

Reading
Goal: Comprehension

(14)

RIT Score Range: 141 -150
Statements Last Updated: Aug 27, 2011

Skills and concepts to Enhance (73% Probability*) 131 - 140	Skills and Concepts to Develop (50% Probability*) 141 -150	Skills and Concepts to Introduce (27% Probability*) 151 - 160
Literal Comprehension	**Literal Comprehension**	**Literal Comprehension**
131 Distinguishes a real from a make-believe character 132 Recognizes story characters 132 Matches a book cover to a given topic 133 Recognizes characters of a book from a given cover illustration (literary) 134 Matches a picture to a story element (problem) 134 Matches the correct illustration to a given story (setting) 135 Matches a picture to a given description (details) 135 Identifies the main idea of a literary story (two to five sentences) 135 Locates the main idea of a given fictional story 136 Matches a picture to a story element (setting) 137 Recognizes the characters of a literary passage (given the cover illustration) 139 Identifies a table of contents	141 Classifies pictures into a group (animals) 141 Classifies pictures into a group (food) 141 Locates a detail in a short literary passage (two to five sentences) 141 Matches a picture to a given description (main idea) 142 Classifies pictures into a group (things that melt) 142 Recognizes the characters of a literary passage (text not shown on screen) 143 Matches a picture word to a given description (story details) 143 Matches a picture to a given sequence of events (first event) 144 Classifies pictures into a group (things that are round) 144 Classifies an onomatopoeia in a given sentence (term not used) 144 Sorts pictures into chronological order using first, next, and last 146 Classifies pictures into a group (things that are hot) 146 Classifies people in a literary passage as characters 146 Identifies the setting from a given book cover (the woods) 148 Identifies the main idea of a literary story where the title alone does not clarify which is the main idea (two to five sentences) 149 Infers the word that best completes a given poem (word repetition) 149 Distinguishes between the characters, setting, and details of a literary passage (two to five sentences) 150 Infers the title of a book from the cover illustration	151 Identifies the setting from a given illustration and a literary passage (two to five sentences) 151 Identifies the main idea of an informational passage (two to five sentences) 152 Classifies pictures into a group (things in the ocean) 154 Matches a list of words with a given category (fruit) 154 Infers the phrase that best completes a sentence (predictable text; two to five sentences) 154 Infers the phrase that completes a sentence (predictable text) 154 Sorts pictures to retell the sequence of a story (beginning, middle, end) 155 Identifies the genre from a story description (biography) 155 Infers the word that best completes a given poem (word repetition) 155 Locates the story problem in a literary passage (two to five sentences) 155 Identifies the main idea of a book, given the cover illustration 155 Matches a picture to a given sequence of events (next event) 156 Classifies pictures into a group (things that grow) 156 Classifies pictures into a group (vegetables) 156 Identifies the characters of a literary passage 157 Classifies pictures into a group (camping) 157 Identifies a table of contents 157 Matches a simple sentence to a given picture (answer options not read aloud) 158 Locates a detail about a character in a given literary text 159 Recognizes a map 159 Infers the phrase that best completes a sentence (poem; rhyming; two to five sentences)
Interpretive Comprehension	**Interpretive Comprehension**	**Interpretive Comprehension**
132 Infers the answer to a riddle (illustrations only) 133 Infers a detail from a literary passage (two to five sentences) 134 Matches a book title and cover illustration to a given topic 135 Matches a title of a book to a given cover illustration 137 Infers the setting of a story 139 Predicts the next event from a literary story	141 Infers the cause of a given effect 141 Predicts the effect of a given event (illustration only) 142 Infers the outcome of a given situation based on facial expressions (hurt) 143 Infers the story problem in a literary passage (two to five sentences) 146 Matches a definition to a given picture (picnic) 147 Infers the answer to a given riddle 147 Predicts the next event from a given picture (illustration only) 149 Predicts the next event from an informational passage (two to five sentences) 149 Predicts the next event from given descriptions and illustrations	152 Infers the outcome of a given situation based on facial expressions (mad) 152 Recognizes the genre of a book from its cover and illustration (fiction) 154 Interprets a simile 156 Infers the main idea from a given illustration and description 156 Predicts the next event from a given picture (illustration only) 157 Infers a likely result of a given event (illustration only) 158 Infers the narrator in given dialogue (two to five sentences) 160 Predicts a setting based on a given set of words
Evaluative Comprehension	**Evaluative Comprehension**	**Evaluative Comprehension**
	149 Compares the setting of two pictures (similarities)	153 Compares the setting of two pictures (similarities) 156 Infers the author's purpose for a given advertisement

Explanatory Notes
* At the range mid-point, this is the probability students would correctly answer items measuring these concepts and skills.
Both data from test items and review by NWEA curriculum specialists are used to place Primary Grades Instructional Data statements into appropriate RIT ranges.
Blank cells indicate data are limited or unavailable for this range or document version.

MAP® for Primary Grades Instructional Data (one column)

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

Primary Grades Instructional Data

Reading

Goal: Comprehension

RIT Score Range: 141 -150

Statements Last Updated: Aug 27, 2011

Skills and Concepts to Develop (50% Probability*) **14**
141 -150
Literal Comprehension

141	Classifies pictures into a group (animals)
141	Classifies pictures into a group (food)
141	Locates a detail in a short literary passage (two to five sentences)
141	Matches a picture to a given description (main idea)
142	Classifies pictures into a group (things that melt)
142	Recognizes the characters of a literary passage (text not shown on screen)
143	Matches a picture word to a given description (story details)
143	Matches a picture to a given sequence of events (first event)
144	Classifies pictures into a group (things that are round)
144	Classifies an onomatopoeia in a given sentence (term not used)
144	Sorts pictures into chronological order using first, next, and last
146	Classifies pictures into a group (things that are hot)
146	Classifies people in a literary passage as characters
146	Identifies the setting from a given book cover (the woods)
148	Identifies the main idea of a literary story where the title alone does not clarify which is the main idea (two to five sentences)
149	Infers the word that best completes a given poem (word repetition)
149	Distinguishes between the characters, setting, and details of a literary passage (two to five sentences)
150	Infers the title of a book from the cover illustration

Interpretive Comprehension	
141	Infers the cause of a given effect
141	Predicts the effect of a given event (illustration only)
142	Infers the outcome of a given situation based on facial expressions (hurt)
143	Infers the story problem in a literary passage (two to five sentences)
146	Matches a definition to a given picture (picnic)
147	Infers the answer to a given riddle
147	Predicts the next event from a given picture (illustration only)
149	Predicts the next event from an informational passage (two to five sentences)
149	Predicts the next event from given descriptions and illustrations

Evaluative Comprehension	
149	Compares the setting of two pictures (similarities)

MAP® for Primary Grades Class Report
Screening: Reading Early Literacy

MAP® for Primary Grades Class Report

NWEA
Northwest Evaluation Association
Partnering to help all kids learn[1]

Sloan, Sue
Class 01

District:	NWEA Sample District 3
School:	Mt. Bachelor Middle School
Date Range:	Dec 28, 2010 to Dec 27, 2011

Overall Score | 2 | 1 |

Skills / Sub-skills	Scores			Total # of Students
Phonological Awareness	3		1	4
Matching Sounds	3		1	4
Rhyming Sounds	1	2	1	4
Manipulating Sounds	2	3		4
Visual Discrimination/Phonics	1	2	1	4
Visual Discrimination	1	2	1	4
Letter Identification	1	1	1	4
Matching Letters to Sounds	1	3		4
Concepts of Print	2	1	1	4
Concepts of Print--Pre-K	1	1	2	4
Concepts of Print--Beginning K	2	2		4
Concepts of Print--K-1	2	2		4

33

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

MAP® for Primary Grades Class Report
Sub-skill Performance

MAP® for Primary Grades Sub-Skill Performance Report

NWEA
Northwest Evaluation Association
Partnering to help all kids learn

Kotifani, Jenisha A.
JKSecondGrade

District: NWEA Sample District 3
School: Three Sisters Elementary School
Date Range: Dec 28, 2010 to Dec 27, 2011

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

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, Lise E.	1/2: 50%	0/2: 0%	0/1: 0%	0/3: 0%	0/2: 0%
S11001877	Walvatne, Metztli 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: Addition - three 1-digit numbers	Subtraction: Subtraction - 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%
- Medium: > 40% to < 80%
- High: 80% to 100%
- NA: Sub-skill not evaluated