

map

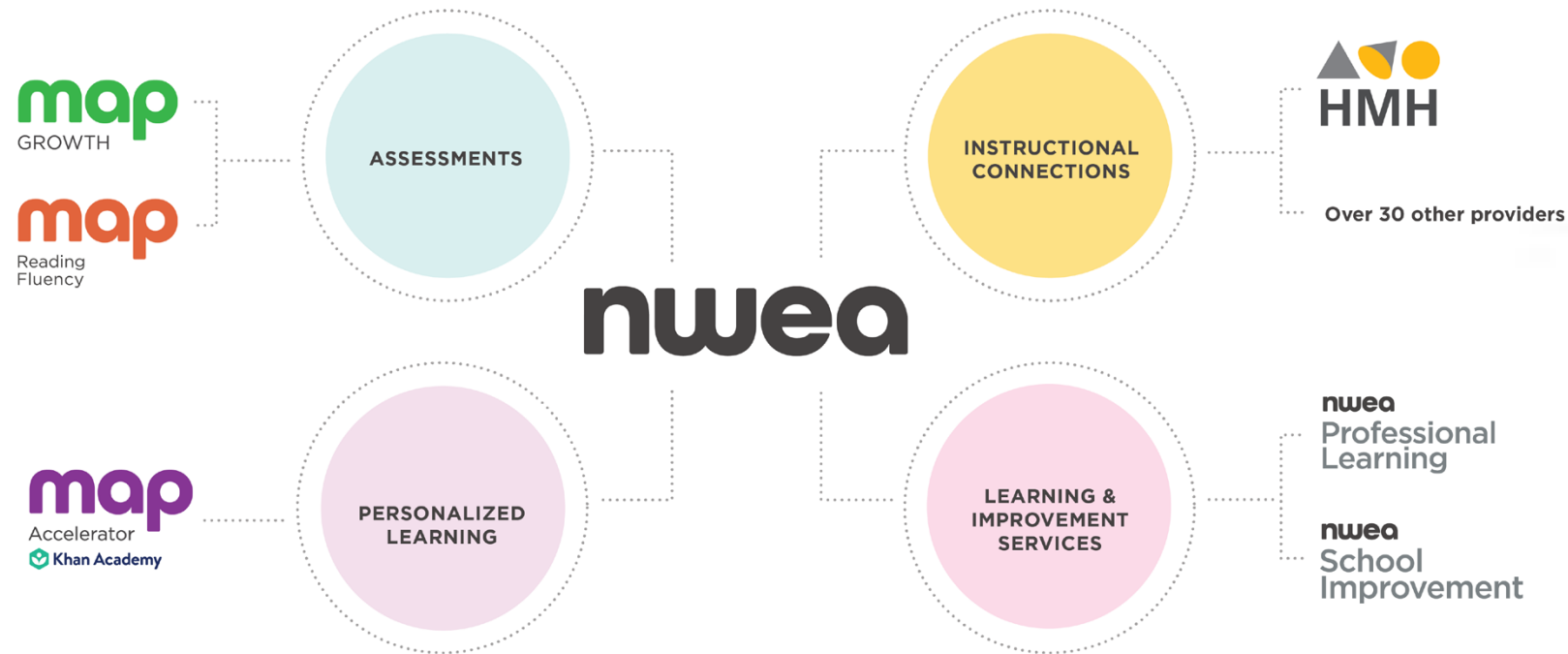
GROWTH Reports Portfolio

V 5.0
Summer 2023



nwea

The NWEA ecosystem



Assessments

High-quality measures with the trustworthy data educators need to help advance student growth and equitable learning outcomes.

Personalized learning

Meet students where they are while still prioritizing grade-level math instruction. MAP® Accelerator™ connects MAP® Growth™ results to personalized pathways in Khan Academy®, helping teachers differentiate instruction with as little as 30 minutes of learning a week.

Instructional connection providers

With connections to more than two dozen instructional providers, you can use MAP Growth data to guide student learning in math and reading—maximizing the value of tools you may already use.

Learning & improvement services

Say goodbye to tedious, one-size-fits-all learning. NWEA® offers a robust, holistic slate of professional learning experiences designed by experienced educators to bring curriculum, instruction, and assessment into alignment.

Evolving to meet your needs

Founded by educators, NWEA has been a trusted name in academic measurement for over 40 years. Our mission—Partnering to help all kids learn®—is the driving force behind the big questions, groundbreaking research, and innovative solutions we're known for.

But as the education landscape shifts, so does our approach. Our goal is to help educators make more confident decisions in service of long-lasting, equitable change.

Guided by our mission, we continue to enhance our ecosystem of products and services to help our partners bring together assessment, curriculum, and instruction to improve outcomes for all kids.

MAP Growth reports

Transforming data into insights that help educators take action

By adapting to each student's learning level, MAP Growth creates a personalized assessment experience that accurately measures each student's achievement and growth. Timely reports deliver essential information that can be used to improve both teaching and learning.

Four benefits of MAP Growth reports:

Timely results

MAP tests are scored in real time; students and proctors receive preliminary results at the test's conclusion. Afterward, you can access in-depth reports that show aggregate data by class, grade, school, and district. Most of these reports are available the same day or the next day, while a few can be accessed after each testing window concludes.

Context for student performance

NWEA provides robust norms for achievement and growth over time. Norms let you compare your students' achievement at a single point in time—and their growth over time—with the achievement and growth of other US students in the same grade at a comparable stage of the school year. NWEA college readiness benchmark information also lets you use MAP Growth scores to predict future performance on the ACT® (for students in grades 5-10) and the SAT® (for grades 5-9).

Student, class, and district information with flexible display and grouping options

You'll find a variety of MAP Growth reports that help you predict proficiency on state tests, group students for differentiated instruction, and engage students in mapping their own learning plan for the school year.

Flexible reporting formats

While most educators make good use of the preconfigured reports included with MAP Growth, 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 export raw data reports at any time during a testing season—free of charge.

For a comprehensive guide, see [MAP Growth report details](#) in the NWEA Help Center.



New for the 2023–2024 school year

School Profile report—Adding growth and school-level data enhancements

In an ongoing effort to give school leaders a richer and more focused experience with their school's MAP Growth assessment data, NWEA is enhancing the School Profile report in summer 2023 by renaming the tabs to make the user experience more intuitive, adding growth median and distribution data, and adding school-level aggregate data. Learn more about enhancements to the School Profile report in this NWEA Connection article: [School Profile report—adding growth and school-level data](#)

New and improved course-specific norms

In the summer of 2023, NWEA will provide updated user norms for course-specific Algebra 1, Algebra 2, and Geometry as well as new user norms for Integrated Math I, II, and III, and Biology/Life Science tests. The new/updated user norms will include achievement norms for fall, winter, and spring as well as growth norms for fall-to-winter, fall-to-spring, and winter-to-spring. Learn more about how these norms will help educators make well-informed decisions and support student growth in this NWEA Connection article: [New and improved course-specific norms](#)

Linking study updates—Spring and summer 2023

Between March and July 2023, NWEA will release new or updated linking studies in Kentucky, Michigan, New Jersey, North Carolina, Ohio, and South Carolina. Learn more about how these linking studies will help educators project proficiency on summative assessments in this NWEA Connection article: [Linking study updates—Summer 2023](#)

Similar Schools report retirement

NWEA is retiring the Similar Schools premium report in summer 2023 because it is based on older technology that is actively being phased out. Districts that purchased this report can continue to access their 2022–2023 report in Tableau until June 2023 when the report is retired. Learn more about this report retirement in this NWEA Connection article: [Similar schools report retirement—Summer 2023](#)

MAP Growth information from state assessments

In the spring of 2023, NWEA launched a new initiative in Alaska, Maine, and Nebraska that provides educators with quality reports that include MAP Growth information from state assessments to help them make well-informed decisions that drive academic success. Learn more about this initiative in this NWEA Connection article: [New MAP Growth reporting feature for educators in Alaska, Maine, and Nebraska](#)

Learning Continuum update

In the summer of 2023 NWEA will update the MAP Growth Learning Continuum to make it quicker and easier for teachers to find the data they seek. These changes will help teachers better understand how the Learning Continuum fits within their instructional practices and how learning statements provide glimpses of the MAP Growth item bank. Learn more about how the improved Learning Continuum will provide better context around the content-specific meaning of RIT scores in this NWEA Connection article: [Learning Continuum update](#)



Looking forward to the 2024–2025 school year

Legacy report retirement—Helping partners transition to the interactive profile reports

IMPORTANT: The following information is referencing product changes that will happen in the summer of 2024, not the summer of 2023.

NWEA is committed to delivering a continuous stream of enhancements and innovations that improve the reporting experience and make it easier to transform insights into decisions that drive student learning growth. As a primary part of this commitment, NWEA is accelerating the vision to expand the interconnected and interactive profile report experience.

The Student, Class, School, and (in the future) District Profile reports provide partners with the data they know and trust in a format that speeds up how quickly they can take action and improve learning outcomes. As NWEA delivers more enhancements to the profile reports, the older legacy reports will become increasingly obsolete. To provide district and school partners with the most up-to-date reporting experience, NWEA will retire most of the older legacy reports in summer 2024.

Learn more about how retiring these legacy reports will improve the reporting experience for MAP Growth in this NWEA Connection Article:

[Legacy report retirement—Summer 2024](#)

NOTE: Reports that are going to be retired in summer 2024 will be marked throughout this document.

Legacy report retirement—Summer 2024

| Report name | Status before summer 2024 | Status after summer 2024 | New replacement report |
|--|---------------------------|--------------------------|--------------------------------|
| Class Report | Active | Retired | Class Profile report |
| Grade Report | Active | Retired | School Profile Report |
| Class Breakdown by RIT | Active | Retired | Class Profile report |
| Class Breakdown by Instructional Area | Active | Retired | Class Profile report |
| Class Breakdown by Projected Proficiency | Active | Retired | Class Profile report |
| Student Progress | Active | Retired | Student Profile report |
| ASG Quadrant Report | Active | Retired | Class Profile report |
| ASG Summary/Projection Report | Active | Retired | Class Profile report |
| District Summary | Active | Retired | District/School Profile Report |
| Student Growth Summary | Active | Retired | District/School Profile Report |
| Projected Proficiency Summary | Active | Retired | District/School Profile Report |
| School Profile Report | Active | Active | — |
| Class Profile report | Active | Active | — |
| District Profile Report | Not available | New by Summer 2024 | — |
| Learning Continuum (Test View) | Active | Active | Learning Continuum |
| Learning Continuum (Class View) | Active | Retired Summer 2023 | None |
| K-2 Screening and Skills Checklist: By Student | Active | Active | — |
| K-2 Screening and Skills: By Class | Active | Active | — |
| Family Report | Active | Active | — |
| Grade Breakdown (.csv) | Active | Retired | District/School Profile Report |
| Comprehensive Data File (.csv) | Active | Active | — |
| Combined Data File (.csv) | Active | Active | — |



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⚙️ These reports are scheduled for retirement in the summer of 2024

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The color-coded indicators next to report titles tell you which user role is required to access the report. The color-coded key can be seen below.

▲ Instructor ■ Administrator ◆ School Coordinator ● District Coordinator

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101 Screening and Skills Checklist Class report: Reading phoneme identification

103 Screening and Skills Checklist Class report: Reading vowel digraphs and diphthongs

You can find a similar color-coded key in the bottom left of each report page indicating which roles have access to that report. If one of the colors is grayed out that role does not have access.

*Note: Prior to July 2021, this report was named Class Breakdown by Goal



ANNOTATION KEY

- 1 Norms reference data:** Indicates which NWEA norming study your report data draws upon.
- 2 Growth comparison period:** The two terms for which you wish to receive student growth data.
- 3 Weeks of instruction:** The number of instructional weeks before testing, as set by your school or district administrator.
- 4 Optional grouping:** You may choose to view results by gender or ethnicity. If your district submitted a program file, you may also view summary results by special program.
- 5 Small group display:** Summary groups of fewer than 10 students will display when you select this option while generating reports.
- 6 Mean RIT score:** The group's average RIT score for the subject in the given term.
- 7 Median RIT score:** The group's middle RIT score for the subject in the given term if individual scores were ordered from lowest to highest.
- 8 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.
- 9 Standard error of measurement or error margin:** An estimate of the amount of error in an individual's observed achievement score. The smaller the standard error, the more precise the achievement estimate.
- 10 Sampling error:** An estimate of the amount of error in an aggregate statistic (commonly the mean) attributed to calculating the statistic on a population sample rather than on the entire population. The larger the group, the lower the sampling error.
- 11 Instructional area:** A learning area (e.g., geometry) within a subject (e.g., math). **NOTE:** Instructional area categories may be labeled differently depending on your test version or state assessment
- 12 RIT score:** A student's overall scaled score on the test for a given subject.
- 13 RIT score range:** A range of RIT scores defined by the student's RIT score plus and minus one standard error of measurement. If the student took the test again relatively soon, you could expect their score to fall within this range about 68% of the time.
- 14 Percentile:** The percentage of students in the NWEA national norm sample for a grade and subject area that a given student's score (or group of students' mean score) equaled or exceeded. Percentile range is computed by identifying the percentile ranks of the low and high ends of the RIT score range (see annotation 13).
- 15 Lexile*/Lexile range:** Lexile reading range is the range of texts a student is likely to comprehend when reading independently. The student may require increased instructional support to comprehend text at higher ranges.
- 16 Area of relative strength:** Chosen relative to the whole subject score, plus the standard error.
- 17 Suggested area of focus:** Chosen relative to the whole subject score, minus the standard error.
- 18 Number of students with growth projection:** The number of students in the growth count population with available growth projections.
- 19 Instructional area score:** The student's performance in the instructional area tested. Most reports show instructional area scores as RIT score ranges (e.g., 187-199). Both the Student and Class Profile reports show the midpoint of the student's RIT score range. Class breakdown reports sort students into 10-point RIT bands, based on the midpoint of their instructional area RIT score range. **NOTE:** Instructional area categories may be labeled differently depending on your test version or state assessment.
- 20 Segmented bar graph:** Shows the number of students who scored within each percentage range—low, medium, and high. A student's range is based on the proportion of questions they answered correctly in that section of the test.
- 21 The Learning Continuum Class View report:** This view of the Learning Continuum was retired in summer 2023
- 22 The Learning Continuum Test View report:** Displays what kinds of skills and concepts are assessed by test items that fall within 10-point RIT bands.
- 23 Learning statements:** A statement that describes the skills and concepts the item is assessing. All items assessing the same skills/concepts are aligned to the same learning statement. Important note for partners who view state summative test results in MAP Growth reports: due to state summative test designs, learning statements are not available for state tests.
- 24 Projected proficiency category:** Students are grouped in predicted proficiency categories based on NWEA linking studies that align the MAP Growth RIT scale to state assessments and college and career readiness measures.
- 25 Projected RIT score or RIT projection:** The predicted future score for a student who makes typical growth, based on NWEA national growth norms. Projections take into account the student's initial score, grade level, and time between tests.
- 26 Projected growth, growth projection, or typical growth:** The change in RIT score that about half of US students will make over time, based on student growth norms. The student's initial score plus projected growth equals projected RIT. The Student Growth Summary report shows grade-level growth projections, which are based on school growth norms.
- 27 Observed growth or RIT growth:** The change in a student's RIT score during the growth comparison period. On the Student Growth Summary report, observed growth is the end-term mean RIT minus the start-term mean RIT.
- 28 Observed growth standard error:** Amount of measurement error associated with observed 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 growth would fall within a range defined by the term-to-term growth, plus or minus the standard error.
- 29 Growth index:** The difference between observed and projected growth. A zero indicates the student met projection exactly. Do not use this index to compare performance between students; use the conditional growth index (see annotation 31) instead.
- 30 Met projected growth:** Indicates Yes if the student's term-to-term growth equaled or exceeded the growth projection and No if growth was less than projected. A † means that the difference between the student's observed and projected growth is less than the observed growth standard error.
- 31 Conditional growth index:** This index allows for growth comparisons between students. It incorporates conditions that affect growth, including weeks of instruction before testing and students' starting RIT scores. A value of zero corresponds to mean growth, indicating growth matched projection.
- 32 Conditional growth percentile:** (also referred to as "growth percentile") The conditional growth index (see annotation 31) translated into national percentile rankings for growth.
- 33 Percentage of students who met growth projection:** The percentage of students whose end-term RIT scores met or exceeded their individual growth projections.
- 34 Percent of projected growth met:** The total student growth divided by the total projected RITs, expressed as a percentage. Performance of 100% is considered average, meaning the overall student growth equaled the projections. Use in conjunction with annotation 33.
- 35 Total number of growth events:** The number of students with valid growth-based test events for both terms.
- 36 Number of students who met their growth projection:** The number of students whose end-term RIT scores met or exceeded their individual growth projections.
- 37 Median conditional growth percentile:** The middle value of this student group's conditional growth percentiles if the individuals' percentiles were ordered from smallest to largest.
- 38 School conditional growth index:** This index allows for growth comparisons between grades within schools. It incorporates conditions that affect school growth, including weeks of instruction before testing and starting grade-level mean RIT scores. A value of zero corresponds to mean growth, indicating growth matched projection.
- 39 School conditional growth percentile:** The school conditional growth index (see annotation 38) translated into national percentile rankings for growth.
- 40 Set goal:** Set custom growth goals for your students. In the example, the educator and student have already set a catch-up growth goal for winter and are about to set one for spring.
- 41 Rapid guess percentage:** Percent of responses when a student answered a test question in well below the average response time measured by NWEA. The response is so fast that the student could not actually view and comprehend the whole question. Important note for partners who view state summative test results in MAP Growth reports: Rapid guess information is not available for assessment data derived from state tests.
- 42 Quantile:** The Quantile® Framework for Mathematics helps educators evaluate student mathematical ability and the difficulty of specific mathematical skills and concepts on the same developmental scale. The Quantile Framework for Mathematics can be used to match students with targeted materials.



LEARNING CONTINUUM: GROUPED BY STANDARD

Learning Continuum: Key information

What this report offers

- A transparent description of the contents of MAP Growth and the relationship of test items to instructional areas and standards
- Skills and concepts for all RIT bands, independent of any student data
- Information organized by 10-point RIT bands

Questions it helps answer

- What kind of content is assessed by MAP Growth?
- What is the relative difficulty of the assessed components/skills of a standard?
- How does a student's overall and instructional area scores relate to concepts and skills on which that score might be based?

When to use it

- When you want to understand more about the content of MAP Growth
- As part of the instructional decision-making process
- When you are looking for a starting point to begin formative assessment

Things to consider

- The Learning Continuum only provides information about what is contained in the MAP Growth test. It does not reflect what students saw on the test.
- Learning statements found throughout the Learning Continuum are instruction-oriented statements that describe the concepts and skills assessed by MAP Growth.
- When choosing how to display the learning statements, you can select specific grades by selecting the Group by Standard view.
- Learning statements should not be the only source of information that a teacher consults when making instructional decisions.
- CTRL-F (Command-F on a Mac) is an easy way to search for specific students, standards, or topics.

*Important note for partners who view state summative test results in MAP Growth reports: due to state summative test designs, learning statements are not available for state tests

Notes

Learning Continuum

Math, grouped by standard

logged in as Username
Home | Help | Contact | Change Password | Logout

Map Growth Reports > Learning Continuum

Test: Demo Growth: Math 2-5 | Grade: 2 grade(s) selected

Group by Standard | Group by Topic

RIT 181-190 | RIT 191-200

Operations and Algebraic Thinking

Number and Operations

Measurement and Data

Geometry

Operations and Algebraic Thinking

Represent and Solve Problems

Math.Content.1.OA.A.1: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

- Solves one-step additive-comparison word problems, whole numbers within 20
- Represents one-step take-from/take-apart word problems with expressions or equations, with start, change, or part unknown, whole numbers within 20
- Solves one-step add-to/put-together word problems with start, change, or part unknown, whole numbers within 20
- Represents one-step add-to/put-together word problems with expressions or equations, with start, change, or part unknown, whole numbers within 20

Operations and Algebraic Thinking

Number and Operations

Measurement and Data

Geometry

Operations and Algebraic Thinking

Represent and Solve Problems

Math.Content.1.OA.A.1: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

- Represents one-step additive-comparison word problems with expressions or equations, whole numbers within 20
- Represents one-step add-to/put-together word problems with expressions or equations, with start, change, or part unknown, whole numbers within 20

Math.Content.1.OA.B.3: Apply properties of operations as strategies to add and subtract.

- Understands the inverse relationship between addition and subtraction, whole numbers within 20

22 The Learning Continuum: Displays what kinds of skills and concepts are assessed by test items that fall within 10-point RIT bands.

23 Learning statements: A statement that describes the skills and concepts the item is assessing. All items assessing the same skills/concepts are aligned to the same learning statement. Important note for partners who view state summative test results in MAP Growth reports: due to state summative test designs, learning statements are not available for state tests.

Tips and tricks

Grouping by Standard: To view the Learning Continuum in this format, make sure you select Group by Standard in your display options.

Test items and learning statements: How are they related? Every item in the NWEA item bank is associated with a learning statement, which is a statement that describes the skills and concepts the item is assessing. All items assessing the same skills/concepts are aligned to the same learning statement. With thousands of items in the MAP Growth item bank, it's easy to understand why the Learning Continuum displays so many learning statements within each 10-point RIT band.

Example: If you look at the Learning Continuum for the NWEA version of the Math 2-5 test and select the 181-190 RIT range, you will find that there are 159 learning statements listed. (Note: the number of learning statements varies for each version of the test.) The presence of a learning statement in the 181-190 RIT band indicates that at least one test item with a RIT level between 181 and 190 is available in the item pool that assesses the skills/concepts aligned to that learning statement. To provide a specific example: If a test item has a RIT level of 185 and assesses the skills/concepts aligned to the learning statement "Solves one-step, take-from/take-apart word problems with start, change, or part unknown, whole numbers within 20s," then the Learning Continuum will display this learning statement in the 181-190 RIT band.

Use the arrows to navigate across 10-point RIT bands.

Select an instructional area to be taken directly to the associated learning statements

Learn more about how to use the Learning Continuum in the classroom in this blog: [How baseball helped me understand the MAP Growth learning continuum](#)



LEARNING CONTINUUM: GROUPED BY TOPIC

Learning Continuum

Math, grouped by topic

The screenshot shows the MAP Learning Continuum interface. At the top, it says "logged in as Username" with links for Home, Help, Contact, Change Password, and Logout. Below that, there's a navigation bar with "Map Growth Reports" and "Learning Continuum". The main area has filters for "Test" (Demo Growth: Math 2-5) and "Grade" (select grade(s)). There are radio buttons for "Group by Standard" and "Group by Topic" (which is selected). Below the filters, there are tabs for RIT bands: 181-190, 191-200, 201-210, 211-220, 221-230, 231-240, 241-250, and 251-260. Two panels are shown side-by-side for RIT 181-190 and RIT 191-200. Each panel lists learning statements under "Operations and Algebraic Thinking" and "Represent and Solve Problems". The "Represent and Solve Problems" section is further divided into "Numerical Expressions" and "Properties and Relationships of Operations". Navigation arrows are visible between the panels and within the content.

- 22 The Learning Continuum:** Displays what kinds of skills and concepts are assessed by test items that fall within 10-point RIT bands.
- 23 Learning statements:** A statement that describes the skills and concepts the item is assessing. All items assessing the same skills/concepts are aligned to the same learning statement. Important note for partners who view state summative test results in MAP Growth reports: due to state summative test designs, learning statements are not available for state tests.

Tips and tricks

➔ Test items and learning statements: How are they related?
Every item in the NWEA item bank is associated with a learning statement, which is a statement that describes the skills and concepts the item is assessing. All items assessing the same skills/concepts are aligned to the same learning statement. With thousands of items in the MAP Growth item bank, it's easy to understand why the Learning Continuum displays so many learning statements within each 10-point RIT band.

Example: If you look at the Learning Continuum for the NWEA version of the Math 2-5 test and select the 181-190 RIT range, you will find that there are 159 learning statements listed. (Note: the number of learning statements varies for each version of the test.) The presence of a learning statement in the 181-190 RIT band indicates that at least one test item with a RIT level between 181 and 190 is available in the item pool that assesses the skills/concepts aligned to that learning statement. To provide a specific example: If a test item has a RIT level of 185 and assesses the skills/concepts aligned to the learning statement "Determines the area of figures composed of whole unit squares," then the Learning Continuum will display this learning statement in the 181-190 RIT band.

- ➔** Use the arrows to navigate across 10-point RIT bands.
- 📄** Select an instructional area to be taken directly to the associated learning statements.



CLASS PROFILE REPORT

Class Profile report—Key information

What this report offers

- Class-level performance data for a specific test window
- Information organized by class, subject, and test
- Individual student achievement data (such as RIT scores) for students in a specific class
- Comparisons to normative data and class-level mean
- Details about the test events for each student
- Comparison between overall RIT and instructional area RIT to consider things such as curriculum impact, high-priority standards, and areas to explore instructional decision further

Questions it helps answer

- How is my class doing overall?
- What is the academic diversity of my class?
- What is our lowest instructional area? Our highest?
- How are we performing compared to national norms?
- What is the Lexile reading range for my students and my class materials? What adjustments might be needed?
- How much time did each of my students take on the test?
- Which students haven't completed tests?
- Which students may need to take the test again?

When to use it

- After testing, to see achievement data and test details
- As part of the instructional decision-making process
- When you want to use data to inform student grouping
- Before your test window closes so that you can wrap up any retakes or test completions

Things to consider

- Instructor-level users will only gain access to the reporting data for the class or classes they have been rostered to in the current or previous academic year.
- Mixed-grade classes will display a norm grade-level mean for each grade.
- Default settings include sorting students alphabetically by last name and displaying RIT scores for instructional areas.
- All columns can be sorted for flexibility in looking at data.
- Student(s) recommended for retesting will have an indication in the Rapid Guessing column in the Test Details tab.

Notes

Class Profile report

Achievement details (1 of 2)

map Class Profile
Logged in as: Teacher, A. Instructorson
Home | Help | Contact | Change Password | Logout

School: Mesa Verde Elementary School > Tested: Spring 2021-22 > Rostered: Spring 2021-22 | [Change selections](#)

Instructor

Instructorson, Teacher A

Class

Homeroom

Subject

Language Arts

Course

Reading

ACHIEVEMENT DETAILS
TEST DETAILS

[Class Profile Overview](#)
Download .CSV

Print .PDF

Reading Test Results for Homeroom

ACHIEVEMENT PERCENTILES

Of 11 students, 10 have tested and have a score
Expecting a different number? [Learn more about this data and test scores](#)

Most are below the mean: (50th percentile).

| Percentile Range | Number of Students |
|------------------|--------------------|
| >80% | 1 |
| 61 - 80% | 2 |
| 41 - 60% | 3 |
| 21 - 40% | 2 |
| <21% | 2 |

COMPARISONS

Grade 4
(3 students)

Class Average RIT: 213.7
Your grade 4 students have scores above the national average (197).

Median Percentile: 71

Grade 5
(7 students)

Class Average RIT: 199.3
Your grade 5 students have scores that are below the national average (204).

Median Percentile: 38

14 Percentile: The percentage of students in the NWEA national norm sample for a grade and subject area that a given student's score (or group of students' mean score) equaled or exceeded. Percentile range is computed by identifying the percentile ranks of the low and high ends of the RIT score range (see annotation 13).

Tips and tricks

- ➔ You can learn more about this report by visiting the [Help Center page](#) for the MAP Growth Class Profile report. You will be taken to the help center page for the Class Profile report.
- ➔ You can download the data contained in the Class Profile report in .CSV file format (spreadsheet) by clicking Download CSV.
- ➔ The total number of students in your class is determined by how many students are rostered in the MAP Growth system. The number that is given for how many have tested represents how many have a valid growth event.
- ➔ Data for a single classroom is broken down by grade to support educators with mixed-grade classes (e.g., a class with 4th and 5th graders combined).
- ➔ You can use the "change selection" feature if you would like to change selections for your school, term tested, or term rostered. Using this feature also allows you save your default selections.
- ➔ There are three available subjects (language arts, math, and science). There can be multiple courses in each subject (e.g., algebra 1 and geometry in math).

Continued on the next page

Class Profile report

Achievement details (2 of 2)

| STUDENT DETAILS | | | | | 19 INSTRUCTIONAL AREAS RIT SCORES Growth: Reading 2-5 | | |
|-------------------|-------|---------------|----------|---------------|--|------------|--------------------------------|
| Students ↓ | Grade | ACHIEVEMENT | | | Informational Text | Literature | Vocabulary Acquisition and Use |
| | | 14 Percentile | 12 RIT ← | 15 Lexile | | | |
| Watkins, Lewis | 5 | 8 | 177 | 145L - 295L | 171 | 182 | 186 |
| Jones, Shelly | 5 | 13 | 189 | 380L - 530L | 195 | 187 | 198 |
| Scott, Virginia | 5 | 25 | 196 | 515L - 665L | 197 | 198 | 188 |
| Kennedy, Kelley | 4 | 60 | 204 | 665L - 815L | 211 | 206 | 210 |
| Griswold, Odel | 5 | 50 | 207 | 725L - 875L | 201 | 209 | 201 |
| Stevens, Sadie | 4 | 71 | 209 | 765L - 915L | 204 | 200 | 215 |
| Carlin, Alishia | 5 | 60 | 211 | 800L - 950L | 218 | 211 | 214 |
| Collins, Keith | 5 | 64 | 213 | 840L - 990L | 215 | 210 | 210 |
| Washington, Doris | 4 | 95 | 228 | 1130L - 1280L | 222 | 236 | 233 |

| ACHIEVEMENT | | | | | 19 INSTRUCTIONAL AREAS RIT SCORES Growth: Reading 2-5 (Screen Reader Compatible) | | |
|----------------|-------|------------|-----|-------------|---|------------|--------------------------------|
| Students | Grade | Percentile | RIT | Lexile | Informational Text | Literature | Vocabulary Acquisition and Use |
| Gordon, Alfred | 5 | 38 | 202 | 630L - 780L | 200 | 195 | 192 |

| ACHIEVEMENT | | | | | 19 INSTRUCTIONAL AREAS RIT SCORES No Test Results | | |
|-------------|-------|------------|-----|--------|--|------------|--------------------------------|
| Students | Grade | Percentile | RIT | Lexile | Informational Text | Literature | Vocabulary Acquisition and Use |
| Wood, Jason | 5 | --- | --- | --- | --- | --- | --- |

12 RIT score: A student's overall scaled score on the test for a given subject.

14 Percentile: The percentage of students in the NWEA national norm sample for a grade and subject area that a given student's score (or group of students' mean score) equaled or exceeded. Percentile range is computed by identifying the percentile ranks of the low and high ends of the RIT score range (see annotation 13).

15 Lexile®/Lexile range: Lexile reading range is the range of texts a student is likely to comprehend when reading independently. The student may require increased instructional support to comprehend text at higher ranges.

19 Instructional area score: The student's performance in the instructional area tested. Most reports show instructional area scores as RIT score ranges (e.g., 187-199). Both the Student and Class Profile reports show the midpoint of the student's RIT score range. Class breakdown reports sort students into 10-point RIT bands, based on the midpoint of their instructional area RIT score range.

NOTE: Instructional area categories may be labeled differently depending on your test version or state assessment.

Tips and tricks

➔ Select the name of any student to be taken to their individual Student Profile report.

➔ Clicking on any column header on the Achievement tab will resort the list, toggling between ascending, descending, and unsorted.

Class Profile report

Test details (1 of 2)

Class Profile

 Logged in as: Teacher, A. Instructorson
[Home](#) | [Help](#) | [Contact](#) | [Change Password](#) | [Logout](#)

School: Mesa Verde Elementary School > Tested: Spring 2021-22 > Rostered: Spring 2021-22 | [Change selections](#)

Instructor

Instructorson, Teacher A ▾

Class

Homeroom ▾

Subject

Language Arts ▾

Course

Reading ▾

[ACHIEVEMENT DETAILS](#)
TEST DETAILS

[Class Profile Overview](#)

[Download CSV](#)

Reading Test Details Results for Homeroom

 Print PDF

TEST DETAILS

Of 11 students, 10 have tested and have a score

■ Completed tests

■ Completed but retest is recommended

91%
of testing is complete

! Rapid Guessing threshold exceeded. Retest Recommended ⓘ

1 student may need to take the test again. View those students in the table below

WHAT TESTS WERE TAKEN?

| Test taken | # of Students |
|--|---------------|
| Growth: Reading 2-5 | 9 |
| Growth: Reading 2-5 (Screen Reader Compatible) | 1 |
| | |
| | |

Tips and tricks

- ➔ You can learn more about this report by visiting the [Help Center page](#) for the MAP Growth Class Profile report. You will be taken to the help center page for the Class Profile report.
- ➔ You can download the data contained in the Class Profile report in .CSV file format (spreadsheet) by clicking [Download CSV](#).
- ➔ The total number of students in your class is determined by how many students are rostered in the MAP Growth system. The number that is given for how many have tested represents how many have a valid growth event.
- ➔ This section provides a breakdown of which tests were taken by your class within a given course. NOTE: If your students take a state test, you will see the name of the state test here.
- ➔ You can use the “change selection” feature if you would like to change selections for your school, term tested, or term rostered. Using this feature also allows you save your default selections.
- ➔ There are three available subjects (language arts, math, and science). There can be multiple courses in each subject (e.g., algebra 1 and geometry in math).

Continued on the next page

Class Profile report

Test details (2 of 2)

| STUDENT DETAILS | | | | | TEST DETAILS | | | |
|-------------------|-------|--------------------------|-------------------|----------------------|-------------------------------|---------------|---|---|
| Students ↓ | Grade | ¹⁴ Percentile | ¹² RIT | ¹⁵ Lexile | ⁹ SEM ⁱ | Test Duration | Rapid-Guessing Percentage ⁴¹ | Test Taken |
| Watkins, Lewis | 5 | 8 | 177 | 145L - 295L | ±4.2 | 58 min | 4% | Growth: Reading 2-5 |
| Jones, Shelly | 5 | 13 | 189 | 380L - 530L | ±7.8 | 40 min | 38% | Growth: Reading 2-5 |
| Scott, Virginia | 5 | 25 | 196 | 515L - 665L | ±3.6 | 50 min | 5% | Growth: Reading 2-5 |
| Kennedy, Kelley | 4 | 60 | 204 | 665L - 815L | ±2.9 | 55 min | 0% | Growth: Reading 2-5 |
| Griswold, Odel | 5 | 50 | 207 | 725L - 875L | ±4.0 | 50 min | 4% | Growth: Reading 2-5 |
| Stevens, Sadie | 4 | 71 | 209 | 765L - 915L | ±3.6 | 59 min | 0% | Growth: Reading 2-5 |
| Carlin, Alishia | 5 | 60 | 211 | 800L - 950L | ±2.9 | 51 min | 2% | Growth: Reading 2-5 |
| Collins, Keith | 5 | 64 | 213 | 840L - 990L | ±2.2 | 64 min | 1% | Growth: Reading 2-5 |
| Gordon, Alfred | 5 | 38 | 202 | 630L - 780L | ±5.1 | 47 min | 1% | Growth: Reading 2-5 <small>(Screen Reader Compatible)</small> |
| Washington, Doris | 4 | 95 | 228 | 1130L - 1280L | ±3.1 | 70 min | 0% | Growth: Reading 2-5 |
| Wood, Jason | 5 | --- | --- | --- | --- | --- | --- | --- |

- 9 Standard error of measurement or error margin:** An estimate of the amount of error in an individual's observed achievement score. The smaller the standard error, the more precise the achievement estimate.
- 12 RIT score:** A student's overall scaled score on the test for a given subject.
- 14 Percentile:** The percentage of students in the NWEA national norm sample for a grade and subject area that a given student's score (or group of students' mean score) equaled or exceeded. Percentile range is computed by identifying the percentile ranks of the low and high ends of the RIT score range (see annotation 13).
- 15 Lexile*/Lexile range:** Lexile reading range is the range of texts a student is likely to comprehend when reading independently. The student may require increased instructional support to comprehend text at higher ranges.
- 41 Rapid guess percentage:** Percent of responses when a student answered a test question in well below the average response time measured by NWEA. The response is so fast that the student could not actually view and comprehend the whole question. Important note for partners who view state summative test results in MAP Growth reports: Rapid guess information is not available for assessment data derived from state tests.

Tips and tricks

- This symbol indicates that educators should take notice of the rapid-guessing percentage for the student. NOTE: Rapid guessing data will not be available for assessment data originating from state tests.
- You can select the name of any student to be taken to their individual Student Profile report.
- Selecting any column header on the Achievement tab will resort the list, toggling between ascending, descending, and unsorted.

This report is scheduled for retirement in the summer of 2024

CLASS REPORT

Class report—Key information

What this report offers

- Class-level performance data for a specific test window
- Information organized by class, subject, and test
- Individual student achievement data (such as RIT scores) for students in a specific class
- Comparisons to normative data and district grade-level mean

Questions it helps answer

- How is my class doing overall?
- What is our lowest instructional area? Our highest?
- How are we performing compared to national norms?
- What is the Lexile reading range for my students and my class materials? What adjustments might be needed?
- How much time did each of my students take on the test?

When to use it

- After testing, to see results
- As part of the instructional decision-making process
- When you want to use data to inform student grouping


Things to consider

- This report can access data from up to one year prior.
- District-level comparative data is available after your test window is marked closed.
- Mixed-grade classes will not display a norm grade-level mean or a district-level mean.
- It will include data from outside of your test window (displayed in gray, or low-lighted, text).
- There is a Small Group Display option for classes with fewer than 10 students.
- Default settings include sorting students by RIT score (lowest to highest) and displaying descriptors for instructional areas.

Notes

Class report

(1 of 2)



Class Report

Kotifani, Jenisha
Class: Homeroom

Term Rostered: Fall 2019-2020
Term Tested: Fall 2019-2020
District: NWEA Sample District
School: Mesa Verde Elementary School

1 Norms Reference Data: 2020 Norms.
3 Weeks of Instruction: 4 (Fall 2019)
5 Small Group Display: No

Language Arts: Reading

Demo Growth: Reading 2-5 / Demonstration Tests - NWEA 2017

| Summary | |
|--|-------|
| 6 Total Number of Students With Valid Growth Scores | 27 |
| 7 Mean RIT Score | 213.8 |
| 8 Median RIT | 217 |
| Standard Deviation | 19.1 |
| District Grade-Level Mean RIT | 206.1 |
| Students At or Above District Grade-Level Mean RIT | 18 |
| Grade-Level Mean RIT | 204.5 |
| Students At or Above Grade-Level Mean RIT | 18 |

| | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT Score (+/- Smp Err) | Median RIT | Std Dev |
|---|-----------------|-----|---------------------|-----|-------------------|-----|---------------------|-----|-----------------|-----|---------------------------------|------------|---------|
| | count | % | count | % | count | % | count | % | count | % | | | |
| Overall Performance | | | | | | | | | | | | | |
| Demo Growth: Reading 2-5 / Demonstration Tests - NWEA 2017 | 2 | 7% | 5 | 19% | 3 | 11% | 8 | 30% | 9 | 33% | 210-214-218 | 217 | 19.1 |
| Instructional Area RIT Range | | | | | | | | | | | | | |
| Vocabulary Acquisition and Use | 2 | 7% | 5 | 19% | 3 | 11% | 6 | 22% | 11 | 41% | 211-215-219 | 215 | 19.7 |
| Literature | 3 | 11% | 3 | 11% | 5 | 19% | 3 | 11% | 13 | 48% | 211-215-219 | 218 | 19.3 |
| Informational Text | 2 | 7% | 4 | 15% | 5 | 19% | 6 | 22% | 10 | 37% | 210-214-218 | 214 | 19.2 |

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result. ***2 The overall RIT score for this test is above the valid range. ***3 The overall RIT score for this test is below the valid range. ***4 The standard error for this test is below acceptable limits. ***5 The standard error for this test is above acceptable limits. ***6 The test has been identified as invalid. ***7 High level of rapid guessing has invalidated test.

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
* This data is not available for reporting. Please refer to help and documentation for more information.
Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.


- 1 Norms reference data:** Indicates which NWEA norming study your report data draws upon.
- 3 Weeks of instruction:** The number of instructional weeks before testing, as set by your school or district administrator.
- 5 Small group display:** Summary groups of fewer than 10 students will display when you select this option while generating reports.
- 6 Mean RIT score:** The group's average score for the subject in the given term.
- 7 Median RIT:** The group's middle score for the subject in the given term if individual scores were ordered from lowest to highest.
- 8 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.
- 10 Sampling error:** An estimate of the amount of error in an aggregate statistic (commonly the mean) attributed to calculating the statistic on a population sample rather than on the entire population. The larger the group, the lower the sampling error.
- 11 Instructional area:** A learning area (e.g., geometry) within a subject (e.g., math). NOTE: Instructional area categories may be labeled differently depending on your test version or state assessment.

Continued on the next page

▲ Instructor
 ■ Administrator
 ◆ School Coordinator
 ● District Coordinator

Class report

(2 of 2)



Class Report

Kotifani, Jenisha
Class: Homeroom

Term Rostered: Fall 2019-2020
Term Tested: Fall 2019-2020
District: NWEA Sample District
School: Mesa Verde Elementary School

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 4 (Fall 2019)
Small Group Display: No

Language Arts: Reading

Demo Growth: Reading 2-5 / Demonstration Tests - NWEA 2017

| Name (Student ID) | Grade | Test Date | RIT Score (+/- Std Err) | Percentile (+/- Std Err) | Lexile® Range | Test Duration | Goal Performance | | |
|------------------------------|-------|-----------|-------------------------|--------------------------|---------------|---------------|------------------|-----------------------|-----------------------------------|
| | | | | | | | A. Literature | B. Informational Text | C. Vocabulary Acquisition and Use |
| Freeman, Marcella (S14449) | 5 | 09/09/19 | 173-176-179 | 3-4-6 | 80L-230L | 60 m | Low | Low | Low |
| Lawson, Gina (S14546) | 5 | 09/19/19 | 172-176-180 | 2-4-7 | 80L-230L | 60 m | Low | Low | Low |
| Alexander, Douglas (S14468) | 5 | 09/16/19 | 188-192-196 | 16-23-31 | 405L-555L | 60 m | Low | LoAvg | LoAvg |
| Carter, Peter (S14541) | 5 | 09/11/19 | 191-194-197 | 20-26-33 | 445L-595L | 60 m | LoAvg | LoAvg | Avg |
| Howard, Frank (S14553) | 5 | 09/19/19 | 193-196-199 | 24-30-38 | 485L-635L | 60 m | Avg | Avg | LoAvg |
| Bryant, Norma (S14535) | 5 | 09/15/19 | 194-198-202 | 26-35-44 | 525L-675L | 60 m | Avg | Avg | LoAvg |
| Snyder, Toby (S14543) | 5 | 09/16/19 | 196-200-204 | 30-39-50 | 565L-715L | 60 m | LoAvg | LoAvg | Avg |
| Bryant, Robert (S14507) | 5 | 09/05/19 | 198-201-205 | 34-42-50 | 585L-735L | 60 m | LoAvg | LoAvg | LoAvg |
| Hill, Lawrence (S14521) | 5 | 09/19/19 | 197-201-205 | 33-42-51 | 585L-735L | 60 m | Avg | Avg | LoAvg |
| Nelson, Amanda (S14455) | 5 | 09/19/19 | 204-207-210 | 49-56-63 | 705L-855L | 60 m | HiAvg | HiAvg | HiAvg |
| Bowman, Ramona (S14420) | 5 | 09/16/19 | 208-211-214 | 59-66-71 | 790L-940L | 60 m | HiAvg | HiAvg | Avg |
| Stone, Valerie (S14549) | 5 | 09/12/19 | 212-215-218 | 67-74-80 | 870L-1020L | 60 m | High | Avg | High |
| Martinez, Stephanie (S14548) | 5 | 09/19/19 | 214-216-219 | 71-76-81 | 890L-1040L | 60 m | Avg | HiAvg | HiAvg |
| Gonzalez, John (S14550) | 5 | 09/18/19 | 214-217-220 | 72-78-83 | 910L-1060L | 60 m | Avg | High | HiAvg |
| Hall, Scott (S14500) | 5 | 09/09/19 | 214-217-220 | 73-78-83 | 910L-1060L | 60 m | High | High | HiAvg |
| Roberts, Amy (S14431) | 5 | 09/12/19 | 213-217-221 | 70-78-84 | 910L-1060L | 60 m | High | Avg | High |
| Castro, Edward (S14462) | 5 | 09/19/19 | 215-218-221 | 73-80-85 | 930L-1080L | 60 m | HiAvg | High | HiAvg |
| Collins, Richard (S14410) | 5 | 09/05/19 | 215-218-222 | 73-79-85 | 930L-1080L | 60 m | High | HiAvg | HiAvg |
| Peters, Luis (S14515) | 5 | 09/12/19 | 215-219-223 | 74-81-87 | 950L-1100L | 60 m | High | High | High |
| Sims, Eleanor (S14482) | 5 | 09/19/19 | 218-221-224 | 79-84-89 | 990L-1140L | 60 m | High | HiAvg | High |
| Morrison, Grady (S14439) | 5 | 09/11/19 | 218-222-226 | 80-86-90 | 1010L-1160L | 60 m | High | HiAvg | High |
| Chan, Monte (S14495) | 5 | 09/18/19 | 222-226-230 | 86-90-94 | 1090L-1240L | 60 m | High | High | High |
| Flores, James (S14527) | 5 | 09/08/19 | 239-243-247 | 98-99-99 | 1435L-1585L | 60 m | High | High | High |

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test Invalidation Reasons: ****1 The test duration was too short to provide a valid result. ***2 The overall RIT score for this test is above the valid range. ***3 The overall RIT score for this test is below the valid range. ***4 The standard error for this test is below acceptable limits. ***5 The standard error for this test is above acceptable limits. ***6 The test has been identified as invalid. ***7 High level of rapid guessing has invalidated test.

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
* This data is not available for reporting. Please refer to help and documentation for more information.
Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.

- 9 Standard error of measurement or error margin:** An estimate of the amount of error in an individual's observed achievement score. The smaller the standard error, the more precise the achievement estimate.
- 11 Instructional area:** A learning area (e.g., geometry) within a subject (e.g., math). NOTE: Instructional area categories may be labeled differently depending on your test version or state assessment.
- 13 RIT score range:** A range of RIT scores defined by the student's RIT score plus and minus one standard error of measurement. If the student took the test again relatively soon, you could expect their score to fall within this range about 68% of the time.
- 14 Percentile:** The percentage of students in the NWEA national norm sample for a grade and subject area that a given student's score (or group of students' mean score) equaled or exceeded. Percentile range is computed by identifying the percentile ranks of the low and high ends of the RIT score range (see annotation 13).
- 15 Lexile®/Lexile range:** Lexile reading range is the range of texts a student is likely to comprehend when reading independently. The student may require increased instructional support to comprehend text at higher ranges.
- 19 Instructional area score:** The student's performance in the instructional area tested. Most reports show instructional area scores as RIT score ranges (e.g., 187-199). Both the Student and Class Profile reports show the midpoint of the student's RIT score range. Class breakdown reports sort students into 10-point RIT bands, based on the midpoint of their instructional area RIT score range. NOTE: Instructional area categories may be labeled differently depending on your test version or state assessment.

Tips and tricks

- ➡ Test duration:** While this report only lists test durations of 60 minutes, this column of data will show actual time-on-test for your students. You will see a range of numbers here, usually between 45-55 minutes. Here is a blog post on the topic: ["How long is too long to spend on the MAP Growth assessment?"](#)
- ➡ Viewing options:** This report has an option to show RIT score ranges (e.g., 185-194) instead of descriptors (e.g., Low, LoAvg, etc.) for each instructional area.

When the report is generated using RIT score ranges, you will be able to see the areas of relative strength in bold (see annotation 16) and the suggested area of focus in italics (see annotation 17).



STUDENT PROFILE REPORT

Student Profile report—Key information

What this report offers

- Brings together all the data needed to advise each student and support their growth
- Provides an area to calculate possible student goals based on growth projections and to document the action plan around that goal
- Shows all subjects tested for a student*, organized by term

*Course-specific test data will not be displayed for test events between July 24, 2020, and August 20, 2021.

Questions it helps answer

- How do the growth percentile and achievement percentile compare for this student?
- Is this student on track? (State assessment, ACT, SAT)
- What are this student’s relative strengths and suggested areas of focus?
- How can I leverage those relative strengths and suggested areas of focus to help this student?
- What is an appropriate growth goal for this student?
- How can I help this student set an appropriate stretch goal?
- What supports are needed to help reach the stretch goal?

When to use it

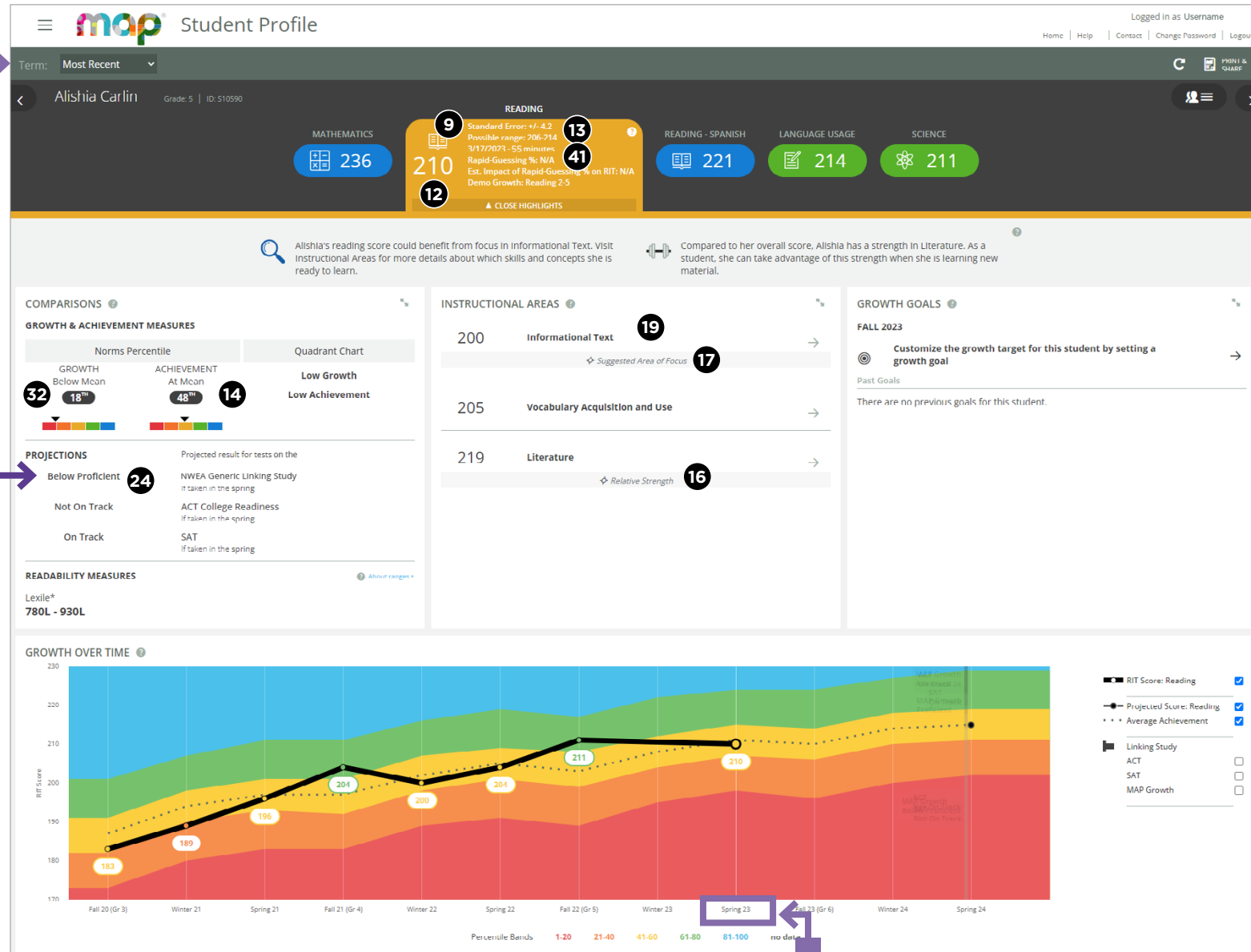
- After testing, to see results
- After two test events, to see growth data
- As part of the instructional decision-making process
- Anytime you need to talk to families or students about performance

Things to consider

- This report can access data for all prior years of testing.
- It will not include data from outside of your test window
- This report can be printed for one, some, or all students in a given class via batch printing

Notes

Student Profile report



- 9** **Standard error of measurement or error margin:** An estimate of the amount of error in an individual's observed achievement score. The smaller the standard error, the more precise the achievement estimate.
- 12** **RIT score:** A student's overall scaled score on the test for a given subject.
- 13** **RIT score range:** A range of RIT scores defined by the student's RIT score plus and minus one standard error of measurement. If the student took the test again relatively soon, you could expect their score to fall within this range about 68% of the time.
- 14** **Percentile:** The percentage of students in the NWEA national norm sample for a grade and subject area that a given student's score (or group of students' mean score) equaled or exceeded. Percentile range is computed by identifying the percentile ranks of the low and high ends of the RIT score range (see annotation 13).
- 16** **Area of relative strength OR suggested area of focus:** Chosen relative to the whole subject score, plus or minus the standard error. Both of these items are highlighted within the Instructional Areas segment of this report.
- 17** **Instructional area score:** The student's performance in the instructional area tested. Most reports show instructional area scores as RIT score ranges (e.g., 187-199). Both the Student and Class Profile reports show the midpoint of the student's RIT score range. Class breakdown reports sort students into 10-point RIT bands, based on the midpoint of their instructional area RIT score range. NOTE: Instructional area categories may be labeled differently depending on your test version or state assessment.
- 19** **Projected proficiency category:** Students are grouped in predicted proficiency categories based on NWEA linking studies that align the MAP Growth RIT scale to state assessments and college and career readiness measures.
- 24** **Conditional growth percentile:** (also referred to as "growth percentile") The conditional growth index (see annotation 31) translated into national percentile rankings for growth.
- 41** **Rapid guess percentage:** Percent of responses when a student answered a test question in well below the average response time measured by NWEA. The response is so fast that the student could not actually view and comprehend the whole question. Important note for partners who view state summative test results in MAP Growth reports: Rapid guess information is not available for assessment data derived from state tests.

Tips and tricks

- Categories of proficiency:** In this area, you will see your state's specific categories of proficiency.
- Term Selection:** Use this drop-down menu to select the test event you want to review. In this example, we are looking at a test event from 2023. This means that the Growth Over Time section displays RIT scores for future test events.

- Instructor
- Administrator
- School Coordinator
- District Coordinator



STUDENT PROFILE REPORT: COMPARISONS

Student Profile report

Comparisons

Student Profile | Logged in as Username | Home | Help | Contact | Change Password | Logout

Term: Most Recent

Alishia Carlin | Grade: 5 | ID: S10590

READING | Standard Error: +/- 4.2 | Possible range: 206-214 | 3/17/2023 - 55 minutes | **41** | Rapid-Guessing %: N/A | Est. Impact of Rapid-Guessing % on RIT: N/A | Demo Growth: Reading 2-5

MATHEMATICS: 236 | READING - SPANISH: 221 | LANGUAGE USAGE: 214 | SCIENCE: 211

Alisia's reading score could benefit from focus in Informational Text. Visit Instructional Areas for more details about which skills and concepts she is ready to learn.

Compared to her overall score, Alisia has a strength in Literature. As a student, she can take advantage of this strength when she is learning new material.

COMPARISONS

GROWTH & ACHIEVEMENT MEASURES | Comparison Period: Fall 2022 - Spring 2023

Alishia is in the **18th percentile for Growth** and the **48th percentile for Achievement**. This places them in the **Low Growth, Low Achievement** quadrant. [Learn why this is important, and view examples](#)

32 Norms Percentile: 18TH | **14** Achievement: 48TH

31 Conditional Growth: **-0.93** Conditional Growth Index | 0.00 being average growth, Alisia grew less than their matching peers. [Watch a short video to learn more about Conditional Growth](#)

26 Projected Growth: **+6 RIT** From start of term | **27** Observed Growth: **-1 RIT** End of term

PROJECTIONS **24**

Projected result for tests on the

- Below Proficient**: NWEA Generic Linking Study (if taken in the spring LINKING STUDY)
- Not On Track**: ACT College Readiness (if taken in the spring LINKING STUDY)
- On Track**: SAT (if taken in the spring LINKING STUDY)

READABILITY MEASURES | [About ranges](#)

These are measures of reading material text complexity. Consider Alisia's age and interests when using these measures to select books for Alisia to read.

Lexile* **15** 780L - 930L

MAPPING THE ROAD TO COLLEGE

See where Alisia's MAP Growth scores can take them. [COLLEGE EXPLORER TOOL](#)

- 14** **Percentile:** The percentage of students in the NWEA national norm sample for a grade and subject area that a given student's score (or group of students' mean score) equaled or exceeded. Percentile range is computed by identifying the percentile ranks of the low and high ends of the RIT score range (see annotation 13).
- 15** **Lexile*/Lexile range:** Lexile reading range is the range of texts a student is likely to comprehend when reading independently. The student may require increased instructional support to comprehend text at higher ranges.
- 24** **Projected proficiency category:** Students are grouped in predicted proficiency categories based on NWEA linking studies that align the MAP Growth RIT scale to state assessments and college and career readiness measures.
- 26** **Projected growth, growth projection, or typical growth:** The change in RIT score that about half of US students will make over time, based on student growth norms. The student's initial score plus projected growth equals projected RIT. The Student Growth Summary report shows grade-level growth projections, which are based on school growth norms.
- 27** **Observed growth or RIT growth:** The change in a student's RIT score during the growth comparison period. On the Student Growth Summary report, observed growth is the end-term mean RIT minus the start-term mean RIT.
- 31** **Conditional growth index:** This index allows for growth comparisons between students. It incorporates conditions that affect growth, including weeks of instruction before testing and students' starting RIT scores. A value of zero corresponds to mean growth, indicating growth matched projection.
- 32** **Conditional growth percentile:** (also referred to as "growth percentile") The conditional growth index (see annotation 31) translated into national percentile rankings for growth.
- 41** **Rapid guess percentage:** Percent of responses when a student answered a test question in well below the average response time measured by NWEA. The response is so fast that the student could not actually view and comprehend the whole question. Important note for partners who view state summative test results in MAP Growth reports: Rapid guess information is not available for assessment data derived from state tests.

Tips and tricks

- ➔** **Categories of proficiency:** In this area, you will see your state's specific categories of proficiency.



STUDENT PROFILE REPORT: INSTRUCTIONAL AREAS

Student Profile report

Instructional areas

The screenshot shows the MAP Student Profile interface for Alishia Carlin (Grade 5, ID: S10590). The top navigation bar includes the MAP logo, user name, and links for Home, Help, Contact, Change Password, and Logout. The main header displays the student's name and grade. Below this, subject scores are shown in colored boxes: Mathematics (236), Reading (210), Reading - Spanish (221), Language Usage (214), and Science (211). The Reading score is highlighted in orange, indicating a relative strength. A 'CLOSE HIGHLIGHTS' button is located below the Reading score. A summary section provides context: 'Alishia's reading score could benefit from focus in Informational Text. Visit Instructional Areas for more details about which skills and concepts she is ready to learn.' and 'Compared to her overall score, Alishia has a strength in Literature. As a student, she can take advantage of this strength when she is learning new material.'

The 'INSTRUCTIONAL AREAS' section is expanded, showing filters for 'Group by: TOPIC', 'Grade(s): All Grades', and 'View learning statements to: DEVELOP'. The 'Informational Text' area is selected, showing a list of skills. A callout box indicates that Alishia is ready to DEVELOP skills (191-200) in Informational Text: Craft and Structure. The skills listed include 'Assertions and Claims' and 'Author's Craft: Figurative Language'. A callout box also indicates that Alishia is ready to DEVELOP skills (191-200) in 'Author's Craft: Figurative Language'. The skills listed include 'Determines the meaning of a figurative word or phrase in context', 'Interprets idiom in context', 'Interprets metaphor in context', 'Interprets simile in context', and 'Understands the meaning of common idioms'.

- 16 Area of relative strength:** Chosen relative to the whole subject score, plus the standard error.
- 19 Instructional area score:** The student's performance in the instructional area tested. Most reports show instructional area scores as RIT score ranges (e.g., 187-199). Both the Student and Class Profile reports show the midpoint of the student's RIT score range. Class breakdown reports sort students into 10-point RIT bands, based on the midpoint of their instructional area RIT score range. NOTE: Instructional area categories may be labeled differently depending on your test version or state assessment.
- 23 Learning statements:** A statement that describes the skills and concepts the item is assessing. All items assessing the same skills/concepts are aligned to the same learning statement. Important note for partners who view state summative test results in MAP Growth Reports: due to state summative test designs, learning statements are not available for state tests
- 41 Rapid guess percentage:** Percent of responses when a student answered a test question in well below the average response time measured by NWEA. The response is so fast that the student could not actually view and comprehend the whole question. Important note for partners who view state summative test results in MAP Growth reports: Rapid guess information is not available for assessment data derived from state tests.

Tips and tricks

- ➔ While the sentence shown on this page states that "(Student Name)" is ready to DEVELOP these skills (191-200)," it is important to conduct formative assessment to verify which skills she may need the most help with. The skills listed in this section (in the form of learning statements) are based on the types of items assessed by MAP Growth (not Amanda's performance on the assessment). For more information on learning statements, please refer to the Learning Continuum section of this document.



STUDENT PROFILE REPORT: GROWTH GOALS

Student Profile report

Growth goals

The screenshot shows the MAP Student Profile for Alishia Carlin, Grade 5. The interface includes a navigation bar with 'map' logo and 'Student Profile' text. Below the navigation bar, there are score cards for Mathematics (236), Reading (210), Reading - Spanish (221), Language Usage (214), and Science (211). The Reading score card is highlighted in orange and includes details like 'Standard Error: +/- 4.2', 'Possible range: 206-214', and '3/17/2023 - 55 minutes'. A '41' icon is present on the Reading score card. Below the score cards, there are two informational messages: one about Alishia's reading score benefiting from focus in Informational Text, and another about her strength in Literature. The 'GROWTH GOALS' section is open, showing a goal for Fall 2023. It includes input fields for 'Goal RIT score' (213), 'RIT growth' (3), 'Achievement percentile' (57), and 'Growth percentile'. A '31' icon is next to the Growth percentile field. To the right is a 'CUSTOM GOAL' chart showing RIT Score over time from Spring 22 to Spring 24. The chart has a line for 'Test Scores' and a shaded area for 'Goals'. Data points on the chart are: Spring 22 (204), Fall 22 (Gr 5) (211), Spring 23 (210), Fall 23 (Gr 6) (213), and Spring 24 (215). Below the chart are checkboxes for 'Show linking studies' (ACT, SAT, MAP Growth) and 'Percentile Bands' (1-20, 21-40, 41-60, 61-80, 81-100, no data). At the bottom right, there is a table for 'Instructional Area Scores - Spring 2023':

| Instructional Area | Score |
|--------------------------------|-------|
| Informational Text | 200 |
| ↳ Suggested Area of Focus | |
| Vocabulary Acquisition and Use | 205 |
| Literature | 219 |
| ↳ Relative Strength | |

At the bottom left of the growth goals section, there is an 'Action Plan (optional)' field with a 'SET GOAL' button. A '40' icon is next to the Action Plan field.

14 Percentile: The percentage of students in the NWEA national norm sample for a grade and subject area that a given student's score (or group of students' mean score) equaled or exceeded. Percentile range is computed by identifying the percentile ranks of the low and high ends of the RIT score range (see annotation 13).

25 Projected RIT score or RIT projection: The predicted future score for a student who makes typical growth, based on NWEA national growth norms. Projections take into account the student's initial score, grade level, and time between tests.

26 Projected growth, growth projection, or typical growth: The change in RIT score that about half of US students will make over time, based on student growth norms. The student's initial score plus projected growth equals projected RIT. The Student Growth Summary report shows grade-level growth projections, which are based on school growth norms.

31 Conditional growth index: This index allows for growth comparisons between students. It incorporates conditions that affect growth, including weeks of instruction before testing and students' starting RIT scores. A value of zero corresponds to mean growth, indicating growth matched projection.

32 Conditional growth percentile: (also referred to as "growth percentile") The conditional growth index (see annotation 31) translated into national percentile rankings for growth.

40 Set goal: Set custom growth goals for your students. In the example, the educator and student have already set a catch-up growth goal for winter and are about to set one for spring.

41 Rapid guess percentage: Percent of responses when a student answered a test question in well below the average response time measured by NWEA. The response is so fast that the student could not actually view and comprehend the whole question. Important note for partners who view state summative test results in MAP Growth reports: Rapid guess information is not available for assessment data derived from state tests.

Tips and tricks

Filter linking studies: You can select these boxes to filter out views for state proficiency tests and ACT/SAT linking study information.

Quickly locate a different student: Select this icon for a drop-down menu of the rest of the students in the class.

Print and share: Use this feature to print the screen, create and print a batch PDF, or create a Family Report for the student you are viewing.

- Instructor
- Administrator
- School Coordinator
- District Coordinator

This report is scheduled for retirement in the summer of 2024

CLASS BREAKDOWN BY RIT

Class Breakdown by RIT—Key information

What this report offers

- Class-level performance data for a specific test window
- Information organized by class and subject
- Academic diversity of the class in overall subject areas (high-level view)

Questions it helps answer

- What is the academic diversity of my class? How many RIT bands are represented?
- How does our middle RIT band compare to our state-level expectations from the linking study? How does it compare to the national norm?

When to use it

- After testing, to see results
- As part of the instructional decision-making process
- When you want to use data to inform student grouping

Things to consider

- This This report can access data from up to one year prior.
- It will not include data from outside of your test window.
- You can use “term rostered” and “term tested” to see different combinations of data (e.g., this year’s students with data from last spring).

Notes

Class Breakdown by RIT

Class Breakdown By RIT

District: NWEA Sample District
 Term Rostered: Fall 2019-2020
 Term Tested: Fall 2019-2020
 School: Mesa Verde Elementary School
 Instructor: Kotifani, Jenisha
 Class: Homeroom
 Weeks of Instruction: 4 (Fall 2019)

Modify Options

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

The score in parentheses by the student's name (i.e. Name (219)) represents their overall RIT score for this subject.

Class Breakdown by RIT Create a PDF version of this report Letter 8 1/2x11" Create PDF

| Subject: Course | Overall Score | | | | | | | |
|---|-------------------------------------|--|--|--|--|---|--|--|
| | 171-180 | 181-190 | 191-200 | 201-210 | 211-220 | 221-230 | 231-240 | 241-250 |
| Math: Math K-12 | | | P. Carler (194) V. Stone (197) G. Lawson (198) | F. Howard (201) J. Flores (202) S. Hall (204) M. Martinez (206) E. Castro (208) | M. Freeman (211) R. Bowman (213) D. Alexander (218) A. Nelson (219) S. Ross (219) | J. King (223) L. Hill (224) G. Morrison (225) R. Collins (227) L. Peters (227) R. Bryant (229) | S. Martinez (234) J. Gonzalez (236) A. Roberts (236) E. Sims (236) T. Snyder (240) | N. Bryant (244) M. Chan (244) E. Lewis (244) |
| Language Arts: Reading | M. Freeman (176) G. Lawson (176) | | D. Alexander (192) P. Carler (194) F. Howard (196) N. Bryant (196) T. Snyder (200) | R. Bryant (201) L. Hill (201) A. Nelson (207) | R. Bowman (211) V. Stone (215) S. Martinez (216) J. Gonzalez (217) S. Hall (217) A. Roberts (217) E. Castro (218) R. Collins (218) L. Peters (219) | E. Sims (221) G. Morrison (222) M. Chan (226) | | J. Flores (243) J. King (243) E. Lewis (243) M. Martinez (243) S. Ross (243) |
| Language Arts: Language Usage | J. Gonzalez (179) 12 | E. Sims (182) R. Collins (184) R. Bowman (188) L. Hill (190) | G. Morrison (194) D. Alexander (197) L. Peters (197) | M. Freeman (207) F. Howard (207) A. Roberts (207) S. Ross (207) T. Snyder (207) V. Stone (207) M. Martinez (210) | E. Castro (212) J. King (212) R. Bryant (214) J. Flores (214) S. Martinez (215) | N. Bryant (221) S. Hall (221) G. Lawson (221) P. Carler (222) A. Nelson (224) | E. Lewis (232) M. Chan (238) | |
| Science: Science K-12 | E. Castro (178) | F. Howard (182) E. Sims (184) R. Bryant (186) J. Gonzalez (186) A. Nelson (186) D. Alexander (188) G. Morrison (189) | E. Lewis (193) S. Ross (193) V. Stone (193) R. Bowman (194) M. Chan (194) S. Martinez (196) A. Roberts (199) | M. Freeman (201) J. Flores (203) N. Bryant (206) | P. Carler (211) M. Martinez (212) S. Hall (213) L. Hill (216) J. King (216) L. Peters (216) G. Lawson (218) | R. Collins (221) T. Snyder (222) | | |

12 RIT score: A student's overall scaled score on the test for a given subject.

Tips and tricks

Drop-down menu: You can use this drop-down field to choose different breakdown reports. The other options available are Instructional Area and Projected Proficiency.

Multiple results: Notice how this student's name shows up in four different places. This means the student took four different tests.

This report is scheduled for retirement in the summer of 2024

CLASS BREAKDOWN BY INSTRUCTIONAL AREA

Class Breakdown by Instructional Area—Key information

What this report offers

- Class-level performance data for a specific test window
- Information organized by class and subject
- Academic diversity of the class in each of the subject-specific instructional areas (detailed view)

Questions it helps answer

- How can I group my kids by similar readiness?
- How will I need to scaffold my instruction for each group of kids?
- How do the groups change within each instructional area?

When to use it

- After testing, to see results
- As part of the instructional decision-making process
- When you want to use data to inform student grouping

Things to consider

- This This report can access data from up to one year prior.
- It will not include data from outside of your test window.
- You can use “term rostered” and “term tested” to see different combinations of data (e.g., this year’s students with data from last spring).
- The student’s overall RIT score appears after their name in parentheses.




Notes


Class Breakdown by Instructional Area

Class Breakdown by Instructional Area

District: NWEA Sample District
Term Rostered: Fall 2019-2020
Term Tested: Fall 2019-2020
School: Mesa Verde Elementary School
Instructor: Kotifani, Jenisha
Class: Homeroom
Weeks of Instruction: 4 (Fall 2019)

[Modify Options](#)

Class Breakdown by Instructional Area   Create a PDF version of this report Letter 8 1/2x11" 

Subject: Course Language Arts: Reading 

[Create PDF](#)


Demo Growth: Reading 2-5 / Demonstration Tests - NWEA 2017

19

| Instructional Area | Instructional Area RIT Score | | | | | | | | |
|--------------------------------|-------------------------------------|--|--|--|--|--|--|--|-------------------|
| | 171-180 | 181-190 | 191-200 | 201-210 | 211-220 | 221-230 | 231-240 | 241-250 | 251-260 |
| Literature | G. Lawson (176) 12 | M. Freeman (176) D. Alexander (192) | P. Carter (194) T. Snyder (200) R. Bryant (201) | F. Howard (196) N. Bryant (198) L. Hill (201) A. Nelson (207) S. Martinez (216) J. Gonzalez (217) | R. Bowman (211) A. Roberts (217) E. Castro (218) | V. Stone (215) S. Hall (217) R. Collins (218) L. Peters (219) E. Sims (221) G. Morrison (222) | M. Chan (226) J. Flores (243) J. King (243) E. Lewis (243) S. Ross (243) | | M. Martinez (243) |
| Informational Text 11 | M. Freeman (176) G. Lawson (176) | | D. Alexander (192) P. Carter (194) T. Snyder (200) R. Bryant (201) | F. Howard (196) N. Bryant (198) L. Hill (201) V. Stone (215) A. Roberts (217) | A. Nelson (207) R. Bowman (211) S. Martinez (216) E. Castro (218) R. Collins (218) E. Sims (221) G. Morrison (222) | J. Gonzalez (217) S. Hall (217) L. Peters (219) M. Chan (226) | E. Lewis (243) | J. Flores (243) J. King (243) M. Martinez (243) S. Ross (243) | |
| Vocabulary Acquisition and Use | G. Lawson (176) | M. Freeman (176) | D. Alexander (192) F. Howard (196) N. Bryant (198) R. Bryant (201) L. Hill (201) | P. Carter (194) T. Snyder (200) R. Bowman (211) S. Martinez (216) | A. Nelson (207) J. Gonzalez (217) S. Hall (217) E. Castro (218) R. Collins (218) | V. Stone (215) A. Roberts (217) L. Peters (219) E. Sims (221) G. Morrison (222) M. Chan (226) | M. Martinez (243) | J. King (243) E. Lewis (243) S. Ross (243) | J. Flores (243) |

- 11 **Instructional area:** A learning area (e.g., geometry) within a subject (e.g., math). NOTE: Instructional area categories may be labeled differently depending on your test version or state assessment.
- 12 **RIT score:** A student's overall scaled score on the test for a given subject.
- 19 **Instructional area score:** The student's performance in the instructional area tested. Most reports show instructional area scores as RIT score ranges (e.g., 187-199). Both the Student and Class Profile reports show the midpoint of the student's RIT score range. Class breakdown reports sort students into 10-point RIT bands, based on the midpoint of their instructional area RIT score range. NOTE: Instructional area categories may be labeled differently depending on your test version or state assessment.

Tips and tricks

-  **Drop-down menu:** You can use this drop-down field to choose different breakdown reports. The other options available are RIT and Projected Proficiency.

 Instructor
  Administrator
  School Coordinator
  District Coordinator

This report is scheduled for retirement in the summer of 2024

CLASS BREAKDOWN BY PROJECTED PROFICIENCY

Class Breakdown by Projected Proficiency—Key information

What this report offers

- Class-level projected proficiency data for a specific test window
- Information organized by class and subject
- Aligned to state assessment and/or college and career readiness assessments (ACT/SAT)

Questions it helps answer

- How are individual students projected to perform on the state assessment? How about the college and career readiness assessments?
- Are any of my students' scores close to the higher/lower proficiency band?

When to use it

- After testing, to see results
- As part of the instructional decision-making process
- When you want to use data to inform student grouping

Things to consider

- This This report can access data from up to one year prior.
- It will not include data from outside of your test window.
- The state and college projections that appear depend on the state alignment your district selected during MAP implementation.
- Depending on the state, projections may be limited to certain subjects (typically reading and math) and grades (typically 2–8).
- ACT will show for students in grades 5–10; SAT will show for grades 5–9.

Notes

Class Breakdown by Projected Proficiency

State Linking Study

Class Breakdown By Projected Proficiency

District: NWEA Sample District Modify Options
Term Rostered: Fall 2019-2020
Term Tested: Fall 2019-2020
School: Mesa Verde Elementary School
Instructor: Kotifani, Jenisha
Class: Homeroom
Weeks of Instruction: 4 (Fall 2019)

Class Breakdown by Projected Proficiency 📄 Create a PDF version of this report Letter 8 1/2x11" Create PDF

Projected to: **NWEA Generic Linking Study** taken in **spring**.

View Linking Study: ←

| Subject: Course | Projected Proficiency Category | | |
|-------------------------------|--|--|---|
| | Below Standards | Proficient | Advanced |
| Math: Math K-12 | <div style="text-align: center;">12</div> P. Carter (194) V. Stone (197) G. Lawson (198) F. Howard (201) J. Flores (202) S. Hall (204) M. Martinez (206) <div style="text-align: center; color: #0070C0; font-size: 24px;">↑</div> | <div style="text-align: center;">24</div> E. Castro (208) M. Freeman (211) R. Bowman (213) <div style="text-align: center; color: #0070C0; font-size: 24px;">↑</div> | D. Alexander (218) A. Nelson (219) S. Ross (219) J. King (223) L. Hill (224) G. Morrison (225) R. Collins (227) L. Peters (227) R. Bryant (229) S. Martinez (234) J. Gonzalez (236) A. Roberts (236) E. Sims (236) T. Snyder (240) N. Bryant (244) M. Chan (244) E. Lewis (244) |
| Language Arts: Reading | M. Freeman (176) G. Lawson (176) D. Alexander (192) P. Carter (194) F. Howard (196) N. Bryant (198) T. Snyder (200) | R. Bryant (201) L. Hill (201) A. Nelson (207) R. Bowman (211) | V. Stone (215) S. Martinez (216) J. Gonzalez (217) S. Hall (217) A. Roberts (217) E. Castro (218) R. Collins (218) L. Peters (219) E. Sims (221) G. Morrison (222) M. Chan (226) J. Flores (243) |

12 RIT score: A student's overall scaled score on the test for a given subject.

24 Projected proficiency category: Students are grouped in predicted proficiency categories based on NWEA linking studies that align the MAP Growth RIT scale to state assessments and college and career readiness measures.

Tips and tricks

➔ **State-specific linking study:** This takes you to your state's linking study research document. If you do not have a linking study for your state, MAP Growth will provide information using a default linking study. Learn more about the default linking study at [NWEA.org](https://www.nwea.org).

➔ **Categories of proficiency:** In this area, you will see your state's specific categories of proficiency.

▲ Instructor
 ■ Administrator
 ⬠ School Coordinator
 ● District Coordinator

Class Breakdown by Projected Proficiency

College Readiness Linking Study—ACT

Class Breakdown By Projected Proficiency

District: NWEA Sample District
Term Rostered: Winter 2020-2021
Term Tested: Winter 2020-2021
School: Mesa Verde Elementary School
Instructor: Jensen, Shelley
Class: Homeroom
Weeks of Instruction: 20 (Winter 2021)

Modify Options

Class Breakdown by Projected Proficiency

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

Create PDF

Projected to: ACT College Readiness taken in spring.

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

| Subject: Course | Projected Proficiency Category ²⁴ | | |
|------------------------|---|--|--|
| | Not On Track | On Track 22 | On Track 24 |
| Math: Math K-12 | A. Lucas (182) B. Hammond (200) ¹² E. Lloyd (211) R. Edwards (214) J. Moore (214) D. Kong (217) N. Walker (219) B. Kinard (220) | K. Cummings (222) L. Cobb (223) C. Santos (224) D. Morgan (225) J. Sanchez (225) | H. Heinz (226) A. Lee (226) H. Morris (228) V. Singleton (231) L. Delgado (233) W. Bennett (238) M. Gonzales (238) R. Reed (239) W. Soto (242) |
| Language Arts: Reading | E. Lloyd (176) L. Delgado (183) D. Kong (191) M. Gonzales (199) D. Morgan (202) K. Cummings (206) R. Edwards (208) V. Singleton (209) N. Walker (210) | J. Moore (213) L. Cobb (215) W. Soto (215) | B. Kinard (216) A. Lucas (217) R. Reed (219) C. Santos (220) W. Bennett (221) A. Lee (221) H. Heinz (229) J. Sanchez (229) H. Morris (233) B. Hammond (237) |

¹² **RIT score:** A student's overall scaled score on the test for a given subject.

²⁴ **Projected proficiency category:** Students are grouped in predicted proficiency categories based on NWEA linking studies that align the MAP Growth RIT scale to state assessments and college and career readiness measures.

Tips and tricks

➔ **College readiness linking study:** This link will take you to the respective college readiness linking study research document.

➔ **Categories of proficiency:** In this area, you will see your state's specific categories of proficiency.

▲ Instructor ■ Administrator ◆ School Coordinator ● District Coordinator

Class Breakdown by Projected Proficiency

College Readiness Linking Study—SAT

Class Breakdown By Projected Proficiency

District: NWEA Sample District
Term Rostered: Winter 2020-2021
Term Tested: Winter 2020-2021
School: Mesa Verde Elementary School
Instructor: Jensen, Shelley
Class: Homeroom
Weeks of Instruction: 20 (Winter 2021)

Modify Options

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

Create PDF

Projected to: SAT taken in spring.

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

| Subject: Course | Projected Proficiency Category 24 | |
|------------------------|---|---|
| | 12 Not On Track | On Track |
| Math: Math K-12 | A. Lucas (182) B. Hammond (200) E. Lloyd (211) R. Edwards (214) J. Moore (214) D. Kong (217) N. Walker (219) B. Kinard (220) | K. Cummings (222) L. Cobb (223) C. Santos (224) D. Morgan (225) J. Sanchez (225) H. Heinz (226) A. Lee (226) H. Morris (228) V. Singleton (231) L. Delgado (233) W. Bennett (238) M. Gonzales (238) R. Reed (239) W. Soto (242) |
| Language Arts: Reading | E. Lloyd (176) L. Delgado (183) D. Kong (191) M. Gonzales (199) D. Morgan (202) K. Cummings (206) | R. Edwards (208) V. Singleton (209) N. Walker (210) J. Moore (213) L. Cobb (215) W. Soto (215) B. Kinard (216) A. Lucas (217) R. Reed (219) C. Santos (220) W. Bennett (221) A. Lee (221) H. Heinz (229) J. Sanchez (229) H. Morris (233) B. Hammond (237) |

12 RIT score: A student's overall scaled score on the test for a given subject.

24 Projected proficiency category: Students are grouped in predicted proficiency categories based on NWEA linking studies that align the MAP Growth RIT scale to state assessments and college and career readiness measures.

Tips and tricks

College readiness linking study: This link will take you to the respective college readiness linking study research document.

Categories of proficiency: In this area, you will see your state's specific categories of proficiency.

Instructor Administrator School Coordinator District Coordinator

This report is scheduled for retirement in the summer of 2024

ACHIEVEMENT STATUS AND GROWTH PROJECTION REPORT

Achievement Status and Growth Projection report—Key information

What this report offers

- Class-level growth projections based on starting RIT score
- Information organized by class and subject, sorted alphabetically by students' last names

Questions it helps answer

- What is the projected growth (number of RIT points) for my students based on their starting RIT score?
- How might this information support goal setting with students?
- How might this information factor into academic plans for my students?

When to use it

- After testing, to see results
- As part of the instructional decision-making process

Things to consider

- This report can access data for the current year of testing and two years prior.
- It will not include data from outside of your test window.
- Growth projections reflect the “typical” or 50th percentile for growth based on grade, subject, comparison period, and starting RIT.
- Growth projections provided are not intended to be set as goals for students; teachers have discretion on deciding this.
- This report can be exported to a spreadsheet.

Notes

Achievement Status and Growth Projection report

(1 of 2)

| Achievement Status and Growth Projection Report | | | | | | | | | | | | | | | |
|---|---------------------|------------|-----------|--------------------------------------|------------------------------|-----------------|------------------------------|---|---------------------|-----------------|-----------|---|----------------------|--------------------------|-------------------------------|
| Kotifani, Jenisha Homeroom | | | | Term Tested: Fall 2019-2020 | | | | 1 Norms Reference Data: 2020 Norms. | | | | 2 Growth Comparison Period: Fall 2019 - Winter 2020 | | | |
| | | | | Term Rostered: Fall 2019-2020 | | | | 3 Weeks of Instruction: Start - 4 (Fall 2019) | | | | 4 Optional Grouping: None | | | |
| | | | | District: NWEA Sample District | | | | 5 Small Group Display: No | | | | | | | |
| | | | | School: Mesa Verde Elementary School | | | | | | | | | | | |
| Language Arts: Language Usage | | | | | | | | | | | | | | | |
| | | | | Achievement Status | | | | Growth | | | | | | | |
| | | | | Fall 2019 14 | | Winter 2020 | | Student | | | | Comparative | | | |
| Student ID | Student Name | FA19 Grade | FA19 Date | 13 RIT Score Range | Achievement Percentile Range | RIT Score Range | Achievement Percentile Range | 25 Projected RIT Score | 26 Projected Growth | Observed Growth | Growth SE | Growth Index | Met Projected Growth | Conditional Growth Index | Conditional Growth Percentile |
| S14468 | Alexander, Douglas | 5 | 9/19/19 | 193-197-201* | 22-31-42* | | | 202 | 5 | | | | | | |
| S14420 | Bowman, Ramona | 5 | 9/10/19 | 184-188-192* | 9-14-20* | | | 194 | 6 | | | | | | |
| S14535 | Bryant, Norma | 5 | 9/13/19 | 218-221-224 | 83-88-91 | | | 224 | 3 | | | | | | |
| S14507 | Bryant, Robert | 5 | 9/11/19 | 211-214-217 | 67-75-82 | | | 217 | 3 | | | | | | |
| S14541 | Carter, Peter | 5 | 9/11/19 | 218-222-226* | 82-88-93* | | | 224 | 2 | | | | | | |
| S14462 | Castro, Edward | 5 | 9/20/19 | 210-212-215 | 64-71-76 | | | 216 | 4 | | | | | | |
| S14495 | Chan, Monte | 5 | 9/16/19 | 235-238-241 | 98-99-99 | | | 239 | 1 | | | | | | |
| S14410 | Collins, Richard | 5 | 9/9/19 | 182-184-187 | 6-8-11 | | | 190 | 6 | | | | | | |
| S14527 | Flores, James | 5 | 9/9/19 | 211-214-217 | 68-75-81 | | | 217 | 3 | | | | | | |
| S14449 | Freeman, Marcella | 5 | 9/16/19 | 203-207-211* | 48-58-67* | | | 211 | 4 | | | | | | |
| S14550 | Gonzalez, John | 5 | 9/18/19 | 176-179-182 | 3-4-6 | | | 186 | 7 | | | | | | |
| S14500 | Hall, Scott | 5 | 9/16/19 | 217-221-225* | 80-87-92* | | | 223 | 2 | | | | | | |
| S14521 | Hill, Lawrence | 5 | 9/9/19 | 187-190-193 | 12-16-21 | | | 196 | 6 | | | | | | |
| S14553 | Howard, Frank | 5 | 9/9/19 | 204-207-210 | 49-58-66 | | | 211 | 4 | | | | | | |
| S14477 | King, Jennifer | 5 | 9/9/19 | 209-212-215 | 62-70-78 | | | 215 | 3 | | | | | | |
| S14546 | Lawson, Gina | 5 | 9/17/19 | 217-221-225* | 82-87-92* | | | 223 | 2 | | | | | | |
| S14404 | Lewis, Eric | 5 | 9/18/19 | 228-232-236* | 95-97-98* | | | 233 | 1 | | | | | | |
| S14487 | Martinez, Marie | 5 | 9/11/19 | 207-210-214* | 56-65-74* | | | 214 | 4 | | | | | | |
| S14548 | Martinez, Stephanie | 5 | 9/16/19 | 212-215-218 | 70-77-83 | | | 218 | 3 | | | | | | |
| S14439 | Morrison, Grady | 5 | 9/13/19 | 191-194-197 | 19-24-30 | | | 199 | 5 | | | | | | |
| S14455 | Nelson, Amanda | 5 | 9/17/19 | 220-224-228* | 85-91-95* | | | 226 | 2 | | | | | | |
| S14515 | Peters, Luis | 5 | 9/16/19 | 194-197-200 | 24-31-39 | | | 202 | 5 | | | | | | |
| S14431 | Roberts, Amy | 5 | 9/13/19 | 203-207-211* | 47-58-67* | | | 211 | 4 | | | | | | |


- 1 Norms reference data: Indicates which NWEA norming study your report data draws upon.
- 2 Growth comparison period: The two terms for which you wish to receive student growth data.
- 3 Weeks of instruction: The number of instructional weeks before testing, as set by your school or district administrator.
- 4 Optional grouping: You may choose to view results by gender or ethnicity. If your district submitted a program file, you may also view summary results by special program.
- 5 Small group display: Summary groups of fewer than 10 students will display when you select this option while generating reports.
- 13 RIT score range: A range of RIT scores defined by the student's RIT score plus and minus one standard error of measurement. If the student took the test again relatively soon, you could expect their score to fall within this range about 68% of the time.
- 14 Percentile: The percentage of students in the NWEA national norm sample for a grade and subject area that a given student's score (or group of students' mean score) equaled or exceeded. Percentile range is computed by identifying the percentile ranks of the low and high ends of the RIT score range (see annotation 13).
- 25 Projected RIT score or RIT projection: The predicted future score for a student who makes typical growth, based on NWEA national growth norms. Projections take into account the student's initial score, grade level, and time between tests.
- 26 Projected growth, growth projection, or typical growth: The change in RIT score that about half of US students will make over time, based on student growth norms. The student's initial score plus projected growth equals projected RIT. The Student Growth Summary report shows grade-level growth projections, which are based on school growth norms.

Continued on the next page

▲ Instructor
 ■ Administrator
 ◆ School Coordinator
 ● District Coordinator

Achievement Status and Growth Projection report

(2 of 2)

| Achievement Status and Growth Projection Report | | | | | | | | | | | | | | | |
|--|----------------|------------|-----------|--------------------------------------|--|-----------------|------------------------------|---|----------------------------|-----------------|--------------------|--------------|----------------------|--------------------------|-------------------------------|
|  Kotifani, Jenisha Homeroom | | | | Term Tested: Fall 2019-2020 | | | | 1 Norms Reference Data: 2020 Norms. | | | | | | | |
| | | | | Term Rostered: Fall 2019-2020 | | | | 2 Growth Comparison Period: Fall 2019 - Winter 2020 | | | | | | | |
| | | | | District: NWEA Sample District | | | | 3 Weeks of Instruction: Start - 4 (Fall 2019) End - 20 (Winter 2020) | | | | | | | |
| | | | | School: Mesa Verde Elementary School | | | | 4 Optional Grouping: None | | | | | | | |
| | | | | | | | | 5 Small Group Display: No | | | | | | | |
| Language Arts: Language Usage | | | | | | | | | | | | | | | |
| | | | | Achievement Status | | | | Growth | | | | | | | |
| | | | | Fall 2019 13 | | Winter 2020 | | Student | | | | | | Comparative | |
| Student ID | Student Name | FA19 Grade | FA19 Date | RIT Score Range 13 | Achievement Percentile Range 14 | RIT Score Range | Achievement Percentile Range | Projected RIT Score 25 | Projected Growth 26 | Observed Growth | Observed Growth SE | Growth Index | Met Projected Growth | Conditional Growth Index | Conditional Growth Percentile |
| S14543 | Snyder, Toby | 5 | 9/13/19 | 203-207-211* | 48-58-67* | | | 211 | 4 | | | | | | |
| S14549 | Stone, Valerie | 5 | 9/18/19 | 204-207-210 | 51-58-65 | | | 211 | 4 | | | | | | |
| Summary for: Language Usage | | | | | | | | | | | | | | | |
| | | | | | | | | Percentage of Students who Met or Exceeded their Projected RIT | | | | | | | |
| | | | | | | | | Percent of Projected Growth Met | | | | | | | |
| | | | | | | | | Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores | | | | | | | |
| | | | | | | | | Count of Students who Met or Exceeded their Projected RIT | | | | | | | |
| | | | | | | | | Median Conditional Growth Percentile | | | | | | | |

- 1 Norms reference data:** Indicates which NWEA norming study your report data draws upon.
- 2 Growth comparison period:** The two terms for which you wish to receive student growth data.
- 3 Weeks of instruction:** The number of instructional weeks before testing, as set by your school or district administrator.
- 4 Optional grouping:** You may choose to view results by gender or ethnicity. If your district submitted a program file, you may also view summary results by special program.
- 5 Small group display:** Summary groups of fewer than 10 students will display when you select this option while generating reports.
- 13 RIT score range:** A range of RIT scores defined by the student's RIT score plus and minus one standard error of measurement. If the student took the test again relatively soon, you could expect their score to fall within this range about 68% of the time.
- 14 Percentile:** The percentage of students in the NWEA national norm sample for a grade and subject area that a given student's score (or group of students' mean score) equaled or exceeded. Percentile range is computed by identifying the percentile ranks of the low and high ends of the RIT score range (see annotation 13).
- 25 Projected RIT score or RIT projection:** The predicted future score for a student who makes typical growth, based on NWEA national growth norms. Projections take into account the student's initial score, grade level, and time between tests.
- 26 Projected growth, growth projection, or typical growth:** The change in RIT score that about half of US students will make over time, based on student growth norms. The student's initial score plus projected growth equals projected RIT. The Student Growth Summary report shows grade-level growth projections, which are based on school growth norms.

This report is scheduled for retirement in the summer of 2024

ACHIEVEMENT STATUS AND GROWTH SUMMARY REPORT

Achievement Status and Growth Summary report—Key information

What this report offers

- Class-level growth summary data based on two test windows
- Information organized by class and subject, sorted alphabetically by students' last names

Questions it helps answer

- Which of my students are growing above typical and which ones are not?
- What might be contributing to high growth? What's working?
- What might be contributing to low growth? What adjustments might be needed?
- What percentage of my class met or exceeded the growth projections?

When to use it

- After two test events, to see growth data
- As part of the instructional decision-making process


Things to consider

- This report can access data for the current year of testing and two years prior.
- It will not include data from outside of your test window.
- Class-level growth data appears in the summary section on the last page of the report.
- This report can be exported to a spreadsheet.

Notes

Achievement Status and Growth Summary report

(1 of 2)

|  Achievement Status and Growth Summary Report Kotifani, Jenisha Homeroom | | | | | | | | | | | | | | | | |
|--|--------------------|------------|-----------|--|------------------------------|-----------------|------------------------------|--|--------------------------------|-------------------------------|--|----------------------------|------------------------------------|--|---|--|
| | | | | Term Tested: Winter 2019-2020 Term Rostered: Winter 2019-2020 District: NWEA Sample District School: Mesa Verde Elementary School | | | | Norms Reference Data: 2020 Norms. Growth Comparison Period: Fall 2019 - Winter 2020 Weeks of Instruction: Start - 4 (Fall 2019) End - 20 (Winter 2020) Optional Grouping: None Small Group Display: No | | | | | | | | |
| Math: Math K-12 | | | | Achievement Status | | | | Growth | | | | | | | | |
| Student ID | Student Name | WI20 Grade | WI20 Date | Fall 2019 ¹⁴ | | Winter 2020 | | Projected RIT Score ²⁵ | Projected Growth ²⁶ | Observed Growth ²⁷ | Student Observed Growth SE ²⁸ | Growth Index ²⁹ | Met Projected Growth ³⁰ | Comparative Growth Index ³¹ | Comparative Growth Percentile ³² | |
| | | | | RIT Score Range ¹³ | Achievement Percentile Range | RIT Score Range | Achievement Percentile Range | | | | | | | | | |
| S14468 | Alexander, Douglas | 5 | 12/2/19 | 215-218-221 | 66-72-78 | 213-217-221* | 47-56-65* | 224 | 6 | -1 | 4.5 | -7 | No | -1.23 | 11 | |
| S14420 | Bowman, Ramona | 5 | 12/4/19 | 209-213-217* | 49-60-70* | 207-209-212 | 30-36-42 | 218 | 5 | -4 | 4.9† | -9 | No | -1.67 | 5 | |
| S14535 | Bryant, Norma | 5 | 12/19/19 | 241-244-247 | 98-99-99 | 244-247-250 | 97-98-99 | 249 | 5 | 3 | 4.0 | -2 | No ‡ | -0.43 | 33 | |
| S14507 | Bryant, Robert | 5 | 12/3/19 | 226-229-232 | 86-90-94 | 234-237-240 | 88-92-95 | 234 | 5 | 8 | 4.6 | 3 | Yes ‡ | 0.51 | 69 | |
| S14541 | Carter, Peter | 5 | 12/18/19 | 191-194-198 | 11-16-22 | 190-193-196 | 6-9-12 | 200 | 6 | -1 | 4.5 | -7 | No | -1.29 | 10 | |
| S14462 | Castro, Edward | 5 | 12/6/19 | 205-208-211 | 40-47-55 | 211-214-217 | 42-48-55 | 214 | 6 | 6 | 3.9 | 0 | Yes ‡ | 0.09 | 54 | |
| S14495 | Chan, Monte | 5 | 12/19/19 | 241-244-247 | 98-99-99 | 239-242-245 | 94-96-97 | 249 | 5 | -2 | 4.2 | -7 | No | -1.43 | 8 | |
| S14410 | Collins, Richard | 5 | 12/6/19 | 225-227-230 | 85-88-91 | 235-237-240 | 90-92-94 | 233 | 6 | 10 | 3.5 | 4 | Yes | 0.97 | 83 | |
| S14527 | Flores, James | 5 | 12/16/19 | 198-202-206* | 24-32-41* | 197-200-203 | 13-18-23 | 208 | 6 | -2 | 4.8† | -8 | No | -1.39 | 8 | |
| S14449 | Freeman, Marcella | 5 | 12/17/19 | 207-211-215* | 44-55-65* | 209-213-217* | 37-46-55* | 216 | 5 | 2 | 5.4† | -3 | No ‡ | -0.58 | 28 | |
| S14550 | Gonzalez, John | 5 | 12/13/19 | 232-236-240* | 93-96-98* | 230-233-236 | 83-88-91 | 240 | 4 | -3 | 5.1† | -7 | No | -1.29 | 10 | |
| S14500 | Hall, Scott | 5 | 12/9/19 | 201-204-207 | 30-37-43 | 208-211-214 | 34-41-48 | 210 | 6 | 7 | 3.8 | 1 | Yes ‡ | 0.3 | 62 | |
| S14521 | Hill, Lawrence | 5 | 12/20/19 | 220-224-228* | 75-83-89* | 227-230-234 | 77-83-88 | 229 | 5 | 6 | 5.5† | 1 | Yes ‡ | 0.19 | 57 | |
| S14553 | Howard, Frank | 5 | 12/5/19 | 198-201-205 | 22-30-38 | 205-208-211 | 27-34-41 | 207 | 6 | 7 | 4.7 | 1 | Yes ‡ | 0.23 | 59 | |
| S14477 | King, Jennifer | 5 | 12/20/19 | 220-223-226 | 75-82-87 | 220-224-228* | 64-72-79* | 228 | 5 | 1 | 5.0† | -4 | No ‡ | -0.75 | 23 | |
| S14546 | Lawson, Gina | 5 | 12/2/19 | 194-198-202* | 17-23-31* | 203-207-212* | 23-32-42* | 204 | 6 | 9 | 5.8† | 3 | Yes ‡ | 0.48 | 68 | |
| S14404 | Lewis, Eric | 5 | 12/9/19 | 240-244-248* | 98-99-99* | 241-245-249* | 95-97-98* | 248 | 4 | 1 | 5.4† | -3 | No ‡ | -0.53 | 30 | |
| S14487 | Martinez, Marie | 5 | 12/3/19 | 203-206-209 | 34-42-50 | 208-211-214 | 33-41-48 | 212 | 6 | 5 | 4.5 | -1 | No ‡ | -0.12 | 45 | |

Explanatory Notes


** Due to statistical unreliability, summary data for groups of less than 10 are not shown. If Small Group Display is selected, summaries for small groups will be displayed.


† SE on Observed Growth is greater than normal. Use metric with caution.
 * SE or SEM greater than normal. Use metric with caution.
 ‡ Indicates that projected growth falls within standard error of observed growth.
[Click here for more information on Met Projected Growth.](#)

- 13 RIT score range:** A range of RIT scores defined by the student's RIT score plus and minus one standard error of measurement. If the student took the test again relatively soon, you could expect their score to fall within this range about 68% of the time.
- 14 Percentile:** The percentage of students in the NWEA national norm sample for a grade and subject area that a given student's score (or group of students' mean score) equaled or exceeded. Percentile range is computed by identifying the percentile ranks of the low and high ends of the RIT score range (see annotation 13).
- 25 Projected RIT score or RIT projection:** The predicted future score for a student who makes typical growth, based on NWEA national growth norms. Projections take into account the student's initial score, grade level, and time between tests.
- 26 Projected growth, growth projection, or typical growth:** The change in RIT score that about half of US students will make over time, based on student growth norms. The student's initial score plus projected growth equals projected RIT. The Student Growth Summary report shows grade-level growth projections, which are based on school growth norms.
- 27 Observed growth or RIT growth:** The change in a student's RIT score during the growth comparison period. On the Student Growth Summary report, observed growth is the end-term mean RIT minus the start-term mean RIT.
- 28 Observed growth standard error:** Amount of measurement error associated with observed 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 growth would fall within a range defined by the term-to-term growth, plus or minus the standard error.
- 29 Growth index:** The difference between observed and projected growth. A zero indicates the student met projection exactly. Do not use this index to compare performance between students; use the conditional growth index (see annotation 31) instead.
- 30 Met projected growth:** Indicates Yes if the student's term-to-term growth equaled or exceeded the growth projection and No if growth was less than projected. A ‡ means that the difference between the student's observed and projected growth is less than the observed growth standard error.
- 31 Conditional growth index:** This index allows for growth comparisons between students. It incorporates conditions that affect growth, including weeks of instruction before testing and students' starting RIT scores. A value of zero corresponds to mean growth, indicating growth matched projection.
- 32 Conditional growth percentile:** (also referred to as "growth percentile") The conditional growth index (see annotation 31) translated into national percentile rankings for growth.

Achievement Status and Growth Summary report


(2 of 2)

|  Achievement Status and Growth Summary Report | | | | | | | | | | | | | | | | |
|---|-----------------|--------------------|-----------|--|------------------------------|-----------------|------------------------------|--|------------------|-----------------|-----------|--------------|----------------------|--------------------------|-------------------------------|--|
| Kotifani, Jenisha Homeroom | | | | Term Tested: Winter 2019-2020 Term Rostered: Winter 2019-2020 District: NWEA Sample District School: Mesa Verde Elementary School | | | | Norms Reference Data: 2020 Norms. Growth Comparison Period: Fall 2019 - Winter 2020 Weeks of Instruction: Start - 4 (Fall 2019) End - 20 (Winter 2020) Optional Grouping: None Small Group Display: No | | | | | | | | |
| Math: Math K-12 | | | | | | | | | | | | | | | | |
| | | Achievement Status | | | | | | Growth | | | | | | | | |
| | | Fall 2019 | | Winter 2020 | | Student | | | | Comparative | | | | | | |
| Student ID | Student Name | WI20 Grade | WI20 Date | RIT Score Range | Achievement Percentile Range | RIT Score Range | Achievement Percentile Range | Projected RIT Score | Projected Growth | Observed Growth | Growth SE | Growth Index | Met Projected Growth | Conditional Growth Index | Conditional Growth Percentile | |
| S14439 | Morrison, Grady | 5 | 12/16/19 | 221-225-229* | 77-85-90* | 220-223-226 | 63-70-76 | 230 | 5 | -2 | 5.3† | -7 | No | -1.15 | 13 | |
| S14455 | Nelson, Amanda | 5 | 12/3/19 | 215-219-223* | 66-74-81* | 223-226-229 | 70-76-82 | 224 | 5 | 7 | 4.8† | 2 | Yes ‡ | 0.31 | 62 | |
| S14515 | Peters, Luis | 5 | 12/10/19 | 223-227-231* | 81-88-92* | 222-226-230* | 68-76-82* | 232 | 5 | -1 | 5.6† | -6 | No | -0.91 | 18 | |
| S14431 | Roberts, Amy | 5 | 12/10/19 | 232-236-240* | 93-96-98* | 234-238-242* | 88-93-96* | 241 | 5 | 2 | 5.8† | -3 | No ‡ | -0.41 | 34 | |
| S14554 | Ross, Shirley | 5 | 12/11/19 | 215-219-223* | 66-74-81* | 226-229-232 | 77-82-86 | 224 | 5 | 10 | 4.5 | 5 | Yes | 0.89 | 81 | |
| S14482 | Sims, Eleanor | 5 | 12/6/19 | 233-236-239 | 94-96-98 | 231-234-237 | 85-89-92 | 241 | 5 | -2 | 4.4 | -7 | No | -1.34 | 9 | |
| S14543 | Snyder, Toby | 5 | 12/3/19 | 237-240-243 | 96-98-99 | 238-242-246* | 92-95-97* | 245 | 5 | 2 | 5.4† | -3 | No ‡ | -0.49 | 31 | |
| S14549 | Stone, Valerie | 5 | 12/20/19 | 194-197-200 | 16-21-27 | 199-203-207* | 16-23-32* | 203 | 6 | 6 | 4.9† | 0 | Yes ‡ | 0.07 | 53 | |

| Summary for: Mathematics | | | |
|---|---|-------|-----------|
| Percentage of Students who Met or Exceeded their Projected RIT |  | 37.0% | 33 |
| Percent of Projected Growth Met | | 49.3% | 34 |
| Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores | | 27 | 18 |
| Count of Students who Met or Exceeded their Projected RIT | | 10 | 36 |
| Median Conditional Growth Percentile | | 31 | 37 |

- 18** **Number of students with growth projection:** The number of students in the growth count population with available growth projections.
- 33** **Percentage of students who met growth projection:** The percentage of students whose end-term RIT scores met or exceeded their individual growth projections.
- 34** **Percent of projected growth met:** The total student growth divided by the total projected RITs, expressed as a percentage. Performance of 100% is considered average, meaning the overall student growth equaled the projections. Use in conjunction with annotation 33.
- 36** **Number of students who met their growth projection:** The number of students whose end-term RIT scores met or exceeded their individual growth projections.
- 37** **Median conditional growth percentile:** The middle value of this student group's conditional growth percentiles if the individuals' percentiles were ordered from smallest to largest.

Tips and tricks

-  **Context for projected RIT:** Nationally, about 50% of students will meet or exceed their projected RIT.

This report is scheduled for retirement in the summer of 2024

ACHIEVEMENT STATUS AND GROWTH SUMMARY WITH QUADRANT CHART

Achievement Status and Growth Summary Quadrant Chart—Key information

What this report offers

- Class-level growth summary data based on two test windows
- Data can be sorted by subject, gender, and ethnicity

Questions it helps answer

- Which of my students are growing above typical and which ones are not?
- What might be contributing to high growth? What's working?
- What might be contributing to low growth? What adjustments might be needed?
- What percentage of my class met or exceeded the growth projections?

When to use it

- After two test events, to see growth data
- As part of the instructional decision-making process

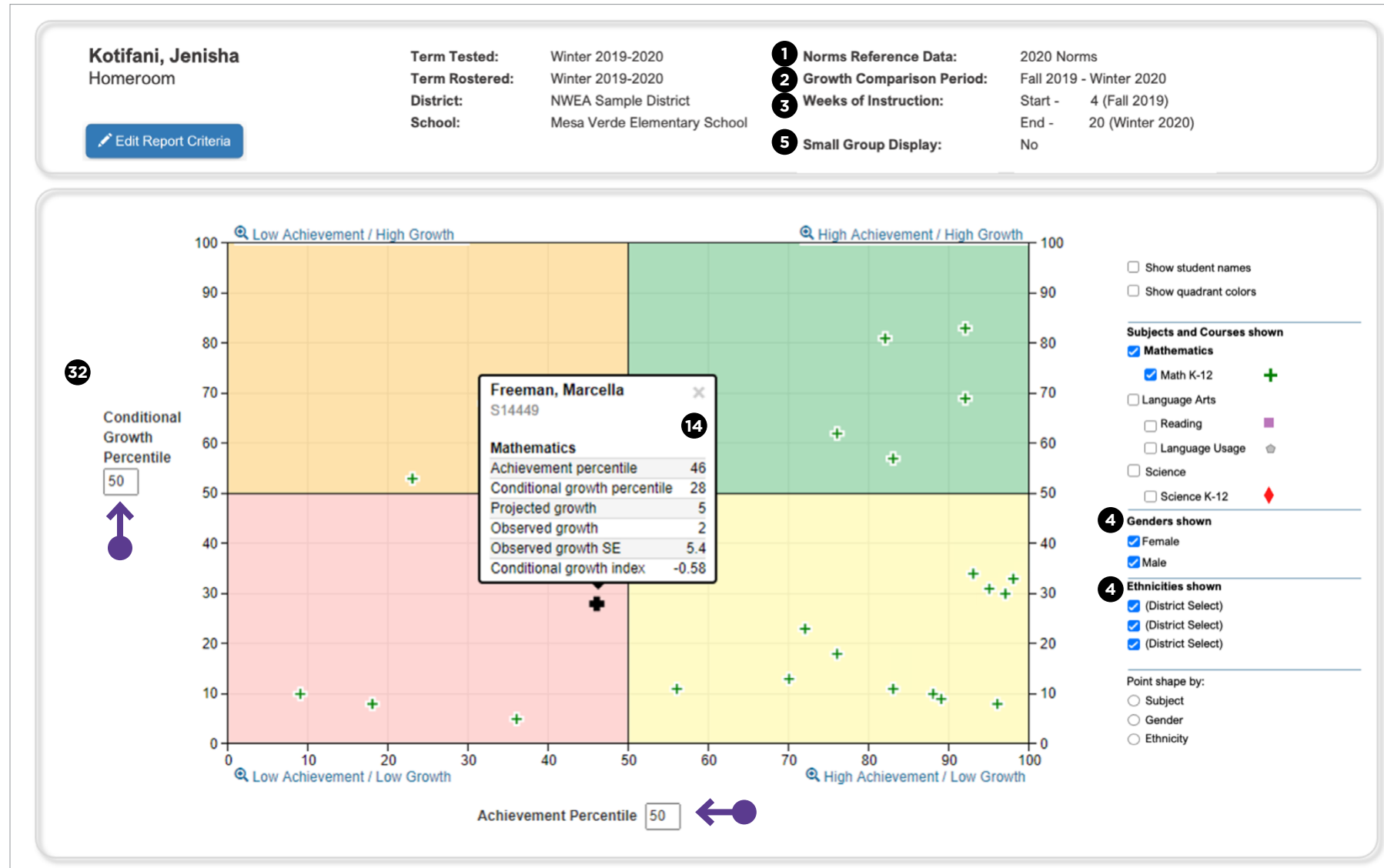
Things to consider

- This report can access data for the current year of testing and two years prior.
- It will not include data from outside of your test window.
- Class-level growth data appears in the summary section on the bottom.
- This report can be exported to a spreadsheet.

Notes

Achievement Status and Growth Summary with Quadrant Chart

(1 of 2)



- 1 Norms reference data:** Indicates which NWEA norming study your report data draws upon.
- 2 Growth comparison period:** The two terms for which you wish to receive student growth data.
- 3 Weeks of instruction:** The number of instructional weeks before testing, as set by your school or district administrator.
- 4 Optional grouping:** You may choose to view results by gender or ethnicity. If your district submitted a program file, you may also view summary results by special program.
- 5 Small group display:** Summary groups of fewer than 10 students will display when you select this option while generating reports.
- 14 Percentile:** The percentage of students in the NWEA national norm sample for a grade and subject area that a given student's score (or group of students' mean score) equaled or exceeded. Percentile range is computed by identifying the percentile ranks of the low and high ends of the RIT score range (see annotation 13).
- 32 Conditional growth percentile:** (also referred to as "growth percentile") The conditional growth index (see annotation 31) translated into national percentile rankings for growth.

Tips and tricks

- Adjustable quadrants:** You can change the numbers in these two boxes to define your own quadrants.

Continued on the next page

Achievement Status and Growth Summary with Quadrant Chart

(2 of 2)

| Quadrant | Student Name Student ID | FA2019 Grade | FA2019 Date | Achievement Status | | | | Growth | | | | | | | | |
|------------------------|-------------------------------|-----------------|----------------|--------------------|---------------------------------|-----------------------------|--|------------------------|---------------------|----------------------------|-------------------------------|-----------------|-------------------------|-----------------------------|----------------------------------|--|
| | | | | 13 RIT Score Range | 14 Achievement Percentile Range | Winter 2020 RIT Score Range | Winter 2020 Achievement Percentile Range | 25 Projected RIT Score | 26 Projected Growth | 27 Student Observed Growth | 28 Student Observed Growth SE | 29 Growth Index | 30 Met Projected Growth | 31 Conditional Growth Index | 32 Conditional Growth Percentile | |
| Math K-12: 27 Students | | | | | | | | | | | | | | | | |
| Yellow | Alexander, Douglas S14488 | 5 | 12/2/2019 | 215-218-221 | 66-72-78 | 213-217-221* | 47-56-65* | 224 | 6 | -1 | 4.5 | -7 | No | -1.23 | 11 | |
| Red | Bowman, Ramona S14420 | 5 | 12/4/2019 | 209-213-217* | 49-60-70* | 206-209-212 | 30-36-42 | 218 | 5 | -4 | 4.9† | -9 | No | -1.67 | 5 | |
| Yellow | Bryant, Norma S14535 | 5 | 12/19/2019 | 241-244-247 | 98-99-99 | 244-247-250 | 97-98-99 | 249 | 5 | 3 | 4 | -2 | No† | -0.43 | 33 | |
| Green | Bryant, Robert S14507 | 5 | 12/3/2019 | 226-229-232 | 86-90-94 | 234-237-240 | 88-92-95 | 234 | 5 | 8 | 4.6 | 3 | Yes† | 0.51 | 69 | |
| Red | Carter, Peter S14541 | 5 | 12/18/2019 | 190-194-198 | 11-16-22 | 190-193-196 | 6-9-12 | 200 | 6 | -1 | 4.5 | -7 | No | -1.29 | 10 | |
| Orange | Castro, Edward S14462 | 5 | 12/6/2019 | 205-208-211 | 40-47-55 | 211-214-217 | 42-48-55 | 214 | 6 | 6 | 3.9 | 0 | Yes† | 0.09 | 54 | |
| Yellow | Chan, Monte S14495 | 5 | 12/19/2019 | 241-244-247 | 98-99-99 | 239-242-245 | 94-96-97 | 249 | 5 | -2 | 4.2 | -7 | No | -1.43 | 8 | |
| Green | Collins, Richard S14410 | 5 | 12/6/2019 | 224-227-230 | 85-88-91 | 234-237-240 | 90-92-94 | 233 | 6 | 10 | 3.5 | 4 | Yes | 0.97 | 83 | |
| Red | Flores, James S14527 | 5 | 12/16/2019 | 198-202-206* | 24-32-41* | 197-200-203 | 13-18-23 | 208 | 6 | -2 | 4.8† | -8 | No | -1.39 | 8 | |
| Red | Freeman, Marcella S14449 | 5 | 12/17/2019 | 207-211-215* | 44-55-65* | 209-213-217* | 37-46-55* | 216 | 5 | 2 | 5.4† | -3 | No† | -0.58 | 28 | |
| Yellow | Gonzalez, John S14550 | 5 | 12/13/2019 | 232-236-240* | 93-96-98* | 230-233-236 | 83-88-91 | 240 | 4 | -3 | 5.1† | -7 | No | -1.29 | 10 | |
| Orange | Hall, Scott S14500 | 5 | 12/9/2019 | 201-204-207 | 30-37-43 | 208-211-214 | 34-41-48 | 210 | 6 | 7 | 3.8 | 1 | Yes† | 0.3 | 62 | |
| Green | Hill, Lawrence S14521 | 5 | 12/20/2019 | 220-224-228* | 75-83-89* | 226-230-234 | 77-83-88 | 229 | 5 | 6 | 5.5† | 1 | Yes† | 0.19 | 57 | |
| Orange | Howard, Frank S14553 | 5 | 12/5/2019 | 197-201-205 | 22-30-38 | 205-208-211 | 27-34-41 | 207 | 6 | 7 | 4.7 | 1 | Yes† | 0.23 | 59 | |
| Yellow | King, Jennifer S14477 | 5 | 12/20/2019 | 220-223-226 | 75-82-87 | 220-224-228* | 64-72-79* | 228 | 5 | 1 | 5† | -4 | No† | -0.75 | 23 | |
| Orange | Lawson, Gina S14546 | 5 | 12/2/2019 | 194-198-202* | 17-23-31* | 202-207-212* | 23-32-42* | 204 | 6 | 9 | 5.8† | 3 | Yes† | 0.48 | 68 | |
| Yellow | Lewis, Eric S14404 | 5 | 12/9/2019 | 240-244-248* | 98-99-99* | 241-245-249* | 95-97-98* | 248 | 4 | 1 | 5.4† | -3 | No† | -0.53 | 30 | |
| Red | Martinez, Marie S14487 | 5 | 12/3/2019 | 203-206-209 | 34-42-50 | 208-211-214 | 33-41-48 | 212 | 6 | 5 | 4.5 | -1 | No† | -0.12 | 45 | |
| Yellow | Martinez, Stephanie S14548 | 5 | 12/6/2019 | 230-234-238* | 91-95-97* | 226-230-234* | 76-83-89* | 238 | 4 | -4 | 6† | -8 | No | -1.25 | 11 | |
| Yellow | Morrison, Grady S14439 | 5 | 12/16/2019 | 221-225-229* | 77-85-90* | 220-223-226 | 63-70-76 | 230 | 5 | -2 | 5.3† | -7 | No | -1.15 | 13 | |
| Green | Nelson, Amanda S14455 | 5 | 12/3/2019 | 215-219-223* | 66-74-81* | 223-226-229 | 70-76-82 | 224 | 5 | 7 | 4.8† | 2 | Yes† | 0.31 | 62 | |
| Yellow | Peters, Luis S14515 | 5 | 12/10/2019 | 223-227-231* | 81-88-92* | 222-226-230* | 68-76-82* | 232 | 5 | -1 | 5.6† | -6 | No | -0.91 | 18 | |
| Yellow | Roberts, Amy S14431 | 5 | 12/10/2019 | 232-236-240* | 93-96-98* | 234-238-242* | 88-93-96* | 241 | 5 | 2 | 5.8† | -3 | No† | -0.41 | 34 | |
| Green | Ross, Shirley S14554 | 5 | 12/11/2019 | 215-219-223* | 66-74-81* | 226-229-232 | 77-82-86 | 224 | 5 | 10 | 4.5 | 5 | Yes | 0.89 | 81 | |
| Yellow | Sims, Eleanor S14482 | 5 | 12/8/2019 | 233-236-239 | 94-96-98 | 231-234-237 | 85-89-92 | 241 | 5 | -2 | 4.4 | -7 | No | -1.34 | 9 | |
| Yellow | Snyder, Toby S14543 | 5 | 12/3/2019 | 237-240-243 | 96-98-99 | 238-242-246* | 92-95-97* | 245 | 5 | 2 | 5.4† | -3 | No† | -0.49 | 31 | |
| Orange | Stone, Valerie S14549 | 5 | 12/20/2019 | 194-197-200 | 16-21-27 | 199-203-207* | 16-23-32* | 203 | 6 | 6 | 4.9† | 0 | Yes† | 0.07 | 53 | |

13 RIT score range: A range of RIT scores defined by the student's RIT score plus and minus one standard error of measurement. If the student took the test again relatively soon, you could expect their score to fall within this range about 68% of the time.

14 Percentile: The percentage of students in the NWEA national norm sample for a grade and subject area that a given student's score (or group of students' mean score) equaled or exceeded. Percentile range is computed by identifying the percentile ranks of the low and high ends of the RIT score range (see annotation 13).

25 Projected RIT score or RIT projection: The predicted future score for a student who makes typical growth, based on NWEA national growth norms. Projections take into account the student's initial score, grade level, and time between tests.

26 Projected growth, growth projection, or typical growth: The change in RIT score that about half of US students will make over time, based on student growth norms. The student's initial score plus projected growth equals projected RIT. The Student Growth Summary report shows grade-level growth projections, which are based on school growth norms.

27 Observed growth or RIT growth: The change in a student's RIT score during the growth comparison period. On the Student Growth Summary report, observed growth is the end-term mean RIT minus the start-term mean RIT.

28 Observed growth standard error: Amount of measurement error associated with observed 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 growth would fall within a range defined by the term-to-term growth, plus or minus the standard error.

29 Growth index: The difference between observed and projected growth. A zero indicates the student met projection exactly. Do not use this index to compare performance between students; use the conditional growth index (see annotation 31) instead.

30 Met projected growth: Indicates Yes if the student's term-to-term growth equaled or exceeded the growth projection and No if growth was less than projected. A † means that the difference between the student's observed and projected growth is less than the observed growth standard error.

31 Conditional growth index: This index allows for growth comparisons between students. It incorporates conditions that affect growth, including weeks of instruction before testing and students' starting RIT scores. A value of zero corresponds to mean growth, indicating growth matched projection.

32 Conditional growth percentile: (also referred to as "growth percentile") The conditional growth index (see annotation 31) translated into national percentile rankings for growth.

Tips and tricks

Color coding: The color next to the student's name helps you identify what quadrant they are in.

Instructor Administrator School Coordinator District Coordinator

This report is scheduled for retirement in the summer of 2024

STUDENT PROGRESS REPORT

Student Progress report—Key information

What this report offers

- Student-level report showing a student’s overall progress from all past terms to the selected term
- The student’s growth from term to term

Questions it helps answer

- What goal might a student set for the next test window?
- What accomplishments can we celebrate?
- Are there any areas where students could benefit from additional support?
- How might this information support instructional plans for this student?

When to use it

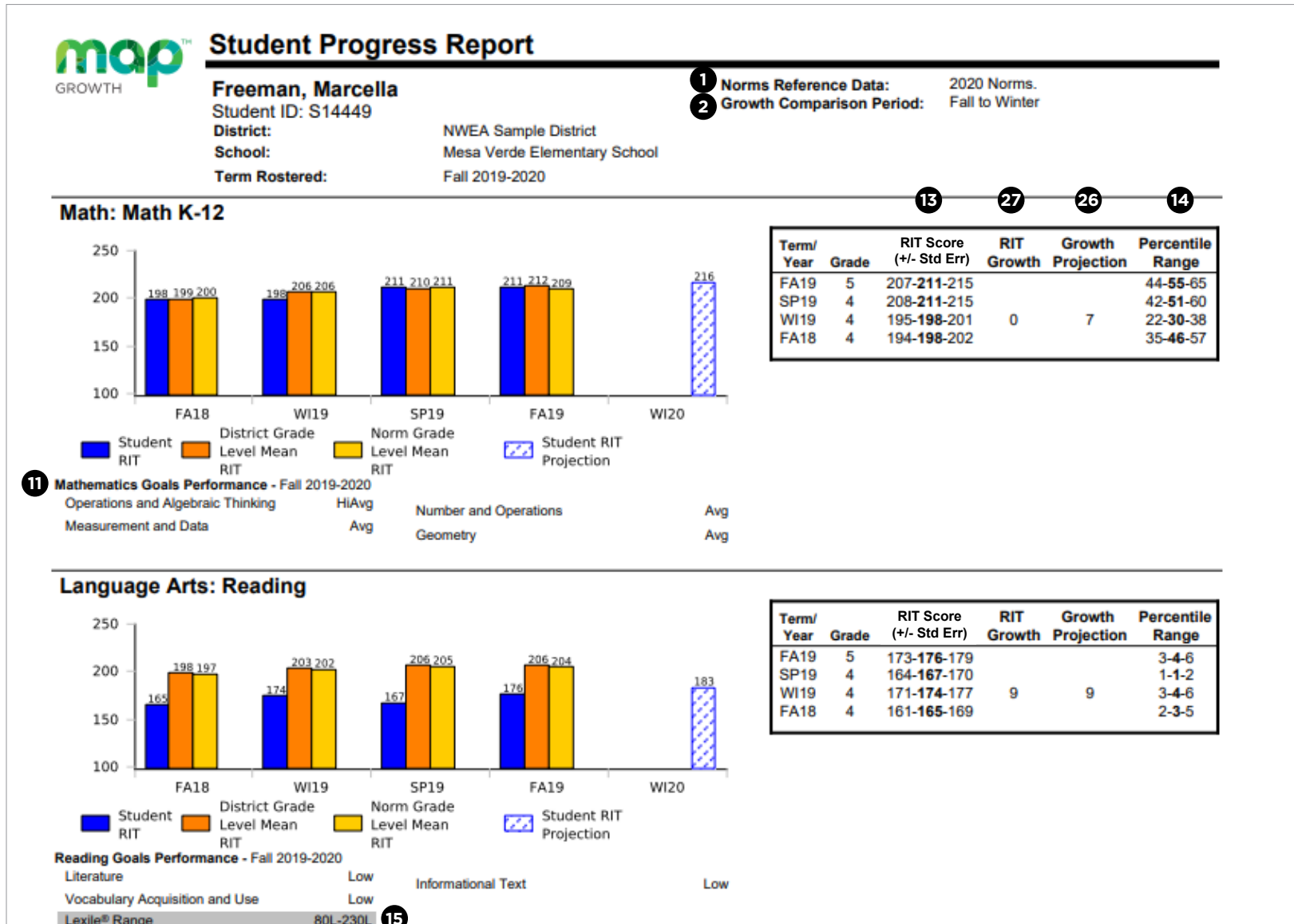
- After testing, to see results
- After two test events, to see growth data
- Anytime you need to talk to families or students about performance

Things to consider

- This report can access data for all prior years of testing..
- It will include data from outside of your test window (displayed in gray, or low-lighted, text) if the All Valid Test Events report option is selected.
- You can choose to display the student’s overall RIT score compared to district grade-level means and/or the norm grade-level mean.
- This report can be displayed as either a bar chart or line graph
- This report can be printed for one, some, or all students in a given class.
- Instructional area scores can be printed by descriptors (default) or RIT score ranges.
- You can also print a quick-reference explanatory sheet.

Notes

Student Progress report



Note: You can view this report as a bar graph or a line graph. The bar graph shown here is the default setting.

- ▲ Instructor
- Administrator
- ◆ School Coordinator
- District Coordinator



SCHOOL PROFILE REPORT

School Profile report—Key information

What this report offers

- Grade-level achievement percentiles for a specific school, course, academic year, and term
- Class-level achievement percentiles for a specific grade, course, academic year, and term
- Additional filters for gender, ethnicity, subject, and class name
- Count of students in each percentile (via hover over)
- List of students in each percentile (by selecting a percentile)
- Ability to drill into individual classes to view the student level

Questions it helps answer

- How is a grade doing overall?
- Is one grade performing better in some courses than others (e.g., math vs. reading)?
- Which classes in each grade need the most support? Which classes are excelling?
- What differences exist when I examine this grade’s performance in a subject by ethnicity?
- Are there trends in achievement at the grade level year after year?
- What was the impact of the major change we made last year? Did it result in any positive change at the school level?

When to use it

- After testing, to see achievement data
- When trying to identify the impact of key decisions made in the past (e.g., additional intervention resources, new curriculum, etc.)
- When evaluating where to allocate extra resources in order to maximize student growth

Things to consider

- Select the Reload button after making filter selections to refresh the data.
- The “Class Subject” selection is only available if “Subject” is populated in the selected school’s roster.
- Due to the way that the School Profile Report imports data from your roster file, all students rostered in classes that share a common class name on your roster file will be grouped together in the Grade Achievement view of the School Profile report.
- Click the “School” link in the top navigation section to return to the school-level data visualization.
- In the Grade-Achievement view, classes are organized by highest percentage of students in the lowest percentile first.

Notes

School Profile report

Single-term achievement tab—School-level data

map School Profile

Logged in as Username

[Home](#) | [Help](#) | [Contact](#) | [Change Password](#) | [Logout](#)

[MAP Growth Reports](#) > [District Name](#) > [School Name](#) Select School

Single-Term Achievement

Growth and Achievement

Term Rostered

Fall 2022

Term Tested

Fall 2022

Course

Math K-12

Update

Apply Filters

Filters (0)

Oakley Park Elementary

Achievement - All Students

Oakley Park Elementary | Math K-12

| Grade | Achievement Fall 2022 Median and Distribution | Number of Students |
|------------|---|--------------------|
| All Grades | <div style="display: flex; justify-content: center; align-items: center;"> <div style="background-color: #ffc107; border-radius: 10px; padding: 5px 10px; margin-right: 5px;">59th</div> <div style="width: 100%; height: 20px; position: relative; margin-left: 5px;"> <div style="background-color: #dc3545; width: 17%; position: absolute; left: 0;"></div> <div style="background-color: #ffc107; width: 14%; position: absolute; left: 17%;"></div> <div style="background-color: #6c757d; width: 22%; position: absolute; left: 31%;"></div> <div style="background-color: #28a745; width: 25%; position: absolute; left: 53%;"></div> <div style="background-color: #0056b3; width: 22%; position: absolute; left: 78%;"></div> </div> </div> | 247 |

Percentiles Key: ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

[More information about this chart](#) Rostered Fall 2022
Tested Fall 2022

Tips and tricks

- You are on the Single-Term Achievement tab.
- When you change filter selections, you will need to use the update button in order to refresh the report.
- Navigation “breadcrumbs” help you identify where you are located within the School Profile report. To navigate back to the Single-Term Achievement view, select the “School” link in the breadcrumb navigation.
- Each quintile shows you the percentage of students in each grade with an achievement percentile that falls within a 20% band. Select any quintile and a pop-up screen with a list of students that populate the quintile will appear.
- This number represents the number of students with valid growth-based test events, not necessarily the number of students who completed a MAP Growth test. The most common reason that a test might not be counted as a valid growth event is because a student may have already taken a test in the same testing window (fall, winter, spring) or because the student was rapid-guessing and their test was invalidated. Learn more in the MAP Growth Help Center: [Invalid Tests and Growth Criteria](#).
- Select the “Select School” button to change what school data populates the report.
- Select the “Close” button to minimize the filter selections.

Continued on the next page

School Profile report

Single-term achievement tab—Grade-level data

map School Profile
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Home | Help | Contact | Change Password | Logout

MAP Growth Reports > District Name > School Name Select School

Single-Term Achievement

Growth and Achievement

Term Rostered: Fall 2022 | Term Tested: Fall 2022 | Course: Math K-12 Update

Filters (0) Apply Filters

Achievement by Grade
Oakley Park Elementary | Math K-12

| Grade ↓ | Achievement Fall 2022 Median and Distribution | Sort By -- select option -- | Number of Students |
|---------|---|-----------------------------|--------------------|
| Grade 1 | 38th | | 39 |
| Grade 2 | 40th | | 47 |
| Grade 3 | 37th | | 50 |
| Grade 4 | 44th | | 62 |
| Grade 5 | 38th | | 49 |

Percentiles Key: ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Rostered Fall 2022
Tested Fall 2022

Tips and tricks

- ➔ You are on the Single-Term Achievement tab.
- ➔ When you change filter selections, you will need to use the update button in order to refresh the report.
- ➔ Navigation “breadcrumbs” help you identify where you are located within the School Profile report. To navigate back to the Single-Term Achievement view, select the “School” link in the breadcrumb navigation.
- ➔ Each quintile shows you the percentage of students in each grade with an achievement percentile that falls within a 20% band. Select any quintile and a pop-up screen with a list of students that populate the quintile will appear.
- ➔ This number represents the number of students with valid growth-based test events, not necessarily the number of students who completed a MAP Growth test. The most common reason that a test might not be counted as a valid growth event is because a student may have already taken a test in the same testing window (fall, winter, spring) or because the student was rapid-guessing and their test was invalidated. Learn more in the MAP Growth Help Center: [Invalid Tests and Growth Criteria](#).
- ➔ Select the “Select School” button to change what school data populates the report.
- ➔ Select the “Apply Filters” button to view data filtering options.
- ➔ You can select each grade in order to view class-level assessment data for that grade.

Note: This screenshot has been edited slightly for visual purposes.

School Profile report

Single-term achievement tab—Student-level data

[← BACK](#) **Grade 4 - Oakley Park Elementary**

Achievement – All Grade 4 Students

Grade 4 – Oakley Park Elementary | Math K-12

| Grade | Achievement Fall 2022 Median and Distribution | Number of Students |
|---------|---|--------------------|
| Grade 4 | | 62 |

Percentiles Key: ● 1st – 20th ● 21st – 40th ● 41st – 60th ● 61st – 80th ● >80th

[More information about this chart](#) ▾

Rostered Fall 2022
Tested Fall 2022

Achievement by Class

Grade 4 – Oakley Park Elementary | Math K-12

| Class ↓ | Educator | Achievement Fall 2022 Median and Distribution | Sort By | Number of Students |
|--------------|------------------|---|---------------------|--------------------|
| Cooper HR | Cooper, Brian | | -- select option -- | 11 |
| Kirsch HR | Kirsch, Patricia | | | 26 |
| Patterson HR | Patterson, Linda | | | 25 |

Percentiles Key: ● 1st – 20th ● 21st – 40th ● 41st – 60th ● 61st – 80th ● >80th

[More information about this chart](#) ▾

Rostered Fall 2022
Tested Fall 2022 – Spring 2023

Tips and tricks

- You are viewing the achievement percentiles for valid fourth grade growth events.
- In order to navigate back to the previous view where school- and grade-level data is visible, select the Back button.
- Each quintile shows you the percentage of students in each class with an achievement percentile that falls within a 20% band. Select any quintile and a pop-up screen with a list of students that populate the quintile will appear.
- This number represents the number of students with valid growth-based test events, not necessarily the number of students who completed a MAP Growth test. The most common reason that a test might not be counted as a valid growth event is because a student may have already taken a test in the same testing window (fall, winter, spring) or because the student was rapid-guessing and their test was invalidated. Learn more in the MAP Growth Help Center: [Invalid Tests and Growth Criteria](#).

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Instructor
 Administrator
 School Coordinator
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School Profile report

Single-term achievement tab—Student-level data

← BACK Grade 4 - Oakley Park Elementary

Achievement – All Grade 4 Students

Cooper HR - Grade 4 | Math K-12 ←

Oakley Park Elementary School

Rostered Fall 2022
Tested Fall 2022 - Spring 2023

Spring 2022 - 2023 Achievement | All Percentiles

| ↓ Student Name (23) | Achievement Percentile | RIT Score | Gender | Ethnicity | Programs |
|---------------------|------------------------|-----------|--------|--------------------|---|
| Bass, Yasmine | 29th | 163 | Female | White | -- |
| Booth, Lea | 77th | 180 | Female | Hispanic or Latino | (ELL) English Language Learner, (FRL) Free and R... |
| Byrd, Kiran | 56th | 172 | Male | White | -- |
| Chambers, Bertie | 21st | 160 | Male | Hispanic or Latino | (ELL) English Language Learner, (FRL) Free and R... |
| | | | | | (ELL) English |

Applied Filters:
White; Hispanic or Latino

Tips and tricks

- ➔ You are looking that student-level assessment data for the 4th grade class named "Cooper HR".
- ➔ Select any column heading to sort the list in ascending or descending order.
- ➔ Select the "X" at the top right corner of the screen to close the student-level data view.

School Profile report

Growth and achievement tab—School-level data

map School Profile
Logged in as Username

Home | Help | Contact | Change Password | Logout

MAP Growth Reports > District Name > School Name SELECT SCHOOL

Single-Term Achievement | **Growth and Achievement**

Term Rostered: Fall 2022

Start Term: Fall 2022

End Term: Spring 2023

Course: Math K-12

Update

Filters (0) Apply Filters

Oakley Park Elementary

Growth and Achievement – All Students

Oakley Park Elementary | Math K-12

| Grade | Growth and Achievement | Number of Students |
|------------|--|--------------------|
| All Grades | <p>Growth Median and Distribution</p> <p>31st 34% 28% 23% 14%</p> <p>Achievement Fall 2022 Median and Distribution: 59th 17% 14% 22% 25% 22%</p> <p>Achievement Spring 2023 Median and Distribution: 44th 21% 23% 22% 21% 13%</p> | 247 |

Percentiles Key: ● 1st – 20th ● 21st – 40th ● 41st – 60th ● 61st – 80th ● >80th

Rostered Fall 2022
 Tested Fall 2022 – Spring 2023

Tips and tricks

- You are on the Growth and Achievement Tab.
- When you change filter selections, you will need to use the update button in order to refresh the report.
- Select the “Select School” button to change what school data populates the report.
- Navigation “breadcrumbs” help you identify where you are located within the School Profile report. To navigate back to the School Achievement view, select the “School” link in the breadcrumb navigation.
- Each quintile shows you the percentage of students in each grade with a growth percentile that falls within a 20% band. Select any quintile and a pop-up screen with a list of students that populate the quintile will appear.
- Select “Apply Filters” to view the filter options available for this report.
- This number represents the number of students with valid growth-based test events in both of the selected testing terms, not necessarily the number of students who completed a MAP Growth test in both testing terms. The most common reason that a test might not be counted as a valid growth event is because a student may have already taken a test in the same testing window (fall, winter, spring) or because the student was rapid-guessing and their test was invalidated. Learn more in the MAP Growth Help Center: [Invalid Tests and Growth Criteria](#).

Continued on the next page

Instructor
 Administrator
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 District Coordinator

School Profile report

Growth and achievement tab—Grade-level data

| Growth and Achievement by Grade | | |
|------------------------------------|--|----------------------|
| Oakley Park Elementary Math K-12 | | |
| Grade ↓ | Sort By -- select option -- | Number of Students ⓘ |
| Grade 1 | <p>Growth Median and Distribution</p> <p>27th 36% 36% 23% 5%</p> <hr/> <p>Achievement Fall 2022 Median and Distribution Achievement Spring 2023 Median and Distribution</p> <p>38th 21% 32% 34% 4% 9% 49th 23% 22% 26% 21% 8%</p> | 39 |
| Grade 2 | <p>Growth Median and Distribution</p> <p>26th 36% 32% 28% 4%</p> <hr/> <p>Achievement Fall 2022 Median and Distribution Achievement Spring 2023 Median and Distribution</p> <p>40th 34% 16% 24% 16% 10% 56th 13% 19% 30% 32% 6%</p> | 47 |
| Grade 3 | <p>Growth Median and Distribution</p> <p>26th 42% 22% 20% 16%</p> <hr/> <p>Achievement Fall 2022 Median and Distribution Achievement Spring 2023 Median and Distribution</p> <p>37th 31% 22% 20% 12% 15% 44th 24% 22% 24% 18% 12%</p> | 50 |
| Grade 4 | <p>Growth Median and Distribution</p> <p>40th 24% 29% 26% 21%</p> <hr/> <p>Achievement Fall 2022 Median and Distribution Achievement Spring 2023 Median and Distribution</p> <p>44th 32% 15% 16% 13% 24% 36th 34% 23% 13% 11% 19%</p> | 62 |

Tips and tricks

- ➔ You can select each grade in order to view class-level assessment data for that grade.
- ➔ Each quintile shows you the percentage of students in each grade with a growth percentile that falls within a 20% band. Select any quintile and a pop-up screen with a list of students that populate the quintile will appear.
- ➔ This number represents the number of students with valid growth-based test events in both of the selected testing terms, not necessarily the number of students who completed a MAP Growth test in both testing terms. The most common reason that a test might not be counted as a valid growth event is because a student may have already taken a test in the same testing window (fall, winter, spring) or because the student was rapid-guessing and their test was invalidated. Learn more in the MAP Growth Help Center: [Invalid Tests and Growth Criteria](#).

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▲ Instructor
 ■ Administrator
 ◆ School Coordinator
 ● District Coordinator

School Profile report

Growth and achievement tab—Student-level data

← BACK Grade 4 - Oakley Park Elementary

Achievement - All Grade 4 Students

Cooper HR - Grade 4 | Math K-12 ←

Oakley Park Elementary School

Rostered Fall 2022
Tested Fall 2022 - Spring 2023

🌈 Fall 2022 - 2023 - Spring 2022 - 2023 Growth | All Percentiles

| ↓ Student Name (23) | Growth Percentile | Observed Growth | Projected Growth | Gender | Ethnicity | Programs |
|---------------------|-------------------|-----------------|------------------|--------|--------------------|---|
| Bass, Yasmine | 29th | -1 | 6 | Female | White | -- |
| Booth, Lea | 77th | 7 | 5 | Female | Hispanic or Latino | (ELL) English Language Learner, (FRL) Free and R... |
| Byrd, Kiran | 56th | 5 | 6 | Male | White | -- |
| Chambers, Bertie | 21st | 2 | 4 | Male | Hispanic or Latino | (ELL) English Language Learner, (FRL) Free and R... |
| | | | | | | (ELL) English |

Applied Filters:
White; Hispanic or Latino

26 Projected growth, growth projection, or typical growth: The change in RIT score that about half of US students will make over time, based on student growth norms. The student's initial score plus projected growth equals projected RIT. The Student Growth Summary report shows grade-level growth projections, which are based on school growth norms.

27 Observed growth or RIT growth: The change in a student's RIT score during the growth comparison period. On the Student Growth Summary report, observed growth is the end-term mean RIT minus the start-term mean RIT.

32 Conditional growth percentile: (also referred to as "growth percentile") The conditional growth index (see annotation 31) translated into national percentile rankings for growth.

Tips and tricks

- ➡ You are looking that student-level assessment data for the 4th grade class named "Cooper HR".
- ➡ Select any column heading to sort the list in ascending or descending order.
- ➡ Select the "X" at the top right corner of the screen to close the student-level data view.

This report is scheduled for retirement in the summer of 2024

GRADE REPORT

Grade report—Key information

What this report offers

- School-level performance data for a specific test window
- Information organized by grade level and subject
- Individual student achievement data (RIT scores) for students in a specific class
- Comparisons to normative data and district grade-level mean

Questions it helps answer

- How is this grade level doing overall?
- How does this performance compare to other schools across the district?
- What is this grade's lowest instructional area? Our highest?
- How are we performing compared to national norms?
- What decisions might this inform related to activities such as intervention?
- How could this data guide school improvement planning?

When to use it

- After testing, to see results
- As part of the instructional decision-making process
- When you want to use data to inform student grouping


Things to consider

- This report can access data from up to one year prior.
- District-level comparative data is available after your test window is marked closed.
- It will include data from outside of your test window (displayed in gray, or low-lighted, text).
- Default settings include sorting students alphabetically by last name and displaying RIT score ranges for instructional areas.

Notes

Grade report

(1 of 2)



Grade Report

Grade 5

Term: Fall 2019-2020
District: NWEA Sample District
School: Mesa Verde Elementary School

1 Norms Reference Data: 2020 Norms.
3 Weeks of Instruction: 4 (Fall 2019)
4 Grouping: None
5 Small Group Display: No

Math: Math K-12

Demo Growth: Math 2-5 / Demonstration Tests - NWEA 2017

| Summary | |
|--|-------|
| Total Number of Students with Valid Growth Scores | 143 |
| 6 Mean RIT Score | 217.6 |
| 8 Standard Deviation | 16.9 |
| District Grade-Level Mean RIT | 211.5 |
| Students At or Above District Grade-Level Mean RIT | 95 |
| Grade-Level Mean RIT | 209.1 |
| Students At or Above Grade-Level Mean RIT | 100 |

| | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT Score (+/- Smp Err) | Std Dev |
|---|-----------------|-----|---------------------|-----|-------------------|-----|---------------------|-----|-----------------|-----|---------------------------------|---------|
| | count | % | count | % | count | % | count | % | count | % | | |
| Overall Performance | | | | | | | | | | | | |
| Demo Growth: Math 2-5 / Demonstration Tests - NWEA 2017 | 23 | 16% | 15 | 10% | 16 | 11% | 27 | 19% | 62 | 43% | 216-218-219 | 16.9 |
| Instructional Area RIT Range | | | | | | | | | | | | |
| Operations and Algebraic Thinking | 24 | 17% | 18 | 13% | 11 | 8% | 29 | 20% | 61 | 43% | 216-217-219 | 18.2 |
| 11 Number and Operations | 19 | 13% | 19 | 13% | 15 | 10% | 28 | 20% | 62 | 43% | 216-218-219 | 17.6 |
| Geometry | 24 | 17% | 18 | 13% | 18 | 13% | 25 | 17% | 58 | 41% | 215-217-218 | 18.1 |
| Measurement and Data | 20 | 14% | 17 | 12% | 16 | 11% | 32 | 22% | 58 | 41% | 216-218-219 | 17.5 |

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result. ***2 The overall RIT score for this test is above the valid range. ***3 The overall RIT score for this test is below the valid range.

***4 The standard error for this test is below acceptable limits. ***5 The standard error for this test is above acceptable limits. ***6 The test has been identified as invalid. ***7 High level of rapid guessing has invalidated test.

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

* This data is not available for reporting. Please refer to help and documentation for more information.


- 1 Norms reference data:** Indicates which NWEA norming study your report data draws upon.
- 3 Weeks of instruction:** The number of instructional weeks before testing, as set by your school or district administrator.
- 4 Optional grouping:** You may choose to view results by gender or ethnicity. If your district submitted a program file, you may also view summary results by special program.
- 5 Small group display:** Summary groups of fewer than 10 students will display when you select this option while generating reports.
- 6 Mean RIT score:** The group's average score for the subject in the given term.
- 8 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.
- 10 Sampling error:** An estimate of the amount of error in an aggregate statistic (commonly the mean) attributed to calculating the statistic on a population sample rather than on the entire population. The larger the group, the lower the sampling error.
- 11 Instructional area:** A learning area (e.g., geometry) within a subject (e.g., math). NOTE: Instructional area categories may be labeled differently depending on your test version or state assessment.

Continued on the next page

▲ Instructor
 ■ Administrator
 ◆ School Coordinator
 ● District Coordinator

Grade report

(2 of 2)



Grade Report

Grade 5

Term: Fall 2019-2020

District: NWEA Sample District

School: Mesa Verde Elementary School

Norms Reference Data: 2020 Norms.

Weeks of Instruction: 4 (Fall 2019)

Grouping: None

Small Group Display: No

Math: Math K-12

Demo Growth: Math 2-5 / Demonstration Tests - NWEA 2017

13 **9** **14**

| Name (Student ID) | Test Date | RIT Score (+/- Std Err) | Percentile (+/- Std Err) | Test Duration | A | B | C | D |
|-----------------------------|-----------|-------------------------|--------------------------|---------------|---------|---------|---------|---------|
| Alexander, Douglas (S14468) | 09/06/19 | 215-218-221 | 66-72-78 | 60 m | 209-218 | 210-221 | 209-220 | 208-216 |
| Anderson, Brian (S14413) | 09/10/19 | 227-230-234 | 87-91-94 | 60 m | 216-225 | 222-232 | 222-232 | 231-241 |
| Austin, Kimberly (S14485) | 09/18/19 | 209-213-217 | 49-60-70 | 60 m | 202-213 | 208-216 | 207-218 | 206-217 |
| Barnes, Susan (S14532) | 09/20/19 | 226-229-232 | 86-90-94 | 60 m | 218-227 | 218-227 | 223-232 | 214-224 |
| Bell, Janice (S14520) | 09/06/19 | 210-213-216 | 51-60-68 | 60 m | 199-209 | 212-221 | 204-215 | 200-210 |
| Bowman, Ramona (S14420) | 09/12/19 | 209-213-217 | 49-60-70 | 60 m | 211-220 | 202-211 | 209-218 | 216-227 |
| Brock, Antonio (S14419) | 09/12/19 | 199-202-205 | 26-32-38 | 60 m | 207-215 | 192-202 | 199-208 | 192-202 |
| Brooks, Chris (S14528) | 09/09/19 | 182-186-190 | 4-7-10 | 60 m | 188-197 | 187-198 | 182-191 | 175-185 |
| Brooks, Kevin (S14509) | 09/10/19 | 218-221-224 | 72-78-83 | 60 m | 211-221 | 218-227 | 210-220 | 220-230 |
| Brooks, Percy (S14456) | 09/13/19 | 197-200-203 | 21-27-34 | 60 m | 188-197 | 186-196 | 191-201 | 186-195 |
| Bryant, Norma (S14535) | 09/10/19 | 241-244-247 | 98-99-99 | 60 m | 236-246 | 234-244 | 241-251 | 236-246 |
| Bryant, Robert (S14507) | 09/10/19 | 226-229-232 | 86-90-94 | 60 m | 222-233 | 230-241 | 229-237 | 233-241 |
| Cabral, Gladly (S14476) | 09/12/19 | 195-198-201 | 18-23-29 | 60 m | 186-195 | 201-211 | 184-194 | 187-197 |
| Campbell, Peter (S14537) | 09/20/19 | 229-232-235 | 91-93-96 | 60 m | 229-240 | 228-239 | 232-241 | 235-245 |
| Carter, Andrew (S14497) | 09/10/19 | 201-204-207 | 30-37-44 | 60 m | 200-211 | 197-208 | 193-201 | 196-206 |
| Carter, Peter (S14541) | 09/10/19 | 191-194-198 | 11-16-22 | 60 m | 196-205 | 192-202 | 194-203 | 194-204 |
| Castro, Edward (S14462) | 09/19/19 | 205-208-211 | 40-47-55 | 60 m | 195-203 | 214-222 | 211-220 | 210-220 |
| Chan, Monte (S14495) | 09/06/19 | 241-244-247 | 98-99-99 | 60 m | 244-252 | 248-258 | 246-254 | 243-251 |
| Clark, Susan (S14475) | 09/20/19 | 238-240-243 | 97-98-99 | 60 m | 244-252 | 231-239 | 243-252 | 227-238 |
| Coleman, Carlos (S14434) | 09/20/19 | 209-213-217 | 49-60-70 | 60 m | 212-221 | 207-216 | 212-221 | 207-215 |
| Collins, Richard (S14410) | 09/11/19 | 225-227-230 | 85-88-91 | 60 m | 228-236 | 229-240 | 215-225 | 213-222 |
| Cooper, Melissa (S14529) | 09/09/19 | 218-221-224 | 72-78-83 | 60 m | 207-218 | 207-216 | 216-225 | 216-225 |
| Diaz, Virginia (S14493) | 09/18/19 | 241-244-247 | 98-99-99 | 60 m | 239-247 | 248-257 | 246-257 | 241-250 |
| Douglas, Lonnie (S14416) | 09/20/19 | 217-221-225 | 70-78-85 | 60 m | 226-235 | 218-229 | 214-225 | 224-233 |
| Edwards, Diane (S14516) | 09/10/19 | 229-232-235 | 90-93-96 | 60 m | 233-242 | 232-242 | 230-240 | 227-237 |
| Edwards, Maria (S14444) | 09/20/19 | 232-236-240 | 94-96-98 | 60 m | 236-246 | 238-247 | 234-244 | 234-243 |

11 **Instructional Area Performance**

A. Operations and Algebraic Thinking
 B. Number and Operations
 C. Measurement and Data
 D. Geometry

19

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result. ***2 The overall RIT score for this test is above the valid range. ***3 The overall RIT score for this test is below the valid range.

***4 The standard error for this test is below acceptable limits. ***5 The standard error for this test is above acceptable limits. ***6 The test has been identified as invalid. ***7 High level of rapid guessing has invalidated test.

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

* This data is not available for reporting. Please refer to help and documentation for more information.

- 1 Norms reference data:** Indicates which NWEA norming study your report data draws upon.
- 3 Weeks of instruction:** The number of instructional weeks before testing, as set by your school or district administrator.
- 4 Optional grouping:** You may choose to view results by gender or ethnicity. If your district submitted a program file, you may also view summary results by special program.
- 5 Small group display:** Summary groups of fewer than 10 students will display when you select this option while generating reports.
- 9 Standard error of measurement or error margin:** An estimate of the amount of error in an individual's observed achievement score. The smaller the standard error, the more precise the achievement estimate.
- 11 Instructional area:** A learning area (e.g., geometry) within a subject (e.g., math). NOTE: Instructional area categories may be labeled differently depending on your test version or state assessment.
- 13 RIT score range:** A range of RIT scores defined by the student's RIT score plus and minus one standard error of measurement. If the student took the test again relatively soon, you could expect their score to fall within this range about 68% of the time.
- 14 Percentile:** The percentage of students in the NWEA national norm sample for a grade and subject area that a given student's score (or group of students' mean score) equaled or exceeded. Percentile range is computed by identifying the percentile ranks of the low and high ends of the RIT score range (see annotation 13).
- 19 Instructional area score:** The student's performance in the instructional area tested. Most reports show instructional area scores as RIT score ranges (e.g., 187-199). Both the Student and Class Profile reports show the midpoint of the student's RIT score range. Class breakdown reports sort students into 10-point RIT bands, based on the midpoint of their instructional area RIT score range. NOTE: Instructional area categories may be labeled differently depending on your test version or state assessment.

Tips and tricks

- Test duration:** While this report only lists test durations of 60 minutes, this column of data will show actual time-on-test for your students. You will see a range of numbers here, usually between 45-55 minutes.

Printing options: This report can be generated by instructional area descriptors as well as RIT score ranges.

This report is scheduled for retirement in the summer of 2024

GRADE BREAKDOWN REPORT

Grade Breakdown report—Key information

What this report offers

- School-level performance data for a specific test window
- Information organized in a spreadsheet
- Both overall and instructional area scores for all student in a grade

Questions it helps answer

- How might this data help us make placement decisions for the next school year?
- What do data points like rapid-guessing percentage look like across a grade?
- How do the groups change within each instructional area?
- How might this data help us form grade-level groups for activities like intervention or targeted instruction?
- How could this data guide school improvement planning?

When to use it

- After testing, to see results
- As part of the instructional decision-making process
- When you want to use data to inform student grouping

Things to consider

- This report can access data from up to one year prior
- It will not include data from outside of your test window.
- You can use “term rostered” and “term tested” to see different combinations of data (e.g., this year’s students with data from last spring).
- Default sorting is by test name, but subject is also an option.
- Instructional area scores default to RIT score ranges, but descriptors are also an option.
- The grade shown for students reflects the academic year you requested. So, if you request this report from a term in the *last academic year*, the grade shown for students will not be their *current academic year* grade.

Notes

Grade Breakdown report

| | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V |
|----|------------|-------------------|--------------------|------------------------|----------------|----------------|------------------------------|-------|-------------|-----------|-----------|------------------|--------------------------|--------------|--------------|----------------|----------------|-----------------------|-----------------------|-----------------------------------|------------------------------------|--|
| 1 | Student ID | Student Last Name | Student First Name | Student Middle Initial | Term Tested | Term Rostered | School | Grade | Subject | Course | RIT Score | Rapid-Guessing % | RIT Score 10 Point Range | Lexile Score | Lexile Range | Quantile Score | Quantile Range | Test Name | Mathematics: Geometry | Mathematics: Measurement and Data | Mathematics: Number and Operations | Mathematics: Operations and Algebraic Thinking |
| 2 | S14442 | Thompson | Joseph | | Fall 2019-2020 | Fall 2019-2020 | Mesa Verde Elementary School | 5 | Mathematics | Math K-12 | 181 | 31 | 181-190 | | | 120Q | 700-170Q | Demo Growth: Math 2-5 | 171-180 | 171-180 | 171-180 | 181-190 |
| 3 | S14411 | Murphy | Katherine | | Fall 2019-2020 | Fall 2019-2020 | Mesa Verde Elementary School | 5 | Mathematics | Math K-12 | 183 | 0 | 181-190 | | | 155Q | 105Q-205Q | Demo Growth: Math 2-5 | 181-190 | 181-190 | 171-180 | 171-180 |
| 4 | S14528 | Brooks | Chris | | Fall 2019-2020 | Fall 2019-2020 | Mesa Verde Elementary School | 5 | Mathematics | Math K-12 | 186 | 0 | 181-190 | | | 210Q | 160Q-260Q | Demo Growth: Math 2-5 | 171-180 | 181-190 | 191-200 | 191-200 |
| 5 | S14551 | Miller | Catherine | | Fall 2019-2020 | Fall 2019-2020 | Mesa Verde Elementary School | 5 | Mathematics | Math K-12 | 186 | 0 | 181-190 | | | 210Q | 160Q-260Q | Demo Growth: Math 2-5 | 181-190 | 181-190 | 191-200 | 171-180 |
| 6 | S14408 | Stewart | Diane | | Fall 2019-2020 | Fall 2019-2020 | Mesa Verde Elementary School | 5 | Mathematics | Math K-12 | 188 | 54 | 181-190 | | | 245Q | 195Q-295Q | Demo Growth: Math 2-5 | 181-190 | 191-200 | 171-180 | 171-180 |
| 7 | S14452 | Young | Kenneth | | Fall 2019-2020 | Fall 2019-2020 | Mesa Verde Elementary School | 5 | Mathematics | Math K-12 | 188 | 0 | 181-190 | | | 245Q | 195Q-295Q | Demo Growth: Math 2-5 | 181-190 | 181-190 | 171-180 | 191-200 |
| 8 | S14512 | Foster | Johnny | | Fall 2019-2020 | Fall 2019-2020 | Mesa Verde Elementary School | 5 | Mathematics | Math K-12 | 189 | 0 | 181-190 | | | 260Q | 210Q-310Q | Demo Growth: Math 2-5 | 181-190 | 181-190 | 191-200 | 181-190 |
| 9 | S14513 | Jennings | Darrel | | Fall 2019-2020 | Fall 2019-2020 | Mesa Verde Elementary School | 5 | Mathematics | Math K-12 | 189 | 0 | 181-190 | | | 260Q | 210Q-310Q | Demo Growth: Math 2-5 | 171-180 | 181-190 | 171-180 | 181-190 |
| 10 | S14466 | Wright | Bradford | | Fall 2019-2020 | Fall 2019-2020 | Mesa Verde Elementary School | 5 | Mathematics | Math K-12 | 190 | 0 | 181-190 | | | 280Q | 230Q-330Q | Demo Growth: Math 2-5 | 191-200 | 191-200 | 191-200 | 181-190 |
| 11 | S14438 | King | Courtney | | Fall 2019-2020 | Fall 2019-2020 | Mesa Verde Elementary School | 5 | Mathematics | Math K-12 | 191 | 0 | 191-200 | | | 295Q | 245Q-345Q | Demo Growth: Math 2-5 | 191-200 | 191-200 | 191-200 | 191-200 |
| 12 | S14536 | Henderson | Heather | | Fall 2019-2020 | Fall 2019-2020 | Mesa Verde Elementary School | 5 | Mathematics | Math K-12 | 191 | 0 | 191-200 | | | 295Q | 245Q-345Q | Demo Growth: Math 2-5 | 181-190 | 191-200 | 191-200 | 181-190 |
| 13 | S14406 | Wilson | Roy | | Fall 2019-2020 | Fall 2019-2020 | Mesa Verde Elementary School | 5 | Mathematics | Math K-12 | 192 | 39 | 191-200 | | | 315Q | 265Q-365Q | Demo Growth: Math 2-5 | 181-190 | 181-190 | 201-210 | 181-190 |
| 14 | S14524 | Perez | Doyle | | Fall 2019-2020 | Fall 2019-2020 | Mesa Verde Elementary School | 5 | Mathematics | Math K-12 | 192 | 0 | 191-200 | | | 315Q | 265Q-365Q | Demo Growth: Math 2-5 | 191-200 | 191-200 | 191-200 | 181-190 |
| 15 | S14480 | Franklin | Cameron | | Fall 2019-2020 | Fall 2019-2020 | Mesa Verde Elementary School | 5 | Mathematics | Math K-12 | 193 | 0 | 191-200 | | | 330Q | 280Q-380Q | Demo Growth: Math 2-5 | 191-200 | 201-210 | 191-200 | 181-190 |
| 16 | S14531 | Peterson | Catherine | | Fall 2019-2020 | Fall 2019-2020 | Mesa Verde Elementary School | 5 | Mathematics | Math K-12 | 193 | 0 | 191-200 | | | 330Q | 280Q-380Q | Demo Growth: Math 2-5 | 201-210 | 191-200 | 191-200 | 201-210 |
| 17 | S14432 | Flores | Irene | | Fall 2019-2020 | Fall 2019-2020 | Mesa Verde Elementary School | 5 | Mathematics | Math K-12 | 194 | 0 | 191-200 | | | 350Q | 300Q-400Q | Demo Growth: Math 2-5 | 181-190 | 181-190 | 191-200 | 191-200 |
| 18 | S14460 | Marlowe | Lincoln | | Fall 2019-2020 | Fall 2019-2020 | Mesa Verde Elementary School | 5 | Mathematics | Math K-12 | 194 | 0 | 191-200 | | | 350Q | 300Q-400Q | Demo Growth: Math 2-5 | 181-190 | 191-200 | 201-210 | 191-200 |
| 19 | S14522 | Flores | Martin | | Fall 2019-2020 | Fall 2019-2020 | Mesa Verde Elementary School | 5 | Mathematics | Math K-12 | 194 | 0 | 191-200 | | | 350Q | 300Q-400Q | Demo Growth: Math 2-5 | 191-200 | 191-200 | 191-200 | 201-210 |
| 20 | S14539 | Leonard | Todd | | Fall 2019-2020 | Fall 2019-2020 | Mesa Verde Elementary School | 5 | Mathematics | Math K-12 | 194 | 0 | 191-200 | | | 350Q | 300Q-400Q | Demo Growth: Math 2-5 | 181-190 | 191-200 | 191-200 | 201-210 |
| 21 | S14541 | Carter | Peter | | Fall 2019-2020 | Fall 2019-2020 | Mesa Verde Elementary School | 5 | Mathematics | Math K-12 | 194 | 0 | 191-200 | | | 350Q | 300Q-400Q | Demo Growth: Math 2-5 | 191-200 | 191-200 | 191-200 | 191-200 |
| 22 | S14424 | Foster | Harry | | Fall 2019-2020 | Fall 2019-2020 | Mesa Verde Elementary School | 5 | Mathematics | Math K-12 | 195 | 0 | 191-200 | | | 365Q | 315Q-415Q | Demo Growth: Math 2-5 | 191-200 | 191-200 | 201-210 | 191-200 |
| 23 | S14418 | Pauley | Mika | | Fall 2019-2020 | Fall 2019-2020 | Mesa Verde Elementary School | 5 | Mathematics | Math K-12 | 196 | 0 | 191-200 | | | 385Q | 335Q-435Q | Demo Growth: Math 2-5 | 181-190 | 181-190 | 191-200 | 191-200 |
| 24 | S14547 | Vasquez | Rose | | Fall 2019-2020 | Fall 2019-2020 | Mesa Verde Elementary School | 5 | Mathematics | Math K-12 | 196 | 0 | 191-200 | | | 385Q | 335Q-435Q | Demo Growth: Math 2-5 | 191-200 | 191-200 | 191-200 | 191-200 |
| 25 | S14409 | Garcia | Bobby | | Fall 2019-2020 | Fall 2019-2020 | Mesa Verde Elementary School | 5 | Mathematics | Math K-12 | 197 | 0 | 191-200 | | | 400Q | 350Q-450Q | Demo Growth: Math 2-5 | 191-200 | 191-200 | 181-190 | 201-210 |
| 26 | S14549 | Stone | Valerie | | Fall 2019-2020 | Fall 2019-2020 | Mesa Verde Elementary School | 5 | Mathematics | Math K-12 | 197 | 0 | 191-200 | | | 400Q | 350Q-450Q | Demo Growth: Math 2-5 | 201-210 | 201-210 | 191-200 | 191-200 |
| 27 | S14476 | Cabral | Glady | | Fall 2019-2020 | Fall 2019-2020 | Mesa Verde Elementary School | 5 | Mathematics | Math K-12 | 198 | 0 | 191-200 | | | 420Q | 370Q-470Q | Demo Growth: Math 2-5 | 191-200 | 181-190 | 201-210 | 181-190 |
| 28 | S14546 | Lawson | Gina | | Fall 2019-2020 | Fall 2019-2020 | Mesa Verde Elementary School | 5 | Mathematics | Math K-12 | 198 | 0 | 191-200 | | | 420Q | 370Q-470Q | Demo Growth: Math 2-5 | 201-210 | 191-200 | 181-190 | 191-200 |
| 29 | S14530 | Gonzales | Ronald | | Fall 2019-2020 | Fall 2019-2020 | Mesa Verde Elementary School | 5 | Mathematics | Math K-12 | 199 | 0 | 191-200 | | | 435Q | 385Q-485Q | Demo Growth: Math 2-5 | 201-210 | 201-210 | 191-200 | 201-210 |
| 30 | S14405 | Russell | Tina | | Fall 2019-2020 | Fall 2019-2020 | Mesa Verde Elementary School | 5 | Mathematics | Math K-12 | 200 | 0 | 191-200 | | | 455Q | 405Q-505Q | Demo Growth: Math 2-5 | 201-210 | 191-200 | 191-200 | 191-200 |
| 31 | S14465 | Brooks | Percy | | Fall 2019-2020 | Fall 2019-2020 | Mesa Verde Elementary School | 5 | Mathematics | Math K-12 | 200 | 0 | 191-200 | | | 455Q | 405Q-505Q | Demo Growth: Math 2-5 | 191-200 | 191-200 | 191-200 | 191-200 |
| 32 | S14469 | Rowe | Maurice | | Fall 2019-2020 | Fall 2019-2020 | Mesa Verde Elementary School | 5 | Mathematics | Math K-12 | 201 | 0 | 201-210 | | | 470Q | 420Q-520Q | Demo Growth: Math 2-5 | 201-210 | 201-210 | 201-210 | 201-210 |
| 33 | S14519 | Garcia | Melissa | | Fall 2019-2020 | Fall 2019-2020 | Mesa Verde Elementary School | 5 | Mathematics | Math K-12 | 201 | 0 | 201-210 | | | 470Q | 420Q-520Q | Demo Growth: Math 2-5 | 201-210 | 201-210 | 191-200 | 191-200 |
| 34 | S14553 | Howard | Frank | | Fall 2019-2020 | Fall 2019-2020 | Mesa Verde Elementary School | 5 | Mathematics | Math K-12 | 201 | 0 | 201-210 | | | 470Q | 420Q-520Q | Demo Growth: Math 2-5 | 211-220 | 201-210 | 201-210 | 191-200 |
| 35 | S14419 | Brock | Antonio | | Fall 2019-2020 | Fall 2019-2020 | Mesa Verde Elementary School | 5 | Mathematics | Math K-12 | 202 | 0 | 201-210 | | | 490Q | 440Q-540Q | Demo Growth: Math 2-5 | 191-200 | 201-210 | 191-200 | 211-220 |
| 36 | S14527 | Flores | James | | Fall 2019-2020 | Fall 2019-2020 | Mesa Verde Elementary School | 5 | Mathematics | Math K-12 | 202 | 0 | 201-210 | | | 490Q | 440Q-540Q | Demo Growth: Math 2-5 | 191-200 | 191-200 | 201-210 | 191-200 |
| 37 | S14443 | Yazzie | Armandina | | Fall 2019-2020 | Fall 2019-2020 | Mesa Verde Elementary School | 5 | Mathematics | Math K-12 | 204 | 0 | 201-210 | | | 525Q | 475Q-575Q | Demo Growth: Math 2-5 | 211-220 | 201-210 | 191-200 | 201-210 |
| 38 | S14497 | Carter | Andrew | | Fall 2019-2020 | Fall 2019-2020 | Mesa Verde Elementary School | 5 | Mathematics | Math K-12 | 204 | 0 | 201-210 | | | 525Q | 475Q-575Q | Demo Growth: Math 2-5 | 201-210 | 191-200 | 201-210 | 201-210 |

11 Instructional area: A learning area (e.g., geometry) within a subject (e.g., math). NOTE: Instructional area categories may be labeled differently depending on your test version or state assessment.

12 RIT score: A student's overall scaled score on the test for a given subject.

15 Lexile®/Lexile range: Lexile reading range is the range of texts a student is likely to comprehend when reading independently. The student may require increased instructional support to comprehend text at higher ranges.

19 Instructional area score: The student's performance in the instructional area tested. Most reports show instructional area scores as RIT score ranges (e.g., 187-199). Both the Student and Class Profile reports show the midpoint of the student's RIT score range. Class breakdown reports sort students into 10-point RIT bands, based on the midpoint of their instructional area RIT score range. NOTE: Instructional area categories may be labeled differently depending on your test version or state assessment.

41 Rapid guess percentage: Percent of responses when a student answered a test question in well below the average response time measured by NWEA. The response is so fast that the student could not actually view and comprehend the whole question. Important note for partners who view state summative test results in MAP Growth reports: Rapid guess information is not available for assessment data derived from state tests.

42 Quantile: The Quantile® Framework for Mathematics helps educators evaluate student mathematical ability and the difficulty of specific mathematical skills and concepts on the same developmental scale. The Quantile Framework for Mathematics can be used to match students with targeted materials.

Tips and tricks

Sorting data: This is a CSV report that is typically opened with Microsoft Excel, which makes sorting data fast and easy. Simply open your CSV file, select the data you want to sort, click on Data in the menu bar, and then select the Filter icon.

Note: This report has been formatted to fit this page. You will see the same data fields in the same columns on your report, but the column widths may be slightly different.

 Instructor
  Administrator
  School Coordinator
  District Coordinator

This report is scheduled for retirement in the summer of 2024

STUDENT GROWTH SUMMARY REPORT

Student Growth Summary report—Key information

What this report offers

- School- or district-level growth summary data based on two test windows and compared to the national norms
- Information organized by school and subject

Questions it helps answer

- How does growth in each grade compare to other schools?
- Which grade levels are growing above typical and which ones are not?
- What are trends over time with student growth?
- How might this information support school improvement planning and/or goal setting?

When to use it

- After two test events, to see growth data
- As part of the instructional decision-making process
- When preparing data for activities such as school improvement planning or board meetings

Things to consider

- This report can access data for all prior years of testing.
- It will not include data from outside of your test window.
- The Test Window Complete checkbox must be selected for this report to populate with current data.
- This report can be aggregated for a school or for the entire district.
- Administrators can only order reports that contain data for their schools.
- Optional grouping organizes and calculates results by gender, ethnicity, or program; this grouping is coupled with the aggregation chosen (school or district).

Notes

Student Growth Summary report



Student Growth Summary Report

Aggregate by School

Term: Spring 2019-2020
District: NWEA Sample District

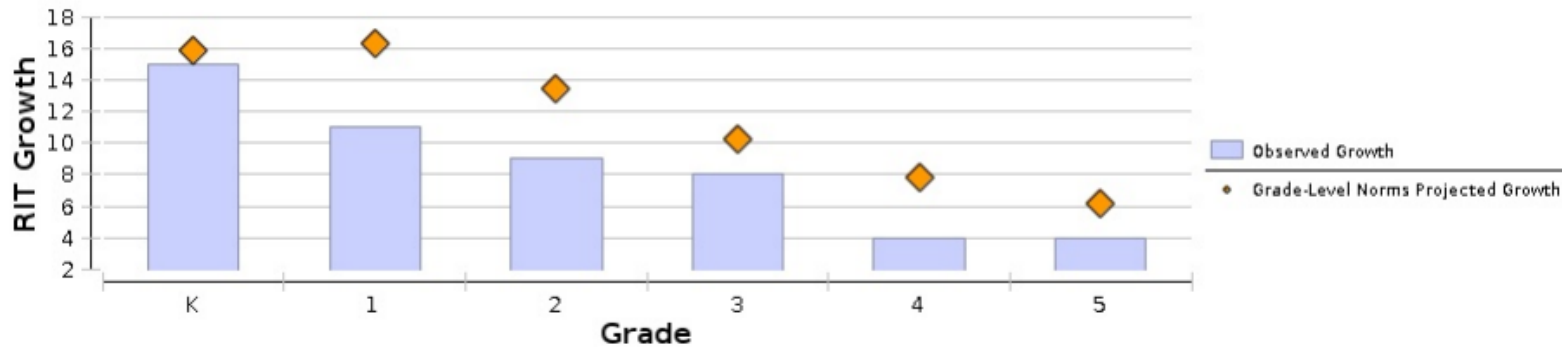
Norms Reference Data: 2020 and User Norms¹
Growth Comparison Period: Fall 2019 - Spring 2020
Weeks of Instruction: Start - 4 (Fall 2019)
End - 32 (Spring 2020)
Grouping: None
Small Group Display: No

Mesa Verde Elementary School

Language Arts: Reading

| Grade (Spring 2020) | 35 Total Number of Growth Events ‡ | Comparison Periods | | | | | | Growth Evaluated Against | | | | | | | | | |
|---------------------|---------------------------------------|---------------------|-------------------------|------------------------------|----------------|--------------------|------------------------|--------------------------|--------------------------|-------------------------------|---------------------------------------|--|--|--|--|--|--|
| | | Fall 2019 | | | Spring 2020 | | | Growth | | Grade-Level Norms | | | Student Norms | | | | |
| | | 6 Mean RIT Score | 8 Standard Deviation | 14 Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | 27 Observed Growth | 28 Observed Growth SE | 26 Projected School Growth | 38 School Conditional Growth Index | 39 School Conditional Growth Percentile | 18 Number of Students with Growth Projections | Number of Students Who Met Their Growth Projection | 36 Percentage of Students Who Met Growth Projection | 37 Student Median Conditional Growth Percentile | |
| K | 50 | 142.7 | 14.8 | 88 | 157.7 | 13.7 | 81 | 15 | 0.9 | 15.8 | -0.34 | 37 | 50 | 29 | 58 | 50 | |
| 1 | 47 | 164.5 | 10.1 | 94 | 175.1 | 10.4 | 72 | 11 | 1.0 | 16.2 | -2.23 | 1 | 47 | 18 | 38 | 31 | |
| 2 | 48 | 179.9 | 13.0 | 88 | 189.2 | 13.0 | 69 | 9 | 0.9 | 13.4 | -1.65 | 5 | 48 | 17 | 35 | 36 | |
| 3 | 58 | 191.4 | 16.1 | 75 | 199.7 | 15.8 | 64 | 8 | 1.1 | 10.3 | -0.94 | 17 | 58 | 26 | 45 | 40 | |
| 4 | 39 | 203.1 | 17.4 | 81 | 207.5 | 15.0 | 65 | 4 | 1.2 | 7.8 | -1.64 | 5 | 39 | 11 | 28 | 33 | |
| 5 | 143 | 211.3 | 18.7 | 83 | 215.0 | 17.8 | 72 | 4 | 0.5 | 6.1 | -1.24 | 11 | 143 | 54 | 38 | 40 | |

Language Arts: Reading



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.
^{**} Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

▲ Instructor
 ■ Administrator
 ◆ School Coordinator
 ● District Coordinator

- 6 Mean RIT score:** The group's average score for the subject in the given term.
- 8 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.
- 14 Percentile:** The percentage of students in the NWEA national norm sample for a grade and subject area that a given student's score (or group of students' mean score) equaled or exceeded. Percentile range is computed by identifying the percentile ranks of the low and high ends of the RIT score range (see annotation 13).
- 18 Number of students with growth projection:** The number of students in the growth count population with available growth projections.
- 26 Projected growth, growth projection, or typical growth:** The change in RIT score that about half of US students will make over time, based on student growth norms. The student's initial score plus projected growth equals projected RIT. The Student Growth Summary report shows grade-level growth projections, which are based on school growth norms.
- 27 Observed growth or RIT growth:** The change in a student's RIT score during the growth comparison period. On the Student Growth Summary report, observed growth is the end-term mean RIT minus the start-term mean RIT.
- 28 Observed growth standard error:** Amount of measurement error associated with observed 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 growth would fall within a range defined by the term-to-term growth, plus or minus the standard error.
- 33 Percentage of students who met growth projection:** The percentage of students whose end-term RIT scores met or exceeded their individual growth projections.
- 35 Total number of growth events:** The number of students with valid growth-based test events for both terms.
- 36 Number of students who met their growth projection:** The number of students whose end-term RIT scores met or exceeded their individual growth projections.
- 37 Median conditional growth percentile:** The middle value of this student group's conditional growth percentiles if the individuals' percentiles were ordered from smallest to largest.
- 38 School conditional growth index:** This index allows for growth comparisons between grades within schools. It incorporates conditions that affect school growth, including weeks of instruction before testing and starting grade-level mean RIT scores. A value of zero corresponds to mean growth, indicating growth matched projection.
- 39 School conditional growth percentile:** The school conditional growth index (see annotation 38) translated into national percentile rankings for growth.

This report is scheduled for retirement in the summer of 2024

PROJECTED PROFICIENCY SUMMARY REPORT

Projected Proficiency Summary report—Key information

What this report offers

- School-level projected proficiency data for a specific test window
- Information organized by class and subject
- Aligned to state assessment and/or college and career readiness assessments (ACT/SAT)

Questions it helps answer

- How are students projected to perform on the state assessment? How about the college and career readiness assessments?
- How could this data guide school improvement planning?

When to use it

- After testing, to see results
- As part of the instructional decision-making process
- When you want to use data to inform student grouping
- When preparing data for activities such as school improvement planning or board meetings

Things to consider

- This report can access data from up to one year prior.
- It will not include data from outside of your test window.
- The state and college projections that appear depend on the state alignment your district selected during MAP implementation.
- Depending on the state, projections may be limited to certain subjects and grades.
- ACT will show for students in grades 5–10; SAT will show for grades 5–9.
- Use the Combined & Comprehensive Data File (CDF) to see which kids are behind the student count at each level or to access each class-level projected proficiency report.

Notes

This report is scheduled for retirement in the summer of 2024

DISTRICT SUMMARY REPORT: AGGREGATE BY SCHOOL

District Summary report: Aggregate by school—Key information

What this report offers

- School-level performance data for current and all historical terms
- Information organized by subject and sorted by grade and term tested

Questions it helps answer

- What can I learn by looking at a cohort of students in my school?
- Are there any trends or differences among grade levels in my school?
- What might changes in RIT or instructional areas tell us about things such as curriculum in my school?
- How could this data guide school improvement planning?

When to use it

- After testing, to see results
- As part of the instructional decision-making process
- When preparing data for activities such as school improvement planning or board meetings


Things to consider

- This report can access data for all prior years of testing.
- It will not include data from outside of your test window.
- The Test Window Complete checkbox must be selected for this report to populate with current data.
- This report can be aggregated for a school or for the entire district.
- Administrators can only order reports that contain data for their schools.
- Optional grouping organizes and calculates results by gender, ethnicity, or program; this grouping is coupled with the aggregation chosen (school or district).

Notes

District Summary report

Aggregate by school



District Summary Report

Aggregate by School

Term: Fall 2019-2020
 District: NWEA Sample District

Grouping: None
 Small Group Display: No

Math: Math K-12

Mesa Verde Elementary School

Demo Growth: Math 2-5
 Demonstration Tests - NWEA 2017

| Term | Grade | Student Count | Mean RIT | Std Dev | Median | Instructional Area Performance | | | | | | | |
|------------------|-------|---------------|----------|---------|--------|-----------------------------------|---------|-----------------------|---------|----------------------|---------|----------|---------|
| | | | | | | Operations and Algebraic Thinking | | Number and Operations | | Measurement and Data | | Geometry | |
| | | | | | | Mean | Std Dev | Mean | Std Dev | Mean | Std Dev | Mean | Std Dev |
| Fall 2019-2020 | 2 | 48 | 186.0 | 12.8 | 186 | 186.8 | 13.0 | 187.5 | 15.5 | 186.1 | 13.6 | 184.9 | 13.3 |
| Spring 2018-2019 | 2 | 58 | 192.2 | 16.5 | 191 | 191.8 | 18.1 | 191.5 | 17.9 | 192.3 | 17.7 | 191.9 | 17.5 |
| Winter 2018-2019 | 2 | 58 | 188.3 | 14.4 | 187 | 187.5 | 14.7 | 187.6 | 16.4 | 187.8 | 14.8 | 188.2 | 16.7 |
| Fall 2018-2019 | 2 | 58 | 179.2 | 15.9 | 178 | 179.3 | 16.7 | 179.2 | 17.0 | 179.6 | 15.5 | 178.9 | 17.6 |
| Fall 2019-2020 | 3 | 58 | 195.9 | 16.4 | 197 | 195.6 | 17.1 | 194.4 | 17.9 | 194.9 | 16.1 | 195.6 | 17.4 |
| Spring 2018-2019 | 3 | 39 | 206.6 | 17.1 | 208 | 206.2 | 20.0 | 205.4 | 18.0 | 206.5 | 16.7 | 206.6 | 18.6 |
| Winter 2018-2019 | 3 | 39 | 203.0 | 15.6 | 205 | 202.4 | 18.8 | 202.9 | 16.2 | 203.9 | 16.6 | 203.1 | 15.9 |
| Fall 2018-2019 | 3 | 39 | 194.9 | 16.7 | 198 | 196.0 | 17.1 | 195.2 | 16.9 | 194.3 | 15.8 | 194.6 | 17.8 |
| Fall 2019-2020 | 4 | 39 | 209.1 | 17.1 | 211 | 208.5 | 20.2 | 209.3 | 17.7 | 209.6 | 18.4 | 207.7 | 18.1 |
| Spring 2018-2019 | 4 | 143 | 215.2 | 19.1 | 216 | 215.2 | 19.4 | 215.7 | 20.3 | 215.4 | 19.4 | 213.9 | 20.3 |
| Winter 2018-2019 | 4 | 143 | 210.2 | 19.0 | 211 | 209.9 | 20.6 | 210.5 | 20.3 | 209.4 | 19.7 | 210.3 | 19.4 |
| Fall 2018-2019 | 4 | 143 | 204.1 | 19.3 | 206 | 204.0 | 20.5 | 204.3 | 19.7 | 204.3 | 20.0 | 204.1 | 20.4 |
| Fall 2019-2020 | 5 | 143 | 217.6 | 16.9 | 219 | 217.5 | 18.2 | 217.9 | 17.6 | 217.8 | 17.5 | 216.9 | 18.1 |

Explanatory Notes
 Due to statistical unreliability, summary data for groups of less than 10 are not shown. A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

- 4 **Optional grouping:** You may choose to view results by gender or ethnicity. If your district submitted a program file, you may also view summary results by special program.
- 5 **Small group display:** Summary groups of fewer than 10 students will display when you select this option while generating reports.
- 6 **Mean RIT score:** The group's average score for the subject in the given term.
- 7 **Median RIT:** The group's middle score for the subject in the given term if individual scores were ordered from lowest to highest.
- 8 **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.
- 11 **Instructional area:** A learning area (e.g., geometry) within a subject (e.g., math). NOTE: Instructional area categories may be labeled differently depending on your test version or state assessment.
- 16 **Area of relative strength:** Chosen relative to the whole subject score, plus the standard error.
- 17 **Suggested area of focus:** Chosen relative to the whole subject score, minus the standard error.

Tips and tricks

- ➔ **Compare student data across grades:** The data in this column shows trends across school years for the same grade.

This report was pulled for fall 2019, but it shows the assessment scores for the same group of students during the fall, winter, and spring testing windows from the year before.

FAQ

Q: Why does a report pulled for the fall 2019 time period show scores from fall, winter, and spring of 2018-2019?

A: Let's use the data highlighted above to answer that question. Students in grade 5 during the fall 2019-2020 time period are listed in the row identified by the purple diamond. These same students also took MAP Growth three times during the previous school year (2018-2019). The previous year's (i.e., grade 4) test scores are listed as the fall, winter, and spring scores for the 2018-2019 school year. This group of students had a median RIT score of ***206*** in fall 2018-2019 (grade 4), **211** in winter 2018-2019 (grade 4), **216** in spring 2018-2019 (grade 4), and **219** in fall 2019-2020 (grade 5).

Note: In your report, there will be one data table per MAP Growth test administered in each district. The view above only shows the data table associated with the Math 2-5 test.

- ▲ Instructor
- Administrator
- ◆ School Coordinator
- District Coordinator

This report is scheduled for retirement in the summer of 2024

DISTRICT SUMMARY REPORT: AGGREGATE BY DISTRICT

District Summary report: Aggregate by district—Key information

What this report offers

- District-level performance data for current and all historical terms
- Information organized by subject and sorted by grade and term tested

Questions it helps answer

- What can I learn by looking at a cohort of students in my district?
- Are there any trends or differences among grade levels in my district?
- What might changes in RIT or instructional areas tell us about things such as curriculum in my district?
- How could this data guide school improvement planning?

When to use it

- After testing, to see results
- As part of the instructional decision-making process
- When preparing data for activities such as school improvement planning or board meetings


Things to consider

- This report can access data for all prior years of testing.
- It will not include data from outside of your test window.
- The Test Window Complete checkbox must be selected for this report to populate with current data.
- This report can be aggregated for a school or for the entire district.
- Administrators can only order reports that contain data for their schools.
- Optional grouping organizes and calculates results by gender, ethnicity, or program; this grouping is coupled with the aggregation chosen (school or district).

Notes

District Summary report

Aggregate by district



District Summary Report

Aggregate by District

Term: Fall 2019-2020
 District: NWEA Sample District

④ Grouping: None
 ⑤ Small Group Display: No

Math: Math K-12

Demo Growth: Math 2-5 ⑪
 Demonstration Tests - NWEA 2017

| Term | Grade | Student Count | Mean RIT | Std Dev | Median | Instructional Area Performance | | | | | | | |
|------------------|-------|---------------|----------|---------|--------|-----------------------------------|---------|-----------------------|---------|----------------------|---------|----------|---------|
| | | | | | | Operations and Algebraic Thinking | | Number and Operations | | Measurement and Data | | Geometry | |
| | | | | | | Mean | Std Dev | Mean | Std Dev | Mean | Std Dev | Mean | Std Dev |
| Fall 2019-2020 | 2 | 192 | 180.2 | 13.2 | 181 | 180.6 | 13.7 | 181.1 | 14.5 | 180.7 | 14.3 | 180.2 | 13.6 |
| Spring 2018-2019 | 2 | 202 | 188.9 | 16.2 | 187 | 188.7 | 17.4 | 189.4 | 17.3 | 189.1 | 16.8 | 188.8 | 17.3 |
| Winter 2018-2019 | 2 | 202 | 184.2 | 15.3 | 184 | 183.9 | 15.8 | 183.3 | 16.2 | 184.2 | 15.9 | 184.6 | 16.9 |
| Fall 2018-2019 | 2 | 202 | 175.1 | 16.3 | 175 | 175.5 | 17.2 | 175.4 | 17.3 | 175.2 | 17.2 | 175.0 | 18.1 |
| Fall 2019-2020 | 3 | 202 | 191.7 | 15.3 | 191 | 191.2 | 16.2 | 191.3 | 16.0 | 191.3 | 15.6 | 191.9 | 16.1 |
| Spring 2018-2019 | 3 | 187 | 199.0 | 17.0 | 200 | 198.5 | 18.4 | 198.7 | 17.8 | 198.7 | 18.3 | 199.0 | 18.2 |
| Winter 2018-2019 | 3 | 187 | 195.8 | 17.0 | 197 | 195.8 | 18.9 | 196.3 | 18.0 | 196.2 | 18.4 | 196.0 | 18.3 |
| Fall 2018-2019 | 3 | 187 | 187.3 | 17.2 | 186 | 187.9 | 17.9 | 187.1 | 18.1 | 187.0 | 17.6 | 187.4 | 18.5 |
| Fall 2019-2020 | 4 | 187 | 200.6 | 16.3 | 201 | 200.4 | 17.8 | 200.4 | 17.3 | 201.4 | 17.5 | 199.8 | 17.6 |
| Spring 2018-2019 | 4 | 437 | 210.2 | 20.2 | 210 | 210.3 | 20.9 | 210.4 | 21.5 | 210.1 | 20.5 | 209.6 | 21.4 |
| Winter 2018-2019 | 4 | 437 | 205.8 | 19.8 | 205 | 205.9 | 21.0 | 205.7 | 20.6 | 205.8 | 20.9 | 206.0 | 20.3 |
| Fall 2018-2019 | 4 | 437 | 199.2 | 19.9 | 197 | 199.7 | 20.8 | 199.5 | 20.4 | 199.5 | 20.9 | 199.2 | 20.7 |
| Fall 2019-2020 | 5 | 437 | 211.5 | 17.6 | 213 | 211.5 | 18.8 | 211.4 | 18.5 | 211.8 | 18.6 | 211.0 | 18.7 |
| Spring 2018-2019 | 5 | 582 | 217.1 | 20.7 | 215 | 217.0 | 21.7 | 217.1 | 21.8 | 216.8 | 21.8 | 216.8 | 21.2 |
| Winter 2018-2019 | 5 | 582 | 213.1 | 19.9 | 212 | 212.8 | 20.6 | 213.2 | 20.3 | 213.1 | 20.4 | 213.0 | 20.6 |
| Fall 2018-2019 | 5 | 582 | 207.7 | 19.5 | 206 | 207.3 | 20.4 | 207.5 | 20.2 | 207.5 | 20.2 | 207.9 | 20.3 |

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown. A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

- ④ **Optional grouping:** You may choose to view results by gender or ethnicity. If your district submitted a program file, you may also view summary results by special program.
- ⑤ **Small group display:** Summary groups of fewer than 10 students will display when you select this option while generating reports.
- ⑥ **Mean RIT score:** The group's average score for the subject in the given term.
- ⑦ **Median RIT:** The group's middle score for the subject in the given term if individual scores were ordered from lowest to highest.
- ⑧ **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.
- ⑪ **Instructional area:** A learning area (e.g., geometry) within a subject (e.g., math). NOTE: Instructional area categories may be labeled differently depending on your test version or state assessment.
- ⑬ **Area of relative strength:** Chosen relative to the whole subject score, plus the standard error.
- ⑭ **Suggested area of focus:** Chosen relative to the whole subject score, minus the standard error.

Tips and tricks

- ➔ **Compare student data across grades:** The data in this column shows trends across school years for the same grade.

This report was pulled for fall 2019, but it shows the assessment scores for the same group of students during the fall, winter, and spring testing windows from the year before.

FAQ

Q: Why does a report pulled for the fall 2019 time period show scores from fall, winter, and spring of 2018–2019?

A: Let's use the data highlighted above to answer that question. Students in grade 5 during the fall 2019–2020 time period are listed in the row identified by the purple diamond. These same students also took MAP Growth three times during the previous school year (2018–2019). The previous year's (i.e., grade 4) test scores are listed as the fall, winter, and spring scores for the 2018–2019 school year. This group of students had a median RIT score of ***197*** in fall 2018–2019 (grade 4), **205** in winter 2018–2019 (grade 4), **210** in spring 2018–2019 (grade 4), and **213** in fall 2019–2020 (grade 5).

Note: In your report, there will be one data table per MAP Growth test administered in each district. The view above only shows the data table associated with the Math 2–5 test.

- ▲ Instructor
- Administrator
- ◆ School Coordinator
- District Coordinator



FAMILY REPORT

Family report—Key information

What this report offers

- Student-level report showing key results from a given test term so you can communicate with students and their families
- Shows all subjects tested for a student*, organized by term

*Course-specific test data will not be displayed for test events between July 24, 2020, and August 20, 2021.

Questions it helps answer

- How do the growth percentile and achievement percentile compare for this student?
- Is this student on track? (state assessment, ACT, SAT)
- What are this student’s relative strengths and weaknesses?
- How can I leverage those relative strengths and suggested areas of focus to help this student?
- What is an appropriate growth goal for this student?
- How can I help this student set an appropriate stretch goal?
- What supports are needed to help reach the stretch goal?

When to use it

- After testing, to see results
- After two test events, to see growth data
- Anytime you need to talk to families or students about performance

Things to consider

- This report can access data for all prior years of testing.
- It will not include data from outside of your test window.
- You can choose to include comparisons to the SAT, ACT, or your state test linking study.
- This report can be accessed via the student profile or from the reports landing page.
- This report can be printed for one, some, or all students in a given class via batch printing.

Notes

Family report

map GROWTH

Shelley Jones

Spring 2023 Family Report

Page 1
ID: S10580 | Grade: 5
Mesa Verde Elementary School

What is this report? A summary of how your child is performing academically, as measured by the most recent MAP Growth test.

What is MAP Growth? A test that adapts to your child's responses in real time to measure your child's skill level.

Why is my child taking MAP Growth? MAP Growth scores help teachers check student performance by measuring Achievement and Growth. Teachers use results to tailor classroom lessons and to set goals for students.

What do Achievement and Growth mean?

Achievement—How well your child has learned skills in a subject compared to similar students nationwide.*

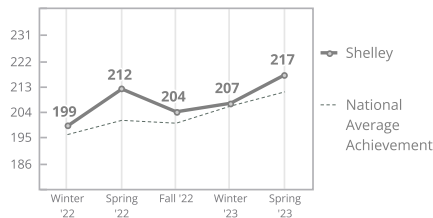
Growth—A measure of your child's personal progress over the year.

What is a RIT score? The overall score for a subject based on a Rasch unit (RIT) scale that indicates how your child performed in a subject.

*Similar students — kids with same starting RIT score, same number of weeks of instruction, and in the same grade

Mathematics

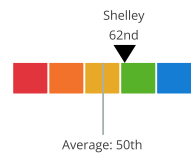
Average Achievement 46th Percentile



Shelley's overall score (RIT score) was a 217 on a range of 100-350. Your child is in the 46th percentile, which means they scored better than 46% of their peers.

High Average Growth 62nd Percentile

Your child's growth from Fall 2022 to Spring 2023 is in the 62nd percentile, which means they made more progress than 62% of their peers.



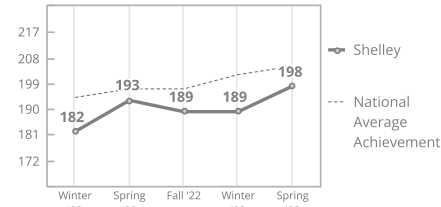
Shelley is likely to be:

- *Below Proficient* on the NWEA Generic Linking Study (if taken in Spring 2023)
- *Not On Track* on the ACT College Readiness (if taken in Spring 2023)
- *Not On Track* on the SAT (if taken in Spring 2023)

Note: This report is only available for the most recent test term.

Reading

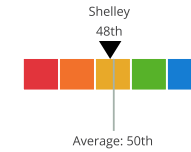
Low Average Achievement 21st Percentile



Shelley's overall score (RIT score) was a 198 on a range of 100-320. Your child is in the 21st percentile, which means they scored better than 21% of their peers.

Average Growth 48th Percentile

Your child's growth from Fall 2022 to Spring 2023 is in the 48th percentile, which means they made more progress than 48% of their peers.

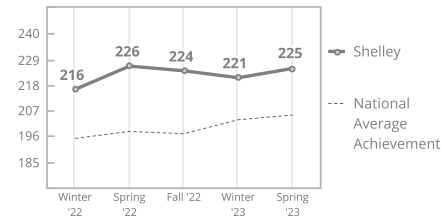


Shelley is likely to be:

- *Below Proficient* on the NWEA Generic Linking Study (if taken in Spring 2023)
- *Not On Track* on the ACT College Readiness (if taken in Spring 2023)
- *Not On Track* on the SAT (if taken in Spring 2023)

Language Usage

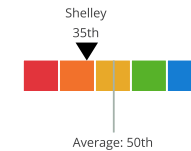
High Achievement 85th Percentile



Shelley's overall score (RIT score) was a 225 on a range of 100-350. Your child is in the 85th percentile, which means they scored better than 85% of their peers.

Low Average Growth 35th Percentile

Your child's growth from Fall 2022 to Spring 2023 is in the 35th percentile, which means they made more progress than 35% of their peers.

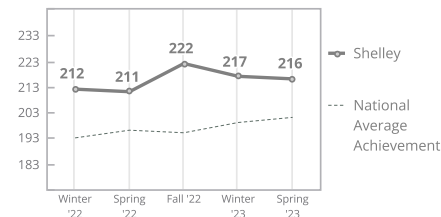


Shelley is likely to be:

- *Advanced* on the NWEA Generic Linking Study (if taken in Spring 2023)

Science - General Science

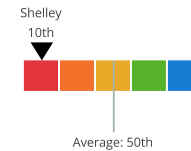
High Average Achievement 80th Percentile



Shelley's overall score (RIT score) was a 216 on a range of 100-350. Your child is in the 80th percentile, which means they scored better than 80% of their peers.

Low Growth 10th Percentile

Your child's growth from Fall 2022 to Spring 2023 is in the 10th percentile, which means they made more progress than 10% of their peers.



Shelley is likely to be:

- *Advanced* on the NWEA Generic Linking Study (if taken in Spring 2023)



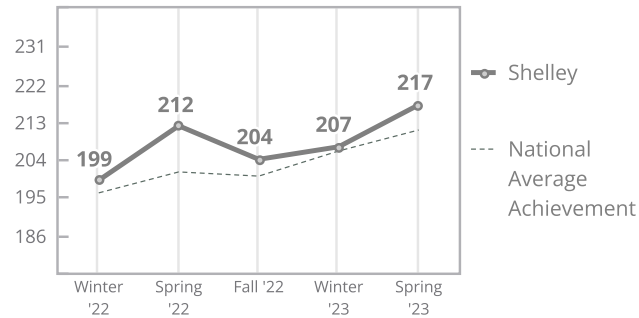
FAMILY REPORT: CLOSE-UP VIEW

Family report

Close-up view

Mathematics

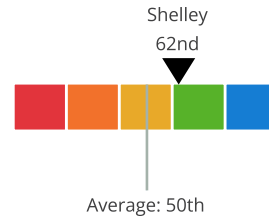
Average Achievement 46th Percentile



Shelley's overall score (RIT score) was a 217 on a range of 100-350. Your child is in the 46th percentile, which means they scored better than 46% of their peers.

High Average Growth 62nd Percentile

Your child's growth from Fall 2022 to Spring 2023 is in the 62nd percentile, which means they made more progress than 62% of their peers.



Shelley is likely to be:

- *Below Proficient* on the NWEA Generic Linking Study (if taken in Spring 2023)
- *Not On Track* on the ACT College Readiness (if taken in Spring 2023)
- *Not On Track* on the SAT (if taken in Spring 2023)

How can I use this information to help my child? Talk to your child's teacher. Here are some questions you can ask:

- What types of strategies are the teachers using that I may be able to reinforce at home?
- Does my child need extra help in any specific areas?
- How can I help my child's academic growth from home?
- How do you measure my child's learning in your classroom?
- When will my child's progress be measured again, and when can I get an update on my child's academic growth?
- How is my child doing in comparison to grade-level expectations?
- What will my child be working on to continue growing or to grow towards a mastery of grade-level standards?

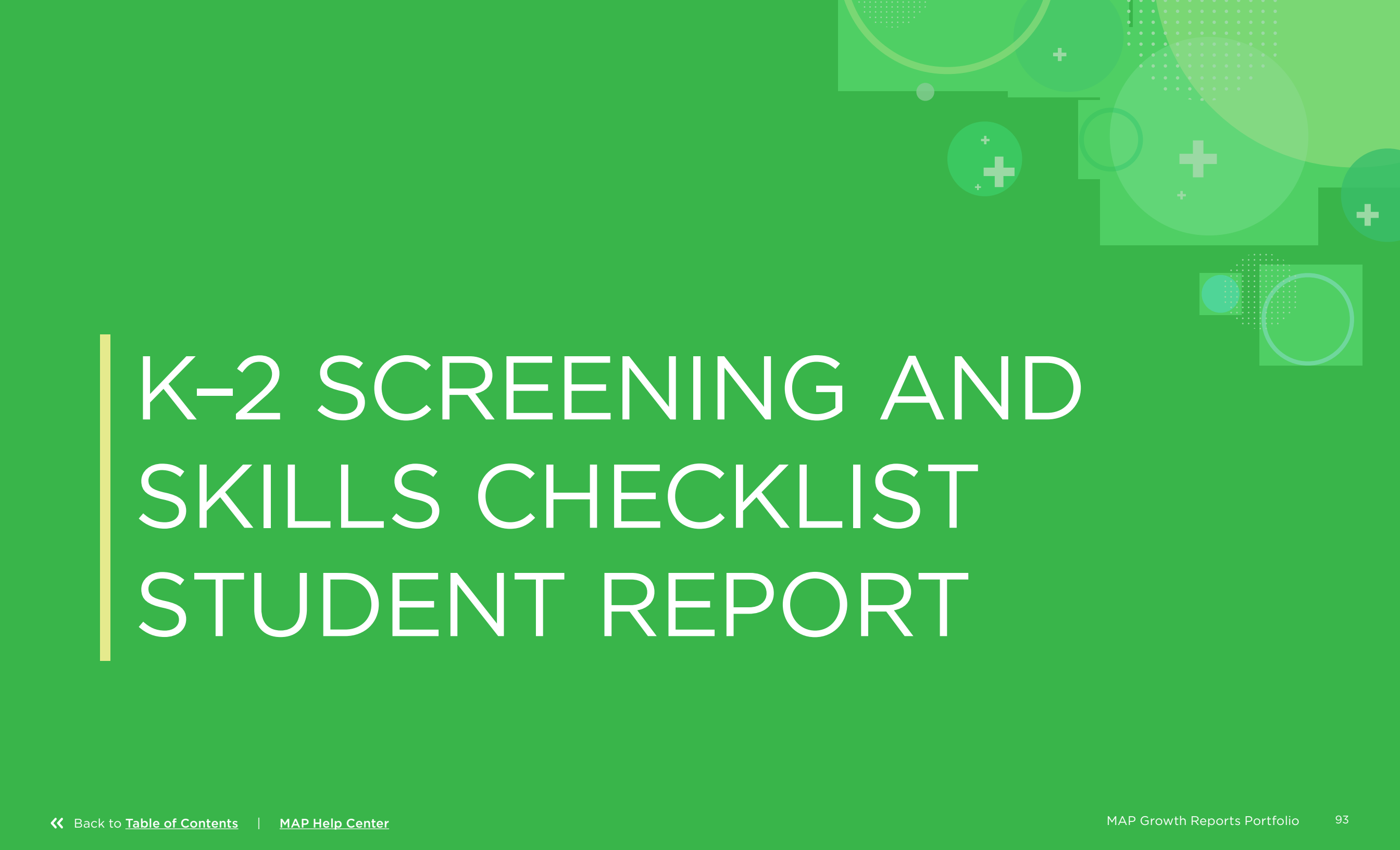
Where can I get more information? Check out <https://nwea.org/familytoolkit/> for more information on MAP Growth, how it works, what it measures, and FAQs.

For sample tests in all subjects, visit <https://warmup.nwea.org/>.

Tips and tricks

Batch printing: This report can only be batch-printed for a single classroom at a time, not for an entire grade level, school, or district.

Note: This is a close-up view of the Family Report to show detail. This exact view can't be printed using the MAP Growth reporting system.



K-2 SCREENING AND SKILLS CHECKLIST STUDENT REPORT

Screening and Skills Checklist Student report—Key information

What this report offers

- Student-level results from certain Screening and Skills Checklist tests to focus instruction for each student

Questions it helps answer

- What baseline information can I get about a student in the earliest stages of learning? (Screenings)
- What can I learn about a student’s specific skills and knowledge? (Skills checklists)
- How might I need to modify and focus instruction for this student?

When to use it

- After testing, to see results
- As part of the instructional decision-making process
- Anytime you need to talk to families or students about performance

Things to consider

- Results can be accessed for three prior terms for all tests completed within the date ranges entered.
- Results are reported in percentage correct, not a RIT score.
- These are not growth-based tests.
- [Get more information on Screening and Skills Checklist tests.](#)

Notes

MAP Growth K-2 Screening and Skills Checklist Student report

Early literacy


Screening And Skills Checklist Student Report

District: NWEA Sample District
School: Bryce Canyon Elementary School
Instructor: May, Veronica
Class: May Homeroom
Start Date: 11/5/2019
End Date: 11/3/2020
Test: Screening: Reading Early Literacy
Student: Butler, Joseph










Modify Options





Save Parameters

Create PDF Report

Test Date: Aug 27, 2020
 Overall Score:  47%

Skills / Sub-skills

| | |
|--------------------------------------|---|
| Phonological Awareness |  30% |
| Matching Sounds |  20% |
| Rhyming Sounds |  40% |
| Visual Discrimination/Phonics |  60% |
| Visual Discrimination |  80% |
| Letter Identification |  40% |
| Concepts of Print |  50% |
| Concepts of Print--Pre-K |  60% |
| Concepts of Print--Beginning K |  40% |

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


Screening And Skills Checklist Student Report

District: NWEA Sample District
School: Bryce Canyon Elementary School
Instructor: May, Veronica
Class: May Homeroom
Start Date: 11/5/2019
End Date: 11/3/2020
Test: Screening: Reading Early Literacy
Student: Baker, Sonya



Modify Options





Save Parameters

Create PDF Report

Test Date: Aug 27, 2020
 Overall Score:  83%

Skills / Sub-skills

| | |
|--------------------------------------|--|
| Phonological Awareness |  60% |
| Matching Sounds |  100% |
| Rhyming Sounds |  20% |
| Visual Discrimination/Phonics |  100% |
| Letter Identification |  100% |
| Matching Letters to Sounds |  100% |
| Concepts of Print |  90% |
| Concepts of Print--Beginning K |  100% |
| Concepts of Print--K-1 |  80% |

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

 Instructor  Administrator  School Coordinator  District Coordinator

MAP Growth K-2 Screening and Skills Checklist Student report

Reading phoneme identification

Screening And Skills Checklist Student Report

District: NWEA Sample District
School: Bryce Canyon Elementary School
Instructor: May, Veronica
Class: May Homeroom
Start Date: 11/5/2019
End Date: 11/3/2020
Test: Skills Checklist: Reading Phoneme Identification
Student: Gonzalez, Geraldine

Modify Options

Save Parameters

| | Test Date | Aug 27, 2020 |
|----------------------------|-----------|--------------|
| Overall Score | | 64% |
| Skills / Sub-skills | | |
| Initial Consonants | | 80% |
| b | | 100% |
| m | | 100% |
| n | | 0% |
| p | | 100% |
| r | | 100% |
| s | | 100% |
| t | | 0% |
| v | | 100% |
| w | | 100% |
| y | | 100% |
| z | | 100% |
| hard_c | | 100% |
| d | | 100% |
| f | | 100% |
| hard_g | | 100% |
| h | | 100% |

| | |
|-------------------------|------|
| j | 100% |
| k | 100% |
| l | 100% |
| Final Consonants | 53% |
| b | 100% |
| r | 100% |
| s | 0% |
| t | 100% |
| v | 0% |
| x | 100% |
| z | 0% |
| d | 100% |
| f | 0% |
| hard_g | 100% |
| k | 0% |
| l | 100% |
| m | 100% |
| n | 0% |
| p | 0% |
| Middle Vowels | 30% |
| short_a | 0% |
| long_u | 0% |
| short_e | 0% |
| short_i | 100% |
| short_o | 100% |
| short_u | 100% |
| long_a | 0% |
| long_e | 0% |
| long_i | 0% |
| long_o | 0% |

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

MAP Growth K-2 Screening and Skills Checklist Student report

Reading vowel digraphs and diphthongs

Screening And Skills Checklist Student Report

District: NWEA Sample District
School: Bryce Canyon Elementary School
Instructor: May, Veronica
Class: May Homeroom
Start Date: 11/5/2019
End Date: 11/3/2020
Test: Skills Checklist: Reading Vowel-Digraphs-Diphthongs
Student: Gibson, Alberta

Modify Options
Save Parameters

Create PDF Report

Test Date
Aug 25, 2020

Overall Score
 67%

| Skills / Sub-skills | |
|---------------------|------|
| Digraphs | 55% |
| ai/tail | 0% |
| ow/snow | 0% |
| ay/day | 100% |
| ee/feet | 100% |
| oa/goat | 0% |
| ui/fruit | 0% |
| ea/bread | 100% |
| oo/book | 100% |
| oo/food | 100% |
| ie/pie | 100% |
| ue/blue | 0% |
| Diphthongs | 80% |
| oi/coin | 0% |
| oy/boy | 100% |
| ou/out | 100% |
| ow/cow | 100% |
| aw/saw | 100% |

Low: 0% to 40%

Medium: > 40% to < 80%

High: 80% to 100%

NA: Sub-skill not evaluated



K-2 SCREENING AND SKILLS CHECKLIST CLASS REPORT

Screening and Skills Checklist Class report—Key information

What this report offers

- Class-level results showing performance for skills and concepts included in certain Screening and Skills Checklist tests

Questions it helps answer

- What baseline information can I get about a class in the earliest stages of learning? (Screenings)
- What can I learn about the specific skills and knowledge of a class? (Skills checklists)
- How might I need to modify and focus instruction for the whole class?

When to use it

- After testing, to see results
- As part of the instructional decision-making process
- When you want to use data to inform student grouping

Things to consider

- Results can be accessed for three prior terms for all tests completed within the date ranges entered.
- Results are reported in percentage correct, not a RIT score.
- These are not growth-based tests.
- [Get more information on Screening and Skills Checklist tests.](#)

Notes

MAP Growth K-2 Screening and Skills Checklist Class report

Early literacy

Screening And Skills Checklist Class Report

District: NWEA Sample District
School: Bryce Canyon Elementary School
Instructor: May, Veronica
Class: May Homeroom
Start Date: 11/5/2019
End Date: 11/3/2020

Test: Screening: Reading Early Literacy

Modify Options

Save Parameters

Select All

Create PDF Report

Create Sub-skill Report

Please select one or more sub-skills before running this report.

| Overall Score | Scores | Total # of Students |
|---|--------|---------------------|
| 3 | 2 | |
| Skills / Sub-skills | Scores | Total # of Students |
| <input type="checkbox"/> Phonological Awareness | 1 3 1 | 5 |
| <input type="checkbox"/> Matching Sounds | 1 1 1 | 3 |
| <input type="checkbox"/> Rhyming Sounds | 2 1 2 | 5 |
| <input type="checkbox"/> Manipulating Sounds | 1 1 | 2 |
| <input type="checkbox"/> Visual Discrimination/Phonics | 1 2 2 | 5 |
| <input type="checkbox"/> Visual Discrimination | 1 1 | 2 |
| <input type="checkbox"/> Letter Identification | 2 3 | 5 |
| <input type="checkbox"/> Matching Letters to Sounds | 2 1 | 3 |
| <input type="checkbox"/> Concepts of Print | 1 1 3 | 5 |
| <input type="checkbox"/> Concepts of Print--Pre-K | 2 | 2 |
| <input type="checkbox"/> Concepts of Print--Beginning K | 2 3 | 5 |
| <input type="checkbox"/> Concepts of Print--K-1 | 3 | 3 |

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

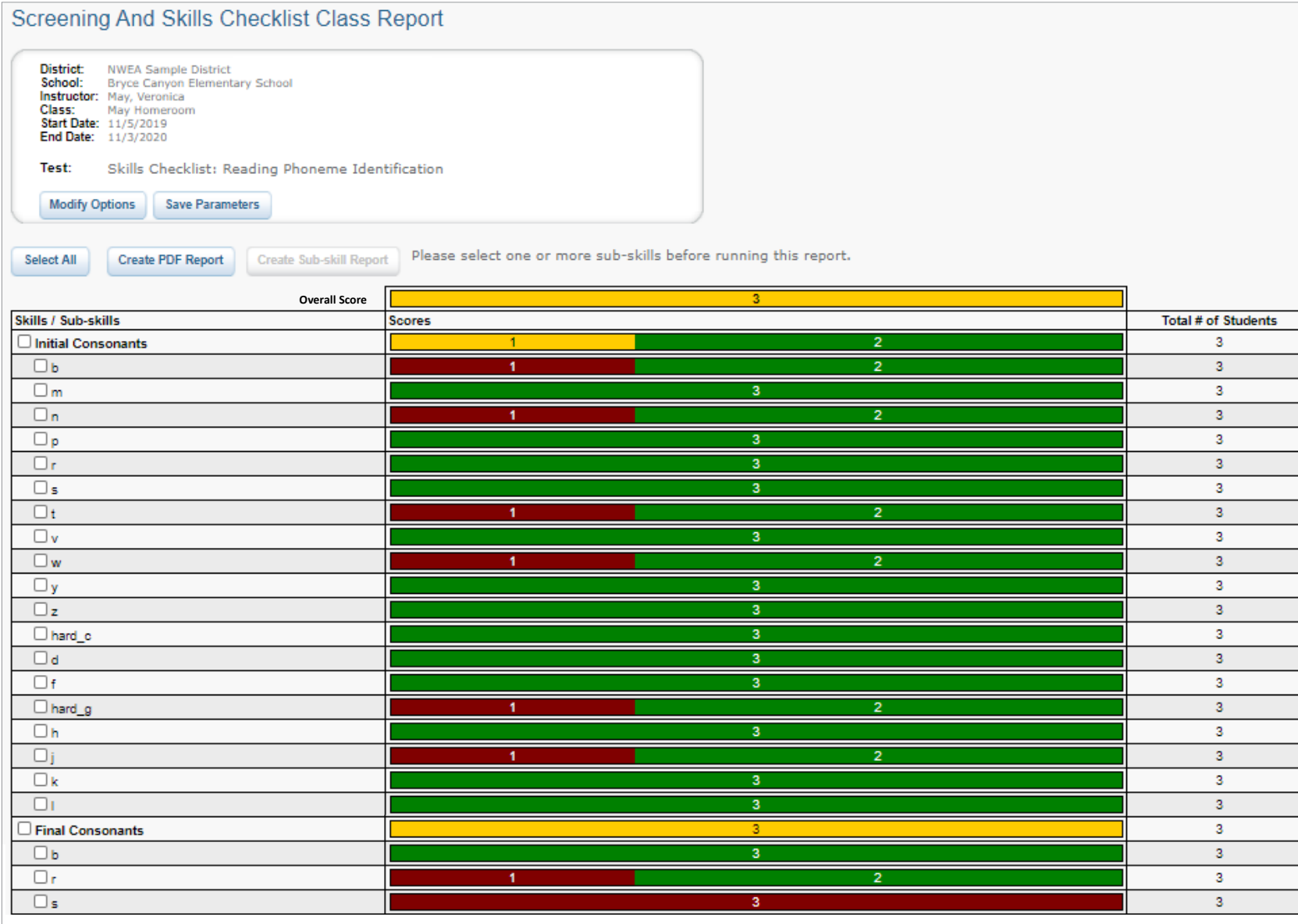
20 Segmented bar graph: Shows the number of students who scored within each percentage range—low, medium, and high. A student's range is based on the proportion of questions they answered correctly in that section of the test.

20

 Instructor  Administrator  School Coordinator  District Coordinator

MAP Growth K-2 Screening and Skills Checklist Class report

Reading phoneme identification (1 of 2)



20 Segmented bar graph: Shows the number of students who scored within each percentage range—low, medium, and high. A student's range is based on the proportion of questions they answered correctly in that section of the test.













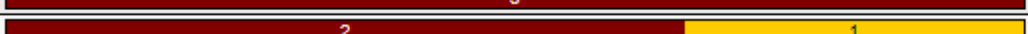










20

Continued on the next page

 Instructor
  Administrator
  School Coordinator
  District Coordinator

MAP Growth K-2 Screening and Skills Checklist Class report

Reading phoneme identification (2 of 2)

| | | |
|--|--|---|
| <input type="checkbox"/> t |  | 3 |
| <input type="checkbox"/> v |  | 3 |
| <input type="checkbox"/> x |  | 3 |
| <input type="checkbox"/> z |  | 3 |
| <input type="checkbox"/> d |  | 3 |
| <input type="checkbox"/> f |  | 3 |
| <input type="checkbox"/> hard_g |  | 3 |
| <input type="checkbox"/> k |  | 3 |
| <input type="checkbox"/> l |  | 3 |
| <input type="checkbox"/> m |  | 3 |
| <input type="checkbox"/> n |  | 3 |
| <input type="checkbox"/> p |  | 3 |
| <input type="checkbox"/> Middle Vowels |  | 3 |
| <input type="checkbox"/> short_a |  | 3 |
| <input type="checkbox"/> long_u |  | 3 |
| <input type="checkbox"/> short_e |  | 3 |
| <input type="checkbox"/> short_i |  | 3 |
| <input type="checkbox"/> short_o |  | 3 |
| <input type="checkbox"/> short_u |  | 3 |
| <input type="checkbox"/> long_a |  | 3 |
| <input type="checkbox"/> long_e |  | 3 |
| <input type="checkbox"/> long_i |  | 3 |
| <input type="checkbox"/> long_o |  | 3 |

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

20 Segmented bar graph: Shows the number of students who scored within each percentage range—low, medium, and high. A student's range is based on the proportion of questions they answered correctly in that section of the test.

20

MAP Growth K-2 Screening and Skills Checklist Class report

Reading vowel digraphs and diphthongs

Screening And Skills Checklist Class Report

District: NWEA Sample District
School: Bryce Canyon Elementary School
Instructor: May, Veronica
Class: May Homeroom
Start Date: 11/5/2019
End Date: 11/3/2020

Test: Skills Checklist: Reading Vowel-Digraphs-Diphthongs

[Modify Options](#) [Save Parameters](#)

[Select All](#) [Create PDF Report](#) [Create Sub-skill Report](#) Please select one or more sub-skills before running this report.

| Skills / Sub-skills | Overall Score | Total # of Students |
|-------------------------------------|---------------|---------------------|
| | 1 | |
| <input type="checkbox"/> Digraphs | 1 | 1 |
| <input type="checkbox"/> ai/tail | 1 | 1 |
| <input type="checkbox"/> ow/snow | 1 | 1 |
| <input type="checkbox"/> ay/day | 1 | 1 |
| <input type="checkbox"/> ee/feet | 1 | 1 |
| <input type="checkbox"/> oa/goat | 1 | 1 |
| <input type="checkbox"/> ui/fruit | 1 | 1 |
| <input type="checkbox"/> ea/bread | 1 | 1 |
| <input type="checkbox"/> oo/book | 1 | 1 |
| <input type="checkbox"/> oo/food | 1 | 1 |
| <input type="checkbox"/> ie/pie | 1 | 1 |
| <input type="checkbox"/> ue/blue | 1 | 1 |
| <input type="checkbox"/> Diphthongs | 1 | 1 |
| <input type="checkbox"/> oi/coin | 1 | 1 |
| <input type="checkbox"/> oy/boy | 1 | 1 |
| <input type="checkbox"/> ou/out | 1 | 1 |
| <input type="checkbox"/> ow/cow | 1 | 1 |
| <input type="checkbox"/> aw/saw | 1 | 1 |

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

20 Segmented bar graph: Shows the number of students who scored within each percentage range—low, medium, and high. A student's range is based on the proportion of questions they answered correctly in that section of the test.

20

▲ Instructor
 ■ Administrator
 ◆ School Coordinator
 ● District Coordinator



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