

A young boy with a friendly expression is sitting on a set of concrete steps. He is wearing a bright red long-sleeved shirt and blue denim jeans. To his right, a grey and black backpack is resting on the steps. The background shows more of the steps and a white railing.

Reports Portfolio for Web-Based MAP

MAP Reports

A window into every student's achievement and growth

With Measures of Academic Progress® (MAP®) interim assessment data and our comprehensive reporting suite, you're prepared to meet your students when and where they need you most. Use your reports to illuminate every student's learning level and serve as the basis for sound decision making.

Four features of MAP reports

1. **Timely results.** MAP assessments yield fast results that identify students who need intervention and accurately point to instructional learning objects. MAP scores each test as it is administered and, at the test's conclusion, gives preliminary results to both student and proctor. Following a test, instructors and administrators can access in-depth reports which show aggregate data by class, grade, school, and district. Most of these reports are available instantly.
2. **Context for student performance on MAP.** Because MAP scores are norm-referenced, you can compare achievement status—and changes in achievement status (growth) between test occasions—to students' performance in the same grade at a comparable stage of the school year. Our College Readiness Benchmarks Study also lets you use grade 5–9 students' MAP scores to predict future performance on ACT® achievement tests.
3. **Audience-specific reports with flexible display and grouping options.** Instructors and administrators will find a variety of MAP reports—including those that help them predict proficiency on state tests, group students for differentiated instruction, and engage students in mapping their own learning plan for the school year.
4. **Flexible reporting formats.** While most instructors and administrators make good use of the Northwest Evaluation Association™ (NWEA™) pre-configured reports, some districts and agencies want the underlying data formatted to import into their own student information or assessment management systems. NWEA provides an online interface to order, free of charge, raw data reports at any time and frequency during a testing season.

For comprehensive annotated versions of Web-Based MAP and MAP for Primary Grades (MPG) reports, please refer to the MAP Reports Reference document on the [MAP Administration and Reporting Center \(MARC\)](#) site.



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Reports Annotation Key

- 1 Norms Reference Data:** Indicates which NWEA norming study your report data draws upon. NWEA highly recommends using 2015 normative data.
- 2 Growth Comparison Period:** The two terms for which you wish to receive student growth data.
- 3 Weeks of Instruction:** Number of instructional weeks prior to testing, as set by your district administrator.
- 4 Optional Grouping:** You may choose to disaggregate results by gender or ethnicity and, in certain cases, by special program.
- 5 Small Group Display:** Summary groups of fewer than ten students will not display unless you select this option while generating your report.
- 6 Mean RIT:** The group's average score for the content area in the given term.
- 7 Median RIT:** The group's middle score for the content area in the given term.
- 8 Standard Deviation:** The variability of scores within this group. A larger standard deviation reflects a wider range of scores.
- 9 Standard Error of Measurement:** A precision estimate of an individual's 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 the entire population. The larger the group, the lower the sampling error.
- 11 Goal Performance Area:** The students' performance in the goal strands tested in this subject. Data will display either by goal strand RIT ranges or descriptors if students took a Survey with Goals test.
- 12 RIT Score:** A student's overall scale score on the test.
- 13 RIT 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 his or her score to fall within this range about 68% of the time.
- 14 Percentile:** The percentage of students in the NWEA national norm sample, for this grade and subject area, that this student's score equaled or exceeded.
- 15 Lexile® Range:** A score (displayed as a 150-point range) resulting from a regression analysis of the NWEA Reading RIT scale and the MetaMetrics® Lexile® scale. This range helps you identify level-appropriate reading material for individual students.
- 16 Goal Area of Relative Strength (Student):** A goal area score appears in **bold** when the midpoint of the student's goal area RIT range is three or more RIT points higher than the student's overall RIT score.
- 17 Goal Area of Relative Weakness (Student):** A goal area score appears in *italics* when the midpoint of the student's goal area RIT range is three or more RIT points lower than the student's overall RIT score.
- 18 Overall Score:** Students' overall RIT scores for each subject appear in parentheses following their names.
- 19 Goal Score:** Students' scores for each goal area within a subject appear in ten-point RIT bands.
- 20 Goal Strands Tested:** Click a goal strand to access the Learning Continuum Class View for the entire class. Click a student name to access the Learning Continuum Class View for that student.
- 21 The Learning Continuum Class View:** The Class View groups students by RIT score bands to show the skills and concepts they are ready to learn.
- 22 The Learning Continuum Test View:** The Test View shows skills and concepts to reinforce, develop, and introduce with students based on their RIT score for each goal and sub-goal area.
- 23 Learning Statements:** Skills and concepts to reinforce, develop, and introduce with students.
- 24 Projected Proficiency Category:** Students are grouped in predicted proficiency categories based on NWEA linking studies that align the MAP RIT scale to state assessments.
- 25 Projected RIT or RIT Projection:** The student's predicted score, based on national growth norms. Projections take into account the student's initial score, grade level, and time between tests.
- 26 Projected Growth or Growth Projection:** The amount the student's RIT score is predicted to change, 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 student's RIT point growth during the growth comparison period. On the *Student Growth Summary Report*, the second term Mean RIT minus the first term Mean RIT is the Observed Growth.
- 28 Observed Growth Standard Error:** Amount of measurement error associated with 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 31, below) instead.
- 30 Met Projected Growth:** Indicates **Yes** if the student's term-to-term growth equaled or exceeded the growth projection or **No** if growth was less than projected. A ‡ means that the student's projected growth fell within one standard error of the student's observed growth.
- 31 Conditional Growth Index:** This index allows for growth comparisons between students. It incorporates conditions that affect growth, including weeks of instruction prior to testing and students' starting RIT scores. A value of zero corresponds to mean growth, indicating growth matched projection.
- 32 Conditional Growth Percentile:** The Conditional Growth Index translated into national percentile rankings for growth.
- 33 Percentage of Students Who Met or Exceeded Their Projected RIT/Growth:** On the *Achievement Status and Growth Summary Report*, the percentage of students with second-term RIT scores that met or exceeded their individual growth projections. On the *Student Growth Summary Report*, the percentage of students with second-term RIT scores that met or exceeded their grade's growth projection.
- 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 33, above.
- 35 Growth Count:** Number of students with valid test events for both terms.
- 36 Count Met Projected RIT/Growth:** On the *Achievement Status and Growth Summary Report*, the number of students with second-term RIT scores that met or exceeded their individual growth projections. On the *Student Growth Summary Report*, the number of students with second-term RIT scores that met or exceeded their grade's growth projection.
- 37 Median Conditional Growth Percentile:** The middle of this student group's conditional growth percentiles.
- 38 School Conditional Growth Index:** This index allows for growth comparisons between grades or schools. It incorporates conditions that affect school growth, including weeks of instruction prior to 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 translated into national percentile rankings for growth.
- 40 Segmented Bar Graph:** Shows the number of students who scored within each percentage range—low, medium, and high.

Class



Class Report

Kotifani, Jenisha
5th Grade Homeroom

Term Rostered: Fall 2015–2016
Term Tested: Fall 2015–2016
District: NWEA Sample District 3
School: Three Sisters Elementary

1 Norms Reference Data: 2015
Weeks of Instruction: 4 (Fall 2015) **3**
5 Small Group Display: No

Reading

MAP: Reading 2-5 Common Core 2010 V2/Common Core English Language Arts K-12: 2010

Summary	
Total Students with Valid Growth Test Scores	11
6 Mean RIT	201.4
7 Median RIT	201
8 Standard Deviation	11.2
District Grade Level Mean RIT	201
Students At or Above District Grade Level Mean RIT	6
Norm Grade Level Mean RIT	205.7
Students At or Above Norm Grade Level Mean RIT	4

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
Overall Performance													
MAP: Reading 2-5 Common Core 2010 V2/Common Core English Language Arts K-12: 2010	2	18%	4	36%	2	18%	2	18%	1	9%	198-201-204	201	11.2
11 Goal Area													
Literature	3	27%	2	18%	3	27%	2	18%	1	9%	196-201-206	204	18.1
Informational Text	3	27%	3	27%	1	9%	3	27%	1	9%	196-204-212	202	12.5
Vocabulary Acquisition and Use	4	36%	2	18%	3	27%	1	9%	1	9%	194-198-202	198	10.0

Annotation Key

- 1 Norms Reference Data:** Indicates which NWEA norming study your report data draws upon. NWEA highly recommends using 2015 normative data.
- 3 Weeks of Instruction:** Number of instructional weeks prior to testing, as set by your district administrator.
- 5 Small Group Display:** Summary groups of fewer than ten students will not display unless you select this option while generating your report.
- 6 Mean RIT:** The group's average score for the content area in the given term.
- 7 Median RIT:** The group's middle score for the content area in the given term.
- 8 Standard Deviation:** The variability of scores within this group. A larger standard deviation reflects a wider range of scores.
- 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 the entire population. The larger the group, the lower the sampling error.
- 11 Goal Performance Area:** The students' performance in the goal strands tested in this subject. Data will display either by goal strand RIT ranges or descriptors if students took a Survey with Goals test.

Class



Class Report

Kotifani, Jenisha
5th Grade Homeroom

Term Rostered: Fall 2015–2016
Term Tested: Fall 2015–2016
District: NWEA Sample District 3
School: Three Sisters Elementary

Norms Reference Data: 2015
Weeks of Instruction: 4 (Fall 2015)
Small Group Display: No

Reading

MAP: Reading 2-5 Common Core 2010 V2/Common Core English Language Arts K-12: 2010

Name (Student ID)	Gr	Test Date	13 RIT (+/- Std Err)	14 Percentile (+/- Std Err)	15 Lexile® Range	Test Duration	11 Goal Performance: A. Literature B. Informational Text C. Vocabulary Acquisition and Use		
							A	B	C
Dugaw, Daytan N. (SW07001428)	5	09/14/15	178- 181 -184	4- 5 -8	158-308	75 m	163-177	175-187	187-197 16
Devany, Noni I. (F09000030)	5	09/14/15	184- 188 -192	8- 12 -18	288-438	20 m	185-196	185-195	177-189
Scruggs, Ambrose E. (F10000851)	5	09/14/15	194- 197 -200	22- 28 -35	452-602	42 m	191-202	191-203	192-204
Shalfoe, Dyanne E. (F10000849)	5	09/14/15	195- 198 -201	25- 31 -38	464-614	60 m	201-213	180-201	185-198
Haukebo-Bol, Zaiden N. (SF0600226)	5	09/14/15	195- 198 -201	25- 31 -38	457-607	53 m	187-199	196-207	192-204
Wolf, Tiphannie E. (F0800104)	5	09/14/15	198- 201 -204	31- 38 -36	513-663	25 m	189-201	194-206	201-214
Vosburg, Mary M. (F09000045)	5	09/14/15	202- 205 -208	41- 48 -56	587-737	72 m	198-210	211-224	187-200
Kucia, Javis S. (F0900167)	5	09/14/15	204- 207 -210	46- 54 -61	634-784	42 m	198-210 17	199-211	208-219
Valkier, Romeo Moises S. (F0900031)	5	09/14/15	208- 211 -214	56- 63 -71	697-847	57 m	210-221	205-216	200-212
Alhamzawi, Drew W. (SF0600225)	5	09/14/15	210- 213 -216	61- 68 -75	737-887	67 m	206-218	216-229	198-211
Dimalanta, Kaleigha S. (SF0600178)	5	09/14/15	217- 220 -223	77- 82 -88	858-1008	29 m	217-228	210-222	215-226

Annotation Key

- 9 Standard Error of Measurement:** A precision estimate of an individual's achievement score. The smaller the standard error, the more precise the achievement estimate.
- 11 Goal Performance Area:** The students' performance in the goal strands tested in this subject. Data will display either by goal strand RIT ranges or descriptors if students took a Survey with Goals test.
- 13 RIT 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 his or her score to fall within this range about 68% of the time.
- 14 Percentile:** The percentage of students in the NWEA national norm sample, for this grade and subject area, that this student's score equaled or exceeded.
- 15 Lexile® Range:** A score (displayed as a 150-point range) resulting from a regression analysis of the NWEA Reading RIT scale and the MetaMetrics® Lexile® scale. This range helps you identify level-appropriate reading material for individual students.
- 16 Goal Area of Relative Strength (Student):** A goal area score appears in **bold** when the midpoint of the student's goal area RIT range is three or more RIT points higher than the student's overall RIT score.
- 17 Goal Area of Relative Weakness (Student):** A goal area score appears in *italics* when the midpoint of the student's goal area RIT range is three or more RIT points lower than the student's overall RIT score.

Class Breakdown by RIT

Annotation Key

18 Overall Score: Students' overall RIT scores for each subject appear in parentheses following their names.

Class Breakdown by RIT Report



District: NWEA Sample District 3
 Term Rostered: Fall 2015–2016
 Term Tested: Fall 2015–2016
 School: Three Sisters Elementary
 Instructor: Kotifani, Jenisha
 Class: 5th Grade Homeroom

Modify Options

Select a subject 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

Legal 8½" x 14"

Create PDF Report

Subject	Overall Score 18				
	<191	191–200	201–210	211–220	221+
Mathematics		D. E. Shalfoe (191) D. N. Dugaw (195) N. I. Devany (197) A. E. Scruggs (197) T. E. Wolf (200)	Z. N. Haukebo-Bol (210) M. M. Vosburg (210)	J. S. Kucia (215) D. W. Alhamzawi (216) R. Valkier (217)	K. S. Dimalanta (224)
Reading	D. N. Dugaw (181) 18 N. I. Devany (188)	A. E. Scruggs (197) Z. N. Haukebo-Bol (198) D. E. Shalfoe (198)	T. E. Wolf (201) M. M. Vosburg (205) J. S. Kucia (207)	R. Valkier (211) D. W. Alhamzawi (213) K. S. Dimalanta (220)	
Language Usage			D. N. Dugaw (201) Z. N. Haukebo-Bol (206) N. I. Devany (207) M. M. Vosburg (209) D. E. Shalfoe (209) A. E. Scruggs (210)	J. S. Kucia (211) T. E. Wolf (212) K. S. Dimalanta (213) R. Valkier (214) D. W. Alhamzawi (217)	
Science		A. E. Scruggs (198)	J. S. Kucia (201) D. W. Alhamzawi (202) M. M. Vosburg (202) T. E. Wolf (204) D. N. Dugaw (206) N. I. Devany (207)	D. E. Shalfoe (214) K. S. Dimalanta (215) R. Valkier (216)	Z. N. Haukebo-Bol (223)

Class Breakdown by Goal

Annotation Key

19 Goal Score: Students' scores for each goal area within a subject appear in ten-point RIT bands.

20 Goal Strands Tested: Click a goal strand to access the Learning Continuum Class View for the entire class. Click a student name to access the Learning Continuum Class View for that student.

Class Breakdown by Goal Report

District: NWEA Sample District 3
 Term Rostered: Fall 2015–2016
 Term Tested: Fall 2015–2016
 School: Three Sisters Elementary
 Instructor: Kotifani, Jenisha
 Class: 5th Grade Homeroom

Modify Options



You may select the student's name, RIT band, or the goal name to drill down to the Learning Continuum Class View to see learning statements for the data that was selected.

Class Breakdown by **Goal**

Create a PDF version of this report

Legal 8½" x 14"

Create PDF Report

Subject **Reading**

MAP: Reading 2-5 Common Core 2010 V2/Common Core English Language Arts K-12: 2010

Goal	Goal Score 19						
	<171	171–180	181–190	191–200	201–210	211–220	221+
Literature	D. N. Dugaw (181)			N. I. Devany (188) A. E. Scruggs (197) Z. N. Haukebo-Bol (198) T. E. Wolf (201)	D. E. Shalfoe (198) M. M. Vosburg (205) J. S. Kucia (207)	R. Valkier (211) D. W. Alhamzawi (213)	K. S. Dimalanta (220)
Informational Text			D. N. Dugaw (181) N. I. Devany (188)	A. E. Scruggs (197) D. E. Shalfoe (198) T. E. Wolf (201)	Z. N. Haukebo-Bol (198) J. S. Kucia (207)	M. M. Vosburg (205) R. Valkier (211) K. S. Dimalanta (220)	D. W. Alhamzawi (213)
Vocabulary Acquisition and Use			N. I. Devany (188)	D. N. Dugaw (181) A. E. Scruggs (197) Z. N. Haukebo-Bol (198) D. E. Shalfoe (198) M. M. Vosburg (205)	T. E. Wolf (201) R. Valkier (211) D. W. Alhamzawi (213)	J. S. Kucia (207)	K. S. Dimalanta (220)

20

Learning Continuum Class View: Reading*

Annotation Key

- 21 The Learning Continuum Class View:** The Class View groups students by RIT score bands to show the skills and concepts they are ready to learn.
- 23 Learning Statements:** Skills and concepts to reinforce, develop, and introduce with students.

Learning Continuum - Class View **21**

5th Grade Homeroom

MAP: Reading 2-5 Common Core 2010 V2

[Edit Display Options](#)

Literature

Key Ideas and Details ▼

171-180	Literary Elements: Setting <ul style="list-style-type: none"> Identifies setting 23 Draws conclusions about a setting based on a description 	D. N. Dugaw Overall: 181; Lexile Range: 158-308L; Goal Range: 163-177
181-190	Literary Elements: Setting <ul style="list-style-type: none"> Identifies setting Recognizes description of setting Draws conclusions about a setting based on a description 	No students
191-200	Literary Elements: Setting <ul style="list-style-type: none"> Identifies setting Recognizes description of setting Draws conclusions about a setting based on a description Identifies details that reveal aspects of setting 	N. I. Devany Overall: 188; Lexile Range: 288-438L; Goal Range: 185-196 A. E. Scruggs Overall: 197; Lexile Range: 452-602L; Goal Range: 191-202 Z. N. Haukebo-Boj Overall: 198; Lexile Range: 457-607L; Goal Range: 187-199 T. E. Wolf Overall: 201; Lexile Range: 513-663L; Goal Range: 189-201
201-210	Literary Elements: Setting <ul style="list-style-type: none"> Identifies setting Recognizes description of setting Compares or contrasts setting across literary works Draws conclusions about a setting based on a description Identifies details that reveal aspects of setting 	D. E. Shalfoe Overall: 198; Lexile Range: 464-614L; Goal Range: 201-213 M. M. Vosburg Overall: 205; Lexile Range: 587-737L; Goal Range: 198-210 J. S. Kucia Overall: 207; Lexile Range: 634-784L; Goal Range: 198-210
211-220	Literary Elements: Setting <ul style="list-style-type: none"> Identifies setting Recognizes description of setting Compares or contrasts setting across literary works Analyzes how setting affects characters Draws conclusions about a setting based on a description Identifies details that reveal aspects of setting 	R. Valkier Overall: 211; Lexile Range: 697-847L; Goal Range: 210-221 D. W. Alhamzawi Overall: 213; Lexile Range: 737-887L; Goal Range: 206-218
221-230	Literary Elements: Setting <ul style="list-style-type: none"> Compares or contrasts setting across literary works Analyzes how setting affects characters Draws conclusions about a setting based on a description Analyzes how setting contributes to plot Identifies details that reveal aspects of setting 	K. S. Dimalanta Overall: 220; Lexile Range: 858-1008L; Goal Range: 217-228

* Image has been modified to demonstrate functionality. Actual in-product screens will be slightly different. Learning statements in this example may differ slightly from in-product learning statements.

Learning Continuum Class View: Mathematics*

Annotation Key

- 21 The Learning Continuum Class View:** The Class View groups students by RIT score bands to show the skills and concepts they are ready to learn.
- 23 Learning Statements:** Skills and concepts to reinforce, develop, and introduce with students.

Learning Continuum - Class View **21**

4th Grade Homeroom

MAP: Math 2-5 Common Core 2010 V2

[Edit Display Options](#)

Measurement and Data		
Geometric Measurement and Problem Solving ^		
161-170		No students
171-180	Perimeter/Circumference • Determines perimeters of basic polygons with all sides labeled 23	J.A. Cambridge Overall: 183; Goal Range: 163-177
181-190	Perimeter/Circumference • Determines perimeters of basic polygons with all sides labeled	No students
191-200	Perimeter/Circumference • Solves real-world and mathematical problems involving perimeters of rectangles • Determines perimeters of basic polygons in which not all sides are labeled • Determines perimeters of basic polygons with all sides labeled	E.H. Orton Overall: 189; Goal Range: 185-196 L.L. Wojnarowski Overall: 195; Goal Range: 191-202 A.H. Frisino Overall: 198; Goal Range: 187-199 D.H. Engles Overall: 200; Goal Range: 189-201
201-210	Perimeter/Circumference • Solves real-world and mathematical problems involving perimeters of rectangles • Determines perimeters of basic polygons in which not all sides are labeled • Determines side lengths given the perimeter of rectangles	J.L. Russell Overall: 198; Goal Range: 201-213 L.E. Kong Overall: 205; Goal Range: 198-210 J.B. Ramirez Overall: 208; Goal Range: 198-210
211-220	Perimeter/Circumference • Solves real-world and mathematical problems involving perimeters of rectangles • Counts to find perimeters of complex figures • Describes the effect on perimeter when dimensions of a polygon are changed • Determines perimeters of basic polygons in which not all sides are labeled • Determines side lengths given the perimeter of rectangles	R.N. Sandoval Overall: 212; Goal Range: 210-221 M.G. Moyer Overall: 213; Goal Range: 206-218

* Image has been modified to demonstrate functionality. Actual in-product screens will be slightly different. Learning statements in this example may differ slightly from in-product learning statements.

Learning Continuum Test View: Mathematics*

Annotation Key

22 The Learning Continuum Test View: The Test View shows skills and concepts to reinforce, develop, and introduce with students based on their RIT score for each goal and sub-goal area.

23 Learning Statements: Skills and concepts to reinforce, develop, and introduce with students.

Learning Continuum - Test View **22**

MAP: Math 2-5 Common Core 2010 V2

Edit Display Options

← 111-120 | 121-130 | 131-140 | 141-150 | 151-160 | 161-170 | 171-180 | 181-190 | 191-200 | 201-210 | 211-220 →

Measurement and Data

Geometric Measurement and Problem Solving ^

← 161-170 Reinforce skills & concepts	171-180 Develop skills & concepts	181-190 Introduce skills & concepts →
<p>Time</p> <ul style="list-style-type: none"> • Reads analog clocks to the nearest half hour 23 • Reads analog clocks to the nearest hour 	<p>Time</p> <ul style="list-style-type: none"> • Reads analog clocks to the nearest five minutes • Reads analog clocks to the nearest half hour • Reads analog clocks to the nearest minute • Solves elapsed-time word problems across either minutes or hours • Understands time interval concepts: quarter to, half past, etc. • Completes simple conversions of units of time 	<p>Time</p> <ul style="list-style-type: none"> • Reads analog clocks to the nearest five minutes • Reads analog clocks to the nearest half hour • Reads analog clocks to the nearest minute • Solves elapsed-time word problems across either minutes or hours • Understands A.M. and P.M. • Understands time interval concepts: quarter to, half past, etc. • Completes complex conversions of more than two units of time • Completes simple conversions of units of time • Determines elapsed time across either minutes or hours using clocks
<p>Area</p> <ul style="list-style-type: none"> • Determines areas of figures composed of whole unit squares 	<p>Area</p> <ul style="list-style-type: none"> • Determines areas of figures composed of whole unit squares 	<p>Area</p> <ul style="list-style-type: none"> • Determines areas of figures composed of whole unit squares

* Image has been modified to demonstrate functionality. Actual in-product screens will be slightly different. Learning statements in this example may differ slightly from in-product learning statements.

Learning Continuum Test View: Mathematics*

Annotation Key

22 The Learning Continuum Test View: The Test View shows skills and concepts to reinforce, develop, and introduce with students based on their RIT score for each goal and sub-goal area.

23 Learning Statements: Skills and concepts to reinforce, develop, and introduce with students.

Learning Continuum - Test View **22**

MAP: Math 2-5 Common Core 2010 V2

Edit Display Options

← 111-120 121-130 131-140 141-150 151-160 161-170 171-180 181-190 191-200 201-210 211-220 →

Measurement and Data

Geometric Measurement and Problem Solving ^

← 191-200 Reinforce skills & concepts	201-210 Develop skills & concepts	211-220 Introduce skills & concepts →
<p>Time</p> <ul style="list-style-type: none"> • Reads analog clocks to the nearest five minutes 23 • Reads analog clocks to the nearest minute • Solves elapsed-time word problems across both minutes and hours • Solves elapsed-time word problems across either minutes or hours • Understands time interval concepts: quarter to, half past, etc. • Completes complex conversions of more than two units of time • Completes simple conversions of units of time • Determines elapsed time across both minutes or hours using clocks • Determines elapsed time across either minutes or hours using clocks <p>Area</p> <ul style="list-style-type: none"> • Determines areas of figures composed of whole unit squares • Determines areas of rectangles with whole number sides, given the formula • Estimates area of figures using square units 	<p>Time</p> <ul style="list-style-type: none"> • Reads analog clocks to the nearest five minutes • Reads analog clocks to the nearest minute • Solves elapsed-time word problems across both minutes or hours • Solves elapsed-time word problems across either minutes and hours • Solves multi-step time word problems involving conversion across seconds, minutes, hours, etc. • Understands time interval concepts: quarter to, half past, etc. • Completes complex conversions of more than two units of time • Completes simple conversions of units of time • Determines elapsed time across both minutes or hours using clocks • Determines elapsed time across either minutes or hours using clocks <p>Area</p> <ul style="list-style-type: none"> • Solves real-world and mathematical problems involving areas of rectangles • Understands the concept of area • Determines areas of figures composed of whole and partial unit squares • Determines areas of rectangles with whole number sides, given the formula • Determines areas of rectangles with whole-number sides • Estimates areas of figures using square units 	<p>Time</p> <ul style="list-style-type: none"> • Solves elapsed-time word problems across both minutes and hours • Solves elapsed-time word problems across either minutes or hours • Solves multi-step time word problems involving conversion across seconds, minutes, hours, etc. • Completes complex conversions of more than two units of time • Completes simple conversions of units of time • Determines elapsed time across both minutes and hours using clocks <p>Area</p> <ul style="list-style-type: none"> • Solves real-world and mathematical problems involving areas of rectangles • Understands the concept of area • Determines areas of figures composed of whole and partial unit squares • Determines areas of rectangles with whole number sides, given the formula • Determines areas of rectangles with whole-number sides

* Image has been modified to demonstrate functionality. Actual in-product screens will be slightly different. Learning statements in this example may differ slightly from in-product learning statements.

Learning Continuum Test View: Mathematics*

Standards Filters

Annotation Key

22 **The Learning Continuum Test View:** The Test View shows skills and concepts to reinforce, develop, and introduce with students based on their RIT score for each goal and sub-goal area.

Learning Continuum - Test View **22**

MAP: Math 6+ Common Core 2010 V2

[Edit Display Options](#)

Grouping Options

No Grouping Group by Topic **Group by Standard**

Standards Filters

Grade Level Standards

<input type="checkbox"/> Grade 1	<input type="checkbox"/> Grade 8
<input type="checkbox"/> Grade 2	<input checked="" type="checkbox"/> High School - Algebra
<input type="checkbox"/> Grade 3	<input type="checkbox"/> High School - Functions
<input type="checkbox"/> Grade 4	<input type="checkbox"/> High School - Geometry
<input type="checkbox"/> Grade 5	<input type="checkbox"/> High School - Number and Quantity
<input type="checkbox"/> Grade 6	<input type="checkbox"/> High School - Statistics and Probability
<input type="checkbox"/> Grade 7	<input type="checkbox"/> Kindergarten

* Image has been modified to demonstrate functionality. Actual in-product screens will be slightly different.

Learning Continuum Test View: Mathematics*

Standards Filters

Annotation Key

22 The Learning Continuum Test View: The Test View shows skills and concepts to reinforce, develop, and introduce with students based on their RIT score for each goal and sub-goal area.

23 Learning Statements: Skills and concepts to reinforce, develop, and introduce with students.

Learning Continuum - Test View **22**

MAP: Math 6+ Common Core 2010 V2

Edit Display Options

← 181-190 | 191-200 | 201-210 | 211-220 | **221-230** | 231-240 | 241-250 | 251-260 | 261-270 | 271-280 | 281-290 →

Operations and Algebraic Thinking

Expressions and Equations ^

← **221-230** | **231-240** | **241-250** →

Reinforce skills & concepts | Develop skills & concepts | Introduce skills & concepts

A-REI.3: Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

<ul style="list-style-type: none"> • Solves for a missing value in a proportion 23 • Solves two-step linear equations with negative rational numbers • Solves two-step linear equations with positive rational numbers • Solves two-step linear inequalities 	<ul style="list-style-type: none"> • Solves for a missing value in a proportion • Solves multi-step linear equations with positive and negative rational numbers • Solves two-step linear equations with negative rational numbers • Solves two-step linear equations with positive rational numbers • Solves two-step linear inequalities 	<ul style="list-style-type: none"> • Represents the solutions of a compound linear inequality on a number line • Represents the solutions of a two-step linear inequality on a number line • Solves multi-step linear equations with positive and negative rational numbers • Solves multi-step linear inequalities • Solves two-step linear equations with negative rational numbers • Solves two-step linear equations with positive rational numbers • Solves two-step linear inequalities
---	---	--

A-REI.6: Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

<ul style="list-style-type: none"> • Solves a system of linear equations graphically • Writes and solves a system of linear equations involving a real-world or mathematical context 	<ul style="list-style-type: none"> • Solves a system of linear equations algebraically • Solves a system of linear equations graphically • Writes and solves a system of linear equations involving a real-world or mathematical context 	<ul style="list-style-type: none"> • Solves a system of linear equations algebraically • Solves a system of linear equations graphically • Writes and solves a system of linear equations involving a real-world or mathematical context
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* Image has been modified to demonstrate functionality. Actual in-product screens will be slightly different. Learning statements in this example may differ slightly from in-product learning statements.

Class Breakdown by Projected Proficiency

Annotation Key

24 Projected Proficiency Category: Students are grouped in predicted proficiency categories based on NWEA linking studies that align the MAP RIT scale to state assessments.

Class Breakdown by Projected Proficiency Report



District: NWEA Sample District 3
Term Rostered: Fall 2015–2016
Term Tested: Fall 2015–2016
School: Three Sisters Elementary
Instructor: Kotifani, Jenisha
Class: 5th Grade Homeroom

Modify Options

Class Breakdown by Projected Proficiency Create a PDF version of this report Legal 8½" × 14" Create PDF Report

State Test Name: CSAP

Subject	Projected Proficiency Category 24		
	Partially Proficient	Proficient	Advanced
Mathematics	D. E. Shalifoe (191) D. N. Dugaw (195) N. I. Devany (197) A. E. Scruggs (197) T. E. Wolf (200)	Z. N. Haukebo-Bol (210) M. M. Vosburg (210) J. S. Kucia (215) D. W. Alhamzawi (216) R. Valkier (217)	K. S. Dimalanta (224)
Reading	D. N. Dugaw (181) N. I. Devany (188) A. E. Scruggs (197) Z. N. Haukebo-Bol (198) D. E. Shalifoe (198)	T. E. Wolf (201) M. M. Vosburg (205) J. S. Kucia (207) R. Valkier (211) D. W. Alhamzawi (213)	K. S. Dimalanta (220)

Achievement Status and Growth Projection



Achievement Status and Growth Projection Report

Kotifani, Jenisha
5th Grade Homeroom

Term Tested: Fall 2015–2016
Term Rostered: Fall 2015–2016
District: NWEA Sample District 3
School: Three Sisters Elementary

1 Norms Reference Data: 2015
2 Growth Comparison Period: Fall 2015 – Winter 2016
3 Weeks of Instruction: Start – 4 (Fall 2015)
End – 20 (Winter 2016)
4 Optional Grouping: None
5 Small Group Display: No

Language Usage

Name	FA15 Grade	FA15 Date	Achievement Status		Growth										
			Fall 2015		Winter 2016		Student				Comparative				
			13 RIT Range (+/- SEM)	14 Percentile Range (+/- SE)	RIT Range (+/- SEM)	Percentile Range (+/- SE)	25 Projected RIT	26 Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth	Conditional Growth Index	Conditional Growth Percentile	
Alhamzawi, Drew W.	5	09/14/15	214-217-220	73-79-85			220	3							
Devany, Noni I.	5	09/14/15	204-207-210	45-54-62			211	4							
Dimalanta, Kaleigha S.	5	09/14/15	210-213-216	62-70-77			216	3							
Dugaw, Daytan N.	5	09/14/15	198-201-204	29-37-45			206	5							
Haukebo-Bol, Zaiden N.	5	09/14/15	203-206-209	43-51-60			210	4							
Kucia, Javis S.	5	09/14/15	208-211-214	57-65-73			214	3							
Scruggs, Ambrose E.	5	09/14/15	207-210-213	54-62-70			214	4							
Shalfoe, Dyanne E.	5	09/14/15	206-209-212	51-60-68			213	4							
Valkier, Romeo Moises S.	5	09/14/15	211-214-217	65-73-79			217	3							
Vosburg, Mary M.	5	09/14/15	206-209-212	51-60-68			213	4							
Wolf, Tiphannie E.	5	09/14/15	209-212-215	60-68-75			215	3							

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

Annotation Key

- 1 Norms Reference Data: Indicates which NWEA norming study your report data draws upon. NWEA highly recommends using 2015 normative data.
- 2 Growth Comparison Period: The two terms for which you wish to receive student growth data.
- 3 Weeks of Instruction: Number of instructional weeks prior to testing, as set by your district administrator.
- 4 Optional Grouping: You may choose to disaggregate results by gender or ethnicity and, in certain cases, by special program.
- 5 Small Group Display: Summary groups of fewer than ten students will not display unless you select this option while generating your report.
- 13 RIT 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 his or her score to fall within this range about 68% of the time.
- 14 Percentile: The percentage of students in the NWEA national norm sample, for this grade and subject area, that this student's score equaled or exceeded.
- 25 Projected RIT or RIT Projection: The student's predicted score, based on national growth norms. Projections take into account the student's initial score, grade level, and time between tests.
- 26 Projected Growth or Growth Projection: The amount the student's RIT score is predicted to change, 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.

Achievement Status and Growth Summary



Achievement Status and Growth Summary Report

Kotifani, Jenisha
5th Grade Homeroom

Term Tested: Winter 2015–2016
Term Rostered: Winter 2015–2016
District: NWEA Sample District 3
School: Three Sisters Elementary

Norms Reference Data: 2015
Growth Comparison Period: Fall 2015 – Winter 2016
Weeks of Instruction: Start – 4 (Fall 2015)
End – 20 (Winter 2016)
Optional Grouping: None
Small Group Display: No

Language Usage

Name	W16 Grade	W16 Date	Achievement Status				Growth							
			Fall 2015		Winter 2016		Student						Comparative	
			RIT Range (+/- SEM)	Percentile Range (+/- SE)	RIT Range (+/- SEM)	Percentile Range (+/- SE)	25 Projected RIT	26 Projected Growth	27 Observed Growth	28 Observed Growth SE	29 Growth Index	30 Met Projected Growth	31 Conditional Growth Index	32 Conditional Growth Percentile
Alhamzawi, Drew W.	5	01/06/16	214-217-220	73-79-85	221-224-227	87-91-94	220	3	7	4.3	4	Yes	0.9	80
Devany, Noni I.	5	01/06/16	204-207-210	45-54-62	212-215-218	57-66-73	211	4	8	4.2	4	Yes	0.8	80
Dimalanta, Kaleigha S.	5	01/06/16	210-213-216	62-70-77	214-217-220	63-71-78	216	3	4	4.2	1	Yes ‡	0.2	56
Dugaw, Daytan N.	5	01/06/16	198-201-204	29-37-45	204-207-210	33-42-51	206	5	6	4.2	1	Yes ‡	0.3	61
Haukebo-Bol, Zaiden N.	5	01/06/16	203-206-209	43-51-60	210-213-216	51-60-68	210	4	7	4.4	3	Yes ‡	0.6	76
Kucia, Javis S.	5	01/06/16	208-211-214	57-65-73	211-214-217	54-63-71	214	3	3	4.3	0	Yes ‡	-0.1	46
Scruggs, Ambrose E.	5	01/06/16	207-210-213	54-62-70	209-212-215	48-57-66	214	4	2	4.3	-2	No ‡	-0.3	38
Shalifoe, Dyanne E.	5	01/06/16	206-209-212	51-60-68	214-217-220	73-79-85	213	4	8	4.4	4	Yes	0.9	81
Valkier, Romeo Moises S.	5	01/06/16	211-214-217	65-73-79	217-220-223	71-78-84	217	3	6	4.7	3	Yes ‡	0.6	72
Vosburg, Mary M.	5	01/06/16	206-209-212	51-60-68	206-210-214*	39-51-63*	213	4	1	5.7†	-3	No ‡	-0.5	29
Wolf, Tiphannie E.	5	01/06/16	209-212-215	60-68-75	212-215-218	57-66-73	215	3	3	4.5	0	Yes ‡	-0.1	47

Summary for: Language Usage	Percentage of Students Who Met or Exceeded Their Projected RIT	81.8%	33
	Percent of Projected Growth Met	137.5%	34
	Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores	11	
	Count of Students Who Met or Exceeded Their Projected RIT	9	36
	Median Conditional Growth Percentile	61	37

Explanatory Notes

† SE on Observed Growth is greater than normal. Use metric with caution. ‡ Indicates that projected growth falls within standard error of observed growth.

* SE or SEM is greater than normal. Use metric with caution.

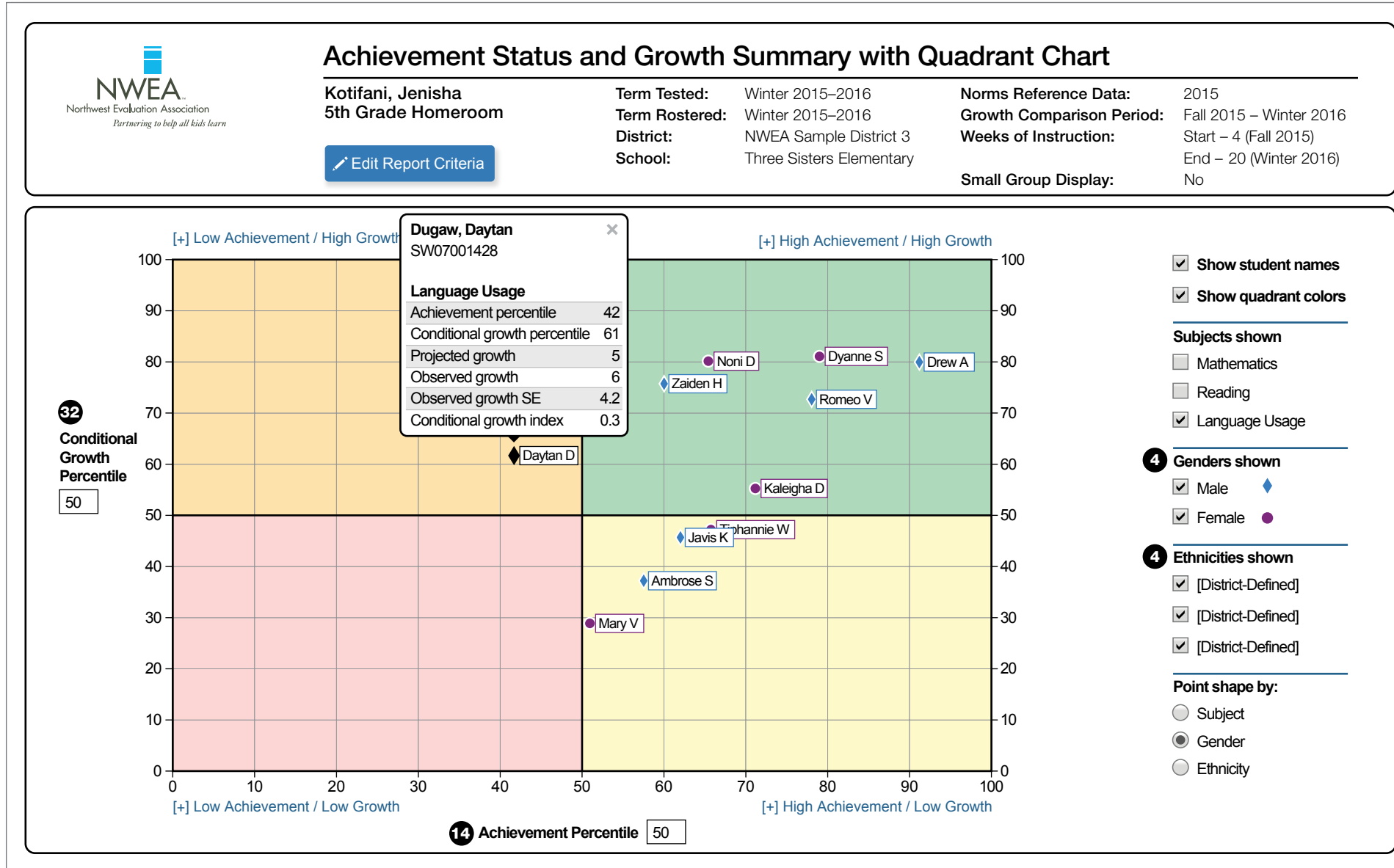
Annotation Key

- 25 Projected RIT or RIT Projection:** The student's predicted score, based on national growth norms. Projections take into account the student's initial score, grade level, and time between tests.
- 26 Projected Growth or Growth Projection:** The amount the student's RIT score is predicted to change, 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 student's RIT point growth during the growth comparison period. On the *Student Growth Summary Report*, the second term Mean RIT minus the first term Mean RIT is the Observed Growth.
- 28 Observed Growth Standard Error:** Amount of measurement error associated with 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 31, below) instead.
- 30 Met Projected Growth:** Indicates **Yes** if the student's term-to-term growth equaled or exceeded the growth projection or **No** if growth was less than projected. A ‡ means that the student's projected growth fell within one standard error of the student's observed growth.
- 31 Conditional Growth Index:** This index allows for growth comparisons between students. It incorporates conditions that affect growth, including weeks of instruction prior to testing and students' starting RIT scores. A value of zero corresponds to mean growth, indicating growth matched projection.
- 32 Conditional Growth Percentile:** The Conditional Growth Index translated into national percentile rankings for growth.
- 33 Percentage of Students Who Met or Exceeded Their Projected RIT/Growth:** On the *Achievement Status and Growth Summary Report*, the percentage of students with second-term RIT scores that met or exceeded their individual growth projections. On the *Student Growth Summary Report*, the percentage of students with second-term RIT scores that met or exceeded their grade's growth projection.
- 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 33, above.
- 36 Count Met Projected RIT/Growth:** On the *Achievement Status and Growth Summary Report*, the number of students with second-term RIT scores that met or exceeded their individual growth projections. On the *Student Growth Summary Report*, the number of students with second-term RIT scores that met or exceeded their grade's growth projection.
- 37 Median Conditional Growth Percentile:** The middle of this student group's conditional growth percentiles.

Achievement Status and Growth Summary with Quadrant Chart

Annotation Key

- 4 Optional Grouping:** You may choose to disaggregate results by gender or ethnicity and, in certain cases, by special program.
- 14 Percentile:** The percentage of students in the NWEA national norm sample, for this grade and subject area, that this student's score equaled or exceeded.
- 32 Conditional Growth Percentile:** The Conditional Growth Index translated into national percentile rankings for growth.



Student Goal Setting Worksheet



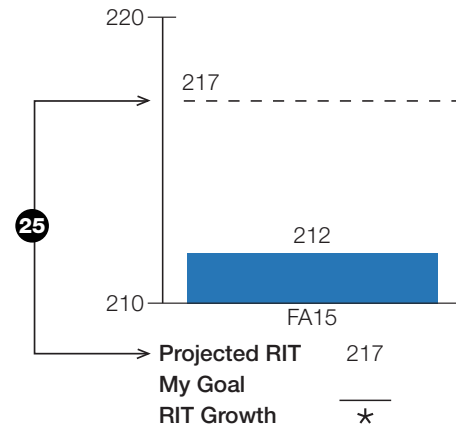
Student Goal Setting Worksheet

Carter, Jasmine
Student ID: 889905

Term Tested: Fall 2015–2016
District: NWEA Sample District 3
School: St. Helens Middle School

1 Norms Reference Data: 2015
2 Growth Comparison Period: Fall 2015–Spring 2016
3 Weeks of Instruction: Start – 4 (Fall 2015)
End – 32 (Spring 2016)

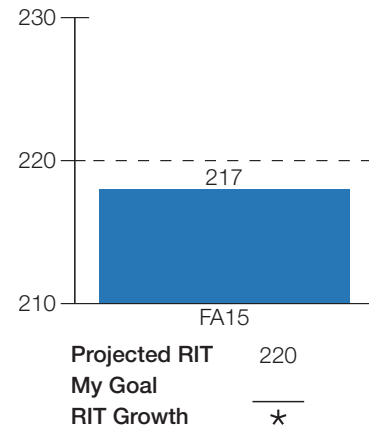
Mathematics (MAP: Math 6+ Common Core 2010 V2)



	FA15	
Overall RIT Score	212	12
Goal Performance		
Real and Complex Number Systems	211–225	16
Algebraic Thinking	212–226	16
Statistics and Probability	198–211	17
Geometry	201–215	17

Student Action Plan:

Reading (MAP: Reading 6+ Common Core 2010)



	FA15	
Overall RIT Score	217	
Goal Performance		
Literature	210–222	
Informational Text	203–215	
Vocabulary Acquisition and Use	218–230	15
Lexile® Range	807–957L	

Student Action Plan:

Annotation Key

- 1 **Norms Reference Data:** Indicates which NWEA norming study your report data draws upon. NWEA highly recommends using 2015 normative data.
- 2 **Growth Comparison Period:** The two terms for which you wish to receive student growth data.
- 3 **Weeks of Instruction:** Number of instructional weeks prior to testing, as set by your district administrator.
- 12 **RIT Score:** A student's overall scale score on the test.
- 15 **Lexile® Range:** A score (displayed as a 150-point range) resulting from a regression analysis of the NWEA Reading RIT scale and the MetaMetrics® Lexile® scale. This range helps you identify level-appropriate reading material for individual students.
- 16 **Goal Area of Relative Strength (Student):** A goal area score appears in **bold** when the midpoint of the student's goal area RIT range is three or more RIT points higher than the student's overall RIT score.
- 17 **Goal Area of Relative Weakness (Student):** A goal area score appears in *italics* when the midpoint of the student's goal area RIT range is three or more RIT points lower than the student's overall RIT score.
- 25 **Projected RIT or RIT Projection:** The student's predicted score, based on national growth norms. Projections take into account the student's initial score, grade level, and time between tests.

Student Progress

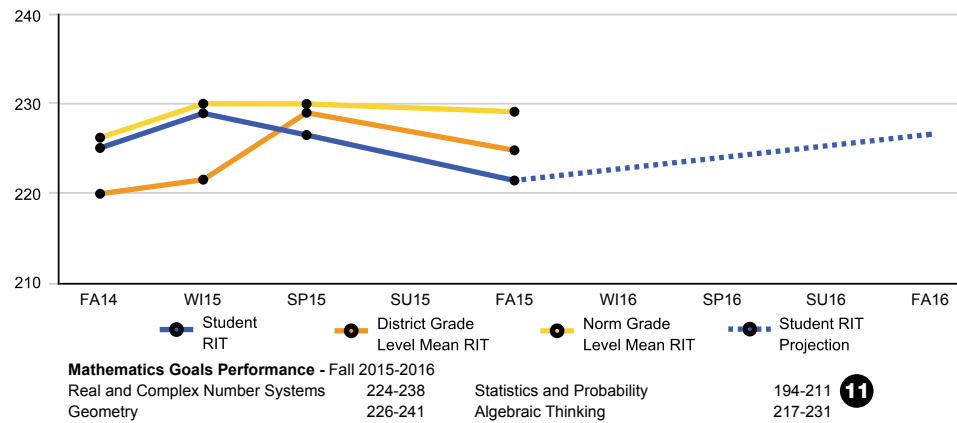


Student Progress Report

McRay, Marcus
Student ID: 100023123

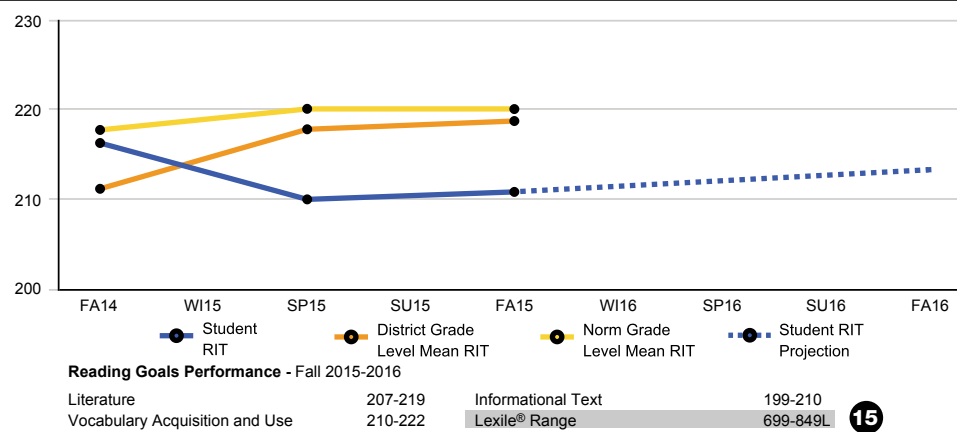
1 Norms Reference Data: 2015
2 Growth Comparison Period: Fall to Fall
 District: NWEA Sample District 3
 School: Mt. Bachelor Middle School
 Term Rostered: Fall 2015–2016

Mathematics



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

Reading



Term/Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA15	9	208-211-214	-5	3	23-29-36
SP15	8	206-210-213			20-26-32
FA14	8	212-216-219	6	4	39-47-54
SP14	7	208-211-214			25-31-39
FA13	7	207-210-213	6	5	31-38-46
SP13	6	213-217-220			45-53-61
WI13	6	201-205-208			20-26-33
FA12	6	201-204-207	13	6	25-32-39
SP12	5	199-202-205			19-25-32
FA11	5	188-191-195	-4	7	12-16-22
SP11	4	191-195-198			17-23-30
FA10	4	192-195-198	14	10	34-42-49
WI10	3	180-183-186			12-16-22
FA09	3	179-181-184			23-29-36

Annotation Key

- 1 Norms Reference Data:** Indicates which NWEA norming study your report data draws upon. NWEA highly recommends using 2015 normative data.
- 2 Growth Comparison Period:** The two terms for which you wish to receive student growth data.
- 11 Goal Performance Area:** The students' performance in the goal strands tested in this subject. Data will display either by goal strand RIT ranges or descriptors if students took a Survey with Goals test.
- 14 Percentile:** The percentage of students in the NWEA national norm sample, for this grade and subject area, that this student's score equaled or exceeded.
- 15 Lexile® Range:** A score (displayed as a 150-point range) resulting from a regression analysis of the NWEA Reading RIT scale and the MetaMetrics® Lexile® scale. This range helps you identify level-appropriate reading material for individual students.
- 26 Projected Growth or Growth Projection:** The amount the student's RIT score is predicted to change, 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 student's RIT point growth during the growth comparison period. On the *Student Growth Summary Report*, the second term Mean RIT minus the first term Mean RIT is the Observed Growth.

District Summary Aggregate by School



District Summary Report

Aggregate by School

4 **Grouping:** None
Small Group Display: No
Term: Fall 2014–2015
District: NWEA Sample District 3

Mathematics

Mt. Bachelor Middle School

Math Survey w/ Goals 6+ Common Core 2010 V2						Goal Performance							
Term	Grade	Student Count	6	8	7	Real and Complex Number Systems		Algebraic Thinking		Statistics and Probability		Geometry	
			Mean RIT	Std Dev	Median	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2014-2015	6	103	212.1	13.4	212	209.7	17.7	209.0	15.5	215.8	14.9	212.5	15.0
Fall 2014-2015	7	177	217.7	14.5	217	218.1	18.3	214.5	15.7	220.9	16.6	217.4	14.9
Spring 2013-2014	7	151	218.6	14.7	219	220.7	17.4	218.8	16.5	215.4	17.4	219.5	15.6
Fall 2013-2014	7	147	213.4	12.9	214	213.8	16.0	214.8	14.2	213.2	15.5	211.8	14.1
Fall 2014-2015	8	83	224.9	16.4	225	224.7	20.2	226.5	17.1	223.7	17.0	224.7	17.9
Spring 2013-2014	8	99	226.9	14.0	226	228.3	16.3	221.8	15.0	230.0	16.4	229.7	14.8
Fall 2013-2014	8	93	221.1	14.5	220	220.3	18.1	217.9	14.5	223.2	16.5	219.5	15.7
Fall 2014-2015	9	20	232.7	11.2	235	230.9	14.1	228.4	9.9	236.2	12.1	232.5	14.1

Explanatory Notes

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.

Annotation Key

- 4** **Optional Grouping:** You may choose to disaggregate results by gender or ethnicity and, in certain cases, by special program.
- 6** **Mean RIT:** The group's average score for the content area in the given term.
- 7** **Median RIT:** The group's middle score for the content area in the given term.
- 8** **Standard Deviation:** The variability of scores within this group. A larger standard deviation reflects a wider range of scores.

District Summary

Aggregate by District



District Summary Report

Aggregate by District

Term: Fall 2014–2015
 District: NWEA Sample District 3
 Grouping: None
 5 Small Group Display: No

Mathematics

Math Survey w/ Goals 6+ Common Core 2010 V2						Goal Performance							
Term	Grade	Student Count	6	8	7	Real and Complex Number Systems		Algebraic Thinking		Statistics and Probability		Geometry	
			Mean RIT	Std Dev	Median	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2014-2015	2	137	179.4	11.3	180	176.9	14.1	177.2	13.9	180.5	13.0	<u>183.0</u>	12.6
Fall 2014-2015	3	148	188.8	11.8	189	189.3	14.6	<i>184.6</i>	13.3	191.6	14.8	189.7	13.8
Spring 2013-2014	3	135	186.7	11.4	185	<u>190.3</u>	14.2	185.7	13.0	<i>181.2</i>	13.8	189.6	13.3
Fall 2013-2014	3	124	173.8	10.6	172	173.9	13.0	172.6	14.7	<u>177.5</u>	12.1	171.2	13.5
Spring 2013-2014	6	119	212.8	14.5	213	212.2	17.6	212.4	15.9	212.8	18.1	213.8	16.0
Fall 2013-2014	6	110	205.3	13.2	206	205.2	15.5	202.7	15.9	206.5	14.9	206.8	15.7

Explanatory Notes

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.

Annotation Key

- 5 **Small Group Display:** Summary groups of fewer than ten students will not display unless you select this option while generating your report.
- 6 **Mean RIT:** The group's average score for the content area in the given term.
- 7 **Median RIT:** The group's middle score for the content area in the given term.
- 8 **Standard Deviation:** The variability of scores within this group. A larger standard deviation reflects a wider range of scores.



Grade Report

Grade 7

Term: Fall 2015–2016
District: NWEA Sample District 3
School: Mt. Bachelor Middle School

1 Norms Reference Data: 2015
3 Weeks of Instruction: 4 (Fall 2015)
4 Grouping: None
5 Small Group Display: No

Mathematics

MAP: Math 6+ Common Core 2010 V2/Common Core Mathematics K-12: 2010

Summary	
Total Students with Valid Growth Test Scores	16
6 Mean RIT	232.9
8 Standard Deviation	16
District Grade Level Mean RIT	230
Students At or Above District Grade Level Mean RIT	7
Norm Grade Level Mean RIT	222.6
Students At or Above Norm Grade Level Mean RIT	10

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
	count	%	count	%	count	%	count	%	count	%
MAP: Math 6+ Common Core 2010 V2/Common Core Mathematics K-12: 2010	1	6%	3	19%	5	31%	2	13%	5	31%
11 Goal Area										
Real and Complex Number Systems	1	6%	4	25%	5	31%	1	6%	5	31%
Algebraic Thinking	3	19%	2	13%	3	19%	3	19%	5	31%
Statistics and Probability	1	6%	1	6%	5	31%	4	25%	5	31%
Geometry	1	6%	4	25%	2	13%	4	25%	5	31%

Mean RIT (+/- Smp Err)	Std Dev
229- 233 -237	16
227- 231 -236	16.5
227- 232 -238	21.2
232- 236 -240	16.9
229- 233 -237	15.3

- 1 Norms Reference Data:** Indicates which NWEA norming study your report data draws upon. NWEA highly recommends using 2015 normative data.
- 3 Weeks of Instruction:** Number of instructional weeks prior to testing, as set by your district administrator.
- 4 Optional Grouping:** You may choose to disaggregate results by gender or ethnicity and, in certain cases, by special program.
- 5 Small Group Display:** Summary groups of fewer than ten students will not display unless you select this option while generating your report.
- 6 Mean RIT:** The group's average score for the content area in the given term.
- 8 Standard Deviation:** The variability of scores within this group. A larger standard deviation reflects a wider range of scores.
- 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 the entire population. The larger the group, the lower the sampling error.
- 11 Goal Performance Area:** The students' performance in the goal strands tested in this subject. Data will display either by goal strand RIT ranges or descriptors if students took a Survey with Goals test.

Student Growth Summary



Student Growth Summary Report

Aggregate by School

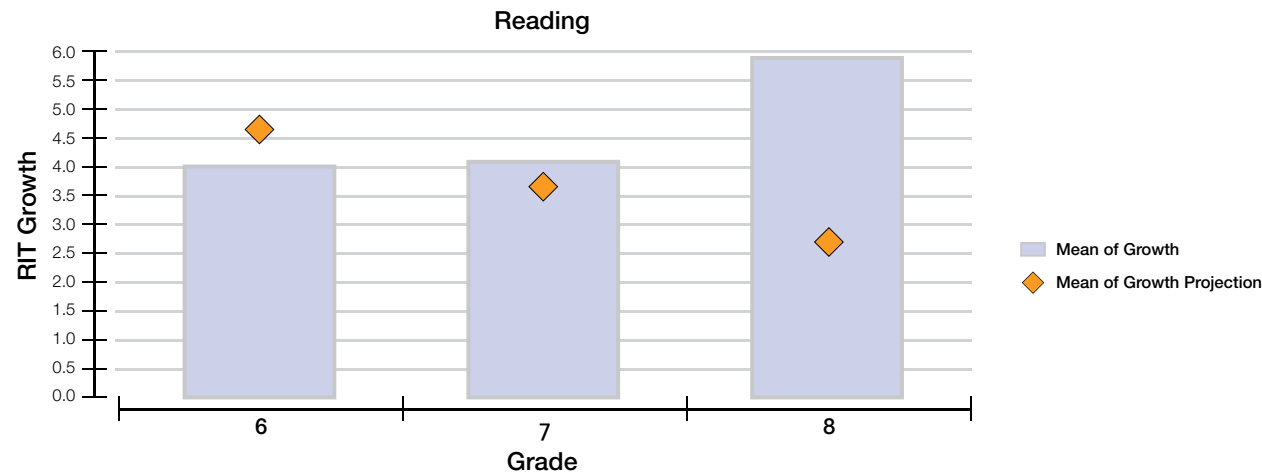
Term: Spring 2014–2015
District: NWEA Sample District 3

1 Norms Reference Data: 2015 School
2 Growth Comparison Period: Fall 2014 – Spring 2015
3 Weeks of Instruction: Start – 4 (Fall 2014)
End – 32 (Spring 2015)
4 Grouping: None
5 Small Group Display: No

Mt. Bachelor Middle School

Reading

Grade (Spring 2015)	Achievement Status								Growth							
	Fall 2014				Spring 2015				Grade Level				Comparative			
	Count	Mean RIT	SD	Percentile	Count	Mean RIT	SD	Percentile	Growth Count	Observed Growth	Observed Growth SE	Projected Growth	Count Met Projected Growth	Percent Met Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile
6	116	213.1	10.7	63	116	217.1	12.9	58	116	4.0	1.6	4.7	73	63	-0.37	35
7	132	220.7	11.6	83	132	224.8	10.5	84	132	4.1	1.4	3.6	85	64	0.28	61
8	101	221.7	11.2	72	101	227.6	11.4	84	101	5.9	1.6	2.6	73	72	1.46	93



Annotation Key

- 1 Norms Reference Data:** Indicates which NWEA norming study your report data draws upon. NWEA highly recommends using 2015 normative data.
- 2 Growth Comparison Period:** The two terms for which you wish to receive student growth data.
- 3 Weeks of Instruction:** Number of instructional weeks prior to testing, as set by your district administrator.
- 4 Optional Grouping:** You may choose to disaggregate results by gender or ethnicity and, in certain cases, by special program.
- 5 Small Group Display:** Summary groups of fewer than ten students will not display unless you select this option while generating your report.
- 6 Mean RIT:** The group's average score for the content area in the given term.
- 26 Projected Growth or Growth Projection:** The amount the student's RIT score is predicted to change, 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 student's RIT point growth during the growth comparison period. On the *Student Growth Summary Report*, the second term Mean RIT minus the first term Mean RIT is the Observed Growth.
- 28 Observed Growth Standard Error:** Amount of measurement error associated with 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 or Exceeded Their Projected RIT/Growth:** On the *Achievement Status and Growth Summary Report*, the percentage of students with second-term RIT scores that met or exceeded their individual growth projections. On the *Student Growth Summary Report*, the percentage of students with second-term RIT scores that met or exceeded their grade's growth projection.
- 35 Growth Count:** Number of students with valid test events for both terms.
- 36 Count Met Projected RIT/Growth:** On the *Achievement Status and Growth Summary Report*, the number of students with second-term RIT scores that met or exceeded their individual growth projections. On the *Student Growth Summary Report*, the number of students with second-term RIT scores that met or exceeded their grade's growth projection.
- 38 School Conditional Growth Index:** This index allows for growth comparisons between grades or schools. It incorporates conditions that affect school growth, including weeks of instruction prior to 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 translated into national percentile rankings for growth.

Projected Proficiency Summary

Annotation Key



Projected Proficiency Summary Report

Aggregate by District by Grade

Term: Fall 2015–2016
 District: NWEA Sample District 3
 4 Grouping: None

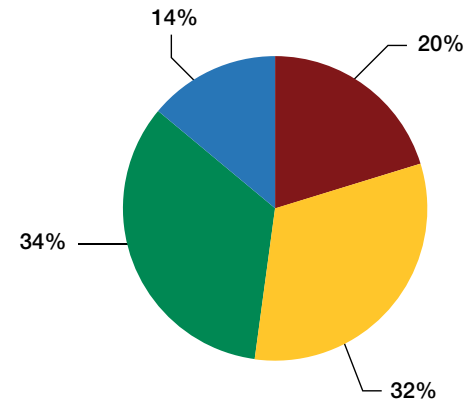
- 4 **Optional Grouping:** You may choose to disaggregate results by gender or ethnicity and, in certain cases, by special program.
- 24 **Projected Proficiency Category:** Students are grouped in predicted proficiency categories based on NWEA linking studies that align the MAP RIT scale to state assessments.

Mathematics

State Test Name: CSAP

24

Grade	Student Count	Unsatisfactory		Partially Proficient		Proficient		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	156	32	20.5%	22	14.1%	67	42.9%	35	22.4%
3	148	12	8.1%	50	33.8%	56	37.8%	30	20.3%
6	103	18	17.5%	42	40.8%	31	30.1%	12	11.7%
7	177	42	23.7%	69	39.0%	57	32.2%	9	5.1%
8	83	27	32.5%	27	32.5%	18	21.7%	11	13.3%
9	23	7	30.4%	11	47.8%	5	21.7%	0	0.0%
10	4	3	75.0%	1	25.0%	0	0.0%	0	0.0%
Total	694	141	20.3%	222	32.0%	234	33.7%	97	14.0%



The MAP College Readiness Benchmarks Study lets you use grade 5–9 students' MAP scores to predict future performance on ACT® achievement tests. NWEA also periodically conducts linking studies to align the MAP RIT scale to state assessments. Visit [NWEA.org](https://www.nwea.org) to find resources for your school.

MAP for Primary Grades Student Screening



MAP for Primary Grades Student Report

Lambert, Bret
Student ID: 838838

District: NWEA Sample District 3
School: St. Helens Elementary
Teacher: Sloan, Sue
Class: Class 01
Date Range: Nov 14, 2014 to Nov 13, 2015

Screening: Reading Early Literacy

	Test Date	Nov 11, 2015
	Overall Score	60%
Skills/Sub-Skills		
Phonological Awareness		40%
Matching Sounds		20%
Rhyming Sounds		60%
Manipulating Sounds		N/A
Visual Discrimination/Phonics		70%
Visual Discrimination		100%
Letter Identification		40%
Matching Letters to Sounds		N/A
Concepts of Print		70%
Concepts of Print: Pre-K		N/A
Concepts of Print: Beginning K		80%
Concepts of Print: K-1		60%

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

MAP for Primary Grades Student Skills Checklist



MAP for Primary Grades Student Report

Lambert, Bret
Student ID: 838838

District: NWEA Sample District 3
School: St. Helens Elementary
Teacher: Sloan, Sue
Class: Class 01
Date Range: Nov 14, 2014 to Nov 13, 2015

Skills Checklist: Reading Decoding Patterns – Word Families

		Test Date	Nov 11, 2015
		Overall Score	50%
Skills/Sub-Skills			
Word Families			50%
ack	100%	unk	0%
imp	100%	ank	0%
ing	0%	ash	100%
ink	0%	ell	100%
ock	0%	est	100%
old	100%	ick	100%
onk	0%	ight	0%
uck	0%	ild	0%
ump	100%	ill	100%

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

MAP for Primary Grades Class



Class Report

Saba, Howard
1st Grade Homeroom

Term Rostered: Fall 2015–2016
Term Tested: Fall 2015–2016
District: NWEA Sample District 3
School: St. Helens Elementary

1 Norms Reference Data: 2015
3 Weeks of Instruction: 4 (Fall 2015)
5 Small Group Display: No

Reading

MAP: Reading Primary Grades Common Core 2010/Common Core English Language Arts K-12: 2010

Summary	
Total Students with Valid Growth Test Scores	14
6 Mean RIT	154.4
7 Median RIT	157
8 Standard Deviation	15.8
District Grade Level Mean RIT	159
Students At or Above District Grade Level Mean RIT	7
Norm Grade Level Mean RIT	160.7
Students At or Above Norm Grade Level Mean RIT	6

6
10

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
Overall Performance													
MAP: Reading Primary Grades Common Core 2010/ Common Core English Language Arts K-12: 2010	4	29%	3	21%	2	14%	4	29%	1	7%	148- 154 -202	157	15.8
11 Goal Area													
Foundational Skills	2	14%	1	7%	6	43%	4	29%	1	7%	148- 155 -202	158	18.1
Language and Writing	1	7%	3	21%	5	36%	4	29%	1	7%	145- 152 -160	157	17.1
Literature and Informational	1	7%	2	14%	5	36%	6	43%	0	0%	150- 155 -160	157	12.0
Vocabulary Use and Functions	1	7%	5	36%	3	21%	4	29%	1	7%	143- 151 -159	154	18.0

Annotation Key

- 1 Norms Reference Data:** Indicates which NWEA norming study your report data draws upon. NWEA highly recommends using 2015 normative data.
- 3 Weeks of Instruction:** Number of instructional weeks prior to testing, as set by your district administrator.
- 5 Small Group Display:** Summary groups of fewer than ten students will not display unless you select this option while generating your report.
- 6 Mean RIT:** The group's average score for the content area in the given term.
- 7 Median RIT:** The group's middle score for the content area in the given term.
- 8 Standard Deviation:** The variability of scores within this group. A larger standard deviation reflects a wider range of scores.
- 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 the entire population. The larger the group, the lower the sampling error.
- 11 Goal Performance Area:** The students' performance in the goal strands tested in this subject. Data will display either by goal strand RIT ranges or descriptors if students took a Survey with Goals test.

MAP for Primary Grades Class



Class Report

Saba, Howard
1st Grade Homeroom

Term Rostered: Fall 2015–2016
Term Tested: Fall 2015–2016
District: NWEA Sample District 3
School: St. Helens Elementary

Norms Reference Data: 2015
Weeks of Instruction: 4 (Fall 2015)
Small Group Display: No

Reading

MAP: Reading Primary Grades Common Core 2010/Common Core English Language Arts K-12: 2010

Name (Student ID)	Gr	Test Date	13 RIT (+/- Std. Err) 9		14 Percentile (+/- Std Err)		15 Lexile® Range	Test Duration	11 Goal Performance:				
			A	B	C	D			A	B	C	D	
Runtzel, Cedur R. (S11002304)	1	09/17/15	111- 114 -117	9	1-1-1	BR	22 m	96-117	17 97-113	112-127	97-118		
Wilke, Cathi L. (S11001866)	1	09/17/15	134- 138 -142		2-4-8	BR	17 m	122-137	132-149	147-158	16 149-164		
Landing, Meyarah H. (S11001915)	1	09/17/15	136- 139 -142		3-5-8	BR	24 m	138-153	127-141	138-153	124-139		
Bright, Alexander R. (S11001999)	1	09/17/15	145- 148 -151		12-17-23	BR	25 m	150-165	139-154	145-160	124-141		
Stoefen, Rosie E. (S11001997)	1	09/17/15	148- 151 -154		17-23-30	BR	33 m	147-163	134-151	159-176	145-161		
Colandonato, Lenny R. (S11001961)	1	09/17/15	152- 155 -158		25-33-42	BR	35 m	148-163	145-160	146-162	148-162		
Sagmoen, Maegann N. (S11002000)	1	09/17/15	152- 155 -158		25-33-42	BR	55 m	153-168	138-153	151-166	142-157		
Sorensen, Kaye E. (S11002062)	1	09/17/15	157- 160 -163		39-48-57	BR	48 m	150-165	150-165	157-172	151-166		
Colon-Pagan, Teidah H. (S11001966)	1	09/17/15	159- 162 -165		45-54-63	BR	57 m	154-168	160-175	157-171	150-165		
Schuessler, Doyce E. (S11001883)	1	09/17/15	162- 165 -168		54-63-71	BR	42 m	161-176	149-163	156-170	157-171		
Lonsky, Sinaca-Ski I. (S11001940)	1	09/17/15	163- 166 -169		57-66-74	BR	46 m	157-173	156-170	157-171	153-168		
Lambert, Bret T. (S11001923)	1	09/17/15	164- 167 -170		60-69-76	BR-53	38 m	172-187	158-173	142-157	155-170		
Vigne, Dade E. (S11001916)	1	09/17/15	166- 169 -172		66-74-81	BR-100	64 m	148-165	161-175	154-169	161-178		
Denewith Mcgee, Kerry R. (S11002205)	1	09/17/15	170- 173 -176		76-83-88	18-168	68 m	161-176	169-183	147-164	163-179		

Annotation Key

- 9 Standard Error of Measurement:** A precision estimate of an individual's achievement score. The smaller the standard error, the more precise the achievement estimate.
- 11 Goal Performance Area:** The students' performance in the goal strands tested in this subject. Data will display either by goal strand RIT ranges or descriptors if students took a Survey with Goals test.
- 13 RIT 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 his or her score to fall within this range about 68% of the time.
- 14 Percentile:** The percentage of students in the NWEA national norm sample, for this grade and subject area, that this student's score equaled or exceeded.
- 15 Lexile® Range:** A score (displayed as a 150-point range) resulting from a regression analysis of the NWEA Reading RIT scale and the MetaMetrics® Lexile® scale. This range helps you identify level-appropriate reading material for individual students.
- 16 Goal Area of Relative Strength (Student):** A goal area score appears in **bold** when the midpoint of the student's goal area RIT range is three or more RIT points higher than the student's overall RIT score.
- 17 Goal Area of Relative Weakness (Student):** A goal area score appears in *italics* when the midpoint of the student's goal area RIT range is three or more RIT points lower than the student's overall RIT score.

MAP for Primary Grades Class Breakdown by RIT

Annotation Key

18 Overall Score: Students' overall RIT scores for each subject appear in parentheses following their names.

Class Breakdown by RIT Report



District: NWEA Sample District 3
 Term Rostered: Fall 2015–2016
 Term Tested: Fall 2015–2016
 School: St. Helens Elementary
 Instructor: Saba, Howard
 Class: TF060018 Saba Homeroom 1(A)

Modify Options

Select a subject in this report to view a Class Breakdown by Goal report.

Class Breakdown by RIT



Create a PDF version of this report

Legal 8½" x 14"

Create PDF Report

Subject	Overall Score 13							
	<121	121–130	131–140	141–150	151–160	161–170	171–180	181+
Mathematics			M. H. Landing (131)	A. R. Bright (141) T. H. Colon-Pagan (150)	M. N. Sagmoen (152) R. E. Stoefen (155) D. E. Schuessler (155)	K. E. Sorensen (163) S. I. Lonsky (165) L. R. Coladonato (167)	K. E. Denewith McGee (175)	D. E. Vigne (182) B. T. Lambert (184)
Reading	C. R. Runtzel (114) 18		C. L. Wilke (138) M. H. Landing (139)	A. R. Bright (148)	R. E. Stoefen (151) L. R. Coladonato (155) M. N. Sagmoen (155) K. E. Sorensen (160)	T. H. Colon-Pagan (162) D. E. Schuessler (165) S. I. Lonsky (166) B. T. Lambert (167) D. E. Vigne (169)	K. E. Denewith McGee (173)	

MAP for Primary Grades Class Breakdown by Goal

Annotation Key

19 Goal Score: Students' scores for each goal area within a subject appear in ten-point RIT bands.

20 Goal Strands Tested: Click a goal strand to access the Learning Continuum Class View for the entire class. Click a student name to access the Learning Continuum Class View for that student.

Class Breakdown by Goal Report



District: NWEA Sample District 3
Term Rostered: Fall 2015–2016 Modify Options
Term Tested: Fall 2015–2016
School: St. Helens Elementary
Instructor: Saba, Howard
Class: TF060018 Saba Homeroom 1(A)

You may select the student's name, RIT band, or the goal name to drill down to the Learning Continuum Class View to see learning statements for the data that was selected.

Class Breakdown by Goal ▼

 Create a PDF version of this report

Legal 8½" x 14" ▼
Create PDF Report

Subject Reading ▼

MAP: Reading Primary Grades Common Core 2010/Common Core English Language Arts K-12: 2010

Goal	Goal Score 19							
	<111	111-120	121-130	131-140	141-150	151-160	161-170	171-180
Literature and Informational		C. R. Runtzel (114)			B. T. Lambert (167) M. H. Landing (139)	C. L. Wilke (138) A. R. Bright (148) L. R. Coladonato (155) M. N. Sagmoen (155) K. R. Denewith Mcgee (173)	R. E. Stoefen (151) K. E. Sorensen (160) T. H. Colon-Pagan (162) D. E. Schuessler (165) S. I. Lonsky (166) D. E. Vigne (169)	
Foundational Skills	C. R. Runtzel (114)		C. L. Wilke (138)		M. H. Landing (139)	A. R. Bright (148) R. E. Stoefen (151) L. R. Coladonato (155) M. N. Sagmoen (155) K. E. Sorensen (160) D. E. Vigne (169)	T. H. Colon-Pagan (162) D. E. Schuessler (165) S. I. Lonsky (166) K. R. Denewith Mcgee (173)	B. T. Lambert (167)
Vocabulary Use and Functions	C. R. Runtzel (114)			C. L. Wilke (138) M. H. Landing (139)	A. R. Bright (148) R. E. Stoefen (151) M. N. Sagmoen (155)	L. R. Coladonato (155) K. E. Sorensen (160) D. E. Schuessler (165)	T. H. Colon-Pagan (162) S. I. Lonsky (166) B. T. Lambert (167) D. E. Vigne (169)	K. R. Denewith Mcgee (173)
Language and Writing	C. R. Runtzel (114)			M. H. Landing (139) A. R. Bright (148)	M. N. Sagmoen (155)	C. L. Wilke (138) R. E. Stoefen (151) L. R. Coladonato (155) K. E. Sorensen (160) T. H. Colon-Pagan (162)	D. E. Schuessler (165) S. I. Lonsky (166) B. T. Lambert (167) D. E. Vigne (169)	K. R. Denewith Mcgee (173)

20

Learning Continuum Class View: Reading*

Annotation Key

- 21 The Learning Continuum Class View:** The Class View groups students by RIT score bands to show the skills and concepts they are ready to learn.
- 23 Learning Statements:** Skills and concepts to reinforce, develop, and introduce with students.

Learning Continuum - Class View **21**

1st Grade Homeroom

MAP: Reading Primary Grades Common Core 2010

[Edit Display Options](#)

Literature and Informational		
Literature: Key Ideas, Craft, Structure		
111-120		C. R. Runtzel Overall: 114; Lexile Range: BR; Goal Range: 112-127
121-130	Main or Central Idea, Topic, Titles <ul style="list-style-type: none"> Understands the topic of an illustration and a story read aloud 	No students
131-140	Main or Central Idea, Topic, Titles <ul style="list-style-type: none"> Understands the topic of a book from pictures or title read aloud Understands the topic of a story read aloud Understands the topic of an illustration and a story read aloud Determines the best title for an illustrated book cover 	No students
141-150	Main or Central Idea, Topic, Titles <ul style="list-style-type: none"> Understands the main idea of illustrations 23 Understands the topic of a book from pictures or title read aloud Understands the topic of a story read aloud Understands the topic of an illustration and a story read aloud 	B. T. Lambert Overall: 167; Lexile Range: BR-53; Goal Range: 142-157 M. H. Landing Overall: 139; Lexile Range: BR; Goal Range: 138-153
151-160	Main or Central Idea, Topic, Titles <ul style="list-style-type: none"> Understands the main idea of a story read aloud Understands the topic of a book from pictures or title read aloud Understands the topic of a story read aloud Understands the topic of an illustration and a story read aloud 	C. L. Wilke Overall: 138; Lexile Range: BR; Goal Range: 147-158 A. R. Bright Overall: 148; Lexile Range: BR; Goal Range: 145-160 L. R. Coladonato Overall: 155; Lexile Range: BR; Goal Range: 146-162 M. N. Sagmoen Overall: 155; Lexile Range: BR; Goal Range: 151-166 K. R. Denewith Mcgee Overall: 173; Lexile Range: 18-168L; Goal Range: 147-164
161-170	Main or Central Idea, Topic, Titles <ul style="list-style-type: none"> Understands the main idea of a story read aloud Understands the topic of a poem Determines main idea in literary text Identifies a title that reflects main idea in literary text 	R. E. Stoeffen Overall: 151; Lexile Range: BR; Goal Range: 159-176 K. E. Sorensen Overall: 160; Lexile Range: BR; Goal Range: 157-172 T. H. Colon-Pagan Overall: 162; Lexile Range: BR; Goal Range: 157-171 D. E. Schuessler Overall: 165; Lexile Range: BR; Goal Range: 156-170 S. I. Lonsky Overall: 166; Lexile Range: BR; Goal Range: 157-171 D. E. Vigne Overall: 169; Lexile Range: BR-100; Goal Range: 154-169

* Image has been modified to demonstrate functionality. Actual in-product screens will be slightly different. Learning statements in this example may differ slightly from in-product learning statements.

MAP for Primary Grades Class Screening

Annotation Key

40 Segmented Bar Graph: Shows the number of students who scored within each percentage range—low, medium, and high.



MAP for Primary Grades Class Report

Sloan, Sue
Class 01

District: NWEA Sample District 3
School: St. Helens Elementary
Date Range: Dec 19, 2014 to Dec 18, 2015

Screening: Reading Early Literacy

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

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

MAP for Primary Grades Class

Sub-Skill Performance



MAP for Primary Grades Sub-Skill Performance Report

Sloan, Sue
Class 01

District: NWEA Sample District 3
School: St. Helens Elementary
Date Range: Dec 19, 2014 to Dec 18, 2015

Skills Checklist: Math Computation – 20 Numbers

Low

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

Medium

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

High

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

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

PAW: Oh, Paw, we are not. (Starts toward bag)
 FORTYTHREE (Furiously): Ah, ha, not so fast, my pretty one. In a
 minute, you shall see under arrest, do you?
 PAW: You are. The sheriff's got the warrant.
 FORTYTHREE: That warrant says I'm wanted for stealing a bag of
 gold, not onions. How, how, how?
 PAW: I don't see anything to laugh at. What do you think, sheriff?
 HAL: Backus says the justice is right. (To FORTYTHREE: You're
 free man, Forsythe.)
 FORTYTHREE: A free man. (Shouts deeply to HAL: Thank you, Hal,
 you're Hal Backus. And I am more than a free man. I have my
 all in my power. (Pulls mortgage from pocket: I still hold the
 mortgage to this house. Unless it is paid, I shall take Little
 Nell to Mexico, and she shall marry me and live in my villa.
 How, how, how!)
 NELL: (Rushing to HAL, who puts his arm around her: Oh,
 Handsome Hal, save me.)
 MAW: Well, Paw, if you don't have any gold, it looks as if we'll be
 kinin' goodbye to Little Nell.
 PAW: I guess so, unless he'll take the bag of onions.
 FORTYTHREE: Onions? Bah!
 HAL: Wait—I have it.
 MAW: You mean you have gold, Handsome Hal?
 HAL: No, Maw, but I have my home on the range.
 PAW: What are you gettin' at, partner?
 HAL: Just this. You have the onions. I have the steak tied out-
 side. (Sound of moo offstage) We can all go live in my home on
 the range and leave the varmint here with the shack and his
 mortgage.
 WITTEN (Covering): No, no, you can't do this to me.
 PAW: Oh, Mr. Hal Herbert, it would be wonderful to live in your
 home on the range.
 MAW: Now steak and onions. What do you say, Maw?
 PAW: We waitin' for? (Paw picks up bag.) This place
 is a waste. (All exit except FORTYTHREE, who throws
 up the curtain.)

The Gala Garage Sale

by John Maxwell

An expected inheritance may be
going, going, gone! . . .

Characters

- MR. PATRICK
- MR. ADAMS
- MR. DENNY
- MR. DENNY
- THE FARMER
- MR. FARMER
- MR. LACY
- MR. LACY
- MR. GARDNER
- PROFESSOR GARDNER
- REXAS, garage sale shopper

TIME: Morning, the present.

SETTING: The interior of a garage. Table down center holds coffee
 mill, saw, unstrung tennis racket, woman's hat with veil,
 broom, money box, and miscellaneous odds and ends. Garage exit
 items: dishes, jewelry, books, kitchen utensils, etc. (Except table)

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Northwest Evaluation Association™

121 NW Everett Street, Portland, OR 97209

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