

NWEA Reporting Tools

MAP[®] AND MPG REPORTS
AND INSTRUCTIONAL RESOURCES





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Comprehensive Reporting – for the classroom and beyond.

NWEA empowers educators with actionable data that addresses each student's specific instructional needs. From the teachers who have direct contact with students every day, to the administrators who manage entire districts, our reports provide insight and support to everyone involved in a child's learning process.

NWEA data is applicable on every level, serving all levels of educational decision-making. Our reports are valuable in many areas:

- Establishing a student's precise instructional level, and which areas to focus on for academic growth.
- Comparing academic progress with other children in the class, grade, school, or district.
- Tracking academic growth over a school year or over several years — even if the student changes schools within a district.

ADMINISTRATORS

Relevant Insight for the Whole School

School reports are available online within two days of completed testing, and supply information administrators can use to evaluate programs, foster collaboration, and monitor growth. Reports provide data regarding school and student performance relative to growth, proficiency, and norms. Our assessment tools are geared toward optimizing what your school can offer students at every level, in addition to predicting success on state-mandated tests.

TEACHERS

Achievement in the Classroom, ASAP

We believe in the power of accurate and comprehensive data to optimize each child's growth. The key to providing a successful educational experience is cohesive communication. Schools that partner with NWEA not only have access to the invaluable data that our reports provide, but give teachers the tools necessary to put that data to extraordinary use. Our classroom reports enable you to streamline teaching strategies and provide differentiated instruction and flexible grouping for your students.

DISTRICT DECISION MAKERS

Visibility to Effect Systemic Growth

NWEA provides district reports, which help you determine performance trends by grade and school, aiding in resource management. These reports provide longitudinal data for a particular school and district grade level and are valuable resources in planning and monitoring program effectiveness. MAP, our flagship computer-based adaptive testing system, allows the district to compare local student achievement to the national scale.

NWEA reports are more than classroom resources. They provide a comprehensive understanding of every student's progress in addition to a clear comparative overview of student achievement. From the development of student-specific teaching plans to the management of an entire school district, our reporting data produces results.

NWEA reporting data and unique tools include:

- **MAP® (Measures of Academic Progress®)**
- **MPG (MAP® for Primary Grades)**
- **DRS (Dynamic Reporting Suite)**
- **DesCartes: A Continuum of Learning®**

Visit [NWEA.org](https://www.nwea.org) to learn more about our products and services, view samples of many reports, and hear from schools that have partnered with us.

Teacher Report

Teacher Reports show each student's performance level across reported goal categories defined by the state standards. The reports also provide RIT scores that indicate instructional levels, allowing teachers to better understand each student's strengths and areas for improvement.

A Group Goal Performance:

- Highlights score ranges or indicators for individual students.
- Summaries of group performance in each goal area and subject.
- Results are defined by state standard content areas.

B Test Type:

- S/G – Survey with Goals is a 40 – 52 item test reporting goal level results for each student.
- SUR – Survey is a 20 item test reporting an overall RIT score, but not goal level results.

C RIT Score:

- The student's overall scale score on the test.

D Standard Error:

- Estimate of the precision of the achievement (RIT) score. The smaller the standard error, the more precise the achievement estimate.

E RIT Range:

- Shows the rounded range of scores that are one standard error of measurement to either side of the RIT score.

F Percentile Rank:

- The percentage of students in the norm sample that had a RIT score equal to or lower than the RIT score of interest.

G Percentile Range:

- Similar to the RIT range, if a student were to take the test again soon, scores would typically fall within the range 2/3 of the time.

This report is useful for:

Instructional Planning

Identifying Lexile ranges for Appropriate Material Choice

Monitoring Student Achievement

Planning Individual or Group Instruction by Subject and Goal Area

H Lexile® range:

- A score resulting from a correlation between NWEA's RIT score and the Lexile scale.

I Student Score Range:

- Provides a RIT range estimate of student performance for each goal area on the test.
- The estimated range is one standard error of measurement based on student's estimated RIT score for this goal.

J Student Count:

- Indicates the students with valid scores included in the summary data.

K Mean RIT:

- The average score of students in this group for this content area.

L Standard Deviation:

- Indicates the variability of RIT scores within a group.
- A larger standard deviation reflects a wider range of scores and achievement within a group.

M Median RIT:

- The middle score in the distribution of scores of this group for this content area.

**TEACHER REPORT – READING
FALL 2009**

SCHOOL: ROOSEVELT HIGH SCHOOL

CLASS: PERIOD 4 ENGLISH

TEACHER: ATKINS, DENNIS G.

TEST: SURVEY WITH GOALS

Student ID	Name	Grd	B Test Type	Test Date	C RIT	D Std Err	E RIT Range	F %ile	G %ile Range	H Lexile range	A Goal Performance				
											I Word Recognition	Reading Comprehension	Know Text Components	Think Critical & Analyze	Read: Variety of Purpose
12340810	Emily, N.S.	9	S/G	Sep 26	199	3.3	196-202	9	9-9	480-630	186-203	188-203	192-207	190-204	192-206
12340379	Tashod, S.N.	9	S/G	Sep 26	202	3.7	198-206	10	7-13	544-694	186-203	204-221	197-214	195-212	186-204
12340284	Ryan, A.R.	9	S/G	Sep 26	206	3.2	203-209	13	9-17	603-753	195-210	186-203	193-208	212-233	204-219
12340280	Jessica, E.Y.	9	S/G	Sep 26	207	3.4	204-210	15	11-21	634-784	189-206	200-215	197-213	205-220	206-221
12341045	Lorian, D.L.	9	S/G	Sep 26	213	3.3	210-216	18	14-25	740-890	200-216	205-220	211-226	201-217	211-226
12340199	Daniel, C.	9	S/G	Sep 26	213	3.4	211-216	25	19-34	742-892	201-217	208-223	218-235	185-207	209-223
12341156	Lindsay, M.O.	9	S/G	Sep 26	214	3.2	212-217	27	21-34	750-900	205-220	206-220	200-215	231-261	196-212
12340220	Aaron, R.N.	9	S/G	Sep 26	215	3.3	212-218	29	23-37	772-922	216-233	206-221	202-218	202-217	211-226
12340217	Courtney, K.N.	9	S/G	Sep 26	215	3.4	212-218	29	21-37	765-915	199-216	203-218	183-206	217-234	221-238
12341085	Solomon, A.M.	9	S/G	Sep 26	216	3.2	213-219	32	23-40	782-932	209-223	214-229	198-215	202-217	216-233
12340415	Matthew, T.D.	9	S/G	Sep 26	216	3.3	213-219	32	23-40	783-933	209-224	207-221	195-212	216-233	213-228
12340362	Nicholas, K.A.	9	S/G	Sep 26	217	3.4	214-220	34	25-42	801-951	215-231	212-227	207-223	199-216	210-225
12340279	Tyree, N.N.	9	S/G	Sep 26	221	3.3	218-224	45	37-54	875-1025	217-231	203-219	212-227	215-229	219-233
12340358	Nathan, C.A.	9	S/G	Sep 26	222	3.3	219-225	48	40-58	898-1048	214-229	203-219	212-227	229-250	215-229
12340206	Winston, M.A.	9	S/G	Sep 26	222	3.5	219-226	48	40-61	900-1050	217-233	206-222	206-221	220-238	222-240
12340197	Norm, D.	9	S/G	Sep 26	224	3.3	221-227	54	45-64	931-1081	222-237	192-214	206-222	230-252	225-242
12340237	Nouri, A.N.	9	S/G	Sep 26	225	3.3	222-228	58	48-70	956-1106	219-234	213-228	218-233	219-234	220-235
12340249	Allison, B.Y.	9	S/G	Sep 26	227	3.3	224-230	64	54-73	990-1140	213-228	223-238	218-233	228-244	216-231
12340194	Eb'Von, B.Y.	9	S/G	Sep 26	228	3.3	225-231	67	58-76	1004-1154	213-228	212-227	229-246	224-239	225-239
12341046	Nayeli, A.A.	9	S/G	Sep 26	229	3.3	226-232	70	61-79	1024-1174	226-241	214-229	219-234	224-240	224-239
12340267	Joshua, B.N.	9	S/G	Sep 26	230	3.3	227-233	72	64-80	1047-1197	223-238	217-232	228-243	229-245	217-232
12341059	Alisha, M.W.	9	S/G	Sep 26	231	3.3	228-234	75	66-82	1059-1209	218-233	228-243	212-229	228-243	230-245
12340262	Willa, J.K.	9	S/G	Sep 26	233	3.8	229-237	80	70-89	1093-1243	224-241	226-243	220-236	222-239	230-249
12343237	Anders, D.J.	9	S/G	Sep 26	236	3.3	233-239	87	81-93	1140-1290	222-237	239-256	228-243	217-234	232-248
12341523	Scott, T.	9	S/G	Sep 26	237	3.3	234-240	89	82-94	1170-1320	233-248	238-255	223-238	228-243	226-241
12348925	Rochelle, M.K.	9	S/G	Sep 26	238	3.3	235-241	91	86-95	1180-1330	224-239	225-239	238-255	232-248	231-246
12344326	Pekhe, S.V.	9	S/G	Sep 26	240	3.3	237-243	94	89-97	1217-1367	229-244	232-247	227-243	239-254	235-250
12340023	Grace, W.	9	S/G	Sep 26	241	3.4	238-244	96	92-98	1246-1396	223-238	230-245	239-254	241-258	235-250
12340788	Kristy, M.S.	9	S/G	Sep 26	247	3.5	244-251	99	97-99	1342-1492	229-243	243-260	231-247	238-253	255-277
12340114	Mathew, P.L.	9	S/G	Sep 26	253	4.1	249-257	99	99-99	1446-1596	244-266	238-260	235-250	249-271	253-275

Totals For: Reading Goals Survey

J Students: 30
K Mean RIT: 223.9
L Std Dev: 13.2
M Median RIT: 223

Mean:	222.1	222.0	221.0	227.6	227.4
L Std Dev:	13.7	15.2	14.7	16.1	15.9
Median:	224	220	220	230	226

MAP for Primary Grades Teacher Report

MAP for Primary Grades (MPG) reports give teachers insight into the capacity of their students in the areas of mathematics and language usage. These reports provide teachers with student performance data that can help to guide strategy and lesson plans. MPG Skills Checklist and screening tests measure students' mastery of foundational skills and grasp of concepts, allowing teachers to make the most of classroom time.

These reports are useful for:

Instructional Planning

Monitoring Student Achievement

**Diagnosing Student Strengths
and Weaknesses**

Planning Individual Instruction

MPG Teacher Report

- Enables teachers to view overall class results.
- Results are displayed as colored bands signifying levels of high, medium, and low performance.
- Class performance results include both unique skills and concepts measured by specific tests.

Sub-Skill Report

- Allows teachers to view specific sub-skills information helpful in tracking individual student performance.
- Sub-Skill Reports show number of questions answered in addition to number answered correctly, both as raw scores and as a percentage.
- Teachers can select a sub-skill column to sort and rank students by level of performance.
- Both Teacher and Sub-Skill Performance Reports can be printed and saved in PDF format for later reference.

MAP FOR PRIMARY GRADES TEACHER REPORT SKILLS CHECKLIST TEST

DISTRICT/SCHOOL: ST. HELENS ELEMENTARY SCHOOL

START DATE: 10/27/08

TEACHER: SABA, HOWARD D.

END DATE: 10/26/09

CLASS: Tfo60018 SABA HOMEROOM 1(A)

TEST: MATH-SKILLS (COMPUTATION TO 20)

OVERALL SCORE:



0% to 40%
>40% to <80%
80% to 100%

Skill/Sub-skill

Skill/Sub-skill Scores

+ Addition

- Subtraction

With pictures of objects

With numbers – horizontally

With numbers – vertically

Word problems – result unk.

+ Multiplication and Division

Red: 6/27
Yellow: 12/27
Green 9/27

Teachers can click on each skill or concept in the Skills Checklist Test to view the class results by selected sub-skills.

MAP FOR PRIMARY GRADES SUB-SKILL PERFORMANCE REPORT

DISTRICT/SCHOOL: ST. HELENS ELEMENTARY SCHOOL

START DATE: 10/27/08

TEACHER: SABA, HOWARD D.

END DATE: 10/26/09

CLASS: Tfo60018 SABA HOMEROOM 1(A)

TEST: MATH-SKILLS (SUBTRACTION)

0% to 40%
>40% to <80%
80% to 100%

Student ID	Student Name	With Pictures of Objects	With Numbers Horizontally	With Numbers Vertically	Word Problems Result Unk.
12340810	Emily, N.S.	1/5: 20%	0/5: 0%	1/5: 20%	1/5: 20%
12340379	Tashod, S.N.	1/5: 20%	1/5: 20%	3/5: 60%	0/5: 0%
12340284	Ryan, A.R.	1/5: 20%	0/5: 0%	3/5: 60%	1/5: 20%
12340280	Jessica, E.Y.	0/5: 0%	1/5: 20%	2/5: 40%	3/5: 60%
12341045	Lorian, D.L.	0/5: 0%	0/5: 0%	2/5: 40%	3/5: 60%
12340199	Daniel, C.	1/5: 20%	1/5: 20%	2/5: 40%	1/5: 20%
12341156	Lindsay, M.O.	3/5: 60%	3/5: 60%	2/5: 40%	2/5: 40%
12340220	Aaron, R.N.	2/5: 40%	2/5: 40%	3/5: 60%	3/5: 60%
12340217	Courtney, K.N.	2/5: 40%	4/5: 80%	4/5: 80%	3/5: 60%

Instructional Resources: Class by RIT

With Instructional Resources reports, educators can quickly identify the area of learning where a student can make the greatest academic growth with appropriate differentiated instruction and innovative teaching strategies. This data enables teachers to institute flexible grouping strategies and allows educators to identify and monitor student needs as the student progresses from testing term to testing term.

The Class Breakdown – Using RIT and Goal Reports:

These reports help teachers and school administrators recognize and respond to academic diversity within the classroom. Useful data includes the distribution of student scores for all subjects and schools tested.

From links within the Goal Report, teachers are only a click away from DesCartes: A Continuum of Learning, an NWEA tool that provides detailed information about specific skills and concepts students are ready to learn.

These reports are useful for:

Instructional Planning

Monitoring Student Achievement

Planning Individual Instruction

Student and Parent Engagement

The Class Breakdown by RIT Report:

- Provides a classroom level view of academic diversity by grouping students based on their subject-area test scores.

The Class Breakdown by Goal Report:

- Displays academic diversity within each goal performance area. In each score-range column, students' names are listed alongside their overall subject-area score.
- Clicking on a student name or a score-range links to DesCartes: A Continuum of Learning, highlighting the skills and concepts appropriate for that student's instructional level.

CLASS BREAKDOWN BY RIT REPORT

	< 181	181-190	191-200	201-210	211-220	221-230	231-240
MATH	K. Bailey (170) R. Andrews (176)	E. Ramos (181) M. Hybara (182) D. Caster (183) L. Kiew (184) N. Kieslir (184) S. McLean (188) R. Pruska (190)	T. Stopnik (191) B. Leibowitz (194) T. Noboa (195)	D.N. Sword (205) R.R. Nehren (207)	K.N. Spicher (211) C.R. Avita-Ruiz (212) K.U. Shimon (214) S.A. Schwacke (218) K.N. Steinfeis (219)	J.E. Kirichenko (222) D.K. Headley (224)	L.D. Garcia (231) A.M. Cook (232) T.N. Levtzow (239) C.E. Steams (240)
READING	E. Ramos (172) M. Hybara (179) D. Horowitz (179)	K. Bailey (182)	L. Kiew (193) N. Kieslir (193) S. McLean (192)	D.N. Swift (201) R.N. Neham (203) M.T. Guiss (204)	R. Kramer (211) G.L. Sanz (213) S. McCrery (213)	T. Noba (221) K.U. Shimon (222) K.N. Spicher (223)	K.N. Steinfreis (240)

Clicking on the subject-area heading drills down to the next report.

CLASS BREAKDOWN BY GOAL REPORT

	< 181	181-190	191-200
ALGEBRAIC FUNCTIONS	K. Bailey (170)	E. Ramos (181) M. Hybara (182) L. Kiew (184)	T. Stopnik (191) B. Leibowitz (194) T. Noboa (195)
NUMBER SENSE	E. Ramos (172) M. Hybara (179)	D. Caster (183)	
DATA ANALYSIS & STATISTICS PROBABILITY		S. McLean (188) R. Pruska (189) D. Horowitz (190)	

DESCARTES: A CONTINUUM OF LEARNING

SUBJECT: MATHEMATICS GOAL STRAND: NUMBER SENSE RIT SCORE RANGE: 181-190	
SKILLS AND CONCEPTS TO ENHANCE 171-180 Whole Numbers—Represent, Identify, and Count <ul style="list-style-type: none"> Counts numbers 0-100 Counts numbers 0-1000 Counts by 2's to 100 Counts and writes by 5's 	SKILLS AND CONCEPTS TO DEVELOP 181-190 Whole Numbers—Represent, Identify <ul style="list-style-type: none"> Counts numbers 0-1000 Counts and writes by 3's Counts and writes by 4's Counts and writes by 6's, 7's, 8's, or 9's

Clicking on a student name or a score-range links to the appropriate pages in NWEA's DesCartes.

Dynamic Reporting Suite

With these dynamic reports, educators gain an overview of student performance — which students are meeting individual goals and which are predicted to meet state minimum proficiency standards. District administrators can use these reports to help predict proficiency performance on mandated state tests.

The dynamic nature of these reports allows the user to drill down for more detailed information for an entire class or grouping of students based on grade level. Working with their principal, teachers can use the information to help shape class and school improvement planning. Principals can also use the School Overview Report to check proficiency levels across all grades within their school, as well as by individual teachers. Student assessment results for the year are correlated to state proficiency levels.

These reports are useful for:

Instructional Planning
Monitoring Student Growth
Monitoring Student Achievement
Predicting State Assessment Performance

Analyzing School Performance
School Improvement Planning
Parent Engagement

The School Overview Report

- Shows student proficiency in relation to growth by subject and grade.
- Principals can quickly assess:
 - The percentage of students likely to meet proficiency if they meet MAP growth targets.
 - The percentage of students who have already met growth goals.

The Class Overview Report

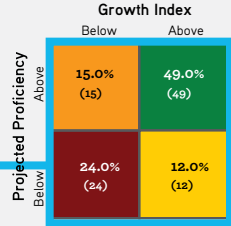
- Provides an at-a-glance view of individual class performance, functioning as a starting point for further data analysis.
- This report displays three compelling indicators for each class:
 - The percentage of students who met subject growth targets in the previous academic year.
 - Projected state proficiency performance by subject.
 - Quartile distribution against a norm group.
- By clicking on any cell within the quadrant, the names of the students representing the percentage are displayed.

SCHOOL OVERVIEW REPORT

SCHOOL: ST. HELENS ELEMENTARY SCHOOL

Roster: Spring 2009
Growth Seasons: Fall 08 - Spring 09

Reading Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
1	17	76.5%	18	-	50.0%
2	23	73.9%	24	-	58.3%
3	35	60.0%	38	76.3%	57.9%
4	34	58.8%	34	52.9%	35.3%
5	31	64.5%	35	60.0%	45.7%

CLASS OVERVIEW REPORT

TEACHER: DAVID SHAW

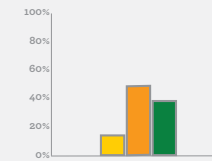
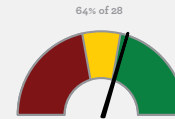
JEFFERSON SCHOOL DISTRICT - ROOSEVELT HIGH SCHOOL

% Students who Met Growth Target
Fall 08 - Spring 09

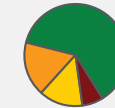
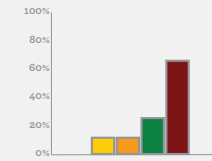
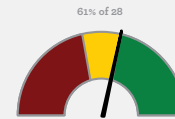
Projected Performance %
Spring 2009

Distribution of Students by Quartile
Spring 2009

Reading



Mathematics



Click on a quadrant in the School Overview Report to display students within that quadrant.

Student	Grade	Student Growth Index	Proficiency Probability
Basnett, Lawana A.	4	(1)	73.0%
Beaner, Blayne E.	3	(1)	93.0%
Belculfine, Derrin N.	3	(4)	52.0%
Garing, Vasquez R.	3	(2)	89.0%
Heath, Tate E.	5	(8)	64.0%
Nasab, Donald B.	5	(4)	64.0%
Niemela, Yona M.	3	(8)	83.0%
Polese, Harrison N.	3	(8)	83.0%
Serna-Ginsburg, Sauntee E.	4	(3)	73.0%
Suff, Nueton N.	3	(5)	64.0%
Sullenberger, Cordel L.	3	(2)	83.0%
Thai, Julyssa N.	3	(5)	89.0%
Tkach, Josselin N.	4	(12)	50.0%

Student Goal Setting

Using the Projected Performance Report a teacher and student can begin to build an action plan together. This report shows a student's instructional level by subject. Each student's name links directly to a worksheet with their overall RIT scores and goal range scores, as well as percentile rankings.

The Student Goal Setting Worksheet is an invaluable tool to help a student become the owner of their learning plan. It's also helpful for parent-teacher conferences. A link on this report gives school administrators and teachers the ability to generate and print Goal Setting Worksheets for an entire class at once.

These reports are useful for:

Instructional Planning

Identifying Lexile ranges

Monitoring Student Growth

Monitoring Student Achievement

Planning Individual Instruction

Parent Engagement

Student Engagement

Lexile® range is a score resulting from a correlation between NWEA's RIT score and the Lexile scale.

STUDENT PROJECTED PERFORMANCE

TEACHER: MINIX, RALPH

CLASS: TF060051 MINIX HOMEROOM 1(A)

Link to Goal Setting Worksheet	Grade	RIT	Reading Performance Category	RIT	Mathematics Performance Category	RIT	Language Usage Performance Category
Beaner, Blaine E.	3	216	Proficient	209	Advanced	215	-
Blatnik,Carolynn N.	3	204	Proficient	206	Proficient	198	-
Cutts, Westin N.	3	204	Proficient	200	Proficient	199	-
Gramenz, Alexandra A.	3	185	Partially Proficient	192	Partially Proficient	186	-
Greenia, Quenten N.	3	187	Partially Proficient	216	Advanced	188	-
Grunenberger, Andryn N.	3	192	Proficient	197	Proficient	191	-
Hancheck, Benjamin N.	3	212	Proficient	205	Proficient	215	-
Kubosumi, Kaleigh H.	3	218	Advanced	225	Advanced	214	-
Nale, Cortni I.	3	210	Proficient	206	Proficient	201	-
Niemela, Yona M.	3	207	Proficient	203	Proficient	216	-
Passamonte, Callyadra A.	3	210	Proficient	216	Advanced	218	-
Quartaro, Alexander R.	3	204	Proficient	195	Partially Proficient	198	-
Salt, Pradheeth H.	3	196	Proficient	208	Proficient	199	-
Scalpone, Jackman N.	3	210	Proficient	198	Proficient	200	-
Slamka, Nikkita A.	3	223	Advanced	211	Advanced	218	-
Smoroske, Vassa A.	3	207	Proficient	204	Proficient	208	-
Sullenberger, Corden L.	3	205	Proficient	209	Advanced	215	-
Surtees, Micah H.	3	195	Proficient	202	Proficient	177	-
Swift, Rukhsar R.	3	186	Partially Proficient	175	Unsatisfactory	183	-

Clicking on the student's name brings up their worksheet with RIT range and percentile rankings.

STUDENT GOAL SETTING WORKSHEET

Student Cutts, Westin N.

Term Range Fall 08 - Spring 09

Initial Grade 3

Students may want to challenge themselves for a higher RIT growth than what is typical. The My Growth Goal space can be used to identify that higher goal. Classroom assessment data should also be considered to ensure targeting the correct skill.

Subject	Fall 2008		Spring 2009		Fall 2008 - Spring 2009			
	RIT	%ile	RIT	%ile	Typical Growth	RIT Target	My Goal	RIT Growth
Reading	184	30	204	63	10	194		20
Mathematics	187	34	200	42	11	198		13
Language Usage	189	39	199	43	9	198		10

RIT ranges in **bold** indicate a relative area of strength, those in *italic* represent possible areas of concern.

Goal Strand	RIT Range	
	Fall 2008	Spring 2009
Read a Variety of Material	178-191	193-208
Apply Thinking Skills to Read	174-187	204-219
Locate/Select/Use Info	182-195	198-211
Read/Recognize Literature	174-187	193-206
Lexile range	206-356	571-721

Student Action Plan: _____

This report is useful for:

Monitoring Student Growth

Monitoring Student Achievement

Student Goal Setting

Parent Engagement

Student Engagement

The Lexile[®] Framework for Reading

Students who take NWEA's MAP Reading test receive both a RIT score in Reading and a Lexile measure.

The RIT score is based on the RIT scale, an equal-interval scale with consistent units of measurement, much like inches on a yardstick. NWEA's RIT (for Rasch Unit) scale results in stable, consistent longitudinal data that educators, parents, and students may use to inform educational decision-making at every level.





































The Lexile range is based on an NWEA algorithm that correlates the student's RIT score with the Lexile scale. The Lexile Framework for Reading ranks texts according to word complexity and frequency, as well as sentence length. A student's Lexile range provides educators with a helpful tool to select texts appropriate to a student's comprehension level.

LEXILE REPORT

ROSTER TERM: SPRING 2009

TEST TERM: SPRING 2009

CLASS: Tfo60051 MINIX HOMEROOM 1(A)

Student Name	Lexile range	500	1000	1500	2000
 Gramenz, Alexandra A.	234-384				
 Swift, Rukhsar R.	248-398				
 Greenia, Quenten N.	273-423				
 Grunenberger, Andryn N.	357-507				
 Surtees, Micah H.	415-565				
 Salt, Pradheeth H.	436-586				
 Blatnick, Carolyn N.	567-717				
 Cutts, Westin N.	571-721				
 Quartaro, Alexander R.	581-731				
 Sullenberger, Corden L.	596-746				
 Niemela, Yona M.	625-775				
 Smoroske, Vassa A.	633-783				
 Nale, Cortni I.	673-823				
 Passamonte, Callyadra A.	674-824				
 Scalpone, Jackman N.	675-825				
 Hanchek, Benjamin N.	711-861				
 Beaner, Blaine E.	785-935				
 Kubosumi, Kaleigh H.	819-969				

Student Progress Reports

Student Progress Reports help students and parents deepen their engagement in the learning process by illustrating individual performance over time in various subject areas. Together they can review the student's progress in mathematics, reading, science, and language usage.

For teachers, the reports are useful in identifying growth trends at a glance and as a reference for parent-teacher conferences.

The graphs represent student performance (dark blue) as compared to district average (orange) and national norms (light blue).

In addition, detailed, easy-to-read explanatory notes on each report make them an ideal information source to share with parents.

These reports are useful for:

Classroom Instructional Planning

Monitoring Student Growth

Monitoring Student Achievement

Analyzing District Performance

School Improvement Planning

A Student Goal Performance:

- Each goal area included in the test is listed along with a descriptive adjective of the student's score for the most recent test.
- Descriptors:
 - Low (<21 percentile)
 - LoAvg (21-40 percentile)
 - Avg (41-60 percentile)
 - HiAvg (61-80 percentile)
 - High (>80 percentile)

B RIT Range:

- Reflects the range of scores that are one standard error of measure around the student's actual RIT score.
- If the student takes the test again soon, under similar conditions and applying the same effort, the student's score will fall within this range about 2/3 of the time.

C District Average RIT:

- The average score of the students in this district for this content area.

D Student Growth:

- Data in this column represents the student's actual growth for that test term.

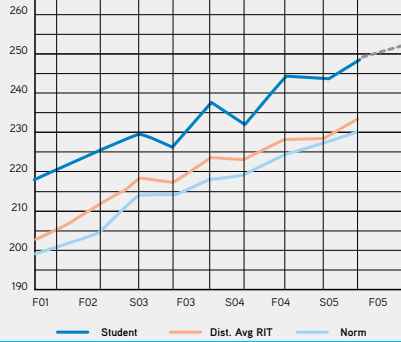
E Typical Growth:

- Taken from NWEA normative data, Typical Growth represents the average growth of students who started in the same grade and from the same RIT score.
- Teachers often use this information to help students set targets for growth.

WASHINGTON COMMUNITY SCHOOLS

Student Progress Report for Dias, Norm
Roosevelt Junior High School
Student ID: 123412345

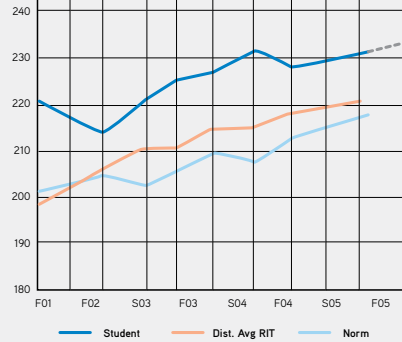
Mathematics



A Mathematics Goals Performance – Spring 2005

Num Sense	HiAvg
Comnput	High
Algeb Func	HiAvg
Meas	HiAvg
Data Analysis / Stat / Probity	High
Prob Solv	HiAvg

Reading



Reading Goals Performance – Spring 2005

Word Recog / Fluency / Vocab	HiAvg
Reading Comp	HiAvg
Literary Response & Analysis	High

Explanatory Notes:

Season/Year: The season (F=fall, S=spring, W=winter, U=summer) and the year the test was administered.

GX: The text above each vertical line on the graph represents the student's grade at the time the test event occurred.

Event Date: The date along the vertical lines represent the date the test event occurred.

Time Line: Test events are plotted on the "x" axis of the graph using the time interval between test event dates to reflect elapsed time between test events accurately.

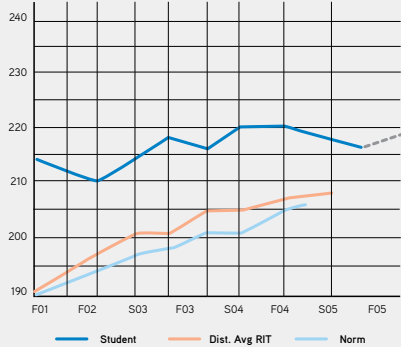
Student RIT Score Line: The RIT score your child received on each test. This line will contain a dashed portion following the most recent test event to represent projected target growth over the next year. This is the mean fall-to-fall, spring-to-spring, or fall-to-spring RIT growth that was observed in the latest norming study for students who had the same starting season RIT score.

District Average RIT: This line represents the average score for all students in the school district in the grade who were tested at the same time as your child.

Norm Group Avg.: This line represents the average score observed for students in the most recent NWEA RIT Scale Norms Study, who were in the same grade and tested in the same season (e.g., fall or spring).

Goal Performance: Each goal area included in the test is listed along with a descriptive adjective of your child's score. The possible descriptors are Low (<21 percentile), LoAvg (21-40 percentile), Avg (41-60 percentile), HiAvg (61-80 percentile), and High (>80 percentile).

Language Usage



Language Usage Goals Performance – Spring 2005

Writing Strategies & Skills	HiAvg
Conventions Grammar & Usage	Avg
Conventions Mechanics of Writ	High

WASHINGTON COMMUNITY SCHOOLS

Student Progress Report for Dias, Norm
Roosevelt Junior High School
Growth is measured from Fall to Spring

Student ID: 123412345

Mathematics		B	C	Norm Group Avg.	D	E		
Season/Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range	
S06	8	245-248-251	230	233	5	5	73-78-84	
F05	8	240-243-246	227	228			75-82-86	
S05	7	240-244-248	224	228	13	6	75-81-85	
F04	7	228-231-234	219	223			68-73-79	
S04	6	234-237-240	218	223	11	7	77-82-86	
F03	6	223-226-229	214	217			70-77-83	
S03	5	224-229-234	214	218	4	8	69-80-87	
F02	5	222-225-228	205	211			83-89-93	
F01	4	215-218-221	200	200			90-94-96	

A Mathematics Goals Performance – Spring 2006

Num Sense	HiAvg
Comnput	High
Algeb Func	HiAvg
Meas	HiAvg
Data Analysis / Stat / Probity	High
Prob Solv	HiAvg

Language Usage

Season/Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range
S06	8	224-248-251	220	220			73-69-84
S05	7	240-244-248	224	218	0	2	75-81-85
F04	7	228-231-234	219	215			68-73-79
S04	6	234-237-240	218	215			77-82-86
F03	6	223-226-229	214	211			70-77-83
S03	5	224-229-234	214	211	4	3	69-80-87
F02	5	222-225-228	205	206			83-89-93
F01	4	215-218-221	200	202			96-98-99

Language Usage Goals Performance – Spring 2006

Writing Strategies & Skills	HiAvg
Conventions Grammar & Usage	Avg
Conventions Mechanics of Writ	High

Reading

Season/Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range
S06	8	245-248-251	230	221			73-78-84
S05	7	240-244-248	224	218	-3	2	75-81-85
F04	7	228-231-234	219	215			68-73-79
S04	6	234-237-240	218	215	2	2	77-82-86
F03	6	223-226-229	214	211			70-77-83
S03	5	224-229-234	214	211	7	4	69-80-87
F02	5	222-225-228	205	206			83-89-93
F01	4	215-218-221	200	199			90-96-96

Reading Goals Performance – Spring 2006

Word Recog / Fluency / Vocab	HiAvg
Reading Comp	HiAvg
Literary Response & Analysis	High

Explanatory Notes:

Season/Year

The season (F=fall, S=spring, W=winter, U=summer) and the year the test was administered.

Student Score Range

The middle number is the RIT score your child received. The numbers on either side of the RIT score define the score range. If retested, your child would score within this range most of the time.

District Average RIT

The average score for all students in the school district in the grade who were tested at the same time as your child.

Norm Group Avg.

The average score observed for students in the most recent NWEA RIT Scale Norms Study, who were in the same grade and tested in the same season (e.g., fall or spring).

Student Growth

Presents the growth in RITs your child made from the previous fall to the spring of the year in which growth is reported.

Typical Growth

The average growth of students in the most recent NWEA RIT Scale Norms Study who were in the same grade and began the growth comparison period at a similar achievement level.

Student %ile Range

The number in the middle is your child's percentile rank – the percentage of students in the most recent NWEA RIT Scale Norms Study that had a RIT score less than or equal to your child's score. The numbers on either side of the percentile rank define the percentile range. If retested, your child's percentile rank would be within this range most of the time.

Grade Level, Building Level and Classroom Growth Reports

Student and district growth reports enable teachers and administrators to see a group of students at a glance and the group's longitudinal results. The reports can also be used to compare a student's progress to that of other students in the class.

The Student Growth Summary Report highlights grade-level performance across the district and makes comparisons of where students are performing nationally. Bar graphs give visual views of performance, and text provides data concerning how close each grade level comes to meeting or exceeding national norms. This report can be ordered by grade level, by school, or by both criteria.

The Achievement Status and Growth Summary Class Report helps identify whether students have achieved or exceeded their growth targets. Summary data on this report helps a teacher to determine the percentage of students making or exceeding target growth in their class. Useful data includes:

- A summary of initial term test scores
- Typical growth for each student as established by our norming study
- Test scores with actual growth figures

These reports are useful for:

- Classroom Instructional Planning**
- Monitoring Student Growth**
- Monitoring Student Achievement**
- Analyzing District Performance**
- School Improvement Planning**

A The Mean RIT:

- The average score of the students in this group for this content area.

B Standard Deviation:

- This indicates the variability of RIT scores within a group. A larger standard reflects a wider range of scores and achievement within a group.

C Standard Error:

- The standard error of measurement is an estimate of the precision of the achievement (RIT) score. The smaller the standard error, the more precise the achievement estimate.

D Growth Index:

- The Growth Index indicates the RIT value by which the student(s) exceeded the Target RIT (plus values), fell short of the Target RIT (minus values), or exactly met the Target RIT (o).

E Percentage Who Met Target RIT:

- This is the percentage of students in a class with a Growth Index value that is greater than or equal to zero.

F Test Type:

- S/G - Survey with Goals is a 40 - 52 item test that reports goal level results for each student.

G RIT Score:

- The student's overall scale score on the test.

H Target Growth:

- Mean growth that was observed in the latest NWEA norms study for students who had the same starting RIT score.
- Teachers often use this value to help students set targets for growth.

I Target RIT:

- The number calculated by adding the Spring Target Growth to the Fall Test RIT.

J Student Count:

- This number indicates the students with valid scores included in summary data.

K The Median RIT:

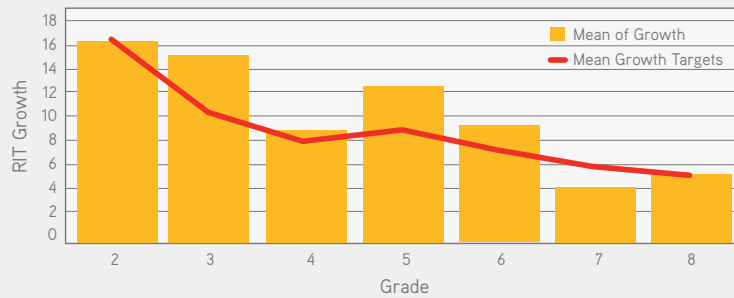
- The middle score of this group for this content area.

STUDENT GROWTH DISTRICT SUMMARY FALL 2008 TO SPRING 2009

DISTRICT: WASHINGTON COUNTY DISTRICT

Mathematics		(Small Group Summary Display is ON)										
Grade	Count	Fall 2008		Spring 2009		Growth		Mean Growth Target	D Growth Index	Percent of Target	Count Meeting Growth Target	E Percent Meeting Growth Target
		A Mean RIT	B Std Dev	Mean RIT	Std Dev	Mean	Std Dev					
Grade 2	27	168.7	13.9	184.6	15.7	15.9	9.1	16.1	-0.2	98.6	16	59.3
Grade 3	17	194.1	12.1	208.8	10.4	14.7	4.3	10.4	4.3	141.2	15	88.2
Grade 4	26	206.3	10.5	215	11.6	8.7	7.4	8.3	0.4	104.6	17	65.4
Grade 5	30	205.1	8.5	217.4	10	12.3	8.6	8.9	3.4	138.2	21	70
Grade 6	26	214.3	14.9	223.5	17.8	9.2	8.3	7.2	2	128	15	57.7
Grade 7	23	225.2	13.3	229.6	15.1	4.4	6.8	6	-1.6	73.9	11	47.8
Grade 8	28	225.6	14.4	231.1	13	5.5	6.7	5.5	0.1	102	13	46.4

Mathematics



ACHIEVEMENT STATUS AND GROWTH SUMMARY CLASS FALL 2008 TO SPRING 2009 READING

SCHOOL: ROOSEVELT ELEMENTARY SCHOOL
TEACHER: JENSEN, J
CLASS NAME: 106398 JENSEN GRADE 3

Reading				F	G	C	G	SP08	Growth	H	I	Growth	D
Student ID	Name	Grd	Date	Test Type	FA08 Test RIT	FA08 Std Err	SP09 Test RIT	SP08 Std Err	Std Err	SP09 Target Growth	SP09 Target RIT	Target Met	Growth Index
12340810	Abrams, Tory L.	3	4/26/09	S/G	183	3.3	204	2.9	4.4	11	194	Yes	10
12340379	Adamson, Karen C.	3	4/26/09	S/G	205	3.2	214	3.1	4.5	8	213	Yes	1
12340284	Bates, Ben A.	3	4/26/09	S/G	192	3.3	193	2.8	4.4	9	201	Yes	-8
12340280	Bean, Ashton N.	3	4/26/09	S/G	190	3.3	207	2.9	4.4	9	199	Yes	8
12341045	Brig, Taylor D.	3	4/26/09	S/G	179	3.5	210	2.8	4.5	13	192	Yes	18
12340199	Caster, Daniel	3	4/26/09	S/G	189	3.3	211	2.8	4.3	11	200	Yes	11
12341156	Cott, Ashlyn	3	4/26/09	S/G	197	3.3	215	3.1	4.5	9	206	Yes	9
12340220	Dias, Norm	3	4/26/09	S/G	171	3.2	202	2.9	4.3	9	180	No	22
12340217	Grailey, Amily	3	4/26/09	S/G	195	3.3	203	2.9	4.4	3	198	Yes	5
12341085	Knight, Brix C.	3	4/26/09	S/G	216	3.4	199	2.8	4.4	9	225	No	-26
12340415	Langdon, Sherry J.	3	4/26/09	S/G	193	3.3	201	2.8	4.3	9	202	No	-1
12350872	Mattle, Ramsy	3	4/26/09	S/G			182	2.8					
12350801	Moore, Zelda D.	3	4/26/09	S/G	192	3.3	207	2.9	4.4	9	201	Yes	6
12350910	Nebeker, Terrence	3	4/26/09	S/G	209	3.4	218	3.2	4.7	8	217	Yes	0
12350927	Reedly, Jermaine N.	3	4/26/09	S/G			194	2.9					
12350988	Reiser, Sam	3	4/26/09	S/G			196	2.9					
12350942	Richards, Sophia	3	4/26/09	S/G	183	3.3	204	2.9	4.4	11	194	Yes	10
12340989	Rochette, Sarah	3	4/26/09	S/G	205	3.2	214	3.1	4.5	8	213	Yes	1
12350903	Santos, Silas	3	4/26/09	S/G	192	3.3	193	2.8	4.4	9	201	Yes	-8
12350999	Villa, Coy B.	3	4/26/09	S/G	190	3.3	207	2.9	4.4	9	199	Yes	8
12350987	Waters, Brian J.	3	4/26/09	S/G	201	3.4	200	2.8	4.4	8	209	No	-9
12509395	Warden, James J.	3	4/26/09	S/G	202	3.3	204	2.9	14.4	9	211	Yes	-7
12350968	Warren, Spencer	3	4/26/09	S/G	191	3.3	205	2.9	4.4	9	200	Yes	5
12341059	Watts, Grace A.	3	4/26/09	S/G	210	3.4	211	3.0	4.5	5	215	No	-4

Subject Summary: Reading

Count of Students with Valid Beginning and Ending Term Scores 21

Count of Students who Met or Exceeded Their Target RIT 16 J

Percentage of Students who Met or Exceeded Their Target RIT 76.2% E

Overall Percentage of Target RIT Met or Exceeded 133.8%

Count of Students with INVALID Spring 2009 Test Scores 0

Count of Students with VALID Spring 2009 Test Scores 24

Spring 2009 Mean RIT 204.8 A

Spring 2009 Median RIT 205 K

Spring 2009 StdDev 8.0 B

District Summary Reports

District Summary Reports allow a district's administration to see systemic strengths and weaknesses, identify positive trends, and plan for changes at any grade level or school within a district. The reports can be used to show the performance of all schools or grade levels within a district and drill down to allow for further analysis by ethnicity, gender, and special programs.

A Group Goal Performance:

- These columns are defined by state standard content and contain summaries of group performance in each goal area for each subject.

B Student Count:

- This number indicates the students with valid scores included in summary data.

C Mean RIT:

- The average score of the students in this group for this content area. Data is not representative of national norms.

D Standard Deviation:

- Indicates the variability of RIT scores within a group. A larger standard deviation reflects a wider range of scores and achievement within a group.

This report is useful for:

Monitoring Student Achievement

Analyzing District Performance

School Improvement Planning

E Median RIT:

- The middle score in the distribution of scores of this group for this content area.

F Optional Grouping:

- Summary results may be optionally grouped by gender, ethnicity, or special programs.

Performance Based on Overall Mean

- Scores that are three or more points above or below the mean RIT are highlighted.
- A goal mean in ***bold-italic*** represents performance that might be considered an area of concern.
- A goal mean in **bold-underlined** represents relatively strong performance.

**DISTRICT SUMMARY REPORT BY GRADE - SPRING 2008
WASHINGTON COUNTY SCHOOL DISTRICT**

(Small Group Summary Display is ON)

MATHEMATICS

Math Goals Survey 6+ CO		A				Number Sense		Algebraic Methods		Data Collection & Analysis		Geometry		Measurement		Computational Techniques	
Term	Grade	B Student Count	C Mean RIT	D Std Dev	E Median	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Optional Group: None																	
Spring 2008	8	31	231.0	12.4	233	223.5	12.5	231.1	15.2	230.0	11.7	<u>235.7</u>	14.8	231.1	16.8	229.1	14.7
Fall 2007	8	30	226.6	14.5	226	223.0	17.8	225.6	14.6	223.5	17.8	<u>232.8</u>	12.0	226.7	17.6	227.4	18.4
Spring 2007	8	35	239.9	13.3	242	238.9	16.0	239.3	14.2	242.2	16.1	238.2	14.9	241.3	12.5	240.6	18.2
Fall 2006	8	35	232.7	13.6	233	231.3	15.9	231.6	15.1	236.3	16.1	234.2	13.7	230.1	15.4	232.7	19.8
Spring 2006	8	35	232.6	14.7	236	231.7	16.3	232.2	17.7	234.4	15.6	234.5	15.1	233.2	16.7	230.5	19.6
Fall 2005	8	33	231.2	12.6	231	232.9	14.8	230.9	13.8	228.8	14.8	232.2	13.2	233.1	17.1	231.0	15.5
Spring 2005	8	44	236.3	13.2	235	237.6	18.1	236.9	14.9	238.4	15.3	234.4	12.5	231.8	17.6	238.0	14.7
Fall 2004	8	42	232.8	13.4	232	231.1	11.5	237.2	20.7	233.9	17.0	233.2	14.9	229.0	15.6	238.9	14.6
Fall 2003	8	26	231.5	14.4	232	232.4	18.2	232.5	15.5	229.1	17.3	230.7	17.6	231.1	15.5	232.1	16.2
F																	
Optional Group: None																	
Spring 2006	9	39	240.7	12.1	241	239.1	14.4	239.9	14.2	242.7	15.1	239.8	13.2	236.6	14.8	<u>247.8</u>	17.0
Optional Group: None																	
Spring 2006	10	25	246.6	14.2	245	244.0	21.8	250.0	16.0	245.4	13.9	245.2	16.9	243.8	19.3	252.3	20.5
Optional Group: None																	
Spring 2006	11	18	243.7	18.2	245	242.3	17.8	243.7	24.4	241.8	18.7	247.4	21.4	241.9	21.	248.0	21.7

NWEA Algebra I – End of Course Test						Linear Equations		Quadratic Equations		Algebraic Operations		Problem Solving					
Term	Grade	Student Count	Mean RIT	Std Dev	Median	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Optional Group: None																	
Spring 2008	9	24	231.3	14.0	232	231.6	17.1	234.5	13.4	231.6	16.2	227.4	15.3				
Spring 2006	9	19	241.8	9.9	240	241.9	8.3	241.1	17.3	240.3	10.8	243.5	11.7				

Groups with less than 10 students are shown as selected, but may not be statistically reliable.

The reports in this booklet represent a small set of key reports. NWEA partners have access to many easy-to-use reports — all designed to help you make the most of your testing data. Other useful NWEA reports include:

REPORTS FOR DISTRICTS

Enrollment Summary
Test Upload Summary
District Summary Report by Grade
District Summary Report by School
Raw Data File

REPORTS FOR SCHOOLS

Grade by Subject
School Overview
Grade Level Drill Down to Individual Teacher
Grade by RIT Band
Teacher/Class Overview

REPORTS FOR TEACHERS

Class Overview
Class by Subject
Percentage of Students Meeting Growth Target
Distribution of Students by Quartile Graph
Teacher Report Survey with Goals

REPORTS FOR STUDENTS

Individual Student Report
Growth Worksheet
End-of-Test Score Screen Report
Projected Performance Category by Subject
Goal by RIT Band

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Lexile® and the Lexile® Framework for Reading are trademarks of MetaMetrics®, Inc., and are registered in the United States and abroad. The names of other companies and their products mentioned in this booklet are the trademarks of their respective owners.

The reports in this booklet are sample reports, and not meant to indicate the actual data that will appear on your NWEA reports.

At NWEA we believe that kids can be the owners of their learning and that accurate data helps to make that possible. That's why we've created assessment tools and reports that provide our partners with student-specific, actionable data. We know that parents, teachers, and administrators also need wide-ranging information to help every student, classroom, and school succeed, and NWEA provides that data as well.

Imagine having the necessary data to easily pinpoint the needs of every student and tailor a learning track to those needs. When a student succeeds, educators succeed. We're here to help educators optimize student potential. We're here to help every child realize their dreams.

Sign up for an introductory workshop today at [NWEA.org/about-nwea/news-and-events](https://nwea.org/about-nwea/news-and-events).



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