NWEA™ RESOURCES

MEASURING ACADEMIC PROGRESS
BOARD DEVELOPMENT SERIES – JUNE 2017

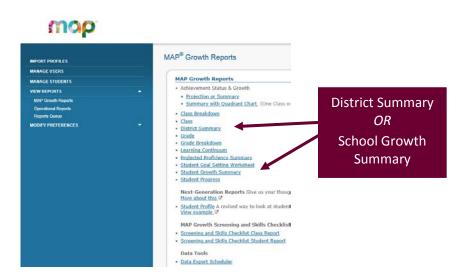# Walkthrough Guide for Accessing NWEA Reports

Step 1: Obtain a login and password from the academy's administrator or management company.

Step 2: Visit NWEA's website at teach.mapnwea.org.

Step 3: Click on the link titled "MAP Growth Reports."

Map Growth Reports

Step 4: Click on the link titled "District Summary" or "Student Growth Summary."

District Summary
OR
School Growth Summary

Step 5: Choose the correct "Term" (fall, winter, spring) "Aggregation" (by school, by district), "School," "Report Options" (growth comparison period) and click "Create PDF Report."

Choose
Term
Aggregation
School
Report Options

Click
Create PDF Report

The norms in the tables below have a very straightforward interpretation. For example, in the status norms for Reading, grade 2 students in the middle of the "begin-year" period had a mean score of 174.7 and a standard deviation of 15.5. To get a sense of how much dispersion there was, the SD 15.5 can be subtracted from the mean and added to the mean to produce a range of about 159–190. Since the norms are based on the bell curve, we know that 68% of all scores are expected to fall between in this range.

2015 READING Student Status Norms

Grade	Begin-Year		Mid-Year		End-Year	
	Mean	SD	Mean	SD	Mean	SD
K	141.0	13.54	151.3	12.73	158.1	12.85
1	160.7	13.08	171.5	13.54	177.5	14.54
2	174.7	15.52	184.2	14.98	188.7	15.21
3	188.3	15.85	195.6	15.14	198.6	15.10
4	198.2	15.53	203.6	14.96	205.9	14.92
5	205.7	15.13	209.8	14.65	211.8	14.72
6	211.0	14.94	214.2	14.53	215.8	14.66
7	214.4	15.31	216.9	14.98	218.2	15.14
8	217.2	15.72	219.1	15.37	220.1	15.73
9	220.2	15.68	221.3	15.54	221.9	16.21
10	220.4	16.85	221.0	16.70	221.2	17.48
11	222.6	16.75	222.7	16.53	222.3	17.68

2015 MATHEMATICS Student Status Norms

Grade	Begin-Year		Mid-Year		End-Year	
	Mean	SD	Mean	SD	Mean	SD
K	140.0	15.06	151.5	13.95	159.1	13.69
1	162.4	12.87	173.8	12.96	180.8	13.63
2	176.9	13.22	186.4	13.11	192.1	13.54
3	190.4	13.10	198.2	13.29	203.4	13.81
4	201.9	13.76	208.7	14.27	213.5	14.97
5	211.4	14.68	217.2	15.33	221.4	16.18
6	217.6	15.53	222.1	16.00	225.3	16.71
7	222.6	16.59	226.1	17.07	228.6	17.72
8	226.3	17.85	229.1	18.31	230.9	19.11
9	230.3	18.13	232.2	18.62	233.4	19.52
10	230.1	19.60	231.5	20.01	232.4	20.96
11	233.3	19.95	234.4	20.18	235.0	21.30

2015 LANGUAGE USAGE Student Status Norms

Grade	Begin-Year		Mid-Year		End-Year	
	Mean	SD	Mean	SD	Mean	SD
2	174.5	16.58	184.9	15.34	189.7	15.47
3	189.4	15.20	196.8	14.24	200.0	14.11
4	198.8	14.66	204.4	13.83	206.7	13.64
5	205.6	13.87	209.7	13.23	211.5	13.19
6	210.7	13.79	213.9	13.30	215.3	13.38
7	214.0	13.82	216.5	13.52	217.6	13.70
8	216.2	14.17	218.1	13.92	219.0	14.26
9	218.4	14.15	219.7	13.98	220.4	14.50
10	218.9	15.04	219.7	14.99	220.1	15.74
11	221.5	14.96	222.1	14.85	222.1	15.80

2015 GENERAL SCIENCE Student Status Norms

Grade	Begin-Year		Mid-Year		End-Year	
	Mean	SD	Mean	SD	Mean	SD
3	187.5	11.74	192.6	10.92	195.4	11.01
4	194.6	11.16	198.7	10.75	201.0	10.92
5	200.2	11.06	203.7	10.80	205.7	11.07
6	204.3	11.54	207.1	11.40	208.6	11.73
7	207.2	11.92	209.5	11.87	210.9	12.23
8	210.3	12.28	212.3	12.19	213.5	12.63

NWEA

Growth norms developed for the 2015 RIT Scale Norms Study reflect the common observation that the rate of academic growth is related to the student's starting status on the measurement scale; typically, students starting out at a lower level tend to grow more. The growth norm tables below show mean growth when the mean grade level status score is used as the starting score. In each case, the starting score is treated as a factor predicting growth. If a particular student's starting score was below the grade level status mean, the growth mean is typically higher. Similarly, students with starting scores above the grade level mean would typically show less growth on average. This procedure, coupled with the inclusion of instructional days in computing the norms, results in a highly flexible and better contextualized reference for understanding MAP RIT scores.

2015 READING Student Growth Norms

Grade	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
	Mean	SD	Mean	SD	Mean	SD
K	10.3	6.01	6.81	5.46	17.1	8.11
1	10.8	6.00	5.99	5.46	16.8	8.09
2	9.5	6.05	4.52	5.49	14.0	8.20
3	7.3	5.79	3.02	5.33	10.3	7.59
4	5.4	5.56	2.33	5.19	7.8	7.05
5	4.2	5.60	1.97	5.21	6.1	7.15
6	3.2	5.62	1.54	5.22	4.8	7.19
7	2.5	5.58	1.25	5.20	3.7	7.11
8	1.9	6.05	0.99	5.49	2.8	8.19
9	1.1	6.35	0.60	5.68	1.7	8.87
10	0.6	6.72	0.17	5.91	0.7	9.66

2015 MATHEMATICS Student Growth Norms

Grade	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
	Mean	SD	Mean	SD	Mean	SD
K	11.4	5.56	7.67	5.03	19.1	7.59
1	11.4	5.50	6.97	4.99	18.4	7.45
2	9.5	5.35	5.72	4.90	15.2	7.11
3	7.8	5.08	5.19	4.73	13.0	6.47
4	6.8	5.05	4.78	4.72	11.6	6.41
5	5.8	5.22	4.13	4.82	9.9	6.80
6	4.4	5.20	3.26	4.80	7.7	6.75
7	3.5	5.11	2.47	4.75	6.0	6.55
8	2.9	5.59	1.78	5.05	4.6	7.66
9	2.0	5.81	1.17	5.19	3.1	8.15
10	1.5	6.18	0.85	5.42	2.3	8.92

2015 LANGUAGE USAGE Student Growth Norms

Grade	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
	Mean	SD	Mean	SD	Mean	SD
2	10.4	6.61	4.74	5.70	15.2	9.83
3	7.4	5.61	3.14	5.06	10.6	7.69
4	5.6	5.26	2.28	4.84	7.9	6.90
5	4.1	5.21	1.76	4.81	5.8	6.78
6	3.2	5.23	1.32	4.83	4.5	6.84
7	2.5	5.14	1.10	4.77	3.6	6.61
8	1.9	5.40	0.96	4.93	2.9	7.22
9	1.4	5.65	0.65	5.08	2.0	7.79
10	0.8	6.03	0.42	5.32	1.2	8.61

2015 GENERAL SCIENCE Student Growth Norms

Grade	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
	Mean	SD	Mean	SD	Mean	SD
3	5.1	6.28	2.88	5.85	8.0	8.02
4	4.2	5.94	2.27	5.64	6.4	7.19
5	3.5	5.92	2.04	5.63	5.5	7.13
6	2.8	5.92	1.59	5.63	4.3	7.14
7	2.3	5.91	1.39	5.62	3.7	7.10
8	2.0	6.09	1.24	5.73	3.2	7.56

NWEA™

Reports Annotation Key

1 Norms Reference Data: Indicates which NWEA norming study your report data draw upon.

2 Growth Comparison Period: The two terms for which you wish to receive student growth data.

3 Weeks of Instruction: The number of instructional weeks prior to testing, as set by your school or district administrator.

4 Optional Grouping: You may choose to view results by gender or ethnicity. If your district submitted a Program File, you may also view summary results by special program.

5 Small Group Display: Summary groups of fewer than 10 students will not display unless you select this option while generating your report.

6 Mean RIT: The group's average score for the subject in the given term.

7 Median RIT: The group's middle score for the subject in the given term if individual scores were ordered from lowest to highest.

8 Standard Deviation: The variability of scores within a group. A larger standard deviation reflects a wider range of scores.

9 Standard Error of Measurement or **Error Margin:** An estimate of the amount of error in an individual's observed achievement score. The smaller the standard error, the more precise the achievement estimate.

10 Sampling Error: An estimate of the amount of error in an aggregate statistic (commonly the mean) attributed to calculating the statistic on a population sample rather than on the entire population. The larger the group, the lower the sampling error.

11 Goal Performance Area or **Instructional Area:** A learning area (e.g., Geometry) within a subject (e.g., Mathematics). On the *Class Breakdown by Goal Report*, click the instructional area to access the *Learning Continuum Class View*.

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

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 (or group of students' mean score) equaled or exceeded. Percentile Range is computed by identifying the percentile ranks of the low and high ends of the RIT range (see 13, above).

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 Area of Relative Strength: Chosen relative to the whole subject score, plus or minus the standard error. Relative strengths appear in **bold** in the *Class Report*.

17 Area of Relative Weakness or **Suggested Area of Focus:** Chosen relative to the whole subject score, plus or minus the standard error. Relative weaknesses appear in *italics* in the *Class Report*.

18 Count with Projection: The number of students in the growth count population with available growth projections.

19 Goal Score or **Instructional Area Score:** The student's performance in the instructional area tested. Most reports show instructional area scores as RIT ranges (e.g., 187–199). The *Student Profile Report* shows the midpoint of the student's RIT range. *Class Breakdown* reports sort students into 10-point RIT bands, based on the midpoint of their instructional area RIT range.

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

21 The Learning Continuum Class View: Shows skills and concepts to develop with groups of students, based on 10-point RIT score bands that are appropriate for their readiness level.

22 The Learning Continuum Test View: Shows skills and concepts to reinforce, develop, and introduce, based on students' RIT scores in each instructional area.

23 Learning Statements: Statements that define learning objectives to help guide instruction.

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 and college and career readiness measures.

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

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

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

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

29 Growth Index: The difference between observed and projected growth. A zero indicates the student met projection exactly. Do not use this index to compare performance between students. Use the conditional growth index (see 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 difference between the student's observed and projected growth is less than the observed growth standard error.

31 Conditional Growth Index: This index allows for growth comparisons between students. It incorporates conditions that affect growth, including weeks of instruction 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 (see 31, above) translated into national percentile rankings for growth.

33 Percent Met Projection: The percentage of students whose end-term RIT scores met or exceeded their individual growth projections.

34 Percent of Projected Growth Met: The total student growth divided by the total projected RITs, expressed as a percentage. Performance of 100% is considered average, meaning the overall student growth equaled the projections. Use in conjunction with 33, above.

35 Growth Count: The number of students with valid test events for both terms.

36 Count Met Projection: The number of students whose end-term RIT scores met or exceeded their individual growth projections.

37 Median Conditional Growth Percentile: The middle value of this student group's conditional growth percentiles if the individuals' percentiles were ordered from smallest to largest.

38 School Conditional Growth Index: This index allows for growth comparisons between grades within schools. It incorporates conditions that affect school growth, including weeks of instruction 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 (see 38, above) translated into national percentile rankings for growth.

District Summary
Aggregate by School

District Summary Report
Aggregate by School

Term:	Fall 2015–2016
District:	NWEA Sample District 3
④ Grouping:	None
⑤ Small Group Display:	No

NWEA
Northwest Evaluation Association
Partnering to help all kids learn

Mathematics

Mt. Bachelor Middle School

Math Survey w/ Goals 6+ Common Core 2010 V2

Goal Performance ⑪

Term	Grade	Student Count	Mean RIT ⑥	Std Dev ⑧	Median ⑦	Real and Complex Number Systems Mean	Std Dev	Algebraic Thinking Mean	Std Dev	Statistics and Probability Mean	Std Dev	Geometry Mean	Std Dev
Fall 2015–2016	6	103	212.1	13.4	212	209.7	17.7	*209.0*	15.5	**215.8**	14.9	212.5	15.0
Fall 2015–2016	7	177	217.7	14.5	217	218.1	18.3	*214.5*	15.7	**220.9**	16.6	217.4	14.9
Spring 2014–2015	7	151	218.6	14.7	219	220.7	17.4	218.8	16.5	*215.4*	17.4	219.5	15.6
Fall 2014–2015	7	147	213.4	12.9	214	213.8	16.0	214.8	14.2	213.2	15.5	211.8	14.1
Fall 2015–2016	8	83	224.9	16.4	225	224.7	20.2	226.5	17.1	223.7	17.0	224.7	17.9
Spring 2014–2015	8	99	226.9	14.0	226	228.3	16.3	*221.8*	15.0	**230.0**	16.4	229.7	14.8
Fall 2014–2015	8	93	221.1	14.5	220	220.3	18.1	*217.9*	14.5	223.2	16.5	219.5	15.7
Fall 2015–2016	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. ⑰

A goal mean shown with **bold underline** represents an area of relatively strong performance. ⑯

District Summary Report
Aggregate by District

Term:	Fall 2015–2016
District:	NWEA Sample District 3
(4) Grouping:	None
(5) Small Group Display:	No

Mathematics

Math Survey w/ Goals 6+ Common Core 2010 V2

Goal Performance **(11)**

Term	Grade	Student Count **(6)**	Mean RIT	Std Dev **(8)**	Median **(7)**	Real and Complex Number Systems		Algebraic Thinking		Statistics and Probability		Geometry	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2015–2016	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 2015–2016	3	148	188.8	11.8	189	189.3	14.6	***184.6***	13.3	191.6	14.8	189.7	13.8
Spring 2014–2015	3	135	186.7	11.4	185	**<u>190.3</u>**	14.2	185.7	13.0	***181.2***	13.8	189.6	13.3
Fall 2014–2015	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 2014–2015	6	119	212.8	14.5	213	212.2	17.6	212.4	15.9	212.8	18.1	213.8	16.0
Fall 2014–2015	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. **(17)**

A goal mean shown with **<u>bold underline</u>** represents an area of relatively strong performance. **(16)**

Student Growth Summary Report

Aggregate by School

Term: Spring 2015–2016
District: NWEA Sample District 3

① **Norms Reference Data:** 2015 Norms
Growth Comparison Period: Fall 2015 – Spring 2016 **②**
③ **Weeks of Instruction:** Start – 4 (Fall 2015)
End – 32 (Spring 2016) **④**
Grouping: None
⑤ **Small Group Display:** No
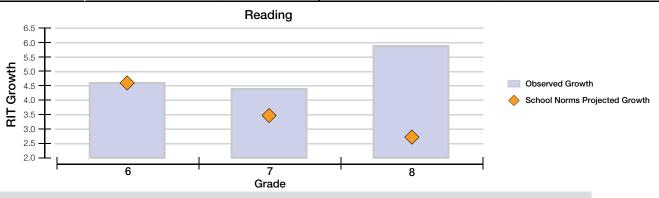
Mt. Bachelor Middle School

Reading

		Comparison Periods							Growth Evaluated Against						
		Fall 2015			Spring 2016			Growth		School Norms			Student Norms			
	35	**6**	**8**	**14**				**27**	**28**	**26**	**38**	**39**	**18**	**36**	**33**	**37**
Grade (Spring 2016)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count met Projection	Percent met Projection	Student Median Conditional Growth Percentile
6	116	211.9	11.0	56	216.5	13.0	55	4.6	0.7	4.7	-0.07	47	116	71	61	62
7	132	219.1	12.5	76	223.5	11.0	79	4.4	0.7	3.6	0.43	67	132	91	69	60
8	101	219.6	11.8	62	225.5	12.0	77	5.9	0.9	2.7	1.42	92	101	68	67	61

Reading — bar chart of RIT Growth by Grade (6, 7, 8). Legend: Observed Growth (bars), School Norms Projected Growth (orange diamond).

Explanatory Notes
** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
‡ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

NOTES