



# NWEA MAP Growth: 2025 Norms



THE GOVERNOR JOHN ENGLER  
**CENTER FOR  
CHARTER  
SCHOOLS**  
CENTRAL MICHIGAN  
UNIVERSITY

# Key Take-Aways

1

**EISA** means MAP is more responsive to what students are learning.

2

**2025 norms** reflect current national performance.

3

**Shifts are uneven** across the distribution.

4

**Placement decisions** may need to be revisited.



THE GOVERNOR JOHN ENGLER

**CENTER FOR  
CHARTER SCHOOLS**

CENTRAL MICHIGAN UNIVERSITY

# Enhanced Item Selection Algorithm

Reminder

Implications for Math



THE GOVERNOR JOHN ENGLER  
**CENTER FOR  
CHARTER  
SCHOOLS**  
CENTRAL MICHIGAN  
UNIVERSITY

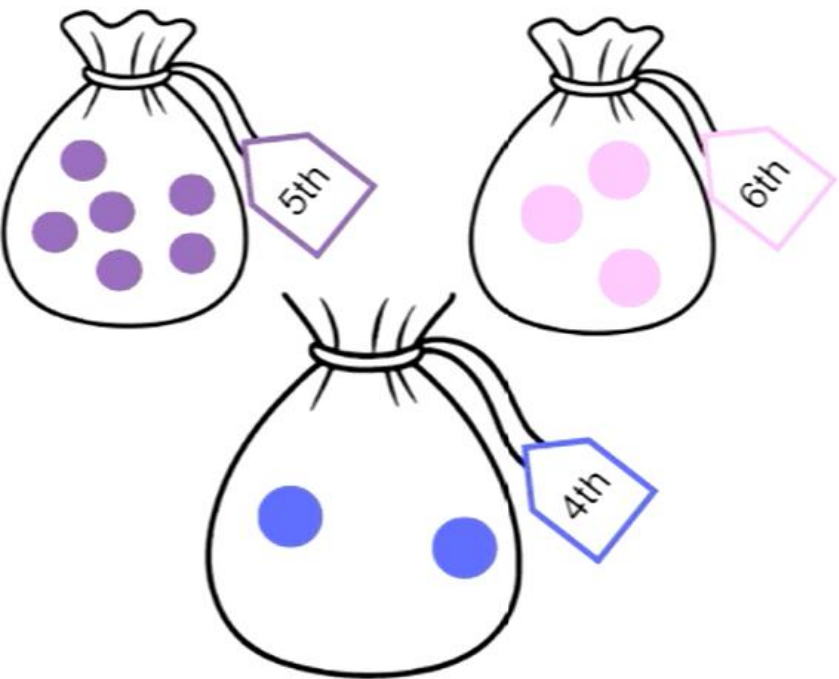


# Grade Level First- Criteria for Item Selection

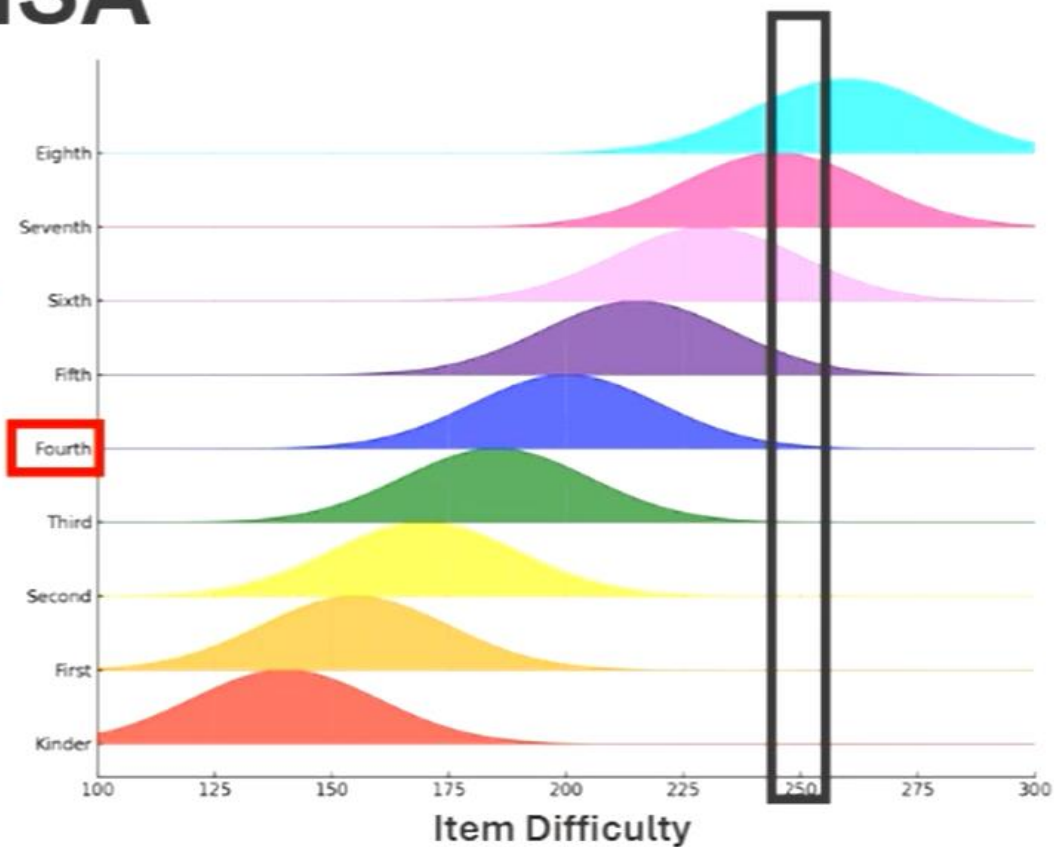


THE GOVERNOR JOHN ENGLER  
**CENTER FOR  
CHARTER  
SCHOOLS**  
CENTRAL MICHIGAN  
UNIVERSITY

# Legacy MAP vs EISA



RIT 250 Items



THE GOVERNOR JOHN ENGLER

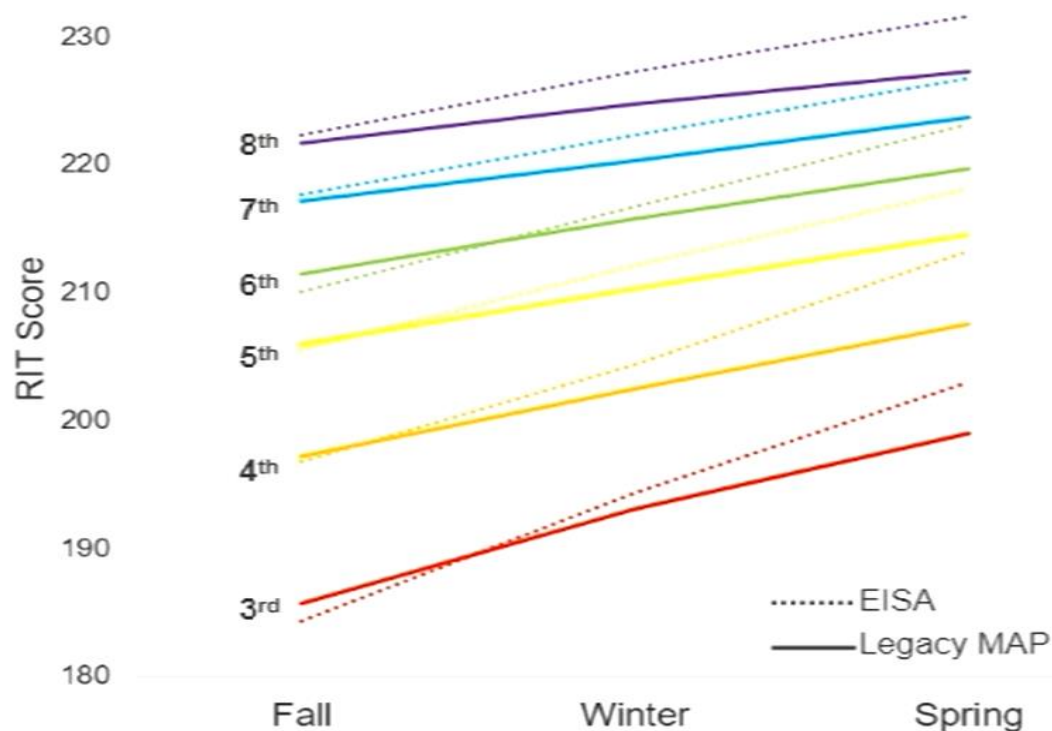
**CENTER FOR  
CHARTER SCHOOLS**

CENTRAL MICHIGAN UNIVERSITY

# Steeper growth in math with EISA

Compared to legacy MAP, EISA results in decreases in fall scores and increases in winter and spring.

nwea



THE GOVERNOR JOHN ENGLER

**CENTER FOR  
CHARTER SCHOOLS**

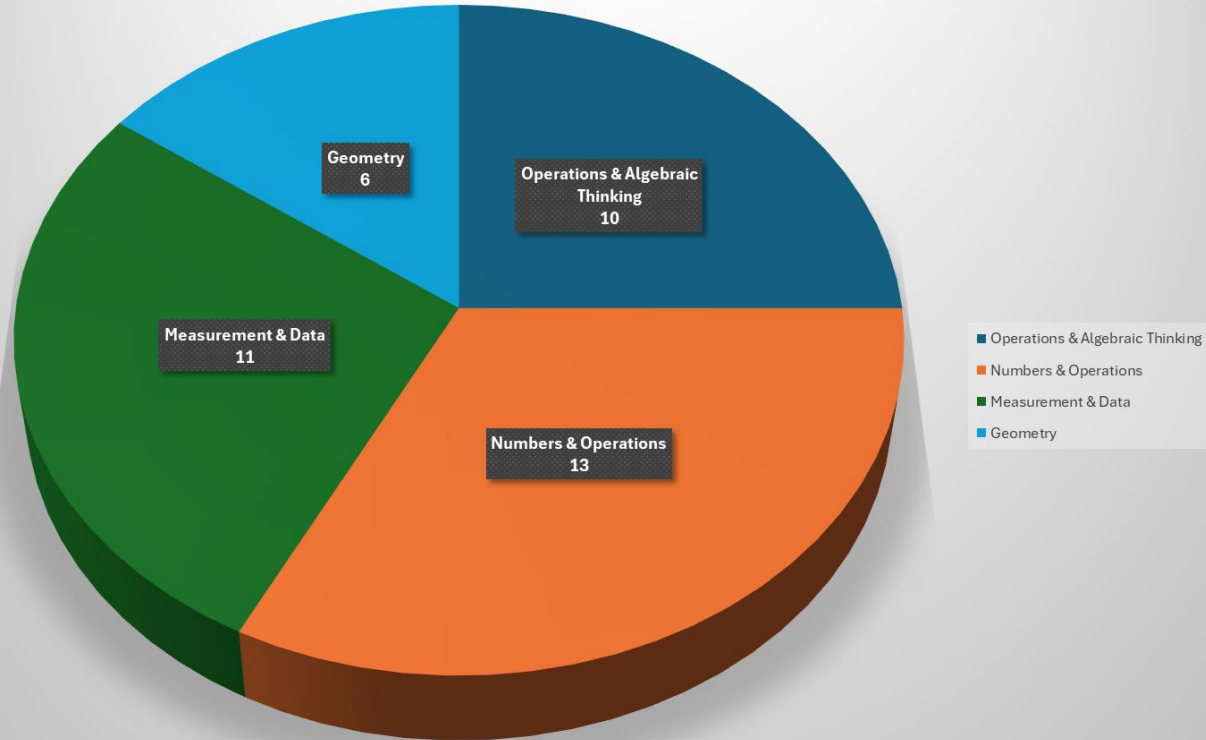
CENTRAL MICHIGAN UNIVERSITY

# Better Connection to State Standards



THE GOVERNOR JOHN ENGLER  
**CENTER FOR  
CHARTER  
SCHOOLS**  
CENTRAL MICHIGAN  
UNIVERSITY

## NWEA MAP Growth: Math 2-5 Number of Items by Instructional Area



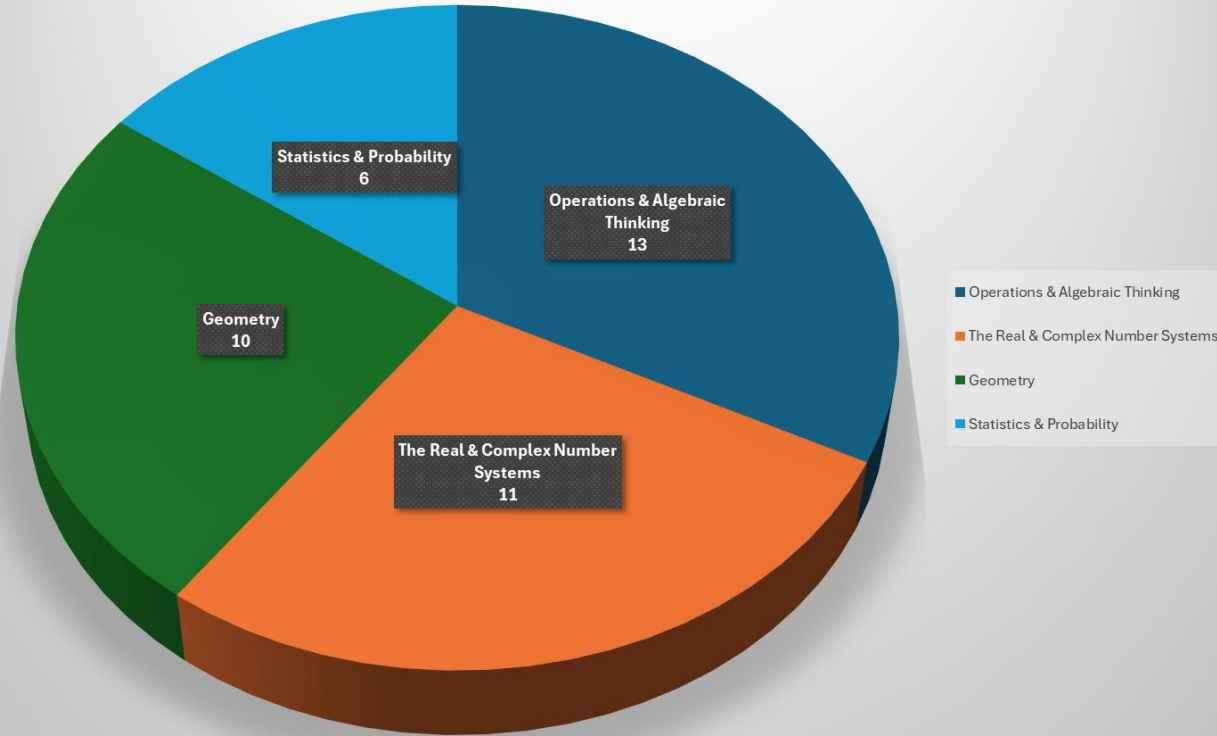
THE GOVERNOR JOHN ENGLER

**CENTER FOR  
CHARTER SCHOOLS**

CENTRAL MICHIGAN UNIVERSITY



## NWEA MAP Growth: Math 6+ Number of Items by Instructional Area

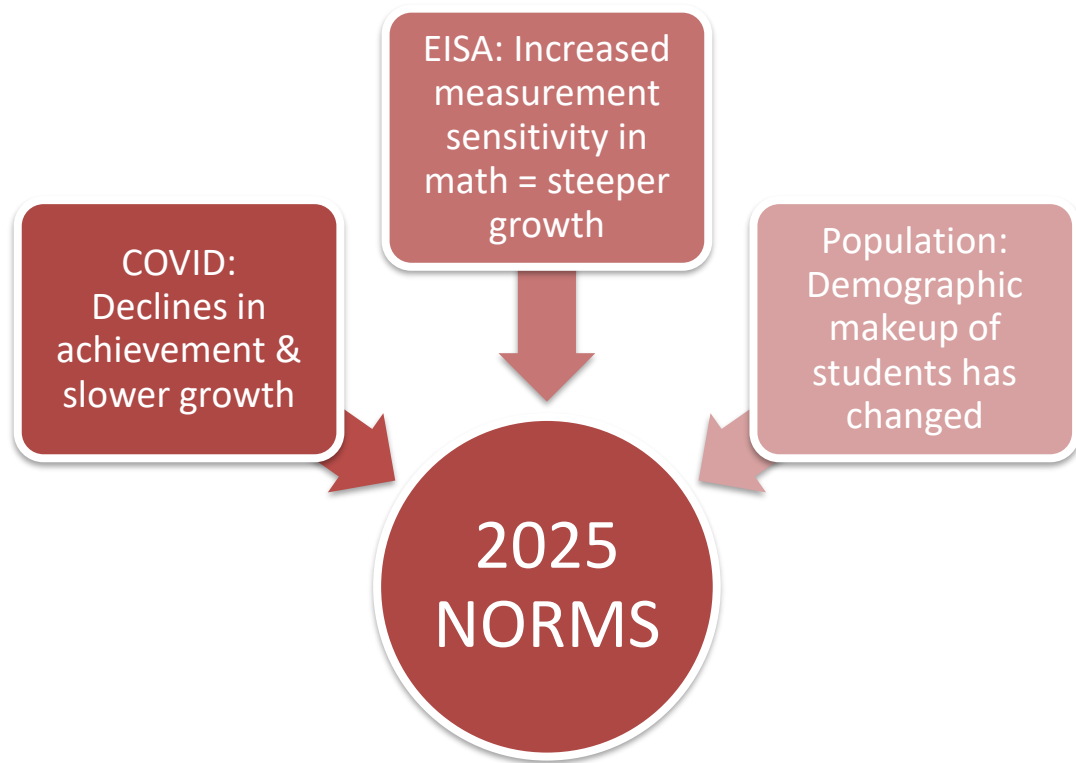


THE GOVERNOR JOHN ENGLER

**CENTER FOR  
CHARTER SCHOOLS**

CENTRAL MICHIGAN UNIVERSITY

# Interpreting New Norms Requires Caution



We are not just seeing “learning loss” but a **net effect** of new data, new context, improved NWEA.



THE GOVERNOR JOHN ENGLER

**CENTER FOR  
CHARTER SCHOOLS**

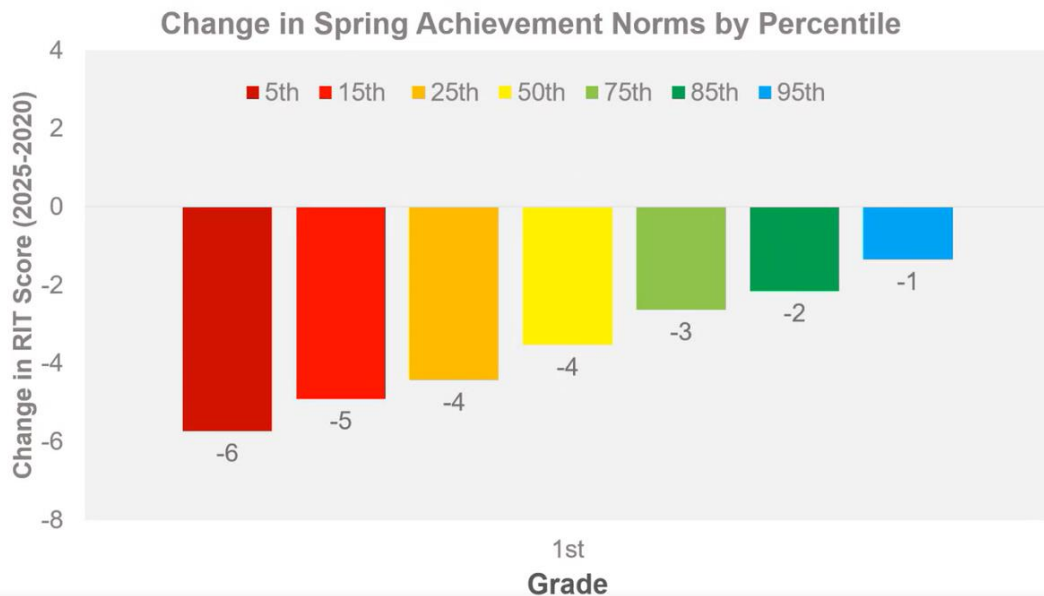
CENTRAL MICHIGAN UNIVERSITY

# Distribution shifted down *and* became more variable



**Bottom line:** Expect larger shifts at lower achievement levels and smaller shifts at higher achievement levels.

# Reading



## Interpretation

Use typical SEM ( $\approx 3$ ) to interpret changes

- **Small:**  $\pm 0$  to 3 RIT
- **Moderate:**  $\pm 3$  to 6 RIT
- **Large:**  $\pm 6$  RIT



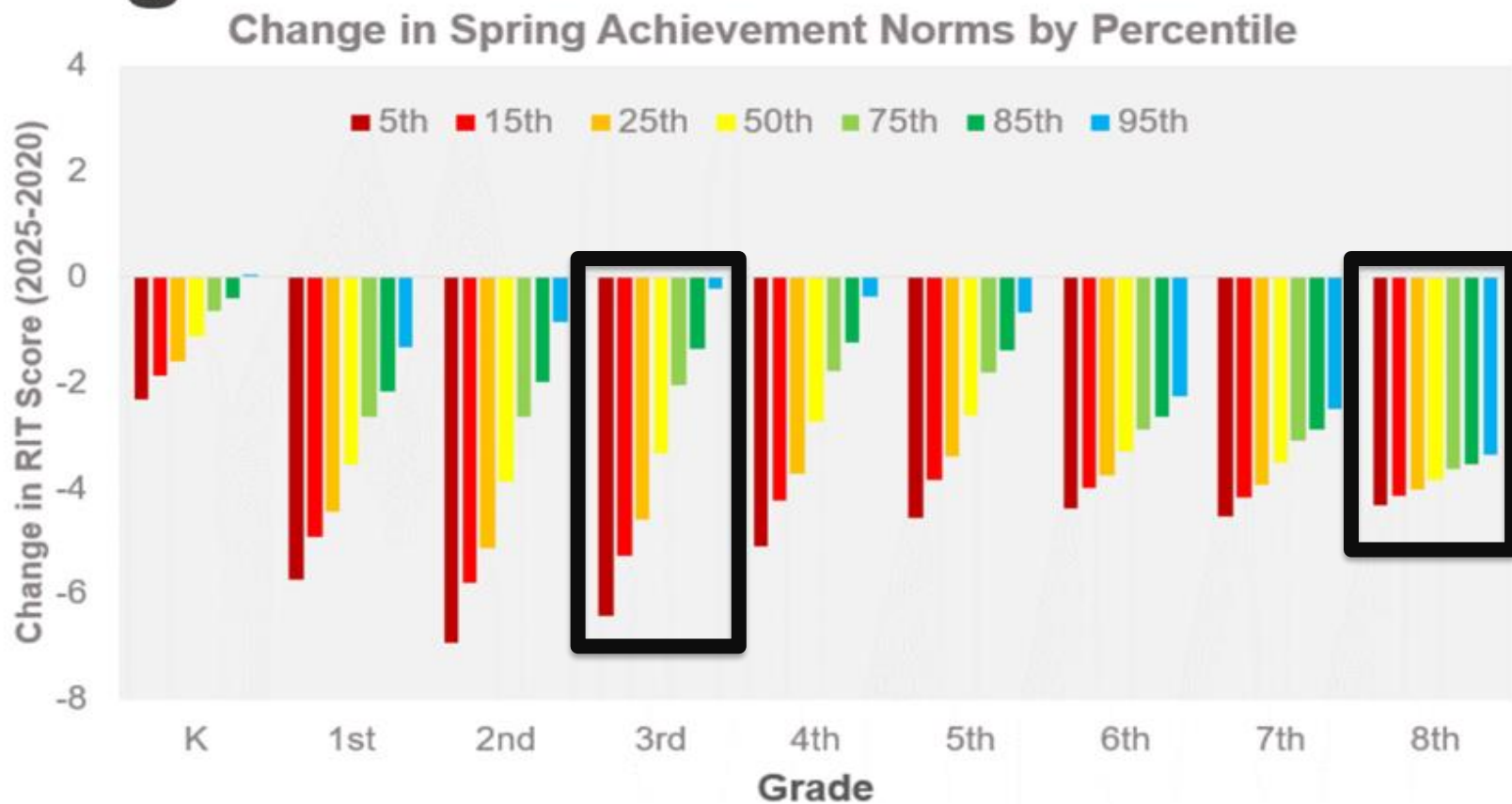
THE GOVERNOR JOHN ENGLER

**CENTER FOR  
CHARTER SCHOOLS**

CENTRAL MICHIGAN UNIVERSITY



# Reading



Note. Bars show the difference in RIT points at each percentile rank under the 2025 norms compared to the 2020 norms.

# Reading

## Key Takeaways:

- Across grades, lower-achieving students show steeper declines than higher-achievers
- In older grades, trend is less stark with more consistent declines across the spectrum

Grade	Shifts in Spring Achievement						
	5th	15th	25th	50th	75th	85th	95th
K	-2	-2	-2	-1	-1	0	0
1	-6	-5	-4	-4	-3	-2	-1
2	-7	-6	-5	-4	-3	-2	-1
3	-6	-5	-5	-3	-2	-1	0
4	-5	-4	-4	-3	-2	-1	0
5	-5	-4	-3	-3	-2	-1	-1
6	-4	-4	-4	-3	-3	-3	-2
7	-5	-4	-4	-4	-3	-3	-3
8	-4	-4	-4	-4	-4	-4	-3

*Note. Columns show the difference in RIT points at each percentile rank under the 2025 norms compared to the 2020 norms.*

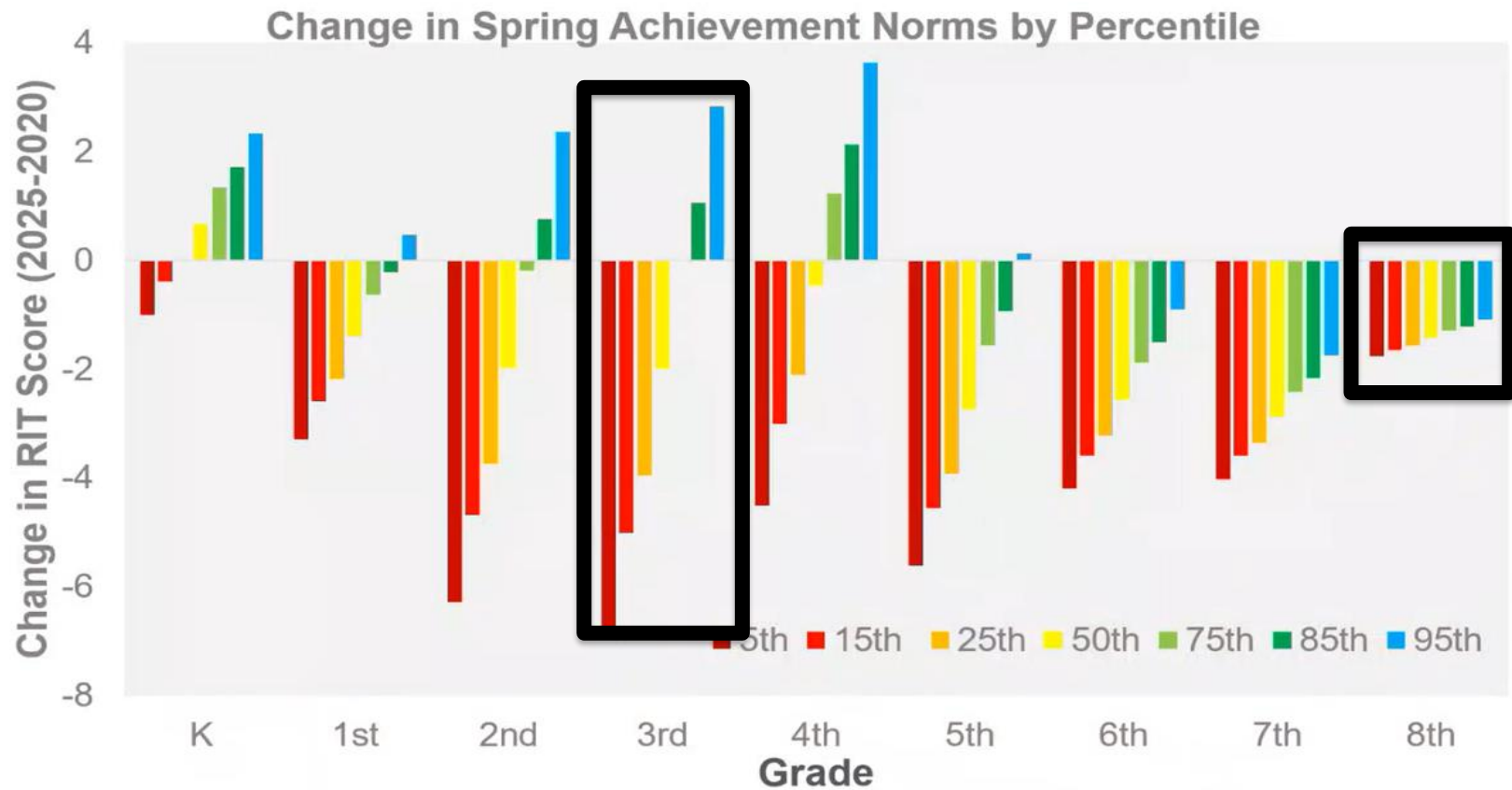


THE GOVERNOR JOHN ENGLER

**CENTER FOR  
CHARTER SCHOOLS**

CENTRAL MICHIGAN UNIVERSITY

# Math



Note. Bars show the difference in RIT points at each percentile rank under the 2025 norms compared to the 2020 norms.

# Math

## Key Takeaways:

- Across grades, scores generally lower at and below the median
- In younger grades, scores increased at the upper ends of the distribution.
- In older grades, declines are evident across the spectrum but become steeper at lower percentiles.

Grade	Shifts in Spring Achievement						
	5th	15th	25th	50th	75th	85th	95th
K	-1	0	0	1	1	2	2
1	-3	-3	-2	-1	-1	0	0
2	-6	-5	-4	-2	0	1	2
3	-7	-5	-4	-2	0	1	3
4	-5	-3	-2	0	1	2	4
5	-6	-5	-4	-3	-2	-1	0
6	-4	-4	-3	-3	-2	-2	-1
7	-4	-4	-3	-3	-2	-2	-2
8	-2	-2	-2	-1	-1	-1	-1

*Note. Columns show the difference in RIT points at each percentile rank under the 2025 norms compared to the 2020 norms.*



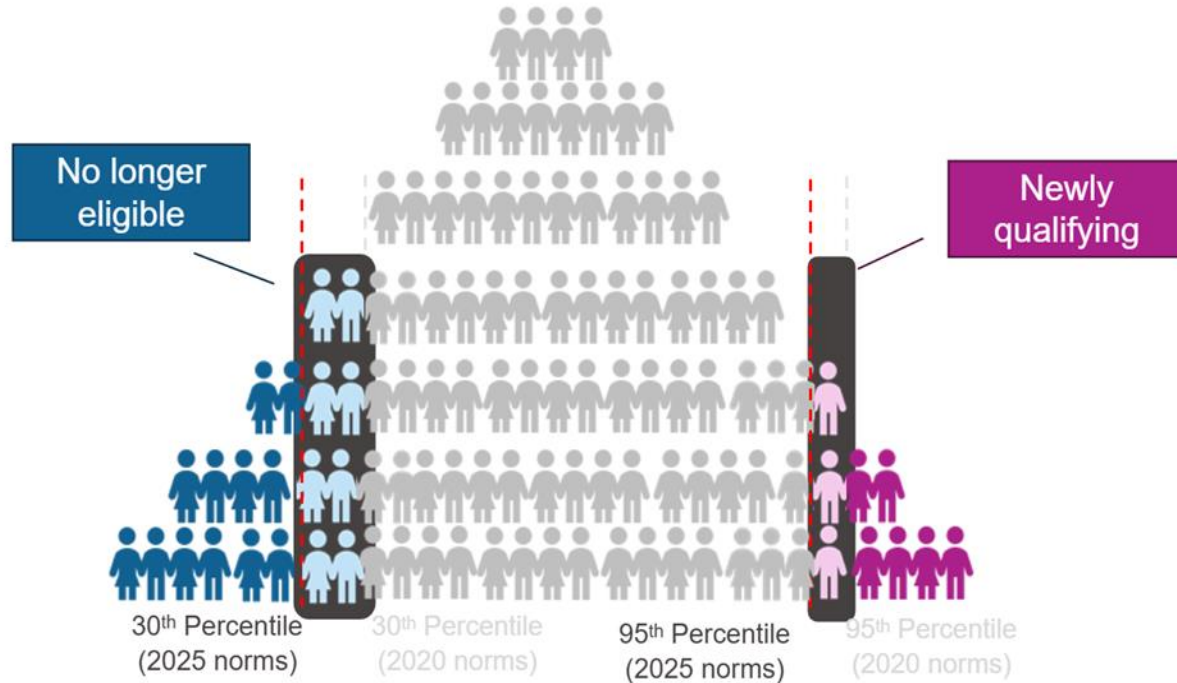
# Summary of Percentile Shifts for Same RIT

On average, shifts are more notable at the bottom and middle of distribution.

	Reading			Math		
	30th	50th	95th	30th	50th	95th
K	34	54	95	30	48	93
1	40	59	96	35	54	95
2	40	59	96	38	55	93
3	39	★57	95	38	55	93
4	37	56	95	33	51	★93
5	37	56	95	37	56	95
6	38	58	96	36	56	96
7	38	58	96	36	56	96
8	39	59	97	★33	53	96

*Note. Columns show the 2025 percentile rank that corresponds to the RIT score at the 30<sup>th</sup>, 50<sup>th</sup> and 95<sup>th</sup> percentiles under the 2020 norms. Shading indicates magnitude of change.*

# Implications for Program Decisions



THE GOVERNOR JOHN ENGLER

**CENTER FOR  
CHARTER SCHOOLS**

CENTRAL MICHIGAN UNIVERSITY

# Changes in Fall-to-Spring Growth

## Key Takeaways:

- **Reading:** lower growth, especially at median and below
- **Math:** higher growth, especially above the median

Grade	Reading			Math		
	25th	50th	75th	25th	50th	75th
K	-5	-3	0	-2	-1	1
1st	-5	-3	0	-1	-1	0
2nd	-3	-2	-1	-1	0	1
3rd	-2	-1	0	1	2	4
4th	-3	-2	-1	1	2	3
5th	-3	-2	-1	-1	0	1
6th	-3	-2	-1	1	2	3
7th	-3	-2	-1	-1	0	2
8th	-3	-2	0	0	1	3

*Note. Columns show the difference in growth in RIT points at each percentile rank under the 2025 norms compared to the 2020 norms.*

# Summary of RIT Shifts Across Subjects

	Achievement			Growth		
	Bottom	Middle	Top	Bottom	Middle	Top
Reading	↓ ↓	↓	●	↓ ↓	↓	●
Math	↓ ↓	↓	↑ ↓	●	↑	↑ ↑

**Note.** ↓ = decline; ↑ = increase; ● = stable/no meaningful change; ↑ ↓ = mixed pattern



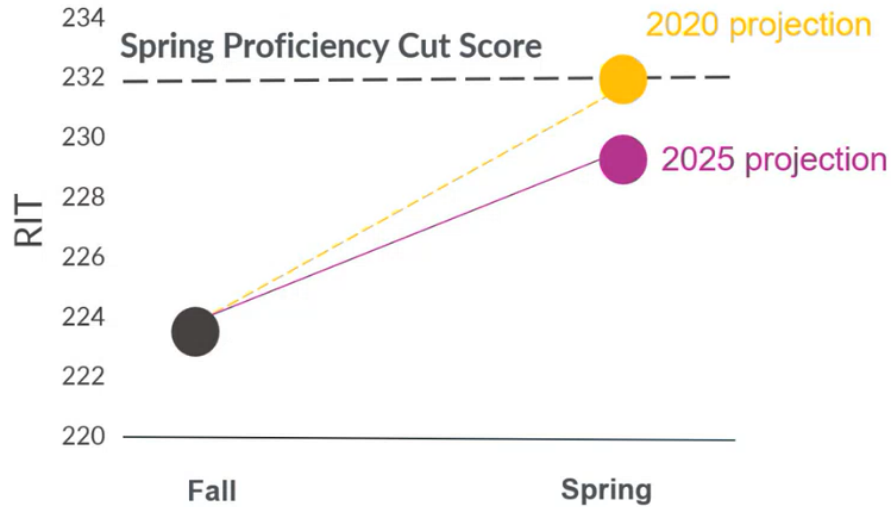
- M-STEP defines content proficiency (criterion).**
- NWEA does NOT (norm-referenced).**
- NWEA can predict performance relatively well using RIT scores.**



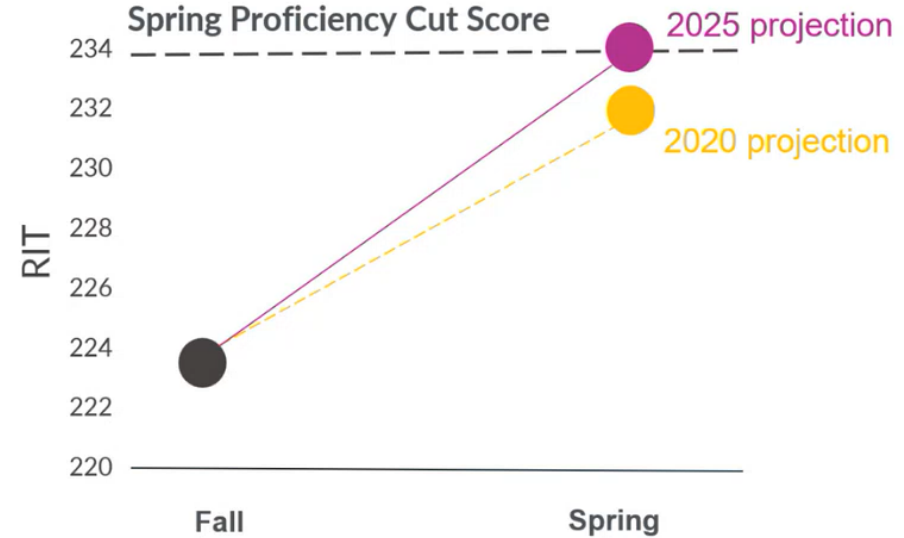
THE GOVERNOR JOHN ENGLER  
**CENTER FOR  
CHARTER  
SCHOOLS**  
CENTRAL MICHIGAN  
UNIVERSITY

# 2025 Scenario – Changes in growth norms

## Reading



## Math



# Key Take-Aways

1

**EISA** means MAP is more responsive to what students are learning.

2

**2025 norms** reflect current national performance.

3

**Shifts are uneven** across the distribution.

4

**Placement decisions** may need to be revisited.



THE GOVERNOR JOHN ENGLER

**CENTER FOR  
CHARTER SCHOOLS**

CENTRAL MICHIGAN UNIVERSITY

# NWEA 2025 Norms Resources

[2025 Norms Quick Reference](#)

[2025 MAP Growth Norms Technical Manual](#)

[FAQ: Why Norms Matter](#)



THE GOVERNOR JOHN ENGLER

**CENTER FOR  
CHARTER SCHOOLS**

CENTRAL MICHIGAN UNIVERSITY



# Questions?



THE GOVERNOR JOHN ENGLER

**CENTER FOR  
CHARTER SCHOOLS**

CENTRAL MICHIGAN UNIVERSITY