

CMU Fall 2026

MAP Growth Reports

mapGROWTH





Agenda



Growth Projections



Student Goal Setting



Class & Student Profile Reports



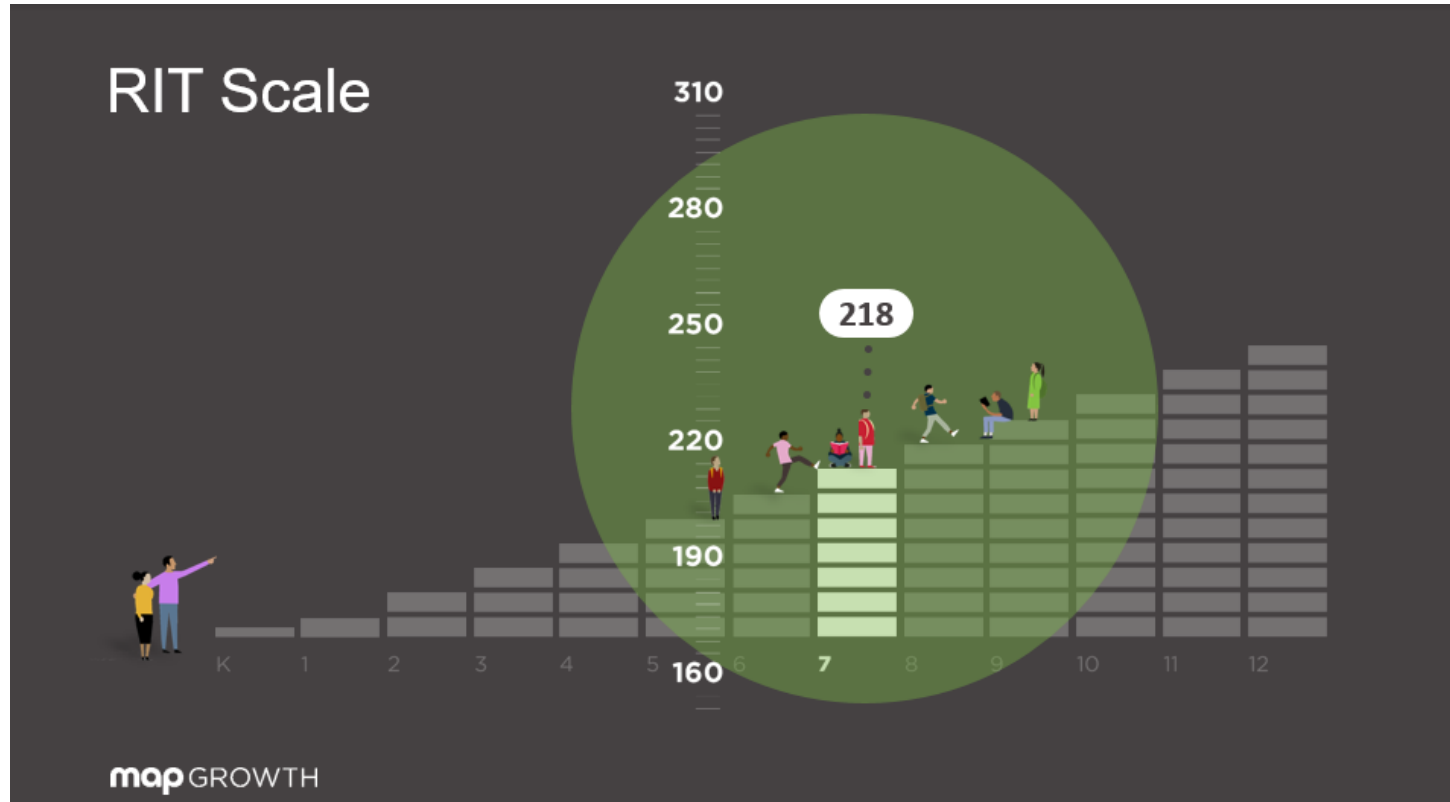
College Explorer Tool



Next Steps – What Now?

Growth Projections & Goal Setting

MAP Growth Measures Achievement & Growth



Achievement:

How a student **performs** in a tested subject relative to grade-level peers (RIT score and percentile)

Growth:

How a student **progresses** in the tested subject relative to all students (RIT difference, growth index, and percentile)

Low	Low / Average	Average	High Average	Hi
Percentile = <21 st	Percentile = 21 st -40 th	Percentile = 41 st -60 th	Percentile = 61 st -80 th	Percentile = >80 th

MAP Growth Projections

Growth projections provide a reasonable estimate of how much growth a student might make based on the growth of similar students nationally. They are designed to support goal setting and instructional planning

A projection is not a target that students are guaranteed to reach, nor is it a ceiling on what they can achieve. It is simply an estimate based on historical growth patterns.



Achievement Status and Growth Projection Report

O'Keefe, Peter
Mathematics 4

Term Tested: Fall 2023-2024
Term Rostered: Fall 2023-2024
District: NWEA Sample District 63
School: Bryce Canyon Elementary School

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
End - 32 (Spring 2024)
Optional Grouping: None
Small Group Display: No

Math: Math K-12

				Achievement Status				Growth							
				Fall 2023		Spring 2024		Student						Comparative	
Student ID	Student Name	FA23 Grade	FA23 Date	RIT Score Range	Achievement Percentile Range	RIT Score Range	Achievement Percentile Range	Projected RIT Score	Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth	Conditional Growth Index	Conditional Growth Percentile
S10883	Bell, Sharon	4	9/9/23	204- ~~207~~ -210	63- ~~70~~ -76			218	11						
S10873	Francis, Whitney	4	9/16/23	174- ~~178~~ -182	4- ~~7~~ -12			190	12						
S10874	George, Loretta	4	9/11/23	177- ~~181~~ -185	6- ~~10~~ -16			193	12						
S10858	Gonzalez, Theresa	4	9/18/23	219- ~~223~~ -227	91- ~~95~~ -97			233	10						
S10870	Gray, Helen	4	9/16/23	206- ~~209~~ -212	68- ~~74~~ -80			220	11						
S10893	Griffin, Doris	4	9/17/23	187- ~~190~~ -193	19- ~~25~~ -33			201	11						
S10876	Jackson, Victor	4	9/10/23	176- ~~180~~ -184	5- ~~9~~ -15			192	12						
S10881	Lewis, Steve	4	9/6/23	166- ~~170~~ -174	1- ~~2~~ -4			182	12						
S10855	Love, Terry	4	9/15/23	187- ~~190~~ -193	20- ~~25~~ -31			201	11						
S10888	Mcbride, Delbert	4	9/8/23	189- ~~192~~ -196	22- ~~30~~ -39			203	11						
S10864	Moore, Ruby	4	9/6/23	193- ~~196~~ -199	33- ~~40~~ -48			207	11						
S10895	Murphy, Priscilla	4	9/12/23	203- ~~207~~ -211	60- ~~70~~ -78			218	11						
S10897	Powell, Joseph	4	9/9/23	174- ~~177~~ -180	4- ~~6~~ -9			188	11						
S10856	Quarles, Sarai	4	9/12/23	220- ~~223~~ -226	92- ~~95~~ -97			234	11						
S10901	Ramirez, Jeffrey	4	9/6/23	177- ~~180~~ -183	6- ~~9~~ -13			191	11						
S10867	Russell, Joan	4	9/7/23	175- ~~179~~ -183	5- ~~8~~ -13			191	12						
S10890	Russell, Judy	4	9/8/23	208- ~~211~~ -214	73- ~~79~~ -84			222	11						
S10891	Santos, Patrick	4	9/17/23	196- ~~199~~ -202	40- ~~48~~ -58			210	11						

Fall to Spring
11 RIT points

14 RIT points = 65th percentile growth
34th percentile achievement

11 RIT points = 50th percentile growth
25th percentile achievement

8 RIT points = 31st percentile growth
20th percentile achievement



Terry

- ✓ 4th grade
- ✓ Math
- ✓ 4th week
- ✓ 190 RIT = 25th percentile

Average growth (50%) =
maintenance of status



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S10891	Santos, Patrick	4	9/17/23	196- ~~199~~ -202	40- ~~48~~ -58			210	11						

Where Does Michigan Expect Students to Be?

Michigan

Reading – Proficient – M-Step

Spring	RIT	Percentile
2	192-201	72-87
3	203-210	69-82
4	209-216	65-79
5	214-223	63-81
6	220-229	68-85
7	223-233	68-86
8	224-234	64-83

Michigan

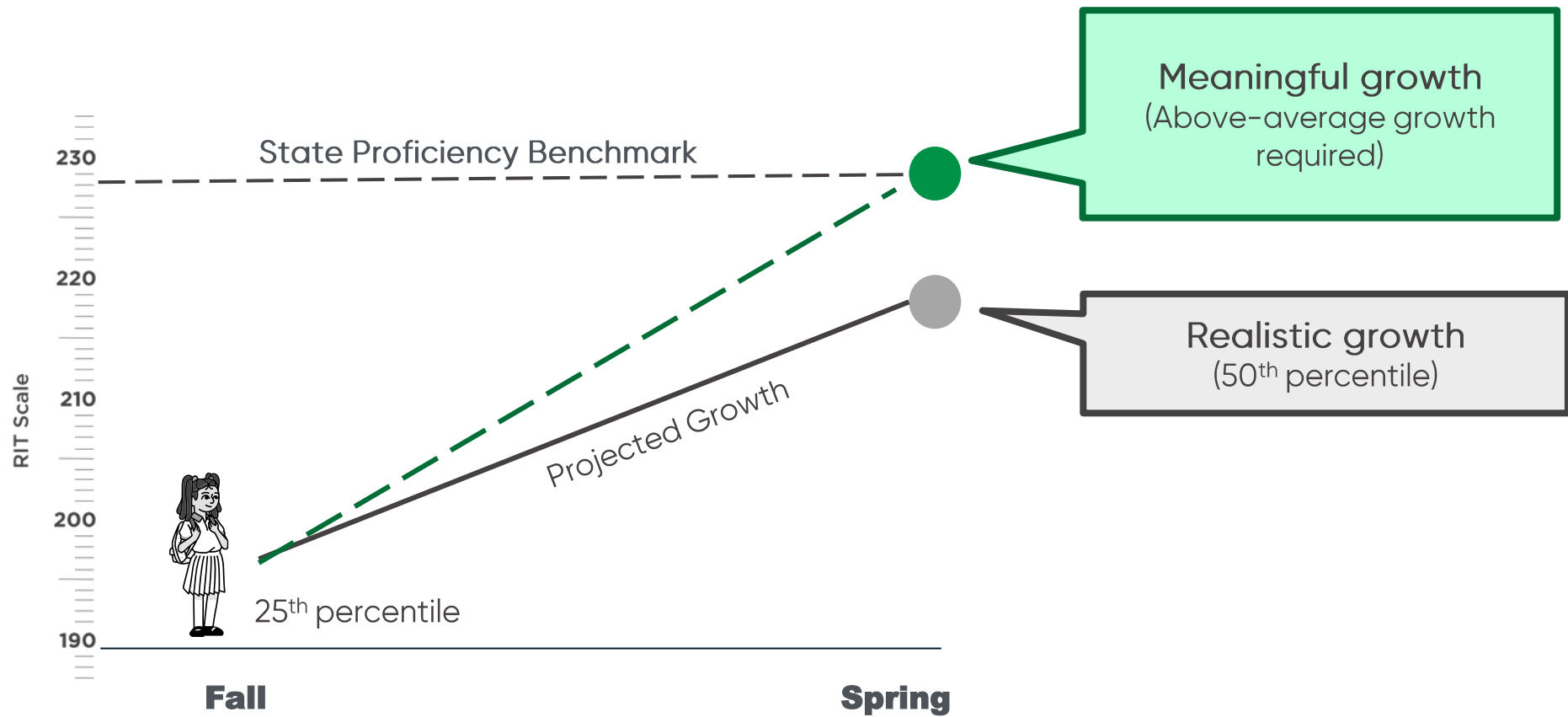
Math – Proficient – M-Step

Spring	RIT	Percentile
2	195-206	68-88
3	206-216	66-84
4	220-231	71-88
5	230-239	78-89
6	232-241	74-87
7	235-246	72-87
8	238-253	67-88

Michigan

Science – Proficient – M-Step

Spring	RIT	Percentile
2		
3		
4		
5	211-218	62-80
6		
7		
8	220-231	68-89



Key Insight: Realistic growth (growth at the 50th percentile) means Terry would maintain her achievement status at the 25th percentile. Meaningful growth to reach her state's proficiency benchmark would require well above average growth.

Student Goal Setting Tools

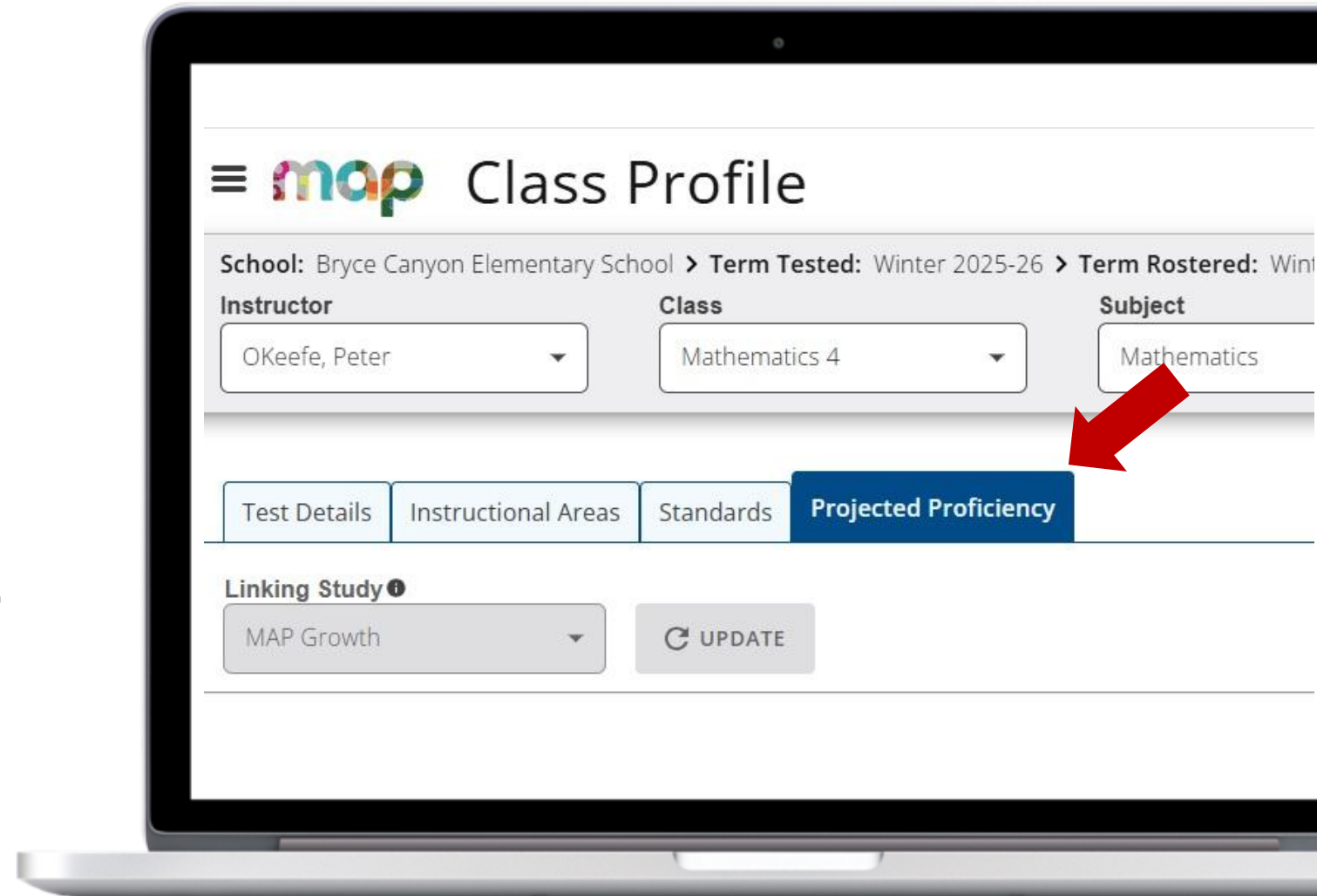
1.

The Class Profile Report

Class Profile with Projected Proficiency

Class Profile with Projected Proficiency tab

- ELA, Math, and Science
- Grades 2-8
- ACT & SAT in Grades 6-10



School: Bryce Canyon Elementary School > Tested: Fall 2024-25 > Rostered: Fall 2024-25 | [Change selections](#)

Instructor

OKeefe, Peter

Class

Mathematics 4

Subject

Mathematics

Course

Math K-12

UPDATE

[Class Profile Overview](#)

Test Details

Instructional Areas

Projected Proficiency

Linking Study

MAP Growth

UPDATE

Mathematics 4

Class Profile

Projected Proficiency Overview

Mathematics 4 | Grade 4 | Bryce Canyon Elementary School | Math K-12 | Projected with MAP Growth Linking Study Fall 2024-2025

Most students are projected to not be proficient.

Number of students by proficiency category

Advanced	3
Proficient	4
Below Proficient	19

More information about this chart

Rostered Fall 2024-2025

Tested Fall 2024-2025

Class Profile

About Spring Cut Scores

Mathematics 4 | Grade 4 | Bryce Canyon Elementary School | Math K-12 | Projected with MAP Growth Linking Study Fall 2024-2025

The selected linking study defines the cut scores for each proficiency category and whether or not that category is considered to be proficient. Categories and cut scores are grade specific.

Grade 4

Categories	RIT Score Range
Advanced	226 - 350 (Proficient)
Proficient	213 - 225 (Proficient)
Below Proficient	100 - 212

More information about this chart

Rostered Fall 2024-2025

Tested Fall 2024-2025

Feedback

Class Profile				
Projected Proficiency by Student				
Mathematics 4 Grade 4 Bryce Canyon Elementary School Math K-12 Projected with MAP Growth Linking Study Fall 2024-2025				
Student Name ↑	Grade	Fall 2024-2025 RIT	Projected Spring RIT Score ⓘ	Projected Spring 2024-2025 Category ⓘ
Alexander, Eugene	4	191	203	Below Proficient
Barnes, Irene	4	202	214	Proficient
Bryant, Jimmy	4	204	215	Proficient
Cook, Tina	4	198	210	Below Proficient
Davis, Terry	4	184	196	Below Proficient
George, Phillip	4	200	212	Below Proficient
Griffin, Matthew	4	209	220	Proficient
Henderson, Arthur	4	197	209	Below Proficient
Henderson, Russell	4	177	189	Below Proficient
Hopkins, Verna	4	227	239	Advanced
Hughes, James	4	183	195	Below Proficient
Jackson, Kevin	4	181	194	Below Proficient
Kelly, Jonathan	4	208	220	Proficient

Feedback

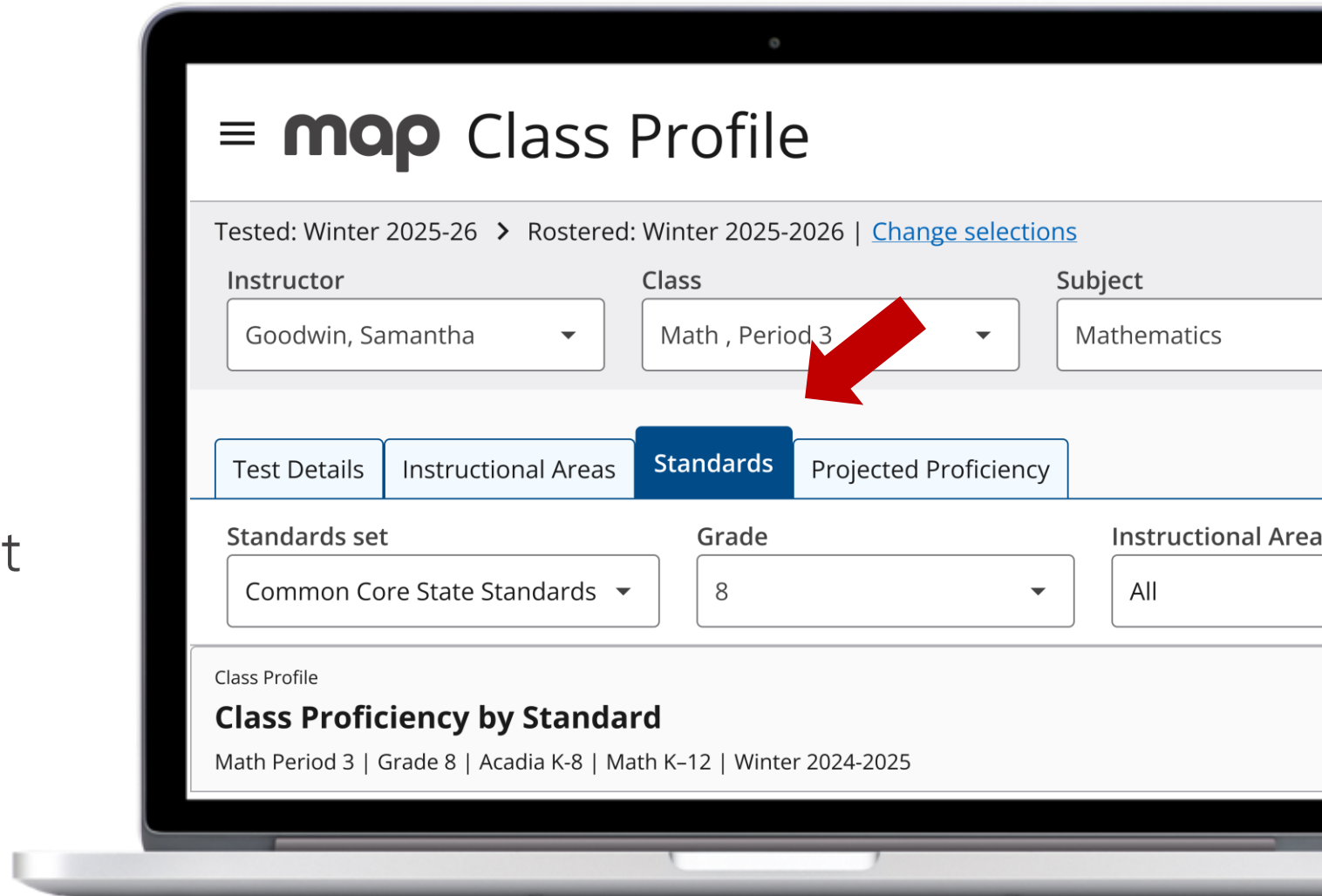


Click on any student's name to go to that student's Profile Report

Class Profile with Standards Proficiency

Class Profile with standards tab

- ELA and Math
- Grades 3-8
- Standards are reported at rostered grade level



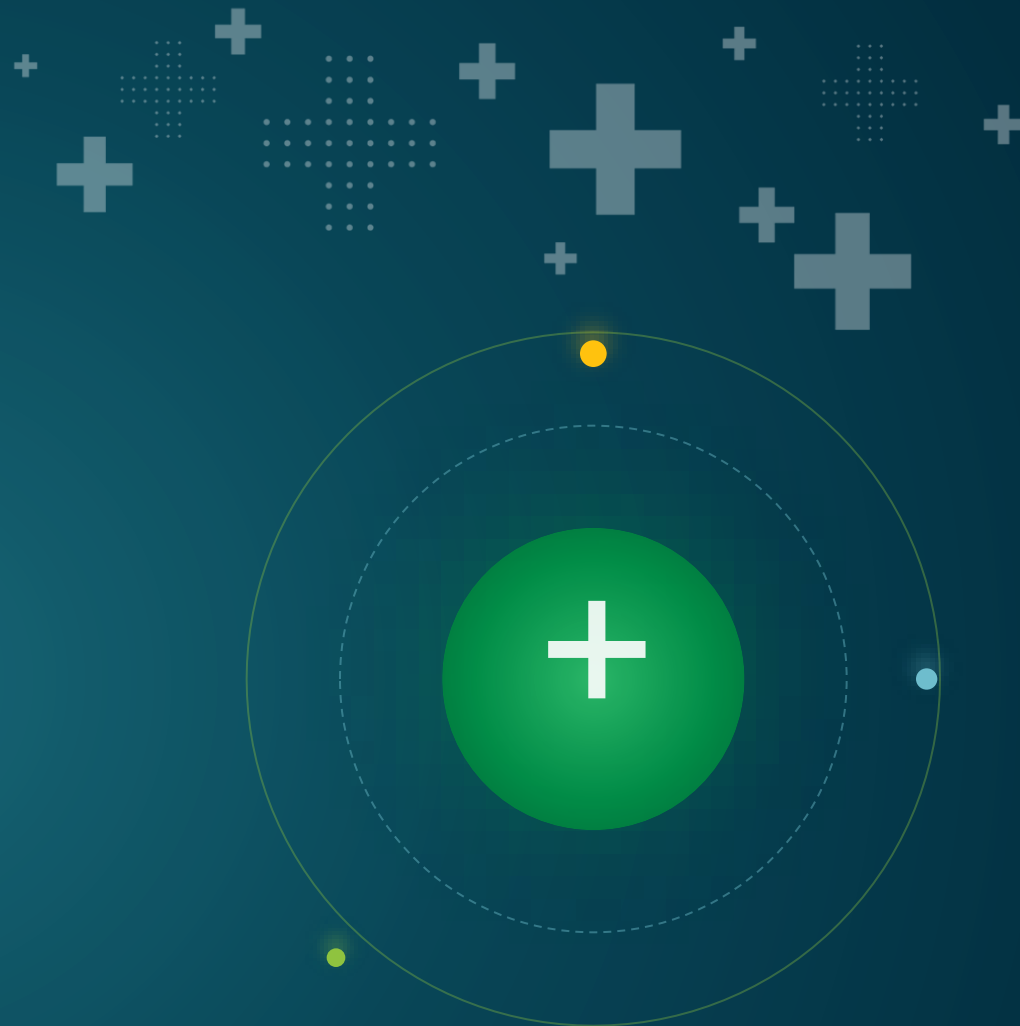
The screenshot displays the MAP Class Profile interface. At the top, the title "map Class Profile" is shown. Below it, a navigation bar indicates "Tested: Winter 2025-26" and "Rostered: Winter 2025-2026" with a link to "Change selections". The main form includes three dropdown menus: "Instructor" (Goodwin, Samantha), "Class" (Math , Period 3), and "Subject" (Mathematics). A red arrow points to the "Class" dropdown. Below these are four tabs: "Test Details", "Instructional Areas", "Standards" (which is highlighted in blue), and "Projected Proficiency". Under the "Standards" tab, there are three more dropdown menus: "Standards set" (Common Core State Standards), "Grade" (8), and "Instructional Area" (All). At the bottom, the "Class Profile" section is titled "Class Proficiency by Standard" and includes the text "Math Period 3 | Grade 8 | Acadia K-8 | Math K-12 | Winter 2024-2025".

FROM DATA TO ACTION

Powered by Pulse

Pulse is NWEA's learning science-driven intelligence, built into MAP® Growth™. It weighs every student's response against millions of data points — so you know exactly which standard to teach next.

Believe in what's possible



PSYCHOMETRICALLY-SOUND METHODOLOGY

Grounded in transparent research

50+

Years of psychometric research behind every result.

Millions

Of data points weighed for each student response.

Peer-reviewed

Methods published in the open — never a black box.



Every answer, mapped to skills and standards

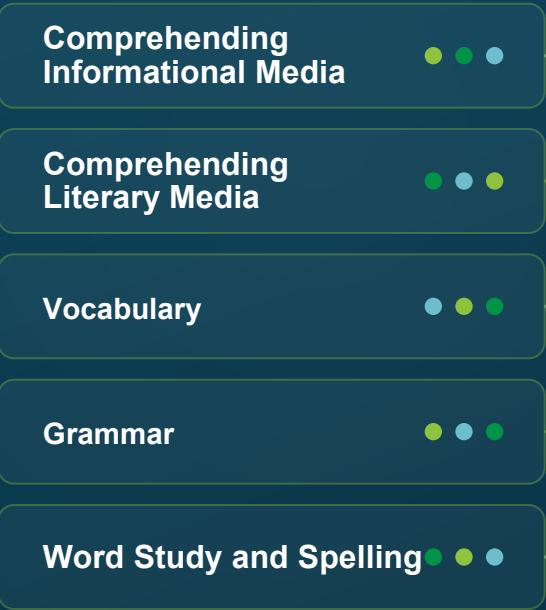
EVERY STUDENT'S TEST

Analyzed question-by-question



SKILLS MAPPING

Mapped to skills clusters



STANDARDS MAPPING

Aligned to state standards



Correct response Incorrect response

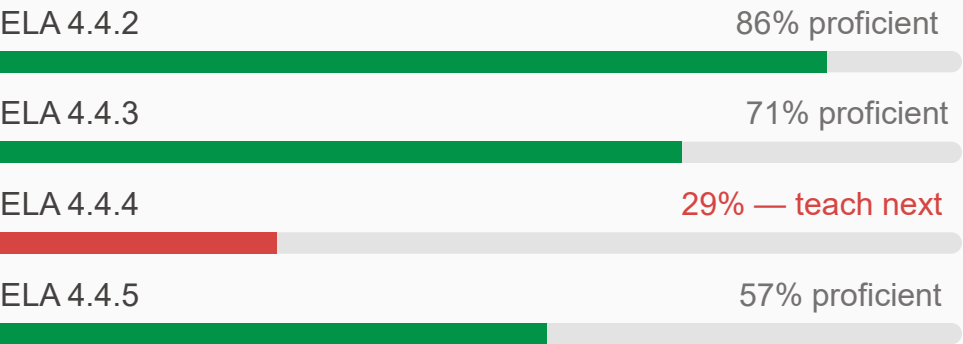
Visual representation of the Pulse mapping process

Two views, generated automatically

■ Likely proficient ■ Likely not proficient

STANDARDS OVERVIEW

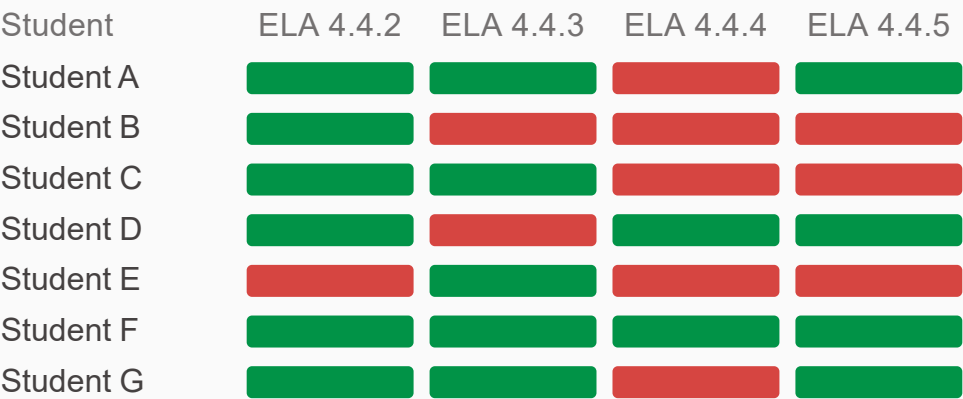
Classroom insight at a glance



See where the whole class stands on every standard, so you know what to teach next.

STUDENT DETAILS VIEW

Insight into every student



See where each student stands on every standard, based on the skills behind their responses.

School: Elementary School > Tested: Fall 2026-27 > Rostered: Fall 2026-27 | [Change selections](#)

Instructor
Rodriguez, Vicki

Class
Grade 3 Homeroom

Subject
Mathematics

Course
Math K-12

UPDATE

Test Details | Instructional Areas | Standards | Projected Proficiency

Grade 3 Homeroom

Standards Set
Common Core State Standard...

Grade
3

Domain or Strand
Operations and Algebraic Thinking

Student
All Students

UPDATE

view by: Standards Overview Student Details

Print

Class Profile			
Class Proficiency by Standard			
Grade 3 Homeroom Grade 3 Elementary School Math K-12 Fall 2026-2027 Common Core State Standards for Mathematics Operations and Algebraic Thinking			
Use this table to view summary of class-wide performance across standards			
Standard Code	Standard Description	Student Distribution	Students Likely Proficient (%)
Operations and Algebraic Thinking			
> 3.OA.A.1	Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.	6 4 2	40% Likely Proficient
> 3.OA.A.2	Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares.	7 3 2	30% Likely Proficient
> 3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.	4 6 2	RESUME DEMO

School: Elementary School

>

Tested: Fall 2026-27

>

Rostered: Fall 2026-27

|

[Change selections](#)

Instructor

Q Rodriguez, Vicki

Class

Grade 3 Homeroom

Subject

Mathematics

Course

Math K-12

UPDATE

Test Details

Instructional Areas

Standards

Projected Proficiency

Grade 3 Homeroom

Standards Set

Common Core State Standard...

Grade

3

Domain or Strand

Operations and Algebraic Thin...

Student

All Students

UPDATE

View by

Standards Overview

Student Details

Print

Class Profile

Class Proficiency by Standard

Grade 3 Homeroom | Grade 3 | Elementary School | Math K-12 | Fall 2026-2027 | Common Core State Standards for Mathematics | Operations and Algebraic Thinking

Use this table to view summary of class-wide performance across standards

Standard Code	Standard Description	Student Distribution	Students Likely Proficient (%)
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> 3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.	4 6 2	RESUME DEMO

Class Proficiency by Standard

Grade 3 Homeroom | Grade 3 | Elementary School | Math K-12 | Fall 2026-2027 | Common Core State Standards for Mathematics | Operations and Algebraic Thinking

Use this table to view summary of class-wide performance across standards.

Standard Code		Student Distribution	Students Likely Proficient (%)																		
Operations and Algebraic Thinking																					
3.OA.A.1	Interpret products of whole numbers. For example, interpret 5×7 as the total number of objects in 5 groups of 7 objects each.	6 4 2	40% Likely Proficient																		
Standard Details	Interpret products of whole numbers. For example, interpret 5×7 as the total number of objects in 5 groups of 7 objects each.																				
● Not Likely Proficient (6/12) ● Likely Proficient (4/12) ● No Data Available (2/12) <table><tr><td>Johnson, James</td><td>Foster, Frank</td><td>Green, Grace</td></tr><tr><td>King, Karen</td><td>Lopez, Leo</td><td>Scott, Samuel</td></tr><tr><td>Mitchell, Maria</td><td>Ortiz, Omar</td><td></td></tr><tr><td>Nelson, Nathan</td><td>Patel, Priya</td><td></td></tr><tr><td>Quinn, Quincy</td><td></td><td></td></tr><tr><td>Rivera, Rosa</td><td></td><td></td></tr></table>				Johnson, James	Foster, Frank	Green, Grace	King, Karen	Lopez, Leo	Scott, Samuel	Mitchell, Maria	Ortiz, Omar		Nelson, Nathan	Patel, Priya		Quinn, Quincy			Rivera, Rosa		
Johnson, James	Foster, Frank	Green, Grace																			
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Nelson, Nathan	Patel, Priya																				
Quinn, Quincy																					
Rivera, Rosa																					
3.OA.A.2	Interpret whole-number quotients of whole numbers. For example, interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares.	7 3 2	30% Likely Proficient																		
3.OA.A.3	Use multiplication and division within 100 to solve problems involving unknowns in all positions—for example, $8 \times ? = 48$, $48 \div 8 = ?$, or $48 = 8 \times ?$ —using equal groups, arrays, and measurement quantities.	4 6 2	RESUME DEMO																		

A student is likely not proficient in a standard when there is no evidence they have learned the skill. If the student was to see a test item on this standard, they would probably not get it correct. This is a sign the students needs more support.



There is evidence the student is proficient in the skill. If the student was to see a test item on this standard, they would probably get it correct.

There is not enough evidence to determine a proficiency classification. Test event may be invalid. The student could be performing outside skill alignment 3-8.

School: Elementary School > Tested: Fall 2026-27 > Rostered: Fall 2026-27 | [Change selections](#)

Instructor

Class

Subject

Course

UPDATE

Q

Rodriguez, Vicki

Grade 3 Homeroom

Mathematics

Math K-12

- Test Details

Instructional Areas

Standards

Projected Proficiency

Grade 3 Homeroom

Standards Set

Grade

Domain or Strand

Student

UPDATE

Common Core State Standard...

3

Operations and Algebraic Thin...

All Students

View by:

Standards Overview

Student Details

Print

Class Profile

Class Proficiency by Standard

Grade 3 Homeroom | Grade 3 | Elementary School | Math K-12 | Fall 2026-2027 | Common Core State Standards for Mathematics | Operations and Algebraic Thinking

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View by:

Standards Overview

Student Details



Download Spreadsheet

Class Profile

Student Proficiency by Standard

Grade 3 Homeroom | Grade 3 | Elementary School | Math K-12 | Fall 2026-2027 | Common Core State Standards for Mathematics | Operations and Algebraic Thinking

Use this table to view detailed results for individual students

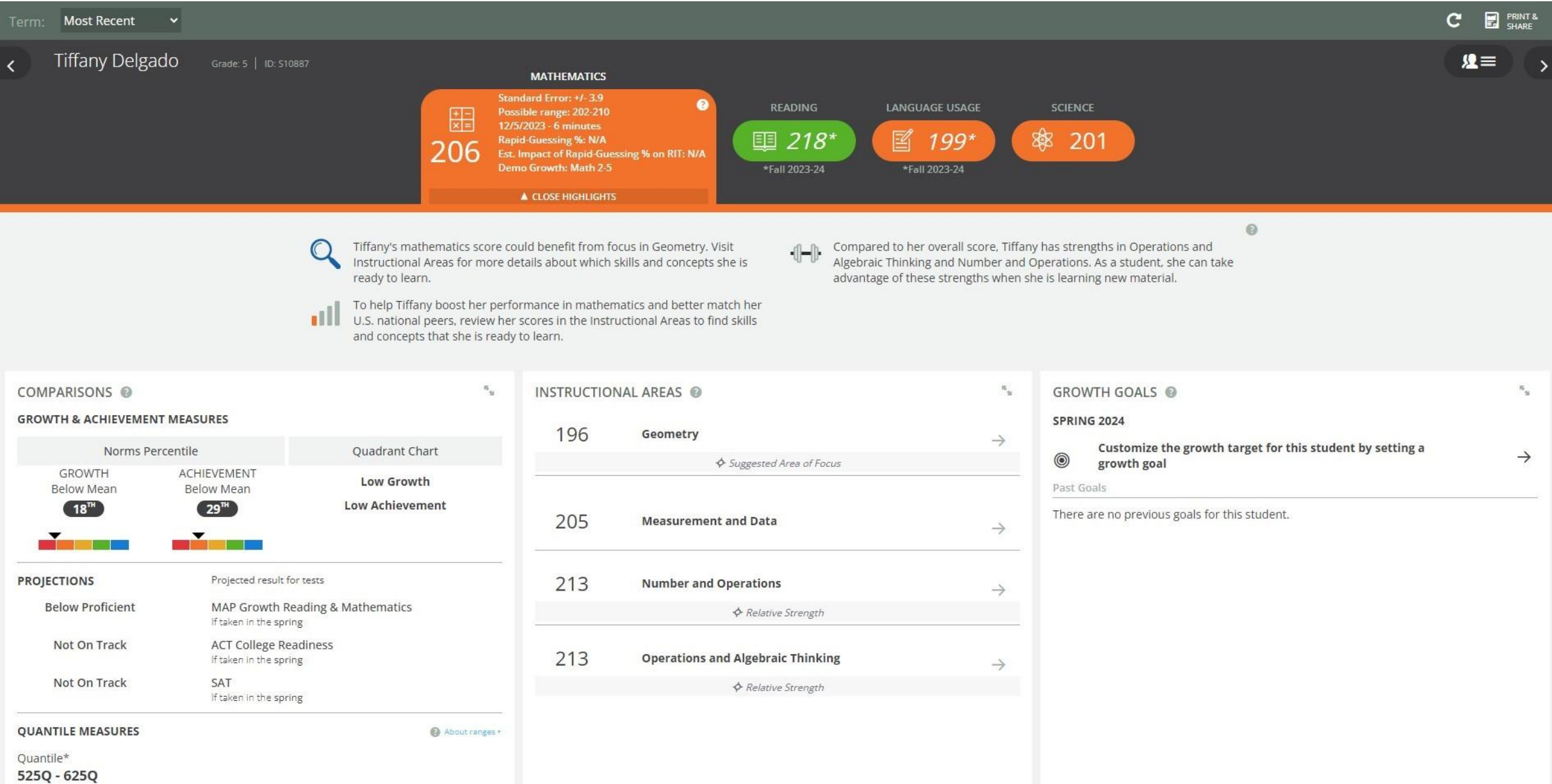
Student Name ↑	3.OA.A.1	3.OA.A.2	3.OA.A.3
Foster, Frank	Yes	Yes	Yes
Green, Grace	-	-	-
Johnson, James	No	No	Yes
King, Karen	No	Yes	Yes
Lopez, Leo	Yes	No	No
Mitchell, Maria	No	No	No
Nelson, Nathan	No	No	No
Ortiz, Omar	Yes	No	Yes
Patel, Priya	Yes	No	Yes
Quinn, Quincy	No	No	No



2.

The Student Profile Report

Three Columns of Data



Expandable Tabs

Term: Most Recent

PRINT & SHARE

Tiffany Delgado

Grade: 5 | ID: S10887

MATHEMATICS

Standard Error: +/- 3.9
Possible range: 202-210
12/5/2023 - 6 minutes
Rapid-Guessing %: N/A
Est. Impact of Rapid-Guessing % on RIT: N/A
Demo Growth: Math 2-5

206

CLOSE HIGHLIGHTS

READING

218*

*Fall 2023-24

LANGUAGE USAGE

199*

*Fall 2023-24

SCIENCE

201

Tiffany's mathematics score could benefit from focus in Geometry. Visit Instructional Areas for more details about which skills and concepts she is ready to learn.

Compared to her overall score, Tiffany has strengths in Operations and Algebraic Thinking and Number and Operations. As a student, she can take advantage of these strengths when she is learning new material.

TO help Tiffany boost her performance in mathematics and better match her U.S. national peers, review her scores in the Instructional Areas to find skills and concepts that she is ready to learn.

COMPARISONS

GROWTH & ACHIEVEMENT MEASURES

Norms Percentile

Quadrant Chart

GROWTH
Below Mean
18TH

ACHIEVEMENT
Below Mean
29TH

Low Growth
Low Achievement

PROJECTIONS

Projected result for tests

Below Proficient

MAP Growth Reading & Mathematics
If taken in the spring

Not On Track

ACT College Readiness
If taken in the spring

Not On Track

SAT
If taken in the spring

QUANTILE MEASURES

About ranges

Quantile*

525Q - 625Q

INSTRUCTIONAL AREAS

196

Geometry

Suggested Area of Focus

205

Measurement and Data

213

Number and Operations

Relative Strength

213

Operations and Algebraic Thinking

Relative Strength

GROWTH GOALS

SPRING 2024

Customize the growth target for this student by setting a growth goal

Past Goals

There are no previous goals for this student.

INSTRUCTIONAL AREAS ?



Group by :

STANDARD

TOPIC

Grade(s) :

All Grades ▼

Show learning statements :

SHOW

HIDE

View learning statements to : ?



REINFORCE



DEVELOP



INTRODUCE

[View All Instructional Areas](#)

Geometry

✦ Suggested Area of Focus

196
± 4.1

Measurement and Data

205
± 4.9

Operations and Algebraic Thinking

✦ Relative Strength

213
± 4.8

Number and Operations

✦ Relative Strength

213
± 4.5

These learning statements apply to Tiffany's current RIT score:

Geometry

▼ Reason with Shapes, Attributes, & Coordinate Plane

CCSS.Math.Content.1.G.A.2: Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

Tiffany is ready to DEVELOP these skills (191-200):

Composes or decomposes 2-D shapes to form new shapes

CCSS.Math.Content.1.G.A.3: Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Tiffany is ready to DEVELOP these skills (191-200):

Identifies shapes that are divided into quarters

CCSS.Math.Content.2.G.A.1: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

Tiffany is ready to DEVELOP these skills (191-200):

Classifies 2-D shapes by properties, given pictures

Compares attributes of 2-D shapes

Identifies the number of faces, edges, or vertices for a 3-D object, given pictures

CCSS.Math.Content.2.G.A.3: Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Expandable Tabs

Term: Most Recent

PRINT & SHARE

Tiffany Delgado

Grade: 5 | ID: S10887

MATHEMATICS

206

Standard Error: +/- 3.9
Possible range: 202-210
12/5/2023 - 6 minutes
Rapid-Guessing %: N/A
Est. Impact of Rapid-Guessing % on RIT: N/A
Demo Growth: Math 2-5

READING

218*

*Fall 2023-24

LANGUAGE USAGE

199*

*Fall 2023-24

SCIENCE

201

CLOSE HIGHLIGHTS

Tiffany's mathematics score could benefit from focus in Geometry. Visit Instructional Areas for more details about which skills and concepts she is ready to learn.

To help Tiffany boost her performance in mathematics and better match her U.S. national peers, review her scores in the Instructional Areas to find skills and concepts that she is ready to learn.

Compared to her overall score, Tiffany has strengths in Operations and Algebraic Thinking and Number and Operations. As a student, she can take advantage of these strengths when she is learning new material.

COMPARISONS

GROWTH & ACHIEVEMENT MEASURES

Norms Percentile

Quadrant Chart

GROWTH
Below Mean
18TH

ACHIEVEMENT
Below Mean
29TH

Low Growth
Low Achievement

PROJECTIONS

Projected result for tests

Below Proficient

MAP Growth Reading & Mathematics
If taken in the spring

Not On Track

ACT College Readiness
If taken in the spring

Not On Track

SAT
If taken in the spring

QUANTILE MEASURES

About ranges

Quantile*

525Q - 625Q

INSTRUCTIONAL AREAS

196

Geometry

Suggested Area of Focus

205

Measurement and Data

213

Number and Operations

Relative Strength

213

Operations and Algebraic Thinking

Relative Strength

GROWTH GOALS

SPRING 2024

Customize the growth target for this student by setting a growth goal

Past Goals

There are no previous goals for this student.

Set a goal for: Spring 2024

CUSTOM GOAL

Set a goal by:

RIT Scores

Goal RIT score: 210

RIT growth: 4

Percentiles

Achievement percentile: 30

Growth percentile: 49

Conditional Growth Index: -0.04

Achievement and growth comparisons:

RIT score if projected growth is met: 210

Achievement percentile if projected growth is met: 30th

Projected growth: 4

Average achievement: 219



Action Plan (optional)

What actions will be taken to achieve this growth?

Instructional Area Scores - Winter 2024

Geometry	196
✦ Suggested Area of Focus	
Measurement and Data	205
Number and Operations	213
✦ Relative Strength	

3.

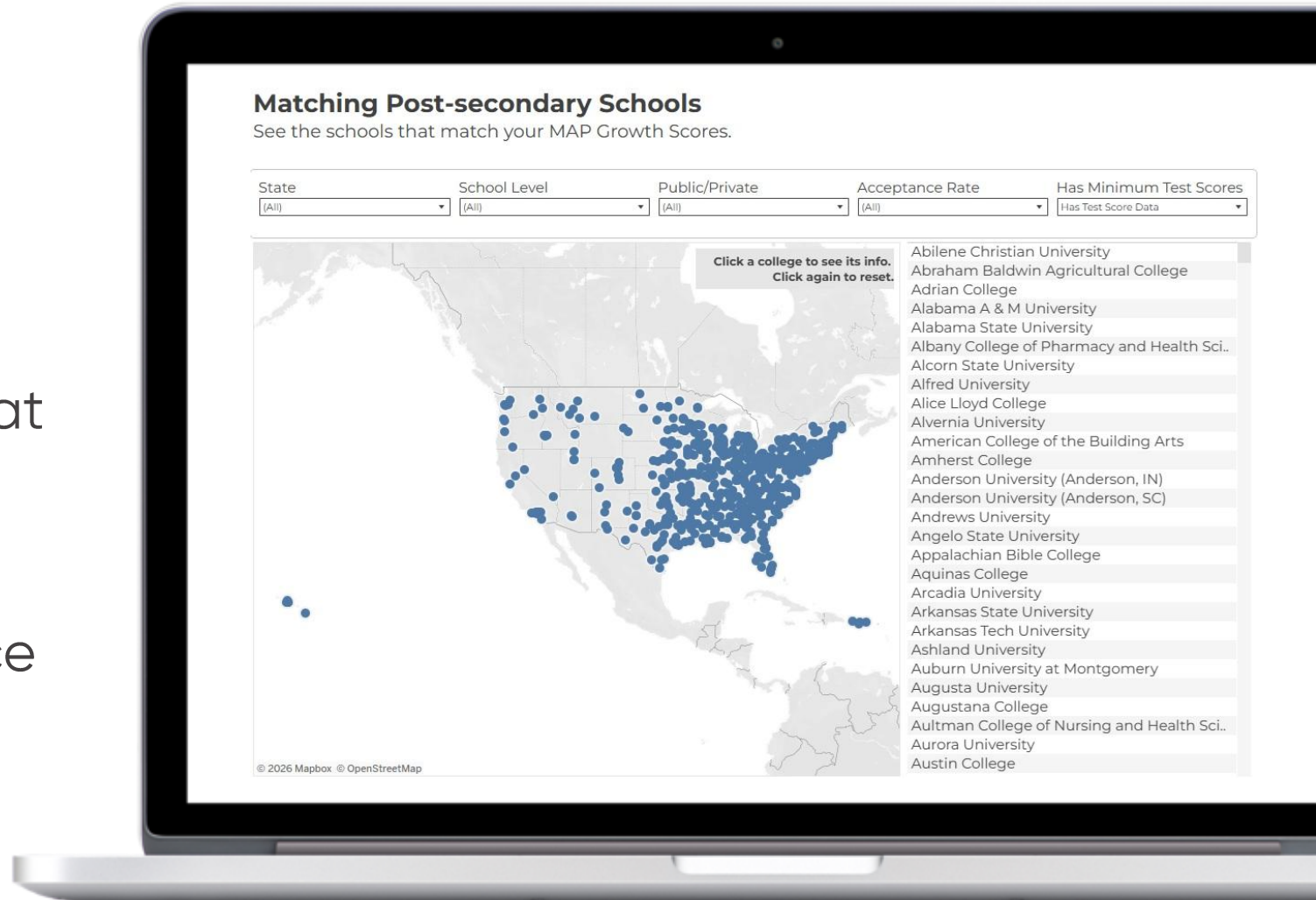
The College Explorer Tool

College and Career Readiness

College Explorer

- Chart a course with RIT scores
- Imagine the possibilities– at any age
- Improved navigation and more intuitive user interface

<https://www.nwea.org/mapping-the-road-to-college/>



NWEA College Explorer

Best viewed on desktop. Mobile viewing is not supported.



What colleges match my scores?

Am I on track for my target college?

What majors fit my scores?

Use this view to search for colleges based on your latest MAP Growth score.

Use this view to search for a specific college to see if your score matches.

Use this view to search for majors.

What schools match my scores?

This tool uses your current MAP Growth scores to estimate your future ACT and SAT scores and identify schools where students with similar scores have historically enrolled.

Enter MAP Growth score details to see projections.

Test Season	Grade	MAP Growth Math Score	MAP Growth Reading Score
Fall	9	245	240

How these projections work



Your current MAP Growth Scores

245 Math
240 Reading

Project to 11th grade MAP Growth



Projected MAP Growth scores in 11th grade

253 Math
248 Reading

Estimate ACT/SAT scores in 11th grade



Projected test scores you can expect

28 ACT
1,260 SAT

Matching Post-secondary Schools

See the schools that match your MAP Growth Scores.

State

(All)

School Level

(All)

Public/Private

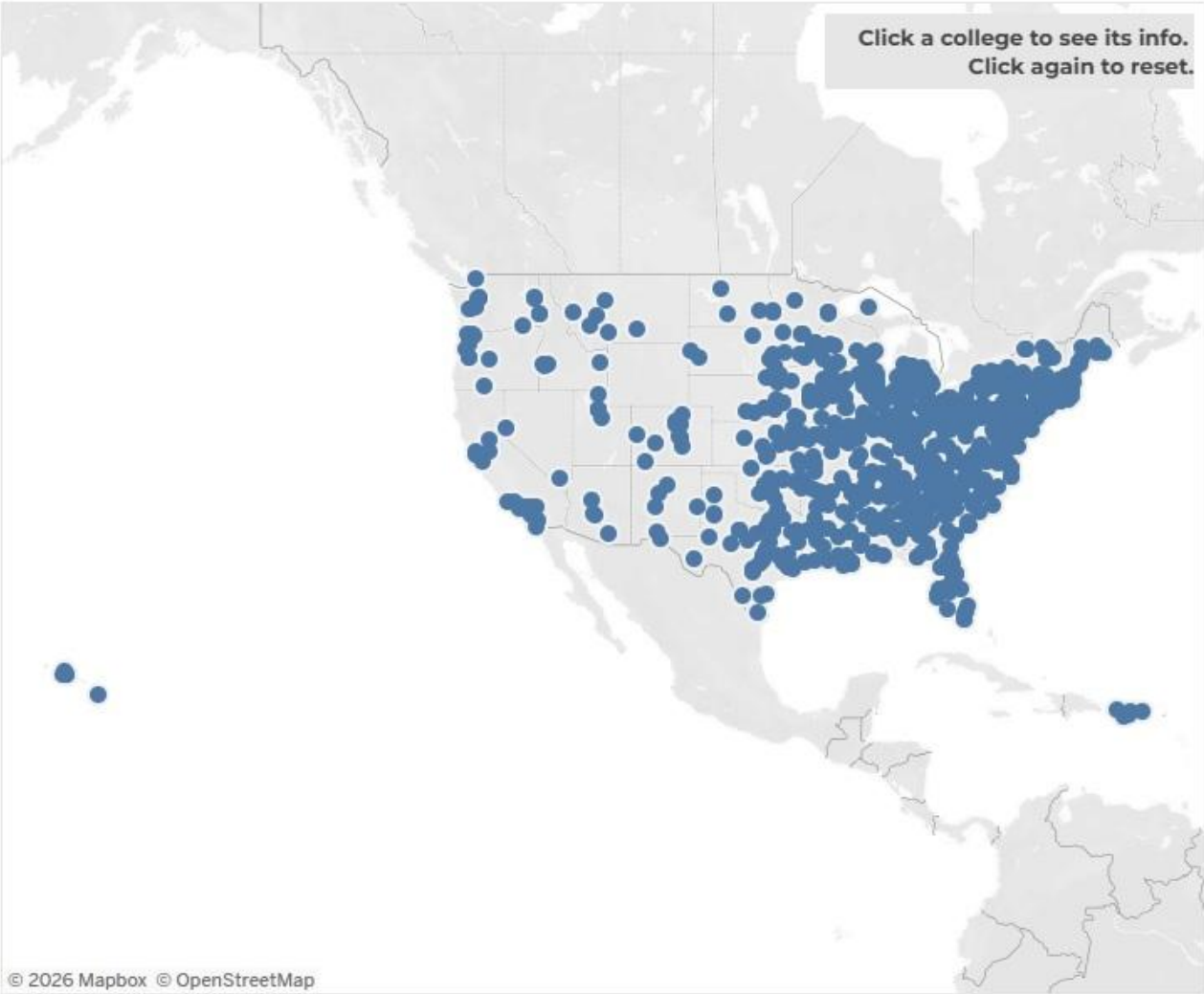
(All)

Acceptance Rate

(All)

Has Minimum Test Scores

Has Test Score Data



- Abilene Christian University
- Abraham Baldwin Agricultural College
- Adelphi University
- Adrian College
- Agnes Scott College
- Alabama A & M University
- Alabama State University
- Albany College of Pharmacy and Health Sci..
- Alcorn State University
- Alfred University
- Alice Lloyd College
- Allegheny College
- Alvernia University
- American College of the Building Arts
- American University
- Amherst College
- Anderson University (Anderson, IN)
- Anderson University (Anderson, SC)
- Andrews University
- Angelo State University
- Appalachian Bible College
- Appalachian State University
- Aquinas College
- Arcadia University
- Arkansas State University
- Arkansas Tech University
- Ashland University
- Auburn University

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Use this view to search for a specific college to see if your score matches.

Use this view to search for majors.

Am I on track for my target college?

Select a specific school.

Ferris State University



College Search

ferris state



- Ferris State University

Growth Scores?

whether this college is a match.

Test Season

Fall

Grade

9

MAP Growth Math Score

245

MAP Growth Reading Score

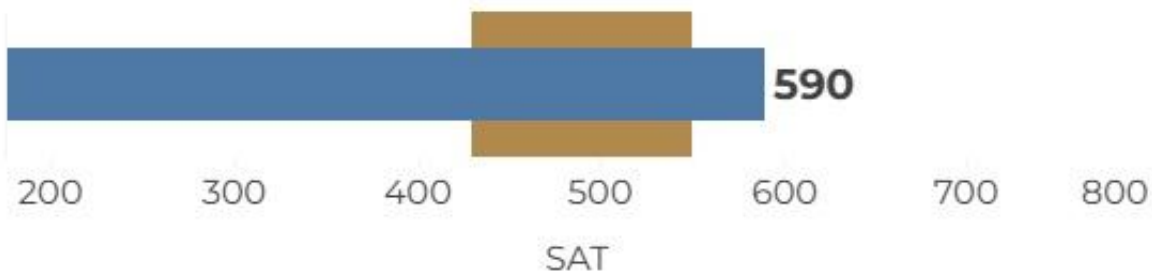
240

Math: Above Target

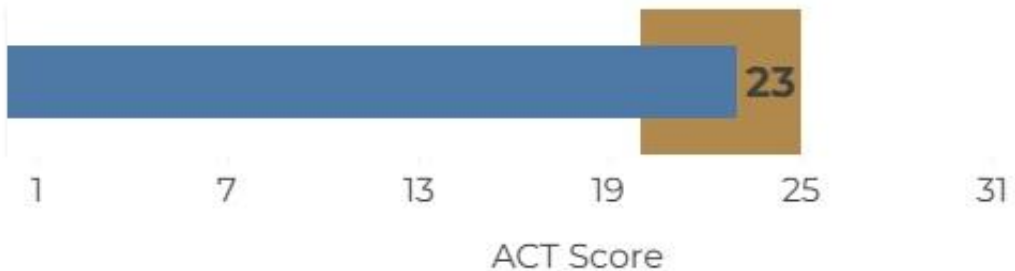
Your projected math scores far exceed the typical range for admitted students.

■ Projected Score ■ Typical Score Range for Admitted Students: 25th - 75th percentile

SAT Math



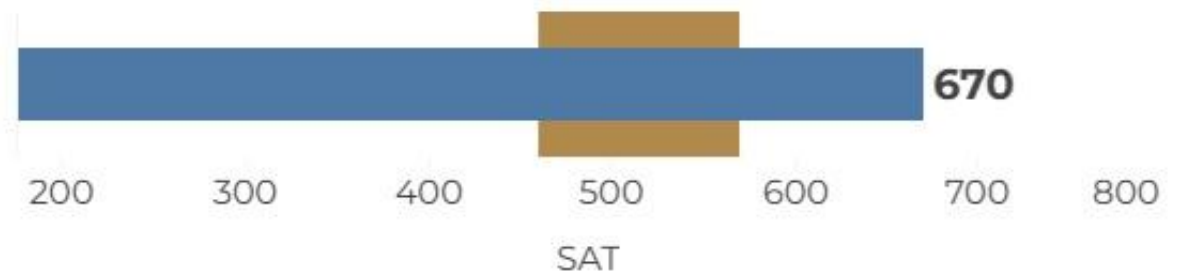
ACT Math



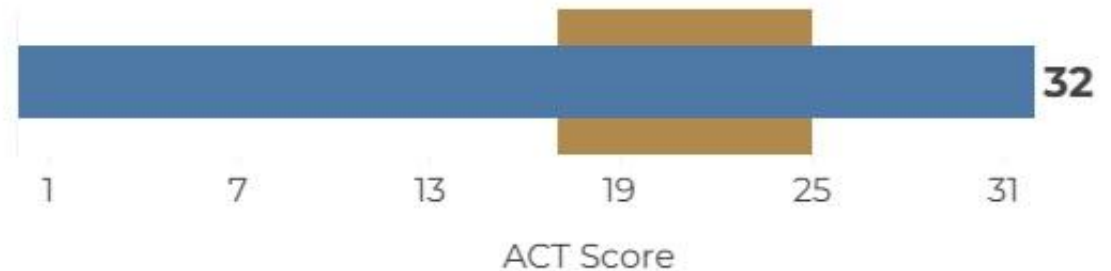
Reading/English: Above Target

Your projected reading scores far exceed the typical range for admitted students.

SAT Reading



ACT English/Reading*



Ferris State University

4-year Public in Big Rapids, MI..

Admission Rate

91%
of applicants admitted

Graduation Rate

58%

Average Annual Cost

\$27,048

Median Earnings after Graduation

\$64,721

Math Scores

SAT: 430 - 550

ACT: 20 - 30

25th percentile - 75th percentile scores of admitted students

Reading/English Scores

SAT: 460 - 570

ACT English: 20 - 30

25th percentile - 75th percentile scores of admitted students

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Use this view to search for majors.

Am I on track for my target college?

Select a specific school.

University of Michigan-Ann Arbor



College Search

university of michigan



- University of Michigan-Ann Arbor
- University of Michigan-Dearborn
- University of Michigan-Flint

Test Season

Fall

Grade

9

MAP Growth Math Score

245

MAP Growth Reading Score

240

Growth Scores?

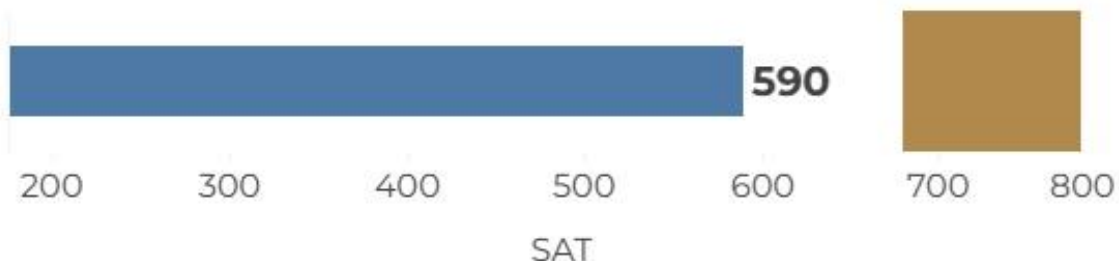
Whether this college is a match.

Math: Not on Track

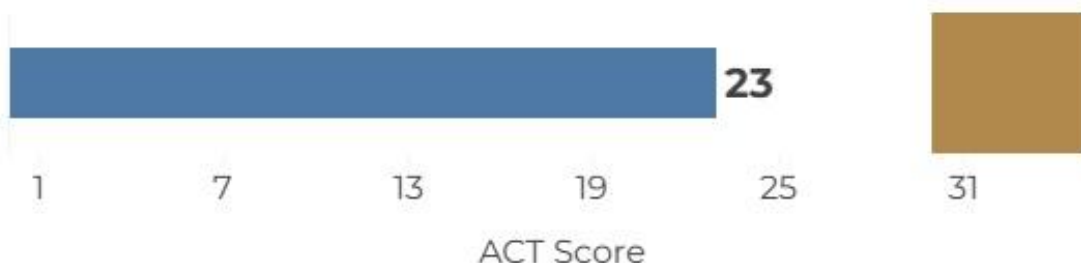
Your projected math scores are below the typical range for admitted students.

■ Projected Score ■ Typical Score Range for Admitted Students: 25th - 75th percentile

SAT Math



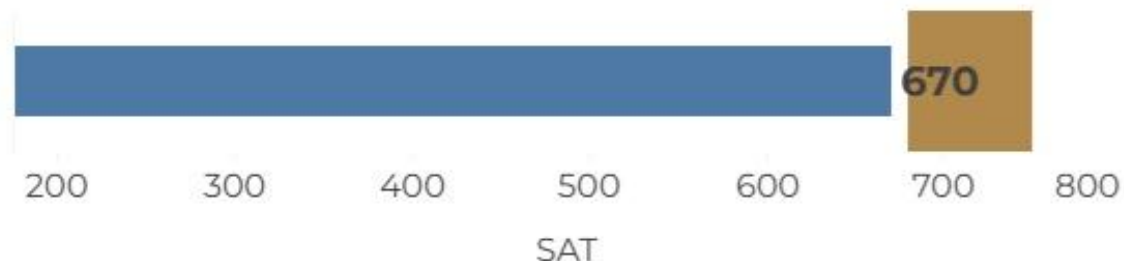
ACT Math



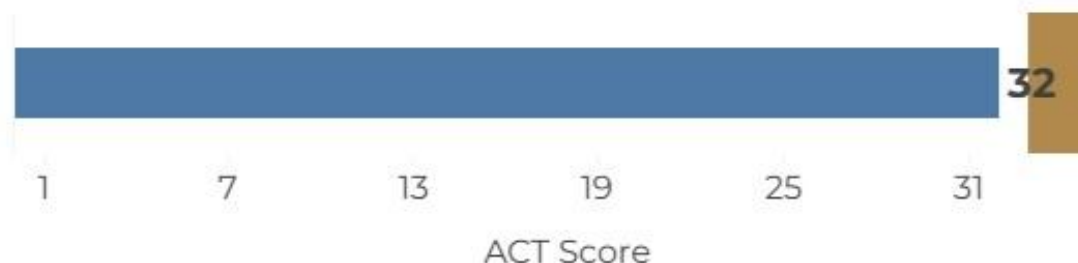
Reading/English: Within Reach

Your projected reading scores are slightly below the typical range for admitted students.

SAT Reading



ACT English/Reading*



*Note: Projected scores reflect ACT Reading only, while required scores come from the USDOE College Scorecard and only report ACT English scores. While highly correlated, these projections may not match requirements precisely.

University of Michigan-Ann Arbor

4-year Public in Ann Arbor, MI..

Admission Rate 16% of applicants admitted	Graduation Rate 94%
Average Annual Cost \$34,654	Median Earnings after Graduation \$96,159
Math Scores SAT: 680 - 780 ACT: 30 - 40 25th percentile - 75th percentile scores of admitted students	Reading/English Scores SAT: 680 - 750 ACT English: 30 - 40 25th percentile - 75th percentile scores of admitted students

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245 Math 240 Reading

Project to 11th grade MAP Growth



Projected MAP Growth scores in 11th grade

253 Math 248 Reading

Estimate ACT/SAT scores in 11th grade



Projected test scores you can expect

28 ACT 1,260 SAT

Next Steps

Bringing more value to the tools you already use

HMH  Read 180®

HMH  Math 180®

HMH  Waggle®

*Accelerate*LEARNING
THE LEADER in STEM EDUCATION

Achieve3000
Literacy™

 ALL In Learning
— Growing Student Success Daily —

 Think
CERCA™

 ST Math.
Created by MIND Research Institute

ClassHero For Math!

Classworks

 Curriculum
WORKS™

 dreambox
LEARNING

edmentum

eSpark
LEARNING

f e v tutor

get
more
math!

 imagine
learning

IXL

 Learning A-Z

Lexia®

Mathsees

Mathletics

Mc
Graw
Hill

 Mindprint
learning

 Mr. Elmer

MobyMax
Close learning gaps.

 newsela

 OPEN
ARCHITECTS

 otus

Wowzers®

 PowerSchool
Powering Brighter Futures

 Progress
Learning

Reading
eggs

Personalized Path

HMH Personalized Path

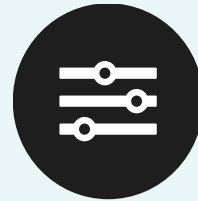
Whether your students need **tailored intervention** or **adaptive practice** to push their learning further, *HMH Personalized Path* places students into unique learning paths based on their *MAP Growth* scores.

*Map
Growth*



Accurate
assessment

map SUITE



Adaptive
practice

*HMH
Waggle*

Intensive
intervention



*HMH Read/Math
180 Flex*



Continuous
student growth



Questions?

susan.klassen@nwed.org