GROWTH

Reports Portfolio

Featured reports

NOTE:

This is a condensed version of the MAP Growth Reports Portfolio and is designed to provide a high-level overview of the most popular reports. It does not contain information on all MAP® Growth™ reports. To view all MAP Growth reports, please refer to the online/digital version of the MAP Growth Reports Portfolio.

MAP Growth Reports

Transforming data into insights that help educators take action

By adapting to each student's learning level, MAP Growth creates a personalized assessment experience that accurately measures each student's achievement and growth. Timely reports deliver essential information that can be used to improve both teaching and learning.

Four benefits of MAP Growth reports:

Timely results

MAP tests are scored in real time; students and proctors receive preliminary results at the test's conclusion. Afterward, you can access in-depth reports that show aggregate data by class, grade, school, and district. Most of these reports are available the same day or the next day, while a few can be accessed after each testing window concludes.

Context for student performance

NWEA® provides robust norms for achievement and growth over time. Norms let you compare your students' achievement at a single point in time—and their growth over time—with the achievement and growth of other US students in the same grade at a comparable stage of the school year. NWEA college readiness benchmark information also lets you use MAP Growth scores to predict future performance on the ACT® (for students in grades 5–10) and the SAT® (for grades 5–9).

Student, class, and district information with flexible display and grouping options

You'll find a variety of MAP Growth reports that help you predict proficiency on state tests, group students for differentiated instruction, and engage students in mapping their own learning plan for the school year.

Flexible reporting formats

While most educators make good use of the preconfigured reports included with MAP Growth, some districts and agencies want the underlying data formatted to import into their own student information or assessment management systems. NWEA provides an online interface to export raw data reports at any time during a testing season—free of charge.

For a comprehensive guide, see the MAP Growth report details page in the NWEA Help Center at https://teach.mapnwea.org.

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Important Information:

This is a condensed version of the MAP Growth Reports Portfolio and is designed to provide a high-level overview of the most popular reports. It does not contain information on all MAP Growth reports. To view all MAP Growth reports, please refer to the online/digital version of the MAP Growth Reports Portfolio.

The color-coded indicators next to report titles tell you which user role is required to access the report. The color-coded key can be seen below.

Instructor | Administrator | School Coordinator | District Coordinator

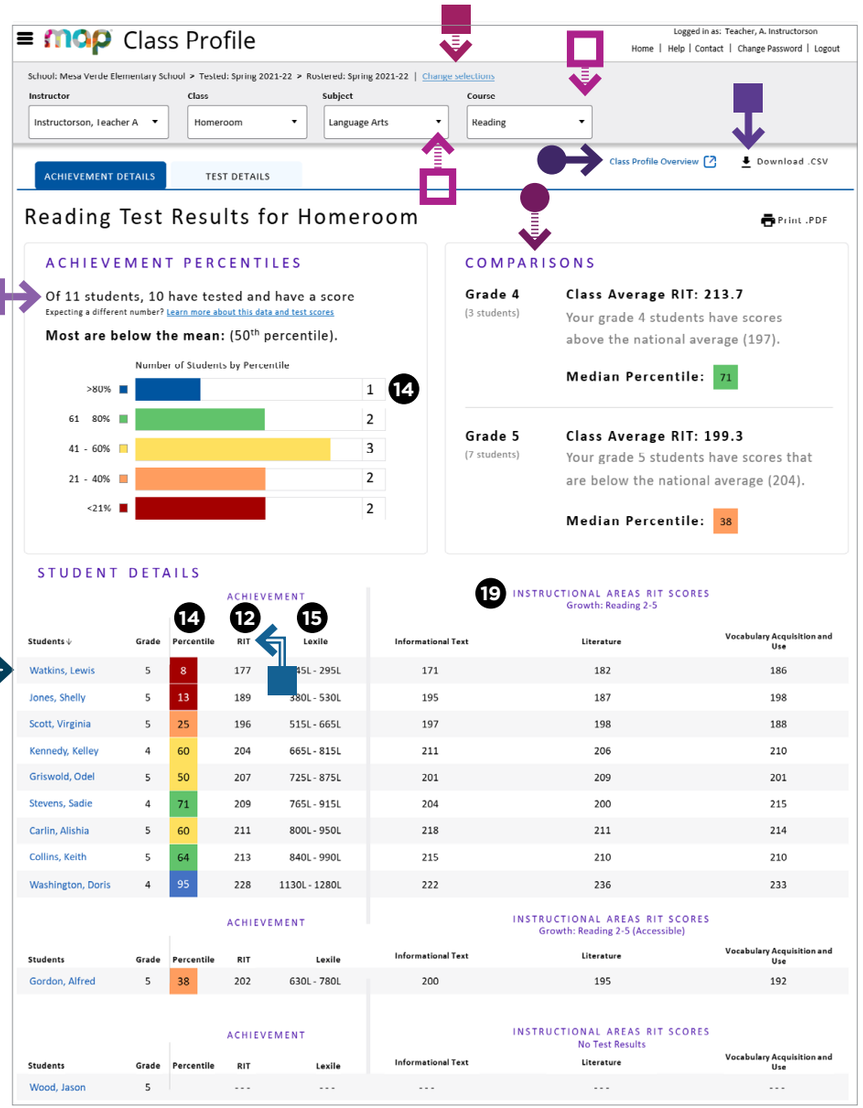
You can find a similar color-coded key in the bottom left of each report page indicating which roles have access to that report. If one of the colors is grayed out that role does not have access.

Annotation key

1. **Norms reference data:** Indicates which NWEA norming study your report data draws 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 before 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 display when you select this option while generating reports.
6. **Mean RIT score:** 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:** Indicates academic diversity of a group of students. The lower the number, the more students are alike (zero would mean all scores are the same). The higher the number, the greater the diversity in this group.
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. **Instructional area:** A learning area (e.g., geometry) within a subject (e.g., math). On the Class Breakdown by Instructional Area 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 score 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 their score to fall within this range about 68% of the time.
14. **Percentile:** The percentage of students in the NWEA national norm sample for a grade and subject area that a given 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 score range (see annotation 13).
15. **Lexile®/Lexile range:** Lexile reading range is the range of texts a student is likely to comprehend when reading independently. The student may require increased instructional support to comprehend text at higher ranges.
16. **Area of relative strength:** Chosen relative to the whole subject score, plus the standard error.
17. **Suggested area of focus:** Chosen relative to the whole subject score, minus the standard error.
18. **Number of students with growth projection:** The number of students in the growth count population with available growth projections.
19. **Instructional area score:** The student's performance in the instructional area tested. Most reports show instructional area scores as RIT score ranges (e.g., 187–199). The Student Profile Report shows the midpoint of the student's RIT score range. Class breakdown reports sort students into 10-point RIT bands, based on the midpoint of their instructional area RIT score 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 they answered correctly in that section of the test.
21. **The Learning Continuum Class View report:** Displays what kinds of skills and concepts are assessed by test items that fall within 10-point RIT bands.
22. **The Learning Continuum Test View report:** Displays what kinds of skills and concepts are assessed by test items that fall within 10-point RIT bands.
23. **Learning statements:** A statement that describes the skills and concepts the item is assessing. All items assessing the same skills/concepts are aligned to the same learning statement.
24. **Projected proficiency category:** Students are grouped in predicted proficiency categories based on NWEA linking studies that align the MAP Growth RIT scale to state assessments and college and career readiness measures.
25. **Projected RIT score 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 annotation 31) instead.
30. **Met projected growth:** Indicates Yes if the student's term-to-term growth equaled or exceeded the growth projection and 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 before 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 annotation 31) translated into national percentile rankings for growth.
33. **Percentage of students who met growth 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 annotation 33.
35. **Total number of growth events:** The number of students with valid growth-based test events for both terms.
36. **Number of students who met their growth 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 before 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 annotation 38) translated into national percentile rankings for growth.
40. **Set goal:** Set custom growth goals for your students. In the example, the educator and student have already set a catch-up growth goal for winter and are about to set one for spring.
41. **Rapid guess percentage:** Percent of responses when a student answered a test question in well below the average response time measured by NWEA. The response is so fast that the student could not actually view and comprehend the whole question.
42. **Quantile:** The Quantile® Framework for Mathematics helps educators evaluate student mathematical ability and the difficulty of specific mathematical skills and concepts on the same developmental scale. The Quantile Framework for Mathematics can be used to match students with targeted materials.

Class Profile Report

1 of 2: Achievement Details Tab



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Tips and tricks

- You can learn more about the Class Profile Report by clicking this link. You will be taken to the help center page for the Class Profile Report.
- You can download the data contained in the Class Profile Report in .CSV file format (spreadsheet) by clicking Download CSV.
- The total number of students in your class is determined by how many students are rostered in the MAP Growth system. The number that is given for how many have tested represents how many have a valid growth event.
- Data for a single classroom is broken down by grade to support educators with mixed-grade classes (e.g., a class with 4th and 5th graders combined).
- You can use the "change selection" feature if you would like to change selections for your school, term tested, or term rostered. Using this feature also allows you save your default selections.
- There are three available subjects (language arts, math, and science). There can be multiple courses in each subject (e.g., algebra 1 and geometry in math).
- You can click on the name of any student to be taken to their individual Student Profile Report.
- Clicking on any column header on the Achievement tab will resort the list, toggling between ascending, descending, and unsorted.

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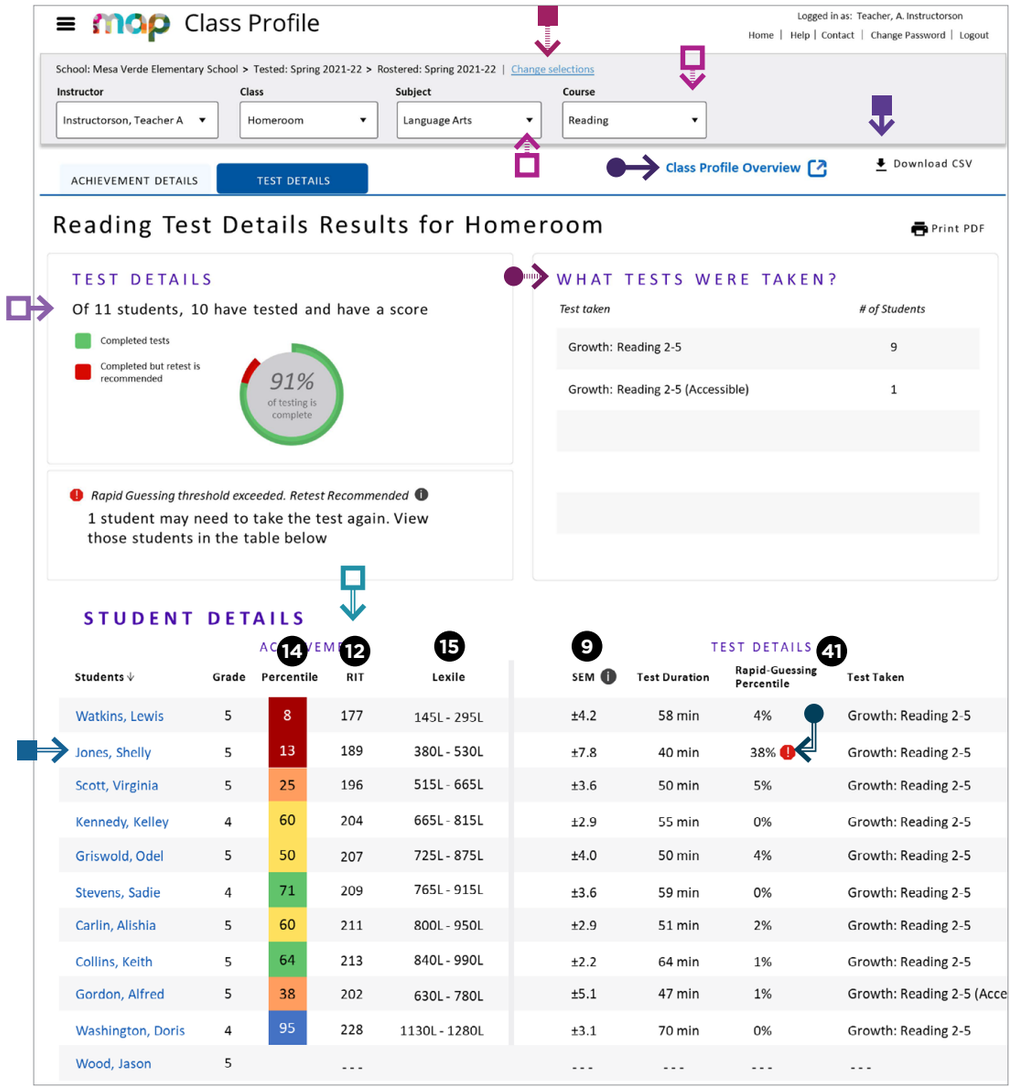
Instructor | Administrator | School Coordinator | District Coordinator

Class Profile Report

2 of 2: Test Details Tab



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Tips and tricks

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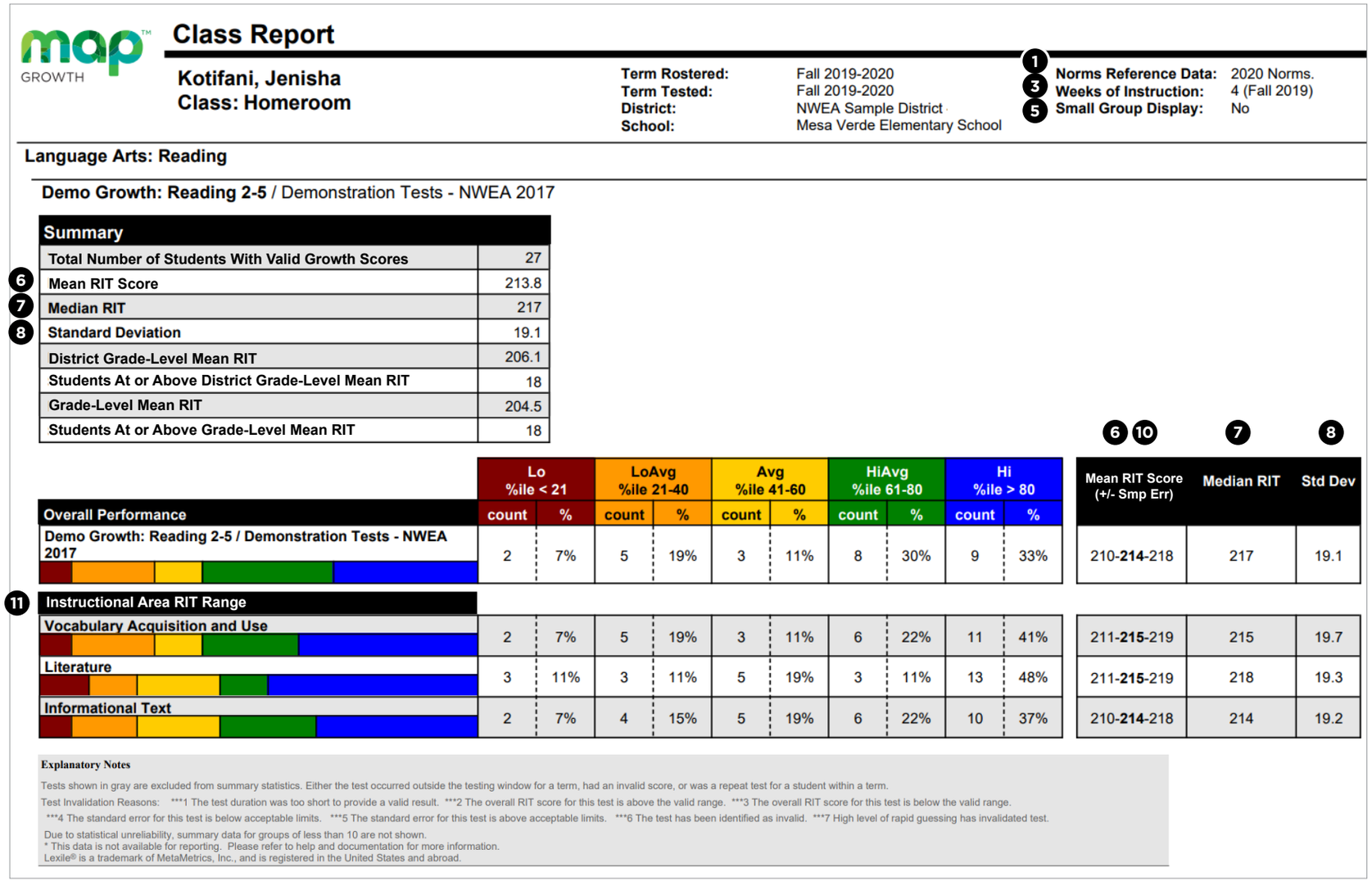
- You can download the data contained in the Class Profile Report in .CSV file format (spreadsheet) by clicking Download CSV.
- The total number of students in your class is determined by how many students are rostered in the MAP Growth system. The number that is given for how many have tested represents how many have a valid growth event.
- This section provides a breakdown of which tests were taken by your class within a given course.
- You can use the "change selection" feature if you would like to change selections for your school, term tested, or term rostered. Using this feature also allows you save your default selections.
- There are three available subjects (language arts, math, and science). There can be multiple courses in each subject (e.g., algebra 1 and geometry in math).
- This symbol indicates that educators should take notice of the rapid-guessing percentage for the student.
- You can click on the name of any student to be taken to their individual Student Profile Report.
- Clicking on any column header on the Test Details tab will resort the list, toggling between ascending, descending, and unsorted

Instructor | Administrator | School Coordinator | District Coordinator

Class Report
(1 of 2)



Class Report

Kotifani, Jenisha
Class: Homeroom

Term Rostered:	Fall 2019-2020
Term Tested:	Fall 2019-2020
District:	NWEA Sample District
School:	Mesa Verde Elementary School

1 Norms Reference Data:	2020 Norms.
3 Weeks of Instruction:	4 (Fall 2019)
5 Small Group Display:	No

Language Arts: Reading

Demo Growth: Reading 2-5 / Demonstration Tests - NWEA 2017

Summary	
Total Number of Students With Valid Growth Scores	27
6 Mean RIT Score	213.8
7 Median RIT	217
8 Standard Deviation	19.1
District Grade-Level Mean RIT	206.1
Students At or Above District Grade-Level Mean RIT	18
Grade-Level Mean RIT	204.5
Students At or Above Grade-Level Mean RIT	18

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		6 10 Mean RIT Score (+/- Smp Err)	7 Median RIT	8 Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%			
Demo Growth: Reading 2-5 / Demonstration Tests - NWEA 2017	2	7%	5	19%	3	11%	8	30%	9	33%	210-**214**-218	217	19.1
11 Instructional Area RIT Range													
Vocabulary Acquisition and Use	2	7%	5	19%	3	11%	6	22%	11	41%	211-**215**-219	215	19.7
Literature	3	11%	3	11%	5	19%	3	11%	13	48%	211-**215**-219	218	19.3
Informational Text	2	7%	4	15%	5	19%	6	22%	10	37%	210-**214**-218	214	19.2

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test Invalidation Reasons: ***1 The test duration was too short to provide a valid result. ***2 The overall RIT score for this test is above the valid range. ***3 The overall RIT score for this test is below the valid range. ***4 The standard error for this test is below acceptable limits. ***5 The standard error for this test is above acceptable limits. ***6 The test has been identified as invalid. ***7 High level of rapid guessing has invalidated test.

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
* This data is not available for reporting. Please refer to help and documentation for more information.
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1. **Norms reference data:** Indicates which NWEA norming study your report data draws upon.
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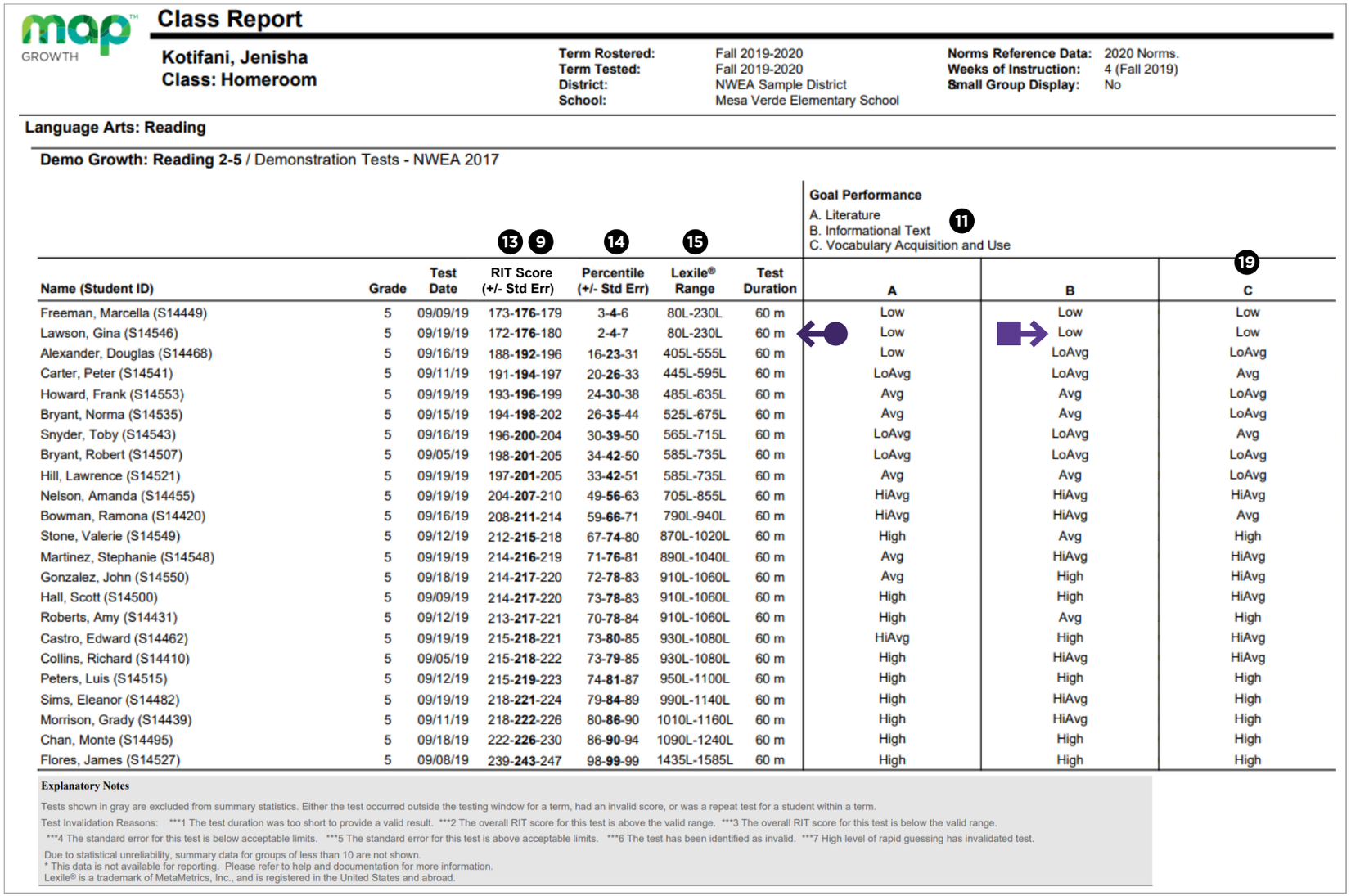
11. **Instructional area:** A learning area (e.g., geometry) within a subject (e.g., math). On the Class Breakdown by Instructional Area Report, click the instructional area to access the Learning Continuum Class View.

Continued on the next page

Instructor Administrator School Coordinator District Coordinator

Class Report
(2 of 2)



Class Report

Kotifani, Jenisha
Class: Homeroom

Term Rostered:	Fall 2019-2020	**Norms Reference Data:**	2020 Norms.
Term Tested:	Fall 2019-2020	**Weeks of Instruction:**	4 (Fall 2019)
District:	NWEA Sample District	**Small Group Display:**	No
School:	Mesa Verde Elementary School		

Language Arts: Reading

Demo Growth: Reading 2-5 / Demonstration Tests - NWEA 2017

Name (Student ID)	Grade	Test Date	RIT Score (+/- Std Err) (13) (9)	Percentile (+/- Std Err) (14)	Lexile® Range (15)	Test Duration	Goal Performance (11) A. Literature	B. Informational Text	C. Vocabulary Acquisition and Use
							A	B	C (19)
Freeman, Marcella (S14449)	5	09/09/19	173-**176**-179	3-**4**-6	80L-230L	60 m	Low	Low	Low
Lawson, Gina (S14546)	5	09/19/19	172-**176**-180	2-**4**-7	80L-230L	60 m	Low	Low	Low
Alexander, Douglas (S14468)	5	09/16/19	188-**192**-196	16-**23**-31	405L-555L	60 m	Low	LoAvg	LoAvg
Carter, Peter (S14541)	5	09/11/19	191-**194**-197	20-**26**-33	445L-595L	60 m	LoAvg	LoAvg	Avg
Howard, Frank (S14553)	5	09/19/19	193-**196**-199	24-**30**-38	485L-635L	60 m	Avg	Avg	LoAvg
Bryant, Norma (S14535)	5	09/15/19	194-**198**-202	26-**35**-44	525L-675L	60 m	Avg	Avg	LoAvg
Snyder, Toby (S14543)	5	09/16/19	196-**200**-204	30-**39**-50	565L-715L	60 m	LoAvg	LoAvg	Avg
Bryant, Robert (S14507)	5	09/05/19	198-**201**-205	34-**42**-50	585L-735L	60 m	LoAvg	LoAvg	LoAvg
Hill, Lawrence (S14521)	5	09/19/19	197-**201**-205	33-**42**-51	585L-735L	60 m	Avg	Avg	LoAvg
Nelson, Amanda (S14455)	5	09/19/19	204-**207**-210	49-**56**-63	705L-855L	60 m	HiAvg	HiAvg	HiAvg
Bowman, Ramona (S14420)	5	09/16/19	208-**211**-214	59-**66**-71	790L-940L	60 m	HiAvg	HiAvg	Avg
Stone, Valerie (S14549)	5	09/12/19	212-**215**-218	67-**74**-80	870L-1020L	60 m	High	Avg	High
Martinez, Stephanie (S14548)	5	09/19/19	214-**216**-219	71-**76**-81	890L-1040L	60 m	Avg	HiAvg	HiAvg
Gonzalez, John (S14550)	5	09/18/19	214-**217**-220	72-**78**-83	910L-1060L	60 m	Avg	High	HiAvg
Hall, Scott (S14500)	5	09/09/19	214-**217**-220	73-**78**-83	910L-1060L	60 m	High	High	HiAvg
Roberts, Amy (S14431)	5	09/12/19	213-**217**-221	70-**78**-84	910L-1060L	60 m	High	Avg	High
Castro, Edward (S14462)	5	09/19/19	215-**218**-221	73-**80**-85	930L-1080L	60 m	HiAvg	High	HiAvg
Collins, Richard (S14410)	5	09/05/19	215-**218**-222	73-**79**-85	930L-1080L	60 m	High	HiAvg	HiAvg
Peters, Luis (S14515)	5	09/12/19	215-**219**-223	74-**81**-87	950L-1100L	60 m	High	High	High
Sims, Eleanor (S14482)	5	09/19/19	218-**221**-224	79-**84**-89	990L-1140L	60 m	High	HiAvg	High
Morrison, Grady (S14439)	5	09/11/19	218-**222**-226	80-**86**-90	1010L-1160L	60 m	High	HiAvg	High
Chan, Monte (S14495)	5	09/18/19	222-**226**-230	86-**90**-94	1090L-1240L	60 m	High	High	High
Flores, James (S14527)	5	09/08/19	239-**243**-247	98-**99**-99	1435L-1585L	60 m	High	High	High

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Tips and tricks

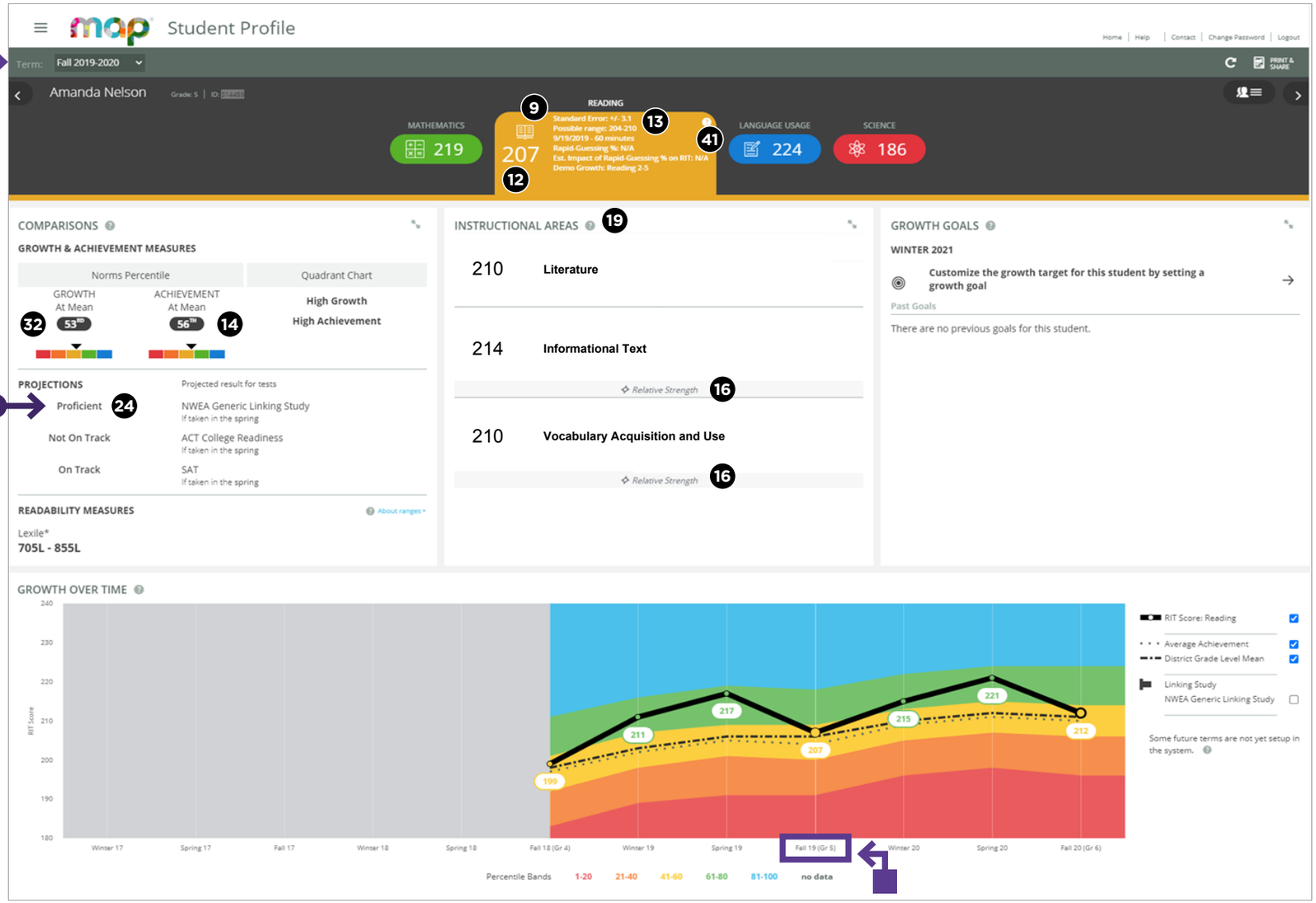
Test duration: While this report only lists test durations of 60 minutes, this column of data will show actual time-on-test for your students. You will see a range of numbers here, usually between 45–55 minutes.

Viewing options: This report has an option to show RIT score ranges (e.g., 185–194) instead of descriptors (e.g., Low, LoAvg, etc.) for each instructional area.

When the report is generated using RIT score ranges, you will be able to see the areas of relative strength in bold (see annotation 16) and the suggested area of focus in italics (see annotation 17).

Instructor | Administrator | School Coordinator | District Coordinator

Student Profile Report



Instructor Administrator School Coordinator District Coordinator

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16 17 Area of relative strength OR suggested area of focus: Chosen relative to the whole subject score, plus or minus the standard error. Both of these items are highlighted within the Instructional Areas segment of this report.

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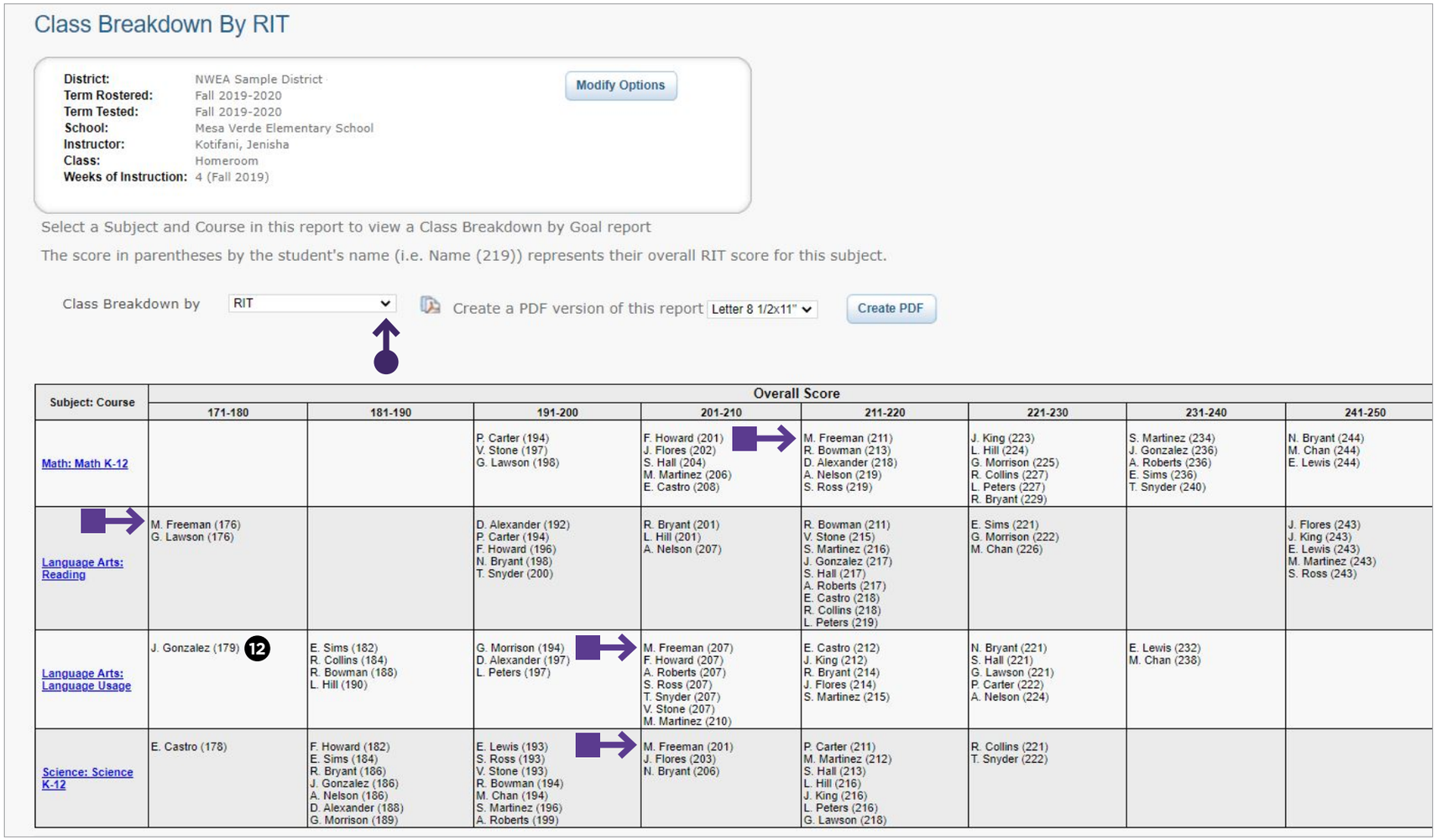
Tips and tricks

Categories of proficiency: In this area, you will see your state's specific categories of proficiency.

Term Selection: Use this drop-down menu to select the test event you want to review. In this example, we are looking at a test event from 2019. This means that the Growth Over Time section displays RIT scores for future test events.

Class Breakdown by RIT



Class Breakdown By RIT

District: NWEA Sample District
Term Rostered: Fall 2019-2020
Term Tested: Fall 2019-2020
School: Mesa Verde Elementary School
Instructor: Kotifani, Jenisha
Class: Homeroom
Weeks of Instruction: 4 (Fall 2019)

Modify Options

Select a Subject and Course in this report to view a Class Breakdown by Goal report

The score in parentheses by the student's name (i.e. Name (219)) represents their overall RIT score for this subject.

Class Breakdown by RIT

Create a PDF version of this report Letter 8 1/2x11"

Create PDF

Subject: Course	Overall Score							
	171-180	181-190	191-200	201-210	211-220	221-230	231-240	241-250
Math: Math K-12			P. Carter (194) V. Stone (197) G. Lawson (198)	F. Howard (201) J. Flores (202) S. Hall (204) M. Martinez (206) E. Castro (208)	M. Freeman (211) R. Bowman (213) D. Alexander (218) A. Nelson (219) S. Ross (219)	J. King (223) L. Hill (224) G. Morrison (225) R. Collins (227) L. Peters (227) R. Bryant (229)	S. Martinez (234) J. Gonzalez (236) A. Roberts (236) E. Sims (236) T. Snyder (240)	N. Bryant (244) M. Chan (244) E. Lewis (244)
Language Arts: Reading	M. Freeman (176) G. Lawson (176)		D. Alexander (192) P. Carter (194) F. Howard (196) N. Bryant (198) T. Snyder (200)	R. Bryant (201) L. Hill (201) A. Nelson (207)	R. Bowman (211) V. Stone (215) S. Martinez (216) J. Gonzalez (217) S. Hall (217) A. Roberts (217) E. Castro (218) R. Collins (218) L. Peters (219)	E. Sims (221) G. Morrison (222) M. Chan (226)		J. Flores (243) J. King (243) E. Lewis (243) M. Martinez (243) S. Ross (243)
Language Arts: Language Usage	J. Gonzalez (179) 12	E. Sims (182) R. Collins (184) R. Bowman (188) L. Hill (190)	G. Morrison (194) D. Alexander (197) L. Peters (197)	M. Freeman (207) F. Howard (207) A. Roberts (207) S. Ross (207) T. Snyder (207) V. Stone (207) M. Martinez (210)	E. Castro (212) J. King (212) R. Bryant (214) J. Flores (214) S. Martinez (215)	N. Bryant (221) S. Hall (221) G. Lawson (221) P. Carter (222) A. Nelson (224)	E. Lewis (232) M. Chan (238)	
Science: Science K-12	E. Castro (178)	F. Howard (182) E. Sims (184) R. Bryant (186) J. Gonzalez (186) A. Nelson (186) D. Alexander (188) G. Morrison (189)	E. Lewis (193) S. Ross (193) V. Stone (193) R. Bowman (194) M. Chan (194) S. Martinez (196) A. Roberts (199)	M. Freeman (201) J. Flores (203) N. Bryant (206)	P. Carter (211) M. Martinez (212) S. Hall (213) L. Hill (216) J. King (216) L. Peters (216) G. Lawson (218)	R. Collins (221) T. Snyder (222)		

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

Tips and tricks

Drop-down menu: You can use this drop-down field to choose different breakdown reports. The other options available are Instructional Area and Projected Proficiency.

Multiple results: Notice how this student's name shows up in four different places. This means the student took four different tests.

Instructor Administrator School Coordinator District Coordinator

Achievement Status and Growth Summary

Achievement Status and Growth Summary Report

Kotifani, Jenisha
Homeroom

Term Tested:	Winter 2019-2020	**Norms Reference Data:**	2020 Norms.
Term Rostered:	Winter 2019-2020	**Growth Comparison Period:**	Fall 2019 - Winter 2020
District:	NWEA Sample District	**Weeks of Instruction:**	Start - 4 (Fall 2019)
			End - 20 (Winter 2020)
School:	Mesa Verde Elementary School	**Optional Grouping:**	None
		Small Group Display:	No

Math: Math K-12

				Achievement Status				Growth							
				Fall 2019		Winter 2020					Student			Comparative	
Student ID	Student Name	WI20 Grade	WI20 Date	13 RIT Score Range	14 Achievement Percentile Range	RIT Score Range	Achievement Percentile Range	25 Projected RIT Score	26 Projected Growth	27 Observed Growth	28 Observed Growth SE	29 Growth Index	30 Met Projected Growth	31 Conditional Growth Index	32 Conditional Growth Percentile
S14468	Alexander, Douglas	5	12/2/19	215-**218**-221	66-**72**-78	213-**217**-221*	47-**56**-65*	224	6	-1	4.5	-7	No	-1.23	11
S14420	Bowman, Ramona	5	12/4/19	209-**213**-217*	49-**60**-70*	207-**209**-212	30-**36**-42	218	5	-4	4.9†	-9	No	-1.67	5
S14535	Bryant, Norma	5	12/19/19	241-**244**-247	98-**99**-99	244-**247**-250	97-**98**-99	249	5	3	4.0	-2	No ‡	-0.43	33
S14507	Bryant, Robert	5	12/3/19	226-**229**-232	86-**90**-94	234-**237**-240	88-**92**-95	234	5	8	4.6	3	Yes ‡	0.51	69
S14541	Carter, Peter	5	12/18/19	191-**194**-198	11-**16**-22	190-**193**-196	6-**9**-12	200	6	-1	4.5	-7	No	-1.29	10
S14462	Castro, Edward	5	12/6/19	205-**208**-211	40-**47**-55	211-**214**-217	42-**48**-55	214	6	6	3.9	0	Yes ‡	0.09	54
S14495	Chan, Monte	5	12/19/19	241-**244**-247	98-**99**-99	239-**242**-245	94-**96**-97	249	5	-2	4.2	-7	No	-1.43	8
S14410	Collins, Richard	5	12/6/19	225-**227**-230	85-**88**-91	235-**237**-240	90-**92**-94	233	6	10	3.5	4	Yes	0.97	83
S14527	Flores, James	5	12/16/19	198-**202**-206*	24-**32**-41*	197-**200**-203	13-**18**-23	208	6	-2	4.8†	-8	No	-1.39	8
S14449	Freeman, Marcella	5	12/17/19	207-**211**-215*	44-**55**-65*	209-**213**-217*	37-**46**-55*	216	5	2	5.4†	-3	No ‡	-0.58	28
S14550	Gonzalez, John	5	12/13/19	232-**236**-240*	93-**96**-98*	230-**233**-236	83-**88**-91	240	4	-3	5.1†	-7	No	-1.29	10
S14500	Hall, Scott	5	12/9/19	201-**204**-207	30-**37**-43	208-**211**-214	34-**41**-48	210	6	7	3.8	1	Yes ‡	0.3	62
S14521	Hill, Lawrence	5	12/20/19	220-**224**-228*	75-**83**-89*	227-**230**-234	77-**83**-88	229	5	6	5.5†	1	Yes ‡	0.19	57
S14553	Howard, Frank	5	12/5/19	198-**201**-205	22-**30**-38	205-**208**-211	27-**34**-41	207	6	7	4.7	1	Yes ‡	0.23	59
S14477	King, Jennifer	5	12/20/19	220-**223**-226	75-**82**-87	220-**224**-228*	64-**72**-79*	228	5	1	5.0†	-4	No ‡	-0.75	23
S14546	Lawson, Gina	5	12/2/19	194-**198**-202*	17-**23**-31*	203-**207**-212*	23-**32**-42*	204	6	9	5.8†	3	Yes ‡	0.48	68
S14404	Lewis, Eric	5	12/9/19	240-**244**-248*	98-**99**-99*	241-**245**-249*	95-**97**-98*	248	4	1	5.4†	-3	No ‡	-0.53	30
S14487	Martinez, Marie	5	12/3/19	203-**206**-209	34-**42**-50	208-**211**-214	33-**41**-48	212	6	5	4.5	-1	No ‡	-0.12	45

Explanatory Notes

** Due to statistical unreliability, summary data for groups of less than 10 are not shown. If Small Group Display is selected, summaries for small groups will be displayed.

† SE on Observed Growth is greater than normal. Use metric with caution.
* SE or SEM greater than normal. Use metric with caution.
‡Indicates that projected growth falls within standard error of observed growth.
Click here for more information on Met Projected Growth.

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13 **RIT score 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 their score to fall within this range about 68% of the time.

14 **Percentile:** The percentage of students in the NWEA national norm sample for a grade and subject area that a given 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 score range (see annotation 13).

25 **Projected RIT score 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 annotation 31) instead.

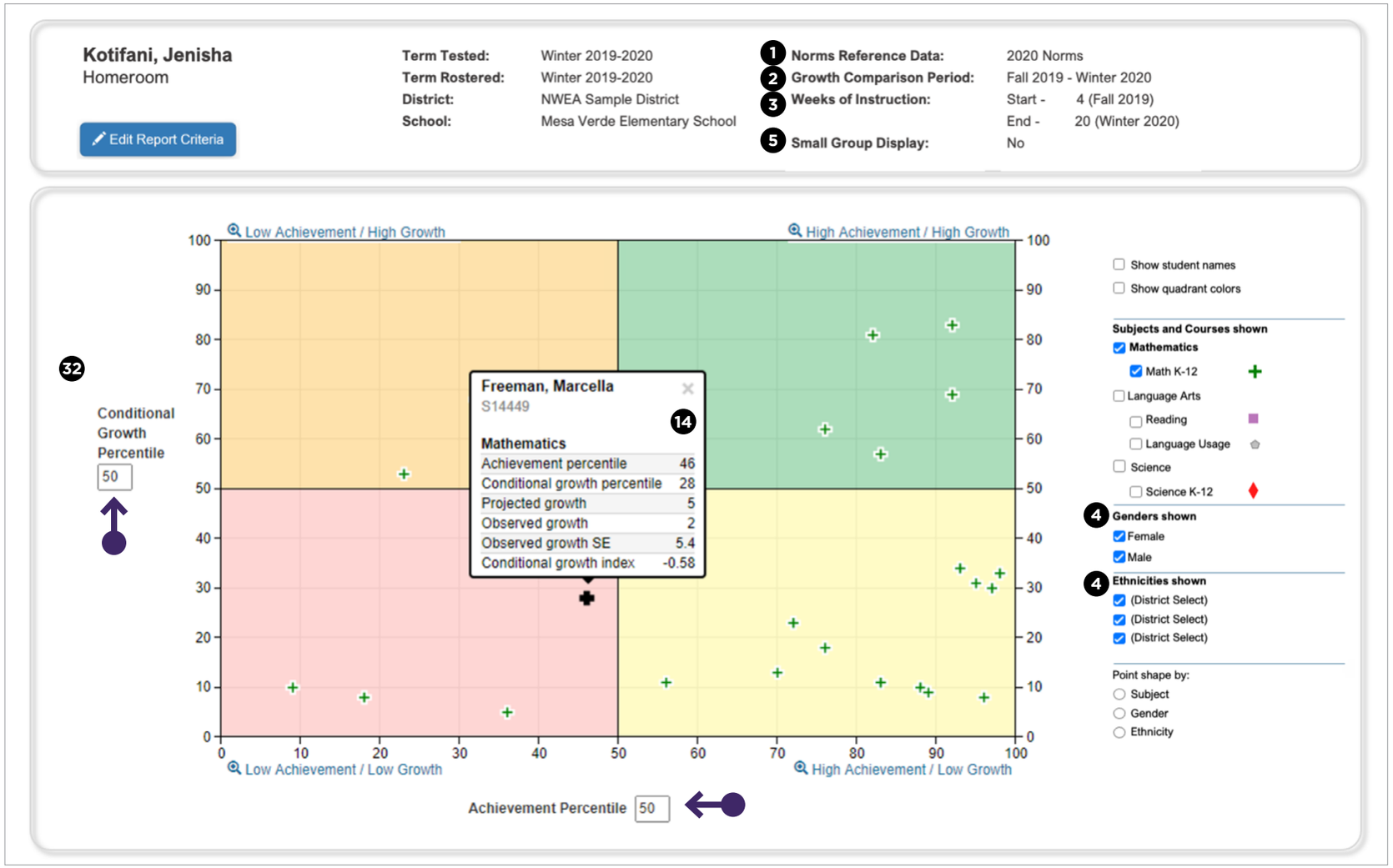
30 **Met projected growth:** Indicates Yes if the student's term-to-term growth equaled or exceeded the growth projection and No if growth was less than projected. A ‡ means that the difference between the student's observed and projected growth is less than the observed growth standard error.

31 **Conditional growth index:** This index allows for growth comparisons between students. It incorporates conditions that affect growth, including weeks of instruction before 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 annotation 31) translated into national percentile rankings for growth.

Continued on the next page

Achievement Status and Growth Summary with Quadrant Chart



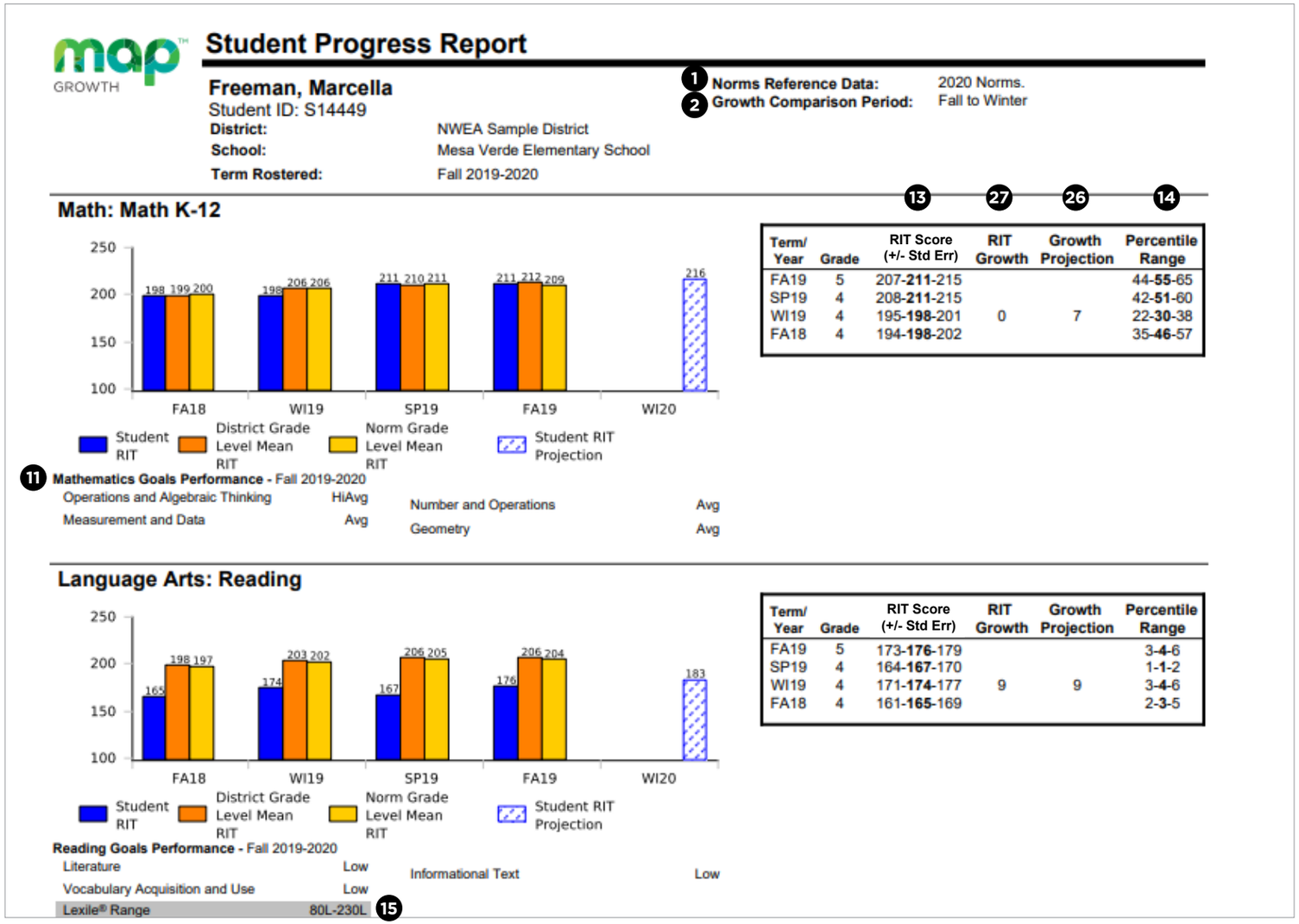
1. **Norms reference data:** Indicates which NWEA norming study your report data draws upon.
2. **Growth comparison period:** The two terms for which you wish to receive student growth data.
3. **Weeks of instruction:** The number of instructional weeks before testing, as set by your school or district 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 display when you select this option while generating reports.
14. **Percentile:** The percentage of students in the NWEA national norm sample for a grade and subject area that a given 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 score range (see annotation 13).
32. **Conditional growth percentile:** The conditional growth index (see annotation 31) translated into national percentile rankings for growth.

Tips and tricks

Adjustable quadrants: You can change the numbers in these two boxes to define your own quadrants.

Instructor Administrator School Coordinator District Coordinator

Student Progress Report



Note: You can view this report as a bar graph or a line graph. The bar graph shown here is the default setting.

1 **Norms reference data:** Indicates which NWEA norming study your report data draws upon.

2 **Growth comparison period:** The two terms for which you wish to receive student growth data.

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

13 **RIT score 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 their score to fall within this range about 68% of the time.

14 **Percentile:** The percentage of students in the NWEA national norm sample for a grade and subject area that a given 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 score range (see annotation 13).

15 **Lexile®/Lexile range:** Lexile reading range is the range of texts a student is likely to comprehend when reading independently. The student may require increased instructional support to comprehend text at higher ranges.

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.

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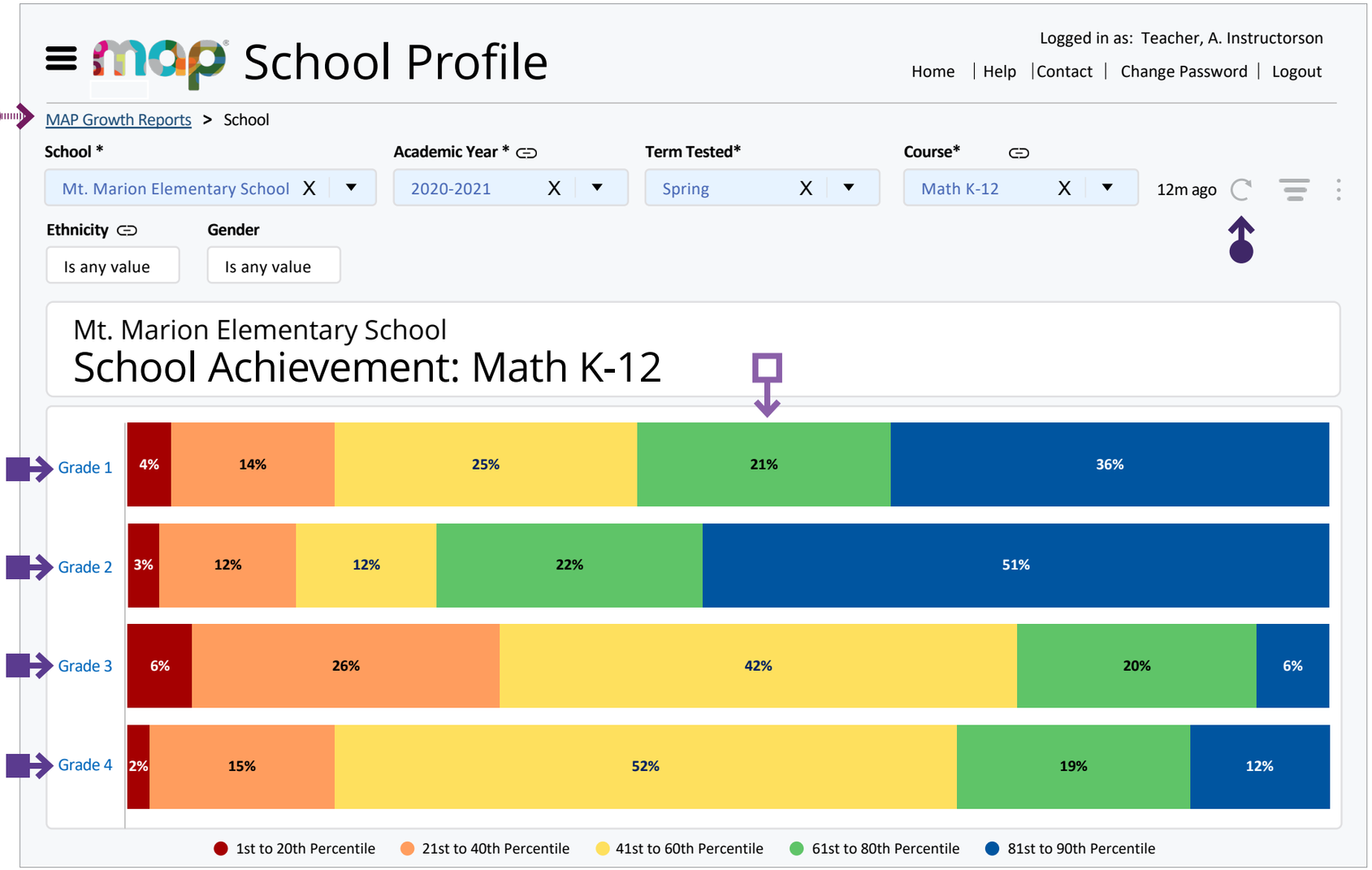
School Profile Report

School achievement view



Tips and tricks

When you change filter selections, you will need to use the reload button in order to refresh the report.

You can select each grade in order to view class-level assessment data for that grade.

Each quintile shows you the percentage of students in each grade with an achievement percentile that falls within a 20% band. Select any quintile and a pop-up screen with a list of students that populate the quintile will appear.

Navigation "breadcrumbs" help you identify where you are located within the School Profile Report. To navigate back to the School Achievement vie, select the "School" link in the breadcrumb navigation.

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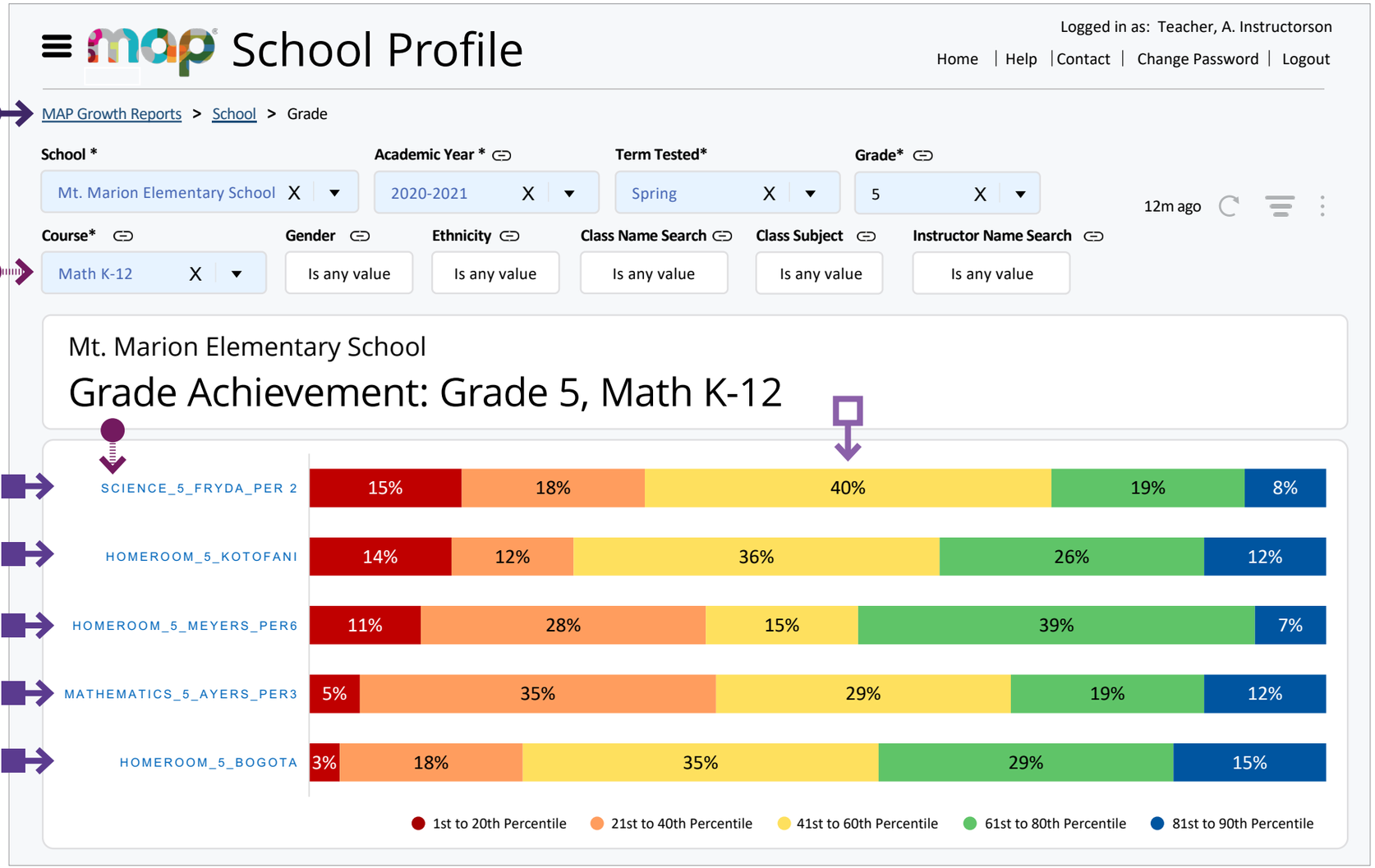
School Profile Report

Grade achievement view



Tips and tricks

Navigation "breadcrumbs" help you identify where you are located within the School Profile report. To navigate back to the School Achievement view, select the "School" link in the breadcrumb navigation.

Select any class and a pop-up screen will appear with student-level assessment data for that class.

Select any quintile and a pop-up screen will appear with student-level assessment data for that quintile.

When you look at the Grade Achievement view you see the assessment data for all rostered classes within a single grade. This is important to point out, because you may be looking at MAP Growth math assessment data for students in a science class. (as highlighted by the icons in the visual to the left). With the ability to look at assessment data for a given course (e.g., math) across all rostered class types (e.g., science, ELA, math, homeroom, history, etc.), you are able to identify groups of students who may benefit from additional assistance.

Important note: Due to the way that the School Profile Report imports data from your roster file, all students rostered in classes that share a common class name on your roster file will be grouped together in the Grade Achievement view of the School Profile Report.

For example, if you have five different classes (i.e., five teachers with thirty students each in five separate locations of the building) that all share a common class name of "Homeroom_5th_Grade" in your roster file, all of the students in these five classes will be aggregated in a single class named "Homeroom_5th_Grade" in the Grade Achievement view of the School Profile Report. This means that the class labeled "Homeroom_5th_Grade" in the School Profile Report will contain 150 students (30 students x 5 classes).

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Student Growth Summary

Student Growth Summary Report

Aggregate by School

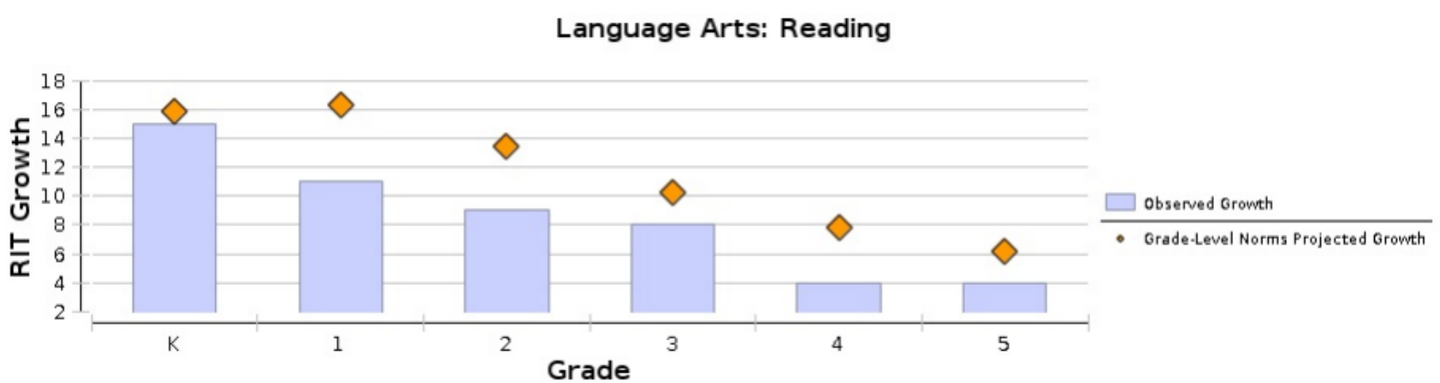
Term: Spring 2019-2020
District: NWEA Sample District

Norms Reference Data: 2020 and User Norms[1].
Growth Comparison Period: Fall 2019 - Spring 2020
Weeks of Instruction: Start - 4 (Fall 2019)
End - 32 (Spring 2020)
Grouping: None
Small Group Display: No

Mesa Verde Elementary School

Language Arts: Reading

		Comparison Periods								Growth Evaluated Against 36						
		Fall 2019			Spring 2020			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2020)	35 Total Number of Growth Events ‡	6 Mean RIT Score	8 Standard Deviation	14 Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	27 Observed Growth	28 Observed Growth SE	26 Projected School Growth	38 School Conditional Growth Index	39 School Conditional Growth Percentile	18 Number of Students with Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection 33	37 Student Median Conditional Growth Percentile
K	50	142.7	14.8	88	157.7	13.7	81	15	0.9	15.8	-0.34	37	50	29	58	50
1	47	164.5	10.1	94	175.1	10.4	72	11	1.0	16.2	-2.23	1	47	18	38	31
2	48	179.9	13.0	88	189.2	13.0	69	9	0.9	13.4	-1.65	5	48	17	35	36
3	58	191.4	16.1	75	199.7	15.8	64	8	1.1	10.3	-0.94	17	58	26	45	40
4	39	203.1	17.4	81	207.5	15.0	65	4	1.2	7.8	-1.64	5	39	11	28	33
5	143	211.3	18.7	83	215.0	17.8	72	4	0.5	6.1	-1.24	11	143	54	38	40



Explanatory Notes
[1]User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.
** 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.

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

8 Standard deviation: Indicates academic diversity of a group of students. The lower the number, the more students are alike (zero would mean all scores are the same). The higher the number, the greater the diversity in this group.

14 Percentile: The percentage of students in the NWEA national norm sample for a grade and subject area that a given 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 score range (see annotation 13).

18 Number of students with growth projection: The number of students in the growth count population with available growth projections.

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.

33 Percentage of students who met growth projection: The percentage of students whose end-term RIT scores met or exceeded their individual growth projections.

35 Total number of growth events: The number of students with valid growth-based test events for both terms.

36 Number of students who met their growth 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 before 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 annotation 38) translated into national percentile rankings for growth.

Projected Proficiency Summary

Projected Proficiency Summary Report

Aggregate by District by Grade

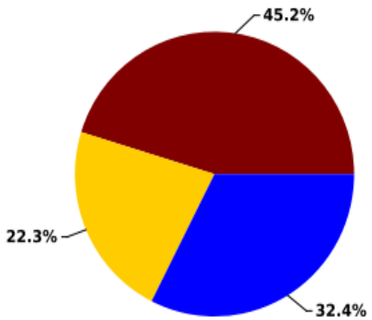
Term Tested: Fall 2019-2020
District: NWEA Sample District Accounts
4 Grouping: None

Math: Math K-12

Projected to: **NWEA Generic Linking Study** taken in **spring**.

View Linking Study:

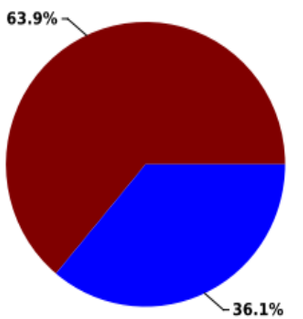
Grade	Student Count	Below Standards Count	Below Standards Percent	Proficient Count	Proficient Percent	Advanced Count	Advanced Percent
1	183	58	31.7%	53	29.0%	72	39.3%
2	192	54	28.1%	66	34.4%	72	37.5%
3	202	70	34.7%	59	29.2%	73	36.1%
4	187	77	41.2%	53	28.3%	57	30.5%
5	437	186	42.6%	81	18.5%	170	38.9%
6	582	260	44.7%	139	23.9%	183	31.4%
7	583	266	45.6%	111	19.0%	206	35.3%
8	648	314	48.5%	141	21.8%	193	29.8%
9	668	344	51.5%	142	21.3%	182	27.2%
10	690	329	47.7%	145	21.0%	216	31.3%
11	689	331	48.0%	140	20.3%	218	31.6%
Total	5061	2289	45.2%	1130	22.3%	1642	32.4%



Projected to: **SAT** taken in **spring**.

View Linking Study: https://www.nwea.org/resources/map-growth-college-readiness-benchmarks/

Grade	Student Count	Not On Track Count	Not On Track Percent	On Track Count	On Track Percent
5	437	242	55.4%	195	44.6%
6	582	385	66.2%	197	33.8%
7	583	362	62.1%	221	37.9%
8	648	425	65.6%	223	34.4%
9	668	451	67.5%	217	32.5%
Total	2918	1865	63.9%	1053	36.1%



Explanatory Notes

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA Generic Linking Study is provided.

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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.

24 **Projected proficiency category:** Students are grouped in predicted proficiency categories based on NWEA linking studies that align the MAP Growth RIT scale to state assessments and college and career readiness measures.

Tips and tricks

State-specific linking study: This takes you to your state's linking study research document. If you do not have a linking study for your state, MAP Growth will provide information using a default linking study. Learn more about the default linking study at NWEA.org.

Categories of proficiency: In this area, you will see your state's specific categories of proficiency.

Aggregation: There are three ways to aggregate this data: District by Grade, District by School, or School by Grade. The first two of these aggregation options require a district coordinator role for access.

District Summary

Aggregate by District

District Summary Report

Aggregate by District

Term: Fall 2019-2020
District: NWEA Sample District
4 Grouping: None
5 Small Group Display: No

Math: Math K-12

Demo Growth: Math 2-5
Demonstration Tests - NWEA 2017

11 Instructional Area Performance

Term	Grade	Student Count	6 Mean RIT	8 Std Dev	7 Median	Operations and Algebraic Thinking		Number and Operations		Measurement and Data		Geometry	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2019-2020	2	192	180.2	13.2	181	180.6	13.7	181.1	14.5	180.7	14.3	180.2	13.6
Spring 2018-2019	2	202	188.9	16.2	187	188.7	17.4	189.4	17.3	189.1	16.8	188.8	17.3
Winter 2018-2019	2	202	184.2	15.3	184	183.9	15.8	183.3	16.2	184.2	15.9	184.6	16.9
Fall 2018-2019	2	202	175.1	16.3	175	175.5	17.2	175.4	17.3	175.2	17.2	175.0	18.1
Fall 2019-2020	3	202	191.7	15.3	191	191.2	16.2	191.3	16.0	191.3	15.6	191.9	16.1
Spring 2018-2019	3	187	199.0	17.0	200	198.5	18.4	198.7	17.8	198.7	18.3	199.0	18.2
Winter 2018-2019	3	187	195.8	17.0	197	195.8	18.9	196.3	18.0	196.2	18.4	196.0	18.3
Fall 2018-2019	3	187	187.3	17.2	186	187.9	17.9	187.1	18.1	187.0	17.6	187.4	18.5
Fall 2019-2020	4	187	200.6	16.3	201	200.4	17.8	200.4	17.3	201.4	17.5	199.8	17.6
Spring 2018-2019	4	437	210.2	20.2	210	210.3	20.9	210.4	21.5	210.1	20.5	209.6	21.4
Winter 2018-2019	4	437	205.8	19.8	205	205.9	21.0	205.7	20.6	205.8	20.9	206.0	20.3
Fall 2018-2019	4	437	199.2	19.9	197	199.7	20.8	199.5	20.4	199.5	20.9	199.2	20.7
Fall 2019-2020	5	437	211.5	17.6	213	211.5	18.8	211.4	18.5	211.8	18.6	211.0	18.7
Spring 2018-2019	5	582	217.1	20.7	215	217.0	21.7	217.1	21.8	216.8	21.8	216.8	21.2
Winter 2018-2019	5	582	213.1	19.9	212	212.8	20.6	213.2	20.3	213.1	20.4	213.0	20.6
Fall 2018-2019	5	582	207.7	19.5	206	207.3	20.4	207.5	20.2	207.5	20.2	207.9	20.3

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

17 16

FAQ

Q: Why does a report pulled for the fall 2019 time period show scores from fall, winter, and spring of 2018–2019?

A: Let's use the data highlighted above to answer that question. Students in grade 5 during the fall 2019–2020 time period are listed in the row identified by the purple diamond. These same students also took MAP Growth three times during the previous school year (2018–2019). The previous year's (i.e., grade 4) test scores are listed as the fall, winter, and spring scores for the 2018–2019 school year. This group of students had a median RIT score of ***197*** in fall 2018–2019 (grade 4), ***205*** in winter 2018–2019 (grade 4), ***210*** in spring 2018–2019 (grade 4), and ***213*** in fall 2019–2020 (grade 5).

Note: In your report, there will be one data table per MAP Growth test administered in each district. The view above only shows the data table associated with the Math 2–5 test.

Instructor Administrator School Coordinator **District Coordinator**

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 display when you select this option while generating reports.

6 **Mean RIT score:** 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:** Indicates academic diversity of a group of students. The lower the number, the more students are alike (zero would mean all scores are the same). The higher the number, the greater the diversity in this group.

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

16 **Area of relative strength:** Chosen relative to the whole subject score, plus the standard error.

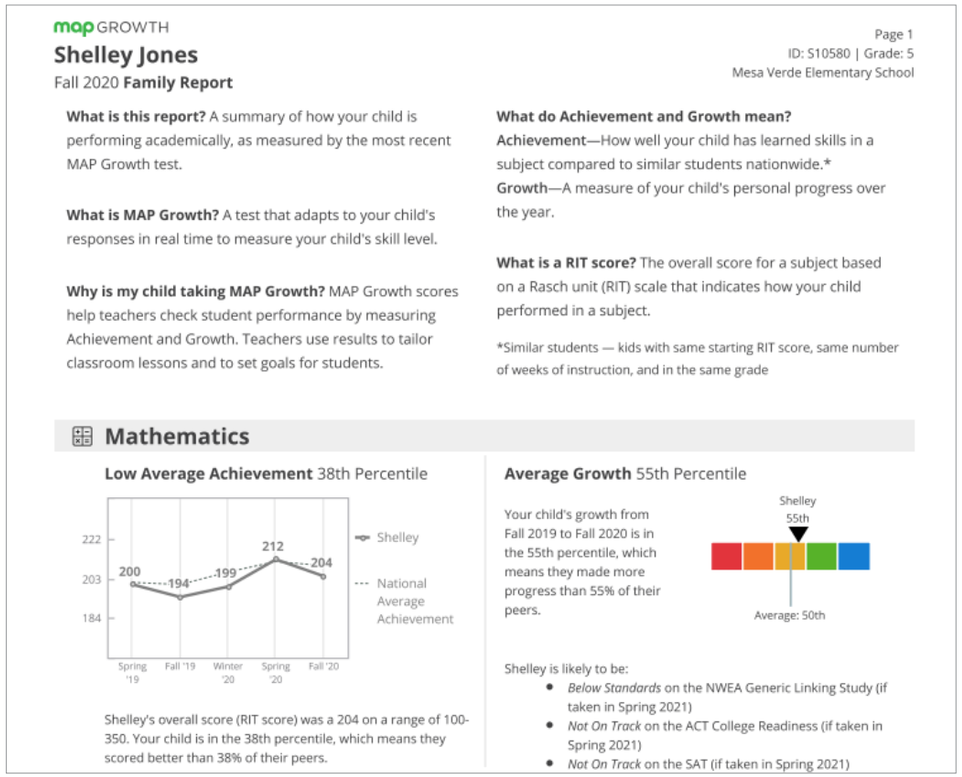
17 **Suggested area of focus:** Chosen relative to the whole subject score, minus the standard error.

Tips and tricks

Compare student data across grades: The data in this column shows trends across school years for the same grade.

This report was pulled for fall 2019, but it shows the assessment scores for the same group of students during the fall, winter, and spring testing windows from the year before.

Family Report



map GROWTH

Shelley Jones

Fall 2020 **Family Report**

Page 1
ID: S10580 | Grade: 5
Mesa Verde Elementary School

What is this report? A summary of how your child is performing academically, as measured by the most recent MAP Growth test.

What is MAP Growth? A test that adapts to your child's responses in real time to measure your child's skill level.

Why is my child taking MAP Growth? MAP Growth scores help teachers check student performance by measuring Achievement and Growth. Teachers use results to tailor classroom lessons and to set goals for students.

What do Achievement and Growth mean?
Achievement—How well your child has learned skills in a subject compared to similar students nationwide.*
Growth—A measure of your child's personal progress over the year.

What is a RIT score? The overall score for a subject based on a Rasch unit (RIT) scale that indicates how your child performed in a subject.

*Similar students — kids with same starting RIT score, same number of weeks of instruction, and in the same grade

Mathematics

Low Average Achievement 38th Percentile

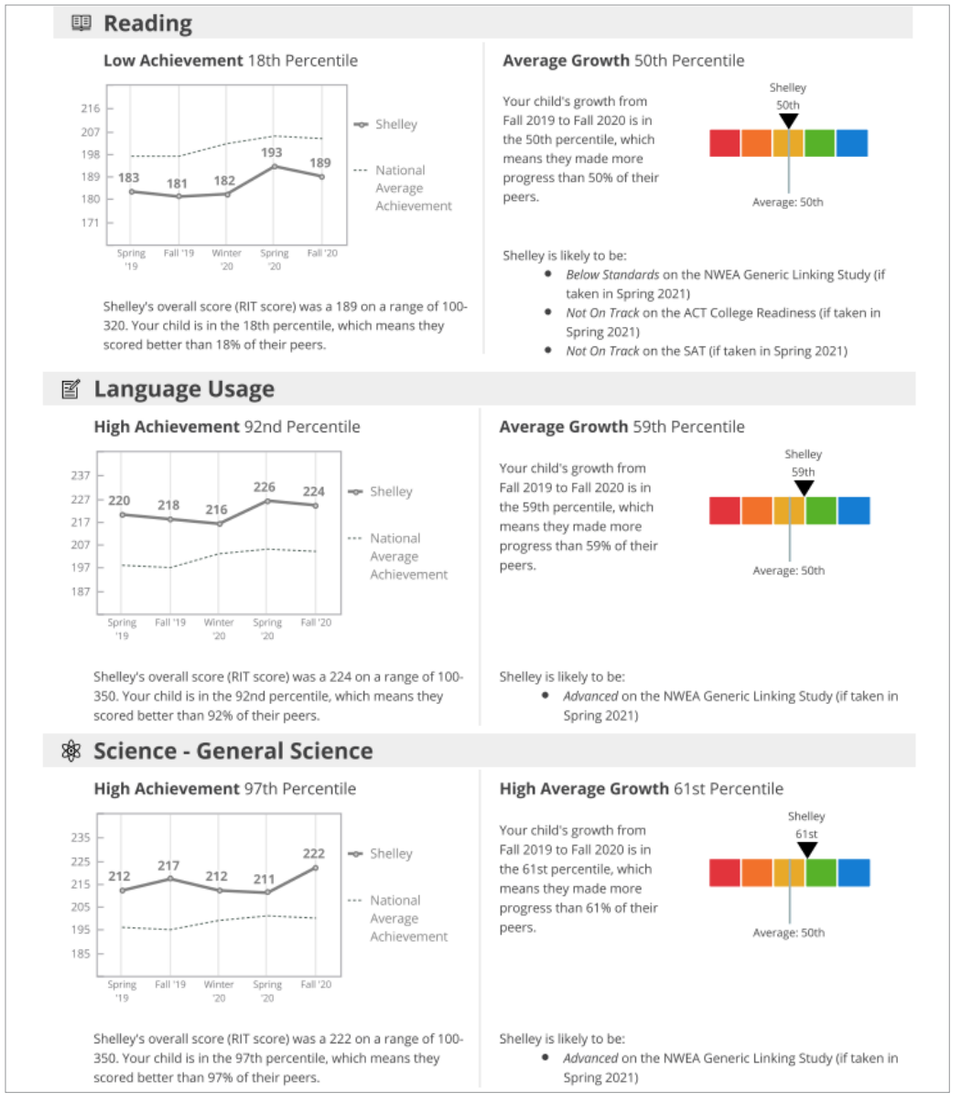
Shelley's overall score (RIT score) was a 204 on a range of 100-350. Your child is in the 38th percentile, which means they scored better than 38% of their peers.

Average Growth 55th Percentile

Your child's growth from Fall 2019 to Fall 2020 is in the 55th percentile, which means they made more progress than 55% of their peers.

Shelley is likely to be:

- *Below Standards* on the NWEA Generic Linking Study (if taken in Spring 2021)
- *Not On Track* on the ACT College Readiness (if taken in Spring 2021)
- *Not On Track* on the SAT (if taken in Spring 2021)



Reading

Low Achievement 18th Percentile

Shelley's overall score (RIT score) was a 189 on a range of 100-320. Your child is in the 18th percentile, which means they scored better than 18% of their peers.

Average Growth 50th Percentile

Your child's growth from Fall 2019 to Fall 2020 is in the 50th percentile, which means they made more progress than 50% of their peers.

Shelley is likely to be:

- *Below Standards* on the NWEA Generic Linking Study (if taken in Spring 2021)
- *Not On Track* on the ACT College Readiness (if taken in Spring 2021)
- *Not On Track* on the SAT (if taken in Spring 2021)

Language Usage

High Achievement 92nd Percentile

Shelley's overall score (RIT score) was a 224 on a range of 100-350. Your child is in the 92nd percentile, which means they scored better than 92% of their peers.

Average Growth 59th Percentile

Your child's growth from Fall 2019 to Fall 2020 is in the 59th percentile, which means they made more progress than 59% of their peers.

Shelley is likely to be:

- *Advanced* on the NWEA Generic Linking Study (if taken in Spring 2021)

Science - General Science

High Achievement 97th Percentile

Shelley's overall score (RIT score) was a 222 on a range of 100-350. Your child is in the 97th percentile, which means they scored better than 97% of their peers.

High Average Growth 61st Percentile

Your child's growth from Fall 2019 to Fall 2020 is in the 61st percentile, which means they made more progress than 61% of their peers.

Shelley is likely to be:

- *Advanced* on the NWEA Generic Linking Study (if taken in Spring 2021)

Note: This report is only available for the most recent test term.

Instructor | Administrator | School Coordinator | District Coordinator

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