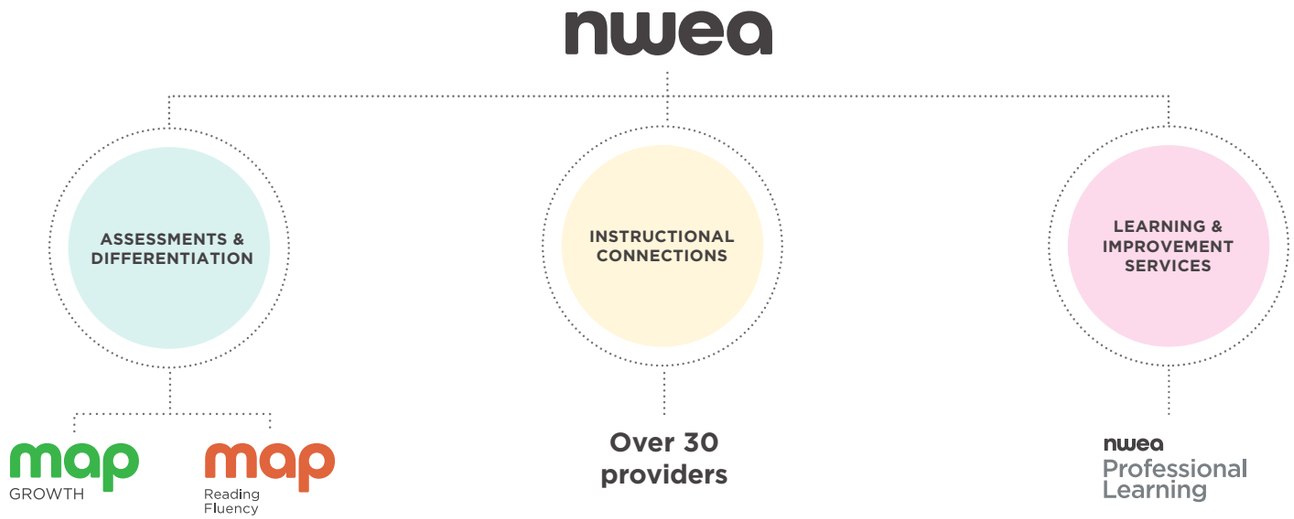
map GROWTH

Reports Portfolio

V 7.0 | FALL 2025

nwea



High-quality assessments

High-quality measures with the trustworthy data educators need to help advance student growth and equitable learning outcomes.

Curriculum and instructional connections

With connections to over thirty instructional partners, you can use MAP® Growth™ data to kickstart student learning in math, reading, language usage, and science—maximizing the value of tools you may already use.

Learning and improvement services

Say goodbye to tedious, one-size-fits-all learning. NWEA® offers a robust, holistic suite of professional learning experiences designed by experienced educators to bring curriculum, instruction, and assessment into alignment.

Evolving to meet your needs

Founded by educators, NWEA has been a trusted name in academic measurement for nearly 50 years. Our mission—Partnering to help all kids learn®—is the driving force behind the big questions, groundbreaking research, and innovative solutions we're known for.

But as the education landscape shifts, so does our approach. Our goal is to help educators make more confident decisions in service of long-lasting, equitable change.

Guided by our mission, we continue to enhance our ecosystem of products and services to help our partners bring together assessment, curriculum, and instruction to improve outcomes for all kids.

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 **MAP Growth report details** in the NWEA Help Center.

What's new

New! Updated national norms for 2025

NWEA refreshes MAP Growth norms every 3–5 years to reflect evolving US demographics and shifts in student performance, ensuring the data remains accurate, relevant, and aligned with updates to MAP Growth since the last study. The 2025 update is essential to account for changes in typical student performance post-pandemic and the introduction of enhanced item selection in MAP Growth tests.

Learn more about the key implications of new norms in NWEA Connection: Norms overview and toolkit.

New! District Profile report

NWEA continues its journey to enhance MAP Growth report offerings with the release of its newest interactive report—the District Profile report. The layout of the District Profile report resembles the School Profile report but provides the ability to view achievement and growth data across the district.

This report is designed to support district administrators as they make some of the most important decisions of the school year. This new report will allow district administrators to monitor student achievement and growth over time to support decisions about when and how to invest in programs, interventions, instructional supports, and curricular tools.

Learn more about the new District Profile report in this NWEA Connection article: Introducing the New! MAP Growth District Profile report.

Upgraded Class Profile report

In the summer of 2024, NWEA enhanced the Class Profile report in the following ways:

1. **Updated layout:** The overall layout of the report was updated to accommodate new data visualization modules.
2. **Added missing and unofficial test events (also known as non-growth events):** This information helps teachers gain better visibility into student testing activity and allows them to see if some of their students have missing or invalid test events.
3. **Added two histograms:** "Students Grouped by Instructional Area Score" and "Students Grouped by RIT Band": New data visualization modules support teachers with grouping students. These modules help teachers visualize students by achievement level, enabling them to formulate ideas on how to approach creating flexible learning groups as they plan and adjust instruction.
4. **Simplified tab names:** The names for the tabs on the report were updated to better reflect the type of information they contain.

Learn more about the updated Class Profile report in this NWEA Connection article: Class Profile enhancements—summer 2024.

Introducing the new Projected Proficiency tab in the Class Profile report—winter 2024.

Looking ahead

Helping partners transition to the interactive profile reports

NWEA is committed to delivering a continuous stream of enhancements and innovations that improve the reporting experience and make it easier to transform insights into decisions that drive student learning growth. As a primary part of this commitment, NWEA is accelerating the vision to expand the interconnected and interactive profile report experience.

The Student, Class, School, and District Profile reports provide partners with the data they know and trust in a format that speeds up how quickly they can take action and improve learning outcomes. As NWEA delivers more enhancements to the profile reports, the older legacy reports will become increasingly obsolete. To provide district and school partners with the most up-to-date reporting experience, NWEA will retire most of the older legacy reports in summer 2025.

NOTE: Legacy reports will be marked throughout this document.

Report updates

REPORT NAME	AVAILABLE REPORTS	LEGACY REPORT	FUTURE REPORT
Student Progress	Active	Yes	Student Profile and Family report
ASG Quadrant	Active	Yes	Class Profile report
ASG Summary/Projection	Active	Yes	Class Profile report
District Summary	Active	Yes	District/School Profile report
Student Growth Summary	Active	Yes	District/School Profile report
Projected Proficiency Summary	Active	Yes	District/School Profile report
Student Profile	Active		
Class Profile	Active		
School Profile	Active		
District Profile	Active		
Learning Continuum (Test view)	Active		
K–2 Screening and Skills Checklist: By student	Active		
K–2 Screening and Skills Checklist: By Class	Active		
Famliy report	Active		
Comprehensive data file (.csv)	Active		
Combined data file (.csv)	Active		

Table of contents

MAP Growth content explorer

Reports for teachers

☼ Indicates legacy report. Key data from legacy reports will eventually transfer into the District, School, Class, or Student Profile reports.

Reports for school and district leaders

Reports for district leaders

Reports for families

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

MAP Growth K–2 reports

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 RIT score for the subject in the given term.

7. **Median RIT score:** The group's middle RIT 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). **NOTE:** Instructional area categories may be labeled differently depending on your test version or state assessment.

12. **RIT score:** A student's overall scaled 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. **NOTE:** Instructional area categories may be labeled differently depending on your test version or state assessment.

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:** This view is no longer available. Retired summer 2023.

22. **The Learning Continuum:** 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. Important note for partners who view state summative test results in MAP Growth reports: due to state summative test designs, learning statements are not available for state tests.

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:** (also referred to as "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. Important note for partners who view state summative test results in MAP Growth reports: Rapid guess information is not available for assessment data derived from state tests.

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.

Learning Continuum: Grouped by standard

Learning Continuum: Key information

What this report offers

- A transparent description of the contents of MAP Growth and the relationship of test items to instructional areas and standards
- Skills and concepts for all RIT bands, independent of any student data
- Information organized by 10-point RIT bands

Questions it helps answer

- What kind of content is assessed by MAP Growth?
- What is the relative difficulty of the assessed components/skills of a standard?
- How does a student's overall and instructional area scores relate to concepts and skills on which that score might be based?

When to use it

- When you want to understand more about the content of MAP Growth
- As part of the instructional decision-making process
- When you are looking for a starting point to begin formative assessment

Things to consider

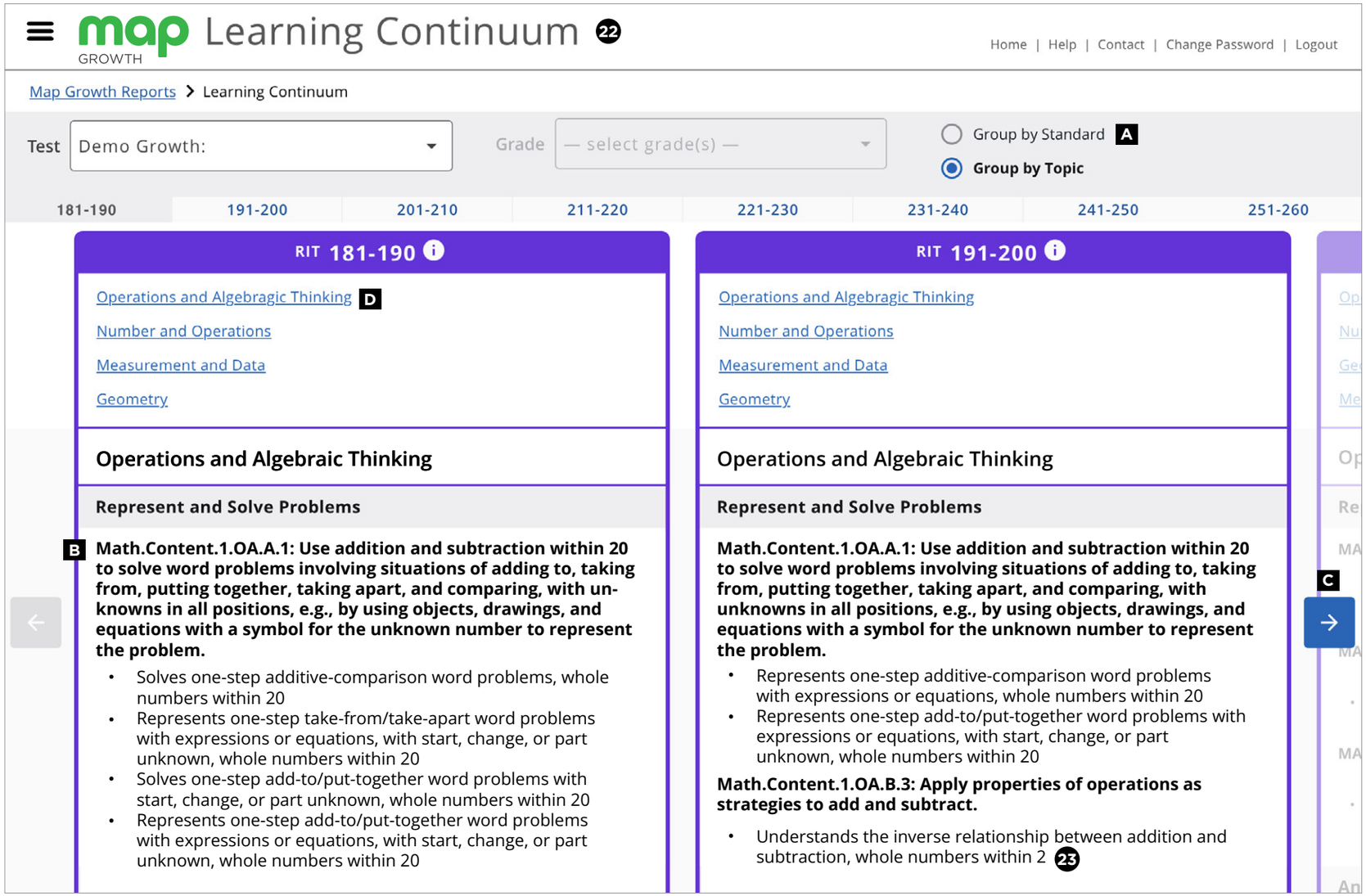
- The Learning Continuum only provides information about what is contained in the MAP Growth test. It does not reflect what students saw on the test.
- Learning statements found throughout the Learning Continuum are instruction-oriented statements that describe the concepts and skills assessed by MAP Growth.
- When choosing how to display the learning statements, you can select specific grades by selecting the Group by Standard view.
- Learning statements should not be the only source of information that a teacher consults when making instructional decisions.
- CTRL-F (Command-F on a Mac) is an easy way to search for standards, or topics.

**Important note for partners who view state summative test results in MAP Growth reports: due to state summative test designs, learning statements are not available for state tests.*

Notes

Learning Continuum

Math, grouped by standard



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Tips and tricks

A **Grouping by Standard:** To view the Learning Continuum in this format, make sure you select Group by Standard in your display options.

B **Test items and learning statements: How are they related?** Every item in the NWEA item bank is associated with a learning statement, which is 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. With thousands of items in the MAP Growth item bank, it's easy to understand why the Learning Continuum displays so many learning statements within each 10-point RIT band.

Example: If you look at the Learning Continuum for the NWEA version of the Math 2–5 test and select the 181–190 RIT range, you will find that there are 159 learning statements listed. (Note: the number of learning statements varies for each version of the test.) The presence of a learning statement in the 181–190 RIT band indicates that at least one test item with a RIT level between 181 and 190 is available in the item pool that assesses the skills/concepts aligned to that learning statement. To provide a specific example: If a test item has a RIT level of 185 and assesses the skills/concepts aligned to the learning statement "Solves one-step, take-from/take-apart word problems with start, change, or part unknown, whole numbers within 20s," then the Learning Continuum will display this learning statement in the 181–190 RIT band.

C Use the arrows to navigate across 10-point RIT bands.

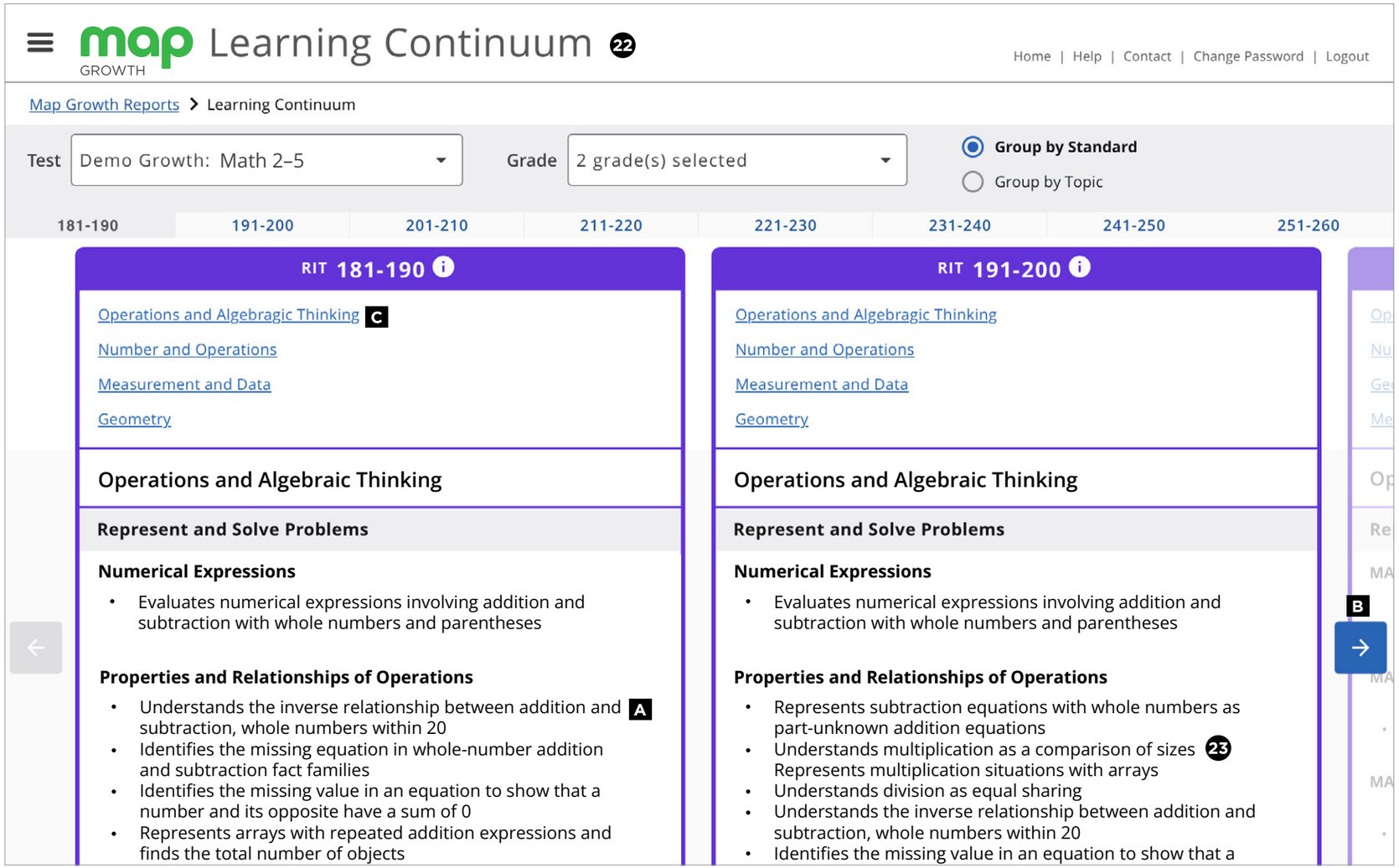
D Select an instructional area to be taken directly to the associated learning statements.

Learn more about how to use the Learning Continuum in the classroom in this blog: [How baseball helped me understand the MAP Growth learning continuum](#).

Learning Continuum: Grouped by topic

Learning Continuum

Math, grouped by topic



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B Use the arrows to navigate across 10-point RIT bands.

C Select an instructional area to be taken directly to the associated learning statements.

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Class Profile report

Class Profile report—Key information

What this report offers

- Class-level performance data for a specific test window
- Information organized by class, subject, and test
- Individual student achievement data (such as RIT scores) for students in a specific class
- Comparisons to normative data and class-level mean
- Details about the test events for each student
- Comparison between overall RIT and instructional area RIT to consider things such as curriculum impact, high-priority standards, and areas to explore instructional decision further
- Academic diversity of the class in each of the subject-specific instructional areas

Questions it helps answer

- How is my class doing overall?
- What is the academic diversity of my class?
- What is our lowest instructional area? Our highest?
- How are we performing compared to national norms?
- What is the Lexile reading range for my students and my class materials? What adjustments might be needed?
- How much time did each of my students take on the test?
- Which students haven't completed tests?
- Which students may need to take the test again?
- How many RIT bands are represented?
- How can I group my students by similar achievement levels?

When to use it

- After testing, to see achievement data and test details
- As part of the instructional decision-making process
- When you want to use data to inform student grouping
- Before your test window closes so that you can wrap up any retakes or test completions

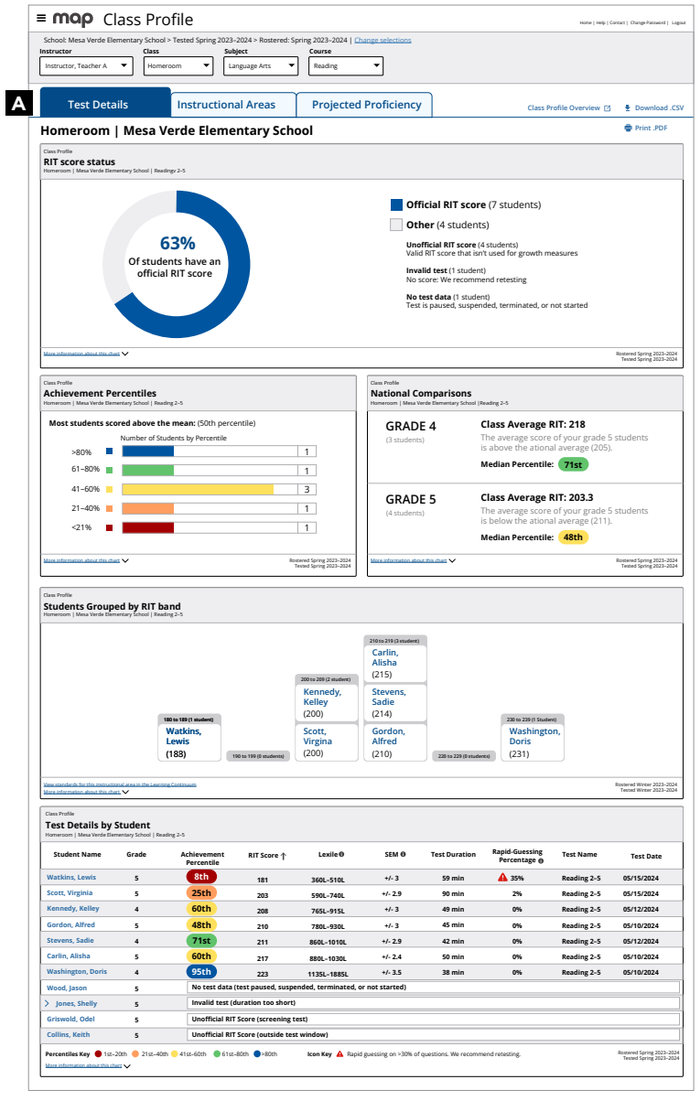
Things to consider

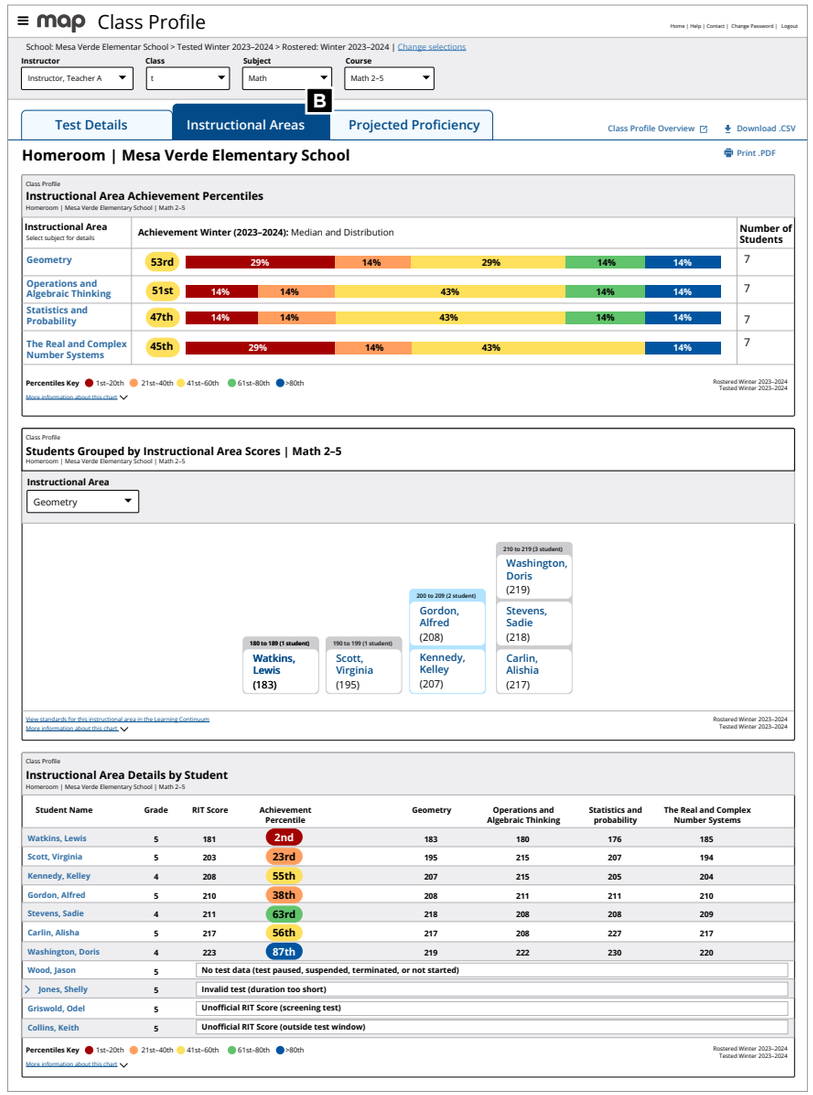
- Instructor-level users will only gain access to the reporting data for the class or classes they have been rostered to in the current or previous academic year.
- Mixed-grade classes will display a norm grade-level mean for each grade.
- Default settings include sorting students alphabetically by last name and displaying RIT scores for instructional areas.
- All columns can be sorted for flexibility in looking at data.
- Student(s) recommended for retesting will have an indication in the Rapid Guessing column in the Test Details tab.
- You can use “term rostered” and “term tested” to see different combinations of data (e.g., this year's students with data from last spring).

Notes

Class Profile report

All tabs





A Test details tab: Data visualizations

- **RIT score status**
  - — How many students have tested?
  - — How many student need to retest?
  - — Are there any invalid tests?
- **Achievement percentiles:**
  - — Academic diversity of a class
- **National comparisons:**
  - — Class average RIT
  - — Class median achievement percentile
- **Students grouped by RIT band**
  - — Acts as a starting point for the development of flexible learning groups
- **Test details by student:**
  - — Overall RIT score
  - — Achievement percentile
  - — Lexile / Quantile
  - — Rapid guessing
  - — Test duration
  - — Test status data

B Instructional Area tab: Data visualizations

- **Instructional area achievement percentile:**
  - — Helps you understand the academic diversity of your class across instructional areas
- **Students grouped by instructional scores:**
  - — Acts as a starting point for the development of flexible learning groups
- **Instructional area details by student:**
  - — Overall RIT scores and instructional area scores
  - — Test status data

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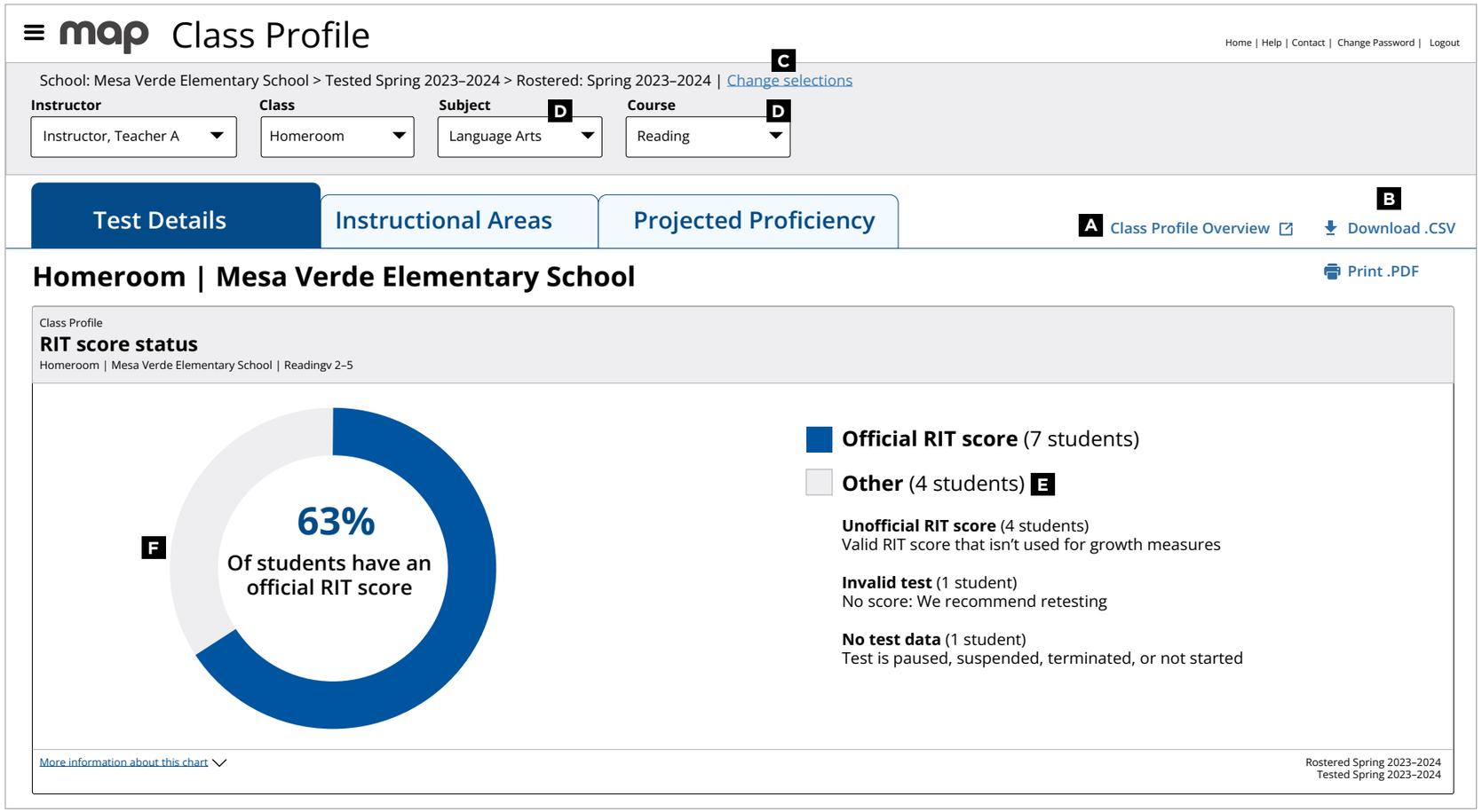
Class Profile report

Test details tab (1 of 3)



Tips and tricks

A You can lean more about this report by visiting the Help Center page for the MAP Growth Class Profile report.

B You can download the data contained in the Class Profile report in .CSV file format (spreadsheet) by clicking Download CSV.

C 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.

D 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).

E There are multiple types of test events that fall under the "Other" category. This test status data helps teachers identify which students haven't completed a test, who needs to retest, who took a MAP Growth screening test, or who might have taken a test outside of an official test window.

F 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 of those rostered students have a valid growth event.

Continued on the next page

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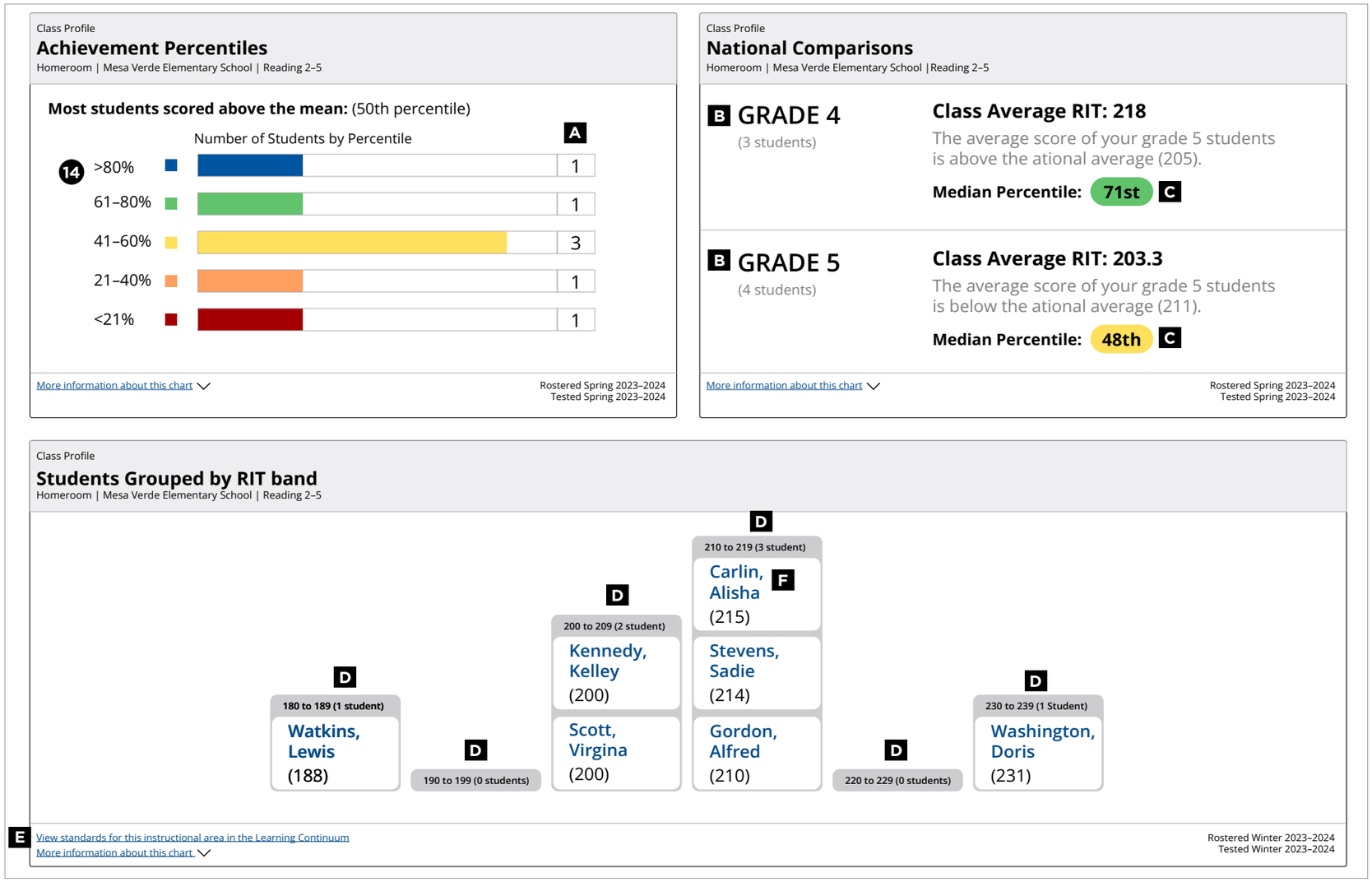
Class Profile report

Test details tab (2 of 3)



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).

Tips and tricks

A 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 of those rostered students have a valid growth event.

B 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).

C For classes that contain students in different grade levels (e.g., 4th and 5th grade), you will see normative information in the "National Comparisons" section broken down into separate grades. This is because norms are tied to grade level and the information displayed in this section represents grade-level norms.

D This histogram provides a view of your students' overall RIT scores segmented into 10-point RIT bands. This information helps teachers better understand the academic diversity of their class and acts as a starting point for formative assessment and formation of flexible learning groups.

E Use this link to open the MAP Growth Learning Continuum.

F Selecting a student's name will open the Student Profile report for that student.

Continued on the next page

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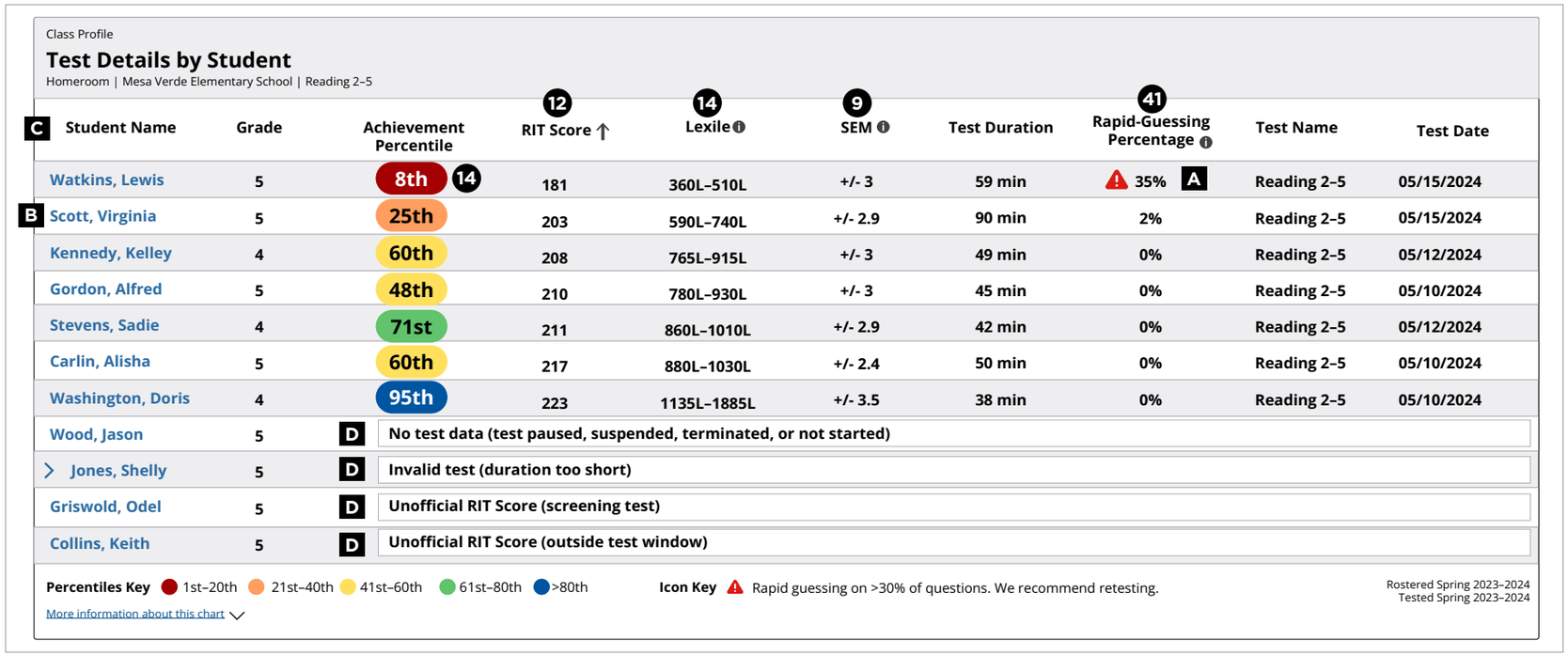
Class Profile report

Test details tab (3 of 3)



Class Profile

Test Details by Student

Homeroom | Mesa Verde Elementary School | Reading 2–5

C Student Name	Grade	Achievement Percentile	12 RIT Score	14 Lexile	9 SEM	Test Duration	41 Rapid-Guessing Percentage	Test Name	Test Date
Watkins, Lewis	5	8th 14	181	360L–510L	+/- 3	59 min	35% A	Reading 2–5	05/15/2024
B Scott, Virginia	5	25th	203	590L–740L	+/- 2.9	90 min	2%	Reading 2–5	05/15/2024
Kennedy, Kelley	4	60th	208	765L–915L	+/- 3	49 min	0%	Reading 2–5	05/12/2024
Gordon, Alfred	5	48th	210	780L–930L	+/- 3	45 min	0%	Reading 2–5	05/10/2024
Stevens, Sadie	4	71st	211	860L–1010L	+/- 2.9	42 min	0%	Reading 2–5	05/12/2024
Carlin, Alisha	5	60th	217	880L–1030L	+/- 2.4	50 min	0%	Reading 2–5	05/10/2024
Washington, Doris	4	95th	223	1135L–1885L	+/- 3.5	38 min	0%	Reading 2–5	05/10/2024
Wood, Jason	5	D No test data (test paused, suspended, terminated, or not started)							
Jones, Shelly	5	D Invalid test (duration too short)							
Griswold, Odel	5	D Unofficial RIT Score (screening test)							
Collins, Keith	5	D Unofficial RIT Score (outside test window)							

Percentiles Key 1st–20th 21st–40th 41st–60th 61st–80th >80th

Icon Key Rapid guessing on >30% of questions. We recommend retesting.

Rostered Spring 2023–2024
Tested Spring 2023–2024

More information about this chart

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.

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

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.

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. Important note for partners who view state summative test results in MAP Growth reports: Rapid guess information is not available for assessment data derived from state tests.

Tips and tricks

A This symbol indicates that educators should take notice of the rapid-guessing percentage for the student. NOTE: Rapid guessing data will not be available for assessment data originating from state tests.

B Select the name of any student to be taken to their individual Student Profile report.

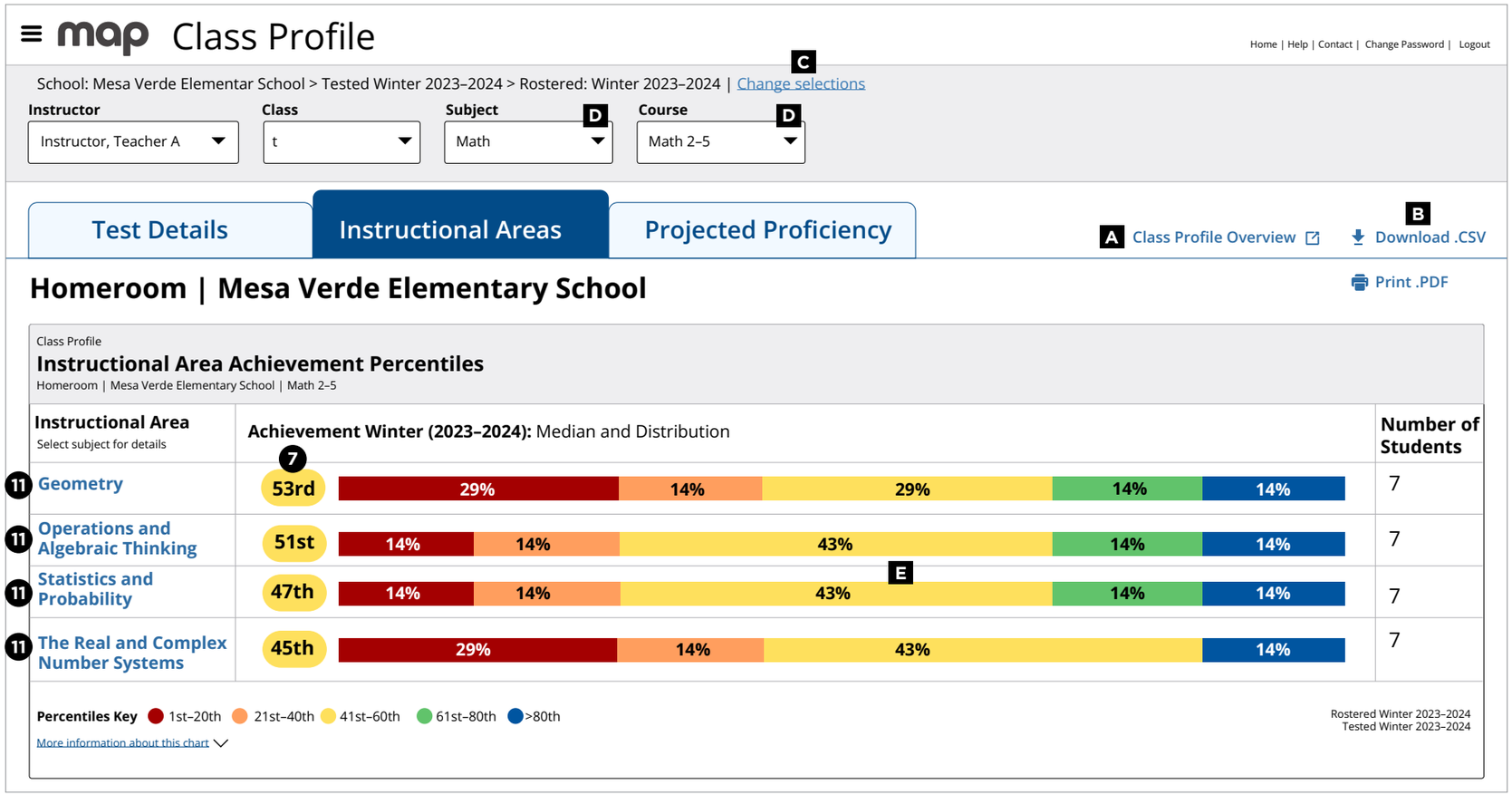
C Clicking on any column header on the Achievement tab will resort the list, toggling between ascending, descending, and unsorted.

D This test status data helps teachers identify which students haven't completed a test, who needs to retest, who took a MAP Growth screening test, or who might have taken a test outside of an official test window.

Instructor Administrator School Coordinator District Coordinator

Class Profile report

Instructional Areas tab (1 of 3)



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

11 **Instructional area:** A learning area (e.g., geometry) within a subject (e.g., math). **NOTE:** Instructional area categories may be labeled differently depending on your test version or state assessment.

Tips and tricks

A You can lean more about this report by visiting the Help Center page for the MAP Growth Class Profile report.

B You can download the data contained in the Class Profile report in .CSV file format (spreadsheet) by clicking Download CSV.

C 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.

D 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).

E Each quintile shows the percentage of students in the class with an achievement percentile that falls within a 20% band. E.g., If you have a class of 20 students and 5 of those students have achievement percentiles between 21–40%, the orange bar in your graph would display "25%" (i.e., 5/20 = 0.25).

Continued on the next page

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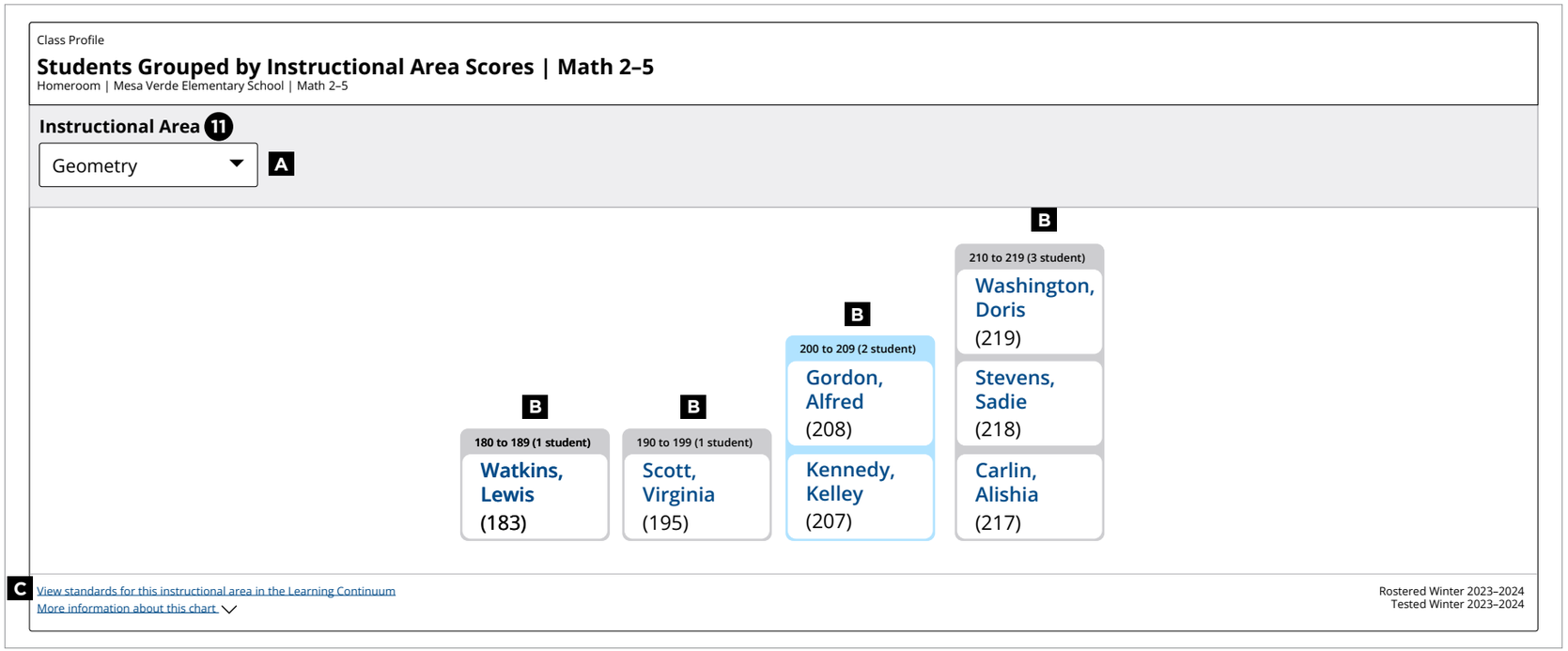
Class Profile report

Instructional Areas tab (2 of 3)



11 **Instructional area:** A learning area (e.g., geometry) within a subject (e.g., math). **NOTE:** Instructional area categories may be labeled differently depending on your test version or state assessment.

Tips and tricks

A Use this dropdown menu to select the instructional area that you are interested in exploring. When you select a new instructional area, the report will automatically update.

B This histogram provides a view of your students' instructional area RIT scores segmented into 10-point RIT bands. This information helps teachers better understand the academic diversity of their class and acts as a starting point for formative assessment and formation of flexible learning groups.

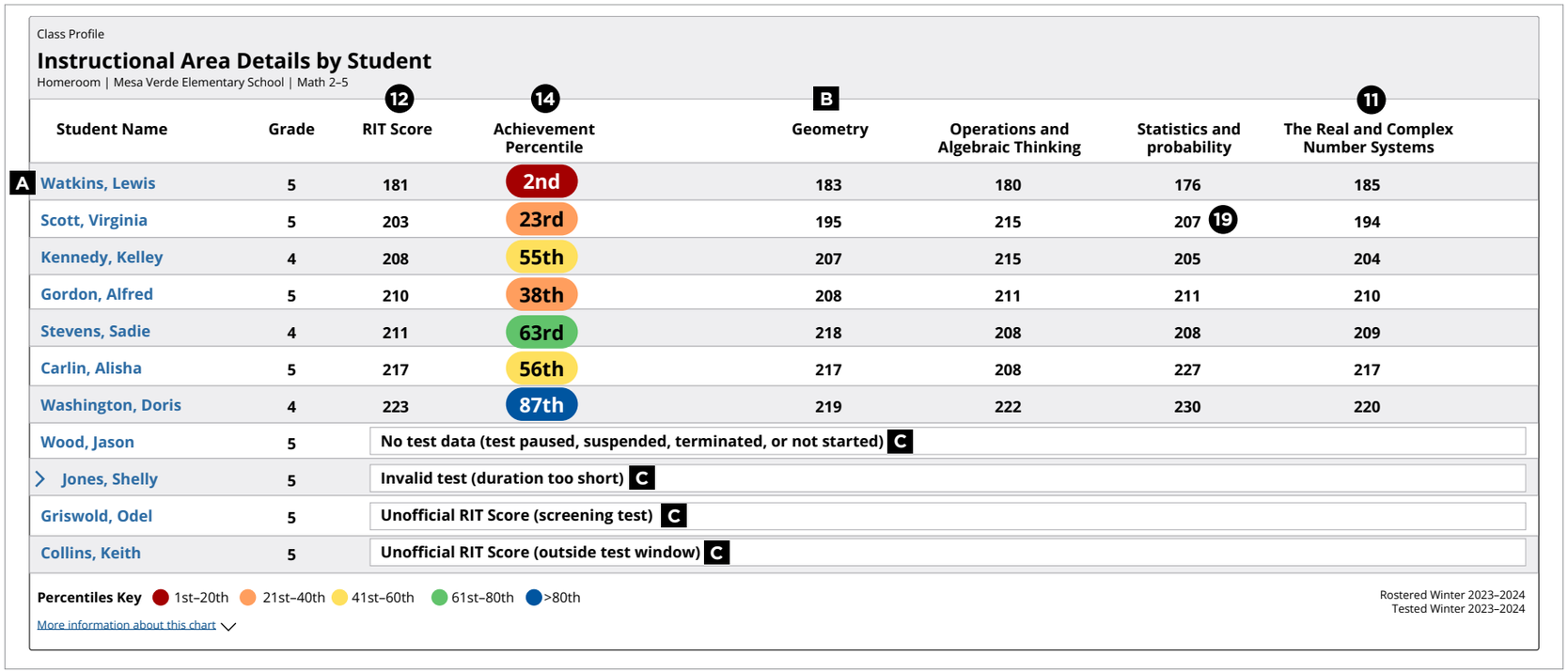
C Use this link to open the MAP Growth Learning Continuum.

Continued on the next page

Instructor | Administrator | School Coordinator | District Coordinator

Class Profile report

Instructional Areas tab (3 of 3)



Class Profile

Instructional Area Details by Student

Homeroom | Mesa Verde Elementary School | Math 2–5

Student Name	Grade	RIT Score (12)	Achievement Percentile (14)	Geometry (B)	Operations and Algebraic Thinking	Statistics and probability	The Real and Complex Number Systems (11)
A Watkins, Lewis	5	181	2nd	183	180	176	185
Scott, Virginia	5	203	23rd	195	215	207 (19)	194
Kennedy, Kelley	4	208	55th	207	215	205	204
Gordon, Alfred	5	210	38th	208	211	211	210
Stevens, Sadie	4	211	63rd	218	208	208	209
Carlin, Alisha	5	217	56th	217	208	227	217
Washington, Doris	4	223	87th	219	222	230	220
Wood, Jason	5	No test data (test paused, suspended, terminated, or not started) C					
Jones, Shelly	5	Invalid test (duration too short) C					
Griswold, Odel	5	Unofficial RIT Score (screening test) C					
Collins, Keith	5	Unofficial RIT Score (outside test window) C					

Percentiles Key 1st–20th 21st–40th 41st–60th 61st–80th >80th

More information about this chart

Rostered Winter 2023–2024
Tested Winter 2023–2024

(11) **Instructional area:** A learning area (e.g., geometry) within a subject (e.g., math). **NOTE:** Instructional area categories may be labeled differently depending on your test version or state assessment.

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

(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).

(19) **Instructional area score:** The student's performance in the instructional area tested. **NOTE:** Instructional area categories may be labeled differently depending on your test version or state assessment.

Tips and tricks

A Select the name of any student to be taken to their individual Student Profile report.

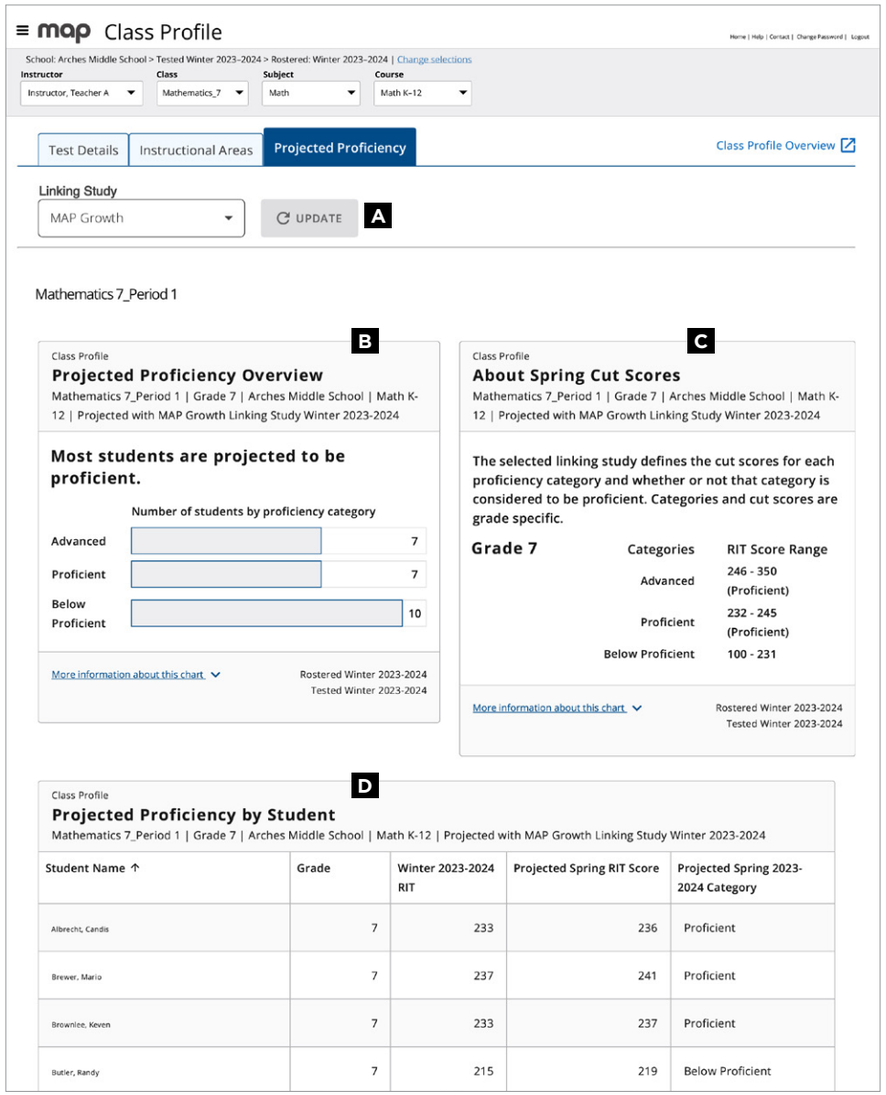
B Clicking on any column header will resort the list, toggling between ascending, descending, and unsorted.

C This test status data helps teachers identify which students haven't completed a test, who needs to retest, who took a MAP Growth screening test, or who might have taken a test outside of an official test window.

Instructor Administrator School Coordinator District Coordinator

Class Profile report

Projected Proficiency tab



Tips and tricks

A **Align student progress with future goals:** Choose a linking study to view projected proficiency for state summative assessments, ACT, or SAT tests ensuring continuous progress toward academic goals.

B **Plan more effective instruction:** Quickly see a clear distribution of performance projections on end-of-course state summative assessments or college readiness exams to better tailor instruction.

C **Understand achievement benchmarks:** Connect RIT score ranges and proficiency categories with state cut scores.

D **Compare RIT scores at the student level:** Determine how to support growth by examining projected proficiency data for each student, including RIT score, projected spring RIT score, and projected spring proficiency category.

Instructor | Administrator | School Coordinator | District Coordinator

Student Profile report

Student Profile report—Key information

What this report offers

- Brings together all the data needed to advise each student and support their growth
- Provides an area to calculate possible student goals based on growth projections and to document the action plan around that goal
- Shows all subjects tested for a student*, organized by term

*Course-specific test data will not be displayed for test events between July 24, 2020, and August 20, 2021.

Questions it helps answer

- How do the growth percentile and achievement percentile compare for this student?
- Is this student on track? (State assessment, ACT, SAT)
- What are this student's relative strengths and suggested areas of focus?
- How can I leverage those relative strengths and suggested areas of focus to help this student?
- What is an appropriate growth goal for this student?
- How can I help this student set an appropriate stretch goal?
- What supports are needed to help reach the stretch goal?

When to use it

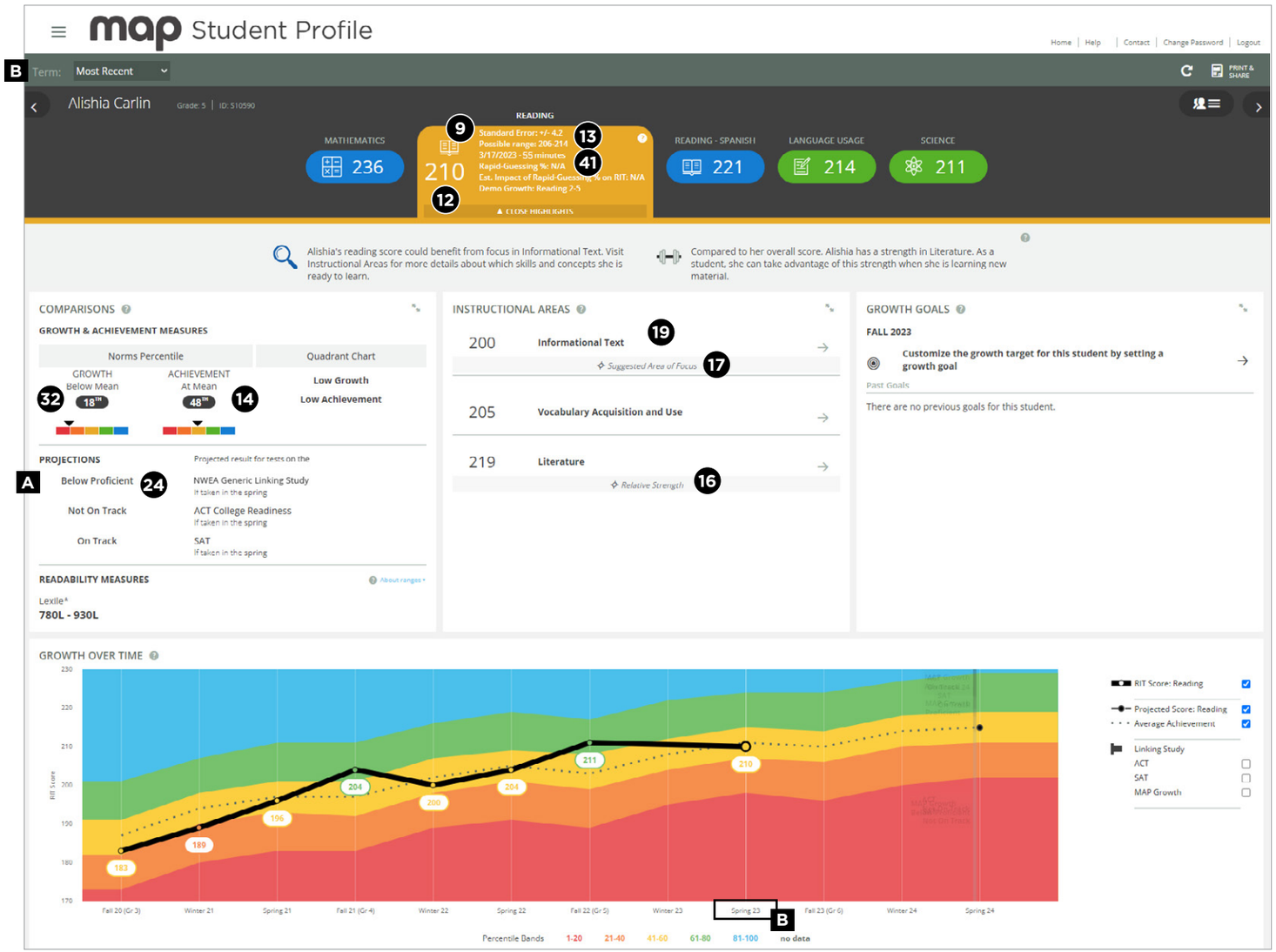
- After testing, to see results
- After two test events, to see growth data
- As part of the instructional decision-making process
- Anytime you need to talk to families or students about performance

Things to consider

- This report can access data for all prior years of testing.
- It will not include data from outside of your test window.
- This report can be printed for one, some, or all students in a given class via batch printing.

Notes

Student Profile report



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.

12 **RIT score:** A student's overall scaled 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).

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.

19 **Instructional area score:** The student's performance in the instructional area tested. NOTE: Instructional area categories may be labeled differently depending on your test version or state assessment.

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.

32 **Conditional growth percentile:** (also referred to as "growth percentile") The conditional growth index (see annotation 31) translated into national percentile rankings for growth.

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. Important note for partners who view state summative test results in MAP Growth reports: Rapid guess information is not available for assessment data derived from state tests.

Tips and tricks

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

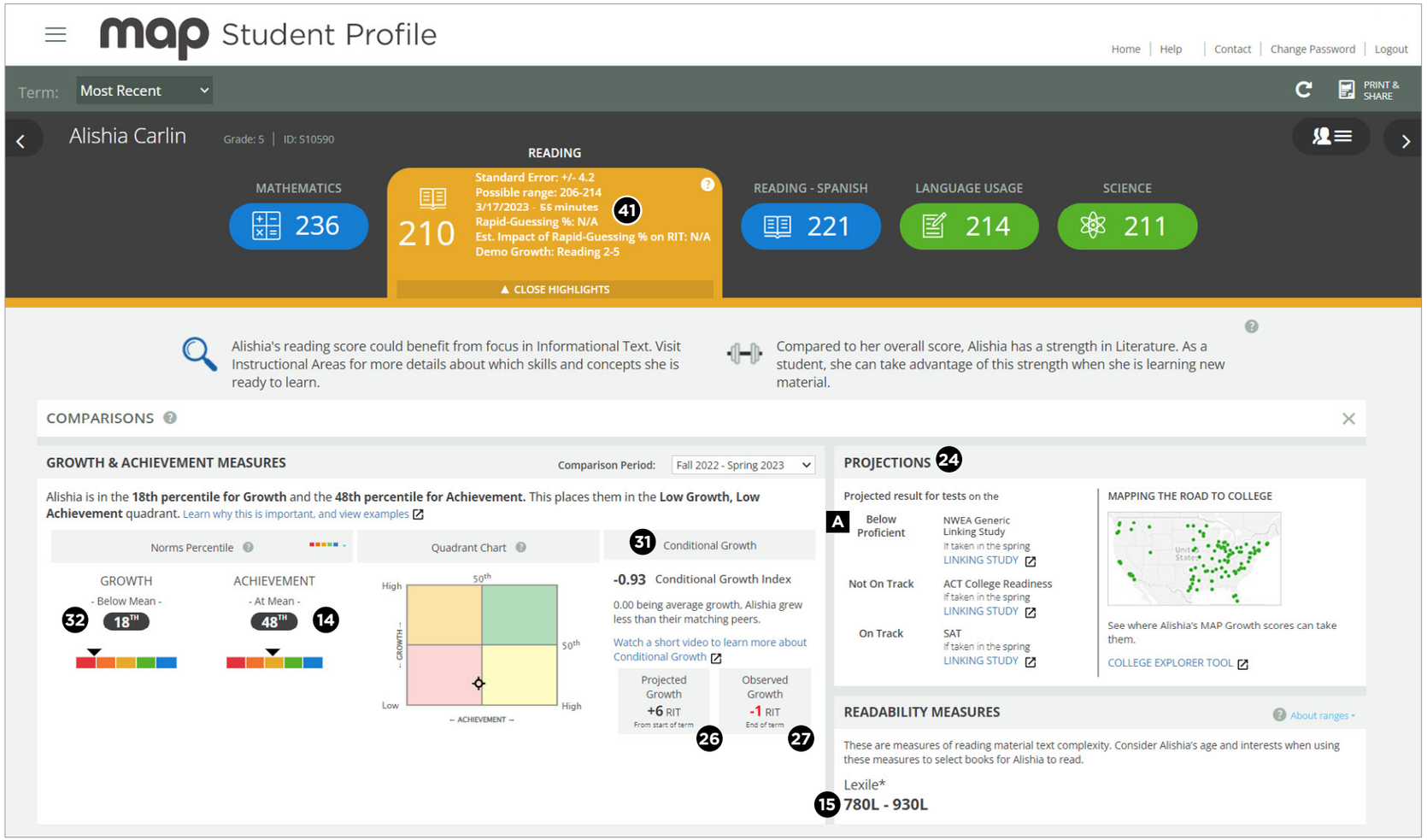
B **Term Selection:** Use this drop-down menu to select the test event you want to review. In this example, we are looking at a test event from 2023. This means that the Growth Over Time section displays RIT scores for future test events.

Instructor | Administrator | School Coordinator | District Coordinator

Student Profile report: Comparisons

Student Profile report

Comparisons



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.

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.

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.

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:** (also referred to as "growth percentile") The conditional growth index (see annotation 31) translated into national percentile rankings for growth.

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. Important note for partners who view state summative test results in MAP Growth reports: Rapid guess information is not available for assessment data derived from state tests.

Tips and tricks

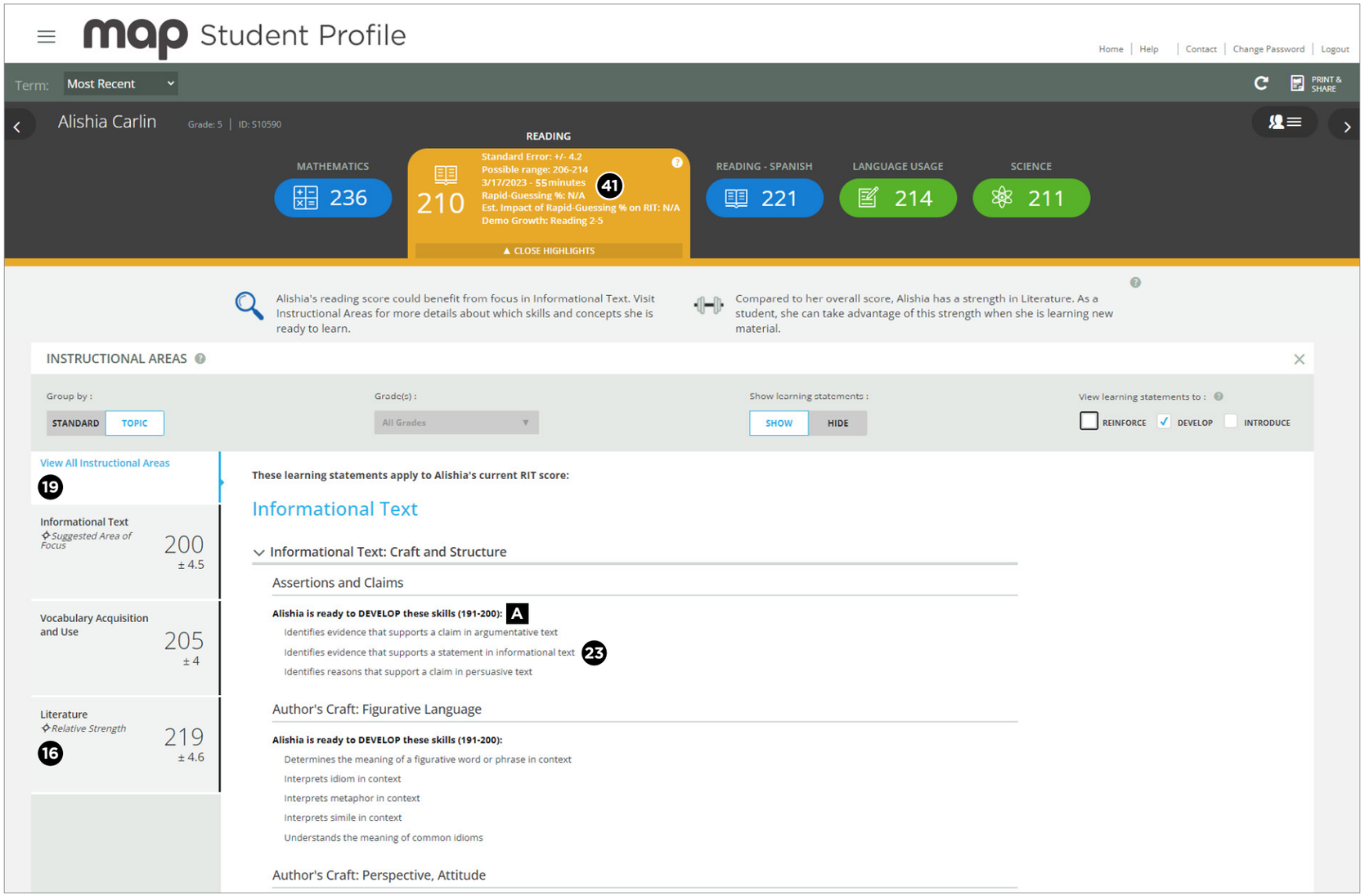
A **Categories of proficiency:** In this area, you will see your state's specific categories of proficiency.

Instructor | Administrator | School Coordinator | District Coordinator

Student Profile report: Instructional areas

Student Profile report

Instructional areas



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

19 **Instructional area score:** The student's performance in the instructional area tested. NOTE: Instructional area categories may be labeled differently depending on your test version or state assessment.

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. Important note for partners who view state summative test results in MAP Growth reports: due to state summative test designs, learning statements are not available for state tests.

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. Important note for partners who view state summative test results in MAP Growth reports: Rapid guess information is not available for assessment data derived from state tests.

Tips and tricks

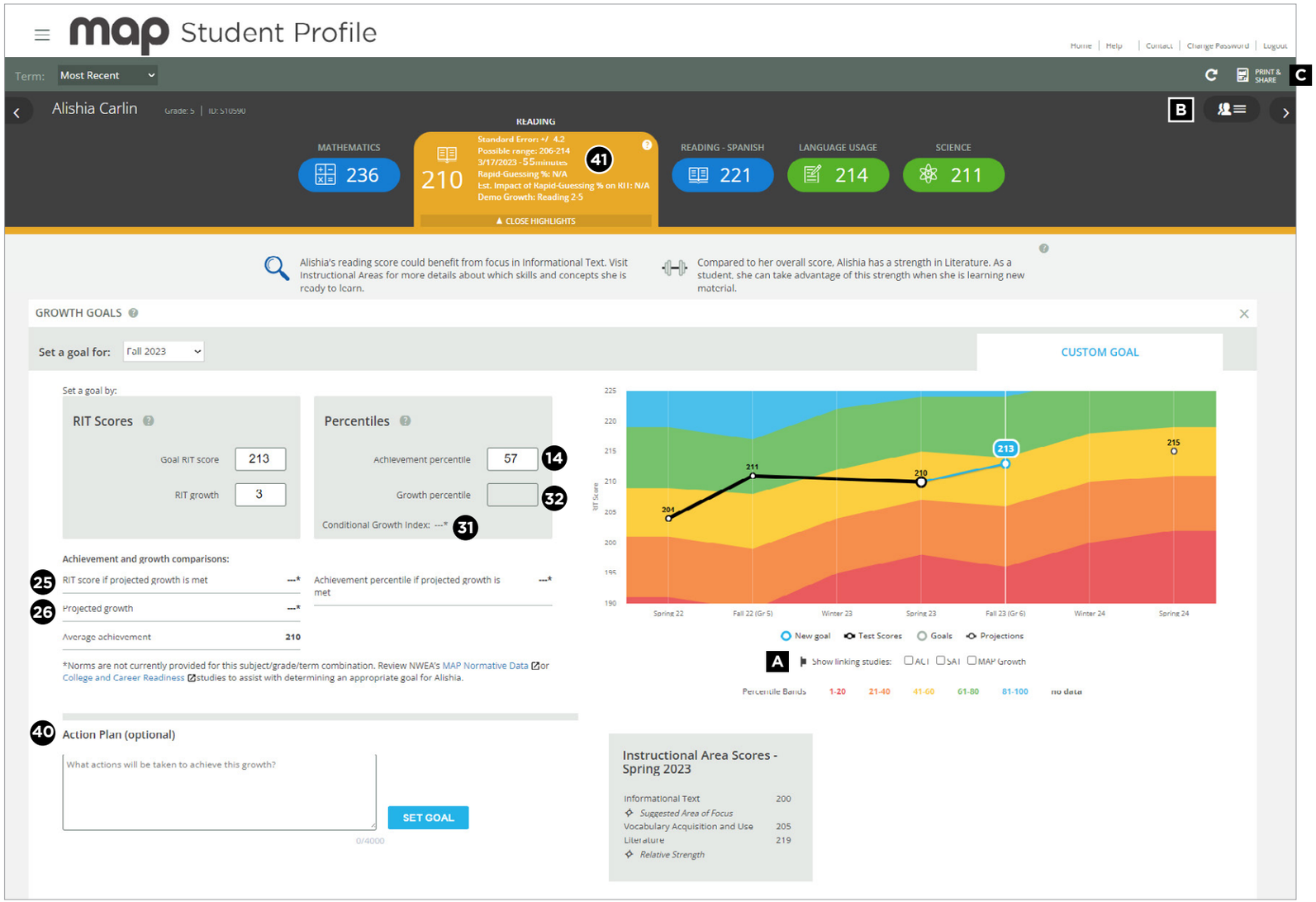
A While the sentence shown on this page states that "(Student Name)" is ready to DEVELOP these skills (191–200)," it is important to conduct formative assessment to verify which skills she may need the most help with. The skills listed in this section (in the form of learning statements) are based on the types of items assessed by MAP Growth (not Amanda's performance on the assessment). For more information on learning statements, please refer to the Learning Continuum section of this document.

Instructor | Administrator | School Coordinator | District Coordinator

Student Profile report: Growth goals

Student Profile report

Growth goals



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.

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:** (also referred to as "growth percentile") The conditional growth index (see annotation 31) translated into national percentile rankings for growth.

40 **Set goal:** Set custom growth goals for your students.

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. Important note for partners who view state summative test results in MAP Growth reports: Rapid guess information is not available for assessment data derived from state tests.

Tips and tricks

A **Filter linking studies:** You can select these boxes to filter out views for state proficiency tests and ACT/SAT linking study information.

B **Quickly locate a different student:** Select this icon for a drop-down menu of the rest of the students in the class.

C **Print and share:** Use this feature to print the screen, create and print a batch PDF, or create a Family Report for the student you are viewing.

Instructor | Administrator | School Coordinator | District Coordinator

Legacy report: Key data will transition to Profile report

Achievement Status and Growth Projection report

Achievement Status and Growth Projection report—Key information

What this report offers

- Class-level growth projections based on starting RIT score
- Information organized by class and subject, sorted alphabetically by students' last names

Questions it helps answer

- What is the projected growth (number of RIT points) for my students based on their starting RIT score?
- How might this information support goal setting with students?
- How might this information factor into academic plans for my students?

When to use it

- After testing, to see results
- As part of the instructional decision-making process

Things to consider

- This report can access data for the current year of testing and two years prior.
- It will not include data from outside of your test window.
- Growth projections reflect the "typical" or 50th percentile for growth based on grade, subject, comparison period, and starting RIT.
- Growth projections provided are not intended to be set as goals for students; teachers have discretion on deciding this.
- This report can be exported to a spreadsheet.

Notes

Achievement Status and Growth Projection report
(1 of 2)

Achievement Status and Growth Projection Report

Kotifani, Jenisha
Homeroom

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

1 **Norms Reference Data:** 2020 Norms.
2 **Growth Comparison Period:** Fall 2019 - Winter 2020
3 **Weeks of Instruction:** Start - 4 (Fall 2019)
End - 20 (Winter 2020)
4 **Optional Grouping:** None
5 **Small Group Display:** No

Language Arts: Language Usage

				Achievement Status				Growth							
				Fall 2019		Winter 2020		Student						Comparative	
Student ID	Student Name	FA19 Grade	FA19 Date	13 RIT Score Range	14 Achievement Percentile Range	RIT Score Range	Achievement Percentile Range	25 Projected RIT Score	26 Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth	Conditional Growth Index	Conditional Growth Percentile
S14468	Alexander, Douglas	5	9/19/19	193-**197**-201*	22-**31**-42*			202	5						
S14420	Bowman, Ramona	5	9/10/19	184-**188**-192*	9-**14**-20*			194	6						
S14535	Bryant, Norma	5	9/13/19	218-**221**-224	83-**88**-91			224	3						
S14507	Bryant, Robert	5	9/11/19	211-**214**-217	67-**75**-82			217	3						
S14541	Carter, Peter	5	9/11/19	218-**222**-226*	82-**88**-93*			224	2						
S14462	Castro, Edward	5	9/20/19	210-**212**-215	64-**71**-76			216	4						
S14495	Chan, Monte	5	9/16/19	235-**238**-241	98-**99**-99			239	1						
S14410	Collins, Richard	5	9/9/19	182-**184**-187	6-**8**-11			190	6						
S14527	Flores, James	5	9/9/19	211-**214**-217	68-**75**-81			217	3						
S14449	Freeman, Marcella	5	9/16/19	203-**207**-211*	48-**58**-67*			211	4						
S14550	Gonzalez, John	5	9/18/19	176-**179**-182	3-**4**-6			186	7						
S14500	Hall, Scott	5	9/16/19	217-**221**-225*	80-**87**-92*			223	2						
S14521	Hill, Lawrence	5	9/9/19	187-**190**-193	12-**16**-21			196	6						
S14553	Howard, Frank	5	9/9/19	204-**207**-210	49-**58**-66			211	4						
S14477	King, Jennifer	5	9/9/19	209-**212**-215	62-**70**-78			215	3						
S14546	Lawson, Gina	5	9/17/19	217-**221**-225*	82-**87**-92*			223	2						
S14404	Lewis, Eric	5	9/18/19	228-**232**-236*	95-**97**-98*			233	1						
S14487	Martinez, Marie	5	9/11/19	207-**210**-214*	56-**65**-74*			214	4						
S14548	Martinez, Stephanie	5	9/16/19	212-**215**-218	70-**77**-83			218	3						
S14439	Morrison, Grady	5	9/13/19	191-**194**-197	19-**24**-30			199	5						
S14455	Nelson, Amanda	5	9/17/19	220-**224**-228*	85-**91**-95*			226	2						
S14515	Peters, Luis	5	9/16/19	194-**197**-200	24-**31**-39			202	5						
S14431	Roberts, Amy	5	9/13/19	203-**207**-211*	47-**58**-67*			211	4						

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.

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).

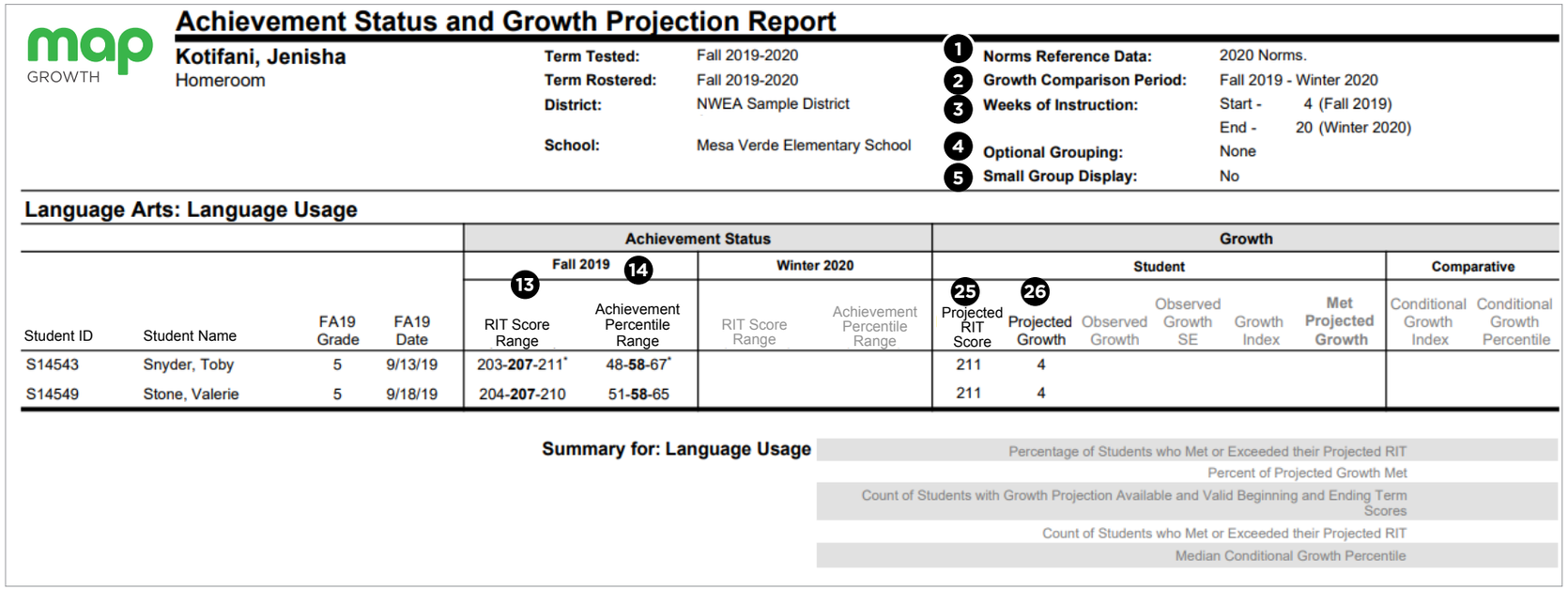
25 **Projected RIT score or RIT projection:** The predicted future score for a student who makes typical growth, based on NWEA national growth norms. Projections take into account the student's initial score, grade level, and time between tests.

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.

Continued on the next page

Instructor | Administrator | School Coordinator | District Coordinator

Achievement Status and Growth Projection report
(2 of 2)



Achievement Status and Growth Projection Report

Kotifani, Jenisha
Homeroom

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

1 Norms Reference Data:	2020 Norms.
2 Growth Comparison Period:	Fall 2019 - Winter 2020
3 Weeks of Instruction:	Start - 4 (Fall 2019) End - 20 (Winter 2020)
4 Optional Grouping:	None
5 Small Group Display:	No

Language Arts: Language Usage

				Achievement Status				Growth							
				Fall 2019		Winter 2020		Student						Comparative	
Student ID	Student Name	FA19 Grade	FA19 Date	13 RIT Score Range	14 Achievement Percentile Range	RIT Score Range	Achievement Percentile Range	25 Projected RIT Score	26 Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth	Conditional Growth Index	Conditional Growth Percentile
S14543	Snyder, Toby	5	9/13/19	203-**207**-211*	48-**58**-67*			211	4						
S14549	Stone, Valerie	5	9/18/19	204-**207**-210	51-**58**-65			211	4						

Summary for: Language Usage

Percentage of Students who Met or Exceeded their Projected RIT
Percent of Projected Growth Met
Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores
Count of Students who Met or Exceeded their Projected RIT
Median Conditional Growth Percentile

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.
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.

Instructor | Administrator | School Coordinator | District Coordinator

Legacy report: Key data will transition to Profile report

Achievement Status and Growth Summary report

Achievement Status and Growth Summary report—Key information

What this report offers

- Class-level growth summary data based on two test windows
- Information organized by class and subject, sorted alphabetically by students' last names

Questions it helps answer

- Which of my students are growing above typical and which ones are not?
- What might be contributing to high growth? What's working?
- What might be contributing to low growth? What adjustments might be needed?
- What percentage of my class met or exceeded the growth projections?

When to use it

- After two test events, to see growth data
- As part of the instructional decision-making process

Things to consider

- This report can access data for the current year of testing and two years prior.
- It will not include data from outside of your test window.
- Class-level growth data appears in the summary section on the last page of the report.
- This report can be exported to a spreadsheet.

Notes

Achievement Status and Growth Summary report
(1 of 2)

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.

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:** (also referred to as "growth percentile") The conditional growth index (see annotation 31) translated into national percentile rankings for growth.

Instructor | Administrator | School Coordinator | District Coordinator

Continued on the next page

Achievement Status and Growth Summary report
(2 of 2)

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	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
S14439	Morrison, Grady	5	12/16/19	221-**225**-229*	77-**85**-90*	220-**223**-226	63-**70**-76	230	5	-2	5.3†	-7	**No**	-1.15	13
S14455	Nelson, Amanda	5	12/3/19	215-**219**-223*	66-**74**-81*	223-**226**-229	70-**76**-82	224	5	7	4.8†	2	**Yes ‡**	0.31	62
S14515	Peters, Luis	5	12/10/19	223-**227**-231*	81-**88**-92*	222-**226**-230*	68-**76**-82*	232	5	-1	5.6†	-6	**No**	-0.91	18
S14431	Roberts, Amy	5	12/10/19	232-**236**-240*	93-**96**-98*	234-**238**-242*	88-**93**-96*	241	5	2	5.8†	-3	**No ‡**	-0.41	34
S14554	Ross, Shirley	5	12/11/19	215-**219**-223*	66-**74**-81*	226-**229**-232	77-**82**-86	224	5	10	4.5	5	**Yes**	0.89	81
S14482	Sims, Eleanor	5	12/6/19	233-**236**-239	94-**96**-98	231-**234**-237	85-**89**-92	241	5	-2	4.4	-7	**No**	-1.34	9
S14543	Snyder, Toby	5	12/3/19	237-**240**-243	96-**98**-99	238-**242**-246*	92-**95**-97*	245	5	2	5.4†	-3	**No ‡**	-0.49	31
S14549	Stone, Valerie	5	12/20/19	194-**197**-200	16-**21**-27	199-**203**-207*	16-**23**-32*	203	6	6	4.9†	0	**Yes ‡**	0.07	53

Summary for: Mathematics

Percentage of Students who Met or Exceeded their Projected RIT	A 37.0%	33
Percent of Projected Growth Met	49.3%	34
Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores	27	18
Count of Students who Met or Exceeded their Projected RIT	10	36
Median Conditional Growth Percentile	31	37

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

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.

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.

Tips and tricks

A **Context for projected RIT:** Nationally, about 50% of students will meet or exceed their projected RIT.

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Legacy report: Key data will transition to Profile report

Achievement Status and Growth Summary with Quadrant Chart

Achievement Status and Growth Summary Quadrant Chart—Key information

What this report offers

- Class-level growth summary data based on two test windows
- Data can be sorted by subject, gender, and ethnicity

Questions it helps answer

- Which of my students are growing above typical and which ones are not?
- What might be contributing to high growth? What's working?
- What might be contributing to low growth? What adjustments might be needed?
- What percentage of my class met or exceeded the growth projections?

When to use it

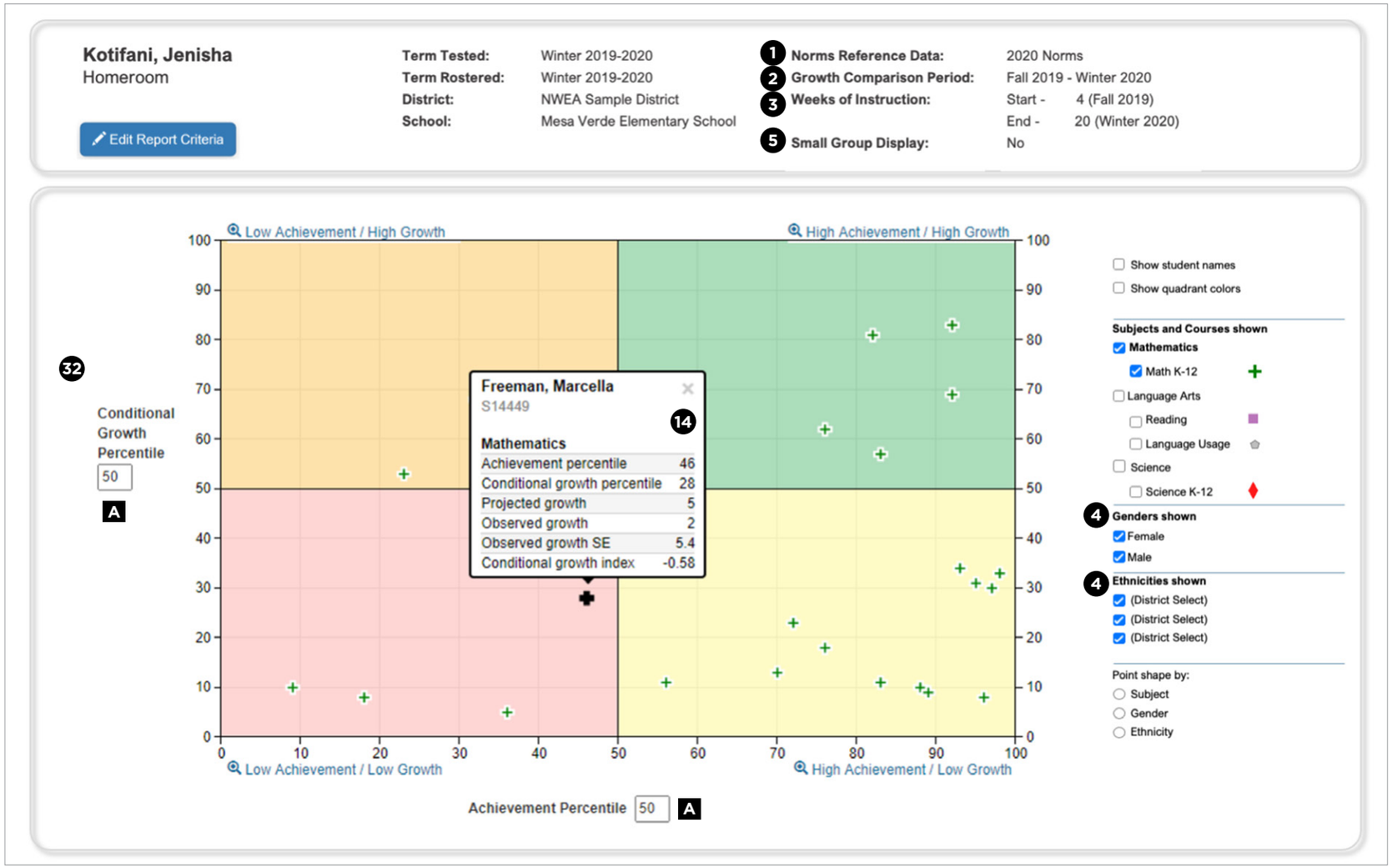
- After two test events, to see growth data
- As part of the instructional decision-making process

Things to consider

- This report can access data for the current year of testing and two years prior.
- It will not include data from outside of your test window.
- Class-level growth data appears in the summary section on the bottom.
- This report can be exported to a spreadsheet.

Notes

Achievement Status and Growth Summary with Quadrant Chart
(1 of 2)



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:** (also referred to as "growth percentile") The conditional growth index (see annotation 31) translated into national percentile rankings for growth.

Tips and tricks

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

Continued on the next page

Instructor | Administrator | School Coordinator | District Coordinator

Achievement Status and Growth Summary with Quadrant Chart
(2 of 2)

				Achievement Status				Growth							
				(13) Fall 2019 (14)		Winter 2020		(25)	(26)	(27) Student	(28)	(29)	(30)	(31) Comparative	(32)
Quadrant	Student Name / Student ID	FA2019 Grade	FA2019 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
Math K-12: 27 Students															
A	Alexander, Douglas S14468	5	12/2/2019	215-**218**-221	66-**72**-78	213-**217**-221*	47-**56**-65*	224	6	-1	4.5	-7	No	-1.23	11
	Bowman, Ramona S14420	5	12/4/2019	209-**213**-217*	49-**60**-70*	206-**209**-212	30-**36**-42	218	5	-4	4.9†	-9	No	-1.67	5
	Bryant, Norma S14535	5	12/19/2019	241-**244**-247	98-**99**-99	244-**247**-250	97-**98**-99	249	5	3	4	-2	No‡	-0.43	33
	Bryant, Robert S14507	5	12/3/2019	226-**229**-232	86-**90**-94	234-**237**-240	88-**92**-95	234	5	8	4.6	3	Yes‡	0.51	69
	Carter, Peter S14541	5	12/18/2019	190-**194**-198	11-**16**-22	190-**193**-196	6-**9**-12	200	6	-1	4.5	-7	No	-1.29	10
	Castro, Edward S14462	5	12/6/2019	205-**208**-211	40-**47**-55	211-**214**-217	42-**48**-55	214	6	6	3.9	0	Yes‡	0.09	54
	Chan, Monte S14495	5	12/19/2019	241-**244**-247	98-**99**-99	239-**242**-245	94-**96**-97	249	5	-2	4.2	-7	No	-1.43	8
	Collins, Richard S14410	5	12/6/2019	224-**227**-230	85-**88**-91	234-**237**-240	90-**92**-94	233	6	10	3.5	4	Yes	0.97	83
	Flores, James S14527	5	12/16/2019	198-**202**-206*	24-**32**-41*	197-**200**-203	13-**18**-23	208	6	-2	4.8†	-8	No	-1.39	8
	Freeman, Marcella S14449	5	12/17/2019	207-**211**-215*	44-**55**-65*	209-**213**-217*	37-**46**-55*	216	5	2	5.4†	-3	No‡	-0.58	28
	Gonzalez, John S14550	5	12/13/2019	232-**236**-240*	93-**96**-98*	230-**233**-236	83-**88**-91	240	4	-3	5.1†	-7	No	-1.29	10
	Hall, Scott S14500	5	12/9/2019	201-**204**-207	30-**37**-43	208-**211**-214	34-**41**-48	210	6	7	3.8	1	Yes‡	0.3	62
	Hill, Lawrence S14521	5	12/20/2019	220-**224**-228*	75-**83**-89*	226-**230**-234	77-**83**-88	229	5	6	5.5†	1	Yes‡	0.19	57
	Howard, Frank S14553	5	12/5/2019	197-**201**-205	22-**30**-38	205-**208**-211	27-**34**-41	207	6	7	4.7	1	Yes‡	0.23	59
	King, Jennifer S14477	5	12/20/2019	220-**223**-226	75-**82**-87	220-**224**-228*	64-**72**-79*	228	5	1	5†	-4	No‡	-0.75	23
	Lawson, Gina S14546	5	12/2/2019	194-**198**-202*	17-**23**-31*	202-**207**-212*	23-**32**-42*	204	6	9	5.8†	3	Yes‡	0.48	68
	Lewis, Eric S14404	5	12/9/2019	240-**244**-248*	98-**99**-99*	241-**245**-249*	95-**97**-98*	248	4	1	5.4†	-3	No‡	-0.53	30
	Martinez, Marie S14487	5	12/3/2019	203-**206**-209	34-**42**-50	208-**211**-214	33-**41**-48	212	6	5	4.5	-1	No‡	-0.12	45
	Martinez, Stephanie S14548	5	12/6/2019	230-**234**-238*	91-**95**-97*	226-**230**-234*	76-**83**-89*	238	4	-4	6†	-8	No	-1.25	11
	Morrison, Grady S14439	5	12/16/2019	221-**225**-229*	77-**85**-90*	220-**223**-226	63-**70**-76	230	5	-2	5.3†	-7	No	-1.15	13
	Nelson, Amanda S14455	5	12/3/2019	215-**219**-223*	66-**74**-81*	223-**226**-229	70-**76**-82	224	5	7	4.8†	2	Yes‡	0.31	62
	Peters, Luis S14515	5	12/10/2019	223-**227**-231*	81-**88**-92*	222-**226**-230*	68-**76**-82*	232	5	-1	5.6†	-6	No	-0.91	18
	Roberts, Amy S14431	5	12/10/2019	232-**236**-240*	93-**96**-98*	234-**238**-242*	88-**93**-96*	241	5	2	5.8†	-3	No‡	-0.41	34
	Ross, Shirley S14554	5	12/11/2019	215-**219**-223*	66-**74**-81*	226-**229**-232	77-**82**-86	224	5	10	4.5	5	Yes	0.89	81
	Sims, Eleanor S14482	5	12/6/2019	233-**236**-239	94-**96**-98	231-**234**-237	85-**89**-92	241	5	-2	4.4	-7	No	-1.34	9
	Snyder, Toby S14543	5	12/3/2019	237-**240**-243	96-**98**-99	238-**242**-246*	92-**95**-97*	245	5	2	5.4†	-3	No‡	-0.49	31
	Stone, Valerie S14549	5	12/20/2019	194-**197**-200	16-**21**-27	199-**203**-207*	16-**23**-32*	203	6	6	4.9†	0	Yes‡	0.07	53

Instructor Administrator School Coordinator District Coordinator

(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:** (also referred to as "growth percentile") The conditional growth index (see annotation 31) translated into national percentile rankings for growth.

Tips and tricks

A **Color coding:** The color next to the student's name helps you identify what quadrant they are in.

Legacy report: Key data will transition to Profile report

Student Progress report

Student Progress report—Key information

What this report offers

- Student-level report showing a student's overall progress from all past terms to the selected term
- The student's growth from term to term

Questions it helps answer

- What goal might a student set for the next test window?
- What accomplishments can we celebrate?
- Are there any areas where students could benefit from additional support?
- How might this information support instructional plans for this student?

When to use it

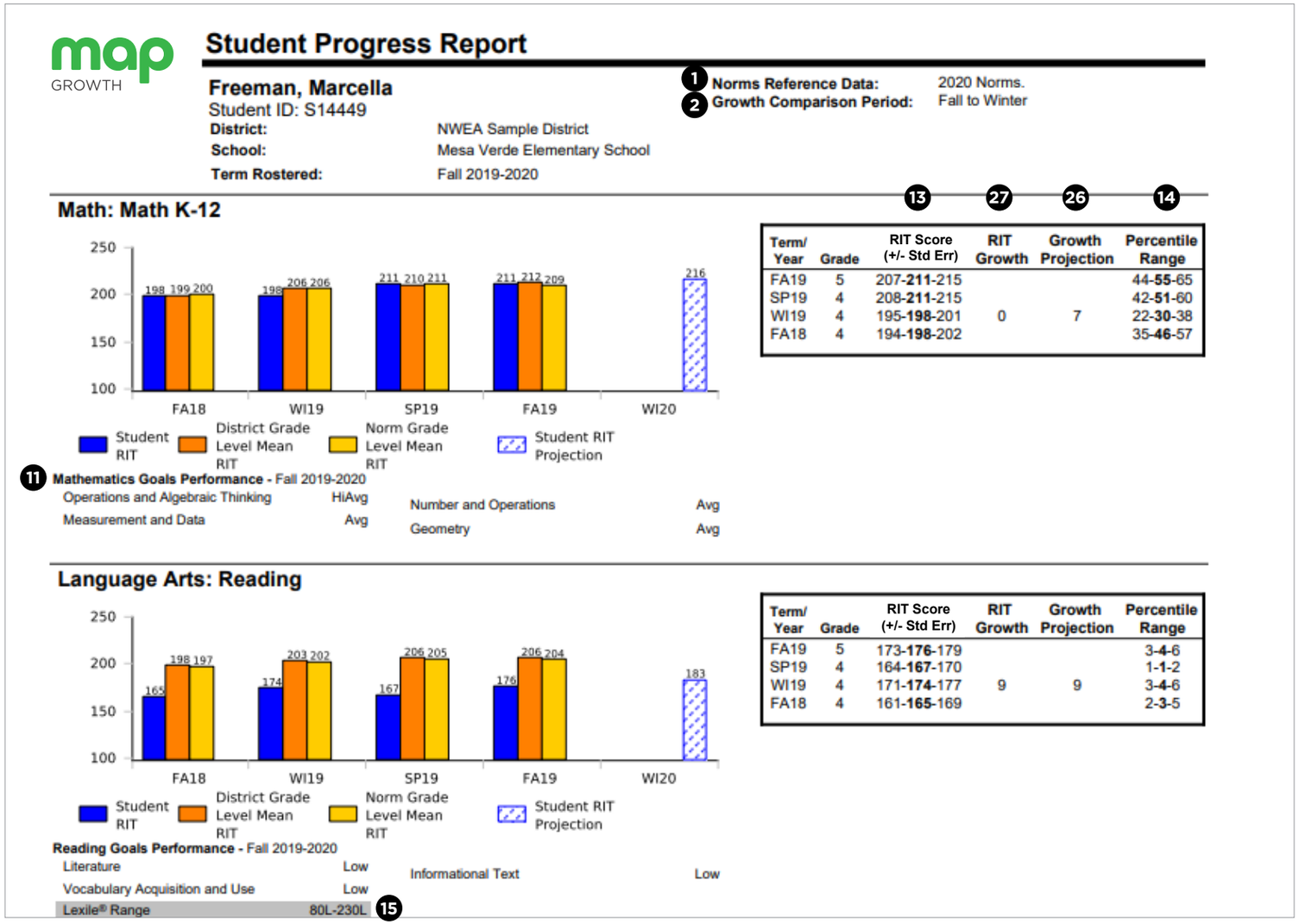
- After testing, to see results
- After two test events, to see growth data
- Anytime you need to talk to families or students about performance

Things to consider

- This report can access data for all prior years of testing.
- It will include data from outside of your test window (displayed in gray, or low-lighted, text) if the All Valid Test Events report option is selected.
- You can choose to display the student's overall RIT score compared to district grade-level means and/or the norm grade-level mean.
- This report can be displayed as either a bar chart or line graph.
- This report can be printed for one, some, or all students in a given class.
- Instructional area scores can be printed by descriptors (default) or RIT score ranges.
- You can also print a quick-reference explanatory sheet.

Notes

Student Progress report



map GROWTH

Student Progress Report

Freeman, Marcella
Student ID: S14449
District: NWEA Sample District
School: Mesa Verde Elementary School
Term Rostered: Fall 2019-2020

1 **Norms Reference Data:** 2020 Norms.
2 **Growth Comparison Period:** Fall to Winter

Math: Math K-12

Term/ Year	Grade	RIT Score (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA19	5	207-**211**-215			44-**55**-65
SP19	4	208-**211**-215			42-**51**-60
WI19	4	195-**198**-201	0	7	22-**30**-38
FA18	4	194-**198**-202			35-**46**-57

11 **Mathematics Goals Performance** - Fall 2019-2020

Operations and Algebraic Thinking	HiAvg	Number and Operations	Avg
Measurement and Data	Avg	Geometry	Avg

Language Arts: Reading

Term/ Year	Grade	RIT Score (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA19	5	173-**176**-179			3-**4**-6
SP19	4	164-**167**-170			1-**1**-2
WI19	4	171-**174**-177	9	9	3-**4**-6
FA18	4	161-**165**-169			2-**3**-5

Reading Goals Performance - Fall 2019-2020

Literature	Low	Informational Text	Low
Vocabulary Acquisition and Use	Low		
Lexile® Range	80L-230L		

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). NOTE: Instructional area categories may be labeled differently depending on your test version or state assessment.

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 Profile report—Key information

What this report offers

- Grade-level achievement percentiles for a specific school, course, academic year, and term
- Class-level achievement percentiles for a specific grade, course, academic year, and term
- Additional filters for gender, ethnicity, subject, and class name
- Count of students in each percentile (via hover over)
- List of students in each percentile (by selecting a percentile)
- Ability to drill into individual classes to view the student level

Questions it helps answer

- How is a grade doing overall?
- Is one grade performing better in some courses than others (e.g., math vs. reading)?
- Which classes in each grade need the most support? Which classes are excelling?
- What differences exist when I examine this grade's performance in a subject by ethnicity?
- Are there trends in achievement at the grade level year after year?
- What was the impact of the major change we made last year? Did it result in any positive change at the school level?

When to use it

- After testing, to see achievement data
- When trying to identify the impact of key decisions made in the past (e.g., additional intervention resources, new curriculum, etc.)
- When evaluating where to allocate extra resources in order to maximize student growth

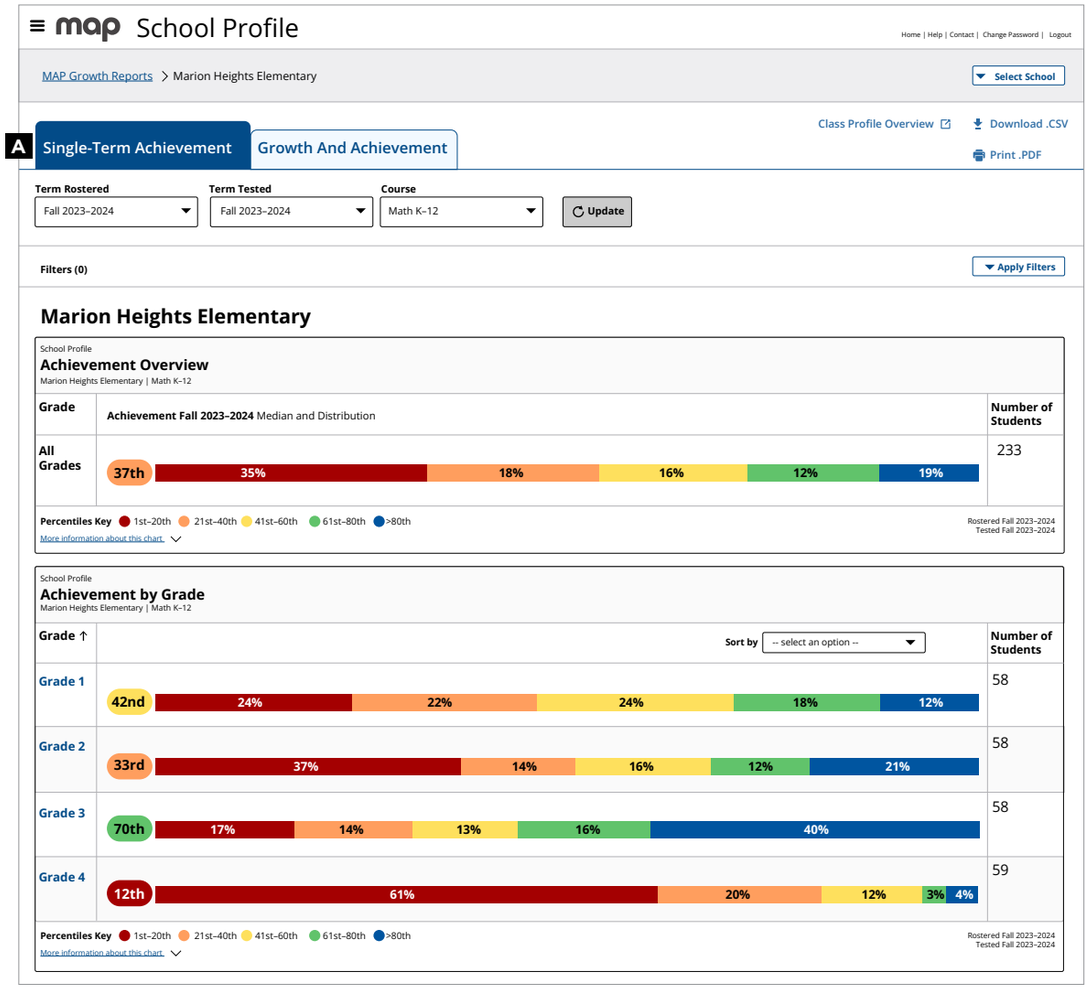
Things to consider

- Select the Reload button after making filter selections to refresh the data.
- The "Class Subject" selection is only available if "Subject" is populated in the selected school's roster.
- 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.
- Click the "School" link in the top navigation section to return to the school-level data visualization.
- In the Grade-Achievement view, classes are organized by highest percentage of students in the lowest percentile first.

Notes

School Profile report

All tabs



Test details tab: Data visualizations

A Single-Term Achievement

- Achievement data for one testing window (e.g., fall)
- Does not display growth data
- Default view displays data in aggregate for all students in the school (“All Grades”) and all students in each grade
- Median achievement percentile for school and each grade
- Number of students with a valid growth event

Growth and Achievement

B

- Achievement data for two selected testing windows (e.g., fall and winter)
- Growth data between the two selected testing windows
- Default view displays data in aggregate for all students in the school and individually for each grade
- Median percentile for school and each grade
- Number of students with valid growth event

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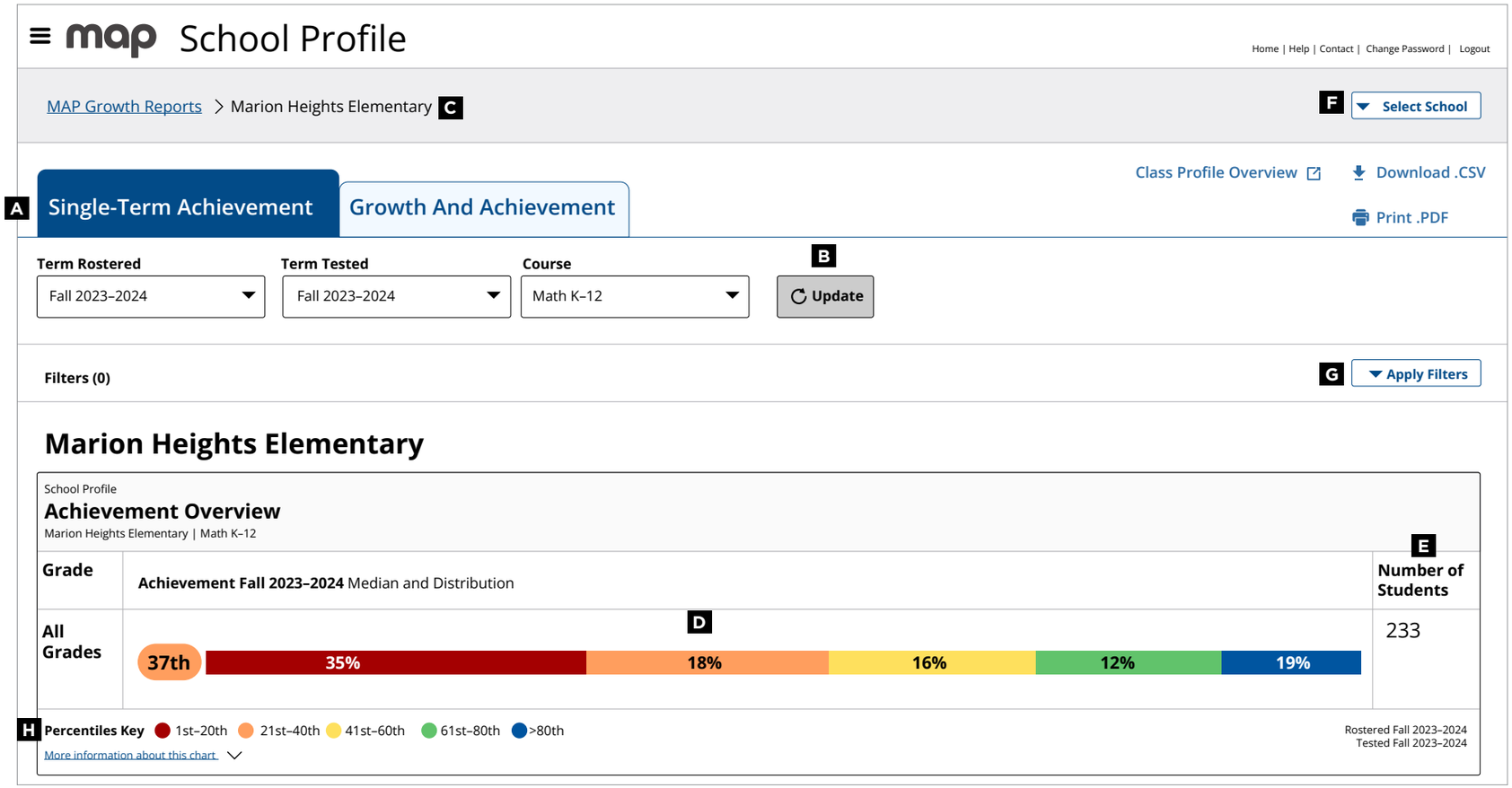
School Profile report

Single-term achievement tab—School-level data



Tips and tricks

A You are on the Single-Term Achievement tab.

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

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

D 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.

E This number represents the number of students with valid growth-based test events, not necessarily the number of students who completed a MAP Growth test. The most common reason that a test might not be counted as a valid growth event is because a student may have already taken a test in the same testing window (fall, winter, spring) or because the student was rapid-guessing and their test was invalidated. Learn more in the MAP Growth Help Center: Invalid Tests and Growth Criteria.

F Select the "Select School" button to change what school data populates the report.

G Select "Apply Filters" to see additional filtering options.

H The norms that are used in this report are student norms. This means that the growth and achievement percentiles displayed in the report reference how students are performing against other students across the nation and not how an entire school or grade compares to other schools or grades across the nation. Example: A median achievement percentile of "59th" indicates that the midpoint of all individual student achievement percentiles is 59. For more information, visit the MAP Growth Help Center topic: Growth and Norms.

Note: This screenshot has been edited and may appear slightly different on your screen.

Continued on the next page

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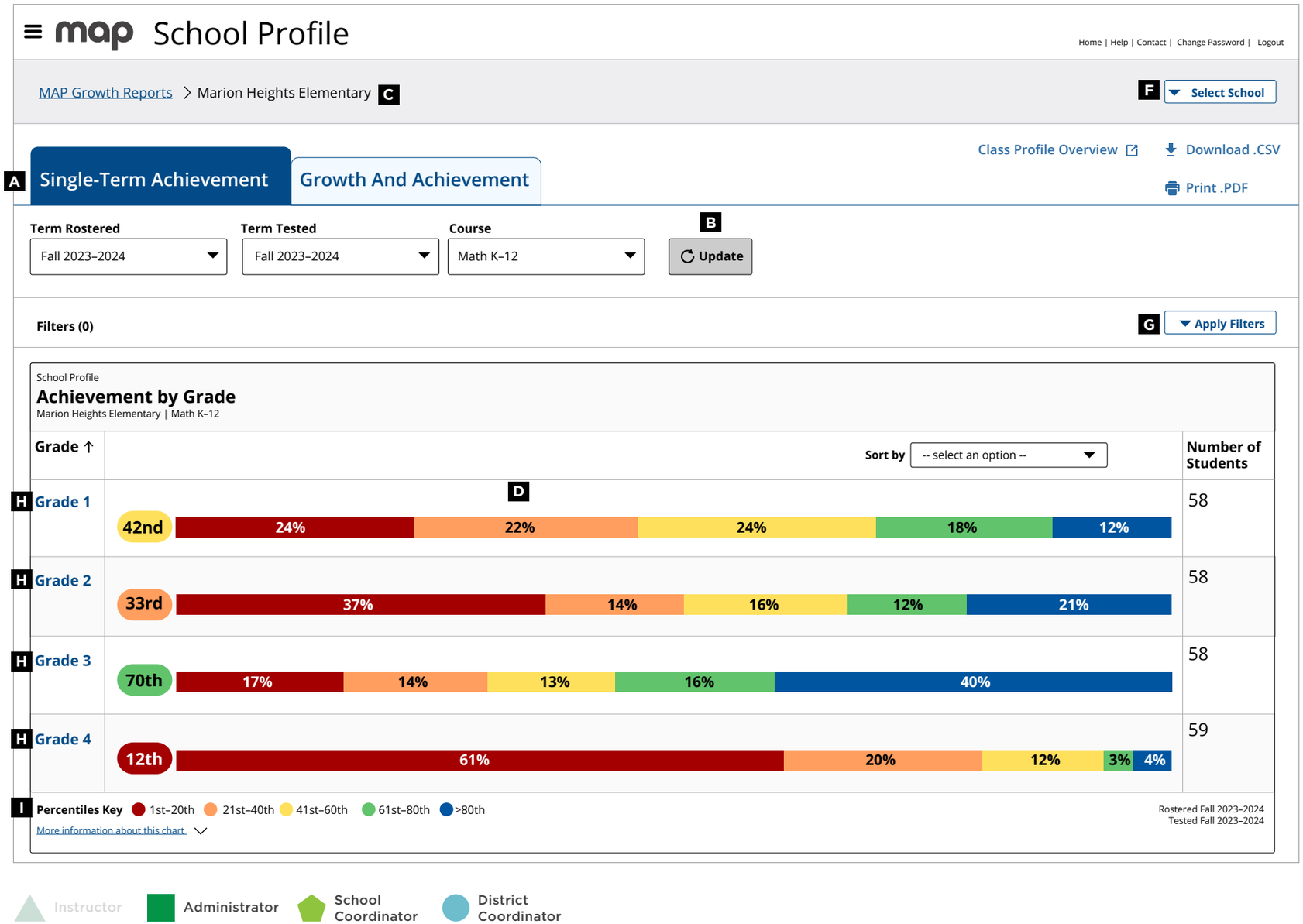
School Profile report

Single-term achievement tab—Grade-level data



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Tips and tricks

A You are on the Single-Term Achievement tab.

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

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

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F Select the "Select School" button to change what school data populates the report.

G Select the "Apply Filters" button to view data filtering options.

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

I The norms that are used in this report are student norms. This means that the growth and achievement percentiles displayed in the report reference how students are performing against other students across the nation and not how an entire school or grade compares to other schools or grades across the nation. Example: A median achievement percentile of "59th" indicates that the midpoint of all individual student achievement percentiles is 59. For more information, visit the MAP Growth Help Center topic: Growth and Norms.

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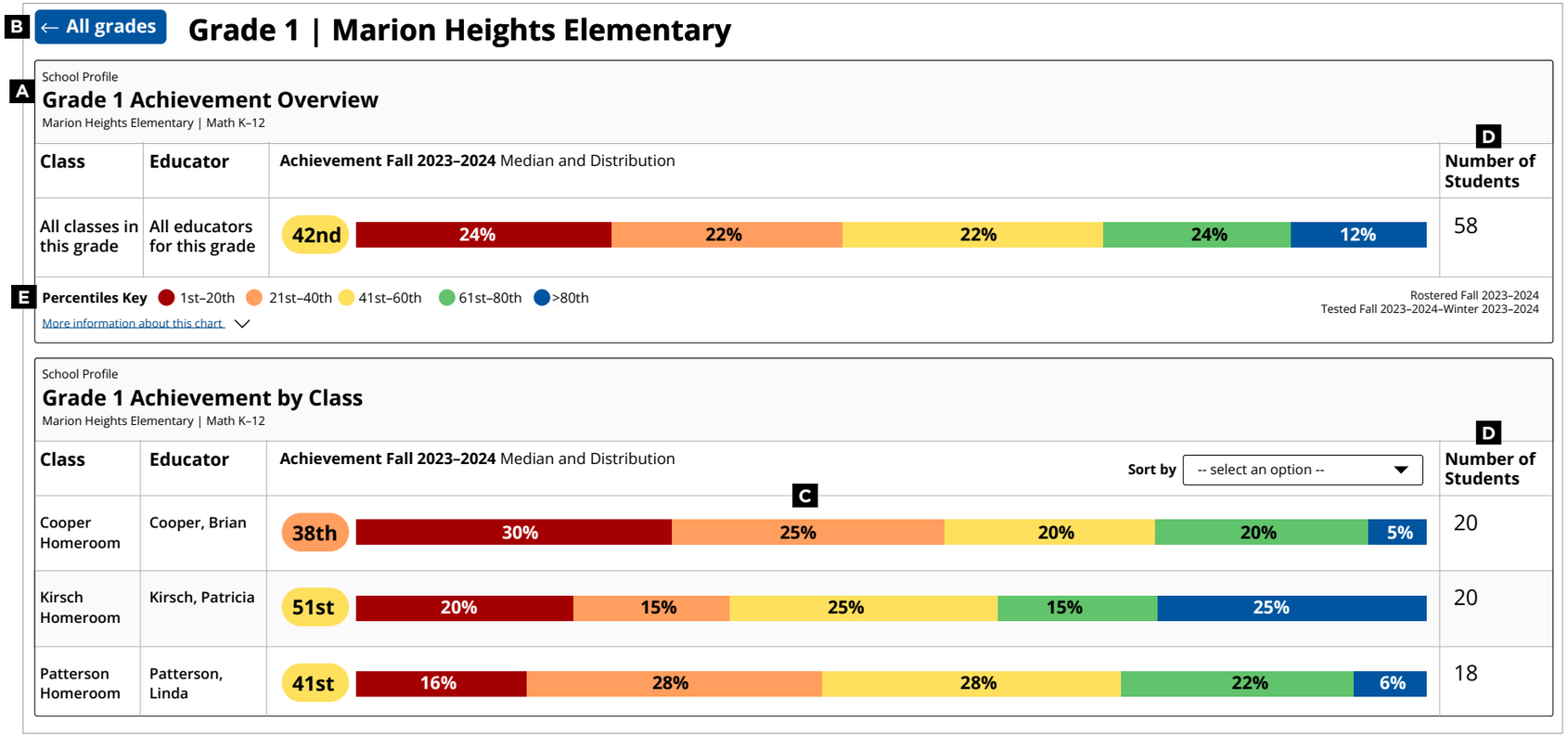
School Profile report

Single-term achievement tab—Class-level data



Tips and tricks

A You are viewing the achievement percentiles for valid first-grade growth events

B In order to navigate back to the previous view where school- and grade-level data is visible, select the "All Grades" button.

C Each quintile shows you the percentage of students in each class 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.

D This number represents the number of students with valid growth-based test events, not necessarily the number of students who completed a MAP Growth test. The most common reason that a test might not be counted as a valid growth event is because a student may have already taken a test in the same testing window (fall, winter, spring) or because the student was rapid-guessing and their test was invalidated. Learn more in the MAP Growth Help Center: Invalid Tests and Growth Criteria.

E The norms that are used in this report are student norms. This means that the growth and achievement percentiles displayed in the report reference how students are performing against other students across the nation and not how an entire school or grade compares to other schools or grades across the nation. Example: A median achievement percentile of "59th" indicates that the midpoint of all individual student achievement percentiles is 59. For more information, visit the MAP Growth Help Center topic: Growth and Norms.

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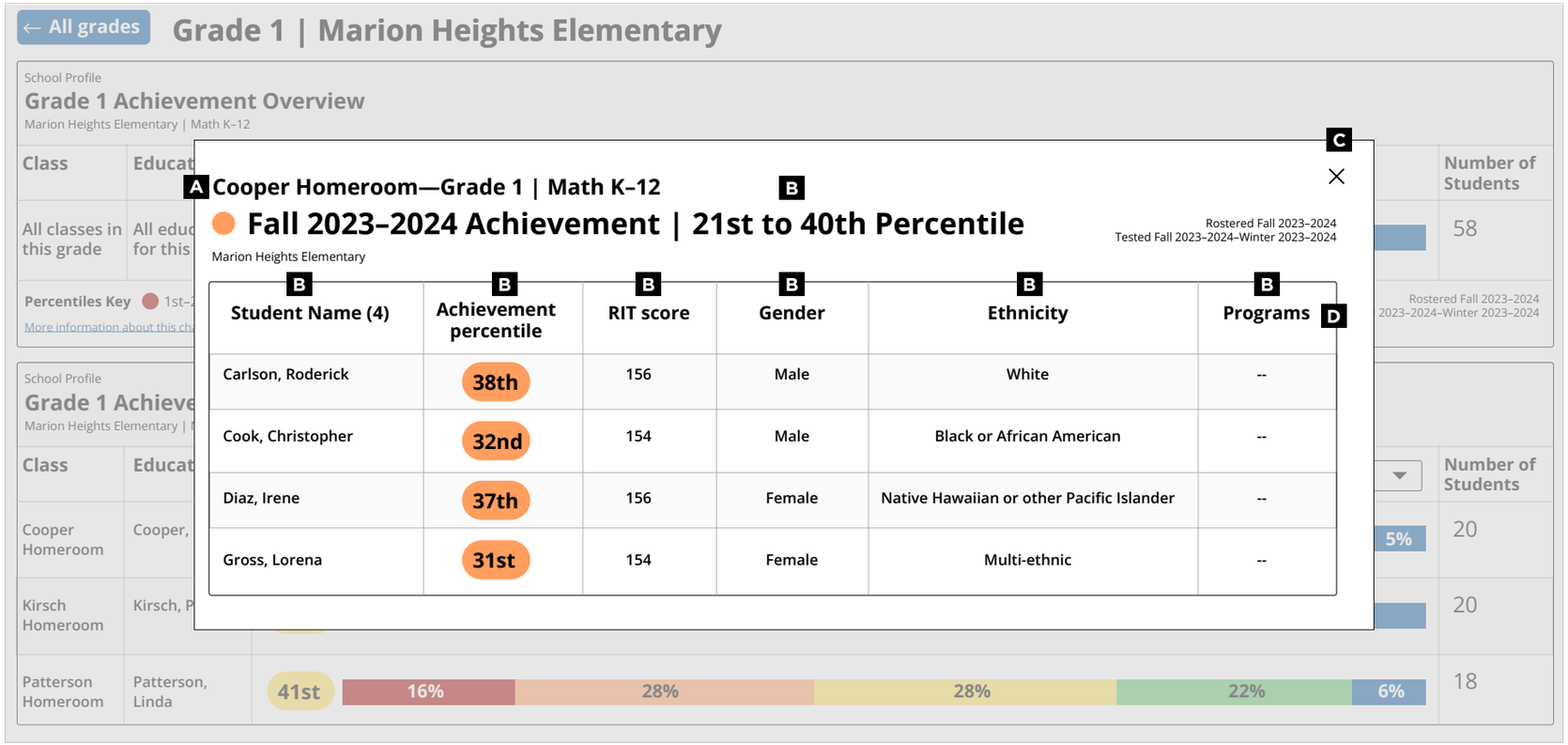
School Profile report

Single-term achievement tab—Student-level data



Tips and tricks

A You are looking at the student-level assessment data for the first-grade class named "Cooper Homeroom."

B Select any column heading to sort the list in ascending or descending order.

C Select the "X" at the top right corner of the screen to close the student-level data view.

D If your school has incorporated program data into your rostering information, you will be able to view the specific programs in which each student is participating.

Important note: The norms that are used in this report are student norms. This means that the growth and achievement percentiles displayed in the report reference how students are performing against other students across the nation and not how an entire school or grade compares to other schools or grades across the nation. Example: A median achievement percentile of "59th" indicates that the midpoint of all individual student achievement percentiles is 59. For more information, visit the MAP Growth Help Center topic: Growth and Norms.

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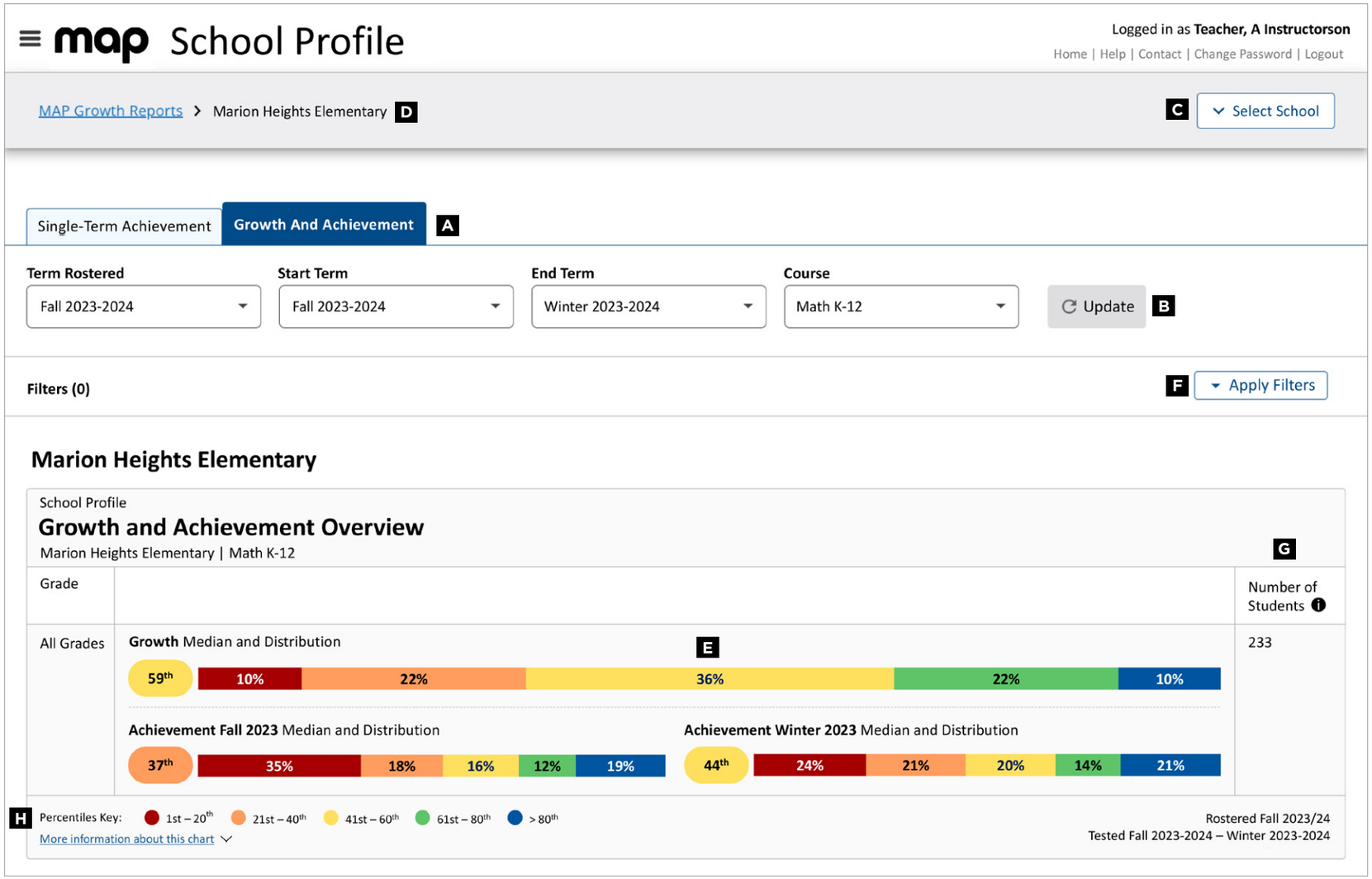
School Profile report

Growth and achievement tab—School-level data



Tips and tricks

A You are on the Growth and Achievement Tab.

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

C Select the "Select School" button to change what school data populates the report.

D 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.

E Each quintile shows you the percentage of students in each grade with a growth 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.

F Select "Apply Filters" to view the filter options available for this report.

G This number represents the number of students with valid growth-based test events in both of the selected testing terms, not necessarily the number of students who completed a MAP Growth test in both testing terms. The most common reason that a test might not be counted as a valid growth event is because a student may have already taken a test in the same testing window (fall, winter, spring) or because the student was rapid-guessing and their test was invalidated. Learn more in the MAP Growth Help Center: Invalid Tests and Growth Criteria.

H The norms that are used in this report are student norms. This means that the growth and achievement percentiles displayed in the report reference how students are performing against other students across the nation and not how an entire school or grade compares to other schools or grades across the nation. Example: A median achievement percentile of "59th" indicates that the midpoint of all individual student achievement percentiles is 59. For more information, visit the MAP Growth Help Center topic: Growth and Norms.

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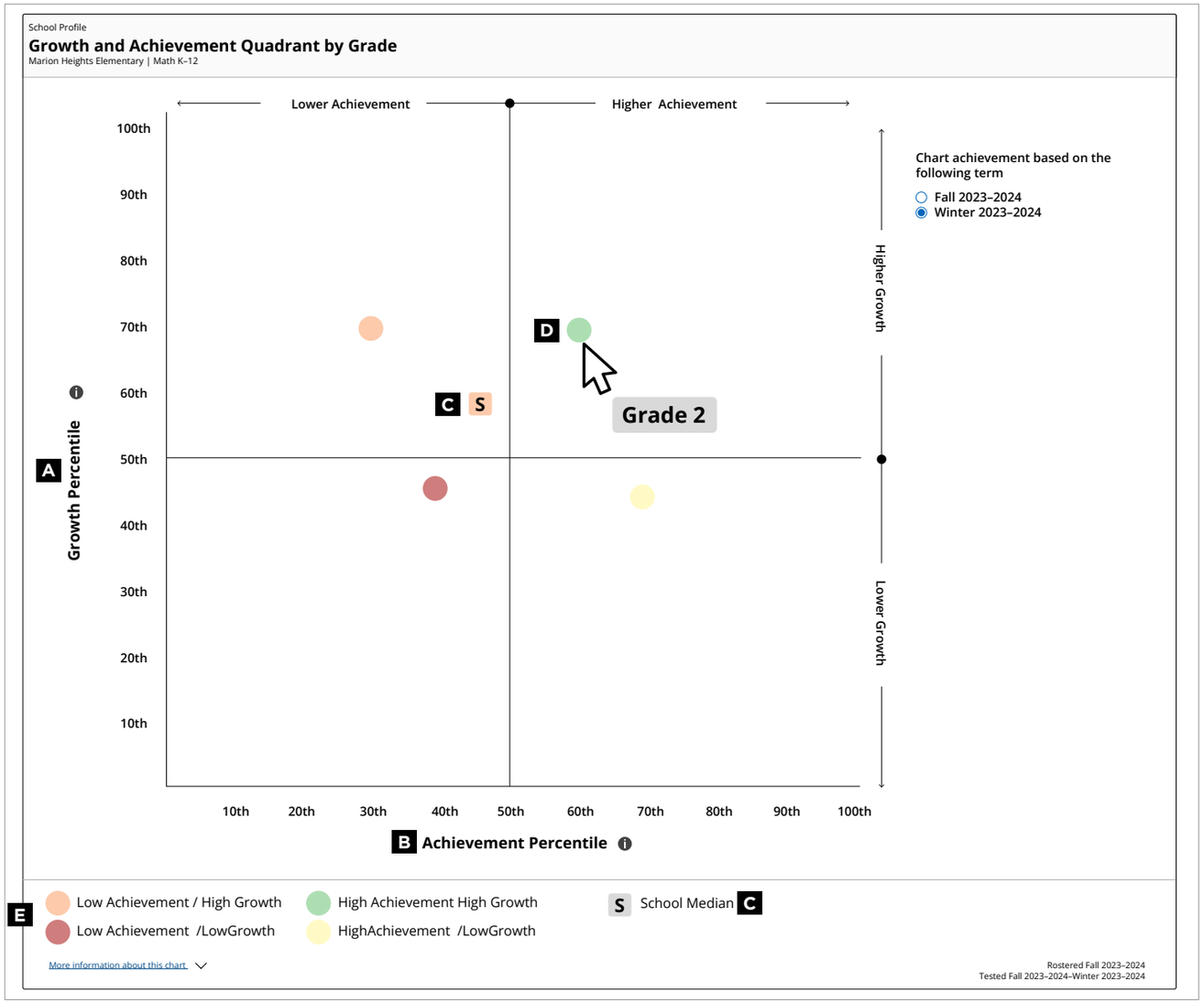
School Profile report

Growth and achievement tab—Growth and Achievement Quadrant



Tips and tricks

A The vertical axis (Y-axis) of the chart is the growth percentile between the two selected test events. In the case of this visual, the vertical axis (Y-axis) represents the growth percentile between Fall 2023 and Winter 2023/24.

B The horizonal (X-axis) of this chart represents the achievement percentile for the chosen test event. You can choose between the two available test events by selecting the blue radial button on the right side of the report. This will update the achievement percentiles, but the growth percentiles will remain the same.

C The square marked with an "S" represents the median growth percentile and the median achievement percentile for the entire school.

D Each of the color-coded circles represents one grade within a school. When you place your cursor over top of one of the circles, a pop-up text box will indicate which grade the circle represents. If you click on the circle, a window will open with additional information about that grade.

E The norms that are used in this report are student norms. This means that the growth and achievement percentiles displayed in the report reference how students are performing against other students across the nation and not how an entire school or grade compares to other schools or grades across the nation. Example: A median achievement percentile of "59th" indicates that the midpoint of all individual student achievement percentiles is 59. For more information, visit the MAP Growth Help Center topic: Growth and Norms.

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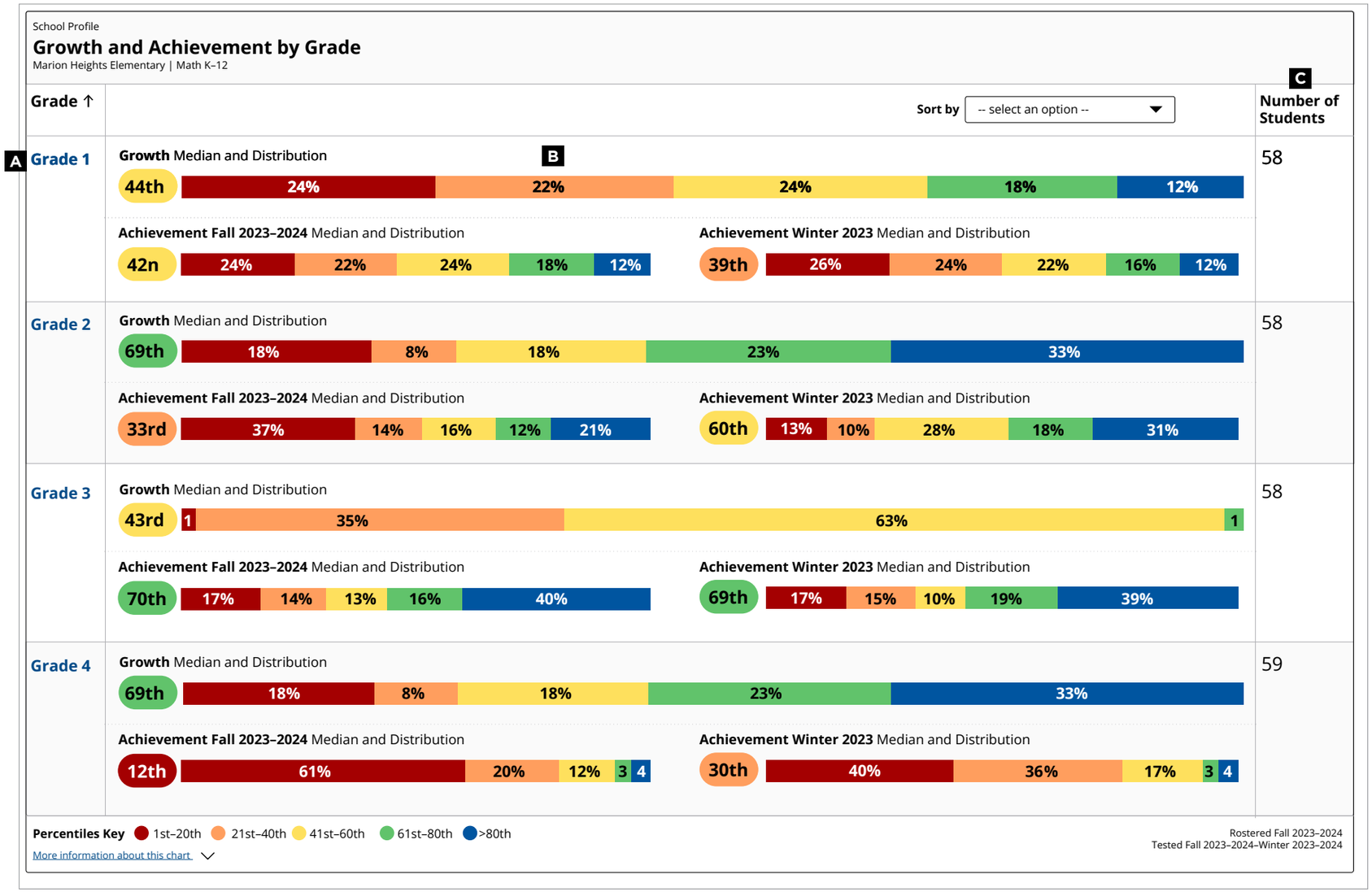
School Profile report

Growth and achievement tab—Grade-level data



Tips and tricks

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

B Each quintile shows you the percentage of students in each grade with a growth 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.

C This number represents the number of students with valid growth-based test events in both of the selected testing terms, not necessarily the number of students who completed a MAP Growth test in both testing terms. The most common reason that a test might not be counted as a valid growth event is because a student may have already taken a test in the same testing window (fall, winter, spring) or because the student was rapid-guessing and their test was invalidated. Learn more in the MAP Growth Help Center: Invalid Tests and Growth Criteria.

Important note: The norms that are used in this report are student norms. This means that the growth and achievement percentiles displayed in the report reference how students are performing against other students across the nation and not how an entire school or grade compares to other schools or grades across the nation. Example: A median achievement percentile of "59th" indicates that the midpoint of all individual student achievement percentiles is 59. For more information, visit the MAP Growth Help Center topic: Growth and Norms.

Note: This screenshot has been edited and may appear slightly different on your screen.

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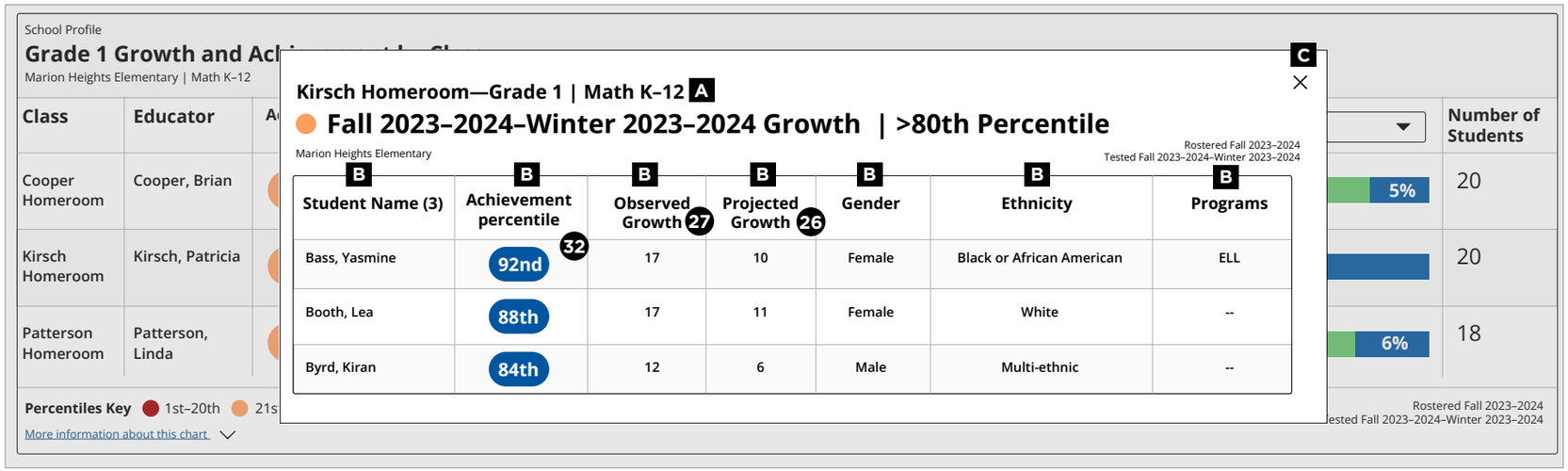
School Profile report

Growth and achievement tab—Student-level data



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.

32 **Conditional growth percentile:** (also referred to as "growth percentile") The conditional growth index (see annotation 31) translated into national percentile rankings for growth.

Tips and tricks

A You are looking at student-level assessment data for the 1st grade class named "Kirsch Homeroom."

B Select any column heading to sort the list in ascending or descending order.

C Select the "X" at the top right corner of the screen to close the student-level data view.

Important note: The norms that are used in this report are student norms. This means that the growth and achievement percentiles displayed in the report reference how students are performing against other students across the nation and not how an entire school or grade compares to other schools or grades across the nation. Example: A median achievement percentile of "59th" indicates that the midpoint of all individual student achievement percentiles is 59. For more information, visit the MAP Growth Help Center topic: **Growth and Norms**.

Note: This screenshot has been edited and may appear slightly different on your screen.

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Legacy report: Key data will transition to Profile report

Student Growth Summary report

Student Growth Summary report—Key information

What this report offers

- School- or district-level growth summary data based on two test windows and compared to the national norms
- Information organized by school and subject

Questions it helps answer

- How does growth in each grade compare to other schools?
- Which grade levels are growing above typical and which ones are not?
- What are trends over time with student growth?
- How might this information support school improvement planning and/or goal setting?

When to use it

- After two test events, to see growth data
- As part of the instructional decision-making process
- When preparing data for activities such as school improvement planning or board meetings

Things to consider

- This report can access data for all prior years of testing.
- It will not include data from outside of your test window.
- The Test Window Complete checkbox must be selected for this report to populate with current data.
- This report can be aggregated for a school or for the entire district.
- Administrators can only access reports that contain data for their schools.
- Optional grouping organizes and calculates results by gender, ethnicity, or program; this grouping is coupled with the aggregation chosen (school or district).

Notes

Student Growth Summary report

Student Growth Summary Report

Aggregate by School

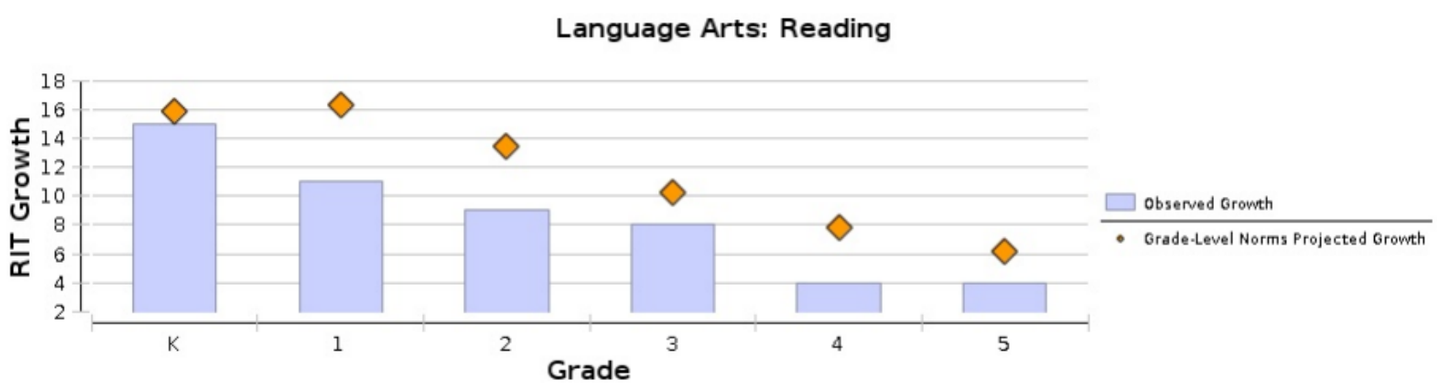
Term: Spring 2019-2020
District: NWEA Sample District

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						
		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	33 Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	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.

Legacy report: Key data will transition to Profile report

Projected Proficiency Summary report

Projected Proficiency Summary report—Key information

What this report offers

- School-level projected proficiency data for a specific test window
- Information organized by class and subject
- Aligned to state assessment and/or college and career readiness assessments (ACT/SAT)

Questions it helps answer

- How are students projected to perform on the state assessment? How about the college and career readiness assessments?
- How could this data guide school improvement planning?

When to use it

- After testing, to see results
- As part of the instructional decision-making process
- When you want to use data to inform student grouping
- When preparing data for activities such as school improvement planning or board meetings

Things to consider

- This report can access data from up to one year prior.
- It will not include data from outside of your test window.
- The state and college projections that appear depend on the state alignment your district selected during MAP implementation.
- Depending on the state, projections may be limited to certain subjects and grades.
- ACT will show for students in grades 5–10; SAT will show for grades 5–9.
- Use the Combined & Comprehensive Data File (CDF) to see which kids are behind the student count at each level or to access each class-level projected proficiency report.

Notes

Projected Proficiency Summary report

Projected Proficiency Summary Report

Aggregate by District by Grade **C**

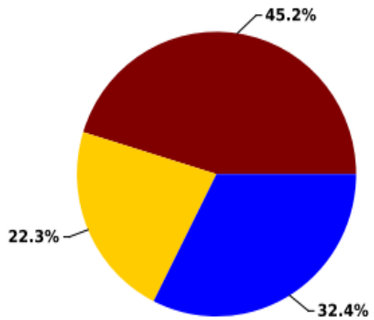
Term Tested: Fall 2019-2020
District: NWEA Sample District Accounts
4 Grouping: None

Math: Math K-12

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

A View Linking Study: **B** **24** **B** **B**

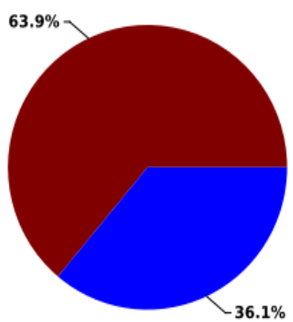
Grade	Student Count	Below Standards Count	Below Standards Percent	Proficient Count	Proficient Percent	Advanced Count	Advanced Percent
1	183	58	31.7%	53	29.0%	72	39.3%
2	192	54	28.1%	66	34.4%	72	37.5%
3	202	70	34.7%	59	29.2%	73	36.1%
4	187	77	41.2%	53	28.3%	57	30.5%
5	437	186	42.6%	81	18.5%	170	38.9%
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.

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.

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

A 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.

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

C 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.

Legacy report: Key data will transition to Profile report

District Summary report: Aggregate by school

District Summary report: Aggregate by school—Key information

What this report offers

- School-level performance data for current and all historical terms
- Information organized by subject and sorted by grade and term tested

Questions it helps answer

- What can I learn by looking at a cohort of students in my school?
- Are there any trends or differences among grade levels in my school?
- What might changes in RIT or instructional areas tell us about things such as curriculum in my school?
- How could this data guide school improvement planning?

When to use it

- After testing, to see results
- As part of the instructional decision-making process
- When preparing data for activities such as school improvement planning or board meetings

Things to consider

- This report can access data for all prior years of testing.
- It will not include data from outside of your test window.
- The Test Window Complete checkbox must be selected for this report to populate with current data.
- This report can be aggregated for a school or for the entire district.
- Administrators can only access reports that contain data for their schools.
- Optional grouping organizes and calculates results by gender, ethnicity, or program; this grouping is coupled with the aggregation chosen (school or district).

Notes

District Summary report

Aggregate by school

District Summary Report

Aggregate by School

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

Math: Math K-12

Mesa Verde Elementary School

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	48	186.0	12.8	186	186.8	13.0	187.5	15.5	186.1	13.6	184.9	13.3
Spring 2018-2019	2	58	192.2	16.5	191	191.8	18.1	191.5	17.9	192.3	17.7	191.9	17.5
Winter 2018-2019	2	58	188.3	14.4	187	187.5	14.7	187.6	16.4	187.8	14.8	188.2	16.7
Fall 2018-2019	2	58	179.2	15.9	178	179.3	16.7	179.2	17.0	179.6	15.5	178.9	17.6
Fall 2019-2020	3	58	195.9	16.4	197	195.6	17.1	194.4	17.9	194.9	16.1	195.6	17.4
Spring 2018-2019	3	39	206.6	17.1	208	206.2	20.0	205.4	18.0	206.5	16.7	206.6	18.6
Winter 2018-2019	3	39	203.0	15.6	205	202.4	18.8	202.9	16.2	203.9	16.6	203.1	15.9
Fall 2018-2019	3	39	194.9	16.7	198	196.0	17.1	195.2	16.9	194.3	15.8	194.6	17.8
Fall 2019-2020	4	39	209.1	17.1	211	208.5	20.2	209.3	17.7	209.6	18.4	207.7	18.1
Spring 2018-2019	4	143	215.2	19.1	216	215.2	19.4	215.7	20.3	215.4	19.4	213.9	20.3
Winter 2018-2019	4	143	210.2	19.0	211	209.9	20.6	210.5	20.3	209.4	19.7	210.3	19.4
Fall 2018-2019	4	143	204.1	19.3	206	204.0	20.5	204.3	19.7	204.3	20.0	204.1	20.4
Fall 2019-2020	5	143	217.6	16.9	219	217.5	18.2	217.9	17.6	217.8	17.5	216.9	18.1

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

A

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 ***206*** in fall 2018–2019 (grade 4), ***211*** in winter 2018–2019 (grade 4), ***216*** in spring 2018–2019 (grade 4), and ***219*** 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). NOTE: Instructional area categories may be labeled differently depending on your test version or state assessment.

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

A **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.

NEW FOR SUMMER 2024

District Profile report

District Profile report—Key information

What this report offers

- District-level and grade-level achievement percentiles for a specific course, academic year, and term
- District and grade-level growth percentiles for a specific course, comparison period (e.g. fall to winter), and academic year
- Grade-level mean RIT score.
- Filters for gender, ethnicity, subject, and program
- Count of students in district and in each grade
- Ability to sort grade-level data by highest-to-lowest or lowest-to-highest achievement

Questions it helps answer

- How is a district doing overall?
- Is one grade performing better in some courses than others (e.g., math vs. reading)?
- How much are students growing compared to similar students in the NWEA norm group?
- Which school needs the most support in each grade? Which schools are excelling in each grade?
- What differences exist when examining performance in a subject by ethnicity, gender, or program?
- Are there trends in achievement at the district or grade-level year after year or between terms?
- What was the impact of a major change that was made last year? Did it result in any positive change at the district or grade level?
- What are the higher/lower achieving grades or schools in my district?

When to use it

- After testing, to see achievement data
- After testing across multiple terms, to see growth data and monitor achievement trends
- When trying to identify the impact of past decisions (e.g., additional intervention resources, a new curriculum, new programs, etc.)
- When evaluating where to allocate extra resources to maximize student growth
- When analyzing the performance of student subpopulations
- When finding areas of success for celebration and motivating staff and students
- When sharing school-level performance with district and state stakeholders

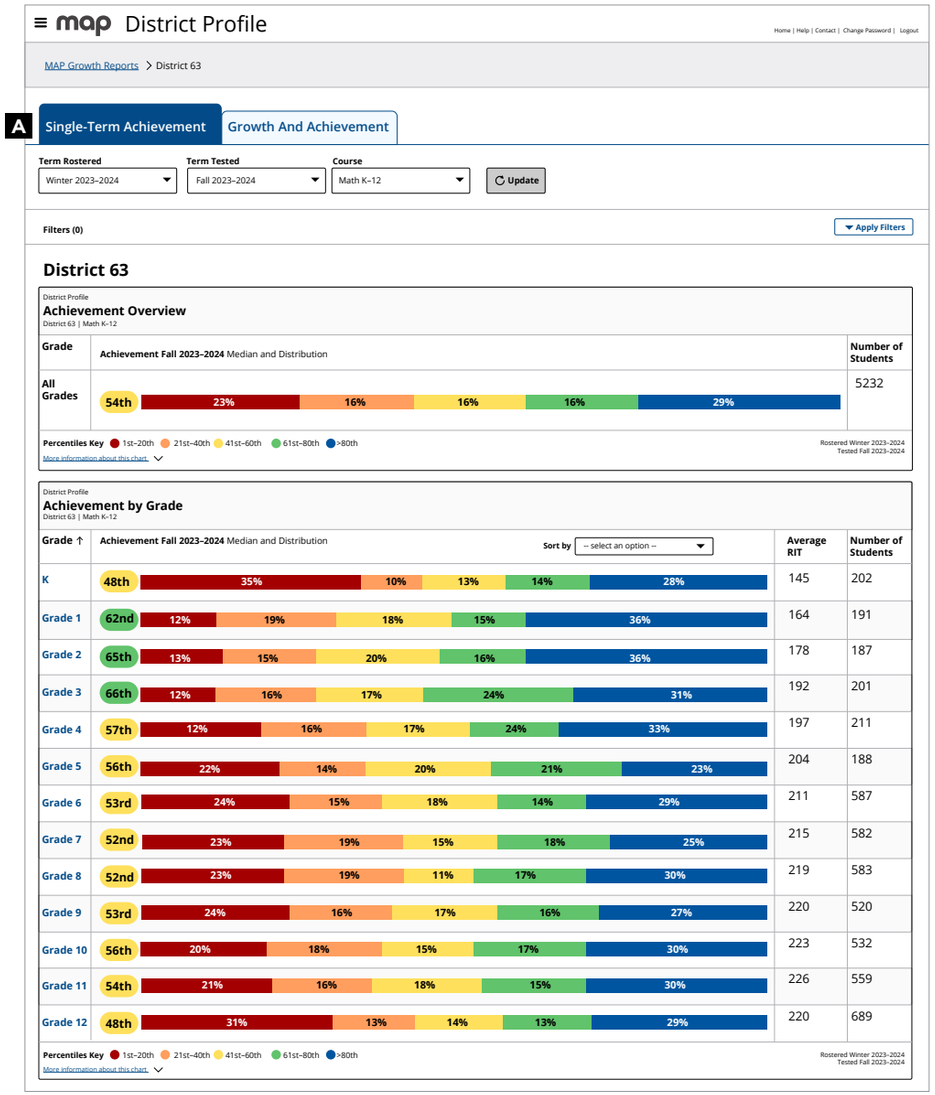
Things to consider

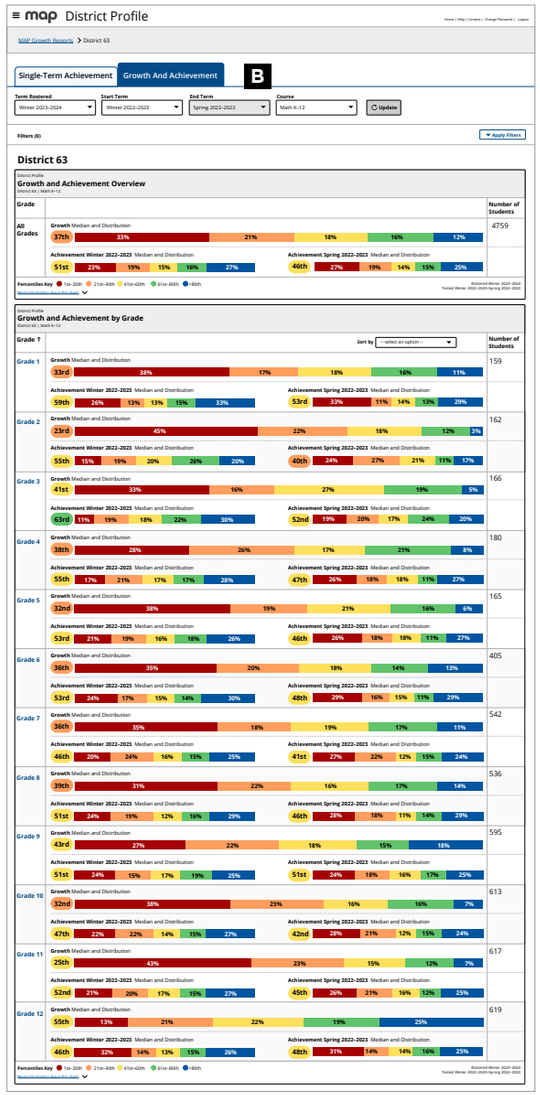
- There are two tabs in the report. The "Single-term achievement" tab only contains data for a single testing event. The "Growth and Achievement" tab allows you to see both achievement and growth across two testing events.
- Select the Update button after making term or course selections to refresh the data.
- Select the Apply Filters button to filter the data by ethnicity, gender, or program.
- The norms that are used in this report are student norms. This means that the growth and achievement percentiles displayed in the report reference how students are performing against other students across the nation and not how an entire school or grade compares to other schools or grades across the nation. For more information, visit the MAP Growth Help Center topic: **Growth and Norms**.

Notes

District Profile report

All tabs





A Single-term achievement tab

- Achievement data for one testing window (e.g., fall)
- Does not display growth data
- Default view displays data in aggregate for all students in the district (“All Grades”) and all students in each grade
- Average RIT score
- Median percentile for district and each grade
- Number of students with valid growth event

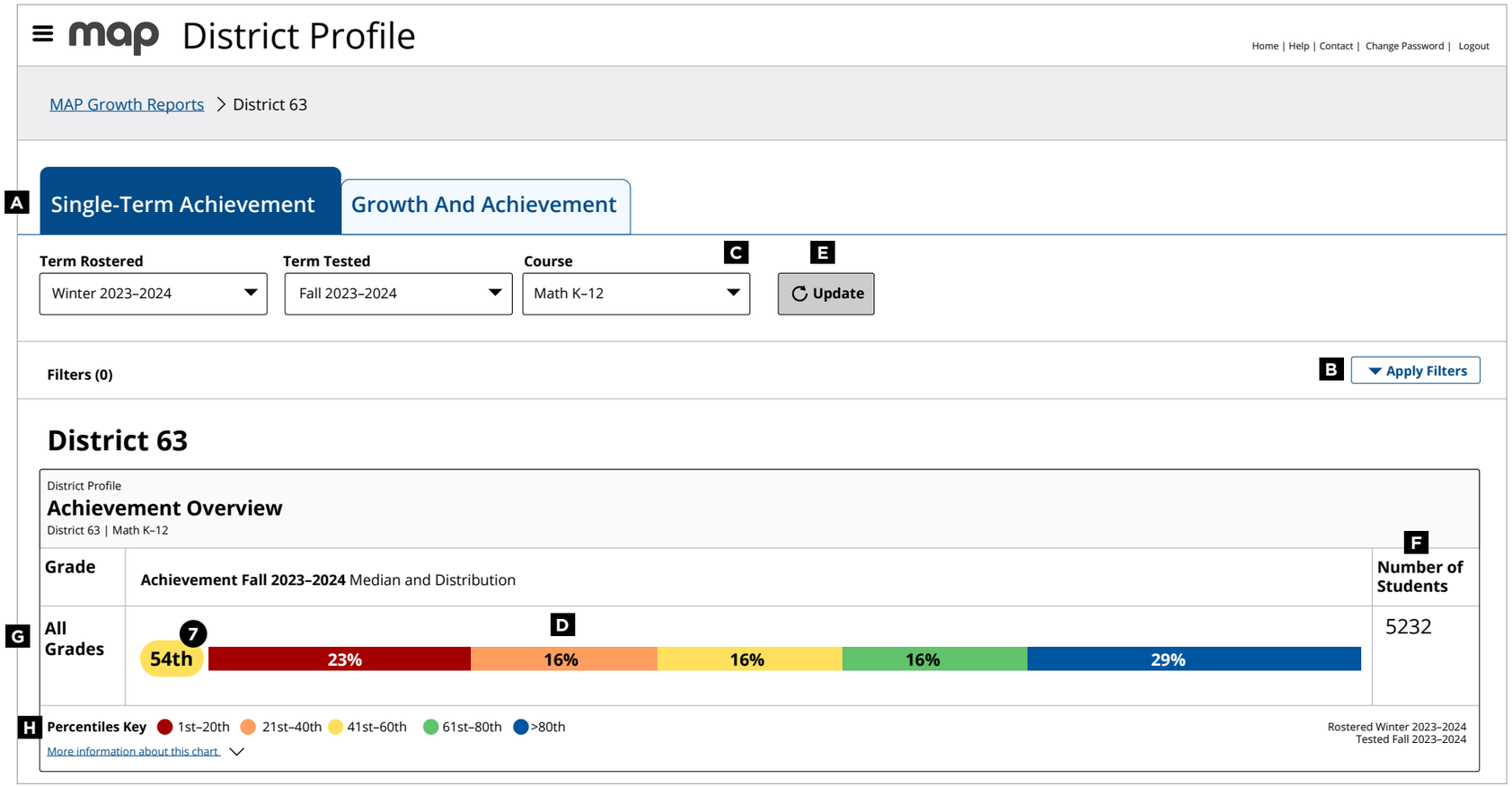
B Growth and Achievement tab

- Achievement data for two selected testing windows (e.g., fall and winter)
- Growth data between the two selected testing windows
- Default view displays data in aggregate for all students in the district and individually for each grade
- Median percentile for district and each grade
- Number of students with valid growth event

Instructor Administrator School Coordinator **District Coordinator**

District Profile report

Single-term achievement tab (1 of 2)



Instructor | Administrator | School Coordinator | **District Coordinator**

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

Tips and tricks

A You are looking at the Single-Term Achievement tab. If you want to see growth data, select the "Growth and Achievement" tab.

B Select "Apply Filters" to see additional filtering options. You can select (1) Ethnicity, (2) Gender, or (3) Program.

C Use the "Course" drop-down menu to select math, reading, language usage, or science.

D Each quintile shows you the percentage of students in the district with an achievement percentile that falls within a 20% band. E.g., If you have a district of 2000 students and 500 of those students have achievement percentiles between 21–40%, the orange bar in your graph would display "25%" (i.e., 500/2000 = 0.25).

E Use the "Update" button in order to refresh the data once you've changed Term Rostered, Term Tested, or Course.

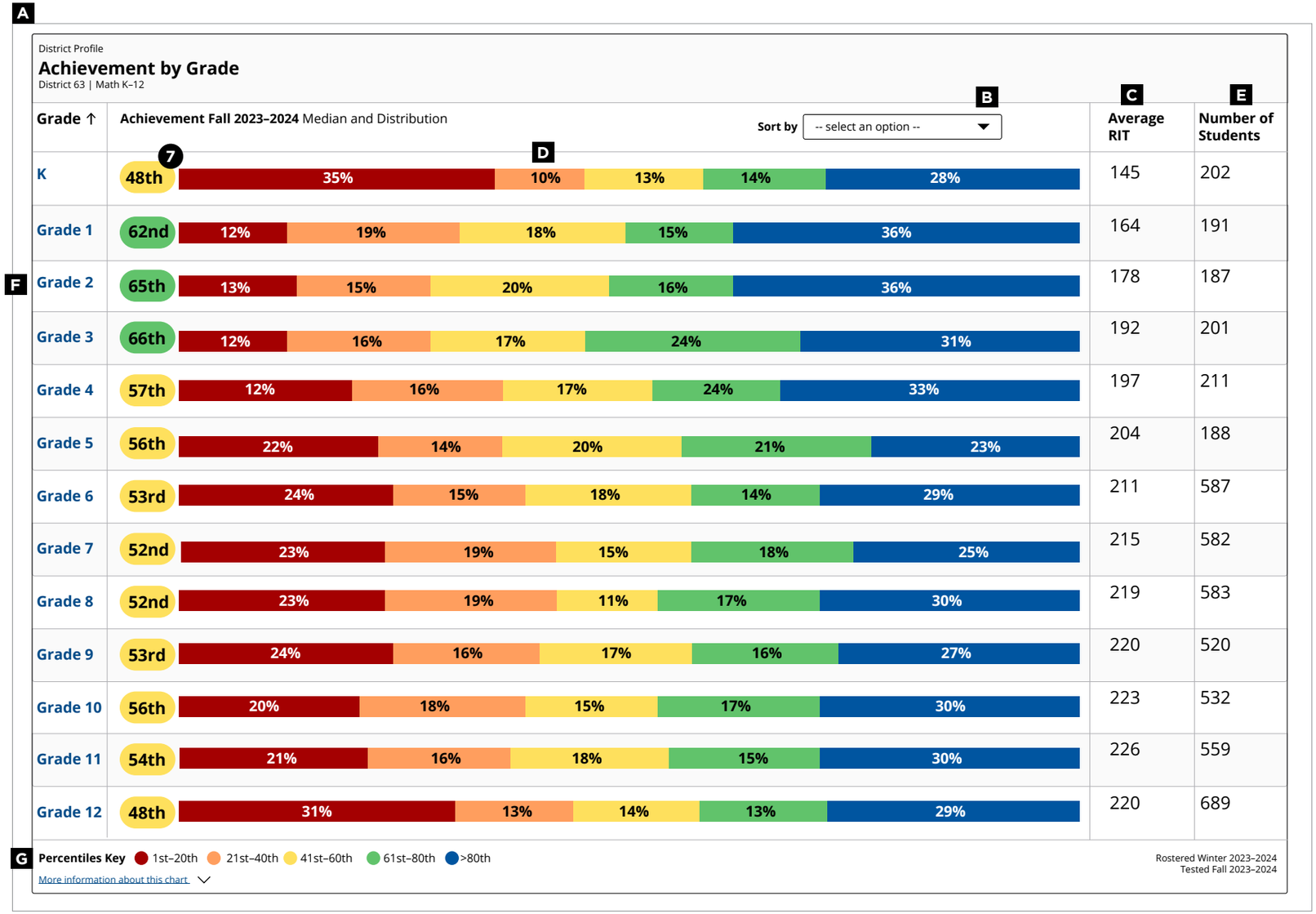
F The total number of students in your district is determined by how many students are rostered in the MAP Growth system. The number that is given for how many have tested represents how many of those rostered students have a valid growth event.

G You are looking at the aggregate data for all students in all schools in all grades in your district.

H The norms that are used in this report are student norms. This means that the growth and achievement percentiles displayed in the report reference how students are performing against other students across the nation and not how an entire school or grade compares to other schools or grades across the nation. Example: A median achievement percentile of "59th" indicates that the midpoint of all individual student achievement percentiles is 59. For more information, visit the MAP Growth Help Center topic: Growth and Norms.

District Profile report

Single-term achievement tab (2 of 2)



Instructor Administrator School Coordinator **District Coordinator**

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

Tips and tricks

A You are looking at the Single-Term Achievement tab. If you want to see growth data, select the "Growth and Achievement" tab.

B Select "Sort by" to open a drop-down menu that allows you to sort grade-level data by (1) highest to lowest or (2) lowest to highest.

C This is the average overall RIT score for all the students in the grade across all schools in your district.

D Each quintile shows you the percentage of students in the grade with an achievement percentile that falls within a 20% band. E.g., If you have a grade of 1000 students and 250 of those students have achievement percentiles between 21–40%, the orange bar in your graph would display "25%" (i.e., 250/1000 = 0.25).

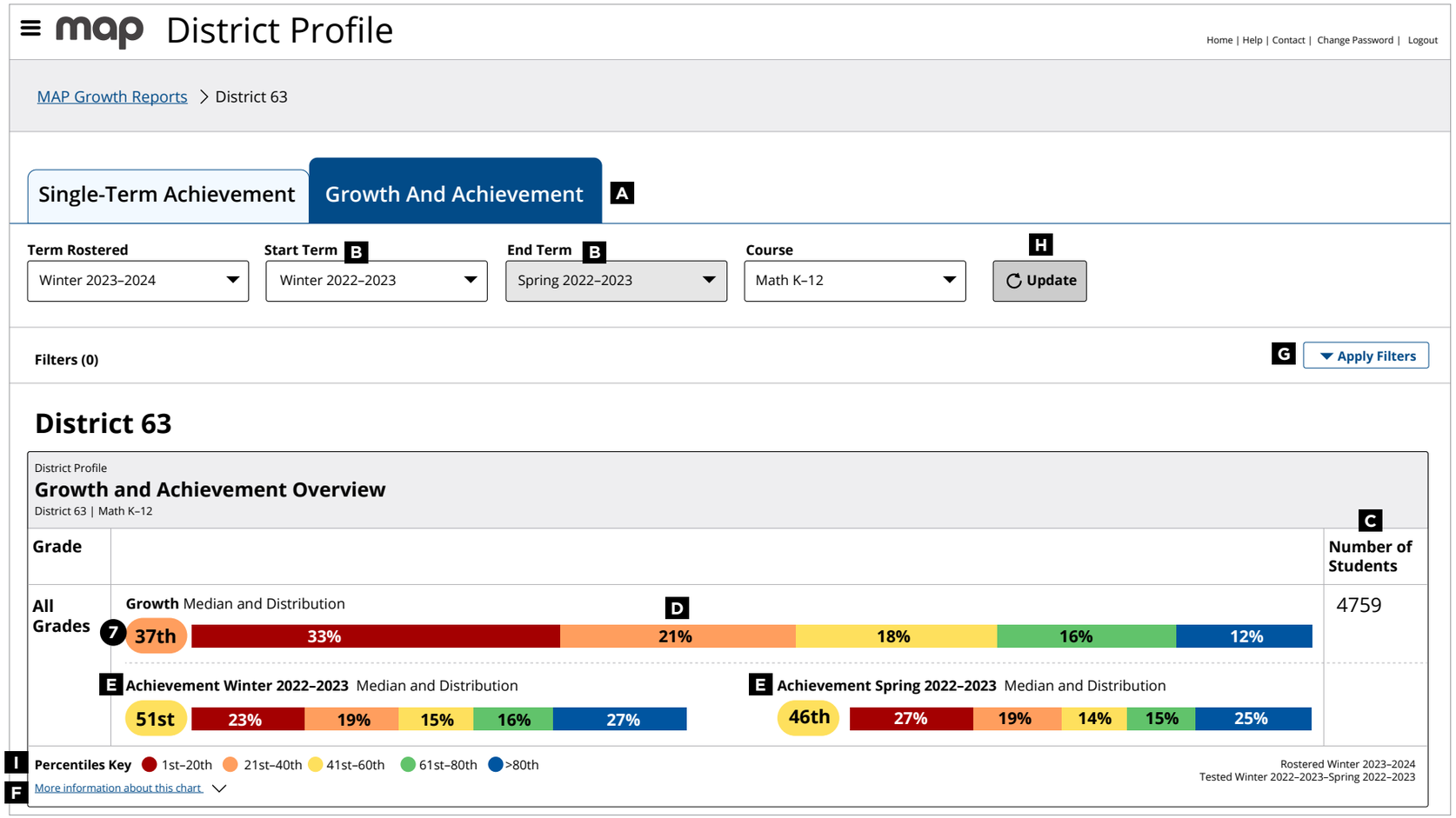
E The total number of students in each grade is determined by how many students are rostered in the MAP Growth system. The number that is given for how many have tested represents how many of those rostered students have a valid growth event.

F If you want to find out more information about any grade, select one of the grades and the report will automatically update. The new view will show you aggregate data at the grade level, as well as grade-level data for all of the schools in your district.

G The norms that are used in this report are student norms. This means that the growth and achievement percentiles displayed in the report reference how students are performing against other students across the nation and not how an entire school or grade compares to other schools or grades across the nation. Example: A median achievement percentile of "59th" indicates that the midpoint of all individual student achievement percentiles is 59. For more information, visit the MAP Growth Help Center topic: Growth and Norms.

District Profile report

Growth and achievement tab (1 of 2)



Instructor | Administrator | School Coordinator | **District Coordinator**

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

Tips and tricks

A You are looking at the Growth and Achievement tab.

B Select your Start term and End Term in order to view growth over different comparison periods. Example: A start term of "Fall" and an end term of "winter" will show you the growth data between fall and winter.

C The total number of students in each district 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 of those rostered students have a valid growth event.

D Each quintile shows you the percentage of students in the district with a growth percentile that falls within a 20% band. E.g., If you have a district of 2000 students and 500 of those students have growth percentiles between 21–40%, the orange bar in your graph would display "25%" (i.e., 500/2000 = 0.25).

E The achievement data for both selected terms is displayed under the growth data.

F If you want more information about this chart, select this link.

G Select "Apply Filters" to see additional filtering options. You can select (1) Ethnicity, (2) Gender, or (3) Program.

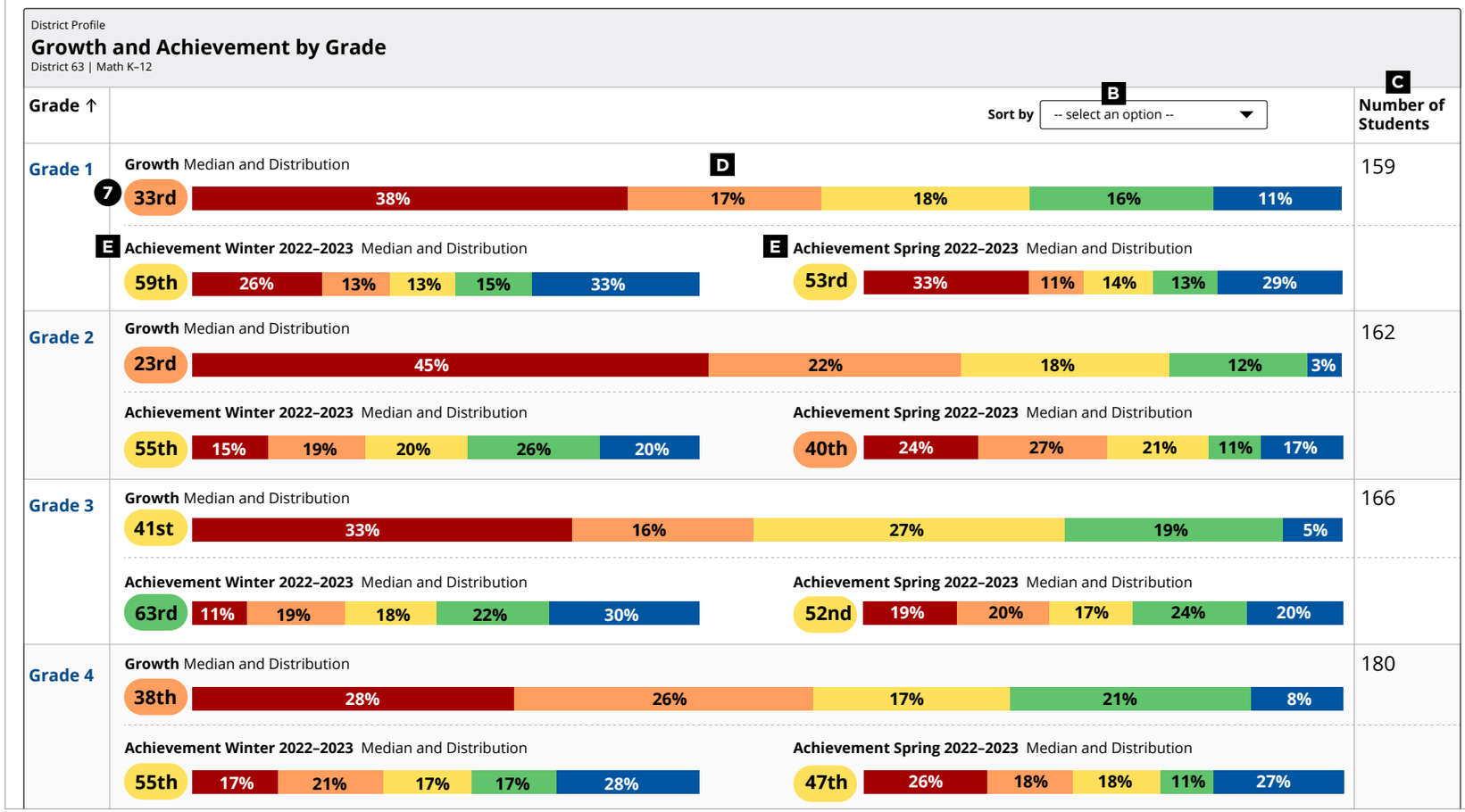
H Use the "Update" button in order to refresh the data once you've changed Term Rostered, Term Tested, or Course.

I The norms that are used in this report are student norms. This means that the growth and achievement percentiles displayed in the report reference how students are performing against other students across the nation and not how an entire school or grade compares to other schools or grades across the nation. Example: A median achievement percentile of "59th" indicates that the midpoint of all individual student achievement percentiles is 59. For more information, visit the MAP Growth Help Center topic: Growth and Norms.

District Profile report

Growth and achievement tab (2 of 2)

A



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Tips and tricks

A You are looking at the Growth and Achievement tab.

B Select "Sort by" to open a drop-down menu that allows you to sort grade-level data by (1) highest to lowest or (2) lowest to highest.

C The total number of students in each district 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 of those rostered students have a valid growth event.

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E The achievement data for both selected terms is displayed under the growth data.

Important note: The norms that are used in this report are student norms. This means that the growth and achievement percentiles displayed in the report reference how students are performing against other students across the nation and not how an entire school or grade compares to other schools or grades across the nation. Example: A median achievement percentile of "59th" indicates that the midpoint of all individual student achievement percentiles is 59. For more information, visit the MAP Growth Help Center topic: Growth and Norms.

NOTE: This visual has been cropped for visual demonstration purposes. In the actual report, you would be able to see all of the grades in your district (Typically K–12).

Instructor Administrator School Coordinator **District Coordinator**

Legacy report: Key data will transition to Profile report

District Summary report: Aggregate by district

District Summary report: Aggregate by district—Key information

What this report offers

- District-level performance data for current and all historical terms
- Information organized by subject and sorted by grade and term tested

Questions it helps answer

- What can I learn by looking at a cohort of students in my district?
- Are there any trends or differences among grade levels in my district?
- What might changes in RIT or instructional areas tell us about things such as curriculum in my district?
- How could this data guide school improvement planning?

When to use it

- After testing, to see results
- As part of the instructional decision-making process
- When preparing data for activities such as school improvement planning or board meetings

Things to consider

- This report can access data for all prior years of testing.
- It will not include data from outside of your test window.
- The Test Window Complete checkbox must be selected for this report to populate with current data.
- This report can be aggregated for a school or for the entire district.
- Administrators can only access reports that contain data for their schools.
- Optional grouping organizes and calculates results by gender, ethnicity, or program; this grouping is coupled with the aggregation chosen (school or district).

Notes

District Summary report

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

			6	8	7	11 Instructional Area Performance							
						Operations and Algebraic Thinking		Number and Operations		Measurement and Data		Geometry	
Term	Grade	Student Count	Mean RIT	Std Dev	Median	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
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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

A

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). NOTE: Instructional area categories may be labeled differently depending on your test version or state assessment.

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

A **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

Family report—Key information

What this report offers

- Student-level report showing key results from a given test term so you can communicate with students and their families
- Shows all subjects tested for a student*, organized by term

*Course-specific test data will not be displayed for test events between July 24, 2020, and August 20, 2021.

Questions it helps answer

- How do the growth percentile and achievement percentile compare for this student?
- Is this student on track? (state assessment, ACT, SAT)
- What are this student's relative strengths and weaknesses?
- How can I leverage those relative strengths and suggested areas of focus to help this student?
- What is an appropriate growth goal for this student?
- How can I help this student set an appropriate stretch goal?
- What supports are needed to help reach the stretch goal?

When to use it

- After testing, to see results
- After two test events, to see growth data
- Anytime you need to talk to families or students about performance

Things to consider

- This report can access data for all prior years of testing.
- It will not include data from outside of your test window.
- You can choose to include comparisons to the SAT, ACT, or your state test linking study.
- This report can be accessed via the student profile or from the reports landing page.
- This report can be printed for one, some, or all students in a given class via batch printing.

Notes

Family report

map GROWTH

Shelley Jones

Spring 2023 **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.

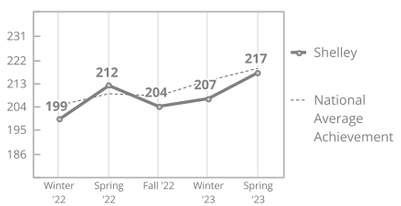
What do Achievement and Growth mean?
Achievement—How well your child has learned skills in a subject compared to similar students nationwide.*
Growth—A measure of your child's personal progress over the year.

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

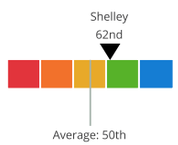
Average Achievement 46th Percentile



Shelley's overall score (RIT score) was a 217 on a range of 100-350. Your child is in the 46th percentile, which means they scored better than 46% of their peers.

High Average Growth 62nd Percentile

Your child's growth from Fall 2022 to Spring 2023 is in the 62nd percentile, which means they made more progress than 62% of their peers.

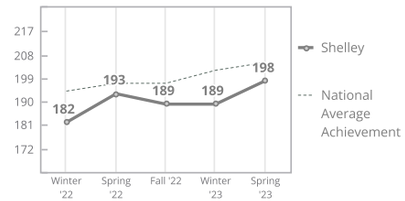


Shelley is likely to be:

- *Below Proficient* on the NWEA Generic Linking Study (if taken in Spring 2023)
- *Not On Track* on the ACT College Readiness (if taken in Spring 2023)
- *Not On Track* on the SAT (if taken in Spring 2023)

Reading

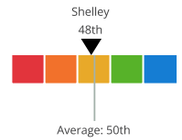
Low Average Achievement 21st Percentile



Shelley's overall score (RIT score) was a 198 on a range of 100-320. Your child is in the 21st percentile, which means they scored better than 21% of their peers.

Average Growth 48th Percentile

Your child's growth from Fall 2022 to Spring 2023 is in the 48th percentile, which means they made more progress than 48% of their peers.

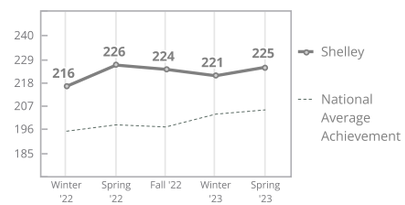


Shelley is likely to be:

- *Below Proficient* on the NWEA Generic Linking Study (if taken in Spring 2023)
- *Not On Track* on the ACT College Readiness (if taken in Spring 2023)
- *Not On Track* on the SAT (if taken in Spring 2023)

Language Usage

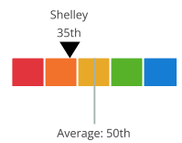
High Achievement 85th Percentile



Shelley's overall score (RIT score) was a 225 on a range of 100-350. Your child is in the 85th percentile, which means they scored better than 85% of their peers.

Low Average Growth 35th Percentile

Your child's growth from Fall 2022 to Spring 2023 is in the 35th percentile, which means they made more progress than 35% of their peers.

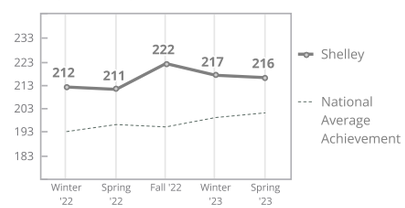


Shelley is likely to be:

- *Advanced* on the NWEA Generic Linking Study (if taken in Spring 2023)

Science - General Science

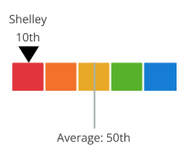
High Average Achievement 80th Percentile



Shelley's overall score (RIT score) was a 216 on a range of 100-350. Your child is in the 80th percentile, which means they scored better than 80% of their peers.

Low Growth 10th Percentile

Your child's growth from Fall 2022 to Spring 2023 is in the 10th percentile, which means they made more progress than 10% of their peers.



Shelley is likely to be:

- *Advanced* on the NWEA Generic Linking Study (if taken in Spring 2023)

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

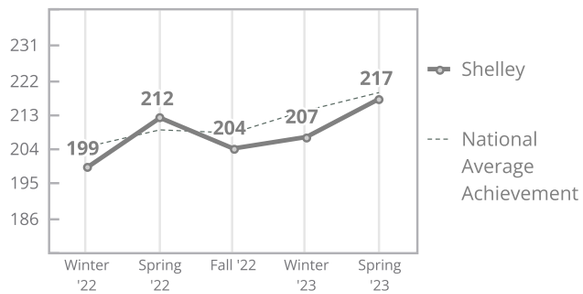
Instructor | Administrator | School Coordinator | District Coordinator

Family report: Close-up view

Family report
Close-up view

Mathematics

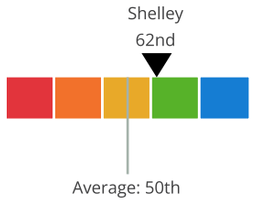
Average Achievement 46th Percentile



Shelley's overall score (RIT score) was a 217 on a range of 100-350. Your child is in the 46th percentile, which means they scored better than 46% of their peers.

High Average Growth 62nd Percentile

Your child's growth from Fall 2022 to Spring 2023 is in the 62nd percentile, which means they made more progress than 62% of their peers.



Shelley is likely to be:

- *Below Proficient* on the NWEA Generic Linking Study (if taken in Spring 2023)
- *Not On Track* on the ACT College Readiness (if taken in Spring 2023)
- *Not On Track* on the SAT (if taken in Spring 2023)

How can I use this information to help my child? Talk to your child's teacher. Here are some questions you can ask:

- What types of strategies are the teachers using that I may be able to reinforce at home?
- Does my child need extra help in any specific areas?
- How can I help my child's academic growth from home?
- How do you measure my child's learning in your classroom?
- When will my child's progress be measured again, and when can I get an update on my child's academic growth?
- How is my child doing in comparison to grade-level expectations?
- What will my child be working on to continue growing or to grow towards a mastery of grade-level standards?

Where can I get more information? Check out https://nwea.org/familytoolkit/ for more information on MAP Growth, how it works, what it measures, and FAQs.

For sample tests in all subjects, visit https://warmup.nwea.org/.

Tips and tricks

Batch download coming in 2025: The Instructor role will be able to create reports for any or all of their classes, as well as for individual students. Administrator, School Assessment Coordinator, and District Assessment Coordinator roles will be able to export reports batched by teacher and class at each individual school, multiple schools, or for an entire district, depending on role.

Note: This is a close-up view of the Family report to show detail. This exact view can't be printed using the MAP Growth reporting system.

Instructor | Administrator | School Coordinator | District Coordinator

K–2 Screening and Skills Checklist Student report

Screening and Skills Checklist Student report—Key information

What this report offers

- Student-level results from certain Screening and Skills Checklist tests to focus instruction for each student

Questions it helps answer

- What baseline information can I get about a student in the earliest stages of learning? (Screenings)
- What can I learn about a student's specific skills and knowledge? (Skills checklists)
- How might I need to modify and focus instruction for this student?

When to use it

- After testing, to see results
- As part of the instructional decision-making process
- Anytime you need to talk to families or students about performance

Things to consider

- Results can be accessed for three prior terms for all tests completed within the date ranges entered.
- Results are reported in percentage correct, not a RIT score.
- These are not growth-based tests.
- Get more information on Screening and Skills Checklist tests.

Notes

MAP Growth K–2 Screening and Skills Checklist Student report

Early literacy

Screening And Skills Checklist Student Report

District: NWEA Sample District
School: Bryce Canyon Elementary School
Instructor: May, Veronica
Class: May Homeroom
Start Date: 11/5/2019
End Date: 11/3/2020
Test: Screening: Reading Early Literacy
Student: Butler, Joseph

Modify Options | Save Parameters

Create PDF Report

	Test Date	Aug 27, 2020
	Overall Score	47%
Skills / Sub-skills		
Phonological Awareness		30%
Matching Sounds		20%
Rhyming Sounds		40%
Visual Discrimination/Phonics		60%
Visual Discrimination		80%
Letter Identification		40%
Concepts of Print		50%
Concepts of Print--Pre-K		60%
Concepts of Print--Beginning K		40%

Low: 0% to 40%
Medium: > 40% to < 80%
High: 80% to 100%
NA: Sub-skill not evaluated

Screening And Skills Checklist Student Report

District: NWEA Sample District
School: Bryce Canyon Elementary School
Instructor: May, Veronica
Class: May Homeroom
Start Date: 11/5/2019
End Date: 11/3/2020
Test: Screening: Reading Early Literacy
Student: Baker, Sonya

Modify Options | Save Parameters

Create PDF Report

	Test Date	Aug 27, 2020
	Overall Score	83%
Skills / Sub-skills		
Phonological Awareness		60%
Matching Sounds		100%
Rhyming Sounds		20%
Visual Discrimination/Phonics		100%
Letter Identification		100%
Matching Letters to Sounds		100%
Concepts of Print		90%
Concepts of Print--Beginning K		100%
Concepts of Print--K-1		80%

Low: 0% to 40%
Medium: > 40% to < 80%
High: 80% to 100%
NA: Sub-skill not evaluated

Instructor | Administrator | School Coordinator | District Coordinator

MAP Growth K–2 Screening and Skills Checklist Student report

Reading phoneme identification

Screening And Skills Checklist Student Report

District: NWEA Sample District
School: Bryce Canyon Elementary School
Instructor: May, Veronica
Class: May Homeroom
Start Date: 11/5/2019
End Date: 11/3/2020
Test: Skills Checklist: Reading Phoneme Identification
Student: Gonzalez, Geraldine

Modify Options | Save Parameters

	Test Date	Aug 27, 2020
	Overall Score	64%
Skills / Sub-skills		
Initial Consonants		89%
b		100%
m		100%
n		0%
p		100%
r		100%
s		100%
t		0%
v		100%
w		100%
y		100%
z		100%
hard_c		100%
d		100%
f		100%
hard_g		100%
h		100%
j		100%
k		100%
l		100%
Final Consonants		53%
b		100%
r		100%
s		0%
t		100%
v		0%
x		100%
z		0%
d		100%
f		0%
hard_g		100%
k		0%
l		100%
m		100%
n		0%
p		0%
Middle Vowels		30%
short_a		0%
long_u		0%
short_e		0%
short_i		100%
short_o		100%
short_u		100%
long_a		0%
long_e		0%
long_i		0%
long_o		0%

Low: 0% to 40%
Medium: > 40% to < 80%
High: 80% to 100%
NA: Sub-skill not evaluated

Instructor | Administrator | School Coordinator | District Coordinator

MAP Growth K–2 Screening and Skills Checklist Student report

Reading vowel digraphs and diphthongs

Screening And Skills Checklist Student Report

District: NWEA Sample District
School: Bryce Canyon Elementary School
Instructor: May, Veronica
Class: May Homeroom
Start Date: 11/5/2019
End Date: 11/3/2020
Test: Skills Checklist: Reading Vowel-Digraphs-Diphthongs
Student: Gibson, Alberta

Modify Options | Save Parameters

Create PDF Report

	Test Date	Aug 25, 2020
	Overall Score	67%
Skills / Sub-skills		
Digraphs		55%
ai/tail		0%
ow/snow		0%
ay/day		100%
ee/feet		100%
oa/goat		0%
ui/fruit		0%
ea/bread		100%
oo/book		100%
oo/food		100%
ie/pie		100%
ue/blue		0%
Diphthongs		80%
oi/coin		0%
oy/boy		100%
ou/out		100%
ow/cow		100%
aw/saw		100%

Low: 0% to 40%
Medium: > 40% to < 80%
High: 80% to 100%
NA: Sub-skill not evaluated

Instructor | Administrator | School Coordinator | District Coordinator

K–2 Screening and Skills Checklist Class report

Screening and Skills Checklist Class report—Key information

What this report offers

- Class-level results showing performance for skills and concepts included in certain Screening and Skills Checklist tests

Questions it helps answer

- What baseline information can I get about a class in the earliest stages of learning? (Screenings)
- What can I learn about the specific skills and knowledge of a class? (Skills checklists)
- How might I need to modify and focus instruction for the whole class?

When to use it

- After testing, to see results
- As part of the instructional decision-making process
- When you want to use data to inform student grouping

Things to consider

- Results can be accessed for three prior terms for all tests completed within the date ranges entered.
- Results are reported in percentage correct, not a RIT score.
- These are not growth-based tests.
- Get more information on Screening and Skills Checklist tests.

Notes

MAP Growth K–2 Screening and Skills Checklist Class report

Early literacy

Screening And Skills Checklist Class Report

District: NWEA Sample District
School: Bryce Canyon Elementary School
Instructor: May, Veronica
Class: May Homeroom
Start Date: 11/5/2019
End Date: 11/3/2020

Test: Screening: Reading Early Literacy

Modify Options | Save Parameters

Select All | Create PDF Report | Create Sub-skill Report | Please select one or more sub-skills before running this report.

Skills / Sub-skills	Scores	Total # of Students
Overall Score	3 2	
Phonological Awareness	1 3 1	5
Matching Sounds	1 1 1	3
Rhyming Sounds	2 1 2	5
Manipulating Sounds	1 1	2
Visual Discrimination/Phonics	1 2 2	5
Visual Discrimination	1 1	2
Letter Identification	2 3	5
Matching Letters to Sounds	2 1	3
Concepts of Print	1 1 3	5
Concepts of Print--Pre-K	2	2
Concepts of Print--Beginning K	2 3	5
Concepts of Print--K-1	3	3

Low: 0% to 40%
Medium: > 40% to < 80%
High: 80% to 100%
NA: Sub-skill not evaluated

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.

Instructor | Administrator | School Coordinator | District Coordinator

MAP Growth K–2 Screening and Skills Checklist Class report

Reading phoneme identification (1 of 2)

Screening And Skills Checklist Class Report

District: NWEA Sample District
School: Bryce Canyon Elementary School
Instructor: May, Veronica
Class: May Homeroom
Start Date: 11/5/2019
End Date: 11/3/2020

Test: Skills Checklist: Reading Phoneme Identification

Modify Options | Save Parameters

Select All | Create PDF Report | Create Sub-skill Report | Please select one or more sub-skills before running this report.

Skills / Sub-skills	Scores	Total # of Students
Overall Score	3	
Initial Consonants	1 2	3
b	1 2	3
m	3	3
n	1 2	3
p	3	3
r	3	3
s	3	3
t	1 2	3
v	3	3
w	1 2	3
y	3	3
z	3	3
hard_c	3	3
d	3	3
f	3	3
hard_g	1 2	3
h	3	3
j	1 2	3
k	3	3
l	3	3
Final Consonants	3	3
b	3	3
r	1 2	3
s	3	3

20

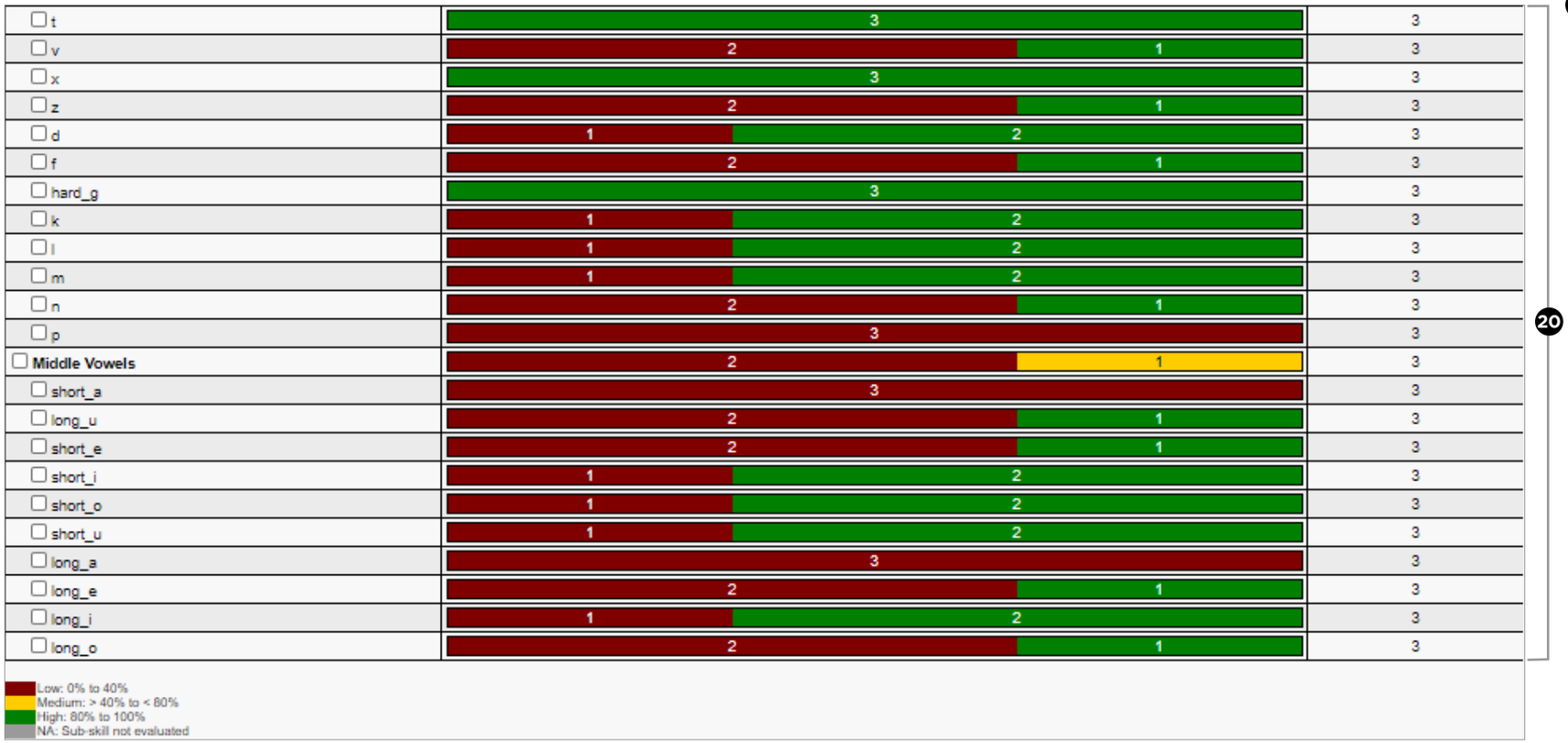
20 **Segmented bar graph:** Shows the number of students who scored within each percentage range—low, medium, and high. A student's range is based on the proportion of questions they answered correctly in that section of the test.

Continued on the next page

Instructor | Administrator | School Coordinator | District Coordinator

MAP Growth K–2 Screening and Skills Checklist Class report

Reading phoneme identification (2 of 2)



t	3	3
v	2 1	3
x	3	3
z	2 1	3
d	1 2	3
f	2 1	3
hard_g	3	3
k	1 2	3
l	1 2	3
m	1 2	3
n	2 1	3
p	3	3
Middle Vowels	2 1	3
short_a	3	3
long_u	2 1	3
short_e	2 1	3
short_i	1 2	3
short_o	1 2	3
short_u	1 2	3
long_a	3	3
long_e	2 1	3
long_i	1 2	3
long_o	2 1	3

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.

Instructor Administrator School Coordinator District Coordinator

MAP Growth K–2 Screening and Skills Checklist Class report

Reading vowel digraphs and diphthongs

Screening And Skills Checklist Class Report

District: NWEA Sample District
School: Bryce Canyon Elementary School
Instructor: May, Veronica
Class: May Homeroom
Start Date: 11/5/2019
End Date: 11/3/2020

Test: Skills Checklist: Reading Vowel-Digraphs-Diphthongs

Modify Options | Save Parameters

Select All | Create PDF Report | Create Sub-skill Report | Please select one or more sub-skills before running this report.

Skills / Sub-skills	Scores	Total # of Students
Overall Score	1	
Digraphs	1	1
ai/tail	1	1
ow/snow	1	1
ay/day	1	1
ee/feet	1	1
oa/goat	1	1
ui/fruit	1	1
ea/bread	1	1
oo/book	1	1
oo/food	1	1
ie/pie	1	1
ue/blue	1	1
Diphthongs	1	1
oi/coin	1	1
oy/boy	1	1
ou/out	1	1
ow/cow	1	1
aw/saw	1	1

Low: 0% to 40%
Medium: > 40% to < 80%
High: 80% to 100%
NA: Sub-skill not evaluated

20

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.

Instructor | Administrator | School Coordinator | District Coordinator

NWEA, a division of HMH, supports students and educators worldwide by providing assessment solutions, insightful reports, professional learning offerings, and research services. Visit NWEA.org to find out how NWEA can partner with you to help all kids learn.

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