Predicting Proficiency on the Grades 3–8 New York State Testing Program Based on NWEA MAP Growth Scores

July 2025

NWEA Psychometrics and Analytics

Linking Study Updates

Date	Description
2013-11	Conducted an initial linking study for grades 3–8 in mathematics and ELA/reading based on the observed MAP scores and Spring 2013 data.
2016-03	Updated the linking study from 2013 for grades 3–8 in mathematics and ELA/reading based on the 2015 norms and Spring 2013 data.
2020-02-20	Conducted a linking study for grades 3–8 in mathematics and ELA/reading based on the 2015 norms and Spring 2018 data.
2020-07-22	Updated the linking study from 2020 based on the 2020 norms and Spring 2018 data.
2025-03-10	Conducted a linking study for grades 3–8 in mathematics and ELA/reading and grades 5 and 8 in science based on the 2020 norms and Spring 2024 data. However, the grade 8 science was excluded from the linking study report due to an insufficient number of students.
2025-07	Updated the linking study based on the 2025 norms.

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Executive Summary

Linking studies allow partners to use MAP® Growth™ Rasch Unit (RIT) scores throughout the year to predict students' performance levels on state summative assessments. This is accomplished through statistical analyses that produce RIT cut scores that correspond to state summative performance levels. A "cut score" is the minimum score a student must get on a test to be placed at a certain performance level. The linking study for the Grades 3–8 New York State Testing Program (NYSTP) assessments described in this report provides RIT cut scores for the fall, winter, and spring MAP Growth administrations that correspond to the Grades 3–8 NYSTP performance levels for each subject and grade. Educators can use the RIT cut scores to identify students at risk of not meeting state proficiency standards and provide targeted instruction to improve academic outcomes.

The linking study is based on test scores from students in grades 3–8 for mathematics and English language arts (ELA) and grade 5 for science who took both the MAP Growth and Grades 3–8 NYSTP assessments in Spring 2024. NWEA also gathered student records for grade 8 science; however, this grade for this subject was excluded from the final linking study report due to an insufficient number of students. In total, this study included 118,561 students from 484 schools within 13 districts in New York.

Prior to initiating the linking study, NWEA's content team confirmed that the content standards used to construct the MAP Growth interim assessment were aligned with those of the Grades 3–8 NYSTP summative assessments, thus warranting a connection. Further investigation into the relationship between MAP Growth and Grades 3–8 NYSTP involved calculating correlation coefficients to confirm the alignment between the MAP Growth scores and the summative test scores of Grades 3–8 NYSTP. A high positive correlation (e.g., ≥ 0.70) shows that students who perform well on one assessment also tend to perform well on the other, and vice versa, with 1.00 being a perfect positive correlation. As shown in Figure E.1, the correlations between the MAP Growth and Grades 3–8 NYSTP test scores in all subjects and grades are higher than 0.70, indicating that MAP Growth is a good assessment for predicting performance on the Grades 3–8 NYSTP spring summative assessments.

Figure E.1. Correlations Between MAP Growth and State Summative Assessment Scores
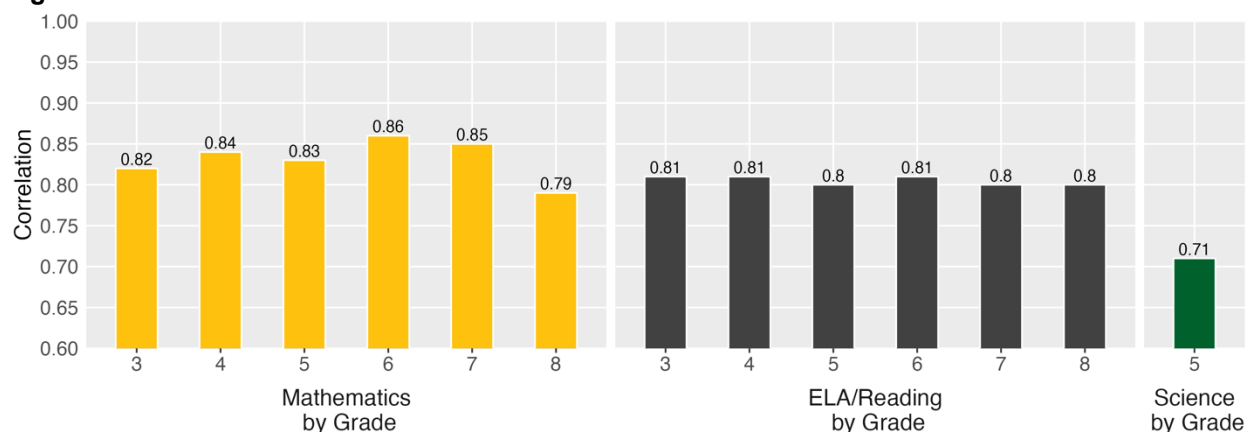
The equipercentile linking method (Kolen & Brennan, 2004) was used to produce the RIT cut scores for the spring administration that correspond to performance levels on the Grades 3–8 NYSTP summative assessments for every subject and grade. MAP Growth cut scores for grade 2, as well as those for the fall and winter administrations of all grades, are also provided so that

educators can track grade 2 students' progress on the NYSTP test by grade 3, alongside all other students, early in the year. These cut scores were derived from the spring cuts[1] and the growth norms for the adjacent grades (i.e., grades 2 to 3), or fall and winter administrations to the spring administration. While RIT cut scores were generated for every performance level on the Grades 3–8 NYSTP summative assessments, Table E.1 presents the Level 3 cut scores that indicate the minimum score a student must get to be considered proficient.

Table E.1. MAP Growth RIT Cut Scores Linked to NYSTP Level 3 Cut Scores

Assessment		Level 3 Cut Scores by Grade						
		2	3	4	5	6	7	8
Mathematics								
Grades 3–8 NYSTP Spring		–	450	450	450	450	450	450
MAP Growth Mathematics	Fall	173	185	196	209	214	217	224
	Winter	182	194	203	215	220	221	228
	Spring	188	200	209	219	224	224	231
ELA/Reading								
Grades 3–8 NYSTP Spring		–	450	450	450	450	450	450
MAP Growth Reading	Fall	178	192	200	209	213	215	216
	Winter	185	197	204	212	215	216	217
	Spring	189	200	206	213	216	217	218
Science								
Grades 3–8 NYSTP Spring		–	–	–	450	–	–	–
MAP Growth Science	Fall	–	–	–	205	–	–	–
	Winter	–	–	–	208	–	–	–
	Spring	–	–	–	210	–	–	–

Educators can use these cut scores to determine whether students are on track for proficiency on the state assessments. For example, the Level 3 cut score on the grade 3 NYSTP mathematics summative test is 450. A grade 3 student with a MAP Growth mathematics RIT score of 185 in the fall is likely to meet proficiency on the Grades 3–8 NYSTP mathematics summative test in the spring, whereas a grade 3 student with a RIT score lower than 185 in the fall is in jeopardy of not meeting proficiency.

As further evidence that MAP Growth scores can be used to predict students' proficiency on the state tests, NWEA calculated classification accuracy statistics that show how well the RIT scores correctly classified, or predicted, students as proficient on the Grades 3–8 NYSTP summative tests.[2] For example, the grade 3 MAP Growth mathematics Level 3 cut score has a 0.85 accuracy rate, meaning it accurately predicted student performance on the state test for

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[1] To enhance content validity, NWEA developed an Enhanced Item-Selection Algorithm (EISA) for the MAP Growth assessment to prioritize grade-level content. A pilot study (Meyer et al., 2023) showed that students taking MAP Growth with EISA demonstrated higher average math scores compared with those taking traditional MAP Growth. To improve score comparability, NWEA (Lewis & Kuhfeld, 2024) developed concordance tables to adjust mathematics scores from traditional assessments to align with scores from MAP Growth with EISA, or vice versa. Given that the data for this study were collected from traditional MAP Growth tests but that the results will be used for MAP Growth with EISA, the spring cuts for mathematics were adjusted using the concordance tables before being used to derive other cut scores. This score adjustment will become unnecessary for future linking studies once the new data from EISA tests are collected.

[2] The classification accuracy calculations for the mathematics spring cuts were based on the concorded cut scores.

85% of the sample. A high statistic indicates high accuracy. Overall, MAP Growth scores have a high accuracy rate of identifying student proficiency on the Grades 3–8 NYSTP summative tests, as illustrated in Figure E.2.

Figure E.2. Accuracy of MAP Growth Classifications
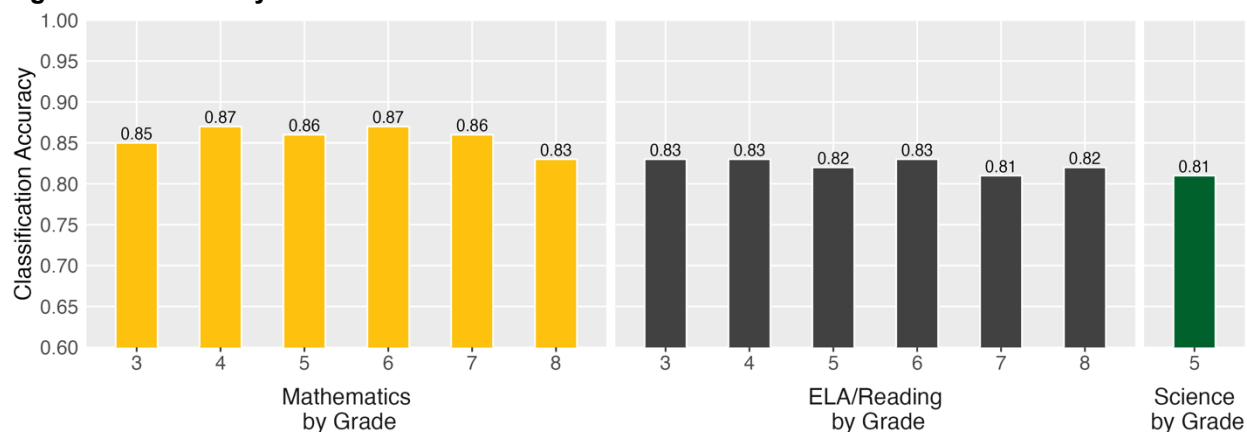
Please note that the purpose of this report is to explain NWEA's linking study methodology. It is not meant as the main reference for determining a student's likely performance on the state summative assessments. The cut scores in this report are based on the default instructional weeks most encountered for each term (i.e., Weeks 4, 20, and 32 for fall, winter, and spring, respectively), whereas instructional weeks often vary by district. The cut scores in this report may therefore differ from the results in the NWEA reporting system that reflect the specific instructional weeks set by partners. Partners should therefore reference their MAP Growth score reports instead.

1. Introduction

1.1. Purpose of the Study

NWEA® is committed to providing partners with useful tools to help make inferences about student learning from MAP® Growth™ test scores. One important use of MAP Growth results is to predict a student's performance on state summative assessments at different times throughout the year. This allows educators and parents to determine if a student is on track in their learning to meet state standards by the end of the year or, given a student's learning profile, is on track to obtain rigorous, realistic growth in their content knowledge and skills.

This report presents findings from a linking study performed by NWEA aiming to statistically connect the Rasch Unit (RIT) scores obtained from the MAP Growth assessments with the results of the Grades 3–8 NYSTP spring summative assessments. These assessments cover mathematics and ELA/reading for grades 3–8 and science for grades 5 and 8. However, due to insufficient student counts for grade 8 science, this subject at this grade level was excluded from the linking study report. The data utilized to generate this report are comprised of the Grades 3–8 NYSTP test scores collected during Spring 2024. MAP Growth cut scores are also included for grade 2 so that educators can track early learners' progress toward proficiency on the Grades 3–8 NYSTP summative test by grade 3. Specifically, this report presents the following results:

1. Student sample demographics
2. Descriptive statistics of test scores
3. MAP Growth cut scores from fall, winter, and spring that correspond to the performance levels on the Grades 3–8 NYSTP spring summative assessments
4. Classification accuracy statistics to determine the degree to which MAP Growth accurately predicts student proficiency status on the Grades 3–8 NYSTP summative tests
5. The probability of achieving grade-level proficiency on the Grades 3–8 NYSTP summative assessments based on MAP Growth RIT scores from fall, winter, and spring

1.2. Assessment Overview

The Grades 3–8 NYSTP tests are New York's state summative assessments aligned to the New York State Next Generation Learning Standards. Based on their test scores, students are placed into one of four performance levels: Level 1, Level 2, Level 3, and Level 4. The Level 3 cut score demarks the minimum level of performance considered to be proficient for accountability purposes.

MAP Growth tests are adaptive interim assessments aligned to state-specific content standards and administered in the fall, winter, and spring. Scores are reported on the RIT vertical scale with a range of 100 to 350. To aid the interpretation of scores, NWEA conducts norming studies of student and school performance on MAP Growth. Growth norms provide expected score gains across test administrations (e.g., the relative evaluation of a student's growth from fall to spring), which are used to conduct the linking studies. The most recent norms study was conducted in 2025 (NWEA, 2025).

2. Methods

2.1. Data Collection

This linking study is based on data from the Spring 2024 administration of the MAP Growth and Grades 3–8 NYSTP summative assessments. Each student's state testing record was matched to their MAP Growth score based on the student's first and last names, date of birth, student ID, and other available identifying information. Only students who have scores on both the MAP Growth and Grades 3–8 NYSTP summative assessments in Spring 2024 were included in the study sample.

2.2. Post-Stratification Weighting

Post-stratification weights were applied to the calculations to ensure that the linking study sample represented the state's test-taking student population in terms of race, sex, and performance level. These variables were selected because they are known to be correlated with students' academic achievement and are often available in state summative assessment reports. The weighted sample will match the target population as closely as possible for the key demographics and performance characteristics defined by the state.

A raking procedure was used to calculate the post-stratification weights that either compensate for the underrepresentation of certain groups or attenuate the overrepresentation of certain groups. Raking uses iterative procedures to obtain weights that match sample marginal distributions to known population margins. The following steps were taken during this process:

1. Calculate marginal distributions of race, sex, and performance level for the sample and population.
2. Calculate post-stratification weights with the rake function from the survey package in R (Lumley, 2019).
3. Apply the weights to the sample before conducting the linking study analyses.

2.3. Descriptive Statistics

Descriptive statistics are provided to summarize the test scores for the MAP Growth and Grades 3–8 NYSTP summative assessments, including test score mean, standard deviation (SD), minimum, and maximum. The mean presents the average test scores across all students in the study sample, and the SD indicates the variability of test scores, revealing how students' scores are distributed around the average score, or mean. Correlation coefficients are also provided to answer the question "How well do the test scores from MAP Growth (that reference the RIT scale) correlate to the scores obtained from the Grades 3–8 NYSTP summative tests (that reference some other scale) in the same subject and grade?" The correlations were calculated as:

$$r = \frac{\sum (x_i - \overline{x})(y_i - \overline{y})}{\sqrt{\sum (x_i - \overline{x})^2 \sum (y_i - \overline{y})^2}}$$

where r is the correlation coefficient, x_i and y_i are the values of the x- and y-variables in a sample, and $\overline{x}$ and $\overline{y}$ are the mean of the values of the x- and y-variables.

2.4. MAP Growth Cut Scores

MAP Growth cut scores that predict student achievement on the Grades 3–8 NYSTP summative assessments are reported for grades 3–8 in mathematics and ELA/reading and grade 5 in science, as well as for grade 2 in mathematics and ELA/reading so that educators can track

early learners' progress toward proficiency on the Grades 3–8 NYSTP summative tests by grade 3. Percentile ranks based on the most recent NWEA norms are also provided. These are useful for understanding how students' scores compare with peers nationwide and the relative rigor of a state's performance level designations for its summative assessment.

The equipercentile linking method (Kolen & Brennan, 2004) was used to identify the spring MAP Growth RIT scores for grades 3–8 in mathematics and ELA/reading, as well as for grade 5 in science, that correspond to the Grades 3–8 NYSTP spring summative performance level cut scores. The equipercentile linking procedure matches scores on the two scales that have the same percentile rank (i.e., the proportion of tests at or below each score). For example, let x represent a score on Test X (e.g., Grades 3–8 NYSTP summative tests). Its equipercentile equivalent score on Test Y (e.g., MAP Growth), $e_y(x)$, can be obtained through a cumulative-distribution-based linking function defined as:

$$e_y(x) = G^{-1}[P(x)]$$

where $e_y(x)$ is the equipercentile equivalent of score x on the Grades 3–8 NYSTP summative tests on the scale of MAP Growth, $P(x)$ is the percentile rank of a given score on the Grades 3–8 NYSTP summative tests, and G^{-1} is the inverse of the percentile rank function for MAP Growth that indicates the score on MAP Growth corresponding to a given percentile. Polynomial loglinear pre-smoothing was applied to reduce irregularities of the score distributions and equipercentile linking curve.

The MAP Growth conditional growth norms provide students' expected score gains across terms, such as growth from fall to spring within the same grade or from spring of a lower grade to spring of the adjacent higher grade. This information was used to calculate the fall and winter cut scores for grades 3–8 in mathematics and ELA/reading, as well as for grade 5 in science. The equation below was used to determine the previous term's MAP Growth score needed to reach the spring cut score, considering the expected growth associated with the previous RIT score:

$$RIT_{PredSpring} = RIT_{previous} + g$$

where:
- $RIT_{PredSpring}$ is the predicted MAP Growth spring score,
- $RIT_{previous}$ is the previous term's RIT score, and
- g is the expected growth from the previous RIT (e.g., fall or winter) to the spring RIT score.

The most recent MAP Growth conditional growth norms were also used to calculate the fall, winter, and spring cuts for grade 2. Students do not begin taking the Grades 3–8 NYSTP summative assessment until grade 3. Thus, to derive the spring cut scores for grade 2, the growth score from spring of one year to the next was used (i.e., the growth score from spring of grade 2 to spring of grade 3). The calculation of fall and winter cuts for grade 2 followed the same process as for the other grades. For example, the growth score from fall to spring in grade 2 was used to calculate the fall cuts for this grade.

2.5. Classification Accuracy

The degree to which MAP Growth predicts student proficiency status on the Grades 3–8 NYSTP summative tests can be described using classification accuracy statistics based on the MAP Growth spring RIT cut scores. The results show the proportion of students correctly classified by their RIT scores as proficient or not proficient on the Grades 3–8 NYSTP spring summative tests. Table 2.1 describes the classification accuracy statistics provided in this report (Pommerich et al., 2004).

Table 2.1. Description of Classification Accuracy Summary Statistics

Statistic	Description	Interpretation
Overall Classification Accuracy Rate	(TP + TN) / (total sample size)	Proportion of the study sample whose proficiency classification on the state test was correctly predicted by MAP Growth cut scores
False Negative (FN) Rate	FN / (FN + TP)	Proportion of students identified by MAP Growth as not proficient in those observed as proficient on the state test
False Positive (FP) Rate	FP / (FP + TN)	Proportion of students identified by MAP Growth as not proficient in those observed as not proficient on the state test
Sensitivity	TP / (TP + FN)	Proportion of students identified by MAP Growth as proficient in those observed as such on the state test
Specificity	TN / (TN + FP)	Proportion of students identified by MAP Growth as not proficient in those observed as such on the state test
Precision	TP / (TP + FP)	Proportion of students observed as proficient on the state test in those identified as such by the MAP Growth test
Area Under the Curve (AUC)	Area under the receiver operating characteristics (ROC) curve	How well MAP Growth cut scores separate the study sample into proficiency categories that match those from the state test cut scores. An AUC at or above 0.80 is considered "good" accuracy.

Note. FP = false positives; FN = false negatives; TP = true positives; TN = true negatives.

2.6. Proficiency Projections

Given that all test scores contain measurement errors, reaching the Level 3 RIT cut does not guarantee that a student is proficient on the state test. Instead, it can be claimed that a student meeting the RIT cut score has a 50% chance of reaching proficiency on the state test, with their chances increasing the greater their score is from the cut. The proficiency projections indicate these probabilities for various RIT scores throughout the year.

In addition to calculating the MAP Growth fall and winter cut scores (and the projected grade 2 cut scores), the MAP Growth conditional growth norms data were also used to calculate the probability of reaching proficiency on the Grades 3–8 NYSTP summative tests based on a student's RIT scores from fall and winter:

$$Pr(Achieving\ proficiency\ in\ spring|\ starting\ RIT) = \Phi\left(\frac{RIT_{previous}\ +\ g\ -\ RIT_{SpringCut}}{SD}\right)$$

where:
- Φ is the standard normal cumulative distribution function,
- $RIT_{previous}$ is the student's RIT score in fall or winter,
- g is the expected growth from the previous RIT (e.g., fall or winter) to the spring RIT,
- $RIT_{SpringCut}$ is the MAP Growth Level 3 cut score for spring, and
- SD is the conditional standard deviation of the expected growth, g.

The equation below was used to estimate the probability of a student achieving Level 3 performance on the Grades 3–8 NYSTP summative tests based on their spring RIT score (RIT_{Spring}):

$$Pr(Achieving\ proficiency\ in\ spring\ |\ spring\ RIT) = \Phi\left(\frac{RIT_{Spring} - RIT_{SpringCut}}{SE}\right)$$

where SE is the standard error of measurement for MAP Growth.

3. Results

3.1. Study Sample

Only students who have scores on both the MAP Growth and Grades 3–8 NYSTP summative assessments in Spring 2024 were included in the study sample. The mathematics, ELA/reading, and science data used in this study were collected from 13 districts and 484 schools in New York. Table 3.1 presents the distributions of students by race, sex, and performance level in the original unweighted study sample. Table 3.2 presents the distributions of the target population of students who took the Grades 3–8 NYSTP tests. Since the original study sample is different from the target Grades 3–8 NYSTP population, post-stratification weights were applied. Table 3.3 presents the demographic distributions of the sample after weighting, which are almost identical to the Grades 3–8 NYSTP student population distributions.

Table 3.1. Linking Study Sample Demographics (Unweighted)

Demographic Subgroup		Percentage of Students in Each Subgroup by Grade (%)					
		3	4	5	6	7	8
Mathematics							
Total N		18,719	18,940	18,507	19,120	19,165	8,784
Race	Asian/NH/PI	16.4	16.7	16.3	17.0	16.7	11.7
	Black or African American	14.1	14.6	15.5	17.0	17.8	19.0
	Hispanic or Latino	42.2	41.6	41.6	41.9	42.0	51.2
	Multiracial/AI/AN	4.3	4.1	4.0	4.2	3.6	2.5
	White	22.9	23.0	22.6	19.9	19.8	15.6
Sex	Female	49.3	49.7	48.6	49.4	49.4	46.9
	Male	50.7	50.3	51.4	50.6	50.6	53.1
Performance Level	Level 1	14.5	19.5	25.9	25.0	15.6	38.8
	Level 2	29.5	20.9	21.8	25.4	24.8	21.5
	Level 3	38.7	36.4	33.0	34.5	31.0	26.9
	Level 4	17.3	23.2	19.4	15.1	28.6	12.8
ELA/Reading							
Total N		16,781	17,326	17,136	19,066	19,257	17,747
Race	Asian/NH/PI	16.7	16.9	16.4	16.2	15.8	16.4
	Black or African American	15.3	15.5	16.6	16.7	17.5	17.3
	Hispanic or Latino	38.7	38.9	38.6	43.2	43.1	45.0
	Multiracial/AI/AN	4.7	4.4	4.3	4.1	3.6	3.1
	White	24.6	24.3	24.0	19.8	20.0	18.2
Sex	Female	49.3	49.9	49.0	49.7	49.8	48.4
	Male	50.7	50.1	51.0	50.3	50.2	51.6
Performance Level	Level 1	27.4	24.7	27.1	28.1	20.1	21.1
	Level 2	25.5	23.3	25.9	26.7	24.4	25.1
	Level 3	28.6	28.5	31.4	28.1	32.7	28.9
	Level 4	18.5	23.5	15.6	17.1	22.8	24.9
Science							
Total N		–	–	1,433	–	–	–

Demographic Subgroup		Percentage of Students in Each Subgroup by Grade (%)					
		3	4	5	6	7	8
Race	Asian/NH/PI	–	–	17.9	–	–	–
	Black or African American	–	–	7.9	–	–	–
	Hispanic or Latino	–	–	43.1	–	–	–
	Multiracial/AI/AN	–	–	1.3	–	–	–
	White	–	–	29.7	–	–	–
Sex	Female	–	–	49.5	–	–	–
	Male	–	–	50.5	–	–	–
Performance Level	Level 1	–	–	21.1	–	–	–
	Level 2	–	–	48.9	–	–	–
	Level 3	–	–	26.8	–	–	–
	Level 4	–	–	3.1	–	–	–

Note. NH = Native Hawaiian; PI = Pacific Islander; AI = American Indian; AN = Alaska Native.

Table 3.2. Linking Study Population Demographics

Demographic Subgroup		Percentage of Students in Each Subgroup by Grade (%)					
		3	4	5	6	7	8
Mathematics							
	Total N	161,132	162,083	159,794	158,254	152,366	97,140
Race	Asian/NH/PI	11.3	11.5	11.4	12.1	11.5	8.4
	Black or African American	14.5	14.9	15.5	16.0	16.5	18.2
	Hispanic or Latino	30.1	30.0	30.4	30.6	30.9	33.5
	Multiracial/AI/AN	4.6	4.5	4.4	4.2	4.1	3.8
	White	39.5	39.1	38.4	37.1	37.0	36.2
Sex	Female	49.3	49.3	48.7	48.5	48.3	46.9
	Male	50.7	50.7	51.3	51.5	51.7	53.1
Performance Level	Level 1	13.9	19.7	28.2	24.6	17.8	38.8
	Level 2	32.2	22.2	22.9	24.9	25.1	20.5
	Level 3	39.5	38.1	32.4	35.9	30.7	28.0
	Level 4	14.4	19.9	16.5	14.6	26.4	12.7
ELA/Reading							
	Total N	157,147	158,496	157,108	157,311	153,720	146,517
Race	Asian/NH/PI	11.0	11.3	11.2	11.7	11.2	11.4
	Black or African American	14.7	15.2	15.7	16.2	16.8	17.0
	Hispanic or Latino	29.3	29.2	29.6	29.9	30.2	31.1
	Multiracial/AI/AN	4.7	4.6	4.5	4.3	4.2	3.9
	White	40.2	39.7	39.0	37.8	37.6	36.6
Sex	Female	49.5	49.5	49.0	48.8	48.7	47.7
	Male	50.5	50.5	51.0	51.2	51.3	52.3
Performance Level	Level 1	29.6	26.8	29.1	29.0	24.0	22.8
	Level 2	27.8	26.2	27.2	27.3	26.5	25.3

Demographic Subgroup		Percentage of Students in Each Subgroup by Grade (%)					
		3	4	5	6	7	8
	Level 3	29.1	29.0	30.6	28.3	31.5	28.4
	Level 4	13.5	18.0	13.1	15.4	18.0	23.5
Science							
	Total N	–	–	157,335	–	–	–
Race	Asian/NH/PI	–	–	11.4	–	–	–
	Black or African American	–	–	15.6	–	–	–
	Hispanic or Latino	–	–	30.3	–	–	–
	Multiracial/AI/AN	–	–	4.4	–	–	–
	White	–	–	38.4	–	–	–
Sex	Female	–	–	48.7	–	–	–
	Male	–	–	51.3	–	–	–
Performance Level	Level 1	–	–	20.5	–	–	–
	Level 2	–	–	44.5	–	–	–
	Level 3	–	–	31.2	–	–	–
	Level 4	–	–	3.8	–	–	–

Note. NH = Native Hawaiian; PI = Pacific Islander; AI = American Indian; AN = Alaska Native.

Table 3.3. Linking Study Sample Demographics (Weighted)

Demographic Subgroup		Percentage of Students in Each Subgroup by Grade (%)					
		3	4	5	6	7	8
Mathematics							
	Total N	18,719	18,940	18,509	19,120	19,167	8,783
Race	Asian/NH/PI	11.3	11.5	11.4	12.1	11.5	8.4
	Black or African American	14.5	14.9	15.5	16.0	16.5	18.2
	Hispanic or Latino	30.1	30.0	30.4	30.6	30.9	33.5
	Multiracial/AI/AN	4.6	4.5	4.4	4.2	4.1	3.8
	White	39.5	39.0	38.4	37.1	37.0	36.2
Sex	Female	49.3	49.3	48.7	48.5	48.3	46.9
	Male	50.7	50.7	51.3	51.5	51.7	53.1
Performance Level	Level 1	13.9	19.7	28.2	24.6	17.8	38.8
	Level 2	32.2	22.2	22.9	24.9	25.1	20.5
	Level 3	39.5	38.1	32.4	35.9	30.7	28.0
	Level 4	14.4	19.9	16.5	14.7	26.4	12.7
ELA/Reading							
	Total N	16,779	17,326	17,136	19,066	19,255	17,747
Race	Asian/NH/PI	11.0	11.3	11.1	11.7	11.2	11.3
	Black or African American	14.7	15.2	15.7	16.2	16.8	17.1
	Hispanic or Latino	29.3	29.2	29.6	29.9	30.2	31.1
	Multiracial/AI/AN	4.7	4.6	4.5	4.3	4.2	3.9
	White	40.2	39.7	39.0	37.8	37.6	36.6

Demographic Subgroup		Percentage of Students in Each Subgroup by Grade (%)					
		3	4	5	6	7	8
Sex	Female	49.5	49.5	49.0	48.8	48.7	47.7
	Male	50.5	50.5	51.0	51.2	51.3	52.3
Performance Level	Level 1	29.6	26.8	29.1	29.0	24.0	22.8
	Level 2	27.9	26.2	27.2	27.3	26.5	25.3
	Level 3	29.1	29.0	30.6	28.3	31.5	28.4
	Level 4	13.5	18.0	13.1	15.4	18.0	23.5
Science							
	Total N	–	–	1,433	–	–	–
Race	Asian/NH/PI	–	–	11.4	–	–	–
	Black or African American	–	–	15.5	–	–	–
	Hispanic or Latino	–	–	30.3	–	–	–
	Multiracial/AI/AN	–	–	4.4	–	–	–
	White	–	–	38.4	–	–	–
Sex	Female	–	–	48.7	–	–	–
	Male	–	–	51.3	–	–	–
Performance Level	Level 1	–	–	20.5	–	–	–
	Level 2	–	–	44.5	–	–	–
	Level 3	–	–	31.2	–	–	–
	Level 4	–	–	3.8	–	–	–

Note. NH = Native Hawaiian; PI = Pacific Islander; AI = American Indian; AN = Alaska Native.

3.2. Descriptive Statistics

Table 3.4 presents descriptive statistics of the MAP Growth and Grades 3–8 NYSTP summative test scores from Spring 2024, including the correlation coefficients (r) between them. The coefficients between the scores range from 0.79 to 0.86 for mathematics, 0.80 to 0.81 for ELA/reading, and science has a coefficient of 0.71. These values indicate a high positive correlation among the scores, which is important validity evidence for the claim that MAP Growth scores are good predictors of performance on the Grades 3–8 NYSTP spring summative assessments.

Table 3.4. Descriptive Statistics of Test Scores

Grade	N	r	Grades 3–8 NYSTP Summative				MAP Growth			
			Mean	SD	Min.	Max.	Mean	SD	Min.	Max.
Mathematics										
3	18,719	0.82	451.8	26.8	381	505	197.5	15.8	124	282
4	18,940	0.84	456.7	29.7	376	512	206.9	16.8	125	287
5	18,509	0.83	450.8	28.0	387	521	213.9	18.1	129	290
6	19,120	0.86	451.5	27.0	390	517	219.4	18.3	149	306
7	19,167	0.85	457.6	29.3	381	523	224.0	20.3	149	294
8	8,783	0.79	445.5	27.3	385	521	221.9	19.4	152	296
ELA/Reading										

Grade	N	r	Grades 3–8 NYSTP Summative				MAP Growth			
			Mean	SD	Min.	Max.	Mean	SD	Min.	Max.
3	16,779	0.81	443.9	22.4	383	493	193.3	17.8	136	248
4	17,326	0.81	445.1	23.0	371	493	200.7	17.9	139	255
5	17,136	0.80	443.9	23.3	380	504	206.9	17.7	140	264
6	19,066	0.81	443.4	22.6	375	498	210.0	17.4	151	259
7	19,255	0.80	447.8	22.8	370	502	212.4	18.0	151	265
8	17,747	0.80	448.9	24.7	371	500	215.2	18.4	150	269
Science										
5	1,433	0.71	440.5	19.6	401	503	202.7	13.9	153	245

Note. SD = standard deviation; Min. = minimum; Max. = maximum.

3.3. MAP Growth Cut Scores

Table 3.5 to Table 3.7 present the Grades 3–8 NYSTP summative scale score ranges and the corresponding MAP Growth RIT cut scores and percentile ranges by content area and grade. Bold numbers indicate the cut scores considered to be at least proficient for accountability purposes. These tables can be used to predict a student's likely performance level based on the Grades 3–8 NYSTP spring summative assessments when MAP Growth is taken in the fall and winter. For example, a grade 3 student who obtained a MAP Growth mathematics RIT score of 185 in the fall is likely to achieve the Level 3 performance on the Grades 3–8 NYSTP summative mathematics test. A grade 3 student who obtained a MAP Growth mathematics RIT score of 194 in the winter is also likely to achieve the Level 3 performance on the Grades 3–8 NYSTP spring summative assessment in mathematics. The winter cut score is higher than the fall cut score because growth is expected between fall and winter as students receive more instruction during the school year.

Within this report, the cut scores for fall and winter are derived from the spring cuts and the typical growth scores from fall-to-spring or winter-to-spring. The typical growth scores are based on the default instructional weeks most encountered for each term (Weeks 4, 20, and 32 for fall, winter, and spring, respectively). Since instructional weeks often vary by district, the cut scores in this report may differ slightly from the MAP Growth score reports that reflect instructional weeks set by partners. If the actual instructional weeks deviate substantially from the default ones, a student's expected performance level could be different from the projections presented in this report. Partners are therefore encouraged to use the projected performance level in students' score reports, since these reflect the specific instructional weeks set by partners.

Table 3.5. MAP Growth Cut Scores—Mathematics

Grades 3–8 NYSTP Summative Mathematics							
Grade	Level 1		Level 2		Level 3		Level 4
3	381–423		424–449		**450**–486		487–505
4	376–430		431–449		**450**–485		486–514
5	384–431		432–449		**450**–482		483–521
6	387–430		431–449		**450**–484		485–517
7	378–429		430–449		**450**–476		477–523
8	382–435		436–449		**450**–481		482–521
MAP Growth Mathematics							
Grade	Level 1		Level 2		Level 3		Level 4	
	RIT	Percentile	RIT	Percentile	RIT	Percentile	RIT	Percentile
Fall								
2	100–151	1–8	152–172	9–49	**173**–197	50–94	198–350	95–99
3	100–168	1–16	169–184	17–51	**185**–203	52–89	204–350	90–99
4	100–184	1–21	185–195	22–46	**196**–213	47–85	214–350	86–99
5	100–195	1–25	196–208	26–56	**209**–225	57–88	226–350	89–99
6	100–198	1–23	199–213	24–58	**214**–232	59–91	233–350	92–99
7	100–203	1–21	204–216	22–49	**217**–235	50–85	236–350	86–99
8	100–213	1–32	214–223	33–53	**224**–242	54–86	243–350	87–99
Winter								
2	100–160	1–9	161–181	10–51	**182**–205	52–93	206–350	94–99
3	100–176	1–16	177–193	17–52	**194**–213	53–89	214–350	90–99
4	100–191	1–22	192–202	23–46	**203**–221	47–84	222–350	85–99
5	100–201	1–28	202–214	29–56	**215**–231	57–87	232–350	88–99
6	100–203	1–23	204–219	24–58	**220**–239	59–91	240–350	92–99
7	100–206	1–21	207–220	22–49	**221**–240	50–85	241–350	86–99
8	100–217	1–33	218–227	34–53	**228**–247	54–86	248–350	87–99
Spring								
2	100–168	1–12	169–187	13–50	**188**–209	51–91	210–350	92–99
3	100–183	1–18	184–199	19–51	**200**–218	52–87	219–350	88–99
4	100–197	1–24	198–208	25–47	**209**–226	48–82	227–350	83–99
5	103–205	1–28	206–218	29–55	**219**–235	56–85	236–350	86–99
6	102–208	1–26	209–223	27–57	**224**–243	58–89	244–350	90–99
7	105–209	1–23	210–223	24–49	**224**–242	50–83	243–350	84–99
8	105–220	1–34	221–230	35–53	**231**–249	54–84	250–350	85–99

Note. Bold numbers indicate the cut scores considered to be at least proficient for accountability purposes.

Table 3.6. MAP Growth Cut Scores—ELA/Reading

Grades 3–8 NYSTP Summative ELA/Reading							
Grade	Level 1		Level 2		Level 3		Level 4
3	382–431		432–449		**450**–473		474–493
4	371–430		431–449		**450**–470		471–493
5	373–431		432–449		**450**–473		474–504
6	368–430		431–449		**450**–469		470–498
7	363–432		433–449		**450**–471		472–502
8	363–429		430–449		**450**–471		472–500

MAP Growth ELA/Reading								
Grade	Level 1		Level 2		Level 3		Level 4	
	RIT	Percentile	RIT	Percentile	RIT	Percentile	RIT	Percentile
Fall								
2	100–158	1–25	159–177	26–67	**178**–197	68–94	198–350	95–99
3	100–175	1–31	176–191	32–65	**192**–207	66–89	208–350	90–99
4	100–183	1–24	184–199	25–58	**200**–214	59–85	215–350	86–99
5	100–193	1–28	194–208	29–61	**209**–224	62–88	225–350	89–99
6	100–196	1–23	197–212	24–59	**213**–226	60–85	227–350	86–99
7	100–198	1–20	199–214	21–55	**215**–227	56–82	228–350	83–99
8	100–199	1–17	200–215	18–50	**216**–228	51–77	229–350	78–99
Winter								
2	100–165	1–26	166–184	27–68	**185**–203	69–93	204–350	94–99
3	100–180	1–30	181–196	31–64	**197**–212	65–89	213–350	90–99
4	100–187	1–25	188–203	26–59	**204**–217	60–84	218–350	85–99
5	100–196	1–28	197–211	29–62	**212**–225	63–86	226–350	87–99
6	100–198	1–23	199–214	24–59	**215**–227	60–84	228–350	85–99
7	100–199	1–20	200–215	21–54	**216**–228	55–81	229–350	82–99
8	100–200	1–16	201–216	17–49	**217**–229	50–77	230–350	78–99
Spring								
2	100–171	1–28	172–188	29–65	**189**–205	66–91	206–350	92–99
3	100–185	1–32	186–199	33–62	**200**–213	63–86	214–350	87–99
4	100–191	1–27	192–205	28–58	**206**–218	59–82	219–350	83–99
5	100–199	1–30	200–212	31–60	**213**–226	61–85	227–350	86–99
6	100–201	1–26	202–215	27–58	**216**–228	59–84	229–350	85–99
7	100–202	1–23	203–216	24–54	**217**–229	55–80	230–350	81–99
8	100–203	1–20	204–217	21–49	**218**–230	50–77	231–350	78–99

Note. Bold numbers indicate the cut scores considered to be at least proficient for accountability purposes.

Table 3.7. MAP Growth Cut Scores—Science

Grades 3–8 NYSTP Summative Science			
Grade	Level 1	Level 2	Level 3	Level 4
5	398–423	424–449	**450**–479	480–516

MAP Growth Science								
Grade	Level 1		Level 2		Level 3		Level 4	
	RIT	Percentile	RIT	Percentile	RIT	Percentile	RIT	Percentile
Fall								
5	100–183	1–9	184–204	10–61	**205**–222	62–94	223–350	95–99
Winter								
5	100–187	1–10	188–207	11–60	**208**–224	61–93	225–350	94–99
Spring								
5	100–191	1–13	192–209	14–59	**210**–225	60–91	226–350	92–99

Note. Bold numbers indicate the cut scores considered to be at least proficient for accountability purposes.

3.4. Classification Accuracy

Table 3.8 presents the classification accuracy summary statistics, including the overall classification accuracy rates. These results indicate how well MAP Growth spring RIT scores predict proficiency on the Grades 3–8 NYSTP spring summative tests, providing insight into the predictive validity of MAP Growth. The overall classification accuracy rates range from 0.83 to 0.87 for mathematics, 0.81 to 0.83 for ELA/reading, and is 0.81 for science. These values suggest that the RIT cut scores are good at classifying students as proficient or not proficient on the Grades 3–8 NYSTP summative assessments for most of the subjects and grades.

Although the results show that MAP Growth scores can be used to predict student proficiency on the Grades 3–8 NYSTP summative tests with relatively high accuracy, there is a notable limitation to how these results should be used and interpreted. The MAP Growth and Grades 3–8 NYSTP summative assessments are designed for different purposes and measure slightly different constructs even within the same content area. Therefore, scores on these tests cannot be assumed to be interchangeable. MAP Growth may not be used as a substitute for the state tests and vice versa.

Table 3.8. Classification Accuracy Results

Grade	N	Cut Score		Class. Accuracy	Rate		Sensitivity	Specificity	Precision	AUC
		MAP Growth	NYSTP		FP	FN				
Mathematics										
3	18,719	198	450	0.85	0.19	0.12	0.88	0.81	0.84	0.85
4	18,940	205	450	0.87	0.21	0.08	0.92	0.79	0.86	0.86
5	18,509	216	450	0.86	0.15	0.13	0.87	0.85	0.85	0.86
6	19,120	221	450	0.87	0.12	0.14	0.86	0.88	0.88	0.87
7	19,167	222	450	0.86	0.14	0.15	0.85	0.86	0.89	0.86
8	8,783	227	450	0.83	0.13	0.23	0.77	0.87	0.80	0.82
ELA/Reading										
3	16,779	200	450	0.83	0.13	0.23	0.77	0.87	0.82	0.82
4	17,326	206	450	0.83	0.13	0.22	0.78	0.87	0.84	0.82
5	17,136	213	450	0.82	0.14	0.22	0.78	0.86	0.81	0.82
6	19,066	216	450	0.83	0.13	0.23	0.77	0.87	0.82	0.82
7	19,255	217	450	0.81	0.15	0.23	0.77	0.85	0.84	0.81
8	17,747	218	450	0.82	0.16	0.19	0.81	0.84	0.84	0.82
Science										
5	1,433	210	450	0.81	0.15	0.28	0.72	0.85	0.73	0.79

Note. Class. Accuracy = overall classification accuracy rate; FP = false positives; FN = false negatives; AUC = area under the ROC curve.

3.5. Proficiency Projections

Table 3.9 to Table 3.11 present the estimated probability of achieving Level 3 and higher performance on the Grades 3–8 NYSTP summative tests based on RIT scores from fall, winter, or spring. Due to measurement error in all test scores, the Level 3 MAP Growth cuts do not guarantee that a student will reach proficiency on the Grades 3–8 NYSTP summative tests. Instead, they indicate a 50% chance that a student will reach a particular performance level. Therefore, these projections further elucidate the Level 3 cut scores by providing the likelihood of reaching proficiency on the Grades 3–8 NYSTP spring summative assessments at a given percentile throughout the year. For example, a grade 3 student at percentile 70 who obtained a MAP Growth mathematics score of 192 in the fall has an 81% chance of reaching Level 3 or higher on the NYSTP test in spring. Additionally, an educator can also use the table to estimate that a grade 3 student who obtained a MAP Growth mathematics score of 193 in the winter has a 45% probability of reaching Level 3 or higher on the Grades 3–8 NYSTP mathematics spring summative assessment.

Table 3.9. Proficiency Projections Based on RIT Scores—Mathematics

Grade	Start Percentile	Spring Cut	Fall RIT	Fall Projected Proficiency Level 3	Fall Projected Proficiency Prob.	Winter RIT	Winter Projected Proficiency Level 3	Winter Projected Proficiency Prob.	Spring RIT	Spring Projected Proficiency Level 3	Spring Projected Proficiency Prob.
2	5	188	147	No	<0.01	155	No	<0.01	161	No	<0.01
	10	188	153	No	0.01	161	No	0.01	167	No	<0.01
	15	188	157	No	0.03	165	No	0.02	171	No	<0.01
	20	188	160	No	0.07	168	No	0.06	174	No	<0.01
	25	188	162	No	0.11	171	No	0.09	177	No	<0.01
	30	188	165	No	0.16	173	No	0.14	179	No	0.01
	35	188	167	No	0.23	175	No	0.21	181	No	0.02
	40	188	169	No	0.31	177	No	0.3	183	No	0.08
	45	188	171	No	0.4	179	No	0.35	185	No	0.2
	50	188	173	Yes	0.5	181	No	0.45	187	No	0.39
	55	188	175	Yes	0.55	183	Yes	0.55	189	Yes	0.61
	60	188	177	Yes	0.64	185	Yes	0.65	192	Yes	0.87
	65	188	179	Yes	0.73	187	Yes	0.75	194	Yes	0.96
	70	188	181	Yes	0.8	189	Yes	0.79	196	Yes	0.99
	75	188	183	Yes	0.86	192	Yes	0.88	198	Yes	>0.99
	80	188	186	Yes	0.91	194	Yes	0.93	201	Yes	>0.99
	85	188	189	Yes	0.96	197	Yes	0.97	204	Yes	>0.99
	90	188	193	Yes	0.98	201	Yes	0.99	208	Yes	>0.99
	95	188	198	Yes	>0.99	207	Yes	>0.99	214	Yes	>0.99
3	5	200	158	No	<0.01	166	No	<0.01	171	No	<0.01
	10	200	164	No	0.01	172	No	<0.01	177	No	<0.01
	15	200	168	No	0.01	176	No	0.01	181	No	<0.01
	20	200	171	No	0.04	179	No	0.03	185	No	<0.01
	25	200	174	No	0.08	182	No	0.06	188	No	<0.01
	30	200	176	No	0.13	184	No	0.11	190	No	<0.01

Grade	Start Percentile	Spring Cut	Fall			Winter			Spring		
			Fall RIT	Projected Proficiency		Winter RIT	Projected Proficiency		Spring RIT	Projected Proficiency	
				Level 3	Prob.		Level 3	Prob.		Level 3	Prob.
	35	200	178	No	0.19	186	No	0.17	193	No	0.02
	40	200	180	No	0.26	189	No	0.29	195	No	0.08
	45	200	182	No	0.35	191	No	0.39	197	No	0.2
	50	200	184	No	0.45	193	No	0.45	199	No	0.39
	55	200	186	Yes	0.55	195	Yes	0.55	201	Yes	0.61
	60	200	188	Yes	0.65	197	Yes	0.66	203	Yes	0.8
	65	200	190	Yes	0.74	199	Yes	0.76	206	Yes	0.96
	70	200	192	Yes	0.81	201	Yes	0.83	208	Yes	0.99
	75	200	195	Yes	0.9	204	Yes	0.92	211	Yes	>0.99
	80	200	197	Yes	0.94	206	Yes	0.95	213	Yes	>0.99
	85	200	200	Yes	0.97	210	Yes	0.98	217	Yes	>0.99
	90	200	204	Yes	0.99	214	Yes	>0.99	221	Yes	>0.99
	95	200	210	Yes	>0.99	220	Yes	>0.99	227	Yes	>0.99
	5	209	171	No	<0.01	176	No	<0.01	180	No	<0.01
	10	209	177	No	0.01	183	No	<0.01	187	No	<0.01
	15	209	181	No	0.03	187	No	0.01	191	No	<0.01
	20	209	184	No	0.07	190	No	0.03	195	No	<0.01
	25	209	186	No	0.11	193	No	0.08	198	No	<0.01
	30	209	189	No	0.19	196	No	0.16	201	No	0.01
4	35	209	191	No	0.27	198	No	0.24	203	No	0.04
	40	209	193	No	0.35	200	No	0.33	206	No	0.2
	45	209	195	No	0.45	202	No	0.44	208	No	0.39
	50	209	197	Yes	0.55	204	Yes	0.56	210	Yes	0.61
	55	209	199	Yes	0.65	207	Yes	0.72	212	Yes	0.8
	60	209	201	Yes	0.73	209	Yes	0.76	215	Yes	0.96
	65	209	203	Yes	0.81	211	Yes	0.84	217	Yes	0.99

Grade	Start Percentile	Spring Cut	Fall			Winter			Spring		
			Fall RIT	Projected Proficiency		Winter RIT	Projected Proficiency		Spring RIT	Projected Proficiency	
				Level 3	Prob.		Level 3	Prob.		Level 3	Prob.
	70	209	205	Yes	0.87	213	Yes	0.9	220	Yes	>0.99
	75	209	208	Yes	0.93	216	Yes	0.96	222	Yes	>0.99
	80	209	210	Yes	0.96	219	Yes	0.98	225	Yes	>0.99
	85	209	214	Yes	0.99	222	Yes	0.99	229	Yes	>0.99
	90	209	217	Yes	>0.99	226	Yes	>0.99	233	Yes	>0.99
	95	209	223	Yes	>0.99	232	Yes	>0.99	240	Yes	>0.99
5	5	219	180	No	<0.01	183	No	<0.01	186	No	<0.01
	10	219	185	No	<0.01	189	No	<0.01	192	No	<0.01
	15	219	189	No	<0.01	194	No	<0.01	197	No	<0.01
	20	219	193	No	0.01	197	No	0.01	200	No	<0.01
	25	219	195	No	0.03	200	No	0.02	204	No	<0.01
	30	219	198	No	0.08	203	No	0.04	206	No	<0.01
	35	219	200	No	0.12	205	No	0.08	209	No	<0.01
	40	219	202	No	0.19	207	No	0.13	211	No	0.01
	45	219	204	No	0.26	210	No	0.24	214	No	0.08
	50	219	206	No	0.35	212	No	0.33	216	No	0.2
	55	219	208	No	0.45	214	No	0.44	218	No	0.39
	60	219	210	Yes	0.55	216	Yes	0.56	221	Yes	0.72
	65	219	212	Yes	0.65	219	Yes	0.72	223	Yes	0.87
	70	219	215	Yes	0.78	221	Yes	0.8	226	Yes	0.98
	75	219	217	Yes	0.85	224	Yes	0.9	228	Yes	0.99
	80	219	220	Yes	0.92	226	Yes	0.94	232	Yes	>0.99
	85	219	223	Yes	0.96	230	Yes	0.98	235	Yes	>0.99
	90	219	227	Yes	0.99	234	Yes	>0.99	240	Yes	>0.99
	95	219	233	Yes	>0.99	240	Yes	>0.99	246	Yes	>0.99
6	5	224	184	No	<0.01	187	No	<0.01	190	No	<0.01

Grade	Start Percentile	Spring Cut	Fall			Winter			Spring		
			Fall RIT	Projected Proficiency		Winter RIT	Projected Proficiency		Spring RIT	Projected Proficiency	
				Level 3	Prob.		Level 3	Prob.		Level 3	Prob.
	10	224	190	No	<0.01	194	No	<0.01	197	No	<0.01
	15	224	194	No	<0.01	198	No	<0.01	201	No	<0.01
	20	224	197	No	0.02	201	No	0.01	205	No	<0.01
	25	224	199	No	0.03	204	No	0.02	208	No	<0.01
	30	224	202	No	0.07	207	No	0.05	211	No	<0.01
	35	224	204	No	0.11	209	No	0.07	213	No	<0.01
	40	224	206	No	0.16	212	No	0.14	216	No	0.01
	45	224	208	No	0.23	214	No	0.21	218	No	0.04
	50	224	210	No	0.31	216	No	0.29	220	No	0.13
	55	224	212	No	0.4	218	No	0.39	223	No	0.39
	60	224	214	Yes	0.5	220	Yes	0.5	225	Yes	0.61
	65	224	216	Yes	0.6	223	Yes	0.66	227	Yes	0.8
	70	224	219	Yes	0.73	225	Yes	0.75	230	Yes	0.96
	75	224	221	Yes	0.84	228	Yes	0.86	233	Yes	0.99
	80	224	224	Yes	0.91	231	Yes	0.93	236	Yes	>0.99
	85	224	227	Yes	0.96	234	Yes	0.97	239	Yes	>0.99
	90	224	231	Yes	0.99	238	Yes	0.99	244	Yes	>0.99
	95	224	237	Yes	>0.99	245	Yes	>0.99	251	Yes	>0.99
7	5	224	189	No	<0.01	191	No	<0.01	192	No	<0.01
	10	224	195	No	<0.01	197	No	<0.01	199	No	<0.01
	15	224	199	No	0.01	202	No	0.01	204	No	<0.01
	20	224	203	No	0.03	206	No	0.02	208	No	<0.01
	25	224	206	No	0.09	209	No	0.06	211	No	<0.01
	30	224	208	No	0.14	211	No	0.1	214	No	<0.01
	35	224	211	No	0.23	214	No	0.18	216	No	0.01
	40	224	213	No	0.31	216	No	0.26	219	No	0.08

Grade	Start Percentile	Spring Cut	Fall			Winter			Spring		
			Fall RIT	Projected Proficiency		Winter RIT	Projected Proficiency		Spring RIT	Projected Proficiency	
				Level 3	Prob.		Level 3	Prob.		Level 3	Prob.
	45	224	215	No	0.4	219	No	0.4	221	No	0.2
	50	224	217	Yes	0.5	221	Yes	0.5	224	Yes	0.5
	55	224	219	Yes	0.6	223	Yes	0.6	226	Yes	0.72
	60	224	222	Yes	0.73	226	Yes	0.74	229	Yes	0.92
	65	224	224	Yes	0.8	228	Yes	0.82	231	Yes	0.98
	70	224	226	Yes	0.86	231	Yes	0.88	234	Yes	>0.99
	75	224	229	Yes	0.93	233	Yes	0.93	237	Yes	>0.99
	80	224	232	Yes	0.97	236	Yes	0.97	240	Yes	>0.99
	85	224	235	Yes	0.99	240	Yes	0.99	244	Yes	>0.99
	90	224	239	Yes	>0.99	245	Yes	>0.99	249	Yes	>0.99
	95	224	246	Yes	>0.99	251	Yes	>0.99	256	Yes	>0.99
	5	231	192	No	<0.01	194	No	<0.01	196	No	<0.01
	10	231	199	No	<0.01	201	No	<0.01	203	No	<0.01
	15	231	203	No	0.01	206	No	<0.01	208	No	<0.01
	20	231	207	No	0.03	210	No	0.02	212	No	<0.01
	25	231	210	No	0.05	213	No	0.03	215	No	<0.01
	30	231	212	No	0.08	216	No	0.07	218	No	<0.01
	35	231	215	No	0.15	219	No	0.13	221	No	<0.01
8	40	231	217	No	0.21	221	No	0.19	224	No	0.02
	45	231	220	No	0.32	224	No	0.31	226	No	0.08
	50	231	222	No	0.41	226	No	0.4	229	No	0.28
	55	231	224	Yes	0.5	228	Yes	0.5	231	Yes	0.5
	60	231	227	Yes	0.63	231	Yes	0.65	234	Yes	0.8
	65	231	229	Yes	0.72	233	Yes	0.74	237	Yes	0.96
	70	231	232	Yes	0.82	236	Yes	0.84	239	Yes	0.99
	75	231	234	Yes	0.87	239	Yes	0.9	242	Yes	>0.99

Grade	Start Percentile	Spring Cut	Fall	Fall RIT	Projected Proficiency		Winter RIT	Projected Proficiency		Spring RIT	Projected Proficiency	
					Level 3	Prob.		Level 3	Prob.		Level 3	Prob.
	80	231		237	Yes	0.93	242	Yes	0.95	246	Yes	>0.99
	85	231		241	Yes	0.97	246	Yes	0.98	250	Yes	>0.99
	90	231		246	Yes	0.99	251	Yes	>0.99	255	Yes	>0.99
	95	231		252	Yes	>0.99	258	Yes	>0.99	262	Yes	>0.99

Note. Prob. = Probability.

Table 3.10. Proficiency Projections Based on RIT Scores—ELA/Reading

Grade	Start Percentile	Spring Cut	Fall RIT	Fall Projected Proficiency Level 3	Fall Projected Proficiency Prob.	Winter RIT	Winter Projected Proficiency Level 3	Winter Projected Proficiency Prob.	Spring RIT	Spring Projected Proficiency Level 3	Spring Projected Proficiency Prob.
	5	189	142	No	<0.01	149	No	<0.01	153	No	<0.01
	10	189	148	No	<0.01	155	No	<0.01	159	No	<0.01
	15	189	152	No	0.01	159	No	<0.01	164	No	<0.01
	20	189	156	No	0.02	162	No	0.01	167	No	<0.01
	25	189	159	No	0.03	165	No	0.02	170	No	<0.01
	30	189	161	No	0.05	168	No	0.04	173	No	<0.01
	35	189	163	No	0.07	170	No	0.06	175	No	<0.01
	40	189	166	No	0.11	172	No	0.09	177	No	<0.01
	45	189	168	No	0.16	175	No	0.14	180	No	0.01
2	50	189	170	No	0.22	177	No	0.2	182	No	0.02
	55	189	172	No	0.25	179	No	0.27	184	No	0.08
	60	189	174	No	0.33	181	No	0.32	186	No	0.2
	65	189	177	No	0.46	183	No	0.41	188	No	0.39
	70	189	179	Yes	0.5	186	Yes	0.55	191	Yes	0.72
	75	189	182	Yes	0.63	188	Yes	0.64	193	Yes	0.87
	80	189	184	Yes	0.71	191	Yes	0.73	196	Yes	0.98
	85	189	188	Yes	0.81	194	Yes	0.83	200	Yes	>0.99
	90	189	192	Yes	0.91	199	Yes	0.93	204	Yes	>0.99
	95	189	198	Yes	0.97	205	Yes	0.98	210	Yes	>0.99
	5	200	155	No	<0.01	160	No	<0.01	164	No	<0.01
	10	200	161	No	<0.01	167	No	<0.01	171	No	<0.01
3	15	200	166	No	0.01	171	No	<0.01	175	No	<0.01
	20	200	169	No	0.01	175	No	0.01	179	No	<0.01
	25	200	172	No	0.03	178	No	0.02	182	No	<0.01
	30	200	175	No	0.05	180	No	0.04	184	No	<0.01

Grade	Start Percentile	Spring Cut	Fall			Winter			Spring		
			Fall RIT	Projected Proficiency		Winter RIT	Projected Proficiency		Spring RIT	Projected Proficiency	
				Level 3	Prob.		Level 3	Prob.		Level 3	Prob.
	35	200	178	No	0.09	183	No	0.08	187	No	<0.01
	40	200	180	No	0.13	185	No	0.09	189	No	<0.01
	45	200	182	No	0.16	188	No	0.17	192	No	0.01
	50	200	185	No	0.25	190	No	0.24	194	No	0.04
	55	200	187	No	0.33	192	No	0.32	196	No	0.13
	60	200	189	No	0.41	194	No	0.36	198	No	0.28
	65	200	192	Yes	0.5	197	Yes	0.5	201	Yes	0.61
	70	200	194	Yes	0.59	199	Yes	0.59	203	Yes	0.8
	75	200	197	Yes	0.67	202	Yes	0.73	206	Yes	0.96
	80	200	200	Yes	0.78	205	Yes	0.8	209	Yes	0.99
	85	200	204	Yes	0.87	209	Yes	0.91	213	Yes	>0.99
	90	200	208	Yes	0.94	213	Yes	0.95	217	Yes	>0.99
	95	200	215	Yes	0.99	220	Yes	0.99	224	Yes	>0.99
4	5	206	166	No	<0.01	170	No	<0.01	173	No	<0.01
	10	206	173	No	<0.01	177	No	<0.01	179	No	<0.01
	15	206	177	No	0.01	181	No	0.01	184	No	<0.01
	20	206	181	No	0.02	184	No	0.01	187	No	<0.01
	25	206	184	No	0.05	187	No	0.03	190	No	<0.01
	30	206	186	No	0.06	190	No	0.07	193	No	<0.01
	35	206	189	No	0.12	193	No	0.1	195	No	<0.01
	40	206	191	No	0.17	195	No	0.16	198	No	0.01
	45	206	194	No	0.24	197	No	0.23	200	No	0.04
	50	206	196	No	0.32	199	No	0.31	202	No	0.13
	55	206	198	No	0.41	202	No	0.4	204	No	0.28
	60	206	200	Yes	0.5	204	Yes	0.5	207	Yes	0.61
	65	206	203	Yes	0.59	206	Yes	0.6	209	Yes	0.8

Grade	Start Percentile	Spring Cut	Fall RIT	Fall Projected Proficiency Level 3	Fall Projected Proficiency Prob.	Winter RIT	Winter Projected Proficiency Level 3	Winter Projected Proficiency Prob.	Spring RIT	Spring Projected Proficiency Level 3	Spring Projected Proficiency Prob.
	70	206	205	Yes	0.68	209	Yes	0.73	211	Yes	0.92
	75	206	208	Yes	0.8	211	Yes	0.77	214	Yes	0.99
	80	206	211	Yes	0.86	214	Yes	0.87	217	Yes	>0.99
	85	206	215	Yes	0.94	218	Yes	0.95	220	Yes	>0.99
	90	206	219	Yes	0.97	222	Yes	0.98	225	Yes	>0.99
	95	206	226	Yes	>0.99	229	Yes	>0.99	231	Yes	>0.99
	5	213	175	No	<0.01	178	No	<0.01	180	No	<0.01
	10	213	181	No	<0.01	184	No	<0.01	186	No	<0.01
	15	213	186	No	0.01	189	No	0.01	191	No	<0.01
	20	213	189	No	0.02	192	No	0.01	194	No	<0.01
	25	213	192	No	0.03	195	No	0.03	197	No	<0.01
	30	213	195	No	0.07	197	No	0.05	199	No	<0.01
	35	213	197	No	0.11	200	No	0.1	202	No	<0.01
	40	213	199	No	0.14	202	No	0.15	204	No	0.01
	45	213	201	No	0.2	204	No	0.18	206	No	0.02
5	50	213	204	No	0.31	206	No	0.26	208	No	0.08
	55	213	206	No	0.36	209	No	0.4	211	No	0.28
	60	213	208	No	0.45	211	No	0.45	213	Yes	0.5
	65	213	210	Yes	0.55	213	Yes	0.55	215	Yes	0.72
	70	213	213	Yes	0.64	215	Yes	0.65	217	Yes	0.87
	75	213	215	Yes	0.73	218	Yes	0.78	220	Yes	0.98
	80	213	218	Yes	0.84	221	Yes	0.88	223	Yes	>0.99
	85	213	222	Yes	0.91	224	Yes	0.94	226	Yes	>0.99
	90	213	226	Yes	0.97	228	Yes	0.98	230	Yes	>0.99
	95	213	232	Yes	0.99	235	Yes	>0.99	237	Yes	>0.99
6	5	216	181	No	<0.01	183	No	<0.01	185	No	<0.01

Grade	Start Percentile	Spring Cut	Fall			Winter			Spring		
				Fall			**Winter**			**Spring**	
			Fall RIT	**Projected Proficiency**		**Winter RIT**	**Projected Proficiency**		**Spring RIT**	**Projected Proficiency**	
				Level 3	Prob.		Level 3	Prob.		Level 3	Prob.
	10	216	187	No	<0.01	189	No	<0.01	191	No	<0.01
	15	216	191	No	0.01	193	No	0.01	195	No	<0.01
	20	216	195	No	0.03	197	No	0.02	198	No	<0.01
	25	216	198	No	0.06	199	No	0.04	201	No	<0.01
	30	216	200	No	0.07	202	No	0.06	203	No	<0.01
	35	216	202	No	0.11	204	No	0.1	206	No	<0.01
	40	216	205	No	0.2	206	No	0.16	208	No	0.01
	45	216	207	No	0.23	209	No	0.26	210	No	0.04
	50	216	209	No	0.31	211	No	0.31	212	No	0.13
	55	216	211	No	0.4	213	No	0.4	214	No	0.28
	60	216	213	Yes	0.5	215	Yes	0.5	216	Yes	0.5
	65	216	215	Yes	0.55	217	Yes	0.6	218	Yes	0.72
	70	216	218	Yes	0.69	219	Yes	0.69	221	Yes	0.92
	75	216	220	Yes	0.77	222	Yes	0.81	223	Yes	0.98
	80	216	223	Yes	0.86	225	Yes	0.9	226	Yes	>0.99
	85	216	226	Yes	0.93	228	Yes	0.95	229	Yes	>0.99
	90	216	231	Yes	0.98	232	Yes	0.98	233	Yes	>0.99
	95	216	237	Yes	>0.99	238	Yes	>0.99	239	Yes	>0.99
7	5	217	185	No	<0.01	186	No	<0.01	187	No	<0.01
	10	217	191	No	0.01	192	No	0.01	193	No	<0.01
	15	217	195	No	0.02	196	No	0.01	197	No	<0.01
	20	217	198	No	0.04	200	No	0.04	201	No	<0.01
	25	217	201	No	0.08	202	No	0.06	203	No	<0.01
	30	217	204	No	0.15	205	No	0.11	206	No	<0.01
	35	217	206	No	0.18	207	No	0.16	208	No	0.01
	40	217	208	No	0.24	210	No	0.27	211	No	0.04

Grade	Start Percentile	Spring Cut	Fall RIT	Fall Projected Proficiency Level 3	Fall Projected Proficiency Prob.	Winter RIT	Winter Projected Proficiency Level 3	Winter Projected Proficiency Prob.	Spring RIT	Spring Projected Proficiency Level 3	Spring Projected Proficiency Prob.
	45	217	210	No	0.32	212	No	0.31	213	No	0.13
	50	217	212	No	0.41	214	No	0.4	215	No	0.28
	55	217	214	No	0.45	216	Yes	0.5	217	Yes	0.5
	60	217	217	Yes	0.59	218	Yes	0.6	219	Yes	0.72
	65	217	219	Yes	0.68	220	Yes	0.69	221	Yes	0.87
	70	217	221	Yes	0.76	223	Yes	0.8	224	Yes	0.98
	75	217	224	Yes	0.85	225	Yes	0.86	226	Yes	0.99
	80	217	226	Yes	0.9	228	Yes	0.93	229	Yes	>0.99
	85	217	230	Yes	0.96	231	Yes	0.97	232	Yes	>0.99
	90	217	234	Yes	0.99	235	Yes	0.99	237	Yes	>0.99
	95	217	240	Yes	>0.99	241	Yes	>0.99	243	Yes	>0.99
	5	218	188	No	<0.01	189	No	<0.01	190	No	<0.01
	10	218	194	No	0.02	195	No	0.01	196	No	<0.01
	15	218	198	No	0.04	199	No	0.03	200	No	<0.01
	20	218	201	No	0.07	203	No	0.08	203	No	<0.01
	25	218	204	No	0.13	205	No	0.1	206	No	<0.01
	30	218	207	No	0.18	208	No	0.17	209	No	0.01
	35	218	209	No	0.25	210	No	0.24	211	No	0.02
8	40	218	211	No	0.33	213	No	0.32	213	No	0.08
	45	218	214	No	0.41	215	No	0.41	216	No	0.28
	50	218	216	Yes	0.5	217	Yes	0.5	218	Yes	0.5
	55	218	218	Yes	0.59	219	Yes	0.59	220	Yes	0.72
	60	218	220	Yes	0.67	221	Yes	0.68	222	Yes	0.87
	65	218	222	Yes	0.75	223	Yes	0.76	224	Yes	0.96
	70	218	225	Yes	0.85	226	Yes	0.86	227	Yes	0.99
	75	218	227	Yes	0.89	228	Yes	0.9	229	Yes	>0.99

Grade	Start Percentile	Spring Cut	Fall			Winter			Spring		
				Fall			**Winter**			**Spring**	
			Fall RIT	**Projected Proficiency**		Winter RIT	**Projected Proficiency**		Spring RIT	**Projected Proficiency**	
				Level 3	Prob.		Level 3	Prob.		Level 3	Prob.
	80	218	230	Yes	0.94	231	Yes	0.95	232	Yes	>0.99
	85	218	233	Yes	0.97	235	Yes	0.98	236	Yes	>0.99
	90	218	238	Yes	0.99	239	Yes	>0.99	240	Yes	>0.99
	95	218	244	Yes	>0.99	245	Yes	>0.99	246	Yes	>0.99

Note. Prob. = Probability.

Table 3.11. Proficiency Projections Based on RIT Scores—Science

Grade	Start Percentile	Spring Cut	Fall RIT	Fall Projected Proficiency Level 3	Fall Projected Proficiency Prob.	Winter RIT	Winter Projected Proficiency Level 3	Winter Projected Proficiency Prob.	Spring RIT	Spring Projected Proficiency Level 3	Spring Projected Proficiency Prob.
5	5	210	179	No	<0.01	182	No	<0.01	184	No	<0.01
	10	210	184	No	0.01	187	No	<0.01	189	No	<0.01
	15	210	187	No	0.01	190	No	0.01	192	No	<0.01
	20	210	190	No	0.04	193	No	0.03	195	No	<0.01
	25	210	192	No	0.07	195	No	0.04	197	No	<0.01
	30	210	194	No	0.09	197	No	0.07	199	No	<0.01
	35	210	196	No	0.14	199	No	0.12	201	No	0.01
	40	210	198	No	0.21	201	No	0.19	203	No	0.02
	45	210	199	No	0.25	203	No	0.28	205	No	0.08
	50	210	201	No	0.34	204	No	0.28	207	No	0.2
	55	210	203	No	0.39	206	No	0.38	208	No	0.28
	60	210	204	No	0.45	208	Yes	0.5	210	Yes	0.5
	65	210	206	Yes	0.55	209	Yes	0.56	212	Yes	0.72
	70	210	208	Yes	0.66	211	Yes	0.67	214	Yes	0.87
	75	210	210	Yes	0.75	213	Yes	0.77	216	Yes	0.96
	80	210	212	Yes	0.83	216	Yes	0.85	218	Yes	0.99
	85	210	215	Yes	0.89	218	Yes	0.91	221	Yes	>0.99
	90	210	218	Yes	0.95	221	Yes	0.96	224	Yes	>0.99
	95	210	223	Yes	0.99	226	Yes	0.99	229	Yes	>0.99

Note. Prob. = Probability.

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