REPORTS AND INSTRUCTIONAL RESOURCES GUIDE

for the Web-based MAP® system

NWEA
Northwest Evaluation Association

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Your organization is solely responsible for ensuring the security and availability of your own computers, computer networks, and Internet connections, including security patches, choice of browser, and browser configuration settings to be used with the Web-based MAP product, e-mail, and other transmissions. Please refer to the *System Administration Guide* for system and browser requirements and configuration settings.

Your organization is solely responsible for the people who access the MAP system with logins created by your organization. It is critically important that all MAP system users keep student data secure and comply with the Family Educational Rights and Privacy Act (FERPA).

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Introduction

Measures of Academic Progress® (MAP®) helps your organization evaluate the progress and instructional needs of your students, as well as the performance of your learning institution over time.

NWEA's Web-based MAP system delivers three primary educational tools:

- **Assessment:** MAP and MAP for Primary Grades (MPG) assessments provide highly accurate measurements on reliable scales (through tests backed by extensive research)
- **Actionable data:** MAP substantiates decision-making on all levels—about students, classes, programs, schools, and districts (with individual and aggregate report data)
- **Instructional resources:** MAP promotes individualized instruction by identifying subject matter appropriate for each student (through learning statements derived from student performance)

The Web-based MAP system supplies these essential tools while helping you focus your time where it matters: on the students.

Quick Access to Resources in This Guide

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About This Guide

This Reports and Instructional Resources Guide supports the following school personnel:

- Data administrators
- Instructors
- Assessment coordinators
- School and district administrators

Overview of Reports and Instructional Resources

The MAP system supplies the following report types:

- MAP reports. These reports show assessment results for the district, schools, grades, classes, and individual students.
- Operational reports. These reports help you manage the data in the MAP system and keep track of the progress of student testing.

To help inform instruction based on assessment results, the MAP system includes these instructional resources for use with MAP reports:

- DesCartes: A Continuum of Learning® (DesCartes), which translates student scores into relevant learning continuum statements
- Primary Grades Instructional Data (PGID), which provides meaning to assessment scores from the adaptive primary grade assessments by identifying the skills and concepts that students are ready to learn, based on how students score on the NWEA RIT scale

MAP Reports Summary

The following table describes all MAP reports and resources available in general.

Which reports you can access depends on the type of work you do and the type of information that is appropriate for you to view. This is based on your role in the organization, and your MAP user roles are assigned accordingly. Your account may be assigned one or more user roles.

Table 1: All MAP Reports and Instructional Resources

NAME	DESCRIPTION	SEE…	WHEN TO ORDER	INTENDED AUDIENCE
District Level Reports (Required Role: Administrator or Assessment Coordinator)				
District Summary Report	Summarizes RIT score test results for the current and all historical terms so you can inform district-level decisions and presentations.	p. 29	Every term	Superintendents, curriculum specialists, instructional coaches, principals
Student Growth Summary Report	Shows a summary of student growth in a district or school compared to growth norms so you can adjust instruction and use of materials.	p. 49	Fall and spring	
Projected Proficiency Summary Report	Shows aggregated projected proficiency data from fall or spring testing so you can determine how a group of students is projected to perform on a separate state test.	p. 43	Fall and spring	

NAME	DESCRIPTION	SEE…	WHEN TO ORDER	INTENDED AUDIENCE
Grade Report	Shows students' detailed and summary test data by grade for a selected term so you can set goals and adjust instruction.	p. 32	Every term	Principals, counselors, instructional coaches
School Level Reports **(Required Role: Instructor, Administrator, or Assessment Coordinator)**				
Class Report	Shows how individual students in a class are performing so you can set goals and focus the instruction for each student.	p. 26	Every term	Instructional coaches, instructors
Achievement Status and Growth Report	After fall testing, shows each student's growth projections so you can create individual growth goals. After spring testing, shows a comparison of projected and actual growth so you can focus the instruction for each student.	p. 16	Fall and spring	Instructional coaches, instructors, counselors
Class Breakdown by RIT Report	Shows at a glance the academic diversity of a class across basic subject areas so you can modify and focus the instruction for each student.	p. 25	Every term	
Class Breakdown by Goal Report	Shows academic diversity for specific goals within a chosen subject so you can modify and focus the instruction for each student.	p. 21	Every term	
Class Breakdown by Projected Proficiency Report	Shows students' projected performance on state assessments based on NWEA studies so you can adjust instruction for better student proficiency.	p. 21	Fall and spring	Instructional coaches, instructors, counselors, principals
Student Progress Report	Shows a student's overall progress from all past terms to the selected term so you can communicate about the student's term-to-term growth.	p. 53	Every term	Instructors, instructional coaches, counselors, students, parents
Student Goal Setting Worksheet	Shows a student's test history and growth projections in the selected subject areas for a specific period of time so you can discuss the student's goals and celebrate achievements.	p. 46	Every term	

NAME	DESCRIPTION	SEE...	WHEN TO ORDER	INTENDED AUDIENCE
MAP for Primary Grades Class Report*	Shows overall class performance for skills and concepts included in a specific Screening or Skills Checklist test so you can modify and focus instruction for the whole class.	p. 37	Every term	Instructional coaches, instructors, counselors
MAP for Primary Grades Sub-Skill Report*	Shows test results of individual students in a selected class so you can identify students who need help with specific skills.	p. 41	Every term	
MAP for Primary Grades Student Report*	Shows individual student test results from Screening and Skills Checklist assessments so you can both communicate about a student's growth and focus instruction for each student.	p. 39	Every term	Instructors, instructional coaches, counselors, students, parents
Data Tools **(Required Role: Assessment Coordinator)**				
Data Export Scheduler	Exports test results to text files to enable importing into a database, creating custom reports, and more (CompassLearning® XML functionality requires a CompassLearning license)	p. 56	Every term	Superintendents, curriculum specialists, and assistant superintendents for curriculum, instruction, and assessment
Instructional Resources **(Required Role: Instructor, Administrator, or Assessment Coordinator)**				
DesCartes: A Continuum of Learning®	Translates student test scores into relevant learning statements.	p. 61	Every term	Instructional coaches, instructors, counselors
Primary Grades Instructional Data*	Translates student test scores from MPG Survey with Goals tests into relevant learning statements.	p. 63	Every term	

*A MAP for Primary Grades (MPG) license provides access to these reports and instructional resources.

Note: System administrator and proctor roles do not have access to reports, data tools, or instructional resources. Data administrators can access operational reports only.

MAP Reports Finder

Consult the following table to pinpoint which MAP report you need.

Table 2: Which MAP Report to Use

TO SEE...	...AT THIS LEVEL...	...USE REPORT:
data exports	...school/district...	▪ Data Export Scheduler Reference on page 56
differentiated instruction	...classroom...	▪ Class Breakdown by Goal Report on page 21 ▪ Instructional Resources Reference on page 60
ethnic or gender, group results by	...classroom...	▪ Achievement Status and Growth Report on page 16 ▪ Class Report on page 26
	...school/district...	▪ District Summary Report on page 29 ▪ Grade Report on page 32 ▪ Projected Proficiency Summary Report on page 43 ▪ Student Growth Summary Report on page 49
goal, group results by	...classroom...	▪ Class Breakdown by Goal Report on page 21
growth (projected and actual)	...each student...	▪ Student Progress Report on page 53 ▪ Student Goal Setting Worksheet on page 46
	...classroom...	▪ Achievement Status and Growth Report on page 16
	...school/district...	▪ Student Growth Summary Report on page 49
history of test results	...each student...	▪ Student Progress Report on page 53
	...school/district...	▪ District Summary Report on page 29
instructional data	...classroom...	▪ Instructional Resources Reference on page 60
Lexile results	...each student...	▪ Student Progress Report on page 53 ▪ Student Goal Setting Worksheet on page 46
	...classroom...	▪ Class Report on page 26
	...school/district...	▪ Grade Report on page 32
mean RIT	...classroom...	▪ Achievement Status and Growth Report on page 16 ▪ Class Report on page 26
	...school/district...	▪ District Summary Report on page 29 ▪ Grade Report on page 32 ▪ Student Growth Summary Report on page 49

TO SEE...	...AT THIS LEVEL...	...USE REPORT:
parent-friendly data	...each student...	■ Student Progress Report on page 53 ■ Student Goal Setting Worksheet on page 46
percentile rank	...each student...	■ Student Progress Report on page 53
	...classroom...	■ Class Report on page 26
	...school/district...	■ Grade Report on page 32
primary grades, results from screening or skills checklist	...each student...	■ MAP for Primary Grades Student Report on page 39
	...classroom...	■ MAP for Primary Grades Class Report on page 37
programs (like school lunch), group results by	...school/district...	■ District Summary Report on page 29 ■ Projected Proficiency Summary Report on page 43 ■ Student Growth Summary Report on page 49
projected proficiency on your state's test	...classroom...	■ Class Breakdown by Projected Proficiency Report on page 23
	...school/district...	■ Projected Proficiency Summary Report on page 43
Response to intervention screening, based on percentile	...classroom...	■ Class Report on page 26
	...school/district...	■ Grade Report on page 32
RIT score, grouped by	...classroom...	■ Class Breakdown by RIT Report on page 25
RIT score, sorted by	...classroom...	■ Class Report on page 26 ■ Class Breakdown by RIT Report on page 25
	...school/district...	■ Grade Report on page 32
roster, students missing	...school/district...	■ Students Without Reporting Attributes Report on page 70
roster, duplicate students	...school/district...	■ Potential Duplicate Profiles Reports on page 68
staff list	...school/district...	■ User Roles Report on page 75
student-friendly data	...each student...	■ Student Progress Report on page 53 ■ Student Goal Setting Worksheet on page 46
survey test results (non growth)	...each student...	■ Student Progress Report on page 53 (select the All Valid report option)
	...classroom...	■ Class Report on page 26
	...school/district...	■ District Summary Report on page 29 ■ Grade Report on page 32
teacher's class results	...classroom...	■ Class Report on page 26

TO SEE...	...AT THIS LEVEL...	...USE REPORT:
teachers missing	...school/district...	■ Instructors Without Class Assignments Report on page 67
testing status	...school/district...	■ Students Without Valid Test Results Report on page 72 ■ Test Events by Status Report on page 73

Operational Reports Summary

Several operational reports are available to assessment coordinators and data administrators. The following table describes the purpose of each operational report and when to order it.

Table 3: Summary of Operational Reports

NAME	PURPOSE	WHEN TO ORDER	SEE...
Data Quality Reports			
Students Without Reporting Attributes	Identify students who: ■ Do not have the minimum profile data to appear on reports ■ Are enrolled in multiple schools in the same term, but do not have a primary school identified	■ After successful posting of imported profiles ■ After testing is complete ■ When troubleshooting missing data in reports	p. 70
Potential Duplicate Profiles	■ Identify potential duplicate profiles (instructors or students) that can be merged or deleted	■ After successful posting of imported profiles ■ When results reports suggest duplicate profiles	p. 68
User Roles	■ Identify (by name and ID only) who has access to the MAP system, access to specific data, and access to tasks and features ■ Identify users on hold and users who should no longer be listed ■ Avoid creating duplicate users	■ At the beginning of the testing season ■ Case-by-case as needed	p. 75
Instructors Without Class Assignments	■ Identify instructors who are not linked with classes. (Instructors without class assignments in the MAP system cannot access reports for their classes.)	■ After profile import processing, as you begin MAP reporting	p. 67

NAME	PURPOSE	WHEN TO ORDER	SEE...
Testing Reports			
Students Without Valid Test Results	■ Monitor testing progress by identifying students who do not have a valid, completed test event for a specific subject within a specified date range within a term ■ Determine whether testing is complete for a school, grade, subject, or test. Students are considered not tested when they have not yet completed a test (including paused or suspended tests) or have a completed test that is invalid.	■ During the testing season	p. 72
Test Events by Status	■ View summaries of all tests by status (including valid, invalid, suspended, and terminated tests) to see how schools are progressing through the testing season	■ During the testing season	p. 73

Ordering and Viewing Reports

A report may be available immediately after you order it, or may require more time to assemble results. Reports that are available on-demand appear in your browser window soon after you request them.

When you order a report with many records that takes longer to generate, you can retrieve it from the Reports Queue on the MAP Reports landing page, often later the same day or the next day.
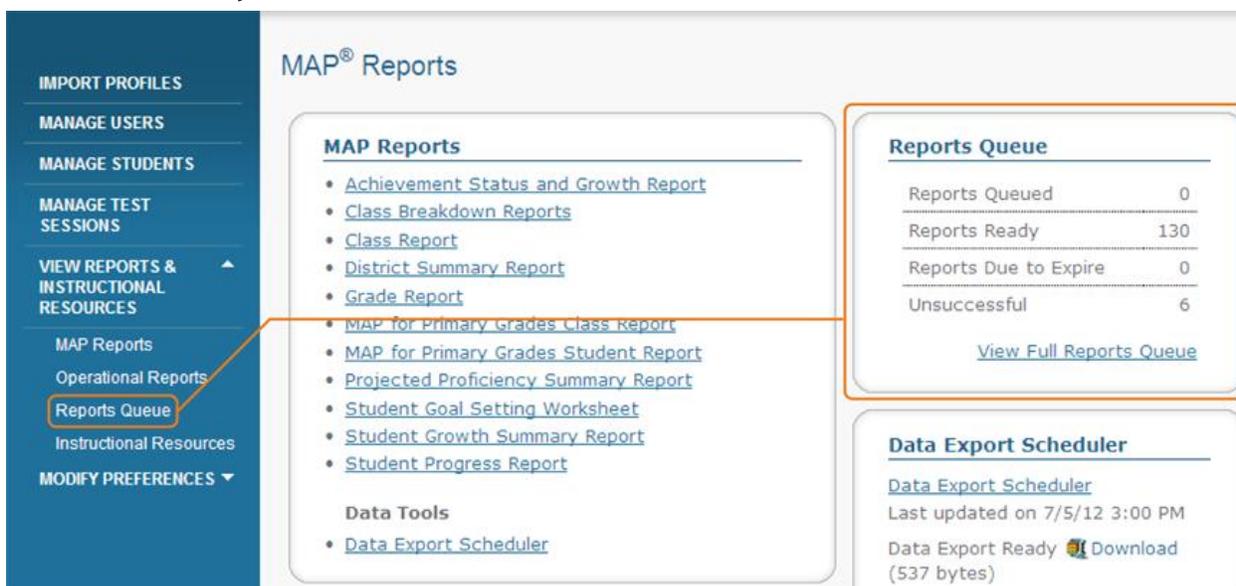
Figure 1: Reports Queue Access on the MAP Reports Landing Page

The Reports Queue is a list of reports you have generated in the last 14 days so you can view them again without reordering them. Most generated reports appear in the Reports Queue. Exceptions are data export files, instructional resources, and HTML-based reports (Class Breakdown and MAP for Primary Grades reports).
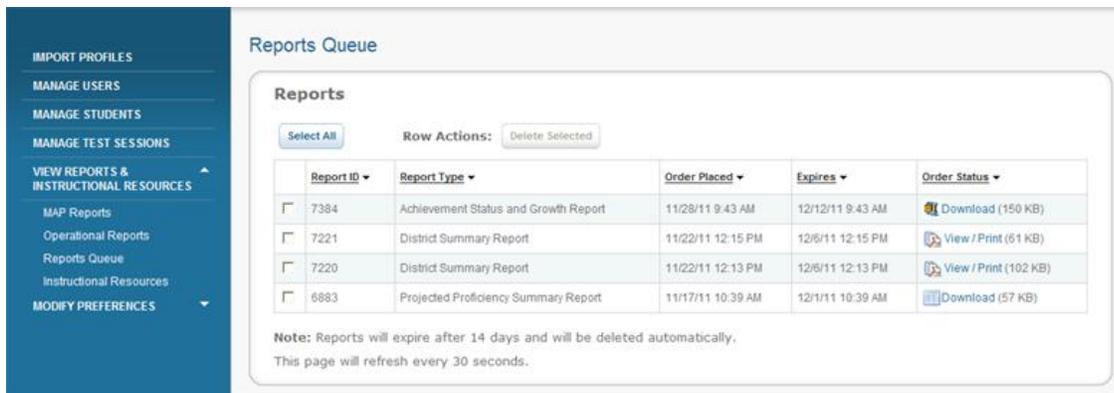
Figure 2: Reports Available From the Queue (Compressed PDF Download, PDF Files to View or Print, and XML Download)

The Reports Queue lists the following statuses for each report you have ordered:

- **In Progress:** The report has been ordered and is not ready to view.
- **View/Print:** The PDF format of the report is available to view in a Web browser. You can save the report to your hard drive or print it.
- **Download:** The report is generated as a .pdf or .xml file and is available to open or save. If your report has more than one component or is very large, it is compressed into a .zip file.
- **Failed:** The system failed to generate the report. You can order the report again or call NWEA Technical Support for assistance.

While a report generates, the Order Status is In Progress. Some large reports are not available until the next day (within 24 hours). Smaller reports generate as soon as possible. Check the Reports Queue periodically for reports that become available.

Notes:

- You cannot cancel a report request, but you can manually delete any report that appears in the Reports Queue at any time.
- If you have problems with a report, note the Report ID in the left-hand column. NWEA Technical Support may ask you for this number if you call for assistance.
- Other users cannot see your reports in their Reports Queue, and your Reports Queue does not show reports that other users have ordered.

For steps to order reports, see online help.

Time Required for Reports

Keep in mind the processing time required for reports and certain report data:

- Nightly Data Update — To keep reports running fast, the MAP system performs updates to the reporting database only at night (except test scores; see below). This means that changes users make to data do not appear in reports until the next day, after those changes transfer from the main database to the separate reporting database. Example changes are:
    - adding a student ID
    - reassigning test events
    - modifying a test window

- Test Score Updates — Unlike other changes, test scores will immediately appear on applicable reports and will reflect administrative changes up through the previous day. For example, assuming the student's profile is already complete and in the reporting database, then when the student finishes testing, the score will appear on reports. However, if that student's profile was updated the same day as the test, or other administrative changes were made affecting the test, then those updates will not be visible until the next day.

- Generation Time — The time it takes to generate reports depends on the report's priority, size, and volume (number of records included in the report). HTML-based reports and information resources shown in the table below are available immediately, but they are not stored in the Reports Queue.

Table 4: Availability of Reports and Instructional Resources

HTML-BASED REPORTS (IMMEDIATE)	PDF REPORTS (REPORTS QUEUE)
Class Breakdown by RIT Report	District Summary Report
Class Breakdown by Goal Report	Student Growth Summary Report
Class Breakdown by Projected Proficiency	Projected Proficiency Summary Report
MAP for Primary Grades Student Report	Grade Report
MAP for Primary Grades Class Report	Class Report
MAP for Primary Grades Sub-Skill Performance Report	Achievement Status and Growth Reports
DesCartes: A Continuum of Learning	Student Progress Report
Primary Grades Instructional Data	Student Goal Setting Worksheet
	Students Without Reporting Attributes
	Potential Duplicate Profiles
	User Roles
	Instructors without Class Assignments
	Students without Valid Test Results
	Test Events by Status
Note: Some Web browsers block reports from opening (for example, if you have pop-up blockers enabled). If these or other issues prevent your report from appearing, click **If your report does not appear in a few seconds, click here** when it appears on the page.	

MAP Reports Reference

This section describes the MAP reports available from the MAP Reports landing page:

- Class and student reports provide an overview of class performance and detailed information about each student.

- Summary reports, such as District Summary, help you assess performance trends by grade, school, and the entire district. Requires the administrator or assessment coordinator role.

Click MAP Reports in the left navigation pane to view the MAP Reports landing page.
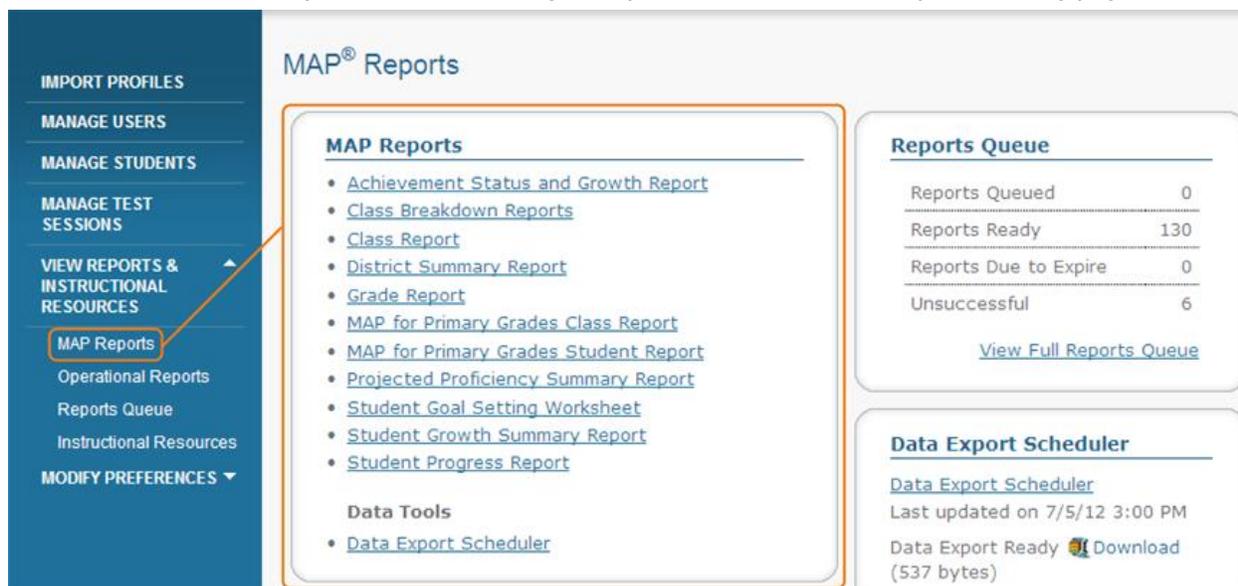
Figure 3: MAP Reports Access on the MAP Reports Landing Page in MARC

Many reports appear immediately. Several MAP report are available from the Reports Queue. For information about reports availability, see Access to Reports and Instructional Resources on page 1 and Time Required for Reports on page 14.

Note: See the *MAP Transition Guide* for information about changes to reports from previous versions of the MAP system.

Achievement Status and Growth Report

Description	After fall testing, shows each student's growth projections so you can create individual growth goals. After spring testing, shows a comparison of projected and actual growth so you can focus the instruction for each student.
Intended Audience	Instructional coaches, instructors, counselors
Required Roles	- Instructor - Administrator - Assessment coordinator
When to Order	Fall and spring
Formats	Choose between: - Projection–Shows growth projections based on test event scores. - Summary–Shows growth projections based on test event scores and compares projections to actual growth achieved.
Requirements and Notes	- Summary data exclude students who have no growth projection data, such as students with no initial test results. - Optional grouping by gender or ethnicity and small group display.

Recommended Uses

- Use the projection report to view:
  - Individual student and class growth projections after testing early in the school year.
  - Extent to which individual students met, missed, or exceeded growth projections after instruction.
- Instructors can use the summary report to help evaluate the effect of instruction on growth in the classroom.

① Achievement Status and Growth Projection Report

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Kotifani, Jenisha A.
JKSecondGrade

Term:	Fall 2010-2011
District:	NWEA Sample District 3
School:	Three Sisters Elementary School
② **Grouping:**	None
Small Group Display:	No
③ **Growth measured from**	Fall 2010 to Winter 2011

Mathematics ④

ID	Name	FA10 Grade	FA10 Date	⑤ Test Type	⑥ FA10 Test RIT	⑦ FA10 Standard Error	WI11 Test RIT	⑧ WI11 Standard Error	Growth Standard Error	⑨ WI11 Growth Projection	⑩ WI11 Projected RIT	Growth Projection Met	Growth Index
S11001892	Bourdette, Sophie E.	2	9/23/10	S/G	156	3.1				9	165		
S11002023	Broadard, Danilo O.	2	9/23/10	S/G	153	2.9				9	162		
S11001966	Colon-Pagan, Teidah H.	2	9/30/10	S/G	150	2.9				9	159		
S11002004	Esposito, Lyndon N.	2	10/8/10	S/G	151	3.0				9	160		
S11002008	Feller, Griff F.	2	9/23/10	S/G	156	2.9				9	165		
S11001867	Gatlin, Jatyka A.	2	9/23/10	S/G	163	2.9				8	171		
S11001911	Gutierrez-Figueroa, Madelynne E.	2	11/29/10	S/G	140	3.0				10	150		
S11001930	Henigsmith, Bay Lee E.	2	9/23/10	S/G	148	3.4				9	157		
S11001934	Pace, Kristan N.	2	9/23/10	S/G	153	3.0				9	162		
S11002000	Sagmoen, Maegann N.	2	9/23/10	S/G	152	3.0				9	161		
S11001907	Shifter, Joleen N.	2	10/5/10	S/G	147	3.0				9	156		
S11002026	Varelman, Lise E.	2	9/23/10	S/G	139	3.1				10	149		
S11001964	Vaughan, Tabbetha A.	2	9/23/10	S/G	153	2.9				9	162		
S11001909	Vetsch, Lymon N.	2	10/5/10	S/G	161	3.0				8	169		
S11001877	Walvatne, Metztli I.	2	9/21/10	S/G	151	3.3				9	160		
S11001928	Wessale, Raylin N.	2	10/5/10	S/G	161	3.0				8	169		
S11001920	Woollacott, Jennalea A.	2	10/8/10	S/G	149	3.1				9	158		
S11001865	Zarmon, Valerio O.	2	10/5/10	S/G	147	3.0				9	156		
S11001958	Zientko, Zephan N.	2	10/5/10	S/G	175	3.0				8	183		

Summary for: Mathematics

	⑪ ⑫
Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores	
Count of Students who Met or Exceeded their Projected RIT	
Percentage of Students who Met or Exceeded their Projected RIT	
Overall Percentage of Projected RIT Met or Exceeded	
Count of Students with Valid Fall 2010-2011 Test Scores	19
Fall 2010-2011 Mean RIT	152.9
Fall 2010-2011 Median RIT	152
Fall 2010-2011 Standard Deviation	8.3

⑬ ⑭

Explanatory Notes
Due to statistical unreliability, summary data for groups of less than 10 are not shown.
*** Student did not have a valid, growth test event in this term.

Figure 4: Achievement Status and Growth (Projection) Report

ACHIEVEMENT STATUS AND GROWTH (PROJECTION) REPORT LEGEND

1. Report title.The example above shows projection data.

2. *Grouping:* Shows the selection made for optional grouping when the report was requested. Choices are gender, ethnicity, or none (default).

   Small Group Display: Overrides the report summary default and reports summary data for groups of fewer than ten students with test events in the beginning and ending term of the growth comparison period and for whom growth projection data are available. Because summary data for small groups is not statistically reliable, it is typically not included in reports.

   The example shown above does not use either option.

3. *Growth Measured from:* Data in this report are from these term pairs that can show you how students performed on a test or help you plan for a future test term, depending on which term pairs you select.

4. Subject area tested.

5. *Test Type*: Test taken, such as **S/G** (survey with goals).

6. *Test RIT*: Student's overall scale score on the current test.

7. *Standard Error of Measurement (SEM):* Provides an estimate of the precision of the achievement (RIT) score. The RIT score is accurate within a range of the RIT score plus or minus the SEM. For example, a RIT score of 200 with an SEM of 5 means the RIT score achievement is accurate in the range of 195-205.

8. Columns and summary statistics shown in gray are applicable only in Achievement Status and Growth Summary Reports.

9. *Growth Projection*: Mean growth observed in the latest NWEA norms study for students who had the same starting RIT score. The values in this column vary with the RIT score.

10. *Projected RIT*: Student's minimum RIT score if the student meets projected growth.

11. *Count of Students with Valid Test Scores*: Number of students in the class who have a valid score for the term.

12. *Mean RIT*: Average RIT score of students in the class.

13. *Median RIT*: Middle RIT score of this class.

14. *Standard Deviation*: Indicates achievement diversity of a group of students. The lower the number, the more students are alike. The higher the number, the greater the diversity in this group.

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Achievement Status and Growth Summary Report

Kotifani, Jenisha A.
JKSecondGrade

Term:	Fall 2010-2011
District:	NWEA Sample District 3
School:	Three Sisters Elementary School
Grouping:	None
Small Group Display:	No
Growth measured from	Fall 2009 to Fall 2010

Mathematics ②

ID	Name	FA10 Grade	FA10 Date	Test Type	FA09 Test RIT	FA09 Standard Error	FA10 Test RIT	FA10 Standard Error	Growth Standard Error ③	FA10 Growth Projection ④	FA10 Projected RIT ⑤	Growth Projection Met ⑥	Growth Index ⑦
S11001892	Bourdette, Sophie E.	2	9/23/10	S/G	142	3.3	156	3.1	4.5	20	162	No	-6
S11002023	Broadard, Danilo O.	2	9/23/10	S/G	137	3.2	153	2.9	4.3	22	159	No	-6
S11001966	Colon-Pagan, Teidah H.	2	9/30/10	S/G	146	3.2	150	2.9	4.3	19	165	No	-15
S11002004	Esposito, Lyndon N.	2	10/8/10	S/G	151	3.1	151	3.0	4.3	18	169	No	-18
S11002008	Feller, Griff F.	2	9/23/10	S/G	142	3.2	156	2.9	4.3	20	162	No	-6
S11001867	Gatlin, Jatyka A.	2	9/23/10	S/G	149	3.4	163	2.9	4.5	19	168	No	-5
S11001911	Gutierrez-Figueroa, Madelynne E.	2	11/29/10	S/G	***		140	3.0					
S11001930	Henigsmith, Bay Lee E.	2	9/23/10	S/G	138	3.3	148	3.4	4.7	21	159	No	-11
S11001934	Pace, Kristan N.	2	9/23/10	S/G	127	3.5	153	3.0	4.6	24	151	Yes	2
S11001917	Prada, Delbertson N.	2			153	3.2	***						
S11002000	Sagmoen, Maegann N.	2	9/23/10	S/G	139	3.2	152	3.0	4.4	21	160	No	-8
S11001907	Shifter, Joleen N.	2	10/5/10	S/G	147	3.2	147	3.0	4.4	19	166	No	-19
S11002026	Varelman, Lise E.	2	9/23/10	S/G	127	3.3	139	3.1	4.5	24	151	No	-12
S11001964	Vaughan, Tabbetha A.	2	9/23/10	S/G	141	3.1	153	2.9	4.2	21	162	No	-9
S11001909	Vetsch, Lymon N.	2	10/5/10	S/G	136	3.4	161	3.0	4.5	22	158	Yes	3
S11001877	Walvatne, Metztli I.	2	9/21/10	S/G	140	3.2	151	3.3	4.6	21	161	No	-10
S11001928	Wessale, Raylin N.	2	10/5/10	S/G	143	3.2	161	3.0	4.4	20	163	No	-2
S11001920	Woollacott, Jennalea A.	2	10/8/10	S/G	142	3.1	149	3.1	4.4	20	162	No	-13
S11001865	Zarmon, Valerio O.	2	10/5/10	S/G	124	3.5	147	3.0	4.6	25	149	No	-2
S11001958	Zientko, Zephan N.	2	10/5/10	S/G	153	3.2	175	3.0	4.4	18	171	Yes	4

Summary for: Mathematics

Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores	18
Count of Students who Met or Exceeded their Projected RIT ⑧	3
Percentage of Students who Met or Exceeded their Projected RIT ⑨	16.7%
Overall Percentage of Projected RIT Met or Exceeded	8.3%
Count of Students with Valid Fall 2010-2011 Test Scores ⑩	19
Fall 2010-2011 Mean RIT ⑪	152.9
Fall 2010-2011 Median RIT	152
Fall 2010-2011 Standard Deviation	8.3

Explanatory Notes
Due to statistical unreliability, summary data for groups of less than 10 are not shown.
*** Student did not have a valid, growth test event in this term.

Figure 5: Achievement Status and Growth (Summary) Report

ACHIEVEMENT STATUS AND GROWTH (SUMMARY) REPORT LEGEND

1. Report title. The example above shows summary data.

2. Subject area tested.

3. *Growth Standard Error*: Growth Standard Error (GSE) is an index of the measurement error associated with the change of a student's scores from one time to another by taking into account the standard error of measurement for each test occasion. A student's true growth will fall within one GSE of the observed growth about 68% of the time.

4. *Growth Projection*: Mean growth that was observed in the latest NWEA norms study for students in the same grade who had the same initial RIT score.

5. *Projected RIT:* Student's minimum RIT score if the student meets projected growth.

6. *Growth Projection Met*:

    - **yes** if the student's term-to-term growth is equal to or exceeds the growth projection
    - **no** if the growth is less than the growth projection

7. *Growth Index*: RIT points by which the student exceeded the projected RIT (positive values), fell short of the projected RIT (negative value), or met the projected RIT (0) exactly.

8. *Count of Students with Valid Beginning and Ending Term Scores*: Number of students with valid growth test events in both terms of the selected term pair.

9. *Count of Students who Met or Exceeded their Projected RIT:* Number of students with a Growth Index value greater than or equal to zero.

10. *Percentage of Students who Met or Exceeded their Projected RIT:* Percentage of students with a Growth Index value greater than or equal to zero. Shows how the group grew as a whole. This measure provides a good indicator of group performance if all students grow at close to the same rate. If one or two students grow exceptionally well or poorly, it can skew the value for the group. In such a case, the Growth Index will be well above or below zero.

11. *Overall Percentage of Projected RIT Met or Exceeded:* Shows the proportion of the overall RIT growth projections achieved by the group of students. A performance of 100% is average, meaning the student growth equaled the projections. Use in conjunction with the Percentage of Students who Met or Exceeded their Growth Projection value.

Class Breakdown by Goal Report

Description	Shows academic diversity for specific goals within a chosen subject so you can modify and focus the instruction for each student.
Intended Audience	Instructional coaches, instructors, counselors
Required Roles	- Instructor - Administrator - Assessment coordinator
When to Order	Every term
Formats	HTML or PDF
Requirements and Notes	- Accessible from the Class by RIT Report when you click a subject area. - Results are limited to 250 students per class. - Report does not appear in the Reports Queue. View it online, print it from the screen, or create a PDF file and save it to your computer. - If your tests have recently been updated, you may not be able to access DesCartes statements through this report for test scores from previous terms. Contact your test coordinator for a version of DesCartes that matches the term you are attempting to access.

Recommended Uses

- Informs targeted and differentiated instruction and choice of topics to introduce for increased student growth.
- Create or collaborate in student groups.
- DesCartes information may be available from the HTML-based Class Breakdown By Goal Report for each goal, individual student, or group of students in a RIT range. Use DesCartes to inform instruction for individual students based on test results.

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Class Breakdown by Goal Report

Sloan, Sue
Class 01

Term Rostered:	Fall 2010-2011
Term Tested:	Fall 2010-2011
District:	NWEA Sample District 3
School:	Mt. Bachelor Middle School

Mathematics ①

MAP: Math 6+ CO 2009 / CO Mathematics K-8, HS; 2009 ②

③ Goal	Goal Score ④							
	191-200	201-210	211-220	221-230	231-240	241-250	251-260	261-270
Number Sense and Operations		B. Baker (212)	J. Carter (212) J. Davis (219) W. Jones (224) J. Rogers (228)	J. Jamison (219) K. Wright (223) M. Lopez (228) S. Bryn (229) R. Lennon (234)	H. Wang (231)	A. Sanchez (247) N. Kerr (248) C. Williams (256)	G. Kantor (253)	J. Brooks (264)
Algebraic Structures	B. Baker (212)	J. Jamison (219) S. Bryn (229)	J. Carter (212) J. Davis (219)	K. Wright (223) W. Jones (224) J. Rogers (228)	M. Lopez (228) H. Wang (231) R. Lennon (234)	A. Sanchez (247) G. Kantor (253)		N. Kerr (248) C. Williams (256) J. Brooks (264)
Data Analysis and Probability		J. Carter (212)	W. Jones (224)	B. Baker (212) J. Davis (219) J. Jamison (219) K. Wright (223) H. Wang (231)	M. Lopez (228) J. Rogers (228) S. Bryn (229) R. Lennon (234)	N. Kerr (248)	A. Sanchez (247) G. Kantor (253)	C. Williams (256) J. Brooks (264)
Geometric Relationships		J. Carter (212)	B. Baker (212) J. Davis (219) K. Wright (223)	J. Jamison (219) M. Lopez (228) J. Rogers (228)	W. Jones (224) H. Wang (231) R. Lennon (234) N. Kerr (248)	S. Bryn (229) A. Sanchez (247)	G. Kantor (253) C. Williams (256) J. Brooks (264)	

Figure 6: Class Breakdown by Goal Report in PDF Format

CLASS BREAKDOWN BY GOAL REPORT LEGEND

1. Subject area of test taken. You can select other subjects to view.
2. Name of the test students took and the educational standard.
3. *Goal*: Goal strands tested.
4. *Goal Scores*: Scores within each 10-point RIT range (determined by the student's score plus or minus the standard error). Next to each student name is the overall RIT score (in parentheses). It helps you identify relative strength or areas of concern. For example, for the Algebraic Structures goal, B. Baker performed in a RIT range below his overall RIT, so that is an area of concern. But, for the Data Analysis goal, B. Baker performed within the 221-230 range, so that is a relative area of strength. Areas of strength or concern apply only for differences of 3 RIT points or more.

Instructional Resources for Students by Goal and RIT Range

You may be able to view instructional resources from the Class Breakdown by Goal Report that appears as a page in the Web-based MAP system when you order the report. If available, links to corresponding DesCartes: A Continuum of Learning® statements and Primary Grades Instructional Data statements appear on goals, student names, and RIT range cells.

When you click a link to these instructional resources, a cover page identifies each student selected in the report and individual RIT results:

Overall RIT: The student's RIT score on a growth test in the subject for the current term.

Goal RIT Range: The student's RIT range for the goal performance area within the subject as determined by the student's goal score plus or minus the standard error. This reference can help identify a student's performance in goal areas that are not in line with the student's performance in the overall subject.

Class Breakdown by Projected Proficiency Report

Description	Shows students' projected performance on state assessments based on NWEA studies so you can adjust instruction for better student proficiency.
Intended Audience	Instructional coaches, instructors, counselors, principals
Required Roles	▪ Instructor ▪ Administrator ▪ Assessment coordinator
When to Order	Fall and spring terms
Formats	HTML or PDF
Requirements and Notes	▪ Results are limited to 250 students per class. ▪ Report does not appear in the Reports Queue. View it online, print it from the screen, or create a PDF file and save it to your computer. ▪ All proficiency projections are based on studies linking the RIT scale to the standards and proficiency levels of individual state assessments. ▪ Linking/alignment studies are limited to fall and spring, so there are no projections from the winter or summer test results. **Note:** Of course, you can generate this report any time, but only with the report options set to fall or spring testing. ▪ Depending on the state, linking/alignment studies may also be limited to certain subjects (typically reading and math) and certain grades (typically 2 through 8). ▪ For any state that does not have a linking/alignment study, generic projections appear on the report. NWEA uses the 40th percentile from the norms study to forecast basic proficiency and the 70th percentile to forecast advanced proficiency. ▪ Projected proficiency data are updated regularly. For the latest information about your state's linking/alignment study, go to www.nwea.org and see **Our Research** > **State Information**.

Recommended Uses

Identify which students are projected to be proficient on state assessments and those who may need extra attention to be proficient.

Class Breakdown by Projected Proficiency Report

Sloan, Sue
Class 01

Term Rostered: Fall 2010-2011
Term Tested: Fall 2010-2011
District: NWEA Sample District 3
School: Mt. Bachelor Middle School

State Test Name: CSAP (1)

(2) Subject	(3) Projected Proficiency Category			
	Unsatisfactory	Partially Proficient	Proficient	Advanced
Mathematics	B. Evans (184) J. Garcia (209) C. Allen (219)	B. Baker (212) J. Carter (212) J. Davis (219) J. Jamison (219) K. Wright (223)	W. Jones (224) M. Lopez (228) J. Rogers (228) S. Bryn (229) H. Wang (231) R. Lennon (234) M. Dominguez (250)	N. Campbell (229) T. Anderson (240) A. Sanchez (247) L. Schneider (247) N. Kerr (248) G. Kantor (253) C. Williams (256) J. Brooks (264)
Reading	J. Carter (135) J. Jamison (140) E. Thomas (179)		R. Clark (200) B. Baker (217)	P. Smithson (209) M. Chang (251) M. Parker (257)

Explanatory Notes
Only valid growth tests are included in this report. Tests that occurred outside the testing window for a term, had an invalid score, or were repeat tests for a student within a term are not included.

Figure 7: Class Breakdown by Projected Proficiency Report in PDF Format

CLASS BREAKDOWN BY PROJECTED PROFICIENCY REPORT LEGEND

1. *State Test Name*: Identifies the state assessment name. If your state does not have a linking study, NWEA Proficiency Levels (based on NWEA linking/alignment studies) are provided.

2. *Subject*: The subject areas tested.

3. *Projected Proficiency Category*: Students are grouped in assessment proficiency categories.

Class Breakdown by RIT Report

Description	Shows at a glance the academic diversity of a class across basic subject areas so you can modify and focus the instruction for each student.
Intended Audience	Instructional coaches, instructors, counselors
Required Roles	■ Instructor ■ Administrator ■ Assessment coordinator
When to Order	Every term
Formats	HTML or PDF
Requirements and Notes	■ Does not include invalid tests and survey tests. ■ Results are limited to 250 students per class. ■ HTML format shows all RIT bands on one page. ■ Report does not appear in the Reports Queue. View it online, print it from the screen, or create a PDF file and save it to your computer.

Recommended Uses

Assist with goal-setting.

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Class Breakdown by RIT Report

Sloan, Sue
Class 01

Term Rostered: Fall 2010-2011
Term Tested: Fall 2010-2011
District: NWEA Sample District 3
School: Mt. Bachelor Middle School

② Subject	① Overall Score					
	131-140	141-150	151-160	161-170	171-180	181-190
Mathematics				T. Jordan (165)		B. Evans (184)
Reading	J. Carter (135) J. Jamison (140)				K. Warner (173) E. Thomas (179)	
Language Usage				A. Sanchez (168)		

Only valid growth tests are included in this report. Tests that occurred outside the testing window for a term, had an invalid score, or were repeat tests for a student within a term are not included.

Figure 8: Class Breakdown by RIT Report in PDF Format

CLASS BREAKDOWN BY RIT REPORT LEGEND

1. *Overall Score*: Columns are divided by 10-point RIT bands. Student overall RIT scores for the test in that subject appear in parentheses.
2. *Subject*: Subject area of test taken.

Class Report

Description	Details student test events by class for a selected term with information about tests taken in the current or previous academic year so you can analyze trends in results data.
Intended Audience	Instructional coaches, instructors
Required Roles	▪ Instructor ▪ Administrator ▪ Assessment coordinator
When to Order	Every term
Formats	Choose to show results data in: ▪ Summary ▪ Detail
Requirements and Notes	▪ Includes valid, invalid, growth, and non-growth test events. ▪ Sort report results by student name or test RIT. ▪ Optional grouping by gender or ethnicity does not show a summary of goal performance as the option group could contain multiple test types with various goal structures. ▪ All reports group results by instructor, class, subject, and test taken.

Recommended Uses

- Compare performance in each goal strand for a group at the classroom level using Mean RIT and Median RIT. Your group could be doing well in math, but computational skills might be low.

- Response to intervention (RTI) screening: You can use the normative percentile given in this report together with other criteria to help identify at-risk students. Choose the Student Detail option, sort results from lowest to highest score, and focus on the Percentile column. For example, some districts consider students for possible intervention if they are at the 20th percentile or lower.

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① **Class Report**

Kotifani, Jenisha A.

JKSecondGrade

Term:	Fall 2010-2011
District:	NWEA Sample District 3
School:	Three Sisters Elementary School
② Grouping:	Gender
Small Group Display:	No

Reading **③**

Gender: Male

④

Goal Performance

A. Phonological Awareness   D. Vocabulary and Word Structure
B. Phonics   E. Comprehension
C. Concepts of Print   F.   Writing

Primary Grades Reading (Combined Tests-all Goals)

ID	Name	Gr	**⑤** Test Type	**⑥** Test Date	Term	**⑦** RIT	**⑧** Std Err	**⑨** RIT Range	**⑩** %ile	**⑪** %ile Range	**⑫** Lexile® Range	A	B	C	D	E	F
S11002023	Broadard, Danilo O.	2	S/G	9/30/10	FA10	157	3.0	154-160	11	8-15	BR	Low	Low	Low	Low	Low	Low
S11002004	Esposito, Lyndon N.	2	S/G	9/30/10	FA10	161	3.2	158-164	17	12-22	BR	Low	Low	Low	LoAvg	LoAvg	Avg
S11002008	Feller, Griff F.	2	S/G	9/30/10	FA10	154	2.9	151-157	8	5-11	BR	Low	Low	Low	Low	Low	Low
S11001917	Prada, Delbertson N.	2	S/G	9/30/10	FA10	165	3.0	162-168	24	18-30	BR	Low	Avg	LoAvg	Low	LoAvg	Low
S11001909	Vetsch, Lymon N.	2	S/G	10/5/10	FA10	151	3.0	148-154	5	4-8	BR	Low	Low	Low	Low	Low	Low
S11001865	Zarmon, Valerio O.	2	S/G	9/28/10	FA10	151	3.2	148-154	5	4-8	BR	Low	Low	Low	Low	Low	Low
S11001958	Zientko, Zephan N.	2	S/G	9/28/10	FA10	175	3.0	172-178	48	40-55	51-201L	High	HiAvg	LoAvg	HiAvg	Low	Low

Summary for: Male

Mean RIT	
Median RIT	
Std Dev	
Total students with valid growth test scores:	7

Summary for: Reading

Mean RIT	156.2 **⑬**
Median RIT	155 **⑭**
Std Dev	9.6
Total students with valid growth test scores:	20 **⑮**

Explanatory Notes
Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.
High: percentile > 80   HiAvg: percentile between 61 and 80   Avg: percentile between 41 and 60   LoAvg: percentile between 21 and 40   Low: percentile < 21
Due to statistical unreliability, summary data for groups of less than 10 are not shown.
Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.

Figure 9: Class Report with Optional Grouping by Gender

CLASS REPORT LEGEND

1. Report title, class instructor, and class name.

2. *Grouping:* Shows the selection made for optional grouping when the report was requested. Choices are gender, ethnicity, or none (default).

   Small Group Display: You can select to override the report summary default and generate summary data for groups of fewer than ten students with valid growth test events. Because summary data for small groups is not statistically reliable, it is typically not included in reports.

3. Subject area tested.

4. *Goal Performance*: Summarizes each student's performance in the goal strands tested. Data appear only if a student took a Survey with Goals test and only for the term specified in the report. You can also hide goal performance information.

   - *Low*: Student is performing at the 20th percentile or lower
   - *LoAvg*: Student is performing between the 20th and 40th percentiles
   - *Avg*: Student is performing between the 40th and 60th percentiles
   - *HiAvg*: Student is performing between the 60th and 80th percentiles
   - *High*: Student is performing at the 80th percentile or higher
   - If goal performance cannot be calculated, an asterisk (*) appears. The student may have answered too many items incorrectly or too few items may have been available in the RIT range assessed.

5. *Test Type:* Test taken, such as **S/G** (survey with goals).

6. *Term*: Academic term to which this report applies.

7. *RIT*: Student's overall scale score on the test.

8. *Standard Error of Measurement (SEM):* Provides an estimate of the precision of the achievement (RIT) score. The RIT score is accurate within a range of the RIT score plus or minus the SEM. For example, a RIT score of 200 with an SEM of 5 means the RIT score achievement is accurate in the range of 195-205.

9. *RIT Range:* The RIT score +/- the standard error. If the student is retested soon, the score would fall within this range about 68% of the time.

10. *Percentile*: Student's percentile rank, or the percentage of students who had a RIT score less than or equal to this student's score as observed in the most recent NWEA norms study.

11. *Percentile Range*: The range of percentile scores corresponding to the RIT range. If the retested soon, the student's percentile rank would fall within this range about 68% of the time.

12. *Lexile® Range:* This range appears when the student has taken a reading test. You can use it with online resources to identify appropriately challenging books, periodicals, and other reading material for each student.

13. *Mean RIT*: Average RIT score of students in this class for this subject area.

14. *Median RIT*: Middle score of this class for this subject area.

15. *Standard Deviation*: Indicates achievement diversity of a group of students. The lower the number, the more students are alike. The higher the number, the greater the diversity in this group.

District Summary Report

Description	Summarizes RIT score test results for the current and all historical terms so you can inform district-level decisions and presentations.
Intended Audience	Superintendents, curriculum specialists, instructional coaches, principals
Required Roles	■ Administrator ■ Assessment coordinator
When to Order	Every term
Formats	Choose to show data aggregated by: ■ School ■ District
Requirements and Notes	■ All testing must be declared complete for the term. ■ At least one completed test event must exist. ■ Optional grouping by gender, ethnicity, or program. ■ Includes Survey and Survey with Goals tests.

Recommended Uses

- See assessment averages with reference to overall performance at the subject level across a district or by school.

- Identify trends in averages and goal performance.

- Compare information with district averages by test taken.

- Identify goal areas in which a school's students are scoring higher or lower than the district overall mean for a given grade and subject.

- Look back at data trends to see effectiveness of a program.

District Summary Report ①

Aggregate by School

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Term:	Fall 2010-2011
District:	NWEA Sample District 3
Grouping: ②	None
Small Group Display:	No

Reading ③

St. Helens Elementary School

④ **Primary Grades Reading (Combined Tests-all Goals)** | **Goal Performance** ⑤

Term	Grade	Student Count ⑥	Mean RIT ⑦	Std Dev ⑧	Median ⑨	Phonological Awareness		Phonics		Concepts of Print		Vocabulary and Word Structure		Comprehension		Writing	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2010-2011	K	169	141.7	9.6	142	144.6	12.8	*138.2*	14.3	140.7	14.3	141.0	10.8	143.2	10.7	143.2	10.7
Fall 2010-2011	1	108	157.6	14.0	157	158.8	18.3	157.0	17.1	156.7	17.4	158.4	16.9	156.6	14.0	158.4	14.4
Spring 2009-2010	1	133	156.2	11.6	156	<u>**160.6**</u>	14.6	155.4	13.9	156.6	15.3	155.2	14.8	*152.1*	14.3	158.0	14.2
Fall 2009-2010	1	117	141.1	10.0	141	144.0	13.6	*137.2*	14.1	141.8	13.0	140.2	13.6	<u>**144.7**</u>	13.4	139.6	11.6
Fall 2010-2011	2	20	156.2	9.6	155	156.2	16.6	154.9	13.5	155.3	11.7	156.5	13.4	158.3	8.6	156.4	7.9

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 <u>**bold underline**</u> represents an area of relatively strong performance.

Figure 10: District Summary Report (Aggregate by School)

DISTRICT SUMMARY REPORT (AGGREGATE BY SCHOOL) LEGEND

1. Report title. Data can be aggregated by school or by district. The example shows data aggregated by school.

2. *Grouping:* Shows the selection made for optional grouping when the report was requested. Choices are gender, ethnicity, program (such as Title 1), or None (default).

   Small Group Display: Overrides the report summary default and reports summary data for groups of fewer than ten students with growth test scores. Because summary data for small groups is not statistically reliable, it is typically not included in reports.

3. Subject area tested.

4. Name of test taken.

5. *Goal Performance*: Shows students' performance in each goal strand tested.

   Bold italic scores represent performance that might be an area of concern, because they are more than 3 RIT points *below* the Mean RIT score.

   Bold underline scores represent performance that might be an area of relative strength, because they are more than 3 RIT points *above* the Mean RIT score.

   Plain scores indicate a RIT range within 3 RIT points of the Mean RIT score.

6. *Student Count*: Total number of students with valid growth test events.

7. *Mean RIT*: Average RIT score of students in this group.

8. *Standard Deviation*: Indicates academic diversity of a group of students in this goal area. The lower the number, the more students are alike. The higher the number, the greater the diversity in this group.

9. *Median*: Middle RIT score in a group. When three RIT scores, such as 191-199-208, appear on a report, 199 is the median.

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District Summary Report ❶

Aggregate by District

Term:	Fall 2010-2011
District:	NWEA Sample District 3
❷ Grouping:	Gender
Small Group Display:	No

Mathematics ❸

Gender: Male ❹

Primary Grades Math (Combined Tests-all Goals) / **Goal Performance**

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Problem Solving		Number Sense		Computation		Measurement and Geometry		Statistics and Probability		Algebra	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2010-2011	K	81	138.8	10.8	139	140.6	13.3	137.9	14.7	*133.1*	13.7	<u>142.9</u>	13.1	139.3	14.9	140.2	14.5
Fall 2010-2011	1	57	155.9	13.3	154	159.2	14.1	156.6	15.3	153.6	17.8	153.8	15.8	155.6	17.2	156.9	15.5
Spring 2009-2010	1	66	154.4	14.8	154	156.0	16.9	153.5	18.2	150.7	19.6	156.6	17.3	152.7	18.8	157.0	15.9
Fall 2009-2010	1	56	141.6	11.8	142	<u>147.6</u>	13.2	139.4	15.0	*138.3*	10.1	144.1	18.4	140.1	18.2	144.4	18.4
Fall 2010-2011	2	6															
Spring 2009-2010	2	63	177.3	17.1	182	177.1	16.2	175.1	23.0	<u>181.0</u>	22.1	179.7	17.8	173.8	20.7	176.9	18.6
Fall 2009-2010	2	59	158.6	16.2	159	158.5	18.4	159.2	20.7	160.8	17.9	159.7	18.5	157.1	20.3	157.4	17.6

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.

Figure 11: District Summary Report (Aggregate by District, Grouped by Gender)

DISTRICT SUMMARY REPORT (AGGREGATE BY DISTRICT) LEGEND

1. Report title. Data can be aggregated by school or by district. The example shows data aggregated by district.

2. *Grouping:* Shows the selection made for optional grouping when the report was requested. Choices are gender, ethnicity, program (such as Title 1), or None (default).

   Small Group Display: Overrides the report summary default and reports summary data for groups of fewer than ten students with growth test scores. Because summary data for small groups is not statistically reliable, it is typically not included in reports.

3. Subject area tested.

4. *Gender*: Each gender group is listed separately.

Grade Report

Description	Shows students' detailed and summary test data by grade for a selected term so you can set goals and adjust instruction.
Intended Audience	Principals, counselors, instructional coaches
Required Roles	▪ Administrator ▪ Assessment coordinator
When to Order	Every term
Formats	Optional detail information for test events in the term
Requirements and Notes	▪ Student detail includes survey and survey with goals test types, valid and invalid tests, growth and non-growth tests. ▪ Does not include Skills Checklists or Screening test types or incomplete test events. ▪ Group report results by test name or subject. ▪ Optional grouping by gender or ethnicity. ▪ Terms for which no norms data exist do not show color charts and tables. Summary information and student detail still appear as usual. ▪ Invalidated tests shown in gray and non-growth tests are excluded from summary statistics. See the Grade Report for explanatory notes about invalidation codes and invalidated tests.

Recommended Uses

- Compare and contrast the distribution (percentiles) of performance with other schools in the district.

- Review strengths and weaknesses in detailed reports with instructors and instructional departments to set goals for the school year.

- Analyze trends in results data later in the year to decide whether to make adjustments in classroom instruction.

- Identify instruction and curriculum gaps and strengths when a higher percentage of students perform above or below average.

- Response to intervention (RTI) screening: You can use the normative percentile given in this report together with other criteria to help identify at-risk students. Choose the Student Detail option, sort results from lowest to highest score, and focus on the Percentile column. For example, some districts consider students for possible intervention if they are at the 20th percentile or lower.

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Grade Report

Grade 2

Term:	Fall 2010-2011
District:	NWEA Sample District 3
School:	Three Sisters Elementary School
Grouping:	None
Small Group Display:	No

Reading

Reading Survey w/ Goals 2-5 CO V2.1

Summary	
Total Students With Valid Growth Test Scores	137
(1) Mean RIT	178.4
(2) Standard Deviation	14.9
(3) District Grade Level Mean RIT	175.6
(4) Students At or Above District Grade Level Mean RIT	73
(5) Norm Grade Level Mean RIT	175.9
(6) Students At or Above Norm Grade Level Mean RIT	73

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err) **(9)**	Std Dev
(7) Overall Performance	count	%	count	%	count	%	count	%	count	%		
Reading Survey w/ Goals 2-5 CO V2.1	29	21%	21	15%	26	19%	22	16%	39	28%	177-**178**-180	14.9
(8) Goal Area												
Students Read and Understand Variety of Material	30	22%	20	15%	28	20%	22	16%	37	27%	176-**178**-179	16.7
Students Apply Thinking Skills to Their Reading	29	21%	26	19%	17	12%	28	20%	37	27%	177-**179**-180	16.7
Students Locate, Select, and Use Information	18	13%	37	27%	30	22%	17	12%	35	26%	177-**179**-180	14.8
Students Read and Recognize Literature	28	20%	25	18%	17	12%	27	20%	40	29%	178-**179**-181	16.7

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.
Due to statistical unreliability, summary data for groups of less than 10 are not shown.
* This data is not available for reporting. Please refer to help and documentation for more information.
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Figure 12: Grade Report (Summary)

GRADE REPORT (SUMMARY) LEGEND

1. *Mean RIT*: Average RIT score of students in this grade for this subject. This statistic is reported for groups with fewer than ten valid growth test events only if the Small Group Display option is selected.

2. *Standard Deviation*: Reflects a range of scores and achievement within a group, with variability of RIT scores within the group. This statistic is reported for groups with fewer than ten valid growth test events only if the Small Group Display option is selected.

3. *District Grade Level Mean RIT*: Average RIT score of students in this grade for this district. Appears as "*" if the testing window for the term is not closed.

4. *Students At or Above District Grade Level Mean RIT*: The number of students reported who scored at or above the district grade level mean RIT. Appears as "*" if the testing window for the term is not closed. This statistic is reported for groups with fewer than ten valid growth test events only if the Small Group Display option is selected.

5. *Norm Grade Level Mean RIT*: Average score for students who were in the same grade and who tested in the same test window as observed in the most recent NWEA norms study. Appears as "*" if no norms data are available for this subject in this grade (most often 11th grade science and 12th grade).

6. *Students At or Above Norm Grade Level Mean*: The number of students reported who scored at or above the norm grade level mean RIT. If the Small Group Display option is not selected, this statistic is not reported for groups with fewer than ten valid growth test events. Appears as "*" if no norms data are available for this subject in this grade (most often 11th grade science and 12th grade).

7. *Overall Performance*: Count and percentage of students with overall scores in the following categories:

   - *Low*: Student is performing at the 20th percentile or lower
   - *LoAvg*: Student is performing between the 20th and 40th percentiles
   - *Avg*: Student is performing between the 40th and 60th percentiles
   - *HiAvg*: Student is performing between the 60th and 80th percentiles
   - *High*: Student is performing at the 80th percentile or higher
   - If goal performance cannot be calculated, an asterisk (*) appears. The student may have answered too many items incorrectly or too few items may have been available in the RIT range assessed.

8. *Goal Area Performance*: Count and percentage of students with goal area scores in the Low to High percentile categories.

9. *Mean RIT Range:* The middle number is the mean RIT score for this grade. The numbers on either side of the mean RIT score define the mean RIT range using the standard deviation for sampling error (shown in the Std Dev column). The mean RIT and standard deviation are suppressed if the Small Group Display is not selected and the number of valid tests is less than ten.

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(1) **Grade Report**

Grade 2

Term:	Fall 2010-2011
District:	NWEA Sample District 3
School:	St. Helens Elementary School
Grouping:	None
(2) **Small Group Display:**	No

Reading

Primary Grades Reading (Combined Tests-all Goals)

Goal Performance

A. Phonological Awareness   (7)   E. Comprehension
B. Phonics   F. Writing
C. Concepts of Print
D. Vocabulary and Word Structure

Name (Student ID)	Test Date	RIT (+/- Std Err) (3)	Percentile (+/- Std Err) (4)	Lexile® Range (5)	Test Duration (6)	A	B	C	D	E	F
Bourdette, Sophie E. (S11001892)	09/30/10	152-**155**-158	7-**9**-12	BR	20 m	*137-151*	*139-155*	**153-169**	**160-175**	148-162	**152-166**
Broadard, Danilo O. (S11002023)	09/30/10	154-**157**-160	8-**11**-15	BR	25 m	*145-160*	*140-156*	**153-168**	147-161	**155-170**	**155-169**
Colon-Pagan, Teidah H. (S11001966)	10/08/10	159-**162**-165	14-**18**-24	BR	22 m	158-172	154-168	152-166	**160-175**	157-171	*150-165*
Esposito, Lyndon N. (S11002004)	09/30/10	158-**161**-164	12-**17**-22	BR	24 m	*143-158*	*148-163*	*132-149*	**165-179**	**161-175**	**167-181**
Feller, Griff F. (S11002008)	09/30/10	151-**154**-157	5-**8**-11	BR	26 m	*141-156*	*140-155*	**155-172**	*141-155*	150-165	**154-168**
Gatlin, Jatyka A. (S11001867)	09/30/10	171-**174**-177	38-**45**-53	33-183L	21 m	**181-198**	168-186	**172-186**	*159-173*	*160-174*	*163-177*
Gutierrez-Figueroa, Madelynne E. (S11001911)	11/29/10	142-**145**-148	1-**2**-4	BR	23 m	*134-148*	*134-148*	*133-147*	**149-166**	139-153	138-153
(8) Gutierrez-Figueroa, Madelynne E. (S11001911)	09/29/10	135-**138**-141	1-**1**-1	BR	21 m	*130-144*	**140-155**	*125-140*	**139-154**	*125-139*	*126-140*
Henigsmith, Bay Lee E. (S11001930)	09/30/10	146-**149**-152	3-**4**-6	BR	21 m	142-157	129-144	143-157	**148-163**	**149-164**	138-153
Pace, Kristan N. (S11001934)	09/30/10	144-**147**-150	2-**3**-5	BR	25 m	*127-143*	143-158	141-155	137-153	**152-169**	137-152
Prada, Delbertson N. (S11001917)	09/30/10	162-**165**-168	18-**24**-30	BR	37 m	155-170	**169-184**	160-175	*145-161*	159-173	155-170
Sagmoen, Maegann N. (S11002000)	10/08/10	152-**155**-158	6-**9**-12	BR	17 m	*140-157*	**153-168**	**158-173**	*138-153*	**151-166**	*142-157*
Shifter, Joleen N. (S11001907)	09/28/10	143-**146**-149	2-**3**-4	BR	16 m	**162-184**	*130-146*	140-157	*120-135*	135-152	**142-159**
Varelman, Lise E. (S11002026)	09/30/10	141-**144**-147	1-**2**-3	BR	15 m	*133-148*	**142-157**	136-150	133-148	135-150	**141-156**
Vaughan, Tabbetha A. (S11001964)	09/30/10	157-**160**-163	11-**15**-20	BR	27 m	**156-171**	143-158	147-163	154-170	**166-183**	*144-159*
Vetsch, Lymon N. (S11001909)	10/05/10	148-**151**-154	4-**5**-8	BR	19 m	*124-141*	143-158	146-163	**151-165**	**153-169**	146-160
Walvatne, Metztli I. (S11001877)	09/28/10	169-**172**-175	33-**40**-48	BR	25 m	**171-186**	167-182	167-181	**171-187**	*159-174*	152-166
Wessale, Raylin N. (S11001928)	10/05/10	151-**154**-157	5-**8**-11	BR	18 m	148-164	147-161	*140-155*	146-160	146-160	**152-167**
Woollacott, Jennalea A. (S11001920)	09/30/10	143-**146**-149	2-**3**-4	BR	19 m	139-154	136-151	*133-147*	*133-148*	**147-162**	146-160
Zarmon, Valerio O. (S11001865)	09/28/10	148-**151**-154	4-**5**-8	BR	22 m	147-162	143-159	*135-151*	**147-163**	*139-155*	**147-164**
Zientko, Zephan N. (S11001958)	09/28/10	172-**175**-178	40-**48**-55	51-201L	30 m	**184-200**	**176-192**	*159-174*	**173-190**	*154-169*	*156-171*

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.
Due to statistical unreliability, summary data for groups of less than 10 are not shown.
* This data is not available for reporting. Please refer to help and documentation for more information.
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Figure 13: Grade Report (Detail)

GRADE REPORT (DETAIL) LEGEND

1. Report title and grade of students in this group.

2. *Grouping:* Shows the selection made for optional grouping when the report was requested. Choices are gender, ethnicity, or none (default).

   Small Group Display: Overrides the report summary default and reports summary data for groups of fewer than ten students with growth test scores. Because summary data for small groups is not statistically reliable, it is typically not included in reports.

3. *RIT (+/- Std Err)*: The middle number in bolded text is the student's overall RIT score. The numbers on either side of the RIT score define the RIT range. If retested, the student's score would fall within this range about 68% of the time.

4. *Percentile (+/- Std Err)*: The middle number in bolded text is the student's percentile rank, or the percentage of students who had a RIT score less than or equal to this student's score as observed in the most recent NWEA norms study. The numbers on either side of the percentile rank define the percentile range. If retested, this student's percentile rank would be within this range about 68% of the time.

5. *Lexile® Range:* This range appears when the student has taken a reading test. You can use it with online resources to identify appropriately challenging books, periodicals, and other reading material for each student.

6. *Test Duration:* The time a student took on a test. This can be useful for interpreting the circumstances of the test result. A short test duration might indicate that a student needs to be retested or show you why a survey with goals test has been invalidated.

7. *Goal Performance:* Summarizes each student's performance in the goal strands tested. Data appear only if a student took a Survey with Goals test and only for the term specified in the report.

   Italic scores represent performance that might be an area of concern, because they are more than 3 RIT points *below* the overall RIT score.

   Bold scores represent performance that might be an area of relative strength, because they are more than 3 RIT points *above* the overall RIT score.

   Plain scores indicate a RIT range within 3 RIT points of the overall RIT score.

   Alternatively, instead of goal RIT ranges (shown in this example), you can request the report to display descriptors:

   - *Low*: Student is performing at the 20th percentile or lower
   - *LoAvg*: Student is performing between the 20th and 40th percentiles
   - *Avg*: Student is performing between the 40th and 60th percentiles
   - *HiAvg*: Student is performing between the 60th and 80th percentiles
   - *High*: Student is performing at the 80th percentile or higher
   - If goal performance cannot be calculated, an asterisk (*) appears. The student may have answered too many items incorrectly or too few items may have been available in the RIT range assessed.

8. Gray text identifies non-growth and invalid tests, which are excluded from summary statistics. A test may have been invalidated because test duration was too short, for example.

MAP for Primary Grades Class Report

Description	Shows overall class performance for skills and concepts included in a specific Screening or Skills Checklist test so you can modify and focus instruction for the whole class.
Intended Audience	Instructional coaches, instructors, counselors
Required Roles	- Instructor - Administrator - Assessment coordinator
When to Order	Every term
Format	HTML or PDF

Recommended Uses

- Modify and focus instruction according to identified strengths and weaknesses.
- Plan curriculum according to students' foundational skills.
- Track performance to gauge whether student performance is improving, staying the same, or decreasing.

(1) MAP® for Primary Grades Class Report

Kotifani, Jenisha A.
JKSecondGrade

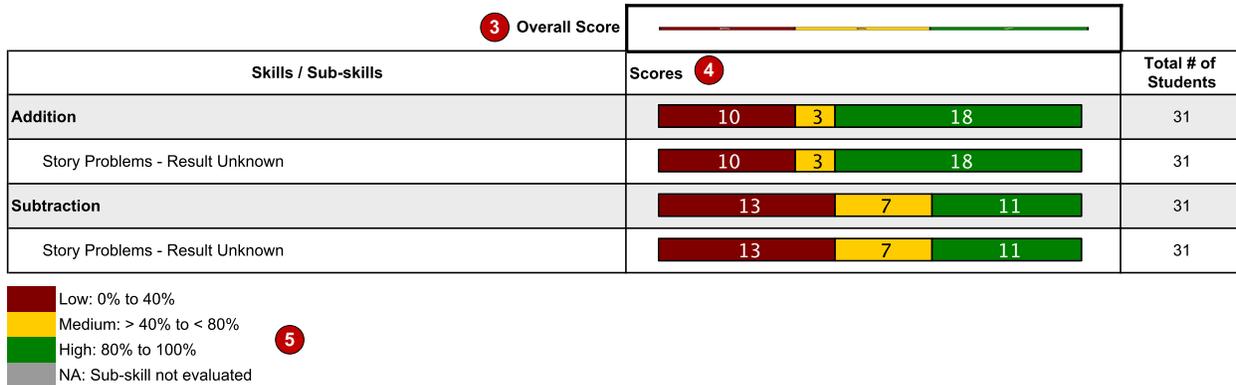| District:	NWEA Sample District 3
School:	Three Sisters Elementary School
Date Range:	Dec 1, 2010 to Nov 30, 2011

(2) PRI-MATH-Skills (Comp:20-ProblemSolving)

(3) Overall Score

Skills / Sub-skills	Scores **(4)**	Total # of Students
Addition	10 3 18	31
Story Problems - Result Unknown	10 3 18	31
Subtraction	13 7 11	31
Story Problems - Result Unknown	13 7 11	31

Low: 0% to 40%
Medium: > 40% to < 80%
High: 80% to 100%   **(5)**
NA: Sub-skill not evaluated

Figure 14: MAP for Primary Grades Class Report in PDF Format

MAP FOR PRIMARY GRADES CLASS REPORT LEGEND

1. Report title.
2. Name of the test given to the class. In the example above, the students took a math computation skills test.
3. *Overall Score*: Shows the overall score (with color-coding) for all students in the selected class and test.
4. *Scores*: Skill and sub-skill scores appear in color-coded categories for all students in the class.
5. Color-coded score categories show you how many students scored within that segment.

   - Low: Includes students who scored 0% to 40% on one or more of the selected sub-skills
   - Medium: Includes students who scored 40% to 80% on any of the selected sub-skills
   - High: Includes students who scored 80% to 100% for all of the selected sub-skills
   - NA: Appears when an assessment did not present the skill or sub-skill

MAP for Primary Grades Student Report

Description	Shows individual student test results from Screening and Skills Checklist assessments so you can both communicate about a student's growth and focus instruction for each student.
Intended Audience	Instructors, instructional coaches, counselors, students, parents
Required Roles	■ Instructor ■ Administrator ■ Assessment coordinator
When to Order	Every term
Format	HTML or PDF

Recommended Uses

- Focus instruction based on identified areas of strength or concern.
- Communicate with parents about a child's growth from term to term.

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(1) MAP® for Primary Grades Student Report

Bourdette, Sophie E.
Student ID: S11001892

District:	NWEA Sample District 3
School:	Three Sisters Elementary School
Teacher:	Kotifani, Jenisha A.
Class:	JKSecondGrade
Date Range:	Dec 2, 2010 to Dec 1, 2011

PRI-MATH-Skills (Comp:20-ProblemSolving) (2)

Test Date	Apr 14, 2011	Apr 7, 2011
(3) Overall Score	60%	70%
Skills / Sub-skills (4)		
Addition	60%	80% (5)
Story Problems - Result Unknown	60%	80%
Subtraction	60%	60%
Story Problems - Result Unknown	60%	60%

Low: 0% to 40%
Medium: > 40% to < 80% (6)
High: 80% to 100%
NA: Sub-skill not evaluated

Figure 15: MAP for Primary Grades Student Report in PDF Format

MAP FOR PRIMARY GRADES STUDENT REPORT LEGEND

1. Report title.
2. Name of the test given to the student. In the report above, the student was screened for math computation skills and sub-skills.
3. *Overall Score*: Color-coded percent correct in all skills and sub-skills.
4. *Skills/Sub-skills*: Lists all skills and sub-skills measured.
5. Skill/sub-skill scores appear in color-coded categories for all students in the class. Shows results in percent correct.
6. Color-coded score categories show you how many students scored within that segment. Each color shows ranges of percent correct and the score category.

   - Low: Includes students who scored 0% to 40% on one or more of the selected sub-skills
   - Medium: Includes students who scored 40% to 80% on any of the selected sub-skills
   - High: Includes students who scored 80% to 100% for all of the selected sub-skills
   - NA: Appears when an assessment did not present the skill or sub-skill

MAP for Primary Grades Sub-Skill Report

Description	Shows test results of individual students in a selected class so you can identify students who need help with specific skills.
Intended Audience	Instructional coaches, instructors, counselors
Required Roles	- Instructor - Administrator - Assessment coordinator
When to Order	Every term
Format	HTML or PDF
Requirements and Notes	- Accessible from a link in the MAP for Primary Grades Class Report. - Report results are measured by the percentage of questions answered correctly. - Select and sort sub-skills to group students alphabetically by low, medium, and high performance levels as a group or individual groups by performance levels.

Recommended Uses

- Instructors can see which students need help with specific skills and measure student progress.
- Helps organize small group instruction when you select certain students to include in the report.

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① **MAP® for Primary Grades Sub-Skill Performance Report**

Kotifani, Jenisha A.
JKSecondGrade

District:	NWEA Sample District 3
School:	Three Sisters Elementary School
Date Range:	Dec 1, 2010 to Dec 1, 2011

PRI-MATH-Skills (Comp:20-ProblemSolving) **②**

Student ID	Student Name	Addition: Story Problems - Result Unknown	Subtraction: Story Problems - Result Unknown
S11001892	Bourdette, Sophie E.	3/5: 60%	3/5: 60%
S11002023	Broadard, Danilo O.	4/5: 80%	1/5: 20%
S11001966	Colon-Pagan, Teidah H.	4/5: 80%	4/5: 80%
S11002004	Esposito, Lyndon N.	5/5: 100%	3/5: 60%
S11002008	Feller, Griff F.	5/5: 100%	4/5: 80%
S11001867	Gatlin, Jatyka A.	5/5: 100%	5/5: 100%
S11001930	Henigsmith, Bay Lee E.	0/5: 0%	0/5: 0%
S11001934	Pace, Kristan N.	2/5: 40%	1/5: 20%
S11001917	Prada, Delbertson N.	5/5: 100%	5/5: 100%
S11002000	Sagmoen, Maegann N.	2/5: 40%	4/5: 80%
S11001907	Shifter, Joleen N.	2/5: 40%	1/5: 20%
S11002026	Varelman, Lise E.	5/5: 100%	1/5: 20%
S11001964	Vaughan, Tabbetha A.	5/5: 100%	5/5: 100%
S11001909	Vetsch, Lymon N.	4/5: 80%	3/5: 60%
S11001877	Walvatne, Metztli I.	5/5: 100%	2/5: 40%
S11001928	Wessale, Raylin N.	0/5: 0%	1/5: 20%
S11001920	Woollacott, Jennalea A.	3/5: 60%	1/5: 20%
S11001865	Zarmon, Valerio O.	0/5: 0%	1/5: 20%
S11001958	Zientko, Zephan N.	4/5: 80%	5/5: 100%

③

Low: 0% to 40%
Medium: > 40% to < 80%   **④**
High: 80% to 100%
NA: Sub-skill not evaluated

Figure 16: MAP for Primary Grades Sub-Skill Performance Report in PDF Format

MAP FOR PRIMARY GRADES SUB-SKILL PERFORMANCE REPORT LEGEND

1. Report title.

2. Name of the test given to the class. In the report above, the students took a math computation test.

3. Sub-skill scores appear in color-coded categories for each student in the class. Shows number of questions the student answered correctly out of the total number of questions, followed by percent correct.

4. Color-coded score categories show you how many students scored within that segment. Each color shows ranges of percent correct and the score category.

   - Low: Includes students who scored 0% to 40% on one or more of the selected sub-skills

   - Medium: Includes students who scored 40% to 80% on any of the selected sub-skills

   - High: Includes students who scored 80% to 100% for all of the selected sub-skills

   - NA: Appears when an assessment did not present the skill or sub-skill

   ⭐ **Important!** All groups list students alphabetically.

Projected Proficiency Summary Report

Description	Shows aggregated projected proficiency data from fall or spring testing so you can determine how a group of students is projected to perform on a separate state test.
Intended Audience	Superintendents, curriculum specialists, instructional coaches, principals
Required Roles	■ Administrator ■ Assessment coordinator
When to Order	Fall and spring terms
Formats	Choose to show data aggregated by: ■ District by Grade ■ District by School ■ School by Grade
Requirements and Notes	■ Testing must be declared complete. ■ All proficiency projections are based on studies linking the RIT scale to the standards and proficiency levels of individual state assessments. ■ Linking/alignment studies are limited to fall and spring, so there are no projections from the winter or summer test results. **Note:** Of course, you can generate this report any time, but only with the report options set to fall or spring testing. ■ Depending on the state, linking/alignment studies may also be limited to certain subjects (typically reading and math) and certain grades (typically 2 through 8). ■ For any state that does not have a linking/alignment study, generic projections appear on the report. NWEA uses the 40th percentile from the norms study to forecast basic proficiency and the 70th percentile to forecast advanced proficiency. ■ Projected proficiency data are updated regularly. For the latest information about your state's linking/alignment study, go to www.nwea.org and see **Our Research** > **State Information**.

Recommended Uses

Analyze group data to help:

■ Identify groups for possible remediation work prior to a state assessment.

■ Determine instructional strategy.

■ Inform school improvement plans.

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Projected Proficiency Summary Report ①

Aggregate by District by School

Term:	Fall 2010-2011
District:	NWEA Sample District 3
② Grouping:	Gender

Mathematics ③

Gender: Female

State Test Name: CSAP ④

School	Student Count ⑤	Unsatisfactory ⑥		Partially Proficient ⑦		Proficient		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
Mt. Bachelor Middle School	213	49	23.0%	87	40.8%	60	28.2%	17	8.0%
Mt. Hood High School	1	1	100.0%	0	0.0%	0	0.0%	0	0.0%
St. Helens Elementary School	13	13	100.0%	0	0.0%	0	0.0%	0	0.0%
Three Sisters Elementary School	143	9	6.3%	40	28.0%	64	44.8%	30	21.0%
⑧ Total	370	72	19.5%	127	34.3%	124	33.5%	47	12.7%

34% 19% 13% 34%
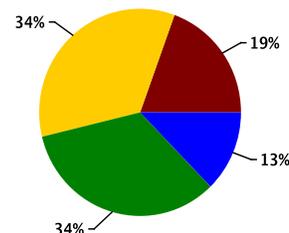
Gender: Male

State Test Name: CSAP

| School	Student Count	Unsatisfactory		Partially Proficient		Proficient		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
Mt. Bachelor Middle School	170	44	25.9%	60	35.3%	51	30.0%	15	8.8%
Mt. Hood High School	6	3	50.0%	3	50.0%	0	0.0%	0	0.0%
St. Helens Elementary School	6	5	83.3%	0	0.0%	1	16.7%	0	0.0%
Three Sisters Elementary School	142	17	12.0%	32	22.5%	58	40.8%	35	24.6%
Total	324	69	21.3%	95	29.3%	110	34.0%	50	15.4%

29% 21% 15% 34%
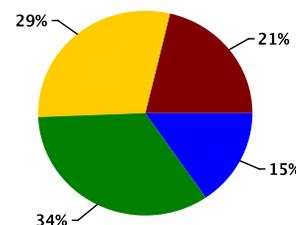
Figure 17: Projected Proficiency Summary Report (Aggregate by District by School)

PROJECTED PROFICIENCY SUMMARY REPORT LEGEND

1. Report title. Data may be aggregated by district by grade, by district by school, or by school by grade. The example above shows district by school aggregation.
2. *Grouping*: Shows the selection made for optional grouping when the report was requested. Choices are gender, ethnicity, program (such as Title 1), or None (default).
3. Subject area of MAP and state tests.
4. *State Test Name:* The state test on which MAP tests are used to project proficiency. A state may have multiple tests.
5. *Student Count*: Total number of students who took a MAP test and for whom proficiency projections are available.
6. *Count*: Total number of students who scored in this proficiency category.
7. *Percent*: Percentage of student count that scored in this proficiency category.
8. *Total:* Total for each Count column and average percent for each Percent column.

Projected Proficiency Summary Report

Aggregate by District by Grade

Term:	Fall 2010-2011
District:	NWEA Sample District 3
Grouping:	None

Mathematics

State Test Name: CSAP

Grade	Student Count	Unsatisfactory		Partially Proficient		Proficient		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	156	32	20.5%	22	14.1%	67	42.9%	35	22.4%
3	148	12	8.1%	50	33.8%	56	37.8%	30	20.3%
6	103	18	17.5%	42	40.8%	31	30.1%	12	11.7%
7	177	42	23.7%	69	39.0%	57	32.2%	9	5.1%
8	83	27	32.5%	27	32.5%	18	21.7%	11	13.3%
9	23	7	30.4%	11	47.8%	5	21.7%	0	0.0%
10	4	3	75.0%	1	25.0%	0	0.0%	0	0.0%
Total	694	141	20.3%	222	32.0%	234	33.7%	97	14.0%
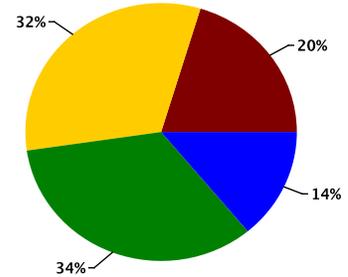
Figure 18:   Projected Proficiency Summary Report (Aggregate by District by Grade)

Student Goal Setting Worksheet

Description	Shows a student's test history and growth projections in the selected subject areas for a specific period of time so you can discuss the student's goals and celebrate achievements.
Intended Audience	Instructors, instructional coaches, counselors, students, parents
Required Roles	■ Instructor ■ Administrator ■ Assessment coordinator
When to Order	Every term (available for the previous or current academic year)
Requirements and Notes	■ Order for one or more students at a time. Generates a separate report for each student. ■ Customize by growth comparison period and one or more subject areas. ■ Features graphical representation of the student's overall RIT scores and projected RIT score, goal performance, and space for adding a student action plan.

Recommended Uses

- Supports conversations with students and parents early in the academic year or whenever the instructor wants to engage the student to define actions and goals.
- Can be a reference to help celebrate achievements at the end of the school year.
- In the fall, start a conversation with the student using the Overall RIT and Projected RIT and determine where the student stands with regard to goal areas. You could focus on a goal area in the student's action plan, particularly if you plan to emphasize instruction in that goal area.
- **Note:** If you ask a parent to sign this report, make sure you provide an explanation that parents can clearly understand.
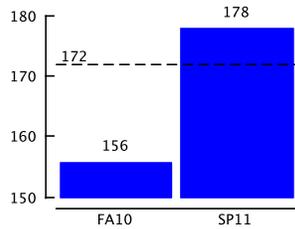
Student Goal Setting Worksheet

NWEA — Northwest Evaluation Association
Partnering to help all kids learn

(1) Bourdette, Sophie E.
Student ID: S11001892

District: NWEA Sample District 3
School: Three Sisters Elementary School
(2) Growth Measured from: Fall 2010 to Spring 2011

(3) Mathematics (Primary Grades Math (Combined Tests-all Goals))

	FA10 (4)	SP11
Overall RIT Score (5)	156	178
Goal Performance		
Problem Solving	152-167	186-200
Number Sense (6)	137-153	163-177
Computation	156-171	178-194 (7)
Measurement and Geometry	148-163	169-184
Statistics and Probability	151-166	152-169
Algebra	144-158	175-190

Student Action Plan: (8)

Chart values: FA10 156, SP11 178, dashed line 172

Projected RIT 172
My Goal _____
RIT Growth 22

(3) Reading (Primary Grades Reading (Combined Tests-all Goals))

	FA10	SP11
Overall RIT Score	155	178
Goal Performance		
Phonological Awareness	137-151	173-188
Phonics	139-155	183-198
Concepts of Print	153-169	182-198
Vocabulary and Word Structure	160-175	154-169
Comprehension	148-162	165-180
Writing	152-166	168-184
Lexile® Range	BR	105-255L (9)

Student Action Plan:

Chart values: FA10 155, SP11 178, dashed line 172

(10) Projected RIT 172
(11) My Goal _____
(12) RIT Growth 23

Student Signature: _____

Parent Signature: _____

Instructor Signature: _____

Date: _____

Explanatory Notes

RIT ranges may indicate an **area of relative strength** or *area of possible concern* determined by comparing the student's Goal Performance score with the student's Overall RIT Score for the test event.
* Projected RIT is only reported when there is growth norm data and a test event in the initial term. RIT Growth is only reported when there are test events in both the initial and final terms.
Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.

Figure 19: Student Goal Setting Worksheet

STUDENT GOAL SETTING WORKSHEET LEGEND

1. Student name and unique identification number for this student as rostered.

2. *Growth Measured from:* Data in this report are from these term pairs that can show you how students performed on a test or help you plan for a future test term, depending on which term pairs you select.

3. The last MAP test taken in the growth comparison period. If the student took other tests in the growth comparison period, this shows only the Overall RIT score.

4. Test terms within the comparison growth period. Growth measured may span up to five terms.

5. *Overall RIT Score:* The student's RIT score for each term in which the student has a growth test event in the subject, regardless of the test the student took. For example, the worksheet shows tests in fall, winter, and spring, and the student took a Math 2-5 test in the fall and a Math 6+ test in winter and spring. In this case, the worksheet shows an Overall RIT Score for each of the three terms.

6. *Goal Performance*: Specific goal performance area for each subject. Only test events that are consistent with the last test taken in the growth comparison period appear. For example, the worksheet shows tests in fall, winter and spring and the student took a Math 2-5 test in fall and then took a Math 6+ test in winter and spring. Only the test scores from the Math 6+ test events in winter and spring appear on the report because the goals were different in fall term and are not comparable.

7. *RIT Range:* The student's RIT range for each goal performance area within the subject. Color codes indicate the performance relative to the student's overall score:

   Green indicates more than 3 RIT points above overall RIT score.

   Yellow indicates more than 3 RIT points below the overall RIT.

   White or gray indicates a RIT range within 3 RIT points of the overall RIT.

8. *Student Action Plan*: A place to plan activities and strategies for the student to follow for improved performance in specific goal performance areas.

9. *Lexile® Range:* This range appears when the student has taken a reading test. You can use it with online resources to identify appropriately challenging books, periodicals, and other reading material for each student.

10. *Projected RIT:* RIT projected from the first to second test event when a test event is in the initial term. Norms data are used to calculate projected RIT from the growth test event in the initial term of the growth comparison period, projected to the final term of the growth comparison period.

11. *My Goal*: A place to record the student's individual goals that may be above or below typical growth.

12. *RIT Growth:* The student's RIT point growth from the initial term to the final term. Student must have completed testing in the final term.

Student Growth Summary Report

Description	Shows a summary of student growth in a district or school compared to growth norms so you can adjust instruction and use of materials.
Intended Audience	Superintendents, curriculum specialists, instructional coaches, principals
Required Roles	■ Administrator ■ Assessment coordinator
When to Order	Fall and spring terms
Formats	Choose to show data aggregated by: ■ School ■ District
Requirements and Notes	■ All testing must be declared complete for the term. ■ Summary data include only those students with available growth projections plus valid test events in the selected period (for example, Fall to Fall, Spring to Spring, or Fall to Spring). ■ Optional grouping by gender, ethnicity, or program.

Recommended Uses

- See actual growth achieved by groups not necessarily revealed by other tools (for example, another tool may show low achievement without acknowledging growth).
- Use with the NWEA norms study resources to show how your group's growth compares to the same grade level growth in the norms group.
- Compare academic growth by ethnicity, gender, or program for a particular grade.
- Contrast the rate of growth between groups in the school or district.
- Review these reports in work groups or professional learning communities and compare classroom results.
- Collaborate with other instructors to evaluate how better results were achieved.

Student Growth Summary Report

(1)

Aggregate by School

Term:	Fall 2009-2010
District:	NWEA Sample District 2
(2) Grouping:	None
Small Group Display:	Yes
(3) Growth measured from	Fall 2008 to Fall 2009

St. Helens Elementary School

Language Usage **(4)**	**(5)** Count	Fall 2008 **(6)** Mean RIT	**(7)** Std Dev	Fall 2009 Mean RIT	Std Dev	Actual Growth **(8)** Mean Growth	**(9)** Std Dev	**(10)** Sampling Error	Projected Growth **(11)** Count with Projection	**(12)** Mean Projection	**(13)** Growth Index	**(14)** Percent of Projection	**(15)** Count Meeting Projection	**(16)** Percent Meeting Projection
Grade (Fall 2009)														
3	114	182.6	18.0	199.0	13.8	16.4	12.2	3.4	114	14.1	2.2	116.3	73	64.3
4	129	187.1	16.2	197.0	14.3	9.9	10.6	2.0	129	10.4	-0.5	95.2	67	51.7
5	127	192.3	13.4	197.5	14.1	5.2	11.0	2.1	127	8.0	-2.7	65.0	52	40.7
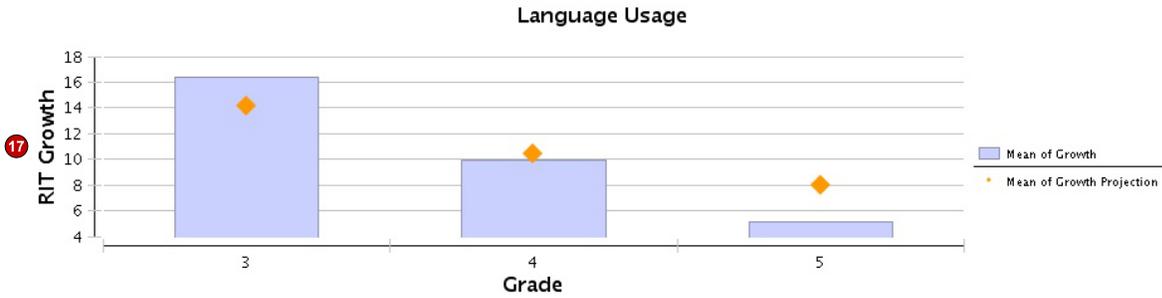
Figure 20: Student Growth Summary Report (Aggregate by School)

STUDENT GROWTH SUMMARY REPORT LEGEND

1. Report title. Data may be aggregated by school or by district. The example shows data aggregated by school.

2. *Grouping:* Shows the selection made for optional grouping when the report was requested. Choices are gender, ethnicity, program (such as Title 1), or None (default).

   Small Group Display: Overrides the report summary default and reports summary data for groups of fewer than ten students with test events in the beginning and ending term of the growth comparison period and for whom growth projection data are available. Because summary data for small groups is not statistically reliable, it is typically not included in reports.

3. *Growth Measured from:* Data in this report are from these term pairs that can show you how students performed on a test or help you plan for a future test term, depending on which term pairs you select.

4. Subject area tested.

5. *Count*: Number of students with valid growth test events in the beginning and ending terms. Data shown in the Actual Growth columns come from this group of students.

6. *Mean RIT*: Average RIT score of students in this group for the term indicated.

7. *Standard Deviation*: Indicates diversity of a group of students tested in this term. The lower the number, the more students are alike. The higher the number, the greater the diversity in this group.

8. *Mean Growth*: Average change in RIT scores from starting term to ending term (ending RIT minus starting RIT).

9. *Standard Deviation*: Measures variability of growth within this group. A larger standard deviation reflects a wider range of growth within a group.

10. *Sampling Error*: Growth standard error associated with term-to-term growth for the group. If these students tested again over the same period with comparable tests, term-to-term growth would fall within a range defined by the observed growth, plus or minus the growth sampling error, about 68% of the time.

11. **Count with Projection**: Number of students used to calculate values shown in the Projected Growth columns. Because growth projection norms are not available for all subjects, grades, and RIT scores, this count could be smaller than the first Count column.

12. *Mean Projection*: Average of the individual student growth projections. Each individual growth projection is from the latest NWEA norms study of students who started the year with the same RIT score as the individual student.

13. *Growth Index*: Average of RIT points by which the students in the group exceeded their projected RIT (positive values), fell short of their projected RIT (negative values), or exactly met their projected RIT (0).

14. *Percent of Projection*: Total student growth divided by the total of projected RIT growth scores expressed as a percentage. This measure shows the proportion of the overall RIT growth projections achieved by the students. Performance of 100% is considered average; the student growth equaled the projections. Use in conjunction with the Percent Meeting Growth Projection value. When no growth norms exist, no value appears in this column.

STUDENT GROWTH SUMMARY REPORT LEGEND, continued

15. *Count Meeting Projection*: Number of students in this group that met or exceeded their individual growth projections.

16. *Percent Meeting Projection*: Percentage of students in this group that met their individual growth projections.

17. *RIT Growth*: Graph showing the Mean Growth column (bar) and the Mean Projection column (diamond).

Student Progress Report

Description	Shows a student's overall progress from all past terms to the selected term so you can communicate about the student's term-to-term growth.
Intended Audience	Instructors, instructional coaches, counselors, students, parents
Required Roles	■ Instructor ■ Administrator ■ Assessment coordinator
When to Order	Every term
Requirements and Notes	■ Contains district averages only for terms for which your district has declared testing complete. ■ Can include school and district averages, NWEA growth norms, and status (percentile) norms.

Recommended Uses

Communicate with parents about a student's term-to-term growth. See www.nwea.org for sample parent letters.

Student Progress Report

Smith, Ledonna A.
Student ID: F08000033

(1) **Term Rostered:** Fall 2009-2010
District: NWEA Sample District 2
School: St. Helens Elementary School
**(2)** **Growth Comparison Period:** Fall to Spring

Mathematics

(8) Term/Year	**(9)** Grade	**(10)** RIT (+/- Std Err)	**(11)** RIT Growth	**(12)** Growth Projection	**(13)** Percentile Range
FA09	3	177-**180**-183			11-**17**-23
SP09	2	173-**176**-179	21	16	7-**11**-16
FA08	2	152-**155**-158			2-**4**-6

(3) Student RIT
(4) District Grade Level Mean RIT
(5) Norm Grade Level Mean RIT
(6) Student RIT Projection

Mathematics Goals Performance - Fall 2009-2010
(7)
Problem Solving	LoAvg
Number Sense	LoAvg
Computation	Low
Measurement and Geometry	LoAvg
Statistics and Probability	Low
Algebra	Low
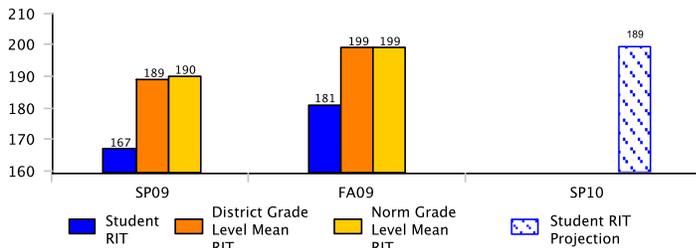
Reading

Term/Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA09	3	178-**181**-185			7-**10**-16
SP09	2	163-**167**-170			4-**6**-9
(14) *FA08*	*2*	*160-**163**-167*			*15-**20**-28*

Student RIT
District Grade Level Mean RIT
Norm Grade Level Mean RIT
Student RIT Projection

Reading Goals Performance - Fall 2009-2010
Understanding and Using Literary Texts	LoAvg
Building Vocabulary	Low
(15) Lexile Range	168-318L
Understanding and Using Informational Texts	Low

Figure 21: Student Progress Report

STUDENT PROGRESS REPORT LEGEND

1. ***Term Rostered***: Report parameter that specifies the term and academic year the test was taken. When you order the report, you would see different results if you chose a different term.

2. **Growth Comparison Period**: The terms that define the time frame for which RIT Growth, Growth Projection, and Student RIT Projection values are calculated.

3. **Student RIT**: The student's score for each term.

4. ***District Grade Level Mean RIT***: Average RIT score for students in the same school district and same grade who tested at the same time as the student named on this report. If it doesn't appear, the district testing window is not yet closed.

5. ***Norm Grade Level Mean RIT***: Average score for students who were in the same grade and who tested in the same term, as observed in the most recent NWEA norms study. If it doesn't appear, there is no norms data for the grade and subject reported.

STUDENT PROGRESS REPORT LEGEND, continued

6. **Student RIT Projection**: The projected RIT score when the student takes a future test. This projection is based on student's actual RIT score in the first term of the Growth Comparison Period, and on the average RIT growth of students who were in the same grade and who tested in the same term. The average growth comes from the most recent NWEA norms study.

7. *Goal Performance*: Lists each goal area included in the test taken in the selected term and a goal range or descriptive adjective of this student's score. The possible descriptors are:

   - *Low*: Student is performing at the 20th percentile or lower
   - *LoAvg*: Student is performing between the 20th and 40th percentiles
   - *Avg*: Student is performing between the 40th and 60th percentiles
   - *HiAvg*: Student is performing between the 60th and 80th percentiles
   - *High*: Student is performing at the 80th percentile or higher
   - If goal performance cannot be calculated, an asterisk (*) appears. The student may have answered too many items incorrectly or too few items may have been available in the RIT range assessed.

8. *Term/Year*: Indicates the term and year in which the test event occurred. Keep in mind that if a term spans more than one year (for example, from 2009 to 2010), the latter of the two years is used. For example, WI10 reflects a term which begins on December 1, 2009 and ends on February 28, 2010.

   - *FA* (Fall)
   - *WI* (Winter)
   - *SP* (Spring)
   - *SU* (Summer)

9. **Grade**: Grade of the student when the test was taken.

10. *RIT*: Middle number is the student's RIT score. The numbers on either side of the RIT score define the score +/- the standard error. If retested soon, the student's score would fall within this range most of the time.

11. *RIT Growth*: The growth in RIT points made between the two terms in the Growth Comparison Period.

12. *Growth Projection*: Average growth of students who were in the same grade and began the same term at a similar RIT score, as observed in the most recent NWEA norms study.

13. *Percentile Range*: The number in the middle is this student's percentile rank, or the percentage of students who had a RIT score less than or equal to this student's score according to the most recent NWEA norms study. The numbers on either side of the percentile rank define the percentile range (the RIT score +/- standard error). If retested soon, this student's percentile rank would be within this range most of the time.

14. Results shown in gray italic format indicate that the test was used for informational purposes only and not to determine student growth.

15. *Lexile® Range:* This range appears when the student has taken a reading test. You can use it with online resources to identify appropriately challenging books, periodicals, and other reading material for each student.

Data Export Scheduler Reference

At times, you may want to export data from the Web-based MAP system. You can access raw data by ordering a data file from the Data Export Scheduler page, which schedules exportable MAP results data for delivery. Three data export file types are available:

- Comprehensive Data File
- Combined Data File
- CompassLearning® XML file

Note: The CompassLearning® XML File option appears only for joint NWEA-CompassLearning partners. For more information about this data export file type and procedures, see online help.

With exported files, you can:

- Analyze new data
- Create your own reports
- Import the data into other systems

Assessment coordinators can:

- Use the Data Export Scheduler to set how frequently to generate data export files
- Access a quick link to the generated data export file(s) from the MAP Reports landing page or directly from the Data Export Scheduler page

The Comprehensive Data File and Combined Data File data are delivered in CSV format and are packaged in a .zip file. As soon as the MAP system generates the package, you can retrieve it from the Data Export Scheduler page, or from a portal in the MAP Reports landing page in the MAP Administration and Reporting Center (MARC).

The MAP system provides a scripting interface as an alternative method for retrieving an exported data file. Your script can retrieve the file and place it in a location of your choice. For more information about automating file retrieval, see online help.

For more information about the file contents, see the *Comprehensive Data File Reference* or the *Combined Data File Reference*, available from the Data Export Scheduler page in the MAP system. Instructions for generating data files are available in online help.

Figure 22: Data Export File Scheduler Access from the MAP Reports Landing Page

Comprehensive Data File

The Comprehensive Data File contains student-centric information for a specific instructional term (fall, winter, spring or summer) in a specific year. The data export file automatically includes the following information:

- StudentBySchool.csv: Student to school associations. This file includes the most basic student roster information at the school level.
- AssessmentResults.csv: All valid assessment results for the specified term for students listed in the StudentBySchool.csv data file.

Recommended Uses

Import these four separate files into a data warehouse or student information system. Advanced users can create a relationship between the files and generate custom reports.

For information about each field in this data export file set, see the *Comprehensive Data File Reference*, available from the Data Export Scheduler page.

About the Comprehensive Data File

The Comprehensive Data File is a set of .csv files, similar to the example that follows, which you can use to import into other data systems. It contains student-centric assessment results based on a specific instructional term (for example, fall, winter, spring, or summer) in a specific year. The Data Export Scheduler supports one-time, daily, and weekly scheduled exports.

ProgramAssignments.csv

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	TermName	StudentID	Program										
2	Fall 2011-2012	S0800003	DPED										
3	Fall 2011-2012	S0800004	Econ Disadvantaged										

ClassAssignments.csv

	A	B	C	D	E	F	G	H	I	J	K
1	TermName	StudentID	SchoolName	ClassName	TeacherName						
2	Fall 2011-2012	9908908	Mt. Bachelor Middle School	Class 01	Bowlden, Tami						
3	Fall 2011-2012	9908908	Mt. Bachelor Middle School	Class 01	Branson, Dana						

AssessmentResults.csv

	A	B	C	D	E	F	G	H
1	TermName	StudentID	SchoolName	MeasurementScale	Discipline	GrowthMeasureYN	TestType	TestName
2	Fall 2011-2012	889901	Mt. Bachelor Middle School	Mathematics	Mathematics	TRUE	Survey With Goals	Primary Grades Math
3	Fall 2011-2012	889904	Mt. Bachelor Middle School	Mathematics	Mathematics	FALSE	Survey With Goals	MAP: Math 6+ CO 2009

StudentsBySchool.csv

	A	B	C	D	E	F	G	H	
1	TermName	DistrictName	SchoolName	StudentLastName	StudentFirstName	StudentMI	StudentID	StudentDateOfBirth	StudentEt
2	Fall 2011-2012	NWEA Sample District 3	Mt. Bachelor Middle School	Jones	Shannon		9908908	9/5/1995	Native Hav
3	Fall 2011-2012	NWEA Sample District 3	Mt. Bachelor Middle School	Ward	Samantha		889900	6/19/2006	Black
4	Fall 2011-2012	NWEA Sample District 3	Mt. Bachelor Middle School	Jordan	Tish		889901	12/22/2005	White
5	Fall 2011-2012	NWEA Sample District 3	Mt. Bachelor Middle School	Lopez	Maria		889904	2/26/2004	Hispanic

Figure 23: Sample Comprehensive Data File Package

Combined Data File

The Combined Data File contains raw data exported from the Web-based MAP database, in a single, comma-separated text file. It combines all the information from the following Comprehensive Data File package:

- StudentBySchool.csv: Student to school associations. This file includes the most basic student roster information at the school level.
- AssessmentResults.csv: All valid assessment results for the specified term for students listed in the StudentBySchool.csv data file.

For information about each field in this data export file, see the *Combined Data File Reference*, available from the Data Export Scheduler page.

Recommended Uses

Get quick access to student and assessment data for general purposes.

Export results and view all your data in a single spreadsheet format.

Create custom reports as often as necessary.

About the Combined Data File

The Combined Data File is a single .csv file, similar to the example that follows, which you can use to import into other data systems. It contains student-centric assessment results based on a specific instructional term (for example, fall, winter, spring, or summer) in a specific year.

	A	B	C	D	E	F	G	H	I
1	TermName	DistrictName	SchoolName	StudentLastName	StudentFirstName	StudentMI	StudentID	StudentDateOfBirth	StudentE
2	Fall 2012-2013	NWEA Sample District 5	St. Helens Elementary School	Forester	Ardell	L	F08000006	8/20/2002	Hispanic
3	Fall 2012-2013	NWEA Sample District 5	St. Helens Elementary School	Forester	Ardell	L	F08000006	8/20/2002	Hispanic
4	Fall 2012-2013	NWEA Sample District 5	St. Helens Elementary School	Forester	Ardell	L	F08000006	8/20/2002	Hispanic
5	Fall 2012-2013	NWEA Sample District 5	St. Helens Elementary School	Forester	Ardell	L	F08000006	8/20/2002	Hispanic

Figure 24: Sample Combined Data Export

Instructional Resources Reference

Instructional resources help you identify the area of learning where a student can make the greatest academic growth with differentiated instruction and appropriate teaching strategies. You can use these resources to form and implement flexible grouping strategies, and identify and monitor student needs according to student progress.

The MAP system provides access to two instructional resources:

- DesCartes: A Continuum of Learning for post-primary grades instruction
- Primary Grades Instructional Data (PGID) for primary grades instruction

For a summary of access to instructional resources by role, see All MAP Reports and Instructional Resources on page 6.

You can access the Instructional Resources landing page from the left navigation pane. Instructional resources display soon after you request them in the MAP system. They do not appear in the Reports Queue.
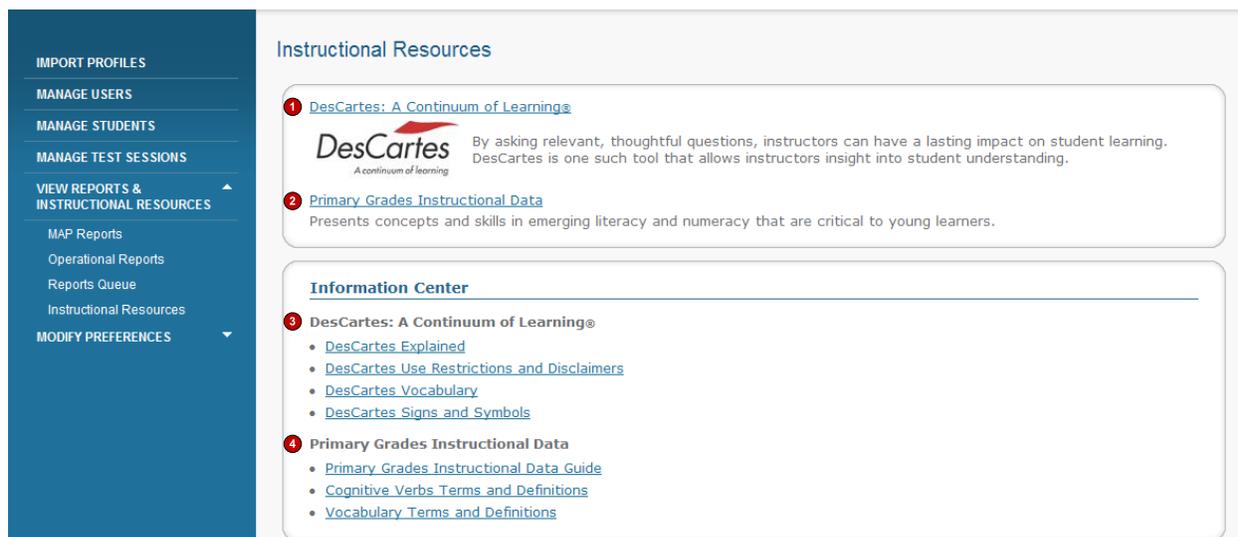

Figure 25: Instructional Resources Access on the Instructional Resources Landing Page

INSTRUCTIONAL RESOURCES ACCESS LEGEND

1. *DesCartes: A Continuum of Learning*: Translates student scores into relevant learning continuum statements. DesCartes learning resources are part of standard MAP licensing.

2. *Primary Grades Instructional Data*: Provides meaning to test scores from the adaptive primary grade tests by showing instructors the skills and concepts that students are ready to learn, based on how students score on the NWEA RIT scale. Primary Grades Instructional Data requires activated MPG licensing.

3. *DesCartes documents*: Provide detailed explanatory information that supports DesCartes learning statements. Available in a downloadable PDF file.

4. *Primary Grades Instructional Data documents*: Provide detailed explanatory information that supports PGID learning statements. Available in a downloadable PDF file.

DesCartes: A Continuum of Learning

Description	Translates student scores to relevant learning continuum statements and presents data from test items in appropriate RIT ranges reviewed by NWEA curriculum specialists so you can: ■ Identify the area of learning where a student can make the greatest academic growth with differentiated instruction and appropriate teaching strategies. ■ Form and implement flexible grouping strategies. ■ Identify and monitor student needs according to student progress.
Intended Audience	Instructional coaches, instructors, counselors
Required Roles	■ Instructor ■ Administrator ■ Assessment coordinator
When to Order	Every term
Requirements and Notes	■ Groups statements for a selected subject, goal, and sub-goal and presents information in 10-point RIT bands. ■ Includes recommendations for appropriate skills to enhance, develop, and introduce. ■ Available for most MAP assessments intended for second grade and higher. ■ Accessible from the Instructional Resources landing page in the MAP system and from the Class Breakdown by Goal Report. ■ When accessed from the Class Breakdown by Goal Report, includes a cover page that lists the students in the cells you clicked on the Class Breakdown by Goal Report. ■ Display is blank when information is limited or unavailable.

Recommended Uses

Help select learning materials, plan curriculum, share resources with other instructors, and monitor student progress.

For more information about uses, see *DesCartes Explained*, available from Instructional Resources landing page.

NWEA
Northwest Evaluation Association
Partnering to help all kids learn

DesCartes: A Continuum of Learning®

① **Reading**

② Goal: Comprehending Informative and Persuasive Texts

③ **RIT Score Range:** 181 - 190
Statements Last Updated: Aug 26, 2011

④ Skills and concepts to Enhance (73% Probability*) 171 - 180	⑤ Skills and Concepts to Develop (50% Probability*) 181 - 190	⑥ Skills and Concepts to Introduce (27% Probability*) 191 - 200
Identify and use Text Features	**Identify and use Text Features**	**Identify and use Text Features**
●Locates information in a table of contents or title page in informational text	●Locates information in a table of contents or title page in informational text ●Describes the functions of a table of contents in informational texts ●Identifies the characteristics of a list	●Locates information found in a simple chart in informational text
Author's Strategy to Support Audience, Purpose	**Author's Strategy to Support Audience, Purpose**	**Author's Strategy to Support Audience, Purpose**
●Classifies statements as fact or opinion in informational text ●Locates bias in informational texts ●Infers the author's viewpoint (term not used) in short paragraphs of informational text ●Determines the author's purpose (term not used) in creating an informational sign or diagram ●Determines an author's purpose in writing an informational passage (1-5 sentences, list or sign) ●Infers the author's specific purpose (term not used) for an informational passage (persuasive) ●Identifies the characteristics thank you notes ●Identifies the characteristics of lists	●Gives examples of informational sentences that are facts ●Classifies statements as fact or opinion in informational text ●Distinguishes between facts and propaganda in advertisements ●Makes inferences to determine an author's bias or viewpoint (terms not used) from short paragraphs of informational text (1-4 sentences) ●Explains that the purpose of an informational advertisement is to sell a product ●Selects an example of propaganda (term not used) in an advertisement ●Infers the author's viewpoint (term not used) in short paragraphs of informational text ●Evaluates the author's viewpoint or attitude in informational text ●Infers the author's specific purpose for writing a complex informational text ●Infers the author's specific purpose (term not used) for an informational passage (to inform) ●Identifies the characteristics of informal notes ●Identifies the characteristics of letters ●Classifies text as a journal entry ●Identifies the characteristics of lists	●Gives examples of informational sentences that are facts ●Gives examples of sentences in informational text that are opinions ●Describes characteristics of sentences that are opinions in informational text ●Distinguishes between fact and opinion in informational text ●Distinguishes between examples of fact and opinion in short (4-5 sentences) passages of informational text ●Distinguishes between examples of fact and opinion paraphrased from passages of informational text ●Distinguishes between facts and propaganda in advertisements ●Infers an author's bias from short paragraphs of informational text (1-4 sentences) ●Identifies the use of propaganda in informational text ●Distinguishes between facts and propaganda in informational advertisements ●Analyzes persuasive language used in informational text ●Determines author's validity using information supplied in informational text (1-3 paragraphs containing complex sentences) ●Classifies the purpose of a short informational passage (1 to 3 sentences) as "to inform" ●Infers the author's purpose (term not used) in writing an informational passage (persuasive) ●Infers the author's specific purpose (term not used) for an informational passage (to inform) ●Identifies techniques used by the author to play with the sound of words
Main Idea and Important Details	**Main Idea and Important Details**	**Main Idea and Important Details**
●Locates information in short passages (1 to 3 sentences) of informational text containing simple sentence construction ●Locates information in passages (3 to 10 sentences) of informational text containing 1 to 6 compound or incomplete sentences or sentence construction containing prepositions, compound subjects, or objects ●Paraphrases information in informational text ●Identifies the main idea of informational text (3 to 6 simple sentences)	●Locates information using an index in informational text ●Locates information in passages (3 to 10 sentences) of informational text containing 1 to 6 compound or incomplete sentences or sentence construction containing prepositions, compound subjects, or objects ●Locates information in short advertisements (1 to 3 paragraphs) ●Locates and summarizes information found in a Venn Diagram ●Paraphrases information in informational text ●Paraphrases information found in complex informational text	●Locates information not found in informational text ●Locates information in passages (5 to 25 sentences) of informational text containing multiple compound or incomplete sentences or sentence constructions containing prepositions, compound subjects, objects, or subordinate clauses ●Locates and summarizes information in informational passages containing compound subjects or objects ●Locates and paraphrases information in informational text (5-6 paragraphs)

Explanatory Notes
* At the range mid-point, this is the probability students would correctly answer items measuring these concepts and skills. Both data from test items and review by NWEA curriculum specialists are used to place Learning Continuum statements into appropriate RIT ranges. Blank cells indicate data are limited or unavailable for this range or document version.

Figure 26: DesCartes Instructional Learning Statement

DESCARTES: A CONTINUUM OF LEARNING LEGEND

1. Subject area selected for learning continuum statements.

2. **Goal**: Learning goal strand you selected for your focus (you may also choose a sub-goal).

3. **RIT Score Range**: RIT range you selected for a student or group.

4. **Skills and Concepts to Enhance**: Student has a 73% probability of correctly answering questions that measure these concepts and skills.

5. **Skills and Concepts to Develop**: Student has a 50% probability of correctly answering questions that measure these concepts and skills.

6. **Skills and Concepts to Introduce**: Student has a 27% probability of correctly answering questions that measure these concepts and skills.

Primary Grades Instructional Data

Description	Translates primary grade student scores from Survey with Goals types of assessments into relevant statements for a selected subject grouped by goal and sub-goal so you can identify which skills and concepts that students are ready to learn, based on how students score on the RIT.
Intended Audience	Instructional coaches, instructors, counselors
Required Roles	▪ Instructor ▪ Administrator ▪ Assessment coordinator
When to Order	Every term
Formats	Choose these formats: ▪ 1-column page format - Sorts RIT values in ascending or descending RIT values ▪ 3-column page format - Presents learning statements in 5-point or 10-point RIT bands (similar to DesCartes statement format) ▪ 5-point or 10-point RIT bands
Requirements and Notes	▪ Describes a skill or concept measured by one or more test items and can be associated with a specific RIT value. ▪ Includes recommendations for appropriate skills to enhance, develop, and introduce. ▪ Available for most MAP assessments intended for second grade and higher (MAP for Primary Grades students). ▪ Accessible from the Instructional Resources page landing in the MAP system and from the Class Breakdown by Goal Report (from a goal in the MPG Survey with Goals test). ▪ Display is blank when information is limited or unavailable.

PGID View Choices

You may choose to display your PGID 3-column learning statements in RIT bands of 5 or 10 points. If you choose a 10-point RIT band, you see:

- **Skills and Concepts to Enhance**: Student has a 73% probability of correctly answering questions that measure these concepts and skills

- **Skills and Concepts to Develop**: Student has a 50% probability of correctly answering questions that measure these concepts and skills

- **Skills and Concepts to Introduce**: Student has a 27% probability of correctly answering questions that measure these concepts and skills

If you choose a 5-point RIT band:

- **Skills and Concepts to Monitor**: Student has a 62% probability of correctly answering questions that measure these concepts and skills

- **Skills and Concepts to Develop**: Student has a 50% probability of correctly answering questions that measure these concepts and skills

- **Skills and Concepts to Reinforce**: Student has a 38% probability of correctly answering questions that measure these concepts and skills

The following figure shows the relationship between the two RIT band views. The 5-point RIT band is a subset of the 10-point band.
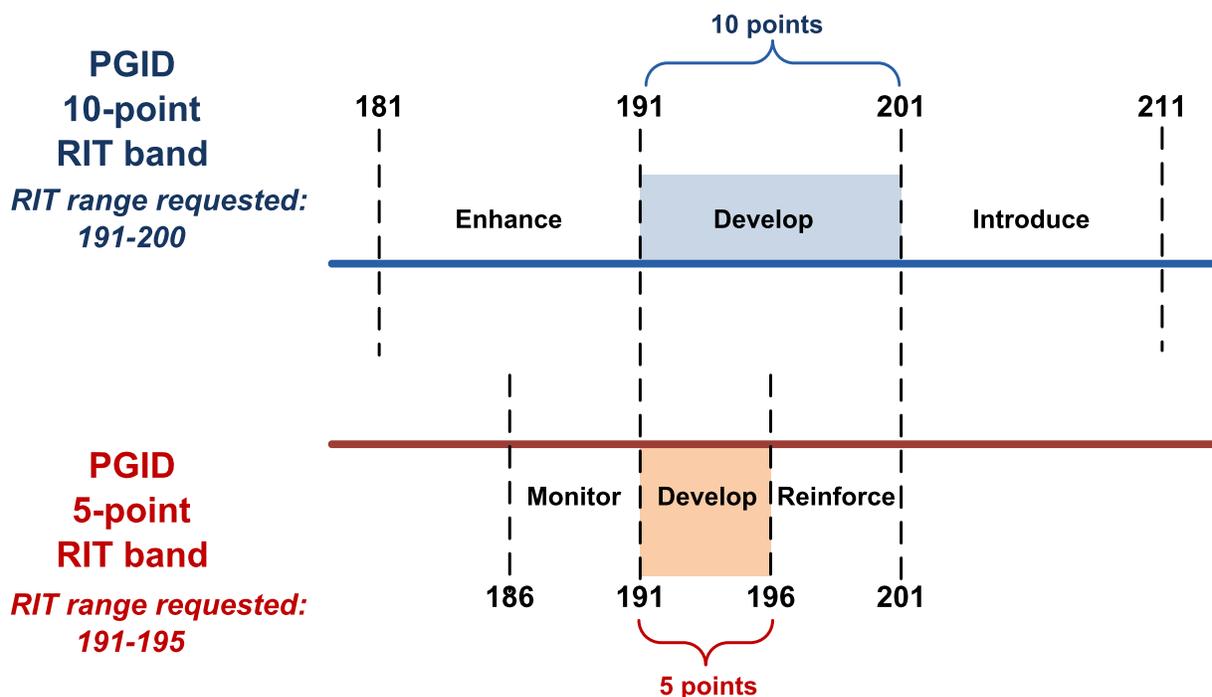

Figure 27: PGID Learning Statement RIT Band Display Choices

Recommended Uses

Sort by topic to see a greater range of goals and sub-goals.

Kindergarten through second grade instructors could conduct a lesson-building session with other instructors to aggregate data to meet the needs of multiple users.

In the single-column display, it is possible to select a precise score range to match learning statements to a student's actual score range.

(1) Primary Grades Instructional Data

(2) Mathematics

Goal: Problem Solving

(3) RIT Score Range: 176 - 180
Statements Last Updated: Aug 27, 2011

(4) Skills and Concepts to Monitor (62% Probability*) 171 - 175		(5) Skills and Concepts to Develop (50% Probability*) 176 - 180		(6) Skills and Concepts to Reinforce (38% Probability*) 181 - 185	
Understand and Represent Word Problems		Understand and Represent Word Problems		(7) Understand and Represent Word Problems	
171	Represents a word problem with an equation (sum 20; answer options include result unknown and change unknown equations)	177	Represents a subtraction word problem with an equation (numbers 20)	181	Represents a word problem with an equation (difference 10)
173	Represents a change unknown equation with a word problem (addition; numbers 5)	177	Represents a subtraction word problem with manipulatives (difference 10)	181	Analyzes a subtraction word problem to select relevant information that is missing (2-digit numbers 20)
173	Represents a multiplication word problem using repeated addition (1-digit addends; sum 20; manipulatives and expressions shown)	178	Represents a subtraction word problem with an equation (numbers 10)	182	Represents a start unknown word problem with an equation (1- and 2-digit addends; 2-digit addend given; sum 20)
173	Represents an addition word problem with tally marks (1-digit addends; sum 20; equation given)	179	Selects the information needed to solve a change unknown subtraction problem	182	Analyzes a division word problem to select relevant information that is missing (1-digit numbers)
175	Represents a subtraction word problem with a diagram (numbers 10; operation symbols shown)			182	Analyzes an addition word problem to select extraneous information (1- and 2-digit numbers; sum 100)
				182	Represents a multiplication word problem using repeated addition (numbers 20)
				183	Represents a multiplication word problem with manipulatives (product 20)
				183	Represents a subtraction word problem with manipulatives (numbers 5; operation symbols shown)
				183	Selects the information needed to solve a start unknown addition problem
				184	Represents a change unknown word problem with an equation (addition; numbers 5)
				184	Represents a multiplication word problem using repeated addition (1-digit addends; sum 10)
Solution Strategies and Verification of Answers		Solution Strategies and Verification of Answers		Solution Strategies and Verification of Answers	
172	Selects an operation to solve an addition word problem (2-digit addends; sum 100; operation word shown)	177	Selects a strategy that will not solve an addition word problem (incorrect operation; numbers 5; manipulatives shown)	182	Selects the correct strategy to solve a subtraction word problem given three pictures and subtraction expressions (difference 5)
172	Applies understanding of inverse operations to check an answer (inverse of addition; numbers 10; difference 10)			183	Selects a strategy that will not solve a subtraction equation (incorrect operation on a number line; numbers 5; manipulatives shown)
				185	Selects an operation to solve an addition word problem (2-digit addends; sum 1000; operation word shown)
Logic, Reasoning, Conjectures, and Proof		Logic, Reasoning, Conjectures, and Proof		Logic, Reasoning, Conjectures, and Proof	
172	Solves a 3-step word problem using logic (numbers 10)	176	Solves a 2-step word problem using logic (numbers 20)	181	Solves a multi-step word problem using reasoning strategies (equivalence; numbers 10)
175	Solves a 3-step word problem using logic (numbers 5)	180	Determines the rule by comparing two sets of numbers (only one set follows the rule; in order)		

Figure 28: Primary Grades Instructional Data Learning Statement

PRIMARY GRADES INSTRUCTIONAL DATA LEGEND

1. Selected subject area for learning continuum statements.

2. *Goal*: Learning goal strand you selected for your focus. You can also choose a sub-goal.

3. *RIT Score Range*: RIT range you selected for a student or group.

4. *Skills and Concepts to Monitor*: Student has a 62% probability of correctly answering questions that measure these concepts and skills.

5. *Skills and Concepts to Develop*: Student has a 50% probability of correctly answering questions that measure these concepts and skills.

6. *Skills and Concepts to Reinforce*: Student has a 38% probability of correctly answering questions that measure these concepts and skills.

7. Learning goal strands are broken down into sub-goals that further narrow instruction focus. You can select a specific sub-goal when you order the report; otherwise, all sub-goals appear on the report.

Operational Reports Reference

NWEA operational reports provide tools to manage the testing process and ensure the integrity of testing data. You can use operational reports to find information about missing profile attributes, duplicate profiles, and other information to improve student profile integrity and completeness. See the *Data Management Guide* and online help for information about student and user profiles. These reports also help you monitor the progress of student testing.

Operational reports are available only to users with the data administrator and assessment coordinator roles in the MAP system.

Note: For information about changes to reports from previous versions of the MAP system, see the *MAP Transition Guide*.

Click **Operational Reports** in the left navigation pane to view the Operational Reports landing page. Links in the Operational Reports section take you to the appropriate page where you can select report criteria.
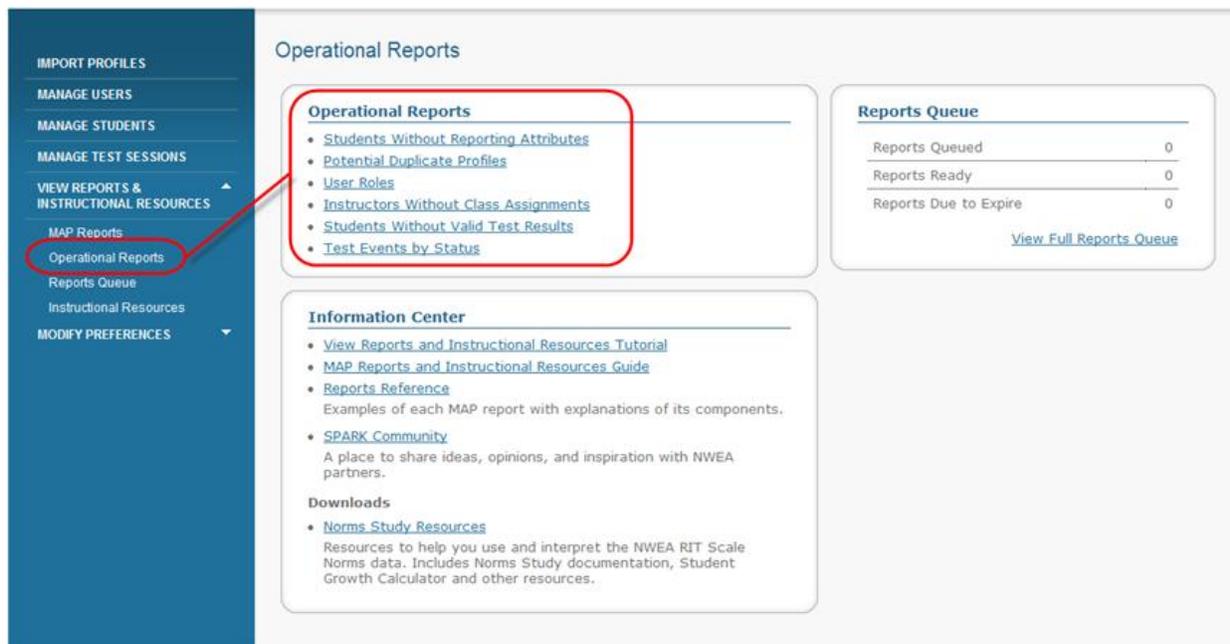

Figure 29: Operational Reports Access on the Operational Reports Landing Page

Many reports appear soon after you request them in the MAP system. Some reports that take longer to generate are available later from the Reports Queue. For more information, see [Access to Reports and Instructional Resources](#).

Instructors Without Class Assignments Report

Description	Identifies instructors who have no class associations for the selected term so you can link instructors with classes.
Required Roles	▪ Assessment coordinator ▪ Data administrator
When to Order	Beginning of an academic year or new term when profile importing and student-instructor associations could be incomplete.
Requirements and Notes	Instructor status must be active to appear on the report.

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1 **Instructors Without Class Assignments**

2 **Term:** Fall 2011-2012
District: NWEA Sample District 3

Mt. Bachelor Middle School

ID	Name	Date Created/Updated
LR778866	Ridgely, Lance	9/16/11
Total Instructors:	1	

NWEA PD School

ID	Name	Date Created/Updated
TT1234	Tracy, Trish	10/28/11
Total Instructors:	1	

St. Helens Elementary School

ID	Name	Date Created/Updated
	Consultants, Tech	8/15/11
99	Sys Admin Backup, PD	10/10/11
Total Instructors:	2	
Total Instructors:	4	

Figure 30: Instructors Without Class Assignments Report

INSTRUCTORS WITHOUT CLASS ASSIGNMENTS REPORT LEGEND

1. Report title.
2. *Term*: Identifies the term and academic year for which each instructor in the district has no classes assigned

Potential Duplicate Profiles Reports

Description	Identifies profiles in the MAP system with similar characteristics that suggest they may be duplicates so you can merge or delete true duplicate profiles.
Required Roles	■ Assessment coordinator ■ Data administrator
When to Order	■ After profile import processing. ■ When results reports suggest duplicate profiles.
Formats	Choose between these report types: ■ Instructor profile ■ Student profile
Requirements and Notes	■ Data administrators can fix true duplicates at any time in Manage Students. NWEA recommends leaving similar profiles that are not actual duplicate records in the system. ■ If no data are available for the current term, information from a previous term appears. ■ If the student attends multiple schools, the report indicates "multiple schools" rather than identifying a school of record.

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1 **Potential Duplicate Profiles**   **District:**   NWEA Sample District 3

Instructor

2

ID	Name	Email Address	School	Term	Date Created/ Updated	Profile Status
05	Xavier, Charles		Mt. Bachelor Middle School	Summer 2010-2011	12/13/11	Active
06	Xavier, Charles		Mt. Bachelor Middle School	Summer 2010-2011	12/13/11	Active
03	Young, Brian		Mt. Bachelor Middle School	Summer 2010-2011	12/13/11	Active
04	Young, Brian		Mt. Bachelor Middle School	Summer 2010-2011	12/13/11	Active
01	Zielke, Amy		Mt. Bachelor Middle School	Summer 2010-2011	12/13/11	Active
02	Zielke, Amy		Mt. Bachelor Middle School	Summer 2010-2011	12/13/11	Active

Figure 31: Potential Duplicate Profiles Report (Instructor)

POTENTIAL DUPLICATE PROFILES REPORT (INSTRUCTOR) LEGEND

1. Report title. The example report shown above is potential duplicate instructor profiles.
2. Profile information for each instructor. Compare the information in each record to determine whether records are actual duplicates or are just similar. The profiles in the example shown above may or may not be duplicates.

① Potential Duplicate Profiles

District: NWEA Sample District 3

Student

ID	② Name	③ DOB	Gender	④ Grade	School	Term	Date Created/ Updated	Profile Status
57592	Allen, Leslie	9/2/01	F	5	Mt. Bachelor Middle School	Summer 2011-2012	12/7/11	Active
57596	Allen, Leslie	9/2/01	F	5	NWEA PD School	Fall 2011-2012	12/7/11	Active
57864	Anderson, Ron	8/3/98	M	8	NWEA PD School	Fall 2011-2012	12/7/11	Active
57868	Anderson, Ron	8/3/98	M	8	Mt. Bachelor Middle School	Summer 2011-2012	12/7/11	Active

Figure 32: Potential Duplicate Profiles Report (Student)

POTENTIAL DUPLICATE PROFILES REPORT (STUDENT) LEGEND

1. Report title. The example report shown above is potential duplicate student profiles.
2. **Name** and profile information for each student. To determine whether records are actual duplicates or are just similar, compare the information in each record. In the example above, the profiles may or may not be duplicates.
3. *DOB*: Date of birth is an important factor to consider when comparing student profiles.
4. *Grade*: Grade is another important factor to consider when comparing student profiles.

Students Without Reporting Attributes Report

Description	Identifies student profiles: ■ With enough information for the student to take tests, but not enough information to include the student's test results in results reporting for any term in which attributes are missing. ■ That are parent profiles that have been merged, resulting in incomplete attributes for a term. You can use this report to: ■ Troubleshoot missing data on reports. ■ Identify student profiles to update. ■ Make sure student test results from specified terms are included in reports.
Required Roles	■ Assessment coordinator ■ Data administrator
When to Order	■ After profile import processing. ■ After testing. ■ When troubleshooting missing data in reports.

① Students Without Reporting Attributes

| | Term: | Fall 2011-2012 |
| | District: | NWEA Sample District 3 |

(No School Available)

| | | | | | Missing Reporting Attributes ② | Missing School of Record ③ | | |
ID	Name	DOB	Gender	Grade	Missing Reporting Attributes	Missing School of Record	Date Created/ Updated	Profile Status
	Christian, Bella		F	4	✓		8/16/11	Active

Total Students: 1

Mt. Bachelor Middle School

ID	Name	DOB	Gender	Grade	Missing Reporting Attributes	Missing School of Record	Date Created/ Updated	Profile Status
889903	Dickinson, Lisa	6/13/2005	F	7	✓		10/10/11	Active
889922	Jackson, Charmaine	4/6/1999	M	7	✓		10/13/11	Active
889936	Martin, Faith	5/5/1993	F	7	✓		10/13/11	Active
889902	Martinez, Juan	10/14/2006	M	7	✓		10/11/11	Active

Total Students: 4

St. Helens Elementary School

ID	Name	DOB	Gender	Grade	Missing Reporting Attributes	Missing School of Record	Date Created/ Updated	Profile Status
889903	Dickinson, Lisa	6/13/2005	F	7	✓		10/10/11	Active
889922	Jackson, Charmaine	4/6/1999	M	7	✓		10/13/11	Active
889936	Martin, Faith	5/5/1993	F	7	✓		10/13/11	Active
889902	Martinez, Juan	10/14/2006	M	7	✓		10/11/11	Active

Total Students: 4

Total Students: 9

Figure 33: Students Without Reporting Attributes Report

STUDENTS WITHOUT REPORTING ATTRIBUTES REPORT LEGEND

1. Report title.
2. *Missing Reporting Attributes:* Indicates that some or all of the attributes required for reporting are missing on the student profile. Attributes required for reporting include Student ID, Student Last Name, Student First Name, Student Date of Birth, Student Gender, Student Grade, and Student Ethnic Group Name.
3. *Missing School of Record:* Indicates whether the profile has no school of record. The school of record, or primary school, is required for results reporting to prevent inconsistencies in reporting at the class, school, and district level. If a student profile has more than one school, the school of record:
   - Prevents test events from being counted more than once in summary statistics
   - Identifies where test events are included in summary statistics even though they are reported more than once (to all teachers and administrators at all schools)

Students Without Valid Test Results Report

Description	Identifies students who do not have a valid, completed test event for a specific subject within a specified date range within the current term so you can determine the progress of your test schedule and complete testing.
Required Roles	■ Assessment coordinator ■ Data administrator
When to Order	During the testing season.
Formats	View students without valid test results by: ■ School in the district ■ Grade in the school ■ Subject area tested (for example, reading or mathematics) ■ Test
Requirements and Notes	■ If no students have taken a particular test, no students appear on the report for the test. ■ Use this report with the Test Events by Status Report to determine whether a student has a test with a different status. ■ Students added since the last nightly processing session do not appear on the report.

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① **Students Without Valid Test Results**

Mt. Bachelor Middle School

Term:	Winter 2011-2012
District:	NWEA Sample District 3
② Date Range:	Dec 1, 2011 to Feb 29, 2012

Grade K

③ Mathematics

ID	Name	DOB	Gender	Date Created/Updated
889901	Jordan, Tish	12/22/05	F	12/8/11
889900	Ward, Samantha	6/19/06	F	12/8/11

Total Students: 2

Explanatory Notes
Students added since the last nightly processing session are not reflected on this report.

Figure 34: Students Without Valid Test Results Report

STUDENTS WITHOUT VALID TEST RESULTS REPORT LEGEND

1. Report title.
2. *Date Range*: Information is accurate for the date range listed.
3. Subject for which the listed students do not have valid test results.

Test Events by Status Report

Description	Summarizes test events (rather than the number of individual students tested) by school, grade, and subject within a specific date range for the current term so you can quickly see how schools are progressing through the test season and whether mandated testing is complete.
Required Roles	▪ Assessment coordinator ▪ Data administrator
When to Order	During the testing season.
Requirements and Notes	▪ Use this report in conjunction with the Students Without Valid Tests Report to identify students that still need to be tested. ▪ Students must be assigned a school to appear on this report. ▪ All test events in the selected date range are counted (not limited to growth test events). ▪ Status information on test events for all students includes count of: 　○ Valid–Test events were completed in the date range with all test items answered. 　○ Invalid–Test events were completed in the date range and marketed as invalid. 　○ Suspended–Test events were temporarily stopped during the date range. Students may resume and complete the tests. 　○ Terminated–Test events were canceled during the date range before completion. Students cannot resume these tests.

① Test Events by Status

② Term:	Winter 2011-2012
District:	NWEA Sample District 3
③ Date Range:	Dec 1, 2011 to Feb 29, 2012

Mt. Bachelor Middle School

④ Mathematics

	⑤ Valid	⑥ Invalid	⑦ Suspended	⑧ Terminated	Total
Grade 7	2	0	0	1	3
Total	2	0	0	1	3
Total for Mathematics	2	0	0	1	3

Reading

	Valid	Invalid	Suspended	Terminated	Total
Grade 7	1	0	0	0	1
Total	1	0	0	0	1
Total for Reading	1	0	0	0	1

Science - General Science

	Valid	Invalid	Suspended	Terminated	Total
Grade 7	2	0	4	0	6
Total	2	0	4	0	6
Total for Science - General Science	2	0	4	0	6

Explanatory Notes
Both valid and invalid test events are completed test events. Suspended test events are tests that were started, but not yet completed. Suspended test events may be resumed and completed. Terminated test events are tests stopped before completion and cannot be resumed. Totals include all test events and not unique students tested.

Figure 35: Test Events by Status Report

TEST EVENTS BY STATUS REPORT LEGEND

1. Report name.
2. *Term:* Report information reflects the selected term and academic year.
3. *Date Range:* Report information reflects the selected date range.
4. Subject area of the test taken.
5. *Valid:* Count of test events completed in the date range with all test items answered.
6. *Invalid:* Count of test events completed in the date range and marked as invalid.
7. *Suspended:* Count of test events temporarily stopped during the date range. Students may resume and complete the tests.
8. *Terminated:* Count of test events canceled during the date range before completion. Students cannot resume these tests.

User Roles Report

Description	Summarizes MAP system users and their roles and identifies which users have active profiles so you can search for users by role, school, or status.
Required Roles	■ Assessment coordinator ■ Data administrator
When to Order	■ Beginning of the testing season. ■ Case-by-case as needed.
Requirements and Notes	If a user has multiple roles, all roles appear.

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User Roles ①

② **Term:** Fall 2011-2012
District: NWEA Sample District 3

St. Helens Elementary School

ID	Name	Role	Profile Status	Date Created/ Updated
	Admin, StHelens	Administrator	Active	9/26/11
	Baker, Bob	Administrator	Active	8/7/11
TB1234	Bowlden, Tami	Administrator	Active	8/30/11
	Consultants, Tech	Administrator	Active	8/15/11
	Consultants, Tech	Instructor	Active	8/15/11
HG009988	Gibson, Holly	Administrator	Active	9/7/11
	Gordon, Amy	Administrator	Active	8/7/11
RH009900	Holliday, Rhonda	Administrator	Active	9/9/11
	Mullins, Barb	Administrator	Active	8/6/11
	Newton, Eric	Administrator	Active	8/7/11
LR778866	Ridgely, Lance	Administrator	Active	9/16/11
KR009944	Rombardo, Kimm	Administrator	Active	9/1/11
	Roskelley, Chad	Administrator	Active	10/24/11
TF060018	Saba, Howard	Instructor	Active	10/10/11
34410	St. Helens Elementary School Data Migration Teacher, DM	Instructor	Inactive	8/30/11
99	Sys Admin Backup, PD	Administrator	Active	10/10/11
99	Sys Admin Backup, PD ③	Instructor	Active	10/10/11
00225511	Terlep, Tom	Administrator	Active	8/22/11
	TestUser, Sample3	Administrator	Active	11/28/11
	TestUser, Sample3	Instructor	Active	11/28/11
	Whitacre, Robin	Administrator	Active	8/8/11

Total Roles: 21

Figure 36: User Roles Report

USER ROLES REPORT LEGEND

1. Report title.
2. *Term*: Identifies the term and academic year for which user roles are listed.
3. User with multiple roles.

Additional Resources

The following sections provide material that helps you determine growth goals for students and compare their scores with students included in the NWEA norms study resources.

Achievement Status & Growth Calculator

The Achievement Status & Growth Calculator tool helps you project student status (percentiles), growth, and growth percentiles over a specified number of instructional weeks, based on the growth of other students in the same grade who started with the same initial RIT score. This tool allows you to project over both typical and atypical terms.

MAP reports compare your students' test data gathered to norms data calculated from a broad sample of MAP test events from other school districts. The timing of your test window determines whether the comparisons to norms data represent a similar amount of instructional time between measurements. Use this calculator if your test window timing varies from the number of instructional weeks used in the NWEA norms study.

This tool and other norms resources are available from the Information Center section on the MAP Reports landing page.

NWEA Norms Resources

You can use the NWEA norms resources in conjunction with MAP reports. Growth and status (percentile) data provide a quick reference when comparing students' scores to an NWEA norms sample.

These norms are to be used as a reference point and not to project or set student growth goals. Keep in mind that a projection is average growth for students at a specific level, which may provide a reference point. Instructors and parents set goals for growth using a number of sources, one of which is the projection data from the NWEA norms study.

Students may exceed these norms with clear instructional focus provided through DesCartes and Primary Grades Instructional Data, appropriate support, and their own motivation.

See the MAP Reports landing page for a link to norms study resources.

Frequently Asked Questions

For answers to additional questions not shown here, see online help.

Q: How do I log in to the MAP system for the first time?

A: You should receive an e-mail that gives you the information necessary to log in. If you do not receive an e-mail, your user profile may not exist yet or it may have been created without a valid e-mail address. Contact a MAP system administrator, assessment coordinator, or data administrator for assistance.

Q: Why can't I log in to the MAP system?

A: A number of conditions may affect your ability to log in to the MAP system:

- You may have copied your password from a Microsoft® Word® document or e-mail that uses a Word editor. Word may add invisible characters to the password.
- A mistyped user name or password is a common reason for inability to log in. Take care to accurately type your user name and password.
- Make sure the keyboard caps lock is turned off.

Note: If your user status is set to Inactive, or if your user profile has been deleted from the system, you cannot log in to the MAP system.

Q: Where can I find a list of changes to reports from previous versions of the MAP system?

A: See the *MAP Transition Guide* for information about changes from previous versions of MAP, including changes to reports.

Q: Will we still have access to client-server MAP reports in the Web-based MAP system?

A: For a limited period, you can access client-server MAP reports for tests taken in the client-server system. After your organization has adopted the Web-based MAP system and can view reports for older terms there, NWEA will work with you to determine the right time to discontinue your access to client-server MAP reports.

Q: Why can't I order or view reports in the MAP system in the late evening and early morning hours?

A: The MAP system is unavailable between 11:30 p.m. and 6:00 a.m. Eastern time for maintenance and nightly processing. After a series of warnings, if you are still logged on when the system goes offline, you are logged off automatically. You can log in and resume your work after 6:00am Eastern time.

For More Information

The following table identifies additional Web-based MAP information resources. Except where otherwise noted, all resources are available from the MAP Administration and Reporting Center (MARC) home page.

Table 5: Finding Additional Information

TOPIC	INFORMATION RESOURCE
Essential advice to prepare you	Online training
Key information in printable form	Quick references
"How-to" topics	Help link at the top of every MAP page
Button and field descriptions	
Glossary	
Overviews, checklists, and best practices	MAP product guides
Normative data for interpreting RIT scores	Norms study resources, available from the MAP Reports landing page
Explanation of MAP test design, RIT scales, and psychometric characteristics	Technical Manual for MAP and MPG, available from your NWEA Partner Relations Representative

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