

# **map** GROWTH"

# **MAP REPORTS REFERENCE**

Choose from a variety of reports to gain insights from your MAP Growth results.

Report access depends on which MAP user roles were assigned to your account—see "Required Role" under each category.

## **Student Level**

Required Role: Instructor, Administrator, or Assessment Coordinator (School or District)

Name	Key Data	Key Uses
Family Report on page 53	One stop for all student data	Advise each student + talk with family + set growth goals
<u>Student Profile</u> <u>Report</u> on page 102		
Student Progress Report on page 115	Overall progress from all past terms	Communicating growth

## **Class Level**

Required Role: Instructor, Administrator, or Assessment Coordinator (School or District)

Name	Key Data	Key Uses
Achievement Status and Growth Report on page 3	Growth projections, comparisons, quadrant chart	Plan, evaluate, and visualize growth
Class Profile Report on page 10	Interactive class performance data for a selected term, including norms and direct access to individual Student Profile reports	Analyze current class needs
Learning Continuum on page 55	Learning statements	Explore test content

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## **Skills Checklist and Screening Results**

**Required Role:** Instructor, Administrator, or Assessment Coordinator (School or District)

Name	Key Data	Key Uses
Screening and Skills Checklist Class Report on page 93	Percentage correct for skills	Adapt instruction
Screening and Skills Checklist Student Report on page 94		
Screening and Skills Checklist Sub-Skill Report on page 95	Percentage correct organized by skill and then student	Group students

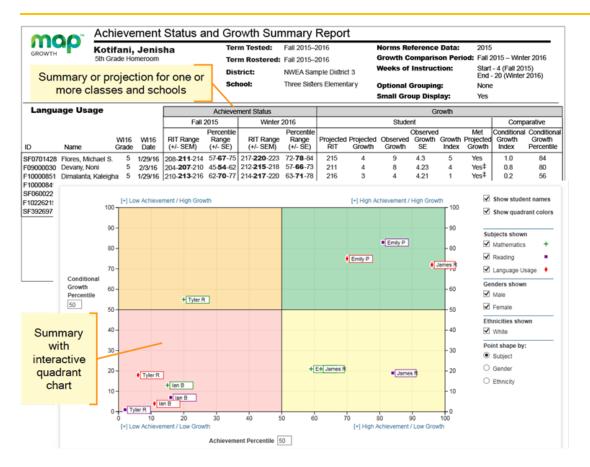
## **School or District Level**

**Required Role:** Administrator or District Assessment Coordinator. Also, School Assessment Coordinator for marked\* reports.

Name	Key Data	Key Uses
District Profile Report on page 28	Interactive view of district assessment data	Analyze current needs
District Summary Report on page 51	Aggregate results across all terms	Present district results
Grade Report on page 45*	Performance for a selected term, including norms	Analyze current needs
School Profile Report on page 64	Interactive view of school- and grade-level assessment data	Analyze current needs
Grade Breakdown on page 90*	Performance for a selected term in spreadsheet format (CSV)	Sort and group students
Projected Proficiency Summary Report on page 96	Aggregated projections of performance on state and college readiness tests	Adapt instruction
Student Growth Summary Report on page 98*	Aggregated growth compared to norms	Adapt instruction and curriculum
Required Role: District	Assessment Coordinator or School Assessment Coordinator	
Data Export Scheduler	<ul> <li>Exported test results in spreadsheet format (CSV):</li> <li>Comprehensive Data File—Contents include two CSV files with student info by school and assessment results, and two optional CSV files with student class assignments and student program</li> </ul>	Create custom reports + connect scores to

Name	Key Data	Key Uses
	participation. These files are created per user.	instructional
	<ul> <li>Combined Data File—Contents include student info by school and assessment results combined in a single CSV file. This file is created per user.</li> </ul>	tools

## **Achievement Status and Growth Report**



Description	Shows three pictures of growth, all based on national norms: <i>projections</i> so you can set student growth goals, <i>summary</i> comparison of two terms so you can evaluate efforts, and an interactive <i>quadrant chart</i> so you can visualize growth comparisons.
Applicable Tests	MAP Growth and MAP Growth K-2
Intended Audience	Instructional coach, teacher, counselor
Required Roles	Instructor, Administrator, or Assessment Coordinator (School or District)
Date Limits	Available during the current and previous academic year

## **Projected Growth Sample**

— Achievement Status and Growth Report —

Achievement Status			Growth								
Fall	2015	Winter 2	2016			Student				Comparative	
RIT Range (+/- SEM)	Percentile Range (+/- SE)	RIT Range (+/- SEM)	Percentile Range (+/- SE)		Projected Growth		Observed Growth SE	-		Conditional Growth Index	Conditional Growth Percentile
208- <b>211</b> -214	57- <b>67</b> -75	,		215	4						
204-207-210	45- <b>54-</b> 62			211	4						
210-213-216	62 <b>-70-</b> 77			216	3						
198-201-204	29 <b>-37-</b> 45			206	5						
203-206-209	43- <b>51</b> -60			210	4						

Achie	vement Status	Growth	
RIT Score Range (+/– SEM)	Achievement Percentile Range (+/– SE)	Projected RIT Score	Projected Growth
Test score for the term, shown in <b>bold</b> (+/– standard error of measurement).	Percentile ranking of the achievement reached for the given term, shown in <b>bold</b> (+/– standard error). It is a comparison to similar students in NWEA's norms study, not a comparison to fellow classmates. It also incorporates the weeks of instruction before testing, as set in the MAP preferences for your district or school.	Typical score expected for matching peers within the NWEA norms study— those in the same grade who have the same RIT score in the first term, and the same Weeks of Instruction before testing (as set in the MAP preferences for your district or school).	Number of RIT points the student is typically expected to grow.
estimate of the precision student's score would b time). If it is unusually b	rd Error of Measurement (an on; if retested soon after, the be within this range most of the high, a footnote (*) indicates you Its with data from other terms or		

#### 4 OF 118 | MAP REPORTS REFERENCE

## **Summary Growth Sample**

- Achievement Status and Growth Report -

Achievement Status						G	rowth					
Fall 2	2015	Winter 2	2016			Stude	Student				Comparative	
RIT Range (+/- SEM)	Percentile Range (+/- SE)	RIT Range (+/- SEM)	Percentile Range (+/- SE)	Projected RIT	Projected Growth		Observed Growth SE		Met Projected Growth		Conditional Growth Percentile	
208- <b>211</b> -214	57 <b>-67</b> -75	217 <b>-220</b> -223	72 <b>-78</b> -84	215	4	9	4.3	5	Yes	1.0	84	
204- <b>207-</b> 210	45 <b>-54-</b> 62	212 <b>-215</b> -218	57 <b>-66-</b> 73	211	4	8	4.23	4	Yes‡	0.8	80	
210- <b>213-</b> 216	62 <b>-70</b> -77	214 <b>-217 -</b> 220	63- <b>71</b> -78	216	3	4	4.21	1	Yes‡	0.2	56	
198- <b>201</b> -204	29 <b>-37-</b> 45	204 <b>-207 -</b> 210	33- <b>42-</b> 51	206	5	6	4.18	1	Yes‡	0.3	61	
203- <b>206</b> -209	43- <b>51</b> -60	210 <b>-213</b> -216	51 <b>-60-</b> 68	210	4	7	4.38	3	Yes‡	0.6	76	
208- <b>211</b> -214	57 <b>-65-</b> 73	211 <b>-214-</b> 217	54 <b>-63-</b> 71	214	3	3	4.32	0	Yes‡	-0.1	46	
207- <b>210</b> -213	54 <b>-62</b> -70	209 <b>-212</b> -215	48- <b>57-</b> 66	214	4	2	4.28	-2	No ‡	-0.3	38	

Observed	Observed	Growth Index	Met
Growth	Growth SE		Projected Growth
Difference between the RIT in the first term and the end term.	Provides an estimate of the Observed Growth precision by incorporating the standard error of measurement (SEM) from each term. If it is unusually high, a footnote (†) indicates you should qualify the results with data from other terms or other sources.	Difference between the Observed Growth and Projected Growth. A zero (0) indicates the student exactly met projection. Inappropriate for <i>comparing</i> students (use Conditional Growth Index).	Indicates whether students met growth projections (Yes) or fell short (No). A $\ddagger$ mark indicates the Observed Growth Standard Error (SE) could be large enough to put the outcome in question, and you should qualify these results with other points of data. Consider this example: $\frac{Projected}{Growth} \frac{Observed}{Growth} \frac{Observed}{Growth} \frac{Met}{Growth} \frac{Growth}{SE} \frac{Growth}{Index} \frac{Growth}{Growth} \frac{Frojected}{Growth} \frac{Growth}{SE} \frac{Frojected}{SE} \frac{Observed}{SE} \frac{Observed}{SE} \frac{Growth}{SE} G$

#### Growth – Student

#### **Growth – Comparative**

Conditional Growth Index	Conditional Growth Percentile
Enables you to compare growth between any of your students. This measurement correlates your student's growth with the growth patterns of matching peers within the	Translates the Conditional Growth

#### **Growth – Comparative**

Conditional Growth Index	Conditional Growth Percentile
NWEA norms study (same grade, starting RIT score, and Weeks of Instruction before testing). In addition, this measurement involves a conditioning process that incorporates how difficult it was for each student to grow. As a result, you can see each student's growth in the same national context and compare them fairly, regardless of grade or subject. A value of zero (0) corresponds to the mean (typical) growth, indicating that growth exactly matched projections. Values above zero indicate growth that exceeded projections, and values below zero indicate growth below projections.	Index to U.S. national percentile rankings for growth. An index of 0 equates to 50th percentile.

## **Summary Section**

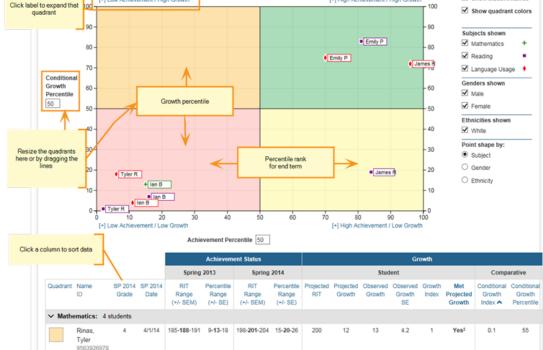
- Achievement Status and Growth Report -

Summary for: Language Usage		Percentage of Students who Met or Exceeded their Projected RIT	81.8%	
		Percent of Projected Growth Met	137.5%	
	Count of S	Students with Growth Projection Available and Valid Beginning and Ending Term Scores	11	
	Count of Students who Met or Exceeded their Projected RIT			
		Median Conditional Growth Percentile	61	
	Percent Of Students Who Met Growth Projection Percentage of students with a Growth Index value greater than or equation to zero.			
		Ratio of total Observed Growth to total Projected Growth. A performance of 100% is average, meaning the student growth equitible projections.	laled	
Percent Of Projected Growth Met		This measure can provide a good indicator of group performance. However, be careful. The assumption is that students will grow at close to the same rate. One or two outliers can skew the percentage for the group. For example, a percentage of 150% could mean that one student's growth surpassed all others.		
Count Of Students With O Projections And Valid Be And Ending Term Sco	ginning	Total of students, including those who showed growth and those w did not.	vho	
	Count Of Students Who Met Or Exceeded Their Projected GrowthNumber of students with a Growth Index value greater than or equa zero. The count includes students flagged as either Yes or Yes‡ in Met Projected Growth column.			
Median Conditional Gr Percentile	owth	Percentile that falls in the middle of all the Conditional Growth Percentiles shown.		

## **Summary with Quadrant Chart**

To visualize and compare students' growth in a given class, use the online quadrant chart, which graphs students by:

- Conditional Growth Percentile, on the vertical axis (see explanatory video)
- Show student names [+] Low Achie ment / High Gr [+] High Achievement / High Growth Click label to expand that 100 quadrant 90 Emily P 80 80 Emily P es R 70 Conditi Growth 60 60 Percentile Growth percentile 50 50 40 Resize the quadrants here or by dragging the lines 30 Percentile rank for end term 20 tes A Tyler R
- Percentile rank for the end term, on the horizontal axis •



## Spreadsheet Output

In addition to PDF and online output, you can choose a spreadsheet output for the Achievement Status and Growth report. It provides all of the data in a single, comma-delimited file (CSV format).

	Р	Q	R	S	Т	U	V	W	Х
1	StudentLastName	StudentFirstName	StudentMide	StudentGrade	TestDate	StartRIT	StartRITSEM	StartPercentile	StartPercentileSE
2	Acloque	Mekhi		5	9/16/2014	223	2.9	78	6
3	Ahmad	Suhayla		5	9/16/2014	223	2.9	78	6
4	Alford	Andrew		5	9/16/2014	208	2.9	41	8
5	Ali	Jenn'ah		5	9/16/2014	216	2.9	62	7
6	Anderson	D'Aaliyah		5	9/16/2014	225	3	82	5

In general, the spreadsheet columns match the PDF and online output, with a few differences:

- **ASGType**: Type of Achievement Status and Growth (ASG) selection you made in the Growth Comparison option (either a Summary of actual growth or a Projection of future growth).
- **WIStartTerm** and **WIEndTerm**: How many Weeks of Instruction (WI) are specified in the Manage Preferences > Manage Terms page for each term.
- **OptionalGroupingCategory** and **Group**: If an Optional Group was selected in the report options, the category (such as Gender) and the group (Male/Female/X) appear.
  - **OptionalGrouping** columns (near the end): Summary calculations for each group, such as Male and Female.
- **Start** and **End** terms: First and second terms in the growth comparison, such as fall and winter.
- StartRITSEM / StartPercentileSE and EndRITSEM / EndPercentileSE: Indicates the Standard Error of Measurement (+ or –) in each term. If it is unusually high, footnotes (+ or \*) appear to indicate you should qualify the results with data from other terms or other sources.
- StartTestDuration and EndTestDuration: How many minutes the student tested in each term.
- **Summary data** (columns AN to AR): The same values repeat for a given class and subject.

- StartGrowthandAchievement and EndGrowthandAchievement: Where the student falls on the quadrant chart for each term, assuming the quadrants are *set at 50th percentile*:
  - High G/Low A: High Growth / Low Achievement
  - High G/High A: High Growth / High Achievement
  - Low G/Low A: Low Growth / Low Achievement
  - Low G/High A: Low Growth/ High Achievement
  - Note: The growth (High G or Low G) shows the same value for both Start and End terms, but the achievement (High A or Low A) may differ between the terms.
- **ConditionalGrowthPercentileAxis** and **AchievementPercentileAxis**: Refers to the Quadrant Chart axis. It always shows 50, even if you change the axis in the chart.

# **Class Profile Report**

Welcome to the Class Profile report! You can use this report to access streamlined information about your class and your students' testing status, slice data to make informed instructional decisions, and understand the strength and opportunity areas that can serve as a starting point for formative classroom practices and flexible learning groups.

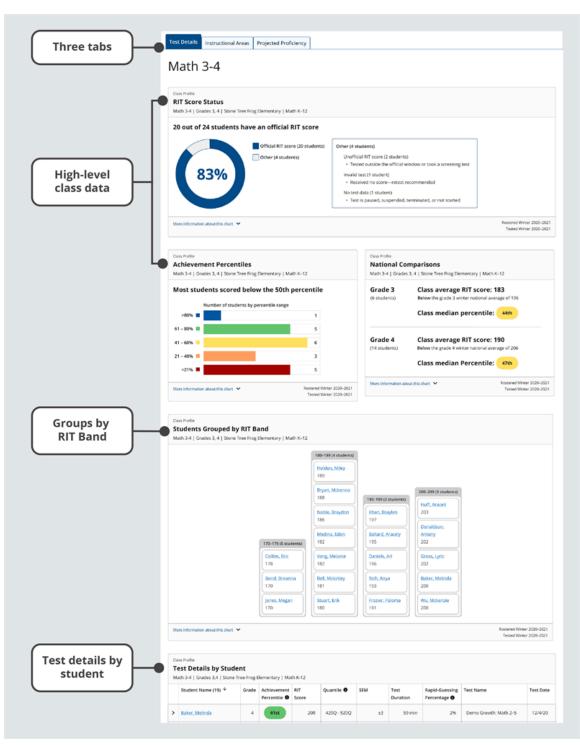
## Contents

- <u>Getting started</u> on page 10
- Exploring the Test Details tab on page 14
- Exploring the Instructional Areas tab on page 19
- Exploring the Projected Proficiency tab on page 23
- Applying insights on page 27

## **Getting started**

In this introduction you'll learn what the Class Profile offers you and how you can access it.

Feature overview



A few key features of the Class Profile report

**Three tabs.** Explore your class's performance and your students' testing status on the Test Details tab, understand the strength and opportunity areas for your class and students on the Instructional Areas tab, and review how your students' MAP Growth scores project to performance on other tests on the Projected Proficiency tab.

**High-level class data**. Quickly access high-level class information through the RIT Score Status, Achievement Percentiles, and National Comparisons modules.

**Groups by RIT Band.** Review students grouped within 10-point RIT bands as quick reference for academic diversity and as a starting point for forming temporary, flexible learning groups.

**Test details by student.** Dive into testing and performance details for each student in your class.

### **Report requirements**

The Class Profile report provides data visualizations with the requirements described in the table below.

Table 1. Requirements for Class Profile report

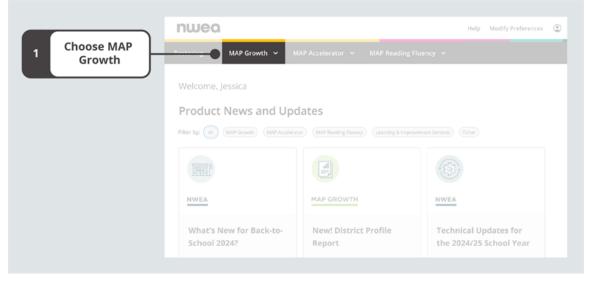
Condition	Explanation
Applicable MAP tests	Any reportable test event that's completed. For more details, explore Invalid Tests and Growth Criteria.
Date range for reportable data	All fall, winter, and spring terms, beginning with academic year 2020–2021. <b>Note:</b> Term Rostered is only available for the current and previous academic year.
MAP Roles for report access	Instructor, Administrator, School Assessment Coordinator, and District Assessment Coordinator. Learn more at <u>Choose MAP Roles</u> .

**Note:** This report does not have a print or export feature. However, you can print or generate a PDF directly from your browser's print function. Be sure your selections are set to print background graphics.

### Report access

To access the Class Profile report:

1. Log in at start.mapnwea.org and choose MAP Growth from the main menu.



On the start page, choose MAP Growth

2. Select Class Profile.

	nwea		Help Modify Preferences (2)
	Rostering Y MAP Growth A M.	AP Accelerator           MAP Reading Fluency	~
		that measures your students' achievement and grow our K-12 students are performing, track student prog	
	Testing	Popular Reports	
	Manage Test Sessions Set up and manage MAP Growth test sessions. Find students to test and administer MAP Growth testing. Resources	5	
	MAP Growth Student Resources Provide students with resources, such as videos and practice tests, to help them prepare for testing.	District Profile Gain a holistic understanding of achievement and growth across your district. Get data insights that can support program and resource decisions.	School Profile Compare school, grade, and class performance to national norms, includes a new quadrant chart that shows growth and achievement data.
	Technical Resources Prepare to test with the MAP Growth Secure Testing Browsee, MAP Growth Pad app, Technology Code, and KWIA System and Bandwidth Requirements. MAP Growth Support Articles		
2 Select Class Profile	Search the NWEA Knowledge Base for trending articles and support documentation.	Class Profile Use this interactive class-level report to gain	Student Profile Use this report to get a comprehensive view of
	What's New with MAP Growth? Access the latest information on product	use this interactive class-level report to gain insight into class performance; identify students who need to take, retake, or complete their test.	

Select Class Profile from the MAP Growth menu on the start page

3. Review the default values at the top of the report for **School**, **Tested**, and **Rostered**, and choose **Change selections** if needed.

	3 Review default values	= <b>mop</b> Class Profile		Engged in as Javier Bautista Horre   Help   Contact   Charge Password   Legout
3		Educator Class	er 2020-2021 > Rostered: Winter 2020-2021   Change selections Subject Course	
		Bautista, Javier • Math 3-4	Mathematics     Math K-12	•

Review default values and change selections as needed

a. This will expand a section with all the fields you can adjust. After choosing field values, you can select "Make this my default Selection" to reduce repetitive selections.

Choose values	= mop Class Profile	Loggert in on these Blis Harry 1 Antal 1 Charter Zacoward 1 Lorent
	School         Term Tested Counting         Term Restored           Acada Heigh School         Spring 2023-2024 (Mbs*)         Spring 2023-2024 (Mbs*)	
Set new default	Issiturator         Class         Subject         Course           Coodein, Samardha         Language Arts 11, Jinn, w         Math K-12         w	
selections	UPSATE Garage Construction	

Choose new values and set new default selections

- b. Select **Update** and review the results.
- 4. Review the field values for **Instructor**, **Class**, **Subject**, and **Course**, and adjust as needed.
- 5. Select **Update** and review the results.

**Note:** Each time you change any of the fields, it's important to select **Update** to refresh your data.

### Creating a CSV or PDF

In addition to accessing the Class Profile report online, you can review your data in the following formats:

- CSV—select **Download.CSV** directly beneath the selection section at the top of the report.
- Print or PDF—select **Print.PDF** above the first module. For best results, be sure your layout is set to **Landscape**.

## **Exploring the Test Details tab**

Use the **Test Details** tab to explore high-level data for your class performance and testing status, get a sense of the academic diversity in your classroom, and dive into testing and performance details for each student in your class.

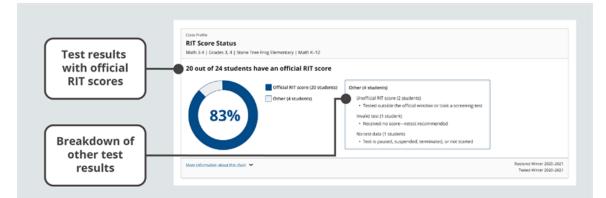
	≡ <b>mop</b> Class Profile	Eogged in as Javier Baudste Home   Help   Contact   Change Pustword   Logou
(Tost Dotoils tob)	School: Stone Tree Frog Elementary > Tested: Winter 2020-2021 > Rostered: Winter 2020-2021   Change selections Educator Educator Educator Educator Educator Educator Math 3-4 Math 3-4 Math K-12	-
Test Details tab	Test Details Instructional Areas Projected Proficiency	

Confirm that the Test Details tab at the top of the Class Profile report is selected

### **RIT Score Status**

The RIT Score Status module shows the status of RIT scores across your class.

The donut chart represents students' official RIT scores and other results, such as unofficial RIT scores, invalid tests, and no test data. You can use this information to quickly understand what portion of your class has an official RIT score.



#### RIT Score Status module

#### Table 2. Data and explanations for RIT Score Status module

Data point	Explanation
Official RIT score	A valid test result that is used to measure growth between two terms.
Unofficial RIT score	A RIT score from a test event that isn't used to measure growth between two terms. Produced in these situations: 1) screening test, 2) outside test window, 3) same test more than once (test with lowest SEM = official, others = unofficial).
Invalid test	A test event with no score because it didn't meet reliability standards. We recommend retesting.
No test data	Test is paused, suspended, terminated, or not started.

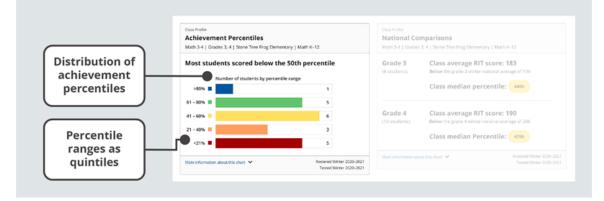
### Achievement Percentiles

This Achievement Percentiles module shows the distribution of achievement percentiles for your entire class.

The achievement percentiles are organized into five percentile ranges, also known as quintiles. You can use this visualization to understand how student scores in your class compare to other same-grade US student scores.

If your class includes students in several grades, the chart will still display your class data in a single visualization, giving you a holistic sense of how all your students are performing relative to their academic peers.

The Achievement Percentiles chart also states how most of your class performed relative to the 50th percentile. This offers you a quick data point for the overall performance of your class.



#### Achievement Percentiles module

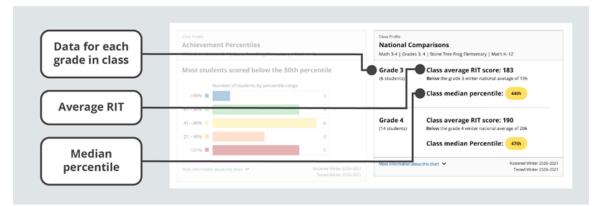
#### Table 3. Data and explanations for Achievement Percentiles module

Data point	Explanation
Achievement percentile	A percentile ranking based on MAP Growth Norms for achievement in one testing term. Percentiles are color coded by range as shown in the key. Percentiles for unofficial RIT scores appear in gray.
Distribution	A representation of the range of scores for a group of students, indicating the number and/or percentages of scores within five percentile levels, or quintiles.
Percentile	Norm-based information about where a student's observed score falls within the range of scores produced by other same-grade US students.
Quintiles	Five percentile levels based on NWEA normative data: 1 <sup>st</sup> -20 <sup>th</sup> (red), 21 <sup>st</sup> -40 <sup>th</sup> (orange), 41 <sup>st</sup> -60 <sup>th</sup> (yellow), 61 <sup>st</sup> -80 <sup>th</sup> (green), and greater than 80 <sup>th</sup> (blue).

#### National Comparisons

The National Comparisons module shows the average RIT and median percentiles for each grade in your class.

Class average RIT scores are compared to the national average RIT score for that grade and median percentiles are based on national norms for that grade. You can use these data points as a snapshot of student performance for each grade in your class.



#### National Comparisons module

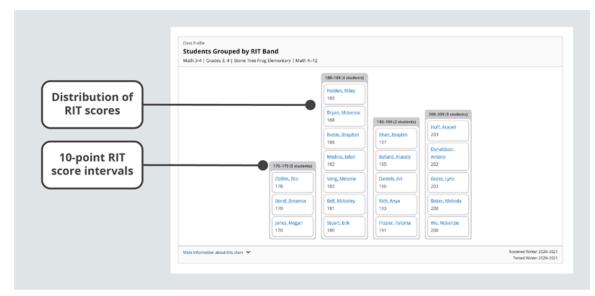
#### Table 4. Data and explanations for National Comparisons module

Data point	Explanation
Average RIT	The average RIT score for a group of RIT scores, calculated by adding all the scores within a group and then dividing that sum by the number of scores within the group.
Percentile	Norm-based information about where a student's observed score falls within the range of scores produced by other same-grade US students.
Median Percentile	The middle percentile value when a group of percentiles are ordered from lowest to highest.

### Students Grouped by RIT Bands

The Students Grouped by RIT Bands module shows you a distribution of student performance organized into 10-point ranges of RIT scores.

Each stack represents students who scored within a 10-point RIT range, giving you a sense of how alike or different each student in your class is across each subject. You can use this data as a starting point for forming temporary, flexible learning groups in your classroom.



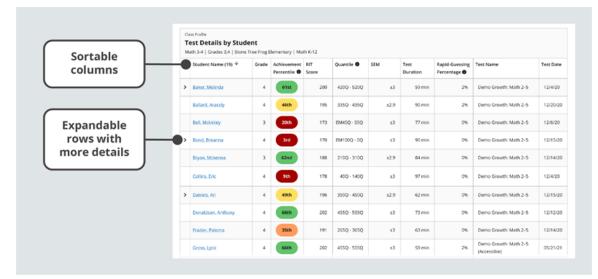
Students Grouped by RIT Bands module

Data point	Explanation
RIT	A 10-point range of RIT scores that may be a helpful starting point for forming temporary, flexible
Band	learning groups in your classroom. You can use the Learning Continuum to explore test content associated with any RIT band.

### Test Details by Student

The Test Details by Student table shows you a list of your students with details about the test (s) they've taken and the results(s) they've received.

Each row represents a student and their performance on a particular test along with details about the test session. In some instances, you can expand a row to find more information about a test result or find additional tests. You can use this chart to understand individual student performance.



Test Details by Student module

		Baker, Melinda	4	61st	200	420Q - 520Q	13	\$9 min	2%	Demo Growth: Math 2-5	12/4/2
Details for additional test results		Test Results: Winter 2020-2021									
	٦	Result Type 🖲	Reason	Achievement Percentile	RIT Score	Quantile	SEM	Test Duration	Rapid Guessing Percentage	Test Name	Test Date
	4	Invalid test	Duration too short	-	-	-	-	-	-	Demo Growth: Math 2-5	12/13/20

Expanded row from the Test Details by Students table with multiple tests results

Details for unofficial RIT		<ul> <li>Nash, Kristen</li> </ul>	4	Invalid test (dur	ration too shor	0					
		Test Results: \	Winter 2020-2021								
scores and invalid tests		Result Type 🖲	Reason	Achievement Percentile	RIT Score	Quantile	SEM	Test Duration	Rapid Guessing Percentage	Test Name	Test Date
	] 4	Invalid test	Duration too short	-	-	-	-	-	-	Demo Growth: Math 2-5	12/11/20

Expanded row from the Test Details by Students table with additional details for an invalid test **Table 6. Data and explanations for Test Details by Student module** 

Data point	Explanation
Achievement Percentile	A percentile ranking based on MAP Growth Norms for achievement in one testing term. Percentiles are color coded by range as shown in the key. Percentiles for unofficial RIT scores appear in gray.
Quantile	The Quantile Framework <sup>®</sup> for Mathematics, developed by MetaMetrics <sup>®</sup> , provides a nationally recognized measure aligned to MAP Growth math RIT scores. Quantile measures can help you find appropriate mathematical content for students. Note about EM (Emerging Mathematician): the lower the number, the more advanced the student's abilities.
Lexile	The Lexile Framework <sup>®</sup> for Reading was developed by MetaMetrics <sup>®</sup> . NWEA collaborated with MetaMetrics on an algorithm that transforms students' MAP Growth reading RIT scores to estimated Lexile® scores. You can use Lexile scores to select appropriate reading materials. Note about BR (Beginning Reader): the lower the number, the more advanced the reader's abilities.
SEM	An estimate of the amount of error in an individual's observed achievement score. The smaller the standard error, the more precise the achievement estimate. If the student were to retest soon, they'd likely score within the range defined by RIT +/- SEM.
Rapid- Guessing Percentage	Percent of questions the student answered in well below the average response time for the question—likely too quickly to truly engage with the item. If 30% or higher, NWEA recommends retesting.
Result type	There are four result types:
	Official RIT score: A valid test result that is used to measure growth between two terms.
	Unofficial RIT score: A RIT score from a test event that isn't used to measure growth between two terms. Produced in these situations: 1) screening test, 2) outside test window, 3) same test more than once (test with lowest SEM = official, others = unofficial).
	Invalid test: A test event with no score because it didn't meet reliability standards. We recommend retesting.
	No test data: Test is paused, suspended, terminated, or not started.

## **Exploring the Instructional Areas tab**

Use the Instructional Areas tab to understand the strength and opportunity areas for your class and to explore class and student performance across instructional areas for the tests your students have taken.

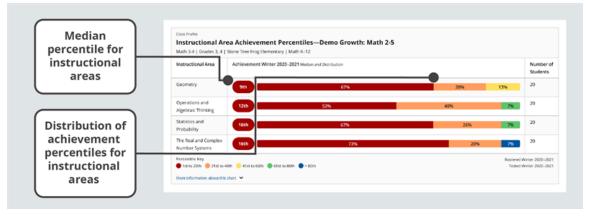
	≡ <b>mop</b> Class Profile	Logged in as Javier Bauti Home   Help   Contact   Change Password   Logs
	School: Stone Tree Frog Elementary > Tested: Winter 2020-2021 > Rostered: Winter 2020-2021   Change selections Educator Class Subject Course Bautista, javier + Math 3-4 + Mathematics + Math K-12	
Instructional Areas tab	Test Details Instructional Areas Projected Proficiency	

Select the Instructional Areas tab at the top of the Class Profile report

### Instructional Area Achievement Percentiles

The Instructional Areas Achievement Percentiles chart shows how your class performed for each instructional area.

Each row represents a distribution of achievement percentiles for an instructional area. You can use this chart to understand which instructional areas are relative strengths and areas for improvement for your class.



#### Instructional Area Achievement Percentiles module

Table 7.	Data and explanations for Instructional Area Achievement Percentiles
module	

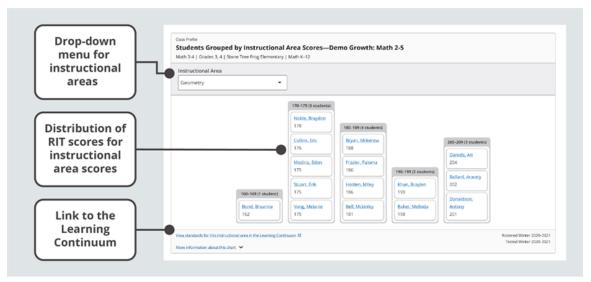
Data point	Explanation
Instructional areas	Reporting categories on MAP Growth reports that are aligned to standards or benchmarks.
Achievement Percentile	A percentile ranking based on MAP Growth Norms for achievement in one testing term. Percentiles are color coded by range as shown in the key. Percentiles for unofficial RIT scores appear in gray.
Distribution	A representation of the range of scores for a group of students, indicating the number and/or percentages of scores within five percentile levels, or quintiles.
Quintiles	Five percentile levels based on NWEA normative data: 1 <sup>st</sup> –20 <sup>th</sup> (red), 21 <sup>st</sup> –40 <sup>th</sup> (orange), 41 <sup>st</sup> –60 <sup>th</sup> (yellow), 61 <sup>st</sup> –80 <sup>th</sup> (green), and greater than 80 <sup>th</sup> (blue).
Percentile	Norm-based information about where a student's observed score falls within the range of scores produced by other same-grade US students.
Median Percentile	The middle percentile value when a group of percentiles are ordered from lowest to highest.

### Students Grouped by Instructional Area Scores

The Students Grouped by Instructional Areas Scores chart shows you a distribution of student performance for an instructional area organized into 10-point ranges of RIT scores.

Each stack of students represents students who scored within a 10-point RIT range for the instructional area, giving you a sense of how alike or different each student in your class is across each subject's instructional areas. You can use this data as a starting point for forming temporary, flexible learning groups in your classroom.

To explore distributions for other instructional areas associated with the test, use the dropdown menu and select the instructional area you'd like to review.



Students Grouped by Instructional Area Scores module

 Table 8. Data and explanations for Students Grouped by Instructional Area Scores

 module

Data point	Explanation
Instructional areas	Reporting categories on MAP Growth reports that are aligned to standards or benchmarks.
RIT band	A 10-point range of RIT scores. You can use the Learning Continuum to explore content associated with any RIT band.

### Instructional Area Details by Student

The Instructional Areas Details by Students table shows you a list of your students with details about the test(s) they've taken and the results(s) they've received across multiple instructional areas.

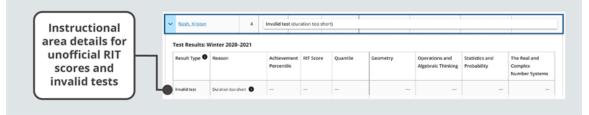
Each row represents a student and their performance on a particular test along with scores for each instructional area. You can sort the data by any of the column headers. In some instances, you can expand a row to find more information about a test result or find additional tests. You can use this chart to understand individual student performance.

Sortable		Case Invite Instructional Area Details by Student—Demo Growth: Math 2-5 Math 3-4   Grades 3.4   Store Tree Frog Elementary   Math K-12								
columns		Student Name (18) 🔶	Grade	Achievement Percentile 0		Quantile 🖲	Geometry	Operations and Algebraic Thinking	Statistics and Probability	The Real and Complex Number Systems
	>	Baker, Melinda	4	61st	200	420Q - 520Q	198	191	206	210
RIT Scores for instructional		Ballard, Aracely	4	46th	195	335Q - 435Q	202	198	191	19
areas		Bell, Mckinley	3	20th	173	EM45Q - 55Q	181	165	179	12
	•••	Bond, Breanna	4	3rd	170	EM100Q - 0Q	162	179	164	16
		Bryan, Mckenna	3	62nd	188	210Q - 310Q	188	184	191	191
Expandable		Collins, Eric	4	9th	178	40Q · 140Q	176	181	173	17
rows with more details	,	Daniels, Ari	4	49th	196	350Q - 450Q	204	200	198	200
more details		Donaldson, Anthony	4	66th	202	455Q - 555Q	201	211	198	19

#### Instructional Area Details by Student module



Expanded row from the Instructional Area Details by Students table with multiple tests results



Expanded row from the Instructional Area Details by Students table with additional details for an invalid test

#### Table 9. Data and explanations for Instructional Area Details by Student module

Data point	Explanation
Achievement Percentile	A percentile ranking based on MAP Growth Norms for achievement in one testing term. Percentiles are color coded by range as shown in the key. Percentiles for unofficial RIT scores appear in gray.
Quintile	The Quantile Framework <sup>®</sup> for Mathematics, developed by MetaMetrics <sup>®</sup> , provides a nationally recognized measure aligned to MAP Growth math RIT scores. Quantile measures can help you find appropriate mathematical content for students. Note about EM (Emerging Mathematician): the lower the number, the more advanced the student's abilities.
Lexile	The Lexile Framework <sup>®</sup> for Reading was developed by MetaMetrics <sup>®</sup> . NWEA collaborated with MetaMetrics on an algorithm that transforms students' MAP Growth reading RIT scores to estimated Lexile® scores. You can use Lexile scores to select appropriate reading materials. Note about BR (Beginning Reader): the lower the number, the more advanced the reader's abilities.
Result type	<ul> <li>There are four result types:</li> <li>Official RIT score: A valid test result that is used to measure growth between two terms.</li> <li>Unofficial RIT score: A RIT score from a test event that isn't used to measure growth between two terms. Produced in these situations: 1) screening test, 2) outside test window, 3) same test more than once (test with lowest SEM = official, others = unofficial).</li> <li>Invalid test: A test event with no score because it didn't meet reliability standards. We recommend retesting.</li> <li>No test data: Test is paused, suspended, terminated, or not started.</li> </ul>

## **Exploring the Projected Proficiency tab**

You can use the Projected Proficiency tab to review how class and student MAP Growth scores project to performance on your state's end-of-course summative tests, the ACT<sup>®</sup>, and the SAT<sup>®</sup>.

	≡ <b>mop</b> Class Profile	Logged in as User Home   Help   Contact   Change Russword   L
	School: School Name > Tested: Fall 2023-2024 > Rostered: Fall 2023-2024   Change selections Educator Class Subject Course	
Projected Proficiency tab	Edwards, Christina * Homeroom * Mathematics * Math K-	12 -

Select the Projected Proficiency tab at the top of the Class Profile report

### Linking studies

You will find an additional selection field for Linking Study on this tab. Linking studies correlate MAP Growth scores with scores for end-of-course state summative assessments and college readiness assessments, allowing you to predict how a student might perform on these assessments based on their MAP Growth performance.

For more information about linking studies, see What is a linking study and where can I find it?.

To choose a linking study:

1. Review the prepopulated value for **Linking Study** and change the selection as needed.



Review the value and change the selection as needed

2. Select **Update** and review the results.

#### About proficiency projections

As you review the data on this tab, keep in mind the following details:

- There are no projections available from MAP Growth summer test results
- Which state and college projections appear depends on the state alignment that your district selected during MAP implementation
- If your state does not have a specific NWEA linking study for its end-of-course summative assessments, the NWEA Default Linking study will be available instead; for more information, review the <u>Default Linking Study</u> article
- Depending on the state, projections may be limited to certain subjects (typically reading and math) and certain grades (typically 2 through 8)
- College readiness projections are limited to grades 5 through 9

#### **Projected Proficiency Overview**

The Projected Proficiency Overview chart shows a distribution of projections for each student in your class.

Projections are organized into proficiency categories based on cut scores defined in the selected linking study. You can use this visualization to understand how your whole class is projected to perform on an end-of-course state summative assessment or college readiness assessment.

If your class includes students in multiple grades, this chart will still display your class data in a single visualization, giving you a holistic sense of how all your students are projected to perform.

The Projected Proficiency Overview chart also provides a short statement of how most of your class is expected to perform. This offers you a quick data point for the overall projected proficiency of your class.

Distribution of	Class Profile Projected Proficiency Overview Mathematics 5   Grade 5   Bryce Canyon Elementary Your State Linking Study Spring 2023-2024	School   Math K-12   Projected with	Mathematics 5 [		yon Elementary School   Math K-12   dy Spring 2023–2024
	Most students are projected to not		The selected linking study defines the cut scores for each proficiency category, and whether or not that category is considered to be proficient. Categories and cut scores are grade specific.		
	Advanced	6	Grade 5	Categories	RIT Score Range
	Proficient	5		Advanced	223 - 250 (Proficient)
	Basic	13		Proficient	215 - 222 (Proficient)
	Below Basic	2		Basic	192 - 214
				Below Basic	100 - 191
	More information about this chart	Rostered Fail 2023-2024 Tested Fail 2023-2024	More information al	bout this chart 👻	Rostered Fall 2023-20 Tested Fall 2023-20

#### Projected Proficiency module

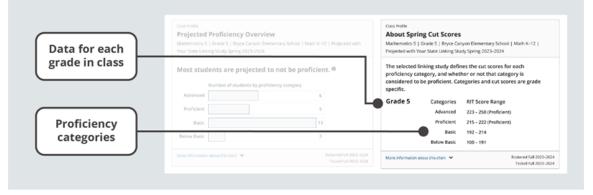
#### Table 10. Data and explanations for Projected Proficiency Overview module

Data point	Explanation
Projection	A prediction of how a student is expected to perform.
Proficient	Meeting grade-level expectations for a state summative assessment or a college readiness assessment.
Linking study	A study that correlates MAP Growth scores with scores for a state summative assessment or a college readiness assessment.
Cut scores	Scores that correspond to various proficiency categories.
Proficiency Category	A range of RIT scores that describes a student's projection to a defined proficiency level.

### About Spring Cut Scores

The About Spring Cut Scores chart lists the RIT score ranges and proficiency categories of the selected linking study for each grade in your class.

You can use this information as a reference for understanding your students' projected proficiency.



About Spring Cut Scores module

Table 11. Data and explanations for About Spring Cut Scores module

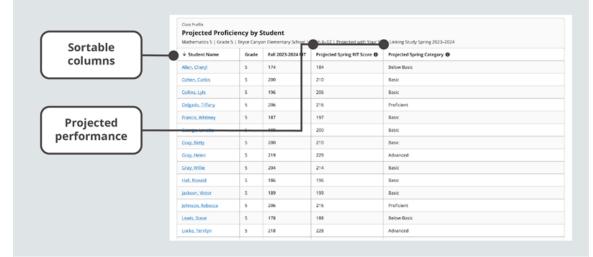
Data point	Explanation
Linking study	A study that correlates MAP Growth scores with scores for a state summative assessment or a college readiness assessment.
Cut Scores	Scores that correspond to various proficiency categories.
Proficient	Meeting grade-level expectations for a state summative assessment or a college readiness assessment.
Proficiency category	A range of RIT scores that describes a student's projection to a defined proficiency level.

## Projected Proficiency by Student

The Projected Proficiency by Student table shows you a list of your students with details about their current RIT scores and projected performance.

Each row represents a student's RIT score from the selected term tested, their projected RIT score for the spring term (when applicable), and their projected proficiency category for the associated state summative assessment or college readiness assessment. You can sort the data by any of the column headers.

You can use this chart to understand projected proficiency for individual students in your class.



#### Projected Proficiency by Student module

#### Table 12. Data and explanations for Projected Proficiency by Student module

Data point	Explanation
Projected Spring RIT Score	Expected MAP Growth RIT score for Spring term. This column will only display when <b>Term</b> <b>Tested</b> is set to a fall or winter term.
Projected Spring Category	Expected proficiency category for the assessment associated with the selected linking study.

## Applying insights

The Class Profile report streamlines access to information through intuitive visuals, empowering educators to interact with data seamlessly to make more informed instructional decisions and save valuable time. Explore the ideas below for when to use this report and the kinds of questions it can help you answer.

### When to use the Class Profile report

Consider using the report at these times:

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

#### How to use Class Profile report

The Class Profile report can help you answer these questions:

- How is my class doing overall?
- What is the academic diversity of my class?
- What is our lowest instructional area? Our highest?
- How are we performing compared to national norms?
- What is the Lexile reading range/Quantile mathematics range for my students and my class materials? What adjustments might be needed?
- How much time did each of my students take on the test?
- Which students haven't completed tests?
- Which students may need to take the test again?
- How many RIT bands are represented within my class?
- How can I group my students by similar achievement levels?
- How will I need to scaffold my instruction for each group of students?
- How might my grouping strategy change within each instructional area?
- How are individual students projected to perform on the state summative assessment? How about the college and career readiness assessments?
- · Are any of my students' scores close to the higher/lower proficiency categories?

# **District Profile Report**

Welcome to the District Profile report! You can use this report to quickly track trends of grades within your district, identify populations that need additional support or interventions, evaluate the results of major changes, and more.

### Contents

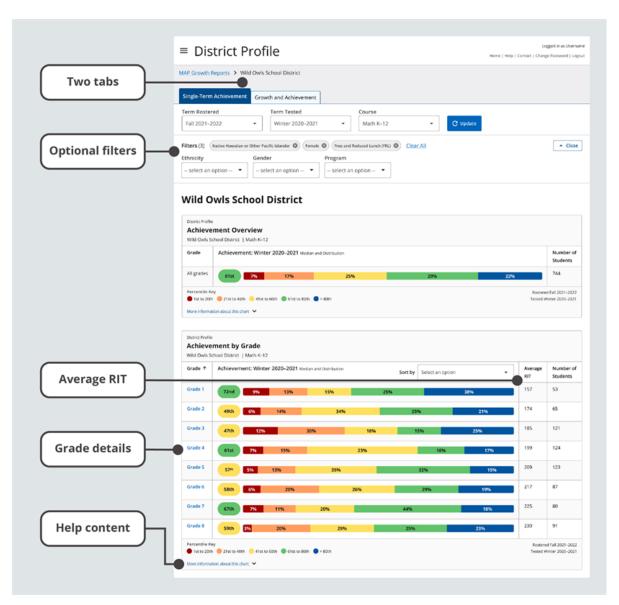
- Getting started on page 28
- Exploring the Single-Term Achievement tab on page 31
- Reviewing grade details for schools across a district on page 36
- Exploring the Growth and Achievement tab on page 40
- Applying insights on page 43

## **Getting started**

In this section you'll learn what the District Profile report offers you and how you can access it.

#### Feature overview

Explore your district's data with the interactive features highlighted below.



#### Key features of the District Profile report

**Two tabs.** Explore the Single-Term Achievement tab for performance in one term or the Growth and Achievement tab for achievement comparisons and growth between two terms.

**Optional filters.** Apply filters for ethnicity, gender, and/or program for data across a district, as well as school name for data across schools.

**Average RIT.** Consider how schools perform compared to the district's average RIT for a given grade.

Grade details. Find school data for each grade and easily access the School Profile report.

Help content. Learn more about the data points in each chart.

#### **Report requirements**

The District Profile report provides data visualizations with the requirements described in the table below.

#### Table 1. Requirements for District Profile report

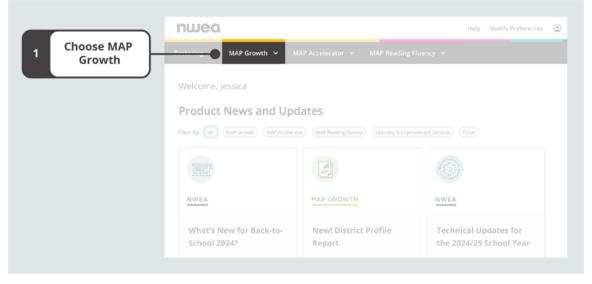
Detail	Requirements
MAP Growth test types with reportable data	Any test event that's considered a growth measure. Screening tests and tests taken outside the official test window are not considered growth measures. For more details about growth measures, explore Invalid Tests and Growth Criteria.
Date range for reportable data	All fall, winter, and spring terms, beginning with academic year 2020–2021. <b>Note:</b> Term Rostered is only available for the current and previous academic year.
MAP Roles for report access	District Assessment Coordinator. Learn more at Choose MAP Roles.

**Note:** This report does not have a print or export feature. However, you can print or generate a PDF directly from your browser's print function. Be sure your selections are set to print background graphics.

### Report access

To access the District Profile report:

1. Log in at <u>start.mapnwea.org</u> and choose **MAP Growth** from the main menu.



On the start page, choose MAP Growth.

2. Select District Profile.

	nwea		Help Modify Preferences 🤅
	Rostering ~ MAP Growth ^	MAP Accelerator   🗸 MAP Reading Fluenc	y ~
		int that measures your students' achievement and grov your K–12 students are performing, track student pro	
	Testing	Popular Reports	
	Manage Test Sessions Set up and manage MAP Growth test sessions. Find students to test and administer MAP Growth testing.		
2 Select District	Resources		School Profile
Profile	MAP Growth Student Resources Provide students with resources, such as videos and practice tests, to help them prepare for testing.	Gain a holistic understanding of achievement and growth across your district. Get data insights that can support program and resource decisions.	
	Technical Resources Prepare to test with the MAP Growth Secure Testing Browser, MAP Growth IPad app, Technology Guide, and XWIDA System and Bandwidth Requirements. MAP Growth Support Articles Search the NWIDA Knowledge Base for ternding articles and support documentation.	Class Profile	Student Profile

Select District Profile from the MAP Growth menu on the start page.

## Exploring the Single-Term Achievement tab

Use the **Single-Term Achievement** tab to understand your district's MAP Growth achievement in one term.

#### Accessing single-term achievement data for all grades

To get single-term achievement data for all grades in a district:

- 1. Make sure you're on the **Single-Term Achievement** tab.
- 2. Confirm or adjust the default values for each required field (**Term Rostered**, **Term Tested**, and **Course**).
- 3. Select **Update** and review the results. You can sort the data by any of the column headers.

**Note:** Each time you change any of the required fields, it's important to select **Update** to refresh your data.



Steps for getting achievement data for a single term

### Adjusting required fields on the Single-Term Achievement tab

When you access the District Profile report, the required fields will be populated with default values. You may want to adjust the values to better meet your needs. Table 2 explains the required fields.

Table 2.	Required	fields or	n the S	Single-Term	Achievement tab
----------	----------	-----------	---------	-------------	-----------------

Required Field	Explanation
Term	The term that reflects the rostering relationships (for example, students in classes, classes in grades, etc.) that you're interested in viewing.
Rostered	<b>Note:</b> You can only select a term from the current or previous academic year.
Term	The term with the test events you want to see. For example, in the fall you might want to see results from the previous spring.
Tested	<b>Note:</b> You can select the current term or any previous term beginning with the 2020–2021 academic year.
Course	A specific test and/or a grouping of tests licensed to a school, district, or state.

### Adding optional filters

To add optional filters for Ethnicity, Gender, and/or Program:

1. Select Apply Filters to expand the Filters section.

	= District Profile	Logged in as Userna Diange Password   Log
	MAP.Growth Reports. > Wild Owls School District	
	Single-Term Achievement Growth and Achievement	
1 Select Apply Filters	Term Rostered         Term Tested         Course           Fall 2021-2022         •         Winter 2020-2021         •         Math K-12         •         C Update	
Apply Filters	Wild Owls School District  Detectricite Achievement Overview	<ul> <li>Apply fitters</li> </ul>
Apply Filters	Disrict Andie	Apply filters
Apply Filters	Drankt Profile Achievement Overview Wild Owls School Dearnst   Mach K-12	

Single-Term Achievement tab with Apply Filters highlighted

2. From the drop-down menus that appear, select options for **Ethnicity**, **Gender**, and/or **Program** filters.

	= District Profile	Logged in as Username ange Password   Logout
	MAP Growth Reports > Wild Owls School District	
	Single-Term Achievement Growth and Achievement	
	Term Rostered         Term Tested         Course           Fail 2021-2022         *         Winter 2020-2021         *         Math K-12         *         C Update	
2 Choose optional filters	Filters (0) Ethnicity Gender Program - select an option - •	<ul> <li>Close</li> </ul>
	Depret Politie Achievement Overview Web Gowk Scheel Diseks:   Math K-12	
	Grade Achievement: Winter 2020-2021 Median and Deproduction	Number of Students
	Grade         Achievement: Winter 2020-2021 Median and Distribution           All grades         Grad         75         175         255         275         275	
	Al grides 6111 7% 17% 25% 29% 22%	Students

Optional Ethnicity, Gender, and/or Program filters

**Note:** You will only find filter options that apply to your selected data from the required fields. Additionally, no results will display if no data matches your filter selections.

### **Clearing optional filters**

To clear filters:

- 1. Remove a filter by selecting the **X** associated with that filter selection. Remove all filters by selecting **Clear All**.
- 2. Select **Close** to collapse the filter section.

	≡ District Profile	Logged in as Usernan Ielp    Contact    Change Password    Logo
	MAP Growth Reports > Wild Owls School District	
	Single-Term Achievement Growth and Achievement	
1 Remove	Term Rostered         Term Tested         Course           Fail 2021-2022         Vinter 2020-2021         Math K-12         Cupdare	
optional filters	Filters (3) Notive Navasian or Other Pacific Islander () (Female () (Free and Reduced Lunch (FRL) () Clear All	- Close
	Ethnicity Gender Program	
2 Colort Class	- select an option • - select an option • - select an option •	
2 Select Close	Wild Owls School District	
	burst Potte Achievement Overview	
	Achievement Overview Wild Owls School Desries   Math K-12	
	Achievement Overview	Number of Students
	Achievement Overview Wild Dwis School District   Math K-12 Grade Achievement: Winter 2020-2021 Median and Distribution	
	Achievement Overview Wild Dwis School District   Math K-12 Grade Achievement: Winter 2020-2021 Median and Distribution	Students

Single-Term Achievement tab with Clear All and Close highlighted

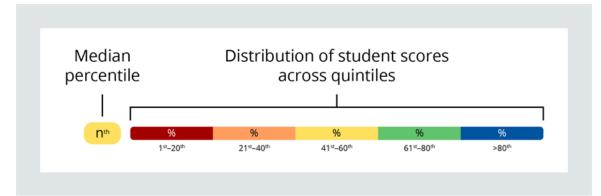
Understanding single-term achievement data

For each grade within a district, you can review the median achievement percentile and a breakdown of achievement percentiles by quintile. You can also find the district-wide average RIT for each grade, as well as the number of students who have a valid growth measure in that grade.

	Single-Term Achievement Growth and Achievement	
	Term Rostered Term Tested Course	
	Fall 2021-2022         Winter 2020-2021         Math K-12         C Update	
	Filters (0)	* Apply filter
	Wild Owls School District	
	District Profile	
	Achievement Overview Wild Owls School District   Math K-12	
Achievement	Grade Achievement: Winter 2020-2021 Median and Distribution	Number o Students
data	Al grades 61st 7% 17% 25% 25% 22%	744
	Percentile Key 🜒 tot to 20th 🧧 21st to 40th 🥚 41st to 60th 🕲 61st to 50th 💼 > 80th	Rostered Fall 2021-202 Tested Winter 2020-202
	More information about this chart. 👻	
	Desire Profile Achievement by Grade	
	Wild Owis School District   Math K-12	
	Grade  Achievement: Winter 2020-2021 Median and Distribution Sort by Select an option	students
	Grade 1 72nd 9% 13% 15% 25% 38% 15	53

Median and distribution data on the Single-Term Achievement tab

For a visual explanation of how data is arranged for median and distributions, consider the diagram



Visualization with median percentile and distribution labeled

 Table 3. Data and explanations for single-term achievement medians and distributions

Data Point	Explanation
Achievement (also called Single-Term Achievement)	Student performance at a single moment in time. You can use achievement percentiles to understand how student scores compare to other same-grade US student scores.
Percentile	Norm-based information about where a student's observed score falls within the range of scores produced by other same-grade US students.
Median Percentile	The middle percentile when a group of percentiles are ordered from lowest to highest.
Distribution	A representation of the range of scores for a group of students, indicating the number and/or percentages of scores within five percentile levels, or quintiles.
Quintiles	Five percentile levels based on NWEA normative data: 1 <sup>st</sup> –20 <sup>th</sup> (red), 21 <sup>st</sup> –40 <sup>th</sup> (orange), 41 <sup>st</sup> –60 <sup>th</sup> (yellow), 61 <sup>st</sup> –80 <sup>th</sup> (green), and greater than 80 <sup>th</sup> (blue).
Average RIT	The average RIT score for a group of RIT scores, calculated by adding all the scores within a group and then dividing that sum by the number of scores within the group.
Number of Students	The number of students rostered in the selected Term Rostered field who also have a valid growth measure in the selected Term Tested field. For more details about growth measures, explore Invalid Tests and Growth Criteria.

## Reviewing grade details for schools across a district

In addition to viewing a district's data for all grades, you can choose any grade to dig deeper and explore grade details for all schools across the district. From there, you can also easily access the School Profile and review data for <u>classes within the grade</u>. These instructions will work on both tabs of the District Profile report.

To find data for all the schools across a district within single grade:

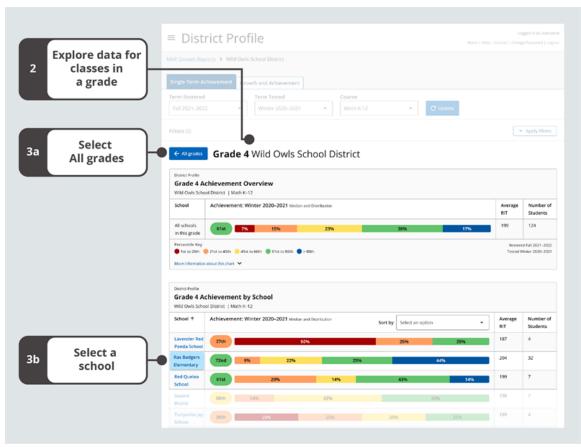
1. Select a grade.

	■ District Profile	Logged in as Username Home   Help   Contact   Change Password   Logout
	dAP Growth Reports > Wild Owls School District	
	Single-Term Achievement Growth and Achievement	
	Term Rostered Term Tested Course	
	Fall 2021-2022         •         Winter 2020-2021         •         Math K-12         •         C Update	
	Filters (0)	
	Wild Owls School District	
	Denschoute Achievement Overview Witt Onis School Densit:   Machik-12	
	Grade Achievement: Winter 2020-2021 Median and Opproduction	Number of Students
	Al grades 61st 7% 17% 25% 29%	22% 744
	Percentile Koy Tarta 20en Status 40en Status 50en Status 40en S-30en Mara information about 20is chart V	Rustered Fall 2021-2022 Tested Winter 2020-2021
	Duvitit Hveffe Achievement by Grade Wild Owlis School District   Mach K-12	
	Grade Achievement: Winter 2020-2021 Median and Distribution Sort by Select an option	Average Number of     RIT Students
	Grade 1 72nd 9% 13% 15% 25% 38%	157 53
	Grade 2 49th 6% 14% 34% 25% 21%	174 65
1 Select a grade	Grade 3 47th 12% 30% 18% 15% 25%	185 1.21
Ţ,	Grade 4 61st 7% 15% 23% 16% 17	199 124
	Grade 5 57# 5% 13% 35% 32%	209 123
	Grade 6 rate and	217 87
	Grade 6 58th 6% 20% 26% 29% 194	

Single-Term Achievement tab with a grade selected

- 2. Explore data. You can sort the data by any of the column headers.
- 3. Return to all grades or visit the School Profile report.

- a. To return to a view of all the grades, select **All grades**.
- b. To review data for classes within the grade on the School Profile, select any of the schools.



Single-Term Achievement tab with all schools across a district for a single grade

### Adding optional filters for schools

In addition to the filters for Ethnicity, Gender, and Program, you can find a filter for School Name when reviewing data for all the schools across a district within a single grade.

To apply this additional filter:

1. Select **Apply Filters** to expand the Filters section.

	■ District Profile	Logged in as Username elp   Contact   Change Password   Logout
1 Select Apply Filters	MAP.Growth Reports > Wild Owls School District Single-Term Achievement Growth and Achievement Term Restered Term Tested Course Rait 2021-2022 + C Hydrar Fair 2021-2022 C C Hydrar Fair of C Hydrar C Hydrar C Hydrar C Hydrar C Hydrar C Hydrar C Hydrar C Hydrar	Applyfixers
	Denic Folds Grade 4 Achievement Overview Wild Owls School Denics   Multi-N-12	
	School Achievement: Winter 2020-2021 Median and Destruction	Average Number of RIT Students
	All schools in this grade 6112 7% 15% 23% 38% 17%	199 124
	Arrestelle Kay Terso Jaco - 2 Jaco Jaco - 4 Harto Kan - 5 Harto Kan - 5 Harto Kan - 5 Han Mare Arlemation Audul 20 Marth	Rostered Fall 2021-2022 Tested Winter 2020-2021

Single-Term Achievement tab with Apply Filters highlighted

2. From the drop-down menus that appear, select options for any or all filters for Ethnicity, Gender, Program, and School Name.

	■ District Profile	Logged in as Username Help   Centact   Change Password   Logout
	MAP Growth Reports > Wild Owls School District Single-Term Achievement Growth and Achievement	
	Term Rostered         Term Tested         Course           Fall 2021-2022         •         Winter 2020-2021         •         Math K-12         •         C update	
2 Choose optional filters	Filters (0) Ethnicity 	- Close
	Grade 4 Wild Owls School District      Grade 4 Achievement Overview Wild Owls School District   Math K-12	
	School Achievement: Winter 2020-2021 Median and Distribution	Average Number of RIT Students
	All schools in this grade 61st 2% 15% 22% 38% 12%	190 124
	Fercencie Kay ● teris 20m ● 21eta 40m ● 41era 40m ● 61era 80m ● +30m Mare information atouc that bert ♥	Rostered Fall 2021-2022 Tested Winter 2020-2021

Optional Ethnicity, Gender, Program, and School Name filters

**Note:** Your filter selections for Ethnicity, Gender, and Program will remain the same between data for all grades and a single grade. Your filter selections for School Name, however, are only available when considering data for a single grade. When you select the **All grades** button to return to all grades, your filter selections for School Name will no longer apply.

You will only find filter options that apply to your selected data from the required fields. Additionally, no results will display if no data matches your filter selections.

To learn how to remove filters, see <u>Clearing optional filters</u> on page 34.

### Exploring the Growth and Achievement tab

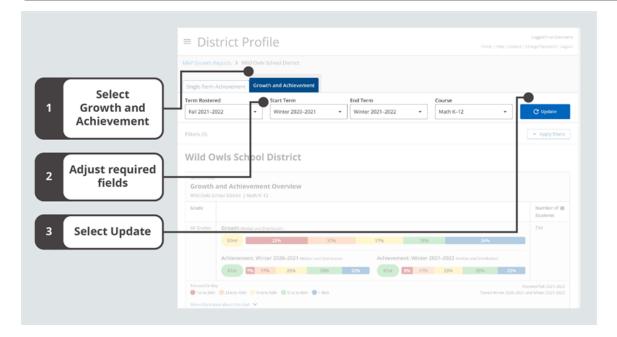
The second tab on the District Profile report is the **Growth and Achievement** tab. On this tab you can explore data across two terms through medians and distributions for growth data and two terms of achievement data.

#### Accessing growth and achievement data for all grades

To get growth and achievement data for all grades within a district:

- 1. Make sure you are on the **Growth and Achievement** tab.
- 2. Confirm or adjust the default values for each required field (**Term Rostered**, **Start Term**, **End Term**, and **Course**).
- 3. Select **Update** and review the results. You can sort the data by any of the column headers.

**Note:** Each time you change any of the required fields, it's important to select **Update** to refresh your data.



### Adjusting required fields on the Growth and Achievement tab

When you access the District Profile report, the required fields will be populated with default values. You may want to adjust the values to better meet your needs. Table 4 explains the required fields.

Required Field	Explanation
Term Rostered	The term that reflects the rostering relationships (for example, students in classes, classes in grades, etc.) that you're interested in viewing. You may choose the current term or a previous term.
	<b>Note:</b> The report will only display data based on students rostered in this term, even if other students have valid growth measures in both terms tested.
Start Term	The term with the test events you want to see, and in this case, the earlier of the two terms you are considering. For example, in the spring you might want to review results from the previous spring as the Start Term to the current spring term as the End Term.
	You may choose from the available terms that took place before the selected End Term.
	Note: Only some pairs of terms will be available based on the Growth Comparison Period.
End Term	The term with the test events you want to see, and in this case, the later of the two terms you are considering. For example, in the spring you might want to review results from the previous spring as the Start Term to the current spring term as the End Term.
	You may choose the same term as the term rostered or an earlier term that took place after the selected Start Term.
	<b>Note:</b> The District Profile report is available for all fall, winter, and spring terms, beginning with academic year 2020–2021.
Course	A specific test and/or a grouping of tests licensed to a school, district, or state.

#### Table 4. Required fields on the Growth and Achievement tab

#### Applying optional filters on the Growth and Achievement tab

You can apply the same filters from the **Single-Term Achievement** tab to the **Growth and Achievement** tab. To learn more, refer to instructions for <u>Adding optional filters</u> on page 33 and <u>Clearing optional filters</u> on page 34.

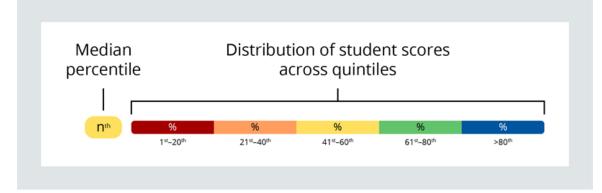
#### Understanding growth and achievement data

For each grade within a district, you can review growth and achievement comparisons through the median percentiles and distributions of any data that's available across both selected terms. You can also find the number of students in the grade who have valid growth measures in both terms.

	District Profile							
	MAP. Growth Reports > Wild Owls School District							
	Single-Term Achievement Growth and Achievement							
	Term Rostered         Start Term         End Term         Course           Fail 2021-2022         *         Winter 2020-2021         *         Winter 2021-2022         *	C Update						
	Filters (0)	* Apply filters						
	Wild Owls School District							
ata	Wild Owls School District  Convert Profile  Growth and Achievement Overview  Wild Owls School District   Math K-12  Grade	Number of  Students						
th data	Desirict Profile Growth and Achievement Overview Wild Owls School District   Math K-12							
	Desires Holle Growth and Achievement Overview Wild Owls School District:   Math K-12 Grade All Grades Forwth Median and Distribution 52nd 22% 17% 17% 18% 26% Achievement: Winter 2020-2021 Median and Distribution 61st 7% 17% 23% 20% 61st 64st 7% 23% 20%	Students						

Median and distribution data on the Growth and Achievement tab

For a visual explanation of how the data is arranged, consider the diagram below.



Visualization with median percentile and distribution labeled

 Table 5. Data and explanations for growth and achievement medians and distributions

Data Point	Explanation
Growth	Growth is an inference about how student performance changes across two test events. You can use growth percentiles to understand how changes in student scores compare to changes in other US student scores.
Achievement Comparisons	Student performance at two different test events. You can use achievement comparisons to understand how a group of student scores has changed across two test events.
Percentile	Norm-based information about where a student's observed score falls within the range of scores produced by other same-grade US students.
Median Percentile	The middle percentile when a group of percentiles are ordered from lowest to highest.
Distribution	A representation of the range of scores for a group of students, indicating the number and/or percentages of scores within five percentile levels, or quintiles.
Quintiles	Five percentile levels based on NWEA normative data: 1 <sup>st</sup> –20 <sup>th</sup> (red), 21 <sup>st</sup> –40 <sup>th</sup> (orange), 41 <sup>st</sup> –60 <sup>th</sup> (yellow), 61 <sup>st</sup> –80 <sup>th</sup> (green), and greater than 80 <sup>th</sup> (blue).
Number of Students	The number of students rostered in the selected Term Rostered field with a valid growth measure in both of the selected Term Tested fields. For more details about growth measures, explore Invalid Tests and Growth Criteria.

### Finding classes on the Growth and Achievement tab

To access growth and achievement data for all schools across a district within a single grade, you can follow the instructions listed in <u>Reviewing grade details for schools across a district</u> on page 36.

## **Applying insights**

The wealth of customizable options and data visualizations in the District Profile report can help you understand complex situations, guide further research, and, in turn, make better decisions. Explore the ideas below for when to use this report and the kinds of questions it can help you answer.

### When to use the District Profile report

Consider using the report at these times:

- After testing, to see achievement data, and after testing across multiple terms, to compare achievement data and monitor achievement trends
- When trying to identify the impact of past decisions (e.g., additional intervention resources, a new curriculum, etc.)
- · When evaluating where to allocate extra resources to maximize student growth
- When analyzing the performance of student subpopulations to ensure equitable student

outcomes

- When finding areas of success for celebration and motivating staff and students
- When facilitating staff conversations about school performance and trends
- When sharing school-level performance with district and state stakeholders

#### How to use the District Profile report

The report can help you answer these questions:

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

# **Grade Report**

GROWTH Grade R Grade 7			Term: District: School:	1	Fall 2018-2019 NWEA Sample   Mt. Bachelor Mi			ference Data: Instruction:	2015 4 (Fa <b>ll</b> 2018) None
ummary page								up Display:	Yes
Mathematics									
Growth: Math 6+ CCSS 2010 V2									
Summary									
Total Students With Valid Growth Te	st Scores		16						
Mean RIT		233							
Standard Deviation			16						
District Grade Level Mean RIT		2	30						
Students At or Above District Grade	Level Mean RIT		78						
Norm Grade Level Mean RIT		22:	2.6						
Students At or Above Norm Grade L	evel Mean RIT	1	10						
		Lo	Lo	Avg	Avg	HiAvg	Hi	Me	an RIT Std [
		%ile <	21 %ile	21-40	%ile 41-60	%ile 61-	30 <mark>%ile</mark> > 8	30 (+/- S	Smp Err) Star
Overall Performance		count	% count	%	count %	count	% count	%	
Growth: Math 6+ CCSS 2010 V2		14	6% 40	19%	65 329	6 26 1	3% 62	31% 229-2	233-237 16
					i i	i	i		
Grade	Report								
Grade 7									
GROWTH			Term	:	Fall 2018-20		Norms	Reference Dat	
			Distri Scho		NWEA Samp Mt. Bachelor	le District Middle School	Weeks Groupi	of Instruction	: 4 (Fall 2018 None
			00110	01.	Wit. Dacheloi	Middle Ochool		Group Display:	
Mathematics									
Growth: Math 6+ CCSS 2010 V2									
-						Goal Perform	ance		
						A. Real and C	omplex Number S	Systems	
Detail page						B. Algebraic T C. Statistics a			
						D. Geometry	,		
	<b>T</b>	DIT	D		·			1	-
Name (Student ID)	Test Date	RIT (+/- Std Err)	Percentile (+/- Std Err)	Lexile <sup>®</sup> Range		A	в	с	D
Alaite, Amber (2597861)	09/16/18	226 <b>-229-</b> 232	64 <b>-71-</b> 78		41 m	215-229	220-235	225-240	222-238
	08/21/18	212-217-222	53-58-63		51 m	214-226	216-228	211-225	222-234
Byrne, Cassie (9861542)	00121110				48 m	219-229	212-219	215-225	218-229

Description	Shows students' detailed and summary test data by grade for a selected term so you can set goals and adjust instruction.
Applicable Tests	MAP Growth, Screening, and MAP Growth K–2.
Required Roles	Administrator or Assessment Coordinator (School or District)
Date Limits	1 year prior, including tests completed outside your test window range (they appear in gray font)

## **Summary Pages**

— Grade Report —

Summary	
Total Students With Valid Growth Test Scores	16
Mean RIT	232.9
Standard Deviation	16
District Grade Level Mean RIT	230
Students At or Above District Grade Level Mean RIT	78
Norm Grade Level Mean RIT	222.6
Students At or Above Norm Grade Level Mean RIT	110

Mean RIT	Average RIT score of students in this grade for this subject.
Standard Deviation *	Indicates academic diversity of a group of students. The lower the number, the more students are alike (zero would mean all scores are the same). The higher the number, the greater the diversity in this group.
District Grade-Level Mean RIT	Average RIT score of students in this grade for this district. An asterisk (*) appears if the testing window for the term is not closed.
The number of	students reported

#### Students At Or Above District Grade Level Mean RIT \*

who scored at or above the district grade level mean RIT. An asterisk (\*) appears if the testing window for the term is not closed.

Grade-Level Mean RIT	These figures give you a national comparison to students who were in the same grade and who tested in the same test window as observed in the
Students At Or Above Grade Level Mean RIT	5

\* **If summary data is missing:** By default, these statistics do not compute if you have fewer than ten valid growth test events because a small group is statistically unreliable. However, you can choose the Small Group Display option to compute these figures regardless of group size.

	Lo %ile < 21		Lo/ %ile∶	Avg 21-40	Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
Overall Performance	count	%	count	%	count	%	count	%	count	%
Growth: Math 6+ CCSS 2010 V2	. 14	6%	40	19%	65	32%	26	13%	62	31%
Goal Area										
Real and Complex Number Systems	14	6%	44	25%	55	31%	7	6%	55	31%
Algebraic Thinking	34	19%	22	13%	30	19%	30	19%	56	31%

<b>Overall Performance</b>	Instructional Area Performance
The top row breaks out the overall scores into the different percentile rankings (low to high), based on the NWEA norms study.	These rows show percentile rankings for each instructional area within the test subject. Data appears only if a student took a MAP Growth test. Screening tests do not provide instructional area
	data.

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

## **Detail Pages**

— Grade Report —

#### Goal Performance

- A. Real and Complex Number Systems
- B. Algebraic Thinking C. Statistics and Probability
- D. Geometry

Test Date	RIT (+/- Std Err)	Percentile (+/- Std Err)	Lexile <sup>®</sup> Range	Test Duration	А	в	с
09/16/18	226- <b>229</b> -232	64- <b>71-</b> 78		41 m	215-229	220-235	225-240
08/21/18	212-217-222	53-58-63		51 m	214-226	216-228	211-225
08/21/18	223-226-229	63-67-71		48 m	219-229	212-219	215-225

RIT	Percentile	Lexile <sup>®</sup> Range	Test Duration
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.	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 NWEA norms study.	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. LEXILE <sup>®</sup> and METAMETRICS <sup>®</sup> are trademarks of MetaMetrics, Inc., and are registered in the United States and abroad.	Total of the minutes a student took to complete all test questions (excludes any test interruptions). For a comparison of typical test times, see <u>Average Test</u> <u>Durations</u> .
standard error rar	either side define the nge. If retested, the ould fall within this range time.		

Gray text: Indicates tests that are valid but do not provide growth data (such as a test taken outside the test window). These test results are excluded from summary statistics.

#### **Goal Performance**

- A. Real and Complex Number Systems
- B. Algebraic Thinking
- C. Statistics and Probability
- D. Geometry

А	в	с
215-229	220-235	225-240
214-226	222-234	211-225
219-229	212-219	215-225

#### **Instructional Area Performance**

Summarizes each student's performance in the instructional areas. Data appears only if a student took a MAP Growth test. Screening tests do not provide instructional area data. **Note:** Instructional area categories may be labeled differently depending on your test version or state assessment.

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

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

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

Scores can appear either as RIT ranges or descriptors, which are based on NWEA norms. *Low* = 20th percentile or lower. *LoAvg* = 20th to 40th percentile. *Avg* = 40th to 60th percentiles. *HiAvg* = 60th to 80th percentiles. **High** = 80th percentile or higher.

**Tip**: Focus on the italic and bold areas with teachers to help set instructional goals.

If an asterisk (\*) appears for the instructional area: The instructional area performance cannot be calculated. The student may have answered too many items incorrectly or too few items may have been available in the RIT range assessed.

### **Options for Generating a Grade Report**

#### —Jump to report sample above—

Term: Choices include terms from the current or previous academic years.

**Group By:** The default choice, **Test Name**, provides a summary and grouping for each test within the subject. The alternative choice, **Subject**, only summarizes and groups by the subject.

**School, Instructor, Class, and Subject:** The choices you have depend on your MAP role. The Assessment Coordinator can choose from across the district-wide. Other roles are limited to assigned schools and classes.

**Optional Grouping:** Further divides the results and summary data into either gender or ethnicity groupings.

**Student Detail Display:** Shows detail information if selected. All reports have an overall summary page.

Sort Order: Specifies the order of report results for the selected class by:

- Student Name sorts students in alphabetical order.
- Test RIT sorts by student RIT score in ascending numeric order.

**Instructional Area Display:** Includes any individual instructional area RIT performance data for both growth test events and other valid test events in the report. The number of instructional areas and their names is based on the specific test event. Clear this option to exclude the instructional area scores from the report.

**Instructional Area RIT Range:** Displays the instructional area scores as a descriptor or range:

- Instructional Area Descriptor shows how this score aligns with NWEA norms percentiles, such as Low or High.
- **Instructional Area RIT Ranges** displays a range that accounts for standard error, such as 153-169.

**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.

**Report Format:** Sets the report output file type as PDF (default) or spreadsheet file in XML format.

# **District Summary Report**

		Aggregate by School		Term: District: Grouping:				ng: None					
Math: Math 6+													
Mt. Bachelor Middle	e School												
Growth: Math 6+ CCSS	2010 V2					Goal Perf							
							d Complex r Systems	Algebrai	c Thinking		ics and ability	Geo	metry
Term	Grade	Student Count	Mean RIT	Std Dev	Median	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2015–2016	6	103	212.1	13.4	212	209.7	17.7	209.0	15.5	215.8	14.9	212.5	15.0
Fall 2015-2016	7	177	217.7	14.5	217	218.1	18.3	214.5	15.7	220.9	16.6	217.4	14.9
тн		Aggre	egate by	Distric	t				Term: Distrie Group Small	:t: bing:	ז ז	all 2015–20: IWEA Sampl Ione	
									Siliali	Group Disp	nay: r	lo	
Math: Math 6+	7								Sillali	Group Disp	iay: r	NO	
	2010 V2					Goal Per	formance		5111411	Group Disp	iay: r	10	
Math: Math 6+ Growth: Math 6+ CCSS	5 2010 V2					Real an	formance d Complex er Systems	Algebra	ic Thinking	Statis	tics and pability		ometry
	5 2010 V2 Grade	Student Count	Mean RIT	Std Dev	Median	Real an	d Complex	Algebra		Statis	tics and		· ·
Growth: Math 6+ CCSS						Real an Numbe	d Complex er Systems		ic Thinking	Statis Prob	tics and ability	Geo	· ·
Growth: Math 6+ CCSs Term	Grade	Count	RIT	Dev	180	Real an Numbe Mean	d Complex er Systems Std Dev	Mean	ic Thinking Std Dev	Statis Prob Mean	tics and ability Std Dev	Geo	Std Dev 12.6
Growth: Math 6+ CCSS Term Fall 2015–2016	Grade 2	Count 137	RIT 179.4	Dev 11.3	180	Real an Numbe Mean 176.9	d Complex er Systems Std Dev 14.1	Mean 177.2	ic Thinking Std Dev 13.9	Statis Prob Mean 180.5	tics and ability Std Dev 13.0	Geo Mean 	Std Dev 12.6
Growth: Math 6+ CCSS Term Fall 2015–2016 Fall 2015–2016	Grade 2 3	Count 137 148	RIT 179.4 188.8	Dev 11.3 11.8	180 189 185	Real an Numbe Mean 176.9 189.3	d Complex er Systems Std Dev 14.1 14.6	Mean 177.2 184.6	ic Thinking Std Dev 13.9 13.3	Statis Prob Mean 180.5 191.6	tics and bability Std Dev 13.0 14.8	Geo Mean <u>183.0</u> 189.7	Std Dev 12.6 13.8
Growth: Math 6+ CCSS Term Fall 2015–2016 Fall 2015–2016 Spring 2014–2015	Grade 2 3 3 3 Sun distr	Count 137 148 135 124 nmariz rict-lev	RIT 179.4 188.8 186.7 173.8 es RI el dec	Dev 11.3 11.8 11.4 10.6 T scor	180 189 185	Real an Number Mean 176.9 189.3 190.3 173.9 esults for esentat	d Complex er Systems Std Dev 14.1 14.6 14.2 13.0 r the cu	Mean 177.2 184.6 185.7 172.6	ic Thinking Std Dev 13.9 13.3 13.0 14.7 nd all hi	Statis Prot 180.5 191.6 181.2 177.5	tics and ability Std Dev 13.0 14.8 13.8 12.1	Geo Mean <u>183.0</u> 189.7 189.6 171.2	Std Dev 12.6 13.8 13.3 13.5
Growth: Math 6+ CCSS Term Fall 2015–2016 Fall 2015–2015 Spring 2014–2015 Fall 2014–2015 Cription	Grade 2 3 3 3 Sun distr	Count 137 148 135 124 nmariz rict-lev <b>e:</b> All to	RIT 179.4 188.8 186.7 173.8 es RI el dec esting	Dev 11.3 11.8 11.4 10.6 Γ scor isions must	180 189 185 172 re test re s and pro	Real an Number Mean 176.9 189.3 190.3 173.9 esults fo essentat ared co	d Complex er Systems Std Dev 14.1 14.6 14.2 13.0 r the cu ions.	Mean 177.2 184.6 185.7 172.6 rrrent a	ic Thinking Std Dev 13.9 13.3 13.0 14.7 nd all hi	Statis Prot 180.5 191.6 181.2 177.5	tics and ability Std Dev 13.0 14.8 13.8 12.1	Geo Mean <u>183.0</u> 189.7 189.6 171.2	Std Dev 12.6 13.8 13.3 13.5
Growth: Math 6+ CCSS Term Fall 2015–2016 Fall 2015–2016 Spring 2014–2015 Fall 2014–2015	Grade 2 3 3 3 Sun distr	Count 137 148 135 124 nmariz rict-lev <b>e:</b> All to	RIT 179.4 188.8 186.7 173.8 es RI el dec esting	Dev 11.3 11.8 11.4 10.6 Γ scor isions must	180 189 185 172 re test re s and pro	Real an Number Mean 176.9 189.3 190.3 173.9 esults fo essentat ared co	d Complex er Systems Std Dev 14.1 14.6 14.2 13.0 r the cu ions.	Mean 177.2 184.6 185.7 172.6 rrrent a	ic Thinking Std Dev 13.9 13.3 13.0 14.7 nd all hi	Statis Prot 180.5 191.6 181.2 177.5	tics and ability Std Dev 13.0 14.8 13.8 12.1	Geo Mean <u>183.0</u> 189.7 189.6 171.2	Std Dev 12.6 13.8 13.3 13.5

Also, the Test Window Complete check box must be selected.

### Sample District Aggregation

- District Summary Report -

#### Math: Math 6+

Growth: Math 6+ CCSS	2010 V2					Goal Perfo	ormance		
				Real and Complex Number Systems		Algebraic Thinking			
Term	Grade	Student Count	Mean RIT	Std Dev	Median	Mean	Std Dev	Mean	Std Dev
Fall 2015–2016	2	137	179.4	11.3	180	176.9	14.1	177.2	13.9
Fall 2015–2016	3	148	188.8	11.8	189	189.3	14.6	184.6	13.3
Spring 2014–2015	3	135	186.7	11.4	185	190.3	14.2	185.7	13.0

Mean RIT	Std Dev (Standard Deviation)	Median	Goal Performance
Average RIT score of students in this group	Indicates academic diversity of a group of students in this instructional area (goal area). The lower the number, the more students are alike. The higher the number, the greater the diversity in this group.	Middle RIT score in a group. When three RIT scores, such as 191-199-208, appear on a report, 199 is the median.	Summarizes performance in the instructional areas (goal areas) tested. Data appears only if a student took a MAP Growth test. Screening tests do not provide instructional area data. <b>Note:</b> Instructional area categories may be labeled differently depending on your test version or state assessment. <b>Bold italic</b> scores = Performance that might be an area of concern, because they are more than 3 RIT points <i>below</i> the overall RIT score. <b>Bold underline</b> scores = Performance that might be an area of relative strength, because they are more than 3 RIT points <i>above</i> the overall RIT score. Plain scores = RIT range within 3 RIT points of the overall RIT score.

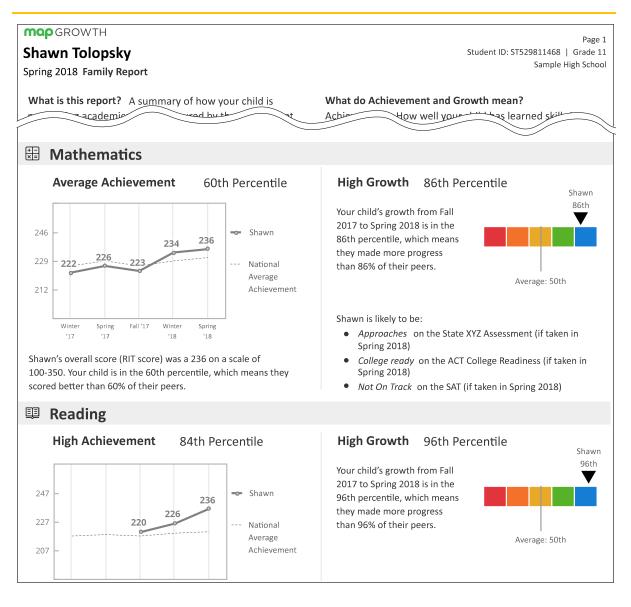
Example analysis of this sample:

- For grade 3, this example shows an increase from spring 2014-15 (186.7) to fall 2015-16 (188.8).
- When we compare the instructional areas:
  - Real and Complex Number Systems is no longer an area of relative strength (<u>underline</u>), and Algebraic Thinking has become an area of relative concern (*italic*).

**Optional Grouping:** Organizes and calculates results by gender, ethnicity, or program. This grouping is coupled with the aggregation chosen in the options above.

**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.

## **Family Report**



Description	Presents key results so you can communicate with students and their families
Applicable tests	MAP Growth and MAP Growth K–2 (not Screening tests)
Required roles	Instructor, Administrator, or Assessment Coordinator (School or District)
Date limits	Family report will display the current test window data, along with up to 4 additional historic data points

## **Printing Tips**

- Access the report from either the MAP Growth reports home page or from within the Student Profile Report on page 102.
- When you choose a term, it becomes the end of the comparison period and follows these rules:
  - If you choose a fall term, the student's growth shows a fall-to-fall comparison, if available.
  - If you choose winter or spring, the student's growth shows a comparison from the fall of that school year, if available.
  - If there is no data for the chosen term, the report retrieves the closest term with test data, which could differ for each subject.
- For the growth chart, the percentile color key is:

	Perc	entile Ra	anking Co	olor Key	
<b>←</b> 20	21-40	41-60	61-80	81 <del>&gt;</del>	Unknown

### **Growth Projections**

- There are no projections available from summer test results.
- Which state and college projections appear depends on the state alignment that your district selected during MAP implementation.
- If your state does not have a specific NWEA linking study, default projections developed by NWEA appear on the report.
- Depending on the state, projections could be limited to certain subjects (typically reading and math) and certain grades (typically 2 through 8).
  - College readiness projections are limited to grades 5 through 9 (SAT<sup>®</sup>) and 10 (ACT).
- To make projections, the report follows these steps:
  - Uses NWEA norms to estimate growth to the term when the state or college assessment typically occurs.
  - Uses the NWEA linking study to correlate that projected RIT score to an estimated proficiency.
- ACT College Readiness: The "On Track 24" projection is the highest benchmark. It is based on a more stringent ACT<sup>®</sup> cut score of 24, instead of 22.

# Learning Continuum

Welcome to the Learning Continuum! You can use the Learning Continuum to explore content on MAP Growth assessments.

#### Contents

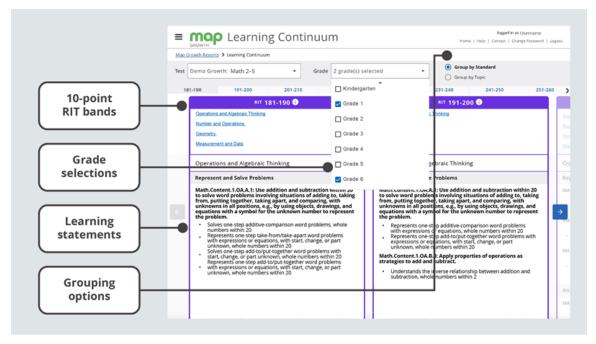
- <u>Getting started</u> on page 55
- Navigating the Learning Continuum on page 58
- Exploring content on page 62
- Applying insights on page 63

### **Getting started**

In this introduction, you'll learn what the Learning Continuum offers at a high level, where to find it, and what kinds of data it provides.

#### Feature overview

Explore MAP Growth assessment content using the features highlighted below.



A few key features of the Learning Continuum

**10-point RIT bands.** Explore assessment content within 10-point RIT bands that span the scores of a test.

**Grade selections.** Find the content for specific grades.

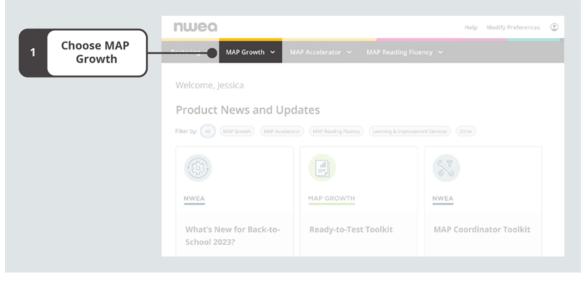
**Learning statements.** Review statements that show how the material your students may encounter on a MAP Growth assessment aligns to the RIT scale.

**Grouping options.** Organize learning statements around academic standards or NWEAdefined topics.

### Accessing Learning Continuum

To access the Learning Continuum:

1. Log in at start.mapnwea.org and choose MAP Growth from the main menu.



On the start page, choose MAP Growth

2. Select MAP Growth Reports under Other Reports.

	nwea		Help Modify Preferences
	Rostering V MAP Growth A		
	science. Use MAP Growth to understand how	nt that measures your students' achievement and grow your K-12 students are performing, track student proj	
	Testing	Popular Reports	
	Manage Test Sessions Set up and manage MAP Consth test sessions. This students to test and administer MAP Growth testing.		
	Resources		
	MAP Growth Student Resources Provide students with resources, such as videos and practice tests, to help them prepare for testing.	School Profile Compare school, grade, and class performance to national norms, includes a new quadrant chart that shows growth and achievement data.	Class Profile Use this interactive class-level report to gain insight into class performance; identify student who need to take, retake, or complete their tes
	Technical Resources Prepare to test with the MAP Growth Secure Testing Browser, MAP Growth iPad app, Technologic Guide, and NMXX System and Bandwidth Requirements.		
	MAP Growth Support Articles Search the NWEA Knowledge Base for trending articles and support documentation.	Student Profile Use this report to get a comprehensive view of	
	What's New with MAP Growth? Access the latest information on product updates and more.	Use this report to get a comprehensive view of student achievement and growth, including relative strengths and suggested focus areas.	
		Other Reports	
Select MAP		MAP Growth Reports	Reports Queue
Growth Reports		Gain insights into your MAP Growth results using a variety of available reports.	
		Operational Reports	

Select MAP Growth Reports under Other Reports on the MAP Growth menu

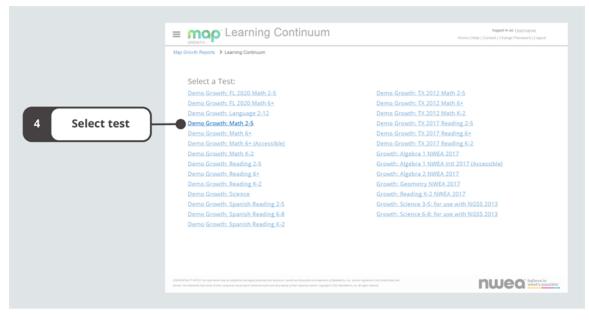
3. On the Reports Landing Page, select **Learning Continuum**.

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3 Select Learning Continuum	Anners to content public adout reports <b>How do 1 Margard (the results?</b> Margare adout a set of the public response data and late action Margare behavior with with the public response data and late action	Control of the control of the Control
continuum		Material Research         Lands Lands Lands           Lands Lands         Lands Lands           Class Bracklesen by RT. Instructional Area, or Projected Preficiency

The Learning Continuum listing on the Reports Landing Page

**Note:** To access the Learning Continuum, you'll need a MAP role of Instructor, Administrator, or Assessment Coordinator (School or District). Learn more at <u>Choose MAP Roles</u>.

4. Once you've opened the Learning Continuum, select the test data you want to explore.



Test options for the Learning Continuum

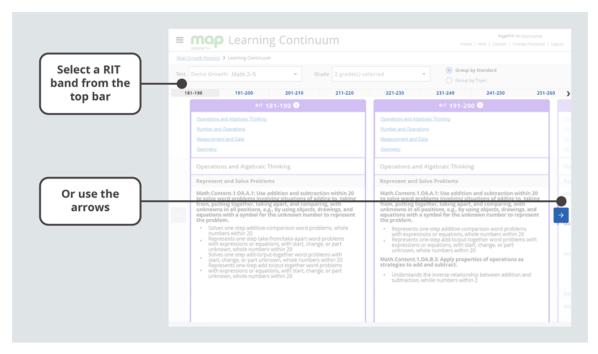
### Navigating the Learning Continuum

The Learning Continuum starts with the lowest two10-point RIT bands associated with the test, where you'll find instructional areas and learning statements grouped by standard.

### Moving through RIT bands

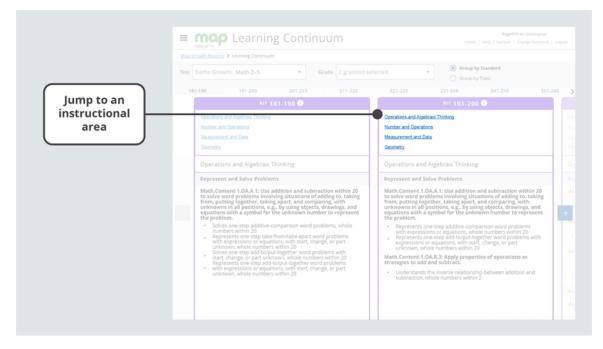
You can navigate through the 10-point RIT bands in multiple ways:

- Select a RIT band from the bar of number ranges located near the top of the page. You can use the > or < symbols to find additional RIT bands when available.
- Use the arrows to the right or left of the screen to move through each 10-point RIT band, one at a time.



10-point RIT bands on the Learning Continuum

Within each 10-point RIT band, you can scroll through the learning statements or jump to an instructional area by selecting a linked heading in the top section of each RIT band.



### Organizing the data

You can adjust how learning statements are grouped:

- **Group by Standard.** Organize learning statements by academic standards. This setting is most helpful for tests that align to specific standards and is the default setting for the Learning Continuum.
- **Group by Topic.** Organize learning statements by topics defined by NWEA. This setting may be helpful for tests that don't align to a standard, such as international tests, or for reviewing content across grades.

= (	nop Learning Continuum			logged in as Username ntact   Change Password	
	ath Reports > Learning Continuum				
Test	ama Grauth: Math 3.5	sdøfs)	Group by Standard     Group by Topic		
101-1	190 191-200 201-210 211-220		231-240 241-		
	Number and Operations Measurement and Opera Generativ Operations and Algebraic Thinking Represent and Solve Problems Numerical Expressions involving addition and subtraction with whole numbers and parentheses Properties and Relationships of Operations  Understands the inverse relationship between addition and subtraction whole numbers within 20  I identifies the missing equation in whole-number addition and subtraction fact families I identifies the missing equation in whole-number addition and subtraction fact families I identifies the missing value in an equation to show that a number and list seposite have a sum of 0  Represents arrays with repeated addition expressions and infinds the total number of objects Understands the inverse relationship between multiplication and division I Represents arrays with repeated addition expressions or equations	Represent and Numerical Expr Evaluates in subtraction Properties and Represents Understand Represents Understand	Data d Algebraic Thinking Solve Problems essions with whole numbers and parently with whole numbers and parently subtraction equations with whole maddition equations is multiplication as a comparison- multiplication as a comparison. In the inverse relationship betwee schole numbers within 20 to to dis opposite have a sum of 0 equal groups multiplication situa dision expressions or equations.	eses enumbers as of sizes tys n addition and show that a tions with	÷

Group by Standard and Group by Topic at the top of the Learning Continuum

You may want to filter learning statements for a particular grade or grades. You can apply your preferences to the Grade drop-down menu to isolate the learning statements you are interested in viewing.

Select grades to filter learning	Man Growth Reports > Learning Continuum					
statements	Test Demo Growth: Math 2-5 - G	de 2 grade(s) selected	Group by Standard     Group by Topic			
	181-190 191-200 201-210	Kindergarten	231-240 241-250 251-			
	RIT 181-190 🛈	Grade 1	RIT 191-200 🔍			
	Operations and Algebraic Thinking Number, and Operations Measurement and Data	Grade 2	2 Thinking			
	Operations and Algebraic Thinking	Grade 4	gebraic Thinking			
	Represent and Solve Problems Math.content.1.04.A.1 Use addition and subtract to solve word problems involving stituations of ad to solve word problems involving stituations of ad to solve an entry of the solution of the solutions with a symbol for the introlown humber the problem. Solves one-step additive-comparison word prob numbers within 20 Represents one-storp advances, within solutions, which a group the solutions, which a group the solution of the solu	ing to, taking g, with awings, and to represent errs, whole errs, errs, errs	Problems W.S. 1: Use addition and subtraction within 20 objems involving situations of adding to, taking before the symbol for the unknown humber to represent some step additive-comparison word problems isons or equations, whole numbers within 20 one-step add-stopic-topyetherword problems with or equations, with Satt Change, or part and subtract. CA.B.3: Apply properties of operations as and subtract. show the inverse relationship between addition and whole numbers within 2			

Grade selections from a drop-down menu on the Learning Continuum

**Note:** You must use the Group by Standard view to organize learning statements for a specific grade.

You may also want to review learning statements from an entirely different test. To access data from a different test, make a selection from the **Test** drop-down menu.

Text       Demo Growth: Math 2-5       Grade       2 grade(s) selected	erent 🗕 🗕 🗧	rowth Recorts > Learning Continuum	
✓ Demo Growth: Math 2-5       III: 191-200 ●         Demo Growth: Math 6+       Growth: Algebra 1 NWEA 2017         Growth: Algebra 2 NWEA 2017       Browth: Reading 2-5         Growth: Reading 6+       Growth: Reading 6+         Method and Stream 1 Notes 1	Test	Demo Growth: Math 2–5 • Grade 2 grade(s) se	elected
Demo Growth: Math 6+     Derstions.and Algebraic Thinking       Growth: Algebraic Thinking     Measurement and Data       Growth: Reading 2-5     Operations and Algebraic Thinking       Growth: Reading 6+     Represent and Solve Problems       Restormers in all positions, e.g., by using beight, fragment and solutions with a symbol for the unknown number to represent.     Nath Content 1.0A.A.1: Breadditive comparison with all positions, e.g., by using beight, fragment and solutions with a symbol for the unknown number to represent.       • Solves one-step additive comparison word problems with as the problems or equations, with a symbol for the unknown number to represent.     • Represents one-step additive comparison word problems with a symbol for the unknown number to represent.       • Solves one-step additive comparison word problems with a symbol for the unknown number to represent.     • Represents one-step additive-comparison word problems with a symbol for the unknown number to represent.       • Breteents one-step additive comparison word problems with as the additive comparison word problems with a symbol for the unknown number to represent.       • Breteents one-step additive comparison word problems with a symbol for the unknown number to represent.       • Breteents one-step additive comparison word problems with a symbol for the unknown number to represent.       • Breteents one-step additive comparison word problems with a symbol for the unknown number to represent.       • Breteents one-step additive comparison word problems with a symbol for the unknown number to represent.       • Breteents one-step additive comparison word problems with as the present one		Demo Growth: Math K-2 211-220	221-230 231-240 241-250 251-260
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Operations         Operations and Algebraic Thinking           Growth: Reading 2-5         Operations and Algebraic Thinking           Growth: Reading 5-         Operations and Algebraic Thinking           Browth: Reading 5-         Represent and Solve Problems           Intervention of the unitary within 20 to eshow word problems involving situations of adding to, taking promuting together, taking apert, taki		Growth: Algebra 1 NWEA 2017	
Growth: Reading 6+      G		Growth: Algebra 2 NWEA 2017	Geometry
<ul> <li>Math. Content. 1.0.A.A.1: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting operations, e.g., by using objects, drawings, and the problem.</li> <li>Solves one step additive comparison word problems, whole mumbers within 20 multiple operations and subtraction of problems with start, change, or part unixnow, whole numbers within 20 multiple operations are step add toput together word problems with start, change, or part unixnow, whole numbers within 20 multiple operations as strategies to ne-step add toput together word problems with start, change, or part unixnow, whole numbers within 20 multiple numbers</li></ul>		Growth: Reading 2-5	Operations and Algebraic Thinking
<ul> <li>to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and the problem.</li> <li>solves one step additive comparison word problems, whole submit and the problems of equations, while and the problems of equations, whole submit and the problems.</li> <li>Bepresents one-step additive comparison word problems with start, change, or part unknown, whole numbers within 20 solves one-step add colput-together word problems with start, change, or part unknown, whole numbers within 20 solves one-step add colput-together word problems with start, change, or part unknown, whole numbers within 20 solves one-step add colput-together word problems with start, change, or part unknown, whole numbers within 20 solves one-step add colput-together word problems with start, change, or part unknown, whole numbers within 20 solves one-step add colput-together word problems with start, change, or part unknown, whole numbers within 20 unknown, whole n</li></ul>		Growth: Reading 6+	Represent and Solve Problems
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		<ul> <li>start, change, or part unknown, whole numbers within 20 Represents one-step add-to/put-together word problems with expressions or equations, with start, change, or part</li> </ul>	strategies to add and subtract. Understands the inverse relationship between addition and

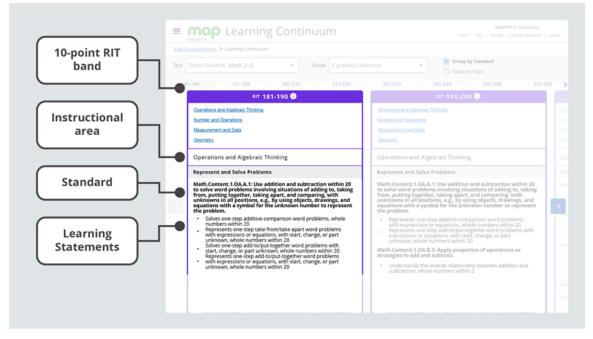
A drop-down menu for selecting a test from the Learning Continuum

## **Exploring content**

Teachers can use the Learning Continuum to explore content in MAP Growth and learn more about what a RIT score might mean.

### Understanding learning statements

The Learning Continuum represents the content included in the MAP Growth assessment item pools; each learning statement corresponds to at least one item on the selected test in the displayed 10-point RIT band.



The Learning Continuum with a 10-point RIT band, instructional area, standard, and learning statements highlighted

**Note:** In some cases, there may not be any learning statements associated with a standard or topic within a RIT band. This occurs when there are no items in the item pool that correspond to a particular standard or topic within the RIT band. To adjust your view of the content, try changing your grade selections.

**Note for partners who view MAP Growth information from state assessments:** Due to state summative test designs, learning statements are not available for state assessments.

### Contextualizing data

MAP Growth best supports the process of planning for teaching and learning at grade and class levels each testing season. MAP Growth scores are one of multiple forms of data to consider. You can start with a review of the MAP Growth class-level data to identify patterns of relative strength and need and to contextualize achievement in terms of norms and proficiency projections.

At the unit level, MAP Growth data should be paired with high-quality formative assessment data to identify the most important learning needs and maximize growth for all students. When it comes to planning at the lesson level within a unit, NWEA suggests that teachers rely on strong formative assessment practices.

## **Applying insights**

The breadth of information in the Learning Continuum can help you understand the content in MAP Growth assessments, which can provide meaningful context for students' RIT scores. Explore the ideas below for when to use the Learning Continuum and the kinds of questions it can help you answer.

### When to use the Learning Continuum

Consider using the Learning Continuum at these times:

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

### How to use the Learning Continuum

The Learning Continuum can help you answer these questions:

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

Some important things to remember:

- The Learning Continuum provides information about what is contained in the MAP Growth item pools. It represents far more content in each 10-RIT band than an individual student would have seen on a test, and it does not reflect what students actually encountered on any given test.
- Learning statements found throughout the Learning Continuum are instruction-oriented statements that describe the concepts and skills assessed by MAP Growth.
- Learning statements should not be the only source of information that a teacher consults when making instructional decisions.

#### Where to find additional resources

For a detailed overview of the Learning Continuum, explore the <u>MAP Growth: Learning</u> <u>Continuum 101</u> video.

For more information about recent changes to the Learning Continuum, review the <u>Learning</u> <u>Continuum article</u> on NWEA Connection.

# **School Profile Report**

Welcome to the School Profile report! You can use this report to quickly compare and track trends, identify classes that need additional support, evaluate results of major changes, and more.

#### Contents

- School Profile Report on page 64
- Exploring the Single-Term Achievement tab on page 67
- Exploring the Growth and Achievement tab on page 72
- Reviewing data for classes in a grade on page 79
- Reviewing student details on page 85
- <u>Applying insights</u> on page 89

In this section you'll learn what the School Profile report offers you and how you can access it.

#### Feature overview

Explore your school's data with the interactive features highlighted below.



Key features of the School Profile report

**Two tabs.** Explore the Single-Term Achievement tab for performance in one term or the Growth and Achievement tab for achievement comparisons and growth between two terms.

**Optional filters.** Apply filters for ethnicity, gender, and/or program for data across grades, as well as class name and/or educator for data across classes.

**Data visualizations.** Gain insight into your school's performance with interactive charts and tables.

Grade details. Drill down to see data for each class in each grade.

Help content. Learn more about the data points in each chart.

### **Report requirements**

The School Profile report provides data visualizations with the requirements described in the table below.

Table 1.	Requirements	for School	Profile report
----------	--------------	------------	----------------

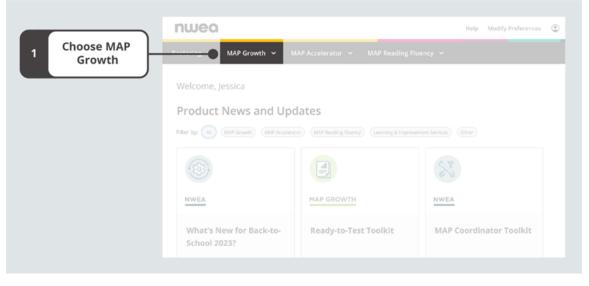
Detail	Requirements
MAP Growth test types with reportable data	Any test event that's considered a growth measure. Screening tests and tests taken outside the official test window are not considered growth measures. For more details about growth measures, explore Invalid Tests and Growth Criteria.
Date range for reportable data	All fall, winter, and spring terms, beginning with academic year 2020–2021. <b>Note:</b> Term Rostered is only available for the current and previous academic year.
MAP Roles for report access	District Assessment Coordinator, School Assessment Coordinator, or Administrator. Learn more at <u>Choose MAP Roles</u> .

**Note:** This report does not have a print or export feature. However, you can print or generate a PDF directly from your browser's print function. Be sure your selections are set to print background graphics.

#### Report access

To access the School Profile report:

1. Log in at <u>start.mapnwea.org</u> and choose **MAP Growth** from the main menu.



On the start page, choose MAP Growth.

2. Select School Profile.

	nwea		Help Modify Preferences
	Rostering V MAP Growth	MAP Accelerator 🗸 MAP Reading Fluenc	y ~
		nt that measures your students' achievement and grow your K-12 students are performing, track student pro	
	Testing	Popular Reports	
	Manage Test Sessions Set up and manage MAP Growth test sessions, Find students to test and administer MAP Growth testing,		
2 Select School	Resources	School Profile	
Profile	MAP Growth Student Resources Provide students with resources, such as videos and practice tests, to help them prepare for testing.	Compare school, grade, and class performance to national norms. Includes a new quadrant chart that shows growth and achievement data.	Class Profile Use this interactive class-level report to gain insight into class performance; identify students who need to take, retake, or complete their test.
	Technical Resources Prepare to test with the MAP Growth Secure Testing Browser, MAP Growth IPad app, Technology Guide, and NWIA System and Bandwidth Requirements. MAP Growth Support Articles Search the NWDA Knowledge Base for prending articles and topport documentation.	Student Profile	

Select School Profile from the MAP Growth menu on the start page.

### Exploring the Single-Term Achievement tab

Use the **Single-Term Achievement** tab to understand your school's MAP Growth achievement in one term.

#### Accessing single-term achievement data for grades

To get single-term achievement data for all grades in a school:

- 1. Go to the **Select School** button. This will expand a section that identifies your district and school. If applicable, choose the school you want to view; then select **Update**.
- 2. Make sure you're on the **Single-Term Achievement** tab.
- 3. Confirm or adjust the default values for each required field (**Term Rostered**, **Term Tested**, and **Course**).
- 4. Select **Update** and review the results. You can sort the data by any of the column headers.

**Note:** Each time you change any of the required fields, it's important to select **Update** to refresh your data.

character and a set	= mop School Profile	Logged in as User tact   Change Password   L
1 Choose school	Mic Growth Reports > District Name > School Name	Select Sch
Select 2 Single-Term	Single-Term Achievement         Growth and Achievement           Term Rostered         Term Tested         Course           Fall 2022         -         Fall 2022         Cupdate	
Achievement	Pilters (0) Oakley Park Elementary	▼ Apply Filter
Adjust required fields	Achievement - All Students ruses that Exercise 1 Moth K-12 Grade Achievement Fall 2022 Motion and Duriturian	Number o
	Grades         Aprievement Full 2022 Mislaw and Divibution           All Grades         59th         77%         16%         22%         23%         22%	Students
4 Select Update 🗕	Manada and and the Charles V	Rostered Fall 202 Tested Fall 202

Steps for getting achievement data for a single term

### Adjusting required fields on the Single-Term Achievement tab

When you access the School Profile report, the required fields will be populated with default values. You may want to adjust the values to better meet your needs. Table 2 explains the required fields.

#### Table 2. Required fields on the Single-Term Achievement tab

Required Field	Explanation
Term	The term that reflects the rostering relationships (for example, students in classes, classes in grades, etc.) that you're interested in viewing.
Rostered	<b>Note:</b> You can only select a term from the current or previous academic year.
Term	The term with the test events you want to see. For example, in the fall you might want to see results from the previous spring.
Tested	<b>Note:</b> You can select the current term or any previous term beginning with the 2020–2021 academic year.
Course	A specific test and/or a grouping of tests licensed to a school, district, or state.

### Adding optional filters

To add optional filters for Ethnicity, Gender, and/or Program:

1. Select **Apply Filters** to expand the Filters section.

	= mop School Profile	Logged in as Username t   Change Password   Logout
	MAP.Growth Reports > District Name > School Name	Select School
1 Select Apply Filters	Single-Term Achievement Growth and Achievement	
	Term Rostered         Term Tested         Course           Fall 2022         Fall 2022         Math K-12         C Update	
	Oakley Park Elementary	▼ Apply Filters
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	Grade Achievement Fall 2022 Median and Distribution	Number of Students
	Al Grades 59th 17% 14% 22% 25% 22%	2.47
	Percenties Key: ● 1st - 320: ● 21st - 420: ● 41st - 400: ● 41st - 400: ● +100: Mare information alroad this chois: ♥	Rostered Fall 2022 Tested Fall 2022

Single-Term Achievement tab with Apply Filters highlighted

2. From the drop-down menus that appear, select options for **Ethnicity**, **Gender**, and/or **Program** filters.

	= mop School Profile	Logged in as Username ct   Change Password   Logout
	MAP Growth Reports > District Name > School Name	Select School
	Single-Term Achievement Growth and Achievement	
	Term Rostered         Term Tested         Course           Fall 2022         -         Fall 2022         -         Math K-12         -         C Update	
2 Choose optional filters	Ethnicity     Gender     Program       - select an option ▼     - select an option ▼     - select an option ▼	Close
	Oakley Park Elementary	
	Achievement – All Students Oxiday Park Diementary ( Math K-12	
	Grade Achievement Fall 2022 Mission and Distribution	Number of Students
	Al Grades 59th 12% 14% 22% 25% 22%	247

#### Optional Ethnicity, Gender, and/or Program filters

**Note:** You will only find filter options that apply to your selected data from the required fields. Additionally, no results will display if no data matches your filter selections.

### Clearing optional filters

To clear filters:

- 1. Remove a filter by selecting the **X** associated with that filter selection. Remove all filters by selecting **Clear All**.
- 2. Select **Close** to collapse the filter section.

	= mop School Profile	Logged in as Usernan Change Password   Logo
	MAP Growth Reports > District Name > School Name	Select School
	Single-Term Achievement Growth and Achievement	
Remove	Term Rostered         Term Tested         Course           Fall 2022         •         Fall 2022         •         Math K-12         •         C Update	
2 Select Close	Filters (3) (Native Hauslan or Other Pacht Islander  (remain (2014))  Filters (3) (Native Hauslan or Other Pacht Islander  (remain (2014))  Frogram  -select an option -   -select an option -   Oakley Park Elementary	Close
	Achievement - All Students Oxidy Park Elementary   Mith K-12	
	Grade Achievement Fall 2022 Meson and Distribution	Number of Students
	Al Grades 59th 17% 14% 22% 23% 23%	247

Single-Term Achievement tab with Clear All and Close highlighted

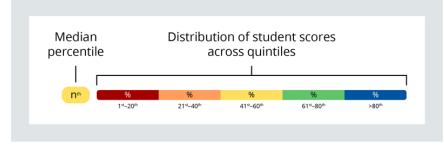
#### Understanding single-term achievement medians and distributions

For each grade in a school, you can review the median achievement percentile and a breakdown of achievement percentiles by quintile. You can also find the number of students who have a valid growth measure in a particular population.

		Logged in as Usern   Change Password   Le
	MAP Growth Reports > District Name > School Name	· Select Scho
	Single-Term Achievement Growth and Achievement	
	Term Rostered         Term Tested         Course           Fall 2022         •         Fall 2022         •         Math K-12         •         C Update	
	Filters(0)	
	Oakley Park Elementary	
	Achievement – All Students Oakg/haik Eementary   Math H2	
Achievement	Grade Achievement Fall 2022 Motion and Distribution	Number of Students
data	Al Grades 59th 17% 14% 22% 25% 22%	247
	Percentiles Key: 🌒 1st - 208: 🕘 21st - 408: 🕘 41st - 609: 🔘 61st - 808: 🌒 +808:	Rostered Fail 2022 Tested Fail 2022

Median and distribution data on the Single-Term Achievement tab

For a visual explanation of how the data is arranged, consider the diagram below.



#### Visualization with median percentile and distribution labeled

# Table 3. Data and explanations for single-term achievement medians anddistributions

Data Point	Explanation
Achievement (also called Single-Term Achievement)	Student performance at a single moment in time. You can use achievement percentiles to understand how student scores compare to other same-grade US student scores.
Percentile	Norm-based information about where a student's observed score falls within the range of scores produced by other same-grade US students.
Median Percentile	The middle percentile when a group of percentiles are ordered from lowest to highest.
Distribution	A representation of the range of scores for a group of students, indicating the number and/or percentages of scores within five percentile levels, or quintiles.
Quintiles	Five percentile levels based on NWEA normative data: 1 <sup>st</sup> –20 <sup>th</sup> (red), 21 <sup>st</sup> –40 <sup>th</sup> (orange), 41 <sup>st</sup> –60 <sup>th</sup> (yellow), 61 <sup>st</sup> –80 <sup>th</sup> (green), and greater than 80 <sup>th</sup> (blue).
Number of Students	The number of students rostered in the selected Term Rostered field who also have a valid growth measure in the selected Term Tested field. For more details about growth measures, explore Invalid Tests and Growth Criteria.

### **Exploring the Growth and Achievement tab**

The second tab on the School Profile report is the **Growth and Achievement** tab. On this tab you can explore data across two terms through medians and distributions, as well as through the Growth and Achievement Quadrant.

#### Accessing growth and achievement data for grades

To get growth and achievement data for all grades in a school:

- 1. Go to the **Select School** button. This will expand a section that identifies your District and School. If applicable, choose the school you want to view; then select **Update**.
- 2. Make sure you are on the **Growth and Achievement** tab.
- 3. Confirm or adjust the default values for each required field (**Term Rostered**, **Start Term**, **End Term**, and **Course**).
- 4. Select **Update** and review the results. You can sort the data by any of the column headers.

**Note:** Each time you change any of the required fields, it's important to select **Update** to refresh your data.

Choose school	Cogget is as Universe     Cogget is     Cogget is							
	Single-Term Achievement	rowth and Achievement						
Select	Term Rostered	Start Term	End Term	Course				
Growth and	Fall 2022	Fall 2022	Spring 2023	<ul> <li>Math K-12</li> </ul>	• C Update			
Achievement	Filters (0)				· Apply Filter			
	Oakley Park Elen	nentary						
Adjust required	Growth and Achiever Onliev Park Elementary Like th	nent – All Students 612						
fields	Grade				Number of 4 Students			
	All Grades Growth Median	ind Distribution			2.47			
Select Update	31st	34%	28%	23%	1496			
Select Update	Achievement	all 2022 Median and Distribution	Achievement S	pring 2023 Median and Distribution				
	59th 1	No 14% 22% 25	6 22% 44th 2	1% 23% 22% 2	13%			
		21st - 40th 🥚 41st - 60th 🔘 61st -						

Steps for getting growth and achievement data across two terms

#### Adjusting required fields on the Growth and Achievement tab

When you access the School Profile report, the required fields will be populated with default values. You may want to adjust the values to better meet your needs. Table 4 explains the required fields.

Table 4. R	equired fields on the Growth and Achievement tab
Required Field	Explanation
Term Rostered	The term that reflects the rostering relationships (for example, students in classes, classes in grades, etc.) that you're interested in viewing. You may choose the current term or a previous term.
	<b>Note:</b> The report will only display data based on students rostered in this term, even if other students have valid growth measures in both terms tested.
Start Term	The term with the test events you want to see, and in this case, the earlier of the two terms you are considering. For example, in the spring you might want to review results from the previous spring as the Start Term to the current spring term as the End Term.
	You may choose from the available terms that took place before the selected End Term.
	Note: Only some pairs of terms will be available based on the Growth Comparison Period.
End Term	The term with the test events you want to see, and in this case, the later of the two terms you are considering. For example, in the spring you might want to review results from the previous spring as the Start Term to the current spring term as the End Term.
	You may choose the same term as the term rostered or an earlier term that took place after the selected Start Term.
	<b>Note:</b> The School Profile report is available for all fall, winter, and spring terms, beginning with academic year 2020–2021.
Course	A specific test and/or a grouping of tests licensed to a school, district, or state.

#### Table 4. Required fields on the Growth and Achievement tab

### Applying optional filters on the Growth and Achievement tab

You can apply the same filters from the **Single-Term Achievement** tab to the **Growth and Achievement** tab. To learn more, refer to instructions for <u>Adding optional filters</u> on page 69 and <u>Clearing optional filters</u> on page 70.

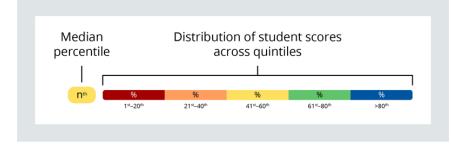
#### Understanding growth and achievement medians and distributions

For each grade, you can review growth and achievement comparisons through the median percentiles and distributions of any data that's available across both selected terms. You can also find the number of students in the grade who have valid growth measures in both terms.

	= map School Profile							
	MAP Growth Reports > District Name > School Name							
	Single-Term Achievement Growth and Achievement							
	Term Rostered         Start Term         End Term         Course           Fall 2022         +         Fall 2022         +         Math K-12         +	C Update						
	Filters (0)	* Apply Filters						
ata 🔶	Growth and Achievement – All Students							
data	Growth and Achievement - All Students Quidy Park Elementary   Math K-12 Grade	Number of  Students						
ent	Quidey Park Elementary   Math K-12	-						
	Oakley Park Elementary   Muth K-12 Grade All Grades Growth Median and Distribution	247						

Median and distribution data on the Growth and Achievement tab

For a visual explanation of how the data is arranged, consider the diagram below.



Visualization with median percentile and distribution labeled

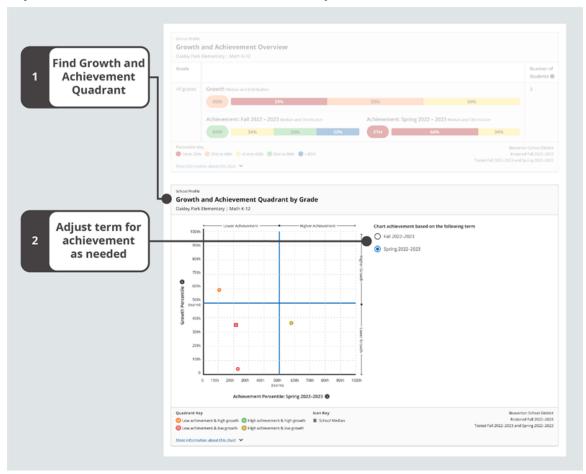
 Table 5. Data and explanations for growth and achievement medians and distributions

Data Point	Explanation
Growth	Growth is an inference about how student performance changes across two test events. You can use growth percentiles to understand how changes in student scores compare to changes in other US student scores.
Achievement Comparisons	Student performance at two different test events. You can use achievement comparisons to understand how a group of student scores has changed across two test events.
Percentile	Norm-based information about where a student's observed score falls within the range of scores produced by other same-grade US students.
Median Percentile	The middle percentile when a group of percentiles are ordered from lowest to highest.
Distribution	A representation of the range of scores for a group of students, indicating the number and/or percentages of scores within five percentile levels, or quintiles.
Quintiles	Five percentile levels based on NWEA normative data: 1 <sup>st</sup> –20 <sup>th</sup> (red), 21 <sup>st</sup> –40 <sup>th</sup> (orange), 41 <sup>st</sup> –60 <sup>th</sup> (yellow), 61 <sup>st</sup> –80 <sup>th</sup> (green), and greater than 80 <sup>th</sup> (blue).
Number of Students	The number of students rostered in the selected Term Rostered field with a valid growth measure in both of the selected Term Tested fields. For more details about growth measures, explore Invalid Tests and Growth Criteria.

### Navigating to the Growth and Achievement Quadrant

In addition to medians and distributions, the Growth and Achievement tab offers a quadrant view of growth and achievement data across two terms. After following instructions for <u>adjusting the required fields</u> and <u>applying optional filters</u>, you can access the Growth and Achievement Quadrant:

- 1. Scroll down beneath the Growth and Achievement Overview to find the Growth and Achievement Quadrant.
- 2. Adjust the term for achievement data as necessary.



Steps for accessing the Growth and Achievement Quadrant and selecting a term for achievement data

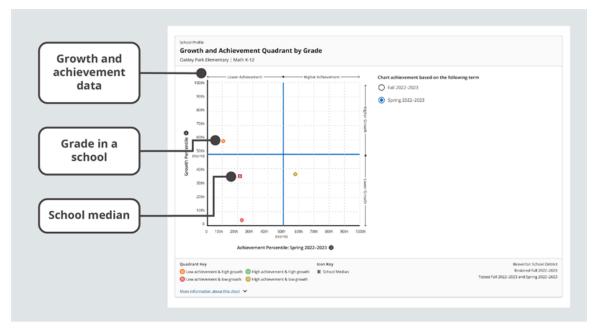
### Understanding the Growth and Achievement Quadrant

Each circular point on the chart represents a grade. You'll see one point for each grade in your school.

The X-axis position shows the grade's median achievement percentile. This is a measure of how the grade performed in a single term (either the Start Term or End Term, depending on your selection to the right of the quadrant).

The Y-axis position shows the grade's median growth percentile. This is a measure of the grade's growth between the Start Term and End Term.

You'll also see a square with an "S" in it, which represents the entire school. The placement of the square is based on the school's median achievement and median growth percentiles.



Growth and Achievement Quadrant data

For a visual explanation of how the data is arranged, consider the diagram below.



Visualization with each quadrant labeled

Table 6. Data and explanations for the Growth and Achievement Quadrant

Data Point	Explanation
Growth Percentile	A percentile ranking based on MAP Growth Norms for observed growth between two testing terms. The graph shows the median (middle) percentile for a group of students.
Achievement Percentile	A percentile ranking based on MAP Growth Norms for achievement in one testing term. The graph shows the median (middle) percentile for a group of students.
Norm	The 50th percentile. Represents typical achievement/typical growth based on MAP Growth Norms.
Median	The middle value when a group of values is ordered from lowest to highest.

### Reviewing data for classes in a grade

Both tabs of the School Profile report offer data for all the classes in a grade.

#### Finding classes on the Single-Term Achievement tab

To find single-term achievement data for all the classes in a grade:

1. Select a grade.

	≡ <b>map</b> School Profile		Home   Help   Cantact	Logged in as Username Change Password   Logout
	MAP Growth Reports > District Name > School Name			Select School
	Single-Term Achievement Growth and Achievement			
	Term Rostered Term Tested	Course		
	Fall 2022 - Fall 2022	* Math K-12 *	C Update	
	Filters (0)			▼ Apply Filters
	Oakley Park Elementary			
	Achievement – All Students Oakley Park Elementary   Math K-12			
	Grade Achievement Fall 2022 Median and Distribution			Number of Students
	All Grades 59th 17% 14%	22%	25% 22%	247
	Mare information about the chart Y			Tested Fall 2022
	Galdey Park Elementary   Math X-12			
	Grade Achievement Fall 2022 Median and Distribution	So	rt By - select option -	Number of Students
	Grade Achievement Fall 2022 Median and Distribution Grade 1 286h 2336	50	rt By = select option	Students
		50 32% 10% 24%		Students
1 Select a grade	Grade 1 23th 21%	50 32% 10% 24% 22% 30		Students 39
1 Select a grade	Grade 1 38th 21%	50 32% 10% 24% 22% 20 15% 10%		Students           39           47
1 Select a grade	Grade 1 380h 2156 Grade 2 40ch 3456 Grade 3 372h 3156	50 32% 10% 24% 22% 20 15% 10% 23%		Students           39           47           50

Single-Term Achievement tab with a grade selected

2. Explore data. You can sort the data by any of the column headers.

**Note:** The displayed data only represents students who are rostered to the selected grade. For classes with students in multiple grades, review each grade at a time or visit the <u>Class Profile Report</u> on page 10.

3. Select **All grades** to return to a view of all the grades.

	≡ <b>mop</b> School Profile	Home   Helps   Cantact   Change Russword   Log-					
Explore data for	MAP Growth Reports > District Name > School Name						
2 classes in a grade	Single=Lerm Achievement rowth and Achievement						
agrade	Term Rostered         Term Tested         Course           Fall 2022         Fall 2022         Math K-12	- C Update					
	Filters (2)	✓ Apply Filters					
3 Select All grades	Crade 4 – Oakley Park Elementary						
All grades	Growth and Achievement – All Grade 4 Students						
	Grade 4 - Oakley Park Elementary   Math K-12 Class Educator Achievement Fall 2022 - 2023 Median and Etitribution	Number of (					
		Students					
	Al classes All in this grade educators for this grade 44th 32(3) 15% 16%	52 13% 24%					
	Percentilles Key: ●1s - 30h ● 21s - 40h ● 41st - 60h ● 61st - 60h ● >80h More information about this chart. ♥	Rostered Fall 2022 Tested Fall 2022 - Spring 2023					
	Growth and Achievement by Class Grade 4 - Oakley Park Bernentary   Math K-12						
	Class Educator Achievement Fall 2022 - 2023 Median and Distribution	Sort By select option * Number of © Students					
	Cooper HR Cooper, Brian 28th 2614 38%	9% 9% 12% 11					
	Kirsch HR Kirsch, Patricia 27th 50% 23%	23% 12% 26					
	Patterson HR Patterson, Linda 62nd 22% 12%	16% 40% 25					
	Percentiles Key: 🕘 tst - 20th 🙁 21st - 40th 🙁 41st - 60th 🔘 61st - 80th 🌑 >80th More information about this chart 💙	Rostered Fail 2022 Tested Fail 2022 - Spring 2023					

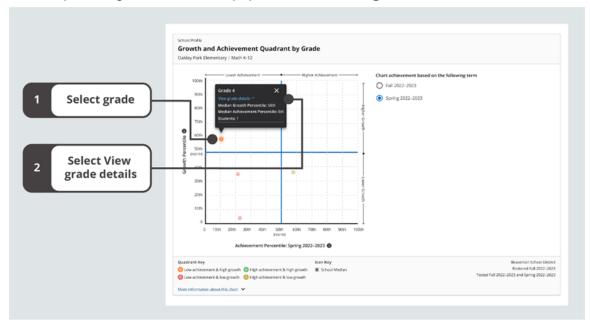
Single-Term Achievement tab with all classes in a grade

Finding classes on the Growth and Achievement tab

To access growth and achievement data for all classes in a grade, you can follow the instructions listed in Finding classes on the Single-Term Achievement tab on page 79.

You can also find classes through the Growth and Achievement Quadrant:

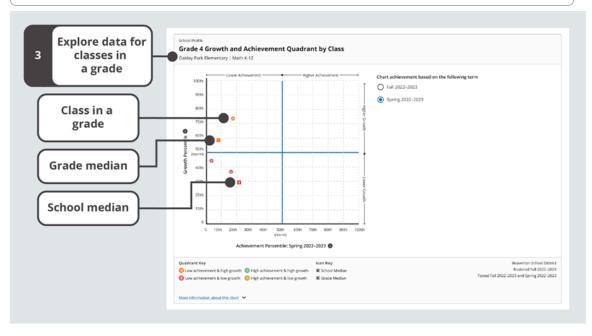
- 1. Select a point representing a grade.
- 2. In the expanded grade information popover, select View grade details.



Growth and Achievement Quadrant with an expanded grade information popover

3. Explore data

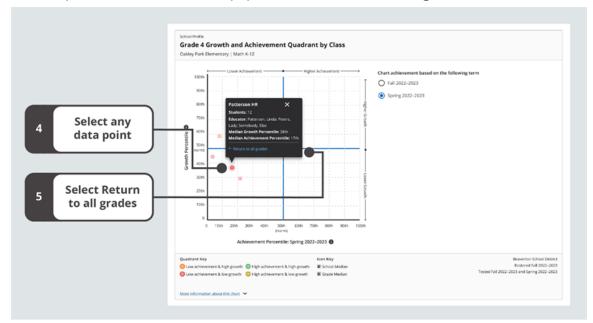
**Note:** When reviewing data for all classes in a grade, you find a square with a "G" in it, which represents median data for the entire grade, as well as a square with an "S" in it, which represents median data for the entire school.



Growth and Achievement Quadrant with all classes in a grade

**Note:** The displayed data only represents students who are rostered to the selected grade. For classes with students in multiple grades, review each grade at a time or visit the Class Profile.

4. To return to all grades, select any of the data points or medians on the Growth and Achievement Quadrant.



5. In the expanded class information popover, select Return to all grades.

Growth and Achievement Quadrant with an expanded class information popover

**Note:** You can also use **All grades** at the top of the page to return to a view of all the grades.

#### Adding optional filters for classes

In addition to the grade filters for Ethnicity, Gender, and Program, you can find class filters for Class Name and Educator. These filters are available on both the Single-Term Achievement and Growth and Achievement tabs.

To apply class filters:

1. Select **Apply Filters** to expand the Filters section.

s	Crowth Reports > District Name > School Name  Ingle-Term Achievement  Growth and Achievement	<ul> <li>Select School</li> </ul>
	ingle-Term Achievement Growth and Achievement	
Te		
	rm Rostered Term Tested Course Fall 2022 + Fall 2022 + Math K-12 + C Update	
1 Select Apply Filters		▼ Apply Filters
	Grade 4 – Oakley Park Elementary	
	Growth and Achievement – All Grade 4 Students	
	Grade 4 - Oaklay Park Elementary   Math K-12	
	Class Educator Achievement Fall 2022 - 2023 Median and Devolution	Number of  Students
	All classes All	62
	educators grade         440h         22%         15%         16%         13%         24%	
	Percentiles Key: 🔵 1 st - 20m 😑 2 1 st - 40m 🕤 4 1 st - 60m 🕥 6 1 st - 80m 💿 2 1 st - 80m Trend Fi	Rostered Fall 2022 8 2022 - Spring 2023
	More information about this chart. 🌱	

Single-Term Achievement tab with Apply Filters highlighted

2. From the drop-down menus that appear, select options for any or all filters for Ethnicity, Gender, Program, Class Name, and Educator.

	= map s	School Profile		Home   Holp	Logged in as Username Contact   Change Pasoword   Logout		
	MAP Growth Reports > District Name > School Name * Selection						
	Single-Term Achiever	nent Growth and Achievemer	e l				
	Term Rostered Fall 2022	Fall 2022	Course     Math K-12	• C Update			
	Filters (0)				* Close		
	Ethnicity	Gender	Program				
Choose	select an option	select an option	- select an option - 💌				
<sup>2</sup> optional filters	Class Name	Educator	_				
	select an option	select an option					
		le 4 – Oakley Park					
	Class Educa	tor Achievement Fall 2022 - 20	23 Median and Distribution		Number of  Students		
	All classes All in this grade educa for th grade	44th 15/4	15% 16%	13% 24%	62		
	Percentiles Kry: 🔵 1st	- 20th 🛑 21st - 40th 😑 41st - 60th (	🕽 6114 - 80di 🛛 🔵 >80th		Rostered Kall 2022		

Optional Ethnicity, Gender, Class Name, and Educator filters

**Note:** Your filter selections for Ethnicity, Gender, and Program will remain the same between grade and class data. Your filter selections for Class Name and Educator, however, are only available for classes. When you select the **All grades** button to return to all grades, your filter selections for Class Name and Educator will no longer apply.

You will only find filter options that apply to your selected data from the required fields. Additionally, no results will display if no data matches your filter selections.

To learn how to remove filters, see Clearing optional filters on page 70.

### **Reviewing student details**

As you explore medians and distributions on the School Profile report, you may be interested to know about the students whose scores make up the aggregate data you're viewing. You can find student details for an entire distribution or for a single quintile on both tabs of the School Profile report.

### Accessing student data

- 1. Choose data to review.
  - a. For all students across a distribution, select any median percentile, represented as a colorful pill shape before the percentile breakdown by quintiles.
  - b. For a subset of students in a particular percentile range, select any quintile band, represented as a colorful rectangular section of a percentile distributions.

	= mop School Profile	Logged in as Username t   Change Password   Logout							
Choose data to	MAP_Growth Reports > District Name > School Name	Select School							
1 review	Single-Term Achievement rowth and Achievement								
	Term Rostered         Term Tested         Course           Fall 2022         •         Fall 2022         •         Math K-12         •         C Update								
	Filters (0)								
Median percentile	Grade 4 - Oakley Park Elementary								
for entire distribution	Growth and Achievement – All Grade 4 Students Grade 4 - Oai by Park Elementary   Math 16-12								
	Class Educator Achievement Fall 2022 - 2023 Median and Deproduction	Number of  Students							
Quintile band	Al classes In this grade 44th 22% 15% 10% 13% 24%	62							
for a subset of students	Percentiles Key:	Rostered Fall 2022 ed Fall 2022 - Spring 2023							

Single-Term Achievement tab with a median percentile and quintile band highlighted

2. Explore students' performance details. You can sort the data by any of the column

headers.

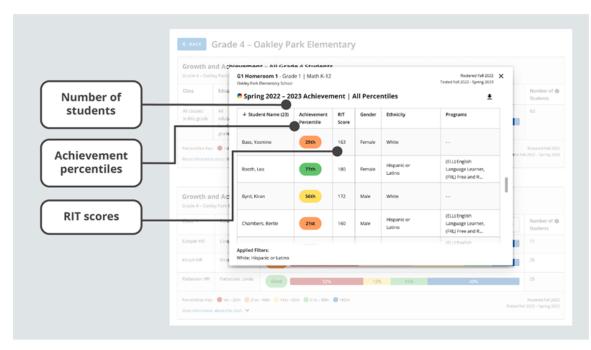
3. Use the **X** to close the student details table.

	= ma	ρs	chool Prof	ile				Home   Help   I	Logged in as Usernar antact   Change Password   Logs
		ports >	District Name > School	Name					Select School
	Single-Term A	chievem	ent Growth and Achiev	ement					
	Term Rostered	1	Term Tested			urse			
			▼ Fall 2022		- 1	Aath K-12	*	C Update	
	Filters (2)								
	← BACK	Grad	e 4 – Oakley Pa	ark Eleme	entary	/			
ore details	Growth a	nd Ach		ia d Crudant					
	Grade 4 - Oak		G1 Homeroom 1 - Grad Oakley Park Elementary School	ie 1   Math K-12				Rostered Fall 2022 X Tested Fall 2022 - Spring 2023	•
	Class	Edu <b>s</b>	Spring 2022 – 20		nent   /	All Perce	ntiles	±	Number of  Students
	All classes in this grade	All edus	÷ Student Name (23)	Achievement Percentile	R/T Score	Gender	Ethnicity	Programs	62
		grade	Bass, Yasmine	29th	163	Female	White		
×	Percentiles Key	c. 👄 118	6-200, 100-11-14		105	- Charle			Rostered Fall 2022 ed Fall 2022 - Spring 2023
			Booth, Lea	77th	180	Female	Hispanic or Latino	Language Learner, (FRL) Free and R	-
	Growth a Grade 4 - Dak		Byrd, Kiran	S6th	172	Male	White		1
	Class ÷	Edux	Chambers, Bertie	2152	160	Male	Hispanic or Latino	(ELL) English Language Learner, (FRL) Free and R	Number of O Students
	Cooper HR	Coop	Applied Filters:					(ELL) English	11
	Kirsch HR	Kirst	Applied Filters: White; Hispanic or Latino						26
	Patterson HR	Patter	son, Linda						25

Student details for an entire distribution (all percentiles)

#### Understanding student details for achievement data

In the **Student Name** column, you can find the number of students in the quintile or distribution you're viewing. For each student, you can review the achievement percentile, RIT score, gender, ethnicity, and programs.



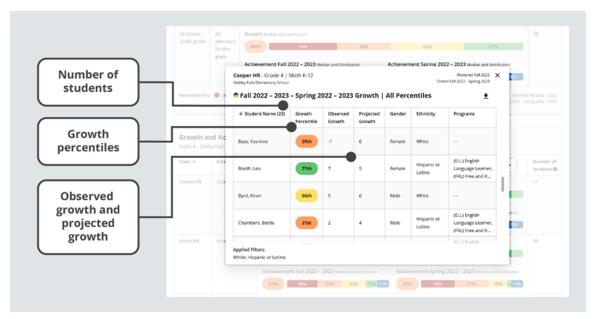
Achievement data in the student details table

#### Table 7. Data and explanations for achievement data in the student details table

Data Point	Explanation
Student Name and Number of Students	The Student Name header of the student details table displays the number of students in the table you're reviewing.
Achievement Percentile	Norm-based information about where a student's observed score from a single test event falls within the range of scores produced by other same-grade US students.
RIT Score	A student's overall scaled score on the test for a given subject. For more details, explore <u>RIT Scores</u> .
Gender, Ethnicity, and Programs	Values assigned as a part of the roster process. Learn more about Programs <u>Setting Up</u> Student Programs in Reports.

### Understanding student details for growth data

In the **Student Name** column, you can find the number of students in the quintile or distribution you're viewing. For each student, you can review the growth percentile, observed growth, projected growth, gender, ethnicity, and programs.



Growth data in the student details table

Table 8. Data and explanations for growth data in the student details table

Data Point	Explanation
Student Name and Number of Students	The Student Name header of the student details table displays the number of students in the table you're reviewing.
Growth Percentile	Norm-based information about where a student's observed growth between two test events falls within the range of growth produced by other same-grade US students.
Observed Growth	The actual RIT point difference between the start and end term of the Comparison Period.
Projected Growth	The expected RIT point difference between the start and end term of the Comparison Period, based on the growth of matching peers in the NWEA norms study.
Gender, Ethnicity, and Programs	Values assigned as part of the roster process. Learn more about Programs <u>Setting Up</u> <u>Student Programs in Reports</u> .

### **Applying insights**

The wealth of customizable options and data visualizations in the School Profile report can help you understand complex situations and, in turn, make better decisions. Explore the ideas below for when to use this report and the kinds of questions it can help you answer.

### When to use the School Profile report

Consider using the report at these times:

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

#### How to use the School Profile report

The School Profile can help you answer these questions:

- How is a grade doing overall?
- Is one grade performing better in some courses than others (e.g., math vs. reading)?
- Which classes in each grade need the most support? Which classes are excelling?
- What differences exist when examining this grade's performance in a subject by ethnicity and gender?
- Are there trends in achievement at the grade level year after year or between terms?
- What was the impact of a major change that was made last year? Did it result in any positive change at the school level?
- Are more students gaining one or more quintiles over time?
- How much are students growing compared to similar students in the NWEA norm group?
- Which grades and classes are showing the most or least growth?

### **Grade Breakdown**

D	E	F	G	G H		I J		L	L M		
Student	Term	Term				RIT	% Disengaged			Mathematics	
Middle 👻	Tested 👻	Roster( -	School	- Grade -	Subject 🗊	Score 👻	Responses 💌	Point Range 🗸	Test Name 🔽	Geometry 🔄	
Michael	Fall 2014-	Fall 2014-	LaView Ele	m 5	Mathemati	233	11	231-240	MAP: Math 2-5	231-240	
JaShae	Fall 2014-	Fall 2014-	LaView Ele	m 5	Mathemati	229	6	221-230	MAP: Math 2-5	241-250	
Smith	Fall 2014-	Fall 2014-	LaView Ele	m 5	Mathemati	233	22	231-240	MAP: Math 2-5	251-260	
Gage	Fall 2014-	Fall 2014-	Dill Middle	S 6	Mathemati	165	0	161-170	MAP: Math 6+	151-160	
Reginald	Fall 2014-	Fall 2014-	Dill Middle	S 6	Mathemati	157	0	151-160	MAP: Math 6+	161-170	
Michael	Fall 2014-	Fall 2014-	Dill Middle	S 6	Mathemati	164	3	161-170	MAP: Math 6+	161-170	

Description	Provides a single spreadsheet of student achievement so you can flexibly group and sort students from across the school. Unlike the Class Breakdown reports, this report has no limit on the number of students. File format is CSV.
Applicable Tests	MAP Growth and MAP Growth K–2.
Required Roles	Administrator, School Assessment Coordinator, or District Assessment Coordinator
Date Limits	1 year prior, for tests completed within your test window range (set under Manage Terms)

### Example Uses for Grade Breakdown

- When organizing students into classes for a given grade, you could look at their achievement from the previous academic year.
- To understand the effect that student disengagement may have, you could sort by the column Rapid-Guessing %. Note for partners who view MAP Growth information from state assessments: Rapid-guessing information is not available for assessment data derived from state assessments.
- For a meeting of all 6th grade math teachers, you could sort by the Geometry column to see which students have lower achievement in that area, across all classes.

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

#### Blank Scores

You could see blank scores when an area does not apply to a certain grade:

Н	- I	J	K	L	N		
		Test RIT	Test RIT 10	Assessment	Mathematics:	Measurement	
Grade 👻	Subject 💵	Score 👻	Point Range -	Name 💌	Geometry 💌	and Data 🛛 🔄	
5	Mathemati	233	231-240	MAP: Math 2-5	231-240	231-240	
5	Mathemati	229	221-230	MAP: Math 2-5	241-250	221-230	Area does no
5	Mathemati	233	231-240	MAP: Math 2-5	251-260	231-240	apply to this
6	Mathemati	165	161-170	MAP: Math 6+	151-160		grade
6	Mathemati	157	151-160	MAP: Math 6+	161-170		

### Key Options for Generating a Grade Breakdown Report

—Jump to report sample above—

**Term Rostered**: Term when students were enrolled ("rostered") into MAP. Typically, you can leave it set to the current term (choices are limited to the current and previous academic years).

**Term Tested**: Term with the test events you want to see. For example, in the fall you might want to see results from the previous spring. Choices are limited to terms that are concurrent with or that precede the Term Rostered.

#### **Current and Prior Grades:**

The report shows the grade students had at the time of testing. If you choose a term from the last academic year, the grade shown for a student might differ from their current, "rostered" grade.

**School:** The choices you have depend on your MAP role. The District Assessment Coordinator role can choose from across the district, while the Administrator role is limited to assigned schools.

**Grade, Subject:** Select as many as needed; they will all appear in a single spreadsheet file (CSV format). This filter is based on the grade students had at the time of testing, which may differ from their current grade.

# **Screening and Skills Checklist Class Report**

Screening an	nd Skills Checklis	st Class Re	port						
GROWTH Sloan, Sue Class01		District: School: Date Range:	NWEASample District 3 St. Helens Elementary Nov 14, 2015 to Nov 13, 201						
Screening: Reading Early Literacy									
Overall Skills/Sub-Skills	Score 2 Scores	4	2	Total Number of Students					
Phonological Awareness		6	2	8					
Matching Sounds		6	2	8					
Rhyming Sounds	2	4	2	8					
Manipulating Sounds	2		6	8					
Visual Discrimination/Phonics	2	4	2	8					
Visual Discrimination	2	2	4	8					
Letter Identification	4		4	8					
Matching Letters to Sounds	2	2	4	8					
Concepts of Print	4		2 2	8					
Concepts of Print: Pre-K	2	2	4	8					
Concepts of Print: Beginning K Concepts of Print: K-1	4		4	8					
Low: 0% to 40% correct Medium: >40% to <80% d High: 80% to 100% corre N/A: Sub-skill not evaluat	ect								
•	ss performance for s r Skills Checklist test								
	Screening or Skills Checklist tests.								
Applicable Screening or Skills	Checklist tests.								
		nt Coordinato	r (School or Distr	ict)					

#### **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.

# **Screening and Skills Checklist Student Report**

000		Screening and Skills (	Checklist Stude	ent Repor	t		
GROWTH		Lambert, Bret Student ID: 838838		District: Schod: Teacher: Class: Date Range:	NWEASam St. Helens E Sloan, Sue Class01 Nov 14, 2015		
Screenir	ng: Reading I	Early Literacy					-
				Test Date	Sep 10, 2016		-
		Q.11	Ove	rall Score	60%		
	Skills/Sub	cal Awareness					
	-	ng Sounds			40%		
		ng Sounds			20%		
		Ilating Sounds			60%		
		crimination/Phonics			N/A		
		Discrimination			100%		
Г		Screening and	Skills Checklis	t Student			
	GROWTH	Lambert, Bret Student ID: 838838			District: Schod: Teacher: Class: Date Range:	NWEASample Distric St Helens Bernentar Goan, Sue Class01 Nov 14, 2015 to Nov	y
	Skills Chec	klist: Reading Decoding Patterns -	Word Families				
		ack imp ing ink ock	Skills/Sut Word Far		Test Date Overall Score	Nov 11, 2016 50% 50% 0% 0% 100% 100%	
		old	100%	ick		100%	
		onk	0%	ight		0%	
		uck	0%	ild		0%	
		ump           Low: 0% to 40% correct           Medium: >40% to <80% correct           High: 80% to 100% correct           N/A: Sub-skill not evaluated		111		100%	
Descri	iption	Shows individual student tests so you can focus ins			ig tests or Skills (	Checklist	
Applica Tests	able	Screening or Skills Check	list tests.				
Require	ed Roles	Instructor, Administrator, o	or Assessment Co	pordinator (S	School or District	)	
Date Li	imits	Up to 3 terms prior, for all	tests completed w	ithin the rar	nge you specify		

#### **Recommended Uses**

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

# Screening and Skills Checklist Sub-Skill Report

		inu skii	s Checklist	SUD-SKI	пкеро	ſ L			
ROWTH	<b>Sloan, Sue</b> Class01				Distric Schoo Date		NWEA Sample District 3 St. Helens Elementary Dec 19, 2015 to Dec 18, 201		
kills Checklist:	Math Computation –	20 Numbe	ers						
		Low		-					
		Student ID	Student Name	Addition: Addition – two 1-digit numbers – horizontal format	Addition: Addition – two 1-digit numbers – vertical format	Addition: Addition – three 1-digit numbers	Subtraction: Subtraction- two 1-digit numbers - horizontal format	Subtraction: Subtraction – two 1-digit numbers – vertical format	
		S11001934	Pace, Kristan N.	0/2: 0%	0/2: 0%	0/1: 0%	3/3: 100%	1/2: 50%	
		S11002026	Varelman, Lisa E.	1/2: 50%	0/2: 0%	0/1: 0%	0/3: 0%	0/2: 0%	
		S11001877	Walvatne, Metzlis I.	2/5: 40%	5/5: 100%	1/5: 20%	2/5: 40%	2/5: 40%	
		S11001920	Woollacott, Jennalea A.	3/5: 60%	2/5: 40%	3/5: 60%	3/5: 60%	2/5: 40%	
		S11001865	Zarmon, Valerio O.	2/2: 100%	2/2: 100%	0/1: 0%	0/3: 0%	0/2: 0%	
		Medium		-					
		Student <b>I</b> D	Student Name	Addition: Addition – two 1-digit numbers – horizontal format	Addition : Addition – two 1-digit numbers – vertical format	Addition: Additio n– three 1-digit numbers	Subtraction: Subtractio n– two 1-digit numbers – horizontal format	Subtraction: Subtraction – two 1-digit numbers – vertical format	
		S11001909	Vetsch, Lymon N.	4/5: 80%	4/5: 80%	3/5: 60%	4/5: 80%	3/5: 60%	
		High							
Medium:	to 40% correct >40% to <80% correct % to 100% correct	Student ID	Student Name	Addition: Addition – three 1-digit numbers	Addition: Addition – two 1-digit numbers– horizontal format	Addition: Addition – two 1-digit numbers – vertical format	Subtraction: Subtraction – two 1-digit numbers – horizontal format	Subtraction: Subtraction – two 1-digit numbers – vertical format	
		S11002004	Esposito, Lyndon N.	5/5: 100%	4/5: 80%	4/5: 80%	4/5: 80%	4/5: 80%	
N/A: Sub	skill not evaluated	S11001867	Gatlin, Jatyka A.	5/5: 100%	5/5: 100%	5/5: 100%	5/5: 100%	5/5: 100%	
scription	Shows tes	st results o	of individual stu	dents in a	selected	class so	you can id	entify	

Applicable Tests	Screening or Skills Checklist tests.
Required Roles	Instructor, Administrator, or Assessment Coordinator (School or District)
Date Limits	Up to 3 terms prior, for all tests completed within the range you specify

#### Tips for Sub-Skill Report

- Accessible from the Screening and Skills Checklist 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.
- See which students need help with specific skills and measure progress.

# **Projected Proficiency Summary Report**

GROWTH		egate by	/ District	: by Sch	ool							D	'erm Tested: District: Brouping:	Spring 2015 - 2016 NWEA Sample None
Mathematic	s													
Projected to:	ACT Colle	ge Readine	ess taken i	in spring									45.7%	
View Linking	View Linking Study: https://www.nwea.org/resources/map-college-readiness-benchmarks/													
			Student	Not C	On Track	On T	rack 22	0.7	rack 24					5.6%
	School		Count	Count		Count								8.6%
Mt. Bachelor Middle School Mt. Hood High School St. Helens Elementary Schoo			341 104 25	20 6 1	5.9% 5.8% 4.0%	128 67 19	37.5% 64.4% 76.0%	37 5 0	10.9% 4.8% 0.0%				40.1%	
Three Sist	ers Elementa	ary School	16	0	0.0%	8	50.0%	0	0.0%					
can see	Pro	ojected												
ections in rent egations and		o <b>jecteo</b> gregate	d Profi	icienc	y Sum							Distr Grou	n Tested: rict: Iping: ks of Instructio	Winter 2015 - 2016 NWEA Sample Gender on: 20 (Winter 2015)
ections in rent egations and	Agg		d Profi	icienc	y Sum							Distr Grou	rict: Iping:	NWEA Samp <b>l</b> e Gender
ections in rent egations and pings Mathemat Gender: F	Agg ics 'emale	gregate	d Profi	icienc	y Sum							Distr Grou	rict: Iping:	NWEA Samp <b>l</b> e Gender
ections in rent egations and pings Mathemat	Agg ics 'emale	gregate	d Profi	icienc	y Sum							Distr Grou	rict: Iping:	NWEA Sample Gender
ections in rent egations and pings Mathemat Gender: F Mt. Bache Projected to	ics emale for Middle S	gregate School Z Test taker	d Profi	icienc	Grade	nmary	Repo					Distr Grou	rict: Iping:	NWEA Sample Gender
ections in rent egations and pings Mathemat Gender: F Mt. Bache	ics emale for Middle S	gregate School Z Test taker	d Profi	icienc	Grade	nmary	Repo					Distr Grou	rict: iping: ks of Instruction	NWEA Sample Gender 20 (Winter 2015)
ections in rent egations and pings Mathemat Gender: F Mt. Bache Projected to	ics emale for Middle S	gregate School Z Test taker	d Profi by Scho n in spring rea.org/cont	icienc	s <b>y Surr</b> Grade	nmary	r Repo	Accel	erated Percent	Adva	anced Percent	Distr Grou	rict: iping: ks of Instruction	NWEA Sample Gender
ections in rent egations and pings Mathemat Gender: F Mt. Bache Projected to View Linkin Grade 6	ics emale for Middle S p: State XY2 g Study: http Student Count	gregate School Z Test taker s://www.nw Limi Count 0 C	d Profi by Scho n in spring rea.org/cont ited Percent 0.0%	icienc cool by ( tent/upload Base Count 7	sy Surr Grade ds/1234linki sic Percent 16.3%	nmary	f f f f f f f f f f f f f f f f f f f	Accell Count 7	erated Percent 16.3%	Count 6	Percent 14.0%	Distr Grou	rict: iping: ks of Instruction	NWEA Sample Gender 20 (Winter 2015)
ections in rent egations and pings Mathemat Gender: F Mt. Bache Projected t View Linkin	ics iemale or Middle S c State XY2 g Study: http: Student Count	gregate School Z Test taker Limi Count 0 C	d Profi by Scho n in spring rea.org/cont ited Percent	icienc col by ( tent/upload Bas Count	sy Surr Grade Is/1234linki	nmary	f f cient Percent	Accell	erated Percent	Count	Percent	Distr Grou	rict: iping: ks of Instruction	NWEA Sample Gender 20 (Winter 2015)

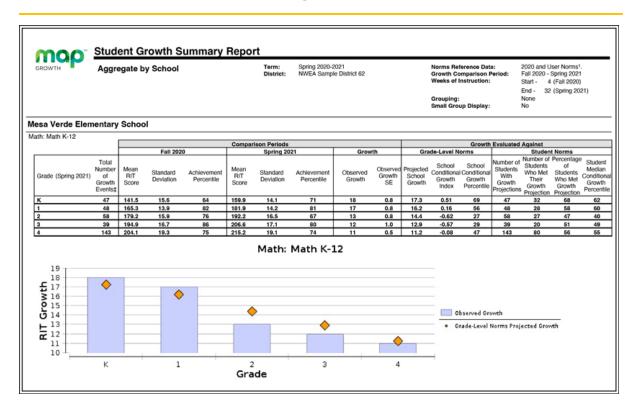
Description	Shows aggregated projected proficiency data so you can determine how a group of students is projected to perform on separate state and college readiness tests
Applicable Tests	MAP Growth and MAP Growth K–2
Required Roles	Administrator or District Assessment Coordinator
Date Limits	1 year prior, for tests completed within your test window range (set under Manage Terms): the Test Window Complete checkbox must be selected.

#### **About Proficiency Projections**

- There are no projections available from summer test results.
- Which state and college projections appear depends on the state alignment that your district selected during MAP implementation.
- If your state does not have a specific NWEA linking study, default projections developed by NWEA appear on the report.

- Depending on the state, projections may be limited to certain subjects (typically reading and math) and certain grades (typically 2 through 8).
  - ° College readiness projections are limited to grades 5 through 9.
- ACT College Readiness—The "On Track 24" projection is the highest benchmark. It is based on a more stringent ACT cut score of 24, instead of 22. For details, open the linking study.

# **Student Growth Summary Report**



Description	Shows aggregate growth in a district or school compared to the norms for similar schools, so you can adjust instruction and use of materials.
Applicable Tests	MAP Growth and MAP Growth K-2
Required Roles	Administrator or Assessment Coordinator (School or District)
Date Limits	All years prior, for tests completed within your test window range (set under Manage Terms). Also, the Test Window Complete checkbox must be selected.
Notes	<ul> <li>All testing must be declared complete for the term.</li> <li>Summary data include only those students with available growth projections plus valid test events in the selected period.</li> </ul>

### **Comparison Periods**

— Student Growth Summary Report —

					Compa	rison Periods				Growth Evaluated Against							
			Fall 202	0		Spring 20	21	Grow	rth	Grade-Level Norms			Student Norms				
Grade (Spring 2021)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditiona Growth Index	Growth	Number of Students With Growth Projections	Students Who Met Their Growth	Percentage of Students Who Met Growth Projection	Median Conditional Growth	
К	47	141.5	15.6	64	159.9	14.1	71	18	0.8	17.3	0.51	69	47	32	68	62	
1	48	165.3	13.9	82	181.9	14.2	81	17	0.8	16.2	0.16	56	48	28	58	60	
2	58	179.2	15.9	76	192.2	16.5	67	13	0.8	14.4	-0.62	27	58	27	47	40	
3	39	194.9	16.7	86	206.6	17.1	80	12	1.0	12.9	-0.57	29	39	20	51	49	
4	143	204.1	19.3	75	215.2	19.1	74	11	0.5	11.2	-0.08	47	143	80	56	55	

Total Number Of Growth Events	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE
Number of students with valid growth test events for <i>both</i> terms.	Average RIT score of students in this Growth Count for the term indicated.	Indicates academic diversity of a group of students. The lower the number, the more students are alike (zero would mean all scores are the same). The higher the number, the greater the academic diversity in this group.	Percentile (a percentage- based ranking) of the achievement reached for the given term, as compared to the school-level NWEA norms from the same grade and with the same weeks of instruction between testing (as specified in your MAP preferences).	Average change in RIT scores from starting term to ending term (ending RIT minus starting RIT).	Growth standard error (SE) 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.

### **Grade-Level Norms Section**

— Student Growth Summary Report —

Grade-Level norms compare overall grade-level results between your school and schools in the NWEA norms study.

						Compai	rison Periods						Growth	E valuated	Against		
				Fall 202	0		Spring 20	21	Grow	th	Gra	de-Level N	orms		Studen	t Norms	
	Grade (Spring 2021)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observe Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Growth	Who Met Their Growth	of Students Who Met Growth	Median Conditional Growth
-[	K	47	141.5	15.6	64	159.9	14.1	71	18	0.8	17.3	0.51	69	47	32	68	62
[	1	48	165.3	13.9	82	181.9	14.2	81	17	0.8	16.2	0.16	56	48	28	58	60
[	2	58	179.2	15.9	76	192.2	16.5	67	13	0.8	14.4	-0.62	27	58	27	47	40
-[	3	39	194.9	16.7	86	206.6	17.1	80	12	1.0	12.9	-0.57	29	39	20	51	49
[	4	143	204.1	19.3	75	215.2	19.1	74	11	0.5	11.2	-0.08	47	143	80	56	55

Grade-Level Norms				
Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile		
Growth projections based upon the mean RIT of this group and the 2020 <i>school</i> -level norms. It also incorporates the weeks of instruction before testing, as set in the MAP preferences for your district or school.	Enables you to compare growth between grades or groups by putting them all on an equal scale. This measurement ranks your grade-level growth among the growth observed across all matching schools within the NWEA norms study. A value of zero (0) corresponds to the mean (typical) growth, indicating that growth exactly matched projections.	Translates the School Conditional Growth Index to percentile (a percentage-based ranking). An index of 0 equates to 50th percentile.		

### **Student Norms Section**

— Student Growth Summary Report —

# Student norms are an aggregation of the NWEA norms data calculated for individual students.

		Fall 202	0	Compa	rison Periods Spring 20		Grow	th	Gra	de-Level N	Growl	Evaluated		t Norms	
Total Number Grade (Spring 2021) of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth		Projected School Growth	School	School Condition Growth Percentii	Students With Growth	Number of Students Who Met Their Growth	Percentage of Students	Median Conditional Growth
K 47	141.5	15.6	64	159.9	14.1	71	18	0.8	17.3	0.51	69	47	32	68	62
1 48	165.3	13.9	82	181.9	14.2	81	17	0.8	16.2	0.16	56	48	28	58	60
2 58	179.2	15.9	76	192.2	16.5	67	13	0.8	14.4	-0.62	27	58	27	47	40
3 39	194.9	16.7	86	206.6	17.1	80	12	1.0	12.9	-0.57	29	39	20	51	49
4 143	204.1	19.3	75	215.2	19.1	74	11	0.5	11.2	-0.08	47	143	80	56	55

	Student	Norms	
Number Of Students With Growth Projections	Number Of Students Who Met Their Growth Projection	Percentage Of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
Number of students used for the Student Norms calculations. Because growth projection norms are not available for some situations, this count could be smaller than the first Count column.	Shows how many students of exceeded their individual groups of the state of the sta	owth projections. growth within each grade,	Percentile that falls in the middle of all the Conditional Growth Percentiles for this group of students. It shows how these students compare to matching peers from NWEA norms.The student norms percentile is often larger than the school norms percentile, because individual students' growth rates are typically larger than a grade can grow as a whole.For more on student conditional growth, see: Summary Growth Sample_on page 5.

# **Student Profile Report**

erm: Most Recent 👻 Eugene Alexander	Grade 4   ID. STORTS MATHEMA Scandard Error: 4 Pessible range: 2 Nature 2	READING LANGUAGE USAGE SCIENCE	C ₽ mark
Number and	Apple Guessing N Ext. Impart of Pag Demo Growth. M Clost Hor Dhis overall score, Eugene has I Operations. As a student, he ene he is learning new materia	strengths in Geometry and an take advantage of these U.S. national peers, review his scores in the instructional p	ics and better match his onal Areas to find skills
COMPARISONS @ GROWTH & ACHIEVEMENT MEASURES	S.	INSTRUCTIONAL AREAS @ *- GROWTH GOALS @ 206 Measurement and Data to ser a pool.	) "
Norms Percentile GROWTH ACHIEVEMENT At Mean Below Mean 48*** 29**	Quadrant Chart Low Growth Low Achievement	207 Operations and Algebraic Thinking. There are no previous;	goals for this student.
PROJECTIONS Projected result Below Standards NWEA Gener Itsaan in the sp QUANTILE MEASURES	ic Linking Study	209 Geometry 211 Number and Operations	
859Q - 555Q ROWTH OVER TIME (9) 230			Itil Score: Mathematics     Aurrage Activement
			Some future terms are not yet setup in the system.
150 Fail 18 (dr 2) Winter 19		rner 23. 3 gang 23. Kal 23 (SV 4). Winner 21. 3 gang 21. Fail 21. Winner 22. 3 gan recentle Bandis. <b>1-39. 21-40. 41-60. 61-60. 81-100. ne data</b>	ng 22

Description	Brings together the data you need to advise each student and support their growth
Applicable tests	MAP Growth and MAP Growth K–2 (not Screening tests)
Required roles	Instructor, Administrator, or Assessment Coordinator (School or District)
Date limits	All years before, for tests completed within your test window range (set under Manage Terms)

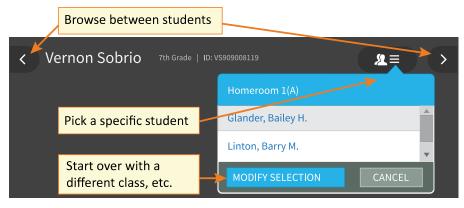
### **Basic Use**

- Browser recommendation: Avoid using Internet Explorer<sup>®</sup> and Safari<sup>®</sup> 8, because of slow performance. Chrome<sup>™</sup> performs the best. If needed, try clicking refresh: **C**.
- **Prerequisite:** Your school or district should have correctly set the Weeks of Instruction between testing, under MAP preferences. This setting specifies the average amount of instruction your students received, so it determines how they align to students in the NWEA norms study.
- Quick access: To jump straight to a specific student, open View Reports
   > MAP Reports, and use the <u>Student Quick Search</u>.
- View prior test data: You can choose previous terms from the menu at top:

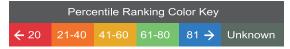


The default—**Most Recent**—means the most recent *term with test data*, which could differ for each subject. To alert you when the most recent score comes from a prior term, an asterisk appears next to the subject score.

• Change student, class, or term rostered: There are various ways to switch to a different student:

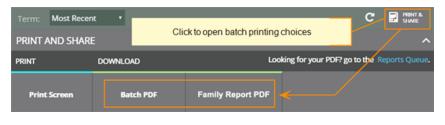


• **Percentile colors:** Wherever you see color coding, it indicates the percentile (a percentage-based ranking) of the achievement your student reached. It compares your student with students in the NWEA norms study from the same grade and with the same weeks of instruction between testing (as specified in your MAP preferences).



## Printing

For family conferences and other meetings, you can quickly prepare printed reports for all students or a selection. While viewing any student in the Student Profile report, click **Print and Share**, and then **Batch PDF**:



**Tip:** The Family Report provides the best choice for conferences. See <u>Family Report</u> on page 53.

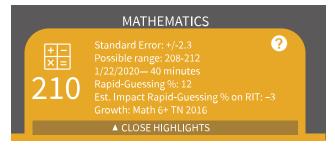
There are many choices you can explore, including which students to print:

÷	PRINT AND SHARE					^
	SUBJECTS	SELECT STUDENTS Only this student	You can double-check the choices yo have made	u	SUMMARY  • Batch PDF • Most	
	PAGES STUDENTS	<ul> <li>All students in this class</li> <li>Select students in this class</li> <li>Include students and subjects w term (Not common)</li> <li>Include page breaks for 2-sided Prevents two students from being</li> </ul>			Recent Mathematics Reading Student Profile Growth Goals	
		<ul> <li>NAME</li> <li>Belize, Angelica</li> <li>Brown, Salisha</li> </ul>			Advanced Math (21 students)	

**Caution:** Under Pages, the **Instructional Areas** option uses a large amount of paper. For each student, it prints *all* of the "ready to DEVELOP" learning statements in all areas.

### Subject Scores

The overall RIT score appears in each subject tab, along with important test details to qualify this test result:



**Standard Error** and **Possible range:** Show an estimate of the measurement precision. If retested soon after, the student's score would be within this range most of the time.

**Minutes:** Total of the minutes a student took to complete all test questions (excludes any test

interruptions). For a comparison of typical test times, see <u>Average Test Durations</u>.

**Rapid-Guessing %:** A *rapid guess* means the student answered well below the average response time measured by NWEA for each test question. The response is so fast that the student could not have viewed the question completely. If N/A appears, it means no rapid guessing was detected for that test.

Note for partners who view MAP Growth information from state assessments: Rapid-guessing information is not available for assessment data derived from state assessments.

**Estimated Impact:** Shows how different the score would have been if the student had been fully engaged during the test. For example, with a RIT score of 210 and an Estimated Impact of -3, it means the student might have scored 213. Occasionally, you might see a positive Estimated Impact, which means the score probably exaggerates the student's capabilities, as a result of correct guesses.

**Note**: If a student takes both a course-specific test (such as Algebra I) and a general subject test (such as Math 6+) in the same test window, only the most recent test appears in this report.

### **Highlight Recommendations**

In the Highlights section, you can review a summary and recommendations for the most recent test results (if needed, change the Term to **Most Recent**):



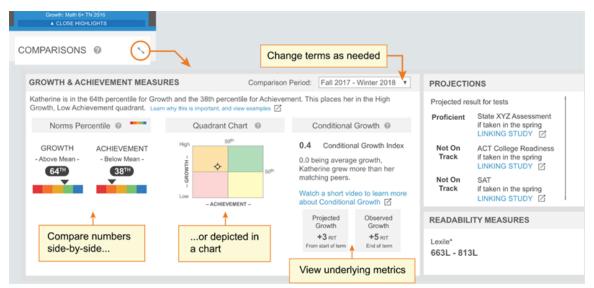
This information also appears in the printed report as part of the profile overview page.

### Comparisons

The Comparisons section enables you to put the MAP Growth score into a meaningful context. You can connect the student's score with other measures to answer various questions:

- How well is my student growing?
- · How will my student perform on state or college exams?
- · What reading level does my student need?

To see the full view, click the expansion arrows:



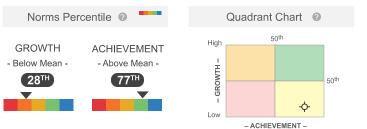
### **Growth Examples**

Consider a student who does well in math, but not in reading. There could be more to the story when you compare the Achievement to Growth.

**High Growth:** Although the student's reading Achievement score was below average for Reading, you could offer encouragement by focusing on the above-average growth shown. With continued growth, this student can catch up with peers.



Low Growth: After congratulating this student on a great Achievement score for Math, you could ask about the below-average growth and suggest more challenges to keep the student growing to potential.



### **Growth Details**

For a closer look into growth calculations, refer to the following measurements in the expanded view:

**Conditional Growth Index:** This statistic underlies the Growth Percentile. It relates your student's growth to the growth patterns of matching peers within the NWEA norms study (same grade, starting RIT score, and Weeks of Instruction before testing). In addition, this measurement involves a conditioning process that incorporates how difficult it was for each student to grow.

A value of zero (0) corresponds to the mean (typical) growth, indicating that growth exactly matched projections. Values above zero indicate growth that exceeded projections, and values below zero indicate growth below projections.

**Projected Growth:** Shows the number of RIT points your student was expected to grow between the Comparison Period, based on the growth of matching peers in the NWEA norms study.

**Observed Growth:** Shows the actual RIT point difference between the start and end term of the Comparison Period. Comparing Observed and Projected Growth provides a simple confirmation of the other growth insights.

### **Projection Details**

The projections for state and college exams have some qualifications:

- There are no projections available from summer test results.
- Which state and college projections appear depends on the state alignment that your district selected during MAP implementation.
- If your state does not have a specific NWEA linking study, default projections developed by NWEA appear on the report.
- Depending on the state, projections could be limited to certain subjects (typically reading and math) and certain grades (typically 2 through 8).
  - College readiness projections are limited to grades 5 through 9 (SAT<sup>®</sup>) and 10 (ACT).

- To make projections, the report follows these steps:
  - Uses NWEA norms to estimate growth to the term when the state or college assessment typically occurs.
  - Uses the NWEA linking study to correlate that projected RIT score to an estimated proficiency.
- ACT College Readiness: The "On Track 24" projection is the highest benchmark. It is based on a more stringent ACT<sup>®</sup> cut score of 24, instead of 22.

### **Readability Measure**

The Lexile<sup>®</sup> measure is an estimate based on your student's RIT score. The Lexile measure reflects word frequency (semantics) and sentence length. Use it to choose appropriate reading material. Find books at Lexile.com. Lexile is a trademark of MetaMetrics<sup>®</sup>, Inc.

### **Quantile Measure**

The Quantile<sup>®</sup> Framework is a mathematics measurement framework developed by MetaMetrics. It is a nationally recognized mathematics score aligned to the NWEA math RIT score. Similar to the MetaMetrics Lexile score, the Quantile score helps educators understand the difficulty of specific mathematical skills and concepts on a single developmental scale. You can use the Quantile Framework for Mathematics to match students with classroom materials.

To learn more, visit Use Quantile Measurements.

### **Instructional Areas**

In the Instructional Areas section, you can see the component parts of the assessment. Lower scores appear near the top so that you can suggest where to focus efforts, and higher scores appear near the bottom so that you can celebrate your student's strengths.

11	ISTRUCTIO	NAL AREAS	?	Б. У	
	226	Operations and Algebraic <sup>−</sup> ♦ Suggested Area of Focus	Thinking	$\rightarrow$	Click any area for details and learning statements
	230	Statistics and Probability		$\rightarrow$	
	232	The Real and Complex Number Systems		$\rightarrow$	
	236	Geometry		$\rightarrow$	
		✤ Relative Strength			

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

**Note for partners who view MAP Growth information from state assessments:** Due to state summative test designs, learning statements are not available for state assessments.

### About Suggested Area of Focus/Relative Strength

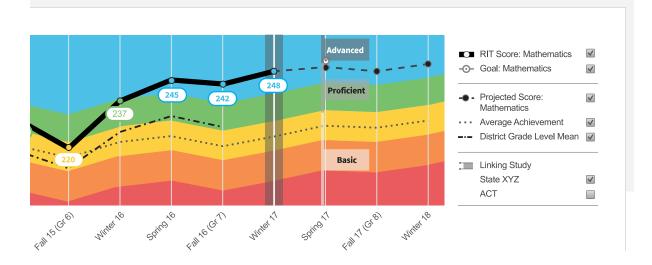
You may see some areas labeled *Relative Strength* or *Suggested Area of Focus*. These labels help you pinpoint how the student performed relative to the subject overall. Here is how the report designates each area:

- Takes the difference between the instructional area score and subject score
- Adjusts for the Standard Error in *both* scores:
  - If the adjusted difference is positive, the area is labeled *Relative Strength*
  - If the adjusted difference is negative, the area is labeled Suggested Area of Focus
  - ° If the difference is within the Standard Error, there is no label

*Where is the Standard Error shown?* For the subject, look in the main tab. For an instructional area, open the detailed, expanded view.

### **Growth Over Time**

At the bottom of the page, you can see all historical, longitudinal data for a student:



#### To see further back

Scroll up and change the **Term** menu, above the student name. If you choose **Most Recent**, the graph adjusts to the current calendar term.



#### Definitions for Growth Over Time

See also: Perce	ntile Colors (under <mark>Basic Use</mark> on page 103)
Ο	<b>Goal:</b> If you have set future growth goals in the Growth Goals section, they appear here. If not, no goals appear on the graph. For prior terms, it is a gauge of how well your student met the goals you set together. For future terms, it helps to show the direction you have set.
r - •●·	<b>Projected Score:</b> This projection is based on your student's actual RIT score in a previous term, plus the typical RIT growth of <i>matching peers</i> within the NWEA norms study. Matching peers have the <i>same prior RIT score</i> , as well as the same grade and weeks of instruction between testing (as specified in your MAP Growth preferences). Using matching peers provides a fair comparison, so it is reasonable for your student to meet the projection and even grow beyond it.
****	<b>Average Achievement:</b> Shows the average score (50th percentile) for <i>all</i> applicable students within the NWEA norms study. Students within the norms study have the same grade and weeks of instruction between testing (as specified in your MAP Growth preferences).
	<ul><li>District Grade Level Mean: Shows the average score for students within your district who were in the same grade and who tested in the same term.</li><li>If it doesn't appear in a given term, the district testing window is not yet closed. Contact a team leader to close the testing window, and then wait for overnight processing.</li></ul>
Proficient	Linking Study (Cut Scores): If applicable, you can see your student's projected performance on state or college readiness assessments. Bars showing the cut scores are hidden by default, so use the check box on the right to display it. For more information, see <u>Projection Details</u> on page 108.
	<b>Gray background</b> —When there is no data, a gray background appears. Examples include: no completed test event, student not enrolled, or no norms study (12th grade Language Usage and 11–12th grade Science).

### **Growth Goals**

For an upcoming term, you can create a growth or performance target for each student. Later, return to see if the student met the goal.

1. From the main Student Profile page, click the expansion arrows:



- 2. Consider the Tips for Setting Growth Goals on page 112 (below).
- 3. Set a goal by making an entry and then clicking outside the box:



Use any of the goal numbers—the other numbers adjust to match your entry. **Note:** The RIT Growth and Growth Percentile entries are not available if there is no

recent test score to form the basis of growth.

- 4. As a best practice, type an Action Plan for future reference.
- 5. Click **Set Goals** to save your change.

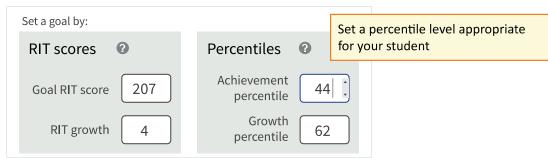
*After a moment*, the goal appears in a row at the top. If needed, you can delete it, or overwrite it by setting a new goal.

V UPCOMING G	ROWTH GOALS				
Term	Set Goal	Projected Growth	Starting Score	Set On/by	
Fall 2017	224	10	Fall 2016: 211	06/02/2017	Delete
	Later, you can	re-open the action pla	n	Barbara Minshew Action Plan >	

#### Tips for Setting Growth Goals

*General assumption:* Your school or district has correctly set the Weeks of Instruction between testing, under MAP preferences. It forms the basis for much of the percentiles and projections shown.

- A. Strike a balance:
  - Challenge your student: To advance academically, students should strive to go beyond the typical scores.
  - Be realistic: Consider past performance so the goal fits your student's capabilities.
- B. How many RIT Growth points are reasonable?
  - By default, growth is set to the **Projected Growth**, if available. This growth projection is personalized to your student, because it is based on *matching peers* from NWEA norms (*same prior RIT score*, grade, and weeks of instruction between testing).
    - Using matching peers provides a fair comparison, because students with high starting achievement generally do not grow as much as students with low achievement.
    - Projected Growth is the midpoint for these peers (half grew more and half grew less).
  - This score is an initial *suggestion*—you might target above or below it, depending on other considerations.
  - In contrast, the **Average Achievement** (bottom left) shows you how *all* students typically perform within the same grade and same weeks of instruction between testing. It is simply the *average score* (50th percentile) for the target term.
- C. Which of the percentile bands (rainbow colors) should your student target?
  - Percentiles compare your student with students in the NWEA norms study from the same grade and with the same weeks of instruction between testing.
  - For example, suppose your student is hovering just below the orange percentile band, and you want to encourage the student to reach the next band. Try setting **Achievement Percentile** to the low 40s, which is the cutoff for that percentile.

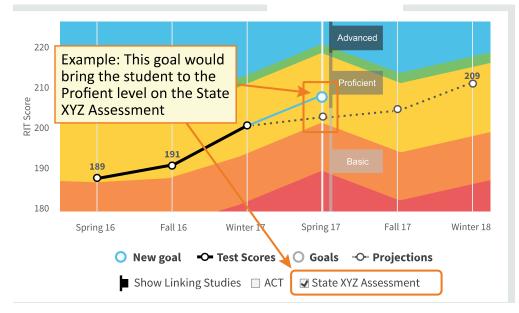


• Next, consider **Growth Percentile**, if available. It shows the level of growth your student would have to show in order to reach the Achievement Percentile. Higher growth numbers mean a greater challenge.

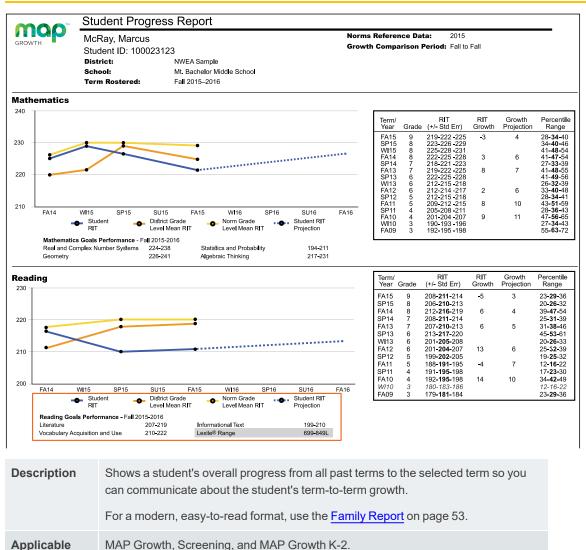
*How Growth Percentile is calculated*: This measurement ranks each student's growth among the levels of growth observed across all matching peers within the NWEA norms study (*same prior RIT score*, grade, and weeks of instruction between testing).

The statistical calculation comes from the <u>Conditional Growth Index</u>. A value of zero (0) corresponds to the mean (typical) growth. Values above zero indicate growth above average, and values below zero indicate growth below average.

D. If available, consider the growth needed to reach an ideal cut score on state or college assessments. To display cut scores, select the options below the graph:

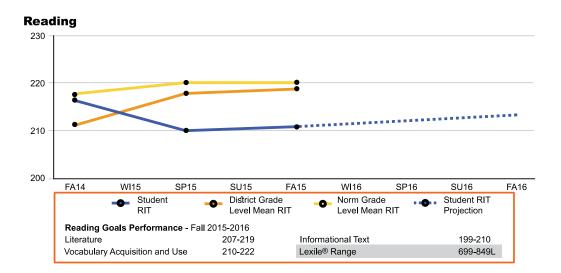


# **Student Progress Report**



Tests	
Required Roles	Instructor, Administrator, or Assessment Coordinator (School or District)
Prior Data	All years prior, including tests completed outside your test window range (they appear in gray font if you choose the All Valid report option)

### **Graph for Student Progress**



Student RIT	District Grade Level Mean RIT	Norm Grade Level Mean RIT	Student RIT Projection				
The student's score for each term.	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.	Average score for students who were in the same grade and who tested in the same term, as observed in the NWEA norms study. If it doesn't appear, there is no norms data for the grade and subject reported.	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 NWEA norms study.				
Goal Performance	<ul> <li>For each instructional area ("goal"), shows either RIT score ranges or descriptors:</li> <li><i>Low</i>: Student goal scores are lower than the 21st percentile</li> <li><i>LoAvg</i>: Student goal scores fall within the 21st-40th percentile</li> <li><i>Avg</i>: Student goal scores fall within the 41st-60th percentile</li> <li><i>HiAvg</i>: Student goal scores fall within the 61st-80th percentile</li> <li><i>High</i>: Student goal scores fall within the 81st percentile or higher</li> <li>If goal performance cannot be calculated, an asterisk (*) appears. The student may have answered too many items incorrectly, too few items may have been available in the RIT range assessed, or norms data for percentiles may be unavailable.</li> <li>If an asterisk (* or *-*) appears: The goal performance cannot be calculated. The student may have been available in the RIT range assessed.</li> <li>Note: Instructional area categories may be labeled differently depending on your test version or state assessment.</li> </ul>						

#### Lexile<sup>®</sup> 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. LEXILE<sup>®</sup> and METAMETRICS<sup>®</sup> are trademarks of MetaMetrics, Inc., and are registered in the United States and abroad.

### **Details for Student Progress**

Term/ Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA15	9	208- <b>211</b> -214	-5	3	23- <b>29-</b> 36
SP15	8	206- <b>210</b> -213			20- <b>26</b> -32
FA14	8	212- <b>216-</b> 219	6	4	39- <b>47-</b> 54
SP14	7	208 <b>-211</b> -214			25- <b>31</b> -39
FA13	7	207- <b>210-</b> 213	6	5	31- <b>38</b> -46
SP13	6	213 <b>-217-</b> 220			45- <b>53</b> -61
WI13	6	201 <b>-205</b> -208			20- <b>26</b> -33
FA12	6	201- <b>204</b> -207	13	6	25 <b>-32</b> -39
SP12	5	199- <b>202</b> -205			19- <b>25</b> -32
FA11	5	188 <b>-191</b> -195	-4	7	12 <b>-16</b> -22
SP11	4	191- <b>195</b> -198			17- <b>23</b> -30
FA10	4	192- <b>195-</b> 198	14	10	34 <b>-42-</b> 49
WI10	3	180-183-186			12-16-22
FA09	3	179- <b>181</b> -184			23- <b>29-</b> 36

Term/Year + Grade	RIT	RIT Growth	Growth Projection	Percentile Range
Indicates the term, year, and grade in which the test event occurred. Keep in mind that if a term spans more than one year, the latter of the two years is used. For example, WI20 could reflect a term from December 1, 2019 to February 28, 2020.	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.	The growth in RIT points made between the two terms in the Growth Comparison Period.	Average growth of students who were in the same grade and began the same term at a similar RIT score, as observed in the NWEA norms study.	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 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.
FA (Fall)				
WI (Winter)				
SP (Spring)				
SU (Summer)				

Gray text identifies tests that are valid but do not provide growth data (such as a test taken outside the test

window). These test results are excluded from summary statistics.