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
Student Profile Report 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

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.

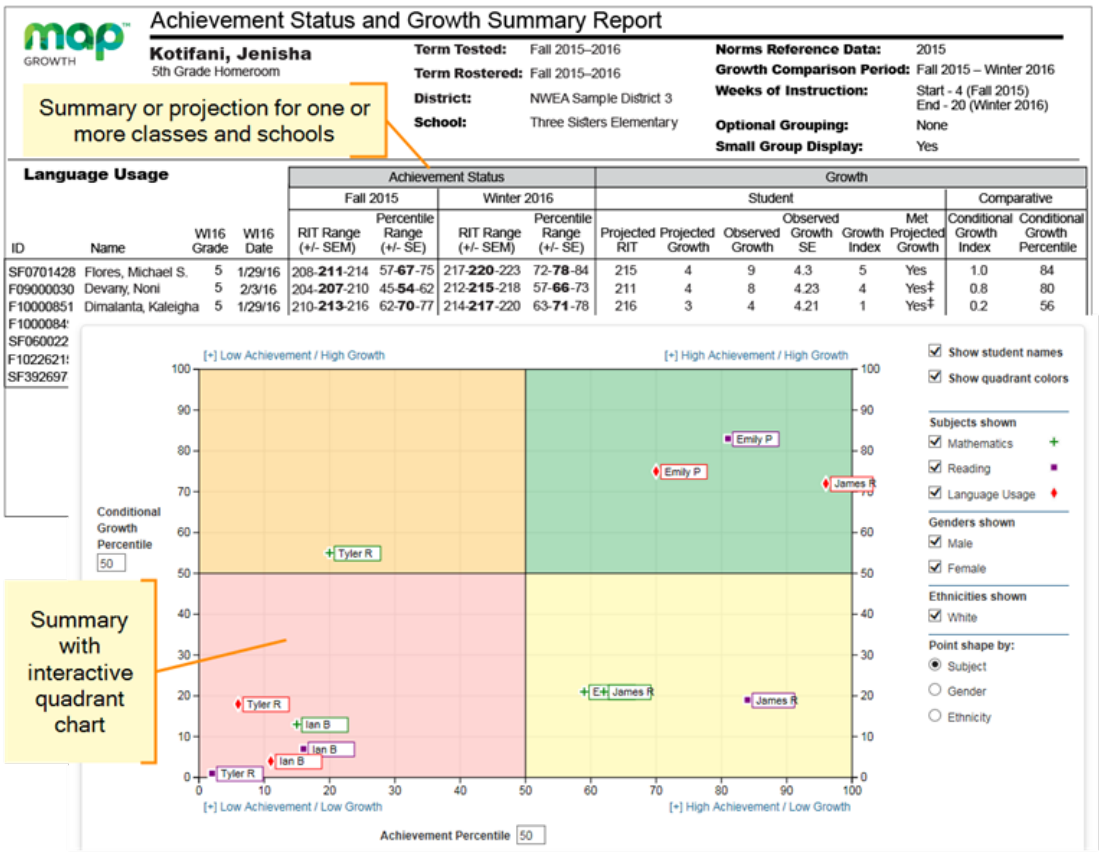
Name	Key Data	Key Uses
District Profile Report on page 28	Interactive view of district assessment data	Analyze current needs
District Summary Report on page 51	Aggregate results across all terms	Present district results
Grade Report on page 45*	Performance for a selected term, including norms	Analyze 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	Exported test results in spreadsheet format (CSV): • 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	Create custom reports + connect scores to

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

Achievement Status and Growth Report



Description	Shows three pictures of growth, all based on national norms: *projections* so you can set student growth goals, *summary* comparison of two terms so you can evaluate efforts, and an interactive *quadrant chart* 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 2016		Student						Comparative	
RIT Range (+/- SEM)	Percentile Range (+/- SE)	RIT Range (+/- SEM)	Percentile Range (+/- SE)	Projected RIT	Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth	Conditional Growth Index	Conditional Growth Percentile
208-**211**-214	57-**67**-75			215	4						
204-**207**-210	45-**54**-62			211	4						
210-**213**-216	62-**70**-77			216	3						
198-**201**-204	29-**37**-45			206	5						
203-**206**-209	43-**51**-60			210	4						

Achievement Status		Growth	
RIT Score Range (+/– SEM)	**Achievement Percentile Range (+/– SE)**	**Projected RIT Score**	**Projected Growth**
Test score for the term, shown in **bold** (+/– standard error of measurement).	Percentile ranking of the achievement reached for the given term, shown in **bold** (+/– 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.
SEM and **SE** = Standard Error of Measurement (an estimate of the precision; if retested soon after, the student's score would be within this range most of the time). If it is unusually high, a footnote (*) indicates you should qualify the results with data from other terms or other measurements.			

Summary Growth Sample

— Achievement Status and Growth Report —

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

Growth – Student

Observed Growth

Difference between the RIT in the first term and the end term.

Observed Growth SE

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.

Growth Index

Difference between the Observed Growth and Projected Growth.

A zero (0) indicates the student exactly met projection.

Inappropriate for *comparing* students (use Conditional Growth Index).

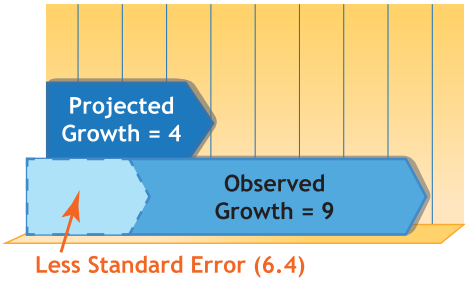
Met Projected Growth

Indicates whether students met growth projections (Yes) or fell short (No).

A ‡ 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:

Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth
4	9	6.4	5	Yes ‡

In this case, the Standard Error (6.4) is large enough to potentially drop Observed Growth (9) below what was projected (4):



Growth – Comparative

Conditional Growth Index

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

Conditional Growth Percentile

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

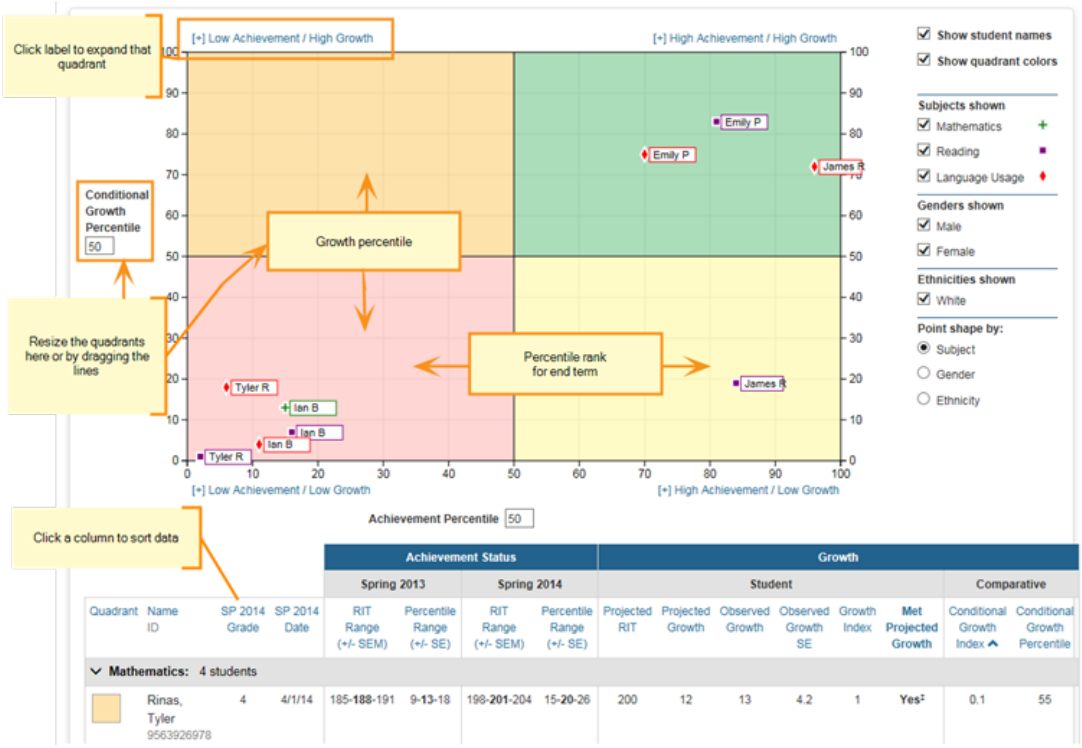
Percentage of Students who Met or Exceeded their Projected RIT	81.8%
Percent of Projected Growth Met	137.5%
Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores	11
Count of Students who Met or Exceeded their Projected RIT	9
Median Conditional Growth Percentile	61

Percent Of Students Who Met Growth Projection	Percentage of students with a Growth Index value greater than or equal to zero.
Percent Of Projected Growth Met	Ratio of total Observed Growth to total Projected Growth. A performance of 100% is average, meaning the student growth equaled the projections. 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 Growth Projections And Valid Beginning And Ending Term Scores	Total of students, including those who showed growth and those who did not.
Count Of Students Who Met Or Exceeded Their Projected Growth	Number of students with a Growth Index value greater than or equal to zero. The count includes students flagged as either Yes or Yes‡ in the Met Projected Growth column.
Median Conditional Growth Percentile	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)
- 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).

	P	Q	R	S	T	U	V	W	X
1	StudentLastName	StudentFirstName	StudentMidc	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

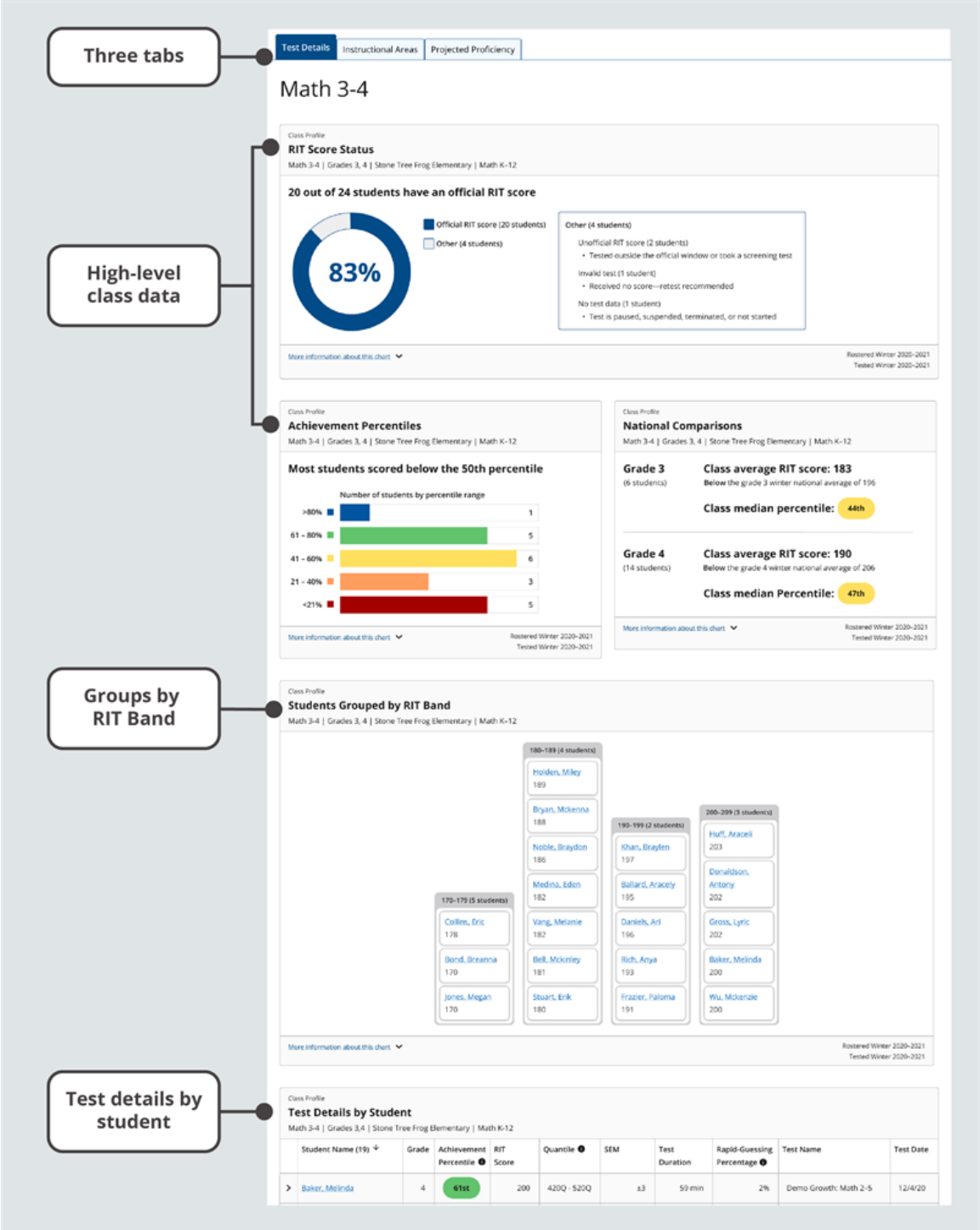
Welcome to the Class Profile report! You can use this report to access streamlined information about your class and your students' testing status, slice data to make informed instructional decisions, and understand the strength and opportunity areas that can serve as a starting point for formative classroom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

Contents

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

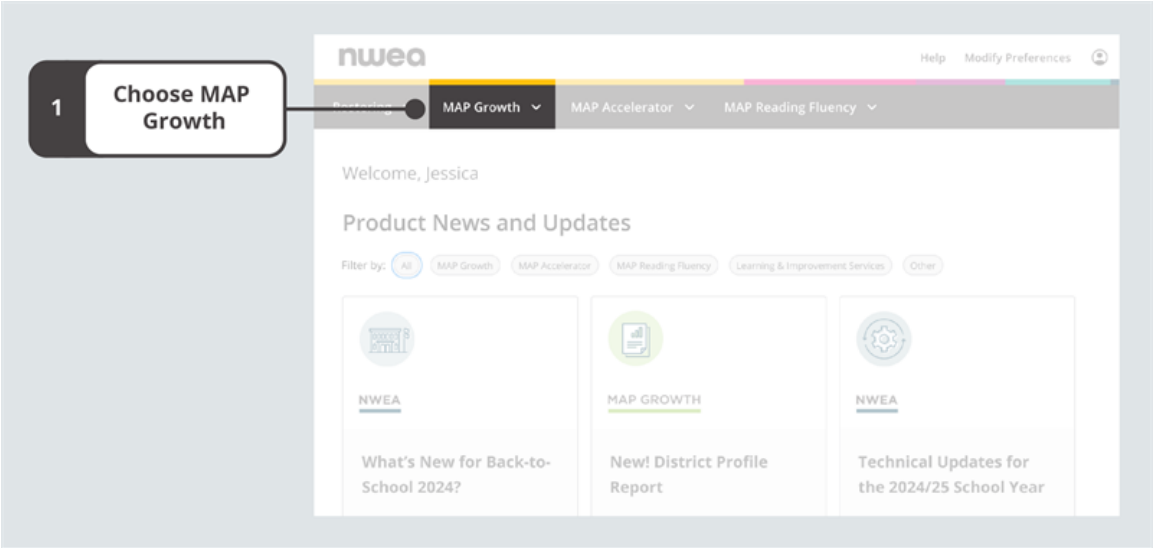
Condition	Explanation
Applicable MAP tests	Any reportable test event that's completed. For more details, explore Invalid Tests and Growth Criteria.
Date range for reportable data	All fall, winter, and spring terms, beginning with academic year 2020–2021. **Note:** Term Rostered is only available for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

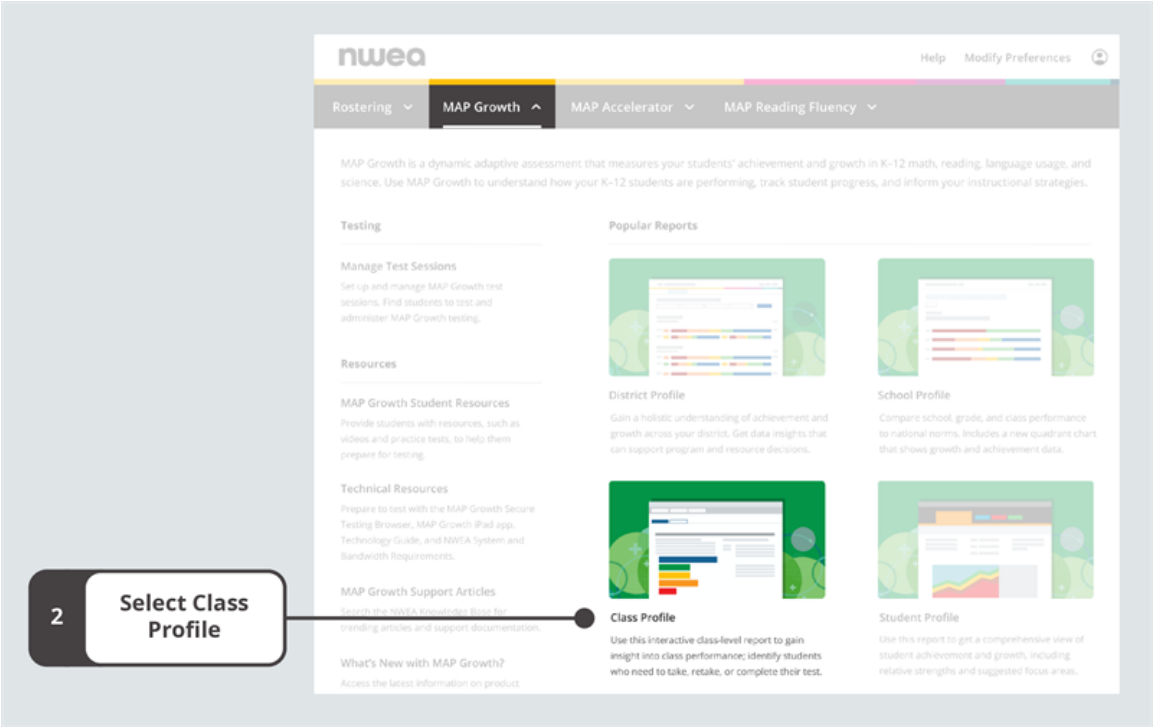
To access the Class Profile report:

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



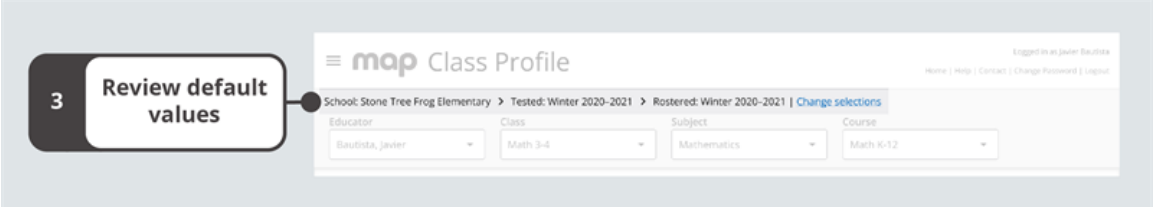
On the start page, choose MAP Growth

2. Select **Class Profile**.



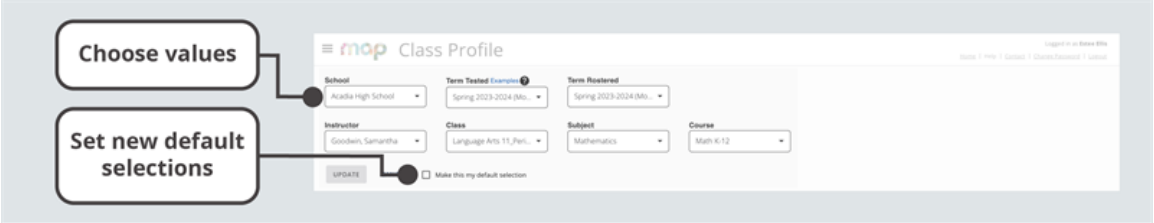
Select Class Profile from the MAP Growth menu on the start page

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



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 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.

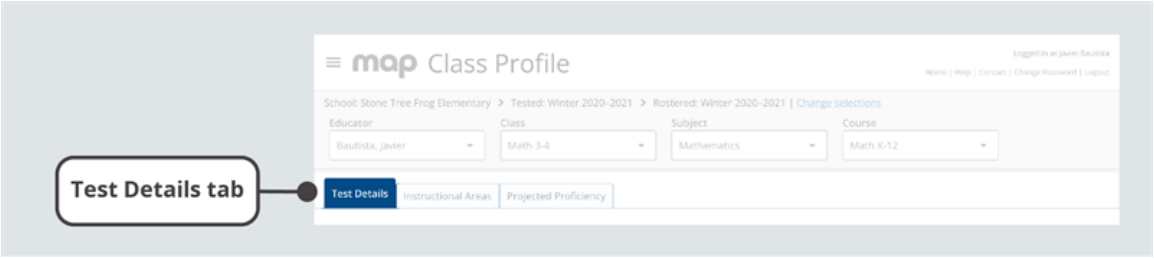
Creating a CSV or PDF

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.

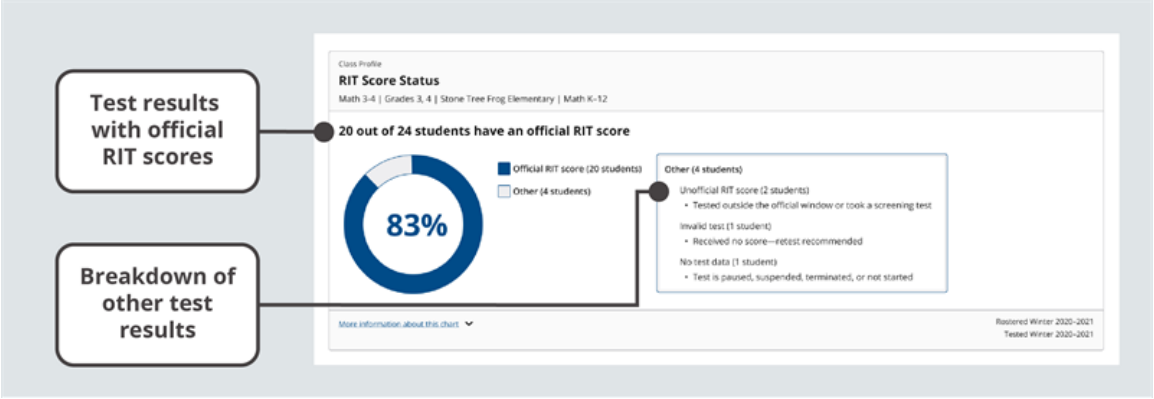


Confirm that the Test Details tab at the top of the Class Profile report is selected

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.

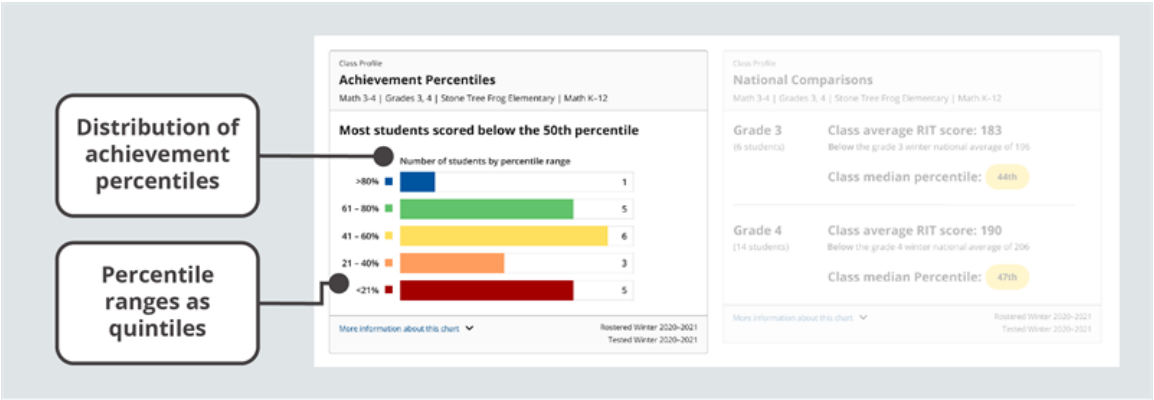
Achievement Percentiles

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

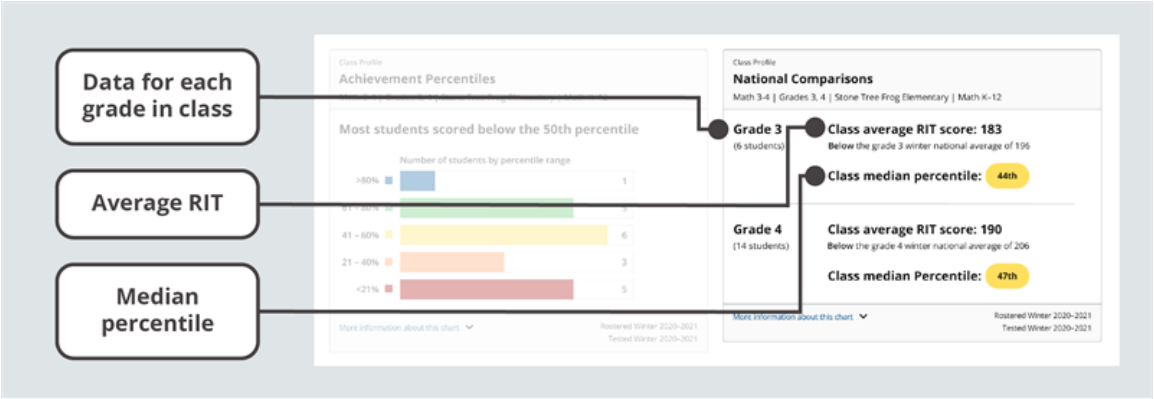
Table 3. Data and explanations for Achievement Percentiles module

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: 1st–20th (red), 21st–40th (orange), 41st–60th (yellow), 61st–80th (green), and greater than 80th (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

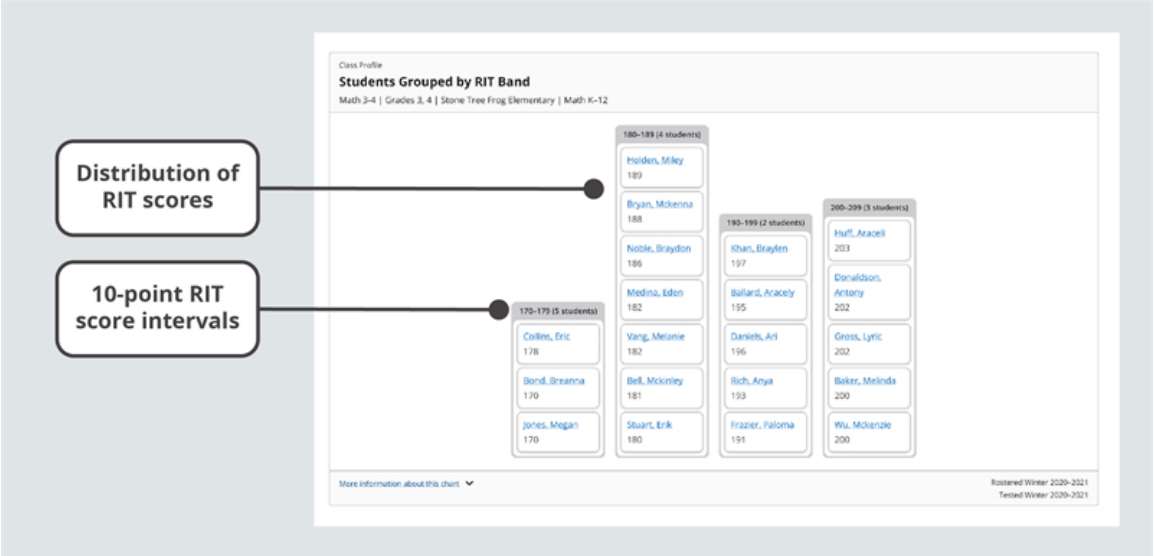
Table 4. Data and explanations for National Comparisons module

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

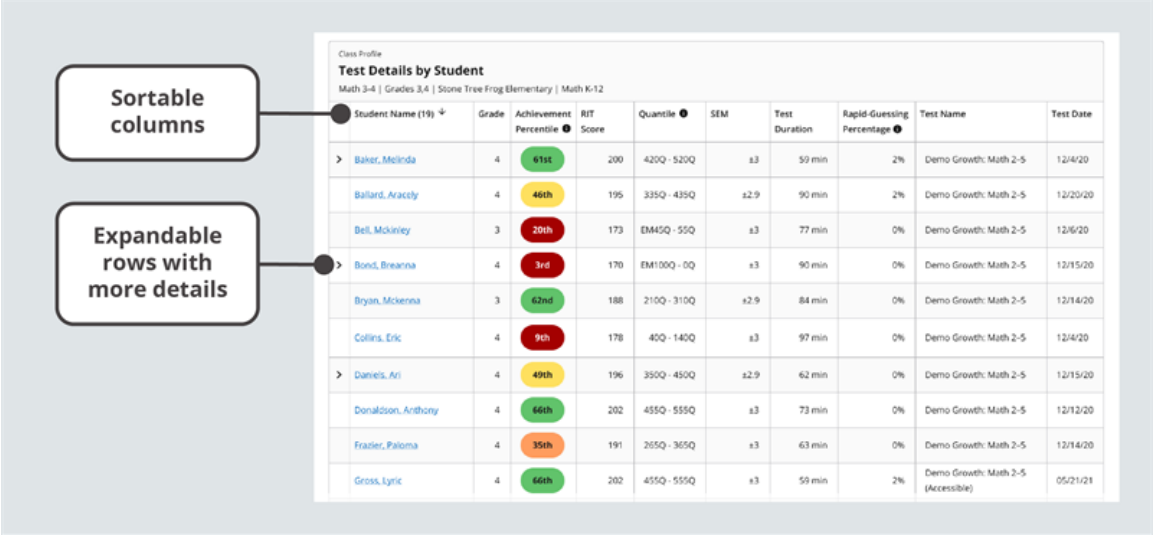
Table 5. Data and explanations for Students Grouped by RIT Bands module

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

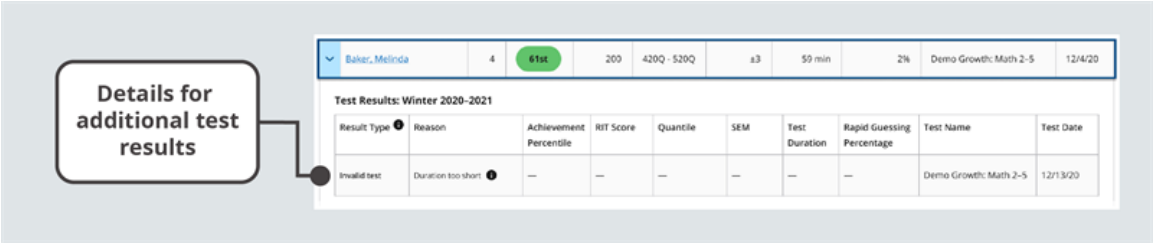
Test Details by Student

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.

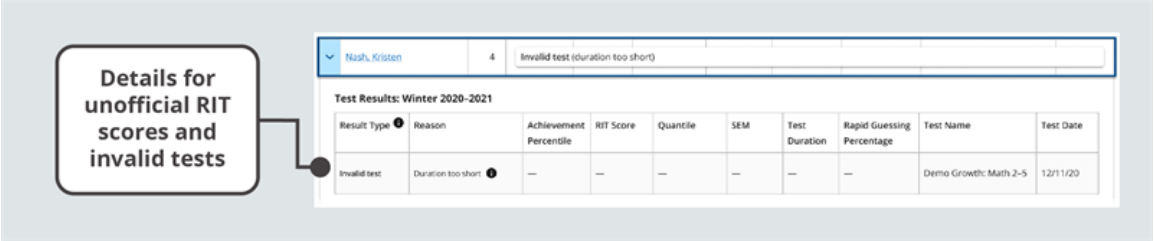
Each row represents a student and their performance on a particular test along with details about the test session. In some instances, you can expand a row to find more information about a test result or find additional tests. You can use this chart to understand individual student performance.



Test Details by Student module



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



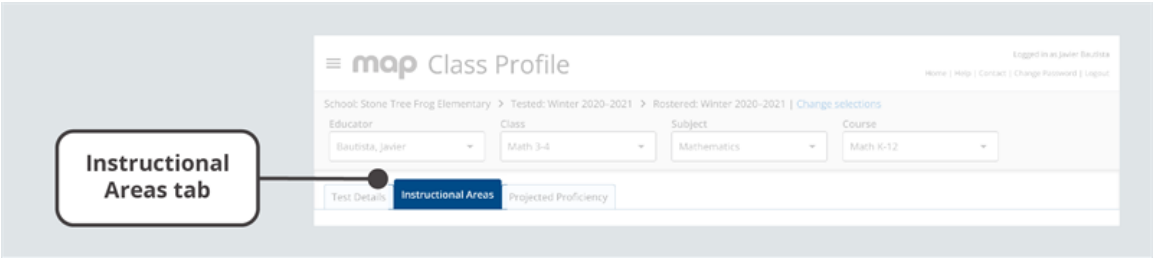
Expanded row from the Test Details by Students table with additional details for an invalid test

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® for Mathematics, developed by MetaMetrics®, 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® for Reading was developed by MetaMetrics®. 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.

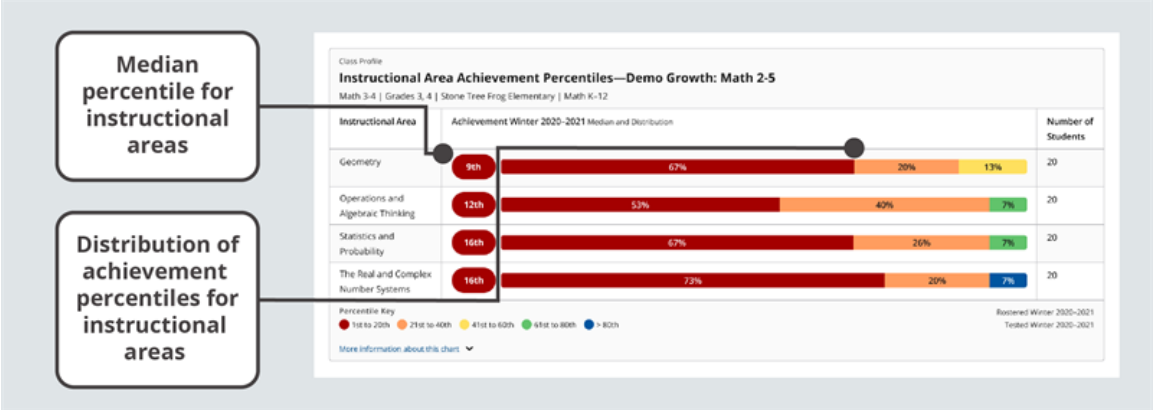


Select the Instructional Areas tab at the top of the Class Profile report

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

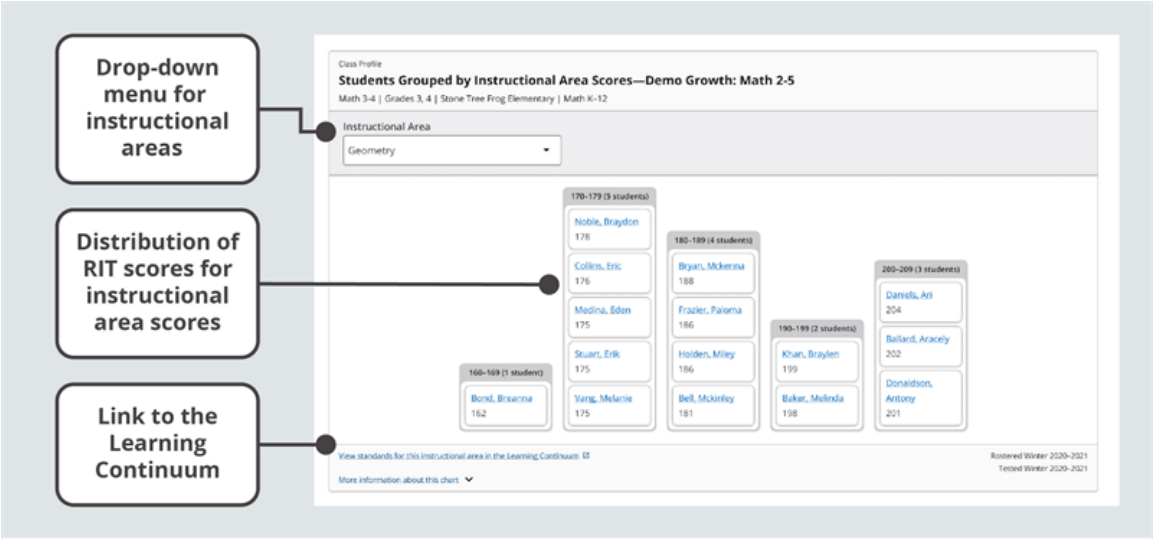
Data point	Explanation
Instructional areas	Reporting categories on MAP Growth reports that are aligned to standards or benchmarks.
Achievement Percentile	A percentile ranking based on MAP Growth Norms for achievement in one testing term. Percentiles are color coded by range as shown in the key. Percentiles 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^{st}–20^{th} (red), 21^{st}–40^{th} (orange), 41^{st}–60^{th} (yellow), 61^{st}–80^{th} (green), and greater than 80^{th} (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 drop-down menu and select the instructional area you'd like to review.



Students Grouped by Instructional Area Scores module

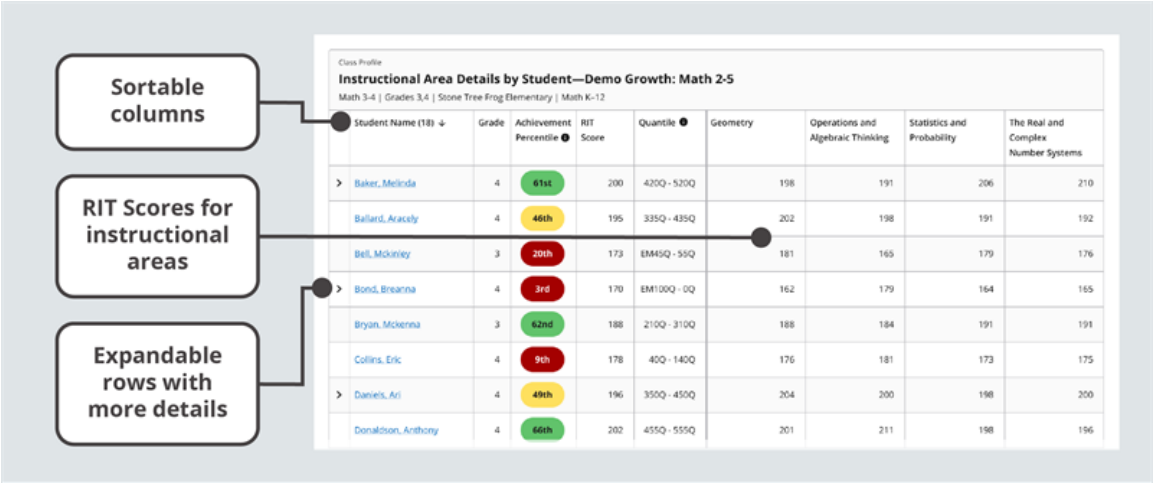
Table 8. Data and explanations for Students Grouped by Instructional Area Scores module

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.

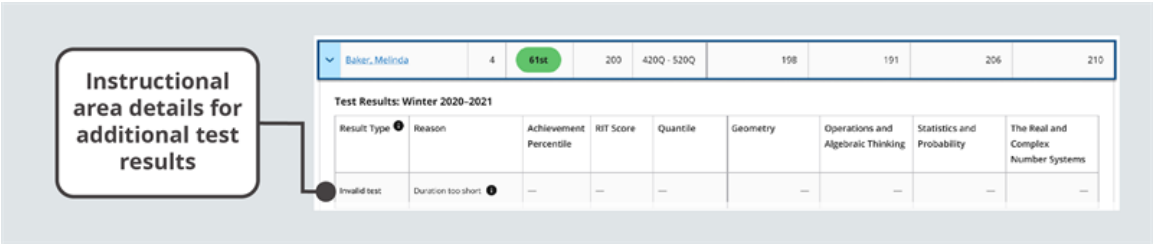
Instructional Area Details by Student

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.

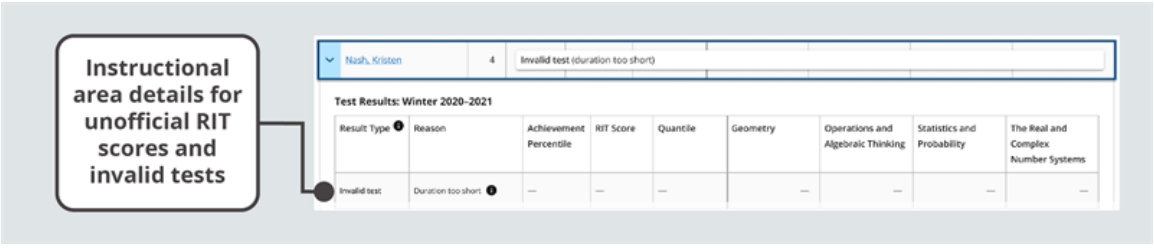
Each row represents a student and their performance on a particular test along with scores for each instructional area. You can sort the data by any of the column headers. In some instances, you can expand a row to find more information about a test result or find additional tests. You can use this chart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



Instructional Area Details by Student module



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



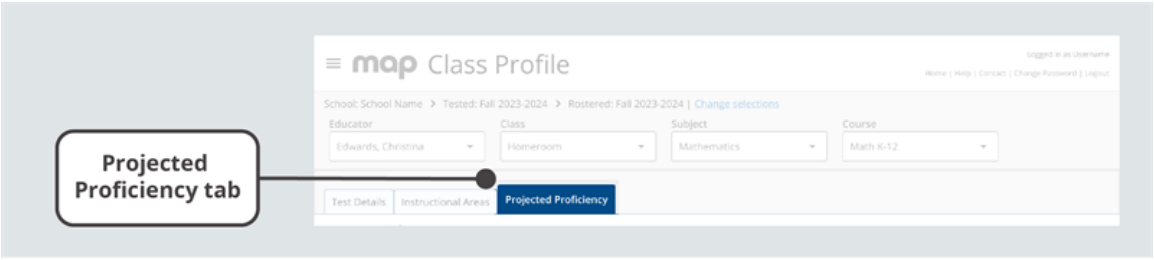
Expanded row from the Instructional Area Details by Students table with additional details for an invalid test

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® for Mathematics, developed by MetaMetrics®, 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® for Reading was developed by MetaMetrics®. 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	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 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®, and the SAT®.



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

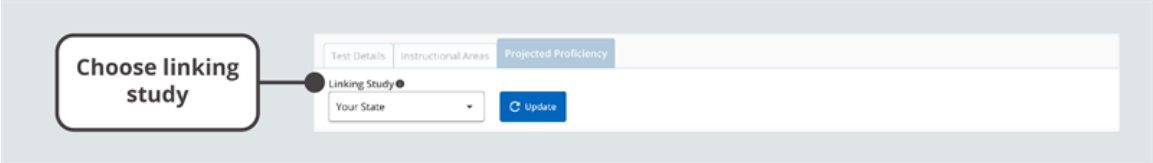
Linking studies

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 Default Linking Study 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

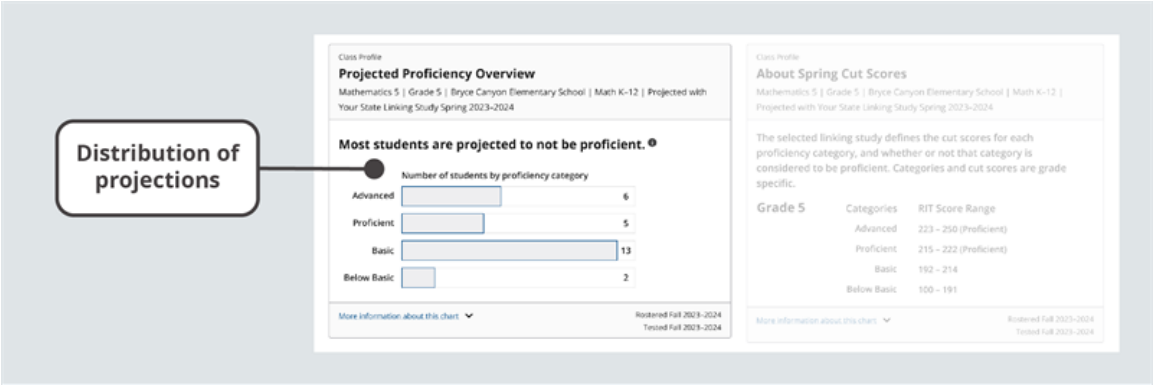
Projected Proficiency Overview

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.



Projected Proficiency module

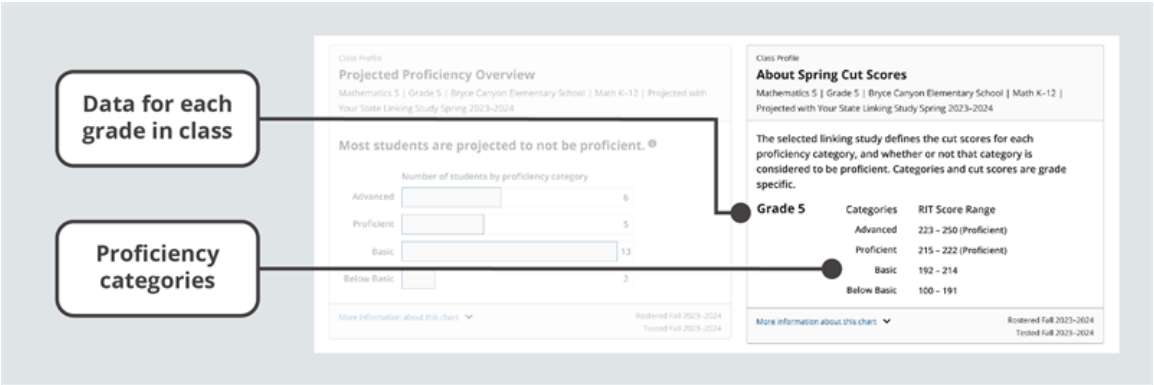
Table 10. Data and explanations for Projected Proficiency Overview module

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

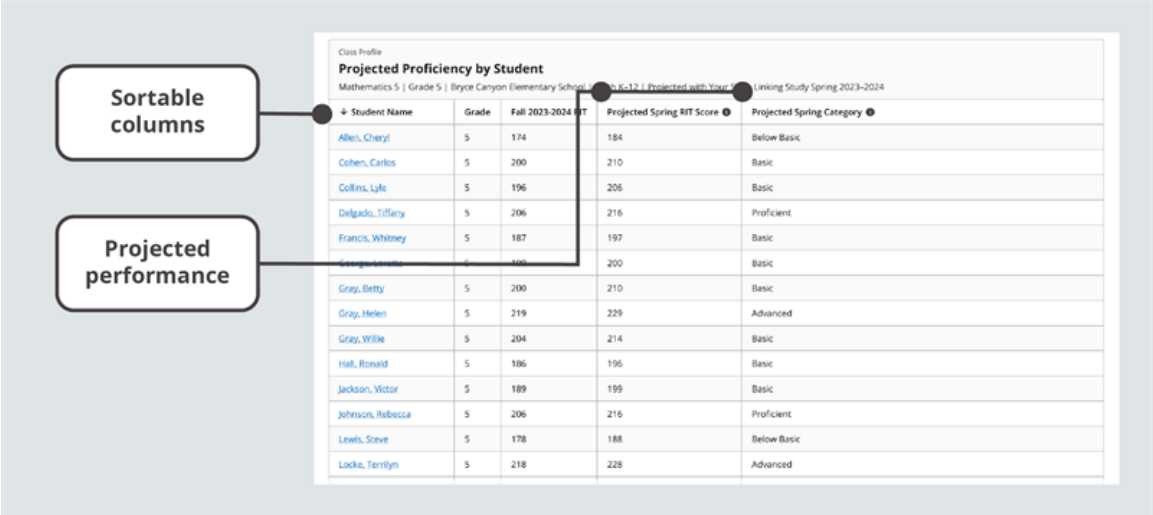
Data point	Explanation
Linking study	A study that correlates MAP Growth scores with scores for a state summative assessment or a college readiness assessment.
Cut Scores	Scores that correspond to various proficiency categories.
Proficient	Meeting grade-level expectations for a state summative assessment 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 **Term Tested** 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.

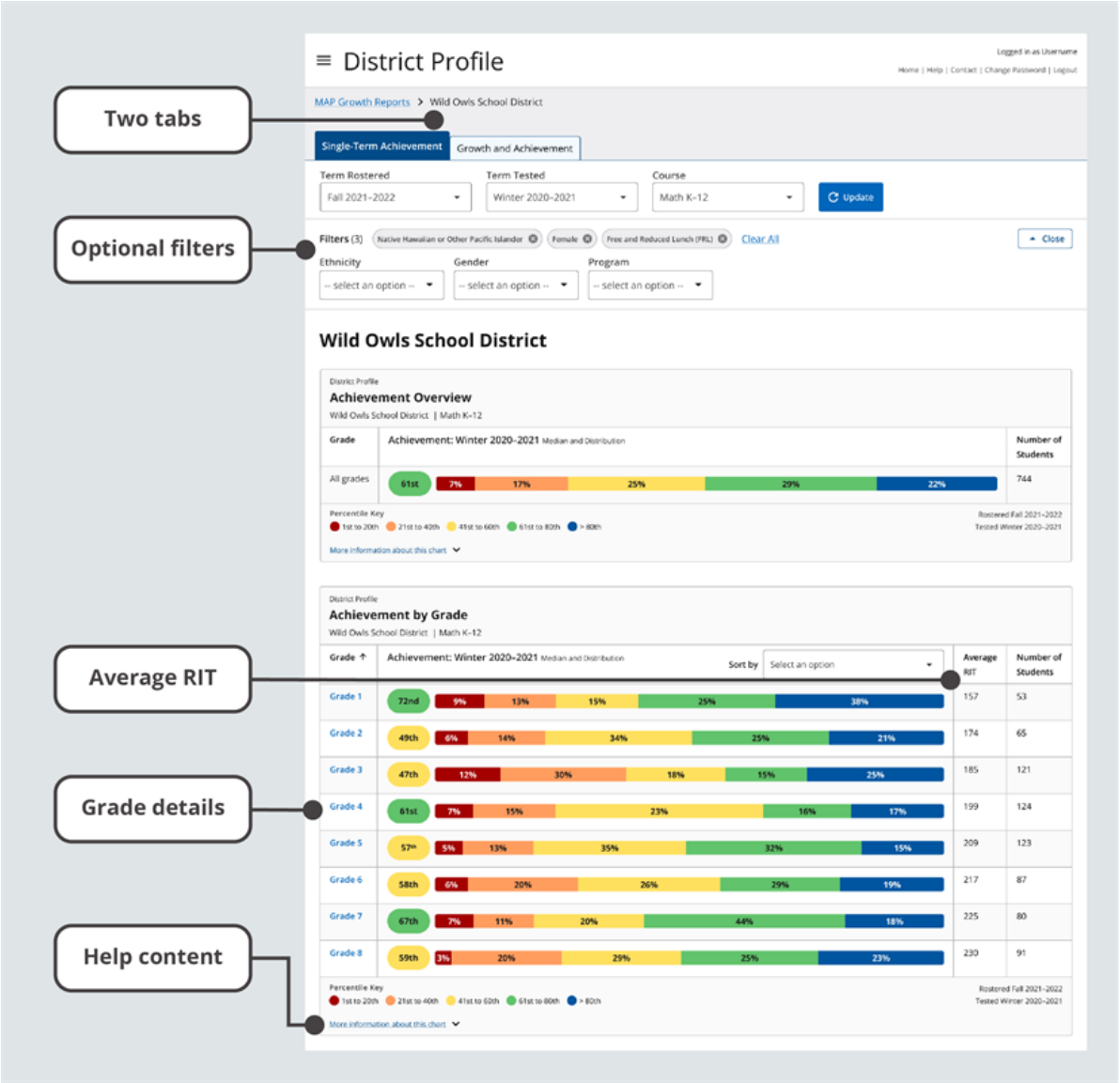
Contents

Getting started

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

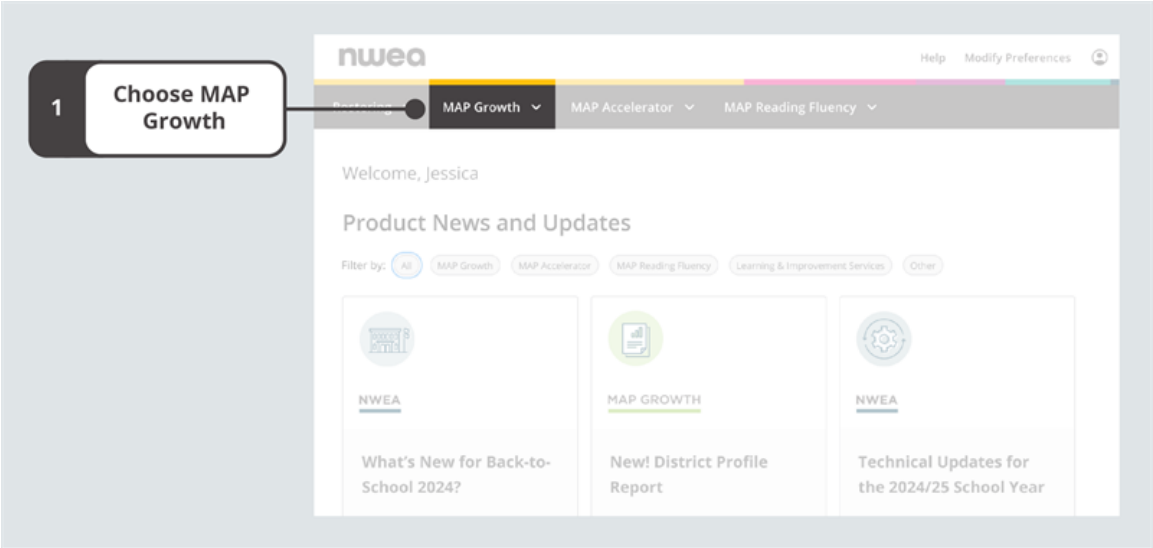
Detail	Requirements
MAP Growth test types with reportable data	Any test event that's considered a growth measure. Screening tests and tests taken outside the official test window are not considered growth measures. For more details about growth measures, explore Invalid Tests and Growth Criteria.
Date range for reportable data	All fall, winter, and spring terms, beginning with academic year 2020–2021. **Note:** 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

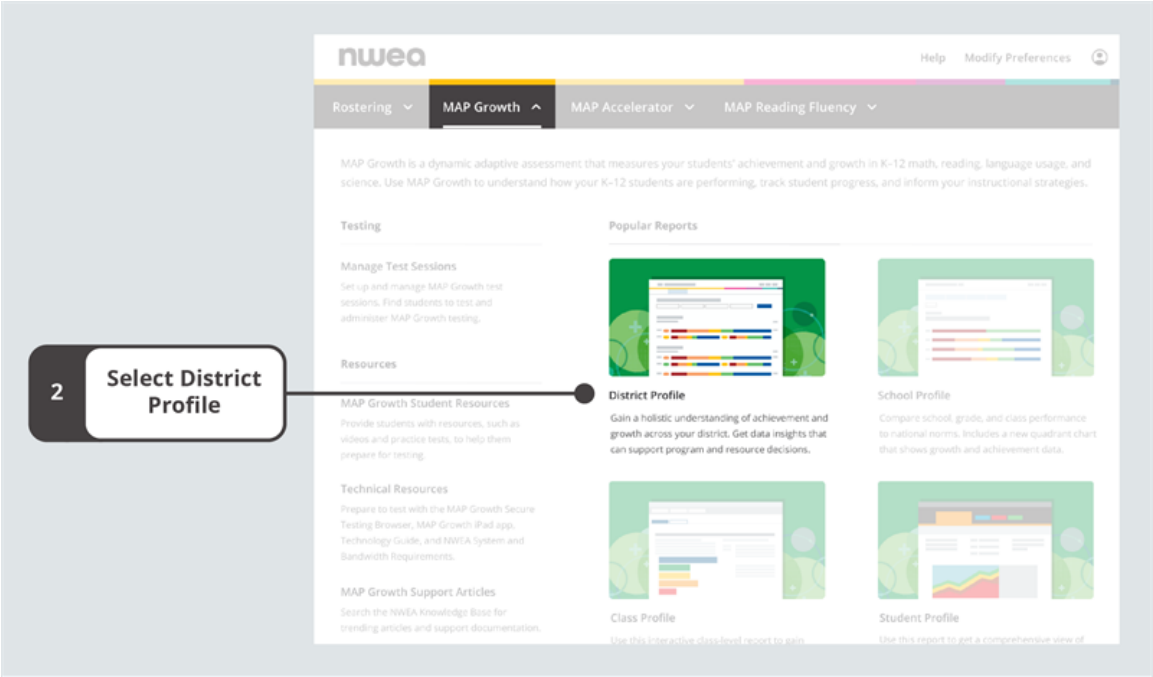
To access the District Profile report:

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



On the start page, choose MAP Growth.

2. Select **District Profile**.



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

Exploring the Single-Term Achievement tab

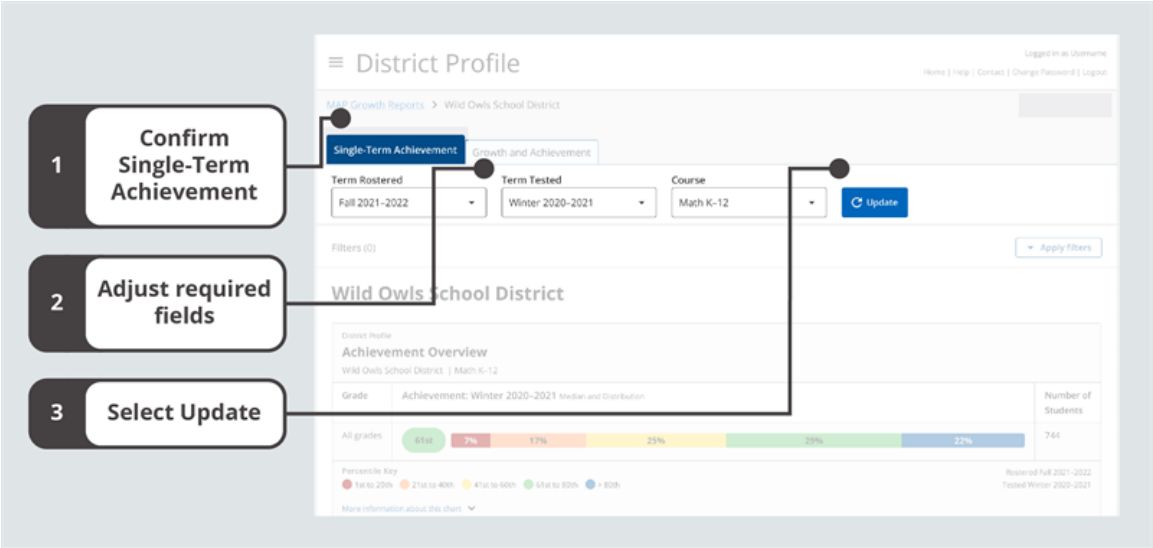
Use the **Single-Term Achievement** tab to understand your district's MAP Growth achievement in one term.

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.

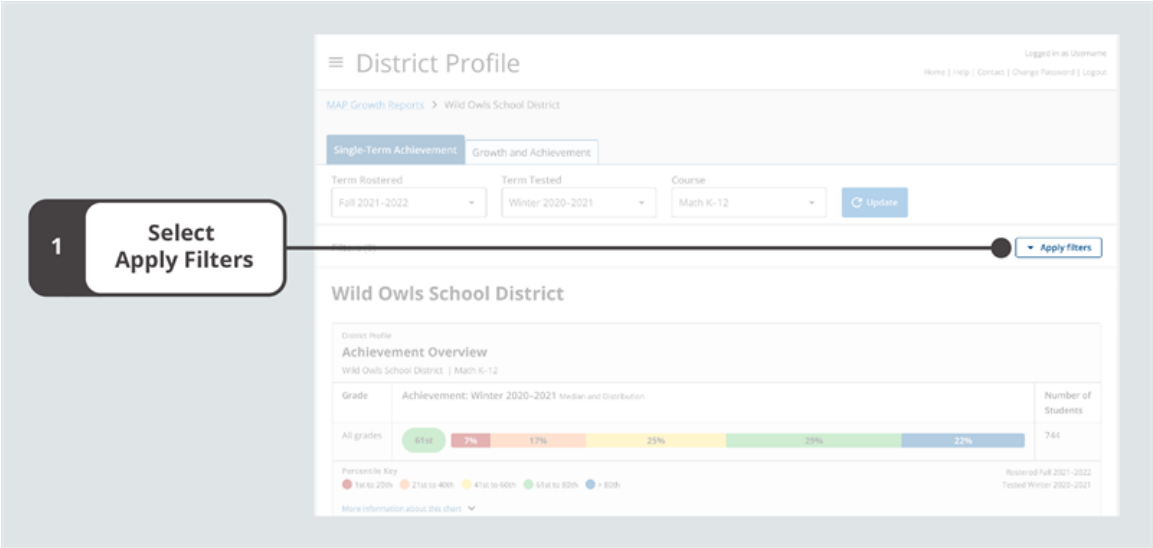
Table 2. Required fields on the Single-Term Achievement tab

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. **Note:** You can only select a term from the current or previous academic year.
Term Tested	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. **Note:** 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

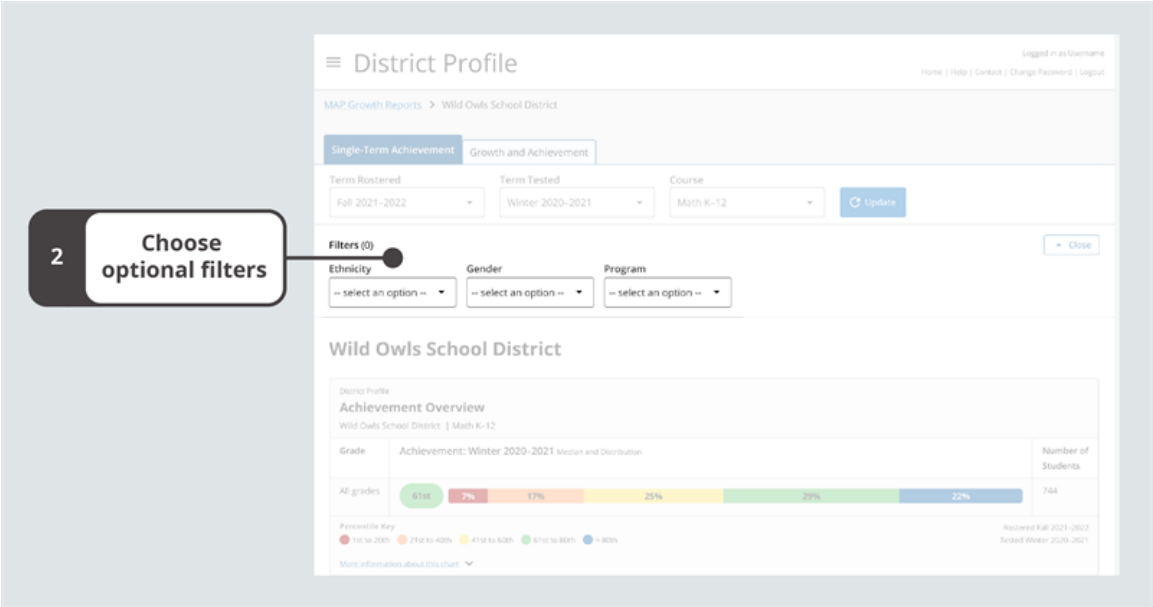
To add optional filters for Ethnicity, Gender, and/or Program:

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



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.



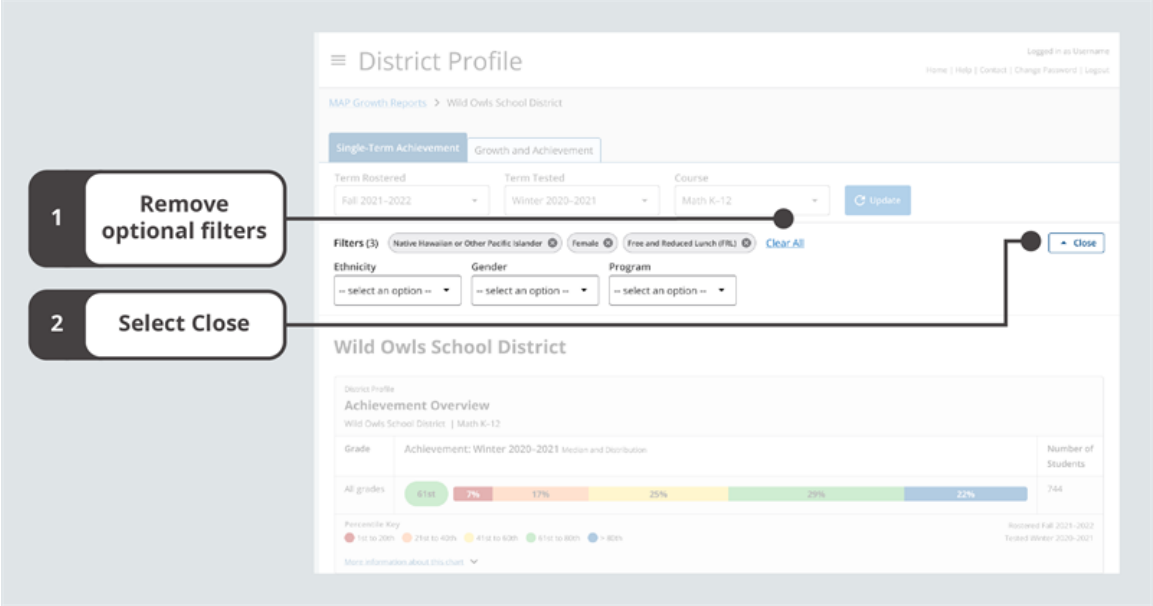
Optional Ethnicity, Gender, and/or Program filters

> **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:

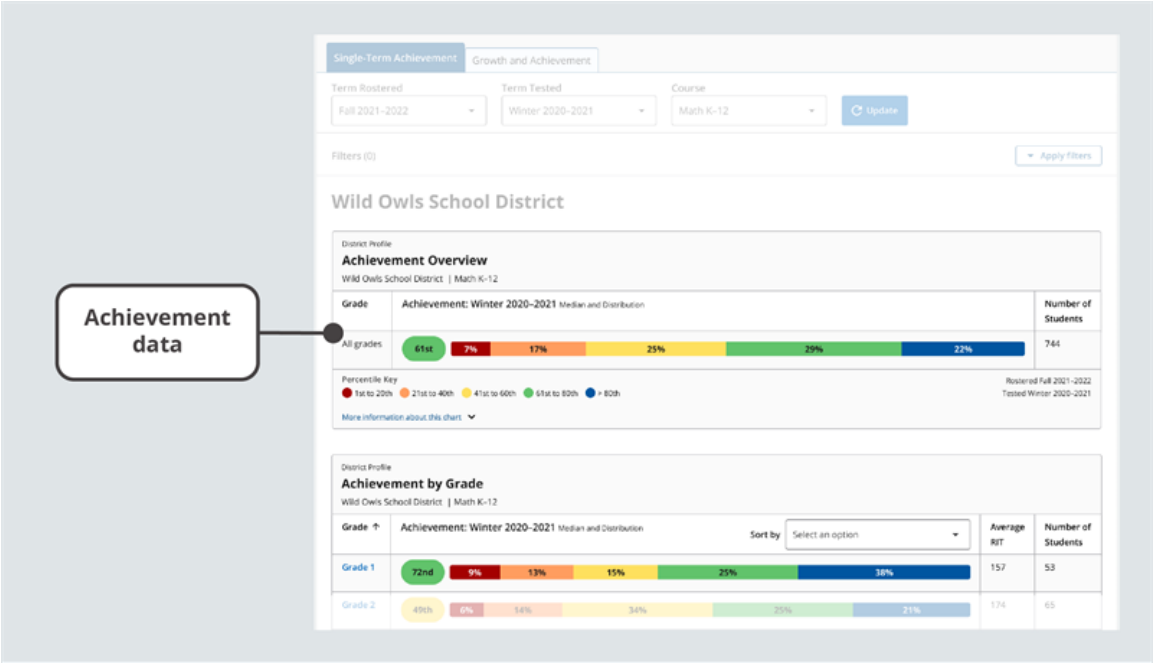
1. Remove a filter by selecting the **X** associated with that filter selection. Remove all filters by selecting **Clear All**.
2. Select **Close** to collapse the filter section.



Single-Term Achievement tab with Clear All and Close highlighted

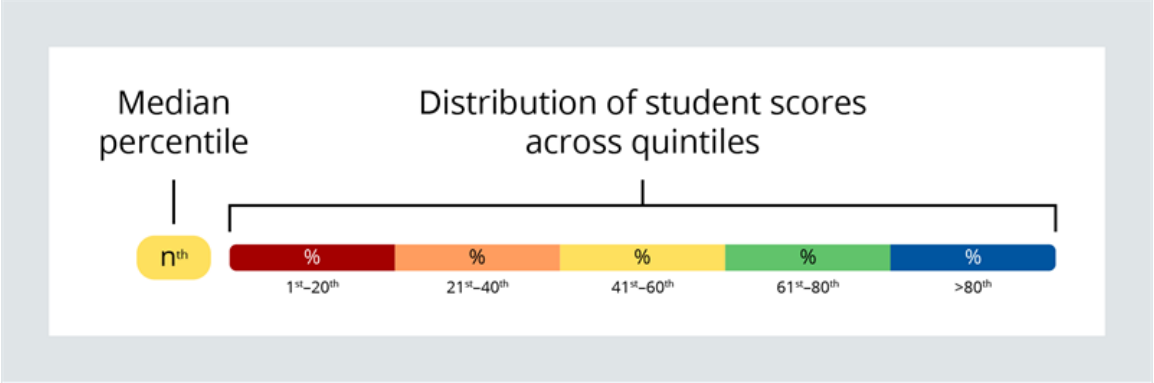
Understanding single-term achievement data

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.



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

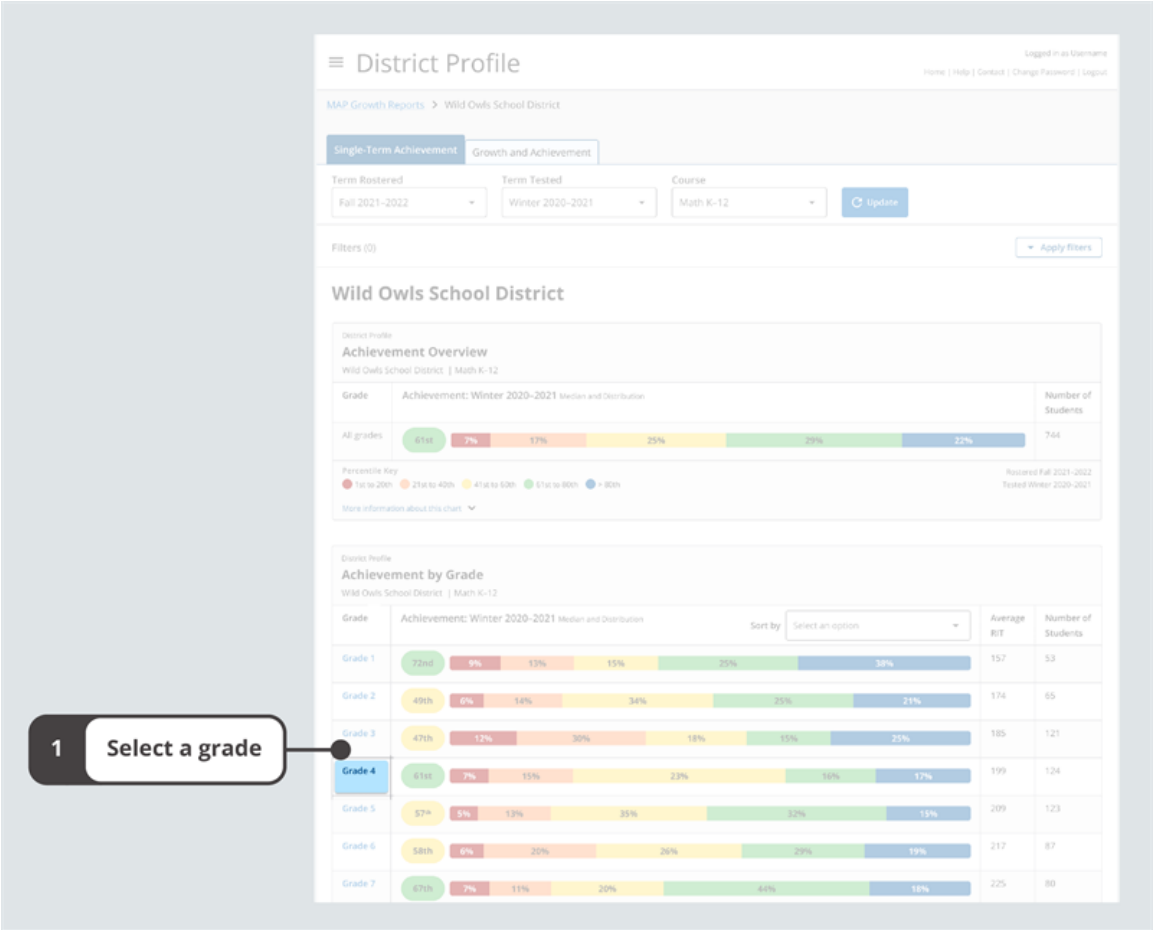
Data Point	Explanation
Achievement (also called Single-Term Achievement)	Student performance at a single moment in time. You can use achievement percentiles to understand how student scores compare to other same-grade US student scores.
Percentile	Norm-based information about where a student's observed 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: 1st–20th (red), 21st–40th (orange), 41st–60th (yellow), 61st–80th (green), and greater than 80th (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 classes within the grade. 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.

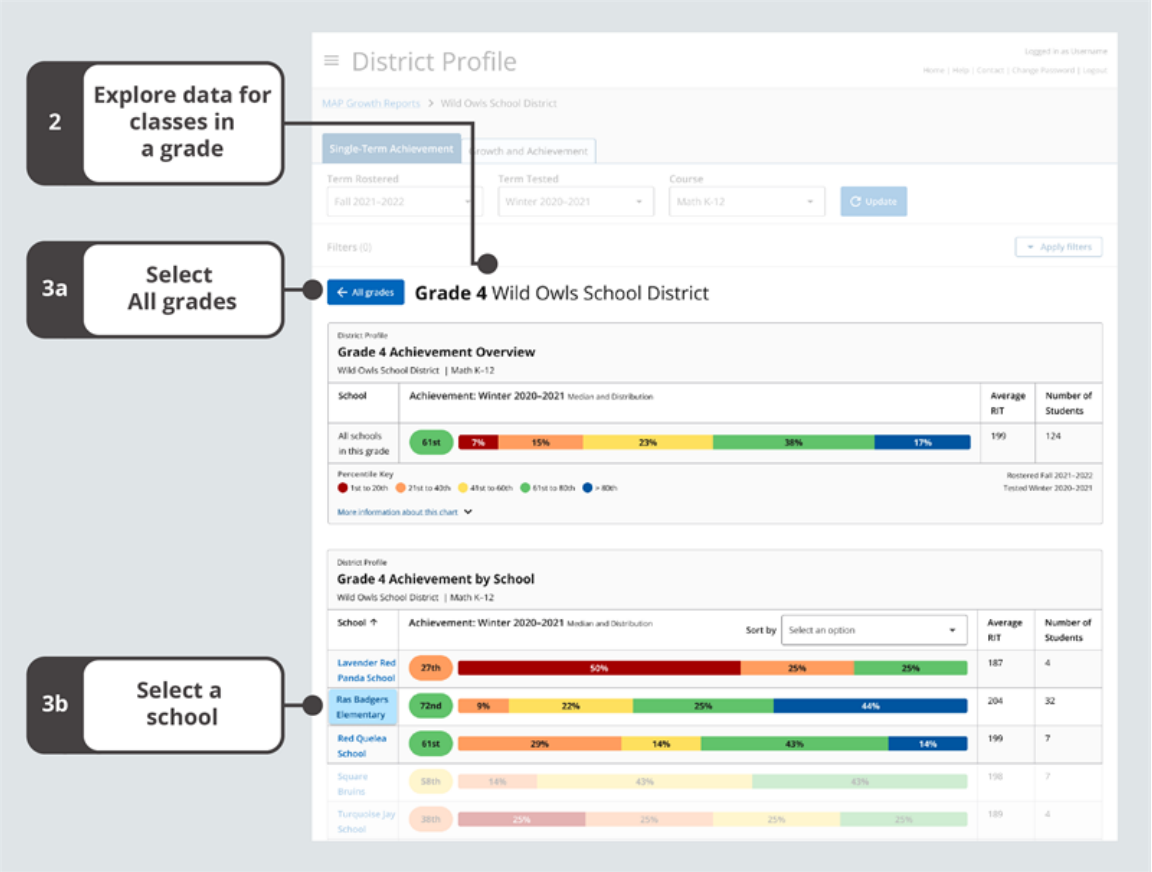


Single-Term Achievement tab with a grade selected

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.



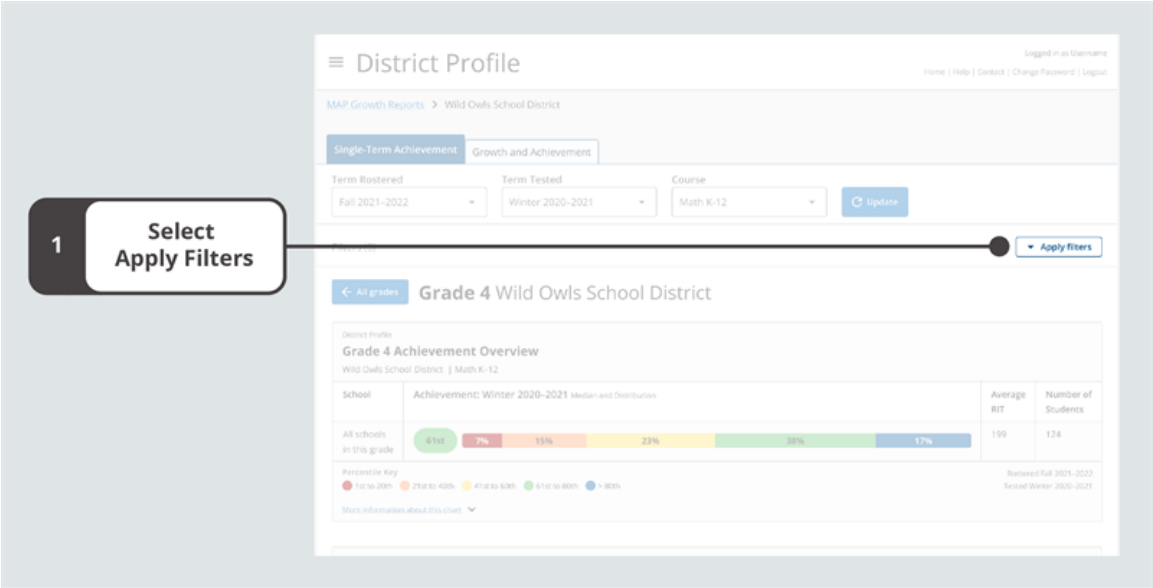
Single-Term Achievement tab with all schools across a district for a single grade

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.

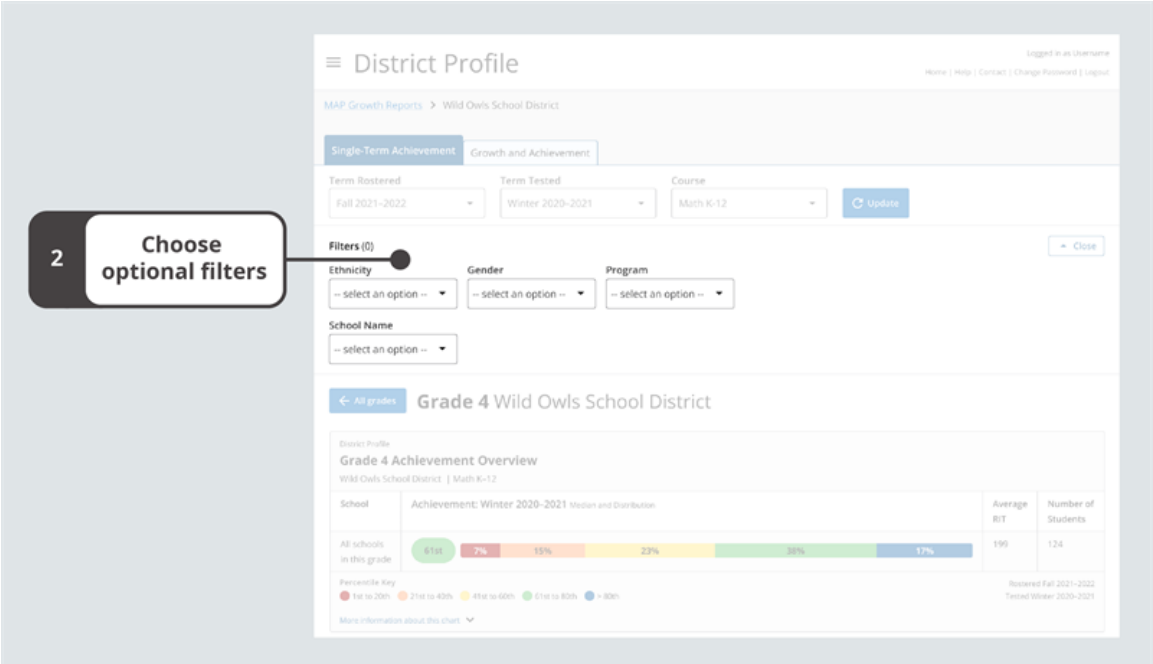
To apply this additional filter:

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



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.



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 Clearing optional filters on page 34.

Exploring the Growth and Achievement tab

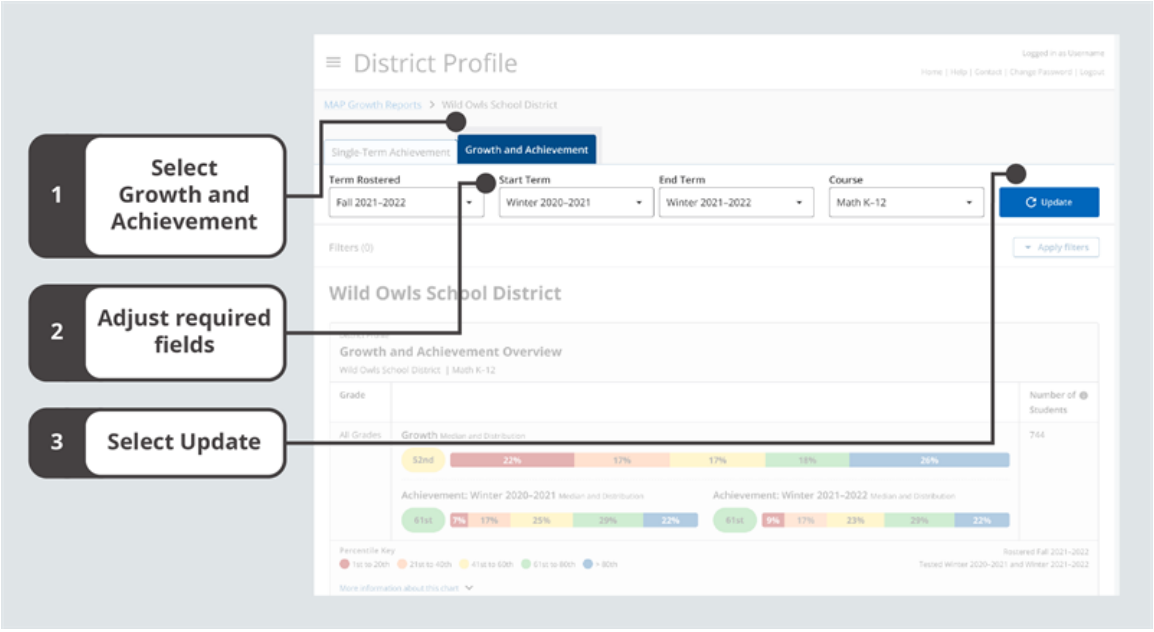
The second tab on the District Profile report is the **Growth and Achievement** tab. On this tab you can explore data across two terms through medians and distributions for growth data and two terms of achievement data.

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.

Table 4. Required fields on the Growth and Achievement tab

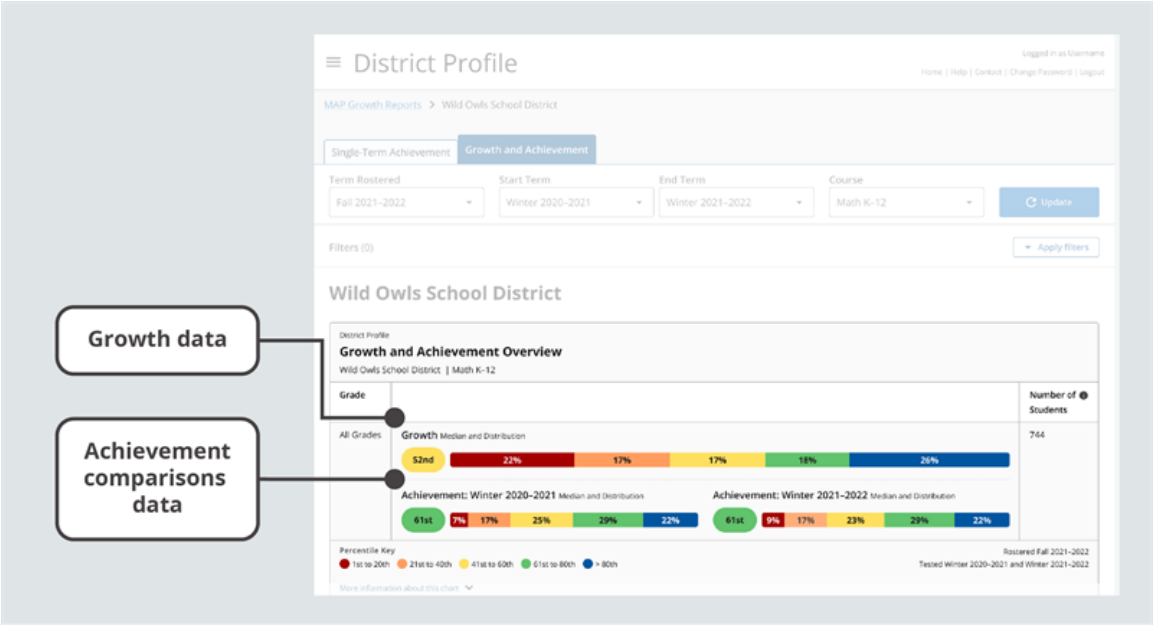
Required Field	Explanation
Term Rostered	The term that reflects the rostering relationships (for example, students in classes, classes in grades, etc.) that you're interested in viewing. You may choose the current term or a previous term. **Note:** The report will only display data based on students 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. **Note:** 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.

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 Adding optional filters on page 33 and Clearing optional filters on page 34.

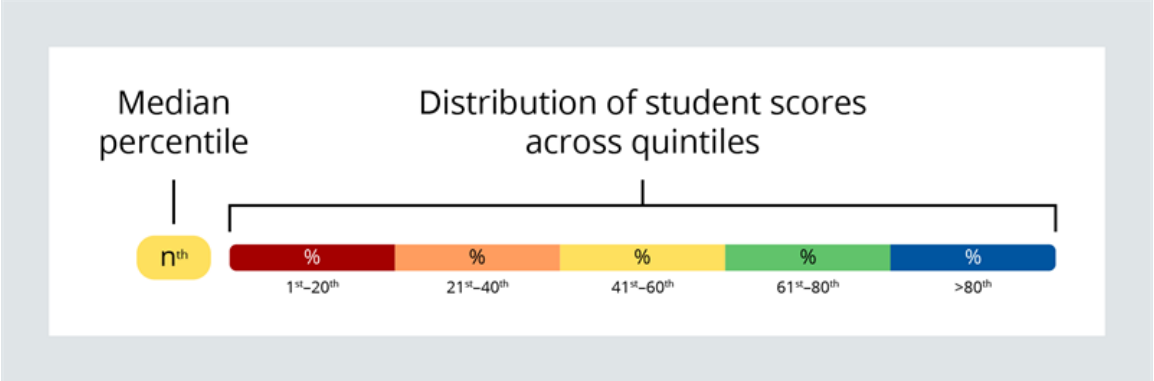
Understanding growth and achievement data

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.



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^{st}–20^{th} (red), 21^{st}–40^{th} (orange), 41^{st}–60^{th} (yellow), 61^{st}–80^{th} (green), and greater than 80^{th} (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 Reviewing grade details for schools across a district 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

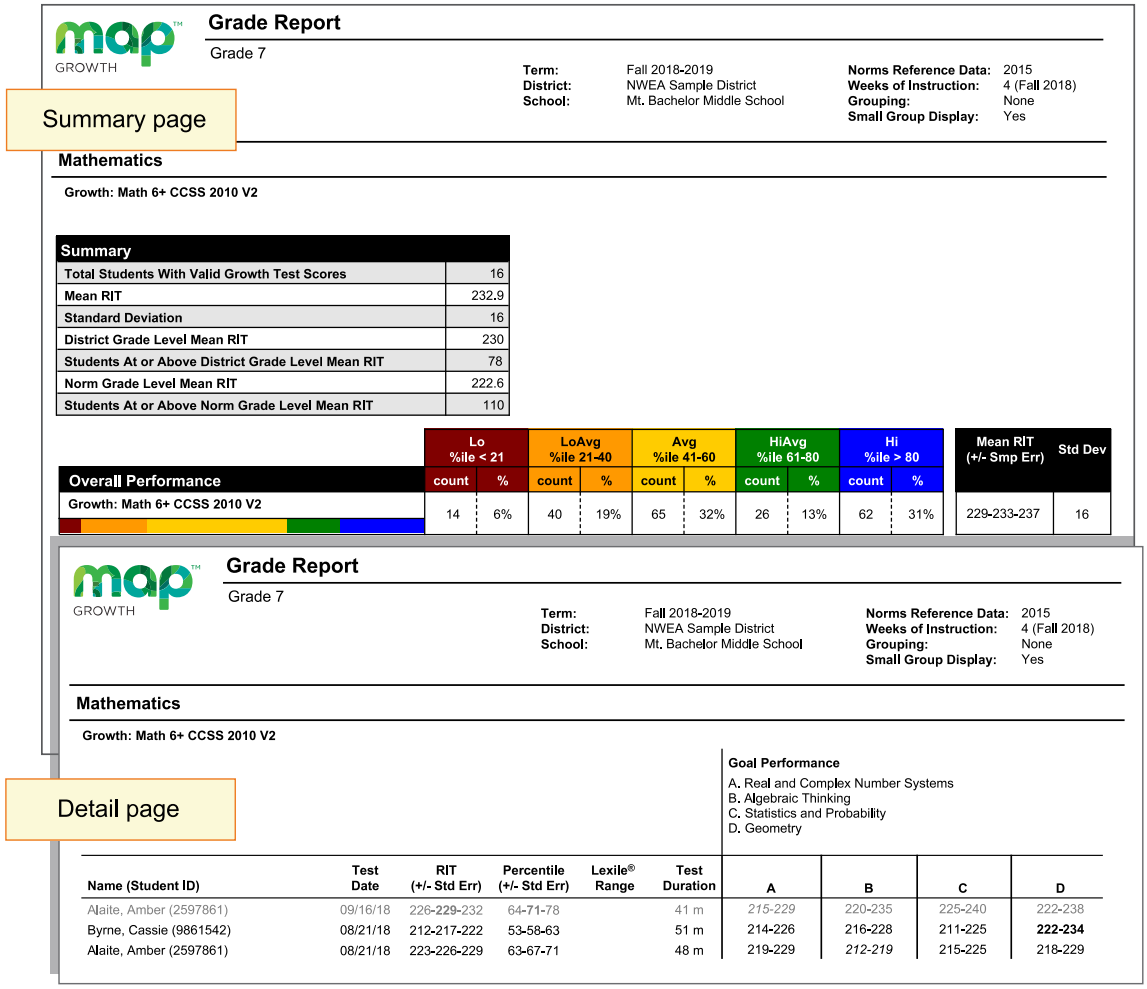
- When finding areas of success for celebration and motivating staff and students
- When facilitating staff conversations about school performance and trends
- When sharing school-level performance with district and state stakeholders

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



Grade Report

Grade 7

Term: Fall 2018-2019
District: NWEA Sample District
School: Mt. Bachelor Middle School

Norms Reference Data: 2015
Weeks of Instruction: 4 (Fall 2018)
Grouping: None
Small Group Display: Yes

Summary page

Mathematics

Growth: Math 6+ CCSS 2010 V2

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

Overall Performance	Lo %ile < 21 count	Lo %	LoAvg %ile 21-40 count	LoAvg %	Avg %ile 41-60 count	Avg %	HiAvg %ile 61-80 count	HiAvg %	Hi %ile > 80 count	Hi %	Mean RIT (+/- Smp Err)	Std Dev
Growth: Math 6+ CCSS 2010 V2	14	6%	40	19%	65	32%	26	13%	62	31%	229-233-237	16

Grade Report

Grade 7

Term: Fall 2018-2019
District: NWEA Sample District
School: Mt. Bachelor Middle School

Norms Reference Data: 2015
Weeks of Instruction: 4 (Fall 2018)
Grouping: None
Small Group Display: Yes

Detail page

Mathematics

Growth: Math 6+ CCSS 2010 V2

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

Name (Student ID)	Test Date	RIT (+/- Std Err)	Percentile (+/- Std Err)	Lexile® Range	Test Duration	A	B	C	D
Alaite, Amber (2597861)	09/16/18	226-229-232	64-71-78		41 m	*215-229*	220-235	225-240	222-238
Byrne, Cassie (9861542)	08/21/18	212-217-222	53-58-63		51 m	214-226	216-228	211-225	**222-234**
Alaite, Amber (2597861)	08/21/18	223-226-229	63-67-71		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.
Students At Or Above District Grade Level Mean RIT *	The number of students reported who scored at or above the district grade level mean RIT. 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 NWEA norms study. An asterisk (*) appears if no norms data are available for this subject in this grade (most often 11th grade science and 12th grade).
Students At Or Above Grade Level Mean RIT	

* **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.

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
	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%

Overall Performance

The top row breaks out the overall scores into the different percentile rankings (low to high), based on the NWEA norms study.

Instructional Area Performance

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® Range**	**Test Duration**	**A**	**B**	**C**
09/16/18	226-**229**-232	64-**71**-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® 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® and METAMETRICS® 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 Average Test Durations.
(+/- Std Err) The numbers on either side define the standard error range. If retested, the student's score would fall within this range about 68% of the 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

A	B	C
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.

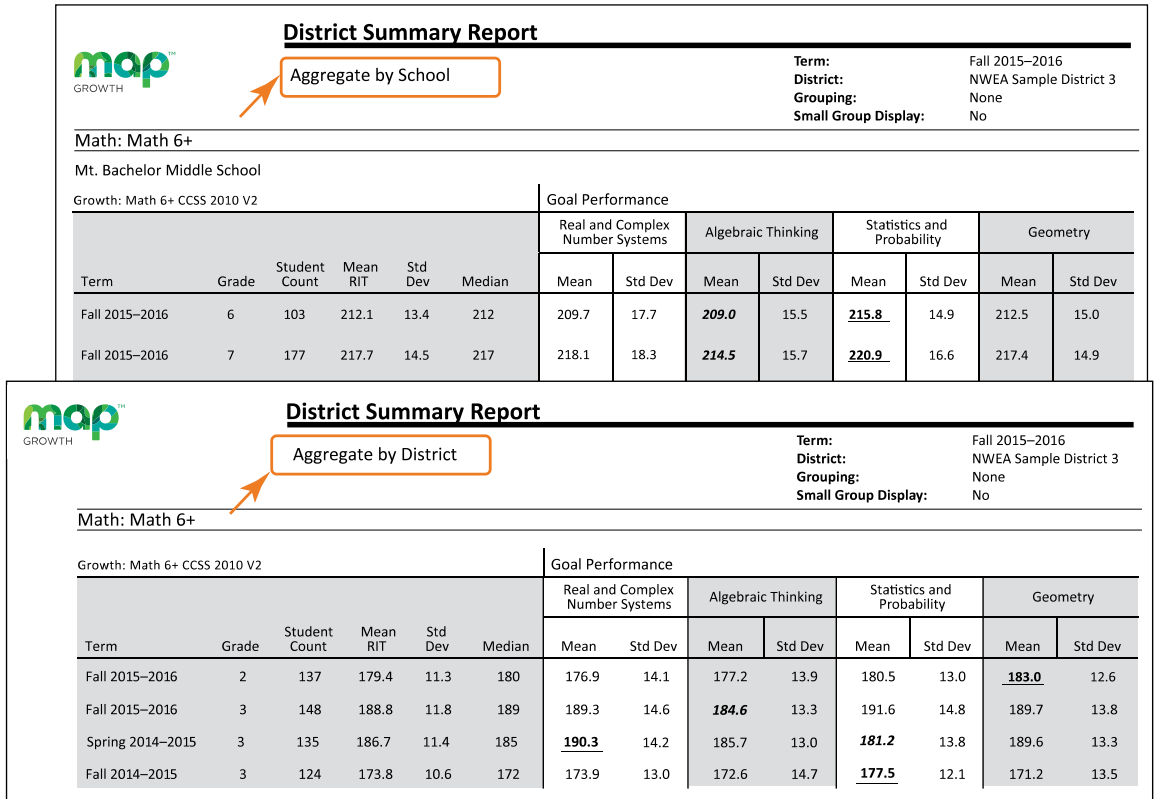
Instructional Area RIT Range: Displays the instructional area scores as a descriptor or range:

- **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



District Summary Report

Aggregate by School

Term: Fall 2015–2016
District: NWEA Sample District 3
Grouping: None
Small Group Display: No

Math: Math 6+

Mt. Bachelor Middle School

Growth: Math 6+ CCSS 2010 V2

						Goal Performance							
						Real and Complex Number Systems		Algebraic Thinking		Statistics and Probability		Geometry	
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

District Summary Report

Aggregate by District

Term: Fall 2015–2016
District: NWEA Sample District 3
Grouping: None
Small Group Display: No

Math: Math 6+

Growth: Math 6+ CCSS 2010 V2

						Goal Performance							
						Real and Complex Number Systems		Algebraic Thinking		Statistics and Probability		Geometry	
Term	Grade	Student Count	Mean RIT	Std Dev	Median	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2015–2016	2	137	179.4	11.3	180	176.9	14.1	177.2	13.9	180.5	13.0	**183.0**	12.6
Fall 2015–2016	3	148	188.8	11.8	189	189.3	14.6	***184.6***	13.3	191.6	14.8	189.7	13.8
Spring 2014–2015	3	135	186.7	11.4	185	**190.3**	14.2	185.7	13.0	***181.2***	13.8	189.6	13.3
Fall 2014–2015	3	124	173.8	10.6	172	173.9	13.0	172.6	14.7	**177.5**	12.1	171.2	13.5

Description	Summarizes RIT score test results for the current and all historical terms so you can inform district-level decisions and presentations. **Note:** All testing must be declared complete for the term.
Applicable Tests	MAP Growth, Screening, and MAP Growth K-2.
Required Roles	Administrator or District Assessment Coordinator
Date Limits	All years prior, for tests completed within your test window range (set under Manage Terms). 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 Performance			
						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. **Note:** Instructional area categories may be labeled differently depending on your test version or state assessment. ***Bold italic*** scores = Performance that might be an area of concern, because they are more than 3 RIT points *below* the overall RIT score. **Bold underline** 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.

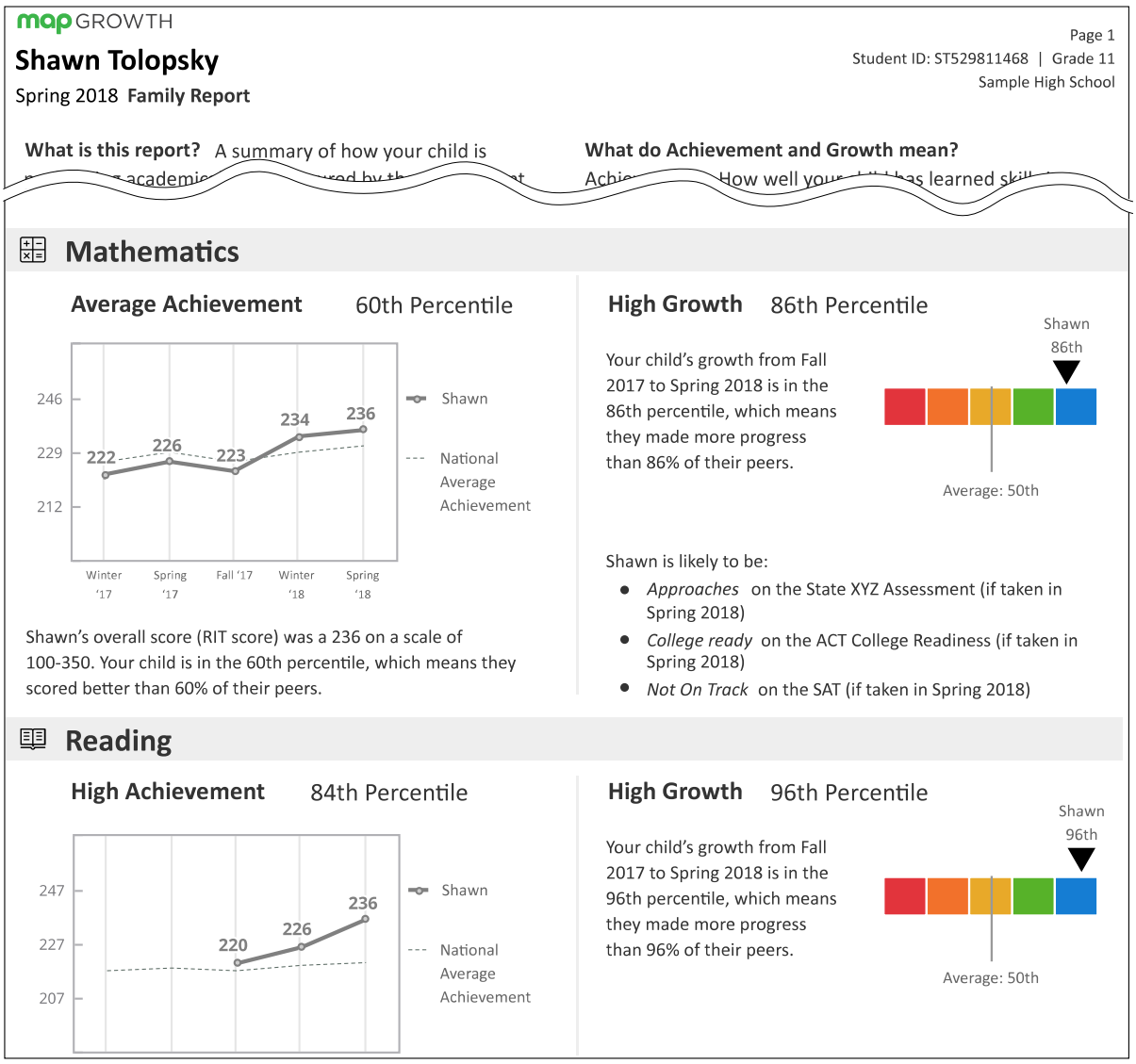
Example analysis of this sample:

- 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 (**underline**), 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.*

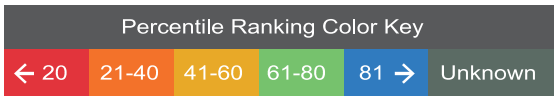
Family Report



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:



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®) 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® 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.

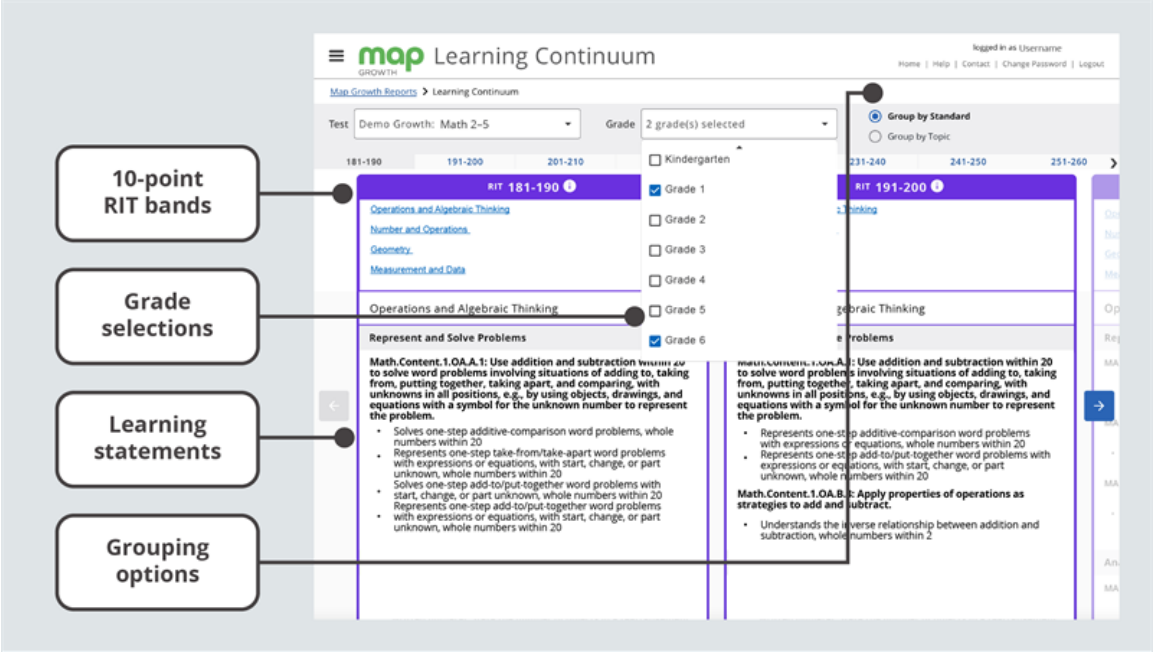
Contents

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.

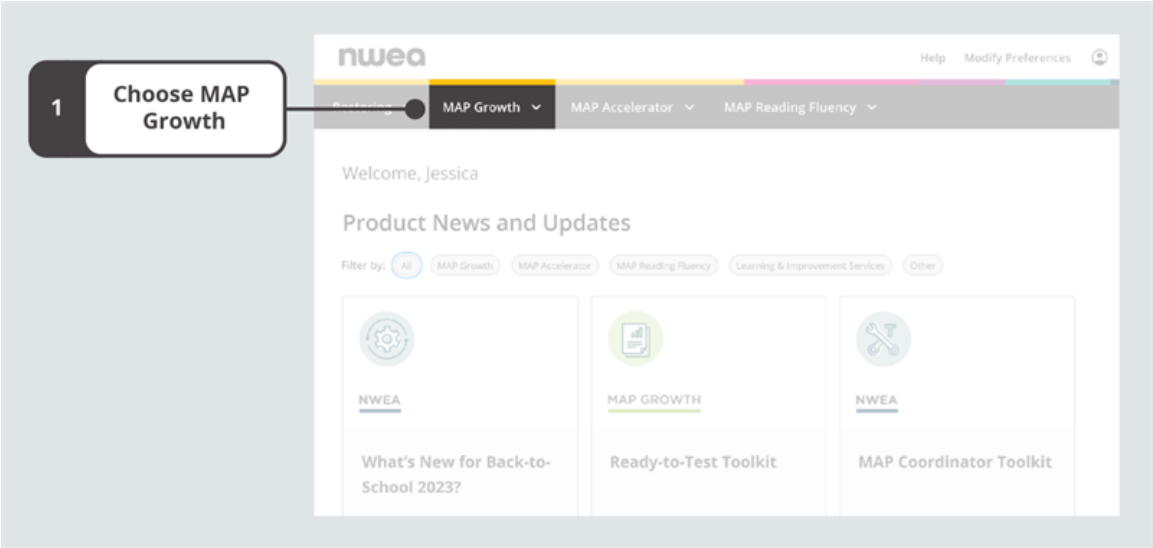
Learning statements. Review statements that show how the material your students may encounter on a MAP Growth assessment aligns to the RIT scale.

Grouping options. Organize learning statements around academic standards or NWEA-defined topics.

Accessing Learning Continuum

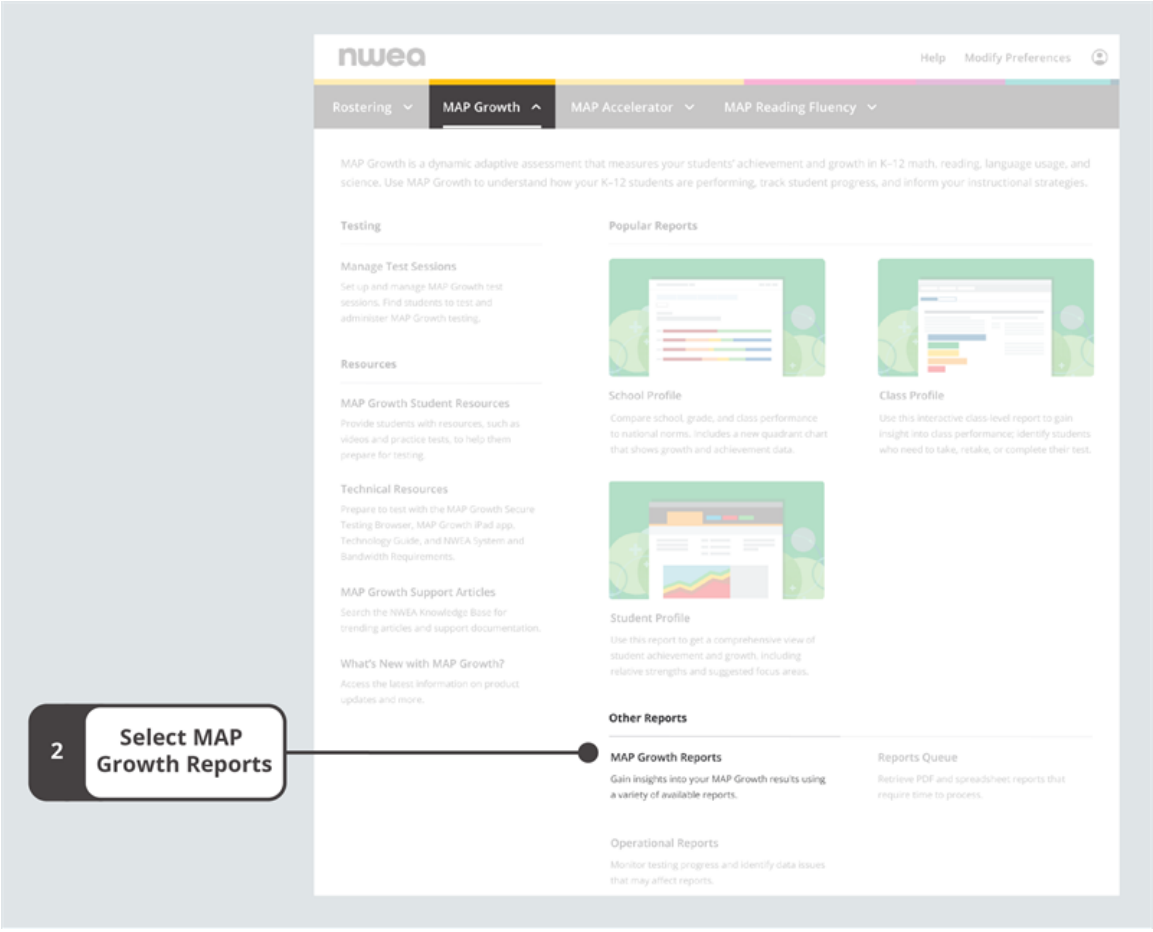
To access the Learning Continuum:

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



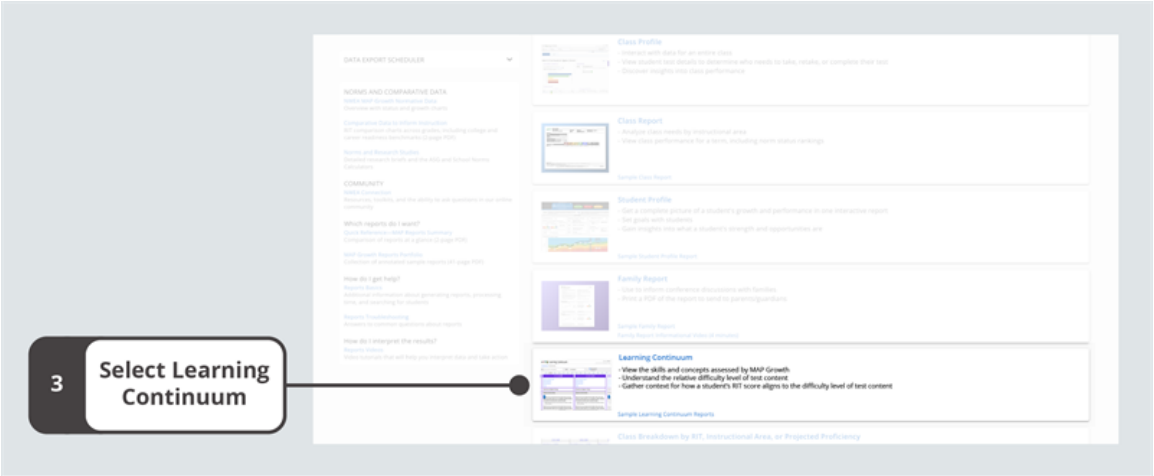
On the start page, choose MAP Growth

2. Select **MAP Growth Reports** under **Other Reports**.



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

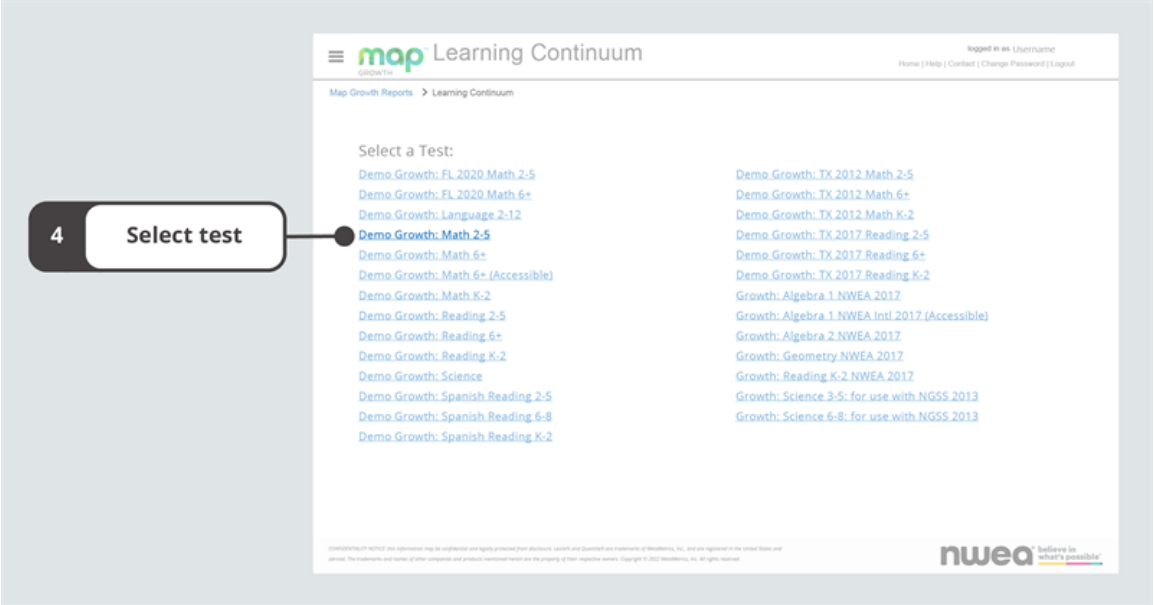
3. On the Reports Landing Page, select **Learning Continuum**.



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 Choose MAP Roles.

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



Test options for the Learning Continuum

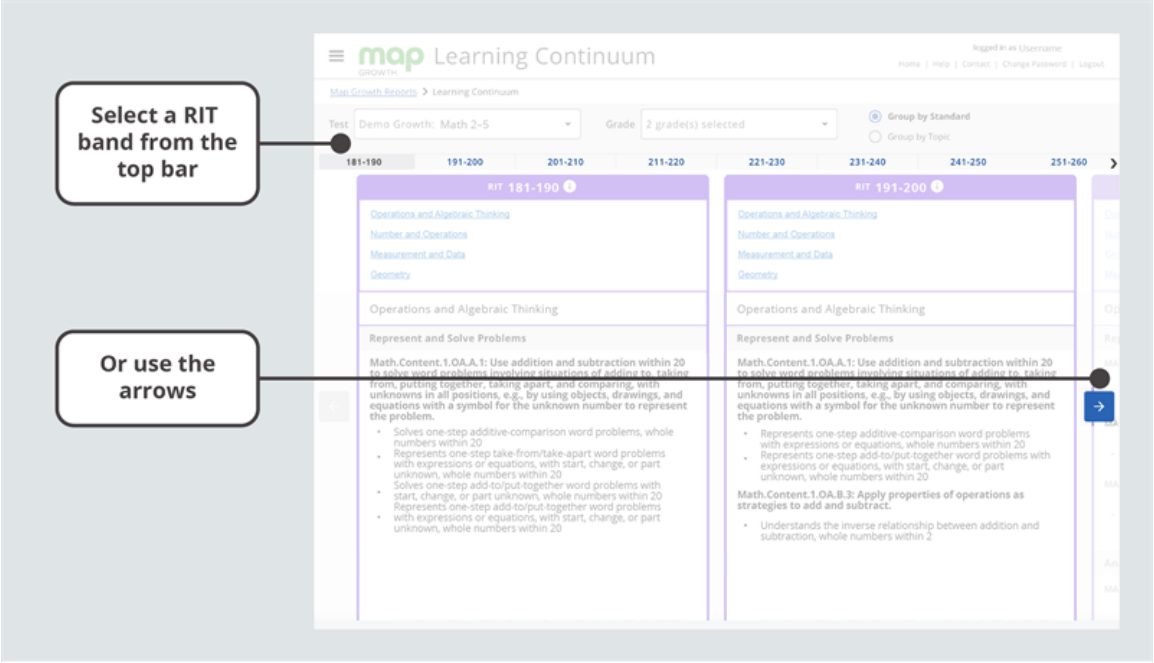
Navigating the Learning Continuum

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

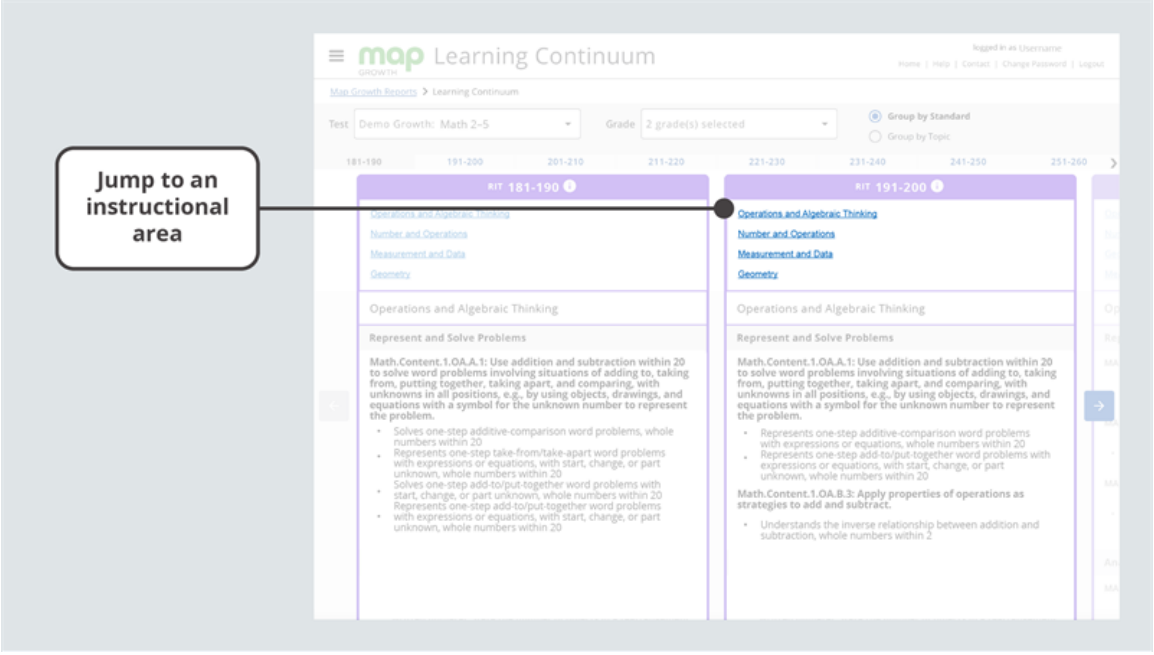
You can navigate through the 10-point RIT bands in multiple ways:

- 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.

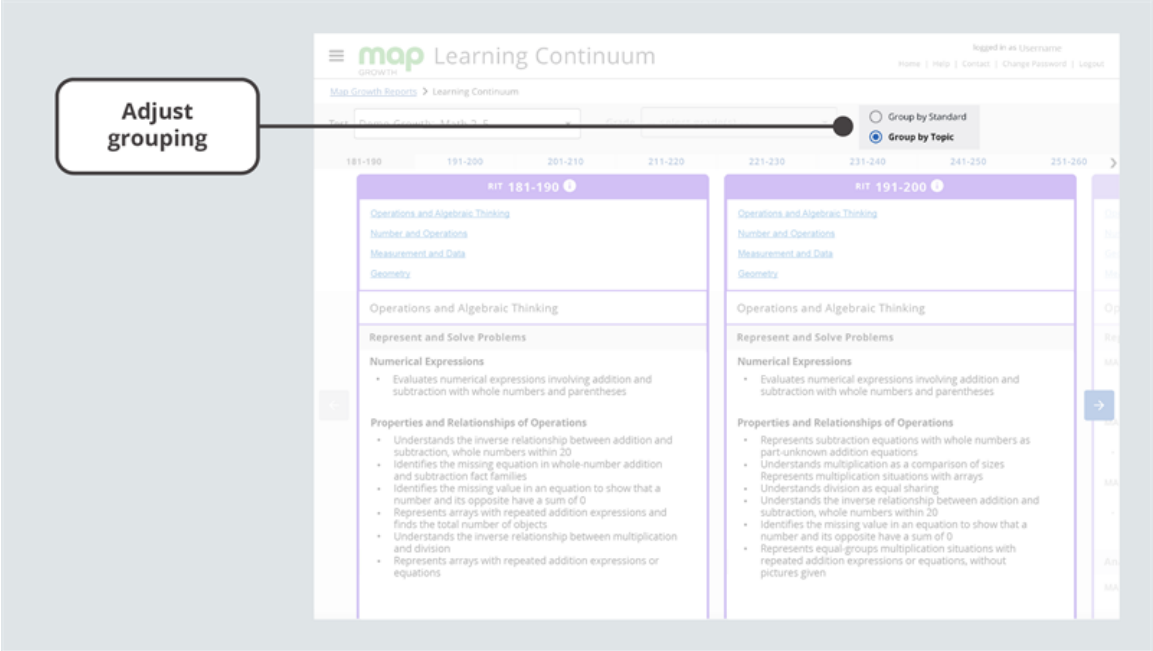


Instructional areas are in the top section of each 10-point RIT band

Organizing the data

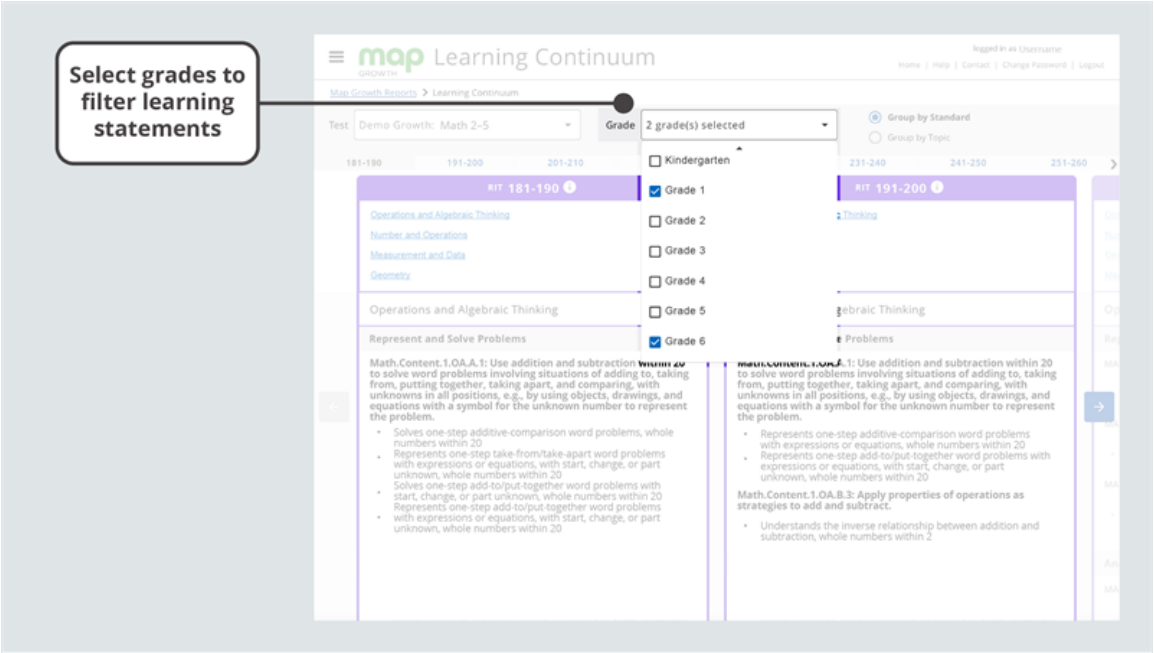
You can adjust how learning statements are grouped:

- **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.



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

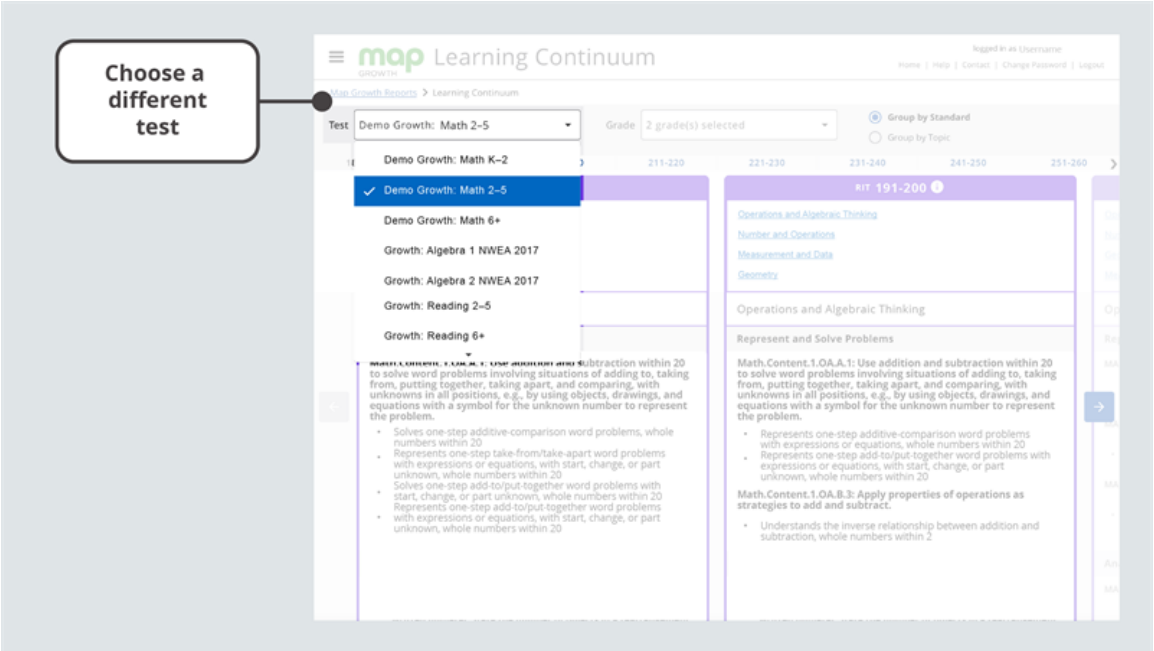
You may want to filter learning statements for a particular grade or grades. You can apply your preferences to the Grade drop-down menu to isolate the learning statements you are interested in viewing.



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.



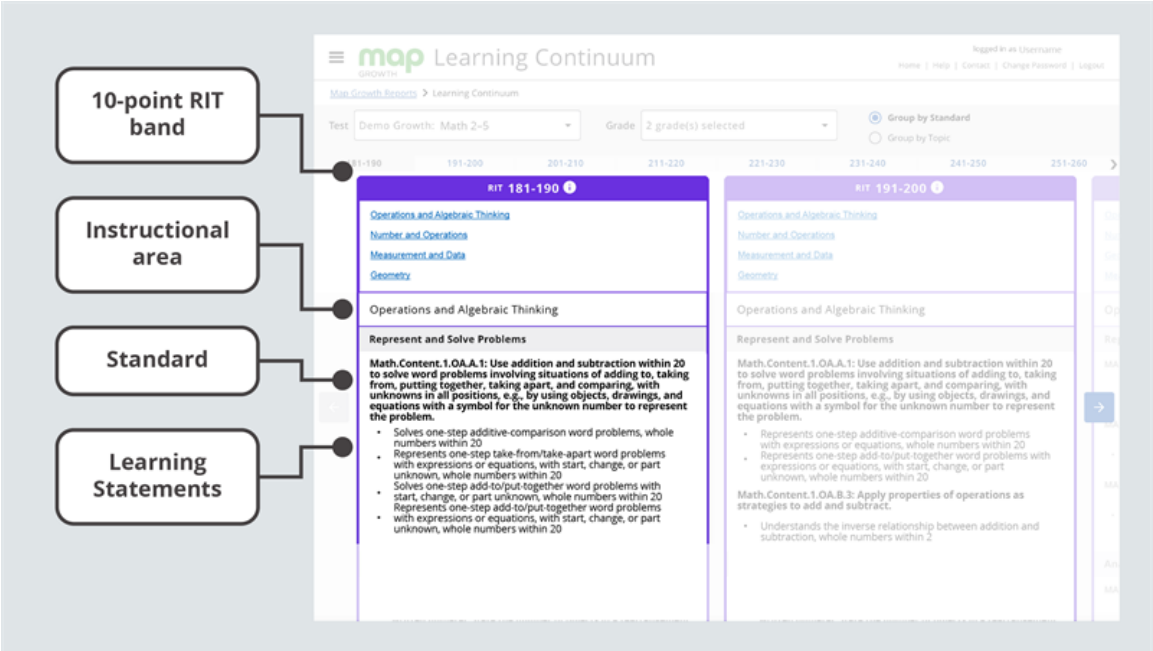
A drop-down menu for selecting a test from the Learning Continuum

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 MAP Growth: Learning Continuum 101 video.

For more information about recent changes to the Learning Continuum, review the Learning Continuum article 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

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

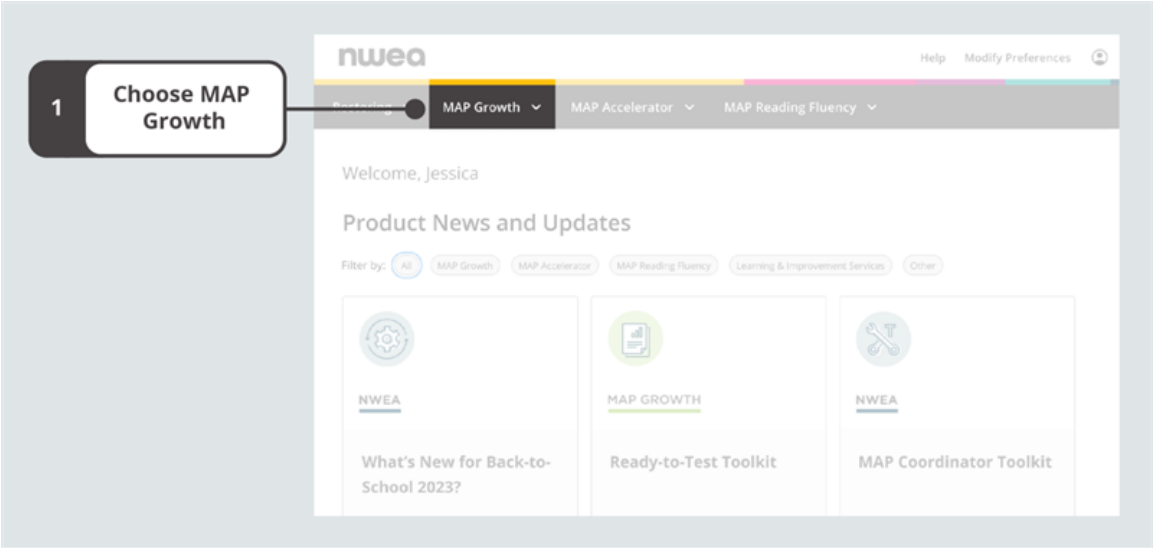
Detail	Requirements
MAP Growth test types with reportable data	Any test event that's considered a growth measure. Screening tests and tests taken outside the official test window are not considered growth measures. For more details about growth measures, explore Invalid Tests and Growth Criteria.
Date range for reportable data	All fall, winter, and spring terms, beginning with academic year 2020–2021. **Note:** 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 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

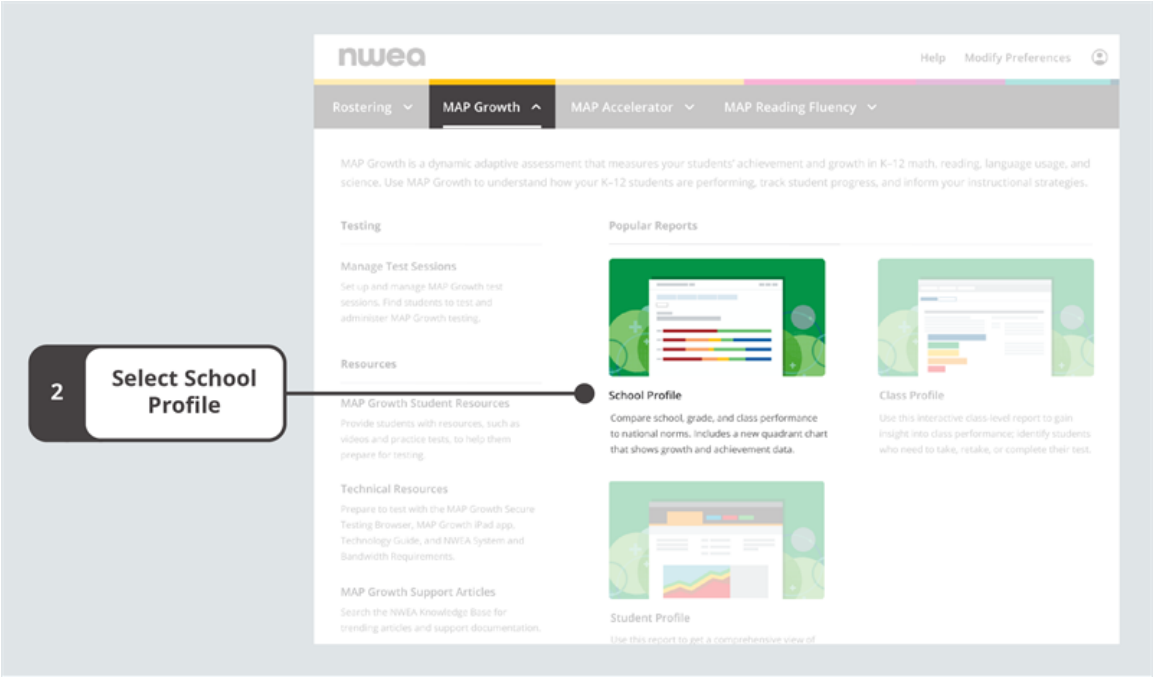
To access the School Profile report:

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



On the start page, choose MAP Growth.

2. Select **School Profile**.



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

Exploring the Single-Term Achievement tab

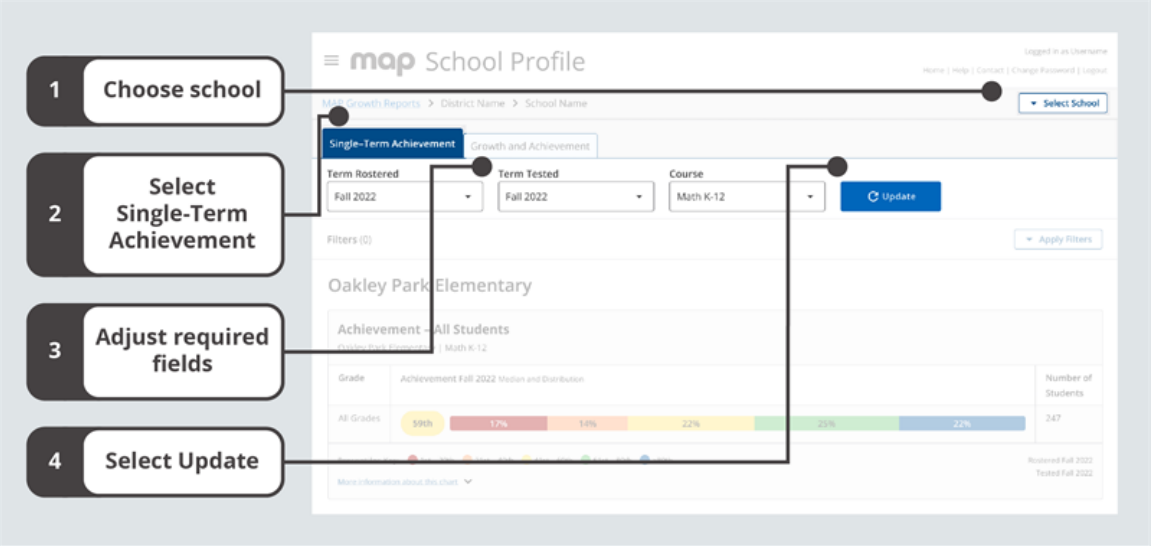
Use the **Single-Term Achievement** tab to understand your school's MAP Growth achievement in one term.

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.



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.

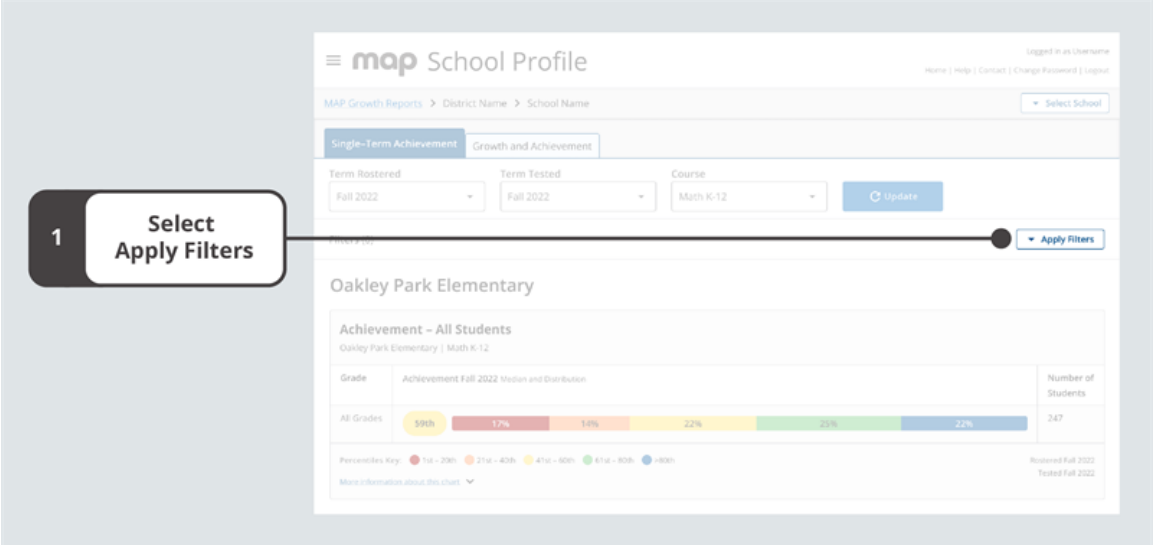
Table 2. Required fields on the Single-Term Achievement tab

Required Field	Explanation
Term Rostered	The term that reflects the rostering relationships (for example, students in classes, classes in grades, etc.) that you're interested in viewing. **Note:** You can only select a term from the current or previous academic year.
Term Tested	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. **Note:** 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

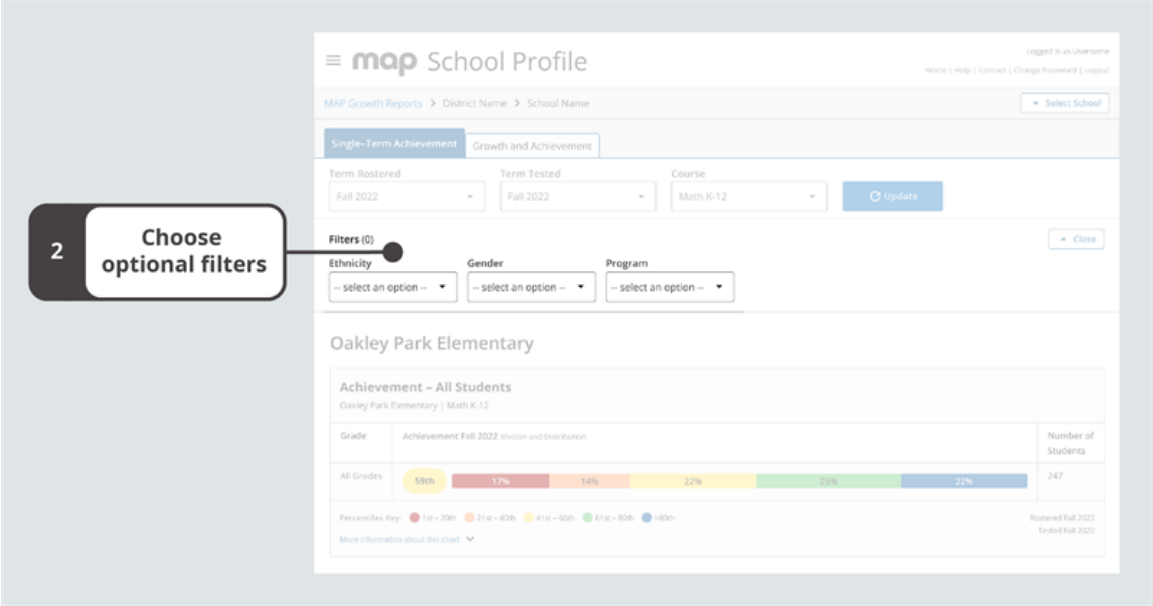
To add optional filters for Ethnicity, Gender, and/or Program:

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



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.



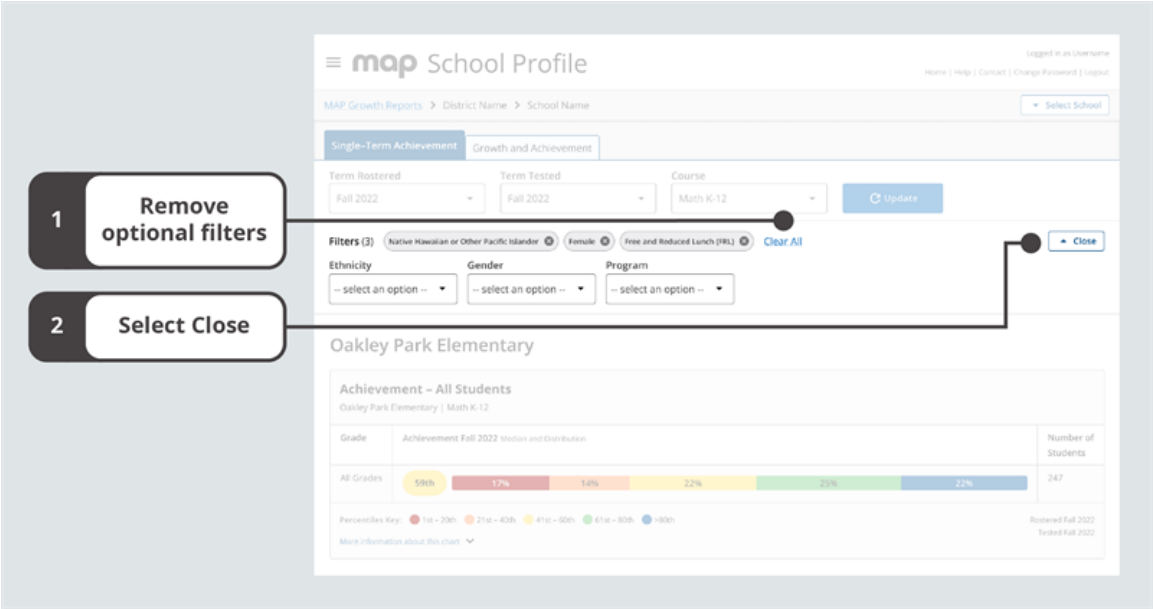
Optional Ethnicity, Gender, and/or Program filters

> **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:

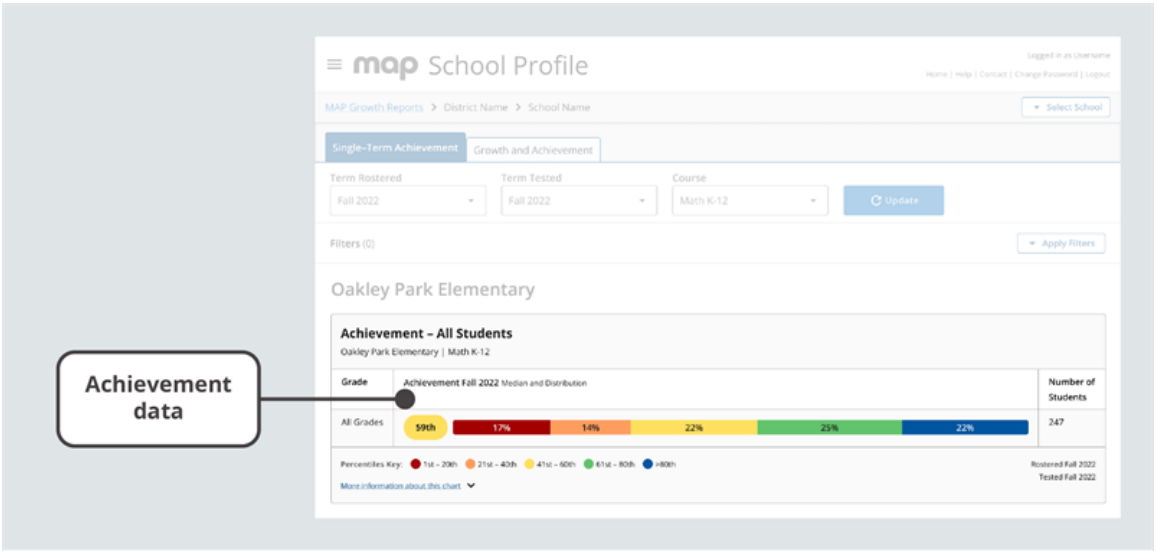
1. Remove a filter by selecting the **X** associated with that filter selection. Remove all filters by selecting **Clear All**.
2. Select **Close** to collapse the filter section.



Single-Term Achievement tab with Clear All and Close highlighted

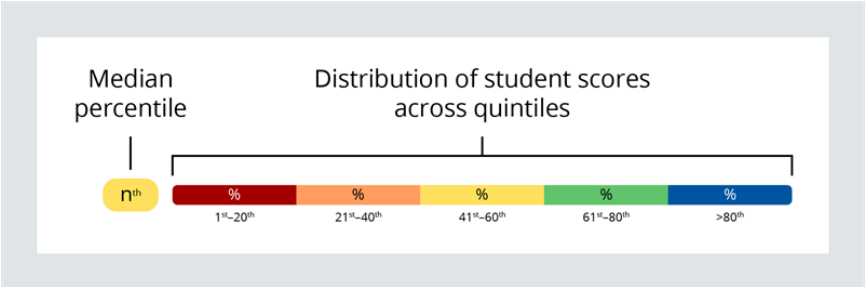
Understanding single-term achievement medians and distributions

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.



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 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: 1st–20th (red), 21st–40th (orange), 41st–60th (yellow), 61st–80th (green), and greater than 80th (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

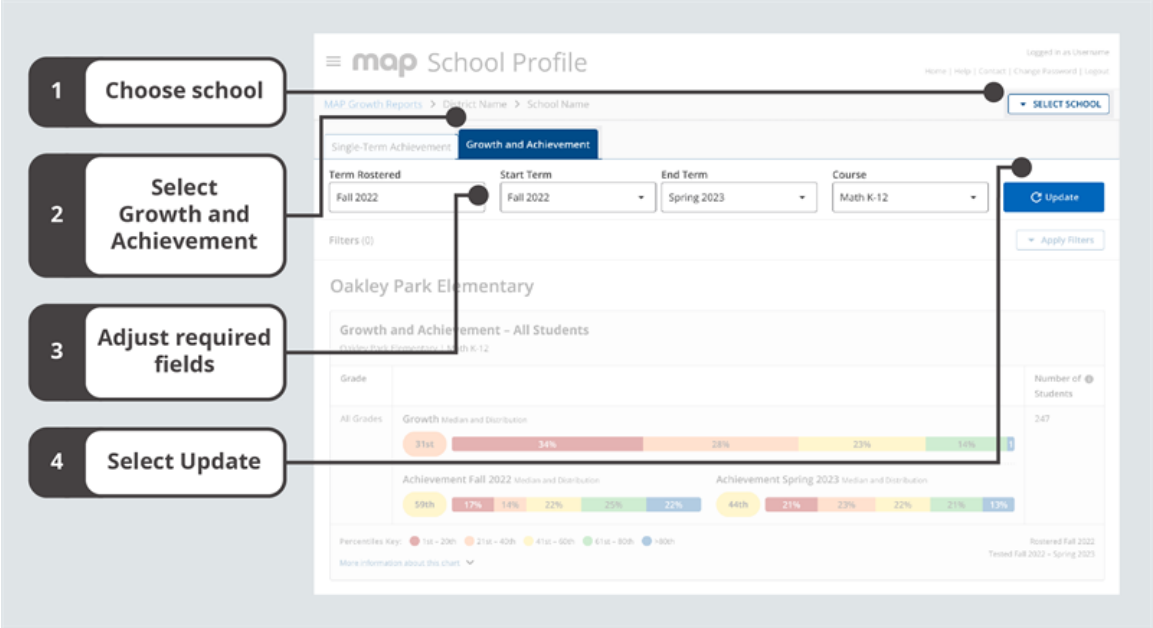
The second tab on the School Profile report is the **Growth and Achievement** tab. On this tab you can explore data across two terms through medians and distributions, as well as through the Growth and Achievement Quadrant.

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.



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. Required fields on the Growth and Achievement tab

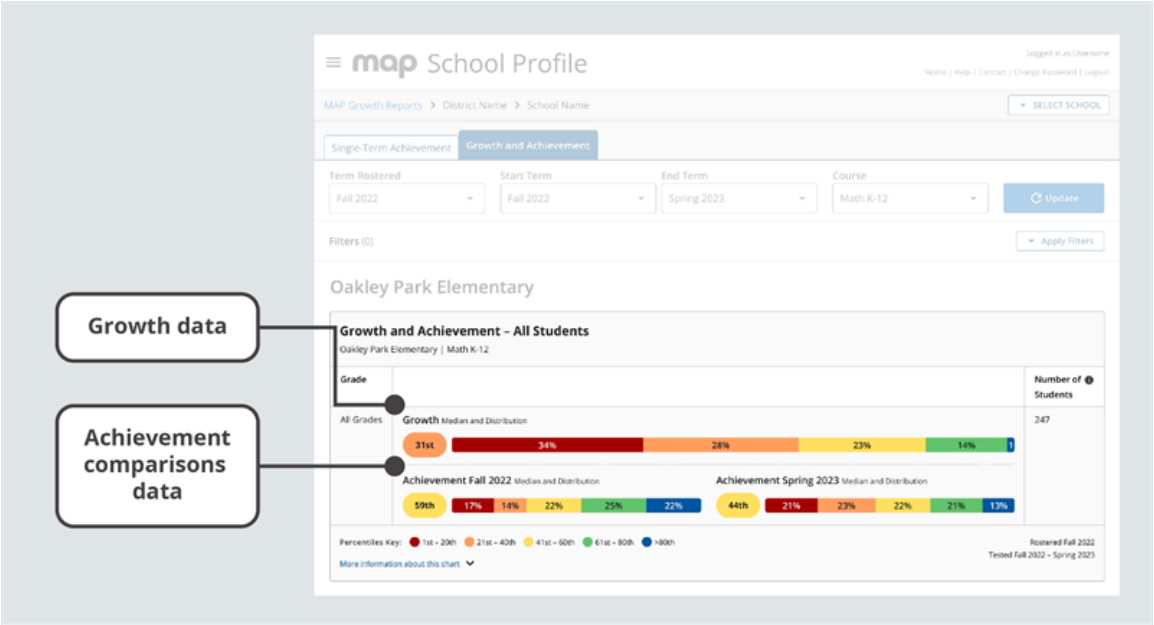
Required Field	Explanation
Term Rostered	The term that reflects the rostering relationships (for example, students in classes, classes in grades, etc.) that you're interested in viewing. You may choose the current term or a previous term. **Note:** The report will only display data based on students 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. **Note:** 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.

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 Adding optional filters on page 69 and Clearing optional filters on page 70.

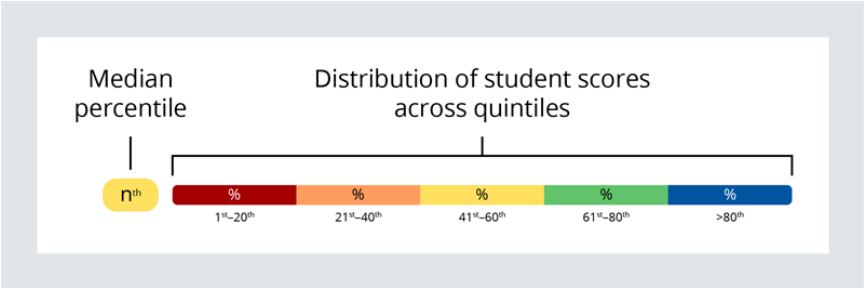
Understanding growth and achievement medians and distributions

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.



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

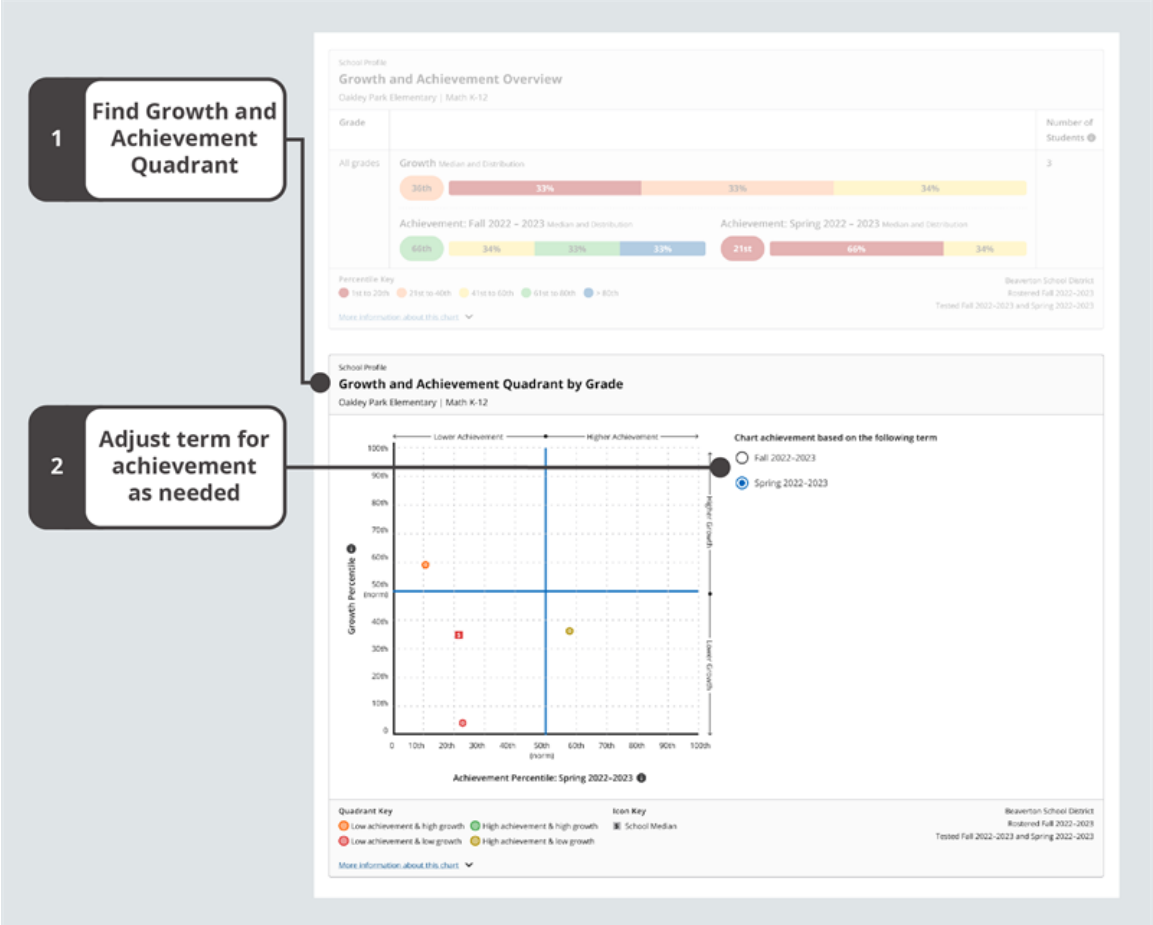
Table 5. Data and explanations for growth and achievement medians and distributions

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^{st}–20^{th} (red), 21^{st}–40^{th} (orange), 41^{st}–60^{th} (yellow), 61^{st}–80^{th} (green), and greater than 80^{th} (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 adjusting the required fields and applying optional filters, 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

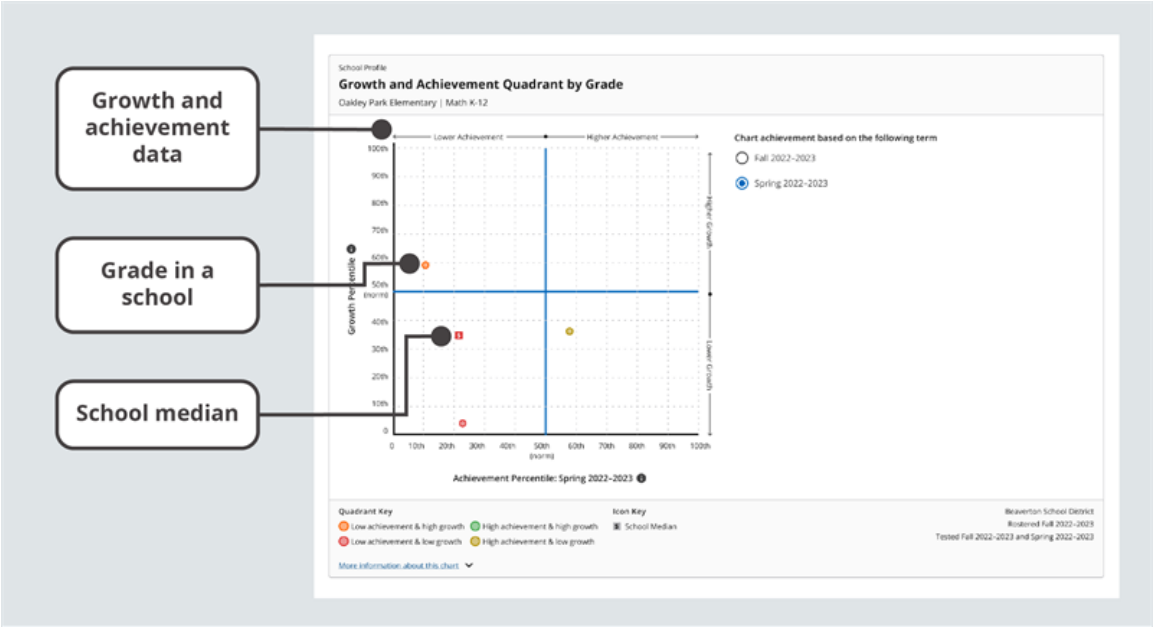
Understanding the Growth and Achievement Quadrant

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).

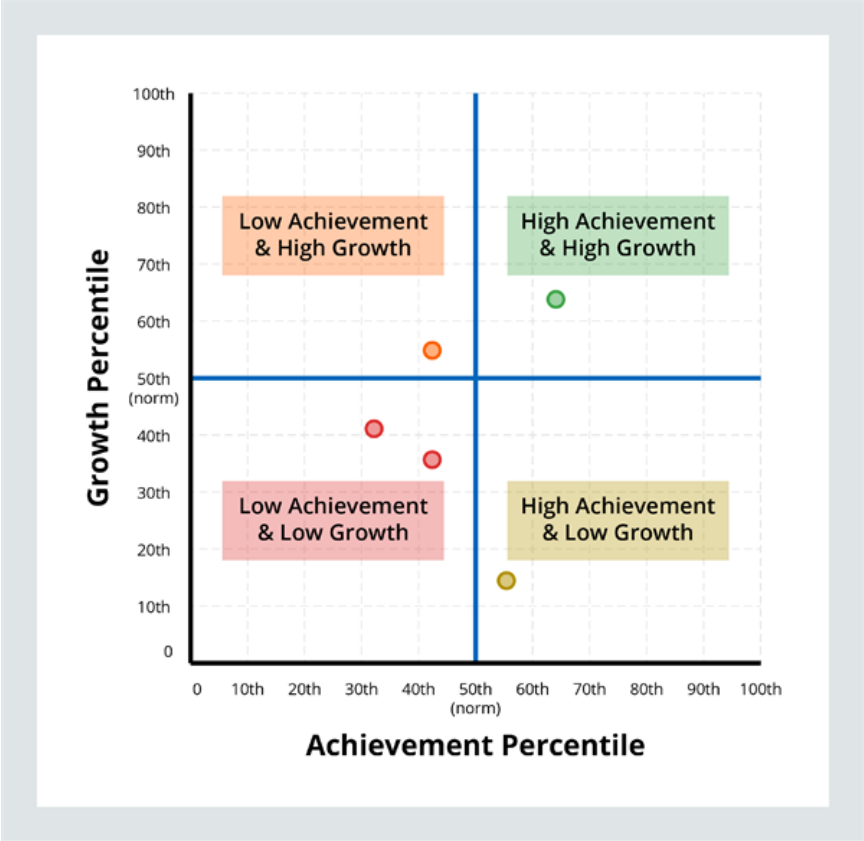
The Y-axis position shows the grade's median growth percentile. This is a measure of the grade's growth between the Start Term and End Term.

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.

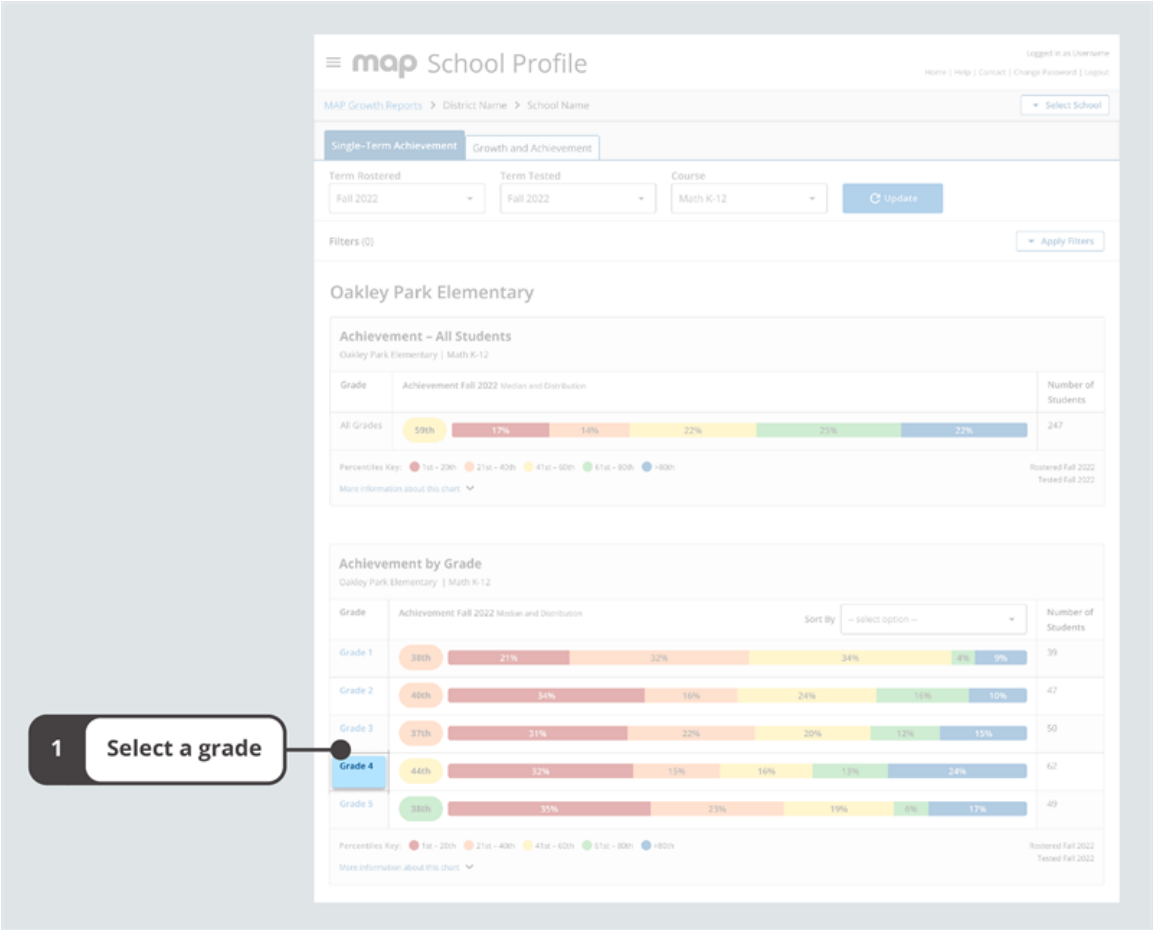
Reviewing data for classes in a grade

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.

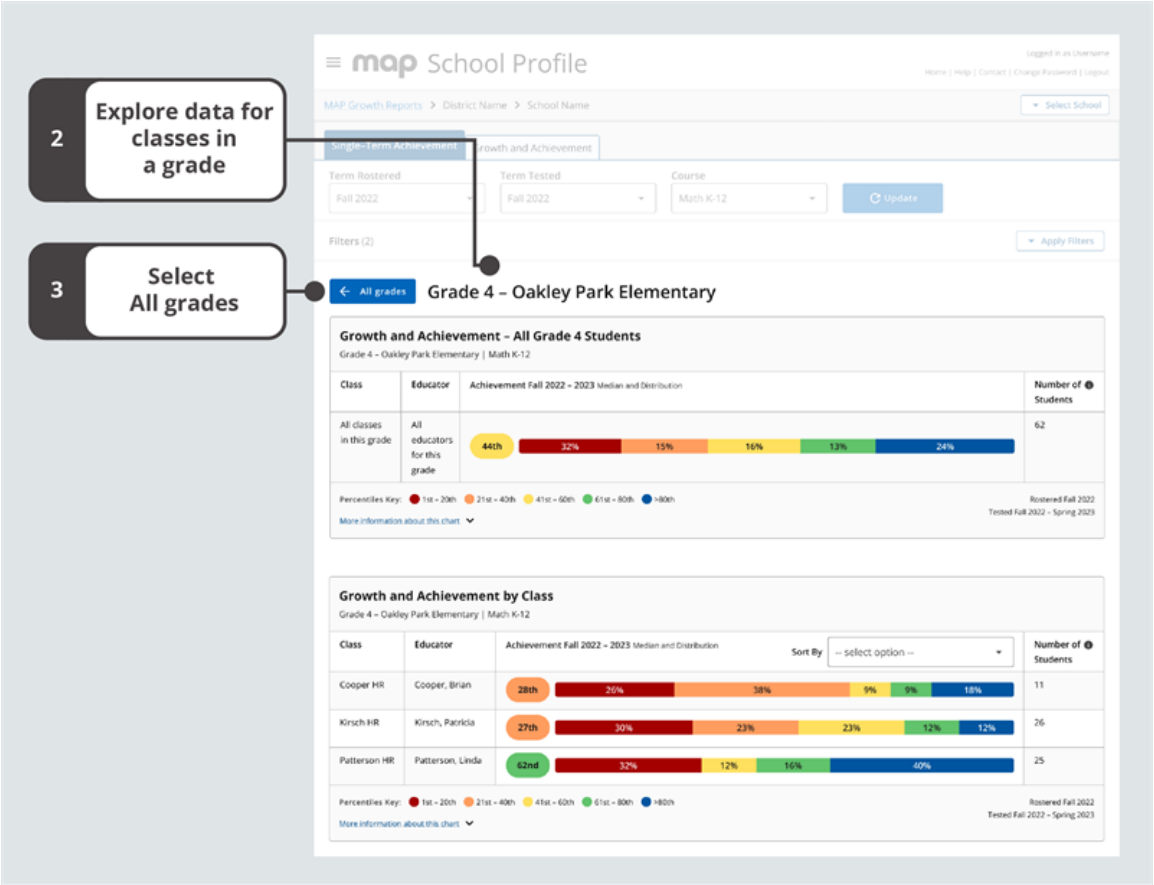


Single-Term Achievement tab with a grade selected

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 Class Profile Report on page 10.

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



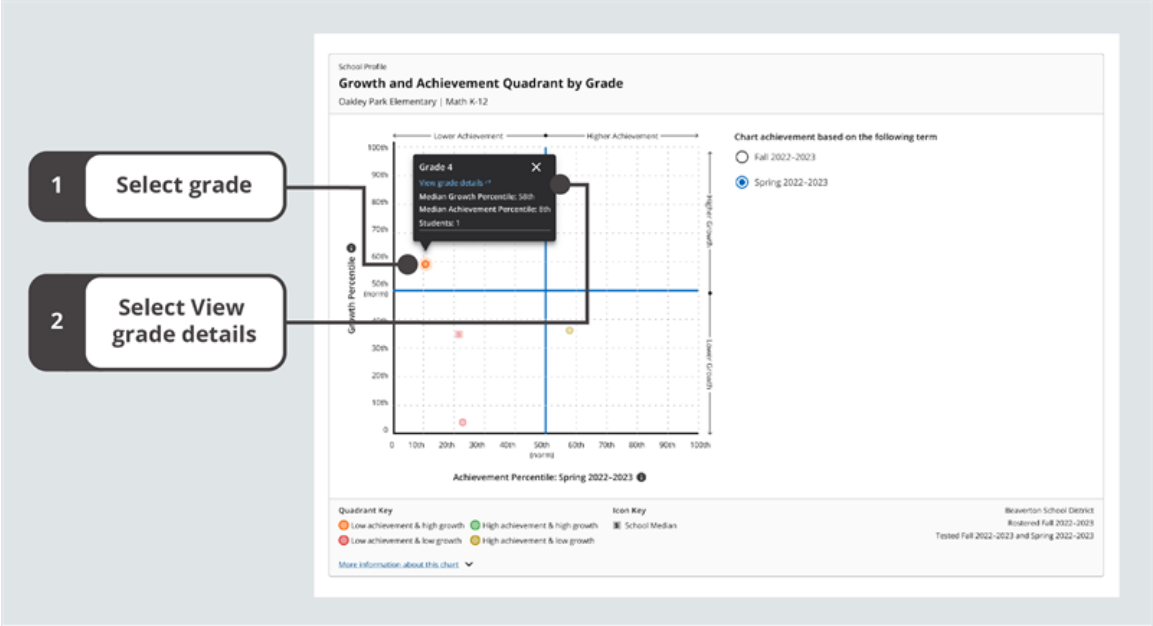
Single-Term Achievement tab with all classes in a grade

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:

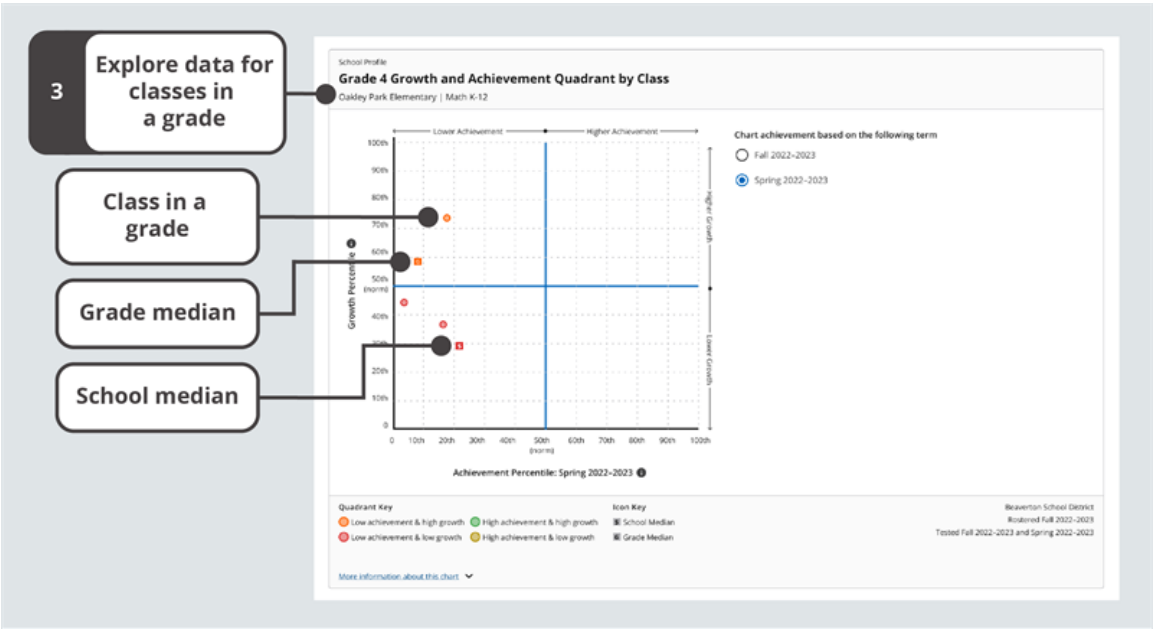
1. Select a point representing a grade.
2. In the expanded grade information popover, select **View grade details**.



Growth and Achievement Quadrant with an expanded grade information popover

3. Explore data

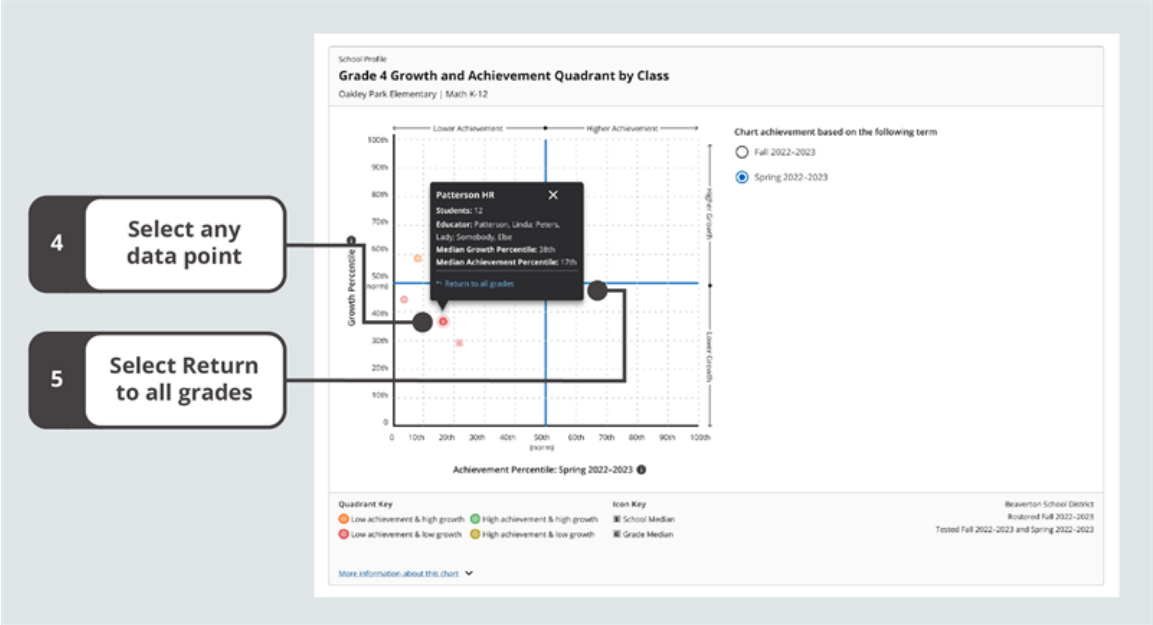
> **Note:** When reviewing data for all classes in a grade, you find a square with a "G" in it, which represents median data for the entire grade, as well as a square with an "S" in it, which represents median data for the entire school.



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

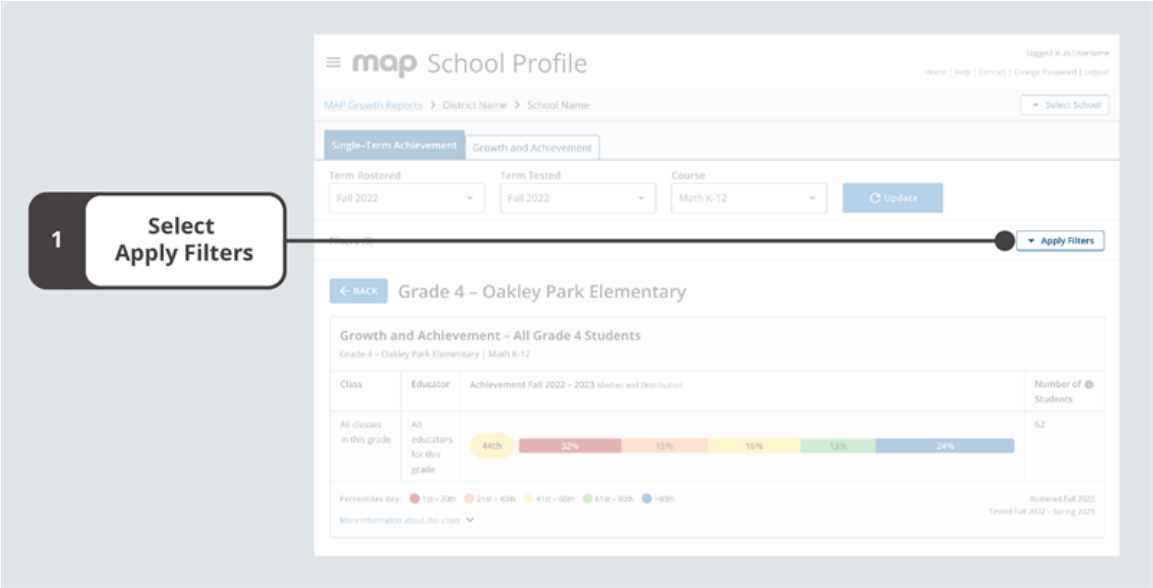
> **Note:** You can also use **All grades** at the top of the page to return to a view of all the grades.

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.

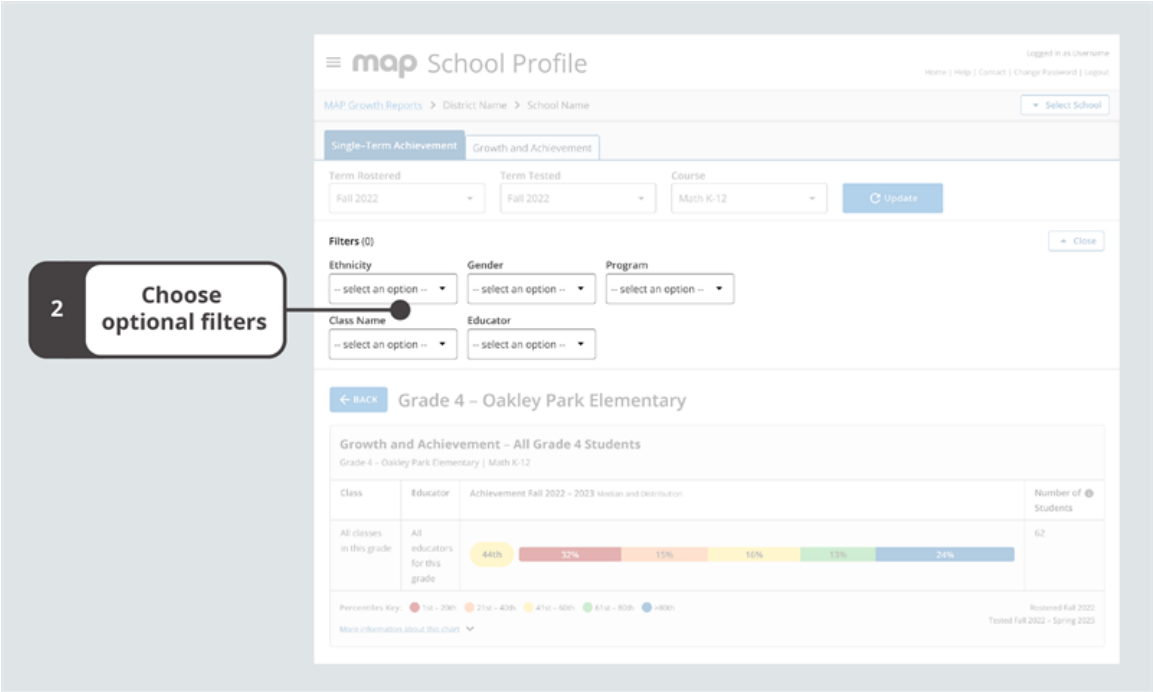
To apply class filters:

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



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.



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.

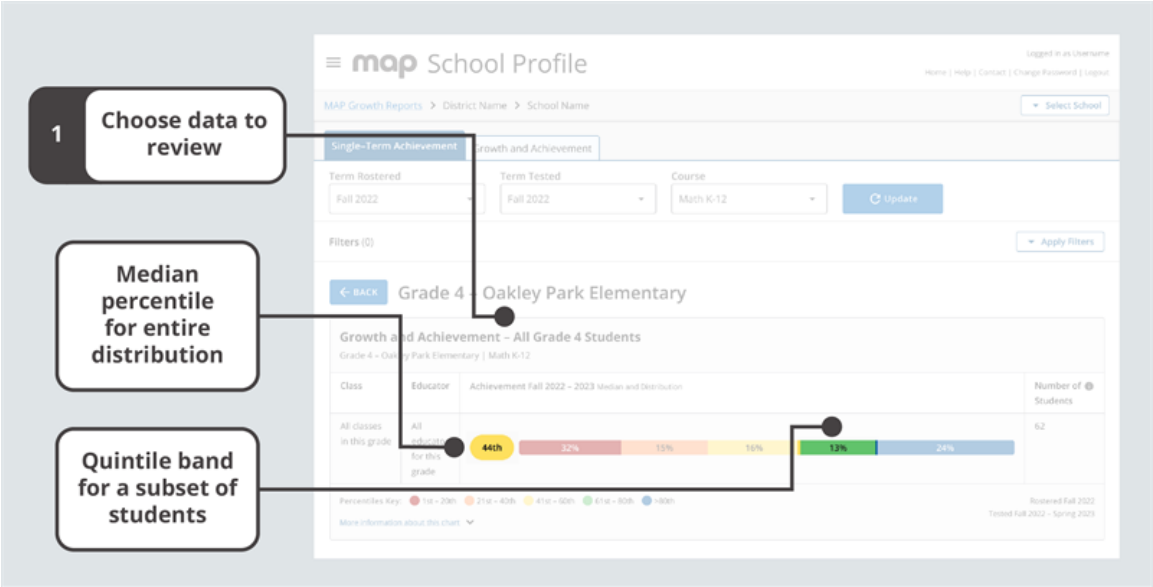
To learn how to remove filters, see Clearing optional filters on page 70.

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.

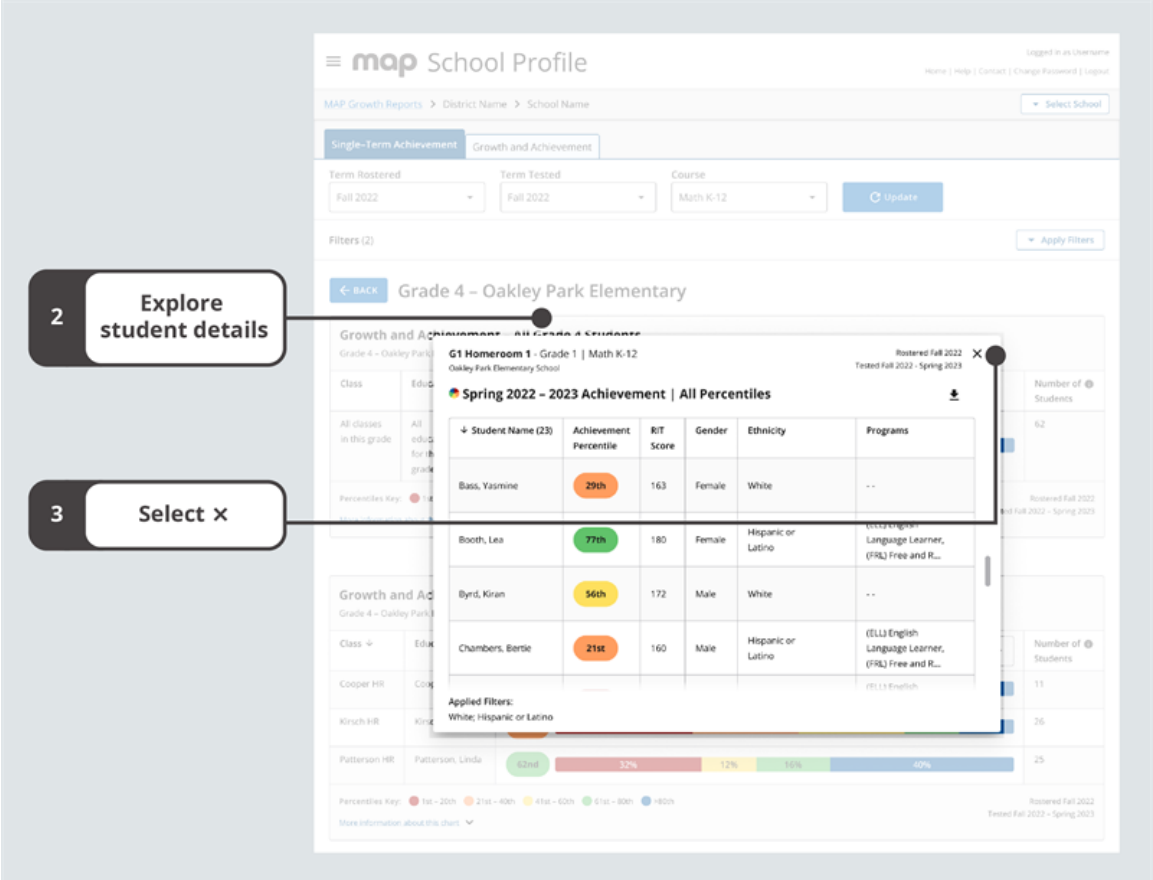


Single-Term Achievement tab with a median percentile and quintile band highlighted

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

headers.

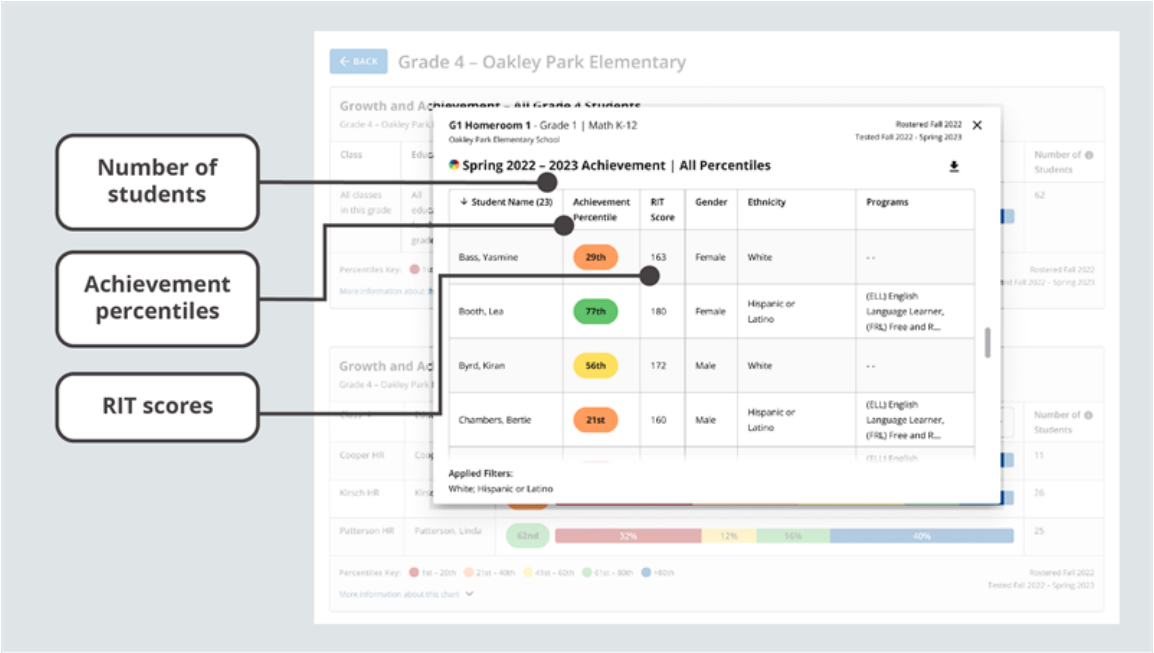
3. Use the **X** to close the student details table.



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.



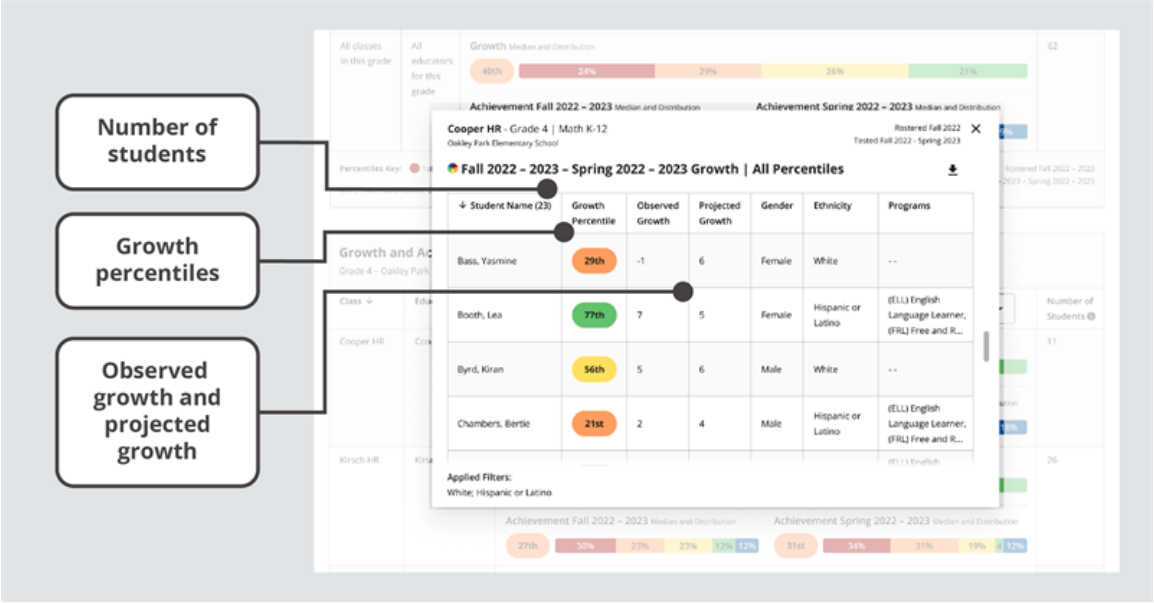
Achievement data in the student details table

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 RIT Scores.
Gender, Ethnicity, and Programs	Values assigned as a part of the roster process. Learn more about Programs Setting Up 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 Setting Up Student Programs in Reports.

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:

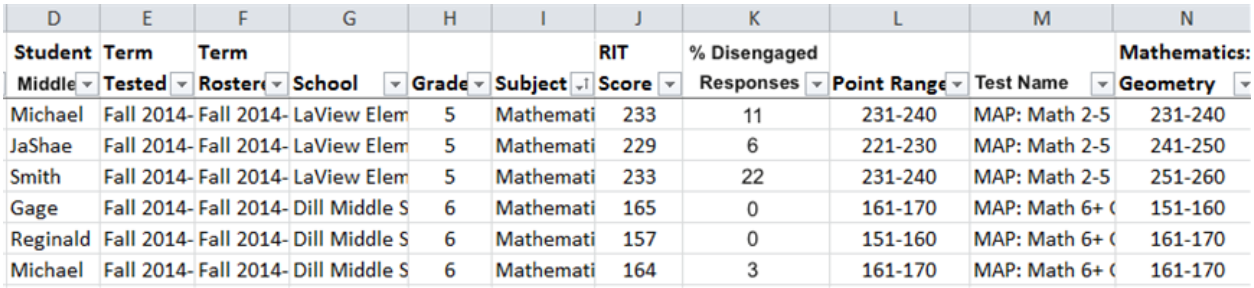
- After testing, to see achievement data, and after testing across multiple terms, to compare achievement data and monitor achievement trends
- When trying to identify the impact of past decisions (e.g., additional intervention resources, a new curriculum, etc.)
- When evaluating where to allocate extra 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	H	I	J	K	L	M	N
Student Middle	Term Tested	Term Roster	School	Grade	Subject	RIT Score	% Disengaged Responses	Point Range	Test Name	Mathematics: Geometry
Michael	Fall 2014-	Fall 2014-	LaView Elem	5	Mathemati	233	11	231-240	MAP: Math 2-5	231-240
JaShae	Fall 2014-	Fall 2014-	LaView Elem	5	Mathemati	229	6	221-230	MAP: Math 2-5	241-250
Smith	Fall 2014-	Fall 2014-	LaView Elem	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)

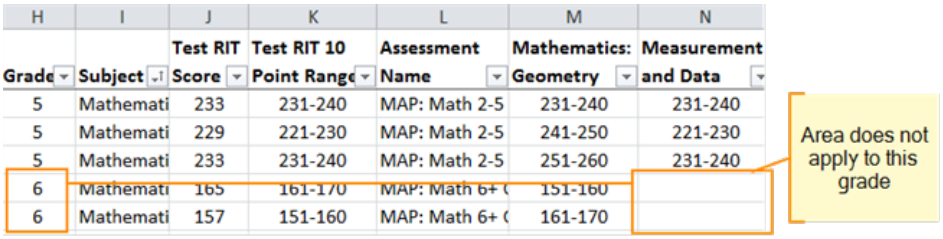
Example Uses for Grade Breakdown

- 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:



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.

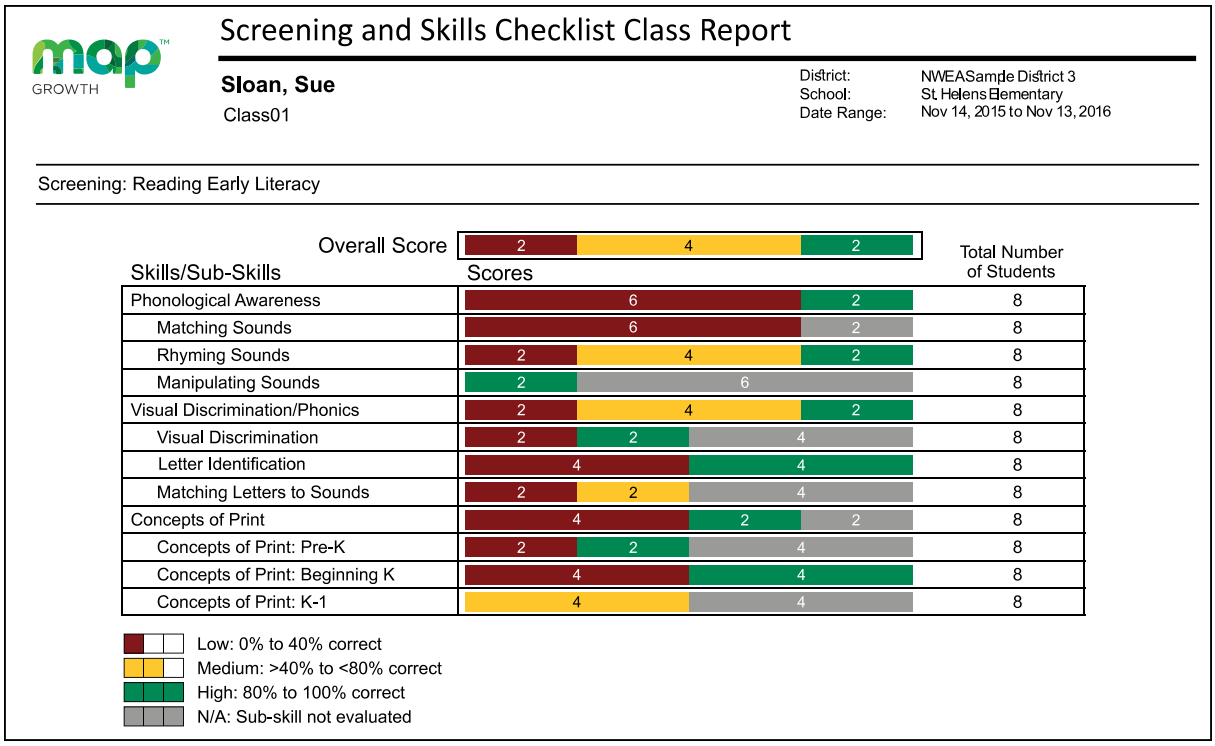
Current and Prior Grades:

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

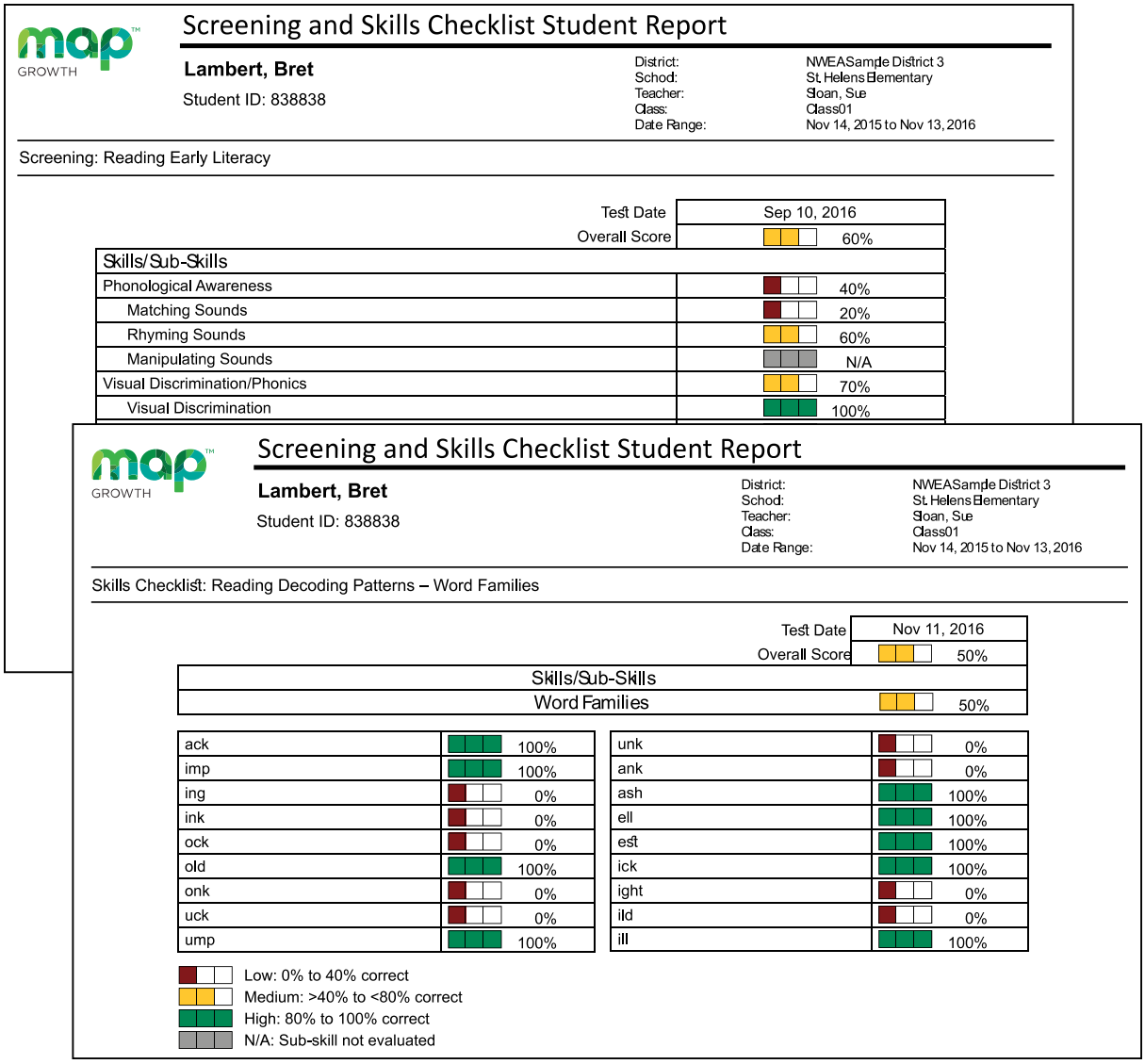


Description	Shows overall class performance for skills and concepts included in certain Screening tests or Skills Checklist tests so you can modify and focus instruction for the whole class.
Applicable Tests	Screening or Skills Checklist tests.
Required Roles	Instructor, Administrator, or Assessment Coordinator (School or District)
Date Limits	Up to 3 terms prior, for all tests completed within the range you specify

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



Screening and Skills Checklist Student Report

Lambert, Bret

Student ID: 838838

District: NWEA Sample District 3
School: St. Helens Elementary
Teacher: Sloan, Sue
Class: Class01
Date Range: Nov 14, 2015 to Nov 13, 2016

Screening: Reading Early Literacy

	Test Date: Sep 10, 2016
	Overall Score: 60%
Skills/Sub-Skills	
Phonological Awareness	40%
Matching Sounds	20%
Rhyming Sounds	60%
Manipulating Sounds	N/A
Visual Discrimination/Phonics	70%
Visual Discrimination	100%

Screening and Skills Checklist Student Report

Lambert, Bret

Student ID: 838838

District: NWEA Sample District 3
School: St. Helens Elementary
Teacher: Sloan, Sue
Class: Class01
Date Range: Nov 14, 2015 to Nov 13, 2016

Skills Checklist: Reading Decoding Patterns – Word Families

	Test Date: Nov 11, 2016
	Overall Score: 50%
Skills/Sub-Skills	
Word Families	50%

ack	100%	unk	0%
imp	100%	ank	0%
ing	0%	ash	100%
ink	0%	ell	100%
ock	0%	est	100%
old	100%	ick	100%
onk	0%	ight	0%
uck	0%	ild	0%
ump	100%	ill	100%

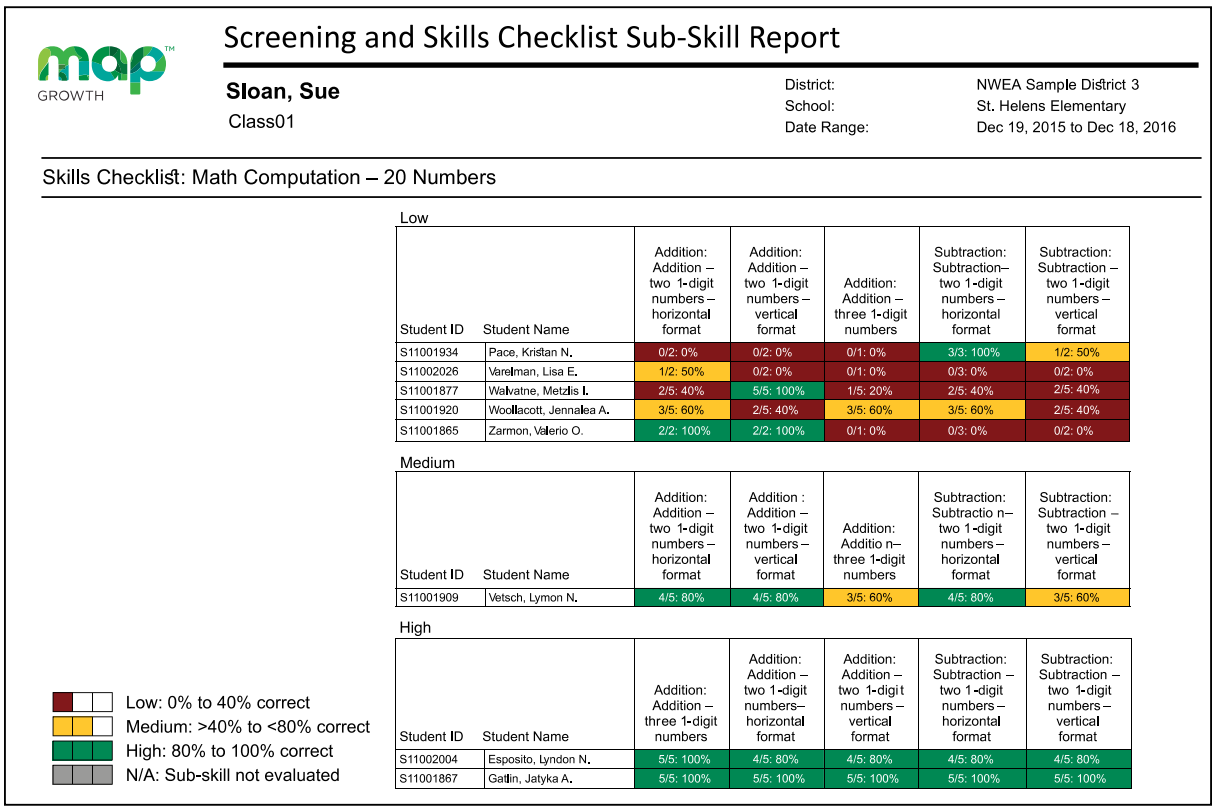
Low: 0% to 40% correct
Medium: >40% to <80% correct
High: 80% to 100% correct
N/A: Sub-skill not evaluated

Description	Shows individual student results from certain Screening tests or Skills Checklist tests so you can focus instruction for each student.
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

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



Screening and Skills Checklist Sub-Skill Report

Sloan, Sue
Class01

District: NWEA Sample District 3
School: St. Helens Elementary
Date Range: Dec 19, 2015 to Dec 18, 2016

Skills Checklist: Math Computation – 20 Numbers

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 ID	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

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%
S11001867	Gatlin, Jatyka A.	5/5: 100%	5/5: 100%	5/5: 100%	5/5: 100%	5/5: 100%

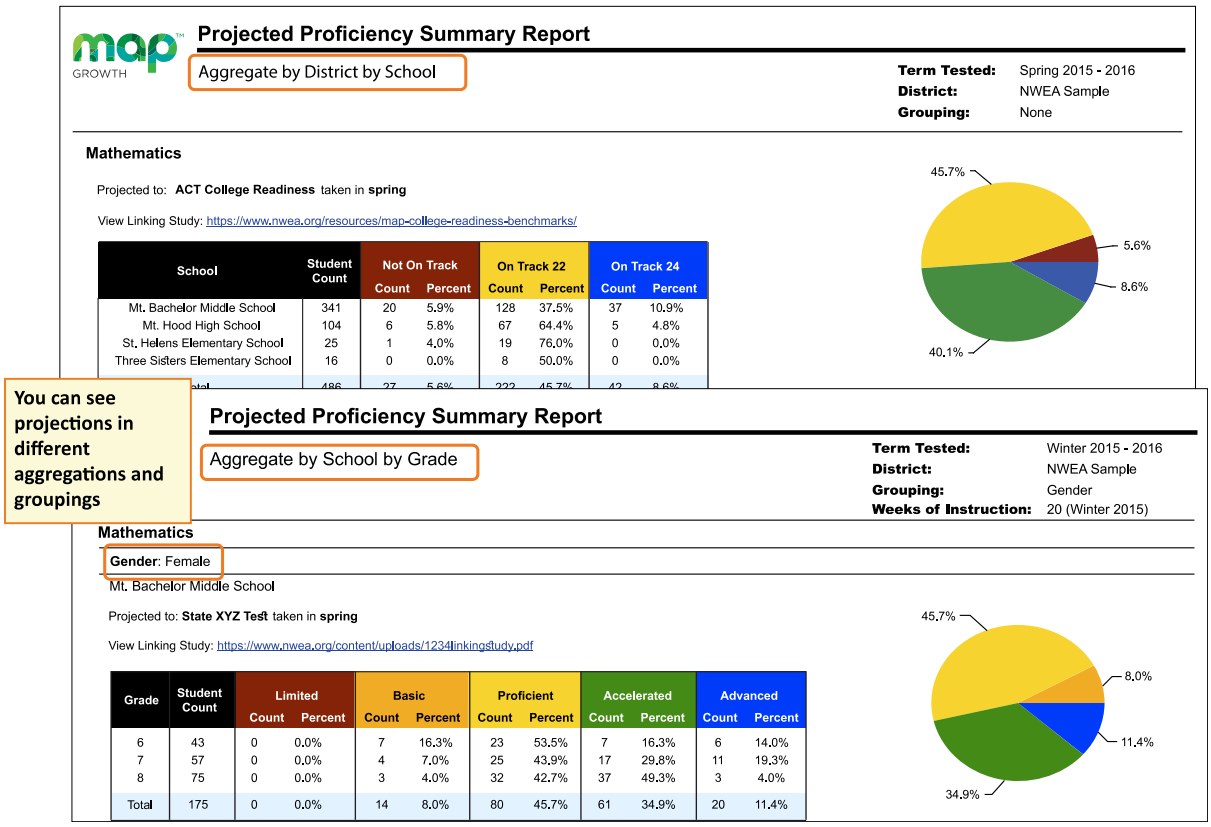
Low: 0% to 40% correct
Medium: >40% to <80% correct
High: 80% to 100% correct
N/A: Sub-skill not evaluated

Description	Shows test results of individual students in a selected class so you can identify students who need help with specific skills.
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



School	Student Count	Not On Track		On Track 22		On Track 24	
		Count	Percent	Count	Percent	Count	Percent
Mt. Bachelor Middle School	341	20	5.9%	128	37.5%	37	10.9%
Mt. Hood High School	104	6	5.8%	67	64.4%	5	4.8%
St. Helens Elementary School	25	1	4.0%	19	76.0%	0	0.0%
Three Sisters Elementary School	16	0	0.0%	8	50.0%	0	0.0%

Grade	Student Count	Limited		Basic		Proficient		Accelerated		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
6	43	0	0.0%	7	16.3%	23	53.5%	7	16.3%	6	14.0%
7	57	0	0.0%	4	7.0%	25	43.9%	17	29.8%	11	19.3%
8	75	0	0.0%	3	4.0%	32	42.7%	37	49.3%	3	4.0%
Total	175	0	0.0%	14	8.0%	80	45.7%	61	34.9%	20	11.4%

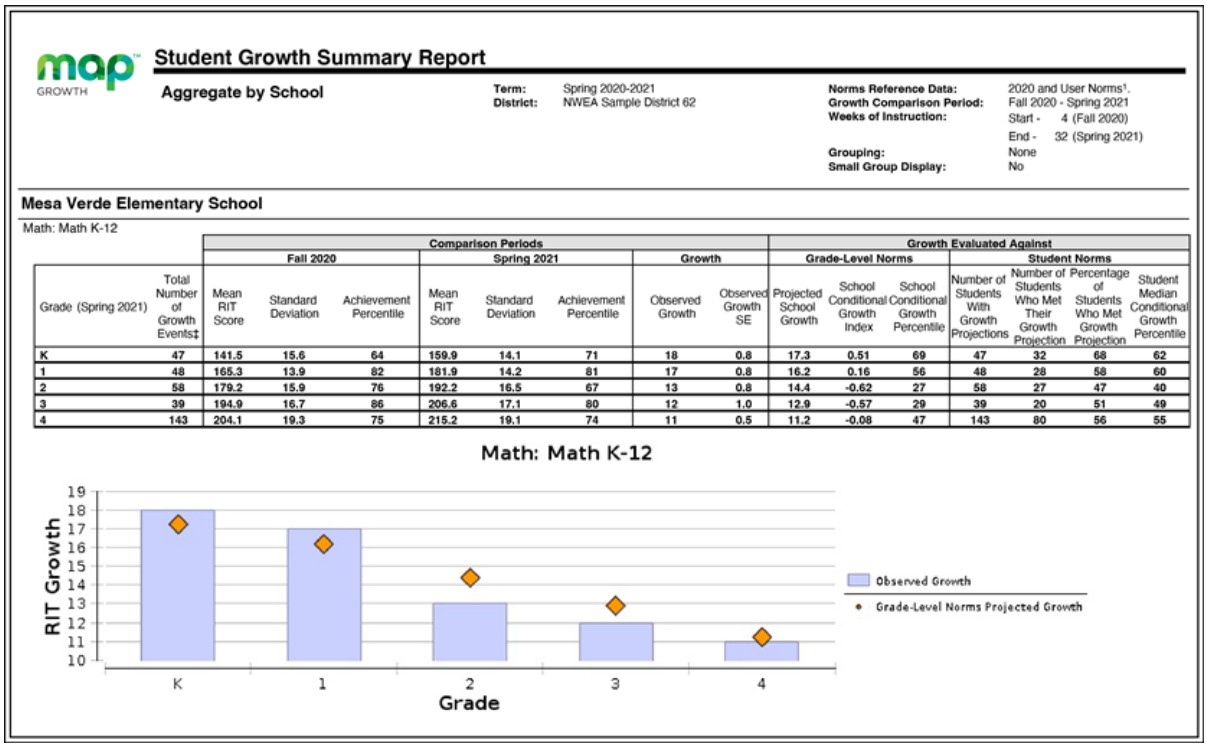
Description	Shows aggregated projected proficiency data so you can determine how a group of students is projected to perform on separate state and college readiness tests
Applicable Tests	MAP Growth and MAP Growth K–2
Required Roles	Administrator or District Assessment Coordinator
Date Limits	1 year 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



Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021
District: NWEA Sample District 62

Norms Reference Data: 2020 and User Norms[1].
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 4 (Fall 2020)
End - 32 (Spring 2021)
Grouping: None
Small Group Display: No

Mesa Verde Elementary School

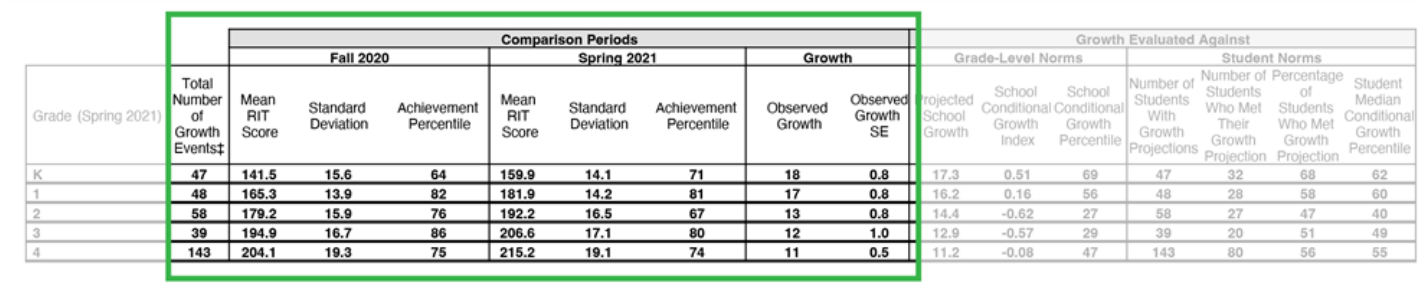
Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2020			Spring 2021			Growth		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 Conditional Growth Index	School Conditional Growth Percentile	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
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

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	• All testing must be declared complete for the term. • Summary data include only those students with available growth projections plus valid test events in the selected period.

Comparison Periods

— Student Growth Summary Report —



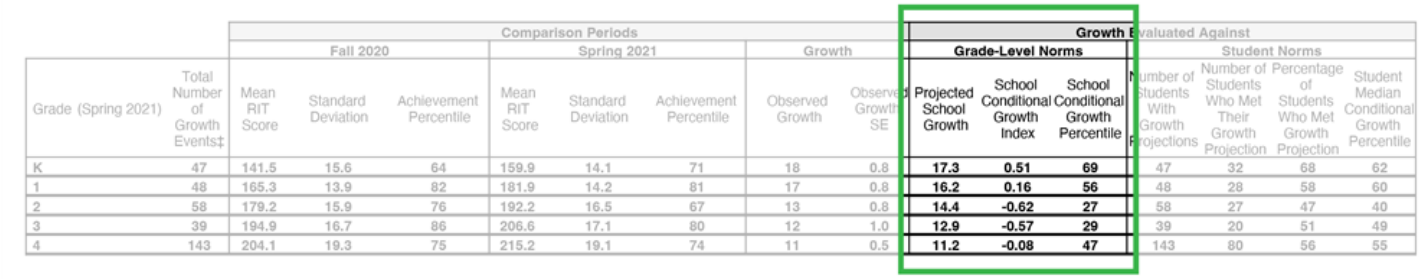
Grade (Spring 2021)	Comparison Periods: Fall 2020 — Total Number of Growth Events‡	Fall 2020 — Mean RIT Score	Fall 2020 — Standard Deviation	Fall 2020 — Achievement Percentile	Spring 2021 — Mean RIT Score	Spring 2021 — Standard Deviation	Spring 2021 — Achievement Percentile	Growth — Observed Growth	Growth — Observed Growth SE	Growth Evaluated Against: Grade-Level Norms — Projected School Growth	Grade-Level Norms — School Conditional Growth Index	Grade-Level Norms — School Conditional Growth Percentile	Student Norms — Number of Students With Growth Projections	Student Norms — Number of Students Who Met Their Growth Projection	Student Norms — Percentage of Students Who Met Growth Projection	Student Norms — Student Median Conditional Growth Percentile
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

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 *both* 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.



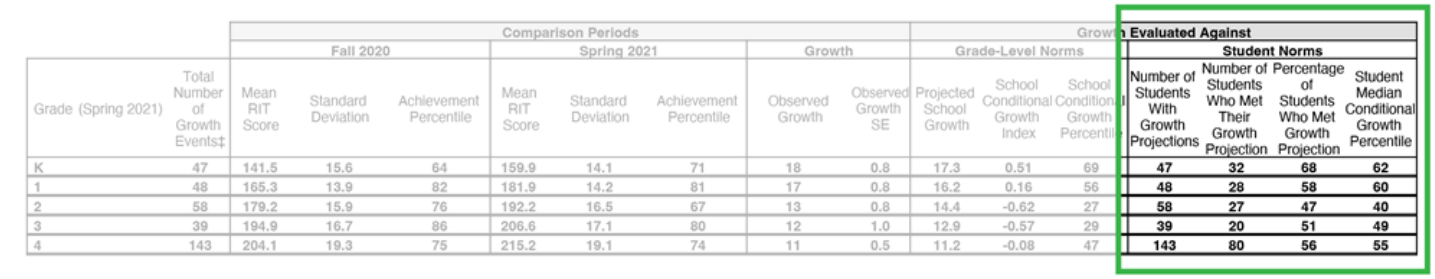
		Comparison Periods							Growth Evaluated Against						
		Fall 2020			Spring 2021			Growth	Grade-Level Norms			Student Norms			
Grade (Spring 2021)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	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
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 *school*-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 —

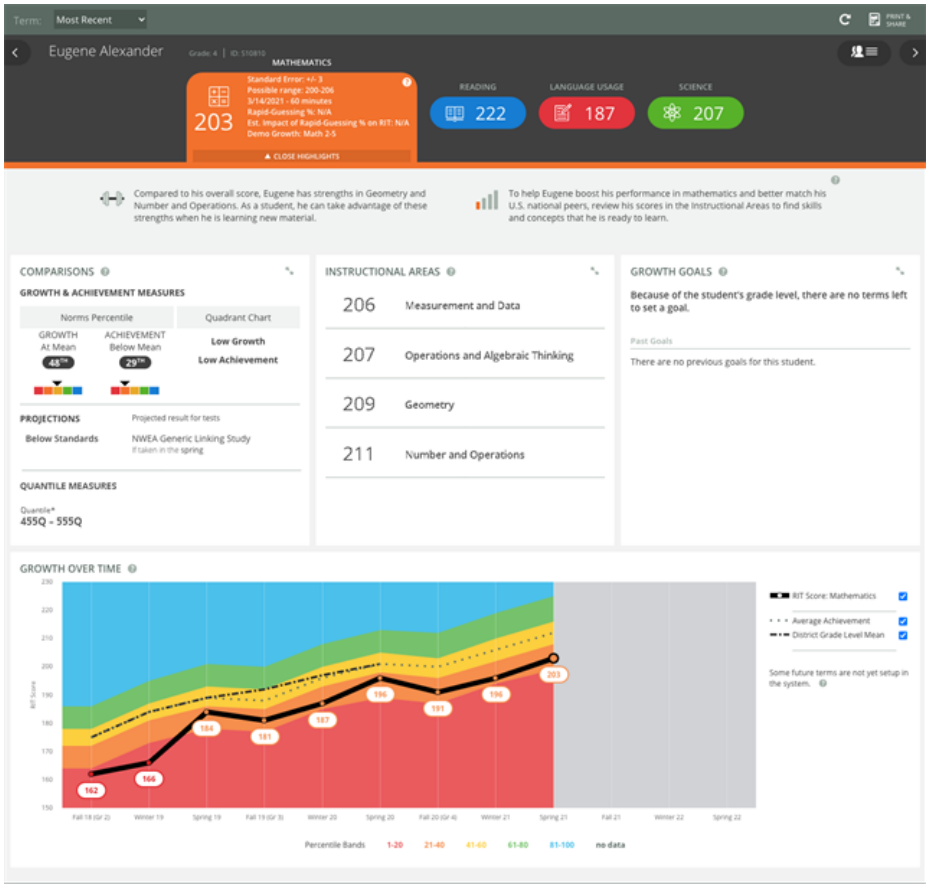
Student norms are an aggregation of the NWEA norms data calculated for individual students.



Grade (Spring 2021)	Total Number of Growth Events‡	Comparison Periods: Fall 2020 Mean RIT Score	Fall 2020 Standard Deviation	Fall 2020 Achievement Percentile	Spring 2021 Mean RIT Score	Spring 2021 Standard Deviation	Spring 2021 Achievement Percentile	Growth: Observed Growth	Observed Growth SE	Grade-Level Norms: Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Growth Evaluated Against 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
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 collectively met or exceeded their individual growth projections. Intended for evaluating the growth within each grade, but not for comparing grades.		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.

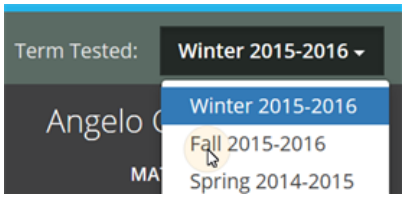
Student Profile Report



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)

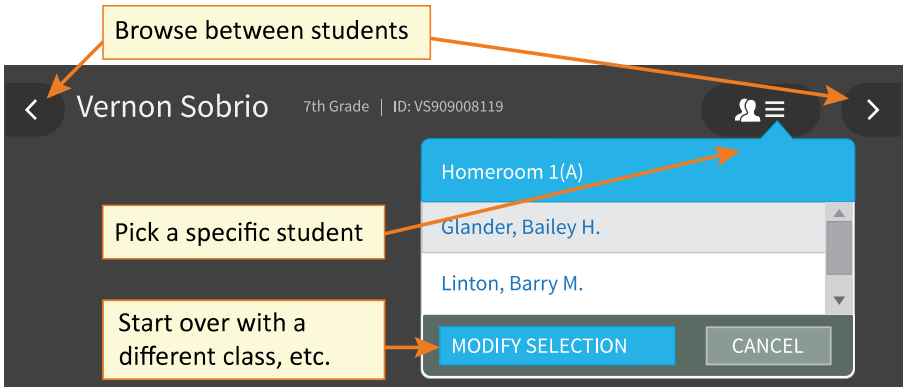
Basic Use

- **Browser recommendation:** Avoid using Internet Explorer® and Safari® 8, because of slow performance. Chrome™ performs the best. If needed, try clicking refresh: .
- **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 Student Quick Search.
- **View prior test data:** You can choose previous terms from the menu at top:

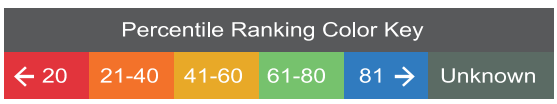


The default—**Most Recent**—means the most recent *term with test data*, which could differ for each subject. To alert you when the most recent score comes from a prior term, an asterisk appears next to the subject score.

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

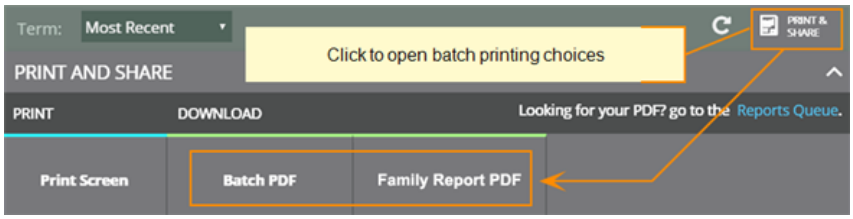


- **Percentile colors:** Wherever you see color coding, it indicates the percentile (a percentage-based ranking) of the achievement your student reached. It compares your student with students in the NWEA norms study from the same grade and with the same weeks of instruction between testing (as specified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



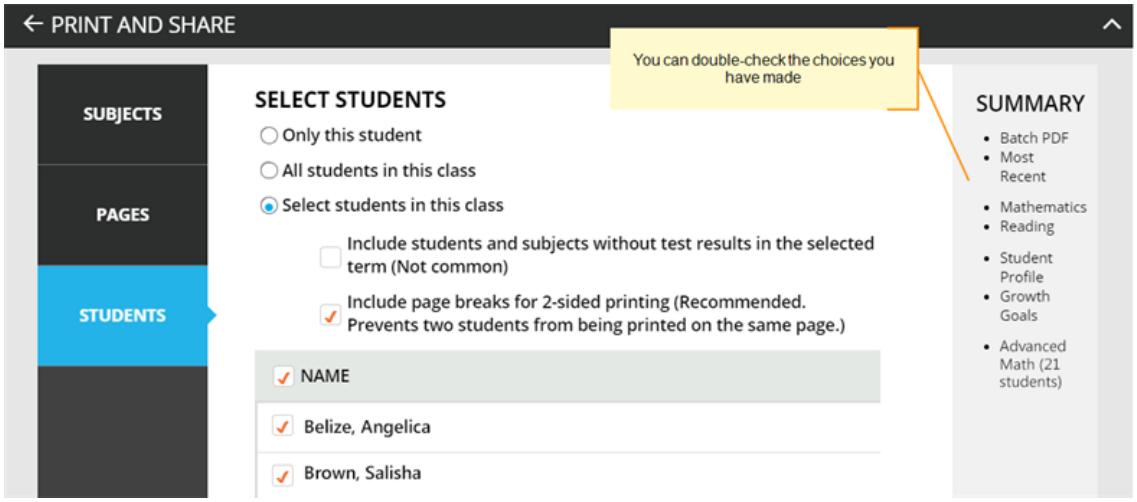
Printing

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 Family Report on page 53.

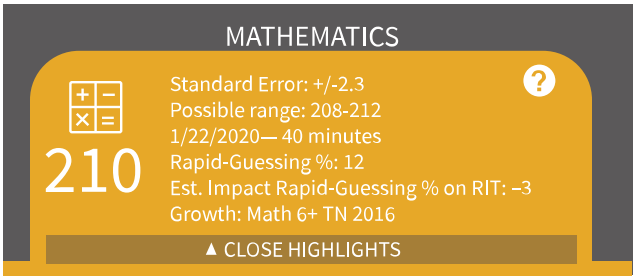
There are many choices you can explore, including which students to print:



> **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 Average Test Durations.

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.

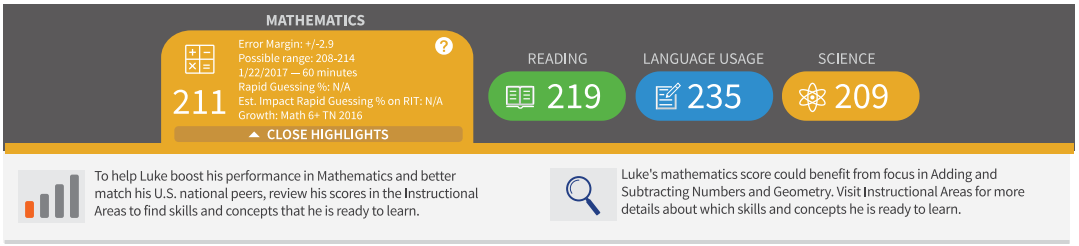
> **Note for partners who view MAP Growth information from state assessments:** Rapid-guessing information is not available for assessment data derived from state assessments.

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**):



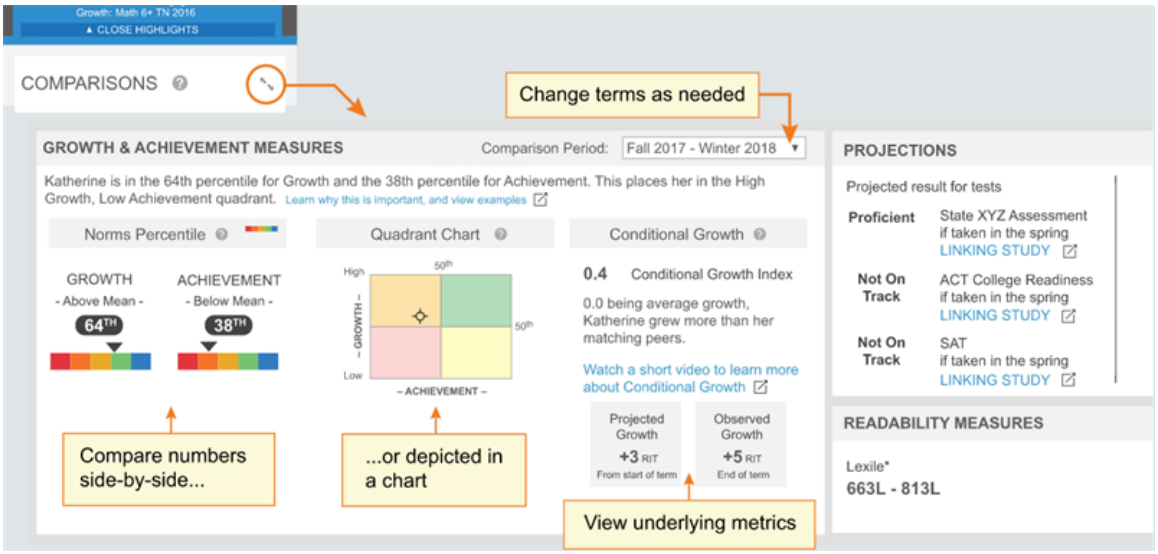
This information also appears in the printed report as part of the profile overview page.

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?

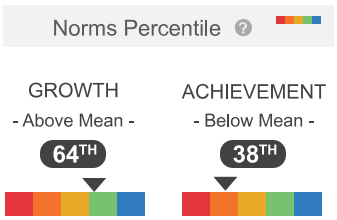
To see the full view, click the expansion arrows:

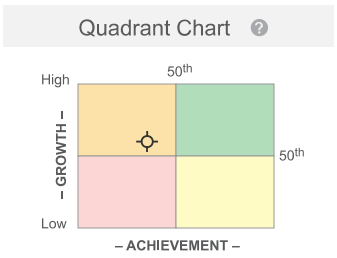


Growth Examples

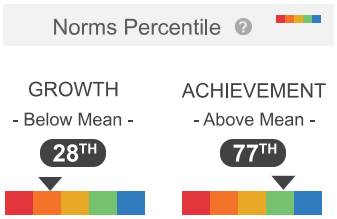
Consider a student who does well in math, but not in reading. There could be more to the story when you compare the Achievement to Growth.

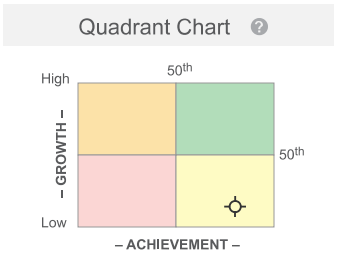
High Growth: Although the student's reading Achievement score was below average for Reading, you could offer encouragement by focusing on the above-average growth shown. With continued growth, this student can catch up with peers.





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®) 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® cut score of 24, instead of 22.

Readability Measure

The Lexile® 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®, Inc.

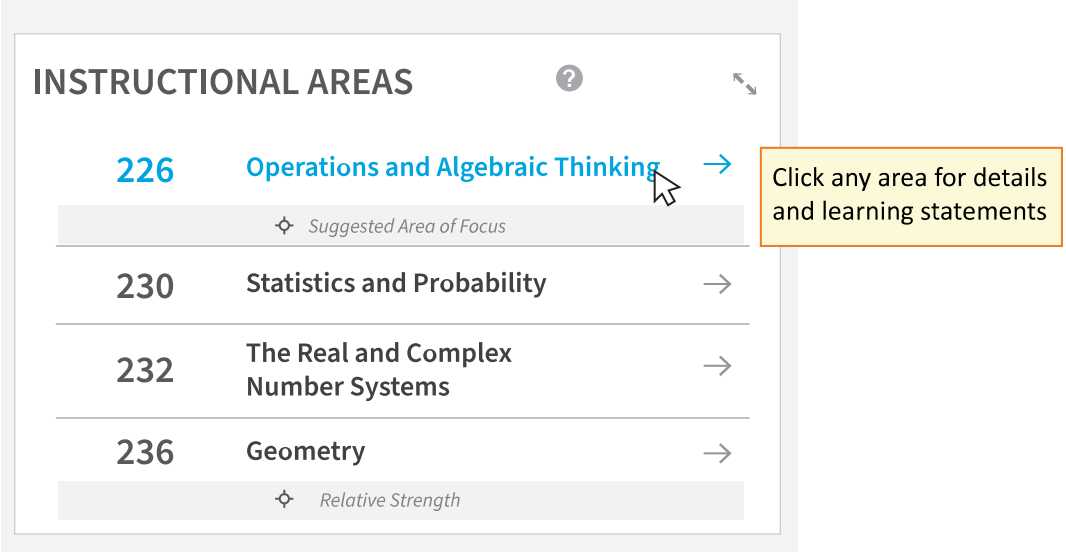
Quantile Measure

The Quantile® 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.



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

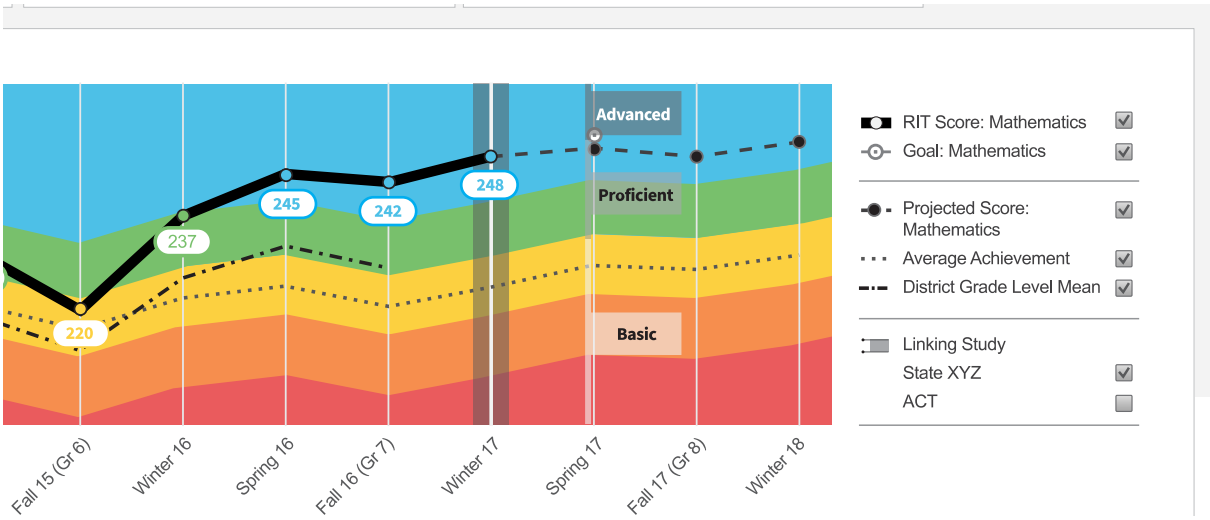
You may see some areas labeled *Relative Strength* or *Suggested Area of Focus*. These labels help you pinpoint how the student performed relative to the subject overall. Here is how the report designates each area:

- 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.

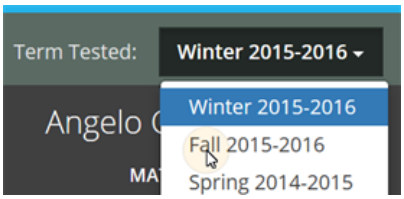
Growth Over Time

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



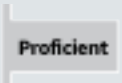
To see further back

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

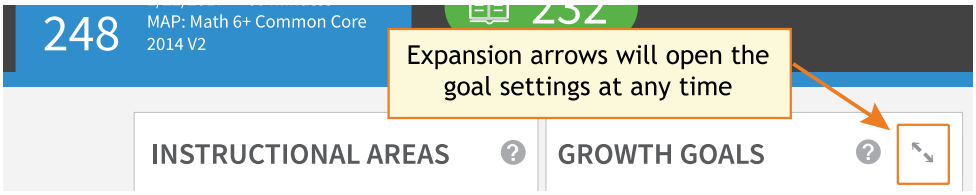
See also: Percentile Colors (under Basic Use on page 103)

	**Goal:** 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.
	**Projected Score:** This projection is based on your student's actual RIT score in a previous term, plus the typical RIT growth of *matching peers* within the NWEA norms study. Matching peers have the *same prior RIT score*, 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.
	**Average Achievement:** Shows the average score (50th percentile) for *all* 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).
	**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. 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.
	**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 Projection Details on page 108.
	Gray background—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

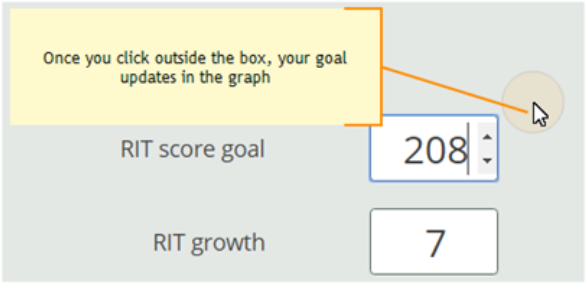
For an upcoming term, you can create a growth or performance target for each student. Later, return to see if the student met the goal.

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:



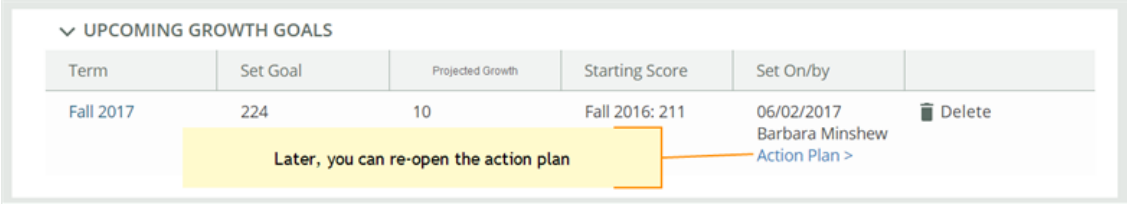
   Use any of the goal numbers—the other numbers adjust to match your entry.

   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.



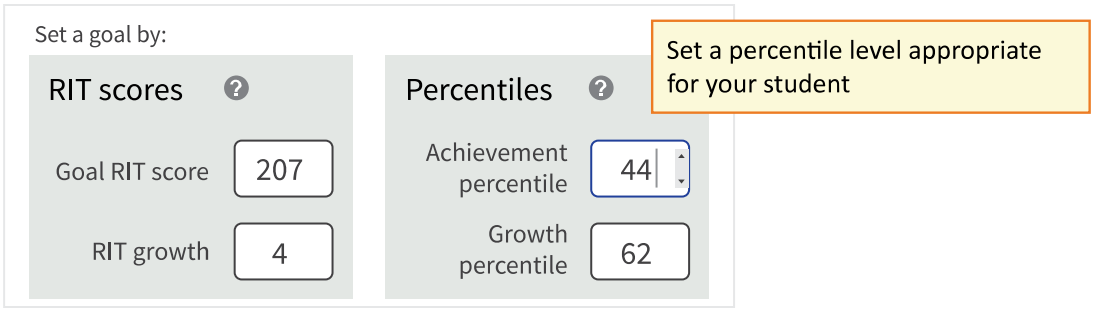
Tips for Setting Growth Goals

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.

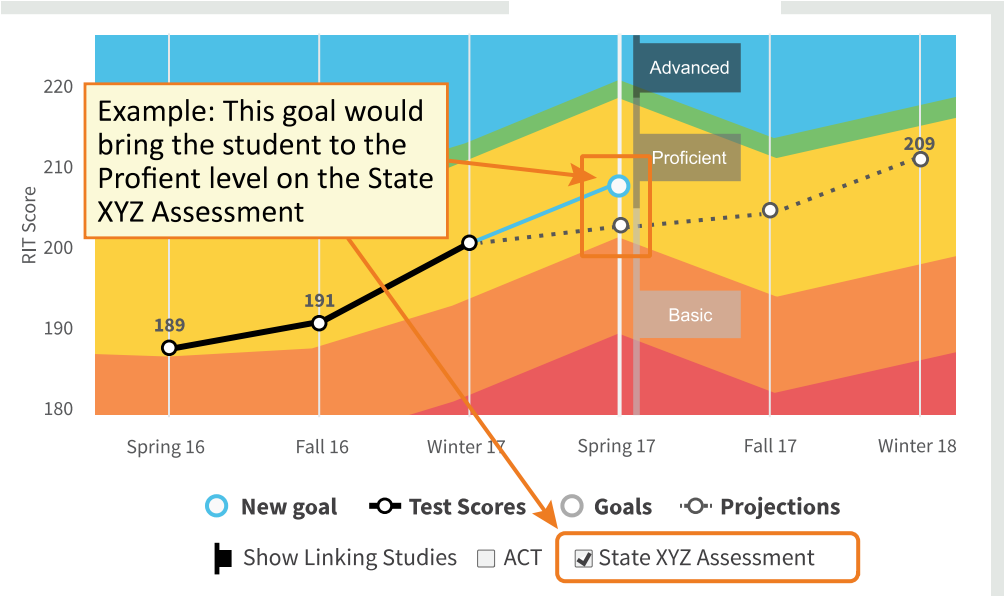


   - Next, consider **Growth Percentile**, if available. It shows the level of growth your student would have to show in order to reach the Achievement Percentile. Higher growth numbers mean a greater challenge.

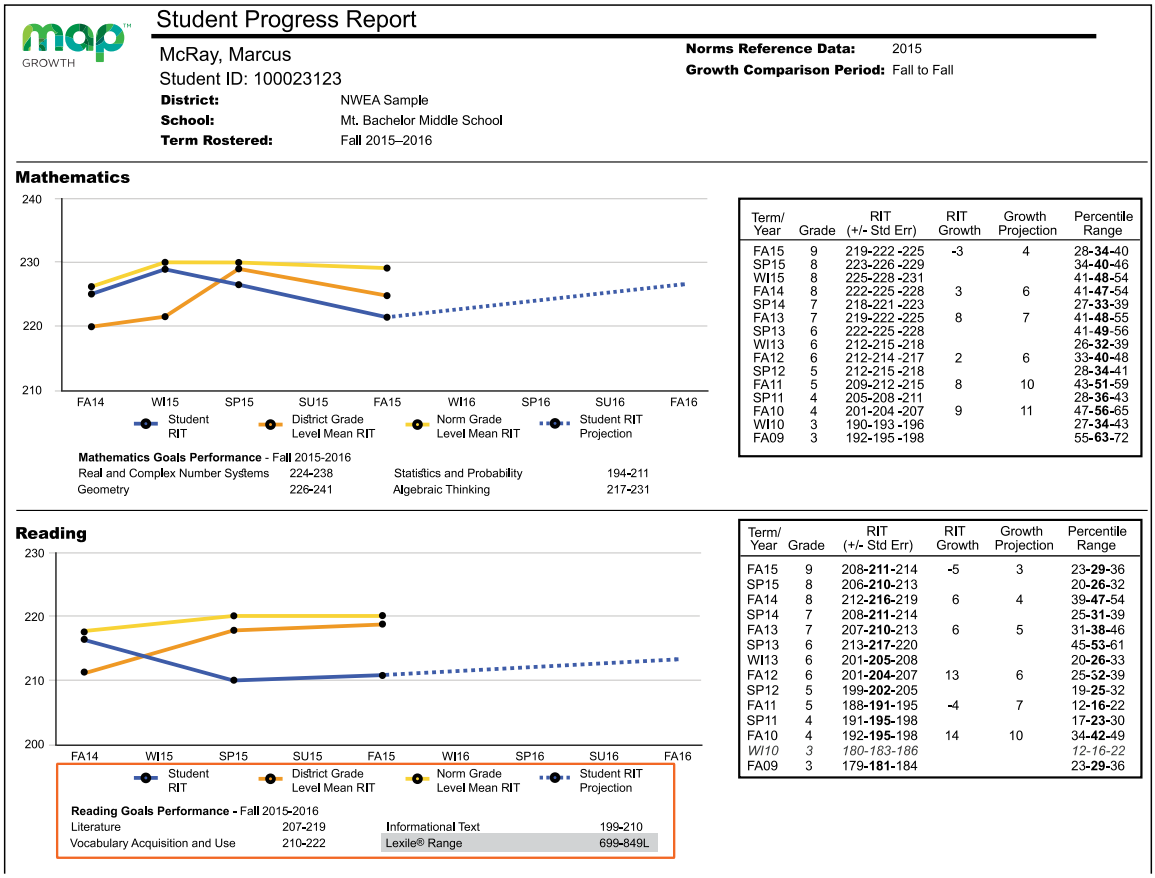
How Growth Percentile is calculated: This measurement ranks each student's growth among the levels of growth observed across all matching peers within the NWEA norms study (*same prior RIT score*, grade, and weeks of instruction between testing).

The statistical calculation comes from the Conditional Growth Index . 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:

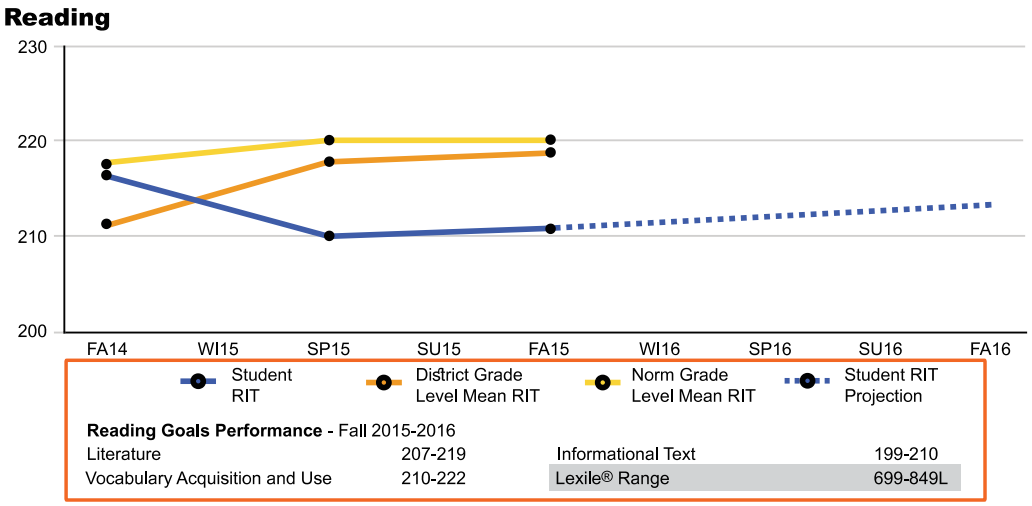


Student Progress Report



Description	Shows a student's overall progress from all past terms to the selected term so you can communicate about the student's term-to-term growth. For a modern, easy-to-read format, use the Family Report on page 53.
Applicable Tests	MAP Growth, Screening, and MAP Growth K-2.
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

For each instructional area ("goal"), shows either RIT score ranges or descriptors:

- *Low*: Student goal scores are lower than the 21st percentile
- *LoAvg*: Student goal scores fall within the 21st-40th percentile
- ***Avg***: Student goal scores fall within the 41st-60th percentile
- ***HiAvg***: Student goal scores fall within the 61st-80th percentile
- *High*: Student goal scores fall within the 81st percentile or higher

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.

If an asterisk (* or *-*) appears: The goal 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.

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

Lexile® Range	This range appears when the student has taken a reading test. You can use it with online resources to identify appropriately challenging books, periodicals, and other reading material for each student. LEXILE® and METAMETRICS® 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-**211**-214	-5	3	23-**29**-36
SP15	8	206-**210**-213			20-**26**-32
FA14	8	212-**216**-219	6	4	39-**47**-54
SP14	7	208-**211**-214			25-**31**-39
FA13	7	207-**210**-213	6	5	31-**38**-46
SP13	6	213-**217**-220			45-**53**-61
WI13	6	201-**205**-208			20-**26**-33
FA12	6	201-**204**-207	13	6	25-**32**-39
SP12	5	199-**202**-205			19-**25**-32
FA11	5	188-**191**-195	-4	7	12-**16**-22
SP11	4	191-**195**-198			17-**23**-30
FA10	4	192-**195**-198	14	10	34-**42**-49
WI10	*3*	*180-183-186*			*12-16-22*
FA09	3	179-**181**-184			23-**29**-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. *FA* (Fall) *WI* (Winter) *SP* (Spring) *SU* (Summer)	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.

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.