## 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 One stop for all student dataAdvise each student + talk with family + set <br> growth goals |  |  |
| Student Profile <br> Report on page 83 |  |  |
| Student Progress <br> Report on page 97 | Overall progress from all past <br> terms | Communicating growth |

## Class Level

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

| Name | Key Data | Key Uses |
| :--- | :--- | :--- |
| Achievement Status and <br> Growth Report on page 3 | Growth projections, comparisons, quadrant chart | Plan, evaluate, and visualize <br> growth |
| Class Report on page 10 | Performance for a selected term, including norms | Analyze current class needs |
| Class Profile Report on | Interactive class performance data for a selected <br> term, including norms and direct access to <br> individual Student Profile reports | Analyze current class needs |
| Class Breakdown by RIT | Students grouped by scores | Understand academic diversity |


| Name | Key Data | Key Uses |
| :--- | :--- | :--- |
| and Instructional Area <br> ReportsClass Breakdown <br> by Instructional Area on <br> page 25 |  | of class, inform grouping, and <br> adapt instruction |
| Class Breakdown by <br> Projected Proficiency <br> Report on page 23 | Projected performance on state and college <br> readiness tests | Adapt instruction |
| $\frac{\text { Learning Continuum on }}{\text { page 38 }}$ | 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 <br> Class Report on page 74 | Percentage correct for skills | Adapt instruction |
| Screening and Skills Checklist Student Report on page 75 |  |  |
| Screening and Skills Checklist <br> Sub-Skill Report on page 76 | 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 Summary <br> Report on page 28 | Aggregate results across all terms | Present district <br> results |
| Grade Report on page | Performance for a selected term, including norms | Analyze <br> current needs |
| $32^{*}$ |  | Analyze <br> current needs |
| School Profile Report | Interactive view of school- and grade-level assessment data | Sort and group <br> students |
| Grade Breakdown on | Performance for a selected term in spreadsheet format (CSV) | Adapt |
| page 37* | instruction |  |
| Projected Proficiency <br> Summary Report on | Aggregated projections of performance on state and college <br> readiness tests |  |
| page 77 |  |  |


| Name | Key Data | Key Uses |
| :---: | :---: | :---: |
| Student Growth Summary Report on page 79* | 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): <br> - 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 participation. These files are created per user. <br> - Combined Data File-Contents include student info by school and assessment results combined in a single CSV file. This file is created per user. | Create custom reports + connect scores to instructional tools |

## Achievement Status and Growth Report



| Description | Shows three pictures of growth, all based on national norms: projections so you can <br> set student growth goals, summary comparison of two terms so you can evaluate <br> 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 | 2 years prior, for tests completed within your test window range (set under Manage <br> Terms) |

## Projected Growth Sample

## - Achievement Status and Growth Report -

| Achievement Status |  |  | Growth |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Fall 2015 | Winter 2016 |  | Student |  |  |  | Comparative |  |
| RIT Range Percentile <br> Range <br> $(+/-$ SE $)$ <br> $(+/-$ SEM $)$  | $\begin{aligned} & \text { RIT Range } \\ & \text { (+/- SEM) } \end{aligned}$ | Percentile Range (+/- SE) | Projected Projected <br> RIT Growth | Observed Growth | Observed Growth SE | $\begin{array}{cc}\text { Met } \\ \text { Growth } & \text { Projected } \\ \text { Index } & \text { Growth }\end{array}$ | Conditional Growth Index | Conditional Growth Percentile |
| 208-211-214 57-67-75 |  |  | 2154 |  |  |  |  |  |
| 204-207-210 45-54-62 |  |  | 211 4 |  |  |  |  |  |
| 210-213-216 62-70-77 |  |  | 216 3 |  |  |  |  |  |
| 198-201-204 29-37-45 |  |  | 2065 |  |  |  |  |  |
| 203-206-209 43-51-60 |  |  | 210 - |  |  |  |  |  |


| 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. <br> 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 studythose 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) | $\begin{aligned} & \hline \text { Percentile } \\ & \text { Range } \\ & (+/- \text { SE) } \end{aligned}$ | Projected RIT | Projected Growth | Observed Growth | Observed Growth SE | Growth Index | Met Projected Growth | $\begin{aligned} & \text { Conditional } \\ & \text { Growth } \\ & \text { Index } \end{aligned}$ | 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 $\ddagger$ | 0.8 | 80 |
| 210-213-216 | 62-70-77 | 214-217-220 | 63-71-78 | 216 | 3 | 4 | 4.21 | 1 | Yes $\ddagger$ | 0.2 | 56 |
| 198-201-204 | 29-37-45 | 204-207-210 | 33-42-51 | 206 | 5 | 6 | 4.18 | 1 | Yes $\ddagger$ | 0.3 | 61 |
| 203-206-209 | 43-51-60 | 210-213-216 | 51-60-68 | 210 | 4 | 7 | 4.38 | 3 | Yes $\ddagger$ | 0.6 | 76 |
| 208-211-214 | 57-65-73 | 211-214-217 | 54-63-71 | 214 | 3 | 3 | 4.32 | 0 | Yes $\ddagger$ | -0.1 | 46 |
| 207-210-213 | 54-62-70 | 209-212-215 | 48-57-66 | 214 | 4 | 2 | 4.28 | -2 | No $\ddagger$ | -0.3 | 38 |


| Growth - Student |  |  |  |
| :---: | :---: | :---: | :---: |
| Observed Growth | Observed Growth SE | Growth Index | Met Projected Growth |
| Difference between the RIT in the first term and the end term. | Provides an estimate of the Observed Growth precision by incorporating the standard error of measurement (SEM) from each term. <br> If it is unusually high, a footnote ( $\dagger$ ) indicates you should qualify the results with data from other terms or other sources. | Difference between the <br> Observed <br> Growth and Projected Growth. <br> A zero <br> (0) indicates the student exactly met projection. <br> Inappropriate for comparing students (use Conditional Growth Index). | Indicates whether students met growth projections (Yes) or fell short (No). <br> A $\ddagger$ mark indicates the Observed Growth Standard Error (SE) could be large enough to put the outcome in question, and you should qualify these results with other points of data. Consider this example: <br> 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 | Conditional <br> Growth <br> Percentile |
| :--- | :--- |
| Enables you to compare growth between any of your students. This measurement <br> correlates your student's growth with the growth patterns of matching peers within the | Translates the <br> Conditional Growth |

## Growth - Comparative

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

## 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 |
|  | Count of Students who Met or Exceeded their Projected RIT |
|  | Median Conditional Growth Percentile 61 |
| Percent Of Students Who Met Growth Projection | Percentage of students with a Growth Index value greater than or 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. <br> 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 $\ddagger$ 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).

| 4 | 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 Modify 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 Report



| Description | Shows class performance for a term, including norms status rankings, so you can <br> analyze student needs |
| :--- | :--- |
| Applicable <br> Tests | MAP Growth, Screening, and MAP Growth K-2 |
| Required <br> Roles | Instructor, Administrator, or Assessment Coordinator (School or District) |
| Date Limits | 1 year prior, including tests completed outside your test window range (they appear <br> in gray font) |

## Summary Pages

## - Class Report -

## Mean RIT Score, Median RIT $\dagger$

Average and middle RIT scores of students in this class 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 $\dagger$ | 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 |
| Students At Or Above Grade-Level Mean RIT | 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). |
| 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 RIT Range | These rows show percentile rankings for each instructional area ("goal") within the test subject. Data appear only if a student took a MAP Growth test, not Screening. <br> Note: Instructional area categories may be labeled differently depending on your test version or state assessment. |
| Mean RIT Score +/- Smp Err | The middle number is the mean RIT score for this grade. The numbers on either side indicate the standard error of measure. <br> Tip-Compare performance in each goal strand with the overall scores in the top section. Your group could be doing well overall, but low in certain areas. |
| Std Dev (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. |
| $\dagger$ 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. |  |

## Detail Pages

|  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Goal Performance: <br> A. Literature <br> B. Informational Text <br> C. Vocabulary Acquisition and Use |  |  |
| RIT <br> (+/-Std Err) | Percentile <br> (+/-Std Err) | Lexile <br> Range | Test <br> Duration | A | B |
| $178-181-184$ | $45-8$ | $158-308$ | 75 m | $163-177$ | $175-187$ |
| $184-188-192$ | $8-12-18$ | $288-438$ | 20 m | $185-196$ | $185-195$ |
| $194-197-200$ | $22-28-35$ | $452-602$ | 42 m | $191-202$ | $191-203$ |
| $195-198-201$ | $25-31-38$ | $464-614$ | 60 m | $\mathbf{2 0 1 - 2 1 3}$ | $180-201$ |


| RIT Score | Percentile | Lexile ${ }^{\circledR}$ 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 ${ }^{\circledR}$ and METAMETRICS ${ }^{\circledR}$ 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) <br> The numbers on standard error ra student's score w about 68\% of the | ither side define the ge. If retested, the uld fall within this range ime. |  |  |

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

Summarizes each student's performance in the instructional areas ("goals"). 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. Descriptors are based on NWEA norms: Low $=20$ th percentile or lower. LoAvg $=20$ th to 40th percentile. $\mathbf{A v g}=40$ th to 60th percentiles. HiAvg $=$ 60th to 80th percentiles. High $=80$ th percentile or higher.

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.

## Class Profile Report


#### Abstract

About the Class Profile report: The Class Profile report is an intuitive, interactive, and actionable report that provides class- and student-level insights that help educators plan instruction. Built with interactive features, such as dynamic sorting, filters, and embedded Professional Learning resources, the Class Profile report consolidates data from MAP tests into easy-to-read views and offers decision-making tools to streamline classroom practitioners' work.


In this topic, you'll find:

- Getting started on page 15
- Accessing the report on page 16
- Reviewing Achievement Details on page 17
- Reviewing Test Details on page 18
- Exporting or Printing Your Data on page 21
- Discovering Next Steps and Applying Insights on page 22


## Getting started

## Class Profile Report Video Tour (4 min.)

New to the Class Profile report? This video will give you a quick overview of what insights you can expect to gain from this powerful new tool.

## Video transcript

Note: Elements of the Class Profile report have been updated, and your screens may not exactly match the screens featured in this video. For the most up-to-date instructions for navigating the Class Profile report, explore the annotated graphic below.

This annotated graphic will guide you through the main features of the Class Profile report. Review these numbered steps with corresponding links to get started!

(1) Confirm that all the fields at the top of the screen reflect the data you'd like to review based on your selections when Accessing the Report section.
(2) Review high-level class results in the Achievement Percentiles section.
(3) Review results by grade level in the Comparisons section.
(4) Review data for individual students in the Student Details section.
(5) Review test event data, like students' testing statuses, in the Test Details tab.

Useful report tools
U Use the Print PDF button to print or download the selected report tab.
․ Use the Download CSV File button to export the data from the entire report as an editable CSV file.
(i) Use the "More Information" icons
? for more information.

## Accessing the report

To access the Class Profile report:

1. Log in at start.mapnwea.org.
2. Choose MAP Growth from the main menu. Then select Class Profile.
3. Select the data you want to see.
a. Review the field values for School, Term Rostered and Term Tested and adjust as needed.
i. Select "Change selections" on the top of the report.

ii. Make adjustments to any of the details that appear in the expanded menu bar.
iii. Select "Make this my default Selection" to reduce repetitive selections.

iv. Select "Update" and view the results.
b. Review the field values for Instructor, Class, Subject, and Course and adjust as needed.

## User roles and data access

Users with the role...
Can access...

District Assessment
Class-level data for their schools
Coordinator
School Assessment
Coordinator
Administrator
Instructor

Class-level data for the classes the instructor was rostered to in the current or previous academic year

Note: Most filters are sorted either alphabetically (for name-based filters) or chronologically (for time-based filters). However, a few filters have different defaults:

- Subject defaults to Math (similar to Student Profile), then Language Arts, then Science.
- Course defaults are:
- When Math is selected from Subject: Course defaults to "Math K-12." The remaining courses are alphabetical.
- When Language Arts is selected from Subject: Course defaults to "Reading."
- When Science is selected from Subject: Course defaults to "Science K-12." The remaining courses are alphabetical.

Tip: Save your filter selections as your default when accessing your report.

## Choosing the correct report

The Class Profile report is designed to be a more intuitive and interactive update to the Class report, and can serve as a replacement for the Class report in most cases. However, there is still some data that can be found only in the Class report. The comparison of data and features table lists some key differences between the two reports.

Comparison of data and features: Class Profile report and Class report

|  | Class Profile <br> Report | Class Report |
| :--- | :---: | :---: |
| Interactive sortable data (not a static report) | $\checkmark$ | No |
| Ability to navigate directly to individual Student Profile reports | $\checkmark$ | No |
| Data from screening tests | No | $\checkmark$ |
| Data from invalid test events | No | $\checkmark$ |
| Data from test events that do not meet growth criteria | No | $\checkmark$ |

## Reviewing Achievement Details

Achievement refers to a student's performance in a given subject area. MAP Growth measures that performance using RIT scores, among other data points, which you'll see in the Class Profile report. To put that achievement data into context, MAP Growth reports also compare students' scores to national norms for other students in the same grade.

## Achievement Percentiles: Performance compared to the national norms

Review the breakdown of your students across the different achievement percentiles to see how their performance compares to other students across the country.

## Comparisons: Achievement by grade level

For classes with students in multiple grades, review the average RIT score and median percentile for students at each grade level.

Fewer than 10 students in a grade: If you have fewer than 10 students within a grade, the averages and medians in the Comparisons section may not provide useful data because the sample size is small. Instead, we recommend using the Student Details section to learn about your students' individual achievement measures.

## Student Details: Individual student achievement details

The Student Details section includes all students rostered in the class you selected, regardless of whether they have test results. Student achievement results are grouped by which tests the students took.

## Student Achievement

Achievement is reported using the following measures:

- Percentile (RIT compared to grade-level norms)
- RIT score on the test overall
- Lexile (for reading only)
- Quantile (for certain math tests only)
- RIT scores for specific instructional areas

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

## Interacting with Student Details data

- Sort by columns: Click on column headers to sort in ascending or descending order.
- Learn more about each student: Select a student's name to open their individual Student Profile report in a new tab.


## Students With No Test Results

Students who are rostered in the class you selected will appear on the Class Profile report, regardless of whether they have test results. Students without test results will be listed at the bottom of the report. If you're unsure why certain students are lacking data, refer to the Class Profile Troubleshooting Guide.

## Reviewing Test Details

For an overview of which tests your class took, as well as other test event data that can help you to interpret your class's achievement results, select the Test Details tab.

(1) Find your class's testing statuses in the Test Details section.
(2) Learn how many students in your class took each test in the What Tests Were Taken? section.
(3) Identify which specific students have each test status or have taken each test in the Student Details section.

## Test Details: Testing statuses for students

The Test Details section displays the testing status of all students using the following possible statuses:

| Status | Definition |
| :--- | :--- |
| Completed tests | These students have completed tests and have not <br> exceeded the Rapid-Guessing Percentage threshold of <br> $30 \%$ |
| Completed but retest is recommended | These students have completed tests but have exceeded <br> the Rapid-Guessing Percentage threshold of $30 \%$. We <br> recommend retesting these students so that you may <br> collect more accurate data. Here are some resources about <br> increasing engagement. |
| No score available or No test results | These students have either: <br> - Not tested at all |
| - Begun testing but have not finished |  |
| - Taken a screening test |  |

## What Tests Were Taken?

This section lists the MAP Growth tests taken by your class.

## Student Details: Individual student achievement details

The Student Details section of the Test Details tab includes all students rostered in the class you selected, regardless of whether they have test results. They are arranged alphabetically by default.

## Achievement

Achievement data in the Test Details tab is the same data in the Achievement Details tab, except it does not include scores in specific instructional areas. The Achievement data includes:

- Percentile (RIT compared to grade-level norms)
- RIT score on the test overall
- Lexile (for reading only)
- Quantile (for math only)

Test Details

| Column Name | Definition |
| :--- | :--- |
| Standard Error of <br> Measure (SEM) | Estimates the accuracy of your student's test results. The closer it is to zero, the more <br> precise your student's test results may be. Typical SEM values for the MAP Growth range <br> from 2.8 to 3.5, although the assessment is considered valid up to an SEM of 5.5. For more <br> information refer to Standard error of measure: Definition and calculations. |
| Test Duration | Indicates the amount of time your student took to complete their test. Typical test duration <br> varies depending on the test assigned. For more information, review test length/duration <br> details on Test Descriptions Summary or consult Average MAP Growth Test Durations. |
| Rapid-Guessing | An answer is flagged as a rapid guess if the student answers significantly faster than the <br> determined average response time for the test question, to the point where it is impossible |
| Percentage | that they've read the question with enough time to consider their answer. NWEA has <br> determined that any student who has guessed $30 \%$ of the time or more will be flagged as <br> recommended for retesting because their test results will not accurately represent their <br> achievement. |
| Test Taken | Note for partners who view MAP Growth information from state assessments: Rapid <br> guessing information is not available for assessment data derived from state assessments. |
| Test Date | Indicates the MAP Growth test each student was assigned and has completed. Dashes will <br> appear in this column if no test was taken or there's no score available. |
| Indicates the date the test was taken. |  |

## Interacting with Student Details data

- Sort by columns: Click on column headers to sort in ascending or descending order.
- Learn more about each student: Select a student's name to open their individual Student Profile report in a new tab.


## Exporting or Printing Your Data

There are two different formats for exporting your data: PDF or CSV. (Note that although the button is called Print PDF, you also have the option to save a PDF file to your computer without printing).

Recommended: If you'd like to share a polished, print-ready summary of data with caregivers or colleagues, we recommend using the PDF option. If you or a colleague would like to sort or reorganize your class's data in a data processing tool like Microsoft ${ }^{\circledR}$ Excel ${ }^{\circledR}$ or Google Sheets ${ }^{\text {TM }}$, we recommend using the CSV option.

Example of CSV and PDF files downloaded from the Class Profile report:


Differences between PDF and CSV options

| PDF | CSV |  |
| :--- | :--- | :--- |
| Interactivity and ability to edit | Static, uneditable data | Interactive, editable data |
| Data included | Includes only <br> Achievement Details tab <br> data or Test Details tab <br> data, depending on which <br> tab is displaying when you <br> export | Includes both <br> Achievement Details and <br> Test Details data in a <br> single document |
| Appearance | Polished graphics, similar <br> to the Class Profile report <br> interface | Raw text and numbers in <br> an unformatted <br> spreadsheet file |
| Printing | Optimized for printing | Printing not recommended |

## Export or print a PDF

1. Navigate to the tab with the data you would like to export - either Achievement Details or Test Details.
2. Select the Print PDF button, or use your browser's built-in print function.
3. Either print or save your PDF file, following your system dialog boxes.
4. Repeat the process if you would like to export or print a PDF of the other tab.

## Export a CSV

1. From either tab, select the Download CSV button. The CSV file always includes all Achievement Details and Test Details data.
2. Follow your system dialog to save the file.

## Discovering Next Steps and Applying Insights

## Learn more about individual student results

After exploring overall class data in the Class Profile report, you may want to review detailed student-level information in the Student Profile report. Access the Student Profile report for any student listed in the Class Profile report by simply select their name.

## Retest as needed

You may have identified students who need to be retested, based on their Rapid-Guessing Percentages, SEMs, or other factors. Here's some guidance on the retesting process.

## Apply your insights to instruction

As you start to interact with your class data, consider how your new insights may inform your instruction. You may start thinking about questions like:

- What is the range of RIT scores for these students?
- Do you have students with scores well below or well above the others in the class? How might this influence how you plan for instruction?
- How might you develop flexible learning groups to help provide more tailored instruction?


## Explore NWEA resources

- Teach. Learn. Grow. education blog: Our blog for educators has plenty of resources that can help you take the next steps with your class data. You can browse topics like creating flexible instructional groups, providing scaffolding, and more!
- Professional Learning: NWEA offers additional Professional Learning opportunities for educators to increase their assessment literacy and strengthen their teaching practices. Check with your school to find out if you have access!


## Class Breakdown by Projected Proficiency Report



| Description | Shows students' projected performance on state and college readiness assessments so you <br> can adjust instruction for better student proficiency. <br> Results are limited to 250 students per class. |
| :--- | :--- |
| Applicable Tests | MAP Growth and MAP Growth K-2. |
| Audience | Instructional coach, teacher, counselor, principal |
| Required Roles | Instructor, Administrator, or Assessment Coordinator (School or District) |
| Date Limits | 1 year prior, for tests completed within your test window range (set under Manage Terms) |

## 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.

Note: The Class Breakdown report includes a link to the Learning Continuum on page 38, which you can use to explore content on MAP Growth assessments.

## Class Breakdown by RIT and Instructional Area Reports

## Class Breakdown by Instructional Area



| Description | Both reports show you at a glance the academic diversity of a class so you can modify and <br> focus the instruction for each student: |
| :--- | :--- | the instruction for each student:

- By RIT—High-level view across basic subjects
- By Instructional Area—Detailed view for specific instructional areas within each subject

Results are limited to 250 students per class: for unlimited students, use Grade Breakdown on page 37

Applicable Tests MAP Growth and MAP Growth K-2
Audience Instructional coach, teacher, counselor
Required Roles Instructor, Administrator, or Assessment Coordinator (School or District)

Date Limits 1 year prior, for tests completed within your test window range (set under Manage Terms)

## Example Use for Class Breakdown by Instructional Area

You can use the breakdown reports to quickly identify areas of relative strength or areas of opportunity.

For example, for the Literature instructional area, Y. Caudill performed in a 10-point RIT band (151-160) that is below their overall RIT (166) for Language Arts: Reading, so that is an area they might need more focus on. By comparison, their performance for Informational Text is fine, because it's in a band encompassing their overall score (166).

Areas of strength or opportunity apply only for differences of 3 RIT points or more.
The Class Breakdown report includes a link to the Learning Continuum on page 38, which you can use to explore content on MAP Growth assessments.

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

## District Summary Report



| Description | Summarizes RIT score test results for the current and all historical terms so you can inform <br> district-level decisions and presentations. <br> 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). <br> 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 Numb | omplex ystems | Algebr | 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 | $\begin{array}{c}\text { Std Dev (Standard } \\ \text { Deviation) }\end{array}$ | Median | Goal Performance |
| :--- | :--- | :--- | :--- |
| $\begin{array}{l}\text { Average } \\ \text { RIT score } \\ \text { of students } \\ \text { in this } \\ \text { group }\end{array}$ | $\begin{array}{l}\text { Indicates academic diversity of } \\ \text { a group of students in this } \\ \text { instructional area (goal area). } \\ \text { The lower the number, the } \\ \text { more students are alike. The } \\ \text { higher the number, the greater } \\ \text { the diversity in this group. }\end{array}$ | $\begin{array}{l}\text { Middle RIT } \\ \text { score in a group. } \\ \text { When three RIT } \\ \text { scores, such as } \\ 191-199-208, ~ \\ \text { appear on a } \\ \text { report, 199 is the } \\ \text { median. }\end{array}$ | $\begin{array}{l}\text { Summarizes performance in the instructional } \\ \text { areas (goal areas) tested. Data appears only if } \\ \text { a student took a MAP Growth test. Screening } \\ \text { tests do not provide instructional area data. } \\ \text { Note: Instructional area categories may be } \\ \text { labeled differently depending on your test } \\ \text { version or state assessment. } \\ \text { Bold italic scores = Performance that might } \\ \text { be an area of concern, because they are more } \\ \text { than 3 RIT points below the overall RIT score. }\end{array}$ |
| Bold underline scores = Performance that |  |  |  |$\}$

## 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 <br> data points |

## Printing Tips

- Access the report from either the MAP Growth reports home page or from within the Student Profile Report on page 83.
- 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:

```
    Percentile Ranking Color Key
\leftarrow20 21-40 41-60 61-80 81 }->\mathrm{ U Unknown
```


## Growth Projections

- There are no projections available from summer test results.
- Which state and college projections appear depends on the state alignment that your district selected during MAP implementation.
- If your state does not have a specific NWEA linking study, default projections developed by NWEA appear on the report.
- Depending on the state, projections could be limited to certain subjects (typically reading and math) and certain grades (typically 2 through 8).
- College readiness projections are limited to grades 5 through $9\left(\mathrm{SAT}^{\circledR}\right)$ 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 $A C T{ }^{\circledR}$ cut score of 24 , instead of 22 .


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

## Summary Pages

- Grade Report -



## Grade-Level Mean RIT

## Students At Or Above 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).

* 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.

|  | $\stackrel{\text { Lo }}{\%} \%$ |  | $\begin{gathered} \text { LoAvg } \\ \text { \%ile 21-40 } \end{gathered}$ |  | $\begin{gathered} \hline \text { Avg } \\ \text { \%ile 41-60 } \\ \hline \end{gathered}$ |  | $\begin{gathered} \text { HiAvg } \\ \% \text { ile 61-80 } \\ \hline \end{gathered}$ |  | $\underset{\% \text { ile }>80}{\mathrm{Hi}}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Overall Performance | count | \% | count | \% | count | \% | count | \% | count | \% |
| Growth: Math 6+ CCSS 2010 V2 | 14 | 6\% | 40 | 19\% | 65 | 32\% | 26 | 13\% | 62 | 31\% |
|  |  |  |  |  |  |  |  |  |  |  |


| Goal Area |
| :--- |
| Real and Complex Number Systems |


| Overall Performance | Instructional Area Performance |
| :--- | :--- |
| The top row breaks out the overall scores | These rows show percentile rankings for each instructional area |
| into the different percentile rankings (low | within the test subject. Data appears only if a student took a |
| to high), based on the NWEA norms study. | MAP Growth test. Screening tests do not provide instructional area <br> data. |
|  | Note: Instructional area categories may be labeled differently <br> depending on your test version or state assessment. |

## Detail Pages

- Grade Report -



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 <br> A. Real and Complex Number Systems <br> B. Algebraic Thinking <br> C. Statistics and Probability <br> D. Geometry |
| :--- |
| A |
| 215-229 |
| $214-226$ |
| $219-229$ |$|$|  |
| :--- | :---: |

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. $\boldsymbol{A v g}=$ 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.

## Grade Breakdown

| D | E | F | G | H | I | J | K | L | M | N |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Student | Term |  |  |  |  |  | isengaged |  |  | Mathematics: |
| Middle - | Tested | Roster ${ }^{\text {P }}$ | School | Grade - | Subject | Score - | Responses | Point Range | Test Name | Geometry ${ }^{\text {r }}$ |
| Michael | Fall 2014- | Fall 2014 | LaView Elem | 5 | Mathemati | 233 | 11 | 231-240 | MAP: Math 2-5 | 231-240 |
| JaShae | Fall 2014 | Fall 201 | LaView Elem | 5 | Mathemati | 229 | 6 | 221-230 | MAP: Math 2-5 | 241-250 |
| Smith | Fall 2014 | Fall 201 | LaView Elem | 5 | Mathemati | 233 | 22 | 231-240 | MAP: Math 2-5 | 251-260 |
| Gage | Fall 2014 | Fall 201 | Dill Middle S | 6 | Mathemati | 165 | 0 | 161-170 | MAP: Math 6+C | 151-160 |
| Reginald | Fall 201 | all 20 | Dill Middle S | 6 | Mathemati | 157 | 0 | 151-160 | MAP: Math $6+($ | 161-170 |
| Michael | Fall 2014 | Il 201 | ill 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 <br> students from across the school. Unlike the Class Breakdown reports, this report has no limit <br> on the number of students. File format is CSV. |
| :--- | :--- |
| Applicable <br> 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:

| H | 1 | J | K | L | M | N |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Test RIT | Test RIT 10 | Assessment | Mathematics: | Measurement |  |
| Grade ${ }^{-}$ | Subject | Score - | Point Range ${ }^{-}$ | Name $\quad-$ | Geometry | and Data |  |
| 5 | Mathemati | 233 | 231-240 | MAP: Math 2-5 | 231-240 | 231-240 | Area does not apply to |
| 5 | Mathemati | 229 | 221-230 | MAP: Math 2-5 | 241-250 | 221-230 |  |
| 5 | Mathemati | 233 | 231-240 | MAP: Math 2-5 | 251-260 | 231-240 |  |
| 6 | MathematI | 165 | 161-1/0 | MAP: Math $6+$ C | 151-160 |  |  |
| 6 | Mathemati | 157 | 151-160 | MAP: Math 6+ | (161-170 |  |  |

## Learning Continuum

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

## Contents

- Getting started on page 38
- Navigating the Learning Continuum on page 41
- Exploring content on page 45
- Applying insights on page 46


## Getting started

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

## Feature overview

Explore MAP Growth assessment content using the features highlighted below.


A few key features of the Learning Continuum
10-point RIT bands. Explore assessment content within 10-point RIT bands that span the scores of a test.

Grade selections. Find the content for specific grades.
Learning statements. Review statements that show how the material your students may encounter on a MAP Growth assessment aligns to the RIT scale.

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

## Accessing Learning Continuum

To access the Learning Continuum:

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


On the start page, choose MAP Growth
2. Select MAP Growth Reports under Other Reports.


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.


## 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

- School Profile Report on page 47
- Exploring the Single-Term Achievement tab on page 50
- Exploring the Growth and Achievement tab on page 55
- Reviewing data for classes in a grade on page 62
- Reviewing student details on page 68
- Applying insights on page 72

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 <br> test types with <br> reportable data | Any test event that's considered a growth measure. Screening tests and tests taken outside <br> the official test window are not considered growth measures. For more details about growth <br> measures, explore Invalid Tests and Growth Criteria. |
| Date range for <br> 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. |  |

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 <br> Field | Explanation |
| :--- | :--- |
| Term <br> Rostered | The term that reflects the rostering relationships (for example, students in classes, classes in <br> grades, etc.) that you're interested in viewing. <br> Note: You can only select a term from the current or previous academic year. |
| Term <br> Tested | The term with the test events you want to see. For example, in the fall you might want to see results <br> from the previous spring. |
| Note: You can select the current term or any previous term beginning with the 2020-2021 |  |
| academic year. |  |

## 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 $\mathbf{X}$ 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: $1^{\text {st }}-20^{\text {th }}$ (red), $21^{\text {st }}-40^{\text {th }}$ (orange), $41^{\text {st }}-60^{\text {th }}$ (yellow), $61^{\text {st }}-80^{\text {th }}$ (green), and greater than $80^{\text {th }}$ (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 <br> Field | Explanation |
| :--- | :--- |
| Term <br> Rostered | The term that reflects the rostering relationships (for example, students in classes, classes in <br> grades, etc.) that you're interested in viewing. You may choose the current term or a previous term. <br> Note: The report will only display data based on students rostered in this term, even if other <br> 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 <br> considering. For example, in the spring you might want to review results from the previous spring as <br> the Start Term to the current spring term as the End Term. <br> You may choose from the available terms that took place before the selected End Term. <br> 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 <br> considering. For example, in the spring you might want to review results from the previous spring as <br> 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 <br> selected Start Term. |  |
| Course | Note: The School Profile report is available for all fall, winter, and spring terms, beginning with <br> academic year 2020-2021. |
| 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 52 and Clearing optional filters on page 53.

## 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: $1^{\text {st }}-20^{\text {th }}$ (red), $21^{\text {st }}-40^{\text {th }}$ (orange), $41^{\text {st }}-$ $60^{\text {th }}$ (yellow), $61^{\text {st }}-80^{\text {th }}$ (green), and greater than $80^{\text {th }}$ (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.


Achievement Percentile

Visualization with each quadrant labeled
Table 6. Data and explanations for the Growth and Achievement Quadrant

| Data Point | Explanation |
| :--- | :--- |
| Growth <br> Percentile | A percentile ranking based on MAP Growth Norms for observed growth between two testing <br> terms. The graph shows the median (middle) percentile for a group of students. |
| Achievement | A percentile ranking based on MAP Growth Norms for achievement in one testing term. The <br> graph shows the median (middle) percentile for a group of students. |
| Norcentile | The 50th percentile. Represents typical achievement/typical growth based on MAP Growth <br> 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 14.
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 62.

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 53.

## 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 $\mathbf{X}$ 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 <br> Number of Students | The Student Name header of the student details table displays the number of students in <br> the table you're reviewing. |
| Achievement <br> Percentile | Norm-based information about where a student's observed score from a single test event <br> 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 <br> RIT Scores. |
| Gender, Ethnicity, <br> and Programs | Values assigned as a part of the roster process. Learn more about Programs Setting Up <br> 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 <br> Number of Students | The Student Name header of the student details table displays the number of students in <br> the table you're reviewing. |
| Growth Percentile | Norm-based information about where a student's observed growth between two test <br> 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 <br> Period, based on the growth of matching peers in the NWEA norms study. |
| Gender, Ethnicity, | Values assigned as part of the roster process. Learn more about Programs Setting Up <br> 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?


## Screening and Skills Checklist Class Report



| Description | Shows overall class performance for skills and concepts included in certain <br> Screening tests or Skills Checklist tests so you can modify and focus instruction for <br> the whole class. |
| :--- | :--- |
| Applicable | Screening or Skills Checklist tests. |
| Tests |  |

## 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



| Description | Shows individual student results from certain Screening tests or Skills Checklist <br> tests so you can focus instruction for each student. |
| :--- | :--- |
| Applicable Screening or Skills Checklist tests. <br> 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



| Description | Shows test results of individual students in a selected class so you can identify <br> 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 a link in the MAP for Primary Grades Class Report.
- Report results are measured by the percentage of questions answered correctly.
- Select and sort sub-skills to group students alphabetically by low, medium, and high performance levels as a group or individual groups by performance levels.
- See which students need help with specific skills and measure progress.


## Projected Proficiency Summary Report



| Description | Shows aggregated projected proficiency data so you can determine how a <br> group of students is projected to perform on separate state and college <br> 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 <br> Manage Terms): the Test Window Complete checkbox must be selected. |

## About Proficiency Projections

- There are no projections available from summer test results.
- Which state and college projections appear depends on the state alignment that your district selected during MAP implementation.
- If your state does not have a specific NWEA linking study, default projections developed by NWEA appear on the report.
- Depending on the state, projections may be limited to certain subjects (typically reading and math) and certain grades (typically 2 through 8 ).
- College readiness projections are limited to grades 5 through 9.
- ACT College Readiness—The "On Track 24" projection is the highest benchmark. It is based on a more stringent ACT cut score of 24, instead of 22. For details, open the linking study.


## Student Growth Summary Report



| Description | Shows aggregate growth in a district or school compared to the norms for <br> 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 <br> Manage Terms). Also, the Test Window Complete checkbox must be <br> 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 -

|  |  | Comparison Periods |  |  |  |  |  |  |  | Growth Evaluated Against |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall 2020 |  |  | Spring 2021 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2021) | Total Number of Growth Events $\ddagger$ | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | $\begin{aligned} & \text { rojected } \\ & \text { School } \\ & \text { Growth } \end{aligned}$ | School Conditiona Growth tindex | School Conditional Growh Percentile | Number of Students With Growth Projections | Number of Students Who Met Their Growth Prolection | 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 |


| 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 <br> 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 percentagebased 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 <br> in RIT scores from starting term to ending term (ending RIT minus starting RIT). | Growth standard error (SE) <br> associated with term-to-term growth for the group. If these students tested again over the same period with comparable tests, term-toterm 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 E | valuatod Against |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall 2020 |  |  | Spring 2021 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2021) | Tolal Number of Growth Events $\ddagger$ | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observe Growt SE | Projected School Growth | School Conditional Growth Index | School Conditional Growth Percentile | umber of <br> students With Growth rojections | Number of Students Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditiona Growth Percentite |
| 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 <br> Growth projections based upon the <br> mean RIT of this group and the <br> 2020 school-level norms. <br> It also incorporates the weeks of <br> instruction before testing, as set in <br> the MAP preferences for your <br> district or school. | Enditional Growth <br> Index | School Conditional Growth <br> between grades or groups by <br> putting them all on an equal scale. <br> This measurement ranks your <br> grade-level growth among the <br> growth observed across all <br> matching schools within the NWEA <br> norms study. |
| Scher | Translates the School Conditional <br> Growth Index to percentile (a <br> percentage-based ranking). An <br> index of 0 equates to 50th <br> percentile. <br> the mean (typical) growth, <br> indicating that growth exactly <br> matched projections. |  |

## Student Norms Section

- Student Growth Summary Report -

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

|  |  | Comparison Periods |  |  |  |  |  |  |  |  |  | Grow | 1 Evaluated Against |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Fall 2020 |  |  | Spring 2021 |  |  | Growth |  | Grade-Level Norms |  |  | Student Norms |  |  |  |
| Grade (Spring 2021) | Tolal Number of Growh Events $\ddagger$ | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditiona Growth Index | School ICondition Growth Percenti | 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 |  |  |  |
| :--- | :--- | :--- | :--- |
| $\begin{array}{c}\text { Number Of Students } \\ \text { With Growth } \\ \text { Projections }\end{array}$ | $\begin{array}{c}\text { Number Of Students } \\ \text { Who Met Their } \\ \text { Growth Projection }\end{array}$ | $\begin{array}{c}\text { Percentage Of } \\ \text { Students Who Met } \\ \text { Growth Projection }\end{array}$ | $\begin{array}{c}\text { Student Median } \\ \text { Conditional Growth } \\ \text { Percentile }\end{array}$ |
| $\begin{array}{l}\text { Number of students used } \\ \text { for the Student Norms } \\ \text { calculations. Because } \\ \text { growth projection norms } \\ \text { are not available for some } \\ \text { situations, this count } \\ \text { could be smaller than the } \\ \text { first Count column. }\end{array}$ | $\begin{array}{l}\text { Shows how many students collectively met or } \\ \text { exceeded their individual growth projections. } \\ \text { Intended for evaluating the growth within each grade, } \\ \text { but not for comparing grades. }\end{array}$ | $\begin{array}{l}\text { Percentile that falls in the } \\ \text { middle of all the } \\ \text { Conditional Growth } \\ \text { Percentiles for this group } \\ \text { of students. It shows how } \\ \text { these students compare }\end{array}$ |  |
| to matching peers from |  |  |  |$\}$| NWEA norms. |
| :--- |

## 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 <br> Terms) |

## Basic Use

- Browser recommendation: Avoid using Internet Explorer ${ }^{\circledR}$ and Safari ${ }^{\circledR}$ 8, because of slow performance. Chrome ${ }^{\text {TM }}$ performs the best. If needed, try clicking refresh: $\mathbb{C}$.
- Prerequisite: Your school or district should have correctly set the Weeks of Instruction between testing, under MAP preferences. This setting specifies the average amount of instruction your students received, so it determines how they align to students in the NWEA norms study.
- Quick access: To jump straight to a specific student, open View Reports > MAP Reports, and use the 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).

| Percentile Ranking Color Key |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- |
| $\leftarrow 20$ | $21-40$ | $41-60$ | $61-80$ | $81 \rightarrow$ Unknown |

## 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:

| Term: Most Recent * Click to open batch printing choices ${ }^{\text {c a mana }}$ |  |  |  |
| :---: | :---: | :---: | :---: |
| PRINT AND SHARE $\quad$ Click to open batch printing choices |  |  |  |
| PRINT | DOWNLIOAD |  | orts Queve. |
| Print Sareen | Batch PDF | Family Report PDF |  |

Tip: The Family Report provides the best choice for conferences. See Family Report on page 30.

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):

| MATHEMATICS |  |  |  |
| :---: | :---: | :---: | :---: |
| Error Margin: $+/-2.9$ <br> Possible range: 208-214 1/22/2017-60 minutes Rapid Guessing \%: N/A Est. Impact Rapid Guessing \% on RIT: N/A Growth: Math 6+ TN 2016 <br> - CLOSE HIGHLIGHTS |  | LANGUAGE USAGE $\text { 層 } 235$ |  |
| To help Luke boost his performance in Mathematics and better match his U.S. national peers, review his scores in the Instructional Areas to find skills and concepts that he is ready to learn. |  | ke's mathematics scor btracting Numbers and tails about which skills | benefit from etry. Visit Ins ncepts he is |

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 $9\left(\mathrm{SAT}^{\circledR}\right)$ 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 $\mathrm{ACT}^{\circledR}$ cut score of 24 , instead of 22 .


## Readability Measure

The Lexile ${ }^{\circledR}$ 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 ${ }^{\circledR}$, Inc.

## Quantile Measure

The Quantile ${ }^{\circledR}$ 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.

| INSTRUCTIONAL AREAS |  | (2) |  |
| :---: | :---: | :---: | :---: |
| 226 | Operations and Algebraic <br> Suggested Area of Focus |  | Click any area for details and learning statements |
| 230 | Statistics and Probability | $\rightarrow$ |  |
| 232 | The Real and Complex Number Systems | $\rightarrow$ |  |
| 236 | Geometry | $\rightarrow$ |  |
|  | \$. Relative Strength |  |  |

Note: Formerly known as "goal performance scores", instructional area scores appear on existing reports, such as Class Profile report, Student Progress report, Grade report, and others. Key differences:

- Range of scores: Instead of a range representing the Standard Error, only the middle score of that range appears here. However, you can see the +/- Standard Error when you click an instructional area to open the details.
- Low/high percentiles: Instead of comparing scores with NWEA norms, the scores are compared with the overall score and, in some cases, designated "Area of Focus" or "Relative Strength."

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

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

## About Suggested Area of Focus/Relative Strength

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

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

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

## Growth Over Time

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


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

| Term Tested: | Winter 2015-2016 |
| :---: | :--- |
|  | Winter 2015-2016 |
| MA | Fall 2015-2016 |
| Spring 2014-2015 |  |


| See also: Percentile Colors (under Basic Use on page 84) |
| :--- | :--- |
| Goal: If you have set future growth goals in the Growth Goals section, they appear here. If not, <br> no goals appear on the graph. For prior terms, it is a gauge of how well your student met the <br> 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. |

## 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 94 (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 <br> can communicate about the student's term-to-term growth. |
| :--- | :--- |
| For a modern, easy-to-read format, use the Family Report on page 30. |  |
| Applicable <br> Tests | MAP Growth, Screening, and MAP Growth K-2. |
| Required <br> Roles | Instructor, Administrator, or Assessment Coordinator (School or District) |
| Prior Data | All years prior, including tests completed outside your test window range (they <br> 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 | S |
| :---: | :---: | :---: | :---: |
| 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 <br> Performance | For each instructional area ("goal"), shows either RIT score ranges or descriptors: <br> - Low: Student goal scores are lower than the 21st percentile <br> - LoAvg: Student goal scores fall within the 21st-40th percentile <br> - Avg: Student goal scores fall within the 41 st-60th percentile <br> - HiAvg: Student goal scores fall within the 61st-80th percentile <br> - High: Student goal scores fall within the 81st percentile or higher <br> 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. <br> 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. <br> Note: Instructional area categories may be labeled differently depending on your test version or state assessment. |  |  |

# This range appears when the student has taken a reading test. You can use it with online <br> Lexile ${ }^{\circledR}$ Range resources to identify appropriately challenging books, periodicals, and other reading material for each student. LEXILE ${ }^{\circledR}$ and METAMETRICS ${ }^{\circledR}$ are trademarks of MetaMetrics, Inc., and are registered in the United States and abroad. 

## Details for Student Progress

| Term/ <br> Year | Grade | RIT <br> $(+/-$ Std Err) | RIT <br> Growth | Growth <br> Projection | Percentile <br> 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. <br> 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) <br> WI (Winter) $S P \text { (Spring) }$ <br> 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.

