

Measures of Academic  
Progress® | MAP®

## Reports Portfolio for Web-Based MAP® Users

  
Northwest Evaluation Association  
*Partnering to help all kids learn®*

## MAP® Results Reports

As tools for maximizing student achievement, the Northwest Evaluation Association™ (NWEA™) assessments' analysis and reporting options are essential. MAP reporting features help educators inform not only classroom instruction, but school and district improvement programs as well:

- **Timely results.** NWEA assessments yield fast results that identify students who need intervention and accurately point to instructional learning objects. MAP scores each test as it is administered and, at the test's conclusion, gives preliminary results to both student and proctor. Anytime following a test, instructors and administrators can order more in-depth reports, which show aggregate data by class, grade, school, and district. Most of these reports are available instantly; however, larger reports may take up to 24 hours.
- **Multipurpose.** MAP reports scores as norm-referenced, achievement, and growth, providing different perspectives on an individual student's progress from a single test event.
- **A wide array of reports that display data in various formats and grouping options for different audiences.** Instructors and administrators can use those reports best suited to their needs – to predict proficiency for the state test, to appropriately group students for differentiated instruction, or to engage students in mapping their own learning plan for the school year.
- **Flexible reporting formats.** While most instructors and administrators make good use of the NWEA pre-configured reports, some districts and agencies want the underlying data formatted to import into their own student information or assessment management systems. NWEA provides an online interface to order (free of charge) raw data reports at any time and frequency during a testing season.

*For comprehensive annotated versions of Web-Based MAP and MAP® for Primary Grades (MPG) reports, please refer to the Reports and Instructional Resources Guide on the MAP Administration and Reporting Center (MARC) site.*



## Reports Annotation Key

- 1 **Goal Performance Area:** The students' performance in the goal strands tested in this subject. Data will display either by Goal Strand RIT Ranges or descriptors if a student took a Survey with Goals test.
- 2 **Smp Err:** The Standard Error (see #4) around a group of scores. Generally, the larger the group, the lower the sampling error will be.
- 3 **RIT Score:** The student's overall scale score on the test.
- 4 **Standard Error of Measurement:** An estimate of the precision of the achievement (RIT) scores for an individual. The smaller the standard error, the more precise the achievement estimate.
- 5 **RIT Range:** If a student took the test again relatively soon, the score would fall within this range about 68% of the time.
- 6 **Percentile:** The percentage of students in NWEA's nationally normed group, for this grade, that this student's score equaled or exceeded.
- 7 **Lexile® Range:** A score (displayed as a 150-point range) resulting from a correlation between the NWEA RIT score and the MetaMetrics® Lexile® scale that helps identify level-appropriate reading material for an individual student.
- 8 **Mean RIT:** Average score of students in this class for this content area.
- 9 **Median RIT:** Middle score of this class for this content area.
- 10 **Standard Deviation:** Indicates the variability of scores within this group. A larger standard deviation generally reflects a wider range of scores.
- 11 **Subject:** Subject area of test taken. Click a subject to generate the *Class Breakdown by Goal Report*.
- 12 **Overall Score:** Columns are divided by ten-point RIT bands. Students' overall RIT scores for the test in that subject appear in parentheses.
- 13 **Goal Strands Tested:** Click a goal, student name, or <all students in cell> to view the *DesCartes: A Continuum of Learning®* or *Primary Grades Instructional Data* (PGID) with cover sheet for a selected subject, goal area, and RIT range.
- 14 **DesCartes or Primary Grades Instructional Data Skills and Concepts:** **Enhance:** Student has a 73% probability of correctly answering questions that measure these concepts and skills. **Develop:** 50% probability. **Introduce:** 27% probability.
- 15 **Projected Proficiency Category:** Students are grouped in assessment proficiency categories based on the NWEA Alignment/Linking study and your state assessment.
- 16 **Columns and summary statistics** shown in gray are applicable only in *Achievement Status and Growth Summary Reports*.
- 17 **Growth Projection:** Mean growth that was observed in the latest NWEA norming study for students who had the same starting RIT score.
- 18 **Projected RIT:** The minimum RIT score the student would attain if their growth projection was met (starting RIT plus growth projection).
- 19 **Growth Standard Error:** Amount of measurement error associated with the term-to-term growth. If the student could be tested again over the same period with comparable tests, there would be about a 68% chance that term-to-term growth would fall within a range defined by the term-to-term growth, plus or minus the growth standard error.
- 20 **Growth Projection Met:** Indicates YES if the student's term-to-term growth was equal to or exceeded the growth projection. NO if the growth was less than the growth projection.
- 21 **Growth Index:** The RITs by which the student exceeded the projected RIT (plus values), fell short of the projected RIT (minus values), or exactly met the projected RIT (0).
- 22 **Count of Students Who Met or Exceeded Their Projected RIT:** The number of students with a growth index value greater than or equal to zero.
- 23 **Percentage of Students who Met or Exceeded Their Projected RIT:** The percentage of students with a growth index value greater than or equal to zero.
- 24 **Overall Percentage of Projected RIT Met or Exceeded:** The total student growth divided by the total projected RITs expressed as a percentage. Shows the proportion of the overall RIT growth projections achieved by the students. Performance of 100% is considered average, meaning the student growth equaled the projections. Use in conjunction with the percentage of students who met or exceeded their projected RIT.
- 25 **RIT Growth:** The student's RIT point growth from the initial term to the final term. Student must have completed testing in the final term.
- 26 **Student Score Range:** The middle number is the student's RIT score. The numbers on either side define the RIT range (see #5).
- 27 **Goal Areas:** These columns show the students' average performance and standard deviation in the goal strands in each subject.
- 28 **Area of Relative Strength in Performance:** If a score is **bold underlined**, the score is three or more RIT points above a district's overall mean.
- 29 **Area of Relative Concern:** If a score is ***bold italic***, it represents a score that is three or more RIT points below your district's overall mean.
- 30 **Optional Group:** Summary results may be disaggregated by gender, ethnicity, or special program.
- 31 **Growth Mean:** The average change in RIT scores from starting term to ending term.
- 32 **Segmented Bar Graph:** The numbers represent the number of students who fell within each percentage range – low, middle, high.

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# Class Report (by Test RIT)



## Class Report (by Test RIT)

Kotifani, Jenisha  
5th Grade Homeroom

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

### Reading

MAP: Reading Survey w/ Goals 2-5 Common Core 2010/Common Core English Language Arts K-12: 2010

Summary	
Total Students with Valid Growth Test Scores	11
8 Mean RIT	201.7
Median RIT	201 <b>9</b>
10 Standard Deviation	11.2
District Grade Level Mean RIT	201
Students At or Above District Grade Level Mean RIT	6
Norm Grade Level Mean RIT	207.1
Students At or Above Norm Grade Level Mean RIT	4

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
	count	%	count	%	count	%	count	%	count	%
<b>1</b> Overall Performance MAP: Reading 2-5 Common Core 2010/Common Core English Language Arts K-12: 2010	2	18%	2	18%	5	45%	1	9%	1	9%
Goal Area										
Literature	1	9%	1	9%	5	45%	2	18%	2	18%
Informational Text	2	18%	2	18%	4	36%	2	18%	1	9%
Found Skills, Vocabulary	2	18%	3	27%	5	45%	1	9%	0	0%

<b>2</b>		
Mean RIT (+/- Smp Err)	Median RIT	Std Dev
198- <del>201</del> -204	201	11.2
196- <del>201</del> -206	204	18.1
196- <del>204</del> -212	202	12.5
194- <del>198</del> -202	198	10.0

# Class Report (by Test RIT)



## Class Report (by Test RIT)

Kotifani, Jenisha  
5th Grade Homeroom

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

### Reading

MAP: Reading 2-5 Common Core 2010/Common Core English Language Arts K-12: 2010

**Goal Performance:**  
A. Informational Text  
B. Literature  
C. Found Skills, Vocabulary

Name (Student ID)	Gr	Test Date	4	3	6	7	Test Duration	Goal Performance:		
				RIT (+/- Std. Err)	Percentile (+/- Std Err)	Lexile® Range		A	B	C
Dugaw, Daytan N. (SW07001428)	5	09/13/10		178-181-184	3-4-6	158-308	75 m	163-177	175-187	187-197
Devany, Noni I. (F09000030)	5	09/13/10		185-188-191	7-10-13	288-438	20 m	185-196	185-195	177-189
Scruggs, Ambrose E. (F10000851)	5	09/13/10		194-197-200	17-22-31	452-602	42 m	191-202	191-203	192-204
Shalifoe, Dyanne E. (F10000849)	5	09/13/10		195-198-201	18-24-31	464-614	60 m	201-213	189-201	185-198
Haukebo-Bol, Zaiden N. (SF0600226)	5	09/13/10		195-198-201	17-24-31	457-607	53 m	187-199	196-207	192-204
Wolf, Tiphannie E. (F0800104)	5	09/13/10		198-201-204	22-31-39	513-663	25 m	189-201	194-206	201-214
Vosburg, Mary M. (F09000045)	5	09/13/10		202-205-208	34-42-51	587-737	72 m	198-210	211-224	187-200
Kucia, Javis S. (F0900167)	5	09/13/10		204-207-210	39-48-61	634-784	42 m	198-210	199-211	208-219
Valkier, Romeo Moises S. (F0900031)	5	09/13/10		208-211-214	51-61-70	697-847	57 m	210-221	205-216	200-212
Alhamzawi, Drew W. (SF0600225)	5	09/13/10		210-213-217	58-67-78	737-887	67 m	206-218	216-229	198-211
Dimalanta, Kaleigha S. (SF0600178)	5	09/13/10		217-220-223	78-85-91	858-1008	29 m	217-228	210-222	215-226

5

# Class Breakdown by RIT Report



## Class Breakdown by RIT Report

**District:** NWEA™ Sample District 3  
**Term Rostered:** Fall 2010  
**Term Tested:** Fall 2010  
**School:** Three Sisters Elementary School  
**Instructor:** Kotifani, Jenisha  
**Class:** TF060054 Kotifani Homeroom 1(A)

Modify Options

Select a Subject in this report to view a Class Breakdown by Goal Report

Class Breakdown by RIT



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11

Subject	Overall Score <b>12</b>				
	<191	191-200	201-210	211-220	221+
Mathematics		D. E. Shalifoe (191) D. N. Dugaw (195) N. I. Devany (197) A. E. Scruggs (197) T. E. Wolf (200)	Z. N. Haukebo-Bol (210) M. M. Vosburg (210)	J. S. Kucia (215) D. W. Alhamzawi (216) R. Valkier (217)	K. S. Dimalanta (224)
Reading	D. N. Dugaw (181) N. I. Devany (188)	A. E. Scruggs (197) Z. N. Haukebo-Bol (198) D. E. Shalifoe (198)	T. E. Wolf (201) M. M. Vosburg (205) J. S. Kucia (207)	R. Valkier (211) D. W. Alhamzawi (213) K. S. Dimalanta (220)	
Language Usage	N. I. Devany (182)	A. E. Scruggs (197) D. E. Shalifoe (200)	Z. N. Haukebo-Bol (201) J. S. Kucia (201) D. N. Dugaw (203) T. E. Wolf (206)	M. M. Vosburg (212) R. Valkier (214) K. S. Dimalanta (215) D. W. Alhamzawi (220)	
Science		A. E. Scruggs (198)	J. S. Kucia (201) D. W. Alhamzawi (202) M. M. Vosburg (202) T. E. Wolf (204) D. N. Dugaw (206) N. I. Devany (207)	D. E. Shalifoe (214) K. S. Dimalanta (215) R. Valkier (216)	Z. N. Haukebo-Bol (223)

# Class Breakdown by Goal Report



## Class Breakdown by Goal Report

**District:** NWEA Sample District 3  
**Term Rostered:** Fall 2010  
**School:** Three Sisters Elementary School  
**Instructor:** Kotifani, Jenisha  
**Class:** 5th Grade Homeroom  
**Subject:** Reading

[Modify Options](#)

[<Back to Class](#)  
[Breakdown by RIT](#)

You may select the student's name, <all students in the cell>, or the goal name to retrieve a list of DesCartes: A Continuum of Learning® statements of the Primary Grades Instructional Data statements that correspond to the student's goal RIT ranges or all RIT ranges for the goal.



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## Reading Survey w/ Goals 2-5 Common Core 2010

Goal	Goal Score <b>12</b>						
	<171	171-180	181-190	191-200	201-210	211-220	221 +
<b>Literature</b> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">13</span> <all students in the cell> D. N. Dugaw (181)				<all students in the cell> N. I. Devany (188) A. E. Scruggs (197) Z. N. Haukebo-Bol (198) T. E. Wolf (201)	<all students in the cell> D. E. Shalifoe (198) M. M. Vosburg (205) J. S. Kucia (207)	<all students in the cell> R. Valkier (211) D. W. Alhamzawi (213)	<all students in the cell> K. S. Dimalanta (220)
<b>Informational Text</b>			<all students in the cell> D. N. Dugaw (181) N. I. Devany (188)	<all students in the cell> A. E. Scruggs (197) D. E. Shalifoe (198) T. E. Wolf (201)	<all students in the cell> Z. N. Haukebo-Bol (198) J. S. Kucia (207)	<all students in the cell> M. M. Vosburg (205) R. Valkier (211) K. S. Dimalanta (220)	<all students in the cell> D. W. Alhamzawi (213)
<b>Found Skills, Vocabulary</b>			<all students in the cell> N. I. Devany (188)	<all students in the cell> D. N. Dugaw (181) A. E. Scruggs (197) Z. N. Haukebo-Bol (198) D. E. Shalifoe (198) M. M. Vosburg (205)	<all students in the cell> T. E. Wolf (201) R. Valkier (211) D. W. Alhamzawi (213)	<all students in the cell> J. S. Kucia (207)	<all students in the cell> K. S. Dimalanta (220)



# DesCartes: A Continuum of Learning®: Reading



## DesCartes: A Continuum of Learning

Reading  
Goal: Literature

14

RIT Score Range: 201-210  
Statement Last Updated: Mar 21, 2013

Skills and Concepts to Enhance (73% Probability*) 191–200	Skills and Concepts to Develop (50% Probability*) 201–210	Skills and Concepts to Introduce (27% Probability*) 211–220
<p><b>Literature: Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>Locates information in literary passages containing long, complex, or incomplete sentences</li> <li>Locates information in short literary passages (1 to 3 paragraphs, complex sentences)</li> <li>Locates and paraphrases information found in literary text</li> <li>Summarizes literary information</li> <li>Summarizes the plot of a story</li> <li>Summarizes information using supporting details in literary text</li> <li>Restates supporting details in literary text (1 to 3 paragraphs)</li> <li>Analyzes literary text to identify a title representing the main idea of literary text</li> <li>Analyzes short story literary passages (1–5 sentences) containing complex sentences to determine the main idea (term not used, expressed as a short phrase) in literary text</li> <li>Analyzes short literary passages (1–5 sentences) describing events and expresses the main idea in the form of a phrase</li> <li>Analyzes passages (1–3 complex paragraphs) of literary text and rephrases the main idea of text</li> <li>Analyzes passages (5 paragraphs) and rephrases the main idea (term not used) of literary text</li> <li>Analyzes passages (5–10 paragraphs) to identify main idea (term not used, expressed as a short phrase) in literary text</li> <li>Recognizes details that support the main idea in literary text</li> <li>Distinguishes between a result of a given event and other non-related events in literary text</li> <li>Explains why a specific event (term not used) occurred using information supplied in a literary passage (1–3 paragraphs containing complex sentences) describing events</li> <li>Compares short literary texts to determine the common theme</li> <li>Contrasts (term not used) characters in literary text (1–3 paragraphs)</li> <li>Distinguishes facts located in a passage of literary text</li> <li>Makes predictions from literary texts (1–3 paragraphs)</li> <li>Makes inferences from literary texts describing events</li> <li>Makes inferences based upon supporting details in literary text</li> </ul> <p><i>Note: Some learning statements removed to improve readability</i></p>	<p><b>Literature: Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>Locates information in literary passages containing long, complex, or incomplete sentences with high level vocabulary</li> <li>Locates and paraphrases information found in literary text</li> <li>Summarizes literary information</li> <li>Restates supporting details in literary text (1 to 3 paragraphs)</li> <li>Evaluates literary passages to select the best summary</li> <li>Analyzes passages (1–3 complex paragraphs) of the literary text and rephrases the main idea of the text</li> <li>Analyzes passages (5 paragraphs) and rephrases the main idea (term not used) of literary text</li> <li>Analyzes passages (5–10 paragraphs) to rephrase the main idea of literary text (term not used) in the form of a short sentence</li> <li>Recognizes details that support the main idea in literary text</li> <li>Determines events as examples of cause and effect in literary text</li> <li>Compares short literary texts to determine the common theme</li> <li>Compares settings used in literary texts</li> <li>Infers the conflict (term not used) in a literary text</li> <li>Makes inferences to determine an author’s bias or viewpoint or attitude (terms used) from paragraphs of literary text containing one or more complex sentences</li> <li>Evaluates the likelihood of occurrence of a particular event using information supplied in a literary text</li> <li>Makes inferences from information found in literary text</li> <li>Infers the meaning of phrases found in literary text</li> <li>Infers meaning in literary text (4–6 paragraphs)</li> <li>Infers a similar meaning in a literary text</li> <li>Infers a title using information found in literary text</li> <li>Makes inferences (term not used) from literary passages (1–3 paragraphs)</li> <li>Draws conclusions based on information found in literary text</li> <li>Describes the plot of a story</li> <li>Identifies the development of plot in a literary text</li> <li>Analyzes events important to plot development in literary text</li> <li>Analyzes a literary passage and defines setting</li> </ul>	<p><b>Literature: Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>Locates information in literary passages containing long, complex, or incomplete sentences with high level vocabulary</li> <li>Summarizes information in literary text with extensive dialogue</li> <li>Summarizes information in literary text based on supporting details</li> <li>Analyzes passages (5–10 paragraphs) to rephrase the main idea of literary text (term not used) in the form of a short sentence</li> <li>Analyzes poems to determine the main idea in literary text</li> <li>Evaluates statements to choose the one which best represents the main idea of a literary paragraph (complex)</li> <li>Analyzes how detail is used in a literary text to set the scene</li> <li>Describes contrasts made among characters in literary texts (1–10 complex paragraphs)</li> <li>Evaluates the likelihood of occurrence of a particular event using information supplied in a literary text</li> <li>Makes inferences from information found in literary text</li> <li>Makes inferences from literary passages (1–3 paragraphs)</li> <li>Makes inferences from information in complicated literary texts</li> <li>Makes inferences in long literary passages</li> <li>Infers the meaning of phrases found in literary text</li> <li>Draws conclusions from literary text (3–5 paragraphs)</li> <li>Draws conclusions based on information found in literary text</li> <li>Identifies the development of plot in a literary text</li> <li>Infers a similar meaning in a literary text</li> <li>Identifies the use of rising action in plot</li> <li>Analyzes setting in literary texts</li> <li>Describes how characters are developed in literary texts</li> <li>Infers the reason behind a character’s actions</li> <li>Evaluates character development in literary text</li> <li>Infers the qualities (emotional and/or physical) of a character based on information found in literary texts</li> <li>Infers the reason behind a character’s feelings/emotions</li> <li>Identifies the qualities (emotional and/or physical) of a character in literary texts</li> </ul>

**Explanatory Notes**

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

# Class Breakdown by Projected Proficiency



## Class Breakdown by Projected Proficiency

**District:** NWEA Sample District 3  
**Term Rostered:** Fall 2009 – 2010  
**Term Tested:** Fall 2009 – 2010  
**School:** Three Sisters Elementary School  
**Instructor:** Kotifani, Jenisha  
**Class:** TFo60054 Kotifani Homeroom 1(A)

Modify Options

Class Breakdown by Projected Proficiency



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State Test Name: CSAP

Subject	Projected Proficiency Category <b>15</b>		
	Partially Proficient	Proficient	Advanced
Mathematics	D. E. Shalifoe (191) D. N. Dugaw (195) N. I. Devany (197) A. E. Scruggs (197) T. E. Wolf (200)	Z. N. Haukebo-Bol (210) M. M. Vosburg (210) J. S. Kucia (215) D. W. Alhamzawi (216) R. Valkier (217)	K. S. Dimalanta (224)
Reading	D. N. Dugaw (181) N. I. Devany (188) A. E. Scruggs (197) Z. N. Haukebo-Bol (198) D. E. Shalifoe (198)	T. E. Wolf (201) M. M. Vosburg (205) J. S. Kucia (207) R. Valkier (211) D. W. Alhamzawi (213)	K. S. Dimalanta (220)

# DesCartes: A Continuum of Learning®: Mathematics



## DesCartes: A Continuum of Learning

### Mathematics

Goal: Measurement and Data

14

RIT Score Range:

171-180

Statements Last Updated:

Mar 21, 2013

Skills and Concepts to Enhance (73% Probability*) 161-170	Skills and Concepts to Develop (50% Probability*) 171-180	Skills and Concepts to Develop (27% Probability*) 181-190
<p>Geometric Measurement and Problem Solving</p> <ul style="list-style-type: none"> <li>• Compares objects (shorter, longer)</li> <li>• Estimates and measures length of an object to the nearest inch using a picture of a ruler</li> <li>• Measures length with customary measures to the inch mark</li> <li>• Measures length with metric measures to the centimeter mark</li> <li>• Tells time to the nearest hour</li> <li>• Tells time to the nearest half hour</li> </ul>	<p>Geometric Measurement and Problem Solving</p> <ul style="list-style-type: none"> <li>• Identifies the value of a collection of coins to \$1.00 (with pictures of coins)</li> <li>• Identifies the value of a collection of coins and bills to \$10.00 by "counting on" (with picture of money)</li> <li>• Estimates and measures length of an object to the nearest centimeter using a picture of a ruler</li> <li>• Measures length with customary measures to the inch mark</li> <li>• Tells time to the nearest hour</li> <li>• Tells time to the nearest half hour</li> <li>• Tells time to the nearest 5 minutes</li> <li>• Computes simple conversions among units of time (minutes in an hour, half hour, quarter hour)</li> <li>• Connects money with place value</li> </ul>	<p>Geometric Measurement and Problem Solving</p> <ul style="list-style-type: none"> <li>• Identifies the value of a collection of coins to \$1.00 (without picture of coins)</li> <li>• Adds money with regrouping</li> <li>• Identifies the value of a collection of coins and bills to \$10.00 by "counting on" (with picture of money)</li> <li>• Finds equivalent combinations of coins with the same value</li> <li>• Combines a collection of coins and identifies the correct notation</li> <li>• Makes change to \$1.00 by "counting on" or subtracting</li> <li>• Computes with dollars and cents up to and including \$5.00 and converts to decimals (addition/subtraction only)</li> <li>• Computes 1 operation on addition or subtraction real-world problems involving money up to \$5.00</li> <li>• Selects and uses the appropriate type and size of unit in customary system (length)</li> <li>• Measures length with non-standard units</li> <li>• Measures length with customary measures to the half-inch mark</li> <li>• Uses a variety of non-standard units to measure the same length</li> <li>• Determines more capacity or less capacity</li> <li>• Identifies the correct time, given the words, and vice versa</li> <li>• Determines elapsed clock time</li> <li>• Determines elapsed time under 1 hour or to the hour</li> <li>• Determines elapsed time involving whole hours, whole days, whole years</li> <li>• Tells time to the nearest 5 minutes</li> <li>• Computes simple conversions among units of time (days, weeks)</li> </ul>
<p>Represent and Interpret Data</p> <ul style="list-style-type: none"> <li>• Reads a chart or table – numbers</li> <li>• Reads a simple pictograph – comparisons (e.g., largest smallest, most often, least often)</li> <li>• Displays data appropriately – bar graph – scale is 1 to 1</li> <li>• Reads a simple bar graph – comparisons (e.g., largest, smallest, most often, least often)</li> <li>• Compares data from simple graphs (e.g., largest, smallest, most often, least often)</li> </ul> <p>• <i>New Vocabulary:</i> dollar, longest, shortest</p> <p>• <i>New Signs and Symbols:</i> = is equal to, : used with time</p>	<p>Represent and Interpret Data</p> <ul style="list-style-type: none"> <li>• Reads a chart or table – numbers</li> <li>• Interprets simple graphs or tables</li> <li>• Interprets data using tally charts</li> <li>• Reads a simple pictograph – comparisons (e.g., largest smallest, most often, least often)</li> <li>• Solves simple problems based on data from pictographs</li> <li>• Reads a simple bar graph – comparisons (e.g., largest, smallest, most often, least often)</li> <li>• Reads a simple bar graph – numbers (e.g., how many)</li> <li>• Solves simple problems based on data from bar graphs</li> <li>• Compares data from simple graphs (e.g., largest, smallest, most often, least often)</li> </ul> <p>• <i>New Vocabulary:</i> fewer, morning, taller</p> <p>• <i>New Signs and Symbols:</i> a.m., ¢ cent sign, cm centimeter/centimetre, \$ dollar sign, p.m.</p>	<p>Represent and Interpret Data</p> <ul style="list-style-type: none"> <li>• Interprets simple graphs or tables</li> <li>• Reads and interprets data from a pictograph</li> <li>• Solves simple problems based on data from pictographs</li> <li>• Reads a simple bar graph – comparisons (e.g., largest, smallest, most often, least often)</li> <li>• Reads a simple bar graph – numbers (e.g., how many)</li> <li>• Reads and interprets data from a bar graph</li> <li>• Interprets a simple bar graph – calculation required</li> <li>• Solves simple problems based on data from bar graphs</li> </ul> <p>• <i>New Vocabulary:</i> changed, clock, estimation, half past, how much time, left over, lowest, millimeter, noon, o'clock, pennies, quarter past, quarter to, what time</p> <p>• <i>New Signs and Symbols:</i> in, inch, : used with time, : used with time</p>

**Explanatory Notes**

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

# DesCartes: A Continuum of Learning®: Mathematics (continued)



## DesCartes: A Continuum of Learning

### Mathematics

Goal: Measurement and Data

14

RIT Score Range:

201-210

Statements Last Updated:

Mar 21, 2013

Skills and Concepts to Enhance (73% Probability*) 191-200	Skills and Concepts to Develop (50% Probability*) 201-210	Skills and Concepts to Develop (27% Probability*) 211-220
Geometric Measurement and Problem Solving	Geometric Measurement and Problem Solving	Geometric Measurement and Problem Solving
<ul style="list-style-type: none"> <li>• Adds money with regrouping</li> <li>• Identifies the value of a collection of coins and bills to \$10.00 by “counting on” (without picture of money)</li> <li>• Finds equivalent combinations of coins with the same value</li> <li>• Makes change to \$1.00 by “counting on” or subtracting</li> <li>• Solves real-world problems involving decimals (not money) using addition and subtraction</li> <li>• Identifies the value of a collection of coins to \$1.00 (without picture of coins)</li> <li>• Computes with dollars and cents up to and including \$5.00 and converts to decimals (addition/subtraction only)</li> <li>• Computes 1 operation on real-world problems involving money over \$5.00 (addition/subtraction only)</li> <li>• Computes half price (multiplication/division)</li> <li>• Measures length with non-standard units</li> <li>• Computes basic operations with units of weight/mass</li> <li>• Converts between cups and pints</li> <li>• Converts between cups, pints, and quarts</li> <li>• Identifies the correct time, given the words, and vice versa</li> <li>• Determines elapsed clock time</li> <li>• Tells time to the nearest quarter hour</li> <li>• Determines elapsed time involving whole hours whole days, whole years</li> <li>• Tells time to the nearest 1 minute</li> <li>• Computes simple conversions among units of time (minutes, hours)</li> </ul> <p><i>Note: Some learning statements removed to improve readability</i></p>	<ul style="list-style-type: none"> <li>• Uses the appropriate unit of measure for length</li> <li>• Computes the value of multiple bills and coins (addition/subtraction only)</li> <li>• Computes addition and subtraction on multiple-step real-world problems involving money</li> <li>• Computes money problems with multiple operations (addition/subtraction only)</li> <li>• Computes addition, subtraction, multiplication, and division on multiple-step, real-world problems involving money</li> <li>• Knows the approximate size of a yard</li> <li>• Measures length to the nearest centimeter</li> <li>• Converts between inches and feet</li> <li>• Knows the approximate size of a pound</li> <li>• Knows the approximate size of a gram</li> <li>• Converts between cups and pints</li> <li>• Converts between cups, pints, and quarts</li> <li>• Computes simple conversions among units of time (hours, days)</li> <li>• Computes more difficult conversions among units of time</li> <li>• Applies dimensional analysis to simple real-world problems (time)</li> <li>• Solves simple problems involving elapsed time with the conversion of hours</li> <li>• Solves simple problems involving miles per gallon</li> <li>• Solves simple problems involving miles/kilometers per hour</li> </ul>	<ul style="list-style-type: none"> <li>• Computes the value of multiple bills and coins (addition/subtraction only)</li> <li>• Analyzes and computes 1 operation on real-world problems involving money over \$5.00 (multiplication/division)</li> <li>• Computes with dollars and cents over \$5.00 and converts to decimals (multiplication/division)</li> <li>• Computes addition and subtraction on multiple-step real-world problems involving money</li> <li>• Computes addition, subtraction, multiplication, and division on multiple-step, real-world problems involving money</li> <li>• Uses the appropriate unit of measure for length</li> <li>• Knows the approximate size of a millimeter</li> <li>• Converts between inches and feet</li> <li>• Converts between inches, feet, and yards</li> <li>• Selects and uses the appropriate type and size of unit in metric system (mass)</li> <li>• Solves simple problems involving measurement of weight</li> <li>• Converts between cups, pints, quarts, and gallons</li> <li>• Apply dimensional analysis to simple real-world problems (capacity)</li> <li>• Computes more difficult conversions among units of time</li> <li>• Relates years, decades, centuries, and millenniums</li> <li>• Applies dimensional analysis to simple real-world problems (time)</li> <li>• Solves difficult problems involving elapsed time, with the conversion of hours</li> <li>• Solves simple problems involving miles per gallon</li> </ul>
Represent and Interpret Data	Represent and Interpret Data	Represent and Interpret Data
<ul style="list-style-type: none"> <li>• Reads and interprets data from a bar graph</li> <li>• Reads and interprets dual bar graphs</li> <li>• Interprets a simple bar graph – calculation required</li> <li>• Draws conclusions from data – tally charts or frequency tables</li> <li>• Reads and interprets data from a pictograph</li> <li>• Interprets a pictograph – calculation required</li> </ul> <p><i>New Vocabulary:</i> decade, deposit, longer, miles per hour</p> <p><i>New Signs and Symbols:</i> °F degrees Fahrenheit, ft feet, g gram, “ inches, lb pound, m meter/metre, min minute, yd yard</p>	<ul style="list-style-type: none"> <li>• Solves problems using pictographs</li> <li>• Organizes data to create simple bar graphs</li> <li>• Solves problems using bar graphs</li> <li>• Solves problems using dual bar graphs</li> <li>• Draws conclusions from data – bar graphs</li> </ul> <p><i>New Vocabulary:</i> bar graph, cubic centimeter, cubic unit, larger</p> <p><i>New Signs and Symbols:</i> variable</p>	<ul style="list-style-type: none"> <li>• Solves problems using pictographs</li> <li>• Solves problems using bar graphs</li> <li>• Reads and interprets data in line plots</li> </ul> <p><i>New Vocabulary:</i> century, coin, how long, line plot, union</p> <p><i>New Signs and Symbols:</i> \$ dollar sign, hr hour, ↓ measurement span down, ← measurement span left, → measurement span right, ↑ measurement span up</p>

**Explanatory Notes**

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

# Achievement Status and Growth (ASG) Projection Report



## Achievement Status and Growth (ASG) Projection Report

Filek, Jace  
4th Grade Homeroom

Term Rostered: Fall 2010 – Spring 2011  
 Term Tested: Fall 2010 – Spring 2011  
 District: NWEA District 3  
 School: St. Helens Elementary School  
 Grouping: None  
 Small Group Display: No  
 Growth Measured From: Fall 2010 – Spring 2011

### Language Usage

Student ID	Name	FA10 Grade	FA10 Date	Test Type	3	4	SP11 Test RIT	17	18	16			
					FA10 Test RIT	FA10 Standard Error		SP11 Standard Error	Growth Standard Error	SP11 Growth Projection	SP11 Projected RIT	Growth Projection Met	Growth Index
SFo6000494	Barner, Blayne E.	4	9/2/10	S/G	227	3.1				4	231		
SFo6000270	Blatnik, Caolynn N.	4	9/4/10	S/G	211	3.0				6	217		
SFo6000262	Cymbola, Diamonte E.	4	9/2/10	S/G	159	3.0				11	170		
SFo6000287	Greenia, Quenten N.	4	9/2/10	S/G	199	3.0				7	206		
SFo7001857	Grunenberger, Andryn N.	4	9/4/10	S/G	202	3.0				6	208		
SFo6000399	Hanchek, Benjamin N.	4	9/2/10	S/G	195	3.0				7	202		
SW07001457	Lagers, Kimbra A.	4	9/2/10	S/G	170	3.0				10	180		
SFo6000156	Lensch, Marlin N.	4	9/2/10	S/G	208	3.1				6	214		
SFo7001662	Niemela, Yona Michelle E.	4	9/2/10	S/G	212	2.9				5	217		
So8000037	Polese, Harrison N.	4	9/3/10	S/G	180	3.1				9	189		
SFo6000269	Quartaro, Alexander R.	4	9/2/10	S/G	204	3.0				6	210		
Fo8000186	Slamka, Nikkita A.	4	9/2/10	S/G	191	3.0				8	199		
Fo8000225	Smoroske, Vassa A.	4	9/2/10	S/G	207	3.0				6	213		
SFo6000301	Sullenberger, Cordel L.	4	9/2/10	S/G	194	3.0				7	201		

**Summary for: Language Usage:**

Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores	
Count of Students who Met or Exceeded their Projected RIT	
Percentage of Students who Met or Exceeded their Projected RIT	16
Overall Percentage of Projected RIT Met or Exceeded	
Count of Students with Growth Projection available and Valid Fall 2010-2011 Test Scores	14
Fall 2010 Mean RIT	204.1
Fall 2010 Median RIT	207.0
Fall 2010 Standard Deviation	19.21

# Achievement Status and Growth (ASG) Summary Report



## Achievement Status and Growth (ASG) Summary Report

Filek, Jace  
4th Grade Homeroom

Term Rostered: Fall 2010 – Spring 2011  
 Term Tested: Fall 2010 – Spring 2011  
 District: NWEA District 3  
 School: St. Helens Elementary School  
 Grouping: None  
 Small Group Display: No  
 Growth Measured From: Fall 2010 – Spring 2011

### Language Usage

Student ID	Name	SP11 Grd	Date	Test Type	FA10 Test RIT	FA10 Std Err	SP11 Test RIT	SP11 Std Err	19 Growth Std Err	17 SP11 Growth Projection	18 SP11 Projected RIT	20 Growth Projection Met	21 Growth Index
SFo6000494	Barner, Blayne E.	4	4/28/11	S/G	227	3.1	238	3.0	4.3	4	231	Yes	7
SFo6000270	Blatnik, Caolynn N.	4	4/28/11	S/G	211	3.0	223	3.0	4.2	6	217	Yes	6
SFo6000262	Cymbola, Diamonte E.	4	4/28/11	S/G	159	3.0	163	3.2	4.4	11	170	No	-7
SFo6000287	Greenia, Quenten N.	4	4/28/11	S/G	199	3.0	207	3.0	4.2	7	206	Yes	1
SFo7001857	Grunenberger, Addryn N.	4	4/28/11	S/G	202	3.0	217	3.0	4.2	6	208	Yes	9
SFo6000399	Hancheck, Benjamin N.	4	4/28/11	S/G	195	3.0	196	2.9	4.2	7	202	No	-6
SW07001457	Lagers, Kimbra A.	4	4/28/11	S/G	170	3.0	179	3.0	4.2	10	180	No	-1
SFo6000156	Lensch, Marlin N.	4	4/28/11	S/G	208	3.1	226	2.9	4.2	6	214	Yes	12
SFo7001662	Niemela, Yona Michelle E.	4	4/28/11	S/G	212	2.9	217	3.0	4.2	5	217	Yes	0
So8000037	Polese, Harrison N.	4	4/28/11	S/G	180	3.1	184	3.0	4.3	9	189	No	-5
SFo6000269	Quartaro, Alexander R.	4	4/28/11	S/G	204	3.0	214	3.1	4.3	6	210	Yes	4
Fo8000186	Slamka, Nikkita A.	4	4/28/11	S/G	191	3.0	197	3.0	4.2	8	199	No	-2
Fo8000225	Smoroske, Vassa A.	4	4/28/11	S/G	207	3.0	221	3.1	4.3	6	213	Yes	8
SFo6000301	Sullenberger, Cordel L.	4	4/28/11	S/G	194	3.0	197	2.9	4.2	7	201	No	-4

Subject Summary:	Count of Students with Valid Beginning and Ending Term Scores	14
Language Usage:	22 Count of Students who Met or Exceeded their Projected RIT	8
	Percentage of Students who Met or Exceeded their Projected RIT	23 57.1%
	24 Overall Percentage of Projected RIT Met or Exceeded	122.4%
	Count of Students with VALID Spring 2011 Test Scores	14
	Spring 2011 Mean RIT	205.6
	Spring 2011 Median RIT	210.5
	Spring 2011 Standard Deviation	20.69

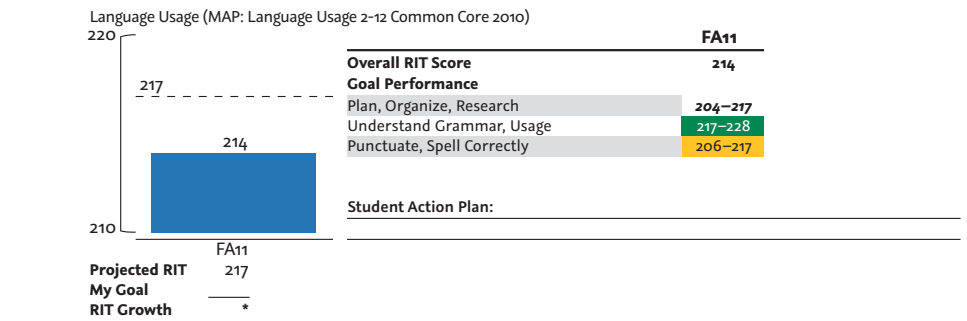
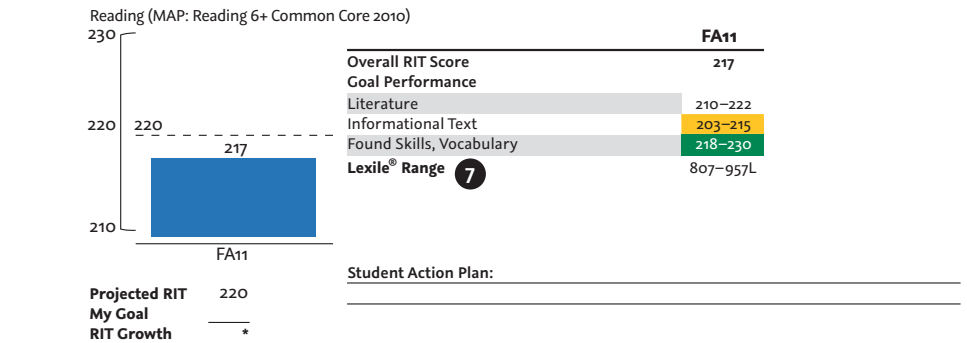
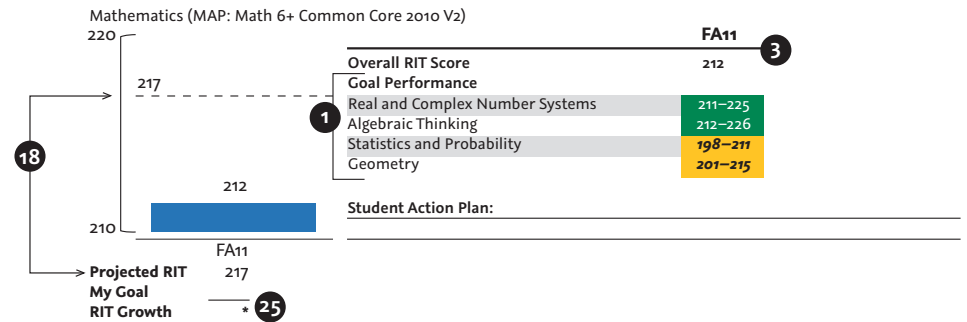
# Student Goal Setting Worksheet



## Student Goal Setting Worksheet

Carter, Jasmine  
Student ID: 889905

District: NWEA Sample District 3  
School: St. Helens Middle School  
Growth Measured From: Fall 2011 to Spring 2012



# Student Progress Report

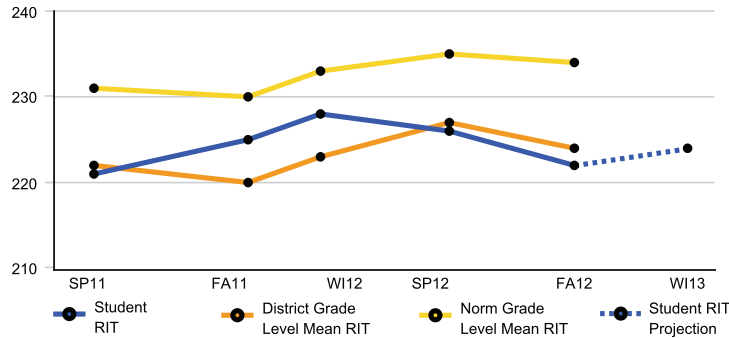


## Student Progress Report

McRay, Marcus  
Student ID: 100023123

Term Rostered: Fall 2012 – 2013  
District: NWEA Sample District 3  
School: Mt. Bachelor Middle School  
Growth Comparison Period: Fall to Fall

### Mathematics



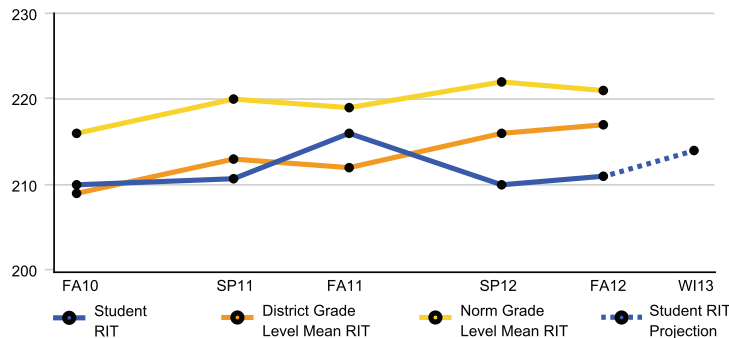
#### Mathematics Goals Performance - Fall 2012-2013

Real and Complex Number Systems	224-238	Algebraic Thinking	217-231
Geometry	226-241		
Statistics and Probability	194-211		

25 17

Term/Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA12	9	219-222-225	-3	4	20-25-31
SP12	8	223-226-229			26-32-38
WI12	8	225-228-231			33-39-46
FA11	8	222-225-228	3	6	32-38-45
SP11	7	218-221-223			24-29-33
FA10	7	219-222-225	8	7	35-42-49
SP10	6	222-225-228			41-49-56
WI10	6	212-215-218			24-31-38
FA09	6	212-214-217	2	9	31-36-43
SP09	5	212-215-218			27-34-42
FA08	5	209-212-215	8	9	39-47-56
SP08	4	205-208-211			30-37-46
FA07	4	201-204-207	9	11	42-51-60
WI07	3	190-193-196			25-33-42
FA06	3	192-195-198			50-59-68

### Reading



#### Reading Goals Performance - Fall 2012-2013

Literature	207-219	Informational Text	199-210
Found Skills, Vocabulary	210-222		
Lexile® Range	699-849L		

Term/Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA12	9	208-211-214	-5	3	19-25-31
SP12	8	206-210-213			13-20-26
FA11	8	212-216-219	6	4	31-41-49
SP11	7	208-211-214			21-27-33
FA10	7	207-210-213	6	5	26-33-41
SP10	6	213-217-220			41-52-60
WI10	6	201-205-208			18-26-33
FA09	6	201-204-207	13	6	21-29-34
SP09	5	199-202-205			18-23-30
FA08	5	188-191-195	-4	7	9-13-20
SP08	4	191-195-198			13-20-27
FA07	4	192-195-198	-7	8	29-37-45
WI07	3	180-183-186			16-21-28
FA06	3	179-181-184			22-27-32



# District Summary Report (Aggregate by School)



## District Summary Report

Aggregate by School

30 District: NWEA Sample District 3  
 School: Mt. Bachelor Middle School  
 Grouping: None  
 Small Group Display: No

### Mathematics

#### Mt. Bachelor Middle School

27													
Math Survey w/ Goals 6+ Common Core 2010 V2						Goal Performance							
			8	10	9	Real and Complex Number Systems		Algebraic Thinking		Statistics and Probability		Geometry	
Term	Grade	Student Count	Mean RIT	Std Dev	Median	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2010-2011	6	103	212.1	13.4	212	209.7	17.7	215.0	15.5	211.2	14.9	212.5	15.0
Fall 2010-2011	7	177	217.7	14.5	217	218.1	18.3	216.4	15.7	218.9	16.6	217.4	14.9
Spring 2009-2010	7	151	218.6	14.7	219	220.7	17.4	218.8	16.5	215.4	17.4	219.5	15.6
Fall 2009-2010	7	147	213.4	12.9	214	213.8	16.0	214.8	14.2	213.2	15.5	211.8	14.1
Fall 2010-2011	8	83	224.9	16.4	225	224.7	20.2	226.5	17.1	223.7	17.0	224.7	17.9
Spring 2009-2010	8	99	226.9	14.0	226	228.3	16.3	221.8	15.0	227.8	16.4	229.7	14.8
Fall 2009-2010	8	93	221.1	14.5	220	220.3	18.1	221.4	14.5	223.2	16.5	219.5	15.7
Fall 2010-2011	9	20	232.7	11.2	235	230.9	14.1	231.2	9.9	<b><u>236.2</u></b>	12.1	232.5	14.1

#### Explanatory Notes

Due to statistical unreliability, summary data for groups of fewer than 10 students are not shown. A goal mean shown with *bold italic* represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

# District Summary Report (Aggregate by District)



## District Summary Report

Aggregate by District

30 District: NWEA Sample District 3  
 Term: Fall 2010 – 2011  
 Grouping: None  
 Small Group Display: No

### Mathematics

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">27</span>							
						Real and Complex Number Systems		Algebraic Thinking		Statistics and Probability		Geometry	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2010-2011	2	137	179.4	11.3	180	176.9	14.1	177.2	13.9	180.5	13.0	<span style="border: 1px solid black; border-radius: 50%; padding: 2px;">29</span> <b>183.0</b>	12.6
Fall 2010-2011	3	148	188.8	11.8	189	189.3	14.6	<b>184.6</b>	13.3	191.6	14.8	189.7	13.8
Spring 2009-2010	3	135	186.7	11.4	185	<span style="border: 1px solid black; border-radius: 50%; padding: 2px;">28</span> <b><u>190.3</u></b>	14.2	185.7	13.0	<b>181.2</b>	13.8	189.6	13.3
Fall 2009-2010	3	124	173.8	10.6	172	173.9	13.0	172.6	14.7	<b>177.5</b>	12.1	171.2	13.5
Spring 2009-2010	6	119	212.8	14.5	213	212.2	17.6	212.4	15.9	212.8	18.1	213.8	16.0
Fall 2009-2010	6	110	205.3	13.2	206	205.2	15.5	202.7	15.9	206.5	14.9	206.8	15.7

#### Explanatory Notes

Due to statistical unreliability, summary data for groups of fewer than 10 students are not shown.

A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

# Grade Report



## Grade Report

Grade 7

Term: Fall 2011 – 2012  
 District: NWEA Sample District 3  
 School: Mt. Bachelor Middle School  
 Grouping: None  
 Small Group Display: No

30

### Mathematics

MAP: Math 6+ Common Core 2010 V2/Common Core Mathematics K-12: 2010

Summary	
Total Students with Valid Growth Test Scores	16
Mean RIT <b>8</b>	232.9
Standard Deviation <b>10</b>	16
District Grade Level Mean RIT	230
Students At or Above District Grade Level Mean RIT	7
Norm Grade Level Mean RIT	225.6
Students At or Above Norm Grade Level Mean RIT	10

Overall Performance	Lo %ile <21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile 80	
	count	%	count	%	count	%	count	%	count	%
MAP: Math 6+ Common Core 2010 V2/Common Core Mathematics K-12: 2010	0	0%	4	25%	5	31%	2	13%	25	31%

Mean RIT (=/- Smp Err)	Std Dev
229-233-237 <b>26</b>	16 <b>10</b>

Goal Area	Lo %ile <21	LoAvg %ile 21-40	Avg %ile 41-60	HiAvg %ile 61-80	Hi %ile 80
Real and Complex Number Systems	1 (6%)	4 (25%)	5 (31%)	1 (6%)	5 (31%)
Algebraic Thinking	3 (19%)	2 (13%)	3 (19%)	3 (19%)	5 (31%)
Statistics and Probability	1 (6%)	1 (6%)	5 (31%)	4 (25%)	5 (31%)
Geometry	1 (6%)	4 (25%)	2 (13%)	4 (25%)	5 (31%)

227-231-236	16.5
227-232-238	21.2
232-236-240	16.9
229-233-237	15.3

# Student Growth Summary Report (Aggregate by School)



## Student Growth Summary Report

Aggregate by School

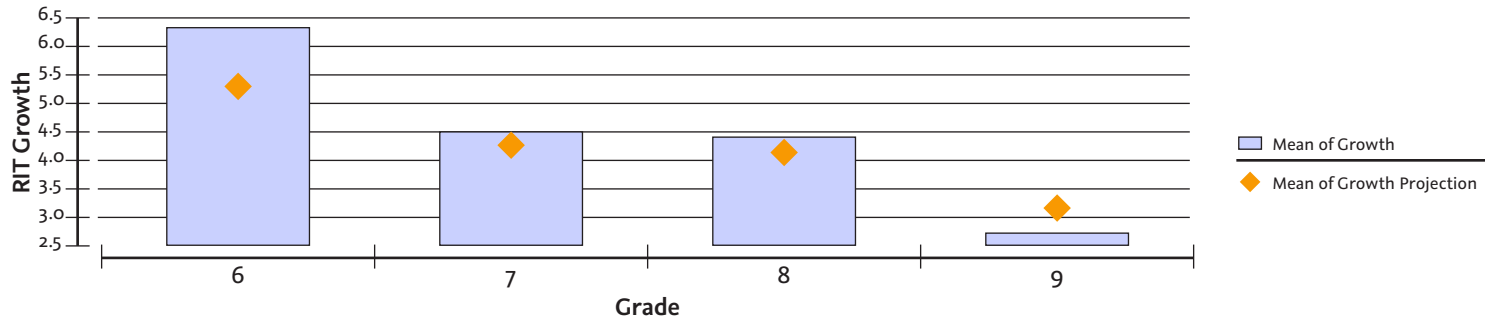
Term: Fall 2010 – 2011  
 District: NWEA Sample District 3  
 Grouping: None  
 Small Group Display: No  
 Growth Measured From: Fall 2009 to Fall 2010

### Mt. Bachelor Middle School

Reading

Grade (Fall 2010)	Count	Fall 2009		Fall 2010		Growth			17	21	24	22	23
		Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Sampling Error	Mean Growth Projection	Growth Index	Percent Projection	Count Meeting Growth Projection	Percent Meeting Growth Projection
6	93	199.9	16.4	206.2	16.5	6.3	9.5	1.0	5.4	0.9	116.7	55	59.1
7	162	207.2	14.7	211.8	14.0	4.5	8.5	0.7	4.3	0.3	104.7	84	51.9
8	74	212.6	14.5	217.0	13.5	4.4	10.5	1.2	4.1	0.3	107.3	37	50.0
9	20	219.8	10.1	222.5	10.0	2.7	7.0	1.6	3.1	-0.4	87.1	9	45.0

### Reading



# Student Growth Summary Report (Aggregate by District)

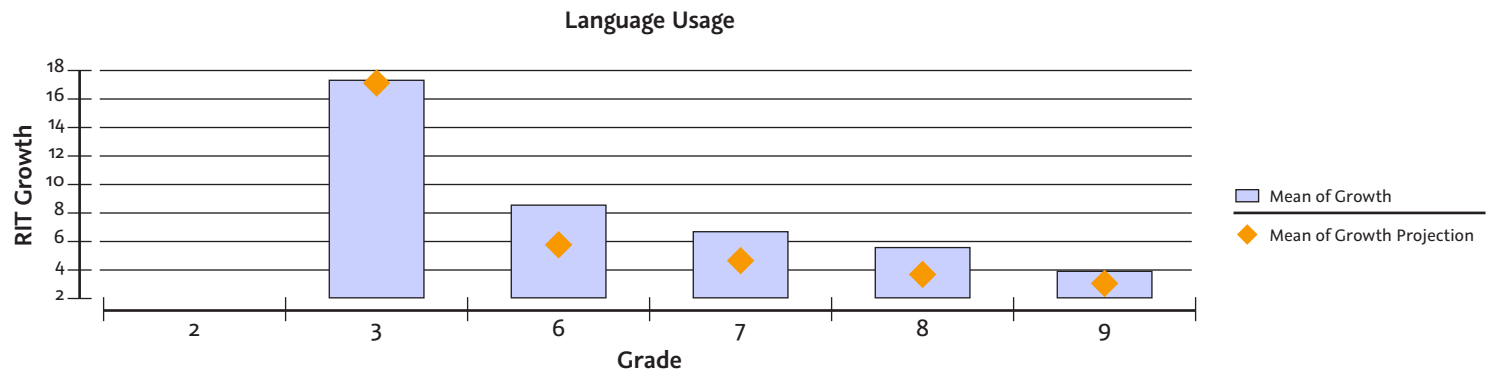


## Student Growth Summary Report

Aggregate by District

Term: Fall 2010 – 2011  
 District: NWEA Sample District 3  
 Grouping: None  
 Small Group Display: No  
 Growth Measured From: Fall 2009 to Fall 2010

Language Usage		31			10			2			17		21		24		22		23	
Grade (Fall 2010)	Count	Fall 2009		Fall 2010		Growth			Mean Growth Projection	Growth Index	Percent Projection	Count Meeting Growth Projection	Percent Meeting Growth Projection							
		Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Sampling Error												
2	1																			
3	120	173.4	15.3	190.4	14.4	17.0	8.2	0.7	16.5	0.5	103.0	63	52.5							
6	92	200.4	16.6	208.8	14.0	8.4	9.0	0.9	5.8	2.7	144.8	56	60.9							
7	162	207.6	14.8	214.3	12.9	6.8	9.0	0.7	4.4	2.3	154.5	102	63.0							
8	74	213.1	12.2	218.7	11.6	5.6	9.3	1.1	3.7	2.0	151.4	50	67.6							
9	20	218.8	7.8	222.7	7.0	4.0	6.2	1.4	2.8	1.2	142.9	13	65.0							



# Projected Proficiency Summary Report (Aggregate by District by Grade)



## Projected Proficiency Summary Report

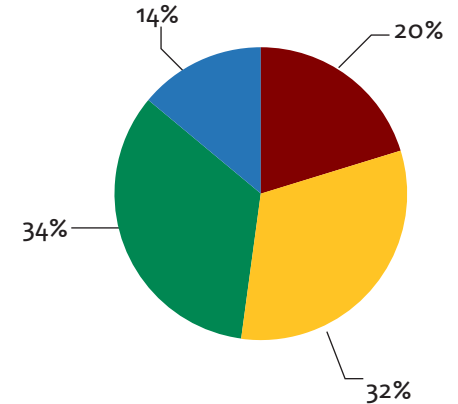
Aggregate by District by Grade

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

### Mathematics

15

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



# MAP® for Primary Grades: Student Report

## Screening: Reading Early Literacy



### MAP for Primary Grades Student Report

Lambert, Bret  
Student ID: 838838

District: NWEA Sample District 3  
School: St. Helens Elementary School  
Teacher: Sloan, Sue  
Class: Class 01  
Date Range: Nov 15, 2010 to Nov 14, 2011

### Screening: Reading Early Literacy

Test Date: **Nov 12, 2011**  
Overall Score: 60%

Skills/Sub-skills	Test Date	Nov 12, 2011
<b>Phonological Awareness</b>		40%
Matching Sounds		20%
Rhyming Sounds		60%
Manipulating Sounds		N/A
<b>Visual Discrimination/Phonics</b>		70%
Visual Discrimination		100%
Letter Identification		40%
Matching Letters to Sounds		N/A
<b>Concepts of Print</b>		70%
Concepts of Print – Pre-K		N/A
Concepts of Print – Beginning K		80%
Concepts of Print – K-1		60%

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

# MAP® for Primary Grades: Student Report

## Skills Checklist: Reading Decoding Patterns – Word Families



### MAP for Primary Grades Student Report

Lambert, Bret  
Student ID: 838838

District: NWEA Sample District 3  
School: St. Helens Elementary School  
Teacher: Sloan, Sue  
Class: Class 01  
Date Range: Nov 15, 2010 to Nov 14, 2011

### Skills Checklist: Reading Decoding Patterns – Word Families

		Test Date	Nov 12, 2011
		Overall Score	50%
<b>Skills/Sub-skills</b>			
<b>Word Families</b>			
		50%	
ack	100%	unk	0%
imp	100%	ank	0%
ing	0%	ash	100%
ink	0%	ell	100%
ock	0%	est	100%
old	100%	ick	100%
onk	0%	ight	0%
uck	0%	ild	0%
ump	100%	ill	100%

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



# MAP® for Primary Grades: Class Report (by Test RIT)



## MAP for Primary Grades: Class Report (by Test RIT)

Saba, Howard  
1st Grade Homeroom

Term: Winter 2013  
District: NWEA Sample District 3  
School: Mt. Mazama Primary School  
Grouping: None  
Small Group Display: No

### Reading

MAP: Reading Primary Grades Common Core 2010/Common Core English Language Arts K-12: 2010

Summary	
Total Students with Valid Growth Test Scores	14
8 Mean RIT	154.4
Median RIT	157 <sup>9</sup>
10 Standard Deviation	15.8
District Grade Level Mean RIT	159
Students At or Above District Grade Level Mean RIT	7
Norm Grade Level Mean RIT	160.3
Students At or Above Norm Grade Level Mean RIT	7

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
	count	%	count	%	count	%	count	%	count	%
<b>Overall Performance</b>										
MAP: Reading Primary Grades Common Core 2010/ Common Core English Language Arts K-12: 2010	4	29%	3	21%	2	14%	4	29%	1	7%
<b>1 Goal Area</b>										
<b>Foundational Skills</b>	2	40.6%	1	25%	6	0%	4	25%	1	12.5%
<b>Language and Writing</b>	1	43.7%	3	12.5%	5	12.5%	4	18.7%	1	12.5%
<b>Literature and Informational</b>	1	50%	2	6.2%	5	25%	6	0%	0	18.7%
<b>Vocabulary and Functions</b>	1	31.3%	5	18.7%	3	18.7%	4	18.7%	1	12.5%

Mean RIT (+/- Smp Err)	Median RIT	Std Dev
148-154.4-202	157	15.8

148-154.7-202	158	18.1
145-152.1-160	157	17.1
148-155.2-160	157	12
143-151.4-159	154	18

# MAP® for Primary Grades: Class Report (by Test RIT)



## MAP for Primary Grades: Class Report (by Test RIT)

Saba, Howard  
1st Grade Homeroom

Term: Winter 2013  
District: NWEA Sample District 3  
School: Mt. Mazama Primary School  
Grouping: None  
Small Group Display: No

### Reading

MAP: Reading Primary Grades Common Core 2010/Common Core English Language Arts K-12: 2010

- 1 Goal Performance:**  
A. Foundational Skills  
B. Vocabulary and Functions  
C. Literature and Informational  
D. Language Writing

Name (Student ID)	Gr	Test Date	<b>3</b>	<b>6</b>	<b>7</b>	Test Duration	A	B	C	D
			RIT (+/- Std. Err)	Percentile (+/- Std Err)	<b>4</b> Lexile® Range					
Runtzel, Cedur R. (S11002304)	1	12/20/12	111-114-117	1-1-1	BR	22 m	96-117	97-113	112-127	97-118
Wilke, Cathl L. (S11001866)	1	12/20/12	135-138-141	2-4-8	BR	17 m	122-137	132-149	144-158	149-164
Landing, Meyarah H. (S11001915)	1	12/20/12	136-139-142	3-5-8	BR	24 m	138-153	127-141	138-153	124-139
Bright, Alexander R. (S11001999)	1	12/20/12	145-148-151	12-17-23	BR	25 m	150-165	139-154	145-160	124-141
Stoefen, Rosie E. (S11001997)	1	12/20/12	148-151-154	17-23-31	BR	33 m	147-163	134-151	159-176	145-161
Colandonato, Lenny R. (S11001961)	1	12/20/12	152-155-158	26-34-43	BR	35 m	148-163	145-160	146-162	148-162
Sagmoen, Maegann N. (S11002000)	1	12/20/12	152-155-158	26-34-43	BR	55 m	153-168	138-153	151-166	142-157
Sorensen, Kaye E. (S11002062)	1	12/20/12	157-160-163	40-49-58	BR	48 m	150-165	150-165	157-172	151-166
Colon-Pagan, Teidah H. (S11001966)	1	12/20/12	159-162-165	46-55-64	BR	57 m	154-168	160-175	157-171	150-165
Schuessler, Doyce E. (S11001883)	1	12/20/12	162-165-168	55-64-73	BR	42 m	161-176	149-163	156-170	157-171
Lonsky, Sinaca-Ski I. (S11001940)	1	12/20/12	163-166-169	58-67-75	BR	46 m	157-173	156-170	157-171	153-168
Lambert, Bret T. (S11001923)	1	12/20/12	164-167-170	61-70-78	BR-53	38 m	172-187	158-173	142-157	155-170
Vigne, Dade E. (S11001916)	1	12/20/12	166-169-172	67-75-82	BR-100	64 m	148-165	161-175	154-169	161-178
Denewith Mcgee, Kerry R. (S11001902)	1	12/20/12	<b>5</b> 170-173-176	78-84-89	18-168	68 m	161-176	169-183	147-164	163-179

#### Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.  
Test invalidations: \*\*\*1 The test duration was too short to provide a valid result. Summary data for groups of less than 10 are generally suppressed because they are not statistically reliable.  
\* This data is not available for reporting. Please refer to help and documentation for more information. Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.

# MAP® for Primary Grades: Class Breakdown by RIT Report



## MAP for Primary Grades: Class Breakdown by RIT Report

**District:** NWEA Sample District 3  
**Term Rostered:** Fall 2010  
**Term Tested:** Fall 2010  
**School:** St. Helens Elementary School  
**Instructor:** Saba, Howard  
**Class:** TF060018 Saba Homeroom 1(A)

Modify Options

Select a Subject in this report to view a Class Breakdown by Goal Report

Class Breakdown by



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	<121	121–130	131–140	141–150	151–160	161–170	171–180	181+
Mathematics			M. H. Landing (131)	A. R. Bright (141) T. H. Colon-Pagan (150)	M. N. Sagmoen (152) R. E. Stoefen (155) D. E. Schuessler (165)	K. E. Sorensen (163) S. I. Lonsky (165) L. R. Coladonato (167)	K. E. Denewith McGee (175)	D. E. Vigne (182) B. T. Lambert (184)
Reading	C. R. Runtzel (114)		C. L. Wilke (138) M. H. Landing (139)	A. R. Bright (148)	R. E. Stoefen (151) L. R. Coladonato (155) M. N. Sagmoen (155) K. E. Sorensen (160)	T. H. Colon-Pagan (162) D. E. Schuessler (165) S. I. Lonsky (166) B. T. Lambert (167) D. E. Vigne (169)	K. E. Denewith McGee (173)	

# MAP® for Primary Grades: Class Breakdown by Goal Report



## MAP for Primary Grades: Class Breakdown by Goal Report

District: NWEA Sample District 3  
 Term Rostered: Fall 2010  
 School: St. Helens Elementary School  
 Instructor: Saba, Howard  
 Class: TF060018 Saba Homeroom 1(A)

[Modify Options](#)

[<Back to Class Breakdown by RIT](#)

You may select the student's name, <all students in the cell>, or the goal name to retrieve a list of DesCartes: A Continuum of Learning® statements of the Primary Grades Instructional Data statements that correspond to the student's goal RIT ranges or all RIT ranges for the goal.

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MAP: Reading Primary Grades Common Core 2010/Common Core English Language Arts K-12: 2010

Goal	Goal Score <b>12</b>							
	<111	111-120	121-130	131-140	141-150	151-160	161-170	171-180
<b>Literature and Informational</b>		<all students in the cell> C. R. Runtzel (114)			<all students in the cell> B. T. Lambert (167) M. H. Landing (139)	<all students in the cell> C. L. Wilke (138) A. R. Bright (148) L. R. Coladonato (155) M. N. Sagmoen (155) K. R. Denewith Mcgee (173)	<all students in the cell> R. E. Stoeffen (151) K. E. Sorensen (160) T. H. Colon-Pagan (162) D. E. Schuessler (165) S. I. Lonsky (166) D. E. Vigne (169)	
<b>Foundational Skills</b>	<all students in the cell> C. R. Runtzel (114) <b>13</b>		<all students in the cell> C. L. Wilke (138)		<all students in the cell> M. H. Landing (139)	<all students in the cell> A. R. Bright (148) R. E. Stoeffen (151) L. R. Coladonato (155) M. N. Sagmoen (155) K. E. Sorensen (160) D. E. Vigne (169)	<all students in the cell> T. H. Colon-Pagan (162) D. E. Schuessler (165) S. I. Lonsky (166) K. R. Denewith Mcgee (173)	<all students in the cell> B. T. Lambert (167)
<b>Vocabulary and Functions</b>	<all students in the cell> C. R. Runtzel (114)			<all students in the cell> C. L. Wilke (138) M. H. Landing (139)	<all students in the cell> A. R. Bright (148) R. E. Stoeffen (151) M. N. Sagmoen (155)	<all students in the cell> L. R. Coladonato (155) K. E. Sorensen (160) D. E. Schuessler (165)	<all students in the cell> T. H. Colon-Pagan (162) S. I. Lonsky (166) B. T. Lambert (167) D. E. Vigne (169)	<all students in the cell> K. R. Denewith Mcgee (173)
<b>Language and Writing</b>	<all students in the cell> C. R. Runtzel (114)			<all students in the cell> M. H. Landing (139) A. R. Bright (148)	<all students in the cell> M. N. Sagmoen (155)	<all students in the cell> C. L. Wilke (138) R. E. Stoeffen (151) L. R. Coladonato (155) K. E. Sorensen (160) T. H. Colon-Pagan (162)	<all students in the cell> D. E. Schuessler (165) S. I. Lonsky (166) B. T. Lambert (167) D. E. Vigne (169)	<all students in the cell> K. R. Denewith Mcgee (173)

# Primary Grades Instructional Data

## Three Column 10-Point Option: Reading



### Primary Grades Instructional Data

Common Core English Languages Arts K-12: 2010

Goal: Literature and Informational

RIT Score Range: 141-150

Statement Last Updated: Aug 27, 2011

14

Skills and Concepts to Enhance (73% Probability*) 131 – 140	Skills and Concepts to Develop (50% Probability*) 141 – 150	Skills and Concepts to Introduce (27% Probability*) 151 – 160
Informational Text: Key Ideas, Details, Craft, Structure	Informational Text: Key Ideas, Details, Craft, Structure	Informational Text: Key Ideas, Details, Craft, Structure
<p>134 Matches a book title and cover illustration to a given topic</p> <p>135 Matches a picture to a given description (details)</p> <p>139 Identifies a table of contents</p> <p>139 Identifies the title from the title page of a book</p> <p>140 Identifies the title on the cover of a book</p>	<p>141 Identifies a picture on a page from a book</p> <p>141 Infers the cause of a given effect</p> <p>142 Identifies the back of a book</p> <p>149 Predicts the next event from an information passage (two to five sentences) Infers the title of a book from the cover illustration</p> <p>150 Infers the title of a book from the cover illustration</p>	<p>151 Identifies the main idea of an informational passage (two to five sentences)</p> <p>156 Infers the author's purpose for a given advertisement</p> <p>157 Identifies a table of contents</p> <p>157 Matches a simple sentence to a given picture (answer options not read aloud)</p>
Literature: Key Ideas, Craft, Structure	Literature: Key Ideas, Craft, Structure	Literature: Key Ideas, Craft, Structure
<p>131 Distinguishes a real from a make-believe character</p> <p>132 Recognizes story characters</p> <p>132 Infers the answer to a riddle (illustrations only)</p> <p>132 Matches a book cover to a given topic</p> <p>133 Infers a detail from a literary passage (two to five sentences)</p> <p>133 Recognizes characters of a book from a given cover illustration (literary)</p> <p>134 Matches a picture to a story element (problem)</p> <p>134 Matches the correct illustration to a given story (setting)</p> <p>135 Identifies the main idea of a literary story (two to five sentences)</p> <p>135 Locates the main idea of a give fictional story</p> <p>136 Matches a picture to a story element (setting)</p> <p>137 Infers the setting of a story</p> <p>137 Recognizes the characters of a literary passage (given the cover illustration)</p> <p>139 Predicts the next event from a literary story</p>	<p>141 Locates a detail in a short literary passage (two to five sentences)</p> <p>141 Matches a picture to a give description (main idea)</p> <p>141 Predicts the effect of a given event (illustration only)</p> <p>142 Recognizes the characters of a literary passage (text not shown on screen)</p> <p>142 Infers the outcome of a given situation based on facial expressions (hurt)</p> <p>143 Matches a picture to a given sequence of events (first event)</p> <p>143 Infers the story problem in a literary passage (two to five sentences)</p> <p>143 Matches a picture word to a given description (story details)</p> <p>146 Classifies people in a literary passage as characters</p> <p>146 Identifies the setting from a given book cover (the woods)</p> <p>146 Matches a definition to a given picture (picnic)</p> <p>147 Infers the answer to a given riddle</p> <p>147 Predicts the next event from a given picture (illustration only)</p> <p>148 Identifies the main idea of a literary story where the title alone does not clarify which is the main idea (two to five sentences)</p> <p>149 Distinguishes between the characters, setting, and details of a literary passage (two to five sentences)</p> <p>149 Predicts the next event from given descriptions and illustrations</p>	<p>151 Identifies the setting from a given illustration and literary passage (two to five sentences)</p> <p>152 Infers the outcome of a given situation based on facial expressions (mad)</p> <p>154 Interprets a simile</p> <p>155 Matches a picture to a given sequence of events (next event)</p> <p>155 Locates the story problem in la literary passage (two to five sentences)</p> <p>155 Identifies the main idea of a book, given the cover illustration</p> <p>155 Identifies the genre from a story description (biography)</p> <p>156 Identifies the characters of a literary passage</p> <p>156 Infers the main idea from a given illustration and description</p> <p>156 Predicts the next event from a given picture (illustration only)</p> <p>157 Infers a likely result of a given event (illustration only)</p> <p>158 Locates a detail about a character in a given literary text</p> <p>158 Infers the narrator in given dialogue (two to five sentences)</p> <p>160 Predicts a setting based on a given set of words</p>

**Explanatory Notes**

\* At the range mid-point, this is the probability students would correctly answer items measuring these concepts and skills.

Both data from test items and review by NWEA curriculum specialists are used to place Primary Grades Instructional Data statements into appropriate RIT ranges.

Blank cells indicate data are limited or unavailable for this range or document version.

# Primary Grades Instructional Data

## One Column: Reading



### Primary Grades Instructional Data

Common Core English Language Arts K-12: 2010  
Goal: Literature and Informational

RIT Score Range: 137-149  
Statements Last Updated: Mar 15, 2013

#### Skills and Concepts to Develop (50% Probability\*) 137 – 149

14

##### Informational Text: Key Ideas, Details, Craft, Structure

- 139 Identifies a table of contents
- 139 Identifies the title from the title page of a book
- 140 Identifies the title on the cover of a book
- 141 Identifies a picture on a page from a book
- 141 Infers the cause of a given effect
- 142 Identifies the back of a book
- 149 Predicts the next event from an informational passage (two to five sentences)

##### Literature: Key Ideas, Craft, Structure

- 137 Identifies the main idea of a literary story (two to five sentences)
- 137 Infers the setting of a story
- 137 Matches a picture to a story element (setting)
- 137 Recognizes the characters of a literary passage (given the cover illustration)
- 138 Distinguishes a real from a make-believe character
- 139 Predicts the next event from a literary story
- 141 Locates a detail in a short literary passage (two to five sentences)
- 141 Matches a picture to a given description (main idea)
- 141 Predicts the effect of a given event (illustration only)
- 142 Recognizes the characters of a literary passage (text not shown on screen)
- 142 Infers the outcome of a given situation based on facial expressions (hurt)
- 143 Matches a picture to a given sequence of events (first event)
- 143 Infers the store problem in a literary passage (two to five sentences)
- 143 Matches a picture word to a given description (story details)
- 146 Classifies people in a literary passage as characters
- 146 Identifies the setting from a given book cover (the woods)
- 146 Matches a definition to a given picture (picnic)
- 147 Infers the answer to a given riddle
- 147 Predicts the next event from a given picture (illustration only)
- 148 Identifies the main idea of a literary story where the title alone does not clarify which is the main idea (two to five sentences)
- 149 Distinguishes between the characters, setting, and details of a literary passage (two to five sentences)
- 149 Predicts the next event from given descriptions and illustrations

#### Explanatory Notes

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

# MAP® for Primary Grades: Class Report

## Screening: Reading Early Literacy



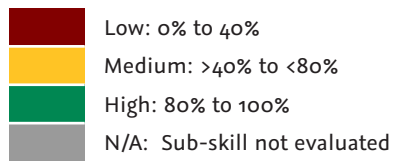
### MAP for Primary Grades Class Report

Sloan, Sue  
Class 01

District:  
School:  
Date Range:

NWEA Sample District 3  
Mt. Bachelor Middle School  
Dec 28, 2010 to Dec 27, 2011

Overall Score	2 1		
Skills/Sub-skills	Scores		Total # of Students
Phonological Awareness	3	1	4
Matching Sounds	3	1	4
Rhyming Sounds	1 2	1	4
Manipulating Sounds	2 3		4
Visual Discrimination/Phonics	1 2	1	4
Visual Discrimination	1 2	1	4
Letter Identification	1 1	1	4
Matching Letters to Sounds	1 3		4
Concepts of Print	2 1	1	4
Concepts of Print – Pre-K	1 1	2	4
Concepts of Print – Beginning K	2 2		4
Concepts of Print – K-1	2 2		4



# MAP® for Primary Grades: Class Report

## Sub-skill Performance



### MAP for Primary Grades Class Report: Sub-skill Performance

View: All Separated

Kotifani, Jenisha A.  
JKSecondGrade

District: NWEA Sample District 3  
School: Three Sister Elementary School  
Date Range: Dec 28, 2010 to Dec 27, 2011

#### Skills Checklist: Math Computation – 20 Numbers

##### Low

Student ID	Student Name	Addition: Addition – two 1-digit numbers – horizontal format	Addition: Addition – two 1-digit numbers – vertical format	Addition: Addition – three 1-digit numbers	Subtraction: Subtraction – two 1-digit numbers – horizontal format	Subtraction: Subtraction – two 1-digit numbers – vertical format
S11001934	Pace, Kristan N.	0/2: 0%	0/2: 0%	0/1: 0%	3/3: 100%	1/2: 50%
S11002026	Vareلمان, Lisa E.	1/2: 50%	0/2: 0%	0/1: 0%	0/3: 0%	0/2: 0%
S11001877	Walvatne, Metzlis I.	2/5: 40%	5/5: 100%	1/5: 20%	2/5: 40%	2/5: 40%
S11001920	Woollacott, Jennalea A.	3/5: 60%	2/5: 40%	3/5: 60%	3/5: 60%	2/5: 40%
S11001865	Zarmon, Valerio O.	2/2: 100%	2/2: 100%	0/1: 0%	0/3: 0%	0/2: 0%

##### Medium

Student ID	Student Name	Addition: Addition – two 1-digit numbers – horizontal format	Addition: Addition – two 1-digit numbers – vertical format	Addition: Addition – three 1-digit numbers	Subtraction: Subtraction – two 1-digit numbers – horizontal format	Subtraction: Subtraction – two 1-digit numbers – vertical format
S11001909	Vetsch, Lymon N.	4/5: 80%	4/5: 80%	3/5: 60%	4/5: 80%	3/5: 60%

##### High

Student ID	Student Name	Addition: Addition – three 1-digit numbers	Addition: Addition – two 1-digit numbers – horizontal format	Addition: Addition – two 1-digit numbers – vertical format	Subtraction: Subtraction – two 1-digit numbers – horizontal format	Subtraction: Subtraction – two 1-digit numbers – vertical format
S11002004	Esposito, Lyndon N.	5/5: 100%	4/5: 80%	4/5: 80%	4/5: 80%	4/5: 80%
S11001867	Gatlin, Jatyka A.	5/5: 100%	5/5: 100%	5/5: 100%	5/5: 100%	5/5: 100%

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



**Notes:**

**Notes:**

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