

# MAP™ Reports

## Teacher Report (by Goal Descriptors)

Displays teachers class data for current testing term sorted by RIT score.

- 1 Goal Performance:** The columns summarize the students' performance in the goal strands tested in this subject. Data will only show up in these columns if a student took a Goals Survey test. Goal performance of LO means that the student is performing at the 33rd percentile or lower. Goal performance of AV means that the student is performing between the 33rd and 66th percentile. Goal performance of HI means that the student is performing at or above the 66th percentile.
- 2 RIT Score:** The student's overall scale score on the test.
- 3 Standard Error of Measurement:** An estimate of the precision of the achievement (RIT) score. The smaller the standard error, the more precise the achievement estimate is.
- 4 RIT Range:** If a student took the test again relatively soon, the score would fall within this range about 68% of the time.
- 5 Percentile Rank:** The percentage of students in the national norms group for this grade that this student's score equaled or exceeded.
- 6 Percentile Range:** The range of percentile scores corresponding to the RIT range. Similar to RIT range, if a student were to take the test again soon, the score would fall within this percentile range 68% of the time.
- 7 Lexile Range:** A score (displayed as a 150-point range) that can be used to find text of appropriate difficulty. By matching each student's reading skill to books, the Lexile Framework® for Reading can locate the level at which a student is being challenged without being frustrated.
- 8 Test Type:** S/G - Survey with Goals; SUR - Survey
- 9 Mean RIT:** Average score of students in this class for this content area.
- 10 Standard Deviation:** Indicates the variability of RIT scores within this group. A larger standard deviation generally reflects a wider range of scores and achievement within a class.
- 11 Median RIT:** Middle score of this class for this content area.

| Teacher Report - Reading Fall 2006   |                     |     |           |           |     |         |           |      |            | Goal Performance        |                         |                            |                           |                              |       |       |
|--|---------------------|-----|-----------|-----------|-----|---------|-----------|------|------------|-------------------------|-------------------------|----------------------------|---------------------------|------------------------------|-------|-------|
| School: Johnson Elementary (NWEA Sample District)<br>Class: 46 Berlinger 6thGra Homeroom<br>Teacher: Berlinger, Berlinger<br>Test: Reading Goals Survey 6+ IN V3 |                     |     |           |           |     |         |           |      |            | Word Recog & Vocabulary | Inform Text: Structures | Inform Text: Comprehension | Literary Text: Structures | Literary Text: Comprehension |       |       |
| Student ID   | Name                | Grd | Test Type | Test Date | RIT | Std Err | RIT Range | %ile | %ile Range | Lexile Range            |                         |                            |                           |                              |       |       |
| 12340334   | Ryan, J. A. N.      | 6   | S/G       | Aug 23    | 209 | 3.3     | 179-185   | 4    | 3-5        | 180-330                 | LO                      | LO                         | LO                        | LO                           | LO    |       |
| 12340330   | Brandon, K. A. S.   | 6   | S/G       | Aug 23    | 210 | 3.4     | 193-199   | 14   | 11-19      | 434-584                 | AV                      | LO                         | LO                        | LO                           | LO    |       |
| 12341042   | Dionte, K. N. J.    | 6   | S/G       | Aug 23    | 210 | 2.6     | 206-212   | 40   | 29-49      | 655-805                 | HI                      | LO                         | LO                        | AV                           | AV    |       |
| 12342567   | Jessianne, Z. Y. R. | 6   | S/G       | Aug 23    | 213 | 3.3     | 207-213   | 43   | 34-55      | 689-839                 | AV                      | LO                         | AV                        | LO                           | HI    |       |
| 12340323   | Dartize, B. K. T.   | 6   | S/G       | Aug 23    | 214 | 3.5     | 211-218   | 55   | 46-65      | 731-881                 | LO                      | AV                         | AV                        | HI                           | AV    |       |
| 12340587   | Anna, H. E. A.      | 6   | S/G       | Aug 23    | 214 | 3.5     | 211-218   | 55   | 46-65      | 754-904                 | AV                      | LO                         | AV                        | AV                           | HI    |       |
| 12340370   | Asia, R. N.         | 6   | S/G       | Aug 23    | 215 | 3.3     | 212-218   | 58   | 49-71      | 779-929                 | AV                      | AV                         | AV                        | AV                           | HI    |       |
| 12340904   | Jason, J. Y. M.     | 6   | S/G       | Aug 23    | 215 | 3.4     | 212-218   | 55   | 49-68      | 770-920                 | LO                      | AV                         | AV                        | HI                           | HI    |       |
| 12342489   | Tresana, L. N. D.   | 6   | S/G       | Aug 23    | 216 | 3.3     | 213-219   | 52   | 52-71      | 790-940                 | AV                      | AV                         | LO                        | HI                           | HI    |       |
| 12340332   | Paris, H. Y. A.     | 6   | S/G       | Aug 23    | 217 | 3.3     | 214-220   | 65   | 55-74      | 808-958                 | HI                      | LO                         | HI                        | AV                           | HI    |       |
| 12340359   | Kevin, D. E. J.     | 6   | S/G       | Aug 23    | 218 | 3.3     | 215-221   | 68   | 61-80      | 817-967                 | AV                      | AV                         | AV                        | HI                           | HI    |       |
| 12340363   | Tyler, S. A. W.     | 6   | S/G       | Aug 23    | 218 | 3.3     | 215-221   | 68   | 58-76      | 822-972                 | AV                      | HI                         | AV                        | HI                           | AV    |       |
| 12341485   | Zachary, C. A. D.   | 6   | S/G       | Aug 23    | 220 | 3.3     | 217-223   | 74   | 65-81      | 863-1013                | HI                      | AV                         | HI                        | AV                           | HI    |       |
| 12342588   | Amanda, M. L. L.    | 6   | S/G       | Aug 23    | 220 | 3.3     | 217-223   | 74   | 61-81      | 863-1002                | AV                      | HI                         | HI                        | AV                           | HI    |       |
| 12340326   | Kayana, D. E. R.    | 6   | S/G       | Aug 23    | 220 | 3.4     | 217-223   | 74   | 61-81      | 852-1002                | AV                      | HI                         | AV                        | HI                           | HI    |       |
| 12340348   | Maria, S. E. C.     | 6   | S/G       | Aug 23    | 228 | 3.5     | 225-232   | 91   | 85-95      | 1007-1157               | HI                      | HI                         | HI                        | HI                           | HI    |       |
| 12340349   | Danielle, A. H. K.  | 6   | S/G       | Aug 23    | 228 | 3.3     | 225-231   | 91   | 85-95      | 1013-1163               | HI                      | HI                         | HI                        | HI                           | HI    |       |
| 12340325   | Toddricka, A. Y. M. | 6   | S/G       | Aug 23    | 229 | 3.3     | 226-232   | 92   | 87-95      | 1025-1175               | HI                      | HI                         | HI                        | AV                           | HI    |       |
| <b>Totals For: Reading Goals Survey 6+ IN V3</b>   |                     |     |           |           |     |         |           |      |            |                         | <b>High:</b>            | 6                          | 6                         | 6                            | 6     | 13    |
|  |                     |     |           |           |     |         |           |      |            |                         | <b>Avg:</b>             | 9                          | 6                         | 8                            | 7     | 3     |
|  |                     |     |           |           |     |         |           |      |            |                         | <b>Low:</b>             | 3                          | 6                         | 4                            | 3     | 2     |
|  |                     |     |           |           |     |         |           |      |            |                         | <b>Mean:</b>            | 213.6                      | 212.9                     | 213.9                        | 214.2 | 219.8 |
|  |                     |     |           |           |     |         |           |      |            |                         | <b>Std Dev:</b>         | 13.1                       | 12.5                      | 15.2                         | 12.0  | 15.8  |
|  |                     |     |           |           |     |         |           |      |            |                         | <b>Median:</b>          | 216                        | 214                       | 215                          | 215   | 223   |

- 1 **RIT Score:** The student's overall scale score on the test.
- 2 **Standard Error of Measurement:** An estimate of the precision of the achievement (RIT) score. The smaller the standard error, the more precise the achievement estimate is.
- 3 **RIT Range:** If a student took the test again relatively soon, the score would fall within this range about 68% of the time.
- 4 **Percentile Rank:** The percentage of students in the national norms group for this grade that this student's score equaled or exceeded.
- 5 **Percentile Range:** The range of percentile scores corresponding to the RIT range. Similar to RIT range, if a student were to take the test again soon, the score would fall within this percentile range 68% of the time.
- 6 **Lexile Range:** A score (displayed as a 150 point range) that can be used to find text of appropriate difficulty. By matching each student's reading skill to books, the Lexile Framework<sup>®</sup> for Reading can locate the level at which a student is being challenged without being frustrated.
- 7 **Test Type:** S/G - Survey with Goals; SUR - Survey
- 8 **Mean RIT:** Average score of students in this class for this content area.
- 9 **Standard Deviation:** Indicates the variability of RIT scores within this group. A larger standard deviation generally reflects a wider range of scores and achievement within a class.
- 10 **Median RIT:** Middle score of this class for this content area.

## MAP<sup>™</sup> Reports

### Teacher Report (by RIT Ranges)

Displays teachers class data for current testing term sorted by RIT score.

| Teacher Report - Reading Fall 2005  |                      |     |           |           |     |         |           |      |            |              | Goal Performance                |              |                                 |
|---|----------------------|-----|-----------|-----------|-----|---------|-----------|------|------------|--------------|---------------------------------|--------------|---------------------------------|
| School: Eastland Junior High (NWEA Sample District)<br>Class: 66 Farmer Read Period3<br>Teacher: Farmer, Farmer<br>Test: Reading Goals Survey 6+ IN Version 2 |                      |     |           |           |     |         |           |      |            |              | Word Recog /<br>Fluency / Vocab | Reading Comp | Literary Response<br>& Analysis |
| Student ID  | Name                 | Grd | Test Type | Test Date | RIT | Std Err | RIT Range | %ile | %ile Range | Lexile Range |                                 |              |                                 |
| 12341595  | Elizabeth, M. E.     | 7   | S/G       | Aug 26    | 207 | 3.3     | 204-210   | 27   | 21-36      | 633-783      | 200-211                         | 209-222      | 196-208                         |
| 12340037  | Gary, J. H. J.       | 7   | S/G       | Aug 26    | 207 | 3.3     | 212-218   | 47   | 39-56      | 769-919      | 214-226                         | 207-219      | 207-218                         |
| 12340217  | Courtney, K. N. J.   | 7   | S/G       | Aug 26    | 216 | 3.2     | 213-219   | 50   | 42-59      | 786-936      | 212-223                         | 202-214      | 215-226                         |
| 12341394  | Skyler, L. E. D.     | 7   | S/G       | Aug 26    | 216 | 3.2     | 213-219   | 50   | 42-62      | 794-944      | 202-215                         | 215-226      | 214-225                         |
| 12341045  | Lorian, D. L. R.     | 7   | S/G       | Aug 26    | 216 | 3.3     | 213-219   | 50   | 39-59      | 781-931      | 210-221                         | 217-230      | 203-214                         |
| 12340421  | Nathan, T. I. A.     | 7   | S/G       | Aug 26    | 217 | 3.6     | 213-221   | 53   | 42-62      | 801-951      | 215-229                         | 200-212      | 216-229                         |
| 12340249  | Allison, B. Y. M.    | 7   | S/G       | Aug 26    | 218 | 3.2     | 215-221   | 54   | 47-66      | 833-983      | 212-223                         | 215-227      | 212-223                         |
| 12340683  | Darius, M. L. A.     | 7   | S/G       | Aug 26    | 220 | 3.3     | 217-223   | 55   | 53-74      | 865-1015     | 218-229                         | 213-225      | 213-224                         |
| 12340194  | Eb'Von, B. Y. E.     | 7   | S/G       | Aug 26    | 221 | 3.3     | 218-224   | 65   | 56-76      | 888-1038     | 221-233                         | 214-226      | 211-223                         |
| 12340506  | Alejandra, R. T. L.  | 7   | S/G       | Aug 26    | 221 | 3.2     | 218-224   | 65   | 56-76      | 884-1034     | 218-229                         | 219-230      | 211-222                         |
| 12340908  | Adolphus, G. T. J.   | 7   | S/G       | Aug 26    | 221 | 3.3     | 218-224   | 65   | 56-74      | 875-1025     | 214-226                         | 211-222      | 220-232                         |
| 12340558  | Rache'l, D. N. B.    | 7   | S/G       | Aug 26    | 221 | 3.3     | 218-224   | 65   | 53-74      | 872-1022     | 213-225                         | 213-225      | 218-230                         |
| 12341062  | Montio, K. I. A.     | 7   | S/G       | Aug 26    | 222 | 3.3     | 219-225   | 68   | 59-76      | 894-1044     | 217-228                         | 221-233      | 211-222                         |
| 12340473  | Jordan, N. R. N.     | 7   | S/G       | Aug 26    | 224 | 3.3     | 221-227   | 74   | 65-84      | 940-1090     | 218-227                         | 225-237      | 216-227                         |
| 12340732  | Donnalisha, Z. Y. S. | 7   | S/G       | Aug 26    | 224 | 3.2     | 221-227   | 74   | 65-84      | 940-1090     | 217-228                         | 213-225      | 225-236                         |
| 12340024  | Lavonna, M. A. T.    | 7   | S/G       | Aug 26    | 226 | 3.3     | 223-229   | 79   | 71-87      | 977-1127     | 226-239                         | 219-231      | 217-228                         |
| 12340981  | Keitha, L. N. T.     | 7   | S/G       | Aug 26    | 227 | 3.3     | 224-230   | 81   | 74-89      | 994-1144     | 223-235                         | 218-229      | 224-236                         |
| 12340470  | Robert, G. Y. R.     | 7   | S/G       | Aug 26    | 227 | 3.3     | 224-230   | 81   | 74-87      | 985-1135     | 226-239                         | 221-232      | 216-228                         |
| 12340046  | Tabitha, B. Y. L.    | 7   | S/G       | Aug 26    | 237 | 3.5     | 234-241   | 96   | 93-98      | 1167-1317    | 224-236                         | 243-264      | 228-240                         |

| Totals For: Reading Goals Survey 6+ IN Version 2 |             |       |   |  |  |  |  |  |  |  |          |       |       |       |
|--|-------------|-------|---|--|--|--|--|--|--|--|----------|-------|-------|-------|
| 8  | Students:   | 19    |   |  |  |  |  |  |  |  |          |       |       |       |
|  | Mean RIT:   | 220.8 |   |  |  |  |  |  |  |  | Mean:    | 221.5 | 221.7 | 220.0 |
|  | Std Dev:    | 6.3   | 9 |  |  |  |  |  |  |  | Std Dev: | 7.2   | 10.1  | 7.6   |
| 10   | Median RIT: | 221   |   |  |  |  |  |  |  |  | Median:  | 222   | 220   | 221   |

- 1 **RIT Score:** The student's overall scale score on the test.
- 2 **Standard Error of Measurement:** An estimate of the precision of the achievement (RIT) score. The smaller the standard error, the more precise the achievement estimate is.
- 3 **RIT Range:** If a student took the test again relatively soon, the score would fall within this range about 68% of the time.
- 4 **Percentile Rank:** The percentage of students in the national norms group for this grade that this student's score equaled or exceeded.
- 5 **Percentile Range:** The range of percentile scores corresponding to the RIT range. Similar to RIT range, if a student were to take the test again soon, the score would fall within this percentile range 68% of the time.
- 6 **Lexile Range:** A score (displayed as a 150-point range) that can be used to find text of appropriate difficulty. By matching each student's reading skill to books, the Lexile Framework<sup>®</sup> for Reading can locate the level at which a student is being challenged without being frustrated.
- 7 **Test Type:** S/G - Survey with Goals; SUR - Survey
- 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 RIT scores within this group. A larger standard deviation generally reflects a wider range of scores and achievement within a class.

## MAP™ Reports

### Class Report (by RIT Ranges)

Displays class data for current testing term sorted by RIT score.

| Class Report - Reading - Spring 2002 - By Test RIT |            |     |           |           |      |            |         |         |          |            |                              |              | Goal Performance             |    |  |
|--|------------|-----|-----------|-----------|------|------------|---------|---------|----------|------------|------------------------------|--------------|------------------------------|----|--|
| School: Southfork Elementary                       |            |     |           |           |      |            |         |         |          |            |                              |              |                              |    |  |
| Teacher:   |            |     |           |           |      |            |         |         |          |            |                              |              |                              |    |  |
| Class Name: Homeroom 0                             |            |     |           |           |      |            |         |         |          |            |                              |              |                              |    |  |
| Reading Goals Survey 2-5 IN Version 2              |            |     |           |           |      |            |         |         |          |            |                              |              |                              |    |  |
| Student ID   | Name       | Grd | Test Type | Test Date | Term | RIT        | Std Err | RIT Rng | %ile Rng | Lexile Rng | Word Recog / Fluency / Vocab | Reading Comp | Literary Response & Analysis |    |  |
| 1300024  | Justin O.  | 5   | S/G       | Apr 25    | SP02 | 173        | 3.5     | 170-177 | 2 1-3    | 61-161     | 170-182                      | 165-178      | 165-177                      |    |  |
| 1300571  | Neal A.    | 5   | S/G       | Apr 25    | SP02 | 179        | 3.7     | 179-187 | 5 4-7    | 250-350    | 184-197                      | 179-192      | 163-179                      |    |  |
| 1300557  | Andrew R   | 5   | S/G       | Apr 25    | SP02 | 195        | 3.3     | 192-198 | 15 12-19 | 460-560    | 185-197                      | 201-215      | 179-192                      |    |  |
| 1300946  | Chris C.   | 5   | S/G       | Apr 25    | SP02 | 196        | 3.2     | 193-199 | 16 13-20 | 478-578    | 194-205                      | 191-203      | 185-197                      |    |  |
| 1300780  | William A  | 5   | S/G       | Apr 25    | SP02 | 200        | 3.3     | 197-203 | 22 16-28 | 542-642    | 194-205                      | 198-210      | 189-201                      |    |  |
| 1300886  | John P.    | 5   | S/G       | Apr 25    | SP02 | 205        | 3.3     | 202-208 | 32 24-40 | 634-734    | 198-210                      | 196-208      | 202-214                      |    |  |
| 50000614   | Thomas R5  | 5   | S/G       | Apr 25    | SP02 | 205        | 3.4     | 202-208 | 32 24-40 | 634-734    | 206-218                      | 192-204      | 198-210                      |    |  |
| 50001685   | Amber N.   | 5   | S/G       | Apr 25    | SP02 | 207        | 3.3     | 204-210 | 30-47    | 685-785    | 195-206                      | 203-215      | 208-220                      |    |  |
| 50001426   | James      | 5   | S/G       | Apr 25    | SP02 | 208        | 3.5     | 205-212 | 32-50    | 699-799    | 205-217                      | 204-216      | 196-210                      |    |  |
| 50001433   | Alisha D.  | 5   | S/G       | Apr 25    | SP02 | 208        | 3.4     | 205-211 | 40 32-47 | 695-795    | 200-212                      | 213-225      | 192-206                      |    |  |
| 1301359  | Marc T.    | 5   | S/G       | Apr 25    | SP02 | 209        | 3.2     | 206-212 | 42 33-50 | 707-807    | 205-216                      | 204-215      | 201-212                      |    |  |
| 1301346  | Allison D. | 5   | S/G       | Apr 25    | SP02 | 210        | 3.4     | 207-213 | 45 37-56 | 732-839    | 203-214                      | 200-212      | 210-223                      |    |  |
| 1101274  | Shelby N   | 5   | S/G       | Apr 25    | SP02 | 214        | 3.3     | 211-217 | 56 47-65 | 807-904    | 205-216                      | 212-224      | 208-220                      |    |  |
| 50001639   | April N.   | 5   | S/G       | Apr 25    | SP02 | 217        | 3.2     | 214-220 | 65 56-73 | 857-957    | 213-224                      | 216-228      | 204-216                      |    |  |
| 1300772  | Sydney K   | 5   | S/G       | Apr 25    | SP02 | 220        | 3.2     | 217-223 | 73 62-81 | 904-1004   | 216-227                      | 211-223      | 215-226                      |    |  |
| 50000903   | Tyler B.   | 5   | S/G       | Apr 26    | SP02 | 223        | 3.4     | 220-226 | 81 73-89 | 973-1073   | 225-237                      | 218-229      | 210-223                      |    |  |
| 1300628  | Susannah E | 5   | S/G       | Apr 25    | SP02 | 223        | 3.3     | 220-226 | 81 73-89 | 973-1073   | 219-230                      | 220-232      | 214-226                      |    |  |
| 50000305   | Tyler C.   | 5   | S/G       | Apr 25    | SP02 | 224        | 3.4     | 221-227 | 83 76-90 | 992-1092   | 219-230                      | 214-225      | 224-236                      |    |  |
| 1300578  | Chelsea N. | 5   | S/G       | Apr 25    | SP02 | 228        | 3.3     | 225-231 | 90 85-94 | 1053-1153  | 222-233                      | 222-234      | 222-233                      |    |  |
| 1300838  | Sarah E.   | 5   | S/G       | Apr 25    | SP02 | 228        | 3.3     | 225-231 | 90 85-95 | 1063-1163  | 223-235                      | 219-231      | 226-237                      |    |  |
| 50001420   | Raymond D  | 5   | S/G       | Apr 25    | SP02 | 228        | 3.4     | 225-231 | 90 83-94 | 1050-1150  | 216-228                      | 225-237      | 225-237                      |    |  |
| 1301352  | Grant D.   | 5   | S/G       | Apr 25    | SP02 | 229        | 3.3     | 226-232 | 92 85-95 | 1065-1165  | 229-241                      | 212-224      | 227-239                      |    |  |
| 1300760  | Justin M.  | 5   | S/G       | Apr 25    | SP02 | 232        | 3.3     | 229-235 | 95 92-98 | 1133-1233  | 227-239                      | 224-235      | 229-240                      |    |  |
| 1300563  | Taylor G.  | 5   | S/G       | Apr 25    | SP02 | 234        | 3.4     | 231-237 | 97 93-98 | 1157-1257  | 227-238                      | 230-243      | 226-238                      |    |  |
| 1300517  | Randall E5 | 5   | S/G       | Apr 25    | SP02 | 239        | 3.6     | 235-243 | 99 97-99 | 1247-1347  | 230-242                      | 224-236      | 245-268                      |    |  |
| 1301377  | Anna L.    | 5   | S/G       | Apr 25    | SP02 | 239        | 4.0     | 235-243 | 99 97-99 | 1253-1353  | 232-245                      | 228-241      | 237-252                      |    |  |
| <b>Totals For: Reading</b>                         |            |     |           |           |      |            |         |         |          |            | High                         | 13           | 14                           | 11 |  |
| <b>Students with current valid scores</b>          |            |     |           |           |      | 26         |         |         | Avg      | 6          | 6                            | 7            |                              |    |  |
|  |            |     |           |           |      | Mean RIT   | 214.5   |         |          | Low        | 7                            | 6            | 8                            |    |  |
|  |            |     |           |           |      | Median RIT | 216     |         |          | Mean       | 215.1                        | 214.5        | 214.0                        |    |  |
|  |            |     |           |           |      | Std Dev    | 16.7    |         |          | Median     | 216                          | 218          | 215                          |    |  |
|  |            |     |           |           |      |            |         |         |          | Std Dev    | 16.4                         | 15.5         | 20.8                         |    |  |

- 1 **Goal Performance:** The columns summarize the students' performance in the goal strands tested in this subject. Data will only show up in these columns if a student took a Goals Survey test and only for the term for which the report was ordered. Goal performance of LO means that the student is performing at the 33rd percentile or lower. Goal performance of AV means that the student is performing between the 33rd and 66th percentile. Goal performance of HI means that the student is performing at or above the 66th percentile.
- 2 **RIT Score:** The student's overall scale score on the test.
- 3 **Standard Error of Measurement:** An estimate of the precision of the achievement (RIT) score. The smaller the standard error, the more precise the achievement estimate is.
- 4 **RIT Range:** If a student took the test again relatively soon, the score would fall within this range about 68% of the time.
- 5 **Percentile Rank:** The percentage of students in the national norms group for this grade that this student's score equaled or exceeded.
- 6 **Percentile Range:** The range of percentile scores corresponding to the RIT range. Similar to RIT range, if a student were to take the test again soon, the score would fall within this percentile range 68% of the time.
- 7 **Test Type:** S/G - Survey with Goals; SUR - Survey
- 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 RIT scores within this group. A larger standard deviation generally reflects a wider range of scores and achievement within a class.

## MAP™ Reports

### Class Report (by Student Name)

Displays class data for the current and historical testing terms sorted alphabetically. Includes goal RIT ranges for current testing term.

| Class Report - Language Usage - Spring 2004 - By Student Name |                    |     |           |           |      |     |         |         |      |          | Goal Performance            |                             |                               |       |
|---|--------------------|-----|-----------|-----------|------|-----|---------|---------|------|----------|-----------------------------|-----------------------------|-------------------------------|-------|
| School: Eastland Junior High                                  |                    |     |           |           |      |     |         |         |      |          |                             |                             |                               |       |
| Teacher: Farmer, Farmer                                       |                    |     |           |           |      |     |         |         |      |          |                             |                             |                               |       |
| Class Name: 66 Farmer Grade7 ALL                              |                    |     |           |           |      |     |         |         |      |          |                             |                             |                               |       |
| Language Goals Survey IN Version 2                            |                    |     |           |           |      |     |         |         |      |          |                             |                             |                               |       |
| (Small Group Summary Display is ON)                           |                    |     |           |           |      |     |         |         |      |          |                             |                             |                               |       |
| Student ID  | Name               | Grd | Test Type | Test Date | Term | RIT | Std Err | RIT Rng | %ile | %ile Rng | Writing Strategies & Skills | Conventions Grammar & Usage | Conventions Mechanics of Writ |       |
| 12341048  | Victoria, K. E. D. | 7   | S/G       | Aug 26    | FA03 | 215 | 2.9     | 212-218 | 45   | 36-54    |                             |                             |                               |       |
| 12341048  | Victoria, K. E. D. | 6   | S/G       | Apr 15    | SP03 | 205 | 3.5     | 209-216 | 36   | 26-45    |                             |                             |                               |       |
| 12341048  | Victoria, K. E. D. | 6   | S/G       | Aug 28    | FA02 | 205 | 3.5     | 202-208 | 26   | 19-33    |                             |                             |                               |       |
| 12341119  | Walter, K. N. A.   | 7   | S/G       | Apr 20    | SP04 | 239 | 3.2     | 236-242 | 96   | 92-98    | 243-264                     | 230-241                     | 228-239                       |       |
| 12341119  | Walter, K. N. A.   | 7   | S/G       | Aug 26    | FA03 | 235 | 3.0     | 232-238 | 96   | 93-98    |                             |                             |                               |       |
| 12341119  | Walter, K. N. A.   | 6   | S/G       | Apr 15    | SP03 | 237 | 3.1     | 234-240 | 97   | 95-98    |                             |                             |                               |       |
| 12341119  | Walter, K. N. A.   | 6   | S/G       | Aug 30    | FA02 | 235 | 3.2     | 232-238 | 96   | 95-99    |                             |                             |                               |       |
| 12340468  | Yurinia, D. E. M.  | 7   | S/G       | Apr 20    | SP04 | 230 | 2.9     | 227-233 | 85   | 74-89    | 227-237                     | 228-238                     | 221-231                       |       |
| 12340468  | Yurinia, D. E. M.  | 7   | S/G       | Aug 26    | FA03 | 221 | 2.9     | 218-224 | 85   | 54-75    |                             |                             |                               |       |
| 12340468  | Yurinia, D. E. M.  | 6   | S/G       | Apr 22    | SP03 | 218 | 2.9     | 215-221 | 55   | 4-54     |                             |                             |                               |       |
| 12340468  | Yurinia, D. E. M.  | 6   | S/G       | Aug 22    | FA02 | 215 | 2.9     | 212-218 | 54   | 4-54     |                             |                             |                               |       |
| 12341183  | Zachary, M. L.     | 7   | S/G       | Apr 20    | SP04 | 201 | 2.9     | 198-204 | 10   | 7-13     | 206-217                     | 182-194                     | 197-207                       |       |
| 12341183  | Zachary, M. L.     | 7   | S/G       | Aug 26    | FA03 | 204 | 2.9     | 201-207 | 18   | 13-24    |                             |                             |                               |       |
| 12341183  | Zachary, M. L.     | 6   | S/G       | Apr 16    | SP03 | 187 | 3.0     | 184-190 | 3    | 2-4      |                             |                             |                               |       |
| <b>Totals For: Language Usage</b>                             |                    |     |           |           |      |     |         |         |      |          | High                        | 72                          | 64                            | 67    |
| Students with current, valid scores                           |                    |     |           |           |      |     |         |         |      |          | Avg                         | 32                          | 38                            | 32    |
| Mean RIT  |                    |     |           |           |      |     |         |         |      |          | Low                         | 26                          | 28                            | 31    |
| Median RIT  |                    |     |           |           |      |     |         |         |      |          | Mean                        | 224.0                       | 223.3                         | 223.3 |
| Std Dev   |                    |     |           |           |      |     |         |         |      |          | Median                      | 226                         | 224                           | 225   |
|   |                    |     |           |           |      |     |         |         |      |          | Std Dev                     | 11.4                        | 12.6                          | 11.4  |

# MAP™ Reports

## Achievement Status and Growth (ASG)

### Summary Class Report

Displays each student's term-to-term growth and shows how that growth relates to the student's growth targets. Growth targets come from the latest NWEA norms study.

- 1 **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 and minus the Growth Standard Error.
- 2 **Target Growth:** Mean growth that was observed in the latest NWEA norms study for students who had the same starting RIT score.
- 3 **Target RIT:** The minimum RIT score the student would attain if their Growth Target was met (starting RIT + Growth Target).
- 4 **Growth Target Met:** Indicates Yes if the student's term-to-term growth was equal to or exceeded the Growth Target. Indicates No if the growth was less than the Growth Target.
- 5 **Growth Index:** The RITs by which the student exceeded the Target RIT (plus values), fell short of the Target RIT (minus values), or exactly met the Target RIT (0).
- 6 **Count of Students with Valid Beginning and Ending Term Scores:** The number of students on which all group growth statistics is based.
- 7 **Count of Students who Met or Exceeded their Target RIT:** The number of students with a Growth Index Value of greater than or equal to zero.
- 8 **Percentage of Students who Met or Exceeded their Target RIT:** The percentage of students with a Growth Index Value of greater than or equal to zero.
- 9 **Overall Percentage of Target RIT Met or Exceeded:** This is the total student growth divided by the total of target RITs expressed as a percentage. Shows the proportion of the overall RIT growth targets achieved by the students. Performance of 100% is considered average, meaning the student growth equaled the targets. Use in conjunction with the percentage of Students who Met or Exceeded their Target RIT.

| Achievement Status and Growth Summary Class Report |                   |                       |         |           |               |              |               |              |                     |                    |                 |                   |                     |
|--|-------------------|-----------------------|---------|-----------|---------------|--------------|---------------|--------------|---------------------|--------------------|-----------------|-------------------|---------------------|
| Fall 2003 to Spring 2004 - Reading                 |                   |                       |         |           |               |              |               |              |                     |                    |                 |                   |                     |
| NWEA Sample District                               |                   |                       |         |           |               |              |               |              |                     |                    |                 |                   |                     |
| School:  |                   | Kennedy Elementary    |         |           |               |              |               |              |                     |                    |                 |                   |                     |
| Teacher:   |                   | Johnson, Johnson      |         |           |               |              |               |              |                     |                    |                 |                   |                     |
| Class Name:  |                   | 38 Johnson Grade5 ALL |         |           |               |              |               |              |                     |                    |                 |                   |                     |
| Optional Group:                                    |                   | None Selected         |         |           |               |              |               |              |                     |                    |                 |                   |                     |
| Reading  |                   |                       |         |           |               |              |               |              |                     |                    |                 |                   |                     |
| Student ID   | Name              | Grd                   | Date    | Test Type | FA03 Test RIT | FA03 Std Err | SP04 Test RIT | SP04 Std Err | SP04 Growth Std Err | SP04 Target Growth | SP04 Target RIT | Growth Target Met | Growth Target Index |
| 12341092   | ADOLPHUS, D. N.   | 5                     | 4/13/04 | S/G       | 214           | 3.3          | 213           | 3.3          | 4.7                 | 4                  | 218             | No                | -5                  |
| 12340103   | ALYSSA, J. D.     | 5                     | 4/13/04 | S/G       | 217           | 3.3          | 231           | 3.4          | 4.7                 | 2                  | 220             | Yes               | 11                  |
| 12340004   | ANDREW, J. N.     | 5                     | 4/13/04 | S/G       | 214           | 3.2          | 220           | 3.3          | 4.6                 | 4                  | 218             | Yes               | 2                   |
| 12340099   | ANTHONY, K. E.    | 5                     | 4/13/04 | S/G       | 214           | 3.3          | 225           | 3.4          | 4.7                 | 4                  | 218             | Yes               | 7                   |
| 12340042   | AUSTIN, A. R.     | 5                     | 4/13/04 | S/G       | 226           | 3.3          | 217           | 3.3          | 4.7                 | 2                  | 218             | No                | -11                 |
| 12341131   | BENJAMIN, R. N.   | 5                     | 4/13/04 | S/G       | 214           | 3.3          | 228           | 3.3          | 4.7                 | 4                  | 218             | Yes               | 10                  |
| 12340007   | BRYCE, R. Y.      | 5                     | 4/13/04 | S/G       | 200           | 3.4          | 208           | 3.3          | 4.7                 | 6                  | 206             | Yes               | 2                   |
| 12341056   | CHRISTIAAN, A. Y. | 5                     | 4/13/04 | S/G       | 195           | 3.4          | 209           | 3.3          | 4.7                 | 7                  | 202             | Yes               | 7                   |
| 12340084   | ELIZABETH, R. I.  | 5                     | 4/13/04 | S/G       | 225           | 3.3          | 229           | 3.5          | 4.8                 | 2                  | 227             | Yes               | 2                   |
| 12340067   | JARED, D. L.      | 5                     | 4/13/04 | S/G       | 209           | 3.4          | 210           | 3.3          | 4.7                 | 4                  | 213             | No                | -5                  |
| 12340057   | JESSICA, A. Y.    | 5                     | 4/13/04 | S/G       | 217           | 3.3          | 215           | 3.4          | 4.7                 | 3                  | 220             | No                | -5                  |
| 12341095   | JESSICA, T. R.    | 5                     | 4/13/04 | S/G       | 209           | 3.3          | 215           | 3.3          | 4.7                 | 4                  | 213             | Yes               | 2                   |
| 12340095   | JONATHAN, B. A.   | 5                     | 4/13/04 | S/G       | 210           | 3.3          | 216           | 3.3          | 4.7                 | 4                  | 214             | Yes               | 2                   |
| 12340063   | KATHARINE, J. E.  | 5                     | 4/13/04 | S/G       | 192           | 3.3          | 203           | 3.3          | 4.7                 | 8                  | 200             | Yes               | 3                   |
| 12340170   | MELISSA, C. N.    | 5                     | 4/13/04 | S/G       | 230           | 3.2          | 225           | 3.3          | 4.6                 | 2                  | 232             | No                | -7                  |
| 12340089   | MICHAEL, A. A.    | 5                     | 4/13/04 | S/G       | 211           | 3.3          | 221           | 3.3          | 4.7                 | 4                  | 215             | Yes               | 6                   |
| 12341545   | MITCHELL, J. N.   | 5                     | 4/13/04 | S/G       |               |              | 194           | 3.2          |                     |                    |                 |                   |                     |
| 12340029   | TYLER, E. N.      | 5                     | 4/13/04 | S/G       | 212           | 3.4          | 220           | 3.3          | 4.7                 | 4                  | 216             | Yes               | 4                   |

| Subject Summary: |  |   |        |
|------------------|--|---|--------|
| Reading          |  | 6 Count of Students with Valid Beginning and Ending Term Scores | 17     |
|                  |  | Count of Students who Met or Exceeded their Target RIT          | 12     |
|                  |  | 8 Percentage of Students who Met or Exceeded their Target RIT   | 70.6%  |
|                  |  | 9 Overall Percentage of Target RIT Met or Exceeded              | 139.1% |
|                  |  | Count of Students with INVALID Spring 2004 Test Scores          | 0      |
|                  |  | Count of Students with VALID Spring 2004 Test Scores            | 18     |
|                  |  | Spring 2004 Mean RIT  | 216.6  |
|                  |  | Spring 2004 Median RIT  | 217    |
|                  |  | Spring 2004 StdDev  | 9.6    |

\*( Small Group Summary Display is OFF)

# MAP™ Reports

## Achievement Status and Growth (ASG)

### Targets Class Report

Displays a summary of initial term test scores and a suggested amount of reasonable anticipated growth based on the student's initial term test scores. The anticipated growth targets are calculated using the latest NWEA norms study.

- 1 Column headings appearing in grey are to be used when target term testing is complete. These columns will allow teachers to observe how students have performed in relation to their target growth.
- 2 Test RIT: This is the student's overall scale score on the current test.
- 3 Standard Error of Measurement: An estimate of the precision of the achievement (RIT) score. The smaller the standard error, the more precise the achievement estimate is.
- 4 Target Growth: Mean growth that was observed in the latest NWEA norms study for students who had the same starting RIT score.
- 5 Target RIT: The minimum RIT score the student would attain if their Growth Target was met (starting RIT + Growth Target).
- 6 Summary statistics appearing in grey are to be used when target term testing is complete. These statistics will allow teachers to quickly observe class performance in an aggregate form.
- 7 Count of Current Valid Tests: Count of students in the class who have a valid score for the term.
- 8 Mean RIT: Average RIT score of students in this class.
- 9 Median RIT: Middle RIT score of this class.
- 10 Standard Deviation: Indicates the variability of RIT scores within this group. A larger standard deviation generally reflects a wider range of scores and achievement within a class.

| Achievement Status and Growth Targets Class Report |                   |                       |         |           |               |              |               |              |                |                    |                 |                         |
|--|-------------------|-----------------------|---------|-----------|---------------|--------------|---------------|--------------|----------------|--------------------|-----------------|-------------------------|
| Fall 2003 to Spring 2004 - Reading                 |                   |                       |         |           |               |              |               |              |                |                    |                 |                         |
| NWEA Sample District                               |                   |                       |         |           |               |              |               |              |                |                    |                 |                         |
| School:  |                   | Kennedy Elementary    |         |           |               |              |               |              |                |                    |                 |                         |
| Teacher:   |                   | Johnson, Johnson      |         |           |               |              |               |              |                |                    |                 |                         |
| Class Name:  |                   | 38 Johnson 5thGrade 5 |         |           |               |              |               |              |                |                    |                 |                         |
| Optional Group:                                    |                   | None Selected         |         |           |               |              |               |              |                |                    |                 |                         |
| Reading  |                   |                       |         |           |               |              |               |              |                |                    |                 |                         |
| Student ID   | Name              | Grd                   | Date    | Test Type | FA03 Test RIT | FA03 Std Err | SP04 Test RIT | SP04 Std Err | Growth Std Err | SP04 Target Growth | SP04 Target RIT | Growth Target Met Index |
| 12341092   | ADOLPHUS, D. N.   | 5                     | 8/18/03 | S/G       | 214           | 3.3          |               |              |                | 4                  | 218             |                         |
| 12340053   | ALYSSA, K. Y.     | 5                     | 8/18/03 | S/G       | 208           | 3.3          |               |              |                | 5                  | 213             |                         |
| 12340103   | ALYSSA, J. D.     | 5                     | 8/18/03 | S/G       | 217           | 3.3          |               |              |                | 3                  | 220             |                         |
| 12340004   | ANDREW, J. N.     | 5                     | 8/18/03 | S/G       | 214           | 3.3          |               |              |                | 4                  | 218             |                         |
| 12340099   | ANTHONY, K. E.    | 5                     | 8/18/03 | S/G       | 214           | 3.3          |               |              |                | 4                  | 218             |                         |
| 12341034   | ARIEL, J. B.      | 5                     | 8/18/03 | S/G       | 226           | 3.3          |               |              |                | 2                  | 228             |                         |
| 12340042   | AUSTIN, A. R.     | 5                     | 8/18/03 | S/G       | 226           | 3.3          |               |              |                | 2                  | 228             |                         |
| 12340174   | BAILEY, A. L.     | 5                     | 8/18/03 | S/G       | 219           | 3.3          |               |              |                |                    | 222             |                         |
| 12341131   | BENJAMIN, R. N.   | 5                     | 8/18/03 | S/G       | 214           | 3.3          |               |              |                |                    | 218             |                         |
| 12340158   | BRITTANY, E. Y.   | 5                     | 8/18/03 | S/G       | 201           | 3.3          |               |              |                | 6                  | 207             |                         |
| 12340007   | BRYCE, R. Y.      | 5                     | 8/18/03 | S/G       | 200           | 3.4          |               |              |                | 6                  | 206             |                         |
| 12341050   | CHRISTIAAN, A. Y. | 5                     | 8/18/03 | S/G       | 195           | 3.4          |               |              |                | 7                  | 202             |                         |
| 12340122   | EBONY, J. A.      | 5                     | 8/18/03 | S/G       | 225           | 3.4          |               |              |                | 2                  | 227             |                         |
| 12340084   | ELIZABETH, R. I.  | 5                     | 8/18/03 | S/G       | 225           | 3.3          |               |              |                | 2                  | 227             |                         |
| 12340120   | HAILY, E. H.      | 5                     | 8/18/03 | S/G       | 204           | 3.2          |               |              |                | 6                  | 210             |                         |
| 12340067   | JARED, D. L.      | 5                     | 8/18/03 | S/G       | 209           | 3.4          |               |              |                | 4                  | 213             |                         |
| 12340057   | JESSICA, A. Y.    | 5                     | 8/18/03 | S/G       | 217           | 3.3          |               |              |                | 3                  | 220             |                         |
| 12341095   | JESSICA, T. R.    | 5                     | 8/18/03 | S/G       | 209           | 3.3          |               |              |                | 4                  | 213             |                         |
| 12340095   | JONATHAN, B. A.   | 5                     | 8/18/03 | S/G       | 210           | 3.3          |               |              |                | 4                  | 214             |                         |
| 12340063   | KATHARINE, J. E.  | 5                     | 8/18/03 | S/G       | 192           | 3.3          |               |              |                | 8                  | 200             |                         |
| 12340023   | LINDSAY, K. N.    | 5                     | 8/18/03 | S/G       | 222           | 3.7          |               |              |                | 2                  | 224             |                         |
| 12340015   | LOGAN, A. N.      | 5                     | 8/18/03 | S/G       | 217           | 3.3          |               |              |                | 3                  | 220             |                         |
| 12340170   | MELISSA, C. N.    | 5                     | 8/18/03 | S/G       | 230           | 3.2          |               |              |                | 2                  | 232             |                         |
| 12340089   | MICHAEL, A. A.    | 5                     | 8/18/03 | S/G       | 211           | 3.3          |               |              |                | 4                  | 215             |                         |
| 12340034   | MITCHELL, R. T.   | 5                     | 8/18/03 | S/G       | 214           | 3.3          |               |              |                | 4                  | 218             |                         |
| 12340184   | RAIN, T. R.       | 5                     | 8/18/03 | S/G       | 205           | 3.2          |               |              |                | 5                  | 210             |                         |
| 12340019   | RONALD, K. N.     | 5                     | 8/18/03 | S/G       | 212           | 3.3          |               |              |                | 4                  | 216             |                         |
| 12340754   | SHARI, D. Y.      | 5                     | 8/18/03 | S/G       | 199           | 3.3          |               |              |                | 7                  | 206             |                         |
| 12340029   | TYLER, E. N.      | 5                     | 8/18/03 | S/G       | 212           | 3.4          |               |              |                | 4                  | 216             |                         |
| 12340026   | ZACHARY, E. Y.    | 5                     | 8/18/03 | S/G       | 197           | 3.3          |               |              |                | 7                  | 204             |                         |

| Subject Summary: |   | Count of Students with Valid Beginning and Ending Term Scores |       |
|------------------|---|---|-------|
| Reading          | Count of Students who Met or Exceeded their Target RIT      |   |       |
|                  | Percentage of Students who Met or Exceeded their Target RIT |   |       |
|                  |   | Overall Percentage of Target RIT Met or Exceeded              |       |
|                  |   | Count of Students with INVALID Fall 2003 Test Scores          | 0     |
|                  |   | Count of Students with VALID Fall 2003 Test Scores            | 30    |
|                  |   | Fall 2003 Mean RIT  | 211.9 |
|                  |   | Fall 2003 Median RIT  | 213   |
|                  |   | Fall 2003 StdDev  | 9.8   |

\*( Small Group Summary Display is OFF)

# NWEA Sample District Student Progress Report for Emily, N. S. Johnson Elementary School

Growth is measured from Fall to Spring

Student ID: 12340810

## Mathematics

| Season/<br>Year | Grade | Student<br>Score Range | Dist.<br>Avg<br>RIT | Norm<br>Group<br>Avg. | Student<br>Growth | Typical<br>Growth | Student<br>%ile<br>Range |
|-----------------|-------|------------------------|---------------------|-----------------------|-------------------|-------------------|--------------------------|
| S04             | 8     | 230- 233 -236          | 224                 | 234                   | 13                | 7.7               | 40- 46 -51               |
| W04             | 8     | 217- 220 -223          | 218                 | 231                   |                   |                   | 23- 28 -33               |
| F03             | 8     | 217- 220 -223          | 215                 | 227                   |                   |                   | 26- 33 -39               |
| S03             | 7     | 202- 205 -208          | 215                 | 228                   | -20               | 7.4               | 8- 12 -15                |
| W03             | 7     | 220- 223 -226          | 212                 | 224                   |                   |                   | 39- 46 -53               |
| F02             | 7     | 222- 225 -228          | 208                 | 221                   |                   |                   | 52- 59 -66               |
| S02             | 6     | 220- 223 -226          | 209                 | 222                   |                   |                   | 45- 52 -59               |
| W02             | 6     | 211- 214 -217          | 207                 | 218                   |                   |                   | 31- 38 -45               |
| S01             | 5     | 206- 209 -212          | 204                 | 216                   | 3                 | 8.7               | 23- 31 -38               |
| F00             | 5     | 203- 206 -209          | 199                 | 209                   |                   |                   | 31- 40 -50               |

### Mathematics Goals Performance - Spring 2004

|                             |       |
|-----------------------------|-------|
| Number Sense                | Avg   |
| Algebraic Methods           | Avg   |
| Data Collection & Analysis, | LoAvg |
| Geometry                    | Avg   |
| Measurement                 | LoAvg |
| Computational Techniques    | Avg   |

## Language Usage

| Season/<br>Year | Grade | Student<br>Score Range | Dist.<br>Avg<br>RIT | Norm<br>Group<br>Avg. | Student<br>Growth | Typical<br>Growth | Student<br>%ile<br>Range |
|-----------------|-------|------------------------|---------------------|-----------------------|-------------------|-------------------|--------------------------|
| S04             | 8     | 197- 200 -203          | 212                 | 221                   | -14               | 4                 | 5- 6 -9                  |
| W04             | 8     | 218- 221 -224          | 210                 | 220                   |                   |                   | 39- 49 -59               |
| F03             | 8     | 211- 214 -217          | 207                 | 219                   |                   |                   | 25- 32 -40               |
| S03             | 7     | 209- 212 -215          | 208                 | 218                   | 1                 | 3.8               | 22- 28 -36               |
| W03             | 7     | 208- 211 -214          | 206                 | 217                   |                   |                   | 22- 29 -36               |
| F02             | 7     | 208- 211 -214          | 203                 | 215                   |                   |                   | 26- 33 -42               |
| S02             | 6     | 215- 218 -221          | 204                 | 215                   |                   |                   | 45- 55 -64               |
| W02             | 6     | 213- 216 -219          | 203                 | 214                   |                   |                   | 42- 52 -58               |
| S01             | 5     | 210- 213 -216          | 202                 | 212                   | 2                 | 5                 | 41- 51 -60               |
| F00             | 5     | 208- 211 -214          | 199                 | 207                   |                   |                   | 48- 57 -67               |

### Language Usage Goals Performance - Spring 2004

|                                  |     |
|----------------------------------|-----|
| Writing Process (Colo. Reading   | Low |
| Basic Grammar / Usage (Colo. Rea | Low |
| Mechanics (Colo. Reading & Wri   | Low |

## Reading

| Season/<br>Year | Grade | Student<br>Score Range | Dist.<br>Avg<br>RIT | Norm<br>Group<br>Avg. | Student<br>Growth | Typical<br>Growth | Student<br>%ile<br>Range |
|-----------------|-------|------------------------|---------------------|-----------------------|-------------------|-------------------|--------------------------|
| S04             | 8     | 212- 216 -220          | 210                 | 223                   | 22                | 7.3               | 22- 28 -37               |
| W04             | 8     | 206- 209 -212          | 209                 | 220                   |                   |                   | 15- 19 -24               |
| F03             | 8     | 190- 194 -198          | 207                 | 218                   |                   |                   | 4- 7 -9                  |
| S03             | 7     | 179- 183 -187          | 206                 | 219                   | -29               | 4.9               | 1- 2 -3                  |
| W03             | 7     | 205- 208 -211          | 203                 | 217                   |                   |                   | 18- 24 -31               |
| F02             | 7     | 209- 212 -215          | 199                 | 214                   |                   |                   | 30- 39 -47               |
| S02             | 6     | 194- 197 -200          | 201                 | 215                   |                   |                   | 8- 11 -14                |
| W02             | 6     | 209- 212 -215          | 199                 | 213                   |                   |                   | 35- 43 -52               |
| S01             | 5     | 203- 206 -209          | 199                 | 210                   | 6                 | 6.7               | 26- 35 -42               |
| F00             | 5     | 197- 200 -203          | 197                 | 205                   |                   |                   | 25- 31 -41               |

### Reading Goals Performance - Spring 2004

|                                |       |
|--------------------------------|-------|
| Word Meaning & Recognition     | Avg   |
| Literal comprehension          | Low   |
| Application of Thinking Skills | Low   |
| Literary Expression            | HiAvg |

Lexile Range: 796-946

## Explanatory Notes:

### Season/Year

The season (F=fall, S=spring, W=winter, U=summer) and the year the test was administered.

### Student Score Range

The middle number is the RIT score your child received. The numbers on either side of the RIT score define the score range. If retested, your child would score within this range most of the time.

### District Average RIT

The average score for all students in the school district in the grade who were tested at the same time as your child.

### Norm Group Avg.

The average score observed for students in the 2005 NWEA Norming Study, who were in the same grade and tested in the same season (e.g., fall or spring).

### Student Growth

Presents the growth in RITs your child made from the previous fall to the spring of the year in which growth is reported.

### Typical Growth

The average growth of students in the 2005 NWEA Norming study who were in the same grade and began the growth comparison period at a similar achievement level.

### Student %ile Range

The number in the middle is your child's percentile rank - the percentage of students in the 2005 NWEA Norming study that had a RIT score less than or equal to your child's score. The number on either side of the percentile rank define the percentile range. If retested, your child's percentile rank would be within this range most of the time.

### Goal Performance

Each goal area included in the test is listed along with a descriptive adjective of your child's score. The possible descriptors are Low (<21 percentile), LoAvg (21-40 percentile), Avg (41-60 percentile), HiAvg (61-80 percentile), and High (>80 percentile).

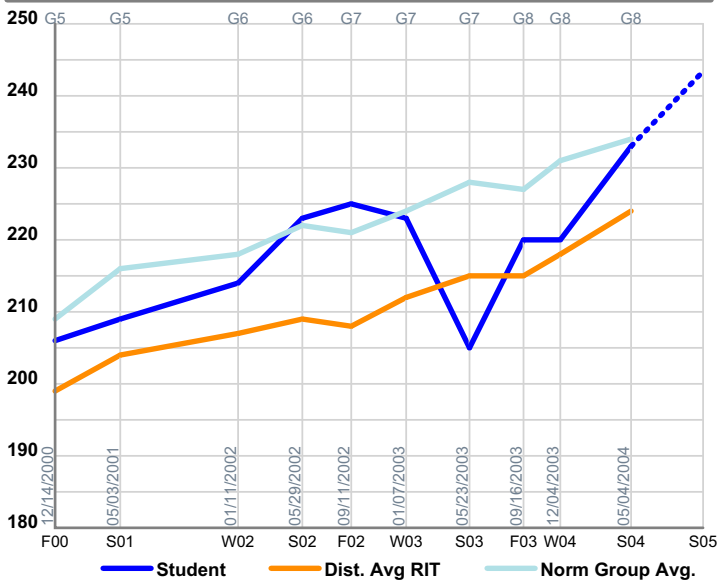
### Lexile Range

The difficulty range of text that can be understood by the student 75% of the time.

# NWEA Sample District Student Progress Report for Emily, N. S. Johnson Elementary School

Student ID: 12340810

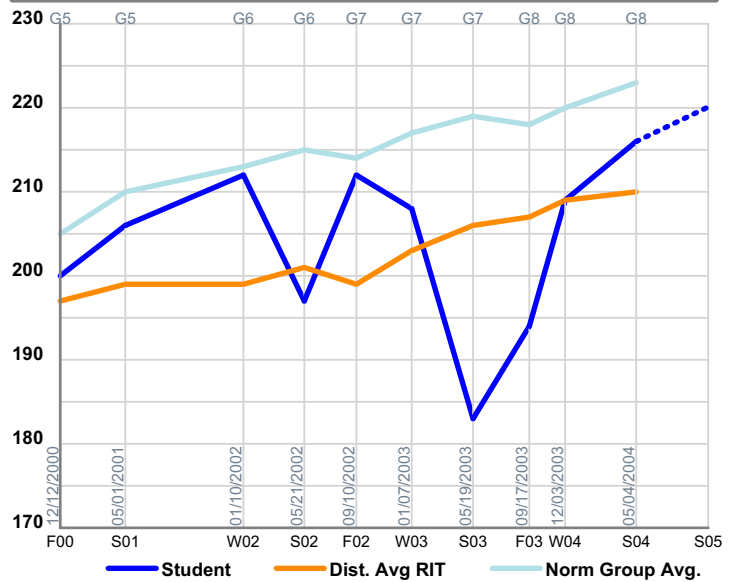
## Mathematics



Mathematics Goals Performance - Spring 2004

|                            |       |
|----------------------------|-------|
| Number Sense               | Avg   |
| Algebraic Methods          | Avg   |
| Data Collection & Analysis | LoAvg |
| Geometry                   | Avg   |
| Measurement                | LoAvg |
| Computational Techniques   | Avg   |

## Reading

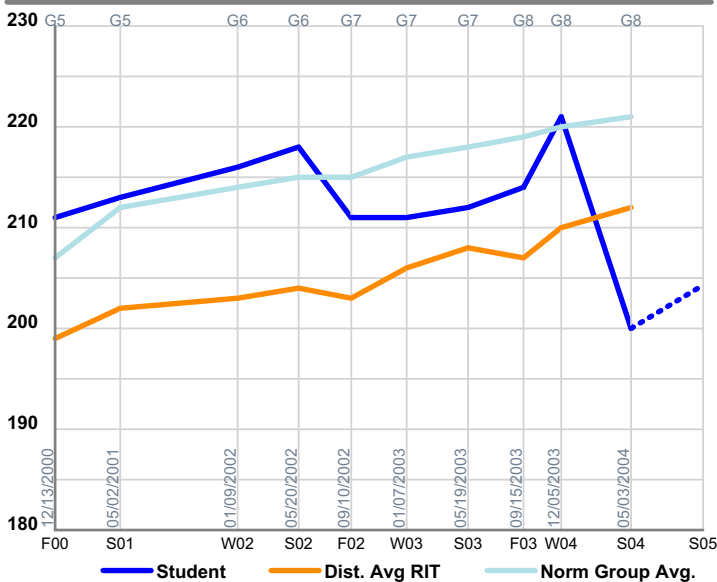


Reading Goals Performance - Spring 2004

|                                |       |
|--------------------------------|-------|
| Word Meaning & Recognition     | Avg   |
| Literal comprehension          | Low   |
| Application of Thinking Skills | Low   |
| Literary Expression            | HiAvg |

Lexile Range: 796-946

## Language Usage



Language Usage Goals Performance - Spring 2004

|                                  |     |
|----------------------------------|-----|
| Writing Process (Colo. Reading   | Low |
| Basic Grammar / Usage (Colo. Rea | Low |
| Mechanics (Colo. Reading & Wri   | Low |

## Explanatory Notes:

### Season/Year

The text below each vertical line on the graph represents the season (F=fall, S=spring, W=winter, U=summer) and the year the test was administered.

### Gx

The text above each vertical line on the graph represents the student's grade at the time the test event occurred.

### Event Date

The date along the vertical lines represent the date the test event occurred.

### TimeLine

Test events are plotted on the "x" axis of the graph using the time interval between test event dates to reflect elapsed time between test events accurately.

### Student RIT Score Line

The RIT score your child received on each test. This line will contain a dashed portion following the most recent test event to represent projected target growth over the next year. This is the mean fall-to-fall or spring-to-spring RIT growth that was observed in the latest norming study for students who had the same starting RIT score.

### Dist. Avg RIT

This line represents the average score for all students in the school district in the grade who were tested at the same time as your child.

### Norm Group Avg

This line represents the average score observed for students in the 2005 NWEA Norming Study, who were in the same grade and tested in the same season (e.g., fall or spring).

### Goal Performance

Each goal area included in the test is listed along with a descriptive adjective of your child's score. The possible descriptors are Low (<21 percentile), LoAvg (21-40 percentile), Avg (41-60 percentile), HiAvg (61-80 percentile), and High (>80 percentile).

### Lexile Range

The difficulty range of text that can be understood by the student 75% of the time.



# MAP™ Reports

## Individual Student Report

Plotted on the graph are the student's RIT score, the District Average, and the NWEA Norms Group\* Average for the subject in which a student was tested.

**1 RIT Score:** This is the student's overall score on the test. This is one of the most important pieces of information on the entire report. This score is unrelated to the age or grade of the student, but reflects the level at which the student is currently performing. RIT stands for Rasch Unit, which is used to measure a child's achievement growth similar to how inches are used to measure a child's height.

**2 RIT Range:** No score is absolute. We would expect that if a student took the test again relatively soon, that his or her score would fall within this range most of the time.

**3 Percentile Range:** Percentiles are used to compare one student's performance to that of a larger group (norms group\*). Percentile means the student scored as well as or better than that percent of students taking the test in his/her grade. There is about a 68% chance that a student's percentile ranking would fall within this range if the student tested again relatively soon.

**4 District Average:** The average RIT score for all students in the school district in the same grade who were tested at the same time as this student.

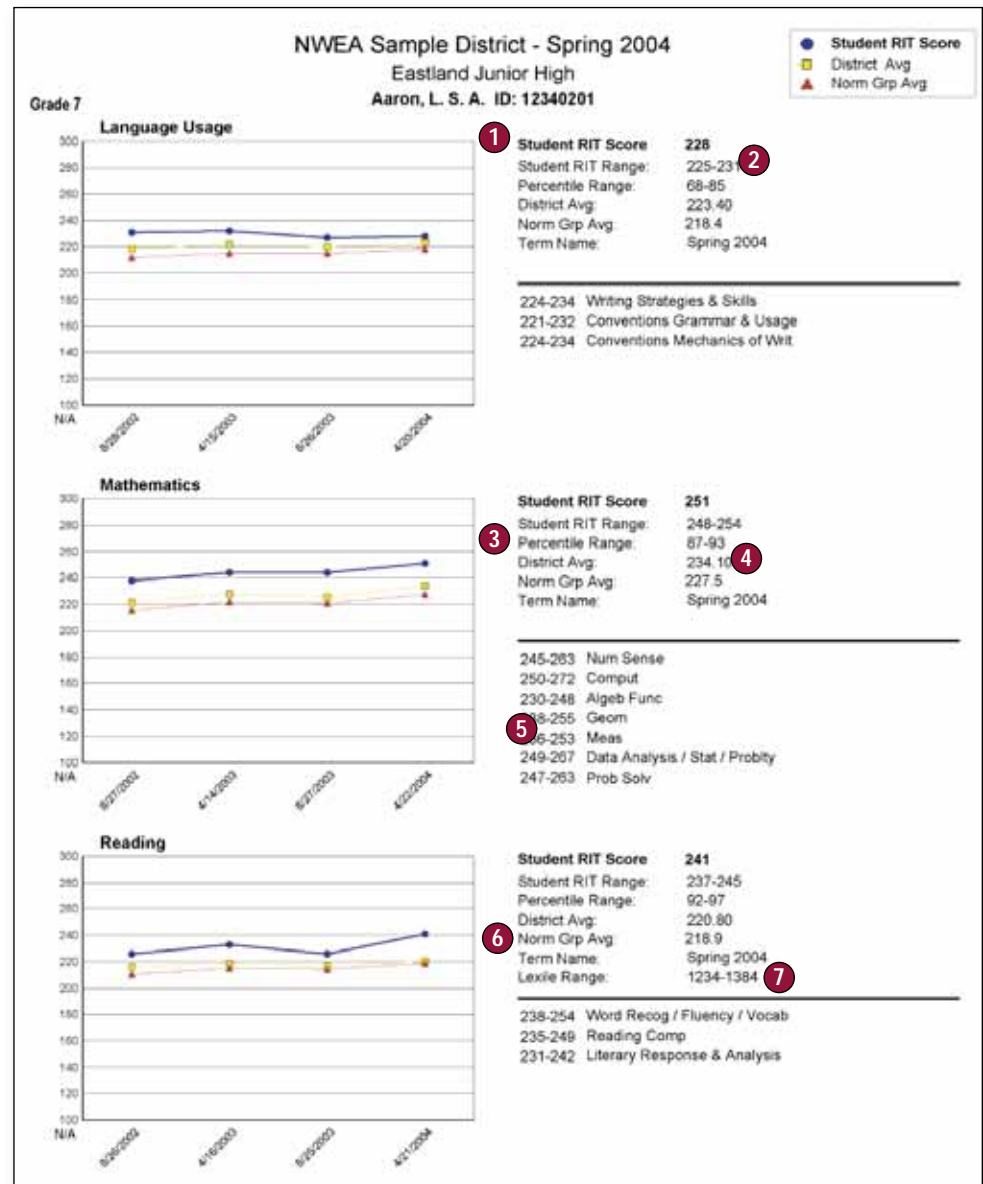
**5 Goal Performance:** The column(s) to the right of the graph show the student's performance in the goal strands (subtests) tested in this subject. Data will only show up in these columns if a student took a Goals Survey test.

- Goal performance scores may be listed as descriptors (LO, AV, HI). LO means that the student is performing at the 33rd percentile or lower. Goal performance of AV means that the student is performing between the 34th and 66th percentile. Goal performance of HI means that the student is performing at or above the 67th percentile.

- They also may be listed as RIT ranges. The RIT ranges, used alongside the NWEA Learning Continuum, provide a snapshot of the skills in each goal area at the student's instructional level.

**6 Norms Group\* Average:** The average score observed for students in the norms group.\*

**7 Lexile:** Some districts have chosen to subscribe to MetaMetrics Lexile Framework. This information can help in choosing appropriate reading materials based on a student's RIT score.



\* Norm Group: Approximately 1,050,000 NWEA test scores from students across the United States.

# MAP™ Reports Grade Report

Displays student results by school and grade level groups for the most recent test season.

- 1 **Test Taken:** Summary results are grouped by the subject and test taken.
- 2 **RIT Score:** This is the student's overall scale score on the test.
- 3 **Standard Error of Measurement:** An estimate of the precision of the achievement (RIT) score. The smaller the standard error, the more precise the achievement estimate is.
- 4 **RIT Range:** If a student took the test again relatively soon, the score would fall within this range about 68% of the time.
- 5 **Percentile Rank:** The percentage of students in the national norm group for this grade that this student's score equaled or exceeded.
- 6 **Percentile Range:** The range of percentile scores corresponding to the RIT range. Similar to RIT range, if a student were to take the test again soon, he or she would fall within this percentile range 68% of the time.
- 7 **Test Type:** S/G - Survey with goals; SUR- Survey
- 8 **Goal Performance:** These columns summarize the students' performance in the goal strands tested in this subject. Data will only show up in these columns if a student took a Goals Survey test. Goal performance of LO means that the student is performing at the 33rd percentile or lower. Goal performance of AV means that the student is performing between the 33rd and 66th percentile. Goal performance of HI means that the student is performing at or above the 66th percentile.
- 9 **Mean RIT:** Average score of students in this class for this content area.
- 10 **Median RIT:** Middle score of this class for this content area.
- 11 **Standard Deviation:** Indicates the variability of RIT scores within this group. A larger standard deviation generally reflects a wider range of scores and achievement within a class.

| Grade Report - Language Usage - Fall 2004 - By Test RIT |                    |     |           |           |      |       |         |         |      |          | Goal Performance            |                             |                               |       |
|---|--------------------|-----|-----------|-----------|------|-------|---------|---------|------|----------|-----------------------------|-----------------------------|-------------------------------|-------|
| School: Eastland Junior High                            |                    |     |           |           |      |       |         |         |      |          |                             |                             |                               |       |
| Grade: 7  |                    |     |           |           |      |       |         |         |      |          |                             |                             |                               |       |
| Language Goals Survey IN Version 2                      |                    |     |           |           |      |       |         |         |      |          |                             |                             |                               |       |
| Student ID  | Name               | Grd | Test Type | Test Date | Term | RIT   | Std Err | RIT Rng | %ile | %ile Rng | Writing Strategies & Skills | Conventions Grammar & Usage | Conventions Mechanics of Writ |       |
| 12340060  | Jacob, L. A. J.    | 7   | S/G       | Aug 23    | FA04 | 228   | 3.0     | 227-233 | 90   | 83-94    | 222-232                     | 226-236                     | 226-237                       |       |
| 12340709  | Jill, M. A. S.     | 7   | S/G       | Aug 23    | FA04 | 229   | 2.9     | 227-233 | 90   | 83-94    | 228-237                     | 224-235                     | 223-233                       |       |
| 12341447  | Taylor, J. A. D.   | 7   | S/G       | Aug 23    | FA04 | 230   | 3.0     | 227-233 | 90   | 83-94    | 224-234                     | 228-238                     | 223-233                       |       |
| 12340013  | Holly, D. N. J.    | 7   | S/G       | Aug 23    | FA04 | 231   | 2.8     | 228-234 | 91   | 86-95    | 229-240                     | 222-233                     | 225-235                       |       |
| 12340681  | Kyann, D. N. M.    | 7   | S/G       | Aug 23    | FA04 | 231   | 3.0     | 228-234 | 91   | 86-95    | 226-236                     | 222-232                     | 229-240                       |       |
| 12340185  | Wesley, T. S. C.   | 7   | S/G       | Aug 23    | FA04 | 231   | 2.9     | 228-234 | 91   | 86-95    | 227-237                     | 221-231                     | 231-242                       |       |
| 12340732  | Donnalisha, Z. Y.  | 7   | S/G       | Aug 23    | FA04 | 232   | 3.0     | 229-235 | 93   | 88-96    | 226-236                     | 219-229                     | 236-249                       |       |
| 12340267  | Joshua, B. N. D.   | 7   | S/G       | Aug 23    | FA04 | 232   | 3.0     | 229-235 | 93   | 88-96    | 224-234                     | 224-234                     | 234-247                       |       |
| 12340279  | Tyree, N. N. L.    | 7   | S/G       | Aug 23    | FA04 | 233   | 3.0     | 230-236 | 94   | 90-97    | 218-229                     | 234-246                     | 230-242                       |       |
| 12340220  | Aaron, R. N. M.    | 7   | S/G       | Aug 23    | FA04 | 234   | 3.1     | 231-237 | 95   | 91-97    |                             |                             |                               |       |
| 12341046  | Nayeli, A. A. L.   | 7   | S/G       | Aug 23    | FA04 | 234   | 3.1     | 231-237 | 95   | 91-97    | 228-237                     | 227-237                     | 234-247                       |       |
| 12340453  | Katlyne, K. Y. M   | 7   | S/G       | Aug 23    | FA04 | 235   | 3.0     | 232-238 | 93   | 93-98    | 225-235                     | 235-246                     | 231-242                       |       |
| 12340046  | Tabitha, B. Y. L.  | 7   | S/G       | Aug 23    | FA04 | 235   | 3.0     | 232-238 | 96   | 93-98    | 235-246                     | 234-246                     | 221-231                       |       |
| 12340194  | Eb'Von, B. Y. E.   | 7   | S/G       | Aug 23    | FA04 | 237   | 3.1     | 234-240 | 97   | 95-98    | 231-240                     | 230-241                     | 235-246                       |       |
| 12340125  | Anna, M. L. N.     | 7   | S/G       | Aug 23    | FA04 | 238   | 3.1     | 235-241 | 98   | 96-99    | 237-247                     | 233-244                     | 229-239                       |       |
| 12340771  | Brittany, S. A. R. | 7   | S/G       | Aug 23    | FA04 | 238   | 3.0     | 235-241 | 98   | 96-99    | 231-241                     | 239-251                     | 229-240                       |       |
| 12340017  | Kolby, M. E. N.    | 7   | S/G       | Aug 23    | FA04 | 238   | 3.1     | 235-241 | 98   | 96-99    | 235-245                     | 231-242                     | 232-243                       |       |
| 12340393  | Stacia, J. E. C.   | 7   | S/G       | Aug 23    | FA04 | 238   | 3.1     | 235-241 | 98   | 96-99    | 231-241                     | 235-246                     | 233-245                       |       |
| 12341059  | Alisha, M. W. R.   | 7   | S/G       | Aug 23    | FA04 | 239   | 3.2     | 236-242 | 98   | 97-99    | 226-236                     | 242-257                     | 236-249                       |       |
| <b>Grade 7 Totals For: Language Usage</b>               |                    |     |           |           |      |       |         |         |      |          | High                        | 62                          | 64                            | 57    |
| Count of valid, current term test events                |                    |     |           |           |      | 113   |         |         |      |          | Avg                         | 34                          | 27                            | 37    |
| Mean RIT  |                    |     |           |           |      | 220.7 |         |         |      |          | Low                         | 17                          | 22                            | 19    |
| Median RIT  |                    |     |           |           |      | 222   |         |         |      |          | Mean                        | 220.6                       | 221.0                         | 220.9 |
| Std Dev   |                    |     |           |           |      | 10.6  |         |         |      |          | Median                      | 222                         | 223                           | 222   |
|   |                    |     |           |           |      |       |         |         |      |          | Std Dev                     | 11.2                        | 12.1                          | 11.7  |

# MAP™ Reports

## District Summary Report by Grade

Summarizes district performance for the most recent test season.

- 1 **Goal Areas:** These columns show the students' average performance and standard deviation in the goal strands (subtests) in each subject.
- 2 **Test Taken:** Summary results are grouped by the subject and test taken.
- 3 **Student Count:** The total number of students with valid scores included in summary data.
- 4 **Mean RIT:** The average score of students in the group.
- 5 **Standard Deviation:** Indicates the variability of RIT scores within this group. A larger standard deviation generally reflects a wider range of scores and achievement within a class.
- 6 **Optional Group:** Summary results may be disaggregated by gender, ethnicity, or special program.
- 7 **Median:** The middle RIT score of the group.
- 8 **Area of Relative Concern:** If a score is in *bold-italic*, it represents a score that is 3 or more RIT points below your district's overall mean for the respective grade level and subject area.
- 9 **Area of Relative Strength Performance:** If a score is in bold-underlined, the score is 3 or more RIT points above a district's overall mean for the respective grade level and subject area.

**District Summary Report by Grade - Fall 2004**  
**NWEA Sample District**

| <b>Mathematics</b>                        |       |               |          |         |        |  |                     |         |                     |         |                     |         |                     |         |                     |         |                                |         |                     |         |
|---|-------|---------------|----------|---------|--------|--|---------------------|---------|---------------------|---------|---------------------|---------|---------------------|---------|---------------------|---------|--------------------------------|---------|---------------------|---------|
| <b>Math Goals Survey 6+ IN Version 2</b>  |       |               |          |         |        |  | Num Sense           |         | Comput              |         | Algeb Func          |         | Geom                |         | Meas                |         | Data Analysis / Stat / Probity |         | Prob Solv           |         |
| Term                                      | Grade | Student Count | Mean RIT | Std Dev | Median |  | Mean                | Std Dev | Mean                | Std Dev | Mean                | Std Dev | Mean                | Std Dev | Mean                | Std Dev | Mean                           | Std Dev |                     |         |
| <b>Optional Group: None</b>               |       |               |          |         |        |  |                     |         |                     |         |                     |         |                     |         |                     |         |                                |         |                     |         |
| Fall 2004                                 | 7     | 226           | 226.7    | 13.7    | 228    |  | 227.0               | 16.1    | 225.3               | 16.6    | 224.2               | 14.6    | 227.7               | 16.7    | 225.7               | 17.7    | 229.6                          | 17.2    | 226.4               | 16.4    |
| Spring 2004                               | 7     | 123           | 234.1    | 14.6    | 235    |  | 236.4               | 20.3    | 235.8               | 17.9    | <b><i>237.1</i></b> | 16.5    | <b><i>237.3</i></b> | 16.8    | 231.5               | 18.6    | 235.2                          | 16.8    | <b><i>229.3</i></b> | 17.6    |
| Fall 2003                                 | 7     | 123           | 225.7    | 14.7    | 226    |  | <b><u>228.7</u></b> | 20.5    | 224.6               | 15.5    | 225.3               | 14.2    | <b><u>229.5</u></b> | 15.7    | 224.0               | 18.5    | 225.3                          | 17.9    | <b><i>222.5</i></b> | 20.7    |
| Spring 2003                               | 7     | 121           | 225.4    | 15.1    | 227    |  | 233.2               | 21.3    | 232.9               | 22.2    | 232.1               | 18.6    | 232.9               | 20.1    | 229.8               | 20.1    | 231.2                          | 22.1    | <b><i>226.9</i></b> | 20.7    |
| Fall 2002                                 | 7     | 110           | 225.4    | 15.1    | 227    |  | 227.5               | 19.9    | 225.4               | 18.4    | 226.0               | 16.2    | <b><u>228.8</u></b> | 17.1    | <b><i>221.4</i></b> | 16.8    | 225.3                          | 18.9    | 223.5               | 19.3    |
| Spring 2002                               | 7     | 50            | 230.8    | 15.1    | 230    |  | 233.1               | 18.1    | 230.8               | 18.5    | 231.6               | 18.3    | <b><u>234.1</u></b> | 22.6    | 230.3               | 18.8    | 230.8                          | 18.2    | <b><i>225.4</i></b> | 22.0    |
| Fall 2001                                 | 7     | 248           | 227.6    | 16.5    | 230    |  | 229.7               | 19.5    | <b><u>231.7</u></b> | 21.2    | 226.4               | 17.3    | 226.8               | 18.8    | <b><i>223.5</i></b> | 18.4    | <b><u>230.9</u></b>            | 21.8    | 226.5               | 20.1    |
| <b>Optional Group: None</b>               |       |               |          |         |        |  |                     |         |                     |         |                     |         |                     |         |                     |         |                                |         |                     |         |
| Fall 2004                                 | 8     | 116           | 235.7    | 15.0    | 238    |  | 235.0               | 18.9    | 233.9               | 18.0    | 235.5               | 16.8    | <b><u>241.1</u></b> | 18.1    | 235.9               | 18.5    | 236.3                          | 17.8    | 233.4               | 17.6    |
| Spring 2004                               | 8     | 116           | 237.3    | 13.4    | 238    |  | <b><u>240.5</u></b> | 20.4    | 238.2               | 18.5    | 239.5               | 16.6    | <b><u>241.5</u></b> | 15.3    | <b><i>233.7</i></b> | 16.1    | 238.0                          | 16.7    | 234.3               | 15.6    |
| Winter 2004                               | 8     | 1             |          |         |        |  |                     |         |                     |         |                     |         |                     |         |                     |         |                                |         |                     |         |
| Fall 2003                                 | 8     | 109           | 232.5    | 14.9    | 235    |  | 235.0               | 19.0    | 232.9               | 19.3    | 232.7               | 16.1    | <b><u>236.8</u></b> | 15.7    | 230.0               | 17.3    | 231.8                          | 17.8    | <b><i>229.4</i></b> | 19.7    |
| Spring 2003                               | 8     | 116           | 239.0    | 16.2    | 242    |  | 239.9               | 20.6    | 239.0               | 17.8    | 239.8               | 18.3    | 240.4               | 19.2    | 236.6               | 18.6    | 239.8                          | 17.9    | 238.4               | 20.0    |
| Fall 2002                                 | 8     | 107           | 236.4    | 15.8    | 235    |  | 236.0               | 18.5    | 239.0               | 20.7    | 238.4               | 18.3    | 239.0               | 16.9    | <b><i>232.7</i></b> | 17.3    | <b><u>239.6</u></b>            | 20.3    | 233.5               | 18.4    |
| Spring 2002                               | 8     | 46            | 244.5    | 13.9    | 247    |  | 243.9               | 17.9    | <b><u>250.6</u></b> | 21.8    | 247.2               | 16.5    | 246.4               | 14.5    | <b><i>240.2</i></b> | 18.0    | 246.8                          | 16.0    | 242.3               | 15.7    |
| Fall 2001                                 | 8     | 213           | 236.5    | 18.5    | 239    |  | 238.3               | 21.0    | <b><u>241.3</u></b> | 24.2    | 237.4               | 21.6    | 236.6               | 20.1    | <b><i>233.5</i></b> | 22.2    | 237.2                          | 21.2    | <b><i>232.6</i></b> | 22.0    |
| <b>Optional Group: None</b>               |       |               |          |         |        |  |                     |         |                     |         |                     |         |                     |         |                     |         |                                |         |                     |         |
| Fall 2004                                 | 9     | 54            | 230.9    | 11.1    | 231    |  | 229.9               | 16.0    | 229.3               | 13.4    | <b><u>234.4</u></b> | 15.8    | <b><u>235.7</u></b> | 14.5    | 229.3               | 16.2    | 229.6                          | 16.8    | 228.8               | 14.0    |
| <b>Math Goals Survey 2-5 IN Version 2</b> |       |               |          |         |        |  |                     |         |                     |         |                     |         |                     |         |                     |         |                                |         |                     |         |
| Term                                      | Grade | Student Count | Mean RIT | Std Dev | Median |  | Mean                | Std Dev | Mean                | Std Dev | Mean                | Std Dev | Mean                | Std Dev | Mean                | Std Dev | Mean                           | Std Dev | Mean                | Std Dev |

# MAP™ Reports

## District Summary Report by School

Summarizes results by school for the most recent test season.

- 1 **Goal Areas:** These columns show the students' performance in the goal strands (subtests) in each subject.
- 2 **Test Taken:** Summary results are grouped by the subject and test taken.
- 3 **Student Count:** The total number of students with valid scores included in summary data.
- 4 **Mean RIT:** The average score of students in this group.
- 5 **Standard Deviation:** Indicates the variability of RIT scores within this group. A larger standard deviation generally reflects a wider range of scores and achievement within a class.
- 6 **Median:** The middle RIT score of the group.
- 7 **Area of Relative Concern:** If a score is in *bold-italic*, it represents a score that is 3 or more RIT points below your district's overall mean for the respective grade level and subject area.
- 8 **Area of Relative Strength Performance:** If a score is in **bold-underlined**, the score is 3 or more RIT points above a district's overall mean for the respective grade level and subject area. (Not present on this report.)

**District Summary Report by School - Fall 2004**  
NWEA Sample District

| Language Usage<br>Johnson Elementary |       |               |          |         |                             |                     |                             |       |                               |       |         |      |         |      |         |      |         |
|--------------------------------------|-------|---------------|----------|---------|-----------------------------|---------------------|-----------------------------|-------|-------------------------------|-------|---------|------|---------|------|---------|------|---------|
| Language Goals Survey IN Version 2   |       |               |          |         | Writing Strategies & Skills |                     | Conventions Grammar & Usage |       | Conventions Mechanics of Writ |       |         |      |         |      |         |      |         |
| Term                                 | Grade | Student Count | Mean RIT | Std Dev | Median                      | Mean                | Std Dev                     | Mean  | Std Dev                       | Mean  | Std Dev | Mean | Std Dev | Mean | Std Dev | Mean | Std Dev |
| Fall 2004                            | 2     | 195           | 195.2    | 16.4    | 199                         | 192.8               | 18.8                        | 195.2 | 17.3                          | 197.3 | 17.1    |      |         |      |         |      |         |
| Spring 2004                          | 2     | 19            | 195.2    | 16.4    | 199                         | 192.8               | 18.8                        | 195.2 | 17.3                          | 197.3 | 17.1    |      |         |      |         |      |         |
| Fall 2004                            | 3     | 37            | 195.2    | 16.4    | 199                         | 192.8               | 18.8                        | 195.2 | 17.3                          | 197.3 | 17.1    |      |         |      |         |      |         |
| Spring 2004                          | 3     | 37            | 195.2    | 16.4    | 199                         | 192.8               | 18.8                        | 195.2 | 17.3                          | 197.3 | 17.1    |      |         |      |         |      |         |
| Fall 2003                            | 3     | 30            | 193.3    | 15.7    | 197                         | 192.6               | 17.7                        | 194.4 | 16.2                          | 192.5 | 17.0    |      |         |      |         |      |         |
| Fall 2004                            | 4     | 35            | 204.3    | 15.1    | 204                         | 203.9               | 13.3                        | 205.2 | 13.9                          | 203.7 | 12.2    |      |         |      |         |      |         |
| Spring 2004                          | 4     | 35            | 209.4    | 15.2    | 213                         | 208.3               | 15.6                        | 209.9 | 17.3                          | 210.1 | 15.3    |      |         |      |         |      |         |
| Fall 2003                            | 4     | 22            | 200.0    | 16.5    | 205                         | 198.7               | 18.3                        | 201.4 | 17.7                          | 199.9 | 16.6    |      |         |      |         |      |         |
| Fall 2004                            | 5     | 27            | 214.3    | 9.4     | 215                         | 213.8               | 10.4                        | 215.6 | 11.0                          | 213.7 | 9.2     |      |         |      |         |      |         |
| Spring 2004                          | 5     | 30            | 216.1    | 10.3    | 215                         | 214.5               | 11.8                        | 217.5 | 12.2                          | 216.7 | 9.8     |      |         |      |         |      |         |
| Winter 2004                          | 5     | 1             |          |         |                             |                     |                             |       |                               |       |         |      |         |      |         |      |         |
| Fall 2003                            | 5     | 27            | 209.3    | 12.5    | 211                         | 209.6               | 12.5                        | 210.3 | 15.6                          | 207.8 | 11.6    |      |         |      |         |      |         |
| Fall 2002                            | 5     | 1             |          |         |                             |                     |                             |       |                               |       |         |      |         |      |         |      |         |
| Fall 2004                            | 6     | 27            | 217.1    | 10.9    | 219                         | 216.6               | 10.8                        | 219.1 | 12.2                          | 216.2 | 13.9    |      |         |      |         |      |         |
| Spring 2004                          | 6     | 32            | 223.3    | 8.7     | 224                         | <b><i>220.1</i></b> | 8.4                         | 224.8 | 10.0                          | 225.9 | 12.7    |      |         |      |         |      |         |
| Fall 2003                            | 6     | 24            | 220.3    | 11.1    | 221                         | 219.6               | 10.0                        | 220.8 | 12.9                          | 220.2 | 13.7    |      |         |      |         |      |         |
| Fall 2004                            | 7     | 30            | 222.4    | 9.5     | 224                         | 221.6               | 9.6                         | 222.7 | 11.2                          | 223.3 | 11.4    |      |         |      |         |      |         |
| Fall 2003                            | 7     | 25            | 225.2    | 10.8    | 228                         | 223.4               | 11.2                        | 226.2 | 13.1                          | 226.7 | 11.6    |      |         |      |         |      |         |

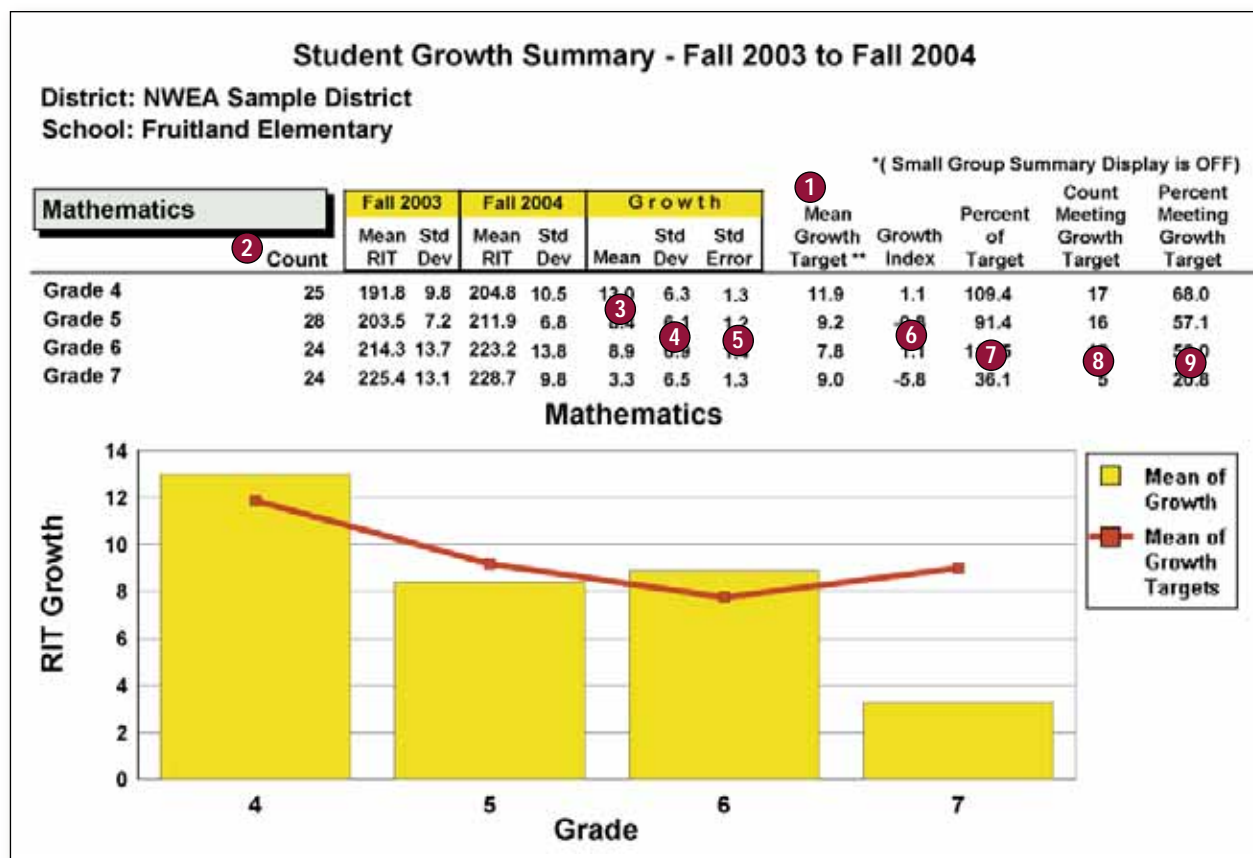
**Kennedy Elementary**

# MAP™ Reports

## Student Growth Summary Report

Summarizes by subject and grade the term-to-term growth of all students' by school. Available only when reports are ordered for a fall or spring term after testing has been declared complete.

- 1 **Mean Growth Target:** The average of the individual student growth targets. Individual growth targets are defined as the average amount of RIT growth observed for students in the latest NWEA norming study who started the year with the same RIT score as the individual student.
- 2 **Count:** The number of students with beginning and ending term RIT scores. This is the number on which all other data in the same reporting unit (e.g., grade) are based.
- 3 **Growth - Mean:** The average change in RIT scores from starting term to ending term (ending RIT minus starting RIT).
- 4 **Growth - Standard Deviation:** The standard deviation of the term-to-term RIT score change. About 68 percent of the growth scores would be expected to be in one standard deviation below the mean and one standard deviation above the mean.
- 5 **Growth - Standard Error:** Amount of measurement error associated with the term-to-term growth. If the group 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 and minus the Growth Standard Error.
- 6 **Growth Index:** The RITs by which the student exceeded the Target RIT (plus values), fell short of the Target RIT (minus values), or exactly met the Target RIT (0).
- 7 **Percent of Target:** This is the total student growth divided by the total of target RITs expressed as a percentage. It shows the proportion of the overall RIT growth targets achieved by the students. Performance of 100% is considered average, meaning the student growth equaled the targets. Use in conjunction with the "Percent Meeting Growth Target."
- 8 **Count Meeting Growth Target:** The number of students in this reporting unit that met or exceeded their individual growth target.
- 9 **Percent Meeting Growth Target:** The percentage of students in the reporting unit that met their individual growth target.



# MAP™ Reports

## Student Growth District Summary Report

Aggregates all schools' term-to-term growth statistics by subject and grade. Available only for a fall or spring term after testing has been declared complete.

- 1 Mean Growth Target:** The average of the individual student growth targets. Individual growth targets are defined as the average amount of RIT growth observed for students in the latest NWEA norming study who started the year with the same RIT score as the individual student.
- 2 Count:** The number of students with beginning and ending term RIT scores. This is the number on which all other data in the same reporting unit (e.g., grade) are based.
- 3 Growth - Mean:** The average change in RIT scores from fall to spring (spring RIT minus fall RIT).
- 4 Growth - Standard Deviation:** The standard deviation of the term-to-term RIT score change. About 68 percent of the growth scores would be expected to be in one standard deviation below the mean and one standard deviation above the mean.
- 5 Growth - Standard Error:** Amount of measurement error associated with the term-to-term growth. If the group 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 and minus the Growth Standard Error.
- 6 Growth Index:** The RITs by which the student exceeded the Target RIT (plus values), fell short of the Target RIT (minus values), or exactly met the Target RIT (0).
- 7 Percent of Target:** This is the total student growth divided by the total of target RITs expressed as a percentage. It shows the proportion of the overall RIT growth targets achieved by the students. Performance of 100% is considered average, meaning the student growth equaled the targets. Use in conjunction with the "Percent Meeting Growth Target."
- 8 Count Meeting Growth Target:** The number of students in this reporting unit that met or exceeded their individual growth target.
- 9 Percent Meeting Growth Target:** The percent-age of students in the reporting unit that met their individual growth target.

