Comparative Data to Inform Instructional Decisions

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THE INFORMATION IN THIS DOCUMENT is provided to help educators make informed decisions about what instructional programs or optional strategies might be used to help kids learn. These data should be used as one of many data points for instructional decisions rather than as the only single placement guide. They are applicable to a variety of instructional programs and instructional decisions. These might include but are not limited to:

- Identifying and qualifying students for various instructional strategies.
- Guiding teachers who do not regularly make decisions on instructional program choices for students.
- Scheduling and grouping to meet students' learning needs.
- Screening for special or alternative instruction.
- Staffing and resourcing.

For each chart below:

- The grade designations represent beginning-of-year grade levels.
- The RIT scores defining each level are separated by 1/2 standard deviation; the highest level is at the 95th percentile.
- At all levels, consider differentiated instruction, flexible grouping, tiered instruction, etc.
- As scores ascend, give more consideration to curriculum-compacting, accelerated instructional pacing, special programs, etc.
- As scores descend, give more consideration to additional instructional time, one-on-one tutoring, use of short cycle assessments, special programs, etc.

The instructional suggestions in this document are intended to provide initial ideas, not to be an exhaustive list of options.

MATHEMATICS									
2	3	4	5	6	7	8	9	10	11
198	210	223	234	241	249	255	258	262	265
190	204	216	226	233	240	246	249	253	256
185	198	209	219	226	232	238	240	244	247
179	192	203	212	219	225	230	233	237	239
174	186	197	205	211	216	221	223	226	228
169	181	191	198	203	208	212	214	217	218
164	175	184	191	196	200	204	205	208	209
2	3	4	5	6	7	8	9	10	11

A student score at or above the following scores on a 6+ Mathematics Survey with Goals test suggests student readiness for:

230 Introduction to Algebra
235 Algebra
245 Geometry

READING

2	3	4	5	6	7	8	9	10	11
201	212	220	227	232	236	239	241	244	245
193	205	214	220	225	230	233	235	238	240
186	198	207	213	219	222	226	228	231	233
179	192	201	208	213	217	220	222	226	227
173	185	193	200	205	208	212	214	217	218
167	178	187	193	198	201	205	206	209	210
160	172	180	186	191	194	198	199	202	203
2	3	4	5	6	7	8	9	10	11

Higher Achievement

NWEA Median

Lower Achievement

LANGUAGE USAGE

2	3	4	5	6	7	8	9	10	11
202	212	220	226	230	233	236	238	240	242
193	205	214	220	224	228	231	233	235	237
187	199	207	214	218	221	225	226	228	230
180	193	202	208	213	217	220	221	223	225
175	186	195	201	205	209	212	213	215	217
169	180	188	195	199	202	206	206	208	210
163	174	182	188	193	196	199	200	202	204
2	3	4	5	6	7	8	9	10	11

Higher Achievement

NWEA Median

Lower Achievement

FOR MORE INFORMATION ON APPLICATIONS OF THE DATA IN THIS DOCUMENT, PLEASE CONTACT YOUR PARTNER RELATIONS REPRESENTATIVE. 503-624-1951

GENERAL SCIENCE

2	3	4	5	6	7	8	9	10	11
199	207	213	218	222	225	228	230	233	
193	200	207	212	215	219	222	224	227	
189	196	202	206	210	213	216	218	221	
184	191	196	201	205	208	211	213	216	
181	187	192	196	199	202	205	207	209	
177	182	187	191	194	197	199	201	203	
173	177	182	185	188	191	193	195	197	
2	3	4	5	6	7	8	9	10	11

Higher Achievement

NWEA Median

Lower Achievement

SCIENCE CONCEPTS AND PROCESSES

2	3	4	5	6	7	8	9	10	11
196	205	211	216	221	224	227	229	231	
190	199	205	210	214	218	221	223	225	
186	194	200	205	209	212	215	217	219	
180	189	195	200	204	207	210	212	214	
177	184	190	195	198	201	204	206	207	
172	180	185	190	193	196	198	200	202	
168	175	180	185	188	191	193	194	196	
2	3	4	5	6	7	8	9	10	11

Higher Achievement

NWEA Median

Lower Achievement