

NWEA

Northwest Evaluation Association

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## Educational Services

**On a Global Scale**



# Who are We?

- NWEA IS A RESEARCH-BASED, NOT-FOR-PROFIT EDUCATIONAL SERVICES ORGANIZATION
- We partner with 4200 educational organizations world-wide
- Our partners share our vision of child-centered education, and make it happen every day!
- NWEA holds the largest Growth Repository of data anywhere with over 4.5 billion records studied for over 12 years
- NWEA'S "proprietary vertical RIT scale" has been stable and aligned for over 12+ years

# Children Get Lost in a System of One Size Fits All...

All...

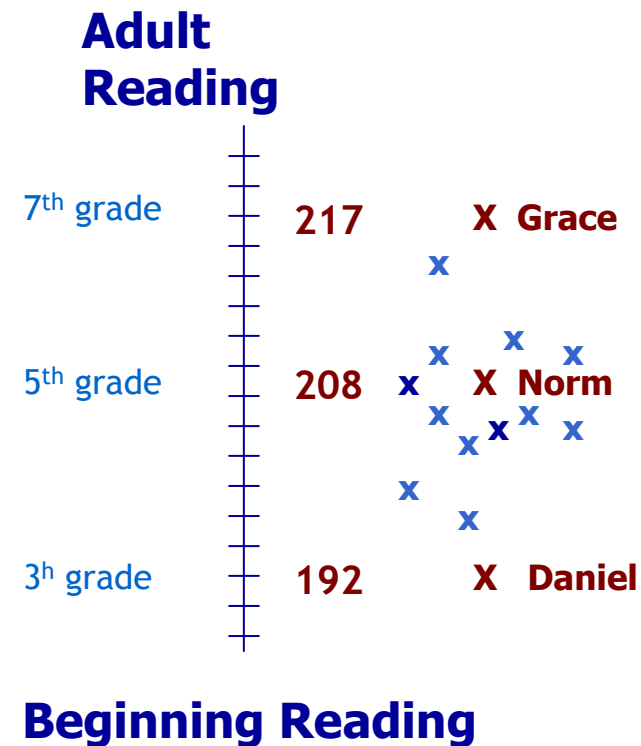


Daniel 201

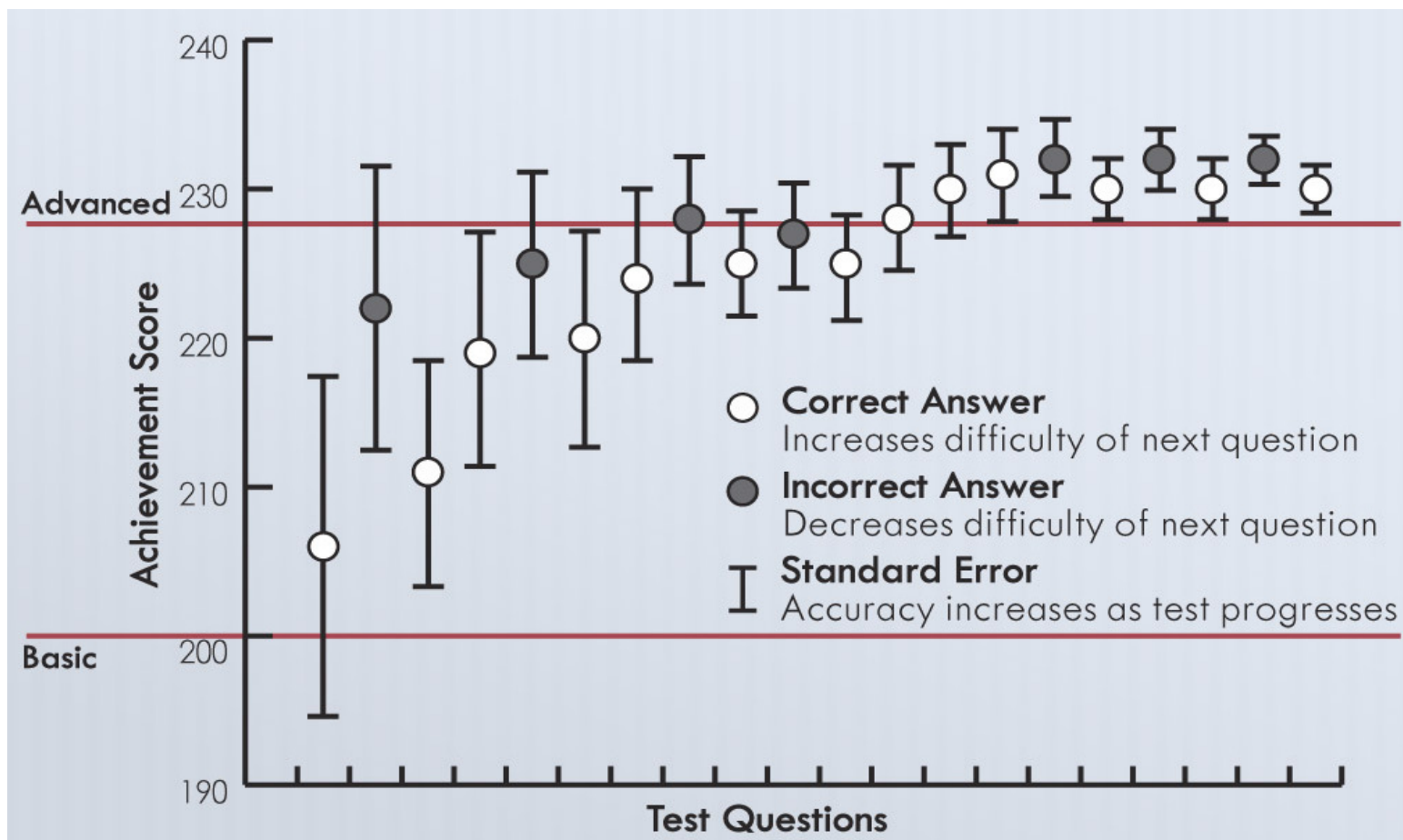
Norm 211

Grace 223

- Stable Scale
- Equal interval scale
- Linked to curriculum
- Achievement scale
- Measures item difficulty
- Cross graded measurement



# Uniquely Adaptive and Dynamically built for All Students



# Sample Closing Page

**Daniel E. Caster**

**Your Mathematics score is 201**

**(Numbers and Estimation 201-217)**

**(Estimation & Computations 185- 204)**

**(Mathematical Reasoning/Problem (189-204)**

**(Measurement 168-190)**

**(Algebra/Functions/Math Models 198-212)**

**(Geometry 204-212)**

**(Data Analysis/Probability/Statistics 201-215)**

**Time to complete test 39 minutes**

# MAP

## Measures of Academic Progress


- Identifies the instructional level of each student regardless of grade level
- Identifies the areas of strength at the sub goal level regardless of grade level
- Identifies the gaps in learning down to the sub goal level regardless of grade level
- Measures achievement and growth across time, systemically Pre K-High School

## Instructional Resources: Class by RIT Report

	< 181	181-190	191-200
<b>Math</b>		E. Ramos (181) M. Hybara (182) D. Caster (183) L. Kiew (184) N. Kieslir (184)	T. Stopnick (191)
	K. Bailey (170) R. Andrews (176)	S. Mclean (188) R. Pruska (190)	B. Leibowitz (194) T. Noboa (195)
<b>Reading</b>			L. Kiew (193) N. Kieslir (193) S. Mclean (194)
	E. Ramos (172) M. Hybara (179) D. Horowitz (179)	K. Bailey (182)	B. Leibowitz (196) R. Pruska (199) T. Noboa (199)



# Instructional Resources: Class by Goal Report



	< 181	181-190	191-200	
<b>Algebraic Functions</b>	K. Bailey (170)	E. Ramos (181) M. Hybara (182) L. Kiew (184)	D. Caster (183) N. Kieslir (184) S. Mclean (188)	B. R. T. M P. S F. C
<b>Number Sense</b>	E. Ramos (181) M. Hybara (182)	<b>D. Caster (183)</b>	K. Bailey (170)	B. R. L. H N. S.
<b>Data Analysis &amp; Statistics &amp; Probability</b>		T. Noboa (195) N. Kieslir (184)	D. Caster (183) S. Mclean (188)	K. P. S
<b>Geometry</b>	E. Ramos (181)	K. Bailey (170) D. Horowitz (202) T. Noboa (195)		▲ ▼

# NWEA DesCartes

https://reports.nwea.org

Mathematics  
Number Sense  
Grade: 181 - 190

Skills and Concepts to Enhance 171 - 180	Skills and Concepts to Develop 181 - 190	Skills and Concepts to Develop 191 - 200
<b>Whole Numbers - Represent, Identify, and Count</b> <ul style="list-style-type: none"><li>Counts numbers 0-100*</li><li>Counts numbers 0-1000*</li><li>Counts and writes numbers in a series through 100</li><li>Counts and writes by 5's*</li><li>Counts forward or counts on from a given number*</li><li>Counts ordinal numbers (first to tenth)</li><li>Identifies the numeral and written name for numbers</li></ul>	<b>Whole Numbers - Represent, Identify, and Count</b> <ul style="list-style-type: none"><li>Counts numbers 0-1000*</li><li>Counts and writes by 3's*</li><li>Counts and writes by 4's*</li><li>Counts and writes by 6's, 7's, 8's, or 9's*</li><li>Counts ordinal numbers (first to tenth)</li><li>Solves problems using ordinal numbers*</li><li>Identifies the numeral and written name for numbers from 0-1000</li></ul>	<b>Whole Numbers - Represent, Identify, and Count</b> <ul style="list-style-type: none"><li>Solves problems using ordinal numbers*</li><li>Identifies the numeral and written name for numbers from 0-1000</li></ul>



**Washington Community Schools**  
**Student Progress Report for *Dias, Norm***  
 Roosevelt Junior High School

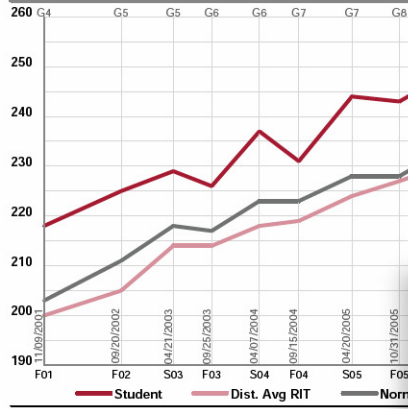
Student ID: 123412

# Student Progress Report

Teachers use the graphic Student Progress Report to evaluate student performance over time in Mathematics, Reading, Science, and Language Usage. The format of this report helps teachers identify growth trends at a glance. Student scores may also easily be compared with grade-level averages from the district or from NWEA's national normative data.

Both the graphic and text-based Student Progress Reports provide detailed explanatory notes, making them ideal to share with parents.

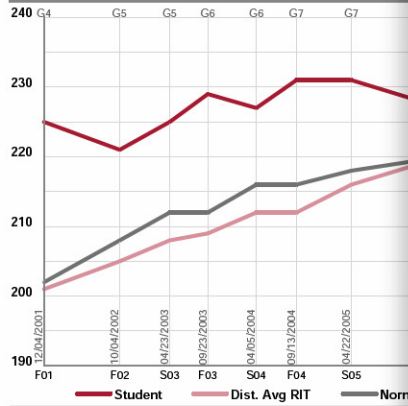
## Mathematics



Mathematics Goals Performance - Spring 2006

- Num Sense **2**
- Comput
- Algeb Func
- Geom
- Meas
- Data Analysis / Stat / Probly
- Prob Solv

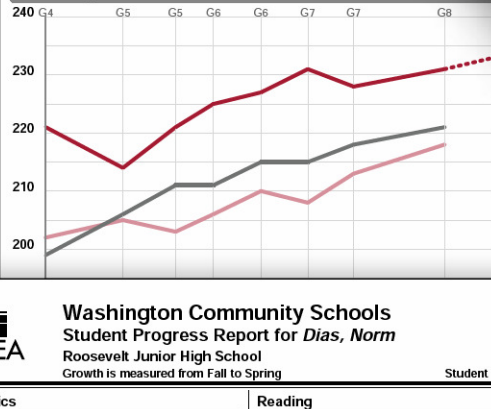
## Language Usage



Language Usage Goals Performance - Spring 2006

- Writing Strategies & Skills
- Conventions Grammar & Usage
- Conventions Mechanics of Wrt

## Reading



**Washington Community Schools**  
**Student Progress Report for *Dias, Norm***  
 Roosevelt Junior High School  
 Growth is measured from Fall to Spring

Student ID: 123412345

### Mathematics

Season/Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg	Student Growth	Typical Growth	Student Site Range
S06	6	245-248-251	230	233	5	5	75-78-84
F05	5	240-243-246	227	228	13	6	75-81-85
S05	7	240-244-248	224	228	13	6	75-81-85
F04	7	228-231-234	219	223	11	7	69-73-79
S04	6	234-237-240	216	223	4	8	77-82-86
F03	5	223-226-229	214	217	4	8	70-71-83
S03	5	224-229-234	214	216	4	8	65-80-87
F02	4	222-225-229	205	211	2	1	83-89-93
F01	4	215-218-221	200	203			90-94-96

**12** **5** **17**

### Reading

Season/Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg	Student Growth	Typical Growth	Student Site Range
S06	6	228-231-234	218	221	-3	2	85-74-80
F05	7	228-231-234	215	218			81-73-80
F04	7	228-231-234	206	215	2	2	81-89-93
S04	6	224-227-230	210	215	2	2	69-79-86
F03	6	222-225-228	206	211	7	4	76-85-90
S03	5	218-221-225	203	211			65-78-83
F02	5	211-214-217	205	206			62-71-81
F01	4	216-221-224	202	199			83-88-96

Mathematics Goals Performance - Spring 2006

- Num Sense **2**
- Comput
- Algeb Func
- Geom
- Meas
- Data Analysis / Stat / Probly
- Prob Solv

HI Avg  
High  
Avg  
HI Avg  
High  
HI Avg

Reading Goals Performance - Spring 2006

- Word Recog / Fluency / Vocab
- Reading Comp
- Literary Response & Analysis

HI Avg  
HI Avg  
High

Lexile Range: 1055-1205

### Explanatory Notes:

**Season/Year**  
The season is -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 released, 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 Site 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 released, 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), Lowly (21-40 percentile), Avg (41-50 percentile), HI Avg (51-80 percentile), and High (>80 percentile).

**Lexile Range**  
The difficulty range of text that can be understood by the student.

## Student Goal Setting Worksheet

Student: Barrie, Tevya

Term Range: Fall 06 - Fall 07

Initial Grade: 4

Students may want to challenge themselves for higher RIT growth than what is typical. The My Goal space can be used to identify that higher goal. Classroom assessment data should also be considered to ensure targeting the correct skill.

Subject	RIT Score			Fall 06 - Fall 07			
	Fall 2006	Spring 2007	Fall 2007	Typical Growth	RIT Target	My Goal	RIT Growth
Reading	209	209	217	5	214	216	8
Mathematics	198	205	205	9	207	210	7
Language Usage	202	212	211	6	208	208	9

### Reading

RIT ranges in bold indicate a relative area of strength, those in italics represent possible areas of concern.

Goal Strand	RIT Range		
	Fall 2006	Spring 2007	Fall 2007
Phonics / Vocab / Word Analysis	199-214	195-209	210-226
Identify Text / Locate Info	203-219	<i>189-206</i>	<i>203-219</i>
Read & Comprehend	<b>212-230</b>	205-220	213-229
Eval Validity / Credibility	201-217	<b>216-238</b>	<i>203-218</i>
Respond to Text	<i>192-208</i>	200-216	<b>220-238</b>
<b>Lexile Range</b>	665-815	657-807	814-964

Student Action Plan: My mom and I have a personal reading plan for home and she has a list of books at my level to keep me on track.

### Mathematics

RIT ranges in bold indicate a relative area of strength, those in italics represent possible areas of concern.

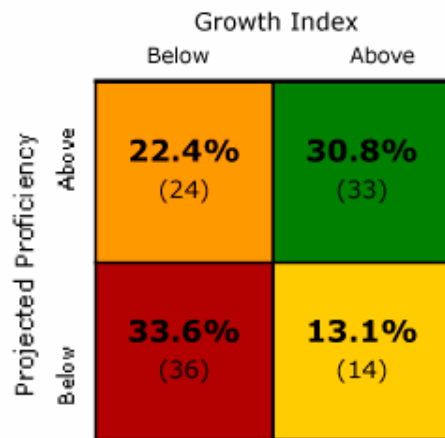
	RIT Range

# Meeting State Standards Growth Research Database

<b>Grade</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>	<b>6th</b>	<b>7th</b>	<b>8th</b>	<b>9th</b>	<b>10th</b>
<b>Growth</b>		<b>12</b>	<b>9</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>7</b>	<b>6</b>	<b>5</b>
<b>Mean</b>	<b>188</b>	<b>200</b>	<b>209</b>	<b>216</b>	<b>222</b>	<b>227</b>	<b>234</b>	<b>241</b>	<b>248</b>
<b>Grace</b>	<b>208</b>	<b>220</b>	<b>229</b>	<b>238</b>	<b>246</b>	<b>253</b>	<b>260</b>	<b>266</b>	<b>237</b>
<b>Daniel</b>	<b>160</b>	<b>172</b>	<b>181</b>	<b>190</b>	<b>198</b>	<b>205</b>	<b>212</b>	<b>218</b>	<b>237</b>
		<b>175</b>	<b>187</b>	<b>199</b>	<b>210</b>	<b>220</b>	<b>230</b>	<b>240</b>	

# School Overview

## Mathematics Quadrant



### Quadrant Legend:

Below Growth: Student's growth index is less than zero

Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count		Student Count		
	for Growth	% Growth	for Season	% Proficient	% Median
3	-	-	53	81.1%	54.7%
4	59	25.4%	60	51.7%	36.7%
5	48	66.7%	53	60.4%	47.2%

## Static Assessments

- Single Form
- Fixed, Wide Range
- Limited sample of goal area questions
- Grade level specific content
- Data used to sort and rank
- Timed
- Slow turn-around time for results

## Measures of Academic Progress

- Grade-independent, K-HS
- Items match student performance- not grade level
- Equal Interval Scale
- Shows Growth Over Time
- Measures Content Difficulty
- Linked to Curriculum
- Identifies strengths/weaknesses in each goal area
- Identifies Zone of Proximal Development