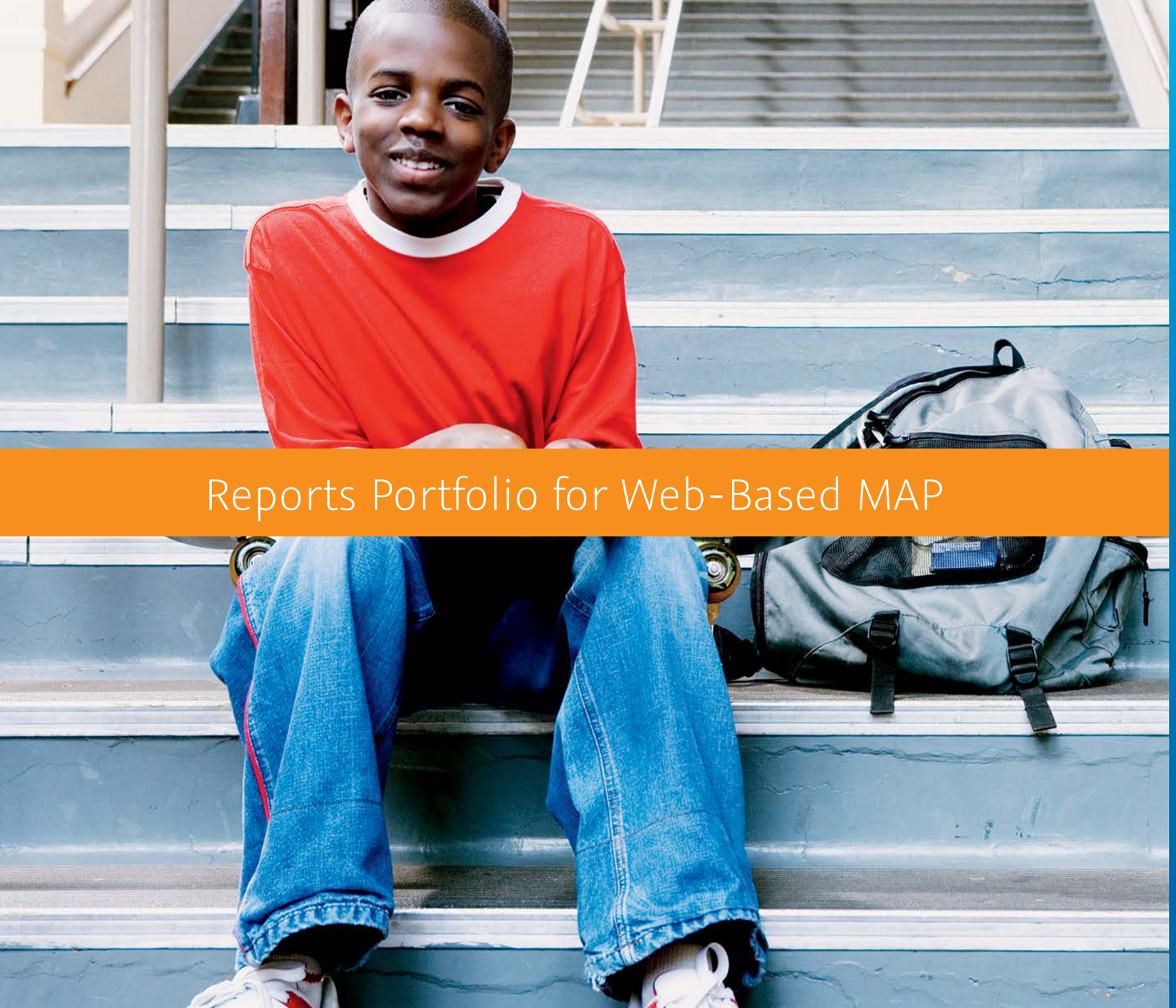

Reports Portfolio for Web-Based MAP

Measures of Academic Progress | MAP

NWEA™
Northwest Evaluation Association
Partnering to help all kids learn®

MAP Reports

A window into every student's achievement and growth

With Measures of Academic Progress® (MAP®) interim assessment data and our comprehensive reporting suite, you're prepared to meet your students when and where they need you most. Use your reports to illuminate every student's learning level and serve as the basis for sound decision making.

Four features of MAP reports

1. **Timely results.** MAP assessments yield fast results that identify students who need intervention and accurately point to instructional learning objects. MAP scores each test as it is administered and, at the test's conclusion, gives preliminary results to both student and proctor. Following a test, instructors and administrators can access in-depth reports which show aggregate data by class, grade, school, and district. Most of these reports are available instantly.

2. **Context for student performance on MAP.** Because MAP scores are norm-referenced, you can compare achievement status—and changes in achievement status (growth) between test occasions—to students' performance in the same grade at a comparable stage of the school year. Our College Readiness Benchmarks Study also lets you use grade 5–9 students' MAP scores to predict future performance on ACT® achievement tests.

3. **Audience-specific reports with flexible display and grouping options.** Instructors and administrators will find a variety of MAP reports—including those that help them predict proficiency on state tests, group students for differentiated instruction, and engage students in mapping their own learning plan for the school year.

4. **Flexible reporting formats.** While most instructors and administrators make good use of the Northwest Evaluation Association™ (NWEA™) pre-configured reports, some districts and agencies want the underlying data formatted to import into their own student information or assessment management systems. NWEA provides an online interface to order, free of charge, raw data reports at any time and frequency during a testing season.

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

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Reports Annotation Key

1. **Norms Reference Data:** Indicates which NWEA norming study your report data draws upon. NWEA highly recommends using 2015 normative data.

2. **Growth Comparison Period:** The two terms for which you wish to receive student growth data.

3. **Weeks of Instruction:** Number of instructional weeks prior to testing, as set by your district administrator.

4. **Optional Grouping:** You may choose to disaggregate results by gender or ethnicity and, in certain cases, by special program.

5. **Small Group Display:** Summary groups of fewer than ten students will not display unless you select this option while generating your report.

6. **Mean RIT:** The group's average score for the content area in the given term.

7. **Median RIT:** The group's middle score for the content area in the given term.

8. **Standard Deviation:** The variability of scores within this group. A larger standard deviation reflects a wider range of scores.

9. **Standard Error of Measurement:** A precision estimate of an individual's achievement score. The smaller the standard error, the more precise the achievement estimate.

10. **Sampling Error:** An estimate of the amount of error in an aggregate statistic (commonly the mean) attributed to calculating the statistic on a population sample rather than the entire population. The larger the group, the lower the sampling error.

11. **Goal Performance Area:** The students' performance in the goal strands tested in this subject. Data will display either by goal strand RIT ranges or descriptors if students took a Survey with Goals test.

12. **RIT Score:** A student's overall scale score on the test.

13. **RIT Range:** A range of RIT scores defined by the student's RIT score plus and minus one standard error of measurement. If the student took the test again relatively soon, you could expect his or her score to fall within this range about 68% of the time.

14. **Percentile:** The percentage of students in the NWEA national norm sample, for this grade and subject area, that this student's score equaled or exceeded.

15. **Lexile® Range:** A score (displayed as a 150-point range) resulting from a regression analysis of the NWEA Reading RIT scale and the MetaMetrics® Lexile® scale. This range helps you identify level-appropriate reading material for individual students.

16. **Goal Area of Relative Strength (Student):** A goal area score appears in **bold** when the midpoint of the student's goal area RIT range is three or more RIT points higher than the student's overall RIT score.

17. **Goal Area of Relative Weakness (Student):** A goal area score appears in *italics* when the midpoint of the student's goal area RIT range is three or more RIT points lower than the student's overall RIT score.

18. **Overall Score:** Students' overall RIT scores for each subject appear in parentheses following their names.

19. **Goal Score:** Students' scores for each goal area within a subject appear in ten-point RIT bands.

20. **Goal Strands Tested:** Click a goal strand to access the Learning Continuum Class View for the entire class. Click a student name to access the Learning Continuum Class View for that student.

21. **The Learning Continuum Class View:** The Class View groups students by RIT score bands to show the skills and concepts they are ready to learn.

22. **The Learning Continuum Test View:** The Test View shows skills and concepts to reinforce, develop, and introduce with students based on their RIT score for each goal and sub-goal area.

23. **Learning Statements:** Skills and concepts to reinforce, develop, and introduce with students.

24. **Projected Proficiency Category:** Students are grouped in predicted proficiency categories based on NWEA linking studies that align the MAP RIT scale to state assessments.

25. **Projected RIT** or **RIT Projection:** The student's predicted score, based on national growth norms. Projections take into account the student's initial score, grade level, and time between tests.

26. **Projected Growth** or **Growth Projection:** The amount the student's RIT score is predicted to change, based on student growth norms. The student's initial score plus projected growth equals projected RIT. The *Student Growth Summary Report* shows grade-level growth projections, which are based on school growth norms.

27. **Observed Growth** or **RIT Growth:** The student's RIT point growth during the growth comparison period. On the *Student Growth Summary Report*, the second term Mean RIT minus the first term Mean RIT is the Observed Growth.

28. **Observed Growth Standard Error:** Amount of measurement error associated with 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 growth would fall within a range defined by the term-to-term growth plus or minus the standard error.

29. **Growth Index:** The difference between observed and projected growth. A zero indicates the student met projection exactly. Do not use this index to compare performance between students. Use the Conditional Growth Index (see 31, below) instead.

30. **Met Projected Growth:** Indicates **Yes** if the student's term-to-term growth equaled or exceeded the growth projection or **No** if growth was less than projected. A ‡ means that the student's projected growth fell within one standard error of the student's observed growth.

31. **Conditional Growth Index:** This index allows for growth comparisons between students. It incorporates conditions that affect growth, including weeks of instruction prior to testing and students' starting RIT scores. A value of zero corresponds to mean growth, indicating growth matched projection.

32. **Conditional Growth Percentile:** The Conditional Growth Index translated into national percentile rankings for growth.

33. **Percentage of Students Who Met or Exceeded Their Projected RIT/Growth:** On the *Achievement Status and Growth Summary Report*, the percentage of students with second-term RIT scores that met or exceeded their individual growth projections. On the *Student Growth Summary Report*, the percentage of students with second-term RIT scores that met or exceeded their grade's growth projection.

34. **Percent of Projected Growth Met:** The total student growth divided by the total projected RITs, expressed as a percentage. Performance of 100% is considered average, meaning the overall student growth equaled the projections. Use in conjunction with 33, above.

35. **Growth Count:** Number of students with valid test events for both terms.

36. **Count Met Projected RIT/Growth:** On the *Achievement Status and Growth Summary Report*, the number of students with second-term RIT scores that met or exceeded their individual growth projections. On the *Student Growth Summary Report*, the number of students with second-term RIT scores that met or exceeded their grade's growth projection.

37. **Median Conditional Growth Percentile:** The middle of this student group's conditional growth percentiles.

38. **School Conditional Growth Index:** This index allows for growth comparisons between grades or schools. It incorporates conditions that affect school growth, including weeks of instruction prior to testing and starting grade-level mean RIT scores. A value of zero corresponds to mean growth, indicating growth matched projection.

39. **School Conditional Growth Percentile:** The School Conditional Growth Index translated into national percentile rankings for growth.

40. **Segmented Bar Graph:** Shows the number of students who scored within each percentage range—low, medium, and high.

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Class

Class Report

Kotifani, Jenisha
5th Grade Homeroom

Term Rostered:	Fall 2015–2016	**1 Norms Reference Data:**	2015
Term Tested:	Fall 2015–2016	**Weeks of Instruction:**	4 (Fall 2015) 3
District:	NWEA Sample District 3	**5 Small Group Display:**	No
School:	Three Sisters Elementary		

Reading

MAP: Reading 2-5 Common Core 2010 V2/Common Core English Language Arts K-12: 2010

Summary	
Total Students with Valid Growth Test Scores	11
6 Mean RIT	201.4
7 Median RIT	201
8 Standard Deviation	11.2
District Grade Level Mean RIT	201
Students At or Above District Grade Level Mean RIT	6
Norm Grade Level Mean RIT	205.7
Students At or Above Norm Grade Level Mean RIT	4

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		6 10 Mean RIT (+/- Smp Err)	Median RIT	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%			
MAP: Reading 2-5 Common Core 2010 V2/Common Core English Language Arts K-12: 2010	2	18%	4	36%	2	18%	2	18%	1	9%	198-**201**-204	201	11.2
11 **Goal Area**													
Literature	3	27%	2	18%	3	27%	2	18%	1	9%	196-**201**-206	204	18.1
Informational Text	3	27%	3	27%	1	9%	3	27%	1	9%	196-**204**-212	202	12.5
Vocabulary Acquisition and Use	4	36%	2	18%	3	27%	1	9%	1	9%	194-**198**-202	198	10.0

Annotation Key

1. **Norms Reference Data:** Indicates which NWEA norming study your report data draws upon. NWEA highly recommends using 2015 normative data.
3. **Weeks of Instruction:** Number of instructional weeks prior to testing, as set by your district administrator.
5. **Small Group Display:** Summary groups of fewer than ten students will not display unless you select this option while generating your report.
6. **Mean RIT:** The group's average score for the content area in the given term.
7. **Median RIT:** The group's middle score for the content area in the given term.
8. **Standard Deviation:** The variability of scores within this group. A larger standard deviation reflects a wider range of scores.
10. **Sampling Error:** An estimate of the amount of error in an aggregate statistic (commonly the mean) attributed to calculating the statistic on a population sample rather than the entire population. The larger the group, the lower the sampling error.
11. **Goal Performance Area:** The students' performance in the goal strands tested in this subject. Data will display either by goal strand RIT ranges or descriptors if students took a Survey with Goals test.

Class

Class Report

Kotifani, Jenisha
5th Grade Homeroom

Term Rostered:	Fall 2015–2016	**Norms Reference Data:**	2015
Term Tested:	Fall 2015–2016	**Weeks of Instruction:**	4 (Fall 2015)
District:	NWEA Sample District 3	**Small Group Display:**	No
School:	Three Sisters Elementary		

Reading

MAP: Reading 2-5 Common Core 2010 V2/Common Core English Language Arts K-12: 2010

Name (Student ID)	Gr	Test Date	RIT (+/- Std Err) 9	Percentile (+/- Std Err)	Lexile® Range	Test Duration	Goal Performance: A. Literature	B. Informational Text	C. Vocabulary Acquisition and Use
Dugaw, Daytan N. (SW07001428)	5	09/14/15	178-**181**-184	4-**5**-8	158-308	75 m	*163-177*	175-187	**187-197** 16
Devany, Noni I. (F09000030)	5	09/14/15	184-**188**-192	8-**12**-18	288-438	20 m	185-196	185-195	*177-189*
Scruggs, Ambrose E. (F10000851)	5	09/14/15	194-**197**-200	22-**28**-35	452-602	42 m	191-202	191-203	192-204
Shalifoe, Dyanne E. (F10000849)	5	09/14/15	195-**198**-201	25-**31**-38	464-614	60 m	**201-213**	*180-201*	*185-198*
Haukebo-Bol, Zaiden N. (SF0600226)	5	09/14/15	195-**198**-201	25-**31**-38	457-607	53 m	*187-199*	**196-207**	192-204
Wolf, Tiphannie E. (F0800104)	5	09/14/15	198-**201**-204	31-**38**-36	513-663	25 m	189-201	194-206	**201-214**
Vosburg, Mary M. (F09000045)	5	09/14/15	202-**205**-208	41-**48**-56	587-737	72 m	198-210	**211-224**	*187-200*
Kucia, Javis S. (F0900167)	5	09/14/15	204-**207**-210	46-**54**-61	634-784	42 m	*198-210* 17	199-211	**208-219**
Valkier, Romeo Moises S. (F0900031)	5	09/14/15	208-**211**-214	56-**63**-71	697-847	57 m	**210-221**	205-216	*200-212*
Alhamzawi, Drew W. (SF0600225)	5	09/14/15	210-**213**-216	61-**68**-75	737-887	67 m	206-218	**216-229**	*198-211*
Dimalanta, Kaleigha S. (SF0600178)	5	09/14/15	217-**220**-223	77-**82**-88	858-1008	29 m	217-228	*210-222*	215-226

Annotation Key

9 **Standard Error of Measurement:** A precision estimate of an individual's achievement score. The smaller the standard error, the more precise the achievement estimate.

11 **Goal Performance Area:** The students' performance in the goal strands tested in this subject. Data will display either by goal strand RIT ranges or descriptors if students took a Survey with Goals test.

13 **RIT Range:** A range of RIT scores defined by the student's RIT score plus and minus one standard error of measurement. If the student took the test again relatively soon, you could expect his or her score to fall within this range about 68% of the time.

14 **Percentile:** The percentage of students in the NWEA national norm sample, for this grade and subject area, that this student's score equaled or exceeded.

15 **Lexile® Range:** A score (displayed as a 150-point range) resulting from a regression analysis of the NWEA Reading RIT scale and the MetaMetrics® Lexile® scale. This range helps you identify level-appropriate reading material for individual students.

16 **Goal Area of Relative Strength (Student):** A goal area score appears in **bold** when the midpoint of the student's goal area RIT range is three or more RIT points higher than the student's overall RIT score.

17 **Goal Area of Relative Weakness (Student):** A goal area score appears in *italics* when the midpoint of the student's goal area RIT range is three or more RIT points lower than the student's overall RIT score.

Class Breakdown by RIT

Class Breakdown by RIT Report

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District:	NWEA Sample District 3
Term Rostered:	Fall 2015–2016
Term Tested:	Fall 2015–2016
School:	Three Sisters Elementary
Instructor:	Kotifani, Jenisha
Class:	5th Grade Homeroom

Modify Options

Select a subject in this report to view a Class Breakdown by Goal report.
The score in parentheses by the student's name (i.e. Name (219)) represents their overall RIT score for this subject.

Class Breakdown by RIT **Create a PDF version of this report** Legal 8½" × 14" **Create PDF Report**

Subject	Overall Score 18				
	<191	191–200	201–210	211–220	221+
Mathematics		D. E. Shalifoe (191) D. N. Dugaw (195) N. I. Devany (197) A. E. Scruggs (197) T. E. Wolf (200)	Z. N. Haukebo-Bol (210) M. M. Vosburg (210)	J. S. Kucia (215) D. W. Alhamzawi (216) R. Valkier (217)	K. S. Dimalanta (224)
Reading	D. N. Dugaw (181) 18 N. I. Devany (188)	A. E. Scruggs (197) Z. N. Haukebo-Bol (198) D. E. Shalifoe (198)	T. E. Wolf (201) M. M. Vosburg (205) J. S. Kucia (207)	R. Valkier (211) D. W. Alhamzawi (213) K. S. Dimalanta (220)	
Language Usage			D. N. Dugaw (201) Z. N. Haukebo-Bol (206) N. I. Devany (207) M. M. Vosburg (209) D. E. Shalifoe (209) A. E. Scruggs (210)	J. S. Kucia (211) T. E. Wolf (212) K. S. Dimalanta (213) R. Valkier (214) D. W. Alhamzawi (217)	
Science		A. E. Scruggs (198)	J. S. Kucia (201) D. W. Alhamzawi (202) M. M. Vosburg (202) T. E. Wolf (204) D. N. Dugaw (206) N. I. Devany (207)	D. E. Shalifoe (214) K. S. Dimalanta (215) R. Valkier (216)	Z. N. Haukebo-Bol (223)

Annotation Key

18 **Overall Score:** Students' overall RIT scores for each subject appear in parentheses following their names.

Class Breakdown by Goal

Class Breakdown by Goal Report

District:	NWEA Sample District 3
Term Rostered:	Fall 2015–2016
Term Tested:	Fall 2015–2016
School:	Three Sisters Elementary
Instructor:	Kotifani, Jenisha
Class:	5th Grade Homeroom

Modify Options

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You may select the student's name, RIT band, or the goal name to drill down to the Learning Continuum Class View to see learning statements for the data that was selected.

Class Breakdown by Goal

Create a PDF version of this report Legal 8½" × 14" Create PDF Report

Subject Reading

MAP: Reading 2-5 Common Core 2010 V2/Common Core English Language Arts K-12: 2010

Goal	Goal Score 19						
	<171	171–180	181–190	191–200	201–210	211–220	221+
Literature	D. N. Dugaw (181)			N. I. Devany (188) A. E. Scruggs (197) Z. N. Haukebo-Bol (198) T. E. Wolf (201)	D. E. Shalifoe (198) M. M. Vosburg (205) J. S. Kucia (207)	R. Valkier (211) D. W. Alhamzawi (213)	K. S. Dimalanta (220)
Informational Text			D. N. Dugaw (181) N. I. Devany (188)	A. E. Scruggs (197) D. E. Shalifoe (198) T. E. Wolf (201)	Z. N. Haukebo-Bol (198) J. S. Kucia (207)	M. M. Vosburg (205) R. Valkier (211) K. S. Dimalanta (220)	D. W. Alhamzawi (213)
Vocabulary Acquisition and Use			N. I. Devany (188)	D. N. Dugaw (181) A. E. Scruggs (197) Z. N. Haukebo-Bol (198) D. E. Shalifoe (198) M. M. Vosburg (205)	T. E. Wolf (201) R. Valkier (211) D. W. Alhamzawi (213)	J. S. Kucia (207)	K. S. Dimalanta (220)

20

Annotation Key

19 **Goal Score:** Students' scores for each goal area within a subject appear in ten-point RIT bands.

20 **Goal Strands Tested:** Click a goal strand to access the Learning Continuum Class View for the entire class. Click a student name to access the Learning Continuum Class View for that student.

Learning Continuum Class View: Reading*

Learning Continuum - Class View 21

5th Grade Homeroom

MAP: Reading 2-5 Common Core 2010 V2

Edit Display Options

Literature

Key Ideas and Details

171-180	**Literary Elements: Setting** • Identifies setting 23 • Draws conclusions about a setting based on a description	D. N. Dugaw Overall: 181; Lexile Range: 158-308L; Goal Range: 163-177
181-190	**Literary Elements: Setting** • Identifies setting • Recognizes description of setting • Draws conclusions about a setting based on a description	No students
191-200	**Literary Elements: Setting** • Identifies setting • Recognizes description of setting • Draws conclusions about a setting based on a description • Identifies details that reveal aspects of setting	N. I. Devany Overall: 188; Lexile Range: 288-438L; Goal Range: 185-196 A. E. Scruggs Overall: 197; Lexile Range: 452-602L; Goal Range: 191-202 Z. N. Haukebo-Bol Overall: 198; Lexile Range: 457-607L; Goal Range: 187-199 T. E. Wolf Overall: 201; Lexile Range: 513-663L; Goal Range: 189-201
201-210	**Literary Elements: Setting** • Identifies setting • Recognizes description of setting • Compares or contrasts setting across literary works • Draws conclusions about a setting based on a description • Identifies details that reveal aspects of setting	D. E. Shalifoe Overall: 198; Lexile Range: 464-614L; Goal Range: 201-213 M. M. Vosburg Overall: 205; Lexile Range: 587-737L; Goal Range: 198-210 J. S. Kucia Overall: 207; Lexile Range: 634-784L; Goal Range: 198-210
211-220	**Literary Elements: Setting** • Identifies setting • Recognizes description of setting • Compares or contrasts setting across literary works • Analyzes how setting affects characters • Draws conclusions about a setting based on a description • Identifies details that reveal aspects of setting	R. Valkier Overall: 211; Lexile Range: 697-847L; Goal Range: 210-221 D. W. Alhamzawi Overall: 213; Lexile Range: 737-887L; Goal Range: 206-218
221-230	**Literary Elements: Setting** • Compares or contrasts setting across literary works • Analyzes how setting affects characters • Draws conclusions about a setting based on a description • Analyzes how setting contributes to plot • Identifies details that reveal aspects of setting	K. S. Dimalanta Overall: 220; Lexile Range: 858-1008L; Goal Range: 217-228

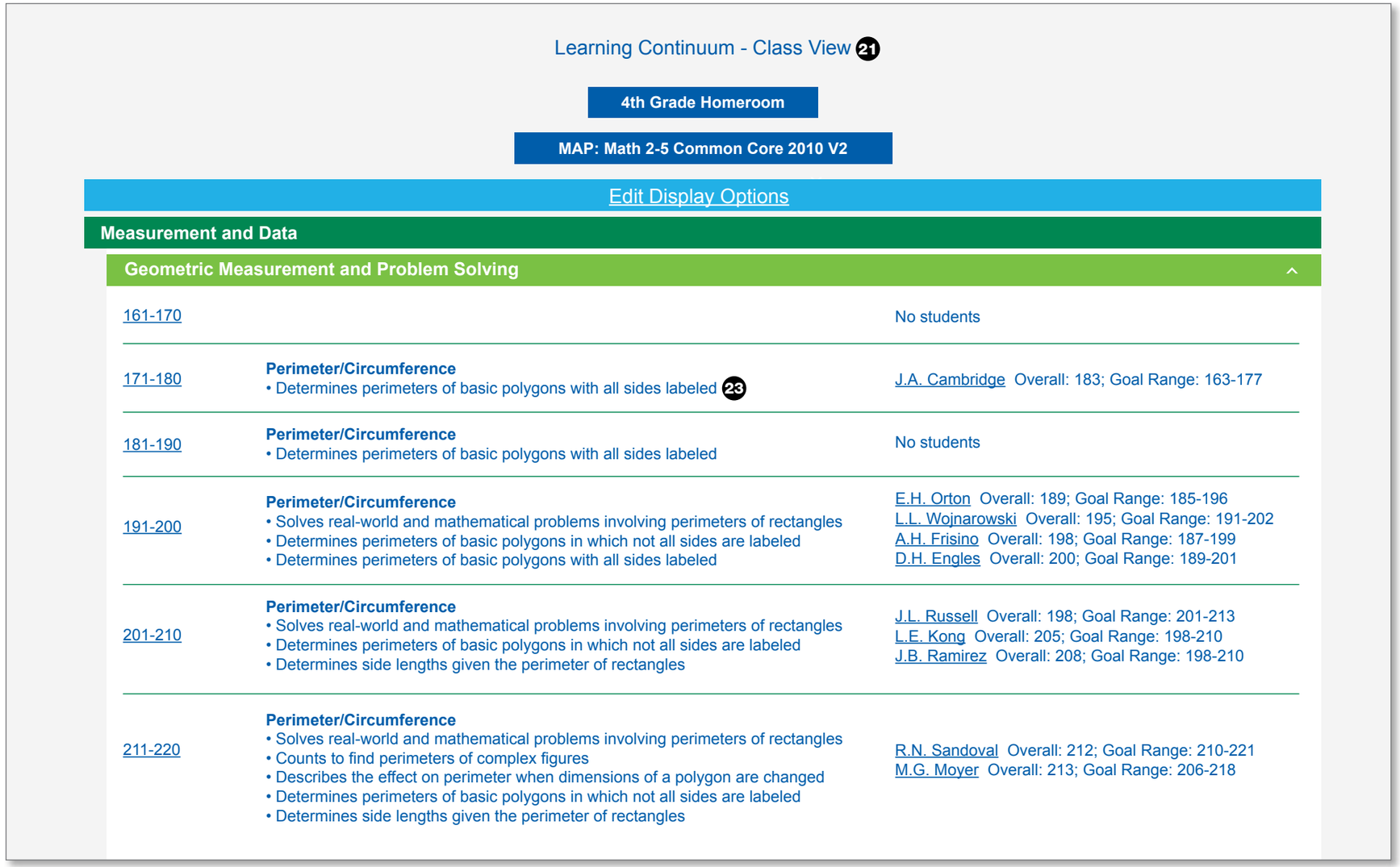
Annotation Key

21 **The Learning Continuum Class View:** The Class View groups students by RIT score bands to show the skills and concepts they are ready to learn.

23 **Learning Statements:** Skills and concepts to reinforce, develop, and introduce with students.

* Image has been modified to demonstrate functionality. Actual in-product screens will be slightly different. Learning statements in this example may differ slightly from in-product learning statements.

Learning Continuum Class View: Mathematics*



Annotation Key

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* Image has been modified to demonstrate functionality. Actual in-product screens will be slightly different. Learning statements in this example may differ slightly from in-product learning statements.

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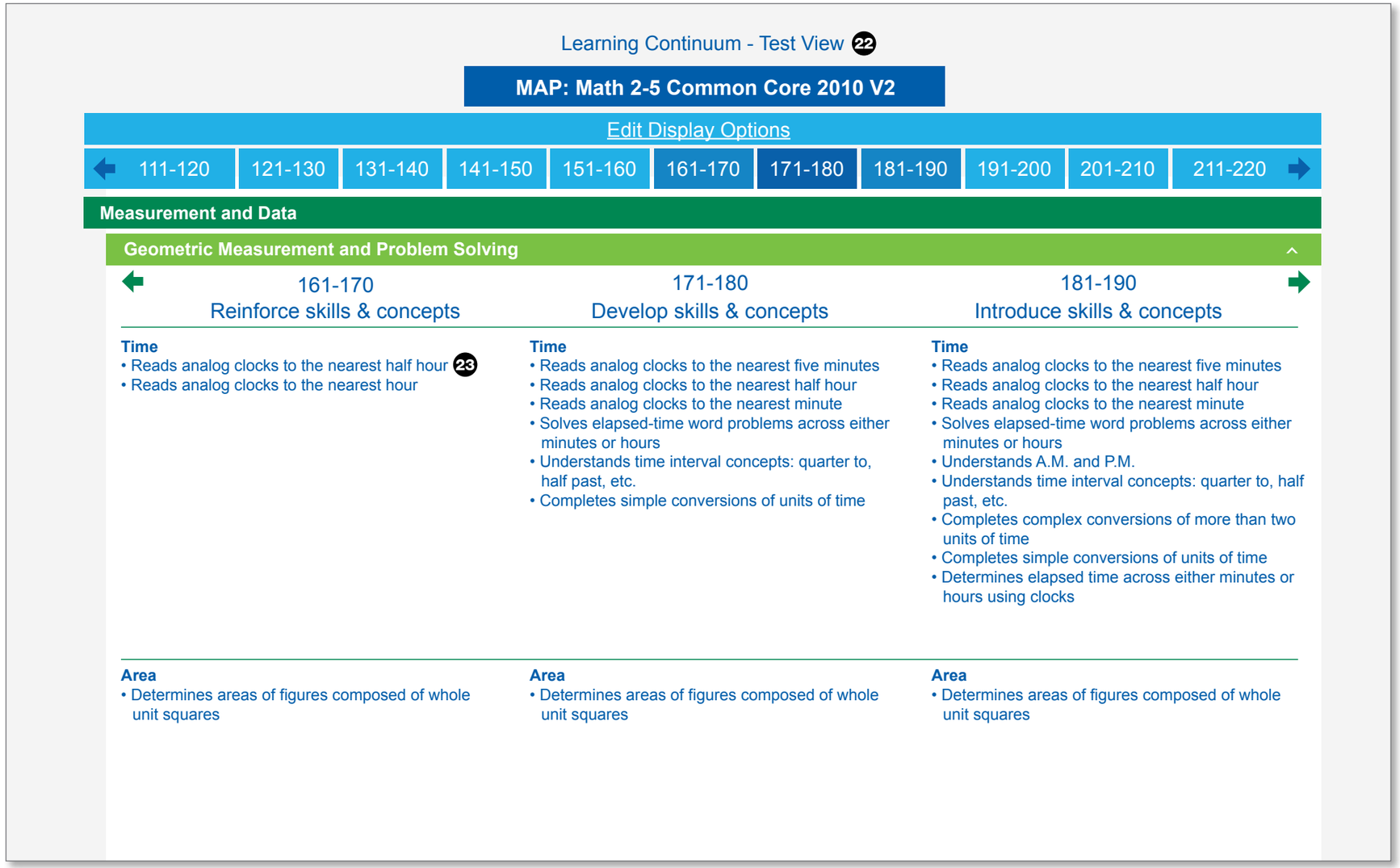
Learning Continuum Test View: Mathematics*



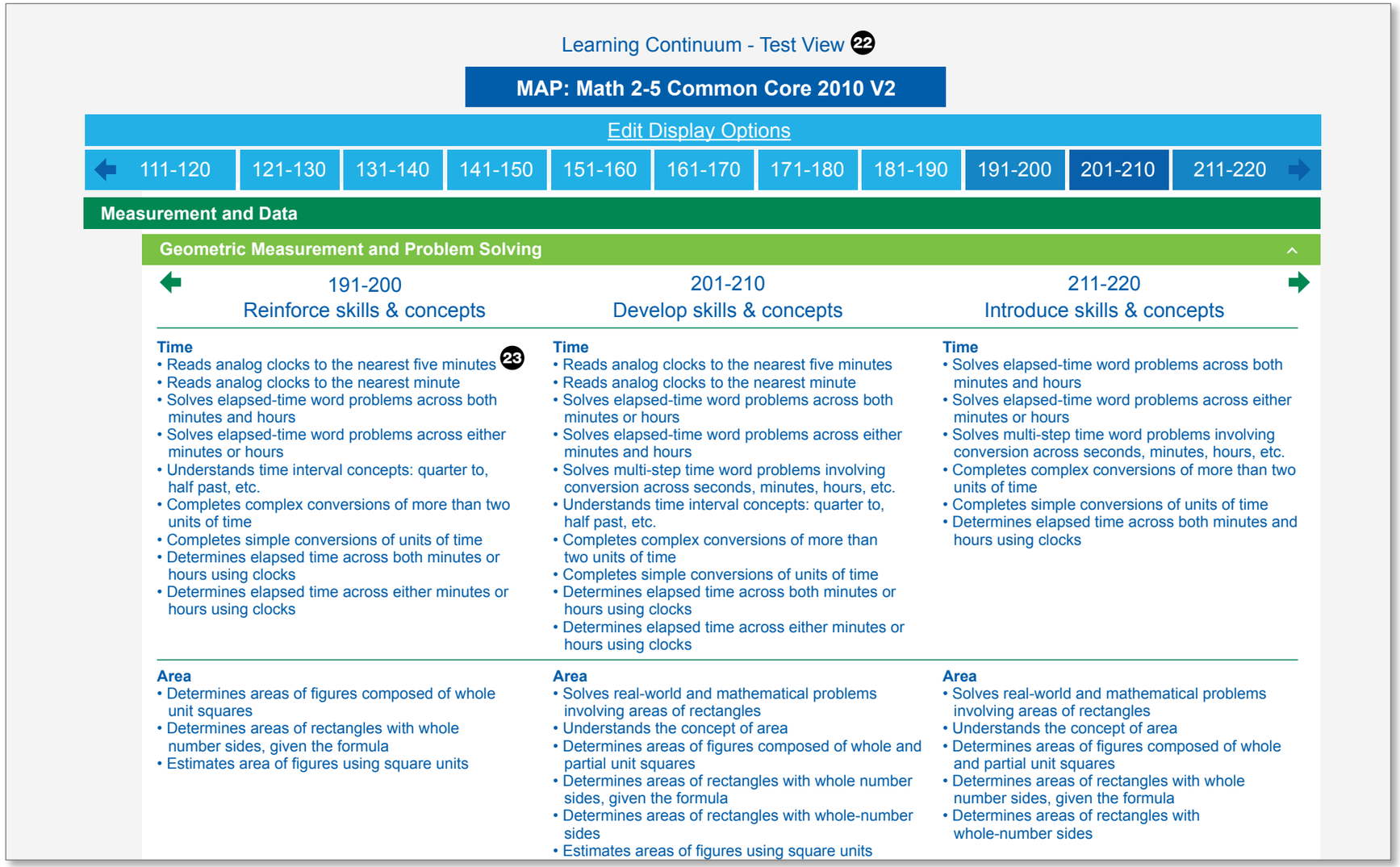
Annotation Key

22 **The Learning Continuum Test View:** The Test View shows skills and concepts to reinforce, develop, and introduce with students based on their RIT score for each goal and sub-goal area.

23 **Learning Statements:** Skills and concepts to reinforce, develop, and introduce with students.

* Image has been modified to demonstrate functionality. Actual in-product screens will be slightly different. Learning statements in this example may differ slightly from in-product learning statements.

Learning Continuum Test View: Mathematics*



Annotation Key

22 **The Learning Continuum Test View:** The Test View shows skills and concepts to reinforce, develop, and introduce with students based on their RIT score for each goal and sub-goal area.

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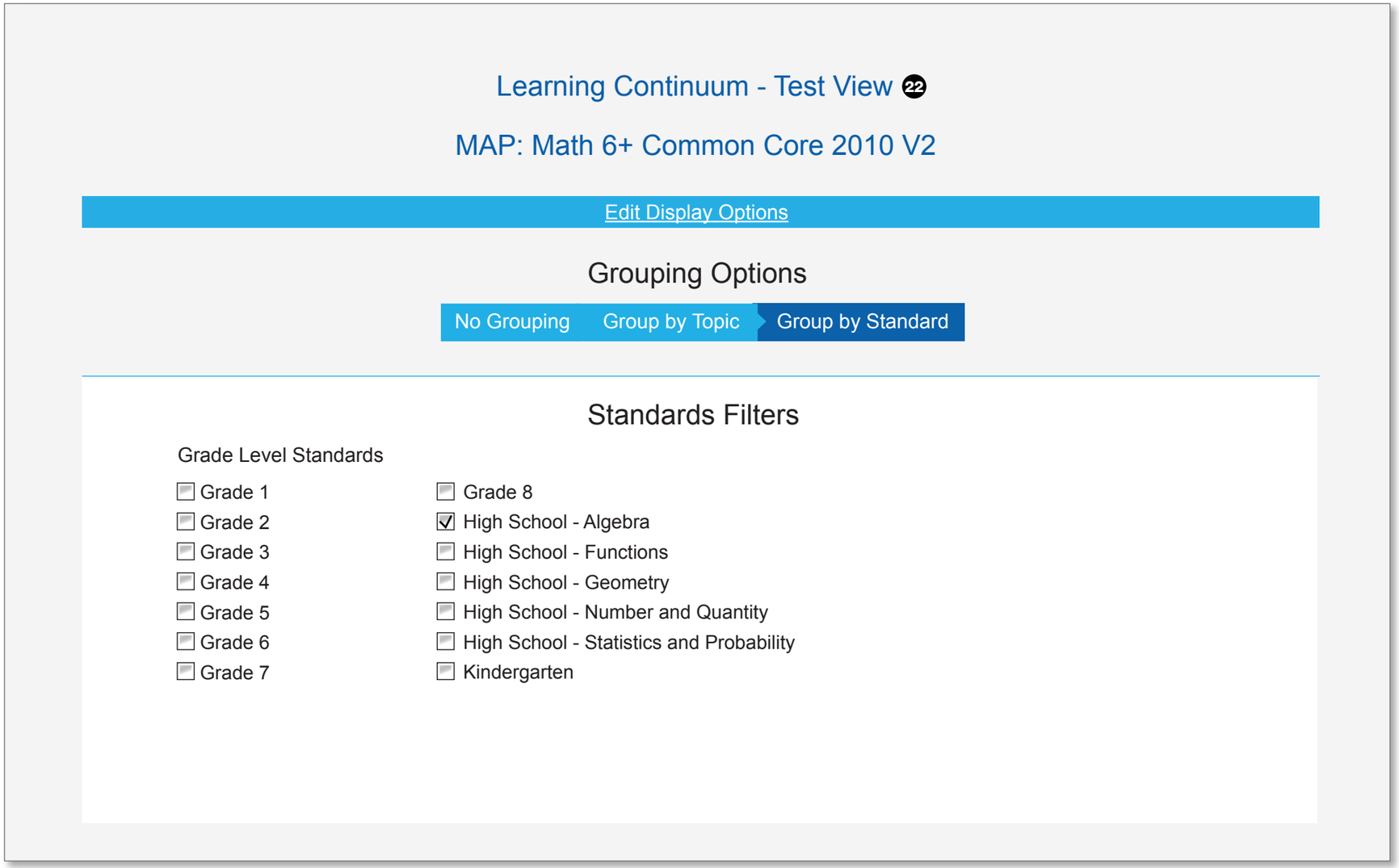
Learning Continuum Test View: Mathematics*
Standards Filters

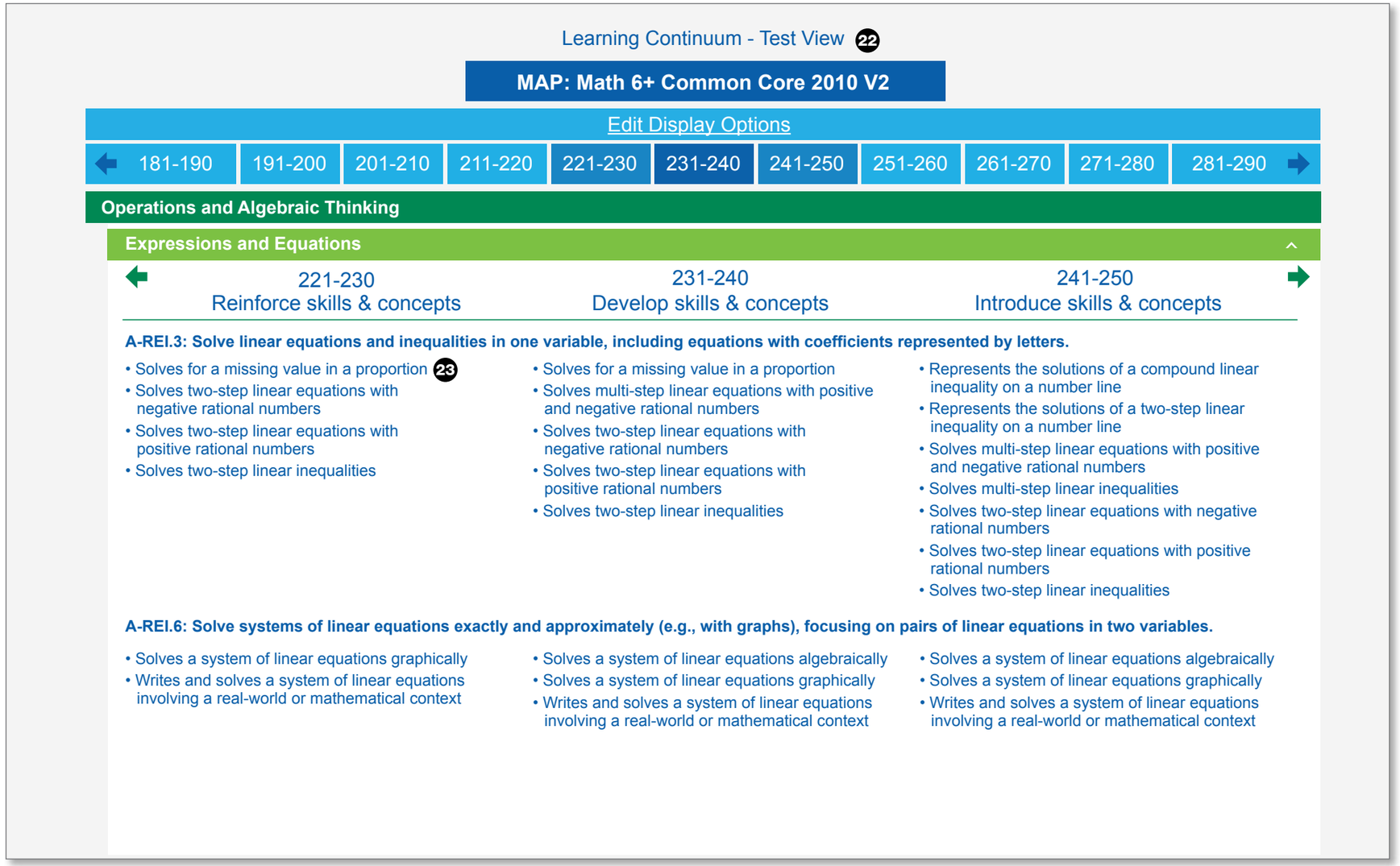


Annotation Key

22 **The Learning Continuum Test View:** The Test View shows skills and concepts to reinforce, develop, and introduce with students based on their RIT score for each goal and sub-goal area.

* Image has been modified to demonstrate functionality. Actual in-product screens will be slightly different.

Learning Continuum Test View: Mathematics*
Standards Filters



Annotation Key

22 **The Learning Continuum Test View:** The Test View shows skills and concepts to reinforce, develop, and introduce with students based on their RIT score for each goal and sub-goal area.

23 **Learning Statements:** Skills and concepts to reinforce, develop, and introduce with students.

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Class Breakdown by Projected Proficiency

Class Breakdown by Projected Proficiency Report

District:	NWEA Sample District 3
Term Rostered:	Fall 2015–2016
Term Tested:	Fall 2015–2016
School:	Three Sisters Elementary
Instructor:	Kotifani, Jenisha
Class:	5th Grade Homeroom

Modify Options

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Class Breakdown by Projected Proficiency | Create a PDF version of this report | Legal 8½" × 14" | Create PDF Report

State Test Name: CSAP

Subject	Projected Proficiency Catagory 24		
	Partially Proficient	Proficient	Advanced
Mathematics	D. E. Shalifoe (191) D. N. Dugaw (195) N. I. Devany (197) A. E. Scruggs (197) T. E. Wolf (200)	Z. N. Haukebo-Bol (210) M. M. Vosburg (210) J. S. Kucia (215) D. W. Alhamzawi (216) R. Valkier (217)	K. S. Dimalanta (224)
Reading	D. N. Dugaw (181) N. I. Devany (188) A. E. Scruggs (197) Z. N. Haukebo-Bol (198) D. E. Shalifoe (198)	T. E. Wolf (201) M. M. Vosburg (205) J. S. Kucia (207) R. Valkier (211) D. W. Alhamzawi (213)	K. S. Dimalanta (220)

Annotation Key

24 **Projected Proficiency Category:** Students are grouped in predicted proficiency categories based on NWEA linking studies that align the MAP RIT scale to state assessments.

Achievement Status and Growth Projection

NWEA
Northwest Evaluation Association
Partnering to help all kids learn

Achievement Status and Growth Projection Report

Kotifani, Jenisha
5th Grade Homeroom

Term Tested: Fall 2015–2016
Term Rostered: Fall 2015–2016
District: NWEA Sample District 3
School: Three Sisters Elementary

1 Norms Reference Data: 2015
Growth Comparison Period: Fall 2015 – Winter 2016 **2**
3 Weeks of Instruction: Start – 4 (Fall 2015)
End – 20 (Winter 2016)
Optional Grouping: None **4**
5 Small Group Display: No

Language Usage

			Achievement Status				Growth							
			Fall 2015		Winter 2016		Student						Comparative	
Name	FA15 Grade	FA15 Date	13 RIT Range (+/- SEM)	14 Percentile Range (+/- SE)	RIT Range (+/- SEM)	Percentile Range (+/- SE)	25 Projected RIT	26 Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth	Conditional Growth Index	Conditional Growth Percentile
Alhamzawi, Drew W.	5	09/14/15	214-**217**-220	73-**79**-85			220	3						
Devany, Noni I.	5	09/14/15	204-**207**-210	45-**54**-62			211	4						
Dimalanta, Kaleigha S.	5	09/14/15	210-**213**-216	62-**70**-77			216	3						
Dugaw, Daytan N.	5	09/14/15	198-**201**-204	29-**37**-45			206	5						
Haukebo-Bol, Zaiden N.	5	09/14/15	203-**206**-209	43-**51**-60			210	4						
Kucia, Javis S.	5	09/14/15	208-**211**-214	57-**65**-73			214	3						
Scruggs, Ambrose E.	5	09/14/15	207-**210**-213	54-**62**-70			214	4						
Shalifoe, Dyanne E.	5	09/14/15	206-**209**-212	51-**60**-68			213	4						
Valkier, Romeo Moises S.	5	09/14/15	211-**214**-217	65-**73**-79			217	3						
Vosburg, Mary M.	5	09/14/15	206-**209**-212	51-**60**-68			213	4						
Wolf, Tiphannie E.	5	09/14/15	209-**212**-215	60-**68**-75			215	3						

Summary for: Language Usage	
	Percentage of Students Who Met or Exceeded Their Projected RIT
	Percent of Projected Growth Met
	Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores
	Count of Students Who Met or Exceeded Their Projected RIT
	Median Conditional Growth Percentile

Annotation Key

1 Norms Reference Data: Indicates which NWEA norming study your report data draws upon. NWEA highly recommends using 2015 normative data.

2 Growth Comparison Period: The two terms for which you wish to receive student growth data.

3 Weeks of Instruction: Number of instructional weeks prior to testing, as set by your district administrator.

4 Optional Grouping: You may choose to disaggregate results by gender or ethnicity and, in certain cases, by special program.

5 Small Group Display: Summary groups of fewer than ten students will not display unless you select this option while generating your report.

13 RIT Range: A range of RIT scores defined by the student's RIT score plus and minus one standard error of measurement. If the student took the test again relatively soon, you could expect his or her score to fall within this range about 68% of the time.

14 Percentile: The percentage of students in the NWEA national norm sample, for this grade and subject area, that this student's score equaled or exceeded.

25 Projected RIT or **RIT Projection:** The student's predicted score, based on national growth norms. Projections take into account the student's initial score, grade level, and time between tests.

26 Projected Growth or **Growth Projection:** The amount the student's RIT score is predicted to change, based on student growth norms. The student's initial score plus projected growth equals projected RIT. The *Student Growth Summary Report* shows grade-level growth projections, which are based on school growth norms.

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Achievement Status and Growth Summary

NWEA
Northwest Evaluation Association
Partnering to help all kids learn

Achievement Status and Growth Summary Report

Kotifani, Jenisha
5th Grade Homeroom

Term Tested: Winter 2015–2016
Term Rostered: Winter 2015–2016
District: NWEA Sample District 3
School: Three Sisters Elementary

Norms Reference Data: 2015
Growth Comparison Period: Fall 2015 – Winter 2016
Weeks of Instruction: Start – 4 (Fall 2015)
End – 20 (Winter 2016)
Optional Grouping: None
Small Group Display: No

Language Usage

			Achievement Status				Growth							
			Fall 2015		Winter 2016		Student						Comparative	
Name	W16 Grade	W16 Date	RIT Range (+/- SEM)	Percentile Range (+/- SE)	RIT Range (+/- SEM)	Percentile Range (+/- SE)	25 Projected RIT	26 Projected Growth	27 Observed Growth	28 Observed Growth SE	29 Growth Index	30 Met Projected Growth	31 Conditional Growth Index	32 Conditional Growth Percentile
Alhamzawi, Drew W.	5	01/06/16	214-**217**-220	73-**79**-85	221-**224**-227	87-**91**-94	220	3	7	4.3	4	**Yes**	0.9	80
Devany, Noni I.	5	01/06/16	204-**207**-210	45-**54**-62	212-**215**-218	57-**66**-73	211	4	8	4.2	4	**Yes**	0.8	80
Dimalanta, Kaleigha S.	5	01/06/16	210-**213**-216	62-**70**-77	214-**217**-220	63-**71**-78	216	3	4	4.2	1	**Yes** ‡	0.2	56
Dugaw, Daytan N.	5	01/06/16	198-**201**-204	29-**37**-45	204-**207**-210	33-**42**-51	206	5	6	4.2	1	**Yes** ‡	0.3	61
Haukebo-Bol, Zaiden N.	5	01/06/16	203-**206**-209	43-**51**-60	210-**213**-216	51-**60**-68	210	4	7	4.4	3	**Yes** ‡	0.6	76
Kucia, Javis S.	5	01/06/16	208-**211**-214	57-**65**-73	211-**214**-217	54-**63**-71	214	3	3	4.3	0	**Yes** ‡	-0.1	46
Scruggs, Ambrose E.	5	01/06/16	207-**210**-213	54-**62**-70	209-**212**-215	48-**57**-66	214	4	2	4.3	-2	**No** ‡	-0.3	38
Shalifoe, Dyanne E.	5	01/06/16	206-**209**-212	51-**60**-68	214-**217**-220	73-**79**-85	213	4	8	4.4	4	**Yes**	0.9	81
Valkier, Romeo Moises S.	5	01/06/16	211-**214**-217	65-**73**-79	217-**220**-223	71-**78**-84	217	3	6	4.7	3	**Yes** ‡	0.6	72
Vosburg, Mary M.	5	01/06/16	206-**209**-212	51-**60**-68	206-**210**-214*	39-**51**-63*	213	4	1	5.7†	-3	**No** ‡	-0.5	29
Wolf, Tiphannie E.	5	01/06/16	209-**212**-215	60-**68**-75	212-**215**-218	57-**66**-73	215	3	3	4.5	0	**Yes** ‡	-0.1	47

Summary for: Language Usage		
	Percentage of Students Who Met or Exceeded Their Projected RIT	81.8% (33)
	Percent of Projected Growth Met	137.5% (34)
	Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores	11
	Count of Students Who Met or Exceeded Their Projected RIT	9 (36)
	Median Conditional Growth Percentile	61 (37)

Explanatory Notes
† SE on Observed Growth is greater than normal. Use metric with caution.
* SE or SEM is greater than normal. Use metric with caution.
‡ Indicates that projected growth falls within standard error of observed growth.

Annotation Key

(25) **Projected RIT** or **RIT Projection:** The student's predicted score, based on national growth norms. Projections take into account the student's initial score, grade level, and time between tests.

(26) **Projected Growth** or **Growth Projection:** The amount the student's RIT score is predicted to change, based on student growth norms. The student's initial score plus projected growth equals projected RIT. The *Student Growth Summary Report* shows grade-level growth projections, which are based on school growth norms.

(27) **Observed Growth** or **RIT Growth:** The student's RIT point growth during the growth comparison period. On the *Student Growth Summary Report*, the second term Mean RIT minus the first term Mean RIT is the Observed Growth.

(28) **Observed Growth Standard Error:** Amount of measurement error associated with 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 growth would fall within a range defined by the term-to-term growth plus or minus the standard error.

(29) **Growth Index:** The difference between observed and projected growth. A zero indicates the student met projection exactly. Do not use this index to compare performance between students. Use the Conditional Growth Index (see 31, below) instead.

(30) **Met Projected Growth:** Indicates **Yes** if the student's term-to-term growth equaled or exceeded the growth projection or **No** if growth was less than projected. A ‡ means that the student's projected growth fell within one standard error of the student's observed growth.

(31) **Conditional Growth Index:** This index allows for growth comparisons between students. It incorporates conditions that affect growth, including weeks of instruction prior to testing and students' starting RIT scores. A value of zero corresponds to mean growth, indicating growth matched projection.

(32) **Conditional Growth Percentile:** The Conditional Growth Index translated into national percentile rankings for growth.

(33) **Percentage of Students Who Met or Exceeded Their Projected RIT/Growth:** On the *Achievement Status and Growth Summary Report*, the percentage of students with second-term RIT scores that met or exceeded their individual growth projections. On the *Student Growth Summary Report*, the percentage of students with second-term RIT scores that met or exceeded their grade's growth projection.

(34) **Percent of Projected Growth Met:** The total student growth divided by the total projected RITs, expressed as a percentage. Performance of 100% is considered average, meaning the overall student growth equaled the projections. Use in conjunction with 33, above.

(36) **Count Met Projected RIT/Growth:** On the *Achievement Status and Growth Summary Report*, the number of students with second-term RIT scores that met or exceeded their individual growth projections. On the *Student Growth Summary Report*, the number of students with second-term RIT scores that met or exceeded their grade's growth projection.

(37) **Median Conditional Growth Percentile:** The middle of this student group's conditional growth percentiles.

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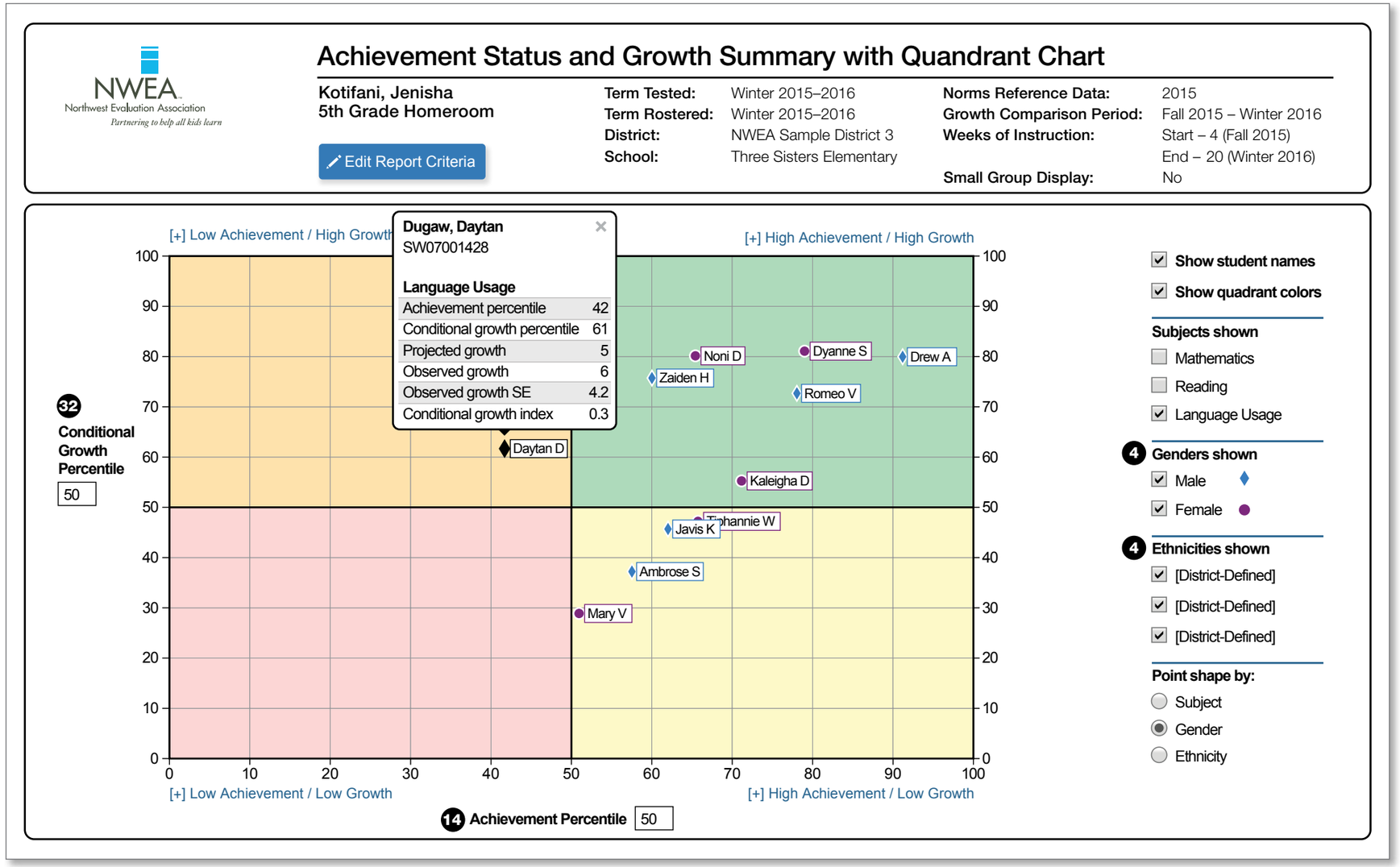
Achievement Status and Growth Summary with Quadrant Chart



Annotation Key

4 Optional Grouping: You may choose to disaggregate results by gender or ethnicity and, in certain cases, by special program.

14 Percentile: The percentage of students in the NWEA national norm sample, for this grade and subject area, that this student's score equaled or exceeded.

32 Conditional Growth Percentile: The Conditional Growth Index translated into national percentile rankings for growth.

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Student Goal Setting Worksheet

NWEA
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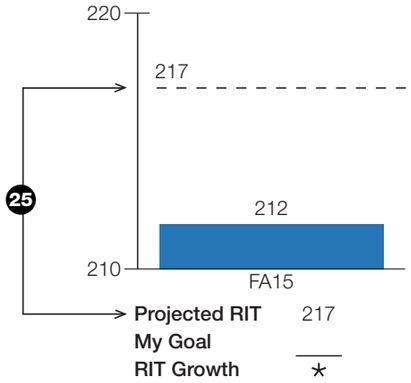
Student Goal Setting Worksheet

Carter, Jasmine
Student ID: 889905

Term Tested: Fall 2015–2016
District: NWEA Sample District 3
School: St. Helens Middle School

1 Norms Reference Data: 2015
Growth Comparison Period: Fall 2015–Spring 2016 **2**
3 Weeks of Instruction: Start – 4 (Fall 2015)
End – 32 (Spring 2016)

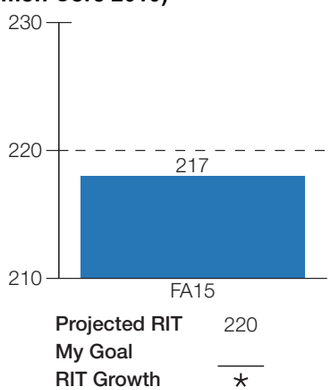
Mathematics (MAP: Math 6+ Common Core 2010 V2)



	FA15	
Overall RIT Score	**212**	**12**
Goal Performance		
Real and Complex Number Systems	211–225	**16**
Algebraic Thinking	212–226	
Statistics and Probability	***198–211***	**17**
Geometry	***201–215***	

Student Action Plan:

Reading (MAP: Reading 6+ Common Core 2010)



	FA15	
Overall RIT Score	**217**	
Goal Performance		
Literature	210–222	
Informational Text	***203–215***	
Vocabulary Acquisition and Use	218–230	
Lexile® Range	807–957L	**15**

Student Action Plan:

Annotation Key

1 Norms Reference Data: Indicates which NWEA norming study your report data draws upon. NWEA highly recommends using 2015 normative data.

2 Growth Comparison Period: The two terms for which you wish to receive student growth data.

3 Weeks of Instruction: Number of instructional weeks prior to testing, as set by your district administrator.

12 RIT Score: A student's overall scale score on the test.

15 Lexile® Range: A score (displayed as a 150-point range) resulting from a regression analysis of the NWEA Reading RIT scale and the MetaMetrics® Lexile® scale. This range helps you identify level-appropriate reading material for individual students.

16 Goal Area of Relative Strength (Student): A goal area score appears in **bold** when the midpoint of the student's goal area RIT range is three or more RIT points higher than the student's overall RIT score.

17 Goal Area of Relative Weakness (Student): A goal area score appears in *italics* when the midpoint of the student's goal area RIT range is three or more RIT points lower than the student's overall RIT score.

25 Projected RIT or **RIT Projection:** The student's predicted score, based on national growth norms. Projections take into account the student's initial score, grade level, and time between tests.

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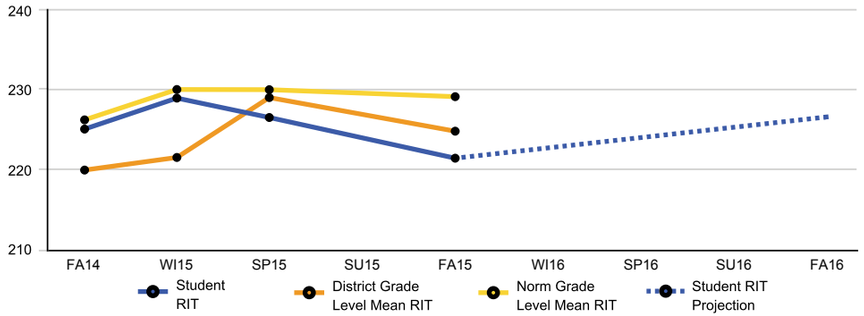
Student Progress

Student Progress Report

McRay, Marcus
Student ID: 100023123

1	**Norms Reference Data:**	2015
	Growth Comparison Period:	Fall to Fall 2
	District:	NWEA Sample District 3
	School:	Mt. Bachelor Middle School
	Term Rostered:	Fall 2015–2016

Mathematics



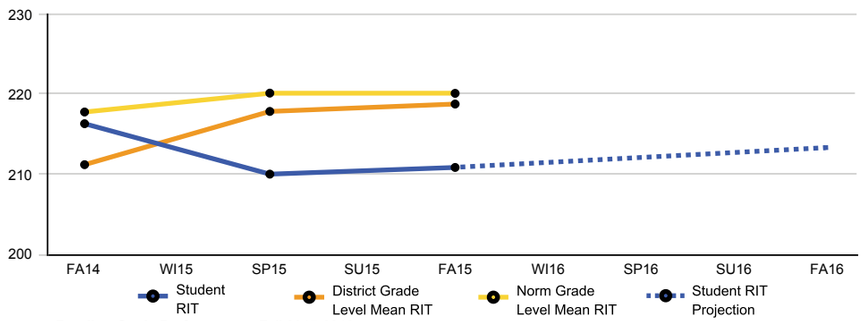
Mathematics Goals Performance - Fall 2015-2016

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

11

Term/ Year	Grade	RIT (+/- Std Err)	27 RIT Growth	26 Growth Projection	14 Percentile Range
FA15	9	219-**222**-225	-3	4	28-**34**-40
SP15	8	223-**226**-229			34-**40**-46
WI15	8	225-**228**-231			41-**48**-54
FA14	8	222-**225**-228	3	6	41-**47**-54
SP14	7	218-**221**-223			27-**33**-39
FA13	7	219-**222**-225	8	7	41-**48**-55
SP13	6	222-**225**-228			41-**49**-56
WI13	6	212-**215**-218			26-**32**-39
FA12	6	212-**214**-217	2	6	33-**40**-48
SP12	5	212-**215**-218			28-**34**-41
FA11	5	209-**212**-215	8	10	43-**51**-59
SP11	4	205-**208**-211			28-**36**-43
FA10	4	201-**204**-207	9	11	47-**56**-65
WI10	3	190-**193**-196			27-**34**-43
FA09	3	192-**195**-198			55-**63**-72

Reading



Reading Goals Performance - Fall 2015-2016

Literature	207-219	Informational Text	199-210
Vocabulary Acquisition and Use	210-222	Lexile® Range	699-849L

15

Term/ Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	
FA15	9	208-**211**-214	-5	3	23-**29**-36
SP15	8	206-**210**-213			20-**26**-32
FA14	8	212-**216**-219	6	4	39-**47**-54
SP14	7	208-**211**-214			25-**31**-39
FA13	7	207-**210**-213	6	5	31-**38**-46
SP13	6	213-**217**-220			45-**53**-61
WI13	6	201-**205**-208			20-**26**-33
FA12	6	201-**204**-207	13	6	25-**32**-39
SP12	5	199-**202**-205			19-**25**-32
FA11	5	188-**191**-195	-4	7	12-**16**-22
SP11	4	191-**195**-198			17-**23**-30
FA10	4	192-**195**-198	14	10	34-**42**-49
WI10	3	180-**183**-186			12-**16**-22
FA09	3	179-**181**-184			23-**29**-36

Annotation Key

1 **Norms Reference Data:** Indicates which NWEA norming study your report data draws upon. NWEA highly recommends using 2015 normative data.

2 **Growth Comparison Period:** The two terms for which you wish to receive student growth data.

11 **Goal Performance Area:** The students' performance in the goal strands tested in this subject. Data will display either by goal strand RIT ranges or descriptors if students took a Survey with Goals test.

14 **Percentile:** The percentage of students in the NWEA national norm sample, for this grade and subject area, that this student's score equaled or exceeded.

15 **Lexile® Range:** A score (displayed as a 150-point range) resulting from a regression analysis of the NWEA Reading RIT scale and the MetaMetrics® Lexile® scale. This range helps you identify level-appropriate reading material for individual students.

26 **Projected Growth** or **Growth Projection:** The amount the student's RIT score is predicted to change, based on student growth norms. The student's initial score plus projected growth equals projected RIT. The *Student Growth Summary Report* shows grade-level growth projections, which are based on school growth norms.

27 **Observed Growth** or **RIT Growth:** The student's RIT point growth during the growth comparison period. On the *Student Growth Summary Report*, the second term Mean RIT minus the first term Mean RIT is the Observed Growth.

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District Summary
Aggregate by School

NWEA
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District Summary Report

Aggregate by School

Term: Fall 2014–2015
District: NWEA Sample District 3
4 Grouping: None
Small Group Display: No

Mathematics

Mt. Bachelor Middle School

Math Survey w/ Goals 6+ Common Core 2010 V2

			6	8	7	Goal Performance							
						Real and Complex Number Systems		Algebraic Thinking		Statistics and Probability		Geometry	
Term	Grade	Student Count	Mean RIT	Std Dev	Median	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2014-2015	6	103	212.1	13.4	212	209.7	17.7	***209.0***	15.5	**220.8**	14.9	212.5	15.0
Fall 2014-2015	7	177	217.7	14.5	217	218.1	18.3	***214.5***	15.7	**220.9**	16.6	217.4	14.9
Spring 2013-2014	7	151	218.6	14.7	219	220.7	17.4	218.8	16.5	***215.4***	17.4	219.5	15.6
Fall 2013-2014	7	147	213.4	12.9	214	213.8	16.0	214.8	14.2	213.2	15.5	211.8	14.1
Fall 2014-2015	8	83	224.9	16.4	225	224.7	20.2	226.5	17.1	223.7	17.0	224.7	17.9
Spring 2013-2014	8	99	226.9	14.0	226	228.3	16.3	***221.8***	15.0	**230.0**	16.4	229.7	14.8
Fall 2013-2014	8	93	221.1	14.5	220	220.3	18.1	***217.9***	14.5	223.2	16.5	219.5	15.7
Fall 2014-2015	9	20	232.7	11.2	235	230.9	14.1	***228.4***	9.9	**236.2**	12.1	232.5	14.1

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

Annotation Key

4 **Optional Grouping:** You may choose to disaggregate results by gender or ethnicity and, in certain cases, by special program.

6 **Mean RIT:** The group's average score for the content area in the given term.

7 **Median RIT:** The group's middle score for the content area in the given term.

8 **Standard Deviation:** The variability of scores within this group. A larger standard deviation reflects a wider range of scores.

District Summary
Aggregate by District

NWEA
Northwest Evaluation Association
Partnering to help all kids learn

District Summary Report

Aggregate by District

Term: Fall 2014–2015
District: NWEA Sample District 3
Grouping: None
5 Small Group Display: No

Mathematics

Math Survey w/ Goals 6+ Common Core 2010 V2

Goal Performance

			6	8	7	Real and Complex Number Systems		Algebraic Thinking		Statistics and Probability		Geometry	
Term	Grade	Student Count	Mean RIT	Std Dev	Median	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2014-2015	2	137	179.4	11.3	180	176.9	14.1	177.2	13.9	180.5	13.0	**183.0**	12.6
Fall 2014-2015	3	148	188.8	11.8	189	189.3	14.6	***184.6***	13.3	191.6	14.8	189.7	13.8
Spring 2013-2014	3	135	186.7	11.4	185	**190.3**	14.2	185.7	13.0	***181.2***	13.8	189.6	13.3
Fall 2013-2014	3	124	173.8	10.6	172	173.9	13.0	172.6	14.7	**177.5**	12.1	171.2	13.5
Spring 2013-2014	6	119	212.8	14.5	213	212.2	17.6	212.4	15.9	212.8	18.1	213.8	16.0
Fall 2013-2014	6	110	205.3	13.2	206	205.2	15.5	202.7	15.9	206.5	14.9	206.8	15.7

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

Annotation Key

5 **Small Group Display:** Summary groups of fewer than ten students will not display unless you select this option while generating your report.

6 **Mean RIT:** The group's average score for the content area in the given term.

7 **Median RIT:** The group's middle score for the content area in the given term.

8 **Standard Deviation:** The variability of scores within this group. A larger standard deviation reflects a wider range of scores.

Grade

NWEA
Northwest Evaluation Association
Partnering to help all kids learn

Grade Report

Grade 7

Term: Fall 2015–2016
District: NWEA Sample District 3
School: Mt. Bachelor Middle School

1 **Norms Reference Data:** 2015
Weeks of Instruction: 4 (Fall 2015) 3
4 **Grouping:** None
Small Group Display: No 5

Mathematics

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

Summary	
Total Students with Valid Growth Test Scores	16
6 Mean RIT	232.9
8 Standard Deviation	16
District Grade Level Mean RIT	230
Students At or Above District Grade Level Mean RIT	7
Norm Grade Level Mean RIT	222.6
Students At or Above Norm Grade Level Mean RIT	10

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		6 Mean RIT (+/- Smp Err)	10 Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
MAP: Math 6+ Common Core 2010 V2/Common Core Mathematics K-12: 2010	1	6%	3	19%	5	31%	2	13%	5	31%	229-**233**-237	16
11 Goal Area												
Real and Complex Number Systems	1	6%	4	25%	5	31%	1	6%	5	31%	227-**231**-236	16.5
Algebraic Thinking	3	19%	2	13%	3	19%	3	19%	5	31%	227-**232**-238	21.2
Statistics and Probability	1	6%	1	6%	5	31%	4	25%	5	31%	232-**236**-240	16.9
Geometry	1	6%	4	25%	2	13%	4	25%	5	31%	229-**233**-237	15.3

Annotation Key

1 **Norms Reference Data:** Indicates which NWEA norming study your report data draws upon. NWEA highly recommends using 2015 normative data.

3 **Weeks of Instruction:** Number of instructional weeks prior to testing, as set by your district administrator.

4 **Optional Grouping:** You may choose to disaggregate results by gender or ethnicity and, in certain cases, by special program.

5 **Small Group Display:** Summary groups of fewer than ten students will not display unless you select this option while generating your report.

6 **Mean RIT:** The group's average score for the content area in the given term.

8 **Standard Deviation:** The variability of scores within this group. A larger standard deviation reflects a wider range of scores.

10 **Sampling Error:** An estimate of the amount of error in an aggregate statistic (commonly the mean) attributed to calculating the statistic on a population sample rather than the entire population. The larger the group, the lower the sampling error.

11 **Goal Performance Area:** The students' performance in the goal strands tested in this subject. Data will display either by goal strand RIT ranges or descriptors if students took a Survey with Goals test.

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Student Growth Summary

Student Growth Summary Report

Aggregate by School

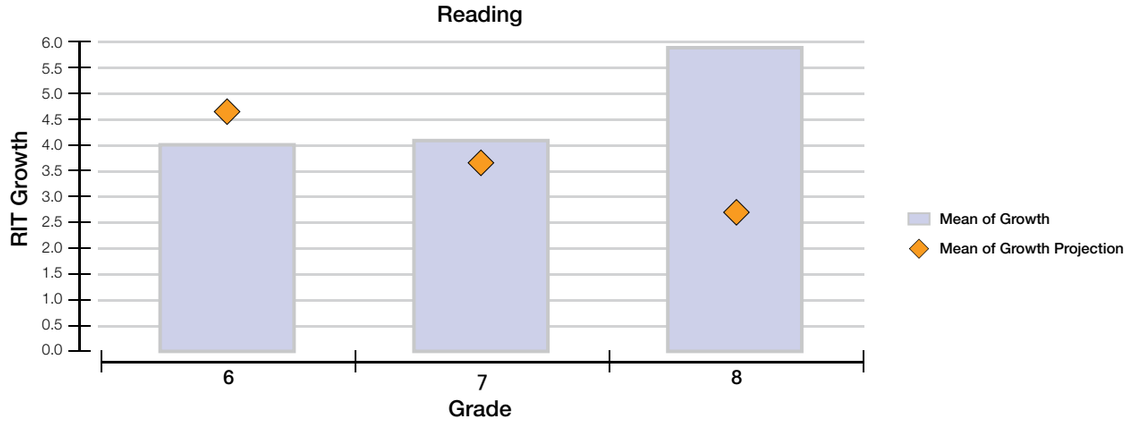
Term: Spring 2014–2015
District: NWEA Sample District 3

1 Norms Reference Data: 2015 School
Growth Comparison Period: Fall 2014 – Spring 2015 (2)
3 Weeks of Instruction: Start – 4 (Fall 2014)
End – 32 (Spring 2015)
Grouping: None (4)
5 Small Group Display: No

Mt. Bachelor Middle School

Reading

	Achievement Status								Growth							
	Fall 2014				Spring 2015				Grade Level						Comparative	
Grade (Spring 2015)	Count	(6) Mean RIT	SD	Percentile	Count	(6) Mean RIT	SD	Percentile	(35) Growth Count	(27) Observed Growth	(28) Observed Growth SE	(26) Projected Growth	(36) Count Met Projected Growth	(33) Percent Met Projected Growth	(38) School Conditional Growth Index	(39) School Conditional Growth Percentile
6	116	213.1	10.7	63	116	217.1	12.9	58	116	4.0	1.6	4.7	73	63	-0.37	35
7	132	220.7	11.6	83	132	224.8	10.5	84	132	4.1	1.4	3.6	85	64	0.28	61
8	101	221.7	11.2	72	101	227.6	11.4	84	101	5.9	1.6	2.6	73	72	1.46	93



Annotation Key

1. **Norms Reference Data:** Indicates which NWEA norming study your report data draws upon. NWEA highly recommends using 2015 normative data.
2. **Growth Comparison Period:** The two terms for which you wish to receive student growth data.
3. **Weeks of Instruction:** Number of instructional weeks prior to testing, as set by your district administrator.
4. **Optional Grouping:** You may choose to disaggregate results by gender or ethnicity and, in certain cases, by special program.
5. **Small Group Display:** Summary groups of fewer than ten students will not display unless you select this option while generating your report.
6. **Mean RIT:** The group's average score for the content area in the given term.
26. **Projected Growth** or **Growth Projection:** The amount the student's RIT score is predicted to change, based on student growth norms. The student's initial score plus projected growth equals projected RIT. The *Student Growth Summary Report* shows grade-level growth projections, which are based on school growth norms.
27. **Observed Growth** or **RIT Growth:** The student's RIT point growth during the growth comparison period. On the *Student Growth Summary Report*, the second term Mean RIT minus the first term Mean RIT is the Observed Growth.
28. **Observed Growth Standard Error:** Amount of measurement error associated with 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 growth would fall within a range defined by the term-to-term growth plus or minus the standard error.
33. **Percentage of Students Who Met or Exceeded Their Projected RIT/Growth:** On the *Achievement Status and Growth Summary Report*, the percentage of students with second-term RIT scores that met or exceeded their individual growth projections. On the *Student Growth Summary Report*, the percentage of students with second-term RIT scores that met or exceeded their grade's growth projection.
35. **Growth Count:** Number of students with valid test events for both terms.
36. **Count Met Projected RIT/Growth:** On the *Achievement Status and Growth Summary Report*, the number of students with second-term RIT scores that met or exceeded their individual growth projections. On the *Student Growth Summary Report*, the number of students with second-term RIT scores that met or exceeded their grade's growth projection.
38. **School Conditional Growth Index:** This index allows for growth comparisons between grades or schools. It incorporates conditions that affect school growth, including weeks of instruction prior to testing and starting grade-level mean RIT scores. A value of zero corresponds to mean growth, indicating growth matched projection.
39. **School Conditional Growth Percentile:** The School Conditional Growth Index translated into national percentile rankings for growth.

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Projected Proficiency Summary

Projected Proficiency Summary Report

Aggregate by District by Grade

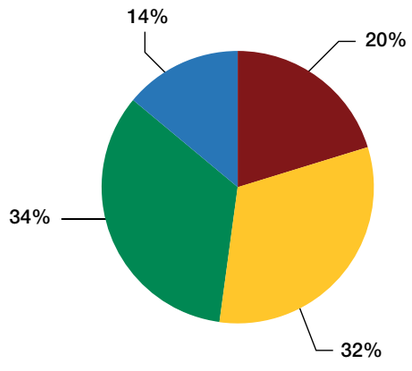
Term: Fall 2015–2016
District: NWEA Sample District 3
4 Grouping: None

Mathematics

State Test Name: CSAP

24

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



Annotation Key

4 Optional Grouping: You may choose to disaggregate results by gender or ethnicity and, in certain cases, by special program.

24 Projected Proficiency Category: Students are grouped in predicted proficiency categories based on NWEA linking studies that align the MAP RIT scale to state assessments.

The MAP College Readiness Benchmarks Study lets you use grade 5–9 students' MAP scores to predict future performance on ACT® achievement tests. NWEA also periodically conducts linking studies to align the MAP RIT scale to state assessments. Visit NWEA.org to find resources for your school.

NWEA
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Partnering to help all kids learn

MAP for Primary Grades Student Report

Lambert, Bret
Student ID: 838838

District:	NWEA Sample District 3
School:	St. Helens Elementary
Teacher:	Sloan, Sue
Class:	Class 01
Date Range:	Nov 14, 2014 to Nov 13, 2015

Sceening: Reading Early Literacy

	Test Date: Nov 11, 2015
Overall Score	60%
Skills/Sub-Skills	
Phonological Awareness	40%
Matching Sounds	20%
Rhyming Sounds	60%
Manipulating Sounds	N/A
Visual Discrimination/Phonics	70%
Visual Discrimination	100%
Letter Identification	40%
Matching Letters to Sounds	N/A
Concepts of Print	70%
Concepts of Print: Pre-K	N/A
Concepts of Print: Beginning K	80%
Concepts of Print: K-1	60%

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

MAP for Primary Grades Student
Skills Checklist

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MAP for Primary Grades Student Report

Lambert, Bret
Student ID: 838838

District:	NWEA Sample District 3
School:	St. Helens Elementary
Teacher:	Sloan, Sue
Class:	Class 01
Date Range:	Nov 14, 2014 to Nov 13, 2015

Skills Checklist: Reading Decoding Patterns – Word Families

	Test Date / Overall Score
	Nov 11, 2015
	50%

Skills/Sub-Skills	
Word Families	50%

ack	100%
imp	100%
ing	0%
ink	0%
ock	0%
old	100%
onk	0%
uck	0%
ump	100%

unk	0%
ank	0%
ash	100%
ell	100%
est	100%
ick	100%
ight	0%
ild	0%
ill	100%

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

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MAP for Primary Grades Class

NWEA
Northwest Evaluation Association
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Class Report

Saba, Howard
1st Grade Homeroom

Term Rostered:	Fall 2015–2016
Term Tested:	Fall 2015–2016
District:	NWEA Sample District 3
School:	St. Helens Elementary
1 Norms Reference Data:	2015
Weeks of Instruction:	4 (Fall 2015) **3**
5 Small Group Display:	No

Reading

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

Summary	
Total Students with Valid Growth Test Scores	14
6 Mean RIT	154.4
7 Median RIT	157
8 Standard Deviation	15.8
District Grade Level Mean RIT	159
Students At or Above District Grade Level Mean RIT	7
Norm Grade Level Mean RIT	160.7
Students At or Above Norm Grade Level Mean RIT	6

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		**6** **10** Mean RIT (+/- Smp Err)	Median RIT	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%			
MAP: Reading Primary Grades Common Core 2010/ Common Core English Language Arts K-12: 2010	4	29%	3	21%	2	14%	4	29%	1	7%	148-**154**-202	157	15.8
11 Goal Area													
Foundational Skills	2	14%	1	7%	6	43%	4	29%	1	7%	148-**155**-202	158	18.1
Language and Writing	1	7%	3	21%	5	36%	4	29%	1	7%	145-**152**-160	157	17.1
Literature and Informational	1	7%	2	14%	5	36%	6	43%	0	0%	150-**155**-160	157	12.0
Vocabulary Use and Functions	1	7%	5	36%	3	21%	4	29%	1	7%	143-**151**-159	154	18.0

Annotation Key

1 Norms Reference Data: Indicates which NWEA norming study your report data draws upon. NWEA highly recommends using 2015 normative data.

3 Weeks of Instruction: Number of instructional weeks prior to testing, as set by your district administrator.

5 Small Group Display: Summary groups of fewer than ten students will not display unless you select this option while generating your report.

6 Mean RIT: The group's average score for the content area in the given term.

7 Median RIT: The group's middle score for the content area in the given term.

8 Standard Deviation: The variability of scores within this group. A larger standard deviation reflects a wider range of scores.

10 Sampling Error: An estimate of the amount of error in an aggregate statistic (commonly the mean) attributed to calculating the statistic on a population sample rather than the entire population. The larger the group, the lower the sampling error.

11 Goal Performance Area: The students' performance in the goal strands tested in this subject. Data will display either by goal strand RIT ranges or descriptors if students took a Survey with Goals test.

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MAP for Primary Grades Class

NWEA
Northwest Evaluation Association
Partnering to help all kids learn

Class Report

Saba, Howard
1st Grade Homeroom

Term Rostered:	Fall 2015–2016	**Norms Reference Data:**	2015
Term Tested:	Fall 2015–2016	**Weeks of Instruction:**	4 (Fall 2015)
District:	NWEA Sample District 3	**Small Group Display:**	No
School:	St. Helens Elementary		

Reading

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

(11) **Goal Performance:**
A. Foundational Skills
B. Vocabulary Use and Functions
C. Literature and Informational
D. Language Writing

Name (Student ID)	Gr	Test Date	(13) RIT (+/- Std. Err) (9)	(14) Percentile (+/- Std Err)	(15) Lexile® Range	Test Duration	A	B	C	D
Runtzel, Cedur R. (S11002304)	1	09/17/15	111-**114**-117	1-**1**-1	BR	22 m	*96-117* (17)	*97-113*	**112-127**	*97-118*
Wilke, Cathi L. (S11001866)	1	09/17/15	134-**138**-142	2-**4**-8	BR	17 m	*122-137*	132-149	**147-158** (16)	**149-164**
Landing, Meyarah H. (S11001915)	1	09/17/15	136-**139**-142	3-**5**-8	BR	24 m	**138-153**	*127-141*	**138-153**	*124-139*
Bright, Alexander R. (S11001999)	1	09/17/15	145-**148**-151	12-**17**-23	BR	25 m	**150-165**	139-154	**145-160**	*124-141*
Stoefen, Rosie E. (S11001997)	1	09/17/15	148-**151**-154	17-**23**-30	BR	33 m	**147-163**	*134-151*	**159-176**	145-161
Colandonato, Lenny R. (S11001961)	1	09/17/15	152-**155**-158	25-**33**-42	BR	35 m	148-163	145-160	146-162	148-162
Sagmoen, Maegann N. (S11002000)	1	09/17/15	152-**155**-158	25-**33**-42	BR	55 m	**153-168**	*138-153*	**151-166**	*142-157*
Sorensen, Kaye E. (S11002062)	1	09/17/15	157-**160**-163	39-**48**-57	BR	48 m	150-165	150-165	**157-172**	151-166
Colon-Pagan, Teidah H. (S11001966)	1	09/17/15	159-**162**-165	45-**54**-63	BR	57 m	154-168	**160-175**	157-171	*150-165*
Schuessler, Doyce E. (S11001883)	1	09/17/15	162-**165**-168	54-**63**-71	BR	42 m	**161-176**	*149-163*	*156-170*	157-171
Lonsky, Sinaca-Ski I. (S11001940)	1	09/17/15	163-**166**-169	57-**66**-74	BR	46 m	157-173	*156-170*	157-171	*153-168*
Lambert, Bret T. (S11001923)	1	09/17/15	164-**167**-170	60-**69**-76	BR-53	38 m	**172-187**	158-173	*142-157*	*155-170*
Vigne, Dade E. (S11001916)	1	09/17/15	166-**169**-172	66-**74**-81	BR-100	64 m	*148-165*	161-175	*154-169*	161-178
Denewith Mcgee, Kerry R. (S11002205)	1	09/17/15	170-**173**-176	76-**83**-88	18-168	68 m	*161-176*	**169-183**	*147-164*	163-179

Annotation Key

(9) **Standard Error of Measurement:** A precision estimate of an individual's achievement score. The smaller the standard error, the more precise the achievement estimate.

(11) **Goal Performance Area:** The students' performance in the goal strands tested in this subject. Data will display either by goal strand RIT ranges or descriptors if students took a Survey with Goals test.

(13) **RIT Range:** A range of RIT scores defined by the student's RIT score plus and minus one standard error of measurement. If the student took the test again relatively soon, you could expect his or her score to fall within this range about 68% of the time.

(14) **Percentile:** The percentage of students in the NWEA national norm sample, for this grade and subject area, that this student's score equaled or exceeded.

(15) **Lexile® Range:** A score (displayed as a 150-point range) resulting from a regression analysis of the NWEA Reading RIT scale and the MetaMetrics® Lexile® scale. This range helps you identify level-appropriate reading material for individual students.

(16) **Goal Area of Relative Strength (Student):** A goal area score appears in **bold** when the midpoint of the student's goal area RIT range is three or more RIT points higher than the student's overall RIT score.

(17) **Goal Area of Relative Weakness (Student):** A goal area score appears in *italics* when the midpoint of the student's goal area RIT range is three or more RIT points lower than the student's overall RIT score.

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MAP for Primary Grades Class Breakdown by RIT

Class Breakdown by RIT Report

NWEA
Northwest Evaluation Association
Partnering to help all kids learn

District:	NWEA Sample District 3
Term Rostered:	Fall 2015–2016
Term Tested:	Fall 2015–2016
School:	St. Helens Elementary
Instructor:	Saba, Howard
Class:	TF060018 Saba Homeroom 1(A)

Modify Options

Select a subject in this report to view a Class Breakdown by Goal report.

Class Breakdown by RIT | Create a PDF version of this report | Legal 8½" × 14" | Create PDF Report

Subject	Overall Score 18							
	<121	121–130	131–140	141–150	151–160	161–170	171–180	181+
Mathematics			M. H. Landing (131)	A. R. Bright (141) T. H. Colon-Pagan (150)	M. N. Sagmoen (152) R. E. Stoefen (155) D. E. Schuessler (155)	K. E. Sorensen (163) S. I. Lonsky (165) L. R. Coladonato (167)	K. E. Denewith McGee (175)	D. E. Vigne (182) B. T. Lambert (184)
Reading	C. R. Runtzel (114) 18		C. L. Wilke (138) M. H. Landing (139)	A. R. Bright (148)	R. E. Stoefen (151) L. R. Coladonato (155) M. N. Sagmoen (155) K. E. Sorensen (160)	T. H. Colon-Pagan (162) D. E. Schuessler (165) S. I. Lonsky (166) B. T. Lambert (167) D. E. Vigne (169)	K. E. Denewith McGee (173)	

Annotation Key

18 **Overall Score:** Students' overall RIT scores for each subject appear in parentheses following their names.

MAP for Primary Grades Class Breakdown by Goal

Class Breakdown by Goal Report

NWEA
Northwest Evaluation Association
Partnering to help all kids learn

District: NWEA Sample District 3
Term Rostered: Fall 2015–2016
Term Tested: Fall 2015–2016
School: St. Helens Elementary
Instructor: Saba, Howard
Class: TF060018 Saba Homeroom 1(A)

Modify Options

You may select the student's name, RIT band, or the goal name to drill down to the Learning Continuum Class View to see learning statements for the data that was selected.

Class Breakdown by: Goal
Subject: Reading

Create a PDF version of this report: Legal 8½" × 14" — Create PDF Report

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

Goal	Goal Score 19							
	<111	111-120	121-130	131-140	141-150	151-160	161-170	171-180
Literature and Informational		C. R. Runtzel (114)			B. T. Lambert (167) M. H. Landing (139)	C. L. Wilke (138) A. R. Bright (148) L. R. Coladonato (155) M. N. Sagmoen (155) K. R. Denewith Mcgee (173)	R. E. Stoefen (151) K. E. Sorensen (160) T. H. Colon-Pagan (162) D. E. Schuessler (165) S. I. Lonsky (166) D. E. Vigne (169)	
Foundational Skills	C. R. Runtzel (114)		C. L. Wilke (138)		M. H. Landing (139)	A. R. Bright (148) R. E. Stoefen (151) L. R. Coladonato (155) M. N. Sagmoen (155) K. E. Sorensen (160) D. E. Vigne (169)	T. H. Colon-Pagan (162) D. E. Schuessler (165) S. I. Lonsky (166) K. R. Denewith Mcgee (173)	B. T. Lambert (167)
Vocabulary Use and Functions	C. R. Runtzel (114)			C. L. Wilke (138) M. H. Landing (139)	A. R. Bright (148) R. E. Stoefen (151) M. N. Sagmoen (155)	L. R. Coladonato (155) K. E. Sorensen (160) D. E. Schuessler (165)	T. H. Colon-Pagan (162) S. I. Lonsky (166) B. T. Lambert (167) D. E. Vigne (169)	K. R. Denewith Mcgee (173)
Language and Writing	C. R. Runtzel (114)			M. H. Landing (139) A. R. Bright (148)	M. N. Sagmoen (155)	C. L. Wilke (138) R. E. Stoefen (151) L. R. Coladonato (155) K. E. Sorensen (160) T. H. Colon-Pagan (162)	D. E. Schuessler (165) S. I. Lonsky (166) B. T. Lambert (167) D. E. Vigne (169)	K. R. Denewith Mcgee (173)

20

Annotation Key

19 **Goal Score:** Students' scores for each goal area within a subject appear in ten-point RIT bands.

20 **Goal Strands Tested:** Click a goal strand to access the Learning Continuum Class View for the entire class. Click a student name to access the Learning Continuum Class View for that student.

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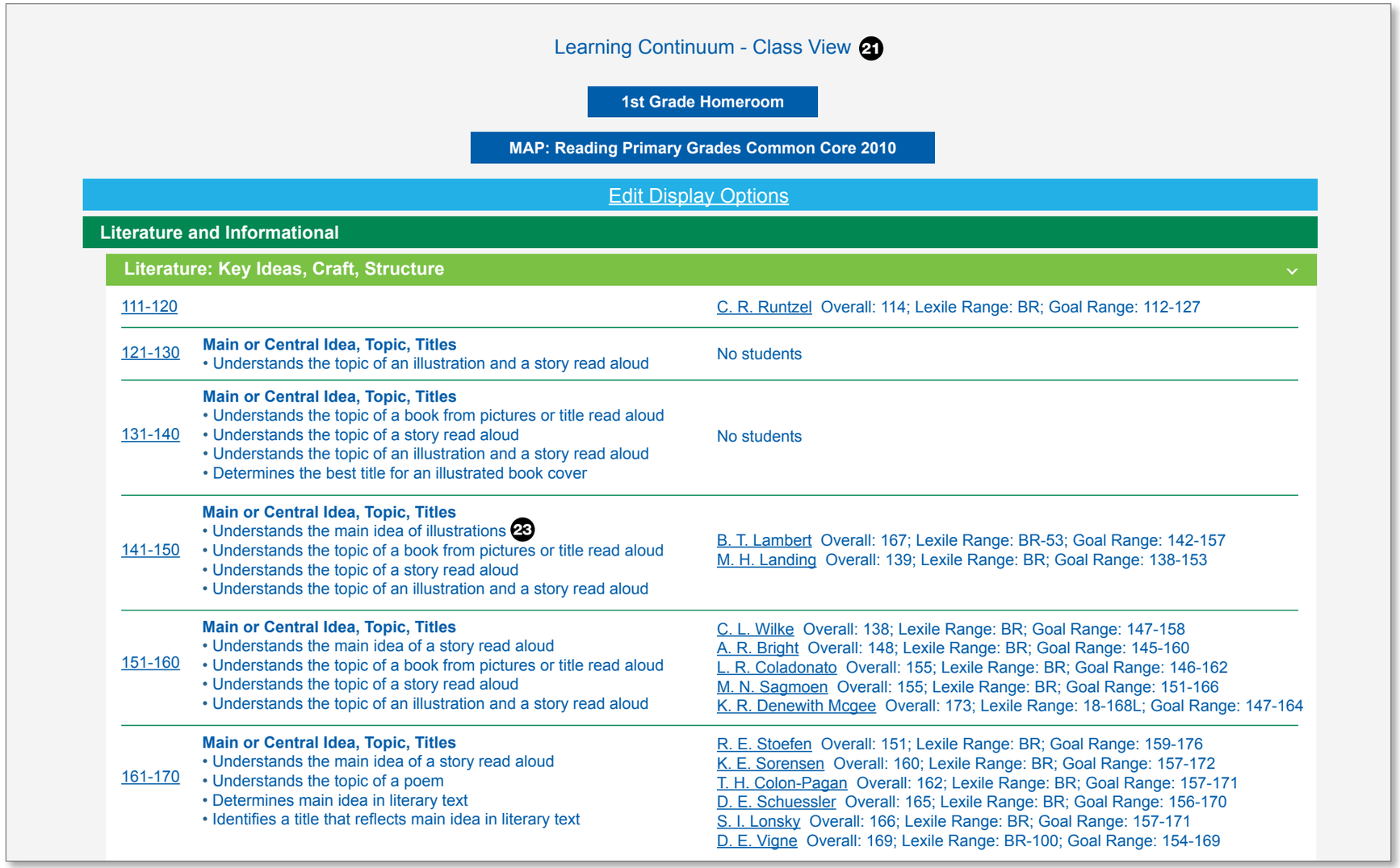
Learning Continuum Class View: Reading*



Learning Continuum - Class View 21

1st Grade Homeroom

MAP: Reading Primary Grades Common Core 2010

Edit Display Options

Literature and Informational

Literature: Key Ideas, Craft, Structure

111-120		C. R. Runtzel Overall: 114; Lexile Range: BR; Goal Range: 112-127
121-130	**Main or Central Idea, Topic, Titles** • Understands the topic of an illustration and a story read aloud	No students
131-140	**Main or Central Idea, Topic, Titles** • Understands the topic of a book from pictures or title read aloud • Understands the topic of a story read aloud • Understands the topic of an illustration and a story read aloud • Determines the best title for an illustrated book cover	No students
141-150	**Main or Central Idea, Topic, Titles** • Understands the main idea of illustrations 23 • Understands the topic of a book from pictures or title read aloud • Understands the topic of a story read aloud • Understands the topic of an illustration and a story read aloud	B. T. Lambert Overall: 167; Lexile Range: BR-53; Goal Range: 142-157 M. H. Landing Overall: 139; Lexile Range: BR; Goal Range: 138-153
151-160	**Main or Central Idea, Topic, Titles** • Understands the main idea of a story read aloud • Understands the topic of a book from pictures or title read aloud • Understands the topic of a story read aloud • Understands the topic of an illustration and a story read aloud	C. L. Wilke Overall: 138; Lexile Range: BR; Goal Range: 147-158 A. R. Bright Overall: 148; Lexile Range: BR; Goal Range: 145-160 L. R. Coladonato Overall: 155; Lexile Range: BR; Goal Range: 146-162 M. N. Sagmoen Overall: 155; Lexile Range: BR; Goal Range: 151-166 K. R. Denewith Mcgee Overall: 173; Lexile Range: 18-168L; Goal Range: 147-164
161-170	**Main or Central Idea, Topic, Titles** • Understands the main idea of a story read aloud • Understands the topic of a poem • Determines main idea in literary text • Identifies a title that reflects main idea in literary text	R. E. Stoefen Overall: 151; Lexile Range: BR; Goal Range: 159-176 K. E. Sorensen Overall: 160; Lexile Range: BR; Goal Range: 157-172 T. H. Colon-Pagan Overall: 162; Lexile Range: BR; Goal Range: 157-171 D. E. Schuessler Overall: 165; Lexile Range: BR; Goal Range: 156-170 S. I. Lonsky Overall: 166; Lexile Range: BR; Goal Range: 157-171 D. E. Vigne Overall: 169; Lexile Range: BR-100; Goal Range: 154-169

Annotation Key

21 **The Learning Continuum Class View:** The Class View groups students by RIT score bands to show the skills and concepts they are ready to learn.

23 **Learning Statements:** Skills and concepts to reinforce, develop, and introduce with students.

* Image has been modified to demonstrate functionality. Actual in-product screens will be slightly different. Learning statements in this example may differ slightly from in-product learning statements.

MAP for Primary Grades Class
Screening

NWEA
Northwest Evaluation Association
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MAP for Primary Grades Class Report

Sloan, Sue
Class 01

District: NWEA Sample District 3
School: St. Helens Elementary
Date Range: Dec 19, 2014 to Dec 18, 2015

Screening: Reading Early Literacy

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

40

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

Annotation Key

40 Segmented Bar Graph: Shows the number of students who scored within each percentage range—low, medium, and high.

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MAP for Primary Grades Sub-Skill Performance Report

Sloan, Sue
Class 01

District: NWEA Sample District 3
School: St. Helens Elementary
Date Range: Dec 19, 2014 to Dec 18, 2015

Skills Checklist: Math Computation – 20 Numbers

Low

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

Medium

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

High

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

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

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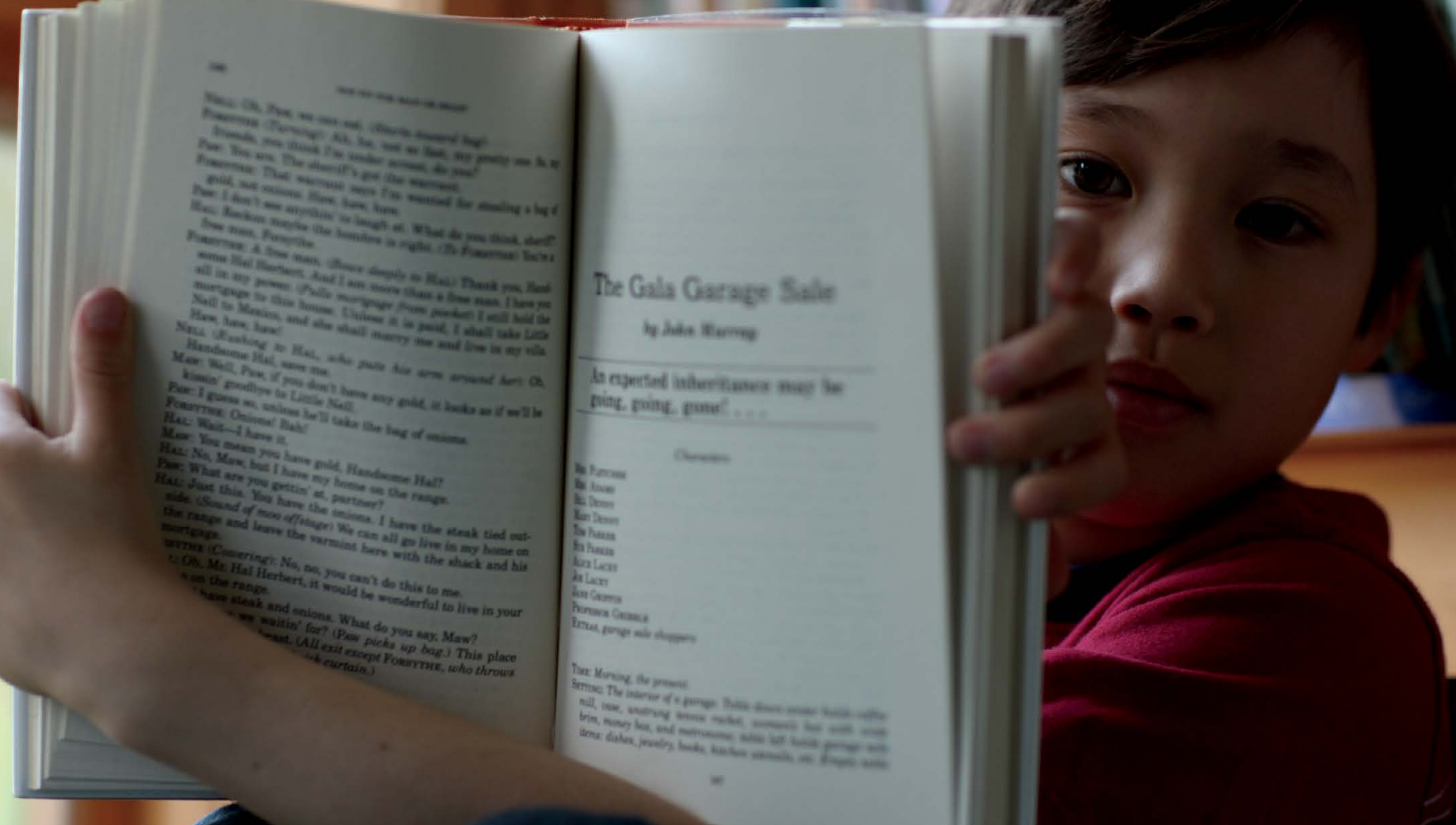
The Gala Garage Sale
by John Warrap
An expected inheritance may be going, going, gone! . . .

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