



Virginia Department of Education

RFP for Student Growth Assessments (# DOE-SGA-2012-15)

October 29, 2012

Appendices - Redacted Copy

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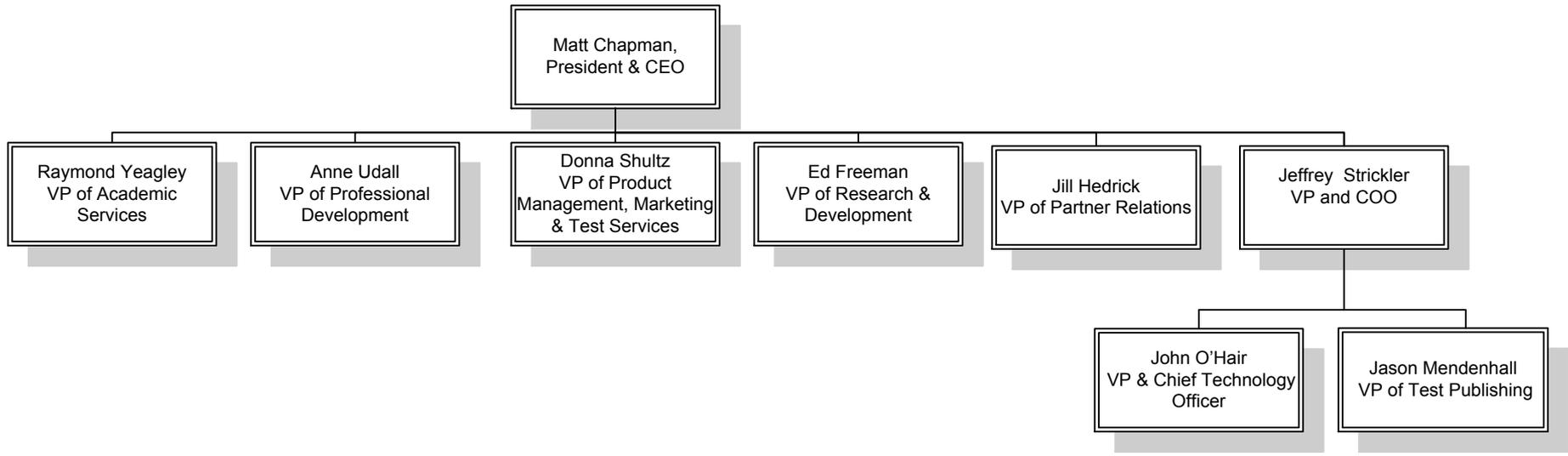
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Submitted on CD with this proposal:

- NWEA’s Technical Manual*
- NWEA’s 2011 Norms Study*

*These materials are designated Confidential and Proprietary. NWEA requests that this information and these documents be held confidentially by the Virginia Department of Education and not released to the public to the extent allowed by law. Should the Virginia Department of Education receive a request for this information, NWEA requests that it be notified in advance and have the opportunity to take all appropriate means to maintain this information as confidential and not for release to the public prior to any release of the information or documents by the Virginia Department of Education.





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Northwest Evaluation Association

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Measures of Academic Progress® (MAP®) Administration Workshop Overview: Web-Based MAP®

The MAP Administration workshop is designed for new partners. During the workshop, participants will learn how to implement and administer MAP and/or MAP for Primary Grades assessments. They will also learn how adaptive testing measures student progress and identifies instructional needs.

On-site Workshop Preparations

Invite up to 40 participants per facilitator, including the MAP Leadership Team (made up of leaders responsible for curriculum and instruction). Participants will receive resources to share workshop concepts and content to others within their schools and district.

Invite up to 10 MAP Leadership Team representatives. They should attend the entire day, including one hour before and one hour after the Main Workshop Module.

Pre-Workshop Online Trainings

- The following online trainings are accessible from the MAP Administration and Reporting Center (MARC) home page.

MAP Introduction	
For all participants	How MAP benefits your students (5 min)
Proctor Quick Start	
For Proctors and Data Administrators	How to start and supervise testing (6 min)
Proctor Tools	
For Proctors and Data Administrators	Details on how to prepare and interrupt testing (11 min)
Adding Students and Staff	
For Data Administrators	How to import students, teachers, and others (10 min)

Suggested Schedule for Workshop

- 8:00 - 8:45 MAP Leadership Team, Part I (separate room)
- 9:00 - 11:45 Main Workshop Module
- 11:45 - 12:45 Lunch
- 12:45 - 3:00 Main Workshop Module, continued
- 3:15 - 4:00 MAP Leadership Team, Part 2

Materials for Workshop: Main Workshop Module Setup

- Chart pack, easel, and markers
- Highlighters, tape, and 3x3 sticky notes
- Projector, screen, and a computer with Internet access, speakers, and Windows® Media Player installed (for the facilitator)
- Tables and comfortable adult chairs

Materials for Workshop: Computer Lab Setup

- One computer per participant (confirm that pop-up blockers are disabled on all computers)
- Internet access
- Adobe® Flash® Player 10.2 or higher installed
- Adobe® Reader® or another PDF reader installed

On-site Workshop Components

Please use this information as a workshop agenda.

MAP Leadership Team Module, Part 1 (one hour, including 15-minute transition break)

Up to 10 members of the MAP Leadership Team meet with an NWEA facilitator to:

- Create a logistics plan to share with staff in the afternoon.
- Identify outcomes for using MAP, which helps the facilitator connect with all staff.

Main Workshop Module (five hours, including two 15-minute breaks)

Section 1: What is it?

In this discovery learning experience, participants uncover key characteristics of MAP (and MAP for Primary Grades, if applicable) assessments, the RIT scale, and reports and resources to aid instruction.

- **Computer Lab Experience, Part 1 (30 minutes)**
Participants will have a hands-on experience with MAP assessments.

Section 2: What do I get?

Participants learn how to interpret key reports and access resources.

- **Computer Lab Experience, Part 2 (30 minutes)**
Participants learn how to locate online resources in MARC.

Section 3: How do I make it happen?

Participants review the logistics plan from the MAP Leadership Team and review instructor roles and responsibilities, including a plan for engaging students and parents, accommodations, and proctor-instructor team for testing.

Section 4: What are the possibilities?

Participants learn how to successfully utilize MAP data.

MAP Leadership Team Module, Part 2 (one hour, including 15-minute transition break)

The MAP Leadership Team will reconvene with facilitator to:

- Finish planning any remaining implementation tasks.
- Debrief and answer questions.
- Review staff feedback to determine which professional development support is needed, if any, to help implement ideas and utilize MAP data.

Measures of Academic Progress® (MAP®) Administration

Workshop Overview: Client-Server MAP®



The MAP Administration workshop is designed for new partners. During the workshop, participants will learn how to implement and administer MAP and/or MAP for Primary Grades assessments. They will also learn how adaptive testing measures student progress and identifies instructional needs.

On-site Workshop Preparations

Invite up to 40 participants per facilitator, including the MAP Leadership Team (made up of leaders responsible for curriculum and instruction). Participants will receive resources to share workshop concepts and content to others within their schools and district.

Invite up to 10 MAP Leadership Team representatives. They should attend the entire day, including one hour before and one hour after the Main Workshop Module.

Pre-Workshop Online Trainings

- To access online trainings, visit NWEA.org > Partner Support > Professional Development > Online Training.

MAP Basics	
For all participants (30 min.)	Covers MAP system and NWEA assessment basics—foundation knowledge for all workshops.
MAP Proctor Training	
For Proctors (30 min.)	Covers the skills, knowledge, and resources necessary for successful proctoring. Training is divided into two sections: proctoring MAP assessments and proctoring MAP for Primary Grades assessments.
Enrolling for a Test Term (CRF/SPF)	
For CRF Coordinators (30 min.)	Covers how to create error-free CRFs and SPFs and ensure a timely enrollment process.
Using NTE Admin 2	
For MAP and/or Technical Coordinators (20 min.)	Covers how to add new students, upload test results, and download student, test, and school data.

Suggested Schedule for Workshop

- 8:00 – 8:45 MAP Leadership Team, Part I (separate room)
- 9:00 – 11:45 Main Workshop Module
- 11:45 – 12:45 Lunch
- 12:45 – 3:00 Main Workshop Module, continued
- 3:15 – 4:00 MAP Leadership Team, Part 2

Materials for Workshop: Main Workshop Module Setup

- Chart pack, easel, and markers
- Highlighters, tape, and 3x3 sticky notes
- Projector, screen, and a computer with Internet access, speakers, and Windows® Media Player installed (for the facilitator)
- Tables and comfortable adult chairs

Materials for Workshop: Computer Lab Setup

- One computer per participant
- Internet access
- NWEA's Training Package installed in computers*
- Adobe® Reader® or another PDF reader installed in computers (to access online reports)

*Installation instructions are in the Getting Started with NWEA checklist. If you need assistance, please contact Technical Support at 877-469-3287.

On-site Workshop Components

Please use this information as a workshop agenda.

MAP Leadership Team Module, Part 1 (one hour, including 15-minute transition break)

Up to 10 members of the MAP Leadership Team meet with an NWEA facilitator to:

- Create a logistics plan to share with staff in the afternoon.
- Identify outcomes for using MAP, which helps the facilitator connect with all staff.

Main Workshop Module (five hours, including two 15-minute breaks)

Section 1: What is it?

In this discovery learning experience, participants uncover key characteristics of MAP (and MAP for Primary Grades, if applicable) assessments, the RIT scale, and reports and resources to aid instruction.

– Computer Lab Experience, Part 1 (30 minutes)

Participants will have a hands-on experience with MAP assessments.

Section 2: What do I get?

Participants learn how to interpret key reports and access resources.

– Computer Lab Experience, Part 2 (30 minutes)

Participants learn how to locate online resources from NWEA.org and the NWEA Reports Site.

Section 3: How do I make it happen?

Participants review the logistics plan from the MAP Leadership Team and review teacher roles and responsibilities, including a plan for engaging students and parents, accommodations, and proctor-teacher team for testing.

Section 4: What are the possibilities?

Participants learn how to successfully utilize MAP data.

MAP Leadership Team Module, Part 2 (one hour, including 15-minute transition break)

- The MAP Leadership Team will reconvene with facilitator to:
 - Finish planning any remaining implementation tasks.
 - Debrief and answer questions.
 - Review staff feedback to determine which professional development support is needed, if any, to help implement ideas and utilize MAP data.



FLUVANNA COUNTY PUBLIC SCHOOLS

14455 JAMES MADISON HIGHWAY

PALMYRA, VIRGINIA 22963

DIRECTOR OF TESTING AND ACCOUNTABILITY

(434) 589-8208 Fax: (434) 589-2248

October 23, 2012

Dear Reviewers (RFP# DOE-SGA-2012-15):

As Director of Testing and Accountability in Fluvanna County and educator in Virginia for over twenty-five years, I am writing to express my full support of the North West Education Association's (NWEA) Measures of Academic Progress (MAP) assessment. Over the past nine years I have actively incorporated and introduced the MAP assessments into three districts (Madison County, Charlottesville City, and Fluvanna County), presented it to other districts for review, and have worked with numerous private schools to utilize the tool with their unique populations. I feel very strongly that the MAP assessments and corresponding growth measures (which are criterion based & provide a direct link back to the instructional needs of the individual) are by far the best tool that educators currently have to monitor student growth in Reading and Mathematics.

Over the past year, Fluvanna County utilized the MAP assessments as part of Standard 7 (Student Achievement) as we participated in the Virginia Teacher Evaluation Pilot. In using the MAP assessment, corresponding reports, and virtually based professional development we have become more aware as a district of student needs. This in turn has changed the discussion with more focus on how to impact instruction to increase the success of our students. The MAP reports provide teachers, school and district administrators the means to discuss all students and the trends that become evident through longitudinal data that is based on student growth and reflected in measures of teacher effectiveness. One example of this was through reviewing student performance in subgroups it became apparent that attempts at remediation and interventions were fairly ineffective and not leading to growth that would "close the gap." The MAP data highlighted this troubling trend and provided staff with direct instructional information into what skills were missing and stimulated "data-inspired" discussion as to what was needed in order to meet the goals that we set with our students. We might not have met the end goal of all students excelling, but the cultural change in our schools is clearly evident and this is making our staff more reflective of our instruction.

It is worth noting that NWEA calls us "partner" and indeed the respect that NWEA conveys regardless of the size of the school or how silly the question is commendable. The immediate feedback, ease of administration, access to meaningful reports, and the array of accessible information and professional development experiences makes this organization and tool exemplary. If I can be of any further assistance on this matter I hope that you will not hesitate to contact me.

Sincerely,


Jamie Mathieson, Ph.D.

The Fluvanna County School Board does not discriminate on the basis of race, color, ethnicity, religion, age, national origin, marital status, disability, sex, status of a parent, or any other legally protected status in the provision of employment services, programs, activities or treatment. The Assistant Superintendent is designated as the responsible person (Compliance Officer) regarding assurances of nondiscrimination. Any complaint alleging discrimination based on a disability shall be directed to the Director for Student Services (the Section 504 Coordinator). Both may be reached at the following address: 14455 James Madison Highway, Palmyra, VA 22963; telephone (434) 589-8208. The Fluvanna County School Board is an Equal Opportunity Employer.



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Measures of Academic Progress (MAP) Virginia State-Aligned Version 3

The NWEA Goal Structure is a document that represents the content and structure of a state’s standards documents. Goal structures are created through an alignment process that links state standards documents to the NWEA item bank. The MAP tests and associated reports for teachers and students are based upon this structure and alignment.

The alignment process begins with a thorough review of a state’s standards documents by NWEA’s curriculum specialists. The general goal areas or strands within a state’s standards that appear across grade levels become the goals in the goal structure (indicated below as bold). Areas in a state’s standards documents that are determined to be sub-domains of the goals/strands become the sub-goals in the goal structure (indented under each goal below).

Goal and sub-goal names from the Goal Structure are shortened for technical reasons to create the headings in DesCartes. Report Names are shortened further to accommodate report specifications.

Mathematics 2-5 Goal Structure	Mathematics 2-5 DesCartes	Mathematics 2-5 Report Names
Number and Number Sense	Number and Number Sense	Number and Number Sense
Whole number concepts, place value, number patterns, and prime and composite numbers: Identify and write the ordinal numbers; count forward by ones, twos, fives, and tens and backward by ones; read and write six-digit numerals and identify the place value and value of each digit; compare and round whole numbers expressed through millions; identify and describe the characteristics of even, odd, prime and composite numbers; recognize and use the inverse relationships between addition/subtraction and multiplication/division to complete basic fact sentences and solve problems.	Whole Number Concepts	
Fraction concepts, decimals, and rounding decimals: Name and write fractions represented by a model; represent equivalent fractions; recognize and name fractions in their equivalent decimal form and vice versa; compare and order fractions and decimals; read, write, represent, and identify decimals expressed through thousandths; round decimals to the nearest whole number, tenth, and hundredth.	Fraction and Decimal Concepts	

Computation and Estimation	Computation and Estimation	Computation and Estimation
<p>Whole number operations, factors and multiples, multistep applications, order of operations: Add, subtract, multiply, and divide; estimate sums, differences, products, and quotients; solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division; evaluate whole number numerical expressions, using the order of operations limited to parentheses, addition, subtraction, multiplication, and division; determine least common multiple and greatest common factor.</p>	<p>Whole Numbers: Operations & Applications</p>	
<p>Fraction and decimal operations: Add and subtract fractions having like and unlike denominators and simplify the resulting fractions, using common multiples and factors; solve single-step and multistep practical problems involving addition and subtraction with fractions and mixed numbers and express answers in simplest form; find the sum, difference, product, and quotient of two numbers expressed as decimals; solve single-step and multistep practical problems involving decimals.</p>	<p>Fractions & Decimals: Operations & Applications</p>	
Measurement	Measurement	Measurement
<p>U.S. Customary and metric units, instruments and attributes, nonstandard measurement, volume, linear measurement, weight/mass, equivalence: Estimate and measure liquid volume, weight/mass, and length; identify equivalent measurements within the U.S. Customary system and within the metric system; estimate and then measure to solve problems; choose an appropriate unit of measure; identify the instruments used to measure length, weight, time, and temperature; compare two objects or events, using direct comparisons or nonstandard units of measure.</p>	<p>Volume; Linear, and Weight/Mass</p>	

Time, money, and temperature: Tell time to the nearest minute, using analog and digital clocks; identify equivalent periods of time; determine an amount of elapsed time; determine the value of a collection of bills and coins, compare the value of the bills and coins, and make change; read temperature to the nearest degree from a Celsius thermometer and a Fahrenheit thermometer.	Time, Money, and Temperature	
Perimeter, area, volume, circles, and angles: Estimate and find perimeter, area, and volume in standard units of measure; solve practical problems with perimeter, area, and volume; count the number of square units needed to cover a given surface in order to determine area; differentiate among perimeter, area, and volume; identify and describe the diameter, radius, and circumference of a circle; measure right, acute, obtuse, and straight angles.	Perimeter, Area, Volume, Circles, & Angles	
Geometry	Geometry	Geometry
Characteristics of plane and solid figures, classification, and subdividing: Identify, describe, compare, and contrast characteristics of plane and solid geometric figures; describe the location of one object relative to another; classify triangles and angles; identify and describe representations of points, lines, line segments, rays, and angles; identify representations of lines that illustrate intersection, parallelism, and perpendicularity; describe the results of combining and subdividing plane figures.	Plane and Solid Figures	
Symmetry, congruence, and representations: Identify figures with at least one line of symmetry; identify and describe congruent and non-congruent plane figures; investigate congruence of plane figures after geometric transformations, such as reflection, translation, and rotation; recognize the images of figures resulting from geometric transformations, such as translation, reflection, and rotation.	Symmetry, Congruence, and Representations	

Probability and Statistics	Probability and Statistics	Probability and Statistics
Data collection, display, and applications and measures of center: Collect, organize, display, and interpret data from a variety of graphs; construct picture graphs, pictographs, bar graphs, and line plots; analyze, read, and interpret data displayed in picture graphs, pictographs, bar graphs, and line plots; collect, organize, and interpret data in a variety of forms, using stem-and-leaf plots and line graphs; find the mean, median, mode, and range of a set of data.	Applications of Data & Measures of Center	
Chance and outcomes: Use data from experiments to predict outcomes when the experiment is repeated; make predictions and determine the probability of an outcome by constructing a sample space; predict the likelihood of an outcome of a simple event; represent probability as a number between 0 and 1, inclusive.	Chance and Outcomes	
Patterns, Functions, and Algebra	Patterns, Functions, and Algebra	Algebra
Attributes and patterning: Sort and classify concrete objects according to one or more attributes; identify, create, and extend a wide variety of patterns; recognize and describe a variety of patterns formed using numbers, tables, and pictures, and extend the patterns, using the same or different forms; recognize, create, and extend numerical and geometric patterns; describe the relationship found in a number pattern and express the relationship.	Attributes and Patterning	
Numerical sentences, equality, equations, and properties: Recognize and demonstrate the meaning of equality in an equation; solve problems by completing numerical sentences; write an open sentence to represent a given mathematical relationship, using a variable; model one-step linear equations in one variable, using addition and subtraction; investigate and describe the identity, commutative, associative, and distributive properties.	Numerical Sentences, Equations, & Properties	

Measures of Academic Progress (MAP) Virginia State-Aligned Version 3

Mathematics 6+ Goal Structure	Mathematics 6+ DesCartes	Mathematics 6+ Report Names
Number and Number Sense	Number and Number Sense	Number and Number Sense
Relationships among fractions, decimals, and percents: Describe and compare data, using ratios; describe fractions, decimals, and percents as ratios; identify a given fraction, decimal, or percent from a representation; demonstrate equivalent relationships among fractions, decimals, and percents; compare and order decimals, fractions, percents, and numbers written in scientific notation; demonstrate multiple representations of multiplication and division of fractions; round decimals.	Relationships: Fractions, Decimals, and Percents	
Relationships within the real number system: Identify, represent, order, and compare integers; identify and describe absolute value; describe concepts of exponents and perfect squares; determine square roots; express cube roots of whole numbers; determine scientific notation; represent arithmetic sequences, using variable expressions; simplify numerical expressions; describe the relationships between the subsets of the real number system.	Relationships within the Real Number System	
Computation and Estimation	Computation and Estimation	Computation and Estimation
Applications of operations with rational numbers and practical applications of operations with real numbers: Add, subtract, multiply, and divide fractions and decimals; estimate solutions and then solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division of fractions, decimals, and whole numbers.	Compute: Rational Numbers & Apply: Real Numbers	

Whole number and integer operations: Model addition, subtraction, multiplication, and division of integers and whole numbers; add, subtract, multiply, and divide integers and whole numbers.	Whole Number & Integer Operations	
Proportional reasoning: Solve practical problems involving rational numbers, percents, ratios, and proportions; determine the percent increase or decrease for a given situation; determine whether a given number is a perfect square.	Proportional Reasoning, Percent, & Perfect Squares	
Measurement	Measurement	Measurement
Measurements and angle relationships: Measure length, weight, capacity, time, temperature, and use money; make comparisons between measurements in the U.S. Customary System of measurement and measurements in the metric system; describe the relationships among vertical angles, adjacent angles, supplementary angles, and complementary angles.	Measurements and Angle Relationships	
Two-dimensional figures and similarity: Define "pi" as the ratio of the circumference of a circle to its diameter; solve practical problems involving circumference and area of a circle; find and solve practical problems involving area and perimeter; determine whether plane figures-quadrilaterals and triangles-are similar and write proportions to express the relationships between corresponding sides of similar figures; solve real-world problems about similar geometric objects.	Two-Dimensional Figures and Similarity	
Three-dimensional objects: Determine volume and surface area; use formulas for surface area and volume of three-dimensional objects to solve real-world problems; describe how changing one measured attribute of a figure affects the volume and surface area; use similar geometric objects to determine how changes in volume of an object affect one or more dimensions of the object.	Three-Dimensional Objects	

Geometry	Geometry	Geometry
<p>Relationships, reasoning, lines, and transformations: Construct and judge the validity of a logical argument consisting of a set of premises and a conclusion; identify the coordinates of a point and graph ordered pairs in a coordinate plane; apply transformations to plane figures; identify applications of transformations; use pictorial representations, including constructions and coordinate methods, to solve problems involving symmetry and transformation; use the relationships between angles formed by two lines cut by a transversal.</p>	<p>Relationships, Reasoning, Lines, & Transformations</p>	
<p>Triangles and congruence: Order the sides by length, given the angle measures; order the angles by degree measure, given the side lengths; determine whether a triangle exists; determine congruence of segments, angles, and polygons; prove two triangles are congruent or similar; verify the Pythagorean Theorem; solve real-world problems involving right triangles by using the Pythagorean Theorem and its converse, properties of special right triangles, and right triangle trigonometry.</p>	<p>Triangles & Congruence</p>	
<p>Polygons, circles, and three-dimensional shapes: Identify properties of quadrilaterals; compare and contrast quadrilaterals based on properties; use properties of quadrilaterals and circles to solve real-world problems; solve practical area and perimeter problems involving composite plane figures; solve real-world problems involving angles of polygons; apply properties of circles; find arc lengths and areas of sectors in circles; construct a three-dimensional model, given the top or bottom, side, and front views.</p>	<p>Polygons, Circles, and Three-Dimensional Shapes</p>	

Probability and Statistics	Probability and Statistics	Probability and Statistics
Data analysis, measures of center, and distribution: Construct and analyze circle graphs, histograms, and scatter plots; make comparisons, predictions, and inferences, using information displayed in graphs; use box-and-whisker plots; decide which measure of center is appropriate; interpret variation in real-world contexts; analyze and apply the normal distribution; determine the equation of the curve of best fit in order to make predictions, and solve real-world problems; design and conduct an experiment/survey.	Data Analysis, Measures of Center, & Distribution	
Applications of probability: Compare, contrast, and determine the probability of dependent and independent events; calculate probabilities including conditional probability, addition and multiplication rules, and the Law of Large Numbers; compute and distinguish between permutations and combinations; describe the difference between the experimental probability and theoretical probability of an event; determine the probability of compound events, using the Fundamental (Basic) Counting Principle.	Applications of Probability	
Patterns, Functions, and Algebra	Patterns, Functions, and Algebra	Algebra
Expressions, operations, and sequences: Identify and extend geometric and arithmetic sequences; apply the properties of arithmetic and geometric sequences and series to solve real-world problems; evaluate algebraic expressions; represent verbal quantitative situations algebraically and evaluate these expressions; perform operations on polynomials; factor polynomials completely; perform operations on complex numbers and identify field properties that are valid for the complex numbers.	Expressions, Operations, and Sequences	

<p>Equations and inequalities: Solve linear equations in one variable, literal equations, linear and quadratic equations in two variables, linear and nonlinear systems of equations, linear inequalities and systems of inequalities in two variables, absolute value equations and inequalities, equations containing rational algebraic and radical expressions, and real-world problems involving equations and systems of equations; graph linear equations and inequalities in two variables; write the equation of a line; graph inequalities on a number line; use linear programming techniques; apply the properties of operations with real numbers.</p>	<p>Equations, Inequalities, & Properties</p>	
<p>Functions: Analyze function families and their characteristics, including continuity, maxima and minima, domain and range, zeros, intercepts, finding the values of a function, intervals in which the function is increasing/decreasing, end behaviors, asymptotes, inverse of a function, and composition of multiple functions; recognize the general shape of function families; convert between graphic and symbolic forms of functions, solve real-world problems involving inverse variation, joint variation, and direct and inverse variations; write an equation, given the graph of a function.</p>	<p>Functions</p>	

Measures of Academic Progress (MAP) Virginia State-Aligned Version 3

Reading Goal Structure	Reading DesCartes	Reading Report Names
<p>The student will understand and apply phonetic principles and strategies, word analysis, organization of print and semantic clues, and will apply knowledge of word origins, affixes, derivations, and figurative language in authentic texts</p>	<p>Word Origins, Expand Vocabulary, Semantics</p>	<p>Word Analysis, Word Meanings</p>
<p>Understand and apply phonetic principles and strategies, word analysis, organization of print and semantic clues; use context clues or pictures to determine and clarify the meanings of unfamiliar words and phrases; use context clues or pictures to determine and clarify the meanings of unfamiliar words and phrases.</p>	<p>Apply Phonetics, Word Analysis, Context Clues</p>	
<p>Use knowledge of roots, cognates, affixes, synonyms, antonyms, homophones and word-reference materials to expand vocabulary, understand complex words, and determine definition, pronunciation, etymology, spelling, and usage of words.</p>	<p>Use Word Parts, Synonyms, Antonyms, Homophones</p>	
<p>Use context and sentence structure to determine multiple meanings of words; discriminate between connotative and denotative meanings; identify the meanings of idioms and allusions in text.</p>	<p>Identify Idioms, Allusions, Figurative Language</p>	
<p>The student will read, comprehend, and analyze a variety of fictional texts of different cultures and eras</p>	<p>Comprehension of a Variety of Fictional Texts</p>	<p>Fictional Texts</p>
<p>Identify, describe, and explain the relationships among elements of literature: characters, plot, setting, tone, point of view, theme, dramatic conventions, and conflict.</p>	<p>Explain Relationships Among Literary Elements</p>	
<p>Compare and contrast forms and genres of fictional text; understand the author's use of conventional elements and characteristics within a variety of genres; compare and contrast literacy elements within a variety of genres.</p>	<p>Compare Characteristics of Fictional Text</p>	

Identify main and supporting ideas; summarize text; generate and respond to literal, inferential, evaluative, synthesizing, and critical thinking questions involving literary texts.	Identify Main Ideas, Details, Summarize	
Make predictions, make inferences, and draw conclusions based on literary texts.	Draw Conclusions, Infer, Make Predictions	
Describe and explain the impact of figurative language including symbols, imagery, figures of speech and sound in poetry (rhythm, rhyme, onomatopoeia, repetition, alliteration, assonance, parallelism).	Describe Impact of Devices, Sound, Imagery	
Identify the author's purpose; explain the relationship between the author's style and literary effect; analyze how context, specific word choices, tone, voice, and language structures support author's purpose and convey an author's intent and viewpoint.	Analyze Author Purpose, Style, Viewpoint	
The student will read, comprehend, interpret, analyze, and evaluate a variety of nonfiction texts	Comprehension of a Variety of Nonfiction Texts	Nonfiction Texts
Locate information to answer questions; synthesize information to solve a problem or complete a task.	Locate Information, Complete Tasks	
Identify, recognize, and explain an author's intended purpose and audience and position/argument, and how word choice and language structure convey an author's viewpoint.	Recognize Author Purpose, Position, Viewpoint	
Identify structural and organizational patterns; identify characteristics of expository, technical, and persuasive texts; identify and distinguish between compare and contrast relationships; identify cause and effect relationships; analyze two or more texts addressing the same topic to determine how authors reach similar or different conclusions; distinguish and differentiate between fact and opinion; identify text features such as pictures, headings, charts, and captions and interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams to aid comprehension.	Identify Structure, Characteristics, Features	

Identify the main idea; summarize major points and supporting details found in nonfiction text.	Identify Main Ideas, Details, Summarize	
Make inferences, draw conclusions, and make and confirm predictions based on explicit and implied information, using evidence from the text as support.	Draw Conclusions, Infer, Make Predictions	

Measures of Academic Progress (MAP) Virginia State-Aligned Version 3

Language Usage Goal Structure	Language Usage DesCartes	Language Usage Report Names
<p>The student will write to communicate ideas in a variety of forms including stories, letters, simple explanations, narration, exposition, persuasion, and informational and for a variety of audiences and purposes</p>	<p>Communicate Ideas in a Variety of Forms</p>	<p>Forms of Writing</p>
<p>Use a variety of prewriting strategies including graphic organizers, to generate, gather, plan, and organize ideas; narrow the focus of a search; develop a plan for research; collect and organize information from multiple sources including online, print and media; evaluate and select appropriate sources to access information and answer questions; collect information to support a thesis; make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias; cite primary and secondary sources; credit the sources of quoted, paraphrased, and summarized ideas using a standard method of documentation; select specific vocabulary and information for audience and purpose; use rhetorical strategies; write clear and varied sentences, and clarifying ideas with precise and relevant evidence; create arguments free of errors in logic with precise and relevant evidence to accomplish a specific purpose.</p>	<p>Prewrite, Evaluate Sources, Create Arguments</p>	
<p>Recognize that different modes of writing have different patterns of organization; organize writing structure to fit mode or topic.</p>	<p>Organize to Fit Mode or Topic</p>	

<p>Organize writing to include a beginning, middle, and end; establish a central idea; provide unity; organize paragraphs and ideas into a logical progression and sequence using transitions; revise by adding descriptive words when writing about people, places, things, and events; include descriptive detail that elaborate the central idea, tone, and voice through word choice, sentence variety, and transitions among paragraphs</p>	<p>Organize for Unity, Sequence, Elaborate Ideas</p>	<p>Organize and Elaborate Ideas</p>
<p>Write a clear topic sentence or thesis statement focusing on the main idea; distinguish between a thesis statement and a topic sentence; organize details to elaborate the central idea and provide unity; arrange paragraphs into a logical progression; organize ideas into a logical sequence using transitions.</p>	<p>Establish a Central Idea, Details, Paragraphs</p>	
<p>Revise by adding descriptive words when writing about people, places, things, and events; revise sentences for clarity of content including specific vocabulary and information; use precise and descriptive vocabulary and information to enhance the central idea, tone, and voice; elaborate ideas clearly through word choice and vivid description; revise writing for accuracy and depth of information, and technique of presentation.</p>	<p>Revise for Description, Clarity, Tone, Voice</p>	
<p>The student will write, revise, and edit writing for correct grammatical conventions, sentence structure, and paragraphing</p>	<p>Edit for Grammar, Structure, Paragraphing</p>	<p>Grammatical Structure</p>
<p>Apply grammatical conventions to edit writing for correct use of language; recognize and use complete sentences; edit for fragments and run-on sentences; maintain tense and point of view; eliminate double negatives.</p>	<p>Edit for Sentences, Tense, Point of View</p>	

Use noun-pronoun agreement, and pronoun-antecedent agreement to include indefinite pronouns; include prepositional phrases, adjectives, and comparative and superlative degrees in adverbs and adjectives; use articles; use appositives, main clauses, and subordinate clauses; choose the correct case and number for pronouns in prepositional phrases with compound objects.	Use Agreement, Phrases, Clauses, Case	
Use and punctuate declarative, interrogative, and exclamatory sentences; use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure; use transition words to vary sentence structure; use and punctuate correctly varied sentence structures to include conjunctions, transition words, and parallel structures; identify and use conjunctions and interjections	Use Sentence Types, Transitions, Structures	
Identify the eight parts of speech and their functions in sentences; distinguish between active and passive voice.	Identify Parts of Speech, Voice	
The student will write, revise, and edit writing for correct capitalization, spelling, and punctuation	Edit for Capitalization, Spelling, Punctuation	Edit for Conventions
Edit writing for correct use of capitalization.	Edit for Correct Capitalization	
Edit writing for correct use of spelling, including commonly used sight words, compound words, regular and irregular plurals, common homophones, abbreviations, contractions, and singular and plural possessives.	Edit for Correct Spelling	

<p>Edit writing for correct use of punctuation; use commas in the salutation and closing of a letter, in a simple series, dates, and addresses, and to indicate interrupters; use commas and semicolons to distinguish and divide main and subordinate clauses; use apostrophes in contractions with pronouns and in possessives; capitalize all proper nouns and the word I in compound subjects; use a hyphen to divide words at the end of a line; use quotation marks with dialogue and direct quotations.</p>	<p>Edit for Correct Punctuation</p>	
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File Templates

Roster File

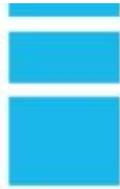
Field Name	Format Notes (Field Limitations) Examples	Complete Import	Student-Only Import	Instructor-Only Import
School Name	Alpha/Numeric (100 character limit) (3 character minimum) <i>Lincoln Middle School</i>	Required	Strongly Recommended	Required
Previous Instructor ID	Alpha/Numeric (100 character limit) <i>1009736</i> <i>LC730</i>	Optional unless changing instructor ID	Ignored	Optional unless changing instructor ID
Instructor ID	Alpha/Numeric (100 character limit) <i>1009736</i> <i>HS730</i> <i>123-55639</i>	Required	Ignored	Required
Instructor Last Name	Alpha/Numeric (65 character limit) <i>Smith</i>	Required	Ignored	Required
Instructor First Name	Alpha/Numeric (65 character limit) <i>Sarah</i>	Required	Ignored	Required
Instructor Middle Initial	Alpha/Numeric (20 character limit) <i>M</i>	Optional	Ignored	Optional
User Name	Alpha/Numeric (253 character limit) <i>SarahSmith1.vcsd</i> <i>smith.sarah@sample.ca.k12.us.edu</i>	Required	Ignored	Required
Email Address	Alpha/Numeric (253 character limit) <i>smith.sarah@sample.ca.k12.us.edu</i>	Strongly Recommended	Ignored	Strongly Recommended

Field Name	Format Notes (Field Limitations) Examples	Complete Import	Student-Only Import	Instructor-Only Import
Class Name	Alpha/Numeric (100 character limit) <i>Homeroom</i> <i>3rd Period Algebra</i>	Required	Strongly Recommended	Ignored
Previous Student ID	Alpha/Numeric (100 character limit) <i>19002163</i>	Optional unless changing student's ID	Optional unless changing student's ID	Ignored
Student ID	Alpha/Numeric (100 character limit) <i>10902163</i>	Required	Required	Ignored
Student Last Name	Alpha/Numeric (65 character limit) <i>Johnson</i>	Required	Required	Ignored
Student First Name	Alpha/Numeric (65 character limit) <i>Michael</i>	Required	Required	Ignored
Student Middle Initial	Alpha/Numeric (20 character limit) <i>R</i>	Optional	Optional	Ignored
Student Date of Birth	Date in M/D/YYYY format (10 character limit) <i>9/25/1988</i>	Required	Optional	Ignored
Student Gender	Alpha (1 character limit) <i>M</i> <i>F</i>	Required	Optional	Ignored
Student Grade	Alpha/Numeric (2 character limit) <i>3</i>	Required	Required	Ignored

Field Name	Format Notes (Field Limitations) Examples	Complete Import	Student-Only Import	Instructor-Only Import
Student Ethnic Group Name	Alpha/Numeric (35 character limit) <i>Asian</i> <i>White</i>	Required	Strongly Recommended	Ignored

Programs File

Field Name	Format Notes (Field Limitations) Examples	Field Description and Supplemental Notes
Student ID	Alpha/Numeric (100 character limit) <i>10902163</i>	<p>Supply the district- or state-assigned student ID. The student ID, in combination with the student name, allows the MAP system to identify returning students and maintain the link to their testing history.</p> <p>The student ID supplied in the programs file must match exactly the ID supplied for the student in the roster file. Matching enables the program information to be associated with the correct student from the roster file.</p>
Program Name	Alpha/Numeric (35 character limit) <i>Title 1</i> <i>Gifted and Talented</i>	<p>Supply the program name for each student who participates in a program. This field allows summary reports to be disaggregated by program.</p> <p>Use the Custom Name as supplied in the Modify District preferences settings for your organization.</p>



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Teacher and Proctor Duties on Test Day

Teachers

Remind students to go to the restroom and get a drink prior to test time.

Have students bring a book to read or an assignment to complete when they have finished testing.

Make every effort to get classes to the lab on time for their designated time slot.

As students enter the lab, help the proctor ensure that each student is seated at his or her assigned computer.

Do not hover over students because it might make them nervous.

Remain in the lab with the students throughout the testing session. Teachers are a second set of eyes and ears for the proctor. This also models the importance of the test to the students.

Proctors

Set up test workstations with the correct test and student before each group arrives at the lab. Be sure to reference the seating charts you and the teacher created so students take the test under the correct student testing account.

Bring each workstation to the Start Test screen in MAP TestTaker. This screen shows the student's name, which will help students find the right seat. The name of the selected test also appears at the top left of the Start Test screen so you can verify the workstation is set up with the correct test.

When students have been seated in their assigned seats, read the Student Directions for the test that will be administered and ask students if they have any questions before the test begins.

Record student absences so those students can be scheduled for a make-up test session. If a student is absent, exit his or her test via the Proctor Administration Menu; press Ctrl+Shift+P (Windows® or Intel® Mac® operating systems) or Apple+Shift+P (Mac OS®), and click the Terminate button.

Observe and monitor students. Be aware of student progress during the test. If necessary, advise students moving too slowly to continue to make progress, or students moving too quickly to pay careful attention to the items.

Monitor for books and talking. Students should not have access to reference books or other instructional materials during the test, nor should there be any visiting.

Student questions. No portion of the language usage or reading tests can be read to any student, including Special Education students, English as a Second Language students, or students on IEPs. Words on the mathematics and science tests can be pronounced for any student. Symbols cannot be read or explained, words cannot be defined, and hints or clarifications cannot be given.

Record student scores. When students finish the test, they should raise their hands. Go to the student's computer and either print the final score screen or record the final RIT and goal ranges displayed on the screen.

As students finish their tests and are dismissed, the proctor will set up the lab for the next group of students.

When testing is finished for the day, exit MAP TestTaker on all machines. Upload all data to NWEA if this is one of the proctor-designated responsibilities. Secure both the computer lab and passwords, and do anything necessary to get ready for the following day.

General Reminders

Protect the proctor password. Be careful that students do not see or hear the proctor's password, either when logging on at the beginning of the testing session or when it is necessary to access the Proctor Administration Menu (Ctrl+Shift+P on Windows® or Intel® Mac® operating systems; Apple+Shift+P on Mac OS®). Do not leave the password written on anything the students may find.

Provide a comparable test environment for all students. Ensure the same information is given to all students.

MAP tests are not timed. Every student should be allowed sufficient time to complete the test.

Choosing answers. If a student struggles with the mouse to select answers, the up and down arrow keys or the keyboard letter/numbers can be used.

Breaks. If students, especially younger ones, need a "wiggle" or water break, it is allowable. Access the Proctor Administration Menu (Ctrl+Shift+P on Windows® or Intel® Mac® operating systems; Apple+Shift+P on Mac OS®) and leave the blue screen up. When the student returns, click the Close button and enter the proctor password. When a test is resumed, the test will return to the same question number but it will display a different item.

Display problems. If an item does not display correctly, try refreshing the screen by pressing Ctrl+Shift+R on Windows® or Intel® Mac® operating systems or Apple+Shift+R on Mac OS® machines.

Item problems. If there is a problem with any test item, such as missing answers, questions, or instructions, try refreshing the screen. If this does not work, record the following information and submit a Problem Item Report to NWEA: (1) the name of the test being administered, (2) the item number found in the upper right corner of the item screen, and (3) a description of the problem.

Administration Characteristics of Tests

The administration of all MAP tests is controlled through the use of three types of scripts. Each script consists of a set of commands that are executed to control elements of a particular aspect of the test's behavior. Each test first executes an entry script which is followed by an item selection script. A termination script concludes the test event. These scripts can be customized to meet specialized testing requirements and situations. A generic description of each script type in terms of its command and conditions follows. Any of these scripts can accommodate additional commands and/or conditions.

Entry script. These scripts initialize the test event and set some basic parameters to be used by the testing engine and the other two types of scripts. In this script:

- The valid score range for the test is defined.
- A default starting item difficulty for the test is defined, typically the grade level median. This value is only used when the starting point cannot be determined.
- A starting point for item difficulties is determined using the criteria:
 - Student's last score in the same domain
 - If not available look for a score in the next domain
 - If not available, use the grade level mean for the domain being tested
 - If not available, use the default constant
- 5 RITs are subtracted from the starting point – use this as the target RIT for the first item.
- Parameters are set regarding what is displayed on the final screen (e.g., a message, total score, goal scores, performance categories)
- The minimum time duration to qualify for a reportable test event is set.

Selection script. These scripts define and initialize variables used in item selection and to monitor the test event. More specifically, this script:

- Captures each item identifier and tracks it throughout the test – to avoid presenting the same item more than once and to build the student's item history
- Maintains the item count throughout the test
- Checks for and adjusts for score divergence
- Maintains a count of the items for each goal area
- Specifies an item selection strategy and selects items using the following:
 - A Bayesian estimate of the student's ability is calculated after each item response
 - Selection of the next test item is based on the most informative items available (Owen, 1975). The most informative items are those for which the difference between the Bayesian estimate of ability and the item's calibration (RIT)] is in a narrow range (e.g., ± 3 RITs).
 - The selection strategy includes rules for how specific areas of test content (e.g., goals, sub-goals) are to be treated in the item selection process

Termination script. These scripts define the conditions for ending a test. Currently, all tests are terminated when:

- The standard error is less than a predefined value (commonly, 2.9) and the number of items presented is less than a predefined value (commonly, 5 less than the test's specified maximum), OR
- The test's specified maximum number of items is reached, typically 40, 44, or 50 items for reading, language usage, and mathematics, respectively. Science tests are typically 30 items in length.



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The following table lists the supported hardware and software components for using the Web-based MAP[®] system.

★ **Important! Due to incompatibilities in hardware and software from third-party vendors, computers with PowerPC[®] processors can no longer be used for Web-based MAP testing after July 20, 2012.**

In most cases, the requirements are the same for both the MAP Administration and Reporting Center (MARC) and the MAP Student Testing Center (MSTC). Any differences are noted below.

Category	PC Requirements	Macintosh [®] Requirements
Operating systems and software		
Operating system	Microsoft [®] Windows XP [®] with Service Pack 3, Windows Vista [®] , or Windows [®] 7	Mac OS [®] X v10.5, v10.6, or v10.7
Browser for MARC*	Internet Explorer [®] 7, 8, or 9 [†] or Firefox [®] 13	Safari [®] 4, 5, or 5.1 or Firefox 13
Browser for MSTC	MAP lockdown browser [#] for PC with Internet Explorer 7, 8, or 9	MAP lockdown browser [#] for Mac [®] with Safari 4, 5, or 5.1
Multi-media player	Adobe[®] Flash[®] Player 10.2 or higher	
Reports viewer for MARC	PDF viewer, such as Adobe Reader [®]	
Computer hardware[‡]		
Screen resolution	1024 x 768 minimum	
Color depth	16-bit (32-bit recommended)	
Peripherals	Keyboard and mouse Headphones for MAP for Primary Grades (MPG) testing	

*MARC requires specific browser settings, such as allowing cookies and pop-ups for the MAP URL. For details, see the *System Administration Guide*.

[†]Any Internet Explorer 9 issues with finding saved testing sessions may be resolved by enabling Compatibility View.

[#]The MAP system requires a MAP lockdown browser for all testing. The lockdown browser reduces distractions to students during testing by restricting access to other applications and Web sites.

[‡]Computer hardware components, such as the processor and RAM, must meet the requirements to run the software listed above. Specifically, verify that the hardware meets the operating system and Adobe Flash Player requirements listed on the Web sites of the respective software vendors.

Bandwidth Availability

The key bandwidth requirement is available Internet bandwidth sufficient for adequate system performance during student testing.

The most important bandwidth considerations are:

- Number of computers available for concurrent tests
- Number of students taking MAP for Primary Grades (MPG) tests during the scheduled test window
Note: MPG tests require the most bandwidth.
- Bandwidth available through your main Internet connection
- Bandwidth available through any limitation points in your internal network (such as school-to-district connections when the district has the main Internet connection)

The following table can help you determine the approximate bandwidth to allocate based on the number of concurrent testers in your organization.

Students Testing Concurrently	Average Available Bandwidth Required*	
	MAP Tests	MPG Tests†
50	0.15 Mbps	0.9 Mbps
100	0.3 Mbps	1.8 Mbps
250	0.75 Mbps	4.5 Mbps
500	1.5 Mbps	9 Mbps
1000	3 Mbps	18 Mbps

*The table identifies the average bandwidth in Megabits per second (Mbps) required to provide adequate performance and avoid system time-outs during the question-and-answer portion of student tests.

†MPG tests require more bandwidth because they include audio support and additional interactive features for young students. Since the grades taking MPG versus MAP tests may vary from term to term, the bandwidth requirements may likewise vary.

Additional bandwidth is needed at the beginning of each test to load the initial test questions and the question display software into cache in each computer's browser. The initial load is approximately 2.2 MB, and the load time varies based on available bandwidth. As an example, with available bandwidth of 0.6 Mbps for a single student, the initial load would take about 30 seconds.

To perform an Internet speed test, use a Web site such as www.speedtest.net and select Portland, Oregon as the location. Perform the test multiple times from each location where testing will take place, such as each school building. Test the speed at different times during the school day to understand the variations in bandwidth availability based on staff and student usage. Record the download speeds and use them to approximate your available bandwidth during testing.

The bandwidth requirements listed in this section are subject to change. In addition, the bandwidth you need may vary from one term to the next, and from year to year, based on your testing plans.

Measures of Academic Progress® (MAP®) Administration Technical Requirements: Client-Server MAP®

The following technical requirements for MAP testing have been created as a guide to ensure that you have a successful testing experience with your students. Please review the following information as you assess your technology and plan for conducting these assessments.

Your technology will need to support these major components:

- The Network Test Environment (NTE) folder
- One or more NTE Administration Workstations
- TestTaker Client Workstation
- Northwest Evaluation Association™ (NWEA™) Reports Site
- Wireless Requirements (Optional)

Network Test Environment (NTE) Folder Server

The NTE Folder is a folder that stores and hosts student and test database information. Students will use the TestTaker application to interact with the NTE folder—TestTaker gets test questions from the NTE, and sends each unique student response back to the NTE for recording along with other measurement data. The NTE Folder is a folder that can exist on any shared network resource accessible to the local user accounts on the testing workstations. Please note: It is strongly recommended that the NTE folder be hosted on server-class hardware in the same physical building and on the same local network as the TestTaker client workstations. The quality of connectivity between the server and the workstations, as well as the specifications of the server hosting the NTE (including the CPU, RAM, and available disk space) all contribute to the overall test-system performance. The minimum system requirements for the NTE Server are:

Minimum NTE Server Requirements		
CPU	Pentium® II (266MHz)	<ol style="list-style-type: none"> 1. These requirements assume the NTE server is dedicated to MAP while testing is in progress. 2. Server hardware should include 256MB RAM per lab or class of 30 TestTaker client workstations. 3. Some tests require audio that can
RAM	256 MB	
Available Disk Space	600 MB (1.5 GB for MPG Audio)	
Operating System*	Novell® 4.0; Mac® OS X® Server 10.4 or	

Minimum NTE Server Requirements

	higher; Windows® 2000 Server; Windows 2000 Advanced Server; Windows Server 2003 Windows Server 2008	<p>be downloaded independently from the test.</p> <p>4. Operating systems should be server-class operating systems. Using desktop systems in a server role can dramatically reduce performance and may limit the number of concurrent connections allowed¹.</p> <p>5. Earlier AppleShare versions do not support enough open shares for MAP system usability.</p>
Network	Windows 2000 Server; Mac using SMB; Mac G3 (with AppleShare® 6.3) Novell 4.0; Mac using AFP	
Anti-Virus	Any anti-virus package must have an exclusion to prevent it from actively scanning any NTE folder during testing.	

* OS X version 10.7.3 or higher is required for NTE data hosted on OS X Lion (10.7) servers

NTE Admin 2 Workstation

The Network Test Environment (NTE) Admin 2 software is a Windows-based application used to perform the download and upload of tests, test results and student data to and from the NTE folder. The NTE Admin 2 workstation must have Internet access, and the local Windows account used to run NTE Admin 2 must have *Read* and *Write* access to all files and subfolders of the NTE folder. Additionally, the NTE Admin 2 software requires the Microsoft® .NET Framework (version 4 or higher) to be installed. If your computer does not already have the .NET Framework, you will be prompted to install it automatically. The minimum system requirements for running NTE Admin 2 are:

NTE Admin 2 Workstation Requirements

CPU	1GHz
RAM	512MB
Operating System	Windows XP SP3 Windows Vista® SP1 or later Windows 7 Windows Server® 2003 SP2 Windows Server 2008 (not supported on Server Core Role) Windows Server 2008 R2 (not supported on Server Core Role) Windows Server 2008 R2 SP1

¹ Non-server versions of Microsoft Windows limit user connections to 10-20.

TestTaker Client Workstation

All NWEA assessments are presented to students using TestTaker. The TestTaker application can be installed locally on testing workstations, or on a Windows-based server. In the case of server-based installations, Windows-based clients can be given a shortcut that points to the TestTaker installation on the server. Macintosh clients must have the TestTaker application locally installed. The table below lists the minimum TestTaker client workstation system requirements for optimal performance. TestTaker may work on other configurations, however, NWEA has not tested all possible configurations and recommends following these guidelines whenever possible. If you are planning on using an untested configuration, NWEA strongly recommends you spend some time evaluating if the software will operate reliably on that configuration.

Minimum TestTaker Client Workstation Requirements	
CPU	Pentium II (266MHz); Mac G4
RAM	256MB
Operating System	Windows 2000; Windows XP; Windows Vista; Windows 7; Mac OS X 10.5 – 10.7
Network	Windows 2000 Server; Novell 4.0; Mac using AFP 2.x-3.x
Available Disk Space	70 MB
Screen Resolution	Preferred: 1024 x 768 Minimum: 800 x 600
Mac Fonts	Mac systems must have Courier and Symbol fonts installed. For the correct display of MAP for Primary Grades tests, font smoothing must be enabled for all Mac systems used as TestTaker client workstations (see www.nwea.org/mpginfo for more information).
Adobe® Flash®	A custom version of Adobe Flash is embedded within TestTaker. Most MAP assessments use this embedded version; therefore, Adobe Flash must not be blocked on the network or client machines.
Sound Card	Required (for MAP for Primary Grades only)
Headphones	Required (for MAP for Primary Grades only)
Permissions	Each client accessing the installation must have full read/write/create permissions set to the NTE.
TestTaker Version	MAP assessments require the use of TestTaker version 8.0 or later.

Wireless Recommendations (Optional)

The following are the minimum recommendations for testing in a wireless environment (LAN only) and assume no other activity on a wireless access point. NWEA requires a persistent connection to the wireless access point, free of interruptions, to successfully run TestTaker. Any outages in the connections, regardless of how brief, may cause errors during testing or require re-testing particular students.

Wireless Requirements	
Wireless Standard	802.11 G (54 mb/s) or higher
# concurrent connections	12-15 connections per wireless access point (20 max)

NWEA™ Reports Site

The NWEA Reports site is a web portal providing access to NWEA assessment tools that includes *Descartes: A Continuum of Learning*®, *Primary Grades Instructional Data*, *Dynamic Reporting Suite (DRS)*, classroom resources, growth reports, and operational reports. The Reports site is not browser specific to view online reports, however for optimal viewing NWEA recommends the following guidelines:

NWEA™ Reports Site Requirements	
Browser	In order to upload files, you must use Internet Explorer® as the upload functionality leverages IE's secure transfer of files. However, the following browsers support browsing the NWEA Reports Site: <ul style="list-style-type: none"> ▪ Internet Explorer ▪ Mozilla Firefox® ▪ Safari®
Crystal Reports	End of Term reports that contain assessment results from the district and school-level can be accessed using the Crystal Reports Viewer. This viewer is designed to run on a Windows OS®, and can be downloaded from the NWEA Reports Site.

MAP® Reports

Teacher Report (by Goal Descriptors)

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

1 Goal Performance: These columns summarize the students' performance in the goal strands tested in this subject. Data will display in these columns only if a student took a Survey w/ Goals test. Goal performance descriptors:

LO: Student is performing at the 33rd percentile or lower.

AV: Student is performing between the 33rd and 66th percentiles.

HI: Student is performing at or above the 66th percentile.

2 Test Type: S/G - Survey w/ Goals; SUR - Survey

3 RIT Score: The student's overall scale score on the test.

4 Standard Error of Measurement: An estimate of the precision of the achievement (RIT) scores. The smaller the standard error, the more precise the achievement estimate is.

5 RIT Range: If a student took the test again relatively soon, the score would fall within this range about 68% of the time.

6 Percentile Rank: The percentage of students in the national norms group for this grade that this student's score equaled or exceeded.

7 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.

8 Lexile® Range: A score (displayed as a 150-point range) resulting from a correlation between NWEA's RIT score and the MetaMetrics Lexile® scale that helps identify reading material that is at an appropriate difficulty level for an individual student.

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 2011											1 Goal Performance					
School: Johnson Elementary (NWEA Sample District) Class: 46 Berlinger 6thGra Homeroom Teacher: Berlinger, Berlinger 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	2 Test Type	Test Date	3 RIT	4 Std Err	5 RIT Range	6 %ile	7 %ile Range	8 Lexile® Range						
12340334	Ryan, J. A. N.	6	S/G	Aug 23	182	3.3	179-185	4	3-5	180-330	LO	LO	LO	LO	LO	
12340330	Brandon, K. A. S.	6	S/G	Aug 23	196	3.4	193-199	14	11-19	434-584	AV	LO	LO	LO	LO	
12341042	Dionte', K. N. J.	6	S/G	Aug 23	209	3.2	206-212	40	29-49	655-805	HI	LO	LO	AV	AV	
12342567	Jessianne, Z. Y. R.	6	S/G	Aug 23	210	3.4	207-213	43	34-55	689-839	AV	LO	AV	LO	HI	
12340323	Darlize, B. K. T.	6	S/G	Aug 23	213	3.3	210-216	52	40-61	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	58	49-68	770-920	LO	AV	AV	HI	HI	
12342489	Tresana, L. N. D.	6	S/G	Aug 23	216	3.3	213-219	61	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	55-76	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	852-1002	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	
Totals For: Reading Goals Survey 6+ IN V3											High:	6	6	6	8	13
											Avg:	9	6	8	7	3
											Low:	3	6	4	3	2
											Mean:	213.6	212.9	213.9	214.2	219.8
											Std Dev:	13.1	12.5	15.2	12.0	15.8
											Median:	216	214	215	215	223

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MAP® Reports

Teacher Report (by RIT Ranges)

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

- 1 **Goal Performance:** These columns summarize the students' performance in the goal strands tested in this subject. **Goal Strand RIT Ranges** will display in these columns only if a student took a Survey w/ Goals Test.
- 2 **Test Type:** S/G - Survey w/ Goals; SUR - Survey
- 3 **RIT Score:** The student's overall scale score on the test.
- 4 **Standard Error of Measurement:** An estimate of the precision of the achievement (RIT) scores. The smaller the standard error, the more precise the achievement estimate is.
- 5 **RIT Range:** If a student took the test again relatively soon, the score would fall within this range about 68% of the time.
- 6 **Percentile Rank:** The percentage of students in the national norms group for this grade that this student's score equaled or exceeded.
- 7 **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.
- 8 **Lexile® Range:** A score (displayed as a 150-point range) resulting from a correlation between NWEA's RIT score and the MetaMetrics® Lexile® scale that helps identify reading material that is at an appropriate difficulty level for an individual student.
- 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 2011											1 Goal Performance		
School: Eastland Junior High (NWEA Sample District) Class: 66 Farmer Read Period3 Teacher: Farmer, Farmer Test: Reading Goals Survey 6+ IN Version 2											Word Recog / Fluency /Vocab	Reading Comp	Literary Response & Analysis
Student ID	Name	Grd	2 Test Type	Test Date	3 RIT	4 Std Err	5 RIT Range	6 %ile	7 %ile Range	8 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	215	3.3	212-218	47	39-56	789-919	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	218-229
12340249	Allison, B. Y. M.	7	S/G	Aug 26	218	3.2	215-221	56	47-68	833-983	212-223	215-227	212-223
12340683	Darius, M. L. A.	7	S/G	Aug 26	220	3.3	217-223	62	53-74	885-1015	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	886-1036	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	53-74	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	216-227	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	98	93-98	1167-1317	224-236	243-264	228-240

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

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MAP[®] Reports

Class Report (by RIT Ranges)

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

- 1 Goal Performance:** These columns summarize the students' performance in the goal strands tested in this subject. **Goal Strand RIT Ranges** will display in these columns only if a student took a Survey w/ Goals Test.
- 2 Test Type:** S/G - Survey w/ Goals; SUR - Survey
- 3 RIT Score:** The student's overall scale score on the test.
- 4 Standard Error of Measurement:** An estimate of the precision of the achievement (RIT) scores. The smaller the standard error, the more precise the achievement estimate is.
- 5 RIT Range:** If a student took the test again relatively soon, the score would fall within this range about 68% of the time.
- 6 Percentile Rank:** The percentage of students in the national norms group for this grade that this student's score equaled or exceeded.
- 7 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.
- 8 Lexile[®] Range:** A score (displayed as a 150-point range) resulting from a correlation between NWEA's RIT score and the MetaMetrics[®] Lexile[®] scale that helps identify reading material that is at an appropriate difficulty level for an individual student.
- 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.

Class Report - Reading - Spring 2011 - By Test RIT													1 Goal Performance		
Southfork Sample School District															
School: Southfork Elementary															
Teacher:															
Class Name: Homeroom 0															
Reading Goals Survey 2-5 IN Version 2															
Student ID	Name	Grd	2 Test Type	Test Date	Term	3 RIT	4 Std Err	5 RIT Rng	6 %ile	7 %ile Rng	8 Lexile [®] Rng	Word Recog / Fluency / Vocalb	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	183	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	3.3	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	
1300866	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 RB	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	37	30-47	685-785	195-206	203-215	208-220	
50001426	James	5	S/G	Apr 25	SP02	208	3.5	205-212	40	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	32-50	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	739-839	203-214	200-212	210-223	
1101274	Shelby N	5	S/G	Apr 25	SP02	214	3.3	211-217	56	47-65	804-904	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	245-266	
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	
Totals For: Reading											High	13	14	11	
Students with current, valid scores						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					

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MAP® Reports

Class Report (by Student Name)

Displays class data for current and historical testing terms sorted alphabetically.

- 1 **Goal Performance:** These columns summarize the students' performance in the goal strands tested in this subject. **Goal Strand RIT Ranges** will display for the current testing term only if a student took a Survey w/ Goals Test.
- 2 **Test Type:** S/G - Survey w/ Goals; SUR - Survey
- 3 **RIT Score:** The student's overall scale score on the test.
- 4 **Standard Error of Measurement:** An estimate of the precision of the achievement (RIT) scores. The smaller the standard error, the more precise the achievement estimate is.
- 5 **RIT Range:** If a student took the test again relatively soon, the score would fall within this range about 68% of the time.
- 6 **Percentile Rank:** The percentage of students in the national norms group for this grade that this student's score equaled or exceeded.
- 7 **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.
- 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.
- 11 The gray rows illustrate the student's historical test results for the same test taken in prior grades and/or terms. Historical data is not displayed in the Goal Performance area.

Class Report - Language Usage - Spring 2011 - By Student Name											1 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	2 Test Type	Test Date	Term	3 RIT	4 Std Err	5 RIT Rng	6 %ile	7 %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	212	3.5	209-216	36	26-45				
12341048	Victoria, K. E. D.	6	S/G	Aug 28	FA02	205	2.9	202-208	26	19-33				
12341119	Walter, K. N. A.	7	S/G	Apr 20	SP04	239	3.4	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	98	95-99				
12340468	Yuriria, D. E. M.	7	S/G	Apr 20	SP04	230	2.9	227-233	82	74-89	227-237	228-238	221-231	
12340468	Yuriria, D. E. M.	7	S/G	Aug 26	FA03	221	2.9	218-224	65	54-75				
12340468	Yuriria, D. E. M.	6	S/G	Apr 22	SP03	218	2.9	215-221	55	45-64				
12340468	Yuriria, D. E. M.	6	S/G	Aug 22	FA02	215	2.9	212-218	54	45-64				
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				
Totals For: Language Usage											High	72	64	67
											Avg	32	38	32
											Low	26	28	31
											Mean	224.0	223.3	223.3
											Median	226	224	225
											Std Dev	11.4	12.6	11.4

MAP® Reports

Achievement Status and Growth Projection Report (ASG)

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 projections are calculated using the latest NWEA norming study.

1 Column Headings in gray: These are to be used when target term testing is complete. These columns allow teachers to observe how students have performed in relation to their projected growth.

2 Test RIT: The student's overall scale score on the current test.

3 Standard Error of Measurement: An estimate of the precision of the achievement (RIT) scores. The smaller the standard error, the more precise the achievement estimate is.

4 Growth Projection: Mean growth that was observed in the latest NWEA norming study for students who had the same starting RIT score.

5 Projected RIT: The minimum RIT score the student would attain if their Growth Projection was met (starting RIT plus Growth Projection).

6 Summary statistics appearing in gray: These 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 Projection Report													
Spring 2011 to Spring 2012 - Mathematics													
NWEA Sample District 2													
School:		El Paso Middle School											
Teacher:		Aguirre Salazar, Krystian N.											
Class Name:		S110024_AguirreSalazar Access78											
Optional Group:		None Selected											
Mathematics													
Student ID	Name	SP11 Grd	Test Date	Test Type	SP11 Test	SP11 RIT	SP11 Std Err	SP12 Test RIT	SP12 Std Err	Growth Std Err	SP12 Growth Projection	SP12 Projected RIT	Growth Projection Met Index
S11001343	ALVAREZ ALVARENGA T	7	4/27/11	S/G	234	29					5	239	
S11000647	ARTHUR, ALICEA A.	7	4/25/11	S/G	233	3.1					5	238	
S11000720	BATSON, CAROLINA A.	7	4/27/11	S/G	226	3.0					5	231	
SFD0000057	BENBENEK, DAVIL	7	5/11/11	S/G	195	29					5	201	
S11000644	BURGAMY, FENNATH H	7	5/5/11	S/G	227	3.0					5	232	
S11000699	ESKOLA, MONET T.	7	5/5/11	S/G	229	29					5	234	
S11000653	GAERTE, NICKOL L.	7	4/27/11	S/G	233	3.4					5	238	
S11002018	HILBRUNER, RAURIE E	7	4/27/11	S/G	225	3.0					5	230	
S11000671	LOY, MEKIAL L.	7	5/5/11	S/G	213	3.0					5	218	
S11000685	LOZOS, SHREEYA A.	7	5/5/11	S/G	250	3.0					5	255	
S11000724	PAULNITZ, SRINISH H	7	4/27/11	S/G	227	3.1					5	232	
S11000714	SOTO-ARVINA, GUTHRI	7	4/27/11	S/G	229	29					5	234	
S11000697	STROMQUIST, GALA A.	7	5/11/11	S/G	210	3.2					5	215	
Subject Summary:		Count of Students with Valid Beginning and Ending Term Scores Count of Students who Met or Exceeded their Projected RIT Percentage of Students who Met or Exceeded their Projected RIT Overall Percentage of Projected RIT Met or Exceeded Count of Students with INVALID Spring 2011 Test Scores Count of Students with VALID Spring 2011 Test Scores Spring 2011 Mean RIT Spring 2011 Median RIT Spring 2011 Standard Deviation											
Mathematics		0 13 225.5 227 132											
*(Small Group Summary Display is OFF)													

MAP® Reports

Achievement Status and Growth Summary Report (ASG)

Displays each student's term-to-term growth and shows how that growth relates to the student's growth projections. Growth projections are developed based on the latest NWEA norming 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 **Growth Projection:** Mean growth that was observed in the latest NWEA norming study for students who had the same starting RIT score.
- 3 **Projected RIT:** The minimum RIT score the student would attain if their Growth Projection was met (starting RIT plus Growth Projection).
- 4 **Growth Projection Met:** Indicates YES if the student's term-to-term growth was equal to or exceeded the Growth Projection. NO if the growth was less than the Growth Projection.
- 5 **Growth Index:** The RITs by which the student exceeded the Projected RIT (plus values), fell short of the Projected RIT (minus values), or exactly met the Projected RIT (0).
- 6 **Count of Students With Valid Beginning and Ending Test Scores:** The number of students on which all group growth statistics are based.
- 7 **Count of Students Who Met or Exceeded their Projected RIT:** The number of students with a Growth Index Value greater than or equal to zero.
- 8 **Percentage of Students who Met or Exceeded Their Projected RIT:** The percentage of students with a Growth Index Value greater than or equal to zero.
- 9 **Overall Percentage of Projected RIT Met or Exceeded:** The total student growth divided by the total growth projection expressed as a percentage. Shows the proportion of the overall RIT growth projections achieved by the students. Performance of 100% is considered average, meaning the student growth equaled the projections. Use in conjunction with the percentage of Students who Met or Exceeded their Projected RIT.

Achievement Status and Growth Summary Report													
Fall 2010 to Spring 2011 - Reading													
NWEA Sample District 2													
School:		El Paso Middle School											
Teacher:		Aguirre Salazar, Krystian N.											
Class Name:		S110024 Aguirre Salazar Access 7 8											
Optional Group:		None Selected											
Reading													
Student ID	Name	SP11 Grd	Date	Test Type	FA10 Test RIT	FA10 Std Err	SP11 Test RIT	SP11 Std Err	1 Growth Std Err	2 SP11 Growth Projection	3 SP11 Projected RIT	4 Growth Projection Met	5 Index
S11001343	ALVAREZ ALVARENGA T	7	4/26/11	S/G	209	3.3	222	3.4	4.7	4	213	Yes	9
S11000644	ARTHUR, ALICEA A.	7	4/26/11	S/G	224	3.3	240	3.4	4.7	3	227	Yes	13
S11000720	BATSON, CAROLINA A.	7	4/26/11	S/G	222	3.4	228	3.3	4.7	3	225	Yes	3
SFD0000057	BENBENEK, DAVIL T	7	4/26/11	S/G	205	3.3	199	3.4	4.7	4	210	No	-11
S11001013	BINNING, CADIL		9/22/10		213	3.4				4	217		
S11000644	BURGAMY, FENNATH H	7	4/26/11	S/G	213	3.3	225	3.3	4.7	4	217	Yes	8
S11000699	ESKOLA, MONETT T.	7	4/26/11	S/G	205	3.3	209	3.4	4.7	4	210	No	-1
S11000653	GAERTE, NICKOL L.	7	4/26/11	S/G	218	3.3	215	3.3	4.7	3	221	No	-6
S11002018	HILBRUNER, RAURIE E	7	4/27/11	S/G	209	3.3	210	3.3	4.7	4	213	No	-3
S11000755	HOOVER, MONICA A.		9/22/10		227	3.4				3	230		
S11000676	LOBATO III, SHYIDA A.		9/22/10		221	3.4				3	224		
S11000671	LOY, MEKIAL L.	7	4/26/11	S/G	205	3.3	205	3.3	4.7	4	210	No	-4
S11000685	LOZOS, SHREEYA A.	7	4/26/11	S/G	230	3.3	228	3.4	4.7	3	233	No	-6
S11001162	LYNGDAL, ARDIENNE E		9/22/10		229	3.3				3	232		
S11000696	PATTISON, MCHALE E.		10/5/10		200	3.2				4	204		
S11000724	PAULNITZ, SRINISH H T	7	4/27/11	S/G	210	3.3	220	3.4	4.7	4	214	Yes	6
S11000714	SOTO-AYINA, GUTHRI T	7	4/26/11	S/G	205	3.4	208	3.3	4.7	4	209	No	-1
S11000697	STROMQUIST, GALA A.	7	5/11/11	S/G	224	3.3	222	3.2	4.6	3	227	No	-5
S11000749	VEDVIK, CONOR R.		9/22/10		230	3.3				3	233		
S11000859	YELLOWHORSE, JO MA		9/22/10		220	3.3				3	223		
Subject Summary:		6 Count of Students with Valid Beginning and Ending Test Scores 13 Count of Students who Met or Exceeded their Projected RIT 5 7 Percentage of Students who Met or Exceeded their Projected RIT 38.5% 8 Overall Percentage of Projected RIT Met or Exceeded 105.4% 9 Count of Students with INVALID Spring 2011 Test Scores 0 Count of Students with VALID Spring 2011 Test Scores 13 Spring 2011 Mean RIT 217.8 Spring 2011 Median RIT 220 Spring 2011 Standard Deviation 11.3											
Reading													
*(Small Group Summary Display is OFF)													

MAP® Reports

Online Individual Student Progress Report (Text Format)

Displays student scores as compared to district average and NWEA norm group average in text format.

- 1 **Student Score Range:** The middle number is the student's RIT Score. The numbers on either side define the RIT Range. If a student took the test again relatively soon, the score would fall within this range about 68% of the time.
- 2 **District Average RIT:** 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.
- 3 **Norm Group Average:** The average score of students who were in the same grade and tested in the same term as observed in the latest NWEA norming study.
- 4 **Student Growth:** The actual growth in RIT points made between the two terms in the growth comparison period.
- 5 **Typical Growth:** The average growth of students who were in the same grade and began the growth comparison period at a similar achievement level as observed in the latest NWEA norming study.
- 6 **Goal Performance:** Each goal area included in the test is listed along with a goal strand RIT range or descriptive adjective of the students score.
- 7 **Lexile® Range:** A score (displayed as a 150-point range) resulting from a correlation between NWEA's RIT score and the MetaMetrics® Lexile® scale that helps identify reading material that is at an appropriate difficulty level for an individual student.



NWEA Sample District 2

Student Progress Report for *Aunspaugh, Darwin N.*

Three Sisters Elementary School
Growth is measured from Fall to Spring

Student ID: SF06000052

Mathematics

Season/Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range
S08	3	202-205-208	198	202	16	11	50-61-71
W08	3	190-193-198	191	198			27-35-44
F07	3	186-189-192	187	192			28-30-47
S07	2	187-190-193	189	191	26	16	38-47-57
W07	2	178-179-182	180	186			21-30-40
F06	2	159-164-169	174	190			3-9-19

Language Usage

Season/Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range
S08	3	207-210-213	196	200	31	12	67-76-83
W08	3	192-196-198	190	198			32-41-50
F07	3	176-179-182	183	193			13-16-21
S07	2	178-181-184	185	192	28	19	17-22-30
W07	2	165-168-171	180	188			8-12-16
F06	2	148-153-158	170	181			1-1-3

Reading

Season/Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range
S08	3	209-212-215	194	199	24	9	76-86-91
W08	3	193-196-199	192	196			43-51-59
F07	3	185-190-191	184	192			31-40-48
S07	2	179-182-185	186	190	32	21	25-31-41
W07	2	170-173-176	181	186			21-27-33
F06	2	146-150-154	170	180			1-1-6

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 most recent NWEA RIT Scale Norms study, who were in the same grade and tested in the same portion of the instructional year (e.g., fall or spring).

Student Growth
Percentile 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 most recent NWEA RIT Scale Norms study who were in the same grade and began the growth comparison period at a similar achievement level.

Student %ile Range
The numbers in the middle is your child's percentile rank - the percentage of students in the most recent NWEA RIT Scale Norms study that had a RIT score less than or equal to your child's score. The numbers 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 descriptions are: Low (<71 percentile), Mid (71-80 percentile), Avg (81-90 percentile), HiAvg (91-95 percentile), and High (>95 percentile).

Lexile® Range
A score (displayed as a 150-point range) resulting from a correlation between NWEA's RIT score and the MetaMetrics® Lexile® scale that helps identify reading material that is at an appropriate difficulty level for an individual student.

NWEA Student Progress Report
Version 2.00.00
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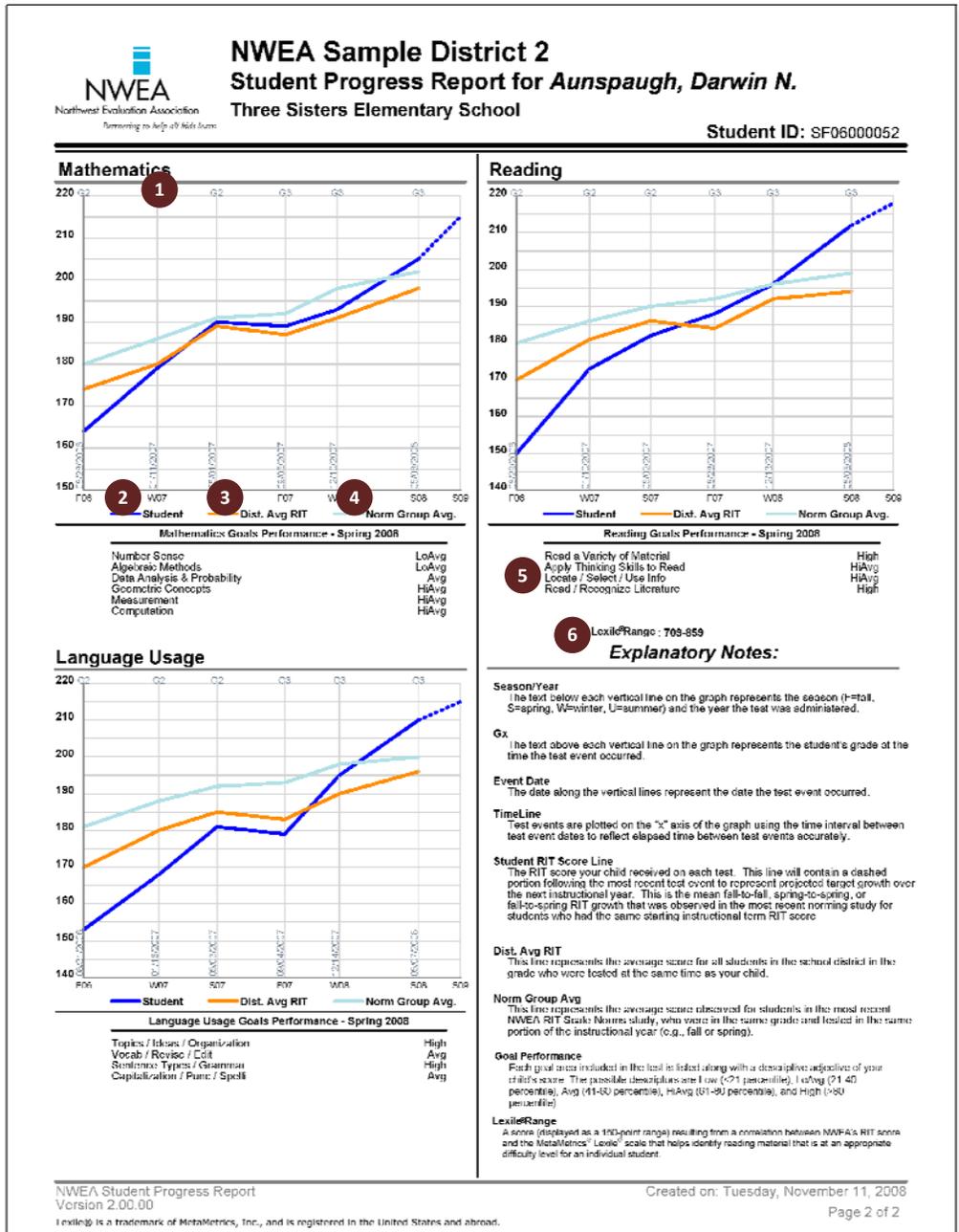
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Page 1 of 2

MAP® Reports

Online Individual Student Progress Report (Graphic Format)

Displays student scores as compared to district average and NWEA norm group average in graphical format.

- 1 **Gx:** The text above each vertical line on the graph represents the student's grade at the same time the test occurred.
- 2 **Student RIT Score Line:** The RIT score the student received on each growth test. This line may contain a dashed portion following the most recent test event to represent projected growth over the next instructional year. Projected growth is the average fall-to-fall or spring-to-spring RIT growth of students who were in the same grade and began the growth comparison period at a similar achievement level as observed in the most recent NWEA norming study.
- 3 **District Average RIT Line:** This line represents the average score for all students in the school district in the grade who were tested at the same time.
- 4 **Norm Group Average Line:** This line represents the average score for students who were in the same grade and tested in the same term as observed in the most recent NWEA norming study.
- 5 **Goal Performance:** Each goal area included in the test is listed along with a goal strand RIT range or descriptive adjective of the students score.
- 6 **Lexile® Range:** A score (displayed as a 150-point range) resulting from a correlation between NWEA's RIT score and the MetaMetrics® Lexile® scale that helps identify reading material that is at an appropriate difficulty level for an individual student.

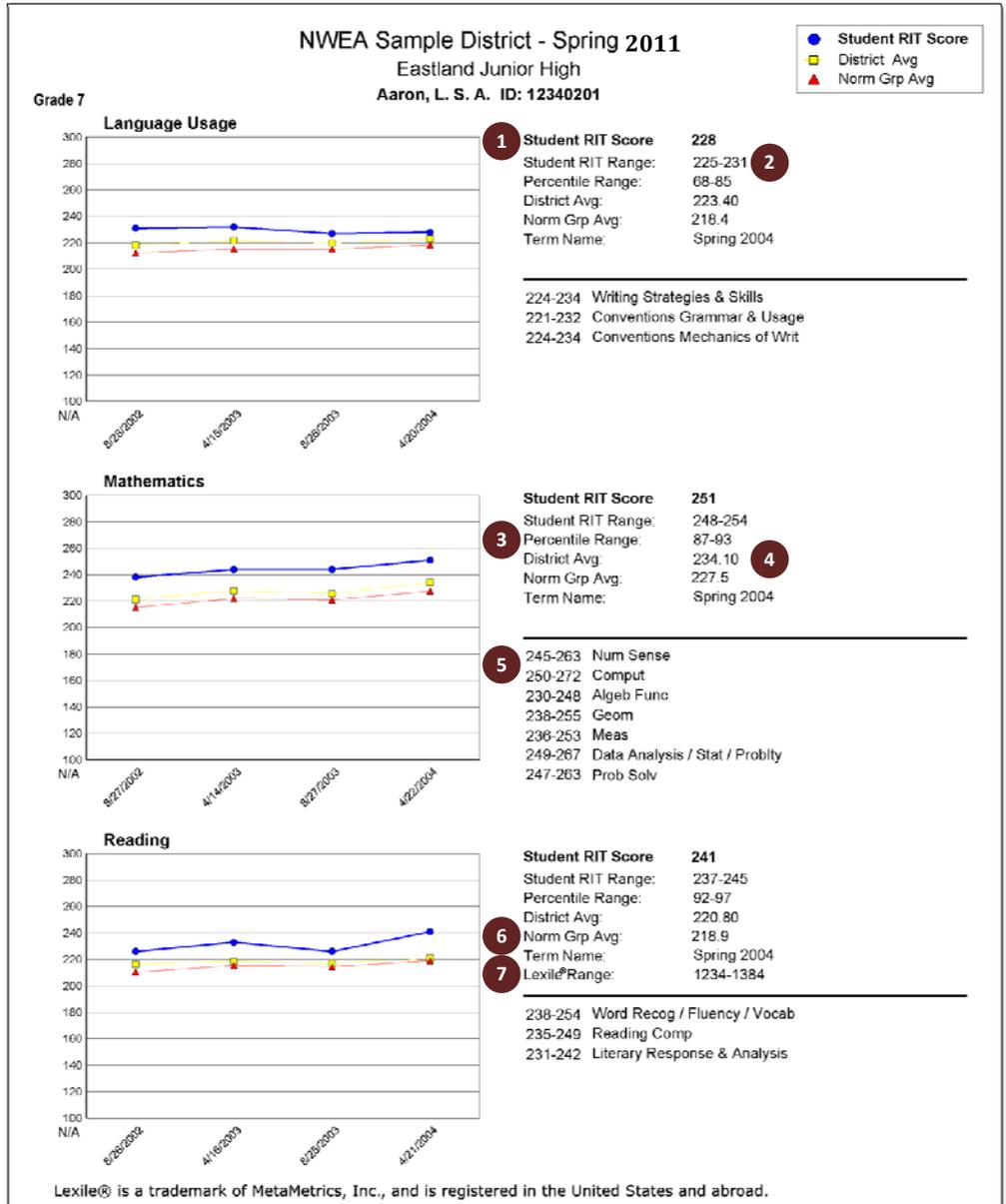


MAP® Reports

Individual Student Report

Plotted on the graph are the student's RIT score, the district average, and the NWEA norm group average for the subject in which a student was tested.

- 1 **Student RIT Score:** The student's overall RIT score on the test
- 2 **Student RIT Range:** If a student took the test again relatively soon, the score would fall within this range 68% of the time.
- 3 **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.
- 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 the student.
- 5 **Goal Performance:** Each goal area included in the test is listed along with a goal strand RIT range or descriptive adjective of the student's score.
- 6 **Norm Group Average:** The average score observed for students in the latest NWEA norming study.
- 7 **Lexile® Range:** A score (displayed as a 150-point range) resulting from a correlation between NWEA's RIT score and the MetaMetrics® Lexile® scale that helps identify reading material that is at an appropriate difficulty level for an individual student.



MAP® Reports

Grade Report

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

- 1 **Goal Performance:** These columns summarize the students' performance in the goal strands tested in this subject. **Goal Strand RIT Ranges** will display in these columns only if a student took a Survey w/ Goals Test.
- 2 **Test Type:** S/G - Survey w/ Goals; SUR - Survey
- 3 **RIT Score:** The student's overall scale score on the test.
- 4 **Standard Error of Measurement:** An estimate of the precision of the achievement (RIT) scores. The smaller the standard error, the more precise the achievement estimate is.
- 5 **RIT Range:** If a student took the test again relatively soon, the score would fall within this range about 68% of the time.
- 6 **Percentile Rank:** The percentage of students in the national norms group for this grade that this student's score equaled or exceeded.
- 7 **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.
- 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.

Grade Report - Language Usage - Fall 2011 - By Test RIT											1 Goal Performance			
School: Eastland Junior High														
Grade: 7														
Language Goals Survey IN Version 2														
Student ID	Name	Grd	2 Test Type	Test Date	Term	3 RIT	4 Std Err	5 RIT Rng	6 %ile	7 %ile Rng	Writing Strategies & Skills	Conventions Grammar & Usage	Conventions Mechanics of Writ	
12340060	Jacob, L. A. J.	7	S/G	Aug 23	FA04	230	3.0	227-233	90	83-94	222-232	226-236	226-237	
12340709	Jill, M. A. S.	7	S/G	Aug 23	FA04	230	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	3.1	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	88-95	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	96	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	235-248	
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	
Grade 7 Totals For: Language Usage											High	62	64	57
											Avg	34	27	37
											Low	17	22	19
											Mean	220.6	221.0	220.9
											Median	222	223	222
											Std Dev	11.2	12.1	11.7
Count of valid, current term test events						113								
8 Mean RIT						220.7								
Median RIT						222								
10 Std Dev						10.6								

- 1 **Goal Areas:** These columns show the students' average performance and standard deviation in the goal strands (subjects) 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:** Average score of students in this class for this content area.
- 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 RIT:** Middle score of this class for this content area.
- 7 **Optional Group:** Summary results may be disaggregated by gender, ethnicity, or special program.
- 8 **Area of Relative Concern:** If a score is *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 in 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.

MAP® Reports

District Summary Report by Grade

Summarizes district performance by grade for the most recent test season.

Mathematics		Num Sense		Comput		Algeb Func		Geom		Meas		Data Analysis / Stat / Problty		Prob Solv					
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev				
Math Goals Survey 6+ IN Version 2																			
<i>Term</i>	<i>Grade</i>	<i>Student Count</i>	<i>Mean RIT</i>	<i>Std Dev</i>	<i>Median</i>														
Optional Group: None																			
Fall 2004	7	132	234.1	14.6	235	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	132	234.1	14.6	235	236.4	20.3	235.8	17.9	<i>237.1</i>	16.5	<i>237.3</i>	16.8	231.5	18.6	235.2	16.8	<i>229.3</i>	17.6
Fall 2003	7	123	225.7	14.7	226	<i>228.7</i>	20.5	224.6	15.5	225.3	14.2	<i>229.5</i>	15.7	224.0	18.5	225.3	17.9	<i>222.5</i>	20.7
Spring 2003	7	121	231.1	18.4	233	233.2	21.3	232.9	22.2	232.1	18.6	232.9	20.1	229.8	20.1	231.2	22.1	<i>226.9</i>	20.7
Fall 2002	7	110	225.4	15.1	227	227.5	19.9	225.4	18.4	226.0	16.2	<i>228.8</i>	17.1	<i>221.4</i>	16.8	225.3	18.9	223.5	19.3
Spring 2002	7	50	230.8	17.2	230	233.1	18.1	230.8	18.5	231.6	18.3	<i>234.1</i>	22.6	230.3	18.8	230.6	18.2	<i>225.4</i>	22.0
Fall 2001	7	248	227.6	16.5	230	229.7	19.5	<i>231.7</i>	21.2	226.4	17.3	226.8	18.8	<i>223.6</i>	18.4	<i>230.9</i>	21.8	226.5	20.1
Optional Group: None																			
Fall 2004	8	116	235.7	15.0	238	235.0	18.9	233.9	18.0	235.5	16.8	<i>241.1</i>	18.1	235.9	18.5	236.3	17.8	233.4	17.6
Spring 2004	8	116	237.3	13.4	237	<i>240.5</i>	20.4	238.2	18.5	239.5	16.6	<i>241.5</i>	15.3	<i>233.7</i>	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	<i>236.8</i>	15.7	230.0	17.3	231.8	17.8	<i>229.4</i>	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	238.1	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	<i>232.7</i>	17.3	<i>239.6</i>	20.3	233.5	18.4
Spring 2002	8	46	244.5	13.9	247	243.9	17.0	<i>250.6</i>	21.8	247.2	16.5	246.4	14.6	<i>240.2</i>	18.0	246.8	16.0	242.3	15.7
Fall 2001	8	213	236.5	18.5	239	238.3	21.0	<i>241.3</i>	24.2	237.4	21.6	238.6	20.1	<i>233.6</i>	22.2	237.2	21.2	<i>232.6</i>	22.0
Optional Group: None																			
Fall 2004	9	54	230.9	11.1	231	229.9	16.0	229.3	13.4	<i>234.4</i>	15.8	<i>235.7</i>	14.5	229.3	16.2	229.6	16.8	228.8	14.0
Math Goals Survey 2-5 IN Version 2																			
<i>Term</i>	<i>Grade</i>	<i>Student Count</i>	<i>Mean RIT</i>	<i>Std Dev</i>	<i>Median</i>														
Optional Group: None																			

MAP® Reports

District Summary Report by School

Summarizes district performance by school for the most recent test season.

- 1 **Goal Areas:** These columns show the students' average performance and standard deviation in the goal strands (subjects) 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:** Average score of students in this class for this content area.
- 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 RIT:** Middle score of this class for this content area.
- 7 **Area of Relative Concern:** If a score is *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.

District Summary Report by School - Fall 2011
NWEA Sample District

Language Usage Johnson Elementary													Writing Strategies & Skills		Conventions Grammar & Usage		Conventions Mechanics of Writ							
Language Goals Survey IN Version 2													Mean		Mean		Mean		Mean		Mean		Mean	
Term	Grade	Student Count	Mean RIT	Std Dev	Median																			
Fall 2004	2	30	195.2	16.4	199																			
Spring 2004	2	30	195.2	16.4	199	197.8	16.8	195.2	17.3	197.3	17.1													
Fall 2004	3	19	195.3	16.4	198	195.2	16.0	195.8	19.1	194.9	16.6													
Spring 2004	3	37	206.3	10.1	204	205.1	10.4	208.2	12.6	205.5	11.0													
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	12.0	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	217	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	220.1	8.4	224.6	10.0	225.9	12.7													
Fall 2003	6	24	220.3	11.1	221	219.8	10.0	220.8	12.9	220.2	13.7													
Fall 2004	7	30	222.4	9.5	224	221.6	9.8	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	11.9													

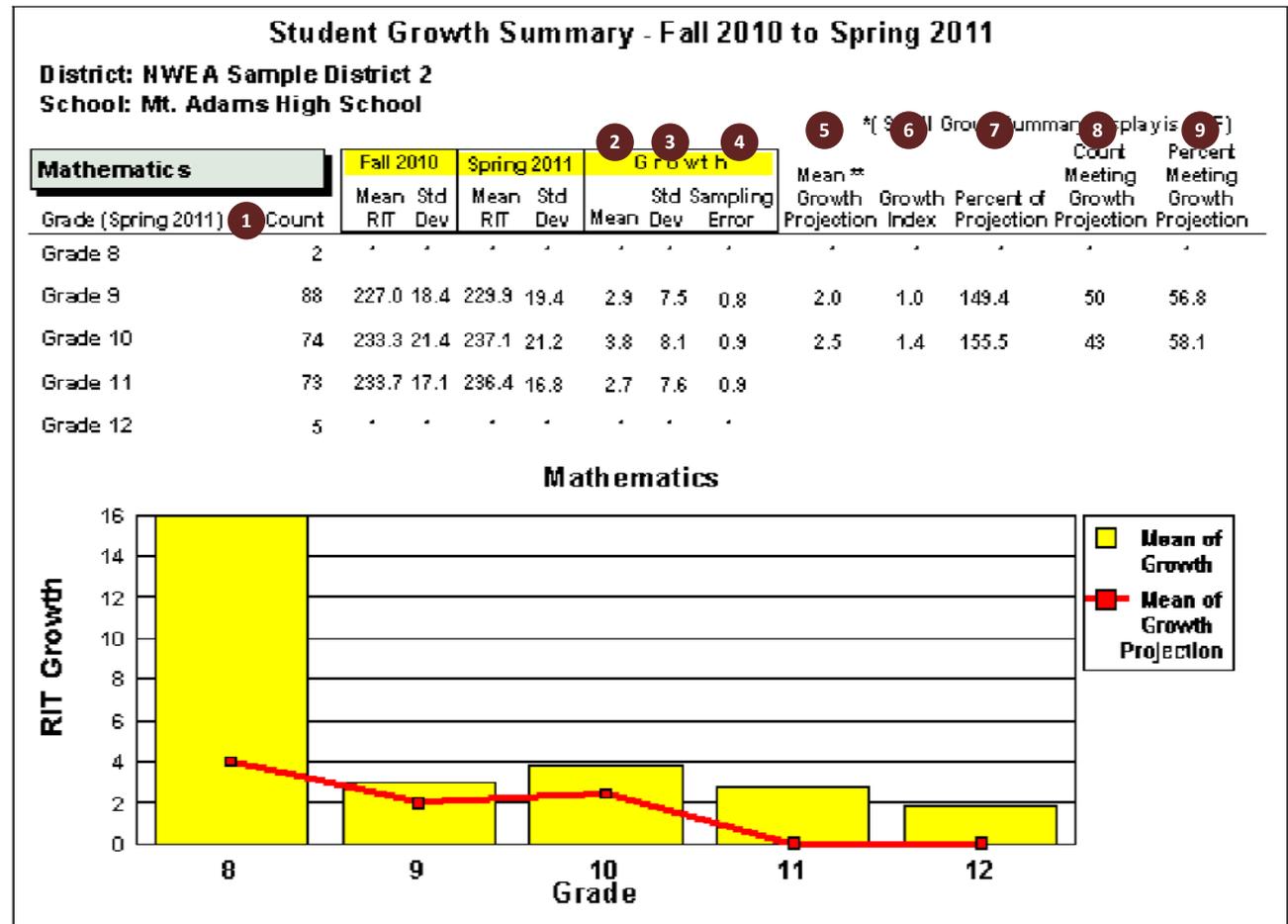
Kennedy Elementary

MAP® Reports

Student Growth Summary Report

Summarizes the term-to-term growth of all students by school, subject and grade.

- 1 **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.
- 2 **Growth - Mean:** The average change in RIT scores from starting term to ending term (ending minus starting RIT)
- 3 **Growth - Standard Deviation:** The standard deviation of the term-to-term RIT score change. About 68% of the growth scores would be expected to be in one standard deviation below the mean and one standard deviation above the mean.
- 4 **Growth – Sampling 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.
- 5 **Mean Growth Projection:** The average of the individual student growth projections. Individual growth projections 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.
- 6 **Growth Index:** The RITs by which the student exceeded the Projected RIT (plus values), fell short of the Projected RIT (minus values), or exactly met the Projected RIT (0).
- 7 **Percent of Projection:** This is the total student growth divided by the total of Projected RITs expressed as a percentage. It shows the proportion of the overall RIT growth projections achieved by the students. Performance of 100% is considered average, meaning the student growth equaled the projections. Use in conjunction with the “Percent Meeting Growth Projection.”
- 8 **Count Meeting Growth Projection:** The number of students in this reporting unit that met or exceeded their individual Growth Projection.
- 9 **Percent Meeting Growth Projection:** The percentage of students in the reporting unit that met their individual Growth Projection.

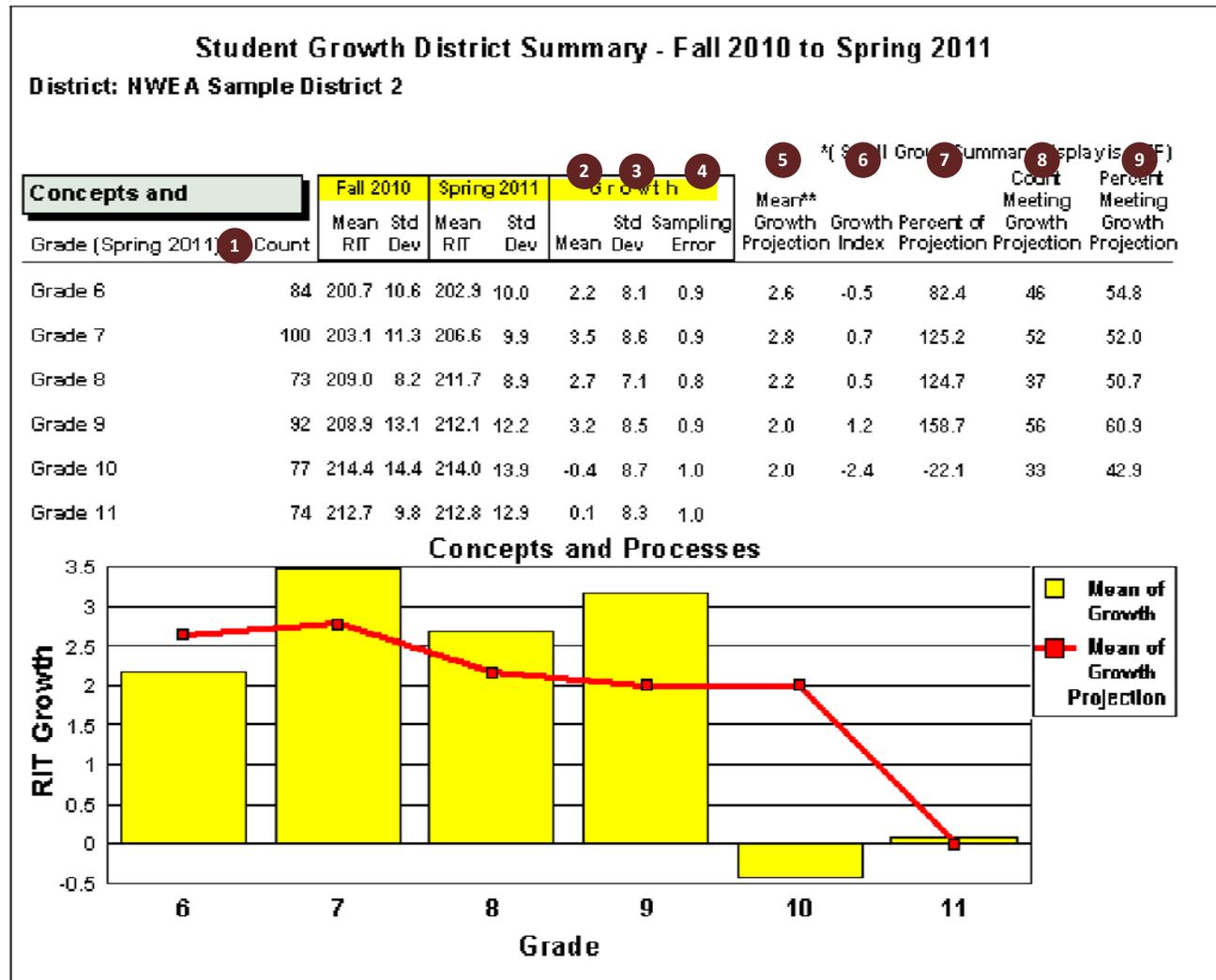


MAP® Reports

Student Growth District Summary Report

Aggregates all schools' term-to-term growth statistics by subject and grade.

- 1 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.
- 2 Growth - Mean:** The average change in RIT scores from starting term to ending term (ending minus starting RIT)
- 3 Growth - Standard Deviation:** The standard deviation of the term-to-term RIT score change. About 68% of the growth scores would be expected to be in one standard deviation below the mean and one standard deviation above the mean.
- 4 Growth - Sampling 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.
- 5 Mean Growth Projection:** The average of the individual student growth projections. Individual growth projections 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.
- 6 Growth Index:** The RITs by which the student exceeded the Projected RIT (plus values), fell short of the Projected RIT (minus values), or exactly met the Projected RIT (0).
- 7 Percent of Projection:** This is the total student growth divided by the total of Projected RITs expressed as a percentage. It shows the proportion of the overall RIT growth projections achieved by the students. Performance of 100% is considered average, meaning the student growth equaled the projections. Use in conjunction with the "Percent Meeting Growth Projection."
- 8 Count Meeting Growth Projection:** The number of students in this reporting unit that met or exceeded their individual Growth Projection.
- 9 Percent Meeting Growth Projection:** The percentage of students in the reporting unit that met their individual Growth Projection.



Measures of Academic Progress (MAP) Virginia State-Aligned Version 2

The NWEA Goal Structure is a document that represents the content and structure of a state’s standards documents. Goal structures are created through an alignment process that links state standards documents to the NWEA item bank. The MAP tests and associated reports for teachers and students are based upon this structure and alignment.

The alignment process begins with a thorough review of a state’s standards documents by NWEA’s curriculum specialists. The general goal areas or strands within a state’s standards that appear across grade levels become the goals in the goal structure (indicated below as bold). Areas in a state’s standards documents that are determined to be sub-domains of the goals/strands become the sub-goals in the goal structure (indented under each goal below).

Goal and sub-goal names from the Goal Structure are shortened for technical reasons to create the headings in DesCartes. Report Names are shortened further to accommodate report specifications.

Measures of Academic Progress (MAP) Virginia State-Aligned Version 2

General Science Goal Structure	General Science DesCartes	General Science Report Names
Energy, Force, Motion, Matter	Energy, Force, Motion, Matter	Energy, Force, Motion, Matter
Energy	Energy	
Force, Motion, Simple Machines	Force, Motion, Simple Machines	
Matter	Matter	
Life Processes and Systems	Life Processes and Systems	Life Processes and Systems
Life Processes: Life Cycles	Life Cycles	
Life Processes: Adaptations, Evolution, Classification	Adaptations, Evolution, Classification	

General Science Goal Structure	General Science DesCartes	General Science Report Names
Living Systems: Cells, Genetics	Cells, Genetics	
Living Systems: Ecosystems, Energy Flow	Ecosystems, Energy Flow	
Earth and Space Science	Earth and Space Science	Earth and Space Science
Interrelationships in Earth/Space Systems: Weather, Climate, Atmosphere, Oceans	Weather, Climate, Atmosphere, Oceans	
Interrelationships in Earth/Space Systems: Solar System, Universe	Solar System, Universe	
Earth Patterns, Cycles, Changes: Rocks, Minerals, Geologic Processes	Rocks, Minerals, Geologic Processes	
Earth's Resources: Natural Resources	Natural Resources	



Northwest Evaluation Association

Partnering to help all kids learn®

Measures of Academic Progress® (MAP®) for Primary Grades Northwest Evaluation Association™ (NWEA™) Goal Structures

Reading Goal Structure

Each reported goal area contains items organized by sub-goal categories.

Content of Test: Primary Grades Reading (Combined test, all goals)

Phonological Awareness, Phonics, and Concepts of Print	Vocabulary and Word Structure, Comprehension, and Writing
Phonological Awareness <ul style="list-style-type: none"> ▪ Phoneme Identification ▪ Blending ▪ Rhyming ▪ Phonemic Manipulation of Sounds and Syllabication 	Vocabulary and Word Structure <ul style="list-style-type: none"> ▪ Sight Words ▪ Content Vocabulary and Context Clues ▪ Synonyms, Antonyms, Homonyms, Homographs, Homophones ▪ Base Words, Prefixes, Suffixes ▪ Compound Words, Contractions
Phonics <ul style="list-style-type: none"> ▪ Consonants ▪ Vowel Patterns ▪ Spelling Patterns and Rhyming ▪ Sound Manipulation and Syllabication 	Comprehension <ul style="list-style-type: none"> ▪ Literal Comprehension ▪ Interpretive Comprehension ▪ Evaluative Comprehension
Concepts of Print <ul style="list-style-type: none"> ▪ Developmental Reading Skills ▪ Developmental Writing Skills ▪ Environmental Print 	Writing <ul style="list-style-type: none"> ▪ Writing Process ▪ Conventions of Language ▪ Language Structure, Phrase, Sentence, Paragraph ▪ Grammatical Patterns

Mathematics Goal Structure

Each reported goal area contains items organized by sub-goal categories.

Content of Test: Primary Grades Math (Combined test, all goals)

Problem Solving, Number Sense, and Computation	Measurement and Geometry, Statistics and Probability, and Algebra
Problem Solving <ul style="list-style-type: none"> ▪ Understand and Represent Word Problems ▪ Solutions Strategies and Verification of Answers ▪ Logic, Reasoning, Conjectures, and Proof 	Measurement and Geometry <ul style="list-style-type: none"> ▪ Attributes, Compare, Order, Tools, Units ▪ Measure and Estimate ▪ Identify, Attributes: Lines, 2-D, 3-D ▪ Spatial, Transformations, Symmetry, Congruence
Number Sense <ul style="list-style-type: none"> ▪ Count ▪ Identify, Represent: Whole Numbers, Fractions ▪ Relative Position and Magnitude ▪ Place Value and Base-Ten System 	Statistics and Probability <ul style="list-style-type: none"> ▪ Data Collection, Organization, and Display ▪ Data Analysis ▪ Probability and Predictions
Computation <ul style="list-style-type: none"> ▪ Addition ▪ Subtraction ▪ Readiness for Multiplication and Division 	Algebra <ul style="list-style-type: none"> ▪ Attributes, Patterns, and Functions ▪ Understand Algebraic Concepts ▪ Application of Algebraic Concepts

MAP™ for Primary Grades Student Report (Mathematics)

Displays scores for the selected student and test. The report shows data for each time the test was administered to the student within the selected date range.

- 1. Parameter selection fields:** Select report parameters.
- 2. Calendar control:** Click and drag on the green arrows to set the date range for the report. Data are available for 364 days prior to the date the report is generated. The bar height indicates the number of tests given on a specific day. Hover the mouse over a bar to display a tool tip showing the date and number of students tested. Click the zoom button (with the magnifying glass) to expand the display so you can see the selected date range in greater detail.
- 3. Save Parameters button:** Save commonly-used parameter sets to quickly run the same report again. Select saved parameters from the Report drop-down list. Click the red X to delete saved parameters.
- 4. Student drop-down list:** Select a student name.
- 5. Generate Report button:** Generates online view based on selected report parameters.
- 6. Show or Hide report parameter detail:** Click the Show/Hide link to expand or contract the online view.
- 7. Print PDF button:** Generates a PDF that can be printed or saved.
- 8. Selected parameters display:** Shows which parameters were selected.
- 9. Color legend:** Report detail is color-coded by threshold level.
- 10. Overall Score for each test:** Shows the overall score for all Skills and Sub-skills assessed on the selected test. If the same test was administered to the student multiple times during the selected date range, the report shows a column for each time the test was administered.
- 11. Test Dates:** Student Report shows data for each time the selected test was administered during the selected date range.
- 12. Skill/Sub-skill list for selected test**
- 13. Show or Hide Sub-skill Data:** Click the Show/Hide link to expand or contract the online view.
- 14. Skill/Sub-skill score:** The Skill and Sub-skill score data are color-coded to show the threshold level.
- 15. Shortened test length indicator:** Test ended at 10 items because student answered less than 6 of first 10 items correctly.

Online View

Save Parameters **3** **7** Print PDF **?**

Select MAP for Primary Grades Report Parameters **6** Hide Detail **^**

Report: Student Report School: Mt. Hood Primary School Term: Fall 2007
 Teacher: Bradley, Lisa Class: 111 Bradley Grade1 Homeroom

7/19/2007 10/17/2007 **2**

Test Name: PRI-MATH-Skills (Comp:20-UsingNumbers) **4** Student: Miser, Steven **5** Generate Report

8 MAP for Primary Grades Student Report Student: Miser, Steven

District/School: NWEA MPG Training School / Mt. Hood Primary School
 Teacher: Bradley, Lisa
 Class: 111 Bradley Grade1 Homeroom
 Start Date: 07/19/2007
 End Date: 10/17/2007

Percentage of items answered correctly **9**
 0% to 40%
 >40% to <80%
 80% to 100%
 Sub-skill not evaluated N/A

Test: PRI-Math-Skills (Comp:20-Using Numbers) **10** Overall Score >> 64% 16% **11**
 Test Dates >> 13Aug 2007 14Sep 2007

Skill/Sub-skill	13Aug 2007	14Sep 2007
13 Hide Sub-skill Data 14		
Addition	60%	20%
Addition - two 1-digit numbers - horizontal format		
Addition - two 1-digit numbers - vertical format 12	60%	20%
Addition - three 1-digit numbers	60%	20%
14 Hide Sub-skill Data 15		
Subtraction	70%	10%
Subtraction - two 1-digit numbers - horizontal format		
Subtraction - two 1-digit numbers - vertical format	60%	0%
	80%	20%

* The student's performance in the first 10 items was less than 60%. The test stopped before the student could see all items.

Print PDF View

NWEA MAP for Primary Grades - Student Report

Student: Miser, Steven
 School: Mt. Hood Primary School Start Date: Jul 19, 2007
 Teacher: Bradley, Lisa End Date: Oct 17, 2007
 Class: 111 Bradley Grade1 Homeroom
 Test: PRI-Math-Skills (Comp:20-Using Numbers)

N/A 0 to 40% >40 to <80% 80 to 100%

Skill / Sub-skill	Overall Score	Test Dates
	64% 16% *	13Aug 2007 14Sep 2007
Addition		
Addition - two 1-digit numbers - horizontal format	60%	20%
Addition - two 1-digit numbers - vertical format	60%	20%
Addition - three 1-digit numbers	60%	20%

MAP™ for Primary Grades Student Report (Reading)

Displays scores for the selected student and test. The report shows data for each time the test was administered to the student within the selected date range.

- Parameter selection fields:** Select report parameters.
- Calendar control:** Click and drag on the green arrows to set the date range for the report. Data are available for 364 days prior to the date the report is generated. The bar height indicates the number of tests given on a specific day. Hover the mouse over a bar to display a tool tip showing the date and number of students tested. Click the zoom button (with the magnifying glass) to expand the display so you can see the selected date range in greater detail.
- Save Parameters button:** Save commonly-used parameter sets to quickly run the same report again. Select saved parameters from the Report drop-down list. Click the red X to delete saved parameters.
- Student drop-down list:** Select a student name.
- Generate Report button:** Generates online view based on selected report parameters.
- Show or Hide report parameter detail:** Click the Show/Hide link to expand or contract the online view.
- Print PDF button:** Generates a PDF that can be printed or saved.
- Selected parameters display:** Shows which parameters were selected.
- Color legend:** Report detail is color-coded by threshold level.
- Overall Score for each test:** Shows the overall score for all Skills and Sub-skills assessed on the selected test. If the same test was administered to the student multiple times during the selected date range, the report shows a column for each time the test was administered.
- Test Dates:** Student Report shows data for each time the selected test was administered during the selected date range.
- Skill/Sub-skill list for selected test**
- Show or Hide Sub-skill Data:** Click the Show/Hide link to expand or contract the online view.
- Skill/Sub-skill score:** The Skill and Sub-skill score data are color-coded to show the threshold level.

Online View

Save Parameters
Print PDF

Select MAP for Primary Grades Report Parameters

Report: Student Report School: Mt. Hood Primary School Term: Fall 2007

Teacher: Bradley, Lisa Class: 111 Bradley Grade1 Homeroom

Test Name: PRI-READ-Skills (ConsonantBlends/Digraphs) Student: Washington, Diane

Generate Report

MAP for Primary Grades Student Report Student: Washington, Diane

District/School: NWEA MPG Training School / Mt. Hood Primary School Percentage of items answered correctly

Teacher: Bradley, Lisa 0% to 40%

Class: 111 Bradley Grade1 Homeroom >40% to <80%

Start Date: 07/19/2007 80% to 100%

End Date: 10/17/2007 Sub-skill not evaluated N/A

Test: PRI-READ-Skills (ConsonantBlends/ Digraphs) Overall Score >> 40%

Skill/Sub-skill Test Dates >> 13 Sep 2007

Initial Blends Hide Sub-skill Data 44%

Skill/Sub-skill	Score
spl	0%
tw	0%
tr	100%
sw	0%
str	100%
st	0%
spr	0%
sp	0%
sn	100%
sm	100%
sl	100%
sk	0%
pl	100%
gr	0%
	100%

Print PDF View

NWEA Student: Washington, Diane

School: Mt. Hood Primary School Start Date: Jul 19, 2007

Teacher: Bradley, Lisa End Date: Oct 17, 2007

Class: 111 Bradley Grade1 Homeroom

Test: PRI-READ-Skills (ConsonantBlends/Digraphs)

Overall Score: 40%

Skill / Sub-skill Test Dates: 13 Sep 2007

Initial Blends: 44%

Skill/Sub-skill	Score
spl	0%
tw	0%
tr	100%

MAP™ for Primary Grades Teacher Report (Mathematics)

Displays class performance for the selected Screening or Skills Checklist test, based on the most recent test administered to each student in the class.

1. **Parameter selection fields***
2. **Calendar control***
3. **Save Parameters button***
4. **Generate Report button***
5. **Show or Hide parameter detail***
6. **Print PDF button***
7. **Selected parameters display***
8. **Overall Score segmented bar graph:** The color-coded segmented bar graph shows the overall score for the selected class and test. Hover the mouse over the bar to display a tool tip showing the number of students who scored at each threshold level over the total number of students who took the test.
9. **Skill/Sub-skill list for selected test**
10. **Show or Hide Sub-skill Data:** Click the Show/Hide link to expand or contract the online view.
11. **Select Skills and Sub-skills to include in Sub-skill Performance Report:** Select the check boxes for the Skills and Sub-skills you want to see in detail, then click the Sub-skill Report button to generate a Sub-skill Performance Report. Click the check box at the Skill level to include all associated Sub-skills in the Sub-skill Performance Report, or select specific Sub-skills to be included.
12. **Sub-skill Report button:** Generates Sub-skill Performance Report for selected Sub-skills.
13. **Segmented bar graph with tool tip showing denominators:** The color-coded segmented bar graph shows the overall performance for the selected class for the item listed in the Skill/Sub-skill column. Hover the mouse over a bar graph to display a tool tip with the class breakdown by threshold level.
14. **Color legend***

* See Student Report annotations for additional information on these features.

MAP™ for Primary Grades Teacher Report (Reading)

Displays class performance for the selected Screening or Skills Checklist test, based on the most recent test administered to each student in the class.

1. **Parameter selection fields***
2. **Calendar control***
3. **Save Parameters button***
4. **Generate Report button***
5. **Show or Hide parameter detail***
6. **Print PDF button***
7. **Selected parameters display***
8. **Overall Score segmented bar graph:** The color-coded segmented bar graph shows the overall score for the selected class and test. Hover the mouse over the bar to display a tool tip showing the number of students who scored at each threshold level over the total number of students who took the test.
9. **Skill/Sub-skill list for selected test**
10. **Show or Hide Sub-skill Data:** Click the Show/Hide link to expand or contract the online view.
11. **Select Skills and Sub-skills to include in Sub-skill Performance Report:** Select the check boxes for the Skills and Sub-skills you want to see in detail, then click the Sub-skill Report button to generate a Sub-skill Performance Report. Click the check box at the Skill level to include all associated Sub-skills in the Sub-skill Performance Report, or select specific Sub-skills to be included.
12. **Sub-skill Report button:** Generates Sub-skill Performance Report for selected Sub-skills.
13. **Segmented bar graph with tool tip showing denominators:** The color-coded segmented bar graph shows the overall performance for the selected class for the item listed in the Skill/Sub-skill column. Hover the mouse over a bar graph to display a tool tip with the class breakdown by threshold level.
14. **Color legend***

* See Student Report annotations for additional information on these features.

MAP™ for Primary Grades Sub-skill Performance Report (Mathematics)

Generate this report by clicking the Sub-skill Report button from the Teacher Report page.

1. Show or Hide report parameter detail*
2. Print PDF button*
3. Selected parameters display*
4. View control: Organize the online view by Low, Medium, or High groups; All students; or All Separated. All view alphabetically lists all students in a single group. All Separated shows all students grouped by Low, Medium, and High.
5. Group section header: Shows the grouping as selected from the View control. Low group includes students who scored $\leq 40\%$ on one or more of the selected Sub-skills. High group includes students who scored $\geq 80\%$ for all of the selected Sub-skills. Medium group includes students who scored $>40\%$ to $<80\%$ on any of the selected Sub-skills. All groups list students alphabetically.
6. Show or Hide group detail: Click the Show/Hide link to expand or contract the online view.
7. Sort indicator: Shows how the data are sorted. Click a column header to change the sort order.
8. Student name links: Click on a student name to link to a Student Report for the selected test.
9. Sub-skill performance data: Shows both the number of items answered correctly over the number of items presented within the Sub-skill, and the percentage correct for the Sub-skill.
10. Color legend*
11. Tool tip: Hover the mouse over a Sub-skill cell to see a tool tip with the student name, student ID, and Sub-skill.
12. Select students to include in PDF: Deselect check boxes for any students you want excluded from the PDF view.
13. Hidden link: See the Sub-skill Performance Report (Reading) page for a view of the controls that are hidden.

* See Student Report annotations for additional information on these features.

Online View

2 [Print PDF](#) ?

13 Select MAP for Primary Grades Report Parameters 1 Show Detail View: All Separated

MAP for Primary Grades Sub-skill Performance Report 4

School: Mt. Hood Primary School
 Teacher: Bradley, Lisa
 Class: 111 Bradley Grade1 Homeroom
 Test: PRI-Math-Skills (Comp:20-Using Numbers)
 Start Date: Jul 19, 2007
 End Date: Oct 17, 2007

Percentage of items answered correctly 10

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

Low 5 Hide Detail 6

	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
<input checked="" type="checkbox"/>	MH1220	Donaldson, Brittany	3/5: 60%	2/5: 40%	2/5: 40%	4/5: 80%	2/5: 40%
<input checked="" type="checkbox"/>	MH1218	Greer, Jacob	3/5: 60%	2/5: 40%	1/5: 20%		
<input checked="" type="checkbox"/>	MH1215	Jacobsen, Mark	2/5: 40%	2/5: 40%	1/5: 20%		

Medium Hide Detail 6

	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
<input checked="" type="checkbox"/>	MH1212	Washington, Diane	4/5: 80%	5/5: 100%	3/5: 60%	4/5: 80%	4/5: 80%

High Hide Detail 6

	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
<input checked="" type="checkbox"/>	MH1214					5/5: 100%	
<input checked="" type="checkbox"/>	MH1222					5/5: 100%	

* The student's performance is not available for this sub-skill.

7 8 9 11

12 13

Print PDF View

MAP for Primary Grades - Sub-skill Performance Report

Math Skills (Computation to 20 - Using Numbers)

School: Mt. Hood Primary School Start Date: Jul 19, 2007
 Teacher: Bradley, Lisa End Date: Oct 17, 2007
 Class: 111 Bradley Grade1 Homeroom
 Test: PRI-Math-Skills (Comp:20-Using Numbers)

		Addition	Addition	Addition	Subtraction	Subtraction	Subtraction
Student Id	Student Name	Addition - two 1-digit numbers - horizontal format	Addition - two 1-digit numbers - vertical format	Addition - three 1-digit numbers	Subtraction - two 1-digit numbers - horizontal format	Subtraction - two 1-digit numbers - vertical format	Subtraction - two 1-digit numbers - vertical format
MH1214	Alvarado, Juan	5/5: 100%	4/5: 80%	5/5: 100%			
MH1220	Donaldson, Brittany	3/5: 60%	2/5: 40%	2/5: 40%			
MH1218	Greer, Jacob	3/5: 60%	2/5: 40%	1/5: 20%			
MH1215	Jacobsen, Mark	2/5: 40%	2/5: 40%	1/5: 20%			
MH1221	Jacoby, Ardent	2/5: 40%	2/5: 40%	1/5: 20%			
MH1219	Johnson, Latisha	2/5: 40%	2/5: 40%	0/5: 0%			
MH1216	Jones, Heather	1/5: 20%	2/5: 40%	1/5: 20%			

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MAP™ for Primary Grades Sub-skill Performance Report (Reading)

Generate this report by clicking the Sub-skill Report button from the Teacher Report page.

1. Show or Hide report parameter detail*
2. Print PDF button*
3. Selected parameters display*
4. View control: Organize the online view by Low, Medium, or High groups; All students; or All Separated. All view alphabetically lists all students in a single group. All Separated shows all students grouped by Low, Medium, and High.
5. Group section header: Shows the grouping as selected from the View control. Low group includes students who scored $\leq 40\%$ on one or more of the selected Sub-skills. High group includes students who scored $\geq 80\%$ for all of the selected Sub-skills. Medium group includes students who scored $>40\%$ to $<80\%$ on any of the selected Sub-skills. All groups list students alphabetically.
6. Show or Hide group detail: Click the Show/Hide link to expand or contract the online view.
7. Sort indicator: Shows how the data are sorted. Click a column header to change the sort order.
8. Student name links: Click on a student name to link to a Student Report for the selected test.
9. Sub-skill performance data: Shows both the number of items answered correctly over the number of items presented within the Sub-skill, and the percentage correct for the Sub-skill.
10. Color legend*
11. Tool tip: Hover the mouse over a Sub-skill cell to see a tool tip with the student name, student ID, and Sub-skill.
12. Select students to include in PDF: Deselect check boxes for any students you want excluded from the PDF view.
13. Change parameters link: Returns you to the MAP for Primary Grades Report Parameters selection page.

* See Student Report annotations for additional information on these features.

Online View

2 [Print PDF](#)

1 [Hide Detail](#)

13 [Click to change report](#)

Report: [Click to change report](#) 13

Teacher: Bradley, Lisa

School: Mt. Hood Primary School

Class: 111 Bradley Grade1 Homeroom

Term: Fall 2007

Test Name: PRI-READ-Skills (ConsonantBlends/Digraphs)

Student: *** Unavailable ***

4 [Generate Report](#)

3 MAP for Primary Grades Sub-skill Performance Report View: All Separated

School: Mt. Hood Primary School

Teacher: Bradley, Lisa

Class: 111 Bradley Grade1 Homeroom

Test: PRI-READ-Skills (ConsonantBlends/Digraphs)

Start Date: Jul 19, 2007

End Date: Oct 17, 2007

Percentage of items answered correctly

0% to 40% ■

>40% to <80% ■

80% to 100% ■

Sub-skill not evaluated ■ N/A

5 Low

6 [Hide Detail](#)

<input checked="" type="checkbox"/>	Student ID	Student Name	Initial Blends spl	Initial Blends str	Initial Blends fr	Initial Blends fl	Final Blends sp	Final Blends st	Final Blends ft
<input checked="" type="checkbox"/>	MH1214	Alvarado, Juan	1/1: 100%	0/1: 0%	0/1: 0%	1/1: 100%	0/1: 0%	0/1: 0%	0/1: 0%
<input checked="" type="checkbox"/>	MH1224	Tomas, Oscar	0/1: 0%	1/1: 100%	1/1: 100%	0/1: 0%	0/1: 0%	0/1: 0%	0/1: 0%
<input checked="" type="checkbox"/>	MH1214	Washington, Diane	N/A	N/A	N/A	N/A	N/A	N/A	N/A

12 Medium

9 [Hide Detail](#)

12 High

[Hide Detail](#)

<input checked="" type="checkbox"/>	Student ID	Student Name	Initial Blends	Final Blends
<input checked="" type="checkbox"/>	MH1222	Tran, Paul	1/1: 100%	1/1: 100%

11 **Tool tip:** Tomas, Oscar
MH1224
Initial Blends: fr

Print PDF View

MAP for Primary Grades - Sub-skill Performance Report

Reading Skills (Decoding Consonant Blends/Digraphs)

School: Mt. Hood Primary School

Teacher: Bradley, Lisa

Class: 111 Bradley Grade1 Homeroom

Test: PRI-READ-Skills (ConsonantBlends/Digraphs)

Start Date: Jul 19, 2007

End Date: Oct 17, 2007

■ 0% to 40%
 ■ >40% to <80%
 ■ 80% to 100%

Student ID	Student Name	Initial Blends spl	Initial Blends str	Initial Blends fr
MH1214	Alvarado, Juan	1/1: 100%	1/1: 100%	0/1: 0%
MH1224	Tomas, Oscar	0/1: 0%	1/1: 100%	1/1: 100%
MH1222	Tran, Paul	1/1: 100%	1/1: 100%	1/1: 100%
MH1212	Washington, Diane	0/1: 0%	1/1: 100%	0/1: 0%

MAP™ for Primary Grades All Tests Report

Displays class performance on each Screening and Skills Checklist test that fall within user-defined reporting parameters.

1. **Parameter selection fields***
2. **Calendar control***
3. **Save Parameters button***
4. **Student drop-down:** View the report for All Students, or select a specific student from the drop-down list to compare his or her performance for each test to the overall performance students in the class who took the test.
5. **Generate Report button***
6. **Show or Hide report parameter detail***
7. **Print PDF button***
8. **Selected parameters display***
9. **Test list:** Shows each Screening and Skills Checklist test taken by students in the selected class during the selected date range. Click on a test name to drill down to a Teacher Report for that test.
10. **Segmented bar graph with tool tip showing denominators:** Each segmented bar graph is color-coded to show the overall performance for the students in the selected class for the test listed to the left. Scores include the most recent test taken by students in the class during the selected date range. Hover the mouse over a bar graph to display a tool tip showing the number of students who scored at each threshold level over the total number of students who took the test.
11. **Color legend***
12. **Overall performance indicator for an individual student:** Available if a specific student is selected from the Student drop-down. Shows the overall score for the selected student for the test listed to the left. Hover the mouse over the color-coded box to display a tool tip showing the student name, test name, and student score. Click the box to drill down to the Student report for that test.
13. **Screening test indicator:** Screening tests have no overall test score, so indicators are displayed as white rectangles.

* See Student Report annotations for additional information on these features.

Online View

Save Parameters 3
Print PDF 7

Select MAP for Primary Grades Report Parameters Hide Detail 6

Report: All Tests Report
Teacher: Hernandez, Joseph

School: Mt. Hood Primary School
Class: 222 Hernandez Kindergarten Homeroom

Term: Fall 2007

2

Test Name: All Tests 1

Student: Alden, Cliff 4

5 **Generate Report**

MAP for Primary Grades All Tests Report

Student: Alden, Cliff

District/School: NWEA MPG Training School / Mt. Hood Primary School
Teacher: Hernandez, Joseph
Class: 222 Hernandez Kindergarten Homeroom
Start Date: Jul 20, 2007
End Date: Oct 15, 2007

Test Name	Performance	
	Class	Student
PRI-MATH-Screening (Early Numeracy)		
PRI-READ-Skills (Phonological Awareness)		
PRI-READ-Screening (Early Literacy)		
PRI-MATH-Skills (Comp:10-Using Manipulatives)		

11	0% to 40% >40% to <80% 80% to 100% Screening Test
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Print PDF View

MAP for Primary Grades - All Tests Report
 School: Mt. Hood Primary School Start Date: Jul 31, 2007
 Teacher: Hernandez, Joseph End Date: Oct 15, 2007
 Class: 222 Hernandez Kindergarten Homeroom
 Student: Alden, Cliff

11	Screening Test 0 to 40% >40% to <80% 80% to 100%
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Test Name	Performance	
	Class	Student
PRI-MATH-Screening (Early Numeracy)	3 Students Tested	
PRI-READ-Skills (Phonological Awareness)		
PRI-READ-Skills (Syllable Types:CVC,CVCe,R-Control)		
PRI-READ-Skills (Vowel Digraphs/Diphthongs)		
PRI-READ-Screening (Early Literacy)	5 Students Tested	

MAP™ for Primary Grades Student Report – Screening tests (Mathematics & Reading)

Screening tests require unique reporting features to account for test functionality that presents each student with different sets of items.

- 1. Core Concept Areas:** Every student is presented with 15 items from these three core concept areas.
 - 2. More Basic Concept Areas:** When a student correctly answers 3 or fewer (0, 1, 2, or 3) of the 5 items in a core concept area, he/she will be presented with 5 additional items that are more basic in concept.
 - 3. More Difficult Concept Areas:** When a student correctly answers 4 or more (4 or 5) of the 5 items in a core concept area, he/she will be presented with items that are more difficult in concept.
 - 4. Gray N/A:** Concept areas that were not presented to the student display with a gray color, and N/A.
 - 5. Case A:** When Kylie took the Early Numeracy Screening test on Aug 10, she answered correctly 5 of the 5 items presented in the concept area of Identifies numerals 1-10, so 5 more difficult items in the concept area of Identifies numerals 11-20 were presented, and she answered all 5 correctly.
 - 6. Case B:** When Kylie took the Early Numeracy Screening test on Aug 10, she answered correctly 3 of the 5 items presented in the concept area of Counts and One-to-One Correspondence 1-10, so 5 more basic items in the concept area of Rote Counting – Counts to a Number were presented, and she answered all 5 correctly.
 - 7. Case C:** When Kylie took the Early Literacy Screening test on Aug 14, she answered correctly 2 of the 5 items presented in the concept area Rhyming Words, so 5 more basic items in the concept area of Matching Sounds were presented, and she answered 3 of the 5 correctly.
 - 8. Case D:** When Kylie took the Early Literacy Screening test on Aug 14, she answered correctly all 5 items presented in Concepts of Print – Beginning K, so 5 more difficult items in the concept area of Concepts of Print – K-1 were presented, and she answered 3 of the 5 correctly.
- Additional information can be found in:** The Guidelines for Placing Students – MAP for Primary Grades document.

Early Numeracy Screening Test

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Select MAP for Primary Grades Report Parameters
Show Detail

MAP for Primary Grades Student Report
Student: Belmont, Kylie

District/School: NWEA MPG Training School / Mt. Hood Primary School
Teacher: Hernandez, Joseph
Class: 222 Hernandez Kindergarten Homeroom
Start Date: 07/31/2007
End Date: 10/15/2007

Percentage of items answered correctly

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

Test: PRI-MATH-Screening (Early Numeracy)

Skill/Sub-skill	Test Dates >>	10Aug 2007	14Aug 2007	15Aug 2007
Counts				
Rote Counting - Counts to a Number		100%	80%	N/A
Counts and One-to-One Correspondence 1-10	6	60%	60%	80%
One-to-One Correspondence 11 - 20		N/A	N/A	60%
Number/Numeral				
Matches Numerals 1-10	1	N/A	N/A	60%
Identifies numerals 1-10		100%	80%	60%
Identifies numerals 11 - 20		100%	60%	N/A
Computation				
Identifies Numbers of Objects - More/Fewer		40%	60%	N/A
Computes with Manipulatives - Moving objects		0%	40%	80%
Computes with Manipulatives - Numerical Answer	4	N/A	N/A	60%

District/School: NWEA MPG Training School / Mt. Hood Primary School
Teacher: Hernandez, Joseph
Class: 222 Hernandez Kindergarten Homeroom
Start Date: 07/31/2007
End Date: 10/15/2007

Early Literacy Screening Test

Percentage of items answered correctly

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

Test: PRI-READ-Screening (Early Literacy)

Skill/Sub-skill	Test Dates >>	14Aug 2007	15Aug 2007
Phonological Awareness			
Matching Sounds		60%	80%
Rhyming Words	7	40%	60%
Manipulating Sounds		N/A	N/A
Visual Discrimination/Phonics			
Visual Discrimination of Words	1	60%	100%
Letter Identification		60%	60%
Matching Sounds to Letters		N/A	N/A
Concepts of Print			
Concepts of Print--Pre-K		N/A	80%
Concepts of Print--Beginning K	8	100%	60%
Concepts of Print--K-1		60%	N/A

MAP™ for Primary Grades Teacher Report – Screening tests (Mathematics & Reading)

Screening tests require unique reporting features to account for test functionality that presents each student with different sets of items.

- 1. Core Concept Areas:** Every student in the class is presented with 15 items from the three core concept areas.
- 2. More Basic Concept Areas:** Some of the students in the selected class answered correctly 3 or fewer (0, 1, 2, or 3) of the 5 items in a core concept area, so these students were presented with 5 additional items that are more basic in concept.
- 3. More Difficult Concept Areas:** Some of the students in the selected class answered correctly 4 or 5 of the 5 items in a core concept area, so these students were presented with 5 additional items that are more difficult in concept.
- 4. Gray N/A:** Concept areas that were not presented to the students display with a gray color, and N/A.

5. Segmented bar graph with tool tip showing denominators: The color-coded segmented bar graph shows the overall performance for the selected class for the item listed in the Skill/Sub-skill column. Hover the mouse over a bar graph to display a tool tip with the class breakdown by threshold level.

6. Core Concept Areas are scored: Because every student in the selected class sees the same core concept items, these skills are scored. In this case 5 students in the class took the Early Literacy Screening Test, 2 students scored in the 0% to 40% range, 1 student scored between 40% and 80%, and 2 students scored in the 80% to 100% range.

Additional information can be found in: The Guidelines for Placing Students – MAP for Primary Grades document gives additional details about all MAP for Primary Grades tests.

Early Numeracy Screening Test

District/School: NWEA MPG Training School / Mt. Hood Primary School
 Teacher: Hernandez, Joseph
 Class: 222 Hernandez Kindergarten Homeroom
 Test: PRI-MATH-Screening (Early Numeracy)

Start Date: Jul 31, 2007
 End Date: Oct 15, 2007

Early Literacy Screening Test

District/School: NWEA MPG Training School / Mt. Hood Primary School
 Teacher: Hernandez, Joseph
 Class: 222 Hernandez Kindergarten Homeroom
 Test: PRI-READ-Screening (Early Literacy)

Start Date: Jul 31, 2007
 End Date: Oct 15, 2007

Legend:
 0% to 40% (Gray)
 >40% to <80% (Yellow)
 80% to 100% (Green)
 NA (White)



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