# NWEA - Best use for MTSS

This document gives an overview of how to use NWEA results for informing instruction. NWEA is one of our screening tools as well as a tool to analyze group and individual student performance in Reading and Math. After administering an assessment, there are several reports that are useful in analyzing data. Student Goal Setting is also mentioned as an important strategy.

**NWEA - Reports**

After giving an assessment, the first report to retrieve is the **Class Report**.



### Class Report
- Analyze class needs by instructional area
- View class performance for a term, including norm status rankings

This report illustrates the percent of students scoring Low/Low Average/Average/High Average/High on the overall test as well as on the individual Goal Performance Areas. You can see any strong and weak areas of your class as a whole.

Goal Performance Areas for Reading are:  Literature, Informational Text, and Vocabulary Acquisition and Use.

Goal Performance Areas for Math are: Operations and Algebraic Thinking, Number and Operations, Measurement and Data, and Geometry.



### Class Report
Kotifani, Jenisha
5th Grade Homeroom

| | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Overall Performance** | count | % | count | % | count | % | count | % | count | % |
| Growth: Math 2-5 CA 2010 / CA Common Core Mathematics: 2010 | 4 | 15% | 6 | 22% | 6 | 22% | 8 | 30% | 3 | 11% |

| **Goal Area** | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Operations and Algebraic Thinking | 3 | 11% | 4 | 15% | 7 | 26% | 6 | 22% | 7 | 26% |
| Number and Operations | 7 | 26% | 5 | 19% | 5 | 19% | 9 | 33% | 1 | 4% |
| Measurement and Data | 4 | 15% | 8 | 30% | 7 | 26% | 4 | 15% | 4 | 15% |
| Geometry | 4 | 15% | 6 | 22% | 9 | 33% | 6 | 22% | 2 | 7% |

You can also see individual students' RIT score, percentile and Lexile. The Lexile is calculated by adding 100 to the low number in the range.

| Name (Student ID) | Gr | Test Date | RIT (+/- Std Err) | Percentile (+/- Std Err) | Lexile Range | Test Duration | A | B | C |
|---|---|---|---|---|---|---|---|---|---|
| Dugaw, Daytan N. (SW07001428) | 5 | 09/14/15 | 178-**181**-184 | 4-**5**-8 | 158-308 | 75 m | 163-177 | 175-187 | 187-197 |
| Devany, Noni I. (F09000030) | 5 | 09/14/15 | 184-**188**-192 | 8-**12**-18 | 288-438 | 20 m | 185-196 | 185-195 | 177-189 |
| Scruggs, Ambrose E. (F10000851) | 5 | 09/14/15 | 194-**197**-200 | 22-**28**-35 | 452-602 | 42 m | 191-202 | 191-203 | 192-204 |

B. Informational Text
C. Vocabulary Acquisition and Use

It is good to compare your class's Mean RIT with the District's Mean RIT for your grade level as well as the Norm Grade Level RIT to know how your class stands as compared to the District as well as NWEA's Norm sample.

| **Summary** | |
|---|---|
| Total Students With Valid Growth Test Scores | 27 |
| Mean RIT | 189.7 |
| Median RIT | 191 |
| Standard Deviation | 10.3 |
| District Grade Level Mean RIT | 192.4 |
| Students At or Above District Grade Level Mean RIT | 12 |
| Norm Grade Level Mean RIT | 190.4 |
| Students At or Above Norm Grade Level Mean RIT | 14 |

It is important to note that as students progress in the grade levels, the amount of expected growth by RIT decreases. For example, on the following chart, according to NWEA data, second graders are expected to make approximately 14 RIT points of growth from the beginning to the end of the year in reading whereas eighth graders are expected to make approximately 2.8 RIT points of growth.

| 2015 READING Student Growth Norms | | | | | |
|---|---|---|---|---|---|
| | Begin-to-Mid Year | | Mid-to-End Year | | Begin-to-End Year |
| Grade | Mean | SD | Mean | SD | Mean | SD |
| K | 10.3 | 6.01 | 6.81 | 5.46 | 17.1 | 8.11 |
| 1 | 10.8 | 6.00 | 5.99 | 5.46 | 16.8 | 8.09 |
| 2 | 9.5 | 6.05 | 4.52 | 5.49 | 14.0 | 8.20 |
| 3 | 7.3 | 5.79 | 3.02 | 5.33 | 10.3 | 7.59 |
| 4 | 5.4 | 5.56 | 2.33 | 5.19 | 7.8 | 7.05 |
| 5 | 4.2 | 5.60 | 1.97 | 5.21 | 6.1 | 7.15 |
| 6 | 3.2 | 5.62 | 1.54 | 5.22 | 4.8 | 7.19 |
| 7 | 2.5 | 5.58 | 1.25 | 5.20 | 3.7 | 7.11 |
| 8 | 1.9 | 6.05 | 0.99 | 5.49 | 2.8 | 8.19 |
| 9 | 1.1 | 6.35 | 0.60 | 5.68 | 1.7 | 8.87 |
| 10 | 0.6 | 6.72 | 0.17 | 5.91 | 0.7 | 9.66 |

| 2015 MATHEMATICS Student Growth Norms | | | | | |
|---|---|---|---|---|---|
| | Begin-to-Mid Year | | Mid-to-End Year | | Begin-to-End Year |
| Grade | Mean | SD | Mean | SD | Mean | SD |
| K | 11.4 | 5.56 | 7.67 | 5.03 | 19.1 | 7.59 |
| 1 | 11.4 | 5.50 | 6.97 | 4.99 | 18.4 | 7.45 |
| 2 | 9.5 | 5.35 | 5.72 | 4.90 | 15.2 | 7.11 |
| 3 | 7.8 | 5.08 | 5.19 | 4.73 | 13.0 | 6.47 |
| 4 | 6.8 | 5.05 | 4.78 | 4.72 | 11.6 | 6.41 |
| 5 | 5.8 | 5.22 | 4.13 | 4.82 | 9.9 | 6.80 |
| 6 | 4.4 | 5.20 | 3.26 | 4.80 | 7.7 | 6.75 |
| 7 | 3.5 | 5.11 | 2.47 | 4.75 | 6.0 | 6.55 |
| 8 | 2.9 | 5.59 | 1.78 | 5.05 | 4.6 | 7.66 |
| 9 | 2.0 | 5.81 | 1.17 | 5.19 | 3.1 | 8.15 |
| 10 | 1.5 | 6.18 | 0.85 | 5.42 | 2.3 | 8.92 |

To find out more specific information about your students' skills, go to the **Class Breakdown by RIT Report**.



**Class Breakdown by RIT, Goal, or Projected Proficiency**
- Use to group students with similar instructional readiness levels for a subject (by RIT) or for the instructional areas within a subject (by goal)
- View projected performance on state and college readiness assessments

Be sure to choose "View Report Online" so that you will have hot links to more information.

This report groups the students in RIT ranges. Grouped students performed at a similar ability level overall.

**Class Breakdown by RIT Report**

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

Modify Options

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

Class Breakdown by [RIT ▼]   🔲 Create a PDF version of this report [Legal 8½" × 14" ▼] [Create PDF Report]

| Subject | Overall Score | | | | |
|---|---|---|---|---|---|
| | <191 | 191–200 | 201–210 | 211–220 | 221+ |
| Mathematics | | D. E. Shalifoe (191)<br>D. N. Dugaw (196)<br>N. I. Dovany (197)<br>A. E. Scruggs (197)<br>T. E. Wolf (200) | Z. N. Haukabo-Bol (210)<br>M. M. Vosburg (210) | J. S. Kucia (216)<br>D. W. Alhamzawi (216)<br>R. Valkier (217) | K. S. Dimalanta (224) |
| Reading | D. N. Dugaw (181) ⑫<br>N. I. Dovany (188) | A. E. Scruggs (197)<br>Z. N. Haukabo-Bol (198)<br>D. E. Shalifoe (198) | T. E. Wolf (201)<br>M. M. Vosburg (205)<br>J. S. Kucia (207) | R. Valkier (211)<br>D. W. Alhamzawi (213)<br>K. S. Dimalanta (220) | |
| Language Usage | | | D. N. Dugaw (201)<br>Z. N. Haukabo-Bol (206)<br>N. I. Dovany (207)<br>M. M. Vosburg (209)<br>D. E. Shalifoe (209)<br>A. E. Scruggs (210) | J. S. Kucia (211)<br>T. E. Wolf (212)<br>K. S. Dimalanta (213)<br>R. Valkier (214)<br>D. W. Alhamzawi (217) | |
| Science | | A. E. Scruggs (198) | J. S. Kucia (201)<br>D. W. Alhamzawi (202)<br>M. M. Vosburg (202)<br>T. E. Wolf (204)<br>D. N. Dugaw (206)<br>N. I. Dovany (207) | D. E. Shalifoe (214)<br>K. S. Dimalanta (215)<br>R. Valkier (216) | Z. N. Haukabo-Bol (223) |

Then if you click on the Subject on the left, you can drill down by Goal Performance Area to see more specific information.

**Class Breakdown by Goal Report**

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

Modify Options

You may select the student's name, RIT band, or the goal name to drill down to the Learning Continuum Class View to see learning statements for the selected data.
The score in parentheses by the student's name (i.e., Name (219)) represents the student's overall RIT score for this subject.

Class Breakdown by [Goal ▼]   🔲 Create a PDF version of this report [Legal 8½" × 14" ▼] [Create PDF Report]

Subject [Reading ▼]

Growth: Reading 2-5 CCSS 2010 V2/Language 2-12 CCSS 2010

| Goal | Goal Score ⑲ | | | | | | |
|---|---|---|---|---|---|---|---|
| | <171 | 171–180 | 181–190 | 191–200 | 201–210 | 211–220 | 221+ |
| Literature | D. N. Dugaw (181) ⑫ | | | N. I. Dovany (188)<br>A. E. Scruggs (197)<br>Z. N. Haukabo-Bol (198)<br>T. E. Wolf (201) | D. E. Shalifoe (198)<br>M. M. Vosburg (205)<br>J. S. Kucia (207) | R. Valkier (211)<br>D. W. Alhamzawi (213) | K. S. Dimalanta (220) |
| ⑪ Informational Text | | | D. N. Dugaw (181)<br>N. I. Dovany (188) | A. E. Scruggs (197)<br>D. E. Shalifoe (198)<br>T. E. Wolf (201) | Z. N. Haukabo-Bol (198)<br>J. S. Kucia (207) | M. M. Vosburg (205)<br>R. Valkier (211)<br>K. S. Dimalanta (220) | D. W. Alhamzawi (213) |
| Vocabulary Acquisition and Use | | | N. I. Dovany (188) | D. N. Dugaw (181)<br>A. E. Scruggs (197)<br>Z. N. Haukabo-Bol (198)<br>D. E. Shalifoe (198)<br>M. M. Vosburg (205) | T. E. Wolf (201)<br>R. Valkier (211)<br>D. W. Alhamzawi (213) | J. S. Kucia (207) | K. S. Dimalanta (220) |

When you press the RIT range numbers along the top row, you are taken to the Learning Continuum Class View

## Learning Continuum - Class View

Students are grouped based on the skills and concepts they need to develop in each instructional/goal area and sub-instructional/goal area. In the example below, the RIT range is given, target skills are listed and students who need to work on these skills are listed. This can be helpful for instructional grouping.

| 191-200 | Perimeter/Circumference<br>• Determines perimeters of basic polygons in which not all sides are labeled<br>• Determines perimeters of basic polygons with all sides labeled<br>• Solves real-world and mathematical problems involving perimeters of rectangles | E. H. Orton  Overall: 189; Goal Range: 185-196<br>L. L. Wojnarowski  Overall: 195; Goal Range: 191-202<br>A. H. Frisino  Overall: 198; Goal Range: 187-199<br>D. H. Engles  Overall: 200; Goal Range: 189-201 |
| 201-210 | Perimeter/Circumference<br>• Determines perimeters of basic polygons in which not all sides are labeled<br>• Determines side lengths given the perimeter of rectangles<br>• Solves real-world and mathematical problems involving perimeters of rectangles | J. L. Russell  Overall: 198; Goal Range: 201-213<br>L. E. Kong  Overall: 205; Goal Range: 198-210<br>J. B. Ramirez  Overall: 208; Goal Range: 198-210 |

If you would like to look at a detailed profile of a particular student, go to the **Student Profile Report**.
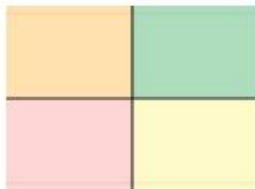
**Student Profile**
- Get a complete picture of a student's growth and performance in one interactive report
- Set goals with students
- Gain insights into what a student is ready to learn

Much information about individual students is available on this report. See this video for an overview of the Student Profile Report:
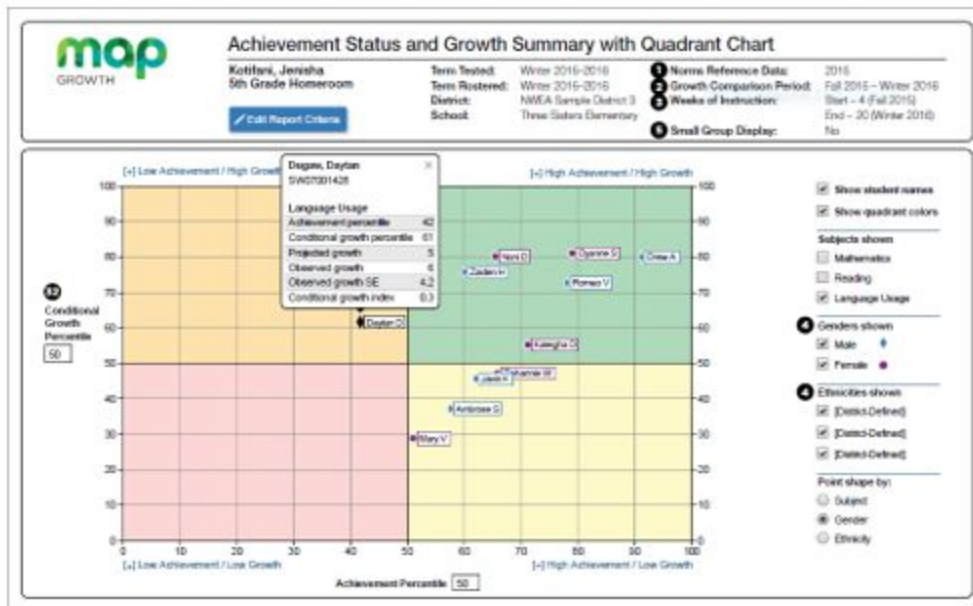https://teach.mapnwea.org/assist/help_map/Content/Data/SampleReports/StudentProfile.htm

After Winter and Spring testing, it is very valuable to view the **Quadrant Report**.

**Achievement Status and Growth Summary (ASG) With Quadrant Chart**
- View growth and performance compared to national norms
- Compare two terms (options to view by subject, gender, and ethnicity)
- Customize the data display using the interactive features of the chart

Achievement Status and Growth Summary with Quadrant Chart

You can select or deselect content areas (Reading/Math) on the right side of the chart. You can also choose to show or hide student names.

The achievement percentile is along the horizontal access. This shows your student's performance compared to students across the country in the same grade level.The Conditional Growth Percentile is on the vertical access. This shows the students' growth as compared to the NWEA growth norms. Notice that the chart is divided into four quadrants: Pink - Low Achievement/Low Growth, Yellow: High Achievement/Low Growth, Orange - Low Achievement/High Growth, and Green - High Achievement/High Growth. When you click on a student on the chart, you can see his/her achievement and growth as compared to their projected growth. While we want everyone in the green quadrant (High Achievement/High Growth), it is good to see students in the orange section (Low Achievement/High Growth) because they are growing at a high rate. Students in the Pink (Low Achievement/Low Growth) are starting at a lower achievement level and not making their growth targets. Students in the yellow section (High Achievement/Low Growth) are not making as much growth as expected, although their achievement is at a higher level.
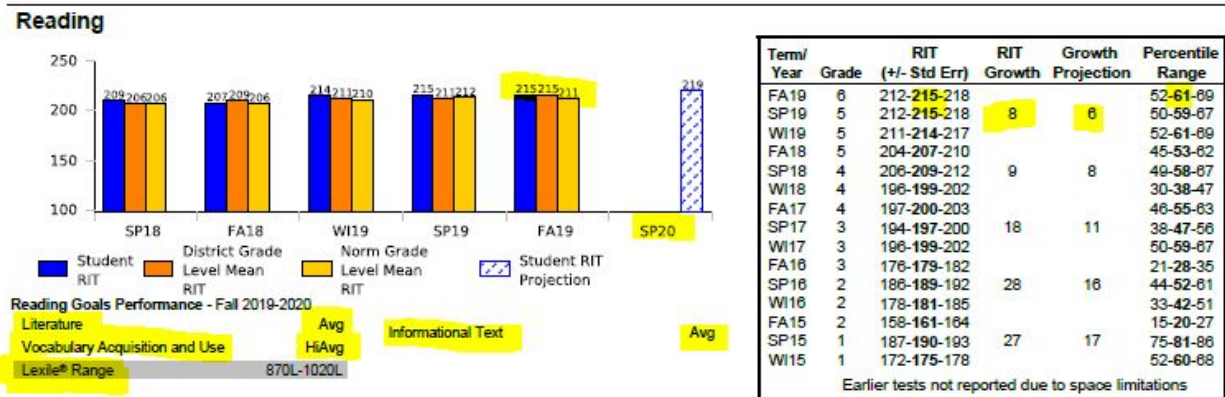
Finally, it is important for teachers to know that the **Student Progress Report** is the report that parents are given along with report cards as a Standards Based Assessment.



**Student Progress**

- View a student's overall progress from all past terms
- Use to discuss a student's term-to-term growth

This report shows student performance as compared to District and the norm group over time. The RIT score and RIT growth, the percentile range, the strengths and weaknesses within the Goal Performance Areas, the projected score for the next testing window, as well as the Lexile level are the main features of this report.



**Reading**

| Term/Year | Grade | RIT (+/- Std Err) | RIT Growth | Growth Projection | Percentile Range |
|---|---|---|---|---|---|
| FA19 | 6 | 212-215-218 | | | 52-61-69 |
| SP19 | 5 | 212-215-218 | 8 | 6 | 50-59-67 |
| WI19 | 5 | 211-214-217 | | | 52-61-69 |
| FA18 | 5 | 204-207-210 | | | 45-53-62 |
| SP18 | 4 | 206-209-212 | 9 | 8 | 49-58-67 |
| WI18 | 4 | 196-199-202 | | | 30-38-47 |
| FA17 | 4 | 197-200-203 | | | 46-55-63 |
| SP17 | 3 | 194-197-200 | 18 | 11 | 38-47-56 |
| WI17 | 3 | 196-199-202 | | | 50-59-67 |
| FA16 | 3 | 176-179-182 | | | 21-28-35 |
| SP16 | 2 | 186-189-192 | 28 | 16 | 44-52-61 |
| WI16 | 2 | 178-181-185 | | | 33-42-51 |
| FA15 | 2 | 158-161-164 | | | 15-20-27 |
| SP15 | 1 | 187-190-193 | 27 | 17 | 75-81-86 |
| WI15 | 1 | 172-175-178 | | | 52-60-68 |
| Earlier tests not reported due to space limitations | | | | | |

Reading Goals Performance - Fall 2019-2020

| | |
|---|---|
| Literature | Avg |
| Vocabulary Acquisition and Use | HiAvg |
| Informational Text | Avg |
| Lexile® Range | 870L-1020L |

**Student Goal Setting**

Goal setting for NWEA testing provides direction and a purpose for student learning and performance. Students feel connected and empowered. They can have a real impact on their scores. They can take greater responsibility for their learning. Goal setting can be motivating. The process of test-taking becomes meaningful.

There are many methods and formats for goal setting for NWEA. NWEA actually has a Student Goal Setting Worksheet within the MAP Growth Reports section which gives students' Overall RIT Scores along with Goal Performance Area ranges. Students see the Goal that NWEA sets for the year and they set their own goal(s) for the next testing period. They also write a couple sentences for an Action Plan. Tina Pelletier, our consultant, also shares a useful form.

The form from Tina Pelletier can be found on our MTSS Research Page > NWEA > Lexile Chart - Pelletier. Teachers have students color in a "Safe Zone" on the Lexile Reading Chart. This is indicated on the left side of the graph. Then students create a vertical bar to indicate their scores as they take the NWEA in each window. They set goals and list what they can do to improve their scores.

### Lexile Reading Chart

Track your reading progress by charting your Lexile measure growth. Write the date of your most recent Reading Comprehension Assessment at the bottom of the graph, where it says DATE. Then graph your results by placing a line at the location of your Lexile and by coloring the column up to that line. See example provided by the teacher.

**My Personal Goals:**

My Current Lexile: _____

My Goal Lexile: _____

My Expected Growth: _____

What can I do at school to improve my reading Lexile?

_____
_____
_____
_____

The MAP Student Goal Setting Worksheet can be found within NWEA > View Reports > Math Growth Reports. Reports can be printed for each student with their data on it.

## Student Goal Setting Worksheet

**map GROWTH**

**Student Goal Setting Worksheet**

Carter, Jasmine
Student ID: 889905

Term Tested: Fall
District: NW
School: St. |

NWEA is a very useful tool that gives us Standards-Based data including information about the pace of growth our students are making as well as skill areas for focus.