

Setting Growth Goals



NWEATM

Learning Targets



- Engage students in setting academic learning goals
- Access, interpret, and begin to apply growth data
- Share ownership of the data with students and parents

- Achievement Status & Growth Report
- Student Goal Setting Worksheet
- Learning Continuum
- College Readiness Data

Achievement Status and Growth Summary Report

Kotifani, Jenisha
5th Grade Homeroom

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

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

Language Usage

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

Summary for: Language Usage

Percentage of Students Who Met or Exceeded Their Projected RIT 81.8%

Percent of Projected Growth Met 137.5%

Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores 11

Count of Students Who Met or Exceeded Their Projected RIT 9

Median Conditional Growth Percentile 61

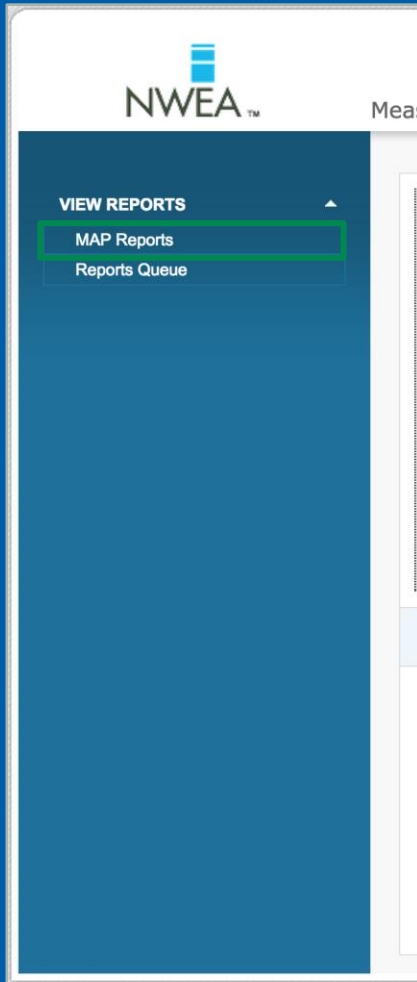
Explanatory Notes


† SE on Observed Growth is greater than normal. Use metric with caution.

* SE or SEM is greater than normal. Use metric with caution.

‡ Indicates that projected growth falls within standard error of observed growth.

Access



**NWEA**
Measures of Academic Progress®

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MAP Reports
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MAP® Reports

MAP Reports

- Achievement Status & Growth
 - [Projection or Summary](#)
 - [Summary with Quadrant Chart \(One Class only\)](#)
- [Class Breakdown](#)
- [Class](#)
- [Learning Continuum](#)
- [Student Goal Setting Worksheet](#)
- [Student Progress](#)

Skills Checklist/ Screening Results

- [MAP for Primary Grades Class](#)
- [MAP for Primary Grades Student](#)

Retired Reports

- [Descartes and PGID](#) Available until June 2016, replaced by Learning Continuum

Information Center

Resources and Guides

- [MAP Reports Summary \(Quick Reference\)](#)
Comparison of reports at-a-glance.
- [MAP Reports Reference \(Samples\)](#)
Examples of each MAP report with explanatory notes for educators.
- [Student Progress Report Quick Reference](#)
Sample report with explanatory notes for parents and teachers.

Research

- [Norms Study Resources](#)
A link to resources to help you use and interpret NWEA RIT Scale Norms data.
- [MAP College Readiness Benchmarks Study](#)
Examines predictive relationship between RIT scores and college readiness benchmarks.
- [State Linking Studies](#)
Links RIT scale to proficiency levels from state assessments.
- [Common Core Resources](#)
Overview and other resources for using Common Core MAP test results.

Online Training

- [Benefits of MAP Reports for Teachers \(3 min\)](#)
- [Benefits of MAP Reports for Administrators \(4 min\)](#)

Other Resources

- [Student Goal Setting Worksheet Template](#)
Blank and editable PDF of the Student Goal Setting Worksheet.
- [SPARK Community](#)
A place to share ideas, opinions, and inspiration with NWEA partners.

Note

Data available in MAP reports was last updated on September 20, 2015 at 2:30 AM EDT

Reports Queue

Reports Queued	0
Reports Ready	407
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Student Quick Search

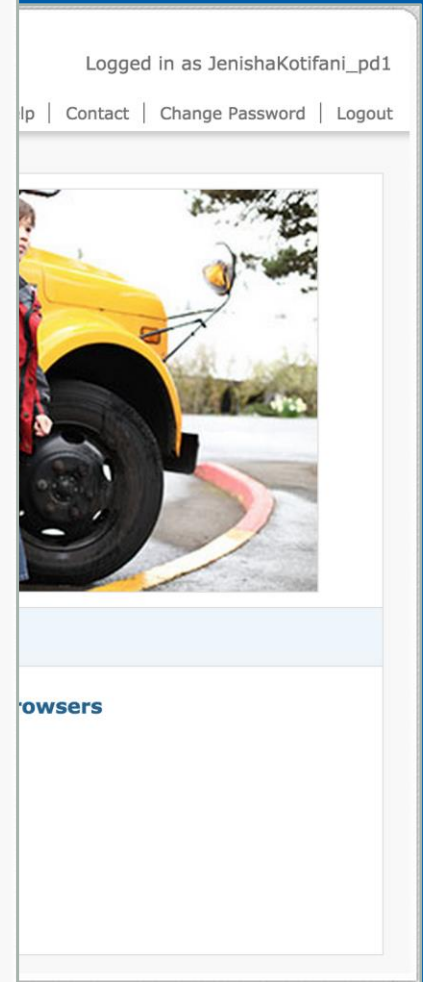
You must specify at least one search criterion below. Use the wildcard character (*) to search by first or last names. **You will be searching students rostered to the current term.**

Last Name

First Name

Student ID

[Search](#)



Achievement Status and Growth Projection

Kotifani, Jenisha
5th Grade Homeroom

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

How will you
discuss projected growth
with your students?



Identify student with
the highest RIT
Identify student with
the lowest RIT

Language Usage

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

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Percentage of Students Who Met or Exceeded Their Projected RIT

Percent of Projected Growth Met

Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores

Count of Students Who Met or Exceeded Their Projected RIT

Median Conditional Growth Percentile

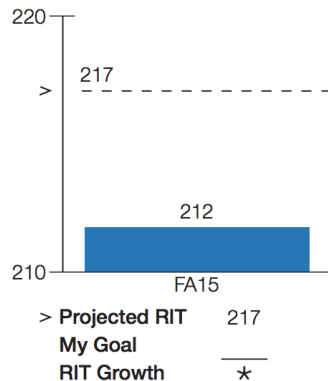
Student Goal Setting Worksheet

Carter, Jasmine
Student ID: 889905

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

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

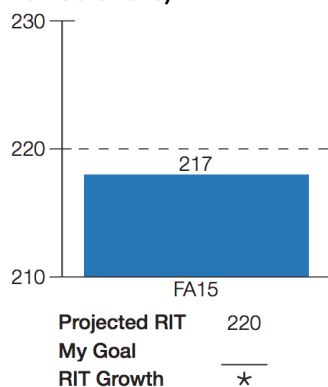
Mathematics (MAP: Math 6+ Common Core 2010 V2)



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

Student Action Plan:

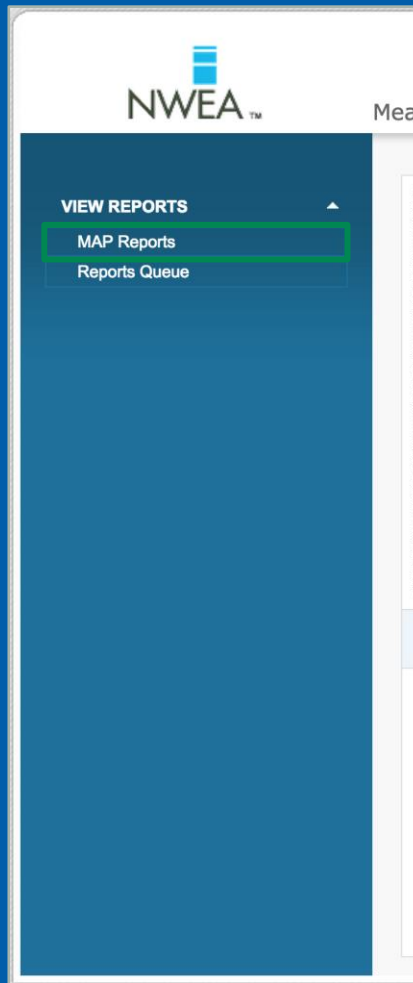
Reading (MAP: Reading 6+ Common Core 2010)



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

Student Action Plan:

Accessing the Student Goal Setting Worksheet



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Student Quick Search

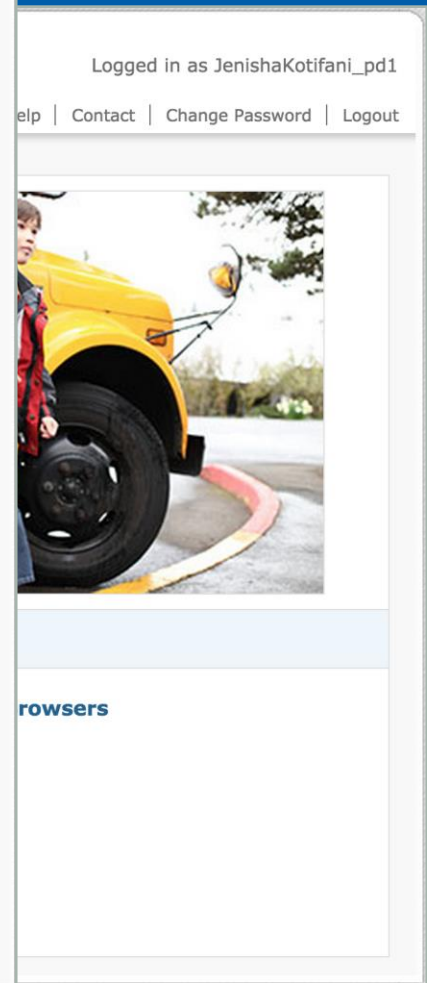
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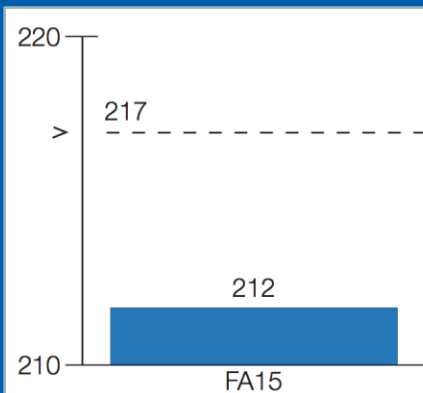
Last Name

First Name

Student ID

[Search](#)





> Projected RIT 217
 My Goal _____
 RIT Growth ★

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

Student Action Plan:

What are goal areas of strength for this student?

What are goal areas of opportunity for this student?

What skills should this student focus on now?



How will this
information impact
planning and instruction?

201-210

3.6.A: classify and sort two- and three-dimensional solids, including spheres, triangular and rectangular prisms, and cubes, based on attributes in formal geometric language;

- Classifies 2-D shapes by properties, given pictures
- Describes cones, cylinders, and spheres based on the shape of surfaces and/or number of bases or vertices, without pictures given

3.6.B: use attributes to recognize rhombuses, parallelograms, trapezoids, rectangles, and squares as examples of quadrilaterals and draw examples of quadrilaterals that do not belong to any of these subcategories;

- Identifies and names nonbasic shapes, such as trapezoids, hexagons, etc.
- Identifies properties of a 2-D shape, such as right angles, parallel sides, etc., given pictures

4.6.A: identify points, lines, line segments, rays, angles, and perpendicular and parallel lines;

- Identifies acute or obtuse angles
- Identifies parallel lines
- Identifies parallel lines involving real-world objects
- Identifies points, lines, rays, line segments, and angles
- Identifies right angles

4.6.B: identify and draw one or more lines of symmetry, if they exist, for a two-dimensional figure;

- Determines the number of lines of symmetry in 2-D figures
- Identifies 2-D figures which have line symmetry

4.6.C: apply knowledge of right angles to identify acute, right, and obtuse triangles; and

- Identifies and names special triangles, such as acute, right, scalene, etc., given pictures
- Knows definitions of special triangles, such as acute, right, scalene, etc.

How might you explain
these skills to students?
How can they be
incorporated into a student
action plan?

IMPORT PROFILES

MANAGE USERS

MANAGE STUDENTS

MANAGE TEST SESSIONS

SKILLS NAVIGATOR

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[Reports Queue](#)


MODIFY PREFERENCES



MAP® Reports

MAP Reports

- Achievement Status & Growth
 - [Projection or Summary](#)
 - [Summary with Quadrant Chart](#) (One Class only)
- [Class Breakdown](#)
- [Class](#)
- [District Summary](#)
- [Grade](#)
- [Grade Breakdown](#)
- [Learning Continuum](#)
- [Projected Proficiency Summary](#)
- [Student Goal Setting Worksheet](#)
- [Student Growth Summary](#)
- [Student Progress](#)

Next-Generation Reports Give us your thoughts on our in-progress reports!

[More about this](#) 

- [Student Profile](#)  A revised way to look at student results that will be continually improved based upon your feedback. [View example](#) 

Skills Checklist/ Screening Results

- [MAP for Primary Grades Class](#)
- [MAP for Primary Grades Student](#)

Note

Data available in MAP reports was last updated on January 28, 2017 at 1:00 AM CST

Reports Queue

Reports Queued	0
Reports Ready	2
Reports Due to Expire	1

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Student Quick Search

You must specify at least one search criterion below. Use the wildcard character (*) to search by first or last names. **You will be searching students rostered to the current term.**

Last Name

First Name

Student ID

Term: **Most Recent** ▾



< Student Sampler 10 Grade: 5 | ID: 2010



MATHEMATICS



214*

Error Margin: +/- 3
 Possible range: 211-217
 11/9/2016 — 67 minutes
 MAP: Math 2-5 TX 2012
 *Fall 2016-17

READING



186*

*Fall 2016-17

LANGUAGE USAGE



216*

*Fall 2016-17

SCIENCE



206*

*Fall 2016-17

COMPARISONS ?

57TH

Norms Percentile

Achievement for this term, ranked against NWEA 2015 Norms Study

Satisfactory

State of Texas Assessments of Academic Readiness

Projected result for test taken in **spring**

Not On Track

ACT College Readiness

Projected result for test taken in **spring**

INSTRUCTIONAL AREAS ?

209

Numerical Representations and Relationships →

212

Data Analysis and Monetary Transactions →

216

Geometry and Measurement →

220

Computations and Algebraic Relationships →

GROWTH GOALS ?

SPRING 2017 GOAL

230 (+16)

Score when set:
(Fall 2016)

214

Past Goals

There are no previous goals for this student.



INSTRUCTIONAL AREAS ?



Group by:

STANDARD

TOPIC

Grade(s):

ALL GRADES

Show learning statements:

SHOW

HIDE

View learning statements to: ?



REINFORCE



DEVELOP



INTRODUCE

View All Instructional Areas

Numerical
Representations and
Relationships209
± 6Data Analysis and
Monetary Transactions212
± 6.1Geometry and
Measurement216
± 6.2Computations and
Algebraic Relationships220
± 6.2

These learning statements apply to Student's current RIT score:

Filters

Geometry and Measurement

▼ Solve Problems Involving Measurement

2.9.D: determine the length of an object to the nearest marked unit using rulers, yardsticks, meter sticks, or measuring tapes;

Student is ready to DEVELOP these skills (211-220):

Understands measurement involving rulers

3.7.B: determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems;

Student is ready to DEVELOP these skills (211-220):

Determines side lengths given the perimeter of rectangles

Determines the perimeter of basic polygons in which not all sides are labeled

3.7.C: determine the solutions to problems involving addition and subtraction of time intervals in minutes using pictorial models or tools such as a 15-minute event plus a 30-minute event equals 45 minutes;

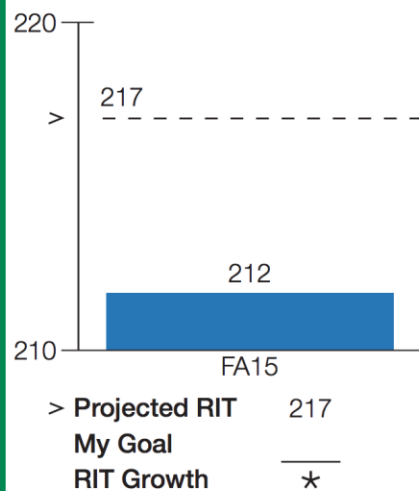
Student is ready to DEVELOP these skills (211-220):

Determines elapsed time across both minutes and hours using clocks

3.7.E: determine liquid volume (capacity) or weight using appropriate units and tools.

Compare RIT score with
Projected RIT. How should you
determine a student RIT goal?

Consider proficiency
benchmark indicator.



Grade	STAAR					
	Level I <i>Unsatisfactory</i>		Level II <i>Satisfactory</i>		Level III <i>Advanced</i>	
3	700-1359		1360-1595		1596-2300	
4	700-1466		1467-1669		1670-2300	
5	700-1499		1500-1723		1724-2300	
6	700-1535		1536-1771		1772-2300	
7	700-1574		1575-1797		1798-2300	
8	700-1594		1595-1853		1854-2300	

Grade	MAP FALL					
	Level I <i>Unsatisfactory</i>		Level II <i>Satisfactory</i>		Level III <i>Advanced</i>	
	RIT	%ile	RIT	%ile	RIT	%ile
3	100-185	1-35	186-207	36-90	208-350	91-99
4	100-199	1-42	200-221	43-92	222-350	93-99
5	100-204	1-31	205-229	32-89	230-350	90-99
6	100-209	1-30	210-236	31-88	237-350	89-99
7	100-215	1-33	216-243	34-89	244-350	90-99
8	100-217	1-31	218-253	32-93	254-350	94-99

MAP College Readiness Benchmarks – ACT Study, June 2015

HS Seniors Expected to Meet the Mathematics ACT=24 Benchmark

Grade	Term	Mathematics, ACT=22					Mathematics, ACT=24				
		Benchmark	SE	Pct	TPR	FPR	Benchmark	SE	Pct	TPR	FPR
5	Fall	217.31	0.04	65	0.67	0.19	221.33	0.04	74	0.63	0.15
5	Spring	225.58	0.04	61	0.70	0.16	229.74	0.04	70	0.67	0.14
6	Fall	225.30	0.04	68	0.70	0.15	229.63	0.04	79	0.68	0.13
6	Spring	232.34	0.03	66	0.72	0.14	236.82	0.03	76	0.68	0.11
7	Fall	232.20	0.03	71	0.72	0.13	236.84	0.03	81	0.68	0.10
7	Spring	238.06	0.03	70	0.73	0.13	242.85	0.03	79	0.70	0.10
8	Fall	238.00	0.03	74	0.73	0.13	242.96	0.03	83	0.70	0.10
8	Spring	242.73	0.04	74	0.73	0.13	247.83	0.04	81	0.70	0.10
9	Fall	242.72	0.04	76	0.73	0.13	247.99	0.04	84	0.69	0.10
9	Spring	246.35	0.04	74	0.73	0.13	251.76	0.04	83	0.70	0.10

Grade	Term	Reading, ACT=22					Reading, ACT=24				
		Benchmark	SE	Pct	TPR	FPR	Benchmark	SE	Pct	TPR	FPR
5	Fall	209.31	0.04	59	0.71	0.20	212.62	0.04	69	0.70	0.18
5	Spring	214.70	0.04	59	0.72	0.18	217.94	0.04	66	0.72	0.17
6	Fall	214.97	0.04	61	0.73	0.18	218.32	0.04	68	0.72	0.16
6	Spring	219.59	0.03	61	0.74	0.17	222.87	0.03	69	0.73	0.15
7	Fall	219.83	0.03	64	0.74	0.17	223.21	0.03	71	0.73	0.15
7	Spring	223.73	0.03	65	0.75	0.16	227.04	0.03	72	0.73	0.13
8	Fall	223.88	0.03	67	0.75	0.16	227.31	0.03	73	0.73	0.14
8	Spring	227.10	0.03	67	0.75	0.16	230.46	0.03	74	0.73	0.14
9	Fall	227.14	0.04	67	0.74	0.17	230.61	0.04	75	0.73	0.16
9	Spring	229.72	0.04	69	0.74	0.17	233.11	0.04	75	0.72	0.15

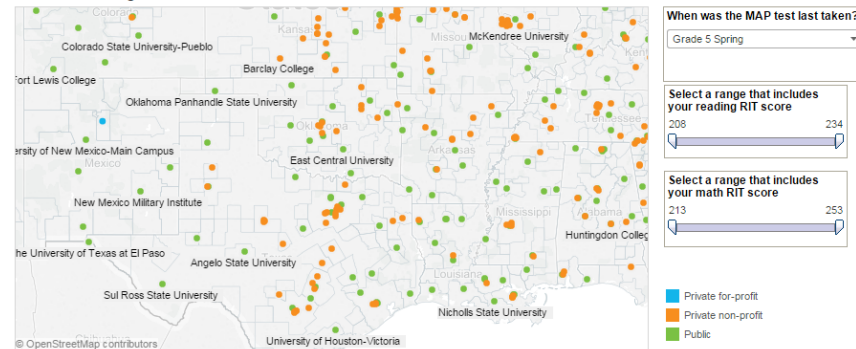
Use your MAP score to explore colleges and universities



Interested in learning which colleges might be a good fit for you?

Select the grade and term when you last took Measures of Academic Progress® (MAP®). Then set the RIT score sliders to a range that includes your most recent MAP reading and math scores. After you've made your selections, check the map to see the colleges in which your scores are likely to be near the median scores of students admitted to these schools. Based on your score, you may have a good chance of getting into these schools.

Click on a college to learn more about that school.



<https://www.nwea.org/CollegeExplorer>

NWEA's NEW College Interactive Tool!

Name: _____ Date: _____

Subject: (circle one) Reading, Language Usage, or Math

Goal Area: (title and current score) _____

What I specifically need to learn: _____

My Plan of Action: _____

I will need the following help and resources: _____

Here is my timeline: _____

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School District

Class Reading Goal

Area: Literal Comprehension

Average RIT Score: 202.3

Learning Needed

- Skim/scan to locate details
- Determine sequence of events
- Use advertisement and food labels
- Understand a bibliography

Plan of Action

- Create content maps/outlines of Social Studies/Science texts and student-selected non-fiction.
- During skill work or center time, work on sequencing activities related to HM.
- Bring in newspapers/food products to identify ads & label products. Homework to follow-up.
- During Science/Social Studies, find bibliographies in non-fiction texts and discuss how they're organized (author, title, publisher, etc.)
- Write a bibliography for our Animal Reports.

Timeline

- * Evaluate during the next MAP testing period.

Class Language Goal

Area: Grammar Usage

Average RIT Score: 207.4

Learning Needed

- Use basic sentence patterns
- Use noun forms
- Use verb tenses
- Identify pronouns

Plan of Action

*During D.O.L., instead of copying sentences, just edit them and focus on one area each week:

- Label "N", "V", "Adj.", "PP", "Adv.", "Pro", "LV" (linking verb, etc.)
- On nouns, discuss if it's a place, person, feeling or idea
- Past, present, future sentences

*On back of D.O.L., write a verb a day and give past, present, future. Write if it's regular or irregular.

*Mountain Language: 2a. = singular or plural 2b. = use same word, but show possession (add what is owned to word) using 's or s'.

Timeline

- * Evaluate during the next MAP testing period.

Class Math Goal

Area: Number Sense

& Operations

Average RIT Score: 203.6

Learning Needed

- Use pictorial representations of division
- Add decimals to hundredths place (vertical/horizontal)
- Divide 2 digit by 2 digit numbers with a remainder
- Be able to add/subtract fractions
- Change a fraction to its lowest term
- Order fractions
- Learn vocabulary: pentagon, squared, divisible, inequality, equivalent

Plan of Action

*Instead of practice test sheet, each Wednesday divide plain sheet into fourths:

- Draw picture of division problem given
- Divide a 2-digit by 2-digit number with remainder (then into a 3-digit number)
- Add/subtract fractions (then with mixed fractions)
- Order fractions smallest to largest

*For word of the week, use the above math terms and define.

*For Mtn. Math add "Can you change fraction to lowest term?" and "Plot the fraction on a number line".

Timeline

- *Next MAP testing period



Student Goal Setting Worksheet

Student: _____

Date: _____

Instructor: _____

Grade: _____

Growth Goal

Subject	Fall RIT	RIT Point Growth	Growth Projection	Winter RIT	Spring RIT	Actual RIT Growth	Net Growth (+) or (-)
Math							
Reading							
Language							

Content Area Goal

Math - Overall RIT Fall _____ Spring _____

Goal Area	Fall Range	Winter Range	Spring Range

Math Goal: _____

Reading - Overall RIT Fall _____ Spring _____

Goal Area	Fall Range	Winter Range	Spring Range

Reading Goal: _____

Language - Overall RIT Fall _____ Spring _____

Goal Area	Fall Range	Winter Range	Spring Range

Language Goal: _____

Student Signature: _____

Teacher Signature: _____

Parent Signature: _____

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1 of 1

RIT Stick for Measuring -----'s Academic Growth



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School District

Achievement Status and Growth Summary Report

Kotifani, Jenisha
5th Grade Homeroom

Term Tested: Winter 2015–2016

Term Rostered: Winter 2015–2016

Norms Reference Data: 2015

Growth Comparison Period: Fall 2015 – Winter 2016

Weeks of Instruction: Start – 4 (Fall 2015)
End – 20 (Winter 2016)

How do their second-term RIT scores compare to their projected RIT scores?

Were growth projections met? If not, was there still growth?

Language Usage

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

What percentage of students met or exceeded their projected RIT?

Percentage of Students Who Met or Exceeded Their Projected RIT **81.8%**

Percent of Projected Growth Met **137.5%**

Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores **11**

Count of Students Who Met or Exceeded Their Projected RIT **9**

Median Conditional Growth Percentile **61**

Explanatory Notes

† SE on Observed Growth is greater than normal. Use metric with caution.

* SE or SEM is greater than normal. Use metric with caution.

‡ Indicates that projected growth falls within standard error of observed growth.

Reflection



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