

*Partnering to help all kids learn*



# From Class Report To NEW Student Profile—What you need to know and will love

# Accessing the Class Report

The screenshot displays the MAP Reports interface. On the left is a sidebar with navigation links: MANAGE STUDENTS, MANAGE TEST SESSIONS, SKILLS NAVIGATOR, and VIEW REPORTS (which is expanded to show MAP Reports and Reports Queue). The main content area is titled 'MAP® Reports' and contains several sections: 'MAP Reports' with links to Achievement Status & Growth, Projection or Summary, Summary with Quadrant Chart (One Class only), Class Breakdown, Class (highlighted with a green arrow), Learning Continuum, Student Goal Setting Worksheet, and Student Progress; 'Next-Generation Reports' with a link to More about this; 'Skills Checklist/ Screening Results' with links to MAP for Primary Grades Class and MAP for Primary Grades Student; 'Retired Reports' with a link to Descartes and PGID; and an 'Information Center' with Resources and Guides (including MAP Reports Summary, MAP Reports Reference, and Student Progress Report Quick Reference) and Research (including Norms Study Resources, MAP College Readiness Benchmarks Study, and State Linking Studies). On the right, there is a 'Note' about data availability, a 'Reports Queue' table showing Reports Queued (0), Reports Ready (1), and Reports Due to Expire (0), and a 'Student Quick Search' section with input fields for Last Name, First Name, and Student ID, and a Search button.

**MANAGE STUDENTS**

**MANAGE TEST SESSIONS**

**SKILLS NAVIGATOR**

**VIEW REPORTS** ▲

- MAP Reports
- Reports Queue

## 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](#)

**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](#)

**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.

**Note**

Data available in MAP reports was last updated on February 01, 2017 at 12:59 AM CST

### Reports Queue

Reports Queued	0
Reports Ready	1
Reports Due to Expire	0

[View Full Reports Queue](#)

### 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



- Home + Chat
- Proctor Help Center
- Educator Help Center
- MAP Setup Help Center
- Roster and Data Help Center
- System and Technology Help
- Help on Each Page

## Summary Pages

<b>Summary</b>		<b>Mean RIT, Median RIT †</b>	Average and middle RIT scores of students in this class for this subject.
Total Students with Valid Growth Test Scores	11	<b>Standard Deviation †</b>	Indicates academic diversity of a group of students. The lower the number, the more students are alike (zero would mean all scores are the same). The higher the number, the greater the diversity in this group.
Mean RIT	201.7		
Median RIT	201		
Standard Deviation	11.2		
District Grade Level Mean RIT	201	<b>District Grade Level Mean RIT</b>	Average RIT score of students in this grade for this district. An asterisk (*) appears if the testing window for the term is not closed.
Students At or Above District Grade Level Mean RIT	6		
Norm Grade Level Mean RIT	205.7		
Students At or Above Norm Grade Level Mean RIT	4		
<b>Students At Or Above District Grade Level Mean RIT †</b>		The number of students reported who scored at or above the district grade level mean RIT. An asterisk (*) appears if the testing window for the term is not closed.	
<b>Norm Grade Level Mean RIT</b>	These figures give you a national comparison to students who were in the same grade and who tested in the same test window as observed in the NWEA norms study. An asterisk (*) appears if no norms data are available for this subject in this grade (most often 11th grade science and 12th grade).		
<b>Students At Or Above Norm Grade Level Mean</b>			
† If summary data is missing: By default, these statistics do not compute if you have fewer than ten valid growth test events because a small group is statistically unreliable. However, you can choose the Small Group Display option to compute these figures regardless of group size.			

<table><tr><th></th><th colspan="2">Lo %ile at 21</th><th colspan="2">LoAvg %ile 21-30</th><th colspan="2">Avg %ile 31-40</th><th colspan="2">HiAvg %ile 41-50</th><th colspan="2">Hi %ile at 80</th></tr><tr><th>Overall Performance</th><th>count</th><th>%</th><th>count</th><th>%</th><th>count</th><th>%</th><th>count</th><th>%</th><th>count</th><th>%</th></tr><tr><td>MAP: Reading 2-5 Common Core 2010 V2/Common Core English Language Arts K-12: 2010</td><td>2</td><td>18%</td><td>4</td><td>36%</td><td>2</td><td>18%</td><td>2</td><td>18%</td><td>1</td><td>9%</td></tr><tr><td>Goal Area</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Literature</td><td>3</td><td>27%</td><td>2</td><td>18%</td><td>3</td><td>27%</td><td>2</td><td>18%</td><td>1</td><td>9%</td></tr><tr><td>Informational Text</td><td>3</td><td>27%</td><td>3</td><td>27%</td><td>1</td><td>9%</td><td>3</td><td>27%</td><td>1</td><td>9%</td></tr><tr><td>Vocabulary Acquisition and Use</td><td>4</td><td>36%</td><td>2</td><td>18%</td><td>3</td><td>27%</td><td>1</td><td>9%</td><td>1</td><td>9%</td></tr></table>													Lo %ile at 21		LoAvg %ile 21-30		Avg %ile 31-40		HiAvg %ile 41-50		Hi %ile at 80		Overall Performance	count	%	count	%	count	%	count	%	count	%	MAP: Reading 2-5 Common Core 2010 V2/Common Core English Language Arts K-12: 2010	2	18%	4	36%	2	18%	2	18%	1	9%	Goal Area											Literature	3	27%	2	18%	3	27%	2	18%	1	9%	Informational Text	3	27%	3	27%	1	9%	3	27%	1	9%	Vocabulary Acquisition and Use	4	36%	2	18%	3	27%	1	9%	1	9%	<table><tr><th>Mean RIT (+/- Smp Err)</th><th>Median RIT</th><th>Std Dev</th></tr><tr><td>198-201-204</td><td>201</td><td>11.2</td></tr><tr><td>196-201-206</td><td>204</td><td>18.1</td></tr><tr><td>196-204-212</td><td>202</td><td>12.5</td></tr><tr><td>194-198-202</td><td>198</td><td>10.0</td></tr></table>			Mean RIT (+/- Smp Err)	Median RIT	Std Dev	198-201-204	201	11.2	196-201-206	204	18.1	196-204-212	202	12.5	194-198-202	198	10.0
	Lo %ile at 21		LoAvg %ile 21-30		Avg %ile 31-40		HiAvg %ile 41-50		Hi %ile at 80																																																																																																	
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Overall Performance		Goal Area				Mean RIT +/- Smp Err				Std Dev (Standard Deviation)																																																																																																
The top row breaks out the overall scores into the different percentile rankings (low to high), based on the NWEA norms study.		These rows show percentile rankings for each goal area within the test subject. Data appear only if a student took a MAP or adaptive MPG test.				The middle number is the mean RIT score for this grade. The numbers on either side indicate the standard error of measure.  <i>Tip</i> —Compare performance in each goal strand with the overall scores in the top section. Your group could be doing well overall, but low in certain areas.				Indicates academic diversity of a group of students. The lower the number, the more students are alike (zero would mean all scores are the same). The higher the number, the greater the diversity in this group.																																																																																																

## Detail Pages

- Sample and descriptions—[Class Report Description](#)
- Response to intervention screening—[Educator Help Center](#)

Goal Performance:  
Literature

# Know the context of your data



# Grade Level Norms by Term

2015 READING Student Status Norms						
	Begin-Year		Mid-Year		End-Year	
Grade	Mean	SD	Mean	SD	Mean	SD
K	141.0	13.54	151.3	12.73	158.1	12.85
1	160.7	13.08	171.5	13.54	177.5	14.54
2	174.7	15.52	184.2	14.98	188.7	15.21
3	188.3	15.85	195.6	15.14	198.6	15.10
4	198.2	15.53	203.6	14.96	205.9	14.92
5	205.7	15.13	209.8	14.65	211.8	14.72
6	211.0	14.94	214.2	14.53	215.8	14.66
7	214.4	15.31	216.9	14.98	218.2	15.14
8	217.2	15.72	219.1	15.37	220.1	15.73
9	220.2	15.68	221.3	15.54	221.9	16.21
10	220.4	16.85	221.0	16.70	221.2	17.48
11	222.6	16.75	222.7	16.53	222.3	17.68



## Class Report

Kotifani, Jenisha  
5th Grade Homeroom

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

Norms Reference Data: 2015  
Weeks of Instruction: 4 (Fall 2015)  
Small Group Display: No

### Reading

@ grade level 205.7

MAP: Reading 2-5 TX 2008 / TX English Language Arts and Reading K-12: 2008

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

### Standard Deviation

Whole Group: 0-10

Teacher's Choice: 10-14

Differentiation: 14+

### Summary

Total Students with Valid Growth Test Scores

11

Mean RIT

201.4

Median RIT

201

Standard Deviation

11.2

District Grade Level Mean RIT

201

Students At or Above District Grade Level Mean RIT

6

Norm Grade Level Mean RIT

205.7

Students At or Above Norm Grade Level Mean RIT

4

How do these RIT scores compare?

# Questions to impact instruction

How will this information impact planning and instruction?



How does the Mean & Median RIT of each goal area compare to the Class Mean & Median RIT?

Which goal area has the highest standard deviation?

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Median RIT	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%			
MAP: Reading 2-5 TX 2008 Reading K-12: 2008	2	18%	4	36%	2	18%	2	18%	1	9%	198-201-204	201	11.2
Goal Area													
Print Awareness, Phonics, Vocabulary	3	27%	2	18%	3	27%	2	18%	1	9%	196-201-206	204	18.1
Literary Concepts	3	27%	3	27%	1	9%	3	27%	1	9%	196-204-212	202	12.5
Informational Concepts	4	36%	2	18%	3	27%	1	9%	1	9%	194-198-202	198	10.0

# Standard Deviation - the “spread”

- Larger standard deviation indicates more academic diversity
- How might this impact instruction?

Class Breakdown by Overall RIT Score							
171-180	181-190	191-200	201-210	211-220	221-230	231-240	241-250
<b>Standard Deviation = 21</b>				Marc Shelby Cody Susannah	Tyler Randy Chelsea		
			Billy Chris Tom Alisha	John Donovan Grant Allison	Anna Sydney Ty Justin S	Taylor Sarah	
	Justin B	Andrew Neal					



# Standard Deviation - the “spread”

- Smaller standard deviation indicates that students are more alike
- How might this impact instruction?

Class Breakdown by Overall RIT Score						
181-190	191-200	201-210	211-220	221-230	231-240	241-250
		Jonathon Crysta Brooks Amanda Lindsey Brandi James Dustin Chris Cole Ashley	Amanda Joseph Kristen Leah Randy Sam Sarah Kelly Devon Chelsea Jacob			
				Kyle		

Standard Deviation = 8

# Class Report Use Tip

## Standard Deviation

Whole Group: 0-10

Teacher's Choice: 10-14

Differentiation: 14+  
(How)

~~MEAN~~

vs.

↓ MEDIAN ↑  
(What)

1

**At Risk**

20<sup>th</sup>  
percentile  
or Below

2

**Below  
Grade  
Level**

NO RULE



3



**At  
Grade  
Level**

Find the  
norm

+/- 3  
RITS

4

**Above  
Grade  
Level**

NO RULE



5

**Gifted &  
Talented**

95<sup>th</sup>  
percentile  
or higher

[https://support.nwea.org/resources/help\\_map/simple/Content/UsingTestResults/MAPReportsTips.htm](https://support.nwea.org/resources/help_map/simple/Content/UsingTestResults/MAPReportsTips.htm)  
<https://legacysupport.nwea.org/node/4725>

## Class Report

Kotifani, Jenisha  
5th Grade Homeroom

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

**Norms Reference Data:** 2015  
**Weeks of Instruction:** 4 (Fall 2015)  
**Small Group Display:** No

### Reading

#### MAP: Reading 2-5 TX 2008 / TX English Language Arts and Reading K-12: 2008

Summary	
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Median RIT	201
Standard Deviation	11.2
District Grade Level Mean RIT	201
Students At or Above District Grade Level Mean RIT	6
Norm Grade Level Mean RIT	205.7
Students At or Above Norm Grade Level Mean RIT	4

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
<b>Overall Performance</b>													
MAP: Reading 2-5 TX 2008	2	18%	4	36%	2	18%	2	18%	1	9%	198-201-204	201	11.2
Reading K-12: 2008													
<b>Goal Area</b>													
Print Awareness, Phonics, Vocabulary		27%	2	18%	3	27%	2	18%	1	9%	196-201-206	204	18.1
Literary Concepts	3	27%	3	27%	1	9%	3	27%	1	9%	196-204-212	202	12.5
Informational Concepts	4	36%	2	18%	3	27%	1	9%	1	9%	194-198-202	198	10.0

#### Goal Performance:

- A. Literature
- B. Informational Text
- C. Vocabulary Acquisition and Use

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
Shalifoe, Dyanne E. (F10000849)	5	09/14/15	195-198-201	25-31-38	464-614	60 m	201-213	180-201	185-198

## Class Report

Kotifani, Jenisha  
5th Grade Homeroom

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

Norms Reference Data: 2015  
Weeks of Instruction: 4 (Fall 2015)  
Small Group Display: No

### Reading

#### MAP: Reading 2-5 TX 2008 / TX English Language Arts and Reading K-12: 2008

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

**\*Lexile Range: 150 Point Range**  
Top 50 points = Instructional Rdg Level  
Bottom 100 = Independent Reading  
**\*www.metametricsinc.com**

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
MAP: Reading 2-5 TX 2008 Reading K-12: 2008	2	18%	4	36%	2	18%	2	18%	1	9%	198-201-204	201	11.2

Standard Error of Measure (SEM) = Confidence Band  
RIT Score +/- 3 is valid and reliable

#### Goal Performance:

- A. Literature **Instructional Areas**  
B. Informational Text  
C. Vocabulary Acquisition and Use

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- <b>181</b> -184	4- <b>5</b> -8	158-308	75 m	<b>163-177</b>	175-187	<b>187-197</b>
Devany, Noni I. (F09000030)	5	09/14/15	184- <b>188</b> -192	8- <b>12</b> -18	288-438	20 m	185-196	185-195	<b>177-189</b>
Scruggs, Ambrose E. (F10000851)	5	09/14/15	194- <b>197</b> -200	22- <b>28</b> -35	452-602	42 m	191-202	191-203	192-204
Shallfoe, Dyanne E. (F10000849)	5	09/14/15	195- <b>198</b> -201	25- <b>31</b> -38	464-614	60 m	<b>201-213</b>	<b>180-201</b>	<b>185-198</b>
Scruggs, Ambrose E. (F10000851)	5	09/14/15	194- <b>197</b> -200	22- <b>28</b> -35	452-602	42 m	191-203	192-204	
Shallfoe, Dyanne E. (F10000849)	5	09/14/15	195- <b>198</b> -201	25- <b>31</b> -38	464-614	60 m	<b>201-213</b>	<b>180-201</b>	<b>185-198</b>

## Class Report

Kotifani, Jenisha  
5th Grade Homeroom

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



How will this information impact planning and instruction?

### Reading

MAP: Reading 2-5 TX 2008 / TX English Language Arts

Which students scored within each percentile range?

#### Goal Performance:

- A. Literature
- B. Informational Text
- C. Vocabulary Acquisition and Use

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- <b>181</b> -184				177	175-187	<b>187-197</b>
<b>Lo &lt; 21%</b> F09000030)	5	09/14/15	184- <b>188</b> -192				196	185-195	177-189
Scruggs, Ambrose E. (F10000851)	5	09/14/15	194- <b>197</b> -200	22- <b>28</b> -35	452-602	42 m	191-202	191-203	192-204
Shalifoe, Dyanne E. (F10000849)	5	09/14/15	195- <b>198</b> -201	25-				-201	185-198
Haukebo-Bol, Zaiden N. (SF0600226)	5	09/14/15	195- <b>198</b> -201					-207	192-204
<b>LoAvg 21 – 40%</b> 04)	5	09/14/15	198- <b>201</b> -204					-206	<b>201-214</b>
Vosburg, Mary M. (F09000045)	5	09/14/15	202- <b>205</b> -208				210	<b>211-224</b>	187-200
<b>Avg 41 – 60%</b>	5	09/14/15	204- <b>207</b> -210				210	199-211	<b>208-219</b>
Valkier, Romeo Moises S. (F0900031)	5	09/14/15	208- <b>211</b> -214	56-			221	205-216	200-212
<b>HiAvg 61 – 80%</b> 00225)	5	09/14/15	210- <b>213</b> -216	61-			218	<b>216-229</b>	198-211
<b>Hi &gt; 80%</b> gha S. (SF0600178)	5	09/14/15	217- <b>220</b> -223	77- <b>82</b> -88	858-1008	29 m	217-228	210-222	215-226

2 grade levels below from norms (188.3)

Proficiency benchmark indicator (202+) from TX state linking study

Typical performance from norms--aka Grade Level (205.7) +/- 3

95<sup>th</sup> Percentile and above

# Class Report

## What I need to know

TERMS TO EXPLAIN	
Mean RIT	Average score of students in this class for this content area.
Median RIT	Middle score for this class for this content area.
Norm Grade Level Mean RIT	Typical RIT score for students in this grade level based on the 2015 Norms.
Standard Deviation	Indicates the variability of scores within this group. A larger standard deviation reflects a wider range of scores.





# Student MAP Reports - Next Generation

NWEA

Northwest Evaluation Association

*Partnering to help all kids learn*

# Where is this new report?

## 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](#)

### Data Tools

- [Data Export Scheduler](#)

# Student Profile – Next Generation MAP Report

-   **Student Profile**  
NEXT-GENERATION REPORTS 
- Import Profiles
- Manage Users
- Manage Students
- Manage Test Sessions
- Skills Navigator
- Map Reports
- Operational Reports
- Reports Queue
- Modify District
- Manage Terms
- Modify Tests
- Modify Help Contact

Logged in as Vicky.Billings@nwea

[Home](#) | [Help](#) | [Contact](#) | [Change Password](#) | [Logout](#)

## CREATE STUDENT PROFILE REPORT

Fall 2016-2017

Mt. Bachelor Middle School

Reband, Frank

Mathematics 1(AB)

**Student**

Brazillio, Krystal N.

[View Student Profile](#)

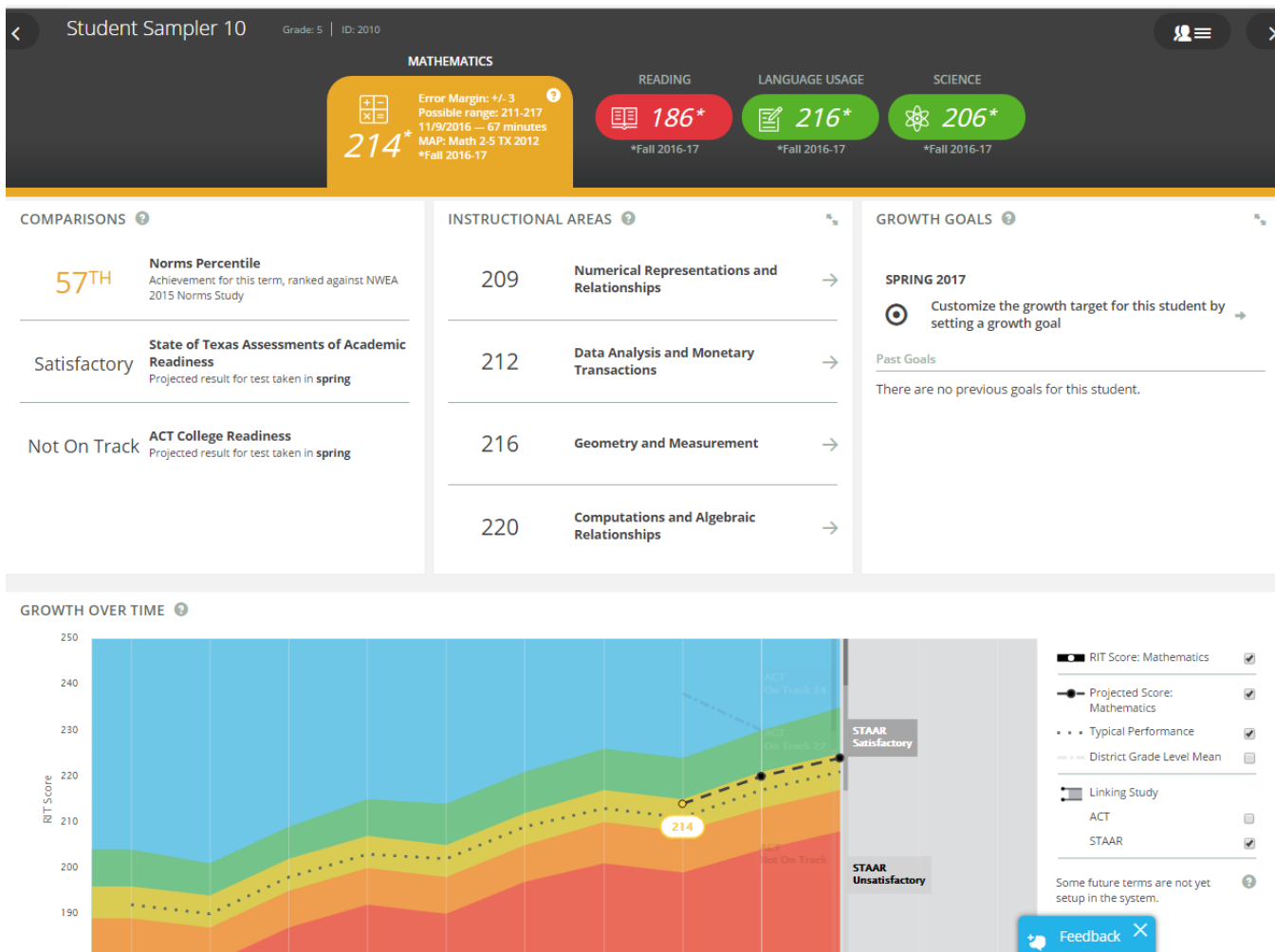
[Cancel](#)

# Let's Navigate Student Profile Report



TXTeacher PW: mapdata2017  
Elementary Student 10

# Student Profile – One Stop Shop



# Instructional Areas

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

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 Relationships

209

± 6

Data Analysis and Monetary Transactions

212

± 6.1

Geometry and Measurement

216

± 6.2

Computations and Algebraic Relationships

220

± 6.2

Numerical Representations and Relationships

Number Patterns and Concepts of Expressions

Numerical Expressions

Whole Numbers: Concepts/Properties

Represent and Generate Fractions

Fractions: Compare/Order

Fractions: Equivalence

Fractions: Represent/Model

Length

Use Place Value: Whole Numbers and Decimals

Decimals: Compare/Order

Money

Rational Numbers: Equivalence

Feedback

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# Filter by TEKS – Ready to learn now

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 Relationships

209

± 6

Data Analysis and Monetary Transactions

212

± 6.1

Geometry and Measurement

216

± 6.2

Computations and Algebraic Relationships

220

± 6.2

Numerical Representations and Relationships

✓ Number Patterns and Concepts of Expressions

3.4.I: determine if a number is even or odd using divisibility rules;

5.4.E: describe the meaning of parentheses and brackets in a numeric expression;

5.4.F: simplify numerical expressions that do not involve exponents, including up to two levels of grouping;

✓ Represent and Generate Fractions

1.6.H: identify examples and non-examples of halves and fourths.

2.3.D: identify examples and non-examples of halves, fourths, and eighths.

3.3.A: represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines;

3.3.F: represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines;

3.3.H: compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models.

3.7.A: represent fractions of halves, fourths, and eighths as distances from zero on a number line;

4.3.C: determine if two given fractions are equivalent using a variety of methods;

4.3.D: compare two fractions with different numerators and different denominators and represent the comparison using the symbols  $>$ ,  $=$ , or  $<$ ;

4.3.G: represent fractions and decimals to the tenths or hundredths as distances from zero on a number line.

# Limit to Grade Level

INSTRUCTIONAL AREAS ?

Group by:

STANDARD

TOPIC

Grade(s):

111.7 GRADE 5

Show learning statements:

SHOW

HIDE

View learning statements to: ?

REINFORCE

DEVELOP

INTRODUCE

view All Instructional Areas

Numerical Representations and Relationships

209 ± 6

Data Analysis and Monetary Transactions

212 ± 6.1

Geometry and Measurement

☐ All Grades
 ☐ 111.2 Kindergarten
 ☐ 111.3 Grade 1
 ☐ 111.4 Grade 2
 ☐ 111.5 Grade 3
 ☐ 111.6 Grade 4
 ☒ 111.7 Grade 5
 ☐ 111.26 Grade 6
 ☐ 111.27 Grade 7
 ☐ 111.28 Grade 8
 ☐ 111.39 Algebra I
 ☐ 111.41 Geometry

Representations and Relationships

and Concepts of Expressions

number is even or odd using divisibility rules;

DEVELOP these skills (201-210):

or set of numbers is even or odd

5.4.E: describe the meaning of parentheses and brackets in a numeric expression;

Numerical Representations and Relationships

Number Patterns and Concepts of Expressions

5.4.E: describe the meaning of parentheses and brackets in a numeric expression;

Student is ready to DEVELOP these skills (201-210):

Represents descriptions of calculations with numerical expressions that include parentheses

5.4.F: simplify numerical expressions that do not involve exponents, including up to two levels of grouping;

Student is ready to DEVELOP these skills (201-210):

Evaluates numerical expressions involving multiple operations with whole numbers and parentheses

Use Place Value: Whole Numbers and Decimals

5.2.B: compare and order two decimals to thousandths and represent comparisons using the symbols >, <, or =; and

Student is ready to DEVELOP these skills (201-210):

Compares decimals to the hundredths, with a different number of digits after the decimal point, using terms

5.2.C: round decimals to tenths or hundredths.

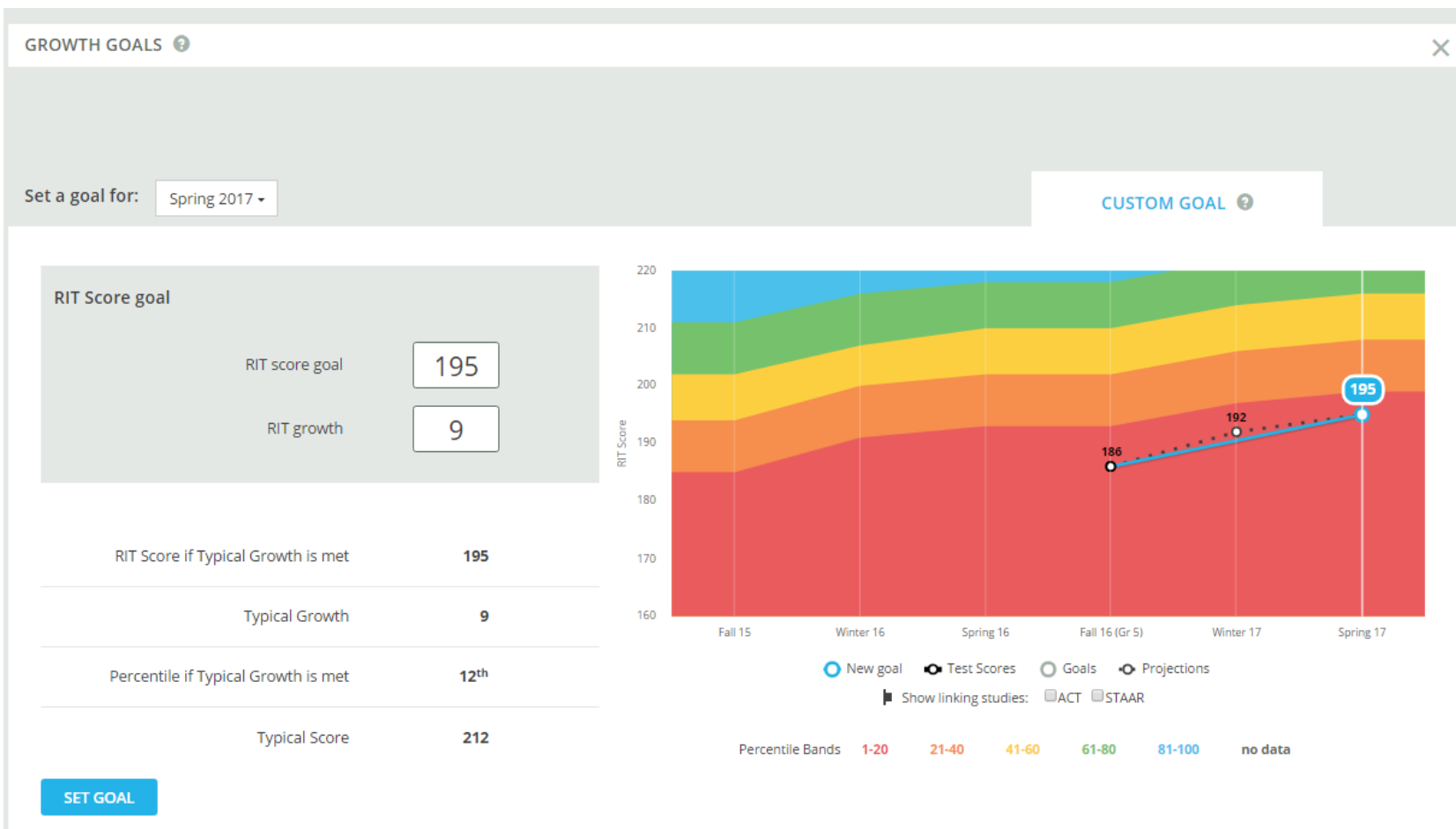
Student is ready to DEVELOP these skills (201-210):

Rounds dollars and cents

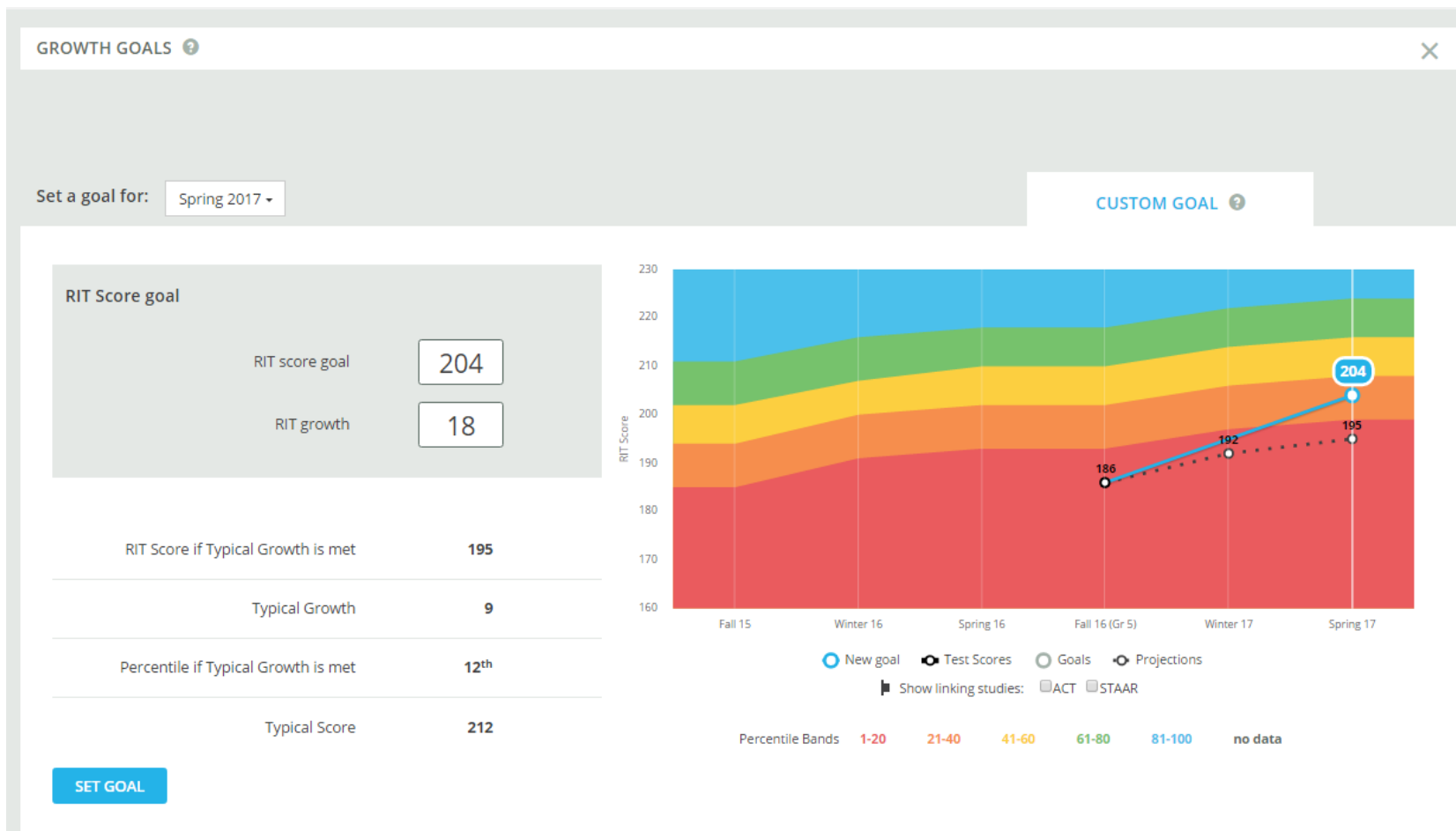
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# Custom Goals – Set and Track



# What reasonable goal moves student to higher percentiles?



# Save the custom goal. Compare actual growth after next test.

## ▼ UPCOMING GROWTH GOALS

Term	Set Goal	Typical Growth	Starting Score	Set On/by	
Spring 2017	204	9	Fall 2016: 186	01/27/2017 Teacher Texas	Delete

Set a goal for:

Spring 2017 ▼

CUSTOM GOAL ?

### RIT Score goal

RIT score goal

195

RIT growth

9

RIT Score if Typical Growth is met

195

Typical Growth

9

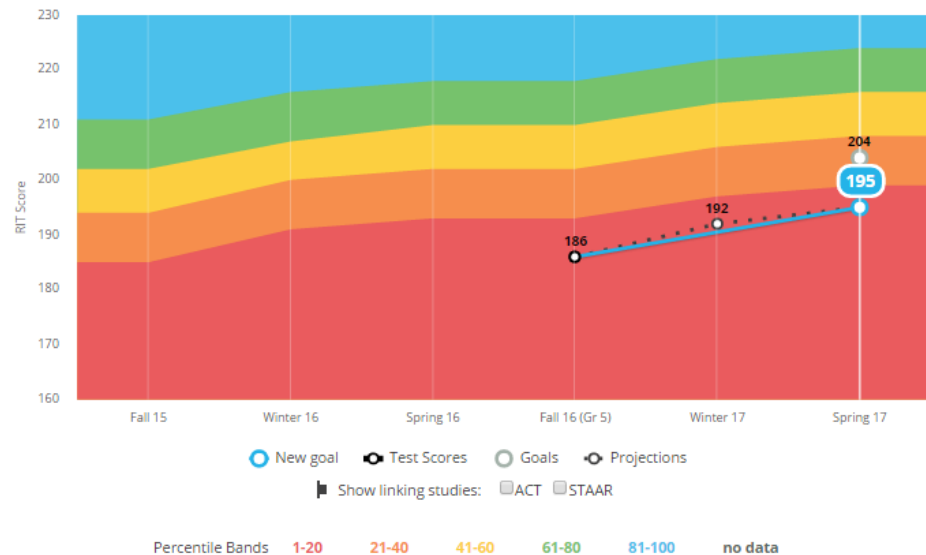
Percentile if Typical Growth is met

12<sup>th</sup>

Typical Score

212

SET GOAL





# Goal Setting with Students is KEY



Northwest Evaluation Association

*Partnering to help all kids learn*



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



**Our mission:** *Partnering to help all kids learn<sup>®</sup>*  
**Our purpose:** Growth and improvement of learning

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