Partnering to help all kids learn

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

NWEA
Northwest Evaluation Association

Partnering to help all kids learn

Accessing the Class Report

Description	Shows class performance for a term, including norms status rankings, so you can analyze student needs.
Applicable Tests	MAP, Survey, and adaptive MAP for Primary Grades tests.
Audience	Instructional coach, teacher
Required Roles	Instructor, Administrator, or Assessment Coordinator
Prior Data	1 year prior

Video Overview

Compare my class's overall performance with national normative data from NWEA

Compare goal areas

Begin planning for enrichment or instructional support

Identify student goal area strengths and needs

03:52   HD

Summary Pages

Summary	
Total Students with Valid Growth Test Scores	11
Mean RIT	201.7
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

Mean RIT, Median RIT †	Average and middle RIT scores of students in this class for this subject.
Standard Deviation †	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.
District Grade Level Mean RIT	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 †	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.
Norm Grade Level Mean RIT / **Students At Or Above Norm Grade Level Mean**	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).

Password | Logout

3

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

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.

MAP to STAAR Projections

Li ... A
M ...

TABLE 3. CONCORDANCE OF PERFORMANCE LEVEL SCORE RANGES BETWEEN STAAR AND MAP READING (WHEN MAP IS TAKEN IN FALL OR WINTER PRIOR TO SPRING STAAR TESTS)

	STAAR		
Grade	Level I Unsatisfactory	Level II Satisfactory	Level III Advanced
3	700-1364	1365-1554	1555-2300
4	700-1453	1454-1632	1633-2300
5	700-1488	1489-1666	1667-2300
6	700-1535	1536-1717	1718-2300
7	700-1584	1585-1752	1753-2300
8	700-1605	1606-1782	1783-2300

	MAP FALL					
Grade	Level I Unsatisfactory		Level II Satisfactory		Level III Advanced	
	RIT	%ile	RIT	%ile	RIT	%ile
3	100-184	1-40	185-206	41-87	207-350	88-99
4	100-195	1-43	196-215	44-86	216-350	87-99
5	100-201	1-39	202-221	40-85	222-350	86-99
6	100-204	1-33	205-226	34-85	227-350	86-99
7	100-208	1-34	209-230	35-85	231-350	86-99
8	100-209	1-31	210-232	32-83	233-350	84-99

	MAP WINTER					
Grade	Level I Unsatisfactory		Level II Satisfactory		Level III Advanced	
	RIT	%ile	RIT	%ile	RIT	%ile
3	100-192	1-41	193-211	42-85	212-350	86-99
4	100-201	1-44	202-219	45-85	220-350	86-99
5	100-206	1-41	207-224	42-84	225-350	85-99
6	100-208	1-34	209-228	35-83	229-350	84-99
7	100-210	1-33	211-231	34-83	232-350	84-99
8	100-212	1-33	213-233	34-82	234-350	83-99

Notes. 1. %ile=percentile.
2. Bolded numbers indicate the cut scores considered to be at least "proficient" for accountability purposes.

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MAP to STAAR Projections

TABLE 3. CONCORDANCE OF PERFORMANCE LEVEL SCORE RANGES BETWEEN STAAR AND MAP READING (WHEN MAP IS TAKEN IN FALL OR WINTER PRIOR TO SPRING STAAR TESTS)

| Grade | STAAR | | |
	Level I Unsatisfactory	Level II Satisfactory	Level III Advanced
3	700-1364	1365-1554	1555-2300
4	700-1453	1454-1632	1633-2300
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6	700-1535	1536-1717	1718-2300
7	700-1584	1585-1752	1753-2300
8	700-1605	1606-1782	1783-2300

| Grade | MAP FALL | | | | | |
| | Level I Unsatisfactory | | Level II Satisfactory | | Level III Advanced | |
	RIT	%ile	RIT	%ile	RIT	%ile
3	100-184	1-40	185-206	41-87	207-350	88-99
4	100-195	1-43	196-215	44-86	216-350	87-99
5	100-201	1-39	202-221	40-85	222-350	86-99
6	100-204	1-33	205-226	34-85	227-350	86-99
7	100-208	1-34	209-230	35-85	231-350	86-99
8	100-209	1-31	210-232	32-83	233-350	84-99

Download from Texas MAP Partner Resources:
www.Padlet.com/vicky_billings/TX_MAP

Give credit *where it's due.*

For this presentation, I have borrowed ideas from the trainings of Lissa Brunan and Alissa Thelen, from Grand Valley State University and the DataSpeaks *Best of Fusion* webinar they recently provided on the Class Report.

They are teacher trainers and facilitate teacher-centric sessions at NWEA Fusion conferences each year.

NWEA.

Kotifani, Jenisha
5th Grade Homeroom

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

Reading

@ grade level 205.7

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

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 *what*	201
Standard Deviation *how*	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?

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

c
187-197
177-189
192-204

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
				Marc Shelby Cody Susannah John Donovan Grant Allison	Tyler Randy Chelsea Anna Sydney Ty Justin S		
			Billy Chris Tom Alisha			Taylor Sarah	
	Justin B	Andrew Neal					

Standard Deviation = 21

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	Amanda			
		Crysta	Joseph			
		Brooks	Kristen	Standard Deviation = 8		
		Amanda	Leah			
		Lindsey	Randy			
		Brandi	Sam			
		James	Sarah			
		Dustin	Kelly			
		Chris	Devon			
		Cole	Chelsea			
		Ashley	Jacob	Kyle		

Questions to impact instruction

How will this information impact planning and instruction?

How does the Median RIT of each Inst. area...

Are there outliers affecting this spread?

Which Inst. area has the highest standard deviation?

@ grade level 205.7

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
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

Class Report

Kotifani, Jenisha
5th Grade Homeroom

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

Reading

MAP: Reading 2-5 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

	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

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

NWEA
Northwest Evaluation Association
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Kotifani, Jenisha
5th Grade Homeroom

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

Reading

MAP: Reading 2-5 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
B. Informational Text
C. Vocabulary Acquisition and Use

Instructional Areas

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

Reading

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

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

Goal Performance:
A. Literature
B. Informational Text
C. Vocabulary Acquisition and Use

Lo < 21%
LoAvg 21 – 40%
Avg 41 – 60%
HiAvg 61 – 80%
Hi > 80%

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**
(F09000030)	5	09/14/15	184-188-192	8-12-18	288-438	20 m	185-196	185-195	*177-189*
Scruggs, Ambrose E. (F10000851)	5	09/14/15	194-197-200	22-28-35	452-602	42 m	191-202	191-203	192-204
Shalifoe, Dyanne E. (F10000849)	5	09/14/15	195-198-201	25-31-38	464-614	60 m	**201-213**	*180-201*	*185-198*
Haukebo-Bol, Zaiden N. (SF0600226)	5	09/14/15	195-198-201	25-31-38	457-607	53 m	*187-199*	**196-207**	192-204
(04)	5	09/14/15	198-201-204	31-38-36	513-663	25 m	189-201	194-206	**201-214**
Vosburg, Mary M. (F09000045)	5	09/14/15	202-205-208	41-48-56	587-737	72 m	198-210	**211-224**	*187-200*
	5	09/14/15	204-207-210	46-54-61	634-784	42 m	*198-210*	199-211	**208-219**
Valkier, Romeo Moises S. (F0900031)	5	09/14/15	208-211-214	56-63-71	697-847	57 m	**210-221**	205-216	*200-212*
(00225)	5	09/14/15	210-213-216	61-68-75	737-887	67 m	206-218	**216-229**	*198-211*
gha S. (SF0600178)	5	09/14/15	217-220-223	77-82-88	858-1008	29 m	217-228	*210-222*	215-226

Class Report Use Tip

Class Report

Kotifani, Jenisha
5th Grade Homeroom

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

@ grade level 205.7

How will this information impact planning and instruction?

Reading

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

Suggested Rules for Flexible Grouping:
1. @ Risk — 20th percentile or below
2. Below Gr Level — NO RULE
3. @ Gr Level — Find the norm, +/- 3 RIT
4. Above Gr Level — NO RULE
5. Gifted & Talented — 95th percentile or higher
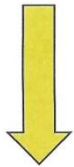
Goal Performance:
A. Literature
B. Informational Text
C. Vocabulary Acquisition and Use

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		75 m	163-177	175-187	**187-197**
Devany, Noni I. (F09000030)	5	09/14/15	184-**188**-192	8-**12**-18				-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-				-201	185-198
Haukebo-Bol, Zaiden N. (SF0600226)	5	09/14/15	195-**198**-201					-207	192-204
Wolf, Tiphannie E. (F0800104)	5	09/14/15	198-**201**-204					-206	**201-214**
Vosburg, Mary M. (F09000045)	5	09/14/15	202-**205**-208				-210	**211-224**	187-200
Kucia, Javis S. (F0900167)	5	09/14/15	204-**207**-210				-210	199-211	**208-219**
Valkier, Romeo Moises S. (F0900031)	5	09/14/15	208-**211**-214	56-			-221	205-216	200-212
Alhamzawi, Drew W. (SF0600225)	5	09/14/15	210-**213**-216	61-			-218	**216-229**	198-211
Dimalanta, Kaleigha S. (SF0600178)	5	09/14/15	217-**220**-223	77-**82**-88	858-1008	29 m	217-228	210-222	215-226

20th percentile (at risk)

Proficiency benchmark indicator (202+) *from STAAR linking study*
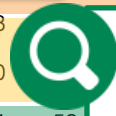
at Grade Level (205.7) +/- 3 [202.7 – 208.7] Typical Performance Range

Suggested Rules for Flexible Grouping

95th Percentile and above (GT)

th Percentile and above (GT)

Suggested Rules for Flexible Grouping

@ grade level 211.4
STAAR → 207+

Class Report

NWEA — Northwest Evaluation Association

Kotifani, Jenisha A
Class: Homeroom 1(A)

Term Rostered:	Fall 2014-2015
Term Tested:	Fall 2014-2015
District:	NWEA Sample District PA
School:	Three Sisters Elementary School

Norms Reference Data:	2015
Weeks of Instruction:	4 (Fall 2014)
Small Group Display:	No

Mathematics

MAP: Math 2-5 TX 2012 / TX Essential Knowledge and Skills Math K-8, HS: 2012

Proficiency benchmark indicator (207+) *from STAAR linking study*

Goal Performance
A. Numerical Representations and Relationships
B. Computations and Algebraic Relationships
C. Geometry and Measurement
D. Data Analysis and Monetary Transactions

20th percentile (at risk)

at Grade Level (211.7) +/- 3 [208.7 – 214.7] Typical Performance Range

95th Percentile and above (GT)

Name (Student ID)	Grade	Test Date	RIT (+/- Std Err)	Percentile (+/- Std Err)	Test Duration	A	B	C	D
Cornick, Isaiah H. (F08000003)	5	09/19/14	195-198-201	13-18-23		LoAvg	LoAvg	Low	LoAvg
Corvello, Kim R. (F08000004)	5	09/13/14	198-202-206	19-26-35				LoAvg	Low
Koolstra, Jeffrey R. (F08000002)	5	09/10/14	201-205-209	25-33-43	60 m	LoAvg	Avg	Avg	LoAvg
Rios, Ryker R. (F08000289)	5	09/20/14	202-206-210	26-36-47	60 m	Avg	LoAvg	Avg	Low
Egner, Lisa A. (SF06000405)	5	09/15/14	205-208-211	33-41-49	60 m	HiAvg	Avg	Avg	Low
Cromer, Tameka A. (F08000303)	5	09/11/14	207-210-213	38-46-5		Avg	Avg	Avg	Avg
Peterson, Deja A. (F08000293)	5	09/08/14	206-210-214	35-46		Avg	LoAvg	Avg	Avg
Headley, Dominick K. (F08000308)	5	09/09/14	208-211-214	42-49		HiAvg	Avg	Avg	HiAvg
Oppelt, Brando O. (F08000292)	5	09/14/14	207-211-215	37-49-60		HiAvg	Avg	Avg	Avg
Copella, Angelo O. (F08000294)	5	09/17/14	210-214-218	46-57-67		LoAvg	HiAvg	HiAvg	HiAvg
Juarez, Bryn N. (F08000304)	5	09/20/14	211-214-218	47-57-66		HiAvg	LoAvg	LoAvg	LoAvg
Rocco, Barney R. (SS07001540)	5	09/07/14	217-220-223	64-72-79	60 m	HiAvg	Avg	High	HiAvg
Toussaint, Warren N. (SS07001546)	5	09/16/14	217-220-223	64-72-79	60 m	HiAvg	Avg	Avg	High
Michelsen, George N. (F08000306)	5	09/15/14	218-222-226	66-76-84	60 m	High	High	Avg	Avg
Alero, Krista A. (F08000313)	5	09/12/14	225-228-231	81-87-91	60 m	High	High	HiAvg	HiAvg
Ervin, Elizabeth H. (SF06000426)	5	09/10/14	225-229-234	81-88-93	60 m	HiAvg	High	High	HiAvg

1. @ Risk →>>>>>>>> 20th percentile & below
2. Below Gr Level   no rule
3. @ Gr Level →>>>>>>>find the norm +/- 3 RIT
4. Above Gr Level   no rule
5. Gifted & Talented →>> 95th percentile & higher

Connect the Dots

Make a connection between the ideas at the end of the arrows. How do they relate to each other? How do they relate to lesson planning? How does understanding the Class Report help with lesson preparation?

GL Norm Means ⟷ *Class Medians*

Flexible Grouping ⟷ *Standard Deviations*
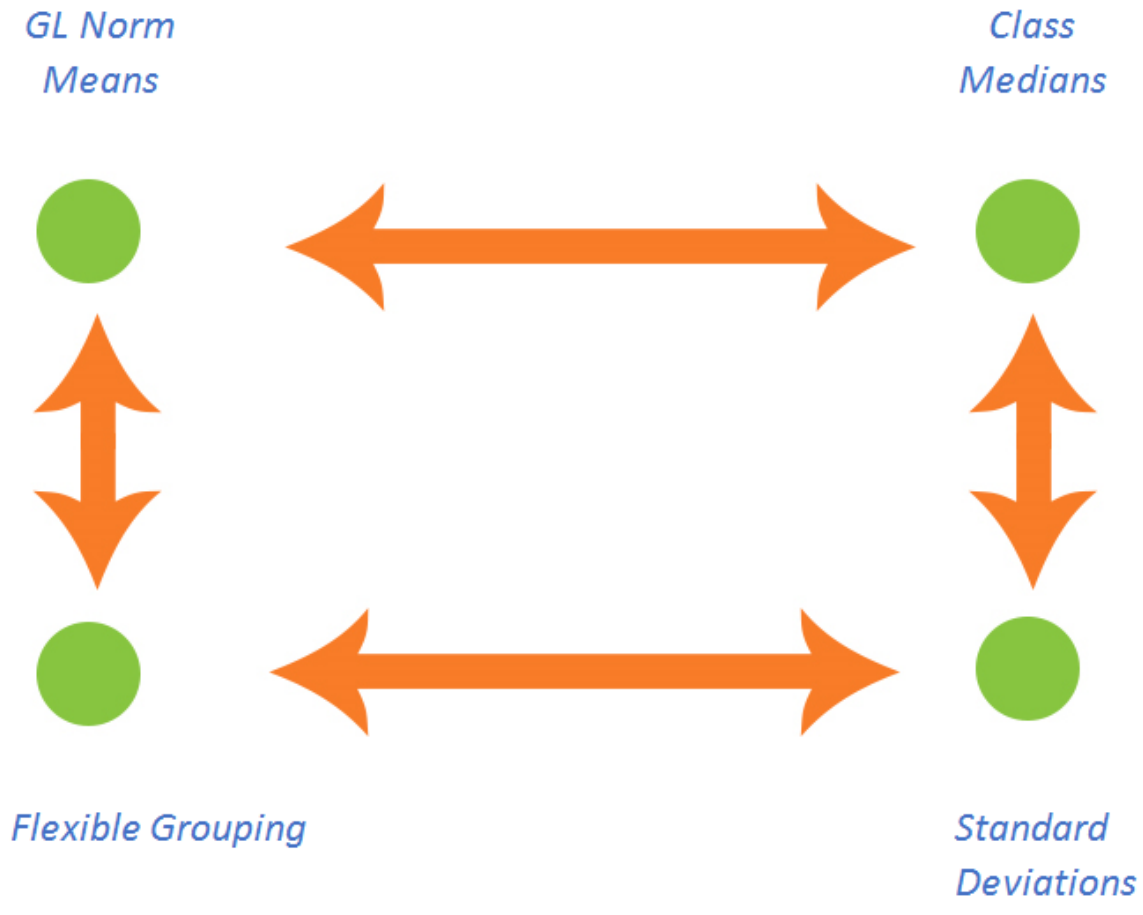
From the Class to the Student-- Learning Continuum and the NEW Student Profile Report

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Northwest Evaluation Association
Partnering to help all kids learn

Readiness Standards

lead4ward

Rptg Cat	STAAR	Genre	Readiness Standards	Supporting Standards	Figure 19
1 Understanding and Analysis Across Genres	**8**	Across Genres	5.2(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes 5.2(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words 5.2(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words	5.3(A) compare and contrast the themes or moral lessons of several works of fiction from various cultures	5 Fig.19(F) *Identified as 5.19(F) on TEA Student Expectations Tested report*
			SEs Not Included in Assessed Curriculum	5.2(C) *produce analogies with known antonyms and synonyms* 5.2(D) *identify and explain the meaning of common idioms, adages, and other sayings* 5.9(A) *read independently for a sustained period of time and summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks)*	

Rptg Cat	STAAR	Genre	Readiness Standards	Supporting Standards	Figure 19
3 Understanding and Analysis of Informational Texts	**14**	Expository	5.11(A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order 5.11(C) analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas 5.11(D) use multiple text features and graphics to gain an overview of the contents of text and to locate information 5.11(E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres	5.11(B) determine the facts in text and verify them through established methods	5.11 Fig.19(D) 5.11 Fig.19(E)
		Persuasive		5.12(A) identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument 5.12(B) recognize exaggerated, contradictory, or misleading statements in text	5.12 Fig.19(D) 5.12 Fig.19(E)
			Across Informational Text		
		Across Informational Text		5.10(A) draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved 5.13(A) interpret details from procedural text to complete a task, solve a problem, or perform procedures 5.13(B) interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams 5.14(C) identify the point of view of media presentations	5.10 Fig.19(D) 5.13 Fig.19(D) 5.14 Fig.19(D)
			SEs Not Included in Assessed Curriculum	5.14(A) *explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news)* 5.14(B) *consider the difference in techniques used in media (e.g., commercials, documentaries, news)* 5.14(D) *analyze various digital media venues for levels of formality and informality*	
STAAR	**38**		**23-27 questions from Readiness Standards** (Including Fig.19(D) and Fig.19(E) for Fiction	Expository)	**11-15 questions from Supporting Standards** (Including Fig.19(D) and Fig.19(E) for associated genres and standards)	

First: Review Learning Continuum

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Teacher Texas
Class: Texas Elementary

Term Rostered: Fall 2016-2017
Term Tested: Fall 2016-2017
District: Okaloosa County School District
School: Texas Sample School

Learning Continuum - Class View

MAP: Reading 2-5 TX 2008

Print

Edit Display Options

Print Awareness, Phonics, Vocabulary

Identify Letter and Sentence, Spelling Patterns

Identify Meaning: Affixes and Roots

Use Antonyms, Synonyms, Homographs, Idioms

Use Context to Determine Word Meaning

Literary Concepts

Identify Theme, Genre, and Detail

Analyze Structure/Elements of Fiction; Predict

Analyze Literary Nonfiction, Sensory Language

Informational Concepts

Identify Author's Purpose, Fact/Opinion

Summarize Main Ideas and Details

Identify Organizational Patterns, Text Features

Identify Author Viewpoint; Evaluate Credibility

Follow Directions; Use Graphic Features

First: Review Learning Continuum

First: Review Learning Continuum

Grade Level Readiness & Supporting Standards

SKILLS/CONCEPTS that support learning of those standards at each level of difficulty (RIT Range).

Skills statements vary according to difficulty and complexity, depending on the learning level of each student.

This information informs instruction for your flexible groups.

Informational Concepts

Identify Author's Purpose, Fact/Opinion

Summarize Main Ideas and Details

RIT Range	Skills	Students
171-180		No Students
181-190	5.11.A: summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order; • Determines main idea in informational text • Locates details in informational text	**Sampler 10, Student** Overall RIT: 186 Lexile Range: 249-399 Goal Range: 179-191
191-200	5.11.A: summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order; • Determines main idea in informational text • Determines two or more topics in informational text • Identifies a title that reflects main idea in informational text • Locates details in informational text • Summarizes informational text	No Students
201-210	5.11.A: summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order; • Determines main idea in informational text • Determines the main idea of a poster • Determines the topic in informational text • Identifies a title that reflects main idea in informational text • Identifies topic sentence in informational text • Locates details in an advertisement • Locates details in informational text • Summarizes informational text	No Students
211-220	5.11.A: summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order; • Determines main idea in informational text • Determines two or more main ideas in informational text • Identifies a title that reflects main idea in informational text • Identifies details that support main idea in informational text • Locates details in informational text • Summarizes informational text	No Students
221-230	5.11.A: summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order; • Summarizes a sequence of events in informational text	**Sampler 1, Student** Overall RIT: 230 Lexile Range: 1041-1191 Goal Range: 228-240

Now: Student Profile Informs Personalized Learning for High Quality Instruction

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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

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X NWEA. 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

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

Https://teach.mapnwea.org

Student Profile – One Stop Shop
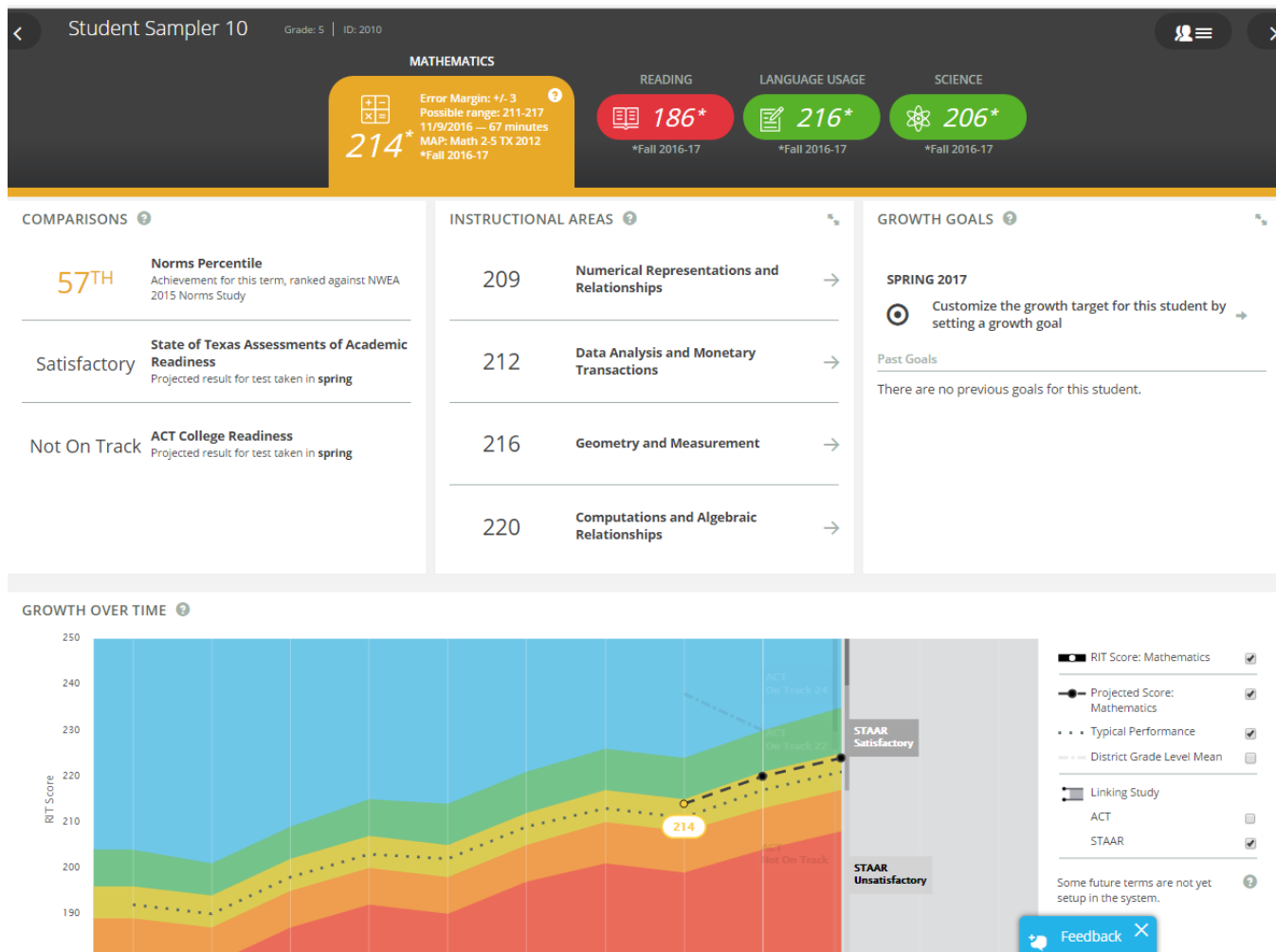
Instructional Areas

Filter by TEKS – Ready to learn now

INSTRUCTIONAL AREAS ❓   ✕

Group by: Grade(s):   Show learning statements: View learning statements to: ❓
STANDARD | TOPIC   ALL GRADES ▾   SHOW | **HIDE**   ☐ 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 GL TEKS – show skills

Identify Readiness Standards in Student's Zone of Proximal Development

View All Instructional Areas

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

Filters

Print Awareness, Phonics, Vocabulary — 185 ± 5.7

Print Awareness, Phonics, Vocabulary

∨ Identify Meaning: Affixes and Roots

> 5.2.A: determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;

5.2: Students understand new vocabulary and use it when reading and writing.

∨ Use Antonyms, Synonyms, Homographs, Idioms

5.2.D: identify and explain the meaning of common idioms, adages, and other sayings; and

> 5.2.E: use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.

Informational Concepts — 185 ± 5.8

5.2: Students understand new vocabulary and use it when reading and writing.

Literary Concepts — 187 ± 5.8

Informational Concepts

∨ Follow Directions; Use Graphic Features

> 5.11.D: use multiple text features and graphics to gain an overview of the contents of text and to locate information; and

5.13.A: interpret details from procedural text to complete a task, solve a problem, or perform procedures; and

Print Awareness, Phonics, Vocabulary — 185 ± 5.7

5.13.B: interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.

Informational Concepts — 185 ± 5.8

∨ Identify Author Viewpoint; Evaluate Credibility

5.12.A: identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument; and

Literary Concepts — 187 ± 5.8

5.12: Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.

∨ Identify Author's Purpose, Fact/Opinion

> 5.11.B: determine the facts in text and verify them through established methods;
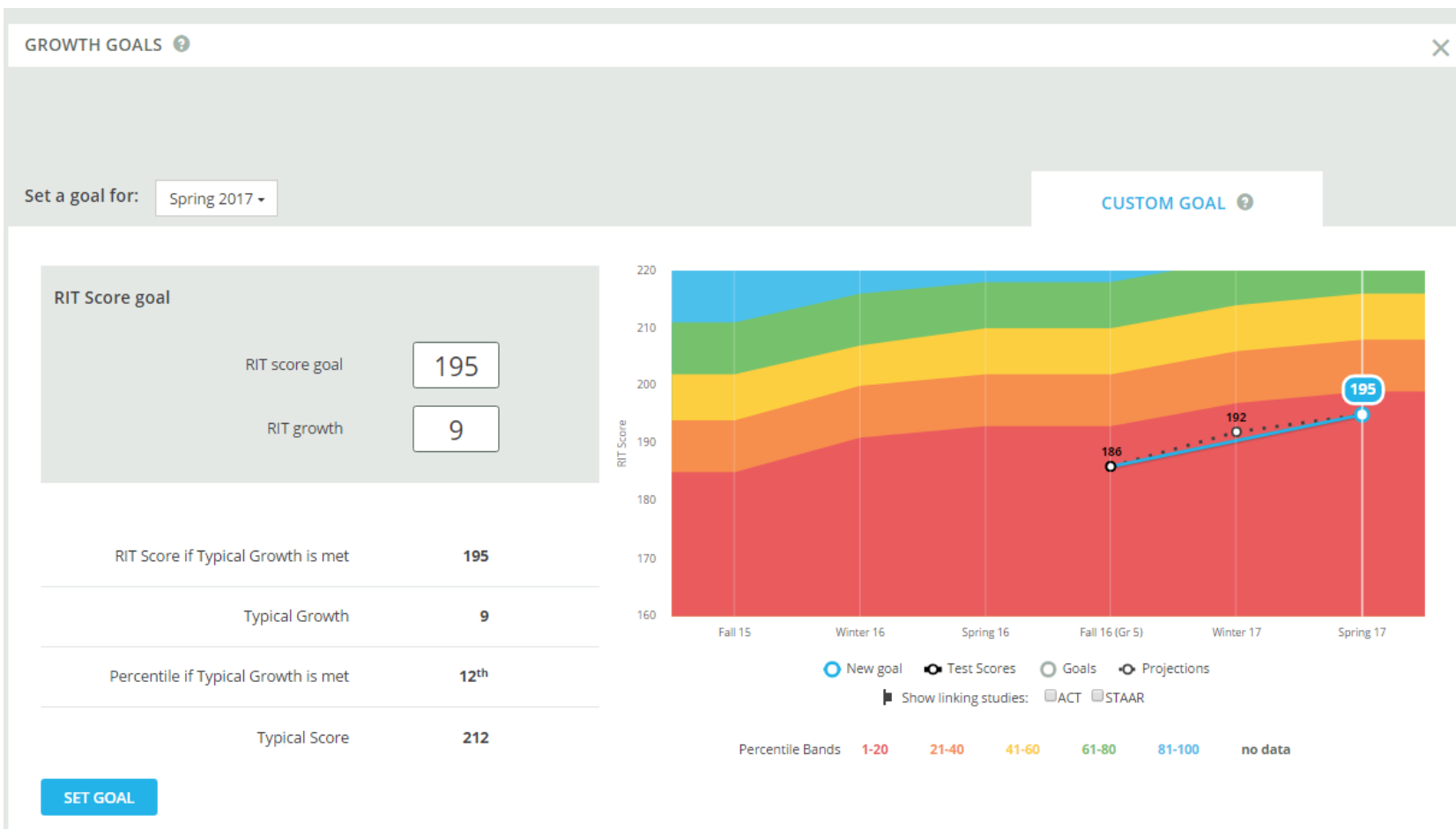
5.11: Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.
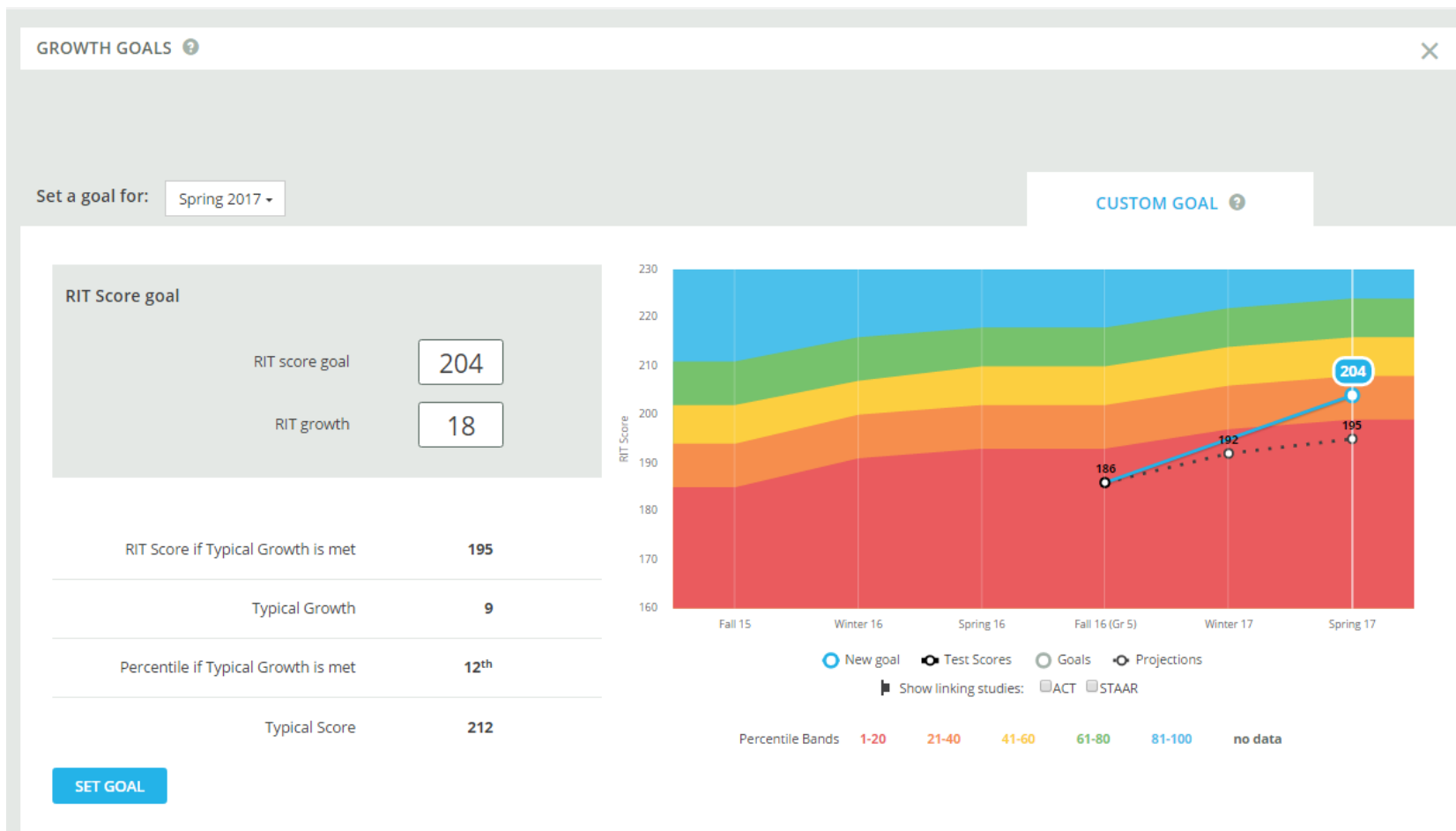
∨ Summarize Main Ideas and Details

> 5.11.A: summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order;

Custom Goals – Set and Track

GROWTH GOALS ?   ×

Set a goal for: Spring 2017 ▾   CUSTOM GOAL ?

RIT Score goal

RIT score goal   195

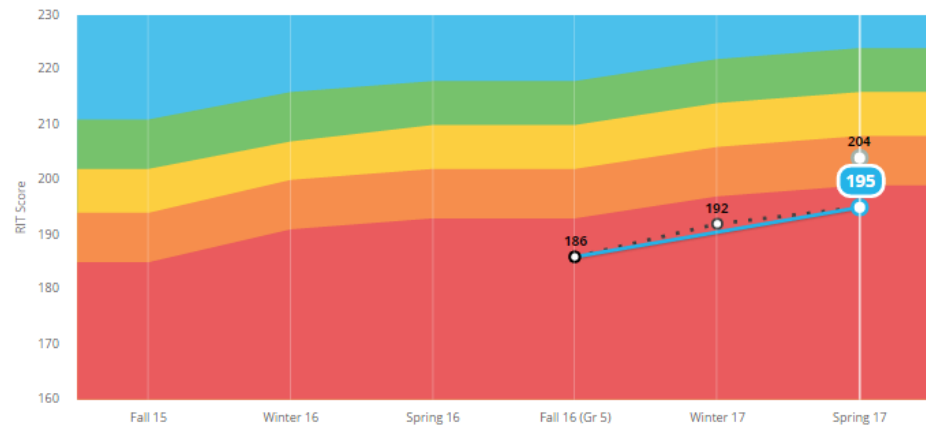RIT growth   9

RIT Score if Typical Growth is met	195
Typical Growth	9
Percentile if Typical Growth is met	12th
Typical Score	212

SET GOAL

New goal   Test Scores   Goals   Projections
Show linking studies: ☐ACT ☐STAAR

Percentile Bands   1-20   21-40   41-60   61-80   81-100   no data

What reasonable goal moves student to higher percentiles?

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

Goal Setting with Students is KEY

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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: _____
_____
_____

Texas MAP Partner Resources:
www.Padlet.com/vicky_billings/TX_MAP

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

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