

Achievement Status and Growth (ASG) Summary Report

Achievement Status and Growth Summary Report Fall 2010 to Spring 2011 – Language Usage NWEA Sample District 2

School: St Helens Elementary School
Teacher: Fliek, Jace
Class Name: 4th Grade Homeroom
Optional Group: None Selected

Language Usage

Student ID	Name	SP11 Grd	Date	Test Type	FA10 Test RIT	FA10 Std Err	SP11 Test RIT	SP11 Std Err	17 Growth Std Err	15 SP11 Growth Projection	16 SP11 Projected RIT	18 Projected Met	19 Growth Index
SF06000494	Barner, Blayne E.	4	4/28/11	S/G	227	3.1	238	3.0	4.3	9	236	Yes	2
SF06000270	Blatnik, Carolyn N.	4	5/6/11	S/G	211	3.0	223	3.0	4.2	9	220	Yes	3
SF06000262	Cymbola, Diamonte E.	4	4/28/11	S/G	159	3.0	163	3.2	4.4	7	166	No	-3
SF06000287	Greenia, Quentin N.	4	4/28/11	S/G	199	3.0	219	3.0	4.2	9	208	Yes	11
SF07001857	Grunenberger, Addryn N.	4	4/28/11	S/G	202	3.0	217	3.0	4.2	9	211	Yes	6
SF06000399	Hanchek, Benjamin N.	4	4/28/11	S/G	195	3.0	196	2.9	4.2	8	203	No	-7
SN07001457	Lagers, Kimbra A.	4	4/28/11	S/G	170	3.0	179	3.0	4.2	8	178	Yes	1
SF06000156	Lensch, Marlin N.	4	4/28/11	S/G	208	3.1	226	2.9	4.2	9	217	Yes	9
SF07001662	Niemela, Yona Michelle E.	4	4/28/11	S/G	212	2.9	232	3.0	4.2	9	221	Yes	11
S08000037	Poles, Harrison N.	4	4/28/11	S/G	180	3.1	184	3.0	4.3	8	188	No	-4
SF06000269	Quartaro, Alexander R.	4	4/28/11	S/G	204	3.0	214	3.1	4.3	9	213	Yes	1
F08000186	Slamka, Nikkita A.	4	4/28/11	S/G	191	3.0	197	3.0	4.2	8	199	No	-2
F08000225	Smoroske, Vassa A.	4	4/28/11	S/G	207	3.0	230	3.1	4.3	9	216	Yes	14
SF06000301	Sullenberger, Cordel L.	4	4/28/11	S/G	194	3.0	197	2.9	4.2	8	202	No	-5

Subject Summary: Language Usage

Count of Students with Valid Beginning and Ending Term Scores	14
Count of Students who Met or Exceeded their Projected RIT	9
21 Percentage of Students who Met or Exceeded their Projected RIT	64.8%
22 Overall Percentage of Projected RIT Met or Exceeded	145.9%
Count of Students with INVALID Spring 2011 Test Scores	0
Count of Students with VALID Spring 2011 Test Scores	14
Spring 2011 Mean RIT	195.0
Spring 2011 Median RIT	199
Spring 2011 Standard Deviation	18.8

Mock Site Data for Question #3.2:

Reports Annotation Key

- 1 Goal Performance:** These columns summarize the students' performance in the goal strands tested in this subject. Data will display in these columns either by Goal Strand RIT Ranges or descriptors only if a student took a Survey with Goals test.
- 2 Test Type:** S/G: Survey with Goals; SUR: Survey
- 3 RIT Score:** The student's overall scale score on the test.
- 4 Standard Error of Measurement:** An estimate of the precision of the achievement (RIT) scores. The smaller the standard error, the more precise the achievement estimate.
- 5 RIT Range:** If a student took the test again relatively soon, the score would fall within this range about 68% of the time.
- 6 Percentile:** The percentage of students in the national norms group for this grade that this student's score equalled or exceeded.
- 7 Lexile® Range:** A score (displayed as a 150-point range) resulting from a correlation between the NWEA RIT score and the Metametrics® Lexile® scale that helps identify level-appropriate reading material for an individual student.
- 8 Mean RIT:** Average score of students in this class for this content area.
- 9 Standard Deviation:** Indicates the variability of scores within this group. A larger standard deviation generally reflects a wider range of scores.
- 10 Median RIT:** Middle score of this class for this content area.
- 11 Overall Score:** Columns are divided by ten-point RIT bands. Students' overall RIT scores for the test in that subject appear in parentheses.
- 12 Goal Strands Tested:** Click a goal, student name, or call students in cells to view the *Descartes* or *Primary Grades Instructional Data* (PGID) with cover sheet for a selected subject, goal area, and RIT range.
- 13 Descartes or Primary Grades Instructional Data Skills and Concepts:** Enhance: Student has a 73% probability of correctly answering questions that measure these concepts and skills. Develop: 50% probability. Introduce: 27% probability.
- 14 Columns and summary statistics shown in gray are applicable only in *Achievement Status and Growth Summary Reports*.**
- 15 Growth Projection:** Mean growth that was observed in the latest NWEA norming study for students who had the same starting RIT score.
- 16 Projected RIT:** The minimum RIT score the student would attain if their growth projection was met (starting RIT plus growth projection).
- 17 Growth Standard Error:** Amount of measurement error associated with the term-to-term growth. If the student could be tested again over the same period with comparable tests, there would be about a 68% chance that term-to-term growth would fall within a range defined by the term-to-term growth, plus or minus the growth standard error.
- 18 Growth Projection Met:** Indicates YES if the student's term-to-term growth was equal to or exceeded the growth projection. NO if the growth was less than the growth projection.
- 19 Growth Index:** The RITs by which the student exceeded the projected RIT (plus values), fell short of the projected RIT (minus values), or exactly met the projected RIT (0).
- 20 Count of Students Who Met or Exceeded Their Projected RIT:** The number of students with a growth index value greater than or equal to zero.
- 21 Percentage of Students who Met or Exceeded Their Projected RIT:** The percentage of students with a growth index value greater than or equal to zero.
- 22 Overall Percentage of Projected RIT Met or Exceeded:** The total student growth divided by the total projected RITs expressed as a percentage. Shows the proportion of the overall RIT growth projections achieved by the students. Performance of 100% is considered average, meaning the student growth equaled the projections. Use in conjunction with the percentage of students who met or exceeded their projected RIT.
- 23 RIT Growth:** The student's RIT point growth from the initial term to the final term. Student must have completed testing in the final term.
- 24 Student Score Range:** The middle number is the student's RIT score. The numbers on either side define the RIT range (see #5).
- 25 Growing:** These two quadrants represent students who have met or exceeded typical growth.
- 26 Projected Proficiency:** These two quadrants represent students projected to meet at least the most basic level of proficiency on the next state assessment according to the NWEA alignment/linking study.
- 27 Percent:** The percentage of students in the district in each quadrant.
- 28 Growth Count/Percent:** First column: the number of students who took the test in both terms. Second column: of those students, the percent that met or exceeded typical growth (NWEA norming study).
- 29 Projected Performance Count/Percent:** First column: the number of students who took the test in the current term. Second column: of those students, the percent projected to meet at least the most basic proficiency level on the next state assessment.
- 30 Median Percent:** The percentage of students performing at or above the 50th percentile for their grade level (NWEA norming study).
- 31 Quadrant Graph:** The quadrant graph only displays summary statistics for those students who have growth and proficiency data.
- 32 Grade Level Drill Down:** Click on the grade level to see this information broken down by teacher.
- 33 Goal Areas:** These columns show the students' average performance and standard deviation in the goal strands in each subject.
- 34 Area of Relative Strength in Performance:** If a score is **bold-underlined**, the score is three or more RIT points above a district's overall mean.
- 35 Area of Relative Concern:** If a score is **bold-italicized**, it represents a score that is three or more RIT points below your district's overall mean.
- 36 Growth Mean:** The average change in RIT scores from starting term to ending term.
- 37 Sampling Error:** Amount of measurement error associated with the term-to-term growth.
- 38 Segmented Bar Graph:** The numbers represent the number of students who fell within each percentage range—low, middle, high.

NWEA MAP Normative Data Overview

2011 Normative Data

Having the right data is a key component of individualizing instruction for each child. NWEA has the ability to measure a student's achievement and academic growth, independent of grade, across time. From the insight provided with Measures of Academic Progress® (MAP®) and its reports, educators can compare class- or grade-level performance to students from a wide variety of schools across the country. Status norms provide a starting point for educators to review data, and help them gain an understanding of each child's current academic level, where they need focused instruction, and the extent of their progress. Additional information about how status and growth norms were determined can be found in NWEA's **2011 NWEA RIT Scale Norms Study**.

Measures of Academic Progress (MAP) Status and Growth Norms

The 2011 NWEA RIT Scale Norms Study provides growth and status norms for all five RIT scales: Reading, Language Usage, Mathematics, General Science, and Science Concepts and Processes. The study's results are based on grade level (K-11) samples of at least 20,000 students per grade. These samples were randomly drawn from a test records pool of 5.1 million students, from over 13,000 schools in more than 2,700 school districts in 50 states. Rigorous post-stratification procedures were then used to maximize the degree to which both status and growth norms are representative of the U.S. school-age population.

The 2011 norms allow for flexible interpretations of both growth and status by taking instructional weeks into account. For example, the norms may be used to locate a student's status (as a percentile rank) for any specified instructional week of the school year. Similarly, typical growth, conditioned on the student's initial score, may be determined for any number of instructional weeks separating two test occasions within a 12-month period. This flexibility allows educators to test students at times that make the most sense in view of their own informational needs. And, regardless of when they conduct testing, they can make norm-referenced interpretations of test results that are consistent with their chosen testing schedule.

As an additional reference, the norms can provide the percentile rank corresponding to a student's observed gain for a given instructional interval. This helps educators to move beyond the simple conclusion that a student either "made target growth" or did not to discern how a particular student's growth compares to the growth of similar students. These norms also allow school-grade level performance for one school to be compared to other schools in the same state that operate under a similar set of conditions. This allows school and district administrators to use the norms to make "apples to apples" comparisons between their schools and schools from the same state with similar characteristics.

NWEA MAP Normative Data Overview

2011 READING STATUS NORMS (RIT VALUES)				2011 MATHEMATICS STATUS NORMS (RIT VALUES)			
Grade	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean	Grade	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean
K	142.5	151.0	157.7	K	143.7	150.7	159.1
1	160.3	170.7	176.9	1	162.8	172.4	179.0
2	175.9	183.6	189.6	2	178.2	185.5	191.3
3	189.9	194.6	199.2	3	192.1	198.5	203.1
4	199.8	203.2	206.7	4	203.8	208.7	212.5
5	207.1	209.8	212.3	5	212.9	217.8	221.0
6	212.3	214.3	216.4	6	219.6	222.8	225.6
7	216.3	218.2	219.7	7	225.6	228.2	230.5
8	219.3	221.2	222.4	8	230.2	232.8	234.5
9	221.4	221.9	222.9	9	233.8	234.9	236.0
10	223.2	223.4	223.8	10	234.2	235.5	236.6
11	223.4	223.5	223.7	11	236.0	237.2	238.3

2011 LANGUAGE USAGE STATUS NORMS (RIT VALUES)			
Grade	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean
2	175.4	185.3	190.0
3	191.1	196.5	200.3
4	200.9	204.4	207.0
5	208.0	211.0	212.9
6	212.3	214.4	216.2
7	215.8	217.3	218.7
8	218.7	220.2	221.3
9	220.6	221.0	221.8
10	221.9	222.2	222.7
11	222.1	222.7	223.3

In the samples, each district's base school calendar was used to determine instructional days. Using the instructional days data, time frames for beginning-of-year tests, middle-of-year tests, and end-of-year tests were established. The centers of these time frames were roughly 20 days, 80 days, and 130 days from the beginning of the academic year of the student's school for the fall, winter and spring terms, respectively.