# Data Presentation

Ashleigh Blikre
Data Support Coordinator

WHY Data?

▸ The whole purpose of giving an assessment is to receive data that you can use to **make a difference** for the students in your class.

▸ Teachers who can read and interpret their reports are better prepared to:

  ▸ Use the data to influence instruction
  ▸ Create flexible groupings
  ▸ Adjust time spent on certain topics
  ▸ Implement a new program
  ▸ Adopt new text
  ▸ And More…

Give Assessment

Make a Difference

Understand /Use Data

Receive Data
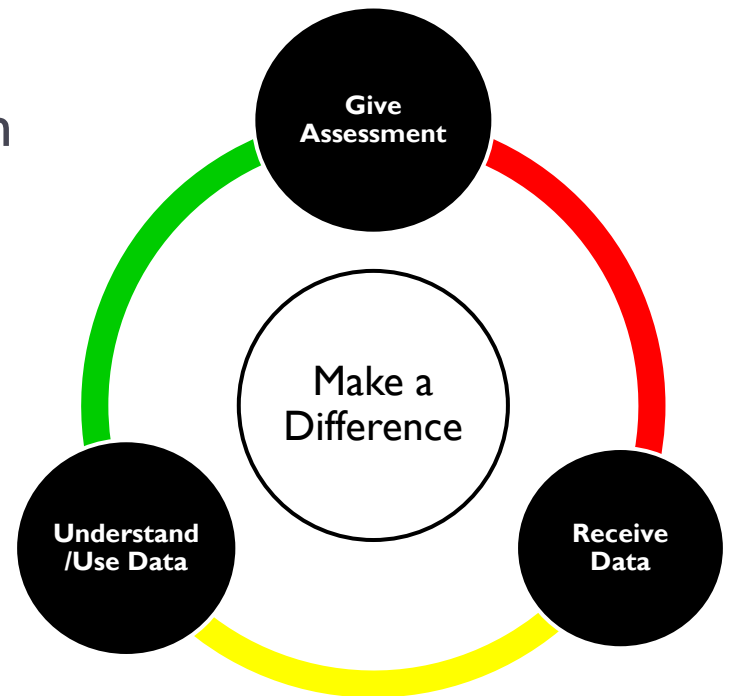
NWEA MAP Assessment

- ▶ 52 Questions
  - ▶ Varies by subject/test
- ▶ Not Timed
- ▶ Students will not have the same questions as other students in their class.
  - ▶ Question answered right → next question will be harder
  - ▶ Question answered wrong → next question will be easier.
- ▶ MAP score is not determined by the number of questions answered correctly.
 - ▶ Based on the level of difficulty of the questions answered correctly.

Questions to think about when viewing assessment data

▶ Growth
  ▶ How did our students do compared to their previous test?
  ▶ Compare me to myself
  ▶ What patterns of growth do you see?
    ▶ Consistent or Ups/Downs?
▶ Attainment
  ▶ How did our students do compared to other students (NORM)?
  ▶ Compare me to others
  ▶ Another word for NORM → Minimum
▶ Are we meeting the minimum? (NORM)
▶ What 2 tools do I need to know if my class and students are scoring at the NORM?
  ▶ Normative Reference Sheet
  ▶ Teacher Report

▶

What is a RIT Score?
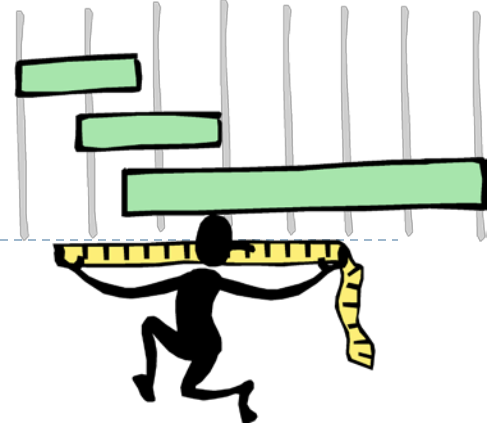
- <u>R</u>asch un<u>IT</u> → RIT
- Uses individual item difficulty values to estimate student achievement
  - Independent of the age or grade of the student
  - Reflects the instructional level that the student is currently performing
  - Equal-interval scale; SAME meaning regardless of grade level
- Measures how "tall" a student is on the curriculum scale
  - How much has the student grown?
- **<u>Remember:</u>** Scores from any test are *estimates* of performance.
  - No score should be thought as absolute!
  -

Two Different Teacher Reports

- By Goal Descriptors
  - By RIT Ranges

Teacher Report - Mathematics Spring 2013

School:
Class:
Teacher:
Test: Math Survey w/ Goals 2-5 MN V6

Goal Performance

Student ID	Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Number & Operation	Algebra	Geometry & Measurement	Data Analysis
603231		3	S/G	May 7	191	3.0	188-194	18	12-24	LO	AV	LO	LO
606513		3	S/G	May 7	194	3.0	191-197	24	18-32	LO	LO	LO	AV
604290		3	S/G	May 7	202	3.0	199-205	47	38-56	AV	AV	AV	LO
602644		3	S/G	May 7	203	3.0	200-206	50	41-56	AV	AV	LO	AV
602644		3	S/G	May 10	203	2.9	200-206	50	41-56	AV	HI	LO	AV
603580		3	S/G	May 7	206	3.0	203-209	59	50-68	HI	AV	AV	AV
604749		3	S/G	May 7	209	3.0	206-212	68	59-75	AV	HI	HI	HI
602427		3	S/G	May 7	210	3.0	207-213	70	62-78	AV	HI	HI	HI
604717		3	S/G	May 7	211	3.0	208-214	73	68-80	HI	AV	HI	HI
604448		3	S/G	May 7	212	3.0	209-215	75	68-82	HI	HI	HI	AV
604709		3	S/G	May 7	214	2.9	211-217	80	73-86	HI	HI	HI	HI
604657		3	S/G	May 7	215	3.0	212-218	82	75-87	HI	HI	HI	HI
604423		3	S/G	May 7	216	2.9	213-219	84	78-89	HI	AV	HI	HI
605341		3	S/G	May 7	217	3.0	214-220	86	80-90	HI	HI	HI	HI
604735		3	S/G	May 7	222	3.0	219-225	93	89-95	HI	HI	HI	HI
609408		3	S/G	May 7	225	2.9	222-228	95	93-97	HI	HI	HI	HI
604667		3	S/G	May 7	225	3.0	222-228	95	93-97	HI	HI	HI	HI
603995		3	S/G	May 7	226	3.0	223-229	96	94-98	HI	HI	HI	HI
604973		3	S/G	May 7	226	2.9	223-229	96	94-98	HI	HI	HI	HI
604262		3	S/G	May 7	226	3.0	223-229	96	94-98	HI	HI	HI	HI
604446		3	S/G	May 7	226	2.9	223-229	96	95-98	HI	HI	HI	HI
605117		3	S/G	May 7	227	3.0	224-230	97	95-98	HI	HI	HI	HI
604634		3	S/G	May 7	229	3.0	226-232	98	96-99	HI	HI	HI	HI
606195		3	S/G	May 7	232	2.9	229-235	99	98-99	HI	HI	HI	HI

LO: Student is performing at the 33rd percentile or lower.

AV: Student is performing between the 33rd & 66th percentile or lower.

HI: Student is performing at or above the 66th percentile.

Totals For: Math Survey w/ Goals 2-5 MN V6

Students:	23		High:	17	17	18	17
Valid tests:	23		Avg:	5	6	2	5
Mean RIT:	215.8		Low:	2	1	4	2
Std Dev:	11.4		Mean:	213.7	215.0	217.0	217.7
Median RIT:	216		Std Dev:	10.4	9.5	13.7	15.4
			Median:	213	215	221	217

HI-percentile > 66   AV-percentile between 66 and 34   LO-percentile < 34
Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, was a repeat test for a student within a term, or was a MAP for Primary Grades test segment.
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Teacher Report - Mathematics Spring 2011

School: St. Helens Elementary School (NWEA Sample District 2)
Class: F090015 Palshan Homeroom 1(A)
Teacher: Palshan, Emmilla A.
Test: Math Survey w/ Goals 2-5 CO V3

Goal Performance

Student ID	Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Number Sense & Operations	Algebraic Structures	Data Analysis & Probability	Geometric Relationships
F10000870	Capitan, Meghan N.	4	S/G	Apr 19	190	3.0	187-193	5	3-7	189-202	183-195	186-197	177-189
S11000400	Chaisson, Devyn N.	4	S/G	Apr 21	192	3.0	189-195	7	5-11	186-198	193-205	173-186	191-203
SF06000339	Batoha, Tijana A.	4	S/G	Apr 19	199	3.0	196-202	17	12-23	201-213	189-202	192-204	190-202
F08000033	Smith, Ledonna A.	4	S/G	Apr 20	203	2.9	200-206	25	19-32	184-197	200-213	200-212	203-215
SF06000511	Alger, Lumina A.	4	S/G	Apr 19	204	3.1	201-207	27	21-37	202-214	201-213	197-210	191-204
SF06000347	Kooren, Jerald D.	4	S/G	Apr 19	204	2.9	201-207	27	21-35	192-204	196-208	197-209	205-217
SF06000508	Glass, Canin N.	4	S/G	Apr 19	209	2.9	206-212	40	32-49	185-201	204-216	217-230	202-214
F10000784	Kujawa-Lalime, Ruvim M.	4	S/G	Apr 19	209	3.0	206-212	40	32-49	208-220	203-215	190-203	212-226
SF06000513	Paluga, Lexander R.	4	S/G	Apr 19	210	3.0	207-213	43	35-51	204-216	211-223	199-211	202-214
SF06000506	Tajnai, Cobey R.	4	S/G	Apr 19	212	3.1	209-215	49	37-57	201-214	211-223	207-220	203-214
SF07001856	Schnee, Molanda A.	4	S/G	Apr 19	213	3.1	210-216	51	43-60	209-222	204-218	216-230	196-209
SF06000523	Kevoian, Kenan N.	4	S/G	Apr 19	216	3.1	213-219	60	51-68	207-222	198-212	207-220	221-233
SF06000346	Linton, Berbin N.	4	S/G	Apr 19	218	3.0	215-221	65	57-73	211-223	216-228	209-221	211-223
SF06000512	Gorbett, Thieman N.	4	S/G	Apr 19	220	3.0	217-223	70	63-77	208-220	213-225	220-233	215-227
SF06000353	Karmineke, Khalilah H.	4	S/G	Apr 19	222	3.0	219-225	75	68-81	209-221	209-221	218-231	229-245
SW07001421	Daher, Nick K.	4	S/G	Apr 19	223	3.1	220-226	77	70-83	222-235	221-234	210-222	216-228
F08000100	Bernuy, Crystal L.	4	S/G	Apr 19	223	3.1	220-226	77	70-83	220-232	215-228	217-230	214-226
F08000145	Stasil, Michael Angelo O.	4	S/G	Apr 19	226	3.0	223-229	83	77-86	218-231	206-219	228-241	223-235
SF06000445	Dragolov, Howard D.	4	S/G	Apr 19	229	3.0	226-232	88	83-92	213-225	230-243	223-236	224-236
SS07001517	Torix, Tevin N.	4	S/G	Apr 19	235	3.0	232-238	95	92-97	231-243	227-239	230-241	227-239
SF06000517	Morraz, Scorpio O.	4	S/G	Apr 19	239	2.9	236-242	97	95-98	225-238	229-241	240-251	235-247
S99002168	Rafiki, Sikujua L.	4	S/G	Apr 19	249	3.0	246-252	99	99-99	249-262	236-249	245-257	238-251

Totals For: Math Survey w/ Goals 2-5 CO V3

Students:	22				
Valid tests:	22				
Mean RIT:	215.7	**Mean:**	214.3	215.2	216.2	216.5
Std Dev:	14.7	**Std Dev:**	15.9	13.9	17.7	16.0
Median RIT:	214	**Median:**	214	214	215	218

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RIT Grouping Activity
5 'Power' Groups

▸ 1 – At Risk Students

▸ 2 – Below Grade Level

▸ 3 – At Grade Level

▸ 4 – Above Grade Level

▸ 5 – Gifted & Talented Students

▸ *Before grouping… Draw a line dividing those below and those above the Status Norm/RIT Score.*

Groups 1, 3, & 5
'Groups with Rules'

- Group 3: Determine At Grade Level Students by RIT Score
  - Refer to 2011 Status Norms Sheet
  - Color Code: Yellow
    - Write RIT in upper right corner & <mark>color</mark>
  - Who can get it?
- Group 1: Determine At Risk Students by RIT Score
  - 2 grade levels below RIT Norm
    - *OR if no grade level 2 below, use back up rule of 25th percentile*
    - Write RIT in upper right corner & <mark>color</mark>
  - Color Code: Pink
  - Trouble!
- Group 5: Determine Gifted and Talented Students by percentile range
  - Color Code: Blue
  - 95th percentile

- <mark>1 – At Risk Students</mark>
- 2 – Below Grade Level
- <mark>3 – At Grade Level</mark>
- 4 – Above Grade Level
- <mark>5 – Gifted & Talented Students</mark>

Teacher Report - Mathematics Spring 2011

212.5

191.3

School: St. Helens Elementary School (NWEA Sample District 2)
Class: F090015 Palshan Homeroom 1(A)
Teacher: Palshan, Emmilla A.
Test: Math Survey w/ Goals 2-5 CO V3

Goal Performance

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SF06000339	Batoha, Tijana A.	4	S/G	Apr 19	199	3.0	196-202	17	12-23	201-213	189-202	192-204	190-202
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SF07001856	Schnee, Molanda A.	4	S/G	Apr 19	213	3.1	210-216	51	43-60	209-222	204-218	216-230	196-209
SF06000523	Kevoian, Kenan N.	4	S/G	Apr 19	216	3.1	213-219	60	51-68	207-222	198-212	207-220	221-233
SF06000346	Linton, Berbin N.	4	S/G	Apr 19	218	3.0	215-221	65	57-73	211-223	216-228	209-221	211-223
SF06000512	Gorbett, Thieman N.	4	S/G	Apr 19	220	3.0	217-223	70	63-77	208-220	213-225	220-233	215-227
SF06000353	Karmineke, Khalilah H.	4	S/G	Apr 19	222	3.0	219-225	75	68-81	209-221	209-221	218-231	229-245
SW07001421	Daher, Nick K.	4	S/G	Apr 19	223	3.1	220-226	77	70-83	222-235	221-234	210-222	216-228
F08000100	Bernuy, Crystal L.	4	S/G	Apr 19	223	3.1	220-226	77	70-83	220-232	215-228	217-230	214-226
F08000145	Stasil, Michael Angelo O.	4	S/G	Apr 19	226	3.0	223-229	83	77-86	218-231	206-219	228-241	223-235
SF06000445	Dragolov, Howard D.	4	S/G	Apr 19	229	3.0	226-232	88	83-92	213-225	230-243	223-236	224-236
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S99002168	Rafiki, Sikujua L.	4	S/G	Apr 19	249	3.0	246-252	99	99-99	249-262	236-249	245-257	238-251

Totals For: Math Survey w/ Goals 2-5 CO V3

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Valid tests:	22			
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School: St. Helens Elementary School (NWEA Sample District 2)
Class: F090015 Palshan Homeroom 1(A)
Teacher: Palshan, Emmilla A.
Test: Math Survey w/ Goals 2-5 CO V3

Goal Performance

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S11000400	Chaisson, Devyn N.	4	S/G	Apr 21	192	3.0	189-195	7	5-11	186-198	193-205	173-186	191-203
SF06000339	Batoha, Tijana A.	4	S/G	Apr 19	199	3.0	196-202	17	12-23	201-213	189-202	192-204	190-202
F08000033	Smith, Ledonna A.	4	S/G	Apr 20	203	2.9	200-206	25	19-32	184-197	200-213	200-212	203-215
SF06000511	Alger, Lumina A.	4	S/G	Apr 19	204	3.1	201-207	27	21-37	202-214	201-213	197-210	191-204
SF06000347	Kooren, Jerald D.	4	S/G	Apr 19	204	2.9	201-207	27	21-35	192-204	196-208	197-209	205-217
SF06000508	Glass, Canin N.	4	S/G	Apr 19	209	2.9	206-212	40	32-49	185-201	204-216	217-230	202-214
F10000784	Kujawa-Lalime, Ruvim M.	4	S/G	Apr 19	209	3.0	206-212	40	32-49	208-220	203-215	190-203	212-226
SF06000513	Paluga, Lexander R.	4	S/G	Apr 19	210	3.0	207-213	43	35-51	204-216	211-223	199-211	202-214
SF06000506	Tajnai, Cobey R.	4	S/G	Apr 19	212	3.1	209-215	49	37-57	201-214	211-223	207-220	203-214
SF07001856	Schnee, Molanda A.	4	S/G	Apr 19	213	3.1	210-216	51	43-60	209-222	204-218	216-230	196-209
SF06000523	Kevoian, Kenan N.	4	S/G	Apr 19	216	3.1	213-219	60	51-68	207-222	198-212	207-220	221-233
SF06000346	Linton, Berbin N.	4	S/G	Apr 19	218	3.0	215-221	65	57-73	211-223	216-228	209-221	211-223
SF06000512	Gorbett, Thieman N.	4	S/G	Apr 19	220	3.0	217-223	70	63-77	208-220	213-225	220-233	215-227
SF06000353	Karmineke, Khalilah H.	4	S/G	Apr 19	222	3.0	219-225	75	68-81	209-221	209-221	218-231	229-245
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Totals For: Math Survey w/ Goals 2-5 CO V3

Students:	22			
Valid tests:	22			
Mean RIT:	215.7	**Mean:** 214.3	215.2	216.2	216.5
Std Dev:	14.7	**Std Dev:** 15.9	13.9	17.7	16.0
Median RIT:	214	**Median:** 214	214	215	218

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Groups 2 & 4
'Groups without Rules'

- Group 2: Determine Below Grade Level Students
  - Color Code: Orange
  - Between Groups 1 & 3
- Group 4: Determine Above Grade Level Students
  - Color Code: Green
  - Between Groups 3 & 5

- 1 – At Risk Students
- 2 – Below Grade Level
- 3 – At Grade Level
- 4 – Above Grade Level
- 5 – Gifted & Talented Students

Teacher Report - Mathematics Spring 2011

212.5

191.3

Goal Performance

School: St. Helens Elementary School (NWEA Sample District 2)
Class: F090015 Palshan Homeroom 1(A)
Teacher: Palshan, Emmilla A.
Test: Math Survey w/ Goals 2-5 CO V3

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SF06000512	Gorbett, Thieman N.	4	S/G	Apr 19	220	3.0	217-223	70	63-77	208-220	213-225	220-233	215-227
SF06000353	Karmineke, Khalilah H.	4	S/G	Apr 19	222	3.0	219-225	75	68-81	209-221	209-221	218-231	229-245
SW07001421	Daher, Nick K.	4	S/G	Apr 19	223	3.1	220-226	77	70-83	222-235	221-234	210-222	216-228
F08000100	Bernuy, Crystal L.	4	S/G	Apr 19	223	3.1	220-226	77	70-83	220-232	215-228	217-230	214-226
F08000145	Stasil, Michael Angelo O.	4	S/G	Apr 19	226	3.0	223-229	83	77-86	218-231	206-219	228-241	223-235
SF06000445	Dragolov, Howard D.	4	S/G	Apr 19	229	3.0	226-232	88	83-92	213-225	230-243	223-236	224-236
SS07001517	Torix, Tevin N.	4	S/G	Apr 19	235	3.0	232-238	95	92-97	231-243	227-239	230-241	227-239
SF06000517	Morraz, Scorpio O.	4	S/G	Apr 19	239	2.9	236-242	97	95-98	225-238	229-241	240-251	235-247
S99002168	Rafiki, Sikujua L.	4	S/G	Apr 19	249	3.0	246-252	99	99-99	249-262	236-249	245-257	238-251

1 – At Risk Students

2 – Below Grade Level

3 – At Grade Level

4 – Above Grade Level

5 – Gifted & Talented Students

Totals For: Math Survey w/ Goals 2-5 CO V3

Students:	22				
Valid tests:	22				
Mean RIT:	215.7	**Mean:**	214.3	215.2	216.2	216.5
Std Dev:	14.7	**Std Dev:**	15.9	13.9	17.7	16.0
Median RIT:	214	**Median:**	214	214	215	218

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, was a repeat test for a student within a term, or was a MAP for Primary Grades test segment.
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Power Groups Use

- Grouping for differentiated instruction
- 10 Minute 'Power Groups'
  - 10 minute activities on RIT range or HI/AV/LO concepts
  - Guided Skill Time – use the DesCartes
  - Change groups as needed
- RIT Range Resource Kits
  - Give students a number/color that sends them to the correct RIT bucket for their activity/assignment

More Teacher Report Parts…

▶ Lexile

▶ Mean

▶ Median

▶ Standard Deviation

Mean vs Median

- Mean
  - Arithmetic AVERAGE of a group of scores
  - Sensitive to extreme scores when samples are small…
    - An extremely HIGH or LOW score could completely skew the average.

- Median
  - Middle score in a group of scores
  - Point where half the scores are above and half the scores are below
  - NOT sensitive to extreme scores
  - Good indicator for where the middle of the class is achieving

Students:	22				
Valid tests:	22				
Mean RIT:	215.7	Mean:	214.3	215.2	216.2	216.5
Std Dev:	14.7	Std Dev:	15.9	13.9	17.7	16.0
Median RIT:	214	Median:	214	214	215	218

? Which one should we focus on for classroom planning?

Winner → Median!

▸ # Best represents 'middle' value

  ▸ For instructional purposes → use Median

▸ # Cross out ~~Mean RIT~~ and ~~Mean.~~

▸ # + OR − 3 From Median RIT

  ▸ 3 point difference indicates an area of strength or an area that needs more emphasis.

Students:	22					
Valid tests:	22					
~~Mean RIT:~~	~~215.7~~		~~Mean:~~	~~214.3~~	~~215.2~~	~~216.2~~	~~216.5~~
Std Dev:	14.7		Std Dev:	15.9	13.9	17.7	16.0
Median RIT:	214		Median:	214	214	215	218

Standard Deviation
'How can you use MAP to teach/set up lesson plans?'

- Under RIT column, find Standard Deviation.
- **Standard Deviation Groups:**
  - 0 – 10: Whole Group Instruction
  - 10.1 – 14: Teacher's Choice
  - 14+: Differentiated Instruction

- High Standard Deviations
  - Wide variety of academic ability
  - Consider Differentiated Instruction
- Low Standard Deviation
  - Small variety of academic ability
  - Whole group instruction is likely appropriate

Students:	22		Mean:	214.3	215.2	216.2	216.5
Valid tests:	22						
Mean RIT:	215.7						
Std Dev:	14.7		Std Dev:	15.9	13.9	17.7	16.0
Median RIT:	214		Median:	214	214	215	218

212.5

191.3

School: St. Helens Elementary School (NWEA Sample District 2)
Class: F090015 Palshan Homeroom 1(A)
Teacher: Palshan, Emmilla A.
Test: Math Survey w/ Goals 2-5 CO V3

Goal Performance

Student ID	Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Number Sense & Operations	Algebraic Structures	Data Analysis & Probability	Geometric Relationships	
F10000870	Capitan, Meghan N.	4	S/G	Apr 19	190	3.0	187-193	5	3-7	189-202	183-195	186-197	177-189	**1 – At Risk Students**
S11000400	Chaisson, Devyn N.	4	S/G	Apr 21	192	3.0	189-195	7	5-11	186-198	193-205	173-186	191-203	
SF06000339	Batoha, Tijana A.	4	S/G	Apr 19	199	3.0	196-202	17	12-23	201-213	189-202	192-204	190-202	
F08000033	Smith, Ledonna A.	4	S/G	Apr 20	203	2.9	200-206	25	19-32	184-197	200-213	200-212	203-215	**2 – Below Grade Level**
SF06000511	Alger, Lumina A.	4	S/G	Apr 19	204	3.1	201-207	27	21-37	202-214	201-213	197-210	191-204	
SF06000347	Kooren, Jerald D.	4	S/G	Apr 19	204	2.9	201-207	27	21-35	192-204	196-208	197-209	205-217	
SF06000508	Glass, Canin N.	4	S/G	Apr 19	209	2.9	206-212	40	32-49	185-201	204-216	217-230	202-214	
F10000784	Kujawa-Lalime, Ruvim M.	4	S/G	Apr 19	209	3.0	206-212	40	32-49	208-220	203-215	190-203	212-226	
SF06000513	Paluga, Lexander R.	4	S/G	Apr 19	210	3.0	207-213	43	35-51	204-216	211-223	199-211	202-214	**3 – At Grade Level**
SF06000506	Tajnai, Cobey R.	4	S/G	Apr 19	212	3.1	209-215	49	37-57	201-214	211-223	207-220	203-214	
SF07001856	Schnee, Molanda A.	4	S/G	Apr 19	213	3.1	210-216	51	43-60	209-222	204-218	216-230	196-209	
SF06000523	Kevoian, Kenan N.	4	S/G	Apr 19	216	3.1	213-219	60	51-68	207-222	198-212	207-220	221-233	**4 – Above Grade Level**
SF06000346	Linton, Berbin N.	4	S/G	Apr 19	218	3.0	215-221	65	57-73	211-223	216-228	209-221	211-223	
SF06000512	Gorbett, Thieman N.	4	S/G	Apr 19	220	3.0	217-223	70	63-77	208-220	213-225	220-233	215-227	
SF06000353	Karmineke, Khalilah H.	4	S/G	Apr 19	222	3.0	219-225	75	68-81	209-221	209-221	218-231	229-245	
SW07001421	Daher, Nick K.	4	S/G	Apr 19	223	3.1	220-226	77	70-83	222-235	221-234	210-222	216-228	
F08000100	Bernuy, Crystal L.	4	S/G	Apr 19	223	3.1	220-226	77	70-83	220-232	215-228	217-230	214-226	**5 – Gifted & Talented Students**
F08000145	Stasil, Michael Angelo O.	4	S/G	Apr 19	226	3.0	223-229	83	77-86	218-231	206-219	228-241	223-235	
SF06000445	Dragolov, Howard D.	4	S/G	Apr 19	229	3.0	226-232	88	83-92	213-225	230-243	223-236	224-236	
SS07001517	Torix, Tevin N.	4	S/G	Apr 19	235	3.0	232-238	95	92-97	231-243	227-239	230-241	227-239	
SF06000517	Morraz, Scorpio O.	4	S/G	Apr 19	239	2.9	236-242	97	95-98	225-238	229-241	240-251	235-247	
S99002168	Rafiki, Sikujua L.	4	S/G	Apr 19	249	3.0	246-252	99	99-99	249-262	236-249	245-257	238-251	

Totals For: Math Survey w/ Goals 2-5 CO V3

Standard Deviation

0 – 10: Whole Group Instruction
10.1 – 14: Teacher's Choice
14+: Differentiated Instruction

Students:	22
Valid tests:	22
Mean RIT:	215.7
Std Dev:	14.7
Median RIT:	214

Mean:	214.3	215.2	216.2	216.5
Std Dev:	15.9	13.9	17.7	16.0
Median:	214	214	215	218

HOW

+ or - 3

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Lexile

- Individual's reading ability or the difficulty of a text

- Higher measure = higher level of reading ability

- EX: Ability = 700L. Individual is predicted to comprehend 75% of a text with a 700L.

Grade	2012 CCSS Text Measures
1	190L – 530L
2	420L – 650L
3	520L – 820L
4	740L – 940L
5	830L – 1010L
6	925L – 1070L
7	970L – 1120L
8	1010L – 1185L
9	1050L – 1260L
10	1080L – 1335L
11 & 12	1185 – 1385L

Grade Band	Current (old) Lexile Band	Stretch (new) Lexile Band
K – 1	N/A	N/A
2 – 3	450L – 725L	420L – 820L
4 – 5	645L – 845L	740L – 1010L
6 – 8	860L – 1010L	925L – 1185L
9 – 10	960L – 1115L	1050L – 1335L
11 – CCR	1070L – 1220L	1185L – 1385L

-New Lexile Bands align to CCSS text complexity grade bands.
-www.lexile.com

School: St. Helens Elementary School (NWEA Sample District 2)
Class: F090015 Palshan Homeroom 1(A)
Teacher: Palshan, Emmilla A.
Test: Reading Survey w/ Goals 2-5 CO V3

Goal Performance

Student ID	Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Lexile® Range	Literary Texts	Informative Texts	Word Meaning
F08000033	Smith, Ledonna A.	4	S/G	Apr 18	178	3.3	175-181	2	1-4	110-260	169-180	178-190	171-183
S11000400	Chaisson, Devyn N.	4	S/G	Apr 27	192	3.3	189-195	15	10-20	360-510	185-196	189-201	185-197
SF06000339	Batoha, Tijana A.	4	S/G	Apr 18	195	3.2	192-198	20	15-27	412-562	192-205	182-194	194-206
F10000870	Capitan, Meghan N.	4	S/G	Apr 18	195	3.4	192-198	20	15-29	413-563	192-204	186-198	189-201
SF06000511	Alger, Lumina A.	4	S/G	Apr 18	200	3.3	197-203	32	22-40	493-643	187-198	197-209	197-208
S11000400	Chaisson, Devyn N.	4	S/G	Apr 27	200	3.3	197-203	32	25-42	506-656	200-211	191-203	192-204
SF06000508	Glass, Canin N.	4	S/G	Apr 18	207	3.3	204-210	51	42-59	626-776	210-223	203-215	190-203
SF06000347	Kooren, Jerald D.	4	S/G	Apr 18	207	3.3	204-210	51	40-59	619-769	202-214	205-216	195-207
SF06000523	Kevoian, Kenan N.	4	S/G	Apr 18	211	3.5	208-215	62	51-70	695-845	205-217	202-214	207-220
SF06000506	Tajnai, Cobey R.	4	S/G	Apr 18	211	3.3	208-214	62	51-70	691-841	201-212	215-228	199-211
SF06000513	Paluga, Lexander R.	4	S/G	Apr 18	212	3.4	209-215	65	54-72	708-858	211-224	200-212	206-218
SF06000512	Gorbett, Thieman N.	4	S/G	Apr 18	214	3.3	211-217	70	62-77	756-906	209-221	200-212	215-228
F08000145	Stasil, Michael Angelo O.	4	S/G	Apr 18	216	3.3	213-219	75	67-83	797-947	207-219	215-227	210-222
SF07001856	Schnee, Molanda A.	4	S/G	Apr 18	216	3.4	213-219	75	67-81	787-937	214-226	204-216	212-224
SF06000353	Karmineke, Khalilah H.	4	S/G	Apr 18	217	3.3	214-220	77	70-85	815-965	210-221	215-226	210-222
F10000784	Kujawa-Lalime, Ruvim M.	4	S/G	Apr 18	217	3.3	214-220	77	70-83	806-956	205-218	216-228	211-223
SW07001421	Daher, Nick K.	4	S/G	Apr 18	218	3.3	215-221	79	72-86	834-984	208-219	217-229	213-225
SF06000445	Dragolov, Howard D.	4	S/G	Apr 19	220	3.3	217-223	83	77-89	869-1019	218-230	209-221	217-228
F08000100	Bernuy, Crystal L.	4	S/G	Apr 18	224	3.7	220-228	89	83-93	928-1078	228-241	221-234	200-216
SF06000517	Morraz, Scorpio O.	4	S/G	Apr 18	226	3.3	223-229	91	88-95	973-1123	222-234	223-235	216-228
SF06000346	Linton, Berbin N.	4	S/G	Apr 18	230	3.3	227-233	95	93-97	1049-1199	226-238	226-237	222-234
SS07001517	Torix, Tevin N.	4	S/G	Apr 18	233	3.4	230-236	97	95-98	1096-1246	223-236	229-241	228-240
S99002168	Rafiki, Sikujua L.	4	S/G	Apr 18	235	3.4	232-238	98	96-99	1129-1279	228-240	225-236	234-247

Totals For: Reading Survey w/ Goals 2-5 CO V3

Students:	22			
Valid tests:	22			
Mean RIT:	212.5	Mean:	212.9	213.1	211.6
Std Dev:	14.1	Std Dev:	15.3	14.6	14.8
Median RIT:	215	Median:	214	212	215

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DesCartes Guide

- Helps guide instruction based on reports from an NWEA computerized Measures of Academic Progress (MAP) assessment.
- DesCartes enhances a teacher's ability to provide targeted instruction for individual students or groups of students.
- 73%, 50%, 27%
  - Focus on 50% column – note what you think that child is successful with
  - Highlight areas that need more emphasis
- DesCartes Access
  - Left-hand side, under Data-Tools

- *"The big benefit to students is how MAP helps teachers learn how to differentiate instruction. There's no better tool for teachers than DesCartes. We know right away where to start teaching."*
  Jana Beth Slibeck-Francis, Director of Assessment, Research and Development Daviess County, KY

DesCartes: A Continuum of Learning®

Mathematics
Goal: Number & Operation

RIT Score Range: 201 - 210

Skills and concepts to Enhance (73% Probability*) 191 - 200	Skills and Concepts to Develop (50% Probability*) 201 - 210	Skills and Concepts to Introduce (27% Probability*) 211 - 220
Count, Compare and Represent Whole Numbers	**Count, Compare and Represent Whole Numbers**	**Count, Compare and Represent Whole Numbers**
• Rounds 3-digit whole numbers to the nearest hundred	• Identifies whole numbers over 999 using base-10 blocks	• Rounds 4-, 5-, and 6-digit whole numbers to the nearest hundred
• Identifies the place value and value of each digit in whole numbers through the thousands	• Rounds 4-, 5-, and 6-digit whole numbers to the nearest thousand	• Rounds 4-, 5-, and 6-digit whole numbers to the nearest thousand
• Identifies whole numbers over 999 using base-10 blocks	• Identifies the numeral and written name for whole numbers with a zero between digits to the ten thousands place	• Rounds 4-, 5-, and 6-digit whole numbers to the nearest ten thousand
• Identifies the numeral and written name for whole numbers with a zero between digits to the ten thousands place	• Identifies a whole number that comes before and/or after a given number (over 100)	
• Identifies the numeral and written name for whole numbers 10,000 to 100,000	• Orders whole numbers less than 10,000	
• Writes equivalent forms of whole numbers 11 to 20 using addition (e.g., 14 = 7 + 7)	• Rounds 4-, 5-, and 6-digit whole numbers to the nearest ten	
• Orders whole numbers less than 1000	• Rounds 4-, 5-, and 6-digit whole numbers to the nearest hundred	
• Orders whole numbers less than 10,000	• Writes whole numbers using place value terms and vice versa	
• Rounds 2- and 3- digit whole numbers to the nearest ten	• Writes equivalent forms of whole numbers using place value (e.g., 54 = 4 tens and 14 ones)	
• Identifies whole numbers under 100 given place value terms (e.g., 3 tens and 4 ones = 34)		
Operations: Whole Numbers	**Operations: Whole Numbers**	**Operations: Whole Numbers**
• Instantly recalls division facts with dividend and divisors less than 13	• Performs mental computation with more than 4 addends	• Predicts the relative size of the answer when computing with 10's, 100's, 1000's
• Adds two 3- and/or 4-digit numbers, with regrouping, with sums over 1000	• Uses rounding to estimate answers to real-world problems involving numbers 1000 or greater with addition and subtraction (whole numbers only)	• Demonstrates an understanding of the inverse relationship between addition and subtraction
• Adds multiple-digit numbers, with regrouping, with sums over 1000	• Uses front end digits to estimate answers in addition and subtraction computations (whole numbers only)	• Determines factors of whole numbers
• Adds multiple-digit numbers with sums under 1000	• Uses front end estimation for multiplication and division computations (whole numbers only)	• Completes a factor tree for a number (prime factorization)
• Solves real-world whole number addition problems with sums to 20 (result unknown) - with extraneous information given	• Uses rounding to estimate answers to addition and subtraction problems (whole numbers only)	• Identifies common factors of two or more numbers
• Solves real-world whole number addition problems with sums to 20 (change unknown)	• Uses rounding to estimate answers to simple multiplication and division problems (whole numbers only)	• Identifies the greatest common factor of whole numbers
• Solves real-world whole number addition problems with sums to 100 (start unknown)	• Uses reasoning strategies to solve magic squares and related puzzles (addition, whole numbers only)	• Divides multiple-digit numbers
• Solves whole number addition word problems with sums over 1000	• Adds multiple-digit numbers, with regrouping, with sums over 1000	• Uses rounding to estimate answers to real-world problems involving multiplication and division of numbers less than 100 (whole numbers only)
• Uses a number line to construct subtraction facts with subtrahends and minuends through 20 (whole numbers)	• Adds multiple-digit numbers with sums under 1000	• Uses rounding to estimate answers to real-world problems involving numbers less than 1000 with multiplication and division (whole numbers only)
• Adds and subtracts whole numbers using place value	• Solves real-world whole number addition problems with sums to 100 (start unknown)	• Uses rounding to estimate answers to real-world problems involving numbers 1000 or greater using multiplication and division (whole numbers only)
• Subtracts 1-digit number from a 2-digit number with regrouping	• Adds and subtracts whole numbers using place value	• Uses rounding to estimate answers to difficult multiplication and division problems (whole numbers only)
• Subtracts a 2-digit number from a 2-digit number, with regrouping	• Subtracts 3- or 4-digit numbers with regrouping	• Uses reasoning strategies to solve magic squares and related puzzles (addition, whole numbers only)
• Uses strategies for sums and differences with 2-digit numbers (e.g., decomposing, compatible, compensation, partial sums, counting on)	• Performs mental subtraction with numbers 1000 and over	• Subtracts numbers with 5 digits or more with regrouping
• Subtracts a 2-digit number from a 3-digit number with a single regrouping	• Subtracts numbers with 5 digits or more with regrouping	• Instantly recalls basic multiplication and division facts in a table
• Subtracts 3- or 4-digit numbers with regrouping	• Solves real-world whole number problems involving subtraction with numbers 100 and under (analysis)	• Multiplies a 2-digit number by a 2-digit number with regrouping
• Performs mental subtraction with numbers under 1000		
• Performs mental subtraction with numbers 1000 and over		

MN 3.6.1

Class by RIT Report – Class Breakdown

Instructional Resources – Class by RIT
Parameters: School, Term, Teacher, and Class
To break report down further, click on READING

Class Breakdown by RIT Report

NWEA
Northwest Evaluation Association

Term Rostered: Spring 2012-2013
Term Tested: Spring 2012-2013
District:
School:

Subject	Overall Score					
	171-180	181-190	191-200	201-210	211-220	221-230
Mathematics		M.A. COLE-HARRELL... (188) K.R. HICKS (190)	D.C. PATTERSON (191) L.D. WARD (193) T.T. GISTER (194) B.R. PETTY (194) E.V. ESTRADA (198) A.M. HARRIS (199) G.N. HALLOM (200) T.R. LUTZE-CAROTH... (200) E. PEREZ (200) K. RILEY (200) C.R. TURNER (200)	M.J. OLSON (203) J.J. LAYPATH (204) D.F. SMITH (207) K.I. STROHRIGL (207) A.M. TROESTLER (208) N.A. CARTER (209) E.I. SALINAS (209)	K.G. HALL (212) J.J. JAIMEZ (212) J.M. EGERSON (213) V.D. SERNA (214) A.T. MARTIN (215)	M.G. CHIZEK (221) B.M. EASTON (221)
Reading	G.N. HALLOM (173) B.R. PETTY (179) L.D. WARD (180)	D.C. PATTERSON (186) E.V. ESTRADA (187) K.R. HICKS (187) K. RILEY (188) T.T. GISTER (189)	J.J. JAIMEZ (192) A.M. TROESTLER (194) D.F. SMITH (196) V.D. SERNA (197) M.J. OLSON (199) K.I. STROHRIGL (200) C.R. TURNER (200)	J.M. EGERSON (201) E. PEREZ (202) J.J. LAYPATH (203) T.R. LUTZE-CAROTH... (203) M.G. CHIZEK (207) N.A. CARTER (210) A.T. MARTIN (210)	A.M. HARRIS (211) E.I. SALINAS (211) B.M. EASTON (212) K.G. HALL (215)	J.I. CHRISTENSEN (227)

MAP: Reading 2-5 Common Core 2010 / Common Core English Language Arts K-12: 2010

Goal	Goal Score						
	161-170	171-180	181-190	191-200	201-210	211-220	221-230
Literature	G.N. HALLOM (173)	\<all students in the cell\> B.R. PETTY (179) L.D. WARD (180)	\<all students in the cell\> E.V. ESTRADA (187) K.R. HICKS (187) K. RILEY (188) T.T. GISTER (189) J.J. JAIMEZ (192)	\<all students in the cell\> D.C. PATTERSON... (186) A.M. TROESTLER... (194) D.F. SMITH (196) V.D. SERNA (197) M.J. OLSON (199) K.I. STROHRIGL... (200) C.R. TURNER (200) J.M. EGERSON (201) E. PEREZ (202) J.J. LAYPATH (203)	\<all students in the cell\> T.R. LUTZE-CAR... (203) M.G. CHIZEK (207) N.A. CARTER (210) E.I. SALINAS (211)	\<all students in the cell\> A.T. MARTIN (210) B.M. EASTON (212)	\<all students in the cell\> A.M. HARRIS (211) K.G. HALL (215) J.I. CHRISTENS... (22?
Informational Text		\<all students in the cell\> G.N. HALLOM (173) B.R. PETTY (179) L.D. WARD (180)	\<all students in the cell\> D.C. PATTERSON... (186) E.V. ESTRADA (187) K.R. HICKS (187) T.T. GISTER (189)	\<all students in the cell\> K. RILEY (188) J.J. JAIMEZ (192) A.M. TROESTLER... (194) D.F. SMITH (196) V.D. SERNA (197)	\<all students in the cell\> M.J. OLSON (199) K.I. STROHRIGL... (200) C.R. TURNER (200) J.M. EGERSON (201) E. PEREZ (202) J.J. LAYPATH (203) T.R. LUTZE-CAR... (203) M.G. CHIZEK (207) A.T. MARTIN (210) A.M. HARRIS (211) B.M. EASTON (212) K.G. HALL (215)	\<all students in the cell\> N.A. CARTER (210) E.I. SALINAS (211)	J.I. CHRISTENS... (22?
Foundational Skills and Vocabulary	G.N. HALLOM (173)	B.R. PETTY (179)	\<all students in the cell\> L.D. WARD (180) D.C. PATTERSON... (186) E.V. ESTRADA (187) K.R. HICKS (187) K. RILEY (188)	\<all students in the cell\> T.T. GISTER (189) J.J. JAIMEZ (192) A.M. TROESTLER... (194) D.F. SMITH (196) V.D. SERNA (197) M.J. OLSON (199) K.I. STROHRIGL... (200) C.R. TURNER (200) T.R. LUTZE-CAR... (203)	\<all students in the cell\> J.M. EGERSON (201) E. PEREZ (202) J.J. LAYPATH (203) N.A. CARTER (210) A.T. MARTIN (210) A.M. HARRIS (211) B.M. EASTON (212)	\<all students in the cell\> M.G. CHIZEK (207) E.I. SALINAS (211) K.G. HALL (215)	

Skills and concepts to Enhance (73% Probability*) 161 - 170	Skills and Concepts to Develop (50% Probability*) 171 - 180	Skills and Concepts to Introduce (27% Probability*) 181 - 190
Print Concepts, Phonics, and Word Recognition	**Print Concepts, Phonics, and Word Recognition**	**Print Concepts, Phonics, and Word Recognition**
• Chooses the word with same initial consonant blend (bl, cr) as a given word • Identifies words with the same short vowel sound	• Chooses the word with same initial consonant sound as a given word • Identifies words with the same short vowel sound • Determines the number of parts (syllables) in a given word when examples are used • Determines the number of syllables in a given word	• Identifies words with r-controlled vowels that are pronounced the same way • Identifies words with the same long vowel sound • Identifies words with the same vowel sound (digraph) • Determines which word contains a given number of syllables • Divides a given word into syllables (VCCV rule, closed syllables)
Context Clues and Reference	**Context Clues and Reference**	**Context Clues and Reference**
• Uses syntax to choose the phrase which best completes the given sentence • Uses semantics to complete a sentence by choosing the adjective (term not used) that best fits the context of that sentence • Uses semantics to complete a sentence by choosing the adverb (term not used) that best fits the context of that sentence • Uses semantics to complete a sentence by choosing the noun (term not used) that best fits the context of that sentence • Uses semantics to complete a sentence by choosing the verb (term not used) that best fits the context of that sentence • Infers the general meaning of a noun (term not used) based on the real life/familiar context given in a short paragraph • Infers the general meaning of a noun based on the real life/familiar context given in a sentence • Infers the general meaning of a verb (term not used) based on the real life/familiar context given in a paragraph (3 or more sentences) • Uses semantics and graphophonics to select a word to complete a sentence • Chooses among alternate meanings for common homographs (term not used) in a sentence based on the context given in the sentence (e.g., sea, club, hand) • Uses context to determine the meaning of a prefix (in-) • Selects the correct word based on context and definition of prefix • Selects the correct word based on definition of a prefix and root word • Selects the correct definition of a prefix and root word • Chooses the correct suffix based on context (-ful) • Chooses the correct definition of a word when given the meaning of the root word and suffix • Selects the correct beginning of a compound word	• Uses semantics to complete a sentence by choosing the noun (term not used) that best fits the context of that sentence • Uses semantics to complete a sentence by choosing the verb (term not used) that best fits the context of that sentence • Infers the general meaning of a noun (term not used) based on the real life/familiar context given in a short paragraph • Infers the general meaning of a noun based on the real life/familiar context given in a sentence • Infers the general meaning of a verb (term not used) based on the real life/familiar context given in a paragraph (3 or more sentences) • Infers the general meaning of an adjective (term not used) based on the context given in a paragraph (3 or more sentences) • Infers the general meaning of a verb (term not used) based on the real life/familiar context given in a sentence or short paragraph (less than 3 sentences) • Gives definition of selected word (two syllables) • Chooses among alternate meanings for common homographs (term not used) in a sentence based on the context given in the sentence (e.g., sea, club, hand) • Chooses the appropriate homograph (term not used) to complete two sentences with different meanings (e.g., saw, branch, force) • Compares the meaning of a homograph (term not used) in different sentences • Selects the correct prefix based on the context (un-) • Chooses the correct prefix (un-) • Selects the correct definition of a word based on the prefix and context • Uses knowledge of prefix to choose the correct word based on context (re-) • Chooses the correct prefix (re-) • Uses context to determine the meaning of a prefix (dis-) • Chooses the correct suffix based on context (-ful)	• Infers the general meaning of an adjective (term not used) based on the context given in a short paragraph (less than 3 sentences) • Infers the general meaning of an adjective (term not used) based on the context given in a paragraph (3 or more sentences) • Infers the general meaning of a noun (term not used) based on the context given in a sentence or paragraph • Infers the general meaning of a verb (term not used) based on the real life/familiar context given in a sentence or short paragraph (less than 3 sentences) • Infers the meaning of nouns based on context and sentence structure • Infers the specific meaning of a word with multiple meanings (adjective) based on the real life/familiar context given in a sentence or paragraph • Infers the specific meaning of a word with multiple meanings (nouns) based on the real life/familiar context given in a sentence or paragraph • Chooses the appropriate homonym (term not used) to complete two sentences with different meanings • Chooses the appropriate homograph (term not used) to complete two sentences with different meanings (e.g., saw, branch, force) • Defines a word based on its base word • Infers the meaning of a base word given the meaning of words containing the base plus prefixes and/or suffixes • Chooses the prefix that when added to a given root word will best complete a given statement (e.g., inter-, de-, mis-, re-, in-, dis-, tri-, pre-) • Chooses a root word plus correct prefix to complete a given statement • Uses context to determine the meaning of a prefix (im-) • Chooses the correct prefix (re-) • Uses knowledge of prefixes to choose the correct word based on context (non-) • Selects the correct word based on suffix and context • Selects the correct word using knowledge of a suffix (-er)

What is a Data Wall?

▶ A means to look at past performance.

▶ Trend identifier.

▶ A way to plan future assistance for students. (RtI)

▶ A method to share with others (collaborate) the strategies that are working for your students.

▶ An organizational tool.

▶

Why are Data Walls important?

▶ **They allow us to ....**

  ▶ Easily identify specific areas of student need.

  ▶ Collaborate with others to share and learn about new strategies.

  ▶ Share our success with team members and/or the school's faculty.

  ▶ Foster mutual responsibility for student success.

▶

Why should we use Data Walls?

▸ **They help us to ....**

 ▸ Better understand the individual student.

 ▸ Stand back and look at the BIG PICTURE.

 ▸ MEET THE INDIVIDUAL NEEDS OF EACH STUDENT (RtI)

What DATA do you want?

- Subject area: Reading, Math, Language, Science
  - Do you want more than one subject?

- Student RIT (NWEA) fall, winter, spring
  - 1 year or multiple years

- Student Identifiers
  - name, initials, number

- Grade or Color coded post-it
  - Do you need a key?

- Special Coding
  - IEP, Title 1, State Assessment

How can I use this Data Wall?

▸ Take it to all PLC meetings.

▸ Show effectiveness of strategies.

▸ Continuous collaboration with team members to consider other strategies.

▸ Keeps you current on the pulse of student achievement.

▸ To share with others at my school what is working, or has worked, for me or the team.

It is important to remember…

▸ that the data wall is not created for the purpose of impressing other teachers, the principal or the superintendent.

▸ it is a vehicle to share information with your colleagues.

▸ it is a means to collaborate and share best practices.

▸ they do not have to be 'pretty'.

▸

Constructing A Good Data Wall

151-160	161-170	171-180	181-190	191-200	201-210	211-220

NWEA: RIT Ranges

Data Wall

- Create Post-Its
  - Student's Name
  - Subject *(upper right corner)*
    - Math = M
    - Reading = R
  - Overall Fall RIT
  - Overall Winter RIT
    - *Calculate & Circle Point difference from Fall to Winter*
  - Space for Overall Spring RIT
    - Space for point difference between Winter & Spring

Name   M

F: 146   +4

W: 150

S:

- Grade 2: Bright Pink
- Grade 3: Bright Yellow
- Grade 4: Bright Green
- Grade 5: Bright Blue
- Grade 6: Dark Purple
- Grade 7: Orange
- Grade 8: Pale Yellow
- Grade 9: Pale Green
- Grade 10: Pale Purple
- Grade 11: Pale Pink

Other ways to use assessment data

▸ Course/Class Placement

▸ Tutoring

▸ RtI

▸ Rewards/Incentives/Recognition

▸ IEPs

▸ Predictions for state testing

▸ Visual displays in classrooms – setting goals for each test

▸ Differentiated Instruction

▸

A complete list of NWEA Reports/Resources

- District Level Reports
  - District Summary Report
  - Student Growth Summary Report
  - Projected Proficiency Summary Report
  - Grade Report
- Data Tools
  - Data Export Scheduler
- Instructional Resources
  - DesCartes: A Continuum of Learning
  - Primary Grades Instructional Data

- School Level Reports
  - Class Report
  - Achievement Status and Growth Report
  - Class breakdown by RIT Report
  - Class breakdown by Goal Report
  - Class breakdown by Project Proficiency Report
  - Student Progress Report
  - Student Goal Setting Worksheet
  - MAP for Primary Grades Class Report
  - MAP for Primary Grades Sub-Skill Report
  - MAP for Primary Grades Student Report

Sharing Data with Students… Motivation?

- **Data wall of pride**
  - Take pictures of students holding their number of GROWTH points from their last test.
    - Column format 0-15, 16-30, etc… Or as a tree/flower that GROWS throughout the year
    - Depending on school wide goals – choose specific subject(s)
- **Motivation**
  - Show you are invested in the test.
    - If you are, the students will be.
  - Talk about the test ALL year long.
  - Consistent messages of the assessment purpose.
  - Provide incentives.
    - Free homework pass, candy, new book, etc…
  - Share their previous score prior to testing and set goal(s)

Sharing with Parents

▸ **Parent Teacher Conferences**

▸ Don't spend more than 5 minutes on MAP test scores.

▸ Let the parents know how the student is performing in relation to the class scores for that grade.

▸ Example: "Your student is performing at a very high level for a typical fifth grader."

▸ Provide a copy of the NORM RIT Values sheet.

☐ Share Class Median RIT and their student's RIT

▸ Share both the class goal(s) and the student's goal(s).

▸ Provide some ways they can help their child achieve their goals.

▸ Simple & Effective

RIT Range Resources

▸ NESC Website
  ▸ Data Resource Page: http://www.nesc.k12.nd.us/resources/data-data-data/
  ▸ Common Core Page: http://www.nesc.k12.nd.us/resources/common-core/
▸ Jackson Avenue School NWEA Practice Sites
  ▸ www.edline.net/pages/Jackson_Avenue_School/Jackson_Library/Math/NWEA_Practice_Sites
▸ Fredon Township School – Math & Reading RIT Interactive Online Games
  ▸ www.fredon.org/student-resources/rit-games
▸ Clinton Community School District MAP Testing Math Practice by RIT Score
  ▸ clinton.k12.wi.us/maptest_sites/map_math_rit.html
▸ Pinterest Page – activities grouped by RIT
  ▸ pinterest.com/gvsucso/
  ▸ Ideas for your RIT Range Kits ☺

▸