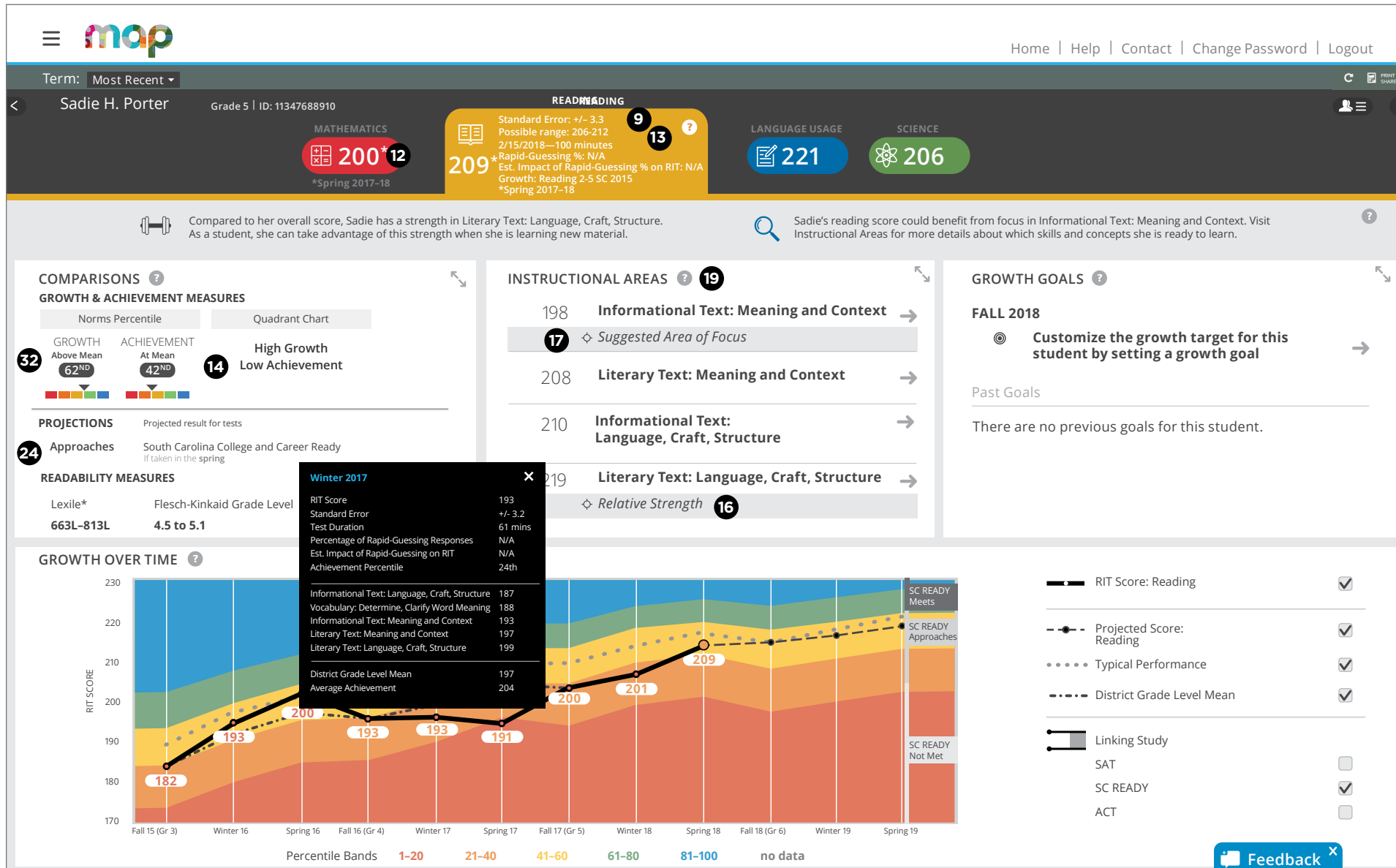


Student Profile Report



- 9 **Standard error of measurement or error margin:** An estimate of the amount of error in an individual's observed achievement score. The smaller the standard error, the more precise the achievement estimate.
- 12 **RIT score:** A student's overall scale score on the test for a given subject.
- 13 **RIT range:** A range of RIT scores defined by the student's RIT score plus and minus one standard error of measurement. If the student took the test again relatively soon, you could expect their score to fall within this range about 68% of the time.
- 14 **Percentile:** The percentage of students in the NWEA national norm sample, for this grade and subject area, that this student's score (or group of students' mean score) equaled or exceeded. Percentile range is computed by identifying the percentile ranks of the low and high ends of the RIT range (see entry 13, RIT range).
- 16 **Area of relative strength:** Chosen relative to the whole subject score, plus or minus the standard error. Relative strengths appear in **bold** in the *Class Report*.
- 17 **Area of relative weakness or suggested area of focus:** Chosen relative to the whole subject score, plus or minus the standard error. Relative weaknesses appear in *italics* in the *Class Report*.
- 19 **Goal score or instructional area score:** The student's performance in the instructional area tested. Most reports show instructional area scores as RIT ranges (e.g., 187-199). The *Student Profile* report shows the midpoint of the student's RIT range. *Class Breakdown* reports sort students into 10-point RIT bands, based on the midpoint of their instructional area RIT range.
- 24 **Projected proficiency category:** Students are grouped in predicted proficiency categories based on NWEA linking studies that align the MAP Growth RIT scale to state assessments and college and career readiness measures.
- 32 **Conditional growth percentile:** The conditional growth index (see entry 31) translated into national percentile rankings for growth.

Student Profile Report

Comparisons

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Sadie H. Porter
Grade 5 | ID: 11347688910

MATHEMATICS

200*

*Spring 2017-18

READING

209*

Standard Error: +/- 3.3
Possible range: 206-212
2/15/2018—100 minutes
Rapid-Guessing %: N/A
Est. Impact of Rapid-Guessing % on RIT: N/A
Growth: Reading 2-5 SC 2015
*Spring 2017-18

LANGUAGE USAGE

221

SCIENCE

206

COMPARISONS

GROWTH & ACHIEVEMENT MEASURES

Comparison Period: Fall 2017-Spring 2018

Sadie is in the **62nd percentile for Growth** and the **42nd percentile for Achievement**. This places her in the **High Growth, Low Achievement** quadrant. [Learn why this is important, and view examples](#)

Norms Percentile

GROWTH
- Above Mean -

62ND

ACHIEVEMENT
- At Mean -

42ND

Quadrant Chart

Conditional Growth

0.3 Conditional Growth Index

0.0 being average growth, Sadie grew more than her *matching* peers.

[Watch a short video to learn more about Conditional Growth](#)

26 Projected Growth

+7 RIT

From start of term

27 Observed Growth

+9 RIT

End of term

PROJECTIONS

Projected result for tests

APPROACHES South Carolina College and Career Ready
If taken in the spring
[LINKING STUDY](#)

NOT ON TRACK ACT College Readiness
If taken in the spring
[LINKING STUDY](#)

ON TRACK SAT College Readiness
If taken in the spring
[LINKING STUDY](#)

24 **MAPPING THE ROAD TO COLLEGE**

See where Sadie's MAP Growth scores can take her.
[COLLEGE EXPLORER TOOL](#)

READABILITY MEASURES

These are measures of reading material text complexity. Consider Sadie's age and interests when using these measures to select books for Sadie to read.

15 Lexile*

663L-813L

41 Flesch-Kincaid Grade Level


4.5 to 5.1

[Feedback](#)

- 14** **Percentile:** The percentage of students in the NWEA national norm sample, for this grade and subject area, that this student's score (or group of students' mean score) equaled or exceeded. Percentile range is computed by identifying the percentile ranks of the low and high ends of the *RIT range* (see entry 13, *RIT range*).
- 15** **Lexile:** A measure of the text complexity that helps you identify level-appropriate reading material for individual students.
- 24** **Projected proficiency category:** Students are grouped in predicted proficiency categories based on NWEA linking studies that align the MAP Growth RIT scale to state assessments and college and career readiness measures.
- 26** **Projected growth, growth projection, or typical growth:** The change in RIT score that about half of US students will make over time, based on student growth norms. The student's initial score plus projected growth equals projected RIT. The *Student Growth Summary Report* shows grade-level growth projections, which are based on school growth norms.
- 27** **Observed growth or RIT growth:** The change in a student's RIT score during the growth comparison period. On the *Student Growth Summary Report*, observed growth is the end-term mean RIT minus the start-term mean RIT.
- 31** **Conditional growth index:** This index allows for growth comparisons between students. It incorporates conditions that affect growth, including weeks of instruction before testing and students' starting RIT scores. A value of zero corresponds to mean growth, indicating growth matched projection.
- 32** **Conditional growth percentile:** The conditional growth index (see entry 31) translated into national percentile rankings for growth.
- 41** **Flesch-Kincaid Grade Level:** A measure of a text's readability presented as a grade level (year and month). The grade range indicated can be used as a guide to find books at the appropriate level for individual students.

Student Profile Report

Instructional Areas


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← Sadie H. Porter
Grade 5 | ID: 11347688910
→

MATHEMATICS

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INSTRUCTIONAL AREAS ?

Group by:

STANDARD TOPIC

Grade(s):

All Grades

Show learning statements:

SHOW HIDE

View learning statements to: ?

REINFORCE DEVELOP INTRODUCE

19 [View All Instructional Areas](#)

<p>Informational Text: Meaning and Context</p> <p><small>Suggested Area of Focus</small></p> <p>198</p> <p>± 8.2</p> <p>17</p>	<p>Informational Text: Language, Craft, Structure</p> <p>210</p> <p>± 7.5</p>
<p>Literary Text: Meaning and Context</p> <p>208</p> <p>± 7.1</p>	<p>Vocabulary: Determine, Clarify Word Meaning</p> <p>211</p> <p>± 7.6</p>

These learning statements apply to Sadie's current RIT score: Filters

Show instructional sub-areas: Show topic:

All All

Informational Text: Meaning and Context

▼ Prediction, Inferring, Drawing Conclusions

Facts and Opinions

Sadie is ready to DEVELOP these skills (191-200):

23 Distinguishes fact from opinion in argumentative text

Inferences, Conclusions, Predictions

Sadie is ready to DEVELOP these skills (191-200):

- Infers cause in literacy nonfiction
- Makes inferences from definitions
- Makes inferences from literary nonfiction

Sequencing

Sadie is ready to DEVELOP these skills (191-200):

- Understands sequence in a set of directions

[Feedback](#) X

- 17** **Area of relative weakness or suggested area of focus:** Chosen relative to the whole subject score, plus or minus the standard error. Relative weaknesses appear in *italics* in the *Class Report*.
- 19** **Goal score or instructional area score:** The student's performance in the instructional area tested. Most reports show instructional area scores as RIT ranges (e.g., 187-199). The *Student Profile* report shows the midpoint of the student's RIT range. *Class Breakdown* reports sort students into 10-point RIT bands, based on the midpoint of their instructional area RIT range.
- 23** **Learning statements:** Statements that define learning objectives to help guide instruction.

Student Profile Report

Growth Goals

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Sadie H. Porter
Grade 5 | ID: 11347688910

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*Spring 2017-18

LANGUAGE USAGE

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SCIENCE

206

GROWTH GOALS ?

Set a goal for: Spring 2019

Set a goal by:

RIT Scores ?

Goal RIT Score

RIT Growth

25 RIT Score if projected growth is met 214

26 Projected growth 5

Average score 216

Percentiles ?

14 Achievement percentile

32 Growth percentile

31 Conditional Growth Index: 0.05

Achievement percentile if projected growth is met 45th

CUSTOM GOAL

Informational Text: Meaning and Context	198
◇ Suggested Area of Focus	
Literary Text: Meaning and Context	208
Informational Text: Language, Craft, Structure	210
Vocabulary: Determine, Clarify Word Meaning	211
Literary Text: Language, Craft, Structure	219
◇ Relative Strength	

40 Action Plan (optional)

What actions will be taken to achieve this growth?

SET GOAL

- 14** **Percentile:** The percentage of students in the NWEA national norm sample, for this grade and subject area, that this student's score (or group of students' mean score) equaled or exceeded. Percentile range is computed by identifying the percentile ranks of the low and high ends of the *RIT range* (see entry 13, *RIT range*).
- 25** **Projected RIT or RIT projection:** The predicted future score for a student who makes typical growth, based on NWEA national growth norms. Projections take into account the student's initial score, grade level, and time between tests.
- 26** **Projected growth, growth projection, or typical growth:** The change in RIT score that about half of US students will make over time, based on student growth norms. The student's initial score plus projected growth equals projected RIT. The *Student Growth Summary Report* shows grade-level growth projections, which are based on school growth norms.
- 31** **Conditional growth index:** This index allows for growth comparisons between students. It incorporates conditions that affect growth, including weeks of instruction before testing and students' starting RIT scores. A value of zero corresponds to mean growth, indicating growth matched projection.
- 32** **Conditional growth percentile:** The conditional growth index (see entry 31) translated into national percentile rankings for growth.
- 40** **Set goal:** Set custom growth goals for your students. In the example, the educator and student have already set a catch-up growth goal for winter and are about to set one for spring.