

**NWEA  
Fall 2016**

**RIT Score Description:** After each NWEA test, students receive a numerical RIT (Rasch Unit) score, which reflects the student’s academic knowledge and skills at different times throughout the school year. Teachers are able to see how much students have grown between one time and another. This allows teachers to respond to formative information along the way instead of just relying on a once-a-year summative state assessment. The RIT scale is a stable, equal-interval scale, which means that a change of RIT points indicates the same thing regardless of whether a student is at the top, bottom, or middle of the scale, and a RIT score has the same meaning regardless of grade level or age of the student. Scores over time can be compared to tell how much growth a student has made and monitor progress.

**Reading Mean RIT**

	K	1	2	3	4	5	6	7	8
District	143.1 66%ile	163.7 69%ile	180.2 80%ile	190.3 62%ile	203.1 77%ile	208.5 67%ile	212.6 60%ile	218.7 74%ile	224.1 82%ile
CM	144.3 69%ile	165.8 81%ile	182.5 88%ile	194.2 81%ile	202.1 73%ile				
PE	142.6 64%ile	161.3 54%ile	179.0 75%ile	189.3 56%ile	201.1 67%ile				
RE	143.1 66%ile	160.7 49%ile	177.5 67%ile	187.4 45%ile	202.0 72%ile				
SH	141.6 62%ile	160.5 48%ile	174.8 50%ile	187.7 46%ile	203.5 79%ile				
ST	144.7 70%ile	168.0 89%ile	188.2 98%ile	193.9 80%ile	204.6 84%ile				
TC	141.3 61%ile	165.9 81%ile	178.5 72%ile	189.3 56%ile	205.9 88%ile				
BR						208.4 67%ile	210.9 49%ile		
EG						208.5 67%ile	214.0 68%ile		
EMS								218.7 74%ile	224.1 82%ile

**Mathematics Mean RIT**

	K	1	2	3	4	5	6	7	8
District	141.3 62%ile	164.8 66%ile	182.8 84%ile	189.9 46%ile	203.9 62%ile	211.5 50%ile	214.8 35%ile	224.0 57%ile	230.5 68%ile
CM	143.7 68%ile	166.1 74%ile	185.1 92%ile	194.8 77%ile	202.9 53%ile				
PE	140.0 59%ile	162.3 49%ile	181.3 77%ile	186.8 27%ile	201.3 46%ile				
RE	140.5 60%ile	162.4 49%ile	182.1 81%ile	186.5 25%ile	204.2 64%ile				
SH	138.7 56%ile	160.1 34%ile	176.5 47%ile	185.4 19%ile	205.5 72%ile				
ST	143.0 66%ile	168.6 86%ile	188.1 97%ile	192.6 64%ile	203.3 59%ile				
TC	140.8 61%ile	169.1 88%ile	182.0 81%ile	192.2 62%ile	206.9 79%ile				
BR						209.6 39%ile	214.8 35%ile		
EG						213.2 60%ile	214.8 35%ile		
EMS								224.0 57%ile	230.5 68%ile

**Lexile:** As with previous assessments, NWEA continues to provide a traditional Lexile score for a student, which is useful for a student to recall and use. Additionally, NWEA expands upon this and also provides a Lexile range for each student. The assessment is adaptive along the way, and on different sections or items, the student might perform a little differently as the system responds to the students individual skill level. The resulting Lexile range allows educators and parents to find books, periodicals, and other reading material that should stimulate a student to new learning while aligning to their current reading abilities. Lexile does not evaluate genre, theme, content, or interest. Even though a student might be able to read books at a certain Lexile, the topic or theme of the text may not be of interest to a particular student or appropriate because of his or her age or developmental level. Also, a student may be able to read more difficult content at the upper end of the range if it is an area of interest for that child since he or she may already be familiar with some of the vocabulary necessary to comprehend the text. For those reasons, having a range, in addition to a specific Lexile score, is beneficial.

**Percentage of Students Meeting Lexile Goal (Previous Spring)**

	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>District</b>	57.3%	55.4%	75.1%	58.3%	56.3%	59.2%	66.5%
<b>CM</b>	62.9%	66.7%	66.7%				
<b>PE</b>	57.1%	50.8%	72.1%				
<b>RE</b>	43.4%	44.3%	73.0%				
<b>SH</b>	40.0%	50.9%	79.1%				
<b>ST</b>	86.8%	64.6%	82.8%				
<b>TC</b>	55.4%	56.2%	81.3%				
<b>BR</b>				59.0%	51.2%		
<b>EG</b>				57.8%	60.7%		
<b>EMS</b>						59.2%	66.5%

# Sample Student Profile Report-Mathematics

## Goal-Setting Process Norms Tables

Explain and Send Screenshots

Term: Most Recent

3rd Grade | ID: 1091832951

**MATHEMATICS** 208  
Error Margin: +/- 2.9  
Possible range: 205-211  
9/8/2016 — 32 minutes  
MAP: Math 2-5 Common Core  
2010 V2  
Fall 2016-17

READING 217

LANGUAGE USAGE ---

SCIENCE ---

**COMPARISONS**

- 92<sup>ND</sup>** **Norms Percentile**  
Achievement for this term, ranked against NWEA 2015 Norms Study
- Advanced** **NWEA Generic Linking Study**  
Projected result for test taken in **spring**

**INSTRUCTIONAL AREAS**

- 205 **Measurement and Data**
- 205 **Number and Operations**
- 207 **Operations and Algebraic Thinking**
- 212 **Geometry**

**GROWTH GOALS**

**WINTER 2017 GOAL** Score when set: 208  
**212** (+4) (Fall 2016)

Past Goals  
There are no previous goals for this student.

<https://teach.mapnwea.org/hex/gen-report/students/profile>  
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Feedback

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## Mathematics Learning Continuum of Skills

Explain and Send Screenshots  
RIT TO CONCEPTS

<b>MATHEMATICS</b>																
<b>RIT BAND</b>	<b>CONCEPTS TO INTRODUCE</b>															
+ NORMS																
<b>201-210</b>	<b>Concepts building on topics from prior RIT bands:</b>															
Grade 3, end of year	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">associative property</td> <td style="width: 33%;">kilometer</td> <td style="width: 33%;">mode</td> </tr> <tr> <td>centimeter</td> <td>liter</td> <td>nets</td> </tr> </table>	associative property	kilometer	mode	centimeter	liter	nets									
associative property	kilometer	mode														
centimeter	liter	nets														
Grade 4, beginning to mid-year	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">commutative property</td> <td style="width: 33%;">mean</td> <td style="width: 33%;">outliers</td> </tr> <tr> <td>diagonal</td> <td>median</td> <td>quadrants</td> </tr> <tr> <td>distance</td> <td>meter</td> <td>scalene</td> </tr> <tr> <td>distributive property</td> <td>milliliter</td> <td>y-intercept</td> </tr> <tr> <td>inverse</td> <td>millimeter</td> <td></td> </tr> </table>	commutative property	mean	outliers	diagonal	median	quadrants	distance	meter	scalene	distributive property	milliliter	y-intercept	inverse	millimeter	
commutative property	mean	outliers														
diagonal	median	quadrants														
distance	meter	scalene														
distributive property	milliliter	y-intercept														
inverse	millimeter															
	<b>Decimals—Compare/Order;</b> <b>Decimals—Represent/Model:</b> hundredths tenths thousandths															
	<b>Volume:</b> prism pyramid unit cube															
	<b>Similarity:</b> scale factor															
	<b>Rational Numbers—Solve Real-World and Mathematical Problems:</b> rate simplify															
	<b>Additional Learning Continuum topics:</b> <table style="width: 100%; border: none; margin-top: 5px;"> <tr> <td style="width: 50%;">- Congruence</td> <td style="width: 50%;">- Populations/Random Processes</td> </tr> <tr> <td>- Measures of Center and Spread (Variability)</td> <td>- Transformations</td> </tr> </table>	- Congruence	- Populations/Random Processes	- Measures of Center and Spread (Variability)	- Transformations											
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- Measures of Center and Spread (Variability)	- Transformations															

<file:///Users/mickello.koimann/Downloads/RITtoConceptsReference-%20Grade%20Levels%20RITs.pdf>

# Sample Student Profile Report-Reading

Term: Most Recent ▾

3rd Grade | ID: 1091832951

MATHEMATICS 208

**READING 217**  
Error Margin: +/- 3.5  
Possible range: 214-221  
9/9/2016 — 36 minutes  
MAP: Reading 2-5 Common  
Core 2010 V2  
Fall 2016-17

LANGUAGE USAGE ---

SCIENCE ---

### COMPARISONS

97<sup>TH</sup>

#### Norms Percentile

Achievement for this term, ranked against NWEA 2015 Norms Study

Advanced

#### NWEA Generic Linking Study

Projected result for test taken in **spring**

### INSTRUCTIONAL AREAS

212

Literature

220

Informational Text

220

Vocabulary Acquisition and Use

### GROWTH GOALS

#### WINTER 2017 GOAL

221 (+4)

Score when set:  
(Fall 2016)

217

#### Past Goals

There are no previous goals for this student.

## Reading Learning Continuum of Skills

[Explain and Send Screenshots](#)

READING			
RIT BAND + NORMS	CONCEPTS TO INTRODUCE		
<b>201-210</b> Grade 4, mid to end of year Grade 5, beginning to mid-year	<b>Concepts building on topics from prior RIT bands:</b>		
	alliteration	exposition	literary element
	analyze	falling action	metaphor
	bias	figurative language	persuade
	character motivation	flashback	onomatopoeia
	characteristics	foreshadow	persuasive
	conclude	idiom	resolve
	comparative	inform	secondary source
	contribute	library	simile
	convince	literal description	stereotype
	evaluate	literary device	superlative
	evidence		
	<b>Text Structure—Organization:</b>		
	form	structure	white space*
	organization	varied typeface*	
	<small>*purpose in informational text</small>		
	<b>Dialogue:</b>		
	conversation converse dialogue		
	<b>Additional Learning Continuum topic:</b>		
	<small>- Author's Craft—Style, Voice, Tone</small>		
<b>211-220</b> Grade 5, end of year Grades 6 to 8, beginning to end of year Grade 9, beginning of year Grade 10, beginning of year	<b>Concepts building on topics from prior RIT bands:</b>		
	analogy	history	style
	argue	imagery	summarizing strategies
	argumentative	intent	technique
	assumption	intention	tone
	drama	irony	voice
	historical document (relationship between two parts)	paradox	

<file:///Users/michelle.roemer/Downloads/FITConceptsReference-%20Grade%20Levels%20RITs.pdf>