



Understanding Teacher and Class Reports

Why is it important to know how to read my NWEA reports?

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, etc.

Educators at NWEA think this is the key to affecting instructional change. The goal is to have teachers use these data any time an instructional decision is being made about anything from a change in instructional methodology, the placement of a student into an instructional program, to the implementation

of a new program or textbook adoption in your district.

It is hoped that as you begin to understand the data from NWEA assessments, you begin to think about ways to share resources in your building and constantly look at the best way to help all students learn and grow.



Reading and interpreting your reports can be one of the keys to unlocking student growth.

Measures of Academic Progress (MAP)

Northwest Evaluation Association

Special points of interest:

- ☺ MAP teacher reports are available within 24 hours
- ☺ Score ranges, rather than RIT scores, should be used for placement considerations
- ☺ Standard deviation indicates how "spread out" the instructional level is for a class
- ☺ Teachers should begin by identifying one goal area to target

When and how do I get my reports?

MAP teacher reports are available within 24 hours of uploading the data to NWEA. This means that if your students test on a Monday in mathematics, you can access and print your teacher reports on Tuesday! You can begin using the data right away—no waiting around.

A person in your district has been designated as the district MAP Coordinator. This person has received a user name and password for every teacher whose class will be tested. It is important for you to get this information so you can access your reports.

Once you have your own user name and password, go to <https://reports.nwea.org>.

You will then be prompted for your user name and password. Enter them and click "login". You will then be taken to your teacher reports. There will be reports for all subjects in which your class has been tested. You can check back if your class later completes testing in other subjects.

NOTE: You will need to have Adobe Acrobat loaded on your computer to access your teacher reports. If you do not have Acrobat, use the Adobe icon on the left of the screen at the main reports page to download this program. It is free.

Inside this booklet:

RIT Scores	2
Score Ranges	2
Percentiles	2
Summary Data	3
Goal Data	3
Setting Goals	3
Talking to Parents	4

What is a RIT score?

RIT stands for Rasch Unit, which is a unit of measure that uses individual item difficulty values to estimate student achievement. RIT scores create an equal interval scale. Equal interval means that the difference between scores is the

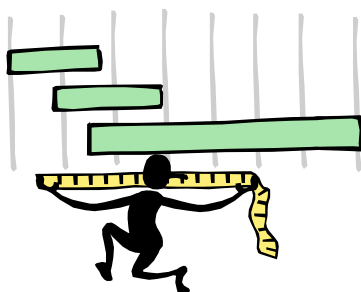
same regardless of whether a student is at the top, bottom, or middle of the RIT scale, and it has the same meaning regardless of grade level.

The RIT scale is used to measure how “tall” a student is on the curriculum scale and scores can be compared to tell how much growth a student has made, similar to measuring height on a yard-

stick.

It is important to remember that the RIT score is one of the most important pieces of information on the whole report. This score is independent of the age or grade of the student, but reflects the instructional level at which the student is currently performing.

If you take a look at your 3rd highest performing student in relationship to the Monitoring Growth in Student Achievement chart, you can judge at what level this child is performing. Then look at the 3rd lowest performing student in relationship to the same chart. This will begin to show you the instructional differences in your class. This may be the first indication that if you teach the same thing to all students in a given lesson, on a given day, you may not be very effective with some of these students.



RIT scores give us a way to monitor students' progress across time.

Why are there score ranges? How should I use them?

Score ranges indicate the range of error, the confidence band around a score. It is very important to remember that no score is absolute. We would expect that if a student took the test again relatively soon, his or her score would fall within this range most of the time.

The error around a score tends to be larger when students score extremely well or extremely poorly (this is the reason why students need to be retested—the error is too large for the test to be reliable and accurate).

Any time a placement decision is being made for a student, the score range rather than a single RIT score should be used to help make the determination of whether the student falls above or below an established criteria. Furthermore, no

less than three points of data should ever be used to make important decisions.

Students performing within the same score range have similar instructional needs. The range is one standard error above and below the student's RIT score.

“A principal called me when he got his first longitudinal reports. He was absolutely ecstatic. He said, ‘You know, I have never been able to see our kids’ growth before. We have an impact and we can see it now’.”

Nick Nicassio
Umatilla-Morrow, OR

What is the difference between percentile and percent correct?

A percentile is how well a student performs compared to students in a “norms” sample for their grade. Fifth graders are compared with fifth grade students in this nationwide norm sample. A student scoring at the 35th percentile scored as well as, or better than, 35 percent of the students in the group (within the same grade level from the norm sample). It also means that 65 percent of the students exceeded this score.

A common mistake is for people to think this



Percentile is only one comparison that can be used to look at the data.

means that the student got 35 percent of the items correct. Percentile has nothing to do with the percent of correct answers (percentage) a student gets on a test.

The percentile is not a good measure for measuring growth in students. Students in the middle of the percentile range can leap ahead or fall behind fairly easily, but it is harder to move percentiles the further you are to either end of the range (e.g. 98th).

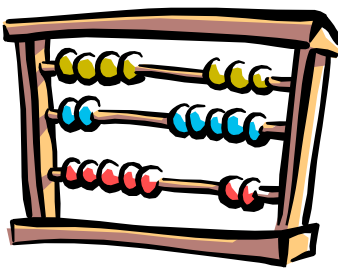
How do I use the summary data on the reports?

The class average (mean) is the average score received by the class. It is very sensitive to extreme scores at either end of the scale. For example, a student who performs significantly better than other students (an "outlier") tends to skew the average.

The class median is the middle score received by the class. This is the point at which half the scores are above and half the scores are below. The median is not affected by extreme scores.

You can compare this number to the Monitoring Growth in Student Achievement chart to de-

termine how the class performed as a whole as compared to the norm for that grade level for that time of year.



Summary data gives you an overall picture of your class.

The standard deviation indicates how "spread out" the instructional level is for a group of students. The higher the number, the more variety of instructional levels there are within your group; the lower the number, the more your students are alike. This number can help you determine whether whole group instruction will be very effective or not with your class. If all the scores were the same, the standard deviation would be zero.

How do I use the goal data?

Goal scores are available in two forms. The first is reported as Lo, Av, or Hi for each student in each goal area. Hi means the score is in the top third (percentile scores equal to or greater than 66), Av means the score is in the middle third (percentile scores between 66 and 33), and Lo means that the score is in the bottom third (percentile scores equal to or less than 33). A hyphen in the goal area means that the student did not answer enough questions correctly in that goal area to generate a score.

On the class report, the goal scores can also be ordered as a score range (this is not available on the teacher reports). A score range includes the error of measurement and can be used to place a student or groups of students directly into the NWEA Learning Continuum for instructional guidance.

For the class, the number of students in each category, (Lo, Av, and Hi) are indicated in the summary information at the bottom of the report. This summary information can be used to help determine the type of differentiation needed to instruct the students around that specific goal area.

You can use the class median to look at the different goal areas related to how the class did overall. If the goal area median is more than 3 points lower or higher than the overall class median, this may indicate an area of strength or an area that needs more emphasis.

Teachers should identify the number one goal to work on for their class each year. Choose the goal that has the most leverage in helping kids across the most areas. Make a big push in this area, but don't sacrifice your other goals.

"Educators in our district want the test data first to see where their students are to start with—then they want to watch them grow. That's the purpose of the tests."

Bev Henderson
Kennewick School District
Kennewick, WA

How do I help students set goals?

Have each student choose one goal that they will work extra hard on this year. Encourage them to choose one of the goals that are an area of concern.

Let them know that their goal cannot be the same one chosen as a class goal. Log the student's chosen goal in your grade book or another convenient place so you can check on their progress and remind them periodically as you are working on that goal as a class. Let them know they will be accountable for this throughout the year.

When students test again the next season, bring this goal to the forefront once more and have the student compare their scores from one season to the next to check for growth.

They should also record their overall score and set a realistic growth target with your help.



Set growth targets with your students to make them more accountable

Northwest Evaluation Association

Phone: 503-624-1951

Fax: 503-639-7873



Use your class reports to take a quiz to check your understanding:

- 1) Which student has the highest score? Where is this child performing related to the norms?
- 2) Which student has the lowest score? Where is this child performing related to the norms?
- 3) Which student has the median score? Where is this child performing related to the norms?
- 4) Which goal has the highest mean?
- 5) Which goal has the lowest standard deviation?
- 6) Which goal would work the best for whole class instruction?
- 7) Which goal would best be taught by using some flexible groupings?
- 8) Which goal should be chosen as your class goal?
- 9) How should a score range be used?
- 10) Get with your grade level team and compare results. Who can you go to for other needed resources? How can you best arrange yourselves to create growth for all students?

What do I need to know to share with parents?

When parents come in for a 15–20 minute conference, you won't want to spend much more than five minutes talking about NWEA test scores. You should let the parents know how the student is performing in relation to the district scores for that grade. For example, you could say "Your student is performing at a very high level for a typical 6th grader".

You should also share your class goal with the parents as well as the student's own goal. Then give them a couple of ways they can help their child at home on the student's chosen goal. Make sure they are simple, but effective, strategies the parents can use.

If parents want to know a reference for where other students are performing, show them. You can use the RIT Refer-

ence Chart to show parents where their child is performing and where the rest of the class is performing. You can say, "Children in our district typically perform around here. Your child is performing here".

You can use the medians from the NWEA norms or from your district norms as the reference.



Prepare for parent conferences by knowing your data and being comfortable talking about it.