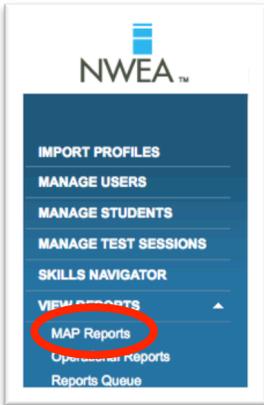


MAP Testing Interpretation

Part I: The Class Report

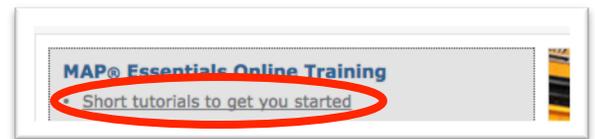
Accessing the Class Report

Access the *Class Report* by logging in to the teacher MAP site and choosing the **MAP REPORTS** link on the left side of the screen. On the resulting page, select the **CLASS REPORT** link and set the options to give you the view you want.

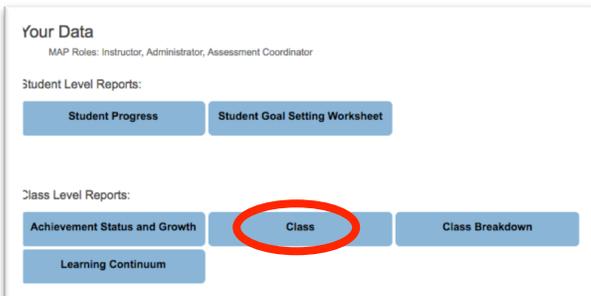


Overview of the Class Report

Access the *Class Report* by logging in to the teacher MAP site and choosing the **SHORT TUTORIALS TO GET YOU STARTED** link on the Home screen

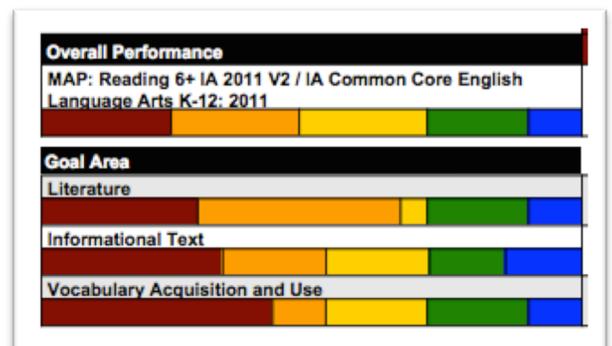


Scroll down on the resulting page to the Your Data section and choose **CLASS REPORT** to see a video on how the *Class Report* can support instruction in your classroom.



A Helpful Tip: Color Bars

While this report will show you areas of strength and weakness for individual students on its later pages, the early pages include a helpful visual representation of how students rate in the sub-categories of the test. Here, for example, is the color bar chart for an 8th grade reading class, showing how much of the class falls into each of the “quintiles” for the three reading sub-categories. This is a great snapshot of what a class is strongest at—and what needs the most support in a class.



Additional support for using and interpreting the Class Report is found on the following pages.

As you unpack the *Class Report*, you will find many clickable links that can be used to dig deeper into specific students' strengths, areas of growth, and the various components of each sub-category on the test. There is a lot of data to analyze in MAP, and the *Class Report* is only the first step.

Coming Next: The Learning Continuum

Class Report

	Class Report		Term Rostered: Fall 2015-2016	Norms Reference Data: 2015
	Kotifani, Jenisha 5th Grade Homeroom	Term Tested: Fall 2015-2016	Weeks of Instruction: 4 (Fall 2015)	
Summary page		District: NWEA Sample District 3	Small Group Display: No	
		School: Three Sisters Elementary		

Reading

MAP: Reading 2-5 Common Core 2010 V2/Common Core English Language Arts K-12: 2010

Summary	
Total Students with Valid Growth Test Scores	11
Mean RIT	201.7
Median RIT	201
Standard Deviation	11.2
District Grade Level Mean RIT	201
Students At or Above District Grade Level Mean RIT	6
Norm Grade Level Mean RIT	205.7
Students At or Above Norm Grade Level Mean RIT	4

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
MAP: Reading 2-5 Common Core 2010 V2/Common Core English Language Arts K-12: 2010	2	18%	4	36%	2	18%	2	18%	1	9%	198-201-204	201	11.2
Goal Area													
Literature	3	27%	2	18%	3	27%	2	18%	1	9%	196-201-206	204	18.1
Informational Text	3	27%	3	27%	1	9%	3	27%	1	9%	196-204-212	202	12.5

	Class Report		Term Rostered: Fall 2015-2016	Norms Reference Data: 2015
	Kotifani, Jenisha 5th Grade Homeroom	Term Tested: Fall 2015-2016	Weeks of Instruction: 4 (Fall 2015)	
Detail page		District: NWEA Sample District 3	Small Group Display: No	
		School: Three Sisters Elementary		

Goal Performance:
 A. Literature
 B. Informational Text
 C. Vocabulary Acquisition and Use

Name (Student ID)	Gr	Test Date	RIT (+/- Std Err)	Percentile (+/- Std Err)	Lexile® Range	Test Duration	A	B	C
Dugaw, Daytan N. (SW07001428)	5	09/14/15	178-181-184	4-5-8	158-308	75 m	163-177	175-187	187-197
Devany, Noni I. (F09000030)	5	09/14/15	184-188-192	8-12-18	288-438	20 m	185-196	185-195	177-189
Scruggs, Ambrose E. (F10000851)	5	09/14/15	194-197-200	22-28-35	452-602	42 m	191-202	191-203	192-204
Shalifoe, Dyanne E. (F10000849)	5	09/14/15	195-198-201	25-31-38	464-614	60 m	201-213	180-201	185-198
Haukebo-Bol, Zaiden N. (SF0600226)	5	09/14/15	195-198-201	25-31-38	457-607	53 m	187-199	196-207	192-204

Description Shows class performance for a term, including norms status rankings, so you can analyze student needs.

Applicable Tests MAP, Survey, and adaptive MAP for Primary Grades tests.

Audience Instructional coach, teacher

Required Roles Instructor, Administrator, or Assessment Coordinator

Prior Data 1 year prior

Summary Pages

– Class Report –

Summary	
Total Students with Valid Growth Test Scores	11
Mean RIT	201.7
Median RIT	201
Standard Deviation	11.2
District Grade Level Mean RIT	201
Students At or Above District Grade Level Mean RIT	6
Norm Grade Level Mean RIT	205.7
Students At or Above Norm Grade Level Mean RIT	4

Mean RIT, Median RIT †

Average and middle RIT scores of students in this class for this subject.

Standard Deviation †

Indicates academic diversity of a group of students. The lower the number, the more students are alike (zero would mean all scores are the same). The higher the number, the greater the diversity in this group.

District Grade Level Mean RIT

Average RIT score of students in this grade for this district. An asterisk (*) appears if the testing window for the term is not closed.

Students At Or Above District Grade Level Mean RIT †

The number of students reported who scored at or above the district grade level mean RIT. An asterisk (*) appears if the testing window for the term is not closed.

Norm Grade Level Mean RIT

These figures give you a national comparison to students who were in the same grade and who tested in the same test window as observed in the NWEA norms study. An asterisk (*) appears if no norms data are available for this subject in this grade (most often 11th grade science and 12th grade).

Students At Or Above Norm Grade Level Mean

† If summary data is missing: By default, these statistics do not compute if you have fewer than ten valid growth test events because a small group is statistically unreliable. However, you can choose the Small Group Display option to compute these figures regardless of group size.

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
Overall Performance MAP: Reading 2-5 Common Core 2010 V2/Common Core English Language Arts K-12: 2010	2	18%	4	36%	2	18%	2	18%	1	9%	198-201-204	201	11.2
Goal Area													
Literature	3	27%	2	18%	3	27%	2	18%	1	9%	196-201-206	204	18.1
Informational Text	3	27%	3	27%	1	9%	3	27%	1	9%	196-204-212	202	12.5
Vocabulary Acquisition and Use	4	36%	2	18%	3	27%	1	9%	1	9%	194-198-202	198	10.0

Overall Performance	Goal Area	Mean RIT +/- Smp Err	Std Dev (Standard Deviation)
The top row breaks out the overall scores into the different percentile rankings (low to high), based on the NWEA norms study.	These rows show percentile rankings for each goal area within the test subject. Data appear only if a student took a MAP or adaptive MPG test.	The middle number is the mean RIT score for this grade. The numbers on either side indicate the standard error of measure. <i>Tip</i> —Compare performance in each goal strand with the overall scores in the top section. Your group could be doing well overall, but low in certain areas.	Indicates academic diversity of a group of students. The lower the number, the more students are alike (zero would mean all scores are the same). The higher the number, the greater the diversity in this group.

Detail Pages

Gr	Test Date	RIT (+/- Std Err)	Percentile (+/- Std Err)	Lexile® Range	Test Duration	Goal Performance:		
						A	B	C
5	09/14/15	178-181-184	4-5-8	158-308	75 m	163-177	175-187	187-197
5	09/14/15	184-188-192	8-12-18	288-438	20 m	185-196	185-195	177-189
5	09/14/15	194-197-200	22-28-35	452-602	42 m	191-202	191-203	192-204
5	09/14/15	195-198-201	25-31-38	464-614	60 m	201-213	180-201	185-198
5	09/14/15	195-198-201	25-31-38	457-607	53 m	187-199	196-207	192-204

RIT	Percentile	Lexile® Range	Test Duration
The middle number in bolded text is the student's overall RIT score. The numbers on either side of the RIT score define the RIT range.	The middle number in bolded text is the student's percentile rank, or the percentage of students who had a RIT score less than or equal to this student's score as observed in the NWEA norms study.	This range appears when the student has taken a reading test. You can use it with online resources to identify appropriately challenging books, periodicals, and other reading material for each student.	Minutes a student took on a test. A short test duration might indicate that a student needs to be retested because the test has been invalidated.
(+/- Std Err) The numbers on either side define the standard error range. If retested, the student's score would fall within this range about 68% of the time.			

Gray text: Indicates invalid tests as well as tests that are valid but do not provide growth data. These test results are excluded from summary statistics. A test may have been invalidated because test duration was too short, for example.

Goal Performance

Summarizes each student's performance in the goal strands tested.

Italic scores = Performance that might be an area of concern, because they are more than 3 RIT points *below* the overall RIT score.

Bold scores = Performance that might be an area of relative strength, because they are more than 3 RIT points *above* the overall RIT score.

Plain scores = RIT range within 3 RIT points of the overall RIT score.

Scores can appear either as RIT ranges or descriptors. Descriptors are based on NWEA norms: *Low* = 20th percentile or lower. *LoAvg* = 20th to 40th percentile. *Avg* = 40th to 60th percentiles. *HiAvg* = 60th to 80th percentiles. **High** = 80th percentile or higher.

If an asterisk (*) appears for the goal: The goal performance cannot be calculated. The student may have answered too many items incorrectly or too few items may have been available in the RIT range assessed.