

# Class Report

(1 of 2)



## Class Report

**Kotifani, Jenisha**  
**Class: Homeroom**

**Term Rostered:** Fall 2019-2020  
**Term Tested:** Fall 2019-2020  
**District:** NWEA Sample District  
**School:** Mesa Verde Elementary School

**1 Norms Reference Data:** 2020 Norms.  
**3 Weeks of Instruction:** 4 (Fall 2019)  
**5 Small Group Display:** No

### Language Arts: Reading

#### Demo Growth: Reading 2-5 / Demonstration Tests - NWEA 2017

Summary	
Total Number of Students With Valid Growth Scores	27
6 Mean RIT Score	213.8
7 Median RIT	217
8 Standard Deviation	19.1
District Grade-Level Mean RIT	206.1
Students At or Above District Grade-Level Mean RIT	18
Grade-Level Mean RIT	204.5
Students At or Above Grade-Level Mean RIT	18

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
	count	%	count	%	count	%	count	%	count	%
<b>Overall Performance</b>										
Demo Growth: Reading 2-5 / Demonstration Tests - NWEA 2017	2	7%	5	19%	3	11%	8	30%	9	33%
<b>Instructional Area RIT Range</b>										
<b>Vocabulary Acquisition and Use</b>	2	7%	5	19%	3	11%	6	22%	11	41%
<b>Literature</b>	3	11%	3	11%	5	19%	3	11%	13	48%
<b>Informational Text</b>	2	7%	4	15%	5	19%	6	22%	10	37%

Mean RIT Score (+/- Smp Err)	Median RIT	Std Dev
210-214-218	217	19.1
211-215-219	215	19.7
211-215-219	218	19.3
210-214-218	214	19.2

#### Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.  
 Test Invalidation Reasons: \*\*\*1 The test duration was too short to provide a valid result. \*\*\*2 The overall RIT score for this test is above the valid range. \*\*\*3 The overall RIT score for this test is below the valid range.  
 \*\*\*4 The standard error for this test is below acceptable limits. \*\*\*5 The standard error for this test is above acceptable limits. \*\*\*6 The test has been identified as invalid. \*\*\*7 High level of rapid guessing has invalidated test.  
 Due to statistical unreliability, summary data for groups of less than 10 are not shown.  
 \* This data is not available for reporting. Please refer to help and documentation for more information.  
 Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.


- 1 Norms reference data:** Indicates which NWEA norming study your report data draws upon.
- 3 Weeks of instruction:** The number of instructional weeks before testing, as set by your school or district administrator.
- 5 Small group display:** Summary groups of fewer than 10 students will display when you select this option while generating reports.
- 6 Mean RIT score:** The group's average score for the subject in the given term.
- 7 Median RIT:** The group's middle score for the subject in the given term if individual scores were ordered from lowest to highest.
- 8 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.
- 10 Sampling error:** An estimate of the amount of error in an aggregate statistic (commonly the mean) attributed to calculating the statistic on a population sample rather than on the entire population. The larger the group, the lower the sampling error.
- 11 Instructional area:** A learning area (e.g., geometry) within a subject (e.g., math). On the Class Breakdown by Instructional Area report, click the instructional area to access the Learning Continuum Class View.



Continued on the next page

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**Language Arts: Reading**

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**Demo Growth: Reading 2-5 / Demonstration Tests - NWEA 2017**

Name (Student ID)	Grade	Test Date	RIT Score (+/- Std Err)	Percentile (+/- Std Err)	Lexile® Range	Test Duration	Goal Performance		
							A. Literature	B. Informational Text	C. Vocabulary Acquisition and Use
Freeman, Marcella (S14449)	5	09/09/19	173-176-179	3-4-6	80L-230L	60 m	Low	Low	Low
Lawson, Gina (S14546)	5	09/19/19	172-176-180	2-4-7	80L-230L	60 m	Low	Low	Low
Alexander, Douglas (S14468)	5	09/16/19	188-192-196	16-23-31	405L-555L	60 m	Low	LoAvg	LoAvg
Carter, Peter (S14541)	5	09/11/19	191-194-197	20-26-33	445L-595L	60 m	LoAvg	LoAvg	Avg
Howard, Frank (S14553)	5	09/19/19	193-196-199	24-30-38	485L-635L	60 m	Avg	Avg	LoAvg
Bryant, Norma (S14535)	5	09/15/19	194-198-202	26-35-44	525L-675L	60 m	Avg	Avg	LoAvg
Snyder, Toby (S14543)	5	09/16/19	196-200-204	30-39-50	565L-715L	60 m	LoAvg	LoAvg	Avg
Bryant, Robert (S14507)	5	09/05/19	198-201-205	34-42-50	585L-735L	60 m	LoAvg	LoAvg	LoAvg
Hill, Lawrence (S14521)	5	09/19/19	197-201-205	33-42-51	585L-735L	60 m	Avg	Avg	LoAvg
Nelson, Amanda (S14455)	5	09/19/19	204-207-210	49-56-63	705L-855L	60 m	HiAvg	HiAvg	HiAvg
Bowman, Ramona (S14420)	5	09/16/19	208-211-214	59-66-71	790L-940L	60 m	HiAvg	HiAvg	Avg
Stone, Valerie (S14549)	5	09/12/19	212-215-218	67-74-80	870L-1020L	60 m	High	Avg	High
Martinez, Stephanie (S14548)	5	09/19/19	214-216-219	71-76-81	890L-1040L	60 m	Avg	HiAvg	HiAvg
Gonzalez, John (S14550)	5	09/18/19	214-217-220	72-78-83	910L-1060L	60 m	Avg	High	HiAvg
Hall, Scott (S14500)	5	09/09/19	214-217-220	73-78-83	910L-1060L	60 m	High	High	HiAvg
Roberts, Amy (S14431)	5	09/12/19	213-217-221	70-78-84	910L-1060L	60 m	High	Avg	High
Castro, Edward (S14462)	5	09/19/19	215-218-221	73-80-85	930L-1080L	60 m	HiAvg	High	HiAvg
Collins, Richard (S14410)	5	09/05/19	215-218-222	73-79-85	930L-1080L	60 m	High	HiAvg	HiAvg
Peters, Luis (S14515)	5	09/12/19	215-219-223	74-81-87	950L-1100L	60 m	High	High	High
Sims, Eleanor (S14482)	5	09/19/19	218-221-224	79-84-89	990L-1140L	60 m	High	HiAvg	High
Morrison, Grady (S14439)	5	09/11/19	218-222-226	80-86-90	1010L-1160L	60 m	High	HiAvg	High
Chan, Monte (S14495)	5	09/18/19	222-226-230	86-90-94	1090L-1240L	60 m	High	High	High
Flores, James (S14527)	5	09/08/19	239-243-247	98-99-99	1435L-1585L	60 m	High	High	High

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- 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.
- 11 Instructional area:** A learning area (e.g., geometry) within a subject (e.g., math). On the Class Breakdown by Instructional Area report, click the instructional area to access the Learning Continuum Class View.
- 13 RIT score 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 a grade and subject area that a given 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 score range (see annotation 13).
- 15 Lexile®/Lexile range:** Lexile reading range is the range of texts a student is likely to comprehend when reading independently. The student may require increased instructional support to comprehend text at higher ranges.
- 19 Instructional area score:** The student's performance in the instructional area tested. Most reports show instructional area scores as RIT score ranges (e.g., 187-199). The Student Profile report shows the midpoint of the student's RIT score range. Class Breakdown reports sort students into 10-point RIT bands, based on the midpoint of their instructional area RIT score range.

### Tips and tricks

- ➡ Test duration:** While this report only lists test durations of 60 minutes, this column of data will show actual time-on-test for your students. You will see a range of numbers here, usually between 40-60 minutes. Here is a blog post on the topic: ["How long is too long to spend on the MAP Growth assessment?"](#)
- ➡ Viewing options:** This report has an option to show RIT score ranges (e.g., 185-194) instead of descriptors (e.g., Low, LoAvg, etc.) for each instructional area.

When the report is generated using RIT score ranges, you will be able to see the areas of relative strength in bold (see annotation 16), and the suggested area of focus in italics (see annotation 17).

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