



Measures of Academic Progress



Shaker Heights
City Schools
October 15, 2014
Dr. Lynne Kulich

What is Common Core MAP/MPG?

- Measures of Academic Progress
- MAP for Primary Grades
- Developed by Northwest Evaluation Association (NWEA)
- Tests in reading, language, and math
- Aligned to CCSS/PARCC
- Provides for continuous measures for our students in grades K-6

What is Common Core MAP/MPG?

- Computer-Adaptive (personalized)
- Multiple opportunities
- Reported to parents
- Lexiles included
- Used internationally

What information can you obtain from MAP and MPG?

- Projected Proficiency (OAA, PARCC, OGT, ACT)
- National Center on RTI Approved Universal Screening Tool
- ODE Approved G/T Screening/Identification
- ODE Approved Teacher/Principal Evaluation Tool
- ODE Approved 3rd Grade Guarantee
- Program placement guidelines
- Differentiated Instruction-group placement
- Diagnostic instructional level data
- Student growth data
- Normative data
- Growth trajectories
- Intake data on enrollment
- Grade, school and district-wide data
- Reading Lexile level

MAP as assessments FOR learning

- Customized to individual students
- Compare students to self and others
- Untimed
- Inform instruction
- Provide information before, during and after instruction
- Focus on growth
- Like a medical “check-up”

What are Assessments FOR Learning?

- Informs the learner
- Results in learning goals and next steps (a plan)
- Invites student participation and reflection
- Descriptive not evaluative
- Embedded in instruction
- Addresses the skills that underpin the standards
- Communicates a growth mind-set

What MAP Measures

Reading

MPG (K-1) Measures:

- Phonological Awareness
- Phonics
- Print Concepts
- Vocabulary and Word Structure
- Comprehension
- Writing
- Lexile Levels

What MAP Measures

Reading

MAP for Grades (2-6) Measures:

- Word Analysis and Vocabulary
- Literal Comprehension
- Interpretive Comprehension
- Literary Response and Analysis
- Lexile Levels

What MAP Measures

Language Usage

MPG (K-1) Measures:

- Language Usage is combined within the reading assessment
- MAP for Grades (2-6) measures:
 - Writing Strategies
 - Writing Application and Style
 - Mechanics
 - Grammar

What MAP Measures

Math

MPG (K-1) Measures:

- *Problem Solving*
- *Number Sense*
- *Computation*
- *Measurement and Geometry*
- *Statistics and Probability*
- *Algebra*

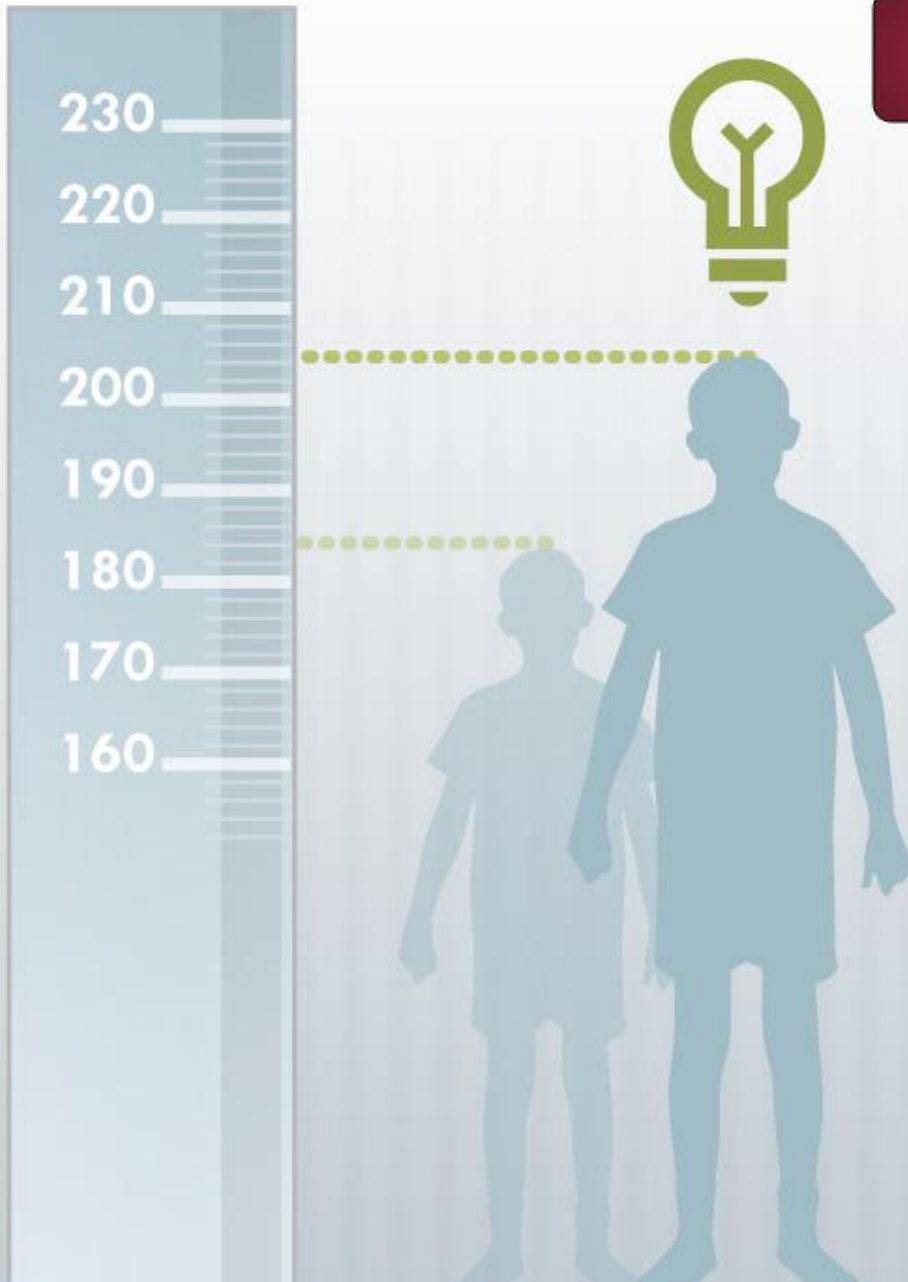
What MAP Measures

Math

MAP for Grades (2-6) Measures:

- *Number Sense and Operations*
- *Patterns, Functions, and Algebra*
- *Measurement*
- *Geometry and Spatial Sense*
- *Data Analysis, Statistics, and Probability*
- *Problem Solving*

RIT Growth as a Yardstick



- Equal interval scale
- Linked to curriculum
- Achievement scale
- Measures item difficulty
- Cross graded measurement
- Shows growth over time

It's what we do that counts!

You Do Not Fatten
Your Cows
By Weighing Them.



Sign In

Please sign in. If you need help at any time, raise your hand.

1. Enter your name

Start typing your last name, then select from the matching list.
For example, "Smith, Sandra K".

2. Enter your test

Your test has been selected for you.

MAP: Math 6+ IL 2006

Clear

Next →



MAP[®] Warm-Up



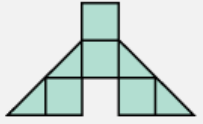
Learn to
join a test
session.



Learn to
answer test
questions.



What is the area?



- A. 3 square units
- B. 8 square units
- C. 4 square units
- D. 9 square units
- E. 6 square units

Calculator interface showing a display with '0' and a keypad with buttons for digits 0-9, '+', '-', 'x', '÷', 'C', and '='.

Read the passage.

The man in the corner pushed aside his glass, and leant across the table.

"Mysteries!" he commented. "There is no such thing as a mystery in connection with any crime, provided intelligence is brought to bear upon its investigation."

Very much astonished Polly Burton looked over the top of her newspaper, and fixed a pair of very severe, coldly inquiring brown eyes upon him.

....

She looked at him and frowned; the next moment she smiled. Miss Burton (of the Evening Observer) had a keen sense of humour, which two years' association with the British Press had not succeeded in destroying, and the appearance of the man was sufficient to tickle the most ultra-morose fancy. Polly thought to herself that she had never seen any one so pale, so thin, with such funny light-coloured hair, brushed very smoothly across the top of a very obviously bald crown. He looked so timid and nervous as he fidgeted incessantly with a piece of string; his long, lean, and trembling fingers tying and untying it into knots of wonderful and complicated proportions.

Having carefully studied every detail of the quaint personality Polly felt more amiable.

"And yet," she remarked kindly but authoritatively, "this article, in an otherwise well-informed journal, will tell you that, even within the last year, no fewer than six crimes have completely baffled the police, and the perpetrators of them are still at large."

"Pardon me," he said gently, "I never for a moment ventured to suggest that there were no mysteries to the *police*; I merely remarked that there were none where intelligence was brought to bear upon the investigation of crime."

Which word most nearly means the same as "amiable" as it is used in this passage?

- 1. confused
- 2. friendly
- 3. annoyed
- 4. joyous

Item With Dropdown Lists


start 3 Win... Adobe ... 2 Fire... Sent It... 8 Jasc Pa... Production Tools Development Tools Design Tools 3:52 PM

NWEA - TestTaker - Mozilla Firefox

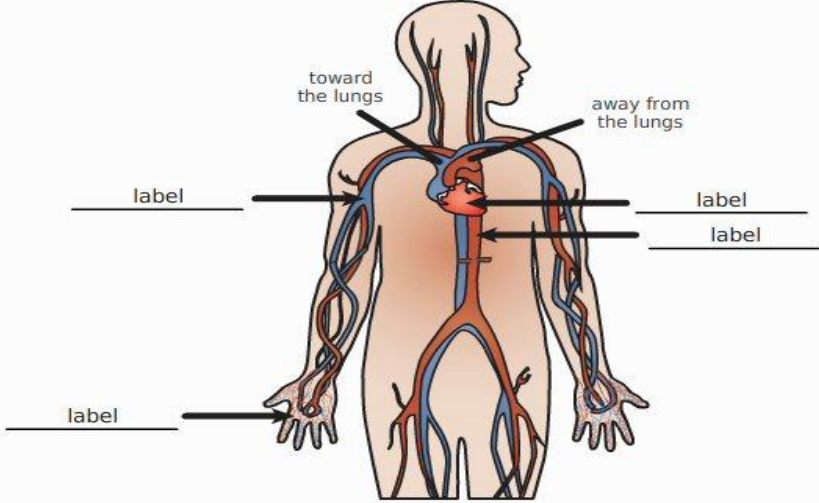
File Edit View History Bookmarks Tools Help

file:///C:/NWEA Documents/Project Archive/DE RFP Item Presentation Revisited 6-17-09/final/app.htm

Google



Click on the underlined labels to select the correct name for each part of the circulatory system.



toward the lungs

away from the lungs

label

label

label

label

Sample Test

Brown, Robert D.

Question 2 of 8

Next

Drag and Drop Items


start | 3 Win... | Adobe... | 2 Fire... | Sent It... | Jasc Pa... | Production Tools | Development Tools | Design Tools | 3:53 PM

NWEA - TestTaker - Mozilla Firefox

File Edit View History Bookmarks Tools Help

file:///C:/NWEA Documents/Project Archive/DE RFP Item Presentation Revisited 6-17-09/final/app.htm

Google

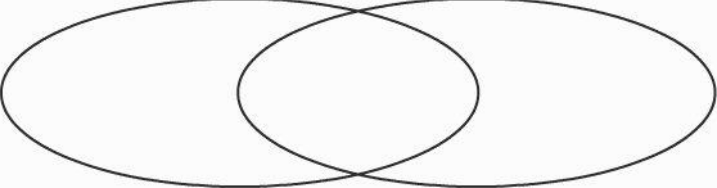


Read the passages. Drag and drop the descriptive words to fill in the Venn diagram comparing the first description of Jo to the second description of Jo. Put the descriptive words that show what has remained the same about Jo in both passages in the middle of the diagram.

Passage 1

Fifteen-year-old Jo was very tall, thin, and brown, and reminded one of a colt, for she never seemed to know what to do with her long limbs, which were very much in her way. She had a decided mouth, a comical nose, and sharp, gray eyes, which appeared to see everything, and were by turns fierce, funny, or thoughtful. Her long, thick hair was her one beauty, but it was usually bundled into a net, to be out of her way. Round shoulders had Jo, big hands and feet, a flyaway look to her clothes, and the uncomfortable appearance of a

Younger Jo **Older Jo**



wild long hair short hair tall coltish thin awkward tidy maternal observant calm

Sample Test Brown, Robert D. Question 4 of 8 [Next](#)

Done

Item With Animation

start 3 Win... Dw Adobe ... 2 Fire... Sent It... 8 Jasc Pa... Production Tools Development Tools Design Tools 3:53 PM


NWEA - TestTaker - Mozilla Firefox

File Edit View History Bookmarks Tools Help

file:///C:/NWEA Documents/Project Archive/DE RFP Item Presentation Revisited 6-17-09/final/app.htm

NWEA

Ann uses a launcher to make a ball roll across the table. Click Ann's hand to see how she launches the ball and how the ball rolls across the table.



**How does energy flow in this system?
Describe the energy flow by moving the energy form that gets to the ball into each position shown.**

<p>Ann (just before pulling back the launcher handle)</p> <div style="border: 1px dashed gray; width: 100px; height: 40px; margin: 0 auto;"></div>	→	<p>Launcher (just before launching)</p> <div style="border: 1px dashed gray; width: 100px; height: 40px; margin: 0 auto;"></div>	→	<p>Ball (while rolling across the table)</p> <div style="border: 1px dashed gray; width: 100px; height: 40px; margin: 0 auto;"></div>
gravitational potential energy		elastic potential energy		stored chemical energy
				heat (thermal) energy
				kinetic (motion) energy

Sample Test Brown, Robert D. Question 6 of 8 Next

Polytomous Item

How did the invention of the telephone most affect the way people lived in the 1800s?

- A. Many people moved to the cities.
- B. Women got new jobs as operators.
- C. Communication became faster and easier.
- D. Travel by train was not necessary anymore.

Scoring Explanation

Scoring Explanation for item 50014500		Justifications
Full credit	C. Communication became faster and easier	This is the correct answer. This demonstrates full understanding of the impact of the telephone in the 1800s.
Partial credit	B. Women got new jobs as operators	This is a partially correct answer. This demonstrates a partial understanding of the impact of the telephone in the 1800s. While women did have added employment opportunities, the impact of the telephone on communication is universal and ubiquitous.
No credit	Options A and D	

Student Notification

Martin Newberry
Congratulations, you finished the test.

Measurement Scale: Reading	
Overall Score: 191	
Lexile [®] Range: 339 - 489	
Goal Name:	Word Recognition, Analysis, Vocabulary Expansion
Goal Score:	194
Goal Range:	187 - 201
Goal Name:	Comprehension: Informational
Goal Score:	193
Goal Range:	186 - 200
Goal Name:	Comprehension: Narrative
Goal Score:	199
Goal Range:	192 - 207
Goal Name:	Literature
Goal Score:	181
Goal Range:	174 - 188

The total test time was: 00:11:59

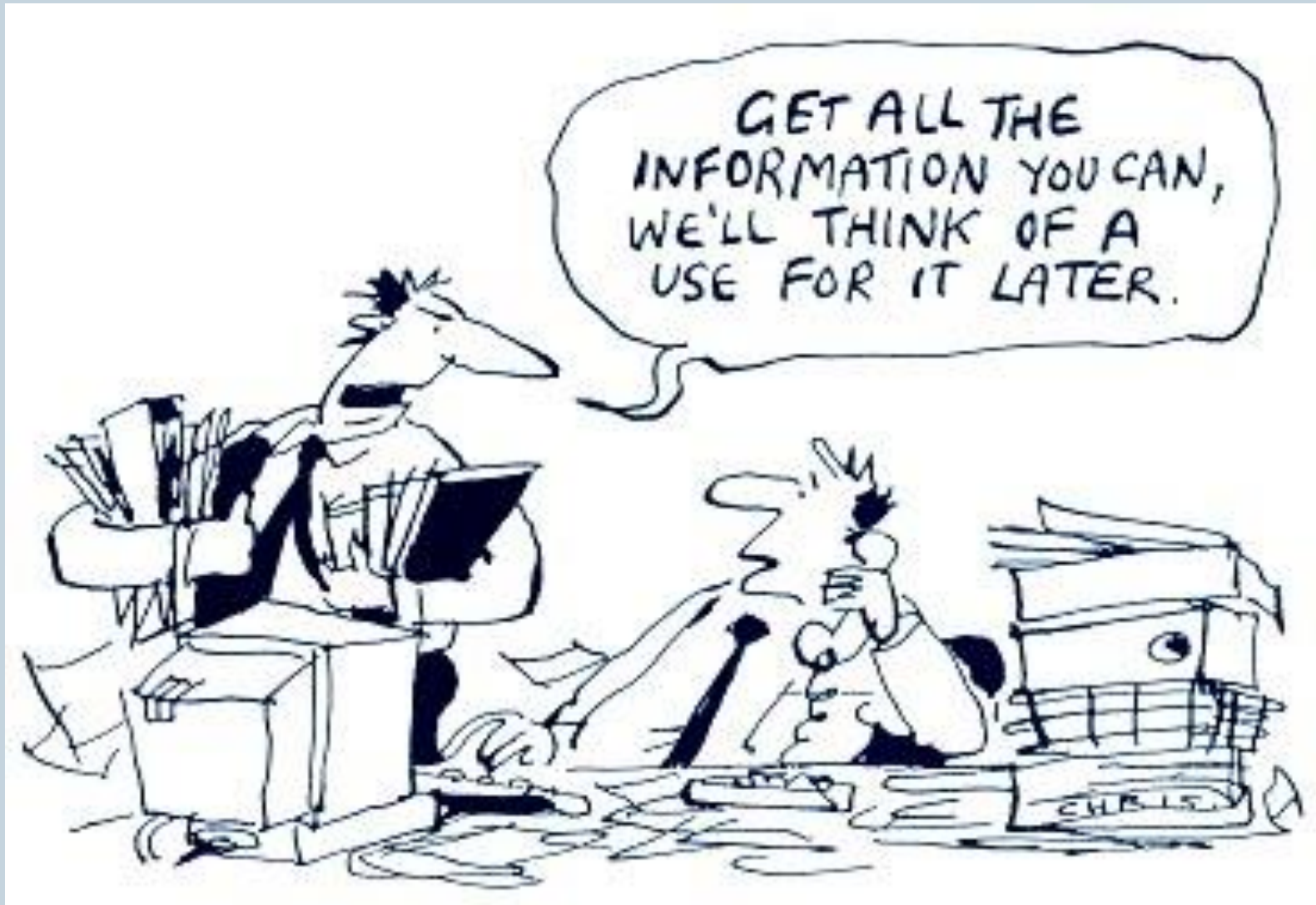
Date: 06-07-2011 **Test Name:** MAP: Reading 6+ MN 2003

Lexile[®] is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.

[Print Report](#)

Done

Data defines our work!





Subject	Overall Score					
	171-180	181-190	191-200	201-210	211-220	221-230
Mathematics	E.O. Bargdill-Robbins (178)		D.U. Ledocq (195) M.A. Revey (198) S.N. Burrup (200) E.B. Reinhard (200)	G.A. Olds (201) R.N. Rosenquist (203) A.E. Varco (205) L.E. Bothwell (207) J.S. Van Klavern (209) B.T. Villaire (209) M.R. Reilly (210)	C.R. Siesco (214) A.N. Harjes (219) C.R. Massie (219) H.L. McKay (219) K.T. Hussey (220) G.S. Schaefer (220)	G.A. Bartusiak (222) X.A. Wersal (223)
Reading		G.A. Olds (184) S.N. Burrup (189) E.B. Reinhard (189)	M.A. Revey (192) D.U. Ledocq (198) K.T. Hussey (200)	G.S. Schaefer (201) E.O. Bargdill-Robbins (203) L.E. Bothwell (205) R.N. Rosenquist (205) A.E. Varco (205) C.R. Massie (207) H.L. McKay (208) C.R. Siesco (209) J.S. Van Klavern (209)	B.T. Villaire (211) A.N. Harjes (215) G.A. Bartusiak (220)	X.A. Wersal (221) M.R. Reilly (224)
Language Usage		G.A. Olds (189)	R.N. Rosenquist (196) A.E. Varco (198) M.A. Revey (199) D.U. Ledocq (200)	E.O. Bargdill-Robbins (202) S.N. Burrup (203) E.B. Reinhard (203) L.E. Bothwell (206) C.R. Massie (208) A.N. Harjes (210)	B.T. Villaire (211) G.S. Schaefer (212) C.R. Siesco (213) K.T. Hussey (216) H.L. McKay (216) M.R. Reilly (216) J.S. Van Klavern (218)	X.A. Wersal (223) G.A. Bartusiak (227)
Science - General Science		D.U. Ledocq (184) G.A. Olds (185) M.A. Revey (188) R.N. Rosenquist (188)	E.O. Bargdill-Robbins (193) S.N. Burrup (195) A.E. Varco (195) L.E. Bothwell (197) G.S. Schaefer (197) E.B. Reinhard (199)	G.A. Bartusiak (201) A.N. Harjes (201) H.L. McKay (202) C.R. Massie (203) J.S. Van Klavern (203) B.T. Villaire (204) C.R. Siesco (207) M.R. Reilly (210)	X.A. Wersal (212)	
Science - Concepts and Processes		D.U. Ledocq (185) L.E. Bothwell (189) M.A. Revey (190)	S.N. Burrup (192) G.A. Olds (193) E.B. Reinhard (193) C.R. Siesco (194) E.O. Bargdill-Robbins (195) R.N. Rosenquist (196) J.S. Van Klavern (197) A.E. Varco (197)	G.S. Schaefer (201) B.T. Villaire (202) C.R. Massie (205) X.A. Wersal (206) H.L. McKay (208) M.R. Reilly (210)	G.A. Bartusiak (212) A.N. Harjes (214)	



Math Survey w/ Goals 6+ CO V2.1

Goal	Goal Score							
	161-170	171-180	181-190	191-200	201-210	211-220	221-230	231-240
Number Sense	E.O. Bargdill... (178)			<all students in the cell> M.A. Revey (198) E.B. Reinhard (200) R.N. Rosenquis... (203) L.E. Bothwell (207) B.T. Villaire (209)	<all students in the cell> D.U. Ledoog (195) S.N. Burrup (200) G.A. Olds (201) A.E. Varoo (205) M.R. Reilly (210)	<all students in the cell> A.N. Harjes (219) C.R. Massie (219) G.S. Schaefer (220) G.A. Bartusiak... (222) X.A. Wersal (223)	<all students in the cell> C.R. Siesco (214) H.L. Mckay (219)	<all students in the cell> J.S. Van Klave... (209) K.T. Hussey (220)
Algebraic Methods, Patterns, and Functions			<all students in the cell> E.O. Bargdill... (178) S.N. Burrup (200)	D.U. Ledoog (195)	<all students in the cell> M.A. Revey (198) E.B. Reinhard (200) R.N. Rosenquis... (203) A.E. Varoo (205) L.E. Bothwell (207) H.L. Mckay (219)	<all students in the cell> G.A. Olds (201) J.S. Van Klave... (209) B.T. Villaire (209) M.R. Reilly (210) C.R. Massie (219)	<all students in the cell> C.R. Siesco (214) A.N. Harjes (219) K.T. Hussey (220) G.S. Schaefer (220) G.A. Bartusiak... (222)	X.A. Wersal (223)
Data Analysis and Probability	E.O. Bargdill... (178)		<all students in the cell> R.N. Rosenquis... (203) J.S. Van Klave... (209)	<all students in the cell> D.U. Ledoog (195) M.A. Revey (198) E.B. Reinhard (200) G.A. Olds (201)	<all students in the cell> B.T. Villaire (209) M.R. Reilly (210) C.R. Siesco (214) H.L. Mckay (219)	<all students in the cell> S.N. Burrup (200) A.E. Varoo (205) L.E. Bothwell (207) A.N. Harjes (219) C.R. Massie (219) K.T. Hussey (220) G.A. Bartusiak... (222)	<all students in the cell> G.S. Schaefer (220) X.A. Wersal (223)	
Geometric Concepts, Properties, and Relationships			E.O. Bargdill... (178)	<all students in the cell> D.U. Ledoog (195) M.A. Revey (198) S.N. Burrup (200) A.E. Varoo (205)	G.A. Olds (201)	<all students in the cell> E.B. Reinhard (200) R.N. Rosenquis... (203) L.E. Bothwell (207) J.S. Van Klave... (209) M.R. Reilly (210) C.R. Siesco (214) C.R. Massie (219) H.L. Mckay (219) K.T. Hussey (220) G.A. Bartusiak... (222) X.A. Wersal (223)	<all students in the cell> B.T. Villaire (209) A.N. Harjes (219) G.S. Schaefer (220)	
Measurement			<all students in the cell> E.O. Bargdill... (178) D.U. Ledoog (195) G.A. Olds (201) B.T. Villaire (209)	<all students in the cell> E.B. Reinhard (200) C.R. Siesco (214)	<all students in the cell> M.A. Revey (198) S.N. Burrup (200) R.N. Rosenquis... (203) L.E. Bothwell (207) J.S. Van Klave... (209) G.S. Schaefer (220)	<all students in the cell> A.E. Varoo (205) M.R. Reilly (210) A.N. Harjes (219) K.T. Hussey (220)	<all students in the cell> C.R. Massie (219) G.A. Bartusiak... (222) X.A. Wersal (223)	H.L. Mckay (219)
Computation Concepts and Procedures	E.O. Bargdill... (178)		<all students in the cell> M.A. Revey (198) S.N. Burrup (200) J.S. Van Klave... (209)	<all students in the cell> D.U. Ledoog (195) E.B. Reinhard (200) G.A. Olds (201) M.R. Reilly (210)	<all students in the cell> R.N. Rosenquis... (203) A.E. Varoo (205) L.E. Bothwell (207)	<all students in the cell> B.T. Villaire (209) C.R. Siesco (214) H.L. Mckay (219) K.T. Hussey (220) G.A. Bartusiak... (222)	<all students in the cell> A.N. Harjes (219) C.R. Massie (219) G.S. Schaefer (220) X.A. Wersal (223)	



Daniel's DesCartes Results

Subject: Mathematics

Goal Strand: Measurement

RIT Score Range: 221-230

Secured Skills RIT Range: 211-220	Emerging Skills RIT Range: 221-230	Future Skills RIT Range: 231-240
Length, Weight, Volume	Length, Weight, Volume	Length, Weight, Volume
<ul style="list-style-type: none"> Measure length to the nearest millimeter, centimeter, meter, and kilometer 	<ul style="list-style-type: none"> Measure length with metric measures (centimeter) Measure length with customary measures (inch) Select the appropriate unit of measure for length, area, and volume 	<ul style="list-style-type: none"> Find the volume of a pyramid
Area, Perimeter, Circumference	Area, Perimeter, Circumference	Area, Perimeter, Circumference
<ul style="list-style-type: none"> Calculate the area of irregular shapes Understand the effects of changing dimensions on perimeter and area 	<ul style="list-style-type: none"> Analyze circles: center, chord, diameter, radius, arc, semicircle, and circumference Find the missing angle measurement in a triangle when two angles are known 	<ul style="list-style-type: none"> Find the perimeter of a square or rectangle using the formula Find the perimeter of polygons Calculate the area of a parallelogram and rectangle Calculate the area of a triangle Calculate the circumference of a circle using the formula
Time, Temperature	Time, Temperature	Time, Temperature
		<ul style="list-style-type: none"> Convert from Celsius to Fahrenheit Subtract Fahrenheit temperatures
Angle Identification and Measure	Angle Identification and Measure	Angle Identification and Measure
<ul style="list-style-type: none"> Measure angles using a protractor 		
Money	Money	Money
<ul style="list-style-type: none"> Compute basic operations with monetary amounts up to and including \$20.00 		<ul style="list-style-type: none"> Find commission and total pay Compute and count change greater than \$20.00
<i>New Vocabulary in this Range:</i> yards, measure of angle, degrees, protractor, centuries, below zero, Celsius, rectangular solid, rectangular prism, decades, ounces	<i>New Vocabulary in this Range:</i> reasonable, formula, segment BC, pi, radius squared, diameter, metric units, quarts, gallons, rectangular box, base, rate	<i>New Vocabulary in this Range:</i> rectangular house, height and base, algebraic expression, rows and columns, checking account, car purchase, commission, simple interest
<i>New Signs and Symbols:</i> " = inches, yd = yards, b = base, h = height, r = radius, s = side, angle symbol, - for negative, + for positive, d = distance, tsp = teaspoon, pt = pint, gal = gallon, qt = quart, c = cup	<i>New Signs and Symbols:</i> oz = ounces, C = circumference	<i>New Signs and Symbols:</i> $F = 9/5 C + 32$, formula for finding volume of a pyramid



Grace's DesCartes Results

Subject: Mathematics

Goal Strand: Measurement

RIT Score Range: 241-250

Secured Skills RIT Range: 231-240	Emerging Skills RIT Range: 241-250	Future Skills RIT Range: 251-260
Length, Weight, Volume	Length, Weight, Volume	Length, Weight, Volume
<ul style="list-style-type: none"> Find the volume of a pyramid 		<ul style="list-style-type: none"> Find volume of cones and rectangular prisms and cylinders
Area, Perimeter, Circumference	Area, Perimeter, Circumference	Area, Perimeter, Circumference
<ul style="list-style-type: none"> Find the perimeter of a square or rectangle using the formula Find the perimeter of polygons Calculate the area of a parallelogram and rectangle Calculate the area of a triangle Calculate the circumference of a circle using the formula 	<ul style="list-style-type: none"> Calculate the area of a parallelogram and rectangle using algebra tiles Understand the effects of changing dimensions on perimeter, area, and volume Calculate the surface area of a rectangular prism and cylinder 	<ul style="list-style-type: none"> Find area of inscribed figure by using midpoints and endpoints
Time, Temperature	Time, Temperature	Time, Temperature
<ul style="list-style-type: none"> Convert from Celsius to Fahrenheit Subtract Fahrenheit temperatures 		
Angle Identification and Measure	Angle Identification and Measure	Angle Identification and Measure
		<ul style="list-style-type: none"> Relationship of size of angles and corresponding sides of a triangle
Money	Money	Money
<ul style="list-style-type: none"> Find commission and total pay Compute and count change greater than \$20.00 		
<i>New Vocabulary in this Range:</i> rectangular house, height and base, algebraic expression, rows and columns, checking account, car purchase, commission, simple interest	<i>New Vocabulary in this Range:</i> doubled and tripled, rectangular solid, cylindrical tank, algebra tiles, inscribed, time-and-a-half, sales tax, discount	<i>New Vocabulary in this Range:</i> circumscribed, distance formula
<i>New Signs and Symbols:</i> $F = \frac{9}{5}C + 32$, formula for finding volume of a pyramid	<i>New Signs and Symbols:</i> none	<i>New Signs and Symbols:</i> formula for finding volume of a cone, formula for volume of a cube, formula for finding volume of a rectangular solid

Setting Goals



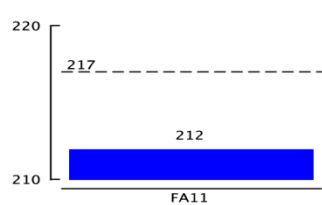
Student Goal Setting Worksheet

Carter, Jasmine
Student ID: 889905

District:
School:
Growth Measured from:

NWEA Sample District 3
St. Helens Elementary School
Fall 2011 to Spring 2012

Mathematics (MAP: Math 6+ CO 2011)

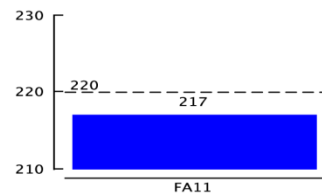


Projected RIT 217
My Goal _____
RIT Growth *

FA11	
Overall RIT Score	212
Goal Performance	
Number Sense and Operations	211-225
Algebraic Structures	212-226
Data Analysis and Probability	198-211
Geometric Relationships	201-215

Student Action Plan: _____

Reading (MAP: Reading 6+ CO 2011)

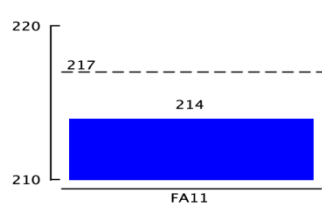


Projected RIT 220
My Goal _____
RIT Growth *

FA11	
Overall RIT Score	217
Goal Performance	
Phonological Awareness	181-197
Phonics	217-248
Concepts of Print	194-226
Vocabulary and Word Structure	208-231
Comprehension	218-247
Writing	216-239
Lexile® Range	807-957L

Student Action Plan: _____

Language Usage (MAP: Language 2-12 CO 2011)



Projected RIT 217
My Goal _____
RIT Growth *

FA11	
Overall RIT Score	214
Goal Performance	
Use the Writing Process: Plan, Draft, Revise	203-216
Write Literary, Narrative, Informational Texts	205-218
Use Correct Grammar and Sentence Formation	211-224
Use Correct Punctuation, Capitalization, Spelling	212-225

Student Action Plan: _____

Student Growth

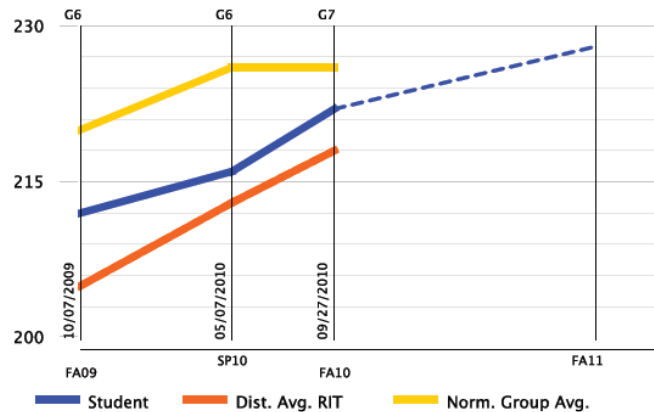


Student Progress Report

Bartusiak, Giovanna A.
Student ID: S11001980

Term: Fall 2010-2011
District: NWEA Sample District 3
School: St. Helens Elementary School
Growth Measured from: Fall to Spring

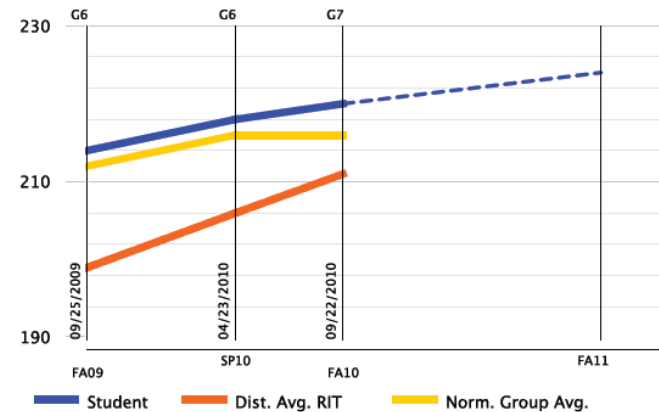
Mathematics



Mathematics Goals Performance - Fall 2010-2011

Number Sense	LoAvg
Algebraic Methods, Patterns, and Functions	Avg
Data Analysis and Probability	LoAvg
Geometric Concepts, Properties, and Relationships	LoAvg
Measurement	Avg
Computation Concepts and Procedures	LoAvg

Reading



Reading Goals Performance - Fall 2010-2011

Students Read and Understand Variety of Material	Avg
Students Apply Thinking Skills to Their Reading	HiAvg
Students Locate, Select, and Use Information	HiAvg
Students Read and Recognize Literature	HiAvg
Lexile® Range: 861-1011	

Teacher Reports for Reading, Language, and Math

- MAP/MPG Teacher Report
- MPG Teacher Sub-Skill Report
- Class Breakdown by RIT Report
- Class Breakdown by Goal Report
- The Class Overview Report
- Student Projected Performance & Student Goal Setting Worksheet
- Achievement Status and Growth Summary Class

NWEA Resources

MAP/MPG Site:

- <https://www.nwea.org/>

Resources for Parents:

- <https://www.nwea.org/assessments/resources-for-parents/>

Knowledge Academy eLearning:

- <https://www.nwea.org/professional-development/knowledge-academy/>

Lexile Levels:

- http://legacysupport.nwea.org/sites/www.nwea.org/files/resources/FAQ_Lexile.pdf

NWEA Resources

Sample Test Items by RIT Range (Reading):

- http://www.powayusd.com/projects/edtechcentral/MAPS/PDFs/RITCharts/Reading_single.pdf

Sample Test Items by RIT Range (Language Arts):

- http://www.powayusd.com/projects/edtechcentral/MAPS/PDFs/RITCharts/Language_single.pdf

Sample Test Items by RIT Range (Math):

- http://www.powayusd.com/projects/edtechcentral/MAPS/PDFs/RITCharts/Math_Single.pdf

Questions?

