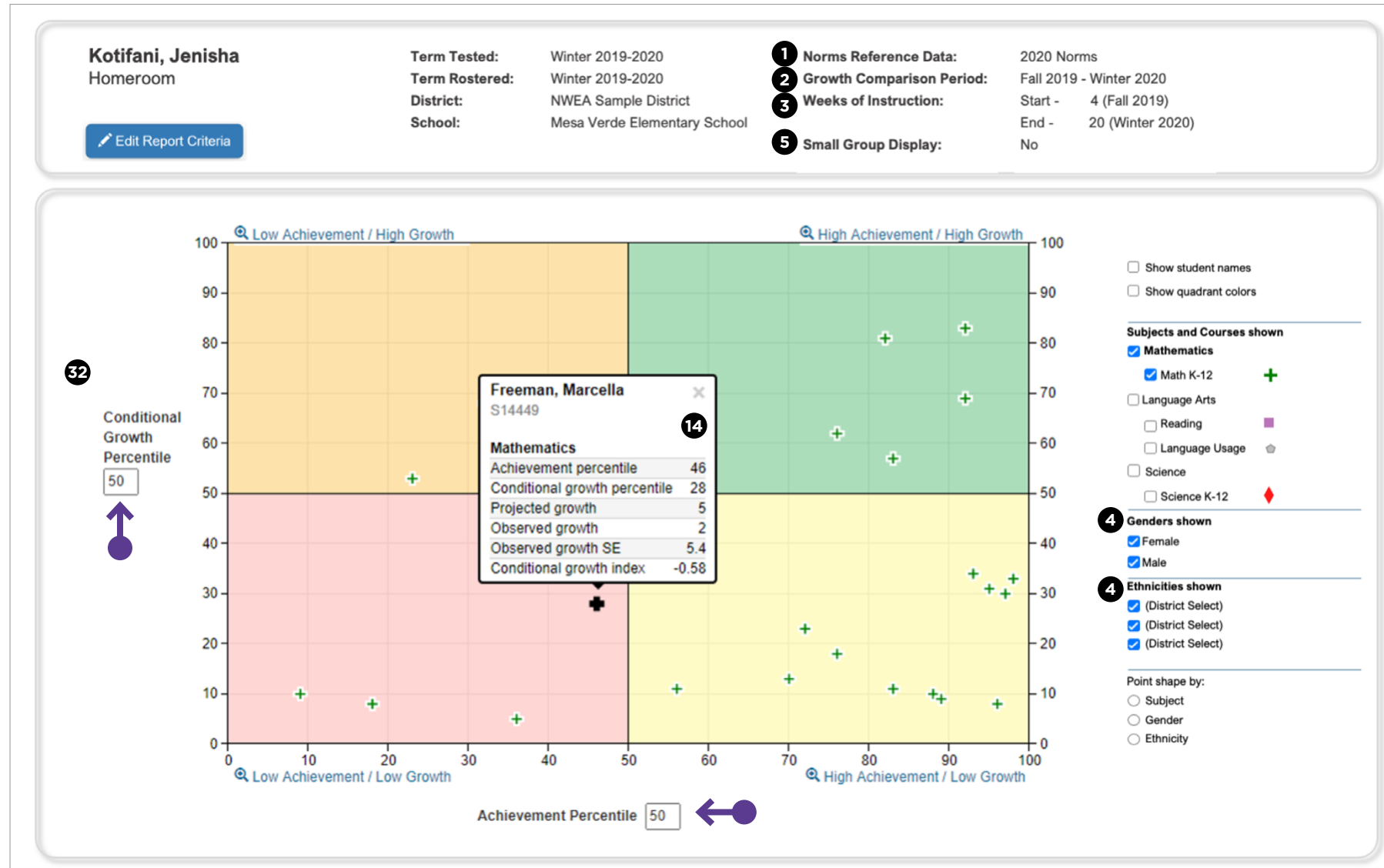


# Achievement Status and Growth Summary with Quadrant Chart

(1 of 2)



- 1 Norms reference data:** Indicates which NWEA norming study your report data draws upon.
- 2 Growth comparison period:** The two terms for which you wish to receive student growth data.
- 3 Weeks of instruction:** The number of instructional weeks before testing, as set by your school or district administrator.
- 4 Optional grouping:** You may choose to view results by gender or ethnicity. If your district submitted a program file, you may also view summary results by special program.
- 5 Small group display:** Summary groups of fewer than 10 students will display when you select this option while generating reports.
- 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).
- 32 Conditional growth percentile:** (also referred to as "growth percentile") The conditional growth index (see annotation 31) translated into national percentile rankings for growth.

**Tips and tricks**

**Adjustable quadrants:** You can change the numbers in these two boxes to define your own quadrants.

Continued on the next page

# Achievement Status and Growth Summary with Quadrant Chart

(2 of 2)

				Achievement Status				Growth								
Quadrant	Student Name Student ID	FA2019 Grade	FA2019 Date	13	14	Winter 2020		25	26	27	28	29	30	31		32
				Fall 2019 RIT Score Range	Achievement Percentile Range	RIT Score Range	Achievement Percentile Range	Projected RIT Score	Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth	Conditional Growth Index	Conditional Growth Percentile	
Math K-12: 27 Students																
	Alexander, Douglas S14488	5	12/2/2019	215-218-221	66-72-78	213-217-221*	47-56-65*	224	6	-1	4.5	-7	No	-1.23	11	
	Bowman, Ramona S14420	5	12/4/2019	209-213-217*	49-60-70*	206-209-212	30-36-42	218	5	-4	4.9†	-9	No	-1.67	5	
	Bryant, Norma S14535	5	12/19/2019	241-244-247	98-99-99	244-247-250	97-98-99	249	5	3	4	-2	No†	-0.43	33	
	Bryant, Robert S14507	5	12/3/2019	226-229-232	86-90-94	234-237-240	88-92-95	234	5	8	4.6	3	Yes†	0.51	69	
	Carter, Peter S14541	5	12/18/2019	190-194-198	11-16-22	190-193-196	6-9-12	200	6	-1	4.5	-7	No	-1.29	10	
	Castro, Edward S14462	5	12/6/2019	205-208-211	40-47-55	211-214-217	42-48-55	214	6	6	3.9	0	Yes†	0.09	54	
	Chan, Monte S14495	5	12/19/2019	241-244-247	98-99-99	239-242-245	94-96-97	249	5	-2	4.2	-7	No	-1.43	8	
	Collins, Richard S14410	5	12/6/2019	224-227-230	85-88-91	234-237-240	90-92-94	233	6	10	3.5	4	Yes	0.97	83	
	Flores, James S14527	5	12/16/2019	198-202-206*	24-32-41*	197-200-203	13-18-23	208	6	-2	4.8†	-8	No	-1.39	8	
	Freeman, Marcella S14449	5	12/17/2019	207-211-215*	44-55-65*	209-213-217*	37-46-55*	216	5	2	5.4†	-3	No†	-0.58	28	
	Gonzalez, John S14550	5	12/13/2019	232-236-240*	93-96-98*	230-233-236	83-88-91	240	4	-3	5.1†	-7	No	-1.29	10	
	Hall, Scott S14500	5	12/9/2019	201-204-207	30-37-43	208-211-214	34-41-48	210	6	7	3.8	1	Yes†	0.3	62	
	Hill, Lawrence S14521	5	12/20/2019	220-224-228*	75-83-89*	226-230-234	77-83-88	229	5	6	5.5†	1	Yes†	0.19	57	
	Howard, Frank S14553	5	12/5/2019	197-201-205	22-30-38	205-208-211	27-34-41	207	6	7	4.7	1	Yes†	0.23	59	
	King, Jennifer S14477	5	12/20/2019	220-223-226	75-82-87	220-224-228*	64-72-79*	228	5	1	5†	-4	No†	-0.75	23	
	Lawson, Gina S14546	5	12/2/2019	194-198-202*	17-23-31*	202-207-212*	23-32-42*	204	6	9	5.8†	3	Yes†	0.48	68	
	Lewis, Eric S14404	5	12/9/2019	240-244-248*	98-99-99*	241-245-249*	95-97-98*	248	4	1	5.4†	-3	No†	-0.53	30	
	Martinez, Marie S14487	5	12/3/2019	203-206-209	34-42-50	208-211-214	33-41-48	212	6	5	4.5	-1	No†	-0.12	45	
	Martinez, Stephanie S14548	5	12/6/2019	230-234-238*	91-95-97*	226-230-234*	76-83-89*	238	4	-4	6†	-8	No	-1.25	11	
	Morrison, Grady S14439	5	12/16/2019	221-225-229*	77-85-90*	220-223-226	63-70-76	230	5	-2	5.3†	-7	No	-1.15	13	
	Nelson, Amanda S14455	5	12/3/2019	215-219-223*	66-74-81*	223-226-229	70-76-82	224	5	7	4.8†	2	Yes†	0.31	62	
	Peters, Luis S14515	5	12/10/2019	223-227-231*	81-88-92*	222-226-230*	68-76-82*	232	5	-1	5.6†	-6	No	-0.91	18	
	Roberts, Amy S14431	5	12/10/2019	232-236-240*	93-96-98*	234-238-242*	88-93-96*	241	5	2	5.8†	-3	No†	-0.41	34	
	Ross, Shirley S14554	5	12/11/2019	215-219-223*	66-74-81*	226-229-232	77-82-86	224	5	10	4.5	5	Yes	0.89	81	
	Sims, Eleanor S14482	5	12/8/2019	233-236-239	94-96-98	231-234-237	85-89-92	241	5	-2	4.4	-7	No	-1.34	9	
	Snyder, Toby S14543	5	12/3/2019	237-240-243	96-98-99	238-242-246*	92-95-97*	245	5	2	5.4†	-3	No†	-0.49	31	
	Stone, Valerie S14549	5	12/20/2019	194-197-200	16-21-27	199-203-207*	16-23-32*	203	6	6	4.9†	0	Yes†	0.07	53	

**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).

**25 Projected RIT score or RIT projection:** The predicted future score for a student who makes typical growth, based on NWEA national growth norms. Projections take into account the student's initial score, grade level, and time between tests.

**26 Projected growth, growth projection, or typical growth:** The change in RIT score that about half of US students will make over time, based on student growth norms. The student's initial score plus projected growth equals projected RIT. The Student Growth Summary report shows grade-level growth projections, which are based on school growth norms.

**27 Observed growth or RIT growth:** The change in a student's RIT score during the growth comparison period. On the Student Growth Summary report, observed growth is the end-term mean RIT minus the start-term mean RIT.

**28 Observed growth standard error:** Amount of measurement error associated with observed term-to-term growth. If the student could be tested again over the same period with comparable tests, there would be about a 68% chance that growth would fall within a range defined by the term-to-term growth, plus or minus the standard error.

**29 Growth index:** The difference between observed and projected growth. A zero indicates the student met projection exactly. Do not use this index to compare performance between students; use the conditional growth index (see annotation 31) instead.

**30 Met projected growth:** Indicates Yes if the student's term-to-term growth equaled or exceeded the growth projection and No if growth was less than projected. A † means that the difference between the student's observed and projected growth is less than the observed growth standard error.

**31 Conditional growth index:** This index allows for growth comparisons between students. It incorporates conditions that affect growth, including weeks of instruction before testing and students' starting RIT scores. A value of zero corresponds to mean growth, indicating growth matched projection.

**32 Conditional growth percentile:** (also referred to as "growth percentile") The conditional growth index (see annotation 31) translated into national percentile rankings for growth.

## Tips and tricks

**Color coding:** The color next to the student's name helps you identify what quadrant they are in.

Instructor Administrator School Coordinator District Coordinator