


MAP REPORTS -

STUDENT PROGRESS REPORT (SPR) & STUDENT GOAL SETTING WORKSHEET (SGW)

- BEFORE TESTING - PRINT OUT** the Student Goal Setting Worksheet to give to scholars to **SET THEIR GOAL** for the next MAP testing window. See *sample below*.



Student Goal Setting Worksheet

Student ID: [REDACTED]

District: Charlotte-Mecklenburg Schools

School: J M Alexander Middle

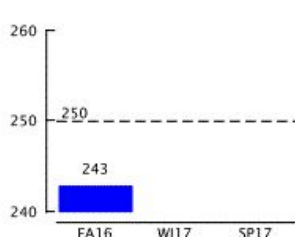
Term Rostered: Winter 2016-2017

Norms Reference Data: 2015

Growth Comparison Period: Fall 2016 to Spring 2017

Weeks of Instruction: Start - 3 (Fall 2016)
End - 30 (Spring 2017)

Mathematics (MAP: Math 6+ Common Core 2010 V2)




	FA16	WI17	SP17
Overall RIT Score	243		
Goal Performance			
Operations and Algebraic Thinking	243-255		
The Real and Complex Number Systems	234-246		
Geometry	240-252		
Statistics and Probability	230-242		

Projected RIT 250
My Goal _____
RIT Growth *

Student Action Plan: _____

- AFTER TESTING - PRINT OUT** the Student Progress report to **GO HOME** with report cards. See *sample below*.



Student Progress Report

Student ID: [REDACTED]

District: Charlotte-Mecklenburg Schools

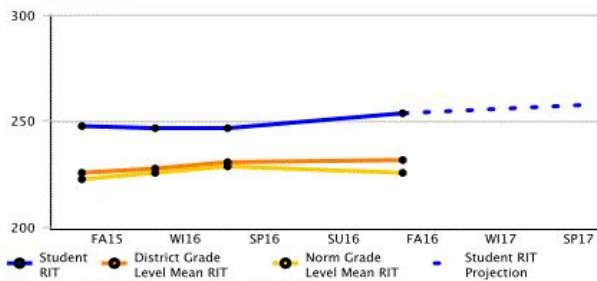
School: J M Alexander Middle

Term Rostered: Winter 2016-2017

Norms Reference Data: 2015

Growth Comparison Period: Fall to Spring

Mathematics

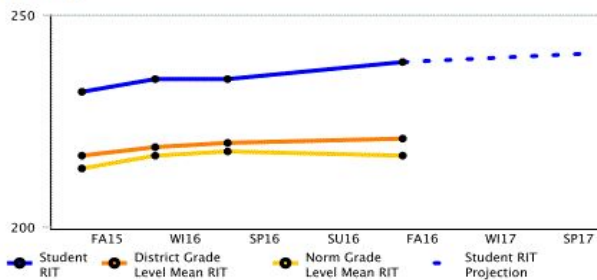


Term/Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA16	8	251-254-257			92-94-96
SP16	7	244-247-250	-1	6	81-85-89
WI16	7	244-247-250			85-89-92
FA15	7	245-248-251			91-94-96
SP15	6	238-241-244	6	7	78-83-87
WI15	6	234-236-239			76-81-85
FA14	6	232-235-238			82-87-90
SP14	5	239-242-246	7	10	86-90-93
WI14	5	240-244-247			94-96-97
FA13	5	232-235-238			92-95-96
SP13	4	229-232-235	23	11	85-89-92
WI13	4	223-226-229			84-89-92
FA12	4	206-209-212			62-70-77

Note: Set your report to create a line graph instead of the bar graph.

Mathematics Goals Performance - Winter 2016-2017
There were no test events found for the selected term.

Reading



Term/Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA16	8	236-239-242			88-92-94
SP16	7	232-235-239	3	2	81-87-91
WI16	7	232-235-238			84-89-92
FA15	7	229-232-235			83-87-91
SP15	6	230-233-236	6	3	83-88-92
WI15	6	226-230-233			81-86-90
FA14	6	224-227-230			80-86-90
SP14	5	224-227-230	7	4	79-85-89
WI14	5	216-220-223			68-76-82
FA13	5	217-220-223			77-83-88
SP13	4	212-215-218	1	5	65-73-80
WI13	4	214-218-221			77-83-88
FA12	4	210-214-217			79-85-89


Reading Goals Performance - Winter 2016-2017
There were no test events found for the selected term.

3. **PRINT OUT** the **ACHIEVEMENT STATUS & GROWTH** report **after your testing is complete**. See how your class did from *FALL to WINTER* or *WINTER TO SPRING* or *FALL TO SPRING*.

– Achievement Status and Growth Report –

Achievement Status				Growth							
Fall 2015		Winter 2016		Student						Comparative	
RIT Range (+/- SEM)	Percentile Range (+/- SE)	RIT Range (+/- SEM)	Percentile Range (+/- SE)	Projected RIT	Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth	Conditional Growth Index	Conditional Growth Percentile
208-211-214	57-67-75	217-220-223	72-78-84	215	4	9	4.3	5	Yes	1.0	84
204-207-210	45-54-62	212-215-218	57-66-73	211	4	8	4.23	4	Yes ‡	0.8	80
210-213-216	62-70-77	214-217-220	63-71-78	216	3	4	4.21	1	Yes ‡	0.2	56
198-201-204	29-37-45	204-207-210	33-42-51	206	5	6	4.18	1	Yes ‡	0.3	61
203-206-209	43-51-60	210-213-216	51-60-68	210	4	7	4.38	3	Yes ‡	0.6	76
208-211-214	57-65-73	211-214-217	54-63-71	214	3	3	4.32	0	Yes ‡	-0.1	46
207-210-213	54-62-70	209-212-215	48-57-66	214	4	2	4.28	-2	No ‡	-0.3	38

Growth – Student

Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth										
Difference between the RIT in the first term and the end term.	Provides an estimate of the Observed Growth precision by incorporating the standard error of measurement (SEM) from each term. If it is unusually high, a footnote (‡) indicates you should qualify the results with data from other terms or other sources.	Difference between the Observed Growth and Projected Growth. A zero (0) indicates the student exactly met projection. Inappropriate for comparing students (use Conditional Growth Index).	Indicates whether students met growth projections (Yes) or fell short (No). A ‡ mark indicates the Observed Growth Standard Error (SE) could be large enough to put the outcome in question, and you should qualify these results with other points of data. Consider this example: <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Projected Growth</th> <th>Observed Growth</th> <th>Observed Growth SE</th> <th>Growth Index</th> <th>Met Projected Growth</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>9</td> <td>6.4</td> <td>5</td> <td>Yes ‡</td> </tr> </tbody> </table> In this case, the Standard Error (6.4) is large enough to potentially drop Observed Growth (9) below what was projected (4): 	Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth	4	9	6.4	5	Yes ‡
Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth									
4	9	6.4	5	Yes ‡									

Growth – Comparative

Conditional Growth Index	Conditional Growth Percentile
Enables you to compare growth between any of your students using an equal scale. This measurement ranks each student's growth among the levels of growth observed across all matching peers within the NWEA norms study (same grade, starting RIT score, and Weeks of Instruction before testing). Using matching peers accounts for differences in growth rates, so you can reliably compare the growth of low-achieving students with high-achieving students.	Translates the Conditional Growth Index to U.S. national percentile rankings for growth. An index of 0 equates to 50th