

Class



Class Report

Kotifani, Jenisha
5th Grade Homeroom

Term Rostered: Fall 2015–2016 **1**
Term Tested: Fall 2015–2016
District: NWEA Sample District **5**
School: Three Sisters Elementary

Norms Reference Data: 2015
Weeks of Instruction: 4 (Fall 2015) **3**
Small Group Display: No

Reading

Growth: Reading 2-5 CCSS 2010 V2/Language 2-12 CCSS 2010

Summary	
Total Students with Valid Growth Test Scores	11
6 Mean RIT	201.4
7 Median RIT	201
8 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	
	count	%	count	%	count	%	count	%	count	%
Growth: Reading 2-5 CCSS 2010 V2/Language 2-12 CCSS 2010	2	18%	4	36%	2	18%	2	18%	1	9%
11 Goal Area										
Literature	3	27%	2	18%	3	27%	2	18%	1	9%
Informational Text	3	27%	3	27%	1	9%	3	27%	1	9%
Vocabulary Acquisition and Use	4	36%	2	18%	3	27%	1	9%	1	9%

10 Mean RIT (+/- Smp Err)	Median RIT	Std Dev
198-201-204	201	11.2
196-201-206	204	18.1
196-204-212	202	12.5
194-198-202	198	10.0

- 1 Norms reference data:** Indicates which NWEA norming study your report data draw 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:** 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:** The variability of scores within a group. A larger standard deviation reflects a wider range of scores.
- 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 Goal performance area or instructional area:** A learning area (e.g., geometry) within a subject (e.g., math). On the *Class Breakdown by Goal Report*, click the instructional area to access the *Learning Continuum Class View*.

Class

Continued



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Kotifani, Jenisha
5th Grade Homeroom

Term Rostered: Fall 2015–2016
Term Tested: Fall 2015–2016
District: NWEA Sample District 3
School: Three Sisters Elementary

Norms Reference Data: 2015
Weeks of Instruction: 4 (Fall 2015)
Small Group Display: No

Reading

Growth: Reading 2-5 CCSS 2010 V2/Language 2-12 CCSS 2010

Goal Performance:

- A. Literature
- B. Informational Text
- C. Vocabulary Acquisition and Use

Name (Student ID)	Gr	Test Date	¹³ RIT (+/- Std Err)	¹⁴ Percentile (+/- Std Err)	¹⁵ Lexile® Range	Test Duration	Goal Performance:		
			⁹				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
Shalfoe, 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
Wolf, Tiphannie E. (F0800104)	5	09/14/15	198- 201 -204	31- 38 -45	513-663	25 m	189-201	194-206	201-214
Vosburg, Mary M. (F09000045)	5	09/14/15	202- 205 -208	41- 48 -56	587-737	72 m	198-210	211-224	187-200
Kucia, Javis S. (F0900167)	5	09/14/15	204- 207 -210	46- 54 -61	634-784	42 m	198-210	199-211	208-219
Valkier, Romeo Moises S. (F0900031)	5	09/14/15	208- 211 -214	56- 63 -71	697-847	57 m	210-221	205-216	200-212
Alhamzawi, Drew W. (SF0600225)	5	09/14/15	210- 213 -216	61- 68 -75	737-887	67 m	206-218	216-229	198-211
Dimalanta, Kaleigha S. (SF0600178)	5	09/14/15	217- 220 -223	77- 82 -88	858-1008	29 m	217-228	210-222	215-226

- 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 Goal performance area or instructional area:** A learning area (e.g., geometry) within a subject (e.g., math). On the *Class Breakdown by Goal Report*, click the instructional area to access the *Learning Continuum Class View*.
- 13 RIT 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 this grade and subject area, that this 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 range* (see entry 13, RIT range).
- 15 Lexile:** A measure of the text complexity that helps you identify level-appropriate reading material for individual students.
- 16 Area of relative strength:** Chosen relative to the whole subject score, plus or minus the standard error. Relative strengths appear in **bold** in the *Class Report*.
- 17 Area of relative weakness or suggested area of focus:** Chosen relative to the whole subject score, plus or minus the standard error. Relative weaknesses appear in *italics* in the *Class Report*.
- 19 Goal score or instructional area score:** The student's performance in the instructional area tested. Most reports show instructional area scores as RIT ranges (e.g., 187-199). The *Student Profile* report shows the midpoint of the student's RIT range. *Class Breakdown* reports sort students into 10-point RIT bands, based on the midpoint of their instructional area RIT range.