

Assessment Instrument Description: NWEA Colorado Academic Standards-Aligned MAP

Element	Description	MAP for grades K-12
Instrument Name	Name of specific instrument (more than vendor name).	<p>Measures of Academic Progress (MAP®)</p> <p>MAP Assessments for grades K-12 are available aligned to the Colorado Academic Standards (CAS). MAP Mathematics, Reading, and Language Usage tests are appropriate for students in grades 2-12. NWEA also offers MAP in mathematics and reading for students in grades K-2, and MAP for Science for grades 3-9.</p> <p>Note: NWEA also offers MAP for Common Core State Standards (CCSS), among other standards. These assessments share the same stable RIT scales which are consistent from previous versions of the instruments. The tables included in this document reference only the Colorado Academic Standards-aligned MAP assessments.</p>
Vendor	Name of the company or organization that produces the instrument.	Northwest Evaluation Association (NWEA)
Purpose (Intended Use)	The described purpose and appropriate uses of the instrument.	<p>MAP is a computer adaptive interim assessment designed to:</p> <ul style="list-style-type: none"> • Provide information about students with on, above, or below grade level performance. • Provide information to help educators guide instruction for all students. • Provide educators and parents with an accurate measure of students' growth over time. • Predict student proficiency on summative assessments. • Serve as a time-efficient means of measuring student progress within a general subject area. • Measure instructional readiness, and student growth to CCSS and CAS. • Compare and predict student achievement and growth over time. • Predict grade 8+ students' college readiness with data that align to the ACT benchmarks. • Create and reinforce data-informed instructional practices. • Evaluate academic programs and identify professional development needs.
Content area and Student	Who (which students) could be assessed using the	The MAP Mathematics, Reading, and Language Usage tests are appropriate for students in grades 2-12. NWEA also offers MAP in mathematics and reading for students in grades K-2, and MAP for Science for grades 3-9.

Population	instrument.	
When? How frequently? How much time?	How frequently the instrument can be administered in a school year, and recommended or required administration windows.	MAP can be administered 3 times per academic year and one additional time in the summer. MAP should generally take less than 60 minutes per subject area.
Content Area(s)	Content area or areas being assessed.	Reading, Language Usage, Mathematics and Science
Learning Objectives	Specific learning objectives being assessed, at as detailed a level as is provided. This may be categories (strands or domains) or actual learning objective statements.	<p>Reading – K-2 Goals and Sub-goals:</p> <ul style="list-style-type: none"> • Reading for All Purposes, Research and Reasoning <ul style="list-style-type: none"> ○ Literary Text; Informational Text, Research and Reasoning • Print Concepts, Decoding, Vocabulary <ul style="list-style-type: none"> ○ Print Concepts; Phonics, Spelling; Vocabulary, Word Meaning • Oral Expression and Listening <ul style="list-style-type: none"> ○ Phonemic Awareness; Listening Comprehension and Oral Language • Writing and Composition <ul style="list-style-type: none"> ○ Writing Process; Conventions: Sentence Structure; Conventions: Grammar and Usage; Conventions: Capitalization, Punctuate & Spelling <p>Reading – Grades 2-5 and 6+ Goals and Sub-goals:</p> <ul style="list-style-type: none"> • Literary Text <ul style="list-style-type: none"> ○ Literary Text: Key Ideas and Details; Literary Text: Craft and Structure • Informational Text <ul style="list-style-type: none"> ○ Informational Text: Key Ideas and Details; Informational Text: Craft and Structure • Vocabulary Acquisition and Use <ul style="list-style-type: none"> ○ Context Clues and Reference; Word Relationships and Nuance <p>Language Usage – Grades 2-5 and 6+ Goals and Sub-goals:</p> <ul style="list-style-type: none"> • Writing: Plan, Organize, Develop, Revise, Research <ul style="list-style-type: none"> ○ Plan, Organize - Create Cohesion, Use Transitions; Provide Support - Develop Topics; Conduct Research; Establish and Maintain Style: Use Precise Language; Purpose and

Audience

- Language: Understand, Edit for Grammar, Usage
 - Parts of Speech; Phrases, Clauses, Agreement, Sentences
- Capitalize, Punctuate, Spell Correctly
 - Capitalization; Punctuation; Spelling

Mathematics – K-2 Goals and Sub-goals:

- Number Sense, Properties, and Operations
 - Number Sense and Properties; Whole Number Systems & Foundations for Algorithms; Whole Number Operations
- Data Analysis
 - Constructing and Using Visual Displays of Data
- Shape, Dimension, and Geometric Relationships
 - Geometric Figures and Shapes; Measurement

Mathematics – Grades 2-5 Goals and Sub-goals:

- Number Sense, Properties and Operations
 - Number Sense and Properties; Whole Number, Decimal, & Fraction Operations
- Algebraic and Data Relationships
 - Patterns, Functions, and Algebraic Structures; Constructing & Using Visual Displays of Data
- Shape, Dimension, and Geometric Relationships
 - Geometric Figures and Shapes; Measurement Tools, Units, and Systems

Mathematics – Grades 6+ Goals and Sub-goals:

- Number Sense, Properties, and Operations
 - The Real and Complex Number Systems; Quantitative and Proportional Reasoning; Formulate, Represent, and Use Algorithms
- Patterns, Functions, and Algebraic Structures
 - Use Functions to Model Relationships; Expressions and Properties of Operations; Solve Problems and Use Equations & Inequalities
- Data Analysis, Statistics, and Probability
 - Visual Displays and Summary Statistics; Probability Models
- Shape, Dimension, and Geometric Relationships
 - Transformation, Similarity, & Indirect Measurement; Model, Analyze, and Measure Objects

Science – Grades 3-5 Goals and Sub-goals:

- Physical Science
 - Matter; Forces, Motion, and Energy
- Life Science
 - Structure and Function; Ecosystems
- Earth Systems Science
 - Weather; Earth’s Surface and Resources; Solar System

Science – Grades 6+ Goals and Sub-goals:

- Physical Science
 - Matter: States, Chemical and Physical Changes; Matter: Structure and Properties; Force and Motion, Newton's Laws; Energy: Forms, Transfer, Transformation, Waves
- Life Science
 - Cells, Organisms Structure and Function; Organisms Reproduce, Transmit Genes; Evolution; Ecosystem Interactions, Survival, Matter, Energy
- Earth Systems Science
 - Earth Materials, Weather, Climate, Water; Earth's Surface, Plate Tectonics, Geologic Time; Earth, Moon, Sun, Solar System, and Universe

Individual Metrics

The scores provided at the individual (student) level.

- **RIT Score:** This is the student’s overall scale score on the test.
- **Standard Error of Measurement (SEM):** The SEM is an estimate of the precision of the RIT score as an achievement estimate. The smaller the standard error, the more precise the achievement estimate is.
- **RIT Range:** A range of RIT scores defined by the student’s RIT score plus and minus one standard error of measurement. If a student took the test again relatively soon, there would be about a 68% chance of his or her score falling within this range.
- **Percentile Rank:** The percentage of students in the national norm group for this grade that this student’s score equaled or exceeded.
- **Percentile Range:** The percentiles from the national norm group that correspond to the scores given in the RIT range.
- **Lexile Range:** provided for MAP reading only, a score (displayed as a 150-point range) that can be used to find text of appropriate difficulty for the student. By matching each student’s reading skill to books, the Lexile Framework locates the level at which a student is being challenged without being frustrated.
- **Goal Performance:** Reported as a RIT range based on the goal $RIT \pm 1 SEM$ of the goal score. Weak goal performance (3 or more RITs below the overall RIT) is shown in italics; Strong goal performance (3 or more RITs above the overall RIT) is shown in bold.

- **RIT Growth:** The difference between the RIT scores from two different test occasions (Test Score 2 minus Test Score 1).
- **Observed Growth Standard Error:** Amount of measurement error associated with the 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 term-to-term growth would fall within a range defined by the term-to-term growth plus and minus the Growth Standard Error.
- **Growth Index:** the number of RIT points by which the students exceeded the average growth (plus values), fell short of the average growth (minus values), or equaled the average growth (0), as determined by the RIT growth norms.
- **Conditional Growth Index (CGI):** This index expresses a student's observed growth as a standardized z-score, in which observed growth is compared to typical growth. It allows for growth comparisons between students. It incorporates conditions that affect growth, including weeks of instruction prior to testing and students' starting RIT scores. A value of zero corresponds to mean growth, indicating growth matched projection. A positive CGI indicates more actual student growth than projected.
- **Conditional Growth Percentile (CGP):** The percentage of growth estimates in the norm study that was at or below the observed growth when qualifying growth based on all the factors listed under Conditional Growth Index.
- **Projected Growth:** The amount the student's RIT score is predicted to change based on student growth norms.
- **Met Projected Growth:** Indicates 'Yes' if the student's term-to-term growth equaled or exceeded the growth projection or 'No' if growth was less than projected. A ‡ means that the student's projected growth fell within one standard error of the student's observed growth.

Individual Comparison Points (cut scores) Vendor	Information provided regarding how good is good enough performance on the instrument. Comparison information should be available for every	<p>All MAP individual status scores and growth scores are accompanied by appropriate standard errors. In addition, both status and growth scores are referenced national norms for each content area that are conditioned on time of testing in instructional weeks (not just seasons) and grade level. Growth norms are furthered conditioned on starting RIT score and on the length of the interval between tests.</p> <p>Among the points above that could be used for comparisons are the:</p> <ul style="list-style-type: none"> • Growth Index • Conditional Growth Index • Percentile rank for status • Conditional Growth Percentile • Projected Proficiency Category - proficiency category based on linking NWEA to the state
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	individual metric. This may be performance level ratings with specific cut scores.	assessment for each RIT score.
Aggregate Metrics	Scores provided at the group level. The group could be a grade level, school, district, or disaggregated groups (e.g. race/ethnicity, gender, IEP status, FRL status) Specify the group(s) and the score(s) provided.	<p>Aggregate metrics are provided at the classroom, school (over-all and by grade), district (by grade and by school), and within schools or within districts by disaggregated groups (gender, ethnicity, or program). Aggregate metrics include the following:</p> <p>Achievement at the classroom, grade level, school level by grade, district by grade:</p> <ul style="list-style-type: none"> • Mean RIT: Average scale score of students in the district/school/class/grade level/ disaggregated group for the content area; available for content area over-all and by Goal area (strand/domain). • Standard Deviation: a measure of the variability of RIT scores within the group. A larger standard deviation generally reflects a wider range of scores and achievement within a class/school/district. • Median RIT: Middle scale score of students in the class/school/district/disaggregated group for the content area. • Student Count: Number of students with valid test events for each test period included in the metric. • Overall Performance: Count and percentage of students with overall scores in the following categories: <ul style="list-style-type: none"> ○ Low: Below the 21st percentile ○ LoAvg: Between the 21st and the 40th percentiles ○ Avg: Between the 41st and 60th percentiles ○ HiAvg: Between the 61st and 80th percentiles ○ High: Above the 80th percentile • Mean RIT Range: The middle number is the mean RIT score for this grade. The numbers on either side indicate the standard error of measure. The mean RIT and standard deviation are suppressed if the Small Group Display is not selected and the number of valid tests is less than ten. This range is provided for the overall grade level means and for each goal area mean at the grade level. • Projected Proficiency Level Count: Total number of students who scored in the proficiency category (proficiency categories estimated to correspond to state assessment performance levels). • Projected Proficiency Percent: Percentage of student count that scored in the proficiency category (proficiency categories estimated to correspond to state assessment performance levels).

Growth at the classroom, grade level, school level by grade, district by grade:

- **Count:** Number of students with valid growth test events in the beginning and ending terms.
- **Mean RIT Growth:** Average change in RIT scores from starting term to ending term (ending RIT minus starting RIT).
- **Standard Deviation (growth):** Measures variability of growth within the group. A larger standard deviation reflects a wider range of growth within a group.
- **Median Conditional Growth Percentile:** The middle growth percentile rank of the group being summarized.
- **Standard Error:** Growth standard error associated with term-to-term growth for the group. If these students tested again over the same period with comparable tests, term-to-term growth would fall within a range defined by the observed growth, plus or minus the growth sampling error, about 68% of the time.
- **Count with Projection:** Number of students used to calculate Projected Growth metrics. Because growth projection norms are not available for all subjects, grades, and RIT scores, this count could be smaller than the first Count column.
- **Percent of Projected Growth Met:** The total student growth divided by the total projected RITs, expressed as a percentage. Performance of 100% is considered average, meaning the over- all student growth equaled the projections.
- **Percentage of Students Who Met or Exceeded Their Projected RIT/Growth:** On the *Achievement Status and Growth Summary Report*, the percentage of students with second-term RIT scores that met or exceeded their individual growth projections. On the *Student Growth Summary Report*, the percentage of students with second-term RIT scores that met or exceeded their grade’s growth projection.
- **Count Meeting Projection:** Number of students in the group that met or exceeded their individual growth projections.

Aggregate Comparison Points (cut scores) Vendor	Information provided by the vendor regarding how good is good enough performance at the group level.	NWEA provides the following comparison points for aggregate metrics (some comparisons are included in the definition of the metric):	
		Metric	Comparison Points
		Mean RIT	<p><i>Norm Grade Level Mean RIT</i> --the mean RIT score of the norm group students who were in the same grade and who tested in the same test window as observed in the most recent NWEA norms study. Available by assessment period (i.e., begin-year, mid-year, end-year). See table below.</p> <p>District Mean RIT - Average RIT score of students in this grade for the district. A comparison point for school grade-level Mean RIT scores</p>

Mean RIT Growth	<i>Norm Grade Level Mean RIT Growth</i> -- The mean RIT growth score of the norm group of students who were in the same grade and who tested in the same test windows as observed in the most recent NWEA norms study. Available by assessment period (i.e., begin-to-mid year, mid-to-end year, begin-to-end year). See table below.
Growth Index	Average of RIT points by which the students in the group exceeded their projected RIT growth (positive values), fell short of their projected RIT growth (negative values), or exactly met their projected RIT growth (0). The comparison point is included in the definition of the metric.
Percent of Projection	Total student growth divided by the total of projected RIT growth scores expressed as a percentage. This measure shows the proportion of the overall RIT growth projections achieved by the students. Performance of 100% is considered average; the student growth equaled the projections. The comparison point is included in the definition of the metric.
Count Meeting Projection	The number of students in the group that met or exceeded their individual growth projections. <u>All</u> students should meet their projected growth target. Use in combination with Percent of Projection. The comparison point is included in the definition of the metric.
Percent Meeting Projection	The percentage of students in the group that met their individual growth projections. 100% of students should meet their projected growth target. Use in combination with Percent of Projection. The comparison point is included in the definition of the metric.

Aggregate Comparison Points (cut scores) CDE identified by CDE for requests to reconsider for 2014-15

CDE provides comparison points for the **Mean RIT score**. The following table includes Mean RIT Scores for Fall and Spring administrations for the 50th percentile of all students taking MAP to which educators could compare their Mean RIT scores. ***Note: comparison points for MAP for the 2016-17 Request-to-Reconsider Process are currently being revised.***

READING		
	FALL Mean RIT Scores	Spring Mean RIT Scores
Grade	50th Percentile RIT	50th Percentile RIT
K	141	158
1	161	178
2	175	189
3	188	199
4	198	206
5	206	212
6	211	216
7	214	218
8	217	220

9	220	222
10	220	221
LANGUAGE USAGE		
	FALL Mean RIT Scores	Spring Mean RIT Scores
Grade	50th Percentile RIT	50th Percentile RIT
2	175	190
3	189	200
4	199	207
5	206	211
6	211	215
7	214	218
8	216	219
9	218	220
10	219	220
MATHEMATICS		
	FALL Mean RIT Scores	Spring Mean RIT Scores
Grade	50th Percentile RIT	50th Percentile RIT
K	140	159
1	162	181
2	177	192
3	190	203
4	202	213
5	211	221
6	218	225
7	223	229
8	226	231
9	230	233
10	230	232

Data Reports	Description of data reports that are provided/available at the individual and aggregate level(s).	<p>The NWEA reporting system is internet based. The following reports are available for each content area and provide schools and districts with aggregate metrics and comparison points:</p> <p>District Summary Report – Summarizes RIT score test results for the current and all historical terms at the district or school level. Available with optional grouping by gender, ethnicity or program (e.g., Title 1). (Goal Performance, Mean RIT, Median RIT).</p> <p>Student Growth Summary Report – Shows a summary of student growth in a district or school compared to national growth norms. Available with optional grouping by gender, ethnicity or program (e.g., Title 1). (Mean RIT, Mean Growth, Mean Projection, Growth Index, Conditional Growth Index [for comparing students], Percent of Projection, Count Meeting Projection, and Percent Meeting Projection).</p> <p>Classroom Level Achievement Status and Summary Report and Report with Quadrant – Lists student achievement status and projected growth (first testing term) or actual observed growth (with two tested terms) with several normative references for both status and growth. A supplemental chart places all students in a grid defined by Conditional Growth percentile X Achievement (Status) Percentile.</p> <p>Individual Student Progress Report – Shows graphic display of one year of performance and projects performance in the future using the growth norms. A complete student testing history for the student is provided for each content area.</p> <p>Projected Proficiency Summary Report – Shows aggregated projected proficiency data from fall or spring testing to estimate how a group of students is projected to perform on a separate state test (Count and Percent of Students for each state proficiency category).</p> <p>Grade Report – Shows students' detailed and summary test data by grade for a selected term. Available with optional grouping by gender or ethnicity (Mean RIT, District Grade Level Mean RIT, Count of Students At or Above District Grade Level Mean RIT, Norm Grade Level Mean RIT, Count of Students At or Above Norm Grade Level Mean, Overall Performance Count and Percentage, Goal Area Performance Count and Percentage, Mean RIT Range).</p> <p>Standard Comparison Groups – Provides a view of student growth by school, achievement level, grade, ethnicity, or gender as compared to national student achievement and growth norms.</p>
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Alignment	Information provided by the vendor about alignment of the instrument(s) to standards, other instruments, etc.	<p>NWEA has provided Common Core aligned assessments since 2011, using existing item types. Each MAP test item has a single associated RIT value. Content specialists also assign DOK levels to items to evaluate cognitive complexity. On- and off-grade-level content is separately coded for alignment to specific CCSS/CAS.</p> <p>MAP has expanded items to cover both the depth and breadth of the Colorado Academic Standards using pedagogical approaches that mirror what is happening in classrooms. To meet this goal, NWEA has developed/field tested new item types that:</p> <ul style="list-style-type: none"> • Provide coverage of broader ranges of Depth of Knowledge (DOK) levels, • Provide students with a more authentic and engaging test experience that also offers a deeper assessment of standards, and • Enable deeper and more meaningful interactions with items and texts, including longer, more complex texts, graphics and tables. <p>Finally, NWEA conducts regular linking studies that analyze students’ performance on MAP as compared to other assessments. These include:</p> <ul style="list-style-type: none"> • state-specific linking studies that predict proficiency on state accountability assessments • college readiness linking studies that predict college readiness for grade 8+ students as measured by ACT® benchmarks <p>NWEA plans to conduct linking studies to Partnership for Assessment of Readiness for College and Careers (PARCC) assessments once performance level cut scores have been established in order to predict student performance on these tests.</p> <p>RIT Scale Score transition to Common Core-aligned MAP Tests https://www.nwea.org/resources/rit-stability-transition-common-core-aligned-map-tests/</p> <p>Linking MAP to State Tests: Proficiency Cut Score Estimation Procedures https://www.nwea.org/resources/linking-map-state-tests-proficiency-cut-score-estimation-procedures/</p> <p>MAP College readiness Benchmark Study https://www.nwea.org/resources/map-college-readiness-benchmarks/</p>
Technical Quality	Information about the technical	NWEA provided evidence regarding the consistency of MAP Tests across time. Because MAP is computer adaptive, this includes consistency of scoring across test item pools (by grade level and

quality of the instrument. Reference to technical analysis if available electronically.

content focus) and correlations of scores from the same students across assessment windows (e.g. fall to spring). These reliability data points were provided for versions of MAP administered in a number of states before common core state standards aligned items were used; they were also provided for MAP Common Core tests administered to students in Colorado during the 2013-14 school-year.

NWEA also provided the following evidence related to the validity of MAP tests (in addition to the evidence presented above related to alignment of MAP instruments to the common core state standards): Accuracy of MAP Math tests in classifying students into groups in estimating student proficient performance on CSAP/TCAP (this is for MAP before Common Core); correlation of MAP Common Core Tests across terms within grade levels and by content area (Pearson correlation coefficient), and Mean Standard Errors for MAP Common Core tests administered during the 2013-14 academic years.

Finally, NWEA updated their normative data for their RIT Scale scores in 2015; these data are critical for contextualizing student performance and provide much of the comparison point information cited above. The 2015 NWEA RIT Scale Norms Study provided status and growth norms for individual students as well as for schools on each of the four RIT scales: Reading, Language Usage, Mathematics, and General Science. The study's results were based on K – 11 grade level samples. Each sample was comprised of 72,000 to 153,000 student test records from approximately 1000 schools. These samples were drawn randomly from test record pools of up to 10.2 million students attending more than 23,500 public schools spread across 6,000 districts in 49 states.

To access NWEA Research Reports:

<https://www.nwea.org/resource/type/research-report/>

For information about 2015 NWEA Measures of Academic Progress Normative Data:

<https://www.nwea.org/content/uploads/2015/06/2015-MAP-Normative-Data-JUN15.pdf>

2015 MATHEMATICS Student Status Norms						
Grade	Mean	SD	Mean	SD	Mean	SD
K	140.0	15.06	151.5	13.95	159.1	13.69
1	162.4	12.87	173.8	12.96	180.8	13.63
2	176.9	13.22	186.4	13.11	192.1	13.54
3	190.4	13.10	198.2	13.29	203.4	13.81
4	201.9	13.76	208.7	14.27	213.5	14.97
5	211.4	14.68	217.2	15.33	221.4	16.18
6	217.6	15.53	222.1	16.00	225.3	16.71
7	222.6	16.59	226.1	17.07	228.6	17.72
8	226.3	17.85	229.1	18.31	230.9	19.11
9	230.3	18.13	232.2	18.62	233.4	19.52
10	230.1	19.60	231.5	20.01	232.4	20.96
11	233.3	19.95	234.4	20.18	235.0	21.30

2015 READING Student Status Norms						
Grade	Mean	SD	Mean	SD	Mean	SD
K	141.0	13.54	151.3	12.73	158.1	12.85
1	160.7	13.08	171.5	13.54	177.5	14.54
2	174.7	15.52	184.2	14.98	188.7	15.21
3	188.3	15.85	195.6	15.14	198.6	15.10
4	198.2	15.53	203.6	14.96	205.9	14.92
5	205.7	15.13	209.8	14.65	211.8	14.72
6	211.0	14.94	214.2	14.53	215.8	14.66
7	214.4	15.31	216.9	14.98	218.2	15.14
8	217.2	15.72	219.1	15.37	220.1	15.73
9	220.2	15.68	221.3	15.54	221.9	16.21
10	220.4	16.85	221.0	16.70	221.2	17.48
11	222.6	16.75	222.7	16.53	222.3	17.68

2015 LANGUAGE USAGE Student Status Norms						
Grade	Mean	SD	Mean	SD	Mean	SD
2	174.5	16.58	184.9	15.34	189.7	15.47
3	189.4	15.20	196.8	14.24	200.0	14.11
4	198.8	14.66	204.4	13.83	206.7	13.64
5	205.6	13.87	209.7	13.23	211.5	13.19
6	210.7	13.79	213.9	13.30	215.3	13.38
7	214.0	13.82	216.5	13.52	217.6	13.70
8	216.2	14.17	218.1	13.92	219.0	14.26
9	218.4	14.15	219.7	13.98	220.4	14.50
10	218.9	15.04	219.7	14.99	220.1	15.74
11	221.5	14.96	222.1	14.85	222.1	15.80

2015 GENERAL SCIENCE Student Status Norms						
Grade	Mean	SD	Mean	SD	Mean	SD
3	187.5	11.74	192.6	10.92	195.4	11.01
4	194.6	11.16	198.7	10.75	201.0	10.92
5	200.2	11.06	203.7	10.80	205.7	11.07
6	204.3	11.54	207.1	11.40	208.6	11.73
7	207.2	11.92	209.5	11.87	210.9	12.23
8	210.3	12.28	212.3	12.19	213.5	12.63

2015 MATHEMATICS Student Growth Norms

Grade	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
	Mean	SD	Mean	SD	Mean	SD
K	11.4	5.56	7.67	5.03	19.1	7.59
1	11.4	5.50	6.97	4.99	18.4	7.45
2	9.5	5.35	5.72	4.90	15.2	7.11
3	7.8	5.08	5.19	4.73	13.0	6.47
4	6.8	5.05	4.78	4.72	11.6	6.41
5	5.8	5.22	4.13	4.82	9.9	6.80
6	4.4	5.20	3.26	4.80	7.7	6.75
7	3.5	5.11	2.47	4.75	6.0	6.55
8	2.9	5.59	1.78	5.05	4.6	7.66
9	2.0	5.81	1.17	5.19	3.1	8.15
10	1.5	6.18	0.85	5.42	2.3	8.92

2015 READING Student Growth Norms

Grade	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
	Mean	SD	Mean	SD	Mean	SD
K	10.3	6.01	6.81	5.46	17.1	8.11
1	10.8	6.00	5.99	5.46	16.8	8.09
2	9.5	6.05	4.52	5.49	14.0	8.20
3	7.3	5.79	3.02	5.33	10.3	7.59
4	5.4	5.56	2.33	5.19	7.8	7.05
5	4.2	5.60	1.97	5.21	6.1	7.15
6	3.2	5.62	1.54	5.22	4.8	7.19
7	2.5	5.58	1.25	5.20	3.7	7.11
8	1.9	6.05	0.99	5.49	2.8	8.19
9	1.1	6.35	0.60	5.68	1.7	8.87
10	0.6	6.72	0.17	5.91	0.7	9.66

2015 LANGUAGE USAGE Student Growth Norms

Grade	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
	Mean	SD	Mean	SD	Mean	SD
2	10.4	6.61	4.74	5.70	15.2	9.83
3	7.4	5.61	3.14	5.06	10.6	7.69
4	5.6	5.26	2.28	4.84	7.9	6.90
5	4.1	5.21	1.76	4.81	5.8	6.78
6	3.2	5.23	1.32	4.83	4.5	6.84
7	2.5	5.14	1.10	4.77	3.6	6.61
8	1.9	5.40	0.96	4.93	2.9	7.22
9	1.4	5.65	0.65	5.08	2.0	7.79
10	0.8	6.03	0.42	5.32	1.2	8.61

2015 GENERAL SCIENCE Student Growth Norms

Grade	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
	Mean	SD	Mean	SD	Mean	SD
3	5.1	6.28	2.88	5.85	8.0	8.02
4	4.2	5.94	2.27	5.64	6.4	7.19
5	3.5	5.92	2.04	5.63	5.5	7.13
6	2.8	5.92	1.59	5.63	4.3	7.14
7	2.3	5.91	1.39	5.62	3.7	7.10
8	2.0	6.09	1.24	5.73	3.2	7.56