Student Profile: Next-Generation Report


Reports Guide

Description	Brings together the data you need to advise each student and support his or her growth, including learning paths and growth goals.
Applicable Tests	MAP Growth and MAP Growth K–2. (*Not Screening tests*.)
Intended Audience	Instructional coach, teacher, counselor
Required Roles	Instructor, Administrator, or Assessment Coordinator

Date Limits	All years prior, for tests completed within your test window range (set under Manage Terms)

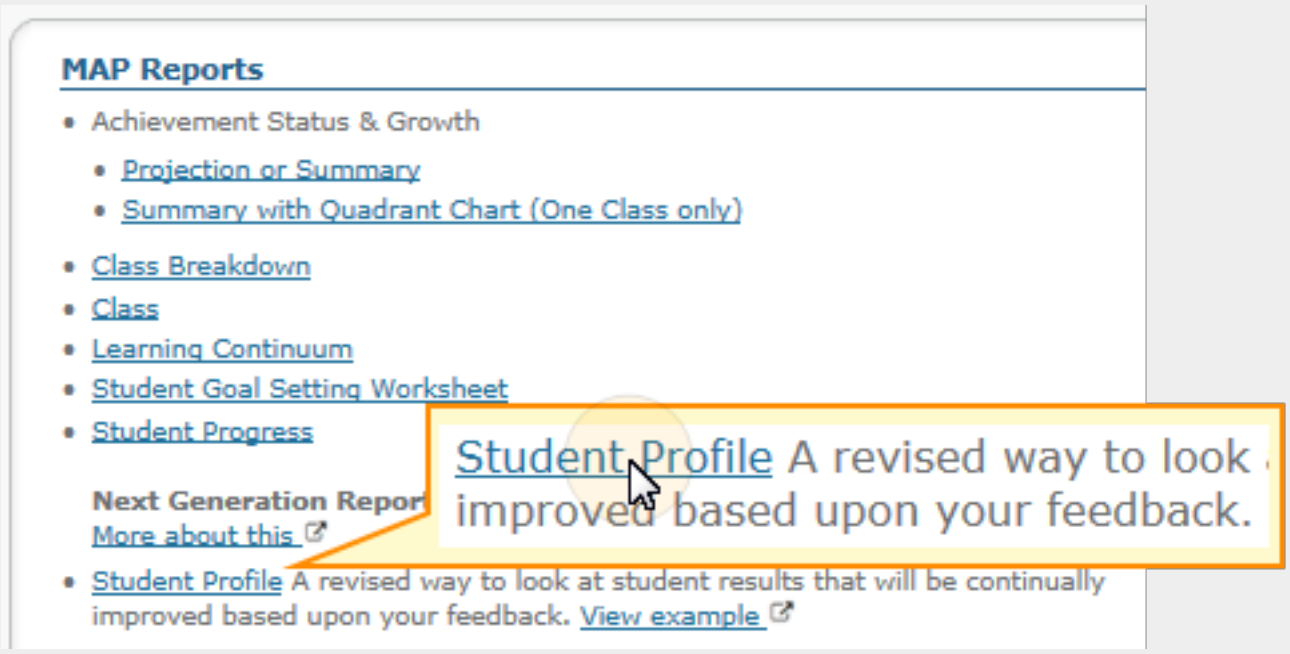
Top 5 Benefits

Basic Usage

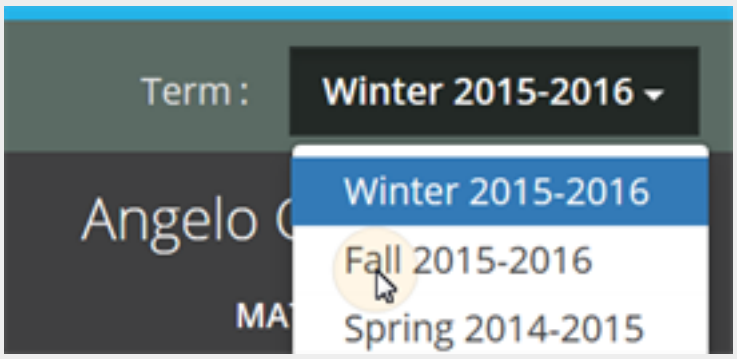
As you get started, follow these tips. You can also try the Student Data Exercise (2 pages).

- **Browser recommendation**—Avoid using Internet Explorer and Safari 8, because of slow performance. Chrome performs the best.
    - **Refresh**—If the page is not loading properly, try clicking refresh: or, press: Alt + Shift + R
- **Prerequisite** — Your school or district should have correctly set the Weeks of Instruction between testing, under MAP preferences. This setting specifies the average amount of instruction your students received, so it determines how they align to students in the NWEA norms study.

- **Access** — Use the standard reports page (View Reports > MAP Reports):

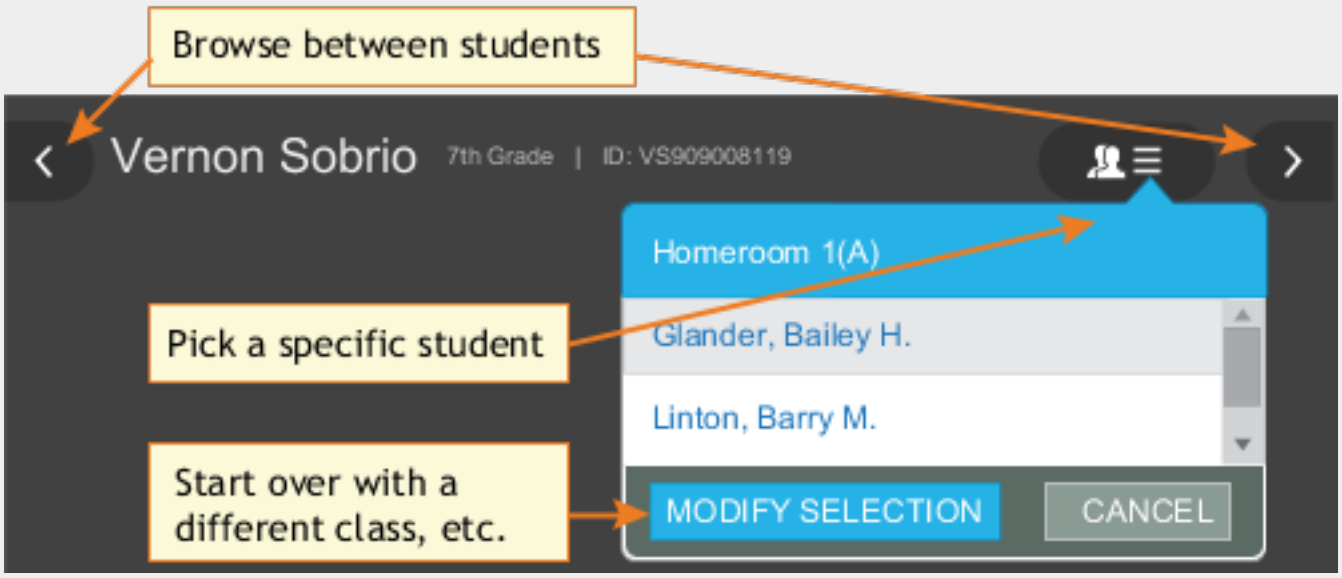


- **View Prior Test Data**— You can choose prior terms from the menu at top:



  The default—**Most Recent**—means the most recent *term with test data*, which could differ for each subject. To alert you when the most recent score comes from a prior term, an asterisk appears next to the subject score.

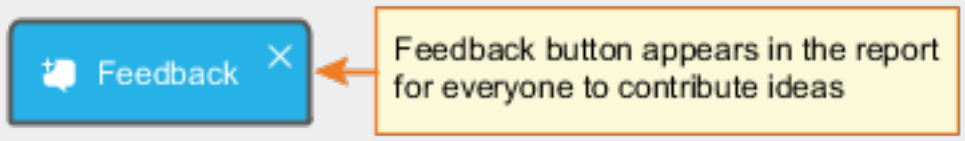
- **Change Student, Class, or Term Rostered**— There are various ways to switch to a different student:



- **Percentile colors** — Wherever you see color coding, it indicates the percentile (a percentage-based ranking) of the achievement your student reached. It compares your student to students in the NWEA norms study from the same grade and with the same weeks of instruction between testing (as specified in your MAP preferences).

  ▶ **Color coding...**

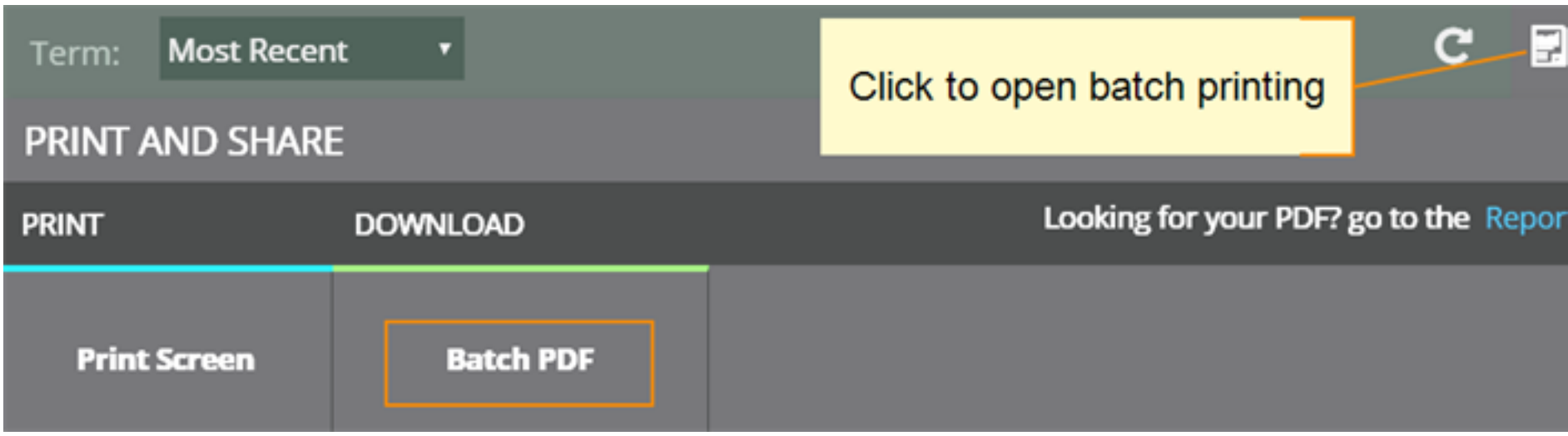
- **Give Feedback** — Is anything unclear? Do you wish for another feature? Click the **Feedback** button near the bottom...and return every few months to see the latest software updates.



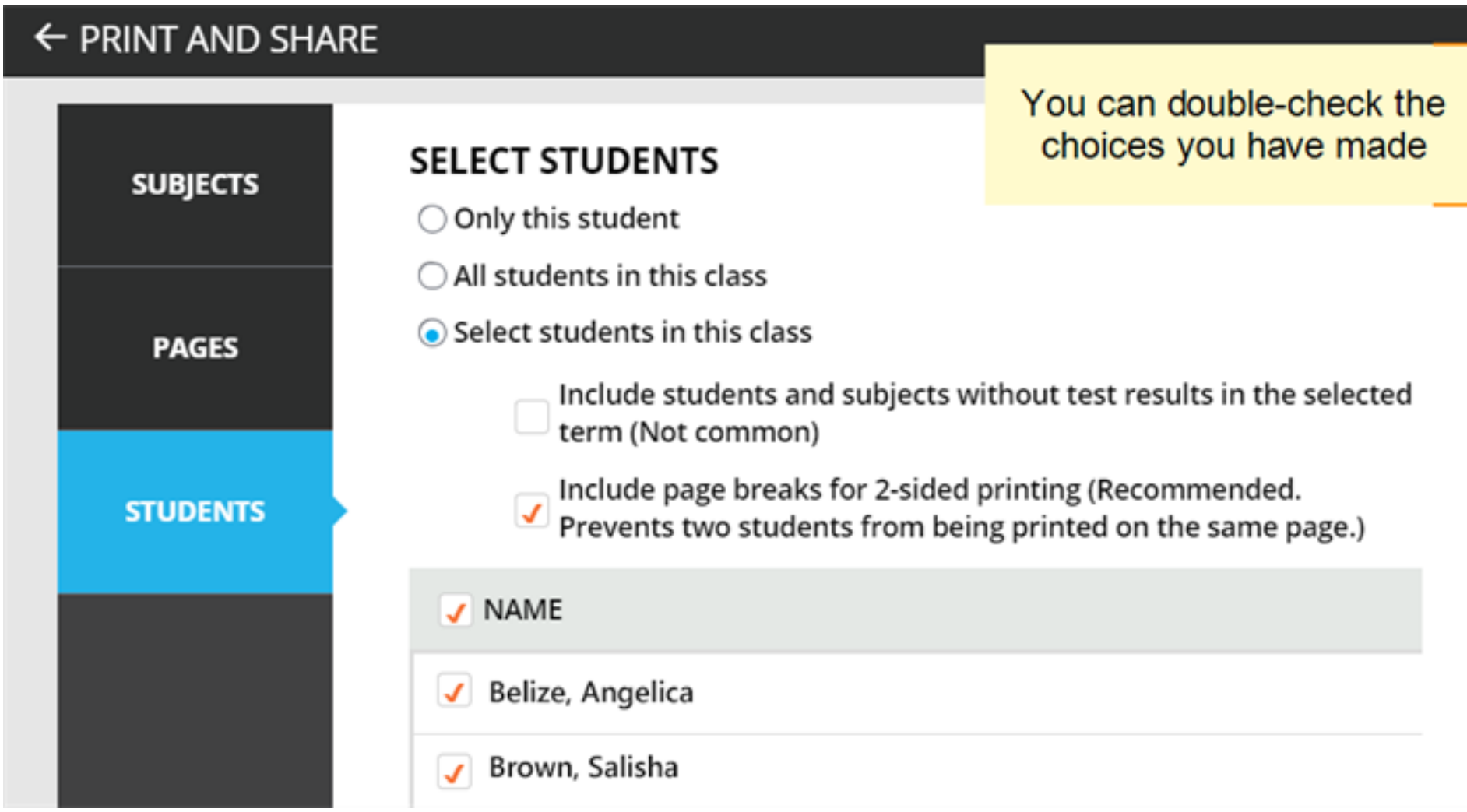
Note: If you close (X) the Feedback button, it disappears temporarily on your particular computer. It reappears in 24 hours.

Printing

For parent conferences and other meetings, you can quickly prepare printed reports for all students or a selection. While viewing any student in the Student Profile report, click **Print and Share**, and then **Batch PDF**:



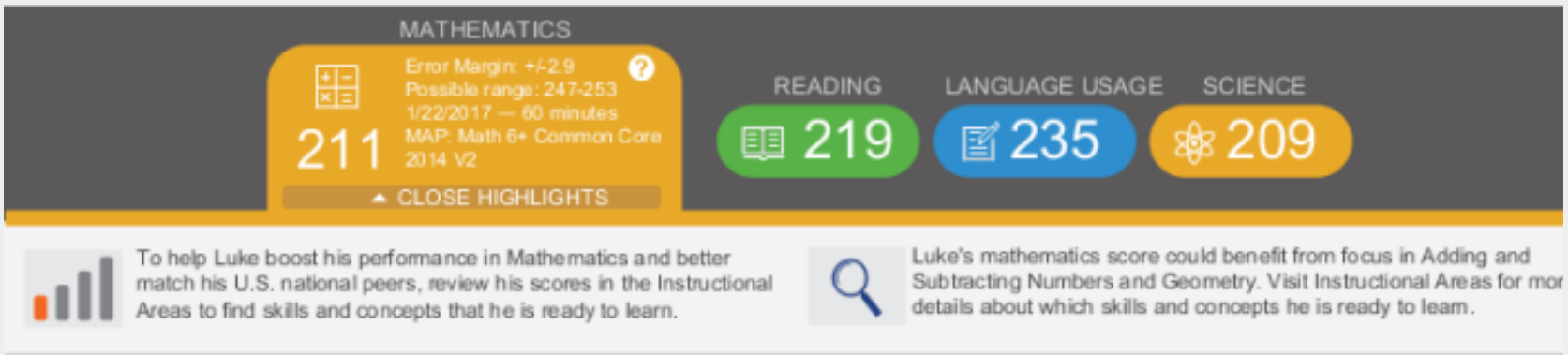
There are many choices you can explore, including which students to print:



Caution: Under Pages, the **Instructional Areas** option uses a large amount of paper. For each student, it prints *all* of the "ready to DEVELOP" learning statements in all areas.

Highlight Recommendations

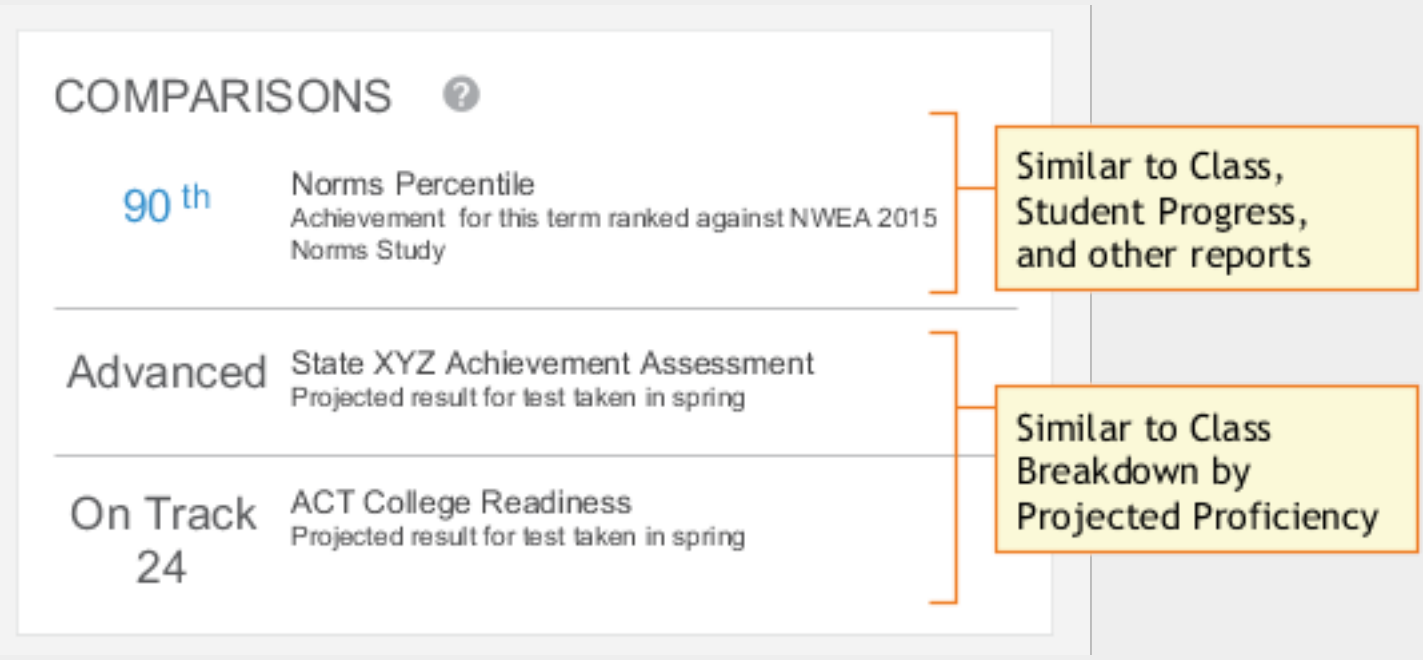
In the Highlights section, you can review a summary for each subject, along with recommendations:



This information also appears in the printed report as part of the profile overview page.

Comparisons

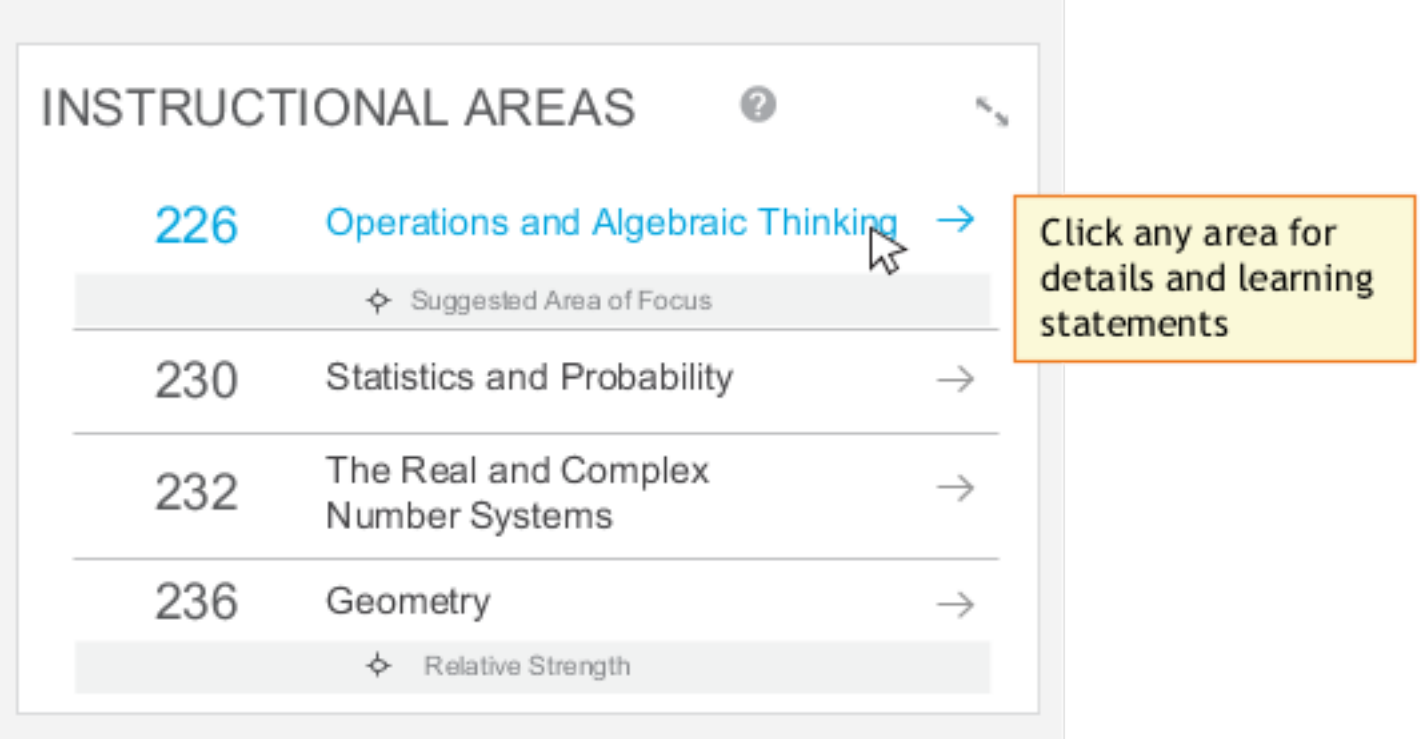
This section shows a mix of current achievement and future projections.



▶ **About College and State Test Projections...**

Instructional Areas and Learning Paths

In the Instructional Areas section, you can see the component parts of the assessment, and then get details you need to develop a personalized learning path for your student. Lower scores appear near the top, so you can suggest where to focus efforts, and higher scores appear near the bottom, so you can celebrate your student's strengths.



Note: Also known as "goal performance scores" elsewhere in MAP, these scores appear on existing reports, such as: *Class*, *Student Progress*, *Grade*, *Achievement Status and Growth*, and others. Key differences:

- Range of scores—Instead of a range representing the Error Margin, only the middle score of that range appears here. However, you can see the +/- Error Margin when you click an instructional area to open the details.
- Low / High percentiles—Instead of comparing scores to NWEA norms, the scores are compared to the overall score and, in some cases, designated "Area of Focus" or "Relative Strength."

About Suggested Area of Focus / Relative Strength

You may see some areas labeled *Relative Strength* or *Suggested Area of Focus*. These labels help you pinpoint how the student performed relative to the subject overall. Here is how the report designates each area:

- Takes the difference between the instructional area score and subject score
- Adjusts for the Error Margin in *both* scores:
  - If the adjusted difference is positive—area labeled *Relative Strength*
  - If the adjusted difference is negative—area labeled *Suggested Area of Focus*

- If the difference is within the Error Margin—no label

> *Where is the Error Margin?*—For the subject, look in the main tab. For an instructional area, open the detailed, expanded view.

▶ **Calculation details...**

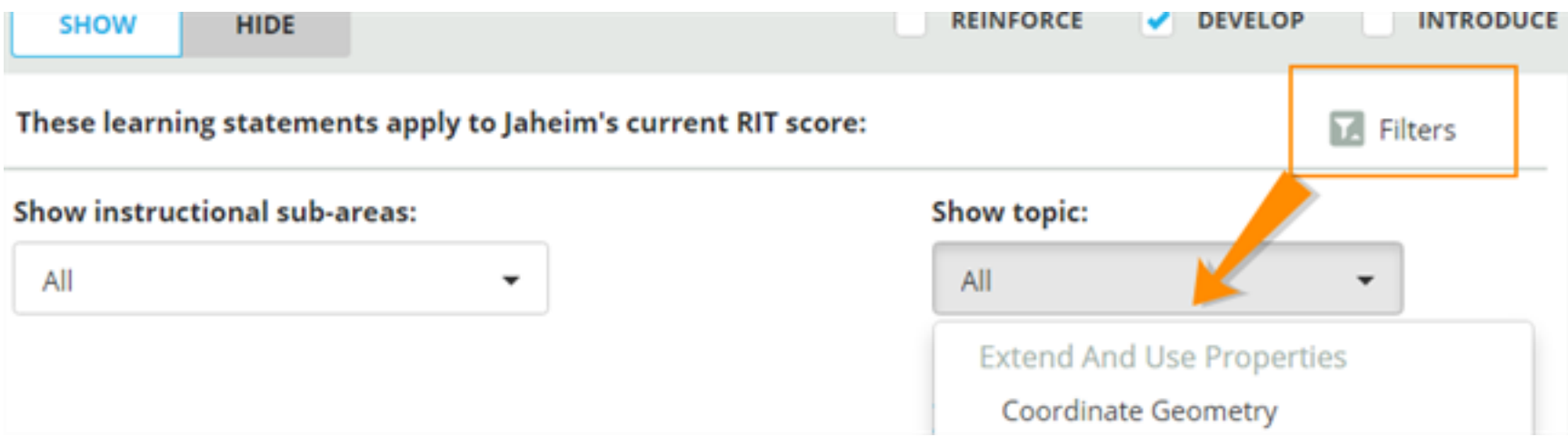
Tips for Personalized Learning Paths

Click any instructional area to see related learning statements and standards, which you can use to create a learning path for your student. (These are the same learning statements available from the **Learning Continuum** .)

> **Note:** The appearance of a learning statement does not necessarily mean your student received questions about that skill or concept. However, statistically a student's RIT score *does* predict the applicability of learning statements.

Quick Find:

Use the **Filters** to pinpoint a specific topic or standard:

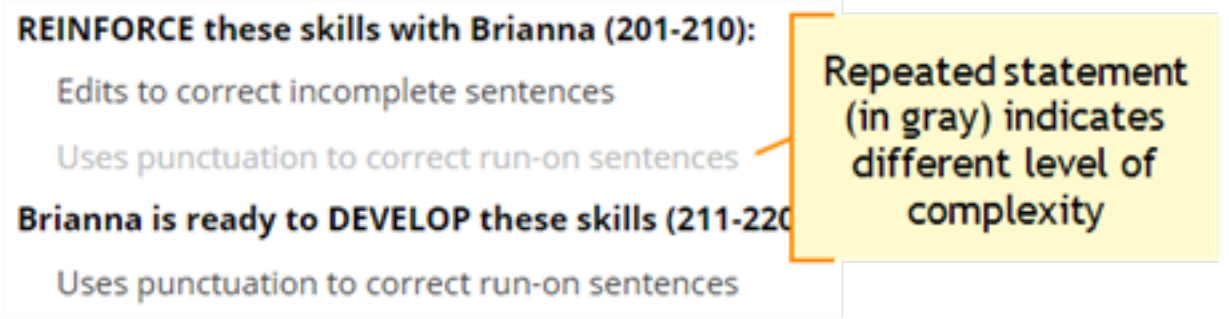


Reinforce / Develop / Introduce:

On the top right, choose which level of learning statements will help your student:

- **Reinforce**—Statements that will help you connect what the student already knows to new learning.
- **Develop**—Statements that your student is ready to learn now.
- **Introduce**—Statements that will help when your student is ready for more challenge.

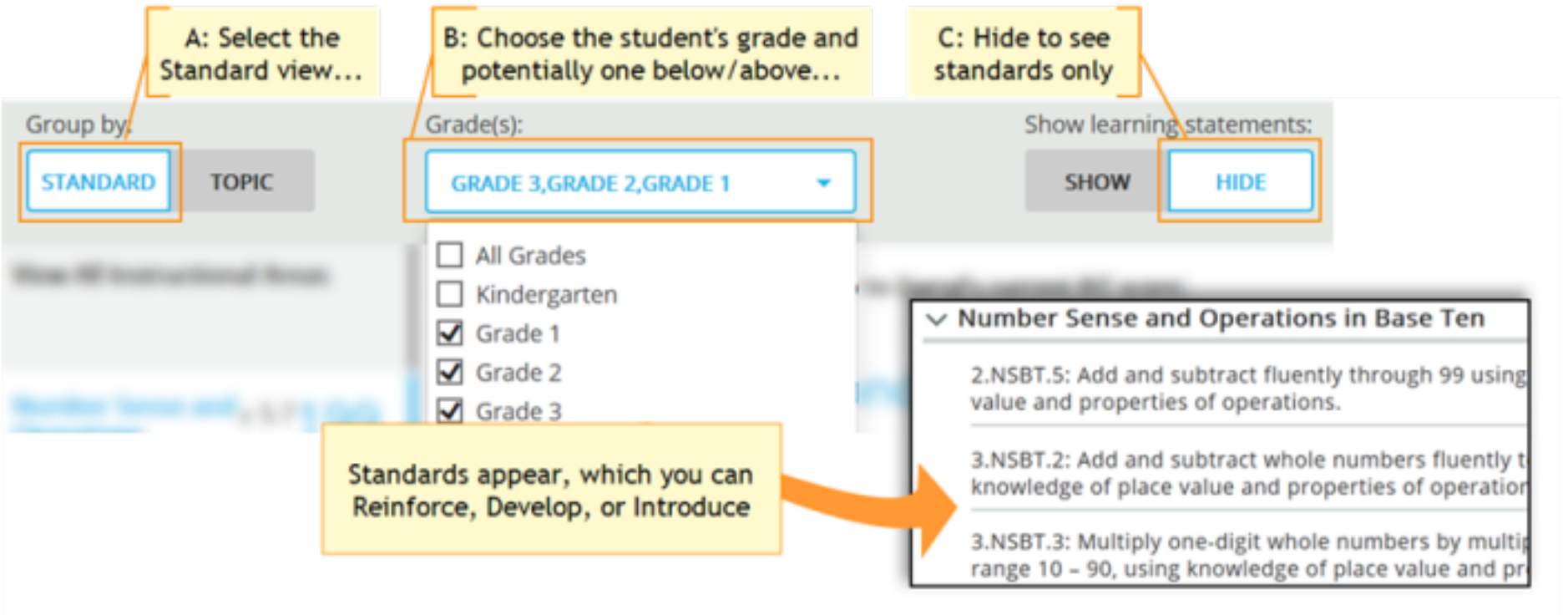
Repeated statements—If you see learning statements repeated, they will appear in gray font color:



It means the same concept applies, but at increasing levels of complexity. For example, with reading you might use increasingly longer text passages and words. With mathematics, you might use numbers with more digits.

Standards View:

Use the following options to see applicable state standards.

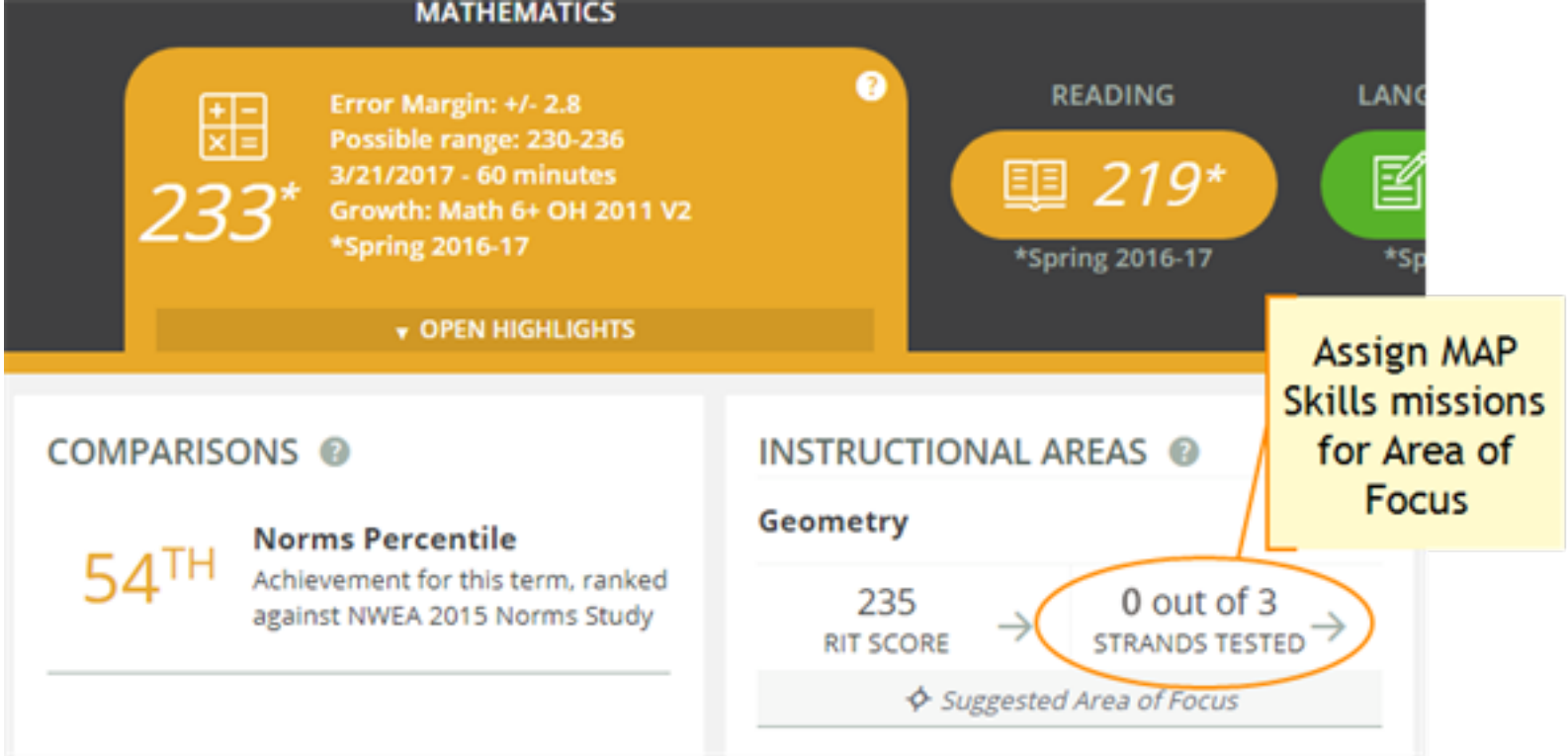


Common questions:

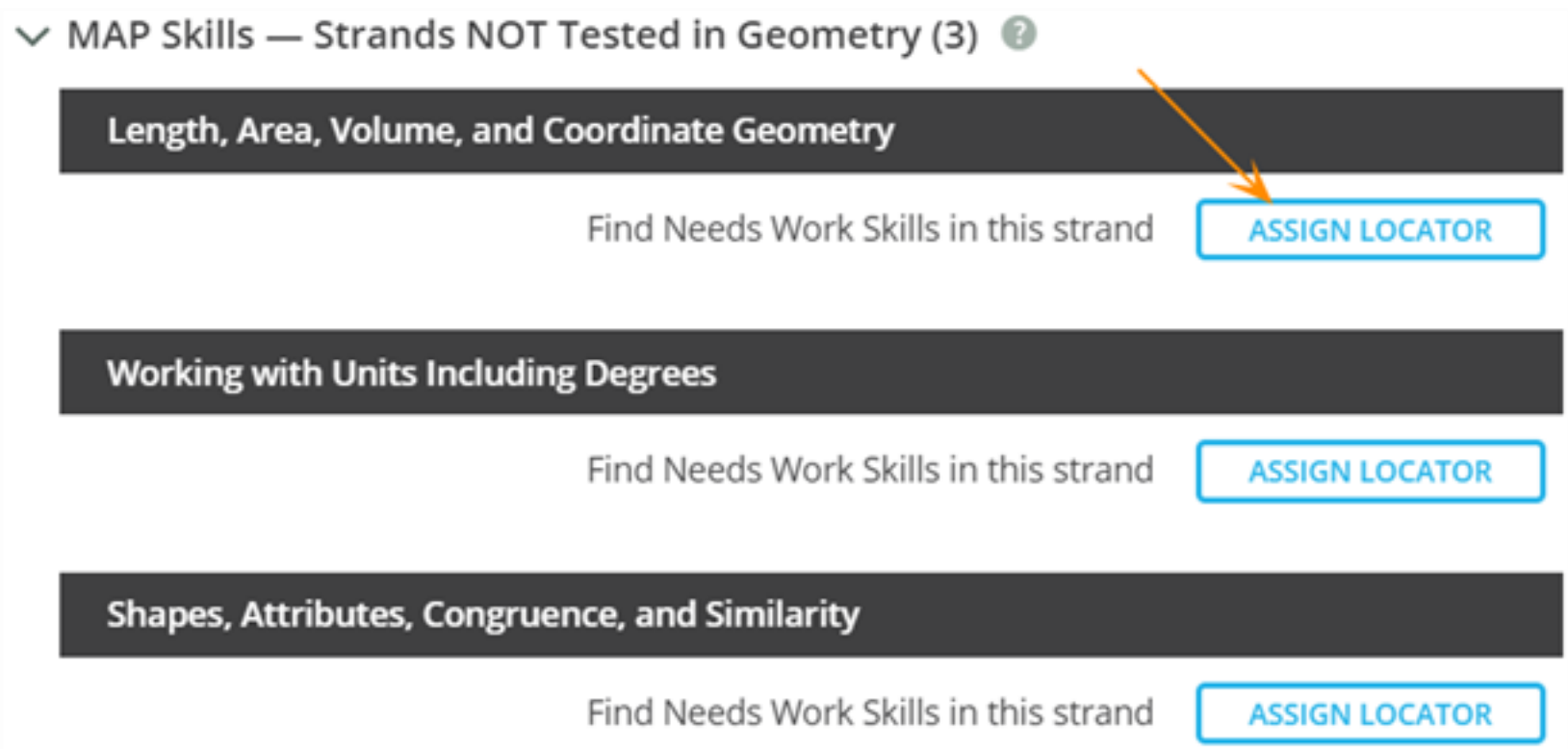
- **How are learning statements assigned to each RIT band?**
- **Why does the same learning statement appear across many RIT bands?**
- **What is meant when a learning statement refers to words within a "grade band"?**

Assignments for Strands and Skills

If your school uses MAP Skills™, you can easily set up assignments while you view the Student Profile MAP results:



As shown in this example, Geometry is a *Suggested Area of Focus*, so you can click the **STRANDS TESTED** link to see which strands apply to Geometry. You can then click **ASSIGN LOCATOR**, and the MAP Skills Assignment tab appears with all the applicable settings chosen automatically:

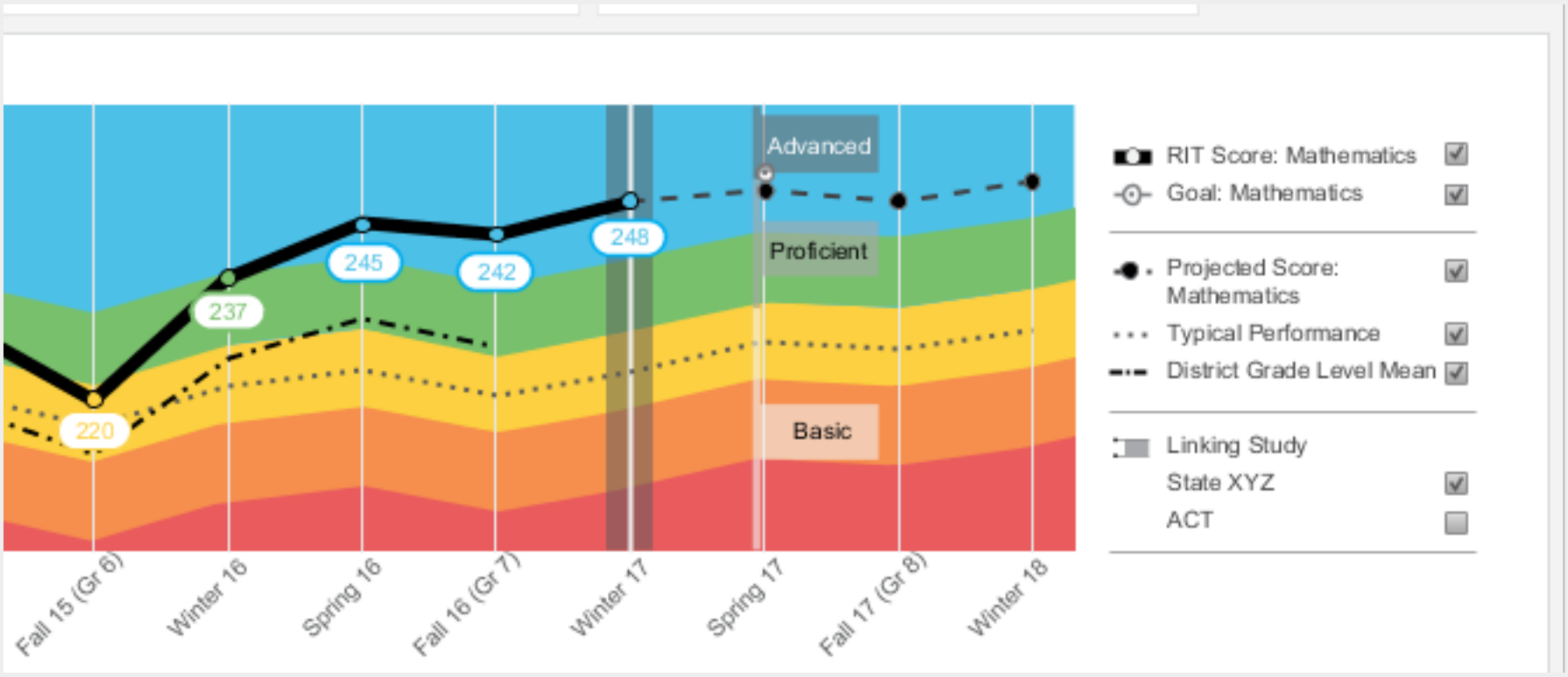


When finished, close the separate MAP Skills window.

Note: To track the assignment, open MAP Skills directly so you can see the status of the mission.

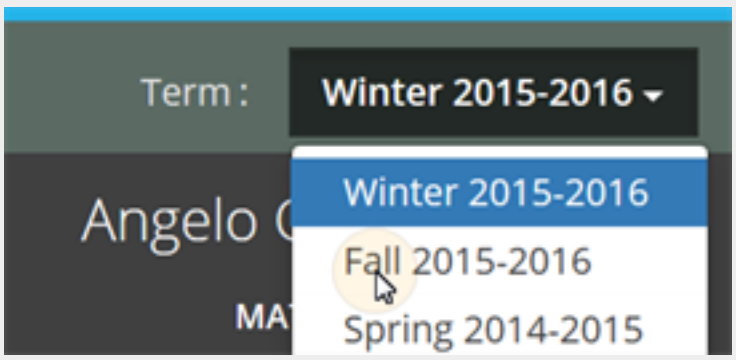
Growth Over Time

At the bottom of the page, you can see all historical, longitudinal data for a student:



To see further back:

Scroll up and change the **Term** menu, above the student name. If you choose **Most Recent**, the graph orients around the current calendar term.



Definitions for Growth Over Time:

See also: Percentile Colors

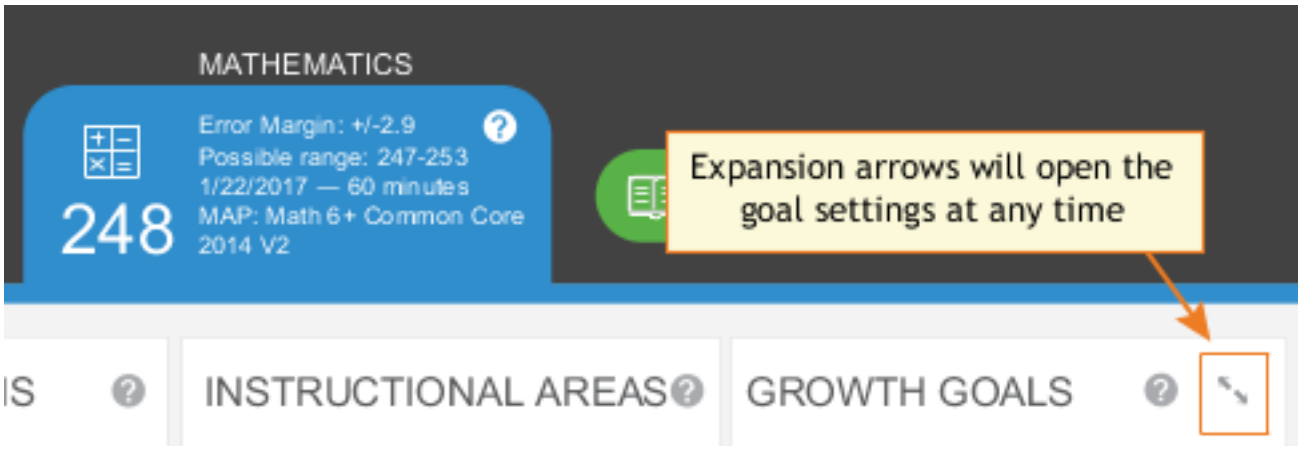
	• **Goal**—If you have set future growth goals in the Growth Goals section, they appear here. If not, no goals appear on the graph. For prior terms, it is a gauge of how well your student met the goals you set together. For future terms, it helps to show the direction you have set.
	• **Projected Score**—This projection is based on your student's actual RIT score in a prior term, plus the typical RIT growth of *matching peers* within the NWEA norms study. Matching peers have the *same prior RIT score*, as well as the same grade and weeks of instruction between testing (as specified in your MAP preferences). Using matching peers provides a fair comparison, so it is reasonable for your student to meet the projection and even grow beyond it.

	• **Typical Performance**—Shows the average score (50th percentile) for *all* applicable students within the NWEA norms study. Students within the norms study have the same grade and weeks of instruction between testing (as specified in your MAP preferences).
	• **District Grade Level Mean**—Shows the average score for students within your district who were in the same grade and who tested in the same term. If it doesn't appear in a given term, the district testing window is not yet closed. Contact a MAP team leader to close the testing window, and then wait for overnight processing.
Proficient	• **Linking Study (Cut Scores)**—If applicable, you can see your student's projected performance on state or college readiness assessments. Bars showing the cut scores are hidden by default, so use the check box on the right to display it. ▶ **About College Readiness and State Test Projections...**
	• **Gray background**—When there is no data, a gray background appears. Examples include: no completed test event, student not enrolled, or no norms study (12th grade and 11-12th grade Science).

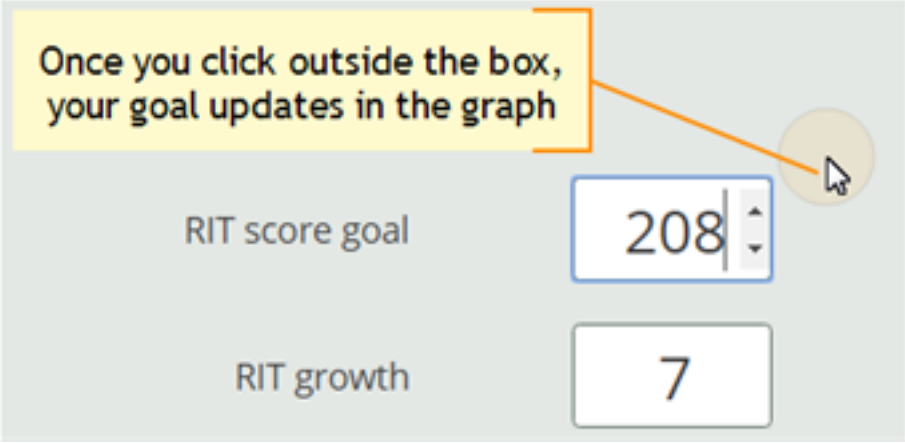
Growth Goals

For an upcoming term, you can create a growth or performance target for each student. Later, return to see if the student met the goal.

1. From the main Student Profile page, click the expansion arrows:



2. Consider the **Tips for Setting Growth Goals** (below).
3. Set a goal by making an entry, and then clicking outside the box:



Use any of the goal numbers—the other numbers adjust to match your entry.

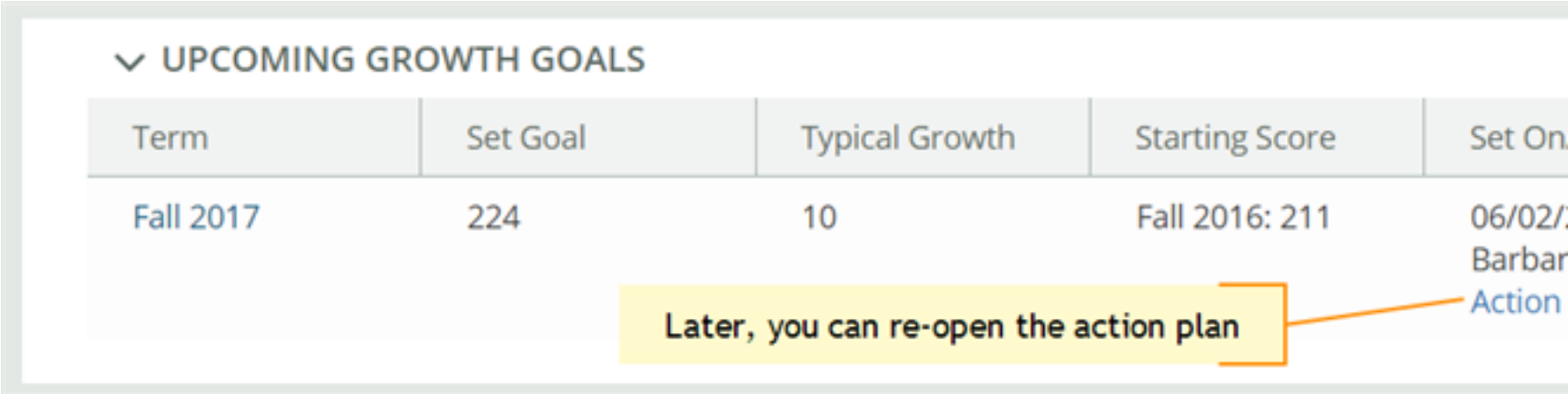
Note: The RIT Growth and Growth Percentile entries are not available if there is no recent test score to form the basis of growth.

4. As a best practice, type an Action Plan in the box provided so that you and your student can review it later.

> **Note:** Currently, you cannot edit the Action Plan. However, you can overwrite the entire goal at any time.

5. Click **Set Goals** to save your change.

   After a moment, the goal appears in a row at the top. If needed, you can delete it, or overwrite it by setting a new goal.



> **Note:** After you set a goal, the goal numbers and the graph revert back to the default, typical growth.

Tips for Setting Growth Goals

> *General assumption:* Your school or district has correctly set the Weeks of Instruction between testing, under MAP preferences. It forms the basis for much of the percentiles and projections shown.

For background information on growth, see: **Growth Insights**.

A. Strike a balance:

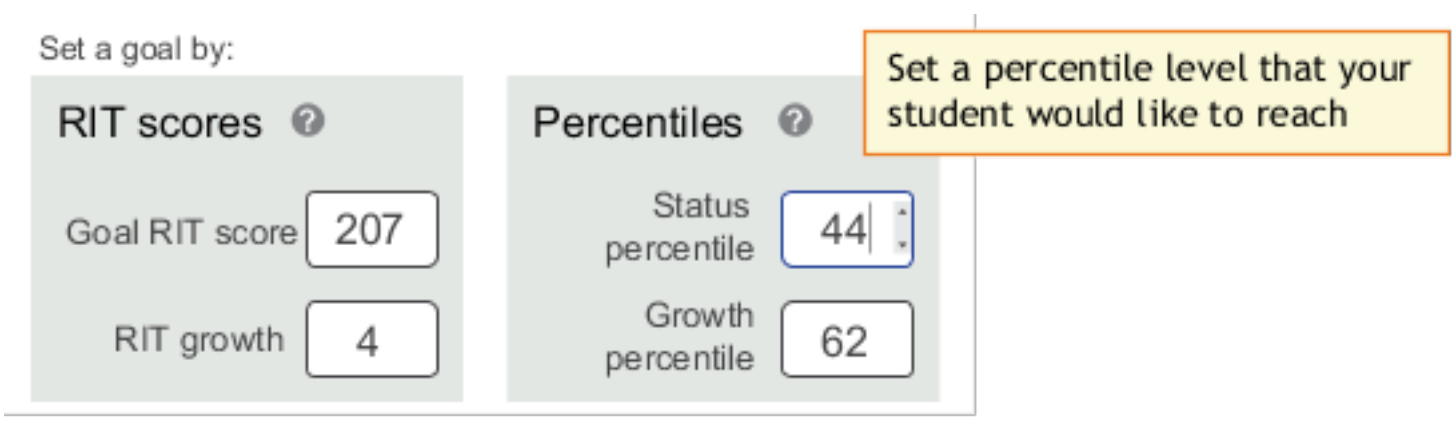
- Challenge your student—To advance academically, students should strive to go beyond the typical scores.
- Be realistic—Consider past performance so the goal fits your student's capabilities.

B. How many **RIT Growth** points are reasonable?

- By default, growth is set to the **Typical Growth** projection, if available. This growth projection is personalized to your student, because it is based on *matching peers* from NWEA norms (*same prior RIT score*, grade, and weeks of instruction between testing).
  - Using matching peers provides a fair comparison, because students with high starting achievement generally do not grow as much as students with low achievement.
  - Typical Growth is the mid-point for these peers (half grew more and half grew less).
- This score is an initial *suggestion*—you might target above or below it, depending on other considerations.
- In contrast, the **Typical Score** (bottom left) shows you how *all* students typically perform within the same grade and same weeks of instruction between testing. Typical Score is simply the *average score* (50th percentile) for the target term.

C. Which of the **percentile bands** (rainbow colors) should your student target?

- Percentiles compare your student to students in the NWEA norms study from the same grade and with the same weeks of instruction between testing.
- For example, suppose your student is hovering just below the orange percentile band, and you want to encourage her to reach the next band. Try setting **Status percentile** to the low 40's, which is the cut-off for that percentile.

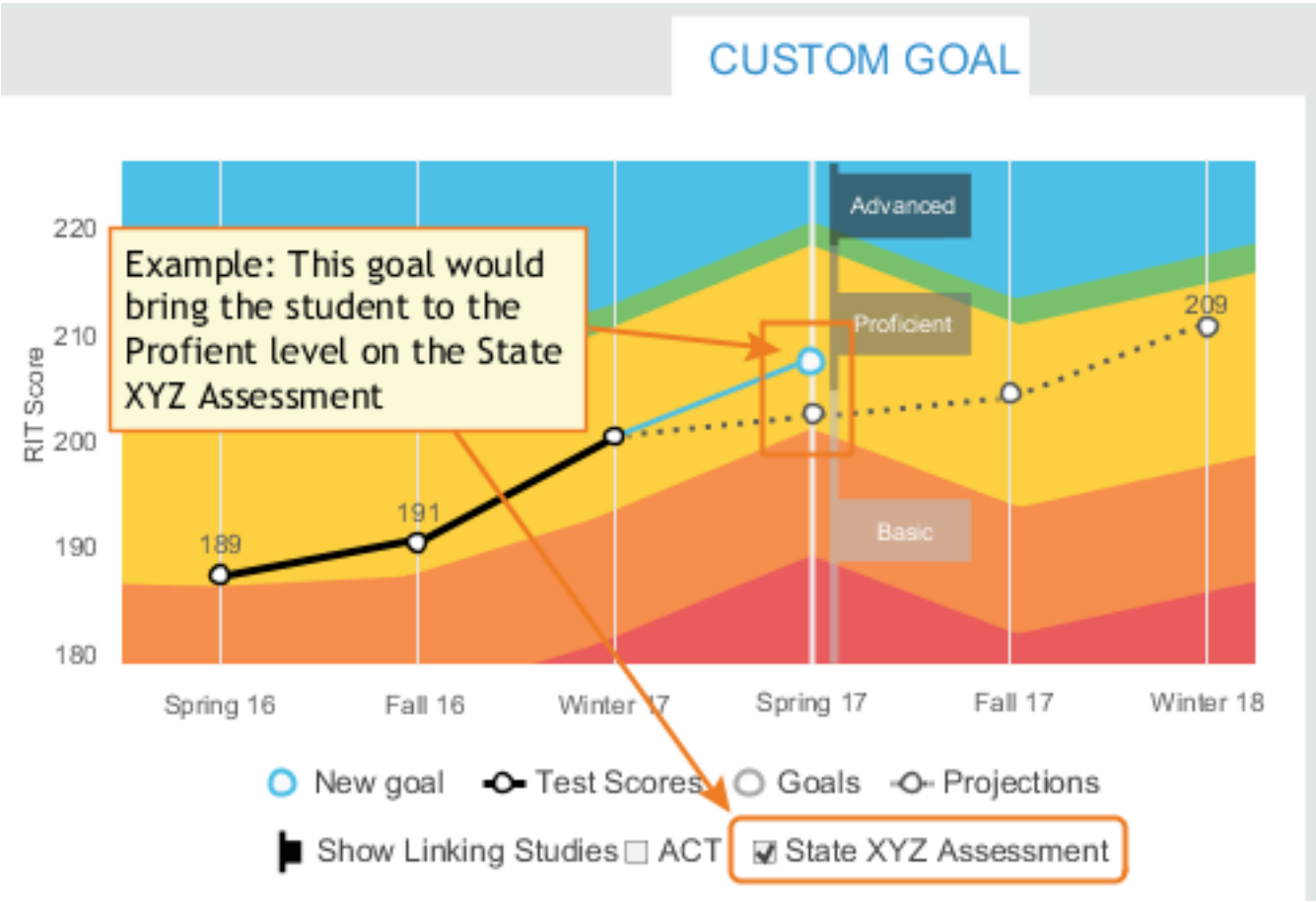


- Next, consider **Growth Percentile**, if available. It shows the level of growth your student would have to reach in order to achieve the Status Percentile. Higher growth numbers mean a greater challenge.

  How Growth Percentile is Calculated—This measurement ranks each student's growth among the levels of growth observed across all matching peers within the NWEA norms study (*same prior RIT score*, grade, and weeks of instruction between testing).

  The statistical calculation comes from the Conditional Growth Index. A value of zero (0) corresponds to the mean (typical) growth. Values above zero indicate growth above average, and values below zero indicate growth below average.

D. If available, consider the growth needed to reach an ideal cut score on state or college assessments. Bars showing the cut scores are hidden by default, so select one, or both, below the graph:



▶ **About College Readiness and State Test Projections...**