## 2020 Reading Student Achievement Norms

| Grade | Fall Mean | Fall SD | Winter Mean | Winter SD | Spring Mean | Spring SD |
|---|---|---|---|---|---|---|
| K | 136.65 | 12.22 | 146.28 | 11.78 | 153.09 | 12.06 |
| 1 | 155.93 | 12.66 | 165.85 | 13.21 | 171.40 | 14.19 |
| 2 | 172.35 | 15.19 | 181.20 | 15.05 | 185.57 | 15.49 |
| 3 | 186.62 | 16.65 | 193.90 | 16.14 | 197.12 | 16.27 |
| 4 | 196.67 | 16.78 | 202.50 | 16.25 | 204.83 | 16.31 |
| 5 | 204.48 | 16.38 | 209.12 | 15.88 | 210.98 | 15.97 |
| 6 | 210.17 | 16.46 | 213.81 | 15.98 | 215.36 | 16.03 |
| 7 | 214.20 | 16.51 | 217.09 | 16.21 | 218.36 | 16.38 |
| 8 | 218.01 | 17.04 | 220.52 | 16.69 | 221.66 | 16.87 |
| 9 | 218.90 | 19.02 | 220.52 | 18.73 | 221.40 | 19.03 |
| 10 | 221.47 | 17.92 | 222.91 | 17.81 | 223.51 | 18.20 |
| 11 | 223.53 | 17.73 | 224.64 | 17.80 | 224.71 | 18.50 |
| 12 | 223.80 | 19.32 | 223.85 | 21.21 | 224.33 | 23.08 |

## 2020 Mathematics Student Achievement Norms

| Grade | Fall Mean | Fall SD | Winter Mean | Winter SD | Spring Mean | Spring SD |
|---|---|---|---|---|---|---|
| K | 139.56 | 12.45 | 150.13 | 11.94 | 157.11 | 12.03 |
| 1 | 160.05 | 12.43 | 170.18 | 12.59 | 176.40 | 13.18 |
| 2 | 175.04 | 12.98 | 184.07 | 13.01 | 189.42 | 13.44 |
| 3 | 188.48 | 13.45 | 196.23 | 13.64 | 201.08 | 14.11 |
| 4 | 199.55 | 14.40 | 206.05 | 14.90 | 210.51 | 15.56 |
| 5 | 209.13 | 15.19 | 214.70 | 15.88 | 218.75 | 16.70 |
| 6 | 214.75 | 16.12 | 219.56 | 16.74 | 222.88 | 17.47 |
| 7 | 220.21 | 17.41 | 224.04 | 17.96 | 226.73 | 18.60 |
| 8 | 224.92 | 18.94 | 228.12 | 19.33 | 230.30 | 19.95 |
| 9 | 226.43 | 19.83 | 228.67 | 20.06 | 230.03 | 20.63 |
| 10 | 229.07 | 20.23 | 231.21 | 20.61 | 232.42 | 21.25 |
| 11 | 231.72 | 20.61 | 233.49 | 20.91 | 234.25 | 21.65 |
| 12 | 233.02 | 21.60 | 233.31 | 23.07 | 234.19 | 24.63 |

## 2020 Language Usage Student Achievement Norms

| Grade | Fall Mean | Fall SD | Winter Mean | Winter SD | Spring Mean | Spring SD |
|---|---|---|---|---|---|---|
| 2 | 173.98 | 16.06 | 183.83 | 15.40 | 188.40 | 15.89 |
| 3 | 187.71 | 15.33 | 195.14 | 14.64 | 198.32 | 14.65 |
| 4 | 197.33 | 15.10 | 202.87 | 14.44 | 205.00 | 14.33 |
| 5 | 204.17 | 14.55 | 208.45 | 13.98 | 210.19 | 13.90 |
| 6 | 209.43 | 14.35 | 212.81 | 13.92 | 214.19 | 13.94 |
| 7 | 212.65 | 14.72 | 215.28 | 14.39 | 216.47 | 14.42 |
| 8 | 215.54 | 14.74 | 217.73 | 14.45 | 218.74 | 14.56 |
| 9 | 216.68 | 15.52 | 218.18 | 15.30 | 219.00 | 15.51 |
| 10 | 218.82 | 15.10 | 220.19 | 15.11 | 220.86 | 15.45 |
| 11 | 220.66 | 14.94 | 221.86 | 14.98 | 222.33 | 15.53 |

## 2020 General Science Student Achievement Norms

| Grade | Fall Mean | Fall SD | Winter Mean | Winter SD | Spring Mean | Spring SD |
|---|---|---|---|---|---|---|
| 2 | 177.70 | 13.43 | 184.59 | 12.35 | 187.87 | 12.46 |
| 3 | 187.84 | 12.25 | 193.29 | 11.63 | 195.88 | 11.76 |
| 4 | 194.65 | 11.68 | 199.15 | 11.50 | 201.22 | 11.75 |
| 5 | 200.23 | 11.77 | 204.30 | 11.72 | 206.17 | 12.12 |
| 6 | 203.86 | 12.04 | 207.26 | 12.02 | 208.47 | 12.41 |
| 7 | 206.56 | 12.65 | 209.50 | 12.73 | 210.61 | 13.17 |
| 8 | 209.64 | 13.25 | 212.41 | 13.17 | 213.44 | 13.64 |
| 9* | 211.40 | 14.10 | 213.42 | 14.17 | 213.99 | 14.72 |
| 10* | 213.24 | 14.26 | 214.95 | 14.42 | 215.29 | 15.07 |

# [Nwea Cut Scores 2014 Spring](#)

John Cronin

**Nwea Cut Scores 2014 Spring:**

   **Same as It Never Was** Gregory Michie,2019 After a decade as an education professor Greg Michie decided to return to his teaching roots He went back to the same Chicago neighborhood the same public school and the same grade level and subject he taught in the 1990s But much had changed both in schools and in the world outside them Same As It Never Was chronicles Michie s efforts to navigate the new realities of public schooling while also trying to rediscover himself as a teacher Against a backdrop of teacher strikes and anti testing protests the movement for Black lives and the deepening of anti immigrant sentiment this book invites readers into an award winning teacher s classroom as he struggles to teach toward equity and justice in a time where both are elusive for too many children in our nation s schools Michie s volume brings us back to the reality of public school teaching From the Foreword by Gloria Ladson Billings University of Wisconsin Madison Teachers will love this beautiful book and anyone who cares about the future of our democracy Sonia Nieto professor emerita University of Massachusetts Amherst Michie helps us to see the successes tensions shortcomings and triumphs in his own classroom and community so that we may see the extraordinary possibility of the work to be done in ours Cornelius Minor educator and author Honest and compassionate Edwin Mayorga Swarthmore College     *Aligning the NWEA RIT Scale with the Maryland School Assessment (MSA)* Branin Bowe,John Cronin,2005 Recently NWEA completed a project to connect the scale of the Maryland School Assessment MSA with NWEA s RIT scale One large school system participated in the study using test information from a group of over 24 000 students enrolled in third fourth and fifth grade who took both the MSA and NWEA reading tests in the spring of 2005 Information from these tests were used in a comprehensive study to identify the capacity of the RIT scale to predict success on the MSA and to identify performance level scores on the RIT scale that would indicate a good chance of success on this test Three methodologies linear regression second order regression and Rasch status on standards called Rasch SOS were used to derive estimates of cut scores In each case the most accurate of the three estimates was used to arrive at the recommended cut score seen in this report The authors estimated cut scores for each of the performance levels at grades three four and five for reading Contains 2 figures and 4 tables     **Smarter Balanced Preliminary Performance Levels** Northwest Evaluation Association,2015 Recently the Smarter Balanced Assessment Consortium Smarter Balanced released a document that established initial performance levels and the associated threshold scale scores for the Smarter Balanced assessment The report included estimated percentages of students expected to perform at each of the four performance levels reported by grade and test subject e g English Language Arts or Mathematics based on preliminary field testing of the Smarter Balanced assessment conducted during the spring of 2014 These threshold scale scores and expected percentages represent a preliminary attempt at standard setting and Smarter Balanced may revise them after the spring 2015 testing term Nevertheless they represent the best information currently available about the cut scores that will be used during the spring 2015 testing term of the Smarter Balanced test

Using the information provided within the Smarter Balanced report about the percentages of students expected to perform at each level Northwest Evaluation Association NWEA conducted a series of analyses to examine what Measures of Academic Progress MAP interim assessment scores might be associated with these performance level categories This was not an empirical study in the manner of our normal scale linking studies because the Smarter Balanced assessment has not yet been fully implemented NWEA intends to work with its partner school districts to conduct such a study examining the relationship between MAP performance and Smarter Balanced performance for individual students once Smarter Balanced has been fully implemented within NWEA partner districts NWEA analyses focused on the percentages of students expected to perform within each of the Smarter Balanced performance levels NWEA compared these percentages to our own nationally representative normative distributions in order to estimate the MAP scores that would produce similar percentages of students as those expected to fall within the Smarter Balanced performance level categories The approach taken here is quite similar to the approach used in many prior linking studies and can provide highly accurate estimates of cut scores Links used in this document are contained in the appendix      Proficiency Guidance on New State Summative Assessments from NWEA. Northwest Evaluation Association,2015 Measures of Academic Progress MAP computer adaptive interim assessments serve many purposes from informing instruction to identifying students for intervention to projecting proficiency on state accountability assessments To make sure its flagship product does the latter Northwest Evaluation Association NWEA routinely conducts studies that provide estimates of how MAP RIT scores correspond to proficient and other performance levels on summative state accountability assessments These studies provide schools and districts using MAP assessments with tools to predict whether students will demonstrate adequate reading and mathematics achievement on their state accountability assessments and allow them to adjust instructional plans accordingly In recent months many school districts have requested that NWEA provide similar studies to estimate how MAP RIT scores correspond to college and career readiness as it will be measured by various tests These include the two upcoming Common Core consortia tests Smarter Balanced Assessment Consortium Smarter Balanced and Partnership for Assessment of Readiness for College and Careers PARCC as well as other non consortia tests aligned to the Common Core standards To be clear NWEA will conduct new studies However Smarter Balanced and PARCC have not yet finalized their proficiency level cut scores Smarter Balanced did release preliminary threshold scale scores in November of 2014 but final cut score values will not be verified and adopted for either assessment until the summer of 2015 PARCC timeline Smarter Balanced timeline This information is critical in conducting a linking study since students observed scores on both tests are examined to understand how one test predicts performance on the other While nobody currently knows what college and career readiness scores on PARCC will eventually be we can make educated guesses and some states have already done so New York Illinois and Kentucky have all implemented changes in their state proficiency benchmarks in anticipation of more rigorous standards Furthermore the

preliminary threshold scale scores released by Smarter Balanced may provide additional insight into what college readiness might look like on PARCC once its performance standards have been set These studies provide a preliminary indication of what college and career readiness may look like for MAP users in other states that align their tests to new standards But the question remains What can school districts that use MAP RIT scores do right now to understand whether students are on track to meet college and career readiness performance standards One approach is to use cut scores that do currently exist from the New York Illinois and Kentucky tests or from the initial estimates for Smarter Balanced and relate them to MAP RIT cut scores It s important to note that these state cut scores will not coincide precisely with the college and career readiness values that PARCC or other states will eventually adopt but they may provide a guide during the interim The tables and figures shown in the appendix may be used as rough guidelines The values presented here simply represent an educated guess about what those benchmarks might look like given that other assessments have defined college readiness similarly As soon as the new cut scores and performance levels are finalized NWEA will conduct studies that directly examine the ability of MAP to predict performance on those tests Contained in the appendix are links used in this document *Aligning the NWEA RIT Scale with the Maine Educational Assessments (MEA)* John Cronin,2004 Recently Northwest Evaluation Association NWEA completed a project to connect the scale of the MEA with NWEA s RIT scale Six Maine school systems participated in the study using test information from a group of over 800 students enrolled in fourth and eighth grade who took both the MEA and NWEA reading and mathematics tests in the spring of 2004 Information from these tests was used in a comprehensive study to identify the capacity of the RIT scale to predict success on the MEA and to identify performance level scores on the RIT scale that would indicate a good chance of success on this test Three methodologies linear regression second order regression and Rasch status on standards called Rasch SOS were used to derive estimates of cut scores In each case the most accurate of the three estimates was used to arrive at the recommended cut score seen in this report Cut scores were estimated for each of the performance levels at grades four and eight for reading and mathematics Contains 4 tables and 2 figures *Linking the Alaska AMP Assessments to NWEA MAP Tests* Northwest Evaluation Association,2016 Northwest Evaluation Association NWEA is committed to providing partners with useful tools to help make inferences from the Measures of Academic Progress MAP interim assessment scores One important tool is the concordance table between MAP and state summative assessments Concordance tables have been used for decades to relate scores on different tests measuring similar but distinct constructs These tables typically derived from statistical linking procedures provide a direct link between scores on different tests and serve various purposes Aside from describing how a score on one test relates to performance on another test they can also be used to identify benchmark scores on one test corresponding to performance categories on another test or to maintain continuity of scores on a test after the test is redesigned or changed Concordance tables are helpful for educators parents administrators researchers and policy makers to evaluate and formulate academic

standing and growth Recently NWEA completed a concordance study to connect the scales of the Alaska Measures of Progress AMP English Language Arts ELA and Mathematics assessments with those of the MAP Reading and MAP for Mathematics assessments This report presents the 3rd through 10th grade cut scores on MAP reading and mathematics scales that correspond to the benchmarks on the AMP ELA and math tests Information about the consistency rate of classification based on the estimated MAP cut scores is also provided along with a series of tables that predict the probability of receiving a Level 3 i e Proficient or higher performance designation on the AMP assessments based on the observed MAP scores taken during the same school year A detailed description of the data and analysis method used in this study is provided in the Appendix **Aligning the NWEA RIT Scale with the South Carolina High School Assessment Program** John Cronin,2004 Each year South Carolina students participate in testing as part of the South Carolina assessment program Students in grades 3 through 8 take the Palmetto Achievement Challenge Tests PACT in English Language Arts and Mathematics Students in grade 10 take the High School Assessment Program HSAP in English Language Arts and mathematics These tests serve as an important measure of student achievement for the state s accountability system Results from these assessments are used to make state level decisions concerning education to meet Adequate Yearly Progress AYP reporting requirements of the No Child Left Behind Act NCLB and to inform schools and school districts of their performance In addition students must achieve Level 2 performance on the HSAP in order to graduate from high school The South Carolina Department of Education has developed scales that are used to assign students to one of four performance levels on the HSAP Level 2 is considered the level that represents passing performance Many students who attend school in South Carolina also take tests developed in cooperation with the Northwest Evaluation Association NWEA These tests report student performance on a single cross grade scale which NWEA calls the RIT scale This study investigated the relationship between the scales used for the HSAP assessments and the RIT scales used to report performance on NWEA tests The study determined the reading language usage and mathematics RIT score equivalents for the HSAP performance levels in English Language Arts and Mathematics Test records for more than 3 500 students were included in this study Three methods generated an estimate of RIT cut scores that could be used to project HSAP performance levels Rasch SOS methods generally produced the most accurate cut score estimates Accuracy of predicting HSAP passing performance was above 88% for all subjects when using the best methodology Type I errors never ranged above 6% when the best methodology was employed Contains 12 tables and figures **A Study of the Ongoing Alignment of the NWEA RIT Scale with the South Carolina Palmetto Achievement Challenge Tests (PACT)** John Cronin,2004 This study investigated the relationship between the scales used for the Palmetto Achievement Challenge Tests PACT assessments and the RIT scales used to report performance on Northwest Evaluation Association tests The RIT scale was developed using Rasch scaling methodologies RIT based tests are used to inform a variety of educational decisions at the district school and

classroom level They are also used to monitor academic growth of students and cohorts Districts choose whether to include these assessments in their local assessment programs The study determined the reading language usage and mathematics RIT score equivalents for the PACT performance levels in English Language Arts and Mathematics Test records for more than 22 000 students were included in this study The current study of the PACT was undertaken in an effort to monitor the accuracy and stability of NWEA estimated cut scores relative to these tests In addition the scope of this study has been expanded to include estimation of cut scores in language usage that would correspond to each proficiency level on the English Language Arts portion of the PACT Contains 18 tables and 5 figures

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