

2011 READING STATUS NORMS (RIT VALUES)			
Grade	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean
K	142.5	151.0	152.7
1	160.3	170.7	176.9
2	175.9	183.6	189.6
3	189.9	194.6	199.2
4	199.8	203.2	206.7
5	207.1	209.8	212.3
6	212.3	214.3	216.4
7	216.3	218.2	219.7
8	219.3	221.2	222.4
9	221.4	221.9	222.9
10	223.2	223.4	223.8
11	223.4	223.5	223.7

2011 MATHEMATICS STATUS NORMS (RIT VALUES)			
Grade	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean
K	143.7	150.7	159.1
1	162.8	172.4	179.0
2	178.2	185.5	191.3
3	192.1	198.5	203.2
4	203.8	208.7	212.5
5	212.9	217.8	221.0
6	219.6	222.8	225.6
7	225.6	228.2	230.5
8	230.2	232.8	234.5
9	233.8	234.9	236.0
10	234.2	235.5	236.6
11	235.0	237.2	238.3

2011 LANGUAGE USAGE STATUS NORMS (RIT VALUES)			
Grade	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean
2	175.4	185.3	190.0
3	191.1	196.5	200.3
4	200.9	204.4	207.0
5	208.0	211.0	212.9
6	212.3	214.4	216.2
7	215.8	217.3	218.7
8	218.7	220.2	221.3
9	220.6	221.0	221.8
10	221.9	222.2	222.7
11	222.1	222.7	223.3

In the samples, each district's base school calendar was used to determine instructional days. Using the instructional days data, time frames for beginning-of-year tests, middle-of-year tests, and end-of-year tests were established. The centers of these time frames were roughly 30 days, 80 days, and 130 days from the beginning of the academic year of the student's school for the fall, winter and spring terms, respectively.

2011 GENERAL SCIENCE STATUS NORMS (RIT VALUES)			
Grade	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean
3	189.0	192.5	195.5
4	196.4	198.7	200.8
5	201.7	203.7	205.3
6	205.4	206.8	208.1
7	208.2	209.5	210.9
8	211.2	212.4	213.5
9	213.2	213.6	214.3
10	214.9	215.6	216.2

2011 SCIENCE CONCEPTS STATUS NORMS (RIT VALUES)			
Grade	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean
3	188.0	191.7	194.5
4	195.4	197.5	199.5
5	200.6	202.8	204.3
6	204.6	205.9	207.1
7	207.5	208.7	209.9
8	210.4	211.5	212.4
9	213.2	213.6	214.3
10	213.9	214.3	214.6

Nwea Rit Score Chart

Northwest Evaluation Association

A red circular graphic with a gradient, appearing as a stylized arrow or a partial circle, located to the right of the Northwest Evaluation Association text.

Nwea Rit Score Chart:

Online Assessment and Measurement Scott L. Howell, Mary Hricko, 2006-01-01 This book features case studies detailing online applications and uses of assessment and measurement methodologies systems and practices across three broad educational or training areas Provided by publisher

Curriculum Alignment David A. Squires, 2009 One of the few books that takes a holistic look at alignment and helps clarify the definition of alignment Squires helped increase my knowledge as an instructional leader and showed me that alignment can be a valuable tool when used with real intent The book engaged me in authentic reflection on my professional practice Margarete Couture Principal South Seneca Central School District NY Use the power of alignment to strengthen curriculum and raise student achievement Aligning what is taught written and tested can be a powerful systemic way of improving school performance This guidebook written by a long time educator and proponent of curriculum alignment demonstrates how to apply specific principles and recommendations to improve curriculum instruction and test scores This resource offers school and district administrators and curriculum specialists concrete practical guidance for aligning curriculum and instruction with state standards and assessments to improve teaching and learning The author offers research based strategies that reinforce the importance of curriculum alignment and shows how districts can Use alignment as a major curriculum design element Translate research into usable strategies to achieve measurable results Expand options for raising test results and student outcomes Connect school policy with continuous school improvement Meet the requirements of No Child Left Behind Comprehensive thoughtful and realistic Curriculum Alignment offers a wide range of approaches to appeal to educators at every level

[Online and Distance Learning](#), 2008 This comprehensive six volume collection addresses all aspects of online and distance learning including information communication technologies applied to education virtual classrooms pedagogical systems Web based learning library information systems virtual universities and more It enables libraries to provide a foundational reference to meet the information needs of researchers educators practitioners administrators and other stakeholders in online and distance learning Provided by publisher

Leading Standards-Based Education Reform Linda R. Vogel, 2010-11-16 Standards based education SBE has been the dominant educational reform movement since the early 1980s reinforced by federal and state accountability systems This book examines the efforts of educational leaders in implementing SBE to improve student achievement in a variety of demographic contexts but with common challenges Four stages of SBE implementation are identified that focus on strong district leadership of the articulation of how SBE can benefit students an investment in collaborative structures and teacher training and the facilitation of dialogue among all educational stakeholders The descriptions of leadership actions and educator development at each stage can serve as a guide for educators and policy makers to assess which stage schools and districts are in and what steps can be taken to effectively move SBE reform efforts forward The reflective questions for district school and teacher leaders at each stage can facilitate the dialogues that can

ensure that SBE reform supports changes in classroom instruction that improve the learning opportunities and educational outcomes of all students

Just Read It Jarred Amato, 2024-02-01 Read widely and read often create a classroom environment where independent reading thrives Independent reading is more than just drop everything and read it is a gateway to writing critical thinking discussion and deeper learning Author Jarred Amato an accomplished middle and high school English teacher and founder of Project LIT Community believes in the power of independent reading not only to turn around the reading attitudes of students but also to help them achieve huge gains in all areas of literacy learning and civic engagement Many teachers have pushed aside independent reading in the time crunch to teach all the content and skills in the curriculum or because of pressure to stay true to a traditional literary canon Instead of looking at it as either or Just Read It shows teachers how to make independent reading yes and Dr Amato's Read and WRAP write reflect analyze participate framework helps teachers cultivate meaningful learning experiences with daily dedication of independent reading time followed by writing reflection conversation and community building lessons and activities With thoughtful student centered structures and strategies to sustain independent reading success this book Provides detailed insights on transforming the principles of access choice time and community into actions Shows how to support student interests and varied reading levels Offers ready to go activities to initiate Read and WRAP routines at the start of the school year keep momentum going and finish the year strong to ensure continued literacy growth Demonstrates how to leverage student feedback to fine tune the Read and WRAP routines Discusses various options for incorporating independent and whole class novels into the curriculum Offers a game plan to level up IR including how to launch and lead a Project LIT chapter We live in a time when choosing what we read is critically important and this book offers all the tools teachers need to guide students along the path to true literacy Just Read It is perfect for anyone who believes in the power of books to change students lives and nurture a life long love for reading

A Study of the Ongoing Alignment of the NWEA RIT Scale with the Arizona Instrument to Measure Standards (AIMS) John Cronin, Branin Bowe, 2005 Each spring Arizona students participate in testing as part of the state's assessment program Elementary and middle school students in grades 3 through 8 take the Arizona Instrument to Measure Standards Dual Purpose Assessment AIMS DPA in reading writing 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 calculate status and improvement indicators for AZ LEARNS the state accountability system and to inform schools and school districts of their performance The Arizona Department of Education has developed scales that are used to assign students to one of four performance levels on these tests Many students who attend school in Arizona also take tests developed in cooperation with the Northwest Evaluation Association NWEA The content of these tests are aligned with the Arizona standards and they 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 AIMS assessments and the RIT scales used to report performance on Northwest Evaluation Association tests The study estimated the changes in reading and mathematics RIT score equivalents for the AIMS performance levels in those subjects Test records for more than 20 000 students were included in this study The information gathered in this study came from measures employing the NWEA RIT Scale Because all of the research that we have to date indicates that scores generated from computer based tests and Achievement Level Test ALT scores are virtually interchangeable readers should feel comfortable applying the results of this study in any setting that uses the RIT scale Contains 14 tables and 6 figures **NWEA FAQ** Northwest Evaluation Association,2015 Northwest Evaluation Association NWEA conducts norming studies every several years to provide the best and most up to date information we can about student achievement and growth to better support educational decision making It is an important part of our commitment to our partners The most recent NWEA norms were released in July 2015 Just as we expect student performance to change with time norms of student performance will change correspondingly For 2015 several factors may have influenced how the US school age population performed on Measures of Academic Progress MAP assessments of language usage mathematics and reading over the 2011 12 2012 13 and 2013 14 school years Prominent among these possible factors are the introduction of Common Core instruction and Common Core versions of MAP But as with all empirical studies changes in scope and data necessitated changes in statistical design and analyses The methodological improvements introduced in the 2015 norms have resulted in a set of norms that are more representative of the US school age population than previous NWEA norms Methodological changes involved differences in the way post stratification weights were developed and the way growth was modeled Details of these changes are addressed more thoroughly in the 2015 Norms Study As a result of the improved methodology partners can expect some differences from previous norms as explained below A Study of the Ongoing Alignment of the NWEA RIT Scale with the New Mexico Standards Based Assessments (NMSBA) John Cronin,Branin Bowe,2005 This study investigated the relationship between the scales used for the NMSBA assessments and the RIT scales used to report performance on Northwest Evaluation Association tests The study estimated the changes in reading and mathematics RIT score equivalents for the NMSBA performance levels in those subjects Test records for more than 17 000 students were included in this study performance levels Rasch SOS methods generally produced the most accurate cut score estimates Accuracy of predicting NMSBA proficient performance was well above 80% for all grades and subjects studied when using the best methodology Contains 26 tables and 8 figures

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.

2015 NWEA Measures of Academic Progress Normative Data

Northwest Evaluation Association, 2015. By using carefully constructed measurement scales that span grades, Measures of Academic Progress (MAP) interim assessments from Northwest Evaluation Association (NWEA) offer educators efficient and very accurate estimates of student achievement status within a subject. Before achievement test scores can be useful to educators, however, they need to be evaluated within a context. The RIT Scale is a curriculum scale that uses individual item difficulty values to

estimate student achievement. An advantage of the RIT scale is that it can relate the numbers on the scale directly to the difficulty of items on the tests. In addition, the RIT scale is an equal interval scale. Equal interval means that the difference between scores is the same regardless of whether a student is at the top, bottom, or middle of the RIT scale, and it has the same meaning regardless of grade level. To that end, 2015 RIT Scale Norms allow educators to compare achievement status and changes in achievement status (growth) between test occasions to students' performance in the same grade at a comparable stage of the school year. This contextualizing of student performance 1) helps teachers as they plan instruction for individual students or confer with parents, 2) supports school and district administrators as they focus on allocating resources, and 3) empowers school staff as they work to improve all educational outcomes. The 2015 NWEA RIT Scale Norms Study provides 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 are based on K-11 grade level samples. Each sample is comprised of 72,000 to 153,000 student test records from approximately 1,000 schools. These numbers vary by subject. 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. Rigorous procedures were used to ensure that the norms were representative of the U.S. school age population. Since MAP assessments can be administered on a schedule designed to meet a school's needs, tests can be administered at any time during the school year. The 2015 norms adjust for this scheduling flexibility by accounting for instructional days, allowing more valid comparisons for status and growth.

Aligning the NWEA RIT Scale with the Nevada Criterion Referenced Assessment and the Iowa Test of Basic Skills John Cronin, Branin, Bowe, 2004. Each year Nevada students in grades 3, 4, 5, and 7 participate in testing as part of the Nevada assessment program. Students in grades 3 and 5 take the Nevada Criterion Referenced Assessment (Nevada CRT), while students in grades 4 and 7 take the Iowa Test of Basic Skills (ITBS). 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. The Nevada Department of Education has developed scales that are used to assign students to one of four performance levels on the Nevada CRT. These are from the lowest cut score to the highest: developing, approaches, meets, and exceeds. For purposes of NCLB, the meets level is considered the level that represents satisfactory performance. Students taking the Iowa Test of Basic Skills are also assigned to one of four levels. These levels simply reflect the four quartiles reported in the ITBS norms. Many students who attend school in Nevada 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 Nevada state assessments and the RIT scales used to report performance on NWEA tests. The study

determined RIT score equivalents for Nevada CRT and ITBS performance levels in reading and mathematics Nevada CRT test records for more than 2 000 students were included in this study Three methods generated an estimate of RIT cut scores that could be used to project Nevada CRT performance levels Rasch SOS methods generally produced the most accurate cut score estimates Accuracy of predicting Nevada CRT passing performance was above 84% for all grades when using the best methodology Type I errors ranged from about 8% to 14% when the best methodology was employed Contains 16 tables and figures

A Study of the Ongoing Alignment of the NWEA RIT Scale with Assessments from the Montana Comprehensive Assessment System (MontCAS) John Cronin,2005 Each year Montana students participate in testing as part of the state s assessment program This past spring students in grades 4 8 and 10 took Montana Comprehensive Assessment System MontCAS tests in reading 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 The Montana Office of Public Instruction has developed scales that are used to assign students to one of four performance levels on these tests Many students who attend school in Montana also take tests developed in cooperation with the Northwest Evaluation Association NWEA The content of these tests are aligned with the Montana standards and they 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 MontCAS assessments and the RIT scales used to report performance on NWEA tests The study estimated the changes in reading and mathematics RIT score equivalents for the MontCAS performance levels in those subjects Test records for more than 4 000 students were included in this study Three methods generated an estimate of RIT cut scores that could be used to project MontCAS performance levels Rasch SOS methods generally produced the most accurate cut score estimates Accuracy of predicting MontCAS passing performance was well above 80% for all grades and subjects studied when using the best methodology Contains 14 tables and 5 figures

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 **Linking the Smarter Balanced Assessments to NWEA MAP Assessments** Northwest Evaluation Association,2015 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 a redesign or change Concordance tables provide a useful tool for educators parents administrators researchers and policy makers to evaluate and formulate academic standing and growth Northwest Evaluation Association NWEA is committed to providing partners with useful tools to help make inferences from the Measures of Academic Progress MAP scores One important tool is the concordance table between MAP and state summative assessments Recently NWEA completed a concordance study to connect the scales of Smarter Balanced Assessment Consortium Smarter Balanced English Language Arts ELA and Mathematics tests with those of the MAP Reading and MAP for Mathematics assessments This report presents the 3rd through 8th grade cut scores on MAP reading and mathematics scales that correspond to the benchmarks on the Smarter Balanced ELA and Mathematics tests Information about classification accuracy of the estimated MAP cut scores is also provided along with a series of tables that estimate the probability of receiving a Level 3 or higher score on the Smarter Balanced assessments based on the observed MAP scores taken during the same school year A detailed description of the data and analysis method used this study is provided in the Appendix 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 New York State NYSTP 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 Recently NWEA completed a concordance study to connect the scales of the New York State Testing Program NYSTP reading and math with those of the MAP Reading and MAP for Mathematics assessments This report presents the 3rd through 8th

grade cut scores on MAP reading and mathematics scales that correspond to the benchmarks on the NYSTP reading 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 NYSTP 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 Pennsylvania System of School Assessment (PSSA) John Cronin, Branin Bowe, 2004 Each year Pennsylvania students participate in testing as part of the Pennsylvania assessment program Students in grades 5 8 and 11 take tests in reading and math while those in grades 6 9 and 11 are assessed in writing 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 The Pennsylvania Department of Education has developed scales that are used to assign students to one of four performance levels on the state s assessments These are from the lowest cut score to the highest below basic basic proficient and advanced For purposes of NCLB the proficient level is considered the level that represents satisfactory performance Many students who attend school in Pennsylvania 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 PSSA assessments and the RIT scales used to report performance on Northwest Evaluation Association tests The study determined RIT score equivalents for the PSSA performance levels in reading and mathematics Test records for more than 2 400 students were included in this study Three methods generated an estimate of RIT cut scores that could be used to project PSSA performance levels Second order regression methods generally produced the most accurate cut score estimates Accuracy of predicting PSSA passing performance was above 84% for all grades when using the best methodology Type I errors ranged from about 4% to 8% when the best methodology was employed Contains 14 tables and 3 figures

A Study of the Ongoing Alignment of the NWEA RIT Scale with the North Dakota State Assessment (NDSA) Achievement Tests John Cronin, Branin Bowe, 2005 This study investigated the relationship between the scales used for the NDSA assessments and the RIT scales used to report performance on Northwest Evaluation Association tests The study estimated the changes in reading and mathematics RIT score equivalents for the NDSA performance levels in those subjects Test records for more than 9 000 students were included in this study Contains 17 tables and 6 figures

Aligning the NWEA RIT Scale with the California Standards Test (CST) John Cronin, 2004 Many students who attend school in California also take paper or computerized adaptive 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 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 They are not state mandated The versions of NWEA tests in use in California have been specifically aligned to match the content of local and California state curriculum standards Because of this it is believed there is a good match in content between the NWEA tests and the curriculum standards being used in California In order to use the two testing systems to support each other an alignment of the scores from the state and RIT based tests is as important as the curriculum alignment The current study is an expansion of a preliminary study of alignment of the California Standards Tests CST that was performed using data from one California school system in June 2003 It is one of an ongoing series of studies that are being conducted to identify the relationships between NWEA tests and state mandated assessments Studies of assessments in sixteen states have now been completed The primary questions addressed in this study are 1 To what extent do the same subject scores for the NWEA test correlate to the content similar subjects on the CST 2 What fall and spring RIT scores correspond to various performance levels on the CST tests and 3 How well can proficient performance on the California assessments be predicted from fall and spring RIT scores Contains 24 tables and 9 figures

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Nwea Rit Score Chart Introduction

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