

### 2020 Reading Student Achievement Norms

|       | Fall   |       | Winter |       | Spring |       |
|-------|--------|-------|--------|-------|--------|-------|
| Grade | Mean   | SD    | Mean   | SD    | Mean   | 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

|       | Fall   |       | Winter |       | Spring |       |
|-------|--------|-------|--------|-------|--------|-------|
| Grade | Mean   | SD    | Mean   | SD    | Mean   | 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 | 206.06 | 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

|       | Fall   |       | Winter |       | Spring |       |
|-------|--------|-------|--------|-------|--------|-------|
| Grade | Mean   | SD    | Mean   | SD    | Mean   | 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 | 206.00 | 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

|       | Fall   |       | Winter |       | Spring |       |
|-------|--------|-------|--------|-------|--------|-------|
| Grade | Mean   | SD    | Mean   | SD    | Mean   | 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 2013 By Grade Level

**Susan K. Johnsen, Joyce VanTassel-  
Baska**



## **Nwea Cut Scores 2013 By Grade Level:**

*Handbook on Assessments for Gifted Learners* Susan K. Johnsen, Joyce VanTassel-Baska, 2022-07-19 This essential handbook is a comprehensive and systematic examination of the assessment of gifted and advanced students and their programs and a must have resource for coordinators and directors at state and local levels Handbook on Assessments for Gifted Learners explores issues associated with building an effective identification system clarifies and interprets the need for targeted learning progress assessments for gifted learners and discusses program evaluation assessments and processes used to gauge programs success Engaging chapters written by both academic and practitioner experts provide research based practical ideas for identifying and measuring the progress of gifted and advanced learners Readers will benefit from informed recommendations stemming from current research conducted specifically for this text *Advancing Student Achievement* Herbert J. Walberg, 2013-09-01 A renowned educator psychologist explains how children learn and how family classroom and school practices can help them learn more effectively In addition to drawing on studies of learning outcomes the author reveals economic research on teacher education and school choice that challenges many popular assumptions

*Minnesota Linking Study* Northwest Evaluation Association, 2014 Recently Northwest Evaluation Association NWEA completed a study to connect the scale of the Minnesota Comprehensive Assessments MCA Testing Program used for Minnesota s mathematics and reading assessments with NWEA s RIT Rasch Unit scale Information from the state assessments was used in a study to establish performance level scores on the RIT scale that would indicate a good chance of success on these tests To perform the analysis linked together were the state test and NWEA test results for a sample of 49 160 Minnesota students who completed both exams in the spring of 2013 the term in which the MCA is administered For the spring season labeled current season an Equipercentile method was used to estimate the RIT score equivalent to each state performance level Under this method the authors determined the percentage of the population within the selected study group that performed at each level on the state test and found the equivalent percentile ranges within the NWEA dataset to estimate the cut scores For example if 40% of the study group population in grade 3 mathematics performed below the proficient level on the state test the authors would find the RIT score that would be equivalent to the 40th percentile for the study population this would not be the same as the 40th percentile in the NWEA norms This RIT score would be the estimated point on the NWEA RIT scale that would be equivalent to the minimum score for proficiency on the state test For the prior fall season cut scores were estimated by identifying the RIT score associated with the same normative percentile ranking as the cut score from the same season For example if the cut score for Level 3 in third grade reading was found to fall at the 44th percentile on NWEA s status norms the RIT score associated with the 44th percentile for third graders in the fall was assigned as the prior season cut score associated with that grade and performance level Documentation about this method can be found on NWEA s website **North Carolina Linking Study** Northwest Evaluation Association, 2014

Recently the Northwest Evaluation Association NWEA completed a study to connect the scale of the North Carolina State End of Grade EOG Testing Program used for North Carolina's mathematics and reading assessments with NWEA's Rausch Interval Unit RIT scale. Information from the state assessments was used in a study to establish performance level scores on the RIT scale that would indicate a good chance of success on these tests. To perform the analysis we linked together state test and NWEA test results for a sample of 18,730 North Carolina students who completed both exams in the spring of 2013, the term in which the EOG is administered. For the spring season, labeled current season, an Equipercentile method was used to estimate the RIT score equivalent to each state performance level. For fall, labeled prior season, we determined the percentage of the population within the selected study group that performed at each level on the state test and found the equivalent percentile ranges within the NWEA dataset to estimate the cut scores. For example, if 40% of the study group population in grade 3 mathematics performed below the proficient level on the state test, we would find the RIT score that would be equivalent to the 40th percentile for the study population; this would not be the same as the 40th percentile in the NWEA norms. This RIT score would be the estimated point on the NWEA RIT scale that would be equivalent to the minimum score for proficiency on the state test. Documentation about this method can be found on our website. Table Sets 1 and 2 show the best estimate of the minimum RIT equivalent to each state performance level for same season (spring) and prior season (fall) RIT scores. These tables can be used to identify students who may need additional help to perform well on these tests. Table Sets 3 and 4 show the estimated probability of a student receiving a proficient score on the state assessment based on that student's RIT score. These tables can be used to assist in identifying students who are not likely to pass these assessments, thereby increasing the probability that intervention strategies will be planned and implemented. These tables can also be useful for identifying target RIT score objectives likely to correspond to successful or proficient performance on the state test. Table 5 shows the correlation coefficients between Measured Academic Performance (MAP) and the state test in each grade. These statistics show the degree to which MAP and the state test are linearly related, with values at or near 1.0 suggesting a perfect linear relationship and values near 0.0 indicating no linear relationship. Table 6 shows the percentages of students at each grade and within each subject whose status on the state test, i.e., whether or not the student met standards, was accurately predicted by their MAP performance and using the estimated cut scores within the current study. This table can be used to understand the predictive validity of MAP with respect to the EOG.

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 1000 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 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

**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

## **Nwea Cut Scores 2013 By Grade Level** Book Review: Unveiling the Magic of Language

In an electronic digital era where connections and knowledge reign supreme, the enchanting power of language has become more apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is actually remarkable. This extraordinary book, aptly titled "**Nwea Cut Scores 2013 By Grade Level**," compiled by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we shall delve to the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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## **Nwea Cut Scores 2013 By Grade Level Introduction**

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