

### 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	16.05
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	225.85	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	150.15	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	226.45	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	205.00	14.33
5	204.17	14.55	208.45	15.98	210.19	15.90
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	216.60	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	11.65	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 <sup>+</sup>	211.40	14.10	213.42	14.17	213.99	14.72
10 <sup>+</sup>	213.24	14.26	214.95	14.42	215.29	15.07

## Nwea Grade Level Equivalents

**Arturo Cuomo**

## **Nwea Grade Level Equivalents:**

*Mapping 2005 state proficiency standards onto the NAEP scales research and development report ,2007*

**Mismeasuring Schools' Vital Signs** Steve Rees,Jill Wynns,2022-09-29 This book helps school and district leaders avoid the pitfalls that await those making sense of their school s data Whether you re interpreting achievement gaps graduation rates or test results you re at risk of reaching a mistaken judgment By learning about common errors and how they re made you ll be ready to choose safer surer paths to making better sense of the wealth of data in your school or district The authors help educators build better evidence see conclusions more clearly and explain the data more persuasively Special features Include Questions to Spark Discussion in each chapter encourage school site district leaders and board trustees to apply each chapter s content to their own situations Data visualizations together with the authors interpretations will help you learn how to do visual analysis and reach the right conclusions Practical tips provide clear guidance Supplemental resources can be found at the book s website k12measures com including interactive data visualizations and analytic exercises to help you learn a concept by doing     **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 PrincipalSouth 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     **Handbook of Reading Assessment** Sherry Mee Bell,R. Steve McCallum,2015-07-30 The Handbook of Reading Assessment Second Edition covers the wide range of reading assessments educators must be able to use and understand to effectively assess and instruct their students Comprehensive and filled with numerous authentic examples the text addresses informal classroom based assessment progress monitoring individual norm referenced assessment and group norm referenced or high stakes testing Coverage includes assessment content relevant for English language learners and adults A set of test guidelines to use when selecting or evaluating an assessment tool is

provided New and updated in the Second Edition Impact on reading assessment of Common Core Standards for literacy increased top down focus on accountability and high stakes tests innovations in computerized assessment of reading Latest developments in Response to Intervention RTI model particularly as they impact reading assessment International Reading Association standards for reading educators and brief discussion of International Dyslexia Association standards Types of reading assessment including discussion of formative versus summative assessment Expanded coverage of assessment of reading motivation Expanded coverage of writing assessment New and revised assessments across genres of reading assessment Companion Website numerous resources relevant to reading and writing assessment suggestions for evidence based instructional practices that can be linked to assessment results PowerPoint slides test bank study guides application exercises

**Handbook on the Science of Literacy in Grades 3-8** Susan B. Neuman,Melanie R. Kuhn,2025-09-10 From foremost authorities this needed work demonstrates the importance of a science of literacy perspective for teaching and learning beyond the primary grades Contributors present cutting edge research on reading and writing development in grades 3 8 and review evidence based classroom practices and professional learning frameworks The Handbook explores how to support upper elementary and middle grades learners in improving morphological knowledge and vocabulary understanding text complexity and building comprehension It describes effective ways to meet the instructional needs of struggling readers and writers including multilingual students and those with learning disabilities Timely topics include multi tiered systems of support student motivation and engagement adaptive teaching digital and multimodal literacies and culturally responsive and sustaining practices

*Cognitive Engagement as a Predictor of Achievement* Deanna Marie Spanjers,2007 Using Data to Improve Schools Elaine Allensworth,2025-10-22 Make data work for your school and for every student Far too often educators are inundated with data that feels overwhelming irrelevant or unhelpful In Using Data to Improve Schools nationally recognized expert on school transformation and student achievement Elaine Allensworth offers a framework for understanding the critical properties of data and the tools educators need to focus on the metrics that matter most for student achievement Rooted in two decades of research on educational policy and practice and real world success stories from Chicago Public Schools this groundbreaking guide bridges the gap between theory and practice helping educators build a culture of data driven collaboration and success Topics covered include Common myths and assumptions that divert attention from the data that matter most Guidance on using systems for continuous improvement such as Early Warning Indicator EWI and Multi Tiered Systems of Support MTSS Tools to align teachers families and staff around a shared vision and strategies that build trust and momentum for sustainable growth Allensworth clearly outlines how schools can improve key performance areas like attendance test scores and graduation rates by identifying high impact metrics and fostering a collaborative culture of improvement By simplifying complex concepts and offering tools for effective collaboration this guide inspires educators to turn numbers into positive change

*Implementation of Formative Feedback*

Programs Reid Barclay Prichett,2008 Charter School Outcomes Mark Berends,Matthew G. Springer,Herbert J. Walberg,2017-09-25 Sponsored by the National Center on School Choice a research consortium headed by Vanderbilt University this volume examines the growth and outcomes of the charter school movement Starting in 1992 93 when the nation s first charter school was opened in Minneapolis the movement has now spread to 40 states and the District of Columbia and by 2005 06 enrolled 1 040 536 students in 3 613 charter schools The purpose of this volume is to help monitor this fast growing movement by compiling organizing and making available some of the most rigorous and policy relevant research on K 12 charter schools Key features of this important new book include Expertise The National Center on School Choice includes internationally known scholars from the following institutions Harvard University Brown University Stanford University Brookings Institution National Bureau of Economic Research and Northwest Evaluation Association Cross Disciplinary The volume brings together material from related disciplines and methodologies that are associated with the individual and systemic effects of charter schools Coherent Structure Each section begins with a lengthy introduction that summarizes the themes and major findings of that section A summarizing chapter by Mark Schneider the Commissioner of the National Center on Educational Statistics concludes the book This volume is appropriate for researchers instructors and graduate students in education policy programs and in political science and economics as well as in service administrators policy makers and providers

**Reading Educational Research** Gerald Watkins Bracey,2006 Stats stats stats It seems everything written about education today is full of stats With this book nimble minded number cruncher and award winning researcher Gerald Bracey takes your hand and walks you through the process of figuring out the meaning behind the figures You don t need to be a math whiz to follow Bracey because he writes with clarity and humor explicitly defining statistical terminology in easy to understand language and even offering you thirty two specific principles for assessing the quality of research as you read it

**Kentucky Law Journal** ,2009 **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

**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 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 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 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

**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

*A Study of the*

*Ongoing Alignment of the NWEA RIT Scale with the Indiana Statewide Test for Educational Progress (ISTEP+)* John Cronin, Branin Bowe, 2005 This study investigated the relationship between the scales used for the ISTEP 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 the academic growth of students and cohorts Districts choose whether to include these assessments in their local assessment programs The study estimated the changes in reading and mathematics RIT score equivalents for the ISTEP performance levels in those subjects Test records for more than 20 000 students were included in this study Three methods generated an estimate of RIT cut scores that could be used to project ISTEP performance levels Rasch SOS methods generally produced the most accurate cut score estimates Accuracy of predicting ISTEP passing performance was well above 80% for all grades and subjects studied when using the best methodology The study included test records from over 25 500 students enrolled in 11 Indiana school systems These students had taken both the state assessment and NWEA assessments in fall of 2004 many had also taken NWEA assessments in spring of 2004 Student records were included when a student had both a valid NWEA scale score and a valid ISTEP score in the equivalent subject for the fall season The primary questions addressed in the study are 1 What RIT scores correspond to various performance levels on the ISTEP tests 2 How do these RIT scores differ from the 2003 estimates of performance level and 3 How well can performance on the Indiana assessments be predicted from RIT scores when NWEA assessments are administered in the same fall and the prior spring Contains 19 tables and 9 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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