

### 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 | 206.05 | 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

|       | 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 | 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

**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 Cut Scores 2013:**

**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

**College Admissions and Admissions Testing in a Time of Transformational Change** Kurt F. Geisinger, 2022-12-30 Perhaps no topic in higher education is more controversial than admissions whether it be to a prestigious college graduate schools or professional schools In response to the pandemic and a host of race relations issues in the country many colleges and universities have changed their policies regarding admissions testing In this foundational volume renowned chapter authors address a diverse set of themes related to college admissions examining new perspectives exploring the strengths and weaknesses of current practices and discussing how institutions might use different techniques to attract diverse students particularly those who have not traditionally attended college Experts in college admission testing admissions research and psychology come together to provide empirically based approaches and ideas Ultimately this volume advances a future in college admissions where more students are able to succeed in college and beyond

*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 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

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

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 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 *The Relationship Between NWEA Scores of Resident and Non-resident Students* Steve Prissel,2016 The purpose of this study was to examine whether a relationship exists between the Northwest Evaluation Association NWEA scores of school of choice students and resident students Background factors were also considered in the study with focus on grade gender race and special education and socioeconomic status of the students The study included 5 975 students from 14 school districts in one Michigan intermediate school district ISD The NWEA computer adaptive test assessed achievement progress in math and reading in grades 3 8 This study used pre and post assessments once in the fall and once in the spring to assess the level of achievement growth Students in this study completed the math and reading portions of the NWEA during the 2014 15 school year A quantitative correlational design was used in this study to show the relationship if any between NWEA math and reading scores of school of choice SOC and resident students What was the relationship between students residency status and math and reading achievement as measured by NWEA and What was the relationship between students residency status and math and reading achievement as measured by NWEA after controlling for background factors These guiding questions and this research are important because of growing nationwide concerns by parents policy makers and school leaders about the educational value of school

choice and the competition for per pupil funding based the school district's ability to attract and retain out of district students. Maintaining high achievement scores is critical. This study concluded that the grade level of the student was impactful to achievement scores but the SOC status was not.

**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 *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 **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 [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

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