A Recipe for

Leading with map GROWTH to maximize Fall achievement data and drive student growth all year

Archdiocese of Seattle
Fall Data Dive 2025

nwea® believe in what's possible®

What gets measured gets done.

What gets measured and fed back gets done well.

What gets rewarded gets repeated.

TODAY'S Ingredients

2025 Updates

In the Mix:
New Test; New Norms

School Profile

In the Bag:
What are you working with?

Class Profile

Know your tools:
Find the Key Ingredients
for Growth

Student Profile

Season Carefully:
Little Things Matter

Goal Setting

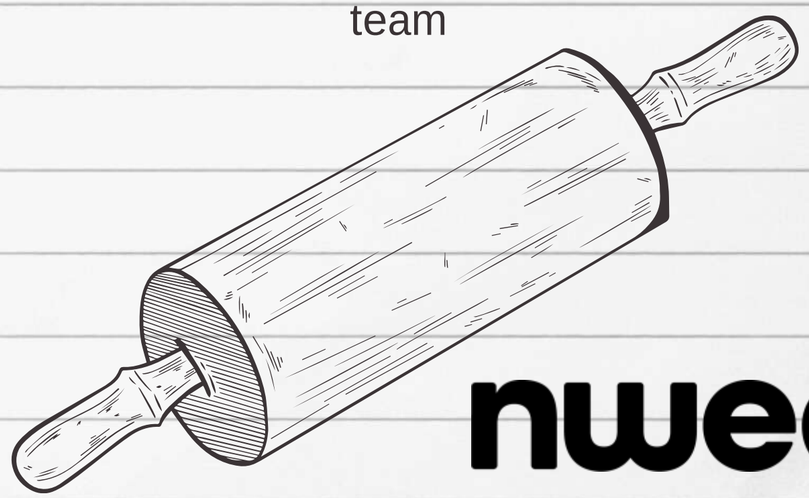
Dress It Up:
Appropriate
Expectations

Family Communication

Share the Dish:
Involving the home
team

Katie Doyle

NWEA Catholic Team
Senior Account Manager



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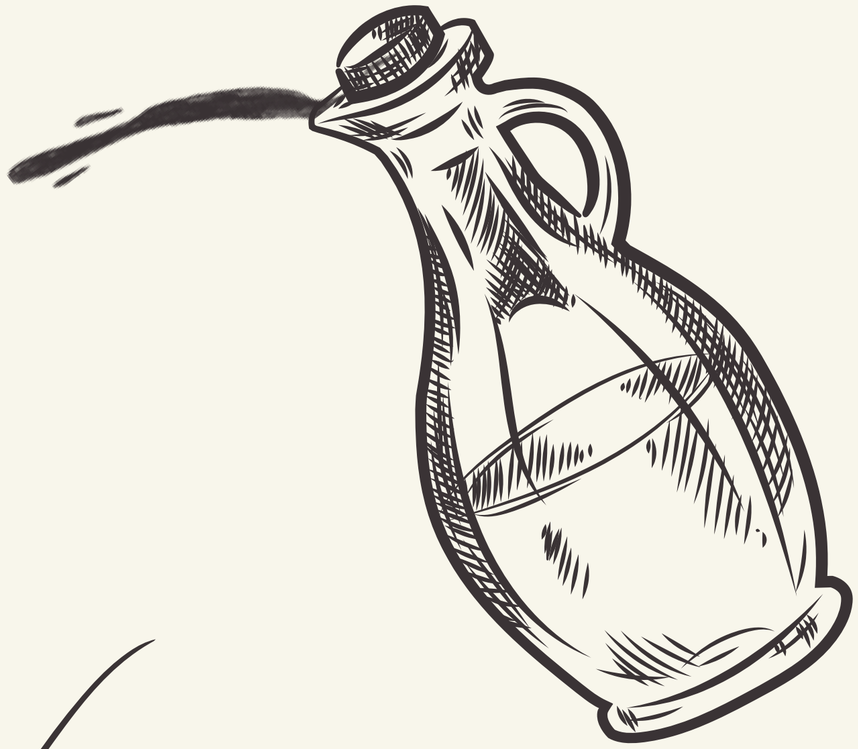
MAP GROWTH

2025 Updates

New norms and test improvements in the mix add impact to your data driven instruction



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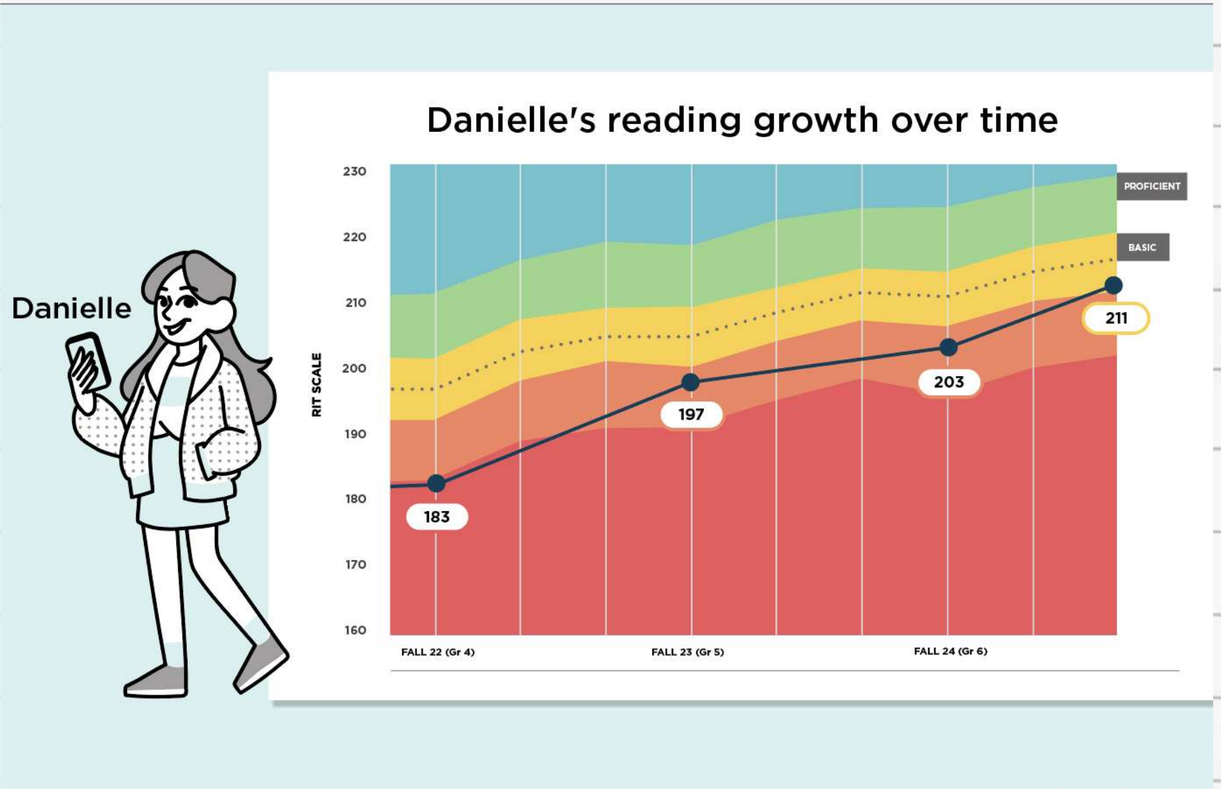
A Key Ingredient: NWEA'S TRUSTED NORMS



Norms provide an accurate, comprehensive picture of student learning.

- *How a student's achievement* compares to their peers nationally
- How to set ambitious, achievable growth goals

Low	Low / Average	Average	High Average	Hi
Percentile = <21st	Percentile = 21st-40th	Percentile = 41st-60th	Percentile = 61st-80th	Percentile = >80th

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CONTEXT Changes over time

Now

Then

The RIT scale hasn't changed, but the reference group has.
Updated norms let us see how student compare to their current peers.

MAP GROWTH ChangeD, TOO!

EISA

The Enhanced Item Selection Algorithm provides a smarter Test blueprint

What is it?	Why did we do it?	What are the benefits?
An improvement in how MAP Growth selects items for students to better align with grade-level content.	Make MAP Growth more instructionally relevant and more useful for using scores to make placement decisions.	1. Stronger connection to core instruction 2. Increased MAP's content validity 3. Better test experience for kids

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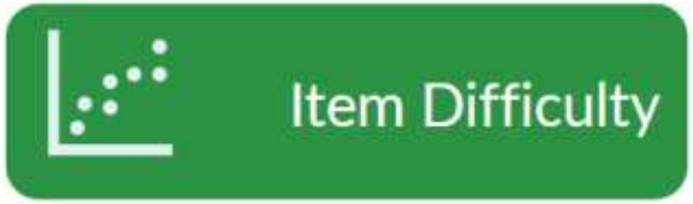
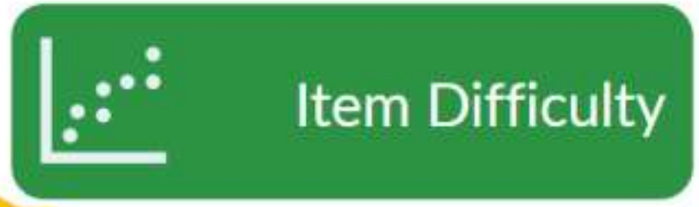
MAP Growth: Rules for Test Item Selection

Traditional MAP Growth



MAP Growth with EISA

Improved!



New!

map GROWTH

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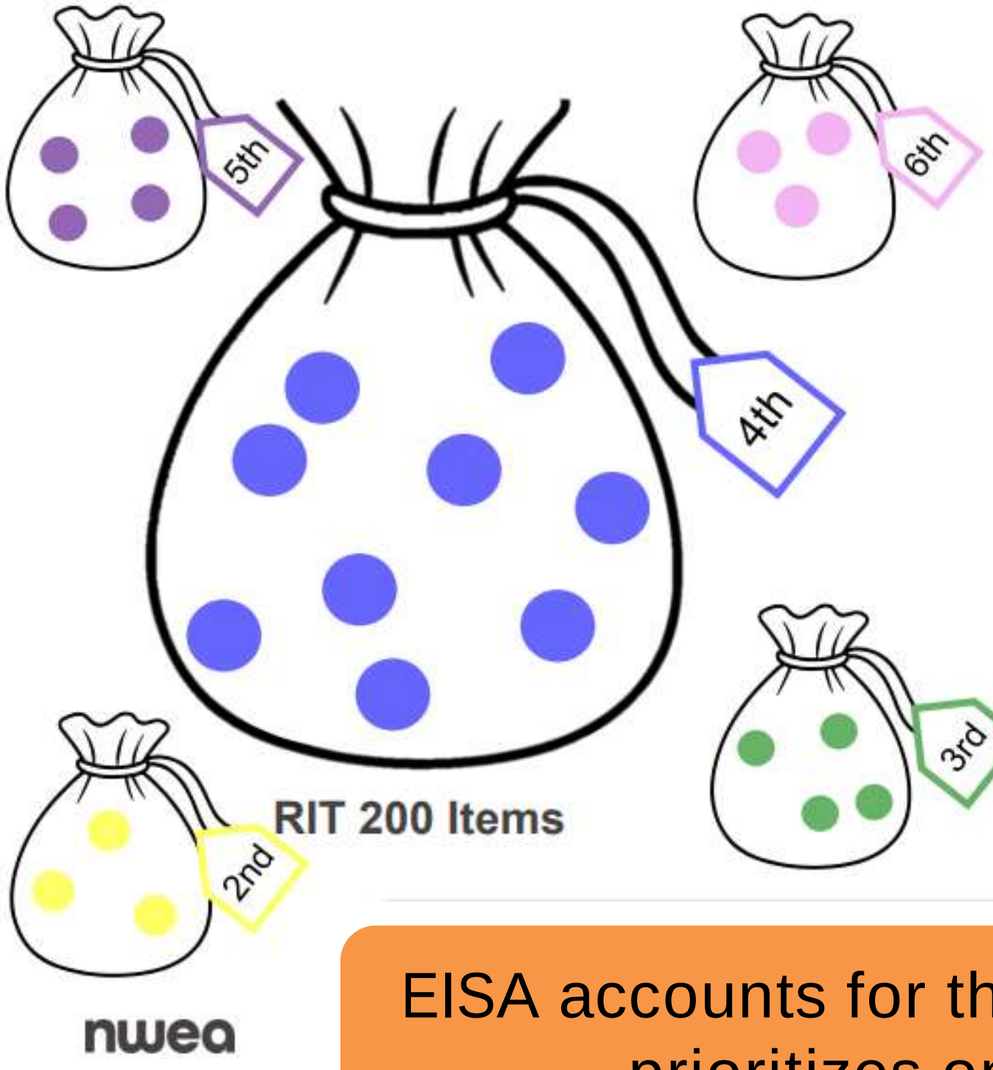
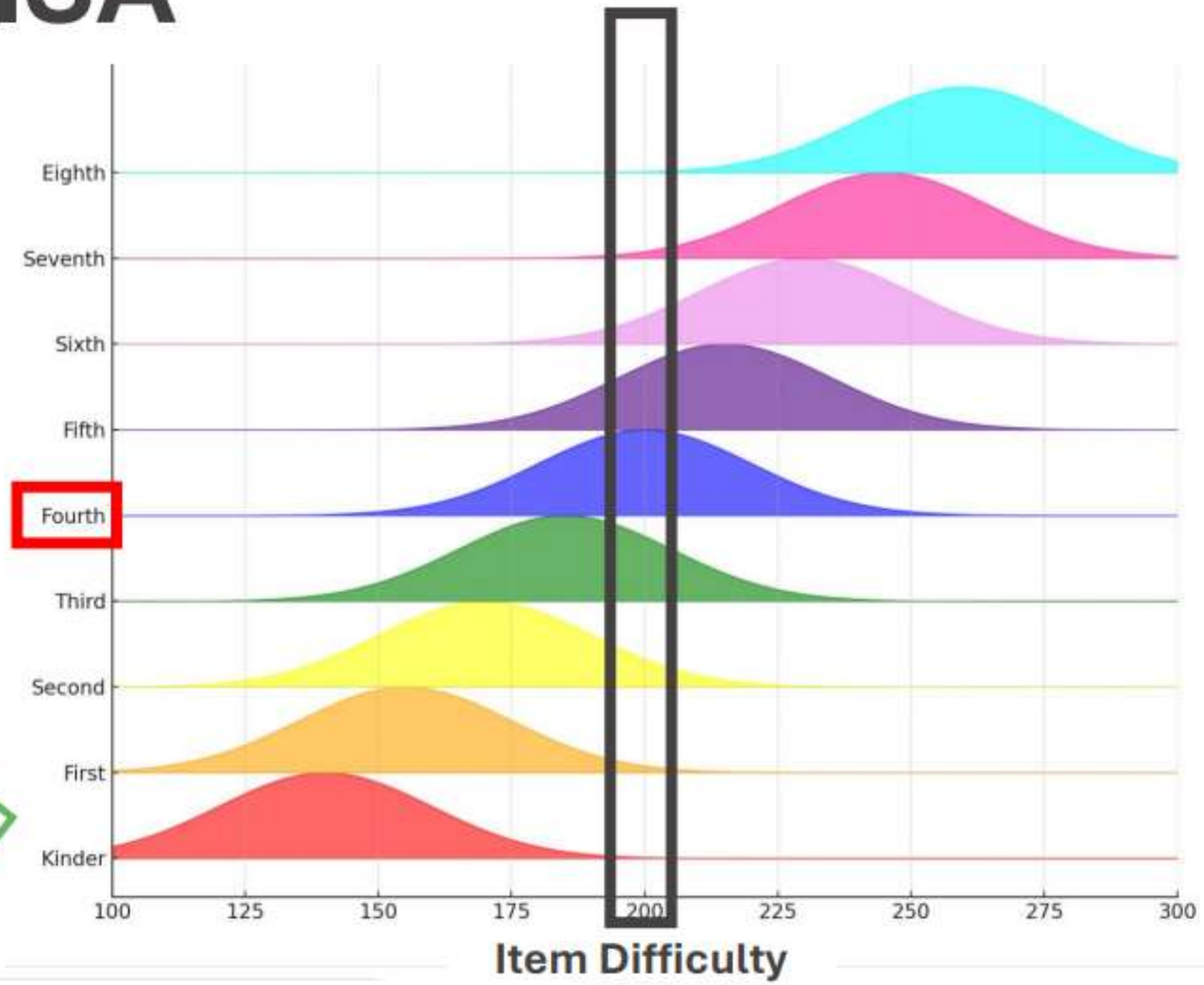
Legacy MAP vs EISA





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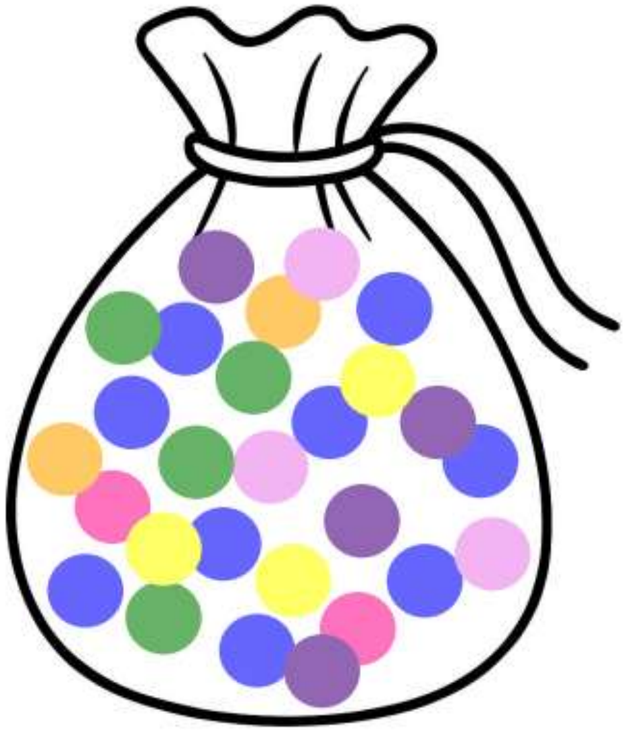
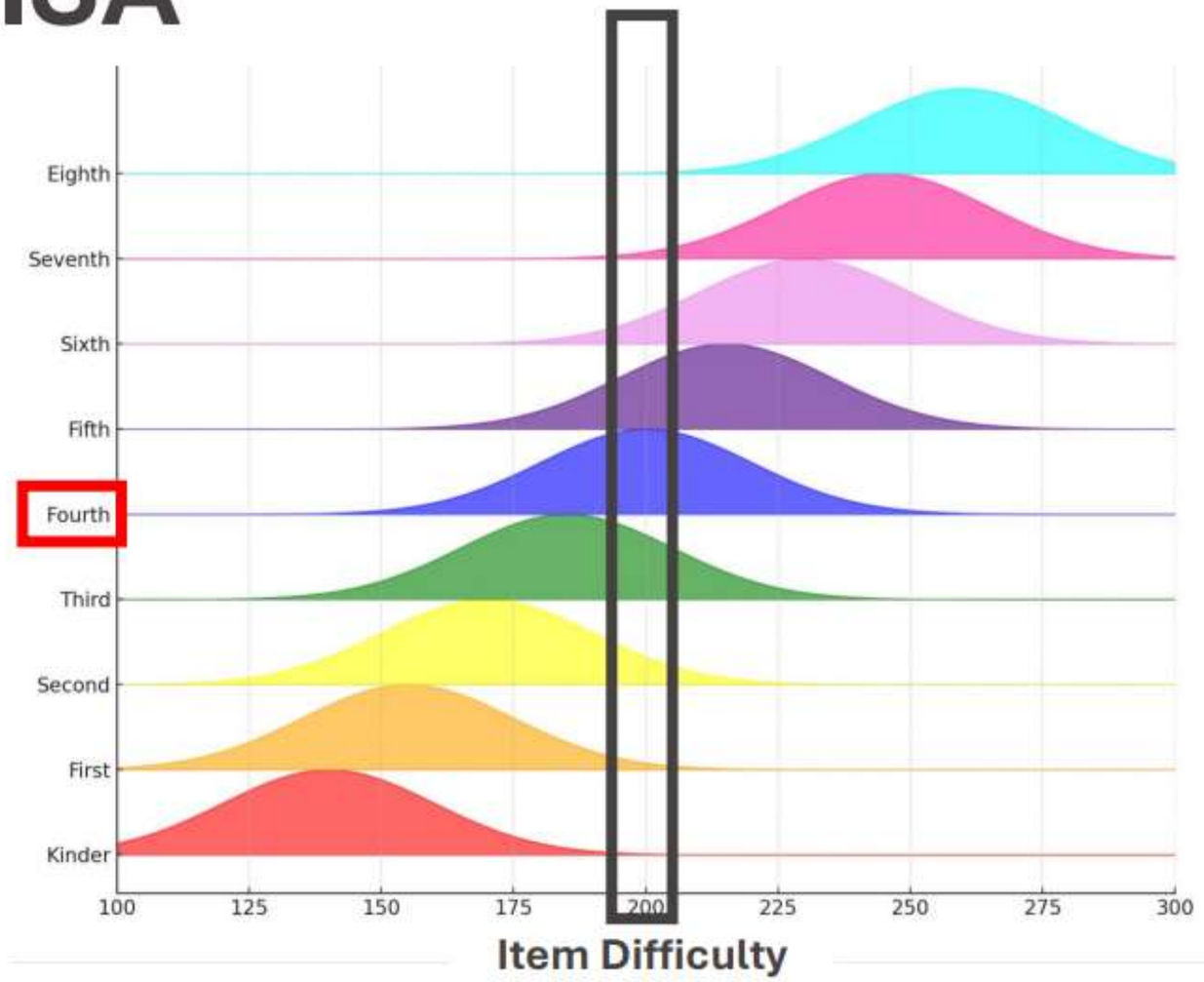
EISA accounts for the grade-level alignment of items and prioritizes on grade items when available.

Legacy MAP vs EISA

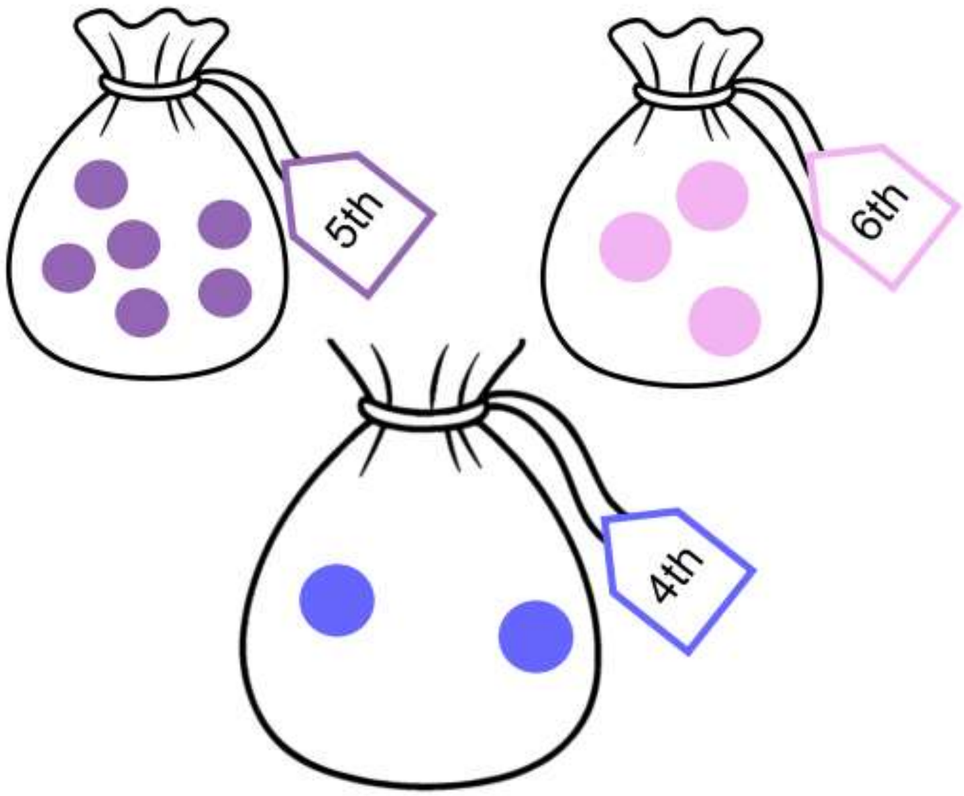


RIT 200 Items

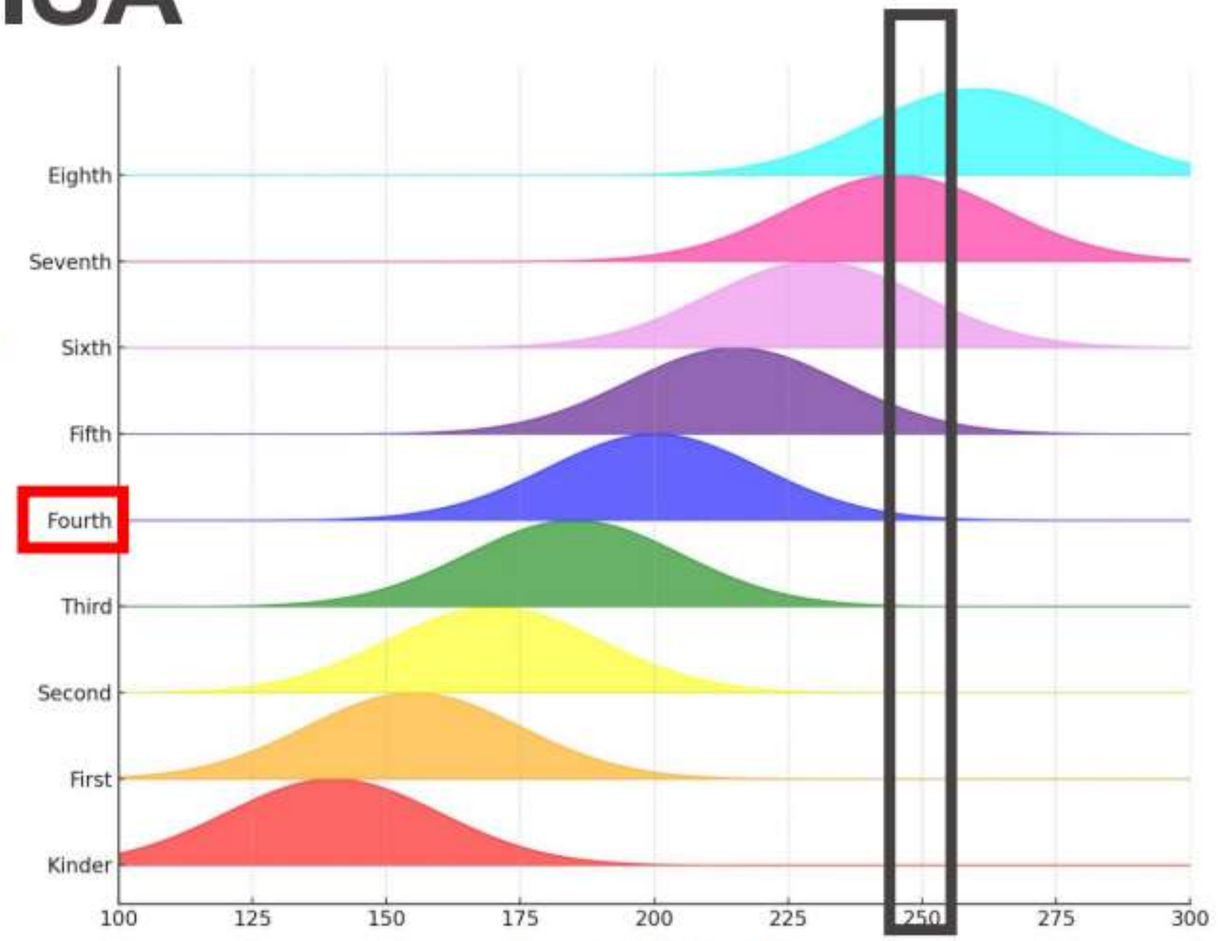


Legacy MAP selected items according to their difficulty.

Legacy MAP vs EISA

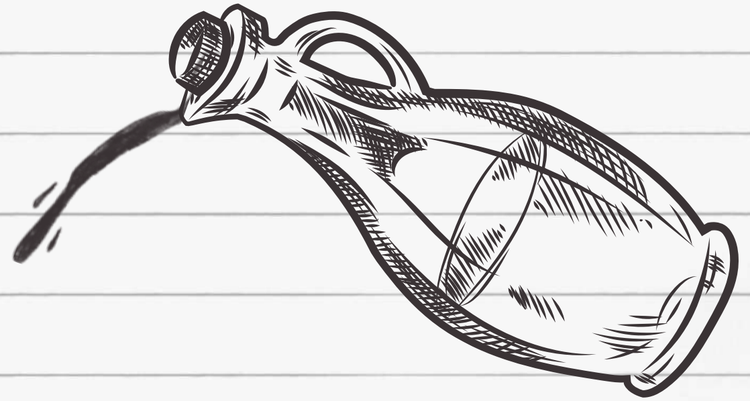


RIT 250 Items



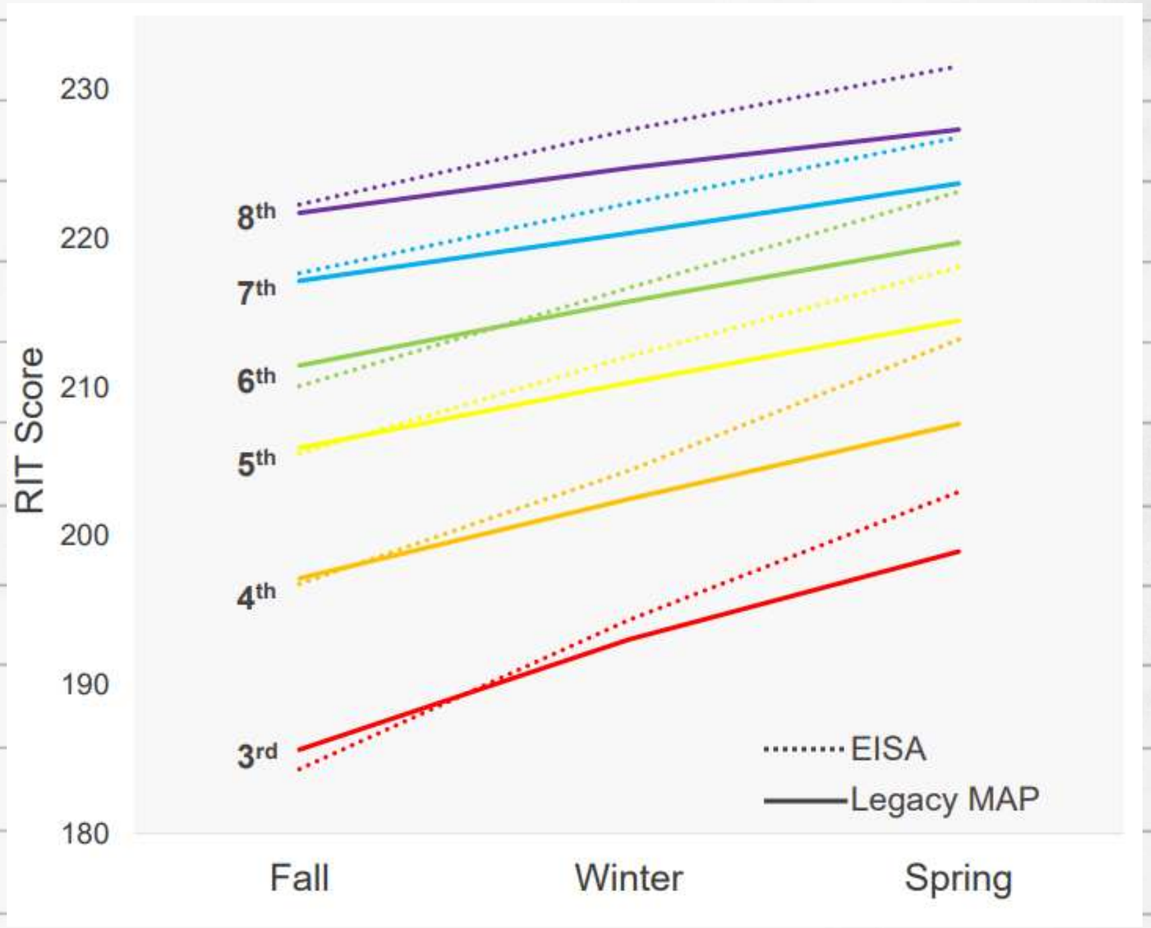
Item Difficulty

The test still adapts according to student performance and draws items from other grades when appropriate.



In the mix with eisa:

Steeper Growth in Math

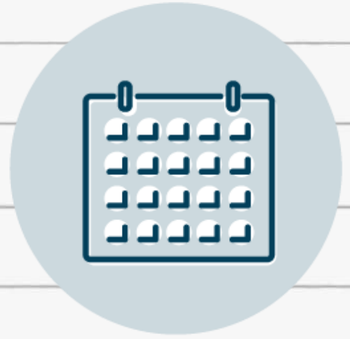


Compared to legacy MAP, EISA results in decreases in fall scores and increases in winter and spring.

Adding in NEW NORMS

What should you expect?

Norms 2025 At-a-Glance



Years

2022-23 and 2023-24

Scores

116 million scores

Students

13.8 million students

Schools

30K+ schools

Districts

7,000 districts

States

All 50 states

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2025 Norms Overview

Same Core Strengths

- Broad representative sample
- Rigorous methodology
- Time accounted for more precisely than blunt season labels
- Inclusion of school and student norms

New Features

- Updated focal years that capture post-COVID reality
- Full EISA alignment
- Simplification of process for reporting test timing
- More inclusive sample

When comparing 2025 to 2020, we're not just seeing "learning loss" but the net effect of new data, new context, and improved test.

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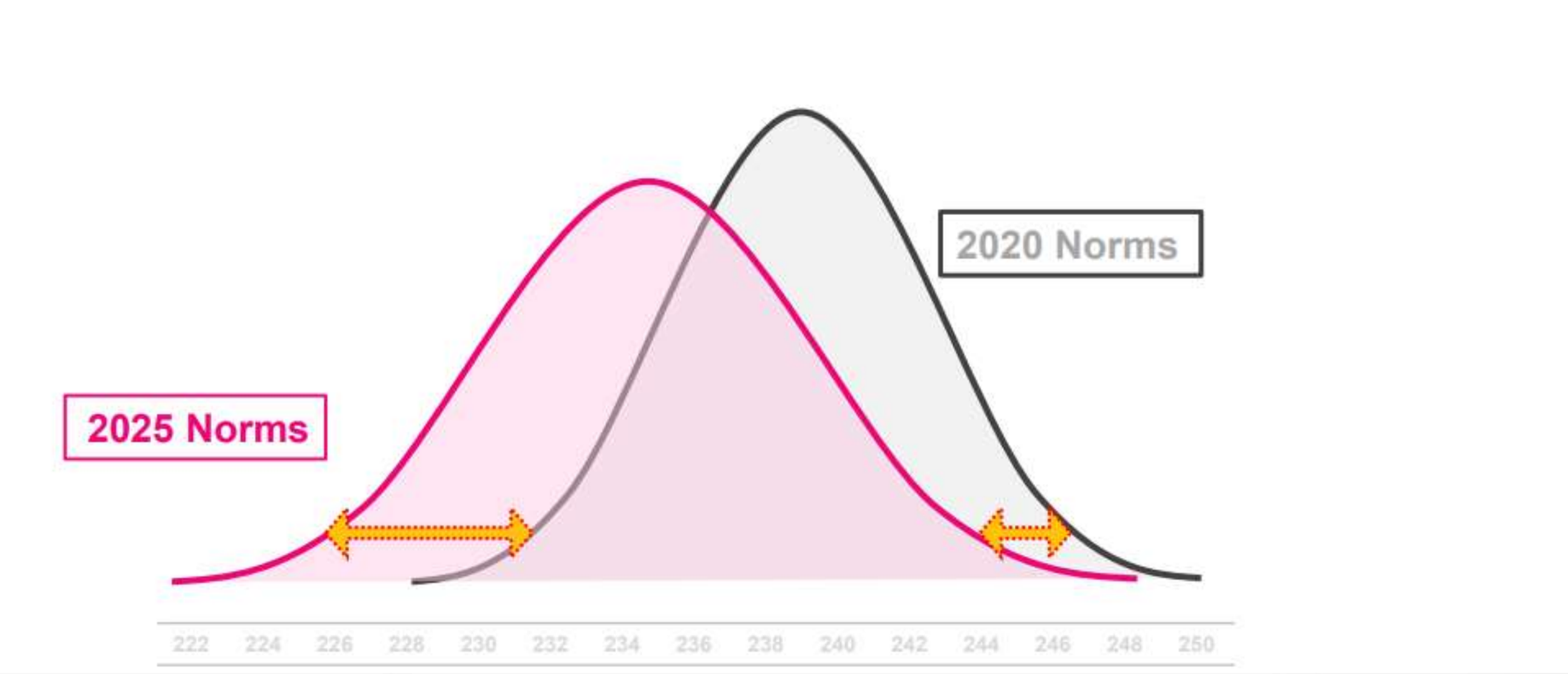
2025 Norms Overview

Distribution shifted down and became more variable



Expect larger shifts at lower achievement levels and smaller shifts at higher achievement levels.

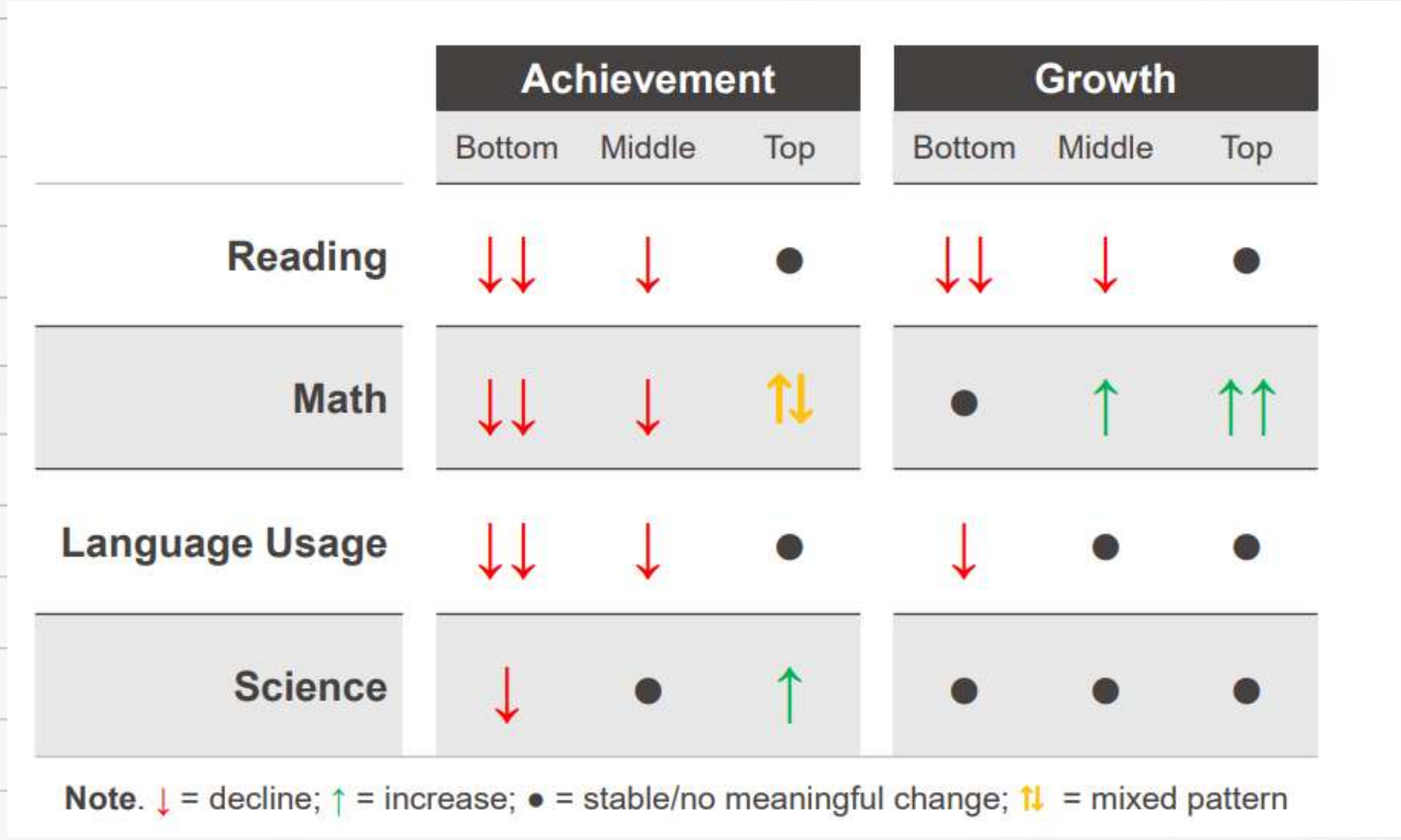
Summary of RIT shifts Across Subjects

Reading

- Across grades, lower achieving students show steeper declines
- Lower growth, especially at median and below

Math

- Across grades, scores generally lower at and below the median
- Higher growth, especially above the median



	Achievement			Growth		
	Bottom	Middle	Top	Bottom	Middle	Top
Reading	↓↓	↓	●	↓↓	↓	●
Math	↓↓	↓	↑↓	●	↑	↑↑
Language Usage	↓↓	↓	●	↓	●	●
Science	↓	●	↑	●	●	●

Note. ↓ = decline; ↑ = increase; ● = stable/no meaningful change; ↑↓ = mixed pattern

Summary of PercenTile Shifts for Same RIT

Columns show the 2025 percentile rank that corresponds to the RIT score at the 30th, 50th and 95th percentiles under the 2020 norms.

	Reading			Math		
	30th percentile in 2020	50th percentile in 2020	95th percentile in 2020	30th percentile in 2020	50th percentile in 2020	95th percentile in 2020
K	34	54	95	30	48	93
1	40	59	96	35	54	95
2	40	59	96	38	55	93
3	39	57	95	38	55	93
4	37	56	95	33	51	93
5	37	56	95	37	56	95
6	38	58	96	36	56	96
7	38	58	96	36	56	96
8	39	59	97	33	53	96

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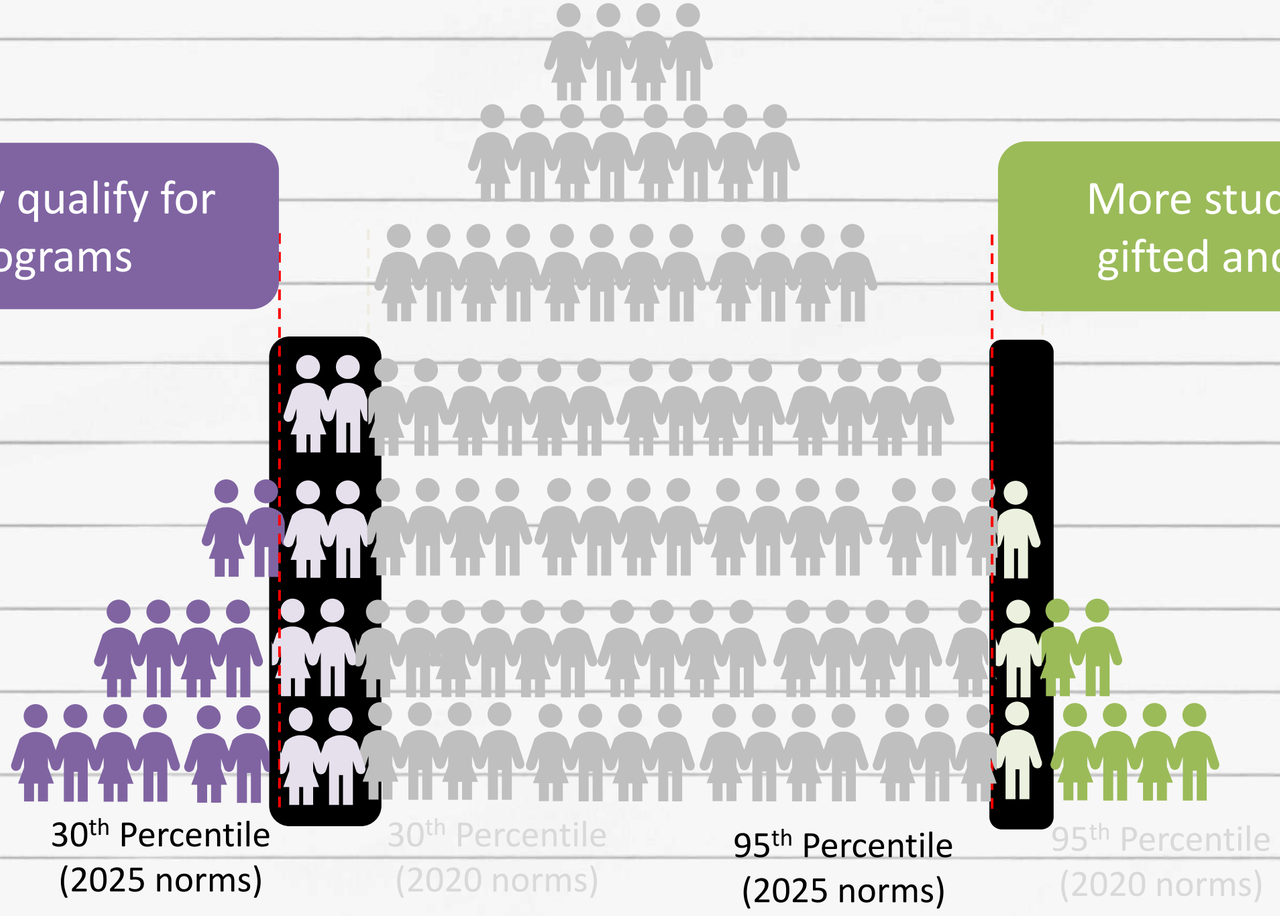
For example:

Fewer students may qualify for intervention programs

More students may qualify for gifted and talented programs



Key Implications &and Guidance

MAP Growth continues to report scores on the same RIT scale — but the reference group has changed. In general, a given RIT score in 2025 now maps to a different percentile than it did under the 2020 norms.

Students in 2025 will typically have a higher percentile rank compared to 2020 for the same RIT score. Because percentiles have shifted, NWEA strongly recommends reviewing program policies, placement criteria, and resource allocation.

map GROWTH

School Profile

Learn what's in the bag this year with an interactive report that highlights growth opportunities for all students.

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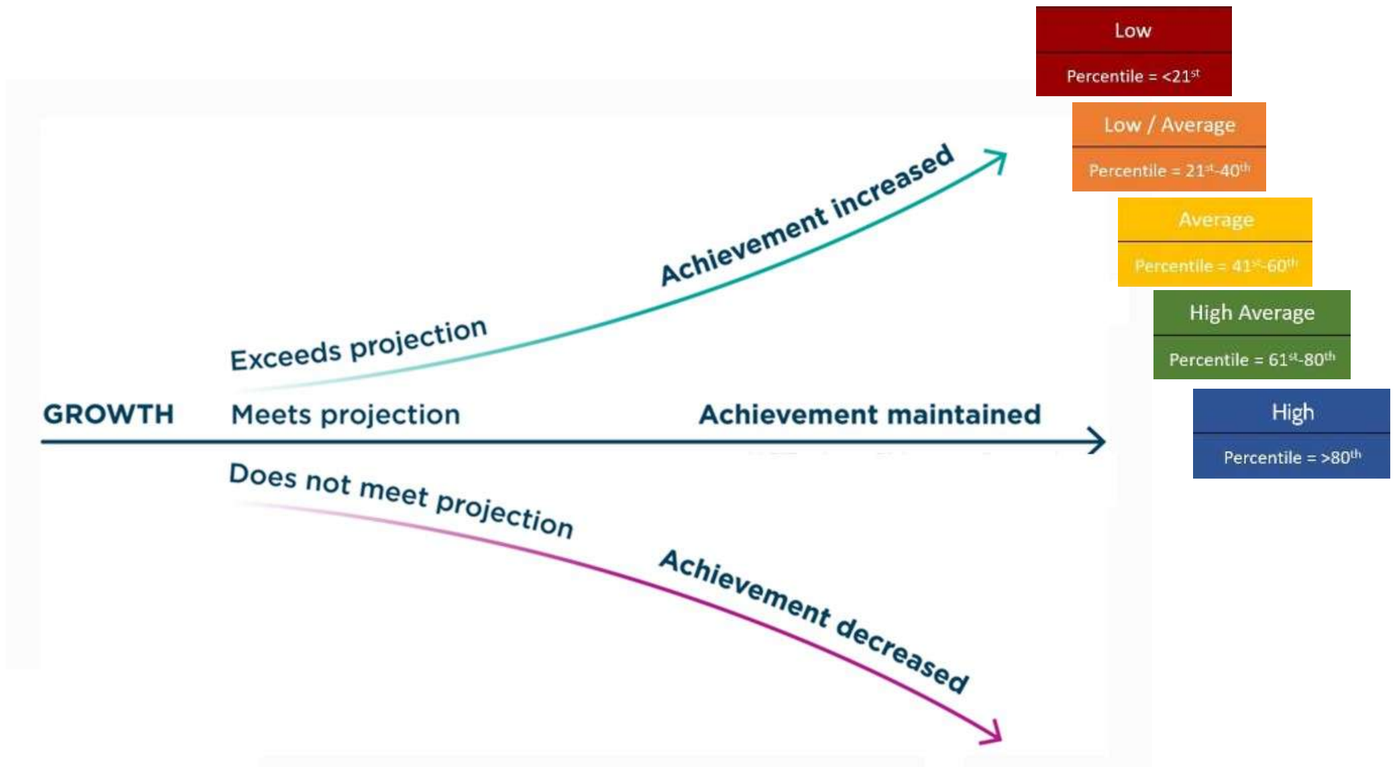
REMEMBER THE BASICS…

Low	Low / Average	Average	High Average	High
Percentile = <21st	Percentile = 21st-40th	Percentile = 41st-60th	Percentile = 61st-80th	Percentile = >80th

College and Career Ready

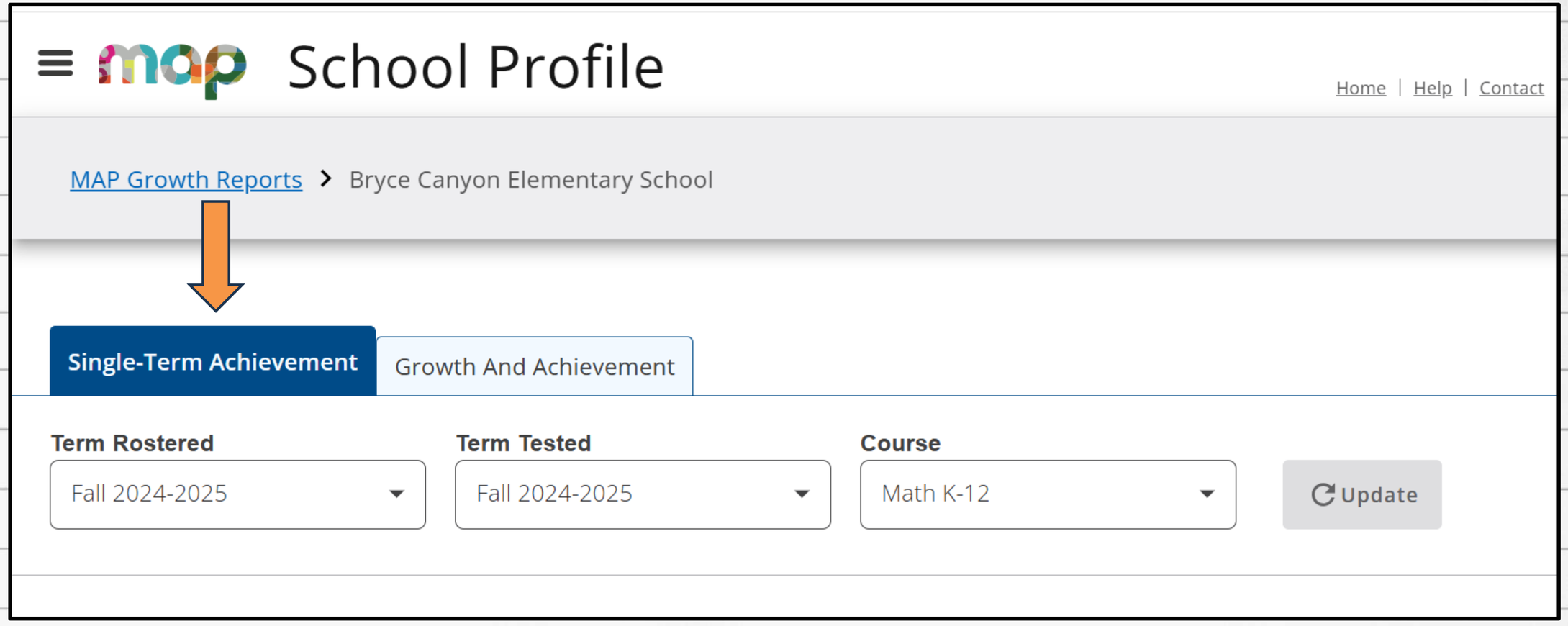
SBAC Projected Proficiency



Achievement only maintains or improves if growth projections are met or exceeded.

WA (SBAC) NWEA linking study here
See pages 16-17

Taste Test the School Profile



Find out where the school is starting from with a look at single term achievement

Bryce Canyon Elementary School

School Profile

Achievement Overview

Bryce Canyon Elementary School | Math K-12

Is our overall median at least in the college and career readiness range (60th percentile or higher)?

Grade	Achievement Fall 2024-2025 Median and Distribut	Number of Students
All Grades	45th | 26% | 20% | 19% | 10% | 25%	301

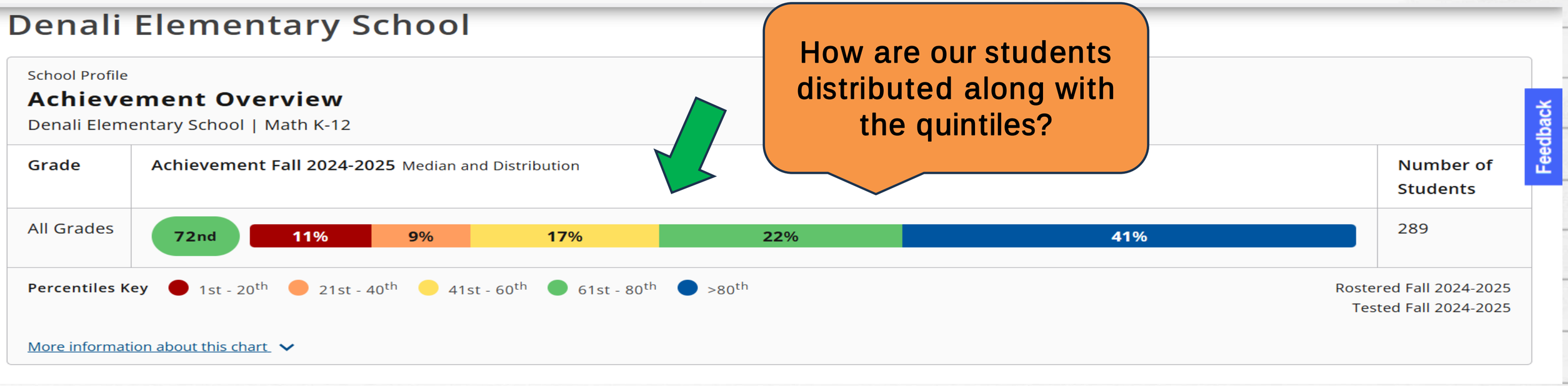
Percentiles Key 1st - 20th | 21st - 40th | 41st - 60th | 61st - 80th | >80th

Rostered Fall 2024-2025

Tested Fall 2024-2025

More information about this chart

Set a goal to move students on the yellow bubble up and Keep your green and blue students steady



What are the implications?

MAP Growth Reports ›

Select School

How can I better support my kindergarten teacher so he can move these 25+ students up?

Sort by -- select an option --

Grade	Achievement	Number of Students
K	16th: 53% / 14% / 10% / 6% / 17%	51
Grade 1	44th: 16% / 22% / 24% / 12% / 26%	50
Grade 2	48th: 16% / 28% / 26% / 2 / 28%	50
Grade 3	58th: 11% / 19% / 22% / 13% / 35%	37
Grade 4	52nd: 27% / 18% / 15% / 11% / 29%	62
Grade 5	41st: 25% / 22% / 21% / 18% / 14%	51

Percentiles Key: 1st - 20th | 21st - 40th | 41st - 60th | 61st - 80th | >80th

Rostered Fall 2024-2025

SKILLS Checklists?

MAP Growth Reports › Bryce Canyon Elementary School

Select School

Grade "K" Achievement Fall 2024-2025 Median and Distribution

Sort by -- select an option --

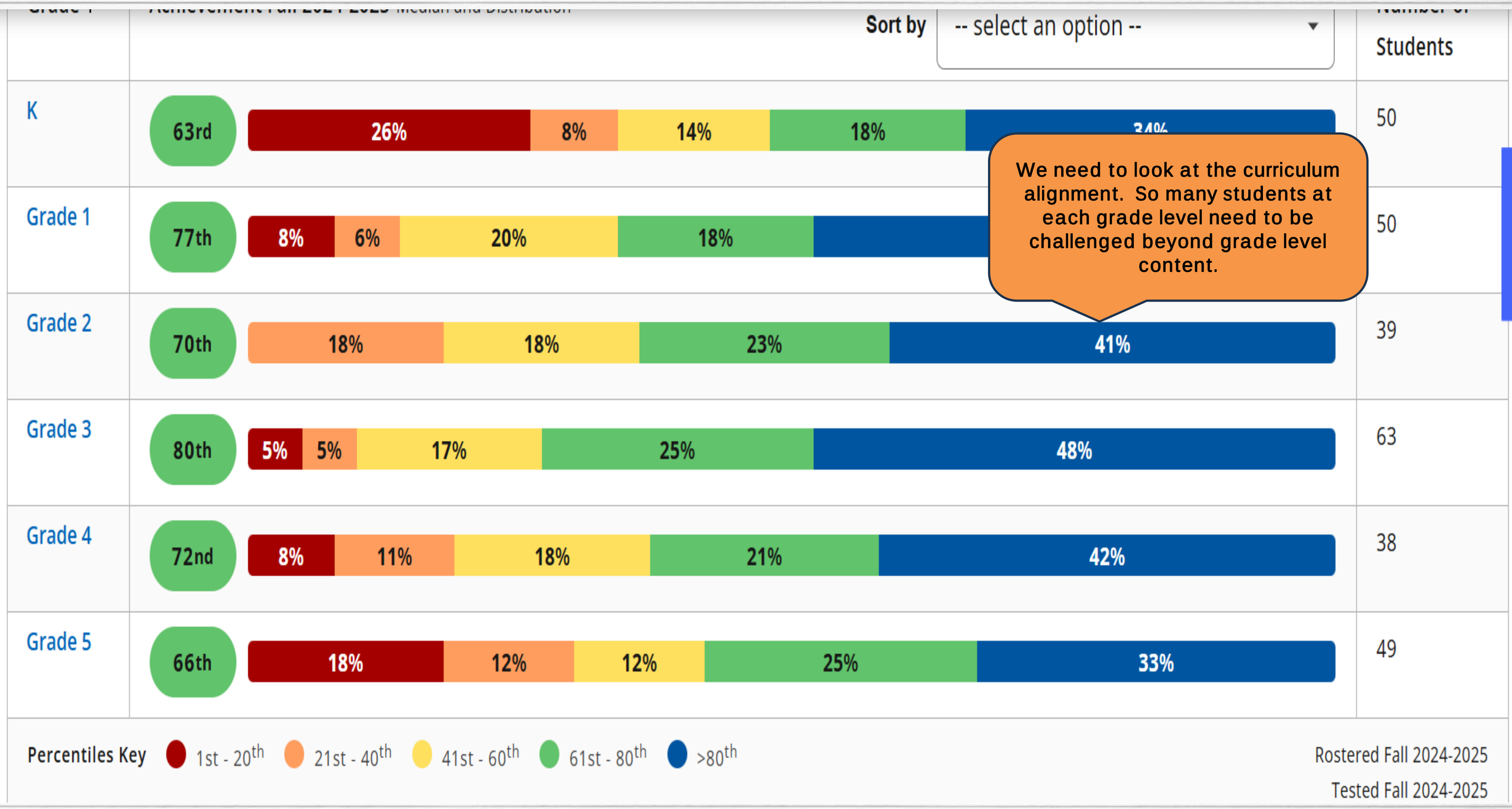
		Number of Students
K	16th: 53% / 14% / 10% / 6% / 17%	51
Grade 1	44th: 16% / 22% / 24% / 12% / 26%	50
Grade 2	48th: 16% / 28% / 28%	50
Grade 3	58th: 11% / 19% / 22% / 35%	37
Grade 4	52nd: 27% / 18% / 15% / 11% / 29%	62
Grade 5	41st: 25% / 22% / 21% / 18% / 14%	51

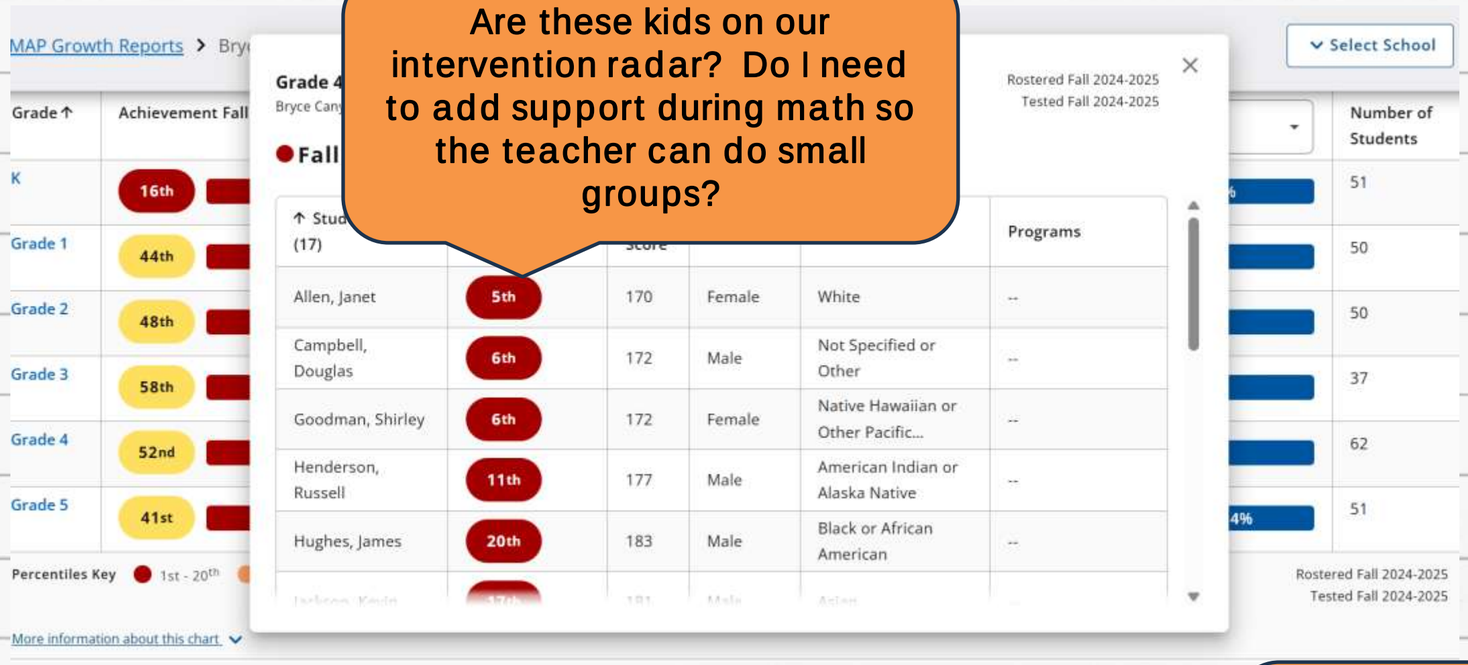
Grade level instruction is only meeting the needs of 9 students. What resources do 4th grade teachers need so she can differentiate?

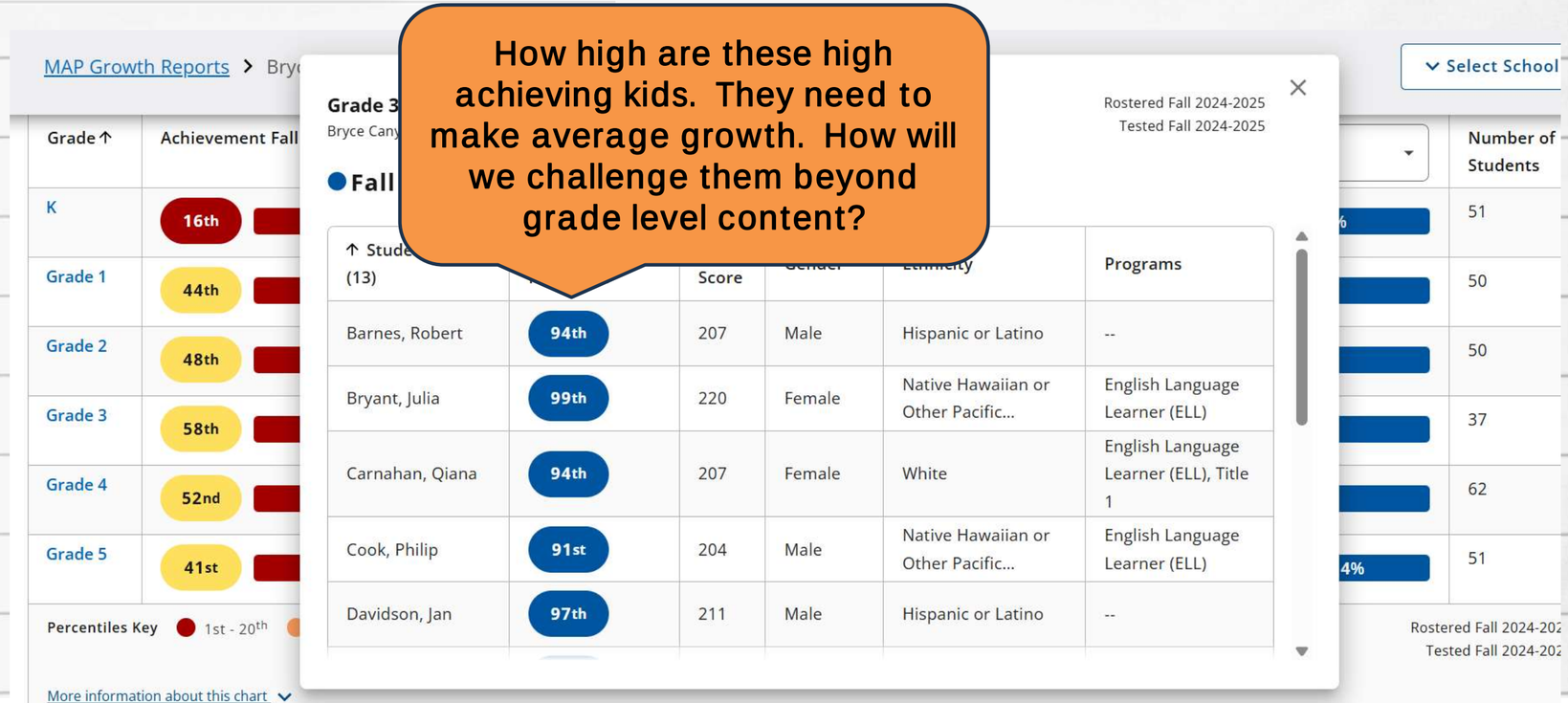
Percentiles Key: 1st - 20th | 21st - 40th | 41st - 60th | 61st - 80th | >80th

Rostered Fall 2024-2025

Tested Fall 2024-2025


Sort by
-- select an option --
Number of Students
K
63rd
26%
8%
14%
18%
34%
50
Grade 1
77th
8%
6%
20%
18%
50
We need to look at the curriculum alignment. So many students at each grade level need to be challenged beyond grade level content.
Grade 2
70th
18%
18%
23%
41%
39
Grade 3
80th
5%
5%
17%
25%
48%
63
Grade 4
72nd
8%
11%
18%
21%
42%
38
Grade 5
66th
18%
12%
12%
25%
33%
49
Percentiles Key
1st - 20th
21st - 40th
41st - 60th
61st - 80th
>80th
Rostered Fall 2024-2025
Tested Fall 2024-2025


MAP Growth Reports
Select School
Grade 4
Bryce Cany
Rostered Fall 2024-2025
Tested Fall 2024-2025
Fall
Are these kids on our intervention radar? Do I need to add support during math so the teacher can do small groups?
Grade
Achievement Fall
Number of Students
K
16th
51
Grade 1
44th
50
Grade 2
48th
50
Grade 3
58th
37
Grade 4
52nd
62
Grade 5
41st
51
Percentiles Key
1st - 20th
Rostered Fall 2024-2025
Tested Fall 2024-2025
More information about this chart
↑ Stud (17)
Programs
Allen, Janet
5th
170
Female
White
--
Campbell, Douglas
6th
172
Male
Not Specified or Other
--
Goodman, Shirley
6th
172
Female
Native Hawaiian or Other Pacific...
--
Henderson, Russell
11th
177
Male
American Indian or Alaska Native
--
Hughes, James
20th
183
Male
Black or African American
--


MAP Growth Reports
Select School
Grade 3
Bryce Cany
Rostered Fall 2024-2025
Tested Fall 2024-2025
Fall
How high are these high achieving kids. They need to make average growth. How will we challenge them beyond grade level content?
Grade
Achievement Fall
Number of Students
K
16th
51
Grade 1
44th
50
Grade 2
48th
50
Grade 3
58th
37
Grade 4
52nd
62
Grade 5
41st
51
Percentiles Key
1st - 20th
More information about this chart
↑ Stude (13)
Score
Programs
Barnes, Robert
94th
207
Male
Hispanic or Latino
--
Bryant, Julia
99th
220
Female
Native Hawaiian or Other Pacific...
English Language Learner (ELL)
Carnahan, Qiana
94th
207
Female
White
English Language Learner (ELL), Title 1
Cook, Philip
91st
204
Male
Native Hawaiian or Other Pacific...
English Language Learner (ELL)
Davidson, Jan
97th
211
Male
Hispanic or Latino
--

Add Some Secret Sauce

map GROWTH

Professional Learning

Informing Instruction

Focuses on using MAP Growth data to inform and tailor **instructional practices, ensuring that each student's needs are** met through responsive practices

In the Capacity Building Series!

map GROWTH

Class Profile

Classroom level interactive report that provides the tools to plan instruction for the students in the room this year

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School: Bryce Canyon Elementary School › **Tested:** Fall 2024-25 › **Rostered:** Fall 2024-25 | Change selections

Instructor

Maldonado, Beth...

Class

Maldonado Hom...

Subject

Mathematics

Course

Math K-12

UPDATE

Class Profile Overview

Download .C

Feedback

Test Details | **Instructional Areas** | Projected Proficiency

Maldonado Homeroom

Print .PDF

Class Profile report

Test details tab (3 of 3)

Class Profile

Test Details by Student

Homeroom | Mesa Verde Elementary School | Reading 2–5

Student Name	Grade	Achievement Percentile	RIT Score ↑	Lexi	SEM	Test Duration	Rapid-Guessing Percentage	Test Name	Test Date
Watkins, Lewis	5	8th	181	360L–510L	+/- 3	59 min	⚠ 35%	Reading 2–5	05/15/2024
Scott, Virginia	5	25th	203	590L–740L	+/- 2.9	90 min	2%	Reading 2–5	05/15/2024
Kennedy, Kelley	4	60th	208	765L–915L	+/- 3	49 min	0%	Reading 2–5	05/12/2024
Gordon, Alfred	5	48th	210	780L–930L	+/- 3	45 min	0%	Reading 2–5	05/10/2024
Stevens, Sadie	4	71st	211	860L–1010L	+/- 2.9	42 min	0%	Reading 2–5	05/12/2024
Carlin, Alisha	5	60th	217	880L–1030L	+/- 2.4	50 min	0%	Reading 2–5	05/10/2024
Washington, Doris	4	95th	223	1135L–1885L	+/- 3.5	38 min	0%	Reading 2–5	05/10/2024

How long did students take? Did Rapid guessing have an impact?

School: Bryce Canyon Elementary School › **Tested:** Fall 2024-25 › **Rostered:** Fall 2024-25 | Change selections

Instructor

Maldonado, Beth...

Class

Maldonado Hom...

Subject

Mathematics

Course

Math K-12

UPDATE

Class Profile Overview

Download .C

Feedback

Test Details | **Instructional Areas** | Projected Proficiency

Maldonado Homeroom

Print .PDF

School: Bryce Canyon Elementary School › **Tested:** Fall 2024-25 › **Rostered:** Fall 2024-25 | Change selections

Instructor: Maldonado, Beth...

Class: Maldonado Hom...

Subject: Mathematics

Course: Math K-12

UPDATE

Which instructional areas in this class and/or across the school are a strength or an area for improvement?

		Students
Geometry	64th — 11% | 31% | 4% | 23% | 31%	26
Measurement and Data	51st — 23% | 4% | 38%	26
Number and Operations	61st — 19% | 19% | 31%	26
Operations and Algebraic Thinking	51st — 16% | 23% | 15% | 15% | 31%	26

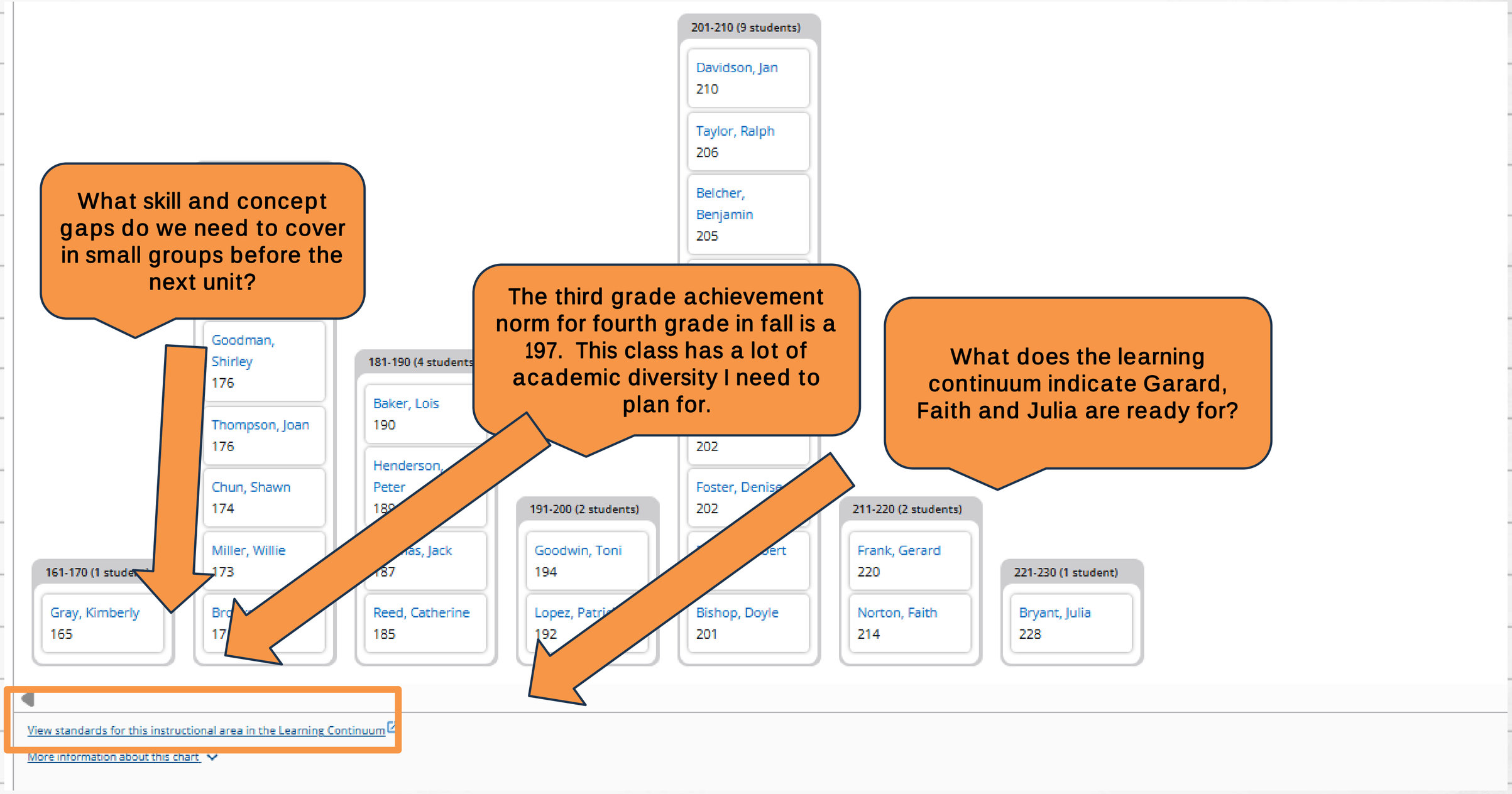
This is a priority area in 3rd grade. How can I cycle reteaching/enrichment through the year?

Percentiles Key: 1st - 20th | 21st - 40th | 41st - 60th | 61st - 80th | >80th

Strengths: Can you move faster?
Growth Opps: Can you fill gaps before these units come up?

Rostered Fall 2024-2025
Tested Fall 2024-2025

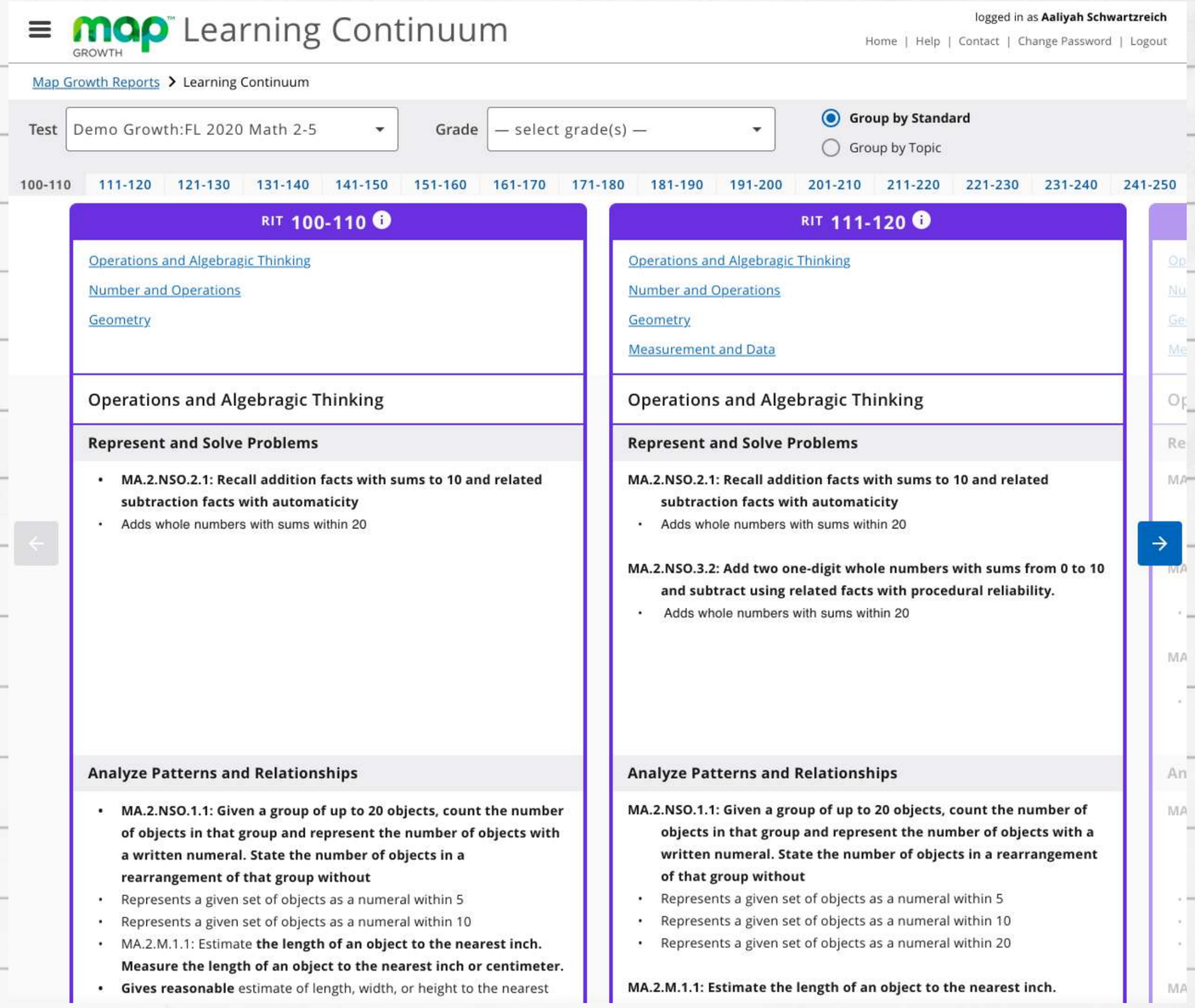
Feedback


What skill and concept gaps do we need to cover in small groups before the next unit?
The third grade achievement norm for fourth grade in fall is a 197. This class has a lot of academic diversity I need to plan for.
What does the learning continuum indicate Garard, Faith and Julia are ready for?
161-170 (1 stude
Gray, Kimberly
165
Goodman, Shirley
176
Thompson, Joan
176
Chun, Shawn
174
Miller, Willie
173
181-190 (4 students
Baker, Lois
190
Henderson, Peter
189
Reed, Catherine
185
191-200 (2 students)
Goodwin, Toni
194
201-210 (9 students)
Davidson, Jan
210
Taylor, Ralph
206
Belcher, Benjamin
205
202
Foster, Denise
202
Bishop, Doyle
201
211-220 (2 students)
Frank, Gerard
220
Norton, Faith
214
221-230 (1 student)
Bryant, Julia
228
View standards for this instructional area in the Learning Continuum
More information about this chart

STUDY THE RECIPE...

What Does the Learning Continuum Do?

- Shows educators what content students may see on the MAP Growth test
- Provides high level context for the difficulty of items represented by the RIT score



FOLLOW THE STEPS...

Learning Continuum

Logged in as **katie.doyle@h**

Home | Help | Contact | Change Passwor

Map Growth Reports > Learning Continuum

Test: Demo Growth: Math 2-5 | Grade: — select grade(s) — | Group By Standard | **Group By Topic**

121-130 | 131-140 | 141-150 | 151-160 | 161-170 | 171-180 | 181-190 | 191-200 | **201-210** | 211-220 | 221-230 | 231-240 | 241-250 | 251-260 | 261-270

RIT 201-210

Operations and Algebraic Thinking

Number and Operations

Measurement and Data

Geometry

Identification and Classification of 2-D Shapes

- Classifies 2-D shapes by properties, given pictures
- Composes or decomposes 2-D shapes to form new shapes
- Identifies and names nonbasic shapes, such as trapezoids, hexagons, etc.
- Identifies and names special triangles, such as acute, right, scalene, etc., given pictures
- Identifies properties of a 2-D shape, such as right angles, parallel sides, etc., given pictures
- Knows definitions of special triangles, such as acute, right, scalene, etc.
- Sorts shapes into categories based on attributes, given pictures
- Understands the relationships among categories of shapes

RIT 211-220

Operations and Algebraic Thinking

Number and Operations

Measurement and Data

Geometry

Identification and Classification of 2-D Shapes

- Classifies 2-D shapes by properties, given pictures
- Describes a set of shapes based on attributes, given pictures
- Describes shapes using multiple categories based on attributes, given pictures
- Identifies and names special triangles, such as acute, right, scalene, etc., given pictures
- Identifies properties of a 2-D shape, such as right angles, parallel sides, etc., given pictures
- Identifies properties of a 2-D shape, such as right angles, parallel sides, etc., without pictures given
- Knows definitions of special triangles, such as acute, right, scalene, etc.
- Sorts shapes into categories based on attributes, given pictures
- Understands the relationships among categories of shapes

Comfortable

Stretch

nwea

School: Bryce Canyon Elementary School › **Tested:** Fall 2024-25 › **Rostered:** Fall 2024-25 | Change selections

Instructor: Maldonado, Beth... | Class: Maldonado Hom... | Subject: Mathematics | Course: Math K-12 | UPDATE

Go through each child below the 50th percentile with your teachers to ensure a plan is in place to address their learning needs. Look at students' instructional areas to assist with plans.

Maldonado Homeroom | Grades 3, 4 | Bryce Canyon Elementary School | Math K-12

Student Name (26)	Grade	Achievement Percentile	RIT Score	Quantile	Geometry			gebraic Thinking
Gray, Kimberly	3	5th	157	EM325Q - EM225Q				156
Goodman, Shirley	4	6th	172	EM65Q - 35Q	176	171	163	176
Torres, Rebecca	4	10th	176	5Q - 105Q	177	169	177	180
Brooks, Tina	3	14th	166	EM170Q - EM70Q	171	162	161	173
Thompson, Joan	3	20th	170	EM100Q - 0Q	176	168	178	176
Thomas, Jack	4	20th	183	125Q - 225Q	187	192	190	179
Miller, Willie	3	26th	173	EM45Q - 55Q	173	175	172	181
Goodwin, Toni	4	28th	187	195Q - 295Q	194	177	197	192
Henderson, Peter	4	33rd	189	230Q - 330Q	189	188	179	198
Chun, Shawn	3	35th	177	20Q - 120Q	174	182	179	182
Reed, Catherine	4	37th	191	265Q - 365Q	185	192	199	184
Collins, Timothy	3	45th	181	90Q - 190Q	177	176	189	175
Foster, Denise	4	50th	196	350Q - 450Q	202	199	205	191
Lopez, Patricia	3	53rd	184	145Q - 245Q	192	185	194	193
Bishop, Doyle	4	55th	198	385Q - 485Q	201	207	195	193

Feedback

School: Bryce Canyon Elementary School › Tested: Fall 2024-25 › Rostered: Fall 2024-25 | Change selections

Instructor: Maldonado, Beth... | Class: Maldonado Hom... | Subject: Mathematics | Course: Math K-12 | UPDATE

How can you address the needs of the high achieving students, in order to challenge them to reach average growth and maintain their achievement percentile?

Lopez, Patricia	3	53rd	184	145Q - 245Q				193
Bishop, Doyle	4	55th	198	385Q - 485Q				193
Baker, Lois	3	58th	186	180Q - 280Q	190	177	178	194
Belcher, Benjamin	3	80th	196	350Q - 450Q	205	205	189	201
Taylor, Ralph	4	81st	210	595Q - 695Q	206	217	206	203
Schwartz, Oscar	4	86th	213	645Q - 745Q	204	213	222	205
Carnahan, Qiana	3	94th	207	540Q - 640Q	202	210	216	210
Barnes, Robert	3	94th	207	540Q - 640Q	201	209	215	215
Norton, Faith	4	96th	223	815Q - 915Q	214	226	224	221
Davidson, Jan	3	97th	211	610Q - 710Q	210	212	221	220
Frank, Gerard	3	97th	212	625Q - 725Q	220	206	211	207
Rodriguez, Clarence	3	97th	212	625Q - 725Q	205	203	214	222
Bryant, Julia	3	99th	220	765Q - 865Q	228	218	226	212

Percentiles Key: 1st - 20th | 21st - 40th | 41st - 60th | 61st - 80th | >80th

Rostered Fall 2024-2025
Tested Fall 2024-2025

Add Some Secret Sauce

map GROWTH

Professional Learning

Maximizing Student Growth

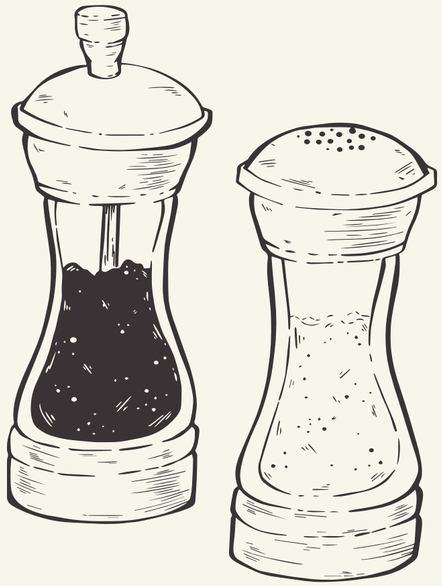
Learn to access, interpret, and apply growth data from MAP reports. Focus on answering key questions on best practices for maximizing student growth for all students.

In the Capacity Building Series!

MAP GROWTH

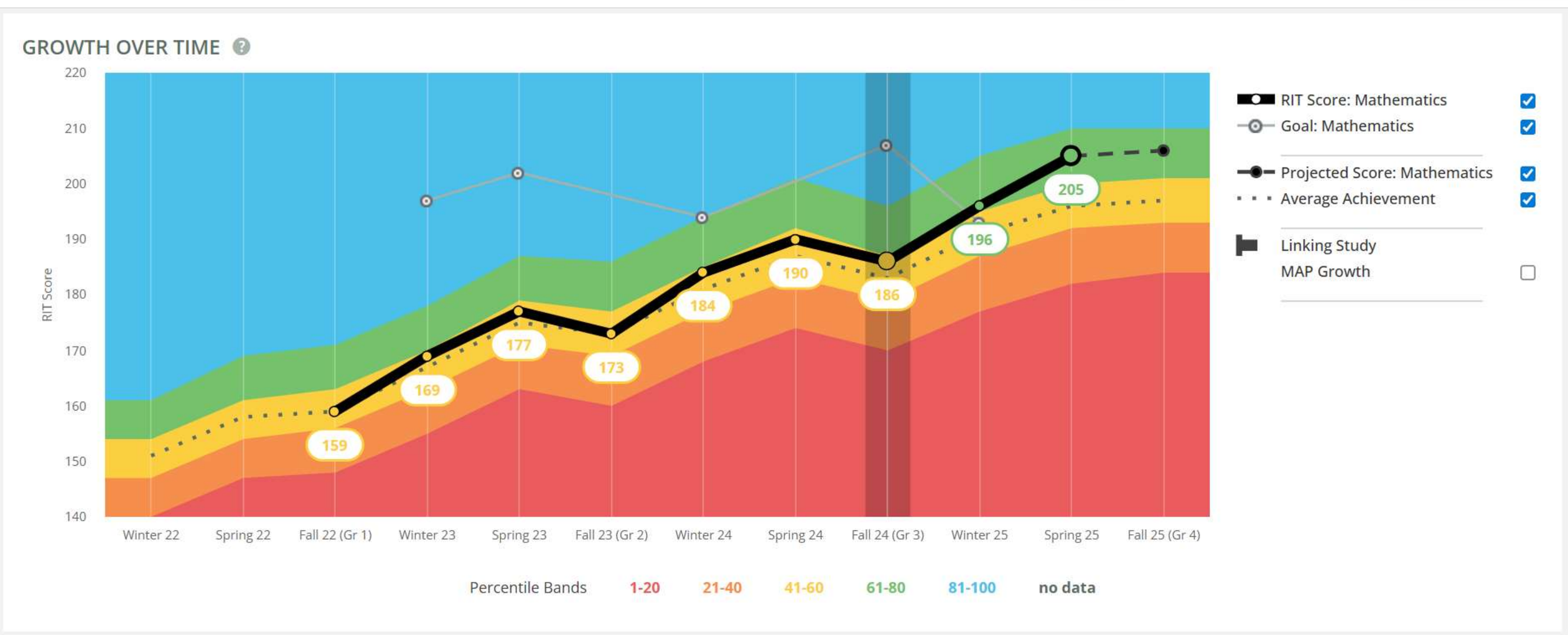
Student Profile

Learn how to season your instruction to meet the goals of individual students



nwea

GREAT RECIPES TAKE TIME...



IT'S ALL IN THE DETAILS...

COMPARISONS

GROWTH & ACHIEVEMENT MEASURES

Norms Percentile		Quadrant Chart
GROWTH At Mean	ACHIEVEMENT At Mean	
60TH	58TH	**High Growth** **High Achievement**

PROJECTIONS

	Projected result for tests
Below Proficient	MAP Growth Reading & Mathematics If taken in the spring

QUANTILE MEASURES

About ranges

Quantile*
180Q - 280Q

INSTRUCTIONAL AREAS

177	**Measurement and Data**
	Suggested Area of Focus
178	**Number and Operations**
	Suggested Area of Focus
190	**Geometry**
194	**Operations and Algebraic Thinking**
	Relative Strength

GROWTH GOALS

FALL 2025

Customize the growth target for this student by setting a growth goal

Past Goals

WINTER 2025 GOAL	**Actual:**	**196**
	Goal:	193
GOAL MET	Score when set: *(Fall 2024)*	186

FALL 2024 GOAL	**Actual:**	**186**
	Goal:	207
NOT MET	Score when set: *(Spring 2024)*	205

If I increase my RIT growth more than what is expected of me this year, I can increase my achievement and begin to close my learning gap.

Set a goal

RIT Scores

Goal RIT score 201

RIT growth 1

Percentiles

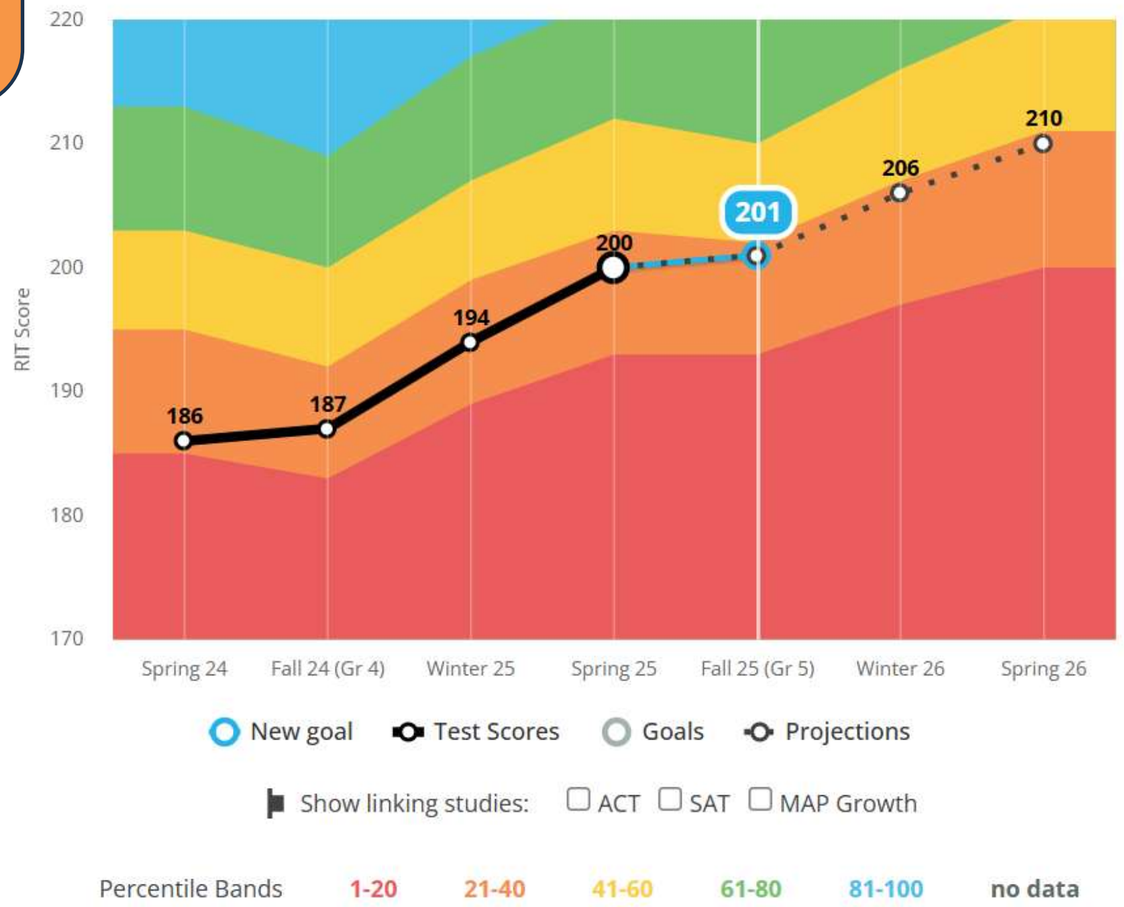
Achievement percentile 37

Growth percentile 51

Conditional Growth Index: 0.02

Achievement and growth comparisons:

RIT score if projected growth is met	**201**	Achievement percentile if projected growth is met	**37th**
Projected growth	**1**		
Average achievement	**206**		



Set a goal by:

RIT Scores

Goal RIT score: 202

RIT growth: 2

Percentiles

Achievement percentile: 40

Growth percentile: 61

Conditional Growth Index: 0.28

Achievement and growth comparisons:

RIT score if projected growth is met	**201**	Achievement percentile if projected growth is met	**37th**
Projected growth	**1**		
Average achievement	**206**		

Add Some Secret Sauce

map GROWTH

Professional Learning

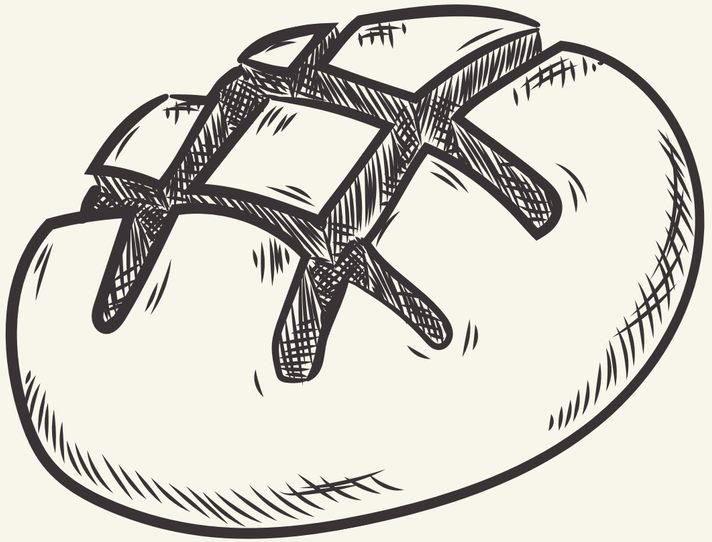
Student Goal Setting

Learn to use MAP Growth data to set meaningful goals with students to increase student motivation and ownership of their learning.

Next week In the Capacity Building Series!

map GROWTH

Family Report



Invite caregivers to share in the achievement level and growth opportunities after Fall testing

nwea®

MAP Growth is a dynamic adaptive assessment that measures your students' achievement and growth in K–12 math, reading, language usage, and science. Use MAP Growth to understand how your K–12 students are performing, track student progress, and inform your instructional strategies.

Testing

Manage Test Sessions

Set up and manage MAP Growth test sessions. Find students to test and administer MAP Growth testing.

Resources

MAP Growth Student Resources

Provide students with resources, such as videos and practice tests, to help them prepare for testing.

Technical Resources

Prepare to test with the MAP Growth Secure Testing Browser, MAP Growth iPad app, Technology Guide, and NWEA System and Bandwidth Requirements.

MAP Growth Support Articles

Search the NWEA Knowledge Base for trending articles and support documentation.

What's New with MAP Growth?

Access the latest information on product updates and more.

Product Feedback

Want to Provide Feedback?

Share your suggestions and ideas for MAP Growth.

Popular Reports

District Profile

Gain a holistic understanding of achievement and growth across your district. Get data insights that can support program and resource decisions.

School Profile

Compare school, grade, and class performance to national norms. Includes a new quadrant chart that shows growth and achievement data.

Class Profile

Use this interactive class-level report to gain insight into class per[illegible]ance; identify students who need to take, re[illegible] or complete their test.

Student Profile

Use this report to get a comprehensive view of student achievement and growth, including relative strengths and suggested focus areas.

Other Reports

MAP Growth Reports

Gain insights into your MAP Growth results using a variety of available reports.

Reports Queue

Retrieve PDF and spreadsheet reports that require time to process.

Operational Reports

Filter By:

REPORT LEVEL

WHAT I'M DOING

Student Quick Search
Search Student Profile or Student Progress Report for a single student.

DATA EXPORT SCHEDULER

NORMS AND COMPARATIVE DATA

NWEA MAP Growth Normative Data
Overview with status and growth charts

Comparative Data to Inform Instruction
RIT comparison charts across grades, including college and career readiness benchmarks (2-page PDF)

Norms and Research Studies
Detailed research briefs and the ASG and School Norms Calculators

COMMUNITY

NWEA Connection
Resources, toolkits, and the ability to ask questions in our online community

Which reports do I want?

Quick Reference—MAP Reports Summary
Comparison of reports at a glance (2-page PDF)

MAP Growth Reports Portfolio
Collection of annotated sample reports

How do I get help?

Reports Basics
Additional information about generating reports, processing time, and searching for students

Reports Troubleshooting
Answers to common questions about reports

How do I interpret the results?

Reports Videos
Video tutorials that will help you interpret data and take action

Showing All Reports

District Profile
- Gain a holistic understanding of achievement and growth across your district.
- Get data insights that can support program and resource decisions.

School Profile
- Interactive school and grade-level data visualizations
- Quickly filter data based on academic year, test term, course, gender, and ethnicity
- Enables school leaders to identify areas of opportunity or strength

Class Profile
- Interact with data for an entire class
- View student test details to determine who needs to take, retake, or complete their test
- Discover insights into class performance

Student Profile
- Get a complete picture of a student's growth and performance in one interactive report
- Set goals with students
- Gain insights into what a student's st[illegible] and opportunities are

Sample Student Profile Report

Batch Print for Family Report
- Generate Family Reports in bulk
- Use to inform conference discussions with families
- Print PDFs of the report to send t[illegible]arents/guardians

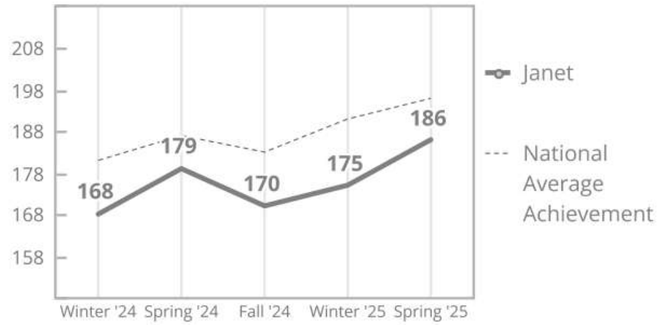
Coming Soon!

Family Report
- Use to inform conference discussions with families
- Print a PDF of the report to send to parents/guardians

Sample Family Report
Family Report Informational Video (4 minutes)

Mathematics

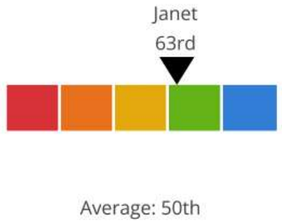
Low Average Achievement 28th Percentile



Janet's overall score (RIT score) was a 186 on a range of 100-350. Your child was in the 28th percentile of 3rd graders in the spring of 2025, which means they scored better than 28% of their peers.

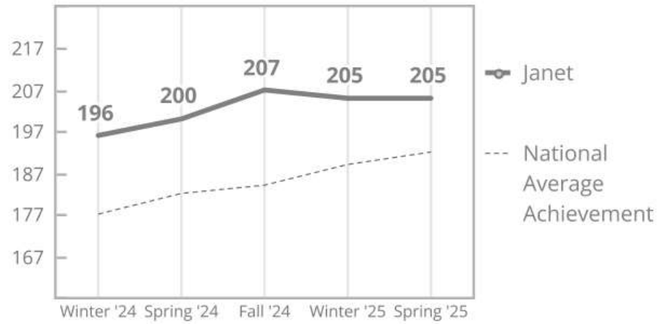
High Average Growth 63rd Percentile

Your child's growth from Fall 2024 to Spring 2025 is in the 63rd percentile, which means they made more progress than 63% of their peers.



Reading

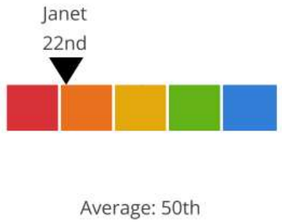
High Average Achievement 77th Percentile



Janet's overall score (RIT score) was a 205 on a range of 100-320. Your child was in the 77th percentile of 3rd graders in the spring

Low Average Growth 22nd Percentile

Your child's growth from Fall 2024 to Spring 2025 is in the 22nd percentile, which means they made more progress than 22% of their peers.



12 Common Questions Parents ask about NWEA

Need a cup of Sugar?

WE are here to help

Technical Support
Call 877.469.3287
Connect via your NWEA Start Page

Help Center
Upper right corner of your MAP Growth platform

Schedule Professional Learning

Trusted Advisor

Email me at katie.doyle@nwea.org

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