

Who is NWEA?

- + Not-for-Profit organization
- + Over 40 years serving educators
- + Mission-Driven research and assessment
- + Founded by Educators

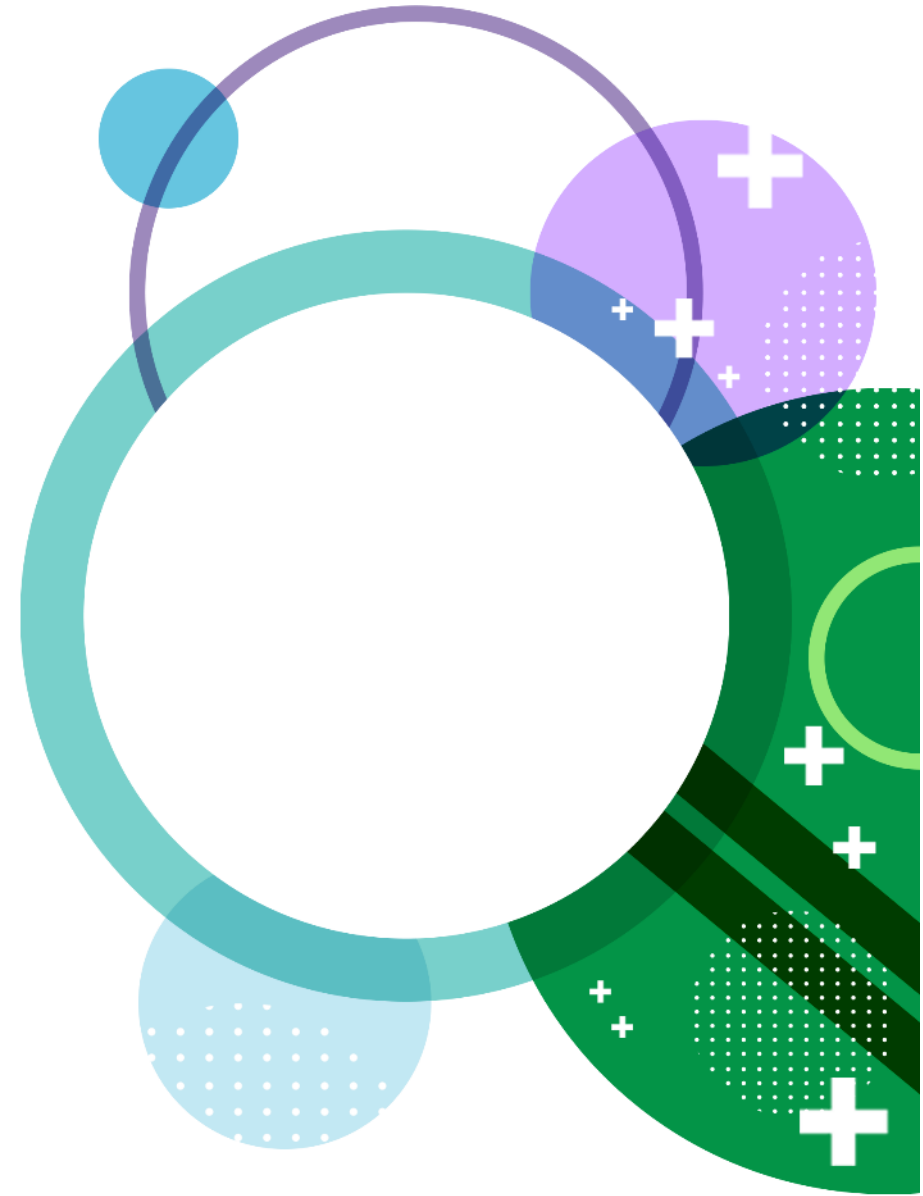
“Partnering to Help All Kids Learn”



nwea

Lisa Armstrong

Lisa.armstrong@nwea.org



\$6.9M in Total Grant Support



\$1M

BILL &
MELINDA
GATES
foundation

\$2M



\$900k



CHARLES AND LYNN
SCHUSTERMAN
FAMILY FOUNDATION

\$2.5M

Bloomberg
Philanthropies
&
*Baton Rouge
Area Foundation*

\$1M

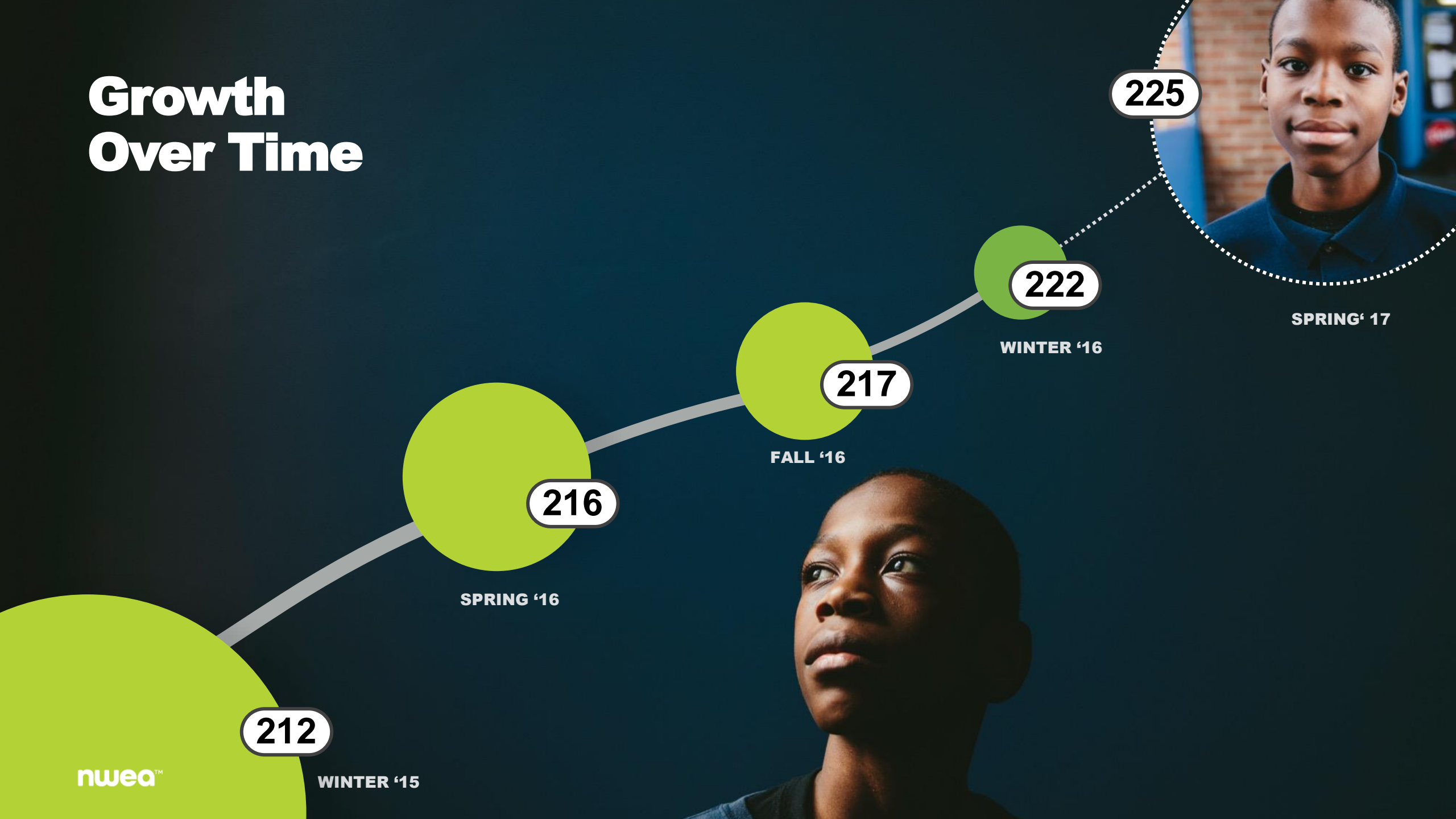
Assessments (+)



Personalized Learning

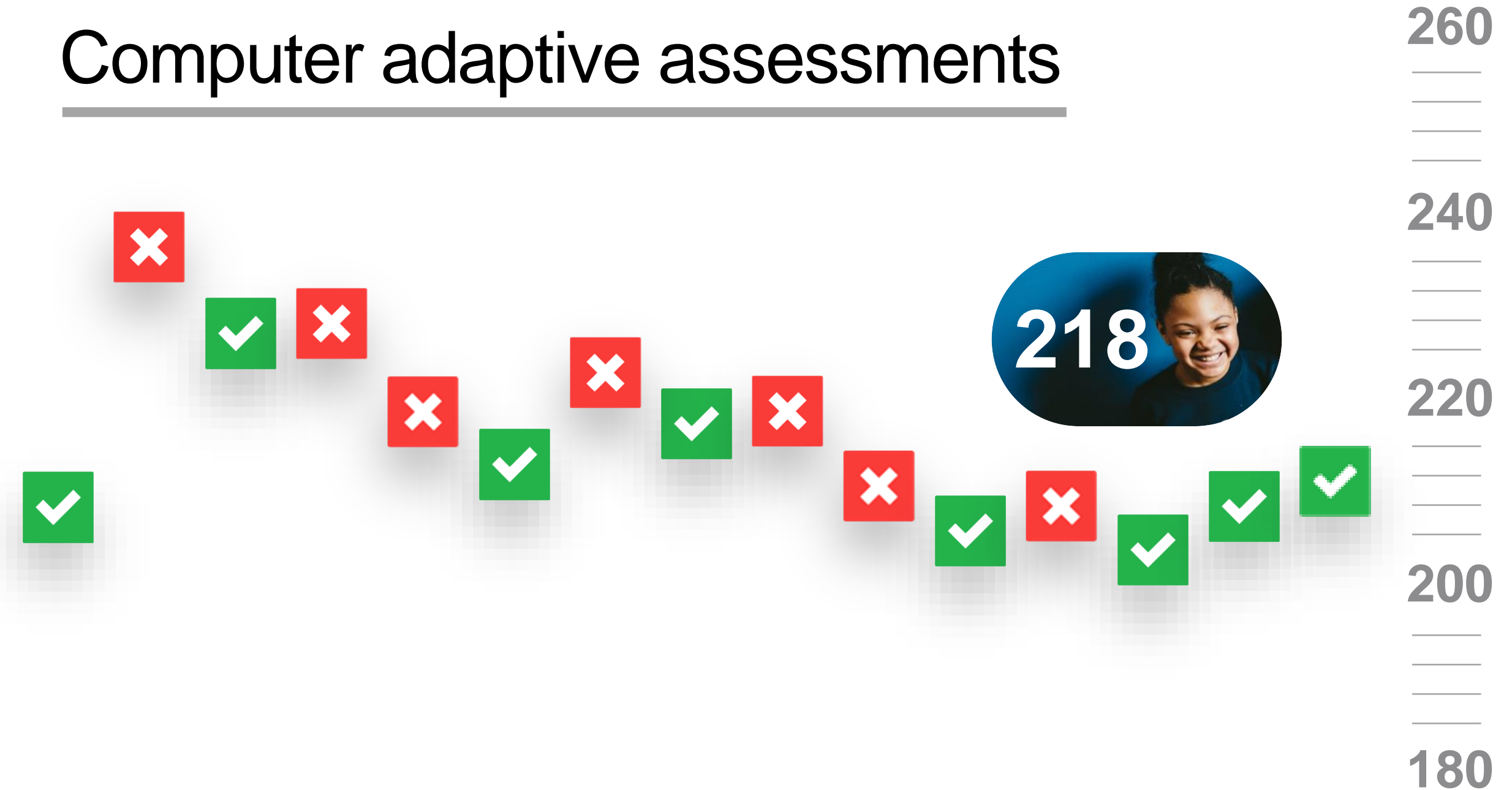


Growth Over Time

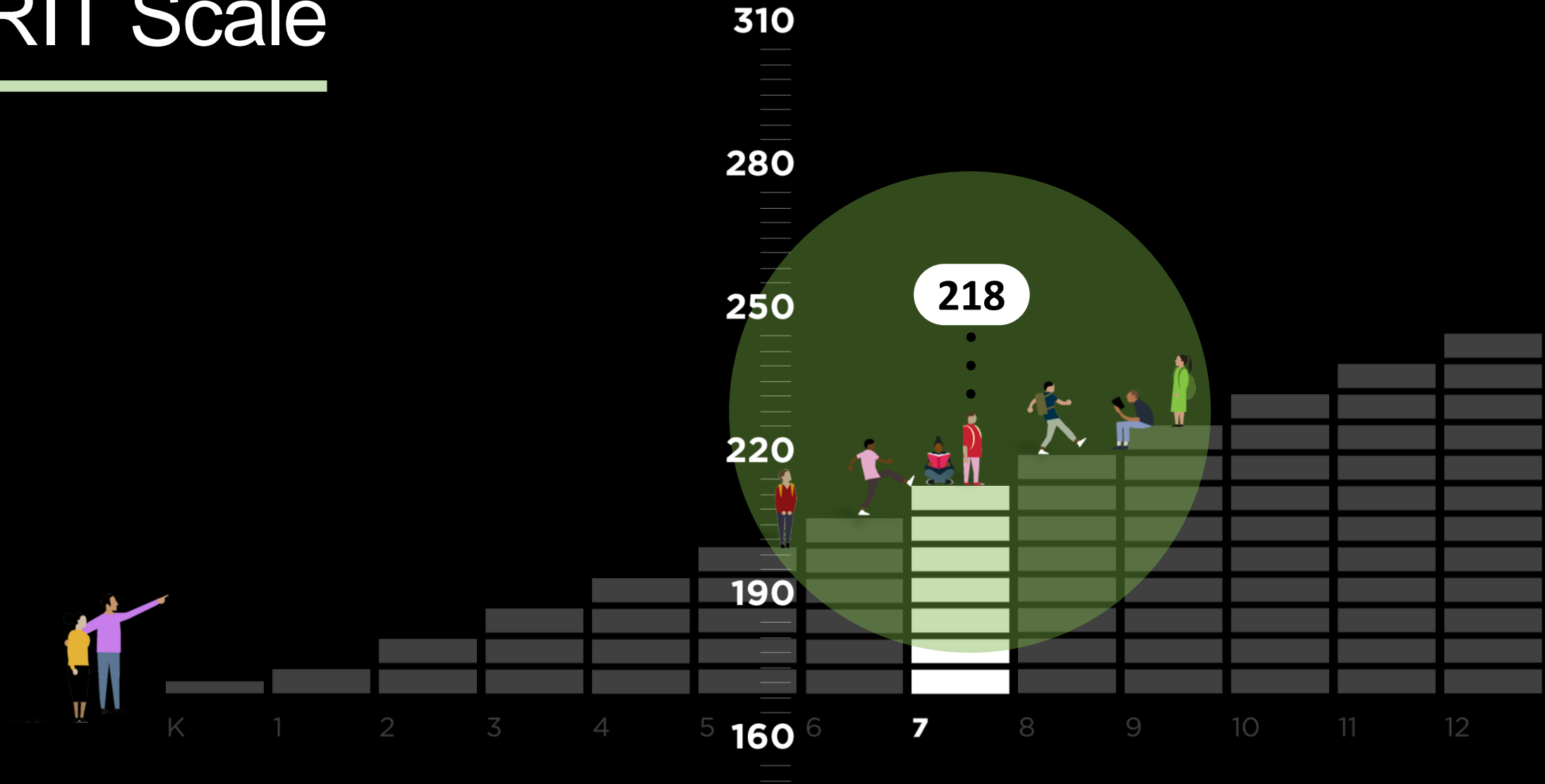




Computer adaptive assessments



RIT Scale



Mathematics

Growth: Geometry CCSS 2010 / Common Core State Standards Mathematics: 2010

Goal	Goal Score							
	171-180	181-190	191-200	201-210	211-220	221-230	231-240	241-250
Congruence, Similarity, Right Triangles, & Trig				P. Student (194) I. Pearson (211)	S. Gary (212) S.C. Pearson (217)	K.D. Nedwards (219) F. Ruffin (219) M. Johnson (221) A. Harris (223) Z.C. Hall (228) T.Y. Lee (228)		H. Campbell (231)
Geometric Properties with Equations and Circles					I. Pearson (211) A. Harris (223)	D. Burke (194) S. Gary (212) S.C. Pearson (217) K.D. Nedwards (219) F. Ruffin (219) M. Johnson (221) T.Y. Lee (228) H. Campbell (231)	Z.C. Hall (228)	
Geometric Measurement and Modeling			D. Burke (194)	I. Pearson (211) S. Gary (212)	K.D. Nedwards (219) F. Ruffin (219) M. Johnson (221)	S.C. Pearson (217) A. Harris (223) Z.C. Hall (228) T.Y. Lee (228)	H. Campbell (231)	
Applications of Probability	D. Burke (194)			S. Gary (212) S.C. Pearson (217) H. Campbell (231)	I. Pearson (211) K.D. Nedwards (219) F. Ruffin (219)	M. Johnson (221) A. Harris (223) Z.C. Hall (228) T.Y. Lee (228)		

[View All Instructional Areas](#)

Geometry

✦ *Suggested Area of Focus*

199
± 4.6

Operations and Algebraic Thinking

204
± 4.3

The Real and Complex Number Systems

214
± 5.2

Statistics and Probability

✦ *Relative Strength*

217
± 4.9

These learning statements apply to Sean's current RIT score:

Geometry

✓ Congruence, Similarity, Right Triangles, & Trig

CCSS.Math.Content.4.G.A.3: Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

Sean is ready to **DEVELOP** these skills (191-200):

Determines the number of lines of symmetry in 2-D figures

Identifies 2-D figures which have line symmetry

Recognizes lines of symmetry in 2-D figures

CCSS.Math.Content.8.G.A.2: Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.

Sean is ready to **DEVELOP** these skills (191-200):

Describes a single transformation that shows two shapes are congruent, without the coordinate plane

CCSS.Math.Content.HSG-CO.B.7: Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are

What About
Accuracy For
Those “Speedy”
Test Takers?

YOU SEEM TO BE ANSWERING QUICKLY...

No need to rush.

Please raise your hand for help.

PROCTOR DIRECTIONS

Resume the test using the PIN
or from your proctor console.

7871



RESUME

*4-digit PIN on the proctor console



Rapid guessing

The screenshot displays the 'TEST STUDENTS' interface for a MAP Growth session. At the top, session details include the name 'Math1stGrade', password 'cxy92a', and '0 Students'. A green 'END SESSION' button is in the top right. Below this, a summary bar shows 'Total students: 9' and 'Testing: 7'. A 'Rapid-Guessing Alerts' box on the right indicates '1 Paused' and '0 reached rapid-guessing threshold'. The main table lists students with columns for selection, last name, first name, status, Q #, test name, accompaniment, and rapid guesses. Student Scott Brown is highlighted with a red 'Paused' status and 6 rapid guesses, with a red '1' icon next to the number. A green box highlights the 'Rapid Guesses' column for the last three students.

TEST STUDENTS

Session Details
Download or print session view

END SESSION

SESSION NAME: Math1stGrade
PASSWORD: cxy92a
SECURE TESTING BROWSER REQUIRED: 0 Students
TESTING TIPS AND SCRIPT: Download PDF
PROCTOR PIN: 4529

Session Details: Total students: 9, Testing: 7
Action Needed: To be confirmed: 0, Paused: 1
Confirm
Refresh

Page updates every 60 seconds

Rapid-Guessing Alerts
! 1 Paused
0 reached rapid-guessing threshold

Filter by Status: Select Action

<input type="checkbox"/>	Last Name	First Name	Status	Q #	Test	Accomm.	Rapid Guesses ?
<input type="checkbox"/>	Agter	Henry	Testing	6	Growth: Language 2-12 AK 2012	No	1
<input type="checkbox"/>	Baroch	Marti	Testing	3	Growth: Language 2-12 AK 2012	No	0
<input type="checkbox"/>	Brown	Scott	Paused	17	Growth: Math 2-5 GA 2015	No	6 1
<input type="checkbox"/>	Carson	Lindsey	Testing	4	Growth: Math 2-5 GA 2015 (Accessible)	Yes	0

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 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 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 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

* These science status norms describe the distributions of achievement in general science academic skills and content knowledge for the relevant student populations for these grades and are useful for screening and placement purposes. Test results should not be used to evaluate performance where science content is more specialized, such as in topically differentiated high school science courses (e.g., biology,

Student norms are for achievement and growth

Weeks of instruction set to specifically represent when each building tests for very accurate norms comparison.

School norms are also available

Michigan Alignment Overview

1. Review of
Michigan
State
Standards

2. Creation of
Instructional
Areas
structure

3. Item
alignment to
standards

4.
Psychometric
review

5. Creation of
MI Tests

Available Assessments & Grade Coverage

	Assessment Type	Mathematics	Reading	Language Usage	Science
English	Growth	K-12	K-12	2-12	2-12
	Screening				
	Skills Checklist	K-2	K-2	-	-
Spanish	Growth	K-12	K-8	-	-
	Screening				
Course Specific (English Only)	Growth	<ul style="list-style-type: none"> Algebra I & II Geometry Integrated Math 1, 2 & 3 	-	-	Life Science (for NGSS only)
	Screening				

Item Development – What sets us apart

- Item development and item calibration is a continuous effort.
- Items go through a rigorous review process

Content Review	Standard Alignment	DOK Alignment
Permissions and Plagiarism	Copy Edit	Bias and Sensitivity

- We are continually reviewing our item bank for quality and ways to improve the student experience for more authentic assessment of content.



Best In Class Item Pool

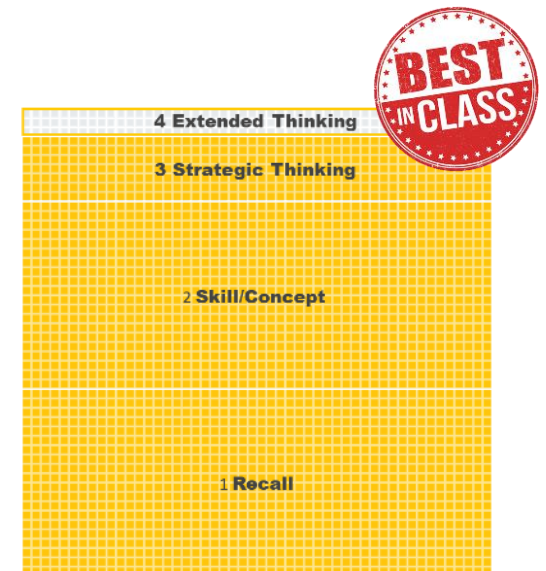
**50,000
Items**








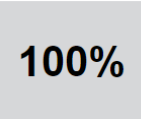


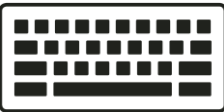



**40-50%
Depth of knowledge
(DOK) 2 or 3**



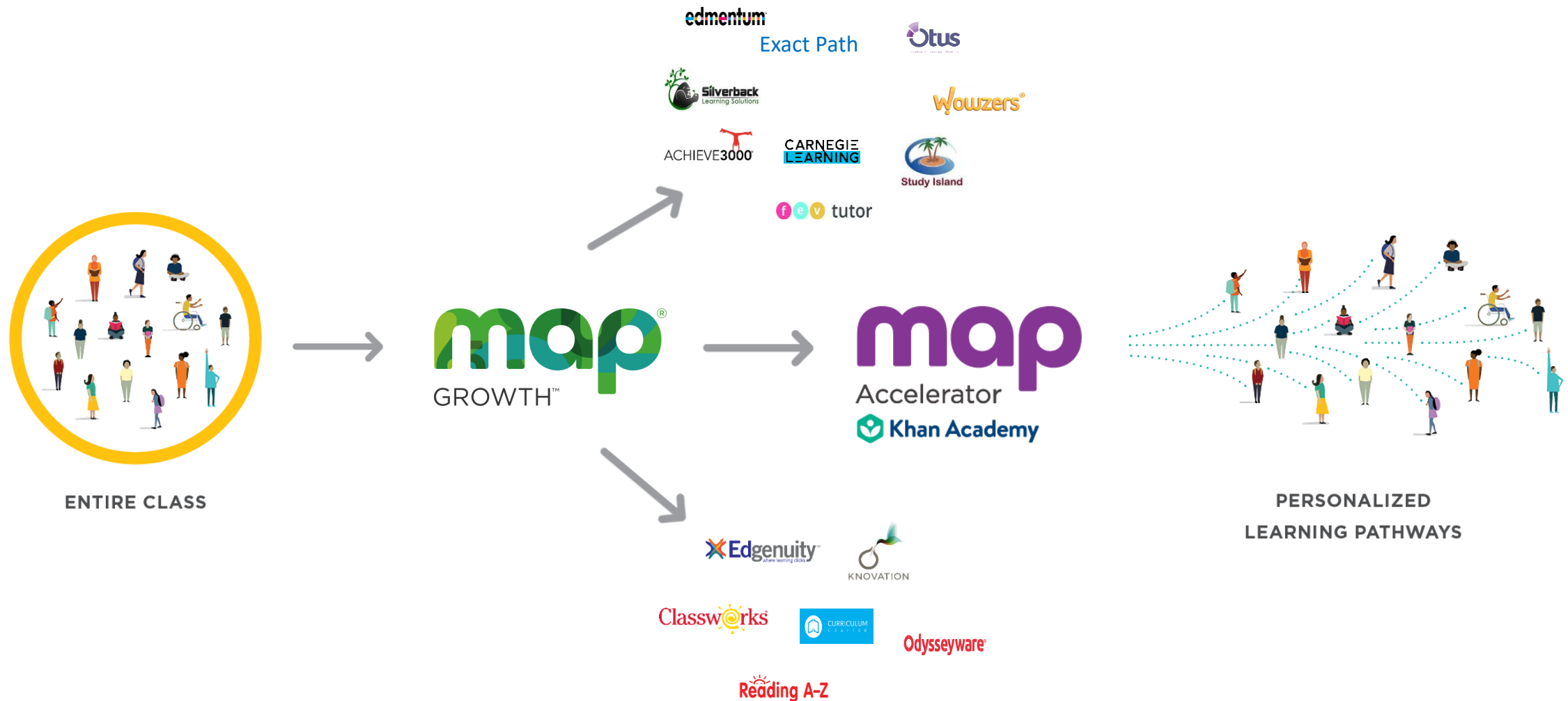
Dr. Norman Webb
WebbAlign Partner



Embedded Test Taking Tools

Accommodation / Tool	Universal / Designated	In-Product Symbol (s)	Definition
Highlighter / Eraser	Universal		An on-screen digital tool is available for students to highlight desired text, questions, and answers
Notepad	Universal		Enables students to open a notepad and take notes while answering questions
Amplification	Universal	-	The student raises or lowers the volume control, as needed, using headphones.
Text to speech	Designated (Assigned in the test) (2-5, 6+)		Text is read aloud to a student via a text-to-speech device. The student is able to control the speed as well as raise or lower the volume of the voice via a volume controller
Answer Eliminator	Universal		The student electronically “eliminates” answer options, as needed. When enabled, answers will be masked. The student will uncover answer options when ready.
Zoom	Universal	  	Students can enlarge text and graphics on-screen via a magnification tool (while preserving clarity, contrast, and color)
Keyboard Navigation	Universal	 	Navigation throughout the test can be accomplished by using a keyboard (**Note ... there is not a on-screen icon for keyboard navigation)
Math Tools (calculator, ruler, protractor)	Universal	  	Specific tools are provided on screen depending on the nature of the test question

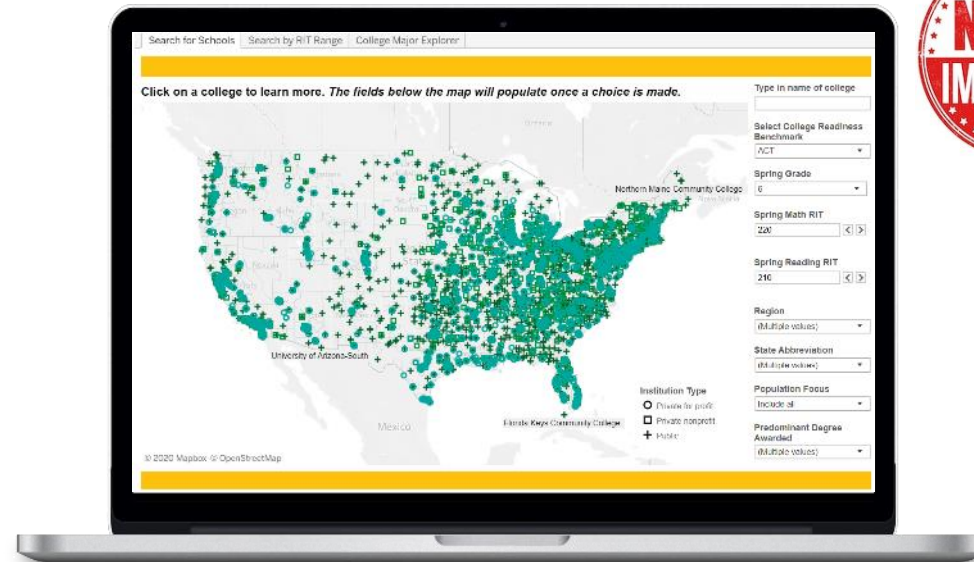
Instructional Connections for FA and PM



Instructional Partners




College Explorer Tool



Class Profile:

Helping Teachers Access Insights Faster

- + One of the largest improvements to MAP Growth in years
- + An evolutionary step in our reporting capabilities
- + Moving from static a PDF Report to an interactive and teacher focused insight generation tool



Class Report

Kotifani, Jenisha
Class: Homeroom

Term Rostered:
Term Tested:
District:
School:

Fall 2019-2020
Fall 2019-2020
NWEA Sample District - Partner Account
Mesa Verde Elementary School

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 4 (Fall 2019)
Small Group Display: No

Language Arts: Reading

Demo Growth: Reading 2-5 / Demonstration Tests - NWEA 2017

Summary

Total Students With Valid Growth Test Scores	27
Mean RIT	213.8
Median RIT	217
Standard Deviation	19.1
District Grade Level Mean RIT	206.1
Students At or Above District Grade Level Mean RIT	18
Norm Grade Level Mean RIT	204.5
Students At or Above Norm Grade Level Mean RIT	18

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
	count	%	count	%	count	%	count	%	count	%
Demo Growth: Reading 2-5 / Demonstration Tests - NWEA 2017	2	7%	5	19%	3	11%	8	30%	9	33%

Goal Area

Vocabulary Acquisition and Use	2	7%	5	19%	3	11%	6	22%	11	41%
Literature	3	11%	3	11%	5	19%	3	11%	13	48%
Informational Text	2	7%	4	15%	5	19%	6	22%	10	37%

Mean RIT (+/- Smp Err)	Median RIT	Std Dev
210-214-218	217	19.1

211-215-219	215	19.7
211-215-219	218	19.3
210-214-218	214	19.2

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

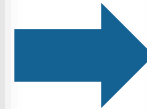
Invalidation Reasons: ***1 The test duration was too short to provide a valid result. ***2 The overall RIT score for this test is above the valid range. ***3 The overall RIT score for this test is below the valid range.

***4 The standard error for this test is below acceptable limits. ***5 The standard error for this test is above acceptable limits. ***6 The test has been identified as invalid. ***7 High level of rapid guessing has invalidated test.

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

* This data is not available for reporting. Please refer to help and documentation for more information.

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Logged in as: Teacher, A Instructorson
[Home](#) | [Help](#) | [Contact](#) | [Change Password](#) | [Logout](#)

Class
Homeroom
Subject
Language Arts
Course
Reading
Mesa Verde Elementary School
Fall 2020-2021

ACHIEVEMENT DETAILS
TEST DETAILS
Class Profile Overview
Download CSV

Reading Test Results for Homeroom

[Print PDF](#)

Achievement Percentiles

Of 11 students, 10 have tested and have a score.
Expecting a different number? [Learn more about this data and test scores.](#)

Most are below the mean: (50th percentile).

Number of Students by Percentile		
>80%	[Blue bar]	1
61 - 80%	[Green bar]	2
41 - 60%	[Yellow bar]	3
21 - 40%	[Orange bar]	2
<21%	[Red bar]	2

Comparisons

Grade 4
(3 students)
 Class Average RIT: **213.7**
Your grade 4 students have scores above the national average (197).

Median Percentile: **71**

Grade 5
(7 students)
 Class Average RIT: **199.3**
Your grade 5 students have scores that are below the national average (204).

Median Percentile: **38**

Student Details

Students	Grade	Achievement			Instructional Areas RIT Scores Growth: Reading 2-5		
		Percentile	RIT	Lexile	Informational Text	Literature	Vocabulary Acquisition and Use
Watkins, Lewis	5	8	177	145L - 295L	171	182	186
Jones, Shelly	5	13	189	380L - 530L	195	187	198
Scott, Virginia	5	25	196	515L - 665L	197	198	188
Kennedy, Kelley	4	60	204	665L - 815L	211	206	210
Griswold, Odel	5	50	207	725L - 875L	201	209	201
Stevens, Sadie	4	71	209	765L - 915L	204	200	215
Carlin, Alishia	5	60	211	800L - 950L	218	211	214
Collins, Keith	5	64	213	840L - 990L	215	210	210
Washington, Doris	4	95	228	1130L - 1280L	222	236	233

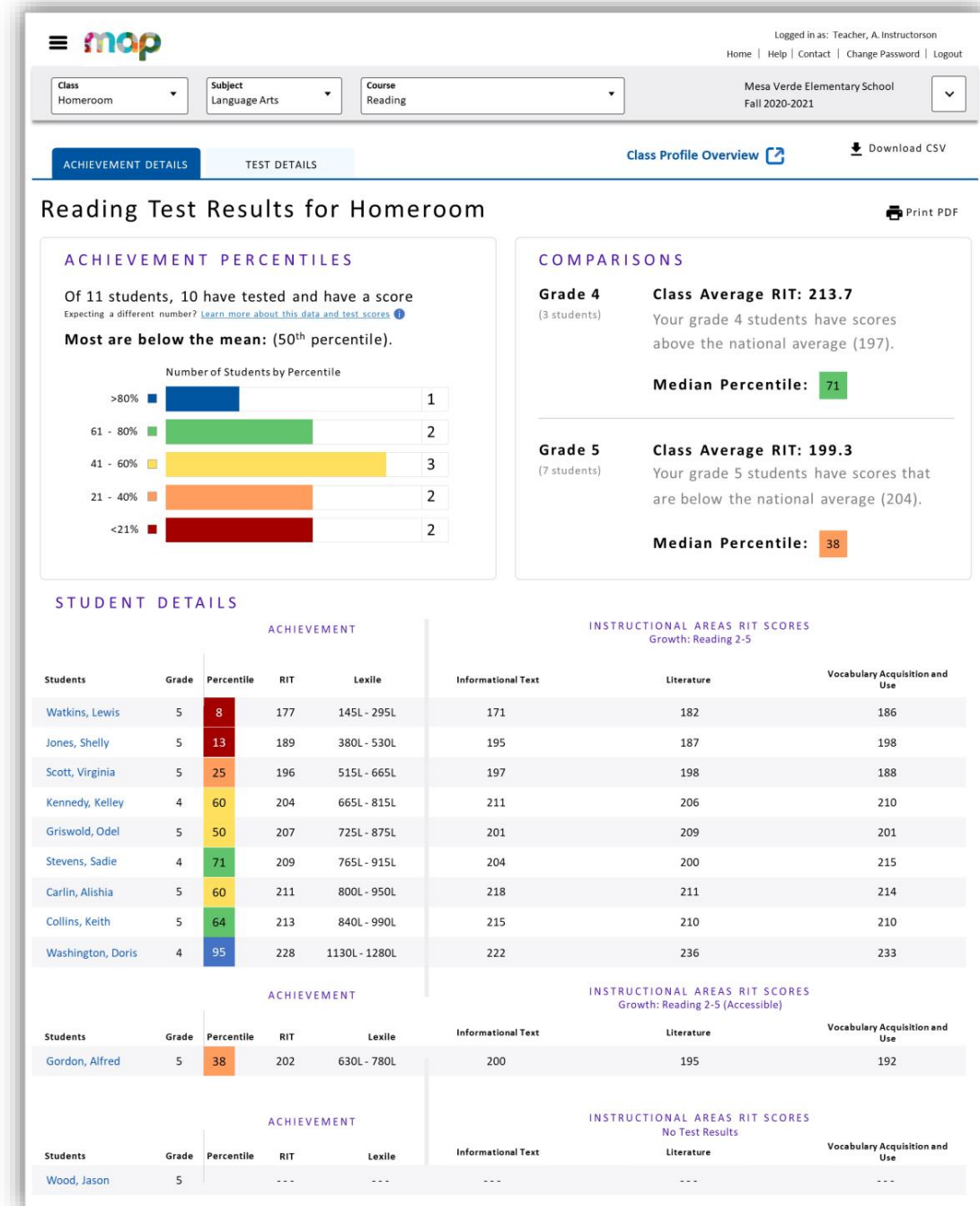
Students	Grade	Achievement			Instructional Areas RIT Scores Growth: Reading 2-5 (Accessible)		
		Percentile	RIT	Lexile	Informational Text	Literature	Vocabulary Acquisition and Use
Gordon, Alfred	5	38	202	630L - 780L	200	195	192

Students	Grade	Achievement			Instructional Areas RIT Scores No Test Results		
		Percentile	RIT	Lexile	Informational Text	Literature	Vocabulary Acquisition and Use
Wood, Jason	5	-	-	-	-	-	-

Class Profile:

Helping Teachers Access Insights Faster

- + Classroom level MAP Growth data displayed intuitively, with the ability to drill up/down at different levels of aggregation
- + Easy navigation, making it simple to quickly find what you need
- + Familiar interactive experience, similar to the Student Profile Report
- + We will continue to add functionality over time



Class Profile:

Helping Teachers Access Insights Faster

- + Quick information about your entire class

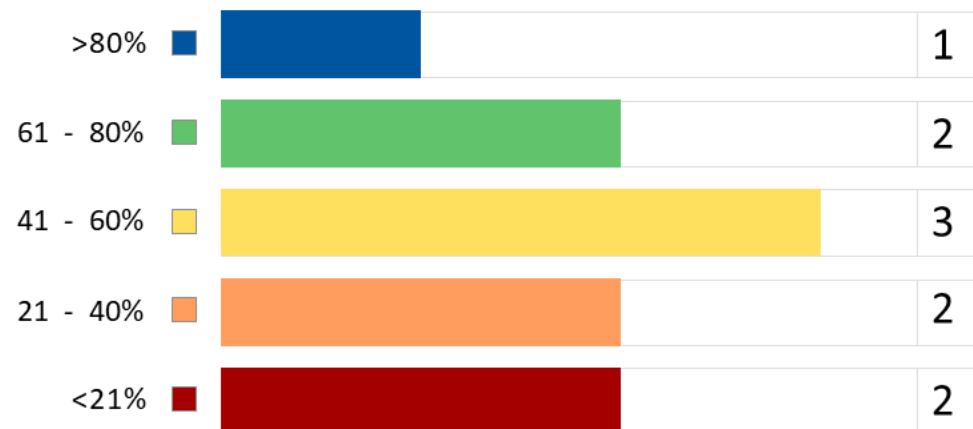
ACHIEVEMENT PERCENTILES

Of 11 students, 10 have tested and have a score

Expecting a different number? [Learn more about this data and test scores](#) 

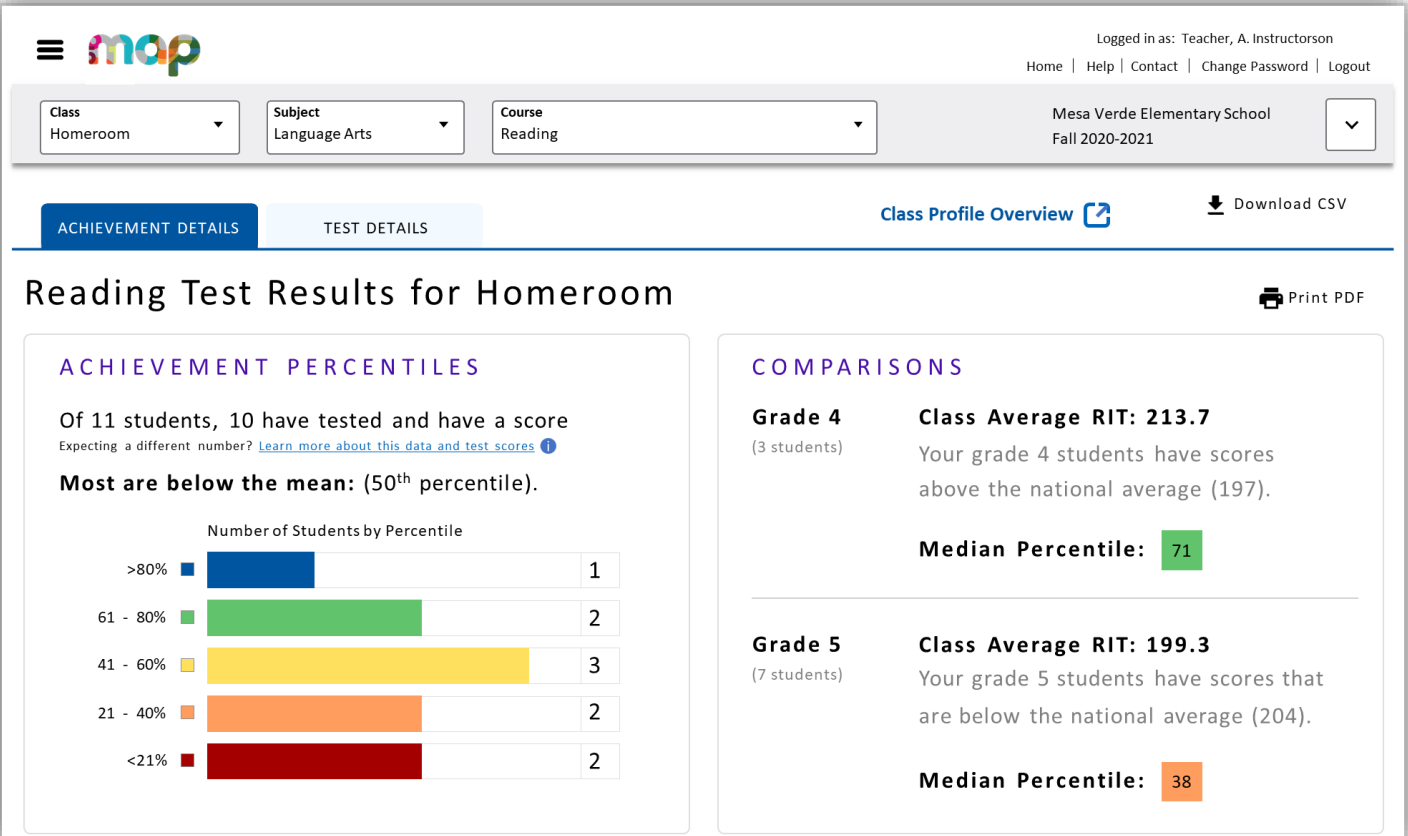
Most are below the mean: (50th percentile).

Number of Students by Percentile



Class Profile:

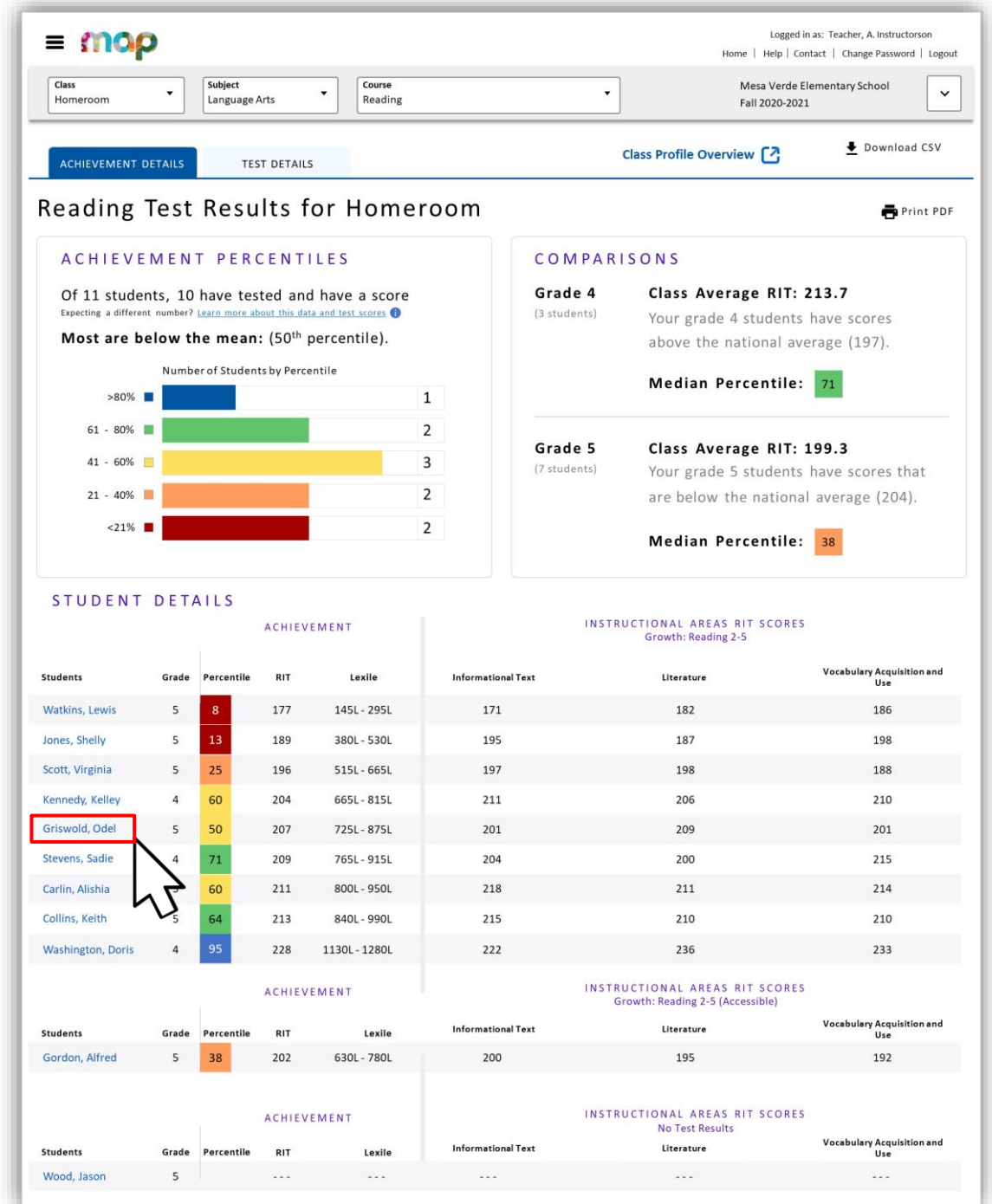
Helping Teachers Access Insights Faster

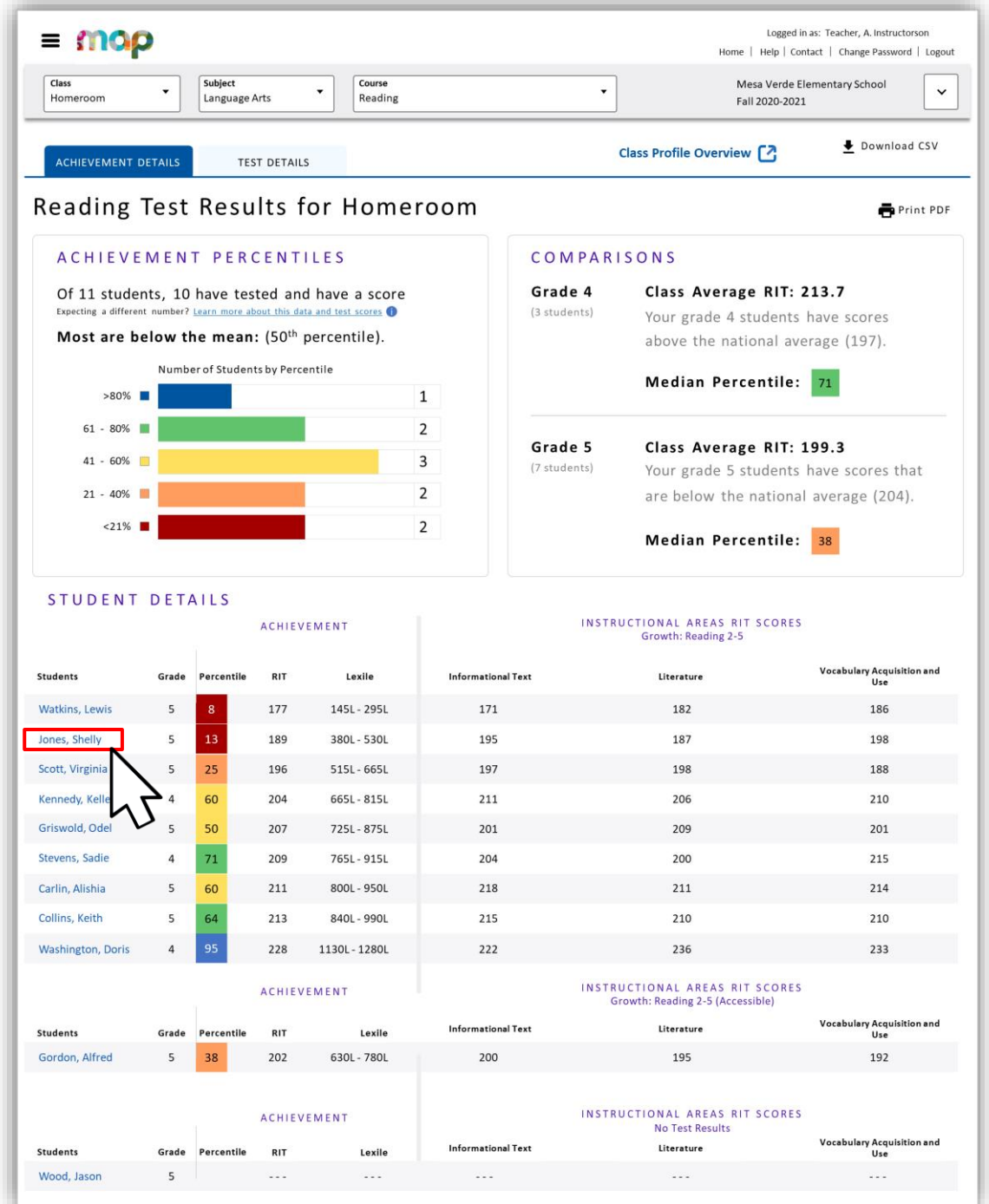
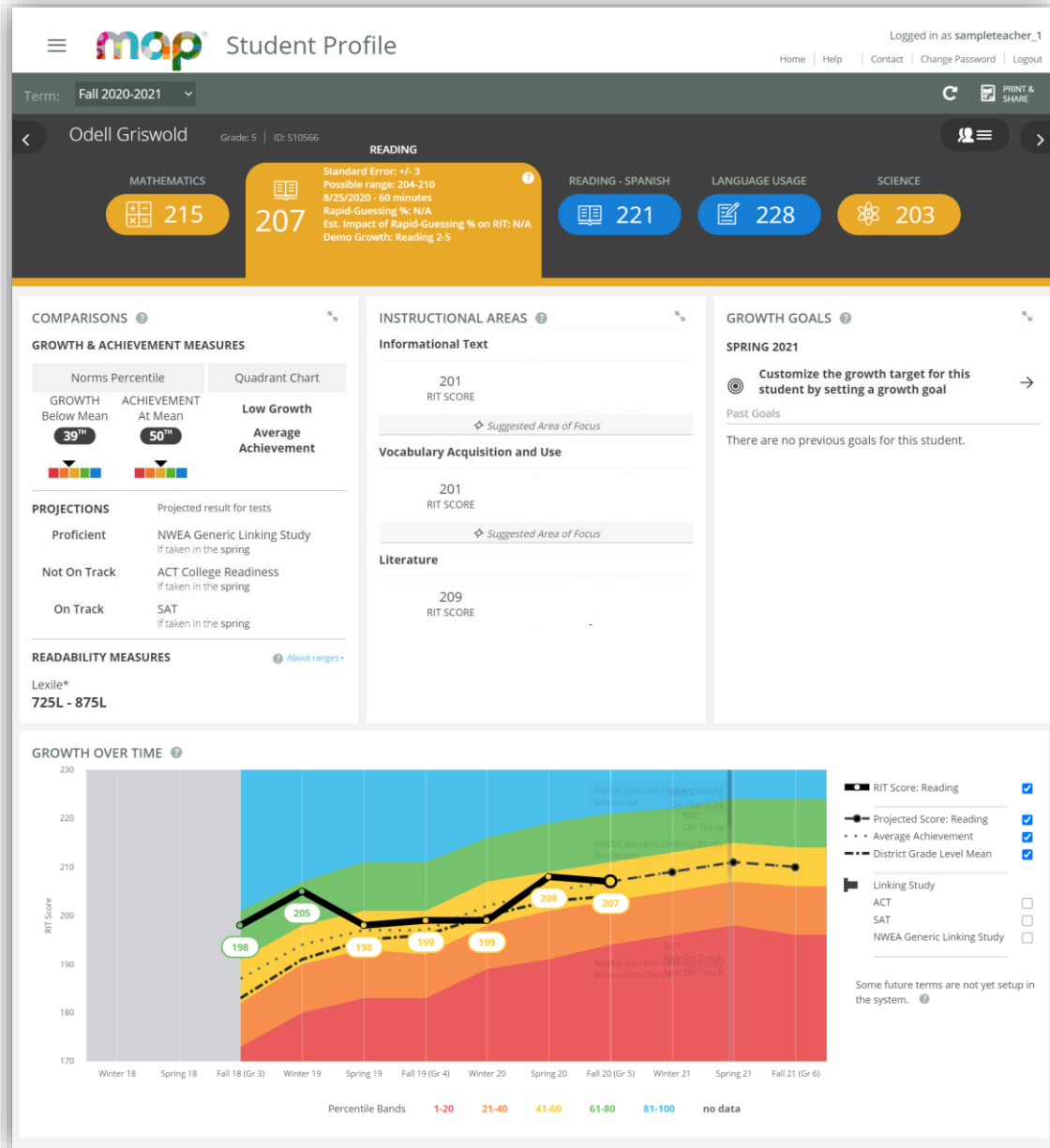


Class Profile:

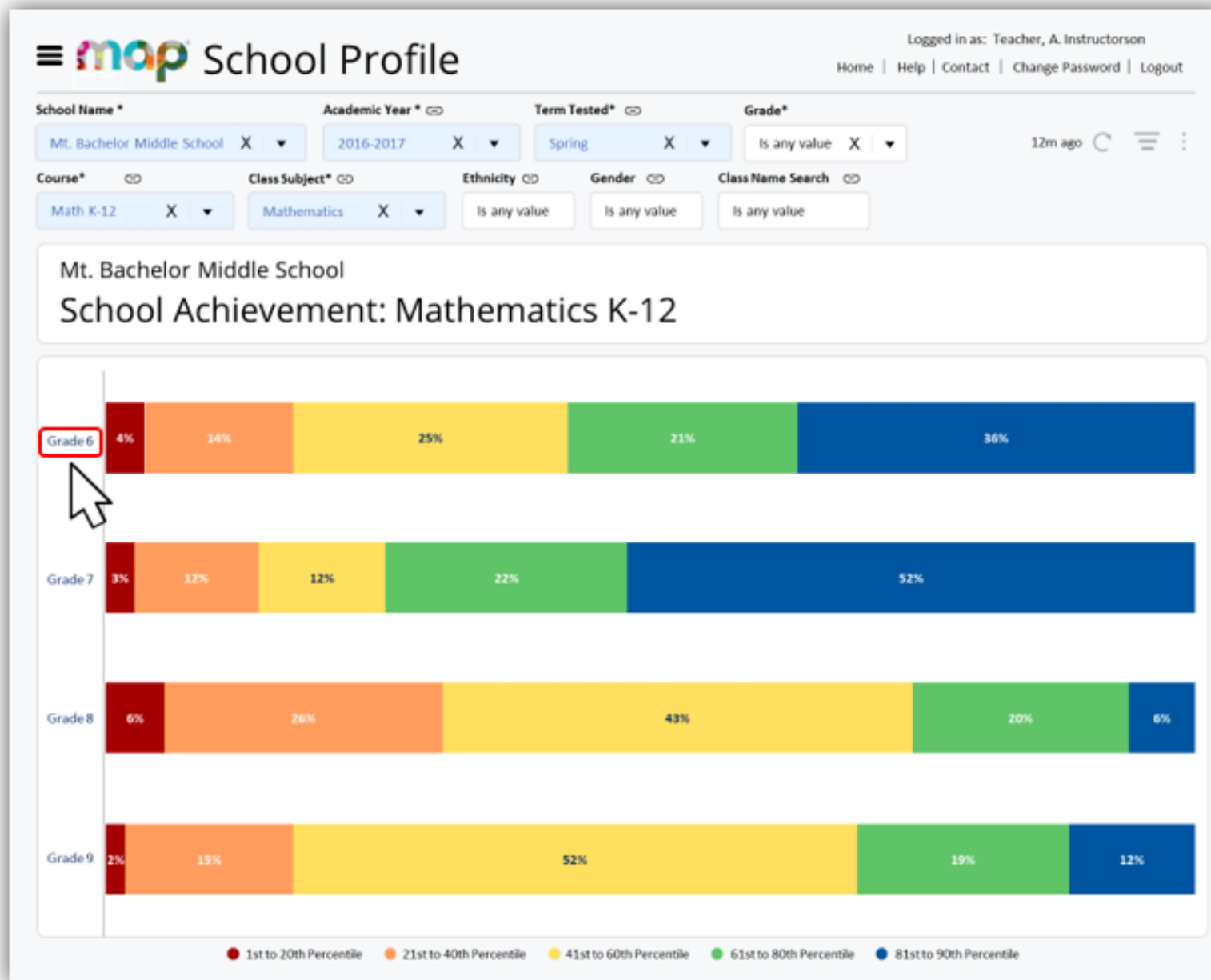
Helping Teachers Access Insights Faster

- + Simple and easy navigation to the student profile report
- + just click on the name of the student

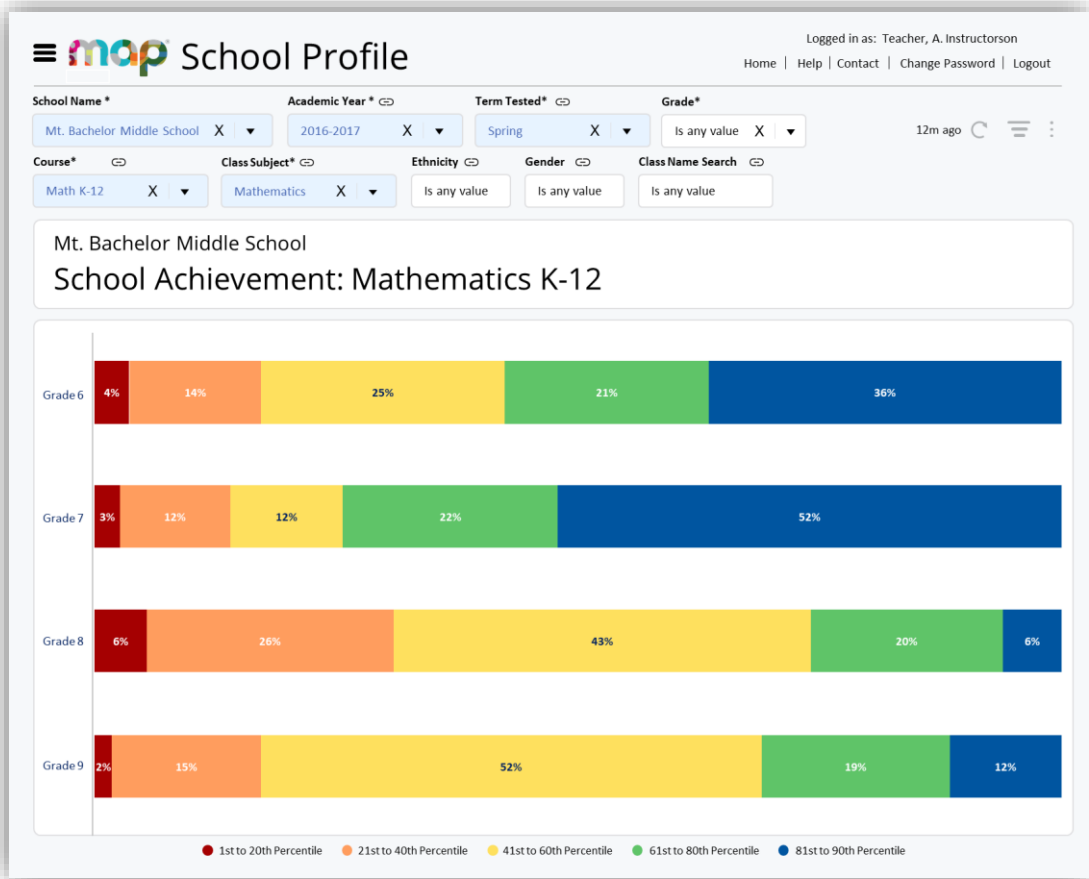




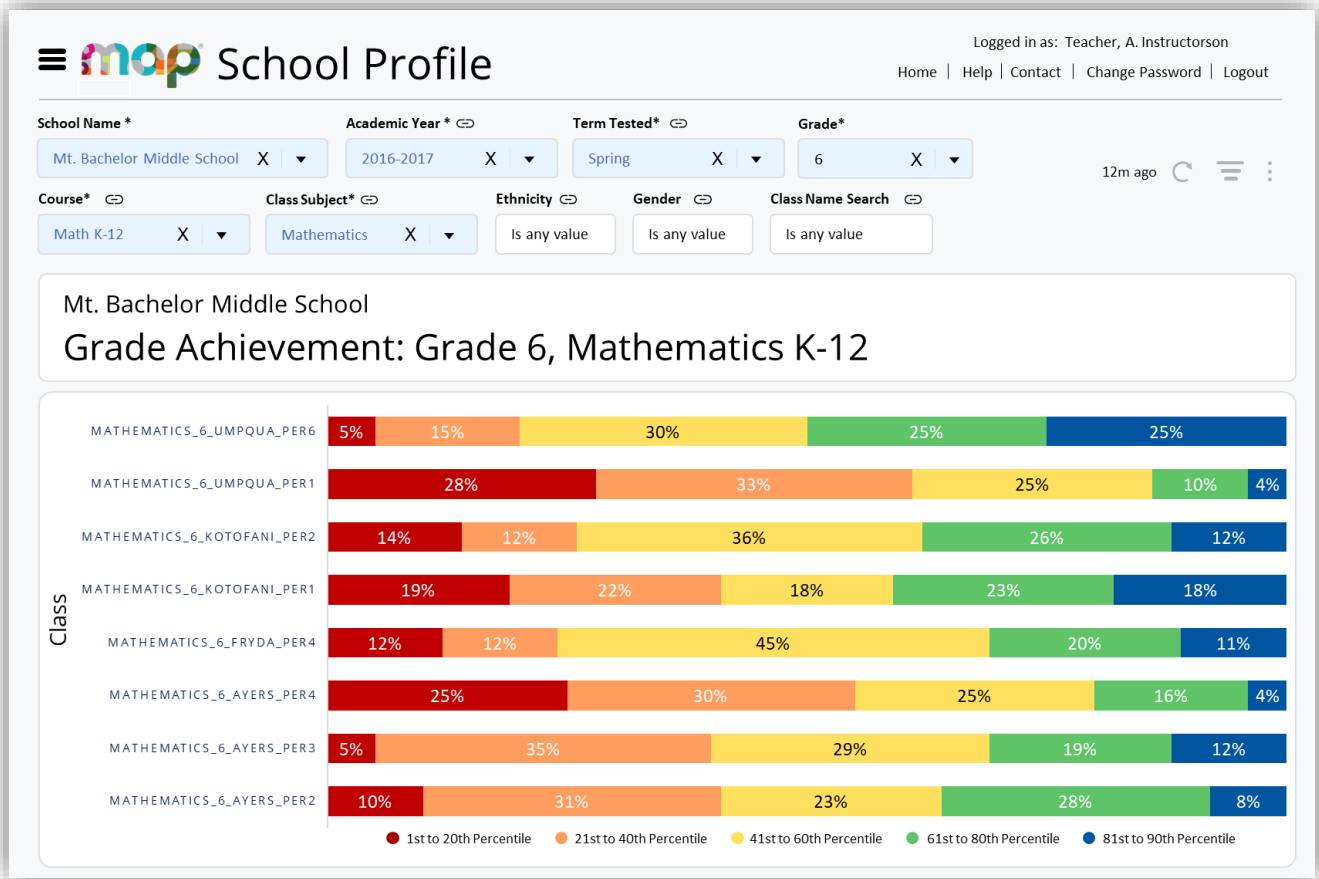
School-level data



School and grade level data



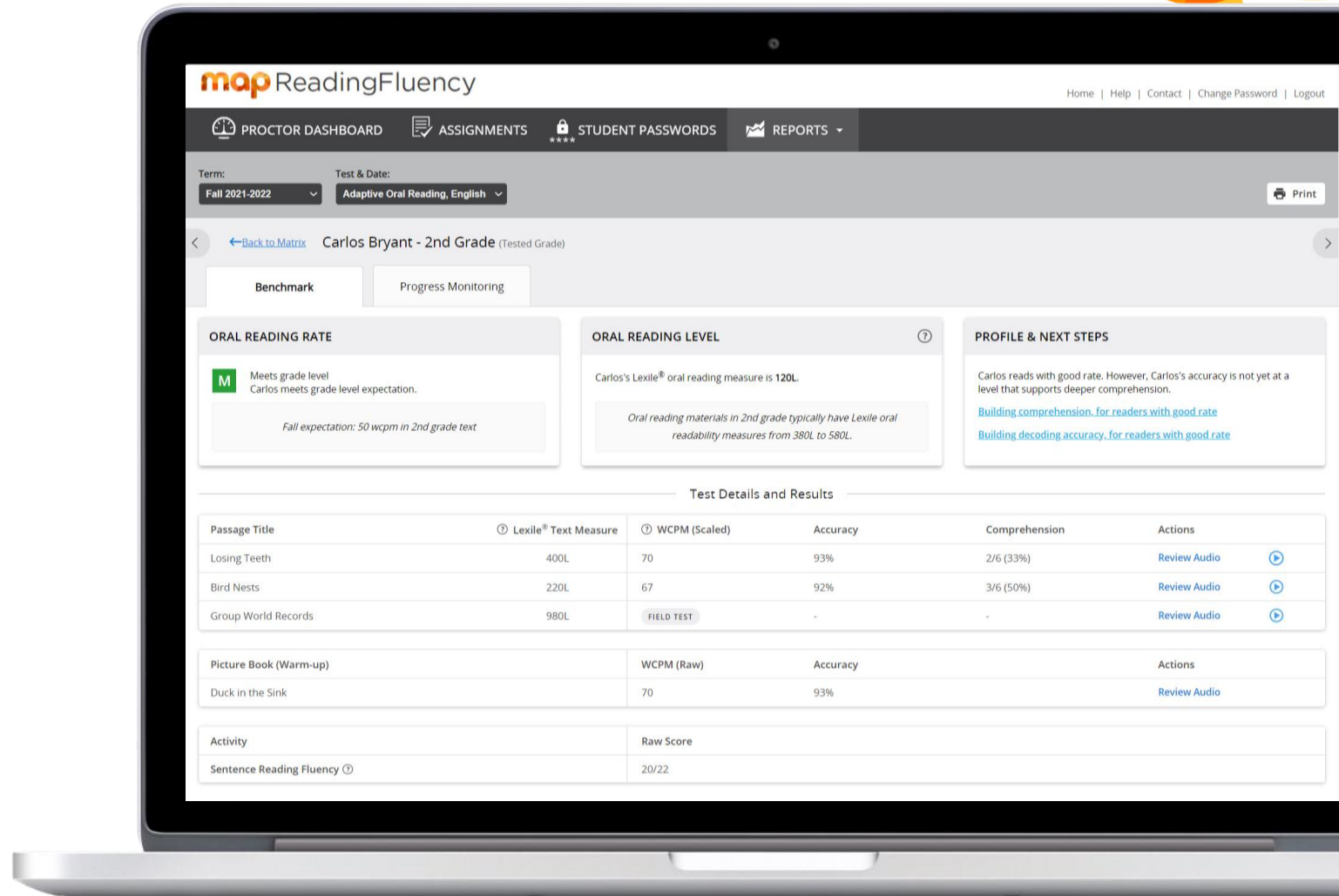
School Level Data
(all grades within a school)



Grade Level Data
(all classes within a grade)

Automatic scoring of oral reading

- + Words correct per minute
- + Decoding accuracy
- + Literal comprehension
- + Oral reading level
- + Reader Profile and Next Steps

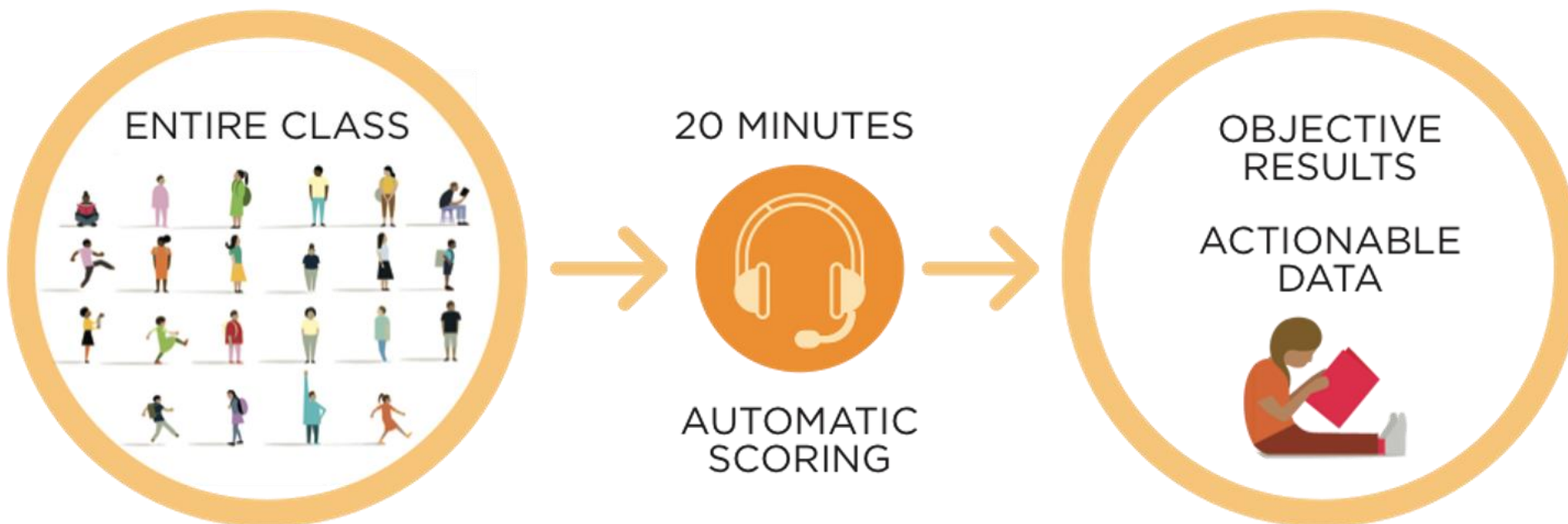


Assessments (+)



Personalized Learning



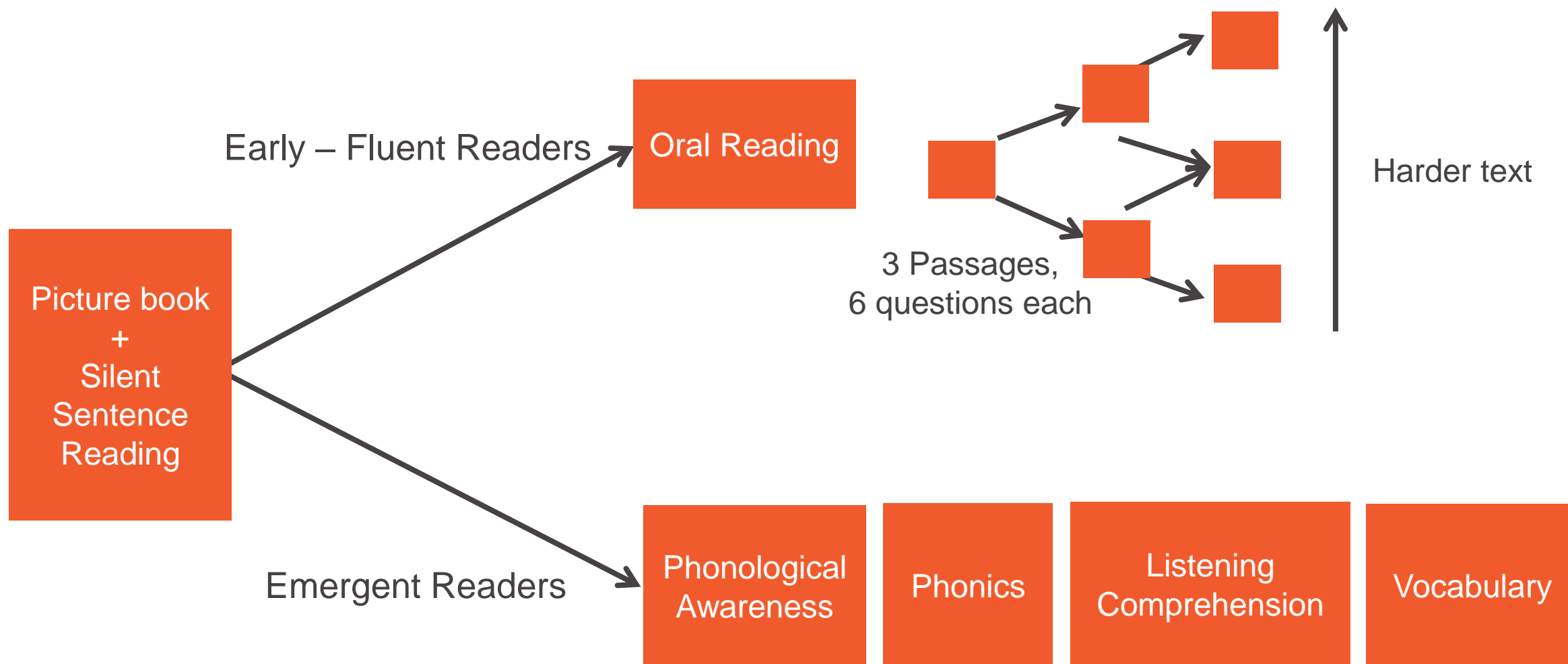


What is MAP Reading Fluency?

- + Measures oral reading, literal comprehension and foundational reading skills
- + Benchmark/screening three times per year
- + Frequent progress monitoring for students at risk
- + Available in English and Spanish
- + Can be administered in-person or remote
- + Includes optional K-3 dyslexia screener



Twenty minute adaptive oral reading test



What makes MAP Reading Fluency unique?

- + Holistic view: Fluency with comprehension + Foundational Skills profile
- + Adaptive test design provides efficient universal screening with actionable data for high, low, and typical performers
- + Provides oral reading rate and level or foundational skills profile for each reader
- + Aligned to growth in reading: text complexity increases for fluent readers – it's not a race!



Reports Highlights

Universal Screener Outcome

- + Benchmark reports include Universal Screener Outcome
 - Flagged/Not Flagged
- + Identify students in need of additional support
- + Streamlines reporting

map Reading Fluency

Home | Help | Contact | Change Password | Logout

PROCTOR DASHBOARD | ASSIGNMENTS | STUDENT PASSWORDS | REPORTS

Viewing as: School Administrator

Term: Fall 2021-2022 | School: Bryce Canyon Elementary Sch | Current Grade: 2nd Grade | Classes: All Classes | Language: English

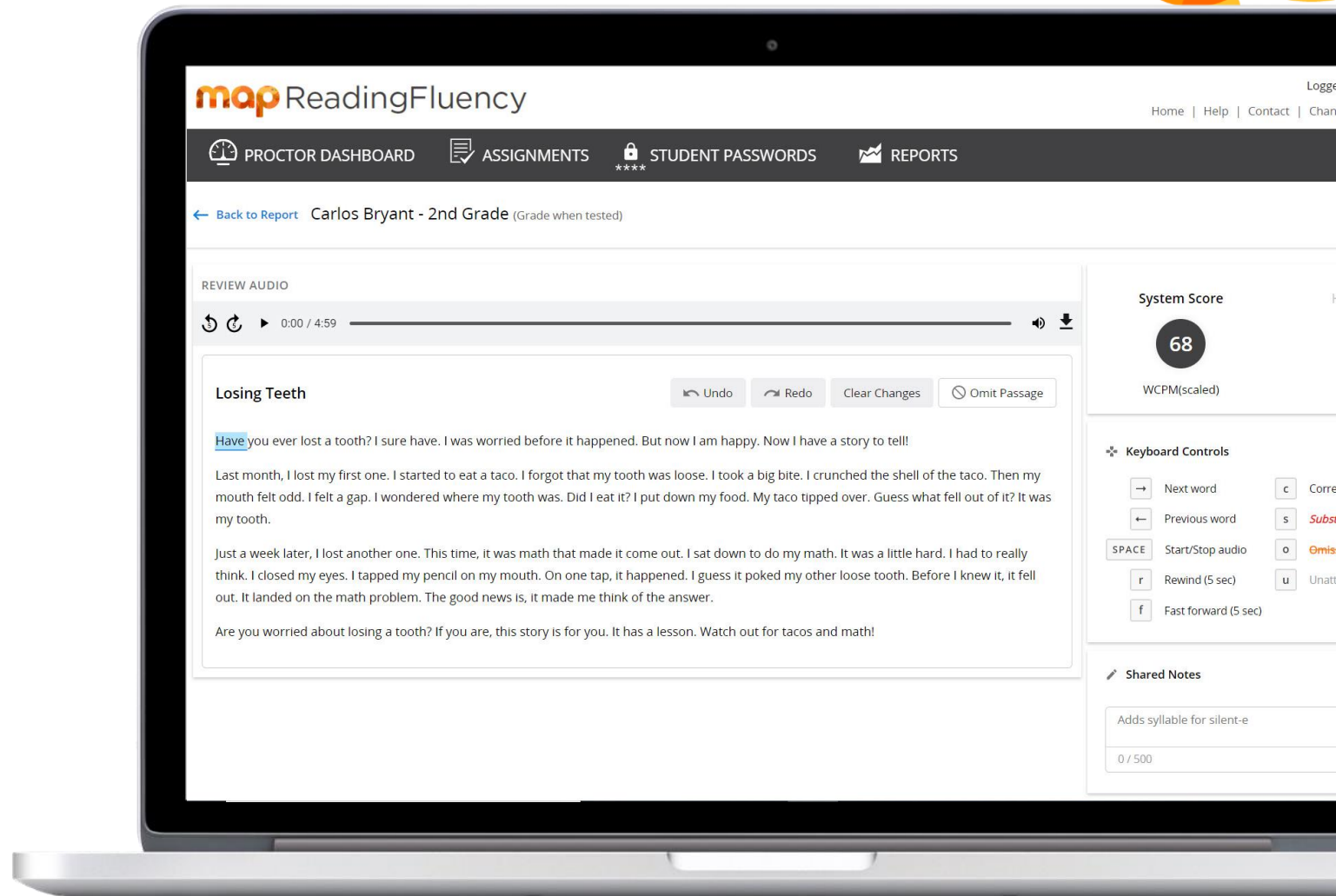
Benchmark Matrix | Filter Results

All Classes | 26 Students

Students	Tested Grade	Universal Screener Outcome	FOUNDATIONAL SKILLS				Sentence Reading Fluency	ORAL READING			
			Listening Comprehension	Picture Vocabulary	Phonological Awareness	Phonics/Word Recognition		Oral Reading Rate	Accuracy	Oral Reading Level*	Literal Comprehension
Taylor, Steve	2	Flagged	B 53%	A 60%	A Phonemic Manipulation	B Decodable: CVC	A 10/11				
▼ Hemphill, Deon	2	Flagged	M 100%	M 100%	B Blending & Segmenting	A Decodable: One-syllable	A 12/15				
▼ King, Clarence	2	Not Flagged	M 87%	M 100%	A Phonemic Manipulation	A Decodable: One-syllable	A 14/18				
Ball, Horace	2	Not Flagged					M 23/24	E 94	M 96%	390L	M
Boone, Peter	2	Not Flagged					M 17/17	M 79	E 100%	380L	M
Bryant, Carlos	2	Not Flagged					M 20/22	M 70	A 93%	120L	B
Crouse, Donn	2	Not Flagged					M 20/20	M 79	E 98%	320L	E
Davis, Samuel	2	Not Flagged					M 16/17	A 42	B 88%	BR305L	A
Estrada, Casey	2	Not Flagged					M 20/21	M 79	M 95%	250L	M
Garcia, Lawrence	2	Not Flagged					M 22/23	E 90	E 98%	385L	M
Hill, Aaron	2	Not Flagged					A 21/24	E 87	M 97%	315L	M
James, Brian	2	Not Flagged					M 25/27	E 86	M 97%	320L	M

Audio Archive

- + See and hear progress
- + Historical records
- + Perfect for families



Dyslexia Screener Outcome

- + Dyslexia Screener Matrix and student reports include the Dyslexia Screener Outcome
 - Flagged/Not Flagged
- + Easily identify student performance that suggests possible risk factors for dyslexia or other reading difficulty
- + Reports also include instructionally useful foundational skills data

The screenshot shows the 'map Reading Fluency' interface. At the top, there's a navigation bar with links for Home, Help, Contact, Change Password, and Logout. Below this is a dashboard with tabs for PROCTOR DASHBOARD, ASSIGNMENTS, STUDENT PASSWORDS, and REPORTS. The user is logged in as a School Administrator. The current view is the 'Dyslexia Screener Matrix' for Bryce Canyon Elementary School, 1st Grade, during the Winter 2020-2021 term. The matrix displays data for 13 students, with columns for 'Students', 'Tested Grade', 'Dyslexia Screener Outcome', and 'FOUNDATIONAL SKILLS' (Listening Comprehension, Picture Vocabulary, Phonological Awareness, Phonics/Word Recognition, and Sentence Reading Fluency). Each cell in the matrix contains a letter grade (M, A, B) or a status (Not Flagged, Insufficient data, Flagged) along with a percentage or score. A 'Filter Results' button is available above the table.

Students	Tested Grade	Dyslexia Screener Outcome	FOUNDATIONAL SKILLS				
			Listening Comprehension	Picture Vocabulary	Phonological Awareness	Phonics/Word Recognition	Sentence Reading Fluency
Dean, Jim	1	Not Flagged	M 93%	M 93%	M Phonemic Manipulation	A Decodable: CVC	M 12/15
Diaz, Pamela	1	Insufficient data	B 47%	B 47%	B Rhymes and Syllables	B Letters and Sounds	A 1/9
Henderson, Lucia	1	Not Flagged	A 53%	A 53%	M Phonemic Manipulation	A Decodable: CVC	A 8/10
Lewis, Benjamin	1	Flagged	B 47%	B 40%	A Blending & Segmenting	B Letters in Words	A 7/10
Martinez, Annie	1	Not Flagged	M 80%	M 87%	A Blending & Segmenting	B Letters in Words	A 7/10
Phillips, Peter	1	Not Flagged	M 100%	M 100%	M Phonemic Manipulation	M Decodable: One-syllable	A 13/17
Renner, Lawrence	1	Flagged	A 60%	B 53%	A Blending & Segmenting	B Letters in Words	A 11/16
Robertson, Tommy	1	Not Flagged	A 73%	A 60%	A Blending & Segmenting	B Letters in Words	A 11/15
Sharp, Louise	1	Not Flagged	M 87%	M 93%	M Phonemic Manipulation	M Decodable: One-syllable	M 13/15

Student Oral Reading Report





PROCTOR DASHBOARD



ASSIGNMENTS



STUDENT PASSWORDS



REPORTS

Term:

Fall 2021-2022

Test & Date:

Adaptive Oral Reading, English

Print


[Back to Matrix](#)

Carlos Bryant - 2nd Grade (Tested Grade)



Benchmark

Progress Monitoring

ORAL READING RATE



Meets grade level
Carlos meets grade level expectation.

Fall expectation: 50 wcpm in 2nd grade text

ORAL READING LEVEL



Carlos's Lexile® oral reading measure is 120L.

Oral reading materials in 2nd grade typically have Lexile oral readability measures from 380L to 580L.




PROFILE & NEXT STEPS

Carlos reads with good rate. However, Carlos's accuracy is not yet at a level that supports deeper comprehension.

[Building comprehension for readers with good rate](#)

[Building decoding accuracy for readers with good rate](#)

Test Details and Results

Passage Title	Lexile® Text Measure	WCPM (Scaled)	Accuracy	Comprehension	Actions
Losing Teeth	400L	70	93%	2/6 (33%)	Review Audio 
Bird Nests	220L	67	92%	3/6 (50%)	Review Audio 
Group World Records	980L	FIELD TEST	-	-	Review Audio 
Picture Book (Warm-up)		WCPM (Raw)	Accuracy	Actions	
Duck in the Sink		70	93%	Review Audio	
Activity		Raw Score			
Sentence Reading Fluency ⓘ		20/22			

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PROCTOR DASHBOARD



ASSIGNMENTS



STUDENT PASSWORDS



REPORTS

Term:

Fall 2021-2022

Test & Date:

Adaptive Oral Reading, English

Print



[Back to Matrix](#)

Carlos Bryant - 2nd Grade (Tested Grade)



Benchmark

ORAL READING RATE



Meets grade level
Carlos meets grade level expectation.

Fall expectation: 50 wcpm



Meets grade level
Carlos meets grade level expectation.

Fall expectation: 50 wcpm in 2nd grade text

Passage Title

Losing Teeth

Bird Nests

Group World Records

980L

FIELD TEST

Picture Book (Warm-up)

WCPM (Raw)

Accuracy

Actions

Review Audio



Review Audio



Review Audio



Activity

Raw Score

Sentence Reading Fluency

20/22

Actions

Review Audio



PROCTOR DASHBOARD



ASSIGNMENTS



STUDENT PASSWORDS



REPORTS

Term:

Fall 2021-2022

Test & Date:

Adaptive Oral Reading, English

Print



[Back to Matrix](#)

Carlos Bryant - 2nd Grade (Tested Grade)



Benchmark

Progress Monitoring

ORAL READING RATE



Meets grade level
Carlos meets grade level expectations

Fall expectation: 50 words per minute

ORAL READING LEVEL



Carlos's Lexile® oral reading measure is 120L.

Oral reading materials in 2nd grade typically have Lexile oral readability measures from 380L to 580L.

Passage Title

Losing Teeth

Bird Nests

Group World Records

Picture Book (Warm-up)

Duck in the Sink

Activity

Sentence Reading Fluency

WCPM (Raw)

70

Raw Score

20/22

Accuracy

93%

Actions

Review Audio



Review Audio



Review Audio



Actions

Review Audio



Term:

Fall 2021-2022 ▾

Test & Date:

Adaptive Oral Reading, English ▾

Print

[←Back to Matrix](#)

Carlos Bryant - 2nd Grade (Tested Grade)



Benchmark

ORAL READING RATE

M

Meets grade level
Carlos meets grade level expectation

Fall expectation: 50 wcp

Passage Title

Losing Teeth

Bird Nests

Group World Records

Picture Book (Warm-up)

Duck in the Sink

Activity

Sentence Reading Fluency ⓘ

Raw Score

20/22

PROFILE & NEXT STEPS

Carlos
levelBuild
Build

Building comprehension, for readers with good rate



Some students read with good rate but fail to understand what they read. It is important to teach these students that good readers sometimes slow down to check their own understanding.

During instruction, model and guide comprehension **strategies** such as self-monitoring and summarizing. Emphasize reading with **expression**, which supports comprehension.

Continue to build **oral language** and background knowledge. Classroom read-alouds and discussions can help students focus on craft, structure, and concepts, without having to decode.

[Back to Report](#)

“My favorite things were the instant results and being able to test so many kids at one time.”

Amy Black, Teacher, Our Lady of Hungary School,
South Bend, IN



NWEA Partnership

- + **Partner support team**
- + **Implementation**
- + **Training**
- + **Professional Learning**
- + **Partner meetings**
- + **Webinar/Help videos**



