Why update norms?

Norms provide essential context

Without context, a score is just a number.

Norms provide the national comparison that transforms numbers into insights.

Norms are only as good as the data they are based on so they are only as good as the context and context matters - we want peers compared to more current peers.

And that context changes over time

Now

Then

RIT has not changed the reference group has.

Last norm update was 2020. Since then there has also been a change in the test.

EISA: 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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EISA = Enhanced Item Selection Algorithm

Change = Blueprint reflects state standards and grade levels with more representation from those standards and grade level items.
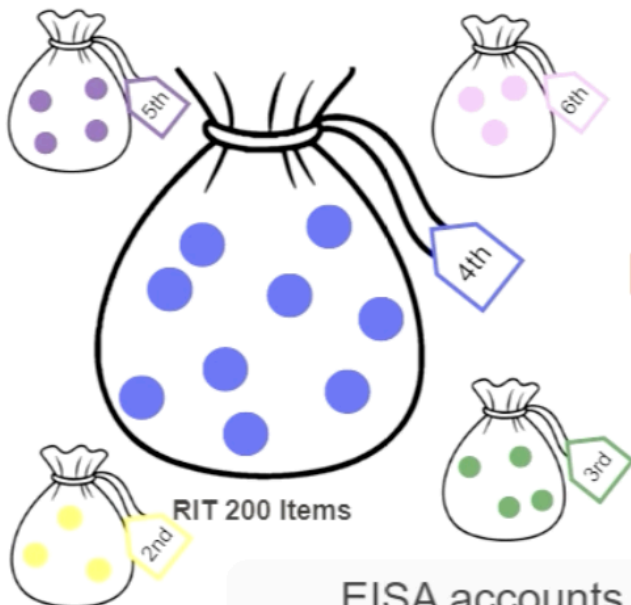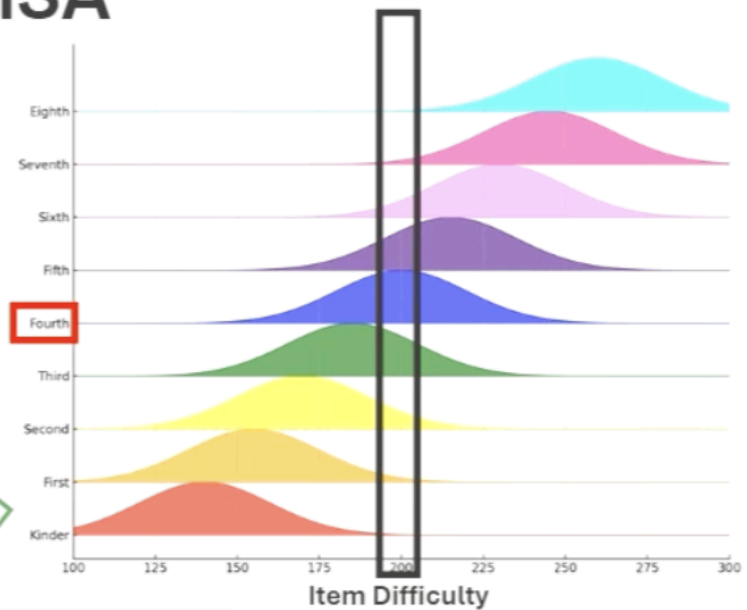
Legacy MAP vs EISA
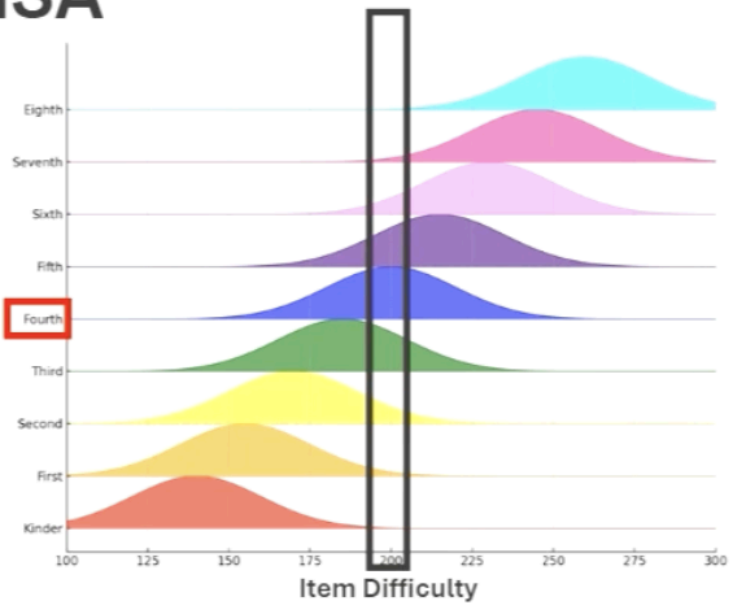
RIT 200 Items

Legacy MAP selected items according to their difficulty.

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Before EISA - random pull from bag - after EISA - they pull from grade level content first UNTIL they are exhausted.

Legacy MAP vs EISA

RIT 200 Items

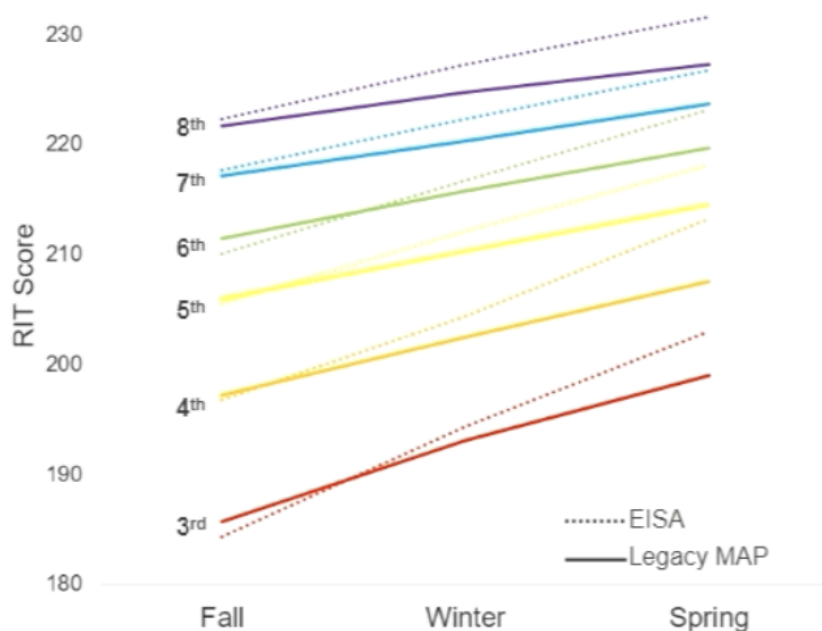EISA accounts for the grade-level alignment of items.

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X axis is RIT score

The test is still adaptive - if that difficulty level is exhausted from the students current grade level, it still will shift up or down as appropriate.

Steeper growth in math with EISA

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

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specific while reading tends to use similar skills in more complex ways across grades.

2025 Norms were built using the EISA model.

2025 Norms Overview

Years	Scores	Students	Schools	Districts	States
2022-23 and 2023-24	116 million scores	13.8 million students	30K+ schools	7,000 districts	All 50 states

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Norms are named for the year they are published, not the years in which the data are collected.

COVID has resulted in lower achievement and growth.

Interpreting changes requires caution

Multiple factors contribute to the shifts in the 2025 norms

COVID: School disruptions due to the pandemic led to declines in achievement and slowed growth.

EISA: New algorithm increased measurement sensitivity in math leading to steeper observed growth.

Population: Demographic makeup of public-school students has shifted and this may have affected trends.

Bottom line: 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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Distribution shifted down *and* became more variable

2025 Norms

2020 Norms

222 224 226 228 230 232 234 236 238 240 242 244 246 248 250

Bottom line: Expect larger shifts at lower achievement levels and smaller shifts at higher achievement levels.

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2025 vs 2020: Understanding Shifts

Calculation

Difference in RIT scores at each percentile and grade

- **Positive** = higher in 2025

- **Negative** = lower in 2025

Ex: Median spring RIT score for 3rd grade in 2020 was 197 and in 2025 it's 194, so the change is -3.

Interpretation

Use typical SEM (≈3) to interpret changes

- **Small**: ±0 to 3 RIT
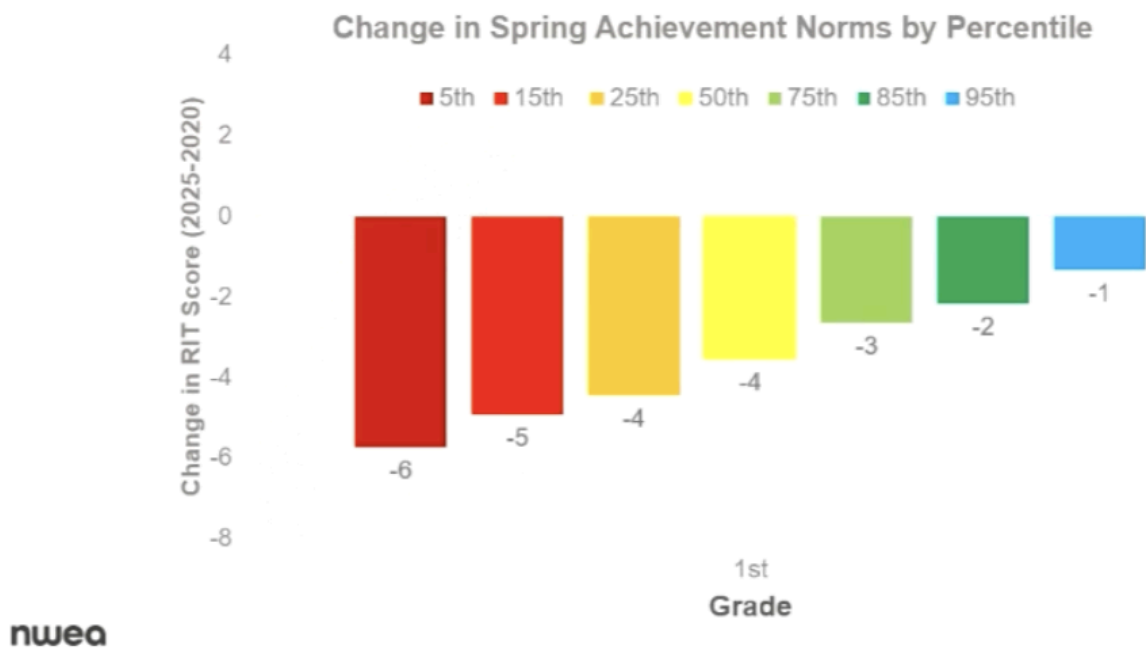
- **Moderate**: ±3 to 6 RIT

- **Large**: ±6 RIT

Visualization

Bar charts to highlight patterns by percentile and grade

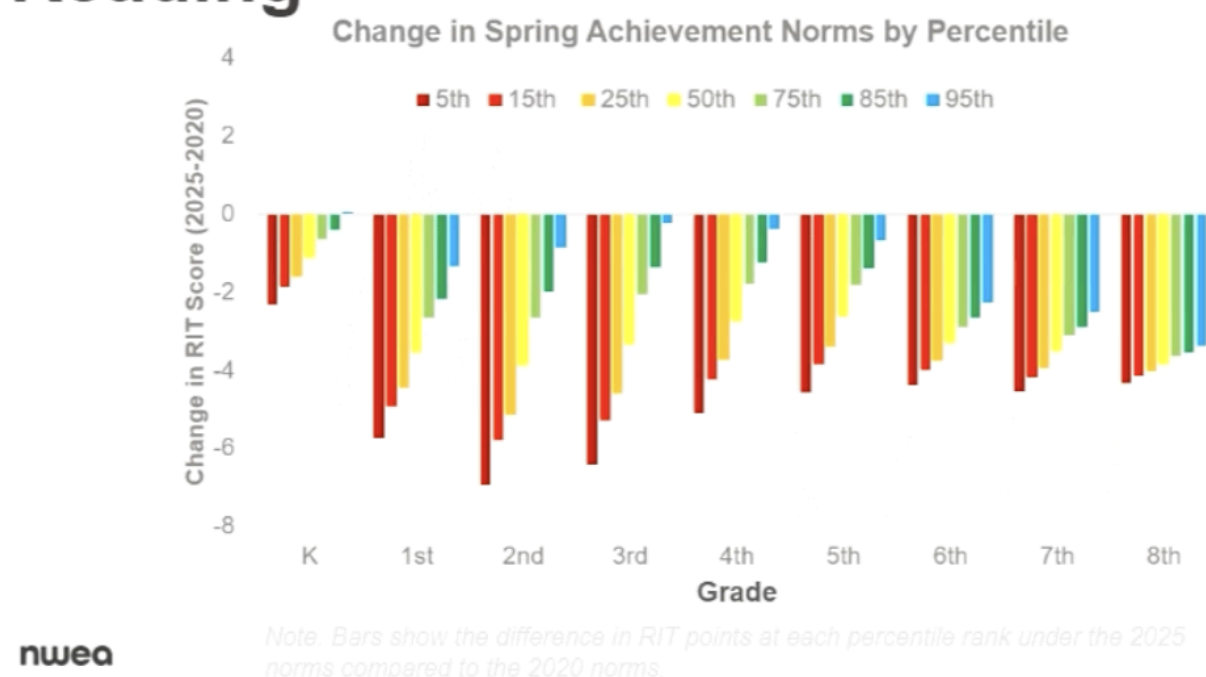**Heat maps** to show value of RIT score changes

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Reading

Changes are larger at the lower end of the distribution.

# Reading

Reading

📌 **Key Takeaways:**

- Across grades, lower-achieving students show steeper declines than higher-achievers
- In older grades, trend is less stark with more consistent declines across the spectrum

Grade	**Shifts in Spring Achievement**						
	5th	**15th**	**25th**	**50th**	**75th**	**85th**	**95th**
K	-2	-2	-2	-1	-1	0	0
1	-6	-5	-4	-4	-3	-2	-1
2	-7	-6	-5	-4	-3	-2	-1
3	-6	-5	-5	-3	-2	-1	0
4	-5	-4	-4	-3	-2	-1	0
5	-5	-4	-3	-3	-2	-1	-1
6	-4	-4	-4	-3	-3	-3	-2
7	-5	-4	-4	-4	-3	-3	-3
8	-4	-4	-4	-4	-4	-4	-3

Note. Columns show the difference in RIT points at each percentile rank under the 2025 norms compared to the 2020 norms.

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Math

Change in Spring Achievement Norms by Percentile
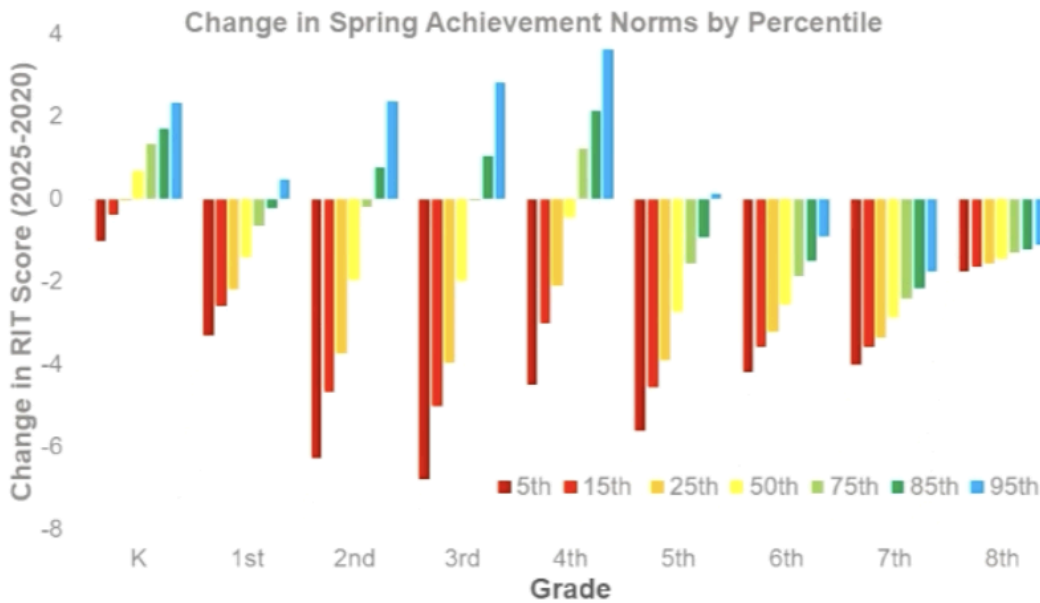
Note. Bars show the difference in RIT points at each percentile rank under the 2025 norms compared to the 2020 norms.

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Math

Key Takeaways:

- Across grades, scores generally lower at and below the median
- In younger grades, scores increased at the upper ends of the distribution
- In older grades, declines are evident across the spectrum but become steeper at lower percentiles

	Shifts in Spring Achievement						
Grade	5th	15th	25th	50th	75th	85th	95th
K	-1	0	0	1	1	2	2
1	-3	-3	-2	-1	-1	0	0
2	-6	-5	-4	-2	0	1	2
3	-7	-5	-4	-2	0	1	3
4	-5	-3	-2	0	1	2	4
5	-6	-5	-4	-3	-2	-1	0
6	-4	-4	-3	-3	-2	-2	-1
7	-4	-4	-3	-3	-2	-2	-2
8	-2	-2	-2	-1	-1	-1	-1

Note. Columns show the difference in RIT points at each percentile rank under the 2025 norms compared to the 2020 norms.

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Changes in Fall-to-Spring Growth

Key Takeaways:

- **Reading**: lower growth, especially at median and below
- **Math**: higher growth, especially above the median

	Reading			Math		
Grade	25th	50th	75th	25th	50th	75th
K	-5	-3	0	-2	-1	1
1st	-5	-3	0	-1	-1	0
2nd	-3	-2	-1	-1	0	1
3rd	-2	-1	0	1	2	4
4th	-3	-2	-1	1	2	3
5th	-3	-2	-1	-1	0	1
6th	-3	-2	-1	1	2	3
7th	-3	-2	-1	-1	0	2
8th	-3	-2	0	0	1	3

Note. Columns show the difference in growth in RIT points at each percentile rank under the 2025 norms compared to the 2020 norms.

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Across all grades, growth is lower across grades under new norms.

In contrast, opposite pattern in math.

Summary of RIT Shifts Across Subjects

	Achievement			Growth		
	Bottom	Middle	Top	Bottom	Middle	Top
Reading	↓↓	↓	●	↓↓	↓	●
Math	↓↓	↓	↑↓	●	↑	↑↑

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

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Summary of Percentile Shifts for Same RIT

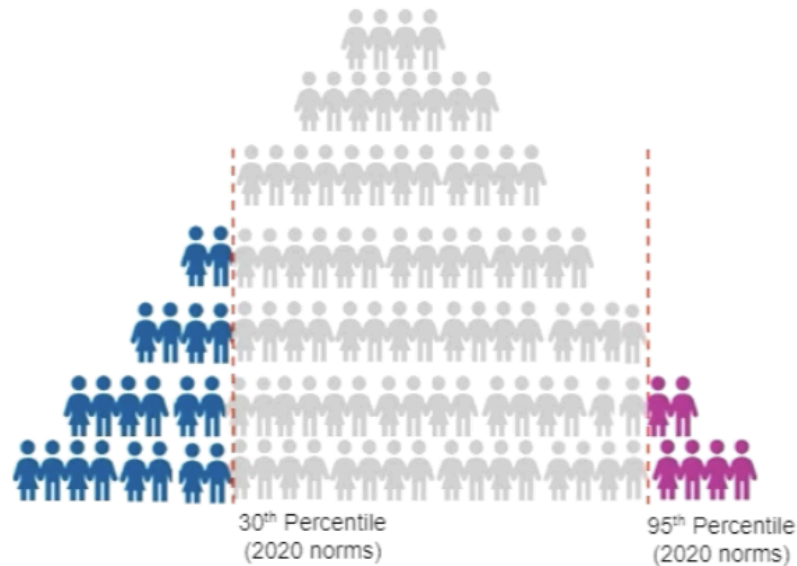On average, shifts are more notable at the bottom and middle of distribution.

	Reading			Math		
	30th	50th	95th	30th	50th	95th
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

Note. Columns show the 2025 percentile rank that corresponds to the RIT score at the 30th, 50th and 95th percentiles under the 2020 norms. Shading indicates magnitude of change.

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Same percentile maps to a new RIT score under new norms. Why did this same RIT score for X grade last year have a different percentile rank? How to read the above table Ex: A student who had a RIT score that fell at the 30th percentile in 3rd grade with 2020 norms, would now place at the 39th percentile. Percentile ranks are higher now at the lower and middle parts of the distribution but stable at the upper end. The student HAS NOT changed, the REFERENCE GROUP HAS.
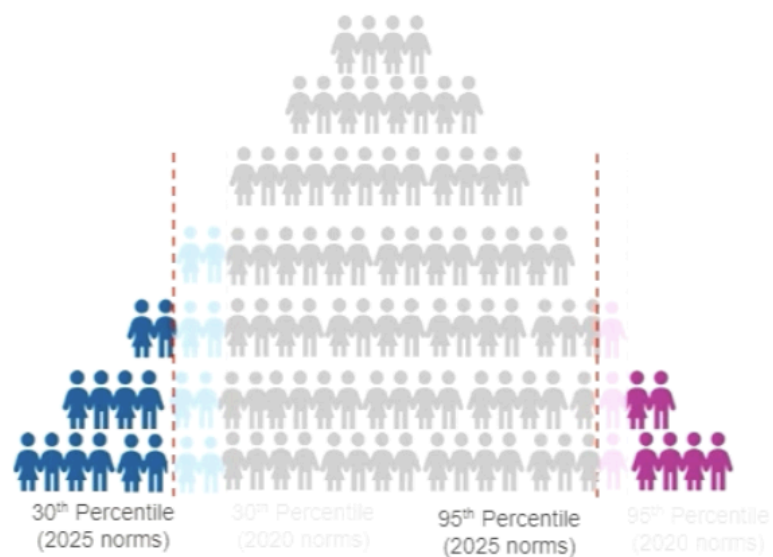
What are the implications? These will impact real decisions as many schools use percentiles for placement and intervention decisions.

Implications for Program Decisions

30th Percentile (2020 norms)

95th Percentile (2020 norms)

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Implications for Program Decisions

30th Percentile (2025 norms)

30th Percentile (2020 norms)

95th Percentile (2025 norms)

95th Percentile (2020 norms)

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Result: more may be flagged for gifted and fewer for intervention.

Guidance for Decision-Makers

Core Message
- ❌ **What we're NOT saying**: Change all your thresholds
- ✅ **We ARE saying**: Review whether they still make sense

Key Questions
- Why were your cut points originally chosen?
- Do they still align with your goals and resources?
- Are they intentional choices or de facto practices?

Bottom Line
Normative cuts can still be useful and appropriate, but they should be intentional choices that reflect current priorities, not simply inherited from previous years.

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Do not compare over time with different norm groups. Longitudinal comparisons should be done with a single norm set. However, this is also complicated by the new EISA format. This version of the test is indeed different in how it selects items.

Key: The reference group achievement has shifted!!