

2011 READING STATUS NORMS (RIT VALUES)			
Grade	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean
K	142.5	151.0	157.7
1	160.3	170.7	176.9
2	175.9	183.6	189.6
3	189.9	194.6	199.2
4	199.8	203.2	206.7
5	207.1	209.8	212.3
6	212.3	214.3	216.4
7	216.3	218.2	219.7
8	219.3	221.2	222.4
9	221.4	221.9	222.9
10	223.2	223.4	223.8
11	223.4	223.5	223.7

2011 MATHEMATICS STATUS NORMS (RIT VALUES)			
Grade	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean
K	143.7	150.7	159.1
1	162.8	172.4	179.0
2	178.2	185.5	191.3
3	192.1	198.5	203.1
4	203.8	208.7	212.5
5	212.9	217.8	221.0
6	219.6	222.8	225.6
7	225.6	228.2	230.5
8	230.2	232.8	234.5
9	233.8	234.9	236.0
10	234.2	235.5	236.6
11	236.0	237.2	238.3

2011 LANGUAGE USAGE STATUS NORMS (RIT VALUES)			
Grade	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean
2	175.4	185.3	190.0
3	191.1	196.5	200.3
4	200.9	204.4	207.0
5	208.0	211.0	212.9
6	212.3	214.4	216.2
7	215.8	217.3	218.7
8	218.7	220.2	221.3
9	220.6	221.0	221.8
10	221.9	222.2	222.7
11	222.1	222.7	223.3

In the samples, each district's base school calendar was used to determine instructional days. Using the instructional days data, time frames for beginning-of-year tests, middle-of-year tests, and end-of-year tests were established. The centers of these time frames were roughly 30 days, 80 days, and 130 days from the beginning of the academic year of the student's school for the fall, winter and spring terms, respectively.

Nwea 2014 Rit Scale Norms

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Nwea 2014 Rit Scale Norms:

International Perspectives on Educational Administration using Educational Inquiry Abdurashheed

Olowoselu, Areej ElSary, 2024-08-02 This edited volume sets out the current issues that face educational administrative processes and resources across the globe and provides implication lead responses for how best to tackle new challenges that arise Featuring contributions and perspectives from the UAE Nigeria Malaysia Indonesia Portugal Spain Iran and the United States this diverse and truly international volume discusses the management of resources tasks and communication key to the smooth running of educational institutions Divided into four distinct parts the chapters examine educational administration from theoretical conceptual and empirical angles focusing on theories administrative procedures decision support systems and management techniques in educational administration as well as reward management and digital leadership This book bridges the gap in educational administration by showcasing new trends across many countries and examining the role of theory in the field using examples of classical and contemporary approaches systems theory leadership theory and theories of change and innovation Ultimately presenting a problem solving approach to the current educational administrative situation globally this volume will be of interest to researchers scholars and faculty members involved with education administration research educational administration theory and leadership Practitioners working on educational process improvement and organizational studies will also benefit from the volume *Curriculum Alignment* David A.

Squires, 2009 One of the few books that takes a holistic look at alignment and helps clarify the definition of alignment Squires helped increase my knowledge as an instructional leader and showed me that alignment can be a valuable tool when used with real intent The book engaged me in authentic reflection on my professional practice Margarete Couture Principal South Seneca Central School District NY Use the power of alignment to strengthen curriculum and raise student achievement Aligning what is taught written and tested can be a powerful systemic way of improving school performance This guidebook written by a long time educator and proponent of curriculum alignment demonstrates how to apply specific principles and recommendations to improve curriculum instruction and test scores This resource offers school and district administrators and curriculum specialists concrete practical guidance for aligning curriculum and instruction with state standards and assessments to improve teaching and learning The author offers research based strategies that reinforce the importance of curriculum alignment and shows how districts can Use alignment as a major curriculum design element Translate research into usable strategies to achieve measurable results Expand options for raising test results and student outcomes Connect school policy with continuous school improvement Meet the requirements of No Child Left Behind Comprehensive thoughtful and realistic Curriculum Alignment offers a wide range of approaches to appeal to educators at every level **New Media, Knowledge Practices and Multiliteracies** Will W.K. Ma, Allan H.K. Yuen, Jae Park, Wilfred W.F. Lau, Liping

Deng, 2014-10-21 This volume highlights key aspects of new media knowledge practices and multiliteracies in communication

and education providing readers with a range of empirical findings novel theories and applications The reports also include best practices case studies innovative solutions and lessons learned with regard to three core fields 1 New media discussions on the effects of traditional and new media legal risks concerning social media the effects of media intervention on help seeking attitudes obstacles of using tablets for learning qualitative interpretation of media reporting use of social media for enhancing design practices and news reading habits 2 Knowledge practices exploration of online viewing and lifestyles reform of school management models undergraduate students mathematics learning experiences perceived accounting ethics and online knowledge sharing creating knowledge repositories digital technologies outside school smartphone usage and life satisfaction and cultural differences and isomerism and 3 Multiliteracies studies on learning style inventories the impact of ICT in interdisciplinary approaches ePortfolios for learning video production and generic skills enhancement mobile assisted collaborative learning and the effects of project based learning on student achievements The reports presented are from various countries and organizations

Value Added Modeling and Growth Modeling with Particular Application to Teacher and School Effectiveness Robert W. Lissitz, Hong Jiao, 2014-12-01 Modeling student growth has been a federal policy requirement under No Child Left Behind NCLB In addition to tracking student growth the latest Race To The Top RTTP federal education policy stipulates the evaluation of teacher effectiveness from the perspective of added value that teachers contribute to student learning and growth Student growth modeling and teacher value added modeling are complex The complexity stems in part from issues due to non random assignment of students into classes and schools measurement error in students achievement scores that are utilized to evaluate the added value of teachers multidimensionality of the measured construct across multiple grades and the inclusion of covariates National experts at the Twelfth Annual Maryland Assessment Research Center's Conference on Value Added Modeling and Growth Modeling with Particular Application to Teacher and School Effectiveness present the latest developments and methods to tackle these issues This book includes chapters based on these conference presentations Further the book provides some answers to questions such as what makes a good growth model What criteria should be used in evaluating growth models How should outputs from growth models be utilized How auxiliary teacher information could be utilized to improve value added How multiple sources of student information could be accumulated to estimate teacher effectiveness Whether student level and school level covariates should be included And what are the impacts of the potential heterogeneity of teacher effects across students of different aptitudes or other differing characteristics on growth modeling and teacher evaluation Overall this book addresses reliability and validity issues in growth modeling and value added modeling and presents the latest development in this area In addition some persistent issues have been approached from a new perspective This edited volume provides a very good source of information related to the current explorations in student growth and teacher effectiveness evaluation

How to Make Decisions with Different Kinds of Student Assessment Data Susan M. Brookhart, 2015-12-07 In *How to Make Decisions with Different Kinds of Student*

Assessment Data best selling author Susan M Brookhart helps teachers and administrators understand the critical elements and nuances of assessment data and how that information can best be used to inform improvement efforts in the school or district Readers will learn What different kinds of data can and cannot tell us about student learning What different analyses reveal about changes in student achievement How to interpret use and share relevant data and How to create a model to go from problem to solution in a data based decision making process With easy to understand explanations supplemented by examples and scenarios from actual schools this book offers a path to better understanding more accurate interpretation of assessment results and most important more effective use of data to improve teaching and learning *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 [New Ways to Engage Parents](#) Patricia Edwards,2016 Just as populations change ideas about how to encourage and work with parents also need to evolve This practical resource by bestselling author Patricia Edwards provides school leaders and classroom teachers with new and creative ways in which to welcome encourage and involve parents Enacting these types of practices requires a special kind of commitment from teachers and school leaders which often coincides with a particular kind of mindset about families and one s responsibility to engage them Educators often develop this mindset as they deepen their understanding of families literacy language culture race class and themselves Edwards pulls these understandings together and presents them in a straightforward concise and easy to use guide that is perfect for professional learning communities and teacher preparation courses New Ways to Engage Parents is essential reading for all educators who care deeply about engaging a wide range of parents in today s schools It is my hope that this book inspires teachers to seek ways to make schools more equitable and caring spaces for all children From the Foreword by Catherine Compton Lilly University of Wisconsin Madison Long a leader in the field Professor Patricia Edwards

reinforces the fact that education is a shared responsibility of home school and community She presents scores of practical ideas and resources to enable educators to involve all parents in their children s education Joyce L Epstein Johns Hopkins University Finally a book that brings partnering with parents into the 21st century This is a book teachers will want to keep at their fingertips Jeanne R Paratore Boston University

RIT Stability Through the Transition to Common Core-Aligned MAP' Tests. How Using MAP to Measure Student Learning Growth is Reliable Now and in 2014 Northwest Evaluation Association,2013 While many educators expect the Common Core State Standards CCSS to be more rigorous than previous state standards some wonder if the transition to CCSS and to a Common Core aligned MAP test will have an impact on their students RIT scores or the NWEA norms MAP assessments use a proprietary scale known as the RIT Rasch unit scale to measure student achievement and growth The RIT scale based on item response theory IRT has been used since the late 1970s by NWEA and is a proven stable scale for educational assessment The principle behind the RIT scale is simple Test questions vary in difficulty and can be given a score on the RIT scale A student s achievement level can then be measured on the same scale by referencing the questions they were able to answer correctly Every item in MAP tests is calibrated against one of the stable RIT scales Reading Language Math or Science Student responses on these items are used to generate a final RIT score for each student An individual item with its associated RIT value may appear in tests aligned to various learning standards such as state standards and the Common Core State Standards Regardless of the standards alignment of a particular test a given item has a single RIT value associated with it This RIT value is obtained using a rigorous calibration process in which each item is field tested with thousands of students across the nation The purpose of MAP tests is to measure growth by examining RIT scores over time If two different MAP tests are on the same scale e g Math and measure similar constructs then scores for these two tests can be compared directly MAP tests aligned to CCSS as well as other state standards state aligned on a given scale measure similar constructs due to the high degree of content overlap among learning standards This underlying design of MAP tests is critical to ensuring that RIT scores carry the same meaning in terms of student ability regardless of which test was used to obtain them Because the RIT scales are independent of standards alignment transitioning between two tests is not anticipated to have a significant impact however States that are transitioning or who have already transitioned to teaching the CCSS and are working to understand the gap between their state standards and what s required by the CCSS are seeing some key shifts Those shifts are detailed in this report and questions and answers are provided

Aligning the NWEA RIT Scale with the Nevada Criterion Referenced Assessment and the Iowa Test of Basic Skills John Cronin,Branin Bowe,2004 Each year Nevada students in grades 3 4 5 and 7 participate in testing as part of the Nevada assessment program Students in grades 3 and 5 take the Nevada Criterion Referenced Assessment Nevada CRT while students in grades 4 and 7 take the Iowa Test of Basic Skills ITBS These tests serve as an important measure of student achievement for the state s accountability system Results from these assessments

are used to make state level decisions concerning education to meet Adequate Yearly Progress AYP reporting requirements of the No Child Left Behind Act NCLB and to inform schools and school districts of their performance The Nevada Department of Education has developed scales that are used to assign students to one of four performance levels on the Nevada CRT These are from the lowest cut score to the highest developing approaches meets and exceeds For purposes of NCLB the meets level is considered the level that represents satisfactory performance Students taking the Iowa Test of Basic Skills are also assigned to one of four levels These levels simply reflect the four quartiles reported in the ITBS norms Many students who attend school in Nevada also take tests developed in cooperation with the Northwest Evaluation Association NWEA These tests report student performance on a single cross grade scale which NWEA calls the RIT scale This study investigated the relationship between the scales used for the Nevada state assessments and the RIT scales used to report performance on NWEA tests The study determined RIT score equivalents for Nevada CRT and ITBS performance levels in reading and mathematics Nevada CRT test records for more than 2 000 students were included in this study Three methods generated an estimate of RIT cut scores that could be used to project Nevada CRT performance levels Rasch SOS methods generally produced the most accurate cut score estimates Accuracy of predicting Nevada CRT passing performance was above 84% for all grades when using the best methodology Type I errors ranged from about 8% to 14% when the best methodology was employed Contains 16 tables and figures

Aligning the NWEA RIT Scale with the Pennsylvania System of School Assessment (PSSA) John Cronin, Branin Bowe, 2004 Each year Pennsylvania students participate in testing as part of the Pennsylvania assessment program Students in grades 5 8 and 11 take tests in reading and math while those in grades 6 9 and 11 are assessed in writing These tests serve as an important measure of student achievement for the state s accountability system Results from these assessments are used to make state level decisions concerning education to meet Adequate Yearly Progress AYP reporting requirements of the No Child Left Behind Act NCLB and to inform schools and school districts of their performance The Pennsylvania Department of Education has developed scales that are used to assign students to one of four performance levels on the state s assessments These are from the lowest cut score to the highest below basic basic proficient and advanced For purposes of NCLB the proficient level is considered the level that represents satisfactory performance Many students who attend school in Pennsylvania also take tests developed in cooperation with the Northwest Evaluation Association NWEA These tests report student performance on a single cross grade scale which NWEA calls the RIT scale This study investigated the relationship between the scales used for the PSSA assessments and the RIT scales used to report performance on Northwest Evaluation Association tests The study determined RIT score equivalents for the PSSA performance levels in reading and mathematics Test records for more than 2 400 students were included in this study Three methods generated an estimate of RIT cut scores that could be used to project PSSA performance levels Second order regression methods generally produced the most accurate cut score estimates Accuracy of predicting PSSA passing

performance was above 84% for all grades when using the best methodology Type I errors ranged from about 4% to 8% when the best methodology was employed Contains 14 tables and 3 figures

2011 Normative Data Northwest Evaluation Association, 2017 Having the right data is a key component of individualizing instruction for each child The Northwest Evaluation Association NWEA has the ability to measure a student's achievement and academic growth independent of grade across time From the insight provided with Measures of Academic Progress MAP and its reports educators can compare class or grade level performance to students from a wide variety of schools across the country Status norms provide a starting point for educators to review data and help them gain an understanding of each child's current academic level where they need focused instruction and the extent of their progress The 2011 NWEA RIT Scale Norms Study provides growth and status norms for all five RIT scales Reading Language Usage Mathematics General Science and Science Concepts and Processes

A Study of the Ongoing Alignment of the NWEA RIT Scale with Assessments from the Montana Comprehensive Assessment System (MontCAS) John Cronin, 2005 Each year Montana students participate in testing as part of the state's assessment program This past spring students in grades 4, 8 and 10 took Montana Comprehensive Assessment System MontCAS tests in reading and mathematics These tests serve as an important measure of student achievement for the state's accountability system Results from these assessments are used to make state level decisions concerning education to meet Adequate Yearly Progress AYP reporting requirements of the No Child Left Behind Act NCLB and to inform schools and school districts of their performance The Montana Office of Public Instruction has developed scales that are used to assign students to one of four performance levels on these tests Many students who attend school in Montana also take tests developed in cooperation with the Northwest Evaluation Association NWEA The content of these tests are aligned with the Montana standards and they report student performance on a single cross grade scale which NWEA calls the RIT scale This study investigated the relationship between the scales used for the MontCAS assessments and the RIT scales used to report performance on NWEA tests The study estimated the changes in reading and mathematics RIT score equivalents for the MontCAS performance levels in those subjects Test records for more than 4,000 students were included in this study Three methods generated an estimate of RIT cut scores that could be used to project MontCAS performance levels Rasch SOS methods generally produced the most accurate cut score estimates Accuracy of predicting MontCAS passing performance was well above 80% for all grades and subjects studied when using the best methodology Contains 14 tables and 5 figures

A Study of the Ongoing Alignment of the NWEA RIT Scale with the Arizona Instrument to Measure Standards (AIMS) John Cronin, Branin Bowe, 2005 Each spring Arizona students participate in testing as part of the state's assessment program Elementary and middle school students in grades 3 through 8 take the Arizona Instrument to Measure Standards Dual Purpose Assessment AIMS DPA in reading writing and mathematics These tests serve as an important measure of student achievement for the state's accountability system Results from these assessments are used to make state level

decisions concerning education to meet Adequate Yearly Progress AYP reporting requirements of the No Child Left Behind Act NCLB calculate status and improvement indicators for AZ LEARNS the state accountability system and to inform schools and school districts of their performance The Arizona Department of Education has developed scales that are used to assign students to one of four performance levels on these tests Many students who attend school in Arizona also take tests developed in cooperation with the Northwest Evaluation Association NWEA The content of these tests are aligned with the Arizona standards and they report student performance on a single cross grade scale which NWEA calls the RIT scale This study investigated the relationship between the scales used for the AIMS assessments and the RIT scales used to report performance on Northwest Evaluation Association tests The study estimated the changes in reading and mathematics RIT score equivalents for the AIMS performance levels in those subjects Test records for more than 20 000 students were included in this study The information gathered in this study came from measures employing the NWEA RIT Scale Because all of the research that we have to date indicates that scores generated from computer based tests and Achievement Level Test ALT scores are virtually interchangeable readers should feel comfortable applying the results of this study in any setting that uses the RIT scale Contains 14 tables and 6 figures

Aligning the NWEA RIT Scale with the 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 North Dakota State Assessment (NDSA) Achievement Tests John Cronin, Branin Bowe, 2005 This study investigated the relationship between the scales used for the NDSA 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 NDSA performance levels in those subjects Test records for more than 9 000 students were included in this study Contains 17 tables and 6 figures

A Study of the Ongoing Alignment of the NWEA RIT Scale with the South Carolina Palmetto Achievement Challenge Tests (PACT) John Cronin, 2004 This study investigated the relationship between the scales used for the Palmetto Achievement Challenge Tests PACT assessments and the RIT scales used to report performance on Northwest Evaluation Association tests The RIT scale was developed using

Rasch scaling methodologies RIT based tests are used to inform a variety of educational decisions at the district school and classroom level They are also used to monitor academic growth of students and cohorts Districts choose whether to include these assessments in their local assessment programs The study determined the reading language usage and mathematics RIT score equivalents for the PACT performance levels in English Language Arts and Mathematics Test records for more than 22 000 students were included in this study The current study of the PACT was undertaken in an effort to monitor the accuracy and stability of NWEA estimated cut scores relative to these tests In addition the scope of this study has been expanded to include estimation of cut scores in language usage that would correspond to each proficiency level on the English Language Arts portion of the PACT Contains 18 tables and 5 figures

A Study of the Ongoing Alignment of the NWEA RIT Scale with the New Mexico Standards Based Assessments (NMSBA) John Cronin, Branin Bowe, 2005 This study investigated the relationship between the scales used for the NMSBA 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 NMSBA performance levels in those subjects Test records for more than 17 000 students were included in this study performance levels Rasch SOS methods generally produced the most accurate cut score estimates Accuracy of predicting NMSBA proficient performance was well above 80% for all grades and subjects studied when using the best methodology Contains 26 tables and 8 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

Aligning the NWEA RIT Scale with the California Standards Test (CST) John Cronin, 2004 Many students who attend school in California also take paper or computerized adaptive 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 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 They are not state mandated The versions of NWEA tests in use in

California have been specifically aligned to match the content of local and California state curriculum standards. Because of this, it is believed there is a good match in content between the NWEA tests and the curriculum standards being used in California. In order to use the two testing systems to support each other, an alignment of the scores from the state and RIT-based tests is as important as the curriculum alignment. The current study is an expansion of a preliminary study of alignment of the California Standards Tests (CST) that was performed using data from one California school system in June 2003. It is one of an ongoing series of studies that are being conducted to identify the relationships between NWEA tests and state-mandated assessments. Studies of assessments in sixteen states have now been completed. The primary questions addressed in this study are: 1. To what extent do the same subject scores for the NWEA test correlate to the content-similar subjects on the CST? 2. What fall and spring RIT scores correspond to various performance levels on the CST tests? and 3. How well can proficient performance on the California assessments be predicted from fall and spring RIT scores? Contains 24 tables and 9 figures.

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

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Nwea 2014 Rit Scale Norms Introduction

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