

RIT 101:

Understanding and Using the MAP Test Results

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Thinking about the MAP...

Not Sure I Know...

Questions I Have...

Know I Know...

Wish the Data Would
Do...

Our focus today...

- ▶ Understanding the basics of student scores
- ▶ Preparing to talk to students, parents and community about test scores
- ▶ Beginning to understand how to use the scores to guide instruction

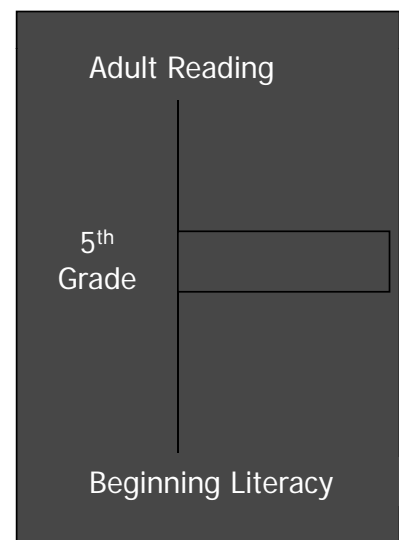


Assumptions of 'Graded' Schools

- ▶ Curriculum scale
- ▶ Skills taught may begin with associating sounds with letters in K-1, to adult levels in high school
- ▶ Typically, we feel restricted to "covering" specific curricula related to adopted grade level standards

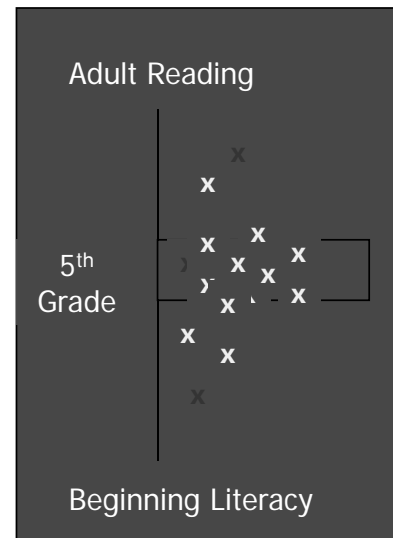


Does this design meet the needs of all students?



How does classroom reality relate to our assumptions?

- ▶ We have students performing above, at, and below this 'grade level' curriculum
- ▶ How does this impact assessment and instruction?
- ▶ The profound challenge:



How do we foster growth for all students?

Instructional Level vs. Mastery

- ▶ The NWEA test provides the **instructional level** of the student.
- ▶ It provides a road map for students toward achieving mastery.
- ▶ It is not a test for determining mastery of skills.

- ▶ Challenging, appropriate and dynamically developed for every student
- ▶ Accurate data for students across the scale
- ▶ Untimed
- ▶ Purpose is internal accountability
- ▶ Measures growth in student achievement
- ▶ Immediate results
- ▶ Can test up to 4 times a year

The diagram illustrates a timeline of literacy development. On the left, a vertical line marks the start of the timeline. To its right, the text 'Adult Reading' is positioned above a vertical line. Further right, the text 'MAP Test' is positioned above a vertical line. A horizontal line with an arrow pointing to the right represents the timeline. A box labeled '5th Grade' is placed on this timeline, containing a series of 'X' marks. To the right of the 'MAP Test' line, a series of '+' and '-' signs are shown, with a final value of 215.



Bob J Jones
Your Reading score is 219

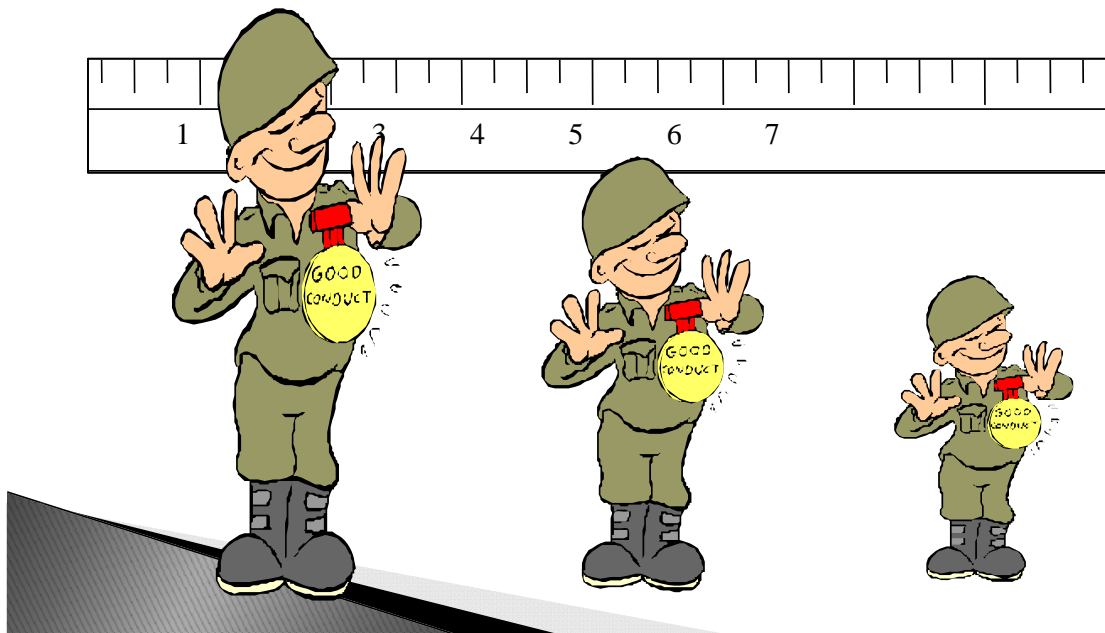
(Word Analysis and Vocabulary Development 215-223)
(Literal Reading Comprehension 210-218)
(Interpretive Reading Comprehension 207-215)
(Evaluative Reading Comprehension 215-224)
(Literary Response and Analysis 198-207)

Continue

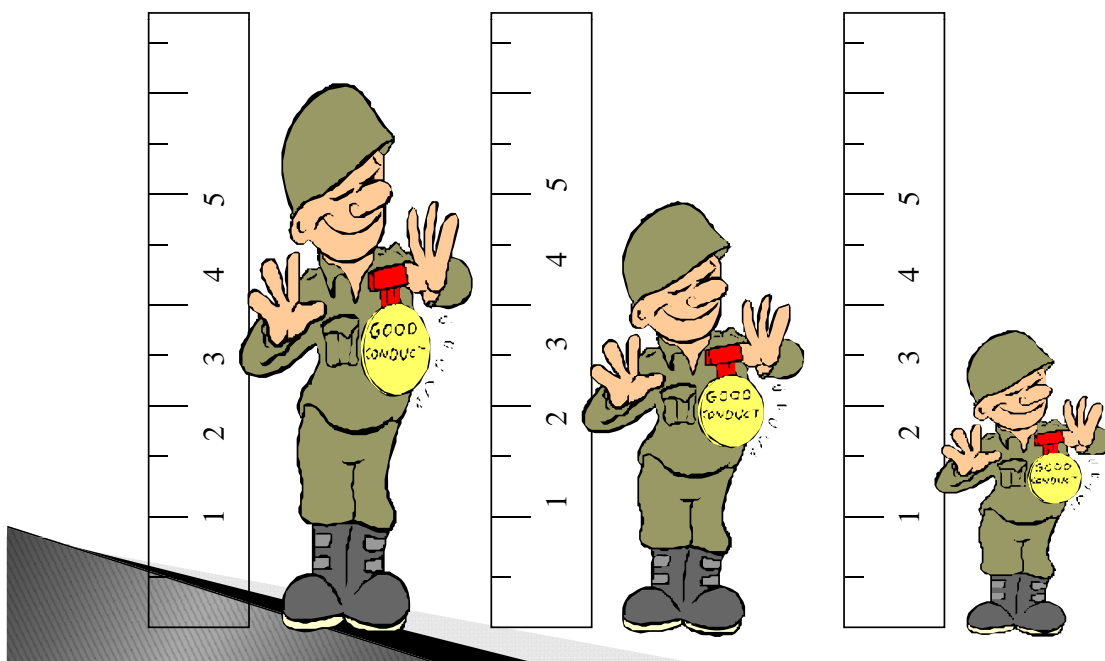
What is a RIT?



Norm Referenced Tests

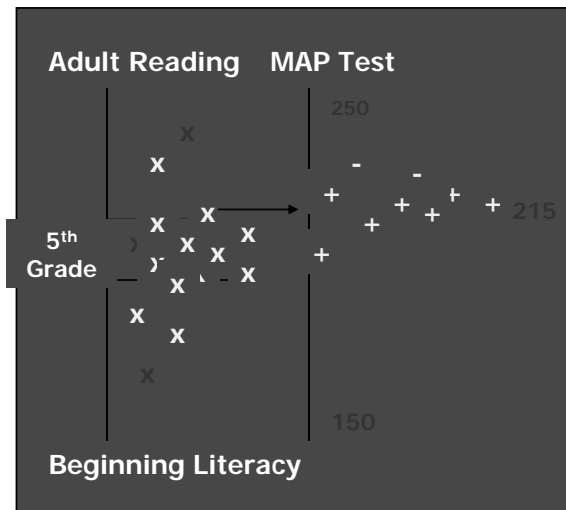


Measures of Academic Progress Tests

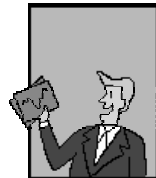


RIT (Rasch Unit) Scale

- ▶ Achievement scale
- ▶ Equal interval
- ▶ Growth over time
- ▶ Consistent scale



Checkpoint



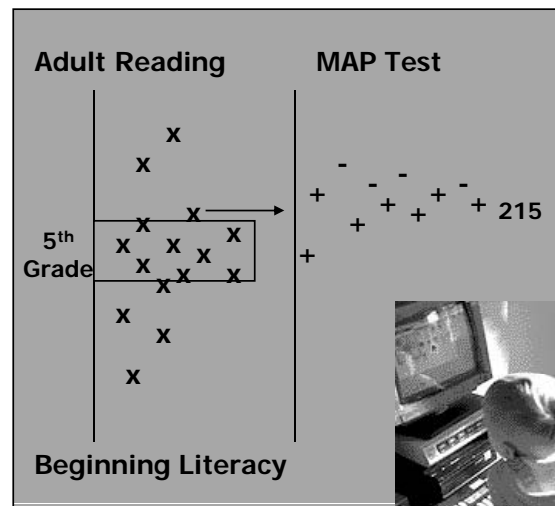
- ▶ How is MAP different from conventional assessments?
- ▶ What does the RIT scale measure?
- ▶ What are some of the features of the RIT scale?
- ▶ How does the MAP system know where to give a student the first question?
- ▶ How soon is data available after a student takes a MAP test?

Test Design

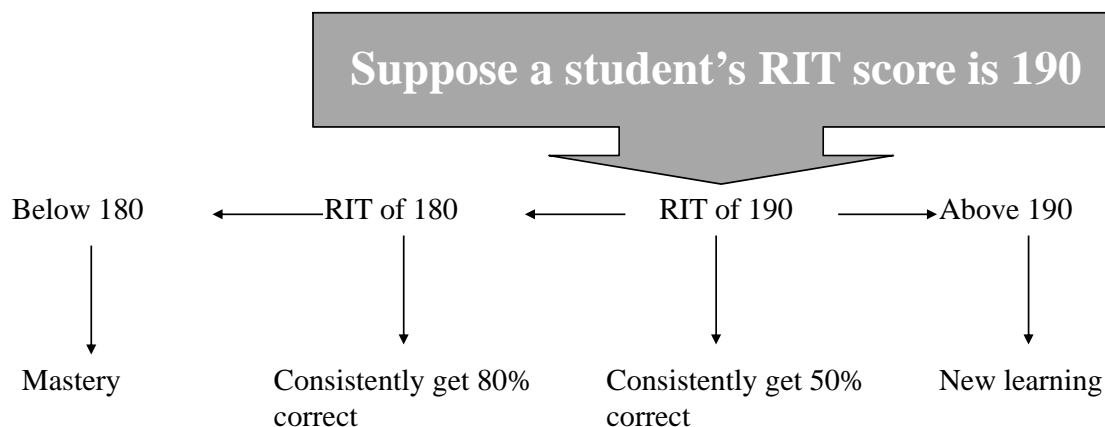
- ▶ Questions are grouped according to goal strands
 - Mathematics
 - Reading
 - Language
 - Science
- ▶ Questions are then selected for a student based on how they answer the previous question
- ▶ A student will see at least 7 questions in each of the goal areas

Design & Features of MAP Test

- ▶ Challenging, appropriate and dynamically developed for every student
- ▶ Accurate data for students across the scale
- ▶ Untimed
- ▶ Purpose is internal accountability
- ▶ Measures growth in student achievement
- ▶ Immediate results
- ▶ Can test up to 4 times a year



RIT Reference Chart



RIT Reference Charts

A Few Favorite Reports

- Teacher Report
- Class by RIT
- Lexile Report
- Student Goal-Setting Worksheet

Teacher Report by RIT Band...

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Online Reports

- Teacher Reports
- Class Rosters
- Class By Subject
- Grade By Subject
- Students Not Tested

Instructional Resources

- Class By RIT

Data-Tools

MAP for Primary Grades

MAP for Primary Grades is a suite of tests that provide teachers with an efficient way to assess ability levels of early learners. Reports summarize for the teacher the skills students do and do not understand.

Read about MAP for Primary Grades or contact your Client Services representative to learn more.

DesCartes: A Continuum of Learning

Unleash Potential.

By asking relevant, thoughtful questions, educators can have a lasting impact on student learning. DesCartes is one such tool that allows educators insight into

Dynamic Reporting Suite

The dynamic reporting suite is a new reporting platform that simplifies data analysis and offers classroom tools to apply test scores directly to instruction.

Without digging through pages of data or piles of numbers, at-a-glance analytical tools present information regarding the status of students (individually, by class, by grade, or by a school) relative to growth, proficiency, and norms. These data are easily accessed and analyzed, empowering educators to take meaningful action.

Teacher Report by RIT Band...

Class Rosters

Class By Subject

Grade By Subject

Students Not Tested

Instructional Resources

- Class By RIT

Data-Tools

- NWEA Knowledge Academy
- DesCartes
- Dynamic Reports

results in an easy-to-read format. Acrobat Reader is a free utility available using the link at the bottom of this page. If you're using Internet Explorer 5.5 and have problems viewing the report, click [here](#) for help. If you have any other questions or problems, please consult your district's MAP Coordinator or IT Department.

Now, let's get started! Select the term you wish to view from the drop-down list and select an option from Goal Scores below. Click 'Submit' and your class report will be displayed.

Select Term: Fall 2007

Goal Scores:

- ☒ View by RIT Ranges
- ☐ View by Goal Descriptors

SUBMIT

Teacher Report - Mathematics Fall 2007

Goal Performance

School: Corning Free Academy (Corning-Painted Post School District)
Class: vmiller Miller LANGUAGE 2
Teacher: Miller, Vanessa
Test: Math Survey w/ Goals 6+ NY V2

Student ID	Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Number Sense & Operations	Algebra	Geometry	Measurement	Statistics & Probability
5710087		8	S/G	Sep 28	180	2.0	183-180	1	1-1	183-107	170-180	188-202	172-180	175-180
5706300		8	S/G	Oct 1	190	3.0	100-202	5	3-7	182-107	188-202	102-200	100-210	108-211
5705102		8	S/G	Sep 28	201	2.0	108-204	6	4-8	180-200	180-203	107-210	203-217	107-210
5712197		8	S/G	Sep 28	204	3.0	201-207	8	0-10	201-214	202-215	104-207	180-201	200-214
5706213		8	S/G	Sep 28	208	2.0	205-211	11	0-15	102-200	200-223	203-210	108-211	203-210
5708115		8	S/G	Sep 28	208	3.0	205-211	11	0-15	202-215	204-218	188-204	207-221	203-217
5706000		8	S/G	Sep 28	208	2.0	205-211	11	0-15	200-215	205-218	210-224	201-214	192-200
5712507		8	S/G	Oct 1	212	3.0	200-215	10	13-20	214-228	207-220	179-201	207-221	209-223
5710020		8	S/G	Sep 28	215	2.0	212-218	20	16-25	220-230	194-210	212-225	205-218	208-221
5713107		8	S/G	Sep 28	216	2.0	213-210	22	17-20	210-223	201-215	208-221	213-227	213-220
5713873		8	S/G	Sep 28	216	3.1	213-210	22	17-20	211-225	191-209	190-214	213-227	223-240
5713890		8	S/G	Oct 10	220	3.1	217-223	28	23-34	218-232	210-230	210-224	205-220	214-228
5706045		8	S/G	Oct 1	220	3.0	217-223	28	23-34	213-226	217-230	218-232	187-208	223-230
5713033		8	S/G	Sep 28	220	3.5	217-224	28	22-34	205-222	213-228	212-227	209-225	219-234
5710090		8	S/G	Sep 28	222	3.1	210-225	32	26-30	217-230	217-230	207-221	210-230	218-231
5706452		8	S/G	Sep 28	220	2.0	220-232	48	41-55	227-241	224-237	210-230	213-228	220-243
5713710		8	S/G	Sep 28	230	2.0	227-233	50	43-55	223-236	219-232	219-232	222-236	231-240
5710028		8	S/G	Sep 28	234	2.0	231-237	60	53-68	212-228	237-251	230-243	220-240	228-242
5713501		8	S/G	Oct 1	241	3.0	238-244	77	70-82	231-244	220-243	233-247	238-252	238-251

Totals For: Math Survey w/ Goals 6+ NY V2

Students:	19	Mean:	214.8	214.3	213.3	213.3	218.0
Mean RIT:	215.2	Std Dev:	14.3	15.2	13.0	14.8	10.0
Std Dev:	13.2	Median:	218	214	215	214	210
Median RIT:	216						

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

Report Created: 02-22-2008 (version 2.08.003)

NWEA MAP Report

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Teacher Report - Reading Fall 2007

Goal Performance

School: Corning Free Academy (Corning-Painted Post School District)
Class: vmiller Miller LANGUAGE 2
Teacher: Miller, Vanessa
Test: Reading Survey w/ Goals 6+ NY V2

Student ID	Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Lexile Range	Information / Understanding	Lit Response / Expression	Analysis & Evaluation	Competencies
5710087		8	S/G	Sep 25	180	3.4	183-180	3	2-4	248-308	170-193	105-182	180-193	100-205
5712107		8	S/G	Oct 17	187	3.0	183-191	3	2-5	207-417	180-202	182-197	107-185	180-100
5706102		8	S/G	Sep 25	188	3.0	184-192	3	2-5	283-433	107-184	184-100	170-193	100-205
5706000		8	S/G	Sep 25	198	3.3	195-201	8	0-12	408-018	201-210	180-203	183-197	102-205
5706300		8	S/G	Sep 24	190	3.3	190-202	0	0-12	475-025	180-202	105-200	183-197	200-214
5713873		8	S/G	Sep 25	201	3.4	190-204	11	0-14	510-000	204-210	191-205	198-200	105-208
5706045		8	S/G	Sep 24	207	3.3	204-210	18	14-20	033-783	108-211	208-223	201-214	105-200
5706213		8	S/G	Sep 25	207	3.4	204-210	18	14-20	031-781	185-202	205-218	206-220	202-210
5706452		8	S/G	Sep 25	208	3.3	205-211	20	10-20	044-704	108-211	202-215	206-220	100-213
5713033		8	S/G	Sep 25	208	3.3	205-211	20	14-20	041-701	100-212	205-210	202-215	108-212
5710020		8	S/G	Sep 25	210	3.3	207-213	24	17-31	075-825	100-213	203-210	203-210	207-220
5712507		8	S/G	Sep 24	214	3.3	211-217	33	20-42	754-004	215-220	103-200	211-224	207-221
5708115		8	S/G	Sep 25	214	3.4	211-217	33	20-45	700-010	210-223	211-224	206-220	203-217
5710090		8	S/G	Sep 25	216	3.3	213-219	39	26-49	704-034	203-217	211-224	210-231	206-210
5713710		8	S/G	Sep 25	218	3.2	215-221	45	33-54	817-007	201-215	210-230	210-230	210-223
5713107		8	S/G	Sep 25	219	3.0	215-223	48	30-57	835-085	213-227	200-224	213-227	211-225
5713890		8	S/G	Sep 25	224	3.3	221-227	63	54-72	392-1082	210-232	202-218	223-237	223-238
5710028		8	S/G	Sep 25	228	3.3	225-231	75	60-83	1002-1152	225-238	221-234	222-235	217-230
5713501		8	S/G	Sep 24	231	3.3	228-234	83	75-80	1055-1205	223-230	220-230	218-231	231-245

Totals For: Reading Survey w/ Goals 6+ NY V2

Students:	19	Mean:	207.0	207.0	208.1	200.0
Mean RIT:	208.6	Std Dev:	14.8	14.3	10.3	12.0
Std Dev:	13.1	Median:	208	210	213	200
Median RIT:	208					

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

Report Created: 02-22-2008 (version 2.08.003)

NWEA MAP Report

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Teacher Report - Reading Fall 2007

Goal Performance

School: Corning Free Academy (Corning-Painted Post School District)

Class: vmiller Miller LANGUAGEA 2

Teacher: Miller, Vanessa

Test: Reading Survey w/ Goals 6+ NY V2

Student ID	Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Lexile Range	Information / Understanding	Lit Response / Expression	Analysis & Evaluation	Competence
5710097		6	S/G	Sep 25	180	3.4	183-189	3	2-5	248-308	170-193	105-182	180-193	100-205
5712107		6	S/G	Oct 17	187	3.0	183-191	3	2-5	207-417	184-202	182-197	107-185	180-190
5706102		6	S/G	Sep 25	188	3.0	184-192	3	2-5	283-433	187-184	184-190	170-193	100-205
5700000		6	S/G	Sep 25	198	3.3	195-201	8	0-12	408-618	201-210	180-203	183-197	102-205
5700300		6	S/G	Sep 24	199	3.3	196-202	0	0-12	475-625	180-202	105-200	183-197	200-214
5713873		6	S/G	Sep 25	201	3.4	198-204	11	6-14	518-668	204-216	191-205	198-200	105-208
5700045		6	S/G	Sep 24	207	3.3	204-210	18	14-20	633-783	108-111	208-223	201-214	105-209
5700213		6	S/G	Sep 25	207	3.4	204-210	18	14-20	631-781	185-202	205-218	200-220	202-216
5700452		6	S/G	Sep 25	208	3.3	205-211	20	10-20	644-794	108-111	202-215	200-220	100-213
5713033		6	S/G	Sep 25	208	3.3	205-211	20	14-20	641-791	100-112	205-219	202-215	108-212
5710020		6	S/G	Sep 25	210	3.3	207-213	24	11-31	675-825	100-113	203-216	203-216	207-220
5712507		6	S/G	Sep 24	214	3.3	211-217	33	20-42	754-904	215-220	193-200	211-224	207-221
5708115		6	S/G	Sep 25	214	3.4	211-217	33	20-45	700-910	210-223	211-224	200-220	203-217
5710009		6	S/G	Sep 25	216	3.3	213-219	30	20-48	784-934	203-217	211-224	210-231	206-219
5713710		6	S/G	Sep 25	218	3.2	215-221	45	33-54	817-967	201-215	210-230	210-230	210-223
5713107		6	S/G	Sep 25	219	3.0	215-223	48	30-57	835-985	213-227	200-224	213-227	211-225
5719800		6	S/G	Sep 25	224	3.3	221-227	63	54-72	932-1082	210-232	202-218	223-237	223-238
5710028		6	S/G	Sep 25	228	3.3	225-231	75	60-83	1002-1152	223-238	221-234	222-235	217-230
5713501		6	S/G	Sep 24	231	3.3	228-234	83	75-90	1055-1205	223-230	220-230	218-231	231-245

Totals For: Reading Survey w/ Goals 6+ NY V2

Students: 19
Mean RIT: 208.6
Std Dev: 13.1
Median RIT: 208

Mean: 207.0 207.0 208.1 209.0
Std Dev: 14.8 14.3 10.3 12.0
Median: 208 210 213 200

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

Report Created: 02-22-2008 (version 2.06.003)

NWEA MAP Report

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NWEA

Class Breakdown Reports

Use the selection criteria below and then press Submit to generate a Class By RIT report.

Select Term:

Fall 2007

Select Class:

vmiller Miller LANGUAGEA 2

SUBMIT

Class Breakdown by Overall RIT Score for Corning Free Academy
Corning Free Academy - Fall 2007
Miller, Vanessa and vmiller Miller LANGUAGEA 2

The following table shows how the class is broken down by RIT and subject.

	< 191	191-200	201-210	211-220	221-230	231-240
Mathematics	A. S. (186)	J. (199)	A. S. (201) M. C. (204) G. B. (208) B. Y. (208)	R. Damo (212) S. M. (215) A. S. (216) M. C. (220) K. H. (220) B. Y. (230) N. (230)	W. C. (222) M. C. (229) M. (230)	S. (234)
Reading	A. S. (186) A. S. (187) M. C. (188)	C. (198) J. (199)	A. S. (201) G. B. (207) K. H. (207) C. (208) N. (208) S. M. (210)	R. Damo (214) B. Y. (214) W. C. (216) M. C. (218) M. (219)	B. Y. (224) C. (226)	S. (231)

Click on subject to get to break down into goal areas.

	< 181	181-190	191-200	201-210	211-220	221-230
Algebra		<all students in cell> A. S. (186)	<all students in cell> J. (199) M. C. (201) A. L. (216)	<all students in cell> A. S. (204) S. M. (215) M. (216)	<all students in cell> C. (208) G. B. (208) B. Y. (208) R. Damo (212) wood (212)	<all students in cell> K. H. (220) B. Y. (220) N. (220) W. C. (222) M. (230)
Geometry		<all students in cell> R. D. (212)	<all students in cell> A. S. (186) J. (199) B. Y. (208)	<all students in cell> M. C. (201) A. S. (204) G. B. (208) A. L. (216)	<all students in cell> C. (208) S. M. (215) M. C. (216) B. Y. (220) N. (220) W. C. (222)	<all students in cell> K. H. (220) C. (229) M. (230)
Measurement	<all students in cell> (186)		<all students in cell> A. S. (204) K. H. (220)	<all students in cell> J. (199) M. C. (201) C. (208) G. B. (208)	<all students in cell> B. Y. (208) R. Damo (212) S. M. (215) A. S. (216) M. C. (216) B. Y. (220) N. (220) C. (229)	<all students in cell> W. C. (222) M. (230)
					<all students in cell>	<all students in cell>

Class Breakdown by Goal for Mathematics - Fall 2007

Goal: Algebra (Range 221 - 230)

School: Corning Free Academy
Teacher: Miller, Vanessa
Class: vmiller Miller LANGUAGEA 2

Student	Student ID	Overall RIT	Goal RIT Range
Na [REDACTED] blas	5713033	220	213-228
Ha [REDACTED] cyle	5706645	220	217-230
Le [REDACTED] oke	5713890	220	216-230
St [REDACTED] att	5710096	222	217-230
Di [REDACTED] hael	5713710	230	219-232

5 Students

Subject: Mathematics
Goal Strand: Algebra
RIT Score Range: 221 - 230

Skills and Concepts to Enhance 211 - 220	Skills and Concepts to Develop 221 - 230	Skills and Concepts to Introduce 231 - 240
Variables and Expressions <ul style="list-style-type: none"> • Uses algebraic reasoning to solve problems involving equality relationships* • Uses basic operations on algebraic expressions (uses correct order of operations)* 	Variables and Expressions <ul style="list-style-type: none"> • Describes and uses a variable with whole numbers, multiplication, and division in a contextual situation* • Uses basic operations on algebraic expressions (substituting for unknowns) • Recognizes commutative, associative, distributive, symmetric, transitive, and reflexive properties* • Uses basic operations on algebraic expressions (expanding - monomial by a binomial)* • Demonstrates an understanding of properties (e.g., commutative, associative, distributive, properties of 0) • Writes equivalent forms of algebraic expressions (e.g., $(x + 3)/2 = x/2 + 3/2$)* • Represents relationships of quantities in the form of an expression • Uses basic operations on algebraic expressions (uses correct order of operations)* 	Variables and Expressions <ul style="list-style-type: none"> • Uses expressions to represent situations that involve variable quantities with exponents* • Uses basic operations on algebraic expressions (substituting for unknowns) • Uses basic operations on algebraic expressions (substituting for unknown exponents) • Recognizes commutative, associative, distributive, symmetric, transitive, and reflexive properties* • Uses basic operations on algebraic expressions (combining like terms) • Uses basic operations on algebraic expressions (expanding - monomial by a binomial)* • Writes equivalent forms of algebraic expressions (e.g., $(x + 3)/2 = x/2 + 3/2$)* • Represents relationships of quantities in the form of an expression
Equations and Inequalities <ul style="list-style-type: none"> • Uses simple linear equations to represent problem situations • Solves simple open sentences with missing factors (numbers over 100) • Solves open sentences using the distributive property • Solves open sentences with calculations on both sides of the sentence • Solves 2-step open sentences with missing factors • Solves 1-step linear equations • Applies algebraic methods to solve theoretical problems 	Equations and Inequalities <ul style="list-style-type: none"> • Expresses a simple linear equation from a contextual situation • Solves open sentences with calculations on both sides of the sentence • Solves 2-step open sentences with missing factors • Solves 1-step linear equations • Solves 2-step linear equations* • Solves linear equations with decimals* • Solves linear equations with integers • Solves linear equations using substitution • Writes equivalent forms of algebraic equations using addition and subtraction • Solves open sentences with decimals • Solves linear equations in a real-world context using a given formula* • Solves open sentences with integers* • Applies algebraic methods to solve theoretical problems 	Equations and Inequalities <ul style="list-style-type: none"> • Expresses a simple linear equation from a contextual situation • Solves 2-step open sentences with missing factors (variables on both sides of the sentence)* • Solves 2-step linear equations* • Solves linear equations with decimals* • Solves linear equations with integers • Solves linear equations with fractions • Solves open sentences with integers* • Solves linear equations using rational numbers* • Applies algebraic methods to solve real-world problems* • Writes the equation of a horizontal or vertical line when given the graph of the line* • Determines the graph of a horizontal or vertical line when given the equation* • Determines slope from a linear equation* • Using the slope of an equation, identifies parallel and

Dynamic Reporting Suite

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NWEA Knowledge Academy

DesCartes

Dynamic Reports

Dynamic Reports

Click the link below to leave the Reports Site and access the Dynamic Reports. To return to the NWEA Reports Site, simply click on the link in the top left corner of your reports.

To learn more about using these dynamic reports, look for the "Learn More" links throughout the reports.

Note: Dynamic Reporting Suite will display reports when test results have been uploaded and a subsequent weekend population has occurred. For any test results uploaded between Monday and Friday during a given week, reports should be available the following Monday.

DYNAMIC REPORTS

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Class by RIT Band

ade by RIT

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Lexile Report

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Setting Worksheet

udent Projected

Performance

GROUPING: Class: vmiller Miller LANGUAGEA 2 Student: (All)

NWEA Lexile Report

Roster Term: Fall 200

Test Term: Fall 200

Class: vmiller Miller LANGUAGEA 2

Student Name	Lexile Range	500	1000	1500	2000
S	248-398				
S	267-417				
R	283-433				
E	468-618				
V	475-625				
L	518-668				
E	631-781				
H	633-783				
N	641-791				
K	644-794				
N	675-825				

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Internet

Internet Explorer window showing the NWEA Reports site. The address bar displays: <https://reports05.nwea.org/nwea/asp/Main.aspx?evt=2048001&documentID=8800DA754DDE08352CD9EAB5DF517CA0&elementsPromptAnswers=B0F312134D9E8E79>

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Main content area:

Summary of your selections

2. Look for books whose summaries contain the word:
No answer is required for this prompt.

3. Look for books whose titles contain the word:
No answer is required for this prompt.

4. Exclude books whose summaries contain the word:
No answer is required for this prompt.

5. Exclude books whose titles contain the word:
No answer is required for this prompt.

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Main content area:

Booklist for Harrington, Kyle

Teacher: **V Miller** Term: **Fall 2007**

The Booklist below is a collection of titles based on this student's Lexile score that reflects an appropriate level of challenge.

Student	Grade	Lexile Range	Reading RIT
[Redacted]	8	633-783	207

Keywords

Summaries containing: civil war
Titles containing:

Exclude summaries containing:
Exclude titles containing:

Lexile	Book	Author	ISBN
640	Haunting at Stratton Falls, The During a Christmas stay at her cousin's house, Abby discovers that the home is haunted by a Civil War ghost.	Seabrooke, Brenda	0525463895
640	In My Father's House A HISTORICAL NOVEL DEALING WITH THE CIVIL WAR AND WITH THE MACLEAN FAMILY WHO WITNESSED BOTH THE WAR'S FIRST BATTLE AND THE PEACE AGREEMENT.	Rinaldi, Ann	0590447319
640	Mustang Flats	Wisler, G. Clifton	0525675442

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