

2008 Normative Data

NWEA HAS THE UNIQUE ABILITY to measure a student's achievement and academic growth, independent of grade, across time. From the insight provided within 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. They get an understanding of where each child is, and needs to go. Having the right data is a key component in making learning more individual to each child. (Additional information on how norms were determined as well as information on growth norms can be found in the 2008 NWEA RIT Scale Norms Study and RIT Scale Norms for Early Primary Grades documents available for download from NWEA's website.)

MEASURES OF ACADEMIC PROGRESS™ (MAP) STATUS NORMS

The results of the 2008 NWEA RIT Scale Norms Study include data from over 2.8 million students from 6,905 schools in 1,123 districts located in 42 states. An essential component of status norms for students who took the standard MAP in grades 2-11 was instructional time. Using each district's unique calendar as an anchor, the number of instructional days was estimated for timeframes consisting of beginning-of-year tests, middle-of-year tests, and end-of-year tests. Status norms were determined from a stratified sample of students representing the national school age population, more specifically, ethnicity and socio-economic status at each grade level.

MAP FOR PRIMARY GRADES STATUS NORMS

The results of the interim norming study are included in the 2008 NWEA RIT Scale Norms Study. It examined students in kindergarten and grade 1. The sample, from which the Reading and Mathematics charts were produced, includes 54,000 MAP results from primary grades students who tested in the fall of 2006 through spring 2007. The sample of students for Reading and Mathematics, grades K-1, was too small to support a stratified sample.

MAP FOR SCIENCE STATUS NORMS

The 2008 NWEA RIT Scale Norms Study also includes the results of students in grades 2-10 who were administered MAP for Science. Due to fewer districts testing in General Science and Science Concepts and Processes the stratified sample approach was not used.

OTHER INTERPRETATIONS

Teachers can use MAP test results to determine a student's instructional level by referencing their RIT score in DesCartes or Primary Grades Instructional Data. This will provide indicators of skills and concepts a student understands, skills he or she is developing, and skills that may be academically challenging.

TO LEARN MORE ABOUT DESCARTES AND PRIMARY GRADES INSTRUCTIONAL DATA, CALL NWEA AT 503-624-1951.



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2008 READING STATUS NORMS (RIT VALUES)							2008 MATHEMATICS STATUS NORMS (RIT VALUES)						
Grade	Beginning-of-Year		Middle-of-Year		End-of-Year		Grade	Beginning-of-Year		Middle-of-Year		End-of-Year	
	Median	Mean	Median	Mean	Median	Mean		Median	Mean	Median	Mean	Median	Mean
K	146	147.6	151	152.4	155	156.3	K	148	149.5	152	153.1	158	158.1
1	160	160.2	167	166.5	173	171.9	1	164	163.4	171	169.9	178	176.7
2	179	179.7	186	186.0	190	189.6	2	179	179.5	186	186.5	191	190.8
3	192	191.6	197	196.3	200	199.0	3	192	192.1	199	198.0	203	202.4
4	201	200.1	205	203.7	207	205.8	4	203	203.0	208	207.6	211	211.4
5	208	206.7	211	209.6	212	211.1	5	212	211.7	216	216.0	220	219.2
6	213	211.6	215	213.8	216	214.8	6	219	218.3	222	221.4	225	223.8
7	217	215.4	219	217.3	219	217.9	7	225	224.1	228	226.4	230	228.3
8	220	219.0	222	220.6	223	221.2	8	230	229.3	232	230.9	234	232.7
9	222	220.9	223	221.9	224	222.6	9	233	231.6	234	232.5	236	234.0
10	226	223.9	227	224.9	228	225.4	10	237	235.2	238	235.9	239	237.1
11	227	225.2	228	225.6	228	225.6	11	239	237.1	240	238.5	241	239.8

2008 LANGUAGE USAGE STATUS NORMS (RIT VALUES)						
Grade	Beginning-of-Year		Middle-of-Year		End-of-Year	
	Median	Mean	Median	Mean	Median	Mean
2	180	181.2	188	188.3	192	191.5
3	193	192.6	199	198.0	202	200.5
4	202	201.0	206	204.9	208	207.0
5	208	207.2	211	210.2	213	211.8
6	213	211.7	215	214.0	217	215.1
7	217	215.1	218	217.3	219	217.7
8	220	218.4	221	219.8	222	220.4
9	221	219.4	221	220.0	222	220.8
10	223	221.6	224	222.2	225	222.9
11	225	223.6	226	225.1	226	224.6

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 20 days, 89 days, and 153 days from the beginning of the academic year of the student's school for the fall, winter and spring terms, respectively.

2008 GENERAL SCIENCE STATUS NORMS (RIT VALUES)							2008 SCIENCE CONCEPTS STATUS NORMS (RIT VALUES)						
Grade	Beginning-of-Year		Middle-of-Year		End-of-Year		Grade	Beginning-of-Year		Middle-of-Year		End-of-Year	
	Median	Mean	Median	Mean	Median	Mean		Median	Mean	Median	Mean	Median	Mean
2	184	184.7	187	187.2	189	189.7	2	180	181.2	184	184.2	187	187.2
3	191	191.0	194	193.6	196	196.3	3	189	189.2	192	191.9	195	194.6
4	196	196.6	199	198.8	201	200.9	4	195	195.2	198	197.4	200	199.6
5	201	201.1	203	203.0	205	204.9	5	200	200.0	202	201.9	204	203.7
6	205	204.4	207	205.7	208	207.0	6	204	203.7	205	204.7	206	205.7
7	208	207.7	209	208.7	210	209.6	7	207	206.9	208	207.8	209	208.6
8	211	210.5	212	211.5	213	212.6	8	210	209.6	211	210.4	212	211.2
9	213	212.4	214	212.8	214	213.3	9	212	211.4	213	211.7	213	212.1
10	216	214.9	217	215.9	218	216.8	10	214	213.3	215	214.0	216	214.8

*Values based on between 1000 and 2000 cases are shaded. Exercise caution when using these values.