# 2011 Normative Data

Having the right data is a key component of individualizing instruction for each child. 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. Additional information about how status and growth norms were determined can be found in NWEA's **2011 NWEA RIT Scale Norms Study**.

## Measures of Academic Progress (MAP) Status and Growth Norms

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. The study's results are based on grade level (K-11) samples of at least 20,000 students per grade. These samples were randomly drawn from a test records pool of 5.1 million students, from over 13,000 schools in more than 2,700 school districts in 50 states. Rigorous post-stratification procedures were then used to maximize the degree to which both status and growth norms are representative of the U.S. school-age population.

The 2011 norms allow for flexible interpretations of both growth and status by taking instructional weeks into account. For example, the norms may be used to locate a student's status (as a percentile rank) for any specified instructional week of the school year. Similarly, typical growth, conditioned on the student's initial score, may be determined for any number of instructional weeks separating two test occasions within a 12-month period. This flexibility allows educators to test students at times that make the most sense in view of their own informational needs. And, regardless of when they conduct testing, they can make norm-referenced interpretations of test results that are consistent with their chosen testing schedule.

As an additional reference, the norms can provide the percentile rank corresponding to a student's observed gain for a given instructional interval. This helps educators to move beyond the simple conclusion that a student either "made target growth" or did not to discern how a particular student's growth compares to the growth of similar students. These norms also allow school-grade level performance for one school to be compared to other schools in the same state that operate under a similar set of conditions. This allows school and district administrators to use the norms to make "apples to apples" comparisons between their schools and schools from the same state with similar characteristics.

## 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 20 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.

## 2011 GENERAL SCIENCE STATUS NORMS (RIT VALUES)

| Grade | Beginning-of-Year Mean | Middle-of-Year Mean | End-of-Year Mean |
|---|---|---|---|
| 3 | 189.0 | 192.5 | 195.5 |
| 4 | 196.4 | 198.7 | 200.8 |
| 5 | 201.3 | 203.7 | 205.3 |
| 6 | 205.4 | 206.8 | 208.1 |
| 7 | 208.2 | 209.5 | 210.9 |
| 8 | 211.2 | 212.4 | 213.5 |
| 9 | 213.2 | 213.6 | 214.3 |
| 10 | 214.9 | 215.6 | 216.2 |

## 2011 SCIENCE CONCEPTS STATUS NORMS (RIT VALUES)

| Grade | Beginning-of-Year Mean | Middle-of-Year Mean | End-of-Year Mean |
|---|---|---|---|
| 3 | 188.0 | 191.7 | 194.5 |
| 4 | 195.4 | 197.5 | 199.5 |
| 5 | 200.6 | 202.8 | 204.3 |
| 6 | 204.6 | 205.9 | 207.1 |
| 7 | 207.5 | 208.7 | 209.9 |
| 8 | 210.4 | 211.5 | 212.4 |
| 9 | 213.2 | 213.6 | 214.3 |
| 10 | 213.9 | 214.3 | 214.6 |