

Nwea Rit Grade Equivalent

Recently, the Northwest Evaluation Association (NWEA) completed a study to connect the scale of the North Carolina State End of Grade (EOG) Testing Program used for North Carolina's mathematics and reading assessments with NWEA's Rausch Interval Unit (RIT) scale. Information from the state assessments was used in a study to establish performance-level scores on the RIT scale that would indicate a good chance of success on these tests. To perform the analysis, we linked together state test and NWEA test results for a sample of 18,730 North Carolina students who completed both exams in the spring of 2013, the term in which the EOG is administered. For the spring season (labeled "current season"), an Equipercentile method was used to estimate the RIT score equivalent to each state performance level. For fall (labeled "prior season"), we determined the percentage of the population within the selected study group that performed at each level on the state test and found the equivalent percentile ranges within the NWEA dataset to estimate the cut scores. For example, if 40% of the study group population in grade 3 mathematics performed below the proficient level on the state test, we would find the RIT score that would be equivalent to the 40th percentile for the study population (this would not be the same as the 40th percentile in the NWEA norms). This RIT score would be the estimated point on the NWEA RIT scale that would be equivalent to the minimum score for proficiency on the state test. Documentation about this method can be found on our website. Table Sets 1 and 2 show the best estimate of the minimum RIT equivalent to each state performance level for same-season (spring) and prior-season (fall) RIT scores. These tables can be used to identify students who may need additional help to perform well on these tests. Table Sets 3 and 4 show the estimated probability of a student receiving a proficient score on the state assessment, based on that student's RIT score. These tables can be used to assist in identifying students who are not likely to pass these assessments, thereby increasing the probability that intervention strategies will be planned and implemented. These tables can also be useful for identifying target RIT-score objectives likely to correspond to successful or "proficient" performance on the state test. Table 5 shows the correlation coefficients between Measured Academic Performance (MAP) and the state test in each grade. These statistics show the degree to which MAP and the state test are linearly related, with values at or near 1.0 suggesting a perfect linear relationship, and values near 0.0 indicating no linear relationship. Table 6 shows the percentages of students at each grade and within each subject whose status on the state test (i.e., whether or not the student "met standards") was accurately predicted by their MAP performance and using the estimated cut scores within the current study. This table can be used to understand the predictive validity of MAP with respect to the EOG.

Recently NWEA completed a project to connect the scale of the WKCE with NWEA's RIT scale. Six Wisconsin school systems participated in the study, using test information from a group of over 1,500 students enrolled in fourth, eighth, and tenth grade who took both the WKCE and NWEA tests in the fall of 2003. Information from these tests was used in a comprehensive study to identify the capacity of the RIT scale to predict success on the WKCE 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 for each of the performance levels at grades four and eight were estimated. Because of the small number of participating students at grade 10 (n=122), they estimated only the cut score for "proficient" performance at that grade. (Contains 6 tables and 3 figures.) 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.)

Catalogue of Title Entries of Books and Other Articles

Linking the Virginia SOL Assessments to NWEA MAP Tests

Linking the New York State NYSTP Assessments to NWEA MAP Tests

Linking the Alaska AMP Assessments to NWEA MAP Tests

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 low 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 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 correspond to the 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. 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 scores. Type I errors never ranged above 6% when the best methodology was employed. (Contains 16 tables and figures.)

Recently the Northwest Evaluation Association (NWEA) completed a project to connect the scale of the MCA and BST with NWEA's RIT scale. Six Minnesota systems participated in the study, using test information from a group of over 13,000 students enrolled in grades who took these Minnesota Assessments and NWEA tests in the spring of 2003. Information from these tests was used in a comprehensive study to identify the capacity of the RIT scale to predict success on the Minnesota Assessments and to identify performance level scores on the RIT scale that would indicate a good chance of success on this test. After the announcement of the study results, the Minnesota Department of Education informed schools that the MCA scales and proficiency cut points needed to be changed. Based on the study results, we have made adjustments in their estimated RIT cut scores for the MCA tests that are presented in this document. (Contains 18 tables and 3 figures.)

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, fifth, sixth, seventh, eighth, and tenth grades 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.)

I. Reconnaissance. II. Bridges. III. Roads. IV. Railroads. V. Field Fortification. VI. Animal Transportation

Aligning the NWEA RIT Scale with the Nevada Criterion Referenced Assessment and the Iowa Test of Basic Skills

Book of Bible Charts, Maps, and Time Lines

2015 NWEA Measures of Academic Progress Normative Data

Aligning the NWEA RIT Scale with the South Carolina High School Assessment Program

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.)

Northwest Evaluation Association" (NWEA") is committed to providing partners with useful tools to help make inferences from the Measures of Academic Progress? (MAP?) interim assessment scores. Recently, NWEA completed a concordance study to connect the scales of the Virginia Standards of Learning (SOL) reading and math tests with those of the MAP Reading and MAP for Mathematics assessments. In this report, we present the 3rd through 8th grade cut scores on MAP reading and mathematics scales that correspond to the benchmarks on the SOL reading and math tests. Information about the consistency rate of classification based on the estimated MAP cut scores is also provided, along with a series of tables that predict the probability of receiving a Level 2 (i.e., "Proficient") or higher performance designation on the SOL assessments, based on the observed MAP scores taken during the same school year. A detailed description of the data and analysis method used in this study is provided in the Appendix.

Northwest Evaluation Association" (NWEA") is committed to providing partners with useful tools to help make inferences from the Measures of Academic Progress? (MAP?) interim assessment scores. Recently, NWEA completed a concordance study to connect the scales of the New York State Testing Program (NYSTP) reading and math with those of the MAP Reading and MAP for Mathematics assessments. This report presents the 3rd through 8th grade cut scores on MAP reading and mathematics scales that correspond to the benchmarks on the NYSTP reading and math tests. Information about the consistency rate of classification based on the estimated MAP cut scores is also provided, along with a series of tables that predict the probability of receiving a Level 3 (i.e., "Proficient") or higher performance designation on the NYSTP assessments, based on the observed MAP scores taken during the same school year. A detailed description of the data and analysis method used in this study is provided in the Appendix.

Aligning the NWEA RIT Scale with the Pennsylvania System of School Assessment (PSSA)

A Study of the Ongoing Alignment of the NWEA RIT Scale with the North Dakota State Assessment (NDSA) Achievement Tests

Gazetteer to Maps and Charts of Formosa (Taiwan) Map Series AMS L593, 1:250,000 (First Edition), U.S. Hydrographic Office Navigational Charts and Miscellaneous Sources

A Study of the Ongoing Alignment of the NWEA RIT Scale with the Arizona Instrument to Measure Standards (AIMS)

Minnesota Linking Study

Northwest Evaluation Association" (NWEA") is committed to providing partners with useful tools to help make inferences from the Measures of Academic Progress' (MAP') interim assessment scores. One important tool is the concordance table between MAP and state summative assessments. Concordance tables have been used for decades to relate scores on different tests measuring similar but distinct constructs. These tables, typically derived from statistical linking procedures, provide a direct link between scores on different tests and serve various purposes. Aside from describing how a score on one test relates to performance on another test, they can also be used to identify benchmark scores on one test corresponding to performance categories on another test, or to maintain continuity of scores on a test after the test is redesigned or changed. Concordance tables are helpful for educators, parents, administrators, researchers, and policy makers to evaluate and formulate academic standing and growth. Recently, NWEA completed a concordance study to connect the scales of the Kentucky Performance Rating for Educational Progress (K-PREP) reading and math with those of the MAP Reading and MAP for Mathematics assessments. In this report, presented are the 3rd through 8th grade cut scores on MAP reading and mathematics scales that correspond to the benchmarks on the K-PREP reading and math tests. Information about the consistency rate of classification based on the estimated MAP cut scores is also provided, along with a series of tables that predict the probability of receiving a Level 3 (i.e., "Proficient") or higher performance designation on the K-PREP assessments, based on the observed MAP scores taken during the same school year. A detailed description of the data and analysis method used in this study is provided in the Appendix.

Each year, South Carolina students participate in testing as part of the South Carolina assessment program. Students in grades 3 through 8 take the Palmetto Achievement Challenge Tests (PACT) in English/Language Arts and Mathematics. Students in grade 10 take the High School Assessment Program (HSAP) in English/Language Arts 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. In addition, students must achieve Level 2 performance on the HSAP in order to graduate from high school. The South Carolina Department of Education has developed scales that are used to assign students to one of four performance levels on the HSAP. Level 2 is considered the level that represents passing performance. Many students who attend school in South Carolina 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 HSAP assessments and the RIT scales used to report performance on NWEA tests. The study determined the reading, language usage and mathematics RIT score equivalents for the HSAP performance levels in English/Language Arts and Mathematics. Test records for more than 3,500 students were included in this study. Three methods generated an estimate of RIT cut scores that could be used to project HSAP performance levels. Rasch SOS methods generally produced the most accurate cut score estimates. Accuracy of predicting HSAP passing performance was above 88% for all subjects when using the best methodology. Type I errors never ranged above 6% when the best methodology was employed. (Contains 12 tables and figures.)

Teach students the language of maps and watch them discover the world! This packet presents the basics of drawing a map to scale, reading mileage charts, and much more! Following directions today will prepare your students for travel!

A Book of References to the Map of Sutton and Mepall Levels, Done from a Survey Taken in 1750, by Order of the Gentlemen Commissioners, Appointed by Act of Parliament, for the Better Draining and Improving the Said Levels. By William Elstobb, Jun

A Study of Factors Affecting the Distribution of Marine Plants

The Relation of Plants to Tide-levels

Aligning the NWEA RIT Scale with the California Standards Test (CST)

Map Symbols, Keys, and Scales

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.)

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.)

Northwest Evaluation Association" (NWEA") is committed to providing partners with useful tools to help make inferences from the Measures of Academic Progress' (MAP') interim assessment scores. One important tool is the concordance table between MAP and state summative assessments. Concordance tables have been used for decades to relate scores on different tests measuring similar but distinct constructs. These tables, typically derived from statistical linking procedures, provide a direct link between scores on different tests and serve various purposes. Aside from describing how a score on one test relates to performance on another test, they can also be used to identify benchmark scores on one test corresponding to performance categories on another test, or to maintain continuity of scores on a test after the test is redesigned or changed. Concordance tables are helpful for educators, parents, administrators, researchers, and policy makers to evaluate and formulate academic standing and growth. Recently, NWEA completed a concordance study to connect the scales of the Kansas Assessment Program (KAP) English Language Arts (ELA) and Mathematics with those of the MAP Reading and MAP for Mathematics assessments. In this report, presented are the 3rd through 8th and 10th grade cut scores on MAP reading and mathematics scales that correspond to the benchmarks on the KAP ELA and math tests. Information about the consistency rate of classification based on the estimated MAP cut scores is also provided, along with a series of tables that predict the probability of receiving a Level 3 (i.e., "Proficient") or higher performance designation on the KAP assessments, based on the observed MAP scores taken during the same school year. A detailed description of the data and analysis method used in this study is provided in the Appendix.

A Study of the Ongoing Alignment of the NWEA RIT Scale with the New Mexico Standards Based Assessments (NMSBA)

Linking the Pennsylvania PSSA Assessments to NWEA MAP Tests

Aligning the NWEA RIT Scale with the Maine Educational Assessments (MEA)

Map Scales and Distance

Adjustments Made to the Results of the NWEA RIT Scale Minnesota Comprehensive Assessment Alignment Study

ROSE BOOK OF BIBLE CHARTS, MAPS and TIME LINES. The 2007 #1 Bible Reference book according in the CBA Core InventoryNow you can have 180 pages of fantastic full-color Bible charts, maps, and time lines in one spiral bound book. Reproducible. If you bought all of these charts separately, you would pay more than \$250.

Northwest Evaluation Association" (NWEA") is committed to providing partners with useful tools to help make inferences from the Measures of Academic Progress (MAP) interim assessment scores. Recently, NWEA completed a concordance study to connect the scales of the Pennsylvania System of School Assessment (PSSA) reading and math with those of the MAP Reading and MAP for Mathematics assessments. This report presents the 3rd through 8th grade cut scores on MAP reading and mathematics scales that correspond to the benchmarks on the PSSA reading and math tests. Information about the consistency rate of classification based on the estimated MAP cut scores is also provided, along with a series of tables that predict the probability of receiving a Level 3 (i.e., "Proficient") or higher performance designation on the PSSA assessments, based on the observed MAP scores taken during the same school year. A detailed description of the data and analysis method used in this study is provided in the Appendix.

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.)

Aligning the NWEA RIT Scale with the Maryland School Assessment (MSA)

Library Books, Supplementary Reading, Reference Books, Maps, Globes, Charts, Projection Apparatus, and Illustrative Materials

Ancient Water Levels of the Champlain and Hudson Valleys

A Study of the Ongoing Alignment of the NWEA RIT Scale with Assessments from the Montana Comprehensive Assessment System (MontCAS)

A Study of the Alignment of the NWEA RIT Scale with the Minnesota Comprehensive Assessments (MCA) Testing Program

North Carolina Linking StudyA Study of the Alignment of the NWEA RIT Scale with the North Carolina State End of Grade (EOG) Testing Program

Recently, Northwest Evaluation Association (NWEA) completed a study to connect the scale of the Minnesota Comprehensive Assessments (MCA) Testing Program used for Minnesota's mathematics and reading assessments with NWEA's RIT (Rasch Unit) scale. Information from the state assessments was used in a study to establish performance-level scores on the RIT scale that would indicate a good chance of success on these tests. To perform the analysis, linked together were the state test and NWEA test results for a sample of 49,160 Minnesota students who completed both exams in the spring of 2013, the term in which the MCA is administered. For the spring season (labeled "current season"), an Equipercentile method was used to estimate the RIT score equivalent to each state performance level. Under this method, the authors determined the percentage of the population within the selected study group that performed at each level on the state test and found the equivalent percentile ranges within the NWEA dataset to estimate the cut scores. For example, if 40% of the study group population in grade 3 mathematics performed below the proficient level on the state test, the authors would find the RIT score that would be equivalent to the 40th percentile for the study population (this would not be the same as the 40th percentile in the NWEA norms). This RIT score would be the estimated point on the NWEA RIT scale that would be equivalent to the minimum score for proficiency on the state test. For the prior (fall) season, cut scores were estimated by identifying the RIT score associated with the same normative percentile ranking as the cut score from the same season. For example, if the cut score for Level 3 in third grade reading was found to fall at the 44th percentile on NWEA's status norms, the RIT score associated with the 44th percentile for third graders in the fall was assigned as the "prior season" cut score associated with that grade and performance level. Documentation about this method can be found on NWEA's website.

By using carefully constructed measurement scales that span grades, Measures of Academic Progress (MAP) interim assessments from Northwest Evaluation Association" (NWEA") offer educators efficient and very accurate estimates of student achievement status within a subject. Before achievement test scores can be useful to educators, however, they need to be evaluated within a context. The RIT Scale is a curriculum scale that uses individual item difficulty values to estimate student achievement. An advantage of the RIT scale is that it can relate the numbers on the scale directly to the difficulty of items on the tests. In addition, the RIT scale is an equal interval scale. Equal interval means that the difference between scores is the same regardless of whether a student is at the top, bottom, or middle of the RIT scale, and it has the same meaning regardless of grade level. To that end, 2015 RIT Scale Norms allow educators to compare achievement status-and changes in achievement status (growth) between test occasions-to students' performance in the same grade at a comparable stage of the school year. This contextualizing of student performance: (1) helps teachers as they plan instruction for individual students or confer with parents; (2) supports school and district administrators as they focus on allocating resources; and (3) empowers school staff as they work to improve all educational outcomes. The 2015 NWEA RIT Scale Norms Study provides status and growth norms for individual students as well as for schools on each of the four RIT scales: Reading, Language Usage, Mathematics, and General Science. The study's results are based on K-11 grade level samples. Each sample is comprised of 72,000 to 153,000 student test records from approximately 1000 schools. These numbers vary by subject. These samples were drawn randomly from test record pools of up to 10.2 million students attending more than 23,500 public schools spread across 6,000 districts in 49 states.

Rigorous procedures were used to ensure that the norms were representative of the U.S. school-age population. Since MAP assessments can be administered on a schedule designed to meet a school's needs, tests can be administered at any time during the school year. The 2015 norms adjust for this scheduling flexibility by accounting for instructional days, allowing more valid comparisons for status and growth.

Engineer Field Manual...

Map Scales

The Development of Process-printed Munsell Charts for Selecting Map Colors

Aligning the NWEA RIT Scale with the Wisconsin Knowledge and Concepts Exams

Linking the Kentucky K-PREP Assessments to NWEA MAP Tests

This study investigated the relationship between the scales used for the WASL 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 WASL performance levels in those subjects. Test records for more than 12,000 students were included in this study. (Contains 14 tables and 5 figures.).

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.).

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.).

North Carolina Linking Study

A Study of the Ongoing Alignment of the NWEA RIT Scale with the Indiana Statewide Test for Educational Progress (ISTEP+)

A Study of the Ongoing Alignment of the NWEA RIT Scale with the Washington Assessment of Student Learning (WASL)

Developing Mighty Map Skills

A Study of the Alignment of the NWEA RIT Scale with the North Carolina State End of Grade (EOG) Testing Program

Grab a map, and figure out how far from here to there. Learn how to use map scales to find distances.

Introduces how to determine approximately how far apart places are by using the scale on a map.

Northwest Evaluation Association" (NWEA") is committed to providing partners with useful tools to help make inferences from the Measures of Academic Progress? (MAP?) interim assessment scores. One important tool is the concordance table between MAP and state summative assessments. Concordance tables have been used for decades to relate scores on different tests measuring similar but distinct constructs. These tables, typically derived from statistical linking procedures, provide a direct link between scores on different tests and serve various purposes. Aside from describing how a score on one test relates to performance on another test, they can also be used to identify benchmark scores on one test corresponding to performance categories on another test, or to maintain continuity of scores on a test after the test is redesigned or changed. Concordance tables are helpful for educators, parents, administrators, researchers, and policy makers to evaluate and formulate academic standing and growth. Recently, NWEA completed a concordance study to connect the scales of the Alaska Measures of Progress (AMP) English Language Arts (ELA) and Mathematics assessments with those of the MAP Reading and MAP for Mathematics assessments. This report presents the 3rd through 10th grade cut scores on MAP reading and mathematics scales that correspond to the benchmarks on the AMP ELA and math tests. Information about the consistency rate of classification based on the estimated MAP cut scores is also provided, along with a series of tables that predict the probability of receiving a Level 3 (i.e., "Proficient") or higher performance designation on the AMP assessments, based on the observed MAP scores taken during the same school year. A detailed description of the data and analysis method used in this study is provided in the Appendix.

Topography for Field Artillery

A Study of the Ongoing Alignment of the NWEA RIT Scale with the South Carolina Palmetto Achievement Challenge Tests (PACT)

List of Classes of United States Government Publications Available for Selection by Depository Libraries

Linking the Kansas KAP Assessments to NWEA MAP Tests

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.).

This study investigated the relationship between the scales used for the ISTEP+ 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 the academic growth of students and cohorts. Districts choose whether to include these assessments in their local assessment programs. The study estimated the changes in reading and mathematics RIT score equivalents for the ISTEP+ performance levels in those subjects. Test records for more than 20,000 students were included in this study. Three methods generated an estimate of RIT cut scores that could be used to project ISTEP+ performance levels. Rasch SOS methods generally produced the most accurate cut score estimates. Accuracy of predicting ISTEP+ passing performance was well above 80% for all grades and subjects studied when using the best methodology. The study included test records from over 25,500 students enrolled in 11 Indiana school systems. These students had taken both the state assessment and NWEA assessments in fall of 2004; many had also taken NWEA assessments in spring of 2004. Student records were included when a student had both a valid NWEA scale score and a valid ISTEP+ score in the equivalent subject for the fall season. The primary questions addressed in the study are: (1) What RIT scores correspond to various performance levels on the ISTEP+ tests? (2) How do these RIT scores differ from the 2003 estimates of performance level?;and (3) How well can performance on the Indiana assessments be predicted from RIT scores when NWEA assessments are administered in the same fall and the prior spring? (Contains 19 tables and 9 figures.).