

2005 Normative Data

Monitoring Growth in Student Achievement

NWEA ASSESSMENTS ARE UNIQUELY DESIGNED to provide you with the most accurate measurement of student achievement and student growth across time. NWEA results allow educators to interpret the data in several ways.

Normative Data

As a preliminary reference point, educators can use normative achievement data (see the charts on the left side of the next page) to compare class or grade-level performance to the performance of students in the same grade from a wide variety of schools throughout the nation. The NWEA 2005 Norms Study, from which these charts were produced, includes results from more than 2.3 million students in 794 school districts, representing 32 states.

NWEA growth norms provide a second point of comparison. Normative data in the growth charts (see the charts labeled Mean Growth on the right side of the next page) allow educators to compare the growth of a group of students to the growth of other students throughout the nation in the same grade level.

When analyzing an individual student's growth, it is helpful to use NWEA RIT Point

Growth Norms. Available upon request from NWEA, these norms present typical growth data for students based on both their grade level and beginning NWEA test score.

These comparisons offer an indication of what might be considered typical performance and growth for students at each grade level. Normative data should not be considered long-term goals or expectations.

Other Interpretations

For a more meaningful interpretation of a student's test results, educators look to virtual comparison groups. In this type of comparison, a student's achievement growth can be viewed along side the achievement growth of other students who exhibit the same characteristics in terms of beginning performance level and grade and have similar school situations.

In addition, teachers can use NWEA test results to determine a student's instructional level. By referencing a student's RIT score in DesCartes, teachers gain an indication of what skills and concepts a student understands, what skills he or she is developing, and what will be academically challenging. To learn more about virtual comparison groups and DesCartes, call NWEA at 503-624-1951.



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2005 Language Usage Achievement and Growth Norms (RIT values)

Grade	FALL		SPRING	
	Median	Mean	Median	Mean
2	180	179.7	193	191.4
3	194	193.1	202	200.8
4	203	201.7	209	207.1
5	210	208.2	214	212.5
6	214	212.4	218	215.9
7	218	215.9	220	218.0
8	220	218.5	222	220.5
9	222	220.3	224	222.4
10	225	222.9	225	223.2

Ending Grade	MEAN GROWTH		
	Fall to Spring	Fall to Fall	Spring to Spring
2	14.1	n/a	n/a
3	9.1	15.3	10.1
4	6.3	9.5	6.9
5	5.2	6.7	5.6
6	4.0	4.9	3.8
7	2.9	3.7	2.7
8	2.6	3.1	2.7
9	1.4	2.4	1.2
10	1.1	2.0	1.4

2005 Reading Achievement and Growth Norms (RIT values)

Grade	FALL		SPRING	
	Median	Mean	Median	Mean
2	178	177.2	190	188.2
3	192	190.3	200	197.9
4	201	199.1	207	205.0
5	208	205.8	212	210.6
6	213	211.0	217	215.0
7	217	214.8	220	218.1
8	220	218.2	223	221.3
9	223	220.7	225	223.1
10	226	223.6	227	224.1

Ending Grade	MEAN GROWTH		
	Fall to Spring	Fall to Fall	Spring to Spring
2	13.1	n/a	n/a
3	9.1	14.4	10.7
4	6.5	9.7	7.5
5	5.4	7.1	6.3
6	4.3	5.4	4.6
7	3.4	4.4	3.7
8	3.2	3.9	3.7
9	1.6	3.0	1.7
10	0.8	2.4	1.8

2005 Mathematics Achievement and Growth Norms (RIT values)

Grade	FALL		SPRING	
	Median	Mean	Median	Mean
2	179	179.3	191	190.6
3	193	192.3	202	201.7
4	203	202.7	211	210.4
5	211	211.2	219	218.3
6	218	217.4	224	223.3
7	225	223.4	229	228.0
8	230	228.5	234	232.8
9	234	231.7	239	236.2
10	238	235.6	240	238.1

Ending Grade	MEAN GROWTH		
	Fall to Spring	Fall to Fall	Spring to Spring
2	13.9	n/a	n/a
3	10.9	15.1	12.0
4	8.8	11.5	9.5
5	8.7	9.2	9.0
6	7.2	7.6	6.1
7	6.0	7.2	6.1
8	5.2	6.6	6.1
9	3.2	5.0	3.9
10	2.8	3.8	3.2