# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Navigating NWEA – Partner Support</td>
<td>1</td>
</tr>
<tr>
<td>Partner Support</td>
<td>2</td>
</tr>
<tr>
<td>Navigating NWEA – Reports Logins</td>
<td>5</td>
</tr>
<tr>
<td><strong>ACTIONS:</strong></td>
<td></td>
</tr>
<tr>
<td>Change Password</td>
<td>6</td>
</tr>
<tr>
<td><strong>ONLINE REPORTS:</strong></td>
<td></td>
</tr>
<tr>
<td>Teacher Reports</td>
<td>7</td>
</tr>
<tr>
<td>Class Rosters</td>
<td>8</td>
</tr>
<tr>
<td>Class by Subject</td>
<td>11</td>
</tr>
<tr>
<td>Grade by Subject</td>
<td>12</td>
</tr>
<tr>
<td>Students not Tested</td>
<td>13</td>
</tr>
<tr>
<td>MAP for Primary Grades</td>
<td>14</td>
</tr>
<tr>
<td><strong>INSTRUCTIONAL RESOURCES:</strong></td>
<td></td>
</tr>
<tr>
<td>Class by RIT</td>
<td>15</td>
</tr>
<tr>
<td><strong>DATA TOOLS:</strong></td>
<td></td>
</tr>
<tr>
<td>Knowledge Academy</td>
<td>19</td>
</tr>
<tr>
<td>DeCartes</td>
<td>20</td>
</tr>
<tr>
<td>Dynamic Reports</td>
<td>21</td>
</tr>
<tr>
<td>Teacher/Class Overview</td>
<td>21</td>
</tr>
<tr>
<td>Goal by RIT</td>
<td>21</td>
</tr>
<tr>
<td>Grade by RIT Band</td>
<td>22</td>
</tr>
<tr>
<td>Lexile Report</td>
<td>22</td>
</tr>
<tr>
<td>Student Booklist</td>
<td>23</td>
</tr>
<tr>
<td>Student Goal Setting Worksheet</td>
<td>24</td>
</tr>
<tr>
<td>Student Projected Performance</td>
<td>25</td>
</tr>
</tbody>
</table>

*For additional help: Linda Shibano, 573.7030 or lishiban@ksbe.edu*
Navigating NWEA – Partner Support

http://www.nwea.org

**Reports Login**
- Disaggregated Data by:
  - Grade
  - Class
  - RIT ranges
- DeCartes Learning Continuum
- Goal setting

**Partner Support**
- “How-tos”
- Research
- Definitions
- Information

**Search**
Partner Support

All Resources:
- Getting Started w/ MAP
- Starting a Testing Season
- Testing
- Reporting

Professional Development
- Training Continuum
- Knowledge Academy
- Online Training
- Modules
- Regional Workshops
Partner Support (2)

Test Administration
- Before
- During
- After... the Testing Cycle
Partner Support (3)

Troubleshooting
- TestTaker
- TTA
- Reports
Navigating NWEA - Reports Login

http://www.nwea.org

**Reports Login**
- Disaggregated Data by:
  - Grade
  - Class
  - RIT ranges
- DeCartes Learning Continuum
- Goal setting

**Partner Support**
- “How-tos”
- Research
- Definitions
- Information

**Search**
Change Password

NOTE: The password chosen should be unique to the NWEA reports web site and should be changed often.

Login:
- Old Password: 
- New Password: 
- Confirm New Password: 

Passwords must be 6 to 30 characters in length.

Enter:
- Present password
- New password (twice)
- submit
Welcome Kamehameha Schools Maui Campus

Login and Teacher Reports

Teachers in your district can logon to the website and receive, right in the browser, a list of their students and the results of the tests they've taken in the chosen term.

This page will give you a list of teachers and their login names and passwords. You can also generate teacher reports from this page.

To create a teacher report follow these steps:

1. Select the school from the list box below, if you would like to show the user passwords then check the "Show Passwords" check box.
2. Select the term.
3. Click the Get Login button.
4. After the list of teachers comes up, select an option from Goal Scores and click on the show.

Select School: Kamehameha Schools Maui Campus

Select Term: Fall 2009

Goal Scores: View by RIT Ranges

Show Passwords: [ ]

Click on Get Teacher List

Click on your class

View by RIT Ranges

Teacher Report - Mathematics Fall 2009

School: KSMElm (Kamehameha Schools Maui Campus)

Class: 424 Bland G011

Test: Math Survey w/ Goals 2-5 IN V3.1

RIT ranges in goal areas

View by Goal Descriptors

Teacher Report - Mathematics Fall 2009

School: KSMElm (Kamehameha Schools Maui Campus)

Class: 424 Bland G011

Test: Math Survey w/ Goals 2-5 IN V3.1

Goal areas by HI-AV-LO

Note: This report is multiple pages. It will give one page for each class section. Included will be student scores in all subjects (Reading, Math and Language Usage)
Class Rosters

Notes: Selecting a class will give you the list of students in that class. You can then run Student Progress Reports for each student in that class section.

Instructions:

- Click of Class Roster (left side of screen)
- Check for correct term, click Submit
- Click on the class section

Click on Class Name for Student Progress Reports on all students

Click on Student ID for Student Information (schedule of courses, test event history, etc.)
Class Roster continued:

Instructions: (#7 previous page)
- Check to see if you have the correct Term and Class/Section.
- Click on the growth period you would like to see (Fall-Spring, Spring-Spring, Fall-Fall)
- Select the report you want: Text, Graph or Both
- Click on the Student ID for a Student Information Report

Student Information Report:
- Personal Information
- Class History
- Testing Event History

Student Progress Report Instruction: (#6 previous page)
- Check to see if you have the correct Term and Class/Section
- Click on the growth period you would like to see (Fall-Spring, Spring-Spring, Fall-Fall)
- Click on the Class Name if you want the Student Progress Report for all students in that class/section
- Click on the Students name for a Student Progress Report for individual student.
# Student Progress Report

## Mathematics

<table>
<thead>
<tr>
<th>Season/Year</th>
<th>Grade</th>
<th>Score Range</th>
<th>Dist. Avg</th>
<th>RIT</th>
<th>Norm Group Avg</th>
<th>Growth</th>
<th>Typical Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>F09</td>
<td>9</td>
<td>243-246-249</td>
<td>239</td>
<td>232</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>73-79-85</td>
<td></td>
</tr>
</tbody>
</table>

## Reading

<table>
<thead>
<tr>
<th>Season/Year</th>
<th>Grade</th>
<th>Score Range</th>
<th>Dist. Avg</th>
<th>RIT</th>
<th>Norm Group Avg</th>
<th>Growth</th>
<th>Typical Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>F09</td>
<td>9</td>
<td>220-223-226</td>
<td>222</td>
<td>221</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>44-53-61</td>
<td></td>
</tr>
</tbody>
</table>

## Explanatory

- **2-3. RIT Score and RIT Range**
- **5. Ave. score of all students in the same grade (nationally)**
- **6. Percentile as measured with the NWEA national norm grp.**
- **7. Goal reporting categories that are aligned to the Indiana Academic Standards.**
- **8. Lexile range represents a level of reading difficulty. It should stimulate a student to new learning while rewarding their current reading abilities.**
- **9. Explanation of key elements of the Student Progress Report.**

---

**Explanation of key elements of the Student Progress Report.**

- **Student Name**
- **Ave. for all students in the same grade at KSM**
- **Ave. score of all students in the same grade (nationally)**
- **Percentile as measured with the NWEA national norm grp.**
- **Goal reporting categories that are aligned to the Indiana Academic Standards.**
- **Lexile range represents a level of reading difficulty. It should stimulate a student to new learning while rewarding their current reading abilities.**
Class By Subject

Welcome Kamehameha Schools Maui Campus

Class By Subject Report

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

To group all your test results into a single table choose None from the Select Grouping drop down list.

Select School: KSMHigh
Select Term: Fall 2009
Select Teacher: Kurisu, Sonya
Select Class: 1654 Kurisu Algebra 2
Select Subject: Mathematics
Select Grouping: None
Select Sort Order: Student Name
Small Group Display: 

Can group None or

Select:
- Term
- Teacher,
- Class
- Test subject

Can sort by:
- Name (Alpha listing)
- RIT (lowest to highest score)

PDF – gives you the option for printing & saving your report to

Note: This report gives you RIT scores for a particular class/subject. It can be sorted by RIT or Student Name.
Grade By Subject

Welcome Kamehameha Schools Maui Campus

Grade By Subject Report

Use the selection criteria below and then press Submit to generate a Grade By Subject report.

To group all your test results into a single table choose None from the Select list.

Select

- Term
- Grade
- Subject

Select Grouping (None or Gender)

Select Sort Order

- Student Name (Alpha listing)
- RIT (lowest to highest)

Note: This report gives you all students in a particular grade for a particular subject. This report can be sorted by RIT or Student Name.

PDF: Option for printing and saving your report to your server folder.
Students Not Tested

Select correct term
Click Submit

Click on the number of students for detailed

By clicking on the number of students for each subject you will get a complete list of all students not tested

Student Names

Student Names
MAP for Primary Grades

Welcome Kamehameha Schools Maui Campus

Select MAP for Primary Grades Report Parameters

- Teacher Report
- School: KSElman
- Class: 41 Fernandez 8104 1
- Term: Fall 2000
- Student Name: ***Unavailable***

Click on Generate Report to display the Teacher report.

A guide to additional reports that may show primary grades assessment data:

- Survey with goals tests reports
- Test with goals tests report
- Class results: Personalize your survey with goals test results
- Class by subject: A summarized list of test results from your selected class for a given term and subject, sorted by student name
- Class by test: A list of test results for your selected class for a given test

Data tools:
- Primary grades instructional data - the data table available to you for

Select:
- Report (Teacher or Student)
- School
- Class
- Term
- Test Name
- Student (if examining Individual Student report)

Reports:
- Skills as a class
- Or
- Skills for an Individual
Note: This report will give students RIT scores in Mathematics, Reading and Language Usage for a teacher’s class in a table format.
Welcome Kamehameha Schools Maui Campus

Class Breakdown by Overall RIT Score for Kamehameha Schools Maui Campus
KSMElem - Fall 2009
Eldredge, Lyla and 48 Eldredge C104 1

The Class Breakdown by Overall RIT Report provides a visual representation of the academic diversity in performance of a class in Reading, Language Usage, Mathematics, and Science.

- Click on the Subject to drill into the Class Breakdown by Goal report.

The score in parentheses by the student’s name (i.e. Name (219)) represents their overall RIT score for this subject.

Click on the PDF icon to save and print your report.

To create a PDF report of the chart above, click here.

Invalid tests, plus survey, practice and decision test types are not shown on this class report for information on students who have tested but are not shown.

Students not assigned to a class will not show on this report. Have a Map Coordinator or proctor use TAA to associate these students to a class.
Click on the PDF icon to save and print this report.

Clicking on a goal will give you the Learning Continuum for ranges in this report.

Clicking on Student’s name (Sarah) will lead you to Sarah’s DeCartes Learning.
Class by RIT: Class Breakdown by Goals (Individual Student)

Goal: Literary Text: Comprehension (Range 221 - 230)

- Plot, Character, Theme, Speaker, Setting
  - Defines plot
  - Analyzes setting in literary texts
  - Describes how characters are developed in literary texts
  - Assesses character development in literary text
  - Infers the reason behind a character’s actions
  - Evaluates character development in literary text
  - Infers the qualities (emotional and/or physical) of a character based on information found in literary texts
  - Infers the reason behind a character’s feelings/emotions
  - Identifies the qualities (emotional and/or physical) of a character in literary texts
  - Analyzes literary passages (5-15 paragraphs) to determine its theme (term not used)
  - Infers the point of view for a first person literary text (term not used)
  - Identifies the conflict in a literary passage (3 to 6 paragraphs)
  - Makes inferences to determine the problem and/or solution in literary texts

- Figurative Language and Author’s Technique
  - Identifies examples of sensory language in literary text
  - Identifies examples of connotation in literary text
  - Identifies alliteration in literary text
  - Identifies the author's use of imagery in literary text
  - Identifies the author's use of point of view in literary text

Skills and Concepts to Enhance 211 - 220
Skills and Concepts to Develop 221 - 230
Skills and Concepts to Introduce 231 - 240

DeCartes Continuum of Learning for Alice Smith
Skills and Concepts to Enhance, Develop and Introduce for a Student’s RIT Range.
Knowledge Academy

Welcome Kamehameha Schools Maui Campus

NWEA Knowledge Academy

We are excited to offer this opportunity for you to build your expertise in understanding how NWEA data can impact student achievement. We are committed to partnering with you to develop local expertise and resources to enhance student progress. These online tools offer you a way to provide our partners ongoing support within a flexible, user-sensitive format. As you attend to the context of these courses, remember that together we continue our common purpose of helping all kids learn. As always, we welcome your thoughts and suggestions.

Please check your e-mail address to ensure it is correct. If not, please update it before continuing to the NWEA Knowledge Academy.

E-Mail Address: lahian@kamehameha.edu

GO TO NWEA KNOWLEDGE ACADEMY

Copyright ©2009-2010 Northwest Evaluation Association. All rights reserved.

Linda's Courses

Select Courses
DesCartes

Welcome Kamehameha Schools Maui Campus

Please select from the following subjects:

- Concepts and Processes
- Language
- Math 2-5
- Math 6+

Essentials

- Purpose
- Organization
- How to use DesCartes
- Teacher Tips

Read DesCartes Essentials...

Science DesCartes

Read the cover letter to learn more about the science sections of DesCartes.

Included in the Science .zip file:

- Cover letter and introduction to science
- DesCartes Framework for NWEA Science Concepts and Processes
- DesCartes Framework for NWEA General Science

DesCartes Use Agreement

Subject: Reading
Goal Strand: Comprehension and Analysis of Informational Text
RIT Score Range: 191 - 200

Skills and Concepts to Enhance

<table>
<thead>
<tr>
<th>Skills and Concepts to Develop</th>
<th>Skills and Concepts to Introduce</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answers, Conclusions, Predictions, Inferences</td>
<td>Answers, Conclusions, Predictions, Inferences</td>
</tr>
<tr>
<td>- Locate information in an index in informational text*</td>
<td>- Analyze author's use of foreboding (term not used) in literary text*</td>
</tr>
<tr>
<td>- Locate information in passage (5 to 10 sentences) of informational text containing 1 to 3 compound or incomplete sentences or sentence structures containing propositions, compound subjects, objects, or embedded clauses</td>
<td>- Locate information in informational passage containing multiple compound or incomplete sentences or sentence structures containing propositions, compound subjects, objects, or embedded clauses</td>
</tr>
<tr>
<td>- Locate information in descriptions of paragraph or section of text*</td>
<td>- Locate information in informational passages containing multiple compound or incomplete sentences or sentence structures containing propositions, compound subjects, objects, or embedded clauses</td>
</tr>
<tr>
<td>- Locate information in short advertisements (1 to 3 paragraphs)</td>
<td>- Locate information in informational passages containing multiple compound or incomplete sentences or sentence structures containing propositions, compound subjects, objects, or embedded clauses</td>
</tr>
<tr>
<td>- Locate information in a table of contents or title page of informational text</td>
<td>- Locate information in informational passages containing multiple compound or incomplete sentences or sentence structures containing propositions, compound subjects, objects, or embedded clauses</td>
</tr>
<tr>
<td>- Locate and summarize information found in a Venn diagram*</td>
<td>- Locate information and draw conclusions from complex informational text</td>
</tr>
<tr>
<td>- Paraphrase information in informational text*</td>
<td>- Locate information in informational text containing multiple compound or incomplete sentences or sentence structures containing propositions, compound subjects, objects, or embedded clauses</td>
</tr>
<tr>
<td>- Make predictions (term not used) from informational text (1-3 paragraphs) describing situations*</td>
<td>- Locate information in informational text containing multiple compound or incomplete sentences or sentence structures containing propositions, compound subjects, objects, or embedded clauses</td>
</tr>
<tr>
<td>- Make predictions from informational texts (1-3 simple sentences describing situations)*</td>
<td>- Locate information in a simple index</td>
</tr>
<tr>
<td>- Make inferences from short informational texts (1-3 paragraphs)*</td>
<td>- Locate information using the guiding words in a dictionary</td>
</tr>
<tr>
<td>- Infer the contents of a informational book based on title*</td>
<td>- Locate information found in a simple chant in informational text</td>
</tr>
<tr>
<td>- Draw conclusions using information supplied in informational text (1-3 paragraphs)</td>
<td>- Summarize informational text (1-3 paragraphs) informational text*</td>
</tr>
<tr>
<td>- Locate information in an informational schedule*</td>
<td>- Paraphrase information found in complex informational text*</td>
</tr>
<tr>
<td>- Locate information not found in informational text*</td>
<td>- Review information found in informational text</td>
</tr>
<tr>
<td>- Locate information in passage (5 to 10 sentences) of informational text containing multiple compound or incomplete sentences or sentence structures containing propositions, compound subjects, objects, or embedded clauses</td>
<td>- Locate information in an index, or table</td>
</tr>
<tr>
<td>- Locate information in informational passage containing multiple compound or incomplete sentences or sentence structures containing multiple compound or incomplete sentences or sentence structures containing propositions, compound subjects, objects, or embedded clauses</td>
<td>- Locate information in informational passage containing multiple compound or incomplete sentences or sentence structures containing multiple compound or incomplete sentences or sentence structures containing propositions, compound subjects, objects, or embedded clauses</td>
</tr>
</tbody>
</table>

* Denotes a skill or concept that is specific to DesCartes.
Dynamic Reports

Teacher/Class Overview

Goal by RIT

Select term
Run Reports

This report will show you the number of students in a RIT range for each of the Goal areas of a Test. To see the student names, click on “Goal RIT Band”
Grade by RIT Band

Select Term
Select Run Report

Report shows the number of students, by grade level, in a RIT range. To see the student names, click on "RIT Band"

Lexile Report

Report illustrates the Lexile Ranges for students in each of your periods (lowest to highest)
Student Booklist is a listing of books that fall within an individual student's Lexile Range. By inputting specific variables, you can increase/decrease the number/type of books for the student.

Could be utilized as summer and/or independent reading.
## Student Goal Setting Worksheet

Select:
- term
- period
- Run Document

RIT Scores for the term range w/ RIT targets for each subject

RIT ranges by Goals
**Bold #s** = strength
**Italic #s** = area of concern

### Student Goal Setting Worksheet

<table>
<thead>
<tr>
<th>Subject</th>
<th>RIT Fall 2009</th>
<th>RIT Winter 2010</th>
<th>Typical Growth</th>
<th>RIT Target</th>
<th>My Goal</th>
<th>RIT Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>506</td>
<td>631</td>
<td>30</td>
<td>27</td>
<td>220</td>
<td>1</td>
</tr>
<tr>
<td>Language</td>
<td>225</td>
<td>305</td>
<td>-</td>
<td>2</td>
<td>250</td>
<td>-</td>
</tr>
<tr>
<td>Math</td>
<td>320</td>
<td>340</td>
<td>-</td>
<td>2</td>
<td>350</td>
<td>-</td>
</tr>
<tr>
<td>Critical</td>
<td>225</td>
<td>250</td>
<td>-</td>
<td>2</td>
<td>275</td>
<td>-</td>
</tr>
</tbody>
</table>

### Student Action Plan:

- **Reading**: Improve comprehension skills by practicing 10 minutes daily.
- **Language**: Focus on improving vocabulary through word study exercises.
- **Math**: Work on problem-solving strategies with help from the teacher.

---

**Student Name**

**Teacher's Name**

**Student Goal Setting Worksheet**

**Term Range**: Fall 09 - Fall 10

**Initial Grade**: 10

---

**Student Goal Setting Worksheet**

**Subject**: Reading, Language, Math

**RIT Scores**: 506, 631, 225, 305, 320, 250, 225, 275

**RIT Targets**: 27, 2, 275

**My Goals**: Improve comprehension, vocabulary, problem-solving skills

---

**Student Action Plan**

- **Reading**: Practice comprehension skills daily.
- **Language**: Use word study exercises to improve vocabulary.
- **Math**: Work on problem-solving strategies with teacher assistance.

---

**Teacher's Notes**

- Focus on improving critical thinking skills in all subjects.
- Encourage regular practice in language and reading.
- Monitor progress weekly and adjust goals accordingly.

---

**Teacher Comments**

- Improvements noted in all areas.
- Continue to work on weaknesses identified.

---

**Student Signed**: [Signature]

**Teacher Signed**: [Signature]
1. Select a testing term (Required)

If there are no terms available, there are no test terms for your students in the Dynamic Reporting Suite at this time. If you feel this is in error, please contact a

2. Show only current-term Class data? (Required)

Selecting "Yes" will limit the data shown to only students contained in your current-term Class.

---

Report:
RIT scores for individual students and their Performance Category (Proficient, Advanced, Below Standards...)

---

25

---

Student Projected Performance

---

Worksheet
• Student Projected Performance

---

Select testing term current class data?