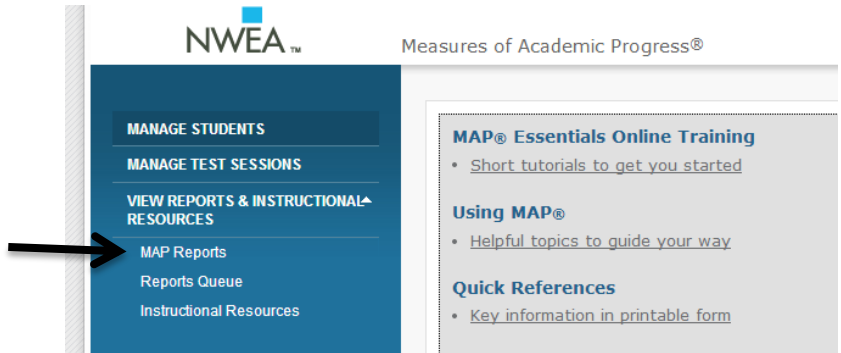


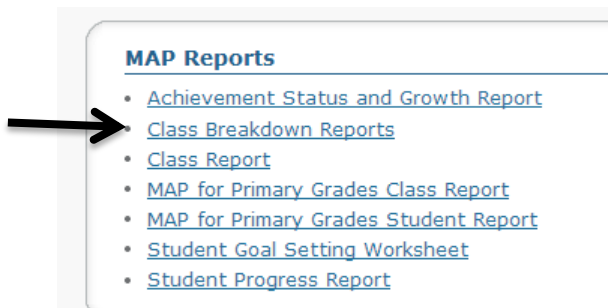
NWEA – Finding Reports

Melissa Gorseger 3/9/14

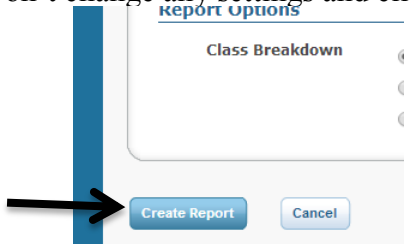
1. Start by going to MAP Reports



2. Choose “Class Breakdown Reports”



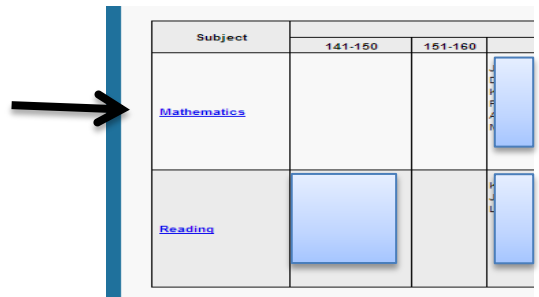
3. Don't change any settings and click “Create Report”



4. This report will show you an overall score breakdown for each subject.

Subject	Overall Score							
	141-150	151-160	161-170	171-180	181-190	191-200	201-210	211-220
Mathematics			J D K F A N	S D J A	L L G K A A C C J	H R D	J R E L I A B L E	
Reading		K J L		C M A J F A D	D L K D G C A A G H E Z E L I O O	H R D	J R E L I A B L E	J R E L I A B L E

5. To get the specifics of a subject, click on that subject.



6. This report shows you a breakdown of how every student did in each area of the subject.

Goal	161-180	161-170	171-180	181-190	191-200	201-210	211-220
Operations and Algebraic Thinking							
Number and Operations							
Measurement and Data							
Geometry							

7. From here, you have two options:

a. Option A: Click on the Goal Area to get a list of the Instructional Data. It will show Skills and Concepts to Enhance, Develop, and Introduce in a RIT score range.

Skills and Concepts to Enhance (73% Probability*) 161 - 170	Skills and Concepts to Develop (50% Probability*) 171 - 180	Skills and Concepts to Introduce (27% Probability*) 181 - 190
Understand Place Value, Counting, and Cardinality	Understand Place Value, Counting, and Cardinality	Understand Place Value, Counting, and Cardinality
169 Identifies the tens, the 10s and 1s in a given numeral (≤ 100)		
169 Represents a given numeral using base-ten blocks (≤ 100 ; place value mat; using manipulatives)		
170 Compares sets of objects using the term "more" (≤ 100 ; base-ten blocks)		
170 Represents a given set of objects as a numeral (≤ 100 ; base-ten blocks)		
Number and Operations: Base Ten and Fractions	Number and Operations: Base Ten and Fractions	Number and Operations: Base Ten and Fractions
161 Understands the concept of one less than a number (≤ 100)	173 Determines the sum (2-digit addends; sum ≤ 100 ; no regrouping; manipulatives shown; horizontal representation)	181 Understands the concept of 100 more than a number (≤ 1000)
163 Understands the concept of one less than a number (≤ 100 ; number line)	173 Understands the concept of 10 less than a number (≤ 1000)	181 Rounds a given number to the nearest 10 (≤ 50 ; 2-digit number; number line)
165 Determines basic addition facts with three addends (sum ≤ 10 ; $1 + 2 + 4$; horizontal representation)	173 Solves a subtraction word problem (difference ≤ 50 ; numbers ≤ 100 ; no regrouping; ten-frames shown)	181 Understands the concept of 10 less than a multiple of 10 number (≤ 100 ; hundreds chart)
165 Determines basic addition facts with three addends (sum ≤ 10 ; $4 + 3 + 2$; horizontal representation)	174 Determines the sum (2-digit addends; sum ≤ 100 ; with regrouping; manipulatives and numerals shown; horizontal representation)	181 Understands the concept of 10 less than a number (≤ 100 ; hundreds chart)
165 Determines the sum (1- and 2-digit addends; sum ≤ 100 ; with regrouping; horizontal representation)	175 Rounds a given number to the nearest 10 (≤ 100 ; 2-digit number)	182 Understands the concept of one hundred more than a number (≤ 1000)
167 Determines basic addition facts with three addends (sum ≤ 10 ; $1 + 2 + 3$; vertical representation)	176 Understands the concept of 10 less than a number (≤ 100 ; hundreds chart)	183 Understands the concept of 10 less than a number (≤ 100 ; hundreds chart)
168 Understands the concept of 10 more than a number (≤ 100 ; hundreds chart)	177 Determines basic addition facts (sum ≤ 20 ; $9 + 10$; horizontal representation; number line shown)	183 Determines the sum (2-digit addends; sum ≤ 1000 ; with regrouping; vertical representation)
168 Determines the difference (difference ≤ 50 ; numbers ≤ 50 ; no regrouping; horizontal representation)		183 Determines the sum (2-digit addends; sum ≤ 50 ; no regrouping; vertical representation)

b. Option B: Click on the student's name to get a list of his or her individual RIT range and a list of his or her Instructional Data. It will show Skills and Concepts to Enhance, Develop, and Introduce for that specific student. *Note – this is only in the specific goal area (i.e. Numbers and Operations)

201-210	211-220
all students in the cell: H. Strickland (198) B. Funnell (207)	A. White (201)
B. Funnell (207)	D. Lee (200)
all students in the cell: R. Funnell (198) A. White (205) B. Funnell (207)	
all students in the cell: C. Strickland (198) R. Funnell (198) A. White (205) B. Funnell (207)	

Primary Grades Instructional Data
Common Core Mathematics K-12: 2010
 Goal: Number and Operations
 School: Vowles Elementary School
 Instructor: Gorseger, Melissa
 Class: 201-210
 Test Name: MAP: Math Primary Grades Common Core 2010 V2

Skills and Concepts to Enhance (73% Probability*) 191 - 200	Skills and Concepts to Develop (50% Probability*) 201 - 210	Skills and Concepts to Introduce (27% Probability*) 211 - 220
Understand Place Value, Counting, and Cardinality	Understand Place Value, Counting, and Cardinality	Understand Place Value, Counting, and Cardinality
195 Represents a given place value description as a numeral (≤ 1000 ; number of ones and hundreds)	201 Represents a given place value description as a numeral (≤ 1000 ; number of ones and hundreds)	
Number and Operations: Base Ten and Fractions	Number and Operations: Base Ten and Fractions	Number and Operations: Base Ten and Fractions
191 Determines the sum (3-digit addends; sum ≤ 1000 ; no regrouping; horizontal representation)	201 Determines the sum (3-digit addends; sum ≤ 1000 ; with regrouping; vertical representation)	
191 Understands the concept of 10 more than a number (≤ 1000)	206 Identifies wholes divided into 2/4	
193 Rounds a given number to the nearest 10 (≤ 100 ; 2-digit number; number line)		
193 Solves a subtraction word problem (difference ≤ 20 ; numbers ≤ 1000 ; equation not shown; manipulatives and numerals shown; base-ten blocks)		
195 Determines the difference (difference ≤ 20 ; numbers ≤ 100 ; no regrouping; horizontal representation)		