



Parent Informational Session:

**NWEA test and Read by 3rd grade
review**

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What is NWEA?

- Northwest Evaluation Association
- Assessment given 3 times a year in the areas of math and reading (K-5) and language (3-5)
- Measures student development-not grade level proficiency
- The next question is chosen based on how the student answered the previous question



What Do the Questions Look Like?

[Second Grade MAP Example](#)

[Fourth Grade MAP Example](#)



What Does the RIT Score Mean?

- Students receive a RIT score (Rausch unit score)
- Students RIT score is calculated when they answer 50% of the questions correctly and incorrectly
- This is considered the student's *zone of proximal development*-this is where the student need to be taught
- Student's RIT scores are shown in comparison to their peers district wide and nationwide
- The student's score aligns with an approximate grade level per their performance [Norm Ranges Chart](#)



Student Growth

- Each student receives a growth target when they complete each test
- The growth target shows how much the student should improve in that subject area throughout the course of one year
- Student growth targets are set based on the student's RIT score, previous performance, and the average growth of their peers in the same area



Achievement Status				Growth							
Fall 2015		Winter 2016		Student						Comparative	
RIT Range (+/- SEM)	Percentile Range (+/- SE)	RIT Range (+/- SEM)	Percentile Range (+/- SE)	Projected RIT	Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth	Conditional Growth Index	Conditional Growth Percentile
208- 211 -214	57- 67 -75	217- 220 -223	72- 78 -84	215	4	9	4.3	5	Yes	1.0	84
204- 207 -210	45- 54 -62	212- 215 -218	57- 66 -73	211	4	8	4.23	4	Yes †	0.8	80
210- 213 -216	62- 70 -77	214- 217 -220	63- 71 -78	216	3	4	4.21	1	Yes †	0.2	56
198- 201 -204	29- 37 -45	204- 207 -210	33- 42 -51	206	5	6	4.18	1	Yes †	0.3	61
203- 206 -209	43- 51 -60	210- 213 -216	51- 60 -68	210	4	7	4.38	3	Yes †	0.6	76
208- 211 -214	57- 65 -73	211- 214 -217	54- 63 -71	214	3	3	4.32	0	Yes †	-0.1	46
207- 210 -213	54- 62 -70	209- 212 -215	48- 57 -66	214	4	2	4.28	-2	No †	-0.3	38



How does this help teachers?

- In the fall the scores give teachers a baseline of where they need to start with their specific class
- Scores help teachers create small groups for targeted instruction
- NWEA provides tools for teachers to dissect student's scores by strand to support any gaps in learning

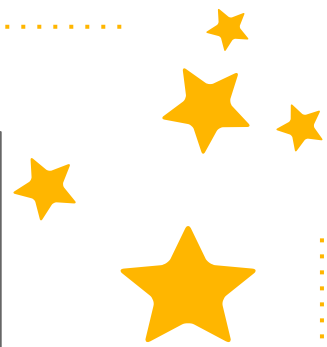
Learning Continuum

Measurement and Data		
Geometric Measurement and Problem Solving		
211-220	<p>Relationships involving Lines, Angles, and Polygons</p> <ul style="list-style-type: none"> Calculates unknown angle measures using the properties of complementary, supplementary, and vertical angles <p>Perimeter/Circumference</p> <ul style="list-style-type: none"> Determines circumferences of circles 	<p><u>Devo, William</u> Overall RIT: 214 Goal Range: 198-204</p>
221-230	<p>Relationships involving Lines, Angles, and Polygons</p> <ul style="list-style-type: none"> Calculates unknown angle measures using the properties of complementary, supplementary, and vertical angles <p>Perimeter/Circumference</p> <ul style="list-style-type: none"> Determines circumferences of circles 	<p><u>Yani, Tera</u> Overall RIT: 224 Goal Range: 218-224</p>
231-240	<p>Relationships involving Lines, Angles, and Polygons</p> <ul style="list-style-type: none"> Calculates unknown angle measures using the properties of complementary, supplementary, and vertical angles <p>Perimeter/Circumference</p> <ul style="list-style-type: none"> Determines the circumference given the area of a circle 	<p><u>Olivera, Jose</u> Overall RIT: 230 Goal Range: 228-239</p> <p><u>Simson, Alonso</u> Overall RIT: 227 Goal Range: 235-240</p> <p><u>Triage, Celeste</u> Overall RIT: 225 Goal Range: 232-239</p>
241-250	<p>Relationships involving Lines, Angles, and Polygons</p> <ul style="list-style-type: none"> Applies the Triangle Inequality Theorem <p>Perimeter/Circumference</p> <ul style="list-style-type: none"> Determines perimeters of rectangles given the areas Determines the radius or diameter given the circumference of a circle 	<p><u>Nato, Danna</u> Overall RIT: 245 Goal Range: 244-250</p>

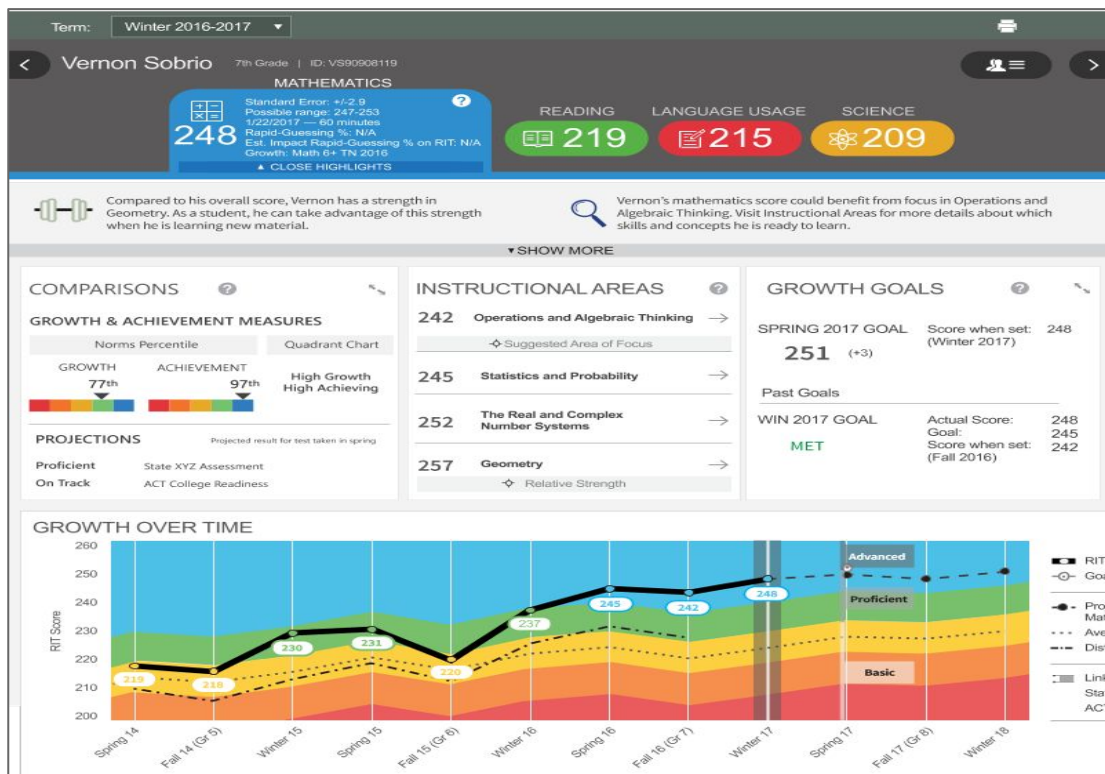
Students who need extra support can progress by focusing on this skill...

...so they are ready for the topic you intend to teach

Students who need more challenge can learn these skills



Student Profile



Student Progress Report



How Can I Help My Child Grow?

All Students:

Read 20 minutes a day with your child and ask them comprehension questions or discuss the text

Make sure your child completes the homework and activities assigned by their classroom teacher and any resource teacher they may see

Make sure your child is on time and in attendance at school regularly

Give your child time to practice the skills they need help with using one or many of the resources on the list provided

[Resources](#)

Read By 3rd
Grade

Public Act 306: Michigan Read by Third Grade Law

- The law states that a child will be retained in third grade if they are one or more grade levels behind in reading at the end of third grade. Some exceptions will apply.
- The law includes this year's 3rd graders
- To help more students be proficient by the end of third grade, the law requires extra support for K-3 students who are not reading at grade level.



- In 2015, 2 out of 3 fourth grade students were **not proficient** on the 4th grade M-Step
- Students that are not proficient in reading by the end of third grade are **four times** more likely to dropout of high school.

Why Was the
Law Passed?

- Dearborn Individual Reading Intervention Plan
- All students in the bottom 69% on the NWEA in the area of reading will receive a DIRIP
- A 50% or passing on the MSTEP is approximately a 69% on the NWEA

DIRIPs

- Teacher Support
- Parent Support
- Student Support

DIRIPs

Thank you for joining
us!

Any Questions?

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