



## STUDENT PROFILE OVERVIEW

The NWEA MAP Student Profile report provides details about an individual student’s MAP test performance. There are two key sections to this report, the Highlights section and the Instructional Areas section. This overview document provides educators with directions on how to access the Student Profile report and explains the information in both sections. Use this tool in conjunction with the Student Profile to have a better understanding of the report.

### To access this report:

- Click the MAP Reports page
- Click on the “Student Profile” link
- Select the roster term and school
- Select the instructor, the class, and finally the student
- Click the “view student profile” button [will take you to the Highlights section]

### Part 1: highlights section



### What am I looking at?

The top of the report has the student name and grade. The tests are below. Below the test name, the buttons show the student’s RIT score. You can navigate between the Math and Reading test with these buttons. The color of each button corresponds to the student’s percentile ranking for that test.

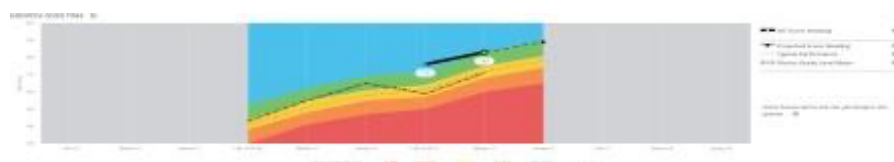


When you select a test, the button enlarges and shows test specifics in addition to the RIT score. Below are 3 columns: Comparisons, Instructional Areas, and Growth Goals.

**Comparisons:** This column includes the “Norms Percentile,” which is the student’s percentile ranking for the test. This column also includes state specific information, which we do not use.

**Growth Goals:** We don’t worry about this column, because we do not input growth goals for students

The very bottom of the Highlights page has a “Growth Over Time” section, which provides a visual for student growth.





## Part 2: instructional areas section

To navigate to the Instructional Areas section of the report, click on the two arrows in the top corner of the “instructional areas” column of the Highlights page. This will take you to the Instructional Areas page:

The screenshot shows the 'INSTRUCTIONAL AREAS' section of a report. On the left, there is a table of scores for four instructional areas:

Instructional Area	Score	Standard Deviation
Language and Writing (Suggested Area of Focus)	167	± 6.8
Literature and Informational	179	± 6.5
Vocabulary Use and Functions	183	± 6.1
Foundational Skills (Relative Strength)	198	± 6.8

The main content area displays 'Language and Writing' details, including a list of skills under 'Capitalize, Spell, Punctuate' and 'Apostrophes'. It notes that the student is ready to 'DEVELOP' these skills (161-178).

### What am I looking at?

#### Suggested Area of Focus and Relative Strength

**Suggested Area of Focus:** When a student scores significantly lower in one instructional area, this is considered his or her weakness.

**Relative Strength:** When a student scores significantly higher in one instructional area, this is considered his or her strength.

This screenshot is identical to the previous one but highlights the 'Language and Writing' and 'Foundational Skills' rows in the left-hand table with orange boxes to illustrate the 'Suggested Area of Focus' and 'Relative Strength' concepts.



Reinforce, Develop and Introduce

**Reinforce:** skills that the student performed well on, but should keep practicing to stay proficient

**Develop:** skills that the student needs support with now, to help him/her move out of his/her current RIT band

**Introduce:** skills that the student will be ready for next, after he/she has developed the skills needed to move out of his/her current RIT band

\*When targeting skill gaps, teachers should **start** with the “develop” category.

INSTRUCTIONAL AREAS

Group by: STANDARD TOPIC

Grade(s): All Grades

Show learning statements: SHOW HIDE

View learning statements to: REINFORCE  DEVELOP INTRODUCE

View All Instructional Areas

Language and Writing Suggested Area of Focus	167 ± 6.8
Literature and Informational	179 ± 6.5
Vocabulary Use and Functions	183 ± 6.1
Foundational Skills Relative Strength	198 ± 6.2

These learning statements apply to Malachi's current RIT score:

Language and Writing

Capitalize, Spell, Punctuate

Apostrophes

Malachi is ready to DEVELOP these skills (161-170):

- Identifies a contraction
- Understands the contraction for "I have"
- Understands the contraction for "I would"
- Understands the contraction for "cannot"
- Understands the contraction for "did not"
- Understands the contraction for "had not"
- Understands the contraction for "has not"
- Understands the contraction for "is not"
- Understands the contraction for "should not"
- Understands the contraction for "we have"
- Understands the contraction for "you are"
- Understands the contraction for "you have"

Capitalization: First Word Rules

Standard View vs. Topic View

**Standards View** lists standards for the student’s RIT band.

**Topic View** lists the skills for the student’s RIT band. \*This is often a little more specific (i.e. “idioms,” “onomatopoeia,” and “simile” instead of “figurative language”).

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Capitalization: First Word Rules