



How to Analyze NWEA MAP Math Results

Goal areas, CCSS connections and a sample student report: a guide for teachers

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1 Start with the big picture

RIT score

The student's current overall math level.

Percentile

How the score compares with same-grade peers nationally.

Growth

How much the RIT score changed between tests.

Goal areas

Relative strengths and needs by math domain.

Don't judge a student from one number: read the full profile together.

2 Reading goal areas

- Each goal area shows performance **relative to the student's overall RIT**.
- Above** likely a relative strength.
- At** in line with overall performance.
- Below** a priority for support.
- Goal areas rest on fewer questions: confirm with classwork.

3 How CCSS fits in

- MAP goal areas are broad domains (e.g. Number & Operations).
- CCSS names the exact grade-level skills to teach.
- Use RIT bands with NWEA's Learning Continuum to link results to standards.
- Ask: *which standard is this student ready to learn next?*

MAP shows where to look. CCSS tells you what to teach next.

4 Sample Grade 4 student report

EXAMPLE · fictional student · illustrative numbers

Student: "Student A" (fictional)

Grade: 4 **Subject:** Math

Term: Fall

214

Example RIT score

68th

Example percentile: scored higher than 68% of same-grade peers

+7

Example growth: 207 → 214 since last test

Goal area	Result	Vs. overall RIT	What it means	Instructional next step
Operations & Algebraic Thinking	Above	≈ +9 points	Relative strength	Multi-step problems, patterns, factors/multiples; extend real-world problem solving.
Number & Operations	High-average	≈ +4 points	Slight strength	Multi-digit place value and operations; add open-ended problems.
Measurement & Data	Below	≈ -6 points	Area of need	Reteach key ideas (measurement, line plots, data); use hands-on, real-world tasks.
Geometry	At	≈ -3 points	On track	Continue grade-level work; target shapes, angles, lines and symmetry.

All figures are invented for illustration. For real norm comparisons, use NWEA's current published norms and your district reports.

5 Connecting the sample to CCSS

Goal area	Possible Grade 4 CCSS focus	Teacher action
Operations & Alg. Thinking	4.OA.A.3 multi-step word problems; 4.OA.B.4 factors & multiples	Enrich with open-ended, multi-step tasks
Number & Operations	4.NBT.B.5 multi-digit multiplication; 4.NF.A.1 equivalent fractions	Practice multi-step operations and fractions
Measurement & Data	4.MD.A.2 measurement problems; 4.MD.B.4 line plots	Targeted small-group reteach with models
Geometry	4.G.A.1–3 lines, angles, shapes, symmetry	Keep practising; vary problem types

6 A simple analysis routine

- Check RIT and percentile:** where is the student overall?
- Check growth:** did the student grow since last test?
- Find strongest and weakest goal areas** relative to overall RIT.
- Match weak areas to CCSS** skills to teach next.
- Check classroom evidence:** quizzes, work samples, observation.
- Group and plan:** reteach, practise or enrich; use flexible groups.

7 Common mistakes to avoid

- Using one score alone.** It doesn't show everything a student knows.
- Treating goal areas as exact.** They rest on a few questions; use them as clues.
- Ignoring growth.** A student may grow a lot while still below grade level.
- Skipping classroom evidence.** Confirm with observation and work samples.

Teacher tip

Best use of MAP: combine RIT + growth + goal areas + classroom work to build flexible instructional groups.