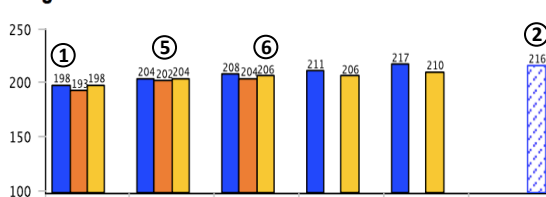




NWEA Progress Report Explanation

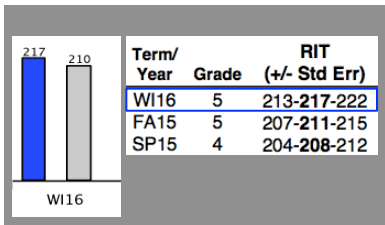
This is a sample Reading Progress Report for a 5th grade student. The information below will explain each component of the Progress Report chart and table using this sample student's information. (*The Math Progress Report has identical components within the chart and table areas to this Reading Progress Report.*)

Reading



| Term/Year | Grade | RIT (+/- Std Err) | RIT Growth | Growth Projection | Percentile Range |
|-----------|-------|-------------------|------------|-------------------|------------------|
| WI16 | 5 | 213-217-222 | | | 57-68-78 |
| FA15 | 5 | 207-211-215 | | | 54-64-72 |
| SP15 | 4 | 204-208-212 | 10 | 8 | 45-55-65 |
| WI15 | 4 | 200-204-208 | | | 41-51-61 |
| FA14 | 4 | 195-198-201 | | | 42-50-57 |
| SP14 | 3 | 193-196-200 | 11 | 11 | 34-43-52 |
| WI14 | 3 | 190-193-196 | | | 35-43-52 |

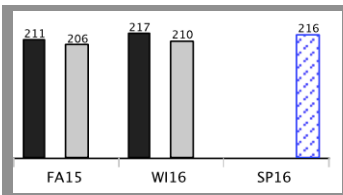
1 STUDENT RIT



STUDENT RIT is a student's estimated score on an NWEA test. This score is independent of the age or grade of the student and reflects the instructional level at which the student is currently performing in each subject area. The numbers on either side of the RIT score on the Results Table indicate the range in which the student is performing, as defined by the RIT score plus and minus one standard error of measurement. If the student took the test again within a reasonable period of time, the student's score would fall within this range most of the time.

On the Winter 2016 Reading test, this 5th grade student's estimated score is 217, but the student could be performing within the range of 213 to 222.

2 STUDENT RIT PROJECTION



STUDENT RIT PROJECTION for the spring term is based on the student's actual RIT score at the beginning of the school year and the average growth of students nationwide in the same grade-level that had a similar RIT score.

This student's projected Reading score for the end of the year (Spring 2016) is 216. The student is expected to grow 5 points this year.

3 RIT GROWTH

| Term/Year | Grade | RIT (+/- Std Err) | RIT Growth | Growth Projection |
|-----------|-------|-------------------|------------|-------------------|
| WI16 | 5 | 213-217-222 | | |
| FA15 | 5 | 207-211-215 | | |
| SP15 | 4 | 204-208-212 | 10 | 8 |
| WI15 | 4 | 200-204-208 | | |
| FA14 | 4 | 195-198-201 | | |

RIT GROWTH for an entire school year can be compared to the growth projection from the beginning of the year to evaluate whether the student progressed as expected.

From Fall 2014 to Spring 2015 this student grew 10 RIT points (198 to 208) and exceeded their RIT Growth Projection (8).

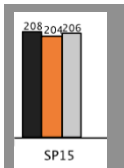
4 PERCENTILE RANGE

| Term/Year | Grade | RIT (+/- Std Err) | RIT Growth | Growth Projection | Percentile Range |
|-----------|-------|-------------------|------------|-------------------|------------------|
| WI16 | 5 | 213-217-222 | | | 57-68-78 |
| FA15 | 5 | 207-211-215 | | | 54-64-72 |
| SP15 | 4 | 204-208-212 | 10 | 8 | 45-55-65 |

PERCENTILE RANGE is the percentage of students nationwide who had a RIT score less than or equal to an individual student's score. A score below the 21st percentile is considered low achievement, from the 21st to 40th is low average, from the 41st to 60th is average, from the 61st to 80th is high average, and over the 80th percentile indicates that a student is performing at a high level of achievement.

This student is performing higher than or equal to 68% of students who took the NWEA Reading test nationwide in the winter term. This is considered high average.

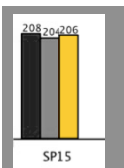
5 DISTRICT GRADE LEVEL MEAN RIT



DISTRICT GRADE LEVEL MEAN RIT allows a comparison of a student's RIT score to the average RIT score for students in Noblesville Schools in the same grade and tested in the same term.

On the Spring 2015 NWEA Reading test, this student's score (208) was slightly higher than the average score of his or her peers in the district (204).

6 NORM GRADE LEVEL MEAN RIT

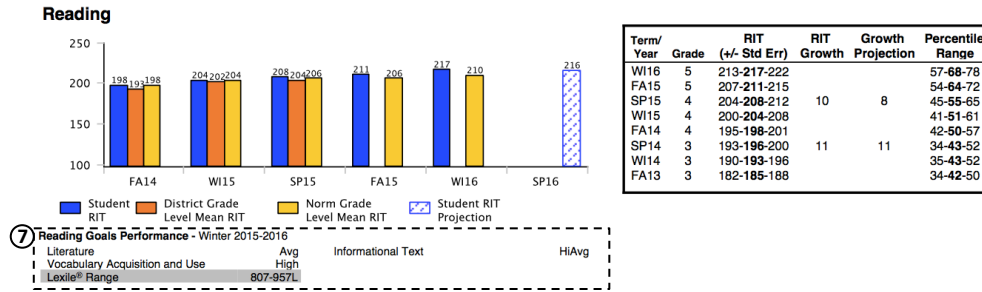


NORM GRADE LEVEL MEAN RIT allows a comparison of a student's RIT score to the average RIT score for students in the same grade nationwide and tested in the same term.

On the Spring 2015 NWEA Reading test, this student's score (208) was slightly higher than the average score of his or her peers nationwide (206).



NWEA Progress Report Explanation



GOALS PERFORMANCE includes a score for each goal area (topic or skill) included in the test is reported along with a goal range or descriptive adjective of the student’s score. The possible descriptors are Low (percentile < 21), LoAvg (percentile between 21 and 40), Avg (percentile between 41 and 60), HiAvg (percentile between 61 and 80), and High (percentile > 80). An asterisk (*) is displayed if the goal score could not be calculated due to too many items answered incorrectly or too few items available in the RIT range assessed.

See specific goal areas and skills for each NWEA test at the Noblesville School’s NWEA Parent Resource Page (<http://www.noblesvilleschools.org/Page/7462>).

7 GOAL PERFORMANCE

READING

Reading Goals Performance - Winter 2015-2016

| | | | |
|--------------------------------|----------|--------------------|-------|
| Literature | Avg | Informational Text | HiAvg |
| Vocabulary Acquisition and Use | High | | |
| Lexile® Range | 807-957L | | |

Lexile® Range

The Lexile Framework is a scientific way to match readers with text using the same scale. Recognized as the best way to match readers with appropriate text, Lexile measures connect learners of all ages with resources at the right level of challenge. A student’s Lexile range can be used to identify appropriate, challenging books, periodicals, and other reading materials. At the lowest grade in each band, students focus on reading texts within that text complexity band. In the subsequent grade or grades within a band, students must “stretch” to read a certain proportion of texts from the next higher text complexity band. Students that are below 0 on the Lexile Scale will have a BR, or Beginning Reader, code as their Lexile score.

| Grade Band | Current Lexile Band | "Stretch" Lexile Band* |
|------------|---------------------|------------------------|
| K-1 | N/A | N/A |
| 2-3 | 450L-730L | 420L-820L |
| 4-5 | 640L-850L | 740L-1010L |
| 6-8 | 860L-1010L | 925L-1185L |
| 9-10 | 960L-1120L | 1050L-1335L |
| 11-CCR | 1070L-1220L | 1185L-1385L |

**COMMON CORE STATE STANDARDS FOR ENGLISH, LANGUAGE ARTS, APPENDIX A (ADDITIONAL INFORMATION), NGA AND CCSSO, 2012*

See more information at <https://lexile.com/about-lexile/lexile-overview/lexile-infographic/>.

On the Winter 2016 Reading test, this 5th grade student’s strength is in Vocabulary Acquisition and Use and also reading Informational Text. The student is performing on grade level with a lexile level of 807-957.

MATH

Mathematics Goals Performance - Winter 2015-2016

| | | | |
|-----------------------------------|-------|-----------------------|-------|
| Operations and Algebraic Thinking | HiAvg | Number and Operations | HiAvg |
| Measurement and Data | Avg | Geometry | LoAvg |

On the Winter 2016 Math test, this student struggled in Geometry, but was strong in Operations and Algebraic Thinking and Number and Operations.