Comparative Data to Inform Instructional Decisions

The information in this document is provided to help educators make informed decisions about what instructional programs or optional strategies might be used to help kids learn. These data should be used as one of many data points for instructional decisions rather than as the only single placement guide. They are applicable to a variety of instructional programs and instructional decisions. These might include but are not limited to:

- Identifying and qualifying students for various instructional strategies
- Guiding teachers who do not regularly make decisions on instructional program choices for students
- Scheduling and grouping to meet students' learning needs
- Screening for special or alternative instruction
- Staffing and resourcing

For each chart:

- The grade designations represent beginning-of-year grade levels.
- The RIT scores defining each level are separated by 1/2 standard deviation except for the highest level which is set at the 95th percentile.
- At all levels, consider differentiated instruction, flexible grouping, or tiered instruction.
- As scores ascend, give more consideration to curriculum-compacting, accelerated instructional pacing, and special programs.
- As scores descend, give more consideration to additional instructional time, one-on-one tutoring, use of short cycle assessments, and special programs.

The instructional suggestions in this document are intended to provide initial ideas, not to be an exhaustive list of options.

	MATHEMATICS											
	K	1	2	3	4	5	6	7	8	9	10	11
Higher Achievement	164	185	200	213	225	237	246	253	259	263	266	271
	156	176	192	205	217	227	235	242	247	251	254	256
	150	169	185	199	210	220	228	234	239	242	245	246
Rounded Mean	144	163	179	192	204	213	220	226	230	233	235	236
	138	156	172	186	197	205	212	218	221	224	226	226
Lower Achievement	132	149	166	180	190	198	205	209	213	215	217	217
	126	142	159	174	184	191	197	201	204	206	208	208
	K	1	2	3	4	5	6	7	8	9	10	11

A student score at or above the following scores on a 6+ Mathematics Survey with Goals test suggests student readiness for:
- 230 Introduction to Algebra
- 235 Algebra
- 245 Geometry

READING

	K	1	2	3	4	5	6	7	8	9	10	11
Higher Achievement	161	181	201	215	224	230	236	240	244	246	248	254
	153	173	191	205	214	221	227	231	234	237	238	240
	148	166	184	198	207	214	220	224	227	229	230	232
Rounded Mean	143	160	176	190	200	207	213	217	220	222	223	223
	137	154	168	183	192	200	206	209	212	214	215	215
Lower Achievement	132	147	161	175	185	193	199	202	205	207	208	208
	126	141	153	168	178	186	192	195	197	200	200	200
	K	1	2	3	4	5	6	7	8	9	10	11

LANGUAGE USAGE

	2	3	4	5	6	7	8	9	10	11
Higher Achievement	215	215	224	230	234	237	241	243	244	248
	191	205	215	221	225	229	232	234	235	237
	183	198	208	214	219	222	225	228	228	230
Rounded Mean	175	191	201	207	212	216	219	221	222	222
	168	184	194	201	206	209	212	214	215	215
Lower Achievement	160	176	187	194	199	203	205	208	208	208
	152	169	180	187	193	196	198	201	201	201
	2	3	4	5	6	7	8	9	10	11

GENERAL SCIENCE

	3	4	5	6	7	8	9	10
Higher Achievement	207	213	219	223	227	230	233	236
	200	207	212	216	220	222	225	228
	195	201	206	211	214	217	219	221
Rounded Mean	189	196	201	205	208	211	213	215
	184	191	196	200	202	205	207	209
Lower Achievement	179	186	190	194	197	199	201	202
	173	181	185	189	191	193	195	196
	3	4	5	6	7	8	9	10

SCIENCE CONCEPTS & PROCESSES

	3	4	5	6	7	8	9	10
Higher Achievement	205	211	217	222	225	228	233	232
	198	205	210	215	218	221	225	225
	193	200	206	210	213	216	219	219
Rounded Mean	188	195	201	205	208	210	213	213
	183	191	196	200	202	205	207	208
Lower Achievement	178	186	191	194	197	200	201	202
	173	181	186	189	192	194	195	196
	3	4	5	6	7	8	9	10

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Northwest Evaluation Association

For more information on applications of the data in this document, please contact your Partner Relations Representative at 503-624-1951.