

The purpose of this chart is to help you understand the NWEA measurement scale (RIT scale) and how it can be used to measure academic growth over time. For more specific information to help support instruction please see NWEA's DesCartes: A Continuum of Learning.

RIT Reference Chart for MPG Reading

NWEA tests produce scores that make it possible to monitor student growth from year to year along developmental curriculum scales or continua. The chart inside shows examples of the kinds of work students can do at various points along the NWEA RIT scale, assuming they have been exposed to content. This type of information is helpful in supporting appropriate instruction.

Please note that each subject-area has a unique alignment to the RIT scale. As a result, scores between subjects are not equivalent.

How to use the charts:

1. Find the column containing the student's score for a particular subject. For example, if the student's score in "Phonological Awareness" is 188, refer to the column labeled 181-190.
2. Read down the column to locate a sample test question for a given reporting area, such as "Phonological Awareness." A student's score suggests that, currently, they are likely to get about half of the questions of this difficulty correct.
3. Now look at the questions in the column(s) to the left. The student is likely to get most of these correct, assuming he or she has been instructed in these skills and concepts.
4. The questions in the column(s) to the right will probably require new learning on the student's part.

RIT Scale

We use the RIT scale to measure a student's academic growth over time. Like units on a ruler, the scale is divided into equal intervals – called Rasch Units (RIT) – and is independent of grade level.



MPG READING

below 131

131-140

141-150

151-160

161-170

171-180

181-190

above 191

Phonological Awareness

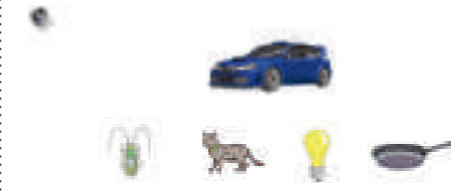
Students can identify, blend, isolate, and manipulate phonemes. They recognize rhyme and count syllables in words.



Listen to the names of the pictures: tag, goat, boat, bus. Click on the two pictures that rhyme.



Listen to the starting sound of each word. Ring, rake, cone, rope. Click on the one with a different starting sound than the others.



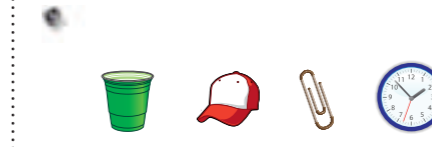
Listen to the word: car. Which picture has the same beginning sound as car? Bug, cat, light, pan.



Listen to the sounds and put them together: /f/.../am/. Choose the picture that shows this word: /f/.../am/.



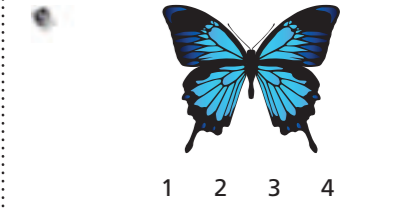
Look at the pictures. Click on the word that has the long /A/ sound, as in "late." Cat, cake, key, car.



Listen to the word: clap. Take the /l/ sound away. Which picture shows this new word? Cup, cap, clip, clock.



Listen to the word: mail. Take the /A/ sound away, and put the /O/ sound in its place. Which picture is the new word? Lamp, mole, cow, mat.



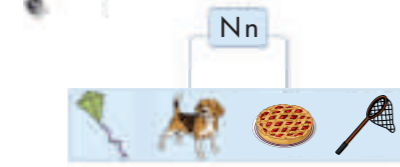
Listen to the word: butterfly. How many syllables are in the word butterfly?

Phonics

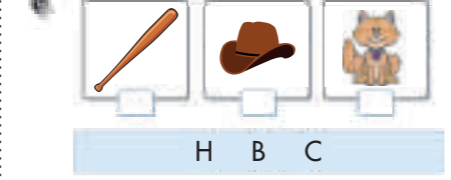
Students know and apply letter-sound correspondences and regular decoding patterns. They use spelling patterns, rhyming, and syllabication rules to decode words.



Which letter makes the sound /f/, as in "fan"?



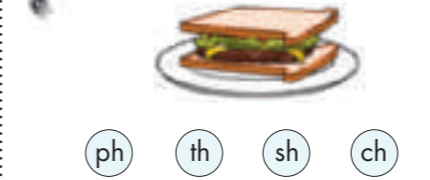
Look at the letter: "N." Click on the picture that begins with the letter "N." Kite, dog, pie, net.



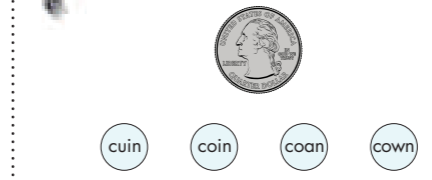
Look at the pictures. Match the letters to the beginning sound of each picture. Bat, hat, cat.



Listen to the word: "top." Which letter makes the ending sound in the word "top"?



Click on the letters that make the ending sound in this picture: sandwich.



Listen to the word: "coin." Click on the word "coin."



Listen to the sound: /O/. Click on the letter pair that makes the sound, /O/.



Listen to the word: surprise. Move the slash to divide the word into its syllables.

Concepts of Print

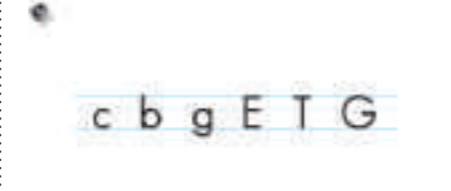
Students understand foundational concepts about words, text, and parts of books. They show understanding of environmental print. They identify letter names and apply knowledge of alphabetical order.



Look at the pictures. Click on the sign that says "stop."



Look at the letters. Move the matching letters to the boxes.



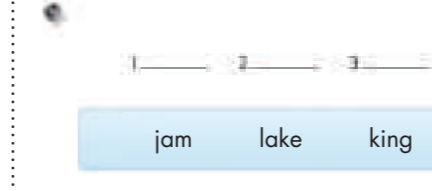
Look at the letters. Click on the letter "B."



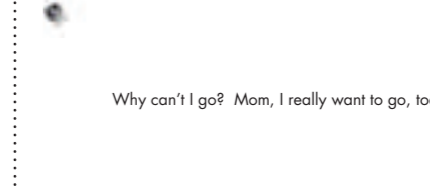
Click on the word that has a capital letter.



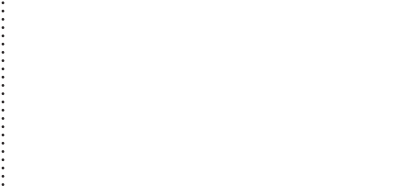
Look at the book. "Music for Mo, written by Autumn Mayo, illustrated by Yuri Howard." Click on the author of the book.



Put the words in ABC order.



Look at the sentences. Click on the exclamation mark.



Concepts of Print is not applicable at this RIT range.

Vocabulary and Word Structure

Students recognize sight words, compare word meanings, and use context clues. They analyze words for compounds, roots and affixes, and they form contractions.



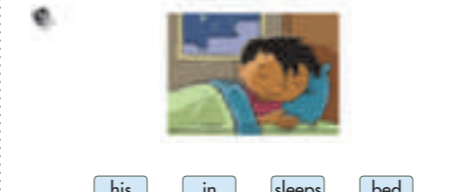
Click on the bird.



Look at the pictures. Click on the bathtub.



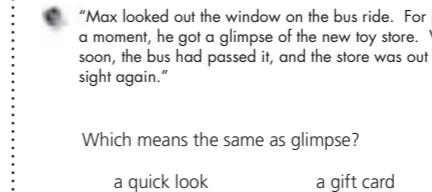
Listen to the clues: It runs. It has legs. It has fur. Which picture matches all of the clues? Frog, boy, dog, truck.



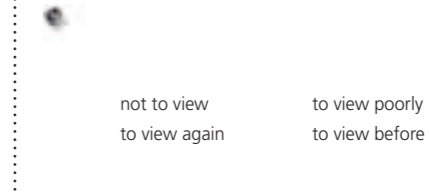
Listen to the sentence. "John sleeps in his bed." Click on the word "his."



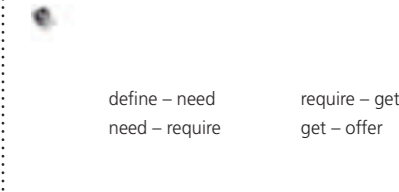
Listen to the sentence. "The panting dog jumped over the buckets." Click on the word with an ending that means "in the past."



Which means the same as glimpse? a quick look, a daydream, a gift card, a buzzing sound.



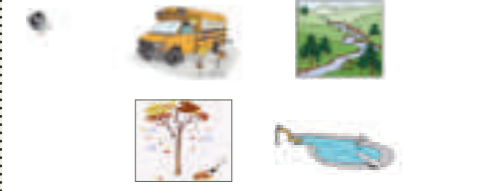
What does "preview" mean?



Which pair of words means the same thing?

Comprehension

Students understand what they hear read aloud, and later read independently with understanding. They identify literal meanings, make inferences, and evaluate texts.



Listen to the story. Which picture shows where the story probably takes place?



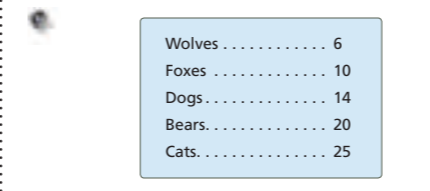
Maureen wants to learn more about taking care of dogs. Click on the book that she should read.



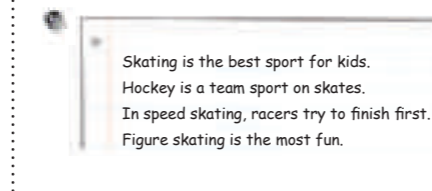
Look at the pictures. "Ronnie took something back to the art shelf. He made sure its lid was on tight, so things would not get sticky." Click on what Ronnie took back to the art shelf.



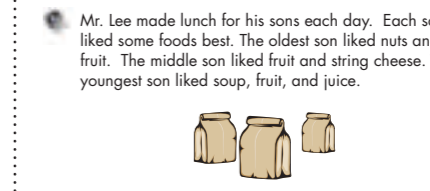
Listen to the story. What does Jayna do before she eats breakfast?



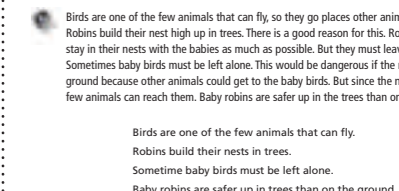
Read the table of contents. Click on the page where information about dogs can be found.



Read the passage. Click on all the sentences that are facts.



Read the passage. Which food did every son like?



Read the story. What is the main idea of the passage?

Writing

Students use steps in the writing process, including using conventions of language and grammar. They understand language structures such as phrases, sentences, and paragraphs.

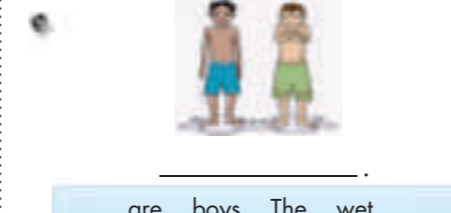


Look at the plate. Put the apple on the plate.



behind the girl, next to the girl, below the girl, on the girl

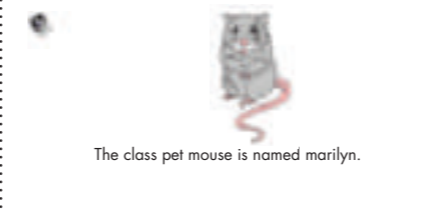
Look at the picture. Where is the dog?



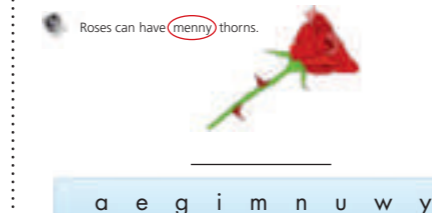
Listen to the sentence: "The boys are wet." Move the words to the lines to write the sentence.



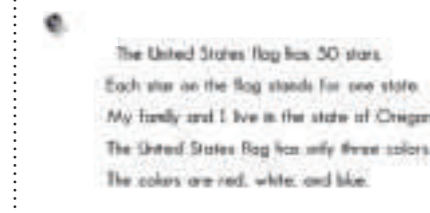
Use all the words to write a sentence about this picture.



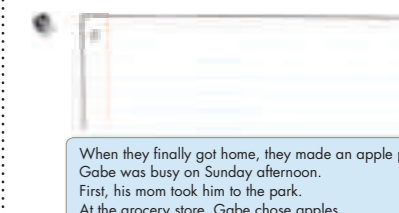
Find the mistake in the sentence. Click on the word that should begin with a capital letter.



Read the sentence. "Many" is not spelled correctly. Use the letters to spell the word correctly.



Nick wrote this report about the United States flag for social studies class. Click on the sentence that should NOT be in Nick's report for class.



Read the sentences. Put the sentences in the best order to make a paragraph.