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PERFORMANCE PROFILE FOR ABBY ABRAHMS
Iowa Assessments™

Class: Thomas
Building: Longfellow
District: Dalen Community
System: System 1
Region: Region 1
State: State 1

Student: Abrahms, Abby
Student ID: 0000161328
Form/Level: E-12
Test Date: 09/2011
Norms: Fall 2011
Grade: 6

TESTS / SCORES / NPR GRAPH

TESTS	SS	NPR	GE	NS
Reading	273	93	11.5	8
Written Expression	264	81	10.2	7
Conventions of Writing	275	91	11.8	8
Vocabulary	250	88	8.8	7
ELA Total	**267**	**96**	**10.9**	**9**
Mathematics	254	86	9.2	7
Computation	243	81	8.2	7
Math Total	**250**	**86**	**8.8**	**7**
Core Composite	**258**	**90**	**9.6**	**8**
Social Studies	246	76	8.4	6
Science	252	79	9.0	7
Complete Composite	**255**	**85**	**9.3**	**7**

NPR GRAPH: 1 25 50 75 99

■■■ = National Percentile Rank

INTERPRETING THE REPORT

In the upper part of this report, scores are printed for the tests, totals, and composites. Several types of scores are reported, including the NPR, which represents the percent of students in the same grade throughout the nation with a lower score.

The horizontal bands in the NPR Graph illustrate the student's performance on each test relative to the other areas. The horizontal bars represent the NPRs for each test. The lengths of these bars permit identification of the student's stronger and weaker areas of achievement.

The lower part of the report provides information about the skill domains measured by each test. It also summarizes data by the different levels of cognition required by the items in some tests. The number of items for each domain and cognitive level, the number attempted, the percent correct for the student, and the average percent correct for students in this grade throughout the nation are reported. The difference between the student's percent correct and the national percent correct is displayed as a horizontal bar.

The College Readiness section reports whether or not a student is on track to enroll and succeed in postsecondary coursework when they graduate from high school. Students reported as "On Track" should continue to work hard to stay on track. Students reported as "Not yet on Track" may need additional coursework, study, or other assistance to become "On Track."

Column 1

Domains/Cognitive Levels	Total Items	No. Att.	%C Stu.	%C Nat.	Diff.
Reading					
Informational Text	28	28	96	64	+32
Literary	16	16	88	71	+17
Domains					
Vocabulary	5	5	80	54	+26
Explicit Meaning	9	9	100	72	+28
Implicit Meaning	10	10	100	68	+32
Key Ideas	11	11	91	64	+27
Author's Craft	9	9	100	70	+30
Cognitive Levels					
Essential Competencies	9	9	100	67	+33
Conceptual Understanding	27	27	96	68	+28
Extended Reasoning	8	8	75	62	+13
Written Expression					
Domains					
Usage & Grammar	17	17	82	54	+28
Sentence Structure	6	6	83	69	+14
Planning & Organization	13	13	85	66	+19
Appropriate Expression	7	7	71	67	+4
Cognitive Levels					
Essential Competencies	21	21	81	56	+25
Conceptual Understanding	8	8	88	65	+23
Extended Reasoning	14	14	79	69	+10
Conventions of Writing					
Domains					
Spelling	32	32	94	59	+35
Capitalization	25	25	68	50	+18
Punctuation	25	25	72	49	+23
Vocabulary					
Domains					
Vocabulary	39	39	85	60	+25

Column 2

Domains/Cognitive Levels	Total Items	No. Att.	%C Stu.	%C Nat.	Diff.
Mathematics					
Domains					
Number Sense & Operations	18	18	83	63	+20
Alg. Patterns/Connections	11	11	82	63	+19
Data Analysis/Prob./Stats	10	10	70	51	+19
Geometry	13	13	69	55	+14
Measurement	13	13	85	57	+28
Cognitive Levels					
Essential Competencies	7	7	71	68	+3
Conceptual Understanding	52	52	81	57	+24
Extended Reasoning	6	6	67	59	+8
Computation					
Domains					
Compute with Whole Numbers	10	10	90	64	+26
Compute with Fractions	11	11	64	54	+10
Compute with Decimals	9	9	89	61	+28
Social Studies					
Domains					
History	12	12	67	61	+6
Geography	9	9	78	53	+25
Economics	8	8	75	52	+23
Civics & Government	10	10	80	61	+19
Cognitive Levels					
Essential Competencies	11	11	82	64	+18
Conceptual Understanding	17	17	71	53	+18
Extended Reasoning	11	11	73	58	+15
Science					
Domains					
Life Science	12	12	75	54	+21
Earth & Space Science	14	14	71	52	+19

Column 3

Domains/Cognitive Levels	Total Items	No. Att.	%C Stu.	%C Nat.	Diff.
Science (c)					
Domains (c)					
Physical Science	13	13	62	52	+10
Cognitive Levels					
Essential Competencies	14	14	64	47	+17
Conceptual Understanding	20	20	70	58	+12
Extended Reasoning	5	5	80	47	+33
Information Literacy					
Domains					
Acquiring Information	4	4	75	53	+22
Evaluating Information	5	5	80	62	+18
Using Information	6	6	83	60	+23

College Readiness

Grade-Level Benchmarks
Reading — On Track
Language — On Track
Math — On Track
Science — Not Yet on Track

Predicted ACT/SAT Scores
ACT Composite — 22–27
SAT Critical Reading — 450-580
SAT Math — 460-600

SS = Developmental Standard Score   NPR = National Percentile Rank   GE = Grade Equivalent   NS = National Stanine

A plus sign (+) or a minus sign (-) in the difference graph indicates that the bar extends beyond +/- 20.

Numbers may not sum to 100% due to rounding.   %C = Percent Correct   No. Att = Number Attempted

Order#: 000000000

RIVERSIDE

Individual Performance Profile

Purpose and Use	This report displays individual test scores at the top and domain scores at the bottom for the test level taken by the student. Use it to: • Identify strengths and weaknesses • Determine college readiness • Inform instruction • Monitor growth • Make comparisons • Implement Response to Intervention (RTI) • Predict future performance • Inform placement decisions
Report Elements	The *Individual Performance Profile* is a one-page report that provides the following information: ① **Score profile and graph –** This table lists the student's scores for each of the tests taken. The types of scores listed and graphed are chosen when the report is ordered. The national percentile rank (NPR) for each test is displayed in the bar graph, which provides an overview of the student's performance in each test area relative to other test areas. The bar graph is a convenient way to view the student's score profile to determine in which areas the student's achievement seems strongest and weakest. ② **Interpretative Information –** This section explains what information appears in each part of the report and how to use the scores and graphs presented in the report. ③ **Details by domain and cognitive level –** This section lists the content domains and cognitive levels assessed in each test. For each domain tested, this report shows the following data: **Total Items –** Total number of test items **No. Att. –** Number of items attempted (number of items for which the student marked answers) **%C Stu. –** Student's percent correct **%C Nat. –** Average percent correct for students in this grade throughout the nation **Diff. –** Difference between the student's percent correct and the average percent correct for students in this grade throughout the nation A negative value in the **Diff** column means that a student's score is lower than the national average; a positive value means the score is higher than the national average. The Diff values are also graphed as bars in the area labeled **Differences**. Bars to the left are negative values; those to the right are positive values. The varying direction and lengths of these bars make it easy to identify skills that may represent the student's stronger or weaker areas of performance compared with students in the nation. When a difference is larger than 20, a plus sign (+) or a minus sign (–) appears at the end of the bar. Three cognitive levels, which provide a hierarchy of critical-thinking skills, are reported—Level 1: Essential Competencies, Level 2: Conceptual Understanding, and Level 3: Extended Reasoning. This portion of the report provides additional information about the student's strengths and weaknesses in each test.

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Student ID: 0000161328
Form/Level: E-12
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(A) Iowa Assessments™

(1)

TESTS / SCORES / NPR GRAPH

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NPR GRAPH   1   25   50   75   99

■ = National Percentile Rank

INTERPRETING THE REPORT **(2)**

In the upper part of this report, scores are printed for the tests, totals, and composites. Several types of scores are reported, including the NPR, which represents the percent of students in the same grade throughout the nation with a lower score.

The horizontal bands in the NPR Graph illustrate the student's performance on each test relative to the other test areas. The horizontal bars represent the NPRs for each test. The lengths of these bars permit identification of the student's stronger and weaker areas of achievement.

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(3)

Domains/Cognitive Levels	Total Items	No. Att.	%C Stu.	%C Nat.	Diff.	Differences -20 0 +20
Reading						
Informational Text	28	28	96	64	+32	
Literary	16	16	88	71	+17	
Domains						
Vocabulary	5	5	80	54	+26	
Explicit Meaning	9	9	100	72	+28	
Implicit Meaning	10	10	100	68	+32	
Key Ideas	11	11	91	64	+27	
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Geometry	13	13	69	55	+14	
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Cognitive Levels						
Essential Competencies	7	7	71	68	+3	
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Computation						
Domains						
Compute with Whole Numbers	10	10	90	64	+26	
Compute with Fractions	11	11	64	54	+10	
Compute with Decimals	9	9	89	61	+28	
Social Studies						
Domains						
History	12	12	67	61	+6	
Geography	9	9	78	53	+25	
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Domains						
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Information Literacy						
Domains						
Acquiring Information	4	4	75	53	+22	
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College Readiness

Grade-Level Benchmarks
Reading	On Track
Language	On Track
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Science	Not Yet on Track

Predicted ACT/SAT Scores **(4)**
ACT Composite	22–27
SAT Critical Reading	450–580
SAT Math	460–800

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Numbers may not sum to 100% due to rounding.   %C = Percent Correct   No. Att = Number Attempted

Order#: 000000000

Individual Performance Profile, continued

Report Elements, *continued*	④	**College Readiness –** This section shows whether the student is on track in terms of being ready for college based on the student's *Iowa Assessments* scores. The target for college readiness is that level of achievement at which a student is ready to enroll and succeed in credit-bearing first-year post-secondary courses. These targets are currently defined by the ACT Benchmarks, the College Board Readiness Index, or individual institutions of higher education. The scores on the individual tests in the *Iowa Assessments* have been mapped to defined targets of readiness, and linking studies were done to map these indicators to the ACT Benchmarks.

The student's *Iowa Assessments* scores also predict performance in terms of ACT Composite, SAT Critical Reading, and SAT Math scores. Based on the *Iowa Assessments* scores for this administration, a range of Predicted ACT/SAT Scores is listed. The student's actual ACT or SAT score can be expected to fall within this range.

College readiness can be reported for students taking test levels 12 through 17/18. |

Sample Explained	This report is for Abby Abrahms. In the upper right-hand corner of the page, the report shows that Abby is in Ms. Thomas's class at Longfellow School in the Dalen Community School District. She took Level 12, Form E of the *Iowa Assessments*, and the fall 2011 norms were used to determine her national percentile ranks. She is in the sixth grade and took the *Iowa Assessments* in September 2011. The score profile section in the upper left-hand corner (under **TESTS – SCORES – NPR GRAPH**) lists the tests Abby took and the various scores requested when the report was ordered: standard score (SS), national percentile rank (NPR), grade equivalent (GE), and national stanine (NS). The graph presents Abby's NPR for each test and her Complete Composite. Abby scored above the 75th percentile on the tests.

The lower part of the report indicates the number of test items for each domain and cognitive level within each individual test. It shows the number of items Abby attempted, her percent correct, and the percent correct for students in the nation for each domain and cognitive level. The horizontal bars display the difference between Abby's percent-correct score and the percent-correct score for sixth grade students in the nation.

The lower part of the right column provides information about Abby's readiness for college coursework. Based on Abby's scores on the *Iowa Assessments* Reading, Written Expression, Mathematics, and Science tests, she is on track in Reading, Language, and Mathematics and not yet on track in the area of Science. At the bottom of this column, ACT Composite, SAT Critical Reading, and SAT Math show the respective ranges of scores Abby can expect to receive on these tests, based on her *Iowa Assessments* scores. |

Factors to Consider	Compare your report with the sample shown above. To help identify reasons for differences between the sample and your report, answer the following questions:

• What test scores did your school request? Additional scores may include normal curve equivalent (NCE), local percentile rank (LPR), and local stanines (LS).

• Did your school take the Survey Battery of the *Iowa Assessments*? If so, the tests listed will differ from those in the sample, which shows results for administration of the Complete Battery.

• What type of graphs did your school specify when ordering this report? The upper graph can show either bars for the NPR (as in this sample) and/or LPR or confidence bands for the NPR or LPR. Confidence bands for individual test scores can be compared with one another. Those that overlap each other represent test performances that are probably about the same. When two bands do not overlap, however, those scores indicate performances that are probably different. On the lower half of the report, you may see differences indicated as bar graphs (as in the sample) or with confidence bands. |