# PERFORMANCE PROFILE FOR FAITH STUDENT 

## 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 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.
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 item 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.

| Domains/Cognitive Levels | Total | No. | \%C | \%C |  | Differences |  |  | Domains/Cognitive Levels | Total | No. | $\begin{aligned} & \text { \%C } \\ & \text { Std } \end{aligned}$ | $\begin{aligned} & \text { \%C } \\ & \text { Nat. } \end{aligned}$ | Diff. | Differences |  |  | Domains/Cognitive Levels | TotalItems | No.Att. | \%cStd. | \% ${ }_{\text {Nat }}$ | Diff. | Differences |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Domains/Cognitive Levels | Items | Att. | std. | Nat. | Diff. |  |  |  | -20 |  |  |  |  |  |  | +20 | -20 |  |  |  |  |  |  |  | +20 |
| Reading |  |  |  |  |  |  |  |  |  | Vocabulary |  |  |  |  |  |  |  |  | Science |  |  |  |  |  |  |  |  |
| Informational | 28 | 28 | 71 | 64 | +7 |  |  |  | Domains |  |  |  |  |  |  |  |  | Domains |  |  |  |  |  |  |  |  |
| Literary | 16 | 16 | 81 | 71 | +10 |  |  |  | Vocabulary | 39 | 39 | 79 | 60 | +19 |  |  |  | Life Science | 12 | 12 | 67 | 54 | +13 |  |  |  |
| Domains |  |  |  |  |  |  |  |  | Mathematics |  |  |  |  |  |  |  |  | Earth \& Space Science | 14 | 14 | 79 | 52 | +27 |  |  |  |
| Vocabulary | 5 | 5 | 80 | 54 | +26 |  |  |  | Domains |  |  |  |  |  |  |  |  | Physical Science | 13 | 13 | 62 | 52 | +10 |  |  |  |
| Explicit Meaning | 9 | 9 | 100 | 72 | +28 |  |  |  | Number Sense \& Operations | 18 | 18 | 78 | 63 | +15 |  |  |  | Cognitive Levels |  |  |  |  |  |  |  |  |
| Implicit Meaning | 10 | 10 | 60 | 68 | -8 |  |  |  | Alg. Patterns/Connections | 11 | 11 | 55 | 63 | -8 |  |  |  | Essential Competencies | 14 | 14 | 71 | 47 | +24 |  |  |  |
| Key Ideas | 11 | 11 | 55 | 64 | -9 |  |  |  | Data Analysis/Prob./Stats | 10 | 10 | 20 | 51 | -31 |  |  |  | Conceptual Understanding | 20 | 20 | 75 | 58 | +17 |  |  |  |
| Author's Craft | 9 | 9 | 89 | 70 | +19 |  |  |  | Geometry | 13 | 13 | 46 | 55 | -9 |  |  |  | Extended Reasoning | 5 | 5 | 40 | 47 | -7 |  |  |  |
| Cognitive Levels |  |  |  |  |  |  |  |  | Measurement | 13 | 13 | 62 | 57 | +5 |  |  |  | Cognitive Levels |  |  |  |  |  |  |  |  |
| Essential Competencies | 9 | 9 | 89 | 67 | +22 |  |  |  | Cognitive Levels |  |  |  |  |  |  |  |  | Information Literacy |  |  |  |  |  |  |  |  |
| Conceptual Understanding | 27 | 27 | 74 | 68 | +6 |  |  |  | Essential Competencies | 7 | 7 | 86 | 68 | +18 |  |  |  | Domains |  |  |  |  |  |  |  |  |
| Extended Reasoning | 8 | 8 | 63 | 62 | +1 |  |  |  | Conceptual Understanding | 52 | 52 | 46 | 57 | -11 |  |  |  | Acquiring Information | 4 | 4 | 75 | 53 | +22 |  |  |  |
| Written Expression |  |  |  |  |  |  |  |  | Extended Reasoning | 6 | 6 | 100 | 59 | +41 |  |  |  | Evaluating Information | 5 | 5 | 100 | 62 | +38 |  |  |  |
| Domains |  |  |  |  |  |  |  |  | Computation |  |  |  |  |  |  |  |  | Using Information | 6 | 6 | 83 | 60 | +23 |  |  |  |
| Usage \& Grammar | 17 | 17 | 47 | 54 | -7 |  | - |  | Domains |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Sentence Structure | 6 | 6 | 50 | 69 | -19 |  |  |  | Compute with Whole Numbers | 10 | 10 | 90 | 64 | +26 |  |  |  |  |  |  |  |  |  |  |  |  |
| Planning \& Organization | 13 | 13 | 92 | 66 | +26 |  |  |  | Compute with Fractions | 11 | 11 | 36 | 54 | -18 |  |  |  |  |  |  |  |  |  |  |  |  |
| Appropriate Expression | 7 | 7 | 57 | 67 | -10 |  |  |  | Compute with Decimals | 9 | 9 | 78 | 61 | +17 |  |  |  |  |  |  |  |  |  |  |  |  |
| Cognitive Levels |  |  |  |  |  |  |  |  | Social Studies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Essential Competencies | ${ }^{21}$ | 21 | 52 | 56 | -4 |  |  |  | Domains |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Conceptual Understanding | 8 | 8 | 50 | 65 | -15 |  |  |  | History | 12 | 12 | 92 | 61 | +31 |  |  |  |  |  |  |  |  |  |  |  |  |
| Extended Reasoning | 14 | 14 | 86 | 69 | +17 |  |  |  | Geography |  | 9 | 56 | 53 | +3 |  |  |  |  |  |  |  |  |  |  |  |  |
| Conventions of Writing |  |  |  |  |  |  |  |  | Economics | 8 | 8 | 63 | 52 | +11 |  |  |  |  |  |  |  |  |  |  |  |  |
| Domains |  |  |  |  |  |  |  |  | Civics \& Government | 10 | 10 | 100 | 61 | +39 |  |  |  |  |  |  |  |  |  |  |  |  |
| Spelling <br> Capitalization | 32 25 | 32 | 63 | 59 | +4 +6 |  |  |  | Cognitive Levels |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Capitalization Punctuation | 25 25 | 25 25 | 56 40 | 50 49 | +6 -9 |  | - |  | Essential Competencies | 11 17 | 11 17 | 91 65 | 64 53 | +27 +12 |  |  | + |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  | Extended Reasoning |  |  |  | 58 | +33 |  |  |  |  |  |  |  |  |  |  |  |  |

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

