INTERPRETATION FOR IOWA
Student Profile with Narrative

This report provides a narrative about the student's scores from Riverside/Iowa publisher.

A. Student Information

B. Classroom teacher's name, school, and testing district

C. Testing date, grade level tested, and testing norms used

A

PROFILE NARRATIVE FOR CHRISTOPHER ADAMS
Iowa Assessments™

B Class: Banning
Building: Everglades

State: FL

C Student: Adams, Christopher
Student ID: 620862
Form-Level: E-11
Test Date: 08/2018
Norms: Fall 2017
Grade: 5

Iowa Assessments™

D **E**

Iowa Assessments	Test Scores	NPR Graph
	NPR	1 10 25 50 75 90 99
Reading	56	
Written Expression	74	
Conventions of Writing	47	
Vocabulary	70	
ELA TOTAL	**66**	
Mathematics	48	
Computation	45	
MATH TOTAL	**46**	
CORE COMPOSITE	**56**	
Social Studies	76	
Science	74	
COMPLETE COMPOSITE	**63**	

Legend
NPR = National Percentile Rank

Christopher was recently given the Iowa Assessments. This report is designed to give you information about Christopher's achievement level in core subject areas. Along with the results of this assessment, classroom work, grades, and other test results should also be reviewed for a more complete picture of academic progress.

Christopher's Achievement Today
The graph to the left provides the National Percentile Rank (NPR) for each test and test composite in the assessment. The NPR indicates the percent of students in the same grade who obtained a lower score than Christopher.

Scores from 75-99 are in the above average range. Students with ELA Total and/or Mathematics Total scores in this range may be ready for more advanced work including extending ideas when reading, developing an advanced reading vocabulary, or writing with logic and clarity, as well as expanding on higher level problem solving and data analysis skills in mathematics.

Scores from 25-74 are in the low average to high average range. Students with ELA Total and/or Mathematics Total scores in this range may continue to improve by developing such skills as drawing conclusions when reading, expanding reading vocabulary, or writing with attention to sentence structure and purpose, as well as solving number sentences and reading basic charts and graphs.

Scores from 1-24 are in the below average range. Students with ELA Total and/or Mathematics Total scores in this range may require reinforcement in such areas as understanding stated information when reading, developing a basic reading vocabulary, or writing with standard usage and grammar, as well as understanding number properties or solving simple number sentences.

F

Please contact your child's teacher if you need assistance with score interpretation.

D. Subtests given

E. Scores types reported:
See legend in between scoring boxes. For definitions of these scores, please see page 00.

F. Narrative report provided by the Riverside/Iowa.
The narrative helps to interpret the scores for each individual student.

Interpretation for
INDIVIDUAL PERFORMANCE PROFILE

A. Student Information

B. Classroom teacher's name, school, and testing district

C. Testing date, grade level tested, and testing norms used

A

CLASS PERFORMANCE PROFILE
Iowa Assessments™

Iowa Assessments™

B
Class: Banning
Building: Everglades

C
Form-Level: E-11
Test Date: 08/2018
Norms: Fall 2017
State: FL
Grade: 5   **Page:** 1

D TESTS   **E** SCORES   NPR OF AVERAGE SS GRAPH

INTERPRETING THE REPORT

TESTS	N=	SS	NPR	GE	NS
Reading	20	217.6	65	6.1	6
Written Expression	20	229.7	72	7.0	6
Conventions of Writing	20	220.7	66	6.3	6
Vocabulary	20	214.6	65	5.9	6
ELA TOTAL	**20**	**221.7**	**73**	**6.4**	**6**
Mathematics	20	204.2	48	5.0	5
Computation	20	203.5	50	5.2	5
MATH TOTAL	**20**	**204.0**	**48**	**5.1**	**5**
CORE COMPOSITE	**20**	**212.8**	**60**	**5.7**	**6**
Social Studies	20	220.1	68	6.2	6
Science	20	217.3	64	6.0	6
COMPLETE COMPOSITE	**20**	**214.9**	**62**	**5.8**	**6**

NPR graph columns: 1 25 50 75 99

In the upper part of this report, average 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 group'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 group'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 to answer the items in some tests. The number of items for each domain and cognitive level, the average percent correct for the group, and the average percent correct for students in this grade throughout the nation are reported. The difference between the group's percent correct and the national percent correct is displayed as a horizontal bar.

G. Legend of abbreviations for scores

G
▬ = National Percentile Rank

F

Domains/Cognitive Levels	Total Items	%C Cls.	%C Nat.	Diff.	Differences -20 0 +20
Reading					
Informational	20	70	62	+8	
Literary	23	72	63	+9	
Domains					
Vocabulary	4	69	57	+12	
Explicit Meaning	13	68	60	+8	
Implicit Meaning	10	75	67	+8	
Key Ideas	8	74	61	+13	
Author's Craft	8	69	62	+7	
Cognitive Levels					
Essential Competencies	10	74	62	+12	
Conceptual Understanding	26	69	63	+6	
Extended Reasoning	7	73	61	+12	
Written Expression					
Domains					
Usage & Grammar	14	69	54	+15	
Sentence Structure	7	75	66	+9	
Planning & Organization	14	78	67	+11	
Appropriate Expression	5	72	62	+10	
Cognitive Levels					
Essential Competencies	18	71	56	+15	
Conceptual Understanding	7	75	66	+9	
Extended Reasoning	15	76	67	+9	
Conventions of Writing					
Domains					
Spelling	30	62	59	+3	
Capitalization	24	62	51	+11	
Punctuation	24	55	47	+8	
Vocabulary					
Domains					
Vocabulary	37	66	60	+6	

Domains/Cognitive Levels	Total Items	%C Cls.	%C Nat.	Diff.	Differences -20 0 +20
Mathematics					
Domains					
Number Sense & Operations	17	54	59	-5	
Alg. Patterns/Connections	10	69	64	+5	
Data Analysis/Prob./Stats	9	44	45	-1	
Geometry	12	55	61	-6	
Measurement	12	61	57	+4	
Cognitive Levels					
Essential Competencies	6	58	66	-8	
Conceptual Understanding	44	58	57	+1	
Extended Reasoning	10	52	56	-4	
Computation					
Domains					
Compute with Whole Numbers	19	68	68	0	
Compute with Fractions	6	26	31	-5	
Compute with Decimals	4	59	53	+6	
Social Studies					
Domains					
History	10	63	54	+9	
Geography	11	65	55	+10	
Economics	7	69	61	+8	
Civics & Government	9	61	52	+9	
Cognitive Levels					
Essential Competencies	15	70	58	+12	
Conceptual Understanding	12	58	49	+9	
Extended Reasoning	10	64	59	+5	
Science					
Domains					
Life Science	15	69	59	+10	
Earth & Space Science	11	65	60	+5	

Domains/Cognitive Levels	Total Items	%C Cls.	%C Nat.	Diff.	Differences -20 0 +20
Science (c)					
Domains (c)					
Physical Science	11	54	50	+4	
Cognitive Levels					
Essential Competencies	14	47	45	+2	
Conceptual Understanding	19	74	66	+8	
Extended Reasoning	4	70	58	+12	
Information Literacy					
Domains					
Acquiring Information	6	63	51	+12	
Evaluating Information	3	82	64	+18	
Using Information	6	81	73	+8	

SS = Average Standard Score (SS) NPR = National Percentile Rank of Average SS GE = Grade Equivalent of Average SS NS = National Stanine of Average SS

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

D. Subtests given

E. Scores: For definitions of these scores, please see page 00.

F. Clusters.
1. Total items: # of questions per test or subtest
2. No. Att.: # of questions student attempted to answer
3. %C stud.: Percent that the student answered correctly
4. %C Nat.: Percent correct for students in the nation
5. Diff.: Difference between your student percent correct and the national average

SCORING THE *IAAT™*

After completing the test:

- Ensure that all responses have heavy dark marks.
- Tear the perforated strip at the edge of the answer sheet.
- Open the answer sheet to page 4 and read the Directions for Scoring.
- For Step 7 in the Directions for Scoring, use the enclosed IAAT™ Score Conversion Table.
- To convert the raw score (number correct) for a subtest to a percentile rank, locate the raw score on the left-hand side and read across to the right.
- Similarly, to convert the composite (total) raw score to a standard score, percentile rank, normal curve equivalent, or stanine, locate the raw score on the left-hand side and read across to the right.
- Record these derived scores on the Individual Score Report, located on page 5 of the answer sheet.

INTERPRETING DERIVED SCORES

- Read the Definitions of Derived Scores on page 4 of the answer sheet.
- Understand that these scores are most useful when combined with other information about the mathematical abilities of a student. These test scores should only be one of several factors considered when deciding which math classes a student should take.
- The four *IAAT™* subtest scores can indicate strengths and/or weaknesses a student would bring to algebra class. Together, these scores provide a quick profile of a student's algebra readiness skills. Teachers or parents might wish, therefore, to investigate unusually high or low subtest scores.
- How do I determine a student's areas of weakness and strength?
  - A percentile rank below (above) 50 indicates that the student is below (above) average in comparison to other students.
  - A particularly low (high) percentile rank in comparison to the other three subtests, would indicate that the student is *relatively* weak (strong) in that particular skill.

GENERAL SCORING DEFINITIONS
for Achievement Tests

- **Number Correct (Raw Score)—**Its interpretation depends on the difficulty and number of test questions (Maximum Points).

- **Percent Correct—**Like Number Correct, it has little meaning by itself.

- **Percentile Rank (PR)—**PR is a norm-referenced score that ranges from 1 to 99. It indicates the relative standing of a student in comparison to other students in the same grade in the norm group who took the test around the same time of year. For instance, a PR of 72 indicates that the student scored higher than 72% of the students in the national norm group. Conversely, 28% of the norm group scored higher than the student.

- **Stanine—**a norm-referenced score that ranges from 1 to 9. Stanines are equal units of achievement when compared to a reference group as below average (1–3), average (4–6), or above average (7–9).

- **Grade Equivalent (GE)—**GEs are useful to measure individual growth from one year to the next. Typically a student progresses one grade level (1.0) each year. This score is represented by a decimal number. If a sixth-grade student obtained a GE of 7.8 in math, then an instructor would compare that to the student's fifth grade math GE score to evaluate if it increased by 1.0.

  Caution: Do NOT use GEs for grade placement decisions. They do not indicate that the student has mastered all material up to that grade level.

GENERAL SCORING DEFINITIONS
for *CogAT* ® Ability Tests

- **Age–Based Scores** (*CogAT* ® only)—Ability tests provide both grade–based and age–based scores. Age Percentile Ranks (APR) and Age Stanines (AS) are the most commonly used age–based scores. Unlike grade–based scores, age–based scores compare a student's score to the norm groups in reference to the student's age, not grade level. When a student's age is typical for the grade, the student's age and grade scores will be identical or nearly so. However, if students are very young (old) for the grade, their age scores will be higher (lower) than their grade scores. For individuals who are younger or older than the typical student in a grade, grade norms (rather than age norms) are more appropriate to use when trying to understand the students' academic performance.

- **Predicted Achievement Score** (The Iowa Tests®/*CogAT* ® only)—Utilizes the student's ability score (generated from the *CogAT* ®) to generate a prediction of how the student should score on The Iowa Tests®. A significant discrepancy between the Predicted Achievement Score and the actual achievement score may indicate "over–" or "under–" achievement, in relation to ability.