



THE  
**IOWA  
TESTS**

Measurement You Can Trust

## Georgia Department of Education

November 7, 2008



**Brent Rhodes, Assessment Consultant**

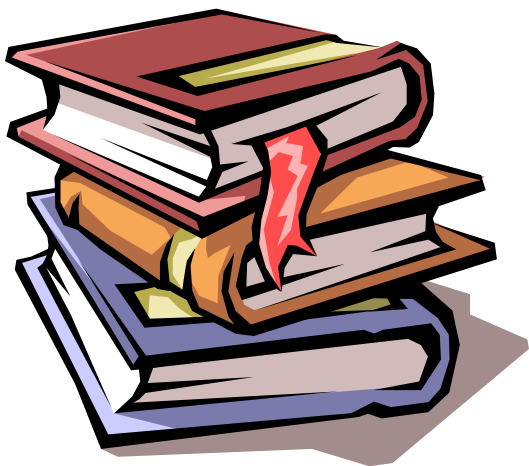
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# Using Your ITBS Test Results to Inform Instruction





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## ITBS Complete Battery, Form A

### Core Battery

- Reading
- Language Arts  
–Spelling, Cap., Punct.,  
Usage & Expression
- Vocabulary
- Word Analysis\*
- Listening\*
- Mathematics

- Science
- Social Studies
- Sources of Information



\*Available in levels 5 - 9 only.



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# WHAT IS A STANDARDIZED TEST?

- It is **not** a mastery test. It is designed to find out how much a student knows.



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# Appropriate Purposes for Testing

- ⑩ Identify strengths and weaknesses of individual students
- ⑩ Identify strengths and weaknesses of groups of students
- ⑩ Monitor year to year developmental changes
- ⑩ Provide feedback to students and parents



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# One Piece of Evidence of Learning

Information obtained from the ITBS should  
be used with other information about the  
student



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**Standardized  
Achievement  
ITBS**

**Student  
Self  
Assessment**

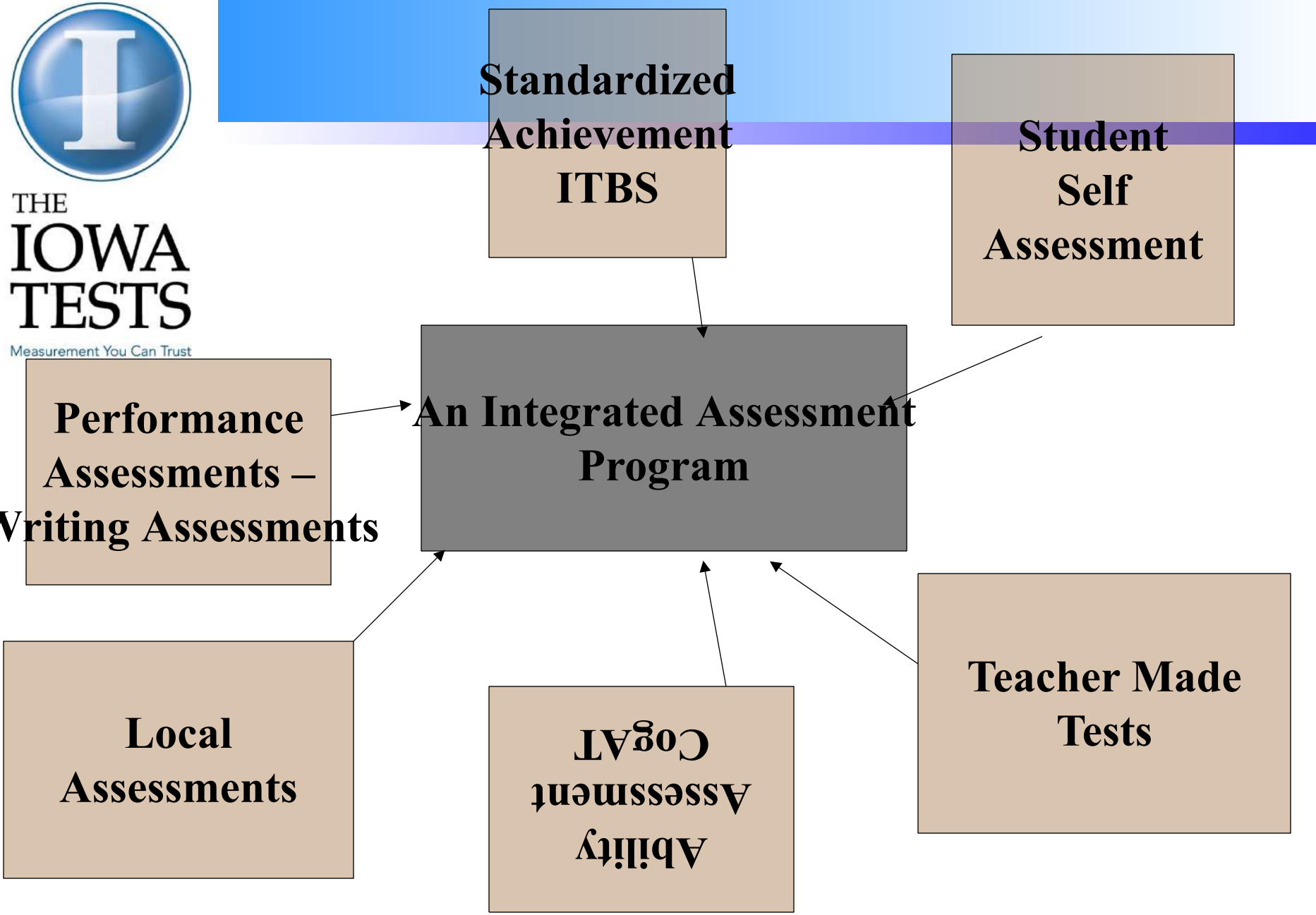
**An Integrated Assessment  
Program**

**Performance  
Assessments –  
Writing Assessments**

**Local  
Assessments**

**Ability  
Assessment  
CogAT**

**Teacher Made  
Tests**





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# What is a Norm?

- ⑩ Compares student performance to a representative sample of the population in the same grade and at the same time of the year
- ⑩ An indicator of strengths and weaknesses in specific achievement areas.





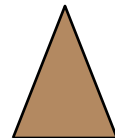
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# How Tall is Waldo?



1 5 10 20 30 40 50 60 70 80 90 95 99





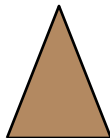
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# How Heavy is Waldo?



1      5      10      20      30      40      50      60      70      80      90      95      99





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# Is Waldo taller or heavier?

Attribute	Percentile
Height	90
Weight	20





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# Types of Test Scores: *Norm Referenced*

**Raw Score (RS)** number correct

**Percent Correct (PC)** raw score is divided...

**Percentile Rank (PR)** shows the student's relative position or rank in a group, more than  $\frac{1}{2}$  of all students fall between 25<sup>th</sup> and 75<sup>th</sup>.

**Stanine (S)** groupings of percentile ranks.

**Grade Equivalent (GE)** not grade level mastery! Grade level at which the typical student has obtained a given raw score.

**Developmental Standard Score (SS)** developmental standard score is a number that describes a student's location on an achievement continuum.

**Normal Curve Equivalent (NCE)** Normalized Score Scale, ranges like PR, but can be averaged.

**Standard Age Score (SAS)** Scale, with range from 50 to 150 for all age groups. The SAS has a mean of 100 and a standard deviation of 16.

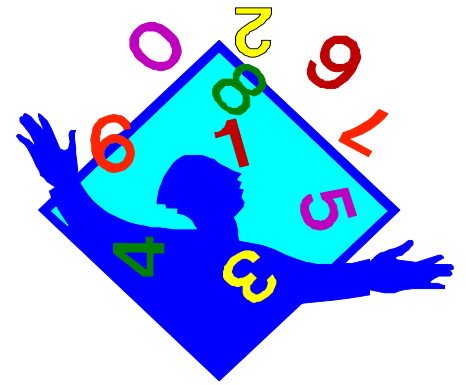


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# ITBS Measurement Terms

- ⑩ N Number tested
- ⑩ SS Standard Score
- ⑩ GE Grade Equivalent
- ⑩ NPR National Percentile Rank
- ⑩ NS National Stanine
- ⑩ NCE Normal Curve Equivalent
- ⑩ LPR Local Percentile Rank





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# Scores Reported

- ⑩ National Percentile Rank (NPR) 1-99
- ⑩ National Stanine (NS) 1-9
  - 1 - 3 = Low**
  - 4 - 6 = Average**
  - 7 - 9 = High**
- ⑩ Normal Curve Equivalent (NCE) 1-99
- ⑩ Grade Equivalents (GE) K.0-13+
- ⑩ Standard Score (SS) 80-400



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# ITBS: There are 2 Score Types

⑩ Growth Scores=DEVELOPMENT

SS

GE

⑩ Status Scores=RANK

NPR

NCE

Stanines

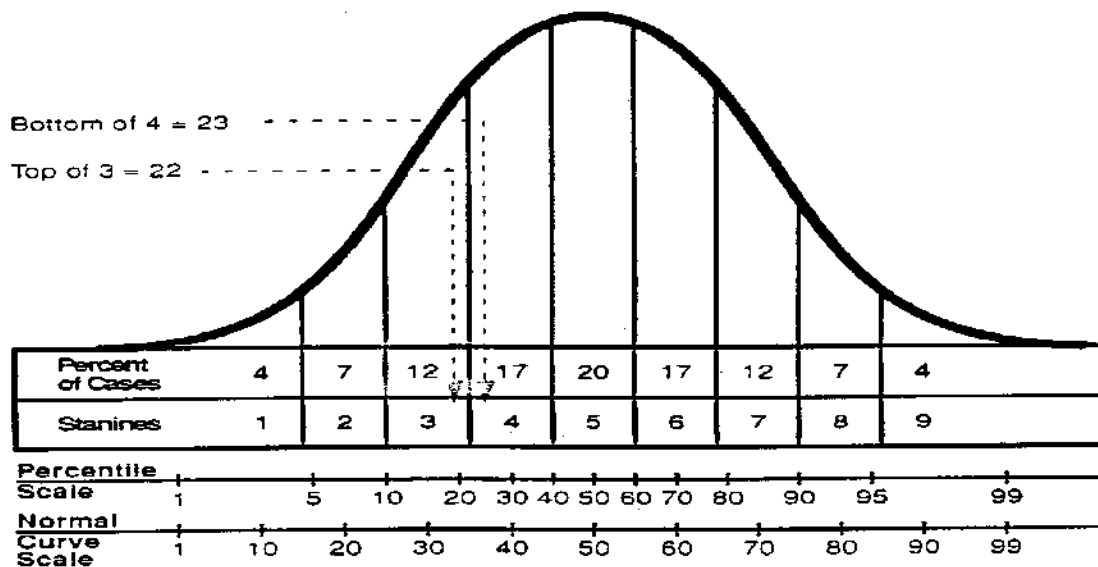




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- Percentiles
- Stanines
- N.C.E.'s







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# Growth & Assessment



	2002	2003	2004	2005
SS	180	200	215	230
NPR	53	53	53	53

**3<sup>rd</sup>**

**4<sup>th</sup>**

**5<sup>th</sup>**

**6<sup>th</sup>**

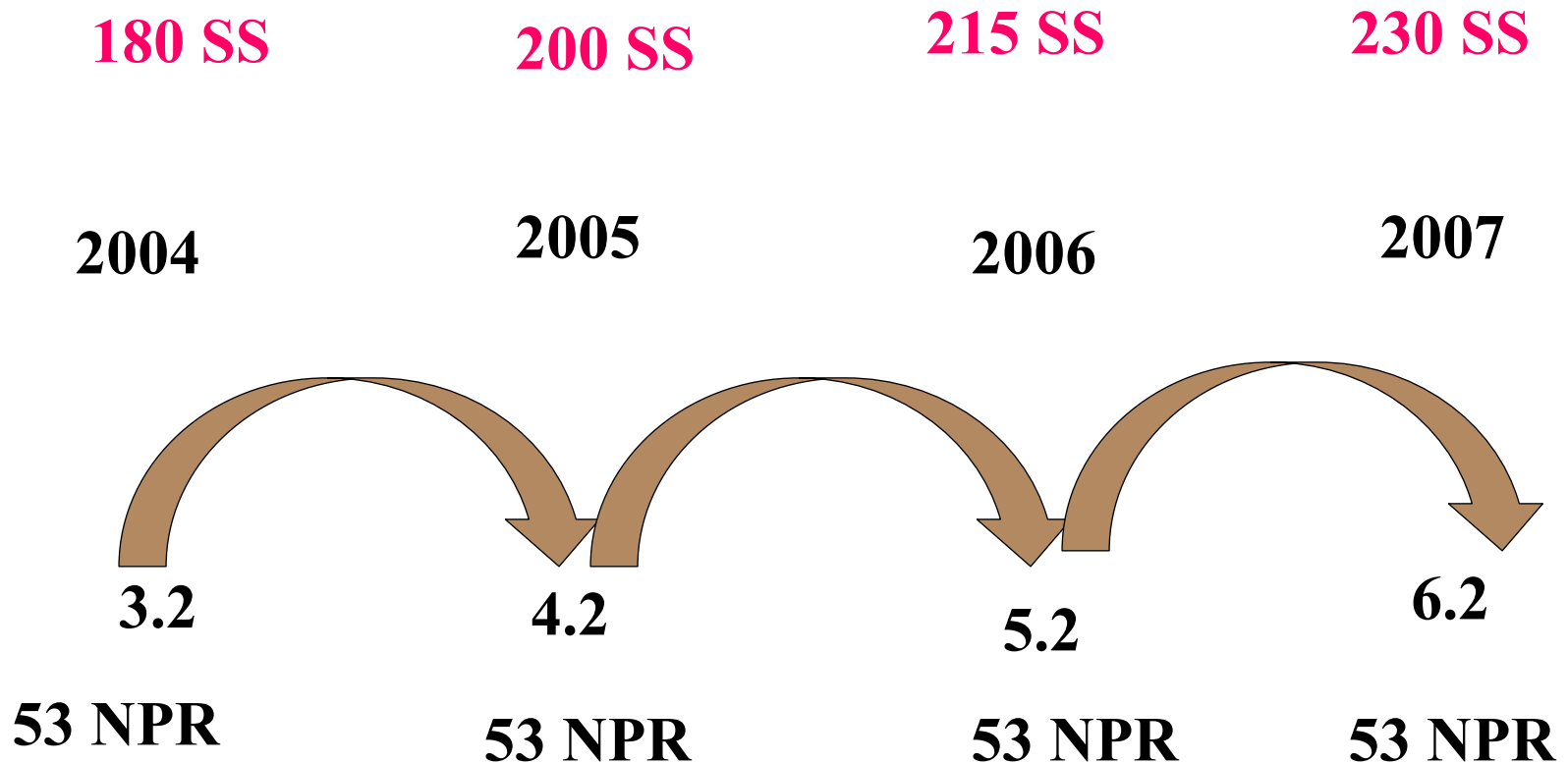


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# Growth and Assessment

**Growth and Development can be  
measured by GE's and SS's**





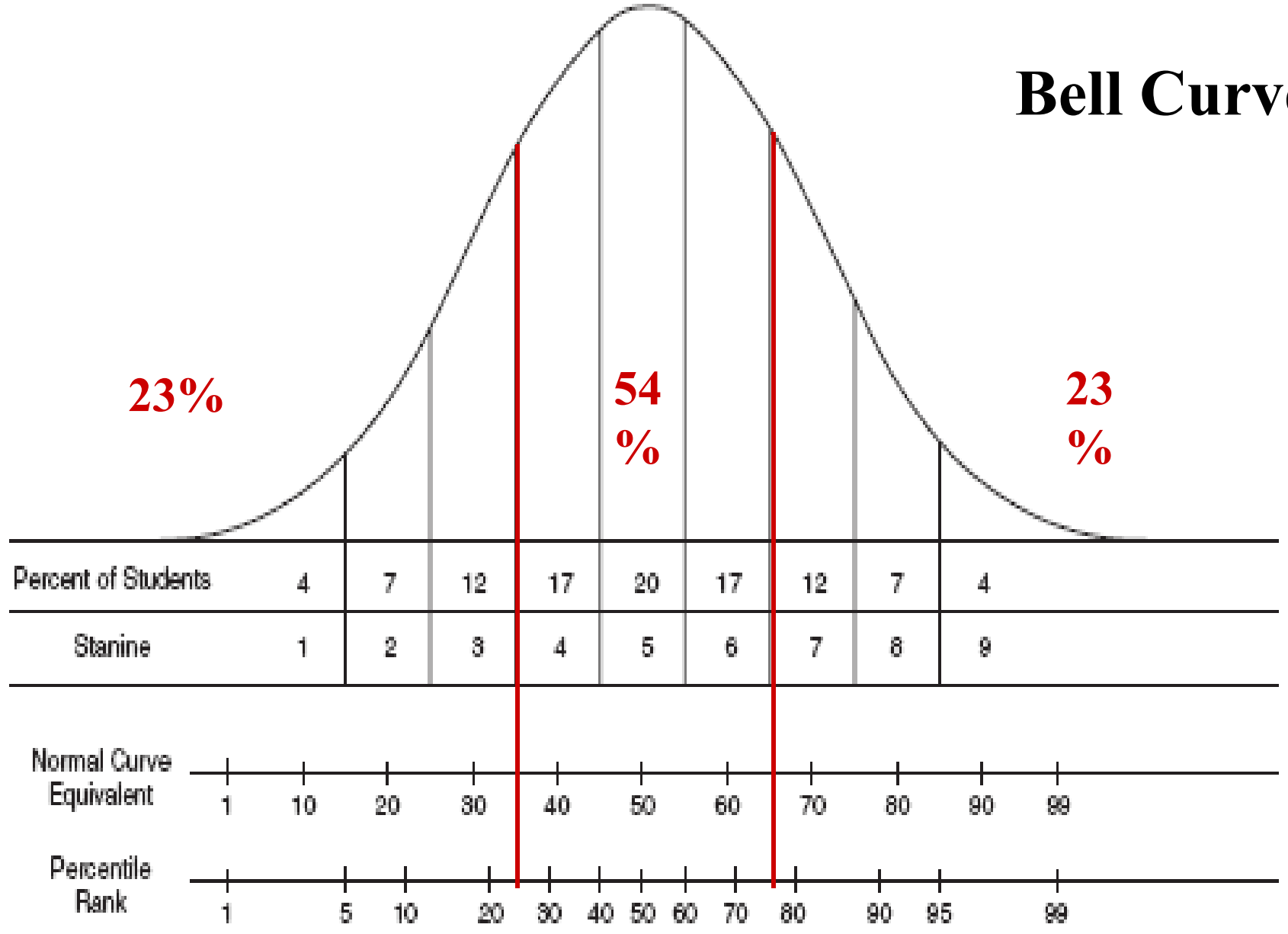
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# Relationship among ITBS scores

Stanine	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
Percentile Rank	<b>1-4</b>	<b>5-11</b>	<b>12-23</b>	<b>24-40</b>	<b>41-59</b>	<b>60-76</b>	<b>77-88</b>	<b>89-95</b>	<b>96-99</b>
NCE	<b>1-14</b>	<b>15-24</b>	<b>25-34</b>	<b>35-44</b>	<b>45-55</b>	<b>56-65</b>	<b>66-75</b>	<b>76-85</b>	<b>86-99</b>

# Bell Curve





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# What is *on grade-level*? (fall)

Grade	PR	SS	GE
3	(50)	170-204	(3.2)
4	(50)	181-223	(4.2)
5	(50)	191-239	(5.2)
6	(50)	200-253	(6.2)
7	(50)	210-266	(7.2)
8	(50)	219-279	(8.2)



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# What is on grade-level? (*spring*)

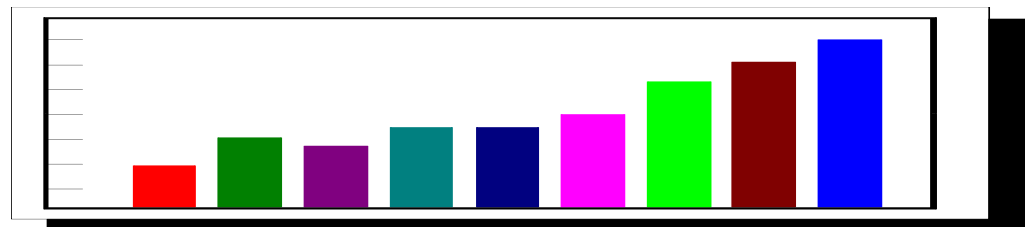
Grade	PR	SS	GE
3	25-75 (50)	170-204 (185)	2.9-5.1 (3.8)
4	25-75 (50)	181-223 (200)	3.5-6.5 (4.8)
5	25-75 (50)	191-239 (214)	4.2-7.9 (5.8)
6	25-75 (50)	200-253 (227)	4.8-9.1 (6.8)
7	25-75 (50)	210-266 (238)	5.5-10.5 (7.8)
8	25-75 (50)	219-279 (250)	6.2-12.2 (8.8)



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# Which Reports under State Contract you can use to evaluate performance?

- ✓ List report
- ✓ Labels
- ✓ Class Averages
- ✓ Individual Performance Profile
- ✓ **Group Performance Profile  
(Available thru RADaRS)**
- ✓ Raw Student Data on CD-ROM



STUDENT NAME I.D. Number F-1 F-2 F-3 Code ABCDEFGHIJKLMNOPZ	Birth Date Calculator Age Program	Level (Gender) Form		READING			Word Analysis	Listening	LANGUAGE		MATHEMATICS				CORE TOTAL	Social Studies	Science	Sources of Information	COMPOSITE	
				Vocabulary	Comprehension	TOTAL			Spelling	TOTAL	Concepts	Problems	Computation*	TOTAL						
Grant, Martin	12/94 08-09	8 (M) A	SS	162	160	161	159	159	172	170	169	170	167	170	167	166	175	173	167	
			GE	2.4	2.3	2.4	2.3	2.3	3.0	2.9	2.9	2.9	2.8	2.9	2.7	2.8	3.2	3.1	2.7	
			NS	6	5	6	5	5	8	7	7	7	8	7	6	6	7	7	7	7
			NPR	62	59	60	54	57	90	81	81	78	91	81	75	74	84	85	77	
Hardy, Paula	06/95 08-03	8 (F) A	SS	172	172	172	203	168	176	184	166	161	156	164	173	160	162	166	172	
			GE	3.0	3.0	3.0	5.0	2.8	3.2	3.6	2.7	2.4	2.3	2.5	3.0	2.4	2.5	2.7	2.7	
			NS	7	7	7	9	7	8	8	6	6	5	6	7	5	6	6	7	7
			NPR	79	82	83	98	79	94	93	74	61	58	68	85	58	62	72	86	
Hassle, Jasmine	03/95 08-06	8 (F) A	SS	182	169	176	185	179	169	194	169	170	169	170	180	164	171	175	177	
			GE	3.6	2.9	3.2	3.8	3.4	2.8	4.2	2.9	2.9	2.9	3.4	2.6	2.9	3.2	3.2		
			NS	8	7	7	7	8	7	9	7	7	8	7	8	6	7	7	8	
			NPR	91	77	87	88	92	84	98	81	78	93	81	93	67	78	88	91	
Jenkins, Humprey	06/95 08-03	8 (M) A	SS	162	160	161	162	165	156	161	163	151	158	157	160	168	157	164	162	
			GE	2.4	2.3	2.4	2.5	2.6	2.1	2.4	2.5	1.9	2.4	2.1	2.4	2.8	2.2	2.6	2.4	
			NS	6	5	6	6	6	5	6	6	4	6	5	5	6	5	6	6	
			NPR	62	59	60	60	73	48	62	67	36	64	50	59	74	51	67	65	
Kerrigan, Will	06/95 08-03	8 (M) A	SS	170	160	165	153	162	167	170	156	173	167	164	166	184	171	162	166	
			GE	2.9	2.3	2.6	2.0	2.5	2.7	2.9	2.1	3.0	2.8	2.5	2.7	3.8	2.9	2.4	2.7	
			NS	6	5	6	5	6	7	7	5	7	8	6	6	8	7	6	6	
			NPR	76	59	69	41	66	79	81	48	82	91	68	73	93	78	62	75	
McFadden, Eugene	05/95 08-04	8 (M) A	SS	188	193	190	208	196	176	174	176	173	167	174	179	189	202	193	191	
			GE	4.0	4.3	4.1	5.4	4.5	3.2	3.1	3.3	3.0	2.8	3.1	3.4	4.1	5.0	4.3	4.1	
			NS	8	8	8	9	9	8	7	8	7	8	7	8	9	9	9	9	
			NPR	94	95	95	99	99	94	85	91	82	91	87	92	96	99	98	99	
Ochi, Jiro	06/95 08-03	8 (M) A	SS	154	145	150	153	162	154	159	156	164	154	160	156	173	153	155	158	
			GE	2.0	1.5	1.8	2.0	2.5	2.0	2.3	2.1	2.6	2.2	2.3	2.1	3.1	2.0	2.1	2.2	
			NS	5	3	4	5	6	4	5	5	6	5	5	5	7	5	5	5	
			NPR	44	20	33	41	66	40	56	48	67	50	58	47	82	42	46	54	
Ornelas, Jorge	09/95 08-00	8 (M) A	SS	178	202	190	208	179	176	174	183	183	174	183	182	195	180	186	187	
			GE	3.4	5.0	4.1	5.4	3.4	3.2	3.1	3.7	3.7	3.3	3.6	3.6	4.4	3.5	3.8	3.9	
			NS	7	9	8	9	8	8	7	9	8	9	9	8	9	8	9	9	
			NPR	86	98	95	99	92	94	85	97	92	97	96	95	99	89	96	99	
Peck, Stephan	07/95 08-02	8 (M) A	SS	194	181	188	203	162	162	159	153	173	160	163	170	164	153	164	170	
			GE	4.4	3.5	4.0	5.0	2.5	2.4	2.3	2.0	3.0	2.5	2.4	2.9	2.6	2.0	2.6	2.9	
			NS	9	8	8	9	6	6	5	5	7	6	6	7	6	5	6	7	
			NPR	96	91	95	98	66	67	58	41	82	71	66	81	67	42	67	82	

SS=Standard Score, GE=Grade Equivalent, NS=National Norms, NPR=National Percentile Rank

\* = Math Computation is not included in the Math Total or in any score that includes the Math Total.

For further information on the interpretation of this report, please visit [www.riversidepublishing.com](http://www.riversidepublishing.com) or refer to the Interpretive Guide.



# STUDENT SCORE LABELS

*Iowa Tests of Basic Skills® (ITBS®)*

Class: Prescott  
 Building: Lockwood Elementary  
 District: Port Charles CSD

Form/Level: A  
 Test Date: 09/2003  
 Norms: Fall 2000  
 Order No.: 000000000  
 Page: 1      Grade: 2

Andrews, Allan		ID Number	DOB	Grade	Level	Form	Test Date	Norms	Calc.	F-1	F-2	F-3	Code	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Z	Program	Iowa Tests of Basic Skills	
Scores Reported	READING			LANGUAGE			MATHEMATICS				SCIENCE			SOURCES OF INFORMATION		Total	Composite																
	Vocabulary	Comprehension	Total	Word Analysis	Listening	Spelling	Total	Concepts	Problems	Computation*	Total	Core Total	Social Studies	Science	Total			Composite															
SS	178	172	175	189	162	186		170	180	179	169	160	175	168	153																	173	171
GE	3.4	3.0	3.1	4.1	2.5	3.5		2.9	3.5	3.3	2.9	3.4	3.1	2.8	2.0																3.1	2.9	
NS	7	7	7	8	6	9		7	8	7	8	8	7	6	5																7	7	
NPR	86	82	86	91	66	98		81	95	88	93	93	88	74	42																85	84	

\* = Not included in Totals or Composite

Barton, Jeffrey		ID Number	DOB	Grade	Level	Form	Test Date	Norms	Calc.	F-1	F-2	F-3	Code	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Z	Program	Iowa Tests of Basic Skills	
Scores Reported	READING			LANGUAGE			MATHEMATICS				SCIENCE			SOURCES OF INFORMATION		Total	Composite																
	Vocabulary	Comprehension	Total	Word Analysis	Listening	Spelling	Total	Concepts	Problems	Computation*	Total	Core Total	Social Studies	Science	Total			Composite															
SS	178	172	175	177	171	167		174	167	167	184	167	170	178	166																	166	177
GE	3.4	3.0	3.1	3.3	2.9	2.7		3.1	3.9	3.9	3.8	3.9	3.4	3.4	2.7																3.8	3.2	
NS	7	7	7	7	7	7		7	9	8	9	9	8	7	6																9	8	
NPR	86	82	86	80	84	75		85	98	94	99	98	92	88	70																96	91	

\* = Not included in Totals or Composite

Berger, Elaine		ID Number	DOB	Grade	Level	Form	Test Date	Norms	Calc.	F-1	F-2	F-3	Code	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Z	Program	Iowa Tests of Basic Skills	
Scores Reported	READING			LANGUAGE			MATHEMATICS				SCIENCE			SOURCES OF INFORMATION		Total	Composite																
	Vocabulary	Comprehension	Total	Word Analysis	Listening	Spelling	Total	Concepts	Problems	Computation*	Total	Core Total	Social Studies	Science	Total			Composite															
SS	154	138	146	144	156	150		161	150	144	158	147	151	164	144																	159	153
GE	2.0	1.3	1.6	1.6	2.1	2.3		2.4	1.8	1.4	2.4	1.6	1.8	2.6	1.9																2.3	1.9	
NS	5	2	3	4	5	5		6	4	3	6	4	4	6	4																5	4	
NPR	44	9	23	24	48	58		62	33	22	64	25	34	67	25																56	39	

\* = Not included in Totals or Composite

Bogan, Barbara		ID Number	DOB	Grade	Level	Form	Test Date	Norms	Calc.	F-1	F-2	F-3	Code	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Z	Program	Iowa Tests of Basic Skills	
Scores Reported	READING			LANGUAGE			MATHEMATICS				SCIENCE			SOURCES OF INFORMATION		Total	Composite																
	Vocabulary	Comprehension	Total	Word Analysis	Listening	Spelling	Total	Concepts	Problems	Computation*	Total	Core Total	Social Studies	Science	Total			Composite															
SS	160	193	176	147	168	151		168	147	151	149	149	164	173	150																	152	160
GE	2.3	4.3	3.2	1.6	2.8	1.9		2.6	1.6	1.9	1.7	1.7	2.6	3.1	1.8																1.9	2.3	
NS	5	8	7	4	7	4		7	4	4	4	4	6	7	4																4	6	
NPR	58	95	67	29	79	31		77	26	36	31	30	69	82	36																38	60	

\* = Not included in Totals or Composite

Brooks, Jamal		ID Number	DOB	Grade	Level	Form	Test Date	Norms	Calc.	F-1	F-2	F-3	Code	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Z	Program	Iowa Tests of Basic Skills	
Scores Reported	READING			LANGUAGE			MATHEMATICS				SCIENCE			SOURCES OF INFORMATION		Total	Composite																
	Vocabulary	Comprehension	Total	Word Analysis	Listening	Spelling	Total	Concepts	Problems	Computation*	Total	Core Total	Social Studies	Science	Total			Composite															
SS	135	145	140	144	162	156		159	158	151	154	154	151	164	166																	155	150
GE	1.0	1.5	1.3	1.5	2.5	2.1		2.3	2.1	1.9	2.2	2.0	1.8	2.8	2.7																2.1	2.1	
NS	3	3	3	4	6	5		5	5	4	5	5	4	6	6																5	5	
NPR	12	20	12	24	66	48		56	48	36	50	42	34	67	70																46	48	

\* = Not included in Totals or Composite

Edmonds, Mandy		ID Number	DOB	Grade	Level	Form	Test Date	Norms	Calc.	F-1	F-2	F-3	Code	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Z	Program	Iowa Tests of Basic Skills	
Scores Reported	READING			LANGUAGE			MATHEMATICS				SCIENCE			SOURCES OF INFORMATION		Total	Composite																
	Vocabulary	Comprehension	Total	Word Analysis	Listening	Spelling	Total	Concepts	Problems	Computation*	Total	Core Total	Social Studies	Science	Total			Composite															
SS	188	186	187	167	175	167		177	172	167	169	170	178	195	171																	178	178
GE	4.0	3.8	3.9	2.7	3.2	2.7		3.2	3.0	2.8	2.9	2.9	3.3	4.4	2.9																3.3	3.3	
NS	8	8	8	6	8	7		8	7	6	8	7	8	9	7																8	8	
NPR	94	93	94	67	89	79		89	86	73	93	81	91	99	78																91	92	

\* = Not included in Totals or Composite

	READING			Word Analysis	Listening	LANGUAGE		MATHEMATICS				CORE TOTAL	Social Studies	Science	Sources of Information	COMPOSITE	
	Vocabulary	Comprehension	TOTAL			Spelling	TOTAL	Concepts	Problems	Computation*	TOTAL						
<b>Grade 2</b>	Number of Students Included	187	186	186	187	187	187	186	187	187	185	187	185	186	185	186	183
	Average Standard Score (SS)	163.5	166.1	164.9	165.2	167.2	161.6	165.0	160.6	162.5	159.8	161.6	163.9	168.9	166.6	165.2	165.9
	Grade Equivalent of Average SS	2.6	2.6	2.6	2.6	2.7	2.4	2.6	2.4	2.5	2.5	2.4	2.6	2.9	2.7	2.6	2.7
	National Stanine of Average SS	6	6	6	6	7	6	6	6	6	6	6	6	6	6	6	6
	Percentile Rank of Average SS: National Student Norms	65	71	69	65	77	66	72	61	64	70	62	69	76	70	70	74
	Number of Students Tested = 190																

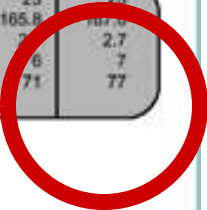
\* = Math Computation is not included in the Math Total or in any score that includes the Math Total.

	READING			Word Analysis	Listening	LANGUAGE		MATHEMATICS				CORE TOTAL	Social Studies	Science	Sources of Information	COMPOSITE
	Vocabulary	Comprehension	TOTAL			Spelling	TOTAL	Concepts	Problems	Computation*	TOTAL					
<b>Grade 2</b>																
Number of Students Included	95	95	95	95	95	95	95	95	95	94	95	95	95	94	94	94
Average Standard Score (SS)	164.4	167.5	166.0	167.2	166.9	162.2	167.2	160.3	163.7	159.6	162.0	165.1	168.0	163.6	165.9	166.2
Grade Equivalent of Average SS	2.6	2.8	2.7	2.7	2.7	2.4	2.7	2.3	2.6	2.5	2.4	2.6	2.8	2.6	2.7	2.7
National Stanine of Average SS	6	6	6	6	7	6	6	6	6	6	6	6	6	6	6	6
Percentile Rank of Average SS: National Student Norms	67	74	71	68	77	68	76	60	66	70	63	71	74	65	72	75
Number of Students Tested = 97																

For further information on the interpretation of this report, please visit [www.riversidepublishing.com](http://www.riversidepublishing.com) or refer to the Interpretive Guide.

\* = Math Computation is not included in the Math Total or in any score that includes the Math Total.

	READING			Word Analysis	Listening	LANGUAGE		MATHEMATICS				CORE TOTAL	Social Studies	Science	Sources of Information	COMPOSITE
	Vocabulary	Comprehension	TOTAL			Spelling	TOTAL	Concepts	Problems	Computation*	TOTAL					
<b>Prescott</b>																
Number of Students Included	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
Average Standard Score (SS)	166.6	166.8	166.6	170.9	166.3	164.8	168.0	163.7	162.3	161.2	163.1	165.9	170.3	164.6	165.8	167.6
Grade Equivalent of Average SS	2.7	2.7	2.7	3.0	2.7	2.6	2.8	2.6	2.5	2.5	2.4	2.7	2.9	2.6	2.7	2.7
National Stanine of Average SS	6	6	6	6	6	6	7	6	6	6	6	6	7	6	6	7
Percentile Rank of Average SS: National Student Norms	71	73	72	73	76	74	77	69	64	76	66	73	78	67	71	77
Number of Students Tested = 24																



\* = Math Computation is not included in the Math Total or in any score that includes the Math Total.

# SYSTEM SUMMARY

## Iowa Tests of Basic Skills® (ITBS®)

### Race / Ethnicity

System: Port Charles CSD

 Form: A  
 Test Date: 06/2003  
 Norms: Fall 2000  
 Order No.: 000000000  
 Page: 1

Grade: 2

	READING			Word Analysis	Listening	LANGUAGE		MATHEMATICS				CORE TOTAL	Social Studies	Science	Sources of Information	COMPOSITE
	Vocabulary	Comprehension	TOTAL			Spelling	TOTAL	Concepts	Problems	Computation	TOTAL					
<b>Asian</b>	Number of Students Included															
	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	Average Standard Score (SS)															
	166.0	178.5	172.5	157.0	169.5	164.0	169.0	167.5	164.0	160.0	164.0	168.5	154.5	164.0	161.5	164.0
	Grade Equivalent of Average SS															
	2.7	3.4	3.0	2.2	2.9	2.6	2.8	2.8	2.6	2.5	2.5	2.8	2.1	2.6	2.4	2.6
	National Stanine of Average SS															
	6	8	7	5	7	6	7	7	6	6	6	7	5	6	6	6
	Percentile Rank of Average SS: National Student Norms															
	70	89	83	50	81	72	79	78	67	71	74	78	44	66	61	70
	Number of Students Tested = 2															
<b>Caucasian / White</b>	Number of Students Included															
	173	172	172	173	173	173	172	173	173	171	171	169	172	171	172	169
	Average Standard Score (SS)															
	163.9	166.5	165.3	166.0	167.7	161.7	165.4	161.2	163.2	160.2	161.8	164.5	169.5	167.1	165.9	166.4
	Grade Equivalent of Average SS															
	2.6	2.7	2.6	2.7	2.8	2.4	2.6	2.4	2.5	2.5	2.4	2.6	2.9	2.7	2.7	2.7
	National Stanine of Average SS															
	6	6	6	6	7	6	6	6	6	6	6	6	7	6	6	6
	Percentile Rank of Average SS: National Student Norms															
	66	72	70	66	78	66	72	62	65	72	68	70	77	71	72	75
	Number of Students Tested = 173															
<b>Hispanic / Latino</b>	Number of Students Included															
	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
	Average Standard Score (SS)															
	154.0	155.5	154.8	155.2	159.7	158.2	154.0	143.5	144.3	154.7	147.5	152.3	160.2	164.3	154.5	156.3
	Grade Equivalent of Average SS															
	2.0	2.1	2.1	2.1	2.4	2.2	2.0	1.5	1.4	2.2	1.7	1.9	2.4	2.8	2.1	2.1
	National Stanine of Average SS															
	5	5	5	5	5	5	5	3	3	5	4	4	5	6	5	5
	Percentile Rank of Average SS: National Student Norms															
	44	46	43	46	59	55	42	20	22	53	24	39	58	66	45	49
	Number of Students Tested = 6															
<b>No Data Provided</b>	Number of Students Included															
	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
	Average Standard Score (SS)															
	169.3	164.7	167.2	171.2	174.8	162.8	168.8	164.7	166.0	161.3	164.2	166.7	165.3	172.7	167.8	169.0
	Grade Equivalent of Average SS															
	2.8	2.6	2.7	3.0	3.2	2.5	2.8	2.6	2.7	2.5	2.5	2.7	2.6	3.0	2.8	2.8
	National Stanine of Average SS															
	6	6	6	6	8	6	7	6	6	6	6	6	6	7	6	7
	Percentile Rank of Average SS: National Student Norms															
	75	68	74	73	89	69	79	71	71	76	75	75	69	81	76	80
	Number of Students Tested = 6															
<b>Total</b>	Number of Students Included															
	187	186	186	187	187	187	186	187	187	185	185	183	186	185	186	183
	Average Standard Score (SS)															
	163.8	166.3	165.1	165.7	167.7	161.6	165.2	160.8	162.6	160.1	161.4	164.2	168.9	167.1	165.6	166.1
	Grade Equivalent of Average SS															
	2.6	2.6	2.6	2.7	2.8	2.4	2.6	2.4	2.5	2.5	2.4	2.5	2.9	2.7	2.7	2.7
	National Stanine of Average SS															
	6	6	6	6	7	6	6	6	6	6	6	6	6	6	6	6
	Percentile Rank of Average SS: National Student Norms															
	66	72	69	66	78	66	72	61	64	72	67	70	76	71	71	75
	Number of Students Tested = 187															

 For further information on the interpretation of this report, please visit [www.riversidepublishing.com](http://www.riversidepublishing.com) or refer to the Interpretive Guide.

PERFORMANCE PROFILE FOR MARTIN GRANT  
Iowa Tests of Basic Skills® (ITBS®)

Student: Grant, Martin  
Class: Prescott  
Building: Lockwood Elementary  
District: Port Charles CSD

Student ID: Form Level: A/8  
Test Date: 09/2003  
Norms: Fall 2000  
Order No.: 000000000  
Page: 10 Grade: 2

Tests	Scores				PERCENTILE RANK			High 90
	SS	GE	NS	NPR	25	50	75	
Vocabulary	182	2.4	6	62	[Bar chart]			
Reading Comprehension	180	2.3	6	59	[Bar chart]			
<b>Reading Total</b>	161	2.4	6	60	[Bar chart]			
Word Analysis	159	2.3	5	54	[Bar chart]			
Listening	159	2.3	5	57	[Bar chart]			
Spelling	172	3.0	8	90	[Bar chart]			
<b>Language Total</b>	170	2.9	7	81	[Bar chart]			
Math Concepts	169	2.9	7	81	[Bar chart]			
Math Problems	170	2.9	7	78	[Bar chart]			
*Math Computation	167	2.8	8	91	[Bar chart]			
<b>Mathematics Total</b>	170	2.9	7	81	[Bar chart]			
<b>CORE TOTAL</b>	167	2.7	6	75	[Bar chart]			
Social Studies	168	2.8	6	84	[Bar chart]			
Science	175	3.2	7	84	[Bar chart]			
Sources of Information	173	3.1	7	85	[Bar chart]			
<b>COMPOSITE</b>	167	2.7	7	77	[Bar chart]			

In the upper left part of this report, scores are printed for the tests, totals, and, if available, the composite. Several types of scores are reported, including the national percentile rank (NPR), which is the percent of students in this grade in the nation with a lower score on that test, total, or composite.

The graph of NPRs to the right of the scores provides a visual display of the student's performance on each test relative to the other tests. The horizontal bands help to show that each score is affected by a certain amount of error. Depending on the tests taken, the shaded region on the graph represents the width of the band for the Core Total, the Composite, or the Survey Total, the score that best describes the student's overall achievement across tests. Bands that lie completely outside the shaded region indicate scores that are probably higher or lower than this score. Bands for various test scores also can be compared with one another. Those that overlap each other represent test performances that are probably fairly similar. When two bands do not overlap, those scores indicate performances that are probably different.

The lower part of the report provides detailed information about skills in each test. The number of items for each skill, the number attempted, the percent correct for the student, and the percent correct for students in this grade in the nation are reported. The difference between the student's percent correct and the percent correct for students in the nation is displayed as a horizontal bar. These bars permit identification of skills that stand out as high or low when compared with students in the nation.

\* = Math Computation not included in Totals or Composite

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

Tests and Skills	Total Items	No. At.	% C.	% C.	Differences*	Tests and Skills	Total Items	No. At.	% C.	% C.	Differences*	Tests and Skills	Total Items	No. At.	% C.	% C.	Differences*			
			Stu.	Nat.	-20 0 +20				Stu.	Nat.	-20 0 +20				Stu.	Nat.	-20 0 +20			
<b>Vocabulary</b>	32	32	56	51	5	[Bar chart]	<b>Math Problems</b>	19	19	58	49	9	[Bar chart]	<b>Sources of Information (cont)</b>	5	5	100	68	32	[Bar chart]
Vocabulary							Problem Solving							Search for Information						
<b>Reading Comprehension</b>	7	7	71	68	3	[Bar chart]	Single-step	9	9	89	60	29	[Bar chart]							
Sentence Comprehension							Multiple-step	4	4	75	45	30	[Bar chart]							
Story Comprehension	31	28	68	59	9	[Bar chart]	Approaches and Procedures	6	6	0	36	-36	[Bar chart]							
<b>Word Analysis</b>	16	16	56	54	2	[Bar chart]	Data Interpretation	11	11	82	62	20	[Bar chart]							
Phono. Awareness and Decoding	22	22	55	56	-1	[Bar chart]	Read Amounts =	2	2	50	59	-9	[Bar chart]							
Identify & Analyze Word Parts							Compare Quantities	7	7	86	65	21	[Bar chart]							
<b>Listening</b>	14	14	57	61	4	[Bar chart]	Relationships & Trends =	2	2	100	53	47	[Bar chart]							
Literal Comprehension	17	17	65	68	8	[Bar chart]	<b>Math Computation</b>	15	15	73	49	24	[Bar chart]							
Inferential Comprehension							Add with Whole Numbers	15	15	60	43	17	[Bar chart]							
<b>Spelling</b>	10	10	90	63	27	[Bar chart]	Subtract with Whole Numbers													
Vowels	9	9	89	56	33	[Bar chart]	<b>Social Studies</b>	5	5	60	56	4	[Bar chart]							
Consonants	2	2	100	59	41	[Bar chart]	History	7	7	71	59	12	[Bar chart]							
Vowel/Consonant Combinations =	2	2	0	45	-45	[Bar chart]	Geography	7	7	57	53	4	[Bar chart]							
Affixes =							Economics	12	12	75	61	14	[Bar chart]							
<b>Language Total</b>	11	11	91	65	26	[Bar chart]	Government and Society													
Spelling in Context	7	7	86	59	27	[Bar chart]	<b>Science</b>	7	7	86	55	31	[Bar chart]							
Capitalization in Context	7	7	57	52	5	[Bar chart]	Scientific Inquiry	11	11	55	64	-9	[Bar chart]							
Punctuation in Context	17	17	71	57	14	[Bar chart]	Life Science	6	6	67	48	19	[Bar chart]							
Usage and Expression							Earth and Space Science	7	7	100	64	36	[Bar chart]							
<b>Math Concepts</b>	15	15	80	58	22	[Bar chart]	Physical Sciences													
Number Properties & Operations	6	6	50	50	0	[Bar chart]	<b>Sources of Information</b>	14	14	71	45	26	[Bar chart]							
Algebraic Concepts	5	5	100	76	24	[Bar chart]	Maps and Diagrams	6	6	67	47	20	[Bar chart]							
Geometry	5	5	40	49	-9	[Bar chart]	Locate Information	8	8	75	44	31	[Bar chart]							
Measurement							Interpret Information	14	14	79	60	19	[Bar chart]							
							Reference Materials	9	9	67	55	12	[Bar chart]							
							Use Reference Materials													

\* A plus (+) or minus (-) sign in the difference graph indicates that the bar extends beyond +/- 20. No. At. = Number Attempted %C = Percent Correct = = 1 and 2 item skills are not graphed



THE  
IOWA  
TESTS

Measurement You Can Trust

# RADaRS Software

- The next reports on the following 2 slides are not provided in paper copy, but can be produced by using the RADaRS Software provided.

Tests	Scores				NPR <sup>Low</sup>	PERCENTILE RANK			High <sup>99</sup>
	N	SS	GE	NS		25	50	75	
Vocabulary	187	163.5	2.6	6	65				
Reading Comprehension	186	160.1	2.6	6	71				
<b>Reading Total</b>	186	164.9	2.6	6	69				
Word Analysis	187	165.2	2.6	6	65				
Listening	187	167.2	2.7	7	77				
Spelling	187	161.6	2.4	6	66				
<b>Language Total</b>	186	165.0	2.6	6	72				
Math Concepts	187	160.6	2.4	6	61				
Math Problems	187	162.5	2.5	6	64				
*Math Computation	185	159.8	2.5	6	70				
<b>Mathematics Total</b>	187	161.6	2.4	6	62				
<b>CORE TOTAL</b>	185	163.9	2.6	6	69				
<b>Social Studies</b>	186	168.9	2.9	6	76				
<b>Science</b>	185	166.6	2.7	6	70				
<b>Sources of Information</b>	186	165.2	2.6	6	70				
<b>COMPOSITE</b>	183	165.9	2.7	6	74				

In the upper left part of this report, averages are printed for the tests, totals, or composite. Several types of scores are reported, including the national percentile rank (NPR), which is the percent of students in this grade in the nation with a lower score on that test, total, or composite.

The graph of NPRs to the right of the scores provides a visual display of the performance of the district for each test relative to the other tests. The horizontal bands help to show that each score is affected by a certain amount of error. Depending on the tests taken, the shaded region on the graph represents the width of the band for the Core Total, the Composite, or the Survey Total, the score that describes the overall achievement of the district across tests. Bands that lie completely outside the shaded region indicate scores that are probably higher or lower than this score. Bands for various test scores also can be compared with one another. Those that overlap each other represent test performances that are probably fairly similar. When two bands do not overlap, those scores indicate performances that are probably different.

The lower part of the report provides detailed information about skills in each test. The number of items for each skill, the average number attempted, the average percent correct for the district, and the average percent correct for students in this grade in the nation are reported. The difference between the percent correct for the district and the percent correct for students in the nation is displayed as a horizontal bar. These bars permit identification of skills that stand out as high or low when compared with similar groups in the nation.

\* = Math Computation not included in Totals or Composite

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

Tests and Skills	Total Items	No. At.	%C	%C	Differences*	Differences*	
						Sys.	Nat.
<b>Vocabulary</b>							
Vocabulary	32	32	57	51	6		■
<b>Reading Comprehension</b>							
Sentence Comprehension	7	7	73	68	5		■
Story Comprehension	31	31	68	59	9		■
<b>Word Analysis</b>							
Phono. Awareness and Decoding	16	16	60	54	6		■
Identify & Analyze Word Parts	22	22	59	56	3		■
<b>Listening</b>							
Literal Comprehension	14	14	67	61	6		■
Inferential Comprehension	17	17	70	57	13		■
<b>Spelling</b>							
Vowels	10	10	69	63	6		■
Consonants	9	9	66	56	10		■
Vowel/Consonant Combinations =	2	2	62	59	3		■
Affixes =	2	2	40	45	-5		■
<b>Language Total</b>							
Spelling in Context	11	11	71	65	6		■
Capitalization in Context	7	7	68	59	9		■
Punctuation in Context	7	7	61	52	9		■
Usage and Expression	17	17	67	57	10		■
<b>Math Concepts</b>							
Number Properties & Operations	15	15	61	58	3		■
Algebraic Concepts	6	6	54	50	4		■
Geometry	5	5	82	76	6		■
Measurement	5	5	55	49	6		■

Tests and Skills	Total Items	No. At.	%C	%C	Differences*	Differences*	
						Sys.	Nat.
<b>Math Problems</b>							
Problem Solving	19	19	52	49	3		■
Single-step	9	9	63	60	3		■
Multiple-step	4	4	50	45	5		■
Approaches and Procedures	6	6	36	36	0		■
Data Interpretation	11	11	71	62	9		■
Read Amounts =	2	2	61	59	2		■
Compare Quantities	7	7	75	65	10		■
Relationships & Trends =	2	2	63	53	10		■
<b>Math Computation</b>							
Add with Whole Numbers	15	14	59	49	10		■
Subtract with Whole Numbers	15	14	52	43	9		■
<b>Social Studies</b>							
History	5	5	55	56	-1		■
Geography	7	7	72	59	13		■
Economics	7	7	56	53	3		■
Government and Society	12	12	75	61	14		■
<b>Science</b>							
Scientific Inquiry	7	7	62	55	7		■
Life Science	11	11	73	64	9		■
Earth and Space Science	6	6	55	48	7		■
Physical Sciences	7	7	72	64	8		■
<b>Sources of Information</b>							
Maps and Diagrams	14	14	56	45	11		■
Locate Information	6	6	56	47	9		■
Interpret Information	8	8	57	44	13		■
Reference Materials	14	14	68	60	8		■
Use Reference Materials	9	9	66	55	11		■

Tests and Skills	Total Items	No. At.	%C	%C	Differences*	Differences*	
						Sys.	Nat.
<b>Sources of Information (cont)</b>							
Search for Information	5	5	72	68	4		■

No. At. = Number Attempted    %C = Percent Correct    = = 1 and 2 item skills are not graphed



Tests	Scores				NPR	PERCENTILE RANK			
	N	SS	GE	NS		Low (0)	25	50	75
Vocabulary	23	166.6	2.7	6	71				
Reading Comprehension	23	166.8	2.7	6	72				
<b>Reading Total</b>	23	166.8	2.7	6	72				
Word Analysis	23	170.9	3.0	6	73				
Listening	23	166.3	2.7	6	76				
Spelling	23	164.8	2.6	6	74				
<b>Language Total</b>	23	168.0	2.8	6	77				
Math Concepts	23	163.7	2.6	6	69				
Math Problems	23	162.3	2.6	6	64				
Math Computation	23	161.2	2.5	6	70				
<b>Mathematics Total</b>	23	163.1	2.4	6	66				
<b>CORE TOTAL</b>	23	165.9	2.7	6	73				
Social Studies	23	170.3	2.9	7	78				
Science	23	164.6	2.6	6	67				
Sources of Information	23	165.8	2.7	6	71				
<b>COMPOSITE</b>	23	167.0	2.7	7	77				

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The lower part of the report provides detailed information about skills in each test. The number of items for each skill, the average number attempted, the average percent correct for the class, and the average percent correct for students in this grade in the nation are reported. The difference between the percent correct for the class and the percent correct for students in the nation is displayed as a horizontal bar. These bars permit identification of skills that stand out as high or low when compared with similar groups in the nation.

\* = Math Computation not included in Totals or Composite

SS = Standard Score, GE = Grade Equivalent, NS = National Norms, NPR = National Percentile Rank

Tests and Skills	Total Items	No. Att.	% Class	% Nat.	Differences*
					-20 0 +20
<b>Vocabulary</b>					
Vocabulary	32	31	61	51	10
<b>Reading Comprehension</b>					
Sentence Comprehension	7	7	78	68	10
Story Comprehension	31	31	68	59	9
<b>Word Analysis</b>					
Phono. Awareness and Decoding	16	16	61	54	7
Identify & Analyze Word Parts	22	22	66	56	10
<b>Listening</b>					
Literal Comprehension	14	14	65	61	4
Inferential Comprehension	17	17	71	57	14
<b>Spelling</b>					
Vowels	10	10	74	63	11
Consonants	9	9	74	56	18
Vowel/Consonant Combinations =	2	2	67	59	8
Affixes =	2	2	30	45	-15
<b>Language Total</b>					
Spelling in Context	11	11	77	65	12
Capitalization in Context	7	7	74	59	15
Punctuation in Context	7	7	60	52	8
Usage and Expression	17	17	73	57	16
<b>Math Concepts</b>					
Number Properties & Operations	15	15	66	56	8
Algebraic Concepts	6	6	51	50	1
Geometry	5	5	83	76	7
Measurement	5	5	63	49	14

Tests and Skills	Total Items	No. Att.	% Class	% Nat.	Differences*
					-20 0 +20
<b>Math Problems</b>					
Problem Solving	19	19	53	49	4
Single-step	9	9	63	60	3
Multiple-step	4	4	51	45	6
Approaches and Procedures	6	6	38	36	2
Data Interpretation	11	11	69	62	7
Read Amounts =	2	2	65	59	6
Compare Quantities	7	7	71	65	6
Relationships & Trends =	2	2	65	53	12
<b>Math Computation</b>					
Add with Whole Numbers	15	15	62	49	13
Subtract with Whole Numbers	15	15	53	43	10
<b>Social Studies</b>					
History	5	5	54	56	-2
Geography	7	7	81	59	22
Economics	7	7	55	53	2
Government and Society	12	12	75	61	14
<b>Science</b>					
Scientific Inquiry	7	7	63	55	8
Life Science	11	11	70	64	6
Earth and Space Science	6	6	55	48	7
Physical Sciences	7	7	71	64	7
<b>Sources of Information</b>					
Maps and Diagrams	14	14	54	45	9
Locate Information	6	6	53	47	6
Interpret Information	8	8	55	44	11
Reference Materials	14	14	72	60	12
Use Reference Materials	9	9	68	55	13

Tests and Skills	Total Items	No. Att.	% Class	% Nat.	Differences*
					-20 0 +20
<b>Sources of Information (cont)</b>					
Search for Information	5	5	79	68	11

\* A plus (+) or minus (-) sign in the difference graph indicates that the bar extends beyond +/- 20. No. Att. = Number Attempted %C = Percent Correct = = 1 and 2 item skills are not graphed



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# Guidelines for Interpreting Scores

- ⑩ Watch for the unusual
- ⑩ Always ask “why?”
- ⑩ Watch for patterns
- ⑩ This is only a “snapshot”
  
- ⑩ One piece of the puzzle—on going assessments...observations...etc...



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# Questions to Ask

- ✓ What is this student's overall achievement?
- ✓ What are the students' strengths and weaknesses?
- ✓ Is the student making progress?
- ✓ How does this student compare with his/her peers?





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# Steps for Planning Instructional Change



- ✓ Start with the big picture  
(Group data)
- ✓ Look at the total scores for the content areas. Identify areas of concern
- ✓ Look at skills within the content areas. Identify areas of concern
- ✓ Compare to previous years of data (if available,)
- ✓ to see change over time



# THE IOWA TESTS

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# Start with the Big Picture



## BUILDING SUMMARY Iowa Tests of Basic Skills® (ITBS®)

Building: Lockwood Elementary  
District: Port Charles CSD

Form: A  
Test Date: 09/2003  
Norms: Fall 2000  
Order No.: 000000000  
Page: 1

	READING			Word Analysis	Listening	LANGUAGE		MATHEMATICS				CORE TOTAL	Social Studies	Science	Sources of Information	COMPOSITE
	Vocabulary	Comprehension	TOTAL			Spelling	TOTAL	Concepts	Problems	Computation*	TOTAL					
<b>Grade 2</b>																
Number of Students Included	95	95	95	95	95	95	95	95	95	94	95	95	95	94	94	94
Average Standard Score (SS)	164.4	167.5	166.0	167.2	166.9	162.2	167.2	160.3	163.7	159.6	162.0	165.1	168.0	163.6	165.9	166.2
Grade Equivalent of Average SS	2.6	2.8	2.7	2.7	2.7	2.4	2.7	2.3	2.6	2.5	2.4	2.6	2.8	2.6	2.7	2.7
National Stanine of Average SS	6	6	6	6	7	6	6	6	6	6	6	6	6	6	6	6
Percentile Rank of Average SS: National Student Norms	67	74	71	68	77	68	76	60	66	70	63	71	74	65	72	75
Number of Students Tested = 97																

For further information on the interpretation of this report, please visit [www.riversidepublishing.com](http://www.riversidepublishing.com) or refer to the Interpretive Guide.

\* = Math Computation is not included in the Math Total or in any score that includes the Math Total.



# THE IOWA TESTS

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# Start with the Big Picture



## BUILDING SUMMARY

*Iowa Tests of Basic Skills® (ITBS®)*

Building: Lockwood Elementary  
District: Port Charles CSD

Form: A  
Test Date: 09/2003  
Norms: Fall 2000  
Order No.: 000000000  
Page: 1

	READING			Word Analysis	Listening	LANGUAGE		MATHEMATICS				CORE TOTAL	Social Studies	Science	Sources of Information	COMPOSITE
	Vocabulary	Comprehension	TOTAL			Spelling	TOTAL	Concepts	Problems	Computation*	TOTAL					
<b>Grade 2</b>																
Number of Students Included	95	95	95	95	95	95	95	95	95	94	95	95	95	94	94	94
Average Standard Score (SS)	164.4	167.5	166.0	167.2	166.9	162.2	167.2	160.3	163.7	159.6	162.0	165.1	168.0	163.6	165.9	166.2
Grade Equivalent of Average SS	2.6	2.8	2.7	2.7	2.7	2.4	2.7	2.3	2.6	2.5	2.4	2.6	2.8	2.6	2.7	2.7
National Stanine of Average SS	6	6	6	6	7	6	6	6	6	6	6	6	6	6	6	6
Percentile Rank of Average SS: National Student Norms	67	74	71	68	77	68	76	60	66	70	63	71	74	65	72	75
Percent of Students in National Percentile Rank 75-99	34.7	44.2	44.2	32.6	52.6	38.9	49.5	32.6	33.7	36.2	34.7	44.2	44.2	41.5	43.6	52.1
50-74	33.7	27.4	27.4	33.7	26.3	24.2	31.6	23.2	35.8	40.4	32.6	28.4	30.5	26.6	30.9	25.5
25-49	18.9	13.7	12.6	17.9	14.7	28.4	12.6	30.5	21.1	19.1	22.1	20.0	18.9	29.8	11.7	19.1
1-24	12.6	14.7	15.8	15.8	6.3	8.4	6.3	13.7	9.5	4.3	10.5	7.4	6.3	2.1	13.8	3.2
Number of Students Tested = 97																

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# Class Summary Report



## CLASS SUMMARY Iowa Tests of Basic Skills® (ITBS®)

Class: Prescott  
Building: Lockwood Elementary  
District: Port Charles CSD

Form: A  
Test Date: 09/2003  
Norms: Fall 2000  
Order No.: 000000000  
Page: 1      Grade: 2

	READING			Word Analysis	Listening	LANGUAGE		MATHEMATICS				CORE TOTAL	Social Studies	Science	Sources of Information	COMPOSITE
	Vocabulary	Comprehension	TOTAL			Spelling	TOTAL	Concepts	Problems	Computation*	TOTAL					
<b>Prescott</b>	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
Number of Students Included	166.6	166.8	166.6	170.9	166.3	164.8	168.0	163.7	162.3	161.2	163.1	165.9	170.3	164.6	165.8	167.0
Average Standard Score (SS)	2.7	2.7	2.7	3.0	2.7	2.6	2.8	2.6	2.5	2.5	2.4	2.7	2.9	2.6	2.7	2.7
Grade Equivalent of Average SS	6	6	6	6	6	6	7	6	6	6	6	6	7	6	6	7
National Stanine of Average SS	71	73	72	73	76	74	77	69	64	76	66	73	78	67	71	77
Percentile Rank of Average SS: National Student Norms	Number of Students Tested = 24															

For further information on the interpretation of this report, please visit [www.riversidepublishing.com](http://www.riversidepublishing.com) or refer to the Interpretive Guide.

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# THE IOWA TESTS

Measurement You Can Trust

# Class Summary Report



## CLASS SUMMARY Iowa Tests of Basic Skills® (ITBS®)

Class: Prescott  
Building: Lockwood Elementary  
District: Fort Charles CSD

Form: A  
Test Date: 09/2003  
Norms: Fall 2000  
Order No.: 000000000  
Page: 1      Grade: 2

	READING			Word Analysis	Listening	LANGUAGE		MATHEMATICS				CORE TOTAL	Social Studies	Science	Sources of Information	COMPOSITE
	Vocabulary	Comprehension	TOTAL			Spelling	TOTAL	Concepts	Problems	Computation*	TOTAL					
<b>Prescott</b>																
Number of Students Included	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
Average Standard Score (SS)	166.6	166.8	166.6	170.9	166.3	164.8	168.0	163.7	162.3	161.2	163.1	165.9	170.3	164.6	165.8	167.0
Grade Equivalent of Average SS	2.7	2.7	2.7	3.0	2.7	2.6	2.8	2.6	2.5	2.5	2.4	2.7	2.9	2.6	2.7	2.7
National Stanine of Average SS	6	6	6	6	6	6	7	6	6	6	6	6	7	6	6	7
Percentile Rank of Average SS: National Student Norms	71	73	72	73	76	74	77	69	64	76	66	73	76	67	71	77
Percent of Students in National Percentile Rank																
75-99	47.8	52.2	52.2	39.1	47.8	47.8	47.8	34.8	34.8	39.1	30.4	47.8	43.5	34.8	43.5	60.9
50-74	21.7	21.7	17.4	26.1	34.8	21.7	47.8	26.1	30.4	52.2	47.8	26.1	39.1	34.8	30.4	17.4
25-49	17.4	4.3	13.0	21.7	13.0	30.4	4.3	39.1	26.1	8.7	21.7	21.7	17.4	26.1	17.4	17.4
1-24	13.0	21.7	17.4	13.0	4.3	0.0	0.0	0.0	8.7	0.0	0.0	4.3	0.0	4.3	8.7	4.3
Number of Students Tested = 24																

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Tests	Scores				NPR	PERCENTILE RANK			
	N	SS	GE	NS		Low (0)	25	50	75
Vocabulary	23	166.6	2.7	6	71				
Reading Comprehension	23	166.8	2.7	6	72				
<b>Reading Total</b>	23	166.8	2.7	6	72				
Word Analysis	23	170.9	3.0	6	73				
Listening	23	166.3	2.7	6	76				
Spelling	23	164.8	2.6	6	74				
<b>Language Total</b>	23	168.0	2.8	6	77				
Math Concepts	23	163.7	2.6	6	69				
Math Problems	23	162.3	2.6	6	64				
Math Computation	23	161.2	2.5	6	70				
<b>Mathematics Total</b>	23	163.1	2.4	6	66				
<b>CORE TOTAL</b>	23	165.9	2.7	6	73				
Social Studies	23	170.3	2.9	7	78				
Science	23	164.6	2.6	6	67				
Sources of Information	23	165.8	2.7	6	71				
<b>COMPOSITE</b>	23	167.0	2.7	7	77				

In the upper left part of this report, averages are printed for the tests, totals, or composite. Several types of scores are reported, including the national percentile rank (NPR), which is the percent of students in this grade in the nation with a lower score on that test, total, or composite.

The graph of NPRs to the right of the scores provides a visual display of the performance of the class for each test relative to the other tests. The horizontal bands help to show that each score is affected by a certain amount of error. Depending on the tests taken, the shaded region on the graph represents the width of the band for the Core Total, the Composite, or the Survey Total, the score that describes the overall achievement of the class across tests. Bands that lie completely outside the shaded region indicate scores that are probably higher or lower than this score. Bands for various test scores also can be compared with one another. Those that overlap each other represent test performances that are probably fairly similar. When two bands do not overlap, those scores indicate performances that are probably different.

The lower part of the report provides detailed information about skills in each test. The number of items for each skill, the average number attempted, the average percent correct for the class, and the average percent correct for students in this grade in the nation are reported. The difference between the percent correct for the class and the percent correct for students in the nation is displayed as a horizontal bar. These bars permit identification of skills that stand out as high or low when compared with similar groups in the nation.

\* = Math Computation not included in Totals or Composite

SS = Standard Score, GE = Grade Equivalent, NS = National Norms, NPR = National Percentile Rank

Tests and Skills	Total Items	No. Att.	% Class	% Nat.	Differences*
					-20 0 +20
<b>Vocabulary</b>					
Vocabulary	32	31	61	51	10
<b>Reading Comprehension</b>					
Sentence Comprehension	7	7	78	68	10
Story Comprehension	31	31	68	59	9
<b>Word Analysis</b>					
Phono. Awareness and Decoding	16	16	61	54	7
Identify & Analyze Word Parts	22	22	66	56	10
<b>Listening</b>					
Literal Comprehension	14	14	65	61	4
Inferential Comprehension	17	17	71	57	14
<b>Spelling</b>					
Vowels	10	10	74	63	11
Consonants	9	9	74	56	18
Vowel/Consonant Combinations =	2	2	67	59	8
Affixes =	2	2	30	45	-15
<b>Language Total</b>					
Spelling in Context	11	11	77	65	12
Capitalization in Context	7	7	74	59	15
Punctuation in Context	7	7	60	52	8
Usage and Expression	17	17	73	57	16
<b>Math Concepts</b>					
Number Properties & Operations	15	15	66	56	8
Algebraic Concepts	6	6	51	50	1
Geometry	5	5	83	76	7
Measurement	5	5	63	49	14

Tests and Skills	Total Items	No. Att.	% Class	% Nat.	Differences*
					-20 0 +20
<b>Math Problems</b>					
Problem Solving	19	19	53	49	4
Single-step	9	9	63	60	3
Multiple-step	4	4	51	45	6
Approaches and Procedures	6	6	38	36	2
Data Interpretation	11	11	69	62	7
Read Amounts =	2	2	65	59	6
Compare Quantities	7	7	71	65	6
Relationships & Trends =	2	2	65	53	12
<b>Math Computation</b>					
Add with Whole Numbers	15	15	62	49	13
Subtract with Whole Numbers	15	15	53	43	10
<b>Social Studies</b>					
History	5	5	54	56	-2
Geography	7	7	81	59	22
Economics	7	7	55	53	2
Government and Society	12	12	75	61	14
<b>Science</b>					
Scientific Inquiry	7	7	63	55	8
Life Science	11	11	70	64	6
Earth and Space Science	6	6	55	48	7
Physical Sciences	7	7	71	64	7
<b>Sources of Information</b>					
Maps and Diagrams	14	14	54	45	9
Locate Information	6	6	53	47	6
Interpret Information	8	8	55	44	11
Reference Materials	14	14	72	60	12
Use Reference Materials	9	9	68	55	13

Tests and Skills	Total Items	No. Att.	% Class	% Nat.	Differences*
					-20 0 +20
<b>Sources of Information (cont)</b>					
Search for Information	5	5	79	68	11

\* A plus (+) or minus (-) sign in the difference graph indicates that the bar extends beyond +/- 20. No. Att. = Number Attempted %C = Percent Correct = = 1 and 2 item skills are not graphed



# THE IOWA TESTS

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# Identify Individual Students



## LIST OF STUDENT SCORES Iowa Tests of Basic Skills® (ITBS®)

Class: Prescott  
Building: Lockwood Elementary  
District: Port Charles CSD

Form/Level: A/B  
Test Date: 09/2003  
Norms: Fall 2000  
Order No.: 00000000  
Page: 2 Grade: 2

STUDENT NAME I.D. Number F-1 F-2 F-3 Code A B C D E F G H I J K L M N O P Z	Birth Date Calculator Age Program Form	Level (Gender) Form	SS GE NS NPR	READING			Word Analysis	Listening	LANGUAGE		MATHEMATICS				CORE TOTAL	Social Studies	Science	Sources of Information	COM- POSITE	
				Vocabu- lary	Compre- hension	TOTAL			Spell- ing	TOTAL	Concepts	Problems	Compu- tation*	TOTAL						
Grant, Martin	12/94 08-00	B (M) A	SS	162	160	161	159	150	172	170	169	170	167	170	167	166	175	173	167	
			GE	2.4	2.3	2.4	2.3	2.3	3.0	2.9	2.9	2.9	2.8	2.9	2.7	2.8	3.2	3.1	2.7	
			NS	6	5	6	5	5	8	7	7	7	8	7	6	6	7	7	7	
			NPR	62	59	60	54	57	90	81	81	78	91	81	75	74	84	85	77	
Hardy, Paula	06/95 08-03	B (F) A	SS	172	172	172	203	168	176	184	166	161	156	164	173	160	162	166	172	
			GE	3.0	3.0	3.0	5.0	2.8	3.2	3.6	2.7	2.4	2.3	2.5	3.0	2.4	2.5	2.7	3.0	
			NS	7	7	7	9	7	8	8	6	6	5	6	7	5	6	6	7	
			NPR	79	82	83	98	79	94	93	74	61	58	68	85	58	62	72	86	
Hassie, Jasmine	03/95 08-06	B (F) A	SS	182	169	176	185	179	169	194	169	170	169	170	180	164	171	175	177	
			GE	3.6	2.9	3.2	3.8	3.4	2.8	4.2	2.9	2.9	2.9	2.9	3.4	2.6	2.9	3.2	3.2	
			NS	8	7	7	7	8	7	9	7	7	7	8	7	8	6	7	7	8
			NPR	91	77	87	86	92	84	98	81	78	93	81	93	67	78	88	91	
Jenkins, Humprey	06/95 08-03	B (M) A	SS	162	160	161	162	165	156	161	163	151	158	157	160	158	157	164	162	
			GE	2.4	2.3	2.4	2.5	2.6	2.1	2.4	2.5	1.9	2.4	2.1	2.4	2.8	2.2	2.6	2.4	
			NS	6	5	6	6	6	5	6	6	4	6	5	5	6	5	6	6	
			NPR	62	59	60	60	73	48	62	67	36	64	50	59	74	51	67	65	
Kerrigan, Will	06/95 08-03	B (M) A TIL	SS	170	160	165	153	162	167	170	156	173	167	164	166	184	171	162	166	
			GE	2.9	2.3	2.6	2.0	2.5	2.7	2.9	2.1	3.0	2.8	2.5	2.7	3.8	2.9	2.4	2.7	
			NS	6	5	6	5	6	7	7	5	7	8	6	6	8	7	6	6	
			NPR	76	59	69	41	66	79	81	48	82	91	68	73	93	78	62	75	
McFadden, Eugene	05/95 08-04	B (M) A	SS	188	193	190	208	196	176	174	176	173	167	174	179	189	202	193	191	
			GE	4.0	4.3	4.1	5.4	4.5	3.2	3.1	3.3	3.0	2.8	3.1	3.4	4.1	5.0	4.3	4.1	
			NS	8	8	8	9	9	6	7	8	7	8	7	8	9	9	9	9	
			NPR	94	95	95	99	99	94	85	91	82	91	87	92	96	99	98	99	
Ochi, Jiro	06/95 08-03	B (M) A TIL	SS	154	145	150	153	162	154	159	156	164	154	160	156	173	153	155	158	
			GE	2.0	1.5	1.8	2.0	2.5	2.0	2.3	2.1	2.6	2.2	2.3	2.1	3.1	2.0	2.1	2.2	
			NS	5	3	4	5	6	4	5	5	6	5	5	5	7	5	5	5	
			NPR	44	20	33	41	66	40	56	48	67	50	58	47	62	42	46	54	
Ornelas, Jorge	09/95 08-00	B (M) A	SS	178	202	190	208	179	176	174	183	183	174	183	182	195	180	186	187	
			GE	3.4	5.0	4.1	5.4	3.4	3.2	3.1	3.7	3.7	3.3	3.6	3.6	4.4	3.5	3.8	3.9	
			NS	7	9	8	9	8	8	7	9	8	9	9	8	9	8	9	9	
			NPR	86	98	95	99	92	94	85	97	92	97	96	95	99	89	96	99	
Peck, Stephan	07/95 08-02	B (M) A	SS	194	181	188	203	162	162	159	153	173	160	163	170	164	153	164	170	
			GE	4.4	3.5	4.0	5.0	2.5	2.4	2.3	2.0	3.0	2.5	2.4	2.9	2.6	2.0	2.6	2.9	
			NS	9	8	8	9	6	6	5	5	7	6	6	7	6	5	6	7	
			NPR	96	91	95	98	66	67	56	41	82	71	66	81	67	42	67	82	

SS=Standard Score, GE=Grade Equivalent, NS=National Norms, NPR=National Percentile Rank

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# Individual Performance Profile

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## PERFORMANCE PROFILE FOR MARTIN GRANT

*Iowa Tests of Basic Skills® (ITBS®)*

Student: Grant, Martin  
Class: Prescott  
Building: Lockwood Elementary  
District: Port Charles CSD

Student ID:  
Form Level: A/B  
Test Date: 09/2003  
Norms: Fall 2000  
Order No.: 000000000  
Page: 10

Grade: 2

Tests	Scores			NPR	PERCENTILE RANK		
	SS	GE	NS		25	50	75
Vocabulary	162	2.4	6	62			
Reading Comprehension	150	2.3	5	59			
<b>Reading Total</b>	<b>151</b>	<b>2.4</b>	<b>5</b>	<b>60</b>			
Word Analysis	159	2.3	5	54			
Listening	159	2.3	5	57			
Spelling	172	3.0	8	90			
<b>Language Total</b>	<b>170</b>	<b>3.0</b>	<b>7</b>	<b>81</b>			
Math Concepts	169	2.9	7	81			
Math Problems	170	2.9	7	78			
Math Computation	167	2.9	7	81			
<b>Mathematics Total</b>	<b>170</b>	<b>2.9</b>	<b>7</b>	<b>81</b>			
<b>CORE TOTAL</b>	<b>167</b>	<b>2.7</b>	<b>6</b>	<b>75</b>			
<b>Social Studies</b>	<b>168</b>	<b>2.8</b>	<b>6</b>	<b>74</b>			
Science	175	3.2	7	84			
Sources of Information	173	3.1	7	85			
<b>COMPOSITE</b>	<b>167</b>	<b>2.7</b>	<b>7</b>	<b>77</b>			

In the upper left part of this report, scores are printed for the tests, totals, and, if available, the composite. Several types of scores are reported, including the national percentile rank (NPR), which is the percent of students in this grade in the nation with a lower score on that test, total, or composite.

The graph of NPRs to the right of the scores provides a visual display of the student's performance on each test relative to the other tests. The horizontal bands help to show that each score is affected by a certain amount of error. Depending on the tests taken, the shaded region on the graph represents the width of the band for the Core Total, the Composite, or the Survey Total, the score that best describes the student's overall achievement across tests. Bands that lie completely outside the shaded region indicate scores that are probably higher or lower than this score. Bands for various test scores also can be compared with one another. Those that overlap each other represent test performances that are probably fairly similar. When two bands do not overlap, those scores indicate performances that are probably different.

The lower part of the report provides detailed information about skills in each test. The number of items for each skill, the number attempted, the percent correct for the student, and the percent correct for students in this grade in the nation are reported. The difference between the student's percent correct and the percent correct for students in the nation is displayed as a horizontal bar. These bars permit identification of skills that stand out as high or low when compared with students in the nation.

\* = Math Computation not included in Totals or Composite

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

Tests and Skills	Total Items	No. At.	% C	% C	Differences*
<b>Vocabulary</b>					
Vocabulary	32	32	56	51	5
<b>Reading Comprehension</b>					
Sentence Comprehension	7	7	71	68	3
Story Comprehension	31	28	68	59	9
<b>Word Analysis</b>					
Phono. Awareness and Decoding	16	16	56	54	2
Identify & Analyze Word Parts	22	22	55	56	-1
<b>Listening</b>					
Literal Comprehension	14	14	57	61	-4
Inferential Comprehension	17	17	65	57	8
<b>Spelling</b>					
Vowels	10	10	90	63	27
Consonants	9	9	89	56	33
Vowel/Consonant Combinations =	2	2	100	59	41
Affixes =	2	2	0	45	-45
<b>Language Total</b>					
Spelling in Context	11	11	91	65	26
Capitalization in Context	7	7	86	59	27
Punctuation in Context	7	7	57	52	5
Usage and Expression	17	17	71	57	14
<b>Math Concepts</b>					
Number Properties & Operations	15	15	80	58	22
Algebraic Concepts	6	6	50	50	0
Geometry	5	5	100	76	24
Measurement	5	5	40	49	-9

Tests and Skills	Total Items	No. At.	% C	% C	Differences*
<b>Math Problems</b>					
Problem Solving	19	19	58	49	9
Single-step	9	9	89	60	29
Multiple-step	4	4	75	45	30
Approaches and Procedures	6	6	0	36	-36
Data Interpretation	11	11	82	62	20
Read Amounts =	2	2	50	59	-9
Compare Quantities	7	7	86	65	21
Relationships & Trends =	2	2	100	53	47
<b>Math Computation</b>					
Add with Whole Numbers	15	15	73	49	24
Subtract with Whole Numbers	15	15	60	43	17
<b>Social Studies</b>					
History	5	5	60	56	4
Geography	7	7	71	59	12
Economics	7	7	57	53	4
Government and Society	12	12	75	61	14
<b>Science</b>					
Scientific Inquiry	7	7	86	55	31
Life Science	11	11	55	64	-9
Earth and Space Science	6	6	67	48	19
Physical Sciences	7	7	100	64	36
<b>Sources of Information</b>					
Maps and Diagrams	14	14	71	45	26
Locate Information	6	6	67	47	20
Interpret Information	8	8	75	44	31
Reference Materials	14	14	79	60	19
Use Reference Materials	9	9	67	55	12

Tests and Skills	Total Items	No. At.	% C	% C	Differences*
<b>Sources of Information (cont)</b>					
Search for Information	5	5	100	68	32

\* A plus (+) or minus (-) sign in the difference graph indicates that the bar extends beyond +/- 20. No. At. = Number Attempted % C = Percent Correct = 1 and 2 item skills are not graphed



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# Principles in Testing Interpretation

- ⑩ All scores have measurement error
- ⑩ Never interpret a score in isolation
- ⑩ Group scores have a smaller standard error of measurement than individual scores
- ⑩ Every score type (PR, S,SS, GE, NCE, etc.) has a unique purpose
- ⑩ A district testing program is an annual research program
- ⑩ Interpret results with other data
- ⑩ Score reports should be ordered on the basis of data needs
- ⑩ Post-test inservice is important
- ⑩ Results should be reviewed individually and in small groups
- ⑩ Share test results with students
- ⑩ Improving test performance is possible
- ⑩ The ability to disaggregate data improves the facility to answer post-test questions



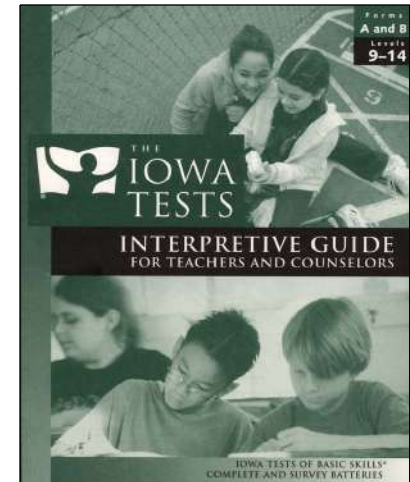
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# Strategies for Intervention

## Interpretive Guide for Teachers

- ⑩ Listening
  - Show/tell
  - Think-alouds
- ⑩ Reading
  - Read
  - Retell
- ⑩ Spelling
  - Similar spellings
- ⑩ Word Analysis
  - Same sound as his/her name
- ⑩ Vocabulary
  - Teach in context/meaning





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# Evaluating Scores and Analyzing Data

- ✓ Start with the big picture... **Total Composite Score.**
- ✓ Compare the total score to each of the content areas. **Identify areas of concern.**
- ✓ Look at objectives within the content areas. **Identify areas of concern....Performance Profile** for the student or class or skill.
- ✓ **Link** back to instruction!



# Identifying Areas for Goal Setting

Group/Grade \_\_\_\_\_ Date \_\_\_\_\_

Prepared by \_\_\_\_\_ Score Type: \_\_\_\_\_

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Tests/Skills	Avg.	Goal	Dif f	Notes/Explanations	Priority



# Identifying Areas for Goal Setting

Group/Grade: **4<sup>th</sup> grade**      Date **October 2003**

Prepared by **Lance Rogers** Score Type: **NPR**

THE IOWA TESTS Measurement Year: 2003	Tests/Skills	Avg.	Goal	Diff	Notes/Explanations	Priority
	<b>Estimation</b>	<b>35</b>	<b>55</b>	<b>-20</b>	<b>Significance of Diff? Intervention group Textbook /materials</b>	<b>YES</b>
	<b>Comprehension</b>	<b>52</b>	<b>55</b>	<b>-3</b>	<b>Subtests/skill? Inferences and Theme: Textbook/materials</b>	<b>Maybe</b>
	<b>Computation</b>	<b>59</b>	<b>55</b>	<b>+4</b>	<b>Looks good, keep up the Daily practice and HW.</b>	<b>NO</b>



# Planning Instructional Change



Skill/Sub-Test \_\_\_\_\_ Date: \_\_\_\_\_  
Group \_\_\_\_\_ Goal: \_\_\_\_\_

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Students below goal,  
or lower than predicted

Notes or Explanations

Action

Students below goal, or lower than predicted	Notes or Explanations	Action

# Planning Instructional Change



Skill/Sub-Test: **Estimation** Date: **November 2006**  
Group: **4<sup>th</sup> grade, all** Goal: **55 Percentile**

Students below goal,  
THE or lower than predicted

Notes or Explanations

Action

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**Katy  
Larry**

**George  
Miguel  
Rochelle**

**K, and G, attendance issue**

**Need specific Estimation  
Strategies, small group:  
Materials/textbook**

**Work on:**

- 1. Speed**
- 2. Accuracy**
- 3. Logic Problems**
- 4. Magnitude of Numbers**

**Practice:**

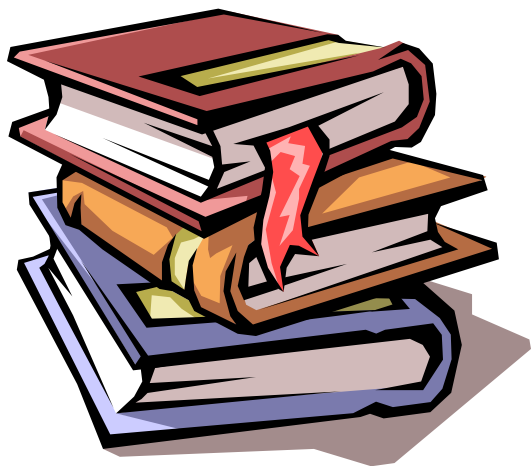
- 1. Format**
- 2. Timing**
- 3. Marking spaces**

**Use your TG Index, Table of Contents**



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# Using Your ITBS Test Results to Inform Instruction





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# Questions?