

Georgia Department of Education

November 7, 2008



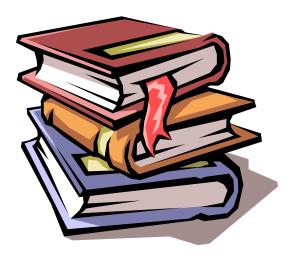
Brent Rhodes, Assessment Consultant

Brent_rhodes@hmco.com

(404) 735-2253



Using Your ITBS Test Results to Inform Instruction





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









WHAT IS A STANDARDIZED TEST?

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

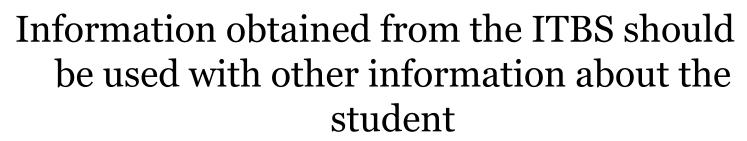


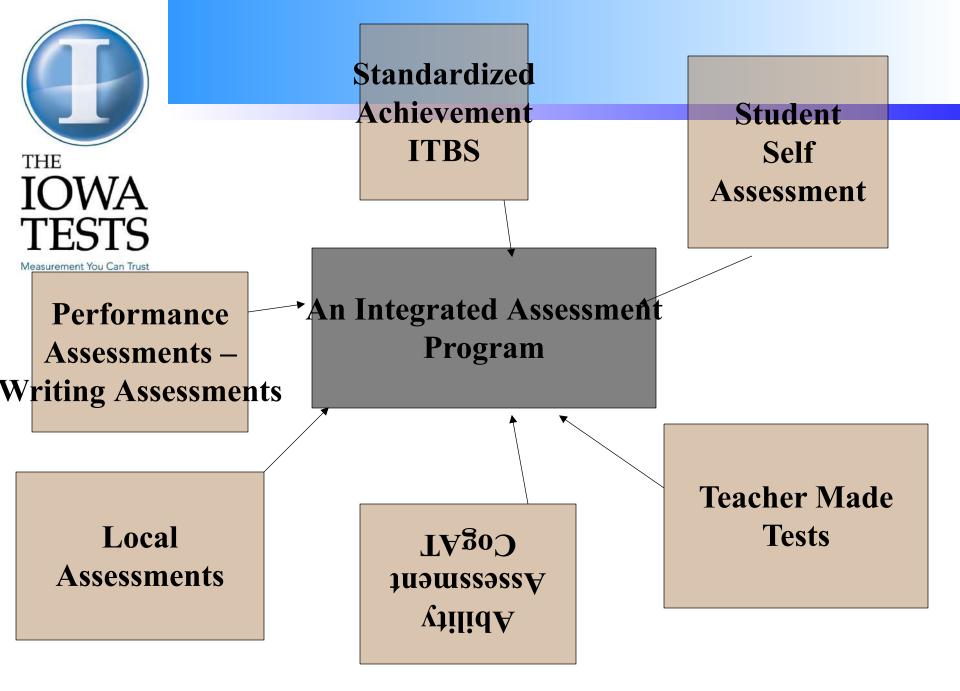
Appropriate Purposes for Testing

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



One Piece of Evidence of Learning



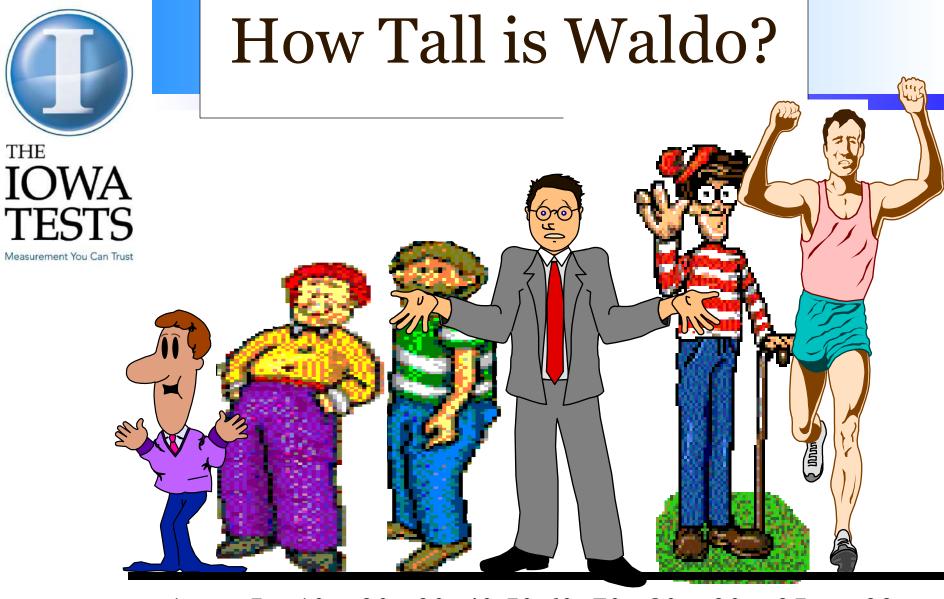




What is a Norm?

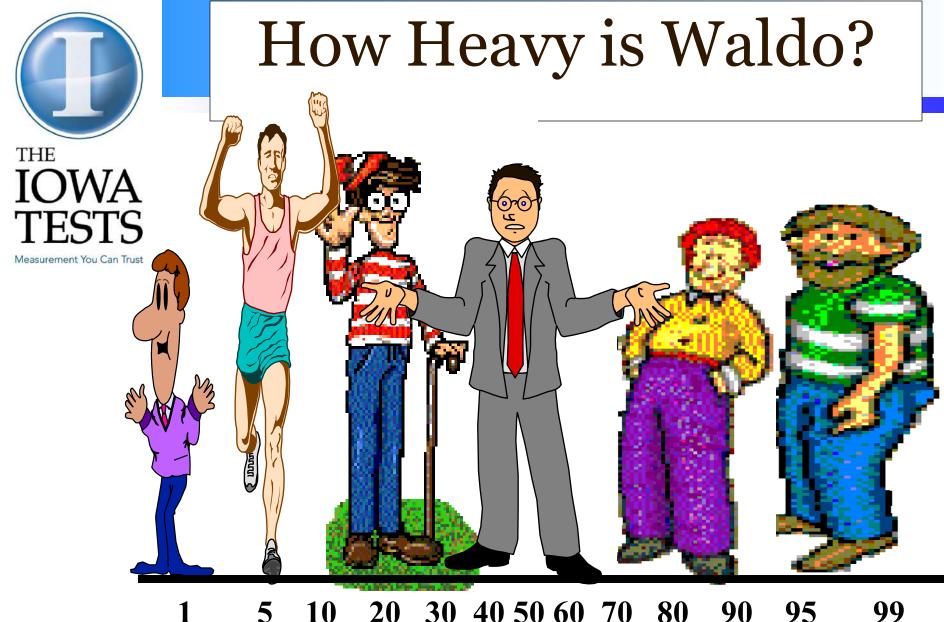
Compares student performance to a representative sample of the population in the same grade and at the same time of the year

O An indicator of strengths and weaknesses in specific achievement areas.



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





30 40 50 60 70



Is Waldo **taller** or **heavier**?

AttributeP ercentile Height90 Weight20





Measurement You Can Trust

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 ¹/₂ of all students fall between 25th and 75th.

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.

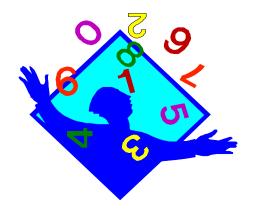
Normal Curve Equivalent (NCE) Normalized Score Scale, ranges like PR, but can be averaged.

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.



ITBS Measurement Terms

- **()** N Number tested
- **O**SS Standard Score
- O GE Grade Equivalent
- ONPR National Percentile Rank
- **O**NS National Stanine
- **10** NCE Normal Curve Equivalent
- LPR Local Percentile Rank





Scores Reported

National Percentile Rank (NPR) 1-99
 National Stanine (NS) 1-9

- 1 3= Low
- 4 6= Average
- 7 9= High

Normal Curve Equivalent (NCE) 1-99
Grade Equivalents (GE) K.0-13+
Standard Score (SS) 80-400



ITBS: There are 2 Score Types

Or Growth Scores=DEVELOPMENT

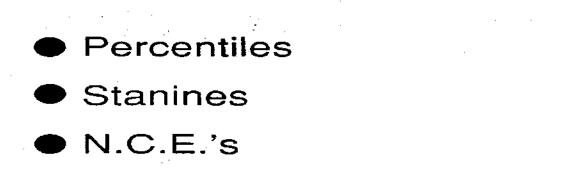
SS GE

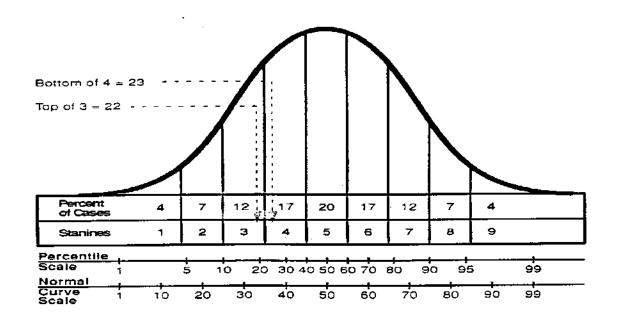
Ostatus Scores=RANK NPR NCE **Stanines**





1.4

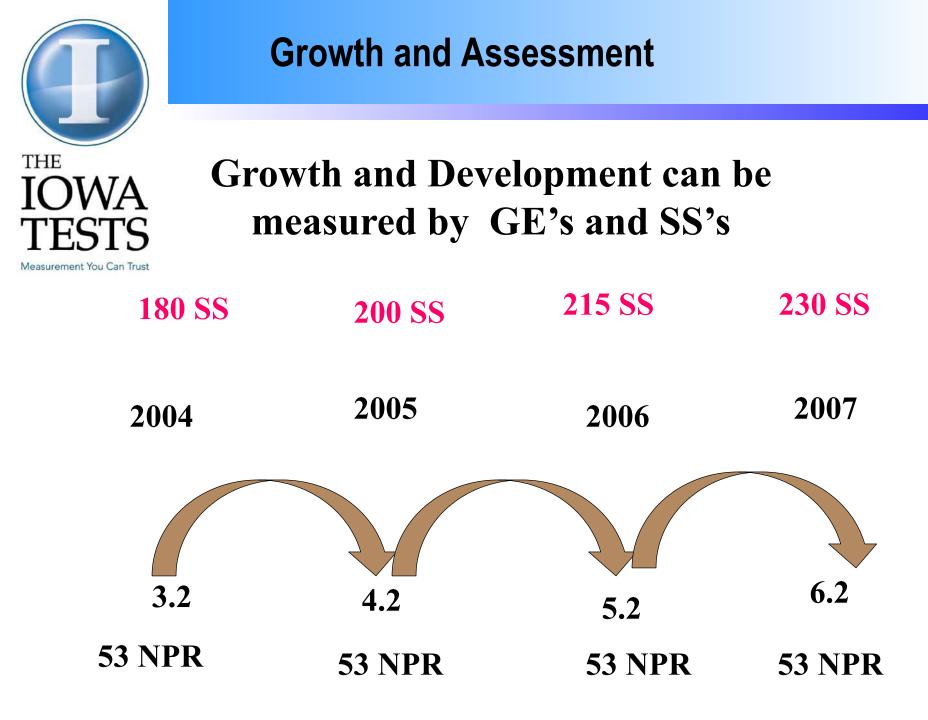






Growth & Assessment

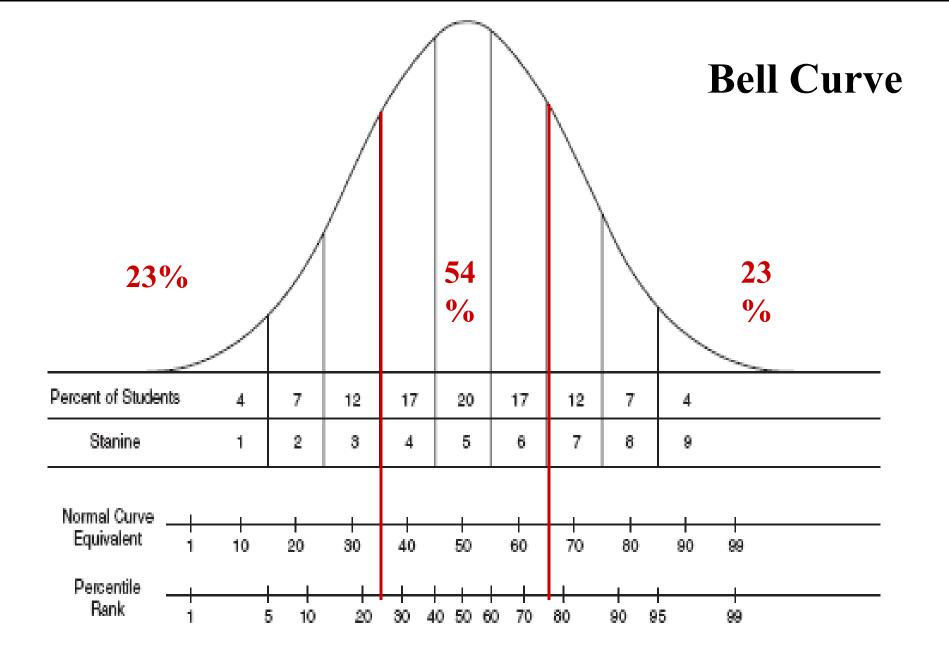
	2002	2003	2004	2005
SS	180	200	215	230
NPR	53	53	53	53
	3 rd	4 th	5 th	6 th





Relationship among ITBS scores

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





What is on grade-level? (fall)

IOWA TESTS Measurement You Can Trust

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)



What is on grade-level? (spring)

IOWA TESTS Measurement You Can Trust

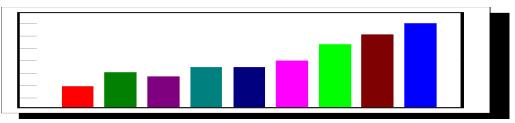
Grade	PR	SS	GE
3	25-75 (50)	170-204 (185)	2.9-5.1 (3.8)
4	25-75 (50)	181-223 (200)	3.5-6.5 (4.8)
5	25-75 (50)	191-239 (214)	4.2-7.9 (5.8)
6	25-75 (50)	200-253 (227)	4.8-9.1 (6.8)
7	25-75 (50)	210-266 (238)	5.5-10.5 (7.8)
8	25-75 (50)	219-279 (250)	6.2-12.2 (8.8)



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





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

Class: Prescott Building: Lockwood Elementary District: Port Charles CSD Form/Level: A/ 8 Test Date: 09/2003 Norms: Fall 2000

Order No.: 000000000 Page: 2 Grade: 2

STUDENT NAME	Birth Dal		No. 1999.	der)	ĺ	READING				LANG	UAGE		MATHE	MATICS]				[]	
I.D. Number Calculator F-1 F-2 F-3 Code ABCDEFGHIJI	Program				Vocab- ulary	Compre- hension	TOTAL	Word Analysis	Listen- ing	Spell- ing	TOTAL	Concepts	Problema	Compu- tation*	TOTAL	CORE	Social Studies	Science	Sources of Information	POSIT
Grant, Martin	12/94 08-09	8 A	(M)	SS GE NS NPR	162 2,4 6 62	160 2.3 5 59	161 2.4 6 60	159 2.3 5 54	159 2.3 5 57	172 3.0 8 90	170 2.9 7 61	169 2.9 7 81	170 2.9 7 78	167 2.8 8 91	170 2.9 7 81	167 2.7 6 75	168 2.8 6 74	175 3.2 7 84	173 3.1 7 85	16 2 7
Hardy, Paula	06'95 08-03	8 A	(F)	SS GE NS NPR	172 3.0 7 79	172 3.0 7 82	172 3.0 7 83	203 5.0 9 96	168 2.8 7 79	176 3.2 8 94	184 3.6 8 93	166 2.7 6 74	161 2.4 6 61	156 2.3 5 58	164 2.5 68	173 3.0 7 85	160 2.4 5 58	162 2.5 6 62	166 9.7 0 72	17 8
Hassle, Jasmine	03/95 05-06	6 A	(F)	SS GE NS NPR	182 3.6 8 91	169 2.9 7 77	176 3.2 7 87	185 3.8 7 88	179 3.4 8 92	169 2.8 7 84	194 4.2 9 88	169 2.9 7 81	170 2.9 7 78	169 2.9 8 93	170 2.9 7 81	180 3.4 8 93	164 2.6 6 67	171 2.9 7 78	175 3.2 7 88	17 3 9
Jenkins, Humprey	06/95 08-03	B A	(M)	SS GE NS NPR	162 2.4 6 62	160 2.3 5 59	161 2.4 6 60	162 2.5 6 60	165 2.6 6 73	156 2.1 5 48	161 2.4 6 62	163 2.5 6 67	151 1.9 4 36	158 2.4 6 64	157 2.1 5 50	160 2.4 5 59	168 2.8 6 74	157 2.2 5 51	164 2.6 6 67	16 2 6
Kerrigan, Will	06/95 08-00 T	8 A IL	(M)	SS GE NS NPR	170 2.9 6 76	160 2.3 5 59	165 2.6 6 69	153 2.0 5 41	162 2.5 6 66	167 2.7 7 79	170 2.9 7 81	156 2.1 5 48	173 3.0 7 82	167 2.8 8 91	164 2.5 6 68	106 2.7 6 73	184 3.8 8 93	171 2.9 7 78	162 2.4 6 62	16 2 7
McFadden, Eugene	05/95 08-04	8 A	(M)	SS GE NS NPR	188 4.0 8 94	193 4.3 8 95	190 4.1 8 95	208 5.4 9 99	196 4.5 9 99	176 3.2 8 94	174 3.1 7 85	176 3.3 6 91	173 3.0 7 82	167 2.8 8 91	174 3,1 7 87	179 3.4 8 92	189 4.1 9 96	202 5.0 9 99	193 4.3 9 96	19 4 9
Ochi, Jiro	0695 08-03 T	H A IL	(M)	SS GE NS NPR	154 2.0 5 44	145 1.5 3 20	150 1.8 4 33	153 2.0 5 41	162 2.5 6 66	154 2.0 4 40	159 2.3 5 56	156 2,1 5 48	164 2.6 6 67	154 2.2 5 50	160 2.3 5 58	156 2.1 5 47	173 3.1 7 82	153 2.0 5 42	155 2.1 5 46	15 2 5
Ornelas, Jorge	09/95 08-00	8 A	(M)	SS GE NS NPR	178 3.4 7 86	202 5.0 9 98	190 4.1 8 95	208 5.4 9 99	179 3,4 8 92	176 3.2 8 94	174 3.1 7 85	183 3.7 9 97	183 3.7 8 92	174 3.3 9 97	183 3.6 9 96	182 3.6 8 95	195 4.4 9 99	180 3.5 89	186 3.6 0 96	18
Peck, Stephan	07/95 08-02	A A	(M)	SS GE NS NPR	194 4.4 9 96	181 3.5 8 91	188 4.0 8 95	203 5.0 9 98	162 2.5 6 66	162 2.4 6 67	159 2.3 5 56	153 2.0 5 41	173 3.0 7 82	160 2.5 6 71	163 2.4 6 66	170 2.9 7 81	164 2.6 6 57	153 2.0 5 42	164 2.6 6 67	17 2. 8

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

For further information on the interpretation of this report, please visit 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.

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STUDENT SCORE LABELS



Iowa Tests of Basic Skills® (ITBS®)

Class: Prescott Building: Lockwood Elementary District: Port Charles CSD FormiLevol: A Text Date: 09/2000 Norms: Fall 2000 Order No.: 00000000 Page: 1 Grade: 2

Andrews, Allan	D Number DO	94 2	8 A	09/03 Fa									lows Tests of Benic	
Scores READING	Word	Listen-	State -	LANGUAG	×	M	THEMATICS		Com	Social		SOURCES O	F INFORMATION	Com-
Reported Vocab- Compre- ulary hension	Total Analysia	ing	Spel- ing		Total	Concepts Prob	leme Somou	Total	Total	Studies	Science		Tetal	posite
SS 178 172	175 189	162	186		17		179 16		175	168	153		173	17
GE 3.4 3.0 NS 7 7	3.3 4.9 7 B	2.5	3.9		2.	35	3.3 2	34	3,1	2.8	20		3.1	23
NPR 55 82	86 91	66	98		8		88 9		58	74	42		85	8
									* = Not	included in	Totals or 0	Composite		
Barton, Jeffrey		B Grade	Level Form	Test Date Nort 09/03 Fa		F-3 Code	ABCDE	F G H I	JKL	NOP	Z Program		lowa Tests of Basic	Skille
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SS 178 172	175 177	171	167		17		187 18		179	178	166		186	17
GE 3.4 3.0 NS 7 7	31 3.3	29	2.7		3.	3.9	39 3	3.9	3.4	3.4	2.7		38	3
NPR 00 82	86 80	84	79			98	94 9	98	92	88	70		96	9
	THE PARTY					1000	100		* + Not	included in	Totals or 4	Composite		
Berger, Elaine	O Number DO	B Grade 1 95 2	E A	Test Date Nort 09/03 Fa		F-3 Code	ABCDE	F G H I	JKL	NOP	Z Program		ows Tests of Besic	Shills
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Reported Vocab Compre-	Total Analysis	ing	Spell-		Totas	Concepts Prob	lems tuton"	Total	Cors Total	Social Studies	Science		Total	DONIN
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88 154 139	146 144	156	159		. 90									
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	100000 00000					4	1,4 2. 3 22 6	4	1.8 4 34	2.8 67	1.5 4 25		2.3 5 56	1.5
GE 2.0 1.3 NS 5 2	1.6 1.5 3 4		2.3	ш	2	4	3	4	4	6	4 25	Composite	2.3 5 56	1.
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GE 2.0 1.3 NS 5 2 NPR 44 9 Bogan, Barbara Scores Reported User Internet GE 2.3 43 NS 5 8 NPR 58 95 Brooks, Jamal Scores Reported User Internet Brooks, Jamal Scores Reported User Internet GE 1.0 1.5 NS 135 145 GE 1.0 1.5 NS 3 3 3 NPR 12 20 Edmonds, Mandy Scores READING	1.6 1.8 1.8 4 4 23 24 24 25 25 25 25 25 25 25 25 25 25 25 25 25	2.1 5 48 08 Grade 95 2 Listen- ing 168 2.8 7 7 79 00 Crade 95 2 Listen- ing 162 2.5 6 6 6 6 6 8 Grade 94 2	2.3 55 58 10001 Form 8 A 30 151 1.9 4 31 156 2.1 1 5 5005 100 156 2.1 1 5 43 10001 Form 8 A	Test Date Nor	22 8 8 16 16 26 16 20 16 20 17 16 20 17 18 19 19 19 19 19 19 19 19 19 19	4 33 F-3 Code Cencepa Prot 147 15 4 25 F-3 Code F-3 Code F-3 Code	3 22 6 A B C D E A B C D E A B C D E 151 14 1.9 1. 36 3 A B C D E Composition 24 36 3 A B C D E Composition 24 36 5 A B C D E A B C D E 4 36 5 A B C D E A B C D E 4 36 5	4 25 F G H 1 Total 5 149 7 4 4 30 F G H 1 Total 5 149 4 30 F G H 1 Total 5 149 4 30 F G H 1	4 34 7 = Nor J K L Core Tatal 164 2.6 69 1 = Nor J K L Core Tatal 151 1.8 4 34 4 1 + Nor	6 67 ecluded in M NOP Social Bades 173 31 7 82 ecluded in M NOP Tal Social Statism 164 2.6 6 67 included in M NOP	4 25 Totals or 0 2 Program Science 150 18.8 4 36 Totals or 0 2 Program Science 106 2.7 70 Tutals or 0 2 Program	SOURCES C	Some Tests of Beak print of Beak Total 152 1.9 4 38 Total Se InFORMATION Total 55 2.1 5 46	3 s Saitty Com- positiation 16 2. 6 c Saitty Com- positiation 15 2. 4 c Saitty c Sait
GE 2.0 1.3 NS 5 2 NPR 44 9 Bogan, Barbara Scores Vocab- Reported Uary Inersion GE 2.3 43 NS 5 8 NHR 58 95 Brooks, Jamal Scores Vocab- Reported Uary Inersion GE 1.0 1.5 NS 3 3 3 NS 5 145 GE 1.0 1.5 NS 3 3 3 NHR 12 20	1.6 1.8 1.8 4 4 23 24 24 25 25 25 25 25 25 25 25 25 25 25 25 25	2.1 5 48 08 Grade 95 2 Listen- ing 168 2.8 7 7 79 06 Grade 8 6 6 6 6 6 6 6 6 8 6 6 6 8 6 6 6 8 8 8 9 8 8 9 8 9	2.3 55 56 58 58 59 155 1.9 4 331 59 59 155 1.9 4 331 59 59 155 1.9 4 331 50 155 1.9 4 331 50 50 50 50 50 50 50 50 50 50 50 50 50	Test Date Nor Official Anglian Test Date Nor Official Fa	22 8 8 16 16 26 16 20 16 20 17 16 20 17 18 19 19 19 19 19 19 19 19 19 19	4 33 F-3 Code Cencepa Prot 147 15 4 25 F-3 Code F-3 Code F-3 Code	3 22 A B C D E THEMATICS A B C D E THEMATICS A B C D E A B C D E	4 25 F G H 1 Total 5 149 7 4 4 30 F G H 1 Total 5 149 4 30 F G H 1 Total 5 149 4 30 F G H 1	4 34 7 = Nor J K L Corrs Tetal 164 2.6 6 69 * = Nor Tetal 151 151 1.8 34 * = Nor	6 67 robused in M N O P Social 311 7 82 nobused in Th Social Station 164 26 67 robused in	4 25 Totals of 0 2 Program Science 150 1.8 4 36 4 36 70 2 Program Science 106 2.7 70 70 Tutals of 0 70 Tutals of 0	SOURCES C	5555 Towe Tests of Beak Total Total 152 1.9 4 385 Total Total 55 INFORMATION Total 55 AC 46 Towe Tests of Beak	Sailty Composite 16 2. 0 0 c Sailty Composite points 15 2. 4
GE 2.0 1.3 NSR 5 2 NSR 44 9 Bogan, Barbara Scores READEND Scores Vocab Compre- lary SS 160 193 GE 2.3 4.3 NS 5 8 NS 5 95 Brooks, Jamal Compre- bars Compre- bars Scores Vocab Compre- bars GE 1.0 1.5 NS 3 3 MPR 12 20 Edmonds, Mandy Compre- bars Compre- bars Scores Reported Compre- bars Scores Scores Compre- bars Scores Compre- bars Compre- bars St 168 186	1.6 1.8 1.8 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	2.1 5 48 08 Grade 95 2 Listen- 83 77 70 168 2.8 77 70 168 2.8 77 70 10 Crade 95 2 Listen- 169 2.5 6 6 6 6 6 6 6 94 2 2 Listen- 168 95 2 168 95 2 168 168 95 2 168 168 95 2 168 168 17 17 168 168 168 168 168 168 168 168 168 168	2.3 55 56 56 56 155 1.9 4 31 1.9 4 31 1.9 4 31 1.9 4 31 1.9 4 31 1.9 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	Test Date Nor Official Anglian Test Date Nor Official Fa	2. ma Calc. F-1 F-2 B Total 16 2. 16 2. 7 Total 16 2. 7 Total 15 2. 5 15 2. 5 15 2. 5 15 16 2. 7 Total 16 2. 7 Total 16 2. 7 Total 16 2. 7 Total 16 2. 7 Total 16 2. 7 Total 16 2. 7 Total 16 2. 7 Total 16 2. 7 Total 16 2. 7 Total 16 2. 7 Total 16 2. 7 Total 16 2. 7 Total 16 2. 7 Total 15 2. 7 Total 15 2. 7 Total 15 2. 7 Total 15 2. 7 Total 15 2. 7 15 2. 7 15 2. 7 15 2. 7 15 2. 7 15 2. 15 15 2. 15 15 2. 15 15 2. 15 15 2. 15 15 2. 15 15 15 15 15 15 15 15 15 15	4 33 F-3 Code Concepts Prot 147 1.6 7 25 F-3 Code F-3 C	3 22 6 A B C D E Carrow Carrow Marsa Carrow Carrow 151 14 1.9 1.9 1. 4 36 3 A B C D E Carrow Marca Carrow Marca Carrow 151 15 151 15 151 15 1.9 2. 4 36 36 5 A B C D E Carrow Marca Carrow Marca Carrow 151 15 1.9 2. 4 36 36 5 A B C D E Marca Marca Carrow A B C D E Marca	4 25 F G H 1 Tanai 6 149 1.7 7 4 30 F G H 1 Total 4 154 2.0 5 5 42 F G H 1 Total 4 154 4 154 4 154 5 42 7 7 0 H 1	4 34 7 = Nor J K L Core Tetal 164 2.6 69 4 = Nor J K L Core Total 151 1.8 34 * = Nor J K L Core Total 151 1.8 15 1.8 1.8 15 1.8 1.8 1.8 1.8 1.8 1.8 1.8 1.8 1.8 1.8	6 67 included in M N O P Social Bladees 173 311 7 82 included in M N O P Tal Social States 164 2.6 6 7 included in N O P Tal Social M N O P Tal Social M N O P Tal Social States 164 164 164 164 164 164 164 164 164 164	4 25 Totals or 0 2 Program Science 150 1.8 4 36 Totals or 0 2 Program Science 106 2.7 70 Totals or 0 2 Program Science 105 2.7 70 70 Totals or 0 2 Program	SOURCES C	Solution of the set of	3 SAUNA Com- point 16 2. 6 5 5 2. 4 5 5 5 5 5 5 5 5 5 5 5 5 5
GE 2.0 1.3 NS 5 2 NPR 44 9 Bogan, Barbara Scores Vocab- Ge 2.3 43 NS 5 8 NPR 58 95 Brooks, Jamai Scores Vocab- Ge 1.0 1.5 NS 5 145 Ge 1.0 1.5 NS 135 145 Ge 1.0 1.5 NS 3 3 NPR 12 20 Edmonds, Mandy Scores Reported Vocab- Reported READING	1.6 1.8 1.8 4 2.3 2.4 2.3 2.4 ID Number DC 66 Total Anatysis 3.2 1.6 3.2 3.6 7.6 7.7 3.2 7.6 7.7 4.9 3.2 7.6 7.7 2.9 ID Number DC 65 7.0 4.4 1.3 1.5 4 3.4 1.2 2.4 1.4 1.3 1.5 1.2 2.4 1.4 1.3 1.5 1.2 2.4 1.4 1.3 1.5 1.2 2.4 1.4 1.3 1.5 1.2 2.4 1.4 1.3 1.5 1.2 2.4 1.4 1.3 1.5 1.2 2.4 1.4 1.5 1.5 1.5 1.5 1.6 1.6 1.6 1.5 1.5 1.5 1.5 1.5 <tr< td=""><td>2.1 5 48 00 Grade 95 2 Listen- ing 168 2.8 7 7 70 00 Grade 95 2 Listen- ing 162 2.5 6 66 94 2 2 Listen- ing 95 2 Listen- ing 95 2 Listen- 195 2 2 Listen-</td><td>2.3 5 55 58 158 100 151 1.9 4 31 1.9 4 31 1.9 4 31 1.9 4 31 1.9 4 31 1.9 4 31 1.9 4 31 1.9 4 31 1.9 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5</td><td>Test Date Nor Official Anglian Test Date Nor Official Fa</td><td>22 8 700 Calc. F-1 F-2 8 7 7 7 7 7 7 7 7 7 7 7 7 7</td><td>4 33 F-3 Code F-3 Code</td><td>3 22 6 A B C D E A B C D E A B C D E Istion" 151 14 1.9 1. 4 36 36 3 A B C D E Internatics A B C D E Internatics A B C D E A B C D E A B C D E S A B C D E S</td><td>4 25 F G H 1 Tanai 6 149 1.7 7 4 30 F G H 1 Total 4 154 2.0 5 5 42 F G H 1 Total 4 154 4 154 4 154 5 42 7 7 0 H 1</td><td>4 34 7 = Nor J K L Core Total 164 2.6 6 69 * = Nor J K L Core Total 151 151 1.8 4 34 * = Nor Total J K L Core Total</td><td>6 67 included in M NOP Social Blacker 173 311 7 82 included in M NOP TIL Social Statler 164 266 67 included in NOP TIL Social Statler 164 266 67 174 382 175 175 177 177 177 177 177 177</td><td>4 25 Totals of 2 2 Program 50ence 150 1.6.8 4 36 Totals of 0 2 Program 50ence 106 2.7.7 6 70 Tutals of 0 2 Program 50ence</td><td>SOURCES C</td><td>Some Tests of Beak Dr INFORMATION Total 152 1.9 4 38 Total Se INFORMATION Total 5 46 Nove Tests of Beak Se INFORMATION Total Total</td><td>3 s Sallty Composite 2 6 c Sallty Composite 5 2 4 c Sallty Composite 5 2 2 4 Composite 5 2 2 4 Composite 5 5 5 5 5 5 5 5 5 5 5 5 5</td></tr<>	2.1 5 48 00 Grade 95 2 Listen- ing 168 2.8 7 7 70 00 Grade 95 2 Listen- ing 162 2.5 6 66 94 2 2 Listen- ing 95 2 Listen- ing 95 2 Listen- 195 2 2 Listen-	2.3 5 55 58 158 100 151 1.9 4 31 1.9 4 31 1.9 4 31 1.9 4 31 1.9 4 31 1.9 4 31 1.9 4 31 1.9 4 31 1.9 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	Test Date Nor Official Anglian Test Date Nor Official Fa	22 8 700 Calc. F-1 F-2 8 7 7 7 7 7 7 7 7 7 7 7 7 7	4 33 F-3 Code F-3 Code	3 22 6 A B C D E A B C D E A B C D E Istion" 151 14 1.9 1. 4 36 36 3 A B C D E Internatics A B C D E Internatics A B C D E A B C D E A B C D E S A B C D E S	4 25 F G H 1 Tanai 6 149 1.7 7 4 30 F G H 1 Total 4 154 2.0 5 5 42 F G H 1 Total 4 154 4 154 4 154 5 42 7 7 0 H 1	4 34 7 = Nor J K L Core Total 164 2.6 6 69 * = Nor J K L Core Total 151 151 1.8 4 34 * = Nor Total J K L Core Total	6 67 included in M NOP Social Blacker 173 311 7 82 included in M NOP TIL Social Statler 164 266 67 included in NOP TIL Social Statler 164 266 67 174 382 175 175 177 177 177 177 177 177	4 25 Totals of 2 2 Program 50ence 150 1.6.8 4 36 Totals of 0 2 Program 50ence 106 2.7.7 6 70 Tutals of 0 2 Program 50ence	SOURCES C	Some Tests of Beak Dr INFORMATION Total 152 1.9 4 38 Total Se INFORMATION Total 5 46 Nove Tests of Beak Se INFORMATION Total Total	3 s Sallty Composite 2 6 c Sallty Composite 5 2 4 c Sallty Composite 5 2 2 4 Composite 5 2 2 4 Composite 5 5 5 5 5 5 5 5 5 5 5 5 5

· Not included in Totals or Composite

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DISTRICT SUMMARY

Iowa Tests of Basic Skills® (ITBS®)

District: Port Charles CSD

Form: A Test Date: 09/2003

Norms: Fall 2000

Order No.: 000000000 Page: 1

(READING				LANG	UAGE		MATHE	MATICS		CODE	and a			- nour
	Vocab- ulary	Compre- hension	TOTAL	Word Analysia	Listen- ing	Spell- ing	TOTAL	Concepts	Problema	Compu- tation*	TOTAL	CORE	Social Studies	Science	Sources of Information	POSITE
Number of Students included Average Standard Score (SS) Grade Equivalent of Average SS National Stanine of Average SS of Average SS: National Student Norms nts Tested = 190	163.5 2.6	186 166.1 2.6 6 71	186 164.9 2.6 6 69	187 165.2 2.6 6 65	t87 167.2 2.7 7 77	187 161.6 2.4 6 66	186 165.0 2.6 6 72	187 160.6 2.4 6 61	187 162.5 2.5 6 64	185 159.8 2.5 6 70	187 161.6 2.4 6 62	185 163.9 2.6 6 69	186 168.9 2.9 6 76	185 166.6 2.7 6 70	186 165.2 2.6 0	183 165.9 0 74

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

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5	IOWA
	TESTS

BUILDING SUMMARY

Iowa Tests of Basic Skills® (ITBS®)

Building: Lookwood Elementary District: Port Charles CSD Form: A Test Date: 09/2003

Norms: Fall 2000 Order No.: 000000000

Page: 1

	(READING		Word	1000	LANG	UAGE		MATHE	MATICS		0000	10000			
	C	Vocab- ulary	Compre- hension	TOTAL	Analysia	Listen- ing	Spell- ing	TOTAL	Concepts	Problems	Compu- tation*	TOTAL	CORIE	Social Studies	Science	Information	COM- POSITE
Grade 2	Number of Students Included Average Standard Score (SS) Grade Equivalent of Average SS National Stanine of Average SS of Average SS: National Student Norms	95 164.4 2.6 6 67	95 167.5 2.8 6 74	95 166.0 2.7 6	95 167.2 2.7 6 68	95 166.9 2.7 7	95 162.2 2.4 6 68	95 167.2 2.7 6 76	95 160.3 2.3 6 60	95 163.7 2.6 6 66	94 159.6 2.5 6 70	95 162.0 2.4 6 63	95 165.1 2.6 6	95 188.0 2.8 6 74	94 163.6 2.6 6	94 165.9 2.7 6	94 106.2 2.7 6 75

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

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

Class: Prescot 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	10000	LANG	UAGE		MATHE	MATICS			with the			1000
C	Vocab- ulary	Compre- hension	TOTAL	Analysis	Listen- ing	Spell- ing	TOTAL	Concepts	Problems	Compu- tation*	TOTAL	CORE	Social Studies	Science	Information	POSIT
Number of Students Included Average Standard Score (SS) Grade Equivalent of Average SS National Stanine of Average SS age SS: National Student Norms ted = 24	23 166.6 2.7 6 71	23 166.8 2.7 6 73	23 166.6 2.7 6 72	23 170.9 3.0 6 73	23 166.3 2.7 6 76	23 164.8 2.6 6 74	23 168.0 2.8 7 77	23 163.7 2.6 6 69	23 162.3 2.5 6 64	23 161.2 2.5 6 76	23 163.1 2.4 6 66	23 165.9 2.7 6 73	23 170.3 2.9 7 78	23 164.6 2.6 6 67	23 165.8 7 6 71	2 107 2. 7

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

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IOWA TESTS

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

(2	READING		Word	Listen	LANG	UAGE		MATHE	MATICS						
τ	Vocab- ulary	Compre- hension	TOTAL	Analysis	ing.	Spell- ing	TOTAL	Concepts	Problema	Compu- lation	TOTAL	CORE TOTAL	Social Studies	Science	Sources of Information	POSITE
Asian Number of Students Included Average Standard Score (SS) Grade Equivalent of Average SS National Starline of Average SS Percentile Rank of Average SS: National Student Norms Number of Students Tested = 2	2 166.0 2.7 6 70	2 178.5 3.4 8 89	2 172.5 3.0 7 83	2 157.0 2.2 5 50	2 169.5 2.9 7 81	2 164.0 2.6 6 72	2 169.0 2.8 7 79	2 167.5 2.8 7 78	2 164.0 2.6 6 67	2 160.0 2.5 6 71	2 164.0 2.5 6 74	2 168.5 2.8 7 78	2 154.5 2.1 5 44	2 164.0 2.6 6 66	2 161.5 2.4 6 61	2 164.0 2.6 6 70
Caucasian / White Number of Students Included Average Standard Score (SS) Grade Equivalent of Average SS National Starline of Average SS Percentile Rank of Average SS: National Student Norms Number of Students Tested = 173	173 163.9 2.6 6 66	172 166.5 2.7 6 72	172 165,3 2,6 6 70	173 166.0 2.7 6 66	173 167.7 2.8 7 78	173 161.7 2.4 66	172 165.4 2.6 6 72	173 161.2 2.4 62	173 163.2 2.5 6 65	171 160.2 2.5 6 72	171 161.8 2.4 6 68	169 164.5 2.6 6 70	172 169.5 2.9 7 77	171 167.1 2.7 6 71	172 165.9 2.7 6 72	169 166.4 2.7 6 75
Hispanic / Latino Number of Students Included Average Standard Score (SS) Grade Equivalent of Average SS National Stanine of Average SS Percentile Rank of Average SS: National Student Norms Number of Students Tested = 6	6 154.0 2.0 5 44	6 155.5 2.1 5 46	6 154.8 2.1 6 43	6 155.2 2.1 5 46	6 159.7 2.4 5 59	6 158.2 2.2 5 55	8 154.0 2.0 5 42	6 143.5 1.5 3 20	6 144.3 1.4 3 22	6 154.7 2.2 5 53	6 147.5 1.7 4 24	6 152,3 1,9 4 39	6 160.2 2.4 5 58	6 164.3 2.6 6 66	6 154.5 2.1 5 45	6 156.3 2.1 5 49
No Data Provided Number of Students Included Average Standard Score (SS) Grade Equivalent of Average SS National Stanine of Average SS Percentile Rank of Average SS: National Student Norms Number of Students Tested = 6	6 169,3 2,8 6 75	6 164,7 2,6 6 68	6 167.2 2.7 6 74	6 171.2 3.0 6 73	6 174.8 3.2 8 89	6 162.8 2.5 6 69	6 168.8 2.8 7 79	6 164.7 2.6 6 71	6 166.0 2.7 6 71	6 161.3 2.5 8 76	6 164.2 2.5 6 75	6 166.7 2.7 6 75	6 165.3 2.6 69	6 172.7 3.0 7 81	6 167.8 2.8 6 76	6 169.0 2.8 7 80
Total Number of Students Included Average Standard Score (SS) Grade Equivalent of Average SS National Stanine of Average SS Percentile Rank of Average SS: National Student Norms Number of Students Tested = 187	187 163.8 2.6 6 66	186 166.3 2.6 6 72	186 165.1 2.6 6 69	187 165.7 2.7 6 66	187 167.7 2.8 7 78	187 161.6 2.4 6 66	186 165.2 2.6 6 72	187 160.8 2.4 6 61	187 162.6 2.5 6 64	185 160.1 2.5 6 72	185 161.4 2.4 6 67	183 164.2 2.5 6 70	186 168.9 2.9 6 76	185 167.1 2.7 6 71	186 165.6 2.7 6 71	183 106.1 2.7 0 75

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PERFORMANCE PROFILE FOR MARTIN GRANT

Iowa Tests of Basic Skills® (ITBS®)

Student: Grant, Martin **Class:** Prescott Building: Lockeood 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	s	s (ores NS	NPR	PERCENTILE		8	com	posite	Sev	veral types of a	port, scores are printed for the test cores are reported, including the r	national p	percent	tile rank	(NPR	3.6
Vocabulany	1 18	_	4	ę.	122	8				h is th posite		cent of studen	ts in this grade in the nation with a	lower so	core on	that ter	st, tota	Ň,
Reading Comprehension Reading Total	1.102	2 03		ē		B			The	aranh	of M	PRe to the rich	t of the scores provides a visual d	to veloci	the shi	dente r	orform	-
Word Analysis	2 D.S.S.			5	54				one	ach te	st rel	ative to the off	her tests. The horizontal bands hel	p to show	w that e	each soc	one is	
Listening	1 1 1 2	3 63		5	57		- 100 C						of error. Depending on the tests ta the band for the Core Total, the C					
Spelling Language Total	17	8 2	1.9	7	90 81				scon	a that	best	describes the	student's overall achievement acro icate scores that are probably high	ess tests.	Bands	s that lie	comp	sk
Math Concepts Math Problems "Math Computation	167	200	0.0.0.0	77	5181 791		8		for v	arious	test	scores also ca	in be compared with one another. That are probably fairty similar. Whether with the second se	Those th	at over	rlap each	h othe	١r
Mathematics Total	- 1993			7	60.0		P						that are probably different.	000 000 00	dirua v	21101.97	an safe.	2
CORE TOTAL	1.000			6	75	1.1	9		The	ower	part (of the report pr	ovides detailed information about	skills in e	ach te	st. The	numbe	er
Social Studies		5 25		6	-		10		itoms	for e	ach s	kill, the number	er attempted, the percent correct for	or the stu	ident, a	and the p	percer	n
Science	9 000	5 (C	· · ·	1	84								de in the nation are reported. The nt correct for students in the nation					
Sources of Information COMPOSITE	1.14	C (C)		7	85 77		No.		Thes		: pen		on of skills that stand out as high o					
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	** *	4	1 204 4			Math Computation		10	10	75	State 1994							
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IOWA TESTS

DISTRICT PERFORMANCE PROFILE

Iowa Tests of Basic Skills® (ITBS®)

District: Port Charles CSD

0 Norms: Fall 2000 Order No.: 00000000

Form/Level: A/ 8 Test Date: 09/2003

Page: 1 Grade: 2

(a) (a)			Sc	ores	1.000	PERCENTILE RANK	14410
Tests	N	SS	GE	NS	NPR 1	25 50 75	High 00
Vocabulary Reading Comprehension Reading Total	187 186 186	163.5 166.1 164.9	26	660	100 E	8	
Word Analysis	187	165.2	26	6	65	100	
Listening	187	167.2	2.7	7	77	-	
Language Total	187	161.8	24	8	92	-15	
Math Concepts Math Problems "Math Computation Mathematics Total	187 187 185 187	160,6 162,5 159,8 161,6	20004	0000	5328	8	
CORE TOTAL	185	163.9	2.6	6	69		
Social Studies	186	168.9	2.9	6	76	HCH I	
Science	185	166,6	27	6	70	HE 30	
Sources of Information	186	165.2	2.6	6	70		
COMPOSITE	183	165.9	27	6	74	0	

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 different. 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	ND. Att.	5/1.	NG Nat.	Dir20	o +20	Tests and Skills	Total Nome	No. Alt.	5ys.	NoC. Nat.	on .	Differences*	Tests and Skills	Total Items	No. Att.	NC Sys.	Not D	10. 10	Differences*
Vocabulary Vocabulary	-	32			6		Math Problems Problem Solving	19	19	52	49	а	•	Sources of Information (cont) Search for Information	5	5	72	68	4	
Reading Comprehension Sentence Comprehension Story Comprehension	7 31	7 31	73 68	68 59	5 9		Single-step Multiple-step Approaches and Procedures Data Interpretation	9 4 6 11	9 4 6 11	63 50 36 71	60 45 36 62	3 5 0 9								
Word Analysis Phono: Awareness and Decoding identify & Analyze Word Parts	16	16	60	54 56	6		Read Amounts = Compare Quantities Relationships & Trends =	2 7 2	27.2	75	59 65 53	2 10 10	F							
Listening Literal Comprehension Inferential Comprehension	14 17			61 57			Math Computation Add with Whole Numbers Subtract with Whole Numbers	15 15		59 52	49 43	10 9								
Spelling Vovels Consonants Vovel/Consonant Combinations = Affixes =	10 9 2 2	10 9 2 2	66 62	56 59	6 10 3 -5	•	Social Studies History Geography Economics Government and Society	5 7 7 12	5 7 7 12	55 72 56 75	59 53	-1 13 3 14	E							
Language Total Spelling in Context Capitalization in Context Punctuation in Context Jsage and Expression	11 7 7 17	11 7 7 17	71 68 61 67	65 59 52 57	6 9 9		Science Scientific Inquiry Life Science Earth and Space Science Physical Sciences	7 11 6 7	7 11 6 7		55 64 48 64	7 9 7 8								
Math Concepts Number Properties & Operations Algebraic Concepts Geometry Measurement	15 6 5	t5 6 5 5	61 54 82 55		3 4 6 6	1	Sources of Information Maps and Diagrams Locate Information Interpret Information Reference Materials Use Reference Materials	14 6 8 14 9	14 6 8 14 9	56 57 68	45 47 44 60 55	9 13 8	E							

No. Att = Number Attempted 5/C = Percent Correct == 1 and 2 item skills are not graphed



CLASS PERFORMANCE PROFILE

Iowa Tests of Basic Skills® (ITBS®)

Class: Prescott Building: Lookwood Elementary District: Port Charles CSD Form/Level: A/ 8 Test Date: 09/2003 Norms: Fail 2000 Order No.: 00000000 Page: 1 Grade: 2

	-		Se	ores	1000	PERCENTILE RANK	0.00
Tests	N	SS	GE	NS	NPR 1	25 50 75	High (19
Vocabulary Reading Comprehension Reading Total	23322	166.6 166.8 166.6	27	000	71	8	
Word Analysis	23	170.9	3.0	6	73		
Listening	23	166.3	2.7	6	76	-	
Spelling Language Total	23	164.8	28	9	74	-8	
Math Concepts Math Problems "Math Computation Mathematics Total	22222	152513	2000	0000	89 57 56	븮	
CORE TOTAL	23	165.9	2.7	6	73	0	
Social Studies	23	170.3	2.9	7	78	-0-	
Science	23	164.6	2.6	6	67	10.00	
Sources of Information	23	165.8	2.7	6	71	10	
COMPOSITE	23	167.0	2.7	7	77	D	

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 Stanine, NPR = National Percentile Rank

Tests and Skills	Total	No. Alt.	Class	Not.	Diff. 2	Differences" 0 0 +20	Tests and Skills	Total Items	No. Att.	NC Class	No.	Diff2	Differences* 0 0 +20	Tests and Skills	Total Items	No. At.	%C Class	Not.	De.	Differences* 20 0 +20
Vocabulary Vocabulary	32	31	61	51	10	-	Math Problems Problem Solving	19	19	63	49	4		Sources of Information (cont Search for Information		5	79	68	11	-
Reading Comprehension Sentence Comprehension Story Comprehension	7 31	7 31	78 68	68 59	10 9		Single-step Multiple-step Approaches and Procedures Data Interpretation	9 4 6 11	9 4 6 11	63 51 38 69	60 45 36 62	3627								
Word Analysis Phono. Awareness and Decoding dentify & Analyze Word Parts	16 22	16 22	61 66	54 56	7 10		Read Amounts = Compare Quantities Relationships & Trends =	2 7 2	272	65 71 65	59 65 53	6 6 12	F							
istening Iteral Comprehension Inferential Comprehension			65 71			-	Math Computation Add with Whole Numbers Subtract with Whole Numbers	15 15	15 15	62 53	49 43	13 10								
Spelling Iowels Ionsonants Iowel/Consonant Combinations # Iffixes #	10 9 2 2	10 9 2 2	74	56 59	18 8	=	Social Studies History Geography Economics Government and Society	5 7 7	57712	54 81 55 75	53	-2 22 2 14	E							
anguage Total pelling in Context apitalization in Context functuation in Context leage and Expression	11 7 7 17	11 7 7 17	77 74 60 73	65 59 52 57	12 15 8 16	E	Science Scientific Inquiry Life Science Earth and Space Science Physical Sciences	7 11 6 7	7 11 6 7	63 70 55 71	55 64 48 64	8677	I							
Math Concepts Jumber Properties & Operations Ugebraic Concepts Secmetry Measurement	15 6 5	15 6 5 5		58 50 76 49	8 1 7 14	=	Sources of Information Maps and Diagrams Locate Information Interpret Information Reference Materials Use Reference Materials	14 6 8 14 9	14 6 8 14 9	54 53 55 72 68	60	9 6 11 12 13	E							

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



Guidelines for Interpreting Scores

Watch for the unusual
Always ask "why?"
Watch for patterns
This is only a "snapshot"

One piece of the puzzle—on going assessments....observations...etc...



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?





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



Start with the Big Picture

TESTS	lo	BL wa Tes		I G SUN Basic S			9)				Lookwood Ek Port Charles			Form: A et Date: 09/ Norms: Fall for No.: 000 Page: 1	2000	
(a	READING		Word	Listen-	LANG	UAGE		MATHE	MATICS		CORF	and a		Contrast of	
t		Compre- trension	TOTAL	Analysia	ing	Spell- ing	TOTAL	Concepts	Problems	Compu- tation*	TOTAL	CORE	Social Studies	Science	Sources of Information	POSI
Grade 2 Number of Students Included Average Standard Score (SS) Grade Equivalent of Average SS National Stanine of Average SS	95 164.4 2.6 6	95 167.5 2.8 6	95 166.0 2.7 6	95 167.2 2.7 6	95 166.9 2.7 7	95 162.2 2.4 6	95 167.2 2.7 6	95 160.3 2.3 6	95 163.7 2.6 6 66	94 159.6 2.5 6	95 162.0 2.4 6	95 165.1 2.6 6	95 168.0 2.8 6	94 163.6 2.6 6	94 165.9 2.7 6	100
Percentile Rank of Average SS: National Student Norms Number of Students Tested = 97	67	74	71	68	77	68	76	60	66	70	63	71	.74	65	72	7

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

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Measurement You Can Trust

Start with the Big Picture

TESTS	lo	wa Tes	ts of E	Basic S	kills® (TBS®	9)				Port Charles			Norms: Fall ler No.: 000 Page: 1	2000	
(READING	"Ĭ		la anna d	LANG	UAGE		MATHE	ATICS		1.000	-			S
t	Vocat- ulary	Compre- herision	TOTAL	Word Analysia	Listen- ing	Spell- ing	TOTAL	Concepta	Problems	Compu- tation*	TOTAL	CORE TOTAL	Social Studies	Science	Sources of Information	POSITE
Grade 2 Number of Students Included Average Standard Score (SS) Grade Equivalent of Average SS National Stanine of Average SS Percentile Rank of Average SS: National Student Norms	164.4 2.6	95 167.5 2.8 6 74	95 166.0 2.7 6 71	95 167.2 2.7 6 68	95 166.9 2.7 7 77	95 162.2 2.4 6 68	95 167.2 2.7 6 76	95 160.3 2.3 6 60	95 163.7 2.6 6 66	94 159.6 2.5 6 70	95 162.0 2.4 6 63	95 165.1 2.6 6 71	95 168.0 2.8 6 74	94 163.6 2.6 6 65	94 165.9 2.7 6 72	94 166.2 2.7 6 75
Percent of Students in National Percentile Rank 75-99 50-74 25-89 1-24 Number of Students Tested = 97	33.7	44.2 27.4 13.7 14.7	44.2 27.4 12.6 15.8	32.6 33.7 17.9 15.8	52.6 26.3 14.7 6.3	38.9 24.2 28.4 8.4	49.5 31.6 12.6 6.3	32.6 23.2 30.5 13.7	33.7 35.8 21.1 9.5	36.2 40.4 19.1 4.3	34.7 32.6 22.1 10.5	44.2 28.4 20.0 7.4	44.2 30.5 18.9 6.3	41.5 26.6 29.8 2.1	43.6 30.9 11.7 13.8	52.1 25.5 19.1 3.2

BUILDING SUMMARY

For further information on the interpretation of this report, please visit www.riversidepublishing.com/or refer to the interpretive Guide.

Form: A

Class Summary Report

CLASS SUMMARY

Iowa Tests of Basic Skills® (ITBS®)

TESTS

Measurement You Can Trust

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TESTS								~			Disence	Port Change	Cau		fer No.: 000 Page: 1		de: 2
	(Q	READING		Word	Vieto I	LANG	UAGE		MATHE	MATICS	145	CORE	The state			
	C	Vocab- ulary	Compre- trension	TOTAL	Analysis	Listen- ing	Spell- ing	TOTAL	Concepts	Problems	Compu- tation*	TOTAL	CORE	Social Studies	Science	Sources of Information	POSITE
Prescott Number of Students Average Standard St Grade Equivalent of Av National Stanine of Av Percentile Rank of Average SS: National Stude Number of Students Tested = 24	core (SS) erage SS erage SS	23 166.6 2.7 6 71	23 166.8 2.7 6 73	23 166.6 2.7 6 72	23 170.9 3.0 6 73	23 166.3 2.7 6 76	23 164.8 2.6 6 74	23 168.0 2.8 7 77	23 163.7 2.6 6 69	23 162.3 2.5 6 64	23 161.2 2.5 6 76	23 163.1 2,4 6 66	23 165.9 2.7 6 73	23 170.3 2.9 7 78	23 164.6 2.6 6 67	23 165.8 2.7 6 71	23 167.0 2.7 7 77

For further information on the interpretation of this report, please visit: www.riversidepublishing.com or refer to the interpretive Guide.

Class: Prescott

Building: Lockwood Elementary

Form: A

Test Date: 09/2003

Class Summary Report

IOWA TESTS

Measurement You Can Trust



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

Class: Prescot Building: Lockwood Elementary District: Port Charles CSD Form: A Test Date: 09/2003 Norms: Fall 2000 Order No.: 000/000000 Page: 1 Grade: 2

(READING		Word Analysis	viacore	LANG	UAGE		MATHE	MATICS			-			
(Vocab- ulary	Compre- hension	TOTAL		Listen- ing	Spell- ing	TOTAL	Concepts	Problems	Compo- tation*	TOTAL	CORE	Social Studies	Science	Sources of Information	POSITE
Prescott Number of Students Included Average Standard Score (SS) Grade Equivalent of Average SS National Stamine of Average SS Percentile Rank of Average SS: National Student Norms	6	23 166.8 2.7 6 73	23 166.6 2.7 6 72	23 170.9 3.0 6 73	23 166.3 2.7 6 76	23 164.8 2.6 6 74	23 168.0 2.8 7 77	23 163.7 2.6 6 69	23 162.3 2.5 6 64	23 161.2 2.5 6 76	23 163.1 2.4 6 66	23 165.9 2.7 6 73	23 170.3 2.9 7 75	23 164.6 2.6 6 67	23 165.8 2.7 6 71	23 167.0 2.7 7 77
Percent of Students in National Percentile Rank 75-95 50-74 25-49 1-24 Number of Students Tested = 24	21.7 17.4	52.2 21.7 4.3 21.7	52.2 17.4 13.0 17.4	39.1 26.1 21.7 13.0	47.8 34.8 13.0 4.3	47.8 21.7 30.4 0.0	47.8 47.8 4.3 0.0	34.8 26.1 39.1 0.0	34.8 30.4 26.1 8.7	39.1 52.2 8.7 0.0	30.4 47.8 21.7 0.0	47.8 26.1 21.7 4.3	43.5 39.1 17.4 0.0	34.8 34.8 26.1 4.3	43.5 30.4 17.4 8.7	00.9 17.4 17.4 4.3

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CLASS PERFORMANCE PROFILE

Iowa Tests of Basic Skills® (ITBS®)

Class: Prescott Building: Lookwood Elementary District: Port Charles CSD Form/Level: A/ 8 Test Date: 09/2003 Norms: Fail 2000 Order No.: 00000000 Page: 1 Grade: 2

	-		Se	ores	1000	PERCENTILE RANK	0.00
Tests	N	SS	GE	NS	NPR 1	25 50 75	High (19
Vocabulary Reading Comprehension Reading Total	23322	166.6 166.8 166.6	27	000	71	8	
Word Analysis	23	170.9	3.0	6	73		
Listening	23	166.3	2.7	6	76	-	
Spelling Language Total	23	164.8	28	9	74	-8	
Math Concepts Math Problems "Math Computation Mathematics Total	22222	152513	2000	0000	89 57 56	븮	
CORE TOTAL	23	165.9	2.7	6	73	0	
Social Studies	23	170.3	2.9	7	78	-0-	
Science	23	164.6	2.6	6	67	10.00	
Sources of Information	23	165.8	2.7	6	71	10	
COMPOSITE	23	167.0	2.7	7	77	D	

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 Stanine, NPR = National Percentile Rank

Tests and Skills	Total	No. Alt.	Class	Not.	DR.	Differences' 20 0 +20	Tests and Skills	Total Items	No. Att.	NC Class	No.	Diff2	Differences* 0 0 +20	Tests and Skills	Total Items	No. At.	SiC Class	Not.	De.	Differences*
Vocabulary Vocabulary	32	31	61	51	10		Math Problems Problem Solving	19	19	63	49	4		Sources of Information (cont Search for Information		5	79	68	11	
Reading Comprehension Sentence Comprehension Story Comprehension	7 31	7 31	78 68	68 59	10 9	=	Single-step Multiple-step Approaches and Procedures Data Interpretation	9 4 6	9 4 6 11	63 51 38 69	60 45 36 62	3627								
Word Analysis Phono. Awareness and Decoding dentify & Analyze Word Parts	16 22	16 22	61 66	54 56	7 10		Read Amounts = Compare Quantities Relationships & Trends =	2 7 2	272	65 71 65	59 65 53	6 6 12	F							
.istening .iteral Comprehension inferential Comprehension			65 71				Math Computation Add with Whole Numbers Subtract with Whole Numbers	15 15	15 15	62 53	49 43	13 10								
Spelling Iowels Ionsonants Iowel/Consonant Combinations # Iffixes #	10 9 2 2	10 9 2 2	74	56 59	18 8	=	Social Studies History Geography Economics Government and Society	5 7 7	57712	54 81 55 75	53	-2 22 2 14	E							
anguage Total spelling in Context Punctuation in Context Junctuation in Context Junctuation in Context	11 7 7 17	11 7 7 17	77 74 60 73	52	12 15 8 16	Ē	Science Scientific Inquiry Life Science Earth and Space Science Physical Sciences	7 11 6 7	7 11 6 7	63 70 55 71	55 64 48 64	8677	I							
Math Concepts Number Properties & Operations Ngebraic Concepts Secmetry Measurement	15 6 5	15 6 5		58 50 76 49	8 1 7 14	-	Sources of Information Maps and Diagrams Locate Information Interpret Information Reference Materials Use Reference Materials	14 6 8 14 9	14 6 8 14 9	54 53 55 72 68	60	9 6 11 12 13	E							9

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



Identify Individual Students

				lo			UDEN Basic S			9)			Building	Prescott Lockwood El Port Charles		Te	n/Level: A/ (et Date: 09/ Norms: Fal Ser No.: 000 Page: 2	2003 2000 000000	de: 2	
STUDENT NAME		III Low For		der)		READING	w.		L.	LANG	WAGE		MATHE	MATICS		ODDE				COM
ABCDEFGHIJI	Program	1			Vocab- ulary	Compre- hension	TOTAL	Word Analysis	Listen- iog	Spell- ing	TOTAL	Concepts	Problema	Compo- tation*	TOTAL	CORE	Social Studies	Science	Sources of Information	POSITE
Grant, Martin	12/94 08-09	B A	(M)	SS GE NS NPR	162 2,4 6 62	160 2.3 5 59	161 2.4 60	159 2.3 5 54	159 2.3 5 57	172 3.0 8 90	170 2.9 7 61	169 2.9 7 81	170 2.9 7 78	167 2.8 8 91	170 2.9 7 81	167 2.7 6 75	168 2.8 6 74	175 32 7 84	173 3.1 7 85	167 2.7 7 77
Hardy, Paula	0695 08-03	8	(F)	SS GE NS NPR	172 3.0 7 79	172 3.0 7 82	172 3.0 7 83	203 5.0 9 98	168 2.8 7 79	176 3.2 8 94	184 3.6 8 93	166 2.7 6 74	161 2.4 6 61	156 2.3 5 58	164 2.5 6 68	173 3.0 7 85	160 2.4 5 58	162 2.5 6 62	166 2.7 6 72	172 3.0 7 86
Hassie, Jasmine	03/95 08-06	e A	(F)	SS GE NS NPR	182 3.6 8 91	169 2.9 7 77	176 3.2 7 87	185 3.8 7 88	179 3.4 8 92	169 2.8 7 84	194 4.2 9 88	169 2.9 7 81	170 2.9 7 78	169 2.9 8 93	170 2.9 7 81	180 3.4 8 93	164 2.6 6 67	171 2.9 7 78	175 3.2 7 88	177 3.2 8 91
Jenkins, Humprey	06/95 66-03	B A	(M)	SS GE NS NPR	162 2.4 6 62	160 2.3 5 59	161 2.4 6 60	162 2.5 6 60	165 2.8 6 73	156 2.1 5 48	161 2.4 6 62	163 2.5 6 67	151 1.9 4 36	158 2.4 6 64	157 2.1 5 50	160 2.4 5 59	168 2.8 6 74	157 2.2 5 51	164 2.6 6 67	162 2.4 6 65
Kerrigan, Will	06/95 68-03 T	8 A 1L	(M)	SS GE NS NPR	170 2.9 6 76	160 2.3 5 59	165 2.6 6 69	153 2.0 5 41	162 2.5 6 66	167 2.7 7 79	170 2.9 7 81	156 2.1 5 48	173 3.0 7 82	167 2.8 8 91	164 2.5 6 68	106 2.7 6 73	184 3.8 8 93	171 2.9 7 78	162 2.4 6 62	166 2.7 6 75
McFadden, Eugene	05/95 08-04	8	(M)	SS GE NS NPR	188 4.0 8 94	193 4.3 8 95	190 4.1 8 95	208 5.4 9 99	196 4.5 9 99	176 3.2 8 94	174 3.1 7 85	176 3.3 6 91	173 3.0 7 82	167 2.8 8 91	174 3.1 7 87	179 3.4 8 92	189 4.1 9 96	202 5.0 9	193 4.3 9 96	191 4.1 9 99
Ochi, Jiro	06.95 08-03 T	IL H	(M)	SS GE NS NPR	154 2.0 5 44	145 1.5 3 20	150 1.8 4 33	153 2.0 5 41	162 2.5 6 66	154 2.0 4 40	159 2.3 5 56	150 2,1 5 48	164 2.6 6 67	154 2.2 5 50	160 2.3 5 58	156 2.1 5 47	173 3.1 7 82	153 2.0 5 42	155 2.1 5 46	158 2.2 5 54
Ornelas, Jorge	09/95 08-00	8 A	(M)	SS GE NS NPR	178 3.4 7 86	202 5.0 9 98	190 4,1 8 95	208 5.4 9 99	179 3,4 8 92	176 3.2 8 94	174 3.1 7 85	183 3.7 9 97	183 3.7 8 92	174 3.3 9 97	183 3.6 9 96	182 3.6 8 95	195 4.4 9 99	180 3.5 89	186 3.8 9 96	187 3.9 0 99
Peck, Stephan	07/95 08-02	8 A	(M)	SS GE NS NPR	194 4.4 9 96	181 3.5 8 91	188 4.0 8 95	203 5.0 9 98	162 2.5 6 66	162 2.4 6 67	159 2.3 5 56	153 2.0 5 41	173 3.0 7 82	160 2.5 6 71	163 2.4 6 66	170 2.9 7 81	164 2.6 6 57	153 2.0 5 42	164 2.6 6 67	170 2.9 7 82

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

For further information on the interpretation of this report, please visit 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.



Individual Performance Profile

TESTS		PE	111111111111111111111111111111111111111	No. No.	E PROFILE FOR MA sts of Basic Skills® (I		Contraction of the second	Student: Grant, Martin Class: Prescott Builting: Lockecod Elementary District: Port Charles CSD	Student ID: Form/Lavet: A/ 8 Test Date: 09/2003 Norms: Fait 2000 Order No.: 00000000 Page: 10 0	rade: 2
Tests	SS	GE	Scores NS	NPR	PERCENTILE RANK	High 00	composite. Several types	is report, scores are printed for th s of scores are reported, including	the national percentile rai	sk (NPR).
Vocabula Reading Comprehense Reading To	162	2434	6004	122	B		which is the percent of st composite.	udents in this grade in the nation v	with a lower score on that	lest, total, or
Reading To Word Analys	1000	2.4	6	60 54		- I.		right of the scores provides a vis		
Listeni	213 133005	2.3	5	57		- I.	affected by a certain amo	e other tests. The horizontal band unt of error. Depending on the te	sts taken, the shaded regi	on on the
Language To	178	3.8	8	90 81		- I.		th of the band for the Core Total, t the student's overall achievement		
Math Concer Math Problem			Z		5	- I.	outside the shaded region	n indicate scores that are probably to can be compared with one and	higher or lower than this	score. Bands
Math Problet Math Computati Mathematics Tor	ta 169 115 170 167 167 170	20080	8	5791	1 De	- I.	represent test performance	ces that are probably fairty similar.	When two bands do not	overlap, those
CORE TOTA	2014 1 2 2 2 2 2	2.7	6	75	a			nces that are probably different.		
Social Studi	2122	2.8	6	74			items for each skill, the n	ort provides detailed information a umber attempted, the percent con	ect for the student, and th	e percent
Scien	200 I (CO)	3.2	7	84			correct for students in the	s grade in the nation are reported. ercent correct for students in the r	The difference between t	he student's
Sources of Informati COMPOSI	221 1762	3.1	7	85 77				ication of skills that stand out as h		
/ocabulary Reading Comprehension Sentence Comprehension Story Comprehension	32 32 7 7 31 28	71 6	6 3		Problem Solving Single-step Multiple-step Approaches and Procedums Data Interpretation Read Amounts =	19 9 4 6 11 2	9 89 60 29 4 75 45 30 6 0 36 36 11 82 62 20	Search for information	5 5 100 68	
	15477.19435									
Phono. Awareness and Decoding	16 16 22 22				Compare Quantities Relationships & Trends #	7 2				
Phono. Awareness and Decoding dentify & Analyze Word Parts Listening Jeral Comprehension	22 22	55 56	6 -1 1 1 -4 •			2		= · = ·		
Phono. Awareness and Decoding dentify & Analyze Word Parta Listening Jeral Comprehension Inferential Comprehension Spelling Towello Coreants Coreanants Covelicancount Combinations #	22 22 14 14 17 17 10 10 9 9	55 54 57 6 65 57 90 63 89 54 100 55	6 -1 1 1 -4 •	-	Relationships & Trends # Math Computation Add with Whole Numbers	2	2 100 53 47 15 73 49 24 15 60 43 17 5 60 56 4 7 71 59 12 7 57 53 4			
Word Analysis Phono: Awareness and Decoding dentify & Analyze Word Parta Listening Beral Comprehension Inferential Comprehension Spelling Yowels Consonants Novello Consonants Novello Consonants News I Language Total Speling in Context Capitalization in Context Capitalization in Context Danguage Total Speling in Context Capitalization in Context Panctuation in Context Sage and Expression	22 22 14 14 17 17 10 10 9 9 2 2	55 56 57 67 65 57 90 63 89 55 0 42 91 65 57 53	6 -1 1 1 -4 • 7 8 3 27 6 33 9 41 5 -45 5 26 9 27 2 5		Relationships & Trends # Math Computation Add with Whole Numbers Subtract with Whole Numbers Social Studies History Geography Economics	2 15 15 5 7 7	2 100 53 47 15 73 40 24 15 60 43 17 5 60 56 4 7 71 59 12 7 57 53 4 12 75 61 14 7 86 55 31 11 55 64 -0 6 67 48 19			



Principles in Testing Interpretation

- O All scores have measurement error
- Never interpret a score in isolation
- Group scores have a smaller standard error of measurement than individual scores
- Every score type (PR, S,SS, GE, NCE, etc.) has a unique purpose
- A district testing program is an annual research program
- Interpret results with other data

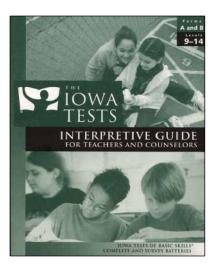
- Score reports should be ordered on the basis of data needs
- Post-test inservice is important
- Results should be reviewed individually and in small groups
- Share test results with students
- Improving test performance is possible
- The ability to disaggregate data improves the facility to answer post-test questions



Strategies for Intervention

Interpretive Guide for Teachers

- ① Listening
 - Show/tell
 - Think-alouds
- Reading
 - Read
 - Retell
- Spelling
 - Similar spellings
- Word Analysis
 - Same sound as his/her name
- O Vocabulary
 - Teach in context/meaning





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	e			Date	
-Prepared by				Score Type:	
THE Tests Skills	∣ Avg.	Goal	Dif	Notes/Explanations	Priority
TESTS			f		
Measurement You Can Trust					

Identifying Areas for Goal Setting

Group/Grade: 4th grade Date October 2003 Prepared by Lance RogersScore Type: NPR

THE TOT ^{Tests} /Skills	Avg.	Goal	Diff	Notes/Explanations	Priority
TESTS Measure Provide multion	35	55	-20	Significance of Diff? Intervention group Textbook /materials	YES
Comprehensio	n 52	55	-3	Subtests/skill? Inferences and Theme: Textbook/materials	Maybe
Computation	59	55	+4	Looks good, keep up the Daily practice and HW.	NO

Planning Instructional Change

Skill/\$ub-Test	Date:	-
Group	Goal:	
Students below goal, THE or lower than predicted IOWA	Notes or Explanations	Action
TESTS Measurement You Can Trust		

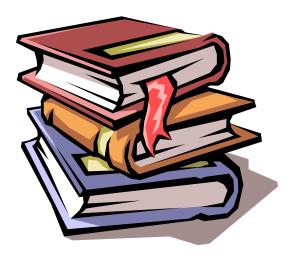
Planning Instructional Change

Skill/Sub-Test: EstimationDate: November 2006 Group: 4th grade, allGoal: 55 Percentile

Students below goal, THE or lower than predicted	Notes or Explanations	Action
IOWA TESTSy Measurement You Land Erry 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
Use your TG	Index, Table of	 Practice: 1. Format 2. Timing 3. Marking spaces



Using Your ITBS Test Results to Inform Instruction





Questions?