### Iowa Assessments

**Individual Profile Narrative**

**PROFILE NARRATIVE FOR AIDEN BAGSBY**

**Student:** Aiden Bagsby  
**Student ID:** 0000161329  
**Class:** Grade 7  
**Building:** Longfellow  
**District:** Daen Community  
**System:** System 1  
**Region:** Region 1  
**State:** IA  
**Test Date:** 10/2011  
**Norm:** Fall 2011  
**Grade:** 7

<table>
<thead>
<tr>
<th>Iowa Assessments</th>
<th>Test Scores</th>
<th>NPR Graph</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NSS</td>
<td>NPR</td>
</tr>
<tr>
<td>Reading</td>
<td>226</td>
<td>45</td>
</tr>
<tr>
<td>Written Expression</td>
<td>244</td>
<td>60</td>
</tr>
<tr>
<td>Conventions of Writing</td>
<td>224</td>
<td>42</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>218</td>
<td>33</td>
</tr>
<tr>
<td>ELA TOTAL</td>
<td>230</td>
<td>48</td>
</tr>
<tr>
<td>Mathematics</td>
<td>237</td>
<td>56</td>
</tr>
<tr>
<td>Computation</td>
<td>233</td>
<td>54</td>
</tr>
<tr>
<td>MATH TOTAL</td>
<td>236</td>
<td>56</td>
</tr>
<tr>
<td>CORE COMPOSITE</td>
<td>233</td>
<td>51</td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMPLETE COMPOSITE</td>
<td>226</td>
<td>45</td>
</tr>
</tbody>
</table>

#### Notes

An NSS in Reading at or above 220 means your student is Proficient in Reading.
An NSS in Mathematics at or above 217 means your student is Proficient in Mathematics.
An NSS in Science at or above 220 means your student is Proficient in Science.

#### Legend

- NGE = National Grade Equivalent
- NPR = National Percentile Rank
- NSS = National Standard Score

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

**Your Student's Achievement Today**

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

**Your Student's NSS Achievement Yesterday and Today**

The Iowa Assessments measure student achievement and growth. The National Standard Score (NSS) describes a student's location on an achievement continuum from elementary through high school. The National Grade Equivalent (NGE) describes student performance in terms of grade level and month. Both NGE and NSS make it possible to follow your child's educational growth from year to year by comparing this year's scores to those from earlier years.

Please contact your child's teacher if you need assistance with score interpretation.
### Individual Profile Narrative

**Purpose and Use**

This report presents essential scores and information about a student's performance on the *Iowa Assessments*. Use it to:

- Identify strengths and weaknesses
- Proficiency levels
- Inform placement decisions
- Make comparisons

<table>
<thead>
<tr>
<th>Report Elements</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Score profile and graph</strong> – This table lists the student's scores for each of the tests taken. The types of scores listed are chosen when the report is ordered. The student's national percentile rank (NPR) for each test is displayed in the bar graph, which is a convenient way to view the student's score profile to determine in which areas the student's achievement seems strongest and weakest.</td>
<td>This space contains the NSS necessary for your child to be proficient as defined by the state of Iowa in Reading, Mathematics, and Science.</td>
</tr>
<tr>
<td><strong>Interpretive information</strong> – The narrative provides information to help teachers and parents understand the information presented in the report. A description of the meaning of three ranges of national percentile ranks (NPR) is presented. The last paragraph explains how grade equivalent (GE) scores can be used to follow the student's educational growth from year to year.</td>
<td></td>
</tr>
</tbody>
</table>

### Sample Explained

This sample is a report for Aiden Bagsby, a seventh grade student. In the upper right-hand corner of the page, the report shows that Aiden is in Ms. Ness's class at Longfellow School in the Dalen Community School District. He took Level 13, Form E of the *Iowa Assessments* in October 2011, and the fall 2011 norms were used to determine Aiden's national percentile ranks.

The table on the left side of the page shows that Aiden took all of the tests in the *Iowa Assessments*. His scores for each test and composites are listed. Scores reported for Aiden include national percentile rank (NPR), national standard score (NSS), and national grade equivalent (NGE). Aiden's NPR scores are also displayed in the bar graph.

The narrative on the right side of the page provides guidance about how to interpret the NPR scores. All of Aiden's scores are in the low-average to high-average (25-74) range. His complete composite grade equivalent (GE) score is 6.7, which means his score is similar to that of a student in the seventh month of grade 6.
# Individual Performance Profile

**PERFORMANCE PROFILE FOR ABBY ABRAMS**

**Iowa Assessments™**

**CLS:** Name:  
**Building:** Longfellow  
**District:** Denver Community  
**System:** System 4  
**Region:** Region 1  
**State:** IA  
**Test Date:** 11/11/2011  
**Norms:** Fall 2011  
**Grade:** 0  

## TESTS

<table>
<thead>
<tr>
<th>Subject</th>
<th>NSG</th>
<th>NPR</th>
<th>NGE</th>
<th>Score</th>
<th>NPR Graph</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>256</td>
<td>69</td>
<td>10.2</td>
<td>75</td>
<td>90</td>
</tr>
<tr>
<td>Writing Essay</td>
<td>255</td>
<td>59</td>
<td>9.5</td>
<td>75</td>
<td>90</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>256</td>
<td>69</td>
<td>9.6</td>
<td>75</td>
<td>90</td>
</tr>
<tr>
<td>Mathematics</td>
<td>268</td>
<td>77</td>
<td>11.1</td>
<td>75</td>
<td>90</td>
</tr>
<tr>
<td>Science</td>
<td>267</td>
<td>89</td>
<td>13+</td>
<td>75</td>
<td>90</td>
</tr>
<tr>
<td>Social Studies</td>
<td>300</td>
<td>89</td>
<td>13+</td>
<td>75</td>
<td>90</td>
</tr>
<tr>
<td>ELA TOTAL</td>
<td>304</td>
<td>89</td>
<td>13+</td>
<td>75</td>
<td>90</td>
</tr>
<tr>
<td>MATH TOTAL</td>
<td>286</td>
<td>89</td>
<td>13+</td>
<td>75</td>
<td>90</td>
</tr>
<tr>
<td>CORE COMPOSITE</td>
<td>286</td>
<td>89</td>
<td>13+</td>
<td>75</td>
<td>90</td>
</tr>
</tbody>
</table>

### INTRPRETING THE REPORT

- In the lower left part of this report, scores are printed for the tests, total, 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 to the right of the scores provides a visual display of the student's performance on each test relative to the other tests. The NPR and LPR for the various scores are displayed as horizontal bars. The varying lengths of these bars permit identification of the student's stronger and weaker areas of achievement.

## Domains/Cognitive Levels

### Reading

- Informational Literacy  
- Domains  
  - Vocabulary  
  - Key Ideas  
  - Author's Craft  
- Cognitive Levels  
  - Essential Competencies  
  - Conceptual Understanding  
  - Extended Reasoning  
- Written Expression  
- Domains  
  - Usage & Grammar  
  - Sense Structure  
  - Planning & Organization  
  - Appropriate Expression  
  - Cognitive Levels  
  - Essential Competencies  
  - Conceptual Understanding  
  - Extended Reasoning  
- Conventions of Writing  
- Domains  
  - Spelling  
  - Capitalization  
  - Spelling  
- Vocabulary  

### Mathematics

- Domains  
  - Number Sense & Operations  
  - Alg. & Topics/Connections  
  - Data Analysis/Prob./Statistics  
  - Geometry  
  - Measurement  
- Cognitive Levels  
  - Essential Competencies  
  - Conceptual Understanding  
  - Extended Reasoning  
- Domains  
  - Domains  
  - Domains  
  - Domains  
- Domain  
  - Domain  
- Domain  
- Domain  
- Domain  
- Domain  
- Domain  

### Science

- Domains  
  - Life Science  

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**NSG = National Standard Score; NPR = National Percentile Rank; NGE = National Grade Equivalent**

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**Individual Performance Profile**

<table>
<thead>
<tr>
<th>Purpose and Use</th>
<th>This report displays individual test scores at the top and domain scores at the bottom for the test level taken by the student. Use it to:</th>
</tr>
</thead>
</table>
|                | • Identify strengths and weaknesses  
|                | • Determine college readiness  
|                | • Monitor growth  
|                | • Make comparisons  
|                | • Predict future performance  
|                | • Inform instruction  
|                | • Determine college readiness  
|                | • Predict future performance  
|                | • Inform placement decisions  
|                | • Implement Response to Intervention (RTI)  

<table>
<thead>
<tr>
<th>Report Elements</th>
<th>The <em>Individual Performance Profile</em> is a one-page report that includes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Score profile and graph</td>
<td>– This table lists the student’s scores for each of the tests taken. The types of scores listed and graphed are chosen when the report is ordered. The national percentile rank (NPR) for each test is displayed in the bar graph, which provides an overview of the student’s performance in each test area relative to other test areas. The bar graph is a convenient way to view the student’s score profile to determine in which areas the student’s achievement seems strongest and weakest.</td>
</tr>
<tr>
<td>2 Interpretative Information</td>
<td>– This section explains what information appears in each part of the report and how to use the scores and graphs presented in the report.</td>
</tr>
<tr>
<td>3 Details by domain and cognitive level</td>
<td>– This section lists the Iowa Core content domains and cognitive levels assessed in each test. For each domain tested, this report shows the following data:</td>
</tr>
<tr>
<td></td>
<td>Total Items – Total number of test items</td>
</tr>
<tr>
<td></td>
<td>No. Att. – Number of items attempted (number of items for which the student marked answers)</td>
</tr>
<tr>
<td></td>
<td>%C Stu. – Student’s percent correct</td>
</tr>
<tr>
<td></td>
<td>%C Nat. – Average percent correct for students in this grade throughout the nation</td>
</tr>
<tr>
<td>Diff. – Difference between the student’s percent correct and the average percent correct for students in this grade throughout the nation</td>
<td>A negative value in the “Diff” column means that a student’s score is lower than the national average; a positive value means the score is higher than the national average. The Diff values are also graphed as bars in the area labeled “Differences.” Bars to the left are negative values; those to the right are positive values. The varying direction and lengths of these bars make it easy to identify skills that may represent the student’s stronger or weaker areas of performance compared with students in the nation. When a difference is larger than 20, a plus sign (+) or a minus sign (−) appears at the end of the bar.</td>
</tr>
<tr>
<td></td>
<td>Three cognitive levels, which provide a hierarchy of critical thinking skills, are reported—Level 1: Essential Competencies, Level 2: Conceptual Understanding, and Level 3: Extended Reasoning. This portion of the report provides additional information about the student’s strengths and weaknesses in each test. A description of the <em>Iowa Assessments™</em> Cognitive Classifications is provided on the next page.</td>
</tr>
</tbody>
</table>

*Continued on next page...*
Individual Performance Profile, continued

College Readiness – This section shows whether the student is on track in terms of being ready for college based on the student’s Iowa Assessments scores. The target for college readiness is that level of achievement where a student is ready to enroll and succeed in credit-bearing first-year post-secondary courses. These college readiness benchmark scores are linked to ACT scores of 21 in Reading, 18 in English, 22 in Mathematics, and 24 in Science (ACT, 2010).

The student’s Iowa Assessments scores also predict performance in terms of ACT Composite, SAT Math, and SAT Critical Reading scores. The range of scores that the student can be expected to receive for each, based on the Iowa Assessments scores for this administration, are listed.

College readiness is reported for students taking test levels 12 through 17/18.

This report is for Abby Abrahms. In the upper right-hand corner of the page, the report shows that Abby is in Ms. Ness’s class at Longfellow School in the Dalen Community School District. She took Level 14, Form E of the Iowa Assessments, and the fall 2011 norms were used to determine her national percentile ranks. She is in the sixth grade and took the Iowa Assessments in October 2011.

The score profile section in the upper left hand corner lists the tests Abby took and the various scores requested when the report was ordered: a national standard score (NSS), national percentile rank (NPR), and national grade equivalent (NGE). The graph presents Abby’s NPR for each test and her composite scores. Abby scored above the 50th percentile in all areas; she performed at the top of the distribution in Mathematics.

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

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

Individual Reading Performance Summary

Reading Performance Summary for Michael Robinson
Iowa Assessments

Test Summary

<table>
<thead>
<tr>
<th>Skill Domain</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explicit Meaning</td>
<td>9</td>
<td>9</td>
<td>100</td>
</tr>
<tr>
<td>Key Ideas</td>
<td>10</td>
<td>11</td>
<td>91</td>
</tr>
<tr>
<td>Author’s Craft</td>
<td>8</td>
<td>9</td>
<td>89</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>3</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>Implicit Meaning</td>
<td>7</td>
<td>10</td>
<td>70</td>
</tr>
</tbody>
</table>

Understanding the Report

Test Summary
This section of the report shows your overall performance on the Iowa Assessments Reading Test. Standard Score is a number that can be used to track your academic growth year after year. National Percentile Rank compares your performance to sixth grade students across the nation. Grade Equivalent describes the grade and month of the typical student in the nation with your scores. Proficiency Indicator describes your performance relative to expectations for sixth-grade students in Iowa. Growth Indicator describes whether you've met expected levels of academic growth based on your previous test scores.

Skill Domain Summary
This section of the report shows your performance on the different skill domains measured by the Reading Test. The two columns show how many points you earned and how many points were possible. The graph shows your percent correct and the percent correct nationally so you can compare your performance to the average student nationally.

Standards Summary
This section of the report shows how many points you earned and how many points were possible on the specific state standards measured by the Reading test. Each standard relates to a skill domain from the section above.
**Individual Reading Performance Summary**

**Purpose and Use**
This report displays test scores in reading. Use it to:

- Inform instruction
- Identify strengths and weaknesses within reading
- Identify proficiency levels
- Monitor growth across years
- Measure the Iowa Core

**Report Elements**
The Individual Reading Performance Summary is a one-page report that includes:

1. **Student Scores** – This table lists the student’s scores (NPR, NSS, and NGE).
2. **Proficiency Indicator** – This section identifies whether the student’s performance in reading is not proficient, proficient, or advanced as defined by the state of Iowa.
3. **Growth Indicator** – This section identifies whether the student’s performance between two subsequent years of testing achieved expected growth, fell short of expected growth, or exceeded expected growth. (Available beginning 2012 – 2013 academic year.)
4. **Domain Profile and Graph** – This section lists the performance of the student within domains that are key elements of the Iowa Core. The number of questions answered correctly by the student and the total number of questions asked of the student are presented. The graph represents the student’s performance compared to national performance on these questions.
5. **Interpretive Information** – This section explains what information appears in each part of the report and how to use the scores and graphs presented on the report.
6. **Standards Summary** – This section provides details by content domains from the Iowa Core that are measured by the *Iowa Assessments™* and the standards within each domain. The number of questions answered correctly by the student and the total number of questions asked of the student are presented.