



**PROFILE NARRATIVE FOR AIDEN BAGSBY**  
Iowa Assessments™

Class: GRADE 7  
Building: Longfellow  
District: Dalen Community  
System: System 1  
Region: Region 1  
State: IA

Student: Aiden Bagsby  
Student ID: 0000161329  
Form-Level: E-13  
Test Date: 10/2011  
Norms: Fall 2011  
Grade: 7

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Iowa Assessments	Test Scores			NPR Graph					
	NSS	NPR	NGE	1	10	25	50	75	90
Reading	226	45	6.7						
Written Expression	244	60	8.3						
Conventions of Writing	224	42	6.5						
Vocabulary	218	33	6.1						
<b>ELA TOTAL</b>	<b>230</b>	<b>48</b>	<b>7.0</b>						
Mathematics	237	56	7.6						
Computation	233	54	7.3						
<b>MATH TOTAL</b>	<b>236</b>	<b>56</b>	<b>7.6</b>						
<b>CORE COMPOSITE</b>	<b>233</b>	<b>51</b>	<b>7.2</b>						
Social Studies									
Science	226	45	6.7						
<b>COMPLETE COMPOSITE</b>									

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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.

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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

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

Order#: 580234

## Individual Profile Narrative

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**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

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**Report Elements** The *Individual Profile Narrative* is a one-page report that includes:

- ① **Score profile and graph** – 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.
- ② **Interpretive information** – 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.

**Notes** ③ This space contains the NSS necessary for your child to be proficient as defined by the state of Iowa in Reading, Mathematics, and Science.

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**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.

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**PERFORMANCE PROFILE FOR ABBY ABRAHMS**  
iowa Assessments™

**Class:** Ness  
**Building:** Longfellow  
**District:** Dalen Community  
**System:** System 1  
**Region:** Region 1  
**State:** IA

**Student:** Abby Abrahms  
**Student ID:** 0000161328  
**Form-Level:** E-14  
**Test Date:** 11/2011  
**Norms:** Fall 2011  
**Grade:** 8

**TESTS**

**SCORES**

**NPR GRAPH**

**INTERPRETING THE REPORT**

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TESTS	SCORES			NPR GRAPH				
	NSS	NPR	NGE	1	25	50	75	99
Reading	263	68	10.2	[Bar chart showing NPR 68]				
Written Expression	255	59	9.3	[Bar chart showing NPR 59]				
Conventions of Writing	309	93	13+	[Bar chart showing NPR 93]				
Vocabulary	258	69	9.6	[Bar chart showing NPR 69]				
<b>ELA TOTAL</b>	<b>268</b>	<b>77</b>	<b>11.1</b>	[Bar chart showing NPR 77]				
Mathematics	317	99	13+	[Bar chart showing NPR 99]				
Computation	279	82	12.6	[Bar chart showing NPR 82]				
<b>MATH TOTAL</b>	<b>304</b>	<b>97</b>	<b>13+</b>	[Bar chart showing NPR 97]				
<b>CORE COMPOSITE</b>	<b>286</b>	<b>89</b>	<b>13+</b>	[Bar chart showing NPR 89]				
Social Studies	310	95	13+	[Bar chart showing NPR 95]				
Science	297	88	13+	[Bar chart showing NPR 88]				
<b>COMPLETE COMPOSITE</b>	<b>292</b>	<b>90</b>	<b>13+</b>	[Bar chart showing NPR 90]				

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 to the right of the scores provides a visual display of the student's performance on each test relative to the other test areas. The NPR and/or 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.

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.

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■ = National Percentile Rank

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Domains/Cognitive Levels	Total Items	No. Att.	%C Std.	%C Nat.	Differences Diff.	Differences		
						-20	0	+20
<b>Reading</b>	35	35	74	63	+11	[Bar chart]		
Informational Literary	11	11	91	70	+21	[Bar chart]		
<b>Domains</b>								
Vocabulary	4	4	100	65	+35	[Bar chart]		
Explicit Meaning	11	11	64	67	-3	[Bar chart]		
Implicit Meaning	9	9	67	64	+3	[Bar chart]		
Key Ideas	9	9	78	62	+16	[Bar chart]		
Author's Craft	13	13	92	66	+26	[Bar chart]		
<b>Cognitive Levels</b>								
Essential Competencies	10	10	70	67	+3	[Bar chart]		
Conceptual Understanding	28	28	86	67	+19	[Bar chart]		
Extended Reasoning	8	8	63	56	+7	[Bar chart]		
<b>Written Expression</b>								
<b>Domains</b>								
Usage & Grammar	15	15	47	47	0	[Bar chart]		
Sentence Structure	8	8	88	67	+21	[Bar chart]		
Planning & Organization	15	15	73	63	+10	[Bar chart]		
Appropriate Expression	10	10	70	64	+6	[Bar chart]		
<b>Cognitive Levels</b>								
Essential Competencies	23	23	57	51	+6	[Bar chart]		
Conceptual Understanding	10	10	90	67	+23	[Bar chart]		
Extended Reasoning	15	15	67	65	+2	[Bar chart]		
<b>Conventions of Writing</b>								
<b>Domains</b>								
Spelling	35	35	69	54	+15	[Bar chart]		
Capitalization	29	29	90	53	+37	[Bar chart]		
Punctuation	29	29	83	48	+35	[Bar chart]		
<b>Vocabulary</b>								
<b>Domains</b>								
Vocabulary	42	42	64	54	+10	[Bar chart]		

Domains/Cognitive Levels	Total Items	No. Att.	%C Std.	%C Nat.	Differences Diff.	Differences		
						-20	0	+20
<b>Mathematics</b>								
<b>Domains</b>								
Number Sense & Operations	20	20	95	61	+34	[Bar chart]		
Alg. Patterns/Connections	13	13	100	60	+40	[Bar chart]		
Data Analysis/Prob./Stats	12	12	83	62	+21	[Bar chart]		
Geometry	15	15	93	49	+44	[Bar chart]		
Measurement	15	15	87	53	+34	[Bar chart]		
<b>Cognitive Levels</b>								
Essential Competencies	7	7	71	61	+10	[Bar chart]		
Conceptual Understanding	63	63	94	57	+37	[Bar chart]		
Extended Reasoning	5	5	100	48	+52	[Bar chart]		
<b>Computation</b>								
<b>Domains</b>								
Compute with Whole Numbers	3	3	67	82	-15	[Bar chart]		
Compute with Fractions	10	10	80	51	+29	[Bar chart]		
Compute with Decimals	14	14	79	60	+19	[Bar chart]		
Algebraic Manipulations	5	5	100	48	+52	[Bar chart]		
<b>Social Studies</b>								
<b>Domains</b>								
History	10	10	90	57	+33	[Bar chart]		
Geography	9	9	89	56	+33	[Bar chart]		
Economics	10	10	90	59	+31	[Bar chart]		
Civics & Government	14	14	86	58	+28	[Bar chart]		
<b>Cognitive Levels</b>								
Essential Competencies	16	16	81	58	+23	[Bar chart]		
Conceptual Understanding	16	16	100	56	+44	[Bar chart]		
Extended Reasoning	11	11	82	59	+23	[Bar chart]		
<b>Science</b>								
<b>Domains</b>								
Life Science	15	15	73	56	+17	[Bar chart]		

Domains/Cognitive Levels	Total Items	No. Att.	%C Std.	%C Nat.	Differences Diff.	Differences		
						-20	0	+20
<b>Science (c)</b>								
<b>Domains (c)</b>								
Earth & Space Science	13	13	77	51	+26	[Bar chart]		
Physical Science	15	15	80	54	+26	[Bar chart]		
<b>Cognitive Levels</b>								
Essential Competencies	17	17	88	53	+35	[Bar chart]		
Conceptual Understanding	21	21	71	57	+14	[Bar chart]		
Extended Reasoning	5	5	60	44	+16	[Bar chart]		
<b>Information Literacy</b>								
<b>Domains</b>								
Acquiring Information	2	2	100	52	+48	[Bar chart]		
Evaluating Information	4	4	100	67	+33	[Bar chart]		
Using Information	9	9	89	60	+29	[Bar chart]		
<b>College Readiness</b>								
<b>Grade-Level Benchmarks</b>								
Reading						Not Yet On Track		
Written Expression						Not Yet On Track		
Mathematics						On Track		
Science						On Track		
<b>Predicted ACT/SAT Scores</b>								
ACT Composite			23-28					
SAT Math			590-720					
SAT Verbal			440-560					

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

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

Numbers may not sum to 100% due to rounding. %C = Percent Correct No. Att = Number Attempted

## Individual Performance Profile

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### Purpose and Use

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:

- Identify strengths and weaknesses
- Monitor growth
- Predict future performance
- Determine college readiness
- Make comparisons
- Inform placement decisions
- Inform instruction
- Implement Response to Intervention (RTI)

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### Report Elements

The *Individual Performance Profile* is a one-page report that includes:

- ① **Score profile and graph** – 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.
- ② **Interpretative Information** – This section explains what information appears in each part of the report and how to use the scores and graphs presented in the report.
- ③ **Details by domain and cognitive level** – 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:
  - Total Items** – Total number of test items
  - No. Att.** – Number of items attempted (number of items for which the student marked answers)
  - %C Stu.** – Student’s percent correct
  - %C Nat.** – Average percent correct for students in this grade throughout the nation
  - Diff.** – Difference between the student’s percent correct and the average percent correct for students in this grade throughout the nation  
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.
  - Cognitive Level** – Three cognitive levels, which provide a hierarchy of critical thinking skills, are reported:
    - Level 1 – Essential Competencies:** Recall of information such as fact, definition, term, or simple one-step procedure.
    - Level 2 – Conceptual Understanding:** Includes the engagement of some cognitive processing beyond recalling or reproducing a response. A conceptual understanding item requires students to make some decisions as to how to approach the problem or activity and may imply more than a single step.
    - Level 3 – Extended Reasoning:** Requires problem solving, planning, and/or using evidence. Items require students to develop a strategy to connect and relate ideas in order to solve the problem while using multiple steps and drawing upon a variety of skills.

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## Individual Performance Profile, continued

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### Report Elements, continued

- ④ **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.
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### Sample Explained

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.

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ACT. (2010). *College readiness standards: For EXPLORE, PLAN, and the ACT*. Retrieved July 5, 2010 from <http://www.act.org/standard/pdf/CRS.pdf>