

Iowa Assessments	Test Scores					NPR Graph				
	NPR	LPR	GE	NS	LS	1	25	50	75	99
Reading	65	69	3.7	6	6					
Written Expression	70	74	3.9	6	6					
Conventions of Writing	63	67	3.6	6	6					
Vocabulary	74	78	4.0	6	7					
ELA Total	68	72	3.8	6	6					
Word Analysis	60	64	3.5	6	6					
Listening	67	71	3.7	6	6					
Extended ELA Total	63	67	3.6	6	6					
Mathematics	31	35	2.6	4	4					
Computation	27	31	2.5	4	4					
Math Total	29	33	2.6	4	4					
Core Composite	50	54	3.2	5	5					
Social Studies	41	45	2.9	5	5					
Science	26	30	2.4	4	4					
Complete Composite	41	45	2.9	5	5					

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.

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

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

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

Your Student's Achievement Yesterday and Today

The Iowa Assessments measure student achievement and growth. The Grade Equivalent (GE) describes student performance in terms of grade level and month. The GE makes it possible to follow your child's educational growth from year to year by comparing this year's scores to those from earlier years.

Notes:

Legend

GE = Grade Equivalent NS = National Stanine
 LPR = Local Percentile Rank
 LS = Local Stanine
 NPR = National Percentile Rank

Class Test Session Summary

Test	Number Tested	Number Included
Reading	24	24
Written Expression	24	24
Conventions of Writing	24	24
Vocabulary	24	24
Word Analysis	24	24
Listening	24	24
Mathematics	24	24
Computation	24	24
Science	24	24
Social Studies	24	24

Reporting Category/# of Items in Category
Reading: 41 Items
Explicit Meaning: 8 Items
Key Ideas: 10 Items
Authors Craft: 9 Items
Vocabulary: 7 Items
Implicit Meaning: 7 Items
Essential Competencies: 15 Items
Conceptual Understanding: 14 Items
Extended Reasoning: 12 Items
Written Expression: 35 Items
Planning/Organization: 7 Items
Usage/Grammar: 8 Items
Sentence Structure: 6 Items
Appropriate Expression: 8 Items
Mechanics: 6 Items
Essential Competencies: 13 Items
Conceptual Understanding: 11 Items
Extended Reasoning: 11 Items
Conventions of Writing: 64 Items
Spelling: 24 Items
Capitalization: 20 Items
Punctuation: 20 Items
Vocabulary: 29 Items
Word Analysis: 33 Items
Phonological Awareness/Decoding: 13 Items
Identify/Analyze Word Parts: 20 Items
Listening: 33 Items
Literal Comprehension: 18 Items
Inferential Comprehension: 15 Items
Mathematics: 50 Items

	60	61	61	57	60	48	71	58	44	62	53	62	67	68	59	76	59	43	64	61	64	66	62	69	71	67	70	74	65	56
Average Percent Correct Nation	60	61	61	57	60	48	71	58	44	62	53	62	67	68	59	76	59	43	64	61	64	66	62	69	71	67	70	74	65	56
Average Percent Correct System	59	52	49	45	66	73	77	65	47	57	54	47	64	51	70	71	59	41	69	70	72	65	66	60	52	67	63	62	63	49
Average Percent Correct Class	60	56	52	61	63	70	74	62	44	60	57	50	67	54	73	74	62	44	65	66	68	61	62	59	51	66	62	61	62	54
Bagsby, Aiden	56	63	40	33	57	86	70	58	39	80	71	75	83	88	83	94	82	64	62	75	70	40	76	52	54	50	64	61	67	44
Brigerton, Ryan	58	38	40	56	86	71	72	60	42	64	57	50	67	63	83	78	66	48	69	67	80	60	66	47	38	55	70	67	73	47
Brody, Alex	51	38	30	44	71	71	65	53	35	70	43	38	100	88	83	84	72	54	68	58	70	75	48	48	31	65	82	78	87	63
Davison, Claire	63	75	60	78	43	57	77	65	47	71	86	75	67	63	67	85	73	55	55	50	60	55	55	63	46	80	53	72	33	36
Delgado, Cira	79	75	80	67	86	86	93	81	63	68	71	63	83	38	83	82	70	52	68	83	55	65	62	62	38	85	62	50	73	39
Ewing, Dylan	32	38	30	22	29	43	46	34	16	62	71	63	50	75	50	76	64	46	63	54	65	70	31	47	23	70	46	44	47	77
Frazier, Emma	53	50	40	44	71	57	67	55	37	72	86	75	67	50	83	86	74	56	58	63	70	40	55	62	54	70	34	28	40	76
Gambosi, Olivia	58	38	40	56	57	100	72	60	42	47	29	25	67	50	67	61	49	31	71	67	80	65	48	56	46	65	57	61	53	87
Gruenwald, Alexis	82	75	90	89	100	57	96	84	66	25	14	13	33	13	50	39	27	9	87	75	85	100	66	57	69	45	74	89	60	44
Kuehn, Payton	43	38	50	11	43	71	57	45	27	43	43	38	33	50	50	57	45	27	76	79	95	55	62	58	77	40	49	72	27	47
Lexington, Sydney	57	50	40	67	71	57	71	59	41	75	71	63	83	75	83	89	77	59	71	88	80	45	59	60	85	35	48	56	40	43
Mendoza, Lauren	72	63	60	67	100	71	86	74	56	79	86	75	83	50	100	93	81	63	75	79	70	75	72	61	46	75	64	61	67	48
Pavlich, Ava	76	88	70	67	71	86	90	78	60	21	14	13	33	13	33	35	23	5	43	33	40	55	55	67	54	80	79	72	87	48
Perez, Estavan	86	88	90	67	100	86	100	88	70	33	14	13	50	38	50	47	35	17	39	38	45	35	48	50	31	70	66	39	93	76
Reichman, Tyler	71	88	50	89	71	57	85	73	55	25	00	00	33	25	67	39	27	9	74	83	70	70	72	40	15	65	51	28	73	91
Santiago, Angel	66	75	60	67	57	71	80	68	50	63	71	63	67	50	67	77	65	47	63	88	65	35	76	85	85	85	76	72	80	36
Suhr, Amir	47	38	40	56	43	57	61	49	31	84	100	88	83	50	100	98	86	68	85	75	90	90	86	81	92	70	74	61	87	41
Sullivan, Reagan	64	63	50	67	57	86	78	66	48	74	57	50	100	63	100	88	76	58	76	67	80	80	83	84	92	75	49	44	53	36
Thornburg, Samuel	48	50	40	67	29	57	62	50	32	55	43	38	67	63	67	69	57	39	56	63	75	30	66	69	54	85	42	44	40	31
Wallstrop, Megan	35	25	50	44	14	43	49	37	19	65	57	50	83	50	83	79	67	49	64	83	55	55	45	58	46	70	42	50	33	48
Wright, Natalie	36	25	40	56	14	43	50	38	20	88	86	75	100	63	100	99	87	72	52	50	45	60	55	42	38	45	67	61	73	42
Wysocki, Andrew	72	63	50	78	86	86	86	74	56	84	71	63	100	88	100	98	86	68	56	58	55	55	62	51	46	55	84	89	80	48
Zanders, Noah	63	50	40	67	71	86	77	65	47	32	29	25	33	38	33	46	34	16	68	58	70	75	69	55	31	80	81	94	67	64
Zykowski, Connor	84	63	70	100	86	100	98	86	68	65	86	75	50	63	50	79	67	49	61	54	60	70	62	55	31	80	66	72	60	78

TESTS

SCORES

NPR/LPR GRAPH

	SS	NPR	LPR	GE	NS	LS	NCE	1	25	50	75	99
Reading	183	65	69	3.7	6	6	58					
Written Expression	186	70	74	3.9	6	6	58					
Conventions of Writing	182	63	67	3.6	6	6	57					
Vocabulary	188	74	78	4.0	6	7	64					
ELA Total	185	68	72	3.8	6	6	60					
Word Analysis	180	60	64	3.5	6	6	55					
Listening	184	67	71	3.7	6	6	59					
Extended ELA Total	182	63	67	3.6	6	6	57					
Mathematics	165	31	35	2.6	4	4	40					
Computation	163	27	31	2.5	4	4	37					
Math Total	164	29	33	2.6	4	4	38					
Core Composite	175	50	54	3.2	5	5	50					
Social Studies	171	41	45	2.9	5	5	45					
Science	162	26	30	2.4	4	4	36					
Complete Composite	171	41	45	2.9	5	5	45					

In the upper part of this report, scores are printed for the tests, totals, and composites. Several types of scores are reported, including the NPR and LPR. The NPR represents the percent of students in the same grade throughout the nation with a lower score. The LPR represents the percent of students in the same grade in your local area with a lower score.

The horizontal bands in the NPR/LPR Graph illustrate the student's performance on each test relative to the other test areas. The black horizontal bars represent the NPRs for each test. The gray horizontal bars represent the LPRs for each test. The lengths of these bars permit identification of the student's stronger and weaker areas of achievement.

The lower part of the report provides information about the skill domains measured by each test. It also summarizes data by the different levels of cognition required by the items in some tests. The number of items for each domain and cognitive level, the number attempted, the percent correct for the student, and the average percent correct for students in this grade throughout the nation are reported. The difference between the student's percent correct and the national percent correct is displayed as a horizontal bar.

■ = National Percentile Rank
 ■ = Local Percentile Rank

Domains/Cognitive Levels	Total Items	No. Att.	%C Stu.	%C Nat.	Diff.	Differences* -20 0 +20
Reading						
Informational Text	19	19	68	54	14	
Literary Text	22	22	62	60	2	
Domains						
Explicit Meaning	8	8	61	61	0	
Key Ideas	10	10	69	61	8	
Author's Craft	9	9	59	57	2	
Vocabulary	7	7	71	60	11	
Implicit Meaning	7	7	65	48	17	
Cognitive Levels						
Essential Competencies	15	15	76	71	5	
Conceptual Understanding	14	14	63	58	5	
Extended Reasoning	12	12	48	44	4	
Written Expression						
Domains						
Planning/Organization	7	7	67	53	14	
Usage/Grammar	8	8	65	62	3	
Sentence Structure	6	6	78	67	11	
Appropriate Expression	8	8	68	68	0	
Mechanics	6	6	72	59	13	
Cognitive Levels						
Essential Competencies	13	13	81	76	5	
Conceptual Understanding	11	11	63	59	4	
Extended Reasoning	11	11	46	43	3	
Conventions of Writing						
Domains						
Spelling	24	24	68	61	7	
Capitalization	20	20	70	64	6	
Punctuation	20	20	75	66	9	

Domains/Cognitive Levels	Total Items	No. Att.	%C Stu.	%C Nat.	Diff.	Differences* -20 0 +20
Vocabulary						
Domains						
Vocabulary	29	29	74	62	12	
Word Analysis						
Domains						
Phonological Awareness/Decoding	13	13	75	71	4	
Identify/Analyze Word Parts	20	20	69	67	2	
Listening						
Skills						
Literal Comprehension	18	18	71	74	-3	
Inferential Comprehension	15	15	63	65	-2	
Mathematics						
Domains						
Number Sense and Operations	14	14	50	58	-8	
Algebraic Patterns and Connections	11	11	48	65	-17	
Data Analysis/Probability/Statistics	7	7	37	53	-16	
Geometry	10	10	60	69	-9	
Measurement	8	8	47	60	-13	
Cognitive Levels						
Essential Competencies	17	17	51	62	-11	
Conceptual Understanding	17	17	42	49	-7	
Extended Reasoning	16	16	29	39	-10	
Computation						
Domains						
Add whole numbers	10	10	50	71	-21	
Subtract whole numbers	9	9	48	65	-17	
Multiply/divide whole numbers	6	6	50	57	-7	

Domains/Cognitive Levels	Total Items	No. Att.	%C Stu.	%C Nat.	Diff.	Differences* -20 0 +20
Social Studies						
Domains						
History	8	8	64	67	-3	
Geography	10	10	60	66	-6	
Economics	6	6	58	61	-3	
Civics and Government	6	6	49	61	-12	
Cognitive Levels						
Essential Competencies	10	10	69	71	-2	
Conceptual Understanding	9	9	56	57	-1	
Extended Reasoning	11	11	40	51	-11	
Science						
Domains						
Physical Science	12	12	38	53	-15	
Life Science	9	9	35	60	-25	
Earth/Space Science	9	9	60	62	-2	
Cognitive Levels						
Essential Competencies	11	11	58	69	-11	
Conceptual Understanding	10	10	44	60	-16	
Extended Reasoning	9	9	35	53	-18	
Information Literacy						
Domains						
Locate/Process Information	12	12	42	57	-15	
Interpret Information	10	10	38	58	-20	
Analyze Information	8	8	42	44	-2	

CLASS ITEM RESPONSE RECORD

Iowa Assessments

Class: Class 1
Building: Building 1
District: District 1
System: System 1
Region: Region 1
State: State 1

Form-Level: E-9
Test Date: 10/2012
Norms: Fall 2011
Grade: 3

Class Test Session Summary

Test	Number Tested	Number Included
Reading	24	24
Written Expression	24	24
Conventions of Writing	24	24
Vocabulary	24	24
Word Analysis	24	24
Listening	24	24
Mathematics	24	24
Computation	24	24
Science	24	24
Social Studies	24	24

Legend: Alpha = Incorrect Response
 Blank = Correct Response
 ○ = No Response
 * = Multiple Responses

Item Number/Item Description/Cognitive Level
Reading: 41 items
Explicit Meanings: 8 items
Item 1: Recognize stated information
Item 2: Recognize stated information
Item 3: Recognize stated information
Item 4: Recognize stated information
Item 5: Understand stated information
Item 6: Understand stated information
Item 7: Understand stated information
Item 8: Understand stated information
Key Ideas: 10 items
Item 9: Central ideas and their support
Item 10: Central ideas and their support
Item 11: Central ideas and their support
Item 12: Central ideas and their support
Item 13: Synthesizing/summarizing
Item 14: Synthesizing/summarizing
Item 15: Synthesizing/summarizing
Item 16: Connecting/extending ideas
Item 17: Connecting/extending ideas
Item 18: Connecting/extending ideas
Authors Craft: 9 items
Item 19: Text features/struct./style/tone
Item 20: Text features/struct./style/tone
Item 21: Purpose/viewpoint: fact/opinion
Item 22: Purpose/viewpoint: fact/opinion
Item 23: Literary devices and elements
Item 24: Literary devices and elements
Item 25: Nonliteral language
Item 26: Nonliteral language
Item 27: Nonliteral language

	60	61	71	29	48	63	33	38	68	56	61	73	59	16	68	54	57	68	21	53	79	57	29	61	31	69	78	56	31	29	78	
Average Percent Correct Nation	60	61	71	29	48	63	33	38	68	56	61	73	59	16	68	54	57	68	21	53	79	57	29	61	31	69	78	56	31	29	78	
Average Percent Correct System	59	52	31	38	49	60	31	72	49	85	49	49	33	11	43	51	48	54	66	51	86	45	51	48	70	48	51	41	13	25	59	
Average Percent Correct Class	60	55	21	42	50	50	29	83	67	96	48	58	25	13	50	54	54	46	75	54	88	39	75	58	50	46	67	46	29	71	71	
Bagsby, Aiden	51	63	B	M		A					40	B	K	A	J	M	C					33	B	M		A	L	M	A			
Brigerton, Ryan	44	38	C		A	M	A		C		40	K	C		A	K			B	K		56	M	A		A		B				
Brody, Alex	39	38	C		D	L	A		C		30	B	K	A	J	M	C					44			B	M		A	L	C		
Davison, Claire	63	75		M		M					60			D	D		C					78	B		A							
Delgado, Cira	76	75		M		L					80											67				K		K	B			
Ewing, Dylan	27	38	C		D	L	A		C		30	D	M	A	J		M	C				22	B	M	D		A	L		M	A	
Frazier, Emma	61	50	B	K	C		B				40	B	K	A	J		M	C				44			B	J			A	L	C	
Gambosi, Olivia	46	38	C		C	M	A		C		40	D	K	A		B	M	C				56		L	B		A		B			
Gruenwald, Alexis	78	75	B			M					90				J							89		J								
Kuehn, Payton	34	38	C		C	J	A		C		50		K	A		A			K	C		11	C	L	D		A	L		M	A	
Lexington, Sydney	61	50	B	K	C		B				40	B	K	A	M		M	C				67				M		K	B			
Mendoza, Lauren	71	63	B	K			B				60			D	D		C					67				K		K	B			
Pavlich, Ava	80	88		M							70		K	A	M							67				M		K	B			
Perez, Estavan	95	88							K		90											67				K		K	B			
Reichman, Tyler	85	88						M			50		M	A		A			K	C		89		J								
Santiago, Angel	83	75	B	M		M					60			D	D		C					67				K		K	B			
Suhr, Amir	54	38			C	J	D		C		40	B	L	A	J		M	C				56		M	A		A		B			
Sullivan, Reagan	63	63	B	M			A				50		M	D		A			K	C		67				K		K	B			
Thornburg, Samuel	59	50	B	K	C		B				40											67				J		K	B			
Wallstrop, Megan	44	25	D								50		M	A		A			K	C		44			B	M		A	L	C		
Wright, Natalie	34	25	C		D	L	A	M	C		40	B	K	C	J		M	C				56		L	B		A		B			
Wysocki, Andrew	66	63	B	M			B				50		K	A		A			K	C		78	C		A		K		B			
Zanders, Noah	49	50	B	K	C		B				40	D	K	C	M		M	C				67				K		K	B			
Zykowski, Connor	71	63	B	K			A				70		K	C	M							100										