

### This report best answers:

- In which domains did this student earn their highest and lowest scores? .....
- Which types of questions in each subject domain do I need to concentrate my instructional strategies (essential competency, conceptual understanding, or extended reasoning)? .....
- In which domain in each subject should I focus for some 1-on-1 or small group lessons? .....
- If the student is in grades 6-12, is this student on track for college readiness? .....



## Iowa Assessments: Individual Performance Profile Report

**Purpose:** This report provides a detailed look at an individual student's scores for each content area and domain assessed. Analysis of the data reveals student strengths and growth areas, as well as the student comparison to the national average. The data may be used to place the student in instructional groups by content and domain, inform RTI, and identify the need for individual remediation & extension activities.

**Standard Score** – 3-digit number indicating the student's average achievement on a continuum scale. It measures the amount of academic growth year-over-year.

	SS	NPR	GE
Reading	244	75	8.2
Written Expression	229	59	7.0
Conventions of Writing	249	76	8.7
Vocabulary	255	92	9.3
<b>READING TOTAL</b>	<b>250</b>	<b>85</b>	<b>8.9</b>
<b>ELA TOTAL</b>	<b>242</b>	<b>77</b>	<b>8.1</b>
Mathematics	239	72	7.7
Computation	236	74	7.5

SS	NPR
244	75
229	59
249	76
255	92

CORE	GE
8.2	7.0

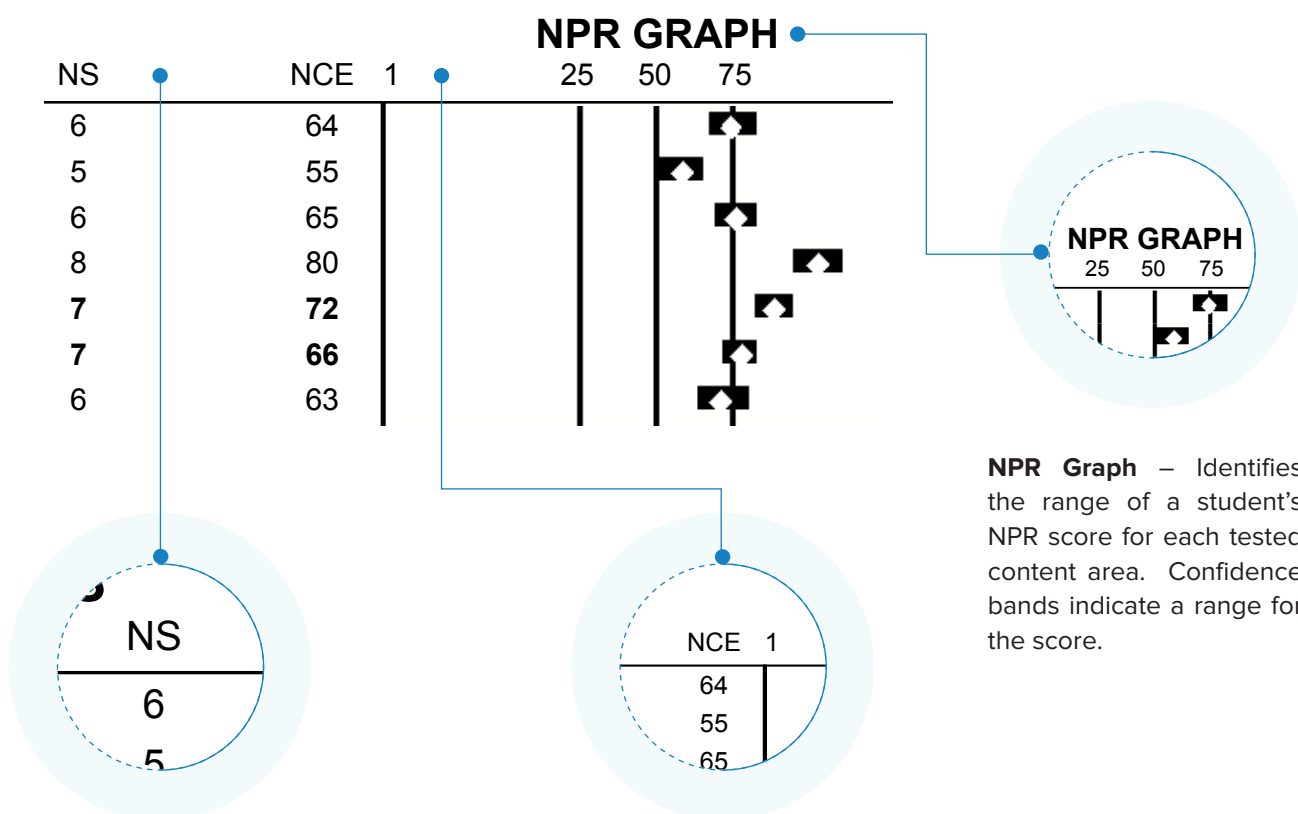
**Grade Equivalent** – A converted score from the standard score that identifies a student's achievement on a continuum measuring student growth year-over-year. The first number of the score represents the grade level; the second number indicates the month in school. For example, a 6.7 GE means this student scored similar to how a typical 6th grader in the 7th month of school would have scored had that student taken the same assessment.

NPR
75
59
76

**National Percentile Rank** – Score of 1-99, converted from the standard score. It shows the student's relative position (or rank) compared to others in the same grade level in the nation who took the assessment at the same time of year.

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**National Stanine** – The student's standard score converted to a normalized score that identifies the status or relative rank of achievement on a bell curve. The stanine score is represented as a number between 1 and 9. They are grouped in threes and are noted as achievement "below average" (scores of a 1, 2, or 3), "average" achievement (scores of a 4, 5, or 6), and "above average" (7, 8, or 9).

**Normal Curve Equivalent** – Score from 1 to 99, it is a normalized standard score used to determine the student's growth over time. NCE scores can be averaged.

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Number of test items, number of items the student completed, the student's percent correct for the domain, comparison to the national average, and the difference between the student's percent correct and the national average.

**Literary Domains**  
Vocabulary  
Explicit Meaning  
Implicit Meaning  
Key Ideas  
Author's Craft  
Cognitive Levels

Domains/Cognitive Levels	Total Items	No. Att.	%C	%C Std.	%C Nat.	Diff.	Differences
							20 0 +20
<b>Reading</b>							
Informational	20	20	90	74	+16		
Literary	23	23	83	75	+8		
<b>Domains</b>							
Vocabulary	4	4	50	66	-16		
Explicit Meaning	13	13	100	73	+27		
Implicit Meaning	10	10	90	80	+10		
Key Ideas	8	8	75	73	+2		
Author's Craft	8	8	88	74	+14		
<b>Cognitive Levels</b>							
Essential Competencies	10	10	100	75	+25		
Conceptual Understanding	26	26	81	75	+6		
Extended Reasoning	7	7	86	72	+14		
<b>Written Expression</b>							
<b>Domains</b>							
Usage & Grammar	14	14	79	62	+17		
Sentence Structure	7	7	86	73	+13		
Planning & Organization	14	14	79	75	+4		
Appropriate Expression	5	5	60	68	-8		
<b>Cognitive Levels</b>							
Essential Competencies	18	18	67	63	+4		
Conceptual Understanding	7	7	86	73	+13		
Extended Reasoning	15	15	87	75	+12		
<b>Conventions of Writing</b>							
<b>Domains</b>							
Spelling	30	30	67	68	-1		
Capitalization	24	24	79	60	+19		
Punctuation	24	24	71	56	+15		
<b>Vocabulary</b>							
<b>Domains</b>							
Vocabulary	37	37	97	72	+25		

Domains/Cognitive Levels	Total Items	No. Att.	%C	%C Std.	%C Nat.	Diff.	Differences
							20 0 +20
<b>Mathematics</b>							
<b>Domains</b>							
Number Sense & Operations	17	17	82	71	+11		
Alg. Patterns/Connections	10	10	90	76	+14		
Data Analysis/Prob./Stats	9	9	33	54	-21		
Geometry	12	12	92	70	+22		
Measurement	12	12	75	65	+10		
<b>Cognitive Levels</b>							
Essential Competencies	6	6	83	78	+5		
Conceptual Understanding	44	44	75	67	+8		
Extended Reasoning	10	10	80	65	+15		
<b>Computation</b>							
<b>Domains</b>							
Compute with Whole Numbers	19	19	79	79	0		
Compute with Fractions	6	6	100	56	+44		
Compute with Decimals	4	4	100	75	+25		
<b>Social Studies</b>							
<b>Domains</b>							
History	10	10	100	66	+34		
Geography	11	11	73	64	+9		
Economics	7	7	86	71	+15		
Civics & Government	9	9	67	64	+3		
<b>Cognitive Levels</b>							
Essential Competencies	15	15	87	69	+18		
Conceptual Understanding	12	12	58	60	-2		
Extended Reasoning	10	10	100	70	+30		
<b>Science</b>							
<b>Domains</b>							
Life Science	15	15	87	67	+20		
Earth & Space Science	11	11	100	68	+32		

Domains/Cognitive Levels	Total Items	No. Att.	%C	%C Std.	%C Nat.	Diff.	Differences
							20 0 +20
<b>Science (c)</b>							
<b>Domains (c)</b>							
Physical Science	11	11	82	59	+23		
<b>Cognitive Levels</b>							
Essential Competencies	14	14	79	53	+26		
Conceptual Understanding	19	19	100	74	+26		
Extended Reasoning	4	4	75	64	+11		
<b>Information Literacy</b>							
<b>Domains</b>							
Acquiring Information	6	6	67	60	+7		
Evaluating Information	3	3	100	79	+21		
Using Information	6	6	100	80	+20		
<b>College Readiness</b>							
<b>Grade-Level Benchmarks</b>							
Reading							On Track
Language							Not Yet On Track
Mathematics							Not Yet On Track
Science							On Track
<b>Predicted ACT/SAT Scores</b>							
ACT Composite							
SAT Critical Reading							
SAT Math							

SS = Developmental Standard Score NPR = National Percentile Rank GE = Grade Equivalent NS = National Stanine NCE = Normal Curve Equivalent

**Implicit Meaning**  
Key Ideas  
Author's Craft  
**Cognitive Levels**  
Essential Competencies  
Conceptual Understanding  
Extended Reasoning  
**Written Expression**  
**Domains**  
Usage & Grammar

**Cognitive Levels** – The amount of complexity demand required to complete the item. These speak to the rigor of the items.

**College Readiness** – States how well the student is meeting content standards towards college and career readiness. Included at grades 6+.

Using Information  
**College Readiness**  
**Grade-Level Benchmark**  
Reading  
Language  
Mathematics  
Science  
**Predicted ACT/SAT Scores**  
ACT Composite

### How to access this report in *DataManager*:

- Assessment: Iowa Assessments
- Select the test admin date
- Report Type: Individual Performance Profile (Scoring Service Print Style)
- Select the grade (click "Apply")
- Display Options: Bar Graph with Confidence Interval
- Graph Scores: NPR
- Select score(s)
- (Optional) Include Math Computation in
- Math Total & Extended ELA Total in Core & Complete Composite Calculation
- (Optional) Show Reading Total
- Select District, Building, & Class
- Report Grouping: Class
- Run Report in Background

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### Next Report for Review:

**Student Profile Narrative** – Shows & describes the student's scores for each content area and domain assessed.

### Questions for Investigation:

- Compare the student's standard score and GE in each area (displayed at the top) to the previous administration's report. In which areas is the most and least amount of growth?
- In the "%C Std." column, in which domains in each content did students perform the highest? Lowest? What particular skills need additional instruction or extension?
- In which area did the student perform the highest and lowest NPR and NS?
- In which cognitive level in each domain & content did the student score the highest? Lowest?



### Key insights

Determine the domain(s) for which a specific student needs additional instruction. ....

Identify the pace at which a student is learning the standards, compared to national performance. ....

Know if the student is on track for college readiness and know the student's predicted ACT & SAT scores.

View the types of questions in each domain for which the student needs further support (essential competency, conceptual understanding, or extended reasoning). ....