PERFORMANCE PROFILE FOR JORDAN ANDERSON

Iowa Assessments™

Class: EAST Building: 4 CANYON

State: ID

System: Springdale Schools

Test Date: 03/2018 Norms: 03/16 2011

Student: Anderson, Jordan

Grade: 10

Form-Level: E-16

Student ID:

.ssessments"

TESTS			SCORE	s	NPR GRAPH
	SS	NPR	GE	NS	1 25 50 75 99
Reading	331	92	13+	8	
Written Expression	353	99	13+	9	r
Vocabulary	340	99	13+	9	
ELA TOTAL	344	99	13+	9	
Mathematics	327	94	13+	8	
Computation	290	69	13+	6	
MATH TOTAL	315	90	13+	8	
CORE COMPOSITE	330	97	13+	9	
Social Studies	340	95	13+	8	
Science	346	96	13+	9	
COMPLETE COMPOSITE	334	96	13+	9	

INTERPRETING THE REPORT

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, which represents the percent of students in the same grade throughout the nation with a lower score.

The horizontal bands in the NPR Graph illustrate that each score can be thought of as falling within a range. Overlapping bands indicate results that are similar. Bands that do not overlap indicate results that are probably different.

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 with confidence band

	Total	No.	%C	%C	Diff.	Dif	ferer	ices	
Domains/Cognitive Levels	Items	Att.	Std.	Nat.		-20	0	+20	Domains/Cognitive Levels
Reading									Mathematics (c)
Informational	31	31	94	58	+36			+	Domains (c)
Literary	9	9	89	55	+34			+	Alg. Patterns/Connections
Domains									Data Analysis/Prob./Stats
Vocabulary	5	5	80	56	+24			+	Geometry
Explicit Meaning	5	5	100	60	+40			+	Measurement
Implicit Meaning	10	10	90	56	+34			+	Cognitive Levels
Key Ideas	9	9	100	57	+43			+	Essential Competencies
Author's Craft	11	11	91	57	+34			+	Conceptual Understanding
Cognitive Levels	1								Extended Reasoning
Essential Competencies	7	7	86	57	+29			+	Computation
Conceptual Understanding	24	24	92	57	+35			+	Domains
Extended Reasoning	9	9	100	58	+42			+	Integers
Written Expression	1								Decimals/Percents
Domains									Fractions
Usage & Grammar	9	9	89	49	+40			+	Algebraic Manipulations
Sentence Structure	16	16	100	56	+44			=	Social Studies
Planning & Organization	13	13	92	51	+41			=	Domains
Appropriate Expression	8	8	88	56	+32			=	
Mechanics	8	8	88	59	+29			+	History Geography
Cognitive Levels	1						Г		Economics
Essential Competencies	14	14	86	54	+32		-	+	Civics & Government
Conceptual Understanding	23	23	100	55	+45			=	Cognitive Levels
Extended Reasoning	17	17	88	52	+36			+	Essential Competencies
Vocabulary									Conceptual Understanding
Domains	1								Extended Reasoning
Vocabulary	40	40	98	51	+47	l		+	Science
Mathematics	"	.0	30	٥.					Domains
Domains									Life Science
Number Sense & Operations	9	9	100	48	+52	l			Earth & Space Science
Transcr Conco d Operations	I	3	.00	70	. 52	l			La & Space Colonic
	1					I			

Domains/Cognitive Levels	Items	Att.	Std.	Nat.		-20	0	+20
Mathematics (c)								
Domains (c)								
Alg. Patterns/Connections	11	11	73	41	+32	ı		+
Data Analysis/Prob./Stats	7	7	100	43	+57	ĺ		+
Geometry	8	8	50	36	+14	i		
Measurement	5	5	80	53	+27	ĺ		+
Cognitive Levels						ĺ		
Essential Competencies	3	3	100	44	+56	ĺ		+
Conceptual Understanding	28	28	82	44	+38	ĺ		+
Extended Reasoning	9	9	67	41	+26	ĺ		+
Computation						ĺ		
Domains						ĺ		
Integers	4	4	50	60	-10	ĺ		
Decimals/Percents	8	8	50	47	+3	ĺ	- 1	
Fractions	6	6	50	33	+17	ĺ		
Algebraic Manipulations	12	12	58	44	+14	ĺ		-
Social Studies						ĺ		
Domains						ĺ		
History	13	13	85	43	+42	ĺ		+
Geography	9	9	78	42	+36	i		+
Economics	11	11	91	45	+46	i		+
Civics & Government	17	17	76	42	+34	ĺ		+
Cognitive Levels						ĺ		
Essential Competencies	9	9	89	43	+46	ĺ		+
Conceptual Understanding	23	23	78	43	+35	ĺ		+
Extended Reasoning	18	18	83	43	+40	ĺ		+
Science						ı		
Domains	1					1		
Life Science	19	19	79	50	+29	1		+
Earth & Space Science	11	11	100	43	+57	1		+
	l					ı		

Total

Daniel a 10 a maltibus I accela	Total	No.	%C	%C	Diff.	Diffe	rences
Domains/Cognitive Levels	Items	Att.	Std.	Nat.		-20	0 +20
Science (c)							
Domains (c)							
Physical Science Cognitive Levels	18	18	83	44	+39		+
Essential Competencies	6	6	83	51	+32		L
Conceptual Understanding	26	26	77	46	+31		==+
Extended Reasoning	16	16	100	44	+56		+
Information Literacy							
Domains							
Acquiring Information	6	6	100	56	+44		+
Evaluating Information Using Information	5 4	5 4	80 75	48 52	+32 +23		+
Osing information	"	4	75	32	+23		
	1						l
	1						1
	1						
	1					l	l

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

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

PERFORMANCE PROFILE FOR BROOKE HAMILTON

Iowa Assessments™

Class: EAST Building: 4 CANYON

State: ID

System: Springdale Schools

Form-Level: E-16 Test Date: 03/2018 Norms: 03/16 2011

Student: Hamilton, Brooke

Grade: 10

Student ID:

\ssessments"

TESTS			SCORE	S	NPR GRAPH
	SS	NPR	GE	NS	1 25 50 75 99
Reading	317	86	13+	7	
Written Expression	348	98	13+	9	
Vocabulary	285	71	13+	6	
ELA TOTAL	327	96	13+	9	
Mathematics	269	51	10.9	5	📢
Computation	285	65	13+	6	
MATH TOTAL	274	56	11.7	5	
CORE COMPOSITE	300	80	13+	7	
Social Studies	310	81	13+	7	
Science	319	86	13+	7	
COMPLETE COMPOSITE	305	82	13+	7	

INTERPRETING THE REPORT

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, which represents the percent of students in the same grade throughout the nation with a lower score.

The horizontal bands in the NPR Graph illustrate that each score can be thought of as falling within a range. Overlapping bands indicate results that are similar. Bands that do not overlap indicate results that are probably different.

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 with confidence band

%C %C Diff Differences

Items	Att.	Std.	Nat.					
					-20	0	+20	
								ı
31	31	87	58	+29			+	1
9	9	89	55	+34			+	
5	5	60	56	+4				
5	5	100	60	+40			+	
	10	100	56				+	(
	9	89	57				+	
11	11	82	57	+25			+	
7	7	86	57	+29			+	- (
							+	1
9	9	78	58	+20				
9	9	89	49	+40			+	
16	16	88	56	+32			+	- 1
13	13	85	51	+34			+	10
8	8	100	56	+44			+	- 1
8	8	100	59	+41			+	
14	14	93	54	+39			+	
			55				+	-
17	17	88	52	+36			+	
40	40	65	51	+14				- 1
							_	l
						1		1.
a	a	11	18	-1		4		
9	3		70			7		
						1		
	9 5 5 5 10 9 11 7 24 9 9 16 13 8 8	9 9 9 5 5 5 5 10 10 9 9 9 111 111 7 7 24 24 9 9 9 9 16 16 13 13 8 8 8 8 8 14 14 23 23 17 17 17 40 40 40	9 9 89 5 5 60 5 5 100 10 10 100 9 9 89 11 11 82 7 7 86 24 24 92 9 9 78 9 9 89 16 16 88 13 13 85 8 8 100 8 8 100 14 14 14 93 23 23 91 17 17 88	9 9 89 55 5 5 60 56 5 5 100 60 10 10 100 56 9 9 89 57 11 11 82 57 7 7 86 57 24 24 92 57 9 9 78 58 9 9 89 49 16 16 88 56 13 13 85 51 8 8 100 56 8 8 100 59 14 14 93 54 23 23 91 55 17 17 88 52	9 9 89 55 +34 5 5 60 56 +4 5 5 100 60 +40 10 10 100 56 +44 9 9 89 57 +32 11 11 82 57 +25 7 7 86 57 +25 7 7 86 57 +29 24 24 92 57 +32 9 9 78 58 +20 9 9 89 49 +40 16 16 88 56 +32 13 13 85 51 +34 8 8 100 56 +44 8 8 100 59 +41 14 14 93 54 +36 17 17 88 52 +36 40 40 65 51 +14	9 9 89 55 +34 5 5 60 56 +4 5 5 100 60 +40 10 10 100 56 +44 9 9 89 57 +32 11 11 82 57 +25 7 7 86 57 +29 24 24 92 57 +35 9 9 78 58 +20 9 9 89 49 +40 16 16 88 56 +32 13 13 85 51 +34 8 8 100 56 +44 8 8 100 59 +41 14 14 93 54 +39 23 23 91 55 +36 17 17 88 52 +36	9 9 89 55 +34 5 5 60 56 +4 5 5 100 60 +40 10 10 100 56 +44 9 9 89 57 +32 11 11 82 57 +25 7 7 86 57 +25 24 24 92 57 +35 9 9 78 58 +20 9 9 89 49 +40 16 16 88 56 +32 13 13 85 51 +34 8 8 100 56 +44 8 8 100 59 +41 14 14 93 54 +39 23 23 91 55 +36 17 17 88 52 +36	9 9 89 55 +34 5 5 60 56 +4 5 5 100 60 +40 10 10 100 56 +44 9 9 89 57 +32 11 11 82 57 +25 7 7 86 57 +29 24 24 92 57 +35 9 9 78 58 +20 9 9 89 49 +40 16 16 88 56 +32 13 13 85 51 +34 8 8 100 56 +44 8 8 100 56 +44 8 8 100 59 +41 14 14 93 54 +39 23 23 91 55 +36 17 17 88 52 +36 40 40 65 51 +14

Damaina/Camitiva I avala	iotai	INO.	%C	%C	DIII.	DI	neren	ces
Domains/Cognitive Levels	Items	Att.	Std.	Nat.		-20	0	+20
Mathematics (c)								
Domains (c)								
Alg. Patterns/Connections	11	11	45	41	+4			
Data Analysis/Prob./Stats	7	7	57	43	+14			
Geometry	8	8	0	36	-36	-		
Measurement	5	5	60	53	+7			
Cognitive Levels								
Essential Competencies	3	3	33	44	-11			
Conceptual Understanding	28	28	46	44	+2			
Extended Reasoning	9	9	22	41	-19			
Computation								
Domains								
Integers	4	4	25	60	-35	-		
Decimals/Percents	8	8	75	47	+28			+
Fractions	6	6	33	33	0			
Algebraic Manipulations	12	12	50	44	+6			
Social Studies								
Domains								
History	13	13	54	43	+11			
Geography	9	9	67	42	+25			+
Economics	11	11	64	45	+19			
Civics & Government	17	17	65	42	+23			+
Cognitive Levels								
Essential Competencies	9	9	56	43	+13			
Conceptual Understanding	23	23	70	43	+27			+
Extended Reasoning	18	18	56	43	+13			
Science								
Domains								
Life Science	19	19	63	50	+13			
Earth & Space Science	11	11	82	43	+39			+
	1							
	1					l		

	Total	No.	%C	%C	Diff.	Diff	feren	ces
Domains/Cognitive Levels	Items	Att.	Std.	Nat.		-20	0	+20
Science (c)								
Domains (c)								
Physical Science	18	18	72	44	+28			+
Cognitive Levels								
Essential Competencies	6	6	100	51	+49			+
Conceptual Understanding	26 16	26 16	73 56	46 44	+27 +12			+
Extended Reasoning Information Literacy	1 16	10	56	44	+12			
Domains								
Acquiring Information	6	6	67	56	+11			_
Evaluating Information	5	5	80	48	+32			+
Using Information	4	4	100	52	+48			=+
	1							
	1							
	1							
	1					I	- 1	

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PERFORMANCE PROFILE FOR DANA KOLLMANN

Iowa Assessments™

Class: EAST **Building: 4 CANYON**

State: ID

System: Springdale Schools

Test Date: 03/2018 Norms: 03/16 2011

Student ID:

Form-Level: E-16

Student: Kollmann, Dana

Grade: 10

\ssessments^{*} **TESTS SCORES NPR GRAPH** SS NPR NS 50 75 GE 25 Reading 280 61 12.8 6 Written Expression 283 61 6 13+ Vocabulary 293 80 13+ **ELA TOTAL** 284 69 13+ Mathematics 308 83 13+ Computation 327 93 13+ MATH TOTAL 314 89 13+

13+

10.5

13+

13+

299

266

287

291

80

49

67

71

CORE COMPOSITE

COMPLETE COMPOSITE

Social Studies

Science

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■ ■ National Percentile Rank with confidence band

%C %C Diff Differences

Total	No.	%C	%C	Diff.	Dif	feren	ces
Items	Att.	Std.	Nat.		-20	0	+20
31	31	55	58	-3			
9	9	100	55	+45			+
5	5	40	56	-16			
5	5	40	60	-20		=	
10	10	70	56	+14			
9	9	56	57	-1		- 1	
11	11	91	57	+34			+
l							
7	7	71	57	+14			
24	24	63	57	+6			T .
9	9	67	58	+9			
							_
9	9	44	49	-5			
16	16	63	56	+7		7	1
13	13	46	51	-5			_
8	8	63	56	+7		7	Ī
8	8	100	59	+41			+
1							
14	14	86	54	+32			+
23	23	61	55	+6			
17	17	41	52	-11			•
l						Т	
l							
40	40	75	51	+24	l		+
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١,	_		40	. 0		L	_
9	9	56	48	+8	I		
	31 9 5 5 10 9 11 7 24 9 9 16 13 8 8 14 23	31 31 9 9 5 5 5 5 10 10 9 9 111 111 7 7 24 24 24 9 9 9 16 16 13 13 8 8 8 8 14 14 23 23 17 17	Items Att. Std.	Items Att. Std. Nat. 31 31 55 58 9 9 100 55 5 5 40 56 5 5 40 60 10 10 70 56 9 9 56 57 11 11 91 57 7 7 71 57 24 24 63 57 9 9 67 58 9 9 44 49 16 16 63 56 13 13 46 51 8 8 63 56 8 8 100 59 14 14 86 54 23 23 61 55 17 17 41 52 40 40 75 51	Items Att. Std. Nat. 31 31 55 58 -3 9 9 100 55 +45 5 5 40 56 -16 5 5 40 60 -20 10 10 70 56 +14 9 9 56 57 -1 11 11 91 57 +34 7 7 71 57 +14 24 24 63 57 +6 9 9 67 58 +9 9 9 67 58 +9 9 9 44 49 -5 16 16 63 56 +7 13 13 46 51 -5 8 8 100 59 +41 14 14 86 54 +32 23 23 61 55 +6 17 17	Items Att. Std. Nat. 20 31 31 55 58 -3 9 9 100 55 +45 5 5 40 56 -16 5 5 40 60 -20 10 10 70 56 +14 9 9 56 57 -1 11 11 91 57 +34 7 7 71 57 +14 24 24 63 57 +6 9 9 67 58 +9 9 9 44 49 -5 16 16 63 56 +7 13 13 46 51 -5 8 8 63 56 +7 8 8 60 59 +41 14 14 86 54 +32	Items Att. Std. Nat. -20 0 31 31 55 58 -3 9 9 100 55 +45 5 5 40 56 -16 5 5 40 60 -20 10 10 70 56 +14 9 9 56 57 -1 11 11 11 91 57 +34 7 7 71 57 +14 24 24 63 57 +6 9 9 67 58 +9 9 9 67 58 +9 -5 16 16 63 56 +7 13 13 46 51 -5 8 8 8 100 59 +41 14 14 14 86 54 +32 23 23 61 55 +6 17 17 41 52 -11

D 10 11 -	Total	NO.	%C	%C	DIII.	וט	meren	ces
Domains/Cognitive Levels	Items	Att.	Std.	Nat.		-20	0	+20
Mathematics (c)								
Domains (c)								
Alg. Patterns/Connections	11	11	82	41	+41			+
Data Analysis/Prob./Stats	7	7	43	43	0			
Geometry	8	8	50	36	+14			
Measurement	5	5	100	53	+47			+
Cognitive Levels								
Essential Competencies	3	3	100	44	+56			+
Conceptual Understanding	28	28	61	44	+17			
Extended Reasoning	9	9	67	41	+26			+
Computation								
Domains								
Integers	4	4	100	60	+40			+
Decimals/Percents	8	8	88	47	+41			+
Fractions	6	6	83		+50			+
Algebraic Manipulations	12	12	67	44	+23			+
Social Studies								
Domains								
History	13	13	46	43	+3			
Geography	9	9	44	42	+2			
Economics	11	11	18	45	-27	-		
Civics & Government	17	17	35	42	-7			
Cognitive Levels								
Essential Competencies	9	9	44	43	+1		-)	
Conceptual Understanding	23	23		43	0			
Extended Reasoning	18	18	22	43	-21	-		
Science								
Domains	1					l		
Life Science	19	19	63	50	+13			
Earth & Space Science	11	11	45	43	+2			
	1							
	1					I		

Total No.

B	Total	No.	%C	%C	Diff.	Diffe	renc	es
Domains/Cognitive Levels	Items	Att.	Std.	Nat.		-20	0	+20
Science (c)								
Domains (c)								
Physical Science	18	18	50	44	+6			
Cognitive Levels							l	
Essential Competencies	6	6	83	51	+32			+
Conceptual Understanding	26	26	58	46	+12	l _	F	
Extended Reasoning Information Literacy	16	16	38	44	-6	•	•	
Domains							l	
Acquiring Information	١,		83	56	+27			
Evaluating Information	6 5	6 5	60	36 48	+27			+
Using Information	4	4	50	52	-2		_	•
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A plus sign (+) or a minus sign (-) in the difference graph indicates that the bar extends beyond +/- 20.

PERFORMANCE PROFILE FOR EMILY MORTON

Iowa Assessments™

Class: EAST **Building:** 4 CANYON

State: ID

System: Springdale Schools

Test Date: 03/2018 Norms: 03/16 2011

Student ID:

Form-Level: E-16

Student: Morton, Emily

Grade: 10

.ssessments"

TESTS			SCORE	S		NPR GRAPH	
	SS	NPR	GE	NS	1	25 50 75	99
Reading	340	95	13+	8			
Written Expression	305	77	13+	7		🙌	
Vocabulary	318	95	13+	8			
ELA TOTAL	319	93	13+	8			
Mathematics	298	75	13+	6		📬	
Computation	278	59	12.4	5			
MATH TOTAL	291	71	13+	6		■ 🛊	
CORE COMPOSITE	305	84	13+	7			1
Social Studies	316	84	13+	7			l
Science	297	73	13+	6		₹	
COMPLETE COMPOSITE	306	82	13+	7			

INTERPRETING THE REPORT

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, which represents the percent of students in the same grade throughout the nation with a lower score.

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= National Percentile Rank with confidence band

%C %C Diff. Differences

	Total	No.	%C	%C	Diff.	Diff	feren	ces	Γ.
Domains/Cognitive Levels	Items	Att.	Std.	Nat.		-20	0	+20	1
Reading									N
Informational	31	31	94	58	+36			+	0
Literary	9	9	100	55	+45			+	
Domains									
Vocabulary	5	5	100	56	+44			+	
Explicit Meaning	5	5	100	60	+40			+	
Implicit Meaning	10	10	100	56	+44			+	C
Key Ideas	9	9	89	57	+32			+	
Author's Craft	11	11	91	57	+34			+	
Cognitive Levels							- 1		1.
Essential Competencies	7	7	100	57	+43			+	10
Conceptual Understanding	24	24	96	57	+39			+	D
Extended Reasoning	9	9	89	58	+31			+	
Written Expression									
Domains									
Usage & Grammar	9	9	56	49	+7				
Sentence Structure	16	16	88	56	+32			+	1
Planning & Organization	13	13	62	51	+11				D
Appropriate Expression	8	8	75	56	+19				
Mechanics	8	8	75	59	+16				
Cognitive Levels	l								
Essential Competencies	14	14	79	54	+25			+	
Conceptual Understanding	23 17	23 17	78	55 52	+23 +7			+	C
Extended Reasoning	17	17	59	52	+7				
Vocabulary							- 1		
Domains							- 1		1.
Vocabulary	40	40	90	51	+39	l		+	
Mathematics							- 1		D
Domains							- 1		
Number Sense & Operations	9	9	67	48	+19	l			
							- 1		
									L

Domains/Cognitive Levels	Items	Att.	Std.	Nat.		-20	0	+20
Mathematics (c)								
Domains (c)								
Alg. Patterns/Connections	11	11	64	41	+23			+
Data Analysis/Prob./Stats	7	7	29	43	-14			
Geometry	8	8	38	36	+2		•	
Measurement	5	5	100	53	+47			+
Cognitive Levels								
Essential Competencies	3	3	100	44	+56			+
Conceptual Understanding	28	28	50	44	+6			
Extended Reasoning	9	9	67	41	+26			+
Computation								
Domains								
Integers	4	4	50	60	-10			
Decimals/Percents	8	8	38	47	-9			
Fractions	6	6	50	33	+17			
Algebraic Manipulations	12	12	50	44	+6			
Social Studies								
Domains								
History	13	13	62	43	+19			
Geography	9	9	89	42	+47			+
Economics	11	11	45	45	0			
Civics & Government	17	17	71	42	+29			+
Cognitive Levels								
Essential Competencies	9	9	44	43	+1			
Conceptual Understanding	23 18	23	70 72	43	+27			+
Extended Reasoning	18	18	12	43	+29			+
Science								
Domains								
Life Science	19	19	84	50	+34			+
Earth & Space Science	11	11	45	43	+2			
	l							

Total No.

D	Total	No.	%C	%C	Diff.	Diff	eren	ces
Domains/Cognitive Levels	Items	Att.	Std.	Nat.		-20	0	+20
Science (c)								
Domains (c)	1							
Physical Science	18	18	44	44	0			
Cognitive Levels								
Essential Competencies Conceptual Understanding	6 26	6 26	83 65	51 46	+32 +19			_
Extended Reasoning	16	16	44		+19			
Information Literacy	1				Ü			
Domains								
Acquiring Information	6	6	100	56	+44			-
Evaluating Information	5	5	60	48	+12			
Using Information	4	4	75	52	+23			-
	1							
	1							
	1							
	1							

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

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

PERFORMANCE PROFILE FOR DAVID SIMILI

Iowa Assessments™

Class: EAST **Building: 4 CANYON**

State: ID

System: Springdale Schools

Form-I evel: F-16 Test Date: 03/2018 Norms: 03/16 2011

Student: Simili. David

Grade: 10

Student ID:

TESTS SCORES NPR GRAPH SS NPR NS 25 50 75 GE Reading 261 45 9.9 5 Written Expression 280 59 5 12.8 Vocabulary 303 88 13+ **ELA TOTAL** 278 63 12.8 Mathematics 283 63 13+ 6 Computation 285 65 13+ MATH TOTAL 284 65 13+ CORE COMPOSITE 281 64 13+ Social Studies 280 60 12.8 Science 207 12 5.3 3 COMPLETE COMPOSITE 268 51 10.8

INTERPRETING THE REPORT

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, which represents the percent of students in the same grade throughout the nation with a lower score.

The horizontal bands in the NPR Graph illustrate that each score can be thought of as falling within a range. Overlapping bands indicate results that are similar. Bands that do not overlap indicate results that are probably different.

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 with confidence band

%C %C Diff Differences

	Total	No.	%C	%C	Diff.	Di	fferen	ces
Domains/Cognitive Levels	Items	Att.	Std.	Nat.		-20	0	+20
Reading								
Informational	31	31	42	58	-16			
Literary	9	9	78	55	+23			+
Domains								
Vocabulary	5	5	20	56	-36	-		
Explicit Meaning	5	5	0	60	-60	-		
Implicit Meaning	10	10	40	56	-16			
Key Ideas	9	9	78	57	+21			+
Author's Craft	11	11	73	57	+16			
Cognitive Levels	1					1		
Essential Competencies	7	7	29	57	-28	-		
Conceptual Understanding	24	24	50	57	-7		4	_
Extended Reasoning	9	9	67	58	+9			
Written Expression								
Domains								
Usage & Grammar	9	9	56	49	+7			
Sentence Structure	16	16	63	56	+7			
Planning & Organization	13	13	46	51	-5			
Appropriate Expression	8	8	88	56	+32		▁▐▘	+
Mechanics	8	8	50	59	-9		=	
Cognitive Levels	l							
Essential Competencies	14	14	57	54	+3			
Conceptual Understanding	23	23	65	55	+10			
Extended Reasoning	17	17	53	52	+1		ŀ	
Vocabulary	1					1		
Domains						l		
Vocabulary	40	40	83	51	+32			+
Mathematics	1					1		
Domains								
Number Sense & Operations	9	9	22	48	-26	-		
•						_		

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Domains/Cognitive Levels	iotai	INO.	%C	%C	DIII.	DI	meren	ces
Domains/Cognitive Levels	Items	Att.	Std.	Nat.		-20	0	+20
Mathematics (c)								
Domains (c)								
Alg. Patterns/Connections	11	11	64	41	+23			+
Data Analysis/Prob./Stats	7	7	57	43	+14			
Geometry	8	8	38	36	+2			
Measurement	5	5	60	53	+7			ı
Cognitive Levels								
Essential Competencies	3	3	67	44	+23			+
Conceptual Understanding	28	28	50	44	+6			
Extended Reasoning	9	9	33	41	-8			
Computation								
Domains								
Integers	4	4	25	60	-35	-		
Decimals/Percents	8	8	38	47	-9			
Fractions	6	6	50	33	+17			
Algebraic Manipulations	12	12	67	44	+23			+
Social Studies								
Domains								
History	13	13	54	43	+11			
Geography	9	9	22	42	-20			
Economics	11	11	64	45	+19			
Civics & Government	17	17	29	42	-13			
Cognitive Levels								
Essential Competencies	9	9	22	43	-21	-		
Conceptual Understanding	23	23	39	43	-4			
Extended Reasoning	18	18	56	43	+13			
Science								
Domains	1					I		
Life Science	19	18	21	50	-29	l - 📰		
Earth & Space Science	11	11	36	43	-7			
-						l	T	

Total No.

	Total	No.		%C	Diff.	Diffe	eren	ces
Domains/Cognitive Levels	Items	Att.	Std.	Nat.		-20	0	+20
Science (c)							Т	
Domains (c)								
Physical Science	18	18	17	44	-27	-		
Cognitive Levels								
Essential Competencies	6	6	83	51	+32		▝	+
Conceptual Understanding Extended Reasoning	26 16	25 16	15 13	46 44	-31 -31		3	
Information Literacy	10	10	13	44	-51	_	7	
Domains								
Acquiring Information	6	6	50	56	-6	l 1		
Evaluating Information	5	5	40	48	-8	ĺ	3	
Using Information	4	4	50	52	-2		•	
							1	
							1	
							1	
	1					ı	1	

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PERFORMANCE PROFILE FOR JOEL WEERS

Iowa Assessments™

Class: EAST **Building:** 4 CANYON

State: ID

System: Springdale Schools

Test Date: 03/2018 Norms: 03/16 2011 Grade: 10

Student ID:

Form-Level: E-16

Student: Weers, Joel

TESTS			SCORE	S	NPR GRAPH
	SS	NPR	GE	NS	1 25 50 75 99
Reading	286	65	13+	6	
Written Expression	302	75	13+	6	
Vocabulary	307	91	13+	8	
ELA TOTAL	298	81	13+	7	
Mathematics	308	83	13+	7	
Computation	285	65	13+	6	
MATH TOTAL	300	79	13+	7	
CORE COMPOSITE	299	80	13+	7	
Social Studies	337	94	13+	8	
Science	342	95	13+	8	
COMPLETE COMPOSITE	313	87	13+	7	

INTERPRETING THE REPORT

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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 with confidence band

%C Diff. Differences

	Total	No.	%C	%C	Diff.	Di	fferen	ces
Domains/Cognitive Levels	Items	Att.	Std.	Nat.		-20	0	+20
Reading								
Informational	31	31	77	58	+19			
Literary	9	9	44	55	-11	1 1		
Domains								
Vocabulary	5	5	100	56	+44			+
Explicit Meaning	5	5	80	60	+20			
Implicit Meaning	10	10	50	56	-6			
Key Ideas	9	9	78	57	+21			+
Author's Craft	11	11	64	57	+7			
Cognitive Levels								
Essential Competencies	7	7	57	57	0			
Conceptual Understanding	24	24	75	57	+18			
Extended Reasoning	9	9	67	58	+9			
Written Expression								
Domains								
Usage & Grammar	9	9	33	49	-16			
Sentence Structure	16	16	56	56	0	_		
Planning & Organization	13	13	85	51	+34			+
Appropriate Expression	8	8	88	56	+32			+
Mechanics	8	8	100	59	+41			+
Cognitive Levels								
Essential Competencies	14	14	64	54	+10			
Conceptual Understanding	23	23	65	55	+10			
Extended Reasoning	17	17	82	52	+30			+
Vocabulary	1							
Domains								
Vocabulary	40	40	85	51	+34			+
Mathematics	1							
Domains								
Number Sense & Operations	9	9	56	48	+8		L	_
Number Sense & Operations	l ⁹	Э	36	40	+0			•
	1							

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Domains/Cognitive Levels	Items	Att.	Std.	Nat.		-20	0	+20
Mathematics (c)	1						Т	
Domains (c)								
Alg. Patterns/Connections	11	11	73	41	+32			+
Data Analysis/Prob./Stats	7	7	57	43	+14			
Geometry	8	8	63	36	+27			+
Measurement	5	5	80	53	+27			+
Cognitive Levels								
Essential Competencies	3	3	33	44	-11			
Conceptual Understanding	28	28	64	44	+20			
Extended Reasoning	9	9	78	41	+37			+
Computation						l	1	
Domains								
Integers	4	4	100	60	+40			+
Decimals/Percents	8	8	63	47	+16			
Fractions	6	6	33	33	0			
Algebraic Manipulations	12	12	33	44	-11			
Social Studies								
Domains						l		
History	13	13	92	43	+49			+
Geography	9	9	67	42	+25			+
Economics	11	11	73	45	+28			+
Civics & Government	17	17	82	42	+40			+
Cognitive Levels								
Essential Competencies	9	9	100	43	+57			+
Conceptual Understanding	23	23	78	43	+35			+
Extended Reasoning	18	18	72	43	+29			+
Science								
Oomains						l	1	
Life Science	19	19	89	50	+39	l		+
Earth & Space Science	11	11	100	43	+57	l		+
						I		

Total No.

	Total	No.		%C	Diff.	Di	fferen	ces
Domains/Cognitive Levels	Items	Att.	Std.	Nat.		-20	0	+20
Science (c)								
Domains (c)								
Physical Science	18	18	67	44	+23			-
Cognitive Levels								
Essential Competencies	6	6	67	51	+16			
Conceptual Understanding Extended Reasoning	26 16	26 16	88 81	46 44	+42 +37			
Information Literacy	10	10	01		T31			
Domains								
Acquiring Information	6	6	83	56	+27			-
Evaluating Information	5	5	60	48	+12			=
Using Information	4	4	75	52	+23			_
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						l		
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