



# PERFORMANCE PROFILE FOR SYDNEY KETTERLING

## Iowa Assessments™

Class: NORTH  
Building: 19 OWYHEE

System: Springdale Schools

State: ID

Student: Ketterling, Sydney  
Student ID:  
Form-Level: E-14  
Test Date: 03/2018  
Norms: 03/16 2011  
Grade: 9

### TESTS

### SCORES

### NPR GRAPH

### INTERPRETING THE REPORT

	SS	NPR	GE	NS	1	25	50	75	99
Reading	297	80	13+	7					
Written Expression	298	73	13+	6					
Conventions of Writing	262	52	10.0	5					
Vocabulary	292	87	13+	7					
<b>ELA TOTAL</b>	<b>290</b>	<b>81</b>	<b>13+</b>	<b>7</b>					
Mathematics	272	61	11.4	6					
Computation	263	53	10.1	5					
<b>MATH TOTAL</b>	<b>269</b>	<b>60</b>	<b>11.0</b>	<b>6</b>					
<b>CORE COMPOSITE</b>	<b>280</b>	<b>69</b>	<b>13+</b>	<b>6</b>					
Social Studies	269	57	11.0	5					
Science	311	85	13+	7					
<b>COMPLETE COMPOSITE</b>	<b>283</b>	<b>70</b>	<b>13+</b>	<b>6</b>					

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

Domains/Cognitive Levels	Total Items	No. Att.	%C Std.	%C Nat.	Diff.	Differences
						-20 0 +20
<b>Reading</b>						
Informational	35	35	97	70	+27	
Literary	11	11	73	78	-5	
<b>Domains</b>						
Vocabulary	4	4	50	72	-22	
Explicit Meaning	11	11	100	74	+26	
Implicit Meaning	9	9	100	70	+30	
Key Ideas	9	9	100	69	+31	
Author's Craft	13	13	85	74	+11	
<b>Cognitive Levels</b>						
Essential Competencies	10	10	100	74	+26	
Conceptual Understanding	28	28	93	74	+19	
Extended Reasoning	8	8	75	64	+11	
<b>Written Expression</b>						
<b>Domains</b>						
Usage & Grammar	15	15	80	53	+27	
Sentence Structure	8	8	88	73	+15	
Planning & Organization	15	15	73	68	+5	
Appropriate Expression	10	10	90	70	+20	
<b>Cognitive Levels</b>						
Essential Competencies	23	23	83	58	+25	
Conceptual Understanding	10	10	90	73	+17	
Extended Reasoning	15	15	73	70	+3	
<b>Conventions of Writing</b>						
<b>Domains</b>						
Spelling	35	35	63	63	0	
Capitalization	29	29	52	58	-6	
Punctuation	29	29	66	54	+12	
<b>Vocabulary</b>						
<b>Domains</b>						
Vocabulary	42	42	90	65	+25	

Domains/Cognitive Levels	Total Items	No. Att.	%C Std.	%C Nat.	Diff.	Differences
						-20 0 +20
<b>Mathematics</b>						
<b>Domains</b>						
Number Sense & Operations	20	20	65	69	-4	
Alg. Patterns/Connections	13	13	69	69	0	
Data Analysis/Prob./Stats	12	12	83	70	+13	
Geometry	15	15	73	58	+15	
Measurement	15	15	80	60	+20	
<b>Cognitive Levels</b>						
Essential Competencies	7	7	86	70	+16	
Conceptual Understanding	63	63	71	65	+6	
Extended Reasoning	5	5	80	55	+25	
<b>Computation</b>						
<b>Domains</b>						
Compute with Whole Numbers	3	3	67	87	-20	
Compute with Fractions	10	10	60	60	0	
Compute with Decimals	14	14	64	67	-3	
Algebraic Manipulations	5	5	100	60	+40	
<b>Social Studies</b>						
<b>Domains</b>						
History	10	10	80	65	+15	
Geography	9	9	78	62	+16	
Economics	10	10	60	66	-6	
Civics & Government	14	14	71	65	+6	
<b>Cognitive Levels</b>						
Essential Competencies	16	16	63	64	-1	
Conceptual Understanding	16	16	75	65	+10	
Extended Reasoning	11	11	82	65	+17	
<b>Science</b>						
<b>Domains</b>						
Life Science	15	15	67	62	+5	

Domains/Cognitive Levels	Total Items	No. Att.	%C Std.	%C Nat.	Diff.	Differences
						-20 0 +20
<b>Science (c)</b>						
<b>Domains (c)</b>						
Earth & Space Science	13	13	100	57	+43	
Physical Science	15	15	80	61	+19	
<b>Cognitive Levels</b>						
Essential Competencies	17	17	71	60	+11	
Conceptual Understanding	21	21	86	63	+23	
Extended Reasoning	5	5	100	51	+49	
<b>Information Literacy</b>						
<b>Domains</b>						
Acquiring Information	2	2	50	56	-6	
Evaluating Information	4	4	100	73	+27	
Using Information	9	9	78	67	+11	

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.

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

Order#: 1262777



# PERFORMANCE PROFILE FOR LILIANA STAIGLE

## Iowa Assessments™

Class: NORTH  
Building: 19 OWYHEE

System: Springdale Schools

State: ID

Student: Staigle, Liliana  
Student ID:  
Form-Level: E-15  
Test Date: 03/2018  
Norms: 03/16 2011  
Grade: 9

### TESTS

### SCORES

### NPR GRAPH

### INTERPRETING THE REPORT

	SS	NPR	GE	NS	1	25	50	75	99
Reading	320	91	13+	8					
Written Expression	334	96	13+	9					
Vocabulary	320	98	13+	9					
<b>ELA TOTAL</b>	<b>327</b>	<b>98</b>	<b>13+</b>	<b>9</b>					
Mathematics	254	46	9.2	5					
Computation	283	71	13+	6					
<b>MATH TOTAL</b>	<b>264</b>	<b>55</b>	<b>10.2</b>	<b>5</b>					
<b>CORE COMPOSITE</b>	<b>296</b>	<b>84</b>	<b>13+</b>	<b>7</b>					
Social Studies	315	89	13+	8					
Science	301	81	13+	7					
<b>COMPLETE COMPOSITE</b>	<b>300</b>	<b>84</b>	<b>13+</b>	<b>7</b>					

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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

Domains/Cognitive Levels	Total Items	No. Att.	%C Std.	%C Nat.	Diff.	Differences
						-20 0 +20
<b>Reading</b>						
Informational	25	25	88	60	+28	
Literary	15	15	93	56	+37	
<b>Domains</b>						
Vocabulary	4	4	100	61	+39	
Explicit Meaning	7	7	100	59	+41	
Implicit Meaning	10	10	90	61	+29	
Key Ideas	9	9	89	53	+36	
Author's Craft	10	10	80	60	+20	
<b>Cognitive Levels</b>						
Essential Competencies	7	7	100	60	+40	
Conceptual Understanding	25	25	88	59	+29	
Extended Reasoning	8	8	88	55	+33	
<b>Written Expression</b>						
<b>Domains</b>						
Usage & Grammar	8	8	100	49	+51	
Sentence Structure	14	14	100	54	+46	
Planning & Organization	11	11	100	49	+51	
Appropriate Expression	11	11	73	57	+16	
Mechanics	10	10	80	60	+20	
<b>Cognitive Levels</b>						
Essential Competencies	19	19	89	56	+33	
Conceptual Understanding	17	17	94	53	+41	
Extended Reasoning	18	18	89	52	+37	
<b>Vocabulary</b>						
<b>Domains</b>						
Vocabulary	40	40	95	53	+42	
<b>Mathematics</b>						
<b>Domains</b>						
Number Sense & Operations	10	10	40	46	-6	

Domains/Cognitive Levels	Total Items	No. Att.	%C Std.	%C Nat.	Diff.	Differences
						-20 0 +20
<b>Mathematics (c)</b>						
<b>Domains (c)</b>						
Alg. Patterns/Connections	10	10	40	36	+4	
Data Analysis/Prob./Stats	6	6	33	59	-26	
Geometry	8	8	38	36	+2	
Measurement	6	6	33	49	-16	
<b>Cognitive Levels</b>						
Essential Competencies	3	3	33	36	-3	
Conceptual Understanding	27	27	30	46	-16	
Extended Reasoning	10	10	60	39	+21	
<b>Computation</b>						
<b>Domains</b>						
Integers	6	6	67	64	+3	
Decimals/Percents	8	8	63	48	+15	
Fractions	5	4	40	31	+9	
Algebraic Manipulations	11	9	55	44	+11	
<b>Social Studies</b>						
<b>Domains</b>						
History	15	15	73	39	+34	
Geography	10	10	60	39	+21	
Economics	10	10	70	43	+27	
Civics & Government	15	15	60	43	+17	
<b>Cognitive Levels</b>						
Essential Competencies	6	6	50	38	+12	
Conceptual Understanding	26	26	65	42	+23	
Extended Reasoning	18	18	72	41	+31	
<b>Science</b>						
<b>Domains</b>						
Life Science	21	21	76	49	+27	
Earth & Space Science	9	9	44	39	+5	

Domains/Cognitive Levels	Total Items	No. Att.	%C Std.	%C Nat.	Diff.	Differences
						-20 0 +20
<b>Science (c)</b>						
<b>Domains (c)</b>						
Physical Science	18	18	56	44	+12	
<b>Cognitive Levels</b>						
Essential Competencies	6	6	67	45	+22	
Conceptual Understanding	28	28	57	47	+10	
Extended Reasoning	14	14	71	41	+30	
<b>Information Literacy</b>						
<b>Domains</b>						
Acquiring Information	8	8	88	47	+41	
Evaluating Information	4	4	50	44	+6	
Using Information	3	3	67	52	+15	

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