PERFORMANCE PROFILE FOR CURTIR MCNEW
Iowa Assessments™

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TESTS — SCORES — NPR GRAPH

Tests	SS	NPR	GE	NS
Reading	286	65	13+	6
Written Expression	283	61	13+	6
Vocabulary	279	64	12.6	6
ELA TOTAL	**283**	**68**	**13+**	**6**
Mathematics	287	66	13+	6
Computation	258	43	9.6	5
MATH TOTAL	**277**	**59**	**12.2**	**5**
CORE COMPOSITE	**280**	**62**	**13+**	**6**
Social Studies	323	88	13+	7
Science	301	76	13+	6
COMPLETE COMPOSITE	**291**	**71**	**13+**	**6**

NPR Graph scale: 1 ... 25 50 75 ... 99

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

Column 1

Domains/Cognitive Levels	Total Items	No. Att.	%C Std.	%C Nat.	Diff.
Reading					
Informational	31	31	65	58	+7
Literary	9	9	89	55	+34
Domains					
Vocabulary	5	5	60	56	+4
Explicit Meaning	5	5	60	60	0
Implicit Meaning	10	10	80	56	+24
Key Ideas	9	9	44	57	-13
Author's Craft	11	11	91	57	+34
Cognitive Levels					
Essential Competencies	7	7	71	57	+14
Conceptual Understanding	24	24	71	57	+14
Extended Reasoning	9	9	67	58	+9
Written Expression					
Domains					
Usage & Grammar	9	9	56	49	+7
Sentence Structure	16	16	69	56	+13
Planning & Organization	13	13	38	51	-13
Appropriate Expression	8	8	75	56	+19
Mechanics	8	8	75	59	+16
Cognitive Levels					
Essential Competencies	14	14	64	54	+10
Conceptual Understanding	23	23	65	55	+10
Extended Reasoning	17	17	53	52	+1
Vocabulary					
Domains					
Vocabulary	40	40	58	51	+7
Mathematics					
Domains					
Number Sense & Operations	9	9	78	48	+30

Column 2

Domains/Cognitive Levels	Total Items	No. Att.	%C Std.	%C Nat.	Diff.
Mathematics (c)					
Domains (c)					
Alg. Patterns/Connections	11	11	36	41	-5
Data Analysis/Prob./Stats	7	7	43	43	0
Geometry	8	8	38	36	+2
Measurement	5	5	60	53	+7
Cognitive Levels					
Essential Competencies	3	3	33	44	-11
Conceptual Understanding	28	28	54	44	+10
Extended Reasoning	9	9	44	41	+3
Computation					
Domains					
Integers	4	4	75	60	+15
Decimals/Percents	8	8	38	47	-9
Fractions	6	6	17	33	-16
Algebraic Manipulations	12	12	33	44	-11
Social Studies					
Domains					
History	13	13	54	43	+11
Geography	9	9	89	42	+47
Economics	11	11	55	45	+10
Civics & Government	17	17	82	42	+40
Cognitive Levels					
Essential Competencies	9	9	67	43	+24
Conceptual Understanding	23	23	70	43	+27
Extended Reasoning	18	18	72	43	+29
Science					
Domains					
Life Science	19	19	58	50	+8
Earth & Space Science	11	11	64	43	+21

Column 3

Domains/Cognitive Levels	Total Items	No. Att.	%C Std.	%C Nat.	Diff.
Science (c)					
Domains (c)					
Physical Science	18	18	67	44	+23
Cognitive Levels					
Essential Competencies	6	6	83	51	+32
Conceptual Understanding	26	26	58	46	+12
Extended Reasoning	16	16	63	44	+19
Information Literacy					
Domains					
Acquiring Information	6	6	50	56	-6
Evaluating Information	5	5	80	48	+32
Using Information	4	4	25	52	-27

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

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