PERFORMANCE PROFILE FOR ALAN CHASE

Iowa Assessments™

Class: NORTH **Building: 2 COEUR D ALENE**

State: ID

System: Springdale Schools

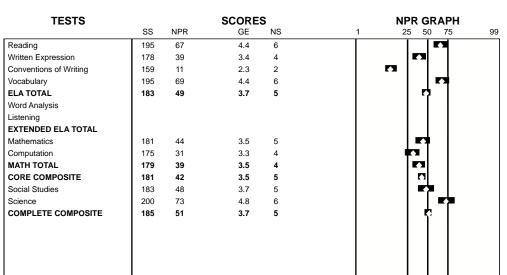
Test Date: 03/2018 Norms: 03/16 2011

Student ID:

Form-I evel: F-9

Student: Chase, Alan

Grade: 3



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

Domains/Cognitive Levels	Total	No.	%C	%C	Diff.	Diff	eren	ces
	Items	Att.	Std.	Nat.		-20	0	+20
Reading								
Informational	22	22	91	66	+25			+
Literary	19	19	63	65	-2		•	
Domains								
Vocabulary	4	4	100	70	+30			+
Explicit Meaning	16	16	81	66	+15			
Implicit Meaning	9	9	78	69	+9			
Key Ideas	7	7	43	61	-18			
Author's Craft	5	5	100	63	+37			+
Cognitive Levels							1	
Essential Competencies	13	13	85	69	+16			
Conceptual Understanding	21	21	81	66	+15			
Extended Reasoning	7	7	57	57	0			
Written Expression								
Domains								
Usage & Grammar	15	15	27	58	-31	-		
Sentence Structure	9	9	78	71	+7		┺	ı
Planning & Organization	6	6	83	71	+12			
Appropriate Expression	5	5	80	60	+20			
Cognitive Levels								
Essential Competencies	20	20	45	61	-16			
Conceptual Understanding	7	7	71	72	-1		1	
Extended Reasoning	8	8	75	65	+10			
Conventions of Writing								
Domains	1					I	1	
Spelling	24	24	25	63	-38	l - 		
Capitalization	20	20	25	59	-34	-		
Punctuation	20	20	35	52	-17			
Vocabulary							T	
Domains							1	
Vocabulary	29	29	83	66	+17			
	1 -	_0	50	50				

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Domains/Cognitive Levels	Total	No.	%C	%C	Diff.	Differences			
	Items	Att.	Std.	Nat.		-20	0	+20	
Word Analysis									
Domains						İ			
Phono. Awareness/Decoding	11	0				İ			
Identify & Analyze Word Parts	22	0				İ			
Listening	l					İ			
Domains	l					İ			
Literal Comprehension	14	0				İ			
Inferential Comprehension	14	0				İ			
Mathematics									
Domains						İ			
Number Sense & Operations	15	15	40	58	-18				
Alg. Patterns/Connections	8 7	8 7	63	59	+4 -11	1 _	▂▀		
Data Analysis/Prob./Stats Geometry	10	10	57 70	68 65	-11 +5	•	ጚ		
Measurement	10	10	60	55	+5 +5	İ			
Cognitive Levels	10	10	00	55	13	İ	┎		
Essential Competencies	7	7	57	69	-12		_		
Conceptual Understanding	33	33	58	64	-6	•	7		
Extended Reasoning	10	10	50	42	+8	İ	7		
Computation	l					İ		_	
Domains	l					İ			
Compute with Whole Numbers	25	25	52	68	-16				
Social Studies	1					_	7		
Domains	l					İ			
History	6	6	33	59	-26	-			
Geography	9	9	78	70	+8		_		
Economics	8	8	88	79	+9	İ			
Civics & Government	7	7	71	66	+5				
Cognitive Levels	l					l			
Essential Competencies	14	14	64	66	-2	l	٠		
						i			

Domains/Cognitive Levels	Iotal	No. Att.	%C Std.	%C Nat.	Diff.	Differences		
	Items					-20	0	+20
Social Studies (c)							Т	
Cognitive Levels (c)								
Conceptual Understanding	11	11	64	72	-8			
Extended Reasoning	5	5	100	71	+29			+
Science								
Domains	1							
Life Science	12	12	83	59	+24			+
Earth & Space Science Physical Science	8 10	8 10	75 60	62 61	+13 -1		F	
Cognitive Levels	10	10	60	ю	-1		1	
Essential Competencies	13	13	85	67	+18		-	
Conceptual Understanding	12	12	58	62	-4		┎	
Extended Reasoning	5	5	80	42	+38			+
Information Literacy								
Domains								
Acquiring Information	5	5	40	54	-14			
Evaluating Information	4	4	75	75	0			
Using Information	6	6	83	74	+9			
	1						1	
							1	
	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.