

PERFORMANCE PROFILE FOR AAVA BROUSSARD F

Iowa Assessments™

CLASSTEST: CLASSTEST
 STUDENT: AAVA BROUSSARD F
 GRADE: 5
 SCHOOL: CLASSTEST
 REGION: CLASSTEST
 STATE: IOWA

Student: BROUSSARD F, AAVA
 Student ID: 000001010
 Form Level: 5.0
 Test Date: 05/20/14
 Report Date: 05/20/14
 Grade: 5

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

The horizontal bands in the NPP Graph illustrate the student's performance on each test relative to the other test areas. The horizontal bars represent the NPPs for each test. The lengths of these bars permit identification of the student's stronger and weaker areas of achievement.

The lower part of this report provides information about the test 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

TESTS	NPP	SS	NPP	NPP GRAPH
Reading	88	9.8	43	
Written Expression	84	9.8	88	
Conventions of Writing	88	9.7	88	
Vocabulary	88	9.8	88	
ELA TOTAL	88	9.8	88	
Word Analysis	87	9.7	43	
Listening	78	9.8	88	
EXTENDED ELA TOTAL*	88	9.8	88	
Mathematics	78	9.7	88	
Computation	88	9.7	78	
SCIENCE TOTAL	88	9.8	88	
SCIENCE COMPOSITES	87	9.7	88	
Social Studies	87	9.8	88	
Science	78	9.8	88	
SCIENCE COMPOSITES	88	9.8	88	

Domain/Cognitive Levels	Total Items	At	% At	% At	% At	Difference
Reading						
Informational	20	20	100	88	+12	
Literary	27	27	100	87	+13	
Mathematics						
Vocabulary	8	8	100	88	+12	
Applied Reading	14	14	100	88	+12	
Applied Listening	10	10	100	88	+12	
Key Words	8	8	100	84	+16	
Authors Craft	8	8	100	48	+52	
Cognitive Levels						
Essential Competencies	11	11	100	88	+12	
Conceptual Understanding	20	20	100	88	+12	
Scientific Reasoning	7	7	100	48	+52	
Written Expression						
Content						
Usage & Grammar	14	14	100	88	+12	
Sentence Structure	8	8	100	88	+12	
Planning & Organization	8	8	100	88	+12	
Appropriate Language	8	8	100	88	+12	
Cognitive Levels						
Essential Competencies	27	27	100	88	+12	
Conceptual Understanding	8	8	100	48	+52	
Scientific Reasoning	8	8	100	88	+12	
Conventions of Writing						
Content						
Spelling	24	24	100	88	+12	
Capitalization	20	20	100	48	+52	
Punctuation	20	20	100	48	+52	
Vocabulary						
Content						
Vocabulary	24	24	100	88	+12	

Domain/Cognitive Levels	Total Items	At	% At	% At	% At	Difference
Word Analysis						
Content						
Phonics, Awareness/Decoding	11	11	100	78	+22	
Identify & Analyze Word Parts	20	20	100	88	+12	
Listening						
Content						
Literal Comprehension	14	14	100	88	+12	
Inferential Comprehension	14	14	100	87	+13	
Mathematics						
Content						
Number Sense & Operations	18	18	100	88	+12	
Alg. Relations/Connections	8	8	100	88	+12	
Data Analysis/Prob. Stats	7	7	100	88	+12	
Geometry	10	10	100	48	+52	
Measurement	10	10	100	88	+12	
Cognitive Levels						
Essential Competencies	8	8	100	88	+12	
Conceptual Understanding	24	24	100	88	+12	
Scientific Reasoning	8	8	100	48	+52	
Computation						
Content						
Compute with Whole Numbers	24	24	100	48	+52	
Social Studies						
Content						
History	8	8	100	88	+12	
Geography	8	8	100	88	+12	
Economics	8	8	100	48	+52	
Civics & Government	8	8	100	87	+13	
Cognitive Levels						
Essential Competencies	18	18	100	88	+12	

Domain/Cognitive Levels	Total Items	At	% At	% At	% At	Difference
Social Studies (2)						
Cognitive Levels (2)						
Conceptual Understanding	12	12	100	88	+12	
Scientific Reasoning	8	8	100	88	+12	
Science						
Content						
Life Science	10	10	100	88	+12	
Earth & Space Science	8	8	100	88	+12	
Physical Science	10	10	100	48	+52	
Cognitive Levels						
Essential Competencies	8	8	100	48	+52	
Conceptual Understanding	18	18	100	87	+13	
Scientific Reasoning	8	8	100	88	+12	

NPP = National Percentile Rank; SS = Score Standard; NPP = National Percentile Rank

A plus sign (+) or a minus sign (-) in the difference graph indicates that the test score is higher or lower.

Numbers may not sum to 100% due to rounding. %C = Percent Correct; Tot. At = Number Attempted

* For ELA Total is included in Core and Composite Score, respectively.

Iowa Assessments Score Interpretation Guide

Christian Drosten



Iowa Assessments Score Interpretation Guide:

Tests and Assessments in Counseling Bill McHenry, Kathryn C. MacCluskie, Jim McHenry, 2018-04-09 Tests and Assessments in Counseling provides students with current information on assessment tools and techniques through detailed case scenarios and vignettes Going beyond basic information about a multitude of assessments the authors focus on the use of instruments in individual cases to allow readers to more fully grasp the integral relationship between tests and assessment data and the counseling process Chapters guide students through choosing the most effective assessment tool successfully administering the assessment and making meaningful and useful results of the data with the client Test questions are also included at the end of each chapter

Proceedings of the Joint Conference on Standard Setting for Large-scale Assessments of the National Assessment Governing Board (NAGB) and the National Center for Education Statistics (NCES): Proceedings, 1995

Argument-Based Validation in Testing and Assessment Carol A. Chapelle, 2020-01-10 Carol A Chapelle shows readers how to design validation research for tests of human capacities and performance Any test that is used to make decisions about people or programs should have undergone extensive research to demonstrate that the scores are actually appropriate for their intended purpose Argument Based Validation in Testing and Assessment is intended to help close the gap between theory and practice by introducing explaining and demonstrating how test developers can formulate the overall design for their validation research from an argument based perspective

Proceedings of the Joint Conference on Standard Setting for Large-scale Assessments of the National Assessment Governing Board (NAGB) and the National Center for Education Statistics (NCES): Executive summary, 1995

Interpreting Standardized Test Scores Craig A. Mertler, 2007-04-13 Interpreting Standardized Test Scores Strategies for Data Driven Instructional Decision Making is designed to help K 12 teachers and administrators understand the nature of standardized tests and in particular the scores that result from them This useful manual helps teachers develop the skills necessary to incorporate these test scores into various types of instructional decision making a process known as data driven decision making necessitated by the needs of their students

[A Practical Guide to Building Professional Competencies in School Psychology](#) Timothy M. Lionetti, Edward P. Snyder, Ray W. Christner, 2010-10-28 Designed as a research based yet matter of fact guide for beginning and future scientist practitioners A Practical Guide to Building Professional Competencies in School Psychology skillfully augments the reader s training supervision and experience by providing a framework for honing essential skills in the field This reader friendly evidence based text encourages the continuing development of expertise in communication and collaborative skills diversity awareness technical knowledge and other domains critical to building and maintaining an ethical meaningful practice Each chapter in this must have volume examines a core area of expertise in depth and provides checklists linked to competencies set out in NASP s Blueprint III and the Development and Enhancement of Competencies Assessment Form are included to enable readers to

gain a more complete understanding of their professional strengths and needs The skill sets covered include Developing cross cultural competencies Evaluating students with emotional and behavioral problems Assessing student skills using a variety of approaches Preventing and intervening in crisis situations Consulting with families colleagues and the community Facilitating mental health services in the school setting A Practical Guide to Building Professional Competencies in School Psychology provides an invaluable set of professional development tools for new practitioners and graduate students in school psychology *Resources in Education* ,2000 Educational Measurement Robert L. Brennan,2023-10-03

Educational Measurement has been the bible in its field since the first edition was published by ACE in 1951 The importance of this fourth edition of Educational Measurement is to extensively update and extend the topics treated in the previous three editions As such the fourth edition documents progress in the field and provides critical guidance to the efforts of new generations of researchers and practitioners Edited by Robert Brennan and jointly sponsored by the American Council on Education ACE and the National Council on Measurement in Education the fourth edition provides in depth treatments of critical measurement topics and the chapter authors are acknowledged experts in their respective fields Educational measurement researchers and practitioners will find this text essential and those interested in statistics psychology business and economics should also find this work to be of very strong interest Topics covered are divided into three subject areas theory and general principles construction administration and scoring and applications The first part of the book covers the topics of validation reliability item response theory scaling and norming linking and equating test fairness and cognitive psychology Part two includes chapters on test development test administration performance assessment setting performance standards and technology in testing The final section includes chapters on second language testing testing for accountability in K 12 schools standardized assessment of individual achievement in K 12 schools higher education admissions testing monitoring educational progress licensure and certification testing and legal and ethical issues Educational Assessment of Students Anthony J. Nitko,Susan M. Brookhart,2007 From two of the best known authors in the field of classroom assessment comes a revision of one of the best assessment books Features include hundreds of examples directions for crafting both traditional and alternative assessments checklists for evaluating classroom assessments scores of strategies for assessing problem solving and critical thinking methods for aligning classroom assessment with state standards and NCLB requirements Reviewers have described the book as the best on the market for its completeness and balanced approach to classroom assessment Mental Measurements Yearbook of the School of Education, Rutgers University ,1998

Reevaluating Evaluation Laura M. Desimone,2018-12-07 In the context of the evolution of education program evaluation and the current emphasis on scientific precision this special issue presents several of the challenges to program evaluation that scholars are facing today In addition it shares recent insights and experiences that will contribute to continued improvement of program evaluation and responds to the call for more exactness without losing sight of the lessons learned

from evaluation over the past several decades The eight papers address five main areas evaluation design instrumentation implementation politics and analysis As a whole this issue is designed shed light on the five issues as well as provide information useful for those interested in increasing the rigor of education research to increase the ability to improve schools

Encyclopedia of Educational Psychology Neil J. Salkind, Kristin Rasmussen, 2008-01-17 The field of educational psychology draws from a variety of diverse disciplines including human development across the life span measurement and statistics learning and motivation and teaching And within these different disciplines many other fields are featured including psychology anthropology education sociology public health school psychology counseling history and philosophy In fact when taught at the college or university level educational psychology is an ambitious course that undertakes the presentation of many different topics all tied together by the theme of how the individual can best function in an educational setting loosely defined as anything from pre school through adult education Educational psychology can be defined as the application of what we know about learning and motivation development and measurement and statistics to educational settings both school and community based

Setting Performance Standards Gregory J. Cizek, 2001-03-01 This volume brings together current concrete informtn regarding th newest standard setting methods The nd for standard setting spans a range of context frm elementary schll to th professions education commercial applications government private orga

Encyclopedia of Educational Leadership and Administration Fenwick W. English, 2006-02-16 To read some sample entries or to view the Readers Guide click on Sample Chapters Additional Materials in the left column under About This Book The Encyclopedia of Educational Leadership and Administration presents the most recent theories research terms concepts ideas and histories on educational leadership and school administration as taught in preparation programs and practiced in schools and colleges today With more than 600 entries written by more than 200 professors graduate students practitioners and association officials the two volumes of this encyclopedia represent the most comprehensive knowledge base of educational leadership and school administration that has as yet been compiled Key Features Represents a knowledge dynamic of the field by presenting ideas and perspectives that are in the minds hearts and aspirations of those practicing in the profession Includes a wide range of topics covering teaching and learning curriculum psychology and motivation budgeting and finance law statistics research personnel management planning supervision and much more Contains more than 75 biographical sketches of people whose ideas aspirations and lives have contributed much to the profession Animates the reader s thinking and defines possibilities by presenting terms ideas concepts research and theories that are circulating in the field The Encyclopedia of Educational Leadership and Administration is a must have reference for all academic libraries as well as a welcome addition to any leadership in education collection

Fairness in Educational Assessment and Measurement Neil J. Dorans, Linda L. Cook, 2016-09-19 The importance of fairness validity and accessibility in assessment is greater than ever as testing expands to include more diverse populations more complex purposes and more sophisticated technologies This book

offers a detailed account of fairness in assessment and illustrates the interplay between assessment and broader changes in education In 16 chapters written by leading experts this volume explores the philosophical technical and practical questions surrounding fair measurement Fairness in Educational Assessment and Measurement addresses issues pertaining to the construction administration and scoring of tests the comparison of performance across test takers grade levels and tests and the uses of educational test scores Perfect for researchers and professionals in test development design and administration Fairness in Educational Assessment and Measurement presents a diverse array of perspectives on this topic of enduring interest The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license

Test Equating Michael J. Kolen, Robert L. Brennan, 2013-11-11 In recent years many researchers in the psychology and statistical communities have paid increasing attention to test equating as issues of using multiple test forms have arisen and in response to criticisms of traditional testing techniques This book provides a practically oriented introduction to test equating which both discusses the most frequently used equating methodologies and covers many of the practical issues involved The main themes are the purpose of equating distinguishing between equating and related methodologies the importance of test equating to test development and quality control the differences between equating properties equating designs and equating methods equating error and the underlying statistical assumptions for equating The authors are acknowledged experts in the field and the book is based on numerous courses and seminars they have presented As a result educators psychometricians professionals in measurement statisticians and students coming to the subject for the first time as part of their graduate study will find this an invaluable text and reference

Handbook of Test Development Suzanne Lane, Mark R. Raymond, Thomas M. Haladyna, 2015-10-08 The second edition of the Handbook of Test Development provides graduate students and professionals with an up to date research oriented guide to the latest developments in the field Including thirty two chapters by well known scholars and practitioners it is divided into five sections covering the foundations of test development content definition item development test design and form assembly and the processes of test administration documentation and evaluation Keenly aware of developments in the field since the publication of the first edition including changes in technology the evolution of psychometric theory and the increased demands for effective tests via educational policy the editors of this edition include new chapters on assessing noncognitive skills measuring growth and learning progressions automated item generation and test assembly and computerized scoring of constructed responses The volume also includes expanded coverage of performance testing validity fairness and numerous other topics Edited by Suzanne Lane Mark R Raymond and Thomas M Haladyna The Handbook of Test Development 2nd edition is based on the revised Standards for Educational and Psychological Testing and is appropriate for graduate courses and seminars that deal with test development and usage professional testing services and credentialing agencies state and local boards of education and academic libraries serving

these groups *Student-centered Classroom Assessment* Richard J. Stiggins,1997 The book elucidates the fundamental importance of high quality assessment to student academic well being and promotes the development of student self assessment as a critically important life skill Provides a clear common sense description of all assessment methods selected response essay performance and personal communication and how to align them with relevant achievement targets knowledge reasoning skills products and dispositions Easy to read and free of technical jargon this book focuses squarely on what teachers need to know in order to make assessment work in classrooms *Classroom Assessment* Catherine S. Taylor,Susan Bobbitt Nolen,2005 For Classroom Assessment and Test and Measurement courses in Education Departments This exceptionally lucid and practical new assessment text provides a wealth of powerful concrete examples that help students to understand assessment concepts and to effectively use assessment to support learning The book offers unique coverage of ways to use assessment to support student learning across the developmental span from Kindergarten through high school The book also provides more coverage than any other classroom assessment text of how to adapt assessment to the needs of students with disabilities and students whose first language is not English *Congressional Record* United States. Congress,1979 The Congressional Record is the official record of the proceedings and debates of the United States Congress It is published daily when Congress is in session The Congressional Record began publication in 1873 Debates for sessions prior to 1873 are recorded in The Debates and Proceedings in the Congress of the United States 1789 1824 the Register of Debates in Congress 1824 1837 and the Congressional Globe 1833 1873

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