

Tests	Scores				PERCENTILE RANK			
	SS	GC	NS	NPT	25	50	75	90
Vocabulary	210	5.5	6	75			8.3	
Reading Comprehension	211	5.6	6	75			8.3	
Reading Total	210	5.4	6	75			8.3	
Spelling	192	4.2	5	40	7.9			
Capitalization	197	4.3	5	40		7.9		
Punctuation	197	4.3	5	40		7.9		
Usage and Expression	226	7.2	7	80			8.3	
Language Total	200	6.2	6	67			8.3	
Concepts & Estimation	203	5.2	6	50			8.3	
Prob. Solv. & Data Interp.	210	6.2	7	60			8.3	
Math Computation	191	4.0	5	30			8.3	
Math Total	212	5.6	7	71			8.3	
GRADE TOTAL	190	4.4	4	71			8.3	
Social Studies	218	6.1	7	60			8.3	
Science	208	5.2	6	50			8.3	
Maps and Diagrams	210	5.5	6	71			8.3	
Reference Materials	198	5.1	4	47			8.3	
Sources of Information Total	208	5.2	6	70			8.3	
COMPOSITE	210	5.4	6	71			8.3	

In the upper left part of this report, scores are printed for the tests, totals, and, if available, the composite. General types of scores are reported, including the national percentile rank (NPT), which is the percent of students in this grade in the nation with a lower score on that test, total, or composite.

The graph of NPT to the right of the scores provides a visual display of the student's performance on each test relative to the other tests. The horizontal bands help to show that each score is affected by a certain amount of error. Depending on the area taken, the shaded region on the graph represents the width of the band for the Core Total, the Composite, or the Survey Total, the score that best describes the student's overall achievement across tests. Bands that lie completely outside the shaded region indicate scores that are probably higher or lower than the score. Bands for various test scores also can be compared with one another. Those that overlap each other represent test performances that are probably fairly similar. When two bands do not overlap, those scores indicate performances that are probably different.

The lower part of the report provides detailed information about skills in each test area. The number of items for each skill, the number attempted, the percent correct for the student, and the percent correct for students in this grade in the nation are reported. The percentile rank of the percent correct score for the student is also displayed as a horizontal bar. The varying lengths of these bars permit identification of the student's stronger and weaker areas of achievement.

1 = Math Computation not included in Totals or Composite

SS = Standard Score, GC = Grade Equivalent Score, NS = Test Score, NPT = Test Percentile Rank

Tests and Skills	Test Score	No. Items	% Correct	Percentile Rank
Vocabulary	210	34	76	58
Reading Comprehension	211	17	71	58
Factual Understanding	17	17	71	58
Inference and Interpretation	14	14	86	80
Analysis and Generalization	10	10	90	57
Spelling	192	22	73	54
Root Words	6	6	17	40
Words with Affixes	6	6	17	40
Correct Spelling	4	4	50	74
Capitalization	197	4	100	76
Names and Titles	3	3	67	63
Days and Holidays	3	3	67	63
Place Names	6	6	83	58
Names, Organizations & Uniquely	3	3	100	64
Writing Conventions	6	6	83	57
Overcapitalization/Correct Cap	3	3	40	52
Punctuation	197	12	58	58
End Punctuation	7	7	71	57
Comma	4	4	25	45
Appositive/Locate/Colon/Semi	1	1	100	81
Correct Punctuation	3	3	100	81
Usage and Expression	226	9	89	80
Nouns, Pronouns, and Modifiers	8	8	75	57
Verbs	4	4	75	58
Conjunctions and Clarity	4	4	75	58
Organization of Ideas	1	1	100	81

Tests and Skills	Test Score	No. Items	% Correct	Percentile Rank
Usage and Expression (cont.)				
Appropriate Use	7	7	86	67
Concepts & Estimation	203	11	82	64
Number Properties & Operations	4	4	100	65
Regroup	1	1	100	65
Geometry	1	1	100	65
Measurement	3	3	100	64
Probability and Statistics	3	3	67	41
Estimation	3	3	67	41
Prob. Solv. & Data Interp.	210	14	79	61
Problem Solving	3	3	100	81
Single-step	7	7	86	55
Multiple-step	4	4	100	57
Approaches and Procedures	10	10	80	54
Form Interpretation	3	3	100	64
Read Amounts	7	7	71	56
Compare Quant./Relationships				
Math Computation	191	9	80	74
Add with Whole Numbers	6	6	83	63
Subtract with Whole Numbers	3	3	100	64
Multiply with Whole Numbers	7	7	43	57
Divide with Whole Numbers	1	1	100	64
Social Studies	218	8	100	54
History	8	8	100	54
Geography	7	7	86	54
Economics	1	1	100	64
Government and Society	10	10	80	63

Tests and Skills	Test Score	No. Items	% Correct	Percentile Rank
Science	208	12	75	50
Scientific Inquiry	18	18	56	38
Life Science	8	8	88	58
Earth and Space Science	4	4	100	57
Physical Science				
Maps and Diagrams	210	9	89	82
Locate/Process Information	12	12	75	46
Interpret Information	4	4	25	47
Analyze Information				
Reference Materials	198	12	75	63
Using Reference Materials	18	18	72	58
Searching for Information				
Critical Thinking	24	24	75	62
Reading	211	27	79	67
Language	31	31	68	57
Mathematics	17	17	76	57
Social Studies	15	15	80	48
Science	24	24	68	57
Sources of Information				

Score Conversion Manual Iowa Basics

**Guy Kasten Tallmadge, Donald Paul
Horst**



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Educational Assessment of Students Anthony J. Nitko, 2004 A highly respected book in its field The Educational Assessment of Students 4 e is the most thorough discussion of traditional and alternative assessments of any text explaining giving practical real world examples discussing pros and cons and showing how to construct virtually all of the choices teachers can make in classroom assessment Theories and research findings abound the author examines why when and how teachers should use assessment in the classroom Topics include the bases for assessment in the classroom crafting and using classroom assessments and interpreting and using standardized tests With its extensive and valuable appendix set this book is a must have desk reference for teachers and others involved in the field of education Linking and Aligning Scores and Scales Neil J. Dorans, Mary Pommerich, Paul W. Holland, 2007-10-15 In their preface to the second edition of Test Equating Scaling and Linking Mike Kolen and Bob Brennan 2004 made the following observation Prior to 1980 the subject of equating was ignored by most people in the measurement community except for psychometricians who had responsibility for equating p vii The authors went on to say that considerably more attention is now paid to equating indeed to all forms of linkages between tests and that this increased attention can be attributed to several factors 1 An increase in the number and variety of testing programs that use multiple forms and the recognition among professionals that these multiple forms need to be linked 2 Test developers and publishers in response to critics often refer to the role of linking in reporting scores 3 The accountability movement and fairness issues related to assessment have become much more visible Those of us who work in this field know that ensuring comparability of scores is not an easy thing to do Nonetheless our customers the test takers and score users either assume that scores on different forms of an assessment can be used interchangeably or like the critics above ask us to justify our comparability assumptions And they are right to do this After all the test scores that we provide have an impact on decisions that affect people's choices and their future plans From an ethical point of view we are obligated to get it right *Basic Skills*, 1979 United States. Congress. Senate. Committee on Labor and Human Resources.

Subcommittee on Education, Arts, and Humanities, 1979

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David S. Moore, 2010-07-27 The Basic Practice of Statistics has become a bestselling textbook by focusing on how statistics are gathered analyzed and applied to real problems and situations and by confronting student anxieties about the course's relevance and difficulties head on With David Moore's pioneering data analysis approach emphasizing statistical thinking over computation engaging narrative and case studies current problems and exercises and an accessible level of mathematics there is no more effective textbook for showing students what working statisticians do and what accurate interpretations of data can reveal about the world we live in In the new edition you will once again see how everything fits together As always Moore's text offers balanced content beginning with data analysis then covering probability and inference in the context of statistics as a whole It provides a wealth of opportunities for students to work with data from a wide range

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Statistical Methods in Education and Psychology A.K. Kurtz, S.T. Mayo, 2012-12-06 This book is intended for use in the elementary statistics course in Education or in Psychology While it is primarily designed for use in the first semester of a two semester course it may also be used in a one semester course There are not five or ten competing texts the number is much closer to fifty or a hundred Why then should we write still another one A new statistics text for use in Education and Psychology is to some slight extent comparable to a new translation or edition of the Bible Most of it has been said before but this time with a difference The present writers realize that elementary statistics students know very little about the subject even the meaning of it is all Greek to them This text covers the basic course in depth with examples using real data from the real world It of course contains the usual reference tables and several new ones it gives the appropriate formulas every time and it accurately depicts all graphs It is so comprehensive that if instructors can't find their own special areas of interest covered then those interests probably don't belong in a basic text *Improvement Opportunities for the Public Schools in the District of Columbia* United States. Congress. Senate. Committee on Governmental Affairs. Subcommittee on Oversight of

Government Management, Restructuring, and the District of Columbia, 1998 Learning from School Choice Paul E. Peterson, Bryan C. Hassel, 1998-07-01 While educators, parents, and policymakers are still debating the pros and cons of school choice, it is now possible to learn from choice experiments in public, private, and charter schools across the country. This book examines the evidence from these early school choice programs and looks at the larger implications of choice and competition in education. Paul Peterson makes a strong case for school choice in central cities, and coeditor Bryan Hassel offers the case for charter schools. John E. Brandl offers his vision of school governance in the next century. The book's other contributors, economists, political scientists, and education specialists, provide case studies of the experience with voucher programs in Indianapolis, San Antonio, Cleveland, and Milwaukee; survey charter schools; analyze public school choice; discuss constitutional issues; and study the effects of private education on democratic values. Contributors include David J. Armor, George Mason University; Chester E. Finn Jr. and Bruno V. Manno, Hudson Institute; Caroline M. Hoxby, Harvard University; Brett M. Peiser, Partnerships in Learning; and Joseph P. Viteritti, New York University.

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Resources in Education, 1999 **A Procedural Guide for Validating Achievement Gains in Educational Projects** Guy Kasten Tallmadge, Donald Paul Horst, 1976 **Evaluation in Practice** Richard D. Bingham, Claire L. Felbinger, 2002-09 This text introduces students to the process of program evaluation and the experimental and quasi experimental approaches to evaluation The book covers approaches to outcome evaluations measurement threats to internal validity performance measurement and benchmarking It also introduces the basic experimental and quasi experimental designs presents a published article which uses each design and offers an explanation and critique of how the authors implemented the design Stand alone articles invite students to explain and critique on their own

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

Selecting Assessment Instruments for Use in Early Childhood Education Programs Ann W. McConnell, 1977 **The Tenth Mental Measurements Yearbook** Buros Center, Jane Close Conoley, 1989

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