

## **Memo to Parents: How to read your child's ITBS student data sheet**

### **A Basic Overview:**

#### **ITBS = Iowa Test of Basic Skills**

Assessment is all about how a student understands the content, domain or skill that is presented.

Why do we assess students?

- To monitor and evaluate student progress
- To measure student growth
- A diagnostic tool to inform instructional planning
- To identify intervention needs – both remediation and enrichment needs

**Please note:** It's a snapshot in time. There are many factors that come into play for these data sheets. They are just one small component that creates the picture of the progress of your child academically.

### **Performance Profile:**

This is what do you receive as parents.

The data is displayed in two parts. The top half is the graphical picture of the students overall profile. It shows the tests total scores.

The bottom half is where the individual subtests are broken down into specific skill areas. This area details how many test items the students accurately answered in relation to the total number of items they attempted.

### **Scores explained:**

**Standard Score/SS** = Based on an achievement continuum where 200 = median score in spring of 4<sup>th</sup> grade, 250 = median score in spring of 8<sup>th</sup> grade. From these you can track progress through the grades. Each year should expect to see **about 12** points of growth.

**Stanines/NS:** These are scores that range from 1-9 with an average of 5. These are national scores and so are normed nationally. They are coarse groupings and not very good for growth measurement. They work like percentile ranks.

**Normal Curve Equivalent/NCE:** Normalized standard scores. Mean of 50, range of 1-99. Similar to NPR but can be averaged for group performance and tracked over time to measure growth.

**National Percentile Rank/NPR:** A score that tells the % of students nationally that got lower raw scores on a test than the student did. Cannot score higher than 99

Shows relative position (or rank) to students nationally, in the same grade, tested at the same time.  
e.g. If Nancy scored a 78 on the Language battery, she scored higher than 78% of students nationally.  
Of course it also means that 22% of students nationally scored higher than Nancy.

These are good scores for profile analysis of relative strong/weak areas. Not good growth scores.

If Derek earns a 66% in Math one year and a 66% the next year, one may assume no growth.

Remember, these are relative to the same group of students making a full year's development/progress at the same time.

These are good scores for identifying relative strong/weak areas.

Using the full test data at the top of the profile you can see:

Bar graphs showing the data in quartiles (lower 1-25%, mid 25-50 and 50-75, and high 75-99)

By reading the bars, the relative areas of strength and weakness and then you can look at the bottom of the chart and see which specific areas created that score.

### **So what is the focus for the school?**

We analyze the data to look at moving students from lower quartiles to higher quartiles (for all students).

We monitor groups of students to look for areas of strength, weakness to help teachers with instructional needs.

We analyze individual student performance profiles to identify if and where intervention is necessary.

We identify conceptual areas that are strong to enrich and those that need more focus.

### **FAQs:**

*What is my child's overall achievement?*

Read Core and Composite Scores

Core – made up of reading, language and math scores; Composite – includes all the non-core subjects

*What are my child's strengths and weaknesses?*

Identify from NS and NPR, focus on strengths, when in doubt – always work on study skills and reading skills.

*Is my child making progress?*

Compare year to year profile. You look at are they making progress in Standard Scores in line with 200 by 4<sup>th</sup>, 250 by 8<sup>th</sup> grade??

*How does my child compare with his peers?*

This is just a snapshot in time relative to peers

*How smart is my child?*

It's an achievement test not an intelligence test. Intelligence is just one contributing factor to the results achieved.