

	READING			LANGUAGE				MATHEMATICS				CORE TOTAL	Social Studies	Science	SOURCES OF INFORMATION			COM-POSITE	
	Vocabulary	Comprehension	TOTAL	Spelling	Capitalization	Punctuation	Usage & Express	TOTAL	Concept/Estimat	Probs/Data	Computation				TOTAL	Maps & Diagram	Ref. Material		TOTAL
Grade 5: All Students 2003-04 only																			
Number of Students Included	773	778	773	775	776	778	778	772	776	774	765	773	758	770	771	724	728	722	722
Grade Equivalent of Average NSS	6.1	6.6	6.2	6.1	6.8	6.4	6.7	6.6	6.0	6.4	5.0	6.2	6.3	6.4	6.1	6.2	6.6	6.4	6.5
Percentile Rank of Average SS-National Student Norms	69	71	71	69	72	66	70	71	69	70	46	70	70	72	65	67	7.4	70	72
Percentile Rank of Average SS-National School Norms	79	88	86	86	88	81	84	90	81	85	41	82	86	85	74	79	87	82	88
Grade 5: Matched Students 2002-03 only																			
Number of Students Included	716	722	717	728	724	727	728	725	728	728	708	720	715	721	725	684	685	682	682
Grade Equivalent of Average NSS	6.3	6.9	6.6	6.2	6.7	6.8	7.1	6.7	5.7	7.6	4.6	6.1	6.7	6.2	6.2	6.4	6.9	6.8	6.8
Percentile Rank of Average SS-National Student Norms	73	75	76	72	71	71	73	72	64	67	38	68	76	67	66	68	78	75	76
Percentile Rank of Average SS-National School Norms	85	93	91	90	86	88	89	91	73	82	24	78	93	78	76	82	93	90	92
Test Score Matches																			
Tested Grade 5 2003-04 only																			
Number of Students Included	3	2	4	3	2	2	4	4	6	5	5	6	8	2	5	1		1	1
Grade Equivalent of Average NSS	6.0	5.9	6.1	5.9	6.2	6.4	6.1	6.8	6.6	6.3	5.1	6.0	6.9	6.1	5.9	6.4		6.2	6.1
Tested Grade 4 and 5																			
Number of Students Included	713	720	713	725	722	725	724	721	722	723	703	714	707	719	720	683	685	681	681
Grade 4 Grade Equivalent of Average NSS	5.2	5.5	5.3	5.2	5.6	5.5	5.8	5.8	5.0	5.7	4.0	5.3	5.6	5.2	5.5	5.5	5.6	5.9	5.6
Grade 5 Grade Equivalent of Average NSS	6.3	6.9	6.6	6.2	6.7	6.8	7.1	6.8	5.8	7.6	4.5	6.1	6.7	6.2	6.2	6.4	6.9	6.8	6.8
Change	1.1	1.4	1.3	1.0	1.1	1.3	1.3	1.0	0.8	1.9	0.5	0.8	1.1	1.0	1.1	0.9	1.3	0.9	1.2
Tested Grade 4 2002-03 only																			
Number of Students Included	1	2	2		2	1	3	4	2	3	4	3	4	2	1	3	4	4	4
Grade Equivalent of Average NSS	5.1	5.5	5.1		5.3	5.4	5.6	5.7	5.2	5.9	3.9	5.6	5.2	5.0	5.7	5.2	5.5	5.4	5.5
Unmatched Students																			
Grade 5: Not Tested in Grade 4																			
Number of Students Included	57	56	56	47	52	51	50	47	48	46	57	43	43	49	46	40	43	40	40
Grade Equivalent of Average NSS	6.0	6.3	6.0	6.2	7.3	6.4	6.1	6.4	6.2	5.8	5.5	6.6	5.8	6.8	6.1	5.9	6.4	6.2	6.1
Percentile Rank of Average SS-National Student Norms	67	68	66	72	76	66	63	68	74	61	60	75	62	75	65	63	71	68	66
Grade 4: Not Tested in Grade 5																			
Number of Students Included	49	51	48	42	44	45	44	41	43	42	46	42	39	41	40	39	41	39	39
Grade Equivalent of Average NSS	5.2	5.8	5.7	5.0	5.9	4.6	4.9	5.4	5.0	5.5	4.2	5.0	4.9	5.5	5.6	5.7	5.4	5.9	5.7
Percentile Rank of Average SS-National Student Norms	74	78	82	74	78	59	63	74	75	77	50	70	66	76	76	79	77	84	82

Matched Longitudinal Report

The (*System*) *Matched Longitudinal Report* is a new service for 2003-04. The report is created by matching students from the school system across two consecutive years and then calculating separate average scores for the group of students that matches and for the groups that do not match. The report allows for the achievement comparison of three groups of students: (1) those new to the district this year, (2) those who left after the previous year, and (3) the matched students. (This group report is available only for an entire school system, not for separate buildings. A building-level report will likely be available in 2004-05.)

The sample system report above includes the Dalen Community fifth-grade students who tested in April, 2003, with Form A. Spring 2000 norms are used. This identifying information is located in the upper right-hand corner of the report. (There is a sample report below for grade 9 showing similar information using *ITED* scores.)

The first section of this report is similar to the *System Summary* report as it provides some of the same scores found in that report for all students in grade 5. The first row in this section indicates the number of Dalen's fifth-grade students who took each of the separate tests this year (2003). For each test, this number of students was used to calculate the average standard score (SS) for the grade group. The GE of the average SS is shown along with the percentile ranks (PRs) for both student and school norms. (Either Iowa or national norms can be selected for these scores.)

While the first section contains test score information for *all* of Dalen's fifth-grade students who tested in April 2003, the second section contains the same information for the fifth-grade students who also had tested last year (2002). These are the *matched* students, i.e., the subset of fifth-grade students who also took the *ITBS* the previous year in fourth grade in the Dalen Community system. The number of matched students having scores on a given test is indicated, and their GEs and PRs from the average SSs are also provided. The sample report shows that there are 716 fifth-grade students who took the *ITBS* as fourth graders and who have a Vocabulary score in 2003 as fifth-grade students.

The third section of the report also contains test score information about the matched fifth-grade students from 2003. The first and third parts of this section are labeled "Tested Grade 5 2003-04 only" and "Tested Grade 4 2002-03 only," respectively. These two parts will likely contain very few students. Each part contains the number of fifth-grade students along with their GE of average SS, who took the *ITBS* battery both years, but—for whatever reason—did not have a score in one (or more) of the test areas in 2003-04 or 2002-03. For example, the sample report shows that there are 716 grade 5 students who took the *ITBS* the previous year in Dalen and who have a Vocabulary score this year, 2003-04, as fifth graders. Of these 716 students, there are three students who have a Vocabulary score this year, but did not take the Vocabulary test in fourth grade; and there are 713 students who have Vocabulary scores in both grades. In addition, there

was one student who had a Vocabulary score in fourth grade but who did not take the Vocabulary test in grade 5.

The comparison of GEs for the matched group of students in the third section of the report is particularly useful and informative data. For each test, the matched students having scores both years is used to arrive at the GEs of average SSs, both in fourth grade and fifth grade. By subtracting the Grade 4 GE from the Grade 5 GE, a *change* score is obtained for the group for each test. Assuming the students test at about the same time each year, this change in GE is a good indication of the amount of annual growth exhibited by the matched student group.

The final section of the report includes test score information for the *unmatched students*. The "Grade 5: Not Tested in Grade 4" group is likely to be students who came to the Dalen system sometime after testing had been completed the year before. These students took no *ITBS* test in grade 4. And the "Grade 4: Not Tested in Grade 5" group is probably students who moved away from the Dalen system after testing last year. These students took no *ITBS* test in grade 5. For both groups of students, the respective counts are provided as are the GEs and PRs of student norms for their averages. The difference in performance between these two sets of numbers is an indication of the impact of student migration in the past year. That is, it helps to show whether there is an imbalance in the level of achievement between students leaving and those entering the system at this grade level in the past year.

For the sample report that follows, *ITED* scores from grade 9 are used to demonstrate how to interpret annual change using standard scores. The table below can be used to estimate the typical amount of annual change that groups experience. Here's how to use the table:

1. Decide which row of scores applies to your situation. The top row describes growth expected of high achievers, those with percentile ranks in the top quarter (75-99). The bottom row describe growth for low achievers (1-25) and the middle row describes growth for average achievers (25-75). Use the school norms for grade groups representing a building or system.
2. Decide which column of numbers applies to your situation. For grade 9, the first column shows typical growth from grade 8 to grade 9.
3. Choose the value in the table for the row and column that apply to your situation. Use this value as a basis for comparison with the amount of growth shown by the standard score change printed in the third section of the report. The values in the table are estimates for all three times of year (fall, midyear, and spring) and for all *ITED* test scores, including the totals and composite. They can be used with both national and Iowa norms.

Average Standard Score Annual Change in ITED Scores for Groups at Three Different Beginning Levels of Achievement

Beginning Level of Achievement	Grade Levels			
	8 to 9	9 to 10	10 to 11	11 to 12
85th Percentile	11	10	9	7
50th Percentile	10	8	7	6
15th Percentile	9	7	6	5

The annual change in reading comprehension shown in the sample report below can be interpreted as follows, using the table and the three-step procedure shown above:

1. In Reading Comprehension, the grade 9 students have an average national standard score at the 85th percentile. School norms rather than student norms are used for this purpose because the interpretation is based on the score of a group, not an individual student. This group should be regarded as high achieving, so the top row in the table above applies.
2. Since this is a grade 9 report, it will show change from grade 8 to grade 9. The first column of the table above applies.
3. The value from the table above to be used in this interpretation is 11. This number represents the amount of change, in standard score points, that the typical high achieving group usually demonstrates from grade 8 to grade 9. In this example, the second column of the report indicates that the change actually attained by this group of Dalen students was 18.5. This change should be regarded as exceptional growth for students moving from grade 8 to grade 9. It is well above the 11 points typical high achieving groups would demonstrate.

	READING			LANGUAGE		MATHEMATICS			CORE TOTAL	Social Studies	Science	Sources of Information	COM-POSITE
	Vocab-ulary	Compre-hension	TOTAL	Spelling	Revising Writing	Concepts & Prob. Solv.	Compu-tation	TOTAL					
Grade 9: All Students 2002-03 only													
Number of Students Included	766	777	759	18	772	792	791	792	758	770	787	767	747
Average NSS	271.2	277.1	274.8	222.2	276.9	274.1	257.1	274.1	276.6	277.3	276.1	272.9	277.6
Percentile Rank of Average NSS-National Student Norms	72	70	73	20	67	68	53	68	72	68	68	65	71
Percentile Rank of Average NSS-National School Norms	85	85	85	2	81	82	55	82	85	81	78	75	88
Grade 9: Matched Students 2002-03 only													
Number of Students Included	679	691	675	12	684	701	700	701	674	680	695	678	666
Average NSS	273.6	279.9	277.3	220.6	280.5	277.1	258.3	277.2	279.4	280.6	279.6	275.9	280.3
Percentile Rank of Average NSS-National Student Norms	75	72	75	19	70	71	54	71	74	71	71	68	73
Percentile Rank of Average NSS-National School Norms	89	89	87	1	85	86	58	86	87	85	83	78	90
Test Score Matches													
Tested Grade 9 2002-03 only													
Number of Students Included	2	2	2	1	6	2	682	2	7	680	2	10	666
Average NSS	276.0	268.5	272.5	198.0	246.0	202.0	258.5	201.0	245.6	280.6	197.5	270.1	280.3
Tested Grade 8 and 9													
Number of Students Included	677	689	673	11	678	699	18	699	667		693	668	
Grade 8 Average NSS	259.4	261.5	261.3	211.7	268.8	269.2	171.6	266.4	266.7		270.4	272.5	
Grade 9 Average NSS	273.6	280.0	277.3	222.6	280.8	277.4	248.6	277.4	279.8		279.8	276.0	
Change	+14.2	+18.5	+16.0	+10.9	+12.0	+8.2	+77.0	+11.0	+13.1		+9.4	+3.5	
Tested Grade 8 2001-02 only													
Number of Students Included	24	12	28	688	19	2		2	29		7	24	
Average NSS	226.5	179.8	207.9	253.5	210.4	182.0		182.0	209.9		222.7	223.9	
Unmatched Students													
Grade 9: Not Tested in Grade 8													
Number of Students Included	87	86	84	6	88	91	91	91	84	90	92	89	81
Average NSS	252.1	254.6	254.9	225.5	248.9	250.7	247.8	250.8	253.6	252.1	249.9	250.3	255.6
Percentile Rank of Average NSS-National Student Norms	48	51	53	22	46	48	44	48	50	49	47	47	52
Grade 8: Not Tested in Grade 9													
Number of Students Included	61	61	61	61	61	61	1	61	61		61	60	
Average NSS	249.8	249.0	249.4	245.6	254.0	255.9	149.0	252.2	251.8		259.7	256.6	
Percentile Rank of Average NSS-National Student Norms	58	55	58	53	58	60	1	59	57		64	60	