ACSI STRONGER TOGETHER

Student Assessment Program

DataManager Sample Reports

Riverside Insights reports available through the ACSI Student Assessment Program

Iowa Assessments

Iowa Assessments™ Single Subject

Iowa Assessments™ Survey

Iowa Assessments™ Benchmark Testing

Iowa Assessments™ Admissions Testing

Iowa Single Subject and Iowa Survey are the assessments used for Admissions Testing and Benchmark Testing.

CogAT®

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DataManager Sample Reports (a selection of commonly used reports — not all available reports are shown)

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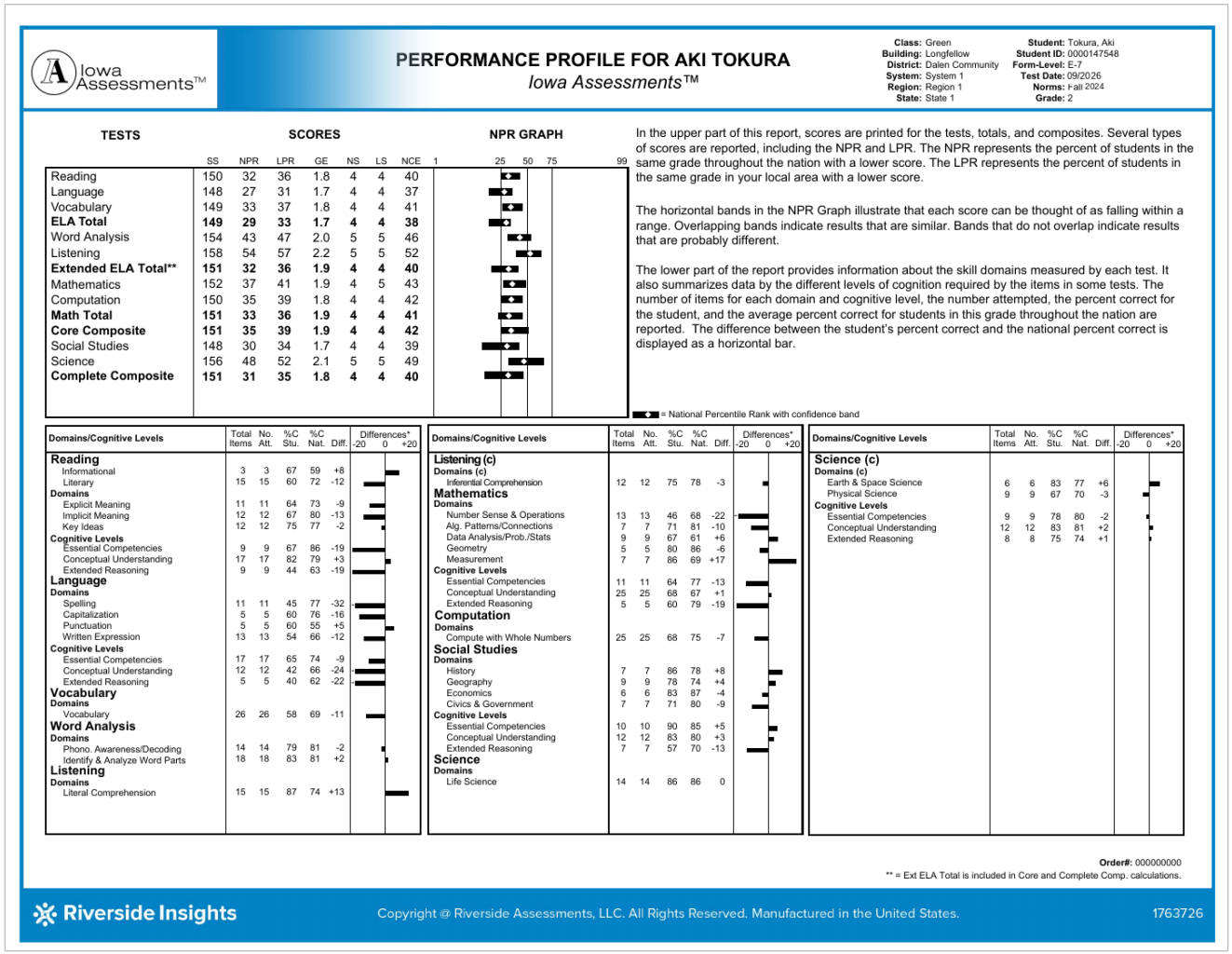
Student Profile (Estimated Growth); Group Roster (Skill Domain Analysis); Data Export

Key: ✔ = included Opt. = available as an optional report ✔ + Opt. = standard and optional — = not included

Iowa Single Subject and Iowa Survey are the assessments used for Admissions Testing and Benchmark Testing.

1. Performance Profile

Individual Student Reports



Iowa Assessments™

PERFORMANCE PROFILE FOR AKI TOKURA

Iowa Assessments™

Class: Green
Building: Longfellow
District: Dalen Community
System: System 1
Region: Region 1
State: State 1

Student: Tokura, Aki
Student ID: 0000147548
Form-Level: E-7
Test Date: 09/2026
Norms: Fall 2024
Grade: 2

TESTS	SS	NPR	LPR	GE	NS	LS	NCE
Reading	150	32	36	1.8	4	4	40
Language	148	27	31	1.7	4	4	37
Vocabulary	149	33	37	1.8	4	4	41
ELA Total	**149**	**29**	**33**	**1.7**	**4**	**4**	**38**
Word Analysis	154	43	47	2.0	5	5	46
Listening	158	54	57	2.2	5	5	52
Extended ELA Total**	**151**	**32**	**36**	**1.9**	**4**	**4**	**40**
Mathematics	152	37	41	1.9	4	5	43
Computation	150	35	39	1.8	4	4	42
Math Total	**151**	**33**	**36**	**1.9**	**4**	**4**	**41**
Core Composite	**151**	**35**	**39**	**1.9**	**4**	**4**	**42**
Social Studies	148	30	34	1.7	4	4	39
Science	156	48	52	2.1	5	5	49
Complete Composite	**151**	**31**	**35**	**1.8**	**4**	**4**	**40**

NPR GRAPH: 1 25 50 75 99

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 and LPR. The NPR represents the percent of students in the same grade throughout the nation with a lower score. The LPR represents the percent of students in the same grade in your local area 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 Items	No. Att.	%C Stu.	%C Nat.	Diff.
Reading					
Informational	3	3	67	59	+8
Literary	15	15	60	72	-12
Domains					
Explicit Meaning	11	11	64	73	-9
Implicit Meaning	12	12	67	80	-13
Key Ideas	12	12	75	77	-2
Cognitive Levels					
Essential Competencies	9	9	67	86	-19
Conceptual Understanding	17	17	82	79	+3
Extended Reasoning	9	9	44	63	-19
Language					
Domains					
Spelling	11	11	45	77	-32
Capitalization	5	5	60	76	-16
Punctuation	5	5	60	55	+5
Written Expression	13	13	54	66	-12
Cognitive Levels					
Essential Competencies	17	17	65	74	-9
Conceptual Understanding	12	12	42	66	-24
Extended Reasoning	5	5	40	62	-22
Vocabulary					
Domains					
Vocabulary	26	26	58	69	-11
Word Analysis					
Domains					
Phono. Awareness/Decoding	14	14	79	81	-2
Identify & Analyze Word Parts	18	18	83	81	+2
Listening					
Domains					
Literal Comprehension	15	15	87	74	+13

Domains/Cognitive Levels	Total Items	No. Att.	%C Stu.	%C Nat.	Diff.
Listening (c)					
Domains (c)					
Inferential Comprehension	12	12	75	78	-3
Mathematics					
Domains					
Number Sense & Operations	13	13	46	68	-22
Alg. Patterns/Connections	7	7	71	81	-10
Data Analysis/Prob./Stats	9	9	67	61	+6
Geometry	5	5	80	86	-6
Measurement	7	7	86	69	+17
Cognitive Levels					
Essential Competencies	11	11	64	77	-13
Conceptual Understanding	25	25	68	67	+1
Extended Reasoning	5	5	60	79	-19
Computation					
Domains					
Compute with Whole Numbers	25	25	68	75	-7
Social Studies					
Domains					
History	7	7	86	78	+8
Geography	9	9	78	74	+4
Economics	6	6	83	87	-4
Civics & Government	7	7	71	80	-9
Cognitive Levels					
Essential Competencies	10	10	90	85	+5
Conceptual Understanding	12	12	83	80	+3
Extended Reasoning	7	7	57	70	-13
Science					
Domains					
Life Science	14	14	86	86	0

Domains/Cognitive Levels	Total Items	No. Att.	%C Stu.	%C Nat.	Diff.
Science (c)					
Domains (c)					
Earth & Space Science	6	6	83	77	+6
Physical Science	9	9	67	70	-3
Cognitive Levels					
Essential Competencies	9	9	78	80	-2
Conceptual Understanding	12	12	83	81	+2
Extended Reasoning	8	8	75	74	+1

Differences* -20 0 +20

Order#: 000000000

** = Ext ELA Total is included in Core and Complete Comp. calculations.

Riverside Insights

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Included in:	Survey	Iowa (Complete)	Single Subject	CogAT
	✔ Included	✔ Included (Std. + Optional)	— Not included	— Not included

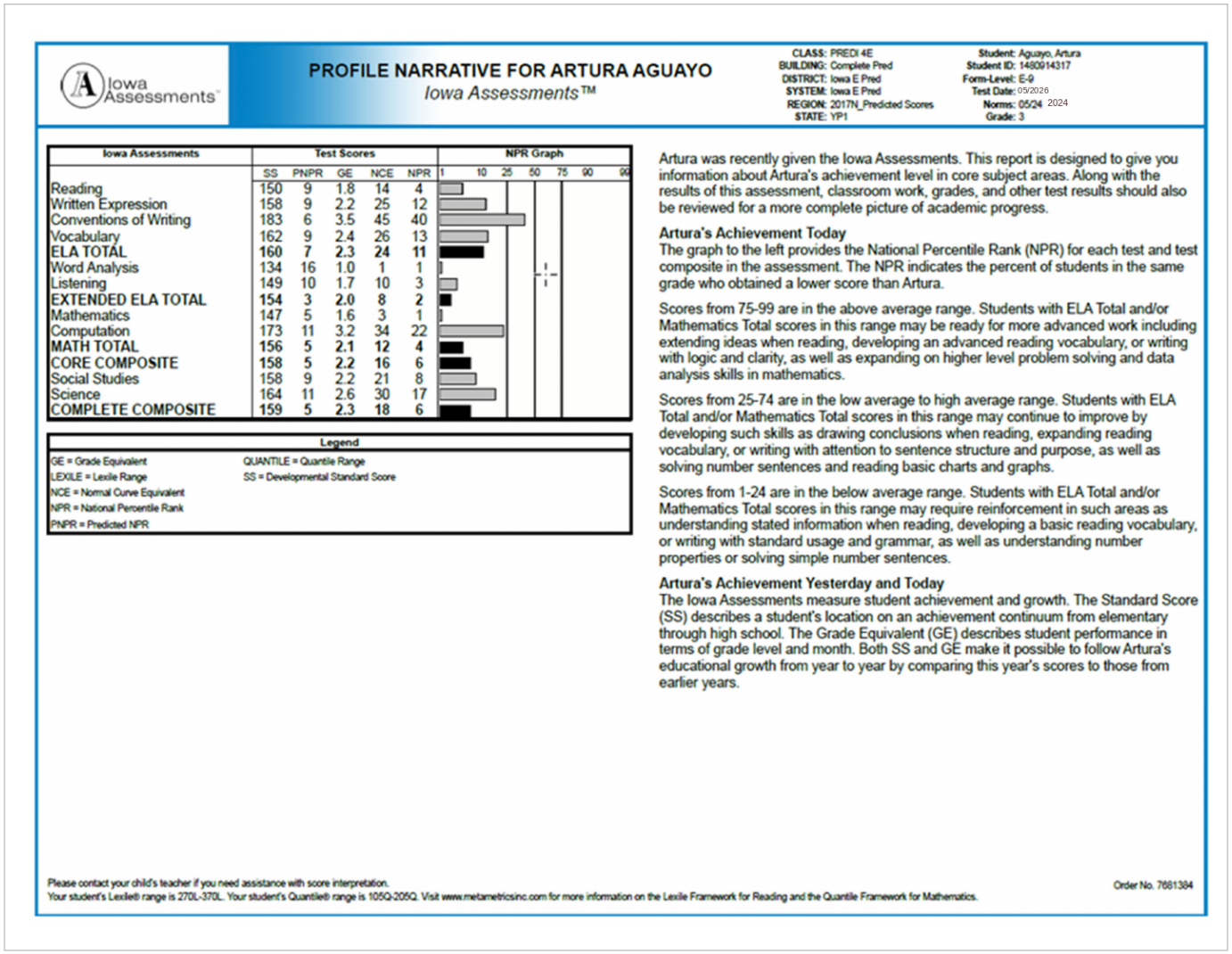
Iowa Single Subject and Iowa Survey are the assessments used for Admissions Testing and Benchmark Testing.

Note: Iowa file: appears before the Optional Reports divider (p.1) and again after it (p.23).

Predicted ACT/SAT scores and College & Career Readiness indicators are available beginning at grade 6.

2. Profile Narrative (includes Lexile® and Quantile® measures)

Individual Student Reports



PROFILE NARRATIVE FOR ARTURA AGUAYO

Iowa Assessments™

CLASS: PREDI 4E
BUILDING: Complete Pred
DISTRICT: Iowa E Pred
SYSTEM: Iowa E Pred
REGION: 2017N_Predicted Scores
STATE: YP1

Student: Aguayo, Artura
Student ID: 1480914317
Form-Level: E-9
Test Date: 05/2026
Norms: 05/24 2024
Grade: 3

Iowa Assessments	SS	PNPR	GE	NCE	NPR
Reading	150	9	1.8	14	4
Written Expression	158	9	2.2	25	12
Conventions of Writing	183	6	3.5	45	40
Vocabulary	162	9	2.4	26	13
ELA TOTAL	**160**	**7**	**2.3**	**24**	**11**
Word Analysis	134	16	1.0	1	1
Listening	149	10	1.7	10	3
EXTENDED ELA TOTAL	**154**	**3**	**2.0**	**8**	**2**
Mathematics	147	5	1.6	3	1
Computation	173	11	3.2	34	22
MATH TOTAL	**156**	**5**	**2.1**	**12**	**4**
CORE COMPOSITE	**158**	**5**	**2.2**	**16**	**6**
Social Studies	158	9	2.2	21	8
Science	164	11	2.6	30	17
COMPLETE COMPOSITE	**159**	**5**	**2.3**	**18**	**6**

NPR Graph: 1 10 25 50 75 90 99

Legend

GE = Grade Equivalent
LEXILE = Lexile Range
NCE = Normal Curve Equivalent
NPR = National Percentile Rank
PNPR = Predicted NPR
QUANTILE = Quantile Range
SS = Developmental Standard Score

Artura was recently given the Iowa Assessments. This report is designed to give you information about Artura's achievement level in core subject areas. Along with the results of this assessment, classroom work, grades, and other test results should also be reviewed for a more complete picture of academic progress.

Artura's Achievement Today

The graph to the left provides the National Percentile Rank (NPR) for each test and test composite in the assessment. The NPR indicates the percent of students in the same grade who obtained a lower score than Artura.

Scores from 75-99 are in the above average range. Students with ELA Total and/or Mathematics Total scores in this range may be ready for more advanced work including extending ideas when reading, developing an advanced reading vocabulary, or writing with logic and clarity, as well as expanding on higher level problem solving and data analysis skills in mathematics.

Scores from 25-74 are in the low average to high average range. Students with ELA Total and/or Mathematics Total scores in this range may continue to improve by developing such skills as drawing conclusions when reading, expanding reading vocabulary, or writing with attention to sentence structure and purpose, as well as solving number sentences and reading basic charts and graphs.

Scores from 1-24 are in the below average range. Students with ELA Total and/or Mathematics Total scores in this range may require reinforcement in such areas as understanding stated information when reading, developing a basic reading vocabulary, or writing with standard usage and grammar, as well as understanding number properties or solving simple number sentences.

Artura's Achievement Yesterday and Today

The Iowa Assessments measure student achievement and growth. The Standard Score (SS) describes a student's location on an achievement continuum from elementary through high school. The Grade Equivalent (GE) describes student performance in terms of grade level and month. Both SS and GE make it possible to follow Artura's educational growth from year to year by comparing this year's scores to those from earlier years.

Please contact your child's teacher if you need assistance with score interpretation.
Your student's Lexile® range is 270L-370L. Your student's Quantile® range is 105Q-205Q. Visit www.metametricsinc.com for more information on the Lexile Framework for Reading and the Quantile Framework for Mathematics.

Order No. 7681384

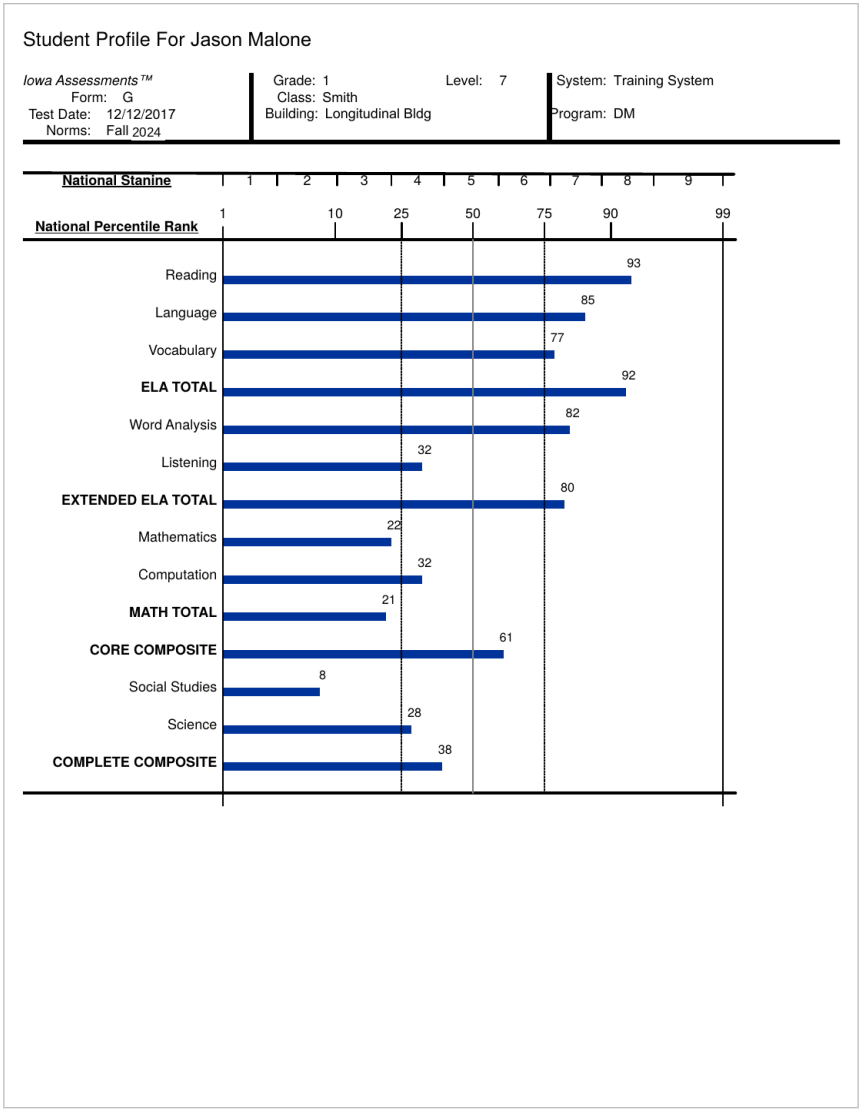
Included in:	**Survey**	**Iowa (Complete)**	**Single Subject**	**CogAT**
	✔ Included	✔ Included (Std. + Optional)	— Not included	✔ Included (Std. + Optional)

Iowa Single Subject and Iowa Survey are the assessments used for Admissions Testing and Benchmark Testing.

Note: Iowa file: p.2 and p.24. CogAT file: p.2 and p.13. Parent-facing narrative. The CogAT version follows the same layout with ability scores (see CogAT file p. 2).

3. Student Profile (Test & Composite Analysis)

Individual Student Reports

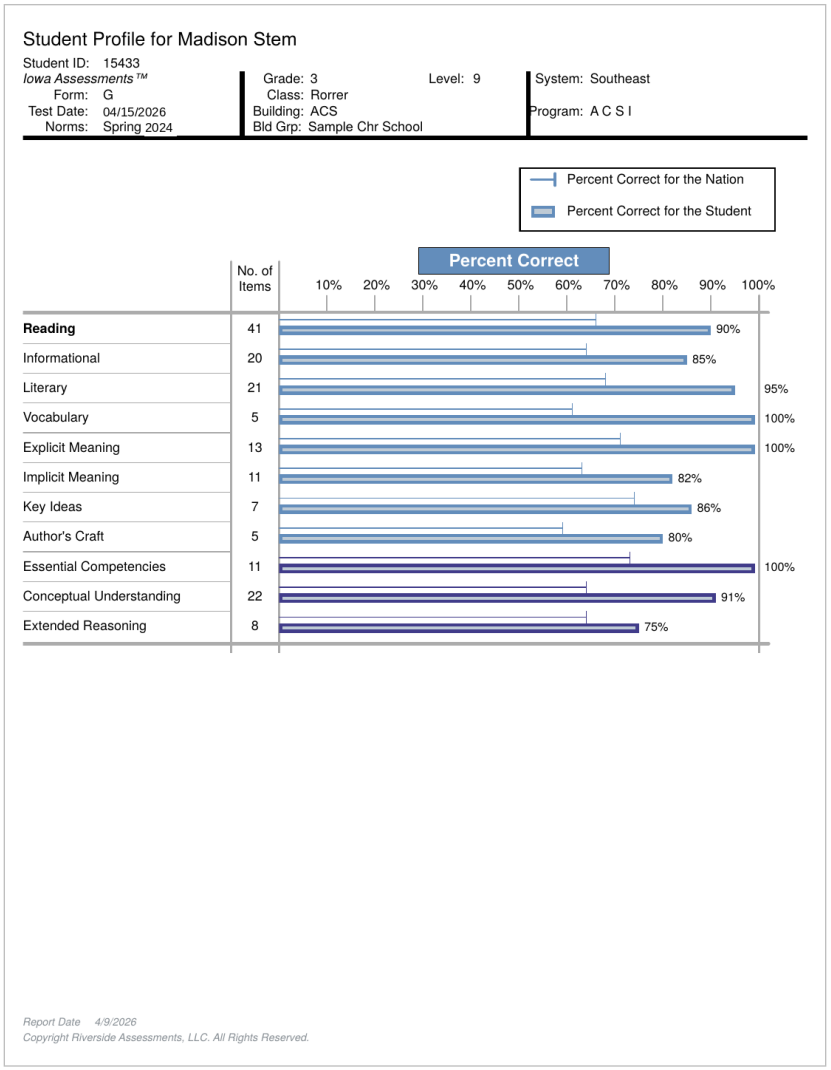


Included in:	Survey	Iowa (Complete)	Single Subject	CogAT
	✔ Included	✔ Included	✔ Included	✔ Included

Iowa Single Subject and Iowa Survey are the assessments used for Admissions Testing and Benchmark Testing.

4. Student Profile (Skill Domain Analysis)

Individual Student Reports



Student Profile for Madison Stem

Student ID: 15433
Iowa Assessments™
Form: G
Test Date: 04/15/2026
Norms: Spring 2024

Grade: 3 Level: 9
Class: Rorrer
Building: ACS
Bld Grp: Sample Chr School

System: Southeast
Program: A C S I

Percent Correct for the Nation
Percent Correct for the Student

	No. of Items	Percent Correct
Reading	41	90%
Informational	20	85%
Literary	21	95%
Vocabulary	5	100%
Explicit Meaning	13	100%
Implicit Meaning	11	82%
Key Ideas	7	86%
Author's Craft	5	80%
Essential Competencies	11	100%
Conceptual Understanding	22	91%
Extended Reasoning	8	75%

Percent Correct: 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Report Date 4/9/2026
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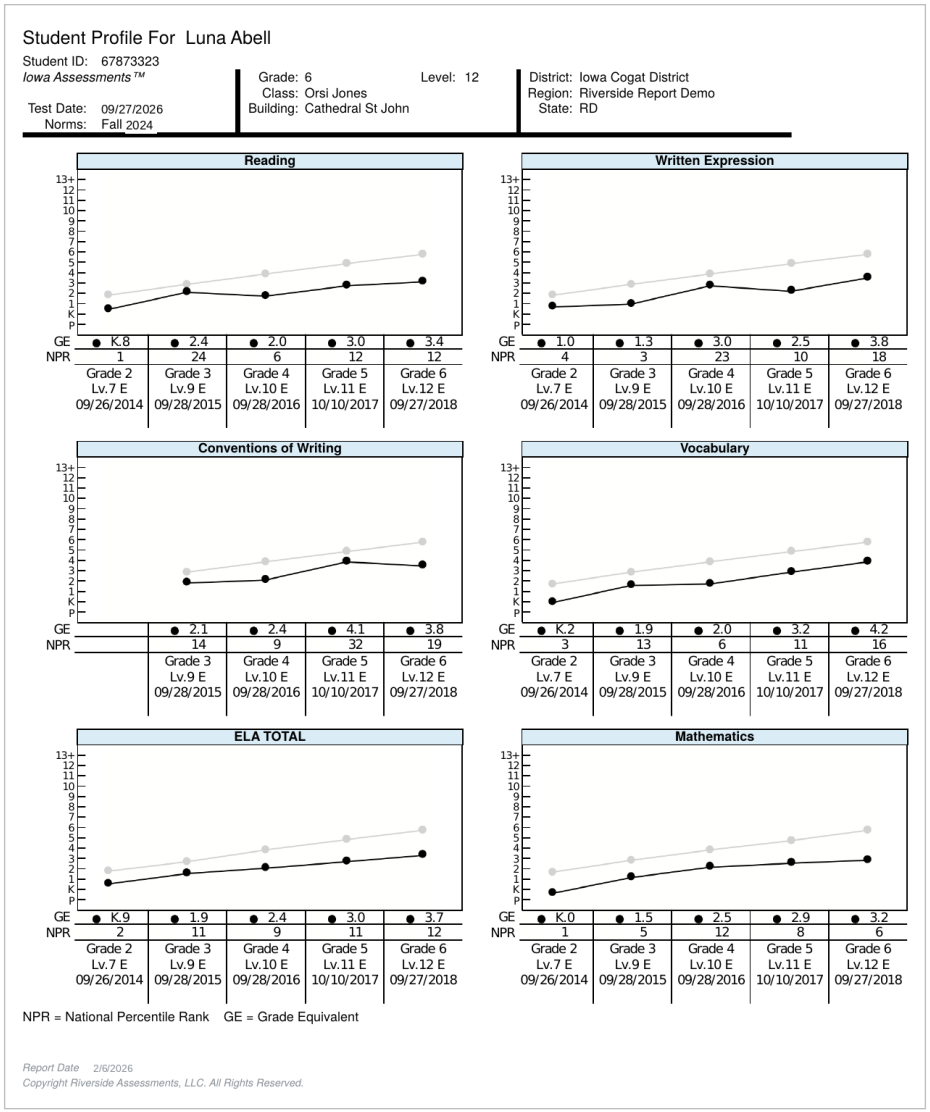
Included in:	**Survey**	**Iowa (Complete)**	**Single Subject**	**CogAT**
	✔ Included	✔ Included	✔ Included	✔ Included

Iowa Single Subject and Iowa Survey are the assessments used for Admissions Testing and Benchmark Testing.

Note: Single Subject file shows it twice (p.4 and p.12 drill-down).

5. Student Profile (Longitudinal)

Individual Student Reports

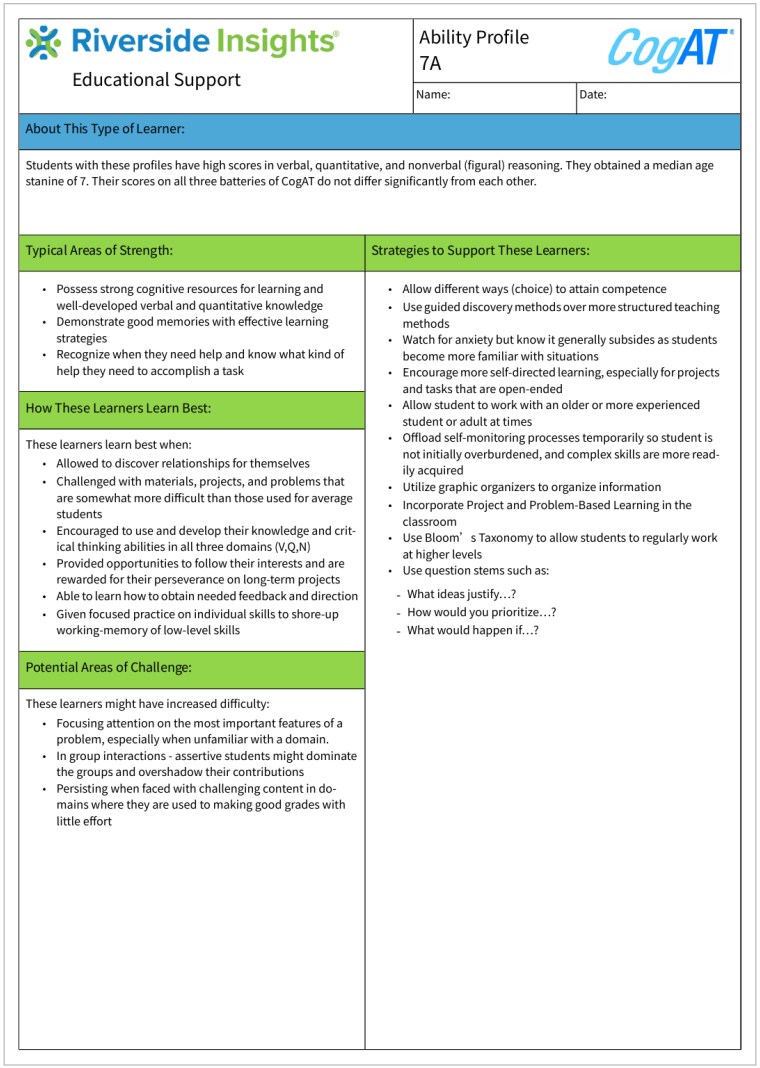


Included in:	Survey	Iowa (Complete)	Single Subject	CogAT
	✔ Included	✔ Included	✔ Included	✔ Included

Iowa Single Subject and Iowa Survey are the assessments used for Admissions Testing and Benchmark Testing.

7. Ability Profile – Educational Support sheet

Individual Student Reports



Riverside Insights®

Educational Support

Ability Profile 7A

CogAT®

Name: Date:

About This Type of Learner:

Students with these profiles have high scores in verbal, quantitative, and nonverbal (figural) reasoning. They obtained a median age stanine of 7. Their scores on all three batteries of CogAT do not differ significantly from each other.

Typical Areas of Strength:

- Possess strong cognitive resources for learning and well-developed verbal and quantitative knowledge
- Demonstrate good memories with effective learning strategies
- Recognize when they need help and know what kind of help they need to accomplish a task

How These Learners Learn Best:

These learners learn best when:

- Allowed to discover relationships for themselves
- Challenged with materials, projects, and problems that are somewhat more difficult than those used for average students
- Encouraged to use and develop their knowledge and critical thinking abilities in all three domains (V,Q,N)
- Provided opportunities to follow their interests and are rewarded for their perseverance on long-term projects
- Able to learn how to obtain needed feedback and direction
- Given focused practice on individual skills to shore-up working-memory of low-level skills

Potential Areas of Challenge:

These learners might have increased difficulty:

- Focusing attention on the most important features of a problem, especially when unfamiliar with a domain.
- In group interactions - assertive students might dominate the groups and overshadow their contributions
- Persisting when faced with challenging content in domains where they are used to making good grades with little effort

Strategies to Support These Learners:

- Allow different ways (choice) to attain competence
- Use guided discovery methods over more structured teaching methods
- Watch for anxiety but know it generally subsides as students become more familiar with situations
- Encourage more self-directed learning, especially for projects and tasks that are open-ended
- Allow student to work with an older or more experienced student or adult at times
- Offload self-monitoring processes temporarily so student is not initially overburdened, and complex skills are more readily acquired
- Utilize graphic organizers to organize information
- Incorporate Project and Problem-Based Learning in the classroom
- Use Bloom's Taxonomy to allow students to regularly work at higher levels
- Use question stems such as:
  - What ideas justify…?
  - How would you prioritize…?
  - What would happen if…?

Included in:	Survey	Iowa (Complete)	Single Subject	CogAT
	— Not included	— Not included	— Not included	✓ Included

Iowa Single Subject and Iowa Survey are the assessments used for Admissions Testing and Benchmark Testing.

Note: Riverside Insights one-page learner-profile handout (e.g., Profile 7A).

8. Differentiated Instruction Report

Individual Student Reports



Profiles 4A, 5A, 6A

Differentiated Instruction Report:

Grade/Level: Grade 3 / Level 9
Test Date: 07/01/2026 - Spring 2026

Class: Avinger
School: GRANITE BAY ACADEMY
District: SOUTHVIEW

Students

ANUMAKONDA, JULISSA
DEETJEN, ALEXANDR
KOEPCKE, KALEB
WELLS, PRISCILL

Recommendations

Profile Explanation

Students with these profiles have consistently low-average (stanine 4), average (stanine 5), or high-average (stanine 6) scores on *CogAT*. An "A" profile means that the scores are at about the same level on the verbal, quantitative, and nonverbal (spatial) reasoning batteries.

Characteristics of Students with These Profiles

Profile 4A to 6A students have adequate cognitive resources for learning in most academic situations. Although the majority of these students have similar levels of achievement in all academic areas, some show high levels of interest and achievement in particular domains. Because their knowledge base is often not extensive or well organized in memory, these students may encounter difficulty recalling and applying their knowledge and skills to accomplish unfamiliar tasks. By middle school, students with average levels of reasoning abilities typically have developed a number of learning and problem-solving strategies. Often, these strategies are fairly context-bound, so these students may not always choose the most effective strategy for a task. Their flexibility is limited, and, if they try a strategy that does not work, they may not know what to do next. Profile 4A to 6A students need help to achieve objectives requiring transfer such as high-level reading comprehension skills, problem solving, and critical thinking.

Instructional Suggestions for Profiles 4A, 5A, 6A

Build on Strength. Since these students have comparable levels of verbal, quantitative, and spatial reasoning abilities, strengths will be primarily evident in interests, and, to a lesser extent, in levels of achievement in particular domains. At all ages, but especially during adolescence, students strive to achieve individuality. One route is through recognition of excellence from peers and adults. Although such recognition is commonly attained through nonacademic activities such as sports, music, and other extracurricular activities, teachers should find ways to encourage student's particular academic accomplishments. Profile 4A to 6A students can be recognized for their high levels of knowledge in particular domains. Sometimes they excel in other ways, such as in leading discussions, presenting reports, creating science projects, writing essays, or assisting other students in learning. Finding and nourishing the islands of excellence in all student's schoolwork spreads encouragement.

Focus on Working Memory. Students with levels of reasoning abilities that are typical for their age frequently must learn at the limits of their working memories, especially when tasks are new or require the simultaneous execution of several processes. Changes in instructional methods that reduce these burdens on working memory can, therefore, have a significant impact on their success in learning. For example, if a task involves comparing two concepts, it will be much easier if both are simultaneously in view. Have students put all the needed information in one place--on a single sheet of paper or a single concept map.

Educators can also reduce working-memory burdens for these students by using familiar concrete concepts rather than unfamiliar abstract symbols. Familiarity is greatest for overlearned concepts and skills. Practice on low-level skills can free working memory for higher-level processing. Monitoring themselves as they execute a skill is especially troublesome for these students, particularly in the primary grades. Offloading monitoring to another individual by having students work in pairs can be especially effective early in the process of acquiring a new skill or strategy.

Scaffold Wisely. Students with all average scores tend to learn more effectively in school environments that are somewhat, but not highly, structured. These students tend to learn best when instruction is moderately paced and when there is frequent monitoring and feedback on their progress. The goal of this instruction is to provide students with enough support in the form of strategies, memory prompts, and task structure to enable them to infer, deduce, connect, and elaborate--in short, understand--for themselves. Highly structured instruction that disallows such thinking may succeed in the short run but leave students less able to reason well on the next occasion.

Encourage Strategic Thinking. Memory burdens can be reduced and thinking made more systematic if students learn to be more strategic in their thinking. Since they may make errors when carrying out learning strategies, these students need frequent monitoring as they practice a new strategy, so that errors can be corrected. Modeling how to perform a strategy is likely to be more effective than describing it to students. Profile 4A to 6A students will generally need help in developing more effective and sophisticated strategies as learning materials and tasks become more difficult and complex. This help is likely to be most effective if it is given in the context of a realistic learning task, such as a specific reading or mathematical task that is a part of ongoing instruction. Supervised practice in identifying other situations where the use of the strategy is appropriate will also be beneficial.

Profile 4A to 6A students tend to benefit from direct instruction in certain types of study skills such as note taking, outlining, diagramming, planning use of time, and formulating questions to guide the study of new material. These students need help to learn how to break up complex problems into simpler units so that they can work on the complex materials more effectively. They also need assistance in learning how to keep track of their progress in solving complex problems. These planning and self-monitoring processes are often ignored when instruction is structured by the teacher or by a text, as it often must be for such students. Ultimately, however, the goal is to help students learn which strategies work best for them and which are most effective in different contexts. Such knowledge and skills are not acquired unless they are routinely exercised in situations where feedback is provided.

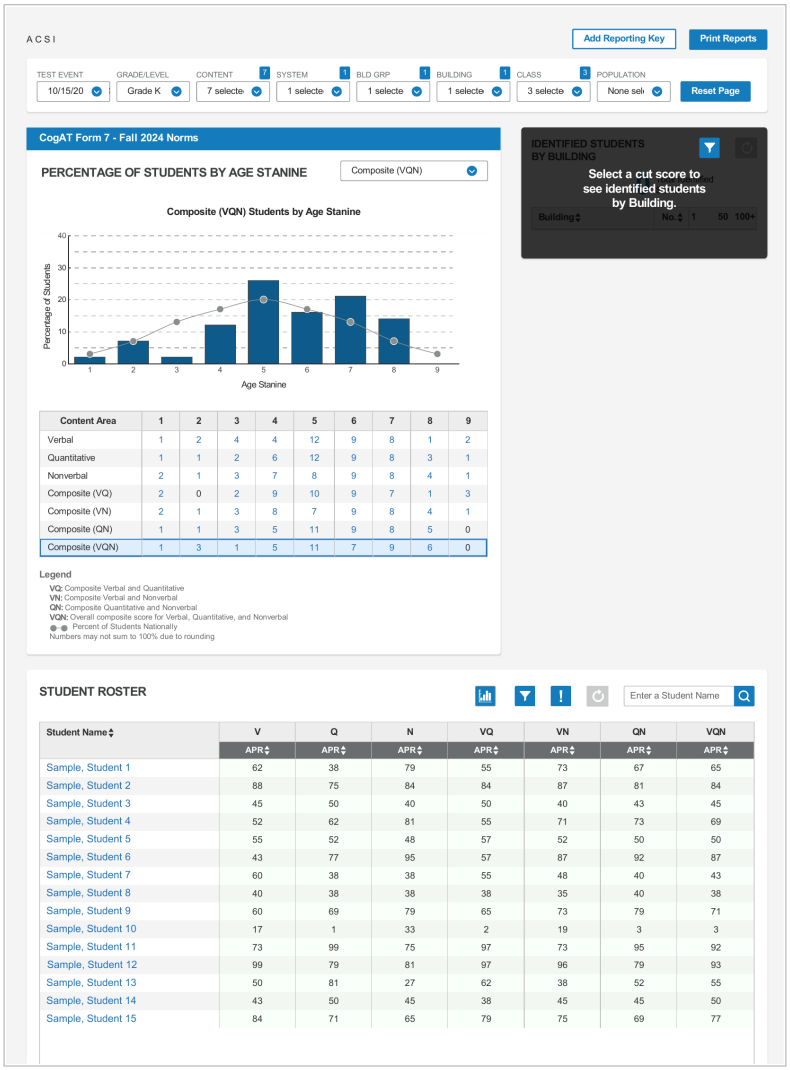
Included in:	Survey	Iowa (Complete)	Single Subject	CogAT
	— Not included	— Not included	— Not included	✓ Included

Iowa Single Subject and Iowa Survey are the assessments used for Admissions Testing and Benchmark Testing.

Note: Grouped by ability profile (e.g., Profiles 4A/5A/6A); 2 pages. Two-page report; page 1 shown.

9. DataManager Dashboard (Age Stanine / Identified Students / Roster)

Online Dashboard



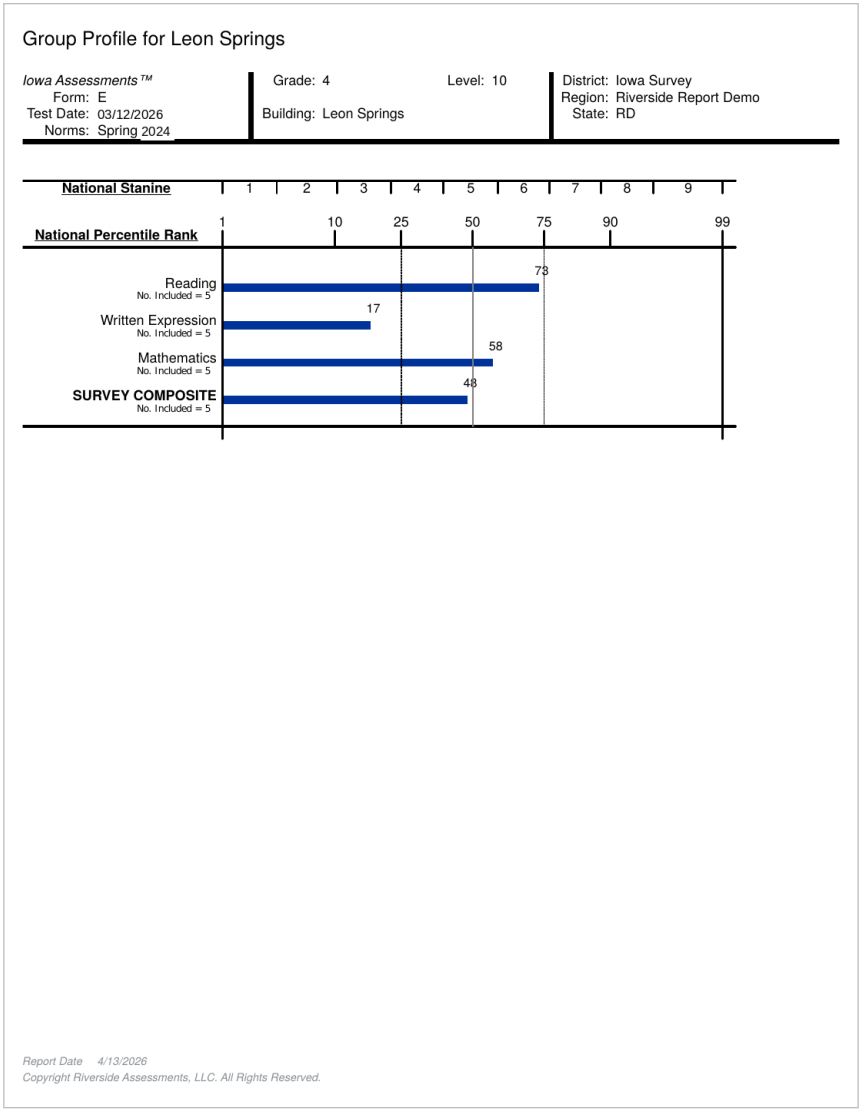
Included in:	Survey	Iowa (Complete)	Single Subject	CogAT
	— Not included	— Not included	— Not included	✓ Included

Iowa Single Subject and Iowa Survey are the assessments used for Admissions Testing and Benchmark Testing.

Note: Screenshot of the interactive DataManager reporting page (p.1).

10. Group Profile (Test & Composite Analysis)

Group Reports

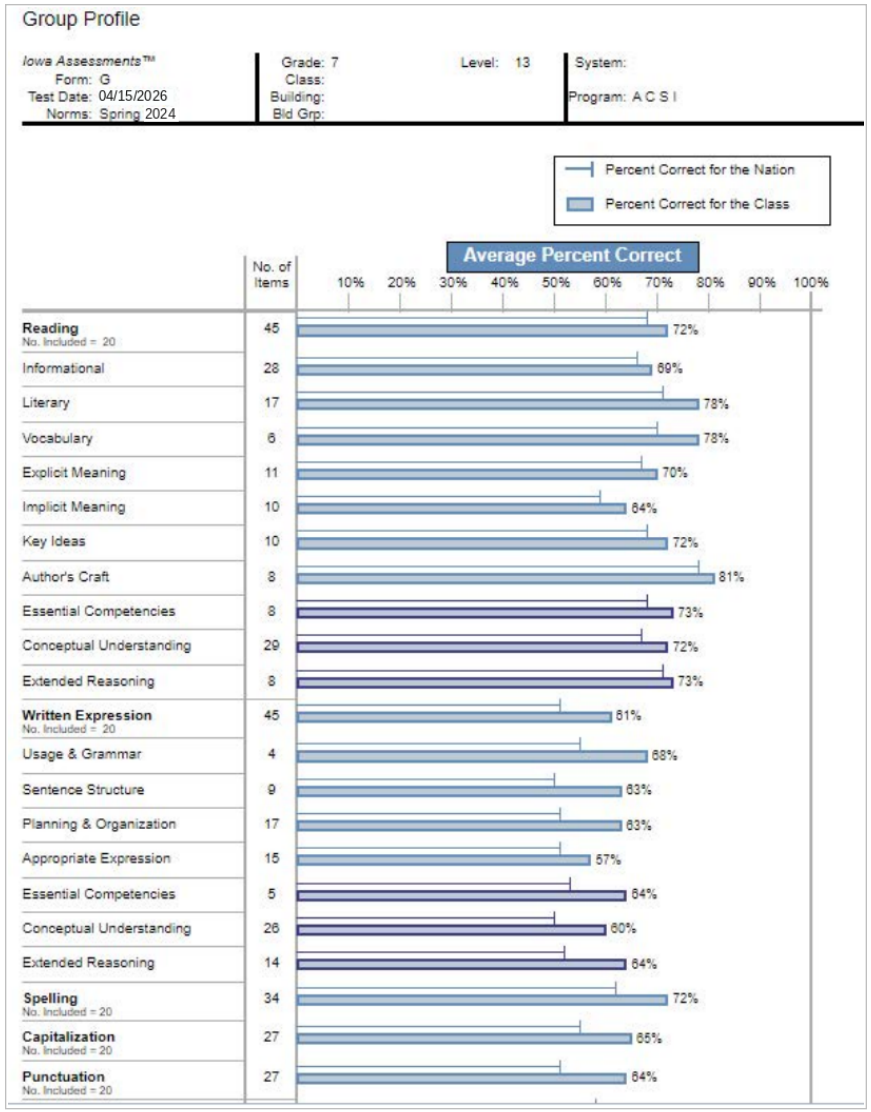


Included in:	Survey	Iowa (Complete)	Single Subject	CogAT
	✔ Included	✔ Included	✔ Included	✔ Included

Iowa Single Subject and Iowa Survey are the assessments used for Admissions Testing and Benchmark Testing.

11. Group Profile (Skill Domain Analysis)

Group Reports

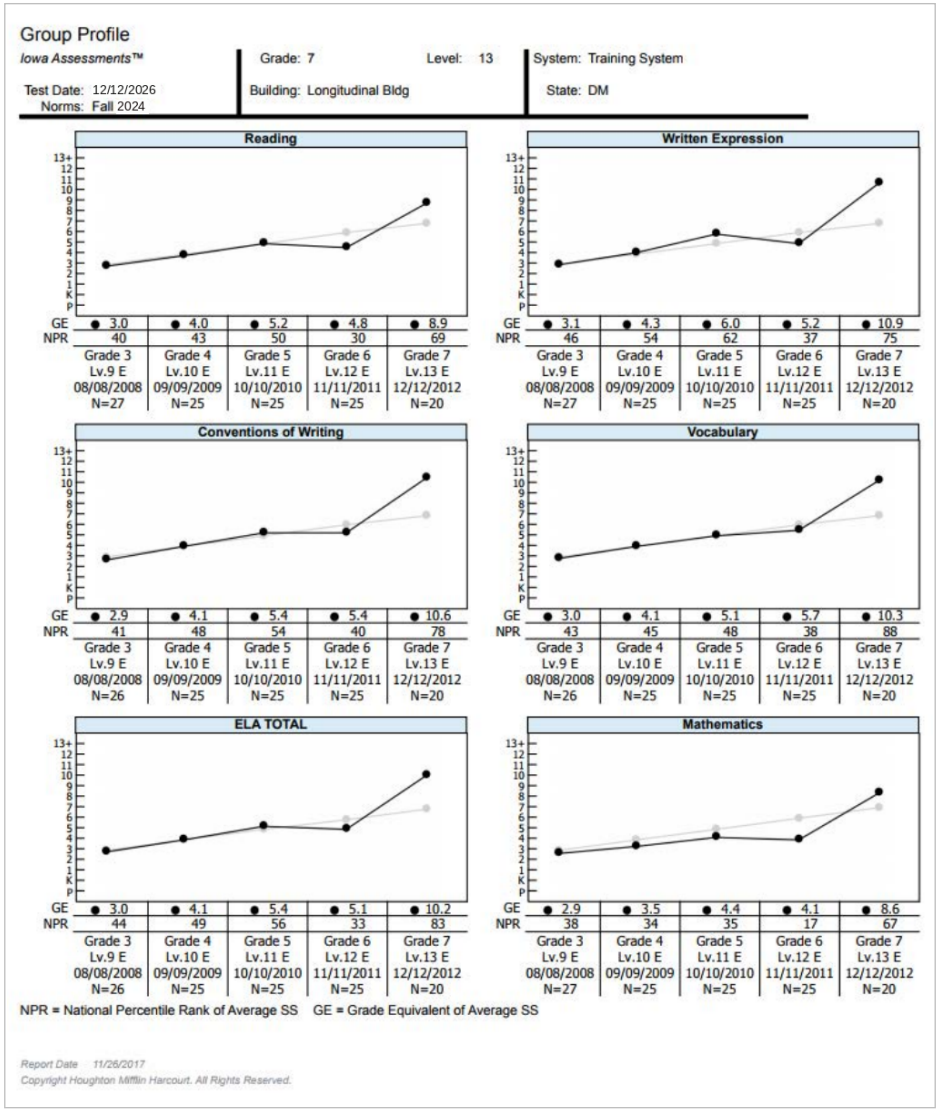


Included in:	Survey	Iowa (Complete)	Single Subject	CogAT
	✔ Included	✔ Included	✔ Included	— Not included

Iowa Single Subject and Iowa Survey are the assessments used for Admissions Testing and Benchmark Testing.

12. Group Profile (Longitudinal)

Group Reports



Included in:	Survey	Iowa (Complete)	Single Subject	CogAT
	✔ Included	✔ Included	✔ Included	— Not included

Iowa Single Subject and Iowa Survey are the assessments used for Admissions Testing and Benchmark Testing.

13. Estimated Growth Summary

Group Reports

Estimated Growth Summary

Iowa Assessments™
Form: E
Test Date: 08/23/2026
Norms: Fall 2024

Grade: 6

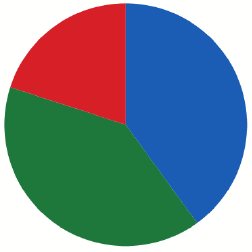
Level: 11

Region: Riverside Report Demo
State: RD

Legend

This report is based on the estimated growth of each student included in the pie chart. The students Iowa Assessments administration from Fall 2019 is the data point used to estimate each student's rate of growth. The current test administration is used to determine whether or not each student has met their estimated rate of growth. The pie chart reports the number and percent of students that have exceeded, met or have not met their estimated rate of growth.

Reading



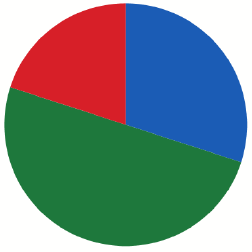
Exceeds Estimated Growth
Number = 4
Percent = 40%

Meets Estimated Growth
Number = 4
Percent = 40%

Does Not Meet Estimated Growth
Number = 2
Percent = 20%

No. Included (In Chart) = 10
Number Tested = 15

Written Expression



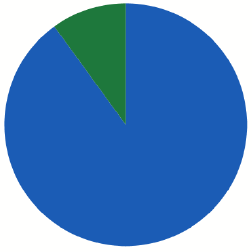
Exceeds Estimated Growth
Number = 3
Percent = 30%

Meets Estimated Growth
Number = 5
Percent = 50%

Does Not Meet Estimated Growth
Number = 2
Percent = 20%

No. Included (In Chart) = 10
Number Tested = 15

Conventions of Writing



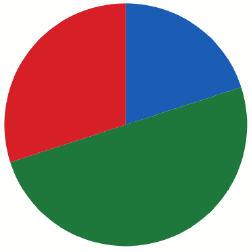
Exceeds Estimated Growth
Number = 9
Percent = 90%

Meets Estimated Growth
Number = 1
Percent = 10%

Does Not Meet Estimated Growth
Number = 0
Percent = 0%

No. Included (In Chart) = 10
Number Tested = 15

Vocabulary



Exceeds Estimated Growth
Number = 2
Percent = 20%

Meets Estimated Growth
Number = 5
Percent = 50%

Does Not Meet Estimated Growth
Number = 3
Percent = 30%

No. Included (In Chart) = 10
Number Tested = 15

Numbers may not sum to 100% due to rounding

Report Date 2/6/2026

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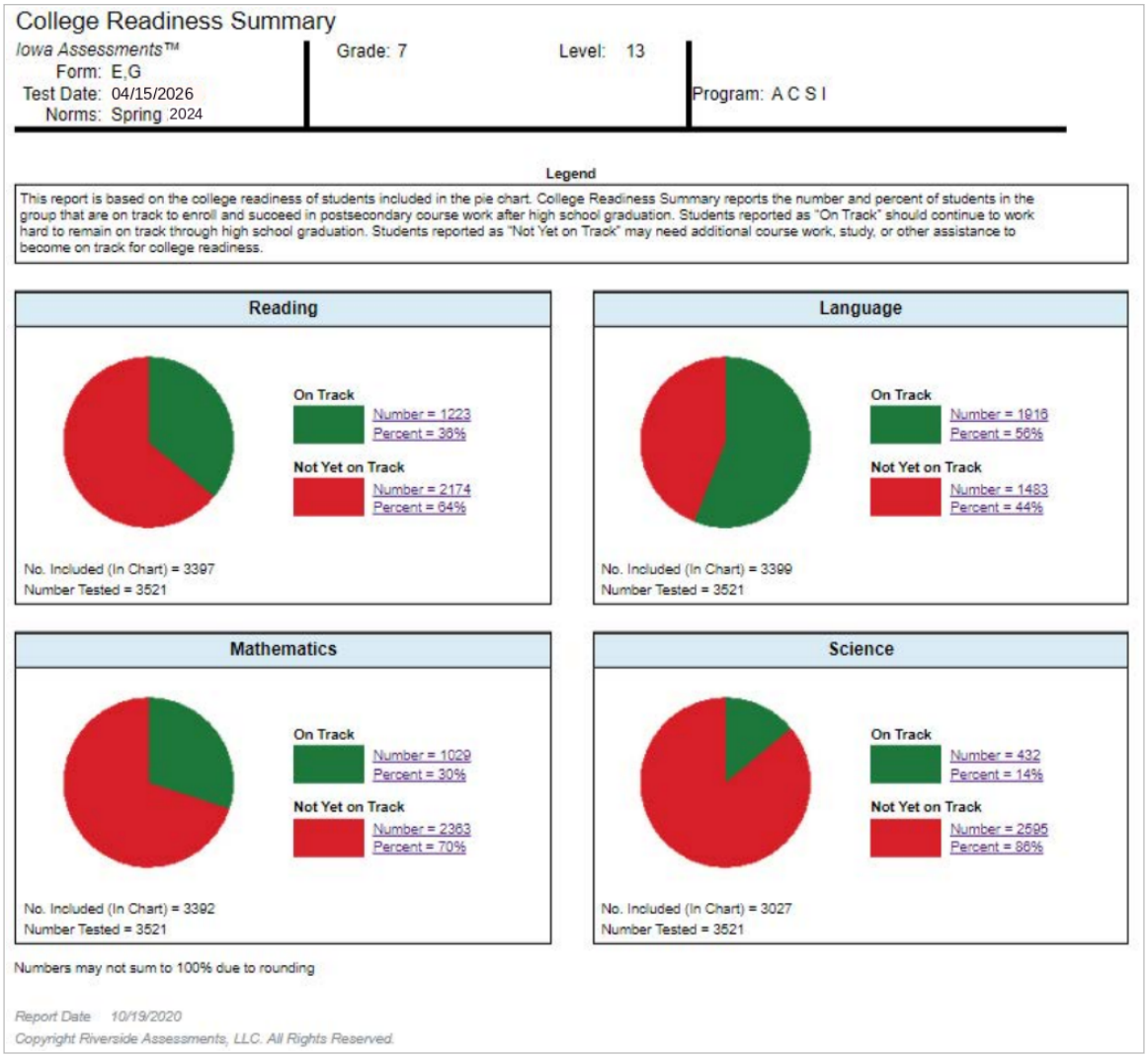
Included in:	Survey	Iowa (Complete)	Single Subject	CogAT
	✔ Included	✔ Included	✔ Included	— Not included

Iowa Single Subject and Iowa Survey are the assessments used for Admissions Testing and Benchmark Testing.

14. College Readiness Summary

Group Reports



College Readiness Summary

Iowa Assessments™
Form: E,G
Test Date: 04/15/2026
Norms: Spring 2024

Grade: 7 Level: 13

Program: A C S I

Legend

This report is based on the college readiness of students included in the pie chart. College Readiness Summary reports the number and percent of students in the group that are on track to enroll and succeed in postsecondary course work after high school graduation. Students reported as "On Track" should continue to work hard to remain on track through high school graduation. Students reported as "Not Yet on Track" may need additional course work, study, or other assistance to become on track for college readiness.

Reading

On Track
Number = 1223
Percent = 36%

Not Yet on Track
Number = 2174
Percent = 64%

No. Included (In Chart) = 3397
Number Tested = 3521

Language

On Track
Number = 1916
Percent = 56%

Not Yet on Track
Number = 1483
Percent = 44%

No. Included (In Chart) = 3399
Number Tested = 3521

Mathematics

On Track
Number = 1029
Percent = 30%

Not Yet on Track
Number = 2363
Percent = 70%

No. Included (In Chart) = 3392
Number Tested = 3521

Science

On Track
Number = 432
Percent = 14%

Not Yet on Track
Number = 2595
Percent = 86%

No. Included (In Chart) = 3027
Number Tested = 3521

Numbers may not sum to 100% due to rounding

Report Date 10/19/2020

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Included in:	Survey	Iowa (Complete)	Single Subject	CogAT
	✓ Included	✓ Included	✓ Included	— Not included

Iowa Single Subject and Iowa Survey are the assessments used for Admissions Testing and Benchmark Testing.

Note: Available beginning in grade 6.

15. Building Performance Profile

Group Reports

BUILDING PERFORMANCE PROFILE

Iowa Assessments™

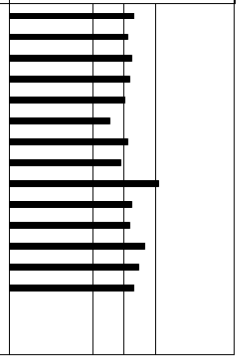
Building: RSI School

District: Iowa Covid District
Region: Riverside Report Demo
State: RD

Form-Level: E-8
Test Date: 08/2026
Norms: Fall 2024
Grade: 3

TESTS	N=	SS	NPR	GE	NS	NCE
Reading	12	181.3	61	3.5	6	56
Language	12	177.9	56	3.4	5	53
Vocabulary	12	179.8	59	3.5	5	55
ELA TOTAL	**12**	**179.3**	**58**	**3.4**	**5**	**54**
Word Analysis	12	176.3	53	3.3	5	51
Listening	12	171.0	41	2.9	5	45
EXTENDED ELA TOTAL	**12**	**177.3**	**55**	**3.2**	**5**	**52**
Mathematics	12	175.4	50	3.1	5	50
Computation	12	183.1	79	3.7	7	67
MATH TOTAL	**12**	**177.9**	**60**	**3.4**	**6**	**55**
CORE COMPOSITE	**12**	**178.6**	**57**	**3.3**	**5**	**54**
Social Studies	12	187.2	70	3.9	6	61
Science	12	183.4	65	3.7	6	58
COMPLETE COMPOSITE	**12**	**180.9**	**62**	**3.5**	**6**	**56**

NPR OF AVERAGE SS GRAPH



= National Percentile Rank

INTERPRETING THE REPORT

In the upper part of this report, average 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 the group's performance on each test relative to the other test areas. The horizontal bars represent the NPRs for each test. The lengths of these bars permit identification of the group's stronger and weaker areas of achievement.

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 to answer the items in some tests. The number of items for each domain and cognitive level, the average percent correct for the group, and the average percent correct for students in this grade throughout the nation are reported. The difference between the group's percent correct and the national percent correct is displayed as a horizontal bar.

Domains/Cognitive Levels	Total Items	%C Bdg.	%C Nat.	Diff.
Reading				
Informational	12	67	70	-3
Literary	8	64	63	+1
Domains				
Vocabulary	2	63	59	+4
Explicit Meaning	11	89	81	+8
Implicit Meaning	12	81	79	+2
Key Ideas	11	69	74	-5
Author's Craft	2	79	67	+12
Cognitive Levels				
Essential Competencies	10	90	84	+6
Conceptual Understanding	15	76	75	+1
Extended Reasoning	13	72	72	0
Language				
Domains				
Spelling	11	88	82	+6
Capitalization	7	83	78	+5
Punctuation	7	69	72	-3
Written Expression	17	78	73	+5
Cognitive Levels				
Essential Competencies	16	85	82	+3
Conceptual Understanding	20	81	76	+5
Extended Reasoning	6	64	63	+1
Vocabulary				
Domains				
Vocabulary	26	72	68	+4
Word Analysis				

Differences -20 0 +20

Domains/Cognitive Levels	Total Items	%C Bdg.	%C Nat.	Diff.
Domains				
Phono. Awareness/Decoding	12	81	83	-2
Identify & Analyze Word Parts	21	79	79	0
Listening				
Domains				
Literal Comprehension	13	69	75	-6
Inferential Comprehension	14	80	78	+2
Mathematics				
Domains				
Number Sense & Operations	15	66	73	-7
Alg. Patterns/Connections	9	81	75	+6
Data Analysis/Prob./Stats	10	85	73	+12
Geometry	5	72	74	-2
Measurement	7	82	83	-1
Cognitive Levels				
Essential Competencies	6	82	83	-1
Conceptual Understanding	34	81	77	+4
Extended Reasoning	6	42	57	-15
Computation				
Domains				
Compute with Whole Numbers	27	87	79	+8
Social Studies				
Domains				
History	8	79	75	+4
Geography	10	82	70	+12
Economics	5	88	84	+4
Civics & Government	6	83	81	+2

Differences -20 0 +20

Domains/Cognitive Levels	Total Items	%C Bdg.	%C Nat.	Diff.
Cognitive Levels				
Essential Competencies	10	88	79	+9
Conceptual Understanding	12	80	78	+2
Extended Reasoning	7	80	69	+11
Science				
Domains				
Life Science	10	83	74	+9
Earth & Space Science	11	69	75	-6
Physical Science	8	77	71	+6
Cognitive Levels				
Essential Competencies	10	75	74	+1
Conceptual Understanding	13	78	76	+2
Extended Reasoning	6	75	68	+7
Cognitive Levels				
Information Literacy				
Domains				
Acquiring Information	4	65	77	-12
Evaluating Information	3	61	58	+3
Using Information	8	79	71	+8

Differences -20 0 +20

SS=Average Standard Score (SS) NPR=National Percentile Rank of Average SS GE=Grade Equivalent of Average SS NS=National Stanine of Average SS NCE=Normal Curve Equivalent of Average SS

A plus sign (+) or a minus sign (-) in the difference graph indicates that the bar extends beyond +/- 20.

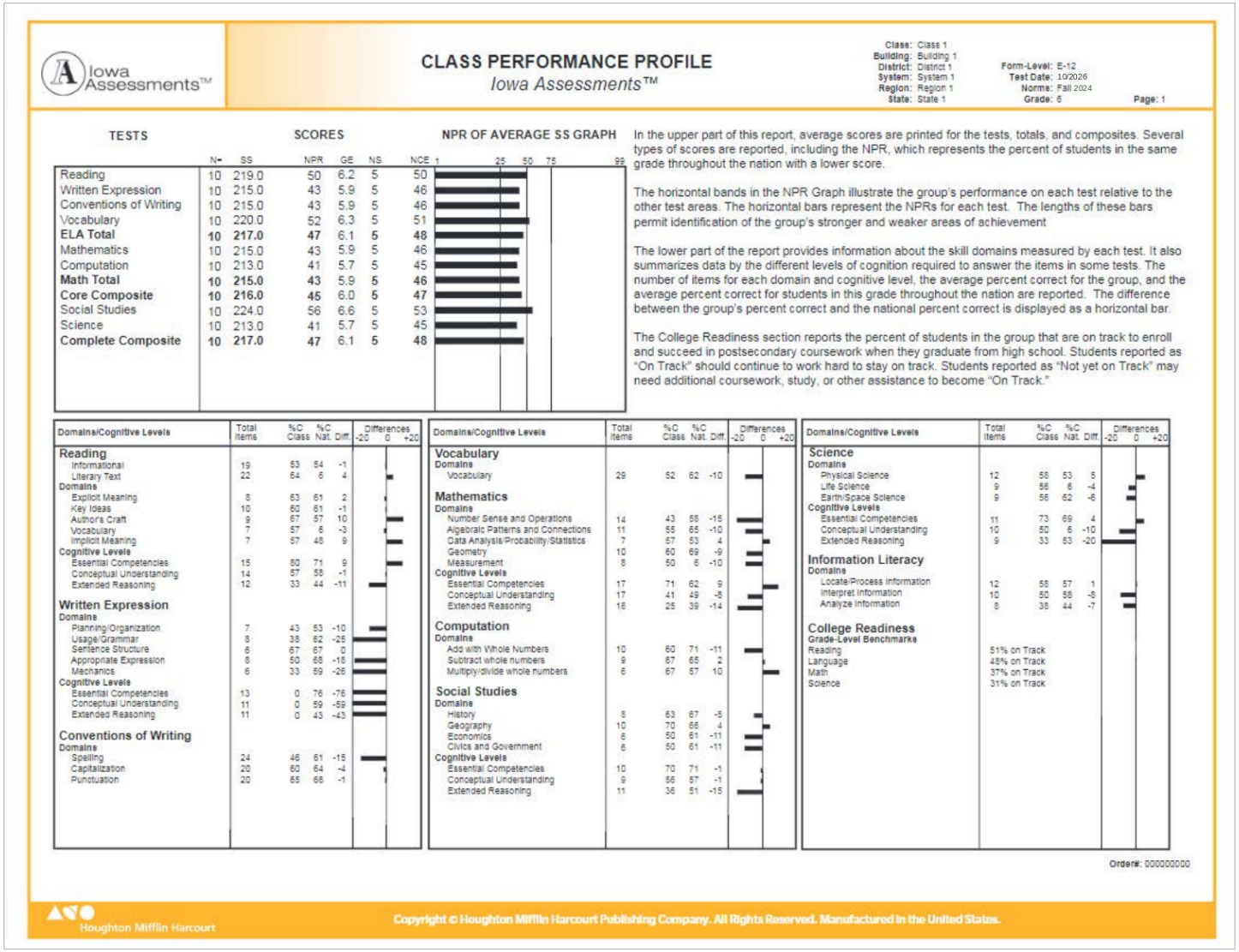
Numbers may not sum to 100% due to rounding. %C = Percent Correct N = Number Included

Included in:	Survey	Iowa (Complete)	Single Subject	CogAT
	✔ Included	✔ Included	— Not included	— Not included

Iowa Single Subject and Iowa Survey are the assessments used for Admissions Testing and Benchmark Testing.

16. Class Performance Profile

Group Reports



CLASS PERFORMANCE PROFILE

Iowa Assessments™

Class: Class 1
Building: Building 1
District: District 1
System: System 1
Region: Region 1
State: State 1
Form-Level: E-12
Test Date: 10/2026
Norms: Fall 2024
Grade: 6
Page: 1

TESTS / SCORES / NPR OF AVERAGE SS GRAPH

	N=	SS	NPR	GE	NS	NCE
Reading	10	219.0	50	6.2	5	50
Written Expression	10	215.0	43	5.9	5	46
Conventions of Writing	10	215.0	43	5.9	5	46
Vocabulary	10	220.0	52	6.3	5	51
ELA Total	**10**	**217.0**	**47**	6.1	**5**	**48**
Mathematics	10	215.0	43	5.9	5	46
Computation	10	213.0	41	5.7	5	45
Math Total	**10**	**215.0**	**43**	5.9	**5**	**46**
Core Composite	**10**	**216.0**	**45**	6.0	**5**	**47**
Social Studies	10	224.0	56	6.6	5	53
Science	10	213.0	41	5.7	5	45
Complete Composite	**10**	**217.0**	**47**	6.1	**5**	**48**

In the upper part of this report, average 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 the group's performance on each test relative to the other test areas. The horizontal bars represent the NPRs for each test. The lengths of these bars permit identification of the group's stronger and weaker areas of achievement

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 to answer the items in some tests. The number of items for each domain and cognitive level, the average percent correct for the group, and the average percent correct for students in this grade throughout the nation are reported. The difference between the group's percent correct and the national percent correct is displayed as a horizontal bar.

The College Readiness section reports the percent of students in the group that are on track to enroll and succeed in postsecondary coursework when they graduate from high school. Students reported as "On Track" should continue to work hard to stay on track. Students reported as "Not yet on Track" may need additional coursework, study, or other assistance to become "On Track."

Domains/Cognitive Levels	Total Items	%C Class	%C Nat.	Diff.
Reading				
Domains				
Informational	19	53	54	-1
Literary Text	22	64	6	4
Domains				
Explicit Meaning	8	63	61	2
Key Ideas	10	60	61	-1
Author's Craft	9	67	57	10
Vocabulary	7	57	6	-3
Implicit Meaning	7	57	48	9
Cognitive Levels				
Essential Competencies	15	80	71	9
Conceptual Understanding	14	57	58	-1
Extended Reasoning	12	33	44	-11
Written Expression				
Domains				
Planning/Organization	7	43	53	-10
Usage/Grammar	8	38	62	-25
Sentence Structure	6	67	67	0
Appropriate Expression	8	50	68	-18
Mechanics	6	33	59	-26
Cognitive Levels				
Essential Competencies	13	0	76	-76
Conceptual Understanding	11	0	59	-59
Extended Reasoning	11	0	43	-43
Conventions of Writing				
Domains				
Spelling	24	46	61	-15
Capitalization	20	60	64	-4
Punctuation	20	65	66	-1

Domains/Cognitive Levels	Total Items	%C Class	%C Nat.	Diff.
Vocabulary				
Domains				
Vocabulary	29	52	62	-10
Mathematics				
Domains				
Number Sense and Operations	14	43	58	-15
Algebraic Patterns and Connections	11	55	65	-10
Data Analysis/Probability/Statistics	7	57	53	4
Geometry	10	60	69	-9
Measurement	8	50	6	-10
Cognitive Levels				
Essential Competencies	17	71	62	9
Conceptual Understanding	17	41	49	-8
Extended Reasoning	16	25	39	-14
Computation				
Domains				
Add with Whole Numbers	10	60	71	-11
Subtract whole numbers	9	67	65	2
Multiply/divide whole numbers	6	67	57	10
Social Studies				
Domains				
History	8	63	67	-5
Geography	10	70	66	4
Economics	6	50	61	-11
Civics and Government	6	50	61	-11
Cognitive Levels				
Essential Competencies	10	70	71	-1
Conceptual Understanding	9	56	57	-1
Extended Reasoning	11	36	51	-15

Domains/Cognitive Levels	Total Items	%C Class	%C Nat.	Diff.
Science				
Domains				
Physical Science	12	58	53	5
Life Science	9	56	6	-4
Earth/Space Science	9	56	62	-6
Cognitive Levels				
Essential Competencies	11	73	69	4
Conceptual Understanding	10	50	6	-10
Extended Reasoning	9	33	53	-20
Information Literacy				
Domains				
Locate/Process Information	12	58	57	1
Interpret Information	10	50	58	-8
Analyze Information	8	38	44	-7
College Readiness				
Grade-Level Benchmarks				
Reading	51% on Track			
Language	48% on Track			
Math	37% on Track			
Science	31% on Track			

Order#: 000000000

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Included in:	Survey	Iowa (Complete)	Single Subject	CogAT
	✓ Included	✓ Included	— Not included	— Not included

Iowa Single Subject and Iowa Survey are the assessments used for Admissions Testing and Benchmark Testing.

17. Group Summary

Group Reports

GROUP SUMMARY

Iowa Assessments™

Program: A C S I

Form-Level: E,G-5
Test Date: 04/2026
Norms: Spring 2024
Grade: K

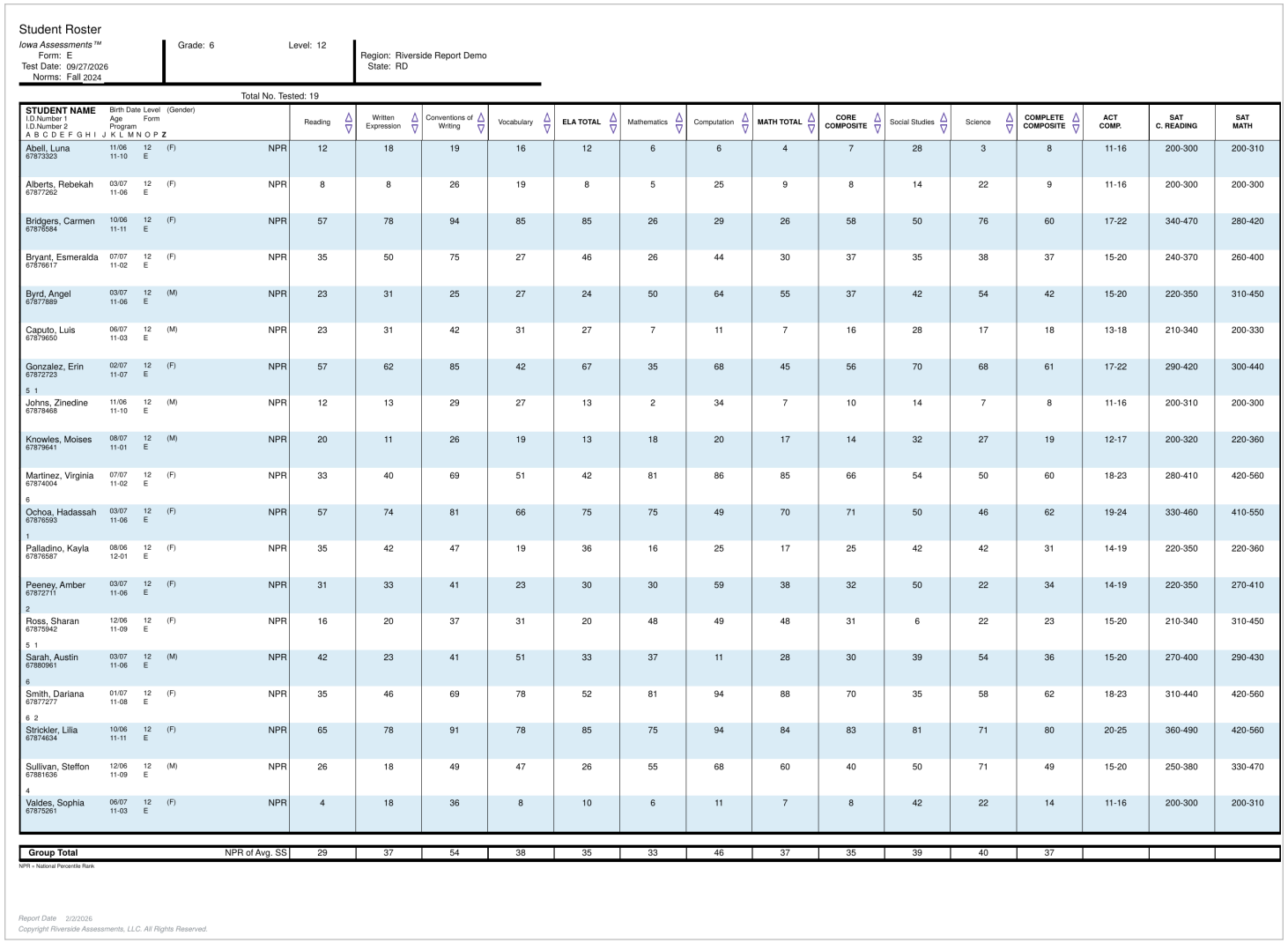
	English Language Arts								
	Reading	Language	Vocabulary	**ELA TOTAL**	Word Analysis	Listening	**EXTENDED ELA TOTAL**	Mathematics	**CORE COMPOSITE**
A C S I Level: 5									
Number of Students Tested = 860									
Number of Students Included	855	833	850	821	831	833	819	856	821
Average Standard Score (SS)	138.0	135.4	137.9	136.7	137.9	134.9	136.6	137.0	136.9
National Percentile Rank of Average SS	78	74	72	78	68	66	70	74	75
Percent of Students in NPR Range 75-99	52	46	42	54	35	36	41	48	51
50-74	25	30	30	27	25	33	32	27	24
25-49	18	16	15	15	20	20	23	11	21
1-24	5	7	13	4	20	12	4	13	5
Grade Equivalent of Average SS	1.2	1.1	1.2	1.2	1.2	1.0	1.1	1.1	1.1
National Stanine of Average SS	7	6	6	7	6	6	6	6	6

Included in:	**Survey**	**Iowa (Complete)**	**Single Subject**	**CogAT**
	✔ Included	✔ Included	— Not included	✔ Included

Iowa Single Subject and Iowa Survey are the assessments used for Admissions Testing and Benchmark Testing.

18. Student Roster (Test & Composite Analysis)

Rosters & Score Lists



Student Roster

Iowa Assessments™
Form: E
Test Date: 09/27/2026
Norms: Fall 2024

Grade: 6 Level: 12

Region: Riverside Report Demo
State: RD

Total No. Tested: 19

STUDENT NAME I.D.Number 1 I.D.Number 2 A B C D E F G H I J K L M N O P Z	Birth Date Age Program	Level Form	(Gender)		Reading	Written Expression	Conventions of Writing	Vocabulary	ELA TOTAL	Mathematics	Computation	MATH TOTAL	CORE COMPOSITE	Social Studies	Science	COMPLETE COMPOSITE	ACT COMP.	SAT C. READING	SAT MATH
Abell, Luna 67873323	11/06 11-10	12 E	(F)	NPR	12	18	19	16	12	6	6	4	7	28	3	8	11-16	200-300	200-310
Alberts, Rebekah 67877262	03/07 11-06	12 E	(F)	NPR	8	8	26	19	8	5	25	9	8	14	22	9	11-16	200-300	200-300
Bridgers, Carmen 67876584	10/06 11-11	12 E	(F)	NPR	57	78	94	85	85	26	29	26	58	50	76	60	17-22	340-470	280-420
Bryant, Esmeralda 67876617	07/07 11-02	12 E	(F)	NPR	35	50	75	27	46	26	44	30	37	35	38	37	15-20	240-370	260-400
Byrd, Angel 67877889	03/07 11-06	12 E	(M)	NPR	23	31	25	27	24	50	64	55	37	42	54	42	15-20	220-350	310-450
Caputo, Luis 67879650	06/07 11-03	12 E	(M)	NPR	23	31	42	31	27	7	11	7	16	28	17	18	13-18	210-340	200-330
Gonzalez, Erin 67872723 5 1	02/07 11-07	12 E	(F)	NPR	57	62	85	42	67	35	68	45	56	70	68	61	17-22	290-420	300-440
Johns, Zinedine 67878468	11/06 11-10	12 E	(M)	NPR	12	13	29	27	13	2	34	7	10	14	7	8	11-16	200-310	200-300
Knowles, Moises 67879641	08/07 11-01	12 E	(M)	NPR	20	11	26	19	13	18	20	17	14	32	27	19	12-17	200-320	220-360
Martinez, Virginia 67874004 6	07/07 11-02	12 E	(F)	NPR	33	40	69	51	42	81	86	85	66	54	50	60	18-23	280-410	420-560
Ochoa, Hadassah 67876593 1	03/07 11-06	12 E	(F)	NPR	57	74	81	66	75	75	49	70	71	50	46	62	19-24	330-460	410-550
Palladino, Kayla 67876587	08/06 12-01	12 E	(F)	NPR	35	42	47	19	36	16	25	17	25	42	42	31	14-19	220-350	220-360
Peeney, Amber 67872711 2	03/07 11-06	12 E	(F)	NPR	31	33	41	23	30	30	59	38	32	50	22	34	14-19	220-350	270-410
Ross, Sharan 67875942 5 1	12/06 11-09	12 E	(F)	NPR	16	20	37	31	20	48	49	48	31	6	22	23	15-20	210-340	310-450
Sarah, Austin 67880961 6	03/07 11-06	12 E	(M)	NPR	42	23	41	51	33	37	11	28	30	39	54	36	15-20	270-400	290-430
Smith, Dariana 67877277 6 2	01/07 11-08	12 E	(F)	NPR	35	46	69	78	52	81	94	88	70	35	58	62	18-23	310-440	420-560
Strickler, Lilia 67874634	10/06 11-11	12 E	(F)	NPR	65	78	91	78	85	75	94	84	83	81	71	80	20-25	360-490	420-560
Sullivan, Steffon 67881636 4	12/06 11-09	12 E	(M)	NPR	26	18	49	47	26	55	68	60	40	50	71	49	15-20	250-380	330-470
Valdes, Sophia 67875261	06/07 11-03	12 E	(F)	NPR	4	18	36	8	10	6	11	7	8	42	22	14	11-16	200-300	200-310
Group Total				NPR of Avg. SS	29	37	54	38	35	33	46	37	35	39	40	37			

NPR = National Percentile Rank

Report Date 2/2/2026

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Included in:	Survey	Iowa (Complete)	Single Subject	CogAT
	✔ Included	✔ Included	✔ Included	✔ Included

Iowa Single Subject and Iowa Survey are the assessments used for Admissions Testing and Benchmark Testing.

Note: Single Subject file shows it twice (p.7 and p.11 drill-down).

19. Student Roster (Skill Domain Analysis)

Rosters & Score Lists

Student Roster

Iowa Assessments™
Form: E
Test Date: 09/27/2026
Norms: Fall 2024

Grade: 6 Level: 12
Class: Orsi Jones
Building: Cathedral St John

District: Iowa Cogat District
Region: Riverside Report Demo
State: RD

Reading *Total No. Tested: 19*

		Reading	Informational	Literary	Vocabulary	Explicit Meaning	Implicit Meaning	Key Ideas	Author's Craft	Essential Competencies	Conceptual Understanding	Extended Reasoning
Average Percent Correct Nation		67	64	71	54	72	68	64	70	67	68	62
Abell, Luna	NA/NI	44/44	28/28	16/16	5/5	9/9	10/10	11/11	9/9	9/9	27/27	8/8
	%C	36	29	50	40	56	20	18	56	67	26	38
Alberts, Rebekah	NA/NI	44/44	28/28	16/16	5/5	9/9	10/10	11/11	9/9	9/9	27/27	8/8
	%C	32	21	50	40	44	30	0	56	33	30	38
Bridgers, Carmen	NA/NI	44/44	28/28	16/16	5/5	9/9	10/10	11/11	9/9	9/9	27/27	8/8
	%C	73	64	88	80	78	80	64	67	78	78	50
Bryant, Esmeralda	NA/NI	44/44	28/28	16/16	5/5	9/9	10/10	11/11	9/9	9/9	27/27	8/8
	%C	59	61	56	20	67	60	64	67	78	48	75
Byrd, Angel	NA/NI	44/44	28/28	16/16	5/5	9/9	10/10	11/11	9/9	9/9	27/27	8/8
	%C	48	50	44	60	67	50	27	44	56	48	38
Caputo, Luis	NA/NI	44/44	28/28	16/16	5/5	9/9	10/10	11/11	9/9	9/9	27/27	8/8
	%C	48	36	69	40	56	40	36	67	33	63	13
Gonzalez, Erin	NA/NI	44/44	28/28	16/16	5/5	9/9	10/10	11/11	9/9	9/9	27/27	8/8
	%C	73	64	88	60	67	80	64	89	67	81	50
Johns, Zinedine	NA/NI	43/44	28/28	15/16	4/5	9/9	10/10	11/11	9/9	9/9	26/27	8/8
	%C	36	36	38	0	22	50	45	44	11	33	75
Knowles, Moises	NA/NI	44/44	28/28	16/16	5/5	9/9	10/10	11/11	9/9	9/9	27/27	8/8
	%C	45	39	56	80	56	30	18	67	67	41	38
Martinez, Virginia	NA/NI	44/44	28/28	16/16	5/5	9/9	10/10	11/11	9/9	9/9	27/27	8/8
	%C	57	57	56	40	56	40	82	56	56	56	63
Ochoa, Hadassah	NA/NI	44/44	28/28	16/16	5/5	9/9	10/10	11/11	9/9	9/9	27/27	8/8
	%C	73	64	88	40	67	80	64	100	67	74	75
Palladino, Kayla	NA/NI	44/44	28/28	16/16	5/5	9/9	10/10	11/11	9/9	9/9	27/27	8/8
	%C	59	50	75	20	67	60	55	78	56	56	75
Peeney, Amber	NA/NI	44/44	28/28	16/16	5/5	9/9	10/10	11/11	9/9	9/9	27/27	8/8
	%C	55	32	94	80	44	40	36	89	44	63	38
Ross, Sharan	NA/NI	44/44	28/28	16/16	5/5	9/9	10/10	11/11	9/9	9/9	27/27	8/8
	%C	41	39	44	40	44	30	36	56	44	44	25
Sarah, Austin	NA/NI	44/44	28/28	16/16	5/5	9/9	10/10	11/11	9/9	9/9	27/27	8/8
	%C	64	54	81	60	33	60	73	89	22	67	100
Smith, Dariana	NA/NI	44/44	28/28	16/16	5/5	9/9	10/10	11/11	9/9	9/9	27/27	8/8
	%C	59	64	50	60	56	50	55	78	56	56	75
Strickler, Lilia	NA/NI	44/44	28/28	16/16	5/5	9/9	10/10	11/11	9/9	9/9	27/27	8/8
	%C	77	68	94	80	67	60	91	89	67	81	75
Sullivan, Steffon	NA/NI	44/44	28/28	16/16	5/5	9/9	10/10	11/11	9/9	9/9	27/27	8/8
	%C	50	50	50	60	44	30	55	67	56	56	25
Valdes, Sophia	NA/NI	44/44	28/28	16/16	5/5	9/9	10/10	11/11	9/9	9/9	27/27	8/8
	%C	25	29	19	20	22	40	27	11	33	15	50

NA/NI = Number Attempted/Number of Items %C = Percent Correct

Report Date 2/6/2026

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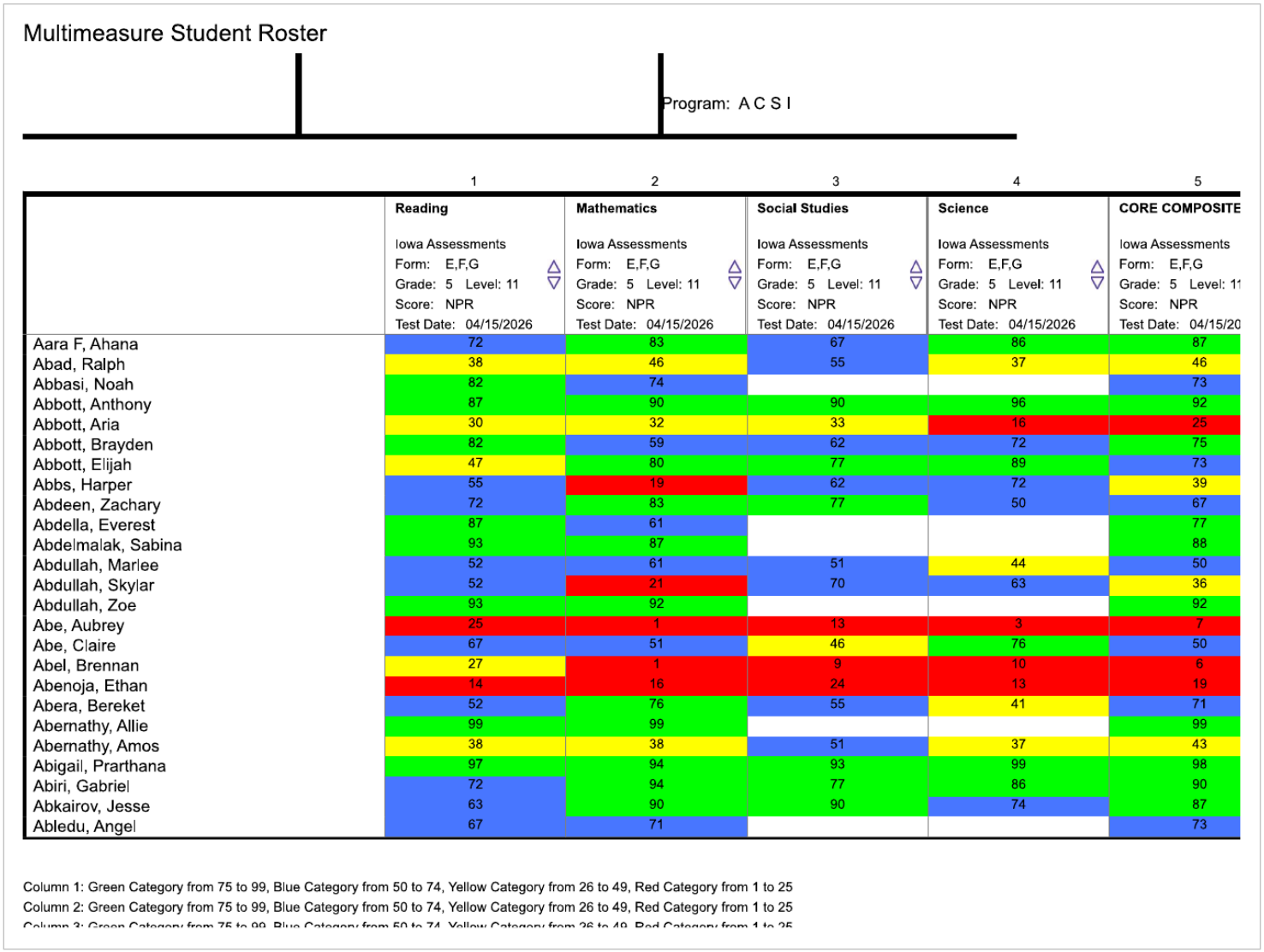
Included in:	Survey	Iowa (Complete)	Single Subject	CogAT
	✔ Included	✔ Included	✔ Included	✔ Included

Iowa Single Subject and Iowa Survey are the assessments used for Admissions Testing and Benchmark Testing.

20. Multimeasure Student Roster

Rosters & Score Lists



Multimeasure Student Roster

Program: A C S I

	1	2	3	4	5
	Reading Iowa Assessments Form: E,F,G Grade: 5 Level: 11 Score: NPR Test Date: 04/15/2026	**Mathematics** Iowa Assessments Form: E,F,G Grade: 5 Level: 11 Score: NPR Test Date: 04/15/2026	**Social Studies** Iowa Assessments Form: E,F,G Grade: 5 Level: 11 Score: NPR Test Date: 04/15/2026	**Science** Iowa Assessments Form: E,F,G Grade: 5 Level: 11 Score: NPR Test Date: 04/15/2026	**CORE COMPOSITE** Iowa Assessments Form: E,F,G Grade: 5 Level: 11 Score: NPR Test Date: 04/15/20
Aara F, Ahana	72	83	67	86	87
Abad, Ralph	38	46	55	37	46
Abbasi, Noah	82	74			73
Abbott, Anthony	87	90	90	96	92
Abbott, Aria	30	32	33	16	25
Abbott, Brayden	82	59	62	72	75
Abbott, Elijah	47	80	77	89	73
Abbs, Harper	55	19	62	72	39
Abdeen, Zachary	72	83	77	50	67
Abdella, Everest	87	61			77
Abdelmalak, Sabina	93	87			88
Abdullah, Marlee	52	61	51	44	50
Abdullah, Skylar	52	21	70	63	36
Abdullah, Zoe	93	92			92
Abe, Aubrey	25	1	13	3	7
Abe, Claire	67	51	46	76	50
Abel, Brennan	27	1	9	10	6
Abenoja, Ethan	14	16	24	13	19
Abera, Bereket	52	76	55	41	71
Abernathy, Allie	99	99			99
Abernathy, Amos	38	38	51	37	43
Abigail, Prarthana	97	94	93	99	98
Abiri, Gabriel	72	94	77	86	90
Abkairov, Jesse	63	90	90	74	87
Abledu, Angel	67	71			73

Column 1: Green Category from 75 to 99, Blue Category from 50 to 74, Yellow Category from 26 to 49, Red Category from 1 to 25

Column 2: Green Category from 75 to 99, Blue Category from 50 to 74, Yellow Category from 26 to 49, Red Category from 1 to 25

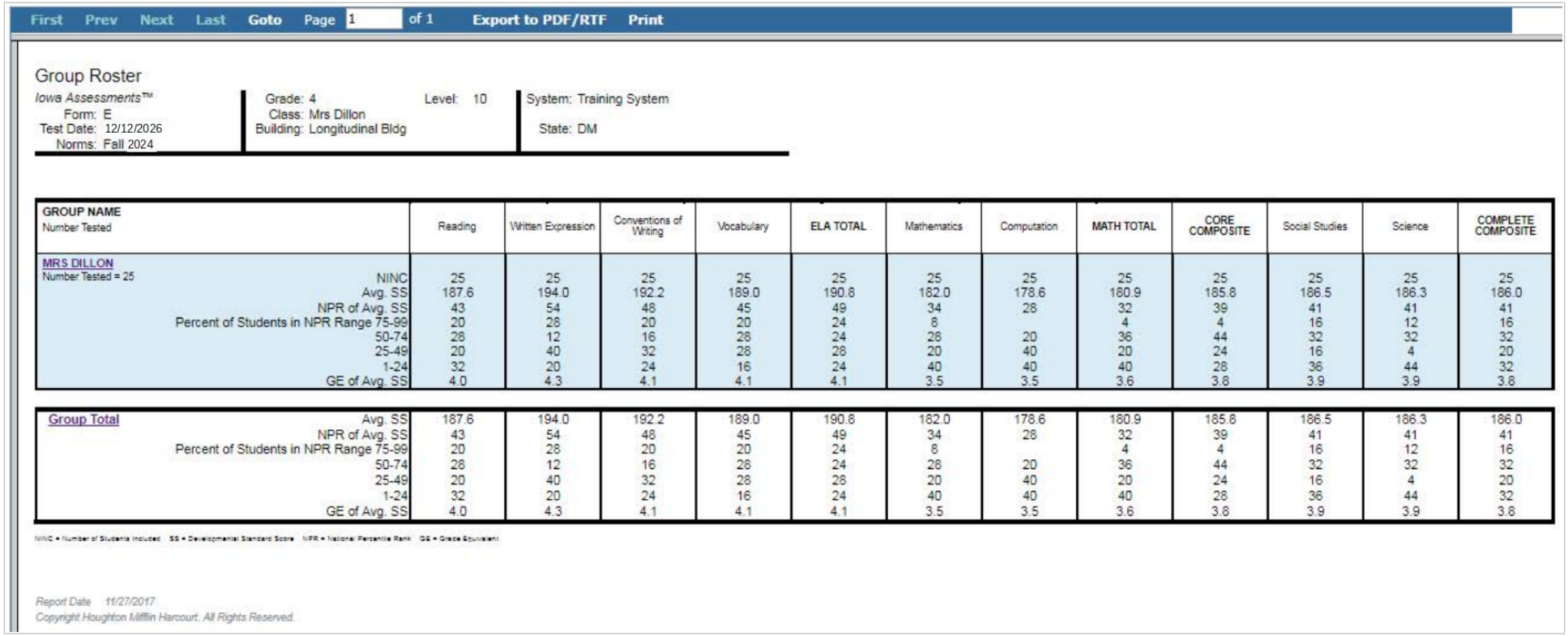
Column 3: Green Category from 75 to 99, Blue Category from 50 to 74, Yellow Category from 26 to 49, Red Category from 1 to 25

Included in:	**Survey**	**Iowa (Complete)**	**Single Subject**	**CogAT**
	✔ Included	✔ Included	✔ Included	✔ Included

Iowa Single Subject and Iowa Survey are the assessments used for Admissions Testing and Benchmark Testing.

21. Group Roster (Test & Composite Analysis)

Rosters & Score Lists



First Prev Next Last Goto Page 1 of 1 Export to PDF/RTF Print

Group Roster

Iowa Assessments™
Form: E
Test Date: 12/12/2026
Norms: Fall 2024

Grade: 4 Level: 10
Class: Mrs Dillon
Building: Longitudinal Bldg

System: Training System
State: DM

GROUP NAME / Number Tested		Reading	Written Expression	Conventions of Writing	Vocabulary	ELA TOTAL	Mathematics	Computation	MATH TOTAL	CORE COMPOSITE	Social Studies	Science	COMPLETE COMPOSITE
MRS DILLON	NINC	25	25	25	25	25	25	25	25	25	25	25	25
Number Tested = 25	Avg. SS	187.6	194.0	192.2	189.0	190.8	182.0	178.6	180.9	185.8	186.5	186.3	186.0
	NPR of Avg. SS	43	54	48	45	49	34	28	32	39	41	41	41
	Percent of Students in NPR Range 75-99	20	28	20	20	24	8		4	4	16	12	16
	50-74	28	12	16	28	24	28	20	36	44	32	32	32
	25-49	20	40	32	28	28	20	40	20	24	16	4	20
	1-24	32	20	24	16	24	40	40	40	28	36	44	32
	GE of Avg. SS	4.0	4.3	4.1	4.1	4.1	3.5	3.5	3.6	3.8	3.9	3.9	3.8
Group Total	Avg. SS	187.6	194.0	192.2	189.0	190.8	182.0	178.6	180.9	185.8	186.5	186.3	186.0
	NPR of Avg. SS	43	54	48	45	49	34	28	32	39	41	41	41
	Percent of Students in NPR Range 75-99	20	28	20	20	24	8		4	4	16	12	16
	50-74	28	12	16	28	24	28	20	36	44	32	32	32
	25-49	20	40	32	28	28	20	40	20	24	16	4	20
	1-24	32	20	24	16	24	40	40	40	28	36	44	32
	GE of Avg. SS	4.0	4.3	4.1	4.1	4.1	3.5	3.5	3.6	3.8	3.9	3.9	3.8

NINC = Number of Students Included SS = Developmental Standard Score NPR = National Percentile Rank GE = Grade Equivalent

Report Date 11/27/2017

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Included in:	Survey	Iowa (Complete)	Single Subject	CogAT
	✔ Included	✔ Included	✔ Included	✔ Included

Iowa Single Subject and Iowa Survey are the assessments used for Admissions Testing and Benchmark Testing.

23. Subgroup Roster

Rosters & Score Lists



Subgroup Roster

Iowa Assessments™
Form: E
Test Date: 08/23/2026
Norms: Fall 2024

Grade: 6
Class: Nagy
Building: Rsi School

Level: 11

District: Iowa Covid District
Region: Riverside Report Demo
State: RD

Subgroup Name / Number Tested		Reading
Gender: Female		
Number Tested = 6	Avg. SS	255.2
	NPR of Avg. SS	84
	GE of Avg. SS	9.3
	NS of Avg. SS	7
Gender: Male		
Number Tested = 9	Avg. SS	234.1
	NPR of Avg. SS	66
	GE of Avg. SS	7.4
	NS of Avg. SS	6
Gender: Unknown		
Number Tested = 0	Avg. SS	
	NPR of Avg. SS	
	GE of Avg. SS	
	NS of Avg. SS	
Race/Ethnicity: American Indian or Alaska Native		
Number Tested = 0	Avg. SS	
	NPR of Avg. SS	
	GE of Avg. SS	
	NS of Avg. SS	
Race/Ethnicity: Asian		
Number Tested = 0	Avg. SS	
	NPR of Avg. SS	
	GE of Avg. SS	
	NS of Avg. SS	
Race/Ethnicity: Black or African American		
Number Tested = 3	Avg. SS	208.0
	NPR of Avg. SS	37
	GE of Avg. SS	5.4
	NS of Avg. SS	4
Race/Ethnicity: Hispanic or Latino		
Number Tested = 1	Avg. SS	238.0
	NPR of Avg. SS	70
	GE of Avg. SS	7.7
	NS of Avg. SS	6
Race/Ethnicity: Native Hawaiian or Other Pacific Islander		
Number Tested = 0	Avg. SS	
	NPR of Avg. SS	
	GE of Avg. SS	
	NS of Avg. SS	
Race/Ethnicity: White		
Number Tested = 11	Avg. SS	252.4
	NPR of Avg. SS	82
	GE of Avg. SS	9.0
	NS of Avg. SS	7
Race/Ethnicity: Two or More Races		
Number Tested = 0	Avg. SS	
	NPR of Avg. SS	
	GE of Avg. SS	
	NS of Avg. SS	
Race/Ethnicity: Other		
Number Tested = 0	Avg. SS	
	NPR of Avg. SS	
	GE of Avg. SS	
	NS of Avg. SS	
Programs: IEP		
Number Tested = 0	Avg. SS	
	NPR of Avg. SS	
	GE of Avg. SS	
	NS of Avg. SS	
Programs: Section 504		
Number Tested = 0	Avg. SS	
	NPR of Avg. SS	
	GE of Avg. SS	
	NS of Avg. SS	
Programs: Free/Reduced Lunch		
Number Tested = 0	Avg. SS	
	NPR of Avg. SS	
	GE of Avg. SS	
	NS of Avg. SS	
Programs: Gifted/Talented		
Number Tested = 0	Avg. SS	
	NPR of Avg. SS	
	GE of Avg. SS	
	NS of Avg. SS	
Programs: Eng. Lang. Learner		
Number Tested = 0	Avg. SS	
	NPR of Avg. SS	
	GE of Avg. SS	
	NS of Avg. SS	
Programs: Migrant Student		
Number Tested = 0	Avg. SS	
	NPR of Avg. SS	
	GE of Avg. SS	
	NS of Avg. SS	
Programs: Title I Language		
Number Tested = 0	Avg. SS	
	NPR of Avg. SS	
	GE of Avg. SS	
	NS of Avg. SS	
Programs: Title I Math		
Number Tested = 0	Avg. SS	
	NPR of Avg. SS	
	GE of Avg. SS	
	NS of Avg. SS	
Programs: Other 1		
Number Tested = 0	Avg. SS	
	NPR of Avg. SS	
	GE of Avg. SS	
	NS of Avg. SS	
Programs: Other 2		
Number Tested = 0	Avg. SS	
	NPR of Avg. SS	
	GE of Avg. SS	
	NS of Avg. SS	
Programs: No Program Coded		
Number Tested = 15	Avg. SS	242.5
	NPR of Avg. SS	74
	GE of Avg. SS	8.1
	NS of Avg. SS	6

DS = Developmental Standard Score NPR = National Percentile Rank GE = Grade Equivalent NS = National Stanine

Report Date 4/13/2026

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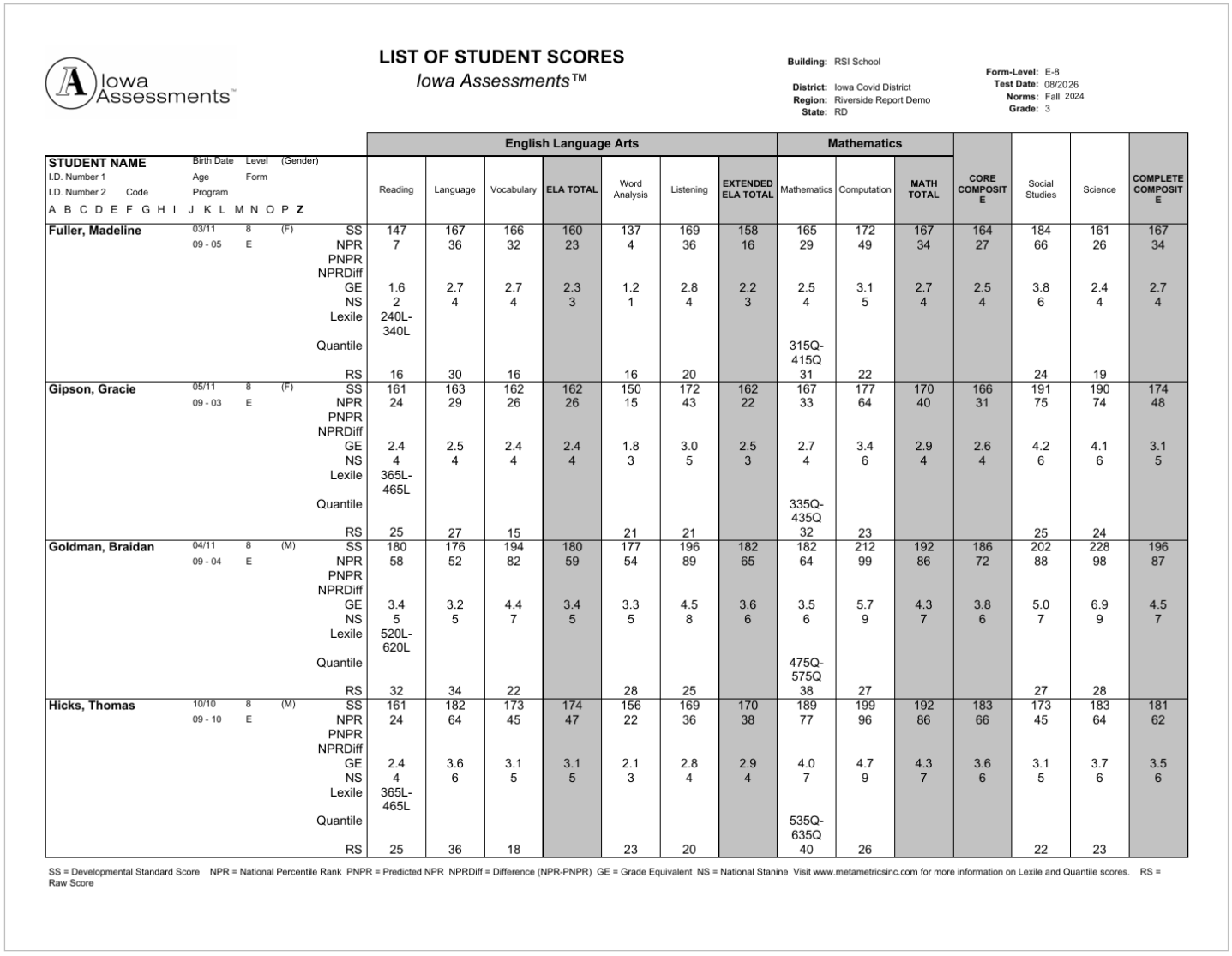
Included in:	Survey	Iowa (Complete)	Single Subject	CogAT
	✔ Included	✔ Included	✔ Included	✔ Included

Iowa Single Subject and Iowa Survey are the assessments used for Admissions Testing and Benchmark Testing.

24. List of Student Scores

Rosters & Score Lists



Iowa Assessments™

LIST OF STUDENT SCORES

Iowa Assessments™

Building: RSI School
District: Iowa Covid District
Region: Riverside Report Demo
State: RD

Form-Level: E-8
Test Date: 08/2026
Norms: Fall 2024
Grade: 3

STUDENT NAME / I.D. Number 1 / I.D. Number 2	Birth Date / Age / Program	Level / Form / Code	(Gender)		English Language Arts							Mathematics						
A B C D E F G H I J K L M N O P Z					Reading	Language	Vocabulary	ELA TOTAL	Word Analysis	Listening	EXTENDED ELA TOTAL	Mathematics	Computation	MATH TOTAL	CORE COMPOSITE	Social Studies	Science	COMPLETE COMPOSITE
Fuller, Madeline	03/11	8	(F)	SS	147	167	166	160	137	169	158	165	172	167	164	184	161	167
	09 - 05	E		NPR	7	36	32	23	4	36	16	29	49	34	27	66	26	34
				PNPR														
				NPRDiff														
				GE	1.6	2.7	2.7	2.3	1.2	2.8	2.2	2.5	3.1	2.7	2.5	3.8	2.4	2.7
				NS	2	4	4	3	1	4	3	4	5	4	4	6	4	4
				Lexile	240L-340L													
				Quantile								315Q-415Q						
				RS	16	30	16		16	20		31	22			24	19	
Gipson, Gracie	05/11	8	(F)	SS	161	163	162	162	150	172	162	167	177	170	166	191	190	174
	09 - 03	E		NPR	24	29	26	26	15	43	22	33	64	40	31	75	74	48
				PNPR														
				NPRDiff														
				GE	2.4	2.5	2.4	2.4	1.8	3.0	2.5	2.7	3.4	2.9	2.6	4.2	4.1	3.1
				NS	4	4	4	4	3	5	3	4	6	4	4	6	6	5
				Lexile	365L-465L													
				Quantile								335Q-435Q						
				RS	25	27	15		21	21		32	23			25	24	
Goldman, Braidan	04/11	8	(M)	SS	180	176	194	180	177	196	182	182	212	192	186	202	228	196
	09 - 04	E		NPR	58	52	82	59	54	89	65	64	99	86	72	88	98	87
				PNPR														
				NPRDiff														
				GE	3.4	3.2	4.4	3.4	3.3	4.5	3.6	3.5	5.7	4.3	3.8	5.0	6.9	4.5
				NS	5	5	7	5	5	8	6	6	9	7	6	7	9	7
				Lexile	520L-620L													
				Quantile								475Q-575Q						
				RS	32	34	22		28	25		38	27			27	28	
Hicks, Thomas	10/10	8	(M)	SS	161	182	173	174	156	169	170	189	199	192	183	173	183	181
	09 - 10	E		NPR	24	64	45	47	22	36	38	77	96	86	66	45	64	62
				PNPR														
				NPRDiff														
				GE	2.4	3.6	3.1	3.1	2.1	2.8	2.9	4.0	4.7	4.3	3.6	3.1	3.7	3.5
				NS	4	6	5	5	3	4	4	7	9	7	6	5	6	6
				Lexile	365L-465L													
				Quantile								535Q-635Q						
				RS	25	36	18		23	20		40	26			22	23	

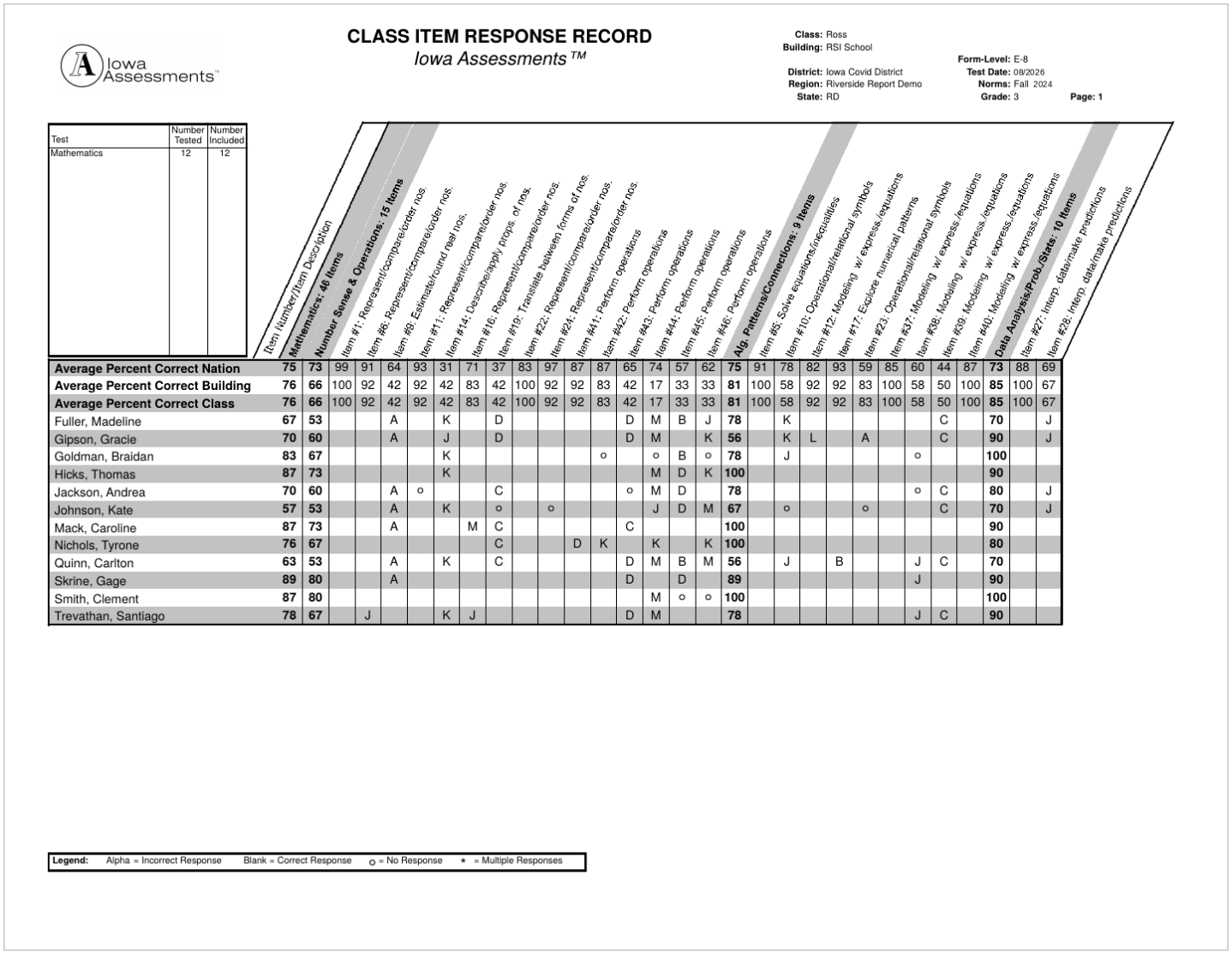
SS = Developmental Standard Score NPR = National Percentile Rank PNPR = Predicted NPR NPRDiff = Difference (NPR-PNPR) GE = Grade Equivalent NS = National Stanine Visit www.metametricsinc.com for more information on Lexile and Quantile scores. RS = Raw Score

Included in:	Survey	Iowa (Complete)	Single Subject	CogAT
	✔ Included	✔ Included	— Not included	✔ Included

Iowa Single Subject and Iowa Survey are the assessments used for Admissions Testing and Benchmark Testing.

26. Class Item Response Record

Item Analysis



CLASS ITEM RESPONSE RECORD

Iowa Assessments™

Class: Ross
Building: RSI School
District: Iowa Covid District
Region: Riverside Report Demo
State: RD
Form-Level: E-8
Test Date: 08/2026
Norms: Fall 2024
Grade: 3
Page: 1

Test	Number Tested	Number Included
Mathematics	12	12

Item Number/Item Description	**Mathematics: 46 Items**	**Number Sense & Operations: 15 Items**	Item #1: Represent/compare/order nos.	Item #6: Represent/compare/order nos.	Item #8: Estimate/round/compare/order nos.	Item #11: Represent/compare/order nos.	Item #14: Describe/apply props. of nos.	Item #16: Represent/compare/order nos.	Item #19: Translate between forms of nos.	Item #22: Represent/compare/order nos.	Item #24: Represent/compare/order nos.	Item #41: Perform operations	Item #42: Perform operations	Item #43: Perform operations	Item #44: Perform operations	Item #45: Perform operations	Item #46: Perform operations	**Alg. Patterns/Connections: 9 Items**	Item #5: Solve equations/inequalities	Item #10: Operational/relational symbols	Item #12: Modeling w/ express./equations	Item #17: Explore numerical patterns	Item #23: Operational/relational symbols	Item #37: Modeling w/ express./equations	Item #38: Modeling w/ express./equations	Item #39: Modeling w/ express./equations	Item #40: Modeling w/ express./equations	**Data Analysis/Prob./Stats: 10 Items**	Item #27: Interp. data/make predictions	Item #28: Interp. data/make predictions
Average Percent Correct Nation	**75**	**73**	99	91	64	93	31	71	37	83	97	87	87	65	74	57	62	**75**	91	78	82	93	59	85	60	44	87	**73**	88	69
Average Percent Correct Building	**76**	**66**	100	92	42	92	42	83	42	100	92	92	83	42	17	33	33	**81**	100	58	92	92	83	100	58	50	100	**85**	100	67
Average Percent Correct Class	**76**	**66**	100	92	42	92	42	83	42	100	92	92	83	42	17	33	33	**81**	100	58	92	92	83	100	58	50	100	**85**	100	67
Fuller, Madeline	**67**	**53**			A		K		D					D	M	B	J	**78**		K						C		**70**		J
Gipson, Gracie	**70**	**60**			A		J		D					D	M		K	**56**		K	L		A			C		**90**		J
Goldman, Braidan	**83**	**67**					K						o		o	B	o	**78**		J					o			**100**		
Hicks, Thomas	**87**	**73**					K								M	D	K	**100**										**90**		
Jackson, Andrea	**70**	**60**			A	o			C					o	M	D		**78**							o	C		**80**		J
Johnson, Kate	**57**	**53**			A		K		o		o				J	D	M	**67**		o			o			C		**70**		J
Mack, Caroline	**87**	**73**			A			M	C					C				**100**										**90**		
Nichols, Tyrone	**76**	**67**							C			D	K		K		K	**100**										**80**		
Quinn, Carlton	**63**	**53**			A		K		C					D	M	B	M	**56**		J		B			J	C		**70**		
Skrine, Gage	**89**	**80**			A									D		D		**89**							J			**90**		
Smith, Clement	**87**	**80**													M	o	o	**100**										**100**		
Trevathan, Santiago	**78**	**67**		J			K	J						D	M			**78**							J	C		**90**		

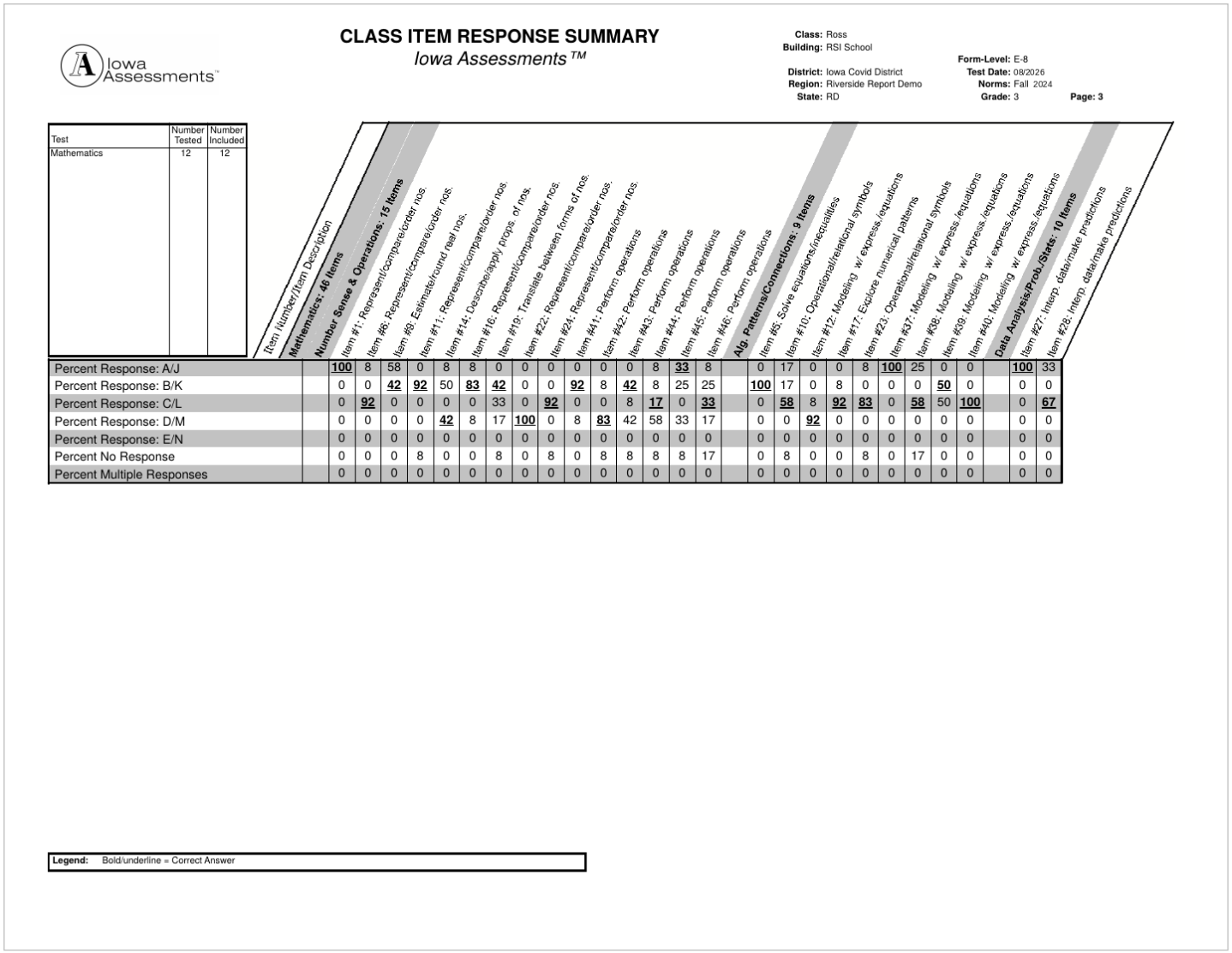
Legend: Alpha = Incorrect Response Blank = Correct Response o = No Response * = Multiple Responses

Included in:	**Survey**	**Iowa (Complete)**	**Single Subject**	**CogAT**
	✔ Included	✔ Included	— Not included	— Not included

Iowa Single Subject and Iowa Survey are the assessments used for Admissions Testing and Benchmark Testing.

27. Class Item Response Summary

Item Analysis



CLASS ITEM RESPONSE SUMMARY

Iowa Assessments™

Class: Ross
Building: RSI School
District: Iowa Covid District
Region: Riverside Report Demo
State: RD
Form-Level: E-8
Test Date: 08/2026
Norms: Fall 2024
Grade: 3
Page: 3

Test	Number Tested	Number Included
Mathematics	12	12

Item Number/Item Description		Mathematics: 46 Items	Number Sense & Operations: 15 Items														Alg. Patterns/Connections: 9 Items										Data Analysis/Prob./Stats: 10 Items									
			Item #1: Represent/compare/order nos.	Item #6: Represent/compare/order nos.	Item #8: Estimate/round/compare/order nos.	Item #11: Represent/compare/order nos.	Item #14: Describe/apply props. of nos.	Item #16: Represent/compare/order nos.	Item #19: Translate between forms of nos.	Item #22: Represent/compare/order nos.	Item #24: Represent/compare/order nos.	Item #41: Perform operations	Item #42: Perform operations	Item #43: Perform operations	Item #44: Perform operations	Item #45: Perform operations	Item #46: Perform operations		Item #5: Solve equations/inequalities	Item #10: Operational/relational symbols	Item #12: Modeling w/ express./equations	Item #17: Explore numerical patterns	Item #23: Operational/relational symbols	Item #37: Modeling w/ express./equations	Item #38: Modeling w/ express./equations	Item #39: Modeling w/ express./equations	Item #40: Modeling w/ express./equations		Item #27: Interp. data/make predictions	Item #28: Interp. data/make predictions						
Percent Response: A/J		**100**	8	58	0	8	8	0	0	0	0	0	0	8	**33**	8		0	17	0	0	8	**100**	25	0	0		**100**	33						
Percent Response: B/K		0	0	**42**	**92**	50	**83**	**42**	0	0	**92**	8	**42**	8	25	25		**100**	17	0	8	0	0	0	**50**	0		0	0						
Percent Response: C/L		0	**92**	0	0	0	0	33	0	**92**	0	0	8	**17**	0	**33**		0	**58**	8	**92**	**83**	0	**58**	50	**100**		0	**67**						
Percent Response: D/M		0	0	0	0	**42**	8	17	**100**	0	8	**83**	42	58	33	17		0	0	**92**	0	0	0	0	0	0		0	0						
Percent Response: E/N		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0	0	0	0	0	0	0		0	0						
Percent No Response		0	0	0	8	0	0	8	0	8	0	8	8	8	8	17		0	8	0	0	8	0	17	0	0		0	0						
Percent Multiple Responses		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0	0	0	0	0	0	0		0	0						

Legend: Bold/underline = Correct Answer

Included in:	Survey	Iowa (Complete)	Single Subject	CogAT
	✔ Included	✔ Included	— Not included	— Not included

Iowa Single Subject and Iowa Survey are the assessments used for Admissions Testing and Benchmark Testing.

28. Building Item Analysis

Item Analysis

BUILDING ITEM ANALYSIS

Iowa Assessments™

Building: RSI School
District: Iowa Covid District
Region: Riverside Report Demo
State: RD

Form-Level: E-8
Test Date: 08/2026
Norms: Fall 2024
Grade: 3

Mathematics

Number Tested = 12

Item No.	Item Description	N= Item Count	12 Bldg. %C	12 Sys. %C	Nat. %C	Diff.	Bldg./Nation Difference -20 -10 0 +10 +20
Number Sense & Operations		**15**	**66**	**66**	**73**	**-7**	
1	Represent/compare/order nos.		100	100	99	1	
6	Represent/compare/order nos.		92	92	91	1	
9	Estimate/round real nos.		42	42	64	-22	-
11	Represent/compare/order nos.		92	92	93	-1	
14	Describe/apply props. of nos.		42	42	31	11	
16	Represent/compare/order nos.		83	83	71	12	
19	Translate between forms of nos.		42	42	37	5	
22	Represent/compare/order nos.		100	100	83	17	
24	Represent/compare/order nos.		92	92	97	-5	
41	Perform operations		92	92	87	5	
42	Perform operations		83	83	87	-4	
43	Perform operations		42	42	65	-23	-
44	Perform operations		17	17	74	-57	-
45	Perform operations		33	33	57	-24	-
46	Perform operations		33	33	62	-29	-
Alg. Patterns/Connections		**9**	**81**	**81**	**75**	**6**	
5	Solve equations/inequalities		100	100	91	9	
10	Operational/relational symbols		58	58	78	-20	
12	Modeling w/ express./equations		92	92	82	10	
17	Explore numerical patterns		92	92	93	-1	
23	Operational/relational symbols		83	83	59	24	+
37	Modeling w/ express./equations		100	100	85	15	
38	Modeling w/ express./equations		58	58	60	-2	
39	Modeling w/ express./equations		50	50	44	6	
40	Modeling w/ express./equations		100	100	87	13	
Data Analysis/Prob./Stats		**10**	**85**	**85**	**73**	**12**	
27	Interp. data/make predictions		100	100	88	12	
28	Interp. data/make predictions		67	67	69	-2	
29	Interp. data/make predictions		42	42	31	11	
30	Interp. data/make predictions		75	75	53	22	+
31	Interp. data/make predictions		83	83	69	14	
32	Interp. data/make predictions		100	100	89	11	
33	Interp. data/make predictions		100	100	94	6	
34	Interp. data/make predictions		83	83	72	11	
35	Interp. data/make predictions		100	100	78	22	+
36	Interp. data/make predictions		100	100	84	16	
Geometry		**5**	**72**	**72**	**74**	**-2**	
3	Id./class./compare geo. figs		100	100	89	11	
8	Geo. props./patts./relations.		92	92	81	11	

Mathematics (Continued)

Number Tested = 12

Item No.	Item Description	N= Item Count	12 Bldg. %C	12 Sys. %C	Nat. %C	Diff.	Bldg./Nation Difference -20 -10 0 +10 +20
13	Id./class./compare geo. figs		67	67	81	-14	
20	Geo. props./patts./relations.		75	75	88	-13	
26	Geo. props./patts./relations.		25	25	31	-6	
Measurement		**7**	**82**	**82**	**83**	**-1**	
2	Estimate measurements		100	100	91	9	
4	Measurements		100	100	99	1	
7	Appropriate units/tools		83	83	82	1	
15	Measurements		92	92	93	-1	
18	Appropriate units/tools		83	83	77	6	
21	Measurements		75	75	85	-10	
25	Measurements		42	42	53	-11	

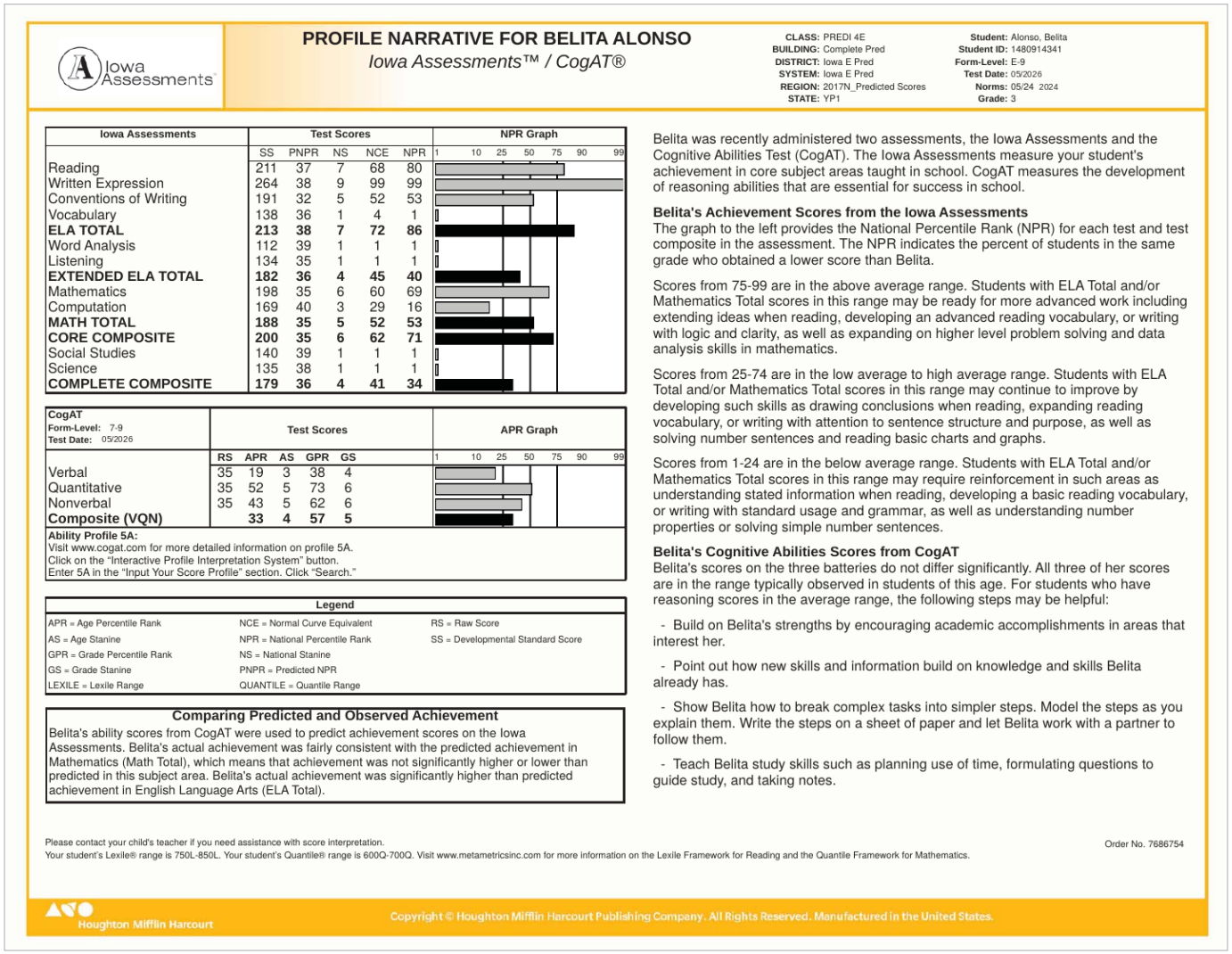
A plus sign (+) or a minus sign (-) in the difference graph indicates that the bar extends beyond +/- 20.
%C = Percent Correct

Included in:	Survey	Iowa (Complete)	Single Subject	CogAT
	✔ Included	✔ Included	— Not included	— Not included

Iowa Single Subject and Iowa Survey are the assessments used for Admissions Testing and Benchmark Testing.

29. Profile Narrative – Iowa Assessments / CogAT (combined)

Optional Reports



Iowa Assessments

PROFILE NARRATIVE FOR BELITA ALONSO

Iowa Assessments™ / CogAT®

CLASS: PREDI 4E
BUILDING: Complete Pred
DISTRICT: Iowa E Pred
SYSTEM: Iowa E Pred
REGION: 2017N_Predicted Scores
STATE: YP1

Student: Alonso, Belita
Student ID: 1480914341
Form-Level: E-9
Test Date: 05/2026
Norms: 05/24 2024
Grade: 3

Iowa Assessments	SS	PNPR	NS	NCE	NPR
Reading	211	37	7	68	80
Written Expression	264	38	9	99	99
Conventions of Writing	191	32	5	52	53
Vocabulary	138	36	1	4	1
ELA TOTAL	**213**	**38**	**7**	**72**	**86**
Word Analysis	112	39	1	1	1
Listening	134	35	1	1	1
EXTENDED ELA TOTAL	**182**	**36**	**4**	**45**	**40**
Mathematics	198	35	6	60	69
Computation	169	40	3	29	16
MATH TOTAL	**188**	**35**	**5**	**52**	**53**
CORE COMPOSITE	**200**	**35**	**6**	**62**	**71**
Social Studies	140	39	1	1	1
Science	135	38	1	1	1
COMPLETE COMPOSITE	**179**	**36**	**4**	**41**	**34**

NPR Graph: 1 10 25 50 75 90 99

CogAT
Form-Level: 7-9
Test Date: 05/2026

	RS	APR	AS	GPR	GS
Verbal	35	19	3	38	4
Quantitative	35	52	5	73	6
Nonverbal	35	43	5	62	6
Composite (VQN)		**33**	**4**	**57**	**5**

APR Graph: 1 10 25 50 75 90 99

Ability Profile 5A:
Visit www.cogat.com for more detailed information on profile 5A.
Click on the "Interactive Profile Interpretation System" button.
Enter 5A in the "Input Your Score Profile" section. Click "Search."

Legend

APR = Age Percentile Rank	NCE = Normal Curve Equivalent	RS = Raw Score
AS = Age Stanine	NPR = National Percentile Rank	SS = Developmental Standard Score
GPR = Grade Percentile Rank	NS = National Stanine	
GS = Grade Stanine	PNPR = Predicted NPR	
LEXILE = Lexile Range	QUANTILE = Quantile Range	

Comparing Predicted and Observed Achievement

Belita's ability scores from CogAT were used to predict achievement scores on the Iowa Assessments. Belita's actual achievement was fairly consistent with the predicted achievement in Mathematics (Math Total), which means that achievement was not significantly higher or lower than predicted in this subject area. Belita's actual achievement was significantly higher than predicted achievement in English Language Arts (ELA Total).

Belita was recently administered two assessments, the Iowa Assessments and the Cognitive Abilities Test (CogAT). The Iowa Assessments measure your student's achievement in core subject areas taught in school. CogAT measures the development of reasoning abilities that are essential for success in school.

Belita's Achievement Scores from the Iowa Assessments
The graph to the left provides the National Percentile Rank (NPR) for each test and test composite in the assessment. The NPR indicates the percent of students in the same grade who obtained a lower score than Belita.

Scores from 75-99 are in the above average range. Students with ELA Total and/or Mathematics Total scores in this range may be ready for more advanced work including extending ideas when reading, developing an advanced reading vocabulary, or writing with logic and clarity, as well as expanding on higher level problem solving and data analysis skills in mathematics.

Scores from 25-74 are in the low average to high average range. Students with ELA Total and/or Mathematics Total scores in this range may continue to improve by developing such skills as drawing conclusions when reading, expanding reading vocabulary, or writing with attention to sentence structure and purpose, as well as solving number sentences and reading basic charts and graphs.

Scores from 1-24 are in the below average range. Students with ELA Total and/or Mathematics Total scores in this range may require reinforcement in such areas as understanding stated information when reading, developing a basic reading vocabulary, or writing with standard usage and grammar, as well as understanding number properties or solving simple number sentences.

Belita's Cognitive Abilities Scores from CogAT
Belita's scores on the three batteries do not differ significantly. All three of her scores are in the range typically observed in students of this age. For students who have reasoning scores in the average range, the following steps may be helpful:

- Build on Belita's strengths by encouraging academic accomplishments in areas that interest her.
- Point out how new skills and information build on knowledge and skills Belita already has.
- Show Belita how to break complex tasks into simpler steps. Model the steps as you explain them. Write the steps on a sheet of paper and let Belita work with a partner to follow them.
- Teach Belita study skills such as planning use of time, formulating questions to guide study, and taking notes.

Please contact your child's teacher if you need assistance with score interpretation.
Your student's Lexile® range is 750L-850L. Your student's Quantile® range is 600Q-700Q. Visit www.metametricsinc.com for more information on the Lexile Framework for Reading and the Quantile Framework for Mathematics.

Order No. 7686754

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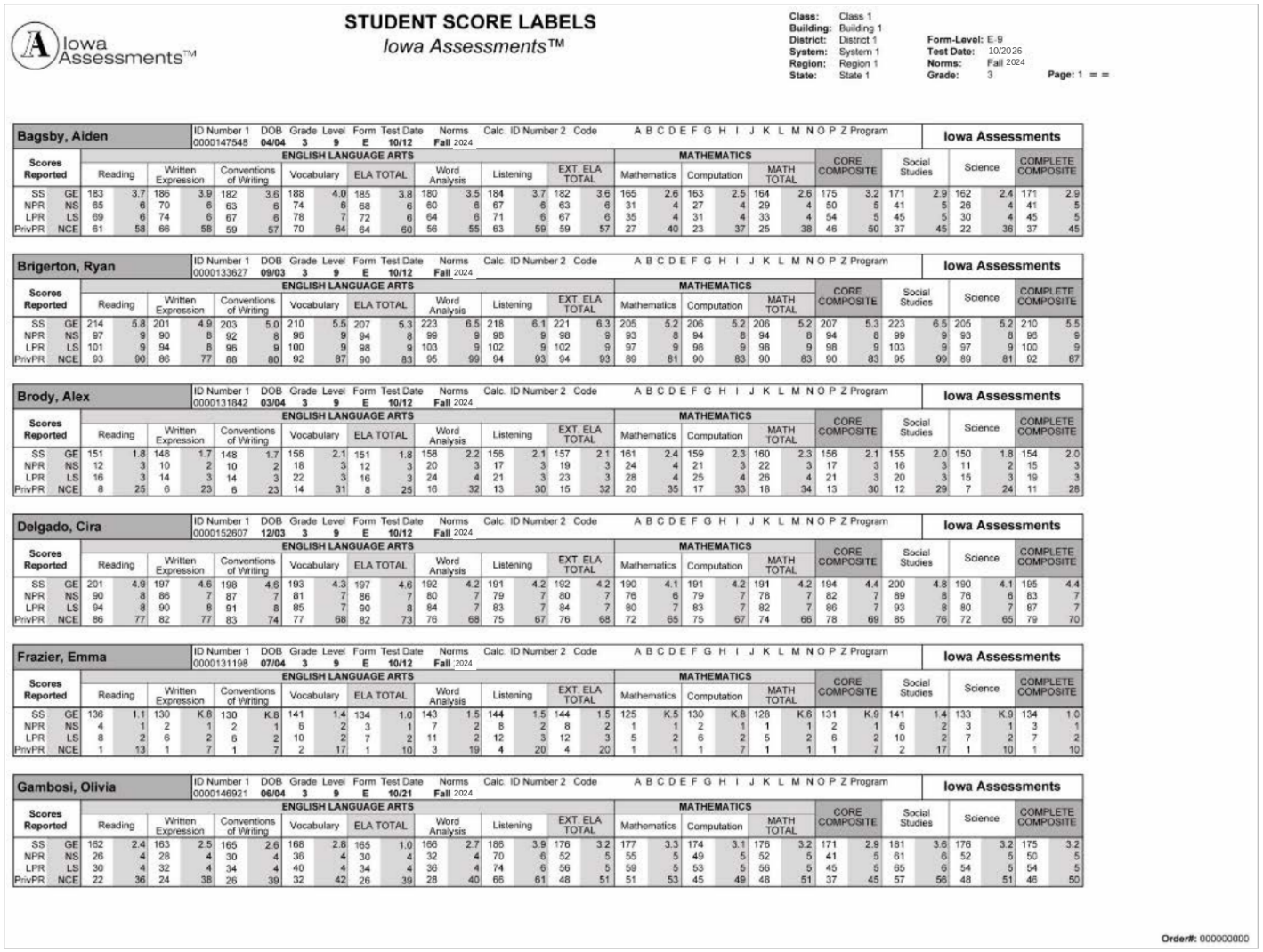
Included in:	Survey	Iowa (Complete)	Single Subject	CogAT
	— Not included	◐ Included (Optional)	— Not included	◐ Included (Optional)

Iowa Single Subject and Iowa Survey are the assessments used for Admissions Testing and Benchmark Testing.

Note: Same combined report shown in both the Iowa file (p.25) and the CogAT file (p.14). Requires both tests.

30. Student Score Labels

Optional Reports



STUDENT SCORE LABELS

Iowa Assessments™

Iowa Assessments™

Class: Class 1
Building: Building 1
District: District 1
System: System 1
Region: Region 1
State: State 1
Form-Level: E-9
Test Date: 10/2026
Norms: Fall 2024
Grade: 3
Page: 1

Bagsby, Aiden — ID Number 1: 0000147548 | DOB: 04/04 | Grade: 3 | Level: 9 | Form: E | Test Date: 10/12 | Norms: Fall 2024 | Calc. ID Number 2 | Code | Program: Iowa Assessments

Scores Reported		ENGLISH LANGUAGE ARTS														MATHEMATICS								Social Studies		Science		
		Reading		Written Expression		Conventions of Writing		Vocabulary		ELA TOTAL		Word Analysis		Listening		EXT. ELA TOTAL		Mathematics		Computation		MATH TOTAL		CORE COMPOSITE				COMPLETE COMPOSITE	
SS	GE	183	3.7	186	3.9	182	3.6	188	4.0	185	3.8	180	3.5	184	3.7	182	3.6	165	2.6	163	2.5	164	2.6	175	3.2	171	2.9	162	2.4	171	2.9
NPR	NS	65	6	70	6	63	6	74	6	68	6	60	6	67	6	63	6	31	4	27	4	29	4	50	5	41	5	26	4	41	5
LPR	LS	69	6	74	6	67	6	78	7	72	6	64	6	71	6	67	6	35	4	31	4	33	4	54	5	45	5	30	4	45	5
PrivPR	NCE	61	58	66	58	59	57	70	64	64	60	56	55	63	59	59	57	27	40	23	37	25	38	46	50	37	45	22	36	37	45

Brigerton, Ryan — ID Number 1: 0000133627 | DOB: 09/03 | Grade: 3 | Level: 9 | Form: E | Test Date: 10/12 | Norms: Fall 2024 | Calc. ID Number 2 | Code | Program: Iowa Assessments

Scores Reported		ENGLISH LANGUAGE ARTS														MATHEMATICS								Social Studies		Science		
		Reading		Written Expression		Conventions of Writing		Vocabulary		ELA TOTAL		Word Analysis		Listening		EXT. ELA TOTAL		Mathematics		Computation		MATH TOTAL		CORE COMPOSITE				COMPLETE COMPOSITE	
SS	GE	214	5.8	201	4.9	203	5.0	210	5.5	207	5.3	223	6.5	218	6.1	221	6.3	205	5.2	206	5.2	206	5.2	207	5.3	223	6.5	205	5.2	210	5.5
NPR	NS	97	9	90	8	92	8	96	9	94	8	99	9	98	9	98	9	93	8	94	8	94	8	94	8	99	9	93	8	96	9
LPR	LS	101	9	94	8	96	9	100	9	98	9	103	9	102	9	102	9	97	9	98	9	98	9	98	9	103	9	97	9	100	9
PrivPR	NCE	93	90	86	77	86	80	92	87	90	83	95	99	94	93	94	93	89	81	90	83	90	83	90	83	95	99	89	81	92	87

Brody, Alex — ID Number 1: 0000131842 | DOB: 03/04 | Grade: 3 | Level: 9 | Form: E | Test Date: 10/12 | Norms: Fall 2024 | Calc. ID Number 2 | Code | Program: Iowa Assessments

Scores Reported		ENGLISH LANGUAGE ARTS														MATHEMATICS								Social Studies		Science		
		Reading		Written Expression		Conventions of Writing		Vocabulary		ELA TOTAL		Word Analysis		Listening		EXT. ELA TOTAL		Mathematics		Computation		MATH TOTAL		CORE COMPOSITE				COMPLETE COMPOSITE	
SS	GE	151	1.8	148	1.7	148	1.7	158	2.1	151	1.8	158	2.2	156	2.1	157	2.1	161	2.4	159	2.3	160	2.3	156	2.1	155	2.0	150	1.8	154	2.0
NPR	NS	12	3	10	2	10	2	18	3	12	3	20	3	17	3	19	3	24	4	21	3	22	3	17	3	16	3	11	2	15	3
LPR	LS	16	3	14	3	14	3	22	3	16	3	24	4	21	3	23	3	28	4	25	4	26	4	21	3	20	3	15	3	19	3
PrivPR	NCE	8	25	6	23	6	23	14	31	8	25	16	32	13	30	15	32	20	35	17	33	18	34	13	30	12	29	7	24	11	28

Delgado, Cira — ID Number 1: 0000152607 | DOB: 12/03 | Grade: 3 | Level: 9 | Form: E | Test Date: 10/12 | Norms: Fall 2024 | Calc. ID Number 2 | Code | Program: Iowa Assessments

Scores Reported		ENGLISH LANGUAGE ARTS														MATHEMATICS								Social Studies		Science		
		Reading		Written Expression		Conventions of Writing		Vocabulary		ELA TOTAL		Word Analysis		Listening		EXT. ELA TOTAL		Mathematics		Computation		MATH TOTAL		CORE COMPOSITE				COMPLETE COMPOSITE	
SS	GE	201	4.9	197	4.6	198	4.6	193	4.3	197	4.6	192	4.2	191	4.2	192	4.2	190	4.1	191	4.2	191	4.2	194	4.4	200	4.8	190	4.1	195	4.4
NPR	NS	90	8	86	7	87	7	81	7	86	7	80	7	79	7	80	7	76	6	79	7	78	7	82	7	89	8	76	6	83	7
LPR	LS	94	8	90	8	91	8	85	7	90	8	84	7	83	7	84	7	80	7	83	7	82	7	86	7	93	8	80	7	87	7
PrivPR	NCE	86	77	82	77	83	74	77	68	82	73	76	68	75	67	76	68	72	65	75	67	74	66	78	69	85	76	72	65	79	70

Frazier, Emma — ID Number 1: 0000131198 | DOB: 07/04 | Grade: 3 | Level: 9 | Form: E | Test Date: 10/12 | Norms: Fall 2024 | Calc. ID Number 2 | Code | Program: Iowa Assessments

Scores Reported		ENGLISH LANGUAGE ARTS														MATHEMATICS								Social Studies		Science		
		Reading		Written Expression		Conventions of Writing		Vocabulary		ELA TOTAL		Word Analysis		Listening		EXT. ELA TOTAL		Mathematics		Computation		MATH TOTAL		CORE COMPOSITE				COMPLETE COMPOSITE	
SS	GE	136	1.1	130	K.8	130	K.8	141	1.4	134	1.0	143	1.5	144	1.5	144	1.5	125	K.5	130	K.8	128	K.6	131	K.9	141	1.4	133	K.9	134	1.0
NPR	NS	4	1	2	1	2	1	5	2	3	1	7	2	8	2	8	2	1	1	2	1	1	1	2	1	6	2	3	1	3	1
LPR	LS	8	2	6	2	6	2	10	2	7	2	11	2	12	3	12	3	5	2	6	2	5	2	6	2	10	2	7	2	7	2
PrivPR	NCE	1	13	1	7	1	7	2	17	1	10	3	19	4	20	4	20	1	1	1	7	1	1	1	7	2	17	1	10	1	10

Gambosi, Olivia — ID Number 1: 0000146921 | DOB: 06/04 | Grade: 3 | Level: 9 | Form: E | Test Date: 10/21 | Norms: Fall 2024 | Calc. ID Number 2 | Code | Program: Iowa Assessments

Scores Reported		ENGLISH LANGUAGE ARTS														MATHEMATICS								Social Studies		Science		
		Reading		Written Expression		Conventions of Writing		Vocabulary		ELA TOTAL		Word Analysis		Listening		EXT. ELA TOTAL		Mathematics		Computation		MATH TOTAL		CORE COMPOSITE				COMPLETE COMPOSITE	
SS	GE	162	2.4	163	2.5	165	2.6	168	2.8	165	1.0	166	2.7	186	3.9	176	3.2	177	3.3	174	3.1	176	3.2	171	2.9	181	3.6	176	3.2	175	3.2
NPR	NS	26	4	28	4	30	4	36	4	30	4	32	4	70	6	52	5	55	5	49	5	52	5	41	5	61	6	52	5	50	5
LPR	LS	30	4	32	4	34	4	40	4	34	4	36	4	74	6	56	5	59	5	53	5	56	5	45	5	65	6	54	5	54	5
PrivPR	NCE	22	36	24	38	26	39	32	42	26	39	28	40	66	61	48	51	51	53	45	49	48	51	37	45	57	56	48	51	46	50

Order#: 000000000

Included in:	Survey	Iowa (Complete)	Single Subject	CogAT
	— Not included	◐ Included (Optional)	— Not included	◐ Included (Optional)

Iowa Single Subject and Iowa Survey are the assessments used for Admissions Testing and Benchmark Testing.

Note: The CogAT version follows the same label format (see CogAT file p. 12).