



### **Who Takes the Iowa Test of Basic Skills (ITBS)?**

At St. Elizabeth Ann Seton Catholic School, the ITBS is administered to students in Grades 1-8

### **What Does The ITBS Measure?**

The ITBS is a Norm-Referenced test, meaning your child's performance is compared with a nationally representative sample of students who took the tests. These students are referred to as the "normative sample." The tests can be used to measure growth in fundamental areas of school achievement: vocabulary, reading comprehension, language, mathematics, social studies, science, and other sources of information. The achievement standards represented by the tests are crucial in educational development because they can determine the extent to which students will benefit from future instruction.

### **How does the ITBS correlate to Criterion-Referenced Competency Tests (CRCT)?**

There is no direct correlation between the CRCT and the ITBS. The ITBS is constructed to reflect a sampling of curriculum objectives used throughout the nation. The ITBS was not designed to correspond exactly to any state's or school's curriculum. The CRCT focuses on what your student knows relative to the standards taught in the classroom.

### **Student Growth**

Growth and development patterns are different for every child. We do expect, however, for students to progress in their attainment of basic skills. In comparing your child's scores to scores from previous years, it is important to remember that they are compared with the normative sample (students who are in the same grade and who took the same level of the ITBS at the same point in the school year). The best source of information about your child's achievement in any given area is the classroom teacher. The ITBS measures basic skills in one very specific type of format. Teachers use a variety of formats and assessment types to measure your child's progress. If your child's ITBS results do not reflect his/her consistent classroom work, you should consult with the classroom teacher for more detailed information.

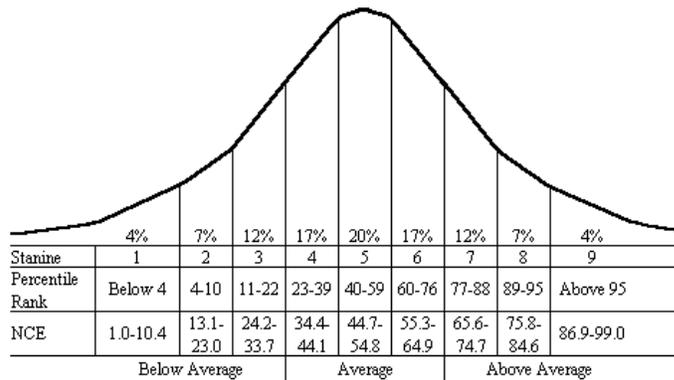
### **Developmental Scores**

#### **NATIONAL PERCENTILE RANK (NPR)**

Percentile Ranks indicate the status or relative standing of a student in comparison to other students. The scale ranges from 1 to 99 and indicates the percentage of students who earned higher or lower test scores. For example, if a student earned a percentile rank of 62, it means that he/she scored better than 62 percent of the students in the norm group, and that 38 percent scored as well or better.

## NORMAL CURVE EQUIVALENT (NCE)

Normal Curve Equivalents are normalized standard scores with a mean of 50 and a standard deviation of 21.06. Like the percentile rank they range from 1 to 99. The relationship is shown below:



## STANINES (NS)

Stanines are normalized standard scores with a range from one to nine and an average value of five. They may be regarded as a course grouping of percentile ranks as shown:

<u>Percentiles</u>	<u>Stanine</u>	
96 and up	9	} Above Average
89-95	8	
77-88	7	
60-76	6	} Average
40-59	5	
23-39	4	} Below Average
11-22	3	
4-10	2	
below 4	1	

## GRADE EQUIVALENTS (GE)

The Grade Equivalent is an estimate of where the student is along a developmental continuum. It is important to remember that the GE is not directly tied to a curriculum. The grade equivalent score does not tell you what grade a student should be in or that a student has the skills to do work beyond his or her grade level. This is because all grade equivalent scores are based on test content specific to the level that was administered.

## STANDARD SCORE (SS)

The Standard Score is like the Grade Equivalent score, in that it describes the student's achievement on a grade level scale. It compares the student's performance to the "average" performance of grade level groups. This number should only be used as a reference point. The ITBS standard scale is (grade number first; standard scales score is second) K[130]; 1[150]; 2[168]; 3[185]; 4[200]; 5[214]; 6[227]; 7[239]; 8[250]; 9[260]; for example, if a fifth grade student receives an SS of 215 on the Vocabulary test, it means he is performing like a typical fifth grader in vocabulary.

## BATTERIES

The Complete Battery offers broadest range across all subject areas. The Core Battery focuses on critical content areas of reading, language arts, and math.

## COGNATIVE ABILITIES TEST (CogAt)

- measures developed reasoning abilities in three areas: verbal; quantitative; and nonverbal
- measures preparedness for academic work- NOT the result of instruction in school
- CogAt is neither an intelligence test or an achievement test; it measures developed rather than innate abilities
- Three Sections (each containing three subtests)

### Verbal Battery:

- appraises verbal inductive and deductive reasoning skills, flexibility, fluency and adaptability in working with verbal materials and solving verbal problems
- students with high scores display an effective use of a variety of verbal strategies
- verbal abilities are important in reading comprehension, critical thinking, writing, and all verbal learning tasks
- generally expect children with high verbal abilities to perform well on reading tests

### Quantitative Battery:

- assesses deductive and inductive reasoning skills, flexibility, and fluency at working with quantitative symbols and concepts
- abilities in this battery are related to high level problem solving mathematics and other disciplines
- generally expect children with high quantitative abilities to perform well on math tests

### Nonverbal Battery:

- all three subtests use geometric shapes and figures that have little relationship to formal school instruction
- require no reading skills
- students with high scores on this battery have well-developed strategies for dealing with new materials and using them with flexibility and accuracy

## Age Scores

The test uses age norms (national) and grade norms (national) to calculate scores and compare students of the same age or grade. The local scores compare students in the same school system.

This section of the report is dedicated to students' age scores. Students are grouped by age in one-month intervals from 4 years 11 months through 18+ years of age.

Abilities	Age Scores			APR Graph				
	Standard Age Score	Age Stanine	Age Percentile Rank	1	25	50	75	99
Verbal	106	6	65					
Quantitative	112	7	77					
Nonverbal	94	4	35					
Composite (VGN)	104	6	60					

**The first column in the Age Scores section, the Standard Age Score (SAS) scale** is a normalized standard score scale for each battery and the Composite. The SAS has a mean of 100 and a standard deviation of 16. It permits educators to compare the rate and level of cognitive development of an individual to other students in the same age group. For example, students who have an SAS of 100 on the Verbal Battery have a rate and level of development of verbal reasoning skills that is typical of their age group. A student who has an SAS of 125 on the Verbal Battery has a faster rate and a higher level of development of verbal reasoning skills than the typical student in the same age group. The SAS scale provides fine discriminations among high- and low-scoring students.

The second column in the Age Scores section shows the **Stanine Age Score**. The stanine scale is a normalized standard score scale consisting of nine broad levels designated by the numbers one through nine.

Stanine scores range from a low of 1 to a high of 9. Stanines are groupings of percentile ranks. A higher stanine equates with a higher level of cognitive abilities development. A comparison of Stanines and Percentile Ranks are summarized in the table below:

Stanine	Percentile Rank	Description
9	96-99	Very High
8	89-95	Above Average
7	77-88	Above Average
6	60-76	Average
5	40-59	Average
4	23-39	Average
3	11-22	Below Average
2	4-10	Below Average
1	1-3	Very Low

The third column in the Age Scores section shows your student's **Age Percentile Rank for each section and the composite (the national percentile rank)**. A percentile rank indicates the percentage of students in the same age group whose scores fall below the score obtained by a particular student. For example, if your student obtains a percentile rank of 90 on the verbal battery, it means that 90 percent of students in the standardized sample scored below your student. A percentile rank of 50 is considered average.

### APR Scores-Age Percentile Graph

This section also relates to your student's Age scores. It is a graphic representation of your student's scores for each of the batteries and the composite. Scores for each section of the assessment are indicated by a diamond shape within a score band. The score band represents the confidence interval. The confidence interval is dependent upon individual error scores. Error scores represent the error of measurement for each student.

These things affect error scores:

1. The student responds inconsistently to items in the same battery.
2. If the student does well on one subtest in a section of the test but poorly on another subtest in the same battery.

### Raw Scores

The next section contains three sections. The Raw Scores give you the number of items on the test, number attempted, and the number correct in each test section.

### Grade Scores

The Grade Scores are defined as above (see Stanine and PR explanation) except that they refer to the National Percentile Rank of students in the same grade level across nation.

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