



Parent Educators,

Thank you for allowing GRACE to provide the ITBS (Iowa Test of Basic Skills) for you and your family! Along with this letter you will find a **Performance Profile** that illustrates your child's results from this year's tests.

This letter is provided to assist you in interpreting and using these results as you continue to educate your child.

First, some background: the ITBS is a “norm-referenced” assessment. This means that it provides results in terms of a comparison of where your child stands in relation to other students in his/her age range (or grade level). However, the questions are based on national standards for each subject at appropriate grade levels. This allows for objective measurement in specific areas—areas you can target your instruction to improve your child's ability. Additionally, these results can help you understand your child's level of knowledge and ability; determining strengths and weaknesses, measuring year-to-year growth, and help to determine the areas of focus, methods, and curriculum for the coming year.

The ITBS has been used across the nation in similar form since 1935. Therefore, the results are based on millions of data samples over a substantial period of time—creating a solid foundation of research and reliable results. Some of these can be used to provide dependable predictions for future achievement. For students who participated in grades 9-12, ITBS also includes predicted ACT and SAT scores. ACT scores are an essential indicator for both college admissions and scholarship funding. Additional points equate to thousands of dollars in scholarship opportunities.

### ***Interpreting the Results***

#### **SS (Standard Score)**

The SS provides a place on a skill level *continuum* in each subject matter from grade 1-12. Generally, the numbers (from 100-360) indicate a level of achievement from 1<sup>st</sup> through 12<sup>th</sup> grade. You can access a chart that displays where your child has demonstrated achievement within one of three categories: **NP** (Not Proficient), **P** (Proficient), or **A** (Advanced) in each subject area. (Refer to the Spring scores).

[http://itp.education.uiowa.edu/ia/documents/Standard\\_Score\\_Ranges\\_for\\_Achievement\\_Levels.pdf](http://itp.education.uiowa.edu/ia/documents/Standard_Score_Ranges_for_Achievement_Levels.pdf)

This gives a great “snapshot” of where your child is and provides a reference point for further growth. Generally, it is good to achieve at least 12 points on this continuum each year. (A copy of this letter will be available on the GRACE HSA website: [www.gracehsonline.org](http://www.gracehsonline.org) click on the “other services” tab and follow to the ITBS page to find this link.)

#### **NPR (National Percentile Ranking)**

This is ranking that indicates where your child placed in relation to others in his or her age on each test. For example, if your child has a NPR of 78 this means that 77% of the nation's children at this age (grade) scored lower, and 21% scored higher than your child in this test. You cannot score higher than 99%.

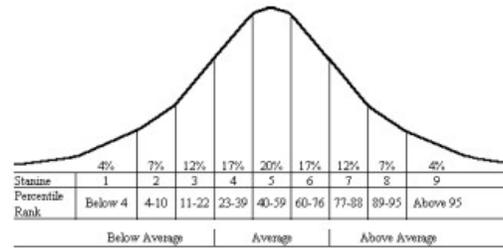
#### **GE (Grade Equivalent)**

The GE indicates the grade level at which the typical student (50<sup>th</sup> percentile) at this level would earn on this test. For example, if a seventh grade student earned a GE of 8.4 his or her score is like that of a typical student on the same test at the end of the fourth month of his or her eighth grade. It does not mean that your 7<sup>th</sup> grader should be in 8<sup>th</sup> grade, but it does indicate a level of proficiency (or lack thereof) if the GE is lower than your student's grade level.9-as we took these tests in the 9<sup>th</sup> month of the school year). Again, it is good to compare year-to-year

results using GE to determine growth—seeing at least a 10+ growth from year to year.

### NS & LS (National Stanine and Local Stanine)

Students are given a single digit score based on where they rank on a 1-9 scale. This is a broad grouping of percentiles that provide a quick reference. Generally, scores are grouped 1-3 (below average), 4-6 (average), and 6-9 (above average). If your child's NS score is 1-3 there is a serious deficiency in this area of learning. This should be addressed with intentional intervention.



The graphs provided on the **Performance Profile** indicate the national percentile ranking (top graph) and the percentile difference (lower graph) from 50% (average) your child scored on each test. On the lower chart, any graph line to the left indicates a lower than average score and is an indicator that additional instruction or remedial work be performed to increase your child's ability in this specific area.

### Domains and Cognitive Levels

Think of the “domains” as titles for specific tests that your child took. These indicate the subject matter of the tests. The cognitive levels are the interpretation of the results in an increased level of “thinking skills,” from essential knowledge—to understanding concepts (comparison/contrast)—to applying both in reasoning (evaluating and analysis) skills. See the chart below for a detailed explanation in each subject matter.

The *Iowa Assessments* measure levels of student thinking. The three levels (essential competencies, conceptual understanding, and extended reasoning) are described below.

	Essential Competencies	Conceptual Understanding	Extended Reasoning
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Perform simple one-step procedure</li> </ul>	<ul style="list-style-type: none"> <li>Make decisions of how to approach the problem</li> <li>Specify and explain relationships between facts, terms, properties, or operations</li> <li>Perform multiple-step procedure</li> </ul>	<ul style="list-style-type: none"> <li>Use reasoning, use planning, draw conclusions, or cite evidence to solve a problem</li> <li>Develop a strategy to connect and relate ideas to solve problems while using multiple-step procedures and a variety of skills</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>Recognize or identify basic information</li> </ul>	<ul style="list-style-type: none"> <li>Use more complex thought processes in interpreting text</li> <li>Determine important ideas</li> <li>Read between the lines</li> </ul>	<ul style="list-style-type: none"> <li>Use critical thinking in judging, evaluating, or analyzing text or in integrating ideas within and beyond the text</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>Identify basic scientific information such as definitions, terminology, principles, concepts, and relationships</li> <li>Recognize fundamental components of scientific investigations</li> </ul>	<ul style="list-style-type: none"> <li>Understand scientific concepts and apply them to explain phenomena</li> <li>Analyze and interpret scientific information</li> <li>Make simple inferences, predictions, and conclusions</li> <li>Formulate hypotheses</li> </ul>	<ul style="list-style-type: none"> <li>Propose solutions to scientific problems</li> <li>Make in-depth inferences, predictions, and conclusions</li> <li>Evaluate the appropriateness of scientific findings, conclusions, and experimental design</li> <li>Integrate ideas from various scientific disciplines and phenomena</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>Read and understand social studies material such as maps, charts, graphs, cartoons, and primary source documents</li> </ul>	<ul style="list-style-type: none"> <li>Interpret social studies information and materials</li> <li>Apply social studies knowledge to new situations</li> <li>Distinguish between facts and opinions</li> <li>Make contrasts and comparisons</li> <li>Make simple inferences and predictions</li> <li>Identify cause and effect</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate social studies information in order to draw conclusions, form generalizations, and solve problems</li> <li>Analyze underlying meanings of social studies materials, such as recognizing author's purposes and assumptions</li> <li>Make connections among important ideas in social studies</li> </ul>
<b>Language Arts</b>	<ul style="list-style-type: none"> <li>Identify and/or correct errors in the use of language</li> <li>Recognize correct written language</li> <li>Locate information</li> </ul>	<ul style="list-style-type: none"> <li>Apply knowledge of sentence construction to a piece of writing</li> <li>Make basic decisions regarding research for writing</li> </ul>	<ul style="list-style-type: none"> <li>Exercise judgment in researching, structuring, and developing a piece of writing</li> </ul>

*Additional information for high school (grades 9-12) only*

### Lexile Score

A Lexile score is NOT a norm-referenced indicator (a comparison to other students at the same age/grade level). Rather, it is a number on a scale that has nothing to do with “grade-level” but it indicates where your student

scores in the very important area of reading ability. A Lexile measure is a valuable piece of information about an individual's reading ability. The Lexile measure is shown as a number with an "L" after it — 880L is 880 Lexile. Higher Lexile measures represent a higher level of reading ability. A Lexile reader measure can range from below 200L for emergent readers (Kindergarten) to above 1600L for advanced readers.

### **Quantile Score**

A Quantile score is similar to a Lexile score in that it does not compare students to each other. It indicates ability level—on a continuum—in math. While it does not signal grade-level competency, generally the math taught at these corresponding grade/classes aligns with the scale below:

grade 8 (730Q to 1020Q)

grade 9-Algebra I (760Q to 1065Q)

grade 10-Geometry (810Q to 1115Q)

grade 11-Algebra II (890Q to 1240Q)

### ***Next Steps***

It is good to remember that the ITBS should be used as one measure of assessing your child's academic performance. However, to be used effectively, one must act where and when necessary. Stanine scores below 4 indicate that your child performs well below the average student in this area and measures should be taken to remedy this situation. An outstanding feature of home schooling is that parents can direct both the implementation and the content of their child's academic endeavors. These scores provide objective measures that highlight strengths (to celebrate and guide individual instruction toward success) and weaknesses to (focus efforts on impressive improvement).

A profound array of education resources, information and assets are available to parents who chose to direct the education of their children. One of the benefits of taking the ITBS with GRACE is that I am available to work with you in interpreting and analyzing your child's results. With over twenty years of teaching and education administration experience along with a Master's degree in Education Leadership, I am confident that we can find remedial solutions and focus on the individualized instruction that parent-directed education affords.

Please contact me via email should you desire this consultation at [hazenbe.r@gmail.com](mailto:hazenbe.r@gmail.com).

In Christ,

Randy Hazenberg, M.Ed.

Administrator,

GRACE Home School Association