



Arkansas Comprehensive Testing, Assessment, and Accountability Program

# REPORT INTERPRETATION GUIDE

## AUGMENTED BENCHMARK EXAMINATIONS GRADES 3–8

APRIL 2014 ADMINISTRATION

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Arkansas Department of Education

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## INTRODUCTION

The purpose of this Report Interpretation Guide is to provide district and school personnel with information on how to interpret and use reports related to the April 2014 administration of the Augmented Benchmark Examinations. This Report Interpretation Guide provides general information about the components of the Augmented Benchmark Examinations, describes the purpose of the program, and provides answers to commonly asked questions regarding the program. This guide contains report samples that illustrate student-, school-, and district-level information and gives detailed explanations of the report content. This guide also provides an overview of the performance levels associated with the Augmented Benchmark Examinations. School and district staff can use the results listed as one measure of student ability in the development of educational improvement plans to enhance student performance in the future.

**Note:** Students coded as “LEP student less than one year in the U.S.” will receive Individual Student Reports and will be included on the roster reports but will not be included in any class or school averages or in summary data.

## OVERVIEW OF THE ACTAAP

The **Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP)** is authorized under Arkansas Legislative Act 35 to promote the development of the *Arkansas Mathematics Curriculum Framework*, *Arkansas English Language Arts Curriculum Framework*, and *Arkansas Science Curriculum Framework*, as well as the development and use of assessment in accordance with the statewide educational goals. The ACTAAP includes ongoing norm-referenced testing. The ACTAAP also includes criterion-referenced tests specifically developed to measure thinking skills and problem-solving strategies associated with real-life performance expectations for school or work.

The Augmented Benchmark Examinations are the result of years of intensive test development efforts. All test questions on the Augmented Benchmark Examinations align with the goals and subject-specific competencies described by the Arkansas Curriculum Frameworks.

The goals for the ACTAAP are to

- improve classroom instruction and learning;
- support public accountability;
- provide program evaluation data; and
- assist policy makers in decision-making.

## FREQUENTLY ASKED QUESTIONS

The following are commonly asked questions regarding the Augmented Benchmark Examinations and associated answers to these questions. This list of questions has been compiled based on feedback from district staff (e.g., teachers, school and district test coordinators, principals, superintendents). This list is not exhaustive, but the questions listed have been selected due to the number of times they have been asked by a broad cross-section of the Arkansas education community.

### **1. Who is required to take the Augmented Benchmark Examinations?**

The Augmented Benchmark Examinations should be administered to **all** students enrolled in grades 3–8 who are eligible for testing under standardized conditions, with or without accommodations. If a student’s IEP indicates that testing is inappropriate, that student shall participate in the *Arkansas Alternate Portfolio Assessment for Students with Disabilities*.

### **2. There is too much testing required by the state. How are teachers supposed to have time for instruction?**

The Arkansas Department of Education requires norm-referenced tests (NRT) and criterion-referenced tests (CRT) to be administered. In recent years the CRT and NRT components for grades 3–8 have been separate tests. Beginning with the 2007–2008 school year, the CRT and NRT components for grades 3–8 were combined into a single augmented CRT called the Augmented Benchmark Examinations. This year, the NRT component is comprised of the *Iowa Tests of Basic Skills*®. Utilizing an augmented CRT instead of a separate NRT and CRT offers several benefits, including the following: 1) single testing period and earlier availability of test results; 2) single score report providing both NRT and CRT results of student performance; 3) technically sound levels of reliability, validity, and fairness, based on the extensive research that underlies both the CRT and NRT item sets; and 4) continued use of existing test designs, vertical scales, and proficiency levels. The Augmented Benchmark Examinations require four partial days of testing with one additional partial day at grades 5 and 7 for Science testing.

The Augmented Benchmark Examinations are part of the overall plan for education within the state and are to be used to gauge the success of curricular and instructional change. All other tests given at the district level are at the discretion of the district. Research has shown that instruction is actually enhanced if there is focused, content-specific assessment at regular intervals with accurate and timely feedback.

### **3. The test takes too long. Why does this test take so much longer than other tests?**

The Augmented Benchmark Examinations require four partial days of testing with one additional partial day at grades 5 and 7 for Science testing. The Augmented Benchmark Examinations contain open-response items in Mathematics, Reading, and Science (grades 5 and 7), and essay prompts for Writing, all of which require ample time for students to respond as completely as possible. The inclusion of open-response items and writing prompts (topics) in the Augmented Benchmark Examinations is directly related to the curricular goals outlined within the *Arkansas Mathematics Curriculum Framework*, *Arkansas English Language Arts Curriculum Framework*, and *Arkansas Science Curriculum Framework*.

For answers to other questions regarding the Augmented Benchmark Examinations, please contact:

Office of Student Assessment  
Arkansas Department of Education  
Four Capitol Mall, Room 305B  
Little Rock, AR 72201-1071  
Telephone: 501-682-4558

### MULTIPLE MEASURES FOR DEVELOPING EDUCATIONAL IMPROVEMENT PLANS

In real life, individuals are judged on a multitude of performances on a daily basis. In order to adequately identify, describe, and address specific performance strengths and weaknesses, it is necessary to acknowledge that individual competencies do not spring from a single source. To put it simply, if you want to improve individual performance, you need to identify the areas in which need is apparent. In the educational measurement setting, this has been termed “multiple measures.” The underlying thinking of multiple measures is basic common sense: in order to improve learning, individually or collectively, it is important to be able to examine information from a variety of sources to identify what needs improving and how this can be accomplished. Multiple measures are often categorized by classifying each measure as “quantitative” versus “qualitative.” A quantitative measure implies that a number or rating can be associated with the measurement while a qualitative measure implies that the measurement is more decision-based or anecdotal, relying on information and insights provided by an individual or group of individuals. The following describes the types of measurements that might fall into the quantitative versus qualitative categories:

#### Quantitative

- Criterion-referenced test results (e.g., Augmented Benchmark Examinations)
- Norm-referenced test results
- Classroom test results (current and past)

#### Qualitative

- Classroom work in the subject area or related subject area (current and past)
- Teacher observations (current and past)
- Any other pertinent student measures related to the subject area and/or to student testing issues

In attempting to develop any plan for educational improvement for an individual student or groups of students, it is necessary to know where you are (establish a baseline), determine where you need to be (establish a goal or end result), determine the path (establish an implementation plan or model), determine how you are going to get there (establish what resources are necessary), and determine how you will know when you have arrived (establish measures of success). In order to develop an educational improvement plan that can be demonstrated to be effective, educators will need to use the quantitative and qualitative information from the sources listed above as well as other resources.

### USING THE AUGMENTED BENCHMARK EXAMINATIONS RESULTS

The reports for the Augmented Benchmark Examinations at grades 3–8 provide students, teachers, and special program staff with a performance record for students relative to the expectations outlined within the Arkansas Curriculum Frameworks. The most important use of these data is to identify students who need remediation in specific areas. The following are suggestions for school and district personnel who are responsible for the assessment and for any school remediation programs:

- Check the reports to find out which students did not perform at a proficient or advanced level on the test. An asterisk listed next to the student’s name on the Class Roster Report: CRT Scores and the School Roster Report: CRT Scores shows that the student did not perform at grade level in at least one section, and the individual student scale score and performance level shows the subjects in which the student did not attain a level of at least proficient.
- For those students who did not perform at or above the proficient performance level, notify the students, parents, and appropriate school personnel.
- Analyze the reports to determine in which skill areas students did not perform well.
- Develop and implement remediation strategies and goals for individuals and groups of students. Analyze previous remediation strategies used with students to determine necessary curricular additions or changes.
- Analyze instructional and curricular approaches to ensure that students are receiving instruction that is in direct alignment with the educational goals and competencies outlined in the Arkansas Curriculum Frameworks.

### DISSEMINATING THE AUGMENTED BENCHMARK EXAMINATIONS RESULTS

Make a complete and thorough analysis of the results as soon as possible. After the report forms have been received and the results have been reviewed by district staff, disseminate the results to students, parents, teachers, counselors, and others who may play a role in individual student education. The following suggestions may be helpful:

- Make certain that the appropriate teachers and guidance personnel receive the appropriate Student Report(s), Student Label(s), Class Roster Reports, School Roster Reports, School Summary Reports, School Profiles, and School Item-by-Item Selections of Correct Answers as soon as possible.
- Send the student (home) copy of the Student Report with an accompanying letter from the principal emphasizing the importance of the Student Report. This will likely generate numerous questions from interested parents. At the next PTA/PTO or other parent meeting, discuss the Augmented Benchmark Examinations results to help parents better understand the results and encourage them to become more involved in any follow-up remediation, if necessary.
- Schedule both individual and group sessions with students to review the Student Reports and Class Roster Reports.
- Summarize information from the School Roster Reports, School Summary Reports, and School Profiles, or through a newsletter or pamphlet, present information to school board members, school or district advisory committees, parent advisory groups, or other interested individuals.
- Use any other informational materials distributed by the Arkansas Department of Education to further explain and describe the test results.
- If appropriate, prepare a brief summary of the results and the actions being taken by the school/district to appear in the school news section of the local newspaper(s).
- Communicate to teachers and administrators, by letter or report, a list of the skills with the lowest performance by students.

### CONCLUSION

The **Arkansas Comprehensive Testing, Assessment, and Accountability Program** is the result of ongoing curriculum and instruction implementation within the state, culminating in the development of testing instruments that are directly linked with the Arkansas Curriculum Frameworks. Improving student performance on the Augmented Benchmark Examinations is contingent upon the curricular and instructional approaches applied within a specific school and district setting. In order to move toward more effective education models, Arkansas has adopted performance standards that promote the success of all citizens. The sort of statewide implementation this undertaking implies is monumental. It requires the concerted effort of schools, districts, and thousands of educators. Moreover, all of this effort will be for nothing without the support of students, parents, and other affected members of the education community. The reports described within this guide are one step toward disseminating information to the community and beginning this concerted effort. The next step is to actively and collectively implement the statewide goals, expectations, and performance standards of the Augmented Benchmark Examinations in order to develop educational improvement plans for individual students and for all students which best serve the citizens of Arkansas.

### OVERVIEW OF THE AUGMENTED BENCHMARK EXAMINATIONS REPORTS

Reports of results for the Augmented Benchmark Examinations are sent to districts to provide information about student performance. Samples of the Student Report, Student Label, Class Roster Report, School Roster Report, School Summary Report, School Profile, and School Item-by-Item Selections of Correct Answers are provided in this guide. A description of each report immediately precedes the report samples.

On the School Roster Report, School Summary Report, and School Item-by-Item Selections of Correct Answers, students are reported by group. Reports do not include data for 1st Year LEP students except where noted. The groups are as follows:

- **Combined Population**—All students for whom answer documents were returned for the April 2014 administration of the Augmented Benchmark Examinations.
- **Combined Population without Highly Mobile** (appears only on the School Roster Report)—All students for whom answer documents were returned for the April 2014 administration of the Augmented Benchmark Examinations excluding those students who were identified as having enrolled in the school or moving between schools after October 1, 2013.
- **General Population**—All students excluding those who were identified with an Exceptional Student Identification (ESI) code (IEP students), as LEP, and/or as Highly Mobile. Students identified as Gifted and Talented and/or as eligible for Free and/or Reduced Lunch are included in the General Population report unless they have also been identified with an ESI code (IEP students), as LEP, and/or as Highly Mobile.
- **IEP Students**—Students identified with an ESI code (see page 25 for a listing of the ESI categories) which identifies them as participating in a specific educational program. Students who were identified with more than one ESI code are reported in the Multiple Disabilities category.
- **LEP Students**—Students identified as Limited English Proficient (LEP).
- **Monitored Former LEP Students—Year 1**—Students identified as Year 1 Monitored Former LEP.
- **Monitored Former LEP Students—Year 2**—Students identified as Year 2 Monitored Former LEP.
- **1st Year LEP Students** (appears only on the School Roster Report)—Students identified as Limited English Proficient and who have been in the U.S. less than one year.
- **Gifted and Talented Students**—Students identified as Gifted and Talented.
- **Highly Mobile Students**—Students identified as having enrolled in the school or moving between schools after October 1, 2013.
- **Free and/or Reduced Lunch** (not reported on the School Item-by-Item Selections of Correct Answers)—Students identified as being eligible for Free and/or Reduced Lunch.
- **Non-economically Disadvantaged** (not reported on the School Item-by-Item Selections of Correct Answers)—Students not identified as being eligible for Free and/or Reduced Lunch.
- **Non-disabled Students** (not reported on the School Item-by-Item Selections of Correct Answers)—Students not identified with an ESI code.

## THE 2014 AUGMENTED BENCHMARK EXAMINATIONS REPORTS

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On the Combined Population and General Population summary reports, the groups are further broken down for the following student sub-groups.

- **All Students**—Includes all students in the group being reported.
- **Gender**—Results are reported separately for females and males. Students whose demographic information did not include gender or those for whom both options were marked are not reported in this sub-group.
- **Ethnicity**—Results are reported separately for ethnicity (Hispanic, Asian, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, Black, White, Two or More Races, and Not Indicated). Students who were identified as Hispanic and any additional ethnicity code are reported as Hispanic. Students who were identified with two or more ethnicity codes not including Hispanic are reported as Two or More. Students whose demographic information did not include ethnicity are reported under Not Indicated.
- **Gender/Ethnicity**—Results are reported for females within each ethnic group and for males within each ethnic group. Students whose answer documents contained multiple marks for gender or students whose demographic information did not include gender or ethnicity are reported under Not Indicated.
- **Migrant**—Results are reported for students in each group who were also identified on their answer documents as migrant.

Student name and birth date, classroom/group name, school and district name, and school and district LEA number are printed on the reports according to what was coded on the student answer documents and/or provided by APSCN, and coded on the Classroom/Group Information Sheet.

**Note: The data and the scale score information provided in the sample reports are for display purposes only and do not represent actual results. Each sample has been prepared independently and is not meant to be tied to any other sample in this Report Interpretation Guide. All student names on the samples are fictitious, and any similarity to actual student names is purely coincidental.**

### STUDENT REPORT FOR GRADES 3, 4, 6, AND 8

Each school will receive two copies of the Student Report, a student (home) copy in color and a school copy in black and white. The Student Report is a four-page booklet. Pages 1–3 provide information specific to the student listed. Page 4 provides information on how to help the student to achieve and a description of the additional informational resources that are available. A sample of pages 1–4 of the Student Report is provided on the following pages.

The Student Report provides individual student feedback on how the student performed on the Augmented Benchmark Examination. The following information is provided in the Student Report:

#### Page 1

- Student information reflects what was coded on the student’s answer document or provided from the student’s APSCN record for student name, grade, and birth date.
- A letter from Dr. Tom W. Kimbrell, Commissioner of Education, introduces the report.
- Overall Test Results
  - The overall test results for each subject are shown in separate sections—Mathematics on the left and Literacy on the right. The four performance levels (advanced, proficient, basic, and below basic) and the cut scores associated with Mathematics and with Literacy are shown. The general definition of each performance level is provided. These definitions are especially helpful for parents in understanding the level at which their student is performing.
  - The student’s scale score and proficiency level for each subject are shown under the performance levels. A bar shows where the student falls in the scale score range. The school, district, and state average scores are also provided and can be used for comparative data.

For each subject area (Mathematics and Literacy), a student is required to have attained a scale score associated with the proficient or advanced performance level in order to be considered performing at or above grade level for that subject. It is important to note that the information listed at the strand or skill area level for the student plays an important role in gauging student needs but should not be used as the only measure in determining additional instruction.

#### Pages 2 and 3

- The Mathematics Results are on page 2 and the Literacy Results are on page 3. On each page, the student’s scale score and performance level for that subject are listed on the top left of the page.
- A table with each strand (Mathematics Results) or skill area (Literacy Results) listed in the left column is provided. The strands and skill areas directly align with the *Arkansas Mathematics* and *English Language Arts Curriculum Frameworks*.
  - The total number of multiple-choice and open-response points for each strand or skill area is shown in the last two columns along with the number of raw score points achieved by the student. This information provides insight into specific areas in which the student may need additional instruction. For example, the number of points attained by the student for specific strands may show that the student had greater difficulty with Measurement concepts than with the other mathematics strands. Also, the list of multiple-choice versus open-response points earned may provide important clues to the student’s needs. For example, a student may have performed adequately on the multiple-choice questions but poorly on the open-response questions, indicating that the student may be having trouble responding in this format.
  - A score of “NA” (No Attempt) for an open-response item indicates that the student did not attempt to answer the item and is assigned a score of “0.”
  - A definition and information for scale scores are provided under the Mathematics and Literacy Results.

## 2014 AUGMENTED BENCHMARK EXAMINATIONS REPORT DESCRIPTIONS AND SAMPLES

- The Pathway to Proficiency graphs show the student’s current and past scale scores on the Augmented Benchmark Examinations. The Mathematics Pathway to Proficiency graph is on the bottom left of page 2 and the Literacy Pathway to Proficiency graph is on the bottom left of page 3. At the bottom of each graph, the Proficient Scale Score range for each grade level is listed. The graph itself identifies the scale score that the student received at each grade level as well as indicates what score the student will need to reach in the future to be proficient.
- The *Iowa Tests of Basic Skills*® (NRT Score) information is located on the bottom right of page 2 for Mathematics and on the bottom right of page 3 for Literacy. The table shows the total number of items possible and the number of items the student answered correctly. Also listed in the table are the student’s Standard Score, National Percentile Rank, National Stanine, and the Normal Curve Equivalent. The student’s National Percentile Rank is illustrated in a bar graph underneath the table. The Low range encompasses National Percentile Ranks 1–25, the Middle range 26–74, and the High range 75–99. For more information about the *Iowa Tests of Basic Skills*®, see pages 47–60.

### STUDENT REPORT FOR GRADES 5 AND 7

The Student Report for grades 5 and 7 is also a four-page booklet. The same information is provided on this report as on the report for grades 3, 4, 6, and 8, but the layout is slightly different in order to accommodate the addition of Science, which is tested only at grades 5 and 7. All pages (1–4) of the Student Report provide information specific to the student listed. The bottom right of page 4 also continues to provide information and resources on how to help the student to achieve. The Overall Test Results on page 1 for grades 5 and 7 for each subject are shown in separate sections—Mathematics on the left, Literacy in the middle, and Science on the right. The four performance levels (advanced, proficient, basic, and below basic) and the cut scores associated with Mathematics, with Literacy, and with Science are shown. The student’s scale score and performance level for Science Results are listed on the top left of page 4. A table with each science strand listed in the left column is provided. The strands directly align with the *Arkansas Science Curriculum Framework*. The total number of multiple-choice and open-response points for each strand is shown in the last two columns along with the number of raw score points achieved by the student. The *Iowa Tests of Basic Skills*® (NRT Score) information is located on the bottom left of page 4 for Science. The table shows the total number of NRT science items possible and the number of items the student answered correctly. The student’s national percentile rank is illustrated in a bar graph underneath the table.

### STUDENT LABEL

Each school will receive a Student Label for each student’s permanent record or transcript kept on file at the school. The left side of the Student Label includes the student’s name and date of birth. It also includes the student’s CRT total scale score (SS) with the student’s associated performance level. The right side includes the Standard Score (SS), National Stanine (NS), and National Percentile Rank (NPR) for the ITBS. A sample of the Student Label is provided below.

Arkansas Augmented Benchmark Examination			Iowa Tests of Basic Skills® Norm-Referenced Test (NRT)			
Date of Test: April 2014						
<b>THOMAS SMITH</b>			<b>Grade: 05</b>			
DOB: 04-13-2004						
Arkansas School District (99-99) Arkansas School (99-99-999)						
	<u>SS</u>	<u>Performance Level</u>		<u>SS</u>	<u>NS</u>	<u>NPR</u>
Mathematics	685	PRO	Mathematics	707	8	94
Literacy	815	ADV	Reading	671	6	75
Science	240	PRO	Language	640	6	70
			Survey Total	685	7	82
			Science	580	5	60

STUDENT REPORT (PAGE 1)



ARKANSAS DEPARTMENT OF EDUCATION

STUDENT REPORT  
ARKANSAS AUGMENTED BENCHMARK EXAMINATION

Dear Family,

For the Family of  
**SAMUEL SMITH**

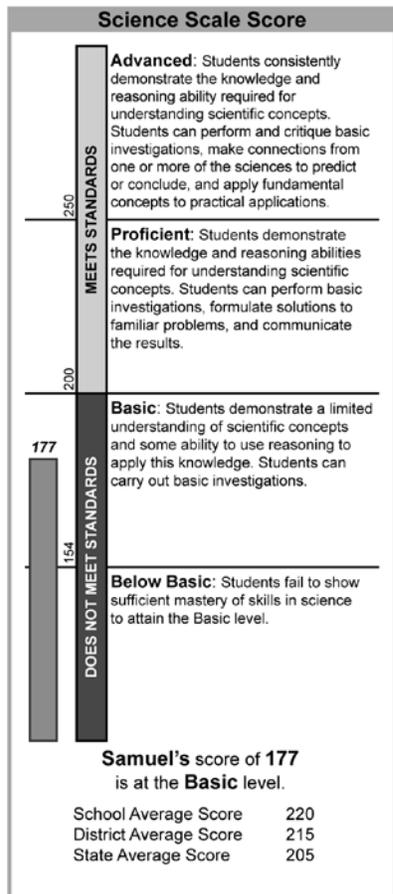
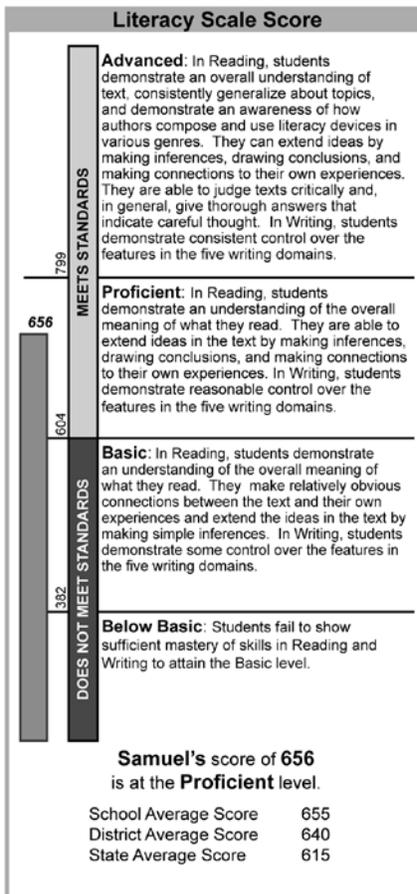
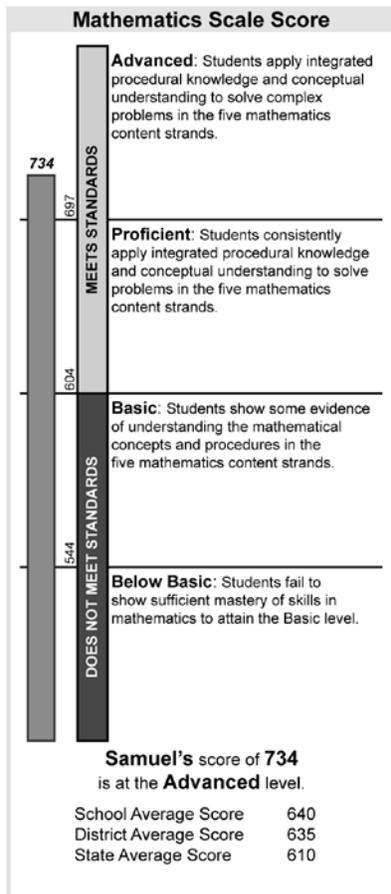
Grade: 5  
Test Date: April 2014  
Birth Date: 08-23-2004  
School Name: Arkansas Elementary School (99-99-999)  
District Name: Arkansas School District (99-99)

Recently, Samuel participated in the Arkansas Augmented Benchmark Examination in Mathematics, Literacy, and Science. Each year, Arkansas students in grades 3–8 take the Arkansas Augmented Benchmark Examinations, which assess the Arkansas Curriculum Frameworks and provide national norm-referenced information.

This report summarizes Samuel's test results for the Arkansas Augmented Benchmark Examination as well as the *lowa Tests of Basic Skills® (ITBS®)*. It is important to keep in mind that information on the Student Report is only one source of information about the progress your student is making in school. Grades, classroom work, and other test results should also be reviewed to get a more complete picture of your student's progress.

Sincerely,  
Tom W. Kimbrell, Ed.D.  
Commissioner of Education

Overall Test Results



STUDENT REPORT (PAGE 2)

**Samuel's CRT\* Score = 734 (Advanced Level)**

**MATHEMATICS RESULTS**

\*CRT is a criterion-referenced test, which is designed to demonstrate student proficiency on the learning standards of Arkansas.

The table below shows the number of points your student scored in each of the Mathematics skill areas.		Multiple-Choice	Open-Response
<b>MATHEMATICS STRANDS</b>	<b>Number and Operations</b> Students shall understand numbers, ways of representing numbers, relationships among numbers and number systems; understand meanings of operations and how they relate to one another; and compute fluently and make reasonable estimates.	6 of 9	7 of 8
	<b>Algebra</b> Students shall recognize, describe, and develop patterns, relations, and functions; represent and analyze mathematical situations and structures using algebraic symbols; develop and apply mathematical models to represent and understand quantitative relationships; and analyze change in various contexts.	7 of 9	6 of 8
	<b>Geometry</b> Students shall analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships; apply transformations and the use of symmetry to analyze mathematical situations; specify locations and describe spatial relationships using coordinate geometry and other representational systems; and use visualization, spatial reasoning and geometry modeling.	8 of 8	6 of 8
	<b>Measurement</b> Students shall use attributes of measurement to describe and compare mathematical and real-world objects; and identify and use units, systems, and processes of measurement.	6 of 7	6 of 8
	<b>Data Analysis and Probability</b> Students shall formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them; select and use appropriate statistical methods to analyze data; develop and evaluate inferences and predictions that are based on data; and understand and apply basic concepts of probability.	7 of 7	7 of 8

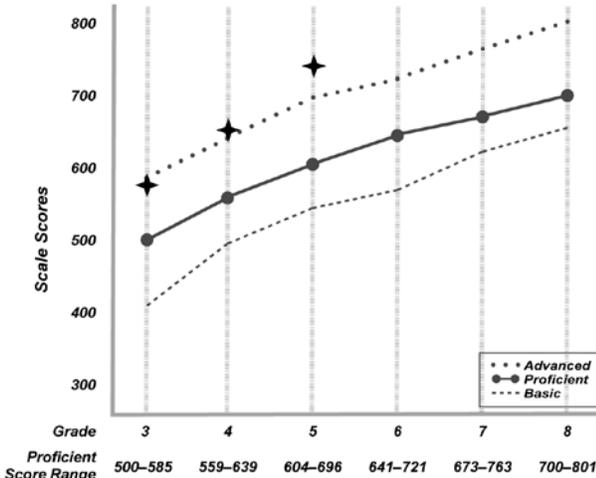
NA = The student did not attempt to answer the item. A score of "0" (zero) is assigned.

Your student's total scores reported for Mathematics are scale scores. Scale scores are transformed raw scores. When multiple forms of a test are used, or when results are compared from year to year, scale scores are needed to adjust for possible differences in test form length or difficulty. They are used in numerous national testing programs, including the ACT and SAT examinations, and are routinely used in many other statewide testing programs, providing the basis for long-term, meaningful comparisons of student results across different test administrations. For more information about converting raw scores to scale scores, see the Raw to Scale Score Conversion Tables posted on the ADE website at the **Testing** link.

**Pathway to Proficiency:  
Your Student's Growth in Mathematics**

This graph represents your student's scale scores and performance levels on previous Mathematics tests. It also shows the scale score ranges going forward for each of the performance levels and is an indication of the scores needed to either attain the Proficient level in Mathematics or to maintain the current performance level.

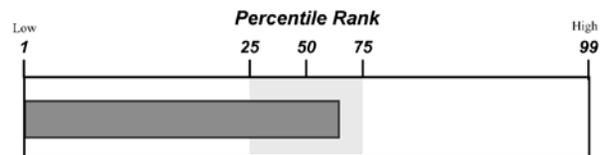
Samuel's Score		
570	653	734
Proficient	Advanced	Advanced



**Iowa Tests of Basic Skills®  
(NRT Score)**

	Mathematics
Number Possible/Correct	30/20
Standard Score	680
National Percentile Rank	65
National Stanine	6
Normal Curve Equivalent	72.7

The Iowa Tests of Basic Skills® (ITBS®) is a norm-referenced test (NRT). The NRT is a component of the Arkansas Augmented Benchmark Examination. The NRT is a valuable piece of information about how your student's academic achievement compares to a representative sample of students in the same grade. The national average percentile rank score on the NRT is 50. The NRT rank your student receives is not used for accountability.



**Samuel ranks in the 65th percentile in Mathematics, which means Samuel performs as well as or better than 65 percent of a nationally tested sample.**

STUDENT REPORT (PAGE 3)

**Samuel's CRT\* Score = 656 (Proficient Level)**

**LITERACY RESULTS**

\*CRT is a criterion-referenced test, which is designed to demonstrate student proficiency on the learning standards of Arkansas.

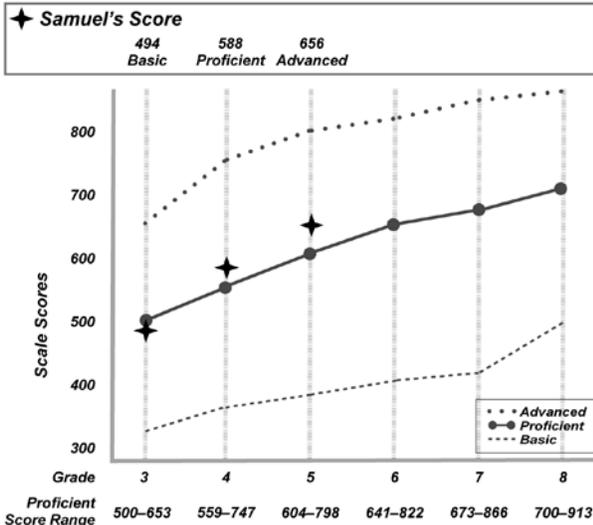
The table below shows the number of points your student scored in each of the Literacy (Reading and Writing) skill areas.		Multiple-Choice	Open-Response
<b>READING</b>	<b>Literary Passage</b> A selection such as a short story, poem, or an excerpt from a novel or essay.	6 of 8	5 of 8
	<b>Content Passage</b> A prose selection, usually non-fiction, that provides informational content about people, places, events, or situations.	5 of 8	7 of 8
	<b>Practical Passage</b> A selection that provides useful information, such as a brochure, recipe, handbook, manual, or "how to" directions.	5 of 8	6 of 8
<b>WRITING DOMAINS</b>	<b>Multiple-Choice</b>	6 of 8	
	<b>Content</b> The Content domain reflects the writer's ability to focus and elaborate on a central idea in a unified, organized text.	P1: 3.0 of 4.0 P2: 3.5 of 4.0	
	<b>Style</b> The Style domain reflects the writer's ability to purposefully shape and control language to affect readers. Style includes the use of vocabulary, selected information, sentence variety, tone, and voice.	P1: 3.5 of 4.0 P2: 2.0 of 4.0	
	<b>Sentence Formation</b> The Sentence Formation domain reflects the writer's ability to form competent, appropriately mature sentences to express his/her thoughts. Features of sentence formation include completeness and the grammatical arrangement of words (syntax).	P1: 3.5 of 4.0 P2: 3.0 of 4.0	
	<b>Usage</b> The Usage domain reflects the writer's ability to follow the conventions of standard written usage. This includes proper use of nouns and verbs, subject/verb agreement, pronoun case, and appropriate word usage.	P1: 3.0 of 4.0 P2: 2.5 of 4.0	
	<b>Mechanics</b> The Mechanics domain demonstrates the writer's use of capitalization, punctuation, spelling, and paragraph formatting.	P1: 3.0 of 4.0 P2: 3.5 of 4.0	

NA = The student did not attempt to answer the item. A score of "0" (zero) is assigned.

Your student's total scores reported for Literacy are scale scores. Scale scores are transformed raw scores. When multiple forms of a test are used, or when results are compared from year to year, scale scores are needed to adjust for possible differences in test form length or difficulty. They are used in numerous national testing programs, including the ACT and SAT examinations, and are routinely used in many other statewide testing programs, providing the basis for long-term, meaningful comparisons of student results across different test administrations. For more information about converting raw scores to scale scores, see the Raw to Scale Score Conversion Tables posted on the ADE website at the [Testing](#) link.

**Pathway to Proficiency:  
Your Student's Growth in Literacy**

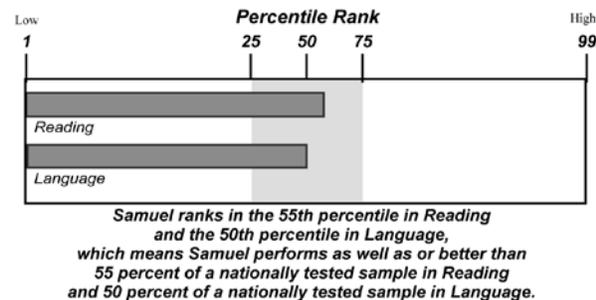
This graph represents your student's scale scores and performance levels on previous Literacy tests. It also shows the scale score ranges going forward for each of the performance levels and is an indication of the scores needed to either attain the Proficient level in Literacy or to maintain the current performance level.



**Iowa Tests of Basic Skills®  
(NRT Score)**

	Reading	Language
Number Possible/Correct	30/23	30/20
Standard Score	651	610
National Percentile Rank	55	50
National Stanine	6	6
Normal Curve Equivalent	64.2	61.0

The Iowa Tests of Basic Skills® (ITBS®) is a norm-referenced test (NRT). The NRT is a component of the Arkansas Augmented Benchmark Examination. The NRT is a valuable piece of information about how your student's academic achievement compares to a representative sample of students in the same grade. The national average percentile rank score on the NRT is 50. The NRT rank your student receives is not used for accountability.



STUDENT REPORT (PAGE 4)

**Samuel's CRT\* Score = 177 (Basic Level)**

**SCIENCE RESULTS**

\*CRT is a criterion-referenced test, which is designed to demonstrate student proficiency on the learning standards of Arkansas.

The table below shows the number of points your student scored in each of the Science skill areas.		Multiple-Choice	Open-Response
<b>SCIENCE STRANDS</b>	<b>Nature of Science</b> Students shall demonstrate an understanding of the inquiry process through the nature of science; explore, demonstrate, communicate, apply, and evaluate the knowledge of the nature of science; and demonstrate an understanding of the connections and applications of the nature of science.	2 of 5	5 of 8
	<b>Life Science</b> Students shall demonstrate an understanding of life science as a process of inquiry; explore, demonstrate, communicate, apply, and evaluate the knowledge of life systems; and demonstrate an understanding of the connections and applications in life science.	6 of 11	12 of 16
	<b>Physical Science</b> Students shall demonstrate an understanding of physical science as a process of inquiry; explore, demonstrate, communicate, apply, and evaluate the knowledge of physical science; and demonstrate an understanding of the connections and applications of physical science.	7 of 12	5 of 8
	<b>Earth and Space Science</b> Students shall demonstrate an understanding of the inquiry process through the study of earth and space systems; explore, demonstrate, communicate, apply, and evaluate knowledge of the properties of earth and space systems; and demonstrate an understanding of the connections and applications of earth and space systems.	8 of 12	5 of 8

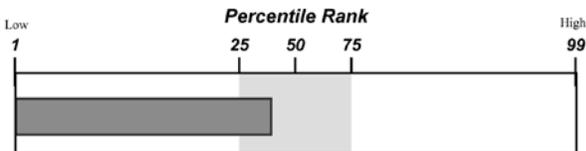
NA = The student did not attempt to answer the item. A score of "0" (zero) is assigned.

Your student's total scores reported for Science are scale scores. Scale scores are transformed raw scores. When multiple forms of a test are used, or when results are compared from year to year, scale scores are needed to adjust for possible differences in test form length or difficulty. They are used in numerous national testing programs, including the ACT and SAT examinations, and are routinely used in many other statewide testing programs, providing the basis for long-term, meaningful comparisons of student results across different test administrations. For more information about converting raw scores to scale scores, see the Raw to Scale Score Conversion Tables posted on the ADE website at the [Testing](#) link.

**Iowa Tests of Basic Skills® (NRT Score)**

	Science
Number Possible/Correct	30/18
Standard Score	580
National Percentile Rank	40
National Stanine	5
Normal Curve Equivalent	58.2

The Iowa Tests of Basic Skills® (ITBS®) is a norm-referenced test (NRT). The NRT is a component of the Arkansas Augmented Benchmark Examination. The NRT is a valuable piece of information about how your student's academic achievement compares to a representative sample of students in the same grade. The national average percentile rank score on the NRT is 50. The NRT rank your student receives is not used for accountability.



**Samuel ranks in the 40th percentile in Science, which means Samuel performs as well as or better than 40 percent of a nationally tested sample.**

**What Additional Resources Are Available?**

Additional information is available online at the Arkansas Department of Education website: <http://ArkansasEd.org/> or contact the Office of Student Assessment at 501-682-4558.

Under **ADE DIVISIONS** at the **Learning Services** link, click on **Curriculum and Instruction**. Click on **Curriculum Frameworks** to locate the Curriculum Framework mentioned in the Commissioner's letter on the front of this report.

Under **I'M LOOKING FOR ...** at the **Parents** link you will find a variety of documents of interest to parents.

Testing resource materials can be found by clicking on the **Testing** link under **POPULAR LINKS**. Scroll down the page and click on the **Augmented Benchmark Assessment and the Iowa Tests** link where you will find the following assessment materials.

**Released Item Booklets**

These contain actual test items from previous examinations.

**Teacher Handbooks**

These handbooks are designed to demonstrate how the open-response items are scored. Sample student papers with scoring explanations are included for science, math, writing, and reading.

**Report Interpretation Guides**

These guides contain components of the Augmented Benchmark Examinations, the purpose of the program, answers to frequently asked questions, samples of all Augmented Benchmark reports, and information about how to interpret reports.

### CLASS ROSTER REPORT: CRT SCORES

The Class Roster Report is a single-page or multi-page report depending on the number of students, which provides a list of students and the results for those students who participated in the April 2014 Augmented Benchmark Examination. The class name appearing on the report reflects what was coded on the Classroom/Group Information Sheet for district name, school name, district and school LEA number, and classroom/group name. A sample of this report is provided on the following page.

The Class Roster Report provides school and district staff with information on how students within a specific class or group performed on the Augmented Benchmark Examination. The following information is included on the Class Roster Report: CRT Scores:

- The Combined Population: Mean Scale Scores for the school, district, region, and state in Mathematics, Literacy (Reading and Writing), and Science (for grades 5 and 7) are provided and can be used as comparative data.
- The four performance levels (below basic, basic, proficient, and advanced) are shown to the right of the school information with the associated range of scale scores for Mathematics, Literacy, and Science (for grades 5 and 7).
- All students within the classroom/group are listed in alphabetical order by last name (with their respective State Reporting Identification Numbers) in the left column with the Augmented Benchmark Examination results for each student provided in the columns that follow. All of the CRT information provided on the Individual Student Report is also provided for each student on the Class Roster Report (e.g., performance level, scale score, skill area information).
- Students who did not attain the proficient or advanced level in Mathematics, Literacy, and/or Science (for grades 5 and 7) are indicated with an asterisk next to their names.
- An LEP student who has been in the U.S. less than one year is designated with an “(L)” following the Student ID number.
- On the Class Roster Report, the Writing domain scores are the sum of the scores the student received for Prompt 1 and for Prompt 2. To see the domain score the student received for each prompt, see the Student Report. A score of “NA” (No Attempt) on the Student Report translates into a score of “0” when the Writing domain scores are summed for the Class Roster Report. For Writing domain scores, the only time “NA” will appear on the Class Roster Report is when a student received an “NA” for each of the Writing prompts.
- Following the listing of students, the class average for each skill area is provided. Class averages do not include 1st Year LEP student scores.
- The mean scale scores for the school, district, region, and state are provided and can be used as comparative data.

For each of the subject areas, a student is required to have attained a total scale score associated with the proficient or advanced performance level in order to be considered performing at or above grade level for that subject. Again, it is important to note that the information listed at the strand, passage type, or domain level for the student can play an important role in gauging student needs but should not be used as the only measure in determining additional instruction.



**GRADE 4 AUGMENTED BENCHMARK EXAMINATION  
CLASS ROSTER REPORT: CRT SCORES**

Date of Test: April 2014  
Page: 1

**COMBINED POPULATION: Mean Scale Scores for School/District/Region/State**

	School	District	Region	State
Mathematics	630	646	650	625
Literacy	668	680	590	580

District Number: 99-99  
 District Name: Arkansas School District  
 School Number: 99-99-999  
 School Name: Arkansas Elementary School  
 Class Name: PIERCE

**PERFORMANCE LEVEL SCALE SCORES**

	Below Basic (BEL)	Basic (BAS)	Proficient (PRO)	Advanced (ADV)
Mathematics	543 and below	544-603	604-696	697 and above
Literacy	381 and below	382-603	604-798	799 and above

NA = No Attempt (Zero Score)  
 \* = Not proficient in one or more areas  
 & = Modified form adapted to Braille

**Student Information**

Name	Student ID#	Multiple-Choice/Open-Response Points Possible
ADCOCK, VICKY *	1234567890	
ADDLER, VICKY *	2345678901	
AMWAY, JOHN Q	3456789012	
BANCROUN, MARV	4567890123	
BESTER, CODY &	5678901234	
BIYDREAM, JEAN *	6789012345	
BYRD, JEAN *	7890123456 (L)	
CANCROUN, MARV *	8901234567 (L)	
DREAMY, JEAN	9012345678	
DUNKIRK, BLINEY	0123456789	
JAMWAY, JOHN Q	2233445566	
KIRKLEY, BLINEY	3344556677	
SMITHLY, VICKY	4455667788	
VEST, CODY	5566778899	
WAYLAN, JOHN	6677889900	

**CLASS AVERAGE:**  
**SCHOOL AVERAGE:**  
**DISTRICT AVERAGE:**  
**STATE AVERAGE:**

PERFORMANCE LEVEL	MATHEMATICS						LITERACY										
	MATH SCORE	Number and Operations	Algebra	Geometry	Measurement	Data Analysis and Probability	PERFORMANCE LEVEL	LITERACY SCORE	Literacy	Content	Practical Writing	Multiple-Choice Writing	Content	Style	Sentence Formation	Usage	Mechanics
BEL	470	9/8	9/8	8/8	7/8	7/8	BEL	346	8/8	8/8	8/8	8	8.0	8.0	8.0	8.0	8.0
BEL	425	1/2	1/3	3/2	3/1	2/1	BEL	326	3/2	2/1	3/2	3	2.0	2.5	2.5	2.0	3.0
PRO	615	1/3	3/2	3/1	2/1	1/1	BEL	195	4/2	4/2	4/2	4	2.5	2.5	2.0	3.0	1.5
ADV	700	5/6	5/7	6/4	4/6	6/5	PRO	760	5/5	4/5	4/5	6	3.5	3.0	4.0	3.5	3.5
PRO	650	7/7	6/8	8/6	8/8	5/7	ADV	810	8/8	5/7	4/8	7	4.0	4.0	3.5	3.5	4.0
BEL	510	6/4	4/6	6/5	5/6	5/7	PRO	700	6/5	4/6	6/5	7	4.0	3.5	3.5	2.5	3.5
PRO	675	4/4	6/2	3/2	4/2	1/4	BEL	326	2/1	3/2	1/0	3	1.0	2.5	2.5	2.0	3.0
ADV	720	5/7	6/4	4/6	6/5	4/6	BEL	195	5/5	4/5	4/2	NA	NA	NA	NA	NA	NA
PRO	680	8/6	8/8	5/7	4/8	8/4	BEL	230	7/7	6/8	8/6	NA	NA	NA	NA	NA	NA
PRO	640	4/4	5/7	6/4	4/6	6/5	PRO	635	5/5	4/5	4/2	5	4.0	3.5	3.5	2.5	3.5
PRO	640	5/7	6/4	4/6	6/5	4/4	PRO	750	6/5	4/6	6/5	6	3.5	3.0	4.0	3.5	3.5
ADV	715	6/8	5/8	8/6	8/8	5/7	ADV	810	7/7	6/8	8/6	8	4.0	4.0	3.5	3.5	4.0
PRO	660	4/4	5/7	6/4	4/6	6/5	PRO	790	5/5	4/6	6/5	6	4.0	3.5	3.5	2.5	3.5
PRO	652	5/7	6/4	4/6	6/5	4/4	PRO	766	4/6	6/5	5/5	4	3.5	3.0	4.0	3.5	3.5
ADV	704	8/4	8/6	8/8	5/7	6/8	ADV	804	8/8	8/8	8/6	8	4.0	4.0	3.5	3.5	4.0
PRO	650	6/2	5/7	6/4	4/6	6/5	PRO	706	5/5	4/5	4/2	4	4.0	3.5	3.5	2.5	3.5
CLASS AVERAGE:	630	5/5	5/5	5/5	5/5	5/5		668	5/5	4/6	6/5	5	3.0	2.5	2.5	2.5	3.0
SCHOOL AVERAGE:	646	5/6	6/6	5/6	5/6	5/6		660	4/5	4/5	6/5	5	2.5	3.0	3.0	3.0	2.5
DISTRICT AVERAGE:	650	6/6	6/6	6/6	6/6	6/6		590	5/5	4/6	4/5	5	2.0	3.0	3.0	3.0	3.0
STATE AVERAGE:	625	5/5	5/5	5/5	5/5	5/5		580	5/4	4/4	5/5	5	2.0	2.5	3.0	2.5	3.0

Averages do not include the following group: 1) 1st Year LEP Students

### SCHOOL ROSTER REPORT: CRT SCORES

The School Roster Report is a multi-page report providing a list of students for whom answer documents were returned for the Augmented Benchmark Examination and the results for those students. The school information appearing on the report reflects what was coded on the Classroom/Group Information Sheet for district name, school name, and district/school LEA number. A sample of this report is provided on the following pages.

The School Roster Report provides school and district staff with information on how all students within a school performed on the Augmented Benchmark Examination. The following information is provided on the School Roster Report: CRT Scores:

- The four performance levels (below basic, basic, proficient, and advanced) are shown to the right of the school information with the associated range of scale scores for Mathematics, Literacy, and Science (for grades 5 and 7).
- Results for students are reported separately by group. See pages 5–6 for a listing and definitions of the groups.
- All students in the school are listed in alphabetical order by last name (with their respective State Reporting Identification Numbers) in the left column with the Augmented Benchmark Examination results for each student provided in the columns that follow. All of the CRT information provided on the Individual Student Report is also provided for each student on the School Roster Report (e.g., performance level, scale score, skill area information).
- Students who did not attain the proficient or advanced level in Mathematics, Literacy, and/or Science (for grades 5 and 7) are indicated with an asterisk next to their names.
- An LEP student who has been in the U.S. less than one year is designated with an “(L)” following the Student ID number.
- On the School Roster Report, the Writing domain scores are the sum of the scores the student received for Prompt 1 and for Prompt 2. To see the domain score the student received for each prompt, refer to the Student Report. A score of “NA” (No Attempt) on the Student Report translates into a score of “0” when the Writing domain scores are summed for the School Roster Report. For Writing domain scores, the only time “NA” will appear on the School Roster Report is when a student received an “NA” for each of the Writing prompts.
- Following the listing of students within each group, the school average for each skill area for that group is provided. School averages do not include 1st Year LEP student scores. The state average is also provided for the Combined Population group.

For each of the subject areas, a student is required to have attained a total scale score associated with the proficient or advanced performance level in order to be considered performing at or above grade level for that subject. Again, it is important to note that the information listed at the strand, passage type, or domain level for the student can play an important role in gauging student needs but should not be used as the only measure in determining additional instruction.







**GRADE 5 AUGMENTED BENCHMARK EXAMINATION  
SCHOOL ROSTER REPORT: CRT SCORES**

Date of Test: April 2014  
Page 3

District Number: 99-99  
 District Name: Arkansas School District  
 School Number: 99-99-999  
 School Name: Arkansas School

**PERFORMANCE LEVEL SCALE SCORES**

Mathematics	544-603	604-696	697 and above
Literacy	382-603	604-798	799 and above

NA = No Attempt (Zero Score)  
 \* = Not Proficient in one/both areas  
 & = Modified form adapted to Braille

Student Information	Name	Student ID #	PERFORMANCE LEVEL SCALE SCORES																		
			MATHEMATICS					LITERACY													
			PERFORMANCE LEVEL	MATHEMATICS SCALE SCORE	Numbers and Operations	Algebra	Geometry	Measurement	Data Analysis and Probability	PERFORMANCE LEVEL	LITERACY SCALE SCORE	Literary	Content	Practical	Multiple-Choice Writing	Content	Style	Sentence Formation	Usage	Mechanics	
<b>MONITORED FORMER LEP STUDENTS -- YEAR 2</b>																					
	ARMATO, TOMAS *	3142177181	BEL	530	2/3	2/2	4/1	2/1	4/1	BEL	378	4/2	4/1	3/1	3	2.5	2.5	2.0	3.0	1.5	
	GUITTEREZ, AMBER	2012345678	PRO	615	5/6	5/7	6/4	4/6	6/5	PRO	760	5/5	4/5	4/2	6	3.5	3.0	4.0	3.5	3.5	
	<b>SCHOOL AVERAGE:</b>			580	3/4	3/5	4/6	3/4	3/4		525	3/5	3/3	3/2	5	3.0	2.0	2.0	3.0	2.5	
<b>GIFTED AND TALENTED STUDENTS</b>																					
	LOPEZ, SIMONE	5566778899	PRO	615	5/6	5/7	6/4	4/6	6/5	PRO	760	5/5	4/5	4/2	6	3.5	3.0	4.0	3.5	3.5	
	<b>SCHOOL AVERAGE:</b>			530	3/4	4/5	4/6	3/4	3/4		538	4/5	3/3	3/2	5	3.0	2.0	3.0	3.0	2.5	
<b>HIGHLY MOBILE STUDENTS</b>																					
	ADAMSON, JILIAN *	6667778889	BEL	425	1/3	3/2	3/1	2/1	1/1	BEL	350	4/2	1/1	1/1	4	2.5	2.5	2.0	3.0	1.5	
	MCDONALD, CODY *	7778889990	PRO	615	5/6	5/7	6/4	4/6	6/5	PRO	760	5/5	4/5	4/2	6	3.5	3.0	4.0	3.5	3.5	
	<b>SCHOOL AVERAGE:</b>			530	3/4	4/5	4/6	3/4	3/4		538	4/5	3/3	3/2	5	3.0	2.0	3.0	3.0	2.5	
<b>FREE AND/OR REDUCED LUNCH STUDENTS</b>																					
	<b>SCHOOL AVERAGE:</b>			590	6/4	4/5	4/6	6/4	3/4		558	4/5	4/4	6/3	5	3.0	3.5	3.5	3.0	3.0	
<b>NON-ECONOMICALLY DISADVANTAGED STUDENTS</b>																					
	<b>SCHOOL AVERAGE:</b>			682	5/5	4/5	4/6	5/6	5/5		668	7/5	6/6	5/7	7	3.0	2.5	3.0	3.0	2.5	
<b>NON-DISABLED STUDENTS</b>																					
	<b>SCHOOL AVERAGE:</b>			582	6/5	5/5	6/6	6/7	7/4		568	6/5	6/5	7/4	6	2.0	2.5	3.0	3.0	2.5	

L: 1st Year LEP Student  
 Averages do not include the following groups: 1) 1st Year LEP student

## SCHOOL SUMMARY REPORT: CRT SCORES—OVERVIEW

The School Summary Report is a multi-page report providing student results aggregated to the school level. Eight groups are reported independently from one another (see page 5 for additional information). Mathematics, Literacy (Reading and Writing), and Science (for grades 5 and 7) results are reported separately. The school information appearing on the report reflects what was coded on the Classroom/Group Information Sheet for district name, school name, and district/school LEA number.

**Note: The District Summary Report provides district staff with summary information on how students within the district performed on the Augmented Benchmark Examinations. The School and District Summary Reports are set up identically to one another, except that the district report does not contain data specific to each school. The district-level report also contains an additional page for 1st Year LEP students.**

## SCHOOL SUMMARY REPORT—COMBINED POPULATION: CRT SCORES

The Combined Population Report gives the results for **all** students\* for whom answer documents were returned for the April 2014 administration of the Augmented Benchmark Examination. Combined Population is the first group reported on the School Summary Report, by subject. A sample of this report is provided on the following pages.

The School Summary Report—Combined Population: CRT Scores provides school and district staff with summary information on how all students in the school performed on the Augmented Benchmark Examination. The following information is provided:

- The subject area is identified at the top of the column on the left side of each page.
- The total number of students\* in the school for whom answer documents were returned is provided at the top of the page under the district name.
- The Combined Population group is broken out and reported for the following student sub-groups:
  - All Students
  - Gender
  - Ethnicity
  - Gender/Ethnicity
  - Migrant

**Note:** See pages 5–6 for a full description of all groups.

- In the columns on the School Summary Report, data are provided for each of the four performance levels (below basic, basic, proficient, and advanced). The associated scale score range for each performance level is also provided. Results are provided in terms of the numbers and percents of students performing at each level in the school, district, region, and state. The first column on the report indicates the specific student population that is being reported on that particular line (row).

The information provided on the School Summary Report—Combined Population: CRT Scores can be used to compare the performance of students in the school with the performance of students at the district, region, and state levels.

\* 1st Year in the U.S. LEP student scores are not included in this report.



**GRADE 5 AUGMENTED BENCHMARK EXAMINATION  
SCHOOL SUMMARY REPORT: CRT SCORES  
COMBINED POPULATION**

Date of Test: April 2014  
Page 1

District Number: 99-99  
District Name: Arkansas School District  
Total Number of Students Tested: 112

School Number: 99-99-999  
School Name: Arkansas School

	Number & Percent of Students Below Basic (BEL) 543 and below				Number & Percent of Students Basic (BAS) 544-603				Number & Percent of Students Proficient (PRO) 604-696				Number & Percent of Students Advanced (ADV) 697 and above			
	School	District	Region	State	School	District	Region	State	School	District	Region	State	School	District	Region	State
<b>MATHEMATICS</b>																
All Students	8 7%	8 6%	293 13%	3,265 9%	26 23%	26 20%	667 30%	8,905 25%	46 41%	46 41%	649 36%	14,486 41%	32 29%	53 40%	423 19%	8,926 25%
Gender																
Female	5 10%	5 8%	112 10%	1,282 7%	11 21%	11 17%	333 30%	4,344 24%	21 40%	21 33%	449 40%	7,634 43%	15 29%	27 42%	220 20%	4,483 25%
Male	3 5%	3 4%	180 16%	1,975 11%	15 25%	15 22%	332 30%	4,540 26%	25 42%	25 38%	398 35%	6,833 38%	17 28%	26 38%	203 18%	4,439 25%
Ethnicity																
Hispanic	0 0%	0 0%	4 5%	247 10%	0 0%	0 0%	29 36%	860 34%	0 0%	0 0%	32 40%	1,047 41%	0 0%	0 0%	15 19%	383 15%
Asian	0 0%	0 0%	0 0%	29 5%	0 0%	0 0%	93 17%	201 37%	0 0%	0 0%	0 0%	201 37%	1 100%	1 100%	2 41%	226 41%
Native Hawaiian/ Pacific Islander	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%	0 0%	0 0%	0 0%
American Indian/ Alaska Native	0 0%	0 0%	0 0%	17 6%	0 0%	0 0%	3 50%	70 26%	0 0%	0 0%	2 33%	121 45%	0 0%	0 0%	1 17%	63 23%
Black	7 12%	7 11%	224 20%	1,700 21%	18 31%	18 30%	413 38%	3,022 37%	24 41%	24 41%	353 32%	2,711 33%	9 16%	12 20%	108 10%	661 8%
White	1 2%	1 1%	65 6%	1,255 5%	8 15%	8 11%	221 21%	4,833 20%	22 42%	22 31%	462 44%	10,379 43%	22 42%	40 56%	297 31%	7,562 31%
Two or More Races	0 0%	0 0%	0 0%	28 48%	0 0%	0 0%	0 0%	26 26%	0 0%	0 0%	0 0%	17 17%	0 0%	0 0%	0 0%	5 9%
Not Indicated	0 0%	0 0%	0 0%	9 14%	0 0%	0 0%	1 100%	12 19%	0 0%	0 0%	0 0%	17 27%	0 0%	0 0%	0 0%	26 41%
Gender/Ethnicity - Female																
Hispanic	0 0%	0 0%	2 5%	97 8%	0 0%	0 0%	18 43%	401 33%	0 0%	0 0%	15 36%	547 44%	0 0%	0 0%	7 17%	188 15%
Asian	0 0%	0 0%	0 0%	15 6%	0 0%	0 0%	43 17%	89 35%	0 0%	0 0%	0 0%	89 35%	1 100%	1 100%	1 41%	104 41%
Native Hawaiian/ Pacific Islander	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%	0 0%	0 0%	0 0%
American Indian/ Alaska Native	0 0%	0 0%	0 0%	6 4%	0 0%	0 0%	2 100%	37 26%	0 0%	0 0%	0 0%	65 46%	0 0%	0 0%	0 0%	34 24%
Black	5 19%	5 17%	91 16%	698 17%	9 33%	9 31%	219 38%	1,573 37%	10 34%	10 34%	206 35%	1,534 36%	3 11%	5 17%	67 11%	383 9%
White	0 0%	0 0%	19 4%	450 14%	2 8%	2 6%	94 19%	2,280 19%	11 46%	11 32%	228 47%	5,388 45%	11 46%	21 62%	145 30%	3,759 32%
Two or More Races	0 0%	0 0%	0 0%	14 43%	0 0%	0 0%	8 19%	8 19%	0 0%	0 0%	0 0%	5 16%	0 0%	0 0%	0 0%	5 16%
Not Indicated	0 0%	0 0%	0 0%	2 10%	0 0%	0 0%	2 10%	2 10%	0 0%	0 0%	0 0%	6 30%	0 0%	0 0%	0 0%	10 50%

The following groups are not included in this report: 1) 1st Year LEP Students



### SCHOOL SUMMARY REPORT—GENERAL POPULATION: CRT SCORES

Students included in the General Population Report are those who were **not** identified with an ESI code (IEP students), as Limited English Proficient (LEP students), and/or as Highly Mobile. Students identified as Gifted and Talented, Monitored Former LEP, and/or as eligible for Free and/or Reduced Lunch are included in the General Population Report, unless they have also been identified with an ESI code, as LEP, and/or as Highly Mobile. General Population is the second group reported on the School Summary Report, by subject. A sample of this report is provided on the following pages.

The School Summary Report—General Population: CRT Scores provides school and district staff with summary information on how General Population students within a school performed on the Augmented Benchmark Examination. The following information is provided:

- The subject area is identified at the top of the column on the left side of each page.
- The total number of General Population students\* in the school for whom answer documents were returned is provided at the top of the page under the district name.
- The General Population group is broken out and reported for the following student sub-groups:
  - All Students
  - Gender
  - Ethnicity
  - Gender/Ethnicity
  - Migrant

**Note:** See pages 5–6 for a full description of all groups.

- In the columns on the School Summary Report, data are provided for each of the four performance levels (below basic, basic, proficient, and advanced). The associated scale score range for each performance level is also provided. Results are provided in terms of the numbers and percents of students performing at each level in the school, district, region, and state. The first column on the report indicates the specific student population that is being reported on that particular line (row).

The information provided on the School Summary Report—General Population: CRT Scores can be used to compare the performance of General Population students in the school with the performance of General Population students at the district, region, and state levels.

\* 1st Year in the U.S. LEP student scores are not included in this report.



**GRADE 5 AUGMENTED BENCHMARK EXAMINATION  
SCHOOL SUMMARY REPORT: CRT SCORES  
GENERAL POPULATION**

Date of Test: April 2014  
Page 3

District Number: **99-99**  
District Name: **Arkansas School District**  
Total Number of Students Tested: **103**

School Number: **99-99-999**  
School Name: **Arkansas School**

Ethnicity	Number & Percent of Students Below Basic (BEL) 543 and below				Number & Percent of Students Basic (BAS) 544-603				Number & Percent of Students Proficient (PRO) 604-696				Number & Percent of Students Advanced (ADV) 697 and above			
	School	District	Region	State	School	District	Region	State	School	District	Region	State	School	District	Region	State
<b>MATHEMATICS</b>																
All Students	6	6	208	1,915	22	22	545	6,716	43	43	803	12,953	32	53	409	8,557
	6%	5%	11%	6%	21%	18%	28%	22%	42%	35%	41%	43%	31%	43%	21%	28%
Gender																
Female	4	4	89	796	9	9	275	3,412	20	20	431	6,941	15	27	212	4,327
	8%	7%	9%	5%	19%	15%	27%	22%	42%	33%	43%	45%	31%	45%	21%	28%
Male	2	2	119	1,111	13	13	269	3,295	23	23	371	6,002	17	26	197	4,228
	4%	3%	12%	8%	24%	20%	23%	23%	42%	36%	39%	41%	31%	41%	21%	29%
Ethnicity																
Hispanic	0	0	2	51	0	0	5	293	0	0	19	624	0	0	13	303
	0%	0%	5%	4%	0%	0%	13%	23%	0%	0%	4%	49%	0%	0%	33%	24%
Asian	0	0	0	7	0	0	0	39	0	0	0	140	1	1	2	196
	0%	0%	0%	2%	0%	0%	0%	10%	0%	0%	0%	37%	100%	100%	100%	51%
Native Hawaiian/ Pacific Islander	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%	0%	0%	0%	0%	0%	0%
American Indian/ Alaska Native	0	0	0	9	0	0	0	45	0	0	2	109	0	0	1	62
	0%	0%	0%	4%	0%	0%	0%	20%	0%	0%	67%	48%	0%	0%	33%	28%
Black	5	5	163	1,103	14	14	364	2,594	22	22	347	2,561	9	12	105	644
	10%	9%	17%	16%	28%	26%	37%	38%	44%	42%	35%	37%	18%	23%	11%	9%
White	1	1	43	714	8	8	176	3,728	21	21	435	9,498	22	40	288	7,322
	2%	1%	5%	3%	15%	11%	19%	18%	40%	30%	48%	45%	42%	57%	31%	34%
Two or More Races	0	0	0	28	0	0	0	15	0	0	0	10	0	0	0	5
	0%	0%	0%	48%	0%	0%	0%	28%	0%	0%	0%	17%	0%	0%	0%	9%
Not Indicated	0	0	0	3	0	0	0	4	0	0	0	11	0	0	0	25
	0%	0%	0%	7%	0%	0%	0%	9%	0%	0%	0%	26%	0%	0%	0%	58%
Gender/Ethnicity - Female																
Hispanic	0	0	2	22	0	0	3	144	0	0	9	355	0	0	6	149
	0%	0%	10%	3%	0%	0%	15%	21%	0%	0%	45%	53%	0%	0%	30%	22%
Asian	0	0	0	3	0	0	0	19	0	0	0	61	1	1	1	93
	0%	0%	0%	2%	0%	0%	0%	11%	0%	0%	0%	35%	100%	100%	100%	53%
Native Hawaiian/ Pacific Islander	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%	0%	0%	0%	0%	0%	0%
American Indian/ Alaska Native	0	0	0	3	0	0	0	28	0	0	0	60	0	0	0	34
	0%	0%	0%	2%	0%	0%	0%	22%	0%	0%	0%	48%	0%	0%	0%	27%
Black	4	4	74	487	7	7	197	1,394	10	10	204	1,461	3	5	64	373
	17%	15%	14%	13%	29%	27%	37%	37%	42%	38%	38%	39%	13%	19%	12%	10%
White	0	0	13	267	2	2	75	1,819	10	10	218	4,995	11	21	141	3,663
	0%	0%	3%	2%	9%	6%	17%	17%	43%	30%	48%	46%	48%	64%	32%	34%
Two or More Races	0	0	0	14	0	0	0	8	0	0	0	5	0	0	0	5
	0%	0%	0%	43%	0%	0%	0%	19%	0%	0%	0%	16%	0%	0%	0%	16%
Not Indicated	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	10
	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	29%	0%	0%	0%	71%

The following groups are not included in this report: 1) 1st Year LEP Students



**GRADE 5 AUGMENTED BENCHMARK EXAMINATION  
SCHOOL SUMMARY REPORT: CRT SCORES  
GENERAL POPULATION (continued)**

Date of Test: April 2014  
Page 4

District Number: **99-99** School Number: **99-99-999**  
District Name: **Arkansas School District** School Name: **Arkansas School**  
Total Number of Students Tested: **103**

	Number & Percent of Students Below Basic (BEL) 543 and below			Number & Percent of Students Basic (BAS) 544-603			Number & Percent of Students Proficient (PRO) 604-696			Number & Percent of Students Advanced (ADV) 697 and above					
	School	District	Region	School	District	Region	School	District	Region	School	District	Region	School	District	Region
<b>MATHEMATICS</b>															
Gender/Ethnicity - Male															
Hispanic	0	0%	0%	0	0%	0%	0	0%	0%	0	0%	0%	0	0%	0%
Asian	0	0%	0%	0	0%	0%	0	0%	0%	0	0%	0%	0	0%	0%
Native Hawaiian/ Pacific Islander	0	0%	0%	0	0%	0%	0	0%	0%	0	0%	0%	0	0%	0%
American Indian/ Alaska Native	0	0%	0%	0	0%	0%	0	0%	0%	0	0%	0%	0	0%	0%
Black	1	1%	89	7	26%	166	12	44%	142	6	21%	147	0	0%	28
White	1	1%	30	6	21%	101	11	38%	217	11	38%	191	7	21%	271
Two or More Races	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0
Not Indicated	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0
Migrant	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0
	0	0%	0	4	33%	22	22	68%	142	42	100%	42	11	11%	11

The following groups are not included in this report: 1) 1st Year LEP Students

**SCHOOL SUMMARY REPORT—I EP STUDENTS: CRT SCORES**

The results in this section of the School Summary Report are for those students who were identified with an Exceptional Student Identification (ESI) code, or IEP students. The IEP student population is the third group reported on the School Summary Report, by subject. IEP students are included as part of the Combined Population Report but are not included in the General Population Report. A sample of this report is provided on the following page.

The School Summary Report—I EP Students: CRT Scores provides school and district staff with summary information on how exceptional students in the school performed on the Augmented Benchmark Examination. The following information is provided:

- The subject area is identified at the top of the column on the left side of each page.
- The total number of IEP students\* in the school for whom answer documents were returned is provided at the top of the page under the district name.
- Data are first provided for “All IEP Students” and then broken down by the following ESI categories listed on the left side of the report:

Autism	Other Health Impairment
Deaf-Blindness	Emotional Disturbance
Hearing Impairment	Specific Learning Disability
Mental Retardation	Speech/Language Impairment
Multiple Disabilities	Traumatic Brain Injury
Orthopedic Impairment	Visual Impairment

**Note:** Students for whom more than one ESI code was marked on their answer documents are reported in the Multiple Disabilities category.

- The information provided for “Non-disabled” includes only those students who were **not** identified with an ESI code.
- The information provided for “Migrant” includes only those IEP students who were also identified as being Migrant students.
- In the columns on the School Summary Report, data are provided for each of the four performance levels (below basic, basic, proficient, and advanced). The associated scale score range for each performance level is also provided. Results are provided in terms of the numbers and percents of students performing at each level in the school, district, region, and state. The first column on the report indicates which students are being reported on that particular line (row).

The information provided on the School Summary Report—I EP Students: CRT Scores can be used to compare the performance of exceptional students in the school with the performance of exceptional students at the district, region, and state levels. The information in this report can also be used to compare the performance of exceptional students to non-disabled students at the school, district, region, and state levels.

\* 1st Year in the U.S. LEP student scores are not included in this report.

**GRADE 5 AUGMENTED BENCHMARK EXAMINATION**  
**SCHOOL SUMMARY REPORT: CRT SCORES**  
**IEP STUDENTS**



District Number: 99-99  
District Name: Arkansas School District  
Total Number of Students Tested: 4

School Number: 99-99-999  
School Name: Arkansas School

ESL Categories	Number & Percent of Students Below Basic (BEL) 543 and below				Number & Percent of Students Basic (BAS) 544-603				Number & Percent of Students Proficient (PRO) 604-696				Number & Percent of Students Advanced (ADV) 697 and above									
	School	District	Region	State	School	District	Region	State	School	District	Region	State	School	District	Region	State						
All IEP Students	1	25%	69	929	36%	1	50%	2	54	1,073	41%	1	25%	13	521	20%	0	0%	2	78	3%	
Autism	0	0%	0	13	24%	0	0%	0	1	13	100%	0	0%	0	0%	18	0%	0	0%	0	11	25%
Deaf-Blindness	0	0%	0	0	0%	0	0%	0	0	0	0%	0	0%	0	0%	0	0%	0	0	0	0	0%
Hearing Impairment	0	0%	0	0	0%	0	0%	0	0	0	0%	0	0%	0	0%	0	0%	0	0	0	0	0%
Mental Retardation	0	0%	0	17%	10%	0	0%	0	0	10	34%	0	0%	0	0%	13	0%	0	0	0	3	3%
Multiple Disabilities	0	0%	24	160	73%	1	100%	1	7	54	25%	0	0%	0	0%	4	0%	0	0	0	0	0%
Orthopedic Impairment	0	0%	0	3	50%	0	0%	0	0	3	50%	0	0%	0	0%	0	0%	0	0	0	0	0%
Other Health Impairment	0	0%	0	17%	10%	0	0%	0	0	3	50%	0	0%	0	0%	2	0%	0	0	0	0	0%
Emotional Disturbance	0	0%	6	153	33%	0	0%	0	7	198	42%	0	0%	0	0%	107	0%	0	0	0	10	2%
Specific Learning Disability	1	100%	1	19	46%	0	0%	0	1	13	27%	0	0%	0	0%	14	0%	0	0	0	2	4%
Speech/Language Impairment	0	0%	34	522	40%	1	100%	1	35	717	33%	0	0%	0	0%	29	0%	0	0	0	38	2%
Traumatic Brain Injury	0	0%	4	44	31%	0	0%	0	3	51	45%	0	0%	0	0%	34	0%	0	0	1	14	10%
Visual Impairment	0	0%	0	8	17%	0	0%	0	0	3	36%	0	0%	0	0%	2	0%	0	0	0	0	0%
Non-disabled	7	14%	224	2,356	17%	24	28%	24	613	7,832	14%	45	23%	836	13,965	32	53	421	8,848	35%	28%	48%
Migrant	0	0%	0	6	60%	0	0%	0	1	2	20%	0	0%	0	2	0	0	0	0	0	0	0%

The following groups are not included in this report: 1) 1st Year LEP Students

## SCHOOL SUMMARY REPORT—LEP STUDENTS: CRT SCORES

The results in this section of the School Summary Report are for students who were identified as Limited English Proficient (LEP). The LEP student population is the fourth group reported on the School Summary Report, by subject. LEP students are included as part of the Combined Population Report but are not included in the General Population Report. A sample of this report is provided on the following page.

The School Summary Report—LEP Students: CRT Scores provides school and district staff with summary information on how LEP students in the school performed on the Augmented Benchmark Examination. The following information is provided:

- The subject area is identified at the top of the column on the left side of each page.
- The total number of LEP students\* in the school for whom answer documents were returned is provided at the top of the page under the district name.
- The information provided for “Migrant” includes only those LEP students who were also identified as being Migrant students.
- In the columns on the School Summary Report, data are provided for each of the four performance levels (below basic, basic, proficient, and advanced). The associated scale score range for each performance level is also provided. Results are provided in terms of the numbers and percents of students performing at each level in the school, district, region, and state. The first column on the report indicates which students are being reported on that particular line (row).

The information listed on the School Summary Report—LEP Students: CRT Scores can be used to compare the performance of LEP students in the school with the performance of LEP students at the district, region, and state levels.

\* 1st Year in the U.S. LEP student scores are not included in this report.



**GRADE 5 AUGMENTED BENCHMARK EXAMINATION  
SCHOOL SUMMARY REPORT: CRT SCORES  
LEP STUDENTS**

District Number: **99-99** School Number: **99-99-999**  
 District Name: **Arkansas School District** School Name: **Arkansas School**  
 Total Number of Students Tested: **0**

MATHEMATICS	Number & Percent of Students			Number & Percent of Students			Number & Percent of Students			Number & Percent of Students					
	Below Basic (BEL) 543 and below			Basic (BAS) 544-603			Proficient (PRO) 604-696			Advanced (ADV) 697 and above					
Limited English Proficient	School	District	Region	School	District	Region	School	District	Region	School	District	Region	School	District	Region
	0	1	189	0	0	24	0	0	13	0	0	2	0	0	98
	0%	0%	14%	0%	0%	60%	0%	0%	33%	0%	0%	5%	0%	0%	7%
Migrant	0	0	14	0	0	2	0	0	3	0	0	0	0	0	5
	0%	0%	14%	0%	0%	40%	0%	0%	60%	0%	0%	0%	0%	0%	5%

The following groups are not included in this report: 1) 1st Year LEP Students

### SCHOOL SUMMARY REPORT—MONITORED FORMER LEP STUDENTS: CRT SCORES

The results in this section of the School Summary Report are for students who were identified as Monitored Former LEP. The Monitored Former LEP student population is the fifth group reported on the School Summary Report, by subject. Monitored Former LEP students are included in the results for both the Combined Population Report and the General Population Report. A sample of this report is provided on the following page.

The School Summary Report—Monitored Former LEP Students: CRT Scores provides school and district staff with summary information on how Monitored Former LEP students in the school performed on the Augmented Benchmark Examination. The following information is provided:

- The subject area is identified at the top of the column on the left side of each page.
- The information in the report is broken down into Monitored Former LEP—Year 1 and Monitored Former LEP—Year 2.
- The total number of Monitored Former LEP students\* in the school for whom answer documents were returned is provided at the top of the page under the district name.
- The information provided for “Migrant” includes only those Monitored Former LEP students who were also identified as being Migrant students.
- In the columns on the School Summary Report, data are provided for each of the four performance levels (below basic, basic, proficient, and advanced). The associated scale score range for each performance level is also provided. Results are provided in terms of the numbers and percents of students performing at each level in the school, district, region, and state. The first column on the report indicates which students are being reported on that particular line (row).

The information listed on the School Summary Report—Monitored Former LEP Students: CRT Scores can be used to compare the performance of Monitored Former LEP students in the school with the performance of Monitored Former LEP students at the district, region, and state levels.

\* 1st Year in the U.S. LEP student scores are not included in this report.



## SCHOOL SUMMARY REPORT—GIFTED AND TALENTED STUDENTS: CRT SCORES

The results in this section of the School Summary Report are for students who were identified as Gifted and Talented. The Gifted and Talented student population is the sixth group reported on the School Summary Report, by subject. Gifted and Talented students are included in the results for both the Combined Population Report and the General Population Report. A sample of this report is provided on the following page.

The School Summary Report—Gifted and Talented Students: CRT Scores provides school and district staff with summary information on how Gifted and Talented students in the school performed on the Augmented Benchmark Examination. The following information is provided:

- The subject area is identified at the top of the column on the left side of each page.
- The total number of Gifted and Talented students\* in the school for whom answer documents were returned is provided at the top of the page under the district name.
- The information provided for “Migrant” includes only those Gifted and Talented students who were also identified as being Migrant students.
- In the columns on the School Summary Report, data are provided for each of the four performance levels (below basic, basic, proficient, and advanced). The associated scale score range for each performance level is also provided. Results are provided in terms of the numbers and percents of students performing at each level in the school, district, region, and state. The first column on the report indicates which students are being reported on that particular line (row).

The information listed on the School Summary Report—Gifted and Talented Students: CRT Scores can be used to compare the performance of Gifted and Talented students in the school with the performance of Gifted and Talented students at the district, region, and state levels.

\* 1st Year in the U.S. LEP student scores are not included in this report.



**GRADE 5 AUGMENTED BENCHMARK EXAMINATION  
SCHOOL SUMMARY REPORT: CRT SCORES  
GIFTED AND TALENTED STUDENTS**

Date of Test: April 2014  
Page 8

District Number: 99-99  
District Name: Arkansas School District  
Total Number of Students Tested: 11

School Number: 99-99-999  
School Name: Arkansas School

MATHMATICS	Number & Percent of Students			Basic (BAS) 544-603			Proficient (PRO) 604-696			Advanced (ADV) 697 and above						
	School	District	Region	School	District	Region	School	District	Region	School	District	Region	School	District	Region	State
Gifted and Talented	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	2 18%	2 9%	96 33%	9 82%	20 91%	185 63%	9 82%	20 91%	185 63%	3,016 64%
Migrant	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%	0 0%	1 100%	2 67%

The following groups are not included in this report: 1) 1st Year LEP Students

### SCHOOL SUMMARY REPORT—HIGHLY MOBILE STUDENTS: CRT SCORES

The results in this section of the School Summary Report are for students who were identified as having enrolled in the school or moving between schools after October 1, 2013. The Highly Mobile student population is the seventh group reported on the School Summary Report, by subject. Highly Mobile students are included as part of the Combined Population Report but are not included in the General Population Report. A sample of this report is provided on the following page.

The School Summary Report—Highly Mobile Students: CRT Scores provides school and district staff with summary information on how Highly Mobile students in the school performed on the Augmented Benchmark Examination. The following information is provided:

- The subject area is identified at the top of the column on the left side of each page.
- The total number of Highly Mobile students\* in the school for whom answer documents were returned is provided at the top of the page under the district name.
- The information provided for “Migrant” includes only those Highly Mobile students who were also identified as being Migrant students.
- In the columns on the School Summary Report, data are provided for each of the four performance levels (below basic, basic, proficient, and advanced). The associated scale score range for each performance level is also provided. Results are provided in terms of the numbers and percents of students performing at each level in the school, district, region, and state. The first column on the report indicates which students are being reported on that particular line (row).

The information listed on the School Summary Report—Highly Mobile Students: CRT Scores can be used to compare the performance of Highly Mobile students in the school with the performance of Highly Mobile students at the district, region, and state levels.

\* 1st Year in the U.S. LEP student scores are not included in this report.



**GRADE 5 AUGMENTED BENCHMARK EXAMINATION  
SCHOOL SUMMARY REPORT: CRT SCORES  
HIGHLY MOBILE STUDENTS**

Date of Test: April 2014  
Page 9

District Number: **99-99** School Number: **99-99-999**  
 District Name: **Arkansas School District** School Name: **Arkansas School**  
 Total Number of Students Tested: **5**

MATHMATICS	Number & Percent of Students			Basic (BAS) 544-603			Proficient (PRO) 604-696			Advanced (ADV) 697 and above					
	School	District	Region	School	District	Region	School	District	Region	School	District	Region	School	District	Region
Highly Mobile	1 20%	17 20%	373 18%	2 40%	2 40%	47 50%	2 40%	2 40%	20 21%	2 40%	20 21%	614 33%	0 0%	0 0%	10 11%
Migrant	0 0%	0 0%	3 15%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	6 30%	0 0%	0 0%	1 5%

The following groups are not included in this report: 1) 1st Year LEP Students

## SCHOOL SUMMARY REPORT—FREE AND/OR REDUCED LUNCH STUDENTS: CRT SCORES

The results in this section of the School Summary Report are for students who were identified as eligible for Free and/or Reduced Lunch. The Free and/or Reduced Lunch student population is the eighth group reported on the School Summary Report, by subject. Students who are eligible for Free and/or Reduced Lunch are included in the results for both the Combined Population Report and the General Population Report. A sample of this report is provided on the following page.

The School Summary Report—Free and/or Reduced Lunch Students: CRT Scores provides school and district staff with summary information on how students in the school who are eligible for Free and/or Reduced Lunch performed on the Augmented Benchmark Examination. The following information is provided:

- The subject area is identified at the top of the column on the left side of each page.
- The total number of students\* who are eligible for Free and/or Reduced Lunch in the school for whom answer documents were returned is provided at the top of the page under the district name.
- The information provided for “Non-economically Disadvantaged” includes only those students who were not identified on their answer documents as eligible for Free and/or Reduced Lunch.
- The information provided for “Migrant” includes only those students eligible for Free and/or Reduced Lunch who were also identified as being Migrant students.
- In the columns on the School Summary Report, data are provided for each of the four performance levels (below basic, basic, proficient, and advanced). The associated scale score range for each performance level is also provided. Results are provided in terms of the numbers and percents of students performing at each level in the school, district, region, and state. The first column on the report indicates which students are being reported on that particular line (row).

The information listed on the School Summary Report—Free and/or Reduced Lunch Students: CRT Scores can be used to compare the performance of students in the school who are eligible for Free and/or Reduced Lunch with the performance of students who are eligible for Free and/or Reduced Lunch at the district, region, and state levels. It can also be used to compare performance to students who are not eligible for Free and/or Reduced Lunch (non-economically disadvantaged).

\* 1st Year in the U.S. LEP student scores are not included in this report.



**GRADE 5 AUGMENTED BENCHMARK EXAMINATION  
SCHOOL SUMMARY REPORT: CRT SCORES  
FREE AND/OR REDUCED LUNCH STUDENTS**

Date of Test: April 2014  
Page 10

District Number: **99-99** School Number: **99-99-999**  
 District Name: **Arkansas School District** School Name: **Arkansas School**  
 Total Number of Students Tested: **63**

	Number & Percent of Students			Basic (BAS) 544-603			Proficient (PRO) 604-696			Advanced (ADV) 697 and above					
	School	Region	State	School	District	Region	State	School	District	Region	State	School	District	Region	State
<b>MATHEMATICS</b>															
Free and/or Reduced Lunch	5 8%	259 16%	2,345 13%	19 30%	19 28%	546 34%	5,658 32%	26 41%	26 38%	568 36%	6,879 39%	13 21%	18 26%	212 13%	2,641 15%
Non-economically Disadvantaged	3 6%	34 5%	940 5%	7 14%	7 11%	121 19%	3,247 18%	20 41%	20 31%	281 43%	7,607 42%	19 39%	35 54%	211 33%	6,285 35%
Migrant	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 33%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	2 67%

The following groups are not included in this report: 1) 1st Year LEP Students

### SCHOOL PROFILE

The School Profile provides school and district staff with summary information on how students\* in the school performed on the Augmented Benchmark Examination.

The School Profile is a four-page booklet providing an overview of the school's results for the April 2014 Augmented Benchmark Examination. District- and state-level data are also included so that student performance within the school can be compared with the performance of students at the district and state levels. Mathematics, Literacy (Reading and Writing), and Science (for grades 5 and 7) are reported separately. A sample of the report is provided on the following pages.

The following information is provided on the School Profile:

- District and school information that reflects what was coded on the Classroom/Group Information Sheet.
- Overall Results (Combined Population)
  - The “Overall Results (Combined Population)” are located on page 1 of the School Profile.
  - The “Percent of Student Scores: Proficient and Advanced” bar graph shows the total percent of students who scored at the proficient or advanced performance levels at the school, district, region, and state levels.
  - The “Percent of Student Scores in Performance Levels” bar graph shows the percent of students who scored at each of the four performance levels (below basic, basic, proficient, and advanced) at the school, district, region, and state levels. The associated scale score range for each performance level is also provided.
- Results by Population Group and Results by Gender and Ethnicity
  - The “Results by Population Group” table is located on page 1, and the “Results by Gender and Ethnicity” table is located on page 2 of the School Profile.
  - The first column in each table indicates the specific student population that is being reported on that particular line (row). With the exception of “Migrant Students,” the groups in the “Results by Population Group” table can also be found on the School Roster Report.
  - The columns in the “Results by Population Group” and “Results by Gender and Ethnicity” tables provide data for each of the four performance levels (below basic, basic, proficient, and advanced). Results are provided in terms of the numbers and percents of students performing at each performance level.
  - The columns on the right side of the “Results by Population Group” and “Results by Gender and Ethnicity” tables provide the mean scale scores which are broken out by group for the school, district, and state.

**Note: The District Profile provides an overview of the district's results. The School and District Profiles are set up identically to one another, except that the district report does not contain data specific to each school.**

\* 1st Year in the U.S. LEP student scores are not included in this report.

## 2014 AUGMENTED BENCHMARK EXAMINATIONS REPORT DESCRIPTIONS AND SAMPLES

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- Proficient and Advanced Performance History
  - The “Proficient and Advanced Performance History” bar graph is located on page 2 of the School Profile.
  - The “Proficient and Advanced Performance History” bar graph shows the number and percent of students in the school who scored at the proficient or advanced performance levels on the Augmented Benchmark Examination in each year since April 2008. The number of students who tested is also listed.
- Performance on Test Items
  - Performance on Multiple-Choice Items
    - The “Performance on Multiple-Choice Items” table is located on page 3 of the School Profile.
    - Each line (row) provides the skill area and description, the number of multiple-choice items, and data on the average number of items students answer correctly. The results are provided in terms of averages and percents at the school, district, and state levels.
  - Performance on Open-Response Items
    - The “Performance on Open-Response Items” table is located on page 3 of the School Profile.
    - Each line (row) provides the strand name or skill area and description, the number of open-response points possible, and data on the average points scored. The results are provided in terms of averages at the school, district, and state levels.
- Performance Level Descriptors
  - The “Performance Level Descriptors” table is located on page 4 of the School Profile.
  - Each line (row) provides the performance level, the associated scale score range, and the performance level descriptor.



SCHOOL PROFILE – MATHEMATICS

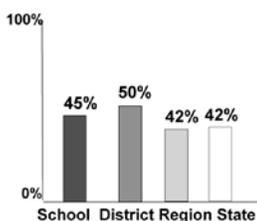
District: **Arkansas School District (99-99)**  
 School: **Arkansas School (99-99-999)**  
 Test Date: **April 2014**

**AUGMENTED BENCHMARK EXAMINATION - CRT SCORES GRADE 4**

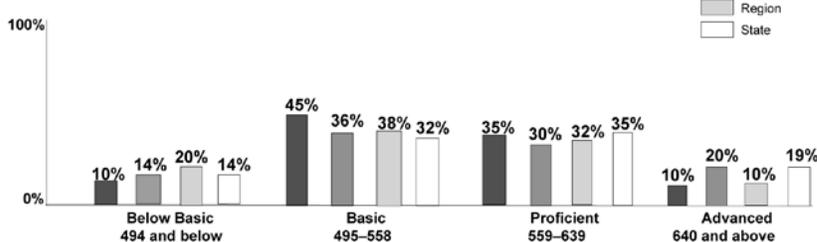
The Arkansas Augmented Benchmark Examination was administered in April to grade 4 students. This School Profile provides a summary of your School's overall grade 4 performance in Mathematics on this examination. Data for 1st Year LEP students are not included unless specifically noted. Additional detail is provided in the accompanying School-level reports (Rosters, Item-by-Item Reports, and Summary Reports).

**Overall Results (Combined Population)**

**Percent of Student Scores Proficient and Advanced**



**Percent of Student Scores in Performance Levels**



**Results by Population Group**

The following table shows the number and percent at each performance level and the mean scale scores for Grade 4 students in each population group for your School, District, and the State.

Population Group	Below Basic		Basic		Proficient		Advanced		Mean Scale Scores		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	School	District	State
Combined Population <sup>1</sup>	2	3%	13	19%	37	54%	16	24%	221	229	213
Combined Population without Highly Mobile <sup>2</sup>	2	3%	12	18%	37	54%	16	24%	222	230	214
General Population <sup>3</sup>	0	0%	10	16%	36	59%	15	25%	226	233	220
Students with Disabilities	1	33%	0	0%	1	33%	1	33%	197	197	163
Non-disabled Students	1	2%	13	20%	36	55%	15	23%	222	230	217
Monitored Former LEP Students—Year 1	0	0%	2	67%	1	33%	0	0%	175	175	173
Monitored Former LEP Students—Year 2	0	0%	1	50%	1	50%	0	0%	180	180	185
Limited English Proficient Students	1	33%	2	67%	0	0%	0	0%	162	162	181
1st Year LEP Students	0	0%	0	0%	0	0%	0	0%			180
Economically Disadvantaged Students <sup>4</sup>	2	6%	6	18%	20	59%	6	18%	213	222	198
Non-economically Disadvantaged Students	0	0%	7	21%	17	50%	10	29%	229	235	226
Migrant Students	1	33%	1	33%	0	0%	1	33%	180	180	191

Notes:

- <sup>1</sup> Combined Population includes all students tested except those classified as 1st Year LEP.
- <sup>2</sup> Combined Population without Highly Mobile includes all students tested except those classified as 1st Year LEP or Highly Mobile.
- <sup>3</sup> General Population does not include students who are classified as IEP, LEP, or Highly Mobile.
- <sup>4</sup> Based on Free and/or Reduced Lunch.

**SCHOOL PROFILE – GRADE 4 MATHEMATICS**

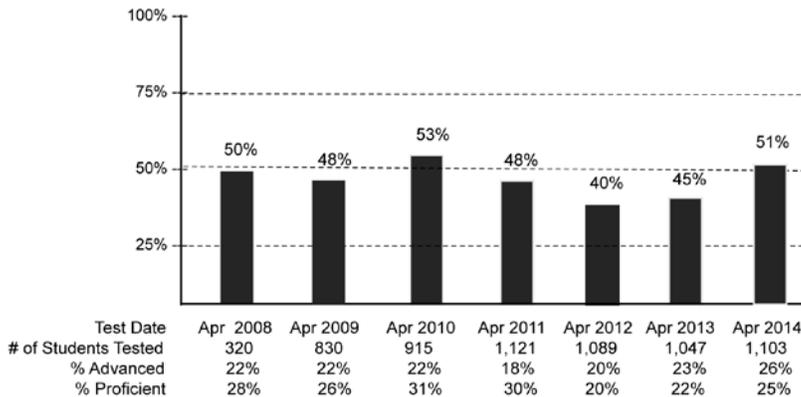
**Results by Gender and Ethnicity**

The following table shows the number and percent of Grade 4 students in your School at each performance level for the Gender and Ethnicity Population Groups. More detailed data for these and other population groups and comparisons to District, Region, and State results can be found in your School Summary Reports.

Population Group	Below Basic		Basic		Proficient		Advanced		Mean Scale Scores		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	School	District	State
Combined Population	2	3%	13	19%	37	54%	16	24%	221	229	213
<b>Gender</b>											
Female	1	3%	5	16%	19	59%	7	22%	221	229	211
Male	1	3%	8	22%	18	50%	9	25%	221	228	215
<b>Ethnicity</b>											
Hispanic	1	3%	8	22%	18	50%	9	25%	221	228	215
Asian	0	0%	0	0%	1	100%	0	0%	224	224	226
Native Hawaiian/Pacific Islander	0	0%	0	0%	1	100%	0	0%	202	202	181
American Indian/Alaska Native	0	0%	0	0%	1	100%	0	0%	202	202	181
Black	1	33%	1	33%	0	0%	1	33%	180	198	196
White	1	3%	5	16%	19	59%	7	22%	221	229	211
Two or More Races	1	2%	11	18%	34	56%	15	25%	224	232	225

**Proficient and Advanced Performance History**

The following graph displays the number of Grade 4 students tested in your School and the percent scoring at the Proficient or Advanced performance levels on the Arkansas Augmented Benchmark Examination in Mathematics since April 2008.



**SCHOOL PROFILE – GRADE 4 MATHEMATICS**

**Performance on Test Items**

**Performance on Multiple-Choice Items**

The following table indicates the overall skill demonstrated by Grade 4 students in your School on the multiple-choice items for each Mathematics Strand.

Mathematics Strands	Number of Items	Average Number and Percent Correct					
		School		District		State	
<b>Number and Operations</b> Students shall understand numbers, ways of representing numbers, relationships among numbers and number systems; understand meanings of operations and how they relate to one another; and compute fluently and make reasonable estimates.	9	6.0	67%	6.2	67%	6.0	60%
<b>Algebra</b> Students shall recognize, describe and develop patterns, relations and functions; represent and analyze mathematical situations and structures using algebraic symbols; develop and apply mathematical models to represent and understand quantitative relationships; and analyze change in various contexts.	9	6.5	72%	6.5	72%	6.5	70%
<b>Geometry</b> Students shall analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships; apply transformations and the use of symmetry to analyze mathematical situations; specify locations and describe spatial relationships using coordinate geometry and other representational systems; and use visualization, spatial reasoning, and geometry modeling.	8	7.0	89%	6.0	89%	5.5	88%
<b>Measurement</b> Students shall use attributes of measurement to describe and compare mathematical and real-world objects; and identify and use units, systems, and processes of measurement.	7	6.0	86%	6.0	86%	6.0	86%
<b>Data Analysis and Probability</b> Students shall formulate questions that can be addressed with data and collect, organize and display relevant data to answer them; select and use appropriate statistical methods to analyze data; develop and evaluate inferences and predictions that are based on data; and understand and apply basic concepts of probability.	7	6.0	87%	6.2	87%	6.2	85%

**Performance on Open-Response Items**

The following table indicates the overall skill demonstrated by Grade 4 students in your School on the open-response items for each Mathematics Strand. Open-response items require students to write a response to a mathematics item.

Mathematics Strands	Possible Points	Average Points Scored		
		School	District	State
<b>Number and Operations</b>	8	6.1	5.2	5.0
<b>Algebra</b>	8	7.3	4.6	4.8
<b>Geometry</b>	8	5.5	6.1	6.0
<b>Measurement</b>	8	5.9	6.0	6.0
<b>Data Analysis and Probability</b>	8	4.0	5.8	5.6

**SCHOOL PROFILE – GRADE 4 MATHEMATICS**

**Mathematics Performance Level Descriptors**

Performance Level	Score Range	Descriptor
Advanced	640 and Above	Students apply integrated procedural knowledge and conceptual understanding to solve complex problems in the five mathematics content strands.
Proficient	559–639	Students consistently apply integrated procedural knowledge and conceptual understanding to solve problems in the five mathematics content strands.
Basic	495–558	Students show some evidence of understanding the mathematical concepts and procedures in the five mathematics content strands.
Below Basic	494 and Below	Students fail to show sufficient mastery of skills in mathematics to attain the Basic level.

### SCHOOL ITEM-BY-ITEM SELECTIONS OF CORRECT ANSWERS: CRT SCORES

The School Item-by-Item Selections of Correct Answers: CRT Scores provides school and district staff with information on how students within a school performed on the released common items that contributed to individual student results. This report is intended for use in conjunction with the Released Item Booklets in order to examine school results for individual items. A sample is provided on the following pages.

The School Item-by-Item Selections of Correct Answers: CRT Scores provides the results for selected items (multiple-choice and open-response) and writing prompts (topic). Fifty percent (50%) of the items from the 2014 Augmented Benchmark Examination will be provided in the Released Item Booklet. Within each group, the first page of the School Item-by-Item Selections of Correct Answers: CRT Scores contains information to be used in conjunction with the released items, and the second page of the report contains information for items not released. The School Item-by-Item Selections of Correct Answers: CRT Scores is produced for the same groups as reported on the School Summary Report with the exception of Free and/or Reduced Lunch students. The following information is provided on the School Item-by-Item Selections of Correct Answers: CRT Scores:

- Mathematics, Literacy (Reading and Writing), and Science (for grades 5 and 7) results are reported separately. The subject area is identified at the top of the column on the left side of each page.
- The number of students\* in the school for whom answer documents were returned for the reported group is provided under the school information.
- Released Items
  - Data for released items are located on page 1 of the School Item-by-Item Selections of Correct Answers.
  - The first column (Item # in Released Item Booklet) provides the item or writing prompt number that corresponds to where the item/writing prompt appears in the Released Item Booklet for each grade level.
  - The second column (Item Type) describes the item type: multiple-choice (MC), open-response (OR), or writing prompt (WP).
  - The third column (Key) provides the correct answer choice for all multiple-choice items for Mathematics, Reading, and Science (for grades 5 and 7). The open-response items and the writing prompts indicate “Rubric” meaning that a scoring rubric was used to determine the student scores. The scoring rubrics for these items or writing prompts are provided in the Released Item Booklets.
  - For multiple-choice items, the remaining columns provide the number and percent of students who selected the correct answer at the school, district, and state levels. This information allows school and district staff to compare results for each multiple-choice item at the school level to district- and state-level results.
  - For open-response items and writing prompts, the remaining columns provide the average score attained by students at the school, district, and state levels. This information allows school and district staff to compare results for each open-response item/writing prompt at the school level to district- and state-level results.

\* 1st Year in the U.S. LEP student scores are not included in this report.

- Items Not Released

- Data for items not released are located on page 2 of the School Item-by-Item Selections of Correct Answers.
- The first column numbers the items for reference purposes only. These numbers do not correlate with numbers or positions of the items in the test booklets.
- The second column (Item Type) describes the item type: multiple-choice (MC) or open-response (OR).
- The third column (SLE) provides an abbreviation for the strand, content standard, and student learning expectation associated with each non-released item.
- For multiple-choice items, the remaining columns provide the number and percent of students who selected the correct answer at the school, district, and state levels. This information allows school and district staff to compare results for each multiple-choice item at the school level to district- and state-level results.
- For open-response items, the remaining columns provide the average score attained by students at the school, district, and state levels. This information allows school and district staff to compare results for each open-response item at the school level to district- and state-level results.

**Note: The District Item-by-Item Selections of Correct Answers: CRT Scores provides individual item and writing prompt results for the April 2014 Augmented Benchmark Examinations at the district and state levels. The School and District Item-by-Item Selections of Correct Answers: CRT Scores are set up identically to one another except that the district report does not contain data specific to each school. The district-level report also contains an additional page for 1st Year LEP students.**

		<b>GRADE 5 AUGMENTED BENCHMARK EXAMINATION SCHOOL ITEM-BY-ITEM SELECTIONS OF CORRECT ANSWERS: CRT SCORES COMBINED POPULATION</b>								Page 1
		Arkansas Comprehensive Testing, Assessment, and Accountability Program								
<b>MATHEMATICS TEST ITEMS</b>						Date of Test: April 2014				
District Number: <b>99-99</b>		District Name: <b>Arkansas School District</b>								
School Number: <b>99-99-999</b>		School Name: <b>Arkansas Elementary School</b>								
Total Number of Students Tested: <b>38</b>										
<b>RELEASED ITEMS</b>										
				Number and Percent Selecting the Correct Answer						
Item # in Released Item Booklet	Item Type	Key	School #	School %	District #	District %	State #	State %		
1	MC	D	10	30.0%	14	36.6%	14,217	42.9%		
2	MC	C	20	52.2%	20	76.7%	23,370	71.8%		
3	MC	B	20	52.2%	20	76.7%	22,164	66.9%		
4	MC	A	23	57.6%	28	73.7%	25,555	77.2%		
5	MC	D	25	68.5%	31	81.6%	20,829	62.9%		
6	MC	B	21	52.9%	28	73.1%	16,627	50.2%		
7	MC	A	21	52.9%	27	71.1%	16,455	49.3%		
8	MC	D	21	52.9%	26	68.4%	19,499	58.9%		
9	MC	A	2	19.0%	9	23.7%	14,630	44.2%		
10	MC	D	22	54.4%	36	94.7%	22,326	68.6%		
11	MC	C	9	27.9%	16	42.1%	16,451	49.9%		
12	MC	C	18	44.2%	27	71.1%	23,888	72.1%		
13	MC	B	14	33.2%	26	68.4%	21,028	68.2%		
14	MC	A	19	46.0%	23	60.5%	20,814	62.8%		
15	MC	C	12	30.1%	35	92.1%	20,324	83.7%		
16	MC	D	4	20.7%	20	52.6%	14,333	43.3%		
17	MC	B	23	56.7%	35	92.1%	23,894	72.1%		
18	MC	A	14	33.2%	33	86.8%	20,270	61.2%		
19	MC	C	2	19.0%	16	42.1%	14,802	44.7%		
20	MC	B	7	24.5%	19	50.0%	15,121	45.7%		
				Average Score of All Students						
Item # in Released Item Booklet	Item Type	Key			School	District	State			
A	OR	Rubric			3.5	4.2	3.0			
B	OR	Rubric			3.5	4.7	4.3			
C	OR	Rubric			3.0	3.5	2.5			

The following groups are not included in this report: 1) 1st Year LEP Students



**GRADE 5 AUGMENTED BENCHMARK EXAMINATION  
SCHOOL ITEM-BY-ITEM SELECTIONS  
OF CORRECT ANSWERS: CRT SCORES  
COMBINED POPULATION**

**MATHEMATICS TEST ITEMS**

Date of Test: April 2014

District Number: **99-99** District Name: **Arkansas School District**  
School Number: **99-99-999** School Name: **Arkansas Elementary School**

Total Number of Students Tested: **38**

**ITEMS NOT RELEASED**

			Number and Percent Selecting the Correct Answer					
	Item Type	SLE*	School #	School %	District #	District %	State #	State %
1	MC	G.8.1	9	27.9%	14	36.6%	14,217	42.9%
2	MC	A.4.1	12	30.1%	20	76.7%	23,370	71.8%
3	MC	D.17.1	13	32.8%	20	76.7%	22,164	66.9%
4	MC	M.12.4	21	52.9%	28	73.7%	25,555	77.2%
5	MC	G.8.4	24	60.2%	31	81.6%	20,829	62.9%
6	MC	A.4.2	15	36.6%	28	73.1%	16,627	50.2%
7	MC	M.13.1	7	22.2%	27	71.1%	16,455	49.3%
8	MC	G.10.1	22	54.7%	26	68.4%	19,499	58.9%
9	MC	A.7.1	8	27.6%	12	31.6%	12,093	38.6%
10	MC	G.8.3	15	36.6%	20	52.6%	14,333	43.3%
11	MC	D.14.3	2	10.1%	9	23.7%	14,630	44.2%
12	MC	N.3.3	12	27.9%	36	94.7%	22,326	68.6%
13	MC	N.3.1	13	30.1%	16	42.1%	16,451	49.9%
14	MC	N.1.1	21	32.8%	27	71.1%	23,888	72.1%
15	MC	M.12.1	24	52.9%	26	68.4%	21,028	68.2%
16	MC	D.15.2	15	60.2%	23	60.5%	20,814	62.8%
17	MC	N.2.2	7	36.6%	35	92.1%	20,324	83.7%
18	MC	N.3.1	22	22.2%	20	52.6%	14,333	43.3%
19	MC	N.3.3	8	54.7%	35	92.1%	23,894	72.1%
20	MC	N.1.2	15	27.6%	33	86.8%	20,270	61.2%
			Average Score of All Students					
	Item Type	SLE*	School	District	State			
A	OR	D.14.3	3.5	3.5	2.5			
B	OR	G.9.1	3.5	3.5	2.5			

The following groups are not included in this report: 1) 1st Year LEP Students

\* SLE (Student Learning Expectation) is expressed as "S.CS.SLE" where  
S = Strand  
CS = Content Standard  
SLE = Student Learning Expectation

In spring 2014, all eligible students in grades 3–8 took the *Iowa Tests of Basic Skills*<sup>®</sup> (*ITBS*<sup>®</sup>). Students in grades 3–8 took the Reading, Language, and Math tests of the Survey Battery of the *ITBS*; at grades 5 and 7, students also took the Science test from the Complete Battery of the *ITBS*. The Iowa Tests<sup>®</sup> are published by The Riverside Publishing Company of Rolling Meadows, Illinois, and are in the traditional multiple-choice format.

This guide specifies the tests used for the Arkansas Norm-Referenced Testing Program, describes the scores on the various reports so that proper interpretations can be made, and discusses the various individual, school, and district reports. Test results are one of several sources that provide teachers with an overall understanding of a student’s educational development.

## THE TESTS

The Iowa Tests are a standardized achievement test battery. A standardized, norm-referenced test is a test that has been given, using specified directions and under specific conditions, to a group of students that was carefully selected to represent students nationwide. Scores derived from this “standardization” program are the *norms* that permit the test user to compare student performance with that of this larger representative group. Thus, the norms provide a method for comparing the achievement of specific groups of students in the same grade. Norms also provide a vehicle for comparing the performance of individual students with the performance of students in the national norm group. The spring norms window spans five weeks in April and May.

The scores for The Iowa Tests interpolated to the week that includes April 8, 2005.

The descriptions that follow briefly summarize the content and skills measured by each test across grades 3–8. The item-skills classifications for each test at each level are provided on page 60.

### Reading

Each vocabulary question in Part 1 of the Reading test presents a word in the context of a short phrase or sentence, and students select the answer that most nearly means the same as that word. Approximately equal numbers of nouns, verbs, and modifiers are tested.

Part 2 of the test, on reading comprehension, consists of passages that vary from a few lines to a full page. The passages are drawn from fiction, fables, tales, poetry, interviews, diaries, biographical sketches, science and social studies materials, and other nonfiction. Many of the passages are excerpts from previously published works. The skills represented by Part 2 of the Reading test are organized around three main process skills: Factual Understanding, Inference and Interpretation, and Analysis and Generalization. Approximately three-fourths of the questions require students to draw inferences or to generalize about what they have read.

### Language

Each spelling question in the first portion of the Language test presents four words, one of which may be misspelled, and a fifth option, “*No mistakes*,” for use when all four words are spelled correctly. This format permits the testing of four spelling words for each test question. Errors in the tested words are based on common substitutions, reversals, omissions, or unnecessary additions. Each test question, except those containing no error, contains a root word or an affix error in a target word. Each correctly spelled word is commonly misspelled, often in more than one way. This means that students who mark a correct word as a misspelling have made two errors: they have overlooked an error in a misspelled word (the target word), and they mistakenly believe that there is an error in a correct word.

The questions in the capitalization portion require students to identify errors—undercapitalization and overcapitalization—presented in brief written contexts. Students identify the line of text containing an error, or they mark the fourth response, “*No mistakes*,” if no error is present. Certain principles of capitalization can be learned through direct instruction and practice that intensify student awareness. Examples include linguistic and literary conventions and most dates and holidays. However, other capitalization skills are more likely to be improved through frequent writing opportunities, systematic feedback or conferencing, and on-the-spot discussions of capitalization errors that alter the writer’s intended meaning. Examples of these skills include names, titles of persons, and names of organizations and groups. The particular skills tested vary from one test level to another.

In the third portion, punctuation, the questions require students to identify errors in both underpunctuation and overpunctuation. Students identify the line of writing in which an error occurs, or they may mark a fourth response, “*No mistakes*,” if no error is present. Like capitalization, the punctuation skills tested are highly specific and can be taught directly. However, they can also be introduced incidentally as writers experience a need for them. In the context of editing and conferencing about their writing, students are likely to see the need for a change in punctuation and likely will remember the application of the convention for use in future writing. The particular skills tested differ from one test level to another.

In the fourth portion of the Language test, some questions contain one or two sentences that are arranged in three lines. Students must identify the line containing a usage error, or they may select “*No mistakes*” if they believe no error is present. For some other questions, students must choose the best or most appropriate way of expressing an idea in a sentence or paragraph. The usage questions require students to make decisions about the grammatical conventions of standard written English. The expression questions deal with reducing ambiguity, conveying intended meaning, and presenting written ideas in logical order. Thus, students are required not only to recognize the presence of errors, but also to differentiate alternative methods of expressing ideas to promote clarity and understanding.

### **Math**

The composition of the Math test has been influenced directly by the recommendations in the National Council of Teachers of Mathematics (NCTM) Standards. The first part of the Math test contains questions that covers the broad skills of math concepts, problem solving, and data interpretation. The questions deal with number properties and operations, algebra, geometry, and probability and statistics. Some questions are word problems that require one or more steps to solve. In some cases, students select an appropriate method or approach, rather than compute an answer. For some other questions in this part of the test, data are presented in tables and graphs, and students use the data displays to obtain information, compare quantities, and determine trends or relationships.

Part 2 of the Math test contains estimation questions. Some of the estimation questions are presented within a context. This has been done because both research and classroom experience have demonstrated that the use of a problem context affects students’ ability to solve problems.

Calculators are permitted in Part 1 of the Math test, but not Part 2.

### **Science (grades 5 and 7 only)**

For the Science test, about one-fourth of the questions at each level deal with the nature of science and the processes of scientific investigation. The questions are classified in terms of both content and process. Each item is classified according to four major content areas: Scientific Inquiry, Life Science, Earth and Space Science, or Physical Science, with each question testing students’ abilities of classifying, hypothesizing, inferring, measuring, or explaining. This test structure ensures that a wide range of thinking skills would be required of students when responding to questions within each of the major content areas.

## NORM-REFERENCED TEST SCORES

Scores from a norm-referenced test indicate how a given student’s knowledge or skill compares with that of others in the norm group. They do not tell what a student knows or does not know.

The scores reported for the Arkansas Norm-Referenced Testing Program identify a student’s relative strengths and weaknesses in the tested areas. Scores can be used to monitor year-to-year growth of students and groups of students in important academic areas.

The following scores are reported for the Arkansas program:

- Standard score (SS)
- National percentile rank (NPR)
- National stanine (NS)
- Normal curve equivalent (NCE)

The scores differ from one another in the kind of information they represent, the precision with which they describe achievement, and the purposes they can serve.

### Standard Score

**Definition.** Standard scores (SSs) are produced from a single, equal-interval scale of scores that is continuous from kindergarten through grade 12. Standard scores on The Iowa Tests range from 80 through 400. The range of possible standard scores is different for each grade level.

**Uses.** The major use of the standard score is to measure achievement growth of students or groups of students from year to year. Within a school or district, successively higher standard scores from grade to grade would be expected.

**Limitations.** A standard score by itself has little meaning. It can be interpreted only when it is compared with some referent, such as the appropriate average standard score, as shown in the table that follows. The numbers indicate the standard scores that correspond to typical performance of grade groups on The Iowa Tests during the norming period in the spring of the year. For example, a third grader’s score of 184 on the *ITBS* Math test means that the student’s math performance corresponds to the median SS of the typical third grade student during the same norming period.

### Average Standard Scores Survey Battery (Quartermonth of April 8, 2005)

Grade	3	4	5	6	7	8
Median SS	184	199	213	227	239	250

The scale above shows that average annual growth decreases as students move up from one grade to the next. For example, at the median, the average growth from grade 4 to grade 5 is 14 standard score points, but from grade 7 to grade 8 the average growth is only 11 points. Since it is widely believed that the rate of growth in most achievement areas decreases as grade level increases, the standard score scale reflects typical student development.

### Percentile Rank

**Definition.** A student's percentile rank shows the student's relative position or rank in a group of students who were in the same grade and who took the tests at the same time of year as the student. A student's national percentile rank (NPR) is the student's standing as compared to a large representative sample of students in the same grade from the entire nation.

**Uses.** The percentile rank, reported in units that range from 1 to 99, is perhaps the most useful and readily understood score for interpreting student achievement. It describes performance in small, fairly precise units. These units clearly state performance relative to the norm group. For example, if Kara earned a percentile rank score of 72 on the Math test, then she scored the same as or higher than 72 percent of the students in the norm group who were in the same grade and took the same test. Conversely, 28 percent of the students scored higher than Kara.

Norms for school averages are required to determine the relative status of standard score averages for a given school. The norms for school averages are based on weighted frequency distributions of school averages obtained in the national standardization program. An average standard score was computed for each test at each grade level for each building. The total distribution of these averages provided the basis for the norms for school averages.

Norms for school averages differ markedly from norms for student scores. To begin with, school averages are not as variable as individual student scores. Another difference between norms for school averages and norms for student scores is the median of their distributions. Distributions of student scores for all individual tests share a common median at a given grade level, whereas the medians for the distributions of school averages tend to vary across tests within the same grade.

**Limitations.** The percentile rank magnifies small differences in the middle raw scores while reducing differences in very high and very low raw scores. This is because the percentile rank is based on the frequency with which each raw score occurred in the norm group and denotes the percentage of individual scores that fell at or below a selected point.

Generally, very high and very low scores are infrequent, while middle scores are frequent. Smaller differences in raw score points are therefore needed to move from one percentile rank to another for middle scores, while greater differences in raw score points are needed to move from one percentile rank to another for very high or very low scores. For example, a difference of only three raw score points might be necessary to move from a percentile rank of 50 to a percentile rank of 55, while a difference of seven raw score points might be necessary to move from a percentile rank of 10 to a percentile rank of 15, or from a percentile rank of 90 to a percentile rank of 95.

Averaging narrows the range of school percentage ranks; therefore, differences between school percentile ranks are very sensitive to relatively small differences from test to test. That is, a large difference in percentile ranks can be caused by small differences in the school averages themselves, especially in the primary grades. Student percentile ranks are less sensitive to minor differences. Substantial discrepancies in student percentile ranks across subject-area tests constitute more dependable evidence of genuine strengths and weaknesses than do more substantial discrepancies in the percentile ranks of school averages.

## Stanine

**Definition.** Stanines express test results in nine equal steps ranging from 1 (lowest) to 9 (highest). The average stanine is a score of 5. Stanines, which are similar to percentile ranks, are relatively easy to use because they are all one-digit numbers. The national stanine (NS) shows a student's standing within the group of students in the same grade who took the test at the same time of year during the national standardization.

In general, stanines 1, 2, and 3 are well below average; 4 is slightly below average; 5 is average; 6 is slightly above average; and 7, 8, and 9 are well above average.

**Uses.** Stanines for groups are useful for broadly identifying areas of curricular strengths and weaknesses that might be represented by a set of test scores. For example, if a stanine of the average standard score is 4 for Reading, the class as a whole is reading slightly below average. A visual display of nine stair steps can be a helpful interpretive aid during parent conferences or in classroom score interpretation sessions with students.

**Limitations.** Stanines are less precise than percentile rank (PR) scores. For example, percentile ranks of 24 and 40 both represent a stanine of 4. However, PRs of 23 and 24 are consecutive PRs that represent stanines of 3 and 4, respectively.

## Normal Curve Equivalent

**Definition.** Normal curve equivalents (NCEs), derived from national percentile ranks, are normalized standard scores with a mean of 50. NCEs are equal-interval scores that result from dividing the normal curve into 99 equal units. This assures that the differences between NCE units at different positions on the scale are equal, unlike percentile ranks. For example, the difference in performance between NCEs of 50 and 55 is equal to the difference between NCEs of 10 and 15.

The NCE is a *within-grade* standard score that denotes individual or group status within a grade. The full range of NCEs, 1 through 99, may be earned in each grade level with the average NCE always at 50. By contrast, the standard score described on page 49 is an *across-grade* score that can be used to determine growth. Unlike NCEs, the range of possible standard scores is different for each grade level, and the average standard score increases as the grade levels move upward.

**Uses.** NCEs can be interpreted in much the same way as percentile ranks. NCEs may be averaged to describe group performance. For these reasons, NCEs are often used in evaluating results in Title I programs. NCEs used in Title I evaluation must be based on established norms for a particular grade and time of year. This requirement enhances the standardization and comparability of test reporting procedures.

NCEs can be averaged for most groups because of their equal-interval scaling. In this way they are unlike percentile ranks, which cannot be averaged because of their frequency-based scaling. NCEs may be thought of as roughly equivalent to stanines to one decimal place. For example, an NCE of 53 may be interpreted as a stanine of 5.3.

**Limitations.** Although reporting procedures for various test batteries have been standardized, the NCEs from different test batteries are not interchangeable.

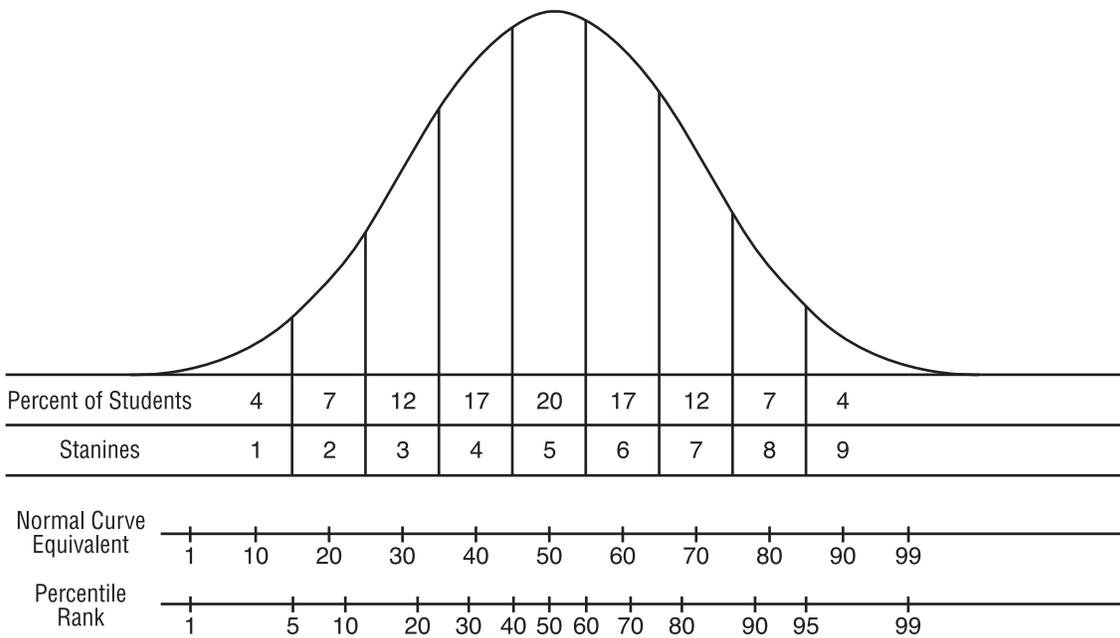
**Interpreting Scores: A Caution**

There is a degree of measurement error in all scores. If it were possible to administer repeated independent testings, a student’s score would not be the same every time but would fall within a range. This range is due to many factors other than knowledge of test content—such as motivation, how the student is feeling, and classroom conditions—that affect student performance on the test at each sitting.

The range within which the scores for these repeated testings would be expected to fall is called an accuracy (or confidence) band. This accuracy band is calculated through use of a statistic called the *standard error of measurement*, a statistical index that represents the reliability factor, or measurement error, in test scores.

The Riverside Publishing Company has established a simple method for determining students’ *relative* strengths and weaknesses by using a confidence range. This method takes into account the standard error of measurement. For NCE scores, this rule is 12 points and is applicable at all points along the score range because the NCE is an equal-interval scale. When NCEs are used to determine relative strengths and weaknesses, a difference of 12 points between the NCEs in test Totals is considered significant. For example, if Matthew has a Reading score of 55 and a Math score of 43, he is considered to have a relative strength in reading.

**Relationship of Stanines, Percentile Ranks, and Normal Curve Equivalents**



**NRT SCORES**

The graph above compares stanines, percentile ranks, and normal curve equivalents. These NRT scores are summarized on the following page.

COMPARISON OF NRT SCORES

NRT Scores	Definition	Score Range	Characteristics	Uses	Example	Limitations
Standard Score (SS)	Equal-interval scale of scores that is continuous from kindergarten to grade 12	80–400	Shows year-to-year growth  Median SS for each grade reflects typical student performance in that grade	To measure achievement growth from year to year	Sam is in third grade. His Math SS of 184 means that his math level is like that of the typical third grade student in spring.	For interpretation of the SS, a benchmark value associated with typical performance in each grade is needed.
National Percentile Rank (NPR)	Percent of students in the national norm group who earned raw scores the same as or lower than a particular raw score	1–99	Shows a student’s relative positioning in a group of students in the same grade tested at the same time of year  Frequency-based scale	To describe student performance in small, fairly precise units relative to the norm group  To describe areas of relative strength and weakness for an individual student, class, or grade group	Lisa’s NPR of 43 for Math means that 43 percent of the national norm group scored at or below Lisa’s raw score and 57 percent scored higher.	NPRs cannot be averaged. Group averages must be reported in terms of other scores, such as the NPR of the average SS.
National Stanine (NS)	A grouping of percentile ranks	1–9	A stanine of 5 is average; stanines 1–4 are below average; 6–9 are above average  Equal-interval scale	To broadly identify areas of strength and weakness	Lara’s stanine of 3 for Reading means that she is in the below average stanine group.	NSs are less precise than percentile ranks.
Normal Curve Equivalent (NCE)	Equal-interval scores that result from dividing the normal curve into 99 equal units	1–99	Equal-interval score  Scores can be added, subtracted, and averaged	To compare tests in terms of strengths and weaknesses  To compare groups of students	If Tanya’s Reading NCE is 46 and her Math is 58, you can say that she has a relative weakness in reading and a relative strength in math.	NCEs from different test batteries (e.g., the <i>Stanford 10</i> and the <i>ITBS</i> ) cannot be interchanged.
Raw Scores (RS)	Number of test questions student answered correctly	Number of items varies per test	Can be used to calculate percent correct	Can be converted to other scores: SS, NS, NCE, NPR	If Jesse’s raw score on a 40-item test is 30, he answered 30 of the 40 items correctly.	Meaning varies from test to test.

## SUGGESTIONS FOR IMPROVING ACHIEVEMENT

After teachers have reviewed the test results for individual students or groups of students, they may want to focus some attention on the relatively weak skill or test areas of their students. In this section, a few suggestions that may prove useful in helping students improve their achievement across grade levels are provided for each major test area.

## VOCABULARY

Students' abilities to communicate effectively and to learn new ideas are heavily dependent upon the extent of their vocabulary development. Teachers can foster this development by providing (a) systematic instruction in new words and their meanings, (b) spontaneous instruction whenever the opportunity arises, (c) experiences such as field trips which provide natural occasions for learning new words, and (d) enjoyable opportunities to listen to stories, videos, and tapes in which new words can be heard and learned. Particularly in kindergarten and first grade, students' vocabularies grow almost exclusively through listening.

Because students need opportunities to hear or read new words and then to use those words themselves, vocabularies develop relatively slowly. Consequently, instruction in vocabulary should be continuous and should be integrated into all academic activities. The following suggestions might be incorporated into your planned vocabulary instruction.

- Keep the emphasis on meaning rather than on mechanical pronunciation of words.
- Teach words in context rather than in isolation.
- Encourage students to ask about any unusual or confusing words as they encounter them.
- After field trips or other such activities, make lists on the board of words that were "discovered." Discuss their meanings and, as appropriate, their spellings.
- Encourage students to use new words in sentences, both orally and in writing. They will probably be more interested in trying to incorporate newly learned words into their vocabularies if the teacher uses the new words also.
- When words are misused, compare the misused word to the appropriate word. ("That jacket is mind" versus "That jacket is mine.")
- Encourage children of different language backgrounds to share interesting words, concepts, and idioms.

## READING

Students' growth as readers is influenced by many factors such as their personal interests and motivation, the opportunities for reading that are available to them in school and at home, and their language, vocabulary, and concept development. The general suggestions below offer ideas for increasing students' engagement and motivation and for encouraging frequent reading. More specific suggestions for promoting comprehension are also given. These ideas are intended to help students become reflective and thoughtful readers who monitor their own comprehension as they read.

### Suggestions for Improving Reading Comprehension

- Offer students plenty of opportunities to express themselves through writing and drawing. This is one way they can share their ideas with others. Writing words and sentences can also help young children learn to listen for the sounds that make up words.

- Provide a classroom environment that is rich in print. Label classroom objects. Hang posters and signs that feature words. Post sight words or word families on the wall and make these words the focus of learning activities.
- Daily independent reading in books and materials of their own choice is important for young readers. Help students learn to select books wisely, both those that are relatively easy, for building fluency, and those that are well matched to their reading level and interests. Make available a wide variety of fiction and nonfiction so that children will be able to find reading materials they enjoy.
- Direct instruction in matching print to sound is helpful for most beginning readers. However, skills instruction and word identification should not become ends in themselves. Even for the youngest readers, meaning should be at the center of reading instruction.
- At the beginning of a book or reading assignment, read a portion of the text aloud to build momentum and interest. Occasionally interrupt to pose focusing questions. Reading aloud is a good way to build students' vocabularies and conceptual knowledge and to improve their comprehension.
- Daily independent reading, both in school and at home, of materials of their own choice is another important way for readers to build vocabulary and conceptual knowledge as well as to establish a lifelong interest in reading. Students may need help learning to select books that are well matched to their reading level and interests. At the same time, let them know that relatively easy books, which can build confidence and fluency, are good choices for independent reading, too. Make available a wide variety of fiction and nonfiction so that children will be able to find reading materials they enjoy.
- Encourage students to see the relevance of what they read by relating text materials to everyday situations. For example, help them relate topics in history or science to current events; the themes in literary selections to situations in their own lives.
- Have students keep reading journals in which they make personal responses as they progress through a book. Prompt their thinking with thought-provoking questions.
- Model your own process of responding to a text by sharing aloud some of the questions and tentative assumptions you make as you read something with the class, particularly something challenging, such as a poem or a primary source written in an unusual style.
- Encourage students to be aware of their purposes for reading and to modify the way they approach the text in various tasks. For content that is particularly difficult, students should be encouraged to read much more deliberately than they would normally and to take notes as they work their way through the text.
- Be sure students are aware of organizational features of their textbooks and how section heads, margin notes, and other support features can aid their reading.

### **Suggestions for Improving Factual Comprehension**

- In discussions and in writing about people, places, events, or ideas from their reading, encourage students to say things in their own way rather than simply repeat the language of the text. Ask questions that cannot be answered by "word-matching."
- When students come across key words that they do not know, encourage them to try to identify them using their knowledge of letter-sound relationships and word structure as well as clues from the language and meaning of the text.
- Encourage students to think of what they already know about the subject of the text they will be reading. If there is cultural or historical context for a piece of writing, familiarize students with that information.
- Encourage students to be aware of their level of understanding as they read. Skilled readers routinely monitor their own comprehension, pausing during reading to consider and either question or accept what they have just read before going on.

### **Suggestions for Improving Inferential and Interpretive Information**

- In writing about and discussing their reading, encourage students to reach conclusions that require interpretation and inference. Have students support their ideas with information from the text.
- Have students examine the motivations and feelings of characters. Ask them to consider how they would react or feel if they were in the character's situation.
- Encourage students to go beyond the text in their responses to their reading. Ask them to predict what is likely to happen next or to suggest alternative endings to stories.
- When an author uses words in an unusual or creative way, have students discuss what the author's meanings might be and what effect this wording might have on the reader.

### **Suggestions for Improving Analytic Understanding**

- Give students practice in summarizing the main idea or key points of a piece of writing.
- Give students reading materials that offer them the opportunity to differentiate between facts and opinions.
- Encourage students to consider what the author's purpose might be.
- Help students to consider how the author has used language to achieve certain effects, such as mood or a vivid image.
- Help students learn to identify some of the common ways in which authors develop ideas, such as giving examples, comparing and contrasting, or relating events in chronological order. Show how these techniques can be applied in students' own writing.
- Have students judge the adequacy of supporting information in a persuasive or an expository piece.

## **LANGUAGE**

In the primary grades, language skills used in writing generally are developed best through the actual writing, revision, and reflection students experience. Models they see in their reading and feedback they obtain from their teacher and peers help to shape this development. Some teachers use daily oral language exercises to introduce students to new writing skills or to monitor the use of skills previously taught. Some of the suggestions given below in each language test area might be useful supplements to your current instructional practices.

### **Suggestions for Improving Spelling Ability**

- Together with students, develop a list of reasons why good spelling is important. Students should realize that good spelling aids communication and is rewarded in school and socially. Encourage students to take pride in being good spellers. How well a student learns to spell depends largely upon interest and desire to improve.
- Direct students' attention to similar spellings for certain words. Encourage them to use the word recognition skills learned in reading to figure out how certain words are spelled.
- As students improve their writing skills, help them understand the role of inventive spelling and the need for standard spelling conventions.
- Have students focus on learning to spell words that come up in the reading and writing they do in class. Students are more likely to remember and reuse new words they have encountered in a practical context.

### **Suggestions for Improving Skills in Capitalization**

- Point out uncommon capitalization situations that appear in reading assignments. Discuss why some words are capitalized and others are not.
- Expect careful use of capitals in written work in all curricular areas.
- Have students edit their own papers or those of others with special reference to capitalization.

- Use oral and written language exercises that emphasize the types of situations that you have identified as causing difficulty.
- Have students compile a list of words that they frequently fail to capitalize or that they frequently overcapitalize. Help students become aware of the rules covering such situations, and use oral language exercises emphasizing these special situations.

### **Suggestions for Improving Skills in Punctuation**

- Emphasize the importance of punctuation during oral reading. For example, show how the meaning of the words “Look out” changes when followed by a period, a question mark, or an exclamation mark.
- Have students note the rules of punctuation they have the most trouble with. Encourage them to focus on these rules as part of their revision process.
- Give students practice at revising or inserting correct punctuation into pieces that have punctuation errors or that are not punctuated at all.
- Construct oral or written lessons for punctuation rules that seem particularly difficult to students in the class.

### **Suggestions for Improving Usage**

- Help students to recognize usage errors in their own writing. Provide focused mini-lessons to help them learn how to correct these errors.
- Hand out readings with nonstandard usage to students. Have students revise the readings so that they reflect correct usage. Ask them to explain the changes they made.
- Because usage is influenced by attitudes as well as knowledge, try to convince students of the importance of appropriate usage in everyday situations.

## **MATHEMATICS**

The mathematics tests reflect the content and process emphases of the *Principles and Standards for School Mathematics* published by the National Council of Teachers of Mathematics (NCTM) in 2000. The NCTM standards encourage teachers to expand students’ understanding of mathematics concepts and to promote mathematical thinking and reasoning. The following are only a few of the ways to assist students’ mathematical development.

- Engage students in thinking and talking about mathematical ideas they encounter in their daily lives. Draw attention to number concepts, geometry relationships, and other mathematical concepts that appear in their general reading.
- Use writing activities and oral presentations to develop students’ ability to communicate mathematical ideas and to establish connections between math and other curricular areas.
- Assist students in learning a variety of estimation strategies and in recognizing which strategy might give the best estimate for a specific situation.
- Present problem-solving situations as a context for introducing new concepts, and lead students in discovering how tools such as geometry and measurement help solve important problems at home and in the workplace. Relate geometric shapes and patterns to processes in artistic creation.
- Use estimation and analogy to build a mental picture of the magnitude of quantities that are not readily measurable in real life.
- Help students see that mathematics is not an isolated activity confined only to “math time,” but is a tool that can be used for solving problems that arise during cooking projects, science activities, and art experiences.

- Addition and subtraction are easier for children to grasp at the beginning if they can “put together” or “take away” actual objects. Rocks, buttons, straws, or macaroni pieces can be manipulated by students as they learn to add or subtract. This makes their understanding of mathematical operations more concrete.
- The ability to compare objects in size, length, or weight forms an important basis for more advanced mathematical activities. One way to provide practice in comparison is by playing adaptations of simple games like “Red Rover”—one could ask anyone who is shorter than a certain child or taller than the teacher’s chair to “come over.”
- Allow students to help distribute papers, materials, or snacks to the other children in the class as an opportunity to illustrate the notion of one-to-one correspondence. Ask the student distributing materials whether he or she ran out or had extras or whether there was just one item for each child.

The NCTM *Principles and Standards for School Mathematics* recommends that teachers emphasize problem solving. Teachers are urged to lead students in asking questions, describing the problem, choosing from alternative methods, obtaining and interpreting data, evaluating the proposed solution and presenting the results. Extending problem-solving skills to such content areas as measurement, geometry, algebra, statistics, and probability is especially important. The following ideas might be used to help students learn to solve math problems and to obtain and interpret data to answer questions.

- Encourage students to identify and verbalize math problems about situations they encounter in and out of the classroom. Have them translate their verbal descriptions into mathematical sentences that can be used to solve the problem.
- Help students consider strategic questions such as “What do I want to find out?”; “What facts are given?”; and “What information is needed?”
- Encourage students to collect and organize data to answer questions they have posed and make frequent use of graphs and tables. Ask them to create visual aids to effectively present their findings to the class. Examples of good and bad ways of displaying data need to be analyzed and discussed.
- Encourage students to share examples of “bad statistics” from newspapers, magazines, and television and radio programs.
- Demonstrate and provide practice with problem-solving strategies such as trial and error, process of elimination, looking for a pattern, using manipulatives, making a table or graph, drawing a picture, or acting out the problem.
- Support the students’ use of a variety of ways to solve problems. After a correct solution has been found, explore alternative ways to solve the problem. Use estimation and mental computation to decide whether an answer is reasonable.
- Give students the opportunity to explore more complex situations in small groups with particular emphasis on multiple-step and nonroutine problems.
- Assist students in using technology to work on complicated situations.
- Present a variety of problem contexts, including problems involving measurement, geometry, patterns, and concepts of chance.
- Provide students with practice in analyzing trends and drawing conclusions.
- Provide as many opportunities for problem solving as time allows. Research suggests that practice is an important condition for becoming a good problem solver.

**SCIENCE (GRADES 5 AND 7 ONLY)**

For young learners, science instruction should take advantage of the innate curiosity these students have about their environment. In addition to stimulating and sustaining their interests in science, parents need to help students develop the ability to use science in problem solving and to understand the world around them. Attention also needs to be given to the methods of inquiry students are encouraged to use in solving scientific problems.

The following suggestions might be considered in helping students reach their science goals.

- Create opportunities for students to explain science concepts and principles as a way of verifying their understanding. Science is about seeking answers to our world and making observations. Look for plants, insects, animals, etc., and have children describe what they see. Find out what they like or don't like about these things and encourage them to ask questions. If you don't know the answers, go on a quest to the library or on the Internet. Discuss common items like liquids, solids, and gases, demonstrating the differences. For example, let children observe ice cubes melting or water boiling and then have them discuss what they saw and why it changed.
- Encourage thoughtful, educated guesses about problems and discuss the role of hypothesizing in the work of science.
- Help students understand the importance of accurate, systematic data collection and organization. Explore ways to record and display data, including graphs, tables, and computer spreadsheets.
- Provide opportunities for students to use real-world tools to measure length, weight, temperature, volume, and pressure. Present activities that sensitize students to the common errors made in using these instruments.
- Engage children in activities such as growing plants, raising pets, or collecting rocks. These opportunities can help children develop and improve skills such as observation, data recording and presentation, predicting, drawing conclusions, and/or seeing trends.

**ITEM-SKILL CLASSIFICATIONS—SURVEY BATTERY**

**Reading**

Process Skills	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Vocabulary	1–10	1–11	1–12	1–13	1–14	1–14
Factual Understanding	11–13, 15, 20, 24	12, 14–16, 21, 23, 26, 27, 29	15, 25, 26, 29	14, 15, 18, 20, 25, 26, 31, 32	15, 17, 21–23, 26, 32, 34	15–17, 20, 23, 25, 28, 31, 34
Inference and Interpretation	14, 17, 19, 21, 23, 25, 26	13, 17, 19, 24, 28	13, 14, 16, 17, 20, 21, 24, 30, 31	16, 17, 21, 22, 24, 27–29, 34	16, 18, 19, 24, 27, 28, 31, 33, 35	18, 21, 22, 27, 29, 32
Analysis and Generalization	16, 18, 22, 27	18, 20, 22, 25, 30	18, 19, 22, 23, 27, 28, 32	19, 23, 30, 33	20, 25, 29, 30, 36	19, 24, 26, 30, 33, 35–37

**Language**

Content Skills	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Spelling	1–10	1–11	1–12	1–13	1–13	1–14
Capitalization	11–19	12–21	13–23	14–24	14–25	15–26
Punctuation	20–28	22–31	24–34	25–35	26–37	27–38
Usage and Expression	29–43	32–47	35–51	36–54	38–57	39–59

**Math**

Skills	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Math Concepts	4–7, 12–16	4–11, 18, 19	7–9, 13–20	7–18	8–19	9–21
Math Estimation	20–23	22–25	24–28	26–30	28–33	30–35
Math Problem Solving	8–11, 17–19	1–3, 13, 15–17	2, 4–6, 21–23	4–6, 22–25	2, 4–7, 24–27	3, 5–8, 25–29
Data Interpretation	1–3	12, 14, 20, 21	1, 3, 10–12	1–3, 19–21	1, 3, 20–23	1, 2, 4, 22–24

**Science**

Skills	Grade 5	Grade 7
Scientific Inquiry	1, 7–11, 14, 24–27, 33, 36–37	8, 9, 12–20, 28–33, 35–36
Life Science	2, 4, 12, 16, 19, 22, 28, 30, 35	1, 6, 11, 22, 25, 37, 41
Physical Science	3, 6, 15, 21, 23, 31	3, 4, 7, 24, 27, 38, 40
Earth and Space Science	5, 13, 17, 18, 20, 29, 32, 34	2, 5, 10, 21, 23, 26, 39

### CLASS ROSTER REPORT: ITBS SCORES

The Class Roster Report is a single-page or multi-page report depending on the number of students, which provides a list of students and the results for those students who participated in the April 2014 Augmented Benchmark Examination. The class name appearing on the report reflects what was coded on the Classroom/Group Information Sheet for district name, school name, district/school LEA number, and classroom/group name. A sample of this report is provided on the following page.

The Class Roster Report provides school and district staff with information on how students within a specific class or group performed on the Survey Battery of the ITBS, which is the NRT portion of the Augmented Benchmark Examination. The following information is included on the Class Roster Report: ITBS Scores:

- Scores are reported by test (Reading, Language, and Mathematics) and a Survey Total. The Survey Total is the average of the Standard Scores for Reading, Language, and Mathematics. Schools with students in grades 5 and 7 will also receive scores for Science. Directly below the name of each test is the total number of multiple-choice points possible for that test.
- For each test, the Number of Items Correct, Standard Score, National Percentile Rank, National Stanine, and National Normal Curve Equivalent (NCE) are listed for each student.
- All students within the classroom/group are listed in alphabetical order by last name (with their respective State Reporting Identification Numbers) in the left column with the ITBS results for each student provided in the columns that follow.
- An LEP student who has been in the U.S. less than one year is designated with an “(L)” following the Student ID number.
- Following the listing of students, class, school, district, and state average scores are reported for each test. The averages include Mean Standard Score, National Percentile Rank of Mean Standard Score, National Stanine of Mean Standard Score, and Normal Curve Equivalent (NCE) of the Mean Standard Score. These averages do not include 1st Year LEP student scores.

# 2014 AUGMENTED BENCHMARK EXAMINATIONS REPORT DESCRIPTIONS AND SAMPLES



## GRADE 5 AUGMENTED BENCHMARK EXAMINATION CLASS ROSTER REPORT: ITBS® SCORES

Date of Test: April 2014  
Page: 1

District Number: **09-01**  
 District Name: **Dermott School District**  
 School Number: **09-01-001**  
 School Name: **Dermott Elementary School**  
 Class Name: **PIERCE**

& = Modified form adapted to Braille

		IOWA TESTS OF BASIC SKILLS® NORM-REFERENCED TEST (NRT)				
Student Information		Reading	Language	Mathematics	Survey Total	Science
Name	Student ID#					
<b>Multiple-Choice Points Possible</b>		<b>30</b>	<b>30</b>	<b>30</b>		<b>30</b>
<b>ADCOCK, VICKY</b>	<b>1234567890</b>					
NRT Number Correct		26	25	28		20
NRT Standard Score		678	600	684	635	548
NRT National Percentile Rank		87	31	92	70	57
NRT National Stanine		8	4	8	7	4
NRT National NCE		73.7	39.6	79.6	68.2	49.6
<b>KIRKLEY, BLINEY</b>	<b>3344556677</b>					
NRT Number Correct		20	24	24		19
NRT Standard Score		499	560	600	572	535
NRT National Percentile Rank		61	30	84	62	50
NRT National Stanine		4	4	7	6	4
NRT National NCE		47.3	37.8	71.2	55.5	48.8
<b>SMITHLY, VICKY</b>	<b>4455667788</b>					
NRT Number Correct		26	25	28		20
NRT Standard Score		678	600	684	635	548
NRT National Percentile Rank		87	31	92	70	57
NRT National Stanine		8	4	8	7	4
NRT National NCE		73.7	39.6	79.6	68.2	49.6
<b>CLASS AVERAGE</b>						
NRT Mean Standard Score		660	591	641	648	573
NRT Natl. Percentile Rank of Mean Standard Score		75	24	69	70	24
NRT Natl. Stanine of Mean Standard Score		6	4	6	5	4
NRT NCE of the Mean Standard Score		64.2	45.1	64.1	57.8	37.1
<b>SCHOOL AVERAGE</b>						
NRT Mean Standard Score		624	539	650	625	542
NRT Natl. Percentile Rank of Mean Standard Score		70	23	72	62	22
NRT Natl. Stanine of Mean Standard Score		5	4	7	5	4
NRT NCE of the Mean Standard Score		60.0	44.5	62.9	55.2	35.7
<b>DISTRICT AVERAGE</b>						
NRT Mean Standard Score		610	580	641	648	543
NRT Natl. Percentile Rank of Mean Standard Score		69	24	69	70	24
NRT Natl. Stanine of Mean Standard Score		5	4	6	5	4
NRT NCE of the Mean Standard Score		59.2	43.8	60.1	57.8	37.1
<b>STATE AVERAGE</b>						
NRT Mean Standard Score		600	515	638	605	538
NRT Natl. Percentile Rank of Mean Standard Score		66	19	68	62	20
NRT Natl. Stanine of Mean Standard Score		4	3	6	5	4
NRT NCE of the Mean Standard Score		47.7	38.8	58.7	60.1	33.3

L: 1st Year LEP Student

Averages do not include the following group: 1) 1st Year LEP Students

### SCHOOL ROSTER REPORT: ITBS SCORES

The School Roster Report is a multi-page report providing a list of students for whom answer documents were returned for the Augmented Benchmark Examination and the results for those students. The school information appearing on the report reflects what was coded on the Classroom/Group Information Sheet for district name, school name, and district/school LEA number. A sample of this report is provided on the following pages.

The School Roster Report provides school and district staff with information on how students within a school performed on the Survey Battery of the ITBS, which is the NRT portion of the Augmented Benchmark Examination. The following information is included on the School Roster Report: ITBS Scores:

- Scores are reported by test (Reading, Language, and Mathematics) and a Survey Total. The Survey Total is the average of the Standard Scores for Reading, Language, and Mathematics. Schools with students in grades 5 and 7 will also receive scores for Science. Directly below the name of each test is the total number of multiple-choice points possible for that test.
- The School Average Combined Population, State Average Combined Population, and School Average Combined Population without Highly Mobile scores are reported by test and include the Mean Standard Score, National Percentile Rank of Mean Standard Score, National Stanine of Mean Standard Score, and Normal Curve Equivalent (NCE) of the Mean Standard Score.
- Following the averages, all students for each group (see page 5 for additional information) in the school are listed in alphabetical order by last name (with their respective State Reporting Identification Numbers) in the left column with the ITBS results for each student provided in the columns that follow.
- An LEP student who has been in the U.S. less than one year is designated with an “(L)” following the Student ID number.
- The school averages for each population group follow the list of students for the associated group. The averages include Mean Standard Score, National Percentile Rank of Mean Standard Score, National Stanine of Mean Standard Score, and Normal Curve Equivalent (NCE) of the Mean Standard Score. These averages do not include 1st Year LEP student scores.



# 2014 AUGMENTED BENCHMARK EXAMINATIONS REPORT DESCRIPTIONS AND SAMPLES



## GRADE 5 AUGMENTED BENCHMARK EXAMINATION SCHOOL ROSTER REPORT: ITBS® SCORES

Date of Test: April 2014  
Page: 2

District Number: **99-99**  
 District Name: **Arkansas School District**  
 School Number: **99-99-999**  
 School Name: **Arkansas School**

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		<b>IOWA TESTS OF BASIC SKILLS® NORM-REFERENCED TEST (NRT)</b>				
<b>Student Information</b>		Reading	Language	Mathematics	Survey Total	Science
Name	Student ID#					
<b>Multiple-Choice Points Possible</b>		<b>30</b>	<b>30</b>	<b>30</b>		<b>30</b>
<b>SCHOOL AVERAGE GENERAL POPULATION</b>						
NRT Mean Standard Score		677	620	684	640	622
NRT Natl. Percentile Rank of Mean Standard Score		92	87	31	75	80
NRT Natl. Stanine of Mean Standard Score		8	8	4	6	7
NRT NCE of the Mean Standard Score		79.6	73.7	39.6	50.2	76.0
<b>IEP STUDENTS</b>						
<b>JONES, SAMUEL</b> <b>8812345678</b>						
NRT Number Correct		10	14	7		12
NRT Standard Score		577	534	527	535	522
NRT National Percentile Rank		10	1	1	5	5
NRT National Stanine		2	1	1	1	2
NRT National NCE		17.3	10.4	41.3	28.7	29.9
<b>MARTIN, JANET</b> <b>7455667788</b>						
NRT Number Correct		26	25	28		26
NRT Standard Score		678	600	624	610	600
NRT National Percentile Rank		87	31	92	65	62
NRT National Stanine		8	4	8	6	7
NRT National NCE		73.7	39.6	79.6	70.2	60.3
<b>MUNEZ, MARIO</b> <b>9012345678</b>						
NRT Number Correct		27	25	22		26
NRT Standard Score		665	650	577	600	660
NRT National Percentile Rank		85	67	15	55	62
NRT National Stanine		7	6	3	4	7
NRT National NCE		71.8	59.3	28.2	43.3	58.1
<b>PHILLIPS, TROY</b> <b>4455663188</b>						
NRT Number Correct		20	19	6		20
NRT Standard Score		633	560	478	571	580
NRT National Percentile Rank		52	6	1	35	40
NRT National Stanine		5	2	1	4	5
NRT National NCE		51.1	17.3	1.0	32.0	56.1
<b>ROGERS, MARK</b> <b>9010345670</b>						
NRT Number Correct		24	23	12		18
NRT Standard Score		660	584	519	596	577
NRT National Percentile Rank		75	20	1	48	39
NRT National Stanine		6	3	1	3	4
NRT National NCE		64.2	32.3	1.0	36.7	53.2
<b>STRONG, JESSICA</b> <b>4755663178</b>						
NRT Number Correct		14	19	20		24
NRT Standard Score		600	560	566	588	624
NRT National Percentile Rank		24	6	9	12	80
NRT National Stanine		4	2	2	3	7
NRT National NCE		35.1	17.3	21.8	30.0	88.1

L: 1st Year LEP Student

Averages do not include the following group: 1) 1st Year LEP Students

2014 AUGMENTED BENCHMARK EXAMINATIONS REPORT DESCRIPTIONS AND SAMPLES



GRADE 5 AUGMENTED BENCHMARK EXAMINATION  
SCHOOL ROSTER REPORT: ITBS® SCORES

Date of Test: April 2014  
Page: 3

District Number: 99-99  
District Name: Arkansas School District  
School Number: 99-99-999  
School Name: Arkansas School

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IOWA TESTS OF BASIC SKILLS®  
NORM-REFERENCED TEST (NRT)

Student Information		Reading	Language	Mathematics	Survey Total	Science
Name	Student ID#					
<b>Multiple-Choice Points Possible</b>		<b>30</b>	<b>30</b>	<b>30</b>		<b>30</b>
<b>SCHOOL AVERAGE IEP STUDENTS</b>						
NRT Mean Standard Score		678	600	694	660	624
NRT Natl. Percentile Rank of Mean Standard Score		92	87	31	75	80
NRT Natl. Stanine of Mean Standard Score		8	8	4	6	7
NRT NCE of the Mean Standard Score		79.6	73.7	39.6	50.2	76.0
<b>LEP STUDENTS</b>						
<b>JACOBS, RILEY</b>		<b>8842345678</b>				
NRT Number Correct		27	25	22		26
NRT Standard Score		665	650	577	600	660
NRT National Percentile Rank		85	67	15	55	62
NRT National Stanine		7	6	3	4	7
NRT National NCE		71.8	59.3	28.2	43.3	58.1
<b>MARTINEZ, ANGEL</b>		<b>7315667788</b>				
NRT Number Correct		26	25	28		26
NRT Standard Score		678	600	624	610	600
NRT National Percentile Rank		87	31	92	65	72
NRT National Stanine		8	4	8	6	7
NRT National NCE		73.7	39.6	79.6	70.2	60.3
<b>SCHOOL AVERAGE LEP STUDENTS</b>						
NRT Mean Standard Score		664	590	604	630	627
NRT Natl. Percentile Rank of Mean Standard Score		87	40	65	68	68
NRT Natl. Stanine of Mean Standard Score		7	2	5	6	7
NRT NCE of the Mean Standard Score		72.3	24.2	49.0	64.5	70.1
<b>MONITORED FORMER LEP STUDENTS -- YEAR 1</b>						
<b>DIAZ, DIANA</b>		<b>4455667788</b>				
NRT Number Correct		26	25	28		26
NRT Standard Score		678	600	624	610	600
NRT National Percentile Rank		87	31	92	65	72
NRT National Stanine		8	4	8	6	7
NRT National NCE		73.7	39.6	79.6	70.2	60.3
<b>MUNEZ, MARIO</b>		<b>9012345678</b>				
NRT Number Correct		27	25	22		26
NRT Standard Score		665	650	577	600	660
NRT National Percentile Rank		85	67	15	55	62
NRT National Stanine		7	6	3	4	7
NRT National NCE		71.8	59.3	28.2	43.3	58.1
<b>SCHOOL AVERAGE MONITORED FORMER LEP STUDENTS -- YEAR 1</b>						
NRT Mean Standard Score		678	600	694	660	624
NRT Natl. Percentile Rank of Mean Standard Score		92	87	31	75	80
NRT Natl. Stanine of Mean Standard Score		8	8	4	6	7
NRT NCE of the Mean Standard Score		79.6	73.7	39.6	50.2	76.0

L: 1st Year LEP Student

Averages do not include the following group: 1) 1st Year LEP Students

# 2014 AUGMENTED BENCHMARK EXAMINATIONS REPORT DESCRIPTIONS AND SAMPLES



## GRADE 5 AUGMENTED BENCHMARK EXAMINATION SCHOOL ROSTER REPORT: ITBS® SCORES

Date of Test: April 2014  
Page: 4

District Number: **99-99**  
 District Name: **Arkansas School District**  
 School Number: **99-99-999**  
 School Name: **Arkansas School**

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<b>Student Information</b>		<b>IOWA TESTS OF BASIC SKILLS® NORM-REFERENCED TEST (NRT)</b>				
		Reading	Language	Mathematics	Survey Total	Science
Name	Student ID#					
<b>Multiple-Choice Points Possible</b>		<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>
<b>MONITORED FORMER LEP STUDENTS -- YEAR 2</b>						
<b>SEREN, MOHAMMED</b>		<b>9012345679</b>				
NRT Number Correct		26	25	28	610	26
NRT Standard Score		678	600	624	610	600
NRT National Percentile Rank		87	31	92	65	72
NRT National Stanine		8	4	8	6	7
NRT National NCE		73.7	39.6	79.6	70.2	60.3
<b>CHEN, LEE</b>		<b>4451167788</b>				
NRT Number Correct		27	25	22	600	26
NRT Standard Score		665	650	577	600	660
NRT National Percentile Rank		85	67	15	55	62
NRT National Stanine		7	6	3	4	7
NRT National NCE		71.8	59.3	28.2	43.3	58.1
<b>SCHOOL AVERAGE MONITORED FORMER LEP STUDENTS -- YEAR 2</b>						
NRT Mean Standard Score		678	600	694	660	624
NRT Natl. Percentile Rank of Mean Standard Score		92	87	31	75	80
NRT Natl. Stanine of Mean Standard Score		8	8	4	6	7
NRT NCE of the Mean Standard Score		79.6	73.7	39.6	50.2	76.0
<b>1ST YEAR LEP STUDENTS</b>						
<b>ARMATO, TOMAS (L)</b>		<b>3142177181</b>				
NRT Number Correct		27	25	22	600	26
NRT Standard Score		665	650	577	600	660
NRT National Percentile Rank		85	67	15	55	62
NRT National Stanine		7	6	3	4	7
NRT National NCE		71.8	59.3	28.2	43.3	58.1
<b>GUITTEREZ, AMBER (L)</b>		<b>2012345678</b>				
NRT Number Correct		26	25	28	610	26
NRT Standard Score		678	600	624	610	600
NRT National Percentile Rank		87	31	92	65	72
NRT National Stanine		8	4	8	6	7
NRT National NCE		73.7	39.6	79.6	70.2	60.3
<b>SIMONE, JACQUE (L)</b>		<b>3142718103</b>				
NRT Number Correct		27	25	22	600	26
NRT Standard Score		665	650	577	600	660
NRT National Percentile Rank		85	67	15	55	62
NRT National Stanine		7	6	3	4	7
NRT National NCE		71.8	59.3	28.2	43.3	58.1

L: 1st Year LEP Student

Averages do not include the following group: 1) 1st Year LEP Students

2014 AUGMENTED BENCHMARK EXAMINATIONS REPORT DESCRIPTIONS AND SAMPLES



**GRADE 5 AUGMENTED BENCHMARK EXAMINATION  
SCHOOL ROSTER REPORT: ITBS® SCORES**

Date of Test: April 2014  
Page: 5

District Number: **99-99**  
 District Name: **Arkansas School District**  
 School Number: **99-99-999**  
 School Name: **Arkansas School**

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		IOWA TESTS OF BASIC SKILLS® NORM-REFERENCED TEST (NRT)				
Student Information		Reading	Language	Mathematics	Survey Total	Science
Name	Student ID#					
<b>Multiple-Choice Points Possible</b>		<b>30</b>	<b>30</b>	<b>30</b>		<b>30</b>
<b>SCHOOL AVERAGE 1ST YEAR LEP STUDENTS</b>		678	600	694	660	624
NRT Mean Standard Score		92	87	31	75	80
NRT Natl. Percentile Rank of Mean Standard Score		8	8	4	6	7
NRT Natl. Stanine of Mean Standard Score		79.6	73.7	39.6	50.2	76.0
<b>GIFTED AND TALENTED</b>						
<b>BRUMM, BARBARA</b>	<b>9068845679</b>					
NRT Number Correct		27	25	22		26
NRT Standard Score		665	650	577	600	660
NRT National Percentile Rank		85	67	15	55	62
NRT National Stanine		7	6	3	4	7
NRT National NCE		71.8	59.3	28.2	43.3	58.1
<b>CASE, CHANTEL</b>	<b>3431167788</b>					
NRT Number Correct		26	25	28		26
NRT Standard Score		678	600	624	610	600
NRT National Percentile Rank		87	31	92	65	72
NRT National Stanine		8	4	8	6	7
NRT National NCE		73.7	39.6	79.6	70.2	60.3
<b>SCHOOL AVERAGE GIFTED AND TALENTED</b>		664	590	604	630	627
NRT Mean Standard Score		87	40	65	68	68
NRT Natl. Percentile Rank of Mean Standard Score		7	2	5	6	7
NRT Natl. Stanine of Mean Standard Score		72.3	24.2	49.0	64.5	70.1
<b>HIGHLY MOBILE STUDENTS</b>						
<b>SMITH, LAURA</b>	<b>9012340079</b>					
NRT Number Correct		26	25	28		26
NRT Standard Score		678	600	624	610	600
NRT National Percentile Rank		87	31	92	65	72
NRT National Stanine		8	4	8	6	7
NRT National NCE		73.7	39.6	79.6	70.2	60.3
<b>THOMAS, LESLIE</b>	<b>4005117788</b>					
NRT Number Correct		27	25	22		26
NRT Standard Score		665	650	577	600	660
NRT National Percentile Rank		85	67	15	55	62
NRT National Stanine		7	6	3	4	7
NRT National NCE		71.8	59.3	28.2	43.3	58.1
<b>VALENZIA, VICTOR</b>	<b>9011345679</b>					
NRT Number Correct		26	25	28		26
NRT Standard Score		678	600	624	610	600
NRT National Percentile Rank		87	31	92	65	72
NRT National Stanine		8	4	8	6	7
NRT National NCE		73.7	39.6	79.6	70.2	60.3

L: 1st Year LEP Student

Averages do not include the following group: 1) 1st Year LEP Students



**GRADE 5 AUGMENTED BENCHMARK EXAMINATION  
SCHOOL ROSTER REPORT: ITBS® SCORES**

Date of Test: April 2014  
Page: 6

District Number: **99-99**  
 District Name: **Arkansas School District**  
 School Number: **99-99-999**  
 School Name: **Arkansas School**

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		<b>IOWA TESTS OF BASIC SKILLS® NORM-REFERENCED TEST (NRT)</b>				
<b>Student Information</b>		Reading	Language	Mathematics	Survey Total	Science
Name	Student ID#					
<b>Multiple-Choice Points Possible</b>		<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>
<b><u>SCHOOL AVERAGE HIGHLY MOBILE STUDENTS</u></b>						
NRT Mean Standard Score		678	600	694	660	624
NRT Natl. Percentile Rank of Mean Standard Score		92	87	31	75	80
NRT Natl. Stanine of Mean Standard Score		8	8	4	6	7
NRT NCE of the Mean Standard Score		79.6	73.7	39.6	50.2	76.0
<b><u>SCHOOL AVERAGE FREE AND/OR REDUCED LUNCH STUDENTS</u></b>						
NRT Mean Standard Score		664	590	604	630	627
NRT Natl. Percentile Rank of Mean Standard Score		87	40	65	68	68
NRT Natl. Stanine of Mean Standard Score		7	2	5	6	7
NRT NCE of the Mean Standard Score		72.3	24.2	49.0	64.5	70.1
<b><u>SCHOOL AVERAGE NON-ECONOMICALLY DISADVANTAGED STUDENTS</u></b>						
NRT Mean Standard Score		678	600	694	660	624
NRT Natl. Percentile Rank of Mean Standard Score		92	87	31	75	80
NRT Natl. Stanine of Mean Standard Score		8	8	4	6	7
NRT NCE of the Mean Standard Score		79.6	73.7	39.6	50.2	76.0
<b><u>SCHOOL AVERAGE NON-DISABLED STUDENTS</u></b>						
NRT Mean Standard Score		664	590	604	630	627
NRT Natl. Percentile Rank of Mean Standard Score		87	40	65	68	68
NRT Natl. Stanine of Mean Standard Score		7	2	5	6	7
NRT NCE of the Mean Standard Score		72.3	24.2	49.0	64.5	70.1

L: 1st Year LEP Student

Averages do not include the following group: 1) 1st Year LEP Students

### SCHOOL SUMMARY REPORT: ITBS SCORES—OVERVIEW

The School Summary Report is a multi-page report providing student results aggregated to the school level. Eight groups are reported independently from one another (see page 5 for additional information). Reading, Language, and Mathematics are reported separately. Students in grades 5 and 7 will also receive scores for Science. The school information appearing on the report reflects what was coded on the Classroom/Group Information Sheet for district name, school name, and district/school LEA number.

**Note: The District Summary Report provides district staff with summary information on how students within the district performed on the Survey Battery of the ITBS, which is the NRT portion of the Augmented Benchmark Examinations at the district, region, and state levels.**

### SCHOOL SUMMARY REPORT—COMBINED POPULATION: ITBS SCORES

The Combined Population Report gives the results for **all** students\* for whom answer documents were returned for the April 2014 Augmented Benchmark Examination. Combined Population is the first group reported on the School Summary Report, by ITBS test. A sample of this report is provided on the following pages.

The School Summary Report—Combined Population: ITBS Scores provides school and district staff with summary information on how all students within a school performed on the Survey Battery of the ITBS, which is the NRT portion of the Augmented Benchmark Examination. The following information is provided:

- The test is identified at the top of the column on the left side of the page.
- The total number of students\* in the school for whom answer documents were returned is provided at the top of the page under the district name.
- The Combined Population group is broken out and reported for the following student sub-groups:
  - All Students
  - Gender
  - Ethnicity
  - Gender/Ethnicity
  - Migrant

**Note:** See pages 5–6 for a full description of all groups.

- In the columns on the School Summary Report, data are provided for Number of Students, Mean Standard Score, National Percentile Rank of Mean Standard Score, and National Stanine of Mean Standard Score. Results are provided for the school, district, region, and state. The first column on the report indicates the specific student population that is being reported on that particular line (row).

The information provided on the School Summary Report—Combined Population: ITBS Scores can be used to compare the performance of students in the school with the performance of students at the district, region, and state levels.

**Note: The School and District Summary Reports: ITBS Scores are set up identically to one another except that the district report does not contain data specific to each school. The district-level report also contains an additional page for 1st Year LEP students.**

\* 1st Year in the U.S. LEP student scores are not included in this report.



**GRADE 5 AUGMENTED BENCHMARK EXAMINATION  
SCHOOL SUMMARY REPORT: ITBS® SCORES  
COMBINED POPULATION**

Date of Test: April 2014  
Page 1

District Number: 99-99  
District Name: Arkansas School District  
Total Number of Students Tested: 102

School Number: 99-99-999  
School Name: Arkansas School

MATHEMATICS	SCHOOL			DISTRICT			REGION			STATE			
	No. of Students	Mean Standard Score	Percentile Rank of Mean Standard Score	No. of Students	Mean Standard Score	Percentile Rank of Mean Standard Score	No. of Students	Mean Standard Score	Percentile Rank of Mean Standard Score	No. of Students	Mean Standard Score	Percentile Rank of Mean Standard Score	
All Students	102	628.6	57	1,344	623.1	54	2270	616.2	49	33,777	628.1	49	5
Gender													
Female	48	629.1	58	709	624.3	54	1,134	620.6	50	14,789	628.2	57	5
Male	54	627.4	56	653	626.9	54	1,136	619.7	48	17,978	628.3	56	5
Ethnicity													
Hispanic	1	564.0	10	37	609.4	41	95	611.2	41	3,320	615.7	46	5
Asian	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Native Hawaiian/ Pacific Islander	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
American Indian/ Alaska Native	1	665.1	83	3	647.8	73	4	627.4	56	254	625.7	54	5
Black	17	615.4	47	870	611.2	42	1,355	605.4	37	8,244	603.7	36	4
White	83	630.9	59	434	630.2	66	890	637.2	62	21,789	638.0	64	6
Two or More Races	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Not Indicated	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Gender/Ethnicity - Female													
Hispanic	1	564.0	10	37	609.4	41	95	611.2	41	3,320	615.7	46	5
Asian	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Native Hawaiian/ Pacific Islander	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
American Indian/ Alaska Native	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Black	8	615.2	47	870	611.0	42	1,355	604.3	37	8,244	603.7	36	4
White	52	630.7	59	434	630.0	66	890	636.7	62	21,789	638.0	64	6
Two or More Races	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Not Indicated	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0

The following groups are not included in this report: 1) 1st Year LEP students



**GRADE 5 AUGMENTED BENCHMARK EXAMINATION  
SCHOOL SUMMARY REPORT: ITBS® SCORES  
COMBINED POPULATION (continued)**

Date of Test: April 2014  
Page 2

	SCHOOL			DISTRICT			REGION			STATE						
	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score				
<b>MATHEMATICS</b>																
Gender/Ethnicity - Male																
Hispanic	1	564.0	10	2	37	609.4	41	5	95	611.2	41	5	3,320	615.7	46	5
Asian	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
Native Hawaiian/ Pacific Islander	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
American Indian/ Alaska Native	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
Black	8	615.2	47	5	870	611.0	42	5	1,355	604.3	37	4	8,244	603.7	36	4
White	52	630.7	59	5	434	630.0	66	6	890	636.7	62	6	21,789	638.0	64	6
Two or More Races	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
Not Indicated	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
Migrant	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0

The following groups are not included in this report: 1) 1st Year LEP Students

## SCHOOL SUMMARY REPORT—GENERAL POPULATION: ITBS SCORES

Students included in the General Population Report are those who were **not** identified with an ESI code (IEP students), as Limited English Proficient (LEP Students), and/or as Highly Mobile. Students identified as Gifted and Talented, Monitored Former LEP, and/or as eligible for Free and/or Reduced Lunch are included in the General Population Report, unless they have also been identified with an ESI code, as LEP and/or as Highly Mobile. General Population is the second group reported on the School Summary Report, by ITBS test. A sample of this report is provided on the following pages.

The School Summary Report—General Population: ITBS Scores provides school and district staff with summary information on how General Population students within a school performed on the Survey Battery of the ITBS, which is the NRT portion of the Augmented Benchmark Examination. The following information is provided:

- The test is identified at the top of the column on the left side of the page.
- The total number of General Population students\* in the school for whom answer documents were returned is provided at the top of the page under the district name.
- The General Population group is broken out and reported for the following student sub-groups:
  - All Students
  - Gender
  - Ethnicity
  - Gender/Ethnicity
  - Migrant

**Note:** See pages 5–6 for a full description of all groups.

- In the columns on the School Summary Report, data are provided for Number of Students, Mean Standard Score, National Percentile Rank of Mean Standard Score, and National Stanine of Mean Standard Score. Results are provided for the school, district, region, and state. The first column on the report indicates the specific student population that is being reported on that particular line (row).

The information provided on the School Summary Report—General Population: ITBS Scores can be used to compare the performance of General Population students in the school with the performance of General Population students at the district, region, and state levels.

\* 1st Year in the U.S. LEP student scores are not included in this report.



**GRADE 5 AUGMENTED BENCHMARK EXAMINATION  
SCHOOL SUMMARY REPORT: ITBS® SCORES  
GENERAL POPULATION**

Date of Test: April 2014  
Page 3

	SCHOOL				DISTRICT				REGION				STATE			
	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	Natl. Stanine of Mean Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	Natl. Stanine of Mean Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	Natl. Stanine of Mean Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	Natl. Stanine of Mean Standard Score
<b>MATHEMATICS</b>																
All Students	90	628.6	57	5	1,344	623.1	54	5	2270	616.2	49	5	33,777	628.1	49	5
Gender																
Female	42	629.1	58	5	709	624.3	54	5	1,134	620.6	50	5	14,789	628.2	57	5
Male	58	627.4	56	5	653	626.9	54	5	1,136	619.7	48	5	17,978	628.3	56	5
Ethnicity																
Hispanic	1	564.0	10	2	37	609.4	41	5	95	611.2	41	5	3,320	615.7	46	5
Asian	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
Native Hawaiian/ Pacific Islander	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
American Indian/ Alaska Native	1	665.1	83	7	3	647.8	73	6	4	627.4	56	5	254	625.7	54	5
Black	17	615.4	47	5	870	611.2	42	5	1,355	605.4	37	4	8,244	603.7	36	4
White	77	630.9	59	5	434	630.2	66	6	890	637.2	62	6	21,789	638.0	64	6
Two or More Races	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
Not Indicated	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
Gender/Ethnicity - Female																
Hispanic	1	564.0	10	2	37	609.4	41	5	95	611.2	41	5	3,320	615.7	46	5
Asian	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
Native Hawaiian/ Pacific Islander	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
American Indian/ Alaska Native	1	665.1	83	7	3	647.8	73	6	4	627.4	56	5	254	625.7	54	5
Black	17	615.4	47	5	870	611.2	42	5	1,355	605.4	37	4	8,244	603.7	36	4
White	23	630.9	59	5	434	630.2	66	6	890	637.2	62	6	21,789	638.0	64	6
Two or More Races	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
Not Indicated	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0

The following groups are not included in this report: 1) 1st Year LEP students



**GRADE 5 AUGMENTED BENCHMARK EXAMINATION  
SCHOOL SUMMARY REPORT: ITBS® SCORES  
GENERAL POPULATION (continued)**

Date of Test: April 2014  
Page 4

District Number: **99-99**  
District Name: **Arkansas School District**  
Total Number of Students Tested: **90**

School Number: **99-99-999**  
School Name: **Arkansas School**

	SCHOOL			DISTRICT			REGION			STATE		
	No. of Students	Mean Standard Score	Percentile Rank of Mean Standard Score	No. of Students	Mean Standard Score	Percentile Rank of Mean Standard Score	No. of Students	Mean Standard Score	Percentile Rank of Mean Standard Score	No. of Students	Mean Standard Score	Percentile Rank of Mean Standard Score
<b>MATHEMATICS</b>												
Gender/Ethnicity - Male												
Hispanic	0	564.0	10	2	609.4	41	5	611.2	41	5	615.7	46
Asian	2	665.1	83	7	647.8	73	6	627.4	56	5	625.7	54
Native Hawaiian/ Pacific Islander	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0
American Indian/ Alaska Native	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0
Black	25	615.4	47	5	611.2	42	5	605.4	37	4	603.7	36
White	21	630.9	59	5	630.2	66	6	637.2	62	6	638.0	64
Two or More Races	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0
Not Indicated	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0
Migrant	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0

The following groups are not included in this report: 1) 1st Year LEP students

### SCHOOL SUMMARY REPORT—IEP STUDENTS: ITBS SCORES

The results in this section of the School Summary Report are for those students who were identified with an Exceptional Student Identification (ESI) code, or IEP students. The IEP student population is the third group reported on the School Summary Report, by ITBS test. IEP students are included as part of the Combined Population Report but are not included in the General Population Report. A sample of this report is provided on the following page.

The School Summary Report—IEP Students: ITBS Scores provides school and district staff with summary information on how exceptional students in the school performed on the Survey Battery of the ITBS, which is the NRT portion of the Augmented Benchmark Examination. The following information is provided:

- The test is identified at the top of the column on the left side of each page.
- The total number of IEP students\* in the school for whom answer documents were returned is provided at the top of the page under the district name.
- Data are first provided for “All IEP Students” and then broken down by the following ESI categories listed on the left side of the report:

Autism	Other Health Impairment
Deaf-Blindness	Emotional Disturbance
Hearing Impairment	Specific Learning Disability
Mental Retardation	Speech/Language Impairment
Multiple Disabilities	Traumatic Brain Injury
Orthopedic Impairment	Visual Impairment

**Note:** Students for whom more than one ESI code was marked on their answer documents are reported in the Multiple Disabilities category.

- The information provided for “Non-disabled” includes students who were **not** identified with an ESI code.
- The information provided for “Migrant” includes only those IEP students who were also identified as being Migrant students.
- In the columns on the School Summary Report, data are provided for Number of Students, Mean Standard Score, National Percentile Rank of Mean Standard Score, and National Stanine of Mean Standard Score. Results are provided for the school, district, region, and state. The first column on the report indicates the specific student population that is being reported on that particular line (row).

The information provided on the School Summary Report—IEP Students: ITBS Scores can be used to compare the performance of exceptional students in the school with the performance of exceptional students at the district, region, and state levels. The information in this report can also be used to compare the performance of exceptional students to non-disabled students at the school, district, region, and state levels.

\* 1st Year in the U.S. LEP student scores are not included in this report.



**GRADE 5 AUGMENTED BENCHMARK EXAMINATION  
SCHOOL SUMMARY REPORT: ITBS® SCORES  
IEP STUDENTS**

Date of Test: April 2014  
Page 5

School Number: 99-99-999  
School Name: Arkansas School

District Number: 99-99  
District Name: Arkansas School District  
Total Number of Students Tested: 8

MATHEMATICS	SCHOOL			DISTRICT			REGION			STATE			
	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	
ALL IEP Students	8	615.2	47	5	611.0	42	5	604.3	37	4	610.8	36	4
ESJ Categories													
Autism	3	607.4	37	4	601.4	40	5	599.0	36	5	608.2	35	4
Deaf-Blindness	3	620.7	32	5	617.9	44	5	612.1	41	5	609.8	40	5
Hearing Impairment	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Mental Retardation	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Multiple Disabilities	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Orthopedic Impairment	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Other Health Impairment	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Emotional Disturbance	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Specific Learning Disability	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Speech/Language Impairment	2	568.1	10	2	563.7	41	4	557.9	35	4	554.1	34	4
Traumatic Brain Injury	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Visual Impairment	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Non-disabled	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Migrant	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0

The following groups are not included in this report: 1) 1st Year LEP students

### SCHOOL SUMMARY REPORT—LEP STUDENTS: ITBS SCORES

The results in this section of the School Summary Report are for students who were identified as Limited English Proficient (LEP). The LEP student population is the fourth group reported on the School Summary Report, by ITBS test. LEP students are included as part of the Combined Population Report but are not included in the General Population Report. A sample of this report is provided on the following page.

The School Summary Report—LEP Students: ITBS Scores provides school and district staff with summary information on how LEP students in the school performed on the Survey Battery of the ITBS, which is the NRT portion of the Augmented Benchmark Examination. The following information is provided:

- The test is identified at the top of the column on the left side of each page.
- The total number of LEP students\* in the school for whom answer documents were returned is provided at the top of the page under the district name.
- The information provided for “Migrant” includes only those LEP students who were also identified as being Migrant students.
- In the columns on the School Summary Report, data are provided for Number of Students, Mean Standard Score, National Percentile Rank of Mean Standard Score, and National Stanine of Mean Standard Score. Results are provided for the school, district, region, and state. The first column on the report indicates the specific student population that is being reported on that particular line (row).

The information provided on the School Summary Report—LEP Students: ITBS Scores can be used to compare the performance of LEP students in the school with the performance of LEP students at the district, region, and state levels.

\* 1st Year in the U.S. LEP student scores are not included in this report.



**GRADE 5 AUGMENTED BENCHMARK EXAMINATION  
SCHOOL SUMMARY REPORT: ITBS® SCORES  
LEP STUDENTS**

Date of Test: April 2014  
Page 6

District Number: **99-99** School Number: **99-99-999**  
 District Name: **Arkansas School District** School Name: **Arkansas School**  
 Total Number of Students Tested: **1**

MATHEMATICS	SCHOOL			DISTRICT			REGION			STATE			
	No. of Students	Mean Standard Score	Percentile Rank of Mean Standard Score	No. of Students	Mean Standard Score	Percentile Rank of Mean Standard Score	No. of Students	Mean Standard Score	Percentile Rank of Mean Standard Score	No. of Students	Mean Standard Score	Percentile Rank of Mean Standard Score	
Limited English Proficient	1	564.0	10	2	609.4	41	5	611.2	41	5	615.7	46	5
Migrant	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0

The following groups are not included in this report: 1) 1st Year LEP students

### SCHOOL SUMMARY REPORT—MONITORED FORMER LEP STUDENTS: ITBS SCORES

The results in this section of the School Summary Report are for students who were identified as Monitored Former LEP. The Monitored Former LEP student population is the fifth group reported on the School Summary Report, by ITBS test. Monitored Former LEP students are included in the results for both the Combined Population Report and the General Population Report. A sample of this report is provided on the following page.

The School Summary Report—Monitored Former LEP Students: ITBS Scores provides school and district staff with summary information on how Monitored Former LEP students in the school performed on the Survey Battery of the ITBS, which is the NRT portion of the Augmented Benchmark Examination. The following information is provided:

- The test is identified at the top of the column on the left side of each page.
- The information in the report is broken down into Monitored Former LEP—Year 1 and Monitored Former LEP—Year 2.
- The total number of Monitored Former LEP students\* in the school for whom answer documents were returned is provided at the top of the page under the district name.
- The information provided for “Migrant” includes only those Monitored Former LEP students who were also identified as being Migrant students.
- In the columns on the School Summary Report, data are provided for Number of Students, Mean Standard Score, National Percentile Rank of Mean Standard Score, and National Stanine of Mean Standard Score. Results are provided for the school, district, region, and state. The first column on the report indicates the specific student population that is being reported on that particular line (row).

The information listed on the School Summary Report—Monitored Former LEP Students: ITBS Scores can be used to compare the performance of Monitored Former LEP students in the school with the performance of Monitored Former LEP students at the district, region, and state levels.

\* 1st Year in the U.S. LEP student scores are not included in this report.



**GRADE 5 AUGMENTED BENCHMARK EXAMINATION  
SCHOOL SUMMARY REPORT: ITBS® SCORES  
MONITORED FORMER LEP STUDENTS**

Date of Test: April 2014  
Page 7

District Number: **99-99** School Number: **99-99-999**  
 District Name: **Arkansas School District** School Name: **Arkansas School**  
 Total Number of Students Tested: **1**

MATHEMATICS	SCHOOL			DISTRICT			REGION			STATE		
	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score
Monitored Former LEP -- Year 1	1	665.1	83	7	647.8	73	4	627.4	56	5	625.7	54
Monitored Former LEP -- Year 2	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0
Migrant	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0

The following groups are not included in this report: 1) 1st Year LEP students

### SCHOOL SUMMARY REPORT—GIFTED AND TALENTED STUDENTS: ITBS SCORES

The results in this section of the School Summary Report are for students who were identified as Gifted and Talented. The Gifted and Talented student population is the sixth group reported on the School Summary Report, by ITBS test. Gifted and Talented students are included in the results for both the Combined Population Report and the General Population Report. A sample of this report is provided on the following page.

The School Summary Report—Gifted and Talented Students: ITBS Scores provides school and district staff with summary information on how Gifted and Talented students in the school performed on the Survey Battery of the ITBS, which is the NRT portion of the Augmented Benchmark Examination. The following information is provided:

- The test is identified at the top of the column on the left side of each page.
- The total number of Gifted and Talented students\* in the school for whom answer documents were returned is provided at the top of the page under the district name.
- The information provided for “Migrant” includes only those Gifted and Talented students who were also identified as being Migrant students.
- In the columns on the School Summary Report, data are provided for Number of Students, Mean Standard Score, National Percentile Rank of Mean Standard Score, and National Stanine of Mean Standard Score. Results are provided for the school, district, region, and state. The first column on the report indicates the specific student population that is being reported on that particular line (row).

The information listed on the School Summary Report—Gifted and Talented Students: ITBS Scores can be used to compare the performance of Gifted and Talented students in the school with the performance of Gifted and Talented students at the district, region, and state levels.

\* 1st Year in the U.S. LEP student scores are not included in this report.



**GRADE 5 AUGMENTED BENCHMARK EXAMINATION  
SCHOOL SUMMARY REPORT: ITBS® SCORES  
GIFTED AND TALENTED**

Date of Test: April 2014  
Page 8

District Number: **99-99** School Number: **99-99-999**  
 District Name: **Arkansas School District** School Name: **Arkansas School**  
 Total Number of Students Tested: **3**

MATHEMATICS	SCHOOL			DISTRICT			REGION			STATE						
	No. of Students	Mean Standard Score	Natl. Stanine of Mean Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score				
Gifted and Talented	2	564.0	10	2	37	609.4	41	5	95	611.2	41	5	3,320	615.7	46	5
Migrant	1	665.1	83	7	3	647.8	73	6	4	627.4	56	5	254	625.7	54	5

The following groups are not included in this report: 1) 1st Year LEP students

### SCHOOL SUMMARY REPORT—HIGHLY MOBILE STUDENTS: ITBS SCORES

The results in this section of the School Summary Report are for students who were identified as having enrolled in the school or moving between schools after October 1, 2013. The Highly Mobile student population is the seventh group reported on the School Summary Report, by ITBS test. Highly Mobile students are included as part of the Combined Population Report but are not included in the General Population Report. A sample of this report is provided on the following page.

The School Summary Report—Highly Mobile Students: ITBS Scores provides school and district staff with summary information on how Highly Mobile students in the school performed on the Survey Battery of the ITBS, which is the NRT portion of the Augmented Benchmark Examination. The following information is provided:

- The test is identified at the top of the column on the left side of each page.
- The total number of Highly Mobile students\* in the school for whom answer documents were returned is provided at the top of the page under the district name.
- The information provided for “Migrant” includes only those Highly Mobile students who were also identified as being Migrant students.
- In the columns on the School Summary Report, data are provided for Number of Students, Mean Standard Score, National Percentile Rank of Mean Standard Score, and National Stanine of Mean Standard Score. Results are provided for the school, district, region, and state. The first column on the report indicates the specific student population that is being reported on that particular line (row).

The information listed on the School Summary Report—Highly Mobile Students: ITBS Scores can be used to compare the performance of Highly Mobile students in the school with the performance of Highly Mobile students at the district, region, and state levels.

\* 1st Year in the U.S. LEP student scores are not included in this report.



**GRADE 5 AUGMENTED BENCHMARK EXAMINATION  
SCHOOL SUMMARY REPORT: ITBS® SCORES  
HIGHLY MOBILE STUDENTS**

Date of Test: April 2014  
Page 9

District Number: **99-99** School Number: **99-99-999**  
 District Name: **Arkansas School District** School Name: **Arkansas School**  
 Total Number of Students Tested: **0**

MATHEMATICS	SCHOOL			DISTRICT			REGION			STATE		
	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score	No. of Students	Mean Standard Score	Natl. Percentile Rank of Mean Standard Score
Highly Mobile	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0
Migrant	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0

The following groups are not included in this report: 1) 1st Year LEP students

### SCHOOL SUMMARY REPORT—FREE AND/OR REDUCED LUNCH STUDENTS: ITBS SCORES

The results in this section of the School Summary Report are for students who were identified as eligible for Free and/or Reduced Lunch. The Free and/or Reduced Lunch student population is the eighth group reported on the School Summary Report, by ITBS test. Students who are eligible for Free and/or Reduced Lunch are included in the results for both the Combined Population Report and the General Population Report. A sample of this report is provided on the following page.

The School Summary Report—Free and/or Reduced Lunch Students: ITBS Scores provides school and district staff with summary information on how students in the school who are eligible for Free and/or Reduced Lunch performed on the Survey Battery of the ITBS, which is the NRT portion of the Augmented Benchmark Examination. The following information is provided:

- The test is identified at the top of the column on the left side of each page.
- The total number of students\* who are eligible for Free and/or Reduced Lunch in the school for whom answer documents were returned is provided at the top of the page under the district name.
- The information provided for “Non-economically Disadvantaged” includes only those students who were not identified as eligible for Free and/or Reduced Lunch.
- The information provided for “Migrant” includes only those students eligible for Free and/or Reduced Lunch who were also identified as being Migrant students.
- In the columns on the School Summary Report, data are provided for Number of Students, Mean Standard Score, National Percentile Rank of Mean Standard Score, and National Stanine of Mean Standard Score. Results are provided for the school, district, region, and state. The first column on the report indicates the specific student population that is being reported on that particular line (row).

The information listed on the School Summary Report—Free and/or Reduced Lunch Students: ITBS Scores can be used to compare the performance of students in the school who are eligible for Free and/or Reduced Lunch with the performance of students who are eligible for Free and/or Reduced Lunch at the district, region, and state levels.

\* 1st Year in the U.S. LEP student scores are not included in this report.



**GRADE 5 AUGMENTED BENCHMARK EXAMINATION  
SCHOOL SUMMARY REPORT: ITBS® SCORES  
FREE AND REDUCED LUNCH STUDENTS**

Date of Test: April 2014  
Page 10

District Number: **99-99** School Number: **99-99-999**  
 District Name: **Arkansas School District** School Name: **Arkansas School**  
 Total Number of Students Tested: **1**

MATHEMATICS	SCHOOL			DISTRICT			REGION			STATE			
	No. of Students	Mean Standard Score	Percentile Rank of Mean Standard Score	No. of Students	Mean Standard Score	Percentile Rank of Mean Standard Score	No. of Students	Mean Standard Score	Percentile Rank of Mean Standard Score	No. of Students	Mean Standard Score	Percentile Rank of Mean Standard Score	
Free and/or Reduced Lunch	1	665.1	83	3	647.8	73	4	627.4	56	5	625.7	54	5
Non-economically Disadvantaged	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Migrant	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0

The following groups are not included in this report: 1) 1st Year LEP students

### SCHOOL ITEM-BY-ITEM SELECTIONS OF CORRECT ANSWERS: ITBS SCORES

The School Item-by-Item Selections of Correct Answers: ITBS Scores provides the results for each NRT item (all multiple-choice). No items are released.

The School Item-by-Item Selections of Correct Answers: ITBS Scores provides school and district staff with information on how students within a school performed on the Survey Battery of the ITBS, which is the NRT portion of the Augmented Benchmark Examination. The School Item-by-Item Selections of Correct Answers: ITBS Scores is produced for the same groups as reported on the School Summary Report with the exception of Free and/or Reduced Lunch students. A sample of the School Item-by-Item Selections of Correct Answers: ITBS Scores is provided on the following page. The following information is provided on the School Item-by-Item Selections of Correct Answers: ITBS Scores:

- Results are reported by test (Reading, Language, and Mathematics). Grades 5 and 7 will also receive results for Science. The test is identified at the top of the column on the left side of each page.
- The number of students\* in the school for whom answer documents were returned for the reported group is provided under the school and district information.
- The first column (Item Type) identifies the item type: all ITBS items are multiple-choice (MC).
- The second column (Item-Skill Classification) describes the specific item-skill classification associated with each non-released item.
- The remaining columns provide the number and percent of students who selected the correct answer at the school, district, and state levels. This information allows school and district staff to compare results for each multiple-choice item at the school level to district- and state-level results.

**Note: The District Item-by-Item Selections of Correct Answers: ITBS Scores provides individual item results for the Survey Battery of the ITBS, which is the NRT portion of the Augmented Benchmark Examinations at the district and state levels. The School and District Item-by-Item Selections of Correct Answers: ITBS Scores are set up identically to one another except that the district report does not contain data specific to each school. The district-level report also contains an additional page for 1st Year LEP students.**

\* 1st Year in the U.S. LEP student scores are not included in this report.



**GRADE 5 AUGMENTED BENCHMARK EXAMINATION  
SCHOOL ITEM-BY-ITEM SELECTIONS  
OF CORRECT ANSWERS: ITBS® SCORES  
COMBINED POPULATION**

**MATHEMATICS TEST ITEMS**

Date of Test: April 2014

District Number: **99-99** District Name: **Arkansas School District**  
School Number: **99-99-999** School Name: **Arkansas School**

Total Number of Students Tested: 101

**ITEMS NOT RELEASED**

Item Type	Item-Skill Classifications	Number and Percent Selecting the Correct Answer					
		School #	School %	District #	District %	State #	State %
MC	Math Concepts Number properties/operations	79	79.8	1,187	77.7	26,105	73.2
MC	Math Concepts Algebra	89	89.9	1,299	88.4	30,412	85.2
MC	Math Concepts Number properties/operations	49	49.5	954	48.2	17,801	49.9
MC	Math Concepts Measurement	91	91.9	1,102	91.1	30,991	66.9
MC	Math Concepts Geometry	71	71.7	1,080	71.4	25,259	70.8
MC	Math Concepts Probability/statistics	93	93.9	1,105	93.8	32,609	91.4
MC	Math Concepts Algebra	59	59.6	1,070	62.5	23,087	64.7
MC	Math Concepts Number properties/operations	69	69.7	1,081	72.3	22,396	62.8
MC	Math Concepts Number properties/operations	66	66.7	76	67.9	26,995	75.7
MC	Math Concepts Algebra	45	45.5	1,050	68.8	14,907	77.1
MC	Math Concepts Geometry	68	68.7	1,077	68.8	27,498	64.7
MC	Math Estimation Standard rounding	74	74.7	1,084	75.0	28,272	79.2
MC	Math Estimation Order of magnitude	66	66.7	76	67.9	26,995	75.7
MC	Math Estimation Standard rounding	45	45.5	1,050	68.8	27,498	77.1
MC	Math Estimation Number sense	71	71.7	1,080	71.4	25,259	70.8
MC	Math Estimation Order of magnitude	93	93.9	1,105	93.8	32,609	91.4
MC	Math Problem Solving Single-step	59	59.6	1,070	62.5	23,087	64.7
MC	Math Problem Solving Multiple-step	69	69.7	1,081	72.3	22,396	62.8
MC	Math Problem Solving Multiple-step	66	66.7	76	67.9	26,995	75.7
MC	Math Problem Solving Approaches/procedures	64	64.6	1,071	63.4	24,900	69.8
MC	Math Problem Solving Multiple-step	57	59.6	1,070	62.5	23,087	64.7
MC	Math Problem Solving Approaches/procedures	62	69.7	1,081	72.3	22,396	62.8
MC	Math Problem Solving Multiple-step	56	66.7	76	67.9	26,995	75.7
MC	Data Interpretation Read amounts	71	69.7	1,081	72.3	22,396	62.8
MC	Data Interpretation Interpret relationships/trends	78	66.1	985	54.1	14,693	41.9

The following groups are not included in this report: 1) 1st Year LEP students

### DEFINITIONS OF PERFORMANCE LEVELS

The general performance levels preamble for the ACTAAP states that the students must demonstrate their ability to be successful and productive citizens. Student performance is categorized into four levels of performance for the Augmented Benchmark Examinations: advanced, proficient, basic, and below basic. The general definitions of these performance levels are as follows:

#### **Advanced**

In reading, students demonstrate an overall understanding of text, consistently generalize about topics, and demonstrate an awareness of how authors compose and use literacy devices in various genres. They can extend ideas by making inferences, drawing conclusions, and making connections to their own experience. They are able to judge texts critically and, in general, give thorough answers that indicate careful thought. In writing, students demonstrate consistent control over the features in the five writing domains.

In mathematics, students apply integrated procedural knowledge and conceptual understanding to solve complex problems in the five mathematics content strands.

In science, students consistently demonstrate the knowledge and reasoning ability required for understanding scientific concepts. Students can perform and critique basic investigations, make connections from one or more of the sciences to predict or conclude, and apply fundamental concepts to practical applications.

#### **Proficient**

In reading, students demonstrate an understanding of the overall meaning of what they read. They are able to extend ideas in the text by making inferences, drawing conclusions, and making connections to their own experience. In writing, students demonstrate reasonable control over the features in the five writing domains.

In mathematics, students consistently apply integrated procedural knowledge and conceptual understanding to solve problems in the five mathematics content strands.

In science, students demonstrate the knowledge and reasoning abilities required for understanding scientific concepts. Students can perform basic investigations, formulate solutions to familiar problems, and communicate the results.

#### **Basic**

In reading, students demonstrate an understanding of the overall meaning of what they read. They make relatively obvious connections between the text and their own experiences and extend the ideas in the text by making simple inferences. In writing, students demonstrate some control over the features in the five writing domains.

In mathematics, students show some evidence of understanding the mathematical concepts and procedures in the five mathematics content strands.

In science, students demonstrate a limited understanding of scientific concepts and some ability to use reasoning to apply this knowledge. Students can carry out basic investigations.

#### **Below Basic**

In reading, students fail to show sufficient mastery of reading and writing skills to attain the basic level. In mathematics, students fail to show sufficient mastery of skills in mathematics to attain the basic level. In science, students fail to show sufficient mastery of skills in science to attain the basic level.



# ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

DEVELOPED FOR THE ARKANSAS DEPARTMENT OF EDUCATION, LITTLE ROCK, AR 72201

QAI 13082-RIG AR1402



QAI13082