# PERFORMANCE PROFILE FOR SAMPLE STUDENT 

Assessments"

## INTERPRETING THE REPORT



In the upper part of this report, scores are printed for the tests, totals, and composites. Several types of scores are reported, including the NPR, which represents the percent of students in the same grade throughout the nation with a lower score.
The horizontal bands in the NPR Graph illustrate that each score can be thought of as falling within a range. Overlapping bands indicate results that are similar. Bands that do not overlap indicate results that are probably different.
The lower part of the report provides information about the skill domains measured by each test. It also summarizes data by the different levels of cognition required by the items in some tests. The number of items for each domain and cognitive level, the number attempted, the percent correct for the student, and the average percent correct for students in this grade throughout the nation are reported. The difference between the student's percent correct and the national percent correct is displayed as a horizontal bar.
The College Readiness section reports whether or not a student is on track to enroll and succeed in postsecondary coursework when they graduate from high school. Students reported as "On Track" should continue to work hard to stay on track. Students reported as "Not yet on Track" may need additional coursework, study, or other assistance to become "On Track".

| Domains/Cognitive Levels | Total Items | No. Att. | $\begin{aligned} & \hline \text { \%C } \\ & \text { Std. } \end{aligned}$ | $\begin{aligned} & \text { \%C } \\ & \text { Nat. } \end{aligned}$ | Diff. | Differences |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  | 20 | 0 | +20 |
| Reading |  |  |  |  |  |  |  |  |
| Informational | 29 | 29 | 90 | 65 | +25 |  |  | + |
| Literary | 16 | 16 | 94 | 70 | +24 |  |  |  |
| Domains |  |  |  |  |  |  |  |  |
| Vocabulary | 5 | 5 | 100 | 66 | +34 |  |  |  |
| Explicit Meaning | 10 | 10 | 80 | 69 | +11 |  |  |  |
| Implicit Meaning | 11 | 11 | 91 | 63 | +28 |  |  |  |
| Key Ideas | 9 | 9 | 100 | 69 | +31 |  |  |  |
| Author's Craft | 10 | 10 | 90 | 67 | +23 |  |  |  |
| Cognitive Levels |  |  |  |  |  |  |  |  |
| Essential Competencies | 10 | 10 | 80 | 65 | +15 |  |  |  |
| Conceptual Understanding | 28 | 28 | 96 | 68 | +28 |  |  |  |
| Extended Reasoning | 7 | 7 | 86 | 62 | +24 |  |  | + |
| Written Expression |  |  |  |  |  |  |  |  |
| Domains |  |  |  |  |  |  |  |  |
| Usage \& Grammar | 14 | 14 | 86 | 50 | +36 |  |  | + |
| Sentence Structure | 8 | 8 | 100 | 71 | +29 |  |  |  |
| Planning \& Organization | 13 | 13 | 92 | 64 | +28 |  |  | + |
| Appropriate Expression | 10 | 10 | 60 | 62 | -2 |  |  |  |
| Cognitive Levels |  |  |  |  |  |  |  |  |
| Essential Competencies | 20 | 20 | 85 | 52 | +33 |  |  |  |
| Conceptual Understanding | 10 | 10 | 90 | 69 | +21 |  |  |  |
| Extended Reasoning | 15 | 15 | 80 | 66 | +14 |  |  |  |
| Conventions of Writing |  |  |  |  |  |  |  |  |
| Domains |  |  |  |  |  |  |  |  |
| Spelling | 34 | 34 | 71 | 59 | +12 |  |  |  |
| Capitalization | 27 | 27 | 67 | 51 | +16 |  |  |  |
| Punctuation | 27 | 27 | 78 | 47 | +31 |  |  |  |
| Vocabulary |  |  |  |  |  |  |  |  |
| Domains |  |  |  |  |  |  |  |  |
| Vocabulary | 41 | 41 | 80 | 57 | +23 |  |  |  |


| Domains/Cognitive Levels | $\begin{aligned} & \text { Total } \\ & \text { Items } \end{aligned}$ | $\begin{aligned} & \text { No. } \\ & \text { Att. } \end{aligned}$ | $\begin{aligned} & \text { \%C } \\ & \text { Std. } \end{aligned}$ |  | Diff. | Differences |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  | 20 | 0 | +20 |
| Mathematics |  |  |  |  |  |  |  |  |
| Domains |  |  |  |  |  |  |  |  |
| Number Sense \& Operations | 19 | 19 | 84 | 62 | +22 |  |  |  |
| Alg. Patterns/Connections | 12 | 12 | 58 | 62 | -4 |  |  |  |
| Data Analysis/Prob./Stats | 11 | 11 | 73 | 63 | +10 |  |  |  |
| Geometry | 14 | 14 | 50 | 53 | -3 |  |  |  |
| Measurement | 14 | 14 | 71 | 54 | +17 |  |  |  |
| Cognitive Levels |  |  |  |  |  |  |  |  |
| Essential Competencies | ${ }_{6}^{6}$ | ${ }_{6}^{6}$ | 67 | 59 | +8 |  |  |  |
| Conceptual Understanding | 59 | 59 | 71 | 59 | +12 |  |  |  |
| Extended Reasoning | 5 | 5 | 40 | 53 | -13 |  |  |  |
| Computation |  |  |  |  |  |  |  |  |
| Domains |  |  |  |  |  |  |  |  |
| Compute with Whole Numbers | 8 | 8 | 75 | 62 | +13 |  |  |  |
| Compute with Fractions | 12 | 12 | 75 | 55 | +20 |  |  |  |
| Compute with Decimals | 11 | 11 | 82 | 57 | +25 |  |  |  |
| Social Studies |  |  |  |  |  |  |  |  |
| Domains |  |  |  |  |  |  |  |  |
| History | 11 | 11 | 82 | 57 | +25 |  |  | + |
| Geography | 10 | 10 | 100 | 61 | +39 |  |  |  |
| Economics | 9 | 9 | 89 | 62 | +27 |  |  |  |
| Civics \& Government | 11 | 11 | 73 | 56 | +17 |  |  |  |
| Cognitive Levels |  |  |  |  |  |  |  |  |
| Essential Competencies | 11 | 11 | 91 | 63 | +28 |  |  |  |
| Conceptual Understanding | 19 | 19 | 79 | 57 | +22 |  |  |  |
| Extended Reasoning | 11 | 11 | 91 | 58 | +33 |  |  |  |
| Science |  |  |  |  |  |  |  |  |
| Domains |  |  |  |  |  |  |  |  |
| Life Science | 14 | 14 | 86 | 62 | +24 |  |  |  |
| Earth \& Space Science | 14 | 14 | 71 | 53 | +18 |  |  |  |


| Domains/Cognitive Levels | $\left\lvert\, \begin{aligned} & \text { Total } \\ & \text { Items } \end{aligned}\right.$ | $\begin{aligned} & \text { No. } \\ & \text { Att. } \end{aligned}$ | $\begin{aligned} & \text { \%C } \\ & \text { Std. } \end{aligned}$ | $\begin{aligned} & \text { \%C } \\ & \text { Nat. } \end{aligned}$ | Diff. | Differences |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  | -20 | 0 | +20 |
| Science (c) |  |  |  |  |  |  |  |  |
| Domains (c) |  |  |  |  |  |  |  |  |
| Physical Science | 13 | 13 | 77 | 55 | +22 |  |  |  |
| Cognitive Levels |  |  |  |  |  |  |  |  |
| Essential Competencies |  | 12 | 75 | 58 | +17 |  |  |  |
| Conceptual Understanding | 24 | 24 | 75 | 58 | +17 |  |  |  |
| Extended Reasoning |  | 5 | 100 | 46 | +54 |  |  |  |
| Information Literacy |  |  |  |  |  |  |  |  |
| Domains |  |  |  |  |  |  |  |  |
| Acquiring Information |  | 1 | 100 | 55 | +45 |  |  |  |
| Evaluating Information |  | 5 | 100 | 65 | +35 |  |  |  |
| Using Information |  | 9 | 78 | 60 | +18 |  |  |  |
| College Readiness |  |  |  |  |  |  |  |  |
| Grade-Level Benchmarks Reading | On Tr | rack |  |  |  |  |  |  |
| Language | On T | rack |  |  |  |  |  |  |
| Mathematics | Not | Yet On | Track |  |  |  |  |  |
| Science | Not Y | Yet On | Track |  |  |  |  |  |
| Predicted ACT/SAT Scores |  |  |  |  |  |  |  |  |
| ACT Composite | 21-26 |  |  |  |  |  |  |  |
| SAT Critical Reading | 470-5 |  |  |  |  |  |  |  |
| SAT Math | 420-5 |  |  |  |  |  |  |  |

A plus sign (+) or a minus sign (-) in the difference graph indicates that the bar extends beyond + - 20.
Numbers may not sum to $100 \%$ due to rounding. \%C = Percent Correct No. Att = Number Attempted * = Math Computation is not included in Math Total or composite scores that include Math Total.

