Group Assessment

Report Samples

Iowa Assessments™ CogAT® Riverside® Interim Assessments

DataManager

DataManager, an easy to navigate online resource, allows you to streamline the management and reporting of *Iowa Assessments Forms E and F**, *Cognitive Abilities Test (CogAT) Form 7, CogAT Screening Form*, and the *Riverside Interim Assessments*.

Use *DataManager* to:

- Prepare for test events
- Administer assessments
- View reports
- Interpret results
- Access digital resources

DataManager is your single source for supporting a comprehensive, balanced assessment program and is flexible enough to serve the different needs of varied districts or dioceses, from central scoring of answer documents or local plain-paper scanning to testing online.
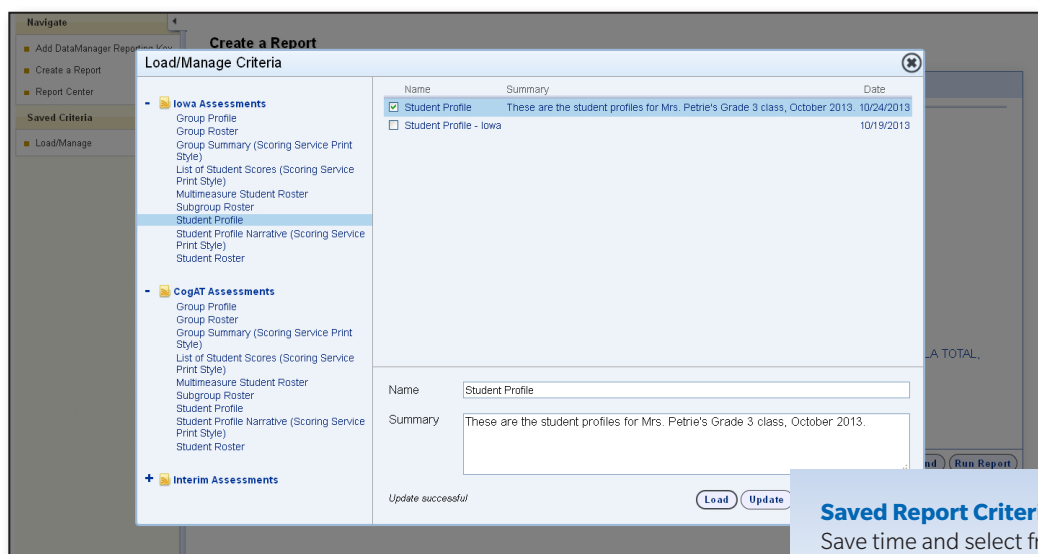
Saved Report Criteria
Save time and select from the list of saved report criteria to view results again. Click a display type bookmark under the assessment type to view the report criteria you have saved.

Powerful Web-based Reporting

DataManager offers powerful web-based reporting so that all stakeholders—families, teachers, and administrators—can get the most out of the data from the assessment. Web-based reporting offers more flexibility in working with data than a static paper report, and gives you the ability to:

- Create dynamic displays with the click of a mouse
- Compare data by different classes, different buildings, or review summary data for content area totals
- Drill down to individual tests and analyze performance on diagnostic skills and use the information to inform instruction
- Access your data on demand

Optional paper reports can be added to our robust online reporting to create a unique combination of services that best suits the needs of your school, district, and students.

Report Center in DataManager

The Report Center in *DataManager* provides additional flexibility in viewing reports with streamlined and enhanced navigation for ease of use.

Use the Report Center to:

- Create, save and manage your own unique report criteria in the Reports application
- Set up multiple reports to run concurrently while continuing to work within any *DataManager* application until the reports are ready for view
- Run reports for large groups of students in a "batch" mode without being tied up waiting on processing
- Run and print a suite of *Riverside Central Scoring Service* style paper report PDF's

*****Form F** levels 9-17/18 now available. Levels 5/6-8 available in Spring 2014.*

(A) Iowa Assessments™

LIST OF STUDENT SCORES
Iowa Assessments™

Class: Class 1
Building: Building 1
District: District 1
System: System 1
Region: Region 1
State: State 1

Form-Level: E-6
Test Date: 10/2013
Norms: Fall 2011
Grade: 1
Page: 1

STUDENT NAME / I.D. Number 1 / I.D. Number 2 / A B C D E F G H I J K L M N O P Z	Birth Date / Age / Program	Level / Form	(Gender)		ENGLISH LANGUAGE ARTS							Mathematics	CORE COMPOSITE
					Reading	Language	Vocabulary	ELA TOTAL	Word Analysis	Listening	EXTENDED ELA TOTAL		
Anderson, Kaylah 0000148641	09/06 06-11	6 E	(F)	SS NPR GE NS	179 99 3.5 9	124 20 K.4 3	132 35 K.9 4	145 69 1.6 6	134 41 1.0 5	147 74 1.7 6	141 60 1.4 6	135 43 1.0 5	140 57 1.3 5
Bobek, Taylor 0000131598	12/06 07-02	6 E	(F)	SS NPR GE NS	142 63 1.4 6	147 75 1.7 6	158 90 2.2 8	149 77 1.8 7	153 84 1.9 7	148 76 1.7 6	151 81 1.8 7	155 87 2.0 7	152 83 1.9 7
Dabkowski, William 0000151176	04/07 06-06	6 E	(M)	SS NPR GE NS	117 10 K.0 2	125 22 K.5 3	127 24 K.6 4	123 17 K.3 3	122 16 K.2 3	119 12 K.1 3	121 15 K.2 3	123 18 K.3 3	123 17 K.3 3
Lee, Samantha 0000173132	06/07 06-04	6 E	(F)	SS NPR GE NS	174 98 3.1 9	158 90 2.2 8	161 92 2.4 8	164 94 2.6 8	162 93 2.4 8	171 97 2.9 9	167 95 2.7 8	156 88 2.1 7	160 91 2.3 8
Mitchell, Luke 0000132055	10/06 07-00	6 E	(M)	SS NPR GE NS	115 8 P.9 2	114 7 P.9 2	112 5 P.8 2	114 7 P.9 2	114 7 P.9 2	117 10 K.0 2	116 9 K.0 2	119 12 K.1 3	117 10 K.0 2
Nugent, Alyssa 0000148773	02/07 06-08	6 E	(F)	SS NPR GE NS	146 72 1.6 6	147 74 1.7 6	144 67 1.5 6	146 72 1.6 6	139 54 1.3 5	131 33 K.9 4	135 43 1.0 5	128 27 K.6 4	137 49 1.2 5
Rahaim, Jamar 0000153101	03/07 06-07	6 E	(M)	SS NPR GE NS	136 46 1.1 5	133 37 K.9 4	134 40 1.0 5	134 40 1.0 4	145 69 1.6 6	143 65 1.5 6	144 67 1.5 6	146 72 1.6 6	140 57 1.3 6
Salzar, Tomas 0000174223	12/06 07-02	6 E	(M)	SS NPR GE NS	118 11 K.0 2	120 13 K.1 3	125 21 K.5 3	121 15 K.2 3	125 22 K.5 3	127 24 K.6 4	126 23 K.5 3	127 25 K.6 4	124 19 K.4 3
Tillmen, Dashawn 0000172141	01/07 06-09	6 E	(M)	SS NPR GE NS	157 89 2.1 8	158 90 2.2 8	150 79 1.8 7	155 87 2.0 7	156 88 2.1 7	157 89 2.1 8	157 89 2.1 8	150 80 1.8 7	153 84 1.9 7
Zussmen, Gabriel 0000149848	07/07 06-03	6 E	(F)	SS NPR GE NS	146 73 1.6 6	133 38 K.9 4	134 41 1.0 5	138 51 1.2 5	139 54 1.3 5	129 28 K.7 4	134 40 1.0 4	145 71 1.6 6	142 62 1.4 6

The List of Student Scores provides the scores of all students in a given class. Use it to:

- Monitor growth
- Inform instruction
- Inform placement decisions
- Support accountability

Available for:

- *Iowa Assessments* Forms E and F
- *CogAT* Form 7
- *CogAT* Screening Form

REPORTING

CogAT®

LIST OF STUDENT SCORES
Cognitive Abilities Test™ (CogAT®)

Class: Class 1
Building: Building 1
District: District 1 Form-Level: 7-9
System: System 1 Test Date: 10/2013
Region: Region 1 Norms: Fall 2011
State: State 1 Grade: 3 Page: 1

STUDENT NAME I.D. Number 1 / I.D. Number 2 / ABCDEF G H I J K L M NOP Z	Birth Date Age Program	Level Form	(Gender)		No. of Items	No. Att	Raw Score	USS	SAS	AGE SCORES PR	S	GRADE SCORES PR	S	LOCAL SCORES PR	S	Profile
Barajas, Santiago 0000131842	03/05 08-07	9 7	(M)	Verbal	62	62	‡28	178	99	48	5	35	4	48		9E (V-)
				Quantitative	52	50	24	230	134	98	9	97	9	98		
				Nonverbal	56	56	18	245	139	99	9	99	9	99		
				Composite (VQN)				218	131	97	9	95	8			
Bagsby, Aiden 0000147548	04/05 08-06	9 7	(M)	Verbal	62	62	58	251	123	92	9	99	9	99		9E (N-)
				Quantitative	52	52	45	236	112	77	9	98	9	99		
				Nonverbal	56	56	40	213	131	97	7	86	7	88		
				Composite (VQN)				233	124	93	9	99	9			
Delgado, Cira 0000133627	09/04 08-11	9 7	(F)	Verbal	62	62	27	177	91	29	6	59	7	29		6B (V-)
				Quantitative	52	47	29	191	104	60	7	63	7	60		
				Nonverbal	56	55	38	207	112	77	7	71	5	77		
				Composite (VQN)				192	103	57	6	65	6			
Brigerton, Ryan 0000152607	12/04 09-02	9 7	(M)	Verbal	62	62	48	210	118	87	7	89	8	87		6C (V+N-)
				Quantitative	52	52	32	195	109	71	6	73	6	71		
				Nonverbal	56	56	31	191	101	52	5	54	5	52		
				Composite (VQN)				199	110	73	6	76	6			
Sullivan, Reagan 0000142610	11/04 09-01	9 7	(F)	Verbal	62	62	43	199	108	69	6	77	7	69		5A
				Quantitative	52	52	28	190	102	55	5	63	6	55		
				Nonverbal	56	56	32	193	101	52	5	58	5	52		
				Composite (VQN)				194	104	60	6	67	6			
Frazier, Emma 0000131198	07/05 08-03	9 7	(F)	Verbal	62	62	30	180	97	43	5	40	4	43		4C (V+Q-)
				Quantitative	52	52	•10	165	81	12	3	7	2	12		
				Nonverbal	56	56	20	173	89	25	4	20	3	25		
				Composite (VQN)				173	88	23	3	21	3			
Gambosi, Olivia	06/05 08-04	9 7	(F)	Verbal	62	62	26	176	88	23	3	31	4	23		

CogAT®

LIST OF STUDENT SCORES
CogAT® Screening Form™

Class: Class 1
Building: Building 1
District: District 1 Form-Level: 7-9
System: System 1 Test Date: 10/2013
Region: Region 1 Norms: Fall 2011
State: State 1 Grade: 3 Page: 1

STUDENT NAME I.D. Number 1 / I.D. Number 2 / ABCDEF G H I J K L M NOP Z	Birth Date Age Program	Level Form	(Gender)		No. of Items	No. Att	Raw Score	USS	SAS	AGE SCORES PR	S	GRADE SCORES PR	S	LOCAL SCORES PR	S		Student Profile
Bagsby, Aiden 0000147548	04/05 08-06	9 7	(M)	Verbal Analogies	22	22	18										
				Number Analogies	18	18	11										
				Figure Matrices	20	20	13										
				Total Score	60	60	42	168	97	43	5	47	5	53	5	43	
Brigerton, Ryan 0000133627	09/04 08-11	9 7	(M)	Verbal Analogies	22	22	21										
				Number Analogies	18	18	17										
				Figure Matrices	20	20	19										
				Total Score	60	60	57	203	121	91	8	94	8	99	9	91	
Brody, Alex 0000131842	03/05 08-07	9 7	(M)	Verbal Analogies	22	22	13										
				Number Analogies	18	18	9										
				Figure Matrices	20	20	6										
				Total Score	60	60	28	156	88	23	3	27	4	33	4	23	
Delgado, Cira 0000152607	12/04 09-02	9 7	(F)	Verbal Analogies	22	22	20										
				Number Analogies	18	18	16										
				Figure Matrices	20	20	17										
				Total Score	60	60	53	189	112	77	7	81	7	87	7	77	
Frazier, Emma 0000131198	07/05 08-03	9 7	(F)	Verbal Analogies	22	22	4										
				Number Analogies	18	18	4										
				Figure Matrices	20	20	4										
				Total Score	60	60	•12	143	79	9	2	12	3	18	3	9	
Gambosi, Olivia 0000146921	06/05 08-04	9 7	(F)	Verbal Analogies	22	22	13										
				Number Analogies	18	18	13										
				Figure Matrices	20	20	13										
				Total Score	60	60	39	168	97	43	5	47	5	53	5	43	
Kuehn, Payton 0000151260	01/05 08-09	9 7	(F)	Verbal Analogies	22	22	19										
				Number Analogies	18	18	12										
				Figure Matrices	20	20	9										
				Total Score	60	60	40	172	101	52	5	54	5	60	6	52	
Perez, Estavan 0000139927	10/04 09-00	9 7	(M)	Verbal Analogies	22	22	16										
				Number Analogies	18	18	15										
				Figure Matrices	20	20	11										
				Total Score	60	60	42	174	102	55	5	57	5	63	6	55	
Sullivan, Reagan 0000142610	11/04 09-01	9 7	(F)	Verbal Analogies	22	22	20										
				Number Analogies	18	18	17										
				Figure Matrices	20	20	19										
				Total Score	60	60	56	196	116	84	7	88	7	94	8	84	

2013 Riverside Educational Assessments Catalog

REPORTING

LIST OF STUDENT SCORES
Iowa Assessments™ / CogAT®

Class: Class 1
Building: Building 1
District: District 1
System: System 1
Region: Region 1
State: State 1

Form-Level: E-9
Test Date: 10/2013
Norms: Fall 2011
Grade: 3
Page: 1

ENGLISH LANGUAGE ARTS columns: Reading | Written Expression | Conven. of Writing | Vocabulary | ELA TOTAL | Word Analysis | Listening | EXT. ELA TOTAL
MATHEMATICS columns: Mathematics | Computation | MATH TOTAL
CORE COMPOSITE | Social Studies | Science | COMP. COMPOSITE

Brigerton, Ryan
I.D. 0000133627 — Birth Date 09/04 — Age 08-11 — Level 9 — (Gender) M — Form E

	Reading	Written Expression	Conven. of Writing	Vocabulary	ELA TOTAL	Word Analysis	Listening	EXT. ELA TOTAL	Mathematics	Computation	MATH TOTAL	CORE COMPOSITE	Social Studies	Science	COMP. COMPOSITE
SS	214	201	203	210	207	223	218	221	205	206	206	207	223	205	210
PSS	212	198	201	199	205	207	216	218	200	201	200	203	211	201	208
SSDiff	+2	+3	+2	+11	+2	+16	+2	+3	+5	+5	+6	+4	+12	+4	+2
NPR	97	90	92	96	94	99	98	98	93	94	94	94	99	93	96
PNPR	96	87	90	88	93	94	97	98	89	90	89	92	96	90	95
NPRDiff	+1	+3	+2	+8	+1	+5	+1	0	+4	+4	+5	+2	+3	+3	+1
GE	5.8	4.9	5.0	5.5	5.3	6.5	6.1	6.3	5.2	5.2	5.2	5.3	6.5	5.2	5.5
PGE	5.7	4.6	4.9	4.7	5.2	5.3	6.0	6.1	4.8	4.9	4.8	5.0	5.6	4.9	5.4
GEDIFF	+0.1	+0.3	+0.1	+0.8	+0.1	+1.2	+0.1	+0.2	+0.4	+0.3	+0.4	+0.3	+0.9	+0.3	+0.1
NS	9	8	8	9	8	9	9	9	8	8	8	9	9	8	9

CogAT Form 7, Level 9 — Ability Profile 8A

	No. Items	No. Att	Raw Score	AGE SCORES SAS	PR	S	GRADE SCORES PR	S
Verbal	62	62	60	123	89	8	92	8
Quantitative	52	52	49	121	86	7	89	8
Nonverbal	56	56	53	132	95	8	98	9
Composite (VQN)				125	91	8	94	8

Frazier, Emma
I.D. 0000131198 — Birth Date 07/05 — Age 08-03 — Level 9 — (Gender) F — Form E

	Reading	Written Expression	Conven. of Writing	Vocabulary	ELA TOTAL	Word Analysis	Listening	EXT. ELA TOTAL	Mathematics	Computation	MATH TOTAL	CORE COMPOSITE	Social Studies	Science	COMP. COMPOSITE
SS	136	130	130	141	134	143	144	144	125	130	128	131	141	133	134
PSS	141	135	135	146	140	149	149	148	132	135	133	136	146	137	141
SSDiff	-5	-5	-5	-5	-6	-6	-5	-4	-7	-5	-5	-5	-5	-4	-7
NPR	4	2	2	6	3	7	8	8	1	2	1	2	6	3	3
PNPR	6	3	3	8	5	10	10	10	2	3	3	4	8	4	6
NPRDiff	-2	-1	-1	-2	-2	-3	-2	-2	-1	-1	-2	-2	-2	-1	-3
GE	1.1	K.8	K.8	1.4	1.0	1.5	1.5	1.5	K.5	K.8	K.6	K.9	1.4	K.9	1.0
PGE	1.4	1.0	1.0	1.6	1.3	1.8	1.8	1.7	K.9	1.0	K.9	1.1	1.6	1.2	1.4
GEDIFF	-0.3	-0.2	-0.2	-0.2	-0.3	-0.3	-0.3	-0.2	-0.4	-0.2	-0.3	-0.2	-0.2	-0.3	-0.4
NS	1	1	1	2	1	2	2	2	1	1	1	1	2	1	1

CogAT Form 7, Level 9 — Ability Profile 2A

	No. Items	No. Att	Raw Score	AGE SCORES SAS	PR	S	GRADE SCORES PR	S
Verbal	62	62	19	79	6	2	9	2
Quantitative	52	52	17	83	10	2	13	3
Nonverbal	56	56	13	85	13	3	16	3
Composite (VQN)				82	9	2	12	3

Kuehn, Payton
I.D. 0000151260 — Birth Date 01/05 — Age 08-09 — Level 9 — (Gender) F — Form E

	Reading	Written Expression	Conven. of Writing	Vocabulary	ELA TOTAL	Word Analysis	Listening	EXT. ELA TOTAL	Mathematics	Computation	MATH TOTAL	CORE COMPOSITE	Social Studies	Science	COMP. COMPOSITE
SS	188	182	184	187	185	187	188	188	168	162	165	175	173	175	175
PSS	190	195	193	192	203	191	190	191	176	178	178	179	176	183	183
SSDiff	-2	-13	-9	-5	-18	-4	-2	-3	-8	-16	-13	-4	-3	-8	-8
NPR	74	63	67	71	68	72	74	73	35	26	30	50	46	51	50
PNPR	76	83	81	80	92	78	76	78	52	56	56	58	52	65	65
NPRDiff	-2	-20	-14	-9	-14	-6	-2	-5	-17	-30	-26	-8	-6	-14	-15
GE	4.0	3.6	3.7	3.9	3.8	3.9	4.0	4.0	2.8	2.4	2.6	3.2	3.1	3.2	3.2
PGE	4.1	4.4	4.3	4.2	5.0	4.2	4.1	4.2	3.2	3.4	3.4	3.5	3.2	3.7	3.7
GEDIFF	-0.1	-0.8	-0.6	-0.3	-1.2	-0.3	-0.1	-0.2	-0.4	-1.0	-0.8	-0.3	-0.1	-0.5	-0.5
NS	6	6	6	6	6	6	6	6	4	4	4	5	5	5	5

CogAT Form 7, Level 9 — Ability Profile 5A

	No. Items	No. Att	Raw Score	AGE SCORES SAS	PR	S	GRADE SCORES PR	S
Verbal	62	62	54	111	73	6	76	6
Quantitative	52	52	35	99	42	5	45	5
Nonverbal	56	56	26	97	38	4	41	5
Composite (VQN)				102	51	5	54	5

Perez, Estavan
I.D. 0000139927 — Birth Date 10/04 — Age 09-00 — Level 9 — (Gender) M — Form E

	Reading	Written Expression	Conven. of Writing	Vocabulary	ELA TOTAL	Word Analysis	Listening	EXT. ELA TOTAL	Mathematics	Computation	MATH TOTAL	CORE COMPOSITE	Social Studies	Science	COMP. COMPOSITE
SS	174	175	174	177	175	181	186	184	181	178	180	178	188	163	177
PSS	181	179	182	177	180	181	201	195	192	179	181	179	200	193	180
SSDiff	-7	-4	-8	0	-5	-6	-15	-11	-9	-1	-1	-1	-12	-30	-3
NPR	48	51	47	55	50	61	70	66	61	57	59	56	73	28	54
PNPR	61	58	63	54	59	71	90	83	80	58	61	58	89	81	59
NPRDiff	-13	-7	-16	+1	-9	-10	-20	-17	-19	-1	-2	-2	-16	-53	-5
GE	3.1	3.2	3.1	3.3	3.2	3.6	3.9	3.7	3.6	3.4	3.5	3.4	4.0	2.5	3.3
PGE	3.6	3.5	3.6	3.3	3.5	3.9	4.9	4.4	4.2	3.5	3.6	3.5	4.8	4.3	3.5
GEDIFF	-0.5	-0.3	-0.5	0.0	-0.3	-0.3	-1.0	-0.7	-0.6	-0.1	-0.1	-0.1	-0.8	-1.8	-0.2
NS	5	5	5	5	5	6	6	6	6	5	5	5	6	4	5

CogAT Form 7, Level 9 — Ability Profile 5A

	No. Items	No. Att	Raw Score	AGE SCORES SAS	PR	S	GRADE SCORES PR	S
Verbal	62	62	46	103	52	5	55	5
Quantitative	52	52	43	106	61	6	64	5
Nonverbal	56	56	32	101	48	5	51	5
Composite (VQN)				103	54	5	57	5

The List of Student Scores - Combined provides the scores of all students in a given class. Use it to:

- Monitor growth
- Inform instruction
- Inform placement decisions
- Support accountability

Available for:

- *Iowa Assessments* Forms E and F
- *CogAT* Form 7
- *CogAT* Screening Form

REPORTING

Iowa Assessments™ — CLASS SUMMARY

Iowa Assessments™

Class: Class 1
Building: Building 1
District: District 1
System: System 1
Region: Region 1
State: State 1

Form-Level: E-9
Test Date: 10/2013
Norms: Fall 2011
Grade: 3
Page: 1

	ENGLISH LANGUAGE ARTS								MATHEMATICS			CORE COM-POSITE	Social Studies	Science	COMP. COM-POSITE
	Reading	Written Expression	Conven. of Writing	Vocabulary	ELA TOTAL	Word Analysis	Listening	EXT. ELA TOTAL	Mathe-matics	Compu-tation	MATH TOTAL				

Class 1 Level: 9
Number of Students Tested = 10

	Reading	Written Expression	Conven. of Writing	Vocabulary	ELA TOTAL	Word Analysis	Listening	EXT. ELA TOTAL	Mathe-matics	Compu-tation	MATH TOTAL	CORE COMPOSITE	Social Studies	Science	COMP. COMPOSITE
Number of Students Included	9	10	10	10	10	10	10	10	8	8	8	8	10	10	8
Average Standard Score (SS)	175.0	171.9	172.4	175.8	173.8	177.2	180.5	179.1	172.2	170.5	171.6	173.0	178.4	171.4	174.0
National Percentile Rank of Average SS	50	43	43	52	47	54	61	58	43	41	43	45	56	41	47
Percent of Students in NPR Range 75-99	30.0	30.0	30.0	30.0	30.0	30.0	30.0	30.0	30.0	30.0	30.0	30.0	30.0	30.0	30.0
50-74	20.0	30.0	20.0	30.0	30.0	30.0	40.0	40.0	20.0	10.0	20.0	30.0	20.0	20.0	30.0
25-49	20.0	10.0	20.0	10.0	10.0	10.0	0.0	0.0	20.0	30.0	20.0	10.0	20.0	20.0	10.0
1-24	30.0	30.0	30.0	30.0	30.0	30.0	30.0	30.0	30.0	30.0	30.0	30.0	30.0	30.0	30.0
Grade Equivalent of Average SS	3.2	3.0	3.0	3.2	3.1	3.3	3.6	3.5	3.0	2.9	3.0	3.1	3.4	2.9	3.1
National Stanine of Average SS	5	5	5	5	5	5	6	5	5	5	5	5	5	5	5
Normal Curve Equivalent of Average SS	50	46	46	51	48	52	56	54	46	45	46	47	53	45	48

CogAT® — CLASS SUMMARY

Cognitive Abilities Test™ (CogAT®)

Class: Class 1
Building: Building 1
District: District 1
System: System 1
Region: Region 1
State: State 1

Form-Level: 7-9
Test Date: 10/2013
Norms: Fall 2011
Grade: 3
Page: 1

	Number of Students Included	Average USS	Average SAS	AGE SCORES PR	AGE SCORES S	GRADE SCORES PR	GRADE SCORES S	APR of Class Average Graph
Teacher #1 Verbal	10	172.8	103.0	51	5	54	5	51
Quantitative	10	170.2	101.4	47	5	50	5	47
Level: 9 Nonverbal	10	171.8	102.4	49	5	52	5	49
Number of Students Tested = 10 **Composite (VQN)**	**10**	**171.6**	**101.9**	**49**	**5**	**52**	**5**	**49**

APR of Class Average Graph scale: 1 25 50 75 99

The Class, Building, and System Summaries provide group averages for each population of students tested.

Use it to:
- Make comparisons
- Evaluate programs
- Support accountability

Available for:
- *Iowa Assessments* Forms E and F
- *CogAT* Form 7
- *CogAT* Screening Form

2013 Riverside Educational Assessments Catalog

Ⓐ Iowa Assessments™

CLASS SUMMARY
Iowa Assessments™

Class: Class 1
Building: Building 1
District: District 1
System: System 1
Region: Region 1
State: State 1

Form-Level: E-9
Test Date: 10/2013
Norms: Fall 2011
Grade: 3   **Page:** 1

	Reading	Written Expression	Mathematics	Survey Composite
Class 1 Level: 9				
Number of Students Tested = 8				
Number of Students Included	8	8	8	8
Average Standard Score (SS)	176.1	172.8	171.5	173.4
National Percentile Rank of Average SS	52	45	43	45
Percent of Students in NPR Range 75-99	25.0	25.0	25.0	25.0
50-74	25.0	37.5	25.0	37.5
25-49	25.0	12.5	25.0	12.5
1-24	25.0	25.0	25.0	25.0
Grade Equivalent of Average SS	3.2	3.1	3.0	3.1
National Stanine of Average SS	5	5	5	5
Normal Curve Equivalent of Average SS	51	47	46	47

CogAT®

CLASS SUMMARY
CogAT® Screening Form

Class: Class 1
Building: Building 1
District: District 1
System: System 1
Region: Region 1
State: State 1

Form-Level: 7-9
Test Date: 10/2013
Norms: Fall 2011
Grade: 3   **Page:** 1

	Number of Students Included	Average USS	AGE SCORES Average SAS	PR	S	GRADE SCORES PR	S	APR of Class Average Graph 1	25	50	75	99
Teacher #1 Total Score	10	171.6	99.5	49	5	52	5	49		◆		
Level: 9												
Number of Students Tested = 10												

REPORTING

PERFORMANCE PROFILE FOR SARAH MASON
Iowa Assessments™

(A) Iowa Assessments™

Class:	Class 1
Building:	Building 1
District:	District 1
System:	System 1
Region:	Region 1
State:	State 1

Student:	Mason, Sarah
Student ID:	0000147572
Form/Level:	E-9
Test Date:	10/2013
Norms:	Fall 2011
Grade:	3

TESTS — **SCORES** — **NPR GRAPH**

TESTS	SS	NPR	LPR	GE	NS	LS	NCE
Reading	183	65	69	3.7	6	6	58
Written Expression	186	70	74	3.9	6	6	58
Conventions of Writing	182	63	67	3.6	6	6	57
Vocabulary	188	74	78	4.0	6	7	64
ELA Total	**185**	**68**	**72**	**3.8**	**6**	**6**	**60**
Word Analysis	180	60	64	3.5	6	6	55
Listening	184	67	71	3.7	6	6	59
Extended ELA Total	**182**	**63**	**67**	**3.6**	**6**	**6**	**57**
Mathematics	165	31	35	2.6	4	4	40
Computation	163	27	31	2.5	4	4	37
Math Total	**164**	**29**	**33**	**2.6**	**4**	**4**	**38**
Core Composite	**175**	**50**	**54**	**3.2**	**5**	**5**	**50**
Social Studies	171	41	45	2.9	5	5	45
Science	162	26	30	2.4	4	4	36
Complete Composite	**171**	**41**	**45**	**2.9**	**5**	**5**	**45**

NPR GRAPH scale: 1 25 50 75 99

In the upper part of this report, scores are printed for the tests, totals, and composites. Several types of scores are reported, including the NPR and LPR. The NPR represents the percent of students in the same grade throughout the nation with a lower score. The LPR represents the percent of students in the same grade in your local area with a lower score.

The horizontal bands in the NPR Graph illustrate the student's performance on each test relative to the other test areas. The horizontal bars represent the NPRs for each test. The lengths of these bars permit identification of the student's stronger and weaker areas of achievement.

The lower part of the report provides information about the skill domains measured by each test. It also summarizes data by the different levels of cognition required by the items in some tests. The number of items for each domain and cognitive level, the number attempted, the percent correct for the student, and the average percent correct for students in this grade throughout the nation are reported. The difference between the student's percent correct and the national percent correct is displayed as a horizontal bar.

▬ = National Percentile Rank

Domains/Cognitive Levels	Total Items	No. Att.	%C Stu.	%C Nat.	Diff.
Reading					
Domains					
Informational	19	19	68	54	14
Literary Text	22	22	62	60	2
Domains					
Explicit Meaning	8	8	61	61	0
Key Ideas	10	10	69	61	8
Author's Craft	9	9	59	57	2
Vocabulary	7	7	71	60	11
Implicit Meaning	7	7	65	48	17
Cognitive Levels					
Essential Competencies	15	15	76	71	5
Conceptual Understanding	14	14	63	58	5
Extended Reasoning	12	12	48	44	4
Written Expression					
Domains					
Planning/Organization	7	7	67	53	14
Usage/Grammar	8	8	65	62	3
Sentence Structure	6	6	78	67	11
Appropriate Expression	8	8	68	68	0
Mechanics	6	6	72	59	13
Cognitive Levels					
Essential Competencies	13	13	81	76	5
Conceptual Understanding	11	11	63	59	4
Extended Reasoning	11	11	46	43	3
Conventions of Writing					
Domains					
Spelling	24	24	68	61	7
Capitalization	20	20	70	64	6
Punctuation	20	20	75	66	9

Domains/Cognitive Levels	Total Items	No. Att.	%C Stu.	%C Nat.	Diff.
Vocabulary					
Domains					
Vocabulary	29	29	74	62	12
Word Analysis					
Domains					
Phonological Awareness/Decoding	13	13	75	71	4
Identify/Analyze Word Parts	20	20	69	67	2
Listening					
Domains					
Literal Comprehension	18	18	71	74	-3
Inferential Comprehension	15	15	63	65	-2
Mathematics					
Domains					
Number Sense and Operations	14	14	50	58	-8
Algebraic Patterns and Connections	11	11	48	65	-17
Data Analysis/Probability/Statistics	7	7	37	53	-16
Geometry	10	10	60	69	-9
Measurement	8	8	47	60	-13
Cognitive Levels					
Essential Competencies	17	17	51	62	-11
Conceptual Understanding	17	17	42	49	-7
Extended Reasoning	16	16	29	39	-10
Computation					
Domains					
Add whole numbers	10	10	50	71	-21
Subtract whole numbers	9	9	48	65	-17
Multiply/divide whole numbers	6	6	50	57	-7

Domains/Cognitive Levels	Total Items	No. Att.	%C Stu.	%C Nat.	Diff.
Social Studies					
Domains					
History	8	8	64	67	-3
Geography	10	10	60	66	-6
Economics	6	6	58	61	-3
Civics and Government	6	6	49	61	-12
Cognitive Levels					
Essential Competencies	10	10	69	71	-2
Conceptual Understanding	9	9	56	57	-1
Extended Reasoning	11	11	40	51	-11
Science					
Domains					
Physical Science	12	12	38	53	-15
Life Science	9	9	35	60	-25
Earth/Space Science	9	9	60	62	-2
Cognitive Levels					
Essential Competencies	11	11	58	69	-11
Conceptual Understanding	10	10	44	60	-16
Extended Reasoning	9	9	35	53	-18
Information Literacy					
Domains					
Locate/Process Information	12	12	42	57	-15
Interpret Information	10	10	38	58	-20
Analyze Information	8	8	42	44	-2

Differences scale: -20 0 +20

The Individual Performance Profile displays individual test skill domain scores for the student. Use it to:

- Identify strengths and weaknesses
- Determine college readiness
- Make comparisons
- Inform instruction
- Implement Response to Intervention (RTI)

Available for:

- *Iowa Assessments* Forms E and F

2013 Riverside Educational Assessments Catalog

REPORTING

(A) Iowa Assessments™

CLASS PERFORMANCE PROFILE
Iowa Assessments™

Class: Class 1
Building: Building 1
District: District 1
System: System 1
Region: Region 1
State: State 1
Form-Level: E-12
Test Date: 10/2013
Norms: Fall 2011
Grade: 6
Page: 1

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

NPR OF AVERAGE SS GRAPH (1 25 50 75 99)

In the upper part of this report, average scores are printed for the tests, totals, and composites. Several types of scores are reported, including the NPR, which represents the percent of students in the same grade throughout the nation with a lower score.

The horizontal bands in the NPR Graph illustrate the group's performance on each test relative to the other test areas. The horizontal bars represent the NPRs for each test. The lengths of these bars permit identification of the group's stronger and weaker areas of achievement

The lower part of the report provides information about the skill domains measured by each test. It also summarizes data by the different levels of cognition required to answer the items in some tests. The number of items for each domain and cognitive level, the average percent correct for the group, and the average percent correct for students in this grade throughout the nation are reported. The difference between the group's percent correct and the national percent correct is displayed as a horizontal bar.

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

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

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

Domains/Cognitive Levels	Total Items	%C Class	%C Nat.	Diff.
Science				
Domains				
Physical Science	12	58	53	5
Life Science	9	56	6	-4
Earth/Space Science	9	56	62	-6
Cognitive Levels				
Essential Competencies	11	73	69	4
Conceptual Understanding	10	50	6	-10
Extended Reasoning	9	33	53	-20
Information Literacy				
Domains				
Locate/Process Information	12	58	57	1
Interpret Information	10	50	58	-8
Analyze Information	8	38	44	-7

College Readiness
Grade-Level Benchmarks

Reading	51% on Track
Language	48% on Track
Math	37% on Track
Science	31% on Track

The Group Performance Profile provides a summary of skill domain scores for grade groups in each building, and for the entire school district. Use it to:

- Inform instruction
- Determine college readiness
- Make comparisons
- Evaluate programs
- Predict future performance
- Support accountability

Available for:

- *Iowa Assessments* Forms E and F

REPORTING

CogAT®

PROFILE NARRATIVE FOR AIDEN BAGSBY
Cognitive Abilities Test™ (CogAT®)

Class: Class 1	**Student:** Bagsby, Aiden
Building: Building 1	**Student ID:** 0000147548
District: District 1	**Form/Level:** 7-9
System: System 1	**Test Date:** 10/2013
Region: Region 1	**Norms:** Fall 2011
State: State 1	**Grade:** 3

Abilities	Age Scores			APR Graph
	Standard Age Score	Age Stanine	Age Percentile Rank	1 25 50 75 99
Verbal	108	6	66	
Quantitative	96	4	35	
Nonverbal	94	4	31	
Composite (VQN)	**99**	**5**	**44**	

Abilities	Raw Scores			Grade Scores		Local Scores	
	Number of Items	Number Att.	Number Correct	Grade Stanine	Grade Percentile Rank	Local Stanine	Local Percentile Rank
Verbal	62	62	52	6	69	6	75
Quantitative	52	52	32	4	38	5	44
Nonverbal	56	56	36	4	34	4	40
Composite (VQN)				**5**	**47**	**5**	**53**

Notes:

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

Overview

Aiden recently took the Cognitive Abilities Test (CogAT). CogAT measures the development of verbal, mathematical, and spatial reasoning abilities that are essential for success in school. Students with different patterns of scores on CogAT have different learning styles. By knowing Aiden's learning preferences, teachers can help him achieve greater success in school.

Aiden's Profile of Test Scores

Aiden's scores on the three batteries do not differ significantly. All three of his scores are in the range typically observed in students of this age. For students who have reasoning scores in the average range, the following steps may be helpful:

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

More Information on Aiden's Scores

The sections to the left explain Aiden's performance using different types of comparisons and score scales.

- The Age Scores section compares his performance to students across the nation who are also 8.6 years old.
- The Grade Scores section compares his performance to students across the nation who are also in grade 3.
- The Local Scores section compares his age score performance to students in your local area who are also in grade 3.

Each of these sections includes one or more scores. The Stanine reports Aiden's performance on a scale from 1 (lowest) to 9 (highest). The Percentile Rank indicates the percentage of students in each comparison group whose scores fell below the score obtained by Aiden.

The Profile Narrative presents essential scores and information about a student's performance. Use it to:

- Identify strengths and weaknesses
- Inform placement decisions
- Make comparisons
- Report assessment scores to families

Available for:

- *Iowa Assessments* Forms E and F
- *CogAT* Form 7
- *CogAT* Screening Form

2013 Riverside Educational Assessments Catalog

CogAT®

PROFILE NARRATIVE FOR AIDEN BAGSBY
CogAT® Screening Form™

Class:	Class 1
Building:	Building 1
District:	District 1
System:	System 1
Region:	Region 1
State:	State 1

Student:	Bagsby, Aiden
Student ID:	0000147548
Form/Level:	7-9
Test Date:	10/2013
Norms:	Fall 2011
Grade:	3

Abilities	Age Scores			APR Graph				
	Standard Age Score	Age Stanine	Age Percentile Rank	1	25	50	75	99
Verbal Analogies								
Number Analogies								
Figure Matrices								
Total Score	**97**	**5**	**43**					

Abilities	Raw Scores			Grade Scores		Local Scores	
	Number of Items	Number Att.	Number Correct	Grade Stanine	Grade Percentile Rank	Local Stanine	Local Percentile Rank
Verbal Analogies	22	22	18				
Number Analogies	18	18	11				
Figure Matrices	20	20	13				
Total Score	**60**	**60**	**42**	**5**	**47**	**5**	**53**

Notes:

Overview

Aiden recently took the Cognitive Abilities Test (CogAT) Screening Form. The CogAT Screening Form is a short form of CogAT. Both the CogAT Screening Form and the complete CogAT measure students' learned reasoning abilities developed through in-school and out-of-school experiences.

More Information on Aiden's Scores

The sections to the left explain Aiden's performance on the three subtests and the total score using different types of comparisons and score scales.

- The Raw Scores section provides information on the number of items in each subtest, the number of items that Aiden attempted to answer and the number of items that Aiden answered correctly.

- The Age Scores section compares his performance to students across the nation who are also 8.6 years old.

- The Grade Scores section compares his performance to students across the nation who are also in grade 3.

- The Local Scores section compares his age score performance to students in your local area who are also in grade 3.

Each of these sections includes one or more scores. The Stanine reports Aiden's performance on a scale from 1 (lowest) to 9 (highest). The Percentile Rank indicates the percentage of students in each comparison group whose scores fell at or below the score obtained by Aiden.

REPORTING

Iowa Assessments™

CLASS COMMON CORE STANDARDS DOMAIN REPORT
Iowa Assessments™

Class: Class 1
Building: Building 1
District: District 1
System: System 1
Region: Region 1
State: State 1
Form-Level: E-9
Test Date: 10/2012
Norms: Fall 2005
Grade: 3
Page: 1

Summary of Scores	No. of Students Included	Avg. SS	PR. of Avg. SS	NS of Avg. SS	GE Avg. SS	% Nationally in PR Group 1-24	25-49	50-74	75-99	No. of Students in Class in PR Group 1-24	25-49	50-74	75-99	% of Students in Class in PR Group 1-24	25-49	50-74	75-99
Reading	10	175.0	50	5	3.2	25.0	25.0	25.0	25.0	3	2	2	3	30.0	20.0	20.0	30.0
Written Expression	10	171.9	43	5	3.0	25.0	25.0	25.0	25.0	3	1	3	3	30.0	10.0	30.0	30.0
Conventions of Writing	10	172.4	43	5	3.0	25.0	25.0	25.0	25.0	3	2	2	3	30.0	20.0	20.0	30.0
Vocabulary	10	175.8	52	5	3.2	25.0	25.0	25.0	25.0	3	1	3	3	30.0	10.0	30.0	30.0
Word Analysis	10	177.2	54	5	3.3	25.0	25.0	25.0	25.0	3	3	3	3	30.0	30.0	30.0	30.0
Listening	10	180.5	61	6	3.6	25.0	25.0	25.0	25.0	3	0	4	3	30.0	0.0	40.0	30.0
Mathematics	10	172.2	43	5	3.0	25.0	25.0	25.0	25.0	3	2	2	3	30.0	20.0	20.0	30.0
Computation	10	170.5	41	5	2.9	25.0	25.0	25.0	25.0	3	3	1	3	30.0	30.0	10.0	30.0

Iowa Assessments™

STUDENT COMMON CORE STANDARDS DOMAIN REPORT
Iowa Assessments™

Class: Class 1
Building: Building 1
District: District 1
System: System 1
Region: Region 1
State: State 1
Student: Bagsby, Aiden
Student ID: 0000147548
Form-Level: E-9
Test Date: 10/2012
Norms: Fall 2011
Grade: 3

Summary of Scores	No. of Items Possible	No. of Items Attempted	Standard Score	National Percentile Rank	National Stanine	Grade Equivalent	% Nationally in PR Group 1-24	25-49	50-74	75-99	% of Student's Class in PR Group 1-24	25-49	50-74	75-99	Student's PR Group 1-24	25-49	50-74	75-99
Reading	41	41	183	65	6	3.7	25.0	25.0	25.0	25.0	30.0	20.0	20.0	30.0			x	
Written Expression	35	35	186	70	6	3.9	25.0	25.0	25.0	25.0	30.0	10.0	30.0	30.0			x	
Conventions of Writing	64	64	182	63	6	3.6	25.0	25.0	25.0	25.0	30.0	20.0	20.0	30.0			x	
Vocabulary	29	29	188	74	6	4.0	25.0	25.0	25.0	25.0	30.0	10.0	30.0	30.0			x	
Word Analysis	33	33	180	60	6	3.5	25.0	25.0	25.0	25.0	30.0	30.0	30.0	30.0			x	
Listening	33	33	184	67	6	3.7	25.0	25.0	25.0	25.0	30.0	0.0	40.0	30.0			x	
Mathematics	50	50	165	31	4	2.6	25.0	25.0	25.0	25.0	30.0	20.0	20.0	30.0		x		
Computation	25	25	163	27	4	2.5	25.0	25.0	25.0	25.0	30.0	30.0	10.0	30.0		x		

Common Core Standards Domain Alignment	Total Items	No. Att.	%C Student	%C Nation	Diff.	Student–Nation Difference -20 0 +20
READING	**41**	**41**	**66**	**61**	**5**	
Key Ideas and Details	29	29	67	61	6	
Craft and Structure	9	9	66	61	5	
Integration of Knowledge and Ideas	3	3	66	57	9	
FOUNDATIONAL SKILLS	**33**	**33**	**73**	**68**	**5**	
Print Concepts	11	11	71	71	0	
Phonological Awareness	22	22	74	67	7	
SPEAKING AND LISTENING	**28**	**28**	**78**	**74**	**4**	
Comprehension and Collaboration	28	28	78	74	4	

Common Core Standards Domain Alignment	Total Items	No. Att.	%C Student	%C Nation	Diff.	Student–Nation Difference -20 0 +20
LANGUAGE/WRITING	**128**	**128**	**68**	**62**	**6**	
Conventions of Standard English	90	90	70	64	6	
Knowledge of Language	3	3	100	61	39	+
Vocabulary Acquisition and Use	29	29	65	62	3	
Production and Distribution of Writing	4	4	50	59	-9	
Research to Build and Present Writing	2	2	50	68	-18	
MATH	**75**	**75**	**45**	**62**	**-17**	
Operations and Algebraic Thinking	25	25	40	58	-18	
Numbers and Operations in Base 10	20	20	45	65	-20	
Numbers and Operations–Fractions	4	4	25	53	-28	-
Measurement and Data	20	20	45	69	-24	-
Geometry	6	6	50	60	-10	

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

The Common Core Domain Reports provide scores based on the Common Core Standards for a student, class, building, or district.

Available for:
• *Iowa Assessments* Forms E and F

2013 Riverside Educational Assessments Catalog

REPORTING

STUDENT SCORE LABELS
Iowa Assessments™

Iowa Assessments™

Class: Class 1
Building: Building 1
District: District 1
System: System 1
Region: Region 1
State: State 1

Form-Level: E-9
Test Date: 10/2013
Norms: Fall 2011
Grade: 3
Page: 1 = =

Bagsby, Aiden
ID Number 1: 0000147548 | DOB 04/05 | Grade 3 | Level 9 | Form E | Test Date 10/13 | Norms Fall 2011 | Calc. ID Number 2 | Code | A B C D E F G H I J K L M N O P Z Program | Iowa Assessments

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

Brigerton, Ryan
ID Number 1: 0000133627 | DOB 09/04 | Grade 3 | Level 9 | Form E | Test Date 10/13 | Norms Fall 2011 | Calc. ID Number 2 | Code | A B C D E F G H I J K L M N O P Z Program | Iowa Assessments

Scores Reported		Reading		Written Expression		Conventions of Writing		Vocabulary		ELA TOTAL		Word Analysis		Listening		EXT. ELA TOTAL		Mathematics		Computation		MATH TOTAL		CORE COMPOSITE		Social Studies		Science		COMPLETE COMPOSITE	
SS	GE	214	5.8	201	4.9	203	5.0	210	5.5	207	5.3	223	6.5	218	6.1	221	6.3	205	5.2	206	5.2	206	5.2	207	5.3	223	6.5	205	5.2	210	5.5
NPR	NS	97	9	90	8	92	8	96	9	94	8	99	9	98	9	98	9	93	8	94	8	94	8	94	8	99	9	93	8	96	9
LPR	LS	101	9	94	8	96	9	100	9	98	9	103	9	102	9	102	9	97	9	98	9	98	9	98	9	103	9	97	9	100	9
PrivPR	NCE	93	90	86	77	88	80	92	87	90	83	95	99	94	93	94	93	89	81	90	83	90	83	90	83	95	99	89	81	92	87

Brody, Alex
ID Number 1: 0000131842 | DOB 03/05 | Grade 3 | Level 9 | Form E | Test Date 10/13 | Norms Fall 2011 | Calc. ID Number 2 | Code | A B C D E F G H I J K L M N O P Z Program | Iowa Assessments

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

Delgado, Cira
ID Number 1: 0000152607 | DOB 12/04 | Grade 3 | Level 9 | Form E | Test Date 10/13 | Norms Fall 2011 | Calc. ID Number 2 | Code | A B C D E F G H I J K L M N O P Z Program | Iowa Assessments

Scores Reported		Reading		Written Expression		Conventions of Writing		Vocabulary		ELA TOTAL		Word Analysis		Listening		EXT. ELA TOTAL		Mathematics		Computation		MATH TOTAL		CORE COMPOSITE		Social Studies		Science		COMPLETE COMPOSITE	
SS	GE	201	4.9	197	4.6	198	4.6	193	4.3	196	4.6	192	4.2	191	4.2	192	4.2	190	4.1	191	4.2	191	4.2	194	4.4	200	4.8	190	4.1	195	4.4
NPR	NS	90	8	86	7	87	7	81	7	86	7	80	7	79	7	80	7	76	6	79	7	78	7	82	7	89	8	76	6	83	7
LPR	LS	94	8	90	8	91	8	85	7	90	8	84	7	83	7	84	7	80	7	83	7	82	7	86	7	93	8	80	7	87	7
PrivPR	NCE	86	77	82	77	83	74	77	68	82	73	76	68	75	67	76	68	72	65	75	67	74	66	78	69	85	76	72	65	79	70

Frazier, Emma
ID Number 1: 0000131198 | DOB 07/05 | Grade 3 | Level 9 | Form E | Test Date 10/13 | Norms Fall 2011 | Calc. ID Number 2 | Code | A B C D E F G H I J K L M N O P Z Program | Iowa Assessments

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

Gambosi, Olivia
ID Number 1: 0000146921 | DOB 06/05 | Grade 3 | Level 9 | Form E | Test Date 10/13 | Norms Fall 2011 | Calc. ID Number 2 | Code | A B C D E F G H I J K L M N O P Z Program | Iowa Assessments

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

The self-stick Student Score Labels provide scores of an individual student. Use score labels in a file folder to create a cumulative record of test scores.

Available for:

- *Iowa Assessments* Forms E and F
- CogAT Form 7
- CogAT Screening Form

CogAT®

STUDENT SCORE LABELS
Cognitive Abilities Test™ (CogAT®)

Class: Class 1
Building: Building 1
District: District 1
System: System 1
Region: Region 1
State: State 1

Form-Level: 7-9
Test Date: 10/2013
Norms: Fall 2011
Grade: 3 **Page:** 1

Bagsby, Aiden
ID Number 1: 0000147548 DOB: 04/05 Grade: 3 Level: 9 Form: 7 Test Date: 10/13 Norms: Fall 2011 I.D. Number 2 A B C D E F G H I J K L M N O P Z Program   *CogAT®*

Tests	No. of Items	No. Att.	Raw Score	USS	Age Scores			Grade Scores		Local Scores	
					SAS	PR	S	PR	S	PR	S
Verbal	62	62	52	181	108	66	6	69	6	75	6
Quantitative	52	52	32	163	96	35	4	38	4	44	5
Nonverbal	56	56	36	160	94	31	4	34	4	40	4
Composite (VQN)				168	99	44	5	47	5	53	5

Profile Score 5A: Aiden's scores on the three batteries do not differ significantly. All three of his scores are in the range typically observed in students of this age. For students who have reasoning scores in the average range, the following steps may be helpful: Build on Aiden's strengths by encouraging academic accomplishments in areas that interest him. Point out how new skills and information build on knowledge and skills Aiden already has. Show Aiden how to break complex tasks into simpler steps. Model the steps as you explain them. Write the steps on a sheet of paper and let Aiden work with a partner to follow them. Teach Aiden study skills such as planning use of time, formulating questions to guide study, and taking notes.

Brigerton, Ryan
ID Number 1: 0000133627 DOB: 09/04 Grade: 3 Level: 9 Form: 7 Test Date: 10/13 Norms: Fall 2011 I.D. Number 2 A B C D E F G H I J K L M N O P Z Program   *CogAT®*

Tests	No. of Items	No. Att.	Raw Score	USS	Age Scores			Grade Scores		Local Scores	
					SAS	PR	S	PR	S	PR	S
Verbal	62	62	60	200	123	89	8	92	8	98	9
Quantitative	52	52	49	197	121	86	7	89	8	95	8
Nonverbal	56	56	53	213	132	95	8	98	9	99	9
Composite (VQN)				203	125	91	8	94	8	99	9

Profile Score 8A: Ryan's scores on the three batteries do not differ significantly. All three of his scores are in the above-average range. Students with above-average reasoning scores learn relatively quickly. The following recommendations may help Ryan achieve in school: Encourage Ryan to discover concepts and principles rather than always providing answers. Projects that develop the student's interests can be particularly effective. Challenge Ryan with materials, projects, and problems that are more difficult than those used for the typical student. Expose Ryan to different learning or problem-solving strategies to help him understand their value for different tasks. When working in groups, permit Ryan to learn by explaining information, helping to summarize, and modeling higher-order thinking skills.

Brody, Alex
ID Number 1: 0000131842 DOB: 03/05 Grade: 3 Level: 9 Form: 7 Test Date: 10/13 Norms: Fall 2011 I.D. Number 2 A B C D E F G H I J K L M N O P Z Program   *CogAT®*

Tests	No. of Items	No. Att.	Raw Score	USS	Age Scores			Grade Scores		Local Scores	
					SAS	PR	S	PR	S	PR	S
Verbal	62	62	37	161	95	32	4	35	4	41	5
Quantitative	52	52	24	154	90	22	3	25	4	31	4
Nonverbal	56	56	18	153	89	20	3	23	3	29	4
Composite (VQN)				156	91	24	4	27	4	33	4

Profile Score 4A: Alex's scores on the three batteries do not differ significantly. All three of his scores are in the range typically observed in students of this age. For students who have reasoning scores in the average range, the following steps may be helpful: Build on ALex's strengths by encouraging academic accomplishments in areas that interest him. Point out how new skills and information build on knowledge and skills Alex already has. Show Alex how to break complex tasks into simpler steps. Model the steps as you explain them. Write the steps on a sheet of paper and let Alex work with a partner to follow them. Teach Alex study skills such as planning use of time, formulating questions to guide study, and taking notes.

Delgado, Cira
ID Number 1: 0000152607 DOB: 12/04 Grade: 3 Level: 9 Form: 7 Test Date: 10/13 Norms: Fall 2011 I.D. Number 2 A B C D E F G H I J K L M N O P Z Program   *CogAT®*

Tests	No. of Items	No. Att.	Raw Score	USS	Age Scores			Grade Scores		Local Scores	
					SAS	PR	S	PR	S	PR	S
Verbal	62	62	57	190	115	79	7	82	7	88	7
Quantitative	52	52	46	188	114	77	7	80	7	86	7
Nonverbal	56	56	47	188	114	76	6	79	7	85	7
Composite (VQN)				189	114	78	7	81	7	87	7

Profile Score 7A: Cira's scores on the three batteries do not differ significantly. All three of her scores are in the above-average range. Students with above-average reasoning scores learn relatively quickly. The following recommendations may help Cira achieve in school: Encourage Cira to discover concepts and principles rather than always providing answers. Projects that develop the student's interests can be particularly effective. Challenge Cira with materials, projects, and problems that are more difficult than those used for the typical student. Expose Cira to different learning or problem-solving strategies to help her understand their value for different tasks. When working in groups, permit Cira to learn by explaining information, helping to summarize, and modeling higher-order thinking skills.

Frazier, Emma
ID Number 1: 0000131198 DOB: 07/05 Grade: 3 Level: 9 Form: 7 Test Date: 10/13 Norms: Fall 2011 I.D. Number 2 A B C D E F G H I J K L M N O P Z Program   *CogAT®*

Tests	No. of Items	No. Att.	Raw Score	USS	Age Scores			Grade Scores		Local Scores	
					SAS	PR	S	PR	S	PR	S
Verbal	62	62	19	139	79	6	2	9	2	15	3
Quantitative	52	52	17	144	83	10	2	13	3	19	3
Nonverbal	56	56	13	147	85	13	3	16	3	22	3
Composite (VQN)				143	82	9	2	12	3	18	3

Profile Score 2A: Emma's scores on the three batteries do not differ significantly. All three of her scores are somewhat below average. Students who show this profile can learn effectively but often need guidance. The following steps may help Emma learn more readily in school: Whenever possible, build on Emma's interests and accomplishments. Reduce the number of things Emma must attend to, remember, or do when solving problems. When attempting new tasks, provide Emma with structure in the form of specific directions and guidance. When working in groups, pair Emma with other students who can model the desired skills.

Gambosi, Olivia
ID Number 1: 0000146921 DOB: 06/05 Grade: 3 Level: 9 Form: 7 Test Date: 10/13 Norms: Fall 2011 I.D. Number 2 A B C D E F G H I J K L M N O P Z Program   *CogAT®*

Tests	No. of Items	No. Att.	Raw Score	USS	Age Scores			Grade Scores		Local Scores	
					SAS	PR	S	PR	S	PR	S
Verbal	62	62	37	161	95	32	4	35	4	41	5
Quantitative	52	52	37	170	101	48	5	51	5	57	5
Nonverbal	56	56	35	174	103	54	5	57	6	63	6
Composite (VQN)				168	99	44	5	47	5	53	5

Profile Score 5A: Olivia's scores on the three batteries do not differ significantly. All three of her scores are in the range typically observed in students of this age. For students who have reasoning scores in the average range, the following steps may be helpful: Build on Olivia's strengths by encouraging academic accomplishments in areas that interest her. Point out how new skills and information build on knowledge and skills Olivia already has. Show Olivia how to break complex tasks into simpler steps. Model the steps as you explain them. Write the steps on a sheet of paper and let Olivia work with a partner to follow them. Teach Olivia study skills such as planning use of time, formulating questions to guide study, and taking notes.

REPORTING

The Student Roster provides the scores of all students in a given class. Use it to:

- Monitor growth
- Inform instruction
- Inform placement decisions
- Support accountability

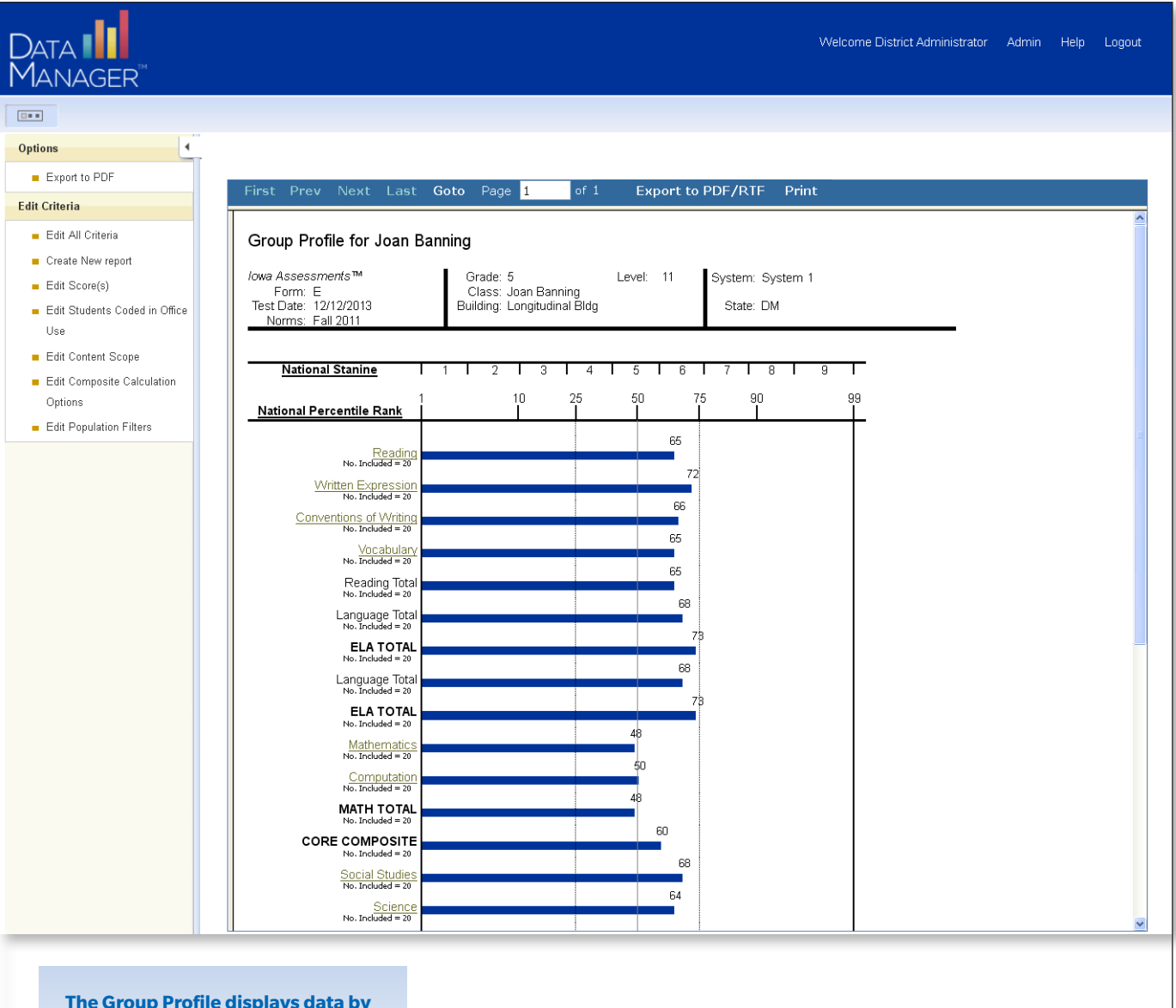**The Group Roster provides the scores of a given group. Use it to:**

• Monitor growth
• Inform instruction
• Support accountability
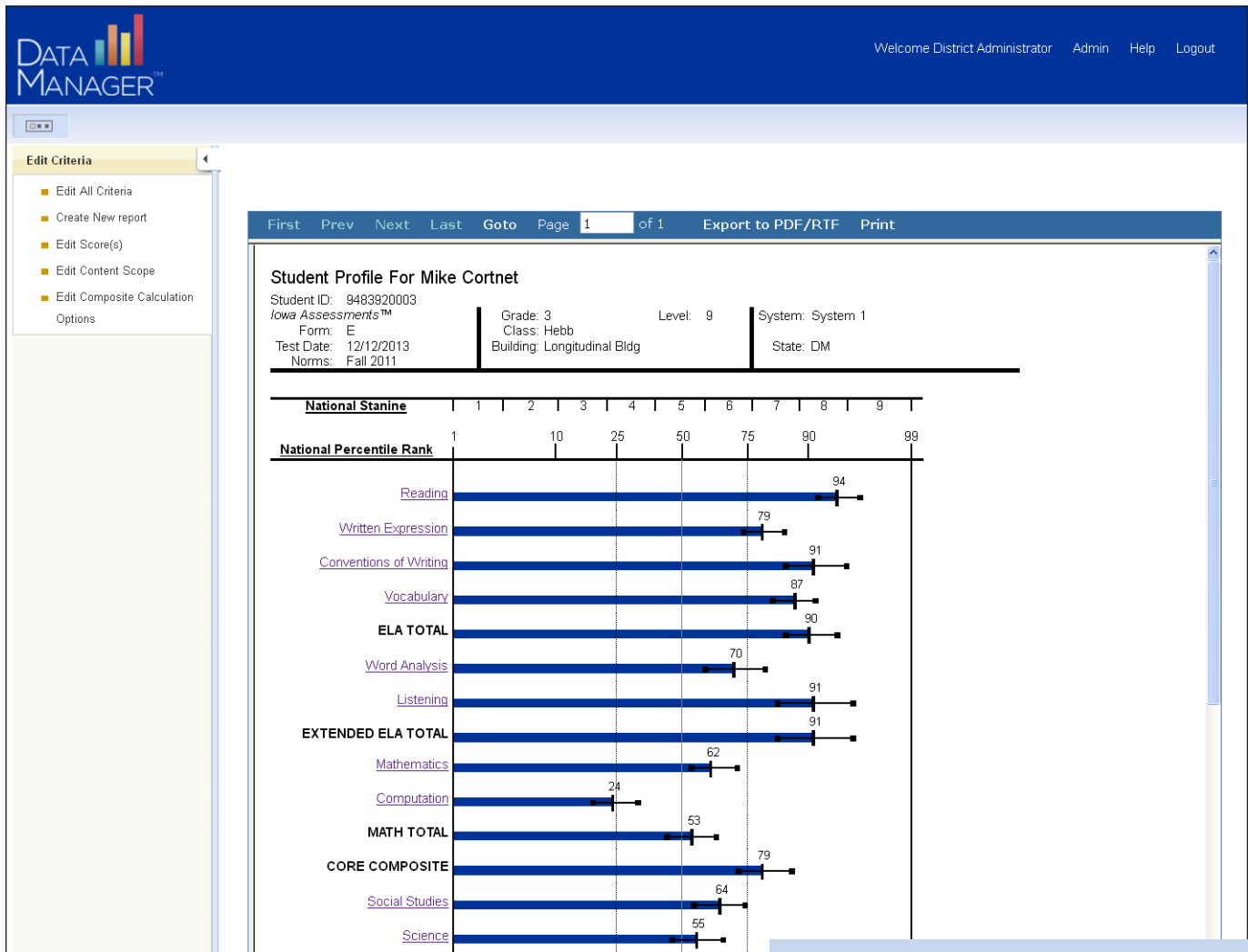
The Student Profile presents data at the test and skill domain level.

Use it to:
- See results for a student at a glance in a bar graph format, with or without confidence bands.

REPORTING

The Group Profile displays data by content-area test and skill domain for a class (or school or district).

The Subgroup Roster allows you to group and view data by particular subgroups, such as gender, ethnicity, or program administration codes.
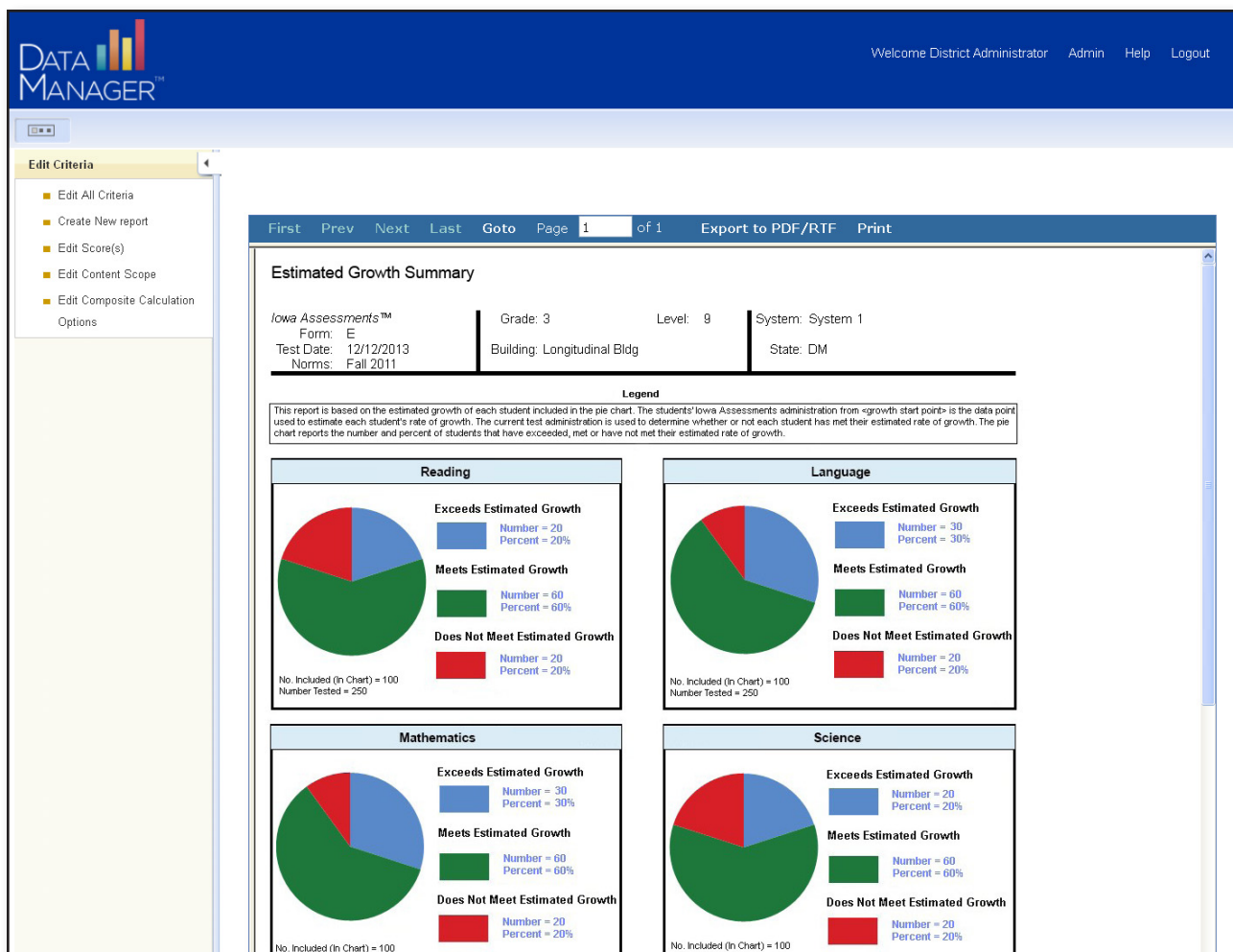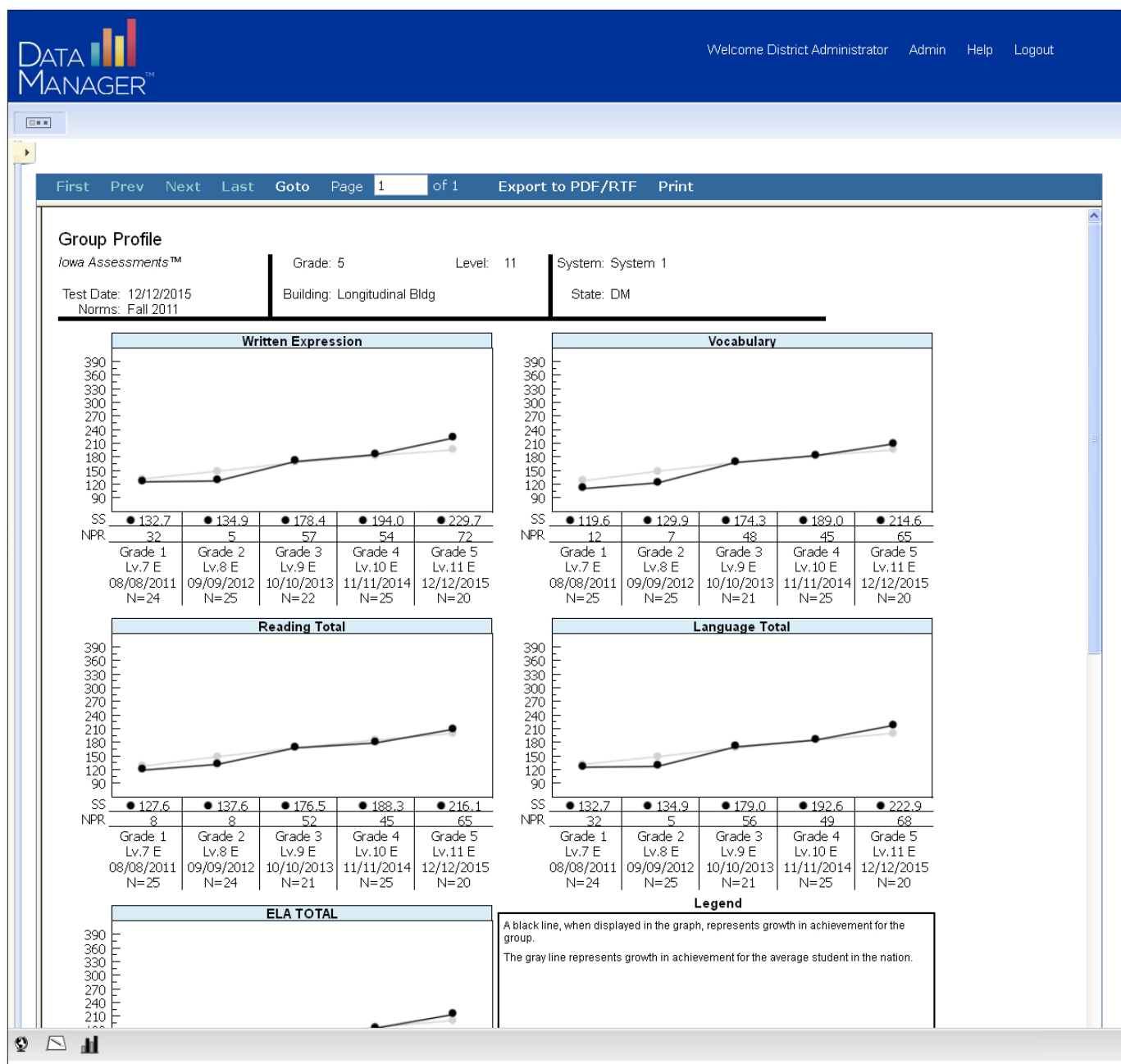
REPORTING

The Estimated Growth Summary Report is a powerful tool for administrators in review and evaluation of teaching effectiveness. This highly visual report can also be used by teachers for a quick "at a glance" understanding of a group's achievement based upon two administrations of the *Iowa Assessments*. The Estimated Growth Summary Report includes the number and percent of students in the group that meet, exceed or do not meet their estimated growth.

2013 Riverside Educational Assessments Catalog

DATA MANAGER™

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- Edit All Criteria
- Create New report
- Edit Students Coded in Office Use
- Edit Content Scope
- Edit Population Filters

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College Readiness Summary

Iowa Assessments™   Grade: 8   Level: 14   System: System 1
   Form: E
Test Date: 10/15/2014   State: DM
   Norms: Fall 2011

Legend

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

Reading

On Track
   Number = 1459
   Percent = 29%

Not Yet on Track
   Number = 3502
   Percent = 71%

No. Included (In Chart) = 4961
Number Tested = 4969

Language

On Track
   Number = 2260
   Percent = 46%

Not Yet on Track
   Number = 2704
   Percent = 54%

No. Included (In Chart) = 4964
Number Tested = 4969

Mathematics

On Track
   Number = 1009
   Percent = 20%

Not Yet on Track
   Number = 3955
   Percent = 80%

No. Included (In Chart) = 4964
Number Tested = 4969

Science

On Track
   Number = 26
   Percent = 15%

Not Yet on Track
   Number = 151
   Percent = 85%

No. Included (In Chart) = 177
Number Tested = 4969

Numbers may not sum to 100% due to rounding

View the college readiness of your students at a glance based on an Iowa Assessments administration. The Group Profile – College Readiness Summary Report aligns with the four content areas of the ACT®.

Use it to:
- Report the number and percent of students on track to enroll and succeed in postsecondary course work after high school graduation.
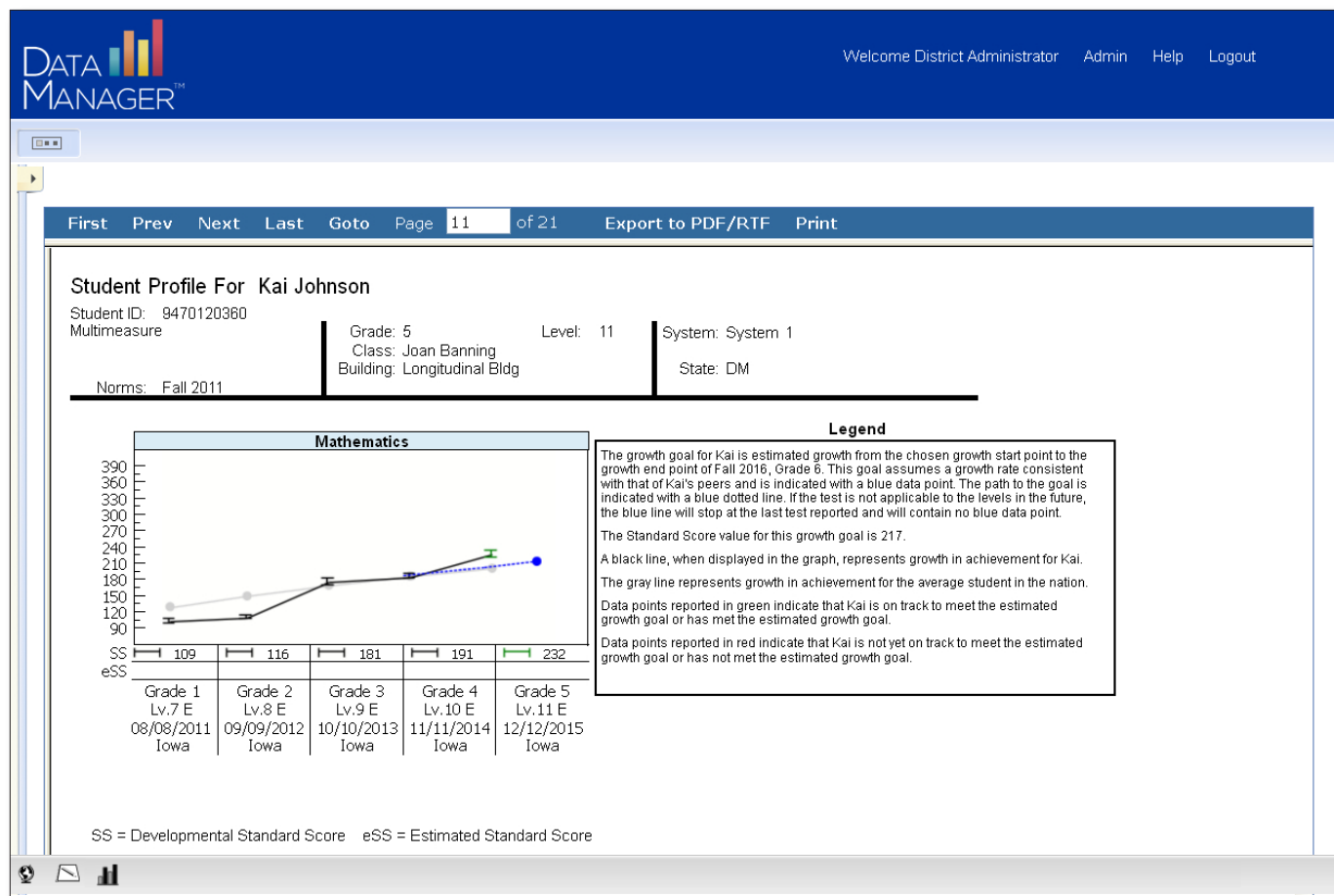
The Group Longitudinal Report displays the growth over time of specific grade groups of students or consecutive grade groups across Iowa Assessments tests.

- Scores that are available for plotting along the longitudinal line graph include the average SS, NCE, or GE for the group.
- Administrations of the *Iowa Assessments* are connected with the solid black line. The gray line in the background represents growth for the average student in the nation.

Use it to:

- Monitor academic progress over time.
- Compare achievement for a particular group with that of the average student in the nation.

DATA MANAGER™

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Student Profile For Kai Johnson

Student ID: 9470120360
Multimeasure

Norms: Fall 2011

Grade: 5
Class: Joan Banning
Building: Longitudinal Bldg

Level: 11

System: System 1

State: DM

Mathematics

Legend

The growth goal for Kai is estimated growth from the chosen growth start point to the growth end point of Fall 2016, Grade 6. This goal assumes a growth rate consistent with that of Kai's peers and is indicated with a blue data point. The path to the goal is indicated with a blue dotted line. If the test is not applicable to the levels in the future, the blue line will stop at the last test reported and will contain no blue data point.

The Standard Score value for this growth goal is 217.

A black line, when displayed in the graph, represents growth in achievement for Kai.

The gray line represents growth in achievement for the average student in the nation.

Data points reported in green indicate that Kai is on track to meet the estimated growth goal or has met the estimated growth goal.

Data points reported in red indicate that Kai is not yet on track to meet the estimated growth goal or has not met the estimated growth goal.

SS eSS	109	116	181	191	232
	Grade 1 Lv.7 E 08/08/2011 Iowa	Grade 2 Lv.8 E 09/09/2012 Iowa	Grade 3 Lv.9 E 10/10/2013 Iowa	Grade 4 Lv.10 E 11/11/2014 Iowa	Grade 5 Lv.11 E 12/12/2015 Iowa

SS = Developmental Standard Score   eSS = Estimated Standard Score

The Student Longitudinal Estimated Growth Report tracks the actual progress of a student over the course of his elementary school career, against an estimated growth goal.

- The growth goal estimation assumes the student will grow at the same rate as that of other students his age in the national normative sample.
- Data points in green or red indicate if the student is on track or not yet on track to meet the growth goal."

Use it to:

- Track academic growth over time.
- Compare growth for a particular student with that of the average student in the nation.

REPORTING

An all-new report called the **Multimeasure Student Roster** is now available in DataManager. It allows you to compare student scores from Iowa Assessments Forms E and F, CogAT 7, and the Riverside Interim Assessments easily in one tabular display.

Use it to:

- Create one report of tests or domains, column by column
- Apply performance band indicators to the report, with values of your choice, that color code the results to easily see the subject areas needing the most immediate attention

2013 Riverside Educational Assessments Catalog

The screenshot shows the Data Manager interface:

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Cancel Filter(s)   Show Filter(s)   Search by Last Name

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Multimeasure Student Roster

Class: Joan Banning
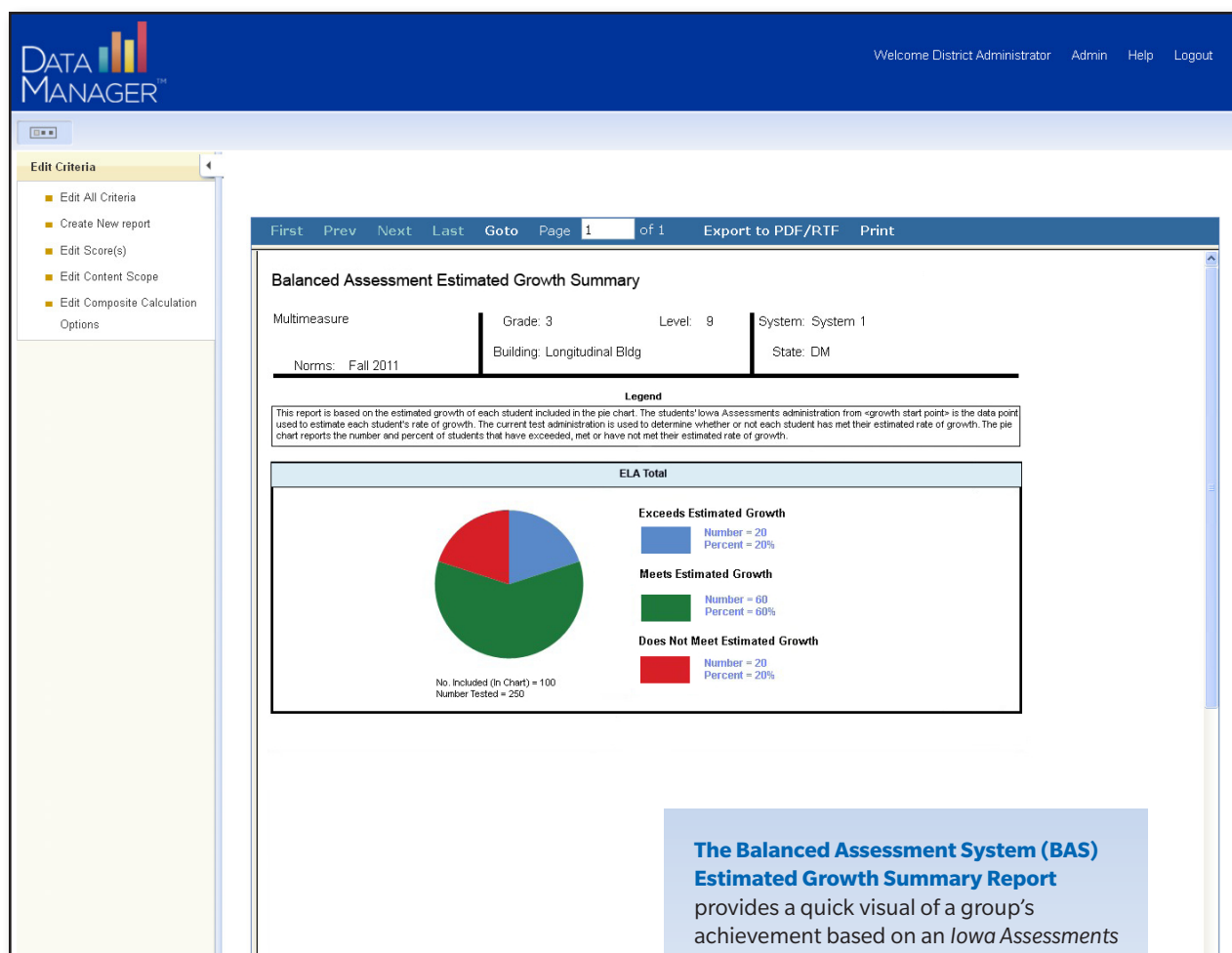Building: Longitudinal Bldg
District: Longitudinal Dist

State: DM

	1 Verbal	2 Reading	3 Composite (QN)	4 Mathematics
	CogAT Assessments Form: 7 Grade: 5 Level: 11 Score: APR Test Date: 08/30/2013	Iowa Assessments Form: E Grade: 5 Level: 11 Score: NPR Test Date: 12/12/2013	CogAT Assessments Form: 7 Grade: 5 Level: 11 Score: APR Test Date: 08/30/2013	Iowa Assessments Form: E Grade: 5 Level: 11 Score: NPR Test Date: 12/12/2013
Adams, Christop		56		48
Armenta, Beltran	79	66	88	
Armijo, Calvina	99	78	99	20
Armstrong, Hector		39		56
Aviles, Carleigha	43	46	43	62
Caldera, James	79	78	73	56
Casey, Heaven	99	66	99	42
Fasano, Limonee	73	53		53
Garner, Davaria	99	78	99	64
Garner, Landen	99	56	99	22
Graves, Jayden	99	89	99	82
Hamilton, Xavier	43	46	55	48
Henderson, Vernasia	62	66	73	64
Johigan, Kevon	99	78	99	79
Johnson, Kai	27	70	38	42
Jones, Brandon		56		48
Mcclure, Zachery			88	
Mccray, Amaya	99	78	99	20
Muella, Logan		39		56
Richard, Jerrvia	43	46	38	62
Romo, Arianna	79	78	73	56
Segovia, Joshua	99	66	99	42
Steverson, Chris		53		53
Turnor, Rayden	99	78	99	64
Young, Dennis	99	56	99	22

Column 1: Age Percentile Rank (green) from 90 to 99
Column 2: National Percentile Rank (blue) from 80 to 89
Column 3: Age Percentile Rank (green) from 90 to 99, Age Percentile Rank (blue) from 80 to 89

The Multimeasure Report for CogAT shows the CogAT Verbal Score, Iowa Reading Score, CogAT QN Composite, and Iowa Math score all in a single roster-type report. This report was created as a result of requests from educators like you!

- Prescribed by Dr. Lohman, *CogAT* author and nationally recognized expert, this report can include multiple data points, including *CogAT* Verbal Score and *CogAT* QN Composite or *CogAT* Verbal Score, *Iowa* Reading Score, *CogAT* QN Composite, and *Iowa* Math, and other data points from *CogAT*, *Iowa*, and the *Riverside Interim Assessments*.

- NPR and APR are used in this sample report; however it can also be generated using an SAS, SS, and other scores.

DATA MANAGER™

Welcome District Administrator   Admin   Help   Logout

Edit Criteria ◄
- Edit All Criteria
- Create New report
- Edit Score(s)
- Edit Content Scope
- Edit Composite Calculation Options

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Balanced Assessment Estimated Growth Summary

Multimeasure

Norms: Fall 2011

Grade: 3   Level: 9

Building: Longitudinal Bldg

System: System 1

State: DM

Legend

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

ELA Total

Exceeds Estimated Growth
Number = 20
Percent = 20%

Meets Estimated Growth
Number = 60
Percent = 60%

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

No. Included (In Chart) = 100
Number Tested = 250

The Balanced Assessment System (BAS) Estimated Growth Summary Report provides a quick visual of a group's achievement based on an *Iowa Assessments* administration and *Riverside Interim Assessments* administration. This allows educators to review a summary of students who have met, exceeded or have not met estimated growth in the Common Core areas of Math and ELA.

Use it to:
- Gauge curriculum effectiveness towards the Common Core.

DATA MANAGER™

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Options

Edit Criteria

- Export to Excel

- Edit All Criteria
- Create New report
- Edit Score(s)
- Edit Students Coded in Office Use
- Edit Content Scope
- Edit Sub Content Scope
- Edit Population Filters

Cancel Filter(s)   Show Filter(s)   Search by Last Name

First   Prev   Next   Last   Goto   Page 1   of 2   Export to PDF/RTF   Print

Student Roster

Riverside Interim Assessments   Grade: 4   Level: 4   System: System 1
          Form: C   Class: Mrs Dillon   State: DM
Test Date: 03/16/2013   Building: Longitudinal Bldg

Total No. Tested: 29

STUDENT NAME I.D.Number 1 I.D.Number 2 A B C D E F G H I	Birth Date Age Program J K L M N O P Z	(Gender) Form Admin Mode		English Language Arts	RL Literature	RI Informational Text	Language and Writing	Esser Compete
			Number of Items	35	11	12	12	1
Alfora, Batista 112780	01/03 10-02	(F) C Print	RS %C ISS-T ISS-D eSS	33 94 190 262-275	11 100 5	12 100 5	10 83 5	9 9
Barone, Marissa 120894	07/03 09-08	(M) C Print	RS %C ISS-T ISS-D eSS	22 63 144 199-212	11 100 5	8 67 4	3 25 2	5 5
Canzoni, Joseph 120938	 504	(M) C Print	RS %C ISS-T ISS-D eSS	14 40 125 173-186	11 100 5	1 8 1	2 17 1	3 3
Cortes, Gabriella 119181	01/03 10-02	(F) C Print	RS %C ISS-T ISS-D eSS	24 69 149 206-219	11 100 5	10 83 5	3 25 2	6 6
Cortez, John 9483910003 0010111003		C Print	RS %C ISS-T ISS-D eSS	30 86 170 235-247	11 100 5	12 100 5	7 58 3	7
Cranston, Stephanie 9483961107	 504 GT	C Print	RS %C ISS-T ISS-D eSS	31 89 175 241-254	11 100 5	12 100 5	8 67 4	8 8

The Student Roster provides the scores of all students in a given class.

Use it to:
- Monitor growth
- Inform instruction
- Gauge curriculum effectiveness to the Common Core
- Support accountability
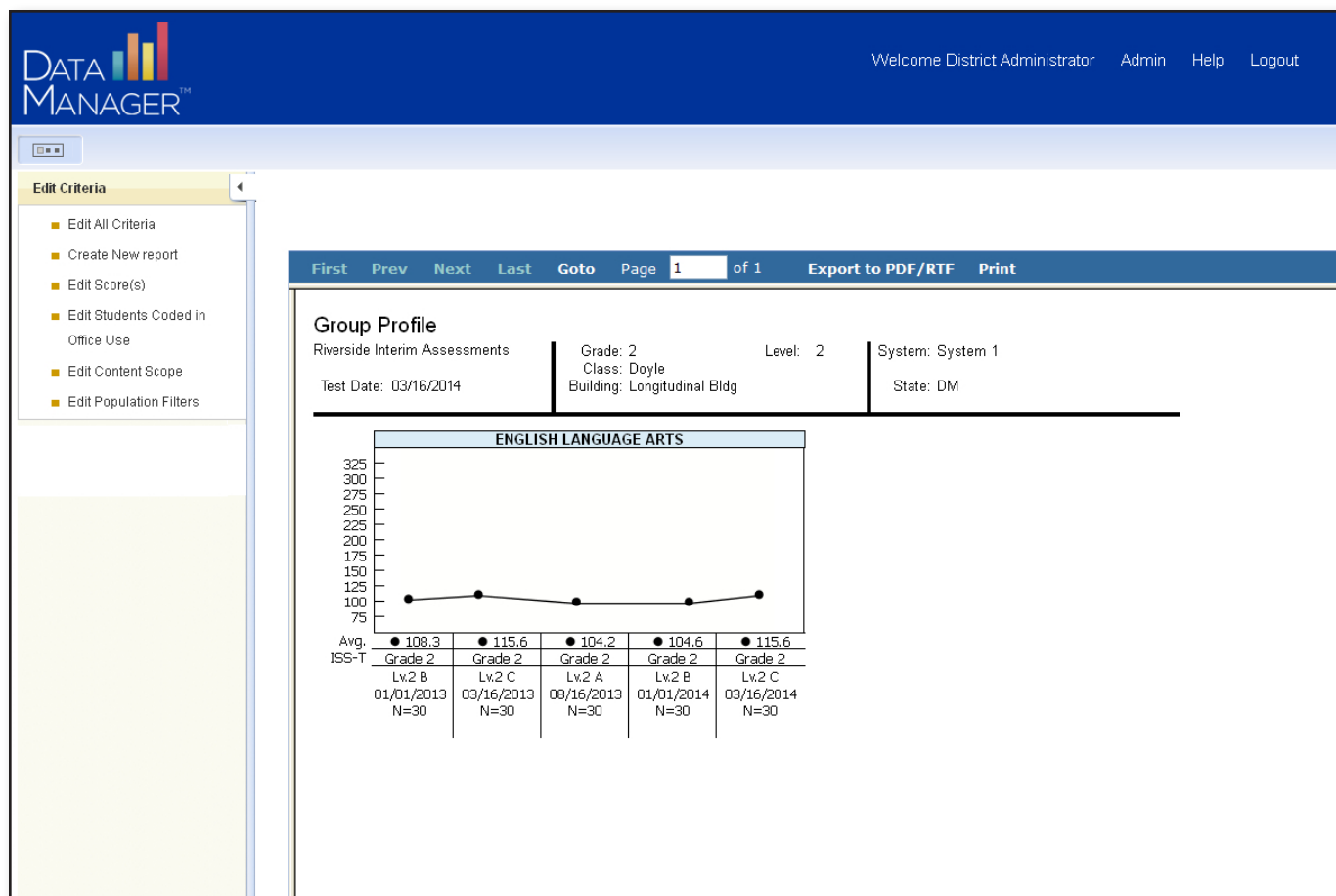
The Group Profile Progress Monitoring Report for the Riverside Interim Assessments (RIAs) uses the 'ISS-T' score (total test scale score).

Scale scores are provided on a vertical growth scale for either tests or skills assessed (Forms A, B and C) and support longitudinal monitoring of student performance. This report allows you to look at and compare the progress of groups of students over time in the English Language Arts or Mathematics Common Core content areas.

Use it to:

• Compare total test scale scores across the three forms of the *Riverside Interim Assessments*, within a grade and content area, or across grades.

REPORTING
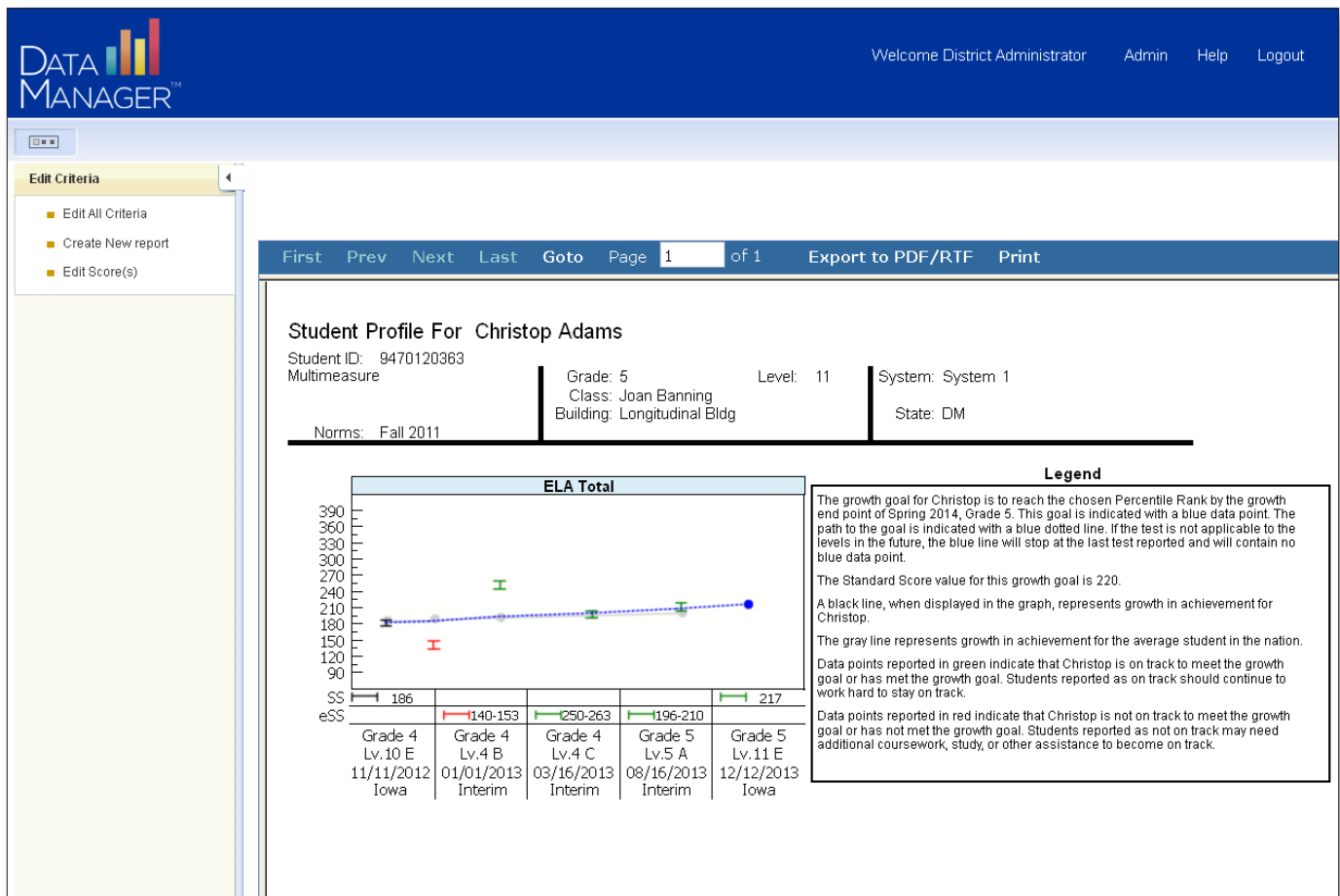
The BAS Student Longitudinal Growth Goal Report allows an educator to gauge the progress of a student along a growth goal path (represented by the blue dotted line). This growth goal indicates a path to a Percentile Rank that the administrator selects when they run the report. In this particular sample, the blue dotted line represents the path to the 60th PR (which is equivalent to the student having a Standard Score of 217 at the 'growth goal end point' in Spring 2014).

Use it to:

- Get a visual indication of whether the student is on track using the administrations of the *Riverside Interim Assessments (RIA)* as monitoring points.
- Monitor results relative to the student's growth goal by the placement and color of the data points.