

Who Takes the ITBS?

In DeKalb, the ITBS is administered to students in grades 1, 3, 5, and 7.

What Does The ITBS Measure?

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

How does the ITBS correlate to the CRCT?

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



Student Growth

Growth and development patterns are different for every child. We do expect, however, for students to progress in their attainment of basic skills.

In comparing your child's scores to scores from previous years, it is important to remember that they are compared with the normative sample (students who are in the same grade and who took the same level of the ITBS at the same point in the school year).

The best source of information about your child's achievement in any given area is the classroom teacher. The ITBS measures basic skills in one very specific type of format. Teachers use a variety of formats and assessment types to measure your child's progress. If your child's ITBS results do not reflect his/her consistent classroom work, you should consult with the classroom teacher for more detailed information.

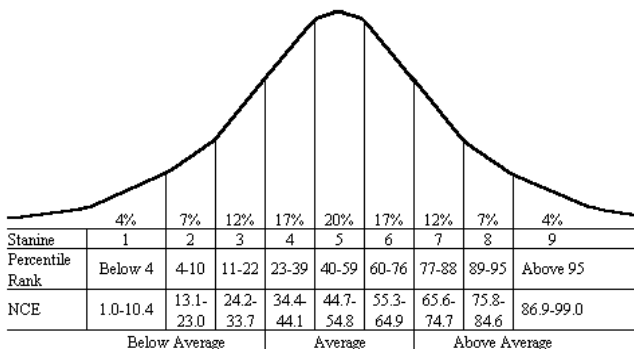
Developmental Scores

NATIONAL PERCENTILE RANK (NPR)

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

NORMAL CURVE EQUIVALENT (NCE)

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



STANINES (NS)

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

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

GRADE EQUIVALENTS (GE)

The Grade Equivalent is an estimate of where the student is along a developmental continuum. It is important to remember that the GE is not directly tied to a curriculum.

The grade equivalent score does not tell you what grade a student should be in or that a student has the skills to do work beyond his or her grade level. This is because all grade equivalent scores are based on test content specific to the level which was administered.

SAMPLE IOWA TESTS OF BASIC SKILLS (ITBS) STUDENT PERFORMANCE PROFILE REPORT



PERFORMANCE PROFILE FOR
IOWA TESTS OF BASIC SKILLS® (ITBS®)
Georgia Norm-Referenced Testing Program

Student ID: _____
Form Level: 100005
System: _____
Order No.: 000187200
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EXPLANATION OF THE FIELDS REPORTED

In the upper left part of this report, scores are printed for the tests, totals, and, if available, the composite. The scores are printed for the tests, totals, and, if available, the composite. The scores are printed for the tests, totals, and, if available, the composite. The scores are printed for the tests, totals, and, if available, the composite.

1
NATIONAL
PERCENTILE
RANK (NPR)
An NPR of 50 is
considered the
national norm

3
STANNINE
SCORES

Tests and Skills	Total Items	No. Correct	% Correct	NCE	NPR	Grade Equivalent	Difference	Tests and Skills	Total Items	No. Correct	% Correct	NCE	NPR	Grade Equivalent	Difference
Tests								Tests							
Vocabulary	28	23	82	55	52	3		Usage and Expression	6	6	100	100	100	100	0
Reading Comprehension	17	17	100	95	91	4		Nouns, Pronouns, and Modifiers	8	8	100	100	100	100	0
Word Analysis	6	6	100	83	78	5		Verbs	8	8	100	100	100	100	0
Spelling	21	21	100	75	55	20		Adjectives and Clarity	5	5	100	100	100	100	0
Capitalization	4	4	100	65	35	30		Organization of Ideas	8	8	100	100	100	100	0
Names and Titles	4	4	100	66	9	57		Appropriate Use	9	9	100	100	100	100	0
Phone Numbers	5	5	100	47	7	40		Concepts & Estimation	9	9	100	100	100	100	0
Writing Conventions	2	2	100	47	7	40		Number Properties & Operations	4	4	100	100	100	100	0
Overcapitalization/Correct Cap	4	2	50	52	27	25		Geometry	4	4	100	100	100	100	0
End Punctuation	12	9	75	56	14	42		Measurement	3	3	100	100	100	100	0
Apposition/Colon/Comma/Semi	3	2	67	54	13	41		Probability and Statistics	3	3	100	100	100	100	0
Correct Punctuation	3	2	67	54	13	41		Estimation	7	6	86	71	49	22	
								Prob., Solv., & Data Intep.	14	14	100	100	100	100	0
								Simple-step	7	7	100	100	100	100	0
								Multiple-step	3	3	100	100	100	100	0
								Approaches and Procedures	4	4	100	100	100	100	0
								Other	4	4	100	100	100	100	0
								Read Aloud	3	3	100	100	100	100	0
								Compare Quant Relationships	5	5	100	100	100	100	0
								Math Computation	8	8	100	100	100	100	0
								Add with Whole Numbers	8	8	100	100	100	100	0
								Multiply Whole Numbers	9	9	100	100	100	100	0
								Social Studies	5	5	100	100	100	100	0
								History	6	6	100	100	100	100	0
								Geography	6	6	100	100	100	100	0

Total Items / # Attempted by Student / % Correct for Student /
% Correct Nationally / Difference

4
COMPOSITE
SCORE

A Summary score
that compiles
Reading Total
Language Total
Math Total
Social Studies
Science and
Sources of
Information Total

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