

DATA MANAGER™ 



Reporting User's Guide

Version 10



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About *DataManager* Reporting

The HMH *DataManager*™ Reporting application is a dynamic, online report creation tool. With the *DataManager* Reporting application, you can perform the following tasks:

- View reports online.
- Create customized reports using the options available for your account.
- Export reports to PDF, RTF, or Microsoft Excel® format.
- Print reports.
- Export the full assessment results for a test event. (Account Holders and Administrator roles only)

The availability of report options within *DataManager* Reporting will vary depending on how the account is set up. Users are able to create and view reports only for their own location level and levels below them.

For example:

A district administrator may be able to view all of the following levels:	A building administrator may be able to view only these levels:	A test administrator for a class may be able to view only these levels:
District Building 1 Class 1 Class 2 Class 3 Building 2 Class 1 Class 2 Class 3 Building 3 Class 1 Class 2 Class 3	Building 1 Class 1 Class 2 Class 3	Class 1 Student 1 Student 2 Student 3

About Reports

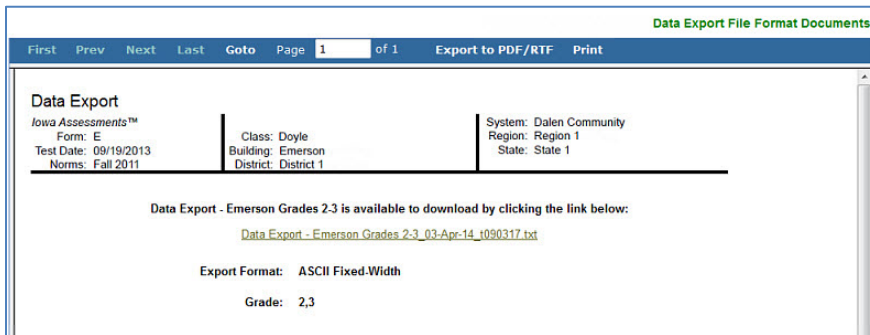
DataManager Reporting provides you with a list of reports that have been set up specifically for your account. These reports are set up with default report options, which can be modified to customize the report to address your needs.

Note: The **Add DataManager Reporting Key** link in the **Navigate** menu is used to enter access codes, which allow users to view reports for a specific group of students. Web reporting keys must be distributed by users with the Account Holder or Administrator role in order for users to create and view reports. For more information, see the *Managing Web Reporting Keys* document available on the *DataManager* Digital Resources page.

For more information regarding the *Iowa Assessments*[™] report formats available, see the descriptions provided on the following pages.

Data Export

Data Export files are available to users with Account Holder or Administrator roles. These files contain the testing data for a test event and can be exported as .txt files in the following formats: ASCII Fixed-Width, ASCII Tab-Delimited, ASCII Comma-Delimited, ASCII Pipe-Delimited. When you create a Data Export file, you can choose to export it using a standard template or a custom template. The custom template allows you to select fields to include, specify the order of the fields, and rename the fields. Data Export files are available to be exported on the report page as shown below.



A link to the *DataManager* Digital Resources page appears in the upper right corner of the report page. On the *DataManager* page, HMH's standard and custom file format templates are available for you to download. The standard file template, which is shown below, details how information is organized in the Data Export file.

Delimited Position (slots delimited)	Start Position	End Position	Field Length	Description	Comments	Notes
1	1	30	30	Order Number		
2	31	38	8	Test	IOWA	
3	39	68	30	State Name		
4	69	98	30	Region Name		
5	99	113	15	Region Code		
6	114	143	30	System Name		
7	144	158	15	System Code		
8	159	188	30	District Name		
9	189	203	15	District Code		
10	204	233	30	Building Name		
11	234	248	15	Building Code		
12	249	278	30	Class Name		
13	279	293	15	Class Code		
14	294	295	2	Class Grade	0 (K), 1, 2, ... 12. Right justified. No leading zeroes.	
15	296	303	8	Date Tested	MMDDYYYY	
16	304	323	20	Student Last Name	Left-justified	
17	324	343	20	Student First Name	Left-justified	

The custom file, which is shown below, lists all the fields that are available for selection.

Group	Field Length	Description	Comments	Notes
Hierarchy	30	State Name		
	30	Region Name		
	15	Region Code		
	30	System Name		
	15	System Code		
	30	District Name		
	15	District Code		
	30	Building Name		
	15	Building Code		
	30	Class Name		
	15	Class Code		
	2	Class Grade	0 (K), 1, 2, ... 12. Right justified. No leading zeroes.	

Student Roster

(Test and Composite and Skill Domain)

The Student Roster provides scores by test and composite or by skill domain and cognitive level for each student in the selected group. The top of each page of the Student Roster provides the report scope and test information, including some or all of the following: assessment, form, test date, norms, grade, level, class, building, district (if applicable), system, region (if applicable), state, and the total number of students tested.

Within the report, the first column of each row contains a student's name, ID number, secondary student ID (if applicable), birth date, age, program, level, form, administration mode, gender, and administrator code (if applicable). The remaining columns in the row provide the student's scores for each test and composite or skill domain and cognitive level.

You can click a student's name within the report to open the Student Profile for that student.

Note: Student Rosters display a maximum of 25 students per page.

Student Roster										
Iowa Assessments™ Form: E Test Date: 09/19/2012 Norms: Fall 2011			Grade: 8 Building: Emerson		Level: 14 System: Dalen Community State: State1					
Total No. Tested: 9										
STUDENT NAME	Birth Date	Level	(Gender)		Reading	Written Expression	Conventions of Writing	Vocabulary	ELA TOTAL	Me
I.D. Number 1	Age	Form								
I.D. Number 2	Program	Admin Mode								
A B C D E F G H I J	K L M N O P Z									
Addelton, Eva 187486829	08/99 13-03	14 E Print	(F)	SS NPR GE NS Lexile	289 87 13+ 7 1190L -1290L	290 79 13+ 7	282 79 13+ 7	256 66 9.4 6	283 89 13+ 8	
Arregardo, Gloria 328781601	09/98 14-00	14 E Print	(F)	SS NPR GE NS Lexile	306 94 13+ 8 1260L -1360L	330 94 13+ 8	286 81 13+ 7	283 93 13+ 8	307 98 13+ 9	
Maltasan, Chatwin 437402514	02/99 13-07	14 E Print	(M)	SS NPR GE NS Lexile	277 80 12.2 7 1130L -1230L	298 83 13+ 7	287 82 13+ 7	292 96 13+ 9	288 92 13+ 8	
Marawitz, Charlene 957591783	01/99 13-08	14 E Print	(F)	SS NPR GE NS Lexile	255 61 9.3 6 1020L -1120L	255 59 9.3 5	273 73 11.5 6	258 69 9.6 6	259 68 9.9 6	

Note: Data in this sample are for illustrative purposes only.

Multimeasure Student Roster

The Multimeasure Student Roster allows you to create a multiple-column report (up to ten columns) that provides scores by test and composite or skill domain and cognitive level for multiple test administrations, test types, grades, and levels for each student in the selected group. This report also provides a **Performance Band** option, which allows you to specify performance indicator labels and values that color code the test results for each student. For example, you could assign green to represent “proficient,” yellow to represent “approaching proficiency,” and red to represent “needs improvement.” A footnote is provided at the bottom of the report identifying the labels and value ranges assigned for each column.

Multimeasure Student Roster					
Class: Mrs Thomas Building: Emerson			System: Dalen Community State: State 1		
	1	2	3	4	5
	Language and Writing	Written Expression	RL Literature	Reading	English Language Arts
	Interim Assessments Form: A,B, or C Grade: 5 Level: 5 Score: %C Test Date: 11/10/2011	Iowa Assessments Form: E Grade: 5 Level: 11 Score: %C Test Date: 03/09/2012	Interim Assessments Form: A,B, or C Grade: 5 Level: 5 Score: %C Test Date: 11/10/2011	Iowa Assessments Form: E Grade: 5 Level: 11 Score: %C Test Date: 03/09/2012	Interim Assessments Form: A,B, or C Grade: 5 Level: 5 Score: %C Test Date: 11/10/2011
Alejandro, Amadeo	25	55	18	65	28
Alexander, Johnny		73		88	
Alfaro, Beatriz	33	38	27	42	34
Alford, Ernest	58	78	73	67	71
Allah, Ausaru	75	83	64	77	69
Allman, Beatrisa	58	73	82	67	69
Alsop, Madison	83	90	82	81	80
Austin, Nyla	33	40	55	35	49
Baloi, Denise	50	55	45	58	40
Bates, Eduardo	33	88	82	84	46
Batista, Catalin	17	80	73	81	40
Beach, Ricky	58	80	82	88	69
Bennett, Yizel	75	95	82	79	77
Butler, Roddre		88		81	
Clark Beal, Jalen	83		73		74
Cruise, Thomas	62		64		74
Daenzer, Sarina		78		81	
Daylon, Daniel	75	95	82	84	74

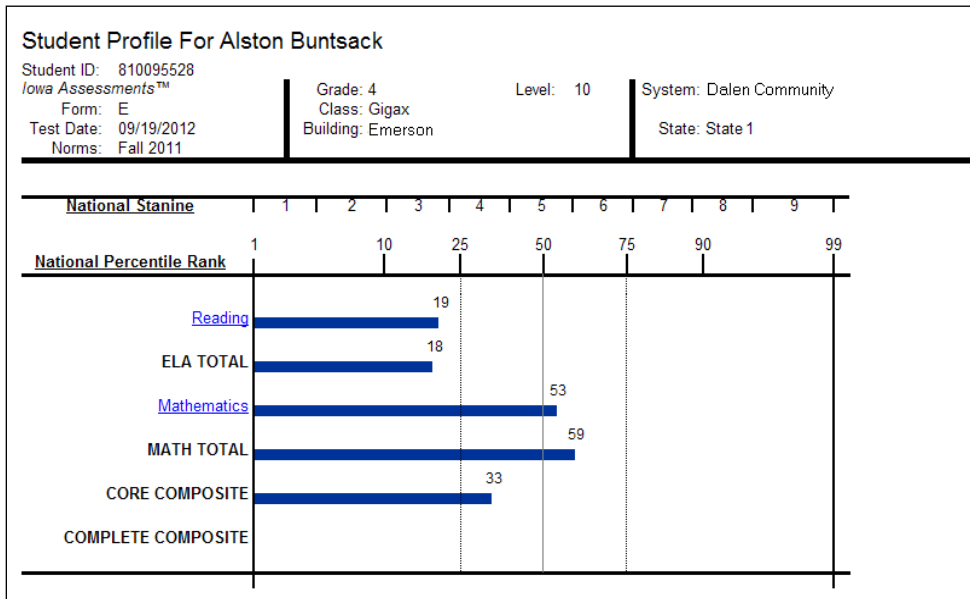
Column 1: Green Category from 90 to 100, Blue Category from 80 to 89, Yellow Category from 70 to 79, Orange Category from 60 to 69, Red Category from 0 to 59
Column 2: Green Category from 90 to 100, Blue Category from 80 to 89, Yellow Category from 70 to 79, Orange Category from 60 to 69, Red Category from 0 to 59
Column 3: Green Category from 90 to 100, Blue Category from 80 to 89, Yellow Category from 70 to 79, Orange Category from 60 to 69, Red Category from 0 to 59
Column 4: Green Category from 90 to 100, Blue Category from 80 to 89, Yellow Category from 70 to 79, Orange Category from 60 to 69, Red Category from 0 to 59
Column 5: Green Category from 90 to 100, Blue Category from 80 to 89, Yellow Category from 70 to 79, Orange Category from 60 to 69, Red Category from 0 to 59

Note: Data in this sample are for illustrative purposes only.

Student Profile

- **Bar Graph**

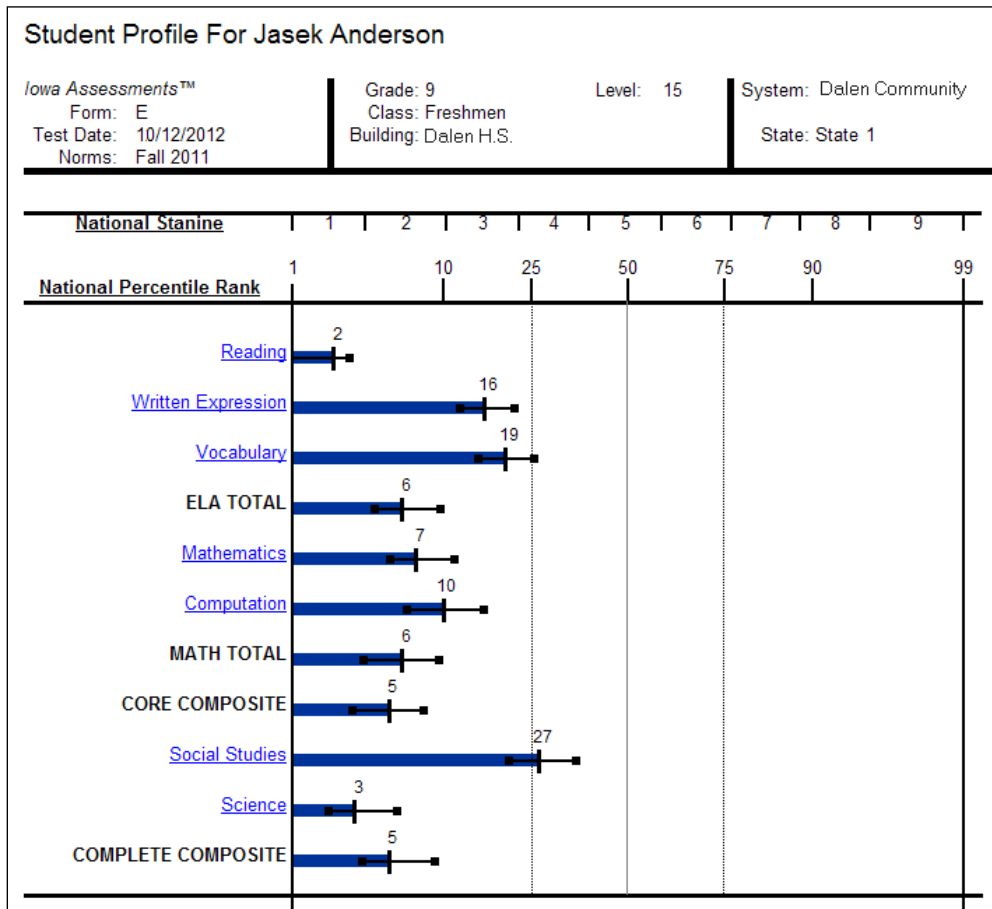
The Student Profile—Bar Graph provides a bar graph displaying the scores by test and composite or by skill domain and cognitive level for each student in the selected group(s). The top of each page of the report provides the report scope and test information, including some or all of the following: the student's name, student ID, assessment, form, test date, norms, grade, level, class, building, district (if applicable), system, region (if applicable), and state.



Note: Data in this sample are for illustrative purposes only.

- **Bar Graph with Confidence Interval**

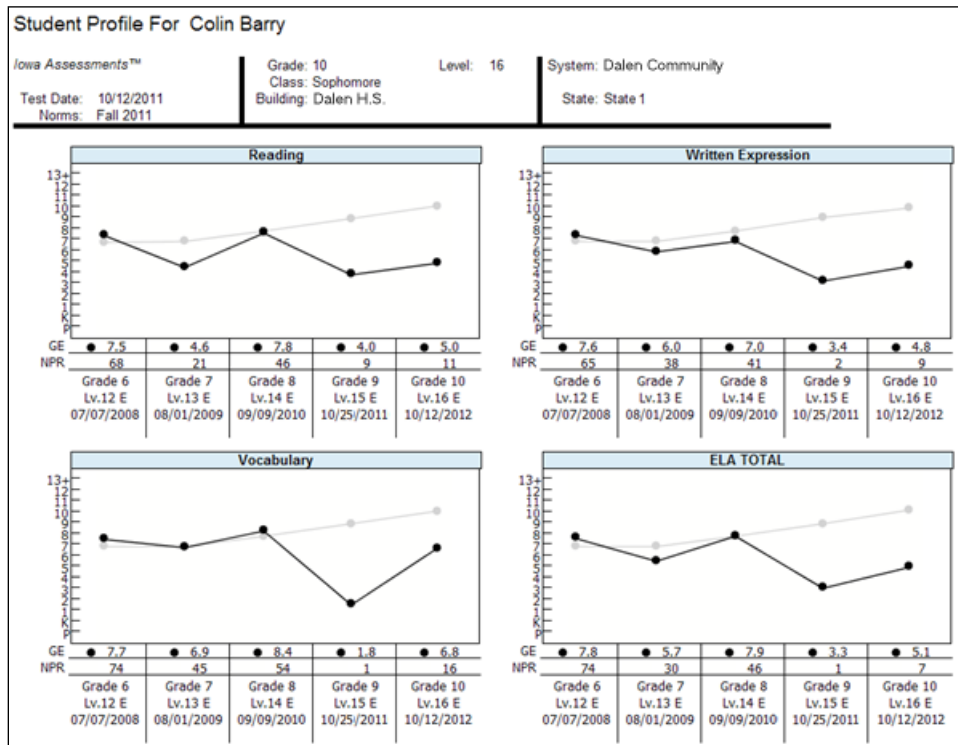
The Student Profile—Bar Graph with Confidence Interval provides the test and composite scores as in the Student Profile—Bar Graph with the addition of a confidence interval for each score, which provides a visual representation of the margin of error that may apply to each test score.



Note: Data in this sample are for illustrative purposes only.

- **Longitudinal Line Graph**

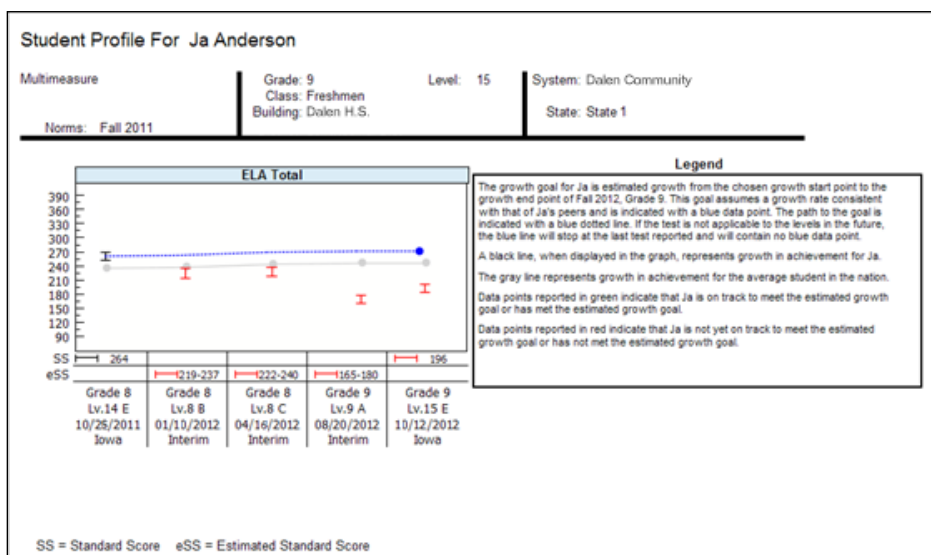
The Student Profile—Longitudinal Line Graph displays a series of line graphs showing a student’s test and composite scores over time for up to five test administrations. For comparison purposes, the *Iowa Assessments* graphs also display a gray line representing the growth in achievement for the average student in the nation over the same period of time.



Note: Data in this sample are for illustrative purposes only.

- Balanced Assessment Line Graph**

The Student Profile—Balanced Assessment Line Graph presents results from *Iowa Assessments* and *Riverside Interim Assessments®* and allows you to set growth goals for a student and track the student’s progress over time. The ELA Total or Mathematics Total scores from up to five test administrations are displayed. For each *Riverside Interim Assessments* test administration, the score is presented as an Estimated *Iowa Assessments* Standard Score (eSS), which is an estimated score range for the *Iowa Assessments* derived from the *Riverside Interim Assessments* results. A blue line indicates the growth goal that you set for the student. The scores for each test administration appear as red or green, indicating that the student is above or below the growth goal, respectively. For comparison purposes, the graphs also display a gray line representing the growth in achievement for the average student in the nation over the same period of time.



Note: Data in this sample are for illustrative purposes only.

Group Roster

(Test and Composite and Skill Domain)

The Group Roster provides scores by test and composite or by skill domain and cognitive level for each selected group—class, building, district, system, or region. The top of each page of the Group Roster provides the report scope and test information, including some or all of the following: assessment, form, test date, norms, grade, level, class, building, district (if applicable), system, region (if applicable), and state.

Groups are displayed by row. The name of each group is shown in the first column; the remaining columns provide the group’s score(s) for each test and composite. Under each **Group Name**, the number of students tested in that group is provided. The **Group Total**, displayed on the bottom row, provides the selected groups’ average scores for each test and composite or skill domain and cognitive level.

You can click a group’s name to open the Group Profile for that group or click **Group Total** at the bottom of the report to open a Group Profile that combines all the selected groups.

Note: Group Rosters display a maximum of 25 groups per page.

Group Roster							
Iowa Assessments™ Form: E Test Date: 09/19/2012 Norms: Fall 2011		Grade: 3	Level: 9	System: Dalen Community			
		Building: Emerson	State: State 1				
GROUP NAME		Reading	Written Expression	Spelling	Capitalization	Punctuation	Convention Writing
Ciciarelli	NPR of Avg. SS	79	81	75	64	76	70
Number Tested = 13							
Lawrence	NPR of Avg. SS	52	69	51	42	35	40
Number Tested = 13							
Group Total	NPR of Avg. SS	67	75	64	53	57	56

NPR = National Percentile Rank


Note: Data in this sample are for illustrative purposes only.

Subgroup Roster

The Subgroup Roster provides scores for all subgroups or a selected subgroup—gender, federal race/ethnicity, programs, and/or administrator codes. The scores are provided by test or composite. The top of each page of the Subgroup Roster provides the report scope and test information, including some or all of the following: assessment, form, test date, norms, grade, level, class, building, district, system, region, and state.

Subgroups are displayed by row. The name of each subgroup is shown in the first column; the next column provides the subgroup’s selected score(s) for the test, composite, skill domain, or cognitive level. Under each **Subgroup Name**, the number of students tested in that subgroup is provided.

You can click a subgroup name to open the Group Profile for that subgroup.

Subgroup Roster		Grade: 5	Level: 11	System: Dalen Community
Iowa Assessments™ Form: E Test Date: 09/19/2012 Norms: Fall 2011				State: State 1
Subgroup Name	Number Tested	Reading 		
Programs: IEP	Number Tested = 1	Avg. SS	219.0	
		NPR of Avg. SS	66	
Programs: Section 504	Number Tested = 2	Avg. SS	225.0	
		NPR of Avg. SS	73	
Programs: Free/Reduced Lunch	Number Tested = 1	Avg. SS	219.0	
		NPR of Avg. SS	66	
Programs: Gifted/Talented	Number Tested = 2	Avg. SS	227.5	
		NPR of Avg. SS	75	
Programs: Eng. Lang. Learner	Number Tested = 1	Avg. SS	219.0	
		NPR of Avg. SS	66	
Programs: Migrant Student	Number Tested = 2	Avg. SS	210.5	
		NPR of Avg. SS	57	
Programs: Title I Language	Number Tested = 1	Avg. SS	219.0	
		NPR of Avg. SS	66	
Programs: Title I Math	Number Tested = 2	Avg. SS	244.5	
		NPR of Avg. SS	87	
Programs: Other 1	Number Tested = 1	Avg. SS	219.0	
		NPR of Avg. SS	66	
Programs: Other 2	Number Tested = 2	Avg. SS	225.0	
		NPR of Avg. SS	73	
Programs: No Program Coded	Number Tested = 14	Avg. SS	211.6	
		NPR of Avg. SS	58	

SS = Developmental Standard Score NPR = National Percentile Rank

Note: Data in this sample are for illustrative purposes only.

Group Profile

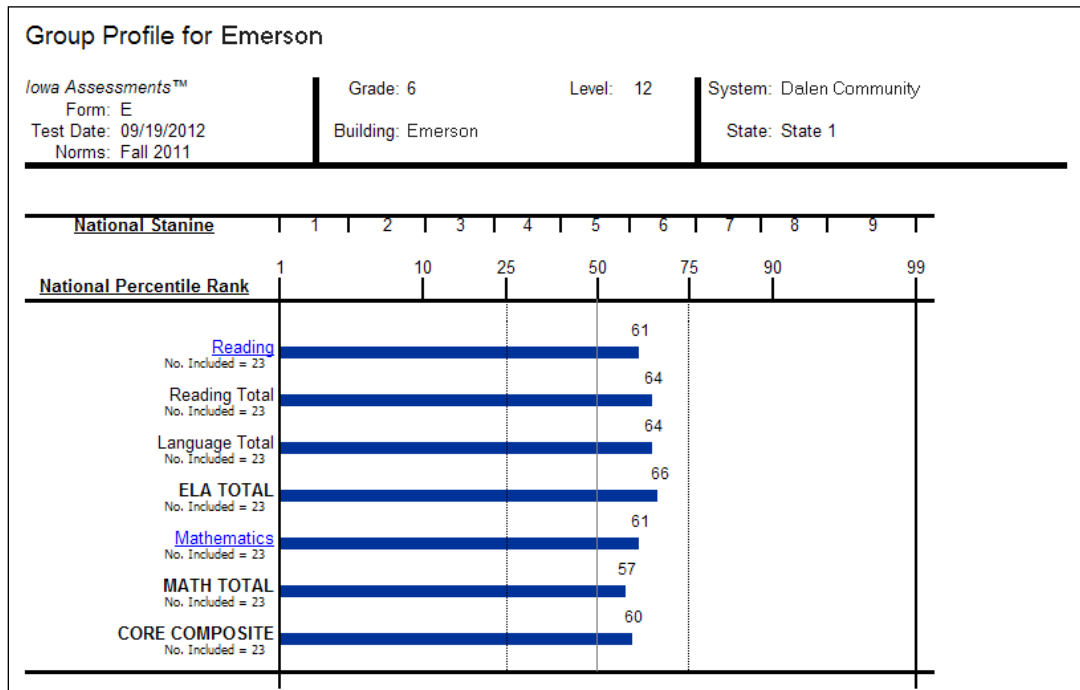
- **Bar Graph**

The Group Profile—Bar Graph provides a bar graph displaying the average scores by test and composite or by skill domain and cognitive level for the selected group(s)—class, building, district, system, region, or state. For each Group Profile, the results are the combined average of the highest group level selected when you create the report. For example, if you select the Building level, the average score will be the combined average for the selected classes in the Building.

The top of each page of the report provides the report scope and test information, including some or all of the following: group, assessment, form, test date, norms, grade, level, class, building, district (if applicable), system, region (if applicable), and state.

Under each test name, the number of students whose scores were used to calculate the average score is shown. This number may vary from the total number of students tested because occasionally a student's score for any or all tests is excluded from the group averages. For further details about this, refer to "Exclude Scores from Group Averages" in the *Supplemental Coding Guide* available through *DataManager*.

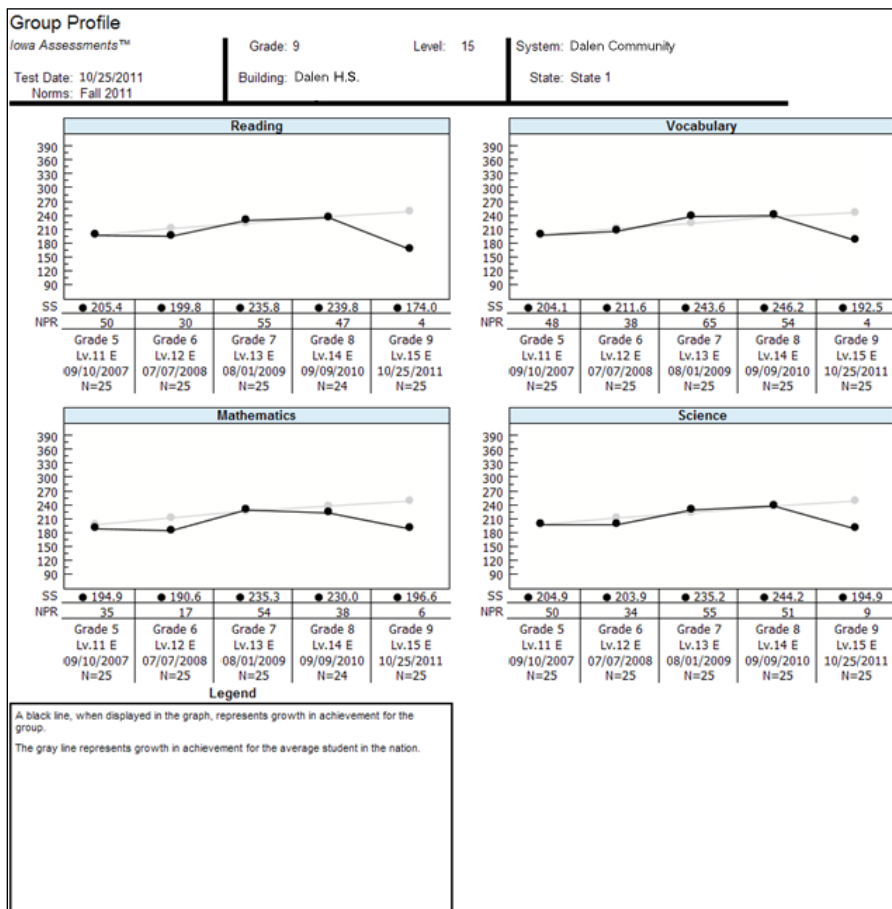
Note: You can click a subtest name to open the Group Profile for that subtest.



Note: Data in this sample are for illustrative purposes only.

- **Longitudinal Line Graph**

The Group Profile—Longitudinal Line Graph displays a series of line graphs showing the average test and composite scores of a specified group of students over time for up to five test administrations. For comparison purposes, the *Iowa Assessments* graphs also display a gray line representing the growth in achievement for the average student in the nation over the same period of time.



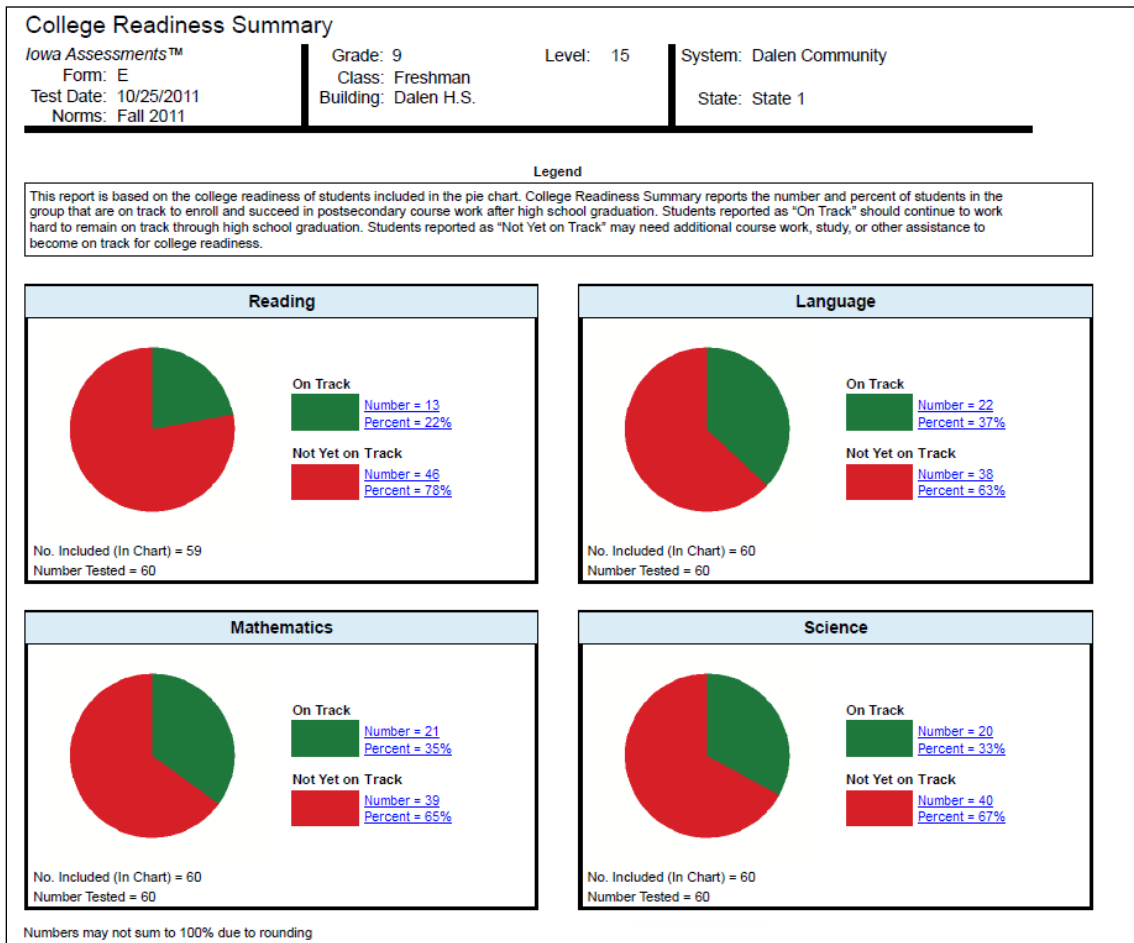
Note: Data in this sample are for illustrative purposes only.

- **College Readiness Summary**

The Group Profile—College Readiness Summary displays pie charts showing the number and percent of the students in the group that are on track to enroll and succeed in postsecondary coursework. This option is available for Grades 6–12. The report displays charts for each of the selected college readiness test options, which includes Reading, Language, Mathematics, and Science.

College Readiness is determined by mapping the predicted ACT® score range, which is estimated using *Iowa Assessments* test results, with defined targets of readiness as determined by ACT College Readiness Benchmarks.

Within the chart of any test, you can click the **Number** or **Percent** link for either group of students—**On Track** or **Not Yet on Track**—to open the Student Roster for that group of students.

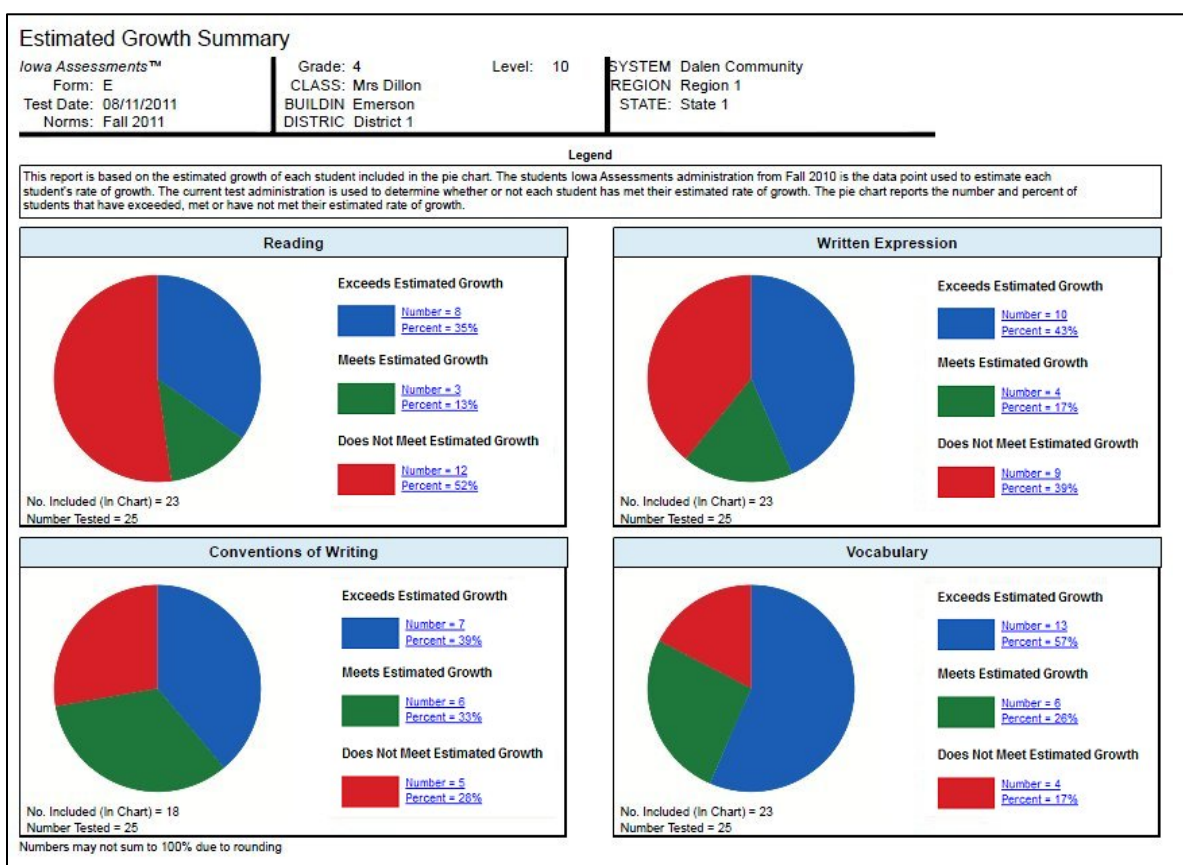


Note: Data in this sample are for illustrative purposes only.

- **Estimated Growth Summary**

The Group Profile—Estimated Growth Summary provides pie charts for each content area displaying the number and percent of the students in the group that exceed, meet, or do not meet an estimated rate of growth. For each student in the group, the test and composite results of the current test administration are compared to a previous *Iowa Assessments* test administration to determine if that student met the estimated rate of growth. The results for all students in the group are combined to provide the group total. Note that only those students who took the current and previous test administrations are included in the group totals displayed in each pie chart.

Within the chart of any test, you can click the **Number** or **Percent** link for any group of students—**Exceeds Estimated Growth**, **Meets Estimated Growth**, or **Does Not Meet Estimated Growth**—to open the Student Roster for that group of students.



Note: Data in this sample are for illustrative purposes only.

Scoring Service Print Style

- List of Student Scores**

The List of Student Scores report provides the test and composite scores for each student in the selected group(s). The top portion of the report provides the report scope and test information, such as assessment, test date, norms, grade, class, building, district (if applicable), system, region (if applicable), and state. The first column of the report lists each student by name and includes some or all of the following: student ID, birth date, age at testing, form, level, and gender. The remaining columns provide the student's test and composite scores.


LIST OF STUDENT SCORES														Form-Level: E-16		Test Date: 08/20/11					
Iowa Assessments™														System: System 1		Region: Region 1			Norms: Fall 2011		
														State: State 1		Grade: 10			Page: 1		
STUDENT NAME I.D. Number F-1 F-2 F-3 Code 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	Social Studies	Science	COMPOSITE COMPOSITE	PREDICTED COLLEGE READINESS						
				Reading	Written Expression	Vocabulary	ELA TOTAL	Mathematics	Computation	MATH TOTAL					ACT COMP.	SAT C. READING	SAT MATH				
Barry, Colin 9470112414	07/01 16 10-01 E	16 (M)	SS	202	200	227	205	195	211	200	202	198	198	201	8-12	200-310	200-300				
			NPR	11	9	16	7	3	11	3	4	9	9	3							
			GE	5.0	4.8	6.8	5.1	4.4	5.6	4.8	4.8	4.6	4.7	4.8							
			NS	2	2	3	2	1	2	1	2	2	2	1							
Brewster, Zachary 9470112413	01/01 16 10-07 E	16 (M)	SS	202	215	191	207	189	183	187	197	218	207	202	7-12	200-300	200-300				
			NPR	11	17	3	8	2	1	1	2	18	13	4							
			GE	5.0	5.8	4.2	5.3	4.0	3.7	3.9	4.5	6.0	5.3	4.9							
			NS	2	3	1	2	1	1	1	1	3	3	1							
Chong-cuy, Daniel 9470112412	08/01 16 10-00 E	16 (M)	SS	186	215	218	206	195	242	211	208	216	207	210	8-12	200-300	200-300				
			NPR	6	17	11	8	3	32	8	7	18	13	8							
			GE	3.8	5.8	6.1	5.2	4.4	8.1	5.6	5.3	6.0	5.3	5.5							
			NS	2	3	2	2	1	4	2	2	3	3	2							
Daley, Sean 9470112411	08/01 16 10-00 E	16 (M)	SS	180	229	234	214	202	190	198	208	198	217	207	9-13	200-300	200-300				
			NPR	4	25	21	12	6	3	2	6	9	17	7							
			GE	3.4	7.0	7.4	5.8	4.9	4.2	4.6	5.2	4.6	6.0	5.3							
			NS	1	4	3	3	2	1	1	2	2	3	2							
Duca, Donald 9470112410	02/01 16 10-06 E	16 (M)	SS	202	210	218	209	182	183	182	196	226	227	206	7-11	200-300	200-300				
			NPR	11	14	11	9	1	1	1	2	24	22	6							
			GE	5.0	5.5	6.1	5.4	3.5	3.7	3.6	4.4	6.7	6.8	5.2							
			NS	2	3	2	2	1	1	1	1	4	3	2							
Fung, Steven 9470112414	12/01 16 09-08 E	16 (M)	SS	202	200	234	206	216	211	214	210	183	191	202	9-13	210-320	220-340				
			NPR	11	9	21	8	13	11	10	8	3	8	4							
			GE	5.0	4.8	7.4	5.2	6.0	5.6	5.8	5.4	3.7	4.2	4.9							
			NS	2	2	3	2	3	2	2	2	1	2	1							
Fusaro, Sophia 9470112411	11/00 16 10-09 E	16 (F)	SS	219	198	201	204	189	250	209	208	190	172	198	7-11	200-300	200-300				
			NPR	19	7	5	7	2	39	7	6	6	1	2							
			GE	6.2	4.5	4.9	5.0	4.0	8.8	5.4	5.2	4.1	3.0	4.6							
			NS	3	2	2	2	1	4	2	2	2	1	1							
Gromko, Andrew 9470112413	07/01 16 10-01 E	16 (M)	SS	186	215	218	206	209	190	203	204	167	191	196	9-13	200-300	200-320				
			NPR	6	17	11	8	9	3	4	5	1	6	1							
			GE	3.8	5.8	6.1	5.2	5.4	4.2	5.0	5.0	2.7	4.2	4.5							
			NS	2	3	2	2	2	1	1	2	1	2	1							
Hall, Luke 9470112412	02/01 16 10-06 E	16 (M)	SS	219	190	210	203	173	190	179	191	183	191	190	8-10	200-300	200-300				
			NPR	19	5	8	6	1	3	1	1	3	6	1							
			GE	6.2	4.1	5.5	5.0	3.0	4.2	3.5	4.1	3.7	4.2	4.0							
			NS	3	2	2	2	1	1	1	1	1	2	1							

SS = Developmental Standard Score NPR = National Percentile Rank GE = Grade Equivalent NS = National Stanine

Note: Data in this sample are for illustrative purposes only.

- **Student Profile Narrative**

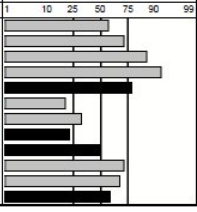
The Student Profile Narrative report provides a table of each individual student's scores, a graph of the student's NPR, and a narrative overview of how to interpret and use the scores to assist in the student's educational development. The top portion of the report provides the student name, class name, report scope, and test information, such as assessment, test date, norms, grade, building, district (if applicable), system, region (if applicable), and state.



PROFILE NARRATIVE FOR MARISSA BARONE
Iowa Assessments™

Class: Mrs. Lynch
Building: Emerson
System: Dallen Community
State: State 1

Student: Barone, Marissa
Student ID: 9470119353
Form-Level: E-10
Test Date: 09/19/2012
Norms: Fall 2011
Grade: 4

Iowa Assessments	Test Scores				NPR Graph						
	SS	GE	NS	NPR	1	10	25	50	75	90	99
Reading	197	4.5	5	57							
Written Expression	210	5.5	6	72							
Conventions of Writing	223	6.4	7	87							
Vocabulary	223	6.5	8	93							
ELA TOTAL	210	5.4	7	78							
Mathematics	172	3.0	3	20							
Computation	180	3.6	4	31							
MATH TOTAL	175	3.2	3	22							
CORE COMPOSITE	192	4.2	5	50							
Social Studies	206	5.2	6	72							
Science	205	5.1	6	69							
COMPLETE COMPOSITE	197	4.5	6	60							

Legend

GE = Grade Equivalent
NPR = National Percentile Rank
NS = National Stanine
SS = Developmental Standard Score

Marissa was recently given the Iowa Assessments. This report is designed to give you information about Marissa's achievement level in core subject areas. Along with the results of this assessment, classroom work, grades, and other test results should also be reviewed for a more complete picture of academic progress.

Marissa's Achievement Today
The graph to the left provides the National Percentile Rank (NPR) for each test and test composite in the assessment. The NPR indicates the percent of students in the same grade who obtained a lower score than Marissa.

Scores from 75-99 are in the above average range. Students with ELA Total and/or Mathematics Total scores in this range may be ready for more advanced work including extending ideas when reading, developing an advanced reading vocabulary, or writing with logic and clarity, as well as expanding on higher level problem solving and data analysis skills in mathematics.

Scores from 25-74 are in the low average to high average range. Students with ELA Total and/or Mathematics Total scores in this range may continue to improve by developing such skills as drawing conclusions when reading, expanding reading vocabulary, or writing with attention to sentence structure and purpose, as well as solving number sentences and reading basic charts and graphs.

Scores from 1-24 are in the below average range. Students with ELA Total and/or Mathematics Total scores in this range may require reinforcement in such areas as understanding stated information when reading, developing a basic reading vocabulary, or writing with standard usage and grammar, as well as understanding number properties or solving simple number sentences.

Marissa's Achievement Yesterday and Today
The Iowa Assessments measure student achievement and growth. The Standard Score (SS) describes a student's location on an achievement continuum from elementary through high school. The Grade Equivalent (GE) describes student performance in terms of grade level and month. Both SS and GE make it possible to follow Marissa's educational growth from year to year by comparing this year's scores to those from earlier years.

Please contact your child's teacher if you need assistance with score interpretation.

Note: Data in this sample are for illustrative purposes only.

- **Group Summary**

The Group Summary report presents the average scores for a selected group. The top portion of the report provides the group or class name, report scope, and test information, such as assessment, test date, norms, grade, building, district (if applicable), system, region (if applicable), and state. The first column of the report lists the number of students in the group and the scores selected to appear on this report. The remaining columns list the average test and composite scores for the group.

		English Language Arts						Mathematics	CORE COMPOSITE
		Reading	Language	Vocabulary	ELA TOTAL	Word Analysis	Listening		
Winder Level: 5/6									
Number of Students Tested = 21									
Number of Students Included		5	19	18	5	18	20	5	19
Average Standard Score (SS)		124.8	115.1	109.6	114.4	106.9	125.2	112.8	118.8
Average Standard Score based on 2005		123.4	125.7	115.4	121.4	111.9	126.4	119.0	118.9
Grade Equivalent of Average SS		K.4	P.9	P.8	P.9	P.6	K.3	P.8	K.0
Grade Equivalent based on 2005 norms		K.2	K.4	P.9	K.1	P.8	K.4	K.0	K.1

Note: Data in this sample are for illustrative purposes only.

Creating *Iowa Assessments* Reports

Data Package: Platinum or Data Plus


Role: Account Holder, Administrator, Teacher, or
Digital Resource & Reporting Access

On the **Create a Report** page, you specify the criteria that will appear in your report and run the report.


To create an *Iowa Assessments* report:

1. Click the **Application Switcher** button () and select **Reports**.

Or

Click the **Reports** button () located on the bottom left corner of the page.

Or

On the **Find Assessments** page, locate the test event for which you want to create a report and click the reports icon () in the **Action** column.

The **Create a Report** page appears. On this page, you specify the types of data you want to appear in the report by selecting report criteria.

Note: The availability of report options on the **Create a Report** page will vary depending on how your account is set up. You are able to create and view reports only for your own location level and below. As you make selections on this page, the subsequent report options and the selections available within those report options will vary.

If your location level allows you to view reports at multiple locations, you are provided with a list of reporting keys at the top of the **Select Report Criteria** box. This allows you to select the reporting key associated with a specific location for which you want to create a report.

2. If you have more than one reporting key, select a reporting key in the **Select Report Criteria for** list.
3. In the **Select Report Criteria** box, change the default report options for each field to the selections you want to see in your report.

For *Iowa Assessments* reports, the following report options apply:

- a. In the **Assessment** list, select **Iowa Assessments**.
- b. In the **Test Administration Date** list, select the test date for your report. The test date includes the test administration name.
- c. In the **Display Type** list, select the type of report you want to see. Descriptions for each Display Type are provided on the following page.

- **Data Export** – provides a file in a standard or custom template containing the testing data that can be exported in various formats (available to users with Account Holder and Administrator roles only)
- **Student Roster** – provides scores by test and composite or skill domain and cognitive level for each student in the selected group
- **Multimeasure Student Roster** – allows you to create a multiple-column report (up to ten columns) that provides scores by test and composite or skill domain and cognitive level for multiple test administrations, test types, grades, and levels for each student in the selected group. This report also provides a **Performance Band** option, which allows you to specify performance indicator labels and values that color code the test results for each student.
- **List of Student Scores (Scoring Service Print Style)** – provides a list of each student’s test and composite scores for the selected content areas
- **Student Profile** – provides one of the following graphs:
 - Bar Graph, which displays the test and composite scores or skill domain and cognitive level for each student in the selected group(s)
 - Bar Graph with Confidence Interval, which provides the test and composite scores as the bar graph with the addition of a confidence band displaying the margin of error for each score
 - Longitudinal Line Graph, which tracks a student’s scores over time
 - Balanced Assessment Line Graph, which shows both *Iowa Assessments* and *Riverside Interim Assessments* results over time
- **Student Profile Narrative (Scoring Service Print Style)** – provides test and composite scores for an individual student as well as descriptions to aid in interpreting and using the scores
- **Group Roster** – provides test and composite scores or skill domain and cognitive level scores for each selected group—class, building, district, system, region, or state
- **Subgroup Roster** – provides test or composite scores for all subgroups or a selected subgroup—gender, federal race/ethnicity, programs, and/or administrator codes
- **Group Profile** – provides one of the following graphs:
 - Bar Graph, which displays the average test and composite scores or skill domain and cognitive level scores for the selected group(s)—class, building, district, system, region, or state
 - Longitudinal Line Graph, which tracks a group’s average test and composite scores over time

- College Readiness Summary, which displays the number and percent of the students in the group that are on track to enroll and succeed in postsecondary coursework; available for Grades 6–12
 - Estimated Growth Summary, which displays the number and percent of students in the group that have met an estimated rate of growth based on the test and composite results of a previous *Iowa Assessments* test administration compared to the current test administration
 - **Group Summary (Scoring Service Print Style)** – provides the average test and composite scores for the selected group
- d. Select the grade or level using one of the following options:
- In the **Grade/Level** list, select the grade and test level for your report.
 - In the **Grade** list, select any or all grades to include on your report. (This option is available for Scoring Service Print Style reports only.)
- Only those grades and levels that were tested are available for selection.
- e. In the **Level of Analysis** list, select either **Test and Composite Analysis** or **Skill Domain Analysis**.

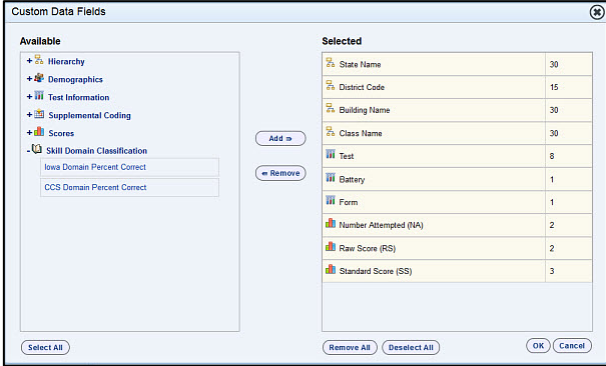


Note: This report option is not displayed for **Data Export** or **Scoring Service Print Style** reports. Data Export automatically provides both test and composite and skill domain data. The Scoring Service Print Style (SSPS) reports provide test and composite data only.

- f. Use the following table to select the remaining report options.

Note: The report options and selections vary depending on your **Level of Analysis** selection. The following abbreviations will indicate which report options apply to the Level of Analysis selection: **Test and Composite Analysis (TC)**; **Skill Domain Analysis (SD)**.

Option	Selections	Level of Analysis	Applies to
Export Template	<ul style="list-style-type: none"> • Standard • Custom Data Fields (selected below) 		Data Export
Export Format	<ul style="list-style-type: none"> • ASCII Fixed-Width (.txt file) • ASCII Tab-Delimited (.txt file) • ASCII Comma-Delimited (.txt file) • ASCII Pipe-Delimited (.txt file) 		Data Export

Continued on next page...

Option	Selections	Level of Analysis	Applies to
Export Headings (Option is available if your selection for Export Template is Custom Data Fields .)	<ul style="list-style-type: none"> • Yes • No <p>Note: If your Export Format selection is ASCII Fixed-Width, then this option defaults to No because that format does not allow headings.</p>		Data Export
Custom Data Fields (Option is available if your selection for Export Template is Custom Data Fields .)	<p>To select custom data fields, do the following:</p> <ol style="list-style-type: none"> i. Click None to open the Custom Data Fields selection page. ii. In the Available box on the left side of the page, click the plus sign (+) to expand each category and view the available fields. To collapse a category, click the negative sign (-). iii. Add fields by clicking the desired field to highlight it and then clicking the Add button. The field displays in the Selected box on the right side of the page.  <ol style="list-style-type: none"> iv. Do any of the following: <ul style="list-style-type: none"> ▪ To change the order of the selected fields, click the field in the Selected box and drag it to the desired placement. ▪ To change the name of a selected field, double-click the field name in the Selected box and type the new field name.  <ul style="list-style-type: none"> ▪ To change the field length of a selected field, double-click the field length in the Selected box and type the new field length.  <ol style="list-style-type: none"> v. When all desired fields are selected and placed in the desired order, click OK. The categories of your custom selections are listed in the Custom Data Field on the Create a Report page. 		Data Export

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Iowa Assessments Report Options, continued

Option	Selections	Level of Analysis	Applies to
Display Options	<ul style="list-style-type: none"> • Bar Graph • Bar Graph with Confidence Interval • Balanced Assessment Line Graph • Longitudinal Line Graph 	TC	Student Profile
Display Options	Bar Graph	SD	Student Profile Group Profile
Display Options	<ul style="list-style-type: none"> • Bar Graph • Bar Graph with Confidence Interval 	TC	Student Profile Narrative (SSPS)
Display Options	<ul style="list-style-type: none"> • Bar Graph • Longitudinal Line Graph • College Readiness Summary (available for Grades 6–12) • Estimated Growth Summary 	TC	Group Profile
Skill Domain Classification	<ul style="list-style-type: none"> • Common Core State Standard Domains • Iowa Assessments Domains • Texas Essential Knowledge and Skills (<i>Texas only; not available for Multimeasure Student Roster</i>) 	SD	Student Roster Multimeasure Student Roster Student Profile Group Roster Group Profile
Score(s) (for Student Roster, select up to 5; for Multimeasure Student Roster, select 1)	<ul style="list-style-type: none"> • National Percentile Rank • National Percentile Rank/2005 Norms • National Percentile Rank/Predicted National Percentile Rank/DIFF • Normal Curve Equivalent • Grade Equivalent • Grade Equivalent/2005 Norms • Grade Equivalent /Predicted Grade Equivalent/DIFF • Standard Score • Standard Score/2005 Norms • Standard Score/Predicted Standard Score/DIFF • National Stanine • National Stanine/2005 Norms • Catholic/Private Percentile Rank • High Socioeconomic Status Percentile Rank (HSES) • Low Socioeconomic Status Percentile Rank (LSES) • Lexile® Measure • Quantile® Measure • Local Percentile Rank (if ordered) • Local Stanine (if ordered) 	TC	Student Roster Multimeasure Student Roster

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Iowa Assessments Report Options, continued

Option	Selections	Level of Analysis	Applies to
Score(s) (select up to 9)	<ul style="list-style-type: none"> • National Percentile Rank • National Percentile Rank/2005 Norms • Raw Score • National Percentile Rank/Predicted National Percentile Rank/DIFF • Normal Curve Equivalent • Grade Equivalent • Grade Equivalent/2005 Norms • Grade Equivalent /Predicted Grade Equivalent/DIFF • Standard Score • Standard Score/2005 Norms • Standard Score/Predicted Standard Score/DIFF • National Stanine • National Stanine/2005 Norms • Catholic/Private Percentile Rank • High Socioeconomic Status Percentile Rank (HSES) • Low Socioeconomic Status Percentile Rank (LSES) • Lexile® Measure • Quantile® Measure • Local Percentile Rank (if ordered) • Local Stanine (if ordered) 	TC	List of Student Scores (SSPS)
Score(s) (for Student Roster, select up to 3; for Multimeasure Student Roster, select 1)	<ul style="list-style-type: none"> • Percent Correct • Raw Score • No. Att/No. of Items 	SD	Student Roster Multimeasure Student Roster

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Iowa Assessments Report Options, continued

Option	Selections	Level of Analysis	Applies to										
Score(s) (select 1)	<table border="1"> <thead> <tr> <th data-bbox="464 256 695 373">If your Display Options selection is:</th> <th data-bbox="701 256 1088 373">Then the Score(s) options are:</th> </tr> </thead> <tbody> <tr> <td data-bbox="464 382 695 697">Bar Graph</td> <td data-bbox="701 382 1088 697"> <ul style="list-style-type: none"> • National Percentile Rank/National Stanine • Grade Equivalent/Standard Score • Normal Curve Equivalent/National Percentile Rank • Local Percentile Rank/Local Stanine (if ordered) </td> </tr> <tr> <td data-bbox="464 705 695 802">Bar Graph with Confidence Interval</td> <td data-bbox="701 705 1088 802">National Percentile Rank/National Stanine</td> </tr> <tr> <td data-bbox="464 810 695 907">Balanced Assessment Line Graph</td> <td data-bbox="701 810 1088 907">Standard Score (SS)/Estimated Iowa Assessments Standard Score (eSS)</td> </tr> <tr> <td data-bbox="464 915 695 1163">Longitudinal Line Graph</td> <td data-bbox="701 915 1088 1163"> <ul style="list-style-type: none"> • Grade Equivalent/National Percentile Rank • Standard Score/National Percentile Rank • Normal Curve Equivalent/National Percentile Rank </td> </tr> </tbody> </table>	If your Display Options selection is:	Then the Score(s) options are:	Bar Graph	<ul style="list-style-type: none"> • National Percentile Rank/National Stanine • Grade Equivalent/Standard Score • Normal Curve Equivalent/National Percentile Rank • Local Percentile Rank/Local Stanine (if ordered) 	Bar Graph with Confidence Interval	National Percentile Rank/National Stanine	Balanced Assessment Line Graph	Standard Score (SS)/Estimated Iowa Assessments Standard Score (eSS)	Longitudinal Line Graph	<ul style="list-style-type: none"> • Grade Equivalent/National Percentile Rank • Standard Score/National Percentile Rank • Normal Curve Equivalent/National Percentile Rank 	TC	Student Profile
If your Display Options selection is:	Then the Score(s) options are:												
Bar Graph	<ul style="list-style-type: none"> • National Percentile Rank/National Stanine • Grade Equivalent/Standard Score • Normal Curve Equivalent/National Percentile Rank • Local Percentile Rank/Local Stanine (if ordered) 												
Bar Graph with Confidence Interval	National Percentile Rank/National Stanine												
Balanced Assessment Line Graph	Standard Score (SS)/Estimated Iowa Assessments Standard Score (eSS)												
Longitudinal Line Graph	<ul style="list-style-type: none"> • Grade Equivalent/National Percentile Rank • Standard Score/National Percentile Rank • Normal Curve Equivalent/National Percentile Rank 												
Score(s) (select up to 5)	<ul style="list-style-type: none"> • Predicted National Percentile Rank • Normal Curve Equivalent • Grade Equivalent • Standard Score • National Stanine • Lexile® Measure • Quantile® Measure • Local Percentile Rank (if ordered) • Local Stanine (if ordered) 	TC	Student Profile Narrative (SSPS)										

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Iowa Assessments Report Options, continued

Option	Selections	Level of Analysis	Applies to								
Score(s) (select up to 5)	<ul style="list-style-type: none"> • NPR of Avg. SS • NPR of Avg. 05SS • NCE of Avg. SS • GE of Avg. SS • GE of Avg. 05SS • Avg. SS • Avg. 05SS • NS of Avg. SS • NS of Avg. 05SS • PrivPR of Avg. SS (if ordered) • SCHPR of Avg. SS (if ordered) • HSES PR of Avg. SS • LSES PR of Avg. SS • Number Included • Percent of Students in NPR Range: <table style="margin-left: 20px; border: none;"> <tr><td>75–99</td></tr> <tr><td>50–74</td></tr> <tr><td>25–49</td></tr> <tr><td>1–24</td></tr> </table> • Number of Students in NPR Range: <table style="margin-left: 20px; border: none;"> <tr><td>75–99</td></tr> <tr><td>50–74</td></tr> <tr><td>25–49</td></tr> <tr><td>1–24</td></tr> </table> 	75–99	50–74	25–49	1–24	75–99	50–74	25–49	1–24	TC	Group Roster Subgroup Roster
75–99											
50–74											
25–49											
1–24											
75–99											
50–74											
25–49											
1–24											
Score(s) (select up to 2)	<ul style="list-style-type: none"> • Avg. Percent Correct • Number Included 	SD	Group Roster								
Score(s) (select 1)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; padding: 5px;">If your Display Options selection is:</th> <th style="width: 50%; padding: 5px;">Then the Score(s) options are:</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px; vertical-align: top;">Bar Graph</td> <td style="padding: 5px; vertical-align: top;"> <ul style="list-style-type: none"> • National Percentile Rank/National Stanine • Grade Equivalent/Standard Score • Normal Curve Equivalent/National Percentile Rank </td> </tr> <tr> <td style="padding: 5px; vertical-align: top;">Longitudinal Line Graph</td> <td style="padding: 5px; vertical-align: top;"> <ul style="list-style-type: none"> • Grade Equivalent/National Percentile Rank • Standard Score/National Percentile Rank • Normal Curve Equivalent/National Percentile Rank </td> </tr> </tbody> </table>	If your Display Options selection is:	Then the Score(s) options are:	Bar Graph	<ul style="list-style-type: none"> • National Percentile Rank/National Stanine • Grade Equivalent/Standard Score • Normal Curve Equivalent/National Percentile Rank 	Longitudinal Line Graph	<ul style="list-style-type: none"> • Grade Equivalent/National Percentile Rank • Standard Score/National Percentile Rank • Normal Curve Equivalent/National Percentile Rank 	TC	Group Profile		
If your Display Options selection is:	Then the Score(s) options are:										
Bar Graph	<ul style="list-style-type: none"> • National Percentile Rank/National Stanine • Grade Equivalent/Standard Score • Normal Curve Equivalent/National Percentile Rank 										
Longitudinal Line Graph	<ul style="list-style-type: none"> • Grade Equivalent/National Percentile Rank • Standard Score/National Percentile Rank • Normal Curve Equivalent/National Percentile Rank 										

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Iowa Assessments Report Options, continued

Option	Selections	Level of Analysis	Applies to
Score(s) (select up to 13)	<ul style="list-style-type: none"> • NPR of Avg. SS • National Percentile Rank/2005 Norms • Normal Curve Equivalent • GE of Avg. SS • Grade Equivalent/2005 Norms • Avg. SS • Standard Score/2005 Norms • NS of Avg. SS • NS of Avg. 05SS • PrivPR of Avg. SS (if ordered) • SCHPR of Avg. SS (if ordered) • HSES PR of Avg. SS • LSES PR of Avg. SS 	TC	Group Summary (SSPS)
Students Coded in Office Use	<ul style="list-style-type: none"> • Included • Excluded <p>Note: Students Coded in Office Use refers to the “Office Use Only” section of a student answer document; this section allows an administrator to identify individual students whose test scores are to be excluded from any group averages.</p> <ul style="list-style-type: none"> – If you select Included, then the excluded coding is overridden and those test scores will be used in computing any group averages. – If you select Excluded, then the excluded test scores will not be used in computing any group averages, but those test scores will be reported on individual student score reports. 	TC and SD	Student Roster (TC only) Group Roster Subgroup Roster Group Profile Group Summary (SSPS)
Composite Calculations Options (select 1 from each category)	<p><u>Math Computation</u></p> <ul style="list-style-type: none"> • Include in Math Total • Exclude from Math Total <p><u>Extended ELA Total</u></p> <ul style="list-style-type: none"> • Included in Core and Complete Composite Calculation • Excluded from Core and Complete Composite Calculation 	TC	Student Roster Multimeasure Student Roster List of Student Scores (SSPS) Student Profile Student Profile Narrative (SSPS) Group Roster Subgroup Roster Group Profile

Continued on next page...

Iowa Assessments Report Options, continued

Option	Selections	Level of Analysis	Applies to																									
Content Scope	<p>Student Roster, Multimeasure Student Roster, Student Profile, Group Roster, Group Profile (Bar Graph or Longitudinal Line Graph):</p> <p>Select any or all tests and composites to include on the report.</p> <p>Group Profile (College Readiness Summary):</p> <p>Select any or all of the college readiness test options (Reading, Language, Mathematics, Science) to include on the report.</p> <p>Subgroup Roster:</p> <p>Select one test or composite to include on the report.</p> <p>Note: Only those tests administered to the Grades/Levels selected will be available.</p>	TC and SD	Student Roster Multimeasure Student Roster Student Profile Group Roster Subgroup Roster Group Profile																									
Sub Content Scope	Select any or all of the skill domains and cognitive levels associated with the tests that were administered. Skills listed differ depending on Level and Skill Domain Classification selections.	SD	Student Roster Multimeasure Student Roster Student Profile Group Roster Group Profile																									
Performance Band	<p>(Optional) In the from and to boxes, type the performance indicator value range to be applied to any or all of the color categories. Enter the low value in the from box and the high value in the to box.</p> <p>Note: You can change the performance band labels by typing different text in the label field for any or all of the categories.</p> <div data-bbox="542 1213 1089 1377" style="border: 1px solid black; padding: 5px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;">■</td> <td style="width: 300px;">Green Category</td> <td style="width: 50px;">from <input style="width: 40px;" type="text"/></td> <td style="width: 20px;">to</td> <td style="width: 40px;"><input style="width: 40px;" type="text"/></td> </tr> <tr> <td style="text-align: center;">■</td> <td>Blue Category</td> <td>from <input style="width: 40px;" type="text"/></td> <td>to</td> <td><input style="width: 40px;" type="text"/></td> </tr> <tr> <td style="text-align: center;">■</td> <td>Yellow Category</td> <td>from <input style="width: 40px;" type="text"/></td> <td>to</td> <td><input style="width: 40px;" type="text"/></td> </tr> <tr> <td style="text-align: center;">■</td> <td>Orange Category</td> <td>from <input style="width: 40px;" type="text"/></td> <td>to</td> <td><input style="width: 40px;" type="text"/></td> </tr> <tr> <td style="text-align: center;">■</td> <td>Red Category</td> <td>from <input style="width: 40px;" type="text"/></td> <td>to</td> <td><input style="width: 40px;" type="text"/></td> </tr> </table> </div>	■	Green Category	from <input style="width: 40px;" type="text"/>	to	<input style="width: 40px;" type="text"/>	■	Blue Category	from <input style="width: 40px;" type="text"/>	to	<input style="width: 40px;" type="text"/>	■	Yellow Category	from <input style="width: 40px;" type="text"/>	to	<input style="width: 40px;" type="text"/>	■	Orange Category	from <input style="width: 40px;" type="text"/>	to	<input style="width: 40px;" type="text"/>	■	Red Category	from <input style="width: 40px;" type="text"/>	to	<input style="width: 40px;" type="text"/>	TC and SD	Multimeasure Student Roster
■	Green Category	from <input style="width: 40px;" type="text"/>	to	<input style="width: 40px;" type="text"/>																								
■	Blue Category	from <input style="width: 40px;" type="text"/>	to	<input style="width: 40px;" type="text"/>																								
■	Yellow Category	from <input style="width: 40px;" type="text"/>	to	<input style="width: 40px;" type="text"/>																								
■	Orange Category	from <input style="width: 40px;" type="text"/>	to	<input style="width: 40px;" type="text"/>																								
■	Red Category	from <input style="width: 40px;" type="text"/>	to	<input style="width: 40px;" type="text"/>																								
Sort Direction (select 1)	<ul style="list-style-type: none"> • A–Z by Student last name • Ascending by Test/Composite • Descending by Test/Composite 	TC	List of Student Scores (SSPS)																									
Sort by Subtest (Option available if Sort Direction selection is Ascending by Test/Composite or Descending by Test/Composite .)	Select a test or composite by which to sort the report.	TC	List of Student Scores (SSPS)																									

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Iowa Assessments Report Options, continued

Option	Selections	Level of Analysis	Applies to
Show Reading Total	Select whether to show the Reading Total on the report. (Default is No.) <ul style="list-style-type: none"> • Yes • No Note: Reading Total = (Reading Test Score + Vocabulary Test Score) / 2	TC	Student Profile Narrative (SSPS)
Home Reporting	<ul style="list-style-type: none"> • All English • All Spanish • As Coded - English for students coded 1; Spanish for students coded 2 	TC	Student Profile Narrative (SSPS)
Region, System, District, Building, and/or Class (Location options vary depending on your setup and permissions.)	<p>Data Export, Student Roster, Multimeasure Student Roster, Group Roster, Subgroup Roster, Group Profile:</p> <p>For each location option, select one or select All to include all locations.</p> <p>Note: Only the highest-level location option displays, defaulted to All. If you change the selection from All to another selection, then the next highest location level will appear. This continues for all location options available.</p> <p>List of Student Scores (SSPS), Student Profile, Student Profile Narrative (SSPS), Group Summary (SSPS):</p> <p>Select one for each location option available.</p>	TC and SD	Data Export Student Roster Multimeasure Student Roster List of Student Scores (SSPS) Student Profile Student Profile Narrative (SSPS) Group Roster Subgroup Roster Group Profile Group Summary (SSPS)
Student	Select one student or select All to include all students in the selected class.	TC and SD	Student Profile

Continued on next page...

Iowa Assessments Report Options, continued




Option	Selections	Level of Analysis	Applies to
Longitudinal Types	<ul style="list-style-type: none"> • Same Grade, All Students • Consecutive Grades, All Students 	TC	Group Profile
Test Administrations (Option is available if your Display Option selection is Balanced Assessment Line Graph, Longitudinal Line Graph, or Estimated Growth Summary.)	<p>Student Profile (Balanced Assessment Line Graph or Longitudinal Line Graph), Group Profile (Longitudinal Line Graph): Select up to four test administrations. If multiple assessments exist for a given date, point to the test administration date and a list of grades/levels opens; select one from each list. Note: The default selections are the five most recent test administrations, including the previously selected Test Administration Date (step 3-b), which is set as the end point for the graph.</p> <p>Group Profile (Estimated Growth Summary): Select one test administration to be the growth starting point for the report. Note: The default selections are the two most recent test administrations, including the previously selected Test Administration Date (step 3-b), which is set as the growth end point for the report.</p>	TC	Student Profile Group Profile
Population Filters	<p>Student Roster, List of Student Scores (SSPS), Group Roster, Group Profile (Bar Graph, Longitudinal Line Graph, or Estimated Growth Summary), Group Summary (SSPS): (Optional) Select one category within each subgroup.</p> <p>Group Profile (College Readiness Summary): (Optional) Select one subgroup or All Subgroups.</p> <p>Subgroup Roster: Select one subgroup or All Subgroups.</p>	TC and SD	Student Roster List of Student Scores (SSPS) Group Roster Subgroup Roster Group Profile Group Summary (SSPS)

Continued on next page...

Iowa Assessments Report Options, continued

Option	Selections	Level of Analysis	Applies to
Score Filters	<p>Student Roster, Group Roster, Subgroup Roster: (Optional) To filter reports, do the following:</p> <ol style="list-style-type: none"> i. In the Score Filters list, click None. The filter box opens displaying the filter options available for the report. These options vary depending on the type of report. <div data-bbox="469 459 964 615" style="border: 1px solid gray; padding: 5px; margin: 10px 0;"> <p>Score: National Percentile ... Content Area: Reading [is equal to] []</p> <p>AND Score: National Percentile ... Content Area: Reading [is equal to] []</p> <p>AND Score: National Percentile ... Content Area: Reading [is equal to] []</p> <p>Clear Filters</p> </div> <ol style="list-style-type: none"> ii. In the Score list, select a score to filter the results by that score. <hr/> <p>Note: Lexile, Quantile, NPR range (quartile), and eSS are not available for filtering because these scores are represented by ranges.</p> <hr/> <ol style="list-style-type: none"> iii. In the Content Area list, select one of the tests, composites, or skill domains. iv. Select a relational operator (is equal to, is greater than, etc.) from the list and type a value in the box. v. If needed, specify one or two additional filters by selecting AND or OR in the AND/OR list and repeat steps ii–iv. <hr/> <p>Note: Selecting AND adds the additional filter requirement to the previous filter(s); the results contain only those values that meet both filter requirements. (For example: If your filter states “greater than 40 AND less than 50,” then the results include only values between 41 and 49.) Selecting OR includes the additional filter results together with the results of the previous filter(s); the results contain those values that meet either of the filter requirements. (For example: If your filter states “greater than 90 OR less than 10” on a scale of 0 to 99, then the results include values 91 to 99 and values 0 to 9.)</p> <hr/> <ol style="list-style-type: none"> vi. To remove the filter(s), click Clear Filters. 	TC and SD	Student Roster Multimeasure Student Roster Group Roster Subgroup Roster

Continued on next page...

Option	Selections	Level of Analysis	Applies to
<p>Score Filters, <i>continued</i></p>	<p>Multimeasure Student Roster: (Optional) To filter reports, do the following:</p> <ol style="list-style-type: none"> Click the column number to select the column of the report to which you want to apply the filter and then click None in the Score Filters list. The filter box appears with the score for the selected column displayed in the Score box.  <p>Note: Lexile, Quantile, NPR range (quartile), and eSS are not available for filtering because these scores are represented by ranges.</p> <ol style="list-style-type: none"> Select a relational operator (is equal to, is greater than, etc.) from the list and type a value in the box. If needed, specify filters for additional columns by clicking the Column number and then click None in the Score Filters list. The filter box appears.  <ol style="list-style-type: none"> Select AND or OR in the AND/OR list and repeat step ii. <p>Note: Selecting AND adds the additional filter requirement to the previous filter(s); the results contain only those values that meet both filter requirements. Selecting OR includes the additional filter results together with the results of the previous filter(s); the results contain those values that meet either of the filter requirements.</p> <ol style="list-style-type: none"> To remove the filter(s), click Clear Filters. 	<p>TC and SD</p>	<p>Student Roster Multimeasure Student Roster Group Roster Subgroup Roster</p>
<p>Score Warning/Indicator Filters (select 1)</p>	<p>(Optional) To filter reports by score warning/indicator, do the following:</p> <ol style="list-style-type: none"> In the Score Warning/Indicator Filters list, click None. The filter box appears. In the Score/Warning Indicator list, select the Items Attempted/Completion Criteria.  <ol style="list-style-type: none"> In the Included/Excluded box, specify whether the filter is included or excluded from the results. To remove the filter(s), click Clear Filters. 	<p>TC and SD</p>	<p>Student Roster</p>

Continued on next page...

Iowa Assessments Report Options, continued

Option	Selections	Level of Analysis	Applies to
Display Actual/Predicted Scores (Option is available if your Score(s) selections include NPR/PNPR/DIFF , GE/PGE/DIFF , or SS/PSS/DIFF .)	<ul style="list-style-type: none"> • Suppress Middle 68% • Suppress Middle 80% • Suppress Middle 90% 	TC	List of Student Scores (SSPS)
Group By	<p>Select a location option to specify the sequencing of reports. Within each group, student records appear in alphabetical order.</p> <ul style="list-style-type: none"> • System • District • Building • Class <p>(Location options vary depending on your setup and permissions.)</p>	TC	Student Profile Narrative (SSPS)
Show Predicted Scores	<p>Select whether to show predicted scores on the report. (Default is No.)</p> <ul style="list-style-type: none"> • Yes • No 	TC	Group Summary (SSPS)
<p>The remaining options apply to the Student Profile and are available only with the following selections:</p> <ul style="list-style-type: none"> • Display Options selection is Balanced Assessment Line Graph. Or • Display Options selection is Longitudinal Line Graph and Score(s) selection is Standard Score/National Percentile Rank. 			
Growth Start Point Type	<ul style="list-style-type: none"> • Iowa Assessments • Growth Goal (selected below) <p>If you select Iowa Assessments, you must select an <i>Iowa Assessments</i> test administration in the Growth Start Point field for the starting point of the growth goal line. If you select Growth Goal, you must select a PR in the Growth Goal field.</p>	TC	Student Profile
Growth Start Point	Select an <i>Iowa Assessments</i> test administration date as the starting point of the growth goal line.	TC	Student Profile
Growth End Point	Select a season (fall, midyear, or spring) and a corresponding year as the ending point of the graph.	TC	Student Profile
Growth Goal	<p>If your Growth Start Point Type is Iowa Assessments, select one of the following options:</p> <ul style="list-style-type: none"> • Estimated Growth • College Readiness (Mathematics only, Grades 6–12) • PR (from 10th to 99th) <p>If your Growth Start Point Type is Growth Goal, select the PR (from 10th to 99th).</p>	TC	Student Profile

- If you selected a **Display Type** of Multimeasure Student Roster, click **Add Column** to create the next column in the report. As columns are added to the report, a series of up to ten numbers (corresponding to the columns) appears in the lower left corner.

Create a Report

Select Report Criteria

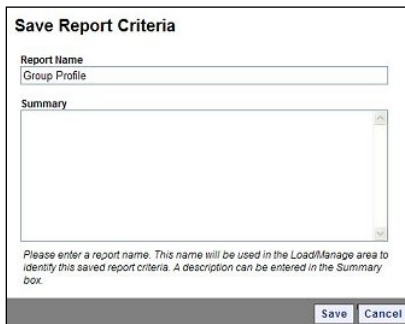
Assessment	Iowa Assessments
Test Administration Date	10/10/2010 - Iowa
Display Type	Multimeasure Student Roster
Grade/Level	Grade 3 / Level 9
Level of Analysis	Test and Composite Analysis
Score(s)	National Percentile Rank
Composite Calculation Options	Include in Math Total, Excluded from Core and Complete Composite Calculation
Content Scope	COMPLETE COMPOSITE
Performance Band	Select Range
District	Long Dist
Building	Bldg B
Class	HEBB
Score Filters	None

Save Criteria 1 2 3 4 5 **6**

- To edit the report options of one of the columns, click the number corresponding to that column.
- To delete a column, select the column to be deleted and click **Remove Column**.
- To clear all selections (including the **Display Type**) and return to the default options, click **Reset Criteria**.

Note: The Region, System, District, Building, and/or Class selections that you make in the first column apply to all the columns in the report.

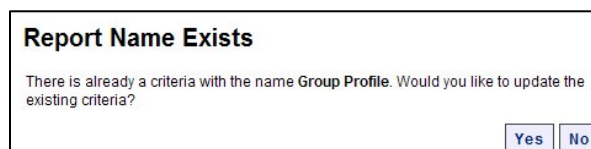
5. (Optional) To save the current selection criteria for future use, do the following:
- Click **Save Criteria** in the lower left corner of the page. A **Save Report Criteria** dialog box opens. The report name defaults to the **Display Type** of the report.



- Type in the **Report Name** box to change or add to the name of the saved selection criteria. If you wish to add a description for the selection criteria, type in the **Summary** box.

Note: The **Report Name** can be a maximum of 80 characters. The **Summary** can be a maximum of 255 characters.

- Click **Save**.
 - If the report name does not already exist, a confirmation dialog box appears. Continue to step d.
 - If the report name does already exist, a **Report Name Exists** dialog box appears.



Do one of the following:

- To change the selection criteria that were saved under this report name with the updated selected criteria, click **Yes**. A confirmation dialog box appears. Continue to step d.
 - To retain the selection criteria that were saved under this report name and save the updated selection criteria under a new report name, click **No**. A **Save Report Criteria** dialog box opens with an empty **Report Name** box. Return to step b.
- Click **OK**. The saved selection criteria are available on the **Load/Manage Criteria** page. For more information, see "Loading and Managing Saved Criteria" on page 38.

6. Run the report using one of the following options.

To do the following...	Follow these instructions...
<p>Run the report immediately as you wait.</p>	<p>a. Click Run Report. A progress bar displays as the report is running. When the report has completed running, it appears on a report page.</p> <p>b. See “Viewing and Working with Reports” on page 41 for information about the report page.</p> <hr/> <p>Note: The Run Report option is not available for Data Export or Scoring Service Print Style reports. These report types must be submitted to run in the background.</p> <hr/>
<p>Submit the report to run in the background.</p>	<p>a. Click Run in Background. A Specify a Report Name dialog box opens. The report name defaults to the Display Type of the report.</p> <div data-bbox="737 930 1170 1083" data-label="Image"> </div> <p>b. (Optional) Change or add to the Report Name.</p> <hr/> <p>Note: Do not use the following characters in the Report Name: semicolon (;), colon (:), asterisk (*), question mark (?), slash (/), backslash (\), pipe (), angle brackets (< >), or quotation marks (").</p> <hr/> <p>c. Click OK. A dialog box appears confirming that the job has been submitted successfully.</p> <p>d. Click OK. The report is submitted. When it has completed running, it can be opened in the Report Center.</p> <p>e. See “Using Report Center” on page 50 for information about retrieving reports.</p> <hr/> <p>Note: Completed jobs are available in Report Center for five days after they have completed running.</p> <hr/>

Loading and Managing Saved Criteria

Data Package: Platinum or Data Plus

Role: Account Holder, Administrator, Teacher, or Digital Resource & Reporting Access

When you save report criteria on the **Create a Report** page, the saved selection criteria is available on the **Load/Manage Criteria** page. Use this page to load, edit, or delete any of your saved selection criteria.

To load and manage saved criteria:

1. In the **Saved Criteria** menu on the left side of the page, click **Load/Manage**.



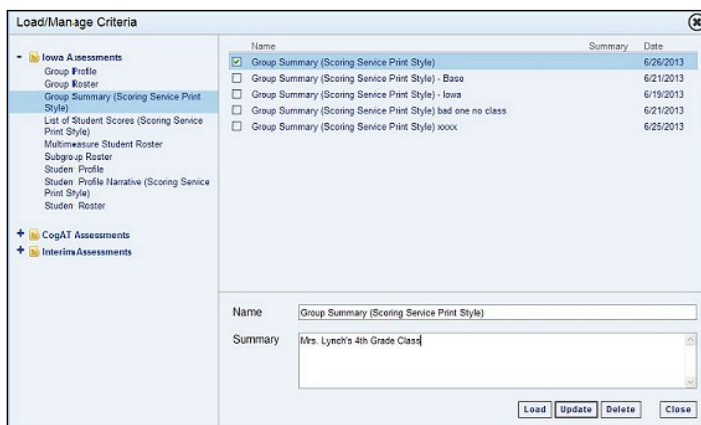
The **Load/Manage Criteria** page opens. All your saved selection criteria are organized by **Display Type** (Group Profile, Group Roster, and so on) within a folder for each **Assessment** (*Iowa Assessments*, *CogAT®*, *Riverside® Interim Assessments*, and *Logramos®*).

Note: For Multimeasure Student Roster reports, the saved selection criteria are located under the assessment type used in the first column of the report.

2. Click the plus sign (+) beside each assessment folder to view the list of **Display Types** for that assessment.


Note: Only **Assessments** and **Display Types** for which a saved selection criteria has been created will be displayed.

3. Within the **Assessment** list, click the **Display Type** for the saved selection criteria you wish to load or edit. A list of all the saved selection criteria created for that Display Type appears on the right side of the page.
4. On the right side of the page, click the checkbox beside the name of the saved selection criteria you wish to load, edit, or delete.



5. Refer to the following table to load, edit, or delete the saved selection criteria.

To do the following...	Follow these instructions...
Load the saved selection criteria	<ul style="list-style-type: none"> a. Click Load. The Create a Report page will open with all the report options set to the saved selection criteria. b. Refer to “Creating <i>Iowa Assessments</i> Reports” on page 20 for more information regarding creating reports.
Edit the name or summary of the saved selection criteria	<ul style="list-style-type: none"> a. Edit the name and/or summary by typing in the Name and/or Summary box. b. Click Update. The edited name and summary display in the list of saved selection criteria.
Delete the saved selection criteria	<ul style="list-style-type: none"> a. Click the checkboxes beside the name(s) of each saved selection criteria to be deleted. b. Click Delete. A dialog box appears confirming the deletion. Click Yes. The selected criteria are removed from the list of saved selection criteria.

6. Click **Close** or click the  button in the upper right corner to close the **Load/Manage Criteria** page. The **Create a Report** page will open.

Part 3

Viewing and Working with Reports

The report page presents the report that you created and allows you to perform the following tasks:

Task	Page
Navigate or Print a Report	41
View Descriptions	42
Link to a Related Report	42
Edit the Report Selection Criteria	43

Task	Page
Sort a Report by Score	43
Search a Report by Name	44
Export a Report	45
Print a Report	48

For more information regarding the report format, see "About Reports" on page 3.

Viewing and Editing Reports

Navigate or Print a Report

Data Package: Platinum or Data Plus

Role: Account Holder, Administrator, Teacher, or Digital Resource & Reporting Access

To navigate or print the report:



- Use the top menu bar options as indicated in the table below

Click this menu option...	To do the following...
First	View the first page of the report.
Prev	View the page that precedes the current page.
Next	View the page that follows the current page.
Last	View the final page of the report.
Goto	View a specific page; type the page number in the Page box and click Goto .
Export to PDF/RTF	Export the report as a PDF or RTF file.
Print	Print the browser view of the report.

Note: The **Print** option at the top of the report page prints the current browser view. For optimal printing results and flexibility to adjust print settings, see "Print a Report" on page 47.

View Descriptions

Within a Student Profile or Group Profile report, the report page provides links to view the test, score, and composite descriptions.

To view test, score, and composite descriptions in Student Profile and Group Profile reports:

- Point to the test name, score title, or composite title. A pop-up window displays a brief description of the test, score, or composite. For a complete listing of the full descriptions of these items, see “Test Descriptions” on page 53 or “Score Descriptions” on page 61.

Link to a Related Report

Depending on the type of report, the report page may provide links within the report to a related report.

To link to a related report:

- Click a link within the report to open a related report. For example, each student's name within a Student Roster report is a link that allows you to open the Student Profile report for that student. For more information, see “About Reports” on page 3.

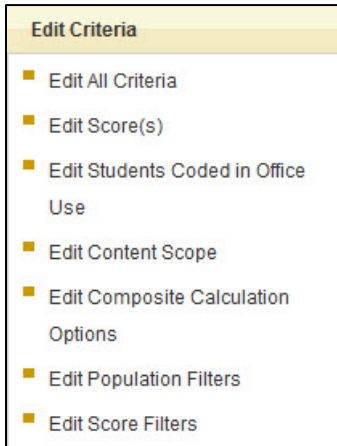
STUDENT NAME		Birth Date	Level	(Gender)	Program	Admin Mode	Reading	Written Expression	Conventions of Writing	Vocabulary	ELA TOTAL	Me				
I.D. Number 1		Age	Form													
I.D. Number 2																
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Z
Total No. Tested: 9																
Addelton, Eva		06/99	14	(F)	SS		289	290	282	256	283					
187488829		13-03	E	Print	NPR		87	79	79	66	89					
					GE		13+	13+	13+	9.4	13+					
					NS		7	7	7	6	8					
					Lexile		1190L -1290L									
Arregardo, Gloria		09/98	14	(F)	SS		306	330	286	283	307					
328781601		14-00	E	Print	NPR		94	94	81	93	98					
					GE		13+	13+	13+	13+	13+					
					NS		8	8	7	8	9					
					Lexile		1260L -1360L									
Maltasan, Chatwin		02/99	14	(M)	SS		277	298	287	292	288					
437402514		13-07	E	Print	NPR		80	83	82	96	92					
					GE		12.2	13+	13+	13+	13+					
					NS		7	7	7	9	8					
					Lexile		1130L -1230L									
Maravitz, Charlene		01/99	14	(F)	SS		255	273	273	258	259					
957591783		13-08	E	Print	NPR		61	59	73	69	68					
					GE		9.3	9.3	11.5	9.6	9.9					
					NS		6	5	6	6	6					
					Lexile		1020L -1120L									

Edit the Report Selection Criteria

The report page allows you to edit some of the report selections or to return to the **Create a Report** page to make edits.

To edit the selection criteria for a report:

- In the **Edit Criteria** menu on the left side of the page, do any of the following:



- Click **Edit All Criteria** to return to the **Create a Report** page, retaining all your current report criteria selections.
- Click **Edit specific report option** (such as **Edit Score(s)** or **Edit Content Scope**). These options allow you to change the selection for the specified report option directly on the report page. The report options available to edit in the **Edit Criteria** menu vary depending on the **Assessment** and **Display Type** of the report.

- In the **Navigate** menu on the left side of the page, click **Create a Report** to return to the **Create a Report** page. All report criteria selections are reset to the default selections.

Sorting and Searching Reports

Data Package: Platinum or Data Plus

Role: Account Holder, Administrator, Teacher, or Digital Resource & Reporting Access





The report page allows you to perform the following tasks for the **Display Types** indicated.

Task	Applies to
Sort a Report	Student Roster Group Roster Multimeasure Student Roster
Search a Report by Last Name	Student Roster Multimeasure Student Roster

Sort a Report

In Student Rosters, Multimeasure Student Rosters, or Group Rosters, the report page allows you to sort the report by score.

To sort a report by score:

1. Locate the column containing the test, composite, domain, or total score by which you want to sort the report.
2. Use the arrows () beside the column title as follows:
 - Click once to sort in descending order. (Top arrow is shaded  to indicate the report is sorted in descending order by the score displayed in this column.)
 - Click twice to sort in ascending order. (Bottom arrow is shaded  to indicate the report is sorted in ascending order by the score displayed in this column.)
 - Click three times to reset the column to the default setting, which is alphabetical by students' last names. (Arrows are not shaded  to indicate the report is not sorted by this column.)

Note: If all columns display the unshaded arrows, then the report is sorted by the default setting, which is alphabetical by students' last names.

Search a Report by Last Name

In Student Rosters and Multimeasure Student Rosters, the report page allows you to search for a student by last name.

To search a report by last name:

- Type a student's last name or part of the name in the **Search by Last Name** box. The results of the search are displayed.

Exporting and Printing Reports

The report page allows you to perform the following tasks for the **Display Types** indicated.

Task	Page	Applies to
Export a Report to Excel	45	Student Roster Group Roster Subgroup Roster Multimeasure Student Roster
Export a Report to PDF or RTF	46	Student Roster Student Profile Group Roster Subgroup Roster Group Profile Multimeasure Student Roster
Export a Data File	47	Data Export
Print a Report	48	Student Roster Student Profile Group Roster Subgroup Roster Group Profile Multimeasure Student Roster

Export a Report to Excel

Data Package: Platinum or Data Plus

Role: Account Holder, Administrator, Teacher, or
Digital Resource & Reporting Access

Note: If you export a Student Roster, Group Roster, Subgroup Roster, or Multimeasure Student Roster to Excel, the sort settings will not be retained in the exported report. Additionally, a Multimeasure Student Roster will not retain color-coded performance band settings when exported to Excel.

To export a report to Excel:

1. In the **Options** menu on the left side of the page, click **Export to Excel**. The **File Download** dialog box appears.

2. Do one of the following:

- To view the report, click **Open**. An Excel file of the report opens, displaying a separate row for each student or group. All the information provided on the report page is provided in separate columns.
- To save the report, click **Save**. The **Save As** dialog box appears. In the **File name** box, type a name for the report, and then click **Save**.

Export a Report to PDF or RTF

Data Package: Platinum or Data Plus

Role: Account Holder, Administrator, Teacher, or
Digital Resource & Reporting Access

Note: To export reports to PDF, you need Adobe® Reader®. You can download a free copy from the Adobe website at www.adobe.com/products.

To export a report to PDF or RTF:

1. On the top menu bar, click **Export to PDF/RTF**. The export dialog box appears.

The screenshot shows the 'Export Report To' dialog box. It has a title bar 'Export Report To:'. Below the title bar, there are two radio buttons: 'PDF' (selected) and 'Fully Editable RTF'. Under 'PDF', there are three settings: 'PDF Quality' (100), 'Split Large Pages' (No), and 'Page Width' and 'Page Height' (input boxes). Below this is a section titled 'Page Range:' with three radio buttons: 'All' (selected), 'Current page', and 'Pages:' (input box). Below the 'Page Range' section is a note: 'Enter page numbers and continuous page ranges separated by commas. For example: 1,3,5-12.' At the bottom of the dialog are two buttons: 'View Report' and 'Save Report'.

2. In the **Export Report To** area, do one of the following:
 - If you want to export the report as a PDF, then select **PDF**. Continue with step 3.
 - If you want to export the report in a format compatible with word-processing software such as Microsoft Word®, then select **Fully Editable RTF**. Continue with step 4.
3. (Optional) If you select **PDF**, do the following:
 - a. In the **PDF Quality** list, select the dots per inch (dpi) of the export.
 - b. In the **Split Large Pages** list, do one of the following:
 - To allow the exported report to display on multiple pages, select **Yes**. In the **Page Width** and **Page Height** boxes, type the preferred page size of the exported report.
 - To scale the report so it displays on one page, select **No**.

Note: All print settings can be adjusted after the report has been exported. See “Print a Report” on page 47.

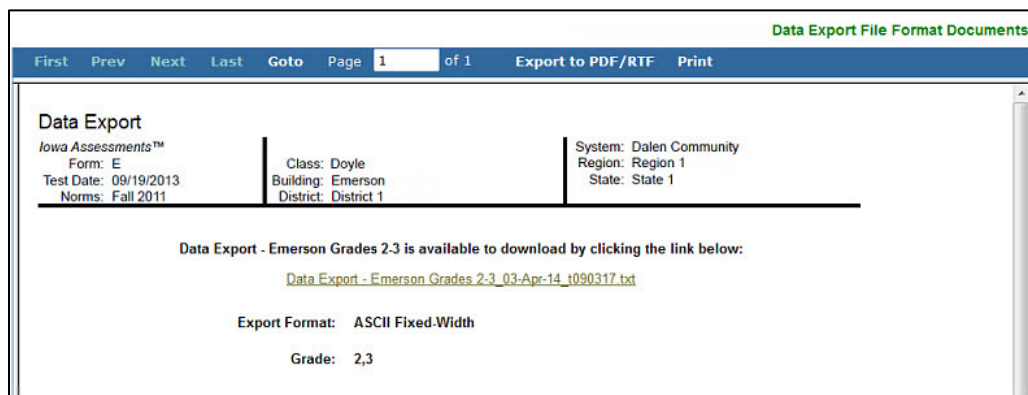
4. In the **Page Range** area, specify the pages to be exported: **All**, **Current page**, or **Pages**. If you select **Pages**, type the page range to export.
5. Do one of the following:
 - To view a PDF report, click **View Report**. The PDF opens in Adobe Reader.
 - To view an RTF report, click **View Report**. The report opens in a word-processing application such as Microsoft Word.
 - To save a PDF or RTF report, click **Save Report**. The **File Download** dialog box appears. Click **Save**. The **Save As** dialog box appears. In the **File name** box, type a name for the report, and then click **Save**.

Export a Data File

Data Package: Platinum or Data Plus

Role: Account Holder or Administrator

After retrieving your Data Export file from the Report Center, the report page opens providing a link to export the file. Your Data Export file can be identified with the name you provided followed by the date and time that it was created.



To export the data file:

- Click the **Data Export** file link provided in the center of the report page.

For your reference, a data file template, which presents the format of the information provided in the Data Export file, is available for you to download.

To view a standard or custom file format used for data exports:

- Click the **Data Export File Format Documents** link provided in green text on the top right corner of the report page. This opens the *DataManager* Digital Resources page, which provides links to both standard and custom data export file format documents available to download.

Print a Report

Data Package: Platinum or Data Plus


Role: Account Holder, Administrator, Teacher, or Digital Resource & Reporting Access

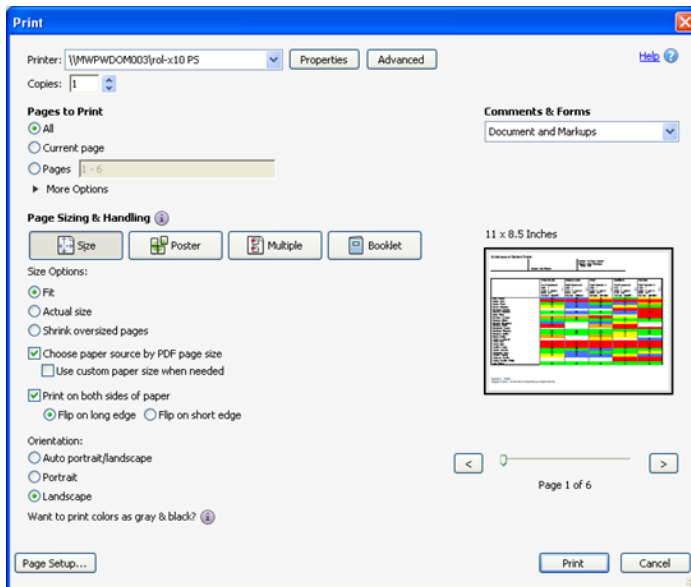
You can print the portion of a report that appears in the browser on your screen, or you can export the report to a PDF or RTF file and print all or some of the report pages.

To print the browser view of a report:

- Click the **Print** option at the top of the report page.

To print a PDF report:

1. Export the report to PDF. See “Export a Report to PDF or RTF” on page 46.
2. Click the **Print** icon () on the Adobe Reader toolbar at the bottom of the page or click **File** on the top menu bar and select **Print**. The **Print** dialog box appears.
3. Refer to the table on the following page to adjust the settings in the **Print** dialog box.



Note: The **Print** dialog box may look slightly different depending on the version of Adobe Reader you are using.

Depending on the size of your report, your printer's capabilities, your version of Adobe Reader, and your preferred report display, the printing options and settings may vary.

For Display Types:	Using the paper size:	Adjust the settings as follows:
Student Profiles Group Profiles Group Rosters Subgroup Rosters	8.5" x 11"	<ul style="list-style-type: none"> In Orientation, click Landscape.
Student Rosters Multimeasure Student Rosters	11" x 17"	<ul style="list-style-type: none"> In Size Options, click Fit and uncheck the Choose paper source by PDF page size checkbox. In Orientation, click Landscape. Click Page Setup..., select the paper size, and click OK.
Student Rosters Multimeasure Student Rosters Note: The optimal paper size for these reports is tabloid-size (11" x 17"). However, if your printer cannot accommodate 11" x 17" paper, then your report can be printed on letter-size paper (8.5" x 11").	8.5" x 11"	<ul style="list-style-type: none"> In Size Options, click Fit and click the Choose paper source by PDF page size checkbox. In Orientation, click Landscape.

4. Click **Print**.

To print an RTF report:

1. Export the report to RTF. See "Export a Report to PDF or RTF" on page 46.
2. Open and print the RTF using your word-processing application.

Using Report Center

Data Package: Platinum or Data Plus

Role: Account Holder, Administrator, Teacher, or Digital Resource & Reporting Access

DataManager Reporting allows you to submit reports as jobs that run immediately as you wait or as jobs that run in the background, allowing you to retrieve them at your convenience. It is recommended that large reports be run in the background to allow you to continue working in *DataManager* as the report is completed. Reports you have submitted to run in the background are available to you in the **Report Center**.

Note: Completed reports are available in **Report Center** for five days after they have completed running.

To view and manage reports submitted to run in the background:

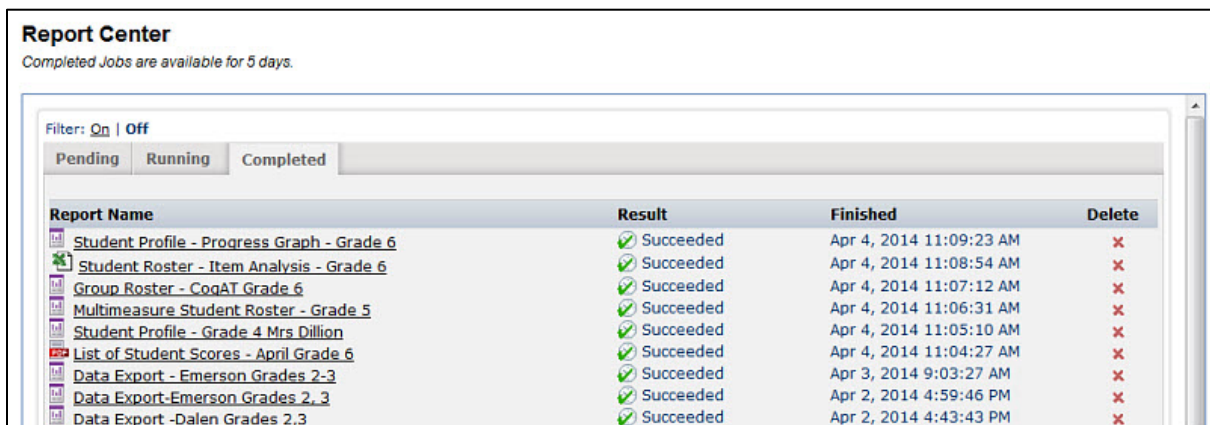
1. In the **Navigate** menu on the left side of the page, click **Report Center**.



The **Report Center** opens. This page contains the following three tabs, which provide the status of all the reports you submitted to run in the background:

- **Pending** - jobs waiting to begin running
- **Running** - reports in the process of being created
- **Completed** - reports successfully completed and available for viewing




























Note: To ensure that completed reports are available to you as soon as possible, the **Report Center** page automatically refreshes every 60 seconds.



Report Center
Completed Jobs are available for 5 days.

Filter: On | Off

Pending Running Completed

Report Name	Result	Finished	Delete
 Student Profile - Progress Graph - Grade 6	 Succeeded	Apr 4, 2014 11:09:23 AM	
 Student Roster - Item Analysis - Grade 6	 Succeeded	Apr 4, 2014 11:08:54 AM	
 Group Roster - CogAT Grade 6	 Succeeded	Apr 4, 2014 11:07:12 AM	
 Multimeasure Student Roster - Grade 5	 Succeeded	Apr 4, 2014 11:06:31 AM	
 Student Profile - Grade 4 Mrs Dillion	 Succeeded	Apr 4, 2014 11:05:10 AM	
 List of Student Scores - April Grade 6	 Succeeded	Apr 4, 2014 11:04:27 AM	
 Data Export - Emerson Grades 2-3	 Succeeded	Apr 3, 2014 9:03:27 AM	
 Data Export - Emerson Grades 2, 3	 Succeeded	Apr 2, 2014 4:59:46 PM	
 Data Export - Dalen Grades 2,3	 Succeeded	Apr 2, 2014 4:43:43 PM	

2. Open a report by clicking the **Report Name** on the **Completed** tab.
 - Scoring Service Print Style reports open as PDF files. See “Printing a PDF Report” on page 46 for more information.
 - All other reports open in the *DataManager* report page. See “Viewing and Working with Reports” on page 41 for more information.
3. (Optional) Refer to the following table to filter, sort, or delete reports on the **Completed** tab.

To do the following...	Follow these instructions...												
Filter the list	<ol style="list-style-type: none"> a. Click On in the Filter option at the top of the screen. A Filter box appears. b. In the Filter box, enter the text by which to filter the Report Name list. c. Click Apply. The reports that match the filter criteria are listed. <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Report Center Completed Jobs are available for 5 days.</p> <p>Filter: On Off</p> <p>Pending Running Completed</p> <p>Filter: <input type="text" value="group"/> Apply Reset</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Report Name</th> <th style="text-align: left;">Result</th> <th style="text-align: left;">Finished</th> <th style="text-align: left;">Delete</th> </tr> </thead> <tbody> <tr> <td> Group Profile</td> <td> Succeeded</td> <td>Jun 26, 2013 3:06:57 AM</td> <td></td> </tr> <tr> <td> Group Summary (Scoring Service Print Style) 2</td> <td> Succeeded</td> <td>Jun 26, 2013 4:07:08 PM</td> <td></td> </tr> </tbody> </table> </div> <ol style="list-style-type: none"> d. To remove the filter and display all completed reports, click Reset. 	Report Name	Result	Finished	Delete	Group Profile	Succeeded	Jun 26, 2013 3:06:57 AM		Group Summary (Scoring Service Print Style) 2	Succeeded	Jun 26, 2013 4:07:08 PM	
Report Name	Result	Finished	Delete										
Group Profile	Succeeded	Jun 26, 2013 3:06:57 AM											
Group Summary (Scoring Service Print Style) 2	Succeeded	Jun 26, 2013 4:07:08 PM											
Sort the list	Click one of the column headers (Report Name , Result , or Finished). The list of reports sorts alphanumerically by that column.												
Delete a report	<ol style="list-style-type: none"> a. Click the red in the Delete column. A dialog box appears to confirm the deletion. b. Click OK. The selected report is deleted from the list. 												

Test Descriptions

The test descriptions for *Iowa Assessments* are listed in this section.

Test Name	Page
Vocabulary	below
Word Analysis	54
Listening	54
Language	55
Reading	55

Test Name	Page
Written Expression	56
Mathematics	57
Computation	58
Social Studies	58
Science	59

Test Name	Page
Spelling	60
Punctuation	60
Capitalization	60

Vocabulary

Level	Description
5 & 5/6	Students hear a word, sometimes used in context. Then they choose one of three pictures that illustrates the meaning of the word. Nouns, verbs, and modifiers are included.
7	A pictorial or written stimulus is followed by a set of written responses. Nouns, verbs, and modifiers are included. The content focus is on general vocabulary rather than the specialized vocabulary used in areas such as science and mathematics. There are two untimed portions of the test; students work at their own pace on these portions.
8	A pictorial or written stimulus is followed by a set of written responses. Nouns, verbs, and modifiers are included. The content focus is on general vocabulary rather than the specialized vocabulary used in areas such as science and mathematics. There is one untimed portion of the test; students work at their own pace on this portion.
9–14	Each question presents a word in the context of a short phrase or sentence, and students select the answer that is closest in meaning to the tested word. Nouns, verbs, and modifiers are included. Target words represent general vocabulary content rather than the specialized vocabulary used in various content areas.
15–17/18	Each question presents a word in the context of a short phrase or sentence, and students select the answer that is closest in meaning to the tested word. Nouns, verbs, and modifiers are included. Target words represent general vocabulary content rather than the specialized vocabulary used in various content areas.

Word Analysis

Level	Description
5 & 5/6	This test assesses how well students recognize letters and letter-sound relationships. Letters, pictures, or words are presented as response options for each test question.
7	This test assesses how well students know letter-sound relationships. Both pictures and words are used as stimuli and response choices. All questions are read aloud.
8	This test assesses skills involving letter-sound relationships, common affixes, and the formation of compound words. Both pictures and words are used as stimuli and response choices. All questions are read aloud.
9 (optional)	This test provides detailed diagnostic information about a student's ability to identify and analyze distinctive features of the sounds and symbols of oral and written language. A variety of skills involving sound-letter association, decoding, and word structure are represented as they apply to initial, medial, and final sounds and to silent letters, initial syllables, final syllables, affixes, and compound words.
10–17/18	N/A

Listening

Level	Description
5 & 5/6	Brief stories are read aloud, each followed by a question. Because all response choices are pictures, the test requires no reading. The items require students to demonstrate both literal and inferential understanding of what they hear.
7	Short scenarios are read aloud followed by one or more multiple-choice questions about the situations. Because all response choices are pictorial, the scores from this test do not depend on students' reading abilities. The Listening test requires students to demonstrate both literal and inferential understanding.
8	Short scenarios are read aloud followed by one or more multiple-choice questions about the situations. Because all response choices are pictorial, the scores from this test do not depend on students' reading abilities. The Listening test requires students to demonstrate both literal and inferential understanding.
9 (optional)	This test measures the skills that students need to comprehend material when it is presented orally. The situations in the test tap the general comprehension skills necessary for understanding meaning in reading, but those skills are applied to understanding material that students are more likely to hear than to read, such as school announcements, reports on the radio, brief instructions, and weather forecasts. Responses are a mix of pictorial and text-based stimuli.
10–17/18	N/A

Language

Level	Description
5 & 5/6	This test measures how well students understand the use of language to express ideas. The questions cover the use of prepositions, singular and plural, and comparative and superlative forms. Some other questions are oriented toward word classifications, verb tenses, or spatial-directional relationships. Questions are read aloud, and students answer by choosing one of three pictures.
7	This test assesses students' abilities to use some of the conventions of standard written English. The four test sections address spelling, capitalization, punctuation, and skill in written usage and expression. In all cases, both the questions and the sets of response choices are read aloud by the teacher.
8	This test assesses students' abilities to use some of the conventions of standard written English. The four test sections address spelling, capitalization, punctuation, and skill in written usage and expression. In all cases, both the questions and the sets of response choices are read aloud by the teacher.
9–14	N/A
15–17/18	N/A

Reading

Level	Description
5	Administered in one part, this test presents students with a variety of reading tasks. This test emphasizes words, comprehension of sentences, and stories. Most questions and answer options are not read aloud.
5/6	Administered in two parts, this test presents students with a variety of reading tasks. The first part of this test assesses word reading and word attack in several ways. Students identify a word read aloud by the teacher, identify a word that matches a picture, or choose a picture that matches a printed word in isolation or at the end of a simple sentence. The second part assesses comprehension of sentences, pictures that tell a story, and printed stories.
7	Administered in two parts, this test presents students with a variety of reading tasks. The first part of the test presents pictures that tell a story. Students must complete sentences about the pictures by choosing a word to fill in a blank. This part also involves reading sentences. Students select a word that best completes each sentence. The second part of the test consists of written stories followed by multiple-choice questions. The questions associated with both the picture stories and written stories often require more than literal comprehension. Some questions ask the students to make inferences or to generalize about what they have read.

Continued on next page...

Reading, *continued*

Level	Description
8	<p>Administered in two parts, this test presents students with a variety of reading tasks.</p> <p>The first part of the test presents pictures that tell a story. Students must complete sentences about the pictures by choosing a word to fill in a blank. This part also involves reading sentences. Students select a word that best completes each sentence.</p> <p>The second part of the test consists of written stories followed by multiple-choice questions. The questions associated with both the picture stories and written stories often require more than literal comprehension. Some questions ask the students to make inferences or to generalize about what they have read.</p>
9–14	<p>Administered in two parts, this test contains passages that vary in length from a few lines to a full page. Both literary passages (e.g., fiction, folktales, and poetry) and informational passages (e.g., expository science and social studies materials, procedural texts, and general nonfiction) are included. Many of the passages are excerpts from previously published works. A significant number of questions may require students to draw inferences or to generalize about what they have read.</p>
15–17/18	<p>This test provides information about the kinds of comprehension skills students are expected to continue to develop as they proceed through high school—skills they will use in reading texts across the curriculum, in engaging with literature, in reading and thinking about magazine and newspaper articles in and outside of school, and in extracting and evaluating ideas from a variety of sources for research projects. Many of the passages are excerpts from previously published works.</p> <p>The questions associated with each passage require students to demonstrate understanding at the various process levels usually associated with reading comprehension. Many questions address the higher-level objectives of inferring, analyzing, and generalizing.</p>

Written Expression

Level	Description
5 & 5/6	N/A
7	N/A
8	N/A
9–14	<p>In the first part of this test, students must choose the best or most appropriate way to express the ideas in a piece of writing. Choices involve organization, sentence structure, usage, clarity, and the most effective or appropriate language. In the second part, each question contains one or more short sentences arranged in three lines. Students must identify the line containing an error, or they may select “No mistakes” if they believe no error is present. Many of these questions are focused on common usage errors related to the use of verbs, modifiers, and pronouns.</p>
15–17/18	<p>This test provides information about students’ skills in recognizing correct and effective use of standard American English in writing. In the context of a variety of written materials, students are asked to make revision choices concerning focus, organization, diction and clarity, sentence structure, usage, mechanics, and spelling—much as they do in editing near-final drafts of their own writing.</p> <p>All questions are based on four complete texts that are patterned after student writing in content and style. These texts are presented as drafts in which certain portions have been underlined to indicate a possible need for revision.</p>

Mathematics

Level	Description
5 & 5/6	<p>This test consists of questions about beginning mathematics concepts, problem solving, and mathematics operations.</p> <p>The content standards involve numeration, geometry, measurement, and applications of addition and subtraction in word problems. Items are read aloud, and responses are pictures and numbers.</p>
7	<p>This test is administered in two separate sessions.</p> <p>All questions are read aloud.</p> <p>In Part 1, the response options for each question are either pictorial or numerical. Students are required to demonstrate their understanding of, and ability to apply, a variety of concepts in the areas of number sense and operations, algebraic patterns and connections, geometry, and measurement.</p> <p>In Part 2, some questions involve the interpretation of data presented in graphs or tables: students locate data, compare amounts, or develop generalizations.</p> <p>For other questions, brief word problems are presented; students solve the problems and then record their answers according to the choices provided. One choice in each set is “N,” meaning that the problem’s solution is not given among the choices provided.</p>
8	<p>This test is administered in two separate sessions.</p> <p>All questions are read aloud.</p> <p>In Part 1, the response options for each question are either pictorial or numerical. Students are required to demonstrate their understanding of, and ability to apply, a variety of concepts in the areas of number sense and operations, algebraic patterns and connections, geometry, and measurement.</p> <p>In Part 2, some questions involve the interpretation of data presented in graphs or tables: students locate data, compare amounts, or develop generalizations.</p> <p>For other questions, students select a number sentence that could be used to solve the problem. Brief word problems are also presented; students solve the problems, and then record their answers according to the choices provided. One choice in each set is “N,” meaning that the problem’s solution is not given among the choices provided.</p>
9–14	<p>This test is administered in two parts.</p> <p>Students must demonstrate an understanding of mathematics concepts, relationships, visual representations, and problem solving. The questions address number sense and operations, algebraic patterns and connections, data analysis/probability/statistics, geometry, and measurement.</p>
15–17/18	<p>Students must demonstrate an understanding of mathematics concepts, relationships, visual representations, and problem solving. The questions address number sense and operations, algebraic patterns and connections, data analysis/probability/statistics, geometry, and measurement.</p>

Computation

Level	Description
5 & 5/6	N/A
7	The first section is an oral presentation of addition and subtraction problems. In the second section of the test, which is not read aloud, addition and subtraction problems are presented in the test booklet, and students proceed independently. One choice for each question is “N,” meaning that the problem’s solution is not given among the choices provided.
8	The first section is an oral presentation of addition and subtraction problems. In the second section of the test, which is not read aloud, addition and subtraction problems are presented in the test booklet, and students proceed independently. One choice for each question is “N,” meaning that the problem’s solution is not given among the choices provided.
9–14	Most problems in the Computation test require the use of one arithmetic operation—addition, subtraction, multiplication, or division. The problems require operations with whole numbers, fractions, decimals, or various combinations of these, as well as algebraic manipulations at Level 14. Students must solve a problem and compare their answer with the choices given. The fourth option in each question is “N,” meaning the correct answer is not given among the choices provided.
15–17/18	The questions included in this test were selected to represent the skills that are most directly related to the computational manipulations needed throughout the secondary school mathematics curriculum. Thus, the Computation test includes not only questions that measure the ability to add, subtract, multiply, and divide whole numbers, fractions, decimals, and percentages but also questions that measure the ability to manipulate variables and to evaluate expressions with exponents or with square roots.

Social Studies

Level	Description
5 & 5/6	N/A
7	All questions are read aloud, and students answer by selecting one of three pictorial responses. The content of the questions is taken from the areas of geography, history, economics, and civics and government.
8	Most questions are read aloud, and students answer by selecting one of three pictorial or text responses. The content of the questions is taken from the areas of geography, history, economics, and civics and government. At the end of the test, students respond to sets of questions linked to common stimuli; in these cases, the questions and stimuli are not read aloud.

Continued on next page...

Social Studies, *continued*

Level	Description
9–14	The test measures various aspects of the social studies curriculum. Emphasis is on the use and understanding of concepts, principles, and various types of visual materials such as posters, cartoons, timelines, maps, graphs, tables, and charts. The materials cover content from the areas of history, geography, economics, and civics and government.
15–17/18	The test measures various aspects of the social studies curriculum. Emphasis is on the use and understanding of concepts, principles, and various types of visual materials such as posters, cartoons, timelines, maps, graphs, tables, charts, and passages. The materials cover content from the areas of history, geography, economics, and civics and government.

Science

Level	Description
5 & 5/6	N/A
7	The format parallels that used in Social Studies: questions are read aloud, and response choices are pictorial. The knowledge and skills measured by the science questions come from the areas of life science, earth and space science, and physical science. Science inquiry methods are also addressed.
8	The format parallels that used in Social Studies: most questions are read aloud, and response choices are pictorial or text. The knowledge and skills measured by the science questions come from the areas of life science, earth and space science, and physical science. Science inquiry methods are also addressed. At the end of the test, students respond to sets of questions linked to common stimuli; in these cases, the questions and stimuli are not read aloud.
9–14	This test emphasizes the methods and processes used in scientific inquiry. In addition, many questions assess knowledge and skill in life science, earth and space science, and physical science. Students are required to use the concepts and principles of science to explain, infer, and hypothesize.
15–17/18	This test emphasizes the methods and processes used in scientific inquiry. In addition, many questions assess knowledge and skill in life science, earth and space science, and physical science. Students are required to use the concepts and principles of science to explain, infer, and hypothesize.

Spelling

Level	Description
5 & 5/6	N/A
7	N/A
8	N/A
9–14	Each question 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 question. Errors in the selected words are based on common substitutions, reversals, omissions, or unnecessary additions.
15–17/18	N/A

Punctuation

Level	Description
5 & 5/6	N/A
7	N/A
8	N/A
9–14	The questions require students to either identify errors in punctuation (underpunctuation or overpunctuation) by marking the line of writing in which an error occurs or identify correct punctuation by marking the last response, “No mistakes.” Questions relate to the use of end punctuation, commas, and other punctuation marks. The particular skills assessed may differ by level.
15–17/18	N/A

Capitalization

Level	Description
5 & 5/6	N/A
7	N/A
8	N/A
9–14	The questions require students to either identify errors in capitalization (undercapitalization or overcapitalization) by marking the line of writing in which an error occurs or identify correct capitalization by marking the last response, “No mistakes.” Questions relate to the capitalization of names, dates, places, and other words. The particular skills assessed may differ by level.
15–17/18	N/A

Score Descriptions

Score descriptions for *Iowa Assessments* are provided below.

Score Type	Short Description
Ability Profile (AP)	Summarizes information about the level and pattern of the student's reasoning abilities and is linked to suggestions for teaching strategies located at www.cogat.com
Age Percentile Rank (APR)	A percentile rank indicating the status or relative rank of a student's score compared with a nationally representative sample of <i>CogAT</i> examinees of a similar age
Age Stanine (AS)	A stanine indicating the status or relative rank of a student's score compared with a nationally representative sample of <i>CogAT</i> examinees of a similar age
Average Percent Correct	The result of dividing the average raw score for the group by the total number of test questions, multiplying by 100, and then rounding to a whole number; class averages like these need to be interpreted as if they were the scores for the average student in the class
College Readiness	Indicators of a student's readiness for college determined by mapping the student's scores on the <i>Iowa Assessments</i> to readiness targets defined by the ACT Benchmarks; can be reported for students taking Levels 12–17/18 of the <i>Iowa Assessments</i>
Estimated <i>Iowa Assessments</i> Standard Score (eSS)	A score range (upper and lower) derived from aligning the scale score (iSS-T) from the <i>Riverside Interim Assessments</i> ELA and Math test to the Standard Score (SS) of a student for an <i>Iowa Assessments</i> ELA Total or an <i>Iowa Assessments</i> Math score, respectively
Grade Equivalent (GE)	A decimal number that describes a student's location on an achievement continuum in terms of grade and months at which the typical student received this score (for example, 2.2 is second grade and two months into that grade)
Grade Equivalent, 2005 Norms (05GE)	Alternative grade-equivalent score based on 2005 norms. Score is offered in conjunction with 2011 norms-based score.
Grade Equivalent/ Predicted Grade Equivalent Difference (GEDIFF)	The difference between the actual observed <i>Iowa Assessments</i> grade equivalent and the predicted grade equivalent (GE – PGE)
Grade Percentile Rank (GPR)	A percentile rank indicating the status or relative rank of a student's score compared with a nationally representative sample of <i>CogAT</i> examinees of a similar grade
Grade Stanine (GS)	A stanine indicating the status or relative rank of a student's score compared with a nationally representative sample of <i>CogAT</i> examinees of a similar grade
HSES PR	High Socioeconomic Status Percentile Rank

Continued on next page...

Score Descriptions, continued

Score Type	Short Description
Lexile®	A score obtained from the <i>Iowa Assessments</i> Reading test that can help match a student with reading material of an appropriate difficulty level; it also gives an idea of how well a reader will comprehend a text; for more information please see www.metametricsinc.com
Local Percentile Rank (LPR)	Percentile rank based on the district's or school's own data as opposed to the national-based normative information
Local Stanine (LS)	A stanine based on the district's or school's own data as opposed to the normative information based on a national sample
LSES PR	Low Socioeconomic Status Percentile Rank
National Percent Correct for Skills (Percent Correct for the Nation)	The percentage of test questions students in the national norming sample answered correctly for a particular skill (Avg % Correct Nation)
National Percentile Rank (NPR)	A percentile rank indicating the status or relative rank of a student's score compared with a nationally representative sample of examinees
National Percentile Rank, 2005 Norms (05NPR)	Alternative national percentile rank score based on 2005 norms (Score is offered in conjunction with 2011 norms-based scores.)
National Percentile Rank/Predicted National Percentile Rank Difference (NPRDIFF)	The difference between the actual observed <i>Iowa Assessments</i> national percentile rank and the predicted national percentile rank (NPR – PNPR)
National Stanine (NS)	A stanine indicating the status or relative rank of a student's score compared with a nationally representative sample of examinees
National Stanine, 2005 Norms (05NS)	Alternative national stanine score based on 2005 norms (Score is offered in conjunction with 2011 norms-based scores.)
Normal Curve Equivalent (NCE)	Normalized standard scores that range from 1 to 99 with a mean of 50 and a standard deviation of 21.06 in the large norm group from which they were derived
Number Attempted (No. Att)	The number of items an individual attempts to answer on a test
Percent Correct for Skills (Percent Correct for System or Student, Avg. % Correct)	The percentage of test questions the student answered correctly for a particular skill (% Correct)
Percent Correct (%C)	The result of dividing the number of questions a student answered correctly on a test by the total number of test questions and then multiplying by 100
Percentile Rank of Average SS, School Norms (SCHPR)	Norms based on weighted frequency distributions of school averages
Percentile Rank (PR)	A score from 1 to 99 that indicates the percentage of students in a particular group that scored at or below the score of the student

Continued on next page...

Score Descriptions, continued

Score Type	Short Description
Predicted ACT®/SAT®	A score range within which a student's ACT Composite, SAT Critical Reading, and SAT Math scores can be expected to fall based on the student's performance on the <i>Iowa Assessments</i>
Predicted Grade Equivalent (PGE)	The grade equivalent score that the student can be expected to receive on the <i>Iowa Assessments</i> based on his or her performance on <i>CogAT</i>
Predicted National Percentile Rank (PNPR)	The national percentile rank that the student can be expected to receive on the <i>Iowa Assessments</i> based on his or her performance on <i>CogAT</i>
Predicted Standard Score (PSS)	The standard score that the student can be expected to receive on the <i>Iowa Assessments</i> based on his or her performance on <i>CogAT</i>
Private/Catholic Percentile Rank (PRIVPR)	National percentile rank score based on students in Catholic and other private schools in the national norm sample
Quantile®	A score obtained from the <i>Iowa Assessments</i> Mathematics test that enables a teacher to determine the mathematics skills a student is ready for and which ones require further instruction; for more information please see www.metametricsinc.com
Quartile	One of three points (defined as low, middle, or upper) which divide the scores in a distribution into four equal groups, each containing 25% of the data
Raw Score (RS)	The number of questions a student answered correctly on a test
Standard Age Score (SAS)	A normalized standard score, having a mean of 100 and a standard deviation of 16, provided for each battery and composite on <i>CogAT</i>
Standard Score (SS)	A number that describes a student's location on an achievement continuum with the scale based on the <i>Iowa Assessments</i> test subjects' growth model
Standard Score, 2005 Norms (05SS)	Alternative developmental standard score based on 2005 norms (Score is offered in conjunction with 2011 norms-based scores.)
Standard Score/ Predicted Standard Score Difference (SSDIFF)	The difference between the actual observed <i>Iowa Assessments</i> standard score and the predicted SS (that is, SS – PSS)
Stanine (S)	Normalized standard scores that range from 1 to 9 and have an average value of 5
Universal Scale Score (USS)	A point on a continuous growth scale of cognitive development from kindergarten through grade 12 for <i>CogAT</i>

