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ABSTRACT

Designed for parents of kindergarten and elementary school children in Austin, Texas, this brochure explains the structure and function of the Iowa Tests of Basic Skills. A question and answer format is used to provide information on the scope and purposes of the tests, grade level differences in testing, meaning and accuracy of the scores, and resources for further information. Sample test results are provided to aid in test score interpretation. This brochure was submitted to the 1983 American Educational Research Association Division H competition as a best study report brochure. (LP)

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YOUR CHILD'S SCORES IN BASIC SKILLS:

IOWA TESTS OF BASIC SKILLS. AISD KINDERGARTEN

[and]

AISD ELEMENTARY SCHOOLS.

Austin Independent School District
Texas

1982

Tim 832.009

IOWA TESTS OF BASIC SKILLS

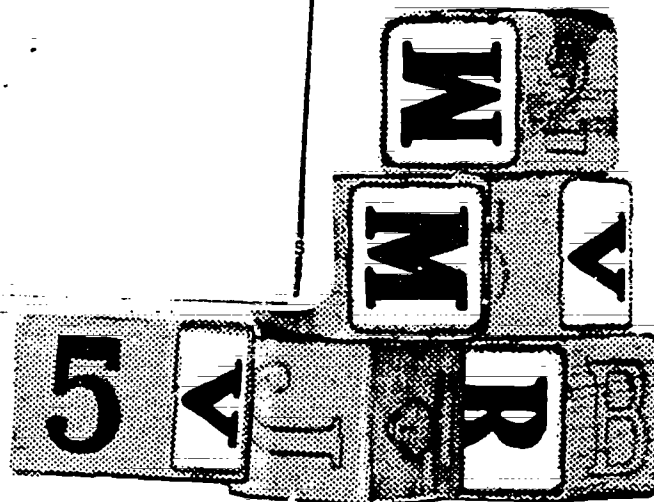
Your Child's Scores In . . .

BASIC SKILLS

IOWA DEPARTMENT OF EDUCATION



AISD
KINDERGARTEN



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SCHOOL YEAR 1981-82

All kindergarten students in the Austin Independent School District recently took the IOWA TESTS OF BASIC SKILLS (ITBS). This brochure provides information about these tests, what your child's scores mean, and how these test results will be used to help provide the best instruction for your child.

WHY WAS YOUR CHILD TESTED?

Testing is one way to find out how much your child has learned in the basic skills. For kindergarteners, the basic skills tested are listening, language, and mathematics.

These skills are important for your child to be successful in school. Using the test results, parents and teachers can work together with students to improve their basic skills.

The scores for all the students in a school help the principal know more about how the school as a whole is doing. Districtwide scores help the School Board and the administration to understand the achievement levels of students throughout AISD. The test information helps administrators make plans to ensure the best instruction for all students, and it aids teachers in planning instruction for individual students.

HOW ACCURATE ARE THESE TEST SCORES?

In most cases, these test scores are a good indication of how a child is performing in school compared to other students across the country. However, these ITBS scores are only one indicator of how well your child has learned the skills tested. Grades, participation in school activities, enthusiasm for certain subjects, interest in learning, and other things should also be used to measure your child's success in school.

WHERE CAN YOU GO IF YOU WANT MORE INFORMATION ABOUT THESE SCORES?

Your child's teacher, school counselor, or principal can answer your questions about ITBS scores during the school year. They can suggest ways for you to help your child learn. A parent-teacher conference is one opportunity for you to discuss these test results with the teacher. You will be invited to a conference in the fall.

WHAT DO THESE SCORES MEAN?

The ITBS is a standardized test. This means that all kindergarten students who take the test receive the same directions. Because the test is standardized we can make estimates about how AISD students who took the test compare with students across the country in a nationwide reference group. This reference group is made up of thousands of kindergarten students who took the ITBS in 1978 from all areas of the country.

The example on the next page is given to help you understand what your child's test scores mean. In this example, you can see that Susan Jones made a percentile rank score of 56 in Listening. This means that she scored higher on the Listening Test than did 56% of the kindergarten students who were part of the nationwide reference group. Therefore, for every 100 students in the nationwide group, Susan's score was higher than 56 of them.

A percentile rank score of 50 is the middle score for all students in the nationwide reference group. The highest percentile rank score is 99; the lowest is 1.

Susan's mathematics score is marked with an "S" in the row labeled SPECIAL CIRCUMSTANCE. This S means that something happened during the mathematics testing period which made Susan's teacher think Susan's score may not be accurate. A record of all teachers' reasons for thinking any scores may be inaccurate is kept at the school.

IOWA TESTS OF BASIC SKILLS, LEVEL 5, KINDERGARTEN			
Test Date: April, 1982	School: Bluebonnet		
Student Name: Susan Jones	Student Number: 9562102		
	LISTENING	LANGUAGE	MATHEMATICS
Percentile Rank Score	56	63	34
(S=Special Circumstance)			S

WHAT TESTS DID YOUR CHILD TAKE?

You will find your child's ITBS scores at the bottom of this page. Kindergarten students have three scores: LISTENING, LANGUAGE, and MATHEMATICS.

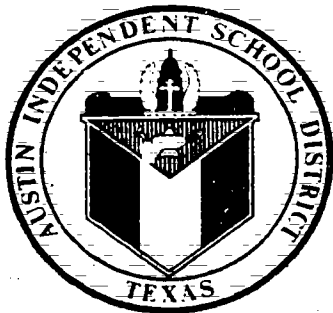
TEST AREA	SKILLS TESTED
LISTENING	Understanding of materials read aloud
LANGUAGE	Knowledge of how language is used to express ideas
MATHEMATICS	Understanding of numbers and basic math concepts

IOWA TESTS OF BASIC SKILLS, LEVEL 5, KINDERGARTEN			
Test Date: April, 1982	School:		
Student Name:	Student Number:		
	LISTENING	LANGUAGE	MATHEMATICS
Percentile Rank Score			

Iowa Tests of Basic Skills

Your Child's Scores In. . .

BASIC SKILLS



Math Skills

Reading Skills

Language Skills

Work-Study Skills

AISD Elementary Schools

School Year 1981-82

WHAT TESTS DID YOUR CHILD TAKE?

Your child recently took the IOWA TESTS OF BASIC SKILLS (ITBS). These tests were given to all elementary students in AISD. This brochure provides information about the tests, what the scores mean, and how this testing information will be used to help provide the best instructional program for your child next year.

Students in grades 1 or 2 took these tests	Skills Tested . . .
WORD ANALYSIS	Recognition of the sounds of letters; the beginning and ending sounds of words, and rhyming sounds
VOCABULARY	Knowledge of the meanings of words
READING COMPREHENSION	Understanding of the materials read
LANGUAGE SKILLS Spelling	Identification of the correct spelling of words
MATHEMATICS Math Concepts Math Problems Math Computation	Understanding of basic math concepts and ability to work different types of math problems

Students in grades 3-6 took these tests	Skills Tested . . .
VOCABULARY	Knowledge of the meanings of words
READING COMPREHENSION	Understanding of the materials read
LANGUAGE SKILLS Spelling Capitalization Punctuation Usage	Identification of appropriate spelling, capitalization, and punctuation; usage of grammar rules
WORK-STUDY SKILLS Visual Materials Reference Materials	Reading maps, graphs, and tables; alphabetizing; using an index, dictionary; and other reference materials
MATHEMATICS Math Concepts Math Problems Math Computation	Understanding of mathematical concepts and the ability to do different types of math problems

WHY WAS YOUR CHILD TESTED?

Testing is one way to get information about your child's mastery of these basic skills. Since these skills are essential to your child's continued learning and the District's instructional program, this testing information can be a valuable tool in helping parents, teachers, and students understand how well students have learned these skills. Then parents and teachers can work together with students in improving their basic skills.

The scores for all the students in a school help the principal know more about how the school as a whole is doing. Districtwide scores help the School Board and the administration in understanding the achievement levels of students throughout AISD. The test information helps administrators make plans to ensure the best instruction for all students, just as they aid teachers in planning instruction for individual students.

HOW ACCURATE ARE THESE TEST SCORES?

In most cases, these test scores are a good indication of how a child is performing in school compared to other students across the country. However, these ITBS scores are only one indicator of how well your child has learned the skills tested. Grades, enthusiasm for certain subjects, interest in learning, attitude, and other things should also be used to measure your child's success in school.

WHERE CAN YOU GO IF YOU WANT MORE INFORMATION ABOUT THESE SCORES?

Your child's teacher, school counselor, or principal can answer your questions about ITBS scores during the school year. They can suggest ways for you to help your child learn. The fall parent-teacher conference is one opportunity for you to discuss the test results with the teacher.

WHAT DIFFERENCE DOES THE TEST LEVEL MAKE IN GRADES 4, 5, AND 6?

In grades 4, 5, and 6, the ITBS provides several test levels which are appropriate for the students in each of these grades. We have found that a test which is too hard for a student causes frustration. A test which is too easy is not challenging. When this happens, the student's scores may not be as accurate as desired. Therefore, the level given to your child matched as closely as possible your child's demonstrated skills. The level was chosen by your child's teacher after looking at other test scores.

The label giving your child's test scores has a special note if your child was tested at either a lower or a higher level than most of the students at that grade. If there is no note, your child took the level usually taken at that grade. However, the percentile rank score should be the same no matter which level your child took.

WHAT DO YOUR CHILD'S SCORES MEAN?

You will find your child's ITBS scores at the bottom of the last page of this brochure. First and second graders have 10 scores. These include totals for reading, language skills, and mathematics. However, please note that the total for first and second graders for language skills simply repeats the spelling score.

There are 15 scores for students in grades three through six. These include totals for reading, language skills, work-study skills, and mathematics.

The ITBS is a standardized test. This means that at each grade level, students who take the test receive the same directions and have the same time limits. Because the tests are standardized, we can make estimates about how AISD students who took the test compare with students across the country in a nationwide reference group. This reference group is made up of thousands of students who took the ITBS in 1978 in each grade level from all areas of the country.

**WHAT DO THESE SCORES MEAN?
(AN EXAMPLE)**

The example on this page is given to help you understand what your child's test scores mean. A sample label with scores for Susan Jones is at the bottom of this page. In this example, you can see that Susan made a percentile rank score of 52 in Vocabulary. This means she scored higher on the Vocabulary Test than did 52% of the students in Susan's grade who were part of the nationwide reference group. Therefore, for every 100 students in the nationwide group, Susan's score was higher than 52 of them.

For each grade level, a percentile rank score of 50 is the middle score for all students in the nationwide reference group. The highest percentile rank score is 99; the lowest is 1.

Susan's mathematics scores are marked with an "S" in the row labeled SPECIAL CIRCUMSTANCE. This S means that something happened during the mathematics testing period which made Susan's teacher think Susan's scores may not be accurate. In this case, Susan lost a contact lens during the mathematics tests and could not read well. A record of all teachers' reasons for thinking any scores may be inaccurate are kept at the school.

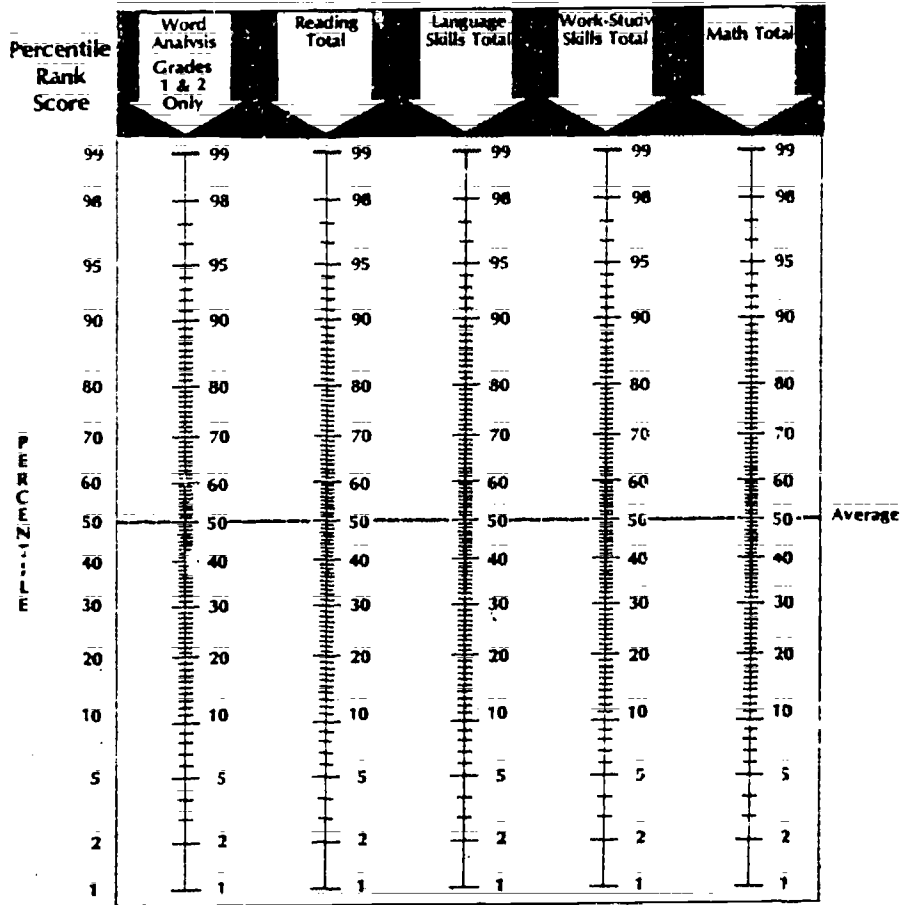
STUDENT NUMBER	STUDENT NAME		SCH. NO.	DATE	LEVEL	FORM	GRADE
4562103	Susan Jones		525	4/82	11	7	5
ITBS	Vocabulary	Reading Comprehension	Mathematics	Spelling	Handwriting	Language	Science
S = SPECIAL CIRCUMSTANCE						S	S
PERCENTILE RANK SCORE	52	56	53	53	47	44	43
	46	54	58	57	14	18	23
	16						

L = Listening WA = Word Analysis RS = Raw Score + = Tarned Unmarked * = Tarned Unmarked

+*These are applicable only in grades 4-6.

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YOUR CHILD'S SCORES ON THE IOWA TESTS OF BASIC SKILLS



NOTE: For first and second grades, the Language Skills Total is the Spelling score.

APPLY SCORE LABEL HERE

YOU MAY WISH TO MARK THESE TEST SCORES ON THE GRAPH ABOVE

IOWA Publication No. 81.39

