

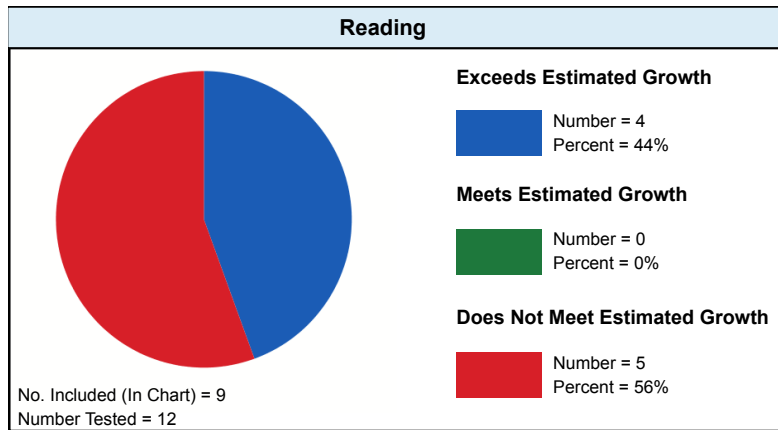
This report is best for:



- Which students in the class are learning the standards in each subject area at a constant rate? \_\_\_\_\_
- In which subject(s) will more instruction need to occur sooner? \_\_\_\_\_
- In which areas are students outpacing the class and national performance in learning the standards? \_\_\_\_\_

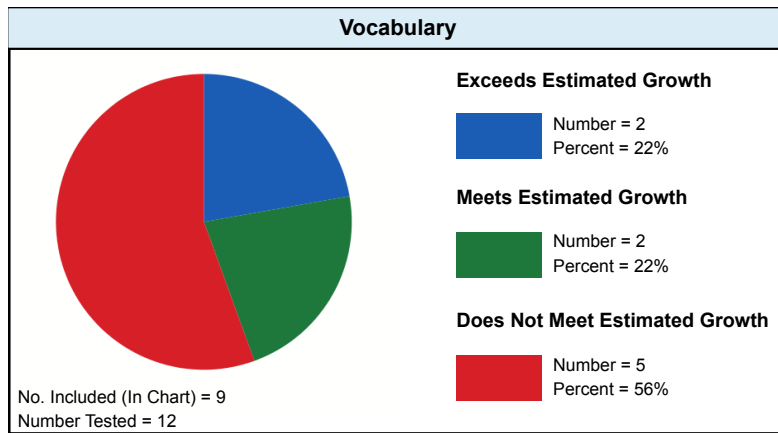
# Iowa Assessments: Estimated Growth Summary Report

**Purpose:** This report provides the number and percentage of students in a group who exceeded, met, or have not met their estimated rate of growth for each content area assessed. Estimated growth identifies the rate at which the student is learning the standards in the assessed area; is the student’s NPR in a content area improving from one administration to the next? The graphs in the report compare 2 back-to-back administrations of the *Iowa Assessments*. The data is useful in identifying the rate at which students are learning the standards and provides information for student strength and growth areas, identifying class areas for improvement, creating instructional groups and student goals, and evaluating program effectiveness.



## Estimated Growth:

- How well a student is maintaining their NPR score (relative position or rank) over a time period.
- **Exceeds** – students who outpaced their classmates and the students in the nation in learning the standards in that content area. Their NPR score improved from 1 administration to the next in a particular subject or domain.



Numbers may not sum to 100% due to rounding

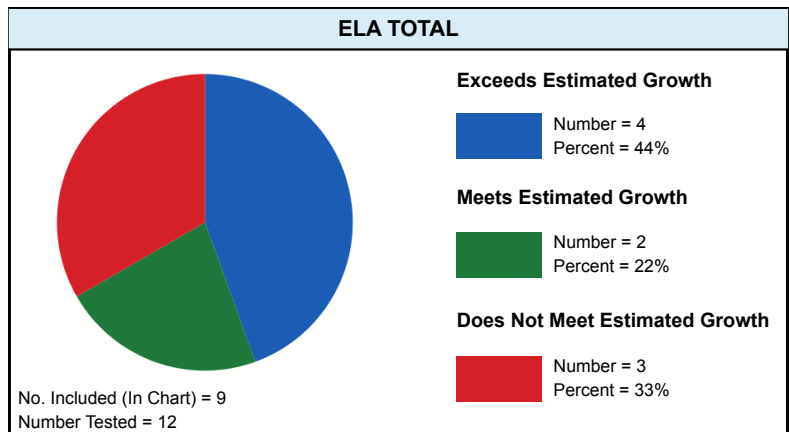
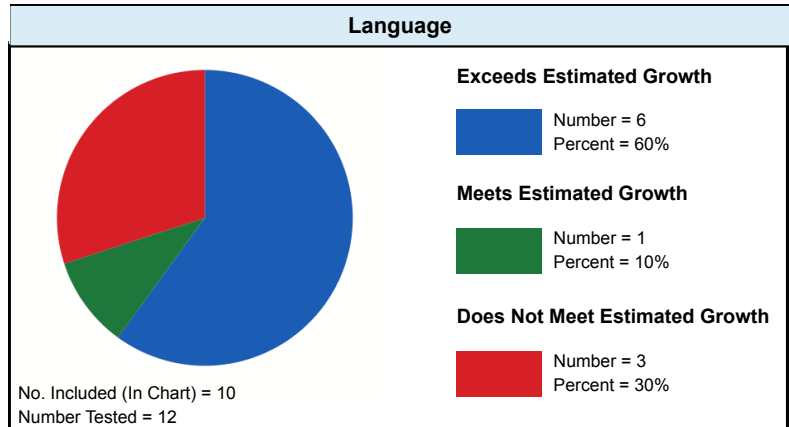


This report is best for:

- Which students in the class are learning the standards in each subject area at a constant rate? \_\_\_\_\_
- In which subject(s) will more instruction need to occur sooner? \_\_\_\_\_
- In which areas are students outpacing the class and national performance in learning the standards? \_\_\_\_\_

**Estimated Growth:**

- **Meets** – students who grew at a steady pace alongside their grade level peers. They maintained their same NPR score from one administration to the next in a particular subject or domain.
  
- **Does Not Meet** – students who progressed at a slower pace than their classmates and those in the nation. Their NPR score decreased from 1 administration to the next.



**How to access this report in *DataManager*:**

- Assessment: *Iowa Assessments*
- Select the test admin date
- Report Type: Group Profile
- Select the grade/level
- Level of Analysis: Test and Composite Analysis
- Display Options: Estimated Growth Summary
- (Optional) Include Math Computation in Math Total & Extended ELA Total in Core and Complete Composite Calculation
- Content Scope: select the tests to view
- Select District, Building, & Class
- Test Administrations: select the administrations for which to compare
- Optional Filters: Population
- (Optional) Save Criteria
- Run Report in Background (can save the report)/Run Report



This report is best for:

- Which students in the class are learning the standards in each subject area at a constant rate? \_\_\_\_\_
- In which subject(s) will more instruction need to occur sooner? \_\_\_\_\_
- In which areas are students outpacing the class and national performance in learning the standards? \_\_\_\_\_



**Additional Ways to View the Data:**

- Run the report & click “Export to PDF/RTF” and “View Report” to print & save the report. Select “Fully Editable RTF” to view the report in Word.
- Click the number or percentage of students in each estimated growth group. The Student Roster report will appear. Click a student’s name to look further at their content area’s score. Click the content area link to view the Student Profile report.



**Other Reports for Review:**

- **Group or Student Profile** – provides a longitudinal line graph of a group or a student’s performance over time on the *Iowa Assessments*. Scores include GE/NPR, SS/NPR, or NCE/NPR. Up to 5 administrations can display on 1 report.
- **Multimeasure Student Roster** – displays up to 10 columns of test level and domain level scores for a class of students. Customizable performance bands and a sorting feature allow for quickly forming student groups. Longitudinal scores can also be viewed in the report.

**Questions for Investigation:**

- In which assessed areas did the greatest number of students exceed their estimated growth? Identify the top 3 areas. Click the “Number =” or the “Percent =” in that content to identify the students in each group. What instructional strategies may have contributed to their high performance? If possible, share with your team your class’s top performing areas and the associated instructional strategies.
- In which assessed areas did more students not meet their estimated growth? Identify the 3 highest areas. Click the “Number =” or the “Percent =” link in each subject or domain to identify the students in each group. What instructional strategies may benefit these students to help them improve in these areas? If needed, gather ideas from your colleagues.



**Key insights**

Teachers will identify the students who are learning the standards in each subject at a slower pace than expected. Results can be used to gather additional instructional strategies for these students in these areas.

Teachers can rank order the subjects to begin additional instruction. \_\_\_\_\_

Teachers will discover the specific students who are meeting and exceeding their estimated amount of growth for each subject. These students may need extension activities in each area. \_\_\_\_\_