



PRIMARY READING PROFILE FOR STUDENT NAME

Iowa Tests of Basic Skills® (ITBS®)

Student: Student Name
 Class: 3rd
 Building: Homeschool
 System: Your City 4656

Student ID:
 Form/Level: A/9
 Test Date: 01/2009
 Norms: 01/01 2005
 Order No.: 000342447

Page: 1 Grade: 3

A student's ability to read is related to success in many areas of school work. This Reading Profile combines information from the reading and reading-related skills measured by various tests in the Iowa Tests of Basic Skills®.

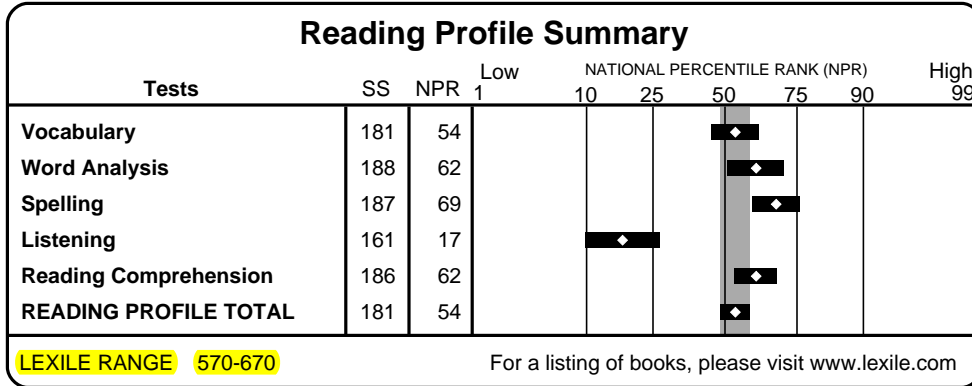
The Vocabulary test measures knowledge of words important in the comprehension of all kinds of reading materials. This test is also the best single measure of general verbal ability in the entire test battery. Vocabulary development contributes to a student's understanding of spoken and written language encountered both in and out of school.

The Word Analysis test measures a student's awareness of sound-to-symbol relationships that play an important role in early literacy development. It also tests a student's ability to identify and analyze word parts. Word Analysis is a particularly useful part of the Reading Profile for students whose comprehension-related skills in reading and/or listening are relatively weak.

The Spelling test measures a student's understanding of how the sounds of spoken English are encoded into written words. Weaknesses in spelling can provide insight into aspects of the reading process that involve word attack skills or the ability to sound out and comprehend unfamiliar words.

The Listening test measures many of the same comprehension skills as a reading test, but for spoken rather than written language. These comprehension skills range from understanding factual details in a story to making inferences, predicting outcomes, and understanding sequences or new concepts. The Listening test is an especially useful indicator of comprehension skills for students whose ability to decode written language is limited.

The Reading Comprehension test measures the ultimate goal of reading: the understanding of written language in a variety of fiction, nonfiction, and poetry. Factual details as well as inferences and generalizations based on the readings are tested.



The shaded portion above highlights the student's overall reading performance.

Tests and Skills	Total Items	No. Att.	%C Stu.	%C Nat.	Diff.	Difference* Student - Nation					
						-20	-10	0	10	20	
Vocabulary											
Vocabulary	29	29	62	60	2						
Word Analysis											
Phonological Awareness and Decoding	11	11	82	68	14						
Initial Sounds	4	4	75	73	2						
Medial Sounds	4	4	75	65	10						
Final Sounds	3	3	100	66	34						+
Identifying and Analyzing Word Parts	24	24	67	64	3						
Silent Letters	4	4	75	68	7						
Initial Syllable	5	5	60	64	-4						
Final Syllable	5	5	60	59	1						
Suffixes	5	5	60	66	-6						
Compound Words	5	5	80	65	15						
Spelling											
Vowels	9	9	78	64	14						
Consonants	8	8	100	66	34						+
Vowel/Consonant Combinations	4	4	75	61	14						
Affixes	3	3	67	52	15						
Correct Spelling	4	4	50	74	-24						

Tests and Skills	Total Items	No. Att.	%C Stu.	%C Nat.	Diff.	Difference* Student - Nation					
						-20	-10	0	10	20	
Listening											
Literal Comprehension	16	16	56	71	-15						
Literal Meaning	4	4	50	77	-27						
Following Directions	4	4	50	64	-14						
Visual Relationships	3	3	67	86	-19						
Sustained Listening	5	5	60	62	-2						
Inferential Comprehension	15	15	47	62	-15						
Inferential Meaning	4	4	50	50	0						
Concept Development	3	3	67	72	-5						
Predicting Outcomes	3	3	0	68	-68						
Sequential Relationships	5	5	60	61	-1						
Reading Comprehension											
Factual Understanding	17	16	53	58	-5						
Inference and Interpretation	12	12	83	58	25						+
Analysis and Generalization	8	8	50	46	4						

* A plus (+) or minus (-) sign in the difference graph indicates that the bar extends beyond +/- 20. No. Att. = Number Attempted %C = Percent Correct

