

TERRANOVA<sup>3</sup>

# Christian School Program

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## Guide to Test Interpretation

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# Introduction

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## Purpose Statement

The Association of Christian Schools International (ACSI) is providing this Guide to Test Interpretation as a complement to its *TerraNova*<sup>TM</sup>3 Christian School Program (CSP). Developed as a resource for schools, this guide offers descriptions of reports, definitions and interpretations of scores, and general information about using the testing data appropriately. We encourage administrators and teachers to examine and analyze the testing data as a component of an informed decision-making model. The goal of examining the testing data is to improve student academic achievement for every Christian School Program (CSP) student and to increase the effectiveness of teaching and learning in every CSP school.

## Christian School Program (CSP): *TerraNova* Assessment Program

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In partnership with Data Recognition Corporation (DRC), ACSI provides Christian School Program member schools a standardized assessment program based on *TerraNova, Third Edition (TerraNova 3)* Christian School Program. This testing program combines *TerraNova 3, Complete Battery; PLUS* tests; and the Bible Assessment into one assessment known collectively as *TerraNova 3, CSP Edition*. In addition, *InView*<sup>TM</sup>, an innovative cognitive-abilities assessment, is offered for grades 2–12.

## *TerraNova 3, CSP Edition*— Complete Battery (Grades K–12)

### TEST DEVELOPMENT

The CSP Edition Complete Battery is a set of content-area subtests comprised of selected-response items from *TerraNova 3, Form G*. *TerraNova 3* meets the highest technical standards of the testing industry and incorporates the most current innovations in measurement methodology. The result is a valid, reliable assessment that meets rigorous psychometric standards. This ensures results that accurately measure and report your students' performance relative to the latest national norms.

Items were tested with students and evaluated by teachers across the nation to measure the accuracy, validity, and grade-level appropriateness of the assessment content. This research provided actual classroom reaction from a large sample of educators. Finally, classroom teachers and other curriculum experts provided a comprehensive review.

#### **TIMED ASSESSMENT**

*TerraNova 3* has time limits that are designed to minimize the effect of speediness and to maximize the validity and instructional relevance of the assessment results. The time limits add to the standardized nature of the assessment since all students are taking the test under the same conditions. To ensure the most valid and useful measures of achievement possible, DRC sets appropriate administration time limits that facilitate student completion.

#### **CURRENT NORMS**

The Christian School Program strives to provide the most current norms available to ensure accurate comparisons between CSP students' achievement and the national picture. As such, beginning in spring 2019, the *TerraNova 3*, CSP Edition norm-referenced results were updated from 2011 norms to 2017 norms. These revised norms are reported on both the *TerraNova 3* paper reports as well as the *TerraNova 3* results in Assessment Data Online. In certain cases, some reports will have pages or parts that reflect data not applicable to the 2017 norms. These pages will instead include the 2007 norms.

These new *TerraNova 3* norms are anchored in the 2007 large scale *TerraNova 3* national standardization study updated with a large convenient sample of students tested in 2017; sophisticated statistical procedures were used to yield precise data. The resulting norms ensure that the comparison of CSP students' performance to the national norm group reflects current expectations and performance nationwide.

As CSP schools transition from the 2011 norms used previously to the to the 2017 norms, minor shifts in year-to-year *TerraNova 3* results are to be expected. In most cases, the National Percentile (NP) differences will be minor, typically within 1 to 2 percentile points. For example, a third-grade student with a Reading Scale Score of 606 would receive a NP score of 23 on 2011 norms; with 2017 norms, this same Scale Score yields a NP of 25. Similarly, a third-grade Reading Scale Score of 650 would result in a 2011-based NP of 76 and a 2017-based NP of 74. Such variations are expected when updating norms and reflect the most recent fluctuations in national performance.

#### **STANDARDS ALIGNMENT**

*TerraNova 3* is an assessment system designed to measure concepts, processes, and skills taught throughout the nation. Items are organized by content categories reflecting educational objectives found in state, district, and diocesan curriculum frameworks; in major textbooks, basal series, and instructional programs; and in national standards publications. *TerraNova 3* aligns to the framework of the National Assessment of Educational Progress (NAEP).

### Content Area Standards Alignment:

- Reading—International Reading Association and National Council of Teachers of English
- Mathematics—National Council of Teachers of Mathematics
- Science—National Science Standards and Frameworks
- Social Studies—National Council for the Social Studies

### CONTENT

**Reading**-item content features high-interest passages chosen to engage and motivate students to perform their best. DRC uses a wide range of genres, including texts from authentic sources, to expose students to a variety of works from various times and places.

**Language**-item content assesses students' skills in the key components of language proficiency.

**Mathematics** assessments include items that are set in real-world contexts with contemporary topics.

**Science** assesses students' understanding relative to life, the planet Earth, and physical sciences; the nature of science; and science inquiry.

**Social Studies** emphasizes the interrelationships of history, geography, governments, and economics.

## Included in *TerraNova 3*, CSP Edition

### PLUS TESTS

Also included in the CSP Edition are five PLUS tests, which are designed to provide the school with baseline and diagnostic data in these foundational skill areas:

- Word Analysis
- Spelling
- Vocabulary
- Math Computation
- Language Mechanics

These tests are included in the test books and scored at no extra cost. Schools may choose to administer all, some, or none of these tests when administering the *TerraNova 3*, CSP Edition.

### BIBLE ASSESSMENT

The Bible Assessment subtest of the *TerraNova 3*, CSP Edition allows Christian school educators to assess and demonstrate how much biblical knowledge students have acquired. This subtest can help them know the strengths of the Bible instructional program by assessing not only students' Bible knowledge, but also their understanding and application of Scripture. In addition, the assessment also serves as a tool to assist with evaluating the Bible curriculum and promoting dialogue among the staff and the school community.

For more information on the Bible Assessment, please see the Bible Assessment Subtest Administrator's Guide.

# Cognitive Skills and Abilities Assessment

The Christian School Program also provides schools the opportunity to assess their students' cognitive skills and abilities with *InView*, which may be administered in conjunction with *TerraNova 3*, CSP Edition for grades 2–12.

## ***INVIEW (GRADES 2–12)***

*InView* is an innovative cognitive-abilities assessment comprised of five tests that reliably measure skills and abilities important for academic success:

- Verbal Reasoning—Words
- Verbal Reasoning—Context
- Sequences
- Analogies
- Quantitative Reasoning

*InView* provides the Cognitive Skills Index. As *InView* is administered with the *TerraNova 3*, CSP Edition, schools will also receive Anticipated Achievement scores. Use *InView* results to help plan effective programs for your students, diagnose possible learning disabilities, and screen students for placement in special programs.

## Resources for *TerraNova, Third Edition*

### **TEACHER'S GUIDE TO *TERRANOVA, THIRD EDITION***

This valuable resource for both administrators and teachers provides a clear understanding of what *TerraNova 3* is, how it was developed, and how test results may be used to facilitate teaching and learning. Schools may use this tool to better understand the assessment's content objectives and how they connect with the school's curriculum and instructional program.

### **CLASSROOM CONNECTIONS TO *TERRANOVA***

The Classroom Connections to *TerraNova* Assessment Series contains information to help the teacher more fully understand the *TerraNova* assessment and then make enhanced connections between the objectives assessed and classroom instruction. In addition, practice materials are included to develop students' familiarity with standardized testing. These materials are provided on a single CD, covering grades 2 through 9.

### **A HOME GUIDE TO UNDERSTANDING TESTS**

The Home Guide helps parents or guardians and students understand different types of tests, learn how to prepare for testing, and know how to use test data.

## BEYOND THE NUMBERS

Beyond the Numbers: A Guide to Interpreting and Using the Results of Standardized Achievement Tests is a comprehensive guide that explains the purpose of standardized achievement tests, lists appropriate uses of standardized achievement tests, lists appropriate uses of test data, and provides general guidelines for interpreting and using test results.

## Scoring Services

Scoring services are ordered when completing the Online Enrollments for machine scoring.

### CSP SCORE REPORTS PACKAGE

PDFs of a school's assessment reports will be posted in the DRC INSIGHT Portal and the following paper reports will be included in the CSP Score Reports Package:

- Assessment Summary—2 copies
- Group List Report—2 copies
- Objectives Report—2 copies
- Individual Profile Report—2 copies
- Student Record Label—1 copy
- Bible Assessment Summary Report—2 copies
- Bible Assessment Roster Report—2 copies
- Bible Assessment Student Report—2 copies

CSP Score Reports Packages
<i>TerraNova 3 Scoring K-3</i>
<i>TerraNova 3 Scoring 4-12</i>
<i>TerraNova 3 InView Scoring 2-3</i>
<i>TerraNova 3 InView Scoring 4-12</i>

- **Note that *TerraNova* reports use a combination report format (*TerraNova, InView*). For students who only take *TerraNova Complete Battery*, the reporting area for the *InView* assessment will not have scores and will indicate that the assessment wasn't taken (see sample reports in the Reports section of this document).**
- **You will not be invoiced for the *InView* assessment if it was not administered for your respective grade.**

In addition, student data will be available in Assessment Data Online (ADOL), the customized online component of the CSP Score Reports Package, a powerful web-based system that provides administrators, principals, and teachers the information needed to review and analyze assessment results for *TerraNova 3 InView* and the CSP Bible Assessment. This secure system is restricted, meaning users must access their data via a log-in and password.

The capabilities of this system allow educators to review assessment data in a variety of ways, including:

- Customize online reports using filters to narrow a report to specific factors, such as content area, grade level, specific score type, and specified student demographics
- Export report data to Excel software
- Compare and examine test scores to bring critical learning needs into focus for all students
- Aggregate and disaggregate data into groups of students for differentiating instruction

## SCORE TYPES

The following are types of scores used to report the *TerraNova 3*, CSP Edition/*InView* test results:

- Scale Score
- National Percentile
- Normal Curve Equivalent
- National Stanine
- Grade Equivalent
- CSP Percentile and Stanine
- Cognitive Skills Index (*InView*)
- Anticipated Achievement Score (*TerraNova 3 InView*)
- Lexiles® (included in Assessment Data Online)

See “Interpretation of Scores” for information about the scores provided on the paper reports and their PDF versions, and see “Reports” for details about each report type provided to schools in the CSP Score Reports Package.

# Interpretation of Scores

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## Norm-Referenced Score Interpretations of *TerraNova*, Third Edition

Norm-referenced test information compares the achievement of individual students and groups of students with national performance. A variety of scores can be used to make these comparisons, such as the Scale Score, National Percentile, Normal Curve Equivalent, and Stanine. Norm-referenced scores are reported on a number of *TerraNova 3* reports, including the Assessment Summary, the Group List Report, and the Individual Profile Report.

### SCALE SCORE

A Scale Score is a score on an even-interval numeric scale that spans the complete range of Kindergarten through grade 12. These scores can range in value from approximately 100 to 900. On *TerraNova 3*, Scale Scores are “level independent,” meaning that these scores overlap test levels. For example, any given fourth-grade student is expected to obtain the same Scale Score regardless of whether the student took *TerraNova 3*, Level 14 or Level 15.

Because Scale Scores are even-interval, they can be used to compute arithmetical averages. Scale Scores within a content area can also be compared over time within a group of students or across grade levels to determine trends and patterns. However, Scale Scores cannot be compared across content areas since each content area has its own separately calculated Scale Score range within a test level. A limitation of Scale Scores is that they have no inherent or readily apparent meaning for non-assessment experts. Other scores, such as National Percentiles, describe students’ performance more clearly for most educators and the public.

### NATIONAL PERCENTILE

The National Percentile (NP) is the best score for describing test results to persons who are not assessment experts. A National Percentile score ranks test performances from 1 to 99. For example, a NP score (or rank) of 65 means that the student’s score is higher than the scores of 65 percent of the students in the norm group for that grade and time of year.

The NP is a non-equal-interval scale, meaning that the distance between two NPs has different meanings at different points on the scale. For example, the distance between 9 NP and 10 NP is much larger than the distance between 50 NP and 51 NP. Thus, NPs cannot be treated arithmetically; that is, they cannot be averaged directly. Similarly, adding or subtracting NPs can sometimes be misleading when describing gains or losses in test scores.

**NORMAL CURVE EQUIVALENT**

The Normal Curve Equivalent (NCE) was developed specifically to compute averages and calculate differences when comparing test scores. Like NPs, NCEs range from 1 to 99, but unlike NPs, NCEs are an equal-interval scale and can be treated arithmetically. Thus, NCEs are useful in determining trends or calculating gains and losses across scores within a content area. NCEs are also the preferable score when averaging scores or when comparing gains, losses, or trends across content areas. Frequently, NCE averages or differences are converted to NPs, since NPs and NCEs coincide at the 1st, 50th, and 99th points on each scale. A look-up table is used to cross-reference NPs and NCEs, found on page 23 of the Beyond the Numbers brochure and presented below.

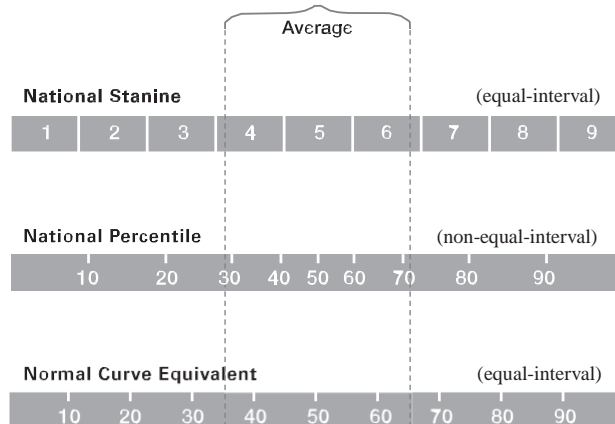
**Look-Up Table Between National Percentiles and Normal Curve Equivalents (NCEs)**

National Percentile	Mean NCE	National Percentile	Mean NCE	National Percentile	Mean NCE
99	99	66	59	33	41
98	93	65	58	32	40
97	90	64	58	31	40
96	87	63	57	30	39
95	85	62	56	29	38
94	83	61	56	28	38
93	81	60	55	27	37
92	80	59	55	26	36
91	78	58	54	25	36
90	77	57	54	24	35
89	76	56	53	23	34
88	75	55	53	22	34
87	74	54	52	21	33
86	73	53	52	20	32
85	72	52	51	19	32
84	71	51	51	18	31
83	70	50	50	17	30
82	69	49	49	16	29
81	68	48	49	15	28
80	68	47	48	14	27
79	67	46	48	13	26
78	66	45	47	12	25
77	66	44	47	11	24
76	65	43	46	10	23
75	64	42	46	9	22
74	64	41	45	8	20
73	63	40	45	7	19
72	62	39	44	6	17
71	62	38	44	5	15
70	61	37	43	4	13
69	60	36	42	3	10
68	60	35	42	2	7
67	59	34	41	1	1

## NATIONAL STANINE

The National Stanine is a scale that divides the scores of the norm group into nine units. A Stanine is similar to Scale Scores and NCEs in that it is an equal-interval scale and can be treated arithmetically. Stanines are single-digit numbers, so they lack precision in describing scores. For example, a student with a National Stanine of 5 could have a NP as low as 41 and as high as 59.

There is a constant relationship among National Percentiles, Normal Curve Equivalents, and Stanines. The chart below shows the relationship across NPs, NCEs, and Stanines.



More detailed information about interpreting an individual student's norm-referenced scores and a group's norm-referenced scores is described in the Beyond the Numbers brochure.

Please note that the National Percentile, National Stanine, and the Normal Curve Equivalent are not reported for Level 10 (all content areas) and Level 11 for Science, Social Studies, and all Plus tests during fall administrations.

## GRADE EQUIVALENT

The Grade Equivalent (GE) indicates the year and month of school for which the student's level of performance is typical. For example, a Grade Equivalent of 8.5 means that the student's achievement is typical of students who have completed the fifth month of Grade 8, where September is designated as .0 and June as .9. It is important to use caution when interpreting a Grade Equivalent. For example, a student in Grade 3 may attain a Grade Equivalent of 6.6. This does not mean that the student is capable of doing sixth-grade work, only that the student is scoring well above average for Grade 3. In general, a Grade Equivalent that is within about two years of the student's actual grade placement is generally considered an accurate description of the student's level of achievement.

# Criterion-Referenced Score Interpretations of *TerraNova*, Third Edition

Criterion-referenced test information allows educators to review students' mastery of the instructional content standards assessed on *TerraNova 3*. Information about the *TerraNova* objective structure as well as the subskills assessed for each content area at each K–12 level can be found in the Teacher's Guide to *TerraNova*, Third Edition, Parts 3 and 4. The *TerraNova 3* reports containing criterion-referenced results for CSP schools are the Objectives Report and the Individual Profile Report. There are three types of criterion-referenced data on these reports: the Objectives Performance Index, the Objectives Mastery Level, and the Moderate Mastery Range.

## OBJECTIVES PERFORMANCE INDEX

Each objective in a *TerraNova 3* content area is measured by at least four items, and each item is scored on three separate factors, such as item difficulty and item discrimination. Using these item factors and based on students' responses to the items measuring a single objective, an Objectives Performance Index (OPI) is calculated. The OPI is a statistical estimate of the number of points a student would be expected to obtain if there had been 100 similar items measuring that objective on *TerraNova 3*. The OPI scale runs from 0 to 100 and students' OPI scores are typically expressed as two-digit numbers. OPI results enable educators to identify the objectives within a content area for which further instruction is indicated and those for which a satisfactory level of achievement has been attained.

## OBJECTIVES MASTERY LEVELS

On the Objectives Report and the Individual Profile Report, three levels of mastery are reported for each objective assessed in each content area. These mastery levels are determined based on students' OPI scores for each objective.

- **High Mastery**, shown by a completely filled circle (●), indicates a strong grasp of the skills assessed for the objective.
- **Moderate Mastery**, shown by a half-filled circle (◐), indicates that students have some grasp of the skills assessed for the objective, but performance is not yet proficient for this level. Moderate Mastery suggests that further instruction, support, or practice is needed in the skills assessed under this objective.
- **Low Mastery**, shown by an open circle (○), indicates minimal grasp of the skills assessed for the objective and suggests that foundational skills may need to be reinforced in addition to further skills-related instruction and practice.

## MODERATE MASTERY RANGE

Moderate Mastery is reported in relation to the Moderate Mastery Range for each objective in a content area. A placement on this range indicates that a student is “progressing,” i.e., has some skills in relation to this objective but is not yet “proficient” for this level and needs further instruction, support, or practice to become proficient at this level.

The Moderate Mastery Range is calculated separately for each objective in a content area and will vary from objective to objective. A student's or group of students' position on the Moderate Mastery Range, e.g., near the lower end or the upper end, can help inform curricular- or instructional-related decisions, such as determining the effectiveness of past instruction or possible instructional grouping for follow-up instruction. This range is reported graphically on the Objectives Report; it is reported numerically and graphically on the Individual Profile Report. On the Objectives Report and the Individual Profile Report, a half-filled circle indicating Moderate Mastery means that the student's score would fall within the Moderate Mastery Range for that objective.

## *InView* Scores

The Christian School Program includes the optional *InView* cognitive abilities tests for grades 2–12. Schools using *InView* will receive Cognitive Skills Index scores. They will also receive Anticipated Achievement scores for grades 2 through 12. These scores can help identify gifted students or detect potential learning problems.

### **COGNITIVE SKILLS INDEX**

The score indicating overall cognitive ability is the Cognitive Skills Index (CSI). The CSI is an age-dependent score based on students' performance on *InView*; it considers overall cognitive ability and does not have specific sub-scores. The CSI scale has a mean (average) score of 100 with a standard deviation of 16; the average range is from 84 to 116.

### **ANTICIPATED ACHIEVEMENT SCORE**

An Anticipated Achievement score is a statistical estimate of the achievement expected in each content area for a student or group of students of similar age, grade, and cognitive abilities. Different scales can be used to report Anticipated Achievement, such as the Anticipated Achievement National Percentile (AANP) and the Anticipated Achievement Normal Curve Equivalent (AANCE). The Anticipated Achievement scores, in combination with the CSI scores, can help identify students who may benefit from more support or enrichment. Anticipated Achievement scores are available for students in grades 2–12.

### **DIFF SCORE**

Within each content area, a comparison is made between the student's actual achievement score (or Obtained score) on *TerraNova 3* and the Anticipated Achievement score on *InView*. If actual achievement is significantly higher or lower than the Anticipated score, that difference (DIFF) is noted. A DIFF indication on a report means the achievement difference would occur by chance alone 20 percent or less of the time.

## The Lexile Measure

Lexiles are scores from a research-based reading scale that is widely used to determine a student's reading ability as well as a text's difficulty. This scale has been linked to *TerraNova*, allowing a Lexile score to be generated measuring a student's reading ability according to the student's performance on the *TerraNova 3*, CSP Edition Reading subtest for Levels 11–18 (typically grades 1–8). Lexile scores for students are found in the Assessment Data Online system on the Class dashboard by clicking individual students' names.

A *TerraNova* Lexile score will be a 3- or 4-digit number. The scores are used for a variety of purposes, though for grade 1 they should be interpreted with caution as their accuracy is limited by the short, simple texts often found at that grade level. Students' Lexile scores are expected to increase as they move across grade levels; thus, a student's Lexile scores can be tracked over time to determine his or her reading progress. Lexiles may also be used to check if a student's reading level is at, above, or below grade-level expectations, using a table such as the Lexile targets below. In addition, Lexiles are used to assess a text's difficulty, making it possible to use a student's Reading Lexile from *TerraNova 3* to select books at the appropriate reading level for an individual.

Grade Band	Approximate Lexile Band
Grade 1	<i>Not available</i>
Grades 2–3	450L–730L
Grades 4–5	640L–850L
Grades 6–8	860L–1010L

Source: MetaMetrics®, <https://www.lexile.com>

## Performance Levels

DRC was an industry innovator when it chose to make *TerraNova* the first nationally normed assessment to make use of the Bookmark Standard Setting Procedure™ and develop performance level descriptors. Performance level descriptors have been written for every edition of *TerraNova* since, including *TerraNova, Third Edition*. Performance levels indicate what students can do in terms of the content and skills measured by a particular test. Lookups for all grade levels may be found in the table beginning on page 16. The performance level descriptors describe how students use skills and knowledge and offer concrete details about a student's academic performance.

Students who take the *TerraNova* Reading, Language, Mathematics, Science, or Social Studies tests can be placed in one of five performance levels according to their test Scale Scores. Each performance level has a descriptor: a description of the knowledge, skills, and abilities typically held by students in that performance level. By examining the descriptor for a level in which a student has been placed, teachers, parents/guardians, and the student can gain an understanding of the student's current progress. Also, by examining the descriptor of the next-higher performance level, it is possible to see what skills the student must be able to demonstrate consistently in order to move to the next level. Performance level information can be used to help plan individual instructional goals for the student. Group planning is also made easier by reports that group students according to their performance levels in the different content areas.

The five performance levels, in order from highest to lowest, are as follows:

- Advanced (5)
- Proficient (4)
- Nearing Proficiency (3)
- Progressing (2)
- Step 1, Grades 3–12 (1)
- Starting Out, Grades 1 and 2 (1)

DRC developed performance levels for four grade groups (covering Levels 11–21/22 of *TerraNova 3*) in order to demonstrate student growth within generally agreed-upon academic developmental periods.

These grade groupings are as follows:

- Test Levels 11 and 12 form the Primary Grade Group (grades 1 and 2)
- Test Levels 13, 14, and 15 form the Elementary Grade Group (grades 3–5)
- Test Levels 16, 17, and 18 form the Middle School Grade Group (grades 6–8)
- Test Levels 19, 20, and 21/22 form the High School Grade Group (grades 9–12)

**Please note that the performance level information provided on the Assessment Summary (see page 18) is determined based on these grade groupings.**

#### PERFORMANCE LEVEL DESCRIPTORS

The Teacher’s Guide to *TerraNova, Third Edition*, pages 259–277, provides the performance level descriptors for the five content areas in *TerraNova 3*, Form G—Reading, Language, Mathematics, Science, and Social Studies. Each content area is introduced by defining the domain, as represented in the *TerraNova3* assessments.

#### PERFORMANCE LEVEL CUT SCORES

As noted above, the performance level information provided on the Assessment Summary is determined based on the grade groupings. The five performance levels in each grade group are intended to be viewed as steps along a path toward the goal of Proficient or Advanced performance level placement by the time a student completes the highest grade in the grade group.

When using the performance levels as an indicator of student progress, both the performance level and the grade of the student must be considered. For example, in the Elementary Grade Group (Levels 13, 14, and 15), the performance levels represent steps on the path to fifth-grade proficiency. Thus, the goal is to achieve Proficient or Advanced placement by the end of Grade 5. That is, students who attain Proficient or Advanced placement in a particular grade group are considered to have attained the goals commonly set forth in the curriculum of the highest grade in that grade group.

### Performance Level Cut Scores

Performance Level	Grade Group							
	Primary		Elementary		Middle School		High School	
	Lower Cut	Upper Cut	Lower Cut	Upper Cut	Lower Cut	Upper Cut	Lower Cut	Upper Cut
<b>Reading</b>								
(5) Advanced	655	---	703	---	729	---	765	---
(4) Proficient	616	654	671	702	696	728	731	764
(3) Nearing Proficiency	581	615	638	670	665	695	699	730
(2) Progressing	554	580	605	637	637	664	673	698
(1) Step 1	---	553	---	604	---	636	---	672
<b>Language</b>								
(5) Advanced	*	*	705	---	724	---	765	---
(4) Proficient	*	*	673	704	692	723	729	764
(3) Nearing Proficiency	*	*	643	672	665	691	696	728
(2) Progressing	*	*	612	642	638	664	668	695
(1) Step 1	*	*	---	611	---	637	---	667
<b>Mathematics</b>								
(5) Advanced	623	---	699	---	743	---	797	---
(4) Proficient	581	622	669	698	709	742	759	796
(3) Nearing Proficiency	549	580	634	668	677	708	723	758
(2) Progressing	518	548	599	633	649	676	691	722
(1) Step 1	---	517	---	598	---	648	---	690
<b>Science</b>								
(5) Advanced	650	---	701	---	739	---	778	---
(4) Proficient	594	649	663	700	703	738	742	777
(3) Nearing Proficiency	557	593	630	662	678	702	712	741
(2) Progressing	525	556	594	629	650	677	684	711
(1) Step 1	---	524	---	593	---	649	---	683
<b>Social Studies</b>								
(5) Advanced	649	---	700	---	732	---	766	---
(4) Proficient	608	648	668	699	693	731	728	765
(3) Nearing Proficiency	574	607	634	667	660	692	694	727
(2) Progressing	552	573	602	633	634	659	673	693
(1) Step 1	---	551	---	601	---	633	---	672

\* Language test is not administered in the Primary grade group.

Although performance level information provided in the Assessment Summary is based on grade groupings, the table on the following pages provides performance level cut scores for *each* grade level, rather than by grade grouping. The table displays *TerraNova 3* empirical (\*) and interpolated performance level cut scores by Scale Score for each content area and level of *TerraNova 3*, Complete Battery, including Level 10. (Interpolated cut scores are rounded up.) Using this table allows educators to compare a student's performance to a criterion-referenced proficiency level based on the national standard-setting conducted by DRC. (Please see the *TerraNova, Third Edition* Technical Report, pages 321–324, for information on cut score validation.) To determine a student's proficiency level on *TerraNova 3*, use the student's Scale Score in a content area and assessment level to look up where it falls on the table. You may also use the mean Scale Score for groups of students (e.g., all sixth graders, or all students in a class, or all gifted and talented students) to determine the average proficiency level for that specific group of students. Note that the PLUS tests and Bible Assessment subtest of the *TerraNova 3*, CSP Edition had their own standard-setting apart from the one conducted for *TerraNova 3*, Complete Battery; see all performance level tables in Assessment Data Online.

The Lowest Obtainable Scale Score (LOSS) and the Highest Obtainable Scale Score (HOSS) information in the table simply establish the range of Scale Scores that were used in the standard-setting procedure. These scores are established for students based on a rational but necessarily non-maximum likelihood procedure. (For more details, please see the *TerraNova, Third Edition* Technical Report, page 196.)

**Performance Level Cut Scores Table**

<b>LEVEL 10*</b>	<b>Reading</b>	<b>Language</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
Advanced (5)	570–626	597–620	535–629	n/a	n/a
Proficient (4)	527–569	544–596	491–534	n/a	n/a
Nearing Prof. (3)	494–526	507–543	452–490	n/a	n/a
Progressing (2)	470–493	484–506	415–451	n/a	n/a
Starting Out (1)	355–469	325–483	290–414	n/a	n/a
LOSS/HOSS	355/626	325/620	290/629	n/a	n/a
<b>LEVEL 11*</b>	<b>Reading</b>	<b>Language</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
Advanced (5)	622–701	649–680	585–680	617–692	629–651
Proficient (4)	581–621	598–648	542–584	566–616	590–628
Nearing Prof. (3)	545–580	557–597	505–541	530–565	552–589
Progressing (2)	519–544	530–556	471–504	498–529	529–551
Starting Out (1)	407–518	400–529	324–470	345–497	385–528
LOSS/HOSS	407/701	400/680	324/680	345/692	385/651
<b>LEVEL 12*</b>	<b>Reading</b>	<b>Language</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
Advanced (5)	655–722	666–706	623–720	650–743	649–720
Proficient (4)	616–654	621–665	581–622	594–649	608–648
Nearing Prof. (3)	581–615	588–620	549–580	557–593	574–607
Progressing (2)	554–580	560–587	518–548	525–556	552–573
Starting Out (1)	423–553	424–559	347–517	361–524	395–551
LOSS/HOSS	423/722	424/706	347/720	361/743	395/720
<b>LEVEL 13</b>	<b>Reading</b>	<b>Language</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
Advanced (5)	671–750	676–730	665–740	673–759	664–745
Proficient (4)	639–670	637–675	625–664	624–672	634–663
Nearing Prof. (3)	608–638	605–636	592–624	589–623	603–633
Progressing (2)	579–607	577–604	559–591	556–588	578–602
Step 1 (1)	427–578	455–576	385–558	400–555	430–577
LOSS/HOSS	427/750	455/730	385/740	400/759	430/745
<b>LEVEL 14</b>	<b>Reading</b>	<b>Language</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
Advanced (5)	689–780	686–757	683–770	687–799	687–763
Proficient (4)	653–688	654–685	651–682	645–686	658–686
Nearing Prof. (3)	622–652	625–653	616–650	611–644	621–657
Progressing (2)	593–621	595–624	578–615	574–610	589–620
Step 1 (1)	433–592	465–594	403–577	421–573	460–588
LOSS/HOSS	433/780	465/757	403/770	421/799	460/763
<b>LEVEL 15*</b>	<b>Reading</b>	<b>Language</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
Advanced (5)	703–790	705–782	699–797	701–809	700–770
Proficient (4)	671–702	673–704	669–698	663–700	668–699
Nearing Prof. (3)	638–670	643–672	634–668	630–662	634–667
Progressing (2)	605–637	612–642	599–633	594–629	602–633
Step 1 (1)	475–604	480–611	430–598	440–593	495–601
LOSS/HOSS	475/790	480/782	430/797	440/809	495/770

Performance Level Cut Scores Table cont.

<b>LEVEL 16</b>	<b>Reading</b>	<b>Language</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
Advanced (5)	712–800	710–808	721–820	713–833	713–786
Proficient (4)	678–711	681–709	688–720	673–712	676–712
Nearing Prof. (3)	643–677	650–680	652–687	642–672	638–675
Progressing (2)	615–642	620–649	621–651	608–641	608–637
Step 1 (1)	486–614	495–619	477–620	473–607	505–607
LOSS/HOSS	486/800	495/808	477/820	473/833	505/786
<b>LEVEL 17</b>	<b>Reading</b>	<b>Language</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
Advanced (5)	717–810	718–814	728–850	725–842	726–793
Proficient (4)	687–716	688–717	695–727	687–724	688–725
Nearing Prof. (3)	656–686	659–687	661–694	660–686	650–687
Progressing (2)	626–655	627–658	634–660	632–659	619–649
Step 1 (1)	498–625	502–626	487–633	483–631	515–618
LOSS/HOSS	498/810	502/814	487/850	483/842	515/793
<b>LEVEL 18*</b>	<b>Reading</b>	<b>Language</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
Advanced (5)	729–820	724–819	743–872	739–857	732–803
Proficient (4)	696–728	692–723	709–742	703–738	693–731
Nearing Prof. (3)	665–695	665–691	677–708	678–702	660–692
Progressing (2)	637–664	638–664	649–676	650–677	634–659
Step 1 (1)	507–636	523–637	502–648	487–649	523–633
LOSS/HOSS	507/820	523/819	502/872	487/857	523/803
<b>LEVEL 19</b>	<b>Reading</b>	<b>Language</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
Advanced (5)	734–833	735–829	759–877	747–870	738–813
Proficient (4)	704–733	700–734	722–758	713–746	701–737
Nearing Prof. (3)	676–703	672–699	689–721	687–712	669–700
Progressing (2)	649–675	647–671	660–688	661–686	648–668
Step 1 (1)	512–648	530–646	513–659	489–660	530–647
LOSS/HOSS	512/833	530/829	513/877	489/870	530/813
<b>LEVEL 20</b>	<b>Reading</b>	<b>Language</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
Advanced (5)	751–838	747–835	777–892	757–893	748–821
Proficient (4)	717–750	712–746	738–776	722–756	712–747
Nearing Prof. (3)	685–716	682–711	704–737	694–721	678–711
Progressing (2)	656–684	655–681	671–703	666–693	653–677
Step 1 (1)	529–655	535–654	530–670	501–665	548–652
LOSS/HOSS	529/838	535/835	530/892	501/893	548/821
<b>LEVELS 21/22*</b>	<b>Reading</b>	<b>Language</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
Advanced (5)	765–866	765–852	797–915	778–910	766–848
Proficient (4)	731–764	729–764	759–796	742–777	728–765
Nearing Prof. (3)	699–730	696–728	723–758	712–741	694–727
Progressing (2)	673–698	668–695	691–722	684–711	673–693
Step 1 (1)	542–672	551–667	560–690	538–683	558–672
LOSS/HOSS	542/866	551/852	560/915	538/910	558/848

# Reports

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## *TerraNova, Third Edition,* Complete Battery Reports

A comprehensive assessment program produces considerable data. Test results are most useful when they are organized in a way that allows teachers and other educators to focus on the information most relevant to them. Reports for the Complete Battery of *TerraNova, Third Edition* are designed to meet this need by making it easier to use test results for educational purposes. The reports inform students and their parents/guardians of test results and assess the achievement of individuals as well as groups of students. The sample reports on the following pages are examples of each report you will receive in the CSP Score Reports Package. The CSP norms, reported as a Local Percentile Rank and Local Stanine (LP-LS), are included on the Individual Profile Report and the Student Label. Please note that boxed numbers are used in the sample reports to highlight specific sections to which the descriptive text underneath refers.

NOTE: Many sample reports include both the *TerraNova 3, Complete Battery* **and** the PLUS tests content areas. If a school only administers the Complete Battery, there are fewer content areas displayed on the reports. Bible Assessment data are reported separately (see pages 50 through 54).

For additional information, visit the CSP Student Assessment Support page at [www.purposefuldesign.com](http://www.purposefuldesign.com) for information related to the *TerraNova 3* score reports; also, review Part 7, “Understanding and Using Test Results,” in the Teacher’s Guide to *TerraNova, Third Edition*.

### **2017 NORMS**

As stated in the Current Norms section (page 2) of this guide, beginning in the spring 2019 test administration, CSP transitioned from 2011 norms to 2017 norms. The 2017 norms affect Norm-referenced scores only, such as Scale Score, National Percentile (NP), Stanine, Local Percentile-Local Stanine, and Normal Curve Equivalent (NCE). Criterion-referenced scores retain the 2007 norms, which include the Objective Performance Index (OPI) and performance levels (Advanced, Proficient, Nearing Proficient, Progressing, and Starting Out).

### **ASSESSMENT SUMMARY**

The Assessment Summary is designed to help school administrators evaluate the overall effectiveness of educational programs by presenting test results at the school level for each grade level assessed on *TerraNova 3*. It includes norm-referenced achievement scores and Objectives Performance (degree of mastery) scores on the objectives measured by *TerraNova 3*.

The Assessment Summary is presented in two ways: as a summary of the results when only *TerraNova 3, Complete Battery* is administered; and as a summary of the Complete Battery and *InView* results when both *TerraNova 3* and *InView* are administered at a grade level. The specific information contained in each of these two Assessment Summaries is described below in the next two sections.

#### **ASSESSMENT SUMMARY, COMPLETE BATTERY ONLY**

The Assessment Summary uses easy-to-read graphics to show score distributions for a student group; this is usually a grade-level report for a school. The graphics allow comparisons between the school's students at this grade level and the national norm group for each content area. On the back of the Assessment Summary, there is a General Interpretation page (not shown) that explains the organization of the graph.

The Assessment Summary presents a comprehensive statistical summary of the students' performance on *TerraNova 3* by content area. On the back of the Assessment Summary, there is a General Interpretation page (not shown) that defines the key terms for the norm-referenced scores, explains how the scores are derived, and provides recommendations for interpretation.

The Assessment Summary provides an overview of group performance based on criterion-referenced Objectives Performance Index (OPI) scores and shows how well students are performing relative to grade-level expectations on those objectives. Achievement is defined in terms of degree of mastery of the objectives measured for each content area. This information helps administrators analyze the curricular and instructional strengths and needs of the school at each grade level tested. On the back of the Assessment Summary, there is a General Interpretation page (not shown). The General Interpretation section explains the meanings of the OPI scores reported and how they are derived and provides guidelines for interpretation.

#### **ASSESSMENT SUMMARY WITH *INVIEW***

The sample reports in this section show Assessment Summary with *InView*.

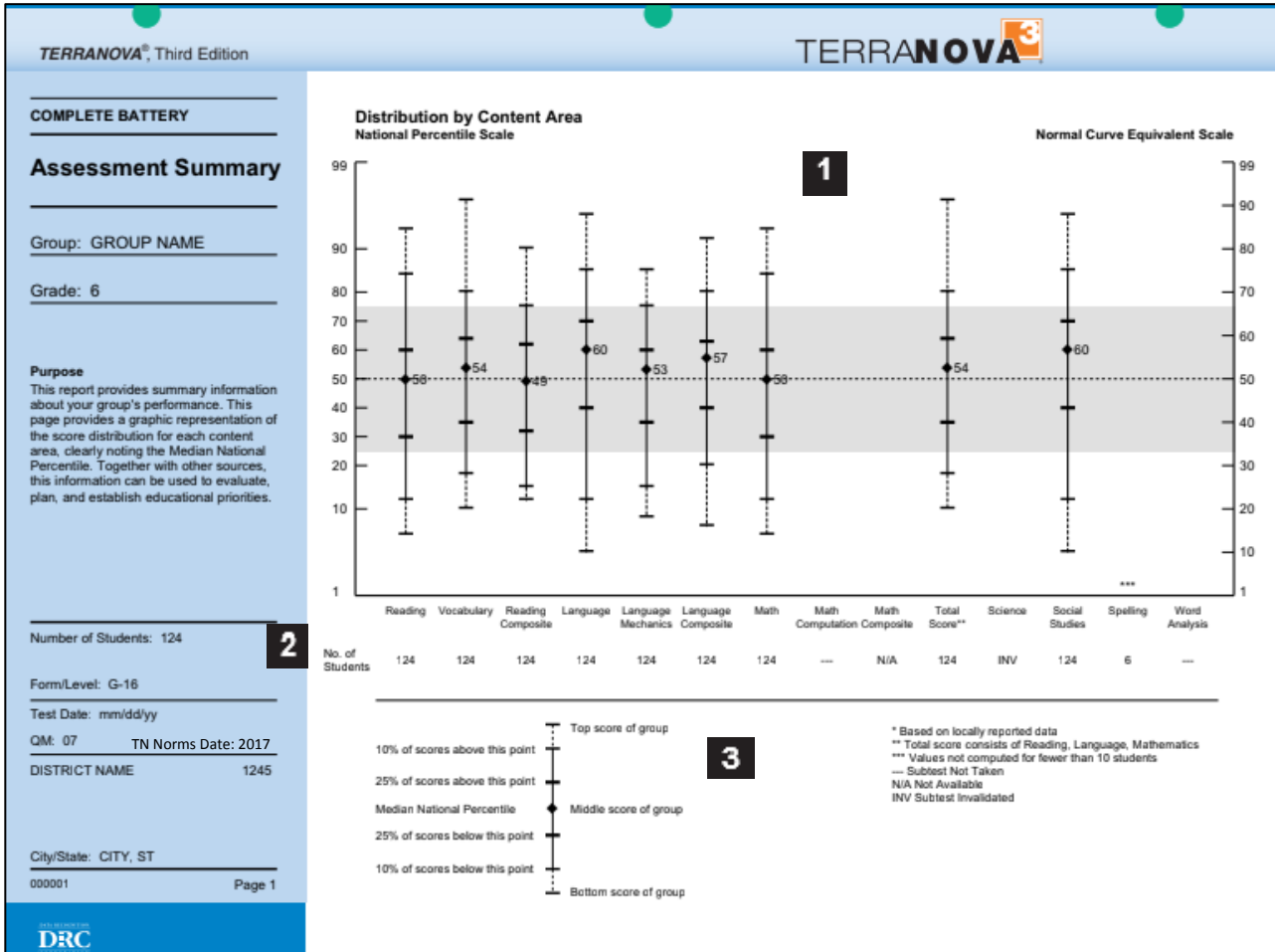
The Assessment Summary with *InView*, page 6, is the same format and information as Assessment Summary, page 1 through page 4 for students who took Complete Battery only.

The Assessment Summary with *InView*, page 6, is a chart that shows students' *TerraNova 3* results (Obtained Achievement scores) compared to their Anticipated Achievement scores based on *InView* results. A difference of 7 or more Normal Curve Equivalent (NCE) is considered educationally meaningful.

The Assessment Summary with *InView*, page 7, presents a comprehensive statistical summary of students' achievement results obtained on *TerraNova 3* along with the Anticipated Achievement results from *InView*. On the back of the Assessment Summary with *InView*, page 7, there is an explanation of key terms used (not shown).

The Assessment Summary with *InView*, page 8, is a summary of *InView* results by content area, including a graph displaying the *InView* content area results by National Percentiles. Page 8 also includes the average Cognitive Skills Index for the group of students included on this report.

The Assessment Summary with *InView*, page 9, is the *InView* Scale Score Summary section which provides summary distribution of the scale scores for the *InView* subtests and composites.



- 1 The graph shows the distribution of National Percentile (NP) scores for each content area (labeled below) for this group of students. The Normal Curve Equivalent (NCE) scale on the right side of the graph aids interpretation of the group's scores in terms of NCEs. The line across the center of the graph indicates the 50<sup>th</sup> NP—the national norm group's middle score—and the shaded area of the graph indicates the range from the 26<sup>th</sup> to the 75<sup>th</sup> NP. The administrator can easily compare the distribution of local scores with the distribution of the national norm group's scores.
- 2 The number of students with valid scores are shown for each content area tested. Composites and a total are also listed with the individual content areas.
- 3 The key shows the symbols used for this group's median NP and for the lowest and highest 25 percent of local scores, the lowest and highest 10 percent, and the lowest and highest individual scores.

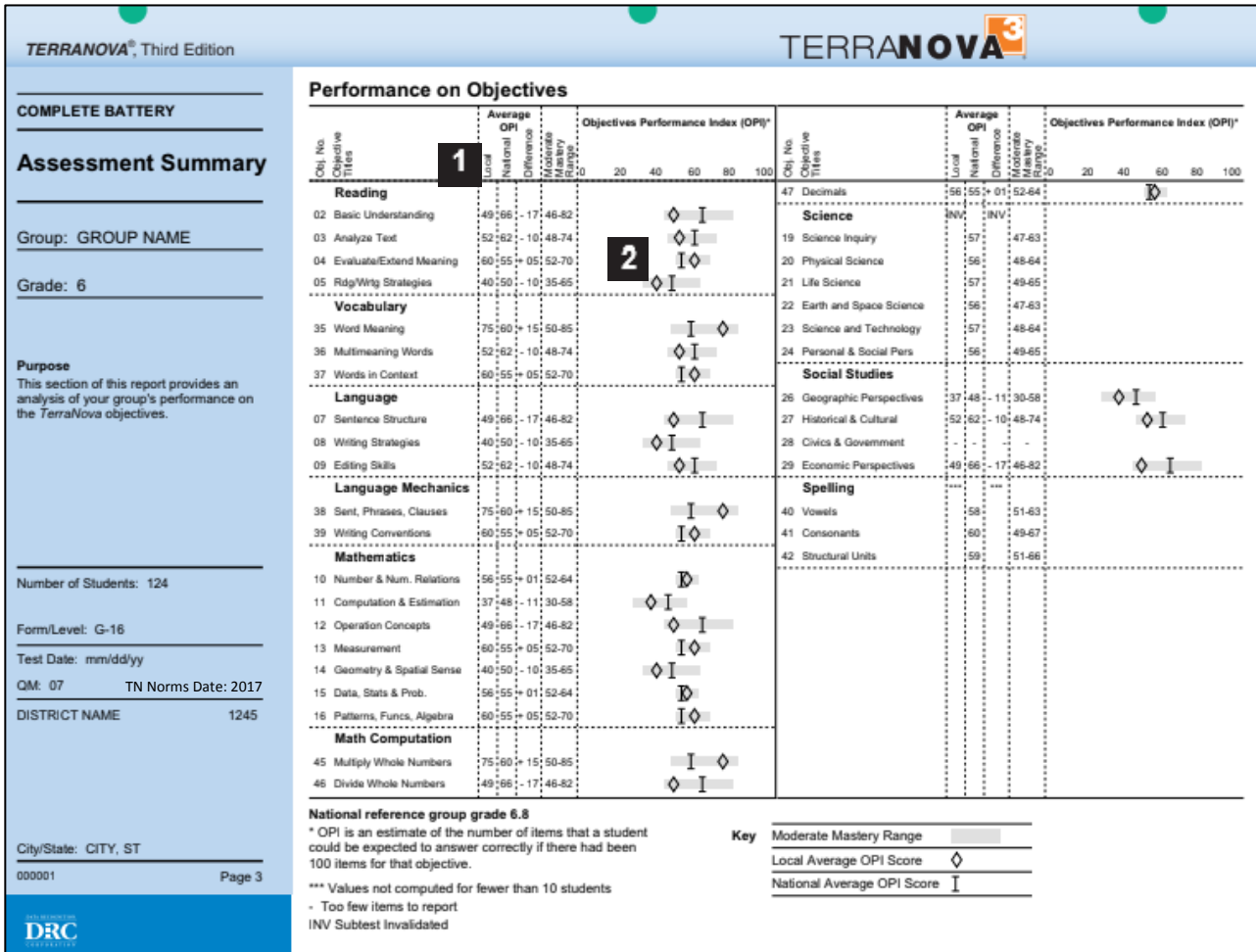
The format and information on the Assessment Summary Complete Battery, page 1, is the same as the Assessment Summary with *InView*, page 1.

TERRANOVA® Third Edition		TERRANOVA <sup>3</sup>													
COMPLETE BATTERY															
Assessment Summary															
Group: GROUP NAME															
Grade: 6															
Purpose															
Number of Students: 124															
Form/Level: G-16															
Test Date: mm/dd/yy															
QM: 07 TN Norms Date: 2017															
DISTRICT NAME 1245															
City/State: CITY, ST															
000001 Page 2															
<b>1</b>		Reading	Vocabulary	Composite	Language	Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Number of Students		39	124	124	123	123	123	124	---	N/A	123	INV	100	6	20
<b>2</b>		Mean Scores & Std. Deviations													
Grade Mean Equivalent		3.6	3.8	4.1	3.6	3.8	4.1	5.1			4.1		3.8	***	3.6
Standard Deviation		3.3	3.4	3.5	3.3	3.4	3.5	3.6			3.5		3.4	***	3.3
Mean Normal Curve Equiv.		29	28	27	29	28	27	33			27		28	***	29
Standard Deviation		22	22	24	22	22	24	24			24		22	***	22
NP of the Mean NCE		16	15	14	16	165	14	21			14		15	***	16
Mean Scale Score		626	627	625	626	627	625	639			625		627	***	626
Standard Deviation		67	64	67	67	64	67	83			67		64	***	67
<b>3</b>		Local Percentiles/Quartiles													
90th Local Percentile															
National Percentile		***	88	88	89	86	88	88			86		66	***	***
Grade Equivalent		***	12.2	12.2	12.2	12.2	12.2	12.2			12.2		11.2	***	***
Normal Curve Equiv.		***	75	75	76	71	75	75			71		51	***	***
Scale Score		***	730	730	750	710	730	730			710		510	***	***
75th Local Percentile (Q3)															
National Percentile		***	45	42	16	29	45	42			16		29	***	29
Grade Equivalent		***	8.3	8.1	4.0	5.5	8.3	8.1			4.0		5.5	***	5.5
Normal Curve Equiv.		***	47	45	29	38	47	45			29		38	***	38
Scale Score		***	682	681	631	652	682	681			631		652	***	652
50th Percentile (Median) (Q2)															
National Percentile		***	26	18	10	26	18	10			9		14	***	***
Grade Equivalent		***	6.7	5.7	3.7	6.7	5.7	3.7			3.9		4.6	***	***
Normal Curve Equiv.		***	36	30	17	36	30	17			22		28	***	***
Scale Score		***	662	648	601	662	648	601			584		618	***	***
25th Local Percentile (Q1)															
National Percentile		9	9	11	2	9	11	2			9		11	***	***
Grade Equivalent		4.5	4.5	4.7	1.9	4.5	4.7	1.9			4.5		4.7	***	***
Normal Curve Equiv.		20	20	23	4	20	23	4			20		23	***	***
Scale Score		612	612	635	576	612	635	576			612		635	***	***
10th Local Percentile															
National Percentile		1	1	1	1	1	1	10			1		1	***	***
Grade Equivalent		0.4	0.4	0.4	0.9	0.4	0.4	0.9			0.9		1.0	***	***
Normal Curve Equiv.		2	2	2	1	2	2	1			1		2	***	***
Scale Score		500	500	500	501	502	504	511			501		523	***	***
<b>4</b>		National Quarters													
Local/Number		76-99	31	15	14	31	31	15			14		10	***	10
Per Quarter		51-75	31	47	47	31	31	47			47		40	***	***
26-50		31	47	47	31	31	31	47			47		40	***	***
01-25		28	31	15	15	30	30	15			15		10	***	***
Local/Percent		76-99	25.0	12.1	11.4	25.2	25.2	12.1			11.4		7.7	***	50.0
Per Quarter		51-75	25.0	37.9	38.2	25.2	25.2	37.9			38.2		5.1	***	***
26-50		25.0	37.9	38.2	25.2	25.2	37.9	37.9			38.2		12.8	***	***
01-25		71.8	25.0	12.1	12.2	24.4	24.4	12.1			12.2		74.4	***	***

- This section summarizes the number of students assessed in each content area. Composites and a total are also listed with the individual content areas.
- The first section lists mean (average) scores and standard deviations, including the Mean Normal Curve Equivalent (NCE), the National Percentile (NP) of the Mean NCE, and the Mean Scale Score for this group of students as a whole.
- The middle section shows the NP and NCE numerical data that the Assessment Summary, Part I showed graphically. The Scale Scores for the same segments of this student group are also shown. On this report, the term “local” refers to the school’s data reported for a specific grade level.
- The bottom section lists the numbers and percentages of these students whose scores fall into each of the four National Quarters. Since each National Quarter represents 25 percent of the national norm group, these figures give the administrator another way to easily compare the performance of this group of students with that of the national norm group for each content area.

The format and information on the Assessment Summary, page 2, is the same as the Assessment Summary with *InView*, page 2.

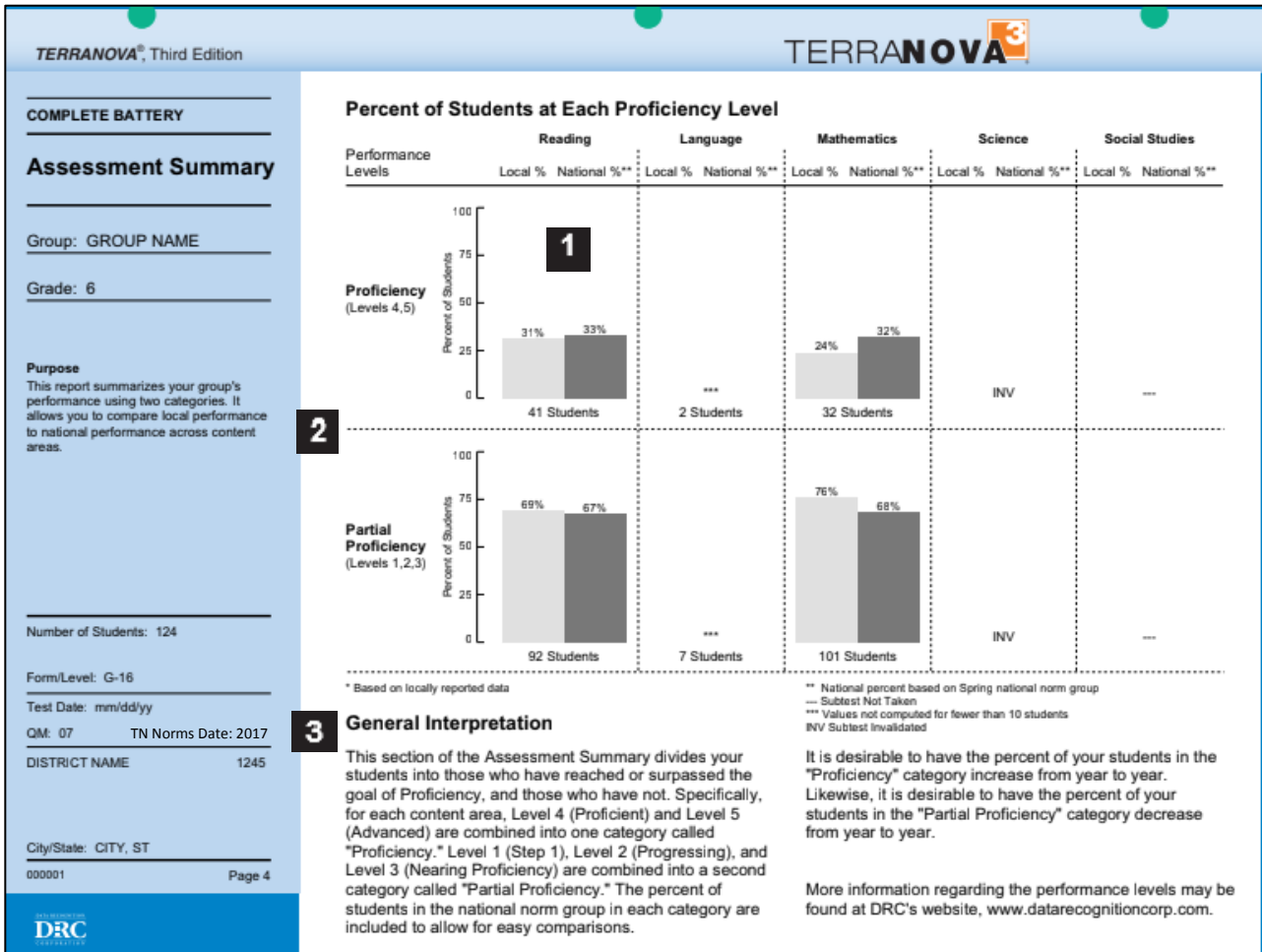
Sample Report: Assessment Summary, Page 3



**1** The Performance on Objectives section shows these students’ average Objectives Performance Index (OPI) score for each objective in each content area. It also shows the national norm group’s average OPI and the difference between the local students’ scores and national scores. In this example, this group of students could be expected to respond correctly to 49 out of 100 items measuring the Basic Understanding objective in the Reading content area. The national norm group could be expected to respond correctly to 66 out of 100 items. On this report, the term “local” refers to the school’s data reported for a specific grade level.

**2** In this sample report, both the local students’ OPI and the national OPI scores are in the Moderate Mastery Range, indicating these performances do not meet grade-level proficiency. Students must score higher than the Moderate Mastery Range to be considered proficient at grade level. The diamond on the graph indicates this group of students’ average OPI; the Moderate Mastery Range is depicted by the gray bar. A diamond to the right of the gray bar for an objective indicates that, on average, this group of students is proficient on this objective. See the key below the graph.

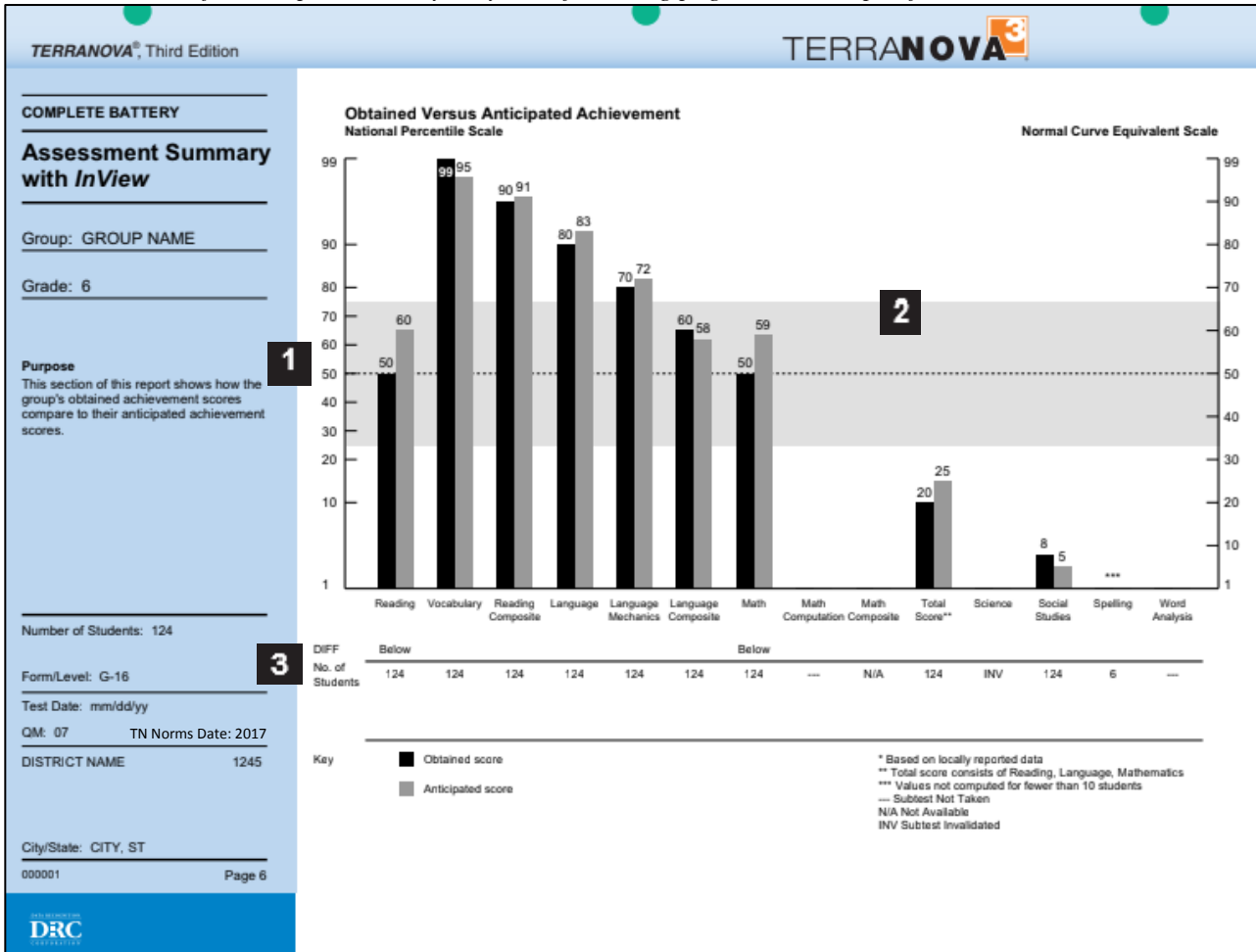
The format and information on the Assessment Summary, page 3, is the same as the Assessment Summary with *InView*, page 3.



- 1** This section shows the Percentage of Students at each Proficiency Level for each content area. For each content area a two-column bar graph reflects the Local and National percent. Remaining content areas and objective titles will continue to a second page as applicable (page 5, not shown).
- 2** The report divides students into those who have reached or surpassed the goal of Proficiency (levels 4, 5) and those who have not (Partial Proficiency Levels 1, 2, 3). The percentage of students in the national norm group in each category are included to allow for easy comparison.
- 3** A General Interpretation section is included that describes the scores on this report.

Sample Report: Assessment Summary with *InView*, Page 6

NOTE: The Assessment Summary with *InView*, pages 1-5 has the same format and information as pages 1-5 for Complete Battery only. The following pages 6- 9 are specific to *InView*.



- 1** The National Percentile (NP) scale is shown on the left side of this graph, with the Normal Curve Equivalent (NCE) scale on the right side. The line at 50 across the graph is the national norm group's middle score for both NPs and NCEs; the shaded area in the background indicates the average range of performance from the 25<sup>th</sup> through the 75<sup>th</sup> percentiles.
- 2** Two bar graphs compare actual and Anticipated Achievement for each content area. The left, darker gray bar for each content area indicates this group of students' actual (or Obtained) performance on *TerraNova 3*. The right, lighter gray bar for each content area indicates this group's Anticipated Achievement based on *InView* results. The numerical Obtained and Anticipated NCE scores are presented above each corresponding gray bar.
- 3** The number of students with valid scores are shown for each content area tested. Composites and a total are also listed with the individual content areas. The DIFF results are also shown here.

Sample Report: Assessment Summary with *InView*, Page 7

NOTE: The Assessment Summary with *InView* pages 1-5 has the same format and information as pages 1-5 for Complete Battery only. Pages 6-9 are specific to *InView*.

TERRANOVA <sup>3</sup> , Third Edition		TERRANOVA <sup>3</sup>														
<b>COMPLETE BATTERY</b>																
<b>Assessment Summary, with <i>InView</i></b>																
Group: GROUP NAME																
Grade: 6																
<b>Purpose</b> This section of this report provides locally obtained achievement scores and anticipated achievement scores for comparison purposes.																
Number of Students: 124																
Form/Level: G-16																
Test Date: mm/dd/yy																
QM: 07 TN Norms Date: 2017																
DISTRICT NAME 1245																
City/State: CITY, ST																
000001 Page 7																
		<b>1</b>														
		Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis	
		39	124	124	123	123	123	124	---	N/A	123	INV	100	6	20	
		<b>Obtained/Anticipated Scores</b>														
		<b>Median National Percentile</b>														
		Obtained	56	56	55	67	64	67			63		64	***	56	
		Anticipated	54	57	57	56	53	54	55		58		54	***	57	
		<b>NP of Mean NCE</b>														
		Obtained	61	64	68	61	64	68	67		64		68	***	55	
		Anticipated	51	51	52	53	51	52	53		53		52	***	59	
		Difference	10	13	16	8	13	16	14		11		16	***	-4	
		<b>Mean Normal Curve Equivalent</b>														
		Obtained	56	58	51	56	50	56	58		50		51	***	58	
		Standard Deviation of Obtained	17	14	15	18	12	17	14		12		15	***	14	
		Anticipated	51	51	60	52	57	51	51		57		60	***	58	
		Difference	5	7	-9	4	-7	5	7		-7		-9	***	0	
		<b>Mean Scale Score</b>														
		Obtained	680	691	674	675	677	674	675		674		677	***	674	
		Standard Deviation of Obtained	33	26	29	34	26	29	34		29		26	***	29	
		Anticipated	670	677	690	667	680	674	667		685		680	***	674	
		Difference	10	14	-16	10	-3	0	10		-11		-3	***	0	
		Standard Deviation of Difference	22	21	23	21	27	29	21		23		27	***	29	
		<b>Grade Mean Equivalent</b>														
		Obtained	9.3	9.6	8.0	9.4	7.9	10.7	9.3		8.2		10.7	***	9.3	
		Standard Deviation of Obtained	3.2	2.4	2.7	3.5	2.2	2.7	2.5		2.0		2.7	***	2.2	
		Anticipated	8.0	7.9	10.7	8.1	9.6	8.0	8.1		9.3		8.0	***	9.3	
		Difference	1.3	1.7	-2.7	1.3	-1.7	2.7	1.2		-1.1		2.7	***	0	
		<b>3 Cognitive Skills Index (CSI) (Mean CSI: 102)</b>														
		No. Students with Valid CSI	Intervals													
			Scale Scores by CSI Intervals													
		11	<b>115 &amp; Above</b>													
			Mean Obtained	708	709	674	718	702	717	708		702		702	***	711
			Mean Anticipated	698	701	690	695	712	705	698		720		706	***	711
			Difference	10	8	-16	23	-10	12	10		-18		-4	***	0
		34	<b>85-114</b>													
			Mean Obtained	678	688	655	669	652	667	658		650		672	***	670
			Mean Anticipated	668	680	667	663	663	655	648		668		676	***	670
			Difference	10	8	-12	6	-11	12	10		-18		-4	***	0
		6	<b>85 &amp; Below</b>													
			Mean Obtained	***	***	***	***	***	***	***		***		***	***	***
			Mean Anticipated	***	***	***	***	***	***	***		***		***	***	***
			Difference	***	***	***	***	***	***	***		***		***	***	***
			* Based on locally reported data													
			** Total score consists of Reading, Language, Mathematics													
			--- Subtest Not Taken													
			N/A Not Available													
			INV Subtest Invalidated													

- This section summarizes the number of students assessed in each content area. Composites and a total are also listed with the individual content areas.
- The Obtained and Anticipated results are shown using several score types, including the group's Median (middle) National Percentile (NP), NP of the Mean (average) Normal Curve Equivalent (NCE), Mean NCE, Grade Mean Equivalent, and Mean Scale Score. Where even-interval scores are used (NCEs and Scale Scores), differences are compared.
- The Cognitive Skills Index (CSI) for this group of students is given. The local CSI is compared to the mean national norm CSI of 100. The data for three CSI ranges are displayed by content area: students with CSI scores of 115 and higher; students with CSI scores including and between 86 and 114; and students with CSI scores of 85 and below. This information is valuable in determining how well the curricula and instruction serve above-average, average, and below-average students.

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**INVIEW**

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**Assessment Summary**

---

Group: GROUP NAME

---

Grade: 6

---

**Purpose**  
This section provides details about your group's performance on *InView*. Together with other sources, this information can be used to evaluate, plan, and establish educational priorities.

---

Number of Students: 124

---

InView Level: 1

---

Test Date: mm/dd/yy

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DISTRICT NAME 1245

---

City/State: CITY, ST

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1

**Norm-Referenced Scores**

	No. of Students	MNSG	MSS	MDNPA	MDNPG
Sequences	16	4	640	10	46
Analogies	16	4	630	11	53
Quantitative Reasoning	16	4	635	10	75
<b>Total Nonverbal Score</b>	16	6	650	11	69
Verbal Reasoning-Words	16	5	660	10	90
Verbal Reasoning-Context	16	4	652	11	53
<b>Total Verbal Score</b>	16	4	636	11	72
<b>Total Score</b>	16	5	645	10	65

MNSG: Mean Natl Stanine by Grade    MDNPA: Median Natl Percentile by Age  
MSS: Mean Scale Score                    MDNPG: Median Natl Percentile by Grade

**Mean CSI: 102**  
No. of students with valid CSI scores: 16

\* Based on locally reported data  
Cognitive Skills Index requires student birthdate and Total Score

2

**3**

4

**General Interpretation**

*InView* consists of five subtests that measure cognitive ability. The five subtests are Sequences, Analogies, Quantitative Reasoning, Verbal Reasoning-Words, and Verbal Reasoning-Context. Explanations of what these subtests measure can be found on the next page. All five subtests are combined to create a Total Score. Sequences, Analogies, and Quantitative Reasoning are combined to yield a Total Nonverbal Score; Verbal Reasoning-Words and Verbal Reasoning-Context are combined to create a Total Verbal Score.

Displayed on the left are the norm-referenced scores for every subtest taken. The Median National Percentile by Grade is listed in the last column. A National Percentile by Grade compares a student with other students in the same grade, regardless of their ages.

The Cognitive Skills Index (CSI), which is shown beneath the table, is an age-dependent standardized score based on an individual's performance on *InView*. This score indicates a student's overall cognitive ability relative to other students of the same age without regard to grade. The Mean CSI is the average cognitive ability score for this group.

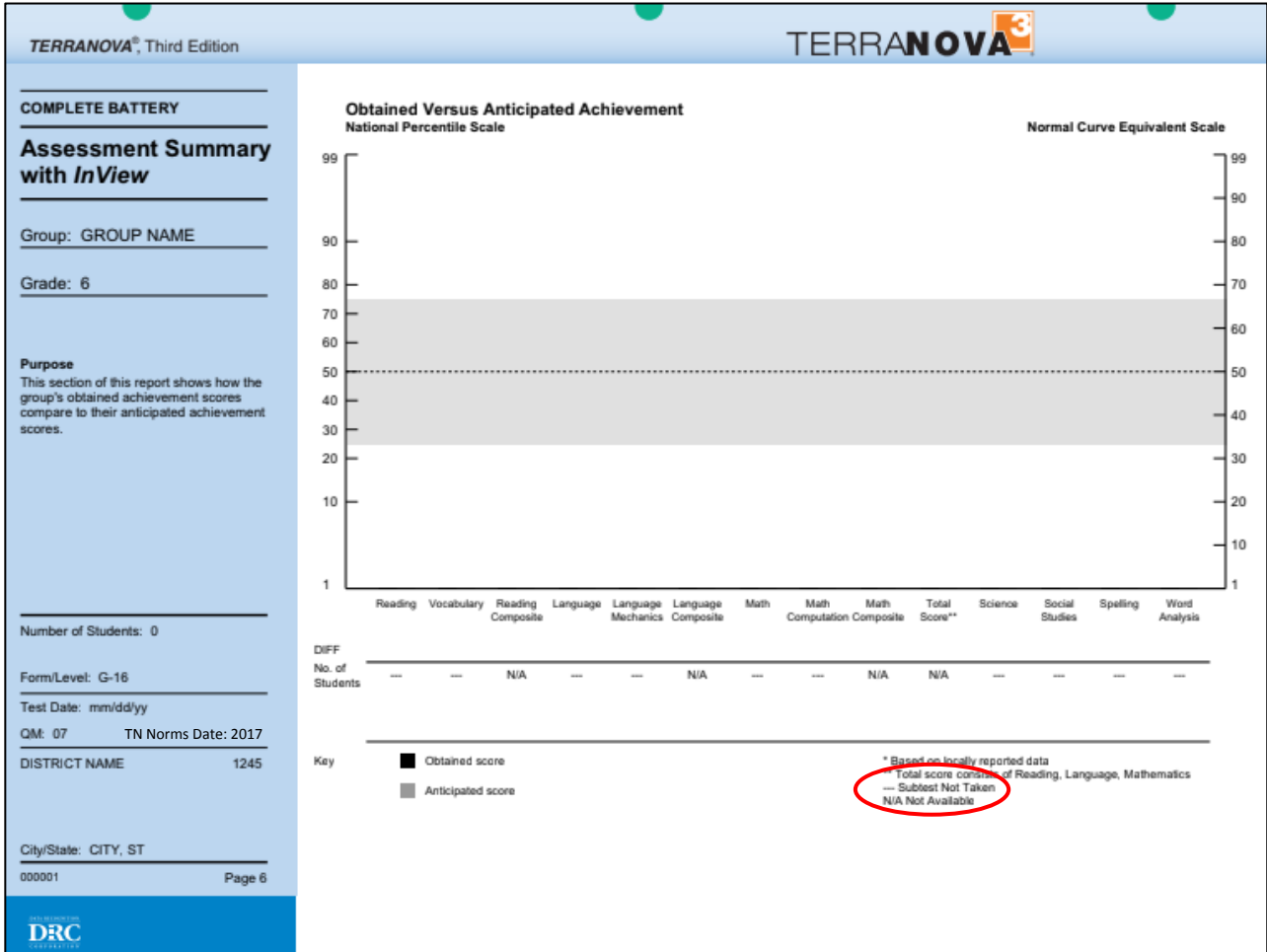
- 1** In addition to the number of students assessed, a complete summary of norm-referenced scores on all *InView* content areas as well as the Total Nonverbal Score, the Total Verbal Score, and the overall Total Score are presented. The scores are presented as the Mean National Stanine by Grade (MNSG), the Mean Scale Score (MSS), and the Median National Percentile by Grade (MDNPG).
- 2** The graph shows the MDNPG for each content area and total score. Each group's scores can be compared to the national median score of 50 NP. The bottom of the graph shows the National Stanine scale.
- 3** The Cognitive Skills Index (CSI) is an age-dependent standardized score based on individual performance on *InView*; that information is summarized for this group of students as the Mean CSI. This score indicates overall cognitive ability relative to other students of the same age.
- 4** A General Interpretation section is included that describes the *InView* content areas and the scores on this report.

**Sample Report: Assessment Summary**

**(InView Score Not Available/Subtest Not Taken)**

*For students who only take TerraNova Complete Battery, the reporting area for the InView assessment will not have scores and/or will indicate that the assessment was not taken.*

*See the following samples of the Assessment Summary.*





**Sample Report: Assessment Summary**  
(*InView* Score Not Available/Subtest Not Taken)

TERRANOVA<sup>®</sup>, Third Edition
**TERRANOVA<sup>3</sup>**

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**INVIEW**

---

**Assessment Summary**

---

Group: GROUP NAME

---

Grade: 6

---

**Purpose**  
This section provides details about your group's performance on *InView*. Together with other sources, this information can be used to evaluate, plan, and establish educational priorities.

---

Number of Students: 0

---

InView Level: 1

---

Test Date: mm/dd/yy

---

DISTRICT NAME 1245

---

City/State: CITY, ST

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**Norm-Referenced Scores**

	No. of Students	National Percentile Scale			
		MNSG	MSS	MDNPA	MDNPG
Sequences	---				
Analogies	---				
Quantitative Reasoning	---				
<b>Total Nonverbal Score</b>	N/A				
Verbal Reasoning-Words	---				
Verbal Reasoning-Context	---				
<b>Total Verbal Score</b>	N/A				
<b>Total Score</b>	N/A				

MNSG: Mean Natl Stanine by Grade    MDNPA: Median Natl Percentile by Age  
 MSS: Mean Scale Score                MDNPG: Median Natl Percentile by Grade

**Mean CSI:** ---  
No. of students with valid CSI scores: 0

\* Based on locally reported data  
 Cognitive Skills Index requires student birthdate and Total Score  
 --- Subtest Not Taken


**General Interpretation**

*InView* consists of five subtests that measure cognitive ability. The five subtests are Sequences, Analogies, Quantitative Reasoning, Verbal Reasoning-Words, and Verbal Reasoning-Context. Explanations of what these subtests measure can be found on the next page. All five subtests are combined to create a Total Score. Sequences, Analogies, and Quantitative Reasoning are combined to yield a Total Nonverbal Score; Verbal Reasoning-Words and Verbal Reasoning-Context are combined to create a Total Verbal Score.

Displayed on the left are the norm-referenced scores for every subtest taken. The Median National Percentile by Grade is listed in the last column. A National Percentile by Grade compares a student with other students in the same grade, regardless of their ages.

The Cognitive Skills Index (CSI), which is shown beneath the table, is an age-dependent standardized score based on an individual's performance on *InView*. This score indicates a student's overall cognitive ability relative to other students of the same age without regard to grade. The Mean CSI is the average cognitive ability score for this group.

**Sample Report: Assessment Summary**  
*(InView Score Not Available/Subtest Not Taken)*

<p><b>TERRANOVA</b> </p> <hr/> <p><b>INVIEW</b></p> <hr/> <p><b>Assessment Summary</b></p> <hr/> <p>Group: <u>GROUP NAME</u></p> <hr/> <p>Grade: <u>6</u></p> <hr/> <p><b>Purpose</b> This section provides the summary distribution of scores for your group.</p> <hr/> <p>Number of Students: <u>0</u></p> <hr/> <p>InView Level: <u>1</u></p> <hr/> <p>Test Date: <u>mm/dd/yy</u></p> <hr/> <p>DISTRICT NAME <u>1245</u></p> <hr/> <p>City/State: <u>CITY, ST</u></p> <hr/> <p>000001 <span style="float: right;">Page 9</span></p> <hr/> <p><small>DATA COLLECTIONS</small> <b>DRC</b> <small>CONFEDERATION</small></p>	<b>Summary Scale Scores</b>	Sequences	Analogies	Quantitative Reasoning	Total Nonverbal Score	Verbal Reasoning- Words	Verbal Reasoning- Context	Total Verbal Score	Total Score
	Number of Students	---	---	---	N/A	---	---	N/A	N/A
	High Score								
	Low Score								
	<b>Local Percentiles</b>								
	90								
	75								
	50 (Median)								
	25								
	10								
	<b>Mean</b>								
	<b>Standard Deviation</b>								

--- Subtest Not Taken

## **GROUP LIST REPORT**

The Group List Report provides an easy-to-understand snapshot of the achievement of a class or other group of students. It presents important information about norm-referenced scores in two formats: one with grade-level summary scores (averages); and one with individual student scores. CSP schools receive two copies of the Group List Report: (1) a copy of the summary scores and individual student list; and (2) a copy of the summary scores only (for administrative use).

The Group List Report is available in two ways: as a summary of the results when only *TerraNova 3*, Complete Battery is administered; and as a summary of the Complete Battery and *InView* results when both *TerraNova 3* and *InView* are administered at a grade level. The specific information contained in each of these reports is described below in the next two sections.

### **GROUP LIST REPORT, COMPLETE BATTERY ONLY**

The Group List Report is group summary data; it provides average scores for the group in both numeric and graphic formats. The educator can see at a glance the content areas in which the group does well and those representing areas of need.

On the back of the Group List Report is a Key Terms page (not shown) that defines common norm-referenced scores, explains how they are derived, and provides recommendations for interpretation.

The next page of the Group List Report shows individual student scores. It provides a permanent record of test results for students in a class, grade level, or other specified group. Each student is listed alphabetically by last name, and his or her individual norm-referenced *TerraNova 3* results are provided.

### **GROUP LIST REPORT with *INVIEW***

The Group List Report with *InView* is group summary data that contains similar norm-referenced results from each *TerraNova 3* content area as the Group List Report, but it also includes Anticipated Achievement results from *InView*.

On the back of the Group List Report with *InView* is a General Interpretation and Observations page (not shown) that explains the organization of the graph and provides guidelines for interpretation, with actual scores from the report as examples.

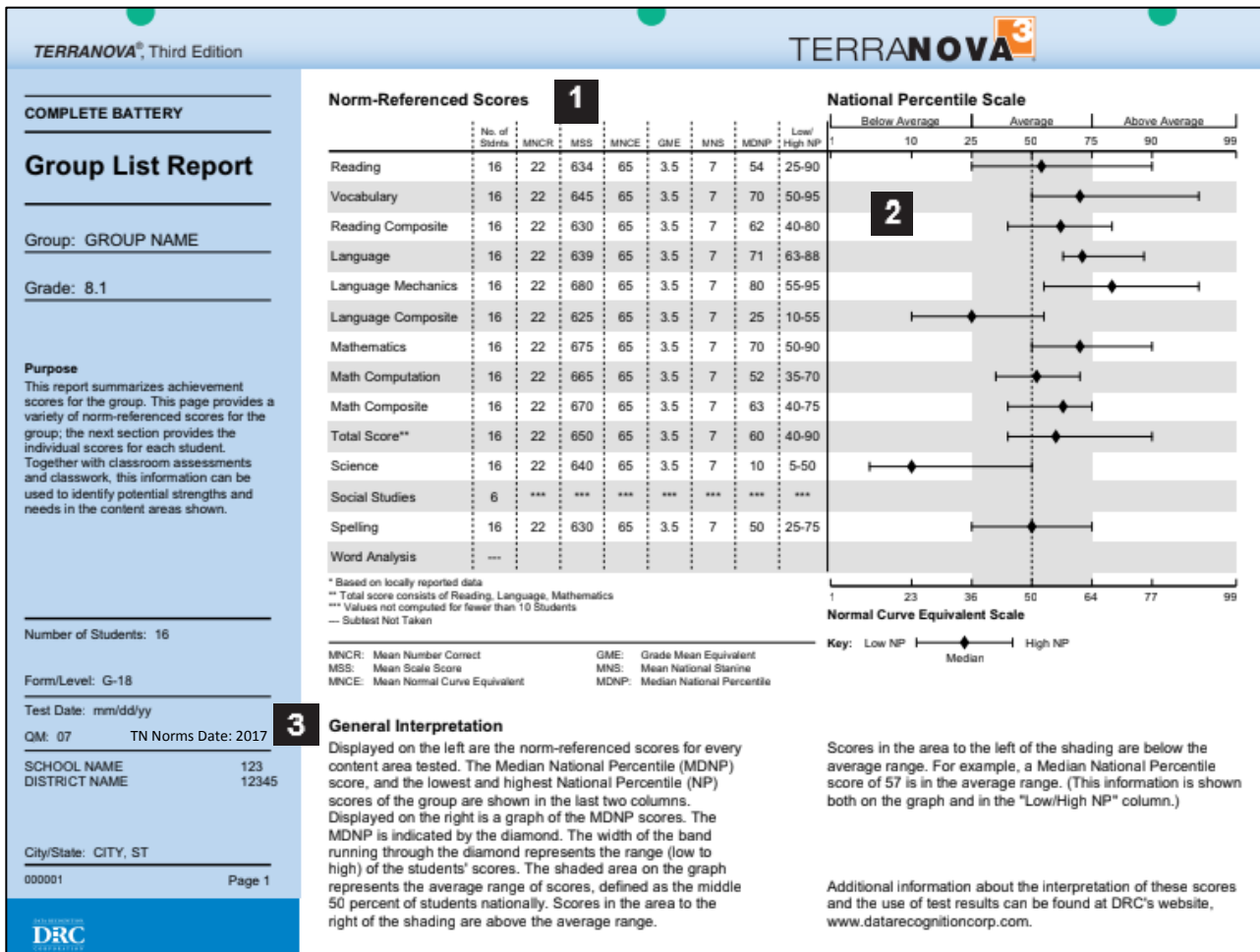
The Group List Report with *InView* also provides additional group summary data. It presents *InView* subtest area results as norm-referenced comparisons of students at the same grade level. In addition, the average Cognitive Skills Index (CSI) is presented for this group of students.

On the back of the Group List Report with *InView* is a General Information About *InView* page (not shown). Each of the five *InView* content areas is explained on this page.

Next in the Group List Report with *InView* is the list of individual student scores, similar to the *TerraNova 3*-based Group List Report. However, this report not only presents each alphabetized student's individual *TerraNova 3* data, but it also includes Anticipated Achievement results from *InView*.

The Group List Report with *InView* also presents individual students' results on *InView* subtest areas, using grade-comparison scores and age-comparison scores.

Sample Report: Group List Report (Group Summary)



- 1 The Norm-Referenced Scores section shows the number of students with valid scores in each content area and the students' average scores using Mean Normal Curve Equivalent (MNCEs), Mean Scale Scores (MSSs), Mean Number Correct Curve Equivalent (MNCS), Grade Mean Equivalent (GME), Mean National Stanine (MNS), and Median National Percentiles (MDNPs). Composite scores and a total score are also provided for each score type.
- 2 The graphic displays the National Percentile (NP) scale and the black diamond (◆) symbol shows this group's MDNP for each content area (and composite and total). The lines to the left and right of each black diamond represent the range between the lowest and highest NP scores of the students in this group, which are also displayed numerically in a column to the left of the graphic. The solid gray shading between 25 NP and 75 NP designates the average range; that is, the range within which the middle half of the national norm scores fall. The bottom of the graph shows the National Curve Equivalent scale.
- 3 The General Interpretation section provides specific information based on the norm-referenced scores obtained by this group of students—a valuable tool for understanding the data presented.

Sample Report: Group List Report with *InView* (Group Summary Data)

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TERRANOVA<sup>3</sup>

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**COMPLETE BATTERY**

**Group List Report with *InView***

Group: GROUP NAME

Grade: 8.1

**Purpose**  
This report summarizes achievement scores for the group. This page provides a variety of norm-referenced scores for the group; the next section provides the summarized obtained and anticipated score data for the group. Together with classroom assessments and classwork, this information can be used to identify potential strengths and needs in the content areas shown.

Number of Students: 16

Form/Level: G-18


Test Date: mm/dd/yy

QM: 07      TN Norms Date: 2017

SCHOOL NAME      123  
DISTRICT NAME      12345

City/State: CITY, ST

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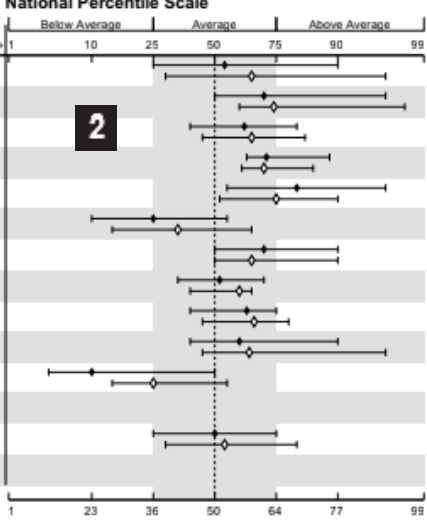
**Norm-Referenced Scores** 1

	No. of Items	MNCE	MSS	DIFF	MDNP	MDANP		Low/High ANP	
						Low	High	Low	High
Reading	16	66	634	-	54	65	25-90	30-95	
Vocabulary	18	56	645		70	74	50-95	60-97	
Reading Composite	15	61	630	+	62	65	40-80	45-82	
Language	16	55	639	-	71	70	63-88	61-84	
Language Mechanics	16	65	680		80	75	55-95	52-90	
Language Composite	14	60	625	-	25	35	10-55	15-65	
Mathematics	18	70	675	+	70	65	50-90	50-90	
Math Computation	16	60	665		52	60	35-70	40-65	
Math Composite	16	65	670		63	66	40-75	45-78	
Total Score**	16	62	650		60	64	40-90	45-95	
Science	16	57	640	-	10	25	5-50	15-55	
Social Studies	6	***	***	***	***	***	***	***	
Spelling	16	49	630		50	54	25-75	30-80	
Word Analysis	---	---	---	---	---	---	---	---	

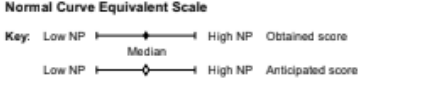
\* Based on locally reported data  
\*\* Total score consists of Reading, Language, Mathematics  
\*\*\* Values not computed for fewer than 10 Students  
--- Subject Not Taken

MNCE: Mean Normal Curve Equivalent    MDNP: Median National Percentile  
MSS: Mean Scale Score                    MDANP: Med. Anticipated Achievement Natl Percentile  
DIFF: Difference

**National Percentile Scale**



**Normal Curve Equivalent Scale**



**Key:** Low NP — Median — High NP    Obtained score  
Low NP — Hollow Diamond — High NP    Anticipated score

**3 General Interpretation**

Displayed on the left are the norm-referenced scores for every content area tested. The Median National Percentile (MDNP) and the lowest and highest National Percentile (NP), along with the Median Anticipated National Percentile score (MDANP) and the lowest and highest Anticipated National Percentile (ANP) are shown in the last four columns. Displayed on the right is a graph of the MDNP scores. The MDNP is indicated by the solid diamond, and the MDANP is indicated by the hollow diamond. The width of the bands running through the diamonds represents the ranges (low to high) of the students' scores. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of the students nationally. Scores in the area to the right of the shading are above the average range. Scores in the area to the left of the shading are below the average range.

Educationally meaningful differences between your students' obtained and anticipated scores are indicated in the DIFF column. A difference is considered meaningful when the difference between the two scores is 7 or more Normal Curve Equivalent (NCE) units. The Normal Curve Equivalent scale is shown at the bottom of the graph. When the group's performance is better than anticipated, the difference is shown as "+". When the group's performance is below anticipated, the difference is shown as "-".

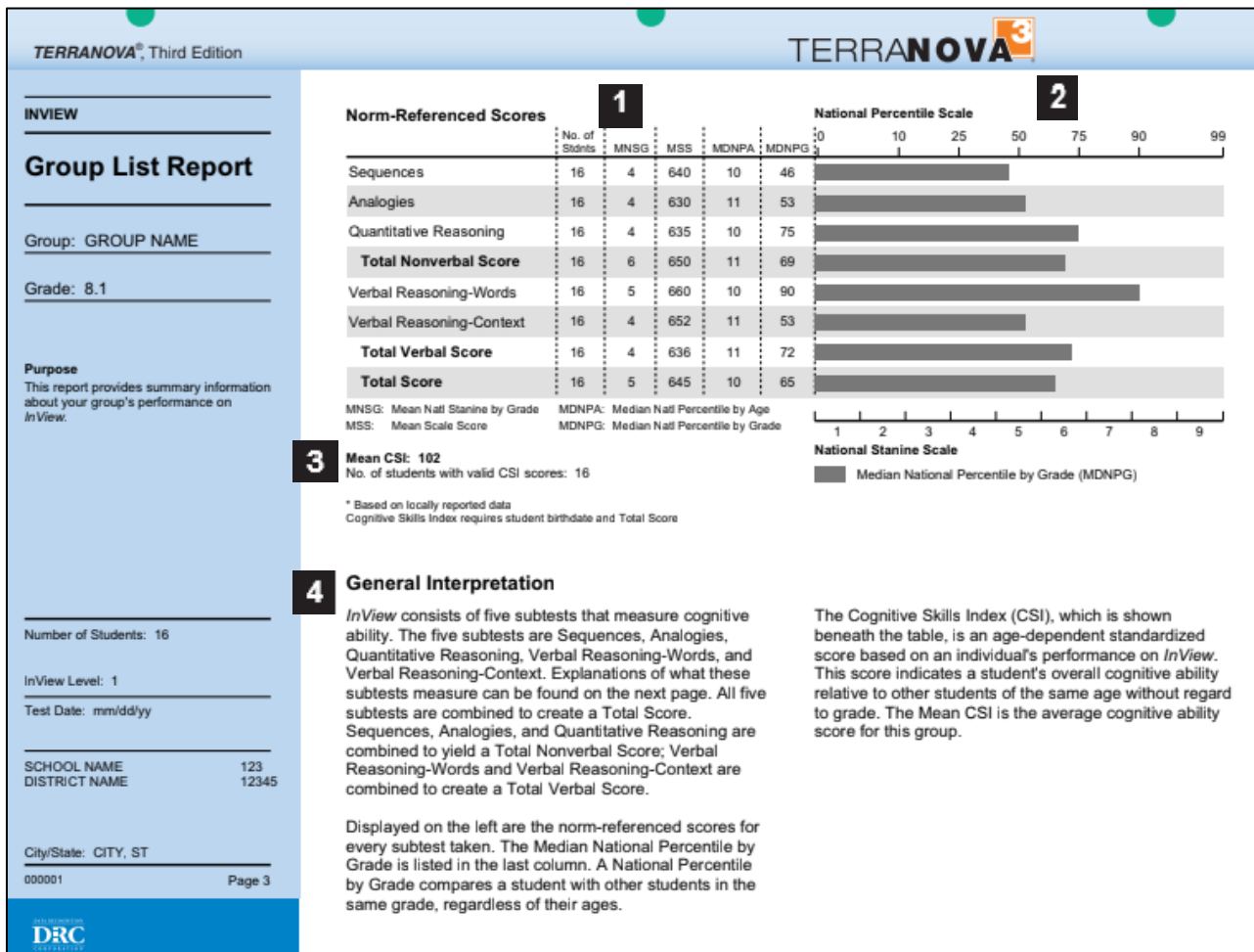
Additional information about the interpretation of these scores and the use of test results can be found at DRC's website, [www.datarecognitioncorp.com](http://www.datarecognitioncorp.com).

**1** The Norm-Referenced Scores section shows the number of students with valid scores in each *TerraNova 3* content area and presents the averages of those students' results using Mean Scale Score (MSS), Mean Normal Curve Equivalent (MNCE), and Median National Percentile (MDNP). Composite scores and a total score are also provided for each score type.

**2** For each content area (and composite and total), the MDNP from *TerraNova 3* is listed next to the Median Anticipated Achievement National Percentile (MDANP) from *InView* results. The two scores are compared to determine if there is a meaningful difference (DIFF). If a meaningful difference exists, "+" or "-" indicates if the actual achievement was significantly higher or lower, respectively, than the Anticipated Achievement.

**3** The graphic displays the National Percentile (NP) scale. The solid diamond (◆) symbol shows this group's MDNP from *TerraNova 3*, and the hollow diamond (◇) symbol shows the MDANP from *InView* results. The width of the bands running through the diamonds represents the ranges (low to high) of the students' scores. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of the students nationally. Scores in the area to the right of the shading are above the average range. Scores in the area to the left of the shading are below the average range. Below the graph is the Normal Curve Equivalent scale.

Sample Report: Group List Report with *InView* (Group Summary Data)



- 1 After the number of students, the norm-referenced scores from each of the five *InView* content areas are provided, as well as for the Total Nonverbal Score, Total Verbal Score, and overall Total Score. *InView* scores comparing students in the same grade are presented as the Mean National Stanine by Grade (MNSG), Mean Scale Score (MSS), Median National Percentile by Age (MDNPA), and Median National Percentile by Grade (MDNPG).
- 2 The graph represents the MDNPG results for each *InView* content area (and total), using the National Percentile scale at the top of the graph. The National Stanine scale is at the bottom of the graph.
- 3 The Mean Cognitive Skills Index (CSI) for this group of students is given. The CSI is an age-dependent standardized score based on an individual's performance on *InView* and indicates overall cognitive ability compared to other students of the same age.
- 4 The General Interpretation section provides information to help understand and interpret the information on this report.

Sample Report: Group List Report with *InView* (Individual Student Data)

TERRANOVA <sup>3</sup> , Third Edition		TERRANOVA <sup>3</sup>															
COMPLETE BATTERY		Students	Scores	Reading	Vocab	Reading Cmpst	Language	Language Mech	Language Cmpst	Math	Math Compu	Math Cmpst	Total** Score	Science	Social Studies	Spelling	Word Analysis
<b>1</b> <b>Group List Report with <i>InView</i></b>  Group: GROUP NAME  Grade: 8.1  <b>Purpose</b> This report provides a permanent record of test results for students in a group. The results may be used to evaluate individual achievement, determine overall performance, and areas of strength and need.  Number of Students: 16  Test Date: mm/dd/yy QM: 07 TN Norms Date: 2017 SCHOOL NAME 123 DISTRICT NAME 12345  City/State: CITY, ST 000001 Page 4	<b>2</b> LASTNAME, FNAME 1 Birthdate: mm/dd/yy Student ID: 1234567890 Age: ## YR ## MO Form: G Level: 13	NP-NS	45-4	44-4	55-5	60-6	45-4	44-4	55-5	60-6	52-2	55-5	60-6	70-7	44-4	---	
		ANP-ANS	45-4	46-4	49-5	58-6	49-5	45-4	55-5	64-6	63-6	49-5	64-6	67-7	46-4		
		NCE	50	59	57	60	46	45	50	60	65	50	60	66	59		
		SS	454	444	555	606	454	444	555	606	522	555	606	707	444		
		DIFF	+														
		LP-LS	4	44-4	55-5	60-6	45-4	44-4	55-5	60-6	52-2	55-5	60-6	70-7	45-4		
	GE	4.6	4.4	5.2	5.9	5.0	4.8	5.7	6.0	4.6	5.4	6.0	7.2	4.6			
	LASTNAME, FNAME 2 Birthdate: mm/dd/yy Student ID: 1234567890 Age: ## YR ## MO Form: G Level: 13	NP-NS	45-4	44-4	55-5	60-6	45-4	44-4	55-5	60-6	52-2	55-5	60-6	70-7	44-4	---	
		ANP-ANS	45-4	46-4	49-5	58-6	49-5	45-4	55-5	64-6	63-6	49-5	64-6	67-7	46-4		
		NCE	50	59	57	60	46	45	50	60	65	50	60	66	59		
		SS	454	444	555	606	454	444	555	606	522	555	606	707	444		
		DIFF	+														
		LP-LS	4.5	44-4	55-5	60-6	45-4	44-4	55-5	60-6	52-2	55-5	60-6	70-7	45-4		
	GE	4.6	4.4	5.2	5.9	5.0	4.8	5.7	6.0	4.6	5.4	6.0	7.2	4.6			
	LASTNAME, FNAME 3 Birthdate: mm/dd/yy Student ID: 1234567890 Age: ## YR ## MO Form: G Level: 13	NP-NS	45-4	44-4	55-5	60-6	45-4	44-4	55-5	60-6	52-2	55-5	60-6	70-7	44-4	---	
		ANP-ANS	45-4	46-4	49-5	58-6	49-5	45-4	55-5	64-6	63-6	49-5	64-6	67-7	46-4		
		NCE	50	59	57	60	46	45	50	60	65	50	60	66	59		
		SS	454	444	555	606	454	444	555	606	522	555	606	707	444		
DIFF		+															
LP-LS		4.5	44-4	55-5	60-6	45-4	44-4	55-5	60-6	52-2	55-5	60-6	70-7	45-4			
GE	4.6	4.4	5.2	5.9	5.0	4.8	5.7	6.0	4.6	5.4	6.0	7.2	4.6				
LASTNAME, FNAME 4 Birthdate: mm/dd/yy Student ID: 1234567890 Age: ## YR ## MO Form: G Level: 13	NP-NS	45-4	44-4	55-5	60-6	45-4	44-4	55-5	60-6	52-2	55-5	60-6	70-7	44-4	---		
	ANP-ANS	45-4	46-4	49-5	58-6	49-5	45-4	55-5	64-6	63-6	49-5	64-6	67-7	46-4			
	NCE	50	59	57	60	46	45	50	60	65	50	60	66	59			
	SS	454	444	555	606	454	444	555	606	522	555	606	707	444			
	DIFF	+															
	LP-LS	4.5	44-4	55-5	60-6	45-4	44-4	55-5	60-6	52-2	55-5	60-6	70-7	45-4			
GE	4.6	4.4	5.2	5.9	5.0	4.8	5.7	6.0	4.6	5.4	6.0	7.2	4.6				
LASTNAME, FNAME 5 Birthdate: mm/dd/yy Student ID: 1234567890 Age: ## YR ## MO Form: G Level: 13	NP-NS	45-4	44-4	55-5	60-6	45-4	44-4	55-5	60-6	52-2	55-5	60-6	70-7	44-4	---		
	ANP-ANS	45-4	46-4	49-5	58-6	49-5	45-4	55-5	64-6	63-6	49-5	64-6	67-7	46-4			
	NCE	50	59	57	60	46	45	50	60	65	50	60	66	59			
	SS	454	444	555	606	454	444	555	606	522	555	606	707	444			
	DIFF	+															
	LP-LS	4.5	44-4	55-5	60-6	45-4	44-4	55-5	60-6	52-2	55-5	60-6	70-7	45-4			
GE	4.6	4.4	5.2	5.9	5.0	4.8	5.7	6.0	4.6	5.4	6.0	7.2	4.6				
LASTNAME, FNAME 6 Birthdate: mm/dd/yy Student ID: 1234567890 Age: ## YR ## MO Form: G Level: 13	NP-NS	45-4	44-4	55-5	60-6	45-4	44-4	55-5	60-6	52-2	55-5	60-6	70-7	44-4	---		
	ANP-ANS	45-4	46-4	49-5	58-6	49-5	45-4	55-5	64-6	63-6	49-5	64-6	67-7	46-4			
	NCE	50	59	57	60	46	45	50	60	65	50	60	66	59			
	SS	454	444	555	606	454	444	555	606	522	555	606	707	444			
	DIFF	+															
	LP-LS	4.5	44-4	55-5	60-6	45-4	44-4	55-5	60-6	52-2	55-5	60-6	70-7	45-4			
GE	4.6	4.4	5.2	5.9	5.0	4.8	5.7	6.0	4.6	5.4	6.0	7.2	4.6				

**Individual Scores**

**NP-NS:** National Percentile and National Stanine  
**ANP-ANS:** Ant. Ach. Natl. Percentile and Ant. Ach. Natl. Stanine  
**NCE:** Normal Curve Equivalent  
**SS:** Scale Score  
**DIFF:** Difference  
**LP-LS:** Local Percentile and Local Stanine  
**GE:** Grade Equivalent  
**\*\*** Total score consists of Reading, Language, Mathematics  
**\*** Maximum or Minimum score  
**---** Subtest not taken

- Individual students' results are presented alphabetically by students' last names. Additional student-specific information, such as birthdate, is listed under each student's name.
- Each student's norm-referenced results for each *TerraNova 3* content area are given using National Percentile-National Stanine (NP-NS), Normal Curve Equivalent (NCE), and Scale Score (SS). A student's Anticipated Achievement is presented as the Anticipated Achievement National Percentile and National Stanine (ANP-ANS). The ANP-ANS is compared to the National Percentile and National Stanine; if an educationally significant difference exists, a DIFF of "+" or "-" is indicated (the sample report above shows students with no DIFF). Note that in addition to content areas, scores are presented for composite content areas and a total.
- Above each student's Grade Equivalent results are the Local Percentile-Local Stanine scores. On this report, the Local Percentile-Local Stanine scores (LP-LS) are the CSP norms. These local CSP norms allow a comparison between an individual student's results and the results of CSP students overall for this grade and TerraNova 3 subtest or PLUS test.

Sample Report: Group List Report with *InView* (Individual Student Data)

INVIEW		Students	Scores	Sequences	Analogies	Quantitative Reasoning	Total Nonverbal	Verbal Reasoning - Words	Verbal Reasoning - Context	Total Verbal	Total Score	
<b>Group List Report</b>  Group: GROUP NAME  Grade: 8.1  <b>Purpose</b> This report provides individual scores based on performance on <i>InView</i> .  Number of Students: 16  Test Date: mm/dd/yy  SCHOOL NAME 123 DISTRICT NAME 12345  City/State: CITY, ST 000001 Page 5	<b>1</b>	<b>LASTNAME, FNAME 1</b>	NPG-NSG	75-7	76-8	72-5	72-6	75-7	76-8	70-4	72-5	
			NPA-NSA	82-12	84-16	80-11	82-12	84-14	85-15	80-11	80-11	
			SS	454	444	606	454	555	522	555	707	
			NCR	12	14	11	18	15	11	8	9	
			Birthdate: mm/dd/yy									
			Student ID: 1234567890									
		InView Level: 1										
		CSI: 98 Range: 95-102										
		<b>LASTNAME, FNAME 2</b>	NPG-NSG	75-7	76-8	72-5	72-6	75-7	76-8	70-4	72-5	
			NPA-NSA	82-12	84-16	80-11	82-12	84-14	85-15	80-11	80-11	
			SS	454	444	606	454	555	522	555	707	
			NCR	12	14	11	18	15	11	8	9	
		Birthdate: mm/dd/yy										
		Student ID: 1234567890										
		InView Level: 1										
		CSI: 98 Range: 95-102										
		<b>LASTNAME, FNAME 3</b>	NPG-NSG	75-7	76-8	72-5	72-6	75-7	76-8	70-4	72-5	
			NPA-NSA	82-12	84-16	80-11	82-12	84-14	85-15	80-11	80-11	
			SS	454	444	606	454	555	522	555	707	
			NCR	12	14	11	18	15	11	8	9	
		Birthdate: mm/dd/yy										
		Student ID: 1234567890										
		InView Level: 1										
		CSI: 98 Range: 95-102										
		<b>LASTNAME, FNAME 4</b>	NPG-NSG	75-7	76-8	72-5	72-6	75-7	76-8	70-4	72-5	
			NPA-NSA	82-12	84-16	80-11	82-12	84-14	85-15	80-11	80-11	
			SS	454	444	606	454	555	522	555	707	
			NCR	12	14	11	18	15	11	8	9	
		Birthdate: mm/dd/yy										
		Student ID: 1234567890										
		InView Level: 1										
		CSI: 98 Range: 95-102										
		<b>LASTNAME, FNAME 5</b>	NPG-NSG	75-7	76-8	72-5	72-6	75-7	76-8	70-4	72-5	
			NPA-NSA	82-12	84-16	80-11	82-12	84-14	85-15	80-11	80-11	
			SS	454	444	606	454	555	522	555	707	
			NCR	12	14	11	18	15	11	8	9	
		Birthdate: mm/dd/yy										
		Student ID: 1234567890										
		InView Level: 1										
		CSI: 98 Range: 95-102										
		<b>LASTNAME, FNAME 6</b>	NPG-NSG	75-7	76-8	72-5	72-6	75-7	76-8	70-4	72-5	
			NPA-NSA	82-12	84-16	80-11	82-12	84-14	85-15	80-11	80-11	
			SS	454	444	606	454	555	522	555	707	
			NCR	12	14	11	18	15	11	8	9	
		Birthdate: mm/dd/yy										
		Student ID: 1234567890										
		InView Level: 1										
		CSI: 98 Range: 95-102										

- Individual students' results are presented alphabetically by students' last names. Additional student-specific information, such as birthdate and age, is listed under each student's name.
- For each *InView* content area, as well as the Total Nonverbal, Total Verbal, and overall Total Score, norm-referenced scores are given. The National Percentile Grade and National Stanine Grade (NPG-NSG) compares the individual student to students at the same grade level. The National Percentile Age and National Stanine by Age (NPA-NSA) compares the individual student to students of the same age (regardless of grade in school). The Scale Score (SS) and Number Correct (NCR) for each *InView* content area and total is also presented.

## Sample Report: Group List Report

*(InView Score Not Available/Subtest Not Taken)*

*For students who only take TerraNova Complete Battery, the reporting area for the InView assessment will not have scores and will indicate that the assessment was not taken.*

*See the following samples of the Group List Report.*

TERRANOVA<sup>®</sup>, Third Edition
**TERRANOVA<sup>3</sup>**

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**INVIEW**

---

### Group List Report

---

Group: GROUP NAME

---

Grade: 8.1

---

**Purpose**  
This report provides summary information about your group's performance on InView.

---

Number of Students: 16

---

InView Level: 1

---

Test Date: mm/dd/yy

---

SCHOOL NAME 123  
DISTRICT NAME 12345

---

City/State: CITY, ST

---

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**Norm-Referenced Scores**

	No. of Students	National Percentile Scale			
		MNSG	MSS	MDNPA	MDNPG
Sequences	---				
Analogies	---				
Quantitative Reasoning	---				
<b>Total Nonverbal Score</b>	---				
Verbal Reasoning-Words	---				
Verbal Reasoning-Context	---				
<b>Total Verbal Score</b>	---				
<b>Total Score</b>	---				

MNSG: Mean Natl Stanine by Grade    MDNPA: Median Natl Percentile by Age  
MSS: Mean Scale Score                    MDNPG: Median Natl Percentile by Grade

**Mean CSI:** ---  
No. of students with valid CSI scores: 0

\* Based on locally reported data  
Cognitive Skills Index requires student birthdate and Total Score

--- Subtest Not Taken

**General Interpretation**

InView consists of five subtests that measure cognitive ability. The five subtests are Sequences, Analogies, Quantitative Reasoning, Verbal Reasoning-Words, and Verbal Reasoning-Context. Explanations of what these subtests measure can be found on the next page. All five subtests are combined to create a Total Score. Sequences, Analogies, and Quantitative Reasoning are combined to yield a Total Nonverbal Score; Verbal Reasoning-Words and Verbal Reasoning-Context are combined to create a Total Verbal Score.

Displayed on the left are the norm-referenced scores for every subtest taken. The Median National Percentile by Grade is listed in the last column. A National Percentile by Grade compares a student with other students in the same grade, regardless of their ages.

The Cognitive Skills Index (CSI), which is shown beneath the table, is an age-dependent standardized score based on an individual's performance on InView. This score indicates a student's overall cognitive ability relative to other students of the same age without regard to grade. The Mean CSI is the average cognitive ability score for this group.

**Sample Report: Group List Report**  
(InView Score Not Available/Subtest Not Taken)

TERRANOVA <sup>3</sup> , Third Edition		TERRANOVA <sup>3</sup>															
COMPLETE BATTERY		Students	Scores	Reading	Vocab	Reading Cmpst	Language	Language Mach	Language Cmpst	Math	Math Compu	Math Cmpst	Total** Score	Science	Social Studies	Spelling	Word Analysis
<b>LASTNAME, FNAME 1</b> (InView Not Taken) Birthdate: mm/dd/yy Student ID: 1234567890 Age: ## YR ## MO Form: G Level: 13	NP-NS	45-4	44-4	55-5	60-6	45-4	44-4	55-5	60-6	52-2	55-5	60-6	70-7	44-4	---		
	ANP-ANS	50	59	57	60	46	45	50	60	65	50	60	66	59	---		
	NCE	454	444	555	606	454	444	555	606	522	555	606	707	444	---		
	SS	45-4	44-4	55-5	60-6	45-4	44-4	55-5	60-6	52-2	55-5	60-6	70-7	45-4	---		
	DIFF	4.6	4.4	5.2	5.9	5.0	4.8	5.7	6.0	4.6	5.4	6.0	7.2	4.6	---		
	LP-LS	45-4	44-4	55-5	60-6	45-4	44-4	55-5	60-6	52-2	55-5	60-6	70-7	45-4	---		
	GE	4.6	4.4	5.2	5.9	5.0	4.8	5.7	6.0	4.6	5.4	6.0	7.2	4.6	---		
<b>LASTNAME, FNAME 2</b> (InView Not Taken) Birthdate: mm/dd/yy Student ID: 1234567890 Age: ## YR ## MO Form: G Level: 13	NP-NS	45-4	44-4	55-5	60-6	45-4	44-4	55-5	60-6	52-2	55-5	60-6	70-7	44-4	---		
	ANP-ANS	50	59	57	60	46	45	50	60	65	50	60	66	59	---		
	NCE	454	444	555	606	454	444	555	606	522	555	606	707	444	---		
	SS	45-4	44-4	55-5	60-6	45-4	44-4	55-5	60-6	52-2	55-5	60-6	70-7	45-4	---		
	DIFF	4.6	4.4	5.2	5.9	5.0	4.8	5.7	6.0	4.6	5.4	6.0	7.2	4.6	---		
	LP-LS	45-4	44-4	55-5	60-6	45-4	44-4	55-5	60-6	52-2	55-5	60-6	70-7	45-4	---		
	GE	4.6	4.4	5.2	5.9	5.0	4.8	5.7	6.0	4.6	5.4	6.0	7.2	4.6	---		
<b>LASTNAME, FNAME 3</b> (InView Not Taken) Birthdate: mm/dd/yy Student ID: 1234567890 Age: ## YR ## MO Form: G Level: 13	NP-NS	45-4	44-4	55-5	60-6	45-4	44-4	55-5	60-6	52-2	55-5	60-6	70-7	44-4	---		
	ANP-ANS	50	59	57	60	46	45	50	60	65	50	60	66	59	---		
	NCE	454	444	555	606	454	444	555	606	522	555	606	707	444	---		
	SS	45-4	44-4	55-5	60-6	45-4	44-4	55-5	60-6	52-2	55-5	60-6	70-7	45-4	---		
	DIFF	4.6	4.4	5.2	5.9	5.0	4.8	5.7	6.0	4.6	5.4	6.0	7.2	4.6	---		
	LP-LS	45-4	44-4	55-5	60-6	45-4	44-4	55-5	60-6	52-2	55-5	60-6	70-7	45-4	---		
	GE	4.6	4.4	5.2	5.9	5.0	4.8	5.7	6.0	4.6	5.4	6.0	7.2	4.6	---		
<b>LASTNAME, FNAME 4</b> (InView Not Taken) Birthdate: mm/dd/yy Student ID: 1234567890 Age: ## YR ## MO Form: G Level: 13	NP-NS	45-4	44-4	55-5	60-6	45-4	44-4	55-5	60-6	52-2	55-5	60-6	70-7	44-4	---		
	ANP-ANS	50	59	57	60	46	45	50	60	65	50	60	66	59	---		
	NCE	454	444	555	606	454	444	555	606	522	555	606	707	444	---		
	SS	45-4	44-4	55-5	60-6	45-4	44-4	55-5	60-6	52-2	55-5	60-6	70-7	45-4	---		
	DIFF	4.6	4.4	5.2	5.9	5.0	4.8	5.7	6.0	4.6	5.4	6.0	7.2	4.6	---		
	LP-LS	45-4	44-4	55-5	60-6	45-4	44-4	55-5	60-6	52-2	55-5	60-6	70-7	45-4	---		
	GE	4.6	4.4	5.2	5.9	5.0	4.8	5.7	6.0	4.6	5.4	6.0	7.2	4.6	---		
<b>LASTNAME, FNAME 5</b> (InView Not Taken) Birthdate: mm/dd/yy Student ID: 1234567890 Age: ## YR ## MO Form: G Level: 13	NP-NS	45-4	44-4	55-5	60-6	45-4	44-4	55-5	60-6	52-2	55-5	60-6	70-7	44-4	---		
	ANP-ANS	50	59	57	60	46	45	50	60	65	50	60	66	59	---		
	NCE	454	444	555	606	454	444	555	606	522	555	606	707	444	---		
	SS	45-4	44-4	55-5	60-6	45-4	44-4	55-5	60-6	52-2	55-5	60-6	70-7	45-4	---		
	DIFF	4.6	4.4	5.2	5.9	5.0	4.8	5.7	6.0	4.6	5.4	6.0	7.2	4.6	---		
	LP-LS	45-4	44-4	55-5	60-6	45-4	44-4	55-5	60-6	52-2	55-5	60-6	70-7	45-4	---		
	GE	4.6	4.4	5.2	5.9	5.0	4.8	5.7	6.0	4.6	5.4	6.0	7.2	4.6	---		
<b>LASTNAME, FNAME 6</b> (InView Not Taken) Birthdate: mm/dd/yy Student ID: 1234567890 Age: ## YR ## MO Form: G Level: 13	NP-NS	45-4	44-4	55-5	60-6	45-4	44-4	55-5	60-6	52-2	55-5	60-6	70-7	44-4	---		
	ANP-ANS	50	59	57	60	46	45	50	60	65	50	60	66	59	---		
	NCE	454	444	555	606	454	444	555	606	522	555	606	707	444	---		
	SS	45-4	44-4	55-5	60-6	45-4	44-4	55-5	60-6	52-2	55-5	60-6	70-7	45-4	---		
	DIFF	4.6	4.4	5.2	5.9	5.0	4.8	5.7	6.0	4.6	5.4	6.0	7.2	4.6	---		
	LP-LS	45-4	44-4	55-5	60-6	45-4	44-4	55-5	60-6	52-2	55-5	60-6	70-7	45-4	---		
	GE	4.6	4.4	5.2	5.9	5.0	4.8	5.7	6.0	4.6	5.4	6.0	7.2	4.6	---		

**Group List Report with InView**

Group: GROUP NAME

Grade: 8.1

**Purpose**  
This report provides a permanent record of test results for students in a group. The results may be used to evaluate individual achievement, determine overall performance, and areas of strength and need.

Number of Students: 16

Test Date: mm/dd/yy

QM: 07 TN Norms Date: 2017

SCHOOL NAME 123  
DISTRICT NAME 12345

City/State: CITY, ST

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**Individual Scores**

NP-NS: National Percentile and National Stanine  
 ANP-ANS: Ant. Ach. Natl. Percentile and Ant. Ach. Natl. Stanine  
 NCE: Normal Curve Equivalent  
 SS: Scale Score  
 DIFF: Difference  
 LP-LS: Local Percentile and Local Stanine  
 GE: Grade Equivalent

\*\* Total score consists of Reading, Language, Mathematics  
 --- Maximum or Minimum score  
 --- Subtest not taken

**Sample Report: Group List Report**  
*(InView Score Not Available/Subtest Not Taken)*

INVIEW		Students	Scores	Sequences	Analogies	Quantitative Reasoning	Total Nonverbal	Verbal Reasoning - Words	Verbal Reasoning - Context	Total Verbal	Total Score
<b>Group List Report</b>		<b>LASTNAME, FNAME 1</b>	NPG-NSG NPA-NSA SS NCR								
Group: GROUP NAME		Birthdate: mm/dd/yy Student ID: 1234567890 InView Level: (Not Taken) CSI: --- Range: ---									
Grade: 8.1		<b>LASTNAME, FNAME 2</b>	NPG-NSG NPA-NSA SS NCR								
Purpose This report provides individual scores based on performance on <i>InView</i> .		Birthdate: mm/dd/yy Student ID: 1234567890 InView Level: (Not Taken) CSI: --- Range: ---									
Number of Students: 16		<b>LASTNAME, FNAME 3</b>	NPG-NSG NPA-NSA SS NCR								
Test Date: mm/dd/yy		Birthdate: mm/dd/yy Student ID: 1234567890 InView Level: (Not Taken) CSI: --- Range: ---									
SCHOOL NAME 123 DISTRICT NAME 12345		<b>LASTNAME, FNAME 4</b>	NPG-NSG NPA-NSA SS NCR								
City/State: CITY, ST		Birthdate: mm/dd/yy Student ID: 1234567890 InView Level: (Not Taken) CSI: --- Range: ---									
00001 Page 5		<b>LASTNAME, FNAME 5</b>	NPG-NSG NPA-NSA SS NCR								
		Birthdate: mm/dd/yy Student ID: 1234567890 InView Level: (Not Taken) CSI: --- Range: ---									
		<b>LASTNAME, FNAME 6</b>	NPG-NSG NPA-NSA SS NCR								
		Birthdate: mm/dd/yy Student ID: 1234567890 InView Level: (Not Taken) CSI: --- Range: ---									
		<b>Individual Scores</b>									
		NPG-NSG: National Percentile Grade and National Stanine Grade									
		NPA-NSA: National Percentile Age and National Stanine Age									
		SS: Scale Score									
		NCR: Number Correct									



## **OBJECTIVES REPORT**

The Objectives Report shows how your students performed on each *TerraNova* objective compared with other groups. The *TerraNova* objectives comprise groups of related skills or instructional goals.

Information from the items within an objective and the student's overall performance on the entire test are used to determine the Objectives Performance Index (OPI). The OPI is an estimate of the number of items for a specific objective that a student could be expected to answer correctly if there had been 100 items for that objective. Note that the OPIs have been provided for each student and averaged for your local group and the national norm group.

The report is arranged so that you can identify a student's educational strengths and needs. In addition, you can compare a student's performance on a particular objective to the average performance of the local group and the nation, as well as determine whether the student's performance was above the Moderate Mastery range (indicating an attainment of High Mastery of the particular objective), below the Moderate Mastery range (indicating an attainment of Low Mastery of the particular objective), or within the Moderate Mastery range.



## INDIVIDUAL PROFILE REPORT

The Individual Profile Report (IPR) identifies an individual student's strengths and needs, using objective-level (criterion-referenced) scores for determining specific instructional priorities and norm-referenced scores for comparing achievement with the norm group. It is recommended that CSP schools choose either the IPR or the CSP Home Report to send as a report to parents/guardians. Both the IPR and the CSP Home Report contain objective-level and norm-referenced data for an individual student. Sample pages from the CSP Home Report are shown on pages 58-62 of this guide.

The school will receive two paper copies of each student's IPR. In addition, the teacher can download and print IPRs as a PDF file from the DRC INSIGHT Portal (see Appendix A for instructions to access PDFs).

The CSP Home Report is an optional report that can be ordered by the school. If ordered, the school will receive a paper copy and can also access a PDF of the report in the DRC INSIGHT Portal (see Appendix A for instructions).

For the parents/guardians and classroom teacher, the IPR presents detailed test results in an attractive, understandable, and useful format; typically, a parent benefits from a guided explanation of the data on the IPR. The CSP Home Report provides parents/guardians easily understood test information for each student as well as suggestions for helping that child. It can usually be understood with little or no teacher guidance.

The Individual Profile Report includes TerraNova 3 results as well as PLUS tests results, if those assessments were administered, and is presented as a summary of:

- the results when only *TerraNova 3, Complete Battery* is administered; and
- the *TerraNova 3 Complete Battery with InView* results when both *TerraNova 3* and *InView* are administered at a grade level.

The specific information contained in each of these reports is described below and in the next two sections.

The **first page** of the IPR is the same whether the student was administered only *TerraNova 3, Complete Battery* or both the Complete Battery and *InView*. This page of the report presents the student's criterion-referenced data showing how the student performed on each objective assessed on Complete Battery.

### INDIVIDUAL PROFILE REPORT, COMPLETE BATTERY ONLY

The Individual Profile Report contains the same information provided for students who also took *InView*. See "Individual Profile Report" above for a description.

The **second page** of the Individual Profile Report shows national norm-referenced scores, which compare the student's achievement with the national norm group in each content area tested. On this report, the Local Percentile-Local Stanine scores (Local Percentile/Stanine) are the CSP norms. This page lists the content areas measured by the test and how well the student performed. The combination of numeric, graphic, and narrative information helps the teacher form a well-founded general impression of the student's current level of achievement in each content area tested.

### **INDIVIDUAL PROFILE with *InView***

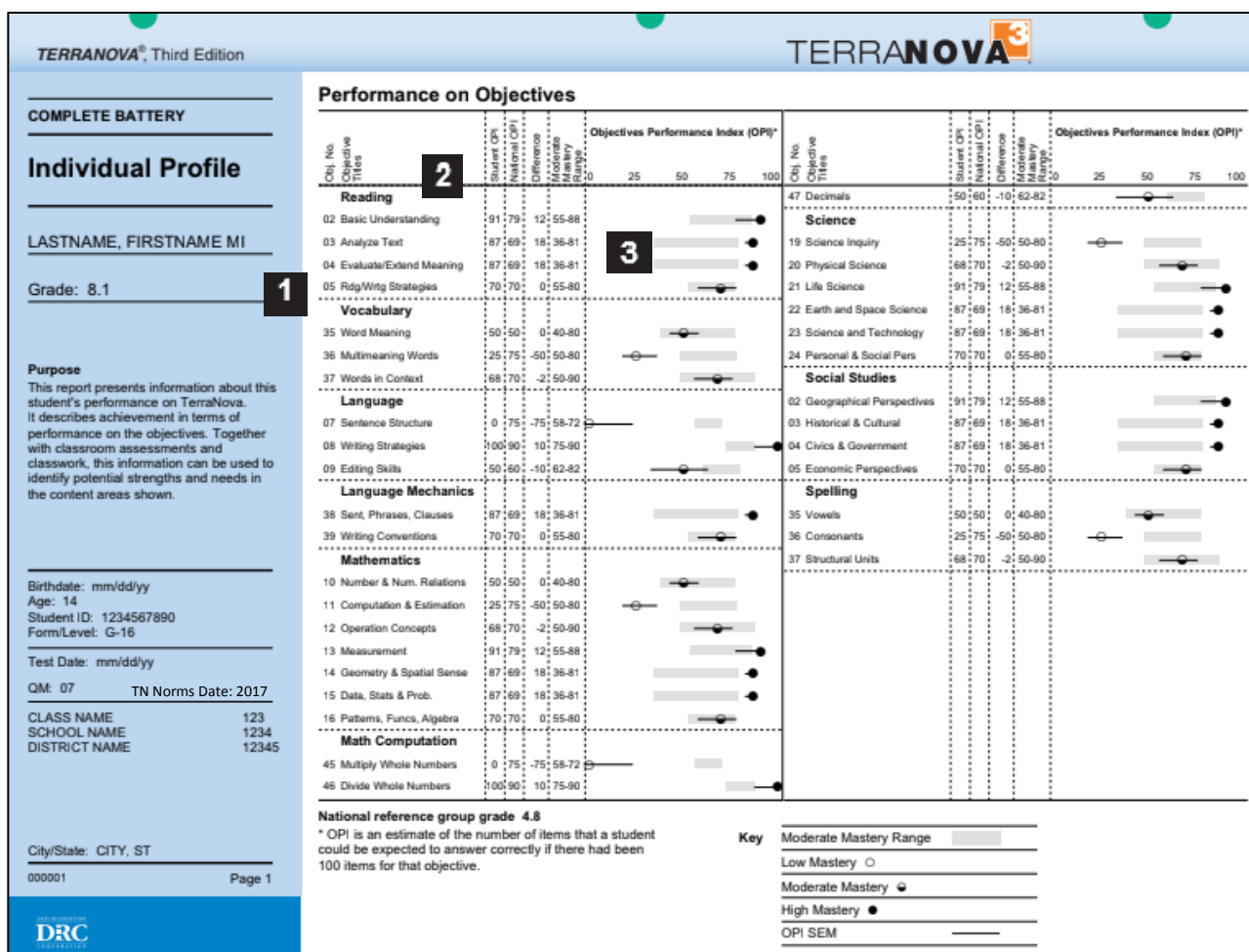
The Individual Profile with *InView* contains the same information provided for students who took Complete Battery only. See “Individual Profile Report” on page 42 for a description.

The **second page** (on the back of the criterion-referenced information) provides national norm-referenced information on all *TerraNova 3* content areas. On this report, the Local Percentile/Stanine scores are the CSP norms. This includes both the student’s Obtained Achievement based on *TerraNova 3* and the Anticipated Achievement based on *InView*.

The Individual Profile with *InView* displays the student’s *InView* content area results and Cognitive Skills Index (CSI) score.

On the back of the Individual Profile with *InView* is a description of each *InView* content area. (Not shown.)


## Sample Report: Individual Profile Report



- 1** The objectives measured by *TerraNova 3* are listed for each content area tested. Each objective is measured by at least four items.
- 2** The data for each objective include the student's Objectives Performance Index (OPI) (see the bottom of the report for an explanation of OPIs); the National (average) OPI of the norm group; and the difference between the student's OPI and the National OPI. The Moderate Mastery Range is also given; this defines the score range in which students are deemed to have some skills and knowledge related to an objective, but are not yet at grade-level proficiency.
- 3** The graph for each objective shows the student's OPI, represented by a small circle, and the associated confidence band, represented by a line extending to either side of the circle. The confidence band indicates where the student's score would fall if the test were administered more than one time. The width of the confidence band represents accuracy—the narrower the band, the more confidence one can have in the accuracy of the OPI. In addition to indicating the student's numerical OPI, the student's mastery is shown relative to the Moderate Mastery Range, illustrated by the gray bars.
- 4** The key for the small circles used in the graphs is given. See also "Objectives Mastery Levels," page 10.

The format and information on the Individual Profile Report, Page 1 is the same as the Individual Profile with *InView*, Page 1.

## Sample Report: Individual Profile with *InView*



**COMPLETE BATTERY**

**Individual Profile with *InView***

LASTNAME, FIRSTNAME MI

Grade: 8.1

**Purpose**  
This report presents norm-referenced information as well as descriptions of the kinds of knowledge, skills, and abilities assessed on the TerraNova achievement test. In the descriptions, statements describing written responses refer only to when the Writing test is administered.


Birthdate: mm/dd/yy  
Age: 14  
Student ID: 1234567890  
Form/Level: G-16

Test Date: mm/dd/yy

QM: 07      TN Norms Date: 2017

CLASS NAME      123  
SCHOOL NAME     1234  
DISTRICT NAME    12345

City/State: CITY, ST  
000001                      Page 2



	Norm-Reference Scores					National Percentile Scale			
	Scale Score	Grade Equivalent	Local Percentile/Stanine	DIFF**	Anticipated National Percentile/Stanine	National Percentile/Stanine	National Percentile Range	National Stanine Scale	
Reading	661	6.7	71-6	Above	74-6	74-6	62-84	1 10 25 50 75 90 99	
Vocabulary	661	6.7	71-6		74-6	87-7	74-95	1 2 3 4 5 6 7 8 9	
Reading Composite	661	6.7	71-6	Above	74-6	91-8	82-95	1 2 3 4 5 6 7 8 9	
Language	661	6.7	71-6	Below	74-6	58-5	47-69	1 2 3 4 5 6 7 8 9	
Language Mechanics	661	6.7	71-6		74-6	56-5	37-73	1 2 3 4 5 6 7 8 9	
Language Composite	661	6.7	71-6		74-6	62-6	47-76	1 2 3 4 5 6 7 8 9	
Mathematics	661	6.7	71-6		74-6	88-7	82-93	1 2 3 4 5 6 7 8 9	
Math Computation	661	6.7	71-6		74-6	86-7	73-93	1 2 3 4 5 6 7 8 9	
Math Composite	661	6.7	71-6		74-6	92-8	86-95	1 2 3 4 5 6 7 8 9	
Total Score**	661	6.7	71-6		74-6	84-7	79-89	1 2 3 4 5 6 7 8 9	
Science	661	6.7	71-6		74-6	96-9	92-98	1 2 3 4 5 6 7 8 9	
Social Studies	661	6.7	71-6		74-6	67-6	55-78	1 2 3 4 5 6 7 8 9	
Spelling	661	6.7	71-6	Below	74-6	25-4	10-40	1 2 3 4 5 6 7 8 9	

\* Maximum or Minimum Score  
\*\* Total score consists of Reading, Language, Mathematics  
\*\*\* Above or Below appears when there is a significant difference.

**2** The following are content area descriptions of the kinds of knowledge, skills, and abilities assessed on the TerraNova achievement test.

**3**

**In Reading...**  
Students read passages of varying degrees of difficulty, including excerpts from classic and contemporary fiction, nonfiction, and poetry. Students show knowledge of grade-level vocabulary and comprehension of passage details. They analyze texts to draw inferences, demonstrate an understanding of literary and persuasive techniques, and evaluate plot and setting. Students read critically to evaluate fictional and factual materials, synthesize elements across texts, and evaluate tone and point of view in various types of reading material. They apply reading strategies by using context clues to understand unfamiliar vocabulary and by evaluating graphics and research skills. In the writing section, students evaluate information in nonfiction passages and predict plot developments. They compare different texts, analyze setting and mood in poetry, and evaluate persuasive techniques.

**In Language Arts...**  
Students show understanding of language skills measured in contexts such as biographies, book reports, or informational passages up to two paragraphs long. Most vocabulary is on grade level; challenging words are supported by context clues. Students recognize complete sentences and choose the best way to combine sentences—for example, by using subordinating phrases. They show knowledge of paragraph development by choosing topic and supporting sentences, excluding unrelated information, and identifying appropriate connecting words. They recognize the correct use of verbs, modifiers, and relative pronouns, and they correctly narrow writing topics. In the writing section, students analyze brainstorming strategies. They proofread and correct errors in sentence structure, usage, capitalization, and punctuation in a given paragraph.

**In Mathematics...**  
Students compute/estimate with rational numbers; identify equivalent forms of numbers; represent numbers with scientific notation; use operation properties; use a number line with negative numbers; compare fractions; find common multiples, rates, percents, absolute values; apply concepts of exponents/radicals; use tools and scale drawings to find lengths; convert units; find area/perimeter/volume; locate coordinates for figures; use geometric properties of figures; use concepts of similarity/congruence/transformations; interpret and draw conclusions with Venn diagrams and graphs; find probability/averages; find numeric patterns and their rules; model, solve, and graph equations; evaluate expressions; identify expressions, equations, and inequalities to represent problems; use proportional/deductive/inductive reasoning; communicate thinking and processes used to solve problems.

**In Science...**  
Students demonstrate knowledge of core science concepts such as population fluctuations and other aspects of ecology, heredity, organ systems, taxonomy, Newton's laws of motion, molecular and atomic theory, the rock cycle, tides, eclipses, and phases of the moon; weather, atmosphere, and climate; processes of scientific investigation, including the ability to design and critique simple experiments and represent and interpret data; technological design issues and the uses of new kinds of technology; and personal and social aspects of science such as health and nutrition, recycling and resource management, and environmental issues. The knowledge assessed at this level requires greater depth of understanding than does elementary science knowledge, with a focus on models and theories that explain the way nature works.

**In Social Studies...**  
Students use maps and other sources to analyze geographic information; use mental-mapping skills (without using visual maps) to locate places; understand the impact of human activities on the environment; use charts and primary sources to identify and make inferences about cultural influences, periods of growth, change, conflict, and reform in United States history; differentiate between primary and secondary sources; know the rights and responsibilities of citizens, the functions of the United States Constitution and the government; use graphs and charts to interpret economic information; understand some economic terms, factors that affect businesses, the role of banks, use of credit cards. In their written responses, students classify information, make comparisons, give explanations, support their answers, offer solutions to problems, and present both sides of an issue.

For more information, visit [www.datarecognitioncorp.com](http://www.datarecognitioncorp.com)

**1** This section of the report displays the student's national norm-referenced scores for each content area administered. The scores reported are Scale Score, Grade Equivalent, Local Percentile/Stanine, DIFF, Anticipated National Percentile/Stanine, and National Percentile/Stanine, and National Percentile Range. A Difference (DIFF) is noted by the words "Above" or "Below" when there is an educationally meaningful difference between the group's or individual score's obtained and anticipated scores. CSP norms are presented as Local Percentile/Stanine.

**2** The graph presents the NP (the diamond) and the NP Range for each content area (or composite or total). For the NP Range, the lines to the left and right of each black diamond represent the range between the lowest and highest NP scores of the students in this group, which are also displayed numerically in a column to the left of the graphic. The shaded area represents the range of average scores nationally. Below the graph is the National Stanine scale.

**3** The text under the graph presents both a summary of a student's performance and detailed information about what is measured in a specific content area. Taken together, the teacher can use these statements to help the student improve and to speak knowledgeably at parent-teacher conferences.

## Sample Report: Individual Profile with *InView*

TERRANOVA<sup>®</sup>, Third Edition
TERRANOVA<sup>3</sup>

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**INVIEW**

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**Individual Profile**

---

LASTNAME, FIRSTNAME MI

---

Grade: 8.1

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**Purpose**  
This report presents information about this student's performance on *InView*. It describes achievement in terms of National Percentiles, which compare the student with other students nationally. Together with classroom assessments and classwork, this can be used to identify the student's strengths and needs.

---

Birthdate: mm/dd/yy  
Age: 14  
Student ID: 1234567890  
InView Level: 1

---


Test Date: mm/dd/yy

---

CLASS NAME 123  
SCHOOL NAME 1234  
DISTRICT NAME 12345

---

City/State: CITY, ST  
000001 Page 3



**2**

**Norm-Referenced Scores**

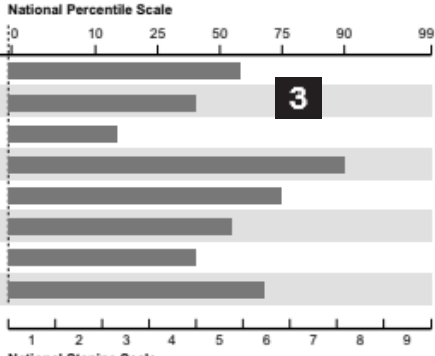
	SS	NSG	NPA	NSA	NCR	NPG
Sequences	454	4	67	6	14	58
Analogies	454	4	67	6	14	40
Quantitative Reasoning	454	4	67	6	14	15
<b>Total Nonverbal Score</b>	454	4	67	6	14	90
Verbal Reasoning—Words	454	4	67	6	14	75
Verbal Reasoning—Context	454	4	67	6	14	55
<b>Total Verbal Score</b>	454	4	67	6	14	40
<b>Total Score</b>	454	4	67	6	14	68

SS: Scale Score  
NSG: National Stanine by Grade  
NPA: National Percentile Age

NSA: National Stanine Age  
NCR: Number Correct  
NPG: National Percentile by Grade

**CSI: 111 Range: (92-127)**  
Cognitive Skills Index requires student birthdate and Total Score

**3**



**National Stanine Scale**  
National Percentile by Grade (NPG)

\* Maximum or Minimum Score

**4**

**General Interpretation**

*InView* consists of five subtests that measure cognitive ability. The five subtests are Sequences, Analogies, Quantitative Reasoning, Verbal Reasoning—Words, and Verbal Reasoning—Context. Explanations of what these subtests measure can be found on the next page. All five subtests are combined to create a Total Score. Sequences, Analogies, and Quantitative Reasoning are combined to yield a Total Nonverbal Score; Verbal Reasoning—Words and Verbal Reasoning—Context are combined to create a Total Verbal Score.

Displayed on the left are the norm-referenced scores for every subtest taken. The National Percentile by Grade is listed in the last column. A National Percentile by Grade compares a student with other students in the same grade, regardless of their ages.


The Cognitive Skills Index (CSI), which is shown beneath the table, is an age-dependent standardized score based on an individual's performance on *InView*. This score indicates a student's overall cognitive ability relative to other students of the same age without regard to grade. The CSI range indicates that if the student had taken the test numerous times, two-thirds of the scores would have fallen within the range shown.

- 1** The five tests of *InView* are listed: Sequences, Analogies, Quantitative Reasoning, Verbal Reasoning—Words, and Verbal Reasoning—Context. All five tests are combined to create a Total Score. Sequences, Analogies, and Quantitative Reasoning are combined to yield a Total Nonverbal Score; Verbal Reasoning—Words and Verbal Reasoning—Context are combined to create a Total Verbal Score.
- 2** The *InView* norm-referenced scores displayed are Scale Score (SS), National Stanine by Grade (NSG), National Percentile by Age (NPA), National Stanine Average (NSA), Number Correct (NCR), and National Percentile by Grade (NPG).
- 3** The graph displays the student's National Percentile by Grade (NPG) using the scale at the top of the graphic. The same bar represents the National Stanine by Grade, using the scale at the bottom of the graphic.
- 4** The Cognitive Skills Index (CSI) is also provided. The CSI is an age-dependent standardized score based on an individual's performance on *InView*. This score indicates a student's overall cognitive ability relative to other students of the same age without regard to grade.
- 5** The General Interpretation section provides useful information to help understand the information on the Individual Profile with *InView*.

## Sample Report: Individual Profile

(InView Score Not Available/Subtest Not Taken)

For students who only take TerraNova Complete Battery, the reporting area for the InView assessment will not have scores and will indicate that the assessment was not taken.



**COMPLETE BATTERY**

**Individual Profile with InView**

LASTNAME, FIRSTNAME MI

Grade: 8.1

**Purpose**  
This report presents norm-referenced information as well as descriptions of the kinds of knowledge, skills, and abilities assessed on the TerraNova achievement test. In the descriptions, statements describing written responses refer only to when the Writing test is administered.

Birthdate: mm/dd/yy  
Age: 14  
Student ID: 1234567890  
Form/Level: G-16

Test Date: mm/dd/yy  
QM: 07      TN Norms Date: 2017

CLASS NAME      123  
SCHOOL NAME     1234  
DISTRICT NAME    12345

City/State: CITY, ST

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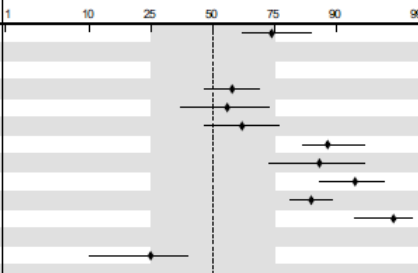
**Norm-Reference Scores**

	Scale Score	Grade Equivalent	Local Percentile Stanine	DIFF**	Anticipated National Percentile Stanine	National Percentile Stanine	National Percentile Range
Reading	661	6.7	71-6	N/A	N/A	74-6	62-84
Vocabulary	--	--	--	--	--	--	--
Reading Composite	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Language	661	6.7	71-6	N/A	N/A	58-5	47-69
Language Mechanics	661	6.7	71-6	N/A	N/A	56-5	37-73
Language Composite	661	6.7	71-6	N/A	N/A	62-6	47-76
Mathematics	661	6.7	71-6	N/A	N/A	88-7	82-93
Math Computation	661	6.7	71-6	N/A	N/A	86-7	73-93
Math Composite	661	6.7	71-6	N/A	N/A	92-8	86-95
Total Score**	661	6.7	71-6	N/A	N/A	84-7	79-89
Science	661	6.7	71-6	N/A	N/A	96-9	92-98
Social Studies	IN	IN	IN	N/A	N/A	IN	IN
Spelling	661	6.7	71-6	N/A	N/A	25-4	10-40

\* Maximum or Minimum Score  
\*\* Total score consists of Reading, Language, Mathematics  
\*\*\* Above or Below appears when there is a significant difference.

-- Subtest Not Taken  
 IN Subtest Invalidated  
 N/A Not Available

**National Percentile Scale**



**National Stanine Scale**

The following are content area descriptions of the kinds of knowledge, skills, and abilities assessed on the TerraNova achievement test.

**In Reading...**  
Students read passages of varying degrees of difficulty, including excerpts from classic and contemporary fiction, nonfiction, and poetry. Students show knowledge of grade-level vocabulary and comprehension of passage details. They analyze texts to draw inferences, demonstrate an understanding of literary and persuasive techniques, and evaluate plot and setting. Students read critically to evaluate fictional and factual materials, synthesize elements across texts, and evaluate tone and point of view in various types of reading material. They apply reading strategies by using context clues to understand unfamiliar vocabulary and by evaluating graphics and research skills. In the writing section, students evaluate information in nonfiction passages and predict plot developments. They compare different texts, analyze setting and mood in poetry, and evaluate persuasive techniques.

**In Language Arts...**  
Students show understanding of language skills measured in contexts such as biographies, book reports, or informational passages up to two paragraphs long. Most vocabulary is on grade level; challenging words are supported by context clues. Students recognize complete sentences and choose the best way to combine sentences—for example, by using subordinating phrases. They show knowledge of paragraph development by choosing topic and supporting sentences, excluding unrelated information, and identifying appropriate connecting words. They recognize the correct use of verbs, modifiers, and relative pronouns, and they correctly narrow writing topics. In the writing section, students analyze brainstorming strategies. They proofread and correct errors in sentence structure, usage, capitalization, and punctuation in a given paragraph.

**In Mathematics...**  
Students compute/estimate with rational numbers; identify equivalent forms of numbers; represent numbers with scientific notation; use operation properties; use a number line with negative numbers; compare fractions; find common multiples, rates, percents, absolute values; apply concepts of exponents/radicals; use tools and scale drawings to find lengths; convert units; find area/perimeter/volume; locate coordinates for figures; use geometric properties of figures; use concepts of similarity/congruence/transformations; interpret and draw conclusions with Venn diagrams and graphs; find probability/averages; find numeric patterns and their rules; model, solve, and graph equations; evaluate expressions; identify expressions, equations, and inequalities to represent problems; use proportional/deductive/inductive reasoning; communicate thinking and processes used to solve problems.

**In Science...**  
Students demonstrate knowledge of core science concepts such as population fluctuations and other aspects of ecology, heredity, organ systems, taxonomy, Newton's laws of motion, molecular and atomic theory, the rock cycle, tides, eclipses, and phases of the moon; weather, atmosphere, and climate; processes of scientific investigation, including the ability to design and critique simple experiments and represent and interpret data; technological design issues and the uses of new kinds of technology; and personal and social aspects of science such as health and nutrition, recycling and resource management, and environmental issues. The knowledge assessed at this level requires greater depth of understanding than does elementary science knowledge, with a focus on models and theories that explain the way nature works.

**In Social Studies...**  
Students use maps and other sources to analyze geographic information; use mental-mapping skills (without using visual maps) to locate places; understand the impact of human activities on the environment; use charts and primary sources to identify and make inferences about cultural influences, periods of growth, change, conflict, and reform in United States history; differentiate between primary and secondary sources; know the rights and responsibilities of citizens, the functions of the United States Constitution and the government; use graphs and charts to interpret economic information; understand some economic terms, factors that affect businesses, the role of banks, use of credit cards. In their written responses, students classify information, make comparisons, give explanations, support their answers, offer solutions to problems, and present both sides of an issue.



**STUDENT RECORD LABEL**

The Student Record Label is frequently placed in a student’s cumulative record file at school. When each year’s label is affixed to a testing record sheet within the file annually, educators can review a student’s testing history on a single page.

**STUDENT RECORD LABEL with InView**

The Student Record Label with *InView* provides a succinct summary of a student’s *TerraNova 3* and *InView* summary data.

LLLLLLLLLLLL FFFFFF M INVIEW LVL: 5 AGE: 10 YR 9 MO CSI: 89	SCORES	SEQ	ANLG	QR	TNVR	WRDS	CTXT	TVR	TOT	SCORES	SEQ	ANLG	QR	TNVR	WRDS	CTXT	TVR	TOT
<b>1</b>	NPG-NSG	52-5	57-6	60-6	64-6	65-7	71-8	70-7	69-7	SS	361	324	333	335	340	350	440	450
	NPA-NSA	77-10	77-11	80-12	66-11	60-8	60-7	58-6	66-8	NCR	6	8	10	13	15	13	14	44
LLLLLLLLLLLL FFFFFF M DOB: mm/dd/yy AGE: 10 YEARS 2 MONTH(S) STUDENT ID: 1234567890 QUARTER MONTH: 31	<b>TerraNova Complete Battery</b>																	
<b>3</b>	FORM/LEVEL	NP-NS	READING			LANGUAGE			MATHEMATICS			TOTL SCOR	SCI	SOC STDY	SPEL	WORD ANLYS		
	G-15	SS	READ	VOC	CMP	LANG	MECH	CMP	MATH	COMP	CMP							
	GRADE	AANP-NS	35-3	85-9	60-6	16-2	85-8	48-5	17-2	36-3	28-3	48-5	INV	33-3	72-7			
	5.6	NCE	625	679	652	60	673	637	594	617	635			631	648			
	DATE	DIFF	32-3	87-9	63-6	15-2	85-8	48-5	17-2	36-3	28-3	48-5		23-3	72-7			
	10/16	LP-LS												40	60			

- 1** This label provides information about an individual student, such as name, date of birth, and the grade in school when the assessments were administered.
- 2** The *InView* summary information is presented on the top section of the label. The National Stanine by Grade and National Stanine Grade (NPG-NSG), the National Percentile Age and National Stanine by Age (NPA-NSA), Scale Score (SS) and Number Correct (NCR) are provided. The student’s Cognitive Skills Index (CSI) is also listed.
- 3** The *TerraNova 3* national norm-referenced scores reported are National Percentile-National Stanine (NP-NS), Scale Score (SS), Anticipated Achievement National Percentile-National Stanine (AANP-NS), and Normal Curve Equivalent (NCE). If there is an educationally meaningful difference between a student’s actual and Anticipated Achievement, that difference is shown on the DIFF line, indicating if the actual achievement was ABOVE (+) Anticipated Achievement or BELOW (-) Anticipated Achievement. CSP norms are listed as Local Percentile-Local Stanine (LP-LS).

**STUDENT RECORD LABEL—Only TerraNova was taken**

For students who only take *TerraNova Complete Battery*, the reporting area for the *InView* assessment will not have scores. See the following sample of the Student Record Label.

LLLLLLLLLLLL FFFFFF M INVIEW LVL: 5 AGE: 10 YR 9 MO CSI: 89	SCORES	SEQ	ANLG	QR	TNVR	WRDS	CTXT	TVR	TOT	SCORES	SEQ	ANLG	QR	TNVR	WRDS	CTXT	TVR	TOT
	NPG-NSG	52-5	57-6	60-6	64-6	65-7	71-8	70-7	69-7	SS	361	324	333	335	340	350	440	450
	NPA-NSA	77-10	77-11	80-12	66-11	60-8	60-7	55-6	66-8	NCR	6	8	10	13	15	13	14	44

# Bible Assessment Reports

The CSP Bible Assessment was developed by over 100 Christian school educators from all grade levels. The set of Bible Assessment items included at each grade level are developed from two key perspectives:

- 1. Content Clusters:** Each item addresses a core element of a strong Bible curriculum, such as knowledge of creation, Christ, Old and New Testament Bible stories, Bible organization and structure, the Church, and Christian living. Content Clusters can vary by grade level.
- 2. Process Clusters:** Each item is also considered based on whether it is assessing Knowledge (recall, recognition), Comprehension (demonstration of understanding), or Application (purposeful use or relevance) of biblical information. Process Clusters are the same across all grade levels.

Each item on the Bible Assessment addresses both a Content Cluster and a Process Cluster. This dual nature is reflected in the Bible Assessment reports and allows CSP educators to assess the biblical content students have acquired at each grade level as well as their understanding and application of Scripture. The reports from this subtest can help Christian educators identify strengths of their Bible instructional program and serve as tools to assist with evaluating the Bible curriculum, promoting dialogue among the staff and the school community, and focusing further support and instruction for individual students.

## **BIBLE ASSESSMENT SUMMARY REPORT**

This report summarizes the Bible Assessment results for an entire grade level and reports the number and percent of students at four Performance Levels: Advanced, Proficient, Basic, and Below Basic. Grade-level results are also reported for the Content and Process Clusters assessed in that grade's Bible curriculum.

## **BIBLE ASSESSMENT ROSTER REPORT**

This class-level report presents the Bible Assessment results for each student in a teacher's classroom. Results are listed alphabetically by each student's last name. On Page 1 of the report, each individual's scores are detailed, including total number correct, Scale Scores, Performance Level, and Content Cluster scores.

The Content Cluster data may continue on Page 2 if there is not enough space on the first page. Students' results by Process Clusters (Knowledge, Comprehension, and Application) are also provided on Page 2 of the report.

## **BIBLE ASSESSMENT STUDENT REPORT**

This is a student-level report that indicates an individual student's Performance Level on the Bible Assessment and the student's results on the Content Clusters and Process Clusters assessed at his or her grade level. The student's Scale Score is also provided. The Bible Assessment Student Report is also available to parents as a PDF on Assessment Data Online for Parents.

Sample Report: Bible Assessment Summary Report

<b>TERRANOVA</b> Christian School Program <b>BIBLE ASSESSMENT</b> <b>Summary Report</b>		<b>Bible Assessment</b>		
Group: SCHOOL Grade: 1 <b>Why Include a Bible Assessment?</b> <ul style="list-style-type: none"> <li>Desires for based based information to assess and monitor the amount of biblical knowledge</li> <li>To assess and adjust Bible curriculum effectiveness</li> <li>To see if students have learned more than Bible facts</li> <li>To see if students understand the Scriptures and are able to apply it in their lives</li> <li>To promote school dialog among staff and to provide avenues to reach parents</li> </ul>		<b>Performance Levels</b>		<b>Content Clusters</b>
<b>4</b>		<b>1</b> <b>Advanced</b> No. Students: 4883 % Students: 36% Score Range: 591 or Above	<b>2</b> 1. Creation 2. Christ 3. Bible Stories - OT 4. Bible Stories - NT	Possible Points Mean Number Correct Mean Percent Correct
<b>3</b>		<b>Proficient</b> No. Students: 5408 % Students: 40% Score Range: 547-690		
		<b>Basic</b> No. Students: 3077 % Students: 24% Score Range: 493-646	<b>Process Clusters</b> 1. Knowledge 2. Comprehension 3. Application	
		<b>Below Basic</b> No. Students: 0 % Students: 0% Score Range: 492 or Below		
		Mean Number Correct: 31 Mean Scale Score: 551	NOTE: The score categories of knowledge, comprehension, and application are another way of looking at the content cluster scores and do not reflect additional test questions. Comprehension and application questions are generally more difficult than knowledge questions.	
Test Date: MM/DD/YYYY Form/Level: GL-11 SCHOOL NAME: 0001234 DISTRICT NAME: 01 City/State: CITY, ST 000001		<b>Performance Level Descriptors</b> <b>Advanced</b> – Exceptional mastery of biblical facts and principles with a strong understanding of how to apply them. <b>Proficient</b> – Solid mastery of biblical facts and principles with a firm understanding of how to apply them. <b>Basic</b> – Partial mastery of biblical facts and principles with some understanding of how to apply them. <b>Below Basic</b> – Little or no mastery of biblical facts and principles with little understanding of how to apply them.		
		The Bible assessment subtest is designed to measure Bible content concepts in the areas of knowledge, comprehension, and application. It in no way is meant to be viewed as a sole comprehensive assessment of what a student should or should not know with regard to Bible knowledge. The test was based on a consensus of what is taught in schools using a variety of textbooks. The primary thesis is that Scriptural knowledge, understanding and application are to provide the foundation for a lived-out Christian world and life view. The assessment is designed to provide foundational information for teachers to address the crucial connection between knowing and doing; to know if students understand the Scripture and how to apply it in their lives; and to assist schools with knowing where students are and how to encourage their spiritual formation.		
		Published under contract with the Association of Christian Schools International by Data Recognition Corporation. Scores based on normative data copyright © 2003 by Association of Christian Schools International. All rights reserved.		

This report provides a grade-level summary of the Bible Assessment subtest.

- 1** In the Performance Levels section of the report, the number and percent of students at this grade level scoring within each of the four Performance Levels are given. In addition, the Scale Score range for each Performance Level is provided. Below are the Mean Number Correct and the Mean Scale Score for this group of students.
- 2** In this section of the report, the Content Clusters assessed on the Bible Assessment at this grade level are listed; the number of possible points and the mean (average) results for each cluster are detailed. Below the Content Clusters, the results are summarized for the Process Clusters. The Process Cluster results indicate how well students demonstrated knowledge, comprehension, and application of the Bible Assessment content.
- 3** A description of each of the four Performance Levels is provided.
- 4** Two locations with explanations convey the rationale behind administering the Bible Assessment and provide additional information about the development and content of this subtest.

Sample Report: Bible Assessment Roster Report, Page 1

**TERRANOVA**  
Christian School Program

**BIBLE ASSESSMENT**

**Roster Report**

---

Group: TEACHER ONE

---

Grade: 6.1

---

**Why Include a Bible Assessment?**

- Desires for broad based information to assess and demonstrate the amount of biblical knowledge
- To assist in selecting Bible curriculum
- To see if students have learned more than Bible facts
- To see if students understand the Scriptures and are able to apply it in their lives.
- To promote school dialog among staff and to provide avenues to reach parents

---

Test Date: MM/DD/YY

Form Level: G-16

---

SCHOOL NAME 1234  
DISTRICT NAME 12345

---

City/State: CITY, ST

---

000001 Page 1

Students	Bible Assessment			Content Clusters											
	Number correct	Scale Score	Performance Level	1. Christ		2. Bible Stories - OT		3. Bible Stories - NT		4. Bible Org. & Structure		5. Church		6. Bible Study Skills	
				Number Correct	Percent Correct	Number Correct	Percent Correct	Number Correct	Percent Correct	Number Correct	Percent Correct	Number Correct	Percent Correct	Number Correct	Percent Correct
<b>BAILEY, ERNEST M</b> Birthday: 07/25/01	This student did not attempt the test.														
<b>BAILEY, E M</b> Birthday: 07/25/01	This student's Bible Assessment was invalidated by the school.														
<b>BAILEY, F M</b> Birthday: 07/25/01	26	656	P	3	75	3	50	6	60	7	70	4	67	1	25
<b>BAILEY, G M</b> Birthday: 07/25/01	26	656	P	3	75	3	50	6	60	7	70	4	67	1	25
<b>BAILEY, H M</b> Birthday: 07/25/01	26	656	P	3	75	3	50	6	60	7	70	4	67	1	25
<b>BAILEY, I M</b> Birthday: 07/25/01	26	656	P	3	75	3	50	6	60	7	70	4	67	1	25
<b>BAILEY, J M</b> Birthday: 07/25/01	26	656	P	3	75	3	50	6	60	7	70	4	67	1	25
<b>BAILEY, K M</b> Birthday: 07/25/01	26	656	P	3	75	3	50	6	60	7	70	4	67	1	25
<b>BAILEY, L M</b> Birthday: 07/25/01	26	656	P	3	75	3	50	6	60	7	70	4	67	1	25
<b>BAILEY, M M</b> Birthday: 07/25/01	26	656	P	3	75	3	50	6	60	7	70	4	67	1	25
<b>BAILEY, N M</b> Birthday: 07/25/01	26	656	P	3	75	3	50	6	60	7	70	4	67	1	25
<b>BAILEY, O M</b> Birthday: 07/25/01	26	656	P	3	75	3	50	6	60	7	70	4	67	1	25
<b>BAILEY, P M</b> Birthday: 07/25/01	26	656	P	3	75	3	50	6	60	7	70	4	67	1	25
<b>BAILEY, Q M</b> Birthday: 07/25/01	26	656	P	3	75	3	50	6	60	7	70	4	67	1	25
<b>BAILEY, R M</b> Birthday: 07/25/01	26	656	P	3	75	3	50	6	60	7	70	4	67	1	25
<b>BAILEY, S M</b> Birthday: 07/25/01	26	656	P	3	75	3	50	6	60	7	70	4	67	1	25
<b>BAILEY, T M</b> Birthday: 07/25/01	26	656	P	3	75	3	50	6	60	7	70	4	67	1	25
<b>BAILEY, U M</b> Birthday: 07/25/01	26	656	P	3	75	3	50	6	60	7	70	4	67	1	25

(continued on the next page)

<b>Performance Level</b>	<b>Performance Level Score Ranges</b>	<b>Performance Level Descriptors</b>	
<b>A</b> - Advanced	699 or Above	<b>Advanced</b> - Exceptional mastery of biblical facts and principles with a strong understanding of how to apply them.	<b>Basic</b> - Partial mastery of biblical facts and principles with some understanding of how to apply them.
<b>P</b> - Proficient	655-698	<b>Proficient</b> - Solid mastery of biblical facts and principles with a firm understanding of how to apply them.	<b>Below Basic</b> - Little or no mastery of biblical facts and principles with little understanding of how to apply them.
<b>B</b> - Basic	613-654		
<b>BB</b> - Below Basic	612 or Below		

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This class-level report summarizes the Bible Assessment data for each student in the class.

- 1** Each student in the class is listed alphabetically by last name, along with his/her date of birth.
- 2** Overall Bible Assessment subtest results are listed for each student, including the number of items answered correctly, the student's Scale Score, and the student's Performance Level based on his/her Scale Score.
- 3** Each student's Bible Assessment results are broken out by the Content Clusters assessed at this grade level. For each Content Cluster, the number and percent of items correct are provided.
- 4** A key explains the abbreviations used for each of the Performance Levels, as well as the Scale Score range for each Performance Level at this grade level. A description of each Performance Level is also given.
- 5** An explanation conveys the rationale behind administering the Bible Assessment and how the subtest results can be useful.

Sample Report: Bible Assessment Roster Report, Page 2

**TERRANOVA**<sup>3</sup>  
Christian School Program

**BIBLE ASSESSMENT**

**Roster Report**

---

Group: TEACHER ONE

---

Grade: 6.1

---

**Why Include a Bible Assessment?**

- Desire for biblical information to assess and relate to the amount of biblical knowledge
- To assist in evaluating Bible curriculum effectiveness
- To see if students have learned more than Bible facts
- To see if students understand the Scriptures and are able to apply it in their lives
- To promote school dialog among staff and to provide avenues to reach parents

---

Test Date: MM/DD/YY

Form/Level: G-16

SCHOOL NAME 1234  
DISTRICT NAME 12345

---

City/State: CITY, ST

00001 Page 2

**Bible Assessment**

	<b>Process Clusters</b>											
	1. Knowledge		2. Comprehension		3. Application							
	Number Correct	Percent Correct	Number Correct	Percent Correct	Number Correct	Percent Correct						
<b>Students</b>												
<b>BAILEY, ERNEST M</b> Birthday: 07/25/01	This student did not attempt the test.											
<b>BAILEY, E M</b> Birthday: 07/25/01	This student's Bible Assessment was invalidated by the school.											
<b>BAILEY, F M</b> Birthday: 07/25/01	3	38	14	70	11	92						
<b>BAILEY, G M</b> Birthday: 07/25/01	3	38	14	70	11	92						
<b>BAILEY, H M</b> Birthday: 07/25/01	3	38	14	70	11	92						
<b>BAILEY, I M</b> Birthday: 07/25/01	3	38	14	70	11	92						
<b>BAILEY, J M</b> Birthday: 07/25/01	3	38	14	70	11	92						
<b>BAILEY, K M</b> Birthday: 07/25/01	3	38	14	70	11	92						
<b>BAILEY, L M</b> Birthday: 07/25/01	3	38	14	70	11	92						
<b>BAILEY, M M</b> Birthday: 07/25/01	3	38	14	70	11	92						
<b>BAILEY, N M</b> Birthday: 07/25/01	3	38	14	70	11	92						
<b>BAILEY, O M</b> Birthday: 07/25/01	3	38	14	70	11	92						
<b>BAILEY, P M</b> Birthday: 07/25/01	3	38	14	70	11	92						
<b>BAILEY, Q M</b> Birthday: 07/25/01	3	38	14	70	11	92						
<b>BAILEY, R M</b> Birthday: 07/25/01	3	38	14	70	11	92						
<b>BAILEY, S M</b> Birthday: 07/25/01	3	38	14	70	11	92						
<b>BAILEY, T M</b> Birthday: 07/25/01	3	38	14	70	11	92						
<b>BAILEY, U M</b> Birthday: 07/25/01	3	38	14	70	11	92						

(continued on the next page)

<b>Performance Level</b>	<b>Performance Level Score Ranges</b>	<b>Performance Level Descriptors</b>	
<b>A</b> Advanced	699 or Above	<b>Advanced</b> – Exceptional mastery of biblical facts and principles with a strong understanding of how to apply them.	<b>Basic</b> – Partial mastery of biblical facts and principles with some understanding of how to apply them.
<b>P</b> Proficient	636-698	<b>Proficient</b> – Solid mastery of biblical facts and principles with a firm understanding of how to apply them.	<b>Below Basic</b> – Little or no mastery of biblical facts and principles with little understanding of how to apply them.
<b>B</b> Basic	613-654		
<b>BB</b> Below Basic	612 or Below		

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- 1** Each student in the class is listed alphabetically by last name, along with his/her date of birth.
- 2** Each student's results are reported by number correct and percent correct according to the three Process Clusters (Knowledge, Comprehension, and Application).
- 3** A key explains the abbreviations used for each of the Performance Levels, as well as the Scale Score range for each Performance Level at this grade level. A description of each Performance Level is also given.
- 4** An explanation conveys the rationale behind administering the Bible Assessment and how the subtest results can be useful.

## Sample Report: Bible Assessment Student Report

<p><b>TERRANOVA</b> Christian School Program</p> <p><b>BIBLE ASSESSMENT</b></p> <p><b>Student Report</b></p> <hr/> <p>JASMINE C. JAROSZEWICZ</p> <hr/> <p>Grade: 6.1</p> <p><b>Why Include a Bible Assessment?</b></p> <ul style="list-style-type: none"> <li>■ Desire for <b>4</b> based information to assess and illustrate the amount of biblical knowledge</li> <li>■ To assist in evaluating Bible curriculum effectiveness</li> <li>■ To see if students have learned more than Bible facts</li> <li>■ To see if students understand the Scriptures and are able to apply it in their lives</li> <li>■ To promote school dialog among staff and to provide avenues to reach parents</li> </ul> <hr/> <p>Birthdate: 10/28/97</p> <hr/> <p>Test Date: mm/dd/yy</p> <p>Form/Level: G-16</p> <hr/> <p>CLASS NAME 12 SCHOOL NAME 123 DISTRICT NAME 01</p> <hr/> <p>City/State: CITY, ST</p> <hr/> <p>000001</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: left;">Bible Assessment</th> <th colspan="3"></th> </tr> <tr> <th style="text-align: left;">Performance Levels</th> <th></th> <th style="text-align: left;">Content Clusters</th> <th>Possible Points</th> <th>Number Correct</th> <th>Percent Correct</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Advanced <b>1</b></td> <td style="text-align: center;">✓ Score Range: 591 or Above</td> <td>1. Christ</td> <td style="text-align: center;">9</td> <td style="text-align: center;">9</td> <td style="text-align: center;">100</td> </tr> <tr> <td></td> <td></td> <td>2. Bible Stories - OT</td> <td style="text-align: center;">11</td> <td style="text-align: center;">9</td> <td style="text-align: center;">82</td> </tr> <tr> <td></td> <td></td> <td>3. Bible Stories - NT</td> <td style="text-align: center;">12</td> <td style="text-align: center;">8</td> <td style="text-align: center;">67</td> </tr> <tr> <td></td> <td></td> <td>4. Bible Org. &amp; Structure <b>2</b></td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">75</td> </tr> <tr> <td></td> <td></td> <td>5. Church</td> <td style="text-align: center;">4</td> <td style="text-align: center;">4</td> <td style="text-align: center;">100</td> </tr> <tr> <td></td> <td></td> <td>6. Bible Study Skills</td> <td style="text-align: center;">9</td> <td style="text-align: center;">9</td> <td style="text-align: center;">100</td> </tr> <tr> <td style="text-align: center;">Proficient</td> <td style="text-align: center;">Score Range: 547-590</td> <td colspan="4" style="text-align: left;"><b>Process Clusters</b></td> </tr> <tr> <td></td> <td></td> <td>1. Knowledge</td> <td style="text-align: center;">19</td> <td style="text-align: center;">13</td> <td style="text-align: center;">68</td> </tr> <tr> <td></td> <td></td> <td>2. Comprehension</td> <td style="text-align: center;">12</td> <td style="text-align: center;">11</td> <td style="text-align: center;">92</td> </tr> <tr> <td></td> <td></td> <td>3. Application</td> <td style="text-align: center;">9</td> <td style="text-align: center;">9</td> <td style="text-align: center;">100</td> </tr> <tr> <td style="text-align: center;">Basic</td> <td style="text-align: center;">Score Range: 493-546</td> <td colspan="4" rowspan="2" style="vertical-align: top;"> <p><small>NOTE: The score categories of knowledge, comprehension, and application are another way of looking at the content cluster scores and do not reflect additional test questions. Comprehension and application questions are generally more difficult than knowledge questions.</small></p> </td> </tr> <tr> <td style="text-align: center;">Below Basic</td> <td style="text-align: center;">Score Range: 492 or Below</td> </tr> <tr> <td style="text-align: center;"><b>Student's Scale Score</b></td> <td style="text-align: center;"><b>593</b></td> <td colspan="4"></td> </tr> </tbody> </table>	Bible Assessment					Performance Levels		Content Clusters	Possible Points	Number Correct	Percent Correct	Advanced <b>1</b>	✓ Score Range: 591 or Above	1. Christ	9	9	100			2. Bible Stories - OT	11	9	82			3. Bible Stories - NT	12	8	67			4. Bible Org. & Structure <b>2</b>	4	3	75			5. Church	4	4	100			6. Bible Study Skills	9	9	100	Proficient	Score Range: 547-590	<b>Process Clusters</b>						1. Knowledge	19	13	68			2. Comprehension	12	11	92			3. Application	9	9	100	Basic	Score Range: 493-546	<p><small>NOTE: The score categories of knowledge, comprehension, and application are another way of looking at the content cluster scores and do not reflect additional test questions. Comprehension and application questions are generally more difficult than knowledge questions.</small></p>				Below Basic	Score Range: 492 or Below	<b>Student's Scale Score</b>	<b>593</b>				
Bible Assessment																																																																																						
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This report provides a snapshot of an individual student's results on the Bible Assessment.

- 1** In the Performance Levels section of the report, a large checkmark (✓) indicates in which of the four Performance Levels this student scored. The student's Scale Score is included, documenting that his or her results are within the Scale Score range for the designated Performance Level.
- 2** In this section of the report, the Content Clusters assessed on the Bible Assessment at this grade level are listed and the student's results for each cluster are detailed. Below the Content Clusters, the student's results based on the Process Clusters are given. For both the Content and Process Clusters, the number of possible points is provided as well as the student's number and percent correct.
- 3** A description of each of the four Performance Levels is provided.
- 4** Two locations with explanations convey the rationale behind administering the Bible Assessment and provide additional information about the development and content of this subtest.

## PDF Reports in the DRC INSIGHT Portal

In addition to receiving paper copies of the reports described in the preceding sections of this guide, schools can also access PDF versions of these reports in the DRC INSIGHT Portal. **Please note, for Spring 2017 and onward, PDF reports will no longer be posted to Assessment Data Online. They will be posted in the DRC INSIGHT Portal located here: <https://www.drccdirect.com/all/eca-portal-ui/welcome/DRCPORTAL>.** This is the same location where you completed Online Enrollment and can access your Student Data File, if ordered.

For detailed instructions about how to access PDF reports, please see Appendix A (Steps to Access PDFs in the DRC INSIGHT Portal) at the end of this guide.

## Assessment Data Online

Assessment Data Online, a Web-based data analysis system, is part of each school's score reporting package at no extra cost. This powerful online tool enables CSP educators to review and analyze test data in order to identify academic strengths, challenges, and critical needs of students and instructional programs. CSP school data are loaded into this system throughout the CSP testing window as schools turn in their testing materials and tests are scored.

Once loaded, the data for all CSP Assessment components are available online, including *TerraNova 3*, CSP Bible Assessment, and, if administered, and the *InView* cognitive abilities assessment. These data are available continuously through assigned log-ins and passwords at three levels: association, school, and teacher. Additionally, an administrative sign-in is provided for the association and each school.

Assessment Data Online Dashboards: At its core, Assessment Data Online consists of a series of dashboards, or data panels, that present the different types of test data available, e.g., *TerraNova 3* data or Bible Assessment data. These dashboards allow administrators and teachers to see student data as graphic displays and, with many of the dashboards, to drilldown for more specific analyses. An example of a drilldown report is clicking on a student's name on the *TerraNova 3: Class Dashboard* to drilldown to that student's *Individual Student Report* listing not only test scores but also the student's Relative Objective Strengths and Challenges (highest and lowest performing areas) and a Lexile score for Reading.

Filters to Create Specific Data Reports: All dashboards have filters for creating specific reports not available on paper. For example, a CSP educator can request a report of grade 4 Reading scores in rank order by NPs for students attending Christian schools for two or more years. Categories for aggregating and disaggregating data are defined based on the student demographic information recorded on the student data grid section of the answer documents. Scored test data are then linked to each of the online system's disaggregation categories. For example, when demographic data has been recorded on students' answer sheets, *TerraNova 3* scores can be disaggregated by males and females, or for different ethnicities, or for years in their Christian school.

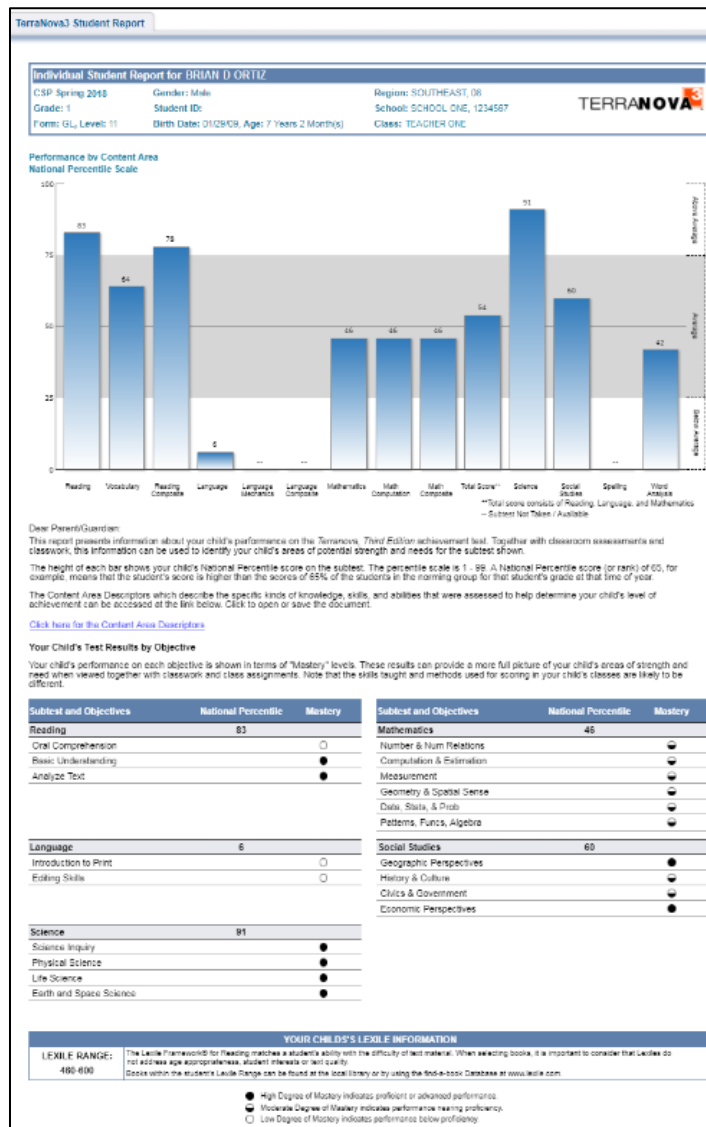
Additional Resources: In addition to tabs that access test data, Assessment Data Online provides a Resources tab with information to assist CSP educators in navigating the Assessment Data Online system or interpreting assessment data. These resources include documents such as the **Guide to Assessment Data Online**, a **Quick Start Guide**, and additional information sources such as the Performance Level Look-up Tables.

## Assessment Data Online for Parents

Assessment Data Online for Parents is a segment of the Assessment Data Online system where parents can log in and view their child's assessment results and access resources to support their child's learning. Initially, the school provides parents an activation code used to log-in and create an account. Once their account is created, parents can access their child's *TerraNova* and Bible Assessment results and all available resources on this parent site. If parents have more than one student enrolled in a CSP school, they will log in one time to see all of their children's assessment results; however, they will receive a separate activation code for each child.

Two dashboards, two reports, and a Resources tab are available on Assessment Data Online for Parents. When parents log on, they land on the *TerraNova* 3 Student Report dashboard:

## Sample Report: TN3 Student Report



This dashboard graphically shows the individual student's *TerraNova* results for all subtests completed, including PLUS tests, if administered. No *InView* results are shown.

The Bible Student Report dashboard displays a graphic of the student's performance on the Bible Assessment, if the student completed that test.

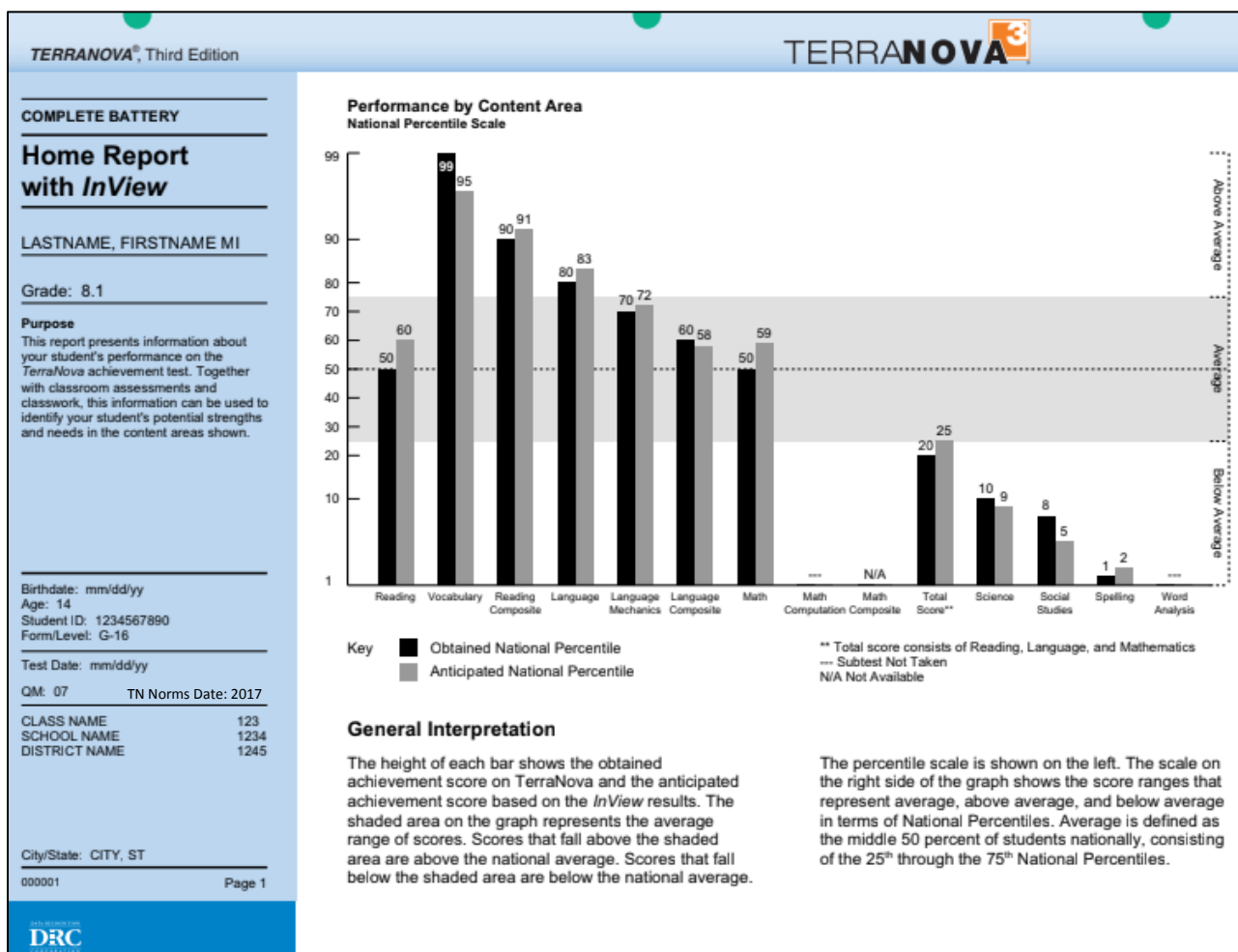
# Optional Reports

You can order the CSP Home Report and/or additional copies of the Individual Profile Report in addition to the reports included in the CSP Score Reports Package. Sample optional reports can be found at [www.purposefuldesign.com](http://www.purposefuldesign.com) (select Assessment Support, *TerraNova 3*, and CSP Score Reports and Optional Reports).

Optional Reports
Home Report
Individual Profile Report

The CSP Home Report provides parents/guardians easily understood test information for each student as well as suggestions for helping that child. If ordered, the school will receive a paper copy and can also access a PDF of the report in the DRC INSIGHT Portal (see Appendix A for instructions).

## Sample Report: Home Report with *InView*





TERRANOVA® Third Edition
TERRANOVA<sup>3</sup>

---

**INVIEW**

---

**Home Report**

---

LASTNAME, FIRSTNAME MI

---

Grade: 8.1

---

**Purpose**  
This report provides details regarding your student's performance on *InView*.

---

Birthdate: mm/dd/yy  
Age: 14  
Student ID: 1234567890  
InView Level: 1

---

Test Date: mm/dd/yy

---

CLASS NAME 123  
SCHOOL NAME 1234  
DISTRICT NAME 1245

---

City/State: CITY, ST

---

000001 Page 5

**Norm-Referenced Scores**

	National Percentile	National Percentile Scale
		0 10 25 50 75 90 99
Sequences	67	
Analogies	65	
Quantitative Reasoning	85	
<b>Total Nonverbal Score</b>	<b>77</b>	
Verbal Reasoning-Words	50	
Verbal Reasoning-Context	20	
<b>Total Verbal Score</b>	<b>32</b>	
<b>Total Score</b>	<b>55</b>	

**CSI: 102 (Range 100-105)**  
Cognitive Skills Index requires student birthdate and Total Score

**General Interpretation**

*InView* consists of five subtests that measure cognitive ability. The five subtests are Sequences, Analogies, Quantitative Reasoning, Verbal Reasoning-Words, and Verbal Reasoning-Context. Explanations of what these subtests measure can be found on the next page. All five subtests are combined to create a Total Score. Sequences, Analogies, and Quantitative Reasoning are combined to yield a Total Nonverbal Score; Verbal Reasoning-Words and Verbal Reasoning-Context are combined to create a Total Verbal Score.

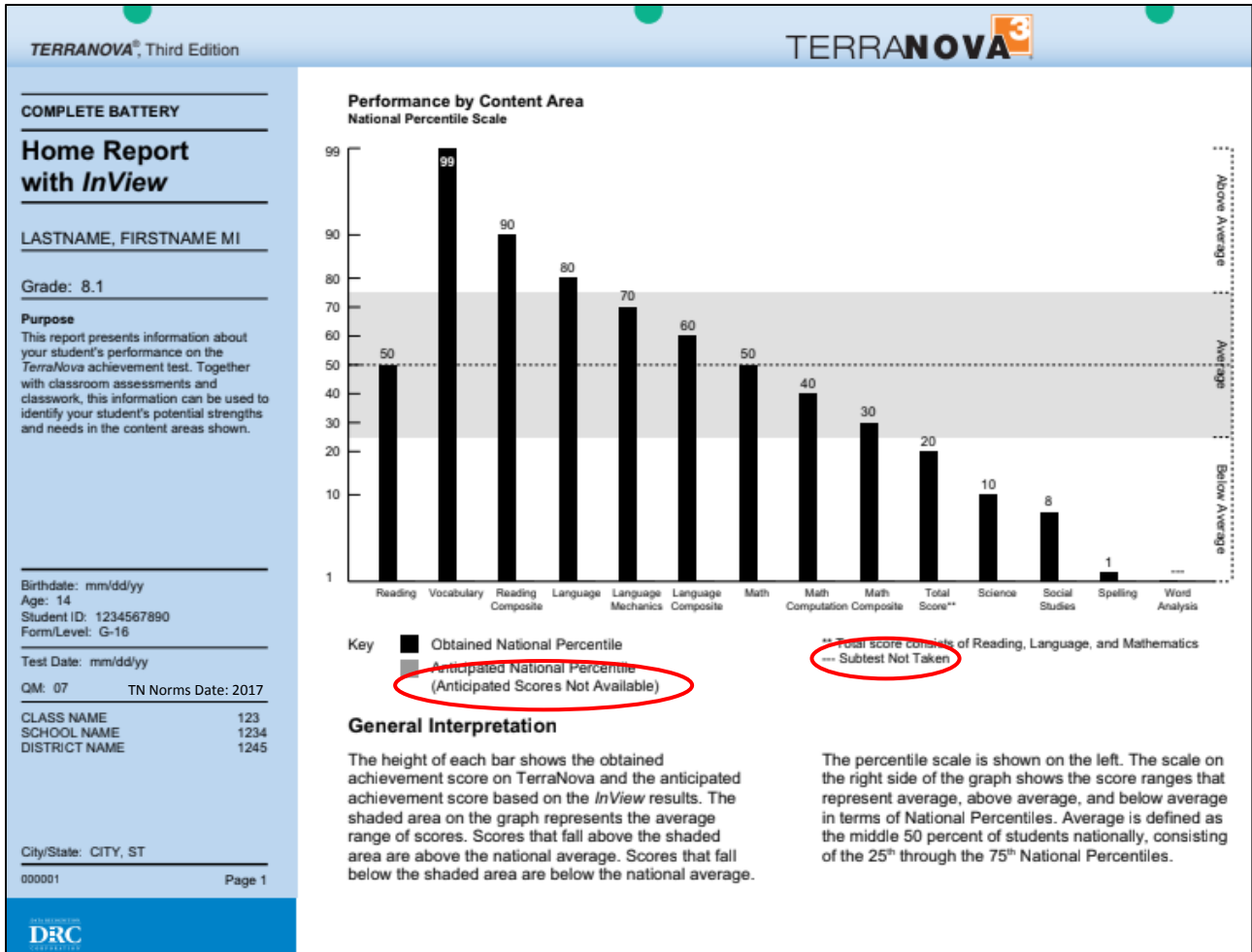
Displayed in the graph above is the National Percentile by Grade for every subtest taken. A National Percentile by Grade compares your student with other students in the same grade, regardless of their ages.

The Cognitive Skills Index (CSI), which is shown beneath the table, is an age-dependent standardized score based on an individual's performance on *InView*. This score indicates a student's overall cognitive ability relative to other students of the same age without regard to grade. The CSI range indicates that if the student had taken the test numerous times, two-thirds of the scores would have fallen within the range shown.

**Sample Report: CSP Home Report**  
**(InView Score Not Available/Subtest Not Taken)**

*For students who only take TerraNova Complete Battery, the reporting area for the InView assessment will not have scores and will indicate that the assessment was not taken.*

*See the following samples of the CSP Home Report.*



**Sample Report: CSP Home Report**  
*(InView Score Not Available/Subtest Not Taken)*

TERRANOVA<sup>®</sup>, Third Edition
TERRANOVA<sup>3</sup>

---

**INVIEW**

---

**Home Report**

---

LASTNAME, FIRSTNAME MI

---

Grade: 8.1

---

**Purpose**  
 This report provides details regarding your student's performance on *InView*.

---

Birthdate: mm/dd/yy  
 Age: 14  
 Student ID: 1234567890  
 InView Level: 1

---

Test Date: mm/dd/yy

---

CLASS NAME 123  
 SCHOOL NAME 1234  
 DISTRICT NAME 1245

---

City/State: CITY, ST

---

000001 Page 5

**Norm-Referenced Scores**

	National Percentile Scale							
	National Percentile	0	10	25	50	75	90	99
Sequences	---							
Analogies	---							
Quantitative Reasoning	---							
<b>Total Nonverbal Score</b>	---							
Verbal Reasoning-Words	---							
Verbal Reasoning-Context	---							
<b>Total Verbal Score</b>	---							
<b>Total Score</b>	---							

**CSI: --- (Range ---)**  
 Cognitive Skills Index requires student birthdate and Total Score

--- Subtest Not Taken

**General Interpretation**

*InView* consists of five subtests that measure cognitive ability. The five subtests are Sequences, Analogies, Quantitative Reasoning, Verbal Reasoning-Words, and Verbal Reasoning-Context. Explanations of what these subtests measure can be found on the next page. All five subtests are combined to create a Total Score. Sequences, Analogies, and Quantitative Reasoning are combined to yield a Total Nonverbal Score; Verbal Reasoning-Words and Verbal Reasoning-Context are combined to create a Total Verbal Score.

Displayed in the graph above is the National Percentile by Grade for every subtest taken. A National Percentile by Grade compares your student with other students in the same grade, regardless of their ages.

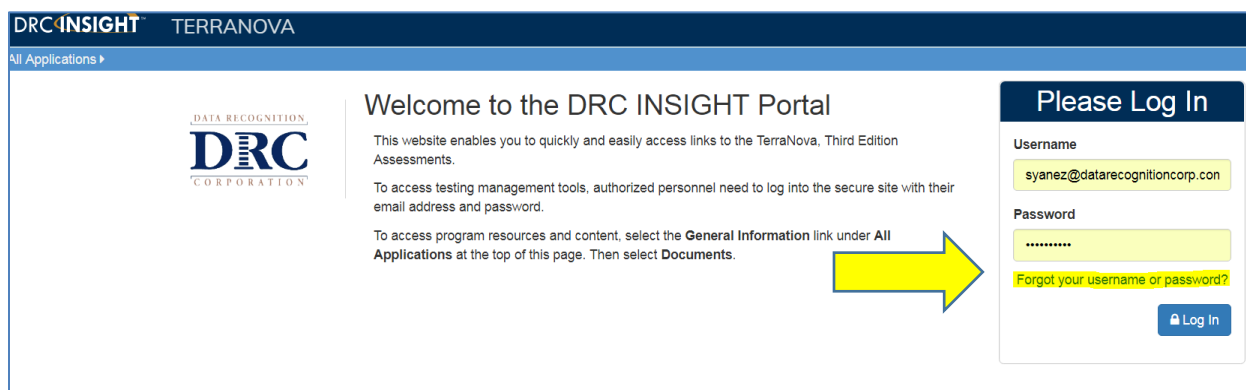
The Cognitive Skills Index (CSI), which is shown beneath the table, is an age-dependent standardized score based on an individual's performance on *InView*. This score indicates a student's overall cognitive ability relative to other students of the same age without regard to grade. The CSI range indicates that if the student had taken the test numerous times, two-thirds of the scores would have fallen within the range shown.

# Appendix A

## Steps to Access the PDFs Posted in the DRC INSIGHT Portal

Beginning in 2017, PDF Reports are posted in the DRC INSIGHT Portal for you to access and download. To access PDF Reports from prior years (2012-2016), please refer to the Guide to Data Online posted under the Resources tab in ADOL.

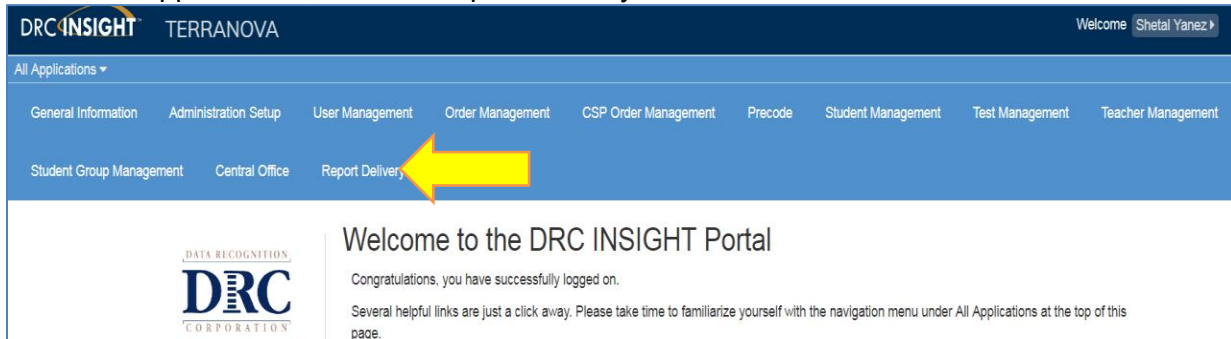
The DRC INSIGHT Portal is the same portal that your school used to complete Online Enrollment for machine scoring. To log in to the DRC INSIGHT Portal, please click <https://www.drccdirect.com/all/eca-portal-ui/welcome/DRCPORTAL>. To access the system, you will need to log in with the same username and password that you used for Online Enrollment. If the username or password has been forgotten, please use the “Forgot your username or password?” link to retrieve it (screenshot below).



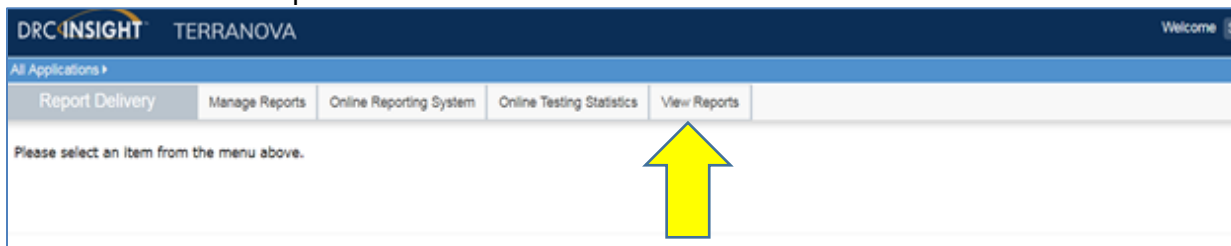
Once you are logged in, click on ‘All Applications’ located at the upper left hand corner of the screen:



Under 'All Applications', click on 'Report Delivery':

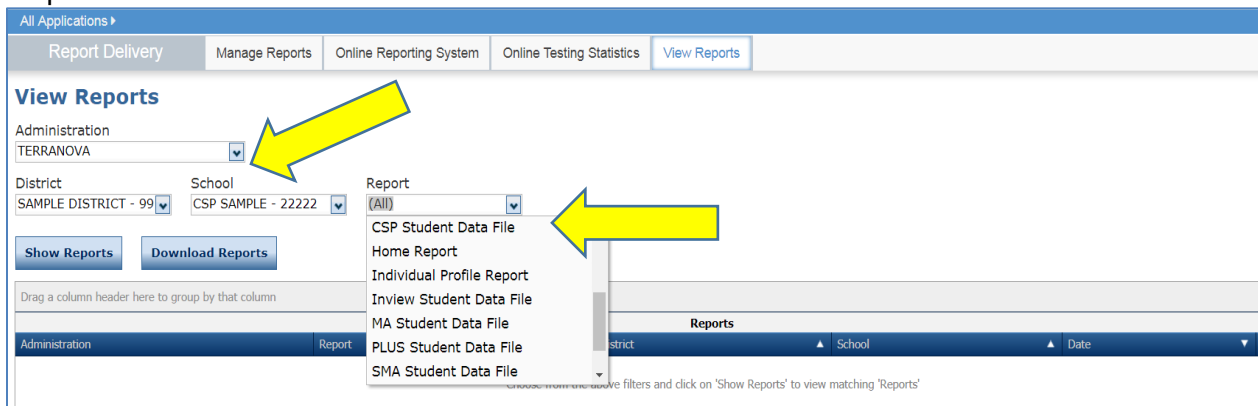


Now click on 'View Reports':

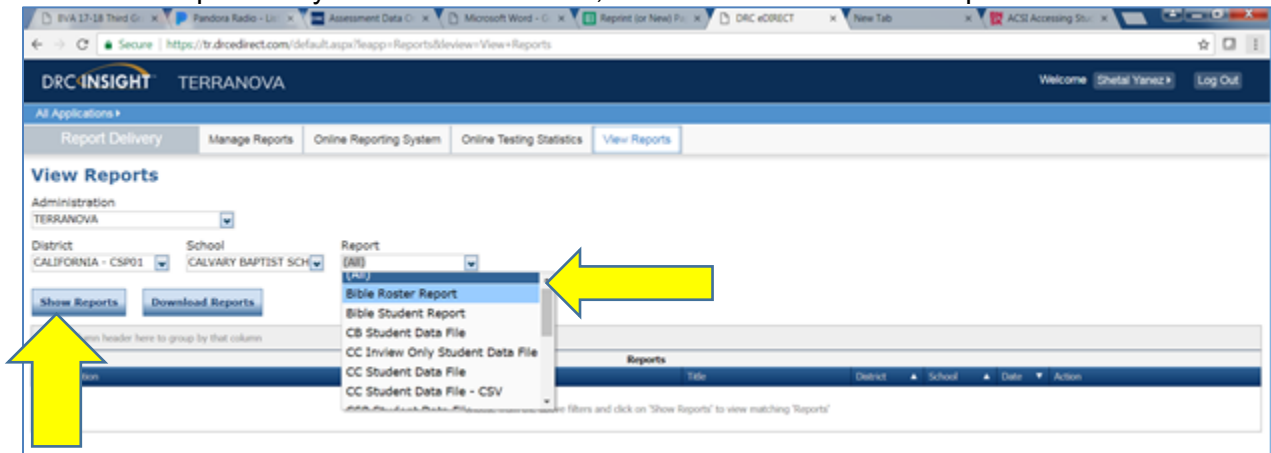


You will see the following screen below and first must select the Administration for which you would like to view reports. For Spring, 2017 reports, please select the 'TERRANOVA' administration from the drop-down menu. To access Spring, 2018 reports, please select the 'TerraNova Spring 2018' administration (and for Spring, 2019 reports, select 'TerraNova Spring 2019', etc.).

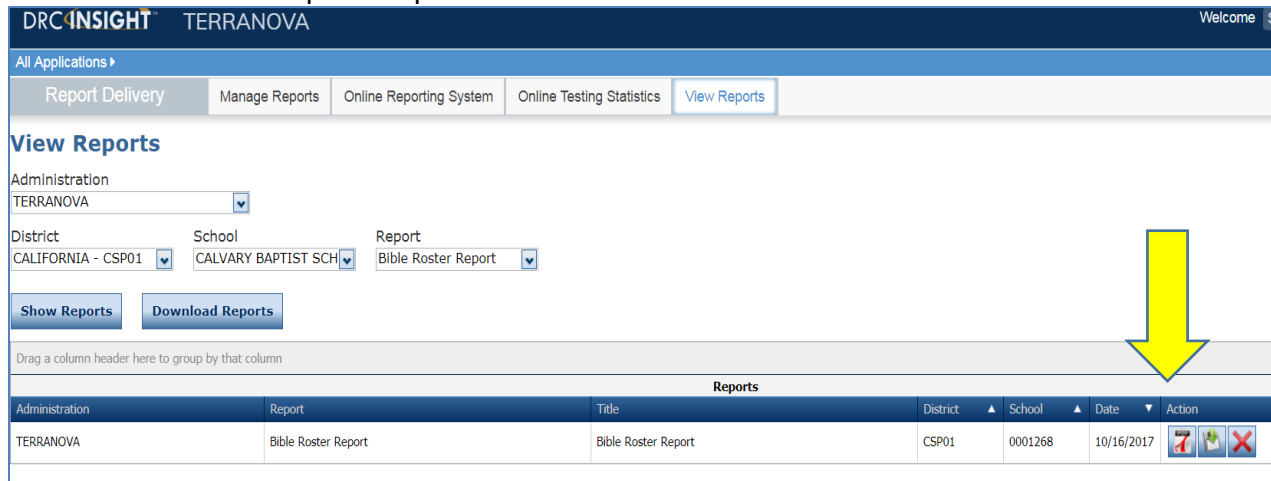
After the Administration is selected, your Region and School information will be pre-populated in the 'District' and 'School' fields. Under the 'Report' tab, you will see the reports available in the drop-down menu:



Select the Report that you would like to view, and then click on ‘Show Reports’:



You will see the information below appear, and under the ‘Action’ column (far right) you can either open the PDF file or save the PDF file to your computer. This can be done for each report available under the ‘Report’ drop-down menu.



**Please note that only the following reports are available for 2017 under the Report drop-down menu: Bible Roster Report, Bible Student Report, Home Report, and Individual Profile Report.**

**Note:** The screenshots pictured in this guide are for demonstration purposes only and contain sample information. The dates shown on the screenshots may be different than the actual dates for the Christian School Program administration. If you have any questions, please contact the ACSI Member Care at 800-367-0798.

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