

Guide to the Assessment Summary

Do you have any questions about the *TerraNova* test that your students took?

This guide can assist you in understanding what *TerraNova* measures and what the Assessment Summary can tell you about your students.

What does the Assessment Summary tell me?

There are four sections to the Assessment Summary. Each section provides different information. If you also gave *InView* in combination with *TerraNova*, there are eight sections to the Assessment Summary and you will receive additional information related to anticipated achievement scores, norm-referenced scores for *InView*, and a Cognitive Skills Index (CSI) score. The Key Terms page of this report includes definitions of these scores.

The **Distribution by Content Area Graph** section shows the distribution of student scores by content area. For each content area tested, a plot shows the spread of the distribution, or range of scores. The line across the center of the graph indicates the 50th National Percentile (NP). The Median National Percentile for each content area is indicated by a diamond; this is the score that divides the distribution into upper and lower halves. Each plot also shows the upper quartile (75th National Percentile), the lower quartile (25th National Percentile), the top decile (90th National Percentile), and the bottom decile (10th National Percentile) for that content area. The distribution of scores in a content area is skewed when the Median National Percentile is closer to the top or bottom decile.

The **Distribution by Content Area Table** section provides a numeric description of your group's score distribution. The line plots in the previous section are based on the data in this section. Specifically, it provides various mean scores and standard deviations and information related to Local Percentiles and Quartiles. It also shows the number and percent of your students within each of the four National Quarters.

The **Performance on Objectives** section provides an analysis of your group's performance on the *TerraNova* objectives. Local average performance and national performance are provided in terms of the Objectives Performance Index (OPI). This information makes it easy to compare your group's average performance to the performance of other students nationwide. The OPI is an estimate of the number of items that a student could be expected to answer correctly if there had been 100 items for that objective.

The report also shows the Moderate Mastery Range for each objective, both numerically and graphically, as a gray-shaded bar. You can easily determine whether your group's average score is above the Moderate Mastery Range — indicating a high degree of mastery — or below the Moderate Mastery Range — indicating a low degree of mastery.

The **Proficiency Levels by Content Area** section reports your group's summarized test results in terms of performance levels, using two categories — "Proficiency" and "Partial Proficiency."

For each content area, the percents of students at Level 4 (Proficient) and at Level 5 (Advanced) are combined into the "Proficiency" category. The percents of students at Level 1 (Starting Out/Step 1), Level 2 (Progressing), and Level 3 (Nearing Proficiency) are combined into the "Partial Proficiency" category. For comparison purposes, the report also shows the percent of students in the national norm group in each category. Performance Levels for *TerraNova* are based on grade groupings. The grade groups 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 through 5)
- Test Levels 16, 17, and 18 form the Middle School Grade Group (Grades 6 through 8)
- Test Levels 19, 20, and 21/22 form the High School Grade Group (Grades 9 through 12)

To evaluate student performance it is important to consider these grade groups. All students should work toward reaching proficiency by the time they complete the grade span. For example, in the elementary grade span, most students will probably be at Level 2 or 3 in Grade 3, and should work toward reaching Level 4 or 5 by the end of Grade 5.

Assessment Summary with *InView*

The **Distribution by Content Area Graph** section is identical to the achievement-only version of the Assessment Summary as described on page 1.

The **Distribution by Content Area** section is identical to the achievement-only version of the Assessment Summary as described on page 1.

The **Performance on Objectives** section compares local and national performance on the objectives measured by *TerraNova*. This page of the report is identical to the achievement-only version of the Assessment Summary as described on page 1.

The **Proficiency Levels by Content Area** section provides a graphical overview that allows comparison of local and national achievement in terms of Performance Levels. This part of the report is identical to the achievement-only version of the Assessment Summary.

The **Obtained Versus Anticipated Achievement Graph** section compares the group's average obtained achievement scores with its anticipated scores — that is, the scores that could be expected of students of the same average age, grade, and cognitive ability. Educationally meaningful differences are defined as differences of seven NCE points or more. Differences between the group's obtained and anticipated scores are indicated below the graph.

The **Obtained Versus Anticipated Achievement** section provides a detailed comparison between students' actual (Obtained) average achievement scores and their Anticipated scores. This part of the report shows several different types of scores, so administrators can evaluate test results using different methods. This section of the Assessment Summary with *InView* includes a Key Terms page that defines common norm-referenced scores, Anticipated Achievement, and DIFF scores, and explains how these scores are derived.

The **Performance on Cognitive Abilities** section summarizes norm-referenced scores on each *InView* test and composites. It presents cognitive ability scores in terms of Grade Mean Equivalent (GME), Mean Normal Curve Equivalent (MNCE), Mean Scale Score (MSS), and Mean National Stanine (MNS) scores, as well as Median National Percentile (MDNP) scores by age and grade.

The ***InView* Scale Score Summary** section provides summary distribution of the scale scores for the *InView* subtests and composites.

Guide to the Assessment Summary

What is *TerraNova*?

TerraNova is a standardized achievement test.

Saying that *TerraNova* is a standardized test means that the assessment is always given and scored the same way. Uniform directions are given and the same questions are asked for all students who take the same test. This standardization enables the assessment to compare an individual student's performance with the performance of all other students taking the same test, or with a set of academic standards or objectives.

TerraNova tests achievement in five main content areas:

- Reading
- Language
- Mathematics
- Science
- Social Studies

Some assessment programs also use additional tests, called *TerraNova, Plus* tests, to measure students' skills in related content areas, including:

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

Your students may or may not have taken all of these tests. The decision regarding which tests your students took was made at the school, district, diocese, or state level.

Objectives

Within each content area is a set of instructional objectives. All the objectives for *TerraNova* reflect broad national thinking on what is considered to be important instructional content — skills and abilities that reflect what students should know and be able to do. *TerraNova* was chosen to measure the academic attainment of your students because it provides valid and reliable comparisons of achievement, even if these objectives do not entirely match the objectives in your school, district, diocese, or state.

It is important to remember that each student's results from *TerraNova* are just one of many different tools available to determine how well each student is progressing in school. In the same way that a physician uses different types of checklists and tests to evaluate your health, educators also need to use a variety of checklists and tests. Tools such as classroom work and classroom tests are also important means of determining how well each student is learning. Along with information about your students' classroom performance, you can use the information from the Assessment Summary to help you focus on areas where students may need additional help.

Item Formats

All *TerraNova* tests contain multiple-choice (also called selected-response) items. In this type of test item, students are presented with several answer choices, where only one answer is correct. If the Assessment Summary shows the name Multiple Assessments (above the title "Assessment Summary"), the test also contained constructed-response items. Constructed-response items ask students to create their own answer, for example, writing a short paragraph or drawing a graph.

Multiple-choice items are machine-scored; constructed-response questions are scored by Data Recognition Corporation professional staff experienced in scoring these types of questions.

Performance on Objectives


General Interpretation

This section of the report shows how your students performed on each *TerraNova* objective compared with other groups. Usually, several different objectives are measured within one content area. The *TerraNova* objectives comprise groups of related skills or instructional goals. Each reported *TerraNova* objective is measured by four or more items.

Information from the items within an objective and the students' overall performance on the entire test are used to determine the Objective 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 averaged for each group shown.

Performance on each objective has also been classified into Degree of Mastery categories. A score indicating High Mastery does not necessarily mean that all related skills have been mastered, nor does a score indicating Low Mastery mean that none of the related skills have been mastered. The Degree of Mastery provides a general indication of strength or potential need for that objective.

Students' performance on each objective is evaluated in terms of the students' Degree of Mastery of the content reflected by the items contributing to that objective. The cut scores are based on the judgments of experienced teachers who considered what students should know and be able to do in each content area. Teachers from across the country considered the knowledge, skills, and abilities that should be expected from proficient students, and the knowledge, skills, and abilities that would be shown by students making progress toward, but not yet reaching, that level of proficiency. These judgments were translated into the Degree of Mastery cut scores. Students who are classified as having a high degree of mastery demonstrate the skills that the teachers expected of proficient students. Students who are classified as having a moderate degree of mastery demonstrate skills that approach, but do not reach, the desired level of proficiency. Students whose performance is below the moderate level are classified as having a low degree of mastery. Details of the OPI and the standard setting that determined the cut scores for high moderate, and low degrees of mastery are in the *TerraNova* Technical Bulletins.

Your students' average performance (\diamond) and the average national performance (\bar{I}) are displayed. In addition, the range depicting Moderate Mastery () is also shown. An OPI that falls above the range indicates High Mastery for that particular objective; an OPI that falls below the range indicates Low Mastery for that particular objective.

Objectives on which your average local performance exceeds the average national performance could be considered potential areas of strength. Conversely, objectives on which your average local performance is lower than the average national performance could be considered potential areas of need.

Additional information about the interpretation of these scores and the use of test results can be found at DRC's website, www.datarecognitioncorp.com.

Guide to the Assessment Summary

Where can I get more information?

Visit Data Recognition Corporation's website at www.datarecognitioncorp.com.

DRC's website provides additional resources that can complement the information in this guide. Using these resources, you can:

- Learn more about the objectives in all the content areas.
- See sample test questions and learn what good responses look like.
- Access instructional activities that can help you introduce learning objectives into the classroom.

Access DRC resources

Teacher's Guide to *TerraNova*

This essential reference offers detailed information on the assessment, including the test development process, the rationale and goals of each content area, and explanations of items and their application in each content area and at each test level. The Teacher's Guide provides detailed suggestions for interpreting and using test results and for communicating results to students and to parents and guardians. Appendices include a glossary of measurement terms and guidelines for planning and administering the test.

Beyond the Numbers

This comprehensive, easy-to-read booklet explains the purpose of standardized achievement tests, lists appropriate uses of test data, and provides general guidelines for interpreting and using test results. It explains and provides examples of the three instructionally relevant types of scores that are shown in *TerraNova* score reports — norm-referenced, criterion-referenced, and performance-level information. It also includes a glossary of assessment terms.

For additional information, or to place an order for any of these products, please contact the *TerraNova* customer service team at TerraNovaHelpdesk@datarecognitioncorp.com or at 1.866.282.2250.

COMPLETE BATTERY

Assessment Summary

Group: GROUP NAME

Grade: 6

Purpose

This report provides summary information about your group's performance. This page provides a graphic representation of the score distribution for each content area, clearly noting the Median National Percentile. Together with other sources, this information can be used to evaluate, plan, and establish educational priorities.

Number of Students: 124

Form/Level: G-16

Test Date: mm/dd/yy

QM: 07

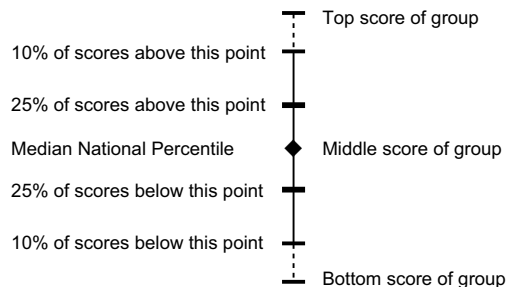
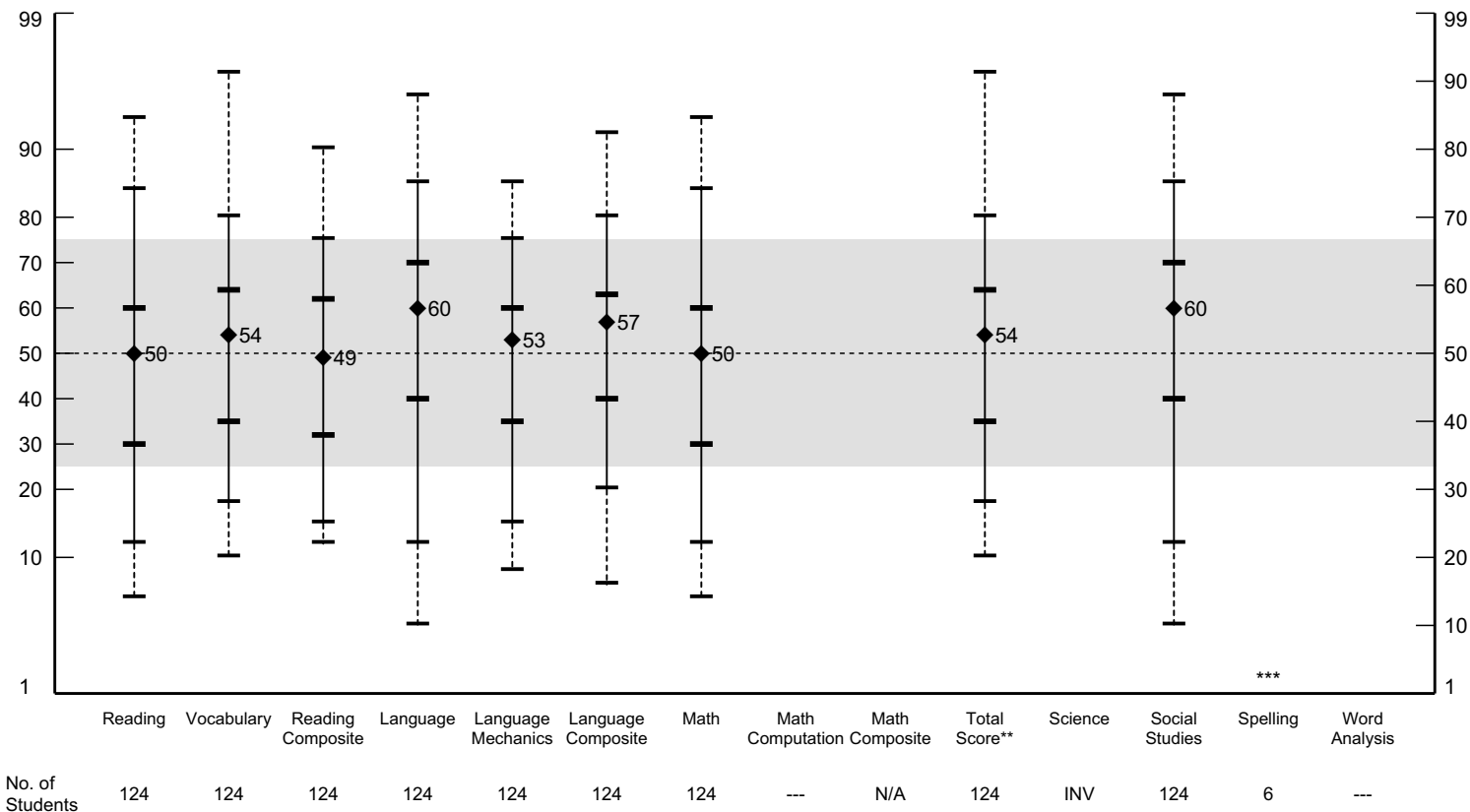
DISTRICT NAME 1245

City/State: CITY, ST

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Distribution by Content Area
National Percentile Scale

Normal Curve Equivalent Scale



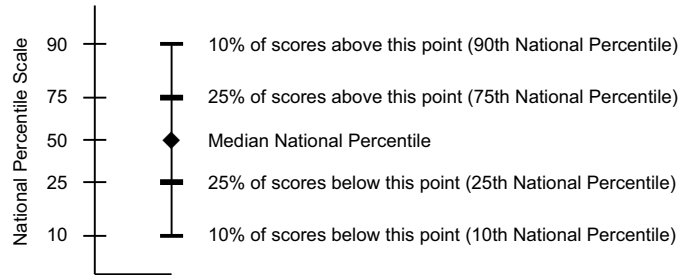
* Based on locally reported data
 ** Total score consists of Reading, Language, Mathematics
 *** Values not computed for fewer than 10 students
 --- Subtest Not Taken
 N/A Not Available
 INV Subtest Invalidated

General Interpretation

Each plot in the graph on the front of this page shows the distribution of student scores for a content area tested, indicating both the skewness of the distribution and the spread of the distribution. The key shown below the graph describes each part of the plot. The median, shown by a diamond (◆), is the score that divides the distribution into upper and lower halves. The dashes immediately above and below the diamond show the percentile associated with the upper quartile (75th National Percentile) and the lower quartile (25th National Percentile). The dashes at the ends of the solid line correspond to the bottom (10th National Percentile) and top (90th National Percentile) deciles. (A decile is one of the points that divides a frequency distribution into 10 equal parts: 10% of the cases fall below the first decile, 20% below the second, and so on). The dotted line portion of the plot completes the distribution, and shows the top score and the bottom score. A distribution of student scores is skewed when the Median National Percentile is closer to either the top or bottom decile. On the plot, skewness is indicated by how close the diamond (◆) is to the dashes at the end of the solid line. The spread of student scores is indicated by the length of each plot.

If your group's performance for a given content area was similar to the national norm group, then 10% of the scores would be above the 90th National Percentile, 25% of the scores would be above the 75th National Percentile, the Median National Percentile would be 50, 25% of the scores would be below the 25th National Percentile, and 10% of the scores would be below the 10th National Percentile (see graph below).

Additional information about the interpretation of these scores and the use of test results can be found at DRC's website, www.datarecognitioncorp.com.



COMPLETE BATTERY

Assessment Summary

Group: GROUP NAME

Grade: 6

Purpose

This section of the report provides a comprehensive numeric description of your group's score distribution.

Number of Students: 124

Form/Level: G-16

Test Date: mm/dd/yy

QM: 07

DISTRICT NAME 1245

City/State: CITY, ST

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	Reading	Reading Vocabulary	Reading Composite	Language	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
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
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	***	***
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	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		38.2		12.8	***	***
	01-25	71.8	25.0	12.1	12.2	24.4	24.4	12.1		12.2		74.4	***	***

* Based on locally reported data
 ** Total score consists of Reading, Language, Mathematics

*** Values not computed for fewer than 10 students
 --- Subtest Not Taken
 N/A Not Available
 INV Subtest Invalidated

General Interpretation

This section of the Assessment Summary report presents your data in tabular form. It is divided into three sections: Mean Scores and Standard Deviations, Local Percentiles/Quartiles, and National Quarters.

The "**Mean Scores and Standard Deviations**" section provides some basic norm-referenced information for your group. The following are the definitions of the terms used:

A **Scale Score (SS)** is the basis for other norm-referenced scores. The Scale Score describes achievement on a continuum that in most cases spans the complete range of Kindergarten through Grade 12. Scale Scores range in value from approximately 100 to 900. The **Mean Scale Score (MSS)** is obtained by adding the Scale Scores of all students in a group, then dividing by the number of students in that group.

A **National Percentile (NP)** is the percentage of students in a norm group whose scores fall below a given student's score. For example, a student that scored at the 65th percentile in Reading indicates that the student scored at or above the score of 65% of students nationwide in Reading. National Percentiles of 25-75 are considered to be in the average range, and thus the student's achievement in the example above can be interpreted to be in the upper end of the average range. The **Median National Percentile (MDNP)** is the score that divides the distribution in half. If the Median National Percentile for your group was 78, for example, that would mean that half of the National Percentile scores were above 78 and the other half were below 78. The Median National Percentile for the nation is 50.

The **Normal Curve Equivalent (NCE)** scale ranges from 1 to 99, and coincides with the National Percentile scale at 1, 50, and 99. Normal Curve Equivalents have many of the same characteristics as percentile ranks, but have the additional advantage of being based on an equal-interval scale. The difference between two successive scores on the scale has the same meaning throughout the scale. This property allows for meaningful comparisons among different achievement tests. The **Mean Normal Curve Equivalent (MNCE)** is computed by adding the Normal Curve Equivalent scores of all students in a group, then dividing by the number of students in that group.

A **Grade Equivalent (GE)** indicates the year and month of school for which a student's level of performance is typical. For example, a Grade Equivalent of 8.5 is interpreted to mean that the student's achievement is at a level that is typical of students who have completed the fifth month of Grade 8 (September being designated as .0, June as .9). Grade Equivalents that are within approximately two years of the student's actual grade placement are generally considered an accurate description of the student's level of achievement. *Use caution, however. 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.* Derived from the Mean Scale Score (MSS), the **Grade Mean Equivalent (GME)** describes the year and month of school at which the local group's Mean Scale Score equals the National

Mean. If a Mean Scale Score of 677, for example, converts to a Grade Mean Equivalent of 8.8, it indicates that 677 is the Mean National Scale Score for students who have completed the eighth month of Grade 8.

A **Standard Deviation** is a statistic that shows the spread or dispersion of scores in a distribution of scores — in other words, a measure of dispersion. The more the scores are spread out, the larger the standard deviation.

The "**Local Percentiles/Quartiles**" section compares the distribution of your students' scores with those of the national norm group. Five points in your local distribution, described below, are compared to the same points nationally. These points are shown on the plot in Part I.

The **90th Local Percentile** is the score that divides the highest 10% of your student scores from the lowest 90%. If this group had scored exactly like the national norm group, the National Percentile (NP) would be 90. If this group's NP score is greater than 90, they scored higher than the national norm group.

The **75th Local Percentile** or Quartile 3 (Q3) is the score that divides the highest 25% of your student scores from the lowest 75%. If this group had scored exactly like the national norm group, the NP score would be 75. If this group's NP score is greater than 75, they scored higher than the national norm group.

The **50th Local Percentile** or Quartile 2 (Q2) is the score that divides the highest 50% of your student scores from the lowest 50%. This point is called the median. If this group had scored exactly like the national norm group, the NP score would be 50. If this group's NP score is greater than 50, they scored higher than the national norm group.

The **25th Local Percentile** or Quartile 1 (Q1) is the score that divides the highest 75% of your student scores from the lowest 25%. If this group had scored exactly like the national norm group, the NP score would be 25. If this group's NP score is greater than 25, they scored higher than the national norm group.

The **10th Local Percentile** is the score that divides the highest 90% of your student scores from the lowest 10%. If this group had scored exactly like the national norm group, the NP score would be 10. If this group's NP score is greater than 10, they scored higher than the national norm group.

The "**National Quarters**" section displays the number and percent of your student scores that fall into each of the four quarters. It allows you to compare your local score distribution to the National Percentile distribution. In the national norm group, 25% of the students had NP scores between 76 and 99, 25% were between 51 and 75, 25% were between 26 and 50, and 25% were between 1 and 25. It is desirable for a larger proportion of your students to be in quarters 3 and 4.

COMPLETE BATTERY

Assessment Summary

Group: GROUP NAME

Grade: 6

Purpose

This section of this report provides an analysis of your group's performance on the TerraNova objectives.

Number of Students: 124

Form/Level: G-16

Test Date: mm/dd/yy

QM: 07

DISTRICT NAME 1245

City/State: CITY, ST

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Performance on Objectives

Obj. No. Objective Titles	Average OPI				Objectives Performance Index (OPI)*						Obj. No. Objective Titles	Average OPI				Objectives Performance Index (OPI)*						
	Local	National	Difference	Moderate Mastery Range	0	20	40	60	80	100		Local	National	Difference	Moderate Mastery Range	0	20	40	60	80	100	
Reading										Science												
02	49	66	- 17	46-82	◆ I						47	Decimals	55		52-64							
03	52	62	- 10	48-74	◆ I						Science											
04	60	55	+ 05	52-70	I ◆						19	Science Inquiry	57		47-63							
05	40	50	- 10	35-65	◆ I						20	Physical Science	56		48-64							
Vocabulary										Social Studies												
35	75	60	+ 15	50-85	I ◆						21	Life Science	57		49-65							
36	52	62	- 10	48-74	◆ I						22	Earth and Space Science	56		47-63							
37	60	55	+ 05	52-70	I ◆						23	Science and Technology	57		48-64							
Language										Spelling												
07	49	66	- 17	46-82	◆ I						24	Personal & Social Pers	56		49-65							
08	40	50	- 10	35-65	◆ I						26	Geographic Perspectives	37	48	- 11	30-58	◆ I					
09	52	62	- 10	48-74	◆ I						27	Historical & Cultural	52	62	- 10	48-74	◆ I					
Language Mechanics										Mathematics												
38	75	60	+ 15	50-85	I ◆						28	Civics & Government	-	-	-	-						
39	60	55	+ 05	52-70	I ◆						29	Economic Perspectives	49	66	- 17	46-82	◆ I					
Mathematics										Math Computation												
10	56	55	+ 01	52-64	◆						40	Vowels	58		51-63							
11	37	48	- 11	30-58	◆ I						41	Consonants	60		49-67							
12	49	66	- 17	46-82	◆ I						42	Structural Units	59		51-66							
13	60	55	+ 05	52-70	I ◆																	
14	40	50	- 10	35-65	◆ I																	
15	56	55	+ 01	52-64	◆																	
16	60	55	+ 05	52-70	I ◆																	
45	60			50-85																		
46	66			46-82																		

National reference group grade 6.8

* OPI is an estimate of the number of items that a student could be expected to answer correctly if there had been 100 items for that objective.


*** Values not computed for fewer than 10 students

--- Subtest Not Taken

- Too few items to report

INV Subtest Invalidated

Key

Moderate Mastery Range	
Local Average OPI Score	◆
National Average OPI Score	I

COMPLETE BATTERY

Assessment Summary

Group: GROUP NAME

Grade: 6

Purpose

This report summarizes your group's performance using two categories. It allows you to compare local performance to national performance across content areas.

Number of Students: 124

Form/Level: G-16

Test Date: mm/dd/yy

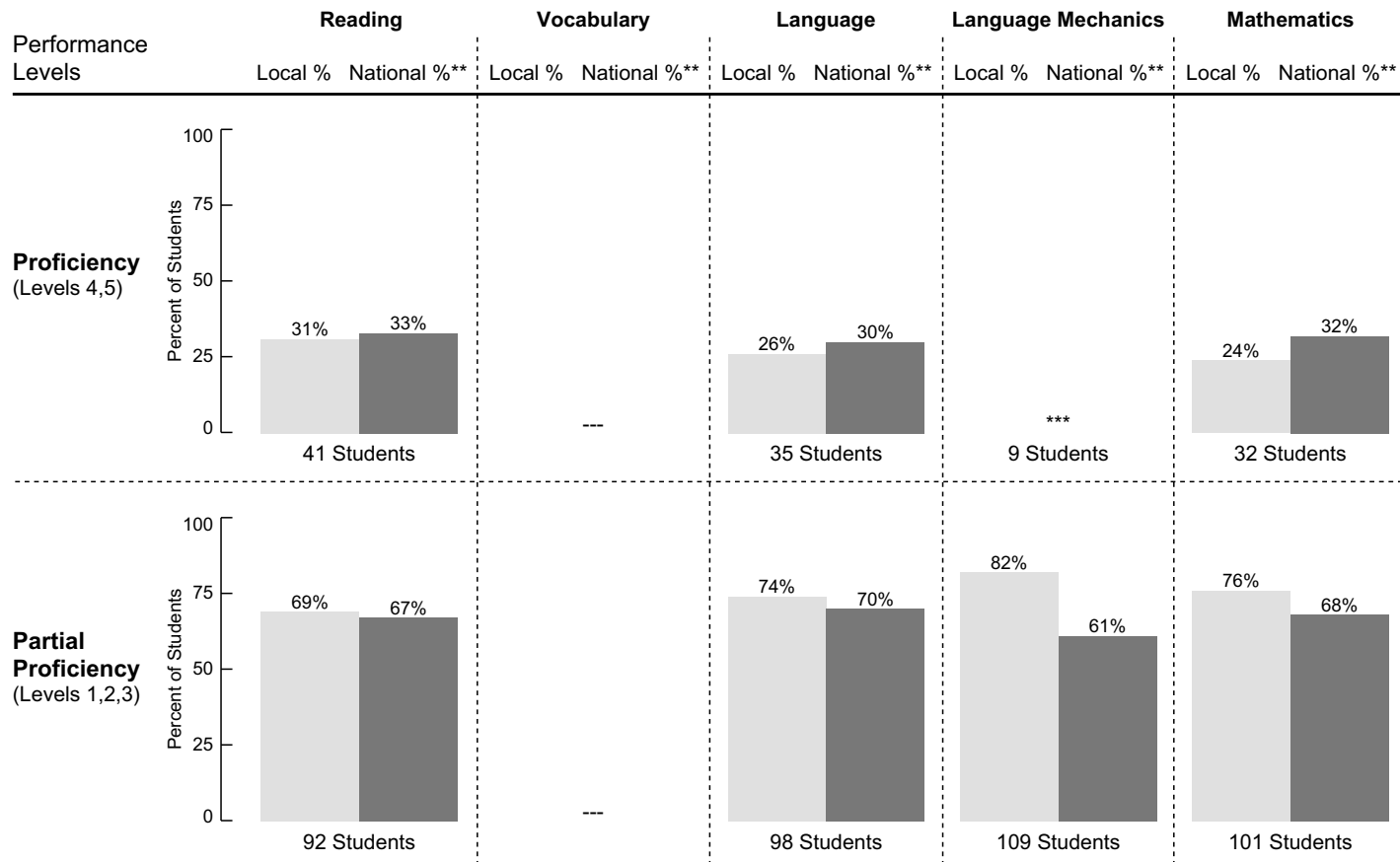
QM: 07

DISTRICT NAME 1245

City/State: CITY, ST

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Percent of Students at Each Proficiency Level



* Based on locally reported data

** National percent based on Spring national norm group

--- Subtest Not Taken

*** Values not computed for fewer than 10 students

INV Subtest Invalidated

General Interpretation

This section of the Assessment Summary divides your students into those who have reached or surpassed the goal of Proficiency, and those who have not. Specifically, for each content area, Level 4 (Proficient) and Level 5 (Advanced) are combined into one category called "Proficiency." Level 1 (Step 1), Level 2 (Progressing), and Level 3 (Nearing Proficiency) are combined into a second category called "Partial Proficiency." The percent of students in the national norm group in each category are included to allow for easy comparisons

It is desirable to have the percent of your students in the "Proficiency" category increase from year to year. Likewise, it is desirable to have the percent of your students in the "Partial Proficiency" category decrease from year to year.

More information regarding the performance levels may be found at DRC's website, www.datarecognitioncorp.com.

Assessment Summary

Group: GROUP NAME

Grade: 6

Purpose

This report summarizes your group's performance using two categories. It allows you to compare local performance to national performance across content areas.

Number of Students: 124

Form/Level: G-16

Test Date: mm/dd/yy

QM: 07

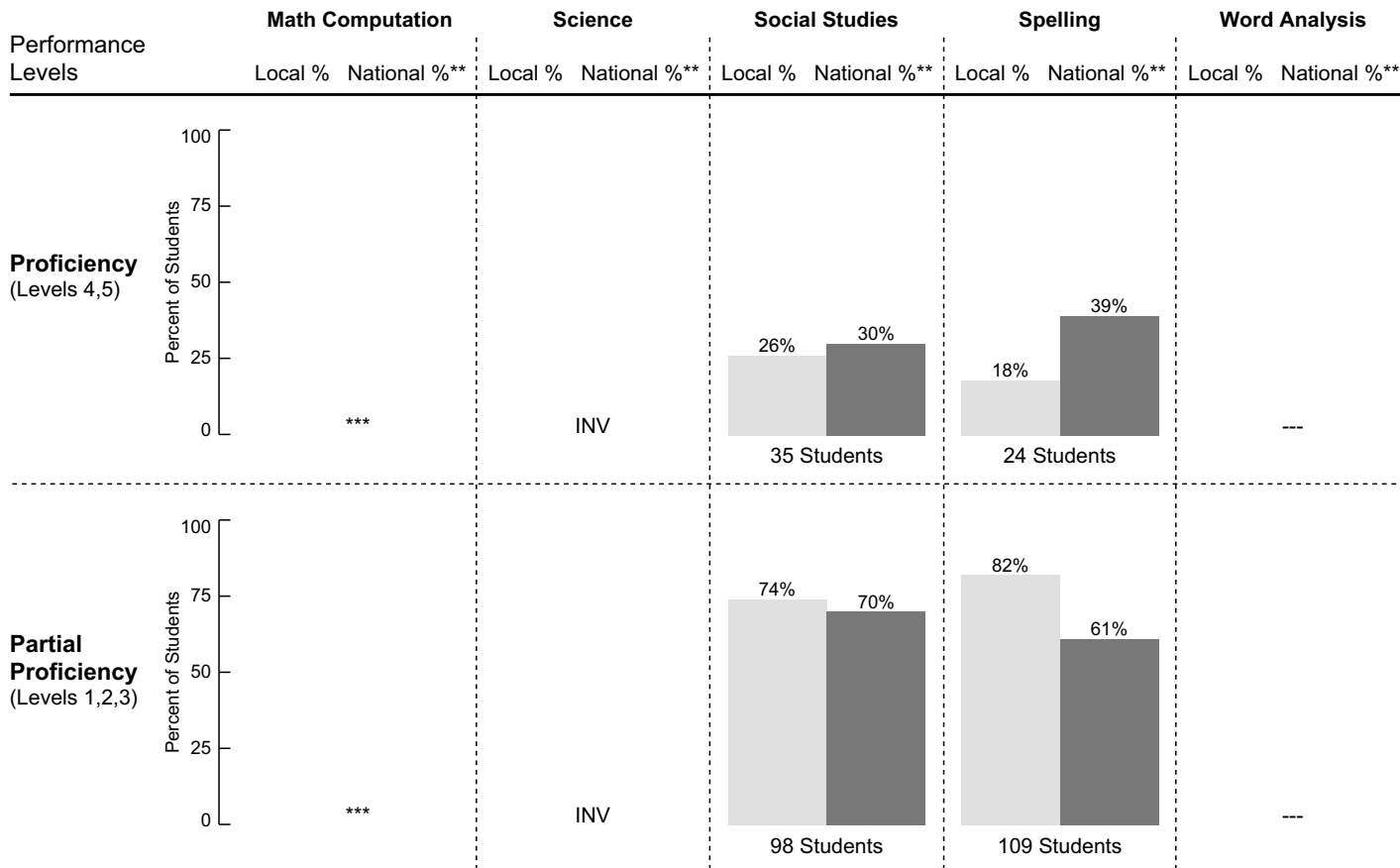
DISTRICT NAME 1245

City/State: CITY, ST

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Percent of Students at Each Proficiency Level



* Based on locally reported data

** National percent based on Spring national norm group

--- Subtest Not Taken

*** Values not computed for fewer than 10 students

INV Subtest Invalidated

General Interpretation

This section of the Assessment Summary divides your students into those who have reached or surpassed the goal of Proficiency, and those who have not. Specifically, for each content area, Level 4 (Proficient) and Level 5 (Advanced) are combined into one category called "Proficiency." Level 1 (Step 1), Level 2 (Progressing), and Level 3 (Nearing Proficiency) are combined into a second category called "Partial Proficiency." The percent of students in the national norm group in each category are included to allow for easy comparisons

It is desirable to have the percent of your students in the "Proficiency" category increase from year to year. Likewise, it is desirable to have the percent of your students in the "Partial Proficiency" category decrease from year to year.

More information regarding the performance levels may be found at DRC's website, www.datarecognitioncorp.com.

COMPLETE BATTERY

Assessment Summary with *InView*

Group: GROUP NAME

Grade: 6

Purpose

This section of this report shows how the group's obtained achievement scores compare to their anticipated achievement scores.

Number of Students: 0

Form/Level: G-16

Test Date: mm/dd/yy

QM: 07

DISTRICT NAME 1245

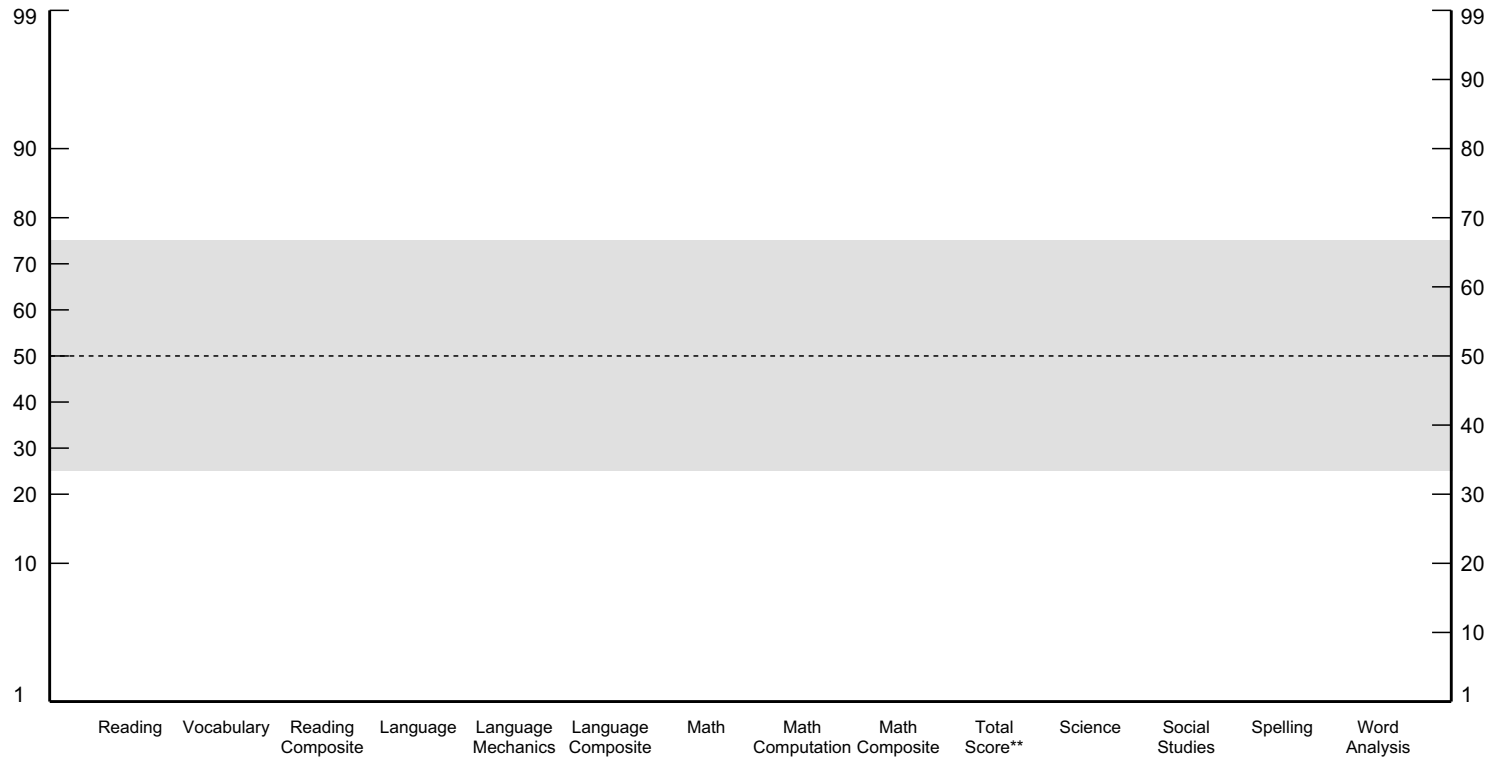
City/State: CITY, ST

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Obtained Versus Anticipated Achievement
National Percentile Scale

Normal Curve Equivalent Scale



DIFF

No. of Students	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Computation	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
0	0	0	N/A	0	0	N/A	0	0	N/A	N/A	0	0	0	0

Key

- Obtained score
- Anticipated score

* Based on locally reported data
 ** Total score consists of Reading, Language, Mathematics
 N/A Not Available

General Interpretation

The graph on the front of this page shows the obtained achievement scores ■ on *TerraNova* for your group of students and their anticipated scores ■ based on their *InView* results. Your group's Mean Normal Curve Equivalent scores and Mean Anticipated Normal Curve Equivalent scores are shown at the tops of the bars on the graph. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. Scores that fall above the shaded area are above the national average; scores that fall below the shaded area are below the national average.

Educationally meaningful differences between your students' obtained and anticipated scores are indicated below the graph in the DIFF row. 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 on the right of the graph.) When the group's performance is better than anticipated, the difference is shown as "Above." When the group's performance is below anticipated, the difference is shown as "Below".

COMPLETE BATTERY

**Assessment Summary,
with *InView***

Group: GROUP NAME

Grade: 6

Purpose

This section of this report provides locally obtained achievement scores and anticipated achievement scores for comparison purposes.

Number of Students: 0

Form/Level: G-16

Test Date: mm/dd/yy

QM: 07

DISTRICT NAME 1245

City/State: CITY, ST

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	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Number of Students	0	0	N/A	0	0	N/A	0	0	N/A	N/A	0	0	0	0
Obtained/Anticipated Scores														
Median National Percentile														
Obtained														
Anticipated														
NP of Mean NCE														
Obtained														
Anticipated														
Difference														
Mean Normal Curve Equivalent														
Obtained														
Standard Deviation of Obtained														
Anticipated														
Difference														
Mean Scale Score														
Obtained														
Standard Deviation of Obtained														
Anticipated														
Difference														
Standard Deviation of Difference														
Grade Mean Equivalent														
Obtained														
Standard Deviation of Obtained														
Anticipated														
Difference														

Cognitive Skills Index (CSI) (Mean CSI: ---)

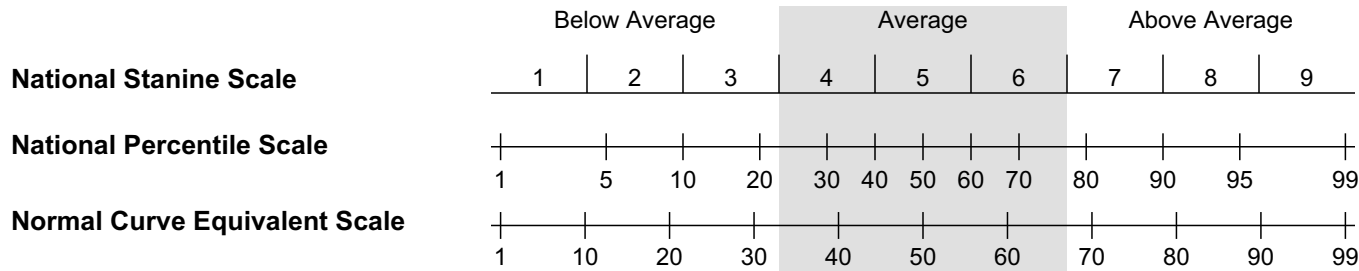
No. Students with Valid CSI

Intervals	Scale Scores by CSI Intervals													
0	115 & Above Mean Obtained Mean Anticipated Difference													
0	86-114 Mean Obtained Mean Anticipated Difference													
0	85 & Below Mean Obtained Mean Anticipated Difference													

* Based on locally reported data

** Total score consists of Reading, Language, Mathematics

N/A Not Available



Key Terms

A **Scale Score (SS)** is the basis for other norm-referenced scores. The Scale Score describes achievement on a continuum that in most cases spans the complete range of Kindergarten through Grade 12. Scale Scores range in value from approximately 100 to 900. The **Mean Scale Score (MSS)** is obtained by adding the Scale Scores of all students in a group, then dividing by the number of students in that group.

Norm-Referenced Scores come from a standardized assessment and compare a student or group of students with a specified reference group (norm group), usually others of the same grade and age.

An **Anticipated Achievement Score (AA)** compares an individual student's level of achievement with that of students of similar age, grade, and cognitive ability. Anticipated Achievement Scores are a function of age, grade, and scores on *InView*. If a student's age is outside the age range used in the formula to compute AA, his or her age is reset to the minimum or maximum value of the range. The AA for students whose ages have been reset may not be as precise as the AA for students whose ages are within the range specified for each grade. (Only applicable when *InView* is taken.)

A **Difference (DIFF)** is noted by the words "Above" or "Below" when there is an educationally meaningful difference between the group's or individual student's obtained and anticipated scores. The difference is considered meaningful when there is a 7-unit difference between the obtained Normal Curve Equivalent (NCE) and anticipated NCE scores. (Only applicable when *InView* is taken.)

A **National Percentile (NP)** is the percentage of students in a norm group whose scores fall below a given student's score. For example, a student that scored at the 65th percentile in Reading indicates that the student scored equal to or above 65% of students nationwide in Reading. National Percentiles of 25-75 are considered to be in the average range, and thus the student's achievement in the example above can be interpreted to be in the upper end of the average range. The correspondence among National Percentiles, National Stanines, and Normal Curve Equivalents is shown in the graph above. The **Median National Percentile (MDNP)** is the score that divides the distribution in half. If the Median National Percentile for your group was 78, for example, that would mean that half of the National Percentile scores were above 78 and the other half were below 78. The Median National Percentile for the nation is 50.

A **Local Percentile (LP)** is the percentage of students in a local group whose scores fall below a given student's score.

The **Normal Curve Equivalent (NCE)** scale ranges from 1 to 99, and coincides with the National Percentile scale at 1, 50, and 99 (see line graph above). Normal Curve Equivalents have many of the same characteristics as percentile ranks, but have the additional advantage of being based on an equal-interval scale. The difference between two successive scores on the scale has the same meaning throughout the scale. This property allows for meaningful comparisons among different achievement tests. The **Mean Normal Curve Equivalent (MNCE)** is computed by adding the Normal Curve Equivalent scores of all students in a group, then dividing by the number of students in that group.

The **National Stanine (NS)** scale divides the scores of the norm population into nine groups (see the National Stanine line graph above). Because stanines are single-digit numbers, they are less likely than National Percentiles to be confused with the percentage of items answered correctly; however, they lack precision. For example, a student with a National Stanine of 6 could have a National Percentile as low as 60 and as high as 77 (see line graph above). The **Mean National Stanine (MNS)** is computed by adding all of the National Stanines of all the students in the group, then dividing by the number of students in that group.

A **Grade Equivalent (GE)** indicates the year and month of school for which a student's level of performance is typical. For example, a Grade Equivalent of 8.5 is interpreted to mean that the student's achievement is at a level that is typical of students who have completed the fifth month of Grade 8 (September being designated as .0, June as .9). A Grade Equivalent that is within approximately two years of the student's actual grade placement is generally considered an accurate description of the student's level of achievement. *Use caution, however. 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.* Derived from the Mean Scale Score (MSS), the **Grade Mean Equivalent (GME)** describes the year and month of school at which the local group's Mean Scale Score equals the National Mean. If a Mean Scale Score of 677, for example, converts to a Grade Mean Equivalent of 8.8, it indicates that 677 is the Mean National Scale Score for students who have completed the eighth month of Grade 8.

Additional information about the interpretation of these scores and the use of test results can be found at DRC's website, www.datarecognitioncorp.com.

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 Stdnts	MNSG	MSS	MDNPA	MDNPG	National Percentile Scale														
						0	10	25	50	75	90	99								
Sequences	---																			
Analogies	---																			
Quantitative Reasoning	---																			
Total Nonverbal Score	N/A																			
Verbal Reasoning-Words	---																			
Verbal Reasoning-Context	---																			
Total Verbal Score	N/A																			
Total Score	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.

INVIEW

Assessment Summary

Group: GROUP NAME

Grade: 6

Purpose

This section provides the summary distribution of scores for your group.

Number of Students: 0

InView Level: 1

Test Date: mm/dd/yy

DISTRICT NAME 1245

City/State: CITY, ST

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Summary Scale Scores	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								
Local Percentiles								
90								
75								
50 (Median)								
25								
10								
Mean								
Standard Deviation								

--- Subtest Not Taken