TERRANOVA 3

Christian School Program

Guide to Test Interpretation

DATA RECOGNITION CORPORATION DRC | CTB

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Introduction

Purpose Statement

The Association of Christian Schools International (ACSI) is providing this Guide to Test Interpretation as a complement to its *TerraNova*™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

ACSI Association of Christian Schools International + DATA RECOGNITION DRC CORPORATION | CTB

In partnership with Data Recognition Corporation (DRC|CTB), 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, two grade-dependent cognitive skills and abilities assessments are offered: *Primary Test of Cognitive Skills*™ (PTCS) for grades K and 1 and *InView*™ 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|CTB 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 2014, the *TerraNova 3,* CSP Edition norm-referenced results were updated from 2007 norms to 2011 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 2011 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 2011; 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 transitioned from the 2007 norms used in spring 2013 to the 2011 norms in spring 2014, minor shifts in year-to-year *TerraNova 3* results have been noted. 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 25 on 2007 norms; with 2011 norms, this same Scale Score yields a NP of 23. Similarly, a third-grade Reading Scale Score of 650 would result in a 2007-based NP of 75 and a 2011-based NP of 76. 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|CTB 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 Assessments

The Christian School Program also provides schools the opportunity to assess their students' cognitive skills and abilities. Two assessments, *Primary Test of Cognitive Skills* (PTCS) for grades K and 1 and *InView* for grades 2–12, may be administered in conjunction with *TerraNova 3*, CSP Edition.

PRIMARY TEST OF COGNITIVE SKILLS (GRADES K–1)

PTCS is designed to measure the cognitive skills of early learners. This assessment helps you identify students who may be gifted, who may have learning disabilities, or who may have unique developmental delays. PTCS can be administered beginning in the Fall in Kindergarten through the Spring of grade 1.

PTCS is a group-administered series of four tests:

- Spatial
- Concepts
- Memory
- Verbal

These four tests yield four Scale Scores that are combined with the student's age to produce a single Cognitive Skills Index.

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 online and the following paper reports will be included in the CSP Score Reports Package:

First Shipment

- Individual Profile Report—2 copies
- Student Record Label—1 copy
- Bible Assessment Roster Report—2 copies
- Bible Assessment Student Report—2 copies

Second Shipment

- Bible Assessment Summary Report—2 copies

CSP Score Reports Packages
TerraNova 3 Scoring K–3
TerraNova 3 Scoring 4–12
TerraNova 3 InView Scoring 2–3
TerraNova 3 InView Scoring 4–12

- **Note that *TerraNova* reports will use a combination report format (*TerraNova, InView*) for spring 2017. 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.**

Assessment Data Online (ADOL), the customized online component of the CSP Score Reports Package, is 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
- Print reports in PDF format or 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

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.

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.

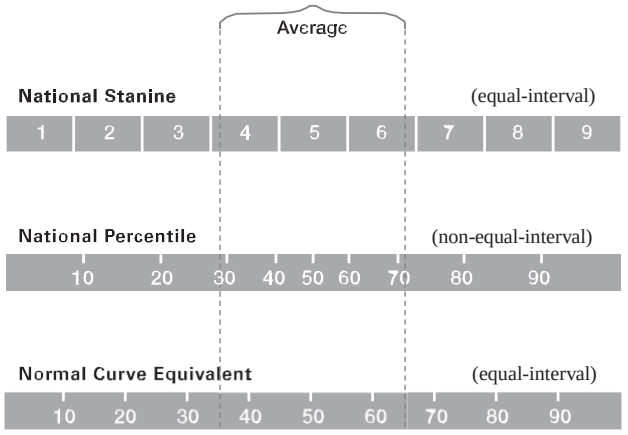
Look-Up Table Between National Percentiles and Normal Curve Equivalents (NCEs)

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.

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. There are three types of criterion-referenced data on the Individual Profile Report: 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

Three levels of mastery are reported for each objective assessed in each content area on the Individual Profile Report. 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 numerically and graphically on 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	*Not available*
Grades 2–3	450L–730L
Grades 4–5	640L–850L
Grades 6–8	860L–1010L

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

Performance Levels

DRC|CTB 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 14. 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|CTB 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)

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 *TerraNova 3* assessments.

PERFORMANCE LEVEL CUT SCORES

Performance level cut scores were determined for each grade level, rather than by grade grouping, in the table on the following pages. 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|CTB. (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

LEVEL 10*	Reading	Language	Math	Science	Social Studies
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
LEVEL 11*	**Reading**	**Language**	**Math**	**Science**	**Social Studies**
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
LEVEL 12*	**Reading**	**Language**	**Math**	**Science**	**Social Studies**
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
LEVEL 13	**Reading**	**Language**	**Math**	**Science**	**Social Studies**
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
LEVEL 14	**Reading**	**Language**	**Math**	**Science**	**Social Studies**
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
LEVEL 15*	**Reading**	**Language**	**Math**	**Science**	**Social Studies**
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.

LEVEL 16	**Reading**	**Language**	**Math**	**Science**	**Social Studies**
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
LEVEL 17	**Reading**	**Language**	**Math**	**Science**	**Social Studies**
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
LEVEL 18*	**Reading**	**Language**	**Math**	**Science**	**Social Studies**
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
LEVEL 19	**Reading**	**Language**	**Math**	**Science**	**Social Studies**
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
LEVEL 20	**Reading**	**Language**	**Math**	**Science**	**Social Studies**
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
LEVELS 21/22*	**Reading**	**Language**	**Math**	**Science**	**Social Studies**
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

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 25 through 29).

For additional information, visit the CSP Student Assessment Program Dashboard at 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*.

2011 NORMS

As stated in the Current Norms section (page 2) of this guide, beginning in the spring 2014 test administration, CSP transitioned from 2007 norms to 2011 norms. The 2011 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).

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 50-51 of this guide.

The school will receive a paper copy of each student's IPR. In addition, the teacher can download and print IPRs as a PDF file from the *TerraNova 3* Class dashboard.

The CSP Home Report is only available online and may be accessed in two ways:

1. The teacher may download a PDF file of the CSP Home Reports for all students in a class when logged into Assessment Data Online "Class" dashboard; and
2. Once a parent has activated an individual Assessment Data Online for Parents account for his or her child, a parent may log into Assessment Data Online for Parents to access the CSP Home Report for his or her child.

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*

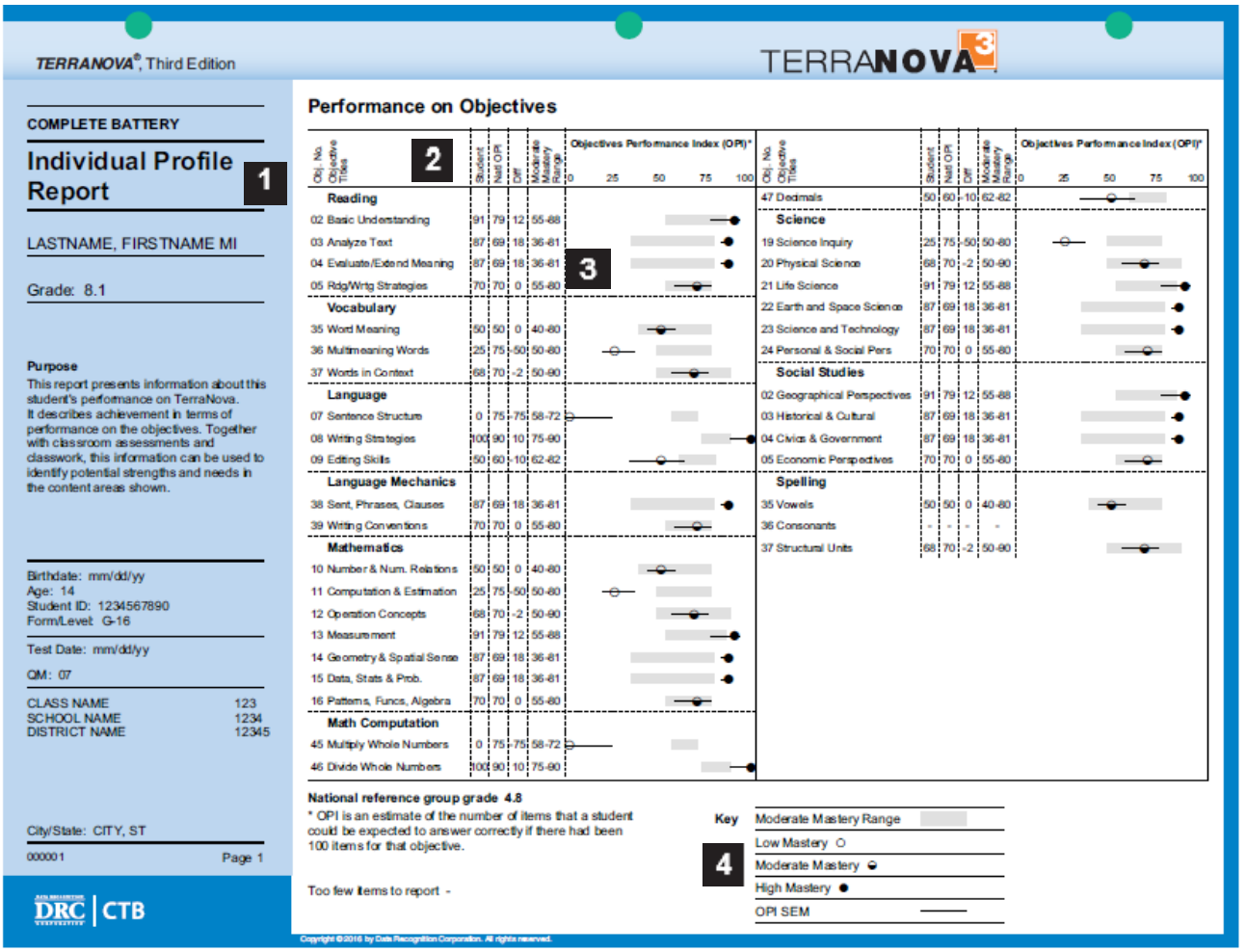
The Individual Profile with *InView* contains the same information provided for students who took Complete Battery only. See "Individual Profile Report" on page 39 for a description.

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.

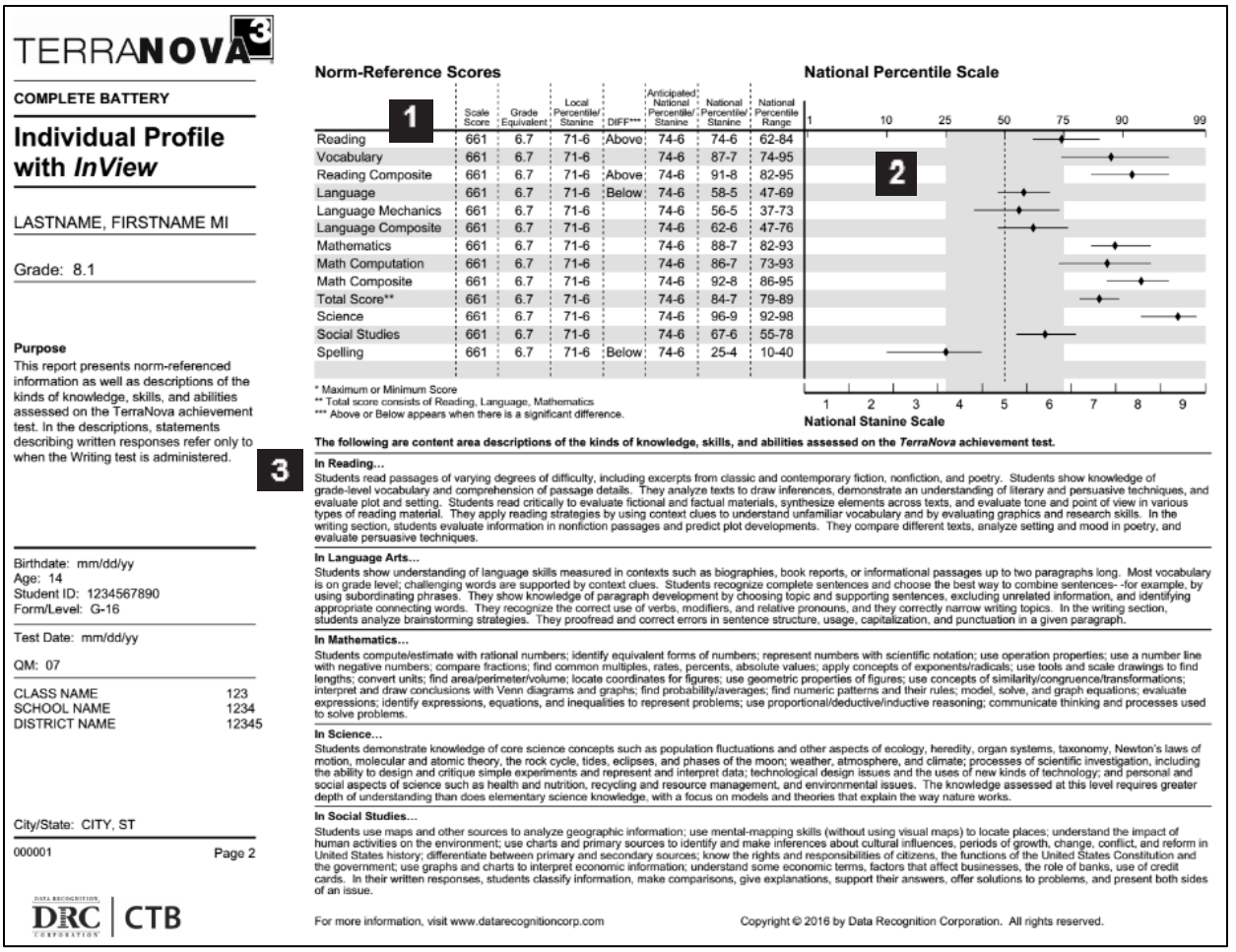
2 The data for each objective include the student's Objectives Performance Index (OPI) (see the bottom of the report for an explanation of OPIs); the National (average) OPI of the norm group; and the difference between the student's OPI and the National OPI. The Moderate Mastery Range is also given; 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*



TERRANOVA 3

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

CLASS NAME 123
SCHOOL NAME 1234
DISTRICT NAME 12345

City/State: CITY, ST

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DRC | CTB

Norm-Reference Scores — **1**

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

National Percentile Scale — **2**

1 10 25 50 75 90 99

1 2 3 4 5 6 7 8 9
National Stanine Scale

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.

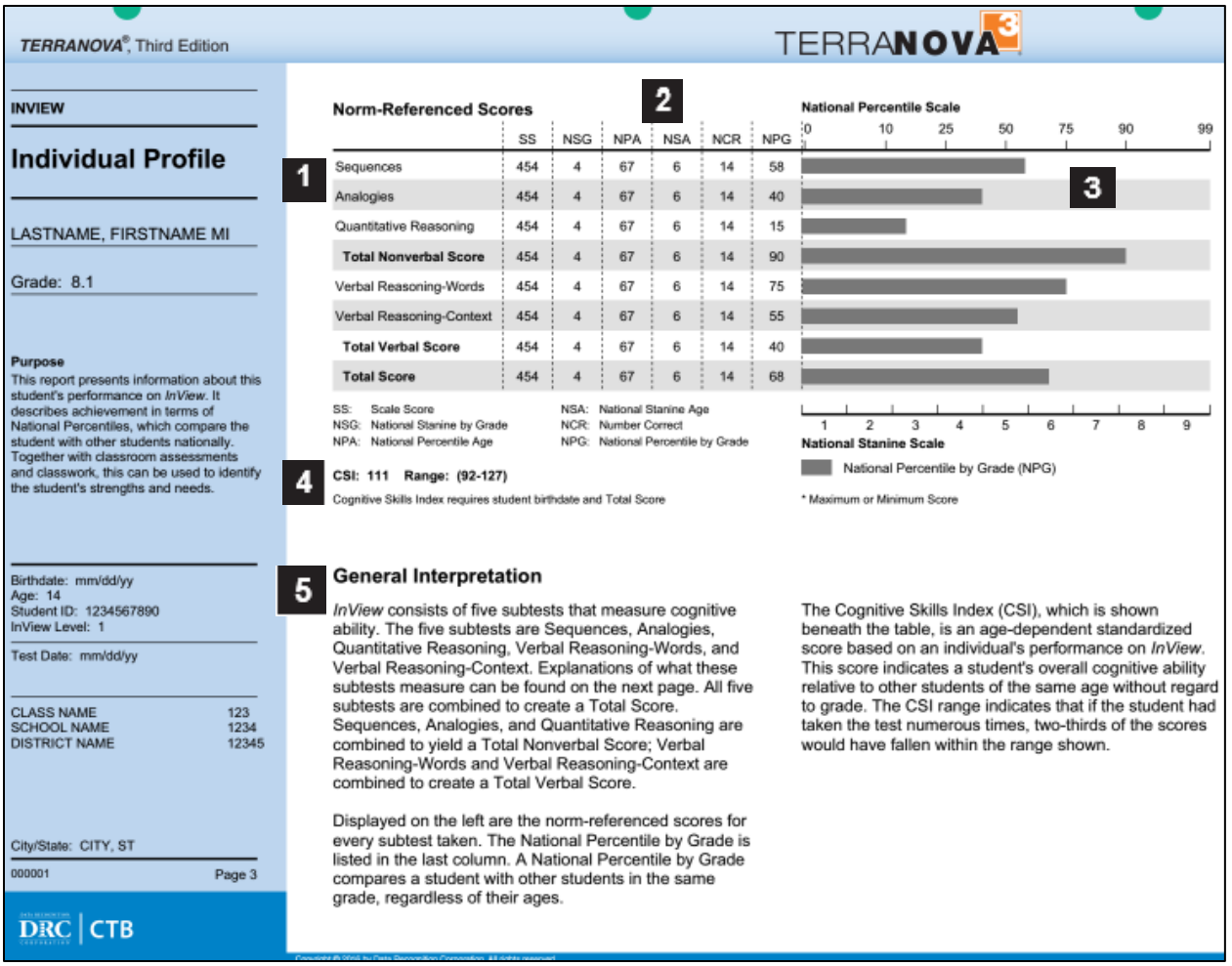
For more information, visit www.datarecognitioncorp.com

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 student'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). The NP Range is a confidence band based on the Standard Error of Measurement (see Appendix A in the Teacher's Guide to *TerraNova, Third Edition*). The graph allows all who use the report to make a quick assessment of the student's relative strengths and needs in the areas tested. 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®, Third Edition

TERRANOVA 3

INVIEW

Individual Profile

LASTNAME, FIRSTNAME MI

Grade: 8.1

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

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DRC | CTB

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
Total Nonverbal Score	454	4	67	6	14	90
Verbal Reasoning-Words	454	4	67	6	14	75
Verbal Reasoning-Context	454	4	67	6	14	55
Total Verbal Score	454	4	67	6	14	40
Total Score	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

National Percentile Scale: 0 10 25 50 75 90 99

National Stanine Scale: 1 2 3 4 5 6 7 8 9

National Percentile by Grade (NPG)

* Maximum or Minimum 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 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.

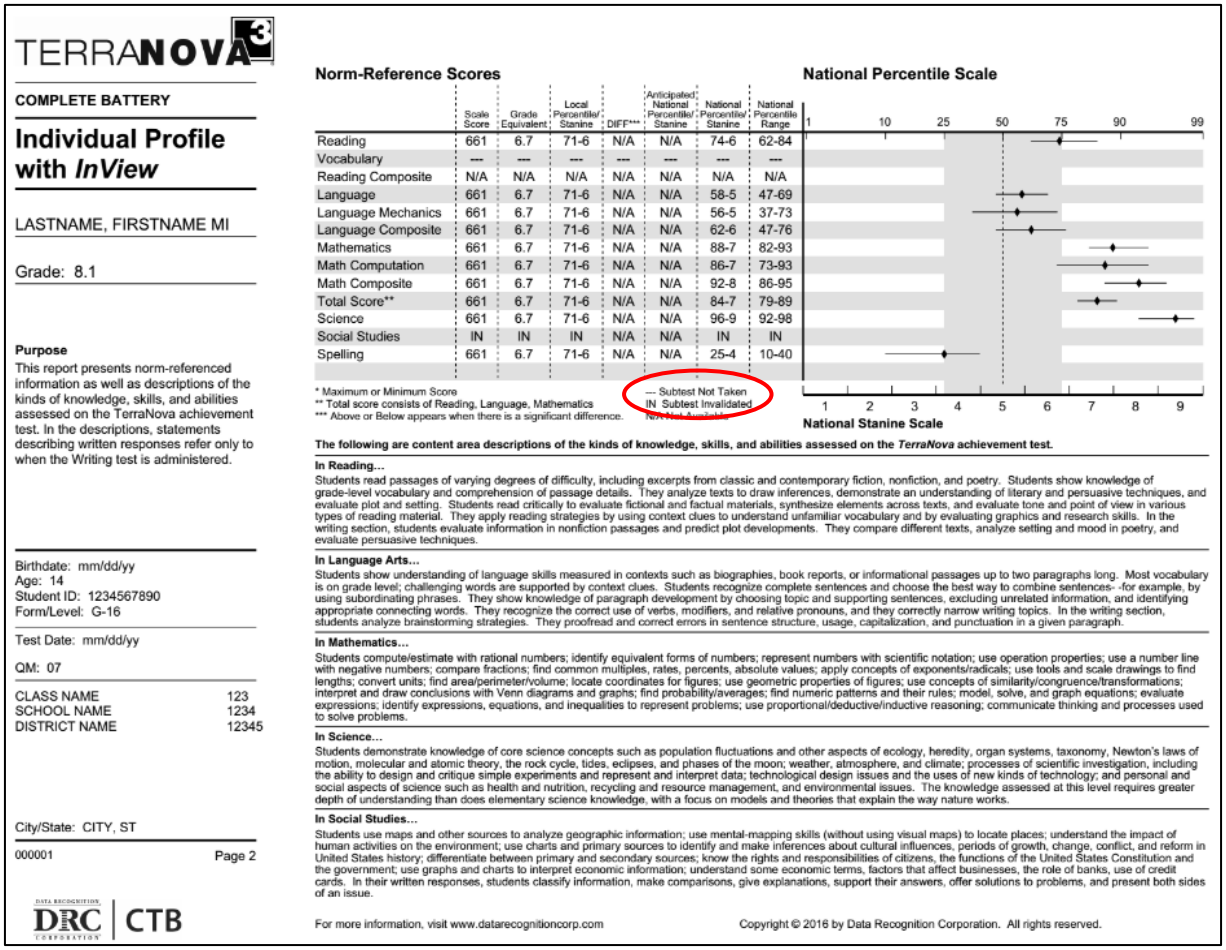
5 The General Interpretation section provides useful information to help understand the information on the Individual Profile with *InView*.

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.

See the following samples of the Individual Profile.



TERRANOVA 3

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

CLASS NAME 123
SCHOOL NAME 1234
DISTRICT NAME 12345

City/State: CITY, ST

000001 Page 2

DRC CTB

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

1 10 25 50 75 90 99

1 2 3 4 5 6 7 8 9

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...

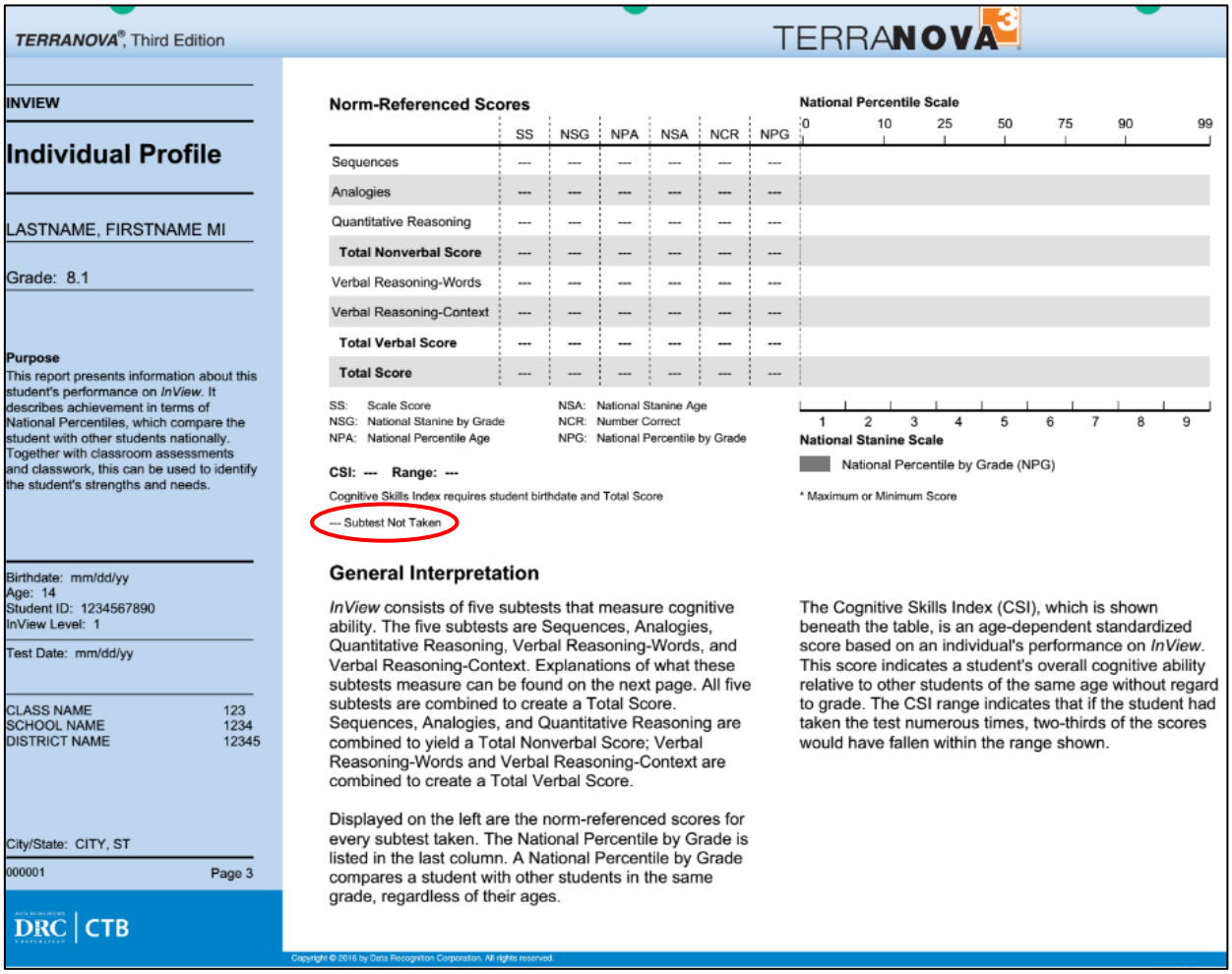
Students demonstrate knowledge of core science concepts such as population fluctuations and other aspects of ecology, heredity, organ systems, taxonomy, Newton's laws of motion, molecular and atomic theory, the rock cycle, tides, eclipses, and phases of the moon; weather, atmosphere, and climate; processes 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.

For more information, visit www.datarecognitioncorp.com

Sample Report: Individual Profile
(*InView* Score Not Available/Subtest Not Taken)



TERRANOVA®, Third Edition

TERRANOVA 3

INVIEW

Individual Profile

LASTNAME, FIRSTNAME MI

Grade: 8.1

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

DRC | CTB

Norm-Referenced Scores

	SS	NSG	NPA	NSA	NCR	NPG
Sequences	---	---	---	---	---	---
Analogies	---	---	---	---	---	---
Quantitative Reasoning	---	---	---	---	---	---
Total Nonverbal Score	---	---	---	---	---	---
Verbal Reasoning-Words	---	---	---	---	---	---
Verbal Reasoning-Context	---	---	---	---	---	---
Total Verbal Score	---	---	---	---	---	---
Total Score	---	---	---	---	---	---

National Percentile Scale
0 10 25 50 75 90 99

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: --- Range: ---

Cognitive Skills Index requires student birthdate and Total Score

--- Subtest Not Taken

1 2 3 4 5 6 7 8 9
National Stanine Scale

National Percentile by Grade (NPG)

* Maximum or Minimum 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 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.

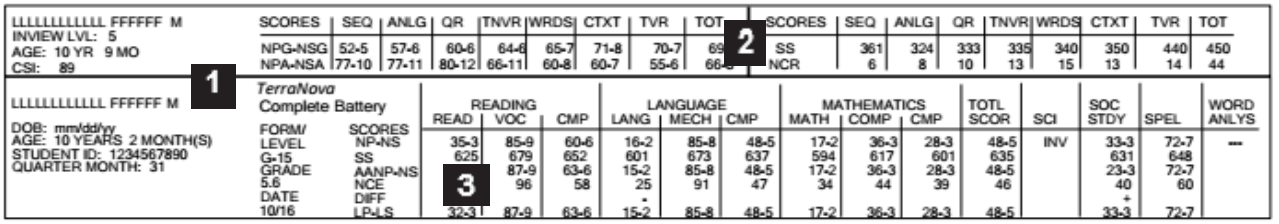
The Cognitive Skills Index (CSI), which is shown beneath the table, is an age-dependent standardized score based on an individual's performance on *InView*. This score indicates a student's overall cognitive ability relative to other students of the same age without regard to grade. The CSI range indicates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

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.



LLLLLLLLLLL FFFFFF M
INVIEW LVL: 5
AGE: 10 YR 9 MO
CSI: 89

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
NPA-NSA	77-10	77-11	80-12	66-11	60-8	60-7	55-6	66-8

SCORES	SEQ	ANLG	QR	TNVR	WRDS	CTXT	TVR	TOT
SS	361	324	333	335	340	350	440	450
NCR	6	8	10	13	15	13	14	44

LLLLLLLLLLL FFFFFF M
DOB: mm/dd/yy
AGE: 10 YEARS 2 MONTH(S)
STUDENT ID: 1234567890
QUARTER MONTH: 31

TerraNova
Complete Battery

FORM/ LEVEL / GRADE / DATE	SCORES	READING READ	READING VOC	READING CMP	LANGUAGE LANG	LANGUAGE MECH	LANGUAGE CMP	MATHEMATICS MATH	MATHEMATICS COMP	MATHEMATICS CMP	TOTL SCOR	SCI	SOC STDY	SPEL	WORD ANLYS
5.6	NP-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	---
G-15	SS	625	679	652	601	673	637	594	617	601	635		631	648	
	AANP-NS		87-9	63-6	15-2	85-8	48-5	17-2	36-3	28-3	48-5		23-3	72-7	
10/16	NCE		96	58	25	91	47	34	44	39	46		40	60	
	DIFF				-								+		
	LP-LS	32-3	87-9	63-6	15-2	85-8	48-5	17-2	36-3	28-3	48-5		33-3	72-7	

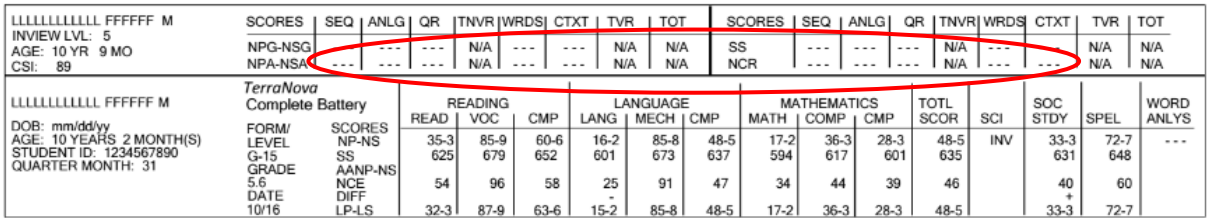
1 This label provides information about an individual student, such as name, date of birth, and the grade in school when the assessments were administered.

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.



LLLLLLLLLLL FFFFFF M
INVIEW LVL: 5
AGE: 10 YR 9 MO
CSI: 89

SCORES	SEQ	ANLG	QR	TNVR	WRDS	CTXT	TVR	TOT
NPG-NSG	---	---	---	N/A	---	---	N/A	N/A
NPA-NSA	---	---	---	N/A	---	---	N/A	N/A

SCORES	SEQ	ANLG	QR	TNVR	WRDS	CTXT	TVR	TOT
SS	---	---	---	N/A	---		N/A	N/A
NCR	---	---	---	N/A	---	---	N/A	N/A

LLLLLLLLLLL FFFFFF M
DOB: mm/dd/yy
AGE: 10 YEARS 2 MONTH(S)
STUDENT ID: 1234567890
QUARTER MONTH: 31

TerraNova
Complete Battery

FORM/ LEVEL / GRADE / DATE	SCORES	READING READ	READING VOC	READING CMP	LANGUAGE LANG	LANGUAGE MECH	LANGUAGE CMP	MATHEMATICS MATH	MATHEMATICS COMP	MATHEMATICS CMP	TOTL SCOR	SCI	SOC STDY	SPEL	WORD ANLYS
5.6	NP-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	---
G-15	SS	625	679	652	601	673	637	594	617	601	635		631	648	
	AANP-NS														
	NCE	54	96	58	25	91	47	34	44	39	46		40	60	
10/16	DIFF				-								+		
	LP-LS	32-3	87-9	63-6	15-2	85-8	48-5	17-2	36-3	28-3	48-5		33-3	72-7	

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

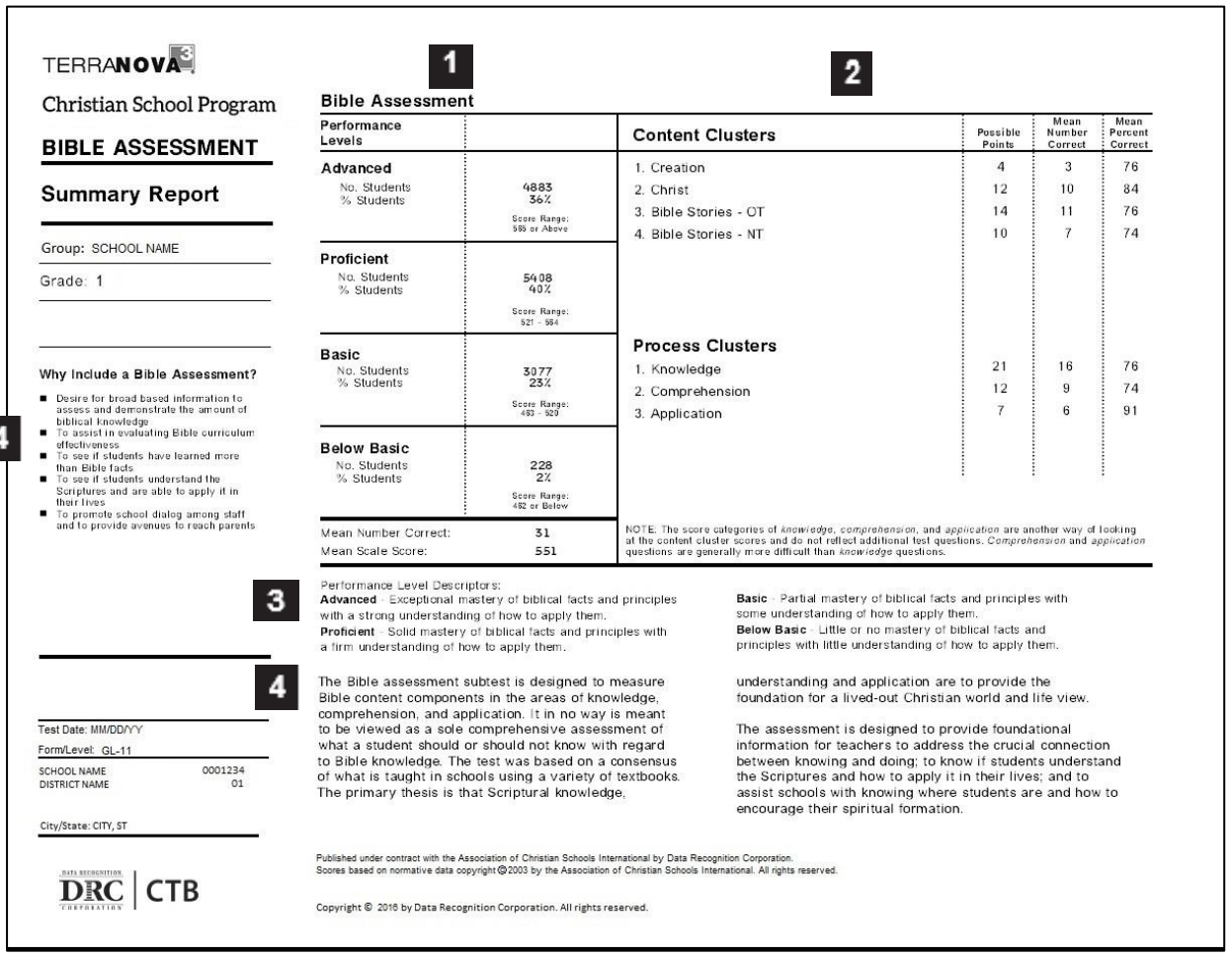
This class-level report presents the Bible Assessment results for each student in a teacher's classroom. Results are listed alphabetically by each student's last name. On Page 1 of the report, each individual's scores are detailed, including total number correct, Scale Scores, Performance Level, and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



TERRANOVA 3

Christian School Program

BIBLE ASSESSMENT

Summary Report

Group: SCHOOL NAME

Grade: 1

Why Include a Bible Assessment?

- Desire for broad based information to assess and demonstrate 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

4

Test Date: MM/DD/YY

Form/Level: GL-11

SCHOOL NAME 0001234

DISTRICT NAME 01

City/State: CITY, ST

DRC | CTB

1

Bible Assessment

Performance Levels		
Advanced		
No. Students	4883	
% Students	36%	
	Score Range: 589 or Above	
Proficient		
No. Students	5408	
% Students	40%	
	Score Range: 521 - 564	
Basic		
No. Students	3077	
% Students	23%	
	Score Range: 483 - 520	
Below Basic		
No. Students	228	
% Students	2%	
	Score Range: 482 or Below	
Mean Number Correct:	31	
Mean Scale Score:	551	

2

Content Clusters	Possible Points	Mean Number Correct	Mean Percent Correct
1. Creation	4	3	76
2. Christ	12	10	84
3. Bible Stories - OT	14	11	76
4. Bible Stories - NT	10	7	74
Process Clusters			
1. Knowledge	21	16	76
2. Comprehension	12	9	74
3. Application	7	6	91

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.

3

Performance Level Descriptors:

Advanced - Exceptional mastery of biblical facts and principles with a strong understanding of how to apply them.

Proficient - Solid mastery of biblical facts and principles with a firm understanding of how to apply them.

Basic - Partial mastery of biblical facts and principles with some understanding of how to apply them.

Below Basic - Little or no mastery of biblical facts and principles with little understanding of how to apply them.

4

The Bible assessment subtest is designed to measure Bible content components 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 Scriptures and how to apply it in their lives; and to assist schools with knowing where students are and how to encourage their spiritual formation.

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

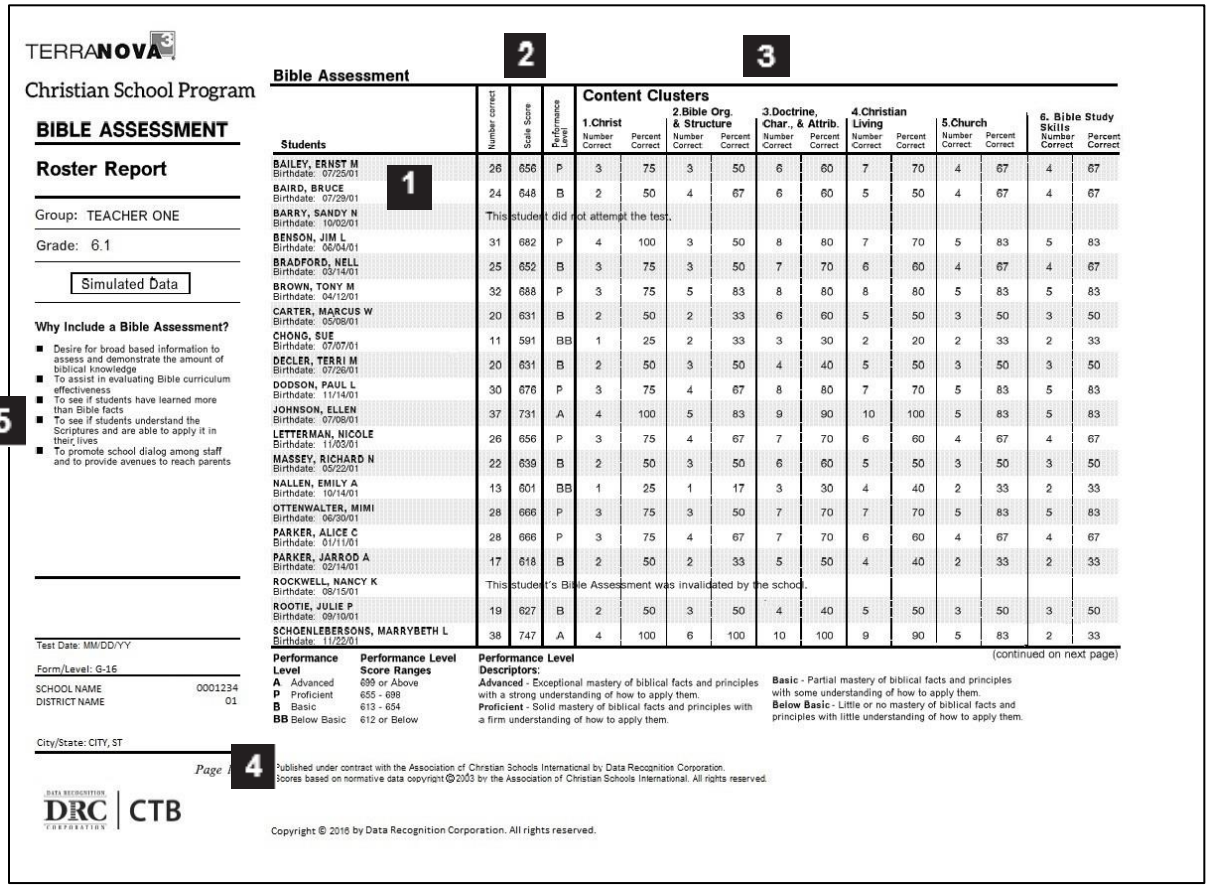
1 In the Performance Levels section of the report, the number and percent of students at this grade level scoring within each of the four Performance Levels are given. In addition, the Scale Score range for each Performance Level is provided. Below are the Mean Number Correct and the Mean Scale Score 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

Simulated Data

Why Include a Bible Assessment?

- Desire for broad based information to assess and demonstrate 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 0001234

DISTRICT NAME 01

City/State: CITY, ST

Page 1

DRC | CTB

Bible Assessment

Students	Number correct	Scale Score	Performance Level	Content Clusters: 1.Christ Number Correct	1.Christ Percent Correct	2.Bible Org. & Structure Number Correct	2.Bible Org. & Structure Percent Correct	3.Doctrine, Char., & Attrib. Number Correct	3.Doctrine, Char., & Attrib. Percent Correct	4.Christian Living Number Correct	4.Christian Living Percent Correct	5.Church Number Correct	5.Church Percent Correct	6. Bible Study Skills Number Correct	6. Bible Study Skills Percent Correct
BAILEY, ERNST M Birthdate: 07/25/01	26	656	P	3	75	3	50	6	60	7	70	4	67	4	67
BAIRD, BRUCE Birthdate: 07/29/01	24	648	B	2	50	4	67	6	60	5	50	4	67	4	67
BARRY, SANDY N Birthdate: 10/02/01	This student did not attempt the test.														
BENSON, JIM L Birthdate: 06/04/01	31	682	P	4	100	3	50	8	80	7	70	5	83	5	83
BRADFORD, NELL Birthdate: 03/14/01	25	652	B	3	75	3	50	7	70	6	60	4	67	4	67
BROWN, TONY M Birthdate: 04/12/01	32	688	P	3	75	5	83	8	80	8	80	5	83	5	83
CARTER, MARCUS W Birthdate: 05/06/01	20	631	B	2	50	2	33	6	60	5	50	3	50	3	50
CHONG, SUE Birthdate: 07/07/01	11	591	BB	1	25	2	33	3	30	2	20	2	33	2	33
DECLER, TERRI M Birthdate: 07/26/01	20	631	B	2	50	3	50	4	40	5	50	3	50	3	50
DODSON, PAUL L Birthdate: 11/14/01	30	676	P	3	75	4	67	8	80	7	70	5	83	5	83
JOHNSON, ELLEN Birthdate: 07/08/01	37	731	A	4	100	5	83	9	90	10	100	5	83	5	83
LETTERMAN, NICOLE Birthdate: 11/03/01	26	656	P	3	75	4	67	7	70	6	60	4	67	4	67
MASSEY, RICHARD N Birthdate: 05/22/01	22	639	B	2	50	3	50	6	60	5	50	3	50	3	50
NALLEN, EMILY A Birthdate: 10/14/01	13	601	BB	1	25	1	17	3	30	4	40	2	33	2	33
OTTENWALTER, MIMI Birthdate: 06/20/01	28	666	P	3	75	3	50	7	70	7	70	5	83	5	83
PARKER, ALICE C Birthdate: 01/11/01	28	666	P	3	75	4	67	7	70	6	60	4	67	4	67
PARKER, JARROD A Birthdate: 02/14/01	17	618	B	2	50	2	33	5	50	4	40	2	33	2	33
ROCKWELL, NANCY K Birthdate: 08/15/01	This student's Bible Assessment was invalidated by the school.														
ROOTIE, JULIE P Birthdate: 09/10/01	19	627	B	2	50	3	50	4	40	5	50	3	50	3	50
SCHOENLEBERSONS, MARRYBETH L Birthdate: 11/22/01	38	747	A	4	100	6	100	10	100	9	90	5	83	2	33

(continued on next page)

Performance Level	Score Ranges
A Advanced	699 or Above
P Proficient	655 - 698
B Basic	613 - 654
BB Below Basic	612 or Below

Performance Level Descriptors:

Advanced - Exceptional mastery of biblical facts and principles with a strong understanding of how to apply them.

Proficient - Solid mastery of biblical facts and principles with a firm understanding of how to apply them.

Basic - Partial mastery of biblical facts and principles with some understanding of how to apply them.

Below Basic - Little or no mastery of biblical facts and principles with little understanding of how to apply them.

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.

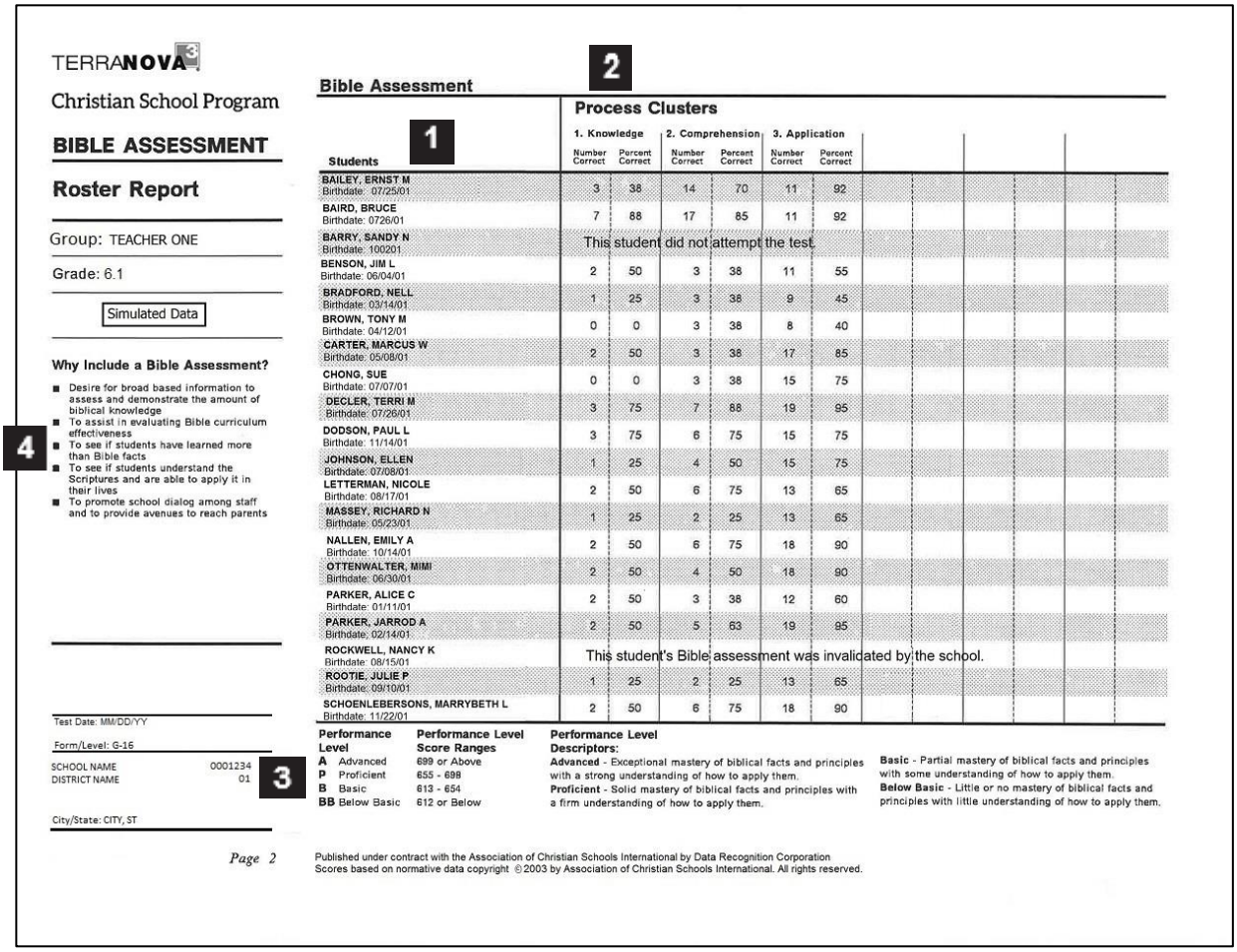
2 Overall Bible Assessment subtest results are listed for each student, including the number of items answered correctly, the student's Scale Score, and the student's Performance Level based on his/her Scale Score.

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 3

Christian School Program

BIBLE ASSESSMENT

Roster Report

Group: TEACHER ONE

Grade: 6.1

Simulated Data

Why Include a Bible Assessment?

- Desire for broad based information to assess and demonstrate 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 0001234

DISTRICT NAME 01

City/State: CITY, ST

Page 2

Bible Assessment

Process Clusters

Students	1. Knowledge Number Correct	1. Knowledge Percent Correct	2. Comprehension Number Correct	2. Comprehension Percent Correct	3. Application Number Correct	3. Application Percent Correct
BAILEY, ERNST M Birthdate: 07/25/01	3	38	14	70	11	92
BAIRD, BRUCE Birthdate: 0726/01	7	88	17	85	11	92
BARRY, SANDY N Birthdate: 100201	This student did not attempt the test.					
BENSON, JIM L Birthdate: 06/04/01	2	50	3	38	11	55
BRADFORD, NELL Birthdate: 03/14/01	1	25	3	38	9	45
BROWN, TONY M Birthdate: 04/12/01	0	0	3	38	8	40
CARTER, MARCUS W Birthdate: 05/08/01	2	50	3	38	17	85
CHONG, SUE Birthdate: 07/07/01	0	0	3	38	15	75
DECLER, TERRI M Birthdate: 07/26/01	3	75	7	88	19	95
DODSON, PAUL L Birthdate: 11/14/01	3	75	6	75	15	75
JOHNSON, ELLEN Birthdate: 07/08/01	1	25	4	50	15	75
LETTERMAN, NICOLE Birthdate: 08/17/01	2	50	6	75	13	65
MASSEY, RICHARD N Birthdate: 05/23/01	1	25	2	25	13	65
NALLEN, EMILY A Birthdate: 10/14/01	2	50	6	75	18	90
OTTENWALTER, MIMI Birthdate: 06/30/01	2	50	4	50	18	90
PARKER, ALICE C Birthdate: 01/11/01	2	50	3	38	12	60
PARKER, JARROD A Birthdate: 02/14/01	2	50	5	63	19	95
ROCKWELL, NANCY K Birthdate: 08/15/01	This student's Bible assessment was invalidated by the school.					
ROOTIE, JULIE P Birthdate: 09/10/01	1	25	2	25	13	65
SCHOENLEBERSONS, MARRYBETH L Birthdate: 11/22/01	2	50	6	75	18	90

Performance Level	Performance Level Score Ranges
A Advanced	699 or Above
P Proficient	655 - 698
B Basic	613 - 654
BB Below Basic	612 or Below

Performance Level Descriptors:

Advanced - Exceptional mastery of biblical facts and principles with a strong understanding of how to apply them.

Proficient - Solid mastery of biblical facts and principles with a firm understanding of how to apply them.

Basic - Partial mastery of biblical facts and principles with some understanding of how to apply them.

Below Basic - Little or no mastery of biblical facts and principles with little understanding of how to apply them.

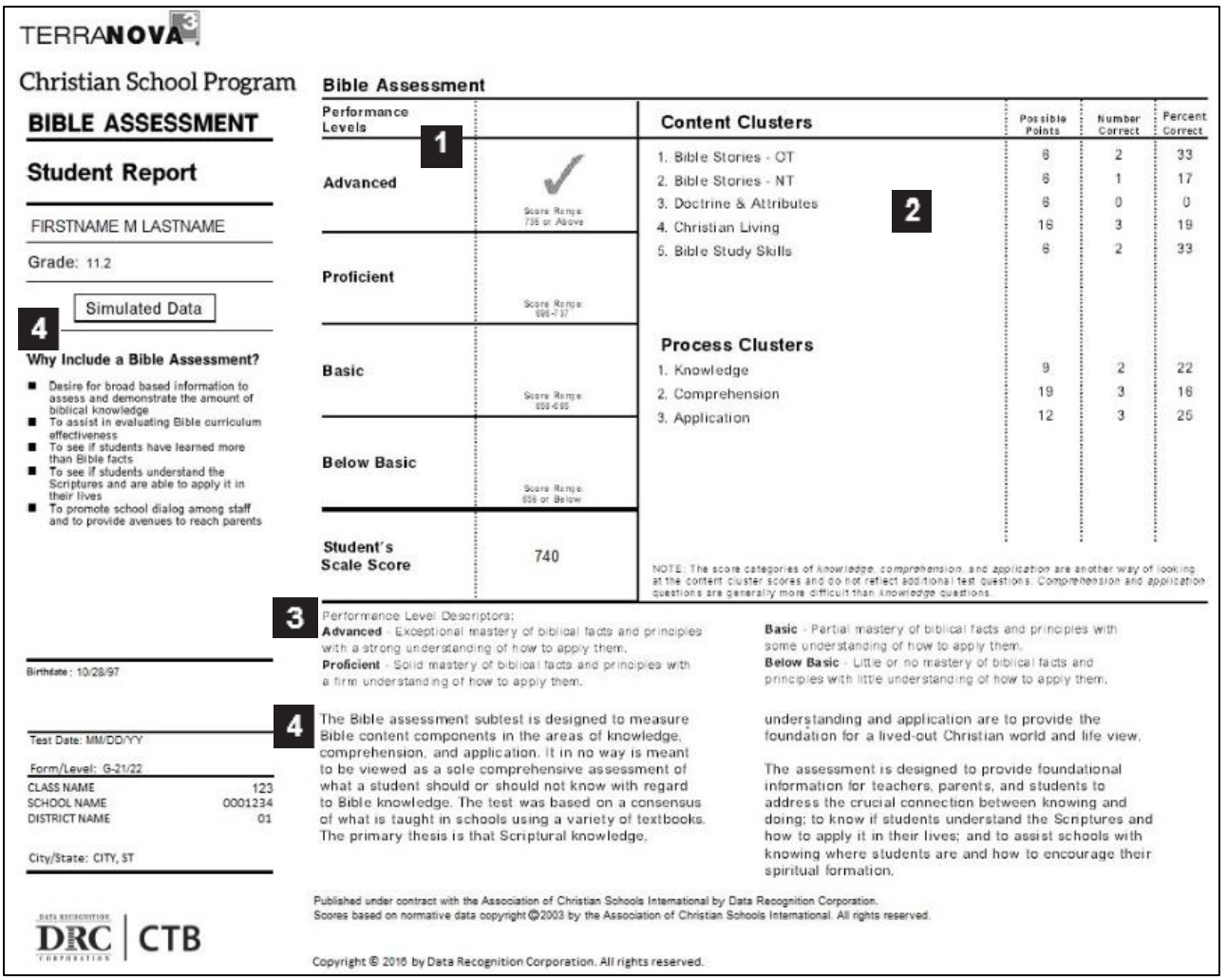
1 Each student in the class is listed alphabetically by last name, along with his/her date of birth.

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



TERRANOVA

Christian School Program

BIBLE ASSESSMENT

Student Report

FIRSTNAME M LASTNAME

Grade: 11.2

Simulated Data

4

Why Include a Bible Assessment?

- Desire for broad based information to assess and demonstrate 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

Birthdate : 10/28/97

Test Date: MM/DD/YY

Form/Level: G-21/22

CLASS NAME	123
SCHOOL NAME	0001234
DISTRICT NAME	01

City/State: CITY, ST

DRC | CTB

Bible Assessment

1

Performance Levels		Score Range
Advanced	✓	735 or Above
Proficient		696-734
Basic		659-695
Below Basic		658 or Below
Student's Scale Score	740	

2

Content Clusters	Possible Points	Number Correct	Percent Correct
1. Bible Stories - OT	6	2	33
2. Bible Stories - NT	6	1	17
3. Doctrine & Attributes	6	0	0
4. Christian Living	16	3	19
5. Bible Study Skills	6	2	33
Process Clusters			
1. Knowledge	9	2	22
2. Comprehension	19	3	16
3. Application	12	3	25

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.

3

Performance Level Descriptors:
Advanced - Exceptional mastery of biblical facts and principles with a strong understanding of how to apply them.
Proficient - Solid mastery of biblical facts and principles with a firm understanding of how to apply them.
Basic - Partial mastery of biblical facts and principles with some understanding of how to apply them.
Below Basic - Little or no mastery of biblical facts and principles with little understanding of how to apply them.

4

The Bible assessment subtest is designed to measure Bible content components 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, parents, and students to address the crucial connection between knowing and doing; to know if students understand the Scriptures and how to apply it in their lives; and to assist schools with knowing where students are and how to encourage their spiritual formation.

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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.

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, *InView* and PTCS (2012-2016) cognitive abilities assessments. 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, an 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 a Christian school.

PDF Reports: The Individual Profile Report and the CSP Home Report for parents/guardians will also be delivered in PDF form in the Assessment Data Online system. The content of the PDF reports is fixed and cannot be changed but can be printed.

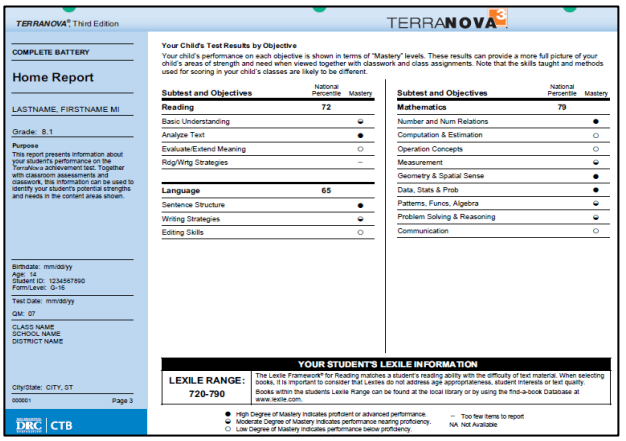
Additional Resources: In addition to tabs that access test data, Assessment Data Online provides a Resources tab with information to assist CSP educators in navigating the Assessment Data Online system or interpreting assessment data. These resources include documents such as the **Guide to Assessment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

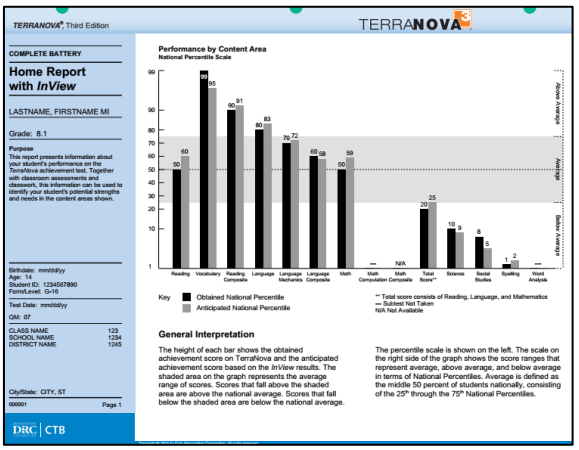
Assessment Data Online for Parents

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, parents receive 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.

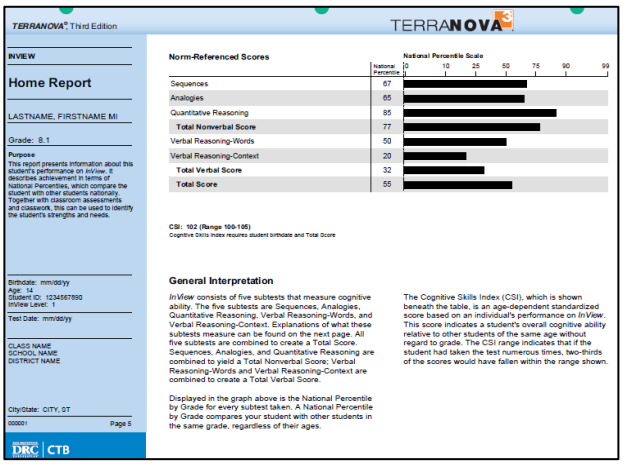
Two dashboards, two reports, and a Resources tab are available on Assessment Data Online for Parents. When parents log on, they land on the *TerraNova* 3 Student Report dashboard. This dashboard graphically shows the individual student's *TerraNova* results for all subtests completed, including PLUS tests, if administered. No *InView* or PTCS 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.

Two reports are provided as PDF files that can be printed. One report is the CSP Home Report, a multi-page report with explanations of *TerraNova 3* Complete Battery subtests (*Reading*, *Language*, *Mathematics*, *Science*, and *Social Studies*, if all are administered). Sample pages from the CSP Home Report are shown on this page. For additional information on the CSP Home Report, refer to the CSP Guide to Data Online.





Note: Please refer to the Guide to Data Online for details on the CSP Home Report.



This CSP Home Report may be accessed in one of two ways:

1. The parent can log on Assessment Data Online for Parents, access their child's report, and, if desired, print the PDF of that report; or
2. The teacher can log in to the Class dashboard on Assessment Data Online to access a PDF file

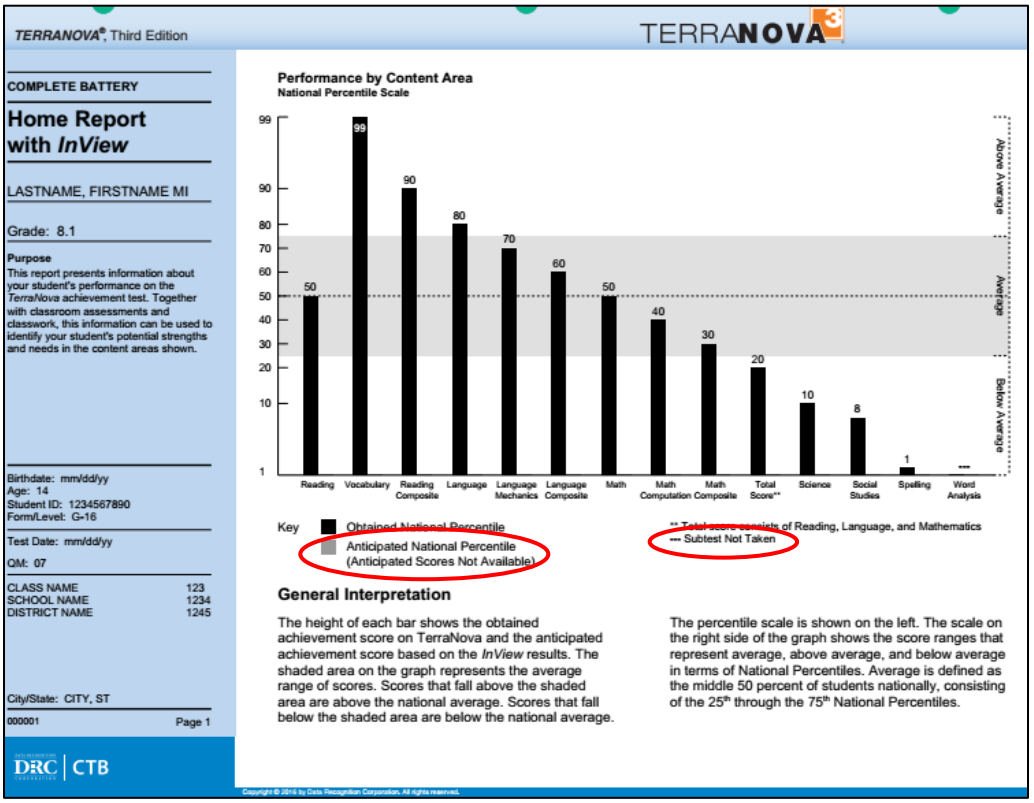
with the CSP Home Reports for all students in the class; the reports for all students or selected students can be printed.

Sample Report: CSP Home Report

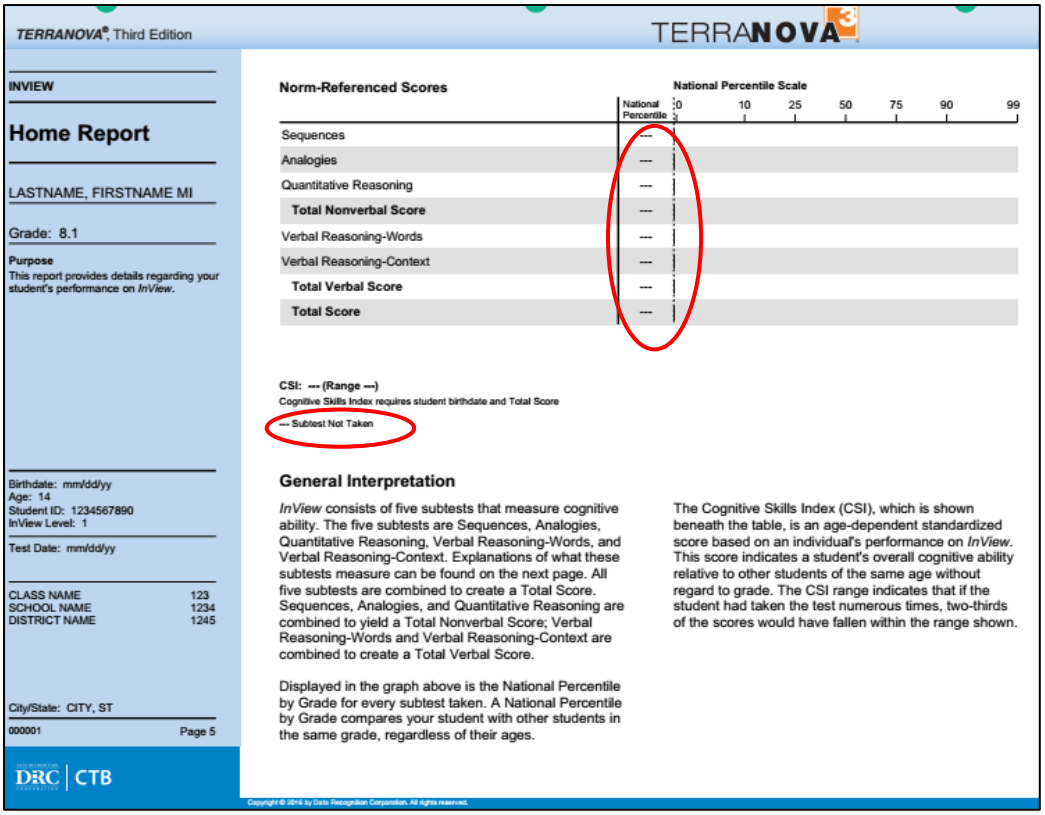
(*InView* Score Not Available/Subtest Not Taken)

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®, Third Edition

TERRANOVA 3

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

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DRC | CTB

Norm-Referenced Scores

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

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.

The **Bible Assessment Student Report** is also available to parents when they log in to Assessment Data Online for Parents. This is a PDF copy of the same report that the school receives as a paper report and is also available to CSP educators via Assessment Data Online under the Bible Assessment tab.

A Resources tab provides additional sources of information useful to parents in supporting their child's learning. Each resource is available as a PDF which can be printed.

Optional Reports

You can order the following optional reports in addition to the reports included in the CSP Score Reports Package. Sample optional reports can be found at www.purposefuldesign.com.

Optional Reports (see the current CSP catalog for pricing)
Home Report
Individual Profile Report (with Grade Equivalent)