

TRINITY CATHOLIC SCHOOL

PARENT'S GUIDE Terra Nova 3rd Edition

InView and TerraNova 3 | What do they measure?

Terra Nova

The (achievement) scores indicate how well the child is doing in relation to students across the country. Includes subtests:

- Reading
- CLanguage
- Mathematics
- Science
- Social Studies

Plus Tests

Measures important foundation skills in:

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





InView is a norm-referenced assessment which measures the skills and abilities most directly related to academic success. A reliable Cognitive Skills Index (CSI) is derived from five sub-tests that assess the following cognitive areas:

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

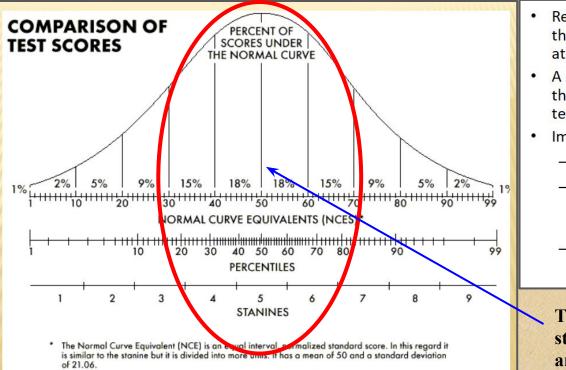




Reporting Back to Statistics 101

Comparisons | Percentiles and Stanines



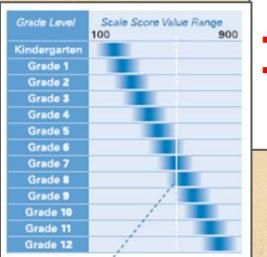


- Represents the percentage of <u>students</u> in the national norm group whose score was at or below a student's score
- A student whose NP is 65 performed better than 65% of those students who took the test when it was normed
- Important Reminders:
 - NP scores range from 1 to 99
 - The national norm of NP is 50; i.e., 50% of students scored at or below a given student's score
 - NP scores are **NOT** percent correct scores

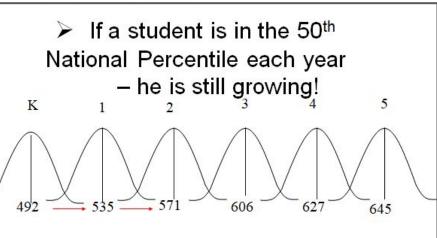
The majority of the students, nationwide, are in the 30th through 70th percentile

Growth Measurement | Scale Score





- Designed to measure student achievement from elementary school through high school
 Expected to increase with grade level
 Terre Neve content forms a developmental
- TerraNova content forms a developmental continuum through which students move as they develop new capabilities







Reporting Unwrapping the Individual Profile Report

Individual Profile Report



Grade: Form/Level: G/13 Class: School: District:

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					STUDENT NAME	Grade
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ERRANOVA	Birthdate:	Form/Level: G/13			Student ID#:	Class:
LETE BATTERY	Student ID#:	Class:	COMPLETE BATTERY			School
ividual Profile Report		School:	Individual Profile R	eport		Distric
t Date: 03/12/12		District:	Test Date: 03/12/12			QM: 25, Norms Year: 2007, Scoring Type: P
mance on Objectives	QM: 25, Norms Ye	ar: 2007, Scoring Type: Pattern (JRT)	Norm-Referenced Scores (InView)			
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Performance on Objectives



Performance on Objectives

	i i	æ	i
ž ŝ,	i	iž≩a	Objective Performance Index (OPI)*
Obj. No. Objective Titles	181	255	
Reading			
02 Basic Understanding	89	45-88	•
03 Anal ve no.	72	35-76	÷
04 Evaluate/Extend Meaning		25.75	•
05 Rdg/Wrtg Strategies	73	41-74	Ŷ
Vocabulary			
35 Word Meaning	80	53-84	Ŷ
36 Multimeaning Words	53	39-60	-
37 Words in Context	86	47-89	÷
Language			
07 Sentence Structure		57-87	
08 Writing Strategies		43-80	
09 Editing Skills	75	51-83	
Language Mechanics	1		
38 Sent, Phrases, Clauses		56-92	÷
39 Writing Conventions	64	46-76	÷
Mathematics	ii		·
10 Number & Num Relations		46-84	•
11 Computation & Estimation		34-75	•
12 Operation Concepts		44-86	•
13 Measurement		32-69	0
14 Geometry & Spatial Sense		48-81	
15 Data, Stats, & Prob	1 I I	36-82	
16 Patterns, Funcs, Algebra	43	36-81	÷

— Obj. No. = Objective Number

The McGraw Hill CTB testing company has numbered the learning objectives tested on the test. The **Objective Numbers** are standard across all reports at this grade level.

Next to the Objective Number is the **Objective Title**. This helps pinpoint exactly which objective is being identified by the Obj. No.

In this report, Obj. No. 02 in Reading corresponds to Basic Understanding.

OPI = Objective Performance Index - an estimate of the number of items this student would be expected to answer correctly if there had been 100 items for this objective.

Objective Mastery Range – The range of **OPI** values from Low Mastery to High Mastery. In this case, the Objective Mastery Range is from 45-88 OPI on Reading Objective 02, Basic Understanding. This range will be the same for all students at this grade level for this test.

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

Performance on Objectives



Performance on Objectives

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Obj. No. Objective Titles		ş≥	
Obj. No Objectiv Titles	H	응접 같 (Objective Performance Index (OPI)*
	ō	<u>ŽŽ (</u> 9	25 50 75 100
Reading	1	i i	
02 Basic Understanding		45-88	•
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		35-75	•
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11 Computation & Estimation	50	34-75	
12 Operation Concepts	_	44-86	•
13 Measurement	17	32-69	0
14 Geometry & Spatial Sense			÷
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16 Patterns, Funcs, Algebra	43	36-81	•

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

Not only does the testing company provide the numerical data, they also provide a graphical representation of the Objective Performance Index as a shaded area located to the right of the stated Objective Mastery Range.

If you look at this student's performance on Reading Obj. No. 02, you will note that there is a full circle to the far right of the Mastery Range indicating that this student has mastered the objective.

Looking further down the report we see a half circle on Language Obj. No. 07, Sentence Structure, indicating moderate mastery.

On Mathematics Obj. No. 13, Measurement, the student has Low Mastery, indicated by the open circle.

This data gives parents an idea of student strengths and weaknesses at the objective level. A student may want to prioritize those objectives that still need work.

With the student at the left, Measurement would be one area to work on at home and at school.



Norm-Referenced Scores



	Scale Score	DIFF***	Anticipated Normal Curve Equiv	Normal		National	
Reading	637	Above	35	58	24	64	
Vocabulary	612		40	48	31	46	
Reading Composite	625		36	53	25	55	
Language	629		37	56	27	60	
Language Mechanics	622		39	52	29	53	
Language Composite	626		37	54	27	58	
Mathematics	582		36	37	25	26	
Math Computation	625		55	75	59	89	
Math Composite	622		53	68	25 59 56 42	80	
Total Score**	604		53 46	42	42	35	
Science	638		47	63	45	73	
Social Studies	616		41	44	45 34	39	
Spelling	619		48	57	46	63	
Word Analyzis	628		47	47	45	63 45	

Scale Score: a standard score that indicates performance on this test. Scores range from 0 to 999. Tests are scaled separately and cannot be compared across tested areas. Scale Scores are expected to increase with each grade level

Normal Curve Equivalent: The mean, mode and median for this test is 50. NCEs can be compared from year to year or from test subject (Reading) to test subject (Mathematics.) Values are related to the normal or bell curve. Values are evenly spaced between 0 and 100. National Percentile: A value on a scale that indicates the percent of a distribution that is equal to or below it. For example in Spelling this student received a 63%ile meaning 63% of all students who took the test scored at or below this student. Percentiles cannot be compared year to year or test subject to test subject. Values are not evenly spaced between 0 and 100.

Norm-Referenced Scores



	Scale Score [D.FF***	Anticipated Normal Curve Equiv	Norma	Anticipated National Percentile	National	1	Na 10	tional 25	Percent 50	tile Sca 75	90	99
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Word Analysis	628		- 47	47	45	63 45							

Anticipated scores are determined based on the results of the InView test, coupled with a student's age and grade level, Anticipated scores show what individual students can be expected to achieve. Since it is an average, anticipated scores somewhat higher or lower are still within the acceptable range.

Difference: If the student's Normal Curve Equivalent Score (NCE) is 7 or more units higher than the Anticipated Normal Curve Equivalent Score the student will score "Above". If the NCE is 7 units less than the ANCE then the student will score "Below." For the student above, the difference was significantly higher than expected so she received "Above " in the difference column.

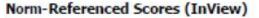
Based on the information above, this student is best in Mathematics Computation.



InView | Norm-Referenced Scores



QM: 25, Norms Year: 2007, Scoring Type: Pattern (IRT)



	1	1	1		National Percentile Scale	
	SS	NSA	NSG	NPA	NPG	1 10 25 50 75 90 96
Sequences	404	5	5	56	49	
Analogies	389	4	4	40	30	
Quantitative Reasoning	447	6	6	75	67	
Total Non-Verbal Score	413	5	5	53	45	
Verbal Reasoning Words	428	6	6	70	67	
Verbal Reasoning Context	484	7	7	83	81	
Total Verbal Score	456	7	7	82	81	
Total Score	430	6	5	66	58	
SS: Scale Score NSG: Nati Stanine By Grade NSA: Nati Stanine By Age		i Percentil I Percentil			1 2 3 4 5 6 7 8 9 National Stanine Scale National Percentile by Grade (NPG)	

The *InView* portion of the test provides data based on the chronological age of the student. InView provides an accurate and reliable measurement of deductive, inductive, and quantitative reasoning abilities, all of which are crucial to academic achievement.

There are five tests: Sequences, Analogies, Quantitative Reasoning, Verbal Reasoning-Words, Verbal Reasoning - Context.

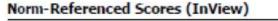
- Sequences, Analogies, and Quantitative Reasoning are combined to yield a Total Non-Verbal Score.
- Verbal Reasoning-Words and Verbal Reasoning Content are combined to yield a Total Verbal Score.
- All five tests are combined to create a **Total Score**.



InView | Norm-Referenced Scores



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						National Percentile Scale
	SS	NSA	NSG	NPA	NPG	
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SS (scale scores) range from 0 to 999. InView subtests are "scaled" separately, meaning that the scale scores for one subtest cannot be compared with the scale scores of another. Scale Scores are expected to increase with each grade level.

NSA (stanine by age) and NSG (stanine by grade) range from 1-9 and represent your child's performance compared to a national sample of children in the same grade and of the same age.

NPA (percentile by age) and **NPG** (percentile by grade) range from 1-99 and represent your child's performance compared to a national sample of children in the same grade and of the same age.

TMI What do I do with this information?



Action Plan | One piece of information



Take a few minutes to review the scores you have for your child in light of this information.

Make notes of any questions you may have.

Remember this is one piece of information, not the complete picture.

Based on the scores, determine your child's academic strengths and weaknesses.

Is this consistent with other information you have about your child – earlier test data, report card data, STAR Reports, etc.? Partner with your child's teacher to support your child to improve in areas of weakness and continues to succeed in areas of strength

Support your child at home by providing time and resources to practice academic skills.

Questions??? Contact your child's teacher, Mrs. Kynoch or Mrs. Bechtol. We are happy to help!

