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Reports Inventory

TerraNova, The Second Edition and TABE

Assembled as reference for the
OAS 5 Report Center development team.

version 1.1
22 April 2006
m. everitt

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TerraNova Reports for Individuals

Home Report

HR_1_TN_P

TerraNova, The Second Edition

The Measure of Success

TerraNova The Second Edition

TerraNova The Second Edition
CAT COMPLETE BATTERY

Home Report

KEN JONES

Grade: 4

Simulated Data

Purpose
This report presents information about your student's performance on the *TerraNova* CAT achievement test. Together with classroom assessments and classwork, this information can be used to identify your student's potential strengths and needs in the content areas shown.

Birthdate: 02/08/92
Special Codes:
ABCDEFGHIJKLMNOPQRSTUVWXYZ
3 59 73 2 1 1 1
Form/Level: C-14
Test Date: 04/15/01 Scoring: PATTERN (IRT)
QM: 31 Norms Date: 2000
Class: PARKER
School: WINFIELD
District: GREEN VALLEY

City/State: ANYTOWN, USA

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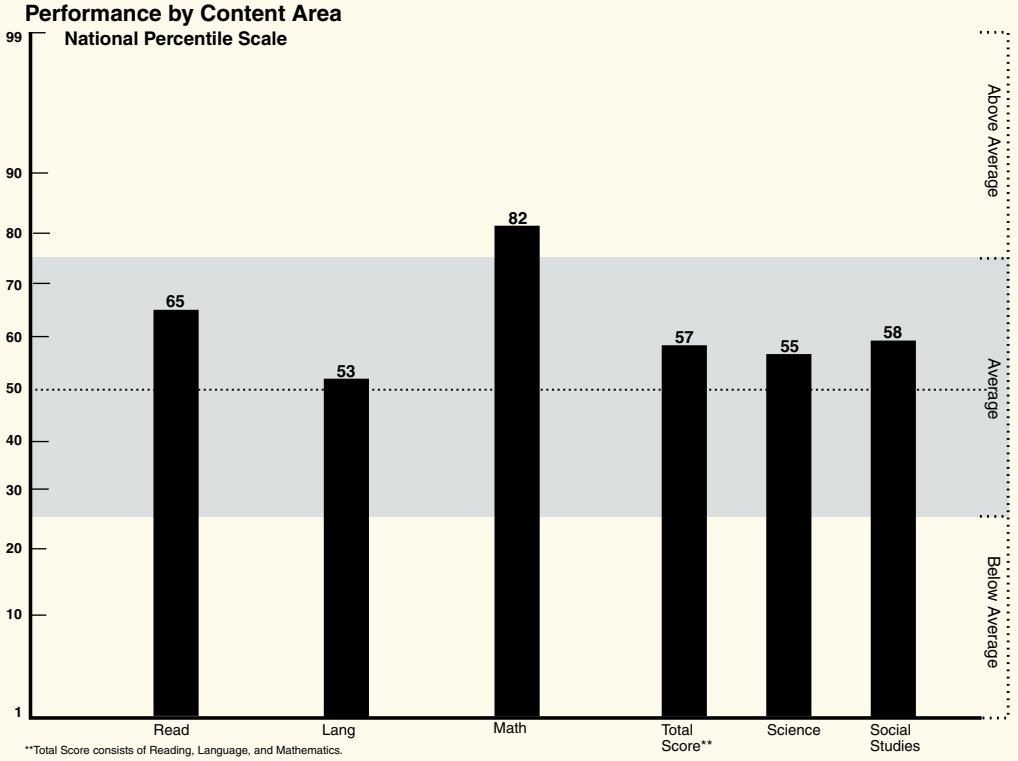
Performance by Content Area



**Total Score consists of Reading, Language, and Mathematics.

Observations

The height of each bar shows your student's National Percentile score on each test. The percentile scale is shown on the left. The graph shows that your student achieved a National Percentile of 65 in Reading. This means your child scored higher than approximately 65 percent of the students in the nation.

The scale on the right side of the graph shows the score ranges that represent average, above average, and below average in terms of National Percentiles. Average is defined as the middle 50 percent of students nationally, consisting of the 25th through the 75th National Percentiles. Your student has five out of six scores in the average range, shown as a gray horizontal band in the middle of the graph. One score is in the above-average range and no scores are in the below-average range.

See the back of this page for content area descriptions of the kinds of knowledge, skills, and abilities assessed on the *TerraNova* CAT achievement test.

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Level: Student

Printed front and back; comes in pre-printed envelope

The Home Report is intended for parents or guardians. It provides norm-referenced information in clear, easy-to-understand bar chart format. This report, available in English and Spanish, is useful for parent-teacher conferences. It can also help parents or guardians become more involved in the student's learning.

Home Report *(TerraNova, The Second Edition)*

HR_1_TN_OL

TerraNova, The Second Edition

Home Report: Jones, Ken S.

Customer Brand

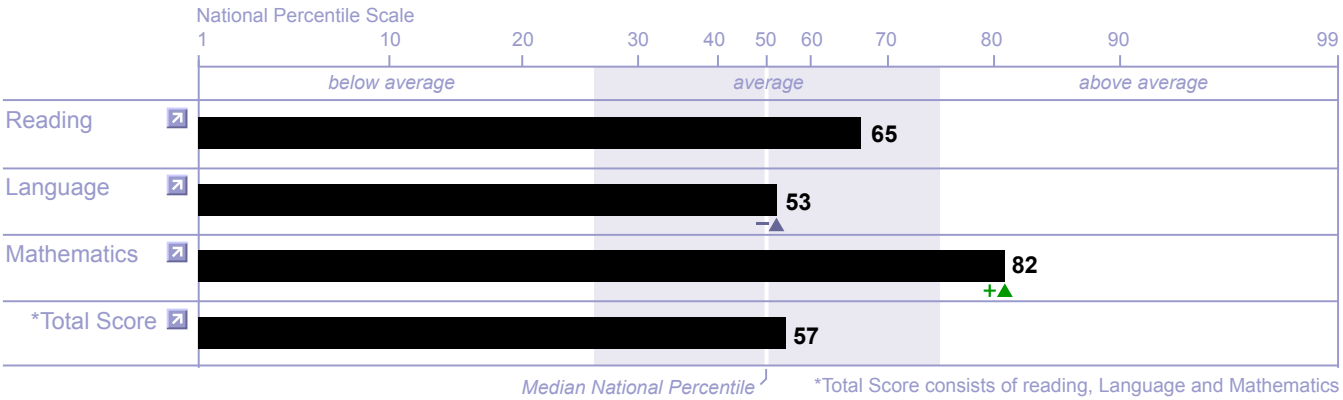
Birthdate: 07-27-1992
Grade: 4
School: Winfield
District: Green Valley
City/State: Anytown, USA

Test Session: Spring 2007 FCAT
Test End Date: 06-25-2004
Level: 14

Norms Date: 2000
Norms Group: Q 31

This report presents information about your student's performance on the TerraNova CAT achievement test.

Performance by Content Area



Observations

The length of each bar shows your Student's National Percentile score on each test. The percentile scale is shown along the top. The graph shows that your student achieved a National Percentile of 65 in Reading. This means you child scored higher than approximately 65 percent of the students in the norm.

The scale on the top of the graph shows the score ranges that represent average, above average, and below average in terms of National Percentiles. Average is defined as the middle 50 percent of students nationally , consisting of the 25th through the 75th National Percentiles. Your student has 3 out of 4 scores in the average range, shown as a light gray vertical band in the middle of the graph. One score is in the above average range and no scores are in the below average range.

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<< Previous 1 2 3 4 5 6 7 8 9 Next >>

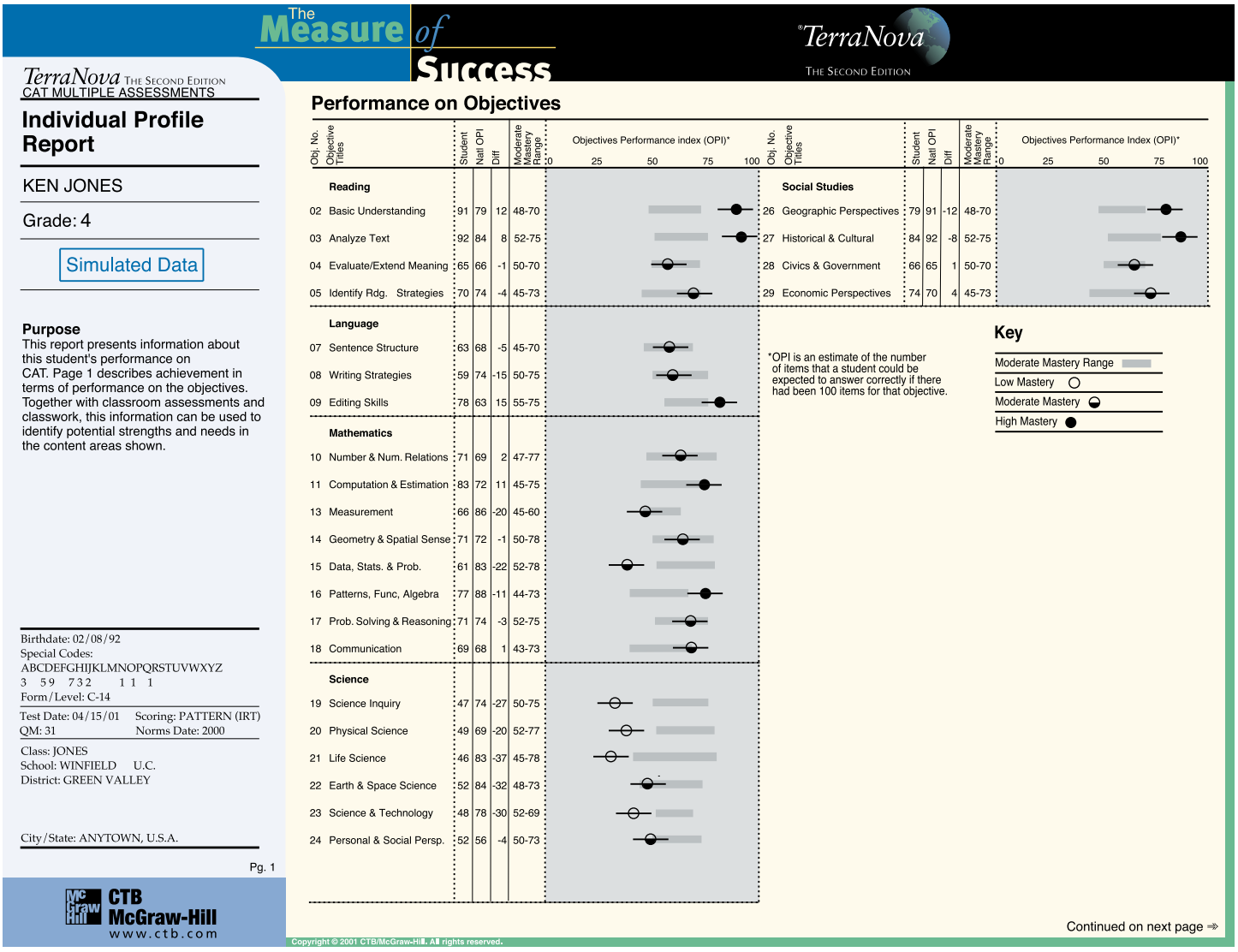
Report Date: 01-07-2003

Level: Student

Individual Profile Report

IPR_1_TN_P

TerraNova, The Second Edition



TerraNova THE SECOND EDITION
CAT MULTIPLE ASSESSMENTS

Individual Profile Report

KEN JONES

Grade: 4

Simulated Data

Purpose
This report presents information about this student's performance on CAT. Page 1 describes achievement in terms of performance on the objectives. Together with classroom assessments and classwork, this information can be used to identify potential strengths and needs in the content areas shown.

Birthdate: 02/08/92
Special Codes:
ABCDEFGHIJKLMNOPQRSTUVWXYZ
3 59 732 11 1
Form/Level: C-14

Test Date: 04/15/01 Scoring: PATTERN (IRT)
QM: 31 Norms Date: 2000

Class: JONES
School: WINFIELD U.C.
District: GREEN VALLEY

City/State: ANYTOWN, U.S.A.

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The Measure of Success

TerraNova THE SECOND EDITION

Performance on Objectives

Obj. No.	Objective Titles	Student	Natl OPI	Diff	Moderate Mastery Range
	Reading				
02	Basic Understanding	91	79	12	48-70
03	Analyze Text	92	84	8	52-75
04	Evaluate/Extend Meaning	65	66	-1	50-70
05	Identify Rdg. Strategies	70	74	-4	45-73
	Language				
07	Sentence Structure	63	68	-5	45-70
08	Writing Strategies	59	74	-15	50-75
09	Editing Skills	78	63	15	55-75
	Mathematics				
10	Number & Num. Relations	71	69	2	47-77
11	Computation & Estimation	83	72	11	45-75
13	Measurement	66	86	-20	45-60
14	Geometry & Spatial Sense	71	72	-1	50-78
15	Data, Stats. & Prob.	61	83	-22	52-78
16	Patterns, Func, Algebra	77	88	-11	44-73
17	Prob. Solving & Reasoning	71	74	-3	52-75
18	Communication	69	68	1	43-73
	Science				
19	Science Inquiry	47	74	-27	50-75
20	Physical Science	49	69	-20	52-77
21	Life Science	46	83	-37	45-78
22	Earth & Space Science	52	84	-32	48-73
23	Science & Technology	48	78	-30	52-69
24	Personal & Social Persp.	52	56	-4	50-73
	Social Studies				
26	Geographic Perspectives	79	91	-12	48-70
27	Historical & Cultural	84	92	-8	52-75
28	Civics & Government	66	65	1	50-70
29	Economic Perspectives	74	70	4	45-73

Objectives Performance index (OPI)* 0 25 50 75 100

*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.

Key
- Moderate Mastery Range
- Low Mastery
- Moderate Mastery
- High Mastery

Continued on next page ⇒

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Level: Student

The Individual Profile Report (IPR) is intended primarily for teachers, and can also be provided to parents. IPR information includes objectives-level information that teachers need to help develop instructional strategies; norm-referenced scores; and descriptions of what each student can do and what areas need to be improved.

Individual Profile Report

IPR_1_TN_OL

TerraNova, The Second Edition

Individual Profile Report - Part 1: Jones, Ken S.

Customer Brand

Birthdate: 07-27-1992
Grade: 4
School: Winfield
District: Green Valley
City/State: Boca Raton, Florida

Test Session: Spring 2007 FCAT
Test End Date: 06-25-2004
Level: 14

Norms Date: 2000
Norms Group: Q 31

Performance on Objectives

Non Mastery ○ | Partial Mastery ◒ | Mastery ●

go to Part 2: Comparison to national reference group.

Educational Objective	National Average	Student Score	Difference in Scores	Objectives Performance (0 25 50 75 100; Partial Mastery)
Reading				
02 Basic Understanding	79	+▲ **91**	12	
03 Analyze Text	84	**92**	8	
04 Evaluate/Extend Meaning	66	**65**	-1	
05 Identify Reading Strategies	74	**70**	-4	
Language				
08 Sentence Structure	68	**63**	-5	
09 Writing Strategies	74	**59**	+▲ 15	
10 Editing Skills	63	**78**	+▲ 15	
Mathematics				
11 Number and Number Relations	69	**71**	2	
12 Computation & Estimation	72	**83**	11	
13 Measurement	86	**66**	-20	
14 Geometry & Spatial Sense	72	**71**	-1	
15 Data, Stats & Probability	83	−▲ **61**	−▲ -22	

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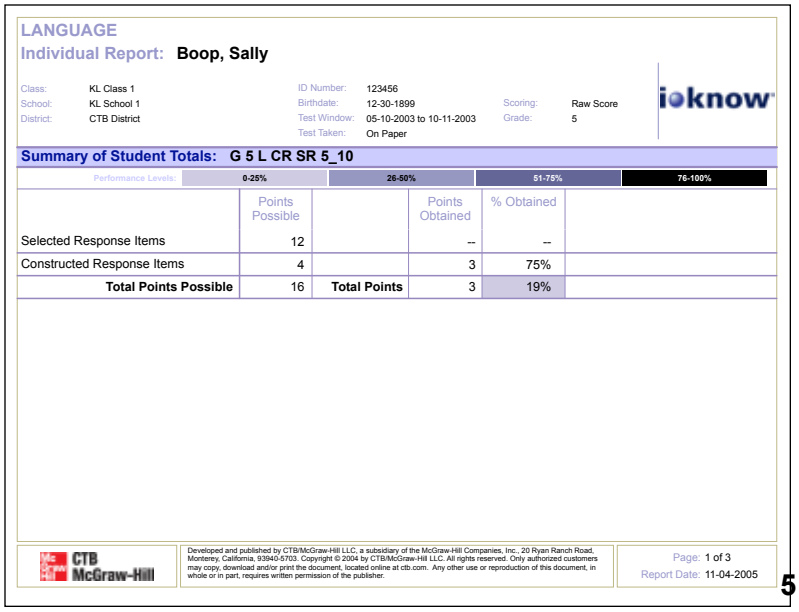
Report Date: 01-07-2007

Individual Report
OAS 4



LANGUAGE
Individual Report: Boop, Sally

Class: KL Class 1
School: KL School 1
District: CTB District
ID Number: 123456
Birthdate: 12-30-1899
Test Window: 05-10-2003 to 10-11-2003
Test Taken: On Paper
Scoring: Raw Score
Grade: 5

ioknow

Summary of Student Totals: G 5 L CR SR 5_10

Performance Levels: 0-25% | 26-50% | 51-75% | 76-100%

	Points Possible		Points Obtained	% Obtained
Selected Response Items	12		--	--
Constructed Response Items	4		3	75%
Total Points Possible	16	**Total Points**	3	19%

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Page: 1 of 3
Report Date: 11-04-2005

Reading Links Report

RLR_1_TN_P

TerraNova, The Second Edition

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TerraNova The Second Edition

TerraNova The Second Edition
CAT COMPLETE BATTERY

Rank Order Report with Lexiles

Class: Mugan

Grade: 4

Purpose
This report ranks students based on their scale score on the *TerraNova* CAT Reading test. The Lexile Range has been provided to assist you in determining book titles that may offer an appropriate challenge for the student based on the student's performance. For more information about the Lexile Range and list of books, visit www.Lexile.com.

Number of students: 10
Number of students using accommodations: 1

Form Level: C-14
Test Date: 11/01/01 Scoring: PATTERN (IRT)

QM: 31 Norms Date: 2000
District: GREEN VALLEY

City/State: WINFIELD, CA

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Highest NP: 97
Median NP: 66
Lowest NP: 35

No. of Students Ranked 10
No. of Students Without Valid Scores 0

Rank	Score (NP)	Student	Lexile Range	Lexile Link
1	97	WAMBAUGH, CINDY A.	1130-1230	1180
2	88	CARTER, MARCUS W.	940-1040	990
3	82	DODSON, PAUL L.	890-990	940
4	77	PARKER, ALICE C.	850-950	900
5	71	MASSEY, RICHARD N.	810-910	860
6	61	CHONG, SUE	750-850	800
7	55	ROBERTS, MARY J.	720-820	770
8	49	RAMIREZ, ALEX M.	680-780	730
9	47	RAMME, JULIE P.	660-760	710
10	35	MEDINA, RENEA D.	580-680	630

Rank	Score (NP)	Student	Lexile Range	Lexile Link

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Level: Class

The Reading Links Report, new for TerraNova, The Second Edition, provides a suggested reading list for an individual student. The books listed are written at an appropriate reading level for each student, based on his or her performance on the TerraNova, The Second Edition Reading/Language Arts test.

Reading Links Report

RLR_1_TN_OL

TerraNova, The Second Edition

Reading Links Report: **Jones, Ken S.**

Customer Brand

Birthdate: 07-27-1992
Grade: 4
School: Winfield
District: Green Valley
City/State: Boca Raton, Florida

Test Session: Spring 2007 FCAT
Test End Date: 06-25-2004
Level: 14

Norms Date: 2000
Norms Group: Q 31

Suggested Titles, Author and Lexile

Reading Test Results

Recommedned Lexile Range = 700 - 850

Suggested Title	Author	Lexile
One Yellow Daffodil: a Hanukkah Story.	Adler, David A.	700
Digging Up Dinosaurs	Aliki	710
Who Sank the Boat?	Allen, Pamela	710
David Kit's Wilderness.	Almond, David	720
Skellig	Almond, David	720
Farolitas of Christmas, The	Anaya, Rudolfo A.	740
Amazing True Story of a Teenage Single Mom, The	Arnoldi, Katherine	740
Happy Birthday, Moon	Asch, Frank Happy Birthday, Moon	740
Gingerbread Man, The	Aylesworth, Jim	740
Old Black Fly	Aylesworth, Jim	760
Where The Forest Meets the Sea.	Baker, Jeannie	760
Everybody Needs a Rock	Baylor, Byrd	780

General Interpretation

Listed above is a selectoon of books that should provide an appropriate reading challenge for your student based on your student's performance on the TerraNova CAT Reading test. The books ahve been chosen from various lists compileed by the American Library Association, The School Library Journal, and the Young Adult Library Services Association. All of the books listed should be available at local schools, public libraries, and bookstores.

The Lexile Link and Lexile Range have been provided to assist you in determining other titles that may offer an appropriate challenge for ypour student. For more information about Lexiles and to search for additional books, visit the Lexiles web site at *www.Lexile.com*

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Student Performance Level Report

SPLR_1_TN_P

TerraNova, The Second Edition

The Measure of Success

TerraNova The Second Edition

TerraNova The Second Edition
CAT COMPLETE BATTERY

Student Performance Level Report

Ken Allen

Grade: 4

Simulated Data

Purpose
This report describes achievement for each content area in terms of the performance levels. Together with classroom assessments and classwork, this information can be used to identify potential strengths and needs in the content areas shown.

Birthdate: 02/08/92
Special Codes:
ABCDEFGHIJKLMNOPQRSTUVWXYZ
3 59 732 11 1
Form/Level: C-14

Test Date: 04/15/01
QM: 31

Class: JONES
School: WINFIELD
District: GREEN VALLEY

City/State: ANYTOWN, USA

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Performance Levels	Reading	Language	Mathematics
5 Advanced	Students use analogies to generalize. They identify a paraphrase of concepts or ideas in text. They can indicate thought processes that led them to a previous answer. In written responses, they demonstrate understanding of an implied theme, assess intent of passage information and provide justification as well as support for their answers. ☐	Students understand logical development in paragraph structure. They identify essential information from notes. They recognize the effect of prepositional phrases on subject-verb agreements. They find and correct at least four out of six errors when editing simple narratives. They correct run-on and incomplete sentences in more complex texts. They can eliminate all ☐ errors when editing their own work.	Students locate decimals on a line; compute with decimals and fractions; read scale drawings; find areas; identify geometric transformations; construct and label bar graphs; find simple probabilities; find averages; use patterns in data to solve problems; use multiple strategies and concepts to solve unfamiliar problems; express mathematical ☐ ideas and explain the problem-solving process.
4 Proficient	Students interpret figures of speech. They recognize paraphrases of text information and retrieve information to complete forms. In more complex texts, they identify themes, main ideas, or author purpose/point of view. They analyze and apply information in graphic and text forms, make reasonable generalizations, and draw conclusions. In written reposes, they ☐ can identify key elements from text.	Students select the best supporting sentence. They use compound predicates to combine sentences. They identify simple subjects and predicates, to combine sentences. They identify simple subjects and predicates, recognize correct usage when confronted with two types of errors, and find and correct at least three out of six errors when editing simple ✓ narratives. They can edit their own work with only minor errors.	Students compare, order, and round whole numbers; know place value to thousands; identify fractions; use computation and estimation strategies; relate multiplication to addition; measure to nearest half-inch and centimeter; measure and find perimeters; estimate measures; find elapsed times; combine and subdivide shapes; identify parallel ☐ lines; interpret tables and graphs; solve two-step problems.
3 Nearing Proficiency	Students use context clues and structural analysis to determine word meaning. They recognize homonyms and antonyms in grade-level text. They identify important details, sequence, cause-and-effect, and lessons embedded in text. They interpret characters' feelings and apply information to new situations. In written responses, they can ✓ express an opinion and support it.	Students identify irrelevant sentences in paragraphs and select the best place to insert new information. They recognize faulty sentence construction. They can combine simple sentences with conjunctions and use simple subordination of phrases/clauses. They identify reference sources. They recognize correct conventions for dates, closing, and ✓ place names in informal correspondence.	Students identify even and odd numbers; subtract whole numbers with regrouping; multiply and divide by one-digit numbers; identify simple fractions; measure with ruler to nearest inch; tell time to nearest fifteen minutes; recognize and classify common shapes; recognize symmetry; subdivide shapes; complete bar graphs; extend ☐ numerical and geometric patterns; apply simple logical reasoning.
2 Progressing	Students identify synonyms for grade-level words and use context clues to define common words. They make simple inferences and predictions based on text. They identify characters' feelings. They can transfer information from text to graphic form, or from graphic to text form. In written responses, they can provide limited support for their answers. ✓	Students identify the use of correct verb tenses and supply verbs in order to complete sentences. They complete paragraphs by selecting an appropriate topic sentence. They select correct adjective forms. ✓	Students know ordinal numbers; solve coin combination problems; count by tens; add whole numbers with regrouping; have basic estimation skills; understand addition property of zero; write and identify number sentences describing simple situations; read calenders; identify appropriate measurement tools; recognize congruent figures; use simple ✓ coordinate grids; read common tables and graphs.
1 Step 1	Students select pictured representations of ideas and identify stated details contained in simple texts. In written responses, they can select and transfer information from charts. ✓	Students supply subjects in order to complete sentences. They identify the correct use of pronouns. They edit for the correct use of end marks and initial capital letters, and identify the correct convention for greetings in letters. ✓	Students read and recognize numbers to 1000; identify real-world use of numbers; add and subtract two-digit numbers without regrouping; identify addition situations; recognize and complete simple geometric numerical patterns. ✓

NOTE: The top checkmark in each of the content areas indicates the performance level this student attained. A student at a given performance level can achieve most of what is described for that level and even more of what is described for the levels below. The skills and knowledge described in the next higher level are the competencies a student must demonstrate to show academic growth.

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Level: Student

The Student Performance Level Report provides a measure of what the student can do in terms of the content and skills assessed by TerraNova, The Second Edition. This report reflects the content and skills typically taught over a span of several grades.

The first three levels (1–3) indicate partial proficiency in the content area, Level 4 indicates that an adequate level of proficiency has been reached, and Level 5 indicates that the student has reached an advanced level of skill.

Student Performance Level Report

SPLR_1_TN_OL

TerraNova, The Second Edition

Student Performance Level Report: Jones, Ken S.

Customer Brand

Birthdate: 07-27-1992
Grade: 4
School: Winfield
District: Green Valley
City/State: Anytown, USA

Test Session: Spring 2007 FCAT
Test End Date: 06-25-2004
Level: 14

Norms Date: 2000
Norms Group: Q 31

Performance Level		Reading	Language	Math	Science	Social Studies
5 Advanced		Students use analogies to generalize. They identify a paraphrase of concepts or ideas in text. They can indicate thought processes that led them to a previous answer. In written responses, they demonstrate understanding of an implied theme, assess intent of passage information and provide justification as well as support for their answers.				
4 Proficient	✓	Students interpret figures of speech. They recognize paraphrases of text information and retrieve information to complete forms. In more complex texts, they identify themes, main ideas, or author purpose/point of view. They analyze and apply information in graphic and text forms, make reasonable generalizations, and draw conclusions. In written reposes, they can identify key elements from text.				
3 Nearing Proficiency		Students use context clues and structural analysis to determine word meaning. They recognize homonyms and antonyms in grade-level text. They identify important details, sequence, cause-and-effect, and lessons embedded in text. They interpret characters' feelings and apply information to new situations. In written responses, they can express an opinion and support it.				
2 Progressing		Students identify synonyms for grade-level words and use context clues to define common words. They make simple inferences and predictions based on text. They identify characters' feelings. They can transfer information from text to graphic form, or from graphic to text form. In written responses, they can provide limited support for their answers.				
1 Step 1		Students select pictured representations of ideas and identify stated details contained in simple texts. In written responses, they can select and transfer information from charts.				

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Report Date: 01-07-2003

Level: Student

The first column in the Student Performance Level Report shows the Performance Levels used to describe student achievement in the content and skills measured.

Other column headings show the content areas measured by the tests the student has taken.

Within the table, the text describes what students in this grade span are able to do at each Performance Level in each content area. The check marks indicate the student's Performance Level in each content area. Reading a column from bottom to top:

The text in the checked boxes describes the knowledge and skills that the student has demonstrated, and the text in the unchecked boxes describes what the student needs to learn in order to gain higher levels of proficiency. The last column on the second page of the report provides space for teacher comments.

TerraNova Group Reports

Group List Report, Part I

GLR_1_TN_P

TerraNova, The Second Edition

The Measure of Success

TerraNova The Second Edition

TerraNova The Second Edition
CAT COMPLETE BATTERY

Group List Report Part I

Class: JONES

Grade: 6

Simulated Data

Purpose
This report summarizes achievement data for a specified group. Part I provides a variety of norm-referenced scores for the group; Part II provides the individual scores for each student. Together with classroom assessments and classwork, this information can be used to identify potential strengths and needs in the content areas shown.

Number of students: 71
Number of students using accommodations: 10

Form/Level: C-16
Test Date: 04/24/01 Scoring: PATTERN (IRT)
QM: 31 Norms Date: 2000
4444-5555-6666
Class: JONES
School: WIDE VISTA
District: GREEN VALLEY

City/State: ANYTOWN, U.S.A.

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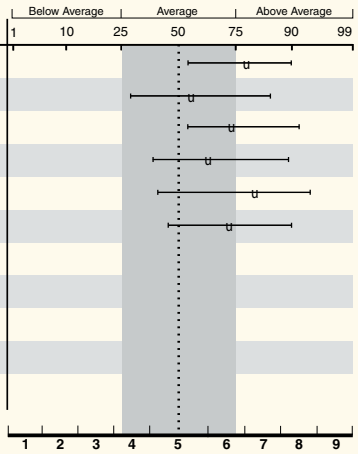
Norm-Referenced Scores

	No. of Stdnts	No. using Accomm	MNS	GME	MNCE	MSS	MDNP	Low/ High NP
Reading	71	9	6.9	10.8	65.8	688.8	78.0	54-90
Language	70	9	6.1	8.5	57.1	670.1	61.8	28-81
Mathematics	70	10	6.8	8.6	63.9	687.9	74.0	52.93
Total Score**	70	10	6.7	9.2	62.3	682.3	67.0	40.83
Science	71	10	6.9	9.4	65.1	690.1	80.0	46-93
Social Studies	71	10	6.5	9.3	60.7	682.4	72.0	33-90
Word Analysis								
Vocabulary								
Language Mechanics								
Spelling								
Mathematics Computation								

*Based on locally reported data.
**Total Score Consists of Reading, Language, and Mathematics

Key: MNS Ð Mean National Stanine
GME Ð Grade Mean Equivalent
MNCE Ð Mean Normal Curve Equivalent
MSS Ð Mean Scale Score
MDNPÐ Median National Percentile
Accomm Ð Accommodations

National Percentile Scale



National Stanine Scale

Key: Low NP — Median — High NP

Observations

Displayed on the left are the norm-referenced scores for every content area tested. The Median National Percentile (MDNP) score, and the lowest and highest National Percentile (NP) scores of the group are shown in the last two columns. Displayed on the right is a graph of the MDNP scores. The MDNP is indicated by the diamond. The width of the band running through the diamond represents the range (low to high) of the students' scores. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. Four of the group's six MDNP scores are in the average range. Scores in the area to the right of the shading are above the average range. Scores in the area to the left of the shading are below the average range. Two MDNP scores are above the average range and no MDNP scores are below the average range. In Reading, for example, the MDNP score is 78, which is above the average range. The lowest Reading score in the group is 54 and the highest is 90. (This information is shown both on the graph and in the "Low/High NP" column.)

Additional information about the interpretation of these scores and the use of test results can be found in the *Teacher's Guide to TerraNova, The Second Edition* and at CTB's website, www.ctb.com.Displayed on the left are the norm-referenced

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Level: Class
Group
Grade
Building
School
*District**
*State**

**(Content Area Summary)*

The Group List Report provides an easy-to-understand snapshot of the achievement of a class or other group of students. It presents important information about norm-referenced scores, including both averages and individual student scores. Part I of the Group List Report shows average scores for the group in clear tabular and graphic form. The user can see at a glance which content areas reflect areas of group strength and need.

The Norm-Referenced Scores section shows the number of students with valid scores in each test section and the averages of those students on each score requested. The second data column shows the number of students using accommodations for each subject area tested.

The National Percentiles graph on the right side of the page shows the group's Median National Percentile (MDNP), represented by a diamond symbol. The lines to the left and right of the diamond represent the range between the lowest and highest scores of the students in the group. The shaded area shows the average range—the range where the middle half of the National Percentiles fall, NPs 25 through 75.

Group List Report, Part I

GLR_1_TN_OL

TerraNova, The Second Edition

Group List Report: Ken Jones' 6th Grade Class

Customer Brand

Grade: 4
School: Winfield UC
District: Green Valley
City/State: Boca Raton, Florida

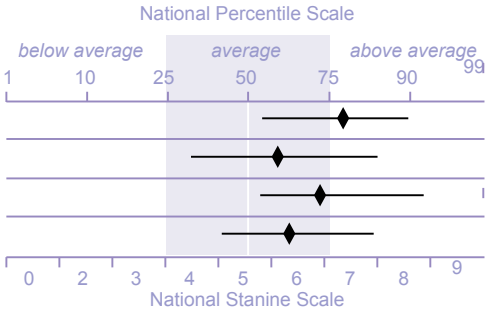
Test Window: 06-03-2002 to 07-11-2002
Scoring: Number Correct
Form/Level: C-14

Norms Date: 04-09-2003
Norms Group: Q-31

Part 1: Norm-Referenced Scores for the Group

Part 2: Test results for Individual Students

Content Area	Number of Students	Number using Accommo-dations*	MNS	GME	MNCE	MSS	MDNP	Low/ High NP range
Reading	71	9	6.9	12.9	65.8	717	**78.0**	54-90
Language	70	9	6.1	12.0	57.1	694	**61.8**	28-81
Mathematics	70	10	6.8	12.9	63.9	737	**74.0**	52-93
Total Score**			6.7	12.7	62.3	709	**67.0**	40-83



**Total Score consists of Reading, Language and Mathematics

Observations

MNS - Mean National Stanine
GME - Grade Mean Equivalent
MNCE - Mean Normal Curve Equivalent
MSS - Mean Scale Score
MDNP - Median National Percentile
NP - National Percentile

Number of Students: 71
Number of Students using Accommodations, based on locally reported data: 10

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Group List Report, Part II

GLR_2_TN_P

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The Measure of Success

TerraNova The Second Edition

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CAT COMPLETE BATTERY

Group List Report Part II

Class: JONES

Grade: 6

Simulated Data

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

Number of students: 30
Number of students using accommodations: 10

Form/Level: C-16
Test Date: 04/24/01 Scoring: PATTERN (IRT)
QM: 31 Norms Date: 2000
4444-5555-6666
Class: JONES
School: WIDE VISTA
District: GREEN VALLEY

City/State: ANYTOWN, U.S.A.

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Students	Scores	Read	Lang	Math	Total Score**	Sci	Social Stdy
Bell, Karen	**NP**	68	36	66	56	50	62
Birthdate: 2/26/90	**NS**	6	4	6	5	5	6
Student ID: 0123456789	**GE**	8.8	4.9	8.0	7.4	6.8	7.9
Codes: (K-R)	**NCE**	60	43	59	53	50	57
Codes: (S-Z) 12.....	**SS**	679	646	680	668	663	675
Form: A Level: 16							
Compton, Paul D.	**NP**	56	41	91	68	73	59
Birthdate: 6/21/90	**NS**	5	5	8	6	6	5
Student ID: 9876543210	**GE**	7.5	5.4	11.1	8.4	8.6	7.5
Codes: (K-R)	**NCE**	53	45	78	60	63	55
Codes: (S-Z) 22.....	**SS**	667	651	715	678	686	672
Form: A Level: 16							
Garcia, Jose	**NP**	55	18	70	46	34	49
Birthdate: 8/22/90	**NS**	5	3	6	5	4	5
Student ID: 0011223344	**GE**	7.2	3.5	8.3	6.2	5.3	6.6
Codes: (K-R)	**NCE**	53	31	61	48	41	49
Codes: (S-Z) 12.....	**SS**	665	623	684	657	645	662
Form: A Level: 16							
Zirkle, Tom J.	**NP**	89	71	75	69	88	79
Birthdate: 8/07/90	**NS**	7	6	6	6	7	7
Student ID: 9988776655	**GE**	12.4	9.9	8.6	10.3	11.2	11.0
Codes: (K-R)	**NCE**	76	62	64	60	75	67
Codes: (S-Z) 11.....	**SS**	708	680	689	692	707	694
Form: A Level: 16							

Key
NP: National Percentile
NS: National Stanine
GE: Grade Equivalent
NCE: Normal Curve Equivalent
SS: Scale Score

**Total Score consists of Reading, Language, and Mathematics

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Level:
Class
Group
Grade
Building
School
*District**
*State**

**(Content Area Summary)*

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

Group List Report, Part II

GLR_2_TN_OL

TerraNova, The Second Edition

Group List Report, Part 2: Ken Jones' 6th Grade Class

Customer Brand

Grade: 4
School: Winfield UC
District: Green Valley
City/State: Boca Raton, Florida

Test Window: 06-03-2002 to 07-11-2002
Scoring: Number Correct
Form/Level: C-14

Norms Date: 04-09-2003
Norms Group: Q-31

Florida > Broward County > Winfield Elementary School > Ken Jones' 6th Grade Class

Part 1: Norm-Referenced Scores for the Group

Part 2: Test results for Individual Students

Student	Score Type	Reading	Language	Math		Total Score*			
Bell, Karen P. Birthdate: 2/26/1986 Student ID: 0123456789	NP	68	36	66		56			
	NS	6	4	6		5			
	GE	12.7	8.3	12.0		10.9			
	NCE	60	43	59		53			
	SS	705	668	726		697			
Compton, Paul D. Birthdate: 6/21/1986 Student ID: 9876543210	NP	56	41	91		68			
	NS	5	5	8		6			
	GE	10.8	9.1	12.9		12.9			
	NCE	53	45	78		60			
	SS	692	673	766		711			
Garcia, Jose G. Birthdate: 8/22/1986 Student ID: 0011223344	NP	55	18	70		46			
	NS	5	3	6		5			
	GE	10.7	5.0	12.8		10.2			
	NCE	53	31	61		48			
	SS	691	645	731		687			

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Group Performance Level Report

GPL_3_TN_P

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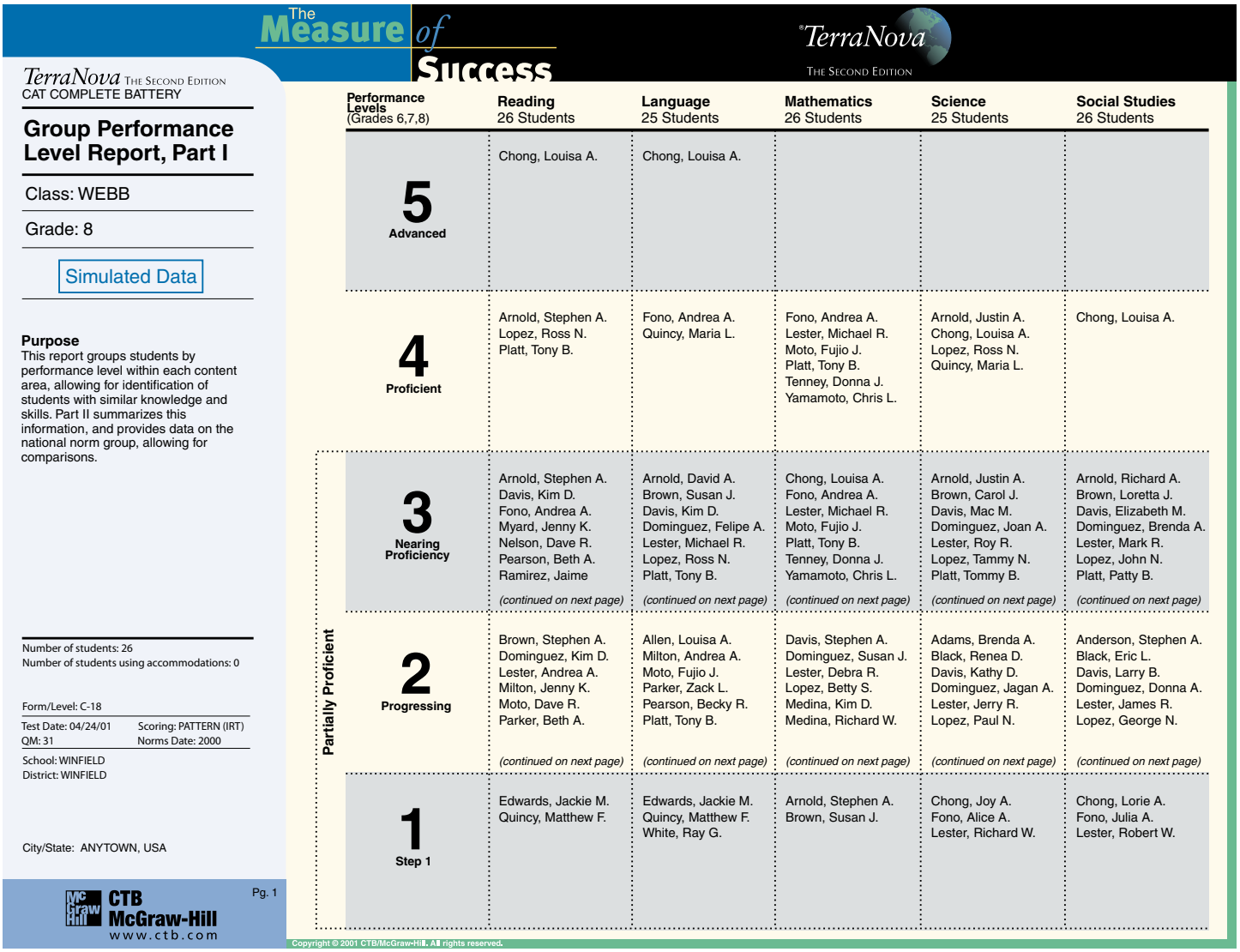

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CAT COMPLETE BATTERY

Group Performance Level Report, Part I

Class: WEBB

Grade: 8

Simulated Data

Purpose
This report groups students by performance level within each content area, allowing for identification of students with similar knowledge and skills. Part II summarizes this information, and provides data on the national norm group, allowing for comparisons.

Number of students: 26
Number of students using accommodations: 0

Form/Level: C-18

Test Date: 04/24/01 Scoring: PATTERN (IRT)
QM: 31 Norms Date: 2000

School: WINFIELD
District: WINFIELD

City/State: ANYTOWN, USA

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Partially Proficient

Performance Levels (Grades 6,7,8)	Reading 26 Students	Language 25 Students	Mathematics 26 Students	Science 25 Students	Social Studies 26 Students
5 Advanced	Chong, Louisa A.	Chong, Louisa A.			
4 Proficient	Arnold, Stephen A. Lopez, Ross N. Platt, Tony B.	Fono, Andrea A. Quincy, Maria L.	Fono, Andrea A. Lester, Michael R. Moto, Fujio J. Platt, Tony B. Tenney, Donna J. Yamamoto, Chris L.	Arnold, Justin A. Chong, Louisa A. Lopez, Ross N. Quincy, Maria L.	Chong, Louisa A.
3 Nearing Proficiency	Arnold, Stephen A. Davis, Kim D. Fono, Andrea A. Myard, Jenny K. Nelson, Dave R. Pearson, Beth A. Ramirez, Jaime *(continued on next page)*	Arnold, David A. Brown, Susan J. Davis, Kim D. Dominguez, Felipe A. Lester, Michael R. Lopez, Ross N. Platt, Tony B. *(continued on next page)*	Chong, Louisa A. Fono, Andrea A. Lester, Michael R. Moto, Fujio J. Platt, Tony B. Tenney, Donna J. Yamamoto, Chris L. *(continued on next page)*	Arnold, Justin A. Brown, Carol J. Davis, Mac M. Dominguez, Joan A. Lester, Roy R. Lopez, Tammy N. Platt, Tommy B. *(continued on next page)*	Arnold, Richard A. Brown, Loretta J. Davis, Elizabeth M. Dominguez, Brenda A. Lester, Mark R. Lopez, John N. Platt, Patty B. *(continued on next page)*
2 Progressing	Brown, Stephen A. Dominguez, Kim D. Lester, Andrea A. Milton, Jenny K. Moto, Dave R. Parker, Beth A. *(continued on next page)*	Allen, Louisa A. Milton, Andrea A. Moto, Fujio J. Parker, Zack L. Pearson, Becky R. Platt, Tony B. *(continued on next page)*	Davis, Stephen A. Dominguez, Susan J. Lester, Debra R. Lopez, Betty S. Medina, Kim D. Medina, Richard W. *(continued on next page)*	Adams, Brenda A. Black, Renea D. Davis, Kathy D. Dominguez, Jagan A. Lester, Jerry R. Lopez, Paul N. *(continued on next page)*	Anderson, Stephen A. Black, Eric L. Davis, Larry B. Dominguez, Donna A. Lester, James R. Lopez, George N. *(continued on next page)*
1 Step 1	Edwards, Jackie M. Quincy, Matthew F.	Edwards, Jackie M. Quincy, Matthew F. White, Ray G.	Arnold, Stephen A. Brown, Susan J.	Chong, Joy A. Fono, Alice A. Lester, Richard W.	Chong, Lorie A. Fono, Julia A. Lester, Robert W.

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Level: Class
Group
Grade
Building
School
District
State

The Group Performance Level Report is a standards-based report unique to the TerraNova family of assessments. This report summarizes for a group of students the individual results shown in the Student Performance Level Report. Grouping of students with common skills and knowledge can help teachers develop targeted instructional strategies for each group.

Based on their test results, students are classified into one of five Performance Levels within each content area. The Performance Levels cover a span of several grades rather than a single grade, so teachers and administrators can track students' progress over time. The sample report shows Performance Levels for Grades 6 through 8. One would expect more students to be at Level 5 (Advanced) in a group from Grade 8 than a group from Grade 6 or Grade 7.

Student progress can be evaluated in the five content areas found in a majority of school curricula: Reading, Language, Mathematics, Science, and Social Studies. The number of students with scores in each area is shown under the content area heading. These groupings can be used to plan instructional strategies for groups with common areas of need.

Group Performance Level Report

Gpl_3_TN_OL

TerraNova, The Second Edition

Group Performance Level Report, Part 1: Ken Jones' 6th Grade Class

Customer Brand

County: River County
Grade: 6

Test Session: Spring 2007 FCAT
Test End Date: 06-25-2004

Scoring: Number Correct
Form/Level: C-16
Norms Date: 2000
Norms Group: Q 31

Students Grouped by Performance Level — *go to Part 2. Comparison with National Norms*

		Reading	Language	Math	Science	Social Studies
Proficient	5 Advanced	Montana, Curtis R.		Chong, Louise A. Samuels, Lonnie G..		
Proficient	4 Proficient	Everitt, Lawrence J. Francophone, Felix G.	Gephardt, Susan B. Green, Deborah A.	Bartlett, Madeline N. Tenney, Donna J.		Gephardt, Susan B. Lopez, Paul N Peppers, Loraine T.
Partially Proficient	3 Nearing Proficiency	Allen, John H. Bancroft, Sally B.		Carder, Donald C. Clestring, Annegret A. Cumberland-Nash, Mort Dangerfield, Mary	Banks, Susan A.. Clestring, Annegret A. Cumberland-Nash, Mort	
Partially Proficient	2 Progressing	Carder, Donald C. Clestring, Annegret A. Cumberland-Nash, Mort Dangerfield, Mary	Dominguez, Kim S. Clestring, Annegret A. Platt, Tony B. Dangerfield, Mary	Quincy, Mathew F. Clestring, Annegret A. Cumberland-Nash, Mort	Milton, Andrea A Clestring, Annegret A. Cumberland-Nash, Mort Dangerfield, Mary	Davis, Elizabeth N.. Fallert, Cindy Cumberland-Nash, Mort Dangerfield, Mary
Partially Proficient	1 Step 1	Johnson, Gregori Kingsley, Barabars G. Krathers, Sid R. Laurentine, Felix D.	Gephardt, Susan B. Green, Deborah A. Houston, Samson H.		Everitt, Lawrence J. Francophone, Felix G.	

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Group Performance Level, Part II

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The Measure of Success

TerraNova The Second Edition

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CAT COMPLETE BATTERY

Group Performance Level Report, Part II

Class: WEBB

Grade: 8

Simulated Data

Purpose
Part II of this report summarizes the data by performance level and content area, and provides data on the national norm group allowing for comparisons.

Number of students: 26
Number of students using accommodations: 0

Form/Level: C-18

Test Date: 04/24/01 Scoring: PATTERN (IRT)
QM: 31 Norms Date: 2000

School: WINFIELD
District: WINFIELD

City/State: ANYTOWN, USA

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Performance Levels (Grades 6,7,8)	Reading 26 Students (5 students using accomm.*)	Language 25 Students (5 students using accomm.*)	Mathematics 26 Students (5 students using accomm.*)	Science 25 Students (5 students using accomm.*)	Social Studies 26 Students (5 students using accomm.*)
5 Advanced	No. of students 1 % Locally 4 % Nationally** 6	No. of students 1 % Locally 4 % Nationally** 6	No. of students 0 % Locally 0 % Nationally** 6	No. of students 0 % Locally 0 % Nationally** 5	No. of students 0 % Locally 0 % Nationally** 5
4 Proficient	No. of students 3 % Locally 12 % Nationally** 19	No. of students 2 % Locally 8 % Nationally** 15	No. of students 7 % Locally 27 % Nationally** 21	No. of students 3 % Locally 10 % Nationally** 6	No. of students 1 % Locally 4 % Nationally** 24
3 Nearing Proficiency	No. of students 9 9 32 % Locally 29 % Nationally**	No. of students 11 % Locally 34 39 23 % Nationally**	No. of students 6 % Locally 40 % Nationally** 29 36	No. of students 8 % Locally 23 % Nationally** 26	No. of students % Locally % Nationally**
2 Progressing	No. of students 11 13 48 % Locally 24 % Nationally**	No. of students 9 % Locally 42 50 24 % Nationally**	No. of students 11 % Locally 36 % Nationally** 22 19	No. of students 12 % Locally 42 % Nationally** 24	No. of students % Locally % Nationally**
1 Step 1	No. of students 2 3 10 % Locally 26 % Nationally**	No. of students 3 % Locally 8 7 27 % Nationally**	No. of students 2 % Locally 12 % Nationally** 24 16	No. of students 3 % Locally 8 % Nationally** 26	No. of students % Locally % Nationally**

Partially Proficient

*Based on locally reported data. **National percentage based on spring national norm group.

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Level:
- Class
- Group
- Grade
- Building
- School
- District
- State

Part II of the Group Performance Level Report shows the number and percentage of students in the local group who fall into each Performance Level within each content area. This part of the report also shows the percentage of students in the norm group who fall into each Performance Level within each content area. These groupings give the teacher or administrator a basis to compare the Performance Levels of their students with a national distribution, and help to identify areas of strength and need.

Group Performance Level, Part II

GPL_2_TN_OL

TerraNova, The Second Edition

Group Performance Level Report, Part 2: Ken Jones' 6th Grade Class

Customer Brand

County: River County
Grade: 6

Test Session: Spring 2007 FCAT
Test End Date: 06-25-2004

Scoring: Number Correct
Form/Level: C-16
Norms Date: 2000
Norms Group: Q 31

Students Grouped by Performance Level *go to Part 2, Comparison with National Norms*

		Reading	Language	Math	Science	Social Studies
Proficient	5 Advanced	Number of Students 1 % Percent Locally 4 % Percent Nationaly 6	Number of Students 0 % Percent Locally 4 % Percent Nationaly 8	Number of Students 2 % Percent Locally 4 % Percent Nationaly 7	Number of Students 2 % Percent Locally 4 % Percent Nationaly 5	Number of Students 1 % Percent Locally 4 % Percent Nationaly 6
Proficient	4 Proficient	Number of Students 5 % Percent Locally 22 % Percent Nationaly 18 +▲	Number of Students 5 % Percent Locally 11 % Percent Nationaly 14	Number of Students 3 % Percent Locally 13 % Percent Nationaly 21	Number of Students 5 % Percent Locally 21 % Percent Nationaly 20	Number of Students 7 % Percent Locally 15 % Percent Nationaly 28
Partially Proficient	3 Nearing Proficiency	Number of Students 9 % Percent Locally 31 % Percent Nationaly 29	Number of Students 5 % Percent Locally 24 % Percent Nationaly 32	Number of Students 4 % Percent Locally 28 % Percent Nationaly 28	Number of Students 1 % Percent Locally 26 % Percent Nationaly 34	Number of Students 1 % Percent Locally 31 % Percent Nationaly 29
Partially Proficient	2 Progressing	Number of Students 8 % Percent Locally 4 % Percent Nationaly 16	Number of Students 6 % Percent Locally 4 % Percent Nationaly 6	Number of Students 8 % Percent Locally 4 % Percent Nationaly 6	Number of Students 1 % Percent Locally 4 % Percent Nationaly 6	Number of Students 1 % Percent Locally 4 % Percent Nationaly 6
Partially Proficient	1 Step 1	Number of Students 5 % Percent Locally 16 % Percent Nationaly 14	Number of Students 4 % Percent Locally 10 % Percent Nationaly 12	Number of Students 3 % Percent Locally 21 % Percent Nationaly 20	Number of Students 1 % Percent Locally 14 % Percent Nationaly 16 −▲	Number of Students 1 % Percent Locally 12 % Percent Nationaly 11

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Group Rank Order Report

GRO_1_TN_P

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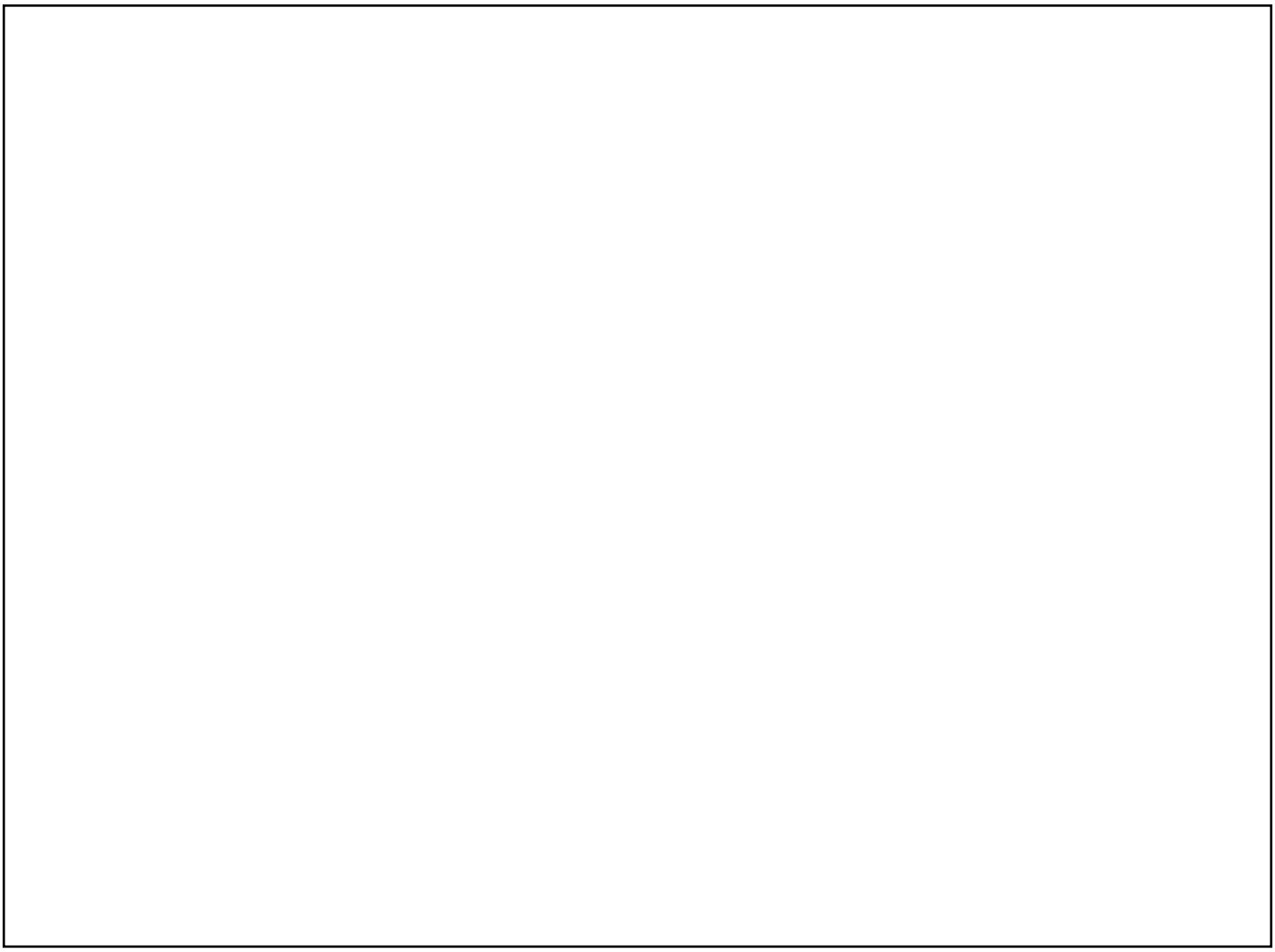

Level: Class
Group
Grade
Building
School
District
State

Group Rank Order Report Description

Group Rank Order Report

GRO_1_TN_OL

TerraNova, The Second Edition

Group Rank Order Report: Winfield Elementary

Customer Brand

Scheduler: Ann Walters
Reporting Level: Sample District

Test Window: 06-03-2004 to 06-18-2004
Test: i-know Reading

Grade: 3
Level: 13

Total number of Groups in this report 6

Groups Ranked on Median National Percentile | Reading | Language | Math | Science | Social Studies

Rank	Score (MDNP)	Group Name	Highest Group Score (NP)	Lowest Group Score (NP)	
1	74.0	Ken Jones' 6th Grade Class	82.0	51.0	
2	74.5	Margaret Bakers' 6th Grade Class	93.5	24.0	
3	71.0	Mary Winter's 6th Grade Class	77.0	51.0	
4	71.0	JB's 6th Grade Class	80.5	43.0	at or above national average
5	66.5	Special Reading Group Class	74.5	52.5	
6	65.5	Jane Roger's 6th Grade Class	69.5	41.5	

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Instructional Grouping Report

IGR_1_TN_P

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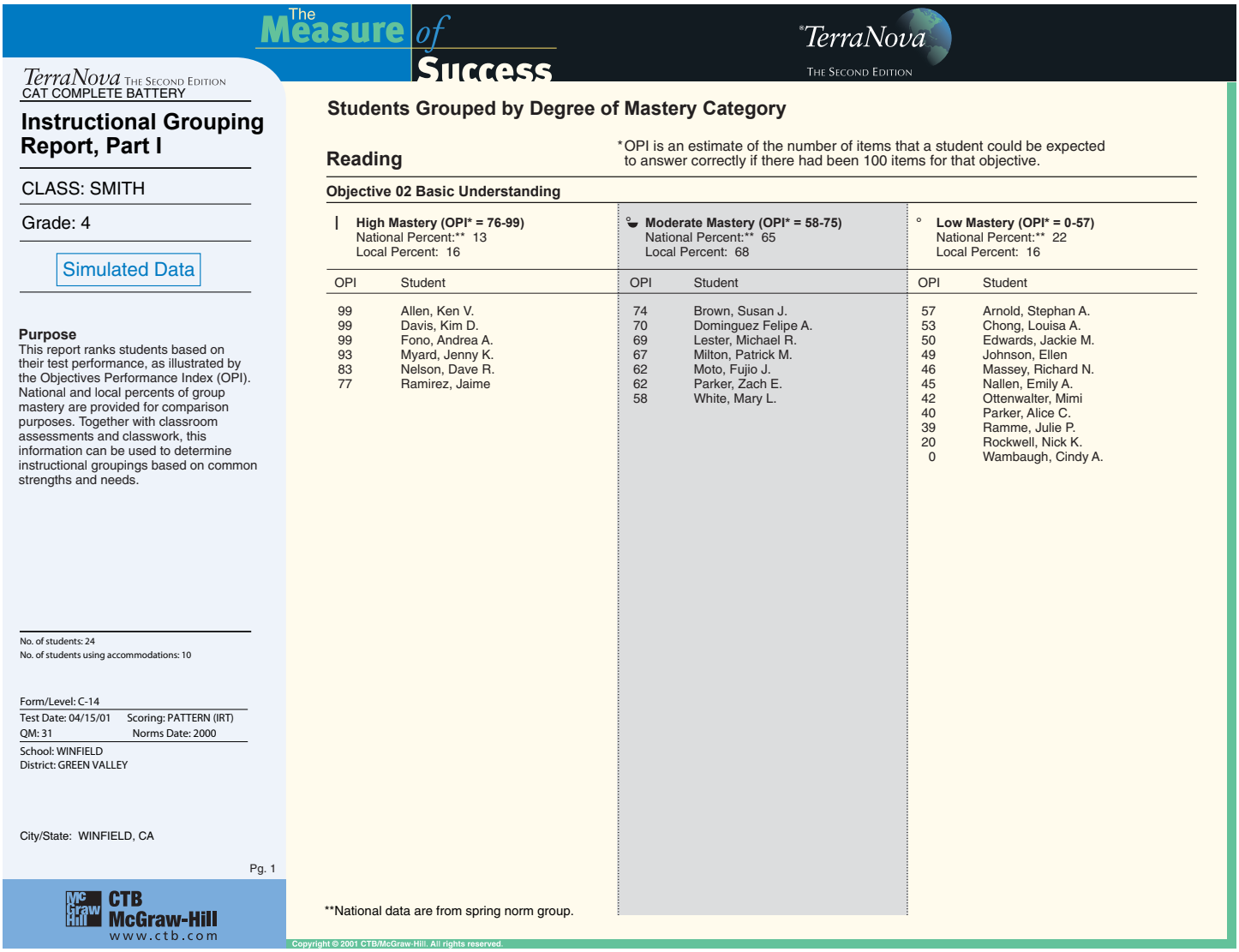

The Measure of Success

TerraNova The Second Edition

TerraNova The Second Edition
CAT COMPLETE BATTERY

Instructional Grouping Report, Part I

CLASS: SMITH

Grade: 4

Simulated Data

Purpose
This report ranks students based on their test performance, as illustrated by the Objectives Performance Index (OPI). National and local percents of group mastery are provided for comparison purposes. Together with classroom assessments and classwork, this information can be used to determine instructional groupings based on common strengths and needs.

No. of students: 24
No. of students using accommodations: 10

Form/Level: C-14
Test Date: 04/15/01 Scoring: PATTERN (IRT)
QM: 31 Norms Date: 2000
School: WINFIELD
District: GREEN VALLEY

City/State: WINFIELD, CA

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Students Grouped by Degree of Mastery Category

Reading

*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.

Objective 02 Basic Understanding

High Mastery (OPI* = 76-99) National Percent:** 13 Local Percent: 16		**Moderate Mastery (OPI* = 58-75)** National Percent:** 65 Local Percent: 68		**Low Mastery (OPI* = 0-57)** National Percent:** 22 Local Percent: 16	
OPI	Student	OPI	Student	OPI	Student
99	Allen, Ken V.	74	Brown, Susan J.	57	Arnold, Stephan A.
99	Davis, Kim D.	70	Dominguez Felipe A.	53	Chong, Louisa A.
99	Fono, Andrea A.	69	Lester, Michael R.	50	Edwards, Jackie M.
93	Myard, Jenny K.	67	Milton, Patrick M.	49	Johnson, Ellen
83	Nelson, Dave R.	62	Moto, Fujio J.	46	Massey, Richard N.
77	Ramirez, Jaime	62	Parker, Zach E.	45	Nallen, Emily A.
		58	White, Mary L.	42	Ottenwalter, Mimi
				40	Parker, Alice C.
				39	Ramme, Julie P.
				20	Rockwell, Nick K.
				0	Wambaugh, Cindy A.

**National data are from spring norm group.

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Level: Class
Group
Grade
Building
School
District
State

The Instructional Grouping Report lets teachers form groups based on common instructional needs. General Interpretation and Observations help teachers understand and use the information in the report.

Part I of the Instructional Grouping Report helps the teacher identify groupings basedon students' performance on the objectives measured.

The report shows the percentage of local students at each degree of mastery. For comparison purposes, it also shows the percentage of students in the national norm group who have attained high mastery, moderate mastery, and low mastery of each objective.

Students are listed by their degree of mastery of each objective, as determined by their Objectives Performance Index (OPI) score. The OPI is the number of items in a set of 100 similar items, measuring that same objective, that the student could be expected to answer correctly.

Instructional Grouping Report

IGR_1_TN_OL

TerraNova, The Second Edition

Instructional Grouping Report: Ken Jones' 6th Grade Class

Customer Brand

Scheduler: Ann Walters
Reporting Level: Sample District

Test Window: 06-03-2004 to 06-18-2004
Test: i-know Reading

Grade: 3
Level: 13

Total number of students in this report 340

Objective Number - Objective	Students Grouped by Percentage of Total Points Obtained		
	Non-Mastery *(0% TO 49%)*	Partial Mastery *(50% TO 74%)*	Mastery *(75% TO 100%)*
3 - Analyze Text	Arnold, Ankbar Y.	Garcia, Ron B.	Lester, Howard F.
	Lopez, Hector D.	Sharpe, James C.	Washington, Donald P.
	William, Smith S.	Aikers, Dakota D.	
	Granada, Erin F.	Douglass, Calvin R.	
	Jarraz, Giselle H.	Chambers, Nathan E.	
	Wagner, Carol O.	Mason, Audrey W.	
	James, Douglass A.	Scaralla, Kacey T.	
	Perman, Stephen R.	Bohrer, Rebecca A.	
	Renoir, Rita R.	Kline, Frank F.	
5 - Evaluate and Extend Meaning	Renoir, Rita R.	Garcia, Ron P.	Lester, Howard F.
	Lopez, Hector D.	Sharpe, James O.	Jarraz, Giselle, H.
	Bohrer, Rebecca S.	Granada, Erin N.	William, Smith S.
	Aikers, Dakota D.	Douglass, Calvin M.	Washington, Donald P.
	Wagner, Carol W.	Chambers, Nathan L.	
	James, Douglass A.	Mason, Audrey K.	
	Perman, Stephen R.	Scaralla, Kacey J.	
	Arnold, Ankbar Y.	Kline, Frank H.	

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<< Previous 1 2 3 4 5 6 7 8 9 Next >>

Report Date: 01-07-2003

The General Interpretations section explains the meanings of the scores and how they are derived, and provides guidelines for interpretation.

The Observations section provides further suggestions for using the information in the report, with an actual score from the report as an example.

Part II of the Instructional Grouping Report (not shown) describes the objectives tested for each content area. It includes page references to sample items in the Teacher's Guide to TerraNova, The Second Edition. A copy of the objective descriptions is included for each group tested. For example, if the report is generated at the class level, one copy is provided for each teacher.

Item Analysis Report

IA_1_TN_P

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The Measure of Success

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CAT MULTIPLE ASSESSMENTS

Item Analysis Report, Part I

Class: STEWART

Grade: 6

Simulated Data

Purpose
This report provides each student's score or response for each item. This information can be useful in identifying common errors, curriculum needing further emphasis, and areas of strength.

Number of students: 16
Number of students using accommodations: 0

Form/Level: C-16
Test Date: 04/24/01 Scoring: PATTERN (IRT)
QM: 31 Norms Date: 2000

School: Winfield
District: Winfield

City/State: ANYTOWN, U.S.A.

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Item Responses of Students Selected-Response and Constructed-Response Items

Key
SR = selected-response item
/ = no response to SR item
CR = constructed-response item
A = no response to CR item
B = answer off topic in CR item
C = illegible response to CR item

Item No.	Subskill	Points Possible for SR + CR	Average points earned: Nation*	District	School	Class	Points earned: HURLEY, ALEXIS	JULIAN, JAMES	KAZ, DANIEL	KELLY, TONY	LOPEZ, ASHLEY	MESSNER, BRANDON	MILLER, NIKI	MILLS, CHRISTA	MONTERIS, TRAVIS	MOORE, CHAD	MUNCE, MATT
Reading		55	41.5	37.0	32.1	36.5	34	36	45	45	43	23	45	39	25	21	45
Obj 02	**Basic Understanding**	**8**	**6.0**	**4.2**	**5.6**	**5.8**	**7**	**6**	**5**	**6**	**5**	**3**	**5**	**7**	**4**	**4**	**8**
03	sequence	1	.50	.60	.78	.82	1	0	1	1	1	1	1	0	1	0	1
11	stated information	1	.60	.70	.54	.90	1	1	1	1	1	0	1	1	/	1	1
23	stated information	1	.50	.60	.78	.89	1	1	1	1	1	/	1	1	0	1	1
32	stated information	1	.60	.70	.54	.80	1	1	1	/	0	1	1	1	0	/	1
34	stated information	1	.50	.60	.78	.70	1	0	0	/	0	1	1	1	1	0	1
47	stated information	1	.60	.70	.54	.64	0	1	0	1	1	0	0	1	1	1	1
55	stated information	1	.50	.60	.78	.70	1	1	1	1	1	0	/	1	0	1	1
62	stated information (CR)	1	.45	.50	.55	.75	1	1	C	1	A	B	0	1	1	C	1
Obj 03	**Analyze Text**	**19**	**14.0**	**16.1**	**15.2**	**14.2**	**15**	**11**	**16**	**15**	**14**	**9**	**15**	**13**	**14**	**11**	**12**
01	main idea/theme	1	.60	.70	.54	.60	1	0	1	0	1	1	1	1	1	0	0
02	literary techniques	1	.50	.60	.78	.78	1	1	/	1	1	1	1	1	1	0	0
04	story elements/techniques	1	.45	.50	.55	.62	/	1	1	1	1	1	1	0	1	1	0
09	literary techniques	1	.60	.70	.54	.60	1	1	1	1	1	0	0	1	1	1	1
12	literary techniques	1	.50	.60	.78	.50	1	0	1	1	1	0	1	1	1	1	1
29	story elements/techniques (CR)	6	4.5	5.0	5.5	4.9	4	1	6	5	4	C	6	B	5	2	5
30	compare/contrast (CR)	2	.90	1.2	1.2	1.1	1	2	1	1	2	1	2	1	0	1	2
33	conclusions	1	.65	.65	.70	.55	0	1	1	1	0	0	0	1	0	1	1
35	conclusions	1	.47	.50	.52	.48	/	1	1	1	1	1	1	0	1	1	1
50	conclusions	1	.38	.40	.45	.40	/	1	1	1	0	1	1	0	1	1	0
64	persuasive techniques (CR)	1	.46	.50	.50	.50	0	1	1	1	1	0	0	1	0	1	/
65	main idea/theme (CR)	1	.61	.55	.70	1.0	1	1	1	1	1	1	1	1	1	1	1

*National data are from spring norm group.

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Level: Class
Group
Grade
Building
School
District
State

The Item Analysis Report shows how each student responded to each test item, including constructed-response items in the Multiple Assessments. This report helps identify specific errors made by the students and specific types of items that students may not understand—a valuable aid to help the teacher identify areas of instructional need.

Part I of the Item Analysis Report includes a one-page General Interpretation section (not shown). This section guides the user through the report, explaining what each part means and how it can be interpreted and used.

Part II of the Item Analysis Report (not shown) describes the objectives tested in each content area. It includes page references to sample items in the Teacher's Guide to TerraNova, The Second Edition. One copy of the objective descriptions is included for each group tested. For example, if the report is generated at the class level, one copy is provided for each teacher.

Item Analysis Report

IA_1_TN_OL

TerraNova, The Second Edition

Item Analysis Report: Mrs Jones 3rd Grade Reading

change Group | change Session | change Type

Customer Brand

County: Broward
School: Sunnyside Elementary
Class: Jones, Sarh

Test Session: Mrs. Jones Third Grade Reading Test
Test: i-know Reading
Level: 13

Total number of students on this report 35

Reading = correct answer
change Content Area

	National Average	% of students responding to this item	% of Students that Selected Answer... A	B	C	D	E
7 - Vocabulary							
1 Word Meaning	00	98%	10%	**86%**	4%	0%	0%
4 Word Meaning	00	96%	**66%**	10%	14%	9%	1%
7 Word Analysis	00	94%	**90%**	3%	2%	5%	0%
9 - Basic Understanding							
13 Text Elements	00	92%	18%	8%	**74%**	0%	0%
14 Stated Elements	00	99%	5%	**90%**	0%	1%	4%
17 Following Directions	00	97%	5%	11%	**79%**	1%	4%
19 Summary or Retelling	00	96%	**76%**	10%	7%	3%	4%
10 - Analyze Text							
7 Text Relationships	00	89%	12%	6%	**74%**	7%	1%
9 Inferences and Conclusions	00	98%	1%	7%	12%	**69%**	11%
10 Text Elements	00	99%	**100%**	0%	0%	0%	0%
11 Figurative Language	00	100%	5%	**81%**	5%	6%	3%
12 - Evaluate and Extend Meaning							
8 Structure of Text	00	96%	10%	**86%**	4%	0%	0%
13 Organizing Strategies *(continues)*	00	95%	**66%**	10%	9%	10%	5%

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English
Spanish

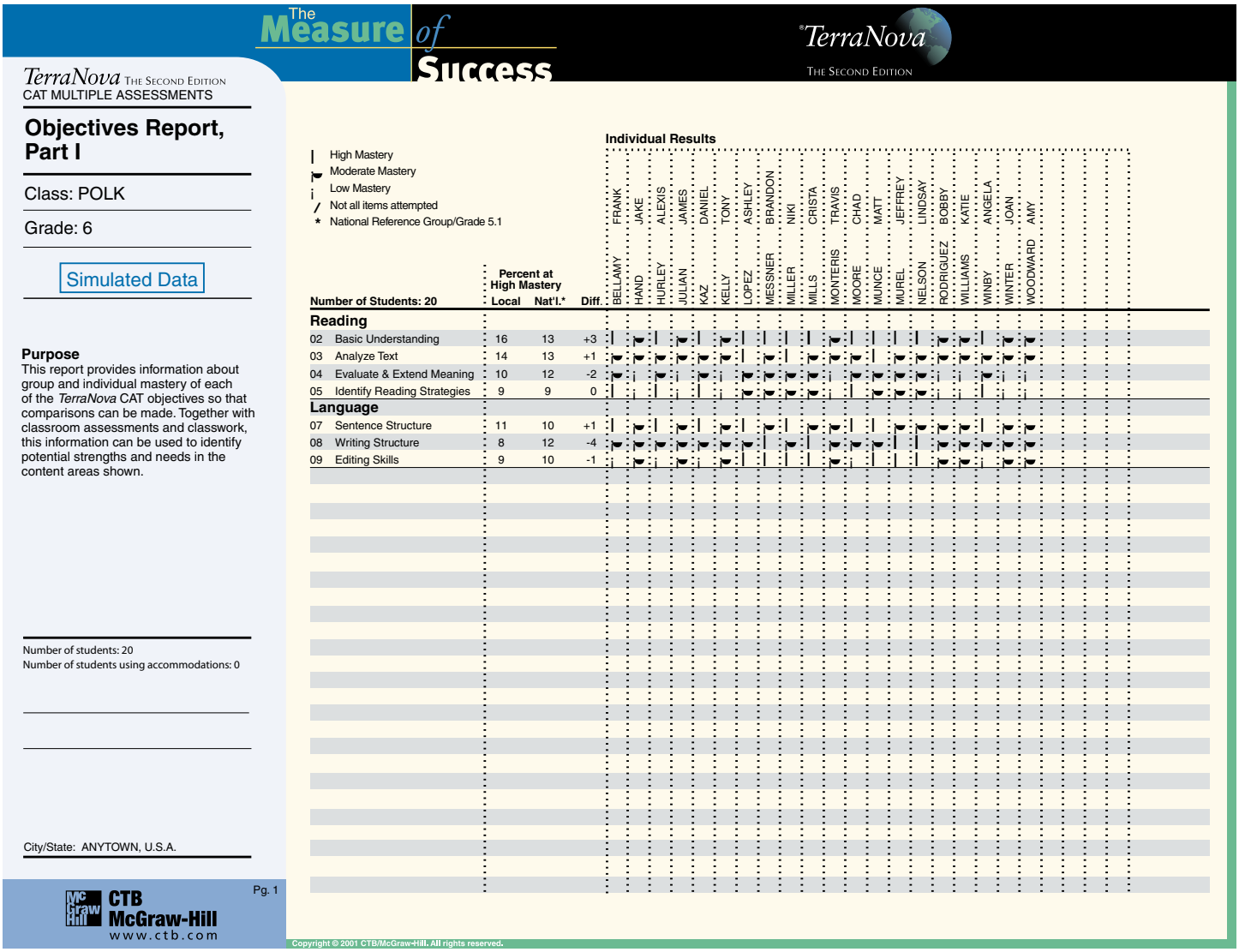
<< Previous 1 2 3 4 5 6 7 8 9 Next >>

Report Date: 01-07-2003

Objectives Report

OR_1_TN_P

TerraNova, The Second Edition



The Measure of Success

TerraNova The Second Edition

TerraNova THE SECOND EDITION
CAT MULTIPLE ASSESSMENTS

Objectives Report, Part I

Class: POLK

Grade: 6

Simulated Data

Purpose
This report provides information about group and individual mastery of each of the *TerraNova* CAT objectives so that comparisons can be made. Together with classroom assessments and classwork, this information can be used to identify potential strengths and needs in the content areas shown.

Number of students: 20
Number of students using accommodations: 0

City/State: ANYTOWN, U.S.A.

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Individual Results

| High Mastery
| Moderate Mastery
| Low Mastery
/ Not all items attempted
* National Reference Group/Grade 5.1

Number of Students: 20		Percent at High Mastery Local	Nat'l.*	Diff.	BELLAMY	FRANK	HAND	JAKE	HURLEY	ALEXIS	JULIAN	JAMES	KAZ	DANIEL	KELLY	TONY	LOPEZ	ASHLEY	MESSNER	BRANDON	MILLER	NIKI	MILLS	CRISTA	MONTERIS	TRAVIS	MOORE	CHAD	MUNCE	MATT	MUREL	JEFFREY	NELSON	LINDSAY	RODRIGUEZ	BOBBY	WILLIAMS	KATIE	WINBY	ANGELA	WINTER	JOAN	WOODWARD	AMY
Reading																																											
02	Basic Understanding	16	13	+3																																							
03	Analyze Text	14	13	+1																																							
04	Evaluate & Extend Meaning	10	12	-2																																							
05	Identify Reading Strategies	9	9	0																																							
Language																																											
07	Sentence Structure	11	10	+1																																							
08	Writing Structure	8	12	-4																																							
09	Editing Skills	9	10	-1																																							

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Level: Class
Group
Grade
Building
School
District
State

The Objectives Report provides information on objectives-related achievement to support instructional planning in areas of individual and group need. This report shows each student's degree of mastery on each objective measured by TerraNova, The Second Edition. It also summarizes the performance of the group on each objective tested.

The Objectives Performance Index (OPI) is an estimate of the number of items a student could be expected to answer correctly if the student had responded to 100 similar items measuring the same objective. Additional information about the OPI, including its derivation and interpretation, is included in the TerraNova, The Second Edition Technical Report

Objectives Report (

OR_1_TN_OL

TerraNova, The Second Edition

Objectives Report, Part 1: Ken Jones' 6th Grade Class

Customer Brand

County: Broward
School: Sunnyside Elementary
Class: Jones, Sarh

Test Session: Mrs. Jones Third Grade Reading Test
Test: i-know Reading

Total number of students on this report 35

Objectives Performance Index Results
go to Part 2, Individual Results

Reading | Language | Math | Science | Social Studies

Non Mastery ○ | Partial Mastery ◒ | Mastery ●

Educational Objective	Percent at High Mastery Local %	National %	Difference	Allen, John H.	Bancroft, Sally B.	Bartlett, Madeline N.	Bonhome, Rodney F.	Carder, Donald C.	Clestring, Annegret A.	Cumberland-Nash, Mort	Dangerfield, Mary	Everitt, Lawrence J.	Francophone, Felix G.	Gephardt, Susan B.	Green, Deborah A.	Houston, Samson H.	Johnson, Gregori	Kingsley, Barabars G.	more Studnets...
Reading																			
02 Basic Understanding	79	**91**	12	◒	○	◒	●	◒	◒	●	●	◒	◒	●	○	◒	◒	◒	
03 Analyze Text	84	**92**	8	●	◒	○	◒	○	●	◒	◒	○	◒	●	◒	●	◒	◒	
04 Evaluate/Extend Meaning	66	**65**	-1	●	◒	◒	◒	◒	●	◒	◒	○	○	●	○	◒	◒	○	
05 Identify Reading Strategies	74	**70**	-4	◒	●	○	●	○	●	◒	◒	◒	◒	●	●	◒	◒	○	
05 Identify Reading Strategies	74	**70**	-4	●	◒	○	●	◒	◒	●	◒	◒	◒	●	◒	●	◒	◒	
08 Sentence Structure	68	**63**	-5	●	◒	○	◒	◒	◒	◒	●	○	◒	◒	◒	◒	●	◒	
09 Writing Strategies	74	**59**	15	●	◒	○	◒	○	●	◒	◒	○	●	●	●	○	◒	●	
10 Editing Skills	63	**78**	15	◒	◒	○	◒	◒	●	●	◒	○	◒	◒	●	◒	○	◒	
10 Editing Skills	63	**78**	15	◒	●	○	●	◒	●	◒	●	○	○	●	◒	◒	◒	○	
					−▲				+▲										

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Report Date: 01-07-2003

The Objectives column shows the number of students in the group and lists the objectives in each content area by number and title.

The next column shows the percentage of students in this group and in the national norm group who have reached a high degree of mastery on each objective. It also shows the difference between this group's percentage at high mastery and the national percentage at high mastery.

The Individual Results columns report each student's degree of mastery on each objective. As shown in the key, a fully darkened circle represents High Mastery, a half-darkened circle represents Moderate Mastery, and an open circle represents Low Mastery. A glance down a column gives a quick picture of each student's general degree of mastery. A scan of a row gives a picture of the group's mastery of each objective.

Rank Order Report with Lexiles

ROWL_1_TN_P

TerraNova, The Second Edition

The Measure of Success

TerraNova The Second Edition

TerraNova The Second Edition
CAT COMPLETE BATTERY

Reading Links Report

SUE CHONG

Grade: 4

Purpose
This report provides a list of books based on your student's performance on the *TerraNova* CAT Reading test. It can be used to assist your student in improving reading skills.

Birthdate: 02/08/92
Special Codes:
ABCDEFGHIJKLMNOPQRSTUVWXYZ
3 59 732 11 1
Form Level: C-14
Test Date: 04/15/01 Scoring: PATTERN (IRT)
QM: 31 Norms Date: 2000
Class: JONES
School: WINFIELD
District:

City/State: WINFIELD, CA

SUGGESTED TITLES	AUTHOR	LEXILE
From the Mixed-Up Filed of Mrs. Basil E. Frankweiler	E.L. Kanigsberg	700
Dicey's Song	Cynthia Voigt	710
A Wrinkle in Time	Madeleine L'Engle	740
Shadow of a Bull	Maia Wojciechowska	740
The Westing Game	Ellen Raskin	750
26 Fairmont Avenue	Tomie Depaola	760
Walk Two Moons	Sharon Creech	770
Shen of the Sea	Arthur Bowie Chrisman	780
And Now Miguel	Joseph Krumgold	780
Many Moons	James Thurber	790
Thimble Summer	Elizabeth Enright	810
Maniac Magee	Jerry Spinelli	820
The Summer of the Swans	Betsy Byars	830
Ashanti to Zulu: African Traditions	Margaret Musgrove	840
Little Town on the Prairie	Laura Ingalls Wilder	850

Recommended Lexile Range = 700-850 **Lexile Link = 800**

General Interpretation

Listed above is a selection of books that should provide an appropriate reading challenge for your student based on your student's performance on the *TerraNova* CAT Reading test. The books have been chosen from various lists, including lists compiled by the American Library Association, the School Library Journal, and the Young Adult Library Services Association. All of the books listed should be available at local schools, public libraries, and bookstores.

The Lexile Link and Lexile Range have been provided to assist you in determining other titles that may offer an appropriate challenge for your student. For more information about Lexiles and to search for additional books, visit the Lexile Web site at www.Lexile.com.

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Level:
- Class
- Group
- Grade
- Building
- School
- District
- State

Rank Order Report with Lexiles (shown on page 37)
The Rank Order Report with Lexiles, new for TerraNova, The Second Edition, ranks students based on their performance on the TerraNova, The Second Edition Reading test, converted to a Lexile Link score.

The report provides information about student performance in terms of national percentiles (NP) in Reading. The highest NP, median NP, and lowest NP are shown, along with the NPs for individual students.

The number of students ranked is shown, along with the number of students without valid Reading scores.

Rank Order Report with Lexiles

ROWL_1_TN_OL

TerraNova, The Second Edition

Rank Order report With Lexiles: Ken Jones'6th Grade Class

Customer Brand

Scheduler: Ann Walters
Reporting Level: Sample District

Test Window: 06-03-2004 to 06-18-2004
Test: i-know Reading

Grade: 3
Level: 13

Total number of students in this report 340

Students Ranked on National Percentile in Reading

Rank	Score (NP)	Student	Lexile Range	Lexile Link	
1	74.0	Allen, John H.	1130-1230	1180	
2	74.0	Bancroft, Sally B.	940-1040	990	
3	71.0	Bartlett, Madeline N.	890-990	940	
4	71.0	Bonhome, Rodney F.	850-950	900	
5	66.5	Carder, Donald C.	810-910	860	
6	25.8	Clestring, Annegret A.	750-850	800	
7	64.9	Cumberland-Nash, Mortimer F.	720-820	770	
8	64.4	Dangerfield, Mary	680-780	710	
9	63.8	Everitt, Lawrence J.	660-760	630	
10	62.7	Francophone, Felix G.	580-680	620	
11	62.2	Gephardt, Susan B.	560-660	610	at or above national average
12	61.7	Green, Deborah A.	520-620	570	
13	61.1	Houston, Samson H.	520-620	570	
14	61.0	Johnson, Gregori	500-600	550	
15	60.2	Kingsley, Barabars G.	490-590	540	
16	59.8	Krathers, Sid R.	480-580	530	
17	59.4	Laurentine, Felix D.	460-560	510	
18	59.1	Montana, Curtis R.	460-560	510	

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Report Date: 01-07-2003

The Lexile Range helps teachers identify books and other reading materials that may offer an appropriate reading challenge for each student, based on his or her performance in Reading. Reading materials within the Lexile Range should be analyzed to determine the most appropriate materials for each student.

Each student's Lexile Link score is shown. The Lexile Framework, developed by MetaMetrics, provides a clear and meaningful measure of a book's complexity and of a reader's ability to comprehend written materials. It is the only system currently available to place readers and text on a common scale.

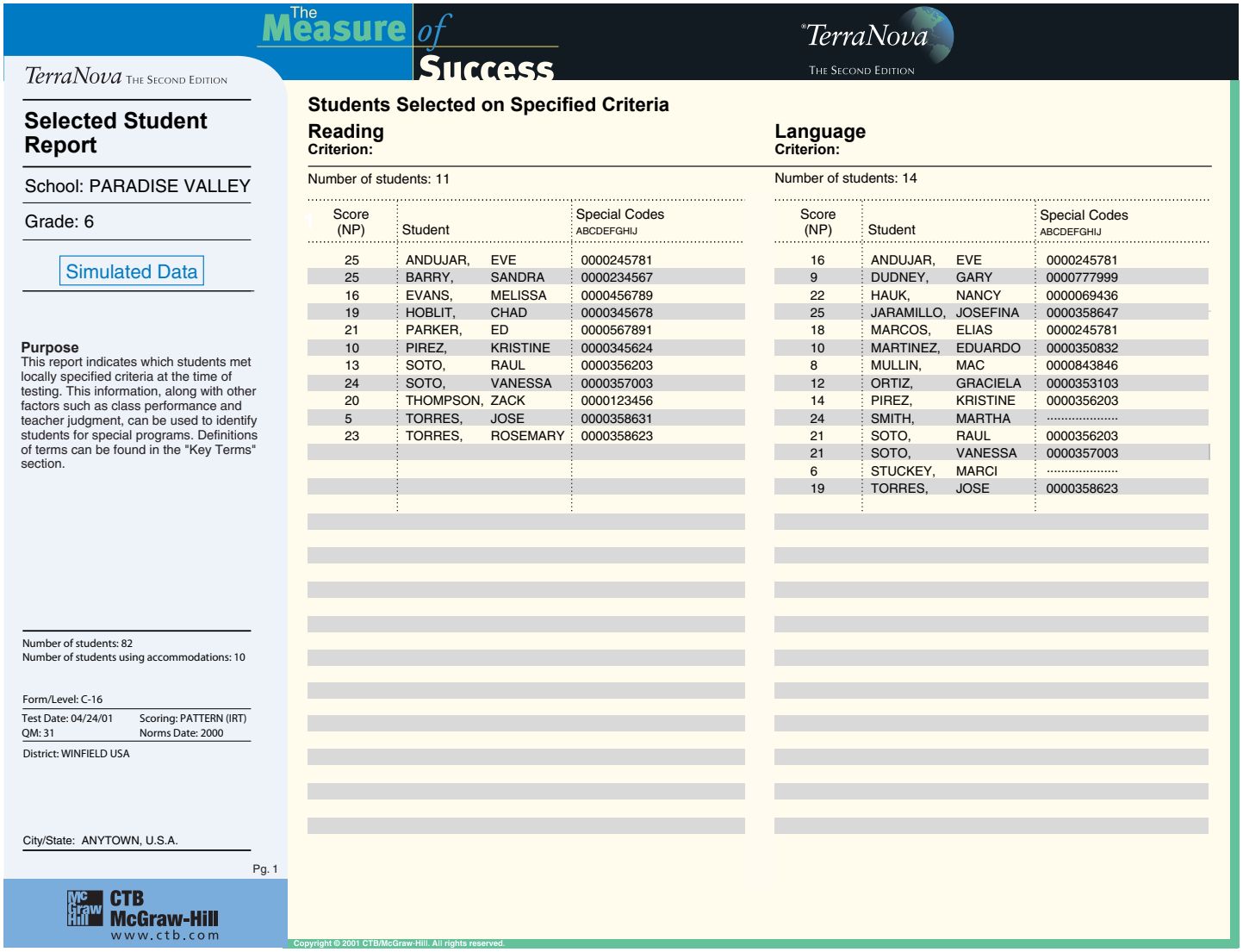
The Lexile Web site provides more information about Lexiles, including lists of Lexile-calibrated reading materials.

Selected Student Report

SSR_1_TN_P

TerraNova, The Second Edition

TerraNova



The Measure of Success

TerraNova The Second Edition

TerraNova The Second Edition

Selected Student Report

School: PARADISE VALLEY

Grade: 6

Simulated Data

Purpose
This report indicates which students met locally specified criteria at the time of testing. This information, along with other factors such as class performance and teacher judgment, can be used to identify students for special programs. Definitions of terms can be found in the "Key Terms" section.

Number of students: 82
Number of students using accommodations: 10

Form/Level: C-16
Test Date: 04/24/01 Scoring: PATTERN (IRT)
QM: 31 Norms Date: 2000

District: WINFIELD USA

City/State: ANYTOWN, U.S.A.

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Students Selected on Specified Criteria

Reading
Criterion:

Number of students: 11

Score (NP)	Student		Special Codes ABCDEFGHIJ
25	ANDUJAR,	EVE	0000245781
25	BARRY,	SANDRA	0000234567
16	EVANS,	MELISSA	0000456789
19	HOBLIT,	CHAD	0000345678
21	PARKER,	ED	0000567891
10	PIREZ,	KRISTINE	0000345624
13	SOTO,	RAUL	0000356203
24	SOTO,	VANESSA	0000357003
20	THOMPSON,	ZACK	0000123456
5	TORRES,	JOSE	0000358631
23	TORRES,	ROSEMARY	0000358623

Language
Criterion:

Number of students: 14

Score (NP)	Student		Special Codes ABCDEFGHIJ
16	ANDUJAR,	EVE	0000245781
9	DUDNEY,	GARY	0000777999
22	HAUK,	NANCY	0000069436
25	JARAMILLO,	JOSEFINA	0000358647
18	MARCOS,	ELIAS	0000245781
10	MARTINEZ,	EDUARDO	0000350832
8	MULLIN,	MAC	0000843846
12	ORTIZ,	GRACIELA	0000353103
14	PIREZ,	KRISTINE	0000356203
24	SMITH,	MARTHA	.....
21	SOTO,	RAUL	0000356203
21	SOTO,	VANESSA	0000357003
6	STUCKEY,	MARCI	.....
19	TORRES,	JOSE	0000358623

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Level: Class
Group
Grade
Building
School
District
State

The Selected Student Report provides information to help administrators determine student eligibility for special programs or awards. It identifies students whose test scores are at and above, or at and below, a customer-specified cut score. This report is often used to help determine eligibility for placement in programs for the gifted, or in Title I and other remedial assistance programs. Please note that CTB does not recommend that such decisions be made on the basis of test scores alone. Other factors, such as classroom performance and teacher judgment, should also be considered.

Students can be ranked by score in any content area measured by TerraNova, The Second Edition. The score used for this ranking—the National Percentile (NP) or Normal Curve Equivalent (NCE), for example—is specified by the customer as shown at the top of the list of students' names.

Selected Student Report

SSR_1_TN_OL

TerraNova, The Second Edition

TerraNova

Selected Student Report: Winfield Elementary

Customer Brand

Grade: 4
School: Winfield UC
District: Green Valley
City/State: Boca Raton, Florida

Test Window: 06-03-2002 to 07-11-2002
Scoring: Number Correct
Form/Level: C-14

Norms Date: 04-09-2003
Norms Group: Q-31

TerraNova

Students Ranked by National Percentile Selection Criterion: Special Code G

Score (NP)	Student	Special Codes ABCDEFGHIJ	Reading	Language	Math	Science	Social Studies
25	Allen, John H.	0000240786					
27	Bancroft, Sally B.	0000330721					
20	Bartlett, Madeline N.	0000270481					
29	Bonhome, Rodney F.	0000240785					
19	Carder, Donald C.	0000140734					
28	Clestring, Annegret A.	0000241781					
30	Cumberland-Nash, Mortimer F.	0000241783					
18	Dangerfield, Mary	0000241741					
25	Everitt, Lawrence J.	0000341751					
15	Francophone, Felix G.	0000361580					
46	Gephardt, Susan B.	0000241789	at or above national average				
26	Green, Deborah A.	0000321781					
20	Houston, Samson H.	0000242761					
17	Johnson, Gregori	0000242781					
13	Kingsley, Barabars G.	0000242771					
17	Krathers, Sid R.	0000142788					
28	Laurentine, Felix D.	0000552781					
19	Montana, Curtis R.	0000212787					

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Report Date: 01-07-2003

Any score considered appropriate can be selected as the cut score for this report. If the report is used to select students for a remedial reading program, it might show NP scores for the Reading/Language Arts test. This example lists all students whose Reading/ Language Arts scores were at or below the 25th National Percentile. Conversely, if students were being selected for an Honors English class, the report might list all students with NP scores at or above NP 95.

Students can be listed alphabetically, ranked from high to low, or ranked from low to high, for each test or total chosen. The score used for this ranking is shown to the left of the student's name.

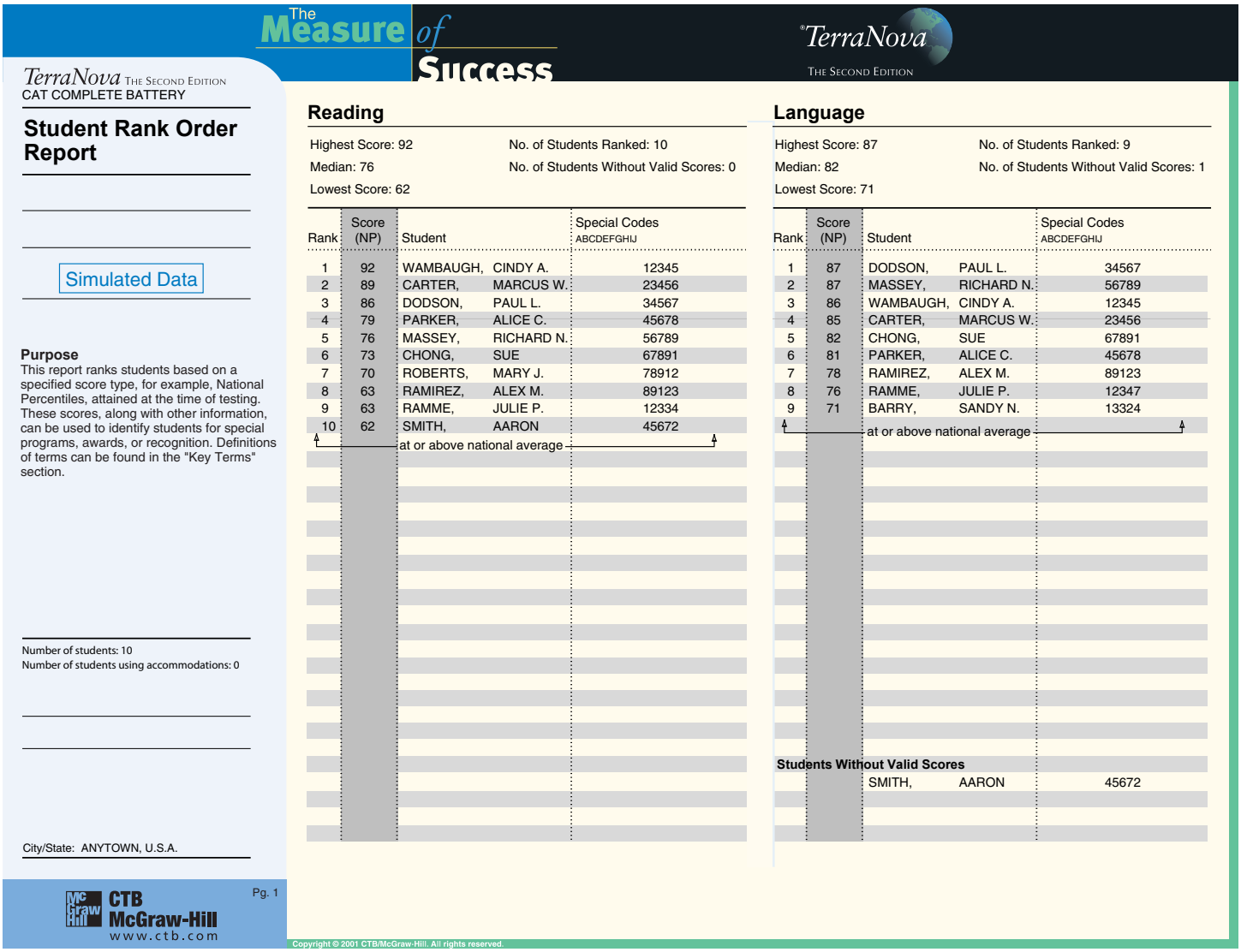
The number of students who meet the criterion is shown above each list of students. The number of students who do not have valid scores for that content area is also shown. Special codes requested by the customer are shown to the right.

The Selected Student Report includes a Key Terms page that defines common norm-referenced scores, explains how they are derived, and provides recommendations for interpretation.

Student Rank Order Report

SRO_1_TN_P

TerraNova, The Second Edition



The Measure of Success

TerraNova The Second Edition

TerraNova The Second Edition
CAT COMPLETE BATTERY

Student Rank Order Report

Simulated Data

Purpose
This report ranks students based on a specified score type, for example, National Percentiles, attained at the time of testing. These scores, along with other information, can be used to identify students for special programs, awards, or recognition. Definitions of terms can be found in the "Key Terms" section.

Number of students: 10
Number of students using accommodations: 0

City/State: ANYTOWN, U.S.A.

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Reading

Highest Score: 92 — No. of Students Ranked: 10
Median: 76 — No. of Students Without Valid Scores: 0
Lowest Score: 62

Rank	Score (NP)	Student		Special Codes ABCDEFGHIJ
1	92	WAMBAUGH,	CINDY A.	12345
2	89	CARTER,	MARCUS W.	23456
3	86	DODSON,	PAUL L.	34567
4	79	PARKER,	ALICE C.	45678
5	76	MASSEY,	RICHARD N.	56789
6	73	CHONG,	SUE	67891
7	70	ROBERTS,	MARY J.	78912
8	63	RAMIREZ,	ALEX M.	89123
9	63	RAMME,	JULIE P.	12334
10	62	SMITH,	AARON	45672

at or above national average

Language

Highest Score: 87 — No. of Students Ranked: 9
Median: 82 — No. of Students Without Valid Scores: 1
Lowest Score: 71

Rank	Score (NP)	Student		Special Codes ABCDEFGHIJ
1	87	DODSON,	PAUL L.	34567
2	87	MASSEY,	RICHARD N.	56789
3	86	WAMBAUGH,	CINDY A.	12345
4	85	CARTER,	MARCUS W.	23456
5	82	CHONG,	SUE	67891
6	81	PARKER,	ALICE C.	45678
7	78	RAMIREZ,	ALEX M.	89123
8	76	RAMME,	JULIE P.	12347
9	71	BARRY,	SANDY N.	13324

at or above national average

Students Without Valid Scores

	SMITH,	AARON	45672

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Level: Class
Group
Grade
Building
School
District
State

The Student Rank Order Report presents data used in determining students' eligibility for placement in special programs, or for awards or special recognition. This report ranks students in content areas tested by TerraNova, The Second Edition. Students are ranked from high to low for each test section, based on a customer-specified score. The school or district can easily identify students who meet the specified selection criterion.

Two content areas, specified by the customer, are shown on each page of the report. For example, if Mathematics and Reading scores are used to determine eligibility for special programs, these two content areas would be shown on one page of the report. This example shows students ranked by their National Percentile (NP) scores. The report can also rank students by other scores—including students' Reading Composite, Language Composite, Mathematics Composite, or Total Score.

Student Rank Order Report

SRO_1_TN_OL

TerraNova, The Second Edition

Student Rank Order Report: Winfield Elementary

Customer Brand

Scheduler: Ann Walters
Reporting Level: Sample District

Test Window: 06-03-2004 to 06-18-2004
Test: i-know Reading

Grade: 3
Level: 13

Total number of students in this report 340

Students Ranked on Scale Score in Reading

Rank	Score (SS)	Student	Special Codes
1	740	Allen, John H.	. . . . .
2	740	Bancroft, Sally B.	. . . . .
3	710	Bartlett, Madeline N.	. . . . .
4	710	Bonhome, Rodney F.	. . . . .
5	665	Carder, Donald C.	. . . . .
6	258	Clestring, Annegret A.	. . . . .
7	649	Cumberland-Nash, Mortimer F.	. . . . E. . . . .
8	644	Dangerfield, Mary	. . . . .
9	638	Everitt, Lawrence J.	. . . . .
10	627	Francophone, Felix G.	. . . . .
11	622	Gephardt, Susan B.	. . . . . at or above national average
12	617	Green, Deborah A.	. . . . .
13	611	Houston, Samson H.	. . . . .
14	610	Johnson, Gregori	. . . . .
15	602	Kingsley, Barabars G.	. . . . .
16	598	Krathers, Sid R.	. . . . . K.
17	594	Laurentine, Felix D.	. . . . .
18	591	Montana, Curtis R.	. . . . .

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<< Previous 1 2 3 4 5 6 7 8 9 Next >>

Report Date: 01-07-2003

For each test section, students in the group—whether class, school, or district—are ranked high to low.

The report shows each student's rank and score, and the highest, median, and lowest scores obtained by students in the group. The number of students and the number (if any) without valid scores on that test section are also shown.

The dividing line between those above and below the national average is clearly indicated.

The Special Codes section shows information provided by the school at the time of testing. Special codes are often used to identify students in special programs or students receiving special services.

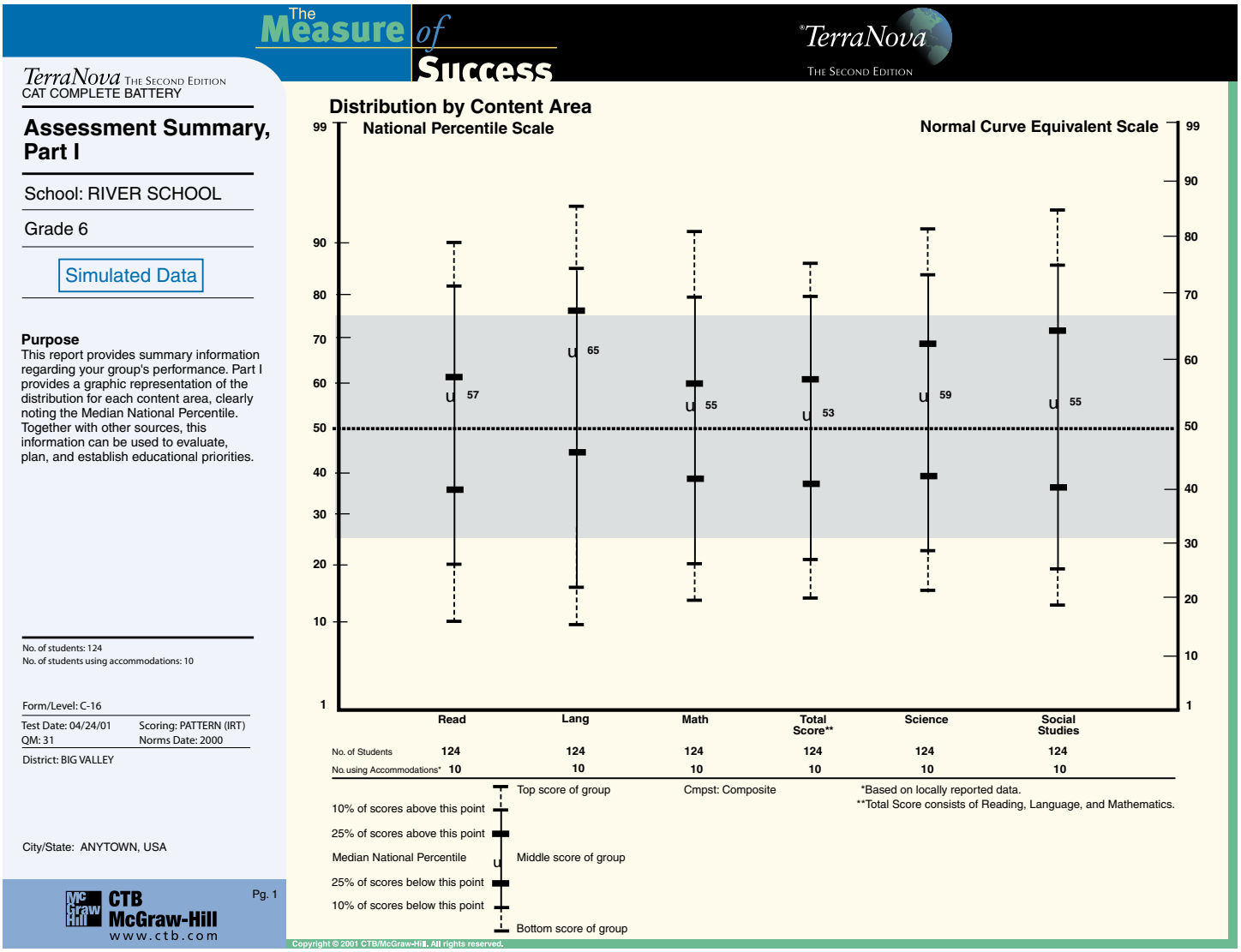
Students without valid scores are listed at the bottom of the report for each test section.

TerraNova Summary Reports

Assessment Summary, Part I

AS_1_TN_P

TerraNova, The Second Edition



Level: Class
Group
Grade
Building
School
District
State

The Assessment Summary is a four-part report designed to help school and district administrators evaluate the overall effectiveness of educational programs. It includes norm-referenced achievement scores; Objectives Performance (degree of mastery) scores on the objectives measured by TerraNova, The Second Edition; and Performance Level information.

Part I of the Assessment Summary uses easy-to-read graphics to show score distributions for a student group. The graphics allow comparisons between a local group and the national norm group for each content area.

Assessment Summary, Part I

AS_1_TN_OL

TerraNova, The Second Edition

Assessment Summary - Distribution by Content Area: River County

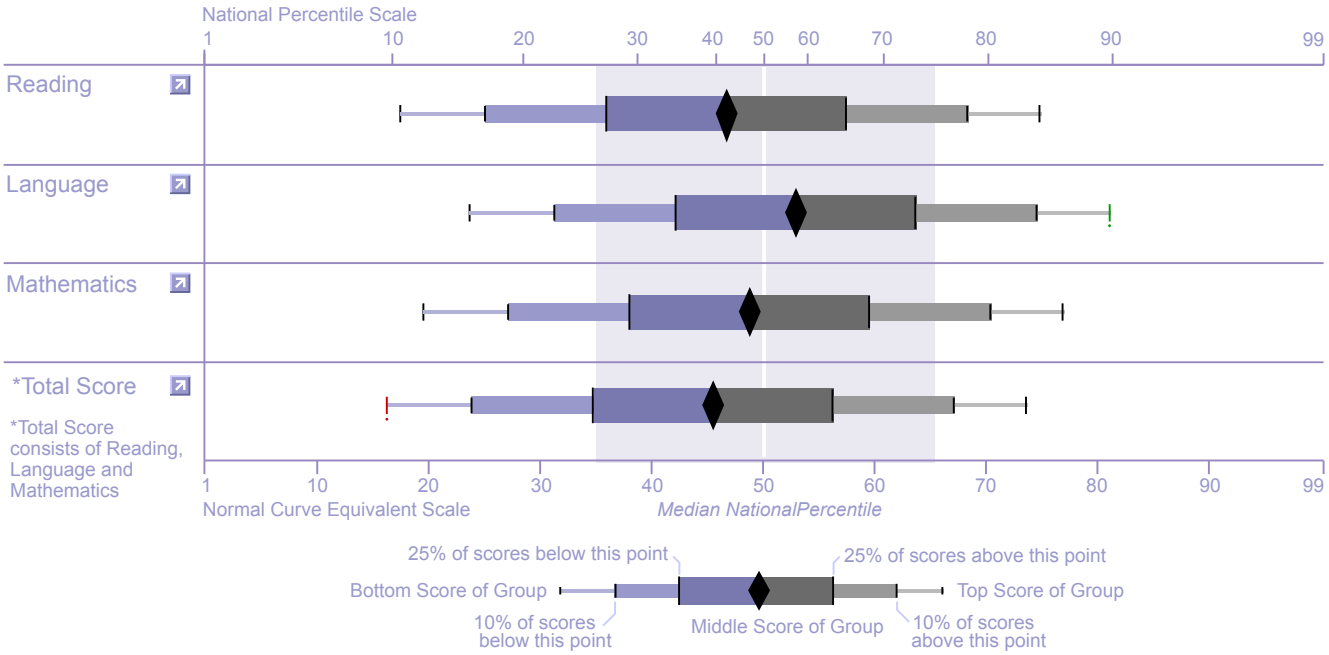
Customer Brand

County: River County
Grade: 6

Test Session: Spring 2007 FCAT
Test End Date: 06-25-2004

Scoring: Number Correct
Form/Level: C-16
Norms Date: 2000
Norms Group: Q 31

Distribution by Content Area | Numeric Scores | Objective Performance | Proficiency Distribution



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Assessment Summary, Part II

AS_2_TN_P

TerraNova, The Second Edition

The Measure of Success

TerraNova The Second Edition

TerraNova The Second Edition
CAT COMPLETE BATTERY

Assessment Summary Part II

School: RIVER SCHOOL

Grade 6

Simulated Data

Purpose
Part II of this report provides a comprehensive numeric description of your group's score distribution.

Number of students: 124
Number of students using accommodations: 10

Form/Level: C-16
Test Date: 04/24/01 Scoring: IRT (Pattern)
QM: 31 Norms Date: 2000

District: BIG VALLEY

City/State: ANYTOWN, U.S.A.

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		Read	Lang	Math	Total Score**	Sci	Social Stdy
Number of Students		124	124	124	124	124	124
Number Using Accommodations*		10	10	10	10	10	10
Mean Scores & Standard Deviations							
Grade Mean Equivalent		4.6	5.0	4.5	4.8	4.6	4.3
Standard Deviation		1.5	2.0	1.9	1.3	1.7	1.8
Mean Normal Curve Equiv.		48.0	52.0	49.5	51.4	49.9	47.0
Standard Deviation		13.9	14.9	19.3	15.7	18.2	18.1
NP of the Mean NCE		46.0	54.0	49.0	53.0	50.0	44.0
Mean Scale Score		696.7	715.3	694.4	696.7	700.5	696.1
Standard Deviation		35.2	33.2	45.4	31.0	40.5	48.3
Local Percentiles/Quartiles							
90th Local Percentile							
National Percentile		84.3	91.2	89.0	88.3	88.9	86.1
Grade Equivalent		8.5	9.9	7.8	7.4	8.2	9.0
Normal Curve Equiv.		71.2	78.3	76.4	75.4	76.2	73.0
Scale Score		748.1	765.3	754.4	744.2	756.6	758.5
75th Local Percentile (Q3)							
National Percentile		62.8	75.4	72.3	70.2	74.3	65.6
Grade Equivalent		5.4	6.8	5.8	5.5	5.8	5.4
Normal Curve Equiv.		56.9	64.4	62.7	61.0	63.9	58.7
Scale Score		719.8	741.5	725.3	719.7	731.3	726.6
50th Percentile (Median) (Q2)							
National Percentile		41.8	53.3	54.0	52.7	56.7	49.8
Grade Equivalent		4.3	4.8	4.8	4.6	4.9	4.6
Normal Curve Equiv.		45.9	52.0	52.0	50.2	53.3	50.6
Scale Score		695.3	719.3	704.0	699.7	711.3	707.8
25th Local Percentile (Q1)							
National Percentile		30.0	36.1	24.8	30.1	26.0	29.0
Grade Equivalent		3.6	3.5	3.3	3.7	3.4	3.5
Normal Curve Equiv.		39.0	42.4	35.5	38.9	36.5	38.5
Scale Score		678.0	698.2	665.5	678.0	647.0	679.0
10th Local Percentile							
National Percentile		12.1	15.5	10.9	13.2	11.0	12.3
Grade Equivalent		2.6	2.7	2.9	2.9	2.6	2.7
Normal Curve Equiv.		25.2	29.0	24.3	26.1	24.1	25.6
Scale Score		635.3	661.0	639.7	646.9	647.0	644.3
National Quarters							
Local/Number	76-99	10	22	19	16	20	13
Per Quarter	51-75	24	25	26	30	27	30
	26-50	38	26	21	25	20	26
	01-25	14	14	23	15	21	19
Local/Percent	76-99	11.6	25.3	21.3	18.6	22.7	14.8
Per Quarter	51-75	27.9	28.7	29.2	34.9	30.7	34.1
	26-50	44.2	29.9	23.6	29.1	22.7	29.5
	01-25	16.3	16.1	25.8	17.4	23.9	21.6

* Based on locally reported data

**Total Score consists of Reading, Language, and Mathematics

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Level: Class
Group
Grade
Building
School
District
State

Assesment Summary, Part II Description

Assessment Summary, Part II

AS_2_TN_OL

TerraNova, The Second Edition

Assessment Summary - Numeric Scores: River County

TerraNova

Distribution by Content Area | Numeric Scores | Objective Performance | Proficiency Distribution

Local Percentile / Quartiles	Reading	Language	Mathematics	*Total Score
50th Local Percentile (Q2)				
National Percentile	84.3	91.2	89.0	88.3
Grade Equivalent	1.6	1.6	2.2	1.9
Normal Curve Equivalent	71.2	78.3	76.4	75.4
Scale Score	566	565	542	564
25th Local Percentile (Q1)				
National Percentile	62.8	75.4	72.3	70.2
Grade Equivalent	1.0	1.1	1.4	1.3
Normal Curve Equivalent	56.9	64.4	62.7	61.0
Scale Score	543	544	516	540
10th Local Percentile				
National Percentile	62.8	75.4	72.3	70.2
Grade Equivalent	1.0	1.1	1.4	1.3
Normal Curve Equivalent	56.9	64.4	62.7	61.0
Scale Score	543	544	516	540

(continues)

Number of Students in the group: 124 Number of Students in the group using Accommodations: 10

*Total Score consists of Reading, Language and Mathematics

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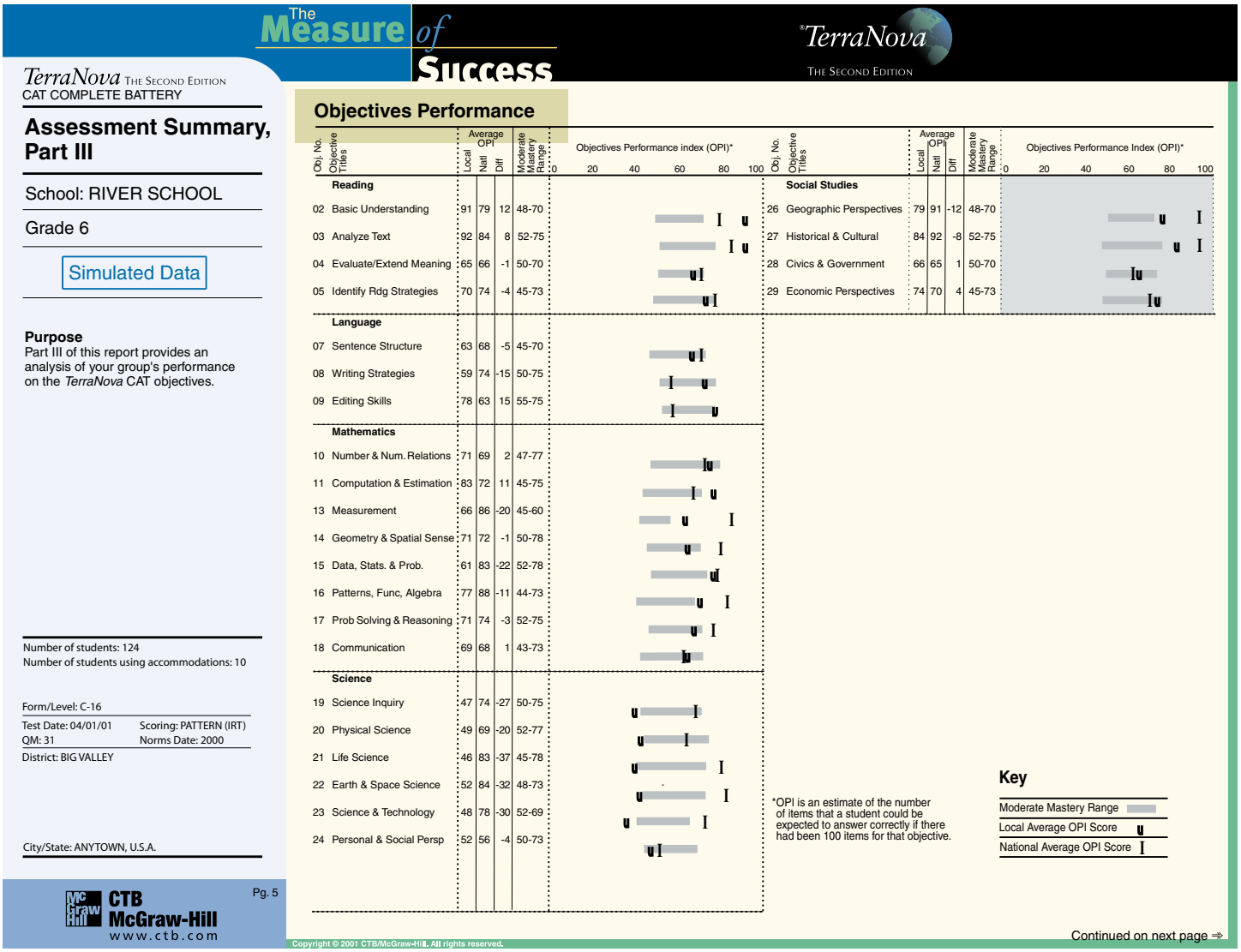
Report Date: 01-07-2003

Assessment Summary, Part III

AS_3_TN_P

TerraNova, The Second Edition



The Measure of Success

TerraNova The Second Edition

TerraNova The Second Edition
CAT COMPLETE BATTERY

Assessment Summary, Part III

School: RIVER SCHOOL

Grade 6

Simulated Data

Purpose
Part III of this report provides an analysis of your group's performance on the *TerraNova* CAT objectives.

Number of students: 124
Number of students using accommodations: 10

Form/Level: C-16
Test Date: 04/01/01 Scoring: PATTERN (IRT)
QM: 31 Norms Date: 2000
District: BIG VALLEY

City/State: ANYTOWN, U.S.A.

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Objectives Performance

Obj. No.	Objective Titles	Average OPI Local	Natl	Diff	Moderate Mastery Range
	Reading				
02	Basic Understanding	91	79	12	48-70
03	Analyze Text	92	84	8	52-75
04	Evaluate/Extend Meaning	65	66	-1	50-70
05	Identify Rdg Strategies	70	74	-4	45-73
	Language				
07	Sentence Structure	63	68	-5	45-70
08	Writing Strategies	59	74	-15	50-75
09	Editing Skills	78	63	15	55-75
	Mathematics				
10	Number & Num. Relations	71	69	2	47-77
11	Computation & Estimation	83	72	11	45-75
13	Measurement	66	86	-20	45-60
14	Geometry & Spatial Sense	71	72	-1	50-78
15	Data, Stats. & Prob.	61	83	-22	52-78
16	Patterns, Func, Algebra	77	88	-11	44-73
17	Prob Solving & Reasoning	71	74	-3	52-75
18	Communication	69	68	1	43-73
	Science				
19	Science Inquiry	47	74	-27	50-75
20	Physical Science	49	69	-20	52-77
21	Life Science	46	83	-37	45-78
22	Earth & Space Science	52	84	-32	48-73
23	Science & Technology	48	78	-30	52-69
24	Personal & Social Persp	52	56	-4	50-73
	Social Studies				
26	Geographic Perspectives	79	91	-12	48-70
27	Historical & Cultural	84	92	-8	52-75
28	Civics & Government	66	65	1	50-70
29	Economic Perspectives	74	70	4	45-73

Objectives Performance index (OPI)* 0 20 40 60 80 100

*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.

Key
Moderate Mastery Range
Local Average OPI Score
National Average OPI Score

Continued on next page ⇨

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Level: Class
Group
Grade
Building
School
District
State

Parts III and IV of the Assessment Summary provide an overview of group performance based on criterion-referenced Objectives Performance Index (OPI) scores and standards-based Performance Levels. Achievement is defined in terms of degree of mastery of the objectives measured for each content area. This information helps administrators analyze the curricular and instructional strengths and needs of the district.

The Objectives Performance section shows the local group's Average OPI score for each objective in each content area. It also shows the national norm group's Average OPI and the difference between the local and national scores. In this example, the local student group could be expected to respond correctly to 91 of 100 items measuring the Basic Understanding objective in the Reading content area. The national norm group could be expected to respond correctly to 79 out of 100 items. Both scores are in the High Mastery range.

Assessment Summary, Part III

AS_3_TN_OL

TerraNova, The Second Edition

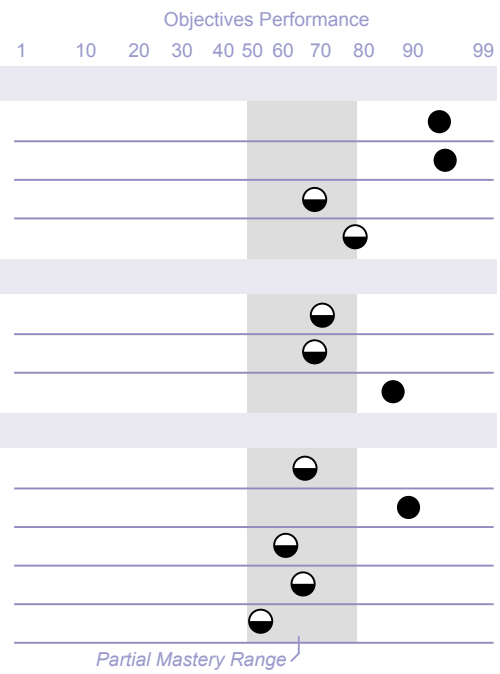
TerraNova

Assessment Summary - Objective Performance: River County

TerraNova

Distribution by Content Area | Numeric Scores | Objective Performance | Proficiency Distribution

Educational Objective	National Average	Local Average	Difference	Partial Mastery Range
Reading				
02 Basic Understanding	79	**91**	12	48-70
03 Analyze Text	84	**92**	8	52-75
04 Evaluate/Extend Meaning	66	**65**	-1	50-70
05 Identify Reading Strategies	74	**70**	-4	45-73
Language				
08 Sentence Structure	68	**63**	-5	45-70
09 Writing Strategies	74	**59**	15	60-75
10 Editing Skills	63	**78**	15	55-75
Mathematics				
11 Number and Number Relations	69	**71**	2	47-77
12 Computation & Estimation	72	**83**	11	45-75
13 Measurement	86	**66**	-20	45-60
14 Geometry & Spatial Sense	72	**71**	-1	52-78
15 Data, Stats & Probability	83	**61**	-22	43-73



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Non Mastery ○ Partial Mastery ◒ Mastery ●

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English
Spanish

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Report Date: 01-07-2003

Assessment Summary, Part IV

AS_4_TN_P

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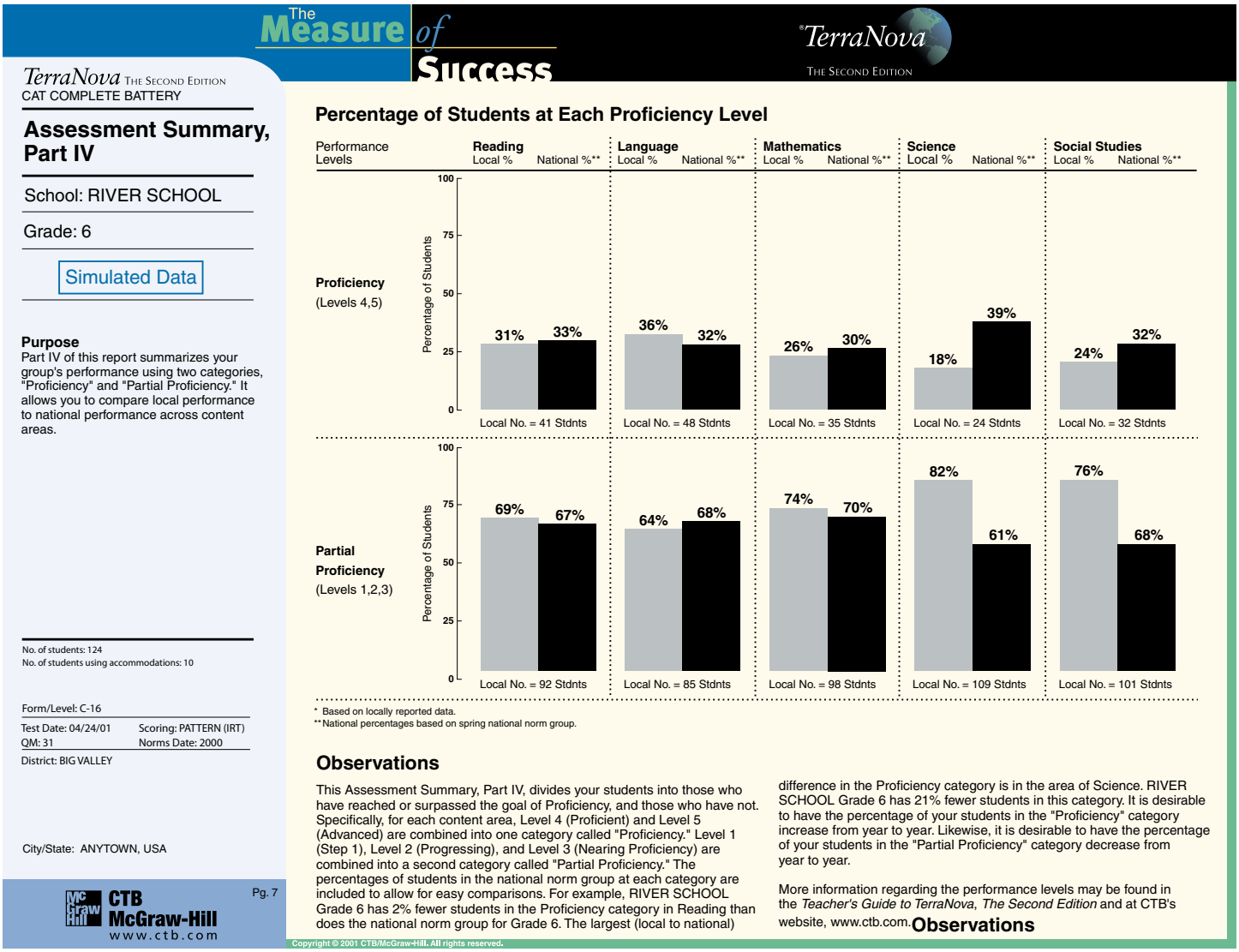


Level: Class
Group
Grade
Building
School
District
State

Part IV of the Assessment Summary summarizes the local group's performance using two categories—"Proficiency" and "Partial Proficiency." This information allows comparison of local performance with national performance across content areas, and helps educators identify areas of strength and need. This part of the Assessment Summary is optional; it can be omitted if desired.

This example shows the percentages of students locally and nationally who have reached Performance Level 4 or 5 (Proficient or Advanced) for all content areas assessed. Different groupings can be used, as specified by the customer—for example, percentages of students reaching Level 3 or higher.

The Observations section explains how the graph is organized and provides guidelinesfor interpretation, using actual information from the report as examples.

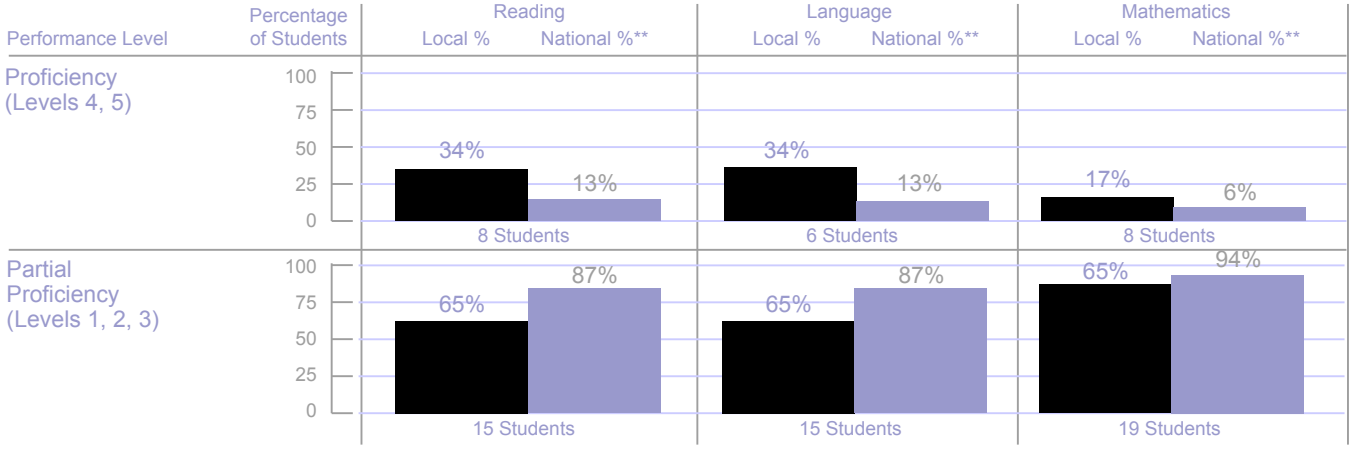
Assessment Summary, Part IV

AS_4_TN_OL

TerraNova, The Second Edition

Assessment Summary - Proficiency Distribution: River County

Distribution by Content Area | Numeric Scores | Objective Performance | Proficiency Distribution



Number of Students in the group: 124 Number of Students in the group using Accommodations: 10

** National Percentage is based on Spring national norm group

Observations

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

For example, River School Grade 6 has 21% more students in the Proficiency category in Reading than does the national norm group for Grade 6. The largest (local to national) difference in the Proficiency category is in the area of Mathematics. River School Grade 6 has 25% more students in this category.

It is desirable to have the percentage of your students in the "Partial Proficiency" category decrease from year to year.

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Content Area Summary

CAS_1_TN_P

TerraNova, The Second Edition

The Measure of Success

TerraNova The Second Edition

TerraNova The Second Edition
CAT MULTIPLE ASSESSMENTS

Content Area Summary, Part I

District: BIG VALLEY

Grade: 8

Simulated Data

Purpose
This report summarizes achievement data by content area for a group of students. Together with other sources, this information can be used to evaluate, plan, and establish educational priorities.

Number of students: 2993
Number of students using accommodations: 96

Form/Level: C-18
Test Date: 4/24/01 Scoring: PATTERN (IRT)
QM: 31 Norms Date: 2000

School: WIDE VISTA
District: BIG VALLEY

City/State: ANYTOWN, U.S.A.

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Norm-Referenced Scores by Content Area

SOCIAL STUDIES	No. of Students	No. using Accomm*	MSS	MNCE	MDNP
BIG VALLEY DIST	2993	96	710.9	64.2	75.9
MONTEREY HS	322	10	765	93.8	98.0
CARMEL HS	201	5	745.5	83.2	94.5
SEASIDE HS	269	10	737.3	79.4	92.2
BIG VALLEY HS	302	6	724.6	72.7	85.6
PEBBLE BEACH HS	289	15	716.2	68.1	80.1
SALINAS HS	276	12	702.8	60.9	69.9
SANTA CRUZ HS	305	11	701.7	60.4	68.8
PACIFIC GROVE HS	201	5	700	60.1	67.0
TAFT HS	190	4	697	58.3	65.0
WATSONVILLE HS	288	8	678.8	48.4	47.9
LITTLE RIVER HS	350	10	667.6	42.8	34.7

National Percentile Scale: 10 25 50 75 90 99

Normal Curve Equivalent Scale: 1 23 36 50 64 77 99

*Based on locally reported data.

Key
MSS - MEAN SCALE SCORE
MNCE - MEAN NORMAL CURVE EQUIVALENT
MDNP - MEDIAN NATIONAL PERCENTILE
ACCOMM - ACCOMMODATIONS

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Level: Class
Group
Grade
Building
School
District
State

The Content Area Summary is new for TerraNova, The Second Edition. This report provides an overview of local performance by group and by grade for each content area tested. The summary statistics presented in this report can help administrators compare local performance to the national norm group, and can aid in evaluating, planning, and establishing educational priorities. In Part I of this example, schools within Big Valley School District are ranked according to their National Percentile scores for Grade 9 Reading.

The report shows the highest-level grouping and the individual groups within it for each grade and content area tested. In this example, the highest-level grouping is Big Valley District and the groups within it are individual schools in the district. The groups are listed in order by performance (the default) or, optionally, in alphabetical order.

Content Area Summary

CAS_1_TN_OL

TerraNova, The Second Edition

Content Area Summary, Part 1: River County

Customer Brand

County: River County
Grade: 6

Test Session: Spring 2007 FCAT
Test End Date: 06-25-2004

Scoring: Number Correct
Form/Level: C-16
Norms Date: 2000
Norms Group: Q 31

TerraNova

Norm Referenced Scores by Content Area — Reading | Language | Math | Science | Social Studies

Reading All Florida Counties	Number of Students	Number using Accommo-dations*	MNS	MSS	MDNP
Blanche Ely HS	361	90	6.9	717	**78.0**
Boyd H. Anderson HS	1741	170	6.1	694	**61.8**
Broward Detention Center	6011	107	6.8	737	**74.0**
Broward Intensive Halfway	6021	105	6.8	737	**77.0**
Broward Virtual Education	7004	248	6.8	717	**74.0**
Charles W Flanagan HS	3391	107	6.2	544	**72.0**
City/Pembroke Pines Charter HS	5121	105	6.8	646	**74.0**
Coconut Creek HS	1681	107	6.8	737	**75.0**
College Academy At Bcc	3851	413	6.2	688	**73.0**
Cooper City HS	1931	107	6.8	421	**74.0**
Coral Glades HS	3861	105	6.8	769	**64.0**

MNS - Mean National Stanine
MNCE - Mean Normal Curve Equivalent

GME - Grade Mean Equivalent
MSS - Mean Scale Score
MDNP - Median National Percentile

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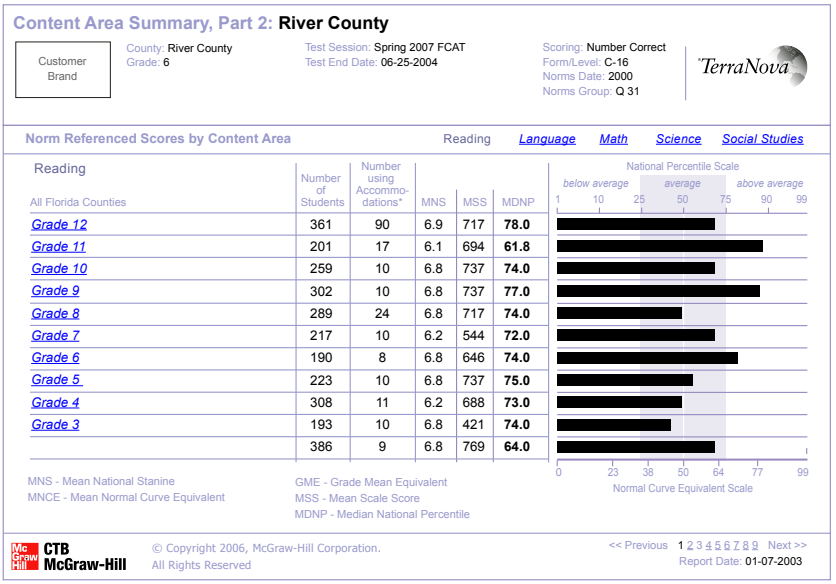
Report Date: 01-07-2003

Part II of the Content Area Summary lists the grades tested in each content area. The data columns show the same kinds of scores reported for each group in Part I—the Median National Percentile (MDNP) and two additional summary statistics, as specified by the customer. Similarly, the graph provides an overview of each grade's performance in comparison with that of the national norm group.



Content Area Summary, Part 2: River County

Customer Brand

County: River County
Grade: 6

Test Session: Spring 2007 FCAT
Test End Date: 06-25-2004

Scoring: Number Correct
Form/Level: C-16
Norms Date: 2000
Norms Group: Q 31

TerraNova

Norm Referenced Scores by Content Area — Reading | Language | Math | Science | Social Studies

Reading All Florida Counties	Number of Students	Number using Accommo-dations*	MNS	MSS	MDNP
Grade 12	361	90	6.9	717	**78.0**
Grade 11	201	17	6.1	694	**61.8**
Grade 10	259	10	6.8	737	**74.0**
Grade 9	302	10	6.8	737	**77.0**
Grade 8	289	24	6.8	717	**74.0**
Grade 7	217	10	6.2	544	**72.0**
Grade 6	190	8	6.8	646	**74.0**
Grade 5	223	10	6.8	737	**75.0**
Grade 4	308	11	6.2	688	**73.0**
Grade 3	193	10	6.8	421	**74.0**
	386	9	6.8	769	**64.0**

MNS - Mean National Stanine
MNCE - Mean Normal Curve Equivalent

GME - Grade Mean Equivalent
MSS - Mean Scale Score
MDNP - Median National Percentile

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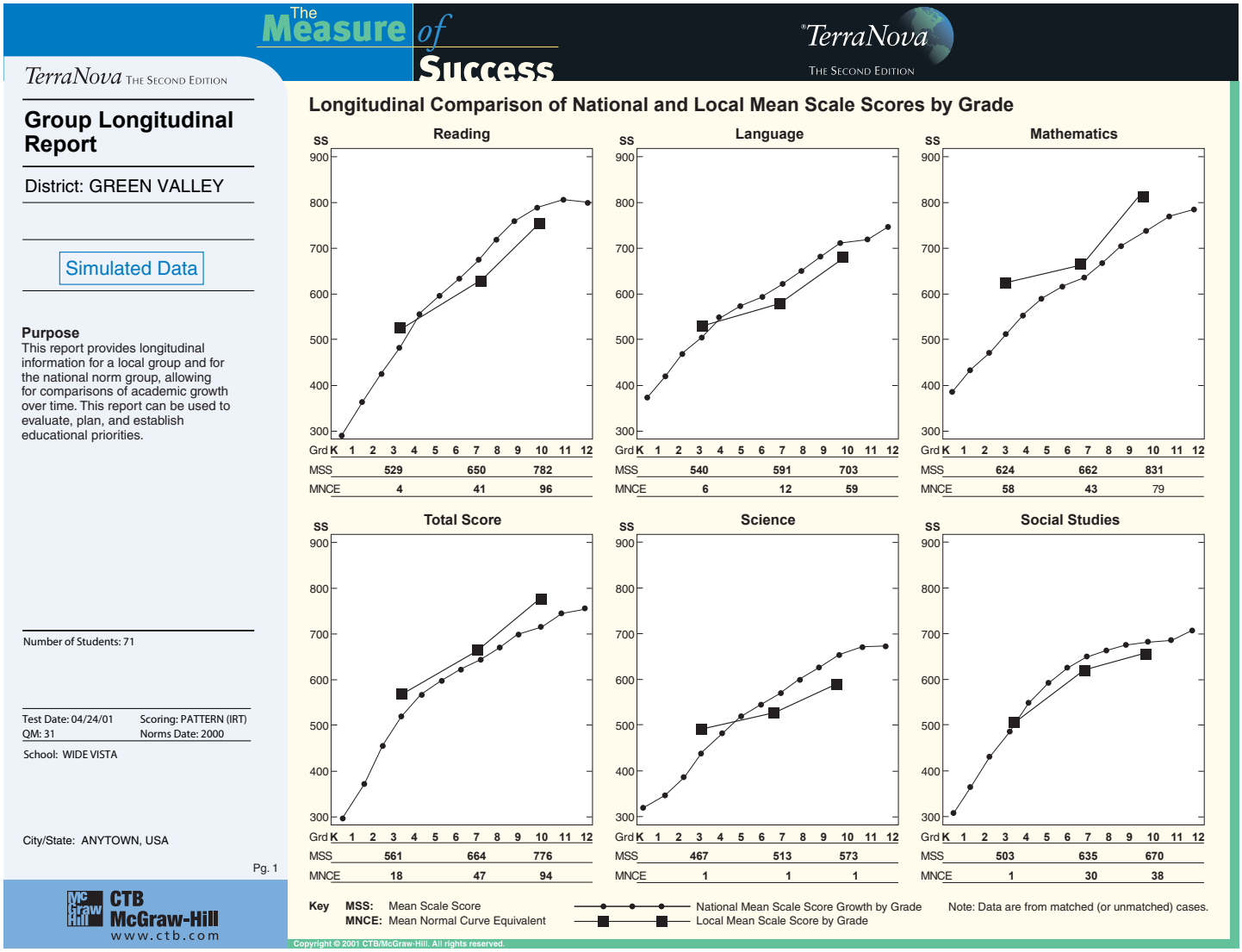
Report Date: 01-07-2003

Group Longitudinal Report, Part I

GLR_1_TN_P

TerraNova, The Second Edition



Level: Class
Group
Grade
Building
School
District
State

The Group Longitudinal Report tracks a local group's educational progress over a period of years, in relation to that of the national norm group. This report is new for TerraNova, The Second Edition. It shows the group's academic growth in clear, easy-tounderstand tables and graphs.

Because TerraNova, The Second Edition shares the same content area scales used by the first TerraNova assessment, the Group Longitudinal Report can track a group of students from the first year they were tested with TerraNova through the current year of testing with TerraNova, The Second Edition. Since each content area has a single score scale across all test levels, the report can include any span of grades, from Kindergarten through Grade 12.

The Group Longitudinal Report can be based on either matched cases or unmatched cases. Matched-case reports show the performance of groups that include the same individual students from grade to grade. Unmatched-case reports are used to accommodate student populations with higher rates of mobility; they show the performance of groups that do not include all the same students from year to year.

Group Longitudinal Report, Part I

GLR_1_TN_OL

TerraNova, The Second Edition

Group Longitudinal Report: River District

Customer Brand

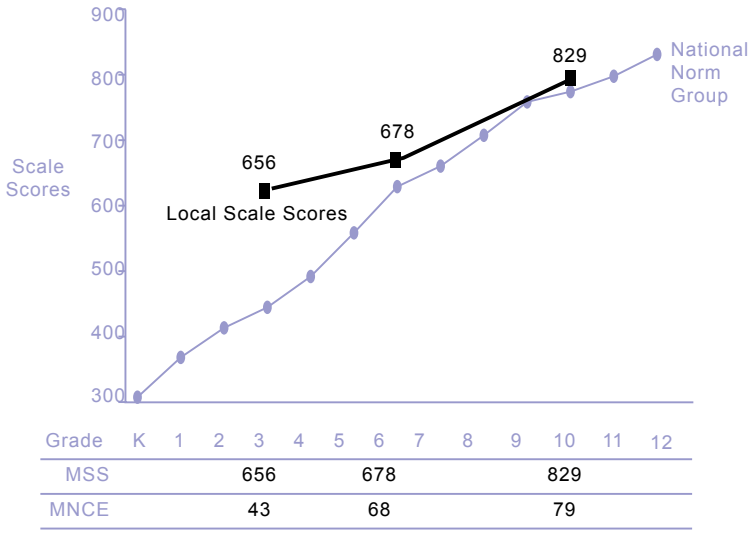
County: River County
Grade: 6

Test Session: Spring 2007 FCAT
Test End Date: 06-25-2004

Scoring: Number Correct
Form/Level: C-16
Norms Date: 2000
Norms Group: Q 31

Longitudinal Comparison of National and Local Mean Scale Score by Grade

Reading | Language | Math | Science | Social Studies



Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
MSS				656			678				829		
MNCE				43			68				79		

Observations

Local Scores

Grade	Test Date	Test	Form/Level
3	04 - 06	CTBS	A-13
7	04 - 07	CTBS	A-17
10	04 -08	CTBS	A-20

National Scores

Grade	Test Date	Test	Form/Level
3	04 - 06	CTBS	A-13
7	04 - 07	CTBS	A-17
10	04 -08	CTBS	A-20

Observations

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<< Previous 1 2 3 4 5 6 7 8 9 Next >>

Report Date: 01-07-2003

Group Longitudinal Report, Part II

GLR_2_TN_P

TerraNova, The Second Edition

TerraNova

Group Longitudinal Report

District: GREEN VALLEY

Simulated Data

Local Scores

				Reading			Language			Mathematics			Total Score			Science			Social Studies		
Grade	Test Date	Test	Form/ Level	No. of Stdnts	MNCE	MSS	No. of Stdnts	MNCE	MSS	No. of Stdnts	MNCE	MSS	No. of Stdnts	MNCE	MSS	No. of Stdnts	MNCE	MSS	No. of Stdnts	MNCE	MSS
3	04-87	CTBS	A-13	71	4	529	71	6	540	68	58	624	71	18	561	71	1	467	71	1	503
7	04-91	CAT	A-17	70	41	650	70	12	591	71	43	662	70	47	664	70	1	513	70	30	635
10	04-94	CAT	A-20	69	96	782	69	59	703	68	79	831	69	94	776	69	1	573	69	38	670

National Scores

				Reading			Language			Mathematics			Total Score			Science			Social Studies		
Grade	Test Date	Test	Form/ Level	No. of Stdnts	MNCE	MSS	No. of Stdnts	MNCE	MSS	No. of Stdnts	MNCE	MSS	No. of Stdnts	MNCE	MSS	No. of Stdnts	MNCE	MSS	No. of Stdnts	MNCE	MSS
3	04-87	CTBS	A-13	71	5	531	71	1	510	68	4	506	71	1	522	71	1	446	71	1	510
7	04-91	CAT	A-17	70	55	679	70	25	615	71	36	648	70	43	657	70	4	568	70	36	649
10	04-94	CAT	A-20	69	99	797	69	65	714	68	67	745	69	63	718	69	30	660	69	43	684

Key
CAT – *TerraNova* CAT
CTBS – *TerraNova* CTBS

Number of students: 71

Test Date: 04/24/01 Scoring: PATTERN (IRT)
QM: 31 Norms Date: 2000
School: WIDE VISTA

City/State: ANYTOWN, U.S.A.

Observations

The Group Longitudinal Report shows how your students have performed over time and compares their performance to the performance of the national norm group.

Each graph presents the national Mean Scale Scores by grade and the local Mean Scale Scores by grade for a specific content area. Beneath each graph are both the Mean Scale Score for your group by grade and the associated Mean Normal Curve Equivalent. These scores also appear in the table labeled "Local Scores." The National Mean Scale Scores and the National Mean Normal Curve Equivalents can be found in the table labeled "National Scores."

In Reading, for example, your group attained a Mean Scale Score of 529 as third graders, 650 as seventh graders, and 782 as 10th graders. The National Mean Scale Scores were 531, 679, and 797 respectively. This can be interpreted to mean that as third graders your group outperformed the nation, as seventh graders your group performed slightly below the nation, and as tenth graders your group performed slightly below the nation.

Additional information about the interpretation of these scores and the use of test results can be found in the *Teacher's Guide to TerraNova, The Second Edition* and at CTB's website, www.ctb.com.

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Level: Class
Group
Grade
Building
School
District
State

Group Longitudinal Report, Part II Description

Group Longitudinal Report, Part II

GLR_2_TN_OL

TerraNova, The Second Edition

See Part 1

Item Analysis Summary, Part I

IAS_1_TN_P

TerraNova, The Second Edition

TerraNova

The Measure of Success

TerraNova The Second Edition

TerraNova The Second Edition
CAT MULTIPLE ASSESSMENTS

Item Analysis Summary, Part I

School: La Playa

Grade: 6

Simulated Data

Purpose
This report summarizes local responses to the selected-response (multiple-choice) items. In addition, by providing national data, it facilitates comparisons between national and local performance, revealing potential strengths and needs of the local group.

Number of students: 98
Number of students using accommodations: 2

Form/Level: C-16
Test Date: 04/24/01 Scoring: PATTERN (IRT)
QM: 31 Norms Date: 2000
District: GREEN VALLEY

City/State: ANYTOWN, U.S.A.

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Item Response Analysis by School/Class
Selected-Response Items

Item No.	Subskill	Percent Correct: Nation*	District	School	Difference: District-Nation	Difference: School-Nation	Class: PEREZ	Class: BROWN	Class: RUSSO	Response Analysis: A or F	B or G	C or H	D or J	E or K	No response
Reading															
Obj 02 Basic Understanding															
03	sequence	75	82	71	7	-4	89	75	54	6	14	✓71	0	9	0
11	stated information	87	94	84	38	-3	90	81	76	✓84	2	2	6	4	2
23	stated information	40	66	58	36	18	66	65	48	✓58	23	3	11	5	0
32	stated information	56	76	68	38	12	62	66	70	8	4	12	6	✓69	2
34	stated information	58	60	39	40	-19	40	37	35	16	✓39	6	13	14	12
47	stated information	27	33	14	36	-13	10	16	12	64	0	6	✓14	3	13
55	stated information	47	43	42	38	-5	47	40	39	✓42	18	6	14	9	11
Obj 03 Analyze Text															
01	main idea/theme	61	67	61	6	0	56	64	62	6	14	✓61	10	4	5
02	literary techniques	45	63	41	18	-4	40	38	44	0	✓41	6	39	4	10
04	story elements/character	55	65	49	10	-6	52	39	44	✓49	16	10	20	5	0
09	literary techniques	47	58	51	11	4	61	39	52	10	18	9	✓51	10	2
12	literary techniques	48	54	49	6	1	45	55	52	16	5	✓49	15	13	2
33	conclusions	35	41	35	6	0	28	41	40	25	17	18	✓35	5	0
35	conclusions	54	54	71	0	17	81	69	71	11	✓71	6	6	4	2
36	conclusions	71	75	80	4	9	75	85	81	6	5	✓80	5	4	0
50	conclusions	62	65	65	3	3	70	62	61	✓65	10	6	10	4	5

*National data are from spring norm group.

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Level:
Class
Group
Grade
Building
School
District
State

The Item Analysis Summary shows how students in a class responded to every item in TerraNova, The Second Edition—a valuable tool to help administrators gauge the effectiveness of instructional programs.

Part I of the Item Analysis Summary presents information about students' responses to individual items by class, school, and district, and compares this information to the national average. The report provides information about both selected-response (SR) or multiple-choice items and—for the Multiple Assessments—constructed-response (CR) items.

Item Analysis Summary, Part I

IAS_1_TN_OL

TerraNova, The Second Edition

Item Analysis Summary, Part 1: Winfield Elementary

Customer Brand

Grade: 4
School: Winfield UC
District: Green Valley
City/State: Boca Raton, Florida

Test Window: 06-03-2002 to 07-11-2002
Scoring: Number Correct
Form/Level: C-14

Norms Date: 04-09-2003
Norms Group: Q-31

Selected Response Items: Reading

Reading | Language | Math | Science | Social Studies

Reading

		% Nation	% District	% School	Difference Nation -School	Difference District -School	% of students responding to this item	% of Students that Selected Answer... A	B	C	D	E
#	**Vocabulary**											
1	Word Meaning	98%	98%	98%	98%	98%	98%	10%	86%	4%	0%	0%
2	Word Meaning	96%	96%	96%	96%	96%	96%	66%	10%	14%	9%	1%
3	Word Analysis	94%	94%	94%	94%	94%	94%	90%	3%	2%	5%	0%
#	**Basic Understanding**											
4	Text Elements	92%	92%	92%	92%	92%	92%	18%	8%	74%	0%	0%
5	Stated Elements	99%	99%	99%	99%	99%	99%	5%	90%	0%	1%	4%
6	Following Directions	97%	97%	97%	97%	97%	97%	5%	11%	79%	1%	4%
7	Summary or Retelling	96%	96%	96%	96%	96%	96%	76%	10%	7%	3%	4%
#	**Analyze Text**											
8	Text Relationships	89%	89%	89%	89%	89%	89%	12%	6%	74%	7%	1%
9	Inferences and	98%	98%	98%	98%	98%	98%	1%	7%	12%	69%	11%
10	Conclusions	99%	99%	99%	99%	99%	99%	100%	0%	0%	0%	0%
11	Text Elements	100%	100%	100%	100%	100%	100%	5%	81%	5%	6%	3%

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Item Analysis Summary, Part I, page 2

IAS_2_TN_P

TerraNova, The Second Edition

The Measure of Success

TerraNova The Second Edition

TerraNova The Second Edition
CAT MULTIPLE ASSESSMENTS

Item Analysis Summary, Part I

School: La Playa

Grade: 6

Simulated Data

Purpose
This report summarizes local responses to the constructed-response items. In addition, by providing national data, it facilitates comparisons between national and local performance, revealing potential strengths and needs of the local group.

Number of students: 98
Number of students using accommodations: 2

Form/Level: C-16
Test Date: 04/24/01 Scoring: PATTERN (IRT)
QM: 31 Norms Date: 2000
District: GREEN VALLEY

City/State: ANYTOWN, U.S.A.

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Item Response Analysis by School/Class
Constructed-Response Items

CR = constructed-response

Item No.	Subskill	CR Points Possible	Average points earned: Nation*	District	School	Difference: District-Nation	Difference: School-Nation	Class: PEREZ	Class: BROWN	Class: RUSSO	Percent of students who scored at each point level: 0 Points	1 Points	2 Points	3 Points	4 Points	5 Points	6 Points	No response	Off topic / Illegible
Reading																			
Obj 02 Basic Understanding																			
62	stated information	1	.6	.6	.6	0.0	0.0	.6	.6	.6	40	55	-	-	-	-	-	3	2
Obj 03 Analyze Text																			
29	story elements/character	6	3.6	3.8	3.7	0.2	0.1	3.6	3.6	3.6	2	3	0	30	40	10	13	2	0
30	compare/contrast	2	.9	.8	.8	-0.1	-0.1	.9	.9	.9	25	40	25	-	-	-	-	10	0
64	persuasive techniques	1	.6	.7	.6	01	0.0	.7	.7	.7	10	80	-	-	-	-	-	10	0
65	main idea/theme	1	.7	.7	.7	0.0	0.0	.7	.7	.7	10	70	-	-	-	-	-	15	5

*National data are from spring norm group.

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Level:
Class
Group
Grade
Building
School
District
State

Item Analysis Summary, Part I, page 2

IAS_2_TN_OL

TerraNova, The Second Edition

Item Analysis Summary: River County

Customer Brand

Descriptions of Items

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Objectives Summary

OS_1_TN_P

TerraNova, The Second Edition

The Measure of Success

TerraNova The Second Edition

TerraNova The Second Edition
CAT COMPLETE BATTERY

Objectives Summary, Part I

School: TAFT

Grade: 4

Simulated Data

Purpose
This report provides information about various groups' mastery of each of the *TerraNova* CAT objectives so that comparisons can be made. Together with other classroom and/or district assessments, this information can be used to analyze potential curriculum strengths and needs in the context area shown.

Number of students: 265
Number of students using accommodations: 15

Form/Level: C-14
Test Date: 04/24/01 Scoring: PATTERN (IRT)
QM: 31 Norms Date: 2000
District: GREEN VALLEY

City/State: ANYTOWN, U.S.A.

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Percent of Students Attaining High Mastery of Each Objective

**National Reference Group Grade 4.8	% Total School	% National**	% Difference	CLASS % OTTENWALTER	% POLK	% SMITH	% THOMAS	% VERNON	% WALKER	% WATERS	% YOUNG	% ZIRKLE
Reading												
02 Basic Understanding	11	13	-2	10	12	11	10	9	14	11	13	11
03 Analyze Text	9	13	-4	7	10	8	7	9	12	10	10	9
04 Evaluate & Extend Meaning	10	12	-2	10	11	10	9	8	11	11	11	9
36 Identify Reading Strategies	11	9	+3	11	9	10	11	10	14	13	11	10
Language												
07 Sent. Struct.	12	10	+2	12	9	11	13	12	14	13	14	10
08 Writ. Struct.	9	12	-3	10	10	7	8	9	9	10	11	7
09 Edit. Skills	10	10	0	11	13	10	9	8	10	11	9	9

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Level: Class
Group
Grade
Building
School
District
State

The Objectives Summary provides students' scores by school and class and shows their degree of mastery of the objectives measured by TerraNova, The Second Edition. This information is of great value in analyzing the curriculum and establishinginstructional priorities.

The objectives measured in each content area are listed by number and title. Detailed information about the objectives is provided in the Teacher's Guide to TerraNova, The Second Edition.

Part I of this report shows the percentage of students who have reached a high level of mastery for each objective—in the Total School, the National Norm Group, and each class within the school. Results can also be provided for the Total District and for each school within the district. Identification of differences between the local group and the national norm group helps administrators evaluate test results.

Objectives Summary

OS_1_TN_OL

TerraNova, The Second Edition

TerraNova

Objectives Summary, Part 1: Winfield Elementary

Customer Brand

District: Green Valley
City/State: Boca Raton, Florida

Test Window: 06-03-2002 to 07-11-2002
Scoring: Number Correct
Form/Level: C-14

Norms Date: 04-09-2003
Norms Group: Q-31

TerraNova

Class Mastery of Objectives

go to Class Objective Performance Index (OPI) Results

Reading | *Language* | *Math* | *Science* | *Social Studies*

Reading

Educational Objective	Percent of Students attaining High Mastery of Each Objective: Local %	National %	Difference	Class (Teacher Last Name): *Allen, John H*	*Bancroft*	*Bartlett*	*Bonhome*	*Carder*	*Clestring*	*Cumberland-Nash*	*Dangerfield*	*Everitt*	*Francophone*	*Gephardt*	*Green*	*Houston*	*more Classes...*
Reading																	
02 Basic Understanding	79	**91**	12	79	79	79	79	79	79	79	79	79	79	79	79	79	
03 Analyze Text	84	**92**	8	84	84	84	84	84	84	84	84	84	84	84	84	84	
04 Evaluate/Extend Meaning	66	**65**	-1	66	66	66	66	66	66	66	66	66	66	66	66	66	
05 Identify Reading Strategies	74	**70**	-4	74	74	74	74	74	74	74	74	74	74	74	74	74	
05 Identify Reading Strategies	74	**70**	-4	74	74	74	74	74	74	74	74	74	74	74	74	74	
08 Sentence Structure	68	**63**	-5	68	68	68	68	68	68	68	68	68	68	68	68	68	
09 Writing Strategies	74	**59**	15	74	74	74	74	74	74	74	74	74	74	74	74	74	
10 Editing Skills	63	**78**	15	63	63	63	63	63	63	63	63	63	63	63	63	63	
10 Editing Skills	63	**78**	15	63	63	63	63	63	63	63	63	63	63	63	63	63	

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Objectives Summary

OS_2_TN_OL

TerraNova, The Second Edition

Objectives Summary, Part 2: Winfield Elementary

Customer Brand

District: Green Valley
City/State: Boca Raton, Florida

Test Window: 06-03-2002 to 07-11-2002
Scoring: Number Correct
Form/Level: C-14

Norms Date: 04-09-2003
Norms Group: Q-31

go to Class Mastery of Objectives

Class Objective Performance Index (OPI) Results

Reading | Language | Math | Science | Social Studies

Reading

Educational Objective	Percent of Students attaining High Mastery of Each Objective: % Local	% National	% Difference	Class (Teacher Last Name): % Allen, John H	% Bancroft	% Bartlett	% Bonhome	% Carder	% Clestring	% Cumberland-Nash	% Dangerfield	% Everitt	% Francophone	% Gephardt	% Green	% Houston	more Classes...
Reading																	
02 Basic Understanding	79	**91**	12	79	79	79	79	79	79	79	79	79	79	79	79	79	
03 Analyze Text	84	**92**	8	84	84	84	84	84	84	84	84	84	84	84	84	84	
04 Evaluate/Extend Meaning	66	**65**	-1	66	66	66	66	66	66	66	66	66	66	66	66	66	
05 Identify Reading Strategies	74	**70**	-4	74	74	74	74	74	74	74	74	74	74	74	74	74	
05 Identify Reading Strategies	74	**70**	-4	74	74	74	74	74	74	74	74	74	74	74	74	74	
08 Sentence Structure	68	**63**	-5	68	68	68	68	68	68	68	68	68	68	68	68	68	
09 Writing Strategies	74	**59**	15	74	74	74	74	74	74	74	74	74	74	74	74	74	
10 Editing Skills	63	**78**	15	63	63	63	63	63	63	63	63	63	63	63	63	63	
10 Editing Skills	63	**78**	15	63	63	63	63	63	63	63	63	63	63	63	63	63	

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Report Date: 01-07-2003

Performance Level Summary

PLS_1_TN_P

TerraNova, The Second Edition

TerraNova

The Measure of Success

TerraNova The Second Edition

TerraNova The Second Edition
CAT COMPLETE BATTERY

Performance Level Summary, Part I

School: Blue LAKE

Grade: 5

Simulated Data

Purpose
This report provides data that compares the percentage of local students with the percentage of the national norm group in each of the five performance levels, within each content area. Part II provides a summary of the information.

Number of students: 133
Number of students using accommodations: 2

Form/Level: C-15
Test Date: 04/01/01 Scoring: PATTERN (IRT)
QM: 31 Norms Date: 2000
District: CTB

City/State: ANYTOWN, USA

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Mathematics: Steps Along the Path Toward 5th-Grade Proficiency

Performance Levels	133 Stdnts (5 Students using accomm.*)	Local %	Spring National %	Descriptions
5 Advanced	8	6%	10%	Students locate decimals on a number line; compute with decimals and fractions; read scale drawings; find areas; identify geometric transformations; construct and label bar graphs; find simple probabilities; find averages; use patterns in data to solve problems; use multiple strategies and concepts to solve unfamiliar problems; express mathematical ideas and explain the problem-solving process.
4 Proficient	27	20%	20%	Students compare, order, and round whole numbers; know place value to thousands; identify fractions; use computation and estimation strategies; relate multiplication to addition; measure to nearest half-inch and centimeter; measure and find perimeters; estimate measures; find elapsed times; combine and subdivide shapes; identify parallel lines; interpret tables and graphs; solve two-step problems.
Partially Proficient: 3 Nearing Proficiency	60	45%	33%	Students identify even and odd numbers; subtract whole numbers with regrouping; multiply and divide by one-digit numbers; identify simple fractions; measure with ruler to nearest inch; tell time to nearest fifteen minutes; recognize and classify common shapes; recognize symmetry; subdivide shapes; complete bar graphs; extend numerical and geometric patterns; apply simple logical reasoning.
Partially Proficient: 2 Progressing	25	19%	23%	Students know ordinal numbers; solve coin combination problems; count by tens; add whole numbers with regrouping; have basic estimation skills; understand addition property of zero; write and identify number sentences describing simple situations; read calendars; identify appropriate measurement tools; recognize congruent figures; use simple coordinate grids; read common tables and graphs.
Partially Proficient: 1 Step 1	13	10%	14%	Students read and recognize numbers to 1000; identify real-world use of numbers; add and subtract two-digit numbers without regrouping; identify addition situations; recognize and complete simple geometric and numerical patterns.

*Based on locally reported data.

Observations

Performance level scores provide a description of what students can do in terms of the content and skills assessed by *TerraNova* CAT that are typically found in curricula spanning Grades 3, 4, and 5. It is desirable to work towards achieving a Level 4 (Proficient) or Level 5 (Advanced) by the end of Grade 5. Nationally, in Mathematics, most students are in Levels 2, 3, and 4 in the spring of Grade 5, with a small percentage in Level 5.

Students in a given performance level can achieve most of what is described for that level and even more of what is described for the levels below. Students in Level 1 can perform the majority of what is described for that level. Students may also be capable of performing some of the things described in the next higher level, but not enough to have reached that level.

For each content area, look at the skills and knowledge described in the next higher level. These are the competencies students must demonstrate to show academic growth.

The graph above shows the number and percentage of students in BLUE LAKE School Grade 5 compared to the percentage of students in the national norm group for Grade 5.

See the reverse side for a general interpretation of CTB's performance levels.

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Level: Class
Group
Grade
Building
School
District
State

The Performance Level Summary provides standards-based information to support instructional planning and program evaluation. This report is especially useful for Title I reporting.

Part I of the Performance Level Summary summarizes students' achievement in each content area. The second page for each content area provides information to help administrators interpret and apply test results.

Performance Level Summary

PLS_1_TN_OL

TerraNova, The Second Edition

Group Performance Level Report: Winfield Elementary

Customer Brand

Birthdate: 07-27-1992
Grade: 4
School: Winfield
District: Green Valley
City/State: Anytown, USA

Test Session: Spring 2007 FCAT
Test End Date: 06-25-2004
Level: 14

Norms Date: 2000
Norms Group: Q 31

Performance Level Reading	Local Number (Local Number using Accommodations)	Local %	Spring Nat'l %	Descriptions — Reading [Language] [Math] [Science] [Social Studies]
5 Advanced	8 (2)	6%	10%	Students use analogies to generalize. They identify a paraphrase of concepts or ideas in text. They can indicate thought processes that led them to a previous answer. In written responses, they demonstrate understanding of an implied theme, assess intent of passage information and provide justification as well as su
4 Proficient	27 (2)	20%	20%	Students interpret figures of speech. They recognize paraphrases of text information and retrieve information to complete forms. In more complex texts, they identify themes, main ideas, or author purpose/point of view. They analyze and apply information in graphic and text forms, make reasonable generalizations, and draw conclusions. In written reposes, they can identify key elements from text.
3 Nearing Proficiency	60 (2)	45%	33%	Students use context clues and structural analysis to determine word meaning. They recognize homonyms and antonyms in grade-level text. They identify important details, sequence, cause-and-effect, and lessons embedded in text. They interpret characters' feelings and apply information to new situations. In written responses, they can express an opinion and support it.
2 Progressing	25 (2)	19%	23%	Students identify synonyms for grade-level words and use context clues to define common words. They make simple inferences and predictions based on text. They identify characters' feelings. They can transfer information from text to graphic form, or from graphic to text form. In written responses, they can provtheir answers.
1 Step 1	13 (2)	10%	14%	Students select pictured representations of ideas and identify stated details contained in simple texts. In written responses, they can select and transfer information from charts.

[Observationa]

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<< Previous 1 2 3 4 5 Next >>

Report Date: 01-07-2003

Performance Level Summary

PLS_1_TN_P

TerraNova, The Second Edition

TerraNova

The Measure of Success

TerraNova The Second Edition

TerraNova The Second Edition
CAT COMPLETE BATTERY

Performance Level Summary, Part II

School: BLUE LAKE

Grade: 5

Simulated Data

Purpose
Part II of this report summarizes the information in Part I. It allows you to compare local performance to national performance across content areas.

Number of students: 133
Number of students using accommodations: 2

Form/Level: C-15
Test Date: 04/01/01 Scoring: PATTERN (IRT)
QM: 31 Norms Date: 2000
District: CTB

City/State: ANYTOWN, USA

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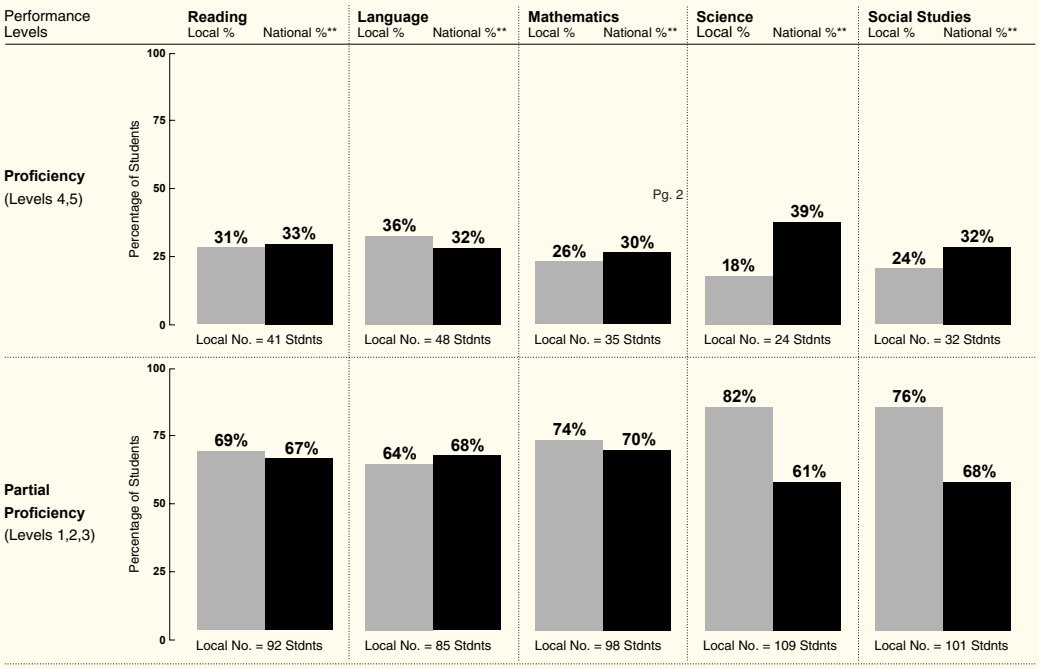
Pg. 3

Percentage of Students at Each Proficiency Level



Pg. 2

* Based on locally reported data.
**National percentages based on spring national norm group.

Observations

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

For example, BLUE LAKE school Grade 5 has 2% fewer students in the Proficiency category in Reading than does the national norm group for Grade 5. The largest (local to national) difference in the Proficiency category is in the are of Science. BLUE LAKE school Grade 5 has 21% fewer students in this category.

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

More information regarding the performance levels may be found in the *Teacher's Guide to TerraNova, The Second Edition* and at CTB's website, www.ctb.com.

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Level: Class
Group
Grade
Building
School
District
State

The Performance Level Summary provides standards-based information to support instructional planning and program evaluation. This report is especially useful for Title I reporting.

Part I of the Performance Level Summary summarizes students' achievement in each content area. The second page for each content area provides information to help administrators interpret and apply test results.

Performance Level Summary

PLS_1_TN_OL

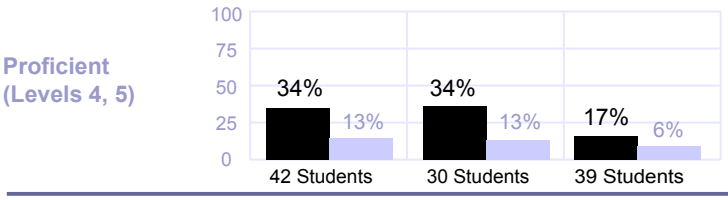
TerraNova, The Second Edition

Proficiency Distribution Report: **Broward County**

Customer Brand

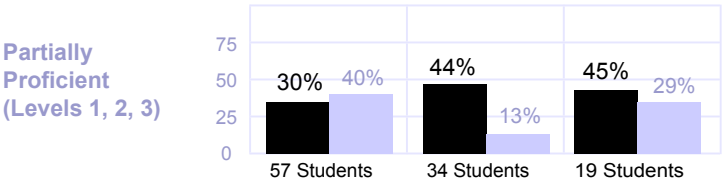
Percentage of Students at Each Proficiency Level

Observationa



Proficient (Levels 4, 5)

Median National Percentage



Partially Proficient (Levels 1, 2, 3)

Proficiency Level	Reading Local%	Reading Nat'l%**	Language Local%	Language Nat'l%**	Mathematics Local%	Mathematics Nat'l%**
Proficiency Level 1	6%	3%	7%	4%	4%	2%
NP above 83%						
Proficiency Level 2	28%	10%	27%	9%	13%	4%
NP above 67%						
Proficiency Level 3	34%	13%	34%	13%	34%	13%
NP above 45%						
Proficiency Level 4	34%	13%	34%	13%	34%	13%
NP above 22%						
Proficiency Level 5	34%	13%	34%	13%	34%	13%

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** National Percentage is based on Spring national norm group

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Report Date: 01-07-2003

Special Conditions and Accommodations Report

SCA_1_TN_P

TerraNova, The Second Edition

The Measure of Success

TerraNova The Second Edition

TerraNova The Second Edition
CAT COMPLETE BATTERY

Special Conditions and Accommodations Report

District: BIG VALLEY

Grade 6

Simulated Data

Purpose
This report helps administrators meet federal and state reporting requirements related to the Individuals with Disabilities Act (IDEA). The information can also enhance understanding of assessment results and program needs.

Number of students: 1255
Number of students using accommodations: 97

Form/Level: C-16

Test Date: 11/01/01 Scoring: PATTERN (IRT)
QM: 8 Norms Date: 2000

District: BIG VALLEY

City/State: ANYTOWN, USA

Pg. 1

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Use of Testing Accommodations by Content Area

	Reading/ Language Arts*	Mathematics**	Science	Social Studies	InView	Total
Number of Students	1250	1255	1238	1230		1250
Number of Students Using Accommodations	47	62	50	46		97
Percent Using Any Accommodation	3.8%	5.0%	4.0%	3.7%		7.8%
National Percent Using Any Accommodation	7.6%	8.2%	5.1%	5.1%		8.2%

Number of Students Using Various Types of Accommodations

	Reading/ Language Arts*	Mathematics**	Science	Social Studies	InView	Total
Category 1	12	14	3	3		32
Category 2	30	42	40	36		148
Category 3	5	6	7	7		25
Total Category 1, 2, or 3	47	62	50	46		97

Characteristics of Tested of Students

	Students with IEPs	Students with 504 Plans	English Language Learners (ELL/LEP)
Number of Students	104	29	126
Percent Using Any Accommodation	8.3%	2.3%	10.1%
National Percent Using Any Accommodation	9.4%	3.7%	7.5%

*Reading/Language Arts includes Reading, Vocabulary, Language, Language Mechanics, Spelling, and Word Analysis.
**Mathematics includes Mathematics and Math Computation

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Level: Class
Group
Grade
Building
School
District
State

Special Conditions and Accommodations Report

Special Conditions and Accommodations Report

SCA_1_TN_OL

TerraNova, The Second Edition

Accommodations Summary: Broward County

Customer Brand

School: Winfield
District: Green Valley
County: Braward
State: Florida

Test Session: Spring 2007 FCAT
Test End Date: 06-25-2004
Level: 14

Norms Date: 2000
Norms Group: Q 31

Use of Testing Accommodations by Content Area	Reading Language Arts	Language	Mathematics	*Total Score
Number of Students	516	510	512	516
Number of Students Using Accommodations	20	31	16	42
Percent Using any Accommodation	3%	7%	11%	10%
National Percent using any Accommodation	3%	6%	13%	14%

Number of Students Using Various Types of Accommodations	Reading Language Arts	Language	Mathematics	*Total Score
Category 1	5	4	6	14
Category 2	8	7	5	19
Category 3	11	2	4	11
Total Category 1, 2, or 3	24	13	15	32

Characteristics of Tested Students	Students with IEPs	Students with 504 Plans	English Language Learners
Number of Students	23	32	93
Number of Students Using Accommodations	20	31	11
Percent Using any Accommodation	2.1%	2.5%	11%
National Percent using any Accommodation	2.8%	4%	13%

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Statistical Analysis Report, Part I

SAR_1_TN_P

TerraNova, The Second Edition

The Measure of Success

TerraNova The Second Edition

TerraNova The Second Edition

Statistical Analysis Report, Part I

School: BLUE LAKE

Grade 6

Simulated Data

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

No. of students: 124
No. of students using accommodations: 5

Form/Level: C-16

Test Date: 04/24/01 Scoring: PATTERN (IRT)
QM: 31 Norms Date: 2000

District: WINFIELD

City/State: ANYTOWN, USA

Pg. 1

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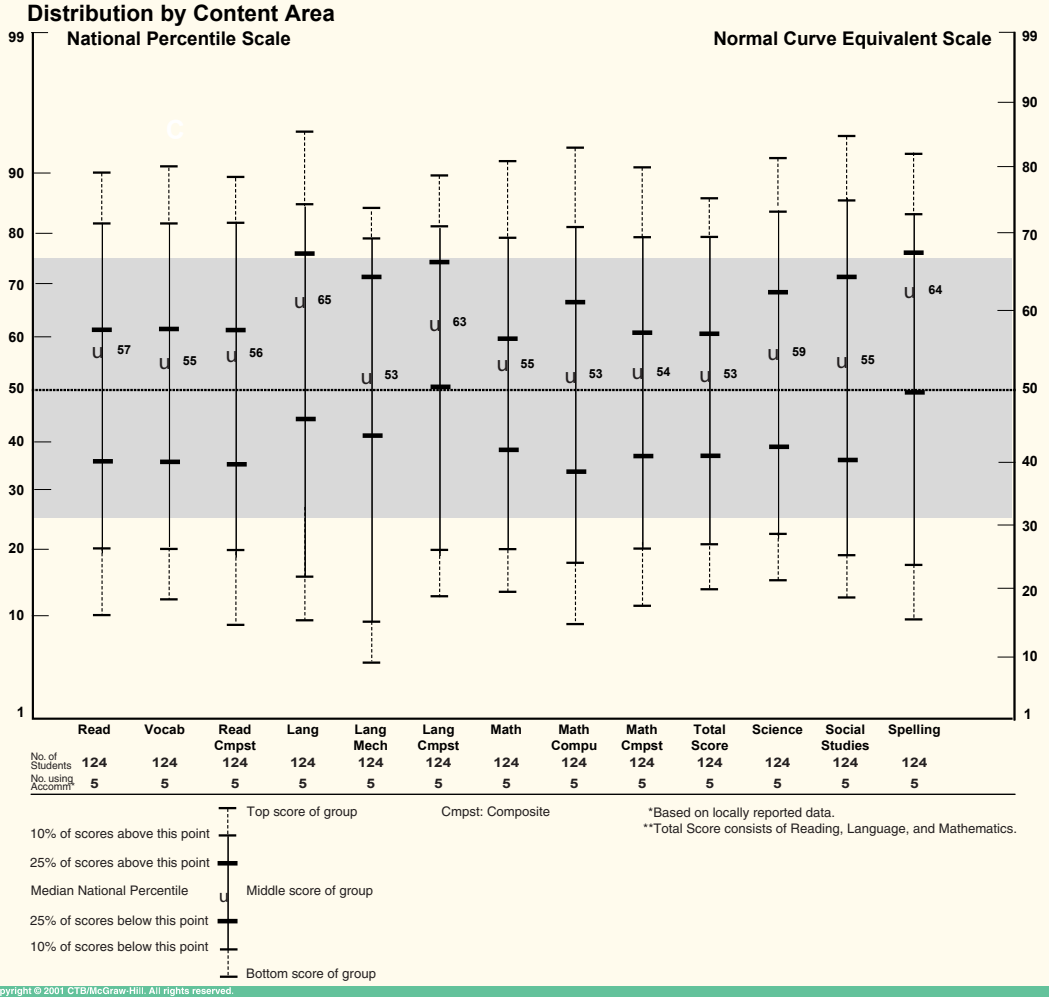
Distribution by Content Area



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Level: Class
Group
Grade
Building
School
District
State

Statistical Analysis Report, Part I Description

Statistical Analysis Report, Part I

SAR_1_TN_OL

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Statistical Analysis Report, Part II

SAR_2_TN_P

TerraNova, The Second Edition

The Measure of Success

TerraNova The Second Edition

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Statistical Analysis Report, Part II

School: BLUE LAKE

Grade: 6

Simulated Data

Purpose
Part II of this report provides the quintile distribution for each content area, indicating both the number and percent of students in each National Percentile range.

Number of students: 124
Number of students using accommodations: 5

Form/Level: C-16

Test Date: 04/24/01 Scoring: PATTERN (IRT)
QM: 31 Norms Date: 2000

District: WINFIELD

City/State: ANYTOWN, U.S.A.

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Quintile Distribution

Number and percent of students in each National Percentile range

	Number of Students (Using Accomm*)	1–19		20–39		40–59		60–79		80–99	
		Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
Reading	124	6	4.8	4	3.2	69	55.6	38	30.6	7	5.6
	(5)										
Vocabulary	124	2	1.6	9	7.3	42	33.9	55	44.4	16	12.9
	(5)										
Reading Composite	124	4	3.2	6	4.8	43	34.7	59	47.6	12	9.7
	(5)										
Language	124	0	0	16	12.9	44	35.5	51	41.1	13	10.5
	(5)										
Language Mechanics	124	10	8.0	12	9.7	52	41.9	39	31.5	11	8.9
	(5)										
Language Composite	124	4	3.2	15	12.1	48	38.7	43	34.7	14	11.3
	(5)										
Mathematics	124	11	8.9	18	14.5	33	26.6	54	43.5	8	6.5
	(5)										
Math Computation	124	8	6.5	13	10.5	66	53.2	25	20.2	12	9.7
	(5)										
Math Composite	124	9	7.3	15	12.1	55	44.4	40	32.3	5	4.0
	(5)										
Total Score**	124	6	4.8	12	9.7	49	39.5	47	37.9	10	8.1
	(5)										
Science	124	2	1.6	30	24.2	52	41.9	32	25.8	8	6.5
	(5)										
Social Studies	124	13	10.5	21	16.9	21	16.9	65	52.4	4	3.2
	(5)										
Spelling	124	6	4.8	9	7.3	42	33.9	51	41.1	16	12.9
	(5)										

*Based on locally reported data.
**Total Score consists of Reading, Language, and Mathematics.

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Level: Class
Group
Grade
Building
School
District
State

Statistical Analysis Report, Part II Description

Statistical Analysis Report, Part II

SAR_2_TN_OL

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Statistical Analysis Report, Part III

SAR_3_TN_P

TerraNova, The Second Edition

The Measure of Success

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Statistical Analysis Report, Part III

School: BLUE LAKE

Grade: 6

Simulated Data

Purpose
Part III of this report provides summary statistics to allow for a more complete understanding of trends and patterns of performance.

Number of students: 124
Number of students using accommodations: 5

Form/Level: C-16
Test Date: 04/24/01 Scoring: PATTERN (IRT)
QM: 31 Norms Date: 2000
District: WINFIELD

City/State: ANYTOWN, U.S.A.

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Summary Statistics

	No. of Stdnts (Using Accomm*)	Mean Scale Score	Standard Deviation Range	Scale Score Range	Median Scale Score	Median National Percentile	NP of Mean NCE	Mean
Reading	124 (5)	670	43.6	498-761	667	57.4	59.9	55.5
Vocabulary	124 (5)	671	46.5	540-747	666	54.6	59.1	55.2
Reading Composite	124 (5)	670	44.2	500-750	666	55.9	59.0	55.0
Language	124 (5)	678	46.1	502-754	673	65.0	70.0	61.1
Language Mechanics	124 (5)	659	46.5	512-735	659	52.7	52.0	51.3
Language Composite	124 (5)	668	45.6	515-730	668	63.3	62.0	57.1
Mathematics	124 (5)	676	42.0	487-796	669	55.2	63.0	57.0
Math Computation	124 (5)	669	45.2	510-746	663	52.7	58.0	54.2
Math Composite	124 (5)	672	43.1	485-755	665	54.4	61.0	56.0
Total Score**	124 (5)	675	40.2	504-755	665	53.0	64.0	58.1
Science	124 (5)	671	45.0	483-775	671	59.0	59.0	55.0
Social Studies	124 (5)	671	42.2	515-752	668	55.0	58.0	54.9
Spelling	124 (5)	673	47.8	510-784	676	63.7	69.0	60.8

Key
NCE: Normal Curve Equivalent
NP: National Percentile
ACCOMM: Accommodations

*Based on locally reported data.
**Total Score consists of Reading, Language, and Mathematics.

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Level: Class
Group
Grade
Building
School
District
State

Statistical Analysis ReportII Description

Statistical Analysis Report, Part III

SAR_3_TN_OL

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Algebra Individual Report

ALIR_1_TN_P

TerraNova, The Second Edition

TerraNova

The Measure of Success

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Algebra Individual Report

JOE KIDD

Class: JONES

Simulated Data

Purpose

This report presents information about this student's performance on the Algebra assessment. It describes achievement in terms of norm-referenced scores and performance on the objectives. National performance is shown for comparison purposes. Together with other information, this report can be used to identify potential strengths and needs in Algebra.

Test Date: 04/24/01 Scoring: PATTERN (IRT)
QM: 31 Norms Date: 2000

School: WIDE VISTA
District: GREEN VALLEY

City/State: ANYTOWN, USA

Pg. 1

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Norm-Referenced Scores		*Objectives Performance Index (OPI)	
National Percentile:	61	OPI is an estimate of the number of items that	| : High Mastery – 71-100
Scale Score:	704	a student could be expected to answer correctly	⚑ : Moderate Mastery – 50-70
Normal Curve Equivalent:	56	if there had been 100 items for that objective	¡ : Low Mastery – 0-49

Performance on Algebra Objectives

Percent Correct: 84

Objectives	No. items	OPI* stdnt.	OPI* Natl.	Objective Descriptions	Sample Items ✓: Correct Response
Variables, Expressions, Formulas	5	75 |	71	Demonstrate the ability to model mathematical situations using variables and variable expressions, solve problems by interpreting and/or applying formulas, and use rules of algebra to manipulate algebraic expressions. Algebraic processes include order of operations, combining like terms, factoring, and rules of exponents.	Simplify $x - 5(x + 6)$ A $x^2 - 11x + 30$ B $x^2 + x - 30$ ✓ C $-4x - 30$ D $-4x + 30$ E None of these
Solving Linear Equations, Inequalities	5	87 |	94	Demonstrate the ability to solve linear equations and inequalities by applying rules of algebra. Items may require students to identify and/or work with (linear) algebraic relationships presented in graphical, symbolic, or numerical form. Some items may require students to recognize, interpret, and solve systems of equations.	Solve for x. $3x-2>10$ A $x<4$ B $x\geq 4$ C $x=4$ ✓ D $x>4$ E None of these
Graphing Linear Equations	5	58 ⚑	60	Demonstrate the ability to graph linear equations, recognize linear equations from their graphs, and interpret results. Items may require conceptual as well as procedural understanding of slopes and intercepts.	Which of these lines is parallel to the graph of $y=\frac{2}{5}x+4$? A $y=-\frac{3}{2}x+4$ B $y=-\frac{2}{3}x+2$ ✓ C $y=\frac{2}{5}x-2$ D $y=\frac{3}{2}x-4$ E None of these
Functions and Graphs	7	61 ⚑	67	Demonstrate the ability to recognize, evaluate, interpret, model, and graph functional relationships. Items may present relationships by means of graphs, tables, equations, or sets of ordered pairs.	If $y = x^3-x^2+x$, what is the value of y when $x=-1$? ✓ A -3 B -1 C 1 D 3 E None of these
Quadratic Equations and Functions	4	75 |	71	Demonstrate the ability to recognize, interpret, and solve quadratic equations, as well as the ability to evaluate and graph quadratic functions.	What is the solution set of $x^2 - x - 12=0$? A $\{-3, -4\}$ ✓ B $\{-3, 4\}$ C $\{3, -4\}$ D $\{3, 4\}$ E None of these
Geometry	4	45 ¡	63	Demonstrate the knowledge and application of algebraic formulas in geometric contexts. Items may involve geometric concepts such as the Pythagorean Theorem, perimeter, area, surface area, and volume, as well as concepts from coordinate geometry such as distance, midpoint, and slope.	What is the midpoint of $(-1, 1)$ and $(9, 7)$? A (4, 3) ✓ B (4, 4) C (5, 3) D (5, 4) E None of these

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Level: Class
Group
Grade
Building
School
District
State

Algebra Report Description

Algebra Individual Report

ALIR_1_TN_OL

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Algebra Summary

ALS_1_TN_P

TerraNova, The Second Edition

TerraNova

The Measure of Success

TerraNova The Second Edition

TerraNova The Second Edition

Algebra Summary Report

Class: JONES

Simulated Data

Purpose

This report presents information about this group's performance on the Algebra assessment. It describes achievement in terms of norm-referenced scores and performance on the objectives. National performance is shown for comparison purposes. Together with other information, this report can be used to identify this group's potential strengths and needs in Algebra.

No. of students: 200

Test Date: 04/24/01 Scoring: PATTERN (IRT)
QM: 31 Norms Date: 2000

District: GREEN VALLEY

City/State: ANYTOWN, USA

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Norm-Referenced Scores		*Objectives Performance Index (OPI)	
Median National Percentile:	58	OPI is an estimate of the number of items that	: High Mastery – 71-100
Mean Scale Score:	700	a student could be expected to answer correctly	: Moderate Mastery – 50-70
Mean Normal Curve Equivalent	54	if there had been 100 items for that objective	: Low Mastery – 0-49

Performance on Algebra Objectives

Mean Percent Correct: 84.5

Objectives	No. items	Average OPI* Class	Natl.	Objective Descriptions	Sample Items ✓: Correct Response
Variables, Expressions, Formulas	5	70	71	Demonstrate the ability to model mathematical situations using variables and variable expressions, solve problems by interpreting and/or applying formulas, and use rules of algebra to manipulate algebraic expressions. Algebraic processes include order of operations, combining like terms, factoring, and rules of exponents.	Simplify $x - 5(x + 6)$ A $x^2 - 11x + 30$ B $x^2 + x - 30$ ✓ C $-4x - 30$ D $-4x + 30$ E None of these
Solving Linear Equations, Inequalities	5	84	94	Demonstrate the ability to solve linear equations and inequalities by applying rules of algebra. Items may require students to identify and/or work with (linear) algebraic relationships presented in graphical, symbolic, or numerical form. Some items may require students to recognize, interpret, and solve systems of equations.	Solve for x. $3x-2>10$ A $x<4$ B $x\geq 4$ C $x=4$ ✓ D $x>4$ E None of these
Graphing Linear Equations	5	53	60	Demonstrate the ability to graph linear equations, recognize linear equations from their graphs, and interpret results. Items may require conceptual as well as procedural understanding of slopes and intercepts.	Which of these lines is parallel to the graph of $y=\frac{2}{5}x+4$? A $y=-\frac{3}{2}x+4$ B $y=-\frac{2}{3}x+2$ ✓ C $y=\frac{2}{5}x-2$ D $y=\frac{3}{2}x-4$ E None of these
Functions and Graphs	7	60	67	Demonstrate the ability to recognize, evaluate, interpret, model, and graph functional relationships. Items may present relationships by means of graphs, tables, equations, or sets of ordered pairs.	If $y = x^3-x^2+x$, what is the value of y when $x= -1$? ✓ A -3 B -1 C 1 D 3 E None of these
Quadratic Equations and Functions	4	78	71	Demonstrate the ability to recognize, interpret, and solve quadratic equations, as well as the ability to evaluate and graph quadratic functions.	What is the solution set of $x^2 - x - 12=0$? A $\{-3, -4\}$ ✓ B $\{-3, 4\}$ C $\{3, -4\}$ D $\{3, 4\}$ E None of these
Geometry	4	44	63	Demonstrate the knowledge and application of algebraic formulas in geometric contexts. Items may involve geometric concepts such as the Pythagorean Theorem, perimeter, area, surface area, and volume, as well as concepts from coordinate geometry such as distance, midpoint, and slope.	What is the midpoint of $(-1, 1)$ and $(9, 7)$? A (4, 3) ✓ B (4, 4) C (5, 3) D (5, 4) E None of these

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Level: Class
Group
Grade
Building
School
District
State

Algebra Report Description

Algebra Summary

ALS_1_TN_OL

TerraNova, The Second Edition

Organizational List Report: Broward County Schools

Customer Brand

Grade: K-20
Form: A
Total Number of Students Reported: 27855
Total Number of Students using Accommodations: 2683

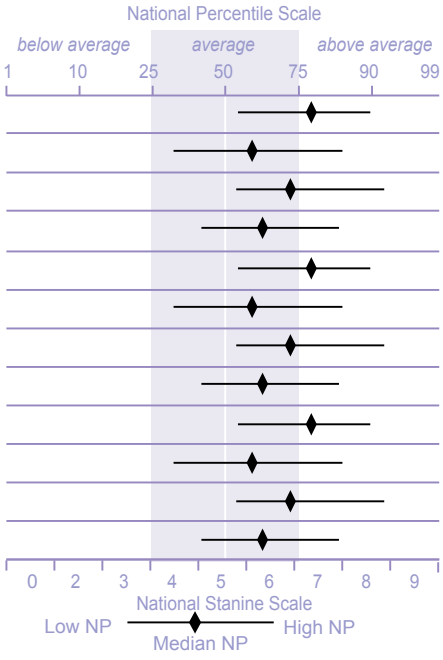
Test: TerraNova FCAT 2006
Earliest Start Date: 6/3/06
Latest End Date: 12/18/06

TerraNova

Norm Referenced Scores

Sort
All Florida Counties

	Number of Students	Number using Accommo-dations*	NP - National Percentile MNS	MSS	MDNP	Low/ High NP range
Blanche Ely HS	361	90	6.9	717	**78.0**	54-90
Boyd H. Anderson HS	1741	170	6.1	694	**61.8**	28-81
Broward Detention Center	6011	107	6.8	737	**74.0**	52-93
Broward Intensive Halfway	6021	105	6.8	737	**77.0**	53-93
Broward Virtual Education	7004	248	6.8	717	**74.0**	52-93
Charles W Flanagan HS	3391	107	6.2	544	**72.0**	52-93
City/Pembroke Pines Charter HS	5121	105	6.8	646	**74.0**	32-95
Coconut Creek HS	1681	107	6.8	737	**75.0**	55-83
College Academy At Bcc	3851	413	6.2	688	**73.0**	52-92
Cooper City HS	1931	107	6.8	421	**74.0**	62-93
Coral Glades HS	3861	105	6.8	769	**64.0**	54-93
Coral Springs HS	1151	193	6.1	537	**74.0**	52-97



MNS - Mean National Stanine
MNCE - Mean Normal Curve Equivalent
GME - Grade Mean Equivalent
MSS - Mean Scale Score
MDNP - Median National Percentile

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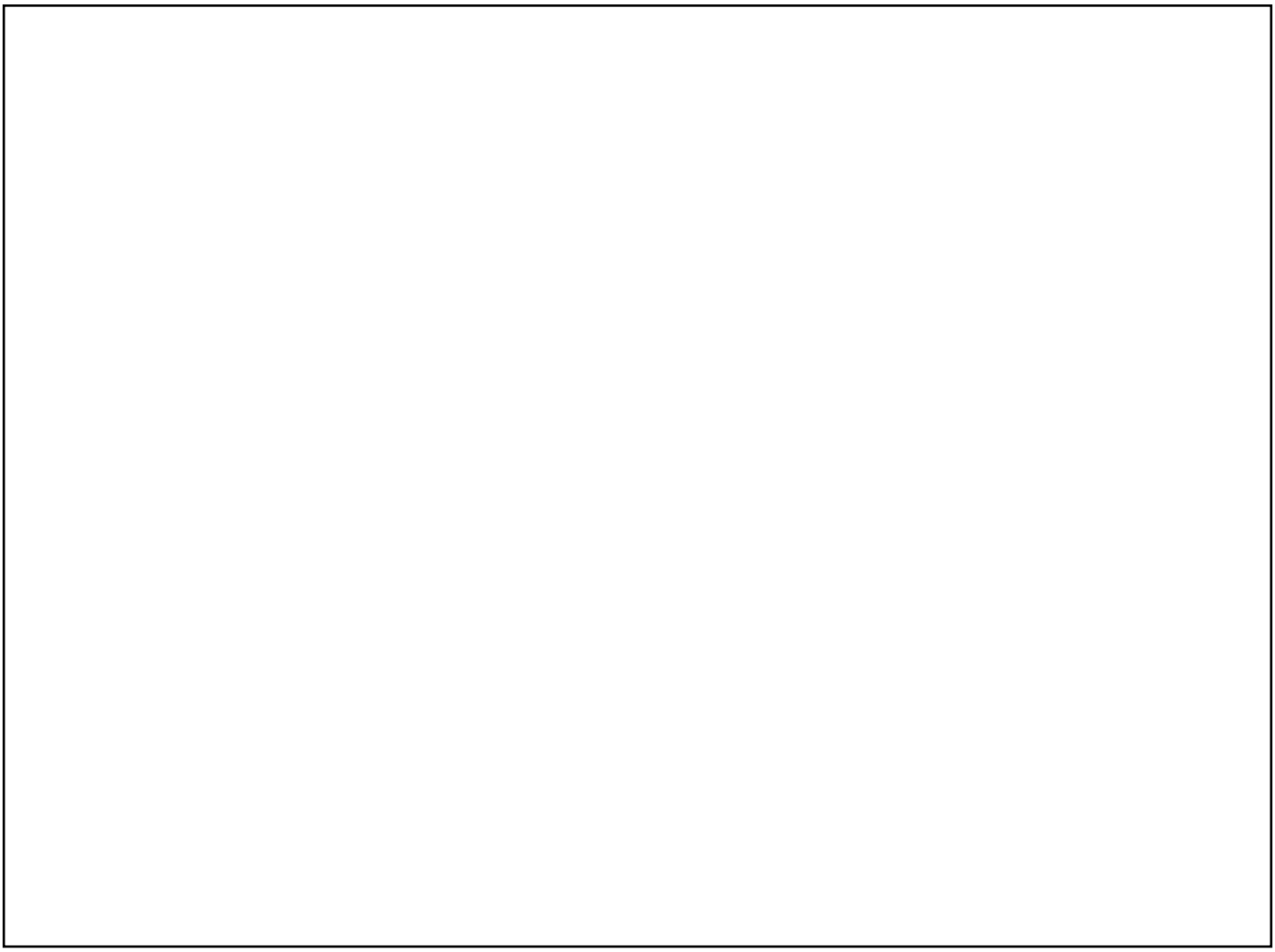
TABE Reports

Group List Report, Part I

GLR_1_TABE_P

TABE



Levels: State
Customer
Adult Center

The Group List Report provides an easy-to-understand snapshot of the achievement of a class or other group of students. It presents important information about norm-referenced scores, including both averages and individual student scores. Part I of the Group List Report shows average scores for the group in clear tabular and graphic form. The user can see at a glance which content areas reflect areas of group strength and need.

Group List Report, Part

GLR_1_TABE_OL

TABE

Group List Report: Jones, Ken S.

Customer Brand

Test Name: TABE 9/10 Basic Ed

Test Date: 06-21-2004
Test Site: CTB/McGraw-Hill

TESTS OF ADULT BASIC EDUCATION

Subtest	Number of Students	Mean Scale Score	Grade Mean Equivalent	Median National Percentile	Mean Normal Curve Equivalent	Mean Percent of Objects Mastered
Reading	2	322.5	1.5	**5**	15.0	10.0
Math Computation	4	488.0	5.3	**43**	53.3	70.0
Applied Mathematics	10	240.0	0.4	**1**	1.0	0.0
Language	10	295.0	1.1	**3**	10.0	0.0
Total Math	10	431.0	3.5	**18**	30.0	
Total Battery	10	372.0	2.2	**5**	15.0	

	Recommended Action		
Subtest	Instruct	Test	Review
Reading	1	0	1
Math Computation	1	2	1
Applied Mathematics	1	9	0
Language	5	2	2
Total Math	2	11	1
Total Battery	8	13	4

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<< Previous 1 2 3 4 5 6 7 8 9 Next >>

Report Date: 01-07-2003

Group List Report, Part II

GLR_2_TABE_P

TABE

Levels: State
Customer
Adult Center

The Group List Report provides an easy-to-understand snapshot of the achievement of a class or other group of students. It presents important information about norm-referenced scores, including both averages and individual student scores. Part I of the Group List Report shows average scores for the group in clear tabular and graphic form. The user can see at a glance which content areas reflect areas of group strength and need.

Group List Report, Part II

GLR_2_TABE_OL

TABE

Group List Report: Jones, Ken S.

TABE | TESTS OF ADULT BASIC EDUCATION

Test Results

Student	Score Type	Rdng Comp	Math Comp	Math Applied	Language	Vocab	Lang Mech	Spelling	Writing	Total Math	Total Battery
Dodson, Carol	SS	343	388	317	337	371	337	352		352	344
ID: 111111	GE	1.7	2.9	1.7	1.4	1.7	2.9	2.9		1.4	1.7
Level/Form: M9, D9. A9	NP	7	9	3	5	8	8	8		4	3
Tag Group:	NRS	1			1					2	
Test Date: 09-23-2003											
Smith, Gary	SS	812	755	795	826	812	826	745		775	804
ID: C6666	GE	12.9	12.9	12.9	12.9	12.9	12.9	12.9		12.9	12.9
Level/Form: M9, D9. A9	NP	7	9	3	5	8	8	8		26	12.0
Tag Group:	NRS	6			6					6	
Test Date: 09-23-2003											
Williams, Gary	SS	343	388	317	337	371	337	352		352	344
ID: 6666666	GE	1.7	2.9	1.7	1.4	1.7	2.9	2.9		1.4	1.7
Level/Form: M9, D9. A9	NP	7	9	3	5	8	8	8		26	12.0
Tag Group:	NRS	1			1					1	
Test Date: 09-23-2003											
Connor, James	SS	343	388	317	337	371	337	352		352	344
ID: C88888	GE	1.7	2.9	1.7	1.4	1.7	2.9	2.9		1.4	1.7
Level/Form: M9, D9. A9	NP	7	9	3	5	8	8	8		26	12.0
Tag Group:	NR2	1			1					1	
Test Date: 09-23-2003											

(continues)

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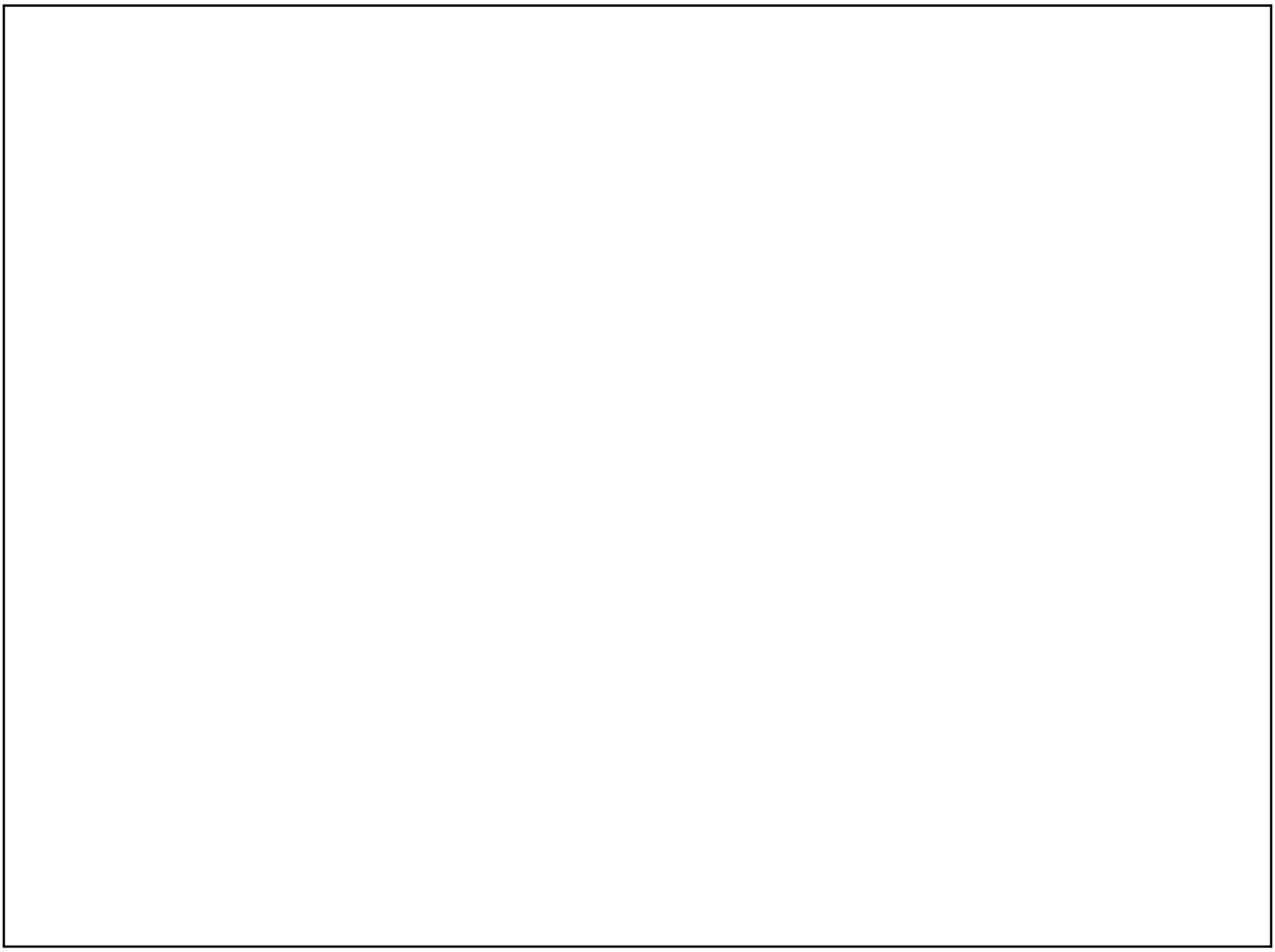
Report Date: 01-07-2003

Individual Student Report, Part I

ISR_1_TABE_P

TABE



Levels: Student

The Individual Profile Report is intended primarily for teachers, and can also be provided to parents. IPR information includes objectives-level information that teachers need to help develop instructional strategies; norm-referenced scores; and descriptions of what each student can do and what areas need to be improved.

Individual Student Report, Part I

ISR_1_TABE_OL

TerraNova, The Second Edition

TABE ONLINE

Individual Student Report: Jones, Ken S.

Customer Brand

ID Number: 4
Test Finish Date: 06-10-2002

Test Name: TABE 9/10 Basic Ed
Test Site: Test Instruction Center
Test Scheduler: Reynolds

TABE TESTS OF ADULT BASIC EDUCATION

Subtests	Level & Form	Number of Questions Correct	Number of Questions Attempted	Scale Score	Grade Equivalent	National Percentile	Normal Curve Equivalent	National Stanine	% of Objectives Mastered
Reading	E9	50	50	630	12.9	94	82	8	100
Math Computation	E9	40	40	546	7.7	73	62	6	100
Applied Mathematics	E9	50	50	652	12.9	97	89	9	100
Language	A9	13	55	337	1.4	5	15	2	0
Vocabulary	E9	20	20	812	12.9	99	99	9	100
Language Mechanics	A9	3	20	337	1.4	8	20	2	0
Spelling	A9	6	20	404	4.1	18	30	3	0
Total Math		90	90	599	11.2	91	78	8	
Total Battery		153	195	522	6.2	59	54	5	

Subject	Predicted GED Score	Recommended Activity
Reading	450	Test
Math	410	Review
Writing	290	Instruct
Science	420	Test
Social Studies	440	Test
Average	390	Review

Subject	National Reporting System (NRS) Level
Reading	High Adult Secondary Education
Language	Beginning ABE Literacy
Total Math	High Adult Secondary Education

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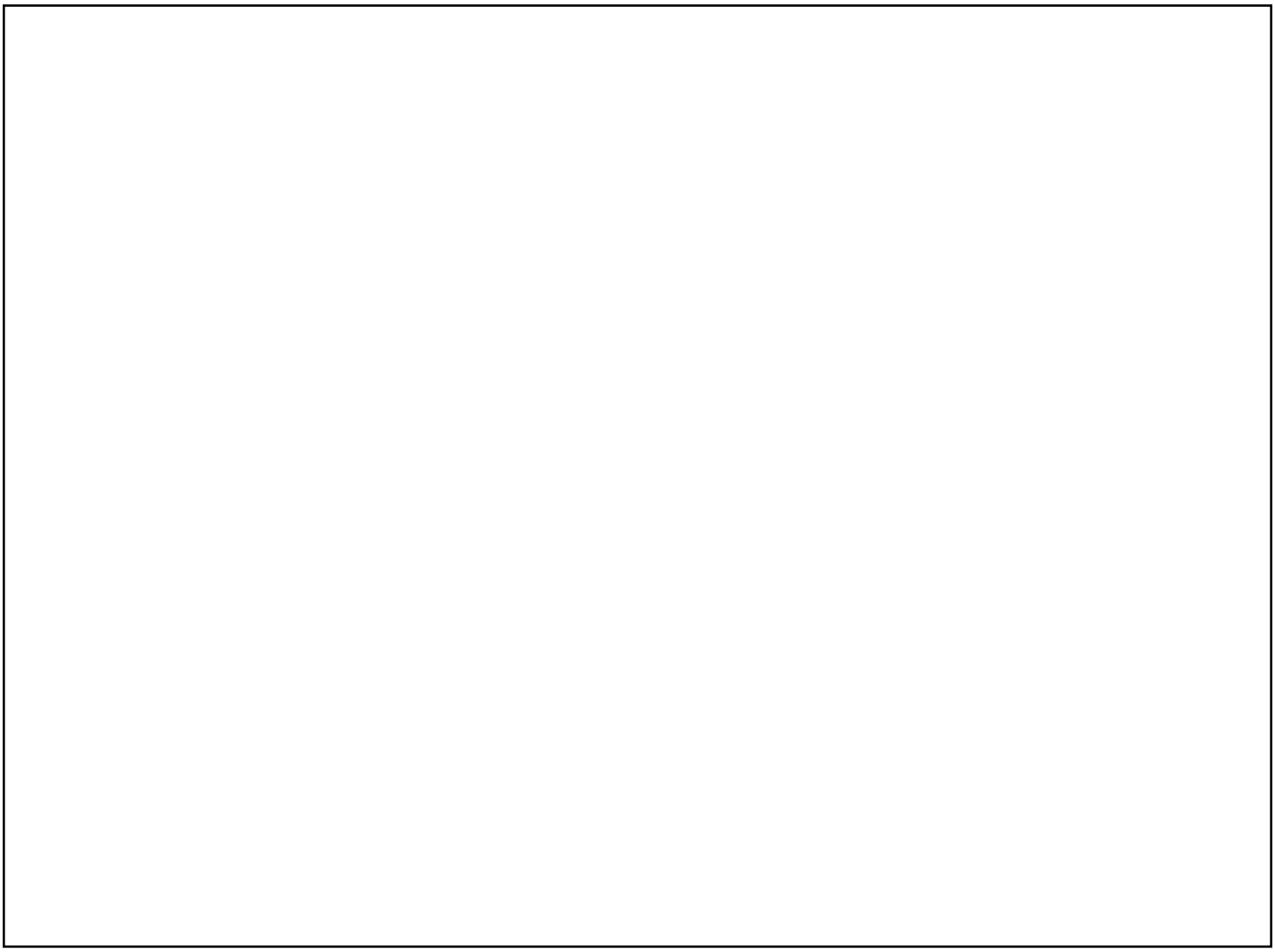
<< Previous 1 2 3 4 5 6 7 8 9 Next >>

Report Date: 01-07-2003

Individual Student Report, Part II

ISR_2_TABE_P

TABE



Levels: Student

The Individual Profile Report is intended primarily for teachers, and can also be provided to parents. IPR information includes objectives-level information that teachers need to help develop instructional strategies; norm-referenced scores; and descriptions of what each student can do and what areas need to be improved.

Individual Student Report, Part II

ISR_2_TABE_OL

TABE

TABE ONLINE

Performance on Objectives - Part 2: Jones, Ken S.

TABE | TESTS OF ADULT BASIC EDUCATION

Objective	Number of Questions Correct	Number of Questions Total	Percent Correct	Mastery Level
Reading				
E1 Interpreting Paragraphs	4	8	50	●
E2 Words in Context	4	4	100	●
E3 Recalling Information	8	15	53	●
E4 Constructing Meaning	18	16	112	●
E5 Evaluating and Explaining Meaning	16	7	228	●
Subtest Average			100	
Math Computation				
E11 Adding Whole Numbers	8	9	88	●
E12 Subtracting Whole Numbers	8	8	100	●
E13 Multiplying Whole Numbers	9	8	112	●
E14 Dividing Whole Numbers	5	8	62	●
E15 Decimals	5	7	71	●
Subtest Average			88	
Applied Mathematics				
E21 Number Operations	5	10	50	●
E22 Computational Context	6	6	100	●
E23 Estimation	4	5	80	●

(continues)

Non Mastery ○ | Partial Mastery ◒ | Mastery ●

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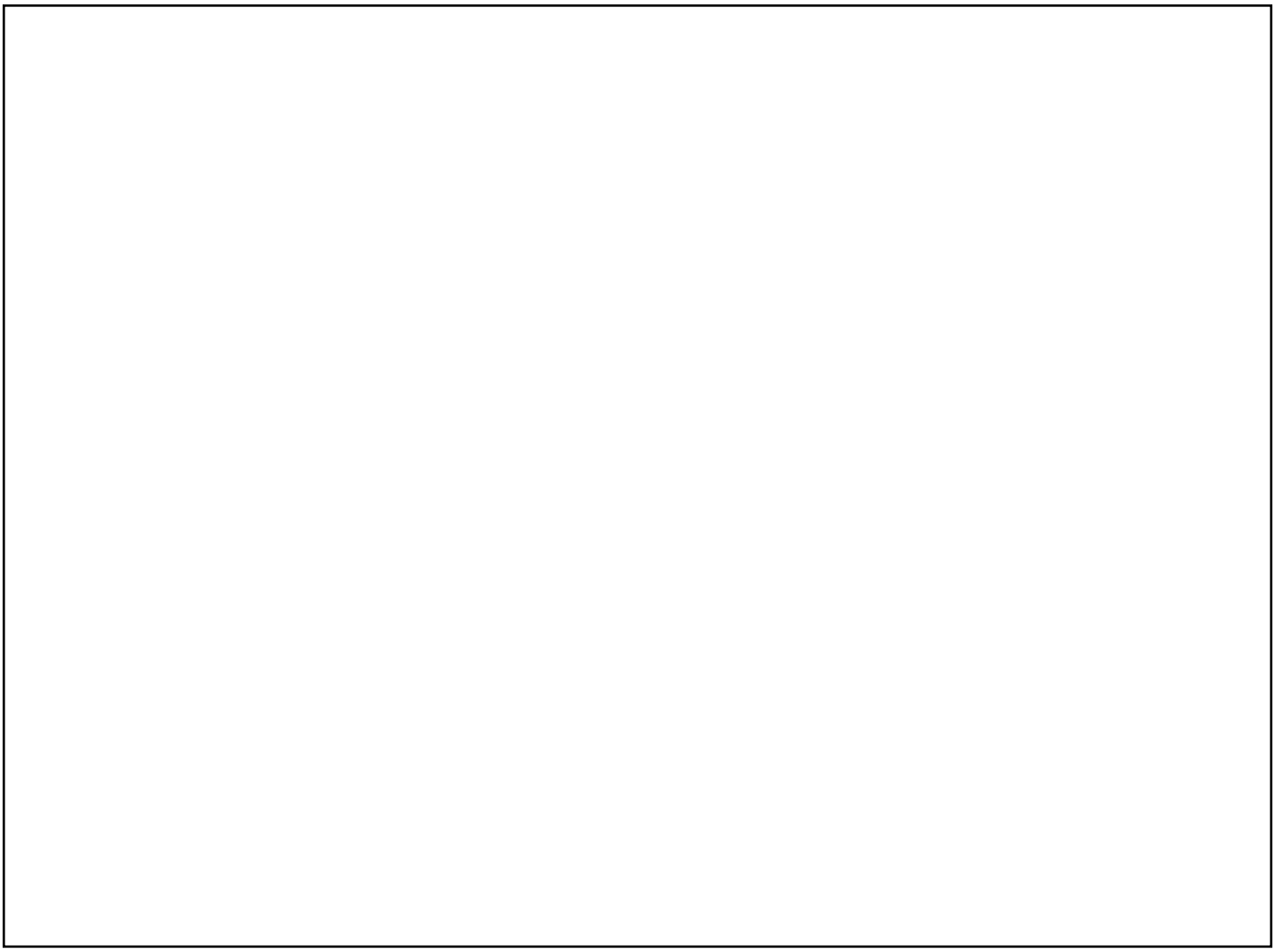
<< Previous 1 2 3 4 5 6 7 8 9 Next >>

Report Date: 01-07-2003

Item Analysis Report

IAR_1_TABE_P

TABE



Levels: State
Customer
Adult Center
Student

The Item Analysis Report shows how each student responded to each test item. This report helps identify specific errors made by the students and specific types of items that students may not understand.

Item Analysis Report

IAR_1_TABE_OL

TABE

Item Analysis Report: **Jones, Ken S.**

Customer Brand

ID Number: 4
Test Finish Date: 06-10-2002

Test Name: TABE 9/10 Basic Ed
Test Site: Test Instruction Center
Test Scheduler: Reynolds

TESTS OF ADULT BASIC EDUCATION

Reading Items

Objective Number - Objective Item Number - Item	Correct Answer	Points Possible	Points Obtained	Response Description
8 - Basic Understanding				
2 Synonyms-antonyms-homonyms	A	1	1	Correct
19 Verify-explain accuracy-reason...	D	2	0	No Response
21 Text Elements	C	1	1	Correct
22 Stated Elements	A	1	1	Correct
24 Following Directions	B	2	2	Correct
31 Summary or Retelling	A	1	0	Incorrect
32 Stated Information	A	2	2	Correct
Total		10	**7**	
11 - Analyze Text				
1 Understand Sentence Structure				
18 Construe Meaning	D	2	2	Correct
23 Figurative Language	C	1	1	Correct
26 Text Relationships	A	0	0	Incorrect
28 Inferences and Conclusions	A	1	1	Correct
33 Follow Simple Instructions	A	1	1	Correct

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Locator Test

LTR_1_TABE_P

TABE

Levels: State
Customer
Adult Center
Student

The Locator Test has four core test content areas: Reading, Mathematics Computation, Applied Mathematics, and Language. Each of the subtests consists of items from TABE Levels E, M, D, and A. Reading and Language each have 12 items; Mathematics Computation and Applied Mathematics each have eight items (total of 16 items for Mathematics). The purpose of the Locator Test is to help teachers in assigning the level of the TABE test to administer based on the Locator subtest cut scores

Locator Test

LTR_1_TAB_OL

TABE

TABE ONLINE

Locator Report: Jones, Ken S.

TABE | TESTS OF ADULT BASIC EDUCATION

Recommended Levels

Test Site: Test Instruction Center
Test Scheduler: Reynolds

Total number of students in this report 340

Student Name	Reading			Mathematics			Language		
	Points Obtained	Points Possible	Recommended Level	Points Obtained	Points Possible	Recommended Level	Points Obtained	Points Possible	Recommended Level
Ruth, Megan E.	50	63	**E**	40	67	**E**	35	63	**M**
Fitzpatrick, Christ M.	40	45	**E**	40	43	**E**	40	45	**M**
Price, Jason T.	50	60	**M**	50	68	**M**	50	60	**M**
Schweer, Dillon	13	18	**D**	13	19	**D**	13	18	**A**
Watson, Chris W.	20	32	**M**	20	30	**A**	20	32	**M**
Alberternst, Meg E.	3	9	**A**	3	11	**A**	3	9	**A**
Fornkahl, Andrew R.	6	12	**M**	6	13	**M**	6	12	**E**
Ruth, Megan E	50	55	**D**	50	56	**D**	50	55	**A**
Fitzpatrick, Christ M.	40	42	**M**	40	49	**M**	40	42	**M**
Price, Jason T.	50	57	**M**	50	53	**M**	50	57	**M**
Schweer, Dillon P.	13	16	**E**	13	17	**E**	13	16	**E**
Watson, Chris W.	20	24	**E**	20	29	**A**	20	24	**E**
Alberternst, Meg E.	3	7	**A**	3	5	**A**	3	7	**A**
Fornkahl, Andrew R.	6	14	**A**	6	17	**A**	6	14	**A**
Ruth, Megan E	50	63	**M**	50	61	**M**	50	63	**A**
Fitzpatrick, Christ M.	40	45	**E**	40	44	**E**	40	45	**E**

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<< Previous 1 2 3 4 5 6 7 8 9 Next >>

Report Date: 01-07-2003

Prescriptive Report

PRES_1_TAB_OL

TABE

Prescriptive Report: **Jones, Ken S.**

Customer Brand

TABE™ TESTS OF ADULT BASIC EDUCATION

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