

MULTIPLE ASSESSMENTS

Assessment Summary, Part I

School: BRITTIN ES

Grade: 6

ALL STUDENTS

Purpose

This report provides summary information about 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.

DODEA

Number of students: 57
 Number of students using accommodations: 4

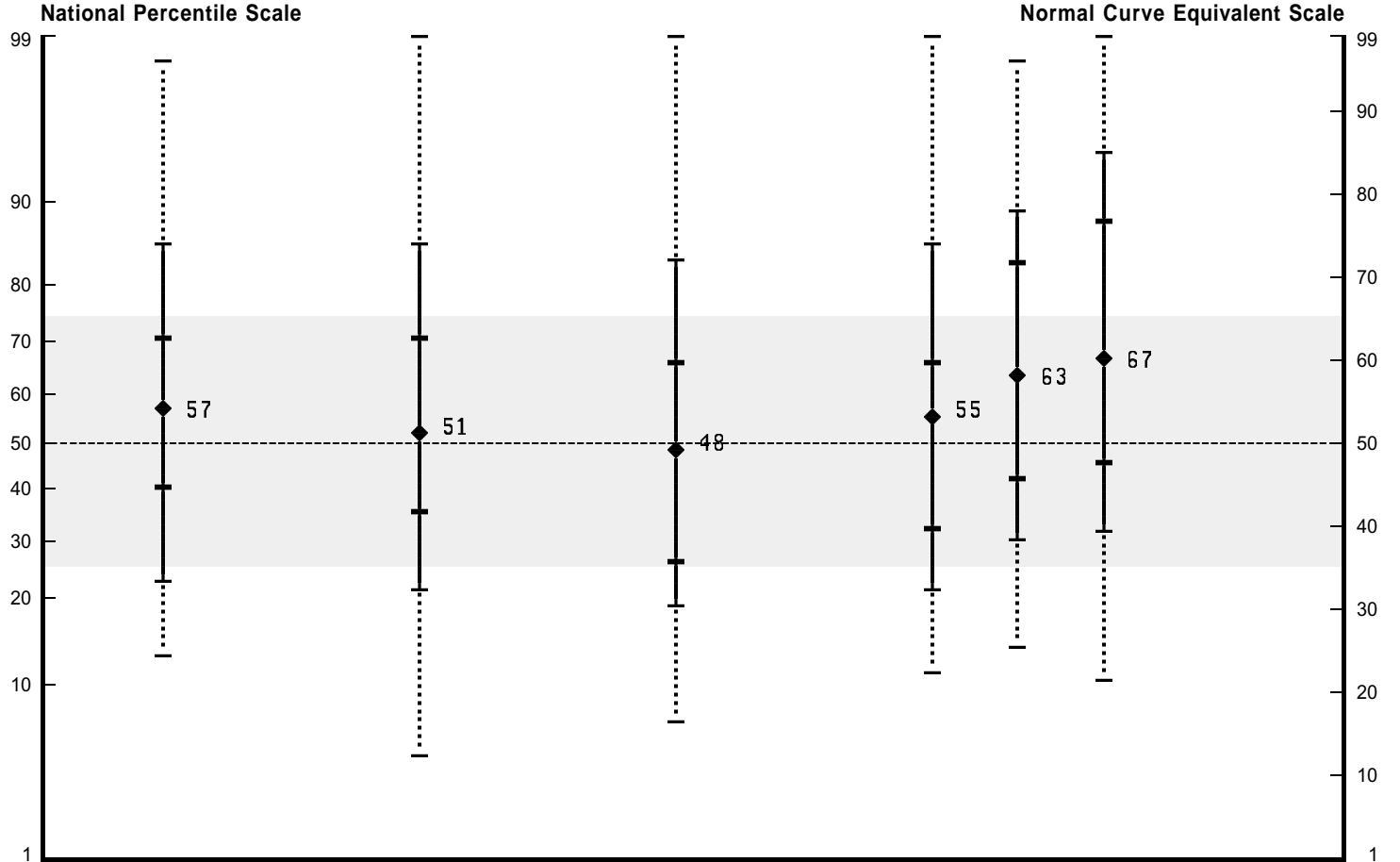
Form/Level: G-16
 Test Date: 03/01/09 Scoring: PATTERN (IRT)

QM: 30 Norms Date: 2007

Dso: SC FT STEWART 17-8112-766
 Area: DDESS
 System: DDESS
 SYSTEMWIDE: DODEA

CTBID: 09118M009220001-05-00203-003014

Distribution by Content Area



	Read	Lang	Math	Totl** Score	Sci	Social Stdy
No. of students	56	57	57	56	57	56
No. using accomm.*	4	4	4	4	4	4

- Top score of group
- 10% of scores above this point
- 25% of scores above this point
- Median National Percentile
- 25% of scores below this point
- 10% of scores below this point
- Bottom score of group

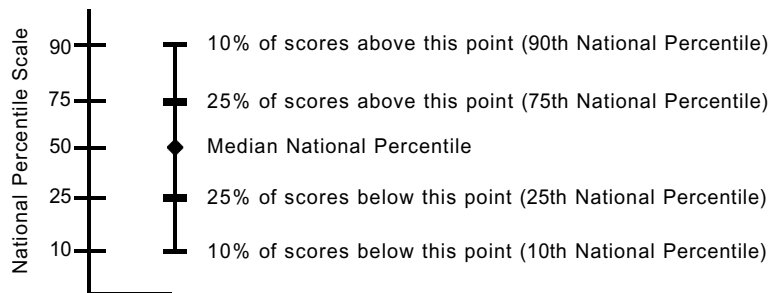
* Based on locally reported data
 ** Total score consists of Reading, Language, Mathematics

General Interpretation

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

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

Additional information about the interpretation of these scores and the use of test results can be found at CTB's website, www.ctb.com/TerraNova3.



MULTIPLE ASSESSMENTS

**Assessment Summary,
Part II**

School: BRITTIN ES

Grade: 6

ALL STUDENTS

Purpose

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

DODEA

Number of students: 57
Number of students using accommodations: 4

Form/Level: G-16

Test Date: 03/01/09 Scoring: PATTERN (IRT)

QM: 30 Norms Date: 2007

Dso: SC FT STEWART 17-8112-766
Area: DDESS
System: DDESS
SYSTEMWIDE: DODEA

CTBID: 09118M009220001-05-00203-003015

	Read	Lang	Math	Totl** Score	Sci	Social Stdy
Number of Students	56	57	57	56	57	56
Number using Accommodations*	4	4	4	4	4	4
Mean Scores & Std. Deviations						
Mean Normal Curve Equiv.	54.4	53.1	50.3	52.8	58.4	61.3
Standard Deviation	14.3	15.9	15.8	16.3	14.4	17.1
NP of the Mean NCE	58	56	51	55	65	70
Mean Scale Score	668.4	663.4	668.8	667.1	678.8	680.6
Standard Deviation	25.7	33.3	35.1	28.7	28.4	32.8
Local Percentiles/Quartiles						
90th Local Percentile						
National Percentile	85.4	84.8	83.0	84.9	89.2	93.3
Normal Curve Equiv.	72.4	71.8	70.2	71.9	76.2	81.9
Scale Score	699.8	696.6	706.6	697.9	713.6	717.9
75th Local Percentile (Q3)						
National Percentile	70.7	71.3	65.5	66.8	83.3	88.0
Normal Curve Equiv.	61.5	62.2	58.6	59.0	70.3	74.5
Scale Score	681.7	679.3	685.5	678.8	702.8	703.5
50th Percentile (Median) (Q2)						
National Percentile	56.8	50.5	48.0	54.7	63.4	66.5
Normal Curve Equiv.	53.6	50.6	49.3	52.5	57.4	59.0
Scale Score	667.8	657.5	667.0	667.7	677.4	675.5
25th Local Percentile (Q1)						
National Percentile	41.3	36.8	26.8	34.2	43.1	46.8
Normal Curve Equiv.	45.7	43.2	36.9	41.3	46.2	48.8
Scale Score	653.3	643.8	641.7	647.2	656.1	656.8
10th Local Percentile						
National Percentile	24.2	23.4	20.0	23.4	30.9	34.1
Normal Curve Equiv.	34.9	34.6	32.1	34.4	39.5	41.1
Scale Score	633.8	628.0	629.4	633.8	641.4	644.1
National Quarters						
Local/Number	76-99	10	12	9	11	18
Per Quarter	51-75	26	17	15	20	21
	26-50	13	21	21	18	17
	01-25	7	7	12	7	1
Local/Percent	76-99	17.9	21.1	15.8	19.6	31.6
Per Quarter	51-75	46.4	29.8	26.3	35.7	36.8
	26-50	23.2	36.8	36.8	32.1	29.8
	01-25	12.5	12.3	21.1	12.5	1.8

* Based on locally reported data

** Total score consists of Reading, Language, Mathematics

General Interpretation

The Assessment Summary, Part II, presents your data in tabular form. Part I of this report is based on these data. Part II is divided into three sections: Mean Scores and Standard Deviations, Local Percentiles/Quartiles, and National Quarters.

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

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

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

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

A **Grade Equivalent (GE)** indicates the year and month of school for which a student's level of performance is typical. For example, a Grade Equivalent of 8.5 is interpreted to mean that the student's achievement is at a level that is typical of students who have completed the fifth month of Grade 8 (September being designated as .0, June as .9). Grade Equivalents that are within approximately two years of the student's actual grade placement are generally considered an accurate description of the student's level of achievement. *Use caution, however. A student in Grade 3 may attain a Grade Equivalent of 6.6. This does not mean that the student is capable of doing sixth-grade work, only that the student is scoring well above average for Grade 3.* Derived from the Mean Scale

Score (MSS), the **Grade Mean Equivalent** describes the year and month of school at which the local group's Mean Scale Score equals the National Mean. If a Mean Scale Score of 677, for example, converts to a Grade Mean Equivalent of 8.8, it indicates that 677 is the Mean National Scale Score for students who have completed the eighth month of Grade 8.

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

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

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

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

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

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

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

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