ERB | CTP COMPREHENSIVE TESTING PROGRAM

WHAT DOES THIS REPORT TELL YOU?

The Individual Subscore Report that your child's school has given to you with this guide describes your son's or daughter's performance on the CTP Online tests. The report contains two kinds of information about your child:

- The upper part of the report contains a table showing your child's relative position on each test in one or more groups called "norm groups."

- The lower part of the report contains a table and a graph showing the Student Percent Mastery of Content scores that your child earned on each test and on the questions in each content category.

The purpose of this guide is to explain the statistics that describe your child's performance and to provide more information about the tests. To help you understand your child's report, this guide includes a similar report for a fictitious student, Jessica, a fifth-grader who took the CTP Online tests in the fall of the year.

WHAT IS A NORM GROUP?

A norm group is a group of students with whom your child is being compared— usually other students in the same grade. The report for Jessica includes statistics that compare her performance with that of three different norm groups.

- The **suburban norm group** consists of students in suburban public schools that use the CTP tests. For each test that Jessica took, the suburban norm group includes all the fifth-grade students in those suburban schools who took that test during the fall of the three previous years.

- The **independent norm group** consists of students in independent schools that use the CTP tests. For each test that Jessica took, the independent norm group includes all the fifth-grade students in those independent schools who took that test during the fall of the three previous years.

- The **national norm group** includes all the students at the appropriate grade level in all schools in the nation— large and small schools; rich and poor schools; urban, suburban, and rural schools. The statistics for the national norm group are estimates based on data from a scientifically selected sample of schools that administered the CTP 4 tests in a special "national norming" study conducted in 2002. For each test that Jessica took, the national norm group statistics are estimates that show how her performance would compare with the scores that would have resulted if all the fifth-grade students in the nation had taken that test during the fall of their fifth-grade year.

WHAT IS A PERCENTILE RANK?

A percentile rank is one way of comparing your child's performance with the performance of a norm group. Your child's percentile rank is the percentage of the norm group who had lower scores than your child (plus half the percentage who had exactly the same score as your child). A student who performed better than 70 percent of the norm group but not as well as the other 30 percent would have a percentile rank of 70 **in that norm group**.

A percentile rank does **not** indicate the percentage of the questions that your child answered correctly. **The percentile rank is a percentage of students** in a norm group. Jessica's quantitative reasoning score had a percentile rank of 49 in the independent norm group. In other words, her quantitative reasoning score was higher than the scores of 49 percent of the fifth-grade students at independent schools who took the CTP quantitative reasoning test in the fall of the three previous years.

Because some norm groups perform better than others, your child's percentile rank will differ from one norm group to another. A student's percentile rank will be lower in a stronger norm group and higher in a weaker norm group. The students in schools using the CTP tests tend to be an academically strong group in comparison to all students in the nation. Although Jessica's quantitative reasoning score had a percentile rank of only 49 in the independent norm group, it had a percentile rank of 88 in the national norm group.

WHAT IS A STANINE?

A stanine is another way of comparing your child's performance with the performance of a norm group. Stanines are formed by dividing the students in the norm group into nine subgroups on the basis of their test scores. These subgroups are called "stanines" and are numbered 1 to 9, lowest to highest.

The nine subgroups are not all the same size. The middle stanines include more students; those at the ends include fewer students. Stanine 5 is the largest; stanines 1 and 9 are the smallest. The following table shows the percentage of the students in the norm group who are in each stanine. Because these percentages are always the same, each stanine is associated with a range of percentile ranks. Those percentile ranks are also shown in the table.

STANINE	PERCENTAGE OF STUDENTS	PERCENTILE RANKS
9	4	96-99
8	7	89-95
7	12	77-88
6	17	60-76
5	20	40-59
4	17	23-39
3	12	11-22
2	7	4-10
1	4	1-3

A student in stanine 5 of a norm group has performed about as well as the average student in the norm group. In general, the middle three categories—stanines 4, 5, and 6—can be considered to represent average performance for that norm group; stanines 1, 2, and 3 can be considered to represent below-average performance for that norm group; stanines 7, 8, and 9 can be considered to represent above-average performance for the norm group.

Because some norm groups perform better than others, your child's stanine can be different in different norm groups. Typically, your child's stanine will be lower in a stronger norm group and higher in a weaker norm group. The stanine is not a very precise measure. The reason is that two percentile ranks may be very close to the borderline between one stanine and another stanine, but one may be just below the borderline and the other just at it. Before concluding that a difference between your child's stanines on two different tests is meaningful, look at the percentile ranks. Then look at the table to see if either of the scores was nearly in a different stanine.

WHAT ARE LEXILE® AND QUANTILE® MEASURES?

You may see reported Lexile and Quantile measures on your child's report. A Lexile measure represents your child's reading ability and can be used to match him or her with books and other materials at an appropriate difficulty level. A Quantile measure describes your child's mathematical ability and can be used to determine his or her readiness to learn new mathematical skills and concepts. Please visit erblearn.org/ctp for more information.

TESTS AND CATEGORIES

The questions on each CTP Online test are classified into "content categories" on the basis of the skills that they measure. The lower part of the report shows your child's performance on each test as a whole and on each content category in the test. The numbers at the left indicate the Student Percent Mastery of Content your child earned.

What is a Student Percent Mastery of Content score? It looks like a percent correct score but it is not. Based on a student's performance and the characteristics of the items answered correctly, it is an estimate of the percentage of items a student would get correct if he or she could take all items in a particular content area. Student Percent Mastery of Content scores have a higher degree of reliability compared to percent correct scores because the Percent Mastery of Content scores are based on both the characteristics of the items answered correctly <u>and</u> the student's performance level.

The bar graph compares your child's performance with the average performance of the students in one of the norm groups–either the suburban public school norm or the independent school norm. In the graph, the black diamond indicates your child's performance –the Student Percent Mastery of Content score that your child earned. The bar indicates the average performance of the students in the norm group.

A FINAL WORD

Interpreting test scores can be complex. We hope we have succeeded in helping you understand the meaning of your child's test results. If you still have any unanswered questions, the staff at your child's school will be glad to help you.

ERB CTP COMPREHENSIVE TESTING PROGRAM

Teacher:
School:
Grade: 5
Student: Jessica

Level: 4

Individual Subscore Report
Test Date: 09/10
Norm: Fall

The table immediately below compares the student's scores on each test with the scores of one or more "norm groups.""Percentile rank" is the percentage of **students in the norm group** who scored lower than this student.(It is **not** the same as the percentage of the questions on the test that this student answered correctly.)"Stanine" refers to a division of the norm group into nine score categories, from 1 (lowest) to 9 (highest).
The graph in the lower half of page shows the Percent Content Mastery scores by content standard. Percent Content Mastery Scores can have values between 0 and 100. These scores indicate the estimated percentage of items a student would respond to correctly if he/she could take all available items assigned to a particular content standard.

Norm group: Test:	Scaled Score	National Norm Group		Suburban Public Schools		Independent Schools		Lexile / Quantile Measure
		%ile rank	Stanine	%ile rank	Stanine	%ile rank	Stanine	
Verbal Reasoning	331	62	6	35	4	18	3	
Vocabulary	348	85	7	70	6	44	5	
Reading Comprehension	338	69	6	46	5	27	4	960L
Writing Mechanics	344	83	7	70	6	48	5	
Writing Concepts & Skills	341	72	6	34	4	20	3	
Quantitative Reasoning	340	88	7	64	6	49	5	
Mathematics 1&2	322	79	7	53	5	41	5	715Q
Science	350	n/a	n/a	83	7	83	7	

In the graph below: ◆ = Student Percent Mastery of Content   ▭ = Norm Group : Independent Schools
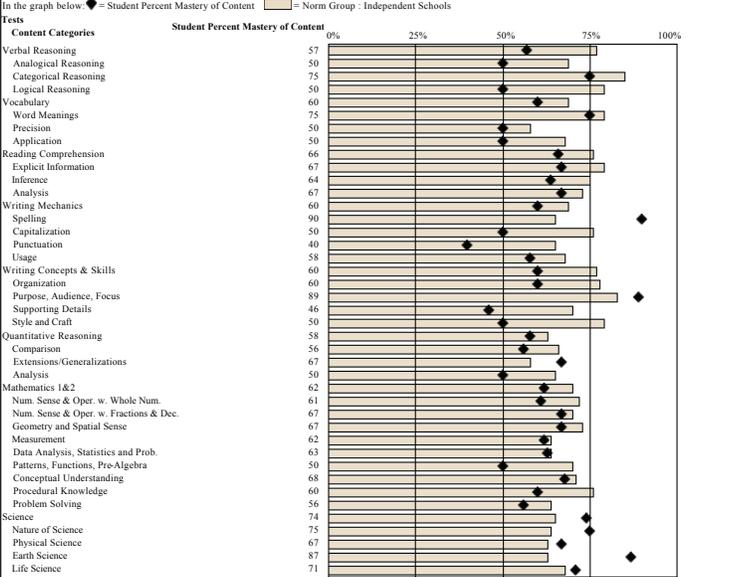
Tests Content Categories	Student Percent Mastery of Content
Verbal Reasoning	57
Analogical Reasoning	50
Categorical Reasoning	75
Logical Reasoning	50
Vocabulary	60
Word Meanings	75
Precision	50
Application	50
Reading Comprehension	66
Explicit Information	67
Inference	64
Analysis	67
Writing Mechanics	60
Spelling	90
Capitalization	50
Punctuation	40
Usage	58
Writing Concepts & Skills	60
Organization	60
Purpose, Audience, Focus	89
Supporting Details	46
Style and Craft	50
Quantitative Reasoning	58
Comparison	56
Extensions/Generalizations	67
Analysis	50
Mathematics 1&2	62
Num. Sense & Oper. w. Whole Num.	61
Num. Sense & Oper. w. Fractions & Dec.	67
Geometry and Spatial Sense	67
Measurement	62
Data Analysis, Statistics and Prob.	63
Patterns, Functions, Pre-Algebra	50
Conceptual Understanding	68
Procedural Knowledge	60
Problem Solving	56
Science	74
Nature of Science	75
Physical Science	67
Earth Science	87
Life Science	71

(Graph scale: 0%, 25%, 50%, 75%, 100%)

DESCRIPTION OF CTP ONLINE TESTS	LEVEL
Verbal Reasoning: the ability to analyze information and draw logical inferences, to recognize analogical verbal relationships, and to generalize verbal categorical attributes	3-10
Auditory Comprehension: prereading vocabulary and comprehension of orally presented material, understanding of stated information, the ability to determine the gist of short passages, and the ability to infer information based on these passages	3
Vocabulary: recognition and understanding of a wide range of grade-appropriate vocabulary and use of context clues to determine meaning	4-10
Reading Comprehension: comprehension of written material, including recall of information, identifying of main ideas, and hypothesizing using information from passages	3-10
Writing Mechanics: understanding of spelling, capitalization, punctuation, and usage conventions	3-10
Writing Concepts and Skills: understanding of the components of effective written composition	3-10
Mathematics: conceptual understanding of mathematics, application of mathematical knowledge to solve problems, and the ability to compute or estimate solutions	3-10
Quantitative Reasoning: the ability to analyze mathematical concepts and principles, to make generalizations, and to compare quantities mathematically	3-10
Algebra I: skills typically taught in Algebra I with emphasis on problem solving and operations with variables, equations, and algebraic geometry	8, 9
Science: understanding scientific process skills, energy, forces and motion, space systems, physical and chemical properties, the living environment and the living organism	3-10

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