ERB Overview of Services

Academic professionals available to support member schools Pre-K – grade 12
Why do we test?

To inform teaching and learning

- Guide Curriculum & instruction
- Check on Growth in Achievement
- Measure achievement to similar achievers
We test **to get feedback** about student performance so we can **do** something about it!
Tonight’s Conversation

- Purpose for testing
- Norms as used on reports – Testing 101
- A closer look at CTP 4
  - Components of test
  - Sample examples
- Parent Report
  - Individual Subscore Report
CTP (Comprehensive Testing Program)

Achievement /Reasoning Test: Grades 1-12

- Verbal & Quantitative Reasoning (grades 3-12)
- Achievement content areas include reading, math, listening, writing, and science*
- Provides Spring and Fall norms
- Immediate scoring & reporting with CTP online

Standards of Quality

- Free of gender and cultural bias
- Aligned to national and international standards
- ERB member school input

* Science in eCTP only
CTP4/CTP Online
Norm Group Comparisons

National Norms
Compare the performance of a student or group to a broad population in 50 states, urban, rural, and suburban areas, and across different socio-economic groups.

Suburban Public School Norms
Compare the performance of the student or group to that of students in public schools having high aspirations for student performance.

Independent School Norms
Compare the performance of the student or group to that of students in independent schools having high aspirations for student performance.

Association Norms
Compare the performance of the student or group to that of students in a self-defined group of schools in a region, an association, or consortium with common interests or student populations.
Interpreting scores...

**Raw score**--the number of test items a student answered correctly

**Scale score**--a standardized score that makes it possible to measure growth over time or from one form of a test to another... directly related to raw score

**Percentile rank**--the percentage of students in the norm group and indicates the relative standing of that one score with any 100 scores in the norm group. Should not be confused with average percent correct.

**Stanine**--a student’s relative standing in a reference group in a range from 1 (lowest) to 9 (highest), used to compare scores from achievement tests to related reasoning tests.
Relating stanines to percentiles

High Achievers | Average Achievers | Low Achievers
---|---|---
96 - 99 %ile | | 9
89 - 95 %ile | | 8
77 - 88 %ile | | 7
60 - 76 %ile | | 6
40 - 59 %ile | | 5
23 - 39 %ile | | 4
11 - 22 %ile | | 3
4 - 10 %ile | | 2
1 - 3 %ile | | 1
• Verbal Reasoning

• Quantitative Reasoning
Verbal Reasoning

✓ **Analogical Reasoning**

Recognize the relationship between two words and apply the relationship to another pair of words.

✓ **Categorical Reasoning**

Recognize which element does or does not fit in a thematically grouped list of words.

✓ **Logical Reasoning**

  ✓ **Deductive** - draw conclusions from information provided.

  ✓ **Inductive** - reason from details or evidence to a generalization or hypothesis.
Which lettered pair of words goes together in the same way as the first pair of words?

\[
\text{SNIFF : SMELL} :: \\
\text{(A) glance : look} \\
\text{(B) seek : find} \\
\text{(C) talk : gossip} \\
\text{(D) buy : sell}
\]

The correct answer is (A). The two terms in the original pair are related by degree: to sniff is to smell quickly. Only the pair of words in option (A) has an analogous relationship.
Which lettered pair of words goes together in the same way as the first pair of words?

HOARD : DISPERSE ::
  (A) obtain : acquire
  (B) oppose : disapprove
  (C) save : spend
  (D) donate : support

The correct answer to this question is (C). The two terms in the original pair have an oppositional relationship. Only the words in option (C) are also opposites.
Which of the following words does NOT belong with the others?

(A) Planet
(B) Spaceship
(C) Meteor
(D) Asteroid

(B) Spaceship
If most mountains have jagged peaks, and if Stowe is a mountain in Vermont, then:

(A) Stowe is the only mountain in Vermont with a jagged peak.
(B) all things with peaks are mountains
(C) Stowe is probably over 15,000 feet high
(D) Stowe probably has a jagged peak

Correct answer: D  The premise is that Stowe is a mountain and most mountains have jagged peaks. Therefore, Stowe probably has a jagged peak.
Quantitative Reasoning

✓ Comparative reasoning - recognizes relative numerical quantities, geometric shapes, and units of measure.

✓ Extension/generalization reasoning - formulates arithmetic and geometric conclusions and recognizes patterns and geometric representations.

✓ Analytic reasoning - interprets algebraic representations, evaluates statistical arguments, and models geometric formulations.
Which number would NOT appear in the pattern 4, 8, 12, 16....?

(A) 20
(B) 32
(C) 50
(D) 100

(C) 50
The number of triangles in Figure A

Which statement is true?
(A) A is greater than B.
(B) B is greater than A.
(C) A and B are equal

Figure A

Figure B

The number of rectangles in Figure B

This is a quantitative comparison in which students are asked to compare the number of shapes in two figures. There are 3 large triangles that overlap and 2 smaller triangles. Likewise, figure B contains 5 rectangles. So the number in column A is the same as the number in column B.
Achievement subtests in CTP4

- ✔ Word Analysis (Levels 1 & 2)
- ✔ Auditory Comprehension (Levels 1 - 3)
- ✔ Reading Comprehension (All levels)
- ✔ Vocabulary (Levels 4 - 10)
- ✔ Writing Mechanics (Levels 2 - 10)
- ✔ Writing Concepts and Skills (Levels 3 - 10)
- ✔ Mathematics (All levels)
Vocabulary - define words in context.

Explicit information - recognize supporting details and understand ordered information; identify important ideas, explicitly stated, that represent the thrust of the passage.

Inference - infer implicit main idea, details, ordered information, and character motives; draw conclusions.

Analysis - understand cause and effect, comparison and contrast, or conditional relationships and a character’s or author’s intentions.

Reading for Understanding - identify key details and provide interpretation of selected readings and describe relationships between two different reading passages.
 Explicit information - recognize supporting details and understand ordered information; identify important ideas, explicitly stated, that represent the thrust of the passage.

 Inference - infer implicit main idea, details, ordered information, and character motives; draw conclusions.

 Analysis - understand cause and effect, comparison and contrast, or conditional relationships and a character’s or author’s intentions.
Vocabulary - Levels 4 - 10

✓ **Word meanings** - determine correct definition from multiple meanings; identify antonyms; identify word meanings and pair words with their synonym;

✓ **Application** - recognize a word’s conceptual attributes, categorize words, and identify illustrations of the word;

✓ **Precision** - select a word that is more precise than others;

✓ All vocabulary questions are presented in context, through reading passages.
Vocabulary

Choose the best word for the context of the sentence.

Dr. Martin Luther King, Jr., an advocate of nonviolent protest, never______________ his belief in this form of resistance.

(A) conquered  (B) acknowledged  (C) abandoned  (D) maintained

Correct Answer: C

Students must recognize that “this form of resistance” in the sentence is a reference to “non-violent protest,” of which Dr. King was an advocate.
Writing Mechanics - Levels 2 - 10

✓ **Spelling** - apply knowledge of phonics, frequently used words, or structural analysis to identify correct and incorrect spelling

✓ **Capitalization** - identify proper nouns, adjectives and first-person pronouns, and the beginning of a sentence

✓ **Punctuation** - identify proper and improper use of end punctuation, commas, colons, apostrophes, hyphens, and dashes

✓ **Usage** - identify correct conventions and forms of titles, dates, quotations, abbreviations, outlines, and letter formats; identify grammatically correct written language.
Which of the following should be two sentences?
(A) The emperor glanced in all directions while the flying man soared in the morning wind.
(B) He saw a farmer watching the sky and noted where the farmer stood.
(C) The emperor reached out a thin hand to touch the birdlike apparatus.
(D) I rose in the night and walked to the cliffs far away when the morning breezes blew I gathered my courage.

This question asks students to identify a run-on sentence that should be made into two sentences. Options A and B may appeal to students, since A is a complex sentence and B has a compound verb. Both A and B are grammatically correct, however. The only run-on sentence is option D.
Content Category: Usage/Sentence Boundaries
Writing Concepts and Skills - Levels 3 - 10

- **Topic development** - understand relationship between purpose and audience; determine cohesiveness and relevance of ideas to topic.

- **Organization** - determine logical progression of ideas, including effective transitions between paragraphs and appropriate conclusions; determine cohesiveness and clarity within a paragraph unit.

- **Supporting details and examples** - recognize the relevance and effective use of ideas for a specific writing sample.

- **Style** - recognize effective and fluent sentence structure, appropriate word choices, and the writer’s voice in a variety of writing samples.
The sentence at the beginning of the question is the main idea of a paragraph. Decide which of the choices goes best with the main idea.

Some jobs in a city are performed by people for no pay.

(A) Citizens volunteer to work in schools and help in nursing homes and hospitals.

(B) Unemployment and homelessness are some of the problems people face in the city.

(C) People often enjoy cultural performances such as symphonies, ballet, and theater.

(D) Trash collection, snow removal, and road maintenance are some of the jobs performed by workers employed by the city.

(A)
# Mathematics - Levels 1, 2 & 3

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## Mathematics - Levels 4 - 10

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Math Example: Grade 3

How many numbers from 1 to 20 are odd?

(A) 7
(B) 8
(C) 10
(D) 11

(c) 10
The length of the rectangular garden is four times its width. The perimeter of the garden is 240 meters. What is the length of the garden?

(A) 24 meters
(B) 48 meters
(C) 96 meters
(D) 192 meters

Using the information about the rectangle’s dimensions and perimeter, you can write the equation $4x + x + 4x + x = 240$. Since $10x = 240$, it follows that $x = 24$. The question asks for the length of the garden, $4x$, which is $4 \times 24$ or 96.
Individual Report
Individual Subscore Report
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 the page shows the percentage of the possible points on the test that the student earned. On most tests, this is simply the percentage of questions answered correctly. (It is not the same as the student's percentile rank.)

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<thead>
<tr>
<th>Test:</th>
<th>National Norm Group</th>
<th>Suburban Public Schools</th>
<th>Independent Schools</th>
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In the graph below: ◆ = Student  □ = Norm Group

Percentage of Maximum Possible Points

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