

Testing Results

The students at AJA write the **Terra Nova** standardized test in May of each year. The Terra Nova standard test is the most respected, valid, and innovative national achievement test. Terra Nova is an authentic measure of the Common Core State Standards (CCSS). Its standards are rigorous, and require students to show, demonstrate, and articulate the solving of problems.

The subject areas tested and Grades manipulating the Terra Nova test:

Form 1

Reading (Grades 1–8)

Math (Grades 1–8)

English Language Arts (Grades 1–8)

Form 2

Science (Grades 1–8)

Social Studies (Grades 1–8)

Grade Equivalent

A grade equivalent score on the Terra Nova test indicates the school grade (usually measured in months) that corresponds to an average chronological age, mental age, test score, or other characteristic of students. For example, a grade equivalent of 6.4 is interpreted as a score that is average for a group in the fourth month of Grade 6. Grade equivalents do not compose a scale of equal intervals and cannot be added, subtracted, or averaged across test levels the way scale scores can.

National Percentile (NP)

This is the percentage of students in a norm group whose scores fall below a given student's score. For example, a student that scores at the 65th percentile in Reading indicates that the student scored at or above the 65% of students nationwide in reading. National Percentile 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.

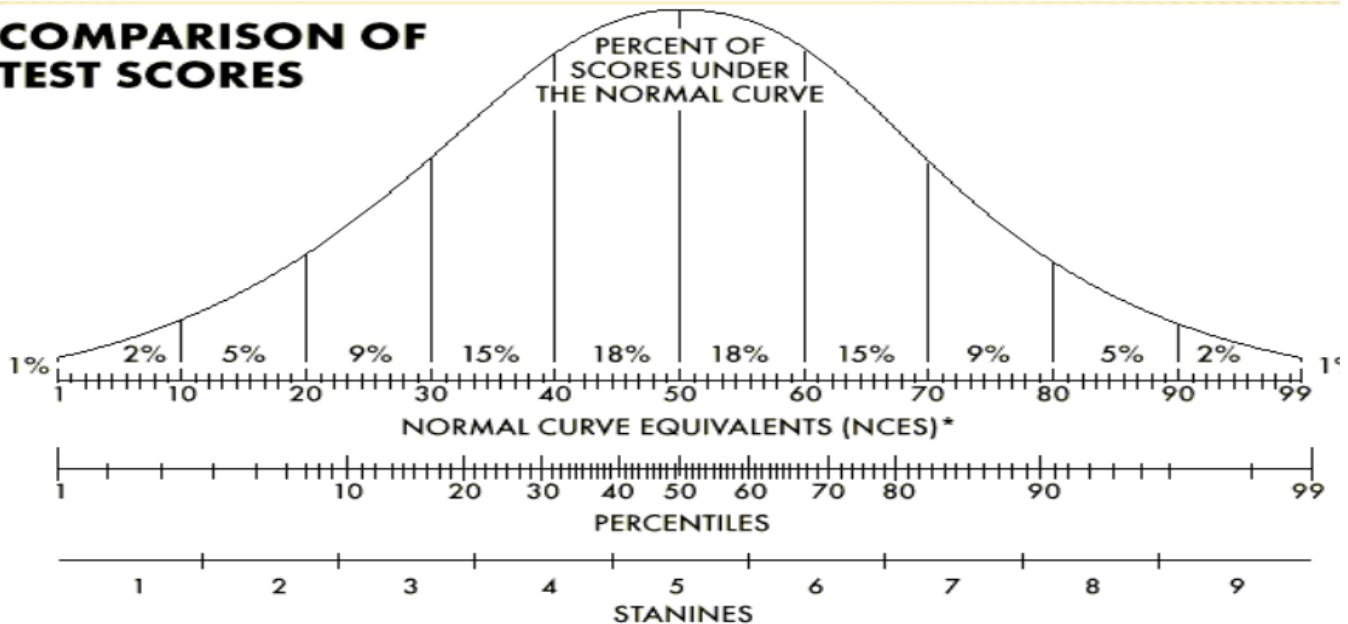
Norm Curve Equivalent (NCE)

The norm curve equivalent scale ranges from 1 to 99, and coincides with the National Percentile scale at 1, 50, and 99. Norm Curve Equivalent is computed by adding the Norm Curve Equivalent scores of all students in a group, then dividing by the number of students in the group.

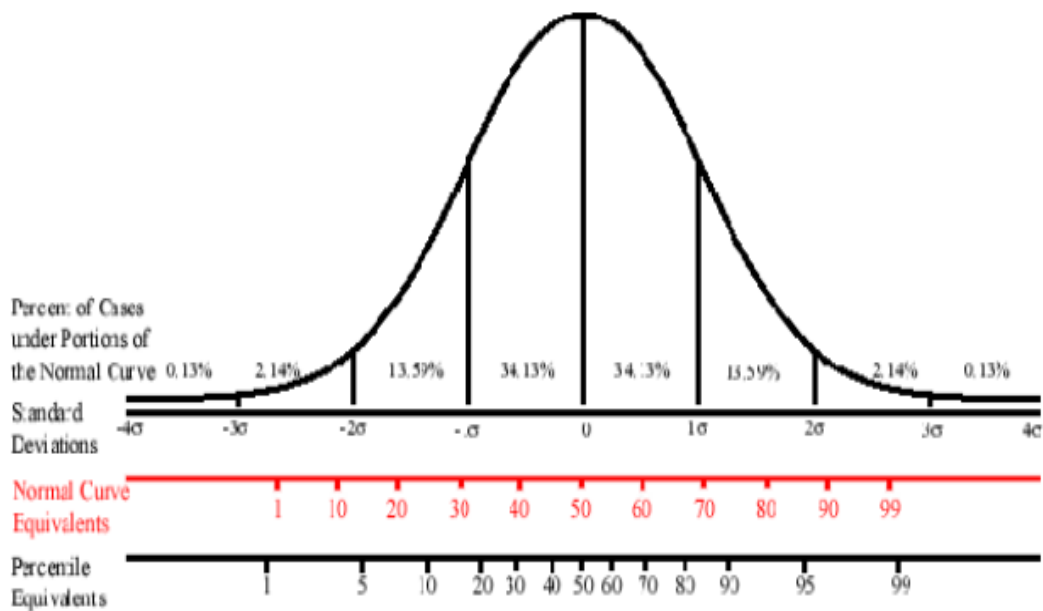
What is a Normal Curve Equivalent Score?

The Normal Curve Equivalent, or NCE, is a way of measuring where a student falls along the normal curve. The numbers on the NCE line run from 1 to 99, similar to percentile ranks, which indicate an individual student's rank, or how many students out of a ninety-nine had a lower score. NCE scores have a major advantage over percentile rank scores in that they can be averaged. That is an important characteristic when studying overall school performance, and in particular, in measuring schoolwide gains and losses in student achievement.

COMPARISON OF TEST SCORES



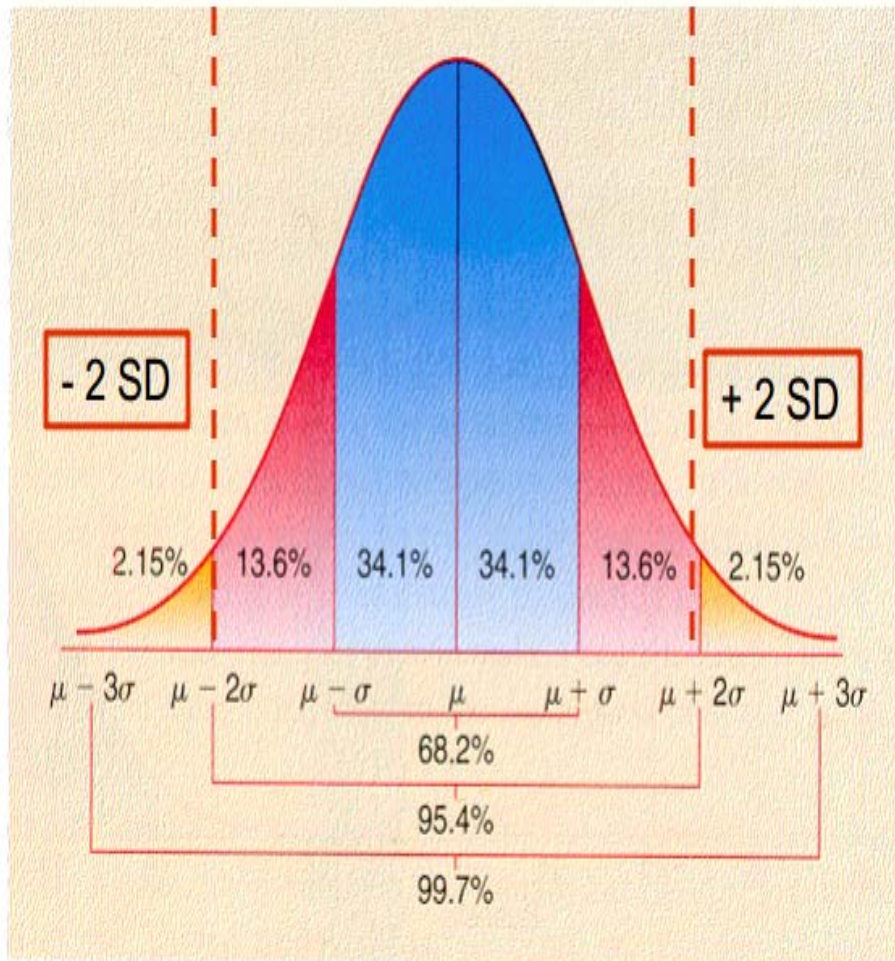
* The Normal Curve Equivalent (NCE) is an equal interval, normalized standard score. In this regard it is similar to the stanine but it is divided into more units. It has a mean of 50 and a standard deviation of 21.06.



In a normally distributed population, if all students were to make exactly one year of progress after one year of instruction, then their NCE scores would remain exactly the same and their NCE gain would be zero, even though their raw scores (i.e. the number of questions they answered correctly) increased. Some students will make more than a year's progress in that time and will have a net gain in the NCE score, which means that those students have learned more, or at least have made more progress in the areas tested, than the general population. Other students, while making progress in their skills, may progress more slowly than the general population and will show a net loss in their NCE ranks. As with many other scales related to the normal curve, the average NCE, by definition, is 50. If all students improve in their performance, the mean, or NCE 50, will represent a higher raw score. The standard deviation of NCE is set at 21.06. NCE were developed for program evaluation and are usually the choice for significance testing.

We maintain the highest standards in securing and administering the test to our students.

“Exceptional” in a Measurement Sense



- “Average range” = ± 1 standard deviation (68%)
- “Exceptional” = ± 2 standard deviations (5%)

Broad Types of “Exceptional” Students

- **Gifted and Talented (+2 SD)**
 - ◇ *General intellectual ability*
 - ◇ *Specific academic aptitude*
- **Limited Intellectual Functioning (-2 SD)**
 - ◇ *Limitations in intelligence (and adaptive behavior)*
- **Learning Disabilities (Mixed issues)**
 - ◇ *Generally average or above average intelligence*
 - ◇ *Significant deficits in academic achievement compared to age/grade peers*

For The Student During Tests

- ❖ Read all directions carefully.
- ❖ Read the passage and accompanying questions and try to eliminate distractors in the given choices.
- ❖ Anticipate the answer when you read the question.
For reading comprehension sections: scan the questions before you read the passage.
- ❖ If your answer is one of the choices, bubble it in and move on.
- ❖ If your answer is **not** one of the choices, cross out the answers you know are wrong; this will narrow your choices and make it more likely that you will pick the right one. You may mark on the test booklet but your final answer must be recorded on your answer sheet.
- ❖ Ask yourself, why is the correct answer to the question the one I have chosen and not another.
- ❖ Read the part(s) of the passage needed for selecting the correct answer.
- ❖ Decide exactly what the question is asking; one response is clearly best.
- ❖ Don't spend too much time on any one question.
- ❖ Don't change your answer unless you have thought about it some more. Your first choice is usually correct. Don't change an answer unless you have a good reason to do so.
- ❖ After completion of the test, use any remaining time to check your answers.
- ❖ Watch for negative words like "not," "no," "never."
- ❖ Be aware of key words such as "all," "now," "always," "never," "only," "exactly."
- ❖ Keep a good attitude. Think positively!
- ❖ Be sure to bubble in answers properly. Multiple-choice tests are graded by computer; stray marks on the answer sheet will count against you. Bubble in your choice completely while staying within the oval or square.

Parents You Can Assist by:

- ❖ Help your child get to bed on time.
- ❖ Making sure your child gets a good night's sleep.
- ❖ Making sure your child eats breakfast the day of a test.
- ❖ Making sure that the morning of the test is a pleasant one. Do not add to your child's stress or anxiety. Permeate the environment with soft music.
- ❖ Ensuring that your child is present during testing the testing week.
- ❖ Getting your child to school on time on the day of the test.
- ❖ Encouraging your child to do his/her best.
- ❖ Reviewing material for the subject that will be administered on that test day.
- ❖ Reminding your child to listen to the teacher and read the directions carefully on each question.
- ❖ Tell your child to attempt to answer all of the questions and not to leave any blank.
- ❖ Making sure your child has taken any needed medication.
- ❖ Encouraging your child to stay focused on the test, even if other students finish the test early.
- ❖ Getting up early to avoid rushing. Be sure to have your child at school on time.
- ❖ Having the child dress in comfortable attire or uniform.
- ❖ Letting them know to be positive about the test.
- ❖ Explaining that doing their best is what counts.