

**COMPLETE BATTERY**

**Assessment Summary**

Group: OUR LADY OF LOURDES

Grade: 2

**Purpose**

This report provides summary information about your group's performance. This page provides a graphic representation of the score 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.

Number of Students: 50

Form/Level: G-12

Test Date: 03/01/19

QM: 24 TN Norms Date: 2017

OUR LADY OF LOURDES PARIS 1016  
ARCHDIOCESE OF MIAMI DZE01

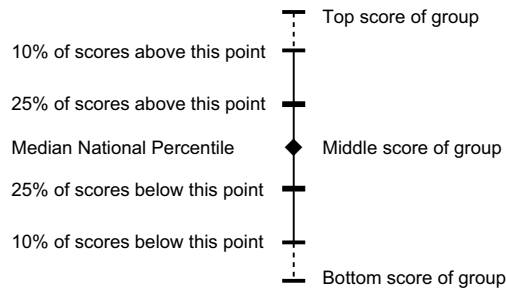
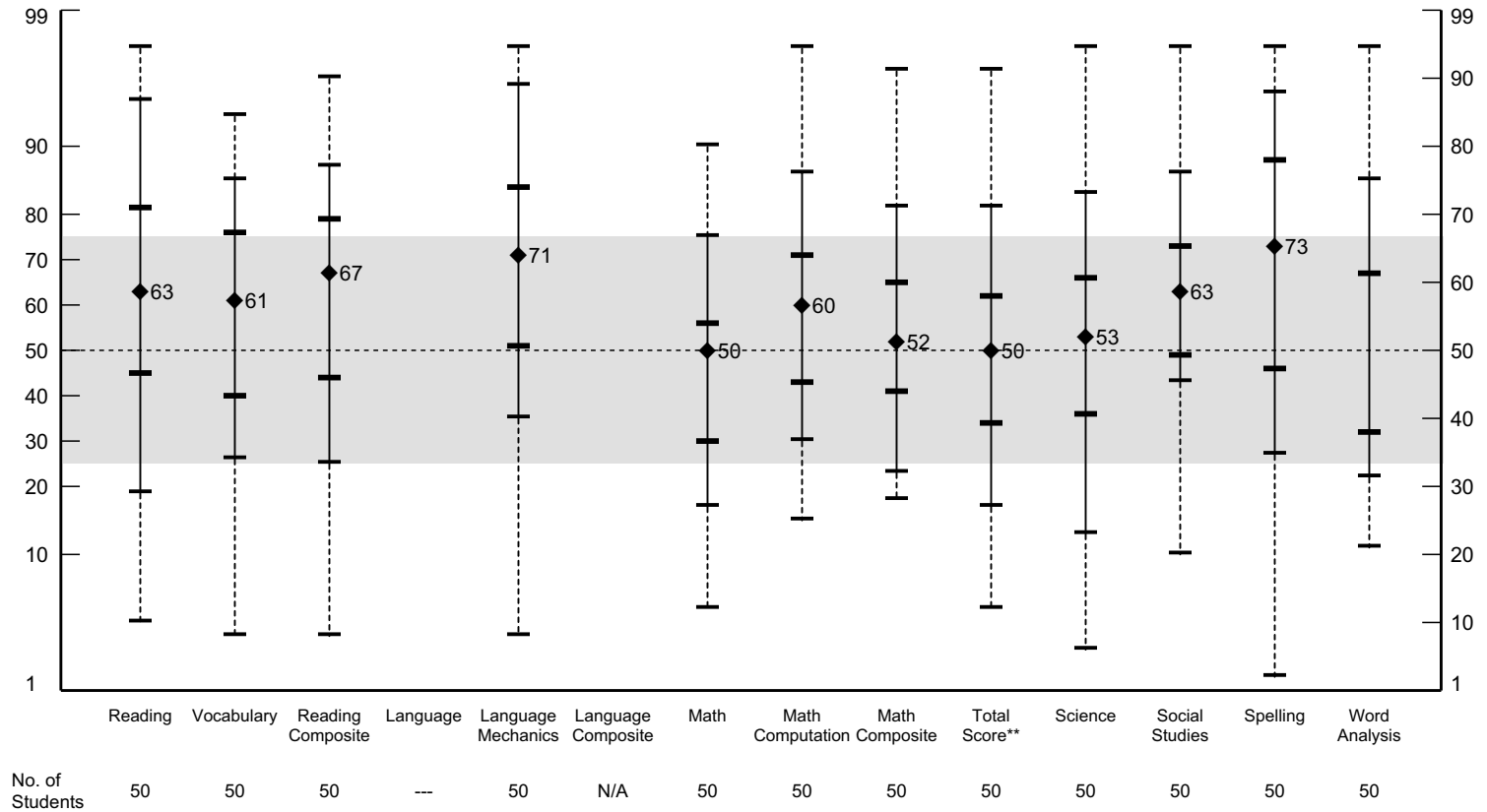
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**Distribution by Content Area**  
National Percentile Scale

Normal Curve Equivalent Scale



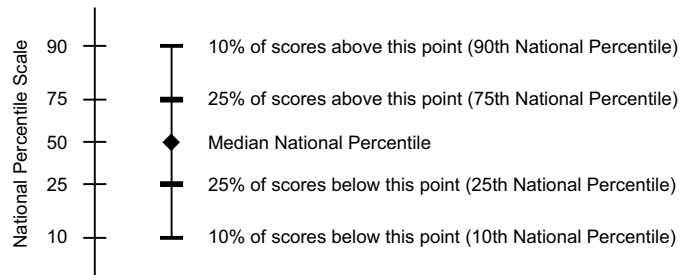
\* Based on locally reported data  
 \*\* Total score consists of Reading, Language, Mathematics  
 --- Subtest Not Taken  
 N/A Not Available

## General Interpretation

Each plot in the graph on the front of this page 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 DRC's website, [www.datarecognitioncorp.com](http://www.datarecognitioncorp.com).



**COMPLETE BATTERY**

**Assessment Summary**

Group: OUR LADY OF LOURDES

Grade: 2

**Purpose**

This section of the report provides a comprehensive numeric description of your group's score distribution.

Number of Students: 50

Form/Level: G-12

Test Date: 03/01/19

QM: 24      TN Norms Date: 2017

OUR LADY OF LOURDES PARIS 1016  
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	Reading	Vocabulary	Reading Composite	Language Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Number of Students	50	50	50	---	50	N/A	50	50	50	50	50	50	50	50
<b>Mean Scores &amp; Std. Deviations</b>														
<b>Grade Mean Equivalent</b>	3.2	2.9	3.0		3.7		2.5	2.8	2.7	2.6	2.6	3.2	3.5	2.8
Standard Deviation	2.1	0.9	1.3		2.4		0.6	0.6	0.5	1.0	1.8	2.6	2.8	1.5
<b>Mean Normal Curve Equiv.</b>	58	54	57		61		48	55	52	49	51	58	62	52
Standard Deviation	18	14	15		18		13	14	12	14	16	14	20	17
NP of the Mean NCE	64	58	62		70		46	60	53	48	51	65	72	54
<b>Mean Scale Score</b>	614	596	605		619		559	541	550	587	582	615	599	615
Standard Deviation	34	27	28		29		24	26	23	27	38	33	60	32
<b>Local Percentiles/Quartiles</b>														
<b>90th Local Percentile</b>														
National Percentile	93	85	87		94		75	86	81	81	83	86	96	85
Grade Equivalent	5.7	4.4	4.6		6.7		3.2	3.5	3.4	3.9	4.2	4.7	9.4	4.6
Normal Curve Equiv.	81	72	73		84		64	73	68	68	70	73	88	72
Scale Score	655	629	635		652		587	574	581	622	625	644	684	651
<b>75th Local Percentile (Q3)</b>														
National Percentile	81	76	79		84		56	71	65	62	66	73	88	67
Grade Equivalent	4.1	3.7	3.9		4.8		2.7	3.0	2.9	3.0	3.2	3.6	5.3	3.4
Normal Curve Equiv.	69	65	67		71		53	62	58	56	59	63	75	59
Scale Score	633	616	624		633		569	553	562	600	599	622	638	628
<b>50th Percentile (Median) (Q2)</b>														
National Percentile	62	61	67		71		50	60	52	50	53	63	73	49
Grade Equivalent	3.0	2.9	3.3		3.7		2.6	2.8	2.6	2.6	2.7	3.1	3.5	2.6
Normal Curve Equiv.	56	56	59		62		50	55	51	50	51	57	63	50
Scale Score	612	599	611		619		563	541	549	589	582	609	599	611
<b>25th Local Percentile (Q1)</b>														
National Percentile	45	40	44		51		30	43	41	34	36	49	46	32
Grade Equivalent	2.5	2.4	2.5		2.6		2.1	2.5	2.4	2.1	2.0	2.5	2.3	2.0
Normal Curve Equiv.	47	44	47		50		39	46	45	41	42	50	48	40
Scale Score	596	578	589		601		544	525	539	573	562	596	558	594
<b>10th Local Percentile</b>														
National Percentile	19	26	25		35		17	30	23	17	13	43	27	22
Grade Equivalent	1.7	2.0	1.9		1.8		1.7	2.2	1.9	1.6	0.8	2.2	1.3	1.7
Normal Curve Equiv.	32	36	36		42		30	39	35	30	26	46	37	34
Scale Score	567	562	567		588		527	511	517	552	529	590	527	582
<b>National Quarters</b>														
Local/Number	76-99	13	17		21		4	10	8	7	7	11	23	9
Per Quarter	51-75	14	20		18		19	20	18	18	21	25	13	14
	26-50	9	12		8		18	16	17	15	14	11	9	20
	01-25	7	5		3		9	4	7	10	8	3	5	7
Local/Percent	76-99	40	26		42		8	20	16	14	14	22	46	18
Per Quarter	51-75	28	40		36		38	40	36	36	42	50	26	28
	26-50	18	24		16		36	32	34	30	28	22	18	40
	01-25	14	10		6		18	8	14	20	16	6	10	14

\* Based on locally reported data

\*\* Total score consists of Reading, Language, Mathematics

--- Subtest Not Taken

N/A Not Available

## General Interpretation

This section of the Assessment Summary report presents your data in tabular form. It 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 (GME)** 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.

COMPLETE BATTERY

# Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 2

**Purpose**

This section of this report provides an analysis of your group's performance on the TerraNova objectives.

Number of Students: 50

Form/Level: G-12

Test Date: 03/01/19

QM: 24 TN Norms Date: 2017

OUR LADY OF LOURDES PARIS 1016  
ARCHDIOCESE OF MIAMI DZE01

City/State: MIAMI, FL

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## Performance on Objectives

Obj. No. Objective Titles	Average OPI				Objectives Performance Index (OPI)*						Obj. No. Objective Titles	Average OPI				Objectives Performance Index (OPI)*							
	Local	National	Difference	Moderate Mastery Range	0	20	40	60	80	100		Local	National	Difference	Moderate Mastery Range	0	20	40	60	80	100		
<b>Reading</b>																							
002	Basic Understanding	89	85	+04	65-92	[Progress bar with I and diamond markers]						019	Science Inquiry	69	70	-01	55-71	[Progress bar with diamond marker]					
003	Analyze Text	84	78	+06	47-88	[Progress bar with I and diamond markers]						020	Physical Science	66	69	-03	44-72	[Progress bar with diamond marker]					
004	Evaluate/Extend Meaning	77	73	+04	47-80	[Progress bar with I and diamond markers]						021	Life Science	89	88	+01	71-92	[Progress bar with diamond marker]					
005	Reading/Wrtg Strategies	72	67	+05	37-76	[Progress bar with I and diamond markers]						022	Earth and Space Science	77	78	-01	61-80	[Progress bar with diamond marker]					
006	Introduction to Print	86	83	+03	68-87	[Progress bar with I and diamond markers]						023	Science and Technology	87	88	-01	72-91	[Progress bar with diamond marker]					
<b>Vocabulary</b>																							
035	Word Meaning	73	71	+02	47-77	[Progress bar with I and diamond markers]						<b>Social Studies</b>											
036	Multimeaning Words	73	73	00	42-80	[Progress bar with I and diamond markers]						026	Geographic Perspectives	89	84	+05	63-88	[Progress bar with I and diamond markers]					
037	Words in Context	77	75	+02	52-79	[Progress bar with I and diamond markers]						027	History and Culture	79	72	+07	44-76	[Progress bar with I and diamond markers]					
<b>Language Mechanics</b>																							
038	Sentences, Phrases, Clauses	86	76	+10	52-92	[Progress bar with I and diamond markers]						028	Civics and Government	91	87	+04	62-92	[Progress bar with I and diamond markers]					
039	Writing Conventions	62	56	+06	39-65	[Progress bar with I and diamond markers]						029	Economic Perspectives	92	87	+05	60-93	[Progress bar with I and diamond markers]					
<b>Mathematics</b>																							
010	Number & Number Relations	66	72	-06	41-80	[Progress bar with diamond marker]						<b>Spelling</b>											
011	Computation & Estimation	78	81	-03	57-87	[Progress bar with diamond marker]						040	Vowels	74	66	+08	45-78	[Progress bar with I and diamond markers]					
012	Operation Concepts	66	71	-05	45-78	[Progress bar with diamond marker]						041	Consonants	80	71	+09	44-89	[Progress bar with I and diamond markers]					
013	Measurement	75	79	-04	51-87	[Progress bar with diamond marker]						042	Structural Units	78	71	+07	53-82	[Progress bar with I and diamond markers]					
014	Geometry & Spatial Sense	84	85	-01	71-89	[Progress bar with diamond marker]						<b>Word Analysis</b>											
015	Data, Stats & Probability	72	76	-04	57-80	[Progress bar with diamond marker]						030	Consonants	89	89	00	82-95	[Progress bar with diamond marker]					
016	Patterns, Functions, Algebra	78	81	-03	58-87	[Progress bar with diamond marker]						032	Vowels	60	62	-03	33-80	[Progress bar with diamond marker]					
017	Prob Solving & Reasoning	67	72	-05	44-79	[Progress bar with diamond marker]						033	Contractions & Compounds	82	83	-01	69-95	[Progress bar with diamond marker]					
<b>Math Computation</b>																							
043	Add Whole Numbers	87	81	+06	52-90	[Progress bar with I and diamond markers]						034	Roots and Affixes	59	61	-02	45-71	[Progress bar with diamond marker]					
044	Subtract Whole Numbers	68	72	-04	48-76	[Progress bar with diamond marker]																	
045	Multiply Whole Numbers	-	-	-	-	-																	
<b>Science</b>																							

**National Reference Group Grade 2.8**

\* 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.

- Too few items to report

**Key**

Moderate Mastery Range	[Progress bar]
Local Average OPI Score	[Diamond]
National Average OPI Score	[I]



**COMPLETE BATTERY**

**Assessment Summary**

Group: OUR LADY OF LOURDES

Grade: 2

**Purpose**

This report summarizes your group's performance using two categories. It allows you to compare local performance to national performance across content areas.

Number of Students: 50

Form/Level: G-12

Test Date: 03/01/19

QM: 24 TN Norms Date: 2017

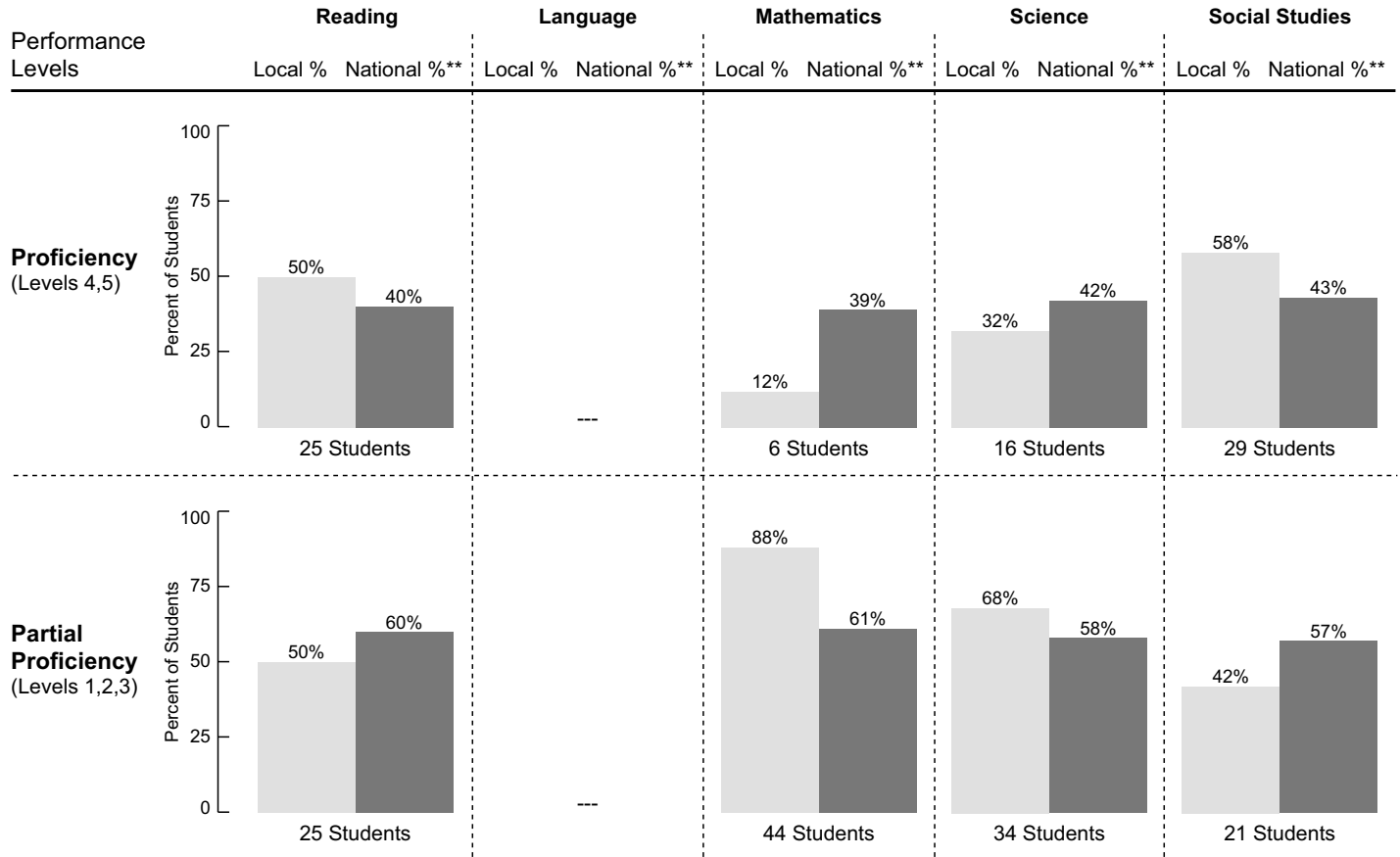
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City/State: MIAMI, FL

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**Percent of Students at Each Proficiency Level**



\* Based on locally reported data

\*\* National percent based on Spring national norm group  
--- Subtest Not Taken

**General Interpretation**

This section of the Assessment Summary 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 percent of students in the national norm group in each category are included to allow for easy comparisons.

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

More information regarding the performance levels may be found at DRC's website, [www.datarecognitioncorp.com](http://www.datarecognitioncorp.com).





**COMPLETE BATTERY**

**Assessment Summary with InView**

Group: OUR LADY OF LOURDES

Grade: 2

**Purpose**

This section of this report shows how the group's obtained achievement scores compare to their anticipated achievement scores.

Number of Students: 50

Form/Level: G-12

Test Date: 03/01/19

QM: 24 TN Norms Date: 2017

OUR LADY OF LOURDES PARIS 1016  
ARCHDIOCESE OF MIAMI DZE01

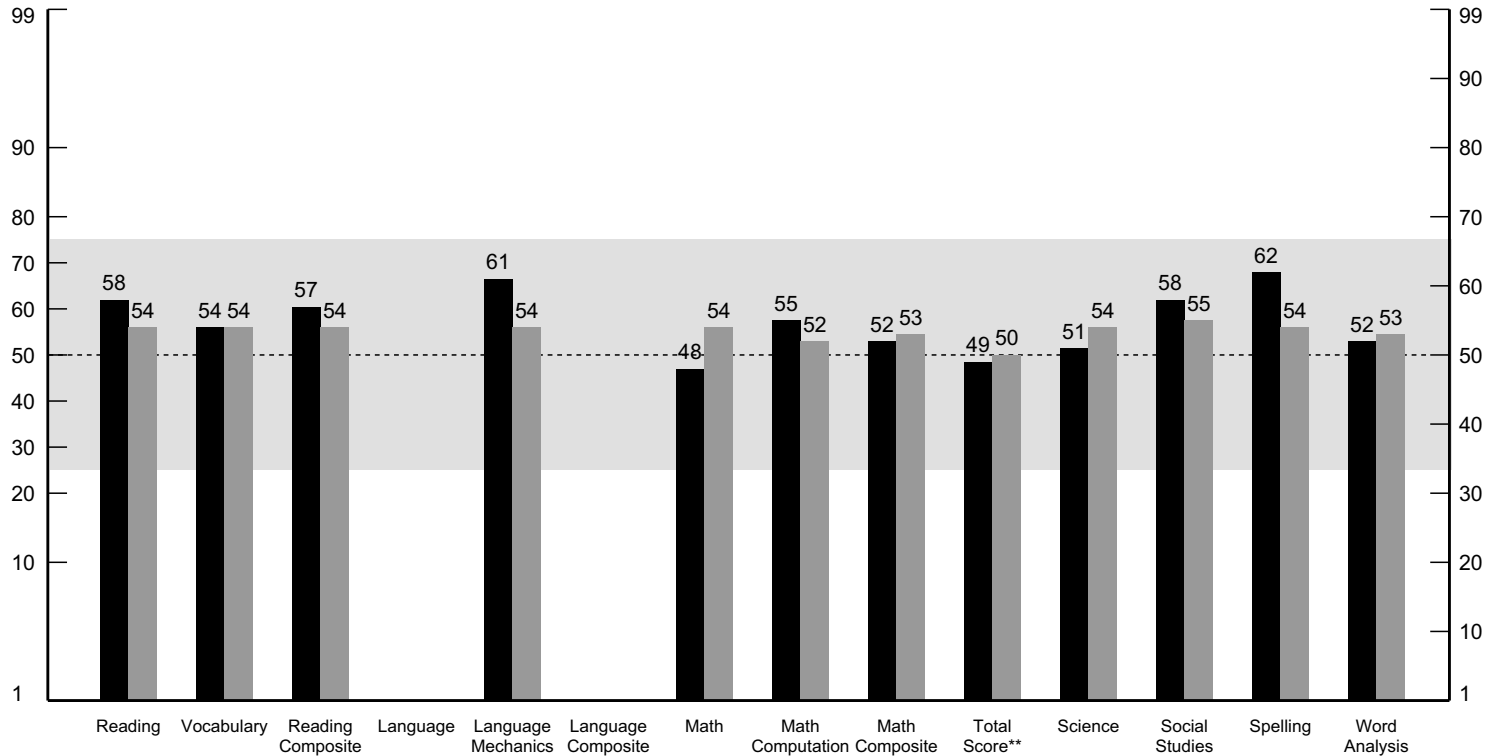
City/State: MIAMI, FL

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**Obtained Versus Anticipated Achievement**  
National Percentile Scale

Normal Curve Equivalent Scale



DIFF	Above												
No. of Students	50	50	50	---	50	N/A	50	50	50	50	50	50	50

Key  
 Obtained score  
 Anticipated score

\* Based on locally reported data  
 \*\* Total score consists of Reading, Language, Mathematics  
 --- Subtest Not Taken  
 N/A Not Available

## General Interpretation

The graph on the front of this page shows the obtained achievement scores ■ on *TerraNova* for your group of students and their anticipated scores ■ based on their *InView* results. Your group's Mean Normal Curve Equivalent scores and Mean Anticipated Normal Curve Equivalent scores are shown at the tops of the bars on the graph. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. Scores that fall above the shaded area are above the national average; scores that fall below the shaded area are below the national average.

Educationally meaningful differences between your students' obtained and anticipated scores are indicated below the graph in the DIFF row. A difference is considered meaningful when the difference between the two scores is 7 or more Normal Curve Equivalent (NCE) units. (The Normal Curve Equivalent scale is shown on the right of the graph.) When the group's performance is better than anticipated, the difference is shown as "Above." When the group's performance is below anticipated, the difference is shown as "Below".

**COMPLETE BATTERY**

**Assessment Summary,  
with *InView***

Group: OUR LADY OF LOURDES

Grade: 2

**Purpose**

This section of this report provides locally obtained achievement scores and anticipated achievement scores for comparison purposes.

Number of Students: 50

Form/Level: G-12

Test Date: 03/01/19

QM: 24 TN Norms Date: 2017

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ARCHDIOCESE OF MIAMI DZE01

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	Reading	Vocabulary	Reading Composite	Language Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Number of Students	50	50	50	---	50	N/A	50	50	50	50	50	50	50	50
<b>Obtained/Anticipated Scores</b>														
<b>Median National Percentile</b>														
Obtained	63	61	67		71		50	60	52	50	53	63	73	49
Anticipated	57	59	59		58		56	54	55	50	56	60	59	56
<b>NP of Mean NCE</b>														
Obtained	64	58	62		70		46	60	53	48	51	65	72	54
Anticipated	57	58	58		57		57	54	56	49	57	59	57	57
Difference	7	0	4		13		-11	6	-3	-1	-6	6	15	-3
<b>Mean Normal Curve Equivalent</b>														
Obtained	58	54	57		61		48	55	52	49	51	58	62	52
Standard Deviation of Obtained	18	14	15		18		13	14	12	14	16	14	20	17
Anticipated	54	54	54		54		54	52	53	50	54	55	54	53
Difference	4	0	3		7		-6	3	-1	-1	-3	3	8	-1
<b>Mean Scale Score</b>														
Obtained	614	596	605		619		559	541	550	587	582	615	599	615
Standard Deviation of Obtained	34	27	28		29		24	26	23	27	38	33	60	32
Anticipated	607	596	601		606		569	536	553	588	587	606	574	617
Difference	7	0	4		13		-10	5	-3	-1	-5	9	25	-2
Standard Deviation of Difference	24	19	18		24		15	20	15	16	34	29	53	28
<b>Grade Mean Equivalent</b>														
Obtained	3.2	2.9	3.0		3.7		2.5	2.8	2.7	2.6	2.6	3.2	3.5	2.8
Standard Deviation of Obtained	2.1	0.9	1.3		2.4		0.6	0.6	0.5	1.0	1.8	2.6	2.8	1.5
Anticipated	2.9	2.9	2.9		2.9		2.7	2.7	2.7	2.6	2.8	2.8	2.8	2.9
Difference	0.3	0.0	0.1		0.8		-0.2	0.1	0.0	0.0	-0.2	0.4	0.7	-0.1

**Cognitive Skills Index (CSI) (Mean CSI: 102)**

No. Students with Valid CSI

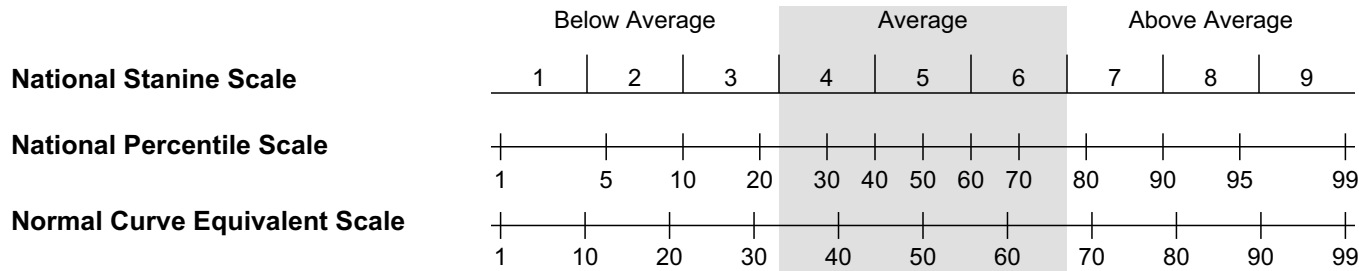
Intervals	Scale Scores by CSI Intervals														
3	<b>115 &amp; Above</b>	684	630	657		665	599	573	586	642	632	665	663	652	
	Mean Obtained	641	627	634		629	601	558	579	621	612	630	611	644	
	Mean Anticipated	43	3	23		36	-2	15	7	21	20	35	52	8	
	Difference														
46	<b>86-114</b>	612	596	604		617	557	540	549	585	578	613	597	613	
	Mean Obtained	606	595	601		605	568	535	552	587	586	605	573	617	
	Mean Anticipated	6	1	3		12	-11	5	-3	-2	-8	8	24	-4	
	Difference														
1	<b>85 &amp; Below</b>	532	509	521		543	518	503	511	525	591	550	490	590	
	Mean Obtained	545	539	542		568	530	505	517	538	558	571	505	575	
	Mean Anticipated	-13	-30	-21		-25	-12	-2	-6	-13	33	-21	-15	15	
	Difference														

\* Based on locally reported data

\*\* Total score consists of Reading, Language, Mathematics

--- Subtest Not Taken

N/A Not Available



## Key Terms

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.

**Norm-Referenced Scores** come from a standardized assessment and compare a student or group of students with a specified reference group (norm group), usually others of the same grade and age.

An **Anticipated Achievement Score (AA)** compares an individual student's level of achievement with that of students of similar age, grade, and cognitive ability. Anticipated Achievement Scores are a function of age, grade, and scores on *InView*. If a student's age is outside the age range used in the formula to compute AA, his or her age is reset to the minimum or maximum value of the range. The AA for students whose ages have been reset may not be as precise as the AA for students whose ages are within the range specified for each grade. (Only applicable when *InView* is taken.)

A **Difference (DIFF)** is noted by the words "Above" or "Below" when there is an educationally meaningful difference between the group's or individual student's obtained and anticipated scores. The difference is considered meaningful when there is a 7-unit difference between the obtained Normal Curve Equivalent (NCE) and anticipated NCE scores. (Only applicable when *InView* is taken.)

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 equal to or above 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 correspondence among National Percentiles, National Stanines, and Normal Curve Equivalents is shown in the graph above. 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.

A **Local Percentile (LP)** is the percentage of students in a local group whose scores fall below a given student's score.

The **Normal Curve Equivalent (NCE)** scale ranges from 1 to 99, and coincides with the National Percentile scale at 1, 50, and 99 (see line graph above). 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.

The **National Stanine (NS)** scale divides the scores of the norm population into nine groups (see the National Stanine line graph above). Because stanines are single-digit numbers, they are less likely than National Percentiles to be confused with the percentage of items answered correctly; however, they lack precision. For example, a student with a National Stanine of 6 could have a National Percentile as low as 60 and as high as 77 (see line graph above). The **Mean National Stanine (MNS)** is computed by adding all of the National Stanines of all the students in the 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). A Grade Equivalent that is within approximately two years of the student's actual grade placement is 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 (GME)** 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.

Additional information about the interpretation of these scores and the use of test results can be found at DRC's website, [www.datarecognitioncorp.com](http://www.datarecognitioncorp.com).

**INVIEW**

**Assessment Summary**

Group: OUR LADY OF LOURDES

Grade: 2

**Purpose**

This section provides details about your group's performance on *InView*. Together with other sources, this information can be used to evaluate, plan, and establish educational priorities.

Number of Students: 50

InView Level: 1

Test Date: 03/01/19

OUR LADY OF LOURDES PARIS 1016  
ARCHDIOCESE OF MIAMI DZE01

City/State: MIAMI, FL

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**Norm-Referenced Scores**

	No. of Stdnts	MNSG	MSS	MDNPA	MDNPG
Sequences	50	5	380	54	55
Analogies	50	5	402	61	57
Quantitative Reasoning	50	5	394	44	41
<b>Total Nonverbal Score</b>	50	5	392	52	48
Verbal Reasoning-Words	50	5	382	56	53
Verbal Reasoning-Context	50	5	411	56	53
<b>Total Verbal Score</b>	50	5	397	59	61
<b>Total Score</b>	50	5	394	52	51

MNSG: Mean Natl Stanine by Grade  
MSS: Mean Scale Score

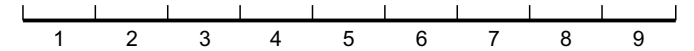
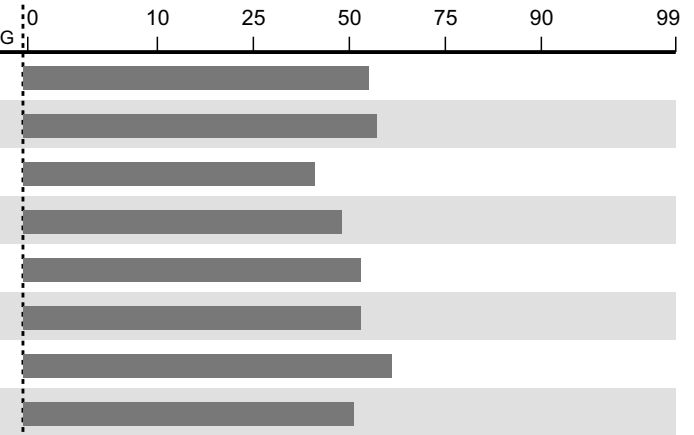
MDNPA: Median Natl Percentile by Age  
MDNPG: Median Natl Percentile by Grade

**Mean CSI: 102**

No. of students with valid CSI scores: 50

\* Based on locally reported data  
Cognitive Skills Index requires student birthdate and Total Score

**National Percentile Scale**



**National Stanine Scale**

■ Median National Percentile by Grade (MDNPG)

**General Interpretation**

*InView* consists of five subtests that measure cognitive ability. The five subtests are Sequences, Analogies, Quantitative Reasoning, Verbal Reasoning-Words, and Verbal Reasoning-Context. Explanations of what these subtests measure can be found on the next page. All five subtests are combined to create a Total Score. Sequences, Analogies, and Quantitative Reasoning are combined to yield a Total Nonverbal Score; Verbal Reasoning-Words and Verbal Reasoning-Context are combined to create a Total Verbal Score.

Displayed on the left are the norm-referenced scores for every subtest taken. The Median National Percentile by Grade is listed in the last column. A National Percentile by Grade compares a student with other students in the same grade, regardless of their ages.

The Cognitive Skills Index (CSI), which is shown beneath the table, is an age-dependent standardized score based on an individual's performance on *InView*. This score indicates a student's overall cognitive ability relative to other students of the same age without regard to grade. The Mean CSI is the average cognitive ability score for this group.

**INVIEW**

## Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 2

**Purpose**

This section provides the summary distribution of scores for your group.

Number of Students: 50

InView Level: 1

Test Date: 03/01/19

OUR LADY OF LOURDES PARIS 1016  
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City/State: MIAMI, FL

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Summary Scale Scores	Sequences	Analogies	Quantitative Reasoning	Total Nonverbal Score	Verbal Reasoning- Words	Verbal Reasoning- Context	Total Verbal Score	Total Score
Number of Students	50	50	50	50	50	50	50	50
High Score	497	570	512	489	499	512	492	462
Low Score	245	312	316	321	312	231	272	330
<b>Local Percentiles</b>								
90	442	450	441	433	441	469	440	429
75	407	433	412	410	412	440	423	412
50 (Median)	383	405	395	388	379	406	402	392
25	356	370	364	375	350	388	369	377
10	313	335	345	351	330	354	351	356
Mean	380	402	394	392	382	411	397	394
Standard Deviation	49	48	38	32	43	48	40	28

**COMPLETE BATTERY**

**Assessment Summary**

Group: OUR LADY OF LOURDES

Grade: 3

**Purpose**

This report provides summary information about your group's performance. This page provides a graphic representation of the score 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.

Number of Students: 36

Form/Level: G-13

Test Date: 03/01/19

QM: 24 TN Norms Date: 2017

OUR LADY OF LOURDES PARIS 1016  
ARCHDIOCESE OF MIAMI DZE01

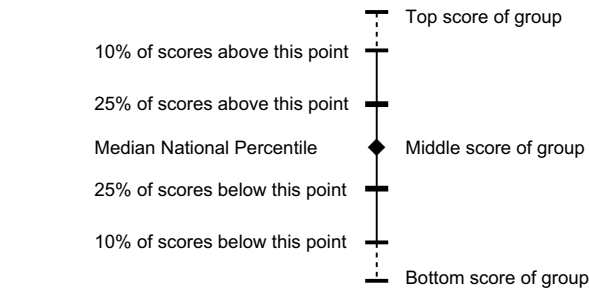
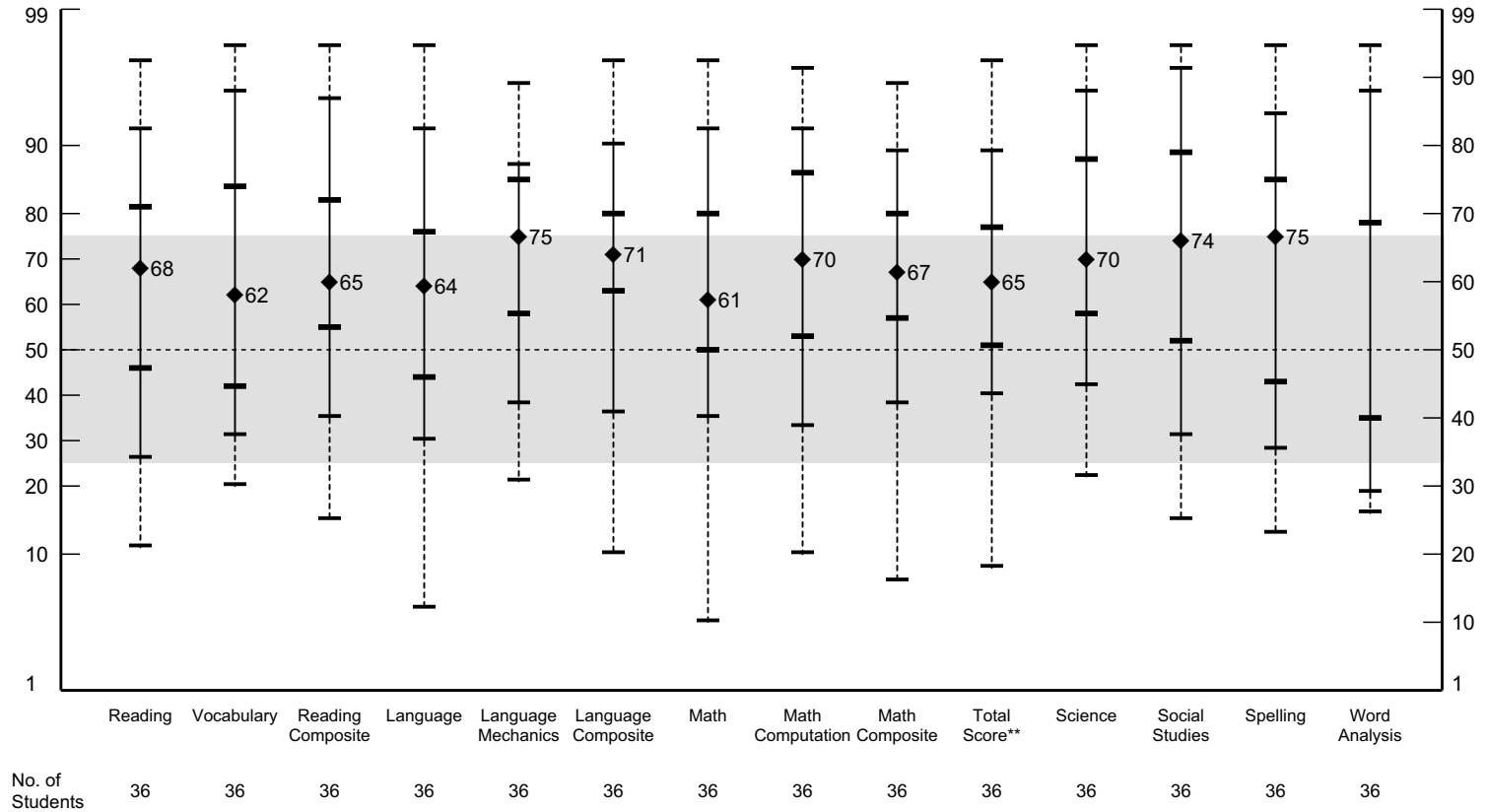
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**Distribution by Content Area**  
National Percentile Scale

Normal Curve Equivalent Scale



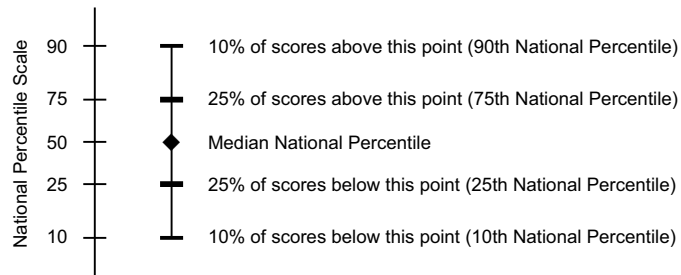
\* Based on locally reported data  
\*\* Total score consists of Reading, Language, Mathematics

## General Interpretation

Each plot in the graph on the front of this page 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 DRC's website, [www.datarecognitioncorp.com](http://www.datarecognitioncorp.com).





**COMPLETE BATTERY**

**Assessment Summary**

Group: OUR LADY OF LOURDES

Grade: 3

**Purpose**

This section of the report provides a comprehensive numeric description of your group's score distribution.

Number of Students: 36

Form/Level: G-13

Test Date: 03/01/19

QM: 24 TN Norms Date: 2017

OUR LADY OF LOURDES PARIS 1016  
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City/State: MIAMI, FL

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	Reading	Reading Vocabulary	Reading Composite	Language Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Number of Students	36	36	36	36	36	36	36	36	36	36	36	36	36	36
<b>Mean Scores &amp; Std. Deviations</b>														
Grade Mean Equivalent	4.6	4.7	4.7	4.5	5.2	4.9	4.2	4.1	4.2	4.4	5.0	5.1	4.7	4.4
Standard Deviation	2.2	2.7	2.3	2.8	1.7	2.2	1.6	0.8	0.9	1.9	2.6	2.9	2.6	1.9
Mean Normal Curve Equiv.	59	60	60	57	62	60	58	61	60	58	64	63	61	57
Standard Deviation	16	17	15	16	12	14	15	14	13	15	15	17	18	19
NP of the Mean NCE	66	68	69	63	72	69	65	70	68	65	75	74	69	64
Mean Scale Score	638	633	636	632	637	635	619	599	609	629	641	646	627	644
Standard Deviation	25	32	26	33	19	24	30	25	24	26	33	35	42	35
<b>Local Percentiles/Quartiles</b>														
<b>90th Local Percentile</b>														
National Percentile	91	96	93	91	87	90	91	91	89	89	96	95	92	96
Grade Equivalent	7.5	10.2	8.3	9.8	7.1	8.1	5.9	5.2	5.3	6.9	9.7	10.8	8.0	7.1
Normal Curve Equiv.	78	87	80	78	74	78	78	79	76	76	87	85	79	88
Scale Score	666	685	671	674	656	664	654	631	637	661	692	692	671	698
<b>75th Local Percentile (Q3)</b>														
National Percentile	81	84	82	76	85	80	80	86	80	77	88	89	85	78
Grade Equivalent	5.5	5.8	5.6	5.5	6.8	5.8	4.8	4.6	4.6	5.1	6.8	6.8	6.1	5.1
Normal Curve Equiv.	68	71	69	65	72	68	68	72	68	65	75	76	72	66
Scale Score	652	651	650	646	653	647	636	617	623	642	663	660	651	661
<b>50th Percentile (Median) (Q2)</b>														
National Percentile	68	63	65	64	75	70	60	70	67	67	70	74	75	60
Grade Equivalent	4.6	4.2	4.3	4.5	5.4	4.9	3.9	4.1	4.1	4.4	4.6	4.5	5.0	4.1
Normal Curve Equiv.	60	57	58	57	64	61	55	61	59	59	61	64	65	56
Scale Score	640	625	631	632	641	636	614	598	608	631	633	641	634	642
<b>25th Local Percentile (Q1)</b>														
National Percentile	46	42	55	44	58	63	50	53	57	51	58	52	43	35
Grade Equivalent	3.4	3.3	3.8	3.0	4.1	4.4	3.6	3.7	3.8	3.6	4.0	3.7	3.4	2.7
Normal Curve Equiv.	48	46	52	47	54	57	50	52	54	50	54	51	46	42
Scale Score	622	608	622	612	625	629	605	584	599	616	620	624	593	616
<b>10th Local Percentile</b>														
National Percentile	26	31	35	30	38	36	35	33	38	40	42	31	28	19
Grade Equivalent	2.7	2.9	3.0	2.3	3.0	2.5	3.2	3.3	3.4	3.2	3.4	3.1	2.8	2.1
Normal Curve Equiv.	36	39	42	39	44	42	42	41	44	44	46	39	38	31
Scale Score	603	598	606	597	608	604	590	568	582	605	603	608	575	596
<b>National Quarters</b>														
Local/Number	76-99	14	14	9	18	11	10	15	13	10	14	17	17	11
Per Quarter	51-75	15	9	15	17	11	17	13	15	17	16	11	6	12
	26-50	6	12	6	7	6	7	7	7	6	5	6	10	8
	01-25	4	1	1	3	1	2	1	1	3	1	2	3	5
Local/Percent	76-99	31	39	39	25	50	31	42	36	28	39	47	47	31
Per Quarter	51-75	42	25	42	47	31	47	36	42	47	44	31	17	33
	26-50	17	33	17	19	17	19	19	19	17	14	17	28	22
	01-25	11	3	3	8	3	3	3	3	8	3	6	8	14

\* Based on locally reported data

\*\* Total score consists of Reading, Language, Mathematics

## General Interpretation

This section of the Assessment Summary report presents your data in tabular form. It 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 (GME)** 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.

COMPLETE BATTERY

# Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 3

**Purpose**

This section of this report provides an analysis of your group's performance on the TerraNova objectives.

Number of Students: 36

Form/Level: G-13

Test Date: 03/01/19

QM: 24 TN Norms Date: 2017

OUR LADY OF LOURDES PARIS 1016  
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City/State: MIAMI, FL

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## Performance on Objectives

Obj. No. Objective Titles	Average OPI				Objectives Performance Index (OPI)*						Obj. No. Objective Titles	Average OPI				Objectives Performance Index (OPI)*							
	Local	National	Difference	Moderate Mastery Range	0	20	40	60	80	100		Local	National	Difference	Moderate Mastery Range	0	20	40	60	80	100		
<b>Reading</b>																							
002	Basic Understanding	83	77	+ 06	45-88	[Progress bar: 77%] I ◇						044	Subtract Whole Numbers	83	78	+ 05	50-88	[Progress bar: 78%] I ◇					
003	Analyze Text	74	66	+ 08	35-76	[Progress bar: 66%] I ◇						045	Multiply Whole Numbers	85	76	+ 09	42-87	[Progress bar: 76%] I ◇					
004	Evaluate/Extend Meaning	73	65	+ 08	35-75	[Progress bar: 65%] I ◇						046	Divide Whole Numbers	67	57	+ 10	25-66	[Progress bar: 57%] I ◇					
005	Reading/Wrtg Strategies	73	66	+ 07	41-74	[Progress bar: 66%] I ◇						047	Decimals	85	82	+ 03	65-87	[Progress bar: 82%] I ◇					
<b>Vocabulary</b>																							
035	Word Meaning	84	77	+ 07	53-84	[Progress bar: 77%] I ◇						019	Science Inquiry	81	73	+ 08	54-76	[Progress bar: 73%] I ◇					
036	Multimeaning Words	63	59	+ 04	39-60	[Progress bar: 59%] I ◇						020	Physical Science	64	55	+ 09	30-58	[Progress bar: 55%] I ◇					
037	Words in Context	89	80	+ 09	47-89	[Progress bar: 80%] I ◇						021	Life Science	83	76	+ 07	55-80	[Progress bar: 76%] I ◇					
<b>Language</b>																							
007	Sentence Structure	77	75	+ 02	57-87	[Progress bar: 75%] I ◇						022	Earth and Space Science	83	72	+ 11	41-79	[Progress bar: 72%] I ◇					
008	Writing Strategies	72	66	+ 06	43-80	[Progress bar: 66%] I ◇						023	Science and Technology	63	56	+ 07	40-56	[Progress bar: 56%] I ◇					
009	Editing Skills	77	71	+ 06	51-83	[Progress bar: 71%] I ◇						024	Personal and Social Persp	74	63	+ 11	30-69	[Progress bar: 63%] I ◇					
<b>Language Mechanics</b>																							
038	Sentences, Phrases, Clauses	90	78	+ 12	56-92	[Progress bar: 78%] I ◇						026	Geographic Perspectives	78	71	+ 07	37-78	[Progress bar: 71%] I ◇					
039	Writing Conventions	72	65	+ 07	46-76	[Progress bar: 65%] I ◇						027	History and Culture	80	70	+ 10	38-76	[Progress bar: 70%] I ◇					
<b>Mathematics</b>																							
010	Number & Number Relations	79	75	+ 04	46-84	[Progress bar: 75%] I ◇						028	Civics and Government	80	69	+ 11	36-76	[Progress bar: 69%] I ◇					
011	Computation & Estimation	69	65	+ 04	34-75	[Progress bar: 65%] I ◇						029	Economic Perspectives	81	72	+ 09	38-80	[Progress bar: 72%] I ◇					
012	Operation Concepts	82	76	+ 06	44-86	[Progress bar: 76%] I ◇						040	Vowels	81	75	+ 06	57-86	[Progress bar: 75%] I ◇					
013	Measurement	64	61	+ 03	32-69	[Progress bar: 61%] I ◇						041	Consonants	80	72	+ 08	50-86	[Progress bar: 72%] I ◇					
014	Geometry & Spatial Sense	79	73	+ 06	48-81	[Progress bar: 73%] I ◇						042	Structural Units	71	63	+ 08	41-76	[Progress bar: 63%] I ◇					
015	Data, Stats & Probability	77	71	+ 06	36-82	[Progress bar: 71%] I ◇						<b>Word Analysis</b>											
016	Patterns, Functions, Algebra	75	70	+ 05	36-81	[Progress bar: 70%] I ◇						030	Consonants	93	91	+ 02	85-97	[Progress bar: 91%] I ◇					
017	Prob Solving & Reasoning	-	-	-	-	-						032	Vowels	70	67	+ 03	42-82	[Progress bar: 67%] I ◇					
<b>Math Computation</b>																							
043	Add Whole Numbers	90	88	+ 02	73-93	[Progress bar: 88%] I ◇						033	Contractions & Compounds	-	-	-	-	-					
<b>Math Computation</b>																							
<b>National Reference Group Grade 3.8</b>																							

\* 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.

- Too few items to report

**Key**

Moderate Mastery Range	[Progress bar]
Local Average OPI Score	◇
National Average OPI Score	I



COMPLETE BATTERY

Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 3

Purpose

This report summarizes your group's performance using two categories. It allows you to compare local performance to national performance across content areas.

Number of Students: 36

Form/Level: G-13

Test Date: 03/01/19

QM: 24 TN Norms Date: 2017

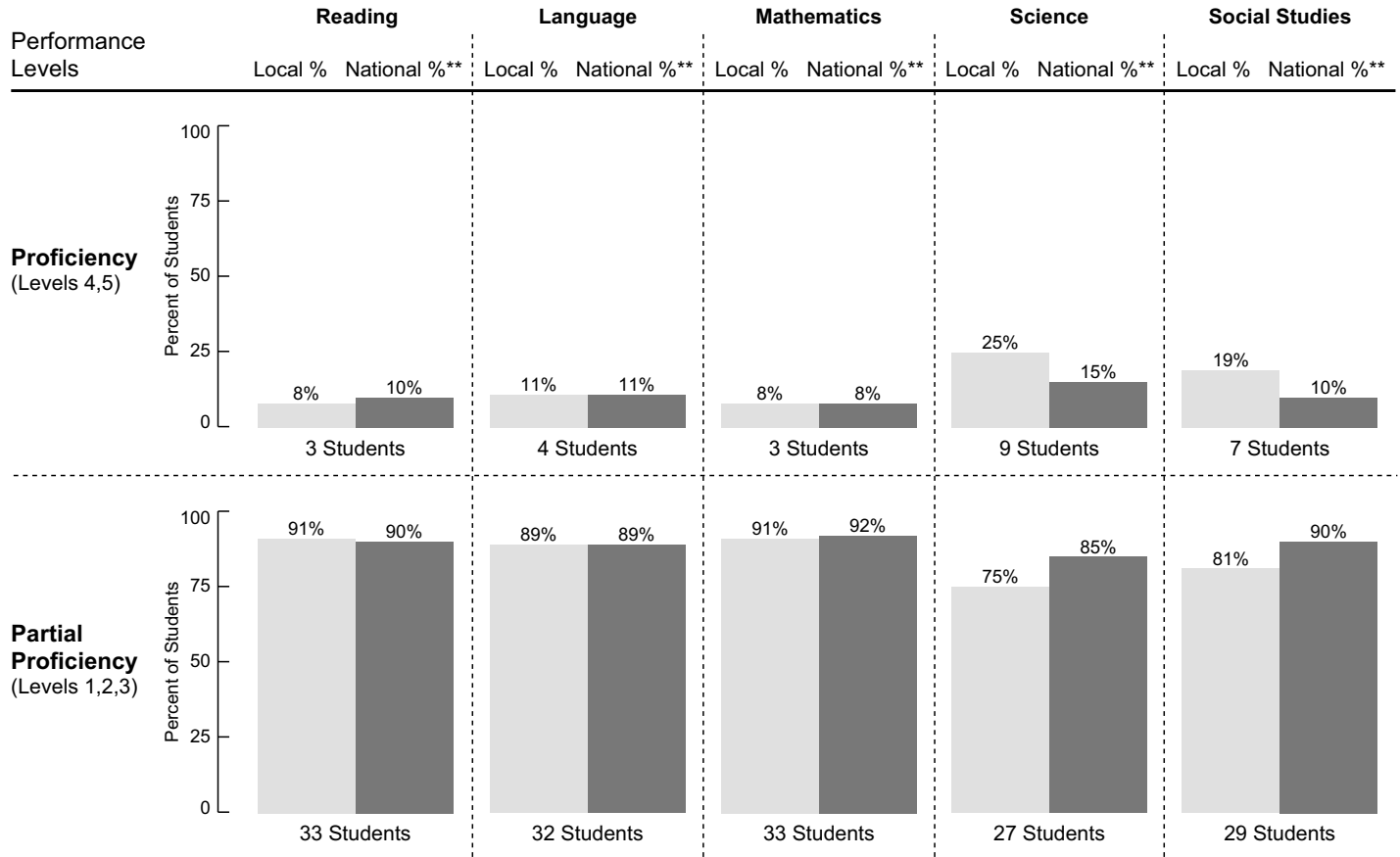
OUR LADY OF LOURDES PARIS 1016  
ARCHDIOCESE OF MIAMI DZE01

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Percent of Students at Each Proficiency Level



\* Based on locally reported data

\*\* National percent based on Spring national norm group

General Interpretation

This section of the Assessment Summary 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 percent of students in the national norm group in each category are included to allow for easy comparisons.

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

More information regarding the performance levels may be found at DRC's website, [www.datarecognitioncorp.com](http://www.datarecognitioncorp.com).



**COMPLETE BATTERY**

**Assessment Summary with *InView***

Group: OUR LADY OF LOURDES

Grade: 3

**Purpose**

This section of this report shows how the group's obtained achievement scores compare to their anticipated achievement scores.

Number of Students: 36

Form/Level: G-13

Test Date: 03/01/19

QM: 24 TN Norms Date: 2017

OUR LADY OF LOURDES PARIS 1016  
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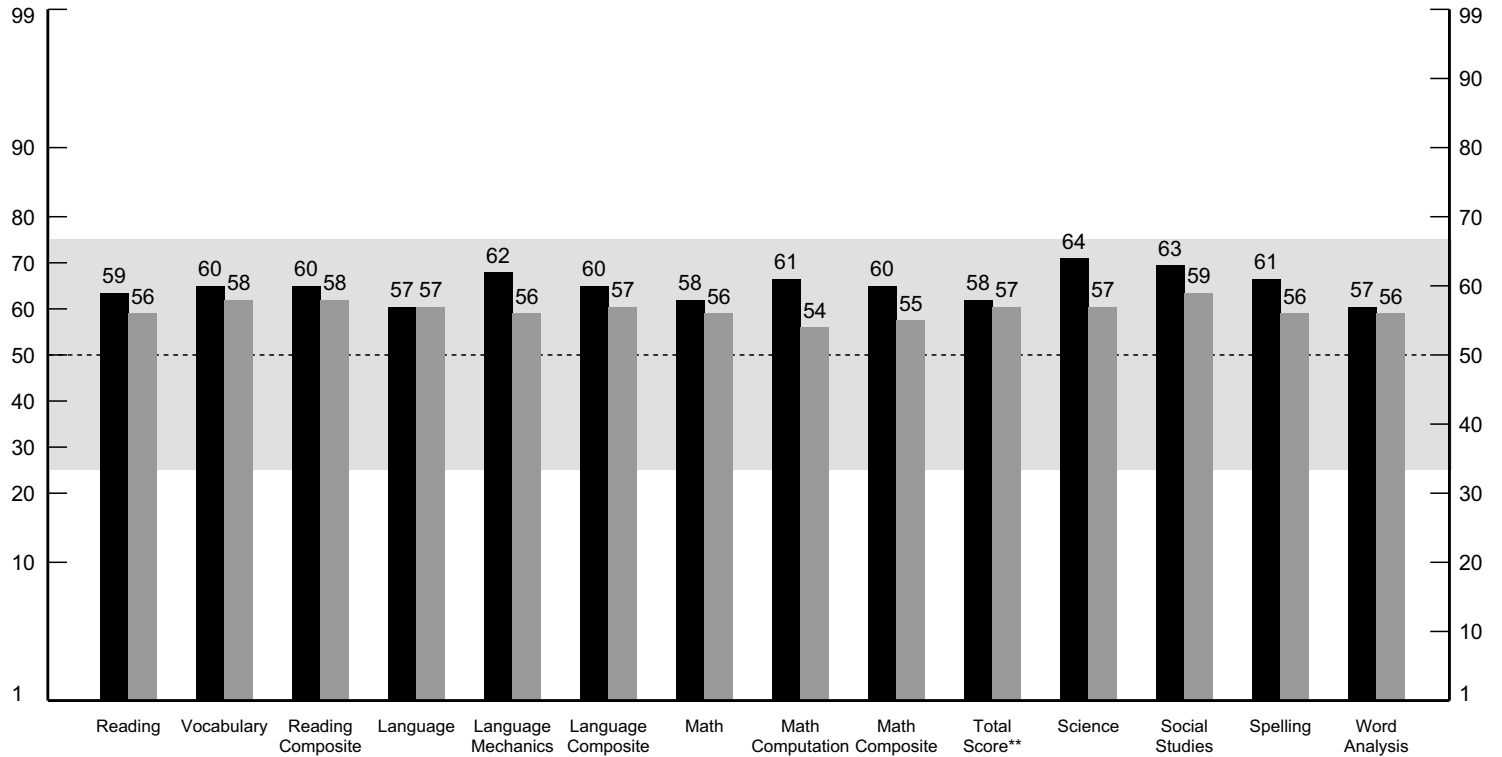
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**Obtained Versus Anticipated Achievement**  
National Percentile Scale

Normal Curve Equivalent Scale



DIFF	Above										Above			
No. of Students	36	36	36	36	36	36	36	36	36	36	36	36	36	36

Key  
 Obtained score  
 Anticipated score

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

## General Interpretation

The graph on the front of this page shows the obtained achievement scores ■ on *TerraNova* for your group of students and their anticipated scores ■ based on their *InView* results. Your group's Mean Normal Curve Equivalent scores and Mean Anticipated Normal Curve Equivalent scores are shown at the tops of the bars on the graph. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. Scores that fall above the shaded area are above the national average; scores that fall below the shaded area are below the national average.

Educationally meaningful differences between your students' obtained and anticipated scores are indicated below the graph in the DIFF row. A difference is considered meaningful when the difference between the two scores is 7 or more Normal Curve Equivalent (NCE) units. (The Normal Curve Equivalent scale is shown on the right of the graph.) When the group's performance is better than anticipated, the difference is shown as "Above." When the group's performance is below anticipated, the difference is shown as "Below".



**COMPLETE BATTERY**

**Assessment Summary,  
with *InView***

Group: OUR LADY OF LOURDES

Grade: 3

**Purpose**

This section of this report provides locally obtained achievement scores and anticipated achievement scores for comparison purposes.

Number of Students: 36

Form/Level: G-13

Test Date: 03/01/19

QM: 24 TN Norms Date: 2017

OUR LADY OF LOURDES PARIS 1016  
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	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Number of Students	36	36	36	36	36	36	36	36	36	36	36	36	36	36
<b>Obtained/Anticipated Scores</b>														
<b>Median National Percentile</b>														
Obtained	68	62	65	64	75	71	61	70	67	65	70	74	75	63
Anticipated	59	64	63	60	58	60	56	55	56	60	61	66	58	57
<b>NP of Mean NCE</b>														
Obtained	66	68	69	63	72	69	65	70	68	65	75	74	69	64
Anticipated	62	65	65	63	61	64	61	58	60	63	63	66	61	60
Difference	4	3	4	0	11	5	4	12	8	2	12	8	8	4
<b>Mean Normal Curve Equivalent</b>														
Obtained	59	60	60	57	62	60	58	61	60	58	64	63	61	57
Standard Deviation of Obtained	16	17	15	16	12	14	15	14	13	15	15	17	18	19
Anticipated	56	58	58	57	56	57	56	54	55	57	57	59	56	56
Difference	3	2	2	0	6	3	2	7	5	1	7	4	5	1
<b>Mean Scale Score</b>														
Obtained	638	633	636	632	637	635	619	599	609	629	641	646	627	644
Standard Deviation of Obtained	25	32	26	33	19	24	30	25	24	26	33	35	42	35
Anticipated	635	628	631	632	627	629	615	588	602	627	626	634	614	642
Difference	3	5	5	0	10	6	4	11	7	2	15	12	13	2
Standard Deviation of Difference	20	27	20	25	17	18	22	22	17	18	27	31	38	32
<b>Grade Mean Equivalent</b>														
Obtained	4.6	4.7	4.7	4.5	5.2	4.9	4.2	4.1	4.2	4.4	5.0	5.1	4.7	4.4
Standard Deviation of Obtained	2.2	2.7	2.3	2.8	1.7	2.2	1.6	0.8	0.9	1.9	2.6	2.9	2.6	1.9
Anticipated	4.4	4.3	4.4	4.5	4.4	4.5	4.0	3.7	3.9	4.3	4.3	4.2	4.1	4.3
Difference	0.2	0.4	0.3	0.0	0.8	0.4	0.2	0.4	0.3	0.1	0.7	0.9	0.6	0.1

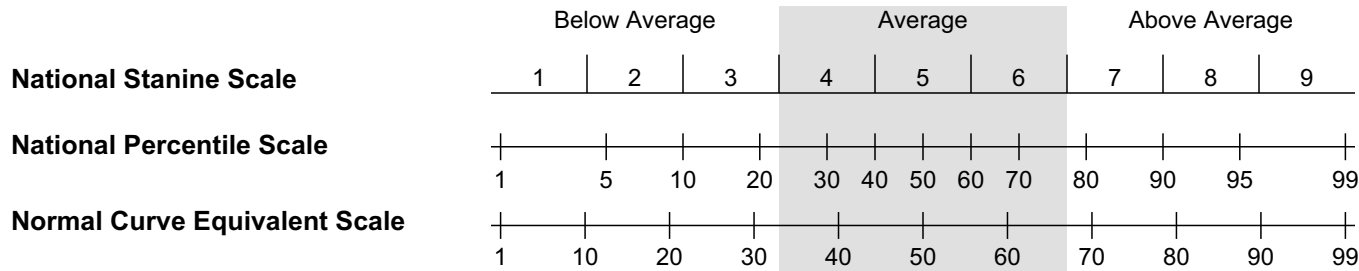
**Cognitive Skills Index (CSI) (Mean CSI: 105)**

No. Students with Valid CSI

Intervals	Scale Scores by CSI Intervals															
3	<b>115 &amp; Above</b>	Mean Obtained	665	649	657	678	657	668	682	608	645	675	694	704	674	681
		Mean Anticipated	669	661	665	669	656	662	655	623	639	664	663	658	649	675
		Difference	-4	-12	-8	9	1	6	27	-15	6	11	31	46	25	6
33	<b>86-114</b>	Mean Obtained	635	631	634	627	635	632	613	598	606	625	637	641	622	641
		Mean Anticipated	632	625	628	628	625	626	611	585	598	624	622	632	611	639
		Difference	3	6	6	-1	10	6	2	13	8	1	15	9	11	2
0	<b>85 &amp; Below</b>	Mean Obtained														
		Mean Anticipated														
		Difference														

\* Based on locally reported data

\*\* Total score consists of Reading, Language, Mathematics



## Key Terms

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.

**Norm-Referenced Scores** come from a standardized assessment and compare a student or group of students with a specified reference group (norm group), usually others of the same grade and age.

An **Anticipated Achievement Score (AA)** compares an individual student's level of achievement with that of students of similar age, grade, and cognitive ability. Anticipated Achievement Scores are a function of age, grade, and scores on *InView*. If a student's age is outside the age range used in the formula to compute AA, his or her age is reset to the minimum or maximum value of the range. The AA for students whose ages have been reset may not be as precise as the AA for students whose ages are within the range specified for each grade. (Only applicable when *InView* is taken.)

A **Difference (DIFF)** is noted by the words "Above" or "Below" when there is an educationally meaningful difference between the group's or individual student's obtained and anticipated scores. The difference is considered meaningful when there is a 7-unit difference between the obtained Normal Curve Equivalent (NCE) and anticipated NCE scores. (Only applicable when *InView* is taken.)

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 equal to or above 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 correspondence among National Percentiles, National Stanines, and Normal Curve Equivalents is shown in the graph above. 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.

A **Local Percentile (LP)** is the percentage of students in a local group whose scores fall below a given student's score.

The **Normal Curve Equivalent (NCE)** scale ranges from 1 to 99, and coincides with the National Percentile scale at 1, 50, and 99 (see line graph above). 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.

The **National Stanine (NS)** scale divides the scores of the norm population into nine groups (see the National Stanine line graph above). Because stanines are single-digit numbers, they are less likely than National Percentiles to be confused with the percentage of items answered correctly; however, they lack precision. For example, a student with a National Stanine of 6 could have a National Percentile as low as 60 and as high as 77 (see line graph above). The **Mean National Stanine (MNS)** is computed by adding all of the National Stanines of all the students in the 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). A Grade Equivalent that is within approximately two years of the student's actual grade placement is 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 (GME)** 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.

Additional information about the interpretation of these scores and the use of test results can be found at DRC's website, [www.datarecognitioncorp.com](http://www.datarecognitioncorp.com).

**INVIEW**

**Assessment Summary**

Group: OUR LADY OF LOURDES

Grade: 3

**Purpose**

This section provides details about your group's performance on *InView*. Together with other sources, this information can be used to evaluate, plan, and establish educational priorities.

Number of Students: 36

InView Level: 1

Test Date: 03/01/19

OUR LADY OF LOURDES PARIS 1016  
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**Norm-Referenced Scores**

	No. of Stdnts	MNSG	MSS	MDNPA	MDNPG
Sequences	36	5	408	55	53
Analogies	36	6	448	60	60
Quantitative Reasoning	36	5	428	51	49
<b>Total Nonverbal Score</b>	36	5	428	54	56
Verbal Reasoning-Words	36	6	421	58	53
Verbal Reasoning-Context	36	6	451	63	64
<b>Total Verbal Score</b>	36	6	436	64	65
<b>Total Score</b>	36	5	431	59	57

MNSG: Mean Natl Stanine by Grade  
MSS: Mean Scale Score

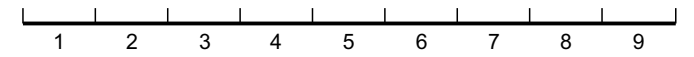
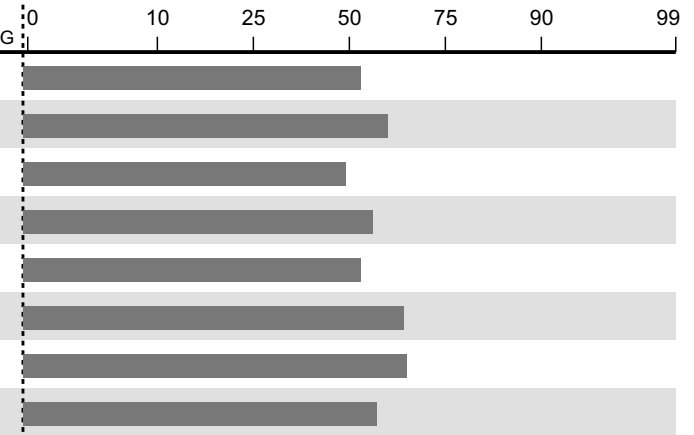
MDNPA: Median Natl Percentile by Age  
MDNPG: Median Natl Percentile by Grade

**Mean CSI: 105**

No. of students with valid CSI scores: 36

\* Based on locally reported data  
Cognitive Skills Index requires student birthdate and Total Score

**National Percentile Scale**



**National Stanine Scale**

■ Median National Percentile by Grade (MDNPG)

**General Interpretation**

*InView* consists of five subtests that measure cognitive ability. The five subtests are Sequences, Analogies, Quantitative Reasoning, Verbal Reasoning-Words, and Verbal Reasoning-Context. Explanations of what these subtests measure can be found on the next page. All five subtests are combined to create a Total Score. Sequences, Analogies, and Quantitative Reasoning are combined to yield a Total Nonverbal Score; Verbal Reasoning-Words and Verbal Reasoning-Context are combined to create a Total Verbal Score.

Displayed on the left are the norm-referenced scores for every subtest taken. The Median National Percentile by Grade is listed in the last column. A National Percentile by Grade compares a student with other students in the same grade, regardless of their ages.

The Cognitive Skills Index (CSI), which is shown beneath the table, is an age-dependent standardized score based on an individual's performance on *InView*. This score indicates a student's overall cognitive ability relative to other students of the same age without regard to grade. The Mean CSI is the average cognitive ability score for this group.

**INVIEW**

## Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 3

**Purpose**

This section provides the summary distribution of scores for your group.

Number of Students: 36

InView Level: 1

Test Date: 03/01/19

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Summary Scale Scores	Sequences	Analogies	Quantitative Reasoning	Total Nonverbal Score	Verbal Reasoning- Words	Verbal Reasoning- Context	Total Verbal Score	Total Score
Number of Students	36	36	36	36	36	36	36	36
High Score	550	570	551	557	550	574	510	532
Low Score	318	370	373	372	355	371	384	377
<b>Local Percentiles</b>								
90	460	526	482	463	489	498	496	471
75	437	482	446	448	446	472	457	445
50 (Median)	410	435	426	428	409	453	433	427
25	376	410	395	405	392	420	414	415
10	349	389	380	378	366	402	400	392
Mean	408	448	428	428	421	451	436	431
Standard Deviation	47	50	44	37	46	45	32	32

COMPLETE BATTERY

Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 4

Purpose

This report provides summary information about your group's performance. This page provides a graphic representation of the score 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.

Number of Students: 54

Form/Level: G-14

Test Date: 03/01/19

QM: 24 TN Norms Date: 2017

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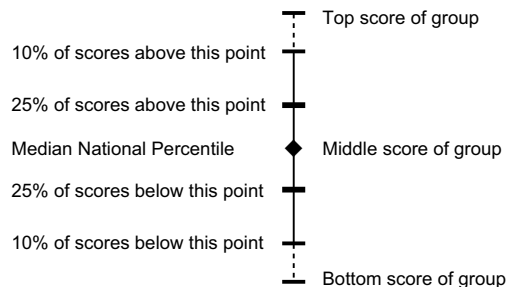
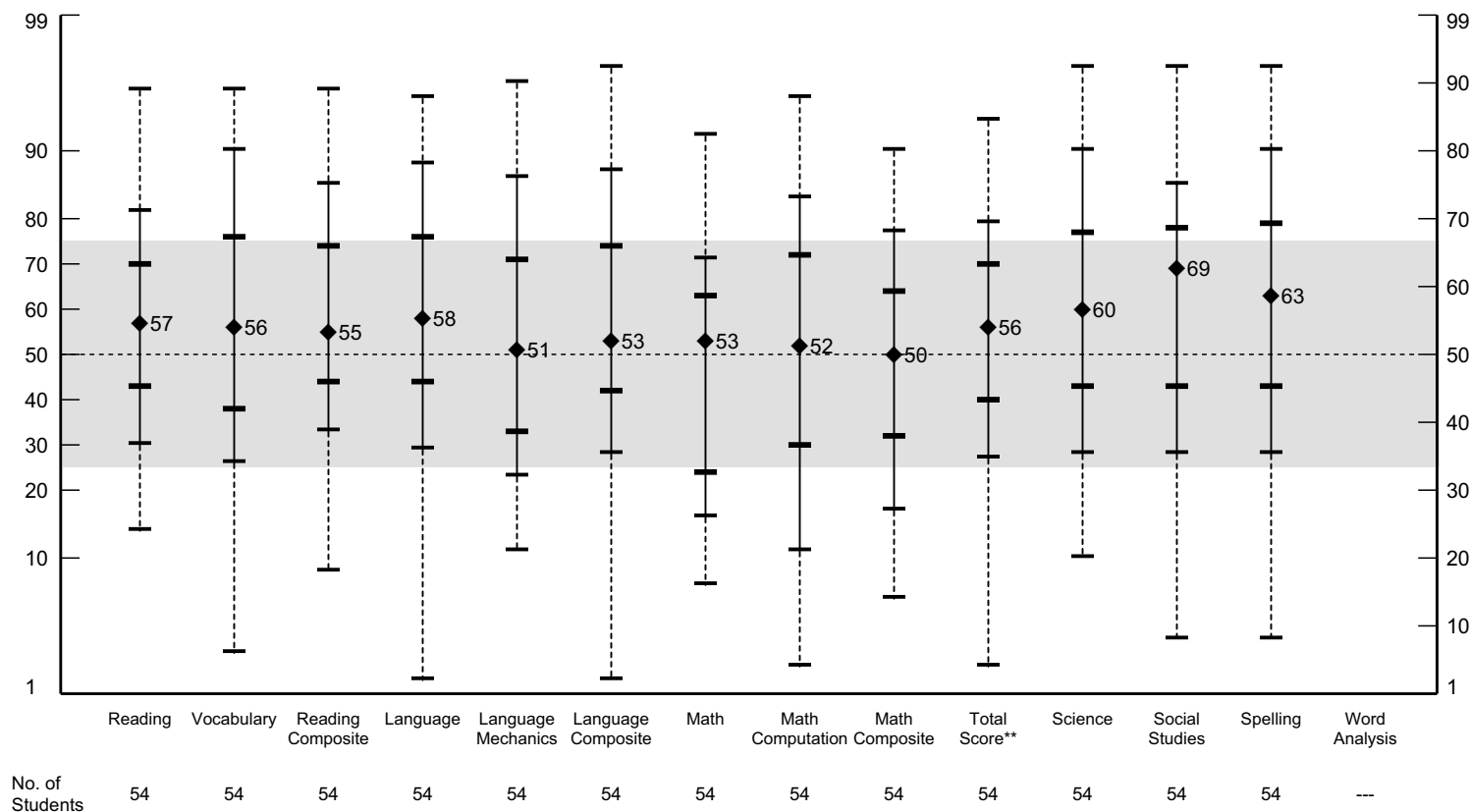
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Distribution by Content Area  
National Percentile Scale

Normal Curve Equivalent Scale



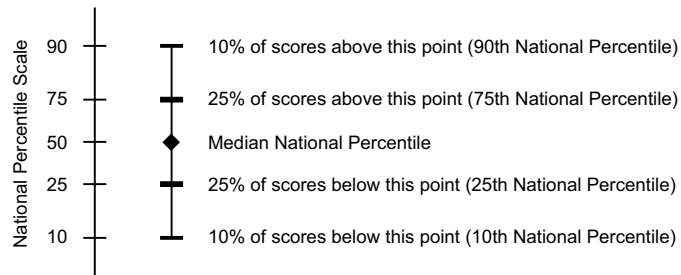
\* Based on locally reported data  
\*\* Total score consists of Reading, Language, Mathematics  
--- Subtest Not Taken

## General Interpretation

Each plot in the graph on the front of this page 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 DRC's website, [www.datarecognitioncorp.com](http://www.datarecognitioncorp.com).



**COMPLETE BATTERY**

# Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 4

**Purpose**

This section of the report provides a comprehensive numeric description of your group's score distribution.

Number of Students: 54

Form/Level: G-14

Test Date: 03/01/19

QM: 24      TN Norms Date: 2017

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	Reading	Reading Vocabulary	Reading Composite	Language Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Number of Students	54	54	54	54	54	54	54	54	54	54	54	54	54	---
<b>Mean Scores &amp; Std. Deviations</b>														
<b>Grade Mean Equivalent</b>	5.1	5.1	5.1	5.1	4.9	5.1	4.4	4.5	4.5	4.8	5.1	5.8	5.2	
Standard Deviation	1.7	2.0	1.7	2.5	2.5	2.3	1.2	1.1	1.0	1.5	1.7	2.2	1.9	
<b>Mean Normal Curve Equiv.</b>	54	54	55	55	52	54	47	49	49	52	56	57	56	
Standard Deviation	12	15	12	16	15	15	13	18	13	12	14	15	16	
NP of the Mean NCE	57	58	59	59	55	57	45	48	47	54	62	64	61	
<b>Mean Scale Score</b>	645	639	642	640	634	637	623	612	618	636	643	652	636	
Standard Deviation	18	24	18	33	26	25	26	31	24	21	24	24	30	
<b>Local Percentiles/Quartiles</b>														
<b>90th Local Percentile</b>														
National Percentile	81	90	85	88	86	87	71	83	77	79	90	85	90	
Grade Equivalent	7.7	8.7	8.0	9.4	8.6	8.7	5.7	5.9	5.9	6.7	8.1	8.0	8.3	
Normal Curve Equiv.	69	78	72	74	73	74	62	70	66	67	77	72	77	
Scale Score	667	676	668	672	668	668	651	644	647	660	677	673	674	
<b>75th Local Percentile (Q3)</b>														
National Percentile	70	76	74	76	71	74	63	72	64	70	77	78	79	
Grade Equivalent	5.7	6.5	6.4	6.8	6.3	6.6	5.2	5.3	5.2	5.7	6.1	7.2	6.4	
Normal Curve Equiv.	61	65	64	65	62	64	57	62	58	61	65	66	67	
Scale Score	656	656	656	657	649	652	643	633	634	651	658	665	656	
<b>50th Percentile (Median) (Q2)</b>														
National Percentile	58	56	56	57	51	53	53	51	50	56	60	69	63	
Grade Equivalent	5.0	4.9	4.9	5.0	4.6	4.8	4.7	4.6	4.6	4.9	5.0	6.4	5.3	
Normal Curve Equiv.	55	53	53	54	50	52	52	50	50	53	56	60	57	
Scale Score	646	638	640	640	630	634	634	616	622	638	642	657	639	
<b>25th Local Percentile (Q1)</b>														
National Percentile	43	38	44	44	33	42	24	30	32	40	43	43	43	
Grade Equivalent	4.1	4.0	4.3	4.3	3.3	4.1	3.5	4.1	4.0	4.0	4.3	4.3	4.3	
Normal Curve Equiv.	47	44	47	47	41	46	35	39	40	45	46	46	46	
Scale Score	634	623	631	629	614	625	601	599	605	624	627	636	619	
<b>10th Local Percentile</b>														
National Percentile	30	26	33	29	23	28	16	11	17	27	28	28	28	
Grade Equivalent	3.4	3.5	3.8	3.3	2.7	3.1	3.2	3.4	3.4	3.4	3.7	3.6	3.7	
Normal Curve Equiv.	39	36	41	38	35	38	29	25	30	37	38	38	38	
Scale Score	622	611	622	615	604	612	587	571	584	611	613	622	603	
<b>National Quarters</b>														
Local/Number	76-99	7	14	12	14	9	12	4	10	6	8	15	19	16
Per Quarter	51-75	24	18	19	17	19	17	24	18	20	24	20	19	21
	26-50	19	17	21	18	17	20	11	13	20	18	14	13	12
	01-25	4	5	2	5	9	5	15	13	8	4	5	3	5
Local/Percent	76-99	13	26	22	26	17	22	7	19	11	15	28	35	30
Per Quarter	51-75	44	33	35	31	35	31	44	33	37	44	37	35	39
	26-50	35	31	39	33	31	37	20	24	37	33	26	24	22
	01-25	7	9	4	9	17	9	28	24	15	7	9	6	9

\* Based on locally reported data

\*\* Total score consists of Reading, Language, Mathematics

--- Subtest Not Taken

## General Interpretation

This section of the Assessment Summary report presents your data in tabular form. It 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 (GME)** 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.



COMPLETE BATTERY

Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 4

Purpose

This section of this report provides an analysis of your group's performance on the TerraNova objectives.

Number of Students: 54

Form/Level: G-14

Test Date: 03/01/19

QM: 24 TN Norms Date: 2017

OUR LADY OF LOURDES PARIS 1016  
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Performance on Objectives

Obj. No. Objective Titles	Average OPI				Objectives Performance Index (OPI)*						Obj. No. Objective Titles	Average OPI				Objectives Performance Index (OPI)*							
	Local	National	Difference	Moderate Mastery Range	0	20	40	60	80	100		Local	National	Difference	Moderate Mastery Range	0	20	40	60	80	100		
<b>Reading</b>																							
002	Basic Understanding	84	79	+05	55-88	[Progress bar] I ◇						044	Subtract Whole Numbers	-	-	-	-						
003	Analyze Text	75	69	+06	36-81	[Progress bar] I ◇						045	Multiply Whole Numbers	69	72	-03	37-85	[Progress bar] ◇					
004	Evaluate/Extend Meaning	75	69	+06	36-81	[Progress bar] I ◇						046	Divide Whole Numbers	46	54	-08	21-63	[Progress bar] ◇ I					
005	Reading/Wrtg Strategies	67	63	+04	35-72	[Progress bar] I ◇						047	Decimals	64	67	-03	43-75	[Progress bar] ◇					
<b>Vocabulary</b>																							
035	Word Meaning	80	75	+05	42-85	[Progress bar] I ◇						<b>Science</b>											
036	Multimeaning Words	58	57	+01	36-62	[Progress bar] ◇						019	Science Inquiry	67	64	+03	28-71	[Progress bar] I ◇					
037	Words in Context	57	54	+03	23-61	[Progress bar] I ◇						020	Physical Science	57	56	+01	41-57	[Progress bar] ◇					
<b>Language</b>																							
007	Sentence Structure	70	67	+03	42-82	[Progress bar] I ◇						021	Life Science	79	75	+04	50-80	[Progress bar] I ◇					
008	Writing Strategies	72	67	+05	39-84	[Progress bar] I ◇						022	Earth and Space Science	50	47	+03	28-45	[Progress bar] I ◇					
009	Editing Skills	74	68	+06	41-85	[Progress bar] I ◇						023	Science and Technology	71	69	+02	46-72	[Progress bar] I ◇					
<b>Language Mechanics</b>																							
038	Sentences, Phrases, Clauses	63	61	+02	42-72	[Progress bar] I ◇						024	Personal and Social Persp	61	57	+04	31-62	[Progress bar] I ◇					
039	Writing Conventions	67	68	-01	46-83	[Progress bar] ◇						<b>Social Studies</b>											
<b>Mathematics</b>																							
010	Number & Number Relations	51	59	-08	27-69	[Progress bar] ◇ I						026	Geographic Perspectives	68	63	+05	31-71	[Progress bar] I ◇					
011	Computation & Estimation	51	57	-06	26-67	[Progress bar] ◇ I						027	History and Culture	64	59	+05	29-66	[Progress bar] I ◇					
012	Operation Concepts	68	73	-05	45-84	[Progress bar] ◇ I						028	Civics and Government	81	74	+07	34-86	[Progress bar] I ◇					
013	Measurement	59	64	-05	33-74	[Progress bar] ◇ I						029	Economic Perspectives	70	65	+05	30-76	[Progress bar] I ◇					
014	Geometry & Spatial Sense	59	63	-04	45-68	[Progress bar] ◇ I						<b>Spelling</b>											
015	Data, Stats & Probability	40	46	-06	25-49	[Progress bar] ◇ I						040	Vowels	67	62	+05	38-77	[Progress bar] I ◇					
016	Patterns, Functions, Algebra	49	55	-06	29-63	[Progress bar] ◇ I						041	Consonants	61	58	+03	37-70	[Progress bar] I ◇					
017	Prob Solving & Reasoning	-	-	-	-	-						042	Structural Units	68	65	+03	46-77	[Progress bar] I ◇					
<b>Math Computation</b>																							
043	Add Whole Numbers	-	-	-	-	-																	

National Reference Group Grade 4.8

\* 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.

- Too few items to report

**Key**

Moderate Mastery Range	[Progress bar]
Local Average OPI Score	◇
National Average OPI Score	I



**COMPLETE BATTERY**

**Assessment Summary**

Group: OUR LADY OF LOURDES

Grade: 4

**Purpose**

This report summarizes your group's performance using two categories. It allows you to compare local performance to national performance across content areas.

Number of Students: 54

Form/Level: G-14

Test Date: 03/01/19

QM: 24 TN Norms Date: 2017

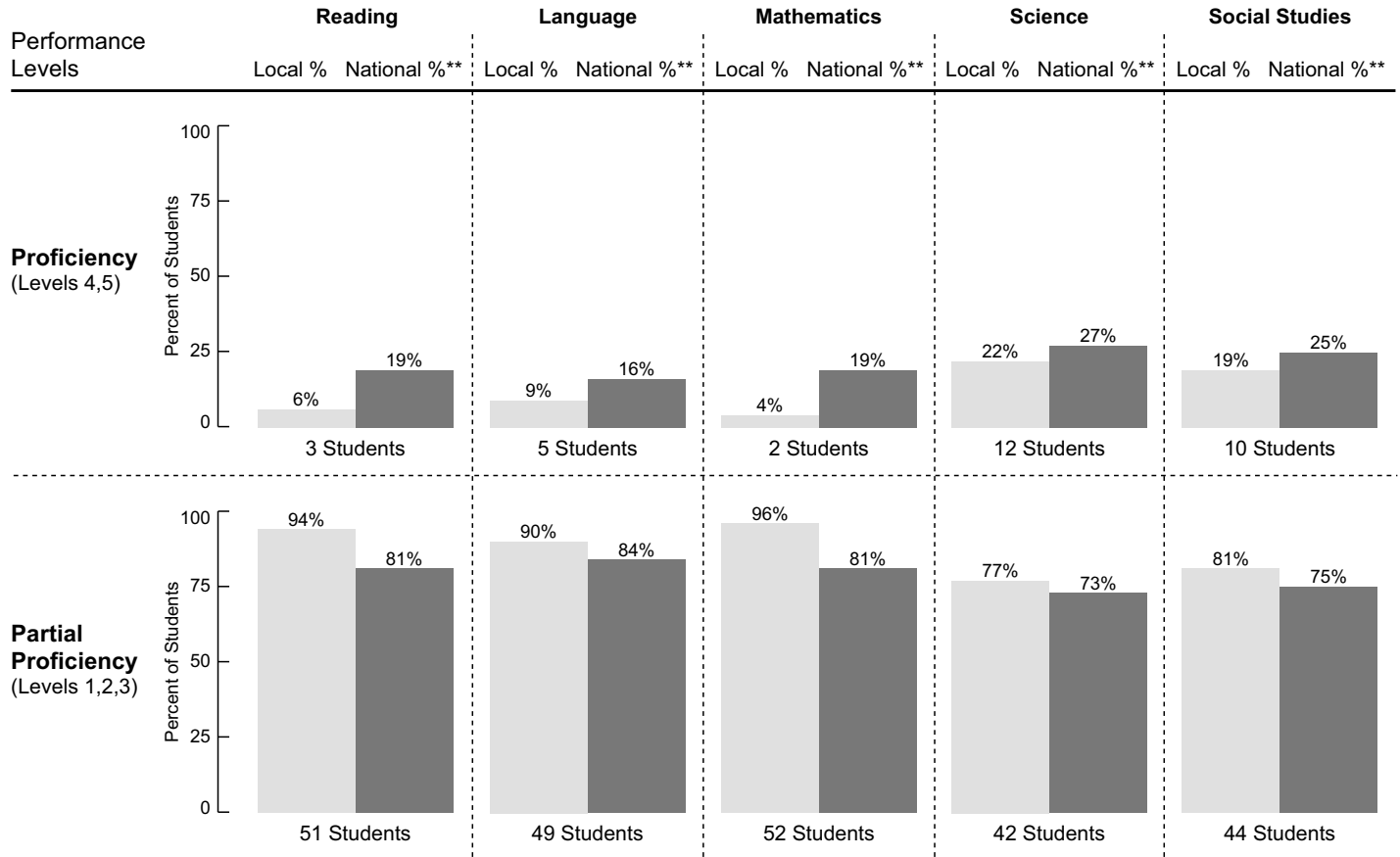
OUR LADY OF LOURDES PARIS 1016  
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City/State: MIAMI, FL

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**Percent of Students at Each Proficiency Level**



\* Based on locally reported data

\*\* National percent based on Spring national norm group

**General Interpretation**

This section of the Assessment Summary 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 percent of students in the national norm group in each category are included to allow for easy comparisons.

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

More information regarding the performance levels may be found at DRC's website, [www.datarecognitioncorp.com](http://www.datarecognitioncorp.com).



**COMPLETE BATTERY**

**Assessment Summary with *InView***

Group: OUR LADY OF LOURDES

Grade: 4

**Purpose**

This section of this report shows how the group's obtained achievement scores compare to their anticipated achievement scores.

Number of Students: 54

Form/Level: G-14

Test Date: 03/01/19

QM: 24 TN Norms Date: 2017

OUR LADY OF LOURDES PARIS 1016  
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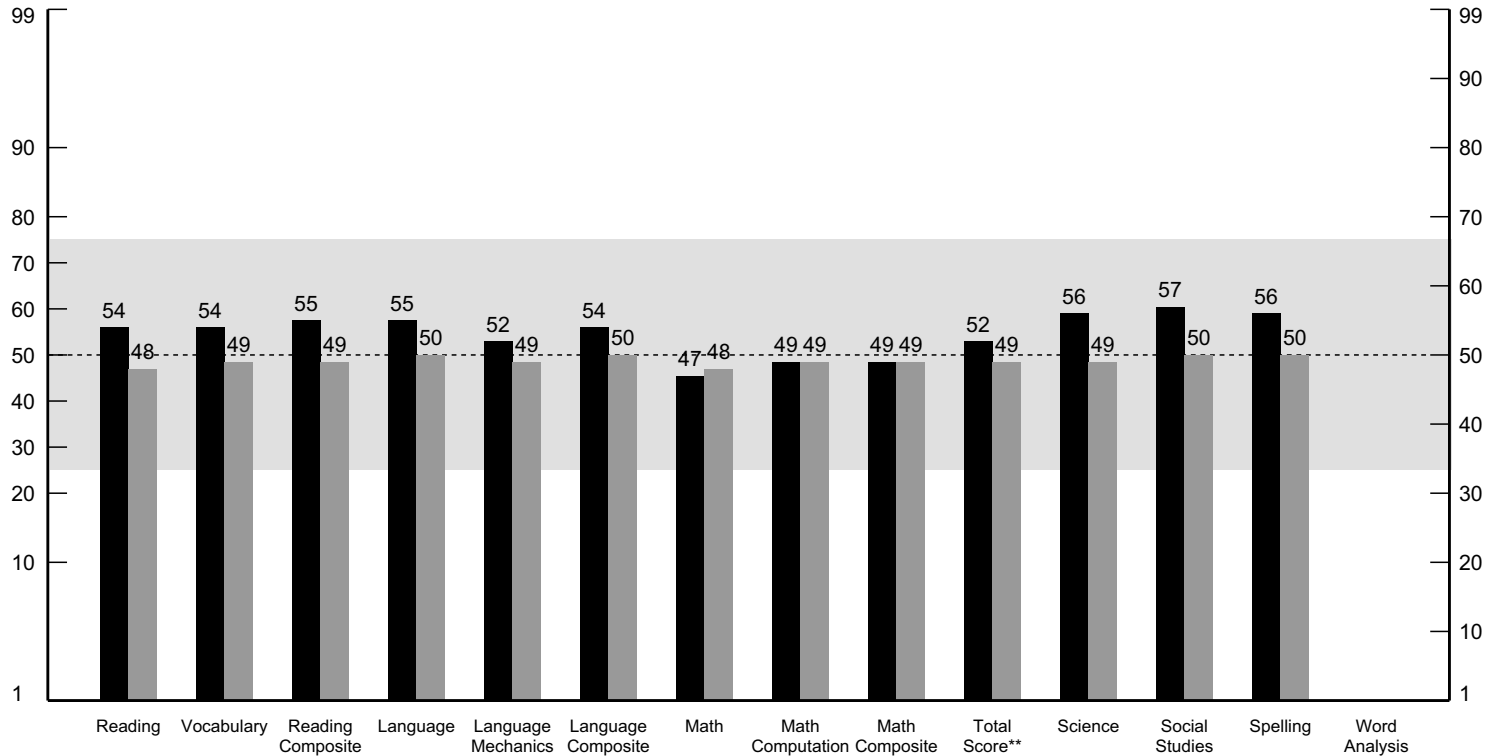
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**Obtained Versus Anticipated Achievement**  
National Percentile Scale

Normal Curve Equivalent Scale



DIFF														Above	Above	
No. of Students	54	54	54	54	54	54	54	54	54	54	54	54	54	---		

Key  
 Obtained score  
 Anticipated score

\* Based on locally reported data  
 \*\* Total score consists of Reading, Language, Mathematics  
 --- Subtest Not Taken

## General Interpretation

The graph on the front of this page shows the obtained achievement scores ■ on *TerraNova* for your group of students and their anticipated scores ■ based on their *InView* results. Your group's Mean Normal Curve Equivalent scores and Mean Anticipated Normal Curve Equivalent scores are shown at the tops of the bars on the graph. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. Scores that fall above the shaded area are above the national average; scores that fall below the shaded area are below the national average.

Educationally meaningful differences between your students' obtained and anticipated scores are indicated below the graph in the DIFF row. A difference is considered meaningful when the difference between the two scores is 7 or more Normal Curve Equivalent (NCE) units. (The Normal Curve Equivalent scale is shown on the right of the graph.) When the group's performance is better than anticipated, the difference is shown as "Above." When the group's performance is below anticipated, the difference is shown as "Below".

**COMPLETE BATTERY**

**Assessment Summary,  
with *InView***

Group: OUR LADY OF LOURDES

Grade: 4

**Purpose**

This section of this report provides locally obtained achievement scores and anticipated achievement scores for comparison purposes.

Number of Students: 54

Form/Level: G-14

Test Date: 03/01/19

QM: 24 TN Norms Date: 2017

OUR LADY OF LOURDES PARIS 1016  
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	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Number of Students	54	54	54	54	54	54	54	54	54	54	54	54	54	---
<b>Obtained/Anticipated Scores</b>														
<b>Median National Percentile</b>														
Obtained	57	56	55	58	51	53	53	52	50	56	60	69	63	
Anticipated	44	45	45	48	48	47	42	44	44	47	45	46	48	
<b>NP of Mean NCE</b>														
Obtained	57	58	59	59	55	57	45	48	47	54	62	64	61	
Anticipated	46	48	47	50	48	50	46	47	48	49	48	49	50	
Difference	11	10	12	9	7	7	-1	1	-1	5	14	15	11	
<b>Mean Normal Curve Equivalent</b>														
Obtained	54	54	55	55	52	54	47	49	49	52	56	57	56	
Standard Deviation of Obtained	12	15	12	16	15	15	13	18	13	12	14	15	16	
Anticipated	48	49	49	50	49	50	48	49	49	49	49	50	50	
Difference	6	5	6	5	3	4	-1	0	0	3	7	7	6	
<b>Mean Scale Score</b>														
Obtained	645	639	642	640	634	637	623	612	618	636	643	652	636	
Standard Deviation of Obtained	18	24	18	33	26	25	26	31	24	21	24	24	30	
Anticipated	635	630	633	633	628	631	625	613	619	631	631	640	625	
Difference	10	9	9	7	6	6	-2	-1	-1	5	12	12	11	
Standard Deviation of Difference	19	24	18	27	24	20	21	26	18	16	23	20	26	
<b>Grade Mean Equivalent</b>														
Obtained	5.1	5.1	5.1	5.1	4.9	5.1	4.4	4.5	4.5	4.8	5.1	5.8	5.2	
Standard Deviation of Obtained	1.7	2.0	1.7	2.5	2.5	2.3	1.2	1.1	1.0	1.5	1.7	2.2	1.9	
Anticipated	4.4	4.5	4.5	4.6	4.4	4.6	4.5	4.6	4.6	4.5	4.5	4.5	4.6	
Difference	0.7	0.6	0.6	0.5	0.5	0.5	-0.1	-0.1	-0.1	0.3	0.6	1.3	0.6	

**Cognitive Skills Index (CSI) (Mean CSI: 97)**

No. Students

with Valid CSI

Intervals

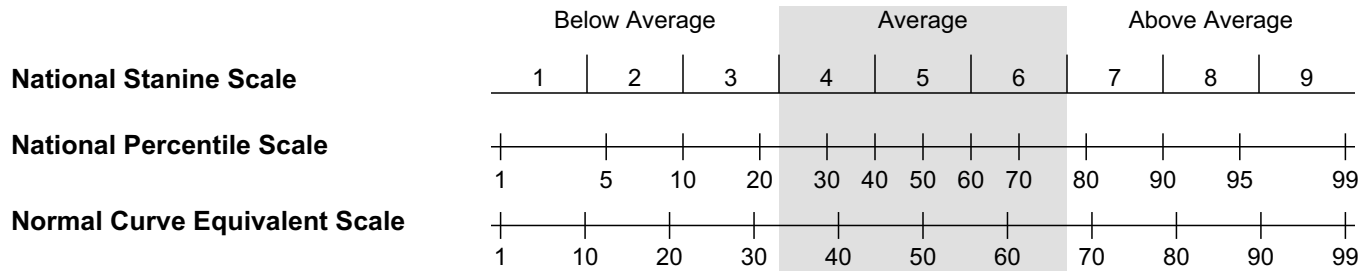
Scale Scores by CSI Intervals

No. Students with Valid CSI	Intervals	Scale Scores by CSI Intervals	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
4	<b>115 &amp; Above</b>	Mean Obtained	667	656	662	678	649	664	650	626	638	665	668	679	663	
	Mean Anticipated	679	672	675	678	667	673	678	650	664	678	678	677	683	663	
	Difference	-12	-16	-13	0	-18	-9	-28	-24	-26	-13	-9	-9	-4	0	
44	<b>86-114</b>	Mean Obtained	646	642	644	643	635	639	625	618	622	638	645	654	639	
	Mean Anticipated	637	632	634	635	629	632	627	613	620	633	633	633	641	627	
	Difference	9	10	10	8	6	7	-2	5	2	5	5	12	13	12	
6	<b>85 &amp; Below</b>	Mean Obtained	619	612	616	593	614	604	590	558	574	601	617	621	599	
	Mean Anticipated	596	592	594	594	592	593	580	581	580	590	590	588	601	593	
	Difference	23	20	22	-1	22	11	10	-23	-6	11	11	29	20	6	

\* Based on locally reported data

\*\* Total score consists of Reading, Language, Mathematics

--- Subtest Not Taken



## Key Terms

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.

**Norm-Referenced Scores** come from a standardized assessment and compare a student or group of students with a specified reference group (norm group), usually others of the same grade and age.

An **Anticipated Achievement Score (AA)** compares an individual student's level of achievement with that of students of similar age, grade, and cognitive ability. Anticipated Achievement Scores are a function of age, grade, and scores on *InView*. If a student's age is outside the age range used in the formula to compute AA, his or her age is reset to the minimum or maximum value of the range. The AA for students whose ages have been reset may not be as precise as the AA for students whose ages are within the range specified for each grade. (Only applicable when *InView* is taken.)

A **Difference (DIFF)** is noted by the words "Above" or "Below" when there is an educationally meaningful difference between the group's or individual student's obtained and anticipated scores. The difference is considered meaningful when there is a 7-unit difference between the obtained Normal Curve Equivalent (NCE) and anticipated NCE scores. (Only applicable when *InView* is taken.)

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 equal to or above 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 correspondence among National Percentiles, National Stanines, and Normal Curve Equivalents is shown in the graph above. 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.

A **Local Percentile (LP)** is the percentage of students in a local group whose scores fall below a given student's score.

The **Normal Curve Equivalent (NCE)** scale ranges from 1 to 99, and coincides with the National Percentile scale at 1, 50, and 99 (see line graph above). 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.

The **National Stanine (NS)** scale divides the scores of the norm population into nine groups (see the National Stanine line graph above). Because stanines are single-digit numbers, they are less likely than National Percentiles to be confused with the percentage of items answered correctly; however, they lack precision. For example, a student with a National Stanine of 6 could have a National Percentile as low as 60 and as high as 77 (see line graph above). The **Mean National Stanine (MNS)** is computed by adding all of the National Stanines of all the students in the 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). A Grade Equivalent that is within approximately two years of the student's actual grade placement is 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 (GME)** 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.

Additional information about the interpretation of these scores and the use of test results can be found at DRC's website, [www.datarecognitioncorp.com](http://www.datarecognitioncorp.com).



**INVIEW**

**Assessment Summary**

Group: OUR LADY OF LOURDES

Grade: 4

**Purpose**

This section provides details about your group's performance on *InView*. Together with other sources, this information can be used to evaluate, plan, and establish educational priorities.

Number of Students: 54

InView Level: 2

Test Date: 03/01/19

OUR LADY OF LOURDES PARIS 1016  
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**Norm-Referenced Scores**

	No. of Stdnts	MNSG	MSS	MDNPA	MDNPG
Sequences	54	5	434	48	42
Analogies	54	4	424	43	43
Quantitative Reasoning	54	5	435	39	38
<b>Total Nonverbal Score</b>	54	5	431	40	41
Verbal Reasoning-Words	54	5	414	39	37
Verbal Reasoning-Context	54	5	453	50	48
<b>Total Verbal Score</b>	54	5	434	46	43
<b>Total Score</b>	54	5	432	43	38

MNSG: Mean Natl Stanine by Grade  
MSS: Mean Scale Score

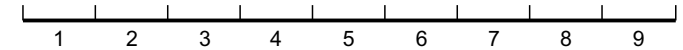
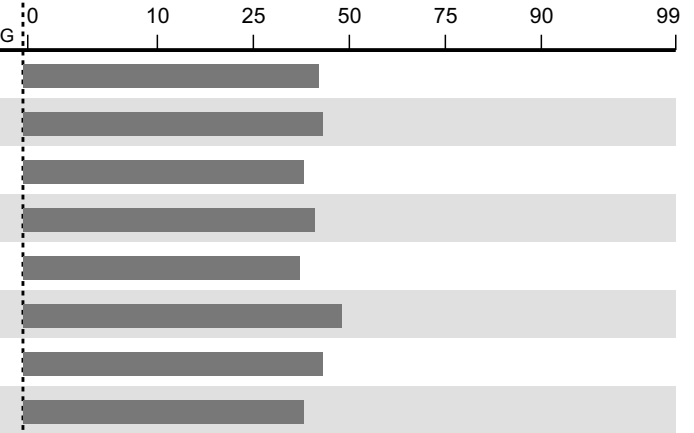
MDNPA: Median Natl Percentile by Age  
MDNPG: Median Natl Percentile by Grade

**Mean CSI: 97**

No. of students with valid CSI scores: 54

\* Based on locally reported data  
Cognitive Skills Index requires student birthdate and Total Score

**National Percentile Scale**



**National Stanine Scale**

■ Median National Percentile by Grade (MDNPG)

**General Interpretation**

*InView* consists of five subtests that measure cognitive ability. The five subtests are Sequences, Analogies, Quantitative Reasoning, Verbal Reasoning-Words, and Verbal Reasoning-Context. Explanations of what these subtests measure can be found on the next page. All five subtests are combined to create a Total Score. Sequences, Analogies, and Quantitative Reasoning are combined to yield a Total Nonverbal Score; Verbal Reasoning-Words and Verbal Reasoning-Context are combined to create a Total Verbal Score.

Displayed on the left are the norm-referenced scores for every subtest taken. The Median National Percentile by Grade is listed in the last column. A National Percentile by Grade compares a student with other students in the same grade, regardless of their ages.

The Cognitive Skills Index (CSI), which is shown beneath the table, is an age-dependent standardized score based on an individual's performance on *InView*. This score indicates a student's overall cognitive ability relative to other students of the same age without regard to grade. The Mean CSI is the average cognitive ability score for this group.

**INVIEW**

## Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 4

**Purpose**

This section provides the summary distribution of scores for your group.

Number of Students: 54

InView Level: 2

Test Date: 03/01/19

OUR LADY OF LOURDES PARIS 1016  
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City/State: MIAMI, FL

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Summary Scale Scores	Sequences	Analogies	Quantitative Reasoning	Total Nonverbal Score	Verbal Reasoning- Words	Verbal Reasoning- Context	Total Verbal Score	Total Score
Number of Students	54	54	54	54	54	54	54	54
High Score	534	607	562	520	538	564	543	527
Low Score	295	274	309	329	273	269	302	340
<b>Local Percentiles</b>								
90	504	494	513	492	497	520	497	484
75	478	466	469	469	450	484	461	466
50 (Median)	430	438	440	436	412	448	433	428
25	398	378	407	397	383	427	403	404
10	378	340	346	376	335	393	378	384
Mean	434	424	435	431	414	453	434	432
Standard Deviation	53	66	61	47	59	51	47	42

**COMPLETE BATTERY**

**Assessment Summary**

Group: OUR LADY OF LOURDES

Grade: 5

**Purpose**

This report provides summary information about your group's performance. This page provides a graphic representation of the score 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.

Number of Students: 53

Form/Level: G-15

Test Date: 03/01/19

QM: 24 TN Norms Date: 2017

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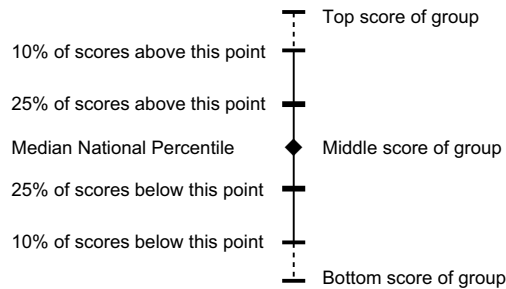
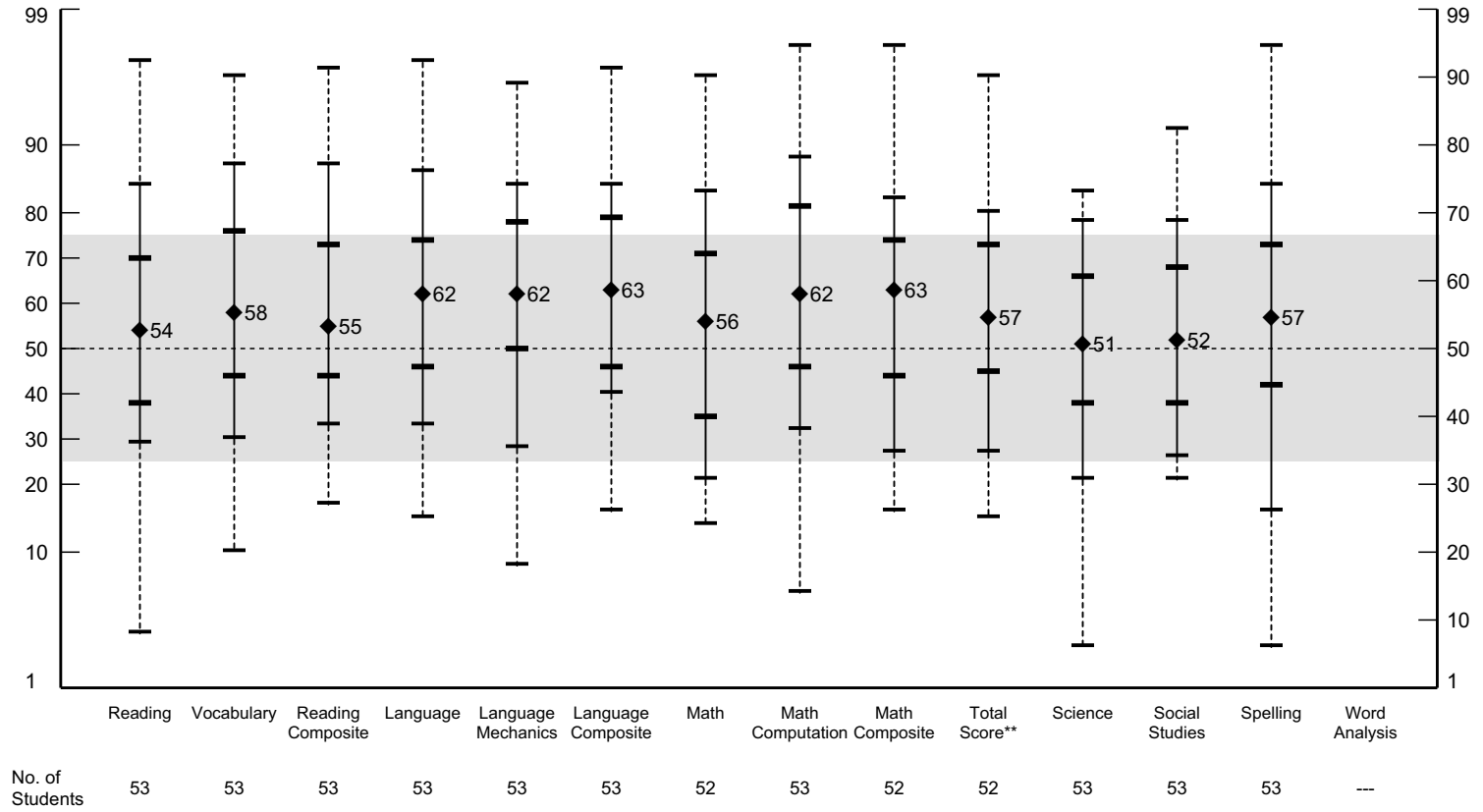
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**Distribution by Content Area**  
National Percentile Scale

Normal Curve Equivalent Scale



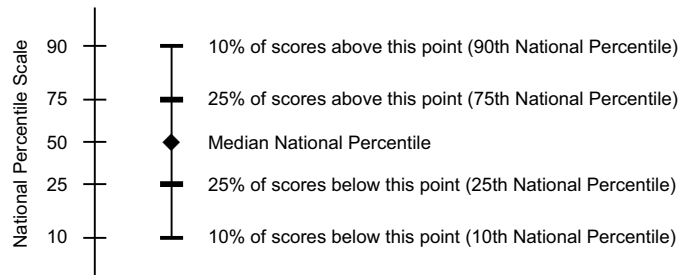
\* Based on locally reported data  
\*\* Total score consists of Reading, Language, Mathematics  
--- Subtest Not Taken

## General Interpretation

Each plot in the graph on the front of this page 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 DRC's website, [www.datarecognitioncorp.com](http://www.datarecognitioncorp.com).



**COMPLETE BATTERY**

**Assessment Summary**

Group: OUR LADY OF LOURDES

Grade: 5

**Purpose**

This section of the report provides a comprehensive numeric description of your group's score distribution.

Number of Students: 53

Form/Level: G-15

Test Date: 03/01/19

QM: 24 TN Norms Date: 2017

OUR LADY OF LOURDES PARIS 1016  
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	Reading	Reading Vocabulary	Reading Composite	Language Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Number of Students	53	53	53	53	53	53	52	53	52	52	53	53	53	---
<b>Mean Scores &amp; Std. Deviations</b>														
<b>Grade Mean Equivalent</b>	6.3	6.7	6.7	7.3	7.0	7.2	6.0	6.3	6.2	6.4	5.6	6.1	5.9	
Standard Deviation	2.4	2.3	2.2	2.6	2.5	2.3	1.7	1.7	1.6	2.0	1.8	1.9	2.0	
<b>Mean Normal Curve Equiv.</b>	52	56	55	56	56	57	52	58	56	55	50	52	53	
Standard Deviation	14	14	12	13	13	12	13	16	14	12	13	12	16	
NP of the Mean NCE	55	60	59	62	61	63	54	64	60	58	50	54	56	
<b>Mean Scale Score</b>	657	657	657	659	653	656	651	650	651	656	652	654	647	
Standard Deviation	22	22	19	23	24	20	25	27	24	20	27	17	27	
<b>Local Percentiles/Quartiles</b>														
<b>90th Local Percentile</b>														
National Percentile	84	87	87	86	84	84	83	88	82	80	78	78	84	
Grade Equivalent	10.4	10.3	10.6	11.1	10.3	10.4	8.4	8.0	7.9	9.1	8.6	8.3	8.6	
Normal Curve Equiv.	71	74	74	73	71	71	70	75	70	68	66	66	71	
Scale Score	686	686	687	686	680	680	683	675	675	678	683	675	677	
<b>75th Local Percentile (Q3)</b>														
National Percentile	70	76	73	74	78	79	71	81	74	73	66	68	73	
Grade Equivalent	8.2	8.3	8.1	9.0	9.2	9.4	6.9	7.2	6.8	8.1	7.5	7.2	7.1	
Normal Curve Equiv.	61	65	63	64	66	67	62	69	63	63	59	60	63	
Scale Score	671	672	669	670	671	672	669	666	664	670	670	665	663	
<b>50th Percentile (Median) (Q2)</b>														
National Percentile	54	58	55	62	63	63	55	63	63	56	52	52	57	
Grade Equivalent	5.9	6.4	6.0	7.0	7.0	7.1	5.8	6.1	6.2	6.1	5.7	5.7	6.0	
Normal Curve Equiv.	52	54	53	56	57	57	53	57	57	53	51	51	54	
Scale Score	657	655	654	658	655	656	653	648	653	654	655	653	649	
<b>25th Local Percentile (Q1)</b>														
National Percentile	38	44	44	46	50	46	35	46	44	45	38	38	42	
Grade Equivalent	4.9	5.2	5.2	5.3	5.6	5.3	4.7	5.4	5.2	5.3	5.0	4.6	5.1	
Normal Curve Equiv.	43	47	47	48	50	48	42	48	47	47	44	44	46	
Scale Score	644	643	645	644	643	641	633	634	635	644	641	642	636	
<b>10th Local Percentile</b>														
National Percentile	29	30	33	33	28	40	21	32	27	27	21	26	16	
Grade Equivalent	4.3	4.5	4.6	4.5	3.7	4.9	3.9	4.8	4.5	4.1	3.9	4.0	3.8	
Normal Curve Equiv.	38	39	41	41	38	44	33	40	37	37	33	36	29	
Scale Score	636	631	636	632	620	635	614	622	618	626	619	631	608	
<b>National Quarters</b>														
Local/Number	76-99	10	14	12	13	16	17	9	17	11	10	9	10	11
Per Quarter	51-75	20	15	22	24	23	21	22	19	24	20	19	19	23
	26-50	20	22	16	13	9	13	15	13	14	19	19	19	11
	01-25	3	2	3	3	5	2	6	4	3	3	6	5	8
Local/Percent	76-99	19	26	23	25	30	32	17	32	21	19	17	19	21
Per Quarter	51-75	38	28	42	45	43	40	42	36	46	38	36	36	43
	26-50	38	42	30	25	17	25	29	25	27	37	36	36	21
	01-25	6	4	6	6	9	4	12	8	6	6	11	9	15

\* Based on locally reported data

\*\* Total score consists of Reading, Language, Mathematics

--- Subtest Not Taken

## General Interpretation

This section of the Assessment Summary report presents your data in tabular form. It 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 (GME)** 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.

COMPLETE BATTERY

# Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 5

**Purpose**

This section of this report provides an analysis of your group's performance on the *TerraNova* objectives.

Number of Students: 53

Form/Level: G-15

Test Date: 03/01/19

QM: 24 TN Norms Date: 2017

OUR LADY OF LOURDES PARIS 1016  
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## Performance on Objectives

Obj. No. Objective Titles	Average OPI			Moderate Mastery Range	Objectives Performance Index (OPI)*						Obj. No. Objective Titles	Average OPI			Moderate Mastery Range	Objectives Performance Index (OPI)*							
	Local	National	Difference		0	20	40	60	80	100		Local	National	Difference		0	20	40	60	80	100		
<b>Reading</b>																<b>Science</b>							
002	Basic Understanding	66	65	+ 01	39-72	██████████ I ◇						044	Subtract Whole Numbers	-	-	-	-						
003	Analyze Text	64	63	+ 01	35-72	██████████ I ◇						045	Multiply Whole Numbers	75	69	+ 06	38-83	██████████ I ◇					
004	Evaluate/Extend Meaning	71	68	+ 03	33-81	██████████ I ◇						046	Divide Whole Numbers	65	59	+ 06	18-81	██████████ I ◇					
005	Reading/Wrtg Strategies	59	57	+ 02	28-67	██████████ I ◇						047	Decimals	74	70	+ 04	52-76	██████████ I ◇					
<b>Vocabulary</b>																<b>Mathematics</b>							
035	Word Meaning	65	62	+ 03	35-71	██████████ I ◇						010	Number & Number Relations	63	62	+ 01	32-75	██████████ I ◇					
036	Multimeaning Words	91	85	+ 06	63-94	██████████ I ◇						011	Computation & Estimation	55	55	00	28-65	██████████ I ◇					
037	Words in Context	64	59	+ 05	30-69	██████████ I ◇						012	Operation Concepts	70	69	+ 01	38-82	██████████ I ◇					
<b>Language</b>																<b>Social Studies</b>							
007	Sentence Structure	68	64	+ 04	41-78	██████████ I ◇						026	Geographic Perspectives	62	61	+ 01	27-74	██████████ I ◇					
008	Writing Strategies	73	65	+ 08	41-80	██████████ I ◇						027	History and Culture	63	64	- 01	31-75	██████████ I ◇					
009	Editing Skills	76	69	+ 07	46-83	██████████ I ◇						028	Civics and Government	61	60	+ 01	38-66	██████████ I ◇					
<b>Language Mechanics</b>																<b>Spelling</b>							
038	Sentences, Phrases, Clauses	67	61	+ 06	38-76	██████████ I ◇						040	Vowels	60	58	+ 02	35-73	██████████ I ◇					
039	Writing Conventions	72	68	+ 04	49-79	██████████ I ◇						041	Consonants	82	79	+ 03	64-89	██████████ I ◇					
<b>Mathematics</b>																<b>Math Computation</b>							
013	Measurement	50	52	- 02	26-61	██████████ I ◇						043	Add Whole Numbers	-	-	-	-						
014	Geometry & Spatial Sense	54	54	00	34-60	██████████ I ◇																	
015	Data, Stats & Probability	66	65	+ 01	33-77	██████████ I ◇																	
016	Patterns, Functions, Algebra	67	66	+ 01	39-75	██████████ I ◇																	
017	Prob Solving & Reasoning	-	-	-	-																		

**National Reference Group Grade 5.8**

\* 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.

- Too few items to report

**Key**

Moderate Mastery Range	██████████
Local Average OPI Score	◇
National Average OPI Score	I





**COMPLETE BATTERY**

**Assessment Summary**

Group: OUR LADY OF LOURDES

Grade: 5

**Purpose**

This report summarizes your group's performance using two categories. It allows you to compare local performance to national performance across content areas.

Number of Students: 53

Form/Level: G-15

Test Date: 03/01/19

QM: 24 TN Norms Date: 2017

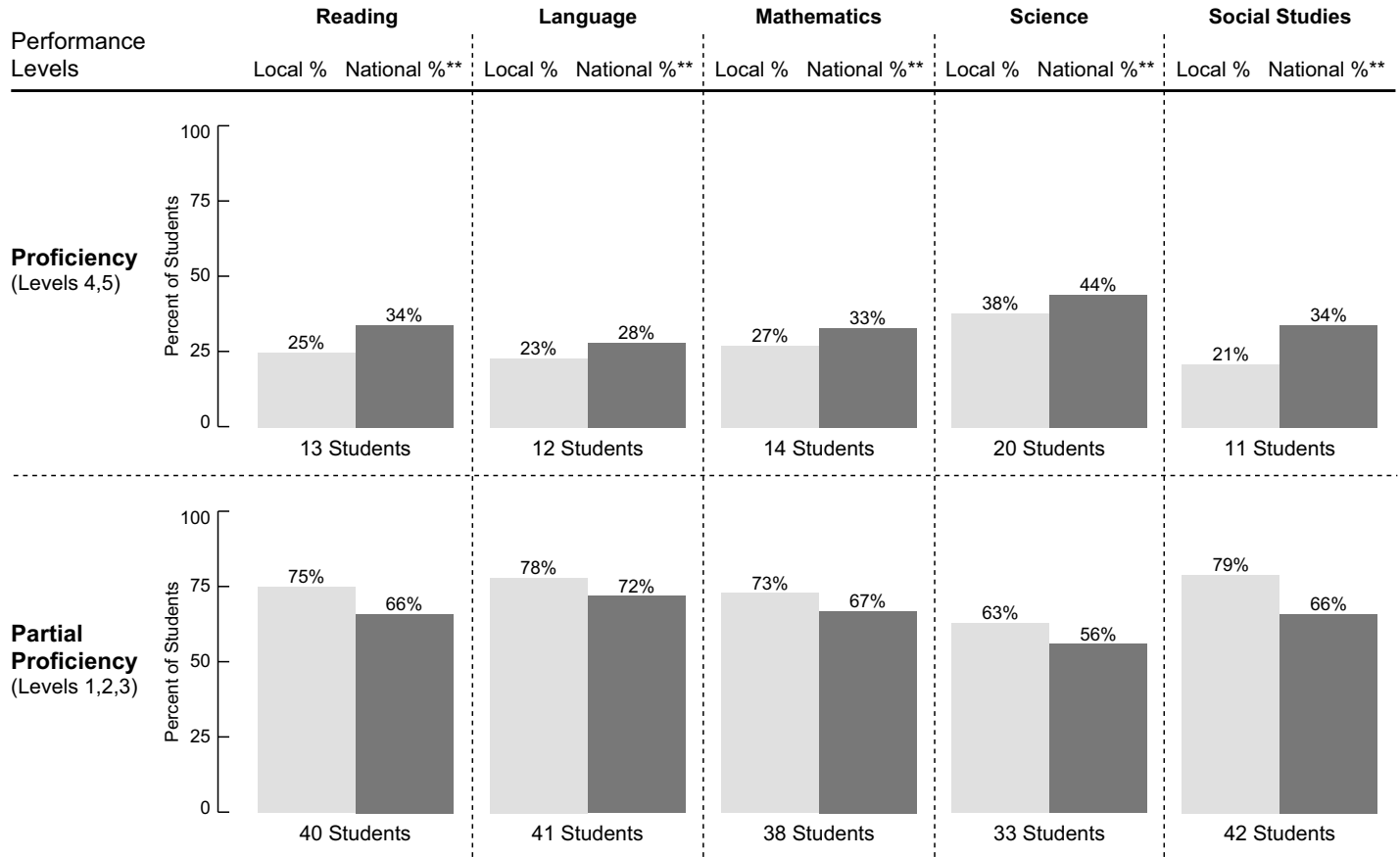
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**Percent of Students at Each Proficiency Level**



\* Based on locally reported data

\*\* National percent based on Spring national norm group

**General Interpretation**

This section of the Assessment Summary 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 percent of students in the national norm group in each category are included to allow for easy comparisons.

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

More information regarding the performance levels may be found at DRC's website, [www.datarecognitioncorp.com](http://www.datarecognitioncorp.com).



**COMPLETE BATTERY**

**Assessment Summary with *InView***

Group: OUR LADY OF LOURDES

Grade: 5

**Purpose**

This section of this report shows how the group's obtained achievement scores compare to their anticipated achievement scores.

Number of Students: 53

Form/Level: G-15

Test Date: 03/01/19

QM: 24 TN Norms Date: 2017

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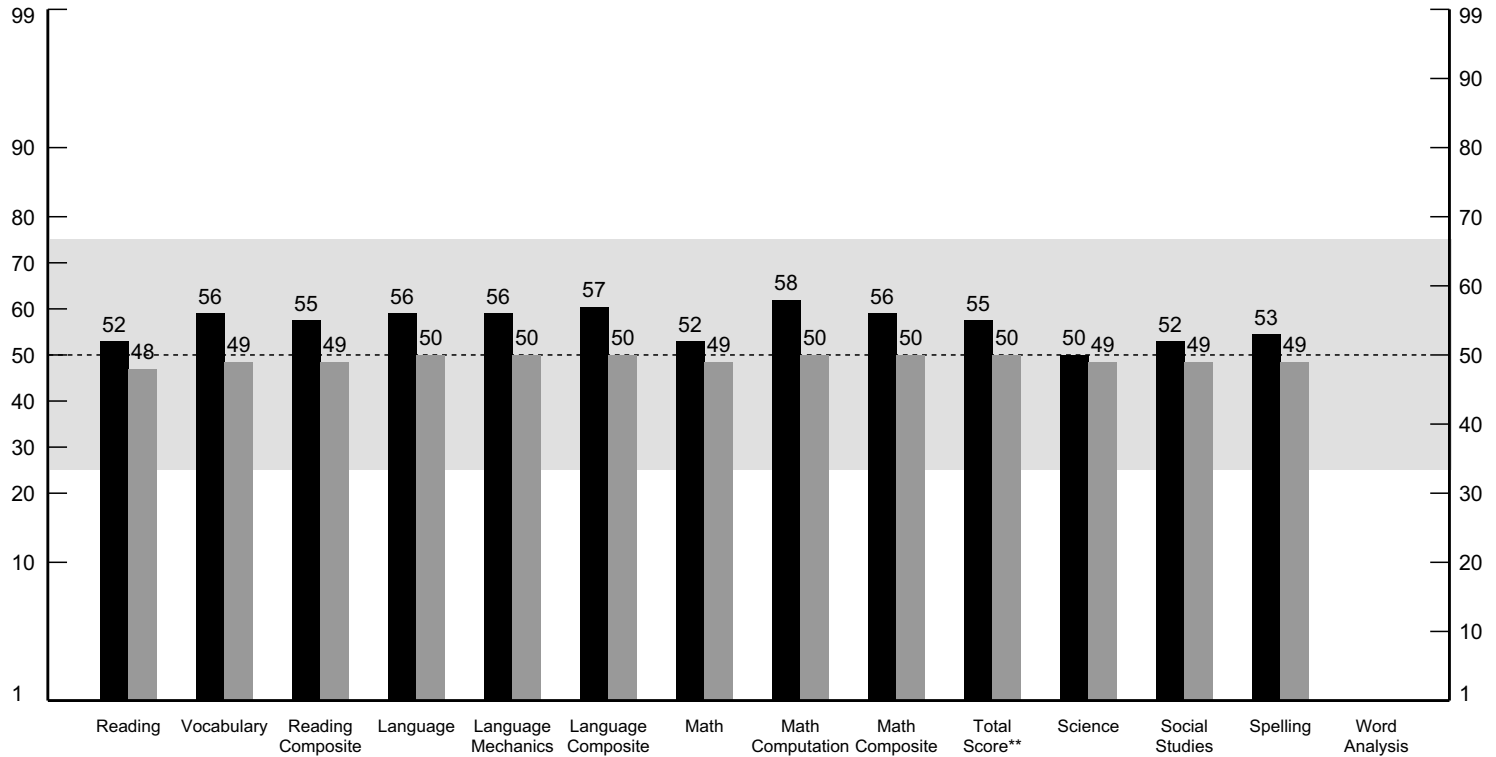
City/State: MIAMI, FL

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**Obtained Versus Anticipated Achievement**  
National Percentile Scale

Normal Curve Equivalent Scale



DIFF	Above			Above			Above							
No. of Students	53	53	53	53	53	53	52	53	52	52	53	53	53	---

Key  
 Obtained score  
 Anticipated score

\* Based on locally reported data  
 \*\* Total score consists of Reading, Language, Mathematics  
 --- Subtest Not Taken

## General Interpretation

The graph on the front of this page shows the obtained achievement scores ■ on *TerraNova* for your group of students and their anticipated scores ■ based on their *InView* results. Your group's Mean Normal Curve Equivalent scores and Mean Anticipated Normal Curve Equivalent scores are shown at the tops of the bars on the graph. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. Scores that fall above the shaded area are above the national average; scores that fall below the shaded area are below the national average.

Educationally meaningful differences between your students' obtained and anticipated scores are indicated below the graph in the DIFF row. A difference is considered meaningful when the difference between the two scores is 7 or more Normal Curve Equivalent (NCE) units. (The Normal Curve Equivalent scale is shown on the right of the graph.) When the group's performance is better than anticipated, the difference is shown as "Above." When the group's performance is below anticipated, the difference is shown as "Below".

**COMPLETE BATTERY**

**Assessment Summary,  
with *InView***

Group: OUR LADY OF LOURDES

Grade: 5

**Purpose**

This section of this report provides locally obtained achievement scores and anticipated achievement scores for comparison purposes.

Number of Students: 53

Form/Level: G-15

Test Date: 03/01/19

QM: 24 TN Norms Date: 2017

OUR LADY OF LOURDES PARIS 1016  
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	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Number of Students	53	53	53	53	53	53	52	53	52	52	53	53	53	---
<b>Obtained/Anticipated Scores</b>														
<b>Median National Percentile</b>														
Obtained	54	58	55	62	62	63	56	62	63	57	51	52	57	
Anticipated	47	50	50	50	51	51	48	48	50	51	47	50	49	
<b>NP of Mean NCE</b>														
Obtained	55	60	59	62	61	63	54	64	60	58	50	54	56	
Anticipated	46	49	49	49	49	50	48	49	50	49	48	48	48	
Difference	9	11	10	13	12	13	6	15	10	9	2	6	8	
<b>Mean Normal Curve Equivalent</b>														
Obtained	52	56	55	56	56	57	52	58	56	55	50	52	53	
Standard Deviation of Obtained	14	14	12	13	13	12	13	16	14	12	13	12	16	
Anticipated	48	49	49	50	50	50	49	50	50	50	49	49	49	
Difference	4	7	6	6	6	7	3	8	6	5	1	3	4	
<b>Mean Scale Score</b>														
Obtained	657	657	657	659	653	656	651	650	651	656	652	654	647	
Standard Deviation of Obtained	22	22	19	23	24	20	25	27	24	20	27	17	27	
Anticipated	651	647	649	647	642	644	645	636	641	647	651	650	641	
Difference	6	10	8	12	11	12	6	14	10	9	1	4	6	
Standard Deviation of Difference	19	22	17	18	22	15	17	22	17	14	23	17	27	
<b>Grade Mean Equivalent</b>														
Obtained	6.3	6.7	6.7	7.3	7.0	7.2	6.0	6.3	6.2	6.4	5.6	6.1	5.9	
Standard Deviation of Obtained	2.4	2.3	2.2	2.6	2.5	2.3	1.7	1.7	1.6	2.0	1.8	1.9	2.0	
Anticipated	5.5	5.6	5.6	5.6	5.6	5.6	5.6	5.5	5.6	5.6	5.6	5.5	5.6	
Difference	0.8	1.1	1.1	1.7	1.4	1.6	0.4	0.8	0.6	0.8	0.0	0.6	0.3	

**Cognitive Skills Index (CSI) (Mean CSI: 98)**

No. Students with Valid CSI

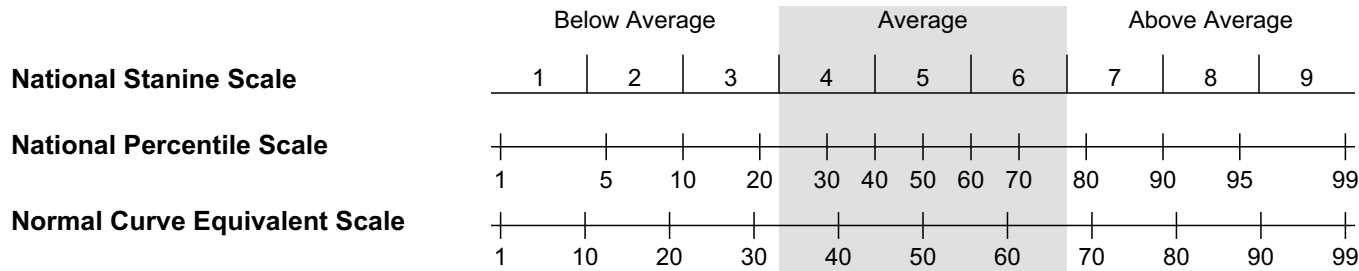
Intervals Scale Scores by CSI Intervals

Intervals	Scale Scores by CSI Intervals	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
1	<b>115 &amp; Above</b>	674	669	672	678	674	676	652	675	664	668	664	661	657	
	Mean Obtained	681	672	676	678	671	674	678	662	670	679	681	678	663	
	Mean Anticipated	-7	-3	-4	0	3	2	-26	13	-6	-11	-17	-17	-6	
	Difference														
47	<b>86-114</b>	660	658	659	661	655	658	654	652	654	659	656	655	648	
	Mean Obtained	653	649	651	650	645	647	648	639	644	651	654	652	643	
	Mean Anticipated	7	9	8	11	10	11	6	13	10	8	2	3	5	
	Difference														
5	<b>85 &amp; Below</b>	631	645	639	631	632	632	616	623	620	626	610	644	639	
	Mean Obtained	620	622	621	614	611	612	606	603	605	613	617	619	620	
	Mean Anticipated	11	23	18	17	21	20	10	20	15	13	-7	25	19	
	Difference														

\* Based on locally reported data

\*\* Total score consists of Reading, Language, Mathematics

--- Subtest Not Taken



## Key Terms

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.

**Norm-Referenced Scores** come from a standardized assessment and compare a student or group of students with a specified reference group (norm group), usually others of the same grade and age.

An **Anticipated Achievement Score (AA)** compares an individual student's level of achievement with that of students of similar age, grade, and cognitive ability. Anticipated Achievement Scores are a function of age, grade, and scores on *InView*. If a student's age is outside the age range used in the formula to compute AA, his or her age is reset to the minimum or maximum value of the range. The AA for students whose ages have been reset may not be as precise as the AA for students whose ages are within the range specified for each grade. (Only applicable when *InView* is taken.)

A **Difference (DIFF)** is noted by the words "Above" or "Below" when there is an educationally meaningful difference between the group's or individual student's obtained and anticipated scores. The difference is considered meaningful when there is a 7-unit difference between the obtained Normal Curve Equivalent (NCE) and anticipated NCE scores. (Only applicable when *InView* is taken.)

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 equal to or above 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 correspondence among National Percentiles, National Stanines, and Normal Curve Equivalents is shown in the graph above. 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.

A **Local Percentile (LP)** is the percentage of students in a local group whose scores fall below a given student's score.

The **Normal Curve Equivalent (NCE)** scale ranges from 1 to 99, and coincides with the National Percentile scale at 1, 50, and 99 (see line graph above). 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.

The **National Stanine (NS)** scale divides the scores of the norm population into nine groups (see the National Stanine line graph above). Because stanines are single-digit numbers, they are less likely than National Percentiles to be confused with the percentage of items answered correctly; however, they lack precision. For example, a student with a National Stanine of 6 could have a National Percentile as low as 60 and as high as 77 (see line graph above). The **Mean National Stanine (MNS)** is computed by adding all of the National Stanines of all the students in the 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). A Grade Equivalent that is within approximately two years of the student's actual grade placement is 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 (GME)** 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.

Additional information about the interpretation of these scores and the use of test results can be found at DRC's website, [www.datarecognitioncorp.com](http://www.datarecognitioncorp.com).

**INVIEW**

**Assessment Summary**

Group: OUR LADY OF LOURDES

Grade: 5

**Purpose**

This section provides details about your group's performance on *InView*. Together with other sources, this information can be used to evaluate, plan, and establish educational priorities.

Number of Students: 53

InView Level: 2

Test Date: 03/01/19

OUR LADY OF LOURDES PARIS 1016  
ARCHDIOCESE OF MIAMI DZE01

City/State: MIAMI, FL

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**Norm-Referenced Scores**

	No. of Stdnts	MNSG	MSS	MDNPA	MDNPG
Sequences	53	5	456	46	45
Analogies	53	5	445	49	47
Quantitative Reasoning	53	5	462	50	50
<b>Total Nonverbal Score</b>	53	5	454	42	41
Verbal Reasoning-Words	53	4	429	38	36
Verbal Reasoning-Context	53	5	471	55	53
<b>Total Verbal Score</b>	53	5	450	49	46
<b>Total Score</b>	53	5	453	47	43

MNSG: Mean Natl Stanine by Grade  
MSS: Mean Scale Score

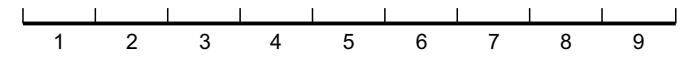
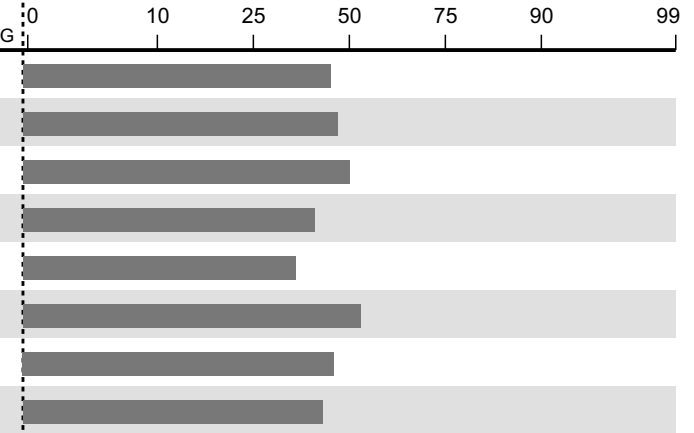
MDNPA: Median Natl Percentile by Age  
MDNPG: Median Natl Percentile by Grade

**Mean CSI: 98**

No. of students with valid CSI scores: 53

\* Based on locally reported data  
Cognitive Skills Index requires student birthdate and Total Score

**National Percentile Scale**



**National Stanine Scale**

■ Median National Percentile by Grade (MDNPG)

**General Interpretation**

*InView* consists of five subtests that measure cognitive ability. The five subtests are Sequences, Analogies, Quantitative Reasoning, Verbal Reasoning-Words, and Verbal Reasoning-Context. Explanations of what these subtests measure can be found on the next page. All five subtests are combined to create a Total Score. Sequences, Analogies, and Quantitative Reasoning are combined to yield a Total Nonverbal Score; Verbal Reasoning-Words and Verbal Reasoning-Context are combined to create a Total Verbal Score.

Displayed on the left are the norm-referenced scores for every subtest taken. The Median National Percentile by Grade is listed in the last column. A National Percentile by Grade compares a student with other students in the same grade, regardless of their ages.

The Cognitive Skills Index (CSI), which is shown beneath the table, is an age-dependent standardized score based on an individual's performance on *InView*. This score indicates a student's overall cognitive ability relative to other students of the same age without regard to grade. The Mean CSI is the average cognitive ability score for this group.

**INVIEW**

## Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 5

**Purpose**

This section provides the summary distribution of scores for your group.

Number of Students: 53

InView Level: 2

Test Date: 03/01/19

OUR LADY OF LOURDES PARIS 1016  
ARCHDIOCESE OF MIAMI DZE01

City/State: MIAMI, FL

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Summary Scale Scores	Sequences	Analogies	Quantitative Reasoning	Total Nonverbal Score	Verbal Reasoning- Words	Verbal Reasoning- Context	Total Verbal Score	Total Score
Number of Students	53	53	53	53	53	53	53	53
High Score	575	540	562	524	509	560	507	515
Low Score	371	239	309	355	273	377	367	377
Local Percentiles								
90	513	504	524	513	477	524	493	496
75	480	480	493	483	462	499	475	476
50 (Median)	457	462	471	455	428	472	453	453
25	421	422	432	431	402	456	431	433
10	404	350	391	404	384	418	413	421
Mean	456	445	462	454	429	471	450	453
Standard Deviation	45	64	56	41	43	41	33	33



**COMPLETE BATTERY**

**Assessment Summary**

Group: OUR LADY OF LOURDES

Grade: 6

**Purpose**

This report provides summary information about your group's performance. This page provides a graphic representation of the score 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.

Number of Students: 35

Form/Level: G-16

Test Date: 03/01/19

QM: 24 TN Norms Date: 2017

OUR LADY OF LOURDES PARIS 1016  
ARCHDIOCESE OF MIAMI DZE01

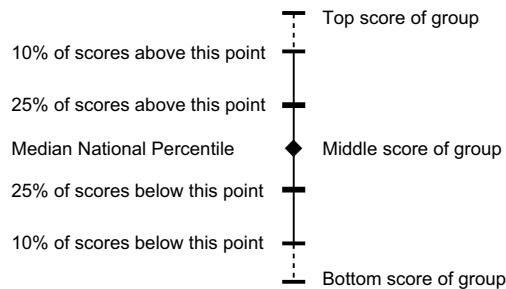
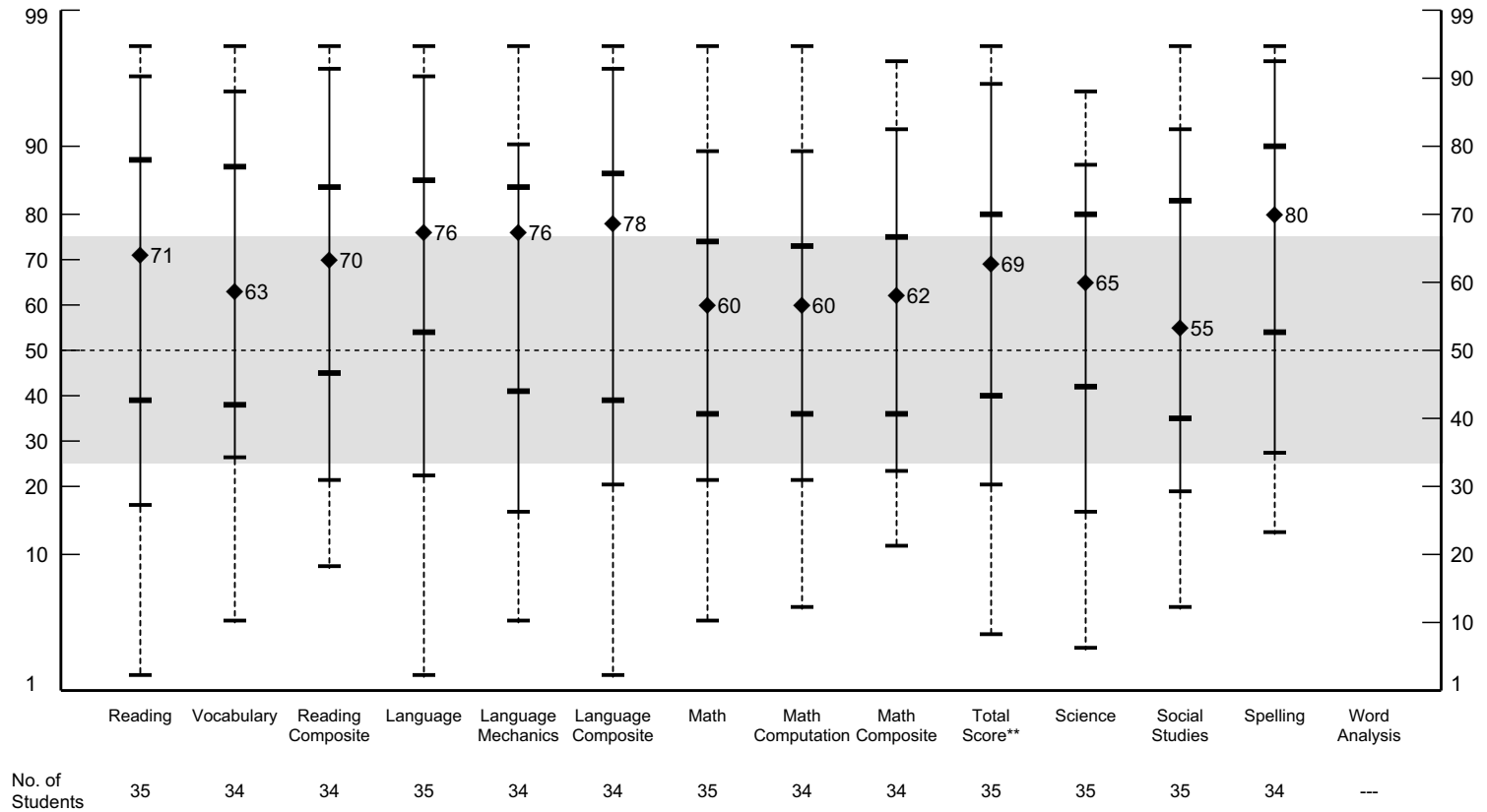
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**Distribution by Content Area**  
National Percentile Scale

Normal Curve Equivalent Scale



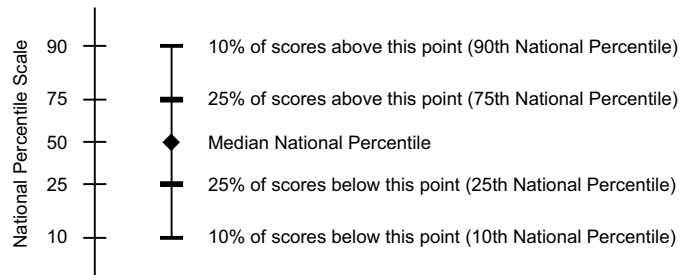
\* Based on locally reported data  
\*\* Total score consists of Reading, Language, Mathematics  
--- Subtest Not Taken

## General Interpretation

Each plot in the graph on the front of this page 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 DRC's website, [www.datarecognitioncorp.com](http://www.datarecognitioncorp.com).



**COMPLETE BATTERY**

**Assessment Summary**

Group: OUR LADY OF LOURDES

Grade: 6

**Purpose**

This section of the report provides a comprehensive numeric description of your group's score distribution.

Number of Students: 35

Form/Level: G-16

Test Date: 03/01/19

QM: 24      TN Norms Date: 2017

OUR LADY OF LOURDES PARIS 1016  
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City/State: MIAMI, FL

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	Reading	Reading Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Number of Students	35	34	34	35	34	34	35	34	34	35	35	35	34	---
<b>Mean Scores &amp; Std. Deviations</b>														
<b>Grade Mean Equivalent</b>	8.7	8.9	9.0	9.8	8.3	9.1	7.7	7.4	7.6	8.6	7.4	7.5	9.7	
Standard Deviation	3.7	3.2	3.2	3.5	3.7	3.6	2.5	2.1	2.3	3.1	2.7	3.4	2.7	
<b>Mean Normal Curve Equiv.</b>	59	59	60	61	58	60	54	54	55	58	55	55	65	
Standard Deviation	22	20	20	21	21	21	17	18	16	20	19	19	19	
NP of the Mean NCE	67	66	68	69	64	68	57	58	59	65	58	59	75	
<b>Mean Scale Score</b>	673	674	674	674	665	670	671	664	668	673	668	667	684	
Standard Deviation	48	40	34	47	42	42	34	35	31	36	35	36	35	
<b>Local Percentiles/Quartiles</b>														
<b>90th Local Percentile</b>														
National Percentile	97	96	95	97	90	95	89	89	91	94	87	91	98	
Grade Equivalent	13.0	13.0	13.0	13.0	12.5	13.0	11.3	9.8	11.0	13.0	11.0	12.4	13.0	
Normal Curve Equiv.	90	86	85	88	77	85	76	76	78	83	74	79	94	
Scale Score	726	721	717	723	703	715	715	699	711	717	703	710	733	
<b>75th Local Percentile (Q3)</b>														
National Percentile	88	87	84	85	84	86	74	73	75	80	80	82	90	
Grade Equivalent	11.9	11.5	11.1	11.7	11.2	11.5	9.2	8.2	8.5	10.6	9.7	10.8	11.2	
Normal Curve Equiv.	75	74	71	71	71	73	63	63	64	68	67	69	77	
Scale Score	701	700	693	693	691	692	692	679	685	690	692	692	705	
<b>50th Percentile (Median) (Q2)</b>														
National Percentile	71	63	69	76	76	78	61	60	62	69	65	56	80	
Grade Equivalent	9.3	8.0	8.8	10.8	10.2	10.4	7.9	7.3	7.8	9.1	8.0	7.2	9.9	
Normal Curve Equiv.	62	57	61	65	65	66	56	55	56	61	58	53	68	
Scale Score	679	669	675	682	679	680	677	667	673	678	676	664	689	
<b>25th Local Percentile (Q1)</b>														
National Percentile	39	38	45	54	41	39	36	36	36	40	42	35	54	
Grade Equivalent	5.3	5.4	5.7	7.1	5.4	5.4	5.7	5.9	5.7	5.6	5.7	4.7	7.1	
Normal Curve Equiv.	44	44	47	52	45	44	43	43	42	45	46	42	52	
Scale Score	650	645	652	659	641	642	650	645	645	649	654	644	663	
<b>10th Local Percentile</b>														
National Percentile	17	26	21	22	16	20	21	21	23	20	16	19	27	
Grade Equivalent	3.5	4.5	4.1	4.1	3.1	3.8	4.5	4.9	4.9	4.1	4.1	3.7	5.1	
Normal Curve Equiv.	30	36	33	34	29	32	33	33	34	32	29	32	37	
Scale Score	623	631	627	626	610	621	629	625	629	625	622	625	636	
<b>National Quarters</b>														
Local/Number	76-99	15	13	10	18	18	18	7	5	7	12	13	12	19
Per Quarter	51-75	6	9	14	9	4	6	12	17	14	11	10	8	7
	26-50	10	9	6	3	4	5	11	7	9	7	6	9	5
	01-25	4	3	4	5	8	5	5	5	4	5	6	6	3
Local/Percent	76-99	43	38	29	51	53	53	20	15	21	34	37	34	56
Per Quarter	51-75	17	26	41	26	12	18	34	50	41	31	29	23	21
	26-50	29	26	18	9	12	15	31	21	26	20	17	26	15
	01-25	11	9	12	14	24	15	14	15	12	14	17	17	9

\* Based on locally reported data

--- Subtest Not Taken

\*\* Total score consists of Reading, Language, Mathematics

## General Interpretation

This section of the Assessment Summary report presents your data in tabular form. It 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 (GME)** 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.

COMPLETE BATTERY

# Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 6

**Purpose**

This section of this report provides an analysis of your group's performance on the *TerraNova* objectives.

Number of Students: 35

Form/Level: G-16

Test Date: 03/01/19

QM: 24 TN Norms Date: 2017

OUR LADY OF LOURDES PARIS 1016  
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## Performance on Objectives

Obj. No. Objective Titles	Average OPI			Objectives Performance Index (OPI)*						Obj. No. Objective Titles	Average OPI			Objectives Performance Index (OPI)*									
	Local	National	Difference	Moderate Mastery Range	0	20	40	60	80		100	Local	National	Difference	Moderate Mastery Range	0	20	40	60	80	100		
<b>Reading</b>																							
002	Basic Understanding	78	70	+ 08	40-85	[Progress bar showing I and diamond markers]						045	Multiply Whole Numbers	82	78	+ 04	51-92	[Progress bar showing I and diamond markers]					
003	Analyze Text	79	70	+ 09	42-85	[Progress bar showing I and diamond markers]						046	Divide Whole Numbers	78	71	+ 07	33-89	[Progress bar showing I and diamond markers]					
004	Evaluate/Extend Meaning	62	54	+ 08	31-62	[Progress bar showing I and diamond markers]						047	Decimals	75	73	+ 02	50-83	[Progress bar showing I and diamond markers]					
005	Reading/Wrtg Strategies	65	58	+ 07	32-69	[Progress bar showing I and diamond markers]						048	Fractions	48	52	- 04	21-68	[Progress bar showing I and diamond markers]					
<b>Vocabulary</b>																							
035	Word Meaning	71	60	+ 11	32-70	[Progress bar showing I and diamond markers]						050	Percents	-	-	-	-	[Progress bar showing I and diamond markers]					
036	Multimeaning Words	72	69	+ 03	54-73	[Progress bar showing I and diamond markers]						051	Order of Operations	-	-	-	-	[Progress bar showing I and diamond markers]					
037	Words in Context	71	63	+ 08	34-76	[Progress bar showing I and diamond markers]						<b>Science</b>											
<b>Language</b>																							
007	Sentence Structure	73	63	+ 10	40-81	[Progress bar showing I and diamond markers]						019	Science Inquiry	65	61	+ 04	38-66	[Progress bar showing I and diamond markers]					
008	Writing Strategies	68	58	+ 10	35-75	[Progress bar showing I and diamond markers]						020	Physical Science	57	54	+ 03	32-57	[Progress bar showing I and diamond markers]					
009	Editing Skills	76	65	+ 11	40-83	[Progress bar showing I and diamond markers]						021	Life Science	65	61	+ 04	36-66	[Progress bar showing I and diamond markers]					
<b>Language Mechanics</b>																							
038	Sentences, Phrases, Clauses	65	59	+ 06	36-73	[Progress bar showing I and diamond markers]						022	Earth and Space Science	63	58	+ 05	32-62	[Progress bar showing I and diamond markers]					
039	Writing Conventions	71	66	+ 05	51-76	[Progress bar showing I and diamond markers]						023	Science and Technology	66	62	+ 04	35-66	[Progress bar showing I and diamond markers]					
<b>Mathematics</b>																							
010	Number & Number Relations	47	46	+ 01	25-53	[Progress bar showing I and diamond markers]						024	Personal and Social Persp	63	59	+ 04	34-61	[Progress bar showing I and diamond markers]					
011	Computation & Estimation	49	50	- 01	28-57	[Progress bar showing I and diamond markers]						<b>Social Studies</b>											
012	Operation Concepts	-	-	-	-	[Progress bar showing I and diamond markers]						026	Geographic Perspectives	72	69	+ 03	39-80	[Progress bar showing I and diamond markers]					
013	Measurement	54	53	+ 01	28-63	[Progress bar showing I and diamond markers]						027	History and Culture	61	57	+ 04	32-65	[Progress bar showing I and diamond markers]					
014	Geometry & Spatial Sense	59	57	+ 02	34-67	[Progress bar showing I and diamond markers]						028	Civics and Government	55	51	+ 04	28-58	[Progress bar showing I and diamond markers]					
015	Data, Stats & Probability	58	57	+ 01	34-67	[Progress bar showing I and diamond markers]						029	Economic Perspectives	70	66	+ 04	35-78	[Progress bar showing I and diamond markers]					
016	Patterns, Functions, Algebra	71	68	+ 03	39-83	[Progress bar showing I and diamond markers]						<b>Spelling</b>											
017	Prob Solving & Reasoning	56	54	+ 02	28-66	[Progress bar showing I and diamond markers]						040	Vowels	68	56	+ 12	38-67	[Progress bar showing I and diamond markers]					
<b>Math Computation</b>																							
043	Add Whole Numbers	-	-	-	-	[Progress bar showing I and diamond markers]						041	Consonants	59	49	+ 10	30-58	[Progress bar showing I and diamond markers]					
										042	Structural Units	58	49	+ 09	35-56	[Progress bar showing I and diamond markers]							

**National Reference Group Grade 6.8**

\* 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.

- Too few items to report

**Key**

Moderate Mastery Range	[Progress bar]
Local Average OPI Score	[Diamond]
National Average OPI Score	[I]



COMPLETE BATTERY

Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 6

Purpose

This report summarizes your group's performance using two categories. It allows you to compare local performance to national performance across content areas.

Number of Students: 35

Form/Level: G-16

Test Date: 03/01/19

QM: 24 TN Norms Date: 2017

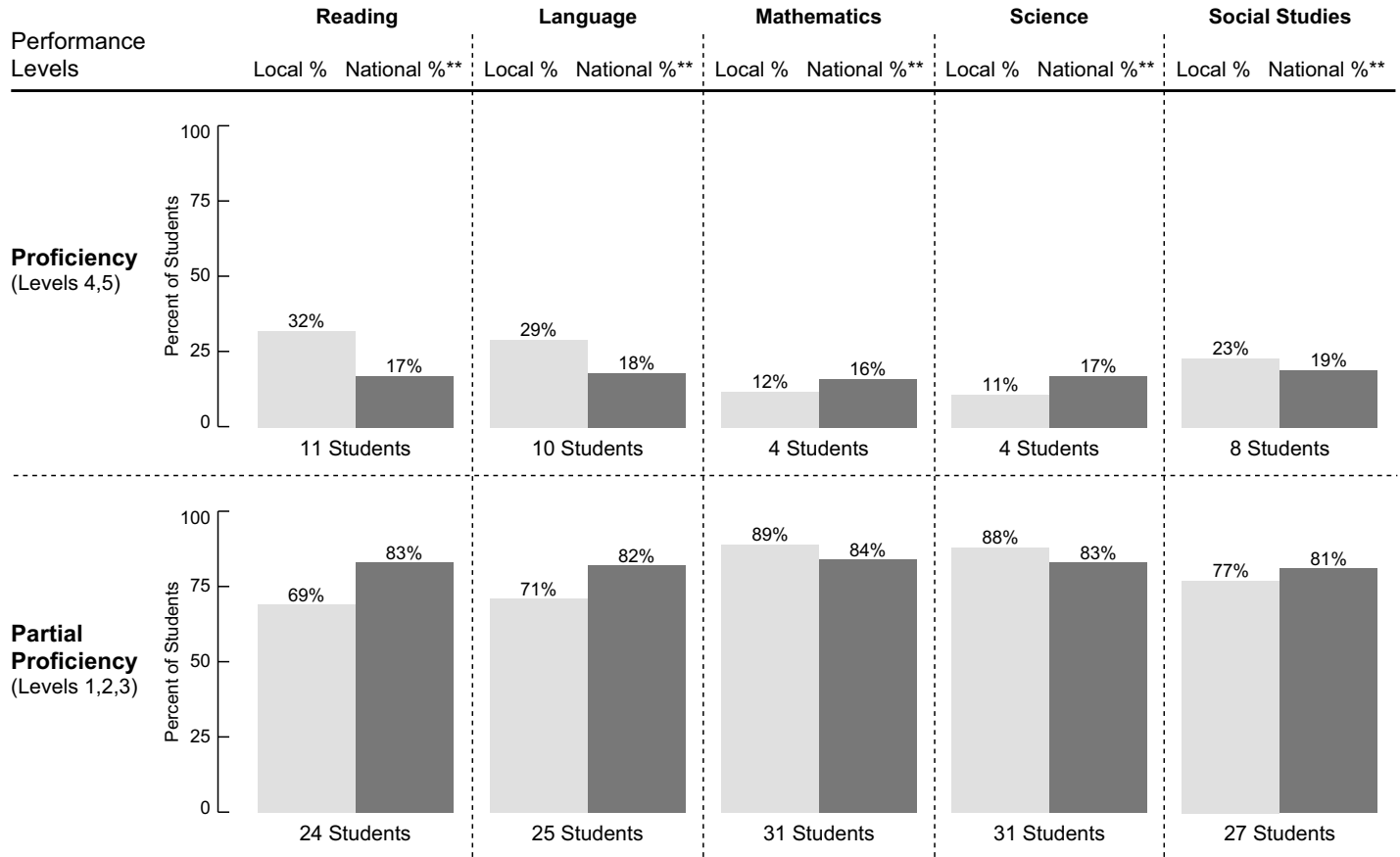
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Percent of Students at Each Proficiency Level



\* Based on locally reported data

\*\* National percent based on Spring national norm group

General Interpretation

This section of the Assessment Summary 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 percent of students in the national norm group in each category are included to allow for easy comparisons.

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

More information regarding the performance levels may be found at DRC's website, [www.datarecognitioncorp.com](http://www.datarecognitioncorp.com).





**COMPLETE BATTERY**

**Assessment Summary with InView**

Group: OUR LADY OF LOURDES

Grade: 6

**Purpose**

This section of this report shows how the group's obtained achievement scores compare to their anticipated achievement scores.

Number of Students: 35

Form/Level: G-16

Test Date: 03/01/19

QM: 24 TN Norms Date: 2017

OUR LADY OF LOURDES PARIS 1016  
ARCHDIOCESE OF MIAMI DZE01

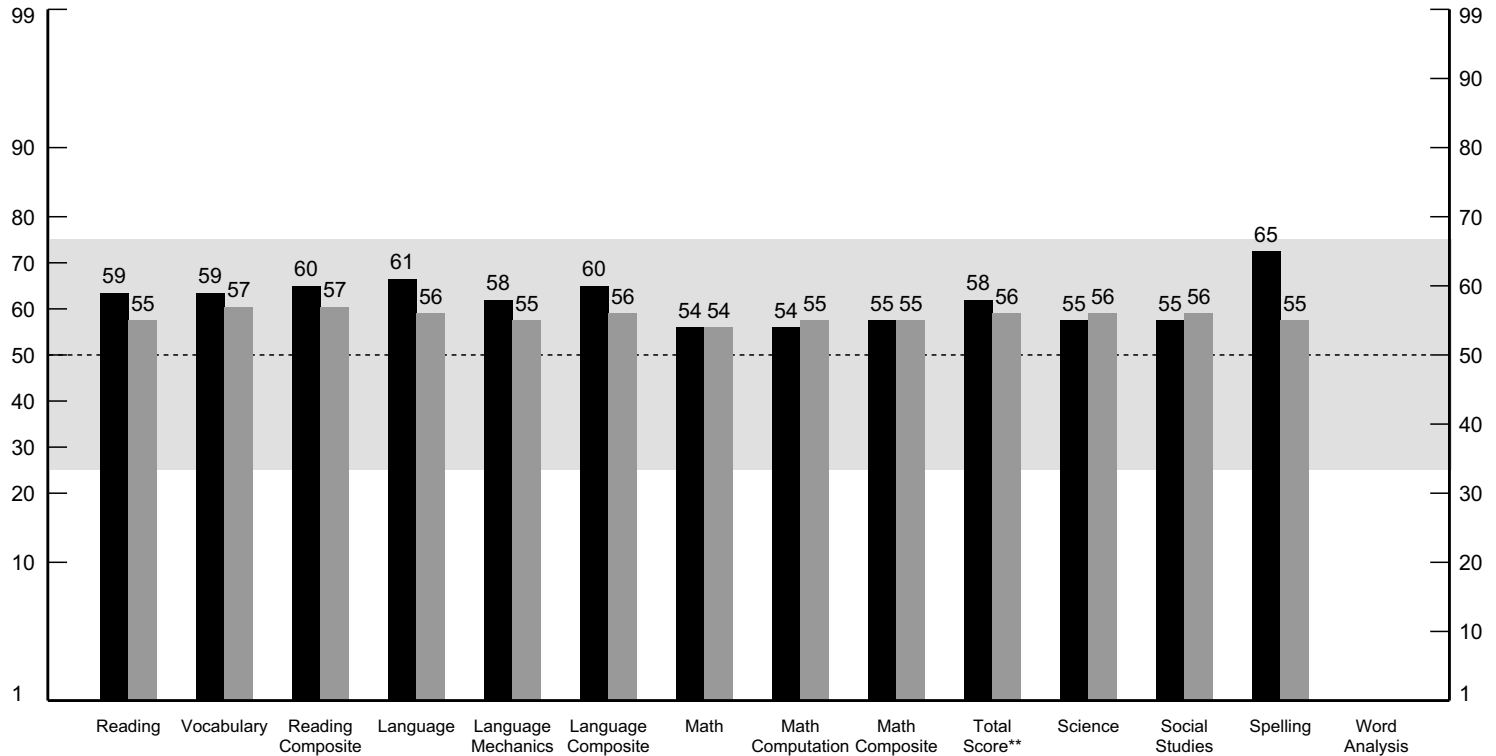
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**Obtained Versus Anticipated Achievement**  
National Percentile Scale

Normal Curve Equivalent Scale



DIFF	Above													
No. of Students	35	34	34	35	34	34	35	34	34	35	35	35	34	---

Key  
 Obtained score  
 Anticipated score

\* Based on locally reported data  
 \*\* Total score consists of Reading, Language, Mathematics  
 --- Subtest Not Taken

## General Interpretation

The graph on the front of this page shows the obtained achievement scores ■ on *TerraNova* for your group of students and their anticipated scores ■ based on their *InView* results. Your group's Mean Normal Curve Equivalent scores and Mean Anticipated Normal Curve Equivalent scores are shown at the tops of the bars on the graph. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. Scores that fall above the shaded area are above the national average; scores that fall below the shaded area are below the national average.

Educationally meaningful differences between your students' obtained and anticipated scores are indicated below the graph in the DIFF row. A difference is considered meaningful when the difference between the two scores is 7 or more Normal Curve Equivalent (NCE) units. (The Normal Curve Equivalent scale is shown on the right of the graph.) When the group's performance is better than anticipated, the difference is shown as "Above." When the group's performance is below anticipated, the difference is shown as "Below".

**COMPLETE BATTERY**

**Assessment Summary,  
with *InView***

Group: OUR LADY OF LOURDES

Grade: 6

**Purpose**

This section of this report provides locally obtained achievement scores and anticipated achievement scores for comparison purposes.

Number of Students: 35

Form/Level: G-16

Test Date: 03/01/19

QM: 24 TN Norms Date: 2017

OUR LADY OF LOURDES PARIS 1016  
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City/State: MIAMI, FL

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	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Number of Students	35	34	34	35	34	34	35	34	34	35	35	35	34	---
<b>Obtained/Anticipated Scores</b>														
<b>Median National Percentile</b>														
Obtained	71	63	70	76	76	78	60	60	62	69	65	55	80	
Anticipated	65	59	62	66	62	66	60	60	60	65	63	64	62	
<b>NP of Mean NCE</b>														
Obtained	67	66	68	69	64	68	57	58	59	65	58	59	75	
Anticipated	60	62	62	61	59	61	58	59	60	61	61	62	59	
Difference	7	4	6	8	5	7	-1	-1	-1	4	-3	-3	16	
<b>Mean Normal Curve Equivalent</b>														
Obtained	59	59	60	61	58	60	54	54	55	58	55	55	65	
Standard Deviation of Obtained	22	20	20	21	21	21	17	18	16	20	19	19	19	
Anticipated	55	57	57	56	55	56	54	55	55	56	56	56	55	
Difference	4	2	3	5	3	4	0	-1	0	2	-1	-1	10	
<b>Mean Scale Score</b>														
Obtained	673	674	674	674	665	670	671	664	668	673	668	667	684	
Standard Deviation of Obtained	48	40	34	47	42	42	34	35	31	36	35	36	35	
Anticipated	668	668	668	665	659	663	673	665	669	669	672	669	667	
Difference	5	6	6	9	6	7	-2	-1	-1	4	-4	-2	17	
Standard Deviation of Difference	38	32	22	35	32	31	16	27	18	20	25	23	34	
<b>Grade Mean Equivalent</b>														
Obtained	8.7	8.9	9.0	9.8	8.3	9.1	7.7	7.4	7.6	8.6	7.4	7.5	9.7	
Standard Deviation of Obtained	3.7	3.2	3.2	3.5	3.7	3.6	2.5	2.1	2.3	3.1	2.7	3.4	2.7	
Anticipated	8.1	8.2	8.2	8.3	7.6	8.1	7.9	7.5	7.7	8.1	7.8	7.7	7.8	
Difference	0.6	0.7	0.8	1.5	0.7	1.0	-0.2	-0.1	-0.1	0.5	-0.4	-0.2	1.9	

**Cognitive Skills Index (CSI) (Mean CSI: 104)**

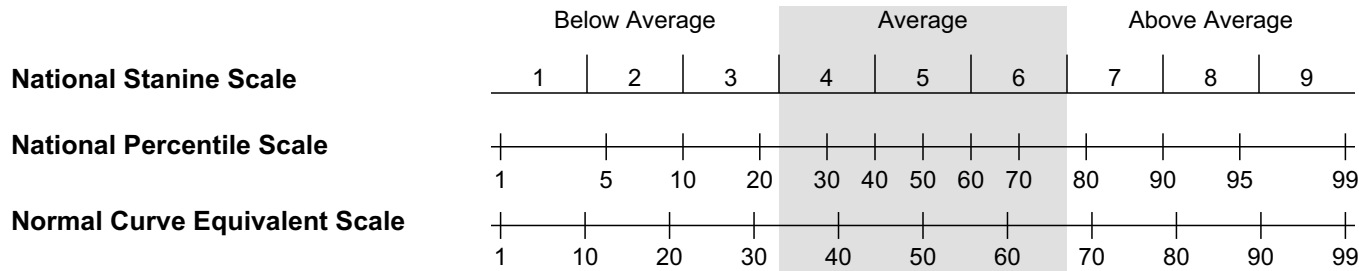
No. Students with Valid CSI

Intervals	Scale Scores by CSI Intervals													
7	<b>115 &amp; Above</b>	721	713	717	723	696	710	709	697	703	718	696	707	704
	Mean Obtained	705	703	704	703	691	697	712	696	704	706	709	705	696
	Mean Anticipated	16	10	13	20	5	13	-3	1	-1	12	-13	2	8
	Difference													
25	<b>86-114</b>	666	670	669	671	663	667	666	659	664	668	669	663	682
	Mean Obtained	663	663	664	660	655	658	668	661	665	664	668	664	663
	Mean Anticipated	3	7	5	11	8	9	-2	-2	-1	4	1	-1	19
	Difference													
3	<b>85 &amp; Below</b>	614	612	614	591	614	603	619	630	625	608	597	610	658
	Mean Obtained	621	625	623	618	619	619	619	620	620	619	620	626	637
	Mean Anticipated	-7	-13	-9	-27	-5	-16	0	10	5	-11	-23	-16	21
	Difference													

\* Based on locally reported data

\*\* Total score consists of Reading, Language, Mathematics

--- Subtest Not Taken



## Key Terms

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.

**Norm-Referenced Scores** come from a standardized assessment and compare a student or group of students with a specified reference group (norm group), usually others of the same grade and age.

An **Anticipated Achievement Score (AA)** compares an individual student's level of achievement with that of students of similar age, grade, and cognitive ability. Anticipated Achievement Scores are a function of age, grade, and scores on *InView*. If a student's age is outside the age range used in the formula to compute AA, his or her age is reset to the minimum or maximum value of the range. The AA for students whose ages have been reset may not be as precise as the AA for students whose ages are within the range specified for each grade. (Only applicable when *InView* is taken.)

A **Difference (DIFF)** is noted by the words "Above" or "Below" when there is an educationally meaningful difference between the group's or individual student's obtained and anticipated scores. The difference is considered meaningful when there is a 7-unit difference between the obtained Normal Curve Equivalent (NCE) and anticipated NCE scores. (Only applicable when *InView* is taken.)

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 equal to or above 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 correspondence among National Percentiles, National Stanines, and Normal Curve Equivalents is shown in the graph above. 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.

A **Local Percentile (LP)** is the percentage of students in a local group whose scores fall below a given student's score.

The **Normal Curve Equivalent (NCE)** scale ranges from 1 to 99, and coincides with the National Percentile scale at 1, 50, and 99 (see line graph above). 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.

The **National Stanine (NS)** scale divides the scores of the norm population into nine groups (see the National Stanine line graph above). Because stanines are single-digit numbers, they are less likely than National Percentiles to be confused with the percentage of items answered correctly; however, they lack precision. For example, a student with a National Stanine of 6 could have a National Percentile as low as 60 and as high as 77 (see line graph above). The **Mean National Stanine (MNS)** is computed by adding all of the National Stanines of all the students in the 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). A Grade Equivalent that is within approximately two years of the student's actual grade placement is 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 (GME)** 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.

Additional information about the interpretation of these scores and the use of test results can be found at DRC's website, [www.datarecognitioncorp.com](http://www.datarecognitioncorp.com).

**INVIEW**

**Assessment Summary**

Group: OUR LADY OF LOURDES

Grade: 6

**Purpose**

This section provides details about your group's performance on *InView*. Together with other sources, this information can be used to evaluate, plan, and establish educational priorities.

Number of Students: 35

InView Level: 3

Test Date: 03/01/19

OUR LADY OF LOURDES PARIS 1016  
ARCHDIOCESE OF MIAMI DZE01

City/State: MIAMI, FL

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**Norm-Referenced Scores**

	No. of Stdnts	MNSG	MSS	MDNPA	MDNPG
Sequences	35	5	474	48	44
Analogies	35	5	484	60	61
Quantitative Reasoning	35	6	502	68	66
<b>Total Nonverbal Score</b>	35	5	487	57	54
Verbal Reasoning-Words	35	6	502	66	62
Verbal Reasoning-Context	35	5	485	57	59
<b>Total Verbal Score</b>	35	6	494	63	58
<b>Total Score</b>	35	6	489	65	63

MNSG: Mean Natl Stanine by Grade  
MSS: Mean Scale Score

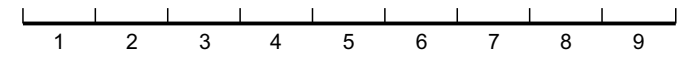
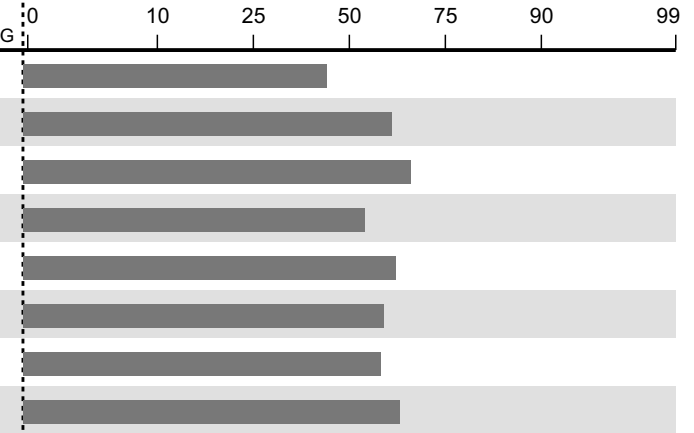
MDNPA: Median Natl Percentile by Age  
MDNPG: Median Natl Percentile by Grade

**Mean CSI: 104**

No. of students with valid CSI scores: 35

\* Based on locally reported data  
Cognitive Skills Index requires student birthdate and Total Score

**National Percentile Scale**



**National Stanine Scale**

■ Median National Percentile by Grade (MDNPG)

**General Interpretation**

*InView* consists of five subtests that measure cognitive ability. The five subtests are Sequences, Analogies, Quantitative Reasoning, Verbal Reasoning-Words, and Verbal Reasoning-Context. Explanations of what these subtests measure can be found on the next page. All five subtests are combined to create a Total Score. Sequences, Analogies, and Quantitative Reasoning are combined to yield a Total Nonverbal Score; Verbal Reasoning-Words and Verbal Reasoning-Context are combined to create a Total Verbal Score.

Displayed on the left are the norm-referenced scores for every subtest taken. The Median National Percentile by Grade is listed in the last column. A National Percentile by Grade compares a student with other students in the same grade, regardless of their ages.

The Cognitive Skills Index (CSI), which is shown beneath the table, is an age-dependent standardized score based on an individual's performance on *InView*. This score indicates a student's overall cognitive ability relative to other students of the same age without regard to grade. The Mean CSI is the average cognitive ability score for this group.

**INVIEW**

## Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 6

**Purpose**

This section provides the summary distribution of scores for your group.

Number of Students: 35

InView Level: 3

Test Date: 03/01/19

OUR LADY OF LOURDES PARIS 1016  
ARCHDIOCESE OF MIAMI DZE01

City/State: MIAMI, FL

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Summary Scale Scores	Sequences	Analogies	Quantitative Reasoning	Total Nonverbal Score	Verbal Reasoning- Words	Verbal Reasoning- Context	Total Verbal Score	Total Score
Number of Students	35	35	35	35	35	35	35	35
High Score	624	580	653	581	640	588	597	582
Low Score	323	312	407	359	375	389	394	388
<b>Local Percentiles</b>								
90	542	530	557	534	616	554	572	545
75	505	509	537	517	525	531	541	518
50 (Median)	470	494	509	488	493	493	487	496
25	449	469	456	464	458	431	453	461
10	404	425	429	428	429	412	428	436
Mean	474	484	502	487	502	485	494	489
Standard Deviation	57	49	55	46	66	55	55	47

COMPLETE BATTERY

Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 7

Purpose

This report provides summary information about your group's performance. This page provides a graphic representation of the score 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.

Number of Students: 55

Form/Level: G-17

Test Date: 03/01/19

QM: 24 TN Norms Date: 2017

OUR LADY OF LOURDES PARIS 1016  
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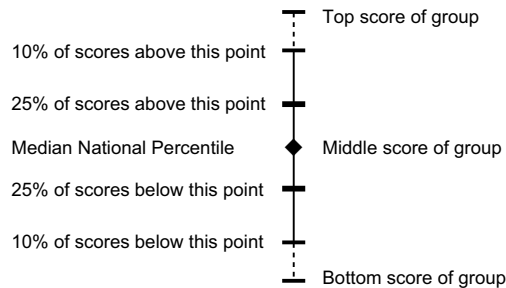
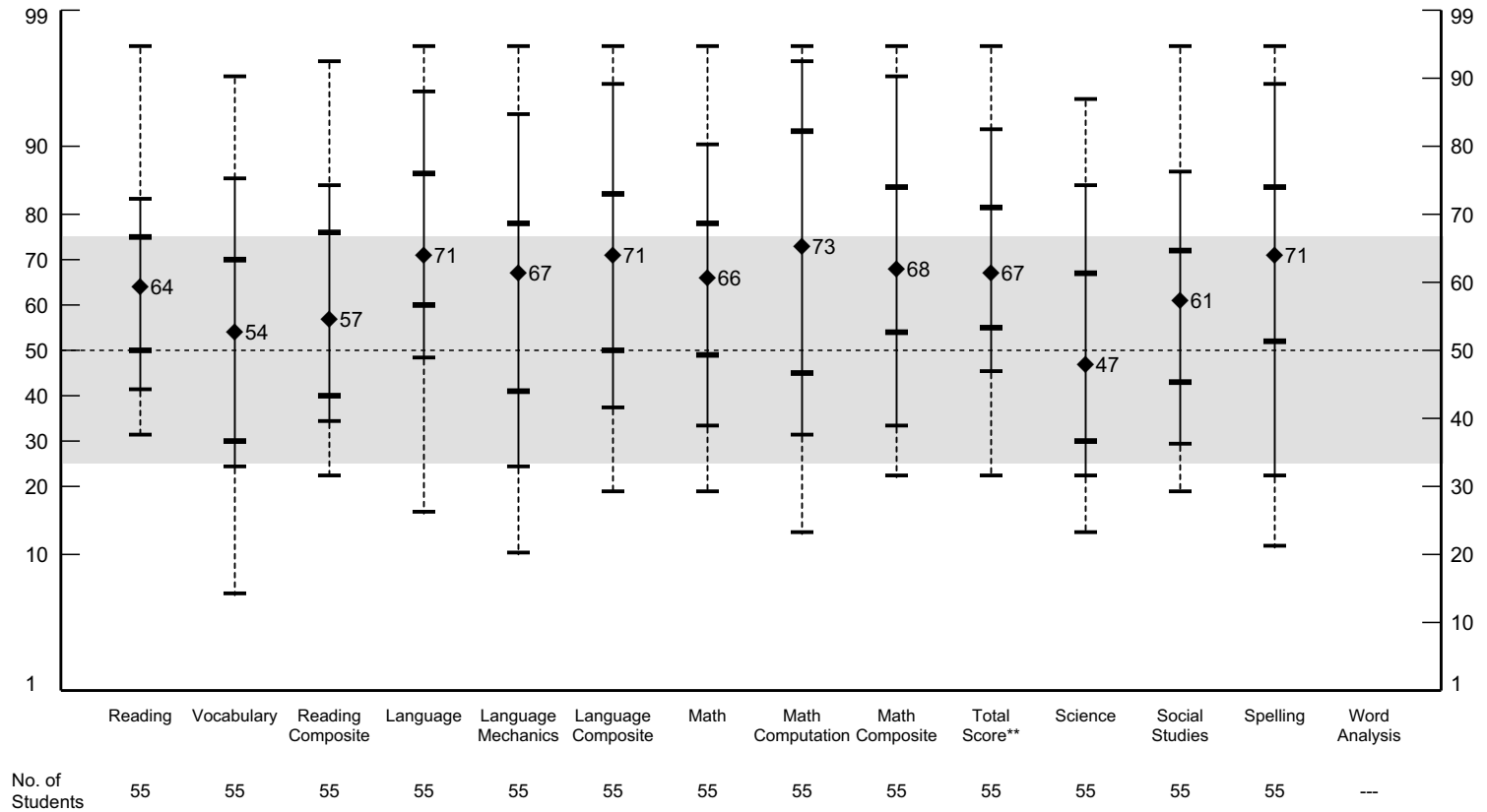
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Distribution by Content Area  
National Percentile Scale

Normal Curve Equivalent Scale



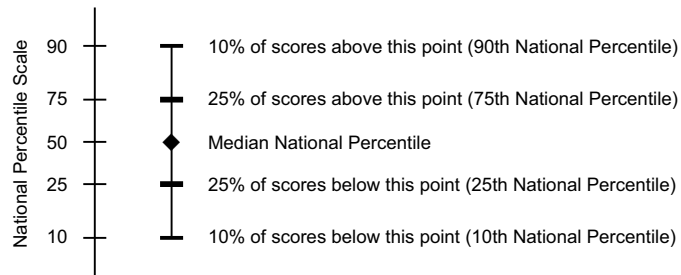
\* Based on locally reported data  
\*\* Total score consists of Reading, Language, Mathematics  
--- Subtest Not Taken

## General Interpretation

Each plot in the graph on the front of this page 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 DRC's website, [www.datarecognitioncorp.com](http://www.datarecognitioncorp.com).





**COMPLETE BATTERY**

**Assessment Summary**

Group: OUR LADY OF LOURDES

Grade: 7

**Purpose**

This section of the report provides a comprehensive numeric description of your group's score distribution.

Number of Students: 55

Form/Level: G-17

Test Date: 03/01/19

QM: 24 TN Norms Date: 2017

OUR LADY OF LOURDES PARIS 1016  
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	Reading	Reading Vocabulary	Reading Composite	Language Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Number of Students	55	55	55	55	55	55	55	55	55	55	55	55	55	---
<b>Mean Scores &amp; Std. Deviations</b>														
<b>Grade Mean Equivalent</b>	9.9	8.1	9.0	11.5	9.5	10.6	9.4	9.5	9.5	10.3	7.7	9.4	9.8	
Standard Deviation	2.2	2.9	2.5	2.2	3.1	2.7	2.1	2.6	2.4	2.1	2.3	2.4	2.7	
<b>Mean Normal Curve Equiv.</b>	58	52	56	64	57	61	59	63	62	61	50	56	60	
Standard Deviation	11	15	12	15	17	15	14	20	17	13	14	14	17	
NP of the Mean NCE	64	54	61	75	63	71	67	73	72	71	50	60	69	
<b>Mean Scale Score</b>	680	667	674	689	673	681	691	695	693	686	671	680	686	
Standard Deviation	19	29	22	32	36	30	28	43	33	24	24	26	33	
<b>Local Percentiles/Quartiles</b>														
<b>90th Local Percentile</b>														
National Percentile	82	85	84	96	92	94	90	98	97	91	84	86	94	
Grade Equivalent	11.9	12.0	11.9	13.0	13.0	13.0	12.0	13.0	13.0	13.0	11.2	12.2	13.0	
Normal Curve Equiv.	70	72	71	86	80	83	76	92	90	79	71	73	83	
Scale Score	701	705	701	726	721	721	724	752	746	716	707	708	728	
<b>75th Local Percentile (Q3)</b>														
National Percentile	75	70	76	86	78	83	78	91	84	81	67	72	84	
Grade Equivalent	11.1	10.2	11.0	13.0	11.3	12.0	10.5	12.3	10.7	11.4	9.2	10.7	11.3	
Normal Curve Equiv.	64	61	65	73	66	70	66	79	71	69	59	62	71	
Scale Score	692	685	691	701	692	696	705	719	708	699	688	691	706	
<b>50th Percentile (Median) (Q2)</b>														
National Percentile	63	53	58	71	67	71	66	71	68	67	47	61	71	
Grade Equivalent	9.3	7.9	8.4	10.8	10.2	10.5	9.1	8.7	8.7	9.6	7.4	9.2	10.0	
Normal Curve Equiv.	57	52	54	62	59	62	59	62	60	59	48	56	62	
Scale Score	679	668	672	682	679	681	691	689	688	682	669	680	690	
<b>25th Local Percentile (Q1)</b>														
National Percentile	50	30	40	60	41	50	49	45	54	55	30	43	52	
Grade Equivalent	7.5	5.1	6.0	9.2	6.5	7.5	7.3	7.1	7.9	8.1	5.5	7.2	7.8	
Normal Curve Equiv.	50	39	45	55	45	50	49	48	52	52	39	46	51	
Scale Score	666	641	654	671	650	660	672	665	674	670	652	664	669	
<b>10th Local Percentile</b>														
National Percentile	41	24	34	48	24	37	33	31	33	45	22	29	22	
Grade Equivalent	5.9	4.7	5.4	7.2	4.4	5.8	5.9	6.2	6.1	6.9	5.1	5.3	5.0	
Normal Curve Equiv.	45	35	41	49	35	43	41	40	41	47	34	39	33	
Scale Score	657	634	647	660	628	647	654	650	652	661	643	650	633	
<b>National Quarters</b>														
Local/Number	76-99	13	11	14	23	18	24	18	26	22	20	9	13	22
Per Quarter	51-75	26	20	20	26	16	17	22	13	21	25	17	21	20
	26-50	16	17	20	5	15	11	13	12	10	9	20	19	6
	01-25	0	7	1	1	6	3	2	4	2	1	9	2	7
Local/Percent	76-99	24	20	25	42	33	44	33	47	40	36	16	24	40
Per Quarter	51-75	47	36	36	47	29	31	40	24	38	45	31	38	36
	26-50	29	31	36	9	27	20	24	22	18	16	36	35	11
	01-25	0	13	2	2	11	5	4	7	4	2	16	4	13

\* Based on locally reported data

\*\* Total score consists of Reading, Language, Mathematics

--- Subtest Not Taken

## General Interpretation

This section of the Assessment Summary report presents your data in tabular form. It 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 (GME)** 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.

COMPLETE BATTERY

Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 7

Purpose

This section of this report provides an analysis of your group's performance on the TerraNova objectives.

Number of Students: 55

Form/Level: G-17

Test Date: 03/01/19

QM: 24 TN Norms Date: 2017

OUR LADY OF LOURDES PARIS 1016  
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Performance on Objectives

Obj. No. Objective Titles	Average OPI				Objectives Performance Index (OPI)*						Obj. No. Objective Titles	Average OPI				Objectives Performance Index (OPI)*							
	Local	National	Difference	Moderate Mastery Range	0	20	40	60	80	100		Local	National	Difference	Moderate Mastery Range	0	20	40	60	80	100		
<b>Reading</b>																							
002	Basic Understanding	70	63	+ 07	38-73	[Progress bar with I and diamond markers]						048	Fractions	53	43	+ 10	19-50	[Progress bar with I and diamond markers]					
003	Analyze Text	58	53	+ 05	29-62	[Progress bar with I and diamond markers]						049	Integers	72	60	+ 12	38-70	[Progress bar with I and diamond markers]					
004	Evaluate/Extend Meaning	71	63	+ 08	39-75	[Progress bar with I and diamond markers]						050	Percents	64	55	+ 09	29-66	[Progress bar with I and diamond markers]					
005	Reading/Wrtg Strategies	70	62	+ 08	35-74	[Progress bar with I and diamond markers]						051	Order of Operations	66	52	+ 14	30-60	[Progress bar with I and diamond markers]					
<b>Vocabulary</b>																							
035	Word Meaning	54	53	+ 01	32-61	[Progress bar with diamond markers]						019	Science Inquiry	65	64	+ 01	42-73	[Progress bar with diamond markers]					
036	Multimeaning Words	81	79	+ 02	67-86	[Progress bar with diamond markers]						020	Physical Science	57	60	- 03	37-67	[Progress bar with diamond markers]					
037	Words in Context	47	50	- 03	24-61	[Progress bar with diamond markers]						021	Life Science	54	55	- 01	35-61	[Progress bar with diamond markers]					
<b>Language</b>																							
007	Sentence Structure	72	60	+ 12	39-74	[Progress bar with I and diamond markers]						022	Earth and Space Science	53	56	- 03	37-60	[Progress bar with diamond markers]					
008	Writing Strategies	79	64	+ 15	40-82	[Progress bar with I and diamond markers]						023	Science and Technology	45	48	- 03	24-54	[Progress bar with diamond markers]					
009	Editing Skills	70	56	+ 14	34-72	[Progress bar with I and diamond markers]						024	Personal and Social Persp	67	66	+ 01	44-73	[Progress bar with diamond markers]					
<b>Language Mechanics</b>																							
038	Sentences, Phrases, Clauses	73	66	+ 07	42-84	[Progress bar with I and diamond markers]						026	Geographic Perspectives	62	59	+ 03	32-69	[Progress bar with I and diamond markers]					
039	Writing Conventions	71	66	+ 05	50-77	[Progress bar with I and diamond markers]						027	History and Culture	59	55	+ 04	30-64	[Progress bar with I and diamond markers]					
<b>Mathematics</b>																							
010	Number & Number Relations	64	55	+ 09	33-64	[Progress bar with I and diamond markers]						028	Civics and Government	63	55	+ 08	22-70	[Progress bar with I and diamond markers]					
011	Computation & Estimation	60	51	+ 09	29-60	[Progress bar with I and diamond markers]						029	Economic Perspectives	64	60	+ 04	33-70	[Progress bar with I and diamond markers]					
012	Operation Concepts	-	-	-	-	[Progress bar with I and diamond markers]						040	Vowels	69	62	+ 07	50-68	[Progress bar with I and diamond markers]					
013	Measurement	46	42	+ 04	22-46	[Progress bar with I and diamond markers]						041	Consonants	62	56	+ 06	40-67	[Progress bar with I and diamond markers]					
014	Geometry & Spatial Sense	47	45	+ 02	27-51	[Progress bar with I and diamond markers]						042	Structural Units	55	50	+ 05	39-57	[Progress bar with I and diamond markers]					
015	Data, Stats & Probability	56	51	+ 05	29-61	[Progress bar with I and diamond markers]																	
016	Patterns, Functions, Algebra	69	58	+ 11	33-71	[Progress bar with I and diamond markers]																	
017	Prob Solving & Reasoning	55	48	+ 07	31-53	[Progress bar with I and diamond markers]																	
<b>Math Computation</b>																							
047	Decimals	79	70	+ 09	52-80	[Progress bar with I and diamond markers]																	

National Reference Group Grade 7.8

\* 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.

- Too few items to report

**Key**

Moderate Mastery Range	[Progress bar]
Local Average OPI Score	[Diamond]
National Average OPI Score	[Vertical bar]



**COMPLETE BATTERY**

**Assessment Summary**

Group: OUR LADY OF LOURDES

Grade: 7

**Purpose**

This report summarizes your group's performance using two categories. It allows you to compare local performance to national performance across content areas.

Number of Students: 55

Form/Level: G-17

Test Date: 03/01/19

QM: 24 TN Norms Date: 2017

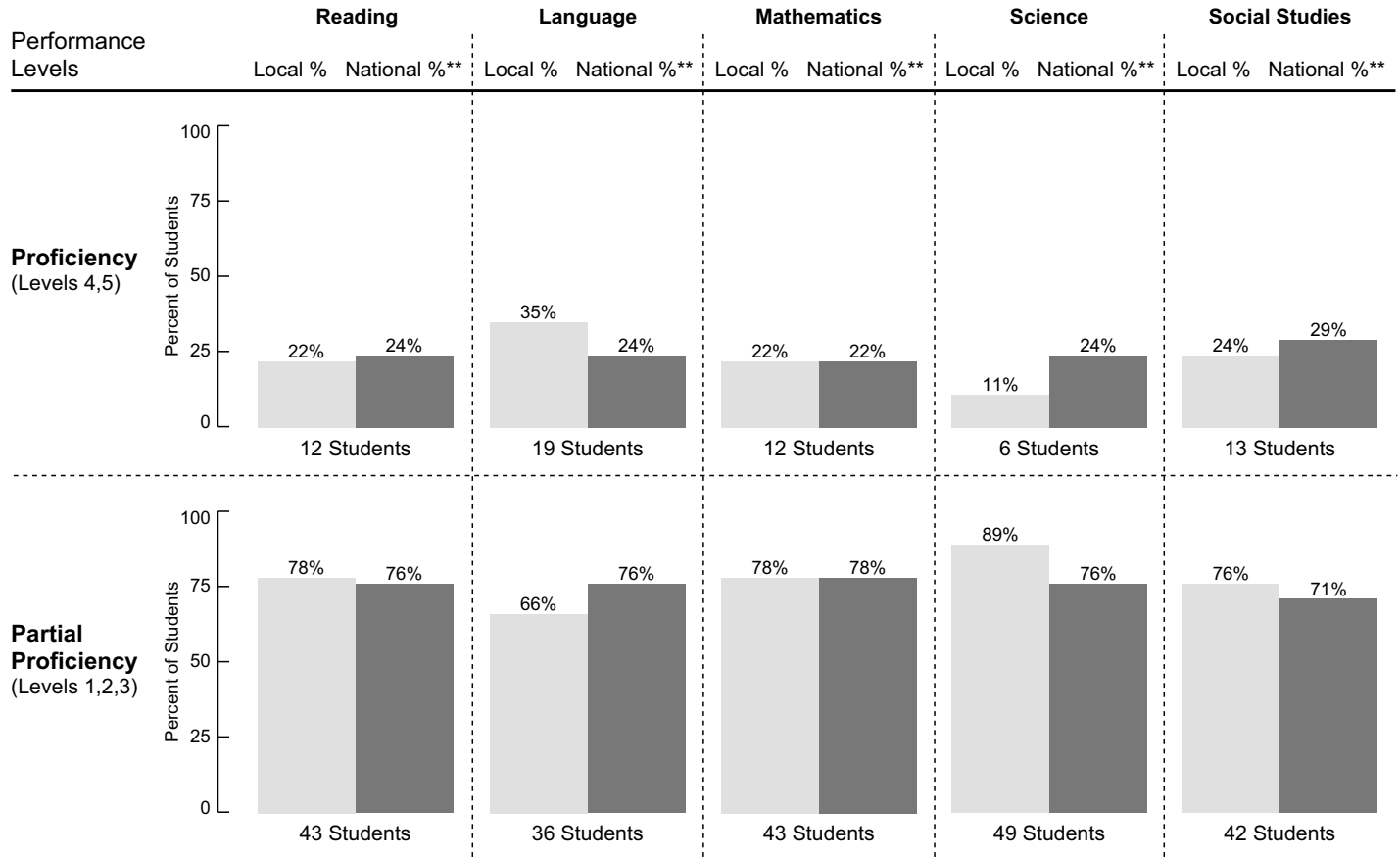
OUR LADY OF LOURDES PARIS 1016  
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City/State: MIAMI, FL

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**Percent of Students at Each Proficiency Level**



\* Based on locally reported data

\*\* National percent based on Spring national norm group

**General Interpretation**

This section of the Assessment Summary 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 percent of students in the national norm group in each category are included to allow for easy comparisons.

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

More information regarding the performance levels may be found at DRC's website, [www.datarecognitioncorp.com](http://www.datarecognitioncorp.com).



**COMPLETE BATTERY**

**Assessment Summary with InView**

Group: OUR LADY OF LOURDES

Grade: 7

**Purpose**

This section of this report shows how the group's obtained achievement scores compare to their anticipated achievement scores.

Number of Students: 55

Form/Level: G-17

Test Date: 03/01/19

QM: 24 TN Norms Date: 2017

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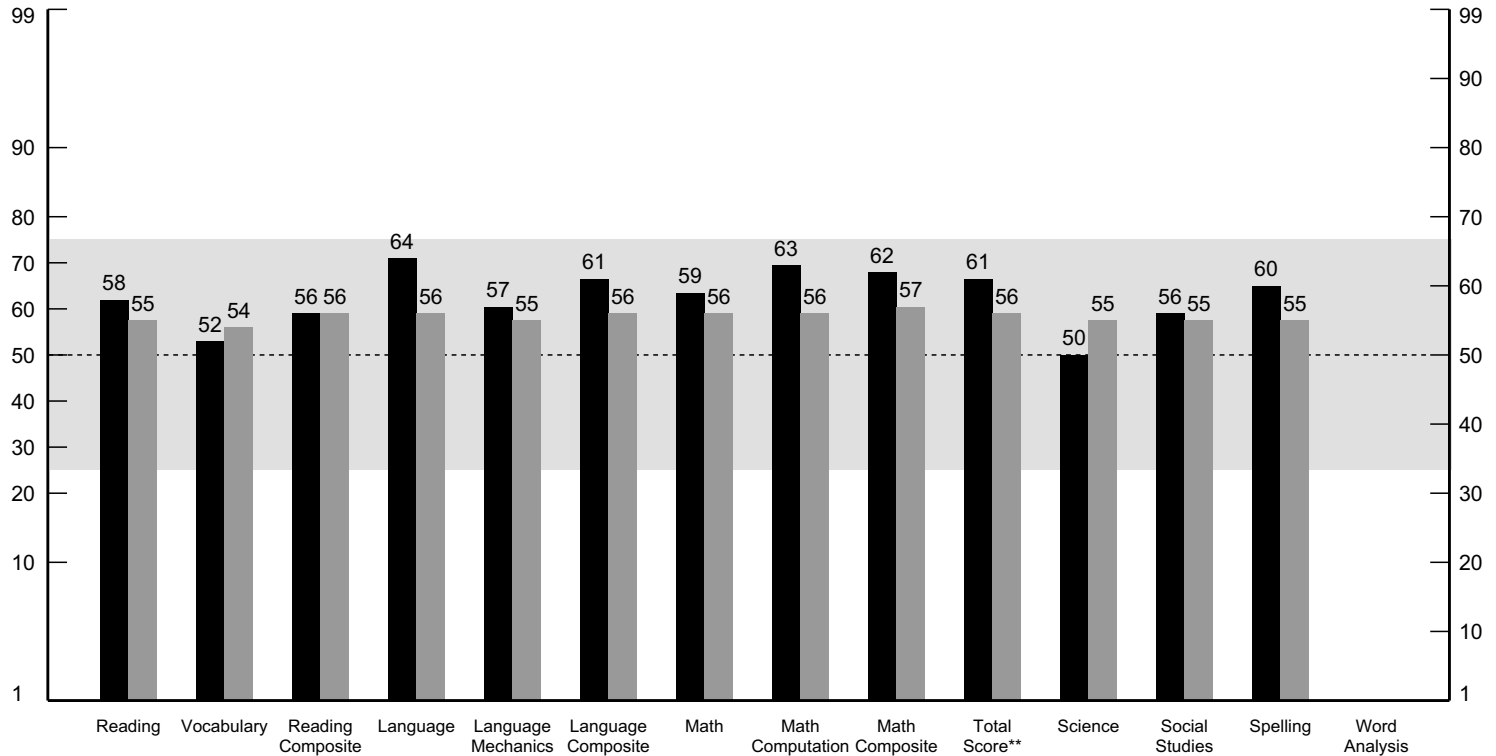
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**Obtained Versus Anticipated Achievement**  
National Percentile Scale

Normal Curve Equivalent Scale



DIFF	Above												
No. of Students	55	55	55	55	55	55	55	55	55	55	55	55	---

Key  
 Obtained score  
 Anticipated score

\* Based on locally reported data  
 \*\* Total score consists of Reading, Language, Mathematics  
 --- Subtest Not Taken

## General Interpretation

The graph on the front of this page shows the obtained achievement scores ■ on *TerraNova* for your group of students and their anticipated scores ■ based on their *InView* results. Your group's Mean Normal Curve Equivalent scores and Mean Anticipated Normal Curve Equivalent scores are shown at the tops of the bars on the graph. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. Scores that fall above the shaded area are above the national average; scores that fall below the shaded area are below the national average.

Educationally meaningful differences between your students' obtained and anticipated scores are indicated below the graph in the DIFF row. A difference is considered meaningful when the difference between the two scores is 7 or more Normal Curve Equivalent (NCE) units. (The Normal Curve Equivalent scale is shown on the right of the graph.) When the group's performance is better than anticipated, the difference is shown as "Above." When the group's performance is below anticipated, the difference is shown as "Below".



**COMPLETE BATTERY**

**Assessment Summary,  
with *InView***

Group: OUR LADY OF LOURDES

Grade: 7

**Purpose**

This section of this report provides locally obtained achievement scores and anticipated achievement scores for comparison purposes.

Number of Students: 55

Form/Level: G-17

Test Date: 03/01/19

QM: 24 TN Norms Date: 2017

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	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Number of Students	55	55	55	55	55	55	55	55	55	55	55	55	55	---
<b>Obtained/Anticipated Scores</b>														
<b>Median National Percentile</b>														
Obtained	64	54	57	71	67	71	66	73	68	67	47	61	71	
Anticipated	55	56	57	58	58	60	59	59	60	61	60	55	57	
<b>NP of Mean NCE</b>														
Obtained	64	54	61	75	63	71	67	73	72	71	50	60	69	
Anticipated	59	58	60	60	60	62	61	61	62	62	59	59	58	
Difference	5	-4	1	15	3	9	6	12	10	9	-9	1	11	
<b>Mean Normal Curve Equivalent</b>														
Obtained	58	52	56	64	57	61	59	63	62	61	50	56	60	
Standard Deviation of Obtained	11	15	12	15	17	15	14	20	17	13	14	14	17	
Anticipated	55	54	56	56	55	56	56	56	57	56	55	55	55	
Difference	3	-2	0	8	2	5	3	7	5	5	-5	1	5	
<b>Mean Scale Score</b>														
Obtained	680	667	674	689	673	681	691	695	693	686	671	680	686	
Standard Deviation of Obtained	19	29	22	32	36	30	28	43	33	24	24	26	33	
Anticipated	674	672	674	671	671	671	684	679	682	677	680	678	675	
Difference	6	-5	0	18	2	10	7	16	11	9	-9	2	11	
Standard Deviation of Difference	15	23	16	25	31	23	14	31	19	14	18	19	29	
<b>Grade Mean Equivalent</b>														
Obtained	9.9	8.1	9.0	11.5	9.5	10.6	9.4	9.5	9.5	10.3	7.7	9.4	9.8	
Standard Deviation of Obtained	2.2	2.9	2.5	2.2	3.1	2.7	2.1	2.6	2.4	2.1	2.3	2.4	2.7	
Anticipated	8.9	8.6	9.0	9.3	9.2	9.3	8.7	8.3	8.5	9.1	8.4	9.1	8.7	
Difference	1.0	-0.5	0.0	2.2	0.3	1.3	0.7	1.2	1.0	1.2	-0.7	0.3	1.1	

**Cognitive Skills Index (CSI) (Mean CSI: 104)**

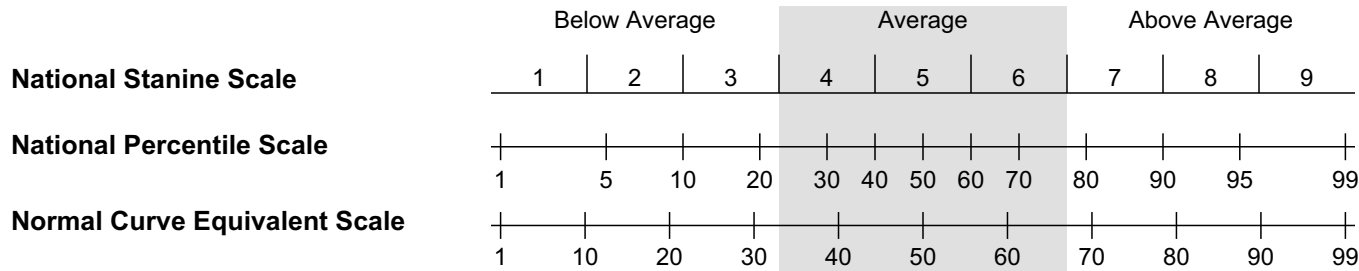
No. Students with Valid CSI

Intervals	Scale Scores by CSI Intervals														
9	<b>115 &amp; Above</b>	702	694	698	727	695	711	732	745	739	720	702	711	716	
	Mean Obtained	708	702	705	704	702	703	721	716	719	711	711	707	699	
	Mean Anticipated	-6	-8	-7	23	-7	8	11	29	20	9	-9	4	17	
	Difference														
44	<b>86-114</b>	676	664	670	682	672	677	684	688	686	681	666	675	681	
	Mean Obtained	669	668	669	666	666	666	679	674	676	671	676	673	672	
	Mean Anticipated	7	-4	1	16	6	11	5	14	10	10	-10	2	9	
	Difference														
2	<b>85 &amp; Below</b>	659	624	642	656	615	636	651	623	637	655	649	652	661	
	Mean Obtained	638	640	639	636	636	636	639	636	638	638	644	646	647	
	Mean Anticipated	21	-16	3	20	-21	0	12	-13	-1	17	5	6	14	
	Difference														

\* Based on locally reported data

\*\* Total score consists of Reading, Language, Mathematics

--- Subtest Not Taken



## Key Terms

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.

**Norm-Referenced Scores** come from a standardized assessment and compare a student or group of students with a specified reference group (norm group), usually others of the same grade and age.

An **Anticipated Achievement Score (AA)** compares an individual student's level of achievement with that of students of similar age, grade, and cognitive ability. Anticipated Achievement Scores are a function of age, grade, and scores on *InView*. If a student's age is outside the age range used in the formula to compute AA, his or her age is reset to the minimum or maximum value of the range. The AA for students whose ages have been reset may not be as precise as the AA for students whose ages are within the range specified for each grade. (Only applicable when *InView* is taken.)

A **Difference (DIFF)** is noted by the words "Above" or "Below" when there is an educationally meaningful difference between the group's or individual student's obtained and anticipated scores. The difference is considered meaningful when there is a 7-unit difference between the obtained Normal Curve Equivalent (NCE) and anticipated NCE scores. (Only applicable when *InView* is taken.)

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 equal to or above 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 correspondence among National Percentiles, National Stanines, and Normal Curve Equivalents is shown in the graph above. 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.

A **Local Percentile (LP)** is the percentage of students in a local group whose scores fall below a given student's score.

The **Normal Curve Equivalent (NCE)** scale ranges from 1 to 99, and coincides with the National Percentile scale at 1, 50, and 99 (see line graph above). 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.

The **National Stanine (NS)** scale divides the scores of the norm population into nine groups (see the National Stanine line graph above). Because stanines are single-digit numbers, they are less likely than National Percentiles to be confused with the percentage of items answered correctly; however, they lack precision. For example, a student with a National Stanine of 6 could have a National Percentile as low as 60 and as high as 77 (see line graph above). The **Mean National Stanine (MNS)** is computed by adding all of the National Stanines of all the students in the 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). A Grade Equivalent that is within approximately two years of the student's actual grade placement is 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 (GME)** 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.

Additional information about the interpretation of these scores and the use of test results can be found at DRC's website, [www.datarecognitioncorp.com](http://www.datarecognitioncorp.com).

**INVIEW**

**Assessment Summary**

Group: OUR LADY OF LOURDES

Grade: 7

**Purpose**

This section provides details about your group's performance on *InView*. Together with other sources, this information can be used to evaluate, plan, and establish educational priorities.

Number of Students: 55

InView Level: 3

Test Date: 03/01/19

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**Norm-Referenced Scores**

	No. of Stdnts	MNSG	MSS	MDNPA	MDNPG
Sequences	55	5	500	57	59
Analogies	55	5	481	49	49
Quantitative Reasoning	55	6	522	61	65
<b>Total Nonverbal Score</b>	55	6	501	59	60
Verbal Reasoning-Words	55	6	501	57	60
Verbal Reasoning-Context	55	5	490	53	56
<b>Total Verbal Score</b>	55	5	496	52	52
<b>Total Score</b>	55	6	499	58	60

MNSG: Mean Natl Stanine by Grade  
MSS: Mean Scale Score

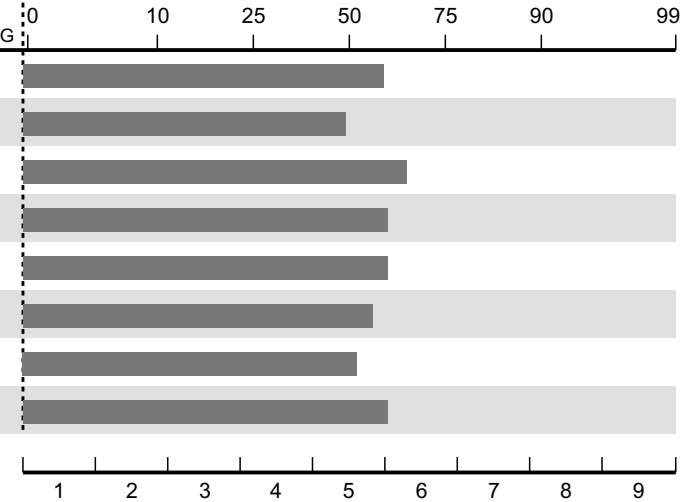
MDNPA: Median Natl Percentile by Age  
MDNPG: Median Natl Percentile by Grade

**Mean CSI: 104**

No. of students with valid CSI scores: 55

\* Based on locally reported data  
Cognitive Skills Index requires student birthdate and Total Score

**National Percentile Scale**



**National Stanine Scale**

■ Median National Percentile by Grade (MDNPG)

**General Interpretation**

*InView* consists of five subtests that measure cognitive ability. The five subtests are Sequences, Analogies, Quantitative Reasoning, Verbal Reasoning-Words, and Verbal Reasoning-Context. Explanations of what these subtests measure can be found on the next page. All five subtests are combined to create a Total Score. Sequences, Analogies, and Quantitative Reasoning are combined to yield a Total Nonverbal Score; Verbal Reasoning-Words and Verbal Reasoning-Context are combined to create a Total Verbal Score.

Displayed on the left are the norm-referenced scores for every subtest taken. The Median National Percentile by Grade is listed in the last column. A National Percentile by Grade compares a student with other students in the same grade, regardless of their ages.

The Cognitive Skills Index (CSI), which is shown beneath the table, is an age-dependent standardized score based on an individual's performance on *InView*. This score indicates a student's overall cognitive ability relative to other students of the same age without regard to grade. The Mean CSI is the average cognitive ability score for this group.

**INVIEW**

## Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 7

**Purpose**

This section provides the summary distribution of scores for your group.

Number of Students: 55

InView Level: 3

Test Date: 03/01/19

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Summary Scale Scores	Sequences	Analogies	Quantitative Reasoning	Total Nonverbal Score	Verbal Reasoning- Words	Verbal Reasoning- Context	Total Verbal Score	Total Score
Number of Students	55	55	55	55	55	55	55	55
High Score	635	572	653	592	599	650	611	600
Low Score	377	395	420	406	348	298	399	419
Local Percentiles								
90	568	543	579	548	571	542	552	550
75	529	506	541	527	544	524	524	521
50 (Median)	500	483	514	501	501	495	491	500
25	476	465	497	477	466	453	471	478
10	433	408	474	452	437	434	445	447
Mean	500	481	522	501	501	490	496	499
Standard Deviation	54	43	47	40	51	52	44	37

**COMPLETE BATTERY**

**Assessment Summary**

Group: OUR LADY OF LOURDES

Grade: 8

**Purpose**

This report provides summary information about your group's performance. This page provides a graphic representation of the score 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.

Number of Students: 71

Form/Level: G-18

Test Date: 03/01/19

QM: 24 TN Norms Date: 2017

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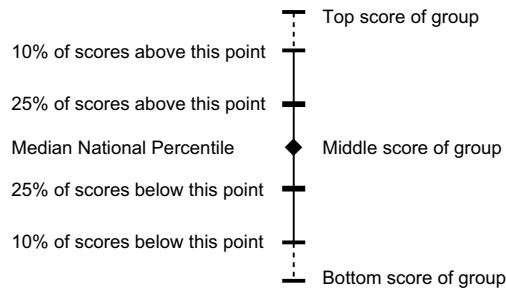
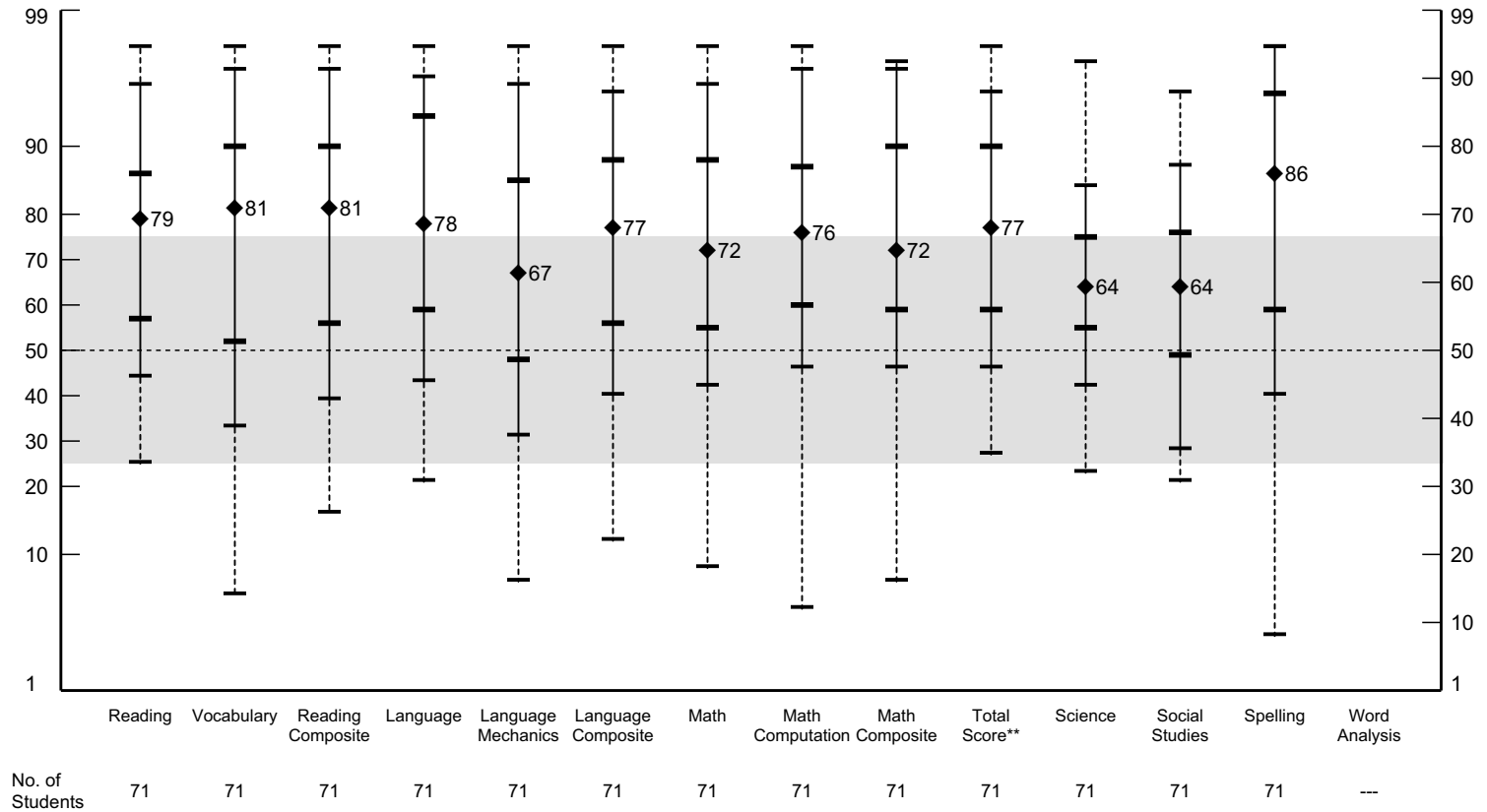
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**Distribution by Content Area**  
National Percentile Scale

Normal Curve Equivalent Scale



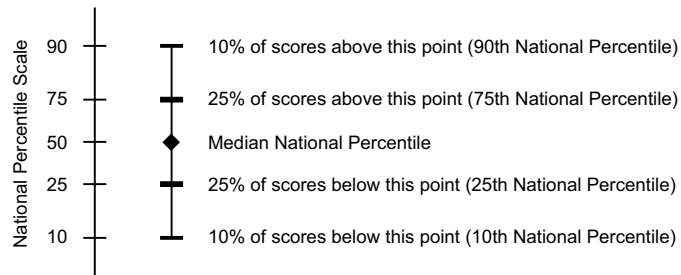
\* Based on locally reported data  
\*\* Total score consists of Reading, Language, Mathematics  
--- Subtest Not Taken

## General Interpretation

Each plot in the graph on the front of this page 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 DRC's website, [www.datarecognitioncorp.com](http://www.datarecognitioncorp.com).



**COMPLETE BATTERY**

**Assessment Summary**

Group: OUR LADY OF LOURDES

Grade: 8

**Purpose**

This section of the report provides a comprehensive numeric description of your group's score distribution.

Number of Students: 71

Form/Level: G-18

Test Date: 03/01/19

QM: 24      TN Norms Date: 2017

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	Reading	Reading Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Number of Students	71	71	71	71	71	71	71	71	71	71	71	71	71	---
<b>Mean Scores &amp; Std. Deviations</b>														
<b>Grade Mean Equivalent</b>	12.2	11.4	11.8	13.0	11.1	12.1	11.1	12.2	11.5	12.1	11.0	10.4	11.8	
Standard Deviation	2.1	2.5	2.2	2.3	2.7	2.3	2.1	1.9	1.9	2.0	1.8	2.2	2.4	
<b>Mean Normal Curve Equiv.</b>	65	64	66	67	61	65	63	65	65	66	58	57	70	
Standard Deviation	14	17	15	16	18	16	16	15	15	15	10	13	21	
NP of the Mean NCE	76	75	77	79	69	76	73	76	76	78	65	62	83	
<b>Mean Scale Score</b>	701	699	700	702	689	696	711	718	715	705	701	687	710	
Standard Deviation	27	29	26	35	34	31	30	33	29	27	21	20	39	
<b>Local Percentiles/Quartiles</b>														
<b>90th Local Percentile</b>														
National Percentile	94	95	95	97	94	96	94	95	95	96	84	87	99	
Grade Equivalent	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	12.7	13.0	
Normal Curve Equiv.	83	84	85	91	83	86	84	84	85	87	71	74	98	
Scale Score	732	731	730	750	732	733	749	757	753	742	729	713	756	
<b>75th Local Percentile (Q3)</b>														
National Percentile	86	90	90	92	85	88	88	87	90	90	75	76	96	
Grade Equivalent	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	11.7	11.3	13.0	
Normal Curve Equiv.	73	77	77	80	72	75	75	74	77	77	64	65	86	
Scale Score	714	721	718	725	710	713	733	733	736	724	714	699	735	
<b>50th Percentile (Median) (Q2)</b>														
National Percentile	79	81	81	78	67	78	72	76	74	77	64	64	87	
Grade Equivalent	12.4	12.2	12.4	12.7	10.7	12.1	10.9	11.7	11.1	11.7	10.8	10.3	12.4	
Normal Curve Equiv.	67	69	68	66	59	66	62	65	64	66	57	57	73	
Scale Score	704	707	705	699	685	697	710	716	712	703	700	688	715	
<b>25th Local Percentile (Q1)</b>														
National Percentile	57	52	56	59	48	56	55	60	59	59	55	49	59	
Grade Equivalent	9.6	9.0	9.8	10.1	8.3	9.8	9.2	9.8	9.8	9.9	9.3	8.5	9.7	
Normal Curve Equiv.	54	51	53	55	49	53	53	55	55	55	52	49	55	
Scale Score	681	677	680	677	666	674	692	699	696	684	689	676	686	
<b>10th Local Percentile</b>														
National Percentile	44	33	39	43	31	40	42	46	46	46	42	28	40	
Grade Equivalent	8.0	6.8	7.5	7.5	6.3	7.3	8.0	8.5	8.4	8.2	7.9	6.4	7.7	
Normal Curve Equiv.	47	41	44	46	40	45	46	48	48	48	45	38	45	
Scale Score	669	658	664	662	649	658	678	686	683	671	674	657	668	
<b>National Quarters</b>														
Local/Number	76-99	40	41	40	37	28	38	30	37	34	37	16	19	44
Per Quarter	51-75	20	13	16	19	24	19	25	25	24	20	41	31	15
	26-50	10	14	14	14	14	11	14	8	12	14	13	18	8
	01-25	1	3	1	1	5	3	2	1	1	0	1	3	4
Local/Percent	76-99	56	58	56	52	39	54	42	52	48	52	23	27	62
Per Quarter	51-75	28	18	23	27	34	27	35	35	34	28	58	44	21
	26-50	14	20	20	20	20	15	20	11	17	20	18	25	11
	01-25	1	4	1	1	7	4	3	1	1	0	1	4	6

\* Based on locally reported data

\*\* Total score consists of Reading, Language, Mathematics

--- Subtest Not Taken

## General Interpretation

This section of the Assessment Summary report presents your data in tabular form. It 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 (GME)** 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.



COMPLETE BATTERY

# Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 8

**Purpose**

This section of this report provides an analysis of your group's performance on the *TerraNova* objectives.

Number of Students: 71

Form/Level: G-18

Test Date: 03/01/19

QM: 24 TN Norms Date: 2017

OUR LADY OF LOURDES PARIS 1016  
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## Performance on Objectives

Obj. No. Objective Titles	Average OPI				Objectives Performance Index (OPI)*						Obj. No. Objective Titles	Average OPI				Objectives Performance Index (OPI)*							
	Local	National	Difference	Moderate Mastery Range	0	20	40	60	80	100		Local	National	Difference	Moderate Mastery Range	0	20	40	60	80	100		
<b>Reading</b>																							
002	Basic Understanding	74	60	+ 14	35-73							048	Fractions	66	49	+ 17	20-65						
003	Analyze Text	72	58	+ 14	36-70							049	Integers	78	58	+ 20	33-73						
004	Evaluate/Extend Meaning	88	71	+ 17	47-87							050	Percents	70	53	+ 17	31-65						
005	Reading/Wrtg Strategies	72	58	+ 14	34-71							051	Order of Operations	76	64	+ 12	47-75						
<b>Vocabulary</b>																							
035	Word Meaning	46	35	+ 11	22-33							<b>Science</b>											
036	Multimeaning Words	79	70	+ 09	57-78							019	Science Inquiry	77	66	+ 11	47-77						
037	Words in Context	81	65	+ 16	38-81							020	Physical Science	58	52	+ 06	38-58						
<b>Language</b>																							
007	Sentence Structure	74	57	+ 17	35-71							021	Life Science	70	61	+ 09	43-70						
008	Writing Strategies	76	57	+ 19	36-73							022	Earth and Space Science	59	53	+ 06	37-57						
009	Editing Skills	77	61	+ 16	41-76							023	Science and Technology	66	60	+ 06	46-67						
<b>Language Mechanics</b>																							
038	Sentences, Phrases, Clauses	75	63	+ 12	43-80							024	Personal and Social Persp	66	59	+ 07	43-65						
039	Writing Conventions	69	62	+ 07	45-75							<b>Social Studies</b>											
<b>Mathematics</b>																							
010	Number & Number Relations	63	51	+ 12	31-60							026	Geographic Perspectives	63	59	+ 04	28-72						
011	Computation & Estimation	68	56	+ 12	35-67							027	History and Culture	60	53	+ 07	26-62						
012	Operation Concepts	-	-	-	-							028	Civics and Government	74	64	+ 10	32-78						
013	Measurement	58	48	+ 10	29-55							029	Economic Perspectives	62	57	+ 05	29-68						
014	Geometry & Spatial Sense	69	58	+ 11	39-69							<b>Spelling</b>											
015	Data, Stats & Probability	64	53	+ 11	31-63							040	Vowels	72	58	+ 14	45-68						
016	Patterns, Functions, Algebra	62	51	+ 11	31-59							041	Consonants	62	45	+ 17	29-52						
017	Prob Solving & Reasoning	71	58	+ 13	34-71							042	Structural Units	67	53	+ 14	36-66						
<b>Math Computation</b>																							
047	Decimals	-	-	-	-																		

**National Reference Group Grade 8.8**

\* 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.

- Too few items to report

**Key**

Moderate Mastery Range	
Local Average OPI Score	
National Average OPI Score	



COMPLETE BATTERY

Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 8

Purpose

This report summarizes your group's performance using two categories. It allows you to compare local performance to national performance across content areas.

Number of Students: 71

Form/Level: G-18

Test Date: 03/01/19

QM: 24 TN Norms Date: 2017

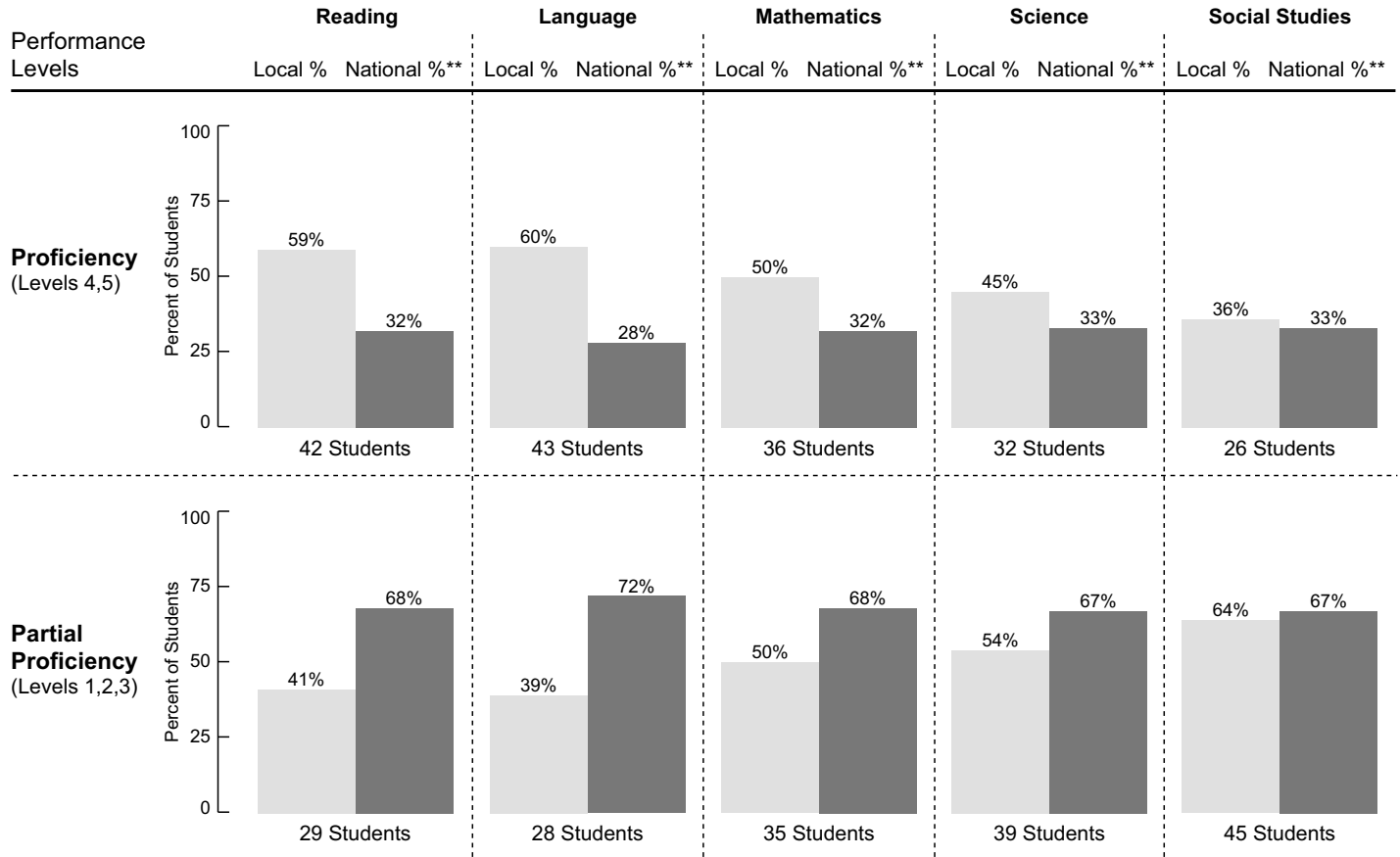
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Percent of Students at Each Proficiency Level



\* Based on locally reported data

\*\* National percent based on Spring national norm group

General Interpretation

This section of the Assessment Summary 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 percent of students in the national norm group in each category are included to allow for easy comparisons.

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

More information regarding the performance levels may be found at DRC's website, [www.datarecognitioncorp.com](http://www.datarecognitioncorp.com).



**COMPLETE BATTERY**

**Assessment Summary with *InView***

Group: OUR LADY OF LOURDES

Grade: 8

**Purpose**

This section of this report shows how the group's obtained achievement scores compare to their anticipated achievement scores.

Number of Students: 71

Form/Level: G-18

Test Date: 03/01/19

QM: 24 TN Norms Date: 2017

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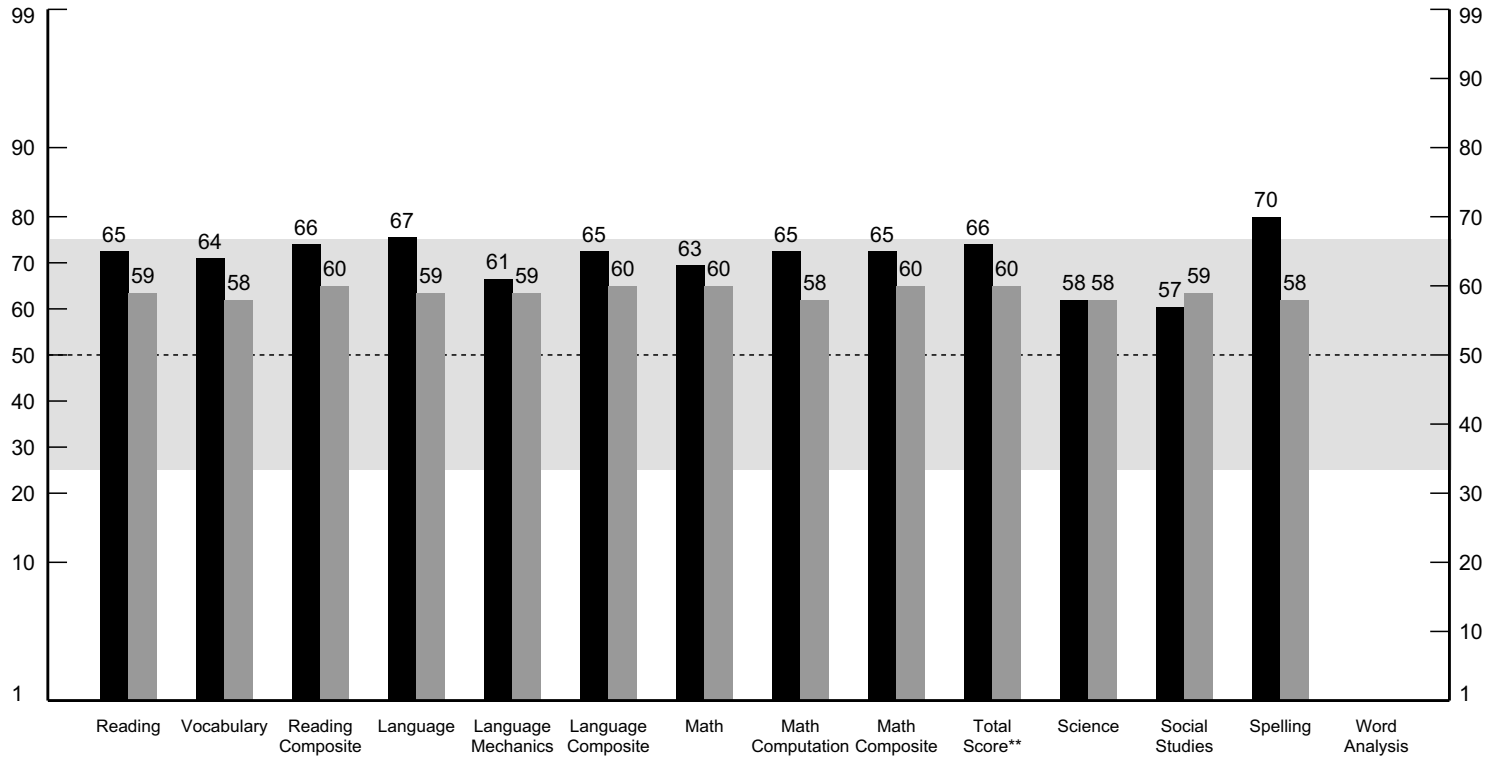
City/State: MIAMI, FL

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**Obtained Versus Anticipated Achievement**  
National Percentile Scale

Normal Curve Equivalent Scale



DIFF	Above				Above				Above				---
No. of Students	71	71	71	71	71	71	71	71	71	71	71	71	---

Key  
 Obtained score  
 Anticipated score

\* Based on locally reported data  
 \*\* Total score consists of Reading, Language, Mathematics  
 --- Subtest Not Taken

## General Interpretation

The graph on the front of this page shows the obtained achievement scores ■ on *TerraNova* for your group of students and their anticipated scores ■ based on their *InView* results. Your group's Mean Normal Curve Equivalent scores and Mean Anticipated Normal Curve Equivalent scores are shown at the tops of the bars on the graph. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. Scores that fall above the shaded area are above the national average; scores that fall below the shaded area are below the national average.

Educationally meaningful differences between your students' obtained and anticipated scores are indicated below the graph in the DIFF row. A difference is considered meaningful when the difference between the two scores is 7 or more Normal Curve Equivalent (NCE) units. (The Normal Curve Equivalent scale is shown on the right of the graph.) When the group's performance is better than anticipated, the difference is shown as "Above." When the group's performance is below anticipated, the difference is shown as "Below".

**COMPLETE BATTERY**

**Assessment Summary,  
with InView**

Group: OUR LADY OF LOURDES

Grade: 8

**Purpose**

This section of this report provides locally obtained achievement scores and anticipated achievement scores for comparison purposes.

Number of Students: 71

Form/Level: G-18

Test Date: 03/01/19

QM: 24 TN Norms Date: 2017

OUR LADY OF LOURDES PARIS 1016  
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City/State: MIAMI, FL

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	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
Number of Students	71	71	71	71	71	71	71	71	71	71	71	71	71	---
<b>Obtained/Anticipated Scores</b>														
<b>Median National Percentile</b>														
Obtained	79	81	81	78	67	77	72	76	72	77	64	64	86	
Anticipated	66	63	66	67	66	67	69	68	71	70	65	66	64	
<b>NP of Mean NCE</b>														
Obtained	76	75	77	79	69	76	73	76	76	78	65	62	83	
Anticipated	67	65	68	67	66	68	67	66	68	69	64	66	64	
Difference	9	10	9	12	3	8	6	10	8	9	1	-4	19	
<b>Mean Normal Curve Equivalent</b>														
Obtained	65	64	66	67	61	65	63	65	65	66	58	57	70	
Standard Deviation of Obtained	14	17	15	16	18	16	16	15	15	15	10	13	21	
Anticipated	59	58	60	59	59	60	60	58	60	60	58	59	58	
Difference	6	6	6	8	2	5	3	7	5	6	0	-2	12	
<b>Mean Scale Score</b>														
Obtained	701	699	700	702	689	696	711	718	715	705	701	687	710	
Standard Deviation of Obtained	27	29	26	35	34	31	30	33	29	27	21	20	39	
Anticipated	691	689	690	686	685	685	704	705	705	693	700	690	690	
Difference	10	10	10	16	4	11	7	13	10	12	1	-3	20	
Standard Deviation of Difference	21	23	19	25	26	20	14	27	18	15	22	17	31	
<b>Grade Mean Equivalent</b>														
Obtained	12.2	11.4	11.8	13.0	11.1	12.1	11.1	12.2	11.5	12.1	11.0	10.4	11.8	
Standard Deviation of Obtained	2.1	2.5	2.2	2.3	2.7	2.3	2.1	1.9	1.9	2.0	1.8	2.2	2.4	
Anticipated	11.2	10.6	10.9	11.3	10.8	11.0	10.7	10.5	10.7	11.0	10.9	10.8	10.1	
Difference	1.0	0.8	0.9	1.7	0.3	1.1	0.4	1.7	0.8	1.1	0.1	-0.4	1.7	

**Cognitive Skills Index (CSI) (Mean CSI: 108)**

No. Students with Valid CSI

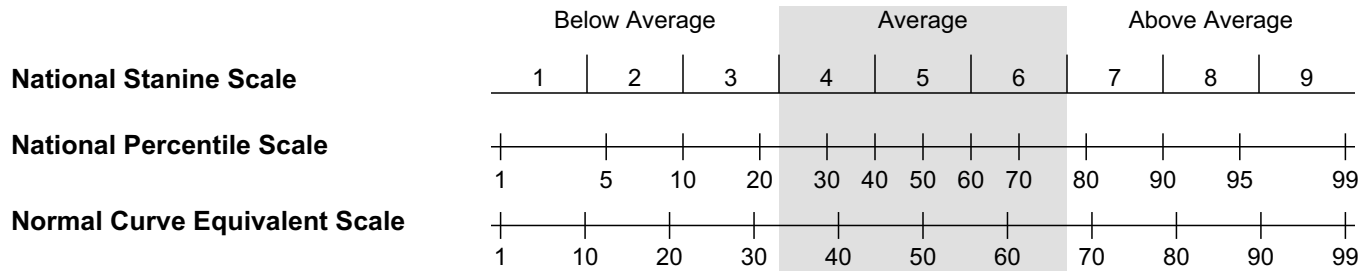
Intervals Scale Scores by CSI Intervals

No. Students with Valid CSI	Intervals	Scale Scores by CSI Intervals	Reading	Vocabulary	Reading Composite	Language	Language Mechanics	Language Composite	Math	Math Compu	Math Composite	Total Score**	Science	Social Studies	Spelling	Word Analysis
20	<b>115 &amp; Above</b>	Mean Obtained	728	722	725	735	720	728	744	748	746	736	715	703	737	
	Mean Anticipated	723	715	719	717	716	716	716	743	743	743	727	729	716	716	
	Difference	5	7	6	18	4	12	1	5	3	9	-14	-13	21		
50	<b>86-114</b>	Mean Obtained	692	690	691	690	677	683	699	707	703	693	696	681	701	
	Mean Anticipated	679	680	679	674	673	674	690	690	692	691	681	690	680	680	
	Difference	13	10	12	16	4	9	9	15	12	12	6	1	21		
1	<b>85 &amp; Below</b>	Mean Obtained	667	680	674	656	663	660	631	699	665	651	692	650	657	
	Mean Anticipated	632	640	636	631	634	632	625	630	630	628	629	637	638	645	
	Difference	35	40	38	25	29	28	6	69	37	22	55	12	12		

\* Based on locally reported data

\*\* Total score consists of Reading, Language, Mathematics

--- Subtest Not Taken



## Key Terms

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.

**Norm-Referenced Scores** come from a standardized assessment and compare a student or group of students with a specified reference group (norm group), usually others of the same grade and age.

An **Anticipated Achievement Score (AA)** compares an individual student's level of achievement with that of students of similar age, grade, and cognitive ability. Anticipated Achievement Scores are a function of age, grade, and scores on *InView*. If a student's age is outside the age range used in the formula to compute AA, his or her age is reset to the minimum or maximum value of the range. The AA for students whose ages have been reset may not be as precise as the AA for students whose ages are within the range specified for each grade. (Only applicable when *InView* is taken.)

A **Difference (DIFF)** is noted by the words "Above" or "Below" when there is an educationally meaningful difference between the group's or individual student's obtained and anticipated scores. The difference is considered meaningful when there is a 7-unit difference between the obtained Normal Curve Equivalent (NCE) and anticipated NCE scores. (Only applicable when *InView* is taken.)

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 equal to or above 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 correspondence among National Percentiles, National Stanines, and Normal Curve Equivalents is shown in the graph above. 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.

A **Local Percentile (LP)** is the percentage of students in a local group whose scores fall below a given student's score.

The **Normal Curve Equivalent (NCE)** scale ranges from 1 to 99, and coincides with the National Percentile scale at 1, 50, and 99 (see line graph above). 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.

The **National Stanine (NS)** scale divides the scores of the norm population into nine groups (see the National Stanine line graph above). Because stanines are single-digit numbers, they are less likely than National Percentiles to be confused with the percentage of items answered correctly; however, they lack precision. For example, a student with a National Stanine of 6 could have a National Percentile as low as 60 and as high as 77 (see line graph above). The **Mean National Stanine (MNS)** is computed by adding all of the National Stanines of all the students in the 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). A Grade Equivalent that is within approximately two years of the student's actual grade placement is 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 (GME)** 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.

Additional information about the interpretation of these scores and the use of test results can be found at DRC's website, [www.datarecognitioncorp.com](http://www.datarecognitioncorp.com).



**INVIEW**

**Assessment Summary**

Group: OUR LADY OF LOURDES

Grade: 8

**Purpose**

This section provides details about your group's performance on *InView*. Together with other sources, this information can be used to evaluate, plan, and establish educational priorities.

Number of Students: 71

InView Level: 4

Test Date: 03/01/19

OUR LADY OF LOURDES PARIS 1016  
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City/State: MIAMI, FL

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**Norm-Referenced Scores**

	No. of Stdnts	MNSG	MSS	MDNPA	MDNPG
Sequences	71	6	525	62	63
Analogies	71	6	515	67	69
Quantitative Reasoning	71	6	523	65	68
<b>Total Nonverbal Score</b>	71	6	521	72	70
Verbal Reasoning-Words	71	6	530	59	64
Verbal Reasoning-Context	71	6	528	65	67
<b>Total Verbal Score</b>	71	6	529	66	70
<b>Total Score</b>	71	6	524	70	69

MNSG: Mean Natl Stanine by Grade  
MSS: Mean Scale Score

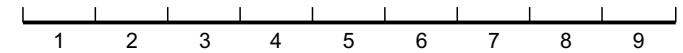
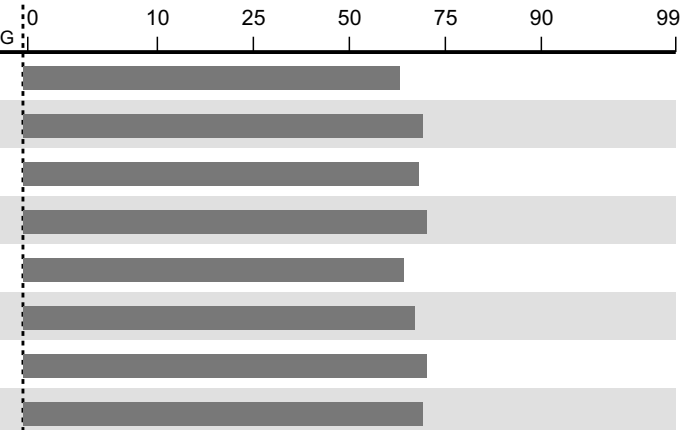
MDNPA: Median Natl Percentile by Age  
MDNPG: Median Natl Percentile by Grade

**Mean CSI: 108**

No. of students with valid CSI scores: 71

\* Based on locally reported data  
Cognitive Skills Index requires student birthdate and Total Score

**National Percentile Scale**



**National Stanine Scale**

■ Median National Percentile by Grade (MDNPG)

**General Interpretation**

*InView* consists of five subtests that measure cognitive ability. The five subtests are Sequences, Analogies, Quantitative Reasoning, Verbal Reasoning-Words, and Verbal Reasoning-Context. Explanations of what these subtests measure can be found on the next page. All five subtests are combined to create a Total Score. Sequences, Analogies, and Quantitative Reasoning are combined to yield a Total Nonverbal Score; Verbal Reasoning-Words and Verbal Reasoning-Context are combined to create a Total Verbal Score.

Displayed on the left are the norm-referenced scores for every subtest taken. The Median National Percentile by Grade is listed in the last column. A National Percentile by Grade compares a student with other students in the same grade, regardless of their ages.

The Cognitive Skills Index (CSI), which is shown beneath the table, is an age-dependent standardized score based on an individual's performance on *InView*. This score indicates a student's overall cognitive ability relative to other students of the same age without regard to grade. The Mean CSI is the average cognitive ability score for this group.

**INVIEW**

## Assessment Summary

Group: OUR LADY OF LOURDES

Grade: 8

**Purpose**

This section provides the summary distribution of scores for your group.

Number of Students: 71

InView Level: 4

Test Date: 03/01/19

OUR LADY OF LOURDES PARIS 1016  
ARCHDIOCESE OF MIAMI DZE01

City/State: MIAMI, FL

000001

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Summary Scale Scores	Sequences	Analogies	Quantitative Reasoning	Total Nonverbal Score	Verbal Reasoning- Words	Verbal Reasoning- Context	Total Verbal Score	Total Score
Number of Students	71	71	71	71	71	71	71	71
High Score	668	579	665	605	665	678	638	618
Low Score	420	409	353	404	438	420	436	417
<b>Local Percentiles</b>								
90	600	557	601	593	614	590	599	584
75	564	538	572	553	555	560	552	557
50 (Median)	522	524	531	526	519	529	525	526
25	478	489	474	490	499	496	496	491
10	449	467	425	456	475	457	477	468
Mean	525	515	523	521	530	528	529	524
Standard Deviation	58	36	71	47	52	51	47	44