



UNDERSTANDING THE TERRANOVA HOME REPORT



The Home Report presents test information in a meaningful, easy-to-understand way that helps parents/guardians become more involved in their child's learning.

THE FRONT PAGE OF THE HOME REPORT

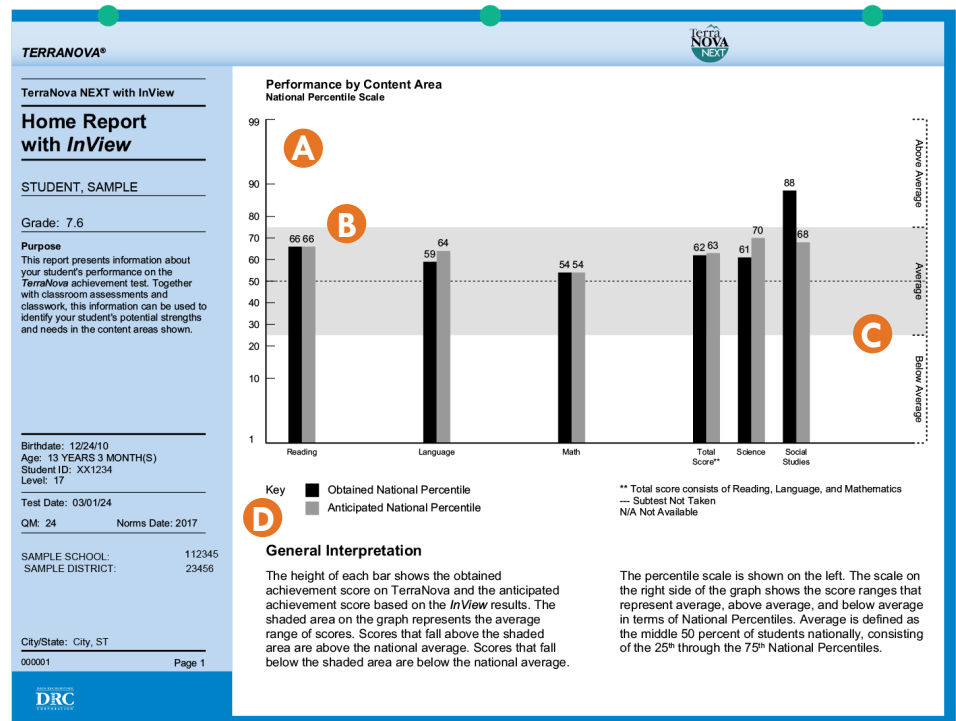
is a graph that summarizes the student's achievement in the content areas tested. If your child took the TerraNova achievement test, you will see a black bar. If your child took both the TerraNova achievement test and the InView cognitive abilities assessment, you will see a black bar and a gray bar.

Section A:

The scale on the left side of the graph displays the range of national percentile scores—1 to 99—which are the basis of this report. The student's achievement is compared with that of the national sample of students upon which the test was "normed" (i.e., standardized). The 50th percentile is the national average.

Section B:

The Obtained National Percentile displays the student's actual National Percentile (NP) score for each content area tested on the TerraNova achievement test. The height of each bar is determined by the student's national percentile for that content area. The actual score is also printed at the top of the bar. The second bar displays the Anticipated National Percentile (ANP). This score represents the estimate of the average achievement score of students of similar grade, age, and cognitive abilities as measured by the InView cognitive abilities assessment. For example, if your student obtained an NP of 65 in Reading, this means your student performed better than 65% of the students in the national norm group. If the ANP is 55, this means that



students of similar age, grade, and cognitive abilities typically performed at a 55 NP. Therefore, your student is working above their anticipated ability score.

Section C:

Score ranges representing average, below average, and above average achievement levels are shown on the right side of the graph. The gray shaded area—percentiles 25 to 75—indicates the average range.

Section D:

The General Interpretation section points out the most significant information conveyed by the report.

The second page of the Home Report presents detailed information about what was measured in the specific content area. This section includes content-based descriptions of the objectives and skills measured in each content area assessed. Along with information about the student's classroom performance, the information on the front side of the Home Report can be used to focus quickly on the areas of learning in which the student may need the most help. The information on page 2 of the Home Report can then be used for additional, more detailed discussion of the student's knowledge, skills, and abilities, and can assist in determining where to focus additional teaching.

Dear Parent/Guardian:

Beneath each summary is a list of the specific kinds of knowledge, skills, and abilities that were assessed in this test. This list is best used, along with other classroom information discussed with your school, to help you set goals for your student.

In Reading:
Students read passages of varying degrees of difficulty, including fiction, nonfiction, and poetry. Students show knowledge of grade-level vocabulary and comprehension of key ideas and details from a passage. They restate main ideas, compare elements within and across texts, demonstrate understanding of literary techniques, make basic generalizations, and draw conclusions from fictional and factual materials. They also apply reading strategies by using context clues to understand unfamiliar vocabulary, by utilizing simple structures to analyze poetry, and by using evidence to support inferences from text. Students analyze different character traits and how the author's use of words impacts mood or tone in fiction. They provide interpretation of point of view, relate perspectives to story elements, and analyze poetry themes.

In Language:
Students show understanding of language skills measured in contents such as narrative or expository texts up to two paragraphs long. Students recognize complete sentences and the best way to combine simple sentences. They demonstrate knowledge of paragraph development by choosing appropriate topic, supporting, and concluding sentences. Students recognize the correct use of verbs, pronouns, and modifiers. Students provide written responses related to organizing information and writing strategies. They proofread and correct errors in sentence structure, usage, capitalization, and punctuation in a given sentence, a set of sentences, or a paragraph. Students identify word meaning and determine correct usage of words based on nuances in meaning appropriate to writing.

In Mathematics:
Students recognize equivalent forms of numbers; use factors/multiples; order numbers and objects; round numbers; identify fractional parts; use a number line; add/subtract; multiply/divide; use operational sense/properties; estimate; solve word problems with all operations; read scale drawings; measure using appropriate tools; read and compute with time; find and use perimeter/area/volume; recognize congruency/similarity/symmetry; identify and use coordinates on a grid; apply geometric concepts to figures; identify geometric transformations; read/construct/interpret/compute data displays; find and use probabilities and statistical measures; find missing elements; extend patterns; find and use function rules; write/evaluate/translate expressions/equations/systems of equations; apply topological reasoning; identify missing information to solve problems; explain mathematical processes.

In Science:
Students demonstrate knowledge of core science concepts such as population fluctuations and other aspects of ecology; heredity; organ systems; taxonomy; Newton's laws of motion; molecular and atomic theory; the rock cycle, tides, eclipses, and phases of the moon; weather, atmosphere, and climate; processes of scientific investigation, including the ability to design and critique simple experiments and represent and interpret data; technological design issues and the uses of new kinds of technology; and personal and social aspects of science such as health and nutrition, recycling and resource management, and environmental issues. The knowledge assessed at this level requires greater depth of understanding than does elementary science knowledge, with a focus on models and theories that explain the way nature works.

In Social Studies:
Students use a variety of maps; identify regions of the United States and characteristics of certain countries; understand types and uses of natural resources; recognize interactions between people and their environment; use timelines and other sources to compare past and present; identify some people and events in United States history; make comparisons of different cultures; identify reference sources and the difference between fact and opinion; use flow charts, bar graphs, and primary sources; recognize the rights and responsibilities of citizens; understand the role of citizens as volunteers and in effecting change; understand how goods are produced and distributed; understand the concept of supply and demand; analyze economic choices in daily life.

© 2014 Recognition DRC Corporation. For more information visit DRC's website www.datarecognitioncorp.com. Copyright © 2024 by Data Recognition Corporation. All rights reserved.

PAGES 3–4 OF THE HOME REPORT

The next few pages show more detailed information on the objectives and standards assessed in the content areas. Depending on the subject areas tested and grade levels, you may see subheadings for Reading, Language, Mathematics, Science, and Social Studies.

TERRANOVA®

TerraNova NEXT with InView

Home Report

STUDENT, SAMPLE

Grade: 7.6

Purpose
This report presents information about your student's performance on the TerraNova achievement test. Together with classroom assessments and classwork, this information can be used to identify your student's potential strengths and needs in the content areas shown.

Birthdate: 12/24/10
Age: 13 YEARS 3 MONTH(S)
Student ID: XX1234
Level: 17

Test Date: 03/01/24
QM: 24 Norms Date: 2017

SAMPLE SCHOOL: 12345
SAMPLE DISTRICT: 23456

City/State: City, ST
00001 Page 3

Your Child's Test Results by Objective

Your child's performance on each objective is shown in terms of "Mastery" levels. These results can provide a more full picture of your child's areas of strength and need when viewed together with classroom and class assignments. Note that the skills taught and methods used for scoring in your child's classes are likely to be different.

Subtest and Objectives	National Percentile	Mastery
Reading	66	
Basic Understanding		●
Analyze Text		●
Evaluate/Extend Meaning		●
Reading/Wrtg Strategies		●
Key Ideas & Details		●
Reading Literature Text		●
Reading Inform Text		●
Craft&Struct/Integration		●
Language	59	
Sentence Structure		●
Writing Strategies		●
Editing Skills		●
Conven of Stand English		●
Text Types and Purposes		●
Language & Vocabulary		●

Subtest and Objectives	National Percentile	Mastery
Mathematics	54	
Number & Number Relations		●
Computation & Estimation		●
Operation Concepts		●
Measurement		●
Geometry & Spatial Sense		●
Data, Stats & Probability		●
Patterns, Functions, Algebra		●
Prob Solving & Reasoning		●
Geometry		●
Expressions/Equations		●
Ratios/Proportional Rel		●
Statistics/Probability		●
The Number System		●

YOUR STUDENT'S LEXILE INFORMATION

LEXILE RANGE: 890-1030

The Lexile Framework® for Reading matches a student's reading ability with the difficulty of text material. When selecting books, it is important to consider that Lexiles do not address age appropriateness, student interests or text quality. Books within the students Lexile Range can be found at the local library or by using the find-a-book Database at www.lexile.com.

- High Degree of Mastery indicates proficient or advanced performance.
- Moderate Degree of Mastery indicates performance nearing proficiency.
- Low Degree of Mastery indicates performance below proficiency.

- Too few items to report

The circles on this page represent the degree of mastery obtained by your student:

- A full darkened bubble represents High Mastery, indicative of proficient or advanced performance.
- ◐ A half-darkened bubble represents Moderate Degree of Mastery, indicative of nearing proficiency.
- An open bubble represents Low Mastery, indicative of performance that is below proficiency.

School districts have the option to add the Lexile Range information to the Home Report, which is located at the bottom of Page 3. The Lexile Framework for Reading matches a student's reading ability with the difficulty of text material. Parents/guardians may select books specific to their child's reading ability using the Lexile range at a local library or by using the find-a-book database at www.lexile.com. Many parents will utilize the Lexile range to locate books for summer reading that are tailored to their child's individual reading ability.

YOUR STUDENT'S LEXILE INFORMATION

LEXILE RANGE: 890-1030

The Lexile Framework® for Reading matches a student's reading ability with the difficulty of text material. When selecting books, it is important to consider that Lexiles do not address age appropriateness, student interests or text quality. Books within the students Lexile Range can be found at the local library or by using the find-a-book Database at www.lexile.com.

PAGE 5 OF THE HOME REPORT

If your student's school opted to take the InView Cognitive Abilities Assessment, also published by DRC, your home report will include a Page 5 and Page 6 with detailed information on your child's cognitive abilities. This should not be confused with an IQ score as InView provides information on skills related to academic success and is not a professionally administered intelligence quotient score.



TERRANOVA®

INVIEW

Home Report

STUDENT, SAMPLE

Grade: 7.6

Purpose
This report provides details regarding your student's performance on *InView*.

Birthdate: 12/24/10
Age: 13 YEARS 3 MONTH(S)
Student ID: XX1234
InView Level: 3

Test Date: 03/01/24
Norms Date: 2017

SAMPLE SCHOOL: 12345
SAMPLE DISTRICT: 23456

City/State: City, ST
000001 Page 5

TerraNOVA NEXT

Norm-Referenced Scores

	National Percentile	
Sequences	18	
Analogies	45	
Quantitative Reasoning	32	
Total Nonverbal Score	32	
Verbal Reasoning-Words	78	
Verbal Reasoning-Context	65	
Total Verbal Score	72	
Total Score	50	

CSI: 98 (Range: 95 - 101)
Cognitive Skills Index requires student birthdate and Total Score

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 in the graph above is the National Percentile by Grade for every subtest taken. A National Percentile by Grade compares your 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 CSI range indicates that if the student had taken the test numerous times, two-thirds of the scores would have fallen within the range shown.

Section A:

The five tests of InView are listed: Sequences, Analogies, Quantitative Reasoning, Verbal Reasoning—Words, and Verbal Reasoning—Context. All five tests are combined to create a Total Score. Sequences, Analogies, and Quantitative Reasoning are combined to yield a Total Non-Verbal Score. Verbal Reasoning—Words, and Verbal Reasoning—Context are combined to create a Total Verbal Score.

Section B:

The National Percentile by Grade is listed for each subtest in addition to a visual graph representing the National Percentile Scale. A National Percentile by Grade compares your student with other students in the same grade, regardless of their ages. The 50th National Percentile score is considered the national average.

Section C:

The Cognitive Skills Index (CSI) is also provided. The CSI 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 average CSI score is 100.



GUIDANCE ON REVIEWING TEST RESULTS

When reviewing your student's achievement and/or cognitive abilities results, it is important to note that test results represent performance in certain areas at only one particular time and must be reviewed together with the student's actual classroom work and other factors.

Information produced by testing is only one of the many variables that contribute to a student's academic portfolio. Ask the teacher if the test results are consistent with your child's classroom performance. Let the teacher know if you feel the results don't match what you feel to be your child's abilities. Pass along any information about unusual circumstances during the test-taking, illness for example. Ask your child's teacher to suggest activities that will help improve any weak areas revealed by the testing.

Tests are only one way to measure your child's progress in school. Remember there is no such thing as a bad test result. Every test-taking reveals important information about your child's progress in school. Continue to show interest in your child's school and schoolwork. Continue to encourage your child's interest in learning new things.

For more information on Data Recognition Corporation, the producer of the TerraNova assessment, please feel free to visit www.datarecognitioncorp.com.

For more information on the TerraNova assessment, visit www.TerraNovaNEXT.com.