

**South Carolina Education Oversight Committee (EOC)  
Annual Standards Assurance Form**

**School Year: 2019-20**

**Application to Participate in  
Educational Credit for Exceptional Needs Children (ECENC) Program**

Please complete the information requested below concerning your independent school. This information will be listed on the South Carolina Education Oversight Committee's website, <https://eoc.sc.gov/>.

<b>Independent School Name:</b>	Francis Hugh Wardlaw Academy
<b>Independent School Contact Person:</b>	S. Christine Wamken
<b>Independent School Address:</b>	1296 Columbia Road
<b>City, State, Zip Code:</b>	Johnston, SC 29832
<b>Independent School Telephone Number:</b>	(803) - 275 - 4794
<b>Independent School Fax Number:</b>	(803) - 275 - 4873
<b>Independent School E-mail Address:</b>	@wardlawacademy.com
<b>Independent School Website Address:</b>	www.wardlawacademy.com

Please review the standards below that are based on Act 247 of 2018. An "eligible school" is defined as "an independent school including those religious in nature, other than a public school, at which the compulsory attendance requirements of Section 59-65-10 may be met." Please indicate whether your school has met or intends to meet each standard to ensure the following academic and reporting requirements are met. The South Carolina Education Oversight Committee reserves the right to request additional documentation to show the school is in compliance with state law. Failure to meet these standards or reporting requirements will result in your school being denied or removed from participation in the program.

<b>STANDARDS</b>	<b>YES</b>	<b>NO</b>
<b>1. Offers a general education to primary or secondary school students.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>2. Does not discriminate on the basis of race, color, or national origin.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>3. Is located in this State.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>4. Has an educational curriculum that includes courses set forth in the state's diploma requirements, graduation certificate requirements for special needs children and where the students attending are administered national achievement or state standardized tests, or both, at progressive grade levels to determine student progress.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>5. Has school facilities that are subject to applicable federal, state, and local laws.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>6. Is a member in good standing of the Southern Association of Colleges and Schools, the South Carolina Association of Christian Schools, the South Carolina Independent Schools Association, or the Palmetto Association of Independent Schools.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>7. Provides a specially designed program or learning resource center to provide needed accommodations based on the needs of exceptional needs students or provides onsite educational services or supports to meet the needs of exceptional needs students or is a school specifically existing to meet the needs of only exceptional needs students with documented disabilities.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

REPORTING REQUIREMENTS	YES	NO
1. If your school received any grants from Exceptional SC in school year 2018-19, then your school will report to the EOC the number and total dollar amount of grants received in the 2018-19 school year from Exceptional SC by September 1, 2019.	✓	
2. Your school will submit to the EOC by September 1, 2019 a statement of services that documents your school:  (a) provides a specially designed program or learning resource to provide needed accommodations based on the needs of exceptional needs students; or (b) provides onsite educational services or supports to meet the needs of exceptional needs students; or (c) exists specifically to meet the needs of only exceptional needs students with documented disabilities.	✓	□
3. Your school will submit to the EOC by November 15, 2019 the <u>school-level</u> assessment results for all grades in the school and for each grade with at least (10) students tested. Results should be provided for English language arts (reading) and mathematics achievement of students in each grade tested in school year 2018-19.	✓	□
4. If your school received grants from Exceptional SC in school year 2018-19, the school will submit by November 15, 2019 <u>individual student test scores</u> on national achievement or state standardized tests for any student in grades one through twelve who received a grant from the program during school year 2018-19. The data will be collected using a secure portal. No personally identifiable information will be published; instead, the information will be aggregated.	✓	
5. If your school received grants from Exceptional SC in school year 2018-19, the school will submit to the EOC a copy of a compilation, review, or compliance audit of the organization's financial statements as relating to the grants received, conducted by a certified public accounting firm by November 15, 2019.	✓	

I assure that all documents submitted to the SC Education Oversight Committee for the purpose of applying as an eligible school, as defined by state law, is true, accurate, and complete under penalty of perjury in accordance with Section 16-9-10 of the South Carolina Code of Laws. Failure to report to the EOC the required data will result in the school being removed from the list of approved schools.

Signature: S. Warnken

Date: 2/11/2019

Print Name of Signature Above: Sandra Christine Warnken

Title: Upper School Principal

Email: cwarnken@wardlawacademy.com

**Document A  
Grants Received**

**Educational Credit for Exceptional Needs Children (ECENC) Program  
2019-20**

**Independent School Name:** Francis Hugh Wardlaw Academy

An independent school participating in the ECENC Program is required to submit the following information by **September 1**:

**How many students in kindergarten through grade 12 were enrolled in your school in the prior school year?** 173

**What is the total number of grants and total amount of grants received in the prior school year from Exceptional SC?** Please complete the following chart and sign below.

If no grants for any qualifying student were received from Exceptional SC in the prior school year, please indicate with "0" grants received and "\$0" in total amount of grants received from Exceptional SC.

Total Number of Grants Received	Total Amount of Grants Received
# 0	\$ <del>0</del>

Total number of grants is the number of individual children/students who received a grant even if the school received more than one grant for a specific child/student.

**Signature:** Laura Bartley

**Date:** 8/16/19

**Print Name of Signature Above:** Laura Bartley

**Title:** Director of Guidance and Learning Support

**Email:** lbartley@wardlawacademy.com

**Document B  
Statement of Services**

**Educational Credit for Exceptional Needs Children (ECENC) Program  
2019-20**

**Independent School Name:** Francis Hugh Warlaw Academy

An independent school participating in the Educational Credit for Exceptional Needs Children is required to submit a Statement of Services by **September 1** that documents that the school:

- (a) provides a specially designed program or learning resource to provide needed accommodations based on the needs of exceptional needs students; or
- (b) provides onsite educational services or supports to meet the needs of exceptional needs students; or
- (c) exists specifically to meet the needs of only exceptional needs students with documented disabilities.

**Please sign below and attach a statement of services.**

**Signature:** Laura Bartley

**Date:** 8-16-19

**Print Name of Signature Above:** Laura Bartley

**Title:** Director of Guidance and Learning Support

**Email:** lbartley@wardlawacademy.com

# Introduction

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*The Wardlaw Academy Accommodations Manual: A Guide to Selecting, Administering and Evaluating the Use of Accommodations for Students with Learning Differences* presents a step by step process for Service Plans, general and learning support teachers, administrators, and staff to use in the selection, administration, and evaluation of the effectiveness of the use of both instructional and assessment accommodations by students with disabilities. It was written to support teachers and administrators throughout the process of studying and evaluating individual students identified as having learning difficulties and varied teaching strategies to reach each learner. This information can be used as a training component for teachers' professional development or as an information resource for teachers and parents.

This document presents guidelines for Wardlaw Academy to use for the selection, administration, and evaluation of accommodations for instruction and assessment of students with disabilities and learning differences with the belief that participation in these accommodation programs will lead to improved teaching and learning. This goal requires additional support services built in to the general education system currently in place at Wardlaw Academy.

*The Wardlaw Academy Accommodations Manual* is a resource and evolving reference. New Chapters and other additions and changes will be incorporated as our work develops and improves. We look forward to using this manual to improve the success of all learners.

## **Federal and State Laws Requiring Participation by Students with Disabilities**

Several Important laws require the participation of students with disabilities in standards-based instruction and assessment initiatives. These include federal laws such as the reauthorization of the Elementary and Secondary Education Act of 2001 (ESEA), the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), and the South Carolina Education Accountability Act of 1998 (EAA).

### ***Reauthorization of Elementary and Secondary Education Act (ESEA) 2001***

Stronger accountability for educational achievement results is one of the four basic education reform principles contained in ESEA. This law complements the provisions in providing public accountability at the school, district, and state levels for all students with disabilities. ESEA explicitly calls for the participation in assessments of all students [SEC 1111 (3) (C) (i)]. It also requires that these assessments provide for the reasonable adaptations and accommodations for students with disabilities – as defined under Section 602(3) of the Individuals with Disabilities Education Act – necessary to measure the academic achievement of such students relative to academic content and student academic achievement standards [Sec. 111 (3) (C)(ii)].

One of the basic reform principles of ESEA is stronger accountability for educational achievement results for all students. Through this federal legislation in addition to other school initiatives, assessments aimed at increasing accountability provide important information with regard to:

- how successful a school is at including all students in goal-based education
- how well students are achieving goals, and
- what needs to be improved upon for specific groups of students.

There are several critical elements in ESEA that hold schools accountable for educational results.

- Academic standards (what students should learn) and academic achievement standards (how well students should learn the content) form the basis of the accountability systems.
- Assessments are the mechanism for checking whether the school has been successful in students attaining the knowledge and skills defined by the school's set standards.
- The school must provide assessments in reading/language arts and mathematics for all students, including students with disabilities, in grades 3-8 and once in high school.
- The school must also provide science assessments in at least one grade in each of three grade spans (3-5, 6-9, 10-12) each year.
- The school's accountability is based on measuring success in educating all students and determining what needs to be improved for specific groups of students.

## ***Individuals with Disabilities Education Improvement Act (IDEA) 2004***

IDEA specifically governs services provided to students with disabilities. Accountability at the individual level in a private school is provided through 504 plans, to be referred to for future reference as Service Plans, on the basis of each child's unique needs. IDEA requires the participation of students with disabilities in school assessments. Specific IDEA requirements include:

Children with disabilities are included in general school assessment programs, with appropriate accommodations, where necessary [Sec. 612 (a) (16) (A)]. A Service Plan is a written statement for each child with a disability that is developed, reviewed, and revised in accordance with this section that includes...a statement of any individual modifications in the administration of assessments of student achievement that are needed in order for the child to participate in a particular assessment of student achievement (or part of such an assessment), a statement of why that assessment is not appropriate for the child; and how the child will be assessed [Sec. 614 (d) (1) (A) (V and VI)].

*Section 504 of the 1973 Rehabilitation Act* provides individuals with disabilities with certain rights and protects individuals with disabilities against discrimination from federally funded programs and activities. Section 504 states that...

No otherwise qualified individual with a disability in the United States, as defined in section 705(20) of this title, shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under any program or activity conducted by any Executive agency...

## ***Inclusion of All Students with Disabilities and Learning differences in Assessments***

Both federal and South Carolina State laws require that all students with disabilities be administered assessments intended to hold schools accountable for academic performance of students. Service Plan team members must actively engage in a planning process that addresses:

- assurance of the provision of accommodations to facilitate student access to grade-level class room instruction and assessments, and
- use of alternate assessments to assess the achievement of students with the most significant cognitive disabilities.

Decision regarding the methods of assessing students with disabilities and learning differences must be made on an individual basis by a student's Service Plan team and must be documented in the Service Plan. The Service Plan team, which includes the parent as an equal participant, is responsible for determining *how* individual students with disabilities and learning

differences participate in classroom instruction and assessments, not *whether or not they participate*. To determine if an accommodation is required for the student to demonstrate what he or she knows without the interference of the disability, the Service Plan team should carefully review the student's present level of performance, desired goals and objectives, teacher collected data on the impact of accommodations that are used in the classroom, and reports from general and learning support teachers. It is important to note that the Service Plan team will be responsible for accommodating the student not modifying the curriculum.

Decisions about accommodations and alternate assessment must be made on an individual student basis, not on the basis of category of disability or administrative convenience. Service Plan teams should review the accommodations that the student currently uses to access the general curriculum and determine if some or all of these accommodations are necessary for the student to participate in classroom instruction or assessment. It is also important to review teacher-collected data to document the effectiveness of these accommodations and whether they have had a positive impact on both student access to the curriculum and student achievement.

Testing accommodations should be those typically used to access the general curriculum during routine instruction. The team should be aware that if an accommodation is unfamiliar to a student, recommending its use may result in the assessment of the student's ability to use the accommodation rather than the assessment of his or her knowledge and skills. It is important for teams to be aware that some instructional accommodations may not be appropriate for standardized assessments as they may change what is tested and invalidate scores.

# Five-Step Process for Selecting and Using Instructional and Assessment Accommodations

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*The five-step process includes the following:*

- **STEP 1:** Expect students with disabilities to achieve grade-level academic goals.
- **STEP 2:** Learn about accommodations for instruction and assessment.
- **STEP 3:** Select accommodations for instruction and assessment for individual students.
- **STEP 4:** Administer accommodations during instruction and assessment.
- **Step 5:** Evaluate and improve use of accommodations.
- **Step 6:** Strategically lessen accommodations to improve student self-reliance

## **STEP 1**

### **Expect Students with Disabilities to Achieve Grade-Level Academic goals**

With the focus of legislation aimed at accountability and the inclusion of all students comes the drive to ensure equal access to grade-level content goals. Academic content goals are educational targets outlining what students are expected to learn at each grade level and can be found in the Curriculum Guide in the school office. Teachers ensure that students work toward grade-level content goals by using a range of instructional strategies based on the varied strengths and needs of students. For students with disabilities and learning differences, accommodations are provided during instruction and assessments to help promote equal access to grade-level content. To accomplish this goal of equal access:

- every Service Plan Team member must be familiar with content goals and the school's accountability with respect to accreditation;
- every Service Plan Team member must know where to locate content goals and updates; and
- collaboration between general and learning support teachers must occur for successful student access.

All students with disabilities or learning differences can work toward grade-level academic content goals and most, if not all, of these students will be able to achieve these goals when the following three conditions are met:

1. Instruction is provided by teachers who are qualified to teach in the content areas addressed by academic content goals and who know how to differentiate instruction for diverse learners.
2. Service Plans for students with disabilities and learning differences are developed to ensure the provision of specialized instruction (e.g., specific reading skills, strategies for "learning how to learn").
3. Appropriate accommodations are provided to help students access grade-level content.

The selection, administration, and evaluation of accommodations for instruction and

assessments are the focus of this manual.

## **STEP 2**

### **Learn About Accommodations for Instruction and Assessment**

#### ***What are Accommodations?***

Accommodations are changes to content, format, or conditions (instructional, assessment) for particular students that do not reduce learning expectations or change the construct but do remove construct-irrelevant factors so that students are able access the content and full demonstrate what they know and can do. (Based on draft Standards for Educational and Psychological Testing, by AERA, APA & NCME, in press).

Accommodations are practices and procedures that ensure that educators, as well as students and parents, have a valid measure of what students with disabilities know and can do. Accommodations use begins in the classroom. In addition, students with Section 504 Plans may also be provided with assessment accommodations.

Accommodations do not reduce expectations for learning.

Accommodations provided to a student during standardized assessments must also be provided during classroom instruction and classroom assessments. However, some instructional accommodations may not be appropriate for use on certain standardized assessments. It is critical that educators become familiar with Wardlaw Academy policies about the appropriate use of accommodations during assessments. Accommodations are intended to reduce or even eliminate the effects of a student's disability; they **do not** reduce learning expectations. The accommodations provided to a student must be the same used routinely in classroom instruction, classroom assessments, and standardized assessments. 504 Plan team members must determine the accommodations a student needs as opposed to ones which provide benefit.

Typically, accommodations use does not begin and end in school. Students who use accommodations will generally also need them at home, in the community, and as they get older, in postsecondary education and at work. It is therefore essential for the student to be an integral part of establishing what accommodations are needed.

#### ***Description of Accommodations Categories***

Accommodations are commonly categorized in five ways: presentation, response, setting, timing, and scheduling.

- **Presentation Accommodations:** A student may require that the test be presented in a different manner.
- **Response Accommodations:** A student may require an alternative method of responding to a test question, such as the nonverbal indication of multiple-choice or the verbalization of an answer instead of a written response.
- **Setting Accommodations:** A student may require that an assessment be administered in a setting appropriate to the student's individual needs, such as an individual administration.
- **Timing:** A student may take as long as needed to complete each test during the school day when possible. Any timing accommodations, such as frequent breaks, must be monitored to maintain test security.
- **Scheduling:** A student may take portions of an assessment over several days, as long as the student is not allowed to go back to previously completed sections of the test.

### ***Who is involved in Accommodations Decisions?***

Service Plan teams must make assessment and accommodation decisions for students based on individual need in accordance with state and federal guidelines. Students with Service Plans must be provided set accommodations based on individual need as long as the accommodations do not invalidate the assessment. Accommodations must be documented in a student's Service Plan.

### ***Service Plan Team Considerations for Instructional Accommodations***

To assure students with disabilities and learning differences are engaged in academic content goals every Service Plan Team member needs to be familiar with Wardlaw Academy's academic goals as they are stated in the Curriculum Guide located in the school office. In essence, the process of making decisions about accommodations is one in which the Team members attempt to "level the playing field" so that students with disabilities can participate in the general education curriculum. In leveling the playing field, the Team should consider the following:

1. student characteristics;
2. instructional tasks expected of students to demonstrate grade-level content in state standards; and
3. consistency with goal-based Service Plans for classroom instruction and assessments.

For both instruction and assessment, there are resources and strategies that should be allowable for all students, and therefore not classified as accommodations. These good practices should be used whenever possible for all students. In addition, there may be other resources that can be made available to all students, to be used based on student preference. The use of these resources may not be considered an accommodation.

### ***Standard and Non-Standard Accommodations***

Standard accommodations do not reduce learning expectations. They meet specific instruction and assessment needs of students with disabilities or learning differences and allow for educators to know that measures of a student's work are valid.

Non-standard accommodations refer to practices that change, lower, or reduce learning expectations. Non-standard accommodations may change the underlying construct of an assessment. Examples of non-standard accommodations include:

- requiring a student to learn less material (e.g. fewer objectives, shorter units or lessons, fewer pages or problems);
- reducing assignments and assessments so a student only needs to complete the easiest problems or items;
- using an accommodation that invalidates the intended construct; or
- revising assignments or assessments to make the easier (e.g. crossing out half of the response choices on a multiple-choice test so that a student only has to pick from two options instead of four).

Providing non-standard accommodations to students during classroom instruction and/or classroom assessments may have the unintended consequence of reducing their opportunity to learn critical content. If students have not had access to critical, assessed content, they may be at risk for **NOT** meeting graduation requirements.

*Providing a student with a non-standard accommodation alters the construct the test measures, results in scores that are not comparable, and does not provide information on how the student performed on grade-level goals.*

### ***Service Plan Team Considerations for Instructional Accommodations***

To ensure that students with disabilities are engaged in standards-based instruction, Service Plan Team members need to be familiar with Wardlaw Academy academic standards and assessment policies. The Team should consider

- student characteristics and needs;
- instructional tasks expected of students to demonstrate proficiency in grade-level content; and
- consistency between accommodations documented in the Service Plan that is used for classroom instruction and those used on assessments.

## **STEP 3**

## **Select Accommodations for Instruction and Assessments for Individual Students**

To assure students with disabilities are engaged in standards-based instruction and assessments, every Service Plan Team member must be knowledgeable about Wardlaw Academy's academic goals and assessments as they are stated in the Curriculum Guide located in the school office. Effective decision-making about the provision of appropriate accommodations begins with making good instructional decisions. In turn, making appropriate instructional decisions is facilitated by gathering and reviewing good information about the student's disability or learning difference and present level of performance in relation to school content goals and assessments.

Accommodations should always be chosen based on individual student need. Service Plan Team meetings that simply engage people in checking boxes on "compliance" documents are neither conducive to sound decision-making practices, nor do they advance equal opportunities for students to participate in the general education curriculum. The goal is to strengthen a student's weaknesses so that they no longer need to rely on any accommodations.

### ***Document Accommodations on a Student's Service Plan***

For students with disabilities served under IDEA, determining appropriate instructional and assessment accommodations should not pose any particular problems for Service Plan Teams that follow good Service Plan practices. With information obtained from the required summary of the student's present level of academic achievement and functional performance, the process of identifying and documenting accommodations should be a fairly straightforward event. The process of identifying and documenting accommodations is a federal requirement in which the Service Plan Team members must state "how the child's disability affects the child's involvement and progress in the general education curriculum – the same curriculum as non-disabled children" [Sec. 614 (d) (1) (A) (i) (I)].

There are potentially three areas in which accommodations can be addressed in the Service Plan:

1. "Consideration of Special Factors". This is where communication and assistive technology supports are considered;
2. "Supplementary Aids and Services". This area of the 504 includes "aids, services, and other supports that are provided in regular education classes.
3. "Participation in Assessments". This section documents accommodations needed to facilitate the participation of students with disabilities in general and standard assessments.

### ***Document Accommodations on a Student's Service Plan***

Section 504 of the Rehabilitation Act of 1973 requires schools to provide accommodations to students with disabilities even if they do not qualify for special education services under IDEA. Section 504 states:

No otherwise qualified individual with a disability in the United States shall, solely by reason of her or his disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity.

Examples of students who may receive assessment accommodations based on their Service accommodations plan include but are not limited to students with the following:

- Allergies or asthma;
- Attention difficulties;
- Learning differences
- Communicable diseases (e.g., hepatitis);
- Environmental illnesses; or
- Temporary disabilities from accidents who may need short term hospitalization or homebound recovery.

### ***Student Characteristics***

There are several questions a Service Plan team can ask to help identify inclusion needs and match accommodations to those needs.

- What are the student's learning strengths and areas of further improvement?
- How do the student's learning needs affect the achievement of grade-level academic content?
- What specialized instruction (e.g., learning strategies, organizational skills, reading skills) does the student need to achieve grade-level academic content?
- What accommodations will increase the student's access to instruction and assessment by addressing the student's learning needs and reducing the effect of the student's disability?
- What accommodations are regularly used by the student during instruction and assessments?
- What were the results of assignments and assessments when accommodations were used and not used?
- What is the student's perception of how well an accommodation "worked" /
- Are there effective combinations of accommodations?
- What difficulties did the student experience when using accommodations?
- What are perceptions of parents, teachers, and specialists about how the accommodation worked?
- Should the student continue to use an accommodation, are changes needed, or should the use of the accommodation be discontinued?

### ***Involving Students in Selecting, Using, and Evaluating Accommodations***

It is critical for students with learning differences to understand their learning differences and learn self-advocacy strategies for success in school and throughout life. Some students have limited experience expressing personal preferences and advocating for themselves. Speaking out about preferences, particularly in the presence of "authority figures" may be a new role for students, one for which they need guidance and feedback. Teachers and Learning Support play a key role in working with students to advocate for themselves in the context of selecting, using, and evaluating accommodations.

The more that students are involved in the selection process, the more likely the accommodations will be used, especially as students reach adolescence and the desire to be more independent increases. Self-advocacy skills are critical here. Students need opportunities to learn which accommodations are most helpful for them, and then they need to learn how to make certain those accommodations are provided in all of their classes and wherever they need them outside of school.

#### **STEP 4**

#### **Administer Accommodations during Instruction and Assessment**

##### ***Accommodations During Instruction***

The student must be provided the selected accommodations during instructional periods that necessitate their use. An accommodation may not be used solely during assessments.

##### ***Accommodations During Assessment***

Once decisions have been made about providing accommodations to meet individual student needs, the logistics of providing actual accommodations during assessments must be mapped out. Teachers are responsible for communicating test schedules to the Learning Support Director in a timely manner **(An email should be sent by noon on Friday informing the Learning Support Director of any testing that will take place the following week).**

##### ***Administering Assessments and Accommodations***

Regulations and policies specify practices to assure test security and the standardized and ethical administration of assessments. The Learning Support Director and any other staff involved in test administration must adhere to these policies.

**The Code of Professional Responsibilities in Educational Measurement states that test administrators and others involved in assessments must:**

- take appropriate security precautions before, during, and after the administration of the assessment;
- understand the procedures needed to administer the assessment prior to administration
- administer standardized assessments according to prescribed procedures and conditions and notify appropriate persons if any non-standard or delimiting conditions occur;
- avoid any conditions in the conduct of the assessment that might invalidate the results;
- provide for and document all reasonable and allowable accommodations for the administration of the assessment to persons with disabilities or special needs; and
- avoid actions or conditions that would permit or encourage individuals or groups to receive scores that misrepresent their actual level of attainment.

### ***Ethical Testing Practices***

Ethical testing practices must be maintained during the administration of a test. Unethical testing practices relate to inappropriate interactions between test administrator and students taking the test. Unethical practices include, but are not limited to, changing the content by paraphrasing or offering additional information, coaching students during testing, editing student responses, or giving clues in any way. Unethical test practices may constitute a violation of test security.

### ***Test Security***

Test security involves maintaining the confidentiality of test questions and answers, and is critical in ensuring the integrity and validity of a test.

In a paper and pencil test, test security can become an issue when accessible test formats are used or when someone other than the student is allowed to see the test. In order to ensure test security and confidentiality, test administrators need to:

1. keep testing materials in a secure place to prevent unauthorized access;
2. keep all test content confidential and refrain from sharing information or revealing test content with anyone; and
3. return all materials as instructed. Specific guidance on access to the assessment for purposes of scribing, orally administering or interpreting must be provided prior to each test.

In addition, it is important to guarantee that:

1. students are seated in such a manner that they cannot see each other's workstations;
2. students are not able to access any additional materials or the Internet while they are taking the assessment; and

3. students are not able to access any saved data or computer shortcuts while taking the test if computers are used as a test administered accommodation.

In order to ensure test security and confidentiality, test administrators need to:

1. keep testing materials in a secure place to prevent unauthorized access;
2. keep all test content confidential and refrain from sharing information or revealing test content with anyone; and
3. return all materials as instructed.

## **STEP 5**

### **Evaluate and Improve Accommodations Use**

Accommodations must be selected on the basis of the individual student's needs and must be used consistently for instruction and assessment. Collecting and analyzing data on the use and effectiveness of accommodations is necessary to ensure the meaningful participation of students with disabilities in assessments.

Examination of the data may also indicate areas in which the 504 Plan team and test administrators need additional support. In addition to collecting information about the use of accommodations within the classroom, information also needs to be gathered on the implementation of accommodations during assessment. Data may include the following:

- observations conducted during test administration;
- interviews with test administrators; and
- talking with students after testing sessions (can be helpful to guide the formative evaluation process at both the school and student level).

Accommodation information can be analyzed in different ways. Here are some questions to guide data analysis and the school and student levels. The list of questions that follow are not an exhaustive list, but rather, a place to start.

#### ***Questions to Guide Evaluation of Accommodation Use at the School Level***

1. Are there policies to ensure ethical testing practices, the standardized administration of assessments, and that test security practices are followed before, during, and after the day of the test?
2. Are there procedures in place to ensure test administration procedures are not compromised with provision of accommodations?
3. Are students receiving accommodations as document in their 504 Plans?
4. Are there procedures in place to ensure that test administrators adhere to directions for the implementation of accommodations?

5. How many students with 504 Plans are receiving accommodations?
6. What types of accommodations are provided and are some used more than others?
7. How well do students who receive accommodations perform on standardized testing? If students are not meeting the expected level of performance, is it due to the students not having had access to the necessary instruction, not receiving the accommodation, or using accommodations that were not effective?

### ***Questions to Guide Evaluation at the Student Level***

These questions can be used to evaluate the accommodations used at the student level as well as the school level.

1. What accommodations are used by the student during instruction and assessments?
2. What are the results of classroom assignments and assessments when accommodations are used versus when accommodations are not used? If a student did not meet the expected level of performance, is it due to not having access to the necessary instruction, not receiving the accommodations, choosing not to use the accommodation, or using accommodations that were ineffective? Or, was there another reason?
3. What is the student's perception of how well the accommodation worked?
4. What combinations of accommodations seem to be effective?
5. What are the difficulties encountered in the use of accommodations?
6. What are the perceptions of teachers and others about how the accommodation appears to be working?

School level questions can be addressed by the 504 Plan team responsible for continuous improvement efforts, while the student-level questions need to be considered by the Learning Support Director and the student. It is critical to stress that evaluation of accommodation use is not the responsibility of just one individual. All involved parties should contribute to the information gathering and decision-making processes.

**Francis Hugh Wardlaw Academy**  
**Learning Support Goals and Objectives**

A comprehensive learning support program provides a strong basis for learning among students with learning differences. In such a program students with learning differences will have access to curriculum goals, differentiated instruction and necessary support services provided by qualified personnel in a supportive learning environment. Francis Hugh Wardlaw Academy has worked to define policies, standards, resources, and best practices to build the capacity of the school to meet the needs of all students including those with learning differences. These efforts include the academic content goals, which define what every student should know and be able to do from Grades pre-Kindergarten through 12<sup>th</sup> grade in all content areas. The Learning Support program works to identify learning deficiencies in struggling students and provide accommodations inside and out of the classroom that will give them the opportunity to show competency across all subject areas.

**Program Goals**

Goals must be set for students participating in Wardlaw Academy's Learning Support Program. These goals help Service Plan Team members assess a student's progress through the program.

Short term goals include:

- Identifying learning differences among struggling learners,
- Developing a Service Plan that will provide equal access to grade-level content goals and objectives,
- Providing accommodations in the classroom and study hall to allow students to show their competency in grade level-content goals and objectives.

Long term goals include:

- Teaching students with learning differences effective study habits that will ensure academic success,
- Helping students with learning differences develop coping skills that help them become a more independent learner,
- Developing the organizational habits of students with learning differences so that they can become independent learners, and
- Gradually reducing accommodations so that each student can become independent of learning support.

In order for these goals to be achieved, it is imperative that the Learning Support Director partner with Parents, Teachers, and students to ensure program success. The expectations of the teachers, parents, and students must also be considered. Everyone has a role to play and a responsibility to uphold.

Parent expectations and responsibilities include:

- Accommodations to be followed,
- Teacher participation in the developed service plan,
- Being given an active voice in their child's educational development,
- Evidence of improvement in grades to be shown,
- Confidentiality of student information by all involved,
- Development of independent learning, and
- Accountability of teachers, student, and Learning Support personnel.
- Support faculty, staff, and student.
- Reinforce any and all feedback given from the Learning Support Director and teachers.
- Attend annual meetings to discuss progress and recommendations for previous and upcoming school year

Teacher expectations and responsibilities include:

- Communication of changes and progress from Learning Support personnel,
- Help developing instructional strategies to support learning among struggling students from Learning Support personnel, and
- Accountability of parents, students and Learning Support personnel.
- Follow student service plans.
- Attend learning support training when provided by the school.
- Identify and notify Learning Support personnel of any struggling student in his/her classes.

Students expectations and responsibilities include:

- The development of the feeling of success in the classroom,
- Improvement of grades across all subjects,
- The development of study skills,
- The development of organizational strategies,
- Help reaching content goals and objectives,
- Help strengthening and coping with learning differences,
- Eventual promotion from the program, and
- Accountability of parents, teachers, and Learning Support personnel.
- Actively work any and all recommendations set forth by Learning Support personnel.
- Put forth a concerted effort to strengthen weaknesses.
- Seek help from teachers when concepts are not understood.
- Complete homework assignments in a timely fashion.
- Actively participate in class.
- Ask for help when needed.
- Always do your best work.

### TESTS

### SCORES

### NPR OF AVERAGE SS GRAPH

### INTERPRETING THE REPORT

TESTS	N=	SCORES			NS	NPR OF AVERAGE SS GRAPH				
		SS	NPR	GE		1	25	50	75	99
Reading	13	154.0	57	2.0	5					
Language	13	152.8	57	2.0	5					
Vocabulary	13	156.4	62	2.1	6					
<b>READING TOTAL</b>	<b>13</b>	<b>155.4</b>	<b>62</b>	<b>2.1</b>	<b>6</b>					
<b>ELA TOTAL</b>	<b>13</b>	<b>153.8</b>	<b>61</b>	<b>2.0</b>	<b>6</b>					
Word Analysis	13	158.6	65	2.3	6					
Listening	13	153.2	57	1.9	5					
<b>EXTENDED ELA TOTAL</b>	<b>13</b>	<b>154.5</b>	<b>59</b>	<b>2.1</b>	<b>5</b>					
Mathematics	13	153.8	58	2.0	5					
Computation*	13	154.6	66	2.2	6					
<b>MATH TOTAL</b>	<b>13</b>	<b>153.8</b>	<b>58</b>	<b>2.0</b>	<b>5</b>					
<b>CORE COMPOSITE</b>	<b>13</b>	<b>154.0</b>	<b>58</b>	<b>2.0</b>	<b>5</b>					
Social Studies	13	158.2	67	2.2	6					
Science	13	168.0	85	2.8	7					
<b>COMPLETE COMPOSITE</b>	<b>13</b>	<b>157.0</b>	<b>66</b>	<b>2.1</b>	<b>6</b>					

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= National Percentile Rank

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Domains/Cognitive Levels	Total Items	%C Bdg.	%C Nat.	Diff.	Differences		
					-20	0	+20
<b>Reading</b>							
Informational	3	59	50	+9			
Literary	15	63	64	-1			
<b>Domains</b>							
Explicit Meaning	11	64	63	+1			
Implicit Meaning	12	71	73	-2			
Key Ideas	12	65	69	-4			
<b>Cognitive Levels</b>							
Essential Competencies	9	80	78	+2			
Conceptual Understanding	17	65	70	-5			
Extended Reasoning	9	56	54	+2			
<b>Language</b>							
<b>Domains</b>							
Spelling	11	63	62	+1			
Capitalization	5	74	64	+10			
Punctuation	5	58	47	+11			
Written Expression	13	60	58	+2			
<b>Cognitive Levels</b>							
Essential Competencies	17	69	64	+5			
Conceptual Understanding	12	53	54	-1			
Extended Reasoning	5	66	53	+13			
<b>Vocabulary</b>							
<b>Domains</b>							
Vocabulary	26	68	60	+8			
<b>Word Analysis</b>							
<b>Domains</b>							
Phono. Awareness/Decoding	14	84	77	+7			
Identify & Analyze Word Parts	18	76	75	+1			
<b>Listening</b>							
<b>Domains</b>							
Literal Comprehension	15	74	67	+7			

Domains/Cognitive Levels	Total Items	%C Bdg.	%C Nat.	Diff.	Differences		
					-20	0	+20
<b>Listening (c)</b>							
<b>Domains (c)</b>							
Inferential Comprehension	12	72	70	+2			
<b>Mathematics</b>							
<b>Domains</b>							
Number Sense & Operations	13	60	60	0			
Alg. Patterns/Connections	7	79	71	+8			
Data Analysis/Prob./Stats	9	60	54	+6			
Geometry	5	88	81	+7			
Measurement	7	65	63	+2			
<b>Cognitive Levels</b>							
Essential Competencies	11	78	70	+8			
Conceptual Understanding	25	61	59	+2			
Extended Reasoning	5	77	74	+3			
<b>Computation</b>							
<b>Domains</b>							
Compute with Whole Numbers	25	78	67	+11			
<b>Social Studies</b>							
<b>Domains</b>							
History	7	79	73	+6			
Geography	9	78	67	+11			
Economics	6	91	84	+7			
Civics & Government	7	76	76	0			
<b>Cognitive Levels</b>							
Essential Competencies	10	89	80	+9			
Conceptual Understanding	12	79	75	+4			
Extended Reasoning	7	69	65	+4			
<b>Science</b>							
<b>Domains</b>							
Life Science	14	91	82	+9			

Domains/Cognitive Levels	Total Items	%C Bdg.	%C Nat.	Diff.	Differences		
					-20	0	+20
<b>Science (c)</b>							
<b>Domains (c)</b>							
Earth & Space Science	6	83	71	+12			
Physical Science	9	77	65	+12			
<b>Cognitive Levels</b>							
Essential Competencies	9	86	76	+10			
Conceptual Understanding	12	87	77	+10			
Extended Reasoning	8	81	68	+13			

SS = Average Standard Score (SS) NPR = National Percentile Rank of Average SS GE = Grade Equivalent of Average SS NS = National Stanine of Average SS

A plus sign (+) or a minus sign (-) in the difference graph indicates that the bar extends beyond +/- 20. Students coded with Z are excluded from group averages.

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\* = Math Computation is not included in Math Total or composite scores that include Math Total.

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The horizontal bands in the NPR Graph illustrate the group's performance on each test relative to the other test areas. The horizontal bars represent the NPRs for each test. The lengths of these bars permit identification of the group's stronger and weaker areas of achievement.

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█ = National Percentile Rank



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TESTS	N#	SCORES			NPR OF AVERAGE SS GRAPH					
		SS	NPR	GE	NS	1	25	50	75	99
Reading	15	192.8	60	4.3	6					
Written Expression	15	198.7	68	4.7	6					
Conventions of Writing	15	192.5	58	4.2	5					
Vocabulary	15	193.3	63	4.3	6					
<b>READING TOTAL</b>	<b>15</b>	<b>193.1</b>	<b>62</b>	<b>4.3</b>	<b>6</b>					
<b>ELA TOTAL</b>	<b>15</b>	<b>194.7</b>	<b>64</b>	<b>4.4</b>	<b>6</b>					
Word Analysis	15	191.6	57	4.2	5					
Listening	15	177.1	34	3.3	4					
<b>EXTENDED ELA TOTAL</b>	<b>15</b>	<b>191.2</b>	<b>59</b>	<b>4.1</b>	<b>5</b>					
Mathematics	15	185.1	48	3.7	5					
Computation*	15	180.7	39	3.6	4					
<b>MATH TOTAL</b>	<b>15</b>	<b>185.1</b>	<b>48</b>	<b>3.7</b>	<b>5</b>					
<b>CORE COMPOSITE</b>	<b>15</b>	<b>190.0</b>	<b>56</b>	<b>4.1</b>	<b>5</b>					
Social Studies	15	185.0	48	3.8	5					
Science	15	196.3	66	4.5	6					
<b>COMPLETE COMPOSITE</b>	<b>15</b>	<b>190.1</b>	<b>56</b>	<b>4.0</b>	<b>5</b>					

Domains/Cognitive Levels	Total Items	%C Bdg.	%C Nat.	Diff.	Differences	
					-20	0 +20
<b>Reading</b>						
Informational	22	69	66	+3		
Literary	19	70	65	+5		
<b>Domains</b>						
Vocabulary	4	67	70	-3		
Explicit Meaning	16	73	66	+7		
Implicit Meaning	9	75	69	+6		
Key Ideas	7	64	61	+3		
Author's Craft	5	61	63	-2		
<b>Cognitive Levels</b>						
Essential Competencies	13	75	69	+6		
Conceptual Understanding	21	70	66	+4		
Extended Reasoning	7	58	57	+1		
<b>Written Expression</b>						
<b>Domains</b>						
Usage & Grammar	15	72	58	+14		
Sentence Structure	9	77	71	+6		
Planning & Organization	6	69	71	-2		
Appropriate Expression	5	60	60	0		
<b>Cognitive Levels</b>						
Essential Competencies	20	73	61	+12		
Conceptual Understanding	7	76	72	+4		
Extended Reasoning	8	60	65	-5		
<b>Conventions of Writing</b>						
<b>Domains</b>						
Spelling	24	68	63	+5		
Capitalization	20	62	59	+3		
Punctuation	20	55	52	+3		
<b>Vocabulary</b>						
<b>Domains</b>						
Vocabulary	29	76	66	+10		

Domains/Cognitive Levels	Total Items	%C Bdg.	%C Nat.	Diff.	Differences	
					-20	0 +20
<b>Word Analysis</b>						
<b>Domains</b>						
Phono. Awareness/Decoding	11	79	77	+2		
Identify & Analyze Word Parts	22	68	65	+3		
<b>Listening</b>						
<b>Domains</b>						
Literal Comprehension	14	58	62	-4		
Inferential Comprehension	14	62	68	-6		
<b>Mathematics</b>						
<b>Domains</b>						
Number Sense & Operations	15	54	58	-4		
Alg. Patterns/Connections	8	60	59	+1		
Data Analysis/Prob./Stats	7	62	68	-6		
Geometry	10	63	65	-2		
Measurement	10	52	55	-3		
<b>Cognitive Levels</b>						
Essential Competencies	7	68	69	-1		
Conceptual Understanding	33	60	64	-4		
Extended Reasoning	10	43	42	+1		
<b>Computation</b>						
<b>Domains</b>						
Compute with Whole Numbers	25	59	68	-9		
<b>Social Studies</b>						
<b>Domains</b>						
History	6	53	59	-6		
Geography	9	76	70	+6		
Economics	8	74	79	-5		
Civics & Government	7	55	66	-11		
<b>Cognitive Levels</b>						
Essential Competencies	14	65	66	-1		

Domains/Cognitive Levels	Total Items	%C Bdg.	%C Nat.	Diff.	Differences	
					-20	0 +20
<b>Social Studies (c)</b>						
<b>Cognitive Levels (c)</b>						
Conceptual Understanding	11	66	72	-6		
Extended Reasoning	5	69	71	-2		
<b>Science</b>						
<b>Domains</b>						
Life Science	12	68	59	+9		
Earth & Space Science	8	69	62	+7		
Physical Science	10	63	61	+2		
<b>Cognitive Levels</b>						
Essential Competencies	13	70	67	+3		
Conceptual Understanding	12	71	62	+9		
Extended Reasoning	5	48	42	+6		
<b>Information Literacy</b>						
<b>Domains</b>						
Acquiring Information	5	55	54	+1		
Evaluating Information	4	82	75	+7		
Using Information	6	74	74	0		

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**TESTS**
**SCORES**
**NPR OF AVERAGE SS GRAPH**
**INTERPRETING THE REPORT**

TESTS	N=	SS	SCORES			NPR OF AVERAGE SS GRAPH				
			NPR	GE	NS	1	25	50	75	99
Reading	12	220.4	72	6.2	6					
Written Expression	12	222.9	72	6.5	6					
Conventions of Writing	12	213.6	65	5.7	6					
Vocabulary	12	211.6	68	5.7	6					
<b>READING TOTAL</b>	<b>12</b>	<b>216.2</b>	<b>71</b>	<b>6.0</b>	<b>6</b>					
<b>ELA TOTAL</b>	<b>12</b>	<b>218.6</b>	<b>74</b>	<b>6.1</b>	<b>6</b>					
Mathematics	12	203.8	55	5.0	5					
Computation*	12	193.8	38	4.5	4					
<b>MATH TOTAL</b>	<b>12</b>	<b>203.8</b>	<b>55</b>	<b>5.0</b>	<b>5</b>					
<b>CORE COMPOSITE</b>	<b>12</b>	<b>211.3</b>	<b>64</b>	<b>5.5</b>	<b>6</b>					
Social Studies	12	218.5	72	6.2	6					
Science	12	225.5	77	6.7	7					
<b>COMPLETE COMPOSITE</b>	<b>12</b>	<b>214.8</b>	<b>67</b>	<b>5.8</b>	<b>6</b>					

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Domains/Cognitive Levels	Total Items	%C Bdg.	%C Nat.	Diff.	Differences	
					-20	+20
<b>Reading</b>						
Informational	20	78	68	+10		
Literary	22	74	67	+7		
<b>Domains</b>						
Vocabulary	5	78	76	+2		
Explicit Meaning	15	75	83	+12		
Implicit Meaning	11	80	70	+10		
Key Ideas	6	69	70	-1		
Author's Craft	5	75	65	+10		
<b>Cognitive Levels</b>						
Essential Competencies	11	79	66	+13		
Conceptual Understanding	24	76	68	+8		
Extended Reasoning	7	70	67	+3		
<b>Written Expression</b>						
<b>Domains</b>						
Usage & Grammar	12	72	60	+12		
Sentence Structure	9	73	67	+6		
Planning & Organization	11	82	69	+13		
Appropriate Expression	6	63	58	+5		
<b>Cognitive Levels</b>						
Essential Competencies	16	73	63	+10		
Conceptual Understanding	8	72	66	+6		
Extended Reasoning	14	76	64	+12		
<b>Conventions of Writing</b>						
<b>Domains</b>						
Spelling	27	65	65	0		
Capitalization	22	69	58	+11		
Punctuation	22	58	53	+5		
<b>Vocabulary</b>						
<b>Domains</b>						
Vocabulary	34	76	67	+9		

Domains/Cognitive Levels	Total Items	%C Bdg.	%C Nat.	Diff.	Differences	
					-20	+20
<b>Mathematics</b>						
<b>Domains</b>						
Number Sense & Operations	16	62	65	-3		
Alg. Patterns/Connections	9	67	67	0		
Data Analysis/Prob./Stats	8	58	60	-2		
Geometry	11	65	67	-2		
Measurement	11	59	53	+6		
<b>Cognitive Levels</b>						
Essential Competencies	6	76	73	+3		
Conceptual Understanding	37	66	65	+1		
Extended Reasoning	12	42	50	-8		
<b>Computation</b>						
<b>Domains</b>						
Compute with Whole Numbers	27	60	69	-9		
<b>Social Studies</b>						
<b>Domains</b>						
History	8	72	64	+8		
Geography	11	72	59	+13		
Economics	7	85	78	+7		
Civics & Government	8	72	60	+12		
<b>Cognitive Levels</b>						
Essential Competencies	15	75	62	+13		
Conceptual Understanding	11	74	68	+6		
Extended Reasoning	8	74	63	+11		
<b>Science</b>						
<b>Domains</b>						
Life Science	14	73	62	+11		
Earth & Space Science	10	80	69	+11		
Physical Science	10	73	57	+16		
<b>Cognitive Levels</b>						
Essential Competencies	11	74	60	+14		

Domains/Cognitive Levels	Total Items	%C Bdg.	%C Nat.	Diff.	Differences	
					-20	+20
<b>Science (c)</b>						
<b>Cognitive Levels (c)</b>						
Conceptual Understanding	18	81	66	+15		
Extended Reasoning	5	57	54	+3		
<b>Information Literacy</b>						
<b>Domains</b>						
Acquiring Information	4	58	55	+3		
Evaluating Information	3	86	80	+6		
Using Information	8	85	75	+10		

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TESTS	N=	SCORES			NPR OF AVERAGE SS GRAPH					
		SS	NPR	GE	NS	1	25	50	75	99
Reading	15	226.9	63	6.8	6					
Written Expression	15	241.1	71	8.0	6					
Conventions of Writing	15	237.0	70	7.5	6					
Vocabulary	15	223.9	63	6.6	6					
<b>READING TOTAL</b>	<b>15</b>	<b>225.4</b>	<b>63</b>	<b>6.6</b>	<b>6</b>					
<b>ELA TOTAL</b>	<b>15</b>	<b>232.8</b>	<b>72</b>	<b>7.3</b>	<b>6</b>					
Mathematics	15	216.1	52	6.0	5					
Computation*	15	221.9	62	6.5	6					
<b>MATH TOTAL</b>	<b>15</b>	<b>216.1</b>	<b>52</b>	<b>6.0</b>	<b>5</b>					
<b>CORE COMPOSITE</b>	<b>15</b>	<b>224.4</b>	<b>61</b>	<b>6.4</b>	<b>6</b>					
Social Studies	15	225.7	62	6.7	6					
Science	15	238.7	73	7.8	6					
<b>COMPLETE COMPOSITE</b>	<b>15</b>	<b>227.1</b>	<b>63</b>	<b>6.7</b>	<b>6</b>					

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Domains/Cognitive Levels	Total Items	%C Bdg.	%C Nat.	Diff.	Differences		
					-20	0	+20
<b>Reading</b>							
Informational	20	76	67	+9			
Literary	23	72	68	+4			
<b>Domains</b>							
Vocabulary	4	60	61	-1			
Explicit Meaning	13	74	66	+8			
Implicit Meaning	10	79	73	+6			
Key Ideas	8	73	66	+7			
Author's Craft	8	74	68	+6			
<b>Cognitive Levels</b>							
Essential Competencies	10	72	67	+5			
Conceptual Understanding	26	74	68	+6			
Extended Reasoning	7	75	66	+9			
<b>Written Expression</b>							
<b>Domains</b>							
Usage & Grammar	14	67	59	+8			
Sentence Structure	7	81	70	+11			
Planning & Organization	14	81	72	+9			
Appropriate Expression	5	87	66	+21			
<b>Cognitive Levels</b>							
Essential Competencies	18	69	61	+8			
Conceptual Understanding	7	81	70	+11			
Extended Reasoning	15	84	71	+13			
<b>Conventions of Writing</b>							
<b>Domains</b>							
Spelling	30	74	65	+9			
Capitalization	24	67	56	+11			
Punctuation	24	59	52	+7			
<b>Vocabulary</b>							
<b>Domains</b>							
Vocabulary	37	77	68	+9			

Domains/Cognitive Levels	Total Items	%C Bdg.	%C Nat.	Diff.	Differences		
					-20	0	+20
<b>Mathematics</b>							
<b>Domains</b>							
Number Sense & Operations	17	65	64	+1			
Alg. Patterns/Connections	10	74	71	+3			
Data Analysis/Prob./Stats	9	53	50	+3			
Geometry	12	60	67	-7			
Measurement	12	56	61	-5			
<b>Cognitive Levels</b>							
Essential Competencies	6	61	72	-11			
Conceptual Understanding	44	63	63	0			
Extended Reasoning	10	58	61	-3			
<b>Computation</b>							
<b>Domains</b>							
Compute with Whole Numbers	19	78	75	+3			
Compute with Fractions	6	51	49	+2			
Compute with Decimals	4	67	60	+7			
<b>Social Studies</b>							
<b>Domains</b>							
History	10	71	61	+10			
Geography	11	67	61	+6			
Economics	7	69	68	+1			
Civics & Government	9	62	59	+3			
<b>Cognitive Levels</b>							
Essential Competencies	15	67	64	+3			
Conceptual Understanding	12	61	55	+6			
Extended Reasoning	10	75	66	+9			
<b>Science</b>							
<b>Domains</b>							
Life Science	15	72	64	+8			
Earth & Space Science	11	76	65	+11			

Domains/Cognitive Levels	Total Items	%C Bdg.	%C Nat.	Diff.	Differences		
					-20	0	+20
<b>Science (c)</b>							
<b>Domains (c)</b>							
Physical Science	11	70	57	+13			
<b>Cognitive Levels</b>							
Essential Competencies	14	62	50	+12			
Conceptual Understanding	19	80	71	+9			
Extended Reasoning	4	77	62	+15			
<b>Information Literacy</b>							
<b>Domains</b>							
Acquiring Information	6	62	55	+7			
Evaluating Information	3	78	71	+7			
Using Information	6	84	78	+6			

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Numbers may not sum to 100% due to rounding. %C = Percent Correct N = Number Included

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### TESTS

### SCORES

### NPR OF AVERAGE SS GRAPH

### INTERPRETING THE REPORT

TESTS	N=	SCORES			NPR OF AVERAGE SS GRAPH					
		SS	NPR	GE	NS	1	25	50	75	99
Reading	14	226.9	49	6.8	5					
Written Expression	14	245.2	63	8.4	6					
Conventions of Writing	14	237.6	58	7.6	5					
Vocabulary	14	231.6	55	7.2	5					
<b>READING TOTAL</b>	<b>14</b>	<b>229.4</b>	<b>52</b>	<b>7.0</b>	<b>5</b>					
<b>ELA TOTAL</b>	<b>14</b>	<b>235.5</b>	<b>60</b>	<b>7.6</b>	<b>6</b>					
Mathematics	14	240.6	63	7.9	6					
Computation*	14	230.7	54	7.2	5					
<b>MATH TOTAL</b>	<b>14</b>	<b>240.6</b>	<b>63</b>	<b>7.9</b>	<b>6</b>					
<b>CORE COMPOSITE</b>	<b>14</b>	<b>238.0</b>	<b>60</b>	<b>7.6</b>	<b>6</b>					
Social Studies	14	230.5	53	7.2	5					
Science	14	241.9	63	8.0	6					
<b>COMPLETE COMPOSITE</b>	<b>14</b>	<b>237.4</b>	<b>58</b>	<b>7.5</b>	<b>5</b>					

In the upper part of this report, average scores are printed for the tests, totals, and composites. Several types of scores are reported, including the NPR, which represents the percent of students in the same grade throughout the nation with a lower score.

The horizontal bands in the NPR Graph illustrate the group's performance on each test relative to the other test areas. The horizontal bars represent the NPRs for each test. The lengths of these bars permit identification of the group's stronger and weaker areas of achievement.

The lower part of the report provides information about the skill domains measured by each test. It also summarizes data by the different levels of cognition required to answer the items in some tests. The number of items for each domain and cognitive level, the average percent correct for the group, and the average percent correct for students in this grade throughout the nation are reported. The difference between the group's percent correct and the national percent correct is displayed as a horizontal bar.

The College Readiness section reports the percent of students in the group that are on track to enroll and succeed in postsecondary coursework when they graduate from high school. Students reported as "On Track" should continue to work hard to stay on track. Students reported as "Not yet on Track" may need additional coursework, study, or other assistance to become "On Track".

= National Percentile Rank



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Domains/Cognitive Levels	Total Items	%C Bdg.	%C Nat.	Diff.	Differences		
					-20	0	+20
<b>Reading</b>							
Informational	28	68	68	0			
Literary	16	78	75	+3			
<b>Domains</b>							
Vocabulary	5	50	58	-8			
Explicit Meaning	9	80	75	+5			
Implicit Meaning	10	79	71	+8			
Key Ideas	11	65	68	-3			
Author's Craft	9	76	75	+1			
<b>Cognitive Levels</b>							
Essential Competencies	9	72	71	+1			
Conceptual Understanding	27	74	72	+2			
Extended Reasoning	8	65	66	-1			
<b>Written Expression</b>							
<b>Domains</b>							
Usage & Grammar	17	69	57	+12			
Sentence Structure	6	88	74	+14			
Planning & Organization	13	69	69	0			
Appropriate Expression	7	81	69	+12			
<b>Cognitive Levels</b>							
Essential Competencies	21	71	59	+12			
Conceptual Understanding	8	80	69	+11			
Extended Reasoning	14	73	72	+1			
<b>Conventions of Writing</b>							
<b>Domains</b>							
Spelling	32	63	64	-1			
Capitalization	25	58	53	+5			
Punctuation	25	55	53	+2			
<b>Vocabulary</b>							
<b>Domains</b>							
Vocabulary	39	70	65	+5			

Domains/Cognitive Levels	Total Items	%C Bdg.	%C Nat.	Diff.	Differences		
					-20	0	+20
<b>Mathematics</b>							
<b>Domains</b>							
Number Sense & Operations	18	73	69	+4			
Alg. Patterns/Connections	11	73	67	+6			
Data Analysis/Prob./Stats	10	55	57	-2			
Geometry	13	63	59	+4			
Measurement	13	74	60	+14			
<b>Cognitive Levels</b>							
Essential Competencies	7	77	71	+6			
Conceptual Understanding	52	68	62	+6			
Extended Reasoning	6	65	64	+1			
<b>Computation</b>							
<b>Domains</b>							
Compute with Whole Numbers	10	71	69	+2			
Compute with Fractions	11	69	64	+5			
Compute with Decimals	9	58	65	-7			
<b>Social Studies</b>							
<b>Domains</b>							
History	12	69	65	+4			
Geography	9	60	58	+2			
Economics	8	52	56	-4			
Civics & Government	10	64	66	-2			
<b>Cognitive Levels</b>							
Essential Competencies	11	66	68	-2			
Conceptual Understanding	17	57	58	-1			
Extended Reasoning	11	65	62	+3			
<b>Science</b>							
<b>Domains</b>							
Life Science	12	71	59	+12			
Earth & Space Science	14	56	57	-1			

Domains/Cognitive Levels	Total Items	%C Bdg.	%C Nat.	Diff.	Differences		
					-20	0	+20
<b>Science (c)</b>							
<b>Domains (c)</b>							
Physical Science	13	64	57	+7			
<b>Cognitive Levels</b>							
Essential Competencies	14	56	53	+3			
Conceptual Understanding	20	71	63	+8			
Extended Reasoning	5	50	50	0			
<b>Information Literacy</b>							
<b>Domains</b>							
Acquiring Information	4	45	56	-11			
Evaluating Information	5	71	67	+4			
Using Information	6	75	66	+9			
<b>College Readiness</b>							
<b>Grade-Level Benchmarks</b>							
Reading							
Language							
Mathematics							
Science							

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Numbers may not sum to 100% due to rounding. %C = Percent Correct N = Number Included

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TESTS	N=	SCORES			NPR OF AVERAGE SS GRAPH					
		SS	NPR	GE	NS	1	25	50	75	99
Reading	10	221.8	34	8.4	4					
Written Expression	10	248.8	57	8.7	5					
Conventions of Writing	10	246.8	55	8.5	5					
Vocabulary	10	247.2	59	8.5	5					
<b>READING TOTAL</b>	10	<b>234.5</b>	<b>45</b>	<b>7.5</b>	<b>5</b>					
<b>ELA TOTAL</b>	10	<b>239.3</b>	<b>50</b>	<b>7.8</b>	<b>5</b>					
Mathematics	10	234.1	45	7.4	5					
Computation*	10	235.2	45	7.5	5					
<b>MATH TOTAL</b>	10	<b>234.1</b>	<b>45</b>	<b>7.4</b>	<b>5</b>					
<b>CORE COMPOSITE</b>	10	<b>236.7</b>	<b>46</b>	<b>7.5</b>	<b>5</b>					
Social Studies	10	245.5	55	8.4	5					
Science	10	230.2	41	7.1	5					
<b>COMPLETE COMPOSITE</b>	10	<b>237.2</b>	<b>47</b>	<b>7.5</b>	<b>5</b>					

In the upper part of this report, average scores are printed for the tests, totals, and composites. Several types of scores are reported, including the NPR, which represents the percent of students in the same grade throughout the nation with a lower score.

The horizontal bands in the NPR Graph illustrate the group's performance on each test relative to the other test areas. The horizontal bars represent the NPRs for each test. The lengths of these bars permit identification of the group's stronger and weaker areas of achievement.

The lower part of the report provides information about the skill domains measured by each test. It also summarizes data by the different levels of cognition required to answer the items in some tests. The number of items for each domain and cognitive level, the average percent correct for the group, and the average percent correct for students in this grade throughout the nation are reported. The difference between the group's percent correct and the national percent correct is displayed as a horizontal bar.

The College Readiness section reports the percent of students in the group that are on track to enroll and succeed in postsecondary coursework when they graduate from high school. Students reported as "On Track" should continue to work hard to stay on track. Students reported as "Not yet on Track" may need additional coursework, study, or other assistance to become "On Track".

= National Percentile Rank

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Domains/Cognitive Levels	Total Items	%C Bdg.	%C Nat.	Diff.	Differences		
					-20	0	+20
<b>Reading</b>							
Informational	29	59	67	-8			
Literary	16	61	72	-11			
<b>Domains</b>							
Vocabulary	5	62	68	-6			
Explicit Meaning	10	62	70	-8			
Implicit Meaning	11	54	64	-10			
Key Ideas	9	58	71	-13			
Author's Craft	10	65	69	-4			
<b>Cognitive Levels</b>							
Essential Competencies	10	57	68	-11			
Conceptual Understanding	28	64	70	-6			
Extended Reasoning	7	46	64	-18			
<b>Written Expression</b>							
<b>Domains</b>							
Usage & Grammar	14	54	52	+2			
Sentence Structure	8	78	73	+5			
Planning & Organization	13	64	65	-1			
Appropriate Expression	10	69	63	+6			
<b>Cognitive Levels</b>							
Essential Competencies	20	58	54	+4			
Conceptual Understanding	10	73	71	+2			
Extended Reasoning	15	68	67	+1			
<b>Conventions of Writing</b>							
<b>Domains</b>							
Spelling	34	63	61	+2			
Capitalization	27	50	53	-3			
Punctuation	27	51	49	+2			
<b>Vocabulary</b>							
<b>Domains</b>							
Vocabulary	41	64	59	+5			

Domains/Cognitive Levels	Total Items	%C Bdg.	%C Nat.	Diff.	Differences		
					-20	0	+20
<b>Mathematics</b>							
<b>Domains</b>							
Number Sense & Operations	19	65	65	0			
Alg. Patterns/Connections	12	62	64	-2			
Data Analysis/Prob./Stats	11	70	66	+4			
Geometry	14	29	55	-26			
Measurement	14	54	56	-2			
<b>Cognitive Levels</b>							
Essential Competencies	6	43	62	-19			
Conceptual Understanding	59	59	61	-2			
Extended Reasoning	5	38	55	-17			
<b>Computation</b>							
<b>Domains</b>							
Compute with Whole Numbers	8	68	65	+3			
Compute with Fractions	12	47	59	-12			
Compute with Decimals	11	54	59	-5			
<b>Social Studies</b>							
<b>Domains</b>							
History	11	66	60	+6			
Geography	10	63	63	0			
Economics	9	66	63	+3			
Civics & Government	11	56	58	-2			
<b>Cognitive Levels</b>							
Essential Competencies	11	67	65	+2			
Conceptual Understanding	19	61	59	+2			
Extended Reasoning	11	61	60	+1			
<b>Science</b>							
<b>Domains</b>							
Life Science	14	65	65	0			
Earth & Space Science	14	47	55	-8			

Domains/Cognitive Levels	Total Items	%C Bdg.	%C Nat.	Diff.	Differences		
					-20	0	+20
<b>Science (c)</b>							
<b>Domains (c)</b>							
Physical Science	13	44	56	-12			
<b>Cognitive Levels</b>							
Essential Competencies	12	51	61	-10			
Conceptual Understanding	24	53	60	-7			
Extended Reasoning	5	50	48	+2			
<b>Information Literacy</b>							
<b>Domains</b>							
Acquiring Information	1	50	55	-5			
Evaluating Information	5	66	67	-1			
Using Information	9	53	62	-9			
<b>College Readiness</b>							
<b>Grade-Level Benchmarks</b>							
Reading	0% on Track						
Language	30% on Track						
Mathematics	0% on Track						
Science	10% on Track						

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TESTS	N=	SCORES			NPR OF AVERAGE SS GRAPH					
		SS	NPR	GE	NS	1	25	50	75	99
Reading	14	253.8	53	9.2	5					
Written Expression	14	258.3	55	9.6	5					
Conventions of Writing	14	262.1	59	10.0	5					
Vocabulary	14	274.8	80	11.8	7					
<b>READING TOTAL</b>	14	264.4	65	10.6	6					
<b>ELA TOTAL</b>	14	260.1	61	10.0	6					
Mathematics	13	251.5	51	9.0	5					
Computation*	14	259.8	58	9.8	5					
<b>MATH TOTAL</b>	13	251.5	51	9.0	5					
<b>CORE COMPOSITE</b>	13	256.9	55	9.5	5					
Social Studies	14	259.6	57	9.8	5					
Science	13	253.5	53	9.2	5					
<b>COMPLETE COMPOSITE</b>	13	257.5	55	9.6	5					

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= National Percentile Rank



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Domains/Cognitive Levels	Total Items	%C Bdg.	%C Nat.	Diff.	Differences		
					-20	0	+20
<b>Reading</b>							
Informational	35	69	66	+3			
Literary	11	71	74	-3			
<b>Domains</b>							
Vocabulary	4	71	67	+4			
Explicit Meaning	11	73	70	+3			
Implicit Meaning	9	61	65	-4			
Key Ideas	9	65	65	0			
Author's Craft	13	74	69	+5			
<b>Cognitive Levels</b>							
Essential Competencies	10	72	70	+2			
Conceptual Understanding	28	71	69	+2			
Extended Reasoning	8	61	59	+2			
<b>Written Expression</b>							
<b>Domains</b>							
Usage & Grammar	15	47	50	-3			
Sentence Structure	8	75	70	+5			
Planning & Organization	15	71	65	+6			
Appropriate Expression	10	65	67	-2			
<b>Cognitive Levels</b>							
Essential Competencies	23	54	55	-1			
Conceptual Understanding	10	73	69	+4			
Extended Reasoning	15	70	67	+3			
<b>Conventions of Writing</b>							
<b>Domains</b>							
Spelling	35	62	59	+3			
Capitalization	29	59	56	+3			
Punctuation	29	51	50	+1			
<b>Vocabulary</b>							
<b>Domains</b>							
Vocabulary	42	75	59	+16			

Domains/Cognitive Levels	Total Items	%C Bdg.	%C Nat.	Diff.	Differences		
					-20	0	+20
<b>Mathematics</b>							
<b>Domains</b>							
Number Sense & Operations	20	66	64	+2			
Alg. Patterns/Connections	13	66	64	+2			
Data Analysis/Prob./Stats	12	63	65	-2			
Geometry	15	48	53	-5			
Measurement	15	56	56	0			
<b>Cognitive Levels</b>							
Essential Competencies	7	66	66	0			
Conceptual Understanding	63	60	61	-1			
Extended Reasoning	5	46	50	-4			
<b>Computation</b>							
<b>Domains</b>							
Compute with Whole Numbers	3	98	83	+15			
Compute with Fractions	10	56	55	+1			
Compute with Decimals	14	63	63	0			
Algebraic Manipulations	5	67	55	+12			
<b>Social Studies</b>							
<b>Domains</b>							
History	10	64	60	+4			
Geography	9	57	58	-1			
Economics	10	69	62	+7			
Civics & Government	14	65	61	+4			
<b>Cognitive Levels</b>							
Essential Competencies	16	60	60	0			
Conceptual Understanding	16	65	60	+5			
Extended Reasoning	11	68	61	+7			
<b>Science</b>							
<b>Domains</b>							
Life Science	15	61	59	+2			

Domains/Cognitive Levels	Total Items	%C Bdg.	%C Nat.	Diff.	Differences		
					-20	0	+20
<b>Science (c)</b>							
<b>Domains (c)</b>							
Earth & Space Science	13	57	53	+4			
Physical Science	15	52	57	-5			
<b>Cognitive Levels</b>							
Essential Competencies	17	60	56	+4			
Conceptual Understanding	21	58	59	-1			
Extended Reasoning	5	40	47	-7			
<b>Information Literacy</b>							
<b>Domains</b>							
Acquiring Information	2	64	53	+11			
Evaluating Information	4	66	69	-3			
Using Information	9	68	63	+5			
<b>College Readiness</b>							
<b>Grade-Level Benchmarks</b>							
Reading	21% on Track						
Language	36% on Track						
Mathematics	31% on Track						
Science	15% on Track						

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### Information Areas Common to All Score Reports

- **Report Scope and Test Information** – This area is located in the upper right-hand corner of the report and specifies whose test results are being reported, which test was given, and which norms were applied to the results. The grade level, form, testing date, and testing location information also appears in this area. If the test taker is an individual student, the student's name and identification (ID) number is included.
- **Report Title and Test Name** – This information is located at the top and center of the report for high visibility and recognition. If the test taker is an individual student, the student's name is included.
- **Report Legend** – This area is located along the bottom of the report and identifies special indicators that may appear in place of or in addition to score data.

Individual Student Reports	Student Roster Reports	Group Reports
Reports provide scores and/or profiles for individual students at the composite, test, skill domain, and/or item levels. Individual student reports are typically used to help educators plan individualized instruction and to communicate a student's strengths and weaknesses.	Reports provide a listing of scores for each student in the group at the composite, test, skill domain, and/or item levels. Student roster reports are typically used to inform placement decisions and to make comparisons among students.	Reports provide scores and/or profiles for groups of students at the composite, test, skill domain, and/or item levels. Groups include system, building, classroom, and/or custom groupings. Reports provide summary score(s) of the average performance across the entire group. Group reports are typically used to plan resources, to evaluate programs, and to support accountability.

### Frequently Reported Score Types, Abbreviations, and Descriptions

Score Type	Abbr	IA	L	C	G	Description
Raw Score	RS	■	■	■	■	The number of questions a student answered correctly on a test
Percent Correct	%C	■	■		■	The percentage of the total number of points that a student received on a test
Standard Score	SS	■	■		■	A point on a continuous growth scale that describes a student's location on a continuum of achievement or ability through grade 12
Percentile Rank	PR	■	■	■	■	A score from 1 to 99 indicating the percentage of students in a particular group that scored at or below a particular score
National Percentile Rank	NPR	■	■		■	The relative standing of a student or group of students in comparison with students in the same grade nationally who took the test at a comparable time of year
Local Percentile Rank	LPR	■	■	■	■	The relative standing of a student in comparison with other students locally who took the test during the same administration (A student's national and local percentile ranks may be quite different due to the groups on which they are based.)
Stanine	S	■	■	■	■	Normalized standard scores that range from 1 to 9, where 9 is the highest, with an average value of 5; relative groupings of percentile ranks
National Stanine	NS	■	■		■	A stanine indicating the status or relative rank of a student score compared with a nationally representative sample of examinees
Local Stanine	LS	■	■	■	■	A stanine based on the district's or school's own test administration instead of the national normative sample
Age Stanine	AS			■		A stanine indicating the status or relative rank of a student score compared with a nationally representative sample of examinees of a similar age
Grade Stanine	GS			■		A stanine indicating the status or relative rank of a student score compared with a nationally representative sample of examinees of a similar grade
Grade Equivalent	GE	■	■		■	Corresponds to a given standard score indicating the grade level and number of months of instruction at which the typical student has obtained this score
Normal Curve Equivalent	NCE	■	■		■	Normalized standard scores that range from 1 to 99 with a mean of 50 and a standard deviation of 21.06 in the large norm group from which they were derived
Universal Scale Score	USS			■		A point on a continuous growth scale of cognitive development from kindergarten through grade 12 for CogAT
Grade Percentile Rank	GPR			■		A relative standing of a student's performance on the test with that of a national sample of students in the same grade
Standard Age Score	SAS			■		A normalized standard score, having a mean of 100 and a standard deviation of 16, which represents a student's relative level of cognitive development adjusted for age (SAS scores may be compared among students of different ages and grades.)
Age Percentile Rank	APR			■		A relative standing of a student's performance on the test with that of a national sample of students of the same age
Extended Scale Score	ESS				■	A point on a continuous scale that describes a student's growth and progress in reading through each grade
Lexile®		■			■	Indicates a student's reading level and can be used to match the reading level to appropriate reading resources
Quantile®		■				Indicates a student's readiness for instruction on mathematics skills/concepts at an appropriate difficulty level
Normative Comparisons		■	■	■	■	Normative comparisons relate the performance of individual students or the average performance for a group of students to that of a corresponding group. Normative comparisons may be made to students in the same grade or of the same age from a nationally representative sample of test takers (NPR, GPR, APR, S, NS). Normative comparisons may also be made locally among students within the same test administration (LPR, LS).
Predicted Scores		■				Predicted scores provide insight into the scores a student would be expected to receive on <i>Iowa Assessments</i> based on his or her performance on <i>CogAT</i> . Types of predicted scores include Predicted Grade Equivalent (PGE), Predicted National Percentile Rank (PNPR), and Predicted Standard Score (PSS).

IA = Iowa Assessments L = Logramas C = CogAT G = GMRT

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# PSAT 8/9 September 2018 - January 2019, 9th grade - Score

**School**  
Mean Score  
**921**

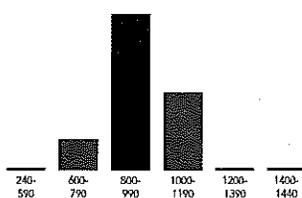
**District**  
Mean Score  
**N/A**

**State**  
Mean Score  
**N/A**

**Total Group**  
Mean Score  
**860**

Number of Participants	17	Number of Participants	0	Number of Participants	0	Number of Participants	693129
Met Both Benchmarks	53%					Met Both Benchmarks	39%
Met ERW	(410) 88%					Met ERW	(410) 57%
Met Math	(450) 53%					Met Math	(450) 42%
Met None	12%					Met None	39%

Distribution of Scores



Mean Total Score (240-1440)

Total Score	921
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Mean Section Scores (120-720)

Evidence-Based Reading and Writing	468
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Math	452
------	-----

Mean Test Scores (6-36)

Reading	24
---------	----

Writing and Language	23
----------------------	----

Math	23
------	----

Mean Cross-Test Scores (6-36)

Analysis in Science	24
---------------------	----

Analysis in History/Social Studies	23
------------------------------------	----

Mean Subscores (1-15)

Command of Evidence	9
---------------------	---

Words in Context	9
------------------	---

Expression of Ideas	9
---------------------	---

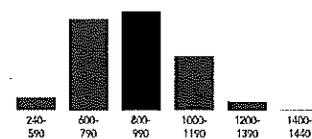
Standard English Conventions	8
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Heart of Algebra	8
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Problem Solving and Data Analysis	9
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Passport to Advanced Math	
---------------------------	--

Distribution of Scores



Mean Total Score (240-1440)

Total Score	860
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Mean Section Scores (120-720)

Evidence-Based Reading and Writing	432
------------------------------------	-----

Math	428
------	-----

Mean Test Scores (6-36)

Reading	22
---------	----

Writing and Language	21
----------------------	----

Math	21
------	----

Mean Cross-Test Scores (6-36)

Analysis in Science	22
---------------------	----

Analysis in History/Social Studies	21
------------------------------------	----

Mean Subscores (1-15)

Command of Evidence	8
---------------------	---

Words in Context	8
------------------	---

Expression of Ideas	8
---------------------	---

Standard English Conventions	8
------------------------------	---

Heart of Algebra	8
------------------	---

Problem Solving and Data Analysis	8
-----------------------------------	---

Passport to Advanced Math	
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# PSAT/NMSQT October 2018, 10th grade - Scores & Benchm

**School**  
Mean Score  
**920**

**District**  
Mean Score  
**N/A**

**State**  
Mean Score  
**N/A**

**Total Group**  
Mean Score  
**932**

Number of Participants	<b>13</b>
Met Both Benchmarks	<b>38%</b>
Met ERW	<b>(430) 77%</b>
Met Math	<b>(480) 38%</b>
Met None	<b>23%</b>

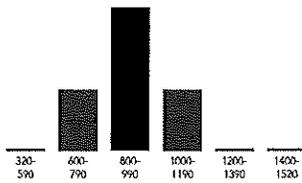
Number of Participants **0**

Number of Participants **0**

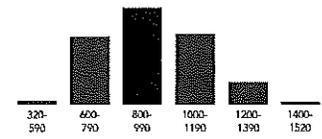
Number of Participants **1863478**

Met Both Benchmarks	<b>40%</b>
Met ERW	<b>(430) 63%</b>
Met Math	<b>(480) 43%</b>
Met None	<b>35%</b>

## Distribution of Scores



## Distribution of Scores



## Mean Total Score (320-1520)

Total Score **920**

## Mean Section Scores (160-760)

Evidence-Based Reading and Writing **472**

Math **448**

## Mean Test Scores (8-38)

Reading **23**

Writing and Language **24**

Math **22**

## Mean Cross-Test Scores (8-38)

Analysis in Science **25**

Analysis in History/Social Studies **23**

## Mean Subscores (1-15)

Command of Evidence **8**

Words in Context **8**

Expression of Ideas **8**

Standard English Conventions **8**

Heart of Algebra **7**

Problem Solving and Data Analysis **7**

Passport to Advanced Math **7**

## Mean Total Score (320-1520)

Total Score **932**

## Mean Section Scores (160-760)

Evidence-Based Reading and Writing **470**

Math **462**

## Mean Test Scores (8-38)

Reading **24**

Writing and Language **23**

Math **23**

## Mean Cross-Test Scores (8-38)

Analysis in Science **24**

Analysis in History/Social Studies **24**

## Mean Subscores (1-15)

Command of Evidence **8**

Words in Context **8**

Expression of Ideas **8**

Standard English Conventions **8**

Heart of Algebra **8**

Problem Solving and Data Analysis **8**

Passport to Advanced Math **7**

# SAT School Day October 2018, 11th grade - Scores & Bench

School Mean Score <b>979</b>		District Mean Score <b>N/A</b>		State Mean Score <b>N/A</b>		Total Group Mean Score <b>928</b>																													
Number of Participants	<b>13</b>	Number of Participants	<b>0</b>	Number of Participants	<b>0</b>	Number of Participants	<b>7006</b>																												
Met Both Benchmarks	<b>38%</b>					Met Both Benchmarks	<b>22%</b>																												
Met ERW	<b>(480) 54%</b>					Met ERW	<b>(480) 44%</b>																												
Met Math	<b>(530) 38%</b>					Met Math	<b>(530) 26%</b>																												
Met None	<b>46%</b>					Met None	<b>52%</b>																												
<b>Distribution of Scores</b>				<b>Distribution of Scores</b>																															
<table border="1"> <caption>School Score Distribution</caption> <thead> <tr> <th>Score Range</th> <th>Number of Participants</th> </tr> </thead> <tbody> <tr><td>400-590</td><td>0</td></tr> <tr><td>600-790</td><td>1</td></tr> <tr><td>800-990</td><td>4</td></tr> <tr><td>1000-1190</td><td>2</td></tr> <tr><td>1200-1390</td><td>1</td></tr> <tr><td>1400-1600</td><td>0</td></tr> </tbody> </table>				Score Range	Number of Participants	400-590	0	600-790	1	800-990	4	1000-1190	2	1200-1390	1	1400-1600	0	<table border="1"> <caption>Total Group Score Distribution</caption> <thead> <tr> <th>Score Range</th> <th>Number of Participants</th> </tr> </thead> <tbody> <tr><td>400-590</td><td>0</td></tr> <tr><td>600-790</td><td>1</td></tr> <tr><td>800-990</td><td>4</td></tr> <tr><td>1000-1190</td><td>2</td></tr> <tr><td>1200-1390</td><td>1</td></tr> <tr><td>1400-1600</td><td>0</td></tr> </tbody> </table>				Score Range	Number of Participants	400-590	0	600-790	1	800-990	4	1000-1190	2	1200-1390	1	1400-1600	0
Score Range	Number of Participants																																		
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<b>Mean Total Score (400-1600)</b>				<b>Mean Total Score (400-1600)</b>																															
Total Score	<b>979</b>	Total Score	<b>928</b>																																
<b>Mean Section Scores (200-800)</b>				<b>Mean Section Scores (200-800)</b>																															
Evidence-Based Reading and Writing	<b>488</b>	Evidence-Based Reading and Writing	<b>470</b>																																
Math	<b>492</b>	Math	<b>457</b>																																
<b>Mean Test Scores (10-40)</b>				<b>Mean Test Scores (10-40)</b>																															
Reading	<b>24</b>	Reading	<b>24</b>																																
Writing and Language	<b>24</b>	Writing and Language	<b>23</b>																																
Math	<b>25</b>	Math	<b>23</b>																																
<b>Mean Cross-Test Scores (10-40)</b>				<b>Mean Cross-Test Scores (10-40)</b>																															
Analysis in Science	<b>25</b>	Analysis in Science	<b>24</b>																																
Analysis in History/Social Studies	<b>24</b>	Analysis in History/Social Studies	<b>24</b>																																
<b>Mean Subscores (1-15)</b>				<b>Mean Subscores (1-15)</b>																															
Command of Evidence	<b>7</b>	Command of Evidence	<b>8</b>																																
Words in Context	<b>8</b>	Words in Context	<b>7</b>																																
Expression of Ideas	<b>8</b>	Expression of Ideas	<b>7</b>																																
Standard English Conventions	<b>7</b>	Standard English Conventions	<b>6</b>																																
Heart of Algebra	<b>8</b>	Heart of Algebra	<b>7</b>																																
Problem Solving and Data Analysis	<b>7</b>	Problem Solving and Data Analysis	<b>7</b>																																
Passport to Advanced Math	<b>8</b>	Passport to Advanced Math	<b>7</b>																																

# SAT School Day October 2018, 12th grade - Scores & Bench

School Mean Score <b>1015</b>	District Mean Score <b>N/A</b>	State Mean Score <b>N/A</b>	Total Group Mean Score <b>937</b>																												
Number of Participants	11	Number of Participants	0																												
Number of Participants	0	Number of Participants	0																												
Number of Participants	0	Number of Participants	0																												
Number of Participants	11	Number of Participants	141623																												
Met Both Benchmarks	18%	Met Both Benchmarks	24%																												
Met ERW	(480) 64%	Met ERW	(480) 46%																												
Met Math	(530) 18%	Met Math	(530) 27%																												
Met None	36%	Met None	51%																												
<b>Distribution of Scores</b>		<b>Distribution of Scores</b>																													
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<b>Mean Total Score (400-1600)</b>		<b>Mean Total Score (400-1600)</b>																													
Total Score	1015	Total Score	937																												
<b>Mean Section Scores (200-800)</b>		<b>Mean Section Scores (200-800)</b>																													
Evidence-Based Reading and Writing	525	Evidence-Based Reading and Writing	477																												
Math	491	Math	460																												
<b>Mean Test Scores (10-40)</b>		<b>Mean Test Scores (10-40)</b>																													
Reading	26	Reading	24																												
Writing and Language	26	Writing and Language	23																												
Math	25	Math	23																												
<b>Mean Cross-Test Scores (10-40)</b>		<b>Mean Cross-Test Scores (10-40)</b>																													
Analysis in Science	26	Analysis in Science	24																												
Analysis in History/Social Studies	25	Analysis in History/Social Studies	24																												
<b>Mean Subscores (1-15)</b>		<b>Mean Subscores (1-15)</b>																													
Command of Evidence	9	Command of Evidence	8																												
Words in Context	9	Words in Context	8																												
Expression of Ideas	9	Expression of Ideas	8																												
Standard English Conventions	8	Standard English Conventions	6																												
Heart of Algebra	8	Heart of Algebra	7																												
Problem Solving and Data Analysis	7	Problem Solving and Data Analysis	7																												
Passport to Advanced Math	8	Passport to Advanced Math	7																												