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ABSTRACT

Each year all Georgia children and youth in the fourth, eighth and eleventh grades are tested; the Iowa Tests of Basic Skills is used in the fourth and eighth grades, the Tests of Academic Progress in the eleventh grade. Test scores which provide a wealth of information, may be used as a tool for the teacher, principal, curriculum specialist or other school staff to diagnose areas where improvement may be needed. Following this diagnosis, prescriptions for improvement may be needed. Following this diagnosis, prescriptions for improvement may be developed and applied. This guide is intended as an aid to the proper use of Georgia Statewide Testing Program scores. It provides information about the program and the tests; reading and understanding the various reports; understanding what the scores mean; and applying test results for the improvement of learning opportunities for Georgia children and youth. Test scores seem often to be misused or not used at all. Perhaps, this is due either to misunderstanding of testing terminology or to a lack of knowledge of what the scores mean. In this guide special attention has been paid to communicating in a simple, straight-forward manner by using words common to most educators and by making liberal use of samples, examples and illustrations. (Author/BJG)

UTILIZATION GUIDE
FOR
GEORGIA STATEWIDE TESTING PROGRAM
TEST SCORES

Larry D. Hutcheson
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INTRODUCTION

Each year all Georgia children and youth in the fourth, eighth and eleventh grades are tested on common tests. The Iowa Tests of Basic Skills is used in the fourth and eighth grades, the Tests of Academic Progress in the eleventh grade.

Test scores provide a wealth of information for improving education. They can be used as a tool for the teacher, principal, curriculum specialist or other school staff to diagnose areas where improvement may be needed. Following this diagnosis, prescriptions for improvement may be developed and applied.

This GUIDE is intended as an aid to the proper use of Georgia Statewide Testing Program scores. It provides information about the program and the tests, reading and understanding the various reports, understanding what the scores mean; and applying test results for the improvement of learning opportunities for Georgia children and youth. It is organized into seven sections, each of which provides answers to questions posed in the table of contents on the following page.

Test scores seem often to be misused or not used at all. Perhaps, this is due either to misunderstanding of testing terminology or to a lack of knowledge of what the scores mean. In this GUIDE special attention has been paid to communicating in a simple, straight-forward manner by using words common to most educators and by making liberal use of samples, examples and illustrations.

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WHERE MAY ANSWERS TO QUESTIONS LIKE THESE BE FOUND?

What are the Objectives of the Georgia Statewide Testing Program?

The overall goal of the Georgia Statewide Testing Program is to improve education for all Georgia children and youth. For the achievement of this goal, the State Board of Education has adopted ten objectives. They are

1. To provide basic information for helping the student assess his own progress through the educational system of the State so he can become increasingly mature in understanding himself, his educational needs, and his future possibilities.
2. To help teachers understand their students in terms of their capabilities and achievements so that teachers can prescribe effective instructional programs for them.
3. To identify students with special needs who may require adjusted programs and maintain continuing attention to their progress.
4. To provide local systems with basic information for assessing the effectiveness of the principal phases of educational programs in sufficient detail to indicate specific steps required for continually strengthening those programs.
5. To provide information to parents to help them understand their children in order that they may realistically help them plan ahead.
6. To provide the Georgia Department of Education with basic information needed for equalizing educational opportunities for all children in all school systems of the State.
7. To provide research agencies at both the State and local levels with data for generating and testing hypotheses concerning all aspects of the educational process.
8. To provide every school system with strong incentives to experiment at least on a modest scale with new and promising educational programs, materials, devices and organizational arrangements.
9. To provide the State Legislature and General Public with readily interpretable information concerning the status of the State system of education as a whole and individual schools within systems to be consistent with requirements of State Law.
10. To assist school systems to use generally recommended practices relative to test administration and utilization of test results.

As can be seen from the above objectives, the Georgia Statewide Testing Program is not an accountability system where test results are used as a means of holding an individual teacher, administrator, school or system accountable for student performance on tests. To do so is an improper use of the test results and any conclusions drawn from such uses of the test results is unsupportable.

In addition to the above objectives, the State Board of Education has adopted nine major utilization objectives for improving instruction at the local school and system levels. They are

1. Identify individual weaknesses in skill development in Vocabulary, Reading, Language, Work Study and Mathematics.
2. Diagnose strengths and weaknesses of groups.
3. Individualize instruction.
4. Report progress to parents.
5. Select curriculum materials.
6. Set the pace of instruction.
7. Select methods of instruction.
8. Counsel students.
9. Help determine changes needed in the curriculum of previous grades for basic skill development.

Who is Tested? What Tests are Used? What do the Tests Test?

In accordance with State Board of Education policies, all students in Grades 4, 8, and 11 are tested except for students in programs for the mentally retarded.

The Iowa Tests of Basic Skills (ITBS) is used in Grades 4 and 8, Form 5 Level 10 for Grade 4, Form 5 Level 14 for Grade 8. The Tests of Academic Progress (TAP), Form S is used for Grade 11.

The ITBS examines the fundamentals of elementary school instruction. The basic skills essential to success in all types of learning. Since the test battery measures a student's ability to use his acquired skills, it does not focus on repetition or identifying formal facts or rules. While taking the test the student uses his skills as he might in day-to-day classroom activities.

The ITBS tests 5 general areas. They are

Test V — Vocabulary

Test R — Reading Comprehension

Test L — Language Skills (Subtest L-1 spelling, Subtest L-2 capitalization, Subtest L-3 punctuation; Subtest L-4 usage)

Test W — Work Study Skills (Subtest W-1 map reading, Subtest W-2 reading graphs and tables; Subtest W-3 knowledge and use of reference materials)

Test M — Mathematics Skills (Subtest M-1 math concepts; Subtest M-2 math problem solving)

Within each test and subtest of the ITBS, test questions are referenced to skills. Table 1 on page 7 lists the skills measured by each subtest for Grade 4; Table 2 on page 8 for Grade 8.

The Tests of Academic Progress (TAP) provide an appraisal of students progress toward general secondary school goals. Each subtest measures the extent to which objectives of a basic area of high school instruction have been achieved by students. The three subtests of the TAP used in the Georgia Statewide Testing Program are Composition, Reading and Mathematics. The skills measured in each subtest are listed in Table 3 on page 9.

TABLE 1

Skills Measured by

ITBS Grade 4

V VOCABULARY
- Human relationships
  - Verb
  - Noun
  - Adjective
  - Other
- World of practical affairs
  - Verb
  - Noun
  - Adjective
- Science
  - Verb
  - Noun
  - Adjective
- Aesthetics
  - Noun
  - Adjective

R READING
- Main idea
- Supporting detail
  - Explicit
  - Inferred
- Application
- Evaluation

L-1 SPELLING
- Errors in endings
- Reversing Letters
- Omission of letters
- Unnecessary letters
- Incorrect vowel
- Incorrect consonant
- Spelling by sound alone
- Common mispronunciation
- No error

L-2 CAPITALIZATION
- Beginning of sentence
- Pronoun "I"
- Opening and closing of letter
- Proper nouns
- Unnecessary capitalization of common noun
- No error

L-3 PUNCTUATION
- Quotation mark
- Question mark
- Colon
- Apostrophe
- Comma
  - Date
  - Series
  - City and state
  - Closing of letter
  - Unnecessary
- Period
  - End of sentence
  - Abbreviation or initial
  - Unnecessary
- No error

L-4 USAGE
- Subject-verb agreement
- Substandard verb form
- Noun and pronoun form
- Pronoun case
- Comparisons
- Use of negative forms
- Diction
- Redundancy
- No error

W-1 MAPS
- Note directions and use scale to compute distances
- Use grid system to locate places
- Recognize relative locations
- Read symbols
- Make inferences from given information

W-2 GRAPHS
- Read data
- Organize information from given data
- Interpret information from given data

W-3 REFERENCES
- Alphabetize
- Use of index
- Use of table of contents
- Use of dictionary
  - Pronunciation
  - Syllabication
  - Spelling
  - Definitions
  - Usage
- Use of encyclopedia
- Use of reference materials

M-1 CONCEPTS
- Sets, numbers, numeration
  - Sets and set operation
  - Numbers
  - Numeration (Place value)
- Operations, their properties and number theory
  - Addition and subtraction
  - Multiplication and division
  - Number properties
  - Combination of operations
- Relations and functions
  - Equality and inequality
- Geometry
  - Polygons
  - Points, lines, planes, solids
- Measurement
  - Units
  - Conversions
- Application

M-2 PROBLEMS
- Operations, their properties and number theory
  - Addition and subtraction
  - Multiplication and division
  - Combination of operations
- Measurement
  - Units
  - Computation involving measures
- Application

TABLE 2

Skills Measured by

ITBS Grade 8

V VOCABULARY
- Human relationships
  - Verb
  - Noun
  - Adjective
  - Other
- World of practical affairs
  - Verb
  - Noun
  - Adjective
  - Other
- Science
  - Verb
  - Noun
  - Adjective
- Aesthetics
  - Noun

R READING
- Main idea
- Supporting detail
  - Explicit
  - Inferred
- Application
- Evaluation
- Style and tone

L-1 SPELLING
- Errors in endings
- Reversing letters
- Omission of letters
- Unnecessary letters
- Incorrect vowel
- Incorrect consonant
- Spelling by sound alone
- Common mispronounciation
- No error

L-2 CAPITALIZATION
- Beginning of sentence
- Pronoun "I"
- Beginning of quotation
- Unnecessary capitalization in quotation
- Signs
- Address
- Opening or closing of letter
- Book title
- Proper nouns
- Unnecessary capitalization of common noun
- No error

L-3 PUNCTUATION
- Quotation Mark
- Question Mark
- Colon
- Semi-colon
- Apostrophe
- Exclamation point in quotation
- Use of period with abbreviations
- Comma
  - Quotation
  - Conjunction
  - Appositive or direct address
  - Series
  - Miscellaneous
  - Unnecessary
- No error

L-4 USAGE
- Substandard verb form
- Subject-verb agreement
- Pronoun
  - Form
  - Case
  - Agreement
- Use of negative construction
- Comparative/superlative form

L-4 USAGE (Continued)
- Redundancy
- A/an
- Diction/idiom
- Adjective-adverb confusion
- No error

W-1 MAPS
- Note directions and use scale to compute distances
- Use grid system to locate places
- Recognize relative locations
- Read symbols
- Make inferences from given information

W-2 GRAPHS
- Read data
- Organize information from given data
- Interpret information from given data

W-3 REFERENCES
- Alphabetize
- Use of index
- Use of dictionary
  - Guide words
  - Syllabication
  - Pronunciation
  - Spelling
  - Definitions
  - Usage
- Use of encyclopedia
  - Key words
  - Guide words
- Use of Reference Materials

M-1 CONCEPTS
- Sets, numbers, numeration
  - Sets and set operations
  - Numbers
  - Numeration (Place value)
- Operations, their properties and number theory
  - Addition and subtraction
  - Multiplication and division
  - Number properties
  - Combination of operations
- Relations and functions
  - Graphing
  - Relations
  - Equality and inequality
  - Ratios
- Geometry
  - Polygons
  - Circles
  - Angles
  - Points, lines, planes, solids
- Measurement
  - Units
  - Dry and liquid
  - Angle measure
- Probability and statistics
  - Central tendency
- Application

M-2 PROBLEMS
- Operations, their properties and number theory
  - Addition and subtraction
  - Multiplication and division
  - Combination of operations
- Measurement
  - Units
  - Computation involving measures
- Probability and statistics
  - Central tendency
  - Interpretation of graphs and tables

TABLE 3

Objectives Measured

By TAP Grade 11

COMPOSITION
- Spelling
- Capitalization and/or punctuation
- Usage
- Style
- Sentence structure
- Logical ordering and relationship of ideas

READING
- Main idea
- Supporting detail
  - Explicit
  - Inferred
- Application
- Evaluation
- Style and tone

MATHEMATICS
- Sets, numbers, numeration
  - Sets and set operations
  - Numbers
  - Numeration (place value)
- Operations, their properties and number theory
  - Addition and subtraction
  - Multiplication and division
  - Number properties (Divisibility)
  - Algebra
- Relations and functions
  - Graphs
  - Relations, correspondence, sequence
  - Equality and inequality
- Geometry
  - Polygons
  - Circles
  - Angles
  - Geometric relations
  - Points, lines, planes, solids
- Measurement
  - Units of measure (area, perimeter)
  - Angle measure
- Probability and statistics
  - Average
  - Interpretation of graphs
- Application

What Scores are Reported? How May These Scores be Used? What are the Limitations of the Scores?

The section that follows contains a description, some uses and some limitations of scores reported in the Georgia Statewide Testing Program. It may be helpful when analyzing the various reports to refer to this section so that a clearer understanding of the scores may be gained. In so doing, perhaps some of the pitfalls often associated with evaluating standardized test scores may be avoided.

Two general comments about the reports and scores are in order. The first is that in many of the reports supplied as a part of the Georgia Statewide Testing Program scores which compare a student's performance to another group by way of norms are provided in abundance (i.e., percentile ranks, grade equivalents, standard scores). While these scores when used with caution provide valuable information, the Student Item Response Report for Grades 4 and 8 focuses on the student's own performance on individual questions and questions grouped into skill areas without reference to other students. This information allows a teacher to focus on the student, taking into consideration the student's own interests, abilities, motivations and aspirations. Armed with all this information, the teacher can then seek ways of providing learning experiences especially designed for the student. In so doing, the goal of instructional improvement which is the focus of the Georgia Statewide Testing Program will more nearly be reached.

Going hand in hand with the student's own Item Response Report are the Class, School and System Response Summary Reports provided for Grades 4, 8 and 11. Here as in the Student Item Response Report the focus is on the individual test question and test questions grouped into skills. The scores on these reports are reported as percents of correct responses by test question in the class, school or system. Since these reports allow examination of test performance on individual questions and questions grouped into skills rather than to an outside norm group, ways of providing learning experiences especially designed for students in the class, school or system may be sought. Once again, instructional improvement, which is the goal of the Georgia Statewide Testing Program may more nearly be reached.

It should be remembered, however, that the greater the number of questions testing a skill, objective, subject, etc., the greater the possibility that scores are reliable. Therefore it is wise to not base a conclusion on a student's performance solely on his or her response to a small number of test questions. The ITBS and TAP are survey-type tests. They are not diagnostic tests. As a survey-type test they can be used as a "flagging device". This means that results may point to a potential problem area. Ideally, when a potential problem has been identified additional evaluation should follow to determine: 1) If the problem really exists, and 2) What is the specific nature of the problem. Then, when this course of action has been followed, additional information is available to the teacher for taking developmental action for students now in the classroom and preventative action for future students.

Conversely, a survey type test may point to particular areas of strength. Ideally, when such an analysis has been made additional evaluation should follow to seek answers to the questions: Are these indeed strengths? What am I (or we in the case of a school or system) doing in the way of teaching techniques, use of learning materials and curricular design to have helped students learn? What can be done to continue or even do better?

The second general comment has to do with measurement error.

Inherent in all tests is some "error". Because of this, reported scores may be different from "true" or error free scores. No test is perfectly reliable which means that if the test were to be administered five times to a student assuming similar conditions, scores are likely to be different each time.

Errors in measurement may be caused by the test instruments itself, the test administrator or fluctuations in students. It is possible to estimate this error statistically. As a "rule of thumb" estimate, in the Grade 4 ITBS the error of Grade Equivalents and Standard Scores is from 4-6 score intervals in each of the subtests and from 2-3 points in composite (Language, Work Study, Math, Battery) scores. In the ITBS Grade 8 a "rule of thumb" estimate of error for Grade Equivalents in each subtest is from 5-9 score intervals, for the composite scores (Language, Work Study, Math, Battery) from 3-5 grade equivalent intervals. For Grade 8 standard scores, a "rule of thumb" estimate of error is from 4-7 score intervals in each subtest and from 2-4 score intervals in composite scores. In the TAP a "rule of thumb" estimate for error is 3 standard score points for each of the subtests (Composition, Reading, Mathematics).

As an example of the importance of error in evaluating scores, let us say an 8th Grade student receives a standard score of 97 on the Use of Reference Materials subtest of the ITBS. Based on the "rule of thumb" above the estimated standard error is from 4-7 score points. We would conclude then, that if this student were administered the test repeatedly, two out of three of his standard scores would fall within 4-7 points above the 4-7 score points below or between 90-104. Now let us look at another 8th Grade student whose standard score on the Use of Reference Materials subtest is 91. For this student the "band" into which his scores would fall 2 out of 3 times is from 84 to 98. When looking at both of the above students together we see that their standard score "bands" overlap. Student A's band is from 90 to 104; student B's from 84 to 98. This means that the chance for error-free or "true" scores to be the same for both students is great enough so that they should be regarded as not really being "different".

Scores

Raw Score (RS). The raw score is arrived at by totaling the number of questions a student answers correctly in each subtest. Since the subtest may contain a varied number of questions the raw score is not on a scale common to all subtests and therefore has little value for reporting. It is used, however, as the basis for score conversions in all of the other student scores in the Georgia Statewide Testing Program.

Grade Equivalent (GE). Two numbers are used in expressing grade equivalents. The first indicates the school year and the second the school month. For this purpose, the school year is divided into ten months. For example, grade equivalents for the fourth grade range from 4.0 through 4.9.

If a student's score on the reading subtest indicates a grade equivalent of 4.1, this should be interpreted to mean that the student achieved at the same level as the average student in the norm group in the first month of the fourth grade. It should be remembered, however, that "average" means half of the students in the norm group are either above or below this level of achievement. For this reason, all students should not be expected to attain a particular grade equivalent. Whether students as a group in a classroom or school compare favorably with the norm group depends, for instance, on whether half or more of those currently tested are above the grade equivalent appropriate for the first month of the school year (i.e., 4.1 for fourth grade, 8.1 for 8th grade). As a part of the Georgia Statewide Testing Program school and system grade equivalent frequency tables are provided. They should be examined to see if the 50th percentile falls at 4.1 or above for the fourth grade or 8.1 or above for the 8th grade. If they do, the school or system compares favorably with the norm group.

Although it appears that grade equivalents are easy to understand and interpret, they have some limitations. Perhaps the most serious is that each unit on the scale of 1.0 through 12.9 does not reflect an equal amount of student growth. Since growth in the development of reading skills, for example, is rapid at certain grade levels and slow at others, some differences between grade equivalent units will indicate a greater amount of achievement than others. A year of growth in reading from grade 1.0 to 2.0 is likely to be a larger difference in achievement than an increase from 8.0 to 9.0. It would be incorrect to assume that the same amount of growth in reading has taken place.

Another limitation of the grade equivalent is the common misinterpretation that earning a particular grade equivalent indicates a student's readiness for work at that level. For example, a fourth grade student earning a grade equivalent of 8.5 in the Vocabulary subtest does not mean his Vocabulary is at the eighth grade level. Such a conclusion would overlook the design of the test especially for fourth graders with a range of test question difficulty appropriate for fourth graders.

Still another limitation of grade equivalents in the ITBS is that GE's are not comparable between and among subtests. For example, both the Grade 4 Language Usage subtest and the Map Reading subtest have 32 questions. Hence, raw scores are comparable. Yet a raw score of 14 on the Usage subtest converts to a grade equivalent of 4.2 while the same raw score of 14 on the Reading subtest converts to a grade equivalent of 4.4.

Standard Score (SS). A standard score is a raw score which has undergone a statistical conversion to a scale common to all subtests. The ITBS standard score scale for all grades (3 through 8) ranges from 0 to 150 with a mean of 80 and a standard deviation of 20. Since the ITBS scale is common for

all grades (3 through 8), the range of standard scores and averages are different for each grade. In Grade 4 the standard score is from 12 to 107 with an average of between 66 and 71. In Grade 8 the range of standard scores is from 33 to 150 with an average of 98 and 103. For the TAP in Grade 11 the standard score scale ranges from 16 to 88 with an average between 48 and 52 and standard deviation of 10. It should be remembered that average in this instance is the arithmetic mean which is obtained by dividing the sum of a set of scores by the number of scores in the set.

Standard scores allow comparisons between and among subtests. For example, a student receives a standard score of 74 on the Reading subtest and a 61 on the Vocabulary subtest. Since both scores are on a common scale, one could say that this student performed better on the Reading subtest than on the Vocabulary subtest.

The major limitation of standard scores is that they are not on a scale of equal measuring units. For example, in the TAP Grade 11 Mathematics subtest a student answering 21 questions correctly will obtain a standard score of 54, the same standard score as a student answering 22 questions correctly. In the same subtest one student can answer 5 questions correctly and obtain a standard score of 30 while another student answering 6 or only one more question correctly, will obtain a score of 3 intervals higher, or a standard score of 33.

National Percentile Rank (NPR). A national percentile rank indicates a student's relative position to the national norm sample in terms of the percent of students with lower scores. For example, when a student receives a NPR of 75 on the Mathematics Concepts subtest, the indication is that 75% of the students in the national norm sample obtained a score lower than his. In other words, this student's Mathematics Concepts achievement as measured by the test surpasses that of 75 percent of the national norm sample.

A major limitation of percentile ranks is that they are not on a scale of equal measuring units. The difference between the percentile ranks of 5 and 10 or between 90 and 95 is likely to be much greater than the difference between the ranks of 50 and 55. For example, in the 8th grade Reading subtest a raw score of 38 converts to a NPR of 50, while an increase of only 2 raw score intervals converts to a NPR of 55. In the same subtest a raw score of 60 converts to a NPR of 90, while an increase of 4 raw score intervals is needed to increase the NPR by 5 score intervals to 95. This is true because large numbers of students tend to achieve scores near the middle or 50th percentile, while relatively few students obtain extremely high scores.

State Percentile Rank (SPR) As is the case with a national percentile rank, the state percentile rank indicates a student's relative position to a group. In the Georgia Statewide Testing Program the comparison group for the state percentile rank is all students in either Grades 4, 8 and 11 administered the ITBS or TAP in the Fall of 1973. Interpretation of the SPR is the same as that for the national percentile rank except that ranks are in relation to students in the State of Georgia. Limitations for the SPR are the same as those for the national percentile rank.

Local Percentile Rank (LPR). As with the national and state percentile rank, the LPR indicates a student's relative position to a group. The comparison group for the LPR is all students in a school system in either Grades 4, 8 and 11 administered the ITBS or TAP in September, 1974. Interpretation of the LPR is the same as that for the national and state percentile rank except that ranks are in relation to students in the local system. Limitations in the use of the LPR are also the same as those for the national and state percentile rank.

Percent Correct (PC). In the Georgia Statewide Testing Program the percent of questions correctly answered is reported. The percent of correct individual student responses in each Grade 4 and 8 ITBS subtest is reported in such a way so that comparisons between the student and the average of correct responses for all students in the classroom, school and system may be made.

The PC for the student in a subtest is computed by first finding out the number of correct responses made by the student. This number is then divided by the number of questions in the subtest. For example, if a student answers 21 questions correctly in the 4th grade Vocabulary subtest, this number is divided by the number of test questions or 38, for a PC of 35.

The average PC for the class in a subtest is computed by first adding the number of correct responses for all students in the class. Then, the number of correct responses for the class arrived at in Step 1 above is divided by the number of students in the class for the average number of correct responses for students in the class. Finally, the average number of correct responses for students in the class as determined in Step 2 above is divided by the number of test questions in the subtest for the average class PC. For example, a 4th grade class of 28 students takes the Vocabulary subtest. The number of correct responses for each of the 28 students is summed, for a total number of correct responses of 616. This number (616) is then divided by 28, the number of students in the class, for the average number of correct responses of all students, or 22. This number (22) is then divided by the number of questions in the 4th grade Vocabulary subtest (38), for an average class PC of 57.9 which would be rounded to 58.

The PC for the school is computed in much the same way as the PC for the class except the student base is all students in the school. For example, 205 students in a school take the 8th grade Spelling subtest. The number of correct responses for each of the 205 students is summed, for a total number of correct responses of 6355. This number (6355) is then divided by 205, for the average number of correct responses for all students, or 31. This number (31) is then divided by the number of questions in the Spelling subtest (48), for a school average PC of 64.6 which would be rounded to 65.

The PC for the system is computed much the same way as the PC for the class and the school except the student base is all students tested at the grade in the total system.

In the Georgia Statewide Testing Program, Class, School and System Summary Reports for Grades 4, 8 and 11 are also provided. These reports show on a test question by test question basis the average percent of correct response to each question for the class, the school and the system. In addition test questions are grouped by skills. Therefore, it is possible to not only examine each test question individually but also questions grouped into skills.

The average PC for a test question is arrived at in much the same way as the average group PC for a subtest as described above. For the average class PC a count of students answering a question correctly is made. This number is then divided by the total number of students in the class taking the test. For example, 21 out of 28 students in a class answered a question correctly. When dividing 21 by 28 we find the average PC for the class is 75.

For a school, the average PC is arrived at by getting a count of the students in the school answering a question correctly and then dividing this number by the total number of students at the grade taking the test in the school. For example, 234 out of 470 students in a school answered a question correctly. When dividing 234 by 470 we get 49.8 percent for an average school PC, when rounded, of 50.

The average PC for the system is arrived at the same way as for the class and the school except that the student base is all the students tested at the grade in the entire system.

As noted above the PC for a student on a subtest is helpful in assessing how that student performed on a subtest in relation to the class, the school and the system. By looking at the difficulty of the question, students' performance can also be examined in relation to State performance. State performance (difficulty) is used as a general guide in estimating the relative difficulty of the question. As a "rule of thumb" guide the following table may be used in judging the difficulty of the test question.

TABLE 4

The Relationship of Percent Correct to Question Difficulty

Percent Correct	Difficulty
85-100	Easy
60-85	Easy to Medium
40-60	Medium
15-40	Medium to Hard
1-15	Hard

Caution should be exercised when comparing the PC on one subtest with the PC on other subtests. The reason for exercising caution is that subtests have a varied number of test questions, therefore, the base may differ from one subtest to another. For example, a student may answer 10 questions correctly in the 8th grade Vocabulary subtest and 10 questions correctly in the 8th grade Reading subtest. In the Vocabulary subtest with its 48 questions, a PC of 21 would be reported, while in the Reading subtest with its 80 questions, a PC of 13 would be reported.

WHAT REPORTS ARE PROVIDED FOR USE AT VARIOUS LEVELS? WHAT DO THE REPORTS LOOK LIKE? HOW MAY THE REPORTS BE READ AND UNDERSTOOD?

The section that follows contains samples of all reports prepared as a result of the September, 1974 administration of the ITBS and TAP. Accompanying each sample is a brief description of the report and a visual system of "keying" major points to the narrative describing the scores or other information appearing in the reports. The sample reports are grouped by grade, with Grade 4 starting on page 18, Grade 8 on page 42, and Grade 11 on page 66. Table 5 on page 17 lists all the reports by grade with the recipient in a school system most likely to find the data useful.

Data in the reports are real in that they reflect actual students, schools and systems in Georgia. However, names have been changed so as to protect the confidentiality of the data.

It is possible that when examining the number of students actually tested in a class, school or system there is a difference between these numbers and numbers appearing in the reports. The guide used for determining whether a student's answer sheet should be scored and reports prepared was: 1) A 4th or 8th Grade student needed to "try" at least 10 questions in 8 of the 11 ITBS subtests, and 2) an 11th Grade student needed to "try" at least 10 questions in two out of the three TAP subtests. If a student failed to meet these guidelines, a report was not prepared and data were not included in summaries.

Table 5

Reports by Title

Recipient and Grade

Title	Grade 4	Grade 8	Grade 11
For the Teacher			
Student Item Response Report	X	X	
Pupil Score Report (Roster)	X	X	X
Student Cumulative Record Label	X	X	X
Classroom Summary Report	X	X	X
For the Principal			
Classroom Summary Report	X	X	X
School Summary Report	X	X	X
School Grade Equivalent Frequency Distribution	X	X	
School Standard Score Frequency Distribution	X	X	X
School Skill Ranking Report	X	X	X
For the System			
Classroom Summary Report	X	X	X
School Summary Report	X	X	X
System Summary Report	X	X	X
School Grade Equivalent Frequency Distribution	X	X	
School Standard Score Frequency Distribution	X	X	X
System Grade Equivalent Frequency Distribution	X	X	
System Standard Score Frequency Distribution	X	X	X
System Skill Ranking Report	X	X	X
For the State			
School Grade Equivalent Frequency Distribution	X	X	
School Standard Score Frequency Distribution	X	X	X
System Grade Equivalent Frequency Distribution	X	X	
System Standard Score Frequency Distribution	X	X	X
Educational Planning District Grade Equivalent Frequency Distribution	X	X	
Educational Planning District Standard Score Frequency Distribution	X	X	X
State Grade Equivalent Frequency Distribution	X	X	
State Standard Score Frequency Distribution	X	X	X
Educational Planning District Skill Ranking Report	X	X	X
State Skill Ranking Report	X	X	X

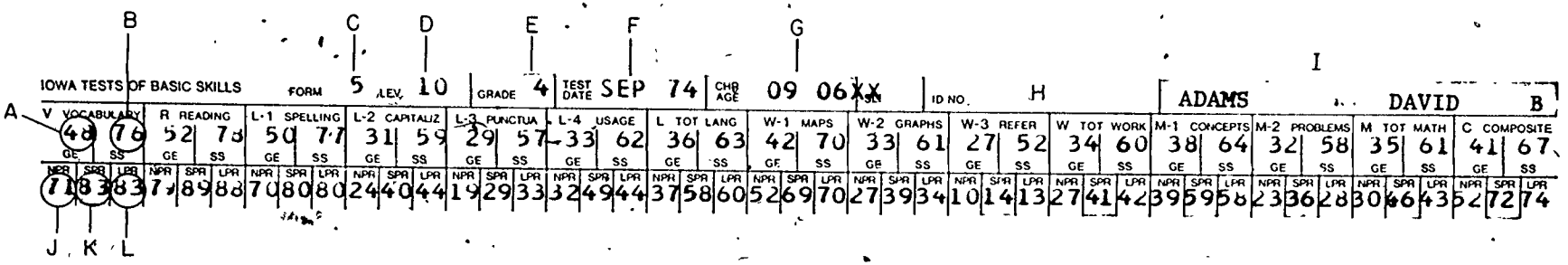
Note In instances where the same report is distributed to more than one recipient, multiple copies are printed with the original for the first listed recipient and second and third copies to recipients following. For example, the original Classroom Summary Report is for the teacher, the second for the principal, the third for the system.

SAMPLE REPORTS FOR GRADE 4

Grade 4

Student Cumulative Record Label

This is a pressure sensitive label that may be placed in the Student's Cumulative Record folder. One copy for each student is furnished Labels are grouped by classroom.



Key

A Grade Equivalent (GE) of raw score (number of correct answers) obtained by David Adams David's score in Vocabulary (V) is equivalent to a score that would be obtained by the "average" student in the eighth month of the fourth grade. It would be inappropriate to compare David's 4.8 GE in Vocabulary (V) with his 5.2 in Reading (R), 5.0 in Spelling (L-1) and so on (See GE on page 12.)

B Standard Score (SS) represents a statistics conversion of the raw score to a scale common to all subtests. This permits comparison among subtests. David's SS of 76 in Vocabulary (V) when compared with his SS of 59 in Capitalization (L-2) indicates he did better in Vocabulary than in Capitalization. (See SS on page 12.)

C & D The Form and Level of the test.

E David's grade when the test was taken.

F Date on which the test was administered, e.g , September, 1974.

G David's age at the time the test was taken, e.g., 9 years 6 months

H An optional number, filled in only if it was coded on David's answer sheet

I David's name as it appeared on his answer sheet.

J National Percentile Rank (NPR) which represents David's standing in relation to the national sample on which the test was normed. In Vocabulary (V) David scored as well or better than 71 percent of the students in the national sample. (See NPR on page 13)

K State Percentile Rank (SPR) which represents David's standing in relation to Georgia 4th graders who took the test in 1973 In Vocabulary (V), David scored as well or better than 83 percent of Georgia 4th graders in 1973. (See SPR on page 13.)

L Local Percentile Rank (LPR) which represents David's standing in relation to other 4th grade students in the system (in this instance, Jefferson County), who took the test in September, 1974. In Vocabulary (V), David scored as well as or better than 83 percent of 4th graders in Jefferson County. (See LPR on page 13.)

GEORGIA STATEWIDE TESTING PROGRAM

-PUPIL SCORE REPORT

A — GRADE 4
CLASS JOHN KENDALL

B — SEPTEMBER 1974
C — SCHOOL ANDERSON ELEM.
D — SYSTEM JEFFERSON COUNTY
E — SCHOOL CODE 320-4171

K — ADAMS — DAVID — L — C A 09/06 — SEX M — M

	F VOCAB	F READ	F SPELL	F CAPIT	F PUNC	G USAGE	G LANG TOTAL	F MAPS	F GRAPH	F REF	H WK-STDY TOTAL	H CONC	H PROB	I MATH TOTAL	J ITBS TOTAL
N G.E.	4.8	5.2	5.0	3.1	2.9	3.3	3.6	4.2	3.3	2.7	3.4	3.8	3.2	3.5	4.1
O S.S.	76	78	77	59	57	62	63	70	61	52	60	64	58	61	67
P L PR	83	88	80	44	33	44	60	70	34	13	42	58	28	43	74
Q S PR	83	89	80	40	29	49	58	69	39	14	41	59	36	46	72
R N PR	71	79	70	24	19	32	37	52	27	10	27	39	23	30	52

BYERS — JERALD — C A 10/06 — SEX M

G.E.	1.8	2.4	3.1	3.3	4.4	3.5	3.6	2.4	2.2	3.6	2.7	3.7	3.5	3.6	2.8
S.S.	41	49	59	61	72	64	63	48	47	63	49	63	62	62	51
L PR	5	17	36	55	80	52	60	11	6	45	7	52	40	47	11
S PR	8	19	37	48	73	56	58	12	9	44	10	52	46	50	18
N PR	3	10	24	29	57	37	37	7	5	33	5	36	31	33	7

COHEN — DICK — C A 10/08 — SEX M

G.E.	2.2	2.6	3.7	3.3	4.2	3.8	3.8	3.5	3.3	3.0	3.3	3.3	2.9	3.1	3.0
S.S.	48	52	65	61	71	67	65	62	61	56	59	59	54	56	55
L PR	13	22	56	55	74	60	66	47	34	22	36	33	17	17	21
S PR	17	24	55	48	68	63	63	46	39	25	36	37	26	26	30
N PR	7	14	39	29	52	43	43	30	27	16	24	21	17	16	14

NUMBER TESTED 28 — S

MEAN

G.E.	3.4	3.9	3.7	3.3	3.5	3.4	3.5	3.6	3.8	3.5	3.6	3.8	3.8	3.8	3.6
S.S.	60.2	64.1	64.1	60.2	62.8	62.5	60.6	61.6	64.4	60.6	61.0	63.3	64.6	63.6	61.0

T — U

Grade 4

Pupil Score Report

The Pupil Score Report is a roster of all students in the classroom showing the same information appearing on each student's Cumulative Record Label. In addition, the final entry for a class in this report shows summaries for all students in the class taking the test in September, 1974. The number of pages for a classroom depends upon the number of students. Each page shows scores for 7 students. Only part of one page is shown above. It is reduced. Actual size of each page is 11" × 14".

Key

A - The teacher's name as it appeared on the classroom cover sheet accompanying student answer sheets, e.g., John Kendall.

B - Date test was administered, e.g., September, 1974.

C - Name of the school, e.g., Anderson Elementary.

D - Name of the system, e.g., Jefferson County.

E - Code for Anderson Elementary School in Jefferson County, e.g., 320-4171.

F - Subtests in the ITBS, e.g., Vocabulary (V), Reading (R), Spelling (L-1), etc.

G - Average for Language (L) which includes Spelling, Capitalization, Punctuation and Usage subtests.

H - Average for Work Study Skills (W) which includes Map Reading, Reading Graphs and Tables, Knowledge and Use of Reference Materials subtests.

I - Average for Mathematics (M) which includes Math Concepts and Math Problem Solving subtests.

J - Average for entire test battery, e.g., Vocabulary and Reading subtests; Language, Work Study and Mathematics composites.

K - Name of student, e.g., David Adams, Jerald Byers, Dick Cohen, etc.

L - The age of the student when the test was taken. For example, David was 9 years 6 months. Jerald, 10 years and 6 months; Dick, 10 years and 8 months.

M - The sex of the student, e.g., David is a boy, Jerald, a boy; Dick, a boy.

N - Grade Equivalent (GE) of raw score (number of correct answers) obtained by David Adams. David's score in Vocabulary (V) is equivalent to a score that would be obtained by the "average" student in the eighth month of the fourth grade. It would be inappropriate to compare David's 4.8 GE in Vocabulary (V) with his 5.2 in Reading (R), 5.0 in Spelling (L-1) and so on. (See GE on page 12.)

O - Standard Score (SS) represents a statistical conversion of the raw score to a scale common to all subtests. This permits comparison among subtests. David's SS of 76 in Vocabulary (V) when compared with his SS of 59 in Capitalization (L-2) indicates he did better in Vocabulary than in Capitalization. (See SS on page 12.)

P - Local Percentile Rank (LPR) which represents David's standing in relation to other 4th grade students in the system (in this instance, Jefferson County) who took the test in September, 1974. In Vocabulary (V), David scored as well as or better than 83 percent of 4th graders in Jefferson County. (See LPR on page 13.)

Q - State Percentile Rank (SPR) which represents David's standing in relation to Georgia 4th graders who took the test in 1973. In Vocabulary (V), David scored as well or better than 88 percent of Georgia 4th graders in 1973. (See SPR on page 13.)

R - National Percentile Rank (NPR) which represents David's standing in relation to the national sample on which the test was normed. In Vocabulary (V), David scored as well or better than 71 percent of the students in the national sample. (See NPR on page 13.)

S - The number of students tested in the class represented on the roster, e.g., 28 students in John Kendall's class.

T - The mean grade equivalent (GE) for John Kendall's class. The mean was determined by adding the GE of each student in a subtest or composite together and dividing the sum for all students by the number of students in the class. In Mr. Kendall's class the Vocabulary GE of David (4.8) was added to that of Jerald (1.8), Dick (2.2), and so on through all 28 students. The sum for all 28 students was then divided by 28 for a class mean GE of 3.4. The class mean GE may be used to compare David's or any other student's GE to the average of the class. For example, David's Vocabulary GE of 4.8 as compared to the class mean GE of 3.4 shows he did better than the class average.

U - The mean standard score (SS) for John Kendall's class. The mean was determined by adding the SS of each student in a subtest or composite together and dividing the sum for all students by the number of students in the class. In Mr. Kendall's class the Vocabulary SS of David (76) was added to that of Jerald (41), Dick (48), and so on through all 28 students. The sum for all 28 students was then divided by 28 for a class mean SS in Vocabulary (V) of 60.2. The class mean SS may be used to compare David's or any other student's SS to the average of the class. For example, David's Vocabulary SS of 76 as compared to the class mean SS of 60.2 shows he did better than the class average. The mean SS for the class in one subtest may also be used to compare this subtest with others. For example, the class mean SS in Vocabulary (V) of 60.2 indicates that the average class performance was lower than that in Reading, Punctuation, and the other SS class means above 60.2. On the other hand the class mean SS of 64.6 on Math Problem Solving was higher than the class SS means on all the other subtests.

GEORGIA STATEWIDE TESTING PROGRAM — STUDENT ITEM RESPONSE REPORT — GRADE 4 — SEPTEMBER 1974

STUDENT	CLASS	SCHOOL	SYSTEM	CODE	STUDENT IDENTIFICATION
ADAMS DAVID B	JOHN KENDALL	ANDERSON ELEM.	JEFFERSON COUNTY	320-4171	1

A B C D E F G H I J K L M N O

VOCABULARY

ITEM	2	37	21	13	11
SKILL	1A	1B	1D	2C	3B
DIFFICULTY	42	19	24	42	39
RESPONSE	+	+	−	+	+
ITEM	9	4	26	17	31
SKILL	1A	1C	1D	2C	3B
DIFFICULTY	52	38	32	52	27
RESPONSE	+	+	−	+	−
ITEM	12	10	36	18	1
SKILL	1A	1C	2A	2C	3C
DIFFICULTY	53	32	30	38	55
RESPONSE	+	−	−	O	−
ITEM	16	24	3	20	34
SKILL	1A	1C	2B	2C	4B
DIFFICULTY	38	31	54	25	25
RESPONSE	+	+	+	+	+
ITEM	22	25	8	35	7
SKILL	1A	1C	2B	2C	4C
DIFFICULTY	34	38	53	30	48
RESPONSE	−	−	+	+	+
ITEM	29	27	19	38	14
SKILL	1A	1C	2B	2C	4C
DIFFICULTY	25	19	38	23	39
RESPONSE	+	−	−	−	+
ITEM	32	30	23	5	
SKILL	1A	1C	2B	3A	
DIFFICULTY	25	24	23	60	
RESPONSE	−	+	−	+	
ITEM	15	37	28	6	
SKILL	1B	1C	2B	3B	
DIFFICULTY	42	29	27	39	
RESPONSE	−	−	+	−	

READING

ITEM	6	27	49	9	24	59	26	66	54
SKILL	1	2A	2A	2B	2B	2B	3	3	4
DIFFICULTY	38	38	26	53	34	23	32	18	26
RESPONSE	+	−	−	−	+	−	+	+	+
ITEM	13	29	52	12	34	60	39	1	56
SKILL	1	2A	2A	2B	2B	2B	3	4	4
DIFFICULTY	57	39	20	53	33	23	38	53	19
RESPONSE	+	+	−	+	+	−	−	+	−
ITEM	31	30	67	15	38	61	40	10	63
SKILL	1	2A	2A	2B	2B	2B	3	4	4
DIFFICULTY	33	35	19	47	31	15	34	50	24
RESPONSE	+	+	−	+	−	−	+	+	−
ITEM	44	33	3	17	45	62	43	22	64
SKILL	1	2A	2B	2B	2B	2B	3	4	4
DIFFICULTY	30	34	40	49	31	22	26	42	17
RESPONSE	−	−	+	+	−	+	+	+	−
ITEM	2	35	4	18	47	65	48	28	
SKILL	2A	2A	2B	2B	2B	2B	3	4	
DIFFICULTY	48	29	35	46	30	20	30	37	
RESPONSE	+	−	+	+	−	−	−	+	
ITEM	14	36	5	20	50	68	51	32	
SKILL	2A	2A	2B	2B	2B	2B	3	4	
DIFFICULTY	47	26	32	45	17	18	20	25	
RESPONSE	+	−	+	+	−	−	−	−	
ITEM	19	41	7	21	55	11	53	37	
SKILL	2A	2A	2B	2B	2B	3	3	4	
DIFFICULTY	38	26	47	45	19	60	24	33	
RESPONSE	+	+	+	+	−	+	+	−	
ITEM	25	42	8	23	58	16	57	46	
SKILL	2A	2A	2B	2B	2B	3	3	4	
DIFFICULTY	47	32	52	43	18	37	18	34	
RESPONSE	+	−	+	+	+	+	−	−	

SPELLING

ITEM	27	5	33	36	22
SKILL	1	3	3	5	8
DIFFICULTY	30	48	22	16	37
RESPONSE	O	−	−	−	+
ITEM	29	7	34	6	[illegible]
SKILL	1	3	3	[illegible]	[illegible]
DIFFICULTY	20	45	[illegible]	37	[illegible]
RESPONSE	+	+	−	−	+
ITEM	38	9	[illegible]	23	1
SKILL	1	3	4	[illegible]	[illegible]
DIFFICULTY	7	61	45	33	[illegible]
RESPONSE	+	+	+	−	+
ITEM	21	17	35	[illegible]	[illegible]
SKILL	2	3	[illegible]	[illegible]	[illegible]
DIFFICULTY	22	44	18	42	[illegible]
RESPONSE	−	+	+	+	+
ITEM	26	18	[illegible]	10	[illegible]
SKILL	2	3	[illegible]	[illegible]	[illegible]
DIFFICULTY	33	31	[illegible]	14	[illegible]
RESPONSE	−	−	+	+	+
ITEM	30	20	[illegible]	[illegible]	
SKILL	2	3	[illegible]	[illegible]	
DIFFICULTY	14	24	[illegible]	[illegible]	
RESPONSE	−	+	+	+	−
ITEM	37	24	[illegible]	[illegible]	
SKILL	2	3	[illegible]	7	
DIFFICULTY	14	38	27	38	
RESPONSE	+	+	−	+	
ITEM	4	28	32	[illegible]	
SKILL	3	3	[illegible]	8	
DIFFICULTY	43	21	27	46	
RESPONSE	−	−	−	−	

Summary: % CORRECT

	Vocabulary	Reading	Spelling	Capitalization	Punctuation	Usage
STUDENT	59	57	53	28	23	31
CLASS	35	38	34	31	29	35
SCHOOL	35	37	33	31	30	33
SYSTEM	37	36	35	31	30	37

ITEM - ITEM NUMBER IN TEST SKILL - SEE REVERSE SIDE FOR CLASSIFICATION DIFFICULTY PERCENT OF STUDENTS IN STATE RESPONDING CORRECTLY ON 1974 TEST
RESPONSE + = CORRECT − = INCORRECT O = OMIT

Student Item Response Report

A Student Item Response Report is provided for each student. It is 2 pages long. The above sample of page 1 is reduced from its actual size of 8 1/2" × 12". Page 2 is the same size and similar in format as page 1 above except that it contains information for the Map Reading, Graphs and Tables, Reference Materials, Mathematics Concepts and Mathematics Problems subtests. For each student and each test question within a subtest, the report shows the number of the test question (item), the skill measured, the difficulty of the question and the response of the student ("+" is a correct response; "−" means incorrect; and, "O" means omitted). Test questions are not in numerical order; rather, they are grouped by skill and should be read down the page, not across. At the bottom of each subtest the report shows the percent of correct responses made by the student and the average percent correct of his or her classroom, his or her school and his or her school system. On the reverse side of the report the skills are listed along with their codes. (The above sample does not have the skills printed on the reverse side.)

Key

A David's name as it appears on his answer sheet.

B The teacher's name as it appears on the classroom cover sheet accompanying student answer sheets, e.g., John Kendall.

C Name of school, e.g., Anderson Elementary.

D Name of system, e.g., Jefferson County.

E Code for Anderson Elementary School in Jefferson County, e.g., 320-4171.

F An optional number, filled in only if it was coded on David's answer sheet.

G Name of the subtest, e.g., Vocabulary.

H The test question number, e.g., item number 2 in the Vocabulary subtest.

I The skill measured by the test question, e.g., item 12, skill 1A is Human Relationships-Verbs. (The skill classification codes and titles are listed on the reverse side of reports, not on the reverse side of this sample.)

J The difficulty of the test question as determined by the percent of Georgia 4th grade students who answered the question correctly in the 1973 administration. For example, on question 12 in Vocabulary, 53 percent of Georgia 4th grade students answered it correctly in 1973.

K The entry showing whether David answered the question correctly, incorrectly or omitted it. A "+" is correct; "−" is incorrect; "O" is omit. For example, David answered question 16 in Vocabulary correctly since a "+" is entered below this question number; question 22 incorrectly since a "−" appears; and question 18 omitted since an "O" appears.

L The percent of questions in the Vocabulary subtest answered correctly by David. There are 38 questions in the Vocabulary subtest. David answered 21 correctly for a percent correct of 55. (See PC on page 14.)

M The average percent of correct responses on the Vocabulary subtest of all students in Mr. Kendall's class. This percent was arrived at by first adding the number of correct responses on the Vocabulary subtest for David and all his fellow students (28 all together) in Mr. Kendall's class. Then, the number of correct responses for the class arrived at in Step 1 above was divided by the number of students (28) in Mr. Kendall's class. The average number of correct responses for students in the class arrived at in Step 2 above was finally divided by the number of test questions, for the class average of 35 percent correct. (See PC on page 14.)

N The average of correct responses of all 4th grade students in Anderson Elementary School. This percent was arrived at by first adding the number of correct responses on the Vocabulary subtest for Mr. Kendall's class and all the other 4th grade classes in Anderson Elementary School. Then the number of correct responses for the school arrived at in Step 1 above was divided by the number of 4th graders in Anderson Elementary School. The average number of correct responses for the school arrived at in Step 2 above was finally divided by the number of test questions, for the school's average of 35 percent correct shown. (See PC on page 14.)

O The average percent of correct responses of all 4th graders in the Jefferson County System. This percent was arrived at by first adding the number of correct responses on the Vocabulary subtest for Anderson Elementary School and all other schools testing 4th graders in Jefferson County. Then the number of correct responses for Jefferson County arrived at in Step 1 above was divided by the number of 4th graders in the system. The average number of correct responses for the system arrived at in Step 2 above was finally divided by the number of test questions, for the system's average of 37 percent shown. (See PC on page 14.)

A B C D E F G H

GEORGIA STATEWIDE TESTING PROGRAM
CLASS
RESPONSE SUMMARY

CLASS	SCHOOL	SYSTEM	CODE	NUMBER TESTED	GRADE
JOHN KENDALL	ANDERSON ELEM.	JEFFERSON COUNTY	320-4171	28	4

I J K L M

VOCABULARY

ITEM	SKILL	% CORRECT	CL	SC	SY
2	1A		50	48	43
21	1D		21	24	24
11	3B		32	33	34
9	1A		64	65	60
26	1D		50	37	34
31	3B		18	17	15
12	1A		54	52	59
36	2A		32	31	31
1	3C		32	63	59
18	1A		29	33	46
3	2B		61	57	56
34	4B		36	30	22
22	1A		32	35	35
8	2B		57	54	61
7	4C		46	46	52
29	1A		29	20	23
19	2B		25	26	36
14	4C		29	31	39
38	1A		21	30	21
23	2B		21	22	23
15	1B		32	37	45
28	2B		25	24	25
37	1B		39	31	22
13	2C		29	26	37
4	1C		39	39	38
17	2C		50	56	56
10	1C		32	24	31
18	2C		32	24	37
24	1C		39	31	30
20	2C		18	19	27
25	1C		46	46	42
35	2C		36	33	32
27	1C		21	20	19
38	2C		18	17	24
30	1C		25	24	24
5	3A		57	59	65
33	1C		25	20	28
6	3B		29	41	36

READING

ITEM	SKILL	% CORRECT	CL	SC	SY
6	1		39	43	32
49	2A		50	37	32
24	2B		43	41	34
28	3		32	28	27
54	4		21	31	36
13	1		57	63	61
52	2A		25	19	14
34	2B		46	35	40
39	3		50	50	48
56	4		36	28	30
31	1		29	30	32
67	2A		14	17	22
38	2B		39	37	35
40	3		39	35	42
63	4		36	33	29
44	1		21	28	30
3	2B		68	56	43
45	2B		25	26	33
43	3		25	28	30
64	4		14	11	17
2	2A		57	56	48
4	2B		50	43	37
47	2B		32	30	29
48	3		29	31	31
14	2A		54	54	51
5	2B		46	37	37
50	2B		21	22	16
51	3		18	20	21
19	2A		46	44	42
7	2B		39	44	51
55	2B		21	15	19
53	3		21	20	29
25	2A		68	63	50
8	2B		54	54	54
58	2B		21	15	17
57	3		29	28	22
27	2A		39	37	40
9	2B		50	59	63
59	2B		14	20	21
66	3		29	22	24
29	2A		43	43	41
12	2B		68	69	55
60	2B		14	22	22
1	4		68	59	53
30	2A		36	28	33
15	2B		61	57	55
61	2B		14	19	16
10	4		61	57	53
33	2A		29	33	33
17	2B		71	69	56
62	2B		29	24	22
22	4		39	44	47
35	2A		21	28	25
16	2B		43	56	50
65	2B		18	20	19
26	4		29	24	29
36	2A		29	26	27
20	2B		39	46	41
68	2B		18	13	19
32	4		43	33	29
41	2A		25	31	29
21	2B		32	41	43
11	3		54	59	62
37	4		43	44	36
42	2A		43	33	31
23	2B		46	48	42
16	3		57	50	47
46	4		39	35	36

LANGUAGE SPELLING

ITEM	SKILL	% CORRECT	CL	SC	SY
27	1		36	33	39
33	3		14	15	15
22	4		46	43	37
29	1		29	24	22
34	3		25	26	24
23	4		64	70	67
38	1		11	7	5
13	4		50	44	41
11	5		57	59	63
21	2		16	19	20
35	4		25	20	25
16	5		39	44	54
26	2		43	37	34
1	5		43	39	49
25	5		50	44	51
30	2		18	24	20
12	5		39	43	50
31	5		25	30	33
31	2		14	9	14
19	5		25	22	24
4	3		54	52	46
32	5		14	20	29
6	3		43	37	48
36	5		7	15	21
6	3		43	37	38
6	6		21	37	38
9	3		57	59	57
23	6		32	24	34
17	3		43	46	36
8	7		25	24	31
18	3		36	28	30
10	7		36	28	29
20	3		25	20	25
14	7		32	26	32
24	3		43	35	33
15	7		36	39	43
28	3		29	22	22
3	8		39	41	44

ITEM = ITEM NUMBER IN TEST SKILL = SEE REVERSE SIDE FOR CLASSIFICATION % CORRECT = PERCENT OF STUDENTS IN UNIT (CLASSROOM SCHOOL SYSTEM RESPONDING CORRECTLY CL = CLASS SC = SCHOOL SY = SYSTEM

25

-24-

Grade 4

Class Response Summary

A Class Response Summary is provided for each class in which students were tested. It is 3 pages long. The above sample of page 1 is reduced from its actual size of 9 1/2" x 14". Pages 2 and 3 are the same size and format except that page 2 contains information for the Capitalization, Punctuation, Usage and Map Reading subtests; Page 3 information for Graphs and Tables, Reference Materials, Mathematics Concepts and Mathematics Problem Solving subtests. For each test question, the report shows the number of the question (item), the skill measured and the average percent of correct responses of the class as well as the school and the system in which the class is located. Test questions are not in numerical order; rather, they are grouped by skill and should be read down the page, not across. On the reverse side of the report the skills are listed along with their codes. (The above sample does not have the skills printed on the reverse side.)

Key

A The teacher's name as it appears on the classroom cover sheet accompanying student answer sheets, e.g., John Kendall.

B Name of school, e.g., Anderson Elementary.

C Name of system, e.g., Jefferson County

D Code for Anderson Elementary School in Jefferson County, e.g., 320-4171.

E Number of students tested in Mr. Kendall's class, e.g., 28 students.

F The grade level for the report, e.g., Grade 4

G Page number of the report, e.g., page 1.

H Name of subtest, e.g., Vocabulary.

I The test question number, e.g., item number 2 in the Vocabulary subtest.

J The skill measured by the test question, e.g., item 2, skill 1A is Human Relationships-Verbs (The skill classification codes and titles are listed on the reverse side of reports, not on reverse side of this sample.)

K This number (PC) is the percent of students in the class (CL) answering the test question correctly. The class PC was arrived at by first counting the students in the class answering a question correctly. This number is then divided by the total number of students in the class taking the test. For example, in Mr. Kendall's class, 18 of the 28 students answered question number 9 on the Vocabulary subtest correctly, for a class PC of 64. (See PC on page 14.)

L This number (PC) is the percent of students in the school (SC) answering the test question correctly. The school PC was arrived at by first counting the students in the school answering a question correctly. This number is then divided by the total number of students in the school taking the test. For example, in Anderson Elementary School, 35 out of 54 students answered question 9 in Vocabulary correctly, for a school PC of 65. (See PC on page 14.)

M This number (PC) is the percent of students in the system (SY) answering the test question correctly. The system PC was arrived at by first counting the students in the system answering a question correctly. This number is then divided by the total number of students in the system taking the test. For example, in Jefferson County, 121 of the 201 students taking the test answered question number 9 in Vocabulary correctly, for a system PC of 60. (See PC on page 14.)

GEORGIA STATEWIDE TESTING PROGRAM

RESPONSE SUMMARY

CLASS	SCHOOL	SYSTEM	CODE	NUMBER TESTED	GRADE 4
	ANDERSON ELEM.	JEFFERSON COUNTY	320-4171	54	

VOCABULARY

ITEM	CL	SC	SY	CL	SC	SY	CL	SC	SY
SKILL	1A	48	43 1D		24	24 3B		33	34
% CORRECT									
ITEM	9		26			31			
SKILL	1A	65	60 1D		37	34 3B		17	15
% CORRECT									
ITEM	12		36			1			
SKILL	1A	52	59 2A		31	31 3C		63	59
% CORRECT									
ITEM	18		3			34			
SKILL	1A	33	46 2B		57	56 4B		30	22
% CORRECT									
ITEM	22		8			4			
SKILL	1A	35	35 2B		54	61 4C		46	52
% CORRECT									
ITEM	29		19			16			
SKILL	1A	20	23 2B		26	36 4C		31	39
% CORRECT									
ITEM	32		23						
SKILL	1A	30	21 2B		22	25			
% CORRECT									
ITEM	15		28						
SKILL	1B	37	45 2B		24	25			
% CORRECT									
ITEM	37		13						
SKILL	1B	31	22 2C		26	37			
% CORRECT									
ITEM	4		17						
SKILL	1C	39	38 2C		56	56			
% CORRECT									
ITEM	10		18						
SKILL	1C	24	31 2C		24	37			
% CORRECT									
ITEM	24		20						
SKILL	1C	31	30 2C		19	27			
% CORRECT									
ITEM	26		35						
SKILL	1C	46	42 2C		33	32			
% CORRECT									
ITEM	27		38						
SKILL	1C	20	19 2C		17	24			
% CORRECT									
ITEM	30		5						
SKILL	1C	24	24 3A		55	65			
% CORRECT									
ITEM	33		6						
SKILL	1C	20	28 3B		41	36			
% CORRECT									

READING

ITEM	CL	SC	SY	CL	SC	SY	CL	SC	SY	CL	SC	SY	CL	SC	SY	CL	SC	SY
SKILL	6 1	43	32 2A		37	32 2B		41	34 3		28	27 4		31	30			
% CORRECT																		
ITEM	13		52			34			39			56						
SKILL	1	63	61 2A		19	14 2B		35	40 3		50	48 4		28	30			
% CORRECT																		
ITEM	31		67			38			40			63						
SKILL	1	30	32 2A		17	22 2B		37	35 3		35	42 4		33	29			
% CORRECT																		
ITEM	44		13			45						64						
SKILL	1	28	30 2B		56	43 2B		26	33 3		28	30 4		11	17			
% CORRECT																		
ITEM	2		4			47			48									
SKILL	2A	56	48 2B		43	37 2B		30	29 3		31	31						
% CORRECT																		
ITEM	14		5			50			51									
SKILL	2A	54	51 2B		37	37 2B		22	16 3		20	21						
% CORRECT																		
ITEM	19		7			55			53									
SKILL	2A	44	42 2B		44	51 2B		15	19 3		20	29						
% CORRECT																		
ITEM	25		8			58			57									
SKILL	2A	03	50 2B		54	54 2B		15	17 3		28	22						
% CORRECT																		
ITEM	27		9			59			66									
SKILL	2A	37	40 2B		59	63 2B		20	21 3		22	24						
% CORRECT																		
ITEM	29		12			60			1									
SKILL	2A	43	41 2B		69	55 2B		22	22 4		59	53						
% CORRECT																		
ITEM	30		15			61			10									
SKILL	2A	28	33 2B		57	55 2B		19	16 4		57	53						
% CORRECT																		
ITEM	33		17			62			22									
SKILL	2A	35	35 2B		69	56 2B		24	22 4		44	47						
% CORRECT																		
ITEM	35		18			65			28									
SKILL	2A	28	25 2B		56	50 2B		20	19 4		24	29						
% CORRECT																		
ITEM	36		20			68			32									
SKILL	2A	26	27 2B		46	41 2B		13	19 4		33	29						
% CORRECT																		
ITEM	41		21			11			37									
SKILL	2A	31	29 2B		41	43 3		59	62 4		44	36						
% CORRECT																		
ITEM	42		23			16			46									
SKILL	2A	33	31 2B		48	42 3		50	47 4		35	36						
% CORRECT																		

LANGUAGE SPELLING

ITEM	CL	SC	SY	CL	SC	SY	CL	SC	SY
SKILL	27 1	33	39 3		15	19 3		43	37
% CORRECT									
ITEM	29		34			2			
SKILL	1	24	22 3		26	24 3		70	67
% CORRECT									
ITEM	38		13			11			
SKILL	1	7	5 4		44	41 3		59	63
% CORRECT									
ITEM	21		35			16			
SKILL	2	19	20 4		20	25 3		44	54
% CORRECT									
ITEM	26		1			25			
SKILL	2	37	34 5		39	49 3		44	51
% CORRECT									
ITEM	30		12			31			
SKILL	2	24	20 5		43	50 3		30	33
% CORRECT									
ITEM	37		19						
SKILL	2	9	14 5		22	24			
% CORRECT									
ITEM	4		32						
SKILL	3	52	46 5		20	29			
% CORRECT									
ITEM	5		36						
SKILL	3	37	48 5		15	21			
% CORRECT									
ITEM	7		8						
SKILL	3	37	38 6		37	38			
% CORRECT									
ITEM	9		23						
SKILL	3	59	57 6		24	34			
% CORRECT									
ITEM	17		8						
SKILL	3	40	36 7		24	31			
% CORRECT									
ITEM	18		10						
SKILL	3	28	30 7		28	29			
% CORRECT									
ITEM	20		14						
SKILL	3	20	25 7		26	32			
% CORRECT									
ITEM	24		15						
SKILL	3	35	33 7		39	43			
% CORRECT									
ITEM	28		3						
SKILL	3	22	22 8		41	44			
% CORRECT									

ITEM = ITEM NUMBER IN TEST SKILL = SEE REVERSE SIDE FOR CLASSIFICATION % CORRECT = PERCENT OF STUDENTS IN UNIT (CLASSROOM SCHOOL SYSTEM) RESPONDING CORRECTLY CL = CLASS SC = SCHOOL SY = SYSTEM

Grade 4

School Response Summary

A School Response Summary is provided for each school in which students were tested. It is 3 pages long. The above sample of page 1 is reduced from its actual size of 9 1/2" × 14". Page 2 and 3 are the same size and format except that page 2 contains information for the Capitalization, Punctuation, Usage and Map Reading subtests, Page 3 information for Graphs and Tables, Reference Materials, Mathematics Concepts and Mathematics Problem Solving subtests. For each test question, the report shows the number of the question (item), the skill measured and the average percent of correct responses for the school as well as the system in which the school is located. Test questions are not in numerical order: rather, they are grouped by skill and should be read down the page, not across. On the reverse side of the report the skills are listed along with their codes. (The above sample does not have the skills printed on the reverse side.)

Key

A Name of school, e.g., Anderson Elementary.

B Name of system, e.g., Jefferson County.

C Code for Anderson Elementary School in Jefferson County, e.g., 320-4171.

D Number of students tested in Anderson Elementary School, e.g., 54 students.

E Grade level for the report, e.g., Grade 4.

F Page number of report, e.g., page 1.

G Name of subtest, e.g., Vocabulary.

H The test question number, e.g., item number 2 in Vocabulary subtest.

I The skill measured by the test question, e.g., item 2, skill 1A is Human Relationships-Verbs. (The skill classification codes and titles are listed on the reverse side of reports, not on reverse side of this sample.)

J This number (PC) is percent of students in the school answering the test question correctly. The school PC was arrived at by first counting the students in the school answering a question correctly. This number is then divided by the total number of students in the school taking the test. For example, in Anderson Elementary School 35 out of 54 students answered question 9 in Vocabulary correctly, for a school PC of 65 (See PC on page 14.)

K This number (PC) is the percent of students in the system answering the test question correctly. The system PC was arrived at by first counting the students in the system answering a question correctly. This number is then divided by the total number of students in the system taking the test. For example, in Jefferson County, 121 of the 201 students taking the test answered question number 9 in Vocabulary correctly, for a system PC of 60. (See PC on page 14.)

GEORGIA STATEWIDE TESTING PROGRAM
SYSTEM RESPONSE SUMMARY

CLASS	SCHOOL	SYSTEM	CODE	NUMBER TESTED	GRADE
		JEFFERSON COUNTY	320	201	4

	VOCABULARY									READING													LANGUAGE SPELLING								
	CL	SC	SY	CL	SC	SY	CL	SC	SY	CL	SC	SY	CL	SC	SY	CL	SC	SY	CL	SC	SY	CL	SC	SY	CL	SC	SY	CL	SC	SY	CL	SC	SY
ITEM	(2)			21			11			6			49			24			26			54						27			33			22		
SKILL	1A			1D			3B			1			2A			2B			3			4						1			3			8		
% CORRECT			43			24			34			32			32			34			27			36					39			15		37
ITEM	9			26			31			13			52			34			39			56						29			34			2		
SKILL	1A			1D			3B			1			2A			2B			3			4						1			3			6		
% CORRECT			(60)			34			15			61			14			40			48			30					22			24		67
ITEM	12			36			4			31			67			38			40			63						38			13			11		
SKILL	1A			2A			3C			1			2A			2B			3			4						1			4			9		
% CORRECT			59			31			59			32			22			35			42			29					5			41		63
ITEM	18			3			34			44			3			45			43			64						21			35			16		
SKILL	1A			2B			4B			1			2B			2B			3			4						2			4			9		
% CORRECT			46			26			22			30			43			33			30			17					20			25		54
ITEM	22			6			7			2			4			47			48									26			1			25		
SKILL	1A			2B			4C			2A			2B			2B			3									2			6			9		
% CORRECT			35			61			52			46			37			29			31								34			49		51
ITEM	26			19			14			14			8			50			51									30			12			21		
SKILL	1A			2B			4C			2A			2B			2B			3									2			5			9		
% CORRECT			23			36			39			51			37			16			21								20			50		38
ITEM	34			23						19			7			55			53									37			19					
SKILL	1A			2B						2A			2B			2B			3									2			5					
% CORRECT			21			23						42			51			19			29								14			24		
ITEM	15			28						25			8			58			57									4			32					
SKILL	1B			2B						2A			2B			2B			3									3			5					
% CORRECT			45			25						50			54			17			22								46			29		
ITEM	37			13						27			9			59			59									5			36					
SKILL	1B			2C						2A			2B			2B			3									3			5					
% CORRECT			22			37						40			63			21			24								48			21		
ITEM	4			17						29			12			60												7			8					
SKILL	1C			2C						2A			2B			2B												3			6					
% CORRECT			38			36						41			55			22			53								38			38		
ITEM	10			18						30			15			61			10									9			23					
SKILL	1C			2C						2A			2B			2B			4									3			6					
% CORRECT			31			37						31			55			16			53								57			34		
ITEM	24			20						33			17			62			22									17			6					
SKILL	1C			2C						2A			2B			2B			4									3			7					
% CORRECT			30			27						35			56			22			47								36			31		
ITEM	25			35						35			18			65			28									18			10					
SKILL	1C			2C						2A			2B			2B			4									3			7					
% CORRECT			42			32						25			50			19			29								30			29		
ITEM	27			38						36			20			68			32									20			14					
SKILL	1C			2C						2A			2B			2B			4									3			7					
% CORRECT			19			24						27			41			19			29								25			32		
ITEM	30			5						41			21			11			37									24			15					
SKILL	1C			3A						2A			2B			3			4									3			7					
% CORRECT			24			65						29			43			62			36								33			43		
ITEM	33			6						42			23			16			46									28			3					
SKILL	1C			3B						2A			2B			3			4									3			6					
% CORRECT			28			30						31			42			41			36								22			44		

ITEM = ITEM NUMBER IN TEST SKILL = SEE REVERSE SIDE FOR CLASSIFICATION % CORRECT = PERCENT OF STUDENTS IN UNIT (CLASSROOM SCHOOL SYSTEM) RESPONDING CORRECTLY CL = CLASS SC = SCHOOL SY = SYSTEM

Grade 4

System Response Summary

A System Response Summary is provided for each system. It is 3 pages long. The above sample of page 1 is reduced from actual size of 8 1/2" x 14". Page 2 and 3 are the same size and format except that page 2 contains information for the Capitalization, Punctuation, Usage and Map Reading subtests; Page 3 information for Graphs and Tables, Reference Materials, Mathematics Concepts and Mathematics Problem Solving subtests. For each test question, the report shows the number of the question (item), the skill measured and the average percent of correct response for the system. Test questions are not in numerical order; rather, they are grouped by skill and should be read down the page, not across. On the reverse side of the report the skills are listed along with their codes. (The above sample does not have the skills printed on the reverse side.)

Key

A Name of system, e.g., Jefferson County.

B Code for Jefferson County, e.g., 320.

C Number of students tested in Jefferson County, e.g., 201 students.

D Grade level for the report, e.g., Grade 4.

E Page number of report, e.g., page 1.

F Name of subtest, e.g., Vocabulary.

G The test question number, e.g., item number 2 in Vocabulary subtest.

H The skill measured by the test question, e.g., item 2, skill 1A is Human Relationships-Verbs. (The skill classification codes and titles are listed on the reverse side of reports, not on reverse side of this sample.)

I This number (PC) is the percent of students in the system answering the test question correctly. The system PC was arrived at by first counting the students in the system answering a question correctly. This number is then divided by the total number of students in the system taking the test. For example, in Jefferson County, 121 of the 201 students taking the test answered question number 9 in Vocabulary correctly, for a system PC of 60. (See PC on page 14.)

GEORGIA STATEWIDE TESTING PROGRAM

SCHOOL SKILL RANKING REPORT

A — SEPTEMBER 1974
B — SCHOOL ANDERSON ELEMENTARY SCHOOL
C — SYSTEM JEFFERSON COUNTY
D — SCHOOL CODE 320-4171
E — GRADE 4

F

PUNCTUATION (L-3) 30%
- 19% QUOTATION MARK
- 23% APOSTROPHE
- 24% COMMA
- H 30% PERIOD
- 31% QUESTION MARK
- 41% COLON
- 50% NO ERROR

USAGE (L-4) 33%
- 21% USE OF NEGATIVE FORMS
- 22% REDUNDANCY
- 24% NOUN AND PRONOUN FORM
- 29% SUBSTANDARD VERB FORM
- 31% SUBJECT-VERB AGREEMENT
- 31% COMPARISONS
- 33% DICTION
- 44% PRONOUN CASE
- 47% NO ERROR

MATH PROBLEMS (M-2) 36%
- 20% APPLICATION
- 30% MEASUREMENT
- 40% OPERATIONS, PROPERTIES AND NUMBER THEORY

G

CAPITALIZATION (L-2) 31%
- 21% UNNECESSARY CAPITALS OF COMMON NOUN
- 24% BEGINNING OF SENTENCE
- 29% PROPER NOUNS
- 34% OPENING AND CLOSING OF LETTER
- 48% NO ERROR
- 50% PRONOUN "I"

MAP READING (W-1) 33%
- 26% READ SYMBOLS
- 30% MAKE INFERENCES FROM GIVEN INFORMATION
- 37% USE DIRECTIONS & SCALE TO COMPUTE DIST
- 38% USE GRID SYSTEM TO LOCATE PLACES
- 44% RECOGNIZE RELATIVE LOCATIONS

READING (R) 37%
- 34% APPLICATION
- 37% SUPPORTING DETAIL
- 37% EVALUATION
- 41% MAIN IDEA

REFERENCES (W-3) 31%
- 19% USE OF ENCYCLOPEDIA
- 21% USE OF DICTIONARY
- 21% USE OF REFERENCE MATERIALS
- 31% USE OF TABLE OF CONTENTS
- 34% USE OF INDEX
- 51% ALPHABETIZE

VOCABULARY (V) 35%
- 31% OTHER
- 33% ADJECTIVE
- 34% NOUN
- 42% VERB

MATH CONCEPTS (M-1) 37%
- 34% RELATIONS AND FUNCTIONS
- 35% SETS, NUMBERS, NUMERATION
- 36% OPERATIONS, PROPERTIES AND NUMBER THEORY
- 37% APPLICATION
- 38% GEOMETRY
- 43% MEASUREMENT

SPELLING (L-1) 33%
- 22% ERRORS IN ENDINGS
- 22% REVERSING LETTERS
- 28% INCORRECT VOWEL
- 29% SPELLING BY SOUND ALONE
- 31% INCORRECT CONSONANT
- 33% UNNECESSARY LETTERS
- 34% OMISSION OF LETTERS
- 42% COMMON MISPRONUNCIATION
- 50% NO ERROR

GRAPHS AND TABLES (W-2) 35%
- 27% INTERPRET INFORMATION FROM GIVEN DATA
- 33% ORGANIZE INFORMATION FROM GIVEN DATA
- 39% READ DATA

NOTE: SUBTESTS AND SKILLS WITHIN SUBTESTS ARE RANKED FROM LOWEST TO HIGH. AVERAGE PERCENT OF CORRECT RESPONSES APPEARS BESIDE EACH SUBTEST AND SKILL. LOWER PERCENT INDICATES PROBABLE NEED FOR FURTHER INSTRUCTION.

Grade 4

School Skill Ranking Report

A School Skill Ranking Report is provided for each school in which students were tested. It is designed to show by subtest and skills within subtests the relative "performance" of the students on the test. "Performance" is expressed as the average percent of correct responses by students in the school taking the test. Subtests are ranked from the lowest to the highest based on the average percent of correct answers. The order and rank for both subtests and skills within subtests are helpful in identifying "needs" for the school.

The average percent of correct answers for a subtest was arrived at by first adding the number of correct responses for all students in the school. Then the number of correct responses for the school arrived at in Step 1 above is divided by the number of students in the school for the average number of correct responses for students in the school. Finally, the average number of correct responses for students in the school was divided by the number of test questions in the subtest, for the average school percent correct. The same procedure was used in computing the average percent of correct responses on a skill within a subtest except the base is only those test questions measuring the skill.

The report is on one page, 11" × 14". The above sample is reduced. The order of subtests and skills within subtests is different for each school and reflects the performance of students within the school. Columns should be examined by moving down the page.

Where the term "no error" appears, this means that some test questions (not students) were correct as they appeared in the test. These questions could not, therefore, be classified as being a part of individual skills measured by the subtest.

Key

A Date when the test was administered, e.g., September, 1974.

B Name of the school, e.g., Anderson Elementary.

C Name of the system, e.g., Jefferson County.

D Code for Anderson Elementary School in Jefferson County, e.g., 320-4171.

E Grade level for the report, e.g., Grade 4.

F Title of the subtest, e.g., Punctuation (1.-3), Usage, (1.-4). Subtests are ranked from lowest to highest on the basis of the average percent of correct responses for Anderson Elementary. For example, Punctuation, the first subtest listed, has an average percent correct of 30%, while Math Concepts, the final subtest listed, has an average percent correct of 37%. When the average percent of two subtests is the same, as is the case with Capitalization (31%) and References (31%), they appear in the same order as in the test booklet.

G This number is the average percent of correct answers (PC) for the subtest. For example, the average percent of correct responses for 4th grade students in Anderson Elementary School is 30% in Punctuation, 31% in Capitalization, 31% in References, 33% in Spelling, and so on through Math Concepts with 37%. In other words students performed less well in Punctuation, than in Capitalization, References, Spelling, Usage and so on.

H These numbers are the average percent correct (PC) for each of the skills measured in the Punctuation subtest. The order of skills is based on the PC of the skill, with the lowest PC first: next to lowest, second; and so on. For example, Anderson Elementary School fourth grade students in Punctuation performed less well on the skill, "Quotation Mark" than on the skills of "Apostrophe", "Comma", "Period", "Question Mark" and "Colon".

GEORGIA STATEWIDE TESTING PROGRAM

SYSTEM SKILL RANKING REPORT

A — SEPTEMBER 1974
B — SYSTEM JEFFERSON COUNTY
C — SYSTEM CODE 320
D — GRADE 4

E

PUNCTUATION (L-3) 30%

19% EXCLAMATION MARK
23% APOSTROPHE
23% COMMA
G 29% QUESTION MARK
30% PERIOD
42% COLON
53% NO ERROR

F

SPELLING (L-1) 35%

22% ERRORS IN ENDINGS
22% REVERSING LETTERS
33% UNNECESSARY LETTERS
34% OMISSION OF LETTERS
34% SPELLING BY SOUND ALONE
35% INCORRECT VOWEL
36% INCORRECT CONSONANT
41% COMMON MISPRONUNCIATION
53% NO ERROR

VOCABULARY (V) 37%

29% OTHER
34% NOUN
36% ADJECTIVE
43% VERB

CAPITALIZATION (L-2) 31%

20% UNNECESSARY CAPITAL OF COMMON NOUN
28% PROPER NOUNS
30% BEGINNING OF SENTENCE
31% OPENING AND CLOSING OF LETTER
49% NO ERROR
90% PRONOUN "I"

GRAPHS AND TABLES (M-2) 35%

31% INTERPRET INFORMATION FROM GIVEN DATA
34% ORGANIZE INFORMATION FROM GIVEN DATA
37% READ DATA

USAGE (L-4) 37%

23% USE OF NEGATIVE FORMS
24% REDUNDANCY
27% NOUN AND PRONOUN FORM
32% COMPARISONS
33% SUBJECT-VERB AGREEMENT
33% SUBSTANDARD VERB FORM
40% DICTION
47% PRONOUN CASE
53% NO ERROR

MAP READING (M-1) 34%

20% READ SYMBOLS
33% MAKE INFERENCES FROM GIVEN INFORMATION
36% USE DIRECTIONS & SCALE TO COMPUTE DIST
39% USE GRID SYSTEM TO LOCATE PLACES
42% RECOGNIZE RELATIVE LOCATIONS

MATH CONCEPTS (M-1) 35%

31% SETS, NUMBERS, NUMERATION
34% RELATIONS AND FUNCTIONS
37% OPERATIONS, PROPERTIES AND NUMBER THEORY
37% GEOMETRY
39% APPLICATION
40% MEASUREMENT

MATH PROBLEMS (M-2) 37%

26% APPLICATION
32% MEASUREMENT
39% OPERATIONS, PROPERTIES AND NUMBER THEORY

REFERENCES (M-3) 34%

22% USE OF ENCYCLOPEDIA
23% USE OF DICTIONARY
23% USE OF REFERENCE MATERIALS
32% USE OF TABLE OF CONTENTS
34% USE OF INDEX
58% ALPHABETIZE

READING (R) 36%

35% APPLICATION
36% SUPPORTING DETAIL
36% EVALUATION
39% MAIN IDEA

NOTE: SUBTESTS AND SKILLS WITHIN SUBTESTS ARE RANKED FROM LOW TO HIGH. AVERAGE PERCENT OF CORRECT RESPONSES APPEARS BESIDE EACH SUBTEST AND SKILL. LOWER PERCENT INDICATES PROBABLE NEED FOR FURTHER INSTRUCTION.

Grade 4

System Skill Ranking Report

A System Skill Ranking Report is provided for each system. It is designed to show by subtest and skills within subtests, the relative "performance" of students on the test. "Performance" is expressed as the average percent of correct responses by students in the system taking the test. Subtests are ranked from the lowest to the highest based on the average percent correct. The order and rank for both subtests and skills within subtests are helpful in identifying "needs" for the system.

The average percent of correct answers for a subtest was arrived at by first adding the number of correct responses for all students in the system. Then the number of correct responses for the system arrived at in Step 1 above is divided by the number of students in the system for the average number of correct responses for students in the system. Finally, the average number of correct responses for students in the system was divided by the number of test questions in the subtest, for the average system percent correct. The same procedure was used in computing the average percent of correct responses on a skill within a subtest except the base is only those test questions measuring the skill.

The report is on one page 11" × 14". The above sample is reduced. The order of subtests and skills within subtests is different for each system to reflect the performance of students within the system. Columns should be examined by moving down the page.

Where the term "no error" appears, this means that some test questions (not students) were correct as they appeared in the test. These questions could not, therefore, be classified as being a part of the individual skills measured by the subtest.

Key

A Date when the test was administered, e.g., September, 1974.

B Name of the system, e.g., Jefferson County.

C Code for Jefferson County, e.g., 320.

D Grade level for the report, e.g., Grade 4.

E Title of the subtest, e.g., Punctuation (L-3), Spelling (L-1). Subtests are ranked from lowest to the highest on the basis of the average percent of correct responses for Jefferson County. For example, Punctuation, the first subtest listed, has an average percent correct of 30%, while Math Problems, the final subtest listed, has an average percent correct of 37%.

F This number is the average percent of correct answers (PC) for the subtest. For example, the average percent of correct responses for 4th grade students in Jefferson County is 30% in Punctuation; 31% in Capitalization, 34% in Map Reading, 34% in References, and so on through Math Problems with 37%. In other words students performed less well in Punctuation, than in Capitalization, Map Reading, References, Spelling and so on. When the average percent of two subtests is the same, as is the case with Map Reading (34%) and References (34%), they appear in the same order as in the test booklet.

G These numbers are the average percent correct (PC) for each of the skills measured in the Punctuation subtest. The order of skills is based on the PC of the skill, with the lowest PC first; next to the lowest, second; and so on. For example, Jefferson County fourth grade students in Punctuation performed less well on the skill, "Quotation Mark" than on the skills of "Apostrophe", "Comma", "Question Mark"; "Period" and "Colon".

GEORGIA STATEWIDE TESTING PROGRAM

SCHOOL GRADE EQUIVALENT FREQUENCY DISTRIBUTIONS

A — SEPTEMBER 1974
B — SCHOOL ANDERSON ELEM.
C — SYSTEM JEFFERSON COUNTY
D — SCHOOL CODE 320-4171
E — GRADE 4

F

VOCABULARY

SCORE	F	PCT	CF	C-PCT
G 66	H 1	I 1.9	J 54	K 100.0
64	1	1.9	53	98.1
55	1	1.9	52	96.3
52	2	3.7	51	94.4
51	1	1.9	49	90.7
50	1	1.9	48	88.9
48	1	1.9	47	87.0
46	3	5.6	46	85.2
44	2	3.7	43	79.6
42	3	5.6	41	75.9
41	2	3.7	38	70.4
38	3	5.6	36	66.7
36	2	3.7	33	61.1
34	5	9.3	31	57.4
31	3	5.6	26	48.1
29	1	1.9	23	42.6
27	4	7.4	22	40.7
25	5	9.3	18	33.3
22	6	11.1	13	24.1
20	3	5.6	7	13.0
18	3	5.6	4	7.4
15	1	1.9	1	1.9

READING

SCORE	F	PCT	CF	C-PCT
70	1	1.9	54	100.0
63	1	1.9	53	98.1
60	2	3.7	52	96.3
56	1	1.9	50	92.6
53	1	1.9	49	90.7
52	1	1.9	48	88.9
51	1	1.9	47	87.0
50	2	3.7	46	85.2
48	2	3.7	44	81.5
47	3	5.6	42	77.8
46	4	7.4	39	72.2
45	1	1.9	35	64.8
43	1	1.9	34	63.0
42	2	3.7	33	61.1
41	1	1.9	31	57.4
40	1	1.9	30	55.6
39	1	1.9	29	53.7
37	2	3.7	28	51.9
36	4	7.4	26	48.1
35	2	3.7	22	40.7
33	1	1.9	20	37.0
31	3	5.6	19	35.2
29	3	5.6	16	29.6
27	2	3.7	13	24.1
26	2	3.7	11	20.4
24	3	5.6	9	16.7
23	1	1.9	6	11.1
20	1	1.9	5	9.3
17	1	1.9	4	7.4
16	2	3.7	3	5.6
15	1	1.9	1	1.9

LANGUAGE TOTAL

SCORE	F	PCT	CF	C-PCT
51	1	1.9	54	100.0
48	3	5.6	53	98.1
47	1	1.9	50	92.6
46	1	1.9	49	90.7
44	2	3.7	48	88.9
42	1	1.9	46	85.2
41	3	5.6	45	83.3
40	5	9.3	42	77.8
38	1	1.9	37	68.5
37	1	1.9	36	66.7
36	4	7.4	35	64.8
35	3	5.6	31	57.4
34	2	3.7	28	51.9
33	2	3.7	26	48.1
32	3	5.6	24	44.4
31	6	11.1	21	38.9
30	3	5.6	15	27.8
29	2	3.7	12	22.2
28	6	11.1	10	18.5
27	1	1.9	4	7.4
25	1	1.9	3	5.6
23	1	1.9	2	3.7
15	1	1.9	1	1.9

CASES PROCESSED =	54—L	
MINIMUM VALUE =	15—M	
MAXIMIM VALUE =	66—N	
SUM OF SCORES =	1844—O	
SUM SQD. SCORES =	70934—P	
MEAN =	34.1481—Q	
STND. DEV. (N) =	12.1448—R	
PERCENTILE 90 =	51—S	
PERCENTILE 75 =	42—T	
PERCENTILE 50 =	31—U	
PERCENTILE 25 =	22—V	
PERCENTILE 10 =	18—W	

CASES PROCESSED =	54
MINIMUM VALUE =	15
MAXIMIM VALUE =	70
SUM OF SCORES =	2064
SUM SQD. SCORES =	87582
MEAN =	38.2222
STND. DEV. (N) =	12.6866
PERCENTILE 90 =	53
PERCENTILE 75 =	47
PERCENTILE 50 =	37
PERCENTILE 25 =	28
PERCENTILE 10 =	21

CASES PROCESSED =	54
MINIMUM VALUE =	15
MAXIMIM VALUE =	51
SUM OF SCORES =	1887
SUM SQD. SCORES =	68711
MEAN =	34.9444
STND. DEV. (N) =	7.1632
PERCENTILE 90 =	45
PERCENTILE 75 =	39
PERCENTILE 50 =	34
PERCENTILE 25 =	30
PERCENTILE 10 =	27

Grade 4

School Grade Equivalent Frequency Distributions

School Grade Equivalent Frequency Distributions are furnished for each school in which students were tested. A frequency table is provided for Vocabulary; Reading; Language total (average for Spelling, Capitalization, Punctuation, Usage); total Work Study (average for Map Reading, Graphs and Tables, References); Mathematics (average for Concepts, Problem Solving); and ITBS Battery (average for Vocabulary, Reading, Language, Work Study, Mathematics). Averages for the areas (Language, Work Study, Mathematics) and the Battery were arrived at by adding a student's grade equivalents together and dividing by the number of subtests within the area. (e.g. (L-1) + (L-2) + (L-3) + (L-4) ÷ 4).

The table for each area such as Vocabulary has 3 sections. The top portion of the table contains the distribution of scores. The middle section summary data for the score distributions. The bottom section the percentiles, that is the score below which the scores of the approximate percent (10, 25, 50, 75, 90) of the students fell.

The tables are printed on 11" × 14" pages with three tables abreast on the page. The report is no less than 2 pages long and may be on 4 pages if tables are too long to fit on two pages. The sample above is reduced.

Key

A Date when the test was administered, e.g., September, 1974.

B Name of school, e.g., Anderson Elementary.

C Name of system, e.g., Jefferson County.

D Code for Anderson Elementary School in Jefferson County, e.g., 320-4171.

E Grade level for the report, e.g., Grade 4.

F Subtest or area, e.g., Vocabulary, Reading.

G This number is the Grade Equivalent (GE) achieved by one or more students, e.g., sixth year, sixth month in Vocabulary.

H This number is the frequency (F) or the number of students achieving the GE, e.g., one student in Anderson Elementary achieved a GE of 6.6 in Vocabulary.

I This number is the percent (PCT) of students in the school achieving the given GE, e.g., 1.9 percent of students in Anderson Elementary School achieved a GE of sixth year, sixth month in Vocabulary.

J This number is the cumulative frequency (CF), or the number of students in the school achieving a GE up to and including the given score, e.g., 54 students in Anderson Elementary School achieved a GE of up to and including sixth year, sixth month in Vocabulary.

K This number is the Cumulative percent (C-PCT) or the percent of students in the school achieving a score up to and including the given GE, e.g., 100% of the students in Anderson Elementary School achieved a GE of up to and including sixth year, sixth month in Vocabulary.

L This number is the number of students tested in the school, e.g., 54 in Anderson Elementary School.

M This number is the lowest GE achieved in the school, e.g., first year, fifth month in Vocabulary in Anderson Elementary School.

N This number is the highest GE achieved in the school, e.g., sixth year, sixth month in Vocabulary in Anderson Elementary School.

O This number is the sum of all students' GE's in the school. In Anderson Elementary School the sum of all students' GE's is 1844 in Vocabulary.

P This number is the sum of squared GE's for all students in the school. This was arrived at by first squaring the GE for each student. Then the squared GE's for all students were summed. In Anderson Elementary the sum of squared GE's in Vocabulary is 70934.

Q This number is the mean GE for the school. It was arrived at by summing all the students' GE's and then dividing by the number of students. The mean of GE for Anderson Elementary in Vocabulary when rounded is 3.4 or third year, fourth month.

R This number is the standard deviation of GE's for the school. It is arrived at by first dividing the sum of squares by the number of students tested. Then the squared mean is subtracted from the number arrived at in Step 1 above. Finally, the square root of the number arrived at in Step 2 is calculated giving the standard deviation. For example, in the Vocabulary subtest of Anderson Elementary School, the sum of squared GE's (70934) is divided by the number of students tested (54). Subtracted from this number (1313.59) is the mean (34.1481) of the Vocabulary subtest squared (1166.09) giving 147.5. The standard deviation for the Vocabulary subtest is the square root of 147.5 or 12.1448. This would be read when rounded as a standard deviation of the GE of one year, two months.

S The approximate GE below which the GE's of 90 percent of students in the school fell, e.g., in Anderson Elementary School 90% of students' GE's fell below an approximate GE of fifth year, first month in Vocabulary.

T The approximate GE below which GE's of 75 percent of students in the school fell, e.g., in Anderson Elementary School 75% of students' GE's fell below an approximate GE of fourth year, second month in Vocabulary.

U The approximate GE below which the GE's of 50 percent of students in the school fell, e.g., in Anderson Elementary School 50% of students' GE's fell below an approximate GE of third year, first month in Vocabulary.

V The approximate GE below which the GE's of 25 percent of students in the school fell. In Anderson Elementary School 25% of students' GE's fell below an approximate GE of second year, second month in Vocabulary.

W The approximate GE below which the GE's of 10 percent of students in the school fell. In Anderson Elementary School 10% of students' GE's fell below an approximate GE of first year, eighth month in Vocabulary.

GEORGIA STATEWIDE TESTING PROGRAM

SCHOOL STANDARD SCORE FREQUENCY DISTRIBUTIONS

A — SEPTEMBER 1974

B — SCHOOL ANDERSON ELEM.
C — SYSTEM JEFFERSON COUNTY
D — SCHOOL CODE 320-4171
E — GRADE 4

F

VOCABULARY

SCORE G	F H	PCT I	CF J	C-PCT K
89	1	1.9	54	100.0
88	1	1.9	53	98.1
81	1	1.9	52	96.3
79	2	3.7	51	94.4
78	1	1.9	49	90.7
77	1	1.9	48	88.9
76	1	1.9	47	87.0
74	3	5.6	46	85.2
72	2	3.7	43	79.6
70	3	5.6	41	75.9
69	2	3.7	38	70.4
67	3	5.6	36	66.7
64	2	3.7	33	61.1
62	5	9.3	31	57.4
59	3	5.6	26	48.1
57	1	1.9	23	42.6
55	4	7.4	22	40.7
52	5	9.3	18	33.3
48	6	11.1	13	24.1
45	3	5.6	7	13.0
41	3	5.6	4	7.4
35	1	1.9	1	1.9

CASES PROCESSED = 54 — L
MINIMUM VALUE = 35 — M
MAXIMIM VALUE = 89 — N
SUM OF SCORES = 3295 — O
SUM SQD. SCORES = 209873 — P
MEAN = 61.0185 — Q
STND. DEV. (N) = 12.7780 — R

PERCENTILE 90 = 78 — S
PERCENTILE 75 = 70 — T
PERCENTILE 50 = 59 — U
PERCENTILE 25 = 48 — V
PERCENTILE 10 = 41 — W

READING

SCORE	F	PCT	CF	C-PCT
92	1	1.9	54	100.0
87	1	1.9	53	98.1
85	2	3.7	52	96.3
82	1	1.9	50	92.6
79	1	1.9	49	90.7
78	1	1.9	48	88.9
77	3	5.6	47	87.0
75	2	3.7	44	81.5
74	3	5.6	42	77.8
73	4	7.4	39	72.2
72	1	1.9	35	64.8
70	1	1.9	34	63.0
69	2	3.7	33	61.1
68	1	1.9	31	57.4
67	1	1.9	30	55.6
66	1	1.9	29	53.7
64	2	3.7	28	51.9
63	4	7.4	26	48.1
62	2	3.7	22	40.7
60	1	1.9	20	37.0
58	3	5.6	19	35.2
55	3	5.6	16	29.6
53	2	3.7	13	24.1
52	2	3.7	11	20.4
49	3	5.6	9	16.7
47	1	1.9	6	11.1
42	1	1.9	5	9.3
36	1	1.9	4	7.4
34	2	3.7	3	5.6
32	1	1.9	1	1.9

CASES PROCESSED = 54
MINIMUM VALUE = 32
MAXIMIM VALUE = 92
SUM OF SCORES = 3449
SUM SQD. SCORES = 230745
MEAN = 63.8704
STND. DEV. (N) = 13.9152

PERCENTILE 90 = 79
PERCENTILE 75 = 74
PERCENTILE 50 = 64
PERCENTILE 25 = 53
PERCENTILE 10 = 42

LANGUAGE TOTAL

SCORE	F	PCT	CF	C-PCT
78	1	1.9	54	100.0
75	3	5.6	53	98.1
74	1	1.9	50	92.6
73	1	1.9	49	90.7
71	2	3.7	48	88.9
69	1	1.9	46	85.2
68	3	5.6	45	83.3
67	5	9.3	42	77.8
65	1	1.9	37	68.5
64	1	1.9	36	66.7
63	4	7.4	35	64.8
62	3	5.6	31	57.4
61	2	3.7	28	51.9
60	2	3.7	26	48.1
59	3	5.6	24	44.4
57	6	11.1	21	38.9
56	3	5.6	15	27.8
54	2	3.7	12	22.2
52	6	11.1	10	18.5
51	1	1.9	4	7.4
47	1	1.9	3	5.6
44	1	1.9	2	3.7
23	1	1.9	1	1.9

CASES PROCESSED = 54
MINIMUM VALUE = 23
MAXIMIM VALUE = 78
SUM OF SCORES = 3281
SUM SQD. SCORES = 203971
MEAN = 60.7593
STND. DEV. (N) = 9.2495

PERCENTILE 90 = 72
PERCENTILE 75 = 66
PERCENTILE 50 = 61
PERCENTILE 25 = 55
PERCENTILE 10 = 51

School Standard Score Frequency Distributions

School Standard Score Frequency Distributions are furnished for each school in which students were tested. A frequency table is provided for: Vocabulary; Reading; Language total (average for Spelling, Capitalization, Punctuation, Usage): total Work Study (average for Map Reading, Graphs and Tables, References): Mathematics (average for Concepts, Problem Solving): and ITBS Battery (average for Vocabulary, Reading, Language, Work Study, Mathematics). Averages for the areas (Language, Work Study, Mathematics) and the Battery were arrived at by first adding a student's grade equivalents together and dividing the number of subtests within the area [e.g., (L-1) + (L-2) + (L-3) + (L-4) ÷ 4].

The table for each area such as Vocabulary has 3 sections. The top portion of the table contains the distribution of scores. The middle section, summary data for the score distributions. The bottom section the percentiles; that is the score below which the scores of the approximate percent (10, 25, 50, 75, 90) of the students fell.

The tables are printed on 11" × 14" pages with three tables abreast on the page. The report is no less than 2 pages long and may be on 4 pages if tables are too long to fit on two pages. The sample above is reduced.

Key

- A Date when the test was administered, e.g., September, 1974.
- B Name of school, e.g., Anderson Elementary.
- C Name of system, e.g., Jefferson County.
- D Code for Anderson Elementary School in Jefferson County, e.g., 320-4171.
- E Grade level for the report, e.g., Grade 4.
- F Subtest or area, e.g., Vocabulary, Reading.
- G This number is the Standard Score (SS) achieved by one or more students, e.g., 89 in Vocabulary.
- H This number is the frequency (F) or the number of students achieving the SS, e.g., one student in Anderson Elementary achieved a SS of 89 in Vocabulary.
- I This number is the percent (PCT) of students in the school achieving the given SS, e.g., 1.9 percent of students in Anderson Elementary School achieved a SS of 89 in Vocabulary.
- J This number is the cumulative frequency (CF), or the number of students in the school achieving a SS up to and including the given score, e.g., 54 students in Anderson Elementary School achieved a SS of up to and including 89 in Vocabulary.
- K This number is the Cumulative percent (C-PCT) or the percent of students in the school achieving a score up to and including the given SS, e.g., 100% of the students in Anderson Elementary School achieved a SS of up to and including 89 in Vocabulary.
- L This number is the number of students tested in the school, e.g., 54 in Anderson Elementary School.
- M This number is the lowest SS achieved in the school, e.g., 35 in Vocabulary in Anderson Elementary School.
- N This number is the highest SS achieved in the school, e.g., 89 in Vocabulary in Anderson Elementary School.
- O This number is the sum of all students' SS's in the school. In Anderson Elementary School the sum of all students' SS's is 3295 in Vocabulary.
- P This number is the sum of squared SS's for all students in the school. This was arrived at by first squaring the SS for each student. Then the squared SS's for all students were summed. In Anderson Elementary the sum of squared SS's in Vocabulary is 209873.
- Q This number is the mean SS for the school. It was arrived at by summing all the students' SS's and then dividing by the number of students. The mean of SS for Anderson Elementary in Vocabulary when rounded is 61.
- R This number is the standard deviation of SS's for the school. It is arrived at by first dividing the sum of squares by the number of students tested. Then the squared mean is subtracted from the number arrived at in Step 1 above. Finally the square root of the number arrived at in Step 2 is calculated giving the standard deviation. For example, in the Vocabulary subtest of Anderson Elementary School, the sum of squared SS's (209873) is divided by the number of students tested (54). Subtracted from this number (3886.54) is the mean (61.0185) of the Vocabulary subtest squared (3723.26) giving 163.28. The standard deviation for the Vocabulary subtest is the square root of 163.28 or 12.7780.
- S The approximate SS below which the SS's of 90 percent of students in the school fell, e.g., in Anderson Elementary School 90% of students' SS's fell below an approximate SS of 78 in Vocabulary.
- T The approximate SS below which SS's of 75 percent of students in the school fell, e.g., in Anderson Elementary School 75% of students' SS's fell below an approximate SS of 70 in Vocabulary.
- U The approximate SS below which the SS's of 50 percent of students in the school fell, e.g., in Anderson Elementary School 50% of students' SS's fell below an approximate SS of 59 in Vocabulary.
- V The approximate SS below which the SS's of 25 percent of students in the school fell. In Anderson Elementary School 25% of students' SS's fell below an approximate SS of 48 in Vocabulary.
- W The approximate SS's below which the SS's of 10 percent of students in the school fell. In Anderson Elementary School 10% of students' SS's fell below an approximate SS of 41 in Vocabulary.

GEORGIA STATEWIDE TESTING PROGRAM

SYSTEM GRADE EQUIVALENT FREQUENCY DISTRIBUTIONS

A——SEPTEMBER 1974
B——SYSTEM JEFFERSON COUNTY
C——SYSTEM CODE 320
D——GRADE 4

E

VOCABULARY

SCORE (F)	F (G)	PCT (H)	CF (I)	C-PCT (J)
68	1	0.5	201	100.0
66	2	1.0	200	99.5
64	3	1.5	198	98.5
60	1	0.5	195	97.0
59	1	0.5	194	96.5
57	1	0.5	193	96.0
56	1	0.5	192	95.5
55	4	2.0	191	95.0
54	3	1.5	187	93.0
52	5	2.5	184	91.5
51	4	2.0	179	89.1
50	5	2.5	175	87.1
49	1	0.5	170	84.6
48	3	1.5	169	84.1
46	6	3.0	166	82.6
45	2	1.0	160	79.6
44	6	3.0	158	78.6
42	6	4.0	152	75.6
41	9	4.5	144	71.6
40	10	5.0	135	67.2
38	8	4.0	125	62.2
36	10	5.0	117	58.2
34	14	7.0	107	53.2
31	20	10.0	93	46.3
29	12	6.0	73	36.3
27	12	6.0	61	30.3
25	17	8.5	49	24.4
22	10	5.0	32	15.9
20	8	4.0	22	10.9
18	8	4.0	14	7.0
15	4	2.0	6	3.0
13	1	0.5	2	1.0
11	1	0.5	1	0.5

CASES PROCESSED	=	201——K
MINIMUM VALUE	=	11——L
MAXIMUM VALUE	=	68——M
SUM OF SCORES	=	7113——N
SUM SQD. SCORES	=	280481——O
MEAN	=	35.3881——P
STND. DEV. (N)	=	11.9630——Q

PERCENTILE 90	=	51——R
PERCENTILE 75	=	42——S
PERCENTILE 50	=	32——T
PERCENTILE 25	=	25——U
PERCENTILE 10	=	19——V

READING

SCORE	F	PCT	CF	C-PCT
71	1	0.5	201	100.0
70	1	0.5	200	99.5
69	1	0.5	199	99.0
66	2	1.0	198	98.5
63	3	1.5	196	97.5
62	1	0.5	193	96.0
61	2	1.0	192	95.5
60	2	1.0	190	94.5
57	1	0.5	188	93.5
56	4	2.0	187	93.0
55	1	0.5	183	91.0
54	1	0.5	182	90.5
53	3	1.5	181	90.0
52	3	1.5	178	88.6
51	2	1.0	175	87.1
50	6	3.0	173	86.1
49	2	1.0	167	83.1
48	5	2.5	165	82.1
47	4	2.0	160	79.6
46	7	3.5	156	77.6
45	4	2.0	149	74.1
44	5	2.5	145	72.1
43	6	3.0	140	69.7
42	6	3.0	134	66.7
41	4	2.0	128	63.7
40	8	4.0	124	61.7
39	8	4.0	116	57.7
37	9	4.5	108	53.7
36	8	4.0	99	49.3
35	11	5.5	91	45.3
33	7	3.5	80	39.8
31	11	5.5	73	36.3
29	7	3.5	62	30.8
27	5	2.5	55	27.4
26	12	6.0	50	24.9
24	8	4.0	38	18.9
23	7	3.5	30	14.9
21	9	4.5	23	11.4
20	5	2.5	14	7.0
19	2	1.0	9	4.5
18	2	1.0	7	3.5
17	2	1.0	5	2.5
16	2	1.0	3	1.5
15	1	0.5	1	0.5

ABOVE TABLE NOT COMPLETE

LANGUAGE TOTAL

SCORE	F	PCT	CF	C-PCT
66	1	0.5	201	100.0
64	1	0.5	200	99.5
62	1	0.5	199	99.0
61	1	0.5	198	98.5
60	1	0.5	197	98.0
59	1	0.5	196	97.5
57	4	2.0	195	97.0
56	1	0.5	191	95.0
55	2	1.0	190	94.5
53	1	0.5	188	93.5
52	1	0.5	187	93.0
51	6	3.0	186	92.5
50	1	0.5	180	89.6
49	2	1.0	179	89.1
48	5	2.5	177	88.1
47	1	0.5	172	85.6
46	2	1.0	171	85.1
45	1	0.5	169	84.1
44	6	3.0	168	83.6
43	6	3.0	162	80.6
42	3	1.5	156	77.6
41	3	1.5	153	76.1
40	10	5.0	150	74.6
39	5	2.5	140	69.7
38	4	2.0	135	67.2
37	8	4.0	131	65.2
36	6	3.0	123	61.2
35	9	4.5	117	58.2
34	9	4.5	108	53.7
33	8	4.0	99	49.3
32	12	6.0	91	45.3
31	15	7.5	79	39.3
30	9	4.5	64	31.8
29	9	4.5	55	27.4
28	12	6.0	46	22.9
27	6	3.0	34	16.9
26	4	2.0	28	13.9
25	5	2.5	24	11.9
24	3	1.5	19	9.5
23	5	2.5	16	8.0
22	3	1.5	11	5.5
21	4	2.0	8	4.0
20	1	0.5	4	2.0
19	1	0.5	3	1.5
15	1	0.5	2	1.0
14	1	0.5	1	0.5

ABOVE TABLE NOT COMPLETE

Grade 4
System Grade Equivalent Frequency Distributions

School Grade Equivalent Frequency Distributions are furnished for each system. A frequency table is provided for: Vocabulary; Reading; Language total (average for Spelling, Capitalization, Punctuation, Usage); Total Work Study (average for Map Reading, Graphs and Tables, References); Mathematics (average for Concepts, Problem Solving); and ITBS Battery (average for Vocabulary, Reading, Language, Work Study, Mathematics). Averages for the areas (Language, Work Study, Mathematics) and the Battery were arrived at by adding a student's grade equivalents together and dividing by the number of subtests within the area. [e.g., (L-1) + (L-2) + (L-3) + (L-4) ÷ 4].

The tables for each area such as Vocabulary has 3 sections. The top portion of the table contains the distribution of scores. The middle section, summary data for the score distributions. The bottom section the percentiles; that is the score below which the scores of the approximate percent (10, 25, 50, 75, 90) of the students fell.

The tables are printed on 11" × 14" pages with three tables abreast on the page. The report is no less than 2 pages long and may be on 4 pages if tables are too long to fit on two pages. The sample above is reduced.

Key

A Date when the test was administered, e.g., September, 1974.
B Name of system, e.g., Jefferson County.
C Code for Jefferson County, e.g., 320.
D Grade level for the report, e.g., Grade 4.
E Subtest or area, e.g., Vocabulary, Reading.
F This number is the Grade Equivalent (GE) achieved by one or more students, e.g., sixth year, eighth month in Vocabulary.
G This number is the frequency (F) or the number of students achieving the GE, e.g., one student in Jefferson County.
H This number is the percent (PCT) of students in the system achieving the giver GE, e.g., 0.5 percent of students in Jefferson County achieved a GE of sixth year, eighth month in Vocabulary.
I This number is the cumulative frequency (CF), or the number of students in the system achieving a GE up to and including the given score, e.g., 201 students in Jefferson County achieved a GE of up to and including sixth year, eighth month in Vocabulary.
J This number is the cumulative percent (C-PCT) or the percent of students in the system achieving a score up to and including the given GE, e.g., 100% of the students in Jefferson County achieved a GE of up to and including sixth year, eighth month in Vocabulary.
K This number is the number of students tested in the system, e.g., 201 in Jefferson County.
L This number is the lowest GE achieved in the system, e.g., first year, first month in Vocabulary in Jefferson County.
M This number is the highest GE achieved in the system, e.g., sixth year, eighth month in Vocabulary in Jefferson County.
N This number is the sum of all students' GE's in the system. In Jefferson County, the sum of all students' GE's is 7113 in Vocabulary.
O This number is the sum of squared GE's for all students in the system. This was arrived at by first squaring the GE for each student. Then the squared GE's for all students were summed. In Jefferson County the sum of squared GE's in Vocabulary is 280481.
P This number is the mean GE for the system. It was arrived at by summing all the students' GE's and then dividing by the number of students. The mean of GE for Jefferson County in Vocabulary when rounded is 3.5 or third year, fifth month.
Q This number is the standard deviation of GE's for the system. It is arrived at by first dividing the sum of squares by the number of students tested. Then the squared mean is subtracted from the number arrived at in Step 1 above. Finally, the square root of the number arrived at in Step 2 is calculated giving the standard deviation. For example, in the Vocabulary subtest of Jefferson County, the sum of squared GE's (280481) is divided by the number of students tested (201). Subtracted from this number (1395 43) is the mean (35.3881) of the Vocabulary subtest squared. (1252.32) giving 143.11. The standard deviation for the Vocabulary subtest is the square root of 143 11 or 11.9630. This would be read when rounded as a standard deviation of the GE of one year, two months.
R The approximate GE below which the GE's of 90 percent of students in the system fell, e.g., in Jefferson County 90% of students' GE's fell below an approximate GE of fifth year, first month in Vocabulary.
S The approximate GE below which the GE's of 75 percent of students in the system fell, e.g., in Jefferson County 75% of students' GE's fell below an approximate GE of fourth year, second month in Vocabulary.
T The approximate GE below which the GE's of 50 percent of students in the system fell, e.g., in Jefferson County 50% of students' GE's fell below an approximate GE of third year, second month in Vocabulary.
U The approximate GE below which the GE's of 25 percent of students in the system fell. In Jefferson County 25% of students' GE's fell below an approximate GE of second year, fifth month in Vocabulary.
V The approximate GE below which the GE's of 10 percent of students in the system fell. In Jefferson County 10% of students' GE's fell below an approximate GE of first year, ninth month in Vocabulary.

GEORGIA STATEWIDE TESTING PROGRAM

SYSTEM STANDARD SCORE FREQUENCY DISTRIBUTIONS

A——SEPTEMBER 1974
B——SYSTEM JEFFERSON COUNTY
C——SYSTEM CODE 320
D——GRADE 4

E

VOCABULARY

SCORE (F)	F (G)	PCT (H)	CF (I)	C-PCT (J)
91	1	0.5	201	100.0
89	2	1.0	200	99.5
88	3	1.5	198	98.5
85	1	0.5	195	97.0
84	1	0.5	194	96.5
83	1	0.5	193	96.0
82	1	0.5	192	95.5
81	7	3.5	191	95.0
79	5	2.5	184	91.5
78	4	2.0	179	89.1
77	6	3.0	175	87.1
76	3	1.5	169	84.1
74	6	3.0	166	82.6
73	2	1.0	160	79.6
72	6	3.0	158	78.6
70	8	4.0	152	75.6
69	19	9.5	144	71.6
67	8	4.0	125	62.2
64	10	5.0	117	58.2
62	14	7.0	107	53.2
59	20	10.0	93	46.3
57	12	6.0	73	36.3
55	12	6.0	61	30.3
52	17	8.5	49	24.4
48	10	5.0	32	15.9
45	8	4.0	22	10.9
41	8	4.0	14	7.0
35	4	2.0	6	3.0
30	1	0.5	2	1.0
26	1	0.5	1	0.5

CASES PROCESSED = 201——K
MINIMUM VALUE = 26——L
MAXIMUM VALUE = 91——M
SUM OF SCORES = 12540——N
SUM SQD. SCORES = 814624——O
MEAN = 62.3881——P
STND. DEV. (N) = 12.6722——Q

PERCENTILE 90 = 78——R
PERCENTILE 75 = 70——S
PERCENTILE 50 = 60——T
PERCENTILE 25 = 52——U
PERCENTILE 10 = 42——V

READING

SCORE	F	PCT	CF	C-PCT
93	1	0.5	201	100.0
92	2	1.0	200	99.5
89	2	1.0	198	98.5
87	3	1.5	196	97.5
86	1	0.5	193	96.0
85	4	2.0	192	95.5
82	5	2.5	188	93.5
81	1	0.5	183	91.0
80	1	0.5	182	90.5
79	3	1.5	181	90.0
78	3	1.5	178	88.6
77	8	4.0	175	87.1
76	2	1.0	167	83.1
75	5	2.5	165	82.1
74	4	2.0	160	79.6
73	7	3.5	156	77.6
72	4	2.0	149	74.1
71	5	2.5	145	72.1
70	6	3.0	140	69.7
69	6	3.0	134	66.7
68	4	2.0	128	63.7
67	8	4.0	124	61.7
66	8	4.0	116	57.7
64	9	4.5	108	53.7
63	8	4.0	99	49.3
62	11	5.5	91	45.3
60	7	3.5	80	39.8
58	11	5.5	73	36.3
55	7	3.5	62	30.8
53	5	2.5	55	27.4
52	12	6.0	50	24.9
49	8	4.0	38	18.9
47	7	3.5	30	14.9
44	9	4.5	23	11.4
42	5	2.5	14	7.0
40	2	1.0	9	4.5
38	2	1.0	7	3.5
36	2	1.0	5	2.5
34	2	1.0	3	1.5
32	1	0.5	1	0.5

ABOVE TABLE NOT COMPLETE

LANGUAGE TOTAL

SCORE	F	PCT	CF	C-PCT
90	1	0.5	201	100.0
89	1	0.5	200	99.5
87	1	0.5	199	99.0
86	1	0.5	198	98.5
85	2	1.0	197	98.0
83	4	2.0	195	97.0
82	1	0.5	191	95.0
81	2	1.0	190	94.5
79	1	0.5	188	93.5
78	7	3.5	187	93.0
77	1	0.5	180	89.6
76	2	1.0	179	89.1
75	5	2.5	177	88.1
74	1	0.5	172	85.6
73	2	1.0	171	85.1
72	1	0.5	169	84.1
71	6	3.0	168	83.6
70	6	3.0	162	80.6
69	3	1.5	156	77.6
68	3	1.5	153	76.1
67	10	5.0	150	74.6
66	5	2.5	140	69.7
65	4	2.0	135	67.2
64	8	4.0	131	65.2
63	6	3.0	123	61.2
62	9	4.5	117	58.2
61	9	4.5	108	53.7
60	8	4.0	99	49.3
59	12	6.0	91	45.3
57	15	7.5	79	39.3
56	9	4.5	64	31.8
54	9	4.5	55	27.4
52	12	6.0	46	22.9
51	6	3.0	34	16.9
49	4	2.0	28	13.9
47	5	2.5	24	11.9
46	3	1.5	19	9.5
44	5	2.5	16	8.0
41	3	1.5	11	5.5
39	4	2.0	8	4.0
36	1	0.5	4	2.0
31	1	0.5	3	1.5
23	1	0.5	2	1.0
20	1	0.5	1	0.5

ABOVE TABLE NOT COMPLETE

System Standard Score Frequency Distributions

System Standard Score Frequency Distributions are furnished for each system. A frequency table is provided for: Vocabulary; Reading; Language total (average for Spelling, Capitalization, Punctuation, Usage); total Work Study (average for Map Reading, Graphs and Tables, References); Mathematics (average for Concepts, Problem Solving); and ITBS Battery (average for Vocabulary, Reading, Language, Work Study, Mathematics). Averages for the areas (Language, Work Study, Mathematics) and the Battery were arrived at by first adding a student's grade equivalents together and dividing the number of subtests within the area [e.g., (L-1) + (L-2) + (L-3) + (L-4) ÷ 4]. Then the average GE was converted statistically to the standard score scale.

The table for each area such as Vocabulary has 3 sections. The top portion of the table contains the distribution of scores. The middle section, summary data for the score distributions. The bottom section the percentiles; that is the score below which the scores of the approximate percent (10, 25, 50, 75, 90) of the students fell.

The tables are printed on 11" × 14" pages with three tables abreast on the page. The report is no less than 2 pages long and may be on 4 pages if tables are too long to fit on two pages. The sample above is reduced.

Key

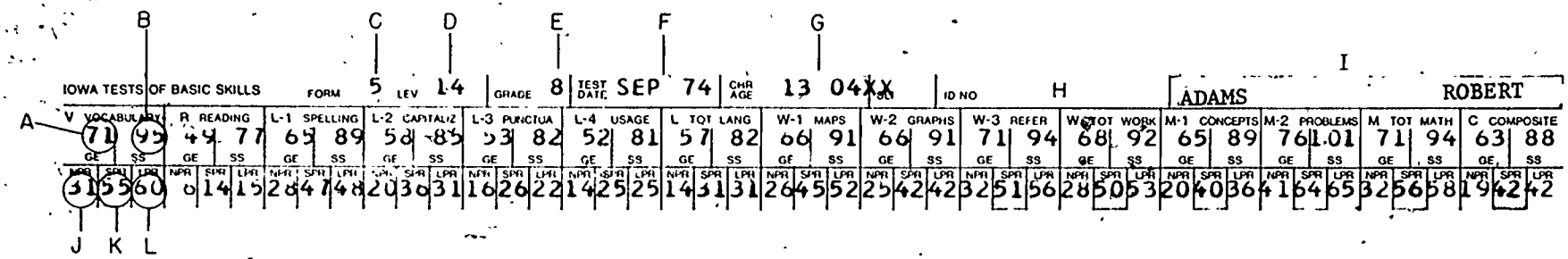
A — Date when the test was administered, e.g., September, 1974.
B — Name of system, e.g., Jefferson County.
C — Code for Jefferson County, e.g., 320.
D — Grade level for the report, e.g., Grade 4.
E — Subtest or area, e.g., Vocabulary, Reading.
I — This number is the Standard Score (SS) achieved by one or more students, e.g., 91 in Vocabulary.
G — This number is the frequency (F) or the number of students achieving the SS, e.g., one student in Jefferson County achieved a SS of 91 in Vocabulary.
H — This number is the percent (PCT) of students in the system achieving the given SS, e.g., 0.5 percent of students in Jefferson County achieved a SS of 91 in Vocabulary.
J — This number is the cumulative frequency (CF) or the number of students in the system achieving a SS up to and including the given score, e.g., 201 students in Jefferson County achieved a SS of up to and including 91 in Vocabulary.
K — This number is the number of students tested in the system, e.g., 201 in Jefferson County.
L — This number is the lowest SS achieved in the system, e.g., 26 in Vocabulary in Jefferson County.
M — This number is the highest SS achieved in the system, e.g., 91 in Vocabulary in Jefferson County.
N — This number is the sum of all students' SS's in the system. In Jefferson County the sum of all students' SS's is 12540 in Vocabulary.
O — This number is the sum of squared SS's for all students in the system. This was arrived at by first squaring the SS for each student. Then the squares SS's for all students were summed. In Jefferson County the sum of squared SS's in Vocabulary is 814624.
P — This number is the mean SS for the system. It was arrived at by summing all the students' SS's and then dividing by the number of students. The mean of SS for Jefferson County in Vocabulary when rounded is 62.
Q — This number is the standard deviation of SS's for the system. It is arrived at by first dividing the sum of squares by the number of students tested. Then the squared mean is subtracted from the number arrived at in Step 1 above. Finally the square root of the number arrived at in Step 2 is calculated giving the standard deviation. For example, in the Vocabulary subtest of Jefferson County, the sum of squared SS's (814624) is divided by the number of students tested (201). Subtracted from this number (4052.86) is the mean (62.3881) of the Vocabulary subtest squared (3892.28) giving 160.58. The standard deviation for the Vocabulary subtest is the square root of 160.58 or 12.6722.
R — The approximate SS below which the SS's of 90 percent of students in the system fell, e.g., in Jefferson County 90% of students' SS's fell below an approximate SS of 78 in Vocabulary.
S — The approximate SS below which SS's of 75 percent of students in the system fell, e.g., in Jefferson County 75% of students' SS's fell below an approximate SS of 70 in Vocabulary.
T — The approximate SS below which the SS's of 50 percent of students in the system fell, e.g., in Jefferson County 50% of students' SS's fell below an approximate SS of 60 in Vocabulary.
U — The approximate SS below which the SS's of 25 percent of students in the system fell. In Jefferson County 25% of students' SS's fell below an approximate SS of 52 in Vocabulary.
V — The approximate SS's below which the SS's of 10 percent of students in the system fell. In Jefferson County 10% of students' SS's fell below an approximate SS of 42 in Vocabulary.

SAMPLE REPORTS FOR GRADE 8

Grade 8

Student Cumulative Record Label

This is a pressure sensitive label that may be placed in the Student's Cumulative Record folder. One copy for each student is furnished. Labels are grouped by classroom.



Key

A Grade Equivalent (GE) of raw score (number of correct answers) obtained by Robert Adams. Robert's score in Vocabulary (V) is equivalent to a score that would be obtained by the "average" student in the first month of the seventh grade. It would be inappropriate to compare Robert's 7.1 GE in Vocabulary (V) with his 4.9 in Reading (R), 6.5 in Spelling (L-1) and so on. (See GE on page 12.)

B Standard Score (SS) represents a statistical conversion of the raw score to a scale common to all subtests. This permits comparison among subtests. Robert's SS of 95 in Vocabulary (V) when compared with his SS of 77 in Capitalization (L-2) indicates that he did better in Vocabulary than in Capitalization (See SS on page 12.)

C & D The Form and Level of the test.

E Robert's grade when the test was taken.

F Date on which the test was administered, e.g., September, 1974.

G Robert's age at the time the test was given, e.g., 13 years 4 months.

H An optional number, filled in only if it was coded on Robert's answer sheet.

I Robert's name as it appeared on his answer sheet.

J National Percentile Rank (NPR) which represents Robert's standing in relation to the national sample on which the test was normed. In Vocabulary (V), Robert scored as well or better than 31 percent of the students in the national sample. (See NPR on page 13.)

K State Percentile Rank (SPR) which represents Robert's standing in relation to Georgia 8th graders who took the test in 1973. In Vocabulary (V), Robert scored as well or better than 55 percent of Georgia 8th graders in 1973. (See SPR on page 13.)

L Local Percentile Rank (LPR) which represents Robert's standing in relation to other 8th grade students in the system (in this instance, Jefferson County), who took the test in September, 1974. In Vocabulary (V), Robert scored as well or better than 60 percent of 8th graders in Jefferson County (See LPR on page 13.)

GEORGIA STATEWIDE TESTING PROGRAM

PUPIL SCORE REPORT

B — SEPTEMBER 1974

C — SCHOOL ANSTON MIDDLE
D — SYSTEM JEFFERSON COUNTY
E — SCHOOL CODE 320-3171

GRADE 8 (A)
CLASS MABEL MANNING

ADAMS : ROBERT

L — C A 13/04
M — SEX M

	F VOCAB	READ	SPELL	CAPIT	PUNC	USAGE	G LANG TOTAL	MAPS	GRAPH	REF	H WK-STDY TOTAL	CONC	PROB	I MATH TOTAL	J ITBS TOTAL
N G.E.	7.1	4.9	6.5	5.8	5.3	5.2	5.7	6.6	6.6	7.1	6.8	6.5	7.6	7.1	6.3
O S.S.	95	77	89	85	82	81	82	91	91	94	92	89	101	94	88
P L PR	60	15	48	31	22	25	31	52	42	56	53	36	65	58	42
Q S PR	55	14	47	36	26	25	31	45	42	51	50	40	64	56	42
R N PR	31	6	28	20	16	14	14	26	25	32	28	20	41	32	19

K — BYERS : JOHN

C A 14/00
SEX M

G.E.	6.3	4.6	7.0	7.2	7.3	3.7	6.3	5.0	4.3	4.8	4.7	6.5	6.3	6.4	5.7
S.S.	89	74	93	93	95	67	88	79	72	78	71	89	90	88	82
L PR	45	9	57	54	50	3	42	18	5	12	4	36	39	39	25
S PR	40	9	55	57	55	4	44	16	5	13	4	40	39	38	25
N PR	20	4	35	38	38	2	24	8	4	6	1	20	21	18	8

COHEN : SHARON

C A 13/01
SEX F

G.E.	7.4	7.9	6.5	9.0	9.5	8.5	8.4	7.0	3.9	7.5	6.1	5.1	7.6	6.4	7.2
S.S.	96	99	89	105	109	103	102	93	68	97	86	79	101	88	95
L PR	64	71	48	79	82	73	74	58	2	63	35	7	65	39	63
S PR	59	67	47	79	84	74	76	52	2	58	34	10	64	38	60
N PR	36	47	28	63	71	56	57	32	1	38	16	3	41	18	35

45

-44-

NUMBER TESTED 21 (S)

MEAN

	T													
G.E.	6.4	6.4	6.8	7.1	7.3	6.6	7.0	6.4	6.2	6.8	6.4	6.7	7.1	6.9	6.6
S.S.	89.7	88.2	90.7	92.4	95.2	90.5	91.8	88.7	87.2	92.2	88.4	91.2	96.0	92.0	89.9

(T) (U)

Grade 8

Pupil Score Report

The Pupil Score Report is a roster of all students in the classroom showing the same information appearing on each student's Cumulative Record Label. In addition the final entry for a class on this report shows the summaries for all students in the class taking the test in September, 1974. The number of pages for a classroom depends upon the number of students. Each page shows scores for 7 students. Only one part of one page is shown above and is reduced. Actual size of each page is 11" × 14".

Key

A The teacher's name as it appeared on the classroom cover sheet accompanying student answer sheets, e.g., Mabel Manning.

B Date test was administered, e.g., September, 1974.

C Name of the school, e.g., Anston Middle.

D Name of the system, e.g., Jefferson County.

E Code for Anston Elementary School in Jefferson County, e.g., 320-3171.

F Subtests in the ITBS, e.g., Vocabulary (V), Reading (R), Spelling (L-1), etc.

G Average for Language (L) which includes Spelling, Capitalization, Punctuation and Usage subtests.

H Average for Work Study Skills (W) which includes Map Reading, Reading Graphs and Tables, Knowledge and Use of Reference Materials subtests

I Average for Mathematics (M) which includes Math Concepts and Math Problem Solving subtests.

J Average for entire test battery, e.g., Vocabulary, Reading subtests; Language, Work Study, Mathematics composites.

K Name of student, e.g., Robert Adams, Jerald Byers, Sharon Cohen, etc.

L The age of the student when the test was taken. For example, Robert was 13 years 4 months; John, 14 years and 0 months; Sharon, 13 years and 1 month.

M The sex of the student, e.g., Robert is a boy; John, a boy; Sharon, a girl.

N Grade Equivalent (GE) of raw score (number of correct answers) obtained by Robert Adams Robert's score in Vocabulary (V) is equivalent to a score that would be obtained by the "average" student in the first month of the seventh grade. It would be inappropriate to compare Robert's 7.1 GE in Vocabulary (V) with his 4.9 in Reading (R), 6.5 in Spelling (L-1) and so on. (See GE on page 12.)

O Standard Score (SS) represents a statistical conversion of the raw score to a scale common to all subtests. This permits comparison among subtests. Robert's SS of 95 in Vocabulary (V) when compared with his SS of 77 in Reading (R) indicates he did better in Vocabulary than in Reading. (See SS on page 12.)

P Local Percentile Rank (LPR) which represents Robert's standing in relation to other 8th grade students in the system (in this instance, Jefferson County), who took the test in September, 1974. In Vocabulary (V), Robert scored as well as or better than 60 percent of 8th graders in Jefferson County. (See LPR on page 13.)

Q State Percentile Rank (SPR) which represents Robert's standing in relation to Georgia 8th graders who took the test in 1973. In Vocabulary (V), Robert scored as well or better than 55 percent of Georgia 8th graders in 1973. (See SPR on page 13.)

R National Percentile Rank (NPR) which represents Robert's standing in relation to the national sample on which the test was normed. In Vocabulary (V), Robert scored as well or better than 81 percent of the students in the national sample. (See NPR on page 13.)

S The number of students tested in the class represented on the roster, e.g., 21 students in Mabel Manning's class.

T The mean grade equivalent (GE) for Mabel Manning's class. The mean was determined by adding the GE of each student in a subtest or composite together and dividing the sum for all students by the number of students in the class. In Ms. Manning's class the Vocabulary GE of Robert (7.1) was added to that of John (6.3), Sharon (7.4) and so on through all 21 students. The sum for all 21 students was then divided by 21 for a class mean GE of 6.4. The class mean GE may be used to compare Robert's or any other student's GE to the average of the class. For example, Robert's Vocabulary GE of 7.1 as compared to the class mean GE of 6.4 shows he did better than the class average.

U The mean standard score (SS) for Mabel Manning's class. The mean was determined by adding the SS of each student in a subtest or composite together and dividing the sum for all students by the number of students in the class. In Ms. Manning's class the Vocabulary SS of Robert (95) was added to that of John (89), Sharon (96), and so on through all 21 students. The sum for all 21 students was then divided by 21 for a class mean SS in Vocabulary (V) of 89.7. The class mean SS may be used to compare Robert's or any other student's SS to the average of the class. For example, Robert's Vocabulary (V) SS of 95 as compared to the class mean SS of 89.7 shows he did better than the class average. The mean SS for the class in one subtest may also be used to compare this subtest with others. For example, the class mean SS in Vocabulary (V) of 89.7 indicates that the average class performance was lower than that in Spelling, Capitalization, Usage and the other SS class means above 89.7. On the other hand the class mean SS of 96.0 on Math Problem Solving was higher than the class SS means on all the other subtests.

A B C D E F

GEORGIA STATEWIDE TESTING PROGRAM — STUDENT ITEM RESPONSE REPORT — GRADE 8 — SEPTEMBER 1974 — 1

STUDENT	CLASS	SCHOOL	SYSTEM	CODE	STUDENT IDENTIFICATION
ADAMS, ROBERT	MABEL MANNING	ANSTON MIDDLE	JEFFERSON COUNTY	320-3171	

G H I J K

	VOCABULARY						READING										SPELLING						CAPITALIZATION						PUNCTUATION						USAGE					
ITEM	1	43	48	15	40	29	1	2	35	64	11	36	53	24	5	63	8	6	16	29	28	48	23	12	9	30	15	6	7	19	9	29	39	17	1	21	25	23		
SKILL	1A	1A	1C	2B	2C	3B	1	2A	2A	2A	2B	2B	2B	3	4	4	1	3	4	5	7	8	1	6	9	9	10	11	1	5	8A	8C	8E	9	1	1	3A	8		
DIFFICULTY	56	36	19	40	22	45	65	53	53	28	52	28	38	41	50	25	31	52	49	28	31	17	32	38	33	49	29	78	56	38	39	13	24	53	53	41	18	24		
RESPONSE	+	−	−	−	+	+	+	−	−	+	−	+	+	−	−	−	−	−	+	−	−	−	−	−	−	+	−	+	−	−	−	−	−	+	+	+	−	−		
ITEM	2	47	38	18	44	32	20	3	40	65	15	39	61	44	9	69	21	7	24	32	35	3	20	14	13	31	24	19	8	23	16	30	44	24	2	22	4	29		
SKILL	1A	1A	1D	2B	2C	3B	1	2A	2A	2A	2B	2B	2B	3	4	4	1	3	4	5	7	9	2	7	9	9	10	11	1	5	8A	8C	8E	9	1	1	3B	9		
DIFFICULTY	59	27	43	41	35	41	36	65	40	30	58	51	32	37	43	23	24	36	35	33	31	56	62	40	49	26	37	58	22	14	32	43	16	61	38	30	42	21		
RESPONSE	−	+	+	−	+	−	−	−	−	+	+	−	−	−	+	−	−	−	−	−	−	+	−	−	+	−	−	+	−	−	+	+	−	+	−	−	−	−		
ITEM	8	9	5	26	14	41	30	4	46	73	17	41	62	55	18	72	40	11	31	35	44	11	4	16	17	34	27	25	20	26	34	1	4	35	5	27	17	3		
SKILL	1A	1B	2A	2B	2D	3B	1	2A	2A	2A	2B	2B	2B	3	4	4	1	3	4	5	7	9	3	7	9	9	10	11	1	5	8A	8D	8F	9	1	1	3B	10		
DIFFICULTY	60	54	56	44	48	20	29	36	54	28	51	49	39	50	54	33	27	35	22	23	30	67	30	26	43	34	32	38	41	15	41	38	60	38	33	31	64	66		
RESPONSE	+	−	+	+	+	−	−	−	+	+	0	+	−	−	−	−	+	−	−	−	−	+	−	−	+	−	−	−	+	−	−	+	−	−	+	+	−	−		
ITEM	16	21	11	45	4	10	31	7	48	74	19	42	71	60	21	10	1	22	39	46	5	17	21	42	18	36	33	37	5	31	38	3	14	41	7	28	26	9		
SKILL	1A	1B	2A	2B	3A	3C	1	2A	2A	2A	2B	2B	2B	3	4	5	2	3	4	5	8	9	3	8	9	9	10	11	2	5	8A	8E	8F	9	1	1	3C	10		
DIFFICULTY	57	41	68	16	30	44	36	53	32	27	42	51	38	39	47	49	49	46	27	12	53	41	38	22	54	27	32	43	38	29	34	46	7	36	35	27	15	53		
RESPONSE	−	+	−	+	−	−	−	−	−	−	−	+	+	−	−	−	−	+	−	−	−	+	+	−	+	−	+	+	−	−	−	−	−	+	−	−	−	0		
ITEM	27	13	23	20	19	17	38	12	49	76	25	43	80	66	23	37	9	25	42	18	19	21	32	1	22	39	35		43	37	18	11	32		10	32	6	13		
SKILL	1A	1C	2A	2C	3A	3C	1	2A	2A	2A	2B	2B	2B	3	4	5	2	3	4	5	8	9	3	9	9	9	10		2	5	8B	8E	8F		1	1	4	10		
DIFFICULTY	39	39	31	57	10	38	37	68	42	34	44	44	35	29	34	52	34	45	23	44	39	60	29	41	40	25	34		23	31	52	25	32		30	26	28	39		
RESPONSE	−	−	−	+	−	−	−	−	−	+	+	−	−	+	−	−	+	−	+	−	+	+	−	−	−	−	−		−	−	−	−	−		−	+	+	+		
ITEM	30	31	36	22	12	37	51	16	52	78	27	45	13	75	28	56	15	34	47	30	23	27	41	3	26	43	38		28	22	33	15	42		11	12	8	20		
SKILL	1A	1C	2A	2C	3B	3C	1	2A	2A	2A	2B	2B	3	3	4	5	2	3	4	6	8	9	3	9	9	9	10		3	6	8B	8E	8F		1	2	5	10		
DIFFICULTY	59	29	31	33	60	54	29	63	39	28	28	29	39	34	45	40	25	26	8	34	40	60	40	65	53	37	22		28	24	27	52	26		28	27	24	48		
RESPONSE	+	−	−	−	−	+	+	−	−	−	−	−	−	−	−	−	−	+	−	−	−	−	+	+	+	−	−		−	−	−	−	−		−	−	−	−		
ITEM	33	35	3	25	24	46	67	26	54	6	32	47	14	77	29	59	20	2	4	38	26	37	44	6	28	5	40		21	12	40	25	2		15	31	14	24		
SKILL	1A	1C	2B	2C	3B	3C	1	2A	2A	2B	2B	2B	3	3	4	5	2	4	5	6	8	9	4	9	9	10	10		4	7	8B	8E	9		1	2	6	10		
DIFFICULTY	39	53	39	51	23	33	37	43	31	41	44	33	40	25	39	36	32	50	51	37	46	59	27	65	40	57	23		23	43	26	39	63		21	17	23	39		
RESPONSE	−	+	+	+	−	−	−	−	−	−	−	−	−	+	−	−	−	+	−	+	+	−	−	+	−	−			−	−	−	+	+		−	−	−	−		
ITEM	39	42	7	34	28	6	68	34	57	8	33	50	22	79	58	70	33	12	10	13	40	45	10	7	29	11	2		6	13	27	36	10		16	19	18	30		
SKILL	1A	1C	2B	2C	3B	4B	1	2A	2A	2B	2B	2B	3	3	4	5	2	4	5	7	8	9	5	9	9	10	11		5	7	8C	8E	9		1	3A	7	10		
DIFFICULTY	26	16	29	26	40	39	26	30	50	40	49	31	22	33	34	27	29	32	25	30	25	26	48	60	31	40	47		48	44	30	17	61		37	20	24	42		
RESPONSE	−	−	−	−	−	−	−	−	−	−	+	−	−	−	−	−	−	−	−	−	−	−	−	−	−	+	+		+	−	−	−	+		−	−	−	−		

L M N

	STUDENT	CLASS	STUDENT	CLASS	STUDENT	CLASS	STUDENT	CLASS	STUDENT	CLASS	STUDENT	CLASS
%CORRECT	38	35	23	33	29	34	32	41	25	36	22	30
	SCHOOL	SYSTEM	SCHOOL	SYSTEM	SCHOOL	SYSTEM	SCHOOL	SYSTEM	SCHOOL	SYSTEM	SCHOOL	SYSTEM
%CORRECT	36	37	35	38	36	36	40	41	39	37	33	33

ITEM = ITEM NUMBER IN TEST SKILL = SEE REVERSE SIDE FOR CLASSIFICATION DIFFICULTY = PERCENT OF STUDENTS IN STATE RESPONDING CORRECTLY ON 1973 TEST
RESPONSE + = CORRECT − = INCORRECT O = OMIT

O

Grade 8

Student Item Response Report

A Student Item Response Report is provided for each student. It is 2 pages long. The above sample of page 1 is reduced from its actual size of 8 1/2" × 12". Page 2 is the same size and similar in format as page 1 above except that it contains information for the Map Reading, Graphs and Tables, Reference Materials, Mathematics Concepts and Mathematics Problems subtests. For each student and each test question within a subtest, the report shows the number of the test question (item), the skill measured, the difficulty of the question and the response of the student ("+" is a correct response; "−" means incorrect; and, "O" means omitted). Test questions are not in numerical order; rather they are grouped by skill and should be read down the page, not across. At the bottom of each subtest the report shows the percent of correct responses made by the student and the average of his or her classroom, his or her school and his or her school system. On the reverse side of the report the skills are listed along with their codes. (The above sample does not have the skills printed on the reverse side.)

Key

A Robert's name as it appears on his answer sheet.

B The teacher's name as it appears on the classroom cover sheet accompanying student answer sheets, e g., Mabel Manning.

C Name of school, e g . Anston Middle.

D Name of system, e g., Jefferson County

E Code for Anston Middle School in Jefferson County, e.g., 320-3171.

F An optional number, filled in only if it was coded on Robert's answer sheet

G Name of the subtest, e g , Vocabulary

H The test question number, e.g., item number 1 in the Vocabulary subtest

I The skill measured by the test question, e g., item 2 skill 1A is Human Relationships-Verbs (The skill classification codes and titles are listed on the reverse side of reports, not on the reverse side of this sample.)

J The difficulty of the test question as determined by the percent of Georgia 8th grade students who answered the question correctly in the 1973 administration. For example, on question 8 in Vocabulary, 60 percent of Georgia 8th grade students answered it correctly in 1973.

K The entry showing whether Robert answered the question correctly, incorrectly or omitted it. A "+" is correct; "−" incorrect; "O" omit. For example, Robert answered question 8 in Vocabulary correctly since a "+" is entered below this question number and question 16 incorrectly since a "−" appears. He omitted question 17 in Reading since an "O" appears.

L The percent of questions in the Vocabulary subtest answered correctly by Robert. There are 48 questions in the Vocabulary subtest. David answered 18 correctly for a percent correct of 38. (See PG on page 14.)

M The average percent of correct responses on the Vocabulary subtest of all students in Ms. Manning's class. This percent was arrived at by first adding the number of correct responses on the Vocabulary subtest for Robert and all his fellow students (21 all together) in Ms. Manning's class. Then, the number of correct responses for the class arrived at in Step 1 above was divided by the number of students (21) in Ms. Manning's class The average number of correct responses for the class arrived at in Step 2 above was finally divided by the number of test questions, for the class average percent correct of 35 shown. (See PC on page 14.)

N The average percent of correct responses of all 8th grade students in Anston Middle School. This percent was arrived at by first adding the number of correct responses on the Vocabulary subtest for Ms. Manning's class and all the other 8th graders in Anston Middle School. Then the number of correct responses for the school arrived at in Step 1 above was divided by the number of 8th graders in Anston Middle School. The average number of correct responses for the school arrived at in Step 2 above was finally divided by the number of test questions, for the school average of 38 percent correct. (See PC on page 14.)

O The average percent of correct responses of all 8th graders in the Jefferson County system. This percent was arrived at by first adding the number of correct responses on the Vocabulary subtest for Anston Middle School and all other schools testing 8th graders in Jefferson County. Then the number of correct responses for Jefferson County arrived at in Step 1 above was divided by the number of 8th graders in the system. The average number of correct responses for the system arrived at in Step 2 above was finally divided by the number of test questions, for the system average of 37 percent correct shown. (See PC on page 14.)

GEORGIA STATEWIDE TESTING PROGRAM

CLASS RESPONSE SUMMARY

A CLASS	B SCHOOL	C SYSTEM	D CODE	E NUMBER TESTED	F	G
MABEL MANNING	ANSTON MIDDLE	JEFFERSON COUNTY	320-3171	21	GRADE 8	1

VOCABULARY

ITEM	CL	SC	SY	CL	SC	SY	CL	SC	SY	CL	SC	SY
SKILL	1A			1C			2C					
% CORRECT	43	50	57	14	25	15	33	27	24			
ITEM	2			38			44					
SKILL	1A			1D			2C					
% CORRECT	48	50	56	52	49	44	48	34	30			
ITEM	8			5			14					
SKILL	1A			2A			2D					
% CORRECT	38	51	60	38	43	49	52	53	53			
ITEM	16			11			4					
SKILL	1A			2A			3A					
% CORRECT	67	64	57	71	72	69	29	28	25			
ITEM	27			23			10					
SKILL	1A			2A			3A					
% CORRECT	24	30	31	38	31	27	5	9	7			
ITEM	30			36			12					
SKILL	1A			2A			3B					
% CORRECT	48	52	58	24	25	27	48	58	58			
ITEM	33			3			24					
SKILL	1A			2B			3B					
% CORRECT	43	42	36	38	41	39	10	18	26			
ITEM	39			7			25					
SKILL	1A			2B			3B					
% CORRECT	18	16	18	14	23	23	43	39	37			
ITEM	43			15			28					
SKILL	1A			2B			3B					
% CORRECT	33	34	32	33	34	35	38	35	39			
ITEM	47			18			30					
SKILL	1A			2B			3B					
% CORRECT	24	28	29	52	51	42	33	36	40			
ITEM	9			26			41					
SKILL	1B			2B			3B					
% CORRECT	33	51	47	24	34	39	10	17	19			
ITEM	21			45			16					
SKILL	1B			2B			3C					
% CORRECT	19	30	35	19	25	13	43	44	35			
ITEM	13			20			37					
SKILL	1C			2C			3C					
% CORRECT	24	40	39	62	60	65	38	38	36			
ITEM	31			22			37					
SKILL	1C			2C			3C					
% CORRECT	5	18	21	33	32	29	57	60	62			
ITEM	36			25			26					
SKILL	1C			2C			3C					
% CORRECT	48	55	50	38	45	60	29	26	25			
ITEM	42			34			6					
SKILL	1C			2C			4B					
% CORRECT	24	23	14	33	24	24	29	36	36			

READING

ITEM	CL	SC	SY	CL	SC	SY	CL	SC	SY	CL	SC	SY
SKILL	1	2A		2B			4					
% CORRECT	57	58	63	45	39	52	38	53	55	29	36	36
ITEM	20			40			61			8		
SKILL	1	2A					2B			4		
% CORRECT	38	32	30	33	41	38	57	59		33	27	32
ITEM	30			46			62			18		
SKILL	1	2A					2B			4		
% CORRECT	29	31	25	43	43	53	48	45	49	29	35	38
ITEM	31			48			71			21		
SKILL	1	2A					2B			4		
% CORRECT	33	36	34	29	22	28	33	36	40	24	32	34
ITEM	38			49			80			25		
SKILL	1	2A					2B			4		
% CORRECT	24	39	34	57	43	45	33	34	43	29	24	30
ITEM	51			52			13			28		
SKILL	1	2A					3			4		
% CORRECT	29	27	26	33	42	45	14	26	29	29	32	33
ITEM	41			54			14			29		
SKILL	1	2A					3			4		
% CORRECT	45	31	34	19	26	29	48	43	46	29	30	34
ITEM	46			57			22			33		
SKILL	1	2A					3			4		
% CORRECT	19	18	24	33	42	49	14	25	20	33	35	30
ITEM	2			64			24			23		
SKILL	2A			2A			3			4		
% CORRECT	52	55	57	43	30	29	18	18	19	33	39	43
ITEM	3			65			44			6		
SKILL	2A			2A			3			4		
% CORRECT	48	58	64	29	28	27	38	50	55	38	31	36
ITEM	4			73			41			55		
SKILL	2A			2A			3			4		
% CORRECT	29	24	21	29	25	22	52	51	50	38	39	45
ITEM	7			74			42			60		
SKILL	2A			2A			3			4		
% CORRECT	33	47	54	10	16	20	62	48	57	29	41	40
ITEM	12			76			66			37		
SKILL	2A			2A			3			4		
% CORRECT	57	60	68	10	16	24	48	38	41	33	25	28
ITEM	18			78			45			75		
SKILL	2A			2A			3			4		
% CORRECT	62	57	61	19	16	25	19	28	29	10	17	30
ITEM	39			6			47			77		
SKILL	1A			2B			3			4		
% CORRECT	29	40	38	24	31	36	38	28	32	24	17	20
ITEM	50			8			79			10		
SKILL	2A			2B			3			4		
% CORRECT	43	38	36	33	38	37	48	30	28	14	19	24

SPELLING

ITEM	CL	SC	SY	CL	SC	SY	CL	SC	SY	CL	SC	SY
SKILL	1			4			7					
% CORRECT	19	24	29	57	55	52	19	27	27			
ITEM	41			24			35					
SKILL	1			4			7					
% CORRECT	29	26	23	19	35	34	29	28	29			
ITEM	43			31			44					
SKILL	1			4			7					
% CORRECT	29	25	27	5	14	22	19	26	30			
ITEM	1			36			5					
SKILL	2			4			8					
% CORRECT	19	39	47	38	27	27	62	68	65			
ITEM	9			42			19					
SKILL	2			4			8					
% CORRECT	38	38	36	29	24	24	52	44	37			
ITEM	15			41			23					
SKILL	2			4			8					
% CORRECT	19	20	22	0	8	4	57	52	41			
ITEM	20			39			26					
SKILL	2			4			8					
% CORRECT	33	30	28	62	58	50	52	53	46			
ITEM	33			10			40					
SKILL	2			5			8					
% CORRECT	24	22	26	10	26	25	14	23	25			
ITEM	6			28			48					
SKILL	3			5			8					
% CORRECT	43	49	51	14	20	24	24	17	17			
ITEM	7			32			3					
SKILL	3			5			9					
% CORRECT	29	28	36	29	31	33	48	55	57			
ITEM	14			38			11					
SKILL	3			5			9					
% CORRECT	29	38	32	14	19	19	43	58	67			
ITEM	22			46			17					
SKILL	3			5			9					
% CORRECT	62	59	48	19	13	11	57	42	41			
ITEM	25			18			21					
SKILL	3			6			9					
% CORRECT	43	39	43	38	36	41	62	51	65			
ITEM	34			30			27					
SKILL	3			6			9					
% CORRECT	38	38	26	24	36	34	48	61	68			
ITEM	2			38			37					
SKILL	4			6			9					
% CORRECT	62	57	53	43	35	31	62	60	65			
ITEM	12			13			45					
SKILL	4			7			9					
% CORRECT	10	24	28	14	25	24	33	34	30			

ITEM = ITEM NUMBER IN TEST SKILL = SEE REVERSE SIDE FOR CLASSIFICATION % CORRECT = PERCENT OF STUDENTS IN UNIT (CLASSROOM SCHOOL SYSTEM) RESPONDING CORRECTLY CL = CLASS SC = SCHOOL SY = SYSTEM

Grade 8

Class Response Summary

A Class Response Summary is provided for each class in which students were tested. It is 3 pages long. The above sample of page 1 is reduced from its actual size of 9 1/2" × 14". Pages 2 and 3 are the same size and format except that page 2 contains information for the Capitalization, Punctuation, Usage and Map Reading subtests: Page 3, information for Graphs and Tables, Reference Materials, Mathematics Concepts and Mathematics Problem Solving subtests. For each test question, the report shows the number of the question (item), the skill measured and the average percent of correct responses of the class as well as the school and the system in which the class is located. Test questions are not in numerical order; rather, they are grouped by skill and should be read down the page, not across. On the reverse side of the report the skills are listed along with their codes. (The above sample does not have the skills printed on the reverse side.)

Key

A The teacher's name as it appears on the classroom cover sheet accompanying student answer sheets, e.g., Mabel Manning.

B Name of school, e.g., Anston Middle.

C Name of system, e.g., Jefferson County.

D Code for Anston Middle School in Jefferson County, e.g., 320-3171.

E Number of students tested in Ms. Manning's class, e.g., 21 students.

F The grade level for the report, e.g., Grade 8.

G Page number of the report, e.g., page 1.

H Name of subtest, e.g., Vocabulary.

I The test question number, e.g., item number 1 in the Vocabulary subtest.

J The skill measured by the test question, e.g., item 1, skill 1A is Human Relationships-Verbs. (The skill classification codes and titles are listed on the reverse side of reports, not on reverse side of this sample.)

K This number (PC) is the percent of students in the class (CL) answering the test question correctly. The class PC was arrived at by first counting the students in the class answering a question correctly. This number is then divided by the total number of students in the class taking the test. For example, in Ms. Manning's class, 10 of the 21 students answered question 2 on the Vocabulary subtest correctly, for a class PC of 48. (See PC on page 14.)

L This number (PC) is the percent of students in the school (SC) answering the test question correctly. The school PC was arrived at by first counting the students in the school answering a question correctly. This number is then divided by the total number of students in the school taking the test. For example, in Anston Middle School, 44 out of 88 students answered question 2 in Vocabulary correctly, for a school PC of 50. (See PC on page 14.)

M This number (PC) is the percent of students in the system (SY) answering the test question correctly. The system PC was arrived at by first counting the students in the system answering a question correctly. This number is then divided by the total number of students in the system taking the test. For example, in Jefferson County, 232 of the 414 students taking the test answered question number 2 in Vocabulary correctly, for a system PC of 56. (See PC on page 14.)

G H I J K A B C D E F

GEORGIA STATEWIDE TESTING PROGRAM

SCHOOL **RESPONSE SUMMARY**

CLASS	SCHOOL	SYSTEM	CODE	NUMBER TESTED
	ANSTON MIDDLE	JEFFERSON COUNTY	320-3171	88

GRADE 8 1

VOCABULARY

ITEM	CL	SC	SY	CL	SC	SY	CL	SC	SY	CL	SC	SY
SKILL	1A			1C			2C					
% CORRECT		50	57		25	15		27	24			
ITEM	2			38			44					
SKILL	1A			1D			2C					
% CORRECT		50	56		49	44		34	30			
ITEM	8			5			14					
SKILL	1A			2A			2C					
% CORRECT		51	60		43	49		53	53			
ITEM	16			11			4					
SKILL	1A			2A			3A					
% CORRECT		64	57		72	69		28	25			
ITEM	27			23			19					
SKILL	1A			2A			3A					
% CORRECT		30	31		31	27		9	7			
ITEM	30			36			12					
SKILL	1A			2A			3B					
% CORRECT		52	58		25	27		58	58			
ITEM	33			3			34					
SKILL	1A			2B			3B					
% CORRECT		42	36		41	39		18	26			
ITEM	39			7			28					
SKILL	1A			2B			3B					
% CORRECT		16	18		23	23		39	37			
ITEM	43			15			26					
SKILL	1A			2B			3B					
% CORRECT		34	32		34	35		35	39			
ITEM	47			18			32					
SKILL	1A			2B			3B					
% CORRECT		28	29		51	42		36	40			
ITEM	6			26			41					
SKILL	1B			2B			3B					
% CORRECT		51	47		34	39		17	19			
ITEM	21			45			40					
SKILL	1B			2B			3C					
% CORRECT		30	35		25	13		44	35			
ITEM	13			20			17					
SKILL	1C			2C			3C					
% CORRECT		40	39		60	65		38	36			
ITEM	31			22			37					
SKILL	1C			2C			3C					
% CORRECT		18	21		32	29		60	62			
ITEM	35			25			46					
SKILL	1C			2C			3C					
% CORRECT		55	50		45	50		26	25			
ITEM	42			34			8					
SKILL	1C			2C			4B					
% CORRECT		23	14		24	24		36	36			

READING

ITEM	CL	SC	SY	CL	SC	SY	CL	SC	SY	CL	SC	SY	CL	SC	SY
SKILL	1			2A			2B			2B			4		
% CORRECT		58	63		39	52		53	55		36	36		45	51
ITEM	20			40			15			61			9		
SKILL	1			2A			2B			2B			4		
% CORRECT		32	30		41	38		57	59		27	32		45	44
ITEM	30			46			17			62			18		
SKILL	1			2A			2B			2B			4		
% CORRECT		31	25		43	53		45	49		35	38		49	53
ITEM	31			48			18			71			21		
SKILL	1			2A			2B			2B			4		
% CORRECT		36	34		22	28		36	40		32	34		39	41
ITEM	38			49			25			80			23		
SKILL	1			2A			2B			2B			4		
% CORRECT		39	34		43	45		34	43		24	30		34	25
ITEM	51			52			27			13			30		
SKILL	1			2A			2B			3			4		
% CORRECT		27	26		42	45		26	29		32	33		35	44
ITEM	61			54			32			14			28		
SKILL	1			2A			2B			3			4		
% CORRECT		31	34		26	29		43	46		30	34		39	43
ITEM	66			57			33			22			28		
SKILL	1			2A			2B			3			4		
% CORRECT		18	24		42	49		45	48		25	20		35	30
ITEM	2			64			36			24			63		
SKILL	2A			2A			2B			3			4		
% CORRECT		55	57		30	29		18	19		39	43		22	21
ITEM	3			65			39			44			60		
SKILL	2A			2A			2B			3			4		
% CORRECT		58	64		28	27		50	55		31	36		14	20
ITEM	4			73			41			55			72		
SKILL	2A			2A			2B			3			4		
% CORRECT		24	21		25	22		51	50		39	45		11	23
ITEM	7			74			42			60			10		
SKILL	2A			2A			2B			3			5		
% CORRECT		47	54		16	20		48	57		41	40		50	49
ITEM	12			76			43			66			37		
SKILL	2A			2A			2B			3			5		
% CORRECT		60	68		16	24		38	41		25	28		42	53
ITEM	18			78			48			75			35		
SKILL	2A			2A			2B			3			5		
% CORRECT		57	61		16	25		28	29		17	30		41	41
ITEM	26			6			47			77			50		
SKILL	1A			2B			2B			3			5		
% CORRECT		40	38		31	36		28	32		17	20		32	33
ITEM	34			8			50			79			70		
SKILL	2A			2B			2B			3			5		
% CORRECT		38	36		38	37		30	28		19	24		22	21

SPELLING

ITEM	CL	SC	SY	CL	SC	SY	CL	SC	SY	CL	SC	SY	CL	SC	SY
SKILL	1			4			7								
% CORRECT		24	29		55	52		27	27						
ITEM	41			24			35								
SKILL	1			4			7								
% CORRECT		26	23		35	34		28	29						
ITEM	43			31			44								
SKILL	1			4			7								
% CORRECT		25	27		14	22		26	30						
ITEM	1			30			5								
SKILL	2			4			8								
% CORRECT		39	47		27	27		68	65						
ITEM	9			42			19								
SKILL	2			4			8								
% CORRECT		38	36		24	24		44	37						
ITEM	15			47			23								
SKILL	2			4			8								
% CORRECT		20	22		6	4		52	41						
ITEM	20			4			26								
SKILL	2			5			8								
% CORRECT		30	28		58	50		53	46						
ITEM	33			10			40								
SKILL	2			5			8								
% CORRECT		22	26		26	25		23	25						
ITEM	6			29			48								
SKILL	3			5			8								
% CORRECT		49	51		20	24		17	17						
ITEM	7			32			3								
SKILL	3			5			9								
% CORRECT		28	36		31	33		55	57						
ITEM	14			36			11								
SKILL	3			5			9								
% CORRECT		38	32		19	19		58	67						
ITEM	22			46			17								
SKILL	3			6			9								
% CORRECT		59	48		13	11		42	41						
ITEM	25			18			21								
SKILL	3			6			9								
% CORRECT		39	43		36	41		51	65						
ITEM	34			30			27								
SKILL	3			6			9								
% CORRECT		38	26		36	34		61	68						
ITEM	2			38			37								
SKILL	4			6			9								
% CORRECT		57	53		38	37		60	65						
ITEM	12			13			45								
SKILL	4			7			9								
% CORRECT		24	28		25	24		34	30						

ITEM = ITEM NUMBER IN TEST SKILL SEE REVERSE SIDE FOR CLASSIFICATION % CORRECT PERCENT OF STUDENTS IN UNIT (CLASSROOM SCHOOL SYSTEM) RESPONDING CORRECTLY CL CLASS SC SCHOOL SY SYSTEM

Grade 8

School Response Summary

A School Response Summary is provided for each school in which students were tested. It is 3 pages long The above sample of page 1 is reduced from its actual size of 9 1 2" × 14". Page 2 and 3 are the same size and format except that page 2 contains information for the Capitalization, Punctuation, Usage and Map Reading subtests. Page 3 information for Graphs and Tables, Reference Materials, Mathematics Concepts and Mathematics Problem Solving subtests. For each test question, the report shows the number of the question (item), the skill measured and the average percent of correct responses for the school as well as the system in which the school is located. Test questions are not in numerical order rather, they are grouped by skill and should be read down the page, not across. On the reverse side of the report the skills are listed along with their codes. (The above sample does not have the skills printed on the reverse side.)

Key

A Name of school, e.g., Anston Middle.

B Name of system, e.g., Jefferson County.

C Code for Anston Middle School in Jefferson County, e.g., 320-3171.

D Number of students tested in Anston Middle School, e.g., 88 students.

E Grade level for the report, e.g., Grade 8.

F Page number of report, e.g., page 1.

G Name of subtest, e.g., Vocabulary.

H The test question number, e.g., item number 1 in Vocabulary subtest.

I The skill measured by the test question, e.g., item 1, skill 1A is Human Relationships-Verbs. (The skill classification codes and titles are listed on the reverse side of reports, not on reverse side of this sample.)

J This number (PC) is percent of students in the school answering the test question correctly. The school PC was arrived at by first counting the students in the school answering a question correctly. This number is then divided by the total number of students in the school taking the test. For example, in Anston Middle School 44 out of 88 students answered question 2 in Vocabulary correctly, for a school PC of 50 (See PC on page 14.)

K This number (PC) is the percent of students in the system answering the test question correctly. The system PC was arrived at by first counting the students in the system answering a question correctly. This number is then divided by the total number of students in the system taking the test. For example, in Jefferson County, 232 of the 414 students taking the test answered question number 2 in Vocabulary correctly, for a system PC of 56. (See PC on page 14.)

GEORGIA STATEWIDE TESTING PROGRAM

SYSTEM **RESPONSE SUMMARY**

CLASS	SCHOOL	SYSTEM (A)	CODE (B)	NUMBER TESTED (C)	GRADE (D)	(E)
		JEFFERSON COUNTY	320	414	8	1

	VOCABULARY												READING												SPELLING											
	CL	SC	SY	CL	SC	SY	CL	SC	SY	CL	SC	SY	CL	SC	SY	CL	SC	SY	CL	SC	SY	CL	SC	SY	CL	SC	SY	CL	SC	SY	CL	SC	SY	CL	SC	SY
ITEM	1			48			40						1			35			11			53			5			8			16			28					
SKILL	1A			1C			2C						1			2A			2B			2B			4			1			4			7					
% CORRECT			57			15			24						63			52			55			36			51			29			52			27		
ITEM	2			38			44						20			40			15			61			9			41			24			35					
SKILL	1A			1D			2C						1			2A			2B			2B			4			1			4			7					
% CORRECT			56			44			30						30			38			59			32			44			23			34			29		
ITEM	8			5			14						30			46			17			62			18			43			31			44					
SKILL	1A			2A			2D						1			2A			2B			2B			4			1			4			7					
% CORRECT			60			49			53						25			53			49			38			53			27			22			30		
ITEM	16			11			4						31			48			19			71			21			1			30			5					
SKILL	1A			2A			3A						1			2A			2B			2B			4			2			4			8					
% CORRECT			57			69			25						34			28			40			34			41			47			27			65		
ITEM	27			23			19						39			49			25			80			23			9			42			19					
SKILL	1A			2A			3A						1			2A			2B			2B			4			2			4			8					
% CORRECT			31			27			7						34			45			43			30			25			36			24			37		
ITEM	39			36			12						51			52			27			13			28			15			47			23					
SKILL	1A			2A			3B						1			2A			2B			3			4			2			4			8					
% CORRECT			58			27			58						26			45			29			33			44			22			4			41		
ITEM	33			3			24						67			54			32			14			29			20			4			26					
SKILL	1A			2B			3B						1			2A			2B			3			4			2			5			8					
% CORRECT			36			39			26						34			29			46			34			43			28			50			46		
ITEM	39			7			28						66			57			33			22			66			33			10			40					
SKILL	1A			2B			3B						1			2A			2B			3			4			2			5			8					
% CORRECT			18			23			37						24			49			48			20			30			26			25			25		
ITEM	43			15			29						2			64			38			24			63			6			28			48					
SKILL	1A			2B			3B						2A			2A			2B			3			4			3			5			8					
% CORRECT			32			35			39						57			29			19			43			21			51			24			17		
ITEM	17			18			32						3			65			39			44			66			7			32			3					
SKILL	1A			2B			3B						2A			2A			2B			3			4			3			5			9					
% CORRECT			29			42			60						64			27			55			36			20			36			33			57		
ITEM	9			26			41						4			73			41			55			72			14			30			18					
SKILL	1B			2B			3B						2A			2A			2B			3			4			3			5			9					
% CORRECT			47			39			19						21			22			50			45			23			32			19			67		
ITEM	21			45			10						7			74			42			60			10			22			46			17					
SKILL	1B			2B			3C						2A			2A			2B			3			5			3			5			9					
% CORRECT			35			13			35						54			20			57			40			49			48			11			41		
ITEM	13			20			17						12			76			43			66			37			25			18			21					
SKILL	1C			2C			3C						2A			2A			2B			3			5			3			6			9					
% CORRECT			39			65			36						68			24			41			28			53			43			41			65		
ITEM	31			22			37						18			78			45			75			56			34			30			27					
SKILL	1C			2C			3C						2A			2A			2B			3			5			3			6			9					
% CORRECT			21			29			62						61			25			29			30			41			26			34			68		
ITEM	35			25			46						26			6			47			77			58			2			38			37					
SKILL	1C			2C			3C						1A			2B			2B			3			5			4			6			9					
% CORRECT			50			50			25						38			36			32			20			33			53			37			65		
ITEM	42			34			6						34			8			50			79			70			12			13			45					
SKILL	1C			2C			4B						2A			2B			2B			3			5			4			7			9					
% CORRECT			14			24			36						36			37			28			24			21			28			24			30		

ITEM = ITEM NUMBER IN TEST SKILL = SEE REVERSE SIDE FOR CLASSIFICATION % CORRECT = PERCENT OF STUDENTS IN UNIT CLASSROOM, SCHOOL, SYSTEM, RESPONDING CORRECTLY CL = CLASS SC = SCHOOL SY = SYSTEM

53

Grade 8

System Response Summary

A System Response Summary is provided for each system. It is 3 pages long. The above sample of page 1 is reduced from its actual size of 9 1 2" × 14". Page 2 and 3 are the same size and format except that page 2 contains information for the Capitalization, Punctuation, Usage and Map Reading subtests. Page 3 information for Graphs and Tables, Reference Materials, Mathematics Concepts and Mathematics Problem Solving subtests. In each test question, the report shows the number of the question (item), the skill measured and the average percent of correct responses for the system. Test questions are not in numerical order, rather, they are grouped by skill and should be read down the page, not across. On the reverse side of the report the skills are listed along with their codes. (The above sample does not have the skills printed on the reverse side.)

Key

A Name of system, e.g., Jefferson County.

B Code for Jefferson County, e.g., 320

C Number of students tested in Jefferson County, e.g., 414 students.

D Grade level for the report, e.g., Grade 8.

E Page number of report, e.g., page 1.

F Name of subtest, e.g., Vocabulary.

G The test question number, e.g., item number 1 in Vocabulary subtest.

H The skill measured by the test question, e.g., item 1, skill 1A is Human Relationships-Verbs. (The skill classification codes and titles are listed on the reverse side of reports, not on reverse side of this sample.)

I This number (PC) is the percent of students in the system answering the test question correctly. The system PC was arrived at by first counting the students in the system answering a question correctly. This number is then divided by the total number of students in the system taking the test. For example, in Jefferson County 232 of the 414 students taking the test answered question number 2 in Vocabulary correctly, for a system PC of 56. (See PC on page 14.)

GEORGIA STATEWIDE TESTING PROGRAM

SCHOOL SKILL RANKING REPORT

A——SEPTEMBER 1974
B——SCHOOL ANSTON MIDDLE
C——SYSTEM JEFFERSON COUNTY
D——SCHOOL CODE 320-3171
E——GRADE 8

F
G

MAP READING (M-1) 32%

H
- 27% USE DIRECTIONS & SCALE TO COMPUTE DIST
- 27% USE GRID SYSTEM TO LOCATE PLACES
- 28% READ SYMBOLS
- 32% RECOGNIZE RELATIVE LOCATIONS
- 35% MAKE INFERENCES FROM GIVEN INFORMATION

SPELLING (L-1) 30%

- 25% ERRORS IN ENDINGS
- 27% SPELLING BY SOUND ALONE
- 28% INCORRECT VOWEL
- 30% REVERSING LETTERS
- 30% UNNECESSARY LETTERS
- 37% INCORRECT CONSONANT
- 42% OMISSION OF LETTERS
- 43% COMMON MISPRONUNCIATION
- 52% NO ERROR

REFERENCES (M-3) 38%

- 28% USE OF REFERENCE MATERIALS
- 37% USE OF ENCYCLOPEDIA
- 39% USE OF INDEX
- 40% USE OF DICTIONARY
- 45% ALPHABETIZE

MATH PROBLEMS (M-2) 32%

- 23% MEASUREMENT
- 24% PROBABILITY AND STATISTICS
- 39% OPERATIONS, PROPERTIES AND NUMBER THEORY

GRAPHS AND TABLES (M-2) 37%

- 31% ORGANIZE INFORMATION FROM GIVEN DATA
- 36% INTERPRET INFORMATION FROM GIVEN DATA
- 42% READ DATA

PUNCTUATION (L-3) 39%

- 28% QUESTION MARK
- 28% COLON
- 28% EXCLAMATION POINT IN QUOTATION
- 32% SEMI-COLON
- 33% APOSTROPHE
- 38% COMMA
- 39% QUOTATION MARK
- 49% USE OF PERIOD WITH ABBREVIATIONS
- 53% NO ERROR

USAGE (L-4) 33%

- 19% USE OF NEGATIVE CONSTRUCTION
- 19% DICTION/IDIOM
- 24% SUBJECT-VERB AGREEMENT
- 24% COMPARATIVE/SUPERLATIVE FORM
- 30% REDUNDANCY
- 30% A/AN
- 30% ADJECTIVE-ADVERB CONFUSION
- 32% SUBSTANDARD VERB FORM
- 32% PRONOUN
- 48% NO ERROR

MATH CONCEPTS (M-1) 37%

- 27% APPLICATION
- 31% MEASUREMENT
- 34% GEOMETRY
- 37% RELATIONS AND FUNCTIONS
- 39% SETS, NUMBERS, NUMERATION
- 43% OPERATIONS, PROPERTIES AND NUMBER THEORY
- 61% PROBABILITY AND STATISTICS

CAPITALIZATION (L-2) 40%

- 18% BOOK TITLE
- 27% BEGINNING OF SENTENCE
- 29% OPENING OR CLOSING OF LETTER
- 30% UNNECESSARY CAPIT. OF COMMON NOUN
- 31% UNNECESSARY CAPITALIZATION IN QUOTATION
- 37% BEGINNING OF QUOTATION
- 43% SIGNS
- 46% PROPER NOUNS
- 50% NO ERROR
- 51% ADDRESS
- 61% PRONOUN "I"

READING (R) 35%

- 29% APPLICATION
- 33% EVALUATION
- 34% MAIN IDEA
- 37% SUPPORTING DETAIL
- 37% STYLE AND TONE

VOCABULARY (V) 38%

- 35% NOUN
- 37% ADJECTIVE
- 39% VERB
- 51% OTHER

NOTE: SUBTESTS AND SKILLS WITHIN SUBTESTS ARE RANKED FROM LOW TO HIGH. AVERAGE PERCENT OF CORRECT RESPONSES APPEARS BESIDE EACH SUBTEST AND SKILL. LOWER PERCENT INDICATES PROBABLE NEED FOR FURTHER INSTRUCTION.

Grade 8

School Skill Ranking Report

A School Skill Ranking Report is provided for each school in which students were tested. It is designed to show by subtest and skills within subtests the relative "performance" of students on the test. "Performance" is expressed as the average percent of correct responses by students in the school taking the test. Subtests are ranked from the lowest to the highest based on the average percent of correct answers. Skills within each subtest, too, are ranked from the lowest to the highest based on the average percent correct. The order and rank for both subtests and skills within subtests are helpful in identifying "needs" for the school.

The average percent of correct answers for a subtest was arrived at by first adding the number of correct responses for all students in the school. Then the number of correct responses for the school arrived at in Step 1 above is divided by the number of students in the school for the average number of correct responses for students in the school. Finally, the average number of correct responses for students in the school was divided by the number of test questions in the subtest, for the average school percent correct. The same procedure was used in computing the average percent of correct responses on a skill within a subtest except the base is only those test questions measuring the skill.

The report is on one page, 11" × 14". The above sample is reduced. The order of the subtests and the skills within a subtest is different for each school and reflects the performance of students within the school. Columns should be examined by moving down the page.

Where the term "no error" appears, this means that some test questions (not students) were correct as they appeared in the test. These questions could not, therefore, be classified as being a part of individual skills measured by the subtest.

Key

A Date when the test was administered, e.g., September, 1974.

B Name of the school, e.g., Anston Middle.

C Name of the system, e.g., Jefferson County.

D Code for Anston Middle School in Jefferson County, e.g., 320-3171.

E Grade level for the report, e.g., Grade 8.

F Title of the subtest, e.g., Map Reading (W-1), Spelling (L-1). Subtests are ranked from lowest to highest on the basis of the average percent of correct responses for Anston Middle School. For example, Map Reading, the first subtest listed has an average percent correct of 32%, while Capitalization, the final subtest listed, has an average percent correct of 40%.

G This number is the average percent of correct answers (PC) for the subtest. For example, the average percent of correct responses for 8th grade students in Anston Middle School is 32% in Map Reading, 32% in Math Problems, 33% in Usage, 35% in Reading, and so on through Capitalization with 40%. In other words, students performed less well on Map Reading and Math Problems, than on Usage, Reading, Spelling, and so on. When the average percent of two subtests is the same, as is the case with Map Reading (32%) and Math Problems (32%), they appear in the same order as in the test booklet.

H These numbers are the average percent correct (PC) for each of the skills measured in the Map Reading subtest. The order of skills is based on the PC of the skill, with the lowest PC first: next to lowest, second; and so on. For example, Anston Middle School eighth grade students in Map Reading performed less well on the skills, "Use Directions" (27%) and "Use Grid System" (27%) than on "Read Symbols", (28%), "Recognize Relative Locations" (32%) and "Make Inferences" (36%).

GEORGIA STATEWIDE TESTING PROGRAM

SYSTEM SKILL RANKING REPORT

A — SEPTEMBER 1974
B — SYSTEM JEFFERSON COUNTY
C — SYSTEM CODE 320
D — GRADE 8

E

MATH PROBLEMS (M-2) 32%

F

G
- 23% MEASUREMENT
- 25% PROBABILITY AND STATISTICS
- 37% OPERATIONS, PROPERTIES AND NUMBER THEORY

MATH CONCEPTS (M-1) 36%

- 26% APPLICATION
- 31% MEASUREMENT
- 33% GEOMETRY
- 35% SETS, NUMBERS, NUMERATION
- 39% OPERATIONS, PROPERTIES AND NUMBER THEORY
- 39% RELATIONS AND FUNCTIONS
- 70% PROBABILITY AND STATISTICS

READING (R) 38%

- 32% APPLICATION
- 34% MAIN IDEA
- 36% EVALUATION
- 40% SUPPORTING DETAIL
- 40% STYLE AND TONE

USAGE (L-4) 33%

- 18% SUBJECT-VERB AGREEMENT
- 18% USE OF NEGATIVE CONSTRUCTION
- 21% COMPARATIVE/SUPERLATIVE FORM
- 21% A/AN
- 21% ADJECTIVE-ADVERB CONFUSION
- 25% DICTION/IDIOM
- 26% REDUNDANCY
- 32% PRONOUN
- 33% NONSTANDARD VERB FORM
- 53% NO ERROR

VOCABULARY (V) 37%

- 35% NOUN
- 35% ADJECTIVE
- 40% VERB
- 49% OTHER

GRAPHS AND TABLES (W-2) 38%

- 29% ORGANIZE INFORMATION FROM GIVEN DATA
- 37% INTERPRET INFORMATION FROM GIVEN DATA
- 44% READ DATA

MAP READING (W-1) 34%

- 29% READ SYMBOLS
- 30% USE GRID SYSTEM TO LOCATE PLACES
- 32% USE DIRECTIONS & SCALE TO COMPUTE DIST
- 34% RECOGNIZE RELATIVE LOCATIONS
- 36% MAKE INFERENCES FROM GIVEN INFORMATION

PUNCTUATION (L-3) 37%

- 24% SEMI-COLON
- 24% EXCLAMATION POINT IN QUOTATION
- 27% COLON
- 27% APOSTROPHE
- 33% QUESTION MARK
- 35% COMMA
- 40% QUOTATION MARK
- 51% USE OF PERIOD WITH ABBREVIATIONS
- 56% NO ERROR

CAPITALIZATION (L-2) 41%

- 18% BOOK TITLE
- 29% BEGINNING OF SENTENCE
- 32% UNNECESSARY CAPITALIZATION IN QUOTATION
- 32% UNNECESSARY CAPIT. OF COMMON NOUN
- 34% OPENING OR CLOSING OF LETTER
- 35% BEGINNING OF QUOTATION
- 45% PROPER NOUNS
- 48% SIGNS
- 48% ADDRESS
- 55% NO ERROR
- 64% PRONOUN "I"

SPELLING (L-1) 36%

- 25% ERRORS IN ENDINGS
- 27% INCORRECT VOWEL
- 28% SPELLING BY SOUND ALONE
- 31% UNNECESSARY LETTERS
- 32% REVERSING LETTERS
- 37% INCORRECT CONSONANT
- 39% OMISSION OF LETTERS
- 39% COMMON MISPRONUNCIATION
- 56% NO ERROR

REFERENCES (W-3) 37%

- 27% USE OF REFERENCE MATERIALS
- 35% USE OF ENCYCLOPEDIA
- 39% USE OF INDEX
- 40% USE OF DICTIONARY
- 44% ALPHABETIZE

NOTE: SUBTESTS AND SKILLS WITHIN SUBTESTS ARE RANKED FROM LOW TO HIGH. AVERAGE PERCENT OF CORRECT RESPONSES APPEARS BESIDE EACH SUBTEST AND SKILL. LOWER PERCENT INDICATES PROBABLE NEED FOR FURTHER INSTRUCTION.

Grade 8

System Skill Ranking Report

A System Skill Ranking Report is provided for each system. It is designed to show by subtest and skills within subtests, the relative "performance" of students on the test. "Performance" is expressed as the average percent of correct responses by students in the system taking the test. Subtests are ranked from the lowest to the highest based on the average percent of correct answers. Skills within each subtest, too, are ranked from the lowest to the highest based on the average percent correct. The order and rank of both subtests and skills within subtests are helpful in identifying "needs" for the system.

The average percent of correct answers for a subtest was arrived at by first adding the number of correct answers for all students in the system. Then the number of correct answers for the system arrived at in Step 1 above is divided by the number of students in the system for the average number of correct answers for students in the system. Finally, the average number of correct answers for students in the system was divided by the number of test questions in the subtest, for the average system percent correct. The same procedure was used in computing the average percent of correct answers on a skill within a subtest except the base is only those test questions measuring the skill.

The report is on one page 11" × 14". The above sample is reduced. The order of subtests and skills within subtests is different for each system to reflect the performance of students within the system. Columns should be examined by moving down the page.

Where the term "no error" appears, this means that some test questions (not students) were correct as they appeared in the test. These questions could not, therefore, be classified as being a part of individual skills measured by the subtest.

Key

A Date when the test was administered, e.g., September, 1974.

B Name of the system, e.g., Jefferson County.

C Code for Jefferson County, e.g., 320.

D Grade level for the report, e.g., Grade 8.

E Title of the subtest, e.g., Math Problems (M-2), Math Concepts (M-1). Subtests are ranked from lowest to highest on the basis of the average percent of correct responses for Jefferson County. For example, Math Problems, the first subtest listed, has an average percent correct of 32%, while Capitalization, the final subtest listed, has an average percent correct of 41%.

F This number is average percent of correct answers (PC) for the subtest. For example, the average percent of correct answers for 8th grade students in Jefferson County is 32% in Math Problems, 33% in Usage, 34% in Map Reading, 36% in Spelling, and so on through the Capitalization with 41%. In other words students performed less well in Math Problems, than in Usage, Map Reading, Spelling and so on. When the average percent of two or more subtests is the same, as is the case with Vocabulary (37%), Punctuation (37%), and References (37%), they appear in the same order as in the test booklet.

G These numbers are the average percent correct (PC) for each of the skills measured in the Math Problems subtest. The order of skills is based on the PC of the skill, with the lowest PC first; next to lowest, second; and so on. For example, Jefferson County eighth grade students in Math Problems performed less well on the skill, "Measurement" (23%) than on "Probability" (25%) and "Operations, Properties and Number Theory" (37%).

GEORGIA · STATEWIDE TESTING PROGRAM

SCHOOL GRADE EQUIVALENT FREQUENCY DISTRIBUTIONS

A — SEPTEMBER 1974

B — SCHOOL ANSTON MIDDLE
C — SYSTEM JEFFERSON COUNTY
D — SCHOOL CODE 320-3171
E — GRADE 8

F

VOCABULARY

SCORE (G)	F (H)	PCT (I)	CF (J)	C-PCT (K)
115	1	1.1	88	100.0
112	1	1.1	87	98.9
110	1	1.1	86	97.7
107	1	1.1	85	96.6
101	1	1.1	84	95.5
99	1	1.1	83	94.3
97	4	4.5	82	93.2
95	1	1.1	78	88.6
92	3	3.4	77	87.5
90	2	2.3	74	84.1
83	4	4.5	72	81.8
81	1	1.1	68	77.3
80	1	1.1	67	76.1
78	2	2.3	66	75.0
74	5	5.7	64	72.7
71	3	3.4	59	67.0
69	2	2.3	56	63.6
66	4	4.5	54	61.4
63	7	8.0	50	56.8
60	8	9.1	43	48.9
56	12	13.6	35	39.8
52	10	11.4	23	26.1
49	6	6.8	13	14.8
45	3	3.4	7	8.0
41	2	2.3	4	4.5
37	1	1.1	2	2.3
30	1	1.1	1	1.1

CASES PROCESSED	=	88 — L
MINIMUM VALUE	=	30 — M
MAXIMUM VALUE	=	115 — N
SUM OF SCORES	=	5908 — O
SUM SQU. SCORES	=	427074 — P
MEAN	=	67.1364 — Q
STNU. DEV. (N)	=	18.5963 — R

PERCENTILE 90	=	95 — S
PERCENTILE 75	=	75 — T
PERCENTILE 50	=	60 — U
PERCENTILE 25	=	50 — V
PERCENTILE 10	=	45 — W

READING

SCORE	F	PCT	CF	C-PCT
110	1	1.1	88	100.0
101	1	1.1	87	98.9
100	1	1.1	86	97.7
96	3	3.4	85	96.6
94	2	2.3	82	93.2
91	1	1.1	80	90.9
90	1	1.1	79	89.8
89	2	2.3	78	88.6
88	1	1.1	76	86.4
87	1	1.1	75	85.2
86	1	1.1	74	84.1
84	3	3.4	73	83.0
81	1	1.1	70	79.5
80	1	1.1	69	78.4
79	1	1.1	68	77.3
77	1	1.1	67	76.1
76	2	2.3	66	75.0
75	1	1.1	64	72.7
74	2	2.3	63	71.6
71	5	5.7	61	69.3
70	4	4.5	56	63.6
68	3	3.4	52	59.1
67	1	1.1	49	55.7
65	1	1.1	48	54.5
64	3	3.4	47	53.4
62	3	3.4	44	50.0
60	4	4.5	41	46.6
58	4	4.5	37	42.0
55	3	3.4	33	37.5
53	5	5.7	30	34.1
51	5	5.7	25	28.4
49	1	1.1	20	22.7
48	6	6.8	19	21.6
46	5	5.7	13	14.8
44	4	4.5	8	9.1
41	1	1.1	4	4.5
36	2	2.3	3	3.4
32	1	1.1	1	1.1

ABOVE TABLE NOT COMPLETE

LANGUAGE TOTAL

SCORE	F	PCT	CF	C-PCT
121	1	1.1	88	100.0
118	1	1.1	87	98.9
116	1	1.1	86	97.7
113	1	1.1	85	96.6
111	1	1.1	84	95.5
106	1	1.1	83	94.3
104	1	1.1	82	93.2
103	2	2.3	81	92.0
99	1	1.1	79	89.8
98	1	1.1	78	88.6
97	2	2.3	77	87.5
93	2	2.3	75	85.2
89	1	1.1	73	83.0
88	2	2.3	72	81.8
86	2	2.3	70	79.5
85	2	2.3	68	77.3
84	1	1.1	66	75.0
83	1	1.1	65	73.9
82	1	1.1	64	72.7
81	1	1.1	63	71.6
78	2	2.3	62	70.5
76	2	2.3	60	68.2
75	1	1.1	58	65.9
74	1	1.1	57	64.8
72	1	1.1	56	63.6
71	3	3.4	55	62.5
70	1	1.1	52	59.1
69	1	1.1	51	58.0
68	2	2.3	50	56.8
67	3	3.4	48	54.5
66	1	1.1	45	51.1
65	1	1.1	44	50.0
64	1	1.1	43	48.9
63	4	4.5	42	47.7
62	5	5.7	38	43.2
61	2	2.3	33	37.5
60	1	1.1	31	35.2
59	1	1.1	30	34.1
58	2	2.3	29	33.0
57	5	5.7	27	30.7
56	4	4.5	22	25.0
55	2	2.3	18	20.5
53	1	1.1	16	18.2
52	4	4.5	15	17.0
51	1	1.1	11	12.5
50	1	1.1	10	11.4

ABOVE TABLE NOT COMPLETE

Grade 8

School Grade Equivalent Frequency Distributions

School Grade Equivalent Frequency Distributions are furnished for each school in which students were tested. A frequency table is provided for: Vocabulary; Reading; Language total (average for Spelling, Capitalization, Punctuation, Usage) total Work Study (average for Map Reading, Graphs and Tables, References); Mathematics (average for Concepts, Problem Solving); and ITBS Battery (average for Vocabulary, Reading, Language, Work Study, Mathematics). Averages for the areas (Language, Work Study, Mathematics) and the Battery were arrived at by adding a student's grade-equivalents together and dividing by the number of subtests within the area (e.g., (L-1) + (L-2) + (L-3) + (L-4) ÷ 4).

The table for each area such as Vocabulary has 3 sections. The top portion of the table contains the distribution of scores. The middle section, summary data for the score distributions. The bottom section the percentiles; that is the score below which the scores of the approximate percent (10, 25, 50, 75, 90) of the students fell.

The tables are printed on 11" × 14" pages with three tables abreast on the page. The report is no less than 2 pages long and may be on 4 pages if tables are too long to fit on two pages. The sample above is reduced.

Key

A Date when the test was administered, e.g., September, 1974.

B Name of school, e.g., Anston Middle.

C Name of system, e.g., Jefferson County.

D Code for Anston Middle School in Jefferson County, e.g., 320-3171.

E Grade level for the report, e.g., Grade 8.

F Subtest or area, e.g., Vocabulary, Reading.

G This number is the Grade Equivalent (GE) achieved by one or more students, e.g., eleventh year, fifth month in Vocabulary.

H This number is the frequency (F) or the number of students achieving the GE, e.g., one student in Anston Middle achieved a GE of 11.5 in Vocabulary.

I This number is the percent (PCT) of students in the school achieving the given GE, e.g., 1.1 percent of students in Anston Middle School achieved a GE of eleventh year, fifth month in Vocabulary.

J This number is the cumulative frequency (CF), or the number of students in the school achieving a GE up to and including the given score, e.g., 88 students in Anston Middle School achieved a GE of up to and including eleventh year, fifth month in Vocabulary.

K This number is the Cumulative percent (C-PCT) or the percent of students in the school achieving a score up to and including the given GE, e.g., 100% of the students in Anston Middle School achieved a GE of up to and including eleventh year, fifth month in Vocabulary.

L This number is the number of students tested in the school, e.g., 88 in Anston Middle School.

M This number is the lowest GE achieved in the school, e.g., 3.0 in Vocabulary in Anston Middle School.

N This number is the highest GE achieved in the school, e.g., eleventh year, fifth month in Vocabulary in Anston Middle School.

O This number is the sum of all students' GE's in the school. In Anston Middle School the sum of all students' GE's is 5908 in Vocabulary.

P This number is the sum of squared GE's for all students in the school. This was arrived at by first squaring the GE for each student. Then the squared GE's for all students were summed. In Anston Middle the sum of squared GE's in Vocabulary is 427074.

Q This number is the mean GE for the school. It was arrived at by summing all the students' GE's and then dividing by the number of students. The mean GE for Anston Middle in Vocabulary when rounded is 6.7 or sixth year, seventh month.

R This number is the standard deviation of GE's for the school. It is arrived at by first dividing the sum of squares by the number of students tested. Then the squared mean is subtracted from the number arrived at in Step 1 above. Finally, the square root of the number arrived at in Step 2 is calculated giving the standard deviation. For example, in the Vocabulary subtest of Anston Middle School, the sum of squared GE's (427074) is divided by the number of students tested (88). Subtracted from this number (4853.11) is the mean (67.1364) of the Vocabulary subtest squared (4507.3) giving 345.8. The standard deviation for the Vocabulary subtest is the square root of 345.8 or 18.5963. This would be read when rounded as a standard deviation of the GE of one year, eight months.

S The approximate GE below which the GE's of 90 percent of students in the school fell, e.g., in Anston Middle School 90% of students' GE's fell below an approximate GE of ninth year, fifth month in Vocabulary.

T The approximate GE below which GE's of 75 percent of students in the school fell, e.g., in Anston Middle School 75% of students' GE's fell below an approximate GE of seventh year, fifth month in Vocabulary.

U The approximate GE below which the GE's of 50 percent of students in the school fell, e.g., in Anston Middle School 50% of the students' GE's fell below an approximate GE of beginning sixth year in Vocabulary.

V The approximate GE below which the GE's of 25 percent of students in the school fell. In Anston Middle School 25% of students' GE's fell below an approximate GE of beginning fifth year in Vocabulary.

W The approximate GE below which the GE's of 10 percent of students in the school fell. In Anston Middle School 10% of students' GE's fell below an approximate GE of fourth year, fifth month in Vocabulary.

GEORGIA STATEWIDE TESTING PROGRAM

SCHOOL STANDARD SCORE FREQUENCY DISTRIBUTIONS

A — SEPTEMBER 1974

B — SCHOOL ANSTON MIDDLE
C — SYSTEM JEFFERSON COUNTY
D — SCHOOL CODE 320-3171
E — GRADE 8

F

VOCABULARY

SCORE (G)	F (H)	PCT (I)	CF (J)	C-PCT (K)
130	1	1.1	88	100.0
128	1	1.1	87	98.9
125	1	1.1	86	97.7
124	1	1.1	85	96.6
117	1	1.1	84	95.5
116	1	1.1	83	94.3
114	4	4.5	82	93.2
113	1	1.1	78	88.6
110	3	3.4	77	87.5
109	2	2.3	74	84.1
103	4	4.5	72	81.8
101	2	2.3	68	77.3
99	2	2.3	66	75.0
96	5	5.7	64	72.7
95	3	3.4	59	67.0
93	2	2.3	56	63.6
91	4	4.5	54	61.4
89	7	8.0	50	56.8
86	8	9.1	43	48.9
84	12	13.6	35	39.8
81	10	11.4	23	26.1
78	6	6.8	13	14.8
75	3	3.4	7	8.0
71	2	2.3	4	4.5
67	1	1.1	2	2.3
59	1	1.1	1	1.1

CASES PROCESSED = 88 — L
MINIMUM VALUE = 59 — M
MAXIMIM VALUE = 130 — N
SUM OF SCORES = 8074 — O
SUM SQD. SCORES = 758590 — P
MEAN = 91.7500 — Q
STND. DEV. (N) = 14.2225 — R

PERCENTILE 90 = 113 — S
PERCENTILE 75 = 97 — T
PERCENTILE 50 = 86 — U
PERCENTILE 25 = 79 — V
PERCENTILE 10 = 75 — W

READING

SCORE	F	PCT	CF	C-PCT
126	1	1.1	88	100.0
118	1	1.1	87	98.9
117	1	1.1	86	97.7
113	3	3.4	85	96.6
111	2	2.3	82	93.2
109	1	1.1	80	90.9
108	1	1.1	79	89.8
107	2	2.3	78	88.6
106	1	1.1	76	86.4
105	2	2.3	75	85.2
103	3	3.4	73	83.0
102	1	1.1	70	79.5
101	1	1.1	69	78.4
99	1	1.1	68	77.3
98	3	3.4	67	76.1
97	1	1.1	64	72.7
96	2	2.3	63	71.6
94	5	5.7	61	69.3
93	4	4.5	56	63.6
92	3	3.4	52	59.1
90	1	1.1	49	55.7
89	4	4.5	48	54.5
87	3	3.4	44	50.0
85	4	4.5	41	46.6
84	4	4.5	37	42.0
82	3	3.4	33	37.5
80	5	5.7	30	34.1
78	5	5.7	25	28.4
77	1	1.1	20	22.7
76	6	6.8	19	21.6
74	5	5.7	13	14.8
72	4	4.5	8	9.1
69	1	1.1	4	4.5
64	2	2.3	3	3.4
59	1	1.1	1	1.1

ABOVE TABLE NOT COMPLETE

LANGUAGE TOTAL

SCORE	F	PCT	CF	C-PCT
142	1	1.1	88	100.0
138	1	1.1	87	98.9
134	1	1.1	86	97.7
129	1	1.1	85	96.6
126	1	1.1	84	95.5
120	1	1.1	83	94.3
118	1	1.1	82	93.2
117	2	2.3	81	92.0
113	2	2.3	79	89.8
112	2	2.3	77	87.5
109	2	2.3	75	85.2
105	3	3.4	73	83.0
103	4	4.5	70	79.5
102	1	1.1	66	75.0
101	1	1.1	65	73.9
100	2	2.3	64	72.7
98	2	2.3	62	70.5
97	2	2.3	60	68.2
96	1	1.1	58	65.9
95	1	1.1	57	64.8
94	1	1.1	56	63.6
93	4	4.5	55	62.5
92	1	1.1	51	58.0
91	5	5.7	50	56.8
90	1	1.1	45	51.1
89	1	1.1	44	50.0
88	5	5.7	43	48.9
87	5	5.7	38	43.2
86	2	2.3	33	37.5
85	1	1.1	31	35.2
84	1	1.1	30	34.1
83	2	2.3	29	33.0
82	5	5.7	27	30.7
81	6	6.8	22	25.0
79	1	1.1	16	18.2
78	4	4.5	15	17.0
77	1	1.1	11	12.5
76	1	1.1	10	11.4
74	2	2.3	9	10.2
73	4	4.5	7	8.0
71	2	2.3	3	3.4
65	1	1.1	1	1.1

ABOVE TABLE NOT COMPLETE

Grade 8
School Standard Score Frequency Distributions

School Standard Score Frequency Distributions are furnished for each school in which students were tested. A frequency table is provided for Vocabulary; Reading; Language total (average for Spelling, Capitalization, Punctuation, Usage) total Work Study (average for Map Reading, Graphs and Tables, References); Mathematics (average for Concepts, Problem Solving), and ITBS Battery (average for Vocabulary, Reading, Language, Work Study, Mathematics). Averages for the areas (Language, Work Study, Mathematics) and the Battery were arrived at by first adding a students' grade equivalents together and dividing the number of subtests within the area (e.g., (L-1) + (L-2) + (L-3) + (L-4) ÷ 4). Then the average GE was converted statistically to the standard score scale.

The table for each area such as Vocabulary has 3 sections. The top portion of the table contains the distribution of scores. The middle section, summary data for the score distributions. The bottom section the percentiles; that is the score below which the scores of the approximate percent (10, 25, 50, 75, 90) of the students fell.

The tables are printed on 11" × 14" pages with three tables abreast on the page. The report is no less than 2 pages long and may be on 4 pages if tables are too long to fit on two pages. The sample above is reduced.

Key

A Date when the test was administered, e.g., September, 1974.
B Name of school, e.g., Anston Middle.
C Name of system, e.g., Jefferson County.
D Code for Anston Middle School in Jefferson County, e.g., 320-3171.
E Grade level for the report, e.g., Grade 8.
F Subtest or area, e.g., Vocabulary, Reading.
G This number is the Standard Score (SS) achieved by one or more students, e.g., 130 in Vocabulary.
H This number is the frequency (F) or the number of students achieving the SS, e.g., one student in Anston Middle achieved a SS of 130 in Vocabulary.
I This number is the percent (PCT) of students in the school achieving the given SS, e.g., 1 1 percent of students in Anston Middle School achieved a SS of 130 in Vocabulary.
J This number is the cumulative frequency (CF), or the number of students in the school achieving a SS up to and including the given score, e.g., 88 students in Anston Middle School achieved a SS of up to and including 130 in Vocabulary.
K This number is the cumulative percent (C-PCT), or the percent of students in the school achieving a score up to and including the given SS, e.g., 100% of the students in Anston Middle School achieved a SS of up to and including 130 in Vocabulary.
L This number is the number of students tested in the school, e.g., 88 in Anston Middle School.
M This number is the lowest SS achieved in the school, e.g., 59 in Vocabulary in Anston Middle School.
N This number is the highest SS achieved in the school, e.g., 130 in Vocabulary in Anston Middle School.
O This number is the sum of all students' SS's in the school. In Anston Middle School the sum of all students' SS's is 8074 in Vocabulary
P This number is the sum of squared SS's for all students in the school. This was arrived at by first squaring the SS for each student. Then the squared SS's for all students were summed. In Anston Middle the sum of squared SS's in Vocabulary is 758590.
Q This number is the mean SS for the school. It was arrived at by summing all the students' SS's and then dividing by the number of students. The mean SS for Anston Middle in Vocabulary when rounded is 92.
R This number is the standard deviation of SS's for the school. It is arrived at by first dividing the sum of squares by the number of students tested. Then the squared mean is subtracted from the number arrived at in Step 1 above. Finally the square root of the number arrived at in Step 2 is calculated giving the standard deviation. For example, in the Vocabulary subtest of Anston Middle School, the sum of squared SS's (758590) is divided by the number of students tested (88). Subtracted from this number (8620.34) is the mean (91.75) of the Vocabulary subtest squared (8418.06) giving 202.28. The standard deviation for the Vocabulary subtest is the square root of 202.28 or 14.2225.
S The approximate SS below which the SS's of 90 percent of students in the school fell, e.g., in Anston Middle School 90% of students' SS's fell below an approximate SS of 113 in Vocabulary.
T The approximate SS below which SS's of 75 percent of students in the school fell, e.g., in Anston Middle School 75% of students' SS's fell below an approximate SS of 97 in Vocabulary.
U The approximate SS below which the SS's of 50 percent of students in the school fell, e.g., in Anston Middle School 50% of students' SS's fell below an approximate SS of 86 in Vocabulary.
V The approximate SS below which the SS's of 25 percent of students in the school fell. In Anston Middle School 25% of students' SS's fell below an approximate SS of 79 in Vocabulary.
W The approximate SS's below which the SS's of 10 percent of students in the school fell. In Anston Middle School 10% of students' SS's fell below an approximate SS of 75 in Vocabulary.

GEORGIA STATEWIDE TESTING PROGRAM

SYSTEM GRADE EQUIVALENT FREQUENCY DISTRIBUTIONS

A—— SEPTEMBER 1974
B—— SYSTEM JEFFERSON COUNTY
C—— SYSTEM CODE 320
D—— GRADE 8

E

VOCABULARY

SCORE (F)	F (G)	PCT (H)	CF (I)	C-PCT (J)
118	1	0.2	414	100.0
115	1	0.2	413	99.8
112	4	1.0	412	99.5
110	3	0.7	408	98.6
107	1	0.2	405	97.8
105	2	0.5	404	97.6
101	6	1.4	402	97.1
99	2	0.5	396	95.7
97	8	1.9	394	95.2
95	3	0.7	386	93.2
93	3	0.7	383	92.5
92	4	1.0	380	91.8
90	8	1.9	376	90.8
89	6	1.4	368	88.9
87	10	2.4	362	87.4
86	7	1.7	352	85.0
85	10	2.4	345	83.3
83	10	2.4	335	80.9
81	13	3.1	325	78.5
80	17	4.1	312	75.4
78	13	3.1	295	71.3
76	11	2.7	282	68.1
74	15	3.6	271	65.5
71	15	3.6	256	61.8
69	19	4.6	241	58.2
66	21	5.1	222	53.6
63	27	6.5	201	48.6
60	26	6.3	174	42.0
56	32	7.7	148	35.7
52	36	8.7	116	28.0
49	20	4.8	80	19.3
45	14	3.4	60	14.5
41	21	5.1	46	11.1
37	8	1.9	25	6.0
33	5	1.2	17	4.1
30	5	1.2	12	2.9
28	6	1.4	7	1.7
24	1	0.2	1	0.2

CASES PROCESSED = 414 —— K
MINIMUM VALUE = 24 —— L
MAXIMUM VALUE = 118 —— M
SUM OF SCORES = 27580 —— N
SUM SQD. SCORES = 1983728 —— O
MEAN = 66.6184 —— P
STND. DEV. (N) = 18.8045 —— Q

PERCENTILE 90 = 90 —— R
PERCENTILE 75 = 79 —— S
PERCENTILE 50 = 63 —— T
PERCENTILE 25 = 50 —— U
PERCENTILE 10 = 38 —— V

READING

SCORE	F	PCT	CF	C-PCT
110	2	0.5	414	100.0
108	3	0.7	412	99.5
107	1	0.2	409	98.8
106	2	0.5	408	98.6
103	1	0.2	406	98.1
102	2	0.5	405	97.8
101	2	0.5	403	97.3
100	2	0.5	401	96.9
99	5	1.2	399	96.4
98	5	1.2	394	95.2
97	2	0.5	389	94.0
96	6	1.4	387	93.5
95	4	1.0	381	92.0
94	8	1.9	377	91.1
93	5	1.2	369	89.1
92	8	1.9	364	87.9
91	6	1.4	356	86.0
90	3	0.7	350	84.5
89	4	1.0	347	83.8
88	8	1.9	343	82.9
87	3	0.7	335	80.9
86	5	1.2	332	80.2
85	6	1.4	327	79.0
84	8	1.9	321	77.5
82	3	0.7	313	75.6
81	5	1.2	310	74.9
80	8	1.9	305	73.7
79	6	1.4	297	71.7
77	9	2.2	291	70.3
76	7	1.7	282	68.1
75	11	2.7	275	66.4
74	7	1.7	264	63.8
72	10	2.4	257	62.1
71	13	3.1	247	59.7
70	13	3.1	234	56.5
68	14	3.4	221	53.4
67	12	2.9	207	50.0
65	13	3.1	195	47.1
64	16	3.9	182	44.0
62	12	2.9	166	40.1
60	14	3.4	154	37.2
58	14	3.4	140	33.8
55	22	5.3	126	30.4
53	18	4.3	104	25.1
51	18	4.3	86	20.8
49	9	2.2	68	16.4

ABOVE TABLE NOT COMPLETE

LANGUAGE TOTAL

SCORE	F	PCT	CF	C-PCT
121	1	0.2	414	100.0
118	2	0.5	413	99.8
117	1	0.2	411	99.3
116	1	0.2	410	99.0
115	1	0.2	409	98.8
113	2	0.5	408	98.6
112	2	0.5	406	98.1
111	1	0.2	404	97.6
110	1	0.2	403	97.3
109	2	0.5	402	97.1
108	1	0.2	400	96.6
107	3	0.7	399	96.4
106	1	0.2	396	95.7
105	1	0.2	395	95.4
104	3	0.7	394	95.2
103	8	1.9	391	94.4
102	4	1.0	383	92.5
101	2	0.5	379	91.5
100	4	1.0	377	91.1
99	7	1.7	373	90.1
98	4	1.0	366	88.4
97	2	0.5	362	87.4
96	1	0.2	360	87.0
95	3	0.7	359	86.7
94	3	0.7	356	86.0
93	5	1.2	353	85.3
92	3	0.7	348	84.1
91	4	1.0	345	83.3
90	3	0.7	341	82.4
89	7	1.7	338	81.6
88	9	2.2	331	80.0
87	4	1.0	322	77.8
86	5	1.2	318	76.8
85	6	1.4	313	75.6
84	3	0.7	307	74.2
83	2	0.5	304	73.4
82	4	1.0	302	72.9
81	5	1.2	298	72.0
80	6	1.4	293	70.8
79	8	1.9	287	69.3
78	6	1.4	279	67.4
77	6	1.4	273	65.9
76	5	1.2	267	64.5
75	7	1.7	262	63.3
74	9	2.2	255	61.6
73	5	1.2	246	59.4

ABOVE TABLE NOT COMPLETE

Grade 8

System Grade Equivalent Frequency Distributions

System Grade Equivalent Frequency Distributions are furnished for each system. A frequency table is provided for Vocabulary; Reading, Language total (average for Spelling, Capitalization, Punctuation, Usage); total Work Study (average for Map Reading, Graphs, and Tables, References); Mathematics (average for Concepts, Problem Solving), and ITBS Battery (average for Vocabulary, Reading, Language; Work Study, Mathematics). Averages for the areas (Language, Work Study, Mathematics) and the Battery were arrived at by adding a student's grade equivalents together and dividing by the number of subtests with the area (e.g., (L-1) + (L-2) + (L-3) + (L-4) ÷ 4).

The table for each area such as Vocabulary has 3 sections. The top portion of the table contains the distribution of scores. The middle section, summary data for the score distributions. The bottom section the percentiles; that is the score below which the scores of the approximate percent (10, 25, 50, 75, 90) of the students fell.

The tables are printed on 11" × 14" pages with three tables abreast on the page. The report is no less than 2 pages long and may be on 4 pages if tables are too long to fit on two pages. The sample above is reduced.

Key

A Date when the test was administered, e.g., September, 1974.
B Name of system, e.g., Jefferson County.
C Code for Jefferson County, e.g., 320.
D Grade level for the report, e.g., Grade 8.
E Subtest or area, e.g., Vocabulary, Reading.
F This number is the Grade Equivalent (GE) achieved by one or more students, e.g., eleventh year, eighth month in Vocabulary.
G This number is the frequency (F) or the number of students achieving the GE, e.g., one student in Jefferson County achieved a GE of 11.8 in Vocabulary.
H This number is the percent (PCT) of students in the system achieving the given GE, e.g., 0.2 percent of students in Jefferson County achieved a GE of eleventh year, eighth month in Vocabulary.
I This number is the cumulative frequency (CF), or the number of students in the system achieving a GE up to and including the given score, e.g., 414 students in Jefferson County achieved a GE of up to and including eleventh year, eighth month in Vocabulary.
J This number is the cumulative percent (C-PCT) or the percent of students in the system achieving a score up to and including the given GE, e.g., 100% of the students in Jefferson County achieved a GE of up to and including eleventh year, eighth month in Vocabulary.
K This number is the number of students tested in the system, e.g., 414 in Jefferson County.
L This number is the lowest GE achieved in the system, 2.4 in Vocabulary in Jefferson County.
M This number is the highest GE achieved in the system, e.g., eleventh year, eighth month in Vocabulary in Jefferson County.
N This number is the sum of all students' GE's in the system. In Jefferson County the sum of all students' GE's is 27580 in Vocabulary.
O This number is the sum of squared GE's for all students in the system. This was arrived at by first squaring the GE for each student. Then the squared GE's for all students were summed. In Jefferson County the sum of squared GE's in Vocabulary is 1983728.
P This number is the mean GE for the system. It was arrived at by summing all the students' GE's and then dividing by the number of students. The mean GE for Jefferson County in Vocabulary when rounded is 6.7 or sixth year, seventh month.
Q This number is the standard deviation of GE's for the system. It is arrived at by first dividing the sum of squares by the number of students tested. Then the squared mean is subtracted from the number arrived at in Step 1 above. Finally, the square root of the number arrived at in Step 2 is calculated giving the standard deviation. For example, in the Vocabulary subtest of Jefferson County, the sum of squared GE's (1983728) is divided by the number of students tested (414). Subtracted from this number (4719.6) is the mean (66.6184) of the Vocabulary subtest squared (4438.0) giving 353.6. The standard deviation for the Vocabulary subtest is the square root of 353.6 or 18.8045. This would read when rounded as a standard deviation of the GE of one year, nine months.
R The approximate GE below which the GE's of 90 percent of students in the system fell, e.g., in Jefferson County 75% of students' GE's fell below an approximate GE of beginning ninth year in Vocabulary.
S The approximate GE below which GE's of 75 percent of students in the system fell, e.g., in Jefferson County 75% of students' GE's fell below an approximate GE of seventh year, ninth month in Vocabulary.
T The approximate GE below which the GE's of 50 percent of students in the system fell, e.g., in Jefferson County 50% of students' GE's fell below an approximate GE of sixth year, third month in Vocabulary.
U The approximate GE below which the GE's of 25 percent of students in the system fell. In Jefferson County 25% of students' GE's fell below an approximate GE of beginning fifth year in Vocabulary.
V The approximate GE below which the GE's of 15 percent of students in the system fell. In Jefferson County 10% of students' GE's fell below an approximate GE of third year, eighth month in Vocabulary.

GEORGIA STATEWIDE TESTING PROGRAM

SYSTEM STANDARD SCORE FREQUENCY DISTRIBUTIONS

A — SEPTEMBER 1974
B — SYSTEM JEFFERSON COUNTY
C — SYSTEM CODE 320
D — GRADE 8

E

VOCABULARY

SCORE (F)	F (G)	PCT (H)	CF (I)	C-PCT (J)
133	1	0.2	414	100.0
130	1	0.2	413	99.8
128	4	1.0	412	99.5
125	3	0.7	408	98.6
124	1	0.2	405	97.8
121	2	0.5	404	97.6
117	6	1.4	402	97.1
116	2	0.5	396	95.7
114	8	1.9	394	95.2
113	3	0.7	386	93.2
111	3	0.7	383	92.5
110	4	1.0	380	91.8
109	8	1.9	376	90.8
108	6	1.4	368	88.9
106	10	2.4	362	87.4
105	7	1.7	352	85.0
104	10	2.4	345	83.3
103	10	2.4	335	80.9
101	30	7.2	325	78.5
99	13	3.1	295	71.3
97	11	2.7	282	68.1
96	15	3.6	271	65.5
95	15	3.6	256	61.8
93	19	4.6	241	58.2
91	21	5.1	222	53.6
89	27	6.5	201	48.6
86	26	6.3	174	42.0
84	32	7.7	148	35.7
81	36	8.7	116	28.0
78	20	4.8	80	19.3
75	14	3.4	60	14.5
71	21	5.1	46	11.1
67	8	1.9	25	6.0
62	5	1.2	17	4.1
59	5	1.2	12	2.9
57	6	1.4	7	1.7
51	1	0.2	1	0.2

CASES PROCESSED	=	414 — K
MINIMUM VALUE	=	51 — L
MAXIMUM VALUE	=	133 — M
SUM OF SCORES	=	37664 — N
SUM SQD. SCORES	=	3515022 — O
MEAN	=	90.9758 — P
STND. DEV. (N)	=	14.6215 — Q
PERCENTILE 90	=	109 — R
PERCENTILE 75	=	100 — S
PERCENTILE 50	=	89 — T
PERCENTILE 25	=	79 — U
PERCENTILE 10	=	68 — V

READING

SCORE	F	PCT	CF	C-PCT
126	2	0.5	414	100.0
125	3	0.7	412	99.5
124	1	0.2	409	98.8
122	2	0.5	408	98.6
120	3	0.7	406	98.1
118	2	0.5	403	97.3
117	2	0.5	401	96.9
116	5	1.2	399	96.4
115	5	1.2	394	95.2
114	2	0.5	389	94.0
113	6	1.4	387	93.5
112	4	1.0	381	92.0
111	8	1.9	377	91.1
110	5	1.2	369	89.1
109	14	3.4	364	87.9
108	3	0.7	350	84.5
107	4	1.0	347	83.8
106	8	1.9	343	82.9
105	8	1.9	335	80.9
104	6	1.4	327	79.0
103	8	1.9	321	77.5
102	8	1.9	313	75.6
101	8	1.9	305	73.7
99	6	1.4	297	71.7
98	16	3.9	291	70.3
97	11	2.7	275	66.4
96	7	1.7	264	63.8
95	10	2.4	257	62.1
94	13	3.1	247	59.7
93	13	3.1	234	56.5
92	14	3.4	221	53.4
90	12	2.9	207	50.0
89	29	7.0	195	47.1
87	12	2.9	166	40.1
85	14	3.4	154	37.2
84	14	3.4	140	33.8
82	22	5.3	126	30.4
80	18	4.3	104	25.1
78	18	4.3	86	20.8
77	9	2.2	68	16.4
76	14	3.4	59	14.3
74	12	2.9	45	10.9
72	8	1.9	33	8.0
71	3	0.7	25	6.0
69	6	1.4	22	5.3
67	3	0.7	16	3.9
65	1	0.2	13	3.1
64	6	1.4	12	2.9
62	3	0.7	6	1.4
59	3	0.7	3	0.7

ABOVE TABLE NOT COMPLETE

LANGUAGE TOTAL

SCORE	F	PCT	CF	C-PCT
142	1	0.2	414	100.0
138	2	0.5	413	99.8
136	1	0.2	411	99.3
134	1	0.2	410	99.0
131	1	0.2	409	98.8
129	2	0.5	408	98.6
127	2	0.5	406	98.1
126	1	0.2	404	97.6
125	1	0.2	403	97.3
123	2	0.5	402	97.1
122	1	0.2	400	96.6
121	3	0.7	399	96.4
120	1	0.2	396	95.7
119	1	0.2	395	95.4
118	3	0.7	394	95.2
117	8	1.9	391	94.4
116	4	1.0	383	92.5
115	2	0.5	379	91.5
114	4	1.0	377	91.1
113	11	2.7	373	90.1
112	2	0.5	362	87.4
111	1	0.2	360	87.0
110	3	0.7	359	86.7
109	8	1.9	356	86.0
108	3	0.7	348	84.1
107	4	1.0	345	83.3
106	3	0.7	341	82.4
105	16	3.9	338	81.6
104	4	1.0	322	77.8
103	11	2.7	318	76.8
102	3	0.7	307	74.2
101	2	0.5	304	73.4
100	9	2.2	302	72.9
99	14	3.4	293	70.8
98	6	1.4	279	67.4
97	11	2.7	273	65.9
96	7	1.7	262	63.3
95	9	2.2	255	61.6
94	10	2.4	246	59.4
93	18	4.3	236	57.0
92	5	1.2	218	52.7
91	14	3.4	213	51.4
90	8	1.9	199	48.1
89	9	2.2	191	46.1
88	15	3.6	182	44.0
87	14	3.4	167	40.3

ABOVE TABLE NOT COMPLETE

Grade 8

System Standard Score Frequency Distributions

System Standard Score Frequency Distributions are furnished for each system. A frequency table is provided for: Vocabulary; Reading; Language total (average for Spelling, Capitalization, Punctuation, Usage); total Work Study (average for Map Reading, Graphs and Tables, References); Mathematics (average for Concepts, Problem Solving); and ITBS Battery (average for Vocabulary, Reading, Language, Work Study, Mathematics). Averages for the areas (Language, Work Study, Mathematics) and the Battery were arrived at by first adding a student's grade equivalents together and dividing the number of subtests within the area [e.g., (L-1) + (L-2) + (L-3) + (L-4) ÷ 4]. Then the average GE was converted statistically to the standard score scale.

The table for each area such as Vocabulary has 3 sections. The top portion of the table contains the distribution of scores. The middle section, summary data for the score distributions. The bottom section the percentiles; that is the score below which the scores of the approximate percent (10, 25, 50, 75, 90) of the students fell.

The tables are printed on 11" × 14" pages with three tables abreast on the page. The report is no less than 2 pages long and may be on 4 pages if tables are too long to fit on two pages. The sample above is reduced.

Key

A Date when the test was administered, e.g., September, 1974.

B Name of system, e.g., Jefferson County.

C Code for Jefferson County, e.g., 320.

D Grade level for the report, e.g., Grade 8.

E Subtest or area, e.g., Vocabulary, Reading.

F This number is the Standard Score (SS) achieved by one or more students, e.g., 133 in Vocabulary.

G This number is the frequency (F) or the number of students achieving the SS, e.g., one student in Jefferson County achieved a SS of 133 in Vocabulary.

H This number is the percent (PCT) of students in the system achieving the given SS, e.g., 0.2 percent of students in Jefferson County achieved a SS of 133 in Vocabulary.

I This number is the cumulative frequency (CF), or the number of students in the system achieving a SS up to and including the given score, e.g., 414 students in Jefferson County achieved a SS of up to and including 133 in Vocabulary.

J This number is the cumulative percent (C-PCT), or the percent of students in the system achieving a score up to and including the given SS, e.g., 100% of the students in Jefferson County achieved a SS of up to and including 133 in Vocabulary.

K This number is the number of students tested in the system, e.g., 414 in Jefferson County.

L This number is the lowest SS achieved in the system, e.g., 51 in Vocabulary in Jefferson County.

M This number is the highest SS achieved in the system, e.g., 133 in Vocabulary in Jefferson County.

N This number is the sum of all students' SS's in the system. In Jefferson County the sum of all students' SS's is 37664 in Vocabulary.

O This number is the sum of squared SS's for all students in the system. This was arrived at by first squaring the SS for each student. Then the squared SS's for all students were summed. In Jefferson County the sum of squared SS's in Vocabulary is 3515022

P This number is the mean SS for the system. It was arrived at by summing all the students' SS's and then dividing by the number of students. The mean SS for Jefferson County in Vocabulary when rounded is 91.

Q This number is the standard deviation of SS's for the system. It is arrived at by first dividing the sum of squares by the number of students tested. Then the squared mean is subtracted from the number arrived at in Step 1 above. Finally the square root of the number arrived at in Step 2 is calculated giving the standard deviation. For example, in the Vocabulary subtest of Jefferson County, the sum of squared SS's (3515022) is divided by the number of students tested (414). Subtracted from this number (8490.39) is the mean (90.9758) of the Vocabulary subtest squared (8276.60) giving 213.79. The standard deviation for the Vocabulary subtest is the square root of 213.79 or 14 6215.

R The approximate SS below which the SS's of 90 percent of students in the system fell, e.g., in Jefferson County 90% of students' SS's fell below an approximate SS of 109 in Vocabulary.

S The approximate SS below which SS's of 75 percent of students in the system fell, e.g., in Jefferson County 75% of students' SS's fell below an approximate SS of 100 in Vocabulary.

T The approximate SS below which the SS's of 50 percent of students in the system fell, e.g., in Jefferson County 50% of students' SS's fell below an approximate SS of 89 in Vocabulary.

U The approximate SS below which the SS's of 25 percent of students in the system fell. In Jefferson County 25% of students' SS's fell below an approximate SS of 79 in Vocabulary.

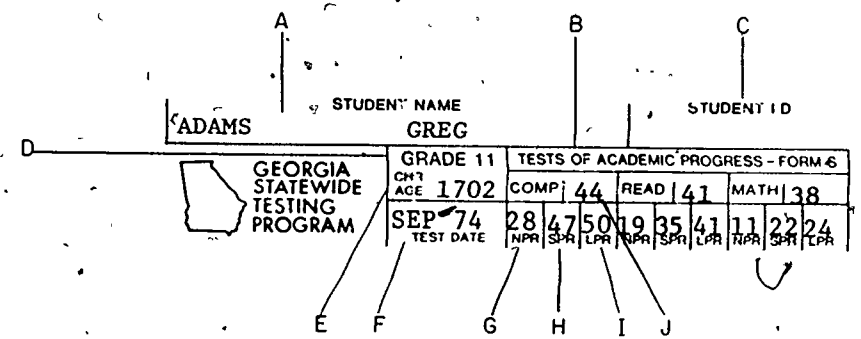
V The approximate SS's below which the SS's of 10 percent of students in the system fell. In Jefferson County 10% of students' SS's fell below an approximate SS of 68 in Vocabulary.

SAMPLE REPORTS FOR GRADE 11

Grade 11

Student Cumulative Record Label

This is a pressure sensitive label that can be placed in the Student's Cumulative Record folder. One copy for each student is furnished. Labels are grouped by classroom.



Key

A Name of student, e.g., Greg Adams.

B Name and form of the test, e.g., Tests of Academic Progress - Form S

C This is an optional number, filled in only if it was coded on Greg's answer sheet.

D Grade level of student, e.g., Grade 11.

E Age of student at time of testing, e.g., Greg was 17 years 2 months old.

F Date on which test was administered, e.g., September, 1974.

G The National Percentile Rank (NPR) represents Greg's standing in relation to the students in the national sample on which the test was normed. In Composition, Greg scored as well as or better than 28 percent of the students in the national sample. (See NPR page 13.)

H The State Percentile Rank (SPR) represents Greg's standing in relation to Georgia 11th Graders who took the test in 1973. In Composition, Greg scored as well as or better than 47 percent of Georgia 11th Graders tested in 1973. (See SPR page 13.)

I The Local Percentile Rank (LPR) represents Greg's standing in relation to other students in his system this year, 1974. In Composition, Greg scored as well as or better than 50 percent of the eleventh graders in Jefferson County. (See LPR page 13.)

J The Standard Score (SS) which represents a statistical conversion of the raw score (number of correct answers) to a scale common to all subtests. This permits comparisons among subtests. An examination of Greg's scores shows that he did better in Composition than in Reading and Math. (See SS page 12.)

GEORGIA STATEWIDE TESTING PROGRAM

A — PUPIL SCORE REPORT — B — SEPTEMBER 1974

GRADE 11
CLASS MARY BOWMAN

C — SCHOOL BARBER HIGH
D — SYSTEM JEFFERSON COUNTY
E — SCHOOL CODE 320-2171

		COMP	READ	MATH
ADAMS, GREG			F	
H	S.S.	44	41	38
I	L PR	50	41	24
J	S PR	47	35	22
K	N PR	28	19	11
BYERS, SUSAN				
	S.S.	51	50	45
	L PR	72	72	51
	S PR	70	65	48
	N PR	54	50	30
COHEN, ANNA				
	S.S.	44	36	33
	L PR	46	20	11
	S PR	44	18	10
	N PR	28	9	4
DANIELS, MARY				
	S.S.	43	39	35
	L PR	43	32	18
	S PR	41	27	16
	N PR	25	14	7
ENGLE, RALPH				
	S.S.	54	58	60
	L PR	80	91	95
	S PR	80	87	92
	N PR	65	79	84
FULLER, JOHN				
	S.S.	41	39	46
	L PR	36	32	58
	S PR	33	27	53
	N PR	20	14	35

	COMP	READ	MATH
NUMBER TESTED	31	31	31
MEAN S.S.	48.5	46.6	44.9

Grade 11

Pupil Score Report

The Pupil Score Report is a roster of all students in the classroom showing the same information appearing on each student's Cumulative Record Label. In addition, the final entry for a class, on this report shows summaries for all students in the class taking the test in September, 1974. The number of pages for a classroom depends upon the number of students. Each page shows scores for no more than 27 students. Only part of one page is shown above and is reduced. Actual size of each page is 11" × 14".

Key

A The teacher's name as it appeared on the classroom cover sheet accompanying student answer sheets, e.g., Mary Bowman.

B Date test was administered, e.g., September, 1974.

C Name of the school, e.g., Barber High.

D Name of the system, e.g., Jefferson County.

E Code for Barber High School in Jefferson County, e.g., 320-2171.

F Subtests in the TAP, e.g., Composition, Reading, Mathematics.

G Name of student, e.g., Greg Adams, Mary Daniels, etc.

H Standard Score (SS) represents a statistical conversion of the raw score to a scale common to all subtests. This permits comparison among subtests. Greg's SS of 44 in Composition when compared with his SS of 41 in Reading indicates he did better in Composition than in Reading. (See SS on page 12.)

I Local Percentile Rank (LPR) represents Greg's standing in relation to other 11th grade students in the system (in this instance, Jefferson County), who took the test in September, 1974. In Composition, Greg scored as well as or better than 50 percent of 11th graders in Jefferson County. (See LPR on page 13.)

J State Percentile Rank (SPR) which represents Greg's standing in relation to Georgia 11th graders who took the test in 1973. In Composition, Greg scored as well or better than 47 percent of the students in the state. (See SPR on page 13.)

K National Percentile Rank (NPR) which represents Greg's standing in relation to the national sample on which the test was normed. In Composition, Greg scored as well or better than 28 percent of the students in the national sample. (See NPR on page 13.)

L The number of students tested in the class represented on the roster, e.g., 31 students in Mary Bowman's class.

M The mean Standard Score (SS) for Mary Bowman's class. The mean was determined by adding the SS of each student in a subtest together and dividing the sum for all students by the number of students in the class. In Ms. Bowman's class the Composition SS of Greg (44) was added to that of Susan (51), Anna (44) and so on through all 31 students. The sum for all 31 students was then divided by 31 for a class mean SS in Composition of 48.5. The class mean SS may be used to compare Greg's or any other student's SS to the average of the class. For example, Greg's SS of 44 in Composition as compared to the class mean SS of 48.5 shows he was lower than the class average. The mean SS for the class in one subtest may also be used to compare this subtest with others. For example, the class mean SS in Composition of 48.5 indicates that the average class performance was higher than in Reading (46.6) and Mathematics (44.9).

GEORGIA STATEWIDE TESTING PROGRAM

CLASS RESPONSE SUMMARY

A CLASS	B SCHOOL	C SYSTEM	D CODE	E NUMBER TESTED	F GRADE
MARY BOWMAN	BARBER HIGH	JEFFERSON COUNTY	320-2171	31	11

G

COMPOSITION

ITEM	CL	SC	SY	CL	SC	SY	CL	SC	SY	CL	SC	SY	CL	SC	SY
SKILL	4			65			49			14			36		
% CORRECT	84	72	62	68	62	40	29	34	38	32	45	44	61	62	41
ITEM	7			10			50			15					
SKILL	5			6			6			2					
% CORRECT	77	75	60	90	91	76	6	6	11	74	69	60			
ITEM	8			11			51			19					
SKILL	3			6			6			2					
% CORRECT	39	40	37	39	45	42	45	49	43	58	55	50			
ITEM	6			12			52			21					
SKILL	3			6			6			2					
% CORRECT	65	63	49	58	62	51	6	5	14	35	31	37			
ITEM	17			13			53			22					
SKILL	3			6			6			2					
% CORRECT	23	23	22	71	69	56	42	43	34	77	75	61			
ITEM	24			38			54			26					
SKILL	3			6			6			2					
% CORRECT	68	71	58	74	69	60	39	46	42	61	68	57			
ITEM	30			39			55			27					
SKILL	3			6			6			2					
% CORRECT	90	85	68	42	38	44	45	35	31	68	55	54			
ITEM	35			40			56			28					
SKILL	3			6			6			2					
% CORRECT	58	55	39	48	49	49	81	82	71	71	68	67			
ITEM	37			41			57			31					
SKILL	3			6			6			2					
% CORRECT	58	62	44	42	43	33	58	51	48	32	37	36			
ITEM	38			42			2			32					
SKILL	3			6			4			2					
% CORRECT	74	72	55	35	38	45	71	58	54	65	65	55			
ITEM	39			43			5			33					
SKILL	3			6			4			2					
% CORRECT	92	85	33	77	71	64	61	52	48	65	55	44			
ITEM	40			44			16			34					
SKILL	3			6			4			2					
% CORRECT	58	65	55	48	51	45	61	58	48	71	60	50			
ITEM	41			45			20			23					
SKILL	3			6			4			5					
% CORRECT	61	68	53	23	37	35	65	68	56	26	32	38			
ITEM	42			46			25			29					
SKILL	3			6			4			5					
% CORRECT	48	49	40	77	72	65	16	15	16	61	58	52			
ITEM	43			47			1			6					
SKILL	3			6			2			1					
% CORRECT	61	63	48	26	18	9	68	68	60	65	68	53			
ITEM	44			48			3			18					
SKILL	3			6			2			1					
% CORRECT	52	58	42	16	18	23	48	51	42	81	83	82			

READING

ITEM	CL	SC	SY	CL	SC	SY	CL	SC	SY	CL	SC	SY	CL	SC	SY
SKILL	2			46			23			56					
% CORRECT	2A 39	35	28	2A 65	62	59	2B 26	34	39	2B 39	43	42			
ITEM	3			51			26			59					
SKILL	2A			2A			2B			2B					
% CORRECT	97	94	87	23	20	18	94	94	87	35	38	35			
ITEM	4			57			27			60					
SKILL	2A			2A			2B			2B					
% CORRECT	99	97	90	45	46	42	74	74	68	16	8	11			
ITEM	6			58			30			62					
SKILL	2A			2A			2B			2B					
% CORRECT	87	86	85	55	58	50	35	32	32	19	22	30			
ITEM	11			1			31			64					
SKILL	2A			2B			2B			2B					
% CORRECT	84	88	82	65	60	58	13	20	20	32	34	26			
ITEM	17			8			33			38					
SKILL	2A			2B			2B			1					
% CORRECT	77	65	72	19	25	29	32	29	19	45	38	33			
ITEM	19			7			35			42					
SKILL	2A			2B			2B			1					
% CORRECT	77	83	81	58	62	52	48	38	38	55	51	46			
ITEM	21			8			37			61					
SKILL	2A			2B			2B			1					
% CORRECT	29	28	22	52	57	46	55	48	46	29	23	30			
ITEM	24			9			40			63					
SKILL	2A			2B			2B			3					
% CORRECT	77	85	76	61	54	45	42	42	42	35	43	37			
ITEM	25			10			44			18					
SKILL	2A			2B			2B			4					
% CORRECT	90	86	78	52	40	48	74	72	62	32	28	25			
ITEM	28			12			47			15					
SKILL	2A			2B			2B			5					
% CORRECT	74	74	68	48	45	43	35	31	29	42	40	38			
ITEM	29			13			48			34					
SKILL	2A			2B			2B			5					
% CORRECT	77	74	75	45	46	46	39	34	32	35	28	23			
ITEM	32			14			49			36					
SKILL	2A			2B			2B			5					
% CORRECT	71	66	60	48	51	45	39	35	35	32	42	45			
ITEM	39			15			50			41					
SKILL	2A			2B			2B			5					
% CORRECT	45	57	54	87	89	75	68	69	62	58	57	48			
ITEM	43			20			53			52					
SKILL	2A			2B			2B			5					
% CORRECT	46	48	43	35	34	37	19	25	31	48	54	46			
ITEM	45			22			54			55					
SKILL	2A			2B			2B			5					
% CORRECT	52	45	36	94	89	80	45	45	45	29	28	27			

MATHEMATICS

ITEM	CL	SC	SY	CL	SC	SY	CL	SC	SY	CL	SC	SY	CL	SC	SY
SKILL	8			1			28								
% CORRECT	1A 13	15	16	2A 32	34	39	4A 26	32	29						
ITEM	13			18			38								
SKILL	1A			2B			4A								
% CORRECT	58	58	42	23	23	18	23	23	23						
ITEM	2			33			29								
SKILL	1B			2C			4B								
% CORRECT	58	57	43	23	22	22	35	28	30						
ITEM	5			9			46								
SKILL	1B			2E			4B								
% CORRECT	26	34	27	19	23	26	35	32	29						
ITEM	15			21			4								
SKILL	1B			2E			4C								
% CORRECT	29	25	26	10	18	20	45	43	37						
ITEM	25			22			17								
SKILL	1B			2E			4D								
% CORRECT	26	25	26	39	38	29	29	29	30						
ITEM	34			28			6								
SKILL	1B			2E			4E								
% CORRECT	23	28	30	26	23	20	42	42	41						
ITEM	37			27			7								
SKILL	1B			2E			4E								
% CORRECT	26	17	17	29	20	21	42	52	43						
ITEM	35			30			23								
SKILL	1C			2E			4E								
% CORRECT	32	34	19	35	28	25	61	66	56						
ITEM	10			11			24								
SKILL	3A			5A			4E								
% CORRECT	39	43	40	19	20	19	26	28	29						
ITEM	47			16			19								
SKILL	3A			5A			6A								
% CORRECT	19	17	19	29	20	18	52	48	50						
ITEM	44			42			40								
SKILL	3B			5A			6C								
% CORRECT	26	26	19	29	34	20	19	26	25						
ITEM	3			43			41								
SKILL	3C			5A			6C								
% CORRECT	29	37	35	3	5	9	39	43	39						
ITEM	36			32			14								
SKILL	3C			5F			7								
% CORRECT	6	11	12	35	38	29	16	17	20						
ITEM	39			48			20								
SKILL	3C			5F			7								
% CORRECT	39	48	45	42	28	27	45	48	32						
ITEM	43			12			31								
SKILL	3C			4A			7								
% CORRECT	23	20	19	39	43	37	26	25	26						

H

I

J

K

L

ITEM = ITEM NUMBER IN TEST SKILL = SEE REVERSE SIDE FOR CLASSIFICATION % CORRECT = PERCENT OF STUDENTS IN UNIT (CLASSROOM SCHOOL SYSTEM) RESPONDING CORRECTLY CL = CLASS SC = SCHOOL SY = SYSTEM

71

Class Response Summary

A Class Response Summary is provided for each class in which students were tested. It is 1 page long. The above sample is reduced from its actual size of 9 1/2" × 14". For each test question, the report shows the number of the question (item), the skill measured and the average percent of correct responses of the class as well as the school and the system in which the class is located. Test questions are not in numerical order; rather, they are grouped by skill and should be read down the pages, not across. On the reverse side of the report the skills are listed along with their codes. (The above sample does not have the skills printed on the reverse side.)

Key

A The teacher's name as it appears on the classroom cover sheet accompanying student answer sheets, e.g., Mary Bowman.

B Name of school, e.g., Barber High.

C Name of system, e.g., Jefferson County.

D Code for Barber High School in Jefferson County, e.g., 320-2171.

E Number of students tested in Ms. Bowman's class, e.g., 31 students.

F The grade level for the report, e.g., Grade 11.

G Name of subtest, e.g., Composition.

H The test question number, e.g., item number 4 in the Composition subtest.

I The skill measured by the test question, e.g., item 4 skill 3 is Usage. (The skill classification codes and titles are listed on the reverse side of reports, not on reverse side of this sample.)

J This number (PC) is the percent of students in the class (CL) answering the test question correctly. The class PC was arrived at by first counting the students in the class answering a question correctly. This number is then divided by the total number of students in the class taking the test. For example, in Ms. Bowman's class, 24 of 31 students answered question number 7 on the Composition subtest correctly, for a class PC of 77. (See PC on page 14.)

K This number (PC) is the percent of students in the school (SC) answering the test question correctly. The school PC was arrived at by first counting the students in the school answering a question correctly. This number is then divided by the total number of students in the school taking the test. For example, in Barber High School, 49 out of 65 students answered question 7 in Composition correctly, for a school PC of 75. (See PC on page 14.)

L This number (PC) is the percent of students in the system (SY) answering the test question correctly. The system PC was arrived at by first counting the students in the system answering a question correctly. This number is then divided by the total number of students in the system taking the test. For example, in Jefferson County, 176 of the 293 students taking the test answered question number 7 in Composition correctly, for a system PC of 60. (See PC on page 14.)

GEORGIA STATEWIDE TESTING PROGRAM

SCHOOL RESPONSE SUMMARY

CLASS	SCHOOL	SYSTEM	CODE	NUMBER TESTED
	BARBER HIGH	JEFFERSON COUNTY	320-2171	65

GRADE 11

A B C D E F G H I J

COMPOSITION

ITEM / SKILL / % CORRECT	CL	SC	SY
ITEM	65		
SKILL	3		
% CORRECT	72	62	
ITEM	7	10	
SKILL	3	6	
% CORRECT	75	60	91 76
ITEM	8	11	
SKILL	3	6	
% CORRECT	40	37	45 42
ITEM	9	12	
SKILL	3	6	
% CORRECT	63	49	62 51
ITEM	17	13	
SKILL	3	6	
% CORRECT	23	22	69 56
ITEM	24	38	
SKILL	3	6	
% CORRECT	71	58	69 65
ITEM	30	39	
SKILL	3	6	
% CORRECT	85	68	38 44
ITEM	36	40	
SKILL	3	6	
% CORRECT	55	39	49 49
ITEM	37	41	
SKILL	3	6	
% CORRECT	62	44	43 33
ITEM	86	42	
SKILL	3	6	
% CORRECT	72	55	38 45
ITEM	88	43	
SKILL	3	6	
% CORRECT	35	33	71 64
ITEM	89	44	
SKILL	3	6	
% CORRECT	65	55	51 45
ITEM	61	45	
SKILL	3	6	
% CORRECT	68	53	37 35
ITEM	62	46	
SKILL	3	6	
% CORRECT	49	40	72 65
ITEM	63	47	
SKILL	3	6	
% CORRECT	63	48	18 29
ITEM	64	48	
SKILL	3	6	
% CORRECT	58	42	18 23

ITEM / SKILL / % CORRECT	CL	SC	SY
ITEM	49		
SKILL	6		
% CORRECT	34	38	
ITEM	90		
SKILL	6		
% CORRECT	6	11	
ITEM	91		
SKILL	6		
% CORRECT	49	43	
ITEM	52		
SKILL	6		
% CORRECT	5	14	
ITEM	53		
SKILL	6		
% CORRECT	43	34	
ITEM	54		
SKILL	6		
% CORRECT	46	42	
ITEM	55		
SKILL	6		
% CORRECT	35	31	
ITEM	56		
SKILL	6		
% CORRECT	82	71	
ITEM	57		
SKILL	6		
% CORRECT	51	48	
ITEM	2		
SKILL	4		
% CORRECT	58	54	
ITEM	3		
SKILL	4		
% CORRECT	52	48	
ITEM	18		
SKILL	4		
% CORRECT	58	48	
ITEM	20		
SKILL	4		
% CORRECT	68	56	
ITEM	25		
SKILL	4		
% CORRECT	15	16	
ITEM	1		
SKILL	2		
% CORRECT	68	60	
ITEM	3		
SKILL	2		
% CORRECT	51	42	

ITEM / SKILL / % CORRECT	CL	SC	SY
ITEM	14		
SKILL	2		
% CORRECT	45	44	
ITEM	15		
SKILL	2		
% CORRECT	69	60	
ITEM	19		
SKILL	2		
% CORRECT	55	56	
ITEM	21		
SKILL	2		
% CORRECT	31	37	
ITEM	22		
SKILL	2		
% CORRECT	75	61	
ITEM	26		
SKILL	2		
% CORRECT	68	57	
ITEM	27		
SKILL	2		
% CORRECT	55	54	
ITEM	28		
SKILL	2		
% CORRECT	68	67	
ITEM	31		
SKILL	2		
% CORRECT	37	36	
ITEM	32		
SKILL	2		
% CORRECT	65	55	
ITEM	33		
SKILL	2		
% CORRECT	55	44	
ITEM	34		
SKILL	2		
% CORRECT	60	50	
ITEM	23		
SKILL	5		
% CORRECT	32	38	
ITEM	29		
SKILL	5		
% CORRECT	58	52	
ITEM	6		
SKILL	1		
% CORRECT	68	53	
ITEM	18		
SKILL	1		
% CORRECT	83	82	

ITEM / SKILL / % CORRECT	CL	SC	SY
ITEM	36		
SKILL	1		
% CORRECT	62	41	

READING

ITEM / SKILL / % CORRECT	CL	SC	SY
ITEM	2		
SKILL	2A		
% CORRECT	35	28	
ITEM	3		
SKILL	2A		
% CORRECT	94	87	
ITEM	4		
SKILL	2A		
% CORRECT	97	90	
ITEM	6		
SKILL	2A		
% CORRECT	80	85	
ITEM	11		
SKILL	2A		
% CORRECT	88	82	
ITEM	17		
SKILL	2A		
% CORRECT	65	72	
ITEM	19		
SKILL	2A		
% CORRECT	83	81	
ITEM	21		
SKILL	2A		
% CORRECT	28	22	
ITEM	24		
SKILL	2A		
% CORRECT	85	76	
ITEM	25		
SKILL	2A		
% CORRECT	86	78	
ITEM	28		
SKILL	2A		
% CORRECT	74	68	
ITEM	29		
SKILL	2A		
% CORRECT	74	75	
ITEM	32		
SKILL	2A		
% CORRECT	66	60	
ITEM	39		
SKILL	2A		
% CORRECT	57	54	
ITEM	43		
SKILL	2A		
% CORRECT	48	43	
ITEM	45		
SKILL	2A		
% CORRECT	45	36	

ITEM / SKILL / % CORRECT	CL	SC	SY
ITEM	46		
SKILL	2A		
% CORRECT	62	59	
ITEM	51		
SKILL	2A		
% CORRECT	20	18	
ITEM	57		
SKILL	2A		
% CORRECT	46	42	
ITEM	58		
SKILL	2A		
% CORRECT	58	50	
ITEM	1		
SKILL	2B		
% CORRECT	60	58	
ITEM	5		
SKILL	2B		
% CORRECT	25	29	
ITEM	7		
SKILL	2B		
% CORRECT	62	52	
ITEM	8		
SKILL	2B		
% CORRECT	57	46	
ITEM	9		
SKILL	2B		
% CORRECT	54	45	
ITEM	10		
SKILL	2B		
% CORRECT	40	48	
ITEM	12		
SKILL	2B		
% CORRECT	45	43	
ITEM	13		
SKILL	2B		
% CORRECT	46	46	
ITEM	14		
SKILL	2B		
% CORRECT	51	45	
ITEM	18		
SKILL	2B		
% CORRECT	89	75	
ITEM	20		
SKILL	2B		
% CORRECT	34	37	
ITEM	22		
SKILL	2B		
% CORRECT	89	80	

ITEM / SKILL / % CORRECT	CL	SC	SY
ITEM	23		
SKILL	2B		
% CORRECT	62	58	
ITEM	26		
SKILL	2B		
% CORRECT	94	87	
ITEM	27		
SKILL	2B		
% CORRECT	74	68	
ITEM	30		
SKILL	2B		
% CORRECT	32	32	
ITEM	31		
SKILL	2B		
% CORRECT	60	58	
ITEM	33		
SKILL	2B		
% CORRECT	29	19	
ITEM	35		
SKILL	2B		
% CORRECT	25	29	
ITEM	37		
SKILL	2B		
% CORRECT	57	46	
ITEM	40		
SKILL	2B		
% CORRECT	54	45	
ITEM	44		
SKILL	2B		
% CORRECT	40	48	
ITEM	47		
SKILL	2B		
% CORRECT	45	43	
ITEM	48		
SKILL	2B		
% CORRECT	46	46	
ITEM	49		
SKILL	2B		
% CORRECT	51	45	
ITEM	50		
SKILL	2B		
% CORRECT	89	75	
ITEM	53		
SKILL	2B		
% CORRECT	34	37	
ITEM	54		
SKILL	2B		
% CORRECT	89	80	

ITEM / SKILL / % CORRECT	CL	SC	SY
ITEM	56		
SKILL	2B		
% CORRECT	34	39	
ITEM	59		
SKILL	2B		
% CORRECT	94	87	
ITEM	60		
SKILL	2B		
% CORRECT	74	68	
ITEM	62		
SKILL	2B		
% CORRECT	32	32	
ITEM	64		
SKILL	2B		
% CORRECT	20	20	
ITEM	38		
SKILL	1		
% CORRECT	29	19	
ITEM	42		
SKILL	1		
% CORRECT	38	38	
ITEM	61		
SKILL	1		
% CORRECT	48	46	
ITEM	63		
SKILL	3		
% CORRECT	42	42	
ITEM	18		
SKILL	4		
% CORRECT	72	62	
ITEM	34		
SKILL	5		
% CORRECT	34	32	
ITEM	38		
SKILL	5		
% CORRECT	35	35	
ITEM	41		
SKILL	5		
% CORRECT	69	62	
ITEM	52		
SKILL	5		
% CORRECT	25	31	
ITEM	55		
SKILL	5		
% CORRECT	45	45	

MATHEMATICS

ITEM / SKILL / % CORRECT	CL	SC	SY
ITEM	8		
SKILL	1A		
% CORRECT	15	16	
ITEM	13		
SKILL	1A		
% CORRECT	58	42	
ITEM	2		
SKILL	1B		
% CORRECT	57	43	
ITEM	5		
SKILL	1B		
% CORRECT	34	27	
ITEM	15		
SKILL	1B		
% CORRECT	25	26	
ITEM	25		
SKILL	1B		
% CORRECT	25	26	
ITEM	34		
SKILL	1B		
% CORRECT	28	30	
ITEM	37		
SKILL	1B		
% CORRECT	17	17	
ITEM	35		
SKILL	1C		
% CORRECT	34	19	
ITEM	10		
SKILL	3A		
% CORRECT	43	40	
ITEM	47		
SKILL	3A		
% CORRECT	17	19	
ITEM	44		
SKILL	3B		
% CORRECT	26	19	
ITEM	3		
SKILL	3C		
% CORRECT	37	35	
ITEM	36		
SKILL	3C		
% CORRECT	11	12	
ITEM	39		
SKILL	3C		
% CORRECT	48	45	
ITEM	43		
SKILL	3C		
% CORRECT	20	19	

ITEM / SKILL / % CORRECT	CL	SC	SY
ITEM	1		
SKILL	2A		
% CORRECT	34	39	
ITEM	16		
SKILL	2B		
% CORRECT	23	18	
ITEM	33		
SKILL	2C		
% CORRECT	22	22	
ITEM	9		
SKILL	2E		
% CORRECT	23	26	
ITEM	21		
SKILL	2E		
% CORRECT	18	20	
ITEM	22		
SKILL	2E		
% CORRECT	38	29	
ITEM	26		
SKILL	2E		
% CORRECT	23	20	
ITEM	27		
SKILL	2E		
% CORRECT	20	21	
ITEM	30		
SKILL	2E		
% CORRECT	28	25	
ITEM	11		
SKILL	5A		
% CORRECT	20	19	
ITEM	18		
SKILL	5A		
% CORRECT	20	18	
ITEM	42		
SKILL	5A		
% CORRECT	34	20	
ITEM	45		
SKILL	5A		
% CORRECT	5	9	
ITEM	32		
SKILL	5F		
% CORRECT	38	29	
ITEM	48		
SKILL	5F		
% CORRECT	28	27	
ITEM	12		
SKILL	4A		
% CORRECT	43	37	

ITEM / SKILL / % CORRECT	CL	SC	SY
ITEM	28		
SKILL	4A		
% CORRECT	32	29	
ITEM	38		
SKILL	4A		
% CORRECT	23	23	
ITEM	29		
SKILL	4B		
% CORRECT	28	30	
ITEM	46		
SKILL	4B		
% CORRECT	32	29	
ITEM	4		
SKILL	4C		
% CORRECT	43	37	
ITEM	17		
SKILL	4D		
% CORRECT	29	30	
ITEM	6		
SKILL	4E		
% CORRECT	42	41	
ITEM	7		
SKILL	4E		
% CORRECT	52	43	
ITEM	23		
SKILL	4E		
% CORRECT	66	56	
ITEM	24		
SKILL	4E		
% CORRECT	28	29	
ITEM	19		
SKILL	6A		
% CORRECT	48	50	
ITEM	40		
SKILL	6C		
% CORRECT	26	25	
ITEM	41		
SKILL	6C		
% CORRECT	43	39	
ITEM	14		
SKILL	7		
% CORRECT	17	20	
ITEM	20		
SKILL	7		
% CORRECT	48	32	
ITEM	31		
SKILL	7		
% CORRECT	25	26	

ITEM = ITEM NUMBER IN TEST SKILL = SEE REVERSE SIDE FOR CLASSIFICATION CORRECT = PERCENT OF STUDENTS IN UNIT (CLASSROOM, SCHOOL, SYSTEM) RESPONDING CORRECTLY CL = CLASS SC = SCHOOL SY = SYSTEM

23

Grade 11

School Response Summary

A School Response Summary is provided for each school in which students were tested. It is 1 page long. The above sample is reduced from its actual size of 9 1/2" × 14". For each test question, the report shows the number of the question (item), the skill measured and the average percent of correct responses for the school as well as the system in which the school is located. Test questions are not in numerical order: rather, they are grouped by skill and should be read down the page, not across. On the reverse side of the report the skills are listed along with their codes. (The above sample does not have the skills printed on the reverse side.)

Key

A Name of school, e.g., Barber High.

B Name of system, e.g., Jefferson County.

C Code for Barber High School in Jefferson County, e.g., 320-2171.

D Number of students tested in Barber High School, e.g., 65 students.

E Grade level for the report, e.g., Grade 11.

F Name of subtest, e.g., Composition.

G The test question number, e.g., item number 4 in Composition subtest.

H The skill measured by the test question, e.g., item 4, skill 3 is Usage. (The skill classification codes and titles are listed on the reverse side of reports, not on reverse side of this sample.)

I This number (PC) is percent of students in the school answering the test question correctly. The school PC was arrived at by first counting the students in the school answering a question correctly. This number is then divided by the total number of students in the school taking the test. For example, in Barber High, 49 out of 65 students answered question 7 in Composition correctly, for a school PC of 75. (See PC on page 14.)

J This number (PC) is the percent of students in the system answering the test question correctly. The system PC was arrived at by first counting the students in the system answering a question correctly. This number is then divided by the total number of students in the system taking the test. For example, in Jefferson County, 176 of the 293 students taking the test answered question number 7 in Composition correctly, for a system PC of 60. (See PC on page 14.)

GEORGIA STATEWIDE TESTING PROGRAM

SYSTEM RESPONSE SUMMARY

A B C D E F G H

CLASS	SCHOOL	SYSTEM	CODE	NUMBER TESTED	GRADE 11
		JEFFERSON COUNTY	320	293	

COMPOSITION

Item / Skill (group 1)	% Correct SY	Item / Skill (group 2)	% Correct SY	Item / Skill (group 3)	% Correct SY	Item / Skill (group 4)	% Correct SY	Item / Skill (group 5)	% Correct SY
[illegible]	[illegible]	65 / 3	40	[illegible]	38	14 / 2	44	[illegible]	41
[illegible]	[illegible]	10 / 6	76	[illegible]	11	15 / 2	60	[illegible]	[illegible]
[illegible]	[illegible]	11 / 6	42	[illegible]	43	19 / 2	56	[illegible]	[illegible]
[illegible]	[illegible]	12 / 6	51	[illegible]	[illegible]	21 / 2	37	[illegible]	[illegible]
[illegible]	[illegible]	13 / 6	56	[illegible]	34	22 / 2	61	[illegible]	[illegible]
[illegible]	[illegible]	38 / 6	65	[illegible]	[illegible]	26 / 2	57	[illegible]	[illegible]
[illegible]	[illegible]	39 / 6	44	[illegible]	31	27 / 2	54	[illegible]	[illegible]
[illegible]	[illegible]	40 / 6	49	[illegible]	71	28 / 2	67	[illegible]	[illegible]
[illegible]	[illegible]	41 / 6	33	[illegible]	[illegible]	31 / 2	36	[illegible]	[illegible]
[illegible]	[illegible]	42 / 6	45	[illegible]	[illegible]	32 / 2	55	[illegible]	[illegible]
[illegible]	[illegible]	43 / 6	64	[illegible]	48	33 / 2	44	[illegible]	[illegible]
[illegible]	[illegible]	44 / 6	45	[illegible]	[illegible]	34 / 2	50	[illegible]	[illegible]
[illegible]	[illegible]	45 / 6	35	[illegible]	56	23 / 5	38	[illegible]	[illegible]
[illegible]	[illegible]	46 / 6	65	[illegible]	16	29 / 5	52	[illegible]	[illegible]
[illegible]	48	47 / 6	29	[illegible]	60	6 / 1	53	[illegible]	[illegible]
[illegible]	42	48 / 6	23	[illegible]	42	18 / 1	82	[illegible]	[illegible]

READING

Item / Skill	% Correct SY	Item / Skill	% Correct SY	Item / Skill	% Correct SY	Item / Skill	% Correct SY
2 / 2A	28	48 / 2A	59	23 / 2B	39	56 / 2B	42
3 / 2A	87	51 / 2A	18	26 / 2B	87	59 / 2B	35
4 / 2A	90	57 / 2A	62	27 / 2B	68	60 / 2B	11
6 / 2A	85	58 / 2A	58	30 / 2B	32	[illegible]	30
11 / 2A	82	[illegible]	[illegible]	31 / 2B	20	[illegible]	26
17 / 2A	72	[illegible]	[illegible]	33 / 2B	19	[illegible]	33
19 / 2A	81	[illegible]	[illegible]	35 / 2B	38	[illegible]	46
21 / 2A	22	[illegible]	[illegible]	37 / 2B	46	[illegible]	30
24 / 2A	76	[illegible]	[illegible]	40 / 2B	42	[illegible]	37
25 / 2A	78	[illegible]	[illegible]	44 / 2B	62	[illegible]	25
28 / 2A	68	[illegible]	[illegible]	47 / 2B	29	[illegible]	38
29 / 2A	75	13 / 2B	46	48 / 2B	32	[illegible]	23
32 / 2A	60	14 / 2B	45	49 / 2B	35	[illegible]	45
39 / 2A	54	18 / 2B	75	50 / 2B	62	41 / 5	48
43 / 2A	43	20 / 2B	37	53 / 2B	31	52 / 5	46
45 / 2A	36	22 / 2B	80	54 / 2B	45	55 / 5	27

MATHEMATICS

Item / Skill	% Correct SY	Item / Skill	% Correct SY	Item / Skill	% Correct SY
8 / 1A	16	1 / 2A	39	28 / 4A	29
13 / 1A	42	18 / 2B	18	38 / 4A	23
24 / 1B	43	33 / 2C	22	29 / 4B	30
5 / 1B	27	9 / 2E	26	46 / 4B	29
15 / 1B	26	21 / 2E	20	4 / 4C	37
25 / 1B	26	22 / 2E	29	17 / 4D	30
34 / 1B	30	26 / 2E	20	6 / 4E	41
37 / 1B	17	27 / 2E	21	7 / 4E	43
35 / 1C	19	30 / 2E	25	23 / 4E	56
10 / 3A	40	11 / 5A	19	24 / 4E	29
47 / 3A	19	16 / 5A	18	19 / 6A	50
44 / 3B	19	42 / 5A	20	40 / 6C	25
3 / 3C	35	45 / 5A	9	41 / 6C	39
36 / 3C	12	32 / 5F	29	14 / 7	20
39 / 3C	45	48 / 5F	27	20 / 7	32
43 / 3C	19	12 / 4A	37	31 / 7	26

ITEM = ITEM NUMBER IN TEST · SKILL = SEE REVERSE SIDE FOR CLASSIFICATION · % CORRECT = PERCENT OF STUDENTS IN UNIT (CLASSROOM SCHOOL SYSTEM) RESPONDING CORRECTLY CL = CLASS SC = SCHOOL SY = SYSTEM

Grade 11

System Response Summary

A System Response Summary is provided for each system. It is 1 page long. The above sample is reduced from its actual size of 9 1/2" × 14". For each test question, the report shows the number of the question (item), the skill measured and the average percent of correct responses for the system. Test questions are not in numerical order; rather, they are grouped by skill and should be read down the page, not across. On the reverse side of the report the skills are listed along with their codes. (The above sample does not have the skills printed on the reverse side.)

Key

A Name of system, e.g., Jefferson County.

B Code for Jefferson County, e.g., 320.

C Number of students tested in Jefferson County, e.g., 293 students.

D Grade level for the report, e.g., Grade 11.

E Name of subtest, e.g., Composition.

F The test question number, e.g., item number 4 in Composition subtest.

G The skill measured by the test question, e.g., item 4, skill 3 is Usage. (The skill classification codes and titles are listed on the reverse side of reports, not on reverse side of this sample.)

H This number (PC) is the percent of students in the system answering the test question correctly. The system PC was arrived at by first counting the students in the system answering a question correctly. This number is then divided by the total number of students in the system taking the test. For example, in Jefferson County, 176 of the 293 students taking the test answered question number 7 in Vocabulary correctly, for a system PC of 60. (See PC on page 14.)

GEORGIA STATEWIDE TESTING PROGRAM

SCHOOL SKILL RANKING REPORT

A—— SEPTEMBER 1974

B—— SCHOOL BARBER HIGH
C—— SYSTEM JEFFERSON COUNTY
D—— SCHOOL CODE 320-2171
E—— GRADE 11

F — MATHEMATICS 31%

H
- 20% MEASUREMENT
- 29% OPERATIONS, PROPERTIES AND NUMBER THEORY
- 29% RELATIONS AND FUNCTIONS
- 30% APPLICATION
- 32% SETS, NUMBERS, NUMERATION
- 38% GEOMETRY
- 39% PROBABILITY AND STATISTICS

G — READING 51%

- 28% EVALUATION
- 37% MAIN IDEA
- 41% STYLE AND TONE
- 43% APPLICATION
- 53% SUPPORTING DETAIL

COMPOSITION 54%

- 46% SENTENCE STRUCTURE
- 47% LOGICAL ORDER AND RELATIONSHIP OF IDEAS
- 50% STYLE
- 57% CAPITALIZATION AND/OR PUNCTUATION
- 60% USAGE
- 71% SPELLING

NOTE: SUBTESTS AND SKILLS WITHIN SUBTESTS ARE RANKED FROM LOW TO HIGH. AVERAGE PERCENT OF CORRECT RESPONSES APPEARS BESIDE EACH SUBTEST AND SKILL. LOWER PERCENT INDICATES PROBABLE NEED FOR FURTHER INSTRUCTION.

Grade 11

School Skill Ranking Report

A School Skill Ranking Report is provided for each school in which students were tested. It is designed to show by subtest and by skills within subtests the relative "performance" of the students on the test. "Performance" is expressed as the average percent of correct responses by students in the school taking the test. Subtests are ranked from the lowest to the highest based on the average percent of correct answers. Skills within each subtest, too, are ranked from the lowest to the highest based on the average percent of correct answers. The order and rank for both subtests and skills within subtests are helpful in identifying "needs" for the school.

The average percent of correct answers for a subtest was arrived at by first adding the number of correct responses for all students in the school. Then the number of correct responses for the school arrived at in Step 1 above is divided by the number of students in the school for the average number of correct responses for students in the school. Finally, the average number of correct responses for students in the school was divided by the number of test questions in the subtest, for the average school percent correct. The same procedure was used in computing the average percent of correct responses on a skill within a subtest except the base is only those test questions measuring the skill.

The report is on one page 11" × 14". The above sample is reduced. The order of subtests and skills within subtests is different for each school to reflect the performance of students within the school.

Key

A Date when the test was administered, e.g., September, 1974.

B Name of the school, e.g., Barber High.

C Name of the system, e.g., Jefferson County.

D Code for Barber High School in Jefferson County, e.g., 320-2171.

E Grade level for the report, e.g., Grade 11.

F Title of the subtest, e.g., Mathematics. Subtests are ranked from lowest to highest on the basis of the average percent of correct responses for Barber High. For example, Mathematics, the first subtest listed, has an average percent correct of 31%, with Reading (51%) and Composition (54%) following.

G This number is the average percent of correct answers (PC) for the subtest. For example, the average percent of correct responses for 11th grade students in Barber High School is 31% in Mathematics, 51% in Reading and 54% in Composition. In other words students performed less well in Mathematics, than in Reading and Composition.

H These numbers are the average percent correct (PC) for each of the skills measured in the Mathematics subtest. The order of skills is based on the PC of the skill, with the lowest PC first; next to lowest, second; and so on. For example, Barber High School eleventh grade students in Mathematics performed less well on the skill, "Measurement" (20%), than on the skills of "Operations, Properties and Number Theory" (29%), "Relations and Functions" (29%), "Application" (30%), "Sets, Numbers, Numeration" (32%), "Geometry" (38%) and "Probability and Statistics" (39%).

GEORGIA STATEWIDE TESTING PROGRAM

SYSTEM SKILL RANKING REPORT

A — SEPTEMBER 1974
B — SYSTEM JEFFERSON COUNTY
C — SYSTEM CODE 320
D — GRADE 11

E

MATHEMATICS 28%

16% MEASUREMENT
26% APPLICATION
27% SETS, NUMBERS, NUMERATION
G 27% OPERATIONS, PROPERTIES AND NUMBER THEORY
27% RELATIONS AND FUNCTIONS
35% GEOMETRY
38% PROBABILITY AND STATISTICS

F

COMPOSITION 47%

44% STYLE
44% LOGICAL ORDER AND RELATIONSHIP OF IDEAS
45% SENTENCE STRUCTURE
47% USAGE
52% CAPITALIZATION AND/OR PUNCTUATION
58% SPELLING

READING 48%

25% EVALUATION
37% MAIN IDEA
37% APPLICATION
38% STYLE AND TONE
50% SUPPORTING DETAIL

NOTE: SUBTESTS AND SKILLS WITHIN SUBTESTS ARE RANKED FROM LOW TO HIGH. AVERAGE PERCENT OF CORRECT RESPONSES APPEARS BESIDE EACH SUBTEST AND SKILL. LOWER PERCENT INDICATES PROBABLE NEED FOR FURTHER INSTRUCTION.

Grade 11

System Skill Ranking Report

A System Skill Ranking Report is provided for each system. It is designed to show by subtest and by skills within subtests the relative "performance" of the students on the test. "Performance" is expressed as the average percent of correct responses by students in the system taking the test. Subtests are ranked from the lowest to the highest based on the average percent of correct answers. Skills within each subtest, too, are ranked from the lowest to the highest based on the average percent of correct answers. The order and rank for both subtests and skills within subtest are helpful in identifying "needs" for the school.

The average percent of correct answers for a subtest was arrived at by first adding the number of correct answers for all students in the system. Then the number of correct answers for the system arrived at in Step 1 above is divided by the number of students in the system for the average number of correct answers for students in the system. Finally, the average number of correct answers for students in the system was divided by the number of test questions in the subtest, for the average system percent correct. The same procedure was used in computing the average percent of correct answers on a skill within a subtest except the base is only those test questions measuring the skill.

The report is on one page 11" × 14". The above sample is reduced. The order of subtests and skills within a subtest is different for each system to reflect the performance of students within the system.

Key

A Date when the test was administered, e.g., September, 1974.

B Name of the system, e.g., Jefferson County.

C Code for Jefferson County, e.g., 320.

D Grade level for the report, e.g., Grade 11.

E Title of the subtest, e.g., Mathematics. Subtests are ranked from lowest to highest on the basis of the average percent of correct responses for Jefferson High. For example, Mathematics, the first subtest listed has an average percent correct of 28% with Composition (47%) and Reading (48%) following.

F This number is the average percent of correct answers (PC) for the subtest. For example, the average percent of correct answers for 11th grade students in Jefferson County is 28% in Mathematics, 47% in Composition and 48% in Reading In other words students performed less well in Mathematics, than in Composition and Reading.

G These numbers are the average percent correct (PC) for each of the skills measured in the Mathematics subtest. The order of skills is based on the PC of the skill, with the lowest PC first; next to lowest, second; and so on. For example, Jefferson County eleventh-grade students in Mathematics performed less well on the skill "Measurement" (16%) than on "Application" (26%), "Sets, Numbers and Numeration (27%), "Operations; Properties and Number Theory" (27%), "Relations and Functions" (27%), "Geometry" (35%), and "Probability and Statistics (38%).

STATEWIDE SCHOOL STANDARD SCORE FREQUENCY DISTRIBUTIONS

ASSESSMENT PROGRAM

A —— SEPTEMBER 1974
B —— SCHOOL BARBER HIGH
C —— SYSTEM JEFFERSON COUNTY
D —— SCHOOL CODE 320-2171
E —— GRADE 11

F

COMPOSITION

SCORE G	F H	PCT I	CF J	C-PCT K
79	1	1.5	65	100.0
61	1	1.5	64	98.5
60	2	3.1	63	96.9
59	2	3.1	61	93.8
58	3	4.6	59	90.8
57	3	4.6	56	86.2
56	3	4.6	53	81.5
55	1	1.5	50	76.9
54	2	3.1	49	75.4
53	4	6.2	47	72.3
52	1	1.5	43	66.2
51	3	4.6	42	64.6
50	2	3.1	39	60.0
49	2	3.1	37	56.9
48	4	6.2	35	53.8
46	5	7.7	31	47.7
45	1	1.5	26	40.0
44	10	15.4	25	38.5
43	1	1.5	15	23.1
42	2	3.1	14	21.5
41	2	3.1	12	18.5
40	2	3.1	10	15.4
39	1	1.5	8	12.3
37	1	1.5	7	10.8
36	2	3.1	6	9.2
34	1	1.5	4	6.2
32	2	3.1	3	4.6
24	1	1.5	1	1.5

CASES PROCESSED = 65 —— L
MINIMUM VALUE = 24 —— M
MAXIMIM VALUE = 79 —— N
SUM OF SCORES = 3135 —— O
SUM SQD. SCORES = 150155 —— P
MEAN = 48.2308 —— Q
STND. DEV. (N) = 8.7280 —— R

PERCENTILE 90 = 58 —— S
PERCENTILE 75 = 54 —— T
PERCENTILE 50 = 46 —— U
PERCENTILE 25 = 43 —— V
PERCENTILE 10 = 37 —— W

READING

SCORE	F	PCT	CF	C-PCT
66	1	1.5	65	100.0
65	1	1.5	64	98.5
64	1	1.5	63	96.9
60	2	3.1	62	95.4
59	1	1.5	60	92.3
58	2	3.1	59	90.8
56	2	3.1	57	87.7
55	3	4.6	55	84.6
54	1	1.5	52	80.0
53	2	3.1	51	78.5
51	3	4.6	49	75.4
50	2	3.1	46	70.8
49	2	3.1	44	67.7
48	4	6.2	42	64.6
47	1	1.5	38	58.5
46	2	3.1	37	56.9
45	1	1.5	35	53.8
44	7	10.8	34	52.3
43	2	3.1	27	41.5
42	2	3.1	25	38.5
41	5	7.7	23	35.4
39	6	9.2	18	27.7
38	3	4.6	12	18.5
37	2	3.1	9	13.8
36	4	6.2	7	10.8
34	1	1.5	3	4.6
32	1	1.5	2	3.1
29	1	1.5	1	1.5

CASES PROCESSED = 65
MINIMUM VALUE = 29
MAXIMIM VALUE = 66
SUM OF SCORES = 2998
SUM SQD. SCORES = 142838
MEAN = 46.1231
STND. DEV. (N) = 8.3767

PERCENTILE 90 = 57
PERCENTILE 75 = 51
PERCENTILE 50 = 46
PERCENTILE 25 = 39
PERCENTILE 10 = 35

MATHEMATICS

SCORE	F	PCT	CF	C-PCT
69	1	1.5	65	100.0
67	1	1.5	64	98.5
60	3	4.6	63	96.9
58	2	3.1	60	92.3
57	3	4.6	58	89.2
56	1	1.5	55	84.6
55	2	3.1	54	83.1
54	1	1.5	52	80.0
53	1	1.5	51	78.5
52	1	1.5	50	76.9
51	4	6.2	49	75.4
50	1	1.5	45	69.2
49	4	6.2	44	67.7
48	2	3.1	40	61.5
47	2	3.1	38	58.5
46	4	6.2	36	55.4
45	6	9.2	32	49.2
43	4	6.2	26	40.0
42	3	4.6	22	33.8
40	3	4.6	19	29.2
38	5	7.7	16	24.6
35	5	7.7	11	16.9
33	1	1.5	6	9.2
30	4	6.2	5	7.7
28	1	1.5	1	1.5

CASES PROCESSED = 65
MINIMUM VALUE = 28
MAXIMIM VALUE = 69
SUM OF SCORES = 2986
SUM SQD. SCORES = 142594
MEAN = 45.9385
STND. DEV. (N) = 9.1330

PERCENTILE 90 = 57
PERCENTILE 75 = 51
PERCENTILE 50 = 45
PERCENTILE 25 = 38
PERCENTILE 10 = 33

School Standard Score Frequency Distributions are furnished for each school in which students were tested. A frequency table is provided for Composition, Reading and Mathematics.

The table for each area such as Composition has 3 sections. The top portion of the table contains the distribution of scores. The middle section, summary data for the score distributions. The bottom section the percentiles; that is the score below which the scores of the approximate percent (10, 25, 50, 75, 90) of the students fell.

The tables are printed on 11" × 14" pages with three tables abreast on the page. The report is no less than 1 page long and may be more if tables are too long to fit on one page. The sample above is reduced.

Key

A Date when the test was administered, e.g., September, 1974.
B Name of school, e.g., Barber High.
C Name of system, e.g., Jefferson County.
D Code for Barber High School in Jefferson County, e.g., 320-2171.
E Grade level for the report, e.g., Grade 11.
F Subtest or area, e.g., Composition, Reading.
G This number is the Standard Score (SS) achieved by one or more students, e.g., 79 in Composition.
H This number is the frequency (F) or the number of students achieving the SS, e.g., one student in Barber High achieved a SS of 79 in Composition.
I This number is the percent (PCT) of students in the school achieving the given SS, E.g., 1.5 percent of students in Barber High achieved a SS of 79 in Composition.
J This number is the cumulative frequency (CF), or the number of students in the school achieving a SS up to and including the given score, e.g., 65 students in Barber High achieved a SS of 79, or below in Composition.
K This number is the cumulative percent (C-PCT) or the percent of students in the school achieving a score up to and including the given SS, e.g., 100% of the students in Barber High achieved a SS of up to and including 79 in Composition.
L This number is the number of students tested in the school, e.g., 65 in Barber High.
M This number is the lowest SS achieved in the school, e.g., 24 in Composition in Barber High.
N This number is the highest SS achieved in the school, e.g., 79 in Composition in Barber High
O This number is the sum of all students' SS's in the school. It is arrived at by summing the SS of all students in the school. In Barber High the sum of all students' SS's is 3135 in Composition.
P This number is the sum of squared SS's for all students in the school. This was arrived at by first squaring the SS for each student. Then the squared SS's for all students were summed. In Barber High the sum of squared SS's in Composition is 156155.
Q This number is the mean SS for the school. It was arrived at by summing all the students' SS's and then dividing by the number of students The mean SS for Barber High in Composition when rounded is 48.
R This number is the standard deviation of SS for the school. It is arrived at by first dividing the sum of squares by the number of students tested. Then the squared mean is subtracted from the number arrived at in Step 1 above. Finally the square root of the number arrived at in Step 2 is calculated giving the standard deviation. For example, in the Composition subtest of Barber High, the sum of squared SS's (156155) is divided by the number of students tested (65). Subtracted from this number (2402 38) is the mean of (48 2308) of the Composition subtest squared (2326.21) giving 76.17. The standard deviation for the Composition subtest is the square root of 76.17 or 8.7280.
S The approximate SS below which the SS's of 90 percent of students in the school fell, e.g., in Barber High 90% of students' SS's fell below an approximate SS of 58 in Composition.
T The approximate SS below which SS of 75 percent of students in the school fell, e.g., Barber High 75% of students' SS's fell below an approximate SS of 54 in Composition.
U The approximate SS below which the SS's of 50 percent of students in the school fell, e.g., in Barber High 50% of students' SS's fell below an approximate SS of 46 in Composition.
V The approximate SS below which the SS of 25 percent of students in the school fell. In Barber High 25% of students' SS's fell below an approximate SS of 43 in Composition.
W The approximate SS below which the SS of 10 percent of students in the school fell. In Barber High 10% of students' SS's fell below an approximate SS of 37 in Composition.

GEORGIA STATEWIDE TESTING PROGRAM

SYSTEM STANDARD SCORE FREQUENCY DISTRIBUTIONS

A — SEPTEMBER 1974
B — SYSTEM JEFFERSON COUNTY
C — SYSTEM CODE 320
D — GRADE 11

E

COMPOSITION

SCORE (F)	F (G)	PCT (H)	CF (I)	C-PCT (J)
79	1	0.3	292	100.0
75	1	0.3	291	99.7
74	1	0.3	290	99.3
70	1	0.3	289	99.0
69	1	0.3	288	98.6
67	1	0.3	287	98.3
66	1	0.3	286	97.9
64	2	0.7	285	97.6
63	2	0.7	283	96.9
61	4	1.4	281	96.2
60	4	1.4	277	94.9
59	6	2.1	273	93.5
58	6	2.1	267	91.4
57	7	2.4	261	89.4
56	6	2.1	254	87.0
55	11	3.8	248	84.9
54	7	2.4	237	81.2
53	7	2.4	230	78.8
52	5	1.7	223	76.4
51	11	3.8	218	74.7
50	4	1.4	207	70.9
49	6	2.1	203	69.5
48	15	5.1	197	67.5
47	3	1.0	182	62.3
46	17	5.8	179	61.3
45	10	3.4	162	55.5
44	24	8.2	152	52.1
43	6	2.1	128	43.8
42	7	2.4	122	41.8
41	14	4.8	115	39.4
40	11	3.8	101	34.6
39	14	4.8	90	30.8
38	11	3.8	76	26.0
37	9	3.1	65	22.3
36	8	2.7	56	19.2
35	7	2.4	48	16.4
34	9	3.1	41	14.0
32	4	1.4	32	11.0
31	5	1.7	28	9.6
30	4	1.4	23	7.9
29	6	2.1	19	6.5
28	3	1.0	13	4.5
27	2	0.7	10	3.4
26	3	1.0	8	2.7
24	2	0.7	5	1.7
23	1	0.3	3	1.0
21	2	0.7	2	0.7

CASES PROCESSED	=	292 — K
MINIMUM VALUE	=	21 — L
MAXIMIM VALUE	=	79 — M
SUM OF SCORES	=	13101 — N
SUM SQD. SCORES	=	617021 — O
MEAN	=	44.8664 — P
STND. DEV. (N)	=	10.0044 — Q
PERCENTILE 90	=	57 — R
PERCENTILE 75	=	51 — S
PERCENTILE 50	=	44 — T
PERCENTILE 25	=	38 — U
PERCENTILE 10	=	31 — V

READING

SCORE	F	PCT	CF	C-PCT
69	3	1.0	293	100.0
67	3	1.0	290	99.0
66	1	0.3	287	98.0
65	3	1.0	286	97.6
64	1	0.3	283	96.6
62	1	0.3	282	96.2
61	5	1.7	281	95.9
60	3	1.0	276	94.2
59	3	1.0	273	93.2
58	6	2.0	270	92.2
57	3	1.0	264	90.1
56	8	2.7	261	89.1
55	4	1.4	253	86.3
54	5	1.7	249	85.0
53	12	4.1	244	83.3
52	6	2.0	232	79.2
51	13	4.4	226	77.1
50	6	2.0	213	72.7
49	8	2.7	207	70.6
48	18	6.1	199	67.9
47	7	2.4	181	61.8
46	12	4.1	174	59.4
45	9	3.1	162	55.3
44	16	5.5	153	52.2
43	6	2.0	137	46.8
42	5	1.7	131	44.7
41	19	6.5	126	43.0
40	9	3.1	107	36.5
39	16	5.5	98	33.4
38	8	2.7	82	28.0
37	8	2.7	74	25.3
36	14	4.8	66	22.5
35	5	1.7	52	17.7
34	9	3.1	47	16.0
33	7	2.4	38	13.0
32	4	1.4	31	10.6
31	5	1.7	27	9.2
30	7	2.4	22	7.5
29	7	2.4	15	5.1
28	3	1.0	8	2.7
26	1	0.3	5	1.7
25	2	0.7	4	1.4
23	1	0.3	2	0.7
21	1	0.3	1	0.3

CASES PROCESSED	=	293
MINIMUM VALUE	=	21
MAXIMIM VALUE	=	69
SUM OF SCORES	=	13018
SUM SQD. SCORES	=	605474
MEAN	=	44.4300
STND. DEV. (N)	=	9.6144
PERCENTILE 90	=	57
PERCENTILE 75	=	51
PERCENTILE 50	=	44
PERCENTILE 25	=	37
PERCENTILE 10	=	32

MATHEMATICS

SCORE	F	PCT	CF	C-PCT
71	1	0.3	289	100.0
69	2	0.7	288	99.7
67	1	0.3	286	99.0
65	1	0.3	285	98.6
64	1	0.3	284	98.3
63	1	0.3	283	97.9
61	1	0.3	282	97.6
60	9	3.1	281	97.2
59	3	1.0	272	94.1
58	3	1.0	269	93.1
57	8	2.8	266	92.0
56	4	1.4	258	89.3
55	5	1.7	254	87.9
54	9	3.1	249	86.2
53	3	1.0	240	83.0
52	6	2.1	237	82.0
51	11	3.8	231	79.9
50	9	3.1	220	76.1
49	9	3.1	211	73.0
48	11	3.8	202	69.9
47	15	5.2	191	66.1
46	16	5.5	176	60.9
45	26	9.0	160	55.4
43	19	6.6	134	46.4
42	20	6.9	115	39.8
40	17	5.9	95	32.9
38	16	5.5	78	27.0
35	21	7.3	62	21.5
33	16	5.5	41	14.2
30	12	4.2	25	8.7
28	9	3.1	13	4.5
26	3	1.0	4	1.4
21	1	0.3	1	0.3

CASES PROCESSED	=	289
MINIMUM VALUE	=	21
MAXIMUM VALUE	=	71
SUM OF SCORES	=	12842
SUM SQD. SCORES	=	594448
MEAN	=	44.4360
STND. DEV. (N)	=	9.0751
PERCENTILE 90	=	56
PERCENTILE 75	=	50
PERCENTILE 50	=	43
PERCENTILE 25	=	36
PERCENTILE 10	=	30

Grade 11
System Standard Score Frequency Distributions

System Standard Score Frequency Distributions are furnished for systems. A frequency table is provided for Composition, Reading and Mathematics.

The table for each area such as Composition has 3 sections. The top portion of the table contains the distribution of scores. The middle section, summary data for the score distributions. The bottom section the percentiles; that is the score below which the scores of the approximate percent (10, 25, 50, 75, 90) of the students fell.

The tables are printed on 11" × 14" pages with three tables abreast on the page. The report is no less than 1 page long and may be more if tables are too long to fit on one page. The sample above is reduced.

Key

A - Date when the test was administered, e.g., September, 1974.
B - Name of system, e.g., Jefferson County.
C - Code for Jefferson County, e.g., 320.
D - Grade level for the report, e.g., Grade 11.
E - Subtest or area, e.g., Composition, Reading.
F - This number is the Standard Score (SS) achieved by one or more students, e.g., 79 in Composition.
G - This number is the frequency (F) or the number of students achieving the SS, e.g., one student in Jefferson County achieved a SS of 79 in Composition.
H - This number is the percent (PCT) of students in the system achieving the given SS, e.g., 0.3 percent of students in Jefferson County achieved a SS of 79 in Composition.
I - This number is the cumulative frequency (CF), or the number of students in the system achieving a SS up to and including the given score, e.g., 292 students in Jefferson County achieved a SS of 79 in Composition.
J - This number is the cumulative percent (C-PCT) or the percent of students in the system achieving a score up to and including the given SS, e.g., 100% of the students in Jefferson County achieved a SS of up to and including 79 in Composition.
K - This number is the number of students tested in the system, e.g., 292 in Jefferson County.
L - This number is the lowest SS achieved in the system, e.g., 21 in Composition in Jefferson County.
M - This number is the highest SS achieved in the system, e.g., 79 in Composition in Jefferson County.
N - This number is the sum of all students' SS's in the system. It is arrived at by summing the SS of all students in the system. In Jefferson County the sum of all students' SS's is 13101 in Composition.
O - This number is the sum of squared SS's for all students in the system. This was arrived at by first squaring the SS for each student. Then the squared SS's for all students were summed. In Jefferson County the sum of squared SS's in Composition is 617021.
P - This number is the mean SS for the system. It was arrived at by summing all the students' SS and then dividing by the number of students The mean SS for Jefferson County in Composition when rounded is 45.
Q - This number is the standard deviation of SS's for the system. It is arrived at by first dividing the sum of squares by the number of students tested. Then the squared mean is subtracted from the number arrived at in Step 1 above. Finally the square root of the number arrived at in Step 2 is calculated giving the standard deviation. For example, in the Composition subtest of Jefferson County, the sum of squared SS's (617021) is divided by the number of students tested (292). Subtracted from this number (2113.09) is the mean of (44.8664) of the Composition subtest squared (2012.99) giving 100.1. The standard deviation for the Composition subtest is the square root of 100.1 or 10.0044.
R - The approximate SS below which the SS's of 90 percent of students in the system fell, e.g., in Jefferson County 90% of the students' SS's fell below an approximate SS of 57 in Composition.
S - The approximate SS below which SS of 75 percent of students in the system fell, e.g., Jefferson County 75% of students' SS's fell below an approximate SS of 51 in Composition.
T - The approximate SS below which the SS's of 50 percent of students in the system fell, e.g., in Jefferson County 50% of students' SS's fell below an approximate SS of 44 in Composition.
U - The approximate SS below which the SS of 25 percent of students in the system fell. In Jefferson County 25% of students' SS's fell below an approximate SS of 38 in Composition,
V - The approximate SS below which the SS of 10 percent of students in the system fell. In Jefferson County 10% of students SS's fell below an approximate SS of 31 in Composition.