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ABSTRACT

Results of the West Virginia State-County Testing Program from 1982 to 1985 are summarized. The test battery includes the Comprehensive Tests of Basic Skills (CTBS); the Cognitive Abilities Test (CAT), a test of scholastic ability; and the West Virginia Student Questionnaire, which includes school subjects interest ratings, educational plans, and career plans. All tests are generally administered in grades 3, 6, 9, and 11. The tests which have been selected for the West Virginia program have changed since the program's inception in 1962. The newest student questionnaire now contains items on the amount of help needed by students in study skills, career planning, educational planning, and decision-making skills. Test results generated are related to the performance of students, individually and as groups within a school, a county, a region, and the state. It was concluded that CTBS achievement was quite good and exceeded the national norm in grades 3, 6, and 9. Students' career interests focused heavily on medical and health occupations. Interest in various subject areas, or favorite subjects, tended to decrease in the higher grades. A number of sample forms are appended. (GDC)

SIXTEENTH REPORT
STATE-COUNTY TESTING PROGRAM

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FOREWORD

This is the sixteenth report of the State-County Testing Program and encompasses the 1982-83, 1983-84 and 1984-85 school years within our West Virginia schools. The report focuses on our students' performance on the Comprehensive Tests of Basic Skills, our adopted measure of student achievement, and a summary of their educational and career plans and interests.

This report can be of assistance to educational personnel throughout the State concerned with our students' achievement. The actual performance of our students should be of interest to many educators. Furthermore, the report can be used to help educational as well as non-educational personnel to better understand the structure and operation of the testing program.

I hope that interested persons take time to study the contents of this report. These efforts can benefit anyone concerned with the education of our students. The cooperation of all persons concerned with education is important if the testing program, or any other program, is to have a positive impact on the development and learning of our students.

Tom McNeel
State Superintendent of Schools

SECTION I

HISTORICAL PERSPECTIVE

Since 1962, the West Virginia Legislature has funded a program to measure student achievement and progress within public and non-public West Virginia schools. This program, referred to as the State-County Testing Program (SCTP), is currently operated by the West Virginia Department of Education, Bureau of Learning Systems, Office of School Improvement. The Coordinator of the SCTP administers the SCTP at the State level and works closely with County Test Coordinators to assure the fluid operation of the program.

The SCTP has measured the scholastic ability and achievement of all third, sixth, ninth and eleventh grade students in West Virginia schools since the 1963-64 school year. In 1962-63 only the sixth and twelfth graders were assessed. Although the structure of the program has remained constant over the years, different instruments have been utilized by the SCTP to identify the academic performance of students.

In 1962-63, sixth graders were administered the Lorge-Thorndike Intelligence Test and the Stanford Achievement Test, Form M, while twelfth graders completed the School and College Ability Tests and the Sequential Tests of Educational Progress. When the program was expanded in 1963-64 to include third, ninth and eleventh graders, the twelfth grade testing was eliminated. The third and sixth grade students were administered the Otis Mental Ability Test and the Stanford Achievement Test while the ninth and eleventh grade students were assessed with the School and College Ability Test and the Sequential Tests of Educational Progress.

Before the 1965-66 testing season the Stanford Achievement Test, Form M, was replaced with a newer version of the Stanford Achievement Test, Form W. The change in forms required the publisher to provide conversion tables for

use by the counties so that comparison of student scores on the different test forms was possible.

Changes in the scholastic aptitude instruments were made during the 1967-68 school year. The Otis Mental Ability Test for grades 3 and 6 was replaced by the Otis-Lennon Mental Ability Test. A more dramatic change, however, was the purchase of an optical scanner for the eleventh grade answer sheets. This mechanization allowed for the Department's Data Processing Division to play an increasingly active role in the scoring and reporting of test results, and the 1968-69 program scored and reported both the ninth and eleventh grades.

Further modifications to the SCTP were initiated for the 1970-71 school year. First of all, a new test battery, the Scholastic Testing Service's Educational Development Series, was administered in the third, sixth, ninth and eleventh grade. This was the first year that all students took the same form of the same test battery, the only difference being the level of the test battery completed by an individual grade. Secondly, all four grades were scored and reported by the Data Processing Division within the State Department of Education.

The 1970-71 modifications resulted in a more efficient testing program. The adoption of a single test battery enabled student progress to be charted and compared from one grade of testing to another. The expansion of the scoring and reporting services allowed for an in-house program to be established with only the test booklets, answer sheets and report forms purchased by the Department. The changes also allowed for the incorporation and utilization of the spawning computer technology not readily available to every school and county within the State.

Another major change was the adoption of different assessment instruments to measure both student scholastic ability and achievement at the various

grade levels. In 1976-77, the Cognitive Abilities Test (CAT), then published by Houghton/Mifflin Corporation (now the Riverside Publishing Company), and the Comprehensive Tests of Basic Skills, Form S, (CTBS/S), published by California Test Bureau/McGraw-Hill (CTB/McGraw-Hill), were adopted by the SCTP. Students took these tests in the school years 1976-77 through 1983-84.

In late 1982, a blind review of several commercially available achievement and ability tests was undertaken by the Coordinator of the SCTP and a statewide committee. Based on this 15 month review process, the Comprehensive Tests of Basic Skills, Form U (CTBS/U), and the Cognitive Abilities Test, Form 3 (COGAT/3), were adopted for use during 1984-85 and thereafter. The CTBS/U was to be administered to all students in grades 3, 6, 9 and 11. However, the COGAT/3 was to be administered in only grades 3 and 9.

Changes in the SCTP other than the types of assessment instruments utilized by the program have also had impact upon the administration and operation of the program. Reorganization of the Department has placed the responsibility for the SCTP in various divisions within the Department structure. These changes have contributed to the expanding role of the SCTP as an instructional and program tool beyond the original guidance and counseling roots. Such changes have contributed to the evolution of the Coordinator of the SCTP position from an administrative role to that of an active contributor to instructional evaluation processes and the subsequent modifications of instruction based upon the SCTP data. By working closely with curriculum specialists at the State level, county test coordinators, county curriculum personnel, teachers, principals and other local educational personnel, the utilization of SCTP services has increased.

The results of the annual assessments provide the State and local personnel with information about the curriculum, with information for making detailed appraisals of the school program, with information for identifying instructional needs warranting additional emphasis, and with information regarding the development of inservice and continuing education programs. The Coordinator of the SCTP furnishes the technical assistance necessary for the variety of educational personnel to derive the full benefits of the SCTP.

The structure of the SCTP enables school administrators to make comparisons of the performance of students in their respective counties to that of students within the State and throughout the nation. The various reports delineating student results are used in a variety of ways, with specific reports better suited for some evaluative tasks than others. The generated reports relate to the performance of individual students; groups of students within a class in a school; groups of students within the schools; and, finally, groups of students enrolled in a particular grade at the county, region, and State level.

This Sixteenth State-County Testing Program Report focuses on the testing results of the 1982-83, 1983-84 and 1984-85 school years. The purpose of this report is to assist the reader with obtaining a better understanding of the SCTP. There are five sections comprising this document, each of which is related to explaining the SCTP in some detail. These five sections focus upon the SCTP since its inception to the most recent student data collected and analyzed for the 1984-85 school year.

This first section has provided the background of the SCTP. The second section is a discussion of the three instruments of the SCTP: the West Virginia Student Questionnaire; the Cognitive Abilities Test; and the Comprehensive Tests of Basic Skills. The composition of each of these instruments of the SCTP is identified and explained. Section two enables the

reader to grasp more fully the types of measurement instruments used by the SCTP since the 1976-77 school year. Also, the testing terms used throughout the report are defined at the end of the second section.

The third section identifies and explains the various reports generated by the SCTP in relation to the data collected about student plans and interests, scholastic ability and academic achievement. Brief descriptions of their applications are provided. Examples of the reports are appended.

The fourth and fifth sections report the results of the SCTP for the 1982-83, 1983-84 and 1984-85 school years. The data are presented by grade level. Section four summarizes the student plans and interests material. Section five addresses the achievement test results. The various aspects of the collected information are included and explained. All information relates specifically to the State results.

Through the years, the SCTP has continued to improve and be of greater benefit to those persons involved with the West Virginia educational system. With each passing year, the practices and techniques associated with the SCTP have been reviewed and refined so that a better SCTP continuously evolves.

There is no doubt that the SCTP is imperfect. Although few educational questions can be answered by the SCTP results, many questions that deserve investigation can be generated from the careful study of the results. This careful study and appropriate use of the vast quantity of data available to school personnel at all levels of public education can contribute to the improvement of educational programs within the schools of West Virginia.

SECTION II

COMPOSITION OF THE STATE-COUNTY TESTING PROGRAM ASSESSMENT BATTERIES

The SCTP collects information about individual students in three distinct areas. These areas include the student plans and interests, measured by the West Virginia Student Questionnaire; the scholastic ability of students, as measured by the Cognitive Abilities Test; and student achievement, as measured by the Comprehensive Tests of Basic Skills. One should have a working knowledge of these three components in order to adequately interpret the SCTP data.

Description of West Virginia Student Questionnaire

1982-83 and 1983-84. The West Virginia Student Questionnaire was developed to provide a systematic record of each student's interests and plans. The questionnaire was constructed such that the interests ratings and plans are reported as expressed rather than measured interests and plans. The instrument is divided into the following three areas which are felt to be important in the educational experience of students: (1) School Subjects Interest Ratings, (2) Educational Plans, and (3) Career Plans. Only the School Subjects Interest Ratings part of the questionnaire is administered at grade three while all three parts of the questionnaire are administered at grades six, nine and eleven.

On the "School Subjects" section, students are asked to rate on a scale of 1 to 5 (1=dislike very much; 5=like very much) how well they like, or think they would like, each of ten different school subjects.

In the "Educational Plans" section, students are to indicate how far they plan to go in school. The students have six options from which to choose. The options range from "to quit school" to "...complete four years of college and then take additional college training."

The "Career Plans" section of the student questionnaire asks students to select "1st" and "2nd" choices of job areas which they would most like to

enter. Students have nineteen "Job Areas" from which to choose. These areas are primarily taken from the AREAS OF WORK contained in the Dictionary of Occupational Titles.

Through reacting to the questionnaire, students have an opportunity to express how they feel about different school subjects and indicate some of their present plans. Information from the reports can provide greater knowledge and understanding of students' motivations, plans and achievement. Information from the reports also provide a unique opportunity to do a consistency check for each student. These reports can be used to compare the student's educational and career plans with his/her scholastic abilities and achievements; to compare the student's educational plans with his/her career plans; and to compare the student's likes and dislikes of school subjects with his/her scholastic achievements.

1984-85. The West Virginia Student Questionnaire was revised and updated by educators in West virginia during the revision of the SCTP. The questionnaire provides students the opportunity to express their opinions about subjects they take, how far they plan to go in school, what career areas are of interest to them, and what kind of help they need as part of a program for student services.

The questionnaire is a five part instrument that is to be completed by each student. At grade three only the two sections pertaining to student subject interests are completed. At the sixth, ninth and eleventh grades, all five parts are completed. This is the only portion of the SCTP that students have neither right nor wrong responses.

In Part I (Subject Interests) the students are asked to rate on a "1" to "4" scale how much they like certain school subjects. A "1" represents dislike much and a "4" represents like much. The subjects rated at third and sixth grades are art, English, health, mathematics, music, physical

education, reading, science, and social studies. At the ninth and eleventh grades the list is expanded to include foreign language and vocational. Another change at only the eleventh grade concerns the rating of reading literature rather than rating reading class as a subject area.

In Part 2 (Favorite Subject or Spend More Time Studying This Subject) the third grade students are asked to choose their favorite from the list of subjects they rate in Part 1. A student can select only one of the subjects. At grades 6, 9 and 11, the focus shifts from selecting a favorite subject to selecting the subject from the list that the students wants to spend more time studying. The student has the option of picking a favorite subject, one that he or she needs to work on, or one that he or she may not have time to take or cannot take.

In Part 3 (Educational Plans) the students at grades 6, 9, and 11 are asked how far they plan to go in schools. At the sixth grade four options are provided. The options are quit before graduating from high school; graduate from high school; attend a training program in a trade, vocational or technical school; and attend college. Some minor changes are made in the options for the ninth grade students. The first three options are the same as for the sixth grade students. However, the "attend college" is changed to "obtain a college degree" and an "attend graduate school" option is added. The eleventh grade options are made more specific than both the sixth and ninth grade options. The first three categories are essentially the same. However, "attend college" is broken into a "two year" category and a "four year" category. The "graduate school" option remains, but graduate school is better defined at the eleventh grade than the ninth grade.

In Part 4 (Career Interest Areas) students at the sixth, ninth and eleventh grades are asked to select a first and second choice from twelve different career interest areas. The twelve areas are artistic, scientific,

plants and animals, protective, mechanical, industrial, business detail, selling, accommodating, humanitarian, leading-influencing, and physical performing. The interest areas are those utilized by the U.S. Department of labor and contained in the Guide for Occupational Exploration as well as other occupational interest publications. The definition and a description of each interst area are provided for the students in the questionnaire as well as in the Student Preparation Handbook.

In Part 5 (Student Services) the collection of information from students about needed services is new to this revision of the student questionnaire. Students are asked to indicate how much help (from none to a great amount) they need in four areas. The areas are developing study skills, career planning, educational planning, and improving decision making. All students at grades 6, 9 and 11 are asked to respond to this part of the questionnaire.

This student questionnaire is administered to students as part of the SCTP so that persons working with and contributing to a student's development can better understand the student. The results from the questionnaire can be used to help students schedule classes, provide some reasons for performance in certain classes, relate interests and plans to general educational and career decision making, and provide similar kinds of information about a student from different points of time in school. Aggregated data can be utilized to develop educational programs and services to best meet the needs of different groups of students. The integration of this information with other types from student files can help the students better understand themselves and educators and parents to better understand the students.

Description of Cognitive Abilities Test

1982-83 and 1983-84. The Cognitive Abilities Test (CAT) was the West Virginia State-County Testing Program's measure of scholastic ability, that

is, one's ability to learn school related material in a typical classroom setting at a particular point in time. The test measures the verbal and nonverbal abilities of a student and is not nor should be interpreted as an attempt to measure inherent abilities of a student or group of students. The test does provide information about a student's ability to use words and symbols, skills developed both in and outside the school. This test does not predict a student's or group of students' expected performance on the achievement test administered through the SCTP.

The Cognitive Abilities Test has evolved from the well-accepted Lorge-Thorndike Intelligence Tests series. Some of the item types of the older series have been retained. At the same time, the new series has incorporated many refinements and new developments. All of the items included in the new series were especially constructed for it, and a new subtest, Figure Synthesis, was added. In all, seven subtests are assembled into two separate batteries - Verbal and Nonverbal - each homogeneous in the function that is measured.

The Cognitive Abilities Test provides a set of measures of the individual's ability to use and manipulate abstract and symbolic relationships. Three main types of symbols play substantial roles in the thinking of students and adults: symbols representing words, symbols representing quantities, and symbols representing spatial, geometric or figural patterns. In this test, separate batteries have been provided to assess competence in working with two of the three types of symbols. The set of two scores derived from the batteries provide a profile showing the level and pattern of each student's abilities. Knowledge of areas of relative strength and weakness help the individual, his/her parents, and the school to use strengths most effectively or to compensate for areas of weakness.

The Verbal Battery is made up of the following four subtests: Vocabulary, Sentence Completion, Verbal Classification and Verbal Analogies. Although an individual's performance obviously does depend upon his/her store of verbal concepts, the items included in each subtest have been written to make demands primarily upon the individual's flexibility in using his/her concepts. The test battery is designed to appraise relational thinking when the relationships are formulated in verbal terms.

Since the bulk of education is presented through verbal symbolism, the relevance of a verbal test for educational prognosis and diagnosis is clear. Tests of verbal reasoning have always been among the best predictors of educational progress.

The Nonverbal Battery consists of the following three subtests: Figure Classification, Figure Analogies, and Figure Synthesis. The items in the subtests of this battery involve neither words nor numbers, and the geometric or figural elements have little direct relationship to formal school instruction. The subtests emphasize discovery of, and flexibility in, manipulating relationships expressed in figural symbols or patterns.

The Nonverbal Battery measures more nearly what has been called "fluid intelligence," that is, ability that is not bound by formal school instruction. Where performance on this battery runs ahead of performance on the Verbal Battery, it may suggest potential that is not fully expressed in performance on school-related tasks.

1984-85. The Cognitive Abilities Test, Form 3, (COGAT/3) is the most recent edition of the test authored by Robert L. Thorndike and Elizabeth F. Hagen, both of Columbia University's Teachers College. The test is administered to .rd and ninth grade students in West Virginia in order to obtain a measure of their developed verbal and nonverbal reasoning skills relative to other students at the same grade level from throughout the

country. The COGAT/S has evolved from twenty-five years of experience with the measurement of verbal and nonverbal cognitive reasoning skills, Over this period of time, there has been considerable research on cognitive development, information processing, and lateralization and specialization of functions in the two hemispheres of the brain. All these threads of research have influenced the development and construction of the COGAT/S.

Theories of cognitive development and research on children's and adults' thinking clearly show that there are three major types of symbols involved in cognitive reasoning. Any procedure designed to assess cognitive functioning must provide opportunities for the individual to show how well he or she can work with each of these three types of symbols. Research on the brain, particularly that dealing with specialization of functions in the two hemispheres, indicates that individuals vary greatly in how they process different symbols; they vary also in their preference for and skill in working with the different types. In other words, there are large intra-individual differences in patterns of development of cognitive reasoning skills. To be maximally useful, a procedure designed to appraise cognitive reasoning skills should provide information on these intraindividual differences.

The COGAT/3 has been constructed to provide a variety of tasks using each of the three types of symbols - verbal, numerical and spatial. These tasks require the individual to abstract and use relationships among the presented symbols. The tests that appraise student reasoning skills to work with each type of symbol have been organized into separate batteries and separate scores are reported to each battery. This procedure permits one to examine the pattern as well as the level of each individual's cognitive development, thereby increasing the value of the COGAT/3 as a diagnostic instrument. The information yielded by the test should provide a basis for

more effective intervention in schools or other settings where the goal is to enhance individual development.

Over the past ten or fifteen years there has been considerable research on irrelevant factors that influence performance on tests of various kinds. On cognitive reasoning skills tests it has been shown that complexity of sentence structure, vocabulary that is too difficult for a particular age or socio-economic group, or highly specialized content can introudce a level of difficulty that interferes wth an individual's performance and may lead to a false picture of that individual's cognitive development. The authors of the COGAT/3 have taken steps to eliminate such irrelevant sources of difficulty. Each item on the verbal tests has been reviewed for vocabulary level and complexity of sentence structure.

All the items on all the tests have been reviewed to eliminate those whose content would be biased toward or offensive to any group of individuals. Items that survived the initial review were administered to a large sample of students that included an identified sample of minority students. Separate analyses of item difficulty were made for white and for minority students and for males and females. Items that showed atypical patterns of difficulty between white and minority students or between males and females were eliminated from the final test. The procedures used in constructing the test have resulted in subtests in which the basic elements of the tasks have been kept relatively simple, clear and familiar. Thus, an individual's score on the test will reflect primarily his or her reasoning skills related to discovering relationships and demonstration flexibility in thinking.

The COGAT/3 is organized into three separate batteries - Verbal, Quantitative and Nonverbal - and each battery is limited to one type of symbol. Each subtest of each battery requires the individual to use the

symbols in different ways. West Virginia administers only the Verbal and Nonverbal Batteries as part of the State-County Testing Program.

The Verbal Battery is made up of four subtests: Vocabulary, Sentence Completion, Verbal Classification and Verbal Analogies. The Vocabulary subtest appraises not only an individual's knowledge of different words but also his or her flexibility in identifying the specific meaning of the particular word that is being used. Word knowledge is basic to all verbal cognitive development. An individual whose word knowledge is deficient will have great difficulty in developing verbal concepts or in processing verbal materials. The items on the Sentence Completion subtest require that an individual have both a sense of the structure of the English language and a comprehension of the thought or idea expressed in the sentence. Both of these reasoning skills are important in verbal cognitive development. The items on the Verbal Classification subtest require the individual to abstract the common element among three or four verbal stimuli. This reasoning skill appears to be related to efficient verbal memory processes. The last subtest, Verbal Analogies, requires the individual to discover the relationship between a pair of words and then, given a third word which is the first word of a second pair, complete the analogy. The reasoning skills appears to be basic to high level verbal problem solving.

Since the curriculum in most schools is largely verbal, the relevance of verbal reasoning skills to school success is easily seen. Not only is the curriculum highly verbal, but is also tends to become more verbally abstract as one progresses through each grade. The Verbal Battery, therefore, tends to become a more accurate predictor of academic sucess in typical educational curricula as one continues through the different levels of schooling.

The Nonverbal Battery consists of three subtests: Figure Classification, Figure Analogies, and Figure Synthesis. The items in these subtests involve neither words nor numbers. The geometric shapes and figures used in the items have little direct relationship to formal school instruction. Even here the examinee is required to identify common elements among stimuli in the Figure Classification subtest and to discover relationships among elements in the Figure Analogies subtest. The Figure Synthesis subtest requires the examinee to mentally organize separate pieces into a whole and show flexibility in mentally manipulating spatial configurations.

The Nonverbal Battery is potentially an extremely useful one for many situations. The directions for the battery can be translated into any language, thus making the battery useful for individuals for whom English is not the first language. Since no verbal stimuli are used in the items, scores on the test are not influenced by reading ability or language facility. The battery provides an opportunity for individuals who prefer to process information in a holistic way to show how well they can reason.

Many teachers and counselors tend to place a low value on the type of reasoning skills assessed by the Nonverbal Battery. This is a mistake. People who score high on this battery have excellent reasoning skills, a rich imagery system and quite frequently, better than average artistic skills. They tend to be creative problem solvers if they are permitted to solve problems their own way. In the extreme verbal environment of most schools, students who score high on the Nonverbal Battery but average or low on the Verbal Battery frequently do not achieve as well on school-related tasks as do those who score high on the Verbal Battery and average or low on the Nonverbal Battery. Slight modifications of learning environments for students of the first type will improve their probabilities of success even in reading or other highly verbal learning activities.

Description of Comprehensive Tests of Basic Skills

1982-83 and 1983-84. The Comprehensive Tests of Basic Skills, Form S, (CTBS/S) served as the West Virginia State-County Testing Program's measure of academic achievement, and measured what one had learned in specific instructional areas. The CTBS/S does not measure only those skills taught in the grade at which the test is administered, but measures skills learned throughout one's educational as well as life experiences. Therefore, a student's performance on the test is dependent upon what has transpired in a student's formal and informal educational experiences prior to the administration of the test.

The Comprehensive Tests of Basic Skills, Form S is a series of batteries for kindergarten through grade 12. A carefully formulated rationale formed the basis for each step in the development of the CTBS/S for levels 1 through 4, the levels administered to West Virginia students. This rationale required that the tests measure systematically those skills prerequisite to studying and learning in subject-matter courses. CTBS/S is not intended to measure achievement in specific course content as reflected in textbooks for various grade levels. The tests are intended for use throughout the nation by students who have been taught according to various approaches. Test items should be answered as readily by students taught according to a traditional approach as by those who are taught according to any of the newer approaches. However, performance on these tests necessarily depends on the possession of relevant knowledge and is affected by the grade level at which a skill is first introduced. It is assumed that all curricula are formulated to increase, through the grade levels, a student's competence in dealing with content of increasing difficulty. Those tests aim to measure, therefore, those skills common to all curricula.

The objectives of the tests are classified under five broad intellectual processes: Recognition, Translation, Interpretation, Application, and Analysis. The emphasis in the process dimension is on the measurement of comprehension and application of concepts and principles rather than on the measurement of knowledge per se. Within each broad classification are categories expressed in terms of specific intellectual activities; e.g., in Test 2, Reading Comprehension, under "Interpretation," one specific category is "identification of the main idea." Every item in each test is classified in this manner. In addition, the items are classified according to the content, or setting, in which the specific intellectual activity is measured. The student may need to "identify the main idea" of a sentence, paragraph, article, or poem. The items in each of the six skills areas of the CTBS/S measure the following: (1) the ability to recognize or recall information, (2) the ability to translate or convert concepts from one kind of language (verbal or symbolic) to another, (3) the ability to comprehend concepts and their interrelationships, (4) the ability to apply techniques, including performing fundamental operations, and (5) the ability to extend interpretation beyond stated information.

For each level of CTBS/S, test items were written by teachers of the appropriate grades in cooperation with curriculum and testing specialists. Reading passages were written or selected by the item writers. Additional items for the expanded edition were written by curriculum specialists and CTB/McGraw-Hill staff. This process helped ensure that the items were well constructed in the language of the students and appropriate in complexity to the grade levels for which the tests were designed. All levels of the test were reviewed by content specialists who provided both overall and item-by-item reviews.

It is recognized that some items in each level measure skills that have not been taught in the lowest grade within that level. Standardized testing presents a different situation from classroom testing. Students are expected to be able to answer all items correctly on a classroom test, but this cannot be true for a standardized test covering broad content areas and intended for use in several grades. Norms provide for the differences in expectations for different grades. The overlapping of batteries at grades four, six and eight in Levels 1 through 4 means that maximum discrimination is necessary only over two grades for any one group of students. For example, slower students might take Level 1 at grade 4 and Level 2 at grade 6, while more able students would take Level 2 at grade 4 and Level 3 at grade 6.

The complete battery book contains tests in six basic skills areas: Reading, Language, Mathematics, Reference Skills, Science and Social Studies. The six areas are divided into ten separately timed tests.

Test 1 - Reading Vocabulary. Test 1 contains 40 items, each of which consists of a stem phrase and four discrete words for alternatives. The selection of words of appropriate difficulty was based on A Revised Core Vocabulary: A Basic Vocabulary for Grades 1-8; An Advanced Vocabulary for Grades 9-12, by Stanford E. Taylor, Helen Frackenpohl, and Catherine E. White (Huntington, NY: Educational Development Laboratories, 1969). The student's task is to choose the synonym for the underlined word in the phrase.

Use of a stem word in a phrase parallels the way in which a learner is exposed to new vocabulary and, more broadly, the way language "works." The use of a phrase as context provides a mental image for the student and helps him/her to recognize the stem word as familiar. However, even though the stem word is placed in the context of a phrase, the vocabulary test is a

measure of the student's knowledge of the denotative meaning, or dictionary definition, of the word.

The skill of defining a word in the context of a phrase is quite different from the skill of actually determining word meanings through context. To demonstrate the skill of determining word meaning from context, the student must be able to use context clues; specifically, direct definition, restatement, example, explanation, and comparison or contrast. The context of a whole sentence, sometimes even a paragraph, must be used to determine the meaning of an unknown word. Thus, the item that measures ability to determine word meaning through context must be a whole sentence and one that expresses a complete thought. Such items are included in Test 5, Language Expression.

Test 2 - Reading Comprehension. Test 2 contains 45 items based on seven reading selections. Some reading passages portray feelings and situations universally experienced by young people; other passages present enriching informative materials. The test items measure specific skills in both literal and critical comprehension. More than one-half of the items in this test measure skills in critical comprehension.

Test 3 - Spelling. Each word that the student is required to consider is placed in the context of a sentence. The rationale for this format is threefold: (1) Spelling words are taught in a meaningful context, (2) Recognition of a spelling error is a skill that students would apply to proofreading their own written material (i.e., a context), and (3) Homonyms and other easily confused words represent important content in a spelling program, but can be tested only in the context of a sentence.

All misspellings in Test 3 are common among students. Furthermore, each alternative in an item measures a specific spelling rule. From the student's wrong responses, the teacher can ascertain which rules the student needs to master.

The words included in each Level of Test 3 were carefully selected to represent spelling rules widely taught at that level. Basic Goals in Spelling, by W. Kottmeyer and A. Klaus, a text series used by over half the school children in the nation, was used at each level of the CTBS/S. Basic Spelling Skills: A Program for Self-Instruction, by Learning Technology Incorporated, was also used as a guide in word selection at some levels. A Revised Core Vocabulary, by EDL/McGraw-Hill, was used in choosing words appropriate in difficulty for each level.

Test 4 - Language Mechanics. Test 4 contains 20 items, of which 10 measure punctuation skills and 10 measure capitalization skills. The skills are tested with discrete sentences instead of a reading passage for two reasons: (1) Testing knowledge of punctuation and capitalization rules through the use of a passage would only complicate the task; and (2) a writer decides which capitalization or punctuation rule applies, sentence by sentence, except for comparatively rare uses of the semicolon and colon. Discrete sentences minimize the effect that difficulty in reading comprehension might have on a student's performance on a test of mechanics.

If a student's performance on this test of language mechanics is unsatisfactory, it might be an indication that he/she needs to learn not only the rule of mechanics per se, but also the principles of English sentence structure and what constitutes an idea phrase within a sentence.

Test 5 - Language Expression. Test 5 contains sets of items that measure various aspects of effective expression: standard English usage; diction; English syntax (grade 3); economy and clarity of expression (grades 6, 9, and 11); and skill in organization.

Organizational skills are measured in two ways. For some items the student must read a brief paragraph to determine which of four transition, or connecting, words reflects the relationship in thought between two

sentences. Transition words are important in writing, for they reflect one's ability to organize one's thoughts effectively. Other items require the student to examine several four-sentence paragraphs, in which the sentences are not in proper sequence, to determine their correct order.

Test 6 - Mathematics Computation. Test 6 consists of 48 items in addition, subtraction, multiplication, and division. These four fundamental mathematics operations are measured by 12 items each. Within each section, the 12 items are ordered according to increasing difficulty. No separate scores are reported for the four sections; only the total score for Test 6 is normed.

Test 7 - Mathematics Concepts and Applications. The 50 items in Test 7 measure the student's ability to recognize concepts, choose appropriate problem-solving operations, and carry out such operations.

The 25 concepts items measure the student's ability to convert concepts expressed in one numerical, verbal, or graphic form to another form, and to comprehend numerical concepts and their interrelationships.

The 25 applications items measure the student's ability to select and carry out problem-solving operations.

Separate scores are reported for each section.

Test 8 - Reference Skills. Test 8 consists of 20 items which measure the ability to use reference materials and to follow library procedures.

This test assumes that the student has had a library available and has received instruction in its use. Because not all schools have library facilities, the score of this test is not included in the Total Basic Skills score.

Test 9 - Science. Test 9 is comprised of items which assess the student's ability to investigate problems in science and, to a lesser degree, to recall scientific facts and concepts. Investigative skills

measured are the abilities to classify objects or phenomena, to measure or quantify data, to recognize a trend in data, to predict the outcome of a trend in data, to recognize a valid hypothesis drawn from data presented, and to analyze an experimental design. The student demonstrates these skills by interacting with data presented in charts, diagrams, drawings, graphs, and written passages. The items are distributed across the various content areas of the physical and life sciences.

Test 10 - Social Studies. The items in Test 10 measure the student's grasp of concepts, generalizations, and inquiry skills necessary for effective problem solving in social studies. These skills are tested in settings drawn from the four content areas of physical environment, social environment, political/economic environment, and history. The student is required to recall specific information, to read maps and other graphic materials, to interpret verbal material, to select and evaluate research designs, to distinguish fact from opinion, and to employ formal logic in problem solving.

1984-85. The Comprehensive Tests of Basic Skills, Form U, (CTBS/U) represets an extensive revision of the Comprehensive Tests of Basic Skills, Form S, the achievement battery used from 1976 to 1984 as part of the West Virginia State-County Testing Program. The CTBS/U consists of ten subtests. The subtests are reading vocabulary, reading comprehension, spelling, language mechanics, language expression, mathematics computation, mathematics concepts and applications, reference skills, science, and social studies.

The ten different levels of the CTBS/U were developed to measure systematically skills that are generally taught in schools throughout the nation in kindergarten through twelfth grade. The test content was selected after a comprehensive review of popular textual materials, state curriculum guides and large city school system curriculum guides. The test is designed

to measure broad curricular objectives at each level and in each of the particular subtests of the CTBS/U. The CTBS/U was not designed to measure the specific instructional objectives of a particular teacher, school, school district or a state. For all intents and purposes the tests serve to supplement the information that teachers have accumulated about individuals and groups of students. Chart 1 presents the data related to the various levels of the CTBS/U administered at each grade level.

Chart 1
CTBS/U Levels By Grade and Subtest

Grade	Reading	Spelling	Lang. Arts	Math	Ref. Skills	Sci.	Soc. St.
3	F	F	F	E	F	E	F
6	G	G	G	G	G	G	H
9	H	H	H	H	H	J	J
11	J	J	J	J	J	K	K

Each subtest of the CTBS/U consists of multiple choice items. These items relate to the category objectives and process areas developed by the editorial staff of CTB/McGraw-Hill, the publisher of the test. Content area teachers were employed and trained to write items within their particular grades and areas of expertise.

Approximately four times as many items were written for each level of the test than are used in the published edition of the CTBS/U. Each item was written according to item specifications developed expressly for the CTBS/U. The items are related to particular category objectives and to one of the four processes. After an extensive item tryout, those items that best measured the category objectives of the content areas were selected to become part of the CTBS/U.

The categorization of items was based primarily on the professional judgment of the item writers and editorial staff. No empirical evidence was considered when grouping the items within an objective or process areas.

The technical quality of the items was considered during the final item selection. The CTBS/U reflects a balance between professional expertise in the content areas and technically sound item characteristics.

The CTBS/U is a norm-referenced achievement battery. This means that the performance of West Virginia students taking the tests is compared to the performance of a national sample of students who took the tests as part of the standardization (norming) process during the 1980-81 school year. Since the tests will not be renormed, student performance will be compared to this 1980-81 sample for the life of the test.

The standardization was conducted in the fall and spring of the 1980-81 school year. Approximately 250,000 students, K-12, participated in norming of the tests. Students from public, private and Catholic school districts were included in the sample. Four geographic regions containing the fifty states and the District of Columbia were developed to define the cells utilized in the sampling procedures. Public schools districts were categorized according to community type of urban, suburban or rural. Then, the districts were assigned to a size cell of either large or small. Within each size cell, the districts were partitioned into cells based on a demographic index, in this instance, mean district performance on standardized achievement tests in grades 6 through 8. The districts were assigned to a high, medium or low cell. When no index was available, the districts were placed in the other cell. Catholic school districts were partitioned according to geographic location and size. Private school districts were assigned a cell based only on geographic region. The end result was development of eighty-six cells from which to select students.

A total of 119 districts participated in the standardization process. Schools from each district were randomly selected in order to obtain the student population. Personnel within the school selected heterogenous

groups or classes of students for testing at a particular grade level. Only a sample of students from a school and not all of the students in a school were included in the standardization population. Special education students were tested or not tested in accordance with the policy followed within a school district. If special education students were tested as part of the group achievement testing program in a school district they were included in the sample from a school. If special education students were not tested as part of the group achievement testing in a school district, they were not included in the sample from a school.

Students in the standardization sample were tested in classrooms or classroom size groups. In order for the most accurate information to be generated for students tested with the CTBS/U, comparable testing conditions are strongly recommended.

Each of the ten subtests contained within the CTBS/U are briefly described below in the order in which they are to be administered. Additionally, the time limits indicate the maximum amount of time that students are permitted to work on a particular subtest.

Test 1 - Reading Vocabulary. This forty-five item test has a twenty minute time limit. Students are asked to select the correct meaning of underlined words. Multimeaning words used in context and the meaning of affixes are also included in the test.

Test 2 - Reading Comprehension. This forty-five item test has a forty minute time limit. Students read a passage of prose or poetry and respond to questions concerning main idea, passage details, characterization, sequencing, and author's purpose.

Test 3 - Spelling. This thirty item test has a twelve minute time limit. Students are asked to select the correct spelling of a word used in

context from a list of four spellings of the word. Student knowledge in applying some of the rules of spelling is measured through this format.

Test 4 - Language Mechanics. This thirty item test has a fourteen minute time limit. Student punctuation and capitalization skills are measured. Editing skills are measured in context in a variety of formats.

Test 5 - Language Expression. This forty-five item test has a thirty-three minute time limit. Items measure student skills related to parts of speech usage, sentence structure, and paragraph development.

Test 6 - Mathematics Computation. This forty item (thirty-six at grade 3) test has a thirty minute time limit (twenty-six minutes at grade 3). Students solve problems related to adding decimals or fractions, and dividing whole numbers. The upper grades also work with exponents, percents, and some algebraic equations.

Test 7 - Mathematics Concepts and Applications. This forty-five item (forty items at grade 3) test has a thirty-four minute time limit (thirty minutes at grade 3). Students are asked to demonstrate their understanding of numeration, number sentences, number theory, problem solving, measurement and geometry. Word problems are included throughout this test.

Test 8 - Reference Skills. This twenty item test has a fifteen minute time limit. Students are asked about book parts, dictionary usage, and library skills.

Test 9 - Science. This forty item test (thirty items at grade 3) has a forty minute limit (thirty minutes at grade 3). Students are asked questions about botany; zoology; ecology; physics; chemistry; and land, sea or space sciences. The skills related to processing and understanding the ideas and concepts of these areas rather than the recall of specific facts about these areas are emphasized throughout the test.

Test 10 - Social Studies. This forty item test has a forty minute time limit. Students are asked questions about geography, economics, history, political science, sociology, and the interrelationship of the various social sciences. The skills related to processing and understanding the ideas and concepts of these areas rather than specific facts about these areas are emphasized throughout this test.

Definitions

The following terms are presented and defined so that the reader may better understand the information contained within this report. The definitions of the terms are consistent throughout this document.

1. Ability: The measurement of one's ability to learn school-related material in a typical classroom setting at this particular point in time.
2. Achievement: The measurement of what one has learned in specific instructional areas throughout one's educational experience.
3. Expanded Standard Score: An equal interval scale score with no intrinsic meaning. This score cannot be compared between different subtest and subject areas. The score used for estimating the growth of a class over time.
4. Frequency Distribution: A tabulation of scores from high to low, or low to high, showing the number of individuals that obtain each score or fall in each score interval.
5. Mean: The sum of a set of scores divided by the number of scores; the average.
6. Median: The middle score in a distribution; the 50th percentile; the point that divides the group into two equal parts. Half of the scores fall below the median and half above it.
7. N Count: The number of cases in a distribution, study, etc.

8. Norm: The standard to which students' results are compared and from which percentile rank and stanines are determined.

9. Percentile: A point (score) in a distribution below which falls the percent of cases indicated by the given percentile. Thus, the 15th percentile denotes the score or point below which 15% of the scores fall. "Percentile" says nothing about the percent of correct answers an examinee has on a test.

10. Raw Score: The total number of correct answers obtained by a student on a subtest. This information appears only on the Roster Report.

11. Standard Deviation: A measure of the variability or dispersion of a set of scores about the mean. The more the scores cluster around the mean, the smaller the standard deviation.

12. Stanine: A standard score scale of nine units with a mean of 5 and a standard deviation of 2. This score appears on the Student Label, the Student Test Record and the Roster Report.

SECTION III

THE STATE-COUNTY TESTING PROGRAM REPORTS

A number of reports are generated by the SCTP related to the performance of students, individually and as groups within a school, a county, a RESA region, and the State as a whole. The reports present information from the West Virginia Student Questionnaire, the Cognitive Abilities Test and the Comprehensive Tests of Basic Skills. Reports which summarize specific individuals' performance are the Student Label, the Roster Report and the Student Test Record. A report which presents an individual student's performance along with that of a specific group of students' performance is the Group Right Response Record. Other reports such as the National Percentile Frequency Distributions, the Expanded Standard Score Frequency Distribution, the Quartile Range Report and the Right Response Summary and Item Analysis provide information about groups of students' performance.

In order to facilitate the understanding of the various report formats, each report will be discussed. Copies of the reports are appended in the same order in which they are presented. Appendix A contains report forms for the years 1982-1983 and 1983-84 while Appendix B contains report forms for the 1984-85 school year. The discussion will emphasize not only what information is provided on the report but also how the information and report may be utilized by teachers, counselors, students, administrators and parents for the assessment of students and educational programs.

The Student Label

The Student Label is the most basic report returned to the school. Each student who participates in the testing program and is tested under standardized conditions receives the label which is placed in the permanent record card or file for that student. The label contains the student's name, school, county, grade and testing date; school subject ratings;

educational and career plans; and, the CAT/COGAT and CTBS national percentile and national stanine results.

Although the Student Label does provide relevant student information, the use of the data is limited in that the results for only one student are presented. The general performance of the student, the relationships between subject interests and achievement, school plans and career plans and subject interests and school plans as well as other comparisons can be made for a student.

The Roster Report

The Roster Report expands upon the information included on the Student Label. The Roster Report lists students alphabetically by class in the third grade and in the sixth grade and alphabetically by school at the ninth and eleventh grade. Beside each student's name appears, in order, the subject ratings; school plans and birth date; career choices; CAT/COGAT results including raw score, national percentile and national stanine; and CTBS results listing the raw score, national percentile, national stanine and expanded standard score.

Another feature of the Roster Report is the identification of a student's CAT/COGAT and CTBS subtest performance which is at or below chance level. This may serve as an indicator of the student's lack of achievement, problems with taking the test (i.e. got lost on the answer sheet) or lack of taking the test seriously. Scores with an asterisk (*) by the raw score for any test should be scrutinized and decisions made about the accuracy of the score in relation to other CTBS test scores and classroom performance for that particular student by persons familiar with the work of the student. If the at or below chance level scores seem typical for a student, testing with a less difficult test may be desirable in order to obtain a closer approximation of a student's true ability and/or achievement level.

The Roster Report serves as a quick reference for teachers, counselors and administrators desiring specific student data within the group. This report enables data for students within classes or schools to be easily retrieved as well as to identify those students who may need retested. Again, this report gives only the final results and does not indicate a student's performance on process and content areas or specific items and item groupings.

The Student Test Record

The Student Test Record is the composite of all information collected about a student participating in the SCTP. Each student tested receives a complete Student Test Record provided that the test is administered under standardized conditions. The Student Test Record is the report given to each student and sent to the parent(s) or guardian(s) of the student. Subject interest ratings, school and career plans and performance on the CAT/COGAT and CTBS are included. In instances when students are not tested under standardized conditions, no normative data for the CAT/COGAT and CTBS are provided; however, subject interests and education and career plans are reported for the student.

Test scores are reported as national stanines and national percentiles. An additional feature of this report is the inclusion of a percentile band table. The percentile band plots the actual CAT/COGAT and CTBS performance and provides a range of scores reflecting standard error of measurement for that particular test above and below the attained score. The reporting of the CAT/COGAT and CTBS results in this manner depicts the actual score as an estimate of a students' ability and/or achievement level rather than as an absolute measure of ability and/or achievement. The percentile band also serves to identify those ability or achievement levels that are significantly different from one another. When the percentile bands do not overlap, there

is significant difference between verbal and nonverbal ability based on the CAT/COGAT results. The same s true for the CTBS achievement results and the bands that represent the various subtest scores. However, the CAT/COGAT and CTBS results should not be compared due to the nature of and difference between the two tests.

Explanation of the various information and scores reported by the Student Test Record is provided to parents and students on the bottom half and back of the report given to the students. Reports provided to the teacher for each student includes item information for that particular student by subtest, process and content area. An important utilization of this item data by the teacher relates to student performance on the subtests according to process/content classification. This serves to identify specific process/content strengths and weaknesses for each student. Further conclusions drawn from a student's performance on the various processes measured by the test without additional information may be considered overinterpretation.

The Group Right Response Record

The Group Right Response Record summarizes for classroom teachers the performance of each student and particular class of students on the individual items on the CTBS by subtest, process and content area. The report also identifies the item number and provides a description of the item. The Group Right Response Record is automatically generated for all third and sixth grade teachers within self-contained classrooms. This report is also available to teachers in sixth grade middle schools and teachers in ninth and eleventh grades by specific subject area and class period. The report can be obtained by completing or having students complete the appropriate section of the answer sheet.

The Group Right Response Record combines classroom as well as the individual student data. Classroom information includes the percent of students from the national norm sample who answered a particular item correctly during the norming process as compared to the percent of students in a local classroom who correctly answered the same item. These data are also given for the individual subtests, processes and content areas being assessed, representing the average percent correct for those items related to the subtest and related process and content areas.

Individual student information can be utilized to identify a student's specific strengths and weaknesses. When analyzed as a class, the report can identify processes, content areas and items that the class as a whole has mastered or is in need of additional work. The most beneficial use of the report would seem to be the identification of a student or students within a class that exhibit the same strengths and/or weaknesses, enabling the classroom teacher to tailor instruction to better meet the needs of the students, individually and as a group.

Careful interpretation of the Group Right Response Record must be emphasized. The skills being assessed may not have been taught and the limited number of items for a skill area can in no way measure the entire range of skills related to a particular subject. However, when the report is studied by the teacher, the information may result in teaching modifications and increased personalized instruction for the students within a classroom.

The previous reports - Student Label, Roster Report, Student Test Record and Group Right Response Record - all provide information about an individual's performance on the West Virginia Questionnaire, the CAT/COGAT and the CTBS. There are other reports generated by the SCTP which have program related utilization and address the CAT/COGAT performance and CTBS

results by school, county, RESA region, and the State, as well as the results of the West Virginia Student Questionnaire. These reports are the Right Response Summary and Item Analysis, the Frequency Distribution - Achievement Composite Scores, National Percentile Frequency Distribution, Expanded Standard Score Frequency Distribution, Quartile Range Report, and the Summary of Student Plans and Interests.

Right Response Summary and Item Analysis

The Right Response Summary and Item Analysis indicates the percentage of students who correctly answered specific CTBS test items. These data are provided for a school, county, RESA region, and the State. The information is especially helpful when comparing the peformance of groups of students to the national norm sample and the identification of student strengths and weaknesses relative to the national norm sample. This information is organized and presented for each CTBS subtest by process and content area and related test items.

The Right Response Summary and Item Analysis has a variety of uses. The comparison of the local sample to the national norm sample is but one utilization. By studying the report, the principal, teacher, and county administrator can determine the relative student strengths and weaknesses. Specific items can be identified which indicate high or low performance by the group of students. The item analysis data can be used to show how different groups of students perform on the same sets of items. School and county personnel also have the opportunity to determine the validity of the test results for their own educational system. This is done by comparing the skills being assessed on the test with the skills taught within their curricula. Of course, those skills not being taught that are considered important by the school and county personnnel may receive increased attention as a result of a thorough study of the Right Response Summary and Item Analysis report.

Frequency Distributions

There are three distinct frequency distributions which provide normative data at both the national and local level for the CTBS results. One of the distributions utilizes national and local percentile information while the other two provide the expanded standard score interval and local percentile data. On these reports, the actual number or frequency of students who scored at the national percentile interval or expanded standard scale score interval is given.

The frequency distributions are generally utilized to determine program strengths and weaknesses. The National Percentile Frequency Distribution is a tool for identifying the highest and lowest results of the scores which comprise the Total Basic Skills results. The reported mean for each subtest, subject composite and Total Basic Skills IS NOT the mean percentile but rather the percentile of the mean score attained by a particular group of students. Although comparisons can be made between subjects on the National Percentile Frequency Distribution, the individual percentiles for the given subtests and composite scores CANNOT be added, subtracted or averaged. Using the percentile data as more than a general indicator of student performance on the tests is both inaccurate and highly inappropriate.

The utilization of National Percentile Frequency Distribution information is the first step in the process of test data analysis. The data will not provide answers to specific questions about program effectiveness but may provide some direction in the search for the answers. When used in conjunction with the Quartile Range Report and the expected performance and growth of groups of students, this National Percentile Frequency Distribution increases in value as a program assessment tool.

The Expanded Standard Score Frequency Distribution and the Frequency Distribution - Achievement Composite Scores are the reports utilized when studying or determining the academic growth of students. Because the expanded standard scale (ESS) scores have no intrinsic meaning and each subtest has an individually developed set of ESS tables, comparison between subtests and subject ESS scores is inappropriate.

Quartile Range Report

The Quartile Range Report is also generated by the SCTP. This report is specifically related to the National Percentile Frequency Distribution and organizes the data into four distinct equal intervals or quartiles. The Quartile Range Report identifies the number (N-count) and percentage of students falling within each of the quartiles. This information is provided for each subtest and subject composite and can then be utilized to determine general program strengths and weaknesses in these specific areas as compared to the school and county Total Basic Skills quartile distribution, the self-norm for the school and county.

The types of analyses performed with the Quartile Range Report are an extension of those applied to the National Percentile Frequency Distribution. In this instance, the quartiles and the percentage of students in each quartile are identified for the Total Basic Skills. The next step is the comparison of the Total Reading, Language and Math quartiles to the Total Basic Skills quartiles. Significant differences between percentages of students in the top (4th) and in the bottom (1st) quartiles of these subject area composites as compared to the Total Basic Skills indicate a need to more closely review the item data presented by the Right Response Summary and Item Analysis Report related to these subject areas.

Interpretation along these lines provides a very general overview of the program performance. Again, this process does not identify specific program strengths and weaknesses but can be used as a beginning for more in depth program investigation and curriculum review. In essence, the report is a more concise but less detailed frequency distribution to be used for program evaluation. The information can be used to identify such program practices by subject as adequate or inadequate remedial work for students, lack of enrichment activities for students, and programs which optimize the performance of students. These general hypotheses about the programs can be developed by comparing subtest and subject area quartile results to the Total Basic Skills quartile distribution.

Summary of Plans and Interests: 1982-83 and 1983-84

The West Virginia Student Questionnaire was designed to obtain information from students about themselves pertaining to subject interest ratings, educational plans and career plans. A report summarizing these plans and interests is provided for a school, a county, a RESA region, and the State. The report presents the frequency of students responding to the various categories of questions in all the areas. For the educational and career plans area, frequency and percentages of students for each category are given. For the subject interest ratings, the frequency, the median (midpoint) score and the mean (average) score rating for each subject are given.

The data provided to the schools, counties and regions regarding their students' plans and interests can be used for curriculum design, course expansion or deletion, instructional modification, and provide a general understanding of the student viewpoint about the school. The data for individual students can serve as an important counseling tool and identify students who have developed little interest in school. The Summary of Plans

and Interests can identify courses and specific subject areas that are or are not appealing to the students being served. Furthermore, attitudes about school influence decisions related to continuing up the educational ladder and impact upon career considerations. The data are not as easily interpreted as some of the other data provided, but the data do indeed contribute to a better understanding of the students enrolled in West Virginia schools.

All of the reports generated by the SCTP can be used by teachers, counselors, administrators, students and parents. However, the basic intent is to identify the relative strengths and weaknesses of the educational development of students in the assessed areas. Taken individually, the reports provide piecemeal data about the students and the programs designed for these students; taken together, the reports help educators identify program strengths and weaknesses and serve as the foundation of the program review process.

Student Interests, Plans and Services Profile: 1984-85

The Student Interests, Plans and Services Profile provides a summary of student responses to the contents of the West Virginia Student Questionnaire. The information is aggregated for a school, a county, a region and the State. The report can be especially useful when planning programs and services to meet the varied needs of students.

"The "Subject Interest Ratings" are based on a 1 to 4 scale. This is an ordinal scale because the students are being asked to rate the subjects. The rating describes their position to one another on the scale; therefore, the students are ordering their preferences.

Both means and medians are calculated for each subject. The means are calculated by multiplying the frequency (FREQ) times the scale point (1, 2, 3, or 4), summing the results and then dividing by the total number of

respondents. The median represents the point on the scale that 50 percent of the scores are above and 50 percent of the scores are below. The two measures of central tendency are reported because the mean is more easily influenced by a large number of high or low scores than is the median.

Beside the "Subject Interest Ratings" is the section called "Favorite/ More Time." The number of students that select each subject from the list is recorded in the "FREQ" column. The percentage of total respondents selecting the subject appear in the "%" column. At grade three the favorite subject is selected by students while at grades six, nine and eleven the subject students would like to spend more time studying is reported.

The "Career Interest Areas" are taken from the United States Department of Labor publication titled the Guide for Occupational Exploration. Each student makes a first and a second choice from the twelve areas. The number and percentage of students selecting an area are listed under the "FREQ" and the "%" columns for both choices.

The "Student Services Area" provides the number and percentage of students who selected the amount of help they needed in each of the four areas. Each student has the opportunity to rate the listed areas according to none or no help needed, a little help needed, a moderate amount of help needed and a great amount of help needed. The number and percentage of students responding to each point for each area are listed under the "FREQ" and "%" headings. Another report, the "Student Services Summary" identifies those students by area and level of need and is provided for a school.

The "Educational Plans" section reports the number and percentage of students who selected the various plans available to them. Not all of the students at each grade respond to the same items; therefore, some options do not have any responses. As with the other sections, the "FREQ" and the "%" columns provide the numerical data about the students.

This report reveals many things about the student population not available through test scores. The careful analysis of the information can provide some basis for certain types of student behavior. Although the questionnaire is primarily to be used with individual students, the results can assist with identifying, planning and developing programs that enhance the opportunities for student success.

SECTION IV

WEST VIRGINIA STUDENT QUESTIONNAIRE RESULTS

The West Virginia Student Questionnaire was modified for the revised testing program. Consequently, data are presented in two separate sections.

Student Plans and Interests: 1982-83 and 1983-84. Information derived from the West Virginia Student Questionnaire data encompasses three distinct areas: subject interest ratings, school plans and career plans. All data are reported as State results.

The methods utilized in this report vary from area to area. Subject interest ratings are provided for each grade level with the median score included. School plans appear as a percentage of total respondents and are graphically represented by pie charts and tables. Career plans data are reported as tables and include the number and percentage of students selecting a career area from one of the 19 provided options. Both the first and second choices of the students are included.

Subject interest ratings. Students at the third, sixth, ninth and eleventh grades are asked to respond to the question of "how much they like or think they would like" each of 10 different school subjects. The available options range from a 1 rating, representing dislike very much, through a 5 rating, representing like very much. These data present a general picture of West Virginia students' perceptions of the selected school subjects at the various grade levels tested.

Table 1 presents the subject interest data for the students in the four grade levels for the two schools year 1982-83 and 1983-84. From these data the fact is apparent that interests in subjects generally decline as one moves from the third through the eleventh grade groups. This pattern is consistent for both 1982-83 and 1983-84.

Table 1

SUBJECT INTEREST RATINGS*

Subject	1982-83				1983-84			
	3	6	9	11	3	6	9	11
Art	4.9	4.6	3.8	3.5	4.9	4.6	3.7	3.4
English	3.6	3.6	3.3	3.2	3.6	3.6	3.3	3.2
Foreign Language	4.5	3.8	3.1	2.7	4.5	3.8	3.2	2.8
Math	4.7	4.2	3.9	3.6	4.7	4.2	3.9	3.7
Music	4.6	4.0	3.5	3.5	4.6	4.0	3.4	3.4
Physical Education	4.8	4.7	4.4	4.1	4.8	4.7	4.3	4.1
Reading	4.6	3.8	3.4	3.5	4.6	3.9	3.4	3.4
Science	4.5	3.9	3.5	3.3	4.4	3.9	3.5	3.3
Social Studies	4.1	3.5	3.4	3.3	4.0	3.4	3.4	3.3
Vocational	4.7	4.4	4.1	4.0	4.7	4.3	4.0	3.9

*Reported as median scores

These median scores represent groups of students and not individual students. There may be counties and schools with interest ratings higher or lower for some or all of the subjects. Before drawing any conclusions about a particular county or school, one should scrutinize those data provided to that county or school by the testing program.

School plans. Pie charts, identified as Figures 1 through 3 inclusive, are used to present the information related to the educational plans of students at the sixth, ninth, and eleventh grades for 1982-83 and 1983-84. Students are given the option of selecting one of six provided categories. The six categories are: quit school; finish high school; complete post-secondary vocational school; complete two year college program; complete four year college program; and, attend graduate school.

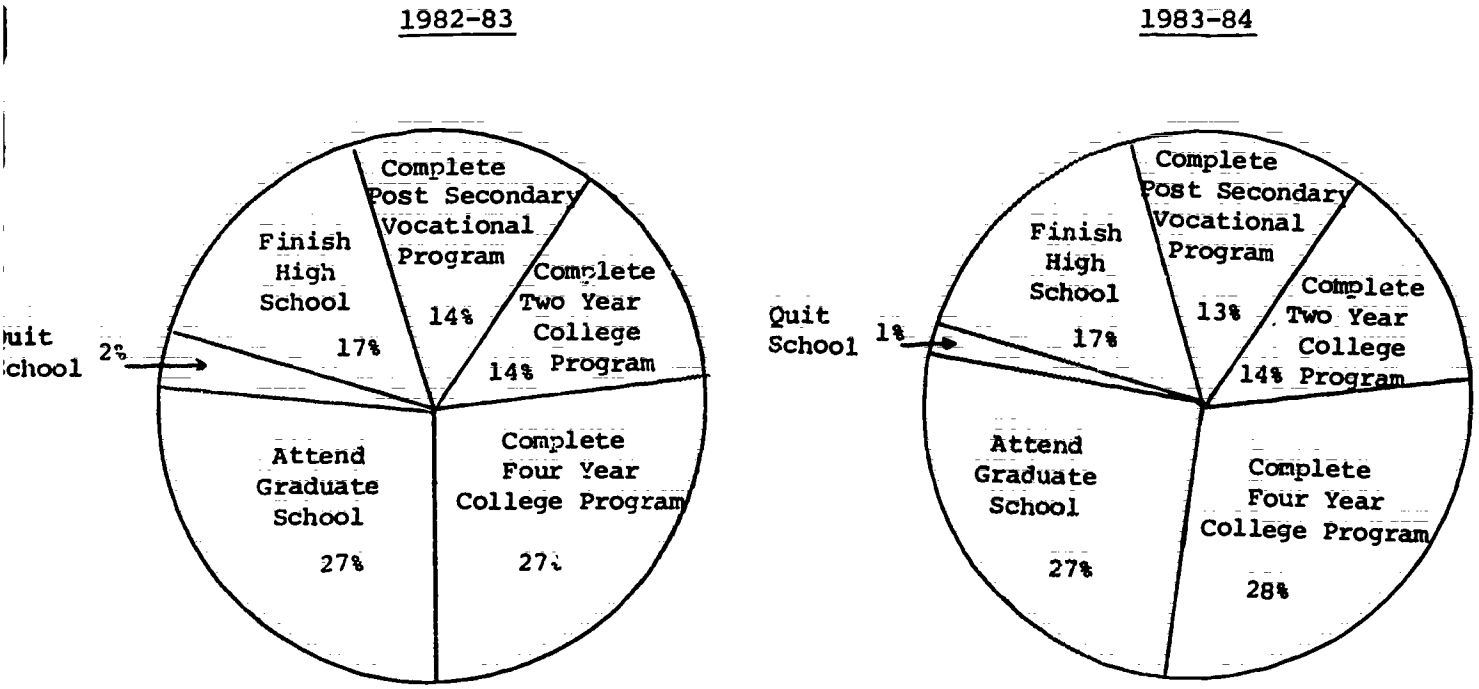
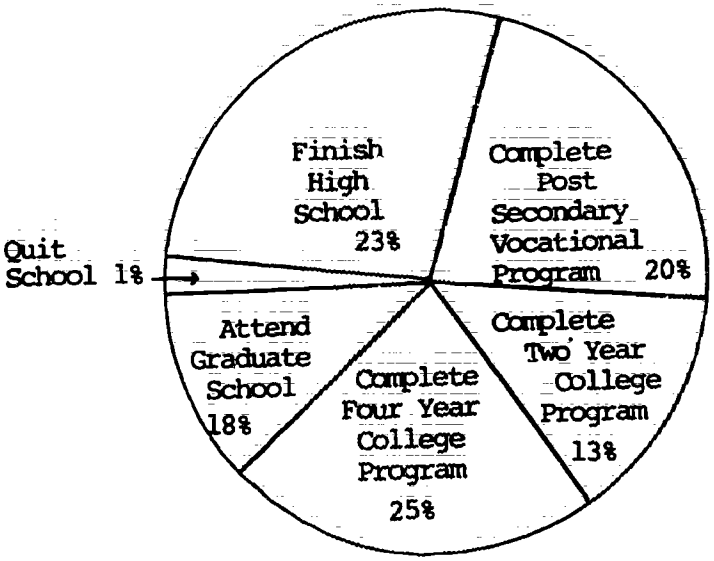


Figure 1
School Plans
Grade 6

1982-83



1983-84

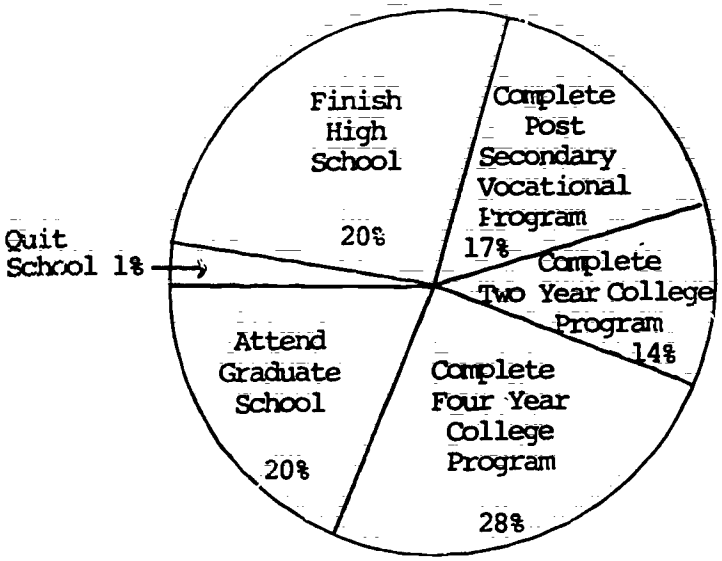
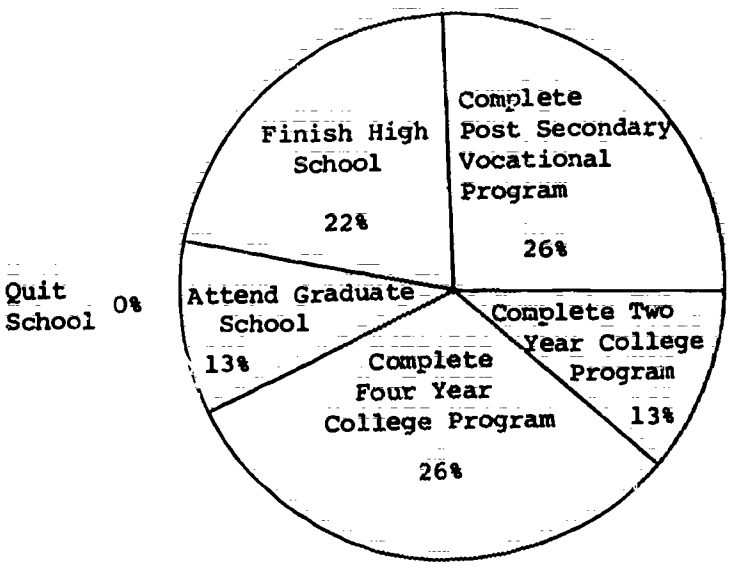


Figure 2
School Plans
Grade 9

1982-83



1983-84

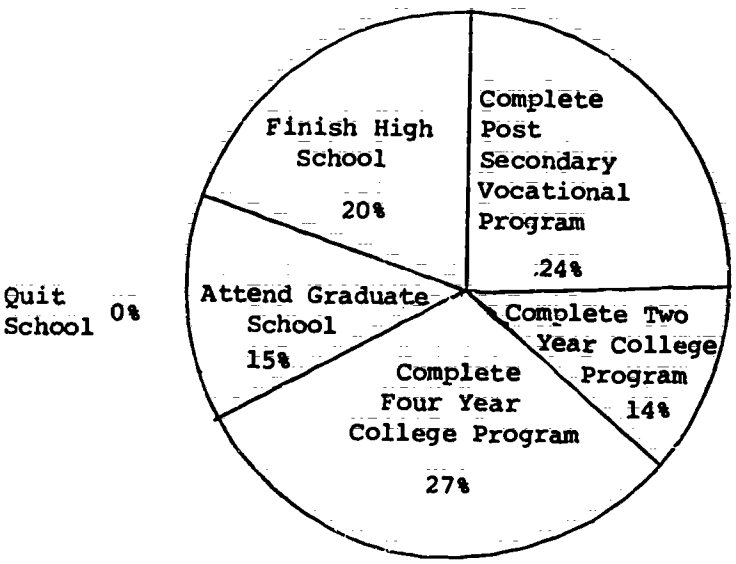


Figure 3
School Plans
Grade 11

From the figures one may obtain the percentage of West Virginia students with similar educational plans. The longer the students are in school, the more solidified the plans become. This information can be of assistance to persons involved with dropout prevention as well as enrollment projections. Although the percentages are those for the State at the various grade levels, the information is available for each student, school and county in the State. To obtain a clearer picture of the educational plans of students in a particular area, one should refer to the local reports. The State data may serve as a reference to determine what the general school populations' educational plans might be, but one should not preclude that the State results are the same as an individual county's or school's results.

Career plans. The other area from the questionnaire relates to the expressed career plans of West Virginia students at the sixth, ninth and eleventh grades. The numbers of students and the percent of the total population for a grade level selecting one of the 19 career areas are listed on Tables 2 through 4 inclusive. Both the first and second choices of the students are provided.

Table 2

GRADE 6 CAREER PLANS FOR 1982-83

JOB AREAS	First Choice		Second Choice	
	Freq.	%	Freq.	%
ART AND MUSIC	1346	4	1311	4
BUSINESS AND MANAGEMENT	860	3	1059	4
CLERICAL WORK	2047	7	1944	6
COMMUNICATIONS AND WRITING	302	1	396	1
ENGINEERING AND APPLIED TECH	2314	8	1711	6
ENTERTAINMENT	3547	12	2223	7
FARMING, FISHING AND FORESTRY	1866	6	2173	7
HOMEMAKING	677	2	1472	5
LAW AND LAW ENFORCEMENT	2519	8	2776	9
MANUFACTURING	151	1	276	1
MATH AND SCIENCE	1132	4	1467	5
MEDICINE AND HEALTH SERVICES	4778	16	2629	9
MERCHANDISING	127	0	239	1
MILITARY SERVICE	2724	9	3009	10
MINING	585	2	939	3
PERSONAL SERVICES	902	3	1154	4
SKILLED TRADES AND CRAFTS	1205	4	1411	5
SOCIAL SERVICES	1722	6	1701	6
TRANSPORTATION	1337	4	2028	7

GRADE 6 CAREER PLANS FOR 1983-84

JOB AREAS	First Choice		Second Choice	
	Freq.	%	Freq.	%
ART AND MUSIC	1257	4	1271	5
BUSINESS AND MANAGEMENT	761	3	1070	4
CLERICAL WORK	1800	6	1659	6
COMMUNICATIONS AND WRITING	259	1	423	2
ENGINEERING AND APPLIED TECH	2463	9	1971	7
ENTERTAINMENT	3191	11	2254	8
FARMING, FISHING AND FORESTRY	1631	6	1940	7
HOMEMAKING	624	2	1380	5
LAW AND LAW ENFORCEMENT	2416	9	2669	9
MANUFACTURING	158	1	268	1
MATH AND SCIENCE	1108	4	1412	5
MEDICINE AND HEALTH SERVICES	4532	16	2329	8
MERCHANDISING	120	0	259	1
MILITARY SERVICE	2848	10	2577	9
MINING	560	2	763	3
PERSONAL SERVICES	783	3	1099	4
SKILLED TRADES AND CRAFTS	1063	4	1220	4
SOCIAL SERVICES	1636	6	1734	6
TRANSPORTATION	1178	4	1841	7

Table 3

GRADE 9 CAREER PLANS FOR 1982-83

JOB AREAS	First Choice		Second Choice	
	Freq.	%	Freq.	%
ART AND MUSIC	1273	5	1191	4
BUSINESS AND MANAGEMENT	1212	5	1642	6
CLERICAL WORK	2321	9	2009	8
COMMUNICATIONS AND WRITING	395	1	611	2
ENGINEERING AND APPLIED TECH	2886	11	1815	7
ENTERTAINMENT	1966	7	1554	6
FARMING, FISHING AND FORESTRY	1512	6	1672	6
HOMEMAKING	708	3	1303	5
LAW AND LAW ENFORCEMENT	1889	7	2153	8
MANUFACTURING	201	1	354	1
MATH AND SCIENCE	705	3	1146	4
MEDICINE AND HEALTH SERVICES	4077	15	1842	7
MERCHANDISING	131	0	278	1
MILITARY SERVICE	2108	8	2543	10
MINING	640	2	886	3
PERSONAL SERVICES	1005	4	978	4
SKILLED TRADES AND CRAFTS	1823	7	1578	6
SOCIAL SERVICES	909	3	1449	5
TRANSPORTATION	1099	4	1705	6

GRADE 9 CAREER PLANS FOR 1983-84

JOB AREAS	First Choice		Second Choice	
	Freq.	%	Freq.	%
ART AND MUSIC	1238	5	1183	4
BUSINESS AND MANAGEMENT	1410	5	1687	6
CLERICAL WORK	2196	8	1965	7
COMMUNICATIONS AND WRITING	419	2	640	2
ENGINEERING AND APPLIED TECH	3345	12	2140	8
ENTERTAINMENT	2010	7	1643	6
FARMING, FISHING AND FORESTRY	1405	5	1610	6
HOMEMAKING	677	2	1311	5
LAW AND LAW ENFORCEMENT	1947	7	2355	9
MANUFACTURING	171	1	339	1
MATH AND SCIENCE	836	3	1273	5
MEDICINE AND HEALTH SERVICES	4495	17	1892	7
MERCHANDISING	149	1	279	1
MILITARY SERVICE	2196	8	2631	10
MINING	484	2	729	3
PERSONAL SERVICES	908	3	1061	4
SKILLED TRADES AND CRAFTS	1399	5	1381	5
SOCIAL SERVICES	993	4	1439	5
TRANSPORTATION	963	4	1525	6

Table 4

GRADE 11 CAREER PLANS FOR 1982-83

JOB AREAS	First Choice		Second Choice	
	Freq.	%	Freq.	%
ART AND MUSIC	1196	5	1104	5
BUSINESS AND MANAGEMENT	1913	8	1980	9
CLERICAL WORK	2074	9	1795	8
COMMUNICATIONS AND WRITING	400	2	573	2
ENGINEERING AND APPLIED TECH	2589	11	1339	6
ENTERTAINMENT	910	4	1138	5
FARMING, FISHING AND FORESTRY	937	4	1489	6
HOMEMAKING	556	2	1204	5
LAW AND LAW ENFORCEMENT	1167	5	1470	6
MANUFACTURING	236	1	341	1
MATH AND SCIENCE	595	3	1059	5
MEDICINE AND HEALTH SERVICES	3242	14	1285	6
MERCHANDISING	204	1	402	2
MILITARY SERVICE	1450	6	2298	10
MINING	632	3	753	3
PERSONAL SERVICES	942	4	874	4
SKILLED TRADES AND CRAFTS	2408	10	1409	6
SOCIAL SERVICES	1165	5	1450	6
TRANSPORTATION	653	3	1208	5

GRADE 11 CAREER PLANS FOR 1983-84

JOB AREAS	First Choice		Second Choice	
	Freq.	%	Freq.	%
ART AND MUSIC	1050	5	1094	5
BUSINESS AND MANAGEMENT	2056	9	2049	9
CLERICAL WORK	1954	8	1907	8
COMMUNICATIONS AND WRITING	408	2	610	3
ENGINEERING AND APPLIED TECH	2703	12	1512	7
ENTERTAINMENT	924	4	1119	5
FARMING, FISHING AND FORESTRY	905	4	1329	6
HOMEMAKING	517	2	1152	5
LAW AND LAW ENFORCEMENT	1187	5	1585	7
MANUFACTURING	227	1	299	1
MATH AND SCIENCE	613	3	1124	5
MEDICINE AND HEALTH SERVICES	3619	16	1263	5
MERCHANDISING	193	1	377	2
MILITARY SERVICE	1699	7	2274	10
MINING	396	2	621	3
PERSONAL SERVICES	923	4	866	4
SKILLED TRADES AND CRAFTS	2157	9	1318	6
SOCIAL SERVICES	1056	5	1490	6
TRANSPORTATION	585	3	1058	5

In most instances, the career plans information is better utilized with a student for the purposes of career awareness and exploration. However, the data about the career intention of groups of students may be of value when determining course development and resource allocation. At the State level, the information enables the development of a more complete picture of the school population so that future educational programs may assist students with the realization of their goals.

Summary. The student plans and interests data collected by the SCTP are more meaningful when analyzed as a whole rather than in individual sections. Possibly, the best use of the information is with each student since an historical perspective of the student's likes and dislikes, educational plans and career plans can be a valuable and beneficial counseling tool. With an individual student, the data may be useful when attempting to determine why the student performs as he/she does, not only on the standardized tests but also during classroom activities.

Student Interests, Plans and Services: 1984-85.

Using the revised West Virginia Student Questionnaire in 1984-85, data were collected and reported for five major areas of concern. All data are reported as state results. Subject interests ratings are provided for each grade level by median score. Students' favorite subject (grade 3) or the subject that they would like to spend more time studying (grades 6, 9 and 11) are presented as the percentage selecting that particular subject. Career interest areas, educational plans, and areas in which students request services are presented using frequencies and percentages.

Subject interest ratings. The subjects rated at grades 3 and 6 were art, English, health, mathematics, music, physical education, reading, science, and social studies. At grades 9 and 11 foreign language and vocational were added. Furthermore, at grade 11 students rated reading

literature rather than reading class. Subjects were rated on a 4 point scale: 1-dislike much to 4-like much. Students were also asked to choose their favorite subject (grade 3) or select the subject that they wanted to spend more time studying (grades 6, 9, and 11).

Tables 5 and 6 present these data for each grade level. From these data it appears that interests in the subjects generally decline as one moves from the third through the eleventh grade. English is the only subject which maintained a consistent score across the four reported grade levels.

Table 5
Subject Interest Ratings*
1984-85

	3	6	9	11
Art	3.8	3.6	3.0	2.8
English	2.7	2.7	2.7	2.7
Foreign Language	NC	NC	2.6	2.2
Health	3.2	2.8	2.6	2.6
Literature	NC	NC	NC	2.7
Mathematics	3.6	3.3	3.2	3.0
Music	3.5	3.1	2.7	2.8
Physical Education	3.8	3.8	3.5	3.2
Reading	3.3	3.1	2.8	NC
Science	3.2	3.1	2.8	2.7
Social Studies	3.0	2.8	2.8	2.7
Vocational	NC	NC	3.4	3.2

*Reported as median scores
NC: Not Collected

Table 6
Favorite/Spend More Time Studying Subject
1984-85

	3	6	9	11
Art	14	4	1	7
English	11	17	11	7
Foreign Language	NC	NC	15	8
Health	0	0	14	11
Literature	NC	NC	NC	3
Mathematics	14	12	15	9
Music	6	21	2	16
Physical Education	13	1	8	0
Reading	16	17	11	NC
Science	18	9	3	12
Social Studies	9	19	10	17
Vocational	NC	NC	10	9

*NC: Not Collected

Educational plans. Pie charts, identified as Figures 4 through 6 inclusive, are used to present the information related to the educational plans of students at grades 6, 9, and 11 for 1984-85. Grade 6 students have four options: quit high school before graduating, graduate from high school, attend a vocational school, and attend college. For grade 9 students, attend college is changed to obtain a degree and attend graduate school. For grade 11 students, attend college is changed to two-year and four-year categories. Graduate school is also better defined for grade 11 students.

From the data presented in Figures 4 through 6 it is evident that the longer students are in school the more solidified the plans become. Furthermore, these plans become more realistic as their adolescent/secondary education draws to a close. These data can be of value to persons involved in career counseling, dropout prevention or enrollment projections. To obtain a clearer picture of the educational plans of specific students in a particular area, local reports should be referenced.

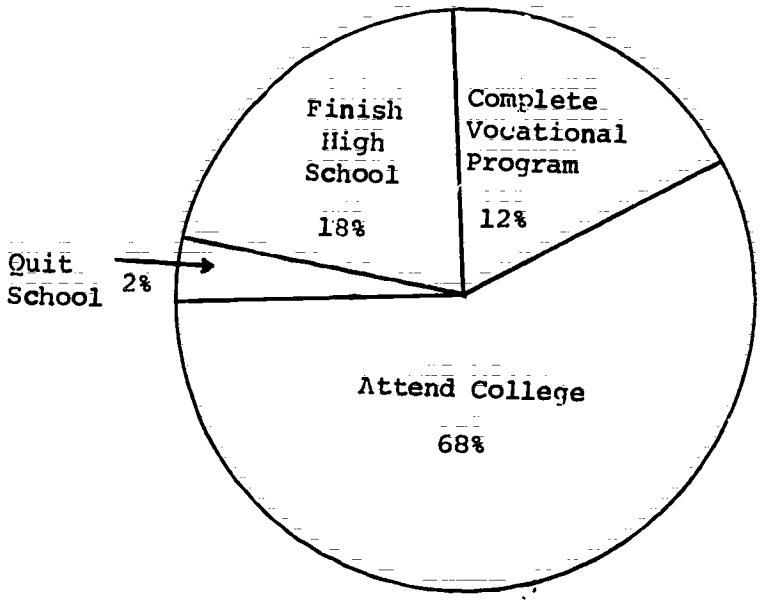


Figure 4
Educational Plans
Grade 6

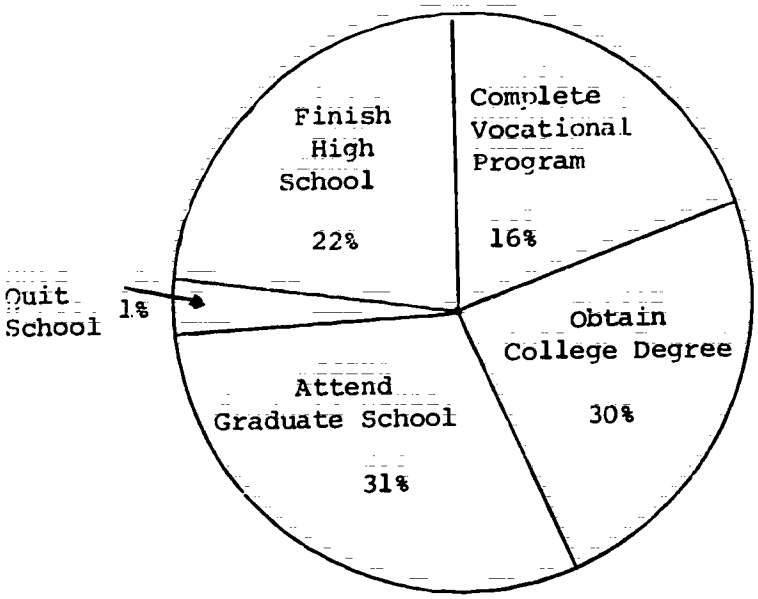


Figure 5
Educational Plans
Grade 9

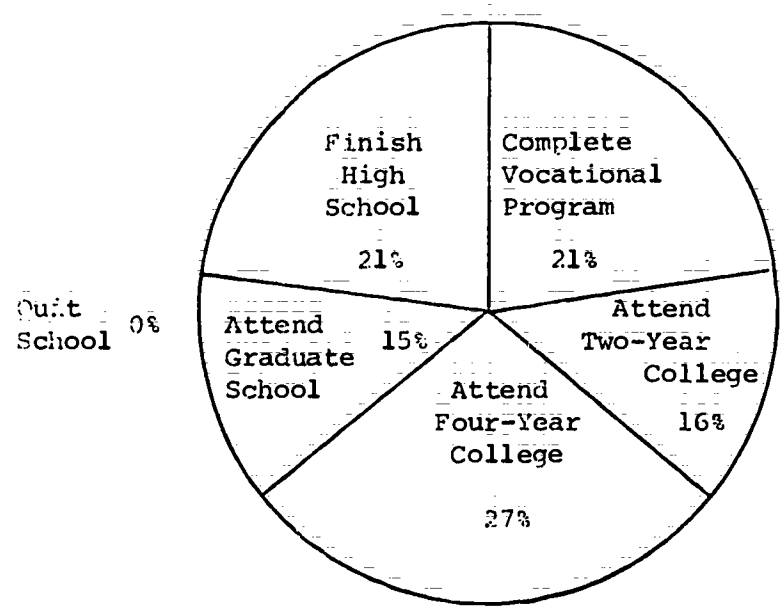


Figure 6
Educational Plans
Grade 11

Career interest areas. Another area from the West Virginia Student Questionnaire relates to the expressed career interests of grade 6, 9, and 11 West Virginia students. The number of students and the percent of the total population for a grade level selecting one of the 12 career areas are listed in Tables 7 through 9 inclusive. Both the first and second choices of the students are provided.

From the data in Tables 7 through 9 it appears that student choices become less variable over time. Mechanical and business detail show the greatest gains as the first choice of the career interest areas. Physical performing shows one of the greatest declines over time as th second choice. Although the group data may be of value when determining course development and resource allocation, career interests information is better utilized with an individual student for purposes of career awareness and exploration.

Table 7
Grade 6 Career Interests
1984-85

Career Area	First Choice		Second Choice	
	Freq.	%	Freq.	%
Artistic	2744	10	2400	9
Scientific	3564	13	2903	11
Plants & Animals	3193	12	3536	13
Protective	2335	9	2553	9
Mechanical	3668	13	2934	11
Industrial	484	2	1121	4
Business Detail	2870	10	2928	11
Selling	523	2	1063	4
Accommodating	753	3	982	4
Humanitarian	2132	8	1950	7
Leading/Influencing	1470	5	1394	5
Physical Performing	3647	13	3425	13

planning. This is understandable because students at grade 6 have probably a) not spent much time and have no inclination to think that far into the future, or b) have decided what they want to be when they grow up (based upon the glamour of the job/occupation, what their peers say, what their parents do for a living, or limited knowledge of the world of work).

Table 10
Student Service Areas: Grades 6, 9, 11
1984-85

Amount of Help by Grade	Developing Study Skills		Selecting A Career		Educational Planning		Making Decisions	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Grade 6								
None	4,025	15	10,304	38	8,426	31	7,033	26
A Little	12,724	47	9,172	34	9,615	35	10,900	40
Moderate	7,729	28	5,395	20	6,534	24	6,352	23
Great	[illegible]	10	2,406	9	2,667	10	2,937	11
Grade 9								
None	[illegible]	[illegible]	6,956	24	6,314	22	6,199	22
A Little	[illegible]	[illegible]	10,558	37	10,938	38	11,933	42
Moderate	[illegible]	34	7,977	28	8,462	30	7,824	27
Great	[illegible]	11	3,026	11	2,807	10	2,578	9
Grade 11								
None	3,102	13	5,177	22	4,518	19	5,480	23
A Little	9,654	41	8,344	36	8,633	37	9,864	42
Moderate	8,419	36	7,193	31	7,959	34	6,255	27
Great	2,327	10	2,778	12	2,386	10	1,901	8

Summary. The student interests, plans, and services data are more meaningful when analyzed as a whole rather than in separate sections. Furthermore, the best use of the information is with each student. As a counseling tool, the data provide a historical perspective on likes/dislikes, educational and career plans, and on areas of need. These data can also provide a perspective on why a student performs academically as she/he does.

SECTION V

COMPREHENSIVE TESTS OF BASIC SKILLS RESULTS

Student achievement in West Virginia as measured by the Comprehensive Tests of Basic Skills (CTBS) is reported by grade level and subject area on Tables 11 through 13 inclusive for each of the three school years. The scores are reported as percentiles in all instances, with the national mean established at the 50th percentile.

Table 11
STUDENT ACHIEVEMENT IN WEST VIRGINIA
CTBS/S: 1982-83

Grade	Total Reading	Total* Language	Total Math	Basic Skills	Science	Social Studies
3	62	61	58	60	61	63
6	58	61	56	58	59	58
9	56	59	53	54	56	57
11	51	54	49	49	53	53

*Includes Spelling subtest

Table 12
STUDENT ACHIEVEMENT IN WEST VIRGINIA
CTBS/S: 1983-84

Grade	Total Reading	Total* Language	Total Math	Basic Skills	Science	Social Studies
3	63	62	58	61	63	64
6	59	61	57	59	60	59
9	58	61	54	56	58	59
11	51	54	49	49	54	54

*Includes Spelling subtest

Table 13
STUDENT ACHIEVEMENT IN WEST VIRGINIA
CTBS/U: 1984-85

Grade	Total Reading	Total* Language	Total Math	Basic Skills	Science	Social Studies
3	55	63	45	57	40	61
6	54	56	60	55	55	55
9	48	54	54	50	50	59
11	50	54	55	54	49	57

*Spelling subtest excluded

Achievement 1982-83 and 1983-84

From Tables 11 and 12 it can be seen that student achievement in grades 3, 6, and 9 is above the national mean in all areas tested. Scores of grade 11 students are closest to the national mean and lowest of the four grade levels. There is a general decline across the grade levels during both testing years. That is, grade 3 scores are higher than grade 6 scores which are higher than grade 9 scores.

Achievement 1984-85

From Table 13 it can be seen that on the newly adopted CTBS/U battery, only grade 6 student achievement is above the national mean in all areas. Furthermore, the pattern of declining test scores across grade levels is not evidenced in the 1984-85 data. Only the Total Language composite score approximates this pattern -- but the spelling subtest is excluded from the composite language score in the CTBS/U version.

Longitudinal Data: 1976-77 through 1984-85

Table 14 presents the percentile scores of students since the CTBS was adopted in 1976-77. The CTBS Form S was administered from 1976-77 through 1983-84. In 1984-85 the new CTBS Form U was administered.

Table 14
WEST VIRGINIA MEAN PERCENTILE ACHIEVEMENT SCORES*

School Year	Reading	Language	Mathematics	Basic Skills	Science	Social Studies
			GRADE 3			
1976-77	50	48	46	47	50	53
1977-78	53	50	49	50	51	55
1978-79	55	53	52	53	53	56
1979-80	58	57	55	56	56	59
1980-81	59	58	55	57	57	60
1981-82	60	60	58	59	60	61
1982-83	62	61	58	60	61	63
1983-84	63	62	58	61	63	64
1984-85	55 (62)	63 (59)	45 (55)	57 (58)	40	61
			GRADE 6			
1976-77	48	50	47	48	51	51
1977-78	50	52	49	49	52	51
1978-79	52	55	50	51	54	53
1979-80	55	57	52	54	55	55
1980-81	56	58	54	55	57	57
1981-82	58	60	56	58	59	58
1982-83	58	61	56	58	59	58
1983-84	59	61	57	59	60	59
1984-85	54 (59)	56 (63)	60 (59)	55 (58)	55	55
			GRADE 9			
1976-77	49	52	46	47	50	51
1977-78	50	52	47	47	51	52
1978-79	50	53	47	48	52	53
1979-80	51	54	48	49	53	53
1980-81	53	55	49	50	54	54
1981-82	54	56	50	52	55	55
1982-83	56	59	53	52	56	57
1983-84	58	61	54	56	58	59
1984-85	48 (54)	54 (60)	54 (55)	50 (54)	50	59
			GRADE 11			
1976-77	48	49	44	44	51	51
1977-78	49	49	43	44	50	51
1978-79	48	50	44	45	51	51
1979-80	48	50	45	45	51	51
1980-81	49	52	46	46	52	52
1981-82	50	52	47	47	52	52
1982-83	51	54	49	49	53	53
1983-84	51	54	49	49	54	54
1984-85	50 (53)	54 (53)	55 (52)	54 (50)	49	57

*The 1976-77 results for grades 3 and 6 are percentile conversions of linear interpolation made from March estimates of data gathered during February testing.

During the 1976 through 1984 period the obvious increases in scores appear to be at grades 3 and 6. Because basic skills are emphasized during the K-6 years, the improvement is but one indicator of the impact of the educational programs on student achievement as measured by the CTBS. At grades 9 and 11 some increases are apparent, but the amount of increase is not as large as in grades 3 and 6. There were not any declines in scores during the eight year span.

Although it was hypothesized by many individuals that the administration of a new test battery in 1984-85 would result in decreased scores (some said 5-10 percentile points) across all grade levels, the results appear to be mixed. However, in order to make legitimate contrasts across the two batteries (Form S and Form U) it would be necessary to do an Anchor Study -- a study whereby contrasts could be made. Using data supplied by the test publishers (CTB/McGraw-Hill), transformed percentiles were obtained. These transformed percentiles are presented in parentheses in Table 14 for the 1984-85 year. Because the publisher did not provide data for science and social studies, transformed percentiles could not be obtained for these two subtests. When looking longitudinally at the 1976-77 through 1983-84 data and at the transformed 1984-85 data, a mixed pattern of increases and decreases occurred. Chart 2 depicts these changes from the 1983-84 data to the 1984-85 data.

Chart 2
CTBS Contrasts*

Grade	Reading	Language	Math	Basic Skills
3	D1	D3	D3	D3
6	C	I2	I2	D1
9	D4	D1	I1	D2
11	I2	D1	I3	I1

*I: Increase, D: Decrease, C: Constant

From Chart 2 it can be seen that there were both increases and decreases, and one no change. The shifts in percentile points were relatively small.

Summary

The performance of the third, sixth, ninth and eleventh grade students on the CTBS during the 1982-83, 1983-84, and 1984-85 school years was quite good. The average third, sixth and ninth grade students outperformed their third, sixth and ninth grade counterparts from the national norm sample on the CTBS in all areas measured in 1982-83 and 1983-84. The average eleventh grade student in 1982-83 and 1983-84 outperformed the average eleventh grade student from the national norm sample in four of the six reported areas. Although 1984-85 students appear to show some slight gains/losses from the previous year in several of the areas reported, some losses appear to be tremendous (e.g., Grade 3-Mathematics). However, when the 1984-85 scores are translated to the same metric as the preceding years, the shifts are not so tremendous. It is safe to assume that students today perform as well on the CTBS as students did five years ago, and with continued efforts and support may obtain even higher scores in the upcoming years.

APPENDIX A

REPORT FORMS: 1982-83 and 1983-84

STUDENT LABEL

NAME MCCOY, ELAINE A
SCHOOL HILLSVIEW MDL
COUNTY WASHINGTON
GRADE 6.5
DATE 02-77
WV SCTP
CAT CTBS

SUBJECT INTERESTS (5-LIKE VERY MUCH, 1-DISLIKE VERY MUCH)	ART	ENG	FOR LANG	MATH	MUS	PHYS ED	READ	SCI	SOC STDY	VOC
	4	4	5	3	2	3	4	1	5	3

SCHOOL PLANS: 4 YEAR

CAREER PLANS: 1ST COM & WR; 2ND LAW

	COGNITIVE ABILITIES TEST		COMPREHENSIVE TESTS OF BASIC SKILLS															
			READING			LANGUAGE				ARITHMETIC MATHEMATICS				TOTAL BASIC SKILLS				
	VERBAL	NON VERBAL	VOCAB	COMPR	TOTAL	MECH	EXPR	SPELL	TOTAL	COMPU	CONCEPT	APPLI	TOTAL		REF SKILLS	SCI	SOC STDY
NAT'L GR % ILE	78	51	87	71	80	76	80	90	87	54	60	42	50	73	93	63	82
NAT'L STANINE	7	5	7	6	7	6	7	8	7	5	6	5	5	6	8	6	7

COUNTY WASHINGTON

SCHOOL HILLSVIEW MIDDLE

STUDENT

NAME

STUDENT TE

NAME MCCOY, ELA

SCHOOL HILLSVIEW

TEST

GROUP RIGHT RESPONSE RECORD

SCHOOL HILLSVIEW MDL
COUNTY WASHINGTON
GRADE 5.5
TEACHER NO. 01
DATE OF TEST 02-77

WEST VIRGINIA
STATE - COUNTY TESTING PROGRAM

COMPREHENSIVE TESTS OF BASIC SKILLS

A B C E K M P W
N A U V N C E O
D I T A I C A O
E L R N G O R L
R E I S H Y S R
S Y G T O I
O H C S E N D
N M T O T L G
A N E A J E
D R R N P I O
A G O I N H S
V A N E R E N T
I R A O E
D L L B A W V
A D . E . E
A . . R . N
. . K . T . .
. . . . . . D
. . . . C . . .

	PERCENT RIGHT NAT.	LOC.								
READING COMPREHENSION	65	67								
RECOGNITION/APPLICATION	75	70								
LITERAL RECALL	75	70								
06 LITERAL RECALL	87	88	+	+	-	+	+	+	+	+
13 LITERAL RECALL	75	63	-	+	+	-	+	+	-	+
16 LITERAL RECALL	70	88	+	+	+	+	+	+	+	-
21 LITERAL RECALL	82	75	+	-	-	+	+	+	+	+
22 LITERAL RECALL	76	75	+	+	-	+	-	+	+	+
26 LITERAL RECALL	85	88	+	-	+	+	+	+	+	+
33 LITERAL RECALL	62	75	-	+	+	+	-	+	+	+
34 LITERAL RECALL	64	63	+	+	-	+	-	+	-	+
TRANSLATION	68	69								
REWORDING	66	67								
08 REWORDING	81	75	+	+	+	-	+	+	-	+
20 REWORDING	78	75	+	-	+	+	+	+	-	+
23 REWORDING	72	88	+	+	+	+	o	+	+	+
36 REWORDING	56	50	-	+	-	+	-	-	+	+
41 REWORDING	64	63	+	-	-	+	+	+	-	+
45 REWORDING	46	25	-	-	-	+	-	-	-	+
CONTEXT CLUES	71	73								
07 CONTEXT CLUES	75	63	-	-	-	+	+	+	+	+
09 CONTEXT CLUES	68	75	+	+	-	+	-	+	+	+
14 CONTEXT CLUES	68	88	-	+	+	+	+	+	+	+
15 CONTEXT CLUES	72	75	+	+	+	+	-	+	-	+
28 CONTEXT CLULS	72	63	+	-	+	-	+	+	-	+
INTERPRETATION	60	67								
MAIN IDEAS	61	69								
02 MAIN IDEA	80	75	+	+	o	-	+	+	+	+
12 MAIN IDEA	42	50	o	+	-	+	+	-	+	-
24 MAIN IDEA	64	50	-	-	+	-	-	+	+	+
38 MAIN IDEA	64	75	+	-	+	+	+	+	-	+
44 MAIN IDEA	57	63	+	+	-	+	-	+	-	+
DESCRIPTIVE WORDS	59	63								
19 DESCRIPTIVE WORDS	68	75	+	-	+	+	+	+	-	+
30 DESCRIPTIVE WORDS	74	100	+	+	+	+	+	+	+	+
32 DESCRIPTIVE WORDS	38	25	-	-	-	-	-	+	-	+
39 DESCRIPTIVE WORDS	57	50	+	+	-	+	o	-	+	-
CONCLUSIONS	60	72								
01 CONCLUSIONS	75	75	+	+	+	+	-	+	-	+
10 CONCLUSIONS	68	63	+	-	-	-	+	+	+	+
11 CONCLUSIONS	80	88	+	+	-	+	+	+	+	+
17 CONCLUSIONS	57	63	+	-	-	+	+	+	-	+

STATE OF WEST

DEPARTMENT -

DIVISION -

WASHINGTON CC

ITEM DESCRI

WEST VIRGINIA STATE-COUNTY TESTING PROGRAM

FREQUENCY DISTRIBUTION-ACHIEVEMENT COMPOSITE SCORES

WASHINGTON CO HILLSVIEW MIDDLE GRADE 6.5 02-77

EXPANDED STANDARD SCORE INTERVAL	TOTAL READING		TOTAL LANGUAGE		TOTAL MATH. ARITHMETIC		TOTAL BASIC SKILLS	
	FREQ	% ILE	FREQ	% ILE	FREQ	% ILE	FREQ	% ILE
741-								
726-740								
711-725								
696-710								
681-695								
666-680								
651-665	1	99						
636-650	1	98			1	99		
621-635	1	96						
606-620	1	94	1	99			1	99
591-605	2	92	1	98	1	98	1	98
576-590			1	96				
561-575	5	86			2	95	5	93
546-560	3	79	4	92	3	91	2	87
531-545	3	74	2	87	3	86	2	83
516-530	1	71	3	83	2	82	2	80
501-515	5	66	3	78	1	79	3	76
486-500	4	58	3	73	5	74	4	70
471-485	5	51	5	66	7	64	5	63
456-470	4	43	3	59	7	53	5	54
441-455	5	36	8	50	6	42	6	45
426-440	3	29	5	39	6	32	4	37
411-425	4	23	5	31	6	22	2	32
396-410	3	18	3	24	4	13	5	26
381-395	4	12	4	18	2	08	4	18
366-380	2	07	3	13	1	06	2	13
351-365	1	04	2	08	1	04	4	08
336-350	1	03	2	05	1	03		
321-335			2	02			1	04
306-320	1	01			1	01	1	03
291-305							1	01
276-290								
-275								
N	60		60		60		60	
MEAN	480.0		485.0		462.8		468.0	
STD DEV	77.6		63.2		61.9		72.7	
NATL M	480		484		458		460	
NATL SD	93		84		81		92	
NATL MED	481		483		458		462	

CAT CTBS

FREQUENCY DISTRIBUTION

SCHOLASTIC ABILITY

NATIONAL PERCENTILE INTERVAL	VERBAL ABILITY		NON VERBAL ABILITY	
	FREQ	% ILE	FREQ	% ILE
97-99	4	97	5	96
94-96	2	92	3	89
91-93	2	88	2	85
88-90	2	85	2	82
85-89	2	82	3	78
82-84	2	78	5	71
79-81	3	74	3	64
76-78	4	68	2	60
73-75	2	63	2	57
70-72	3	59	2	53
67-69	2	55	3	49
64-66	3	51	3	44
61-63	2	47	3	39
58-60	3	43	2	35
55-57	4	37	4	30
52-54	1	33	2	25
49-51	2	30	1	23
46-48	2	27	1	21
43-45	2	23	1	19
40-42	2	20	1	18
37-39	1	18	2	15
34-36			1	13
31-33	1	16	2	10
28-30	2	13		
25-27	1	11	1	08
22-24	1	09	1	06
19-21	1	08		
16-18	1	06	1	04
13-15	1	04	1	03
10-12	1	03		
07-09			1	01
04-06				
01-03	1	01		
N	60		60	
MEAN	58		65	

WEST VIRGINI

WASHINGTO

EXPANDED STANDARD SCORE INTERVAL	
	VO
	PCTO.
741-	
726-740	
711-725	

WEST VIRGINIA ST

WASHINGTON CO HIL

NATIONAL PERCENTILE INTERVAL	READING			
	VOCABULARY		COMPREHENSION	
	FREQ	UP	FREQ	UP
97-99	1	99		
94-96	2	97	1	99

STATE OF WEST VIRG

DEPARTMENT - EDUCA

DIVISION - TEST

COUNTY: WASHINGTO

SUMMARY OF STUDENT PLANS AND INTERESTS
FROM THE
WEST VIRGINIA STATE-COUNTY TESTING PROGRAM

WASHINGTON CO HILLSVIEW MIDDLE 6.5 02-[illegible]

SUBJECT INTEREST RATINGS

RATING SCALE	FREQUENCY OF RATINGS FOR SUBJECTS									
	ART	ENG.	FOR. LANG.	MATH	MUSIC	PHYS EDUC	READ	SCIENCE	SOCIAL STUDIES	VOCATIONAL
5 LIKE VERY MUCH	35	21	30	28	29	26	23	17	14	35
4 LIKE SOMEWHAT	12	12	9	13	8	11	11	12	7	10
3 NEUTRAL	5	14	8	9	14	11	12	15	13	7
2 DISLIKE SOMEWHAT	2	8	6	2	1	6	7	9	10	2
1 DISLIKE VERY MUCH	6	5	7	8	5	6	7	7	16	6
MEDIAN	4.6	3.8	4.5	4.3	4.6	4.1	3.9	3.4	2.8	4.6
MEAN	4.1	3.6	3.8	3.9	3.8	3.8	3.6	3.4	2.9	4.1

WV SCTP

CAT  CTBS

SCHOOL PLANS

SCHOOL PLAN	FREQUENCY	%
QUIT SCHOOL	3	5
FINISH HIGH SCHOOL	18	30
COMPLETE POST SECONDARY VOCATIONAL PROGRAM	6	10
COMPLETE TWO YEAR COLLEGE PROGRAM	4	7
COMPLETE FOUR YEAR COLLEGE PROGRAM	23	38
ATTEND GRADUATE SCHOOL	6	10

CAREER PLANS

JOB AREAS	FIRST CHOICE		SECOND CHOICE	
	FREQUENCY	%	FREQUENCY	%
ART AND MUSIC	5	8	3	5
BUSINESS AND MANAGEMENT	2	3	1	2
CLERICAL WORK	5	8	8	13
COMMUNICATIONS AND WRITING	0	0	2	3
ENGINEERING AND APPLIED TECH.	1	2	3	5
ENTERTAINMENT	7	12	4	7
FARMING, FISHING AND FORESTRY	7	12	5	8
HOMEMAKING	0	0	4	7
LAW AND LAW ENFORCEMENT	3	5	2	3
MANUFACTURING	2	3	1	2
MATH AND SCIENCE	2	3	3	5
MEDICINE AND HEALTH SERVICES	2	3	1	2
MERCHANDISING	4	7	0	0
MILITARY SERVICE	3	5	4	7
MINING	4	7	4	7
PERSONAL SERVICES	2	3	2	3
SKILLED TRADES AND CRAFTS	0	0	2	3
SOCIAL SERVICES	7	12	9	15
TRANSPORTATION	4	7	2	3

APPENDIX B

REPORT FORMS: 1984-85

Student Label

NAME CLARK PARSAR C
COUNTY MINGO
SCHOOL BUSKIRK EL
GRADE 3.7
ANSWER SHEET 300938
DATE 09/85
ID NUMBER 228543257

SUBJECT INTEREST	Art	Eng	For. Lang	Hist	Math	Mus	Phys Ed	Natural Sci	Sci	Soc Stdy	Voc
4 LIKE MUCH											
1 DISLIKE MUCH	1	2	X	3	3	3	2	2	1	1	X

SCHOOL PLANS	CAREER INTERESTS
XXXXXX	1st XXXXXXXX
	2nd XX XX

	AREA	Nat'l Gr %ile	Percentile Band	Stanine Range
READING	Vocabulary	50	41-58	5/5
	Comprehension	56	46-65	5/6
	TOTAL	53	47-59	5/5
LANG	Spelling	42	31-55	4/5
	Mechanics	54	38-72	4/6
	Expression	57	48-67	5/5
	TOTAL	57	49-66	5/6
MATH	Computation	10	09	3
	Concepts/ Applications	23	19	4
	TOTAL	15	11-	3/3
	TOTAL BASIC SKILLS	43	39-48	4/5
WV SCTP CTBS/U	Reference Skills	33	26-42	4/5
	Science	08	04-17	1/3
	Social Studies	82	74-88	6/7

COGAT/3 REASONING SKILLS

AREA	Nat'l Gr %ile	Percentile Band	Stanine Range
Verbal	03	02-05	1/3
Non Verbal	03	02-05	1/3

County	MINGO
School	B?ISKIRK

Student Informa…

Name

Gender … Birth D…

Answer Sheet Number

School Plans

WEST VIRGINIA STA

STUDI

NAME CLARK

COUNTY MINGO

SCHOOL AUSKIRK EL

TEST AREA

Teacher No. 01

County MINGO

School BUSKIRK

Grade 3.7

Date Tested 04-85

Subject Area ENGLISH

WEST VIRGIN

TESTING

STATE OF WEST VIRGINIA
DEPARTMENT - EDUCATION
DIVISION - TESTING

RIGHT RESPONSE SUMMARY
AND
ITEM ANALYSIS

REPORT NO. EDT270P1
CURRENT DATE -
REPORT DATE -

COUNTY - MINGO

SCHOOL - BUSKIRK EL

GRADE - 3.7

DATE - 04/85

ITEM DESCRIPTION	PERCENT CORRECT N	L	L-N	C
VOCABULARY	60	41	-19	41
SAME MEANING	63	42	-21	42
01 SAME MEANING	78	41	-37	41
02 SAME MEANING	73	59	-14	59
03 SAME MEANING	69	53	-16	53
04 SAME MEANING	77	24	-53	24
05 SAME MEANING	47	47	00	47
06 SAME MEANING	63	53	-10	53
07 SAME MEANING	65	47	-18	47
08 SAME MEANING	49	41	-08	41
09 SAME MEANING	74	41	-33	41
10 SAME MEANING	72	41	-31	41
11 SAME MEANING	63	29	-34	29
12 SAME MEANING	72	18	-54	18
13 SAME MEANING	64	35	-29	35
14 SAME MEANING	56	47	-09	47
15 SAME MEANING	62	59	-03	59
16 SAME MEANING	55	41	-14	41
17 SAME MEANING	62	29	-33	29
18 SAME MEANING	64	47	-17	47
19 SAME MEANING	42	35	-07	35
20 SAME MEANING	54	53	-01	53
UNFAMIL WDS IN CONTEXT	59	41	-18	41
31 UNFAMIL WDS IN CONTEXT	67	41	-26	41
32 UNFAMIL WDS IN CONTEXT	57	35	-22	35
33 UNFAMIL WDS IN CONTEXT	54	35	-19	35
34 UNFAMIL WDS IN CONTEXT	63	47	-16	47
35 UNFAMIL WDS IN CONTEXT	52	47	-05	47
MULTIMEANING WORDS	57	35	-22	35
26 MULTIMEANING WORDS	58	29	-29	29
27 MULTIMEANING WORDS	64	35	-29	35
28 MULTIMEANING WORDS	65	41	-24	41
29 MULTIMEANING WORDS	49	35	-14	35
30 MULTIMEANING WORDS	48	35	-13	35
MISSING WORDS IN CONTEXT	56	43	-13	43
36 MISSING WORDS IN CONTEXT	50	47	-03	47
37 MISSING WORDS IN CONTEXT	63	47	-16	47
38 MISSING WORDS IN CONTEXT	64	47	-17	47
39 MISSING WORDS IN CONTEXT	75	29	-46	29
40 MISSING WORDS IN CONTEXT	63	29	-34	29
41 MISSING WORDS IN CONTEXT	46	65	19	65
42 MISSING WORDS IN CONTEXT	35	41	06	41
43 MISSING WORDS IN CONTEXT	47	41	-06	41
44 MISSING WORDS IN CONTEXT	41	53	12	53
45 MISSING WORDS IN CONTEXT	71	35	-36	35
MEANING OF AFFIXES	62	34	-28	34
21 SUFFIX, RE-	82	35	-47	35
22 SUFFIX, DIS-	70	29	-41	29
23 SUFFIX, UN-	65	29	-36	29
24 PREFIX, -Y	51	35	-16	35
25 PREFIX, -ER	42	41	-	
READING COMPREHENSION	56	44	-	
PASSAGE DETAILS	56	44	-	
01 WHEN	53	65		
05 WHAT	51	35	-	
06 WHEN	54	41	-	
15 WHO	56	35	-	
22 WHAT	57	47	-	
25 WHERE	68	41	-	
29 WHO	53	41	-	
CHARACTER ANALYSIS	61	45	-	
04 MOTIVE	70	47	-	
07 TRAIT	85	65	-	
13 MOTIVE	63	29	-	
30 FEELING	49	47	-	
31 MOTIVE	56	29	-	
34 TRAIT	45	53		
MAIN IDEA	56	34	-	
03 MAIN IDEA	53	35	-	
08 MAIN IDEA	64	24	-	
12 AUTHOR PURPOSE	56	41	-	
19 AUTHOR PURPOSE	47	35	-	
26 MAIN IDEA	60	35	-	
GENERALIZATIONS	53	45	-	
02 FUTURE ACTION	67	41	-	
09 CONCLUSION	53	35	-	
14 CAUSE/EFFECT	54	47	-	
16 CONCLUSION	61	35	-	
17 FUTURE ACTION	45	41	-	
18 CAUSE/EFFECT	47	65		
23 CONCLUSION	45	65		
24 CONCLUSION	61	65		
27 CAUSE/EFFECT	44	53		
28 CONCLUSION	58	53	-	
32 CAUSE/EFFECT	56	47	-	
33 FUTURE ACTION	53	18	-	
35 CONCLUSION	44	24	-	
WRITTEN FORMS	52	38	-	
10 FACT/OPINION	44	29	-	
11 FACT/OPINION	40	41		
36 REALITY/FANTASY	56	35	-	
37 REALITY/FANTASY	55	53	-	
38 REALITY/FANTASY	56	41	-	
39 REALITY/FANTASY	62	29	-	
WRITING TECHNIQUES	60	51	-	
20 PERSUASIVE, TESTIMONIAL	33	59		
21 PERSUASIVE, GLAD NAMES	44	47		
40 FIGURATIVE, PERSONIF	56	71		

N=NATIONAL % CORRECT L=LOCAL % CORRECT L-N=LOCAL % CORRECT MINUS NATIONAL % CORRECT C=COUNTY % CORRECT

WEST VIRGINIA STATE-COUNTY TESTING PROGRAM

FREQUENCY DISTRIBUTION-ACHIEVEMENT COMPOSITE SCORES

COUNTY-MINGO GRADE 3.7 04-85

EXPANDED STANDARD SCORE INTERVAL	TOTAL READING		TOTAL LANGUAGE		TOTAL MATHEMATICS		TOTAL BASIC SKILLS	
	FREQ.	L.P.	FREQ.	L.P.	FREQ.	L.P.	FREQ.	L.P.
851-								
836-850	3	91						
821-835			3	91				
805-820							2	94
791-804								
776-790							1	85
761-775								
746-760					2	94		
731-745								
716-730								
701-715								
686-700								
671-685					1	85		
656-670	1	79						
641-655			1	79				
626-640			1	74			1	79
611-625	1	74					1	74
596-610								
581-595	1	68			2	76		
566-580								
551-565	1	62			1	68		
536-550	3	50	4	59			1	68
521-535	1	38	1	44	1	62	3	56
506-520	2	29	1	38	3	50	3	38
491-505	1	21	6	18	3	32	4	18
476-490	1	15			2	18	1	3
461-475	2	6						
446-460					2	6		
431-445								
416-430								
401-415								
386-400								
-385								
N	17		17		17		17	
MEAN	592.2		585.7		548.5		575.3	
STD DEV	124.6		119.1		92.1		110.0	
NATL M	633		635		634		634	
NATL SD	70.6		60.3		43.1		49.7	
NATL MED	645		645		639		646	

FREQ. = Frequency N = Number of Students
LP = Local Percentile SD = Standard of Deviation

EXPANDED STANDARD SCORE FREQUENCY DISTRIBUTION

WEST VIRGINIA STATE-COUNTY TESTING PROGRAM

COUNTY-MINGO GRADE 3.7 09-85

COMPREHENSIVE TESTS OF BASIC SKILLS / FORM U REPORT NO. E

EXPANDED STANDARD SCORE INTERVAL	READING				SPELLING		LANGUAGE				EXPANDED STANDARD SCORE INTERVAL	MATHEMATICS				REFERENCE SKILLS		SCIENCE		SOCIAL STUDIES	
	VOCABULARY		COMPREHENSION				MECHANICS		EXPRESSION			COMPUTATION		CONCEPTS & APPLICATIONS							
	FREQ	LP	FREQ	LP	FREQ	LP	FREQ	LP	FREQ	LP		FREQ	LP	FREQ	LP	FREQ	LP	FREQ	LP	FREQ	LP
1-			3	91					3	91	851-										
6-850											836-850										
1-835	3	91									821-835										
5-820											805-820										
1-804											791-804										
6-790											776-790							2	94	3	9
1-775							3	91			761-775			2	94	2	94				
6-760											746-760										
1-745					2	94					731-745										
6-730											716-730	2	94								
1-715											701-715										
6-700											686-700							1	85		
1-685			1	79	1	85					671-685	1	85	1	85	1	85				
6-670											656-670									1	7
1-655			1	74			2	76	1	79	641-655									1	7
6-640	1	79							1	74	626-640										
1-625					1	79					611-625					1	79			5	5
6-610	1	74			1	74	1	68			596-610	1	79	1	79					2	3
1-595	2	65	2	65	2	65			1	68	581-595	1	74	1	74						
6-580			1	56			1	62	1	62	566-580							2	76	3	2
1-565	2	53	2	47	3	50			1	56	551-565			1	68	1	74				
6-550	1	44			2	35					536-550	2	65	2	62	4	59			2	
1-535			2	35			1	56			521-535	3	50	2	56	2	41				
6-520							9	26			506-520	3	32	1	50			1	68		
1-505	7	21			5	15			1	50	491-505	2	18					1	62		
6-490									8	24	476-490			1	44			1	56		
1-475											461-475					6	18				
6-460			5	15							446-460			7	21						
1-445											431-445	2	6								
6-430											416-430										
1-415											401-415										
6-400											386-400							4	41		
-385											-385							5	15		
N	17		17		17		17		17			17		17		17		17		17	
MEAN	592.8		591.1		578.5		582.1		588.6			555.9		540.7		554.3		493.1		631.9	
D DEV	116.2		139.7		74.0		97.2		105.5			82.1		105.9		96.9		140.3		74.7	
TL N	634		636		629		636		632			643		625		604		594		640	
TL SD	62.4		87.3		54.5		53.2		77.2			45.1		49.3		87.6		64.9		46.2	
TL MED	641		650		634		645		642			645		631		620		602		646	

NUMBER OF STUDENTS FREQ - FREQUENCY WVDE 27-78-15 LP - LOCAL PERCENTILE OF STUDENTS SCORING WITHIN THIS INTERVAL

EST VIRGINIA STATE-COUNTY TESTING PROGRAM

COMPREHENSIVE TESTS OF BASIC SKILLS/FO

NATIONAL PERCENTILE FREQUENCY DISTRIBUTION

REPORT NO.

NATIONAL PERCENTILE INTERVAL	READING					SPELLING		LANGUAGE					NATIONAL PERCENTILE INTERVAL	MATHEMATICS					TOTAL BASIC SKILLS		REFERENCE SKILLS		SCIENCE		SOCIAL STUDIES	
	VOCABULARY		COMPREHENSION		TOTAL			MECHANICS		EXPRESSION		TOTAL		COMPUTATION		CONCEPTS & APPLICATIONS		TOTAL							
	FREQ	LP	FREQ	LP	FREQ	LP	FREQ	LP	FREQ	LP	FREQ	LP		FREQ	LP	FREQ	LP	FREQ	LP	FREQ	LP	FREQ	LP	FREQ	LP	FREQ
-99	3	91	3	91	3	91	2	94	3	91	3	91	3	97-99	2	94	2	94	2	94	3	91	2	94	3	91	3	9
-96														94-96														
-93														91-93			1	85										
-90							1	85						88-90					1	85								
-87														85-87														
-84														82-84													1	7
-81														79-81	1	85							1	85				
-78			1	79										76-78														
-75														73-75														
-72														70-72														
-69					1	79			1	79				67-69														
-66													1	79	64-66													1	7
-63			1	74					1	74	1	79		61-63														
-60											1	74	1	74	58-60													
-57							1	79						55-57														
-54														52-54														
-51	1	79												49-51							1	79	1	79				
-48					1	74								46-48														
-45														43-45							1	74						
-42							1	74						40-42													1	6
-39														37-39														
-36														34-36													4	5
-33			1	68										31-33											2	76		
-30	1	74	1	62	1	68	2	65			1	68		28-30									1	74				
-27	1	68							1	68				25-27			1	79					4	59				
-24	1	62	1	56							1	62		22-24													2	3
-21			2	47	1	62					1	56		19-21			1	74					2	41				
-18	2	53			1	56	3	50	1	62				16-18					1	79								
-15	1	44	2	35	2	47							2	65	13-15	1	79			1	74							
-12					3	32	2	35			1	50	3	50	10-12	1	74	1	68				6	18	1	68	3	2
-09	1	38			1	21					8	24	1	38	07-09							1	68			1	62		
-05	6	16	5	15	3	9	5	15	10	29			6	18	04-06			2	59	1	68	3	56			1	56	2	6
-03															01-03	12	35	9	26	11	32	8	24			9	26		
	17		17		17		17		17		17		17			17		17		17		17		17		17		17	
AN	28		31		31		24		19		28		25			5		6		4		19		27		7		48	

NUMBER OF STUDENTS FREQ = FREQUENCY

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LP = LOCAL PERCENTILE OF STUDENTS SCORING WITHIN NATIONAL LEVEL

COUNTY: MINGO SCHOOL: BUSKIRK EL GRADE: 3.7 DATE: 04-85

QUARTILE RANGE	READING VOCABULARY FREQ	READING VOCABULARY PCT	READING COMPREHENSION FREQ	READING COMPREHENSION PCT	READING TOTAL FREQ	READING TOTAL PCT	LANGUAGE MECHANICS FREQ	LANGUAGE MECHANICS PCT	LANGUAGE EXPRESSION FREQ	LANGUAGE EXPRESSION PCT	LANGUAGE TOTAL FREQ	LANGUAGE TOTAL PCT
4TH (76TH-99TH PERCENTILE)	3	17.6	4	23.5	3	17.6	3	17.6	3	17.6	3	17.6
3RD (51ST-75TH PERCENTILE)	0	0.0	1	5.9	1	5.9	2	11.8	2	11.8	2	11.8
2ND (26TH-50TH PERCENTILE)	3	17.6	2	11.8	2	11.8	0	0.0	1	5.9	0	0.0
1ST (01ST-25TH PERCENTILE)	11	64.7	10	58.8	11	64.7	12	70.6	11	64.7	12	70.6
TOTAL NUMBER OF STUDENTS	17		17		17		17		17		17	

	SPELLING TOTAL FREQ	SPELLING TOTAL PCT	MATHEMATICS COMPUTATION FREQ	MATHEMATICS COMPUTATION PCT	MATHEMATICS CONCEPTS APPLICATIONS FREQ	MATHEMATICS CONCEPTS APPLICATIONS PCT	MATHEMATICS TOTAL FREQ	MATHEMATICS TOTAL PCT	TOTAL BASIC SKILLS FREQ	TOTAL BASIC SKILLS PCT
4TH (76TH-99TH PERCENTILE)	3	17.6	3	17.6	3	17.6	3	17.6	3	17.6
3RD (51ST-75TH PERCENTILE)	1	5.9	0	0.0	0	0.0	0	0.0	0	0.0
2ND (26TH-50TH PERCENTILE)	3	17.6	0	0.0	0	0.0	0	0.0	2	11.8
1ST (01ST-25TH PERCENTILE)	10	58.8	14	82.4	14	82.4	14	82.4	12	70.6
TOTAL NUMBER OF STUDENTS	17		17		17		17		17	

	REFERENCE SKILLS FREQ	REFERENCE SKILLS PCT	SCIENCE FREQ	SCIENCE PCT	SOCIAL STUDIES FREQ	SOCIAL STUDIES PCT
4TH (76TH-99TH PERCENTILE)	3	17.6	3	17.6	4	23.5
3RD (51ST-75TH PERCENTILE)	0	0.0	0	0.0	1	5.9
2ND (26TH-50TH PERCENTILE)	2	11.8	2	11.8	5	29.4
1ST (01ST-25TH PERCENTILE)	12	70.6	12	70.6	7	41.2
TOTAL NUMBER OF STUDENTS	17		17		17	

WEST VIRGINIA STATE-COUNTY TESTING PROGRAM
STUDENT INTERESTS, PLANS AND SERVICES PROFILE

TY MINGO SCHOOL BUSKIRK EL GRADE 6 DAT

SUBJECTS	INTEREST RATINGS 1—Dislike Much Freq %	2—Dislike Freq %	3—Like Freq %	4—Like Much Freq %	Mean	Median	Favorite/ More Time* Freq %
	17 81	4 19	0 0	0 0	1.1	1.1	0 0
SH	3 14	12 57	6 29	0 0	2.1	2.1	3 14
GN LANGUAGE	NC	NC	NC	NC	NC	NC	NC
TH	5 24	5 24	6 29	5 24	2.5	2.6	2 10
ATURE	NC	NC	NC	NC	NC	NC	NC
EMATICS	3 14	7 33	3 14	8 38	2.7	2.7	0 0
C	4 19	4 19	6 29	7 33	2.7	2.9	1 5
CAL EDUCATION	2 10	8 38	4 19	7 33	2.7	2.6	3 14
NG	4 19	5 24	6 29	6 29	2.6	2.8	11 52
CE	2 10	8 38	9 43	2 10	2.5	2.6	0 0
L STUDIES	3 14	6 29	6 29	6 29	2.7	2.8	0 0
TIONAL	NC	NC	NC	NC	NC	NC	NC

CAREER INTEREST AREAS*	1st Choice Freq %
01 Artistic	2 10
02 Scientific	3 14
03 Plants & Animals	6 29
04 Protective	4 19
05 Mechanical	4 19
06 Industrial	0 0
07 Business Detail	2 10
08 Selling	0 0
09 Accommodating	0 0
10 Humanitarian	0 0
11 Leading/Influencing	0 0
12 Physical Performing	0 0

WEST VIRGINIA STUDENT QUESTIONNAIRE RESULTS

UDENT SERVICE AREA	NONE 1 Freq %	A LITTLE 2 Freq %	MODERATE 3 Freq %	GREAT 4 Freq %
Developing Study Skills	20 95	0 0	1 5	0 0
Selecting A Career	0 0	10 48	6 29	5 24
Planning My Education	1 5	4 19	10 48	6 29
laking Decisions	0 0	7 33	6 29	8 38
Total Students	21 25	21 25	23 27	19 23

NC = NO. COLLECTED FROM STUDENTS AT THIS GRADE.

*FAVORITE SUBJECT ASKED AT 3rd GRADE, MORE TIME SPENT WORKING IN THIS SUBJECT ASKED AT 6th, 9th and 11th.

*FROM THE U.S. DEPT. OF LABOR, GUIDE FOR OCCUPATIONAL INFORMATION.

FREQ = FREQUENCY
% = PERCENTAGE OF STUDENTS WITH RESPONSE

EDUCATIONAL Plans	Fr
Quit School	
Finish High School	
Complete Vocational Program	
Enter College	
Two-Year Program	
Four-Year Program	
Graduate School	

WVDE 27-28-07