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ABSTRACT

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

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UTILIZATION GUIDE  
FOR  
GEORGIA STATEWIDE TESTING PROGRAM  
TEST SCORES

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EDUCATION & WELFARE  
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## INTRODUCTION

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

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

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

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

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WHERE MAY ANSWERS TO QUESTIONS LIKE THESE BE FOUND?

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What are the Objectives of the Georgia Statewide Testing Program?

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

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

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

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

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

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

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

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

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

The ITBS tests 5 general areas. They are

Test V — Vocabulary

Test R — Reading Comprehension

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

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

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

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

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

TABLE 1

Skills Measured by  
ITBS Grade 4

<p><b>V VOCABULARY</b> Human relationships Verb Noun Adjective Other World of practical affairs Verb Noun Adjective Science Verb Noun Adjective Aesthetics Noun Adjective</p>	<p><b>L-3 PUNCTUATION</b> Quotation mark Question mark Colon Apostrophe Comma Date Series City and state Closing of letter Unnecessary Period End of sentence Abbreviation or initial Unnecessary No error</p>	<p><b>W-3 REFERENCES</b> Alphabetize Use of index Use of table of contents Use of dictionary Pronunciation Syllabication Spelling Definitions Usage Use of encyclopedia Use of reference materials</p>
<p><b>R READING</b> Main idea Supporting detail Explicit Inferred Application Evaluation</p>	<p><b>L-4 USAGE</b> Subject-verb agreement Standard verb form Noun and pronoun form Pronoun case Comparisons Use of negative forms Diction Redundancy No error</p>	<p><b>M-1 CONCEPTS</b> Sets, numbers, numeration Sets and set operation Numbers Numeration (Place value) Operations, their properties and number theory Addition and subtraction Multiplication and division Number properties Combination of operations Relations and functions Equality and inequality Geometry Polygons Points, lines, planes, solids Measurement Units Conversions Application</p>
<p><b>L-1 SPELLING</b> Errors in endings Reversing Letters Omission of letters Unnecessary letters Incorrect vowel Incorrect consonant Spelling by sound alone Common mispronunciation No error</p>	<p><b>W-1 MAPS</b> Note directions and use scale to compute distances Use grid system to locate places Recognize relative locations Read symbols Make inferences from given information</p>	<p><b>M-2 PROBLEMS</b> Operations, their properties and number theory Addition and subtraction Multiplication and division Combination of operations Measurement Units Computation involving measures Application</p>
<p><b>L-2 CAPITALIZATION</b> Beginning of sentence Pronoun "I" Opening and closing of letter Proper nouns Unnecessary capitalization of common noun No error</p>	<p><b>W-2 GRAPHS</b> Read data Organize information from given data Interpret information from given data</p>	





TABLE 3

Objectives Measured  
By TAP Grade 11

**COMPOSITION**

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

**READING**

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

**MATHEMATICS**

- Sets, numbers, numeration
- Sets and set operations
- Numbers
- Numeration (place value)

**MATHEMATICS (Continued)**

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

What Scores are Reported? How May These Scores be Used?

What are the Limitations of the Scores?

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

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

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

It should be remembered, however, that the greater the number of questions testing a skill, objective, subject, etc., the greater the possibility that scores are reliable. Therefore it is wise to not base a conclusion on a student's performance solely on his or her response to a small number of test questions. The ITBS and TAP are survey-type tests. They are not diagnostic tests. As a survey-type test they can be used as a "flagging device". This means that results may point to a potential problem area. Ideally, when a potential problem has been identified additional evaluation should follow to determine:

1) If the problem really exists, and 2) What is the specific nature of the problem. Then, when this course of action has been followed, additional information is available to the teacher for taking developmental action for students now in the classroom and preventative action for future students.

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

The second general comment has to do with measurement error.

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

Errors in measurement may be caused by the test instruments itself, the test administrator or fluctuations in students. It is possible to estimate this error statistically. As a "rule of thumb" estimate, in the Grade 4 ITBS the error of Grade Equivalents and Standard Scores is from 4-6 score intervals in each of the subtests and from 2-3 points in composite (Language, Work Study, Math, Battery) scores.

In the ITBS Grade 8 a "rule of thumb" estimate of error for Grade Equivalents in each subtest is from 5-9 score intervals, for the composite scores (Language, Work Study, Math, Battery) from 3-5 grade equivalent intervals. For Grade 8 standard scores, a "rule of thumb" estimate of error is from 4-7 score intervals in each subtest and from 2-4 score intervals in composite scores. In the TAP a "rule of thumb" estimate for error is 3 standard score points for each of the subtests (Composition, Reading, Mathematics).

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

## Scores

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

TABLE 4

The Relationship of Percent Correct to Question Difficulty

<u>Percent Correct</u>	<u>Difficulty</u>
85-100	Easy
60-85	Easy to Medium
40-60	Medium
15-40	Medium to Hard
1-15	Hard

Caution should be exercised when comparing the PC on one subtest with the PC on other subtests.

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



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

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

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

It is possible that when examining the number of students actually tested in a class, school or system, there is a difference between these numbers and numbers appearing in the reports. The guide used for determining whether a student's answer sheet should be scored and reports prepared was:

- 1) A 4th or 8th Grade student needed to "try" at least 10 questions in 8 of the 11 ITBS subtests, and
  - 2) an 11th Grade student needed to "try" at least 10 questions in two out of the three TAP subtests.
- If a student failed to meet these guidelines, a report was not prepared and data were not included in summaries.

Table 5  
Reports by Title  
Recipient and Grade

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

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

SAMPLE REPORTS FOR GRADE 4

Grade 4  
Student Cumulative Record Label

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

I

IOWA TESTS OF BASIC SKILLS		FORM		GRADE		TEST DATE		CHG		ID NO.		H		ADAMS		DAVID		B										
V VOCABULARY		L-1 SPELLING		L-2 CAPITALIZ		L-3 PUNCTUA		L-4 USAGE		L TOT LANG		W-1 MAPS		W-2 GRAPHS		W-3 REFER		W TOT WORK		M-1 CONCEPTS		M-2 PROBLEMS		M TOT MATH		C COMPOSITE		
GE	SS	GE	SS	GE	SS	GE	SS	GE	SS	GE	SS	GE	SS	GE	SS	GE	SS	GE	SS	GE	SS	GE	SS	GE	SS	GE	SS	
48	76	59	77	31	59	29	57	33	62	36	63	42	70	33	61	27	52	34	60	38	64	32	58	35	61	41	67	
718	383	708	808	244	441	293	333	249	443	375	860	526	970	273	393	410	141	327	414	239	595	236	283	62	83	62	72	74

J. K. L

Key

- A Grade Equivalent (GE) of raw score (number of correct answers) obtained by David Adams. David's score in Vocabulary (V) is equivalent to a score that would be obtained by the "average" student in the eighth month of the fourth grade. It would be inappropriate to compare David's 4.8 GE in Vocabulary (V) with his 5.2 in Reading (R), 5.0 in Spelling (L-1) and so on. (See GE on page 12.)
- B Standard Score (SS) represents a statistics conversion of the raw score to a scale common to all subjects. This permits comparison among subjects. David's SS of 76 in Vocabulary (V) when compared with his SS of 59 in Capitalization (L-2) indicates he did better in Vocabulary than in Capitalization. (See SS on page 12.)
- C & D The Form and Level of the test.
- E David's grade when the test was taken.
- F Date on which the test was administered, e.g., September, 1974.
- G David's age at the time the test was taken, e.g., 9 years 6 months.
- H An optional number, filled in only if it was coded on David's answer sheet.
- I David's name as it appeared on his answer sheet.
- J National Percentile Rank (NPR) which represents David's standing in relation to the national sample on which the test was normed. In Vocabulary (V) David scored as well or better than 71 percent of the students in the national sample. (See NPR on page 13.)
- K State Percentile Rank (SPR) which represents David's standing in relation to Georgia 4th graders who took the test in 1973. In Vocabulary (V), David scored as well or better than 83 percent of Georgia 4th graders in 1973. (See SPR on page 13.)
- L Local Percentile Rank (LPR) which represents David's standing in relation to other 4th grade students in the system (in this instance, Jefferson County), who took the test in September, 1974. In Vocabulary (V), David scored as well as or better than 83 percent of 4th graders in Jefferson County. (See LPR on page 13.)

# GEORGIA STATEWIDE TESTING PROGRAM

A  
GRADE CLASS  
4 JOHN KENDALL

B - PUPIL SCORE REPORT

B - SEPTEMBER 1974

C - SCHOOL ANDERSON FLEM.  
D - SYSTEM JEFFERSON COUNTY  
E - SCHOOL CODE 320-4171

I - MATH TOTAL  
J - ITBS TOTAL

G - LANG TOTAL  
H - WK-STUDY TOTAL  
CONC

NAME	SEX	AGE	N-G.E.	O-S.S.	P-L PR	Q-S PR	R-N PR	VOCAB	READ	SPELL	CAPIT	PUNC	USAGE	LANG TOTAL	MAPS	GRAPH	REF	TOTAL	CONC	PROB	MATH TOTAL	ITBS TOTAL
ADAMS DAVID	M	09/06	76	77	83	89	71	78	88	80	40	29	49	60	70	61	52	60	64	58	61	67
BYERS JERALD	M		41	36	55	48	29	49	60	52	55	73	56	58	11	6	45	49	63	62	47	51
COHEN DICK	M		5	17	8	19	3	17	37	37	48	73	56	58	12	9	44	10	52	40	47	18
COHEN DICK	M		3	10	24	29	29	10	24	37	29	57	37	37	7	5	33	5	36	31	33	7
COHEN DICK	M		1.8	2.4	3.1	3.3	4.4	3.5	3.6	4.4	3.3	2.4	3.5	3.8	2.4	2.2	3.6	2.7	3.7	3.5	3.6	2.8
COHEN DICK	M		41	59	61	72	61	64	63	72	61	48	67	65	48	47	63	49	63	62	62	51
COHEN DICK	M		5	36	55	80	55	52	60	80	48	73	56	58	11	6	45	7	52	40	47	18
COHEN DICK	M		8	19	37	48	29	17	37	37	48	73	56	58	12	9	44	10	52	40	47	18
COHEN DICK	M		3	10	24	29	29	10	24	37	29	57	37	37	7	5	33	5	36	31	33	7
COHEN DICK	M		2.2	2.6	3.7	3.3	4.2	3.8	3.8	4.2	3.3	2.4	3.5	3.8	2.4	2.2	3.6	2.7	3.7	3.5	3.6	2.8
COHEN DICK	M		48	52	61	71	61	67	65	71	61	48	67	65	48	47	63	49	63	62	62	51
COHEN DICK	M		13	22	56	74	55	22	60	74	48	73	56	58	11	6	45	7	52	40	47	18
COHEN DICK	M		17	24	48	68	48	63	66	68	48	73	56	58	12	9	44	10	52	40	47	18
COHEN DICK	M		7	14	39	29	29	14	43	39	29	57	43	43	7	5	33	5	36	31	33	7
COHEN DICK	M		2.2	2.6	3.7	3.3	4.2	3.8	3.8	4.2	3.3	2.4	3.5	3.8	2.4	2.2	3.6	2.7	3.7	3.5	3.6	2.8
COHEN DICK	M		48	52	61	71	61	67	65	71	61	48	67	65	48	47	63	49	63	62	62	51
COHEN DICK	M		13	22	56	74	55	22	60	74	48	73	56	58	11	6	45	7	52	40	47	18
COHEN DICK	M		17	24	48	68	48	63	66	68	48	73	56	58	12	9	44	10	52	40	47	18
COHEN DICK	M		7	14	39	29	29	14	43	39	29	57	43	43	7	5	33	5	36	31	33	7
COHEN DICK	M		2.2	2.6	3.7	3.3	4.2	3.8	3.8	4.2	3.3	2.4	3.5	3.8	2.4	2.2	3.6	2.7	3.7	3.5	3.6	2.8
COHEN DICK	M		48	52	61	71	61	67	65	71	61	48	67	65	48	47	63	49	63	62	62	51
COHEN DICK	M		13	22	56	74	55	22	60	74	48	73	56	58	11	6	45	7	52	40	47	18
COHEN DICK	M		17	24	48	68	48	63	66	68	48	73	56	58	12	9	44	10	52	40	47	18
COHEN DICK	M		7	14	39	29	29	14	43	39	29	57	43	43	7	5	33	5	36	31	33	7
COHEN DICK	M		2.2	2.6	3.7	3.3	4.2	3.8	3.8	4.2	3.3	2.4	3.5	3.8	2.4	2.2	3.6	2.7	3.7	3.5	3.6	2.8
COHEN DICK	M		48	52	61	71	61	67	65	71	61	48	67	65	48	47	63	49	63	62	62	51
COHEN DICK	M		13	22	56	74	55	22	60	74	48	73	56	58	11	6	45	7	52	40	47	18
COHEN DICK	M		17	24	48	68	48	63	66	68	48	73	56	58	12	9	44	10	52	40	47	18
COHEN DICK	M		7	14	39	29	29	14	43	39	29	57	43	43	7	5	33	5	36	31	33	7
COHEN DICK	M		2.2	2.6	3.7	3.3	4.2	3.8	3.8	4.2	3.3	2.4	3.5	3.8	2.4	2.2	3.6	2.7	3.7	3.5	3.6	2.8
COHEN DICK	M		48	52	61	71	61	67	65	71	61	48	67	65	48	47	63	49	63	62	62	51
COHEN DICK	M		13	22	56	74	55	22	60	74	48	73	56	58	11	6	45	7	52	40	47	18
COHEN DICK	M		17	24	48	68	48	63	66	68	48	73	56	58	12	9	44	10	52	40	47	18
COHEN DICK	M		7	14	39	29	29	14	43	39	29	57	43	43	7	5	33	5	36	31	33	7
COHEN DICK	M		2.2	2.6	3.7	3.3	4.2	3.8	3.8	4.2	3.3	2.4	3.5	3.8	2.4	2.2	3.6	2.7	3.7	3.5	3.6	2.8
COHEN DICK	M		48	52	61	71	61	67	65	71	61	48	67	65	48	47	63	49	63	62	62	51
COHEN DICK	M		13	22	56	74	55	22	60	74	48	73	56	58	11	6	45	7	52	40	47	18
COHEN DICK	M		17	24	48	68	48	63	66	68	48	73	56	58	12	9	44	10	52	40	47	18
COHEN DICK	M		7	14	39	29	29	14	43	39	29	57	43	43	7	5	33	5	36	31	33	7
COHEN DICK	M		2.2	2.6	3.7	3.3	4.2	3.8	3.8	4.2	3.3	2.4	3.5	3.8	2.4	2.2	3.6	2.7	3.7	3.5	3.6	2.8
COHEN DICK	M		48	52	61	71	61	67	65	71	61	48	67	65	48	47	63	49	63	62	62	51
COHEN DICK	M		13	22	56	74	55	22	60	74	48	73	56	58	11	6	45	7	52	40	47	18
COHEN DICK	M		17	24	48	68	48	63	66	68	48	73	56	58	12	9	44	10	52	40	47	18
COHEN DICK	M		7	14	39	29	29	14	43	39	29	57	43	43	7	5	33	5	36	31	33	7
COHEN DICK	M		2.2	2.6	3.7	3.3	4.2	3.8	3.8	4.2	3.3	2.4	3.5	3.8	2.4	2.2	3.6	2.7	3.7	3.5	3.6	2.8
COHEN DICK	M		48	52	61	71	61	67	65	71	61	48	67	65	48	47	63	49	63	62	62	51
COHEN DICK	M		13	22	56	74	55	22	60	74	48	73	56	58	11	6	45	7	52	40	47	18
COHEN DICK	M		17	24	48	68	48	63	66	68	48	73	56	58	12	9	44	10	52	40	47	18
COHEN DICK	M		7	14	39	29	29	14	43	39	29	57	43	43	7	5	33	5	36	31	33	7
COHEN DICK	M		2.2	2.6	3.7	3.3	4.2	3.8	3.8	4.2	3.3	2.4	3.5	3.8	2.4	2.2	3.6	2.7	3.7	3.5	3.6	2.8
COHEN DICK	M		48	52	61	71	61	67	65	71	61	48	67	65	48	47	63	49	63	62	62	51
COHEN DICK	M		13	22	56	74	55	22	60	74	48	73	56	58	11	6	45	7	52	40	47	18
COHEN DICK	M		17	24	48	68	48	63	66	68	48	73	56	58	12	9	44	10	52	40	47	18
COHEN DICK	M		7	14	39	29	29	14	43	39	29	57	43	43	7	5	33	5	36	31	33	7
COHEN DICK	M		2.2	2.6	3.7	3.3	4.2	3.8	3.8	4.2	3.3	2.4	3.5	3.8	2.4	2.2	3.6	2.7	3.7	3.5	3.6	2.8
COHEN DICK	M		48	52	61	71	61	67	65	71	61	48	67	65	48	47	63	49	63	62	62	51
COHEN DICK	M		13	22	56	74	55	22	60	74	48	73	56	58	11	6	45	7	52	40	47	18
COHEN DICK	M		17	24	48	68	48	63	66	68	48	73	56	58	12	9	44	10	52	40	47	18
COHEN DICK	M		7	14	39	29	29	14	43	39	29	57	43	43	7	5	33	5	36	31	33	7
COHEN DICK	M		2.2	2.6	3.7	3.3	4.2	3.8	3.8	4.2	3.3	2.4	3.5	3.8	2.4	2.2	3.6	2.7	3.7	3.5	3.6	2.8
COHEN DICK	M		48	52	61	71	61	67	65	71	61	48	67	65								

Grade 4  
Pupil Score Report

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

Key

- A The teacher's name as it appeared on the classroom cover sheet accompanying student answer sheets, e.g., John Kendall.
- B Date test was administered, e.g., September, 1974.
- C Name of the school, e.g., Anderson Elementary.
- D Name of the system, e.g., Jefferson County.
- E Code for Anderson Elementary School in Jefferson County, e.g., 320-4171.
- F Subtests in the ITBS, e.g., Vocabulary (V), Reading (R), Spelling (L-1), etc.
- G Average for Language (L) which includes Spelling, Capitalization, Punctuation and Usage subtests
- H Average for Work Study Skills (W) which includes Map Reading, Reading Graphs and Tables, Knowledge and Use of Reference Materials subtests.
- I Average for Mathematics (M) which includes Math Concepts and Math Problem Solving subtests.
- J Average for entire test battery, e.g., Vocabulary and Reading subtests; Language, Work Study and Mathematics composites.
- K Name of student, e.g., David Adams, Jerald Ryers, Dick Cohen, etc.
- L The age of the student when the test was taken. For example, David was 9 years 6 months, Jerald, 10 years and 6 months; Dick, 10 years and 8 months.
- M The sex of the student, e.g., Jerald, a boy; Dick, a boy.
- N Grade Equivalent (GE) of raw score (number of correct answers) obtained by David Adams. David's score in Vocabulary (V) is equivalent to a score that would be obtained by the "average" student in the eighth month of the fourth grade. It would be inappropriate to compare David's 4.8 GE in Vocabulary (V) with his 5.2 in Reading (R), 5.0 in Spelling (L-1) and so on. (See GE on page 12.)
- O Standard Score (SS) represents a statistical conversion of the raw score to a scale common to all subtests. This permits comparison among subtests. David's SS of 76 in Vocabulary (V) when compared with his SS of 59 in Capitalization (L-2) indicates he did better in Vocabulary than in Capitalization. (See SS on page 12)
- P Local Percentile Rank (LPR) which represents David's standing in relation to other 4th grade students in the system, (in this instance, Jefferson County); who took the test in September, 1974. In Vocabulary (V) David scored as well as or better than 83 percent of 4th graders in Jefferson County. (See LPR on page 13.)
- Q State Percentile Rank (SPR) which represents David's standing in relation to Georgia 4th graders who took the test in 1973. In Vocabulary (V), David scored as well or better than 83 percent of Georgia 4th graders in 1973. (See SPR on page 13.)
- R National Percentile Rank (NPR) which represents David's standing in relation to the national sample on which the test was normed. In Vocabulary (V), David scored as well or better than 71 percent of the students in the national sample. (See NPR on page 13.)
- S The number of students tested in the class represented on the roster, e.g., 28, students in John Kendall's class.
- T The mean grade equivalent (GE) for John Kendall's class. The mean was determined by adding the GE of each student in a subtest or composite together and dividing the sum for all students by the number of students in the class. In Mr. Kendall's class the Vocabulary GE of David (4.8) was added to that of Jerald (1.8), Dick (2.2), and so on through all 28 students. The sum for all 28 students was then divided by 28 for a class mean GE of 3.4. The class mean GE may be used to compare David's or any other student's GE to the average of the class. For example, David's Vocabulary GE of 4.8 as compared to the class mean GE of 3.4 shows he did better than the class average.
- U The mean standard score (SS) for John Kendall's class. The mean was determined by adding the SS of each student in a subtest or composite together and dividing the sum for all students by the number of students in the class. In Mr. Kendall's class the Vocabulary SS of David (76) was added to that of Jerald (44), Dick (48), and so on through all 28 students. The sum for all 28 students was then divided by 28 for a class mean SS in Vocabulary (V) of 60.2. The class mean SS may be used to compare David's or any other student's SS to the average of the class. For example, David's Vocabulary SS of 76 as compared to the class mean SS of 60.2 shows he did better than the class average. The mean SS for the class in one subtest may also be used to compare this subtest with others. For example, the class mean SS in Vocabulary (V) of 60.2 indicates that the average class performance was lower than that in Reading, Punctuation, and the other SS class means above 60.2. On the other hand the class mean SS of 64.6 on Math Problem Solving was higher than the class SS means on all the other subtests.





Grade 4  
Student Item Response Report

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

Key

- A David's name as it appears on his answer sheet.
- B The teacher's name as it appears on the classroom cover sheet accompanying student answer sheets, e.g., John Kendall.
- C Name of school, e.g., Anderson Elementary.
- D Name of system, e.g., Jefferson County.
- E Code for Anderson Elementary School in Jefferson County, e.g., 320-4171.
- F An optional number, filled in only if it was coded on David's answer sheet.
- G Name of the subtest, e.g., Vocabulary.
- H The test question number, e.g., item number 2 in the Vocabulary subtest.
- I The skill measured by the test question, e.g., item 12, skill 1A is Human Relationships-Verbs. (The skill classification codes and titles are listed on the reverse side of reports, not on the reverse side of this sample.)
- J The difficulty of the test question as determined by the percent of Georgia 4th grade students who answered the question correctly in the 1973 administration. For example, on question 12 in Vocabulary, 53 percent of Georgia 4th grade students answered it correctly in 1973.
- K The entry showing whether David answered the question correctly, incorrectly or omitted it. A "+" is correct; "-" is incorrect; "O" is omitted. For example, David answered question 16 in Vocabulary correctly since a "+" is entered below this question number; question 22 incorrectly since a "-" appears; and question 18 omitted since an "O" appears.
- L The percent of questions in the Vocabulary subtest answered correctly by David. There are 38 questions in the Vocabulary subtest. David answered 21 correctly for a percent correct of 55. (See PC on page 14.)
- M The average percent of correct responses on the Vocabulary subtest of all students in Mr. Kendall's class. This percent was arrived at by first adding the number of correct responses on the Vocabulary subtest for David and all his fellow students (28 all together) in Mr. Kendall's class. Then, the number of correct responses for the class arrived at in Step 1 above was divided by the number of students (28) in Mr. Kendall's class. The average number of correct responses for students in the class arrived at in Step 2 above was finally divided by the number of test questions, for the class average of 35 percent correct. (See PC on page 14.)
- N The average of correct responses of all 4th grade students in Anderson Elementary School. This percent was arrived at by first adding the number of correct responses on the Vocabulary subtest for Mr. Kendall's class and all the other 4th grade classes in Anderson Elementary School. Then the number of correct responses for the school arrived at in Step 1 above was divided by the number of 4th-graders in Anderson Elementary School. The average number of correct responses for the school arrived at in Step 2 above was finally divided by the number of test questions, for the school's average of 35 percent correct shown. (See PC on page 14.)
- O The average percent of correct responses of all 4th graders in the Jefferson County System. This percent was arrived at by first adding the number of correct responses on the Vocabulary subtest for Anderson Elementary School and all other schools testing 4th graders in Jefferson County. Then the number of correct responses for Jefferson County arrived at in Step 1 above was divided by the number of 4th graders in the system. The average number of correct responses for the system arrived at in Step 2 above was finally divided by the number of test questions, for the system's average of 37 percent shown. (See PC on page 14.)



GEORGIA STATEWIDE TESTING PROGRAM  
L.A.S.  
RESPONSE SUMMARY

CLASS: JOHN KENDALL  
SCHOOL: ANDERSON ELEM.  
SYSTEM: JEFFERSON COUNTY  
GRADE 4

NUMBER TESTED: 28

ITEM SKILL % CORRECT	VOCABULARY										READING										LANGUAGE SPELLING																																				
	CL	SC	SV	CL	SC	SV	CL	SC	SV	CL	SC	SV	CL	SC	SV	CL	SC	SV	CL	SC	SV	CL	SC	SV	CL	SC	SV																														
9 ITEM SKILL % CORRECT	50	48	43	10	21	24	24	30	32	33	34	1	3	4	3	2	2	4	3	3	2	4	3	1	3	3	3	3	3	3	3	3	3	3	3	1	3	3	3	3	3	3	3	3	3	3	3										
10 ITEM SKILL % CORRECT	65	60	50	50	51	54	50	50	50	50	50	13	15	17	18	17	15	15	14	14	14	14	14	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34										
11 ITEM SKILL % CORRECT	52	59	59	52	52	51	51	51	51	51	51	31	29	30	32	32	31	31	31	31	31	31	31	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40										
12 ITEM SKILL % CORRECT	29	33	46	28	61	57	50	48	36	30	22	44	21	28	30	28	25	26	33	32	28	30	14	11	17	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64								
13 ITEM SKILL % CORRECT	35	35	35	28	57	54	51	46	46	46	52	2	57	56	48	50	43	37	28	32	30	29	31	31	48	48	48	48	48	48	48	48	48	48	48	48	48	48	48	48	48	48	48	48	48	48	48	48									
14 ITEM SKILL % CORRECT	29	29	29	29	29	29	29	29	29	29	29	14	54	54	51	28	46	37	37	28	21	22	16	18	20	21	91	91	91	91	91	91	91	91	91	91	91	91	91	91	91	91	91	91	91	91	91	91	91	91							
15 ITEM SKILL % CORRECT	21	30	21	28	21	22	23	23	23	23	23	19	40	44	42	39	44	51	28	21	15	19	3	21	20	29	93	93	93	93	93	93	93	93	93	93	93	93	93	93	93	93	93	93	93	93	93	93	93	93							
16 ITEM SKILL % CORRECT	32	37	37	28	25	24	25	25	25	25	25	25	63	63	50	28	54	54	54	28	21	17	3	29	28	22	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57							
17 ITEM SKILL % CORRECT	39	31	22	20	29	20	37	13	37	40	28	59	63	28	14	20	21	3	29	22	24	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66												
18 ITEM SKILL % CORRECT	39	39	38	20	50	50	50	17	39	39	38	69	55	28	14	22	22	2	4	68	59	53	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
19 ITEM SKILL % CORRECT	32	24	31	20	32	24	37	18	32	24	31	61	57	55	28	14	19	16	4	61	57	53	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10										
20 ITEM SKILL % CORRECT	39	31	30	18	19	27	20	39	31	30	71	69	56	28	29	24	22	2	4	39	44	47	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22		
21 ITEM SKILL % CORRECT	46	46	42	20	30	35	32	35	46	42	20	63	56	50	28	16	20	19	4	29	24	29	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	
22 ITEM SKILL % CORRECT	21	20	19	20	18	17	24	38	21	20	19	43	46	41	28	18	13	19	4	43	33	29	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	
23 ITEM SKILL % CORRECT	25	24	24	34	57	59	05	41	25	24	34	59	62	54	59	62	4	43	44	44	44	44	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37	37
24 ITEM SKILL % CORRECT	25	20	20	28	28	29	41	36	42	25	20	28	46	48	42	57	50	47	4	43	35	36	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43

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

## Class Response Summary

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

## Key

- A The teacher's name as it appears on the classroom cover sheet accompanying student answer sheets, e.g., John Kendall.
- B Name of school, e.g., Anderson Elementary.
- C Name of system, e.g., Jefferson County
- D Code for Anderson Elementary School in Jefferson County, e.g., 320-4171.
- E Number of students tested in Mr. Kendall's class, e.g., 28 students.
- F The grade level for the report, e.g., Grade 4
- G Page number of the report, e.g., page 1.
- H Name of subtest, e.g., Vocabulary.
- I The test question number, e.g., item number 2 in the Vocabulary subtest.
- J The skill measured by the test question, e.g., item 2, skill 1A is Human Relationships-Verbs (The skill classification codes and titles are listed on the reverse side of reports, not on reverse side of this sample)
- K This number (PC) is the percent of students in the class (CL) answering the test question correctly. The class PC was arrived at by first counting the students in the class answering a question correctly. This number is then divided by the total number of students in the class taking the test. For example, in Mr. Kendall's class, 18 of the 28 students answered question number 9 on the Vocabulary subtest correctly, for a class PC of 64. (See PC on page 14.)
- L This number (PC) is the percent of students in the school (SC) answering the test question correctly. The school PC was arrived at by first counting the students in the school answering a question correctly. This number is then divided by the total number of students in the school taking the test. For example, in Anderson Elementary School, 35 out of 54 students answered question 9 in Vocabulary correctly, for a school PC of 65. (See PC on page 14.)
- M This number (PC) is the percent of students in the system (SY) answering the test question correctly. The system PC was arrived at by first counting the students in the system answering a question correctly. This number is then divided by the total number of students in the system taking the test. For example, in Jefferson County, 121 of the 201 students taking the test answered question number 9 in Vocabulary correctly, for a system PC of 60. (See PC on page 14.)



Grade 4  
School Response Summary

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

Key

- A Name of school, e.g., Anderson Elementary.
- B Name of system, e.g., Jefferson County.
- C Code for Anderson Elementary School in Jefferson County, e.g., 320-4171.
- D Number of students tested in Anderson Elementary School, e.g., 54 students.
- E Grade level for the report, e.g., Grade 4.
- F Page number of report, e.g., page 1.
- G Name of subtests, e.g., Vocabulary.
- H The test question number, e.g., item number 2 in Vocabulary subtest.
- I The skill measured by the test question, e.g., item 2, skill 1A is Human Relationships-Verbs: (The skill classification codes and titles are listed on the reverse side of reports, not on reverse side of this sample.)
- J This number (PC) is percent of students in the school answering the test question correctly. The school PC was arrived at by first counting the students in the school answering a question correctly. This number is then divided by the total number of students in the school taking the test. For example, in Anderson Elementary School 35 out of 54 students answered question 9 in Vocabulary correctly, for a school PC of 65 (See PC on page 14.)
- K This number (PC) is the percent of students in the system answering the test question correctly. The system PC was arrived at by first counting the students in the system answering a question correctly. This number is then divided by the total number of students in the system taking the test. For example, in Jefferson County, 121 of the 201 students taking the test answered question number 9 in Vocabulary correctly, for a system PC of 60. (See PC on page 14.)



## System Response Summary

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

## Key

- A Name of system, e.g., Jefferson County.
- B Code for Jefferson County, e.g., 320.
- C Number of students tested in Jefferson County, e.g., 201 students.
- D Grade level for the report, e.g., Grade 4.
- E Page number of report, e.g., page 1.
- F Name of subtest, e.g., Vocabulary.
- G The test question number, e.g., item number 2 in Vocabulary subtest.
- H The skill measured by the test question, e.g., item 2, skill 1A is Human Relationships-Verbs. (The skill classification codes and titles are listed on the reverse side of reports, not on reverse side of this sample.)
- I This number (PC) is the percent of students in the system answering the test question correctly. The system PC was arrived at by first counting the students in the system answering a question correctly. This number is then divided by the total number of students in the system taking the test. For example, in Jefferson County, 121 of the 201 students taking the test answered question number 9 in Vocabulary correctly, for a system PC of 60. (See PC on page 14.)





# GEORGIA STATEWIDE TESTING PROGRAM

SCHOOL SKILL RANKING REPORT

A — SEPTEMBER 1974

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

<p><b>PUNCTUATION (L-3)</b> 30%</p> <p>19% USE OF ENCLIPEDIA</p> <p>21% USE OF DICTIONARY</p> <p>21% USE OF REFERENCE MATERIALS</p> <p>31% USE OF TABLE OF CONTENTS</p> <p>34% USE OF INDEX</p> <p>51% ALPHABETIZE</p>	<p><b>USAGE (L-4)</b> 35%</p> <p>21% USE OF NEGATIVE FORMS</p> <p>22% REDUNDANCY</p> <p>24% NOUN AND PRONOUN FORM</p> <p>29% SUBJECT-VERB AGREEMENT</p> <p>31% COMPARISONS</p> <p>33% DICTION</p> <p>44% PRONOUN CASE</p> <p>47% NO ERROR</p>	<p><b>MATH PROBLEMS (M-2)</b> 36%</p> <p>20% APPLICATION</p> <p>30% MEASUREMENT</p> <p>40% OPERATIONS, PROPERTIES AND NUMBER THEORY</p>
<p><b>CAPITALIZATION (L-2)</b> 31%</p> <p>21% UNNECESSARY CAPITAL OF COMMON NOUN</p> <p>24% MISSING CAPITAL OF SENTENCE</p> <p>29% MISSING NOUNS</p> <p>34% OPENING AND CLOSING OF LETTER</p> <p>48% NO ERROR</p> <p>50% PRONOUN "I"</p>	<p><b>MAP READING (M-1)</b> 35%</p> <p>26% READ SYMBOLS</p> <p>33% MAKE INFERENCES FROM GIVEN INFORMATION</p> <p>37% USE DIRECTIONS &amp; SCALE TO COMPUTE DIST</p> <p>38% USE GRID SYSTEM TO LOCATE PLACES</p> <p>44% RECOGNIZE RELATIVE LOCATIONS</p>	<p><b>READING (R)</b> 37%</p> <p>34% APPLICATION</p> <p>37% SUPPORTING DETAIL</p> <p>37% EVALUATION</p> <p>41% MAIN IDEA</p>

<p><b>REFERENCES (M-3)</b> 31%</p> <p>19% USE OF ENCLIPEDIA</p> <p>21% USE OF DICTIONARY</p> <p>21% USE OF REFERENCE MATERIALS</p> <p>31% USE OF TABLE OF CONTENTS</p> <p>34% USE OF INDEX</p> <p>51% ALPHABETIZE</p>	<p><b>VOCABULARY (V)</b> 35%</p> <p>31% OTHER</p> <p>33% ADJECTIVE</p> <p>34% NOUN</p> <p>42% VERB</p>	<p><b>MATH CONCEPTS (M-1)</b> 37%</p> <p>34% RELATIONS AND FUNCTIONS</p> <p>35% SETS, NUMBERS, NUMERATION</p> <p>36% OPERATIONS, PROPERTIES AND NUMBER THEORY</p> <p>37% APPLICATION</p> <p>38% GEOMETRY</p> <p>43% MEASUREMENT</p>
<p><b>SPELLING (L-1)</b> 33%</p> <p>22% PREFIXES IN ENDINGS</p> <p>22% REVERSING LETTERS</p> <p>26% INCORRECT VOWEL</p> <p>29% SPELLING BY SOUND ALONE</p> <p>31% INCORRECT CONSONANT</p> <p>33% UNNECESSARY LETTERS</p> <p>34% OMISSION OF LETTERS</p> <p>42% COMMON MISPRONUNCIATION</p> <p>50% NO ERROR</p>	<p><b>GRAPHS AND TABLES (W-2)</b> 35%</p> <p>27% INTERPRET INFORMATION FROM GIVEN DATA</p> <p>33% ORGANIZE INFORMATION FROM GIVEN DATA</p> <p>39% READ DATA</p>	<p><b>MAP READING (M-1)</b> 35%</p> <p>26% READ SYMBOLS</p> <p>33% MAKE INFERENCES FROM GIVEN INFORMATION</p> <p>37% USE DIRECTIONS &amp; SCALE TO COMPUTE DIST</p> <p>38% USE GRID SYSTEM TO LOCATE PLACES</p> <p>44% RECOGNIZE RELATIVE LOCATIONS</p>

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

Grade 4  
School Skill Ranking Report

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

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

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

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

Key

- A. Date when the test was administered, e.g., September, 1974.
- B. Name of the school, e.g., Anderson Elementary.
- C. Name of the system, e.g., Jefferson County.
- D. Code for Anderson Elementary School in Jefferson County, e.g., 320-4171.
- E. Grade level for the report, e.g., Grade 4.
- F. Title of the subtest, e.g., Punctuation (1-3), Usage, (1-4). Subtests are ranked from lowest to highest on the basis of the average percent of correct responses for Anderson Elementary. For example, Punctuation, the first subtest listed, has an average percent correct of 30%, while Math Concepts, the final subtest listed, has an average percent correct of 37%. When the average percent of two subtests is the same, as is the case with Capitalization (.31%) and References (.31%), they appear in the same order as in the test booklet.
- G. This number is the average percent of correct answers (PC) for the subtest. For example, the average percent of correct responses for 4th grade students in Anderson Elementary School is 30% in Punctuation, 31% in Capitalization, 31% in References, 33% in Spelling, and so on through Math Concepts with 37%. In other words students performed less well in Punctuation, than in Capitalization, References, Spelling, Usage and so on.
- H. These numbers are the average percent correct (PC) for each of the skills measured in the Punctuation subtest. The order of skills is based on the PC of the skill, with the lowest PC first: next to lowest, second; and so on. For example, Anderson Elementary School fourth grade students in Punctuation performed less well on the skill, "Quotation Mark" than on the skills of "Apostrophe", "Comma", "Period", "Question Mark" and "Colon".





GEORGIA STATEWIDE  
TESTING PROGRAM

SYSTEM SKILL RANKING REPORT

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

Grade	Item	Percentage	Item	Percentage
G	15% ADJECTIVE MARK	30%	SPELLING (L-1)	33%
	23% ADJECTIVE		22% ERRORS IN ENDINGS	
	23% ADJECTIVE		22% REVERSING LETTERS	
	29% QUESTION MARK		33% UNNECESSARY LETTERS	
	30% PERIOD		34% OMISSION OF LETTERS	
F	42% COLON		35% SPELLING BY SOUND ALONE	
	53% NO ERROR		38% INCORRECT CONSONANT	
			41% COMMON MISPRONUNCIATION	
			53% NO ERROR	

Grade	Item	Percentage	Item	Percentage
E	20% CAPITALIZATION (L-2)	31%	GRAPHS AND TABLES (M-2)	33%
	28% UNNECESSARY CAPITAL OF COMMON NOUN		31% INTERPRET INFORMATION FROM GIVEN DATA	
	30% BEGINNING OF SENTENCE		34% ORGANIZE INFORMATION FROM GIVEN DATA	
	31% OPENING AND CLOSING OF LETTER		37% READ DATA	
	49% NO ERROR			
D	50% PRONOUN "I"			

Grade	Item	Percentage	Item	Percentage
C	20% MAP READING (M-1)	34%	MATH CONCEPTS (M-1)	35%
	33% MAP SYMBOLS		31% SETS, NUMBERS, NUMERATION	
	36% MAKE INFERENCES FROM GIVEN INFORMATION		34% RELATIONS AND FUNCTIONS	
	39% USE DIRECTIONS & SCALE TO COMPUTE DIST		37% OPERATIONS, PROPERTIES AND NUMBER THEORY	
	42% USE GRID SYSTEM TO LOCATE PLACES		37% GEOMETRY	
B	42% RECOGNIZE RELATIVE LOCATIONS		39% APPLICATION	
			40% MEASUREMENT	

Grade	Item	Percentage	Item	Percentage
A	22% USE OF ENCYCLOPEDIA	34%	READING (R)	36%
	23% USE OF DICTIONARY		35% APPLICATION	
	23% USE OF REFERENCE MATERIALS		36% SUPPORTING DETAIL	
	32% USE OF TABLE OF CONTENTS		36% EVALUATION	
	34% USE OF INDEX		39% MAIN IDEA	
VOCABULARY (V)	58% ALPHABETIZE			

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

Grade 4  
System Skill Ranking Report

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

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

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

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

## Key

- A Date when the test was administered, e. g., September, 1974.
- B Name of the system, e. g., Jefferson County.
- C Code for Jefferson County, e. g., 320.
- D Grade level for the report, e. g., Grade 4.
- E Title of the subtest, e. g., Punctuation (L-3), Spelling (L-1). Subtests are ranked from lowest to the highest on the basis of the average percent of correct responses for Jefferson County. For example, Punctuation, the first subtest listed, has an average percent correct of 30%, while Math Problems, the final subtest listed, has an average percent correct of 37%.
- F This number is the average percent of correct answers (PC) for the subtest. For example, the average percent of correct responses for 4th grade students in Jefferson County is 30% in Punctuation; 31% in Capitalization, 34% in Map Reading, 34% in References, and so on through Math Problems with 37%. In other words students performed less well in Punctuation, than in Capitalization, Map Reading, References, Spelling and so on. When the average percent of two subtests is the same, as is the case with Map Reading (34%) and References (34%), they appear in the same order as in the test booklet.
- G These numbers are the average percent correct (PC) for each of the skills measured in the Punctuation subtest. The order of skills is based on the PC of the skill, with the lowest PC first; next to the lowest, second; and so on. For example, Jefferson County fourth grade students in Punctuation performed less well on the skill, "Quotation Mark" than on the skills of "Apostrophe", "Comma", "Question Mark", "Period" and "Colon".



Grade 4  
School Grade Equivalent Frequency Distributions

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

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

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

## Key

- A Date when the test was administered, e.g., September, 1974.  
 B Name of school, e.g., Anderson Elementary.  
 C Name of system, e.g., Jefferson County.  
 D Code for Anderson Elementary School in Jefferson County, e.g., 320-4171.  
 E Grade level for the report, e.g., Grade 4.  
 F Subtest or area, e.g., Vocabulary, Reading.  
 G This number is the Grade Equivalent (GE) achieved by one or more students, e.g., sixth month in Vocabulary.  
 H This number is the frequency (F) or the number of students achieving the GE, e.g., one student in Anderson Elementary achieved a GE of 6.6 in Vocabulary.  
 I This number is the percent (PC) of students in the school achieving the given GE, e.g., 1.9 percent of students in Anderson Elementary School achieved a GE of sixth year, sixth month in Vocabulary.  
 J This number is the cumulative frequency (CF), or the number of students in the school achieving a GE up to and including the given score, e.g., 54 students in Anderson Elementary School achieved a GE of up to and including sixth year, sixth month in Vocabulary.  
 K This number is the Cumulative percent (C-PC) of the percent of students in the school achieving a score up to and including the given GE, e.g., 100% of the students in Anderson Elementary School achieved a GE of up to and including sixth year, sixth month in Vocabulary.  
 L This number is the number of students tested in the school, e.g., 54 in Anderson Elementary School.  
 M This number is the lowest GE achieved in the school, e.g., first year, fifth month in Vocabulary in Anderson Elementary School.  
 N This number is the highest GE achieved in the school, e.g., sixth year, sixth month in Vocabulary in Anderson Elementary School.  
 O This number is the sum of all students' GE's in the school. In Anderson Elementary School the sum of all students' GE's is 1844 in Vocabulary.  
 P This number is the sum of squared GE's for all students in the school. This was arrived at by first squaring the GE for each student. Then the squared GE's for all students were summed. In Anderson Elementary the sum of squared GE's in Vocabulary is 70934.  
 Q This number is the mean GE for the school. It was arrived at by summing all the students' GE's and then dividing by the number of students. The mean of GE for Anderson Elementary in Vocabulary when rounded is 3.4 or third year, fourth month.  
 R This number is the standard deviation of GE's for the school. It is arrived at by first dividing the sum of squares by the number of students tested. Then the squared mean is subtracted from the number arrived at in Step 1 above. Finally, the square root of the number arrived at in Step 2 is calculated giving the standard deviation. For example, in the Vocabulary subtest of Anderson Elementary School, the sum of squared GE's (70934) is divided by the number of students tested (54). Subtracted from this number (1313.59) is the mean (34.1481) of the Vocabulary subtest squared (1166.09) giving 147.5. The standard deviation for the Vocabulary subtest is the square root of 147.5 or 12.1448. This would be read when rounded as a standard deviation of the GE of one year, two months.  
 S The approximate GE below which the GE's of 90 percent of students in the school fell, e.g., in Anderson Elementary School 90% of students' GE's fell below an approximate GE of fifth year, first month in Vocabulary.  
 T The approximate GE below which GE's of 75 percent of students in the school fell, e.g., in Anderson Elementary School 75% of students' GE's fell below an approximate GE of fourth year, second month in Vocabulary.  
 U The approximate GE below which the GE's of 50 percent of students in the school fell, e.g., in Anderson Elementary School 50% of students' GE's fell below an approximate GE of third year, first month in Vocabulary.  
 V The approximate GE below which the GE's of 25 percent of students in the school fell. In Anderson Elementary School 25% of students' GE's fell below an approximate GE of second year, second month in Vocabulary.  
 W The approximate GE below which the GE's of 10 percent of students in the school fell. In Anderson Elementary School 10% of students' GE's fell below an approximate GE of first year, eighth month in Vocabulary.



GEORGIA STATEWIDE SCHOOL STANDARD SCORE FREQUENCY DISTRIBUTIONS  
TESTING PROGRAM

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

SCORE	GRADE	VOCABULARY				READING				LANGUAGE TOTAL				
		PCT	CF	C-PCT	SCORE	F	PCT	CF	C-PCT	-SCORE	F	PCT	CF	C-PCT
89	H	1.9	54	100.0	92	1	1.9	54	100.0	78	1	1.9	54	100.0
88	H	1.9	53	98.1	87	1	1.9	53	98.1	75	3	5.6	53	98.1
81	H	1.9	52	96.3	85	2	3.7	52	96.3	74	1	1.9	50	92.6
79	H	3.7	51	94.4	82	1	1.9	50	92.6	73	1	1.9	49	90.7
78	H	1.9	49	90.7	79	1	1.9	49	90.7	71	2	3.7	48	88.9
77	H	1.9	48	88.9	78	1	1.9	48	88.9	69	1	1.9	46	85.2
76	H	1.9	47	87.0	77	3	5.6	47	87.0	68	3	5.6	45	83.3
74	H	3.7	46	85.2	75	2	3.7	44	81.5	67	5	9.3	42	77.8
72	H	3.7	43	79.6	74	3	5.6	42	77.8	65	1	1.9	37	68.5
70	H	3.7	41	75.9	73	4	7.4	39	72.2	64	1	1.9	36	66.7
69	H	3.7	38	70.4	72	1	1.9	35	64.8	63	4	7.4	35	64.8
67	H	3.7	36	66.7	70	1	1.9	34	63.0	62	3	5.6	31	57.4
64	H	3.7	33	61.1	69	2	3.7	33	61.1	61	2	3.7	28	51.9
62	H	3.7	31	57.4	68	1	1.9	31	57.4	60	2	3.7	26	48.1
59	H	5.6	26	48.1	67	1	1.9	30	55.6	59	3	5.6	24	44.4
57	H	1.9	23	42.6	66	1	1.9	29	53.7	57	6	11.1	21	38.9
55	H	7.4	22	40.7	64	2	3.7	28	51.9	56	3	5.6	15	27.8
52	H	9.3	18	33.3	63	4	7.4	26	48.1	54	2	3.7	12	22.2
48	H	11.1	13	24.1	62	2	3.7	22	40.7	52	6	11.1	10	18.5
45	H	5.6	7	13.0	60	1	1.9	20	37.0	51	1	1.9	4	7.4
41	H	5.6	4	7.4	58	3	5.6	16	29.0	47	1	1.9	3	5.6
35	H	1.9	1	1.9	55	3	5.6	13	24.1	44	1	1.9	2	3.7

VOCABULARY		READING		LANGUAGE TOTAL	
CASES PROCESSED	STND. DEV. (N)	CASES PROCESSED	STND. DEV. (N)	CASES PROCESSED	STND. DEV. (N)
54	12.7780	54	13.9152	54	60.7593
35	78-S	32	79	23	72
89	70-T	92	74	78	66
3295	59-U	3449	64	3281	61
209873	48-V	230745	53	203971	55
61.0185	41-W	63.8704	42	60.7593	51
12.7780		13.9152		9.2495	



Grade 4.  
School Standard Score Frequency Distributions

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

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

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

## Key

- A Date when the test was administered, e.g., September, 1974.  
 B Name of school, e.g., Anderson Elementary.  
 C Name of system, e.g., Jefferson County.  
 D Code for Anderson Elementary School in Jefferson County, e.g., 32Q-4171.  
 E Grade level for the report, e.g., Grade 4.  
 F Subtest or area, e.g., Vocabulary, Reading.  
 G This number is the Standard Score, (SS) achieved by one or more students, e.g., 89 in Vocabulary.  
 H This number is the frequency (F) or the number of students achieving the SS, e.g., one student in Anderson Elementary achieved a SS of 89 in Vocabulary.  
 I This number is the percent (PCT) of students in the school achieving the given SS, e.g., 1.9 percent of students in Anderson Elementary School achieved a SS of 89 in Vocabulary.  
 J This number is the cumulative frequency (Cf), or the number of students in the school achieving a SS up to and including the given score, e.g., 54 students in Anderson Elementary School achieved a SS of up to and including 89 in Vocabulary.  
 K This number is the Cumulative percent (C-PCT) or the percent of students in the school achieving a score up to and including the given SS, e.g., 100% of the students in Anderson Elementary School achieved a SS of up to and including 89 in Vocabulary.  
 L This number is the number of students tested in the school, e.g., 54 in Anderson Elementary School.  
 M This number is the lowest SS achieved in the school, e.g., 35 in Vocabulary in Anderson Elementary School.  
 N This number is the highest SS achieved in the school, e.g., 89 in Vocabulary in Anderson Elementary School.  
 O This number is the sum of all students' SS's in the school. In Anderson Elementary School the sum of all students' SS's is 3295 in Vocabulary.  
 P This number is the sum of squared SS's for all students in the school. This was arrived at by first squaring the SS for each student. Then the squared SS's for all students were summed. In Anderson Elementary the sum of squared SS's in Vocabulary is 209873.  
 Q This number is the mean SS for the school. It was arrived at by summing all the students' SS's and then dividing by the number of students. The mean of SS for Anderson Elementary in Vocabulary when rounded is 61.  
 R This number is the standard deviation of SS's for the school. It is arrived at by first dividing the sum of squares by the number of students tested. Then the squared mean is subtracted from the number arrived at in Step 1 above. Finally the square root of the number arrived at in Step 2 is calculated giving the standard deviation. For example, in the Vocabulary subtest of Anderson Elementary School, the sum of squared SS's (209873) is divided by the number of students tested (54). Subtracted from this number (3886.54) is the mean (61.0185) of the Vocabulary subtest squared (3723.26) giving 163.28. The standard deviation for the Vocabulary subtest is the square root of 163.28 or 12.7780.  
 S The approximate SS below which the SS's of 90 percent of students in the school fell, e.g., in Anderson Elementary School 90% of students' SS's fell below an approximate SS of 78 in Vocabulary.  
 T The approximate SS below which SS's of 75 percent of students in the school fell, e.g., in Anderson Elementary School 75% of students' SS's fell below an approximate SS of 70 in Vocabulary.  
 U The approximate SS below which the SS's of 50 percent of students in the school fell, e.g., in Anderson Elementary School 50% of students' SS's fell below an approximate SS of 59 in Vocabulary.  
 V The approximate SS below which the SS's of 25 percent of students in the school fell. In Anderson Elementary School 25% of students' SS's fell below an approximate SS of 48 in Vocabulary.  
 W The approximate SS's below which the SS's of 10 percent of students in the school fell. In Anderson Elementary School 10% of students' SS's fell below an approximate SS of 41 in Vocabulary.



# GEORGIA STATEWIDE TESTING PROGRAM

## SYSTEM GRADE EQUIVALENT FREQUENCY DISTRIBUTIONS

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

### VOCABULARY

### READING

### LANGUAGE TOTAL

SLJKE	F	G	H	I	PCT	CF	C-PCT	SCORE	F	PCT	CF	C-PCT	SCORE	F	P(T)	CF	C-PCT
68	1	0.5	201	100.0	0.5	201	100.0	71	1	0.5	201	100.0	66	1	0.5	201	100.0
66	2	1.0	200	99.5	0.5	200	99.5	70	1	0.5	200	99.5	64	1	0.5	200	99.5
64	3	1.5	198	98.5	0.5	199	99.0	69	2	1.0	199	99.0	62	1	0.5	199	99.0
60	1	0.5	195	97.0	1.0	198	98.5	66	2	1.0	198	98.5	61	1	0.5	198	98.5
59	1	0.5	194	96.5	1.5	196	97.5	63	3	1.5	196	97.5	60	1	0.5	196	97.5
57	1	0.5	193	96.0	0.5	193	96.0	62	1	0.5	193	96.0	59	1	0.5	193	96.0
56	1	0.5	192	95.5	1.0	192	95.5	61	2	1.0	192	95.5	57	1	0.5	192	95.5
55	4	2.0	191	95.0	1.0	190	94.5	60	2	1.0	190	94.5	56	1	0.5	190	94.5
54	3	1.5	187	93.0	0.5	186	93.5	57	1	0.5	186	93.5	55	2	1.0	186	93.5
52	5	2.5	184	91.5	2.0	187	93.0	56	4	2.0	187	93.0	53	1	0.5	187	93.0
51	4	2.0	179	89.1	0.5	183	91.0	55	1	0.5	183	91.0	52	1	0.5	183	91.0
50	5	2.5	175	87.1	0.5	182	90.5	54	1	0.5	182	90.5	51	6	3.0	182	90.5
49	1	0.5	170	84.6	1.5	181	90.0	53	3	1.5	181	90.0	50	1	0.5	181	90.0
48	3	1.5	169	84.1	1.5	178	88.6	52	3	1.5	178	88.6	49	2	1.0	179	89.1
46	0	3.0	166	82.6	1.0	175	87.1	51	2	1.0	175	87.1	48	5	2.5	177	88.1
45	2	1.0	160	75.6	3.0	173	86.1	50	6	3.0	173	86.1	47	1	0.5	172	85.6
44	6	3.0	158	78.6	1.0	167	83.1	49	2	1.0	167	83.1	46	2	1.0	171	85.1
42	8	4.0	152	75.6	2.5	165	82.1	48	5	2.5	165	82.1	45	1	0.5	169	84.1
41	9	4.5	144	71.6	2.0	160	79.6	47	4	2.0	160	79.6	44	6	3.0	168	83.6
40	10	5.0	135	67.2	3.5	156	77.6	46	7	3.5	156	77.6	43	6	3.0	162	80.6
38	8	4.0	125	62.2	2.0	149	74.1	45	4	2.0	149	74.1	42	3	1.5	156	77.6
36	10	5.0	117	58.2	2.5	145	72.1	44	5	2.5	145	72.1	41	3	1.5	153	76.1
34	14	7.0	107	53.2	3.0	140	69.7	43	6	3.0	140	69.7	40	10	5.0	150	74.6
31	20	10.0	93	46.3	3.0	134	66.7	42	6	3.0	134	66.7	39	5	2.5	140	69.7
29	12	6.0	73	36.3	2.0	128	63.7	41	4	2.0	128	63.7	38	5	2.5	135	67.2
27	12	6.0	61	30.3	4.0	124	61.7	40	8	4.0	124	61.7	37	8	4.0	131	65.2
25	17	8.5	49	24.4	4.0	116	57.7	39	8	4.0	116	57.7	36	6	3.0	123	61.2
22	10	5.0	32	15.9	4.5	108	53.7	37	9	4.5	108	53.7	35	9	4.5	117	58.2
20	8	4.0	22	10.9	4.0	99	49.3	36	8	4.0	99	49.3	34	9	4.5	108	53.7
18	8	4.0	14	7.0	5.5	91	45.3	35	11	5.5	91	45.3	33	8	4.0	99	49.3
15	4	2.0	6	3.0	3.5	80	39.8	33	7	3.5	80	39.8	32	12	6.0	91	45.3
13	1	0.5	2	1.0	5.5	73	36.3	31	11	5.5	73	36.3	31	15	7.5	79	39.3
11	1	0.5	1	0.5	3.5	62	30.8	29	7	3.5	62	30.8	30	9	4.5	64	31.8
					2.5	55	27.4	27	5	2.5	55	27.4	28	9	4.5	55	27.4
					6.0	50	24.9	26	12	6.0	50	24.9	28	12	6.0	46	22.9
					4.0	38	18.9	24	8	4.0	38	18.9	27	6	3.0	34	16.9
					3.5	30	14.9	23	7	3.5	30	14.9	26	4	2.0	28	13.9
					4.5	23	11.4	21	9	4.5	23	11.4	25	5	2.5	24	11.9
					2.5	14	7.0	20	5	2.5	14	7.0	24	3	1.5	19	9.5
					1.0	9	4.5	19	2	1.0	9	4.5	23	5	2.5	16	8.0
					1.0	7	3.5	19	2	1.0	7	3.5	22	3	1.5	11	5.5
					1.0	5	2.5	17	2	1.0	5	2.5	21	4	2.0	8	4.0
					1.0	3	1.5	16	2	1.0	3	1.5	20	1	0.5	4	2.0
					0.5	1	0.5	15	1	0.5	1	0.5	19	1	0.5	3	1.5
								15	1				14	1		1	0.5

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

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

ABOVE TABLE NOT COMPLETE

ABOVE TABLE NOT COMPLETE

Grade 4  
System Grade Equivalent Frequency Distributions

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

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

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

## Key

- A Date when the test was administered, e.g., September, 1974.
- B Name of system, e.g., Jefferson County.
- C Code for Jefferson County, e.g., 320.
- D Grade level for the report, e.g., Grade 4.
- E Subtest or area, e.g., Vocabulary, Reading.
- F This number is the Grade Equivalent (GE) achieved by one or more students, e.g., sixth year, eighth month in Vocabulary.
- G This number is the frequency (f) or the number of students achieving the GE, e.g., one student in Jefferson County.
- H This number is the percent (100) of students in the system achieving the given GE, e.g., 0.5 percent of students in Jefferson County achieved a GE of sixth year, eighth month in Vocabulary.
- I This number is the cumulative frequency (Cf), or the number of students in the system achieving a GE up to and including the given score, e.g., 201 students in Jefferson County achieved a GE of up to and including sixth year, eighth month in Vocabulary.
- J This number is the cumulative percent (C-PCT) or the percent of students in the system achieving a score up to and including the given GE, e.g., 100% of the students in Jefferson County achieved a GE of up to and including sixth year, eighth month in Vocabulary.
- K This number is the number of students tested in the system, e.g., 201 in Jefferson County.
- L This number is the lowest GE achieved in the system, e.g., first year, first month in Vocabulary in Jefferson County.
- M This number is the highest GE achieved in the system, e.g., sixth year, eighth month in Vocabulary in Jefferson County.
- N This number is the sum of all students' GE's in the system. In Jefferson County, the sum of all students' GE's is 7113 in Vocabulary.
- O This number is the sum of squared GE's for all students in the system. This was arrived at by first squaring the GE for each student. Then the squared GE's for all students were summed. In Jefferson County the sum of squared GE's in Vocabulary is 280481.
- P This number is the mean GE for the system. It was arrived at by summing all the students' GE's and then dividing by the number of students. The mean GE for Jefferson County in Vocabulary when rounded is 3.5 or third year, fifth month.
- Q This number is the standard deviation of GE's for the system. It is arrived at by first dividing the sum of squares by the number of students tested. Then the squared mean is subtracted from the number arrived at in Step 1 above. Finally, the square root of the number arrived at in Step 2 is calculated giving the standard deviation. For example, in the Vocabulary subtest of Jefferson County, the sum of squared GE's (280481) is divided by the number of students tested (201). Subtracted from this number (1395.43) is the mean (35.3881) of the Vocabulary subtest squared. (1252.32) giving 143.11. The standard deviation for the Vocabulary subtest is the square root of 143.11 or 11.9630. This would be read when rounded as a standard deviation of the GE of one year, two months.
- R The approximate GE below which the GE's of 90 percent of students in the system fell, e.g., in Jefferson County 90% of students' GE's fell below an approximate GE of fifth year, first month in Vocabulary.
- S The approximate GE below which the GE's of 75 percent of students in the system fell, e.g., in Jefferson County 75% of students' GE's fell below an approximate GE of fourth year, second month in Vocabulary.
- T The approximate GE below which the GE's of 50 percent of students in the system fell, e.g., in Jefferson County 50% of students' GE's fell below an approximate GE of third year, second month in Vocabulary.
- U The approximate GE below which the GE's of 25 percent of students in the system fell. In Jefferson County 25% of students' GE's fell below an approximate GE of second year, fifth month in Vocabulary.
- V The approximate GE below which the GE's of 10 percent of students in the system fell. In Jefferson County 10% of students' GE's fell below an approximate GE of first year, ninth month in Vocabulary.



GEORGIA STATEWIDE SYSTEM STANDARD SCORE FREQUENCY DISTRIBUTIONS  
TESTING PROGRAM

SEPTEMBER 1974  
JEFFERSON COUNTY  
SYSTEM CODE 320  
GRADE 4

SCORE	VOCABULARY				READING				LANGUAGE TOTAL				
	F	G	H	I	F	PCT	CF	C-PCT	SCORE	F	PCT	CF	C-PCT
91	1	0.5	201	100.0	1	0.5	201	100.0	90	1	0.5	201	100.0
89	2	1.0	200	99.5	2	1.0	200	99.5	89	1	0.5	200	99.5
88	3	1.5	198	98.5	2	1.0	198	98.5	87	1	0.5	199	99.0
85	1	0.5	195	97.0	3	1.5	196	97.5	86	1	0.5	198	98.5
84	1	0.5	194	96.5	1	0.5	193	96.0	85	2	1.0	197	98.0
83	1	0.5	193	96.0	4	2.0	192	95.5	83	4	2.0	195	97.0
82	1	0.5	192	95.5	5	2.5	188	93.5	82	1	0.5	191	95.0
81	7	3.5	191	95.0	1	0.5	183	91.0	81	1	0.5	190	94.5
79	5	2.5	184	91.5	1	0.5	182	90.5	79	1	0.5	188	93.5
78	4	2.0	179	89.1	3	1.5	181	90.0	78	7	3.5	187	93.0
77	6	3.0	175	87.1	3	1.5	178	88.6	77	1	0.5	180	89.6
76	3	1.5	169	84.1	8	4.0	175	87.1	76	2	1.0	179	89.1
74	6	3.0	166	82.6	2	1.0	167	83.1	75	2	1.0	177	88.1
73	2	1.0	160	79.6	5	2.5	165	82.1	74	1	0.5	172	85.6
72	6	3.0	158	78.6	4	2.0	160	79.6	73	2	1.0	171	85.1
70	8	4.0	152	75.6	7	3.5	156	77.6	72	1	0.5	169	84.1
69	19	9.5	144	71.6	4	2.0	149	74.1	71	6	3.0	168	83.6
67	3	1.5	125	62.2	5	2.5	145	72.1	70	6	3.0	162	80.6
64	10	5.0	117	58.2	6	3.0	140	69.7	69	3	1.5	156	77.6
62	14	7.0	107	53.2	6	3.0	134	66.7	68	3	1.5	153	76.1
59	20	10.0	93	46.3	4	2.0	128	63.7	67	10	5.0	150	74.6
57	12	6.0	73	36.3	8	4.0	124	61.7	66	5	2.5	140	69.7
55	12	6.0	61	30.3	8	4.0	116	57.7	65	4	2.0	135	67.2
52	17	8.5	49	24.4	9	4.5	108	53.7	64	8	4.0	131	65.2
48	10	5.0	32	15.9	8	4.0	99	49.3	63	6	3.0	123	61.2
45	8	4.0	22	10.9	11	5.5	91	45.3	62	9	4.5	117	58.2
41	8	4.0	14	7.0	7	3.5	80	39.8	61	9	4.5	108	53.7
35	4	2.0	6	3.0	11	5.5	73	36.3	60	8	4.0	99	49.3
30	1	0.5	2	1.0	7	3.5	62	30.8	59	12	6.0	91	45.3
26	1	0.5	1	0.5	5	2.5	55	27.4	57	15	7.5	79	39.3
					12	6.0	50	24.9	56	9	4.5	64	31.8
					8	4.0	38	18.9	54	9	4.5	55	27.4
					7	3.5	30	14.9	52	12	6.0	46	22.9
					9	4.5	23	11.4	51	6	3.0	34	16.9
					5	2.5	14	7.0	49	4	2.0	28	13.9
					2	1.0	9	4.5	47	5	2.5	24	11.9
					2	1.0	7	3.5	46	3	1.5	19	9.5
					2	1.0	5	2.5	44	5	2.5	16	8.0
					2	1.0	3	1.5	41	3	1.5	11	5.5
					1	0.5	1	0.5	39	4	2.0	8	4.0
									36	1	0.5	4	2.0
									31	1	0.5	3	1.5
									23	1	0.5	2	1.0
									20	1	0.5	1	0.5

CASES PROCESSED = 201  
 MINIMUM VALUE = 26  
 MAXIMUM VALUE = 91  
 SUM OF SCORES = 12540  
 SUM SQD. SCORES = 814624  
 MEAN = 62.3881  
 STND. DEV. (N) = 12.6722

PERCENTILE 90 = 78  
 PERCENTILE 75 = 70  
 PERCENTILE 50 = 60  
 PERCENTILE 25 = 52  
 PERCENTILE 10 = 42

ABOVE TABLE NOT COMPLETE

ABOVE TABLE NOT COMPLETE

Grade 4  
System Standard Score Frequency Distributions

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

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

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

Key

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

SAMPLE REPORTS FOR GRADE 8

Student Cumulative Record Label

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

IOWA TESTS OF BASIC SKILLS		FORM		C		D		E		F		G		H		I																		
V VOCABULARY		P READING		L-1 SPELLING		L-2 CAPITALIZ		L-3 PARC/TUA		L-4 USAGE		L TOT LANG		W-1 MAPS		W-2 GRAPHS		W-3 REFER		W TOT WORK		M-1 CONCEPTS		M-2 PROBLEMS		M TOT MATH		C COMPOSITE						
GE	SS	GE	SS	GE	SS	GE	SS	GE	SS	GE	SS	GE	SS	GE	SS	GE	SS	GE	SS	GE	SS	GE	SS	GE	SS	GE	SS	GE	SS					
71	93	44	71	69	89	58	85	53	82	52	81	57	82	66	91	66	91	71	94	68	92	65	89	76	101	71	94	63	88					
51	55	60	14	20	21	16	20	21	42	52	25	14	51	28	52	25	42	42	52	51	50	28	50	32	0	56	16	4	65	52	68	81	9	2
A		B		C		D		E		F		G		H		I		ADAMS		ROBERT		ADAMS		ROBERT		ADAMS		ROBERT						
J		K		L		ID NO		CHR AGE		TEST DATE		GRADE		LEV		FORM		ID NO		CHR AGE		TEST DATE		GRADE		LEV		FORM						
						13 04 X X		74		SEP 74		13 04 X X																						

Key

- A Grade Equivalent (GE) of raw score (number of correct answers) obtained by Robert Adams. Robert's score in Vocabulary (V) is equivalent to a score that would be obtained by the "average" student in the first month of the seventh grade. It would be inappropriate to compare Robert's 7.1 GE in Vocabulary (V) with his 4.9 in Reading (R). 6.5 in Spelling (L-1) and so on. (See GE on page 12.)
- B Standard Score (SS) represents a statistical conversion of the raw score to a scale common to all subtests. This permits comparison among subtests. Robert's SS of 95 in Vocabulary (V) when compared with his SS of 77 in Capitalization (L-2) indicates that he did better in Vocabulary than in Capitalization. (See SS on page 12.)
- C & D The Form and Level of the test.
- E Robert's grade when the test was taken.
- F Date on which the test was administered, e.g., September, 1974.
- G Robert's age at the time the test was given, e.g., 13 years 4 months.
- H An optional number, filled in only if it was coded on Robert's answer sheet.
- I Robert's name as it appeared on his answer sheet.
- J National Percentile Rank (NPR) which represents Robert's standing in relation to the national sample on which the test was normed. In Vocabulary (V), Robert scored as well or better than 31 percent of the students in the national sample. (See NPR on page 13.)
- K State Percentile Rank (SPR) which represents Robert's standing in relation to Georgia 8th graders who took the test in 1973. In Vocabulary (V), Robert scored as well or better than 55 percent of Georgia 8th graders in 1973. (See SPR on page 13.)
- L Local Percentile Rank (LPR) which represents Robert's standing in relation to other 8th grade students in the system (in this instance, Jefferson County), who took the test in September, 1974. In Vocabulary (V), Robert scored as well or better than 60 percent of 8th graders in Jefferson County. (See LPR on page 13.)





# GEORGIA STATEWIDE TESTING PROGRAM

## PUPIL SCORE REPORT

B - SEPTEMBER 1974

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

A  
 GRADE 8  
 CLASS MABEL MANNING  
 G

J  
 I  
 MATH  
 ITBS  
 TOTAL

H  
 WK-STOY  
 TOTAL CONC  
 PROB

MAPS  
 GRAPH  
 REF  
 TOTAL

NAME	SEX	DATE	TEST SCORES										TOTAL				
			VOCAB	READ	SPELL	CAPIT	PUNC	USAGE	LANG	MAPS	GRAPH	REF		TOTAL CONC	PROB		
ADAMS ROBERT	M	13/04	7.1	4.9	6.5	5.8	5.3	5.2	5.7	6.6	6.6	7.1	6.8	6.5	7.6	7.1	6.3
			95	77	89	85	82	81	82	91	91	94	92	89	101	94	88
			60	15	48	31	22	25	31	42	42	56	53	36	65	58	42
			55	14	47	36	26	25	31	45	42	51	50	40	64	56	42
			31	6	28	20	16	14	14	26	25	32	28	20	41	32	19
BYERS JOHN	M	14/00	6.3	4.6	7.0	7.2	7.3	3.7	6.3	4.3	4.8	4.7	4.7	6.5	6.3	6.4	5.7
			89	74	93	93	95	67	88	72	78	71	71	89	90	88	82
			45	9	57	54	50	3	42	5	12	4	36	39	39	39	25
			40	9	55	57	55	4	44	5	13	4	40	39	38	38	25
			20	4	35	58	38	2	24	4	6	1	20	21	18	18	8
COHEN SHARON	F	13/01	7.4	7.9	6.5	9.0	9.5	8.5	8.4	7.0	3.9	7.5	6.1	5.1	7.6	6.4	7.2
			96	99	89	105	109	103	102	93	68	97	86	79	101	88	95
			54	71	48	79	73	73	74	58	2	63	35	7	65	39	63
			59	67	47	79	84	74	76	52	2	58	34	10	64	38	60
			36	47	28	63	71	56	57	32	1	38	16	3	41	18	35

NUMBER TESTED	MEAN G.E.	MEAN S.S.	MAPS	GRAPH	REF	TOTAL CONC	PROB	TOTAL
21	6.4	6.4	6.4	6.2	6.8	6.4	6.7	6.9
	89.7	88.2	90.7	92.4	95.2	90.5	91.2	92.0
				87.2	92.2	88.4	96.0	92.0
								89.9

## Pupil Score Report

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

## Key

- A The teacher's name as it appeared on the classroom cover sheet accompanying student answer sheets, e.g., Mabel Manning.
- B Date test was administered, e.g., September, 1974.
- C Name of the school, e.g., Anston Middle.
- D Name of the system, e.g., Jefferson County.
- E Code for Anston Elementary School in Jefferson County, e.g., 320-3171.
- F Subtests in the ITBS, e.g., Vocabulary (V), Reading (R), Spelling (L-1), etc.
- G Average for Language (L) which includes Spelling, Capitalization, Punctuation and Usage subtests.
- H Average for Work Study Skills (W) which includes Map Reading, Reading Graphs and Tables, Knowledge and Use of Reference Materials subtests.
- I Average for Mathematics (M) which includes Math Concepts and Math Problem Solving subtests.
- J Average for entire test battery, e.g., Vocabulary, Reading subtests; Language, Work Study, Mathematics composites.
- K Name of student, e.g., Robert Adams, Gerald Averett, Sharon Cohen, etc.
- L The age of the student when the test was taken. For example, Robert was 13 years 4 months; John, 14 years and 0 months; Sharon, 13 years and 1 month.
- M The sex of the student, e.g., Robert is a boy; Sharon, a girl.
- N Grade Equivalent (GE) of raw score (number of correct answers) obtained by Robert Adams. Robert's score in Vocabulary (V) is equivalent to a score that would be obtained by the "average" student in the first month of the seventh grade. It would be inappropriate to compare Robert's 7.1 GE in Vocabulary (V) with his 4.9 in Reading (R), 6.5 in Spelling (L-1) and so on. (See GE on page 12.)
- O Standard Score (SS) represents a statistical conversion of the raw score to a scale common to all subtests. This permits comparison among subtests. Robert's SS of 95 in Vocabulary (V) when compared with his SS of 77 in Reading (R) indicates he did better in Vocabulary than in Reading. (See SS on page 12.)
- P Local Percentile Rank (LPR) which represents Robert's standing in relation to other 8th grade students in the system (in this instance, Jefferson County) who took the test in September, 1974. In Vocabulary (V), Robert scored as well as or better than 60 percent of 8th graders in Jefferson County. (See LPR on page 13.)
- Q State Percentile Rank (SPR) which represents Robert's standing in relation to Georgia 8th graders who took the test in 1973. In Vocabulary (V), Robert scored as well or better than 55 percent of Georgia 8th graders in 1973. (See SPR on page 13.)
- R National Percentile Rank (NPR) which represents Robert's standing in relation to the national sample on which the test was normed. In Vocabulary (V), Robert scored as well or better than 81 percent of the students in the national sample. (See NPR on page 13.)
- S The number of students tested in the class represented on the roster, e.g., 21 students in Mabel Manning's class.
- T The mean grade equivalent (GE) for Mabel Manning's class. The mean was determined by adding the GE of each student in a subtest or composite together and dividing the sum for all students by the number of students in the class. In Ms. Manning's class the Vocabulary GE of Robert (7.1) was added to that of John (6.3), Sharon (7.4) and so on through all 21 students. The sum for all 21 students was then divided by 21 for a class mean GE of 6.4. The class mean GE may be used to compare Robert's or any other student's GE to the average of the class. For example, Robert's Vocabulary GE of 7.1 as compared to the class mean GE of 6.4 shows he did better than the class average.
- U The mean standard score (SS) for Mabel Manning's class. The mean was determined by adding the SS of each student in a subtest or composite together and dividing the sum for all students by the number of students in the class. In Ms. Manning's class the Vocabulary SS of Robert (95) was added to that of John (89), Sharon (96), and so on through all 21 students. The sum for all 21 students was then divided by 21 for a class mean SS in Vocabulary (V) of 89.7. The class mean SS may be used to compare Robert's or any other student's SS to the average of the class. For example, Robert's Vocabulary (V) SS of 95 as compared to the class mean SS of 89.7 shows he did better than the class average. The mean SS for the class in one subtest may also be used to compare this subtest with others. For example, the class mean SS in Vocabulary (V) of 89.7 indicates that the average class performance was lower than that in Spelling, Capitalization, Usage and the other SS class means above 89.7. On the other hand the class mean SS of 96.0 on Math Problem Solving was higher than the class SS means on all the other subtests.



**GEORGIA STATEWIDE TESTING PROGRAM**

**STUDENT ITEM RESPONSE REPORT**

**GRADE 8**

**SEPTEMBER 1974**

**STUDENT IDENTIFICATION**

ADAMS ROBERT

MABEL MANNING

ANSTON MIDDLE

JEFFERSON COUNTY

320-3171

ITEM SKILL DIFFICULTY RESPONSE	VOCABULARY			READING			SPELLING			CAPITALIZATION			PUNCTUATION			USAGE			
	STUDENT	CLASS	SYSTEM	STUDENT	CLASS	SYSTEM	STUDENT	CLASS	SYSTEM	STUDENT	CLASS	SYSTEM	STUDENT	CLASS	SYSTEM	STUDENT	CLASS	SYSTEM	
H	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100	2A	2B	2C	2A	2B	2C	2A	2B	2C	2A	2B	2C	2A	2B	2C	2A	2B	2C
I	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100	2A	2B	2C	2A	2B	2C	2A	2B	2C	2A	2B	2C	2A	2B	2C	2A	2B	2C
J	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100	2A	2B	2C	2A	2B	2C	2A	2B	2C	2A	2B	2C	2A	2B	2C	2A	2B	2C
K	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100	2A	2B	2C	2A	2B	2C	2A	2B	2C	2A	2B	2C	2A	2B	2C	2A	2B	2C
L	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100	2A	2B	2C	2A	2B	2C	2A	2B	2C	2A	2B	2C	2A	2B	2C	2A	2B	2C
M	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100	2A	2B	2C	2A	2B	2C	2A	2B	2C	2A	2B	2C	2A	2B	2C	2A	2B	2C
N	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100	2A	2B	2C	2A	2B	2C	2A	2B	2C	2A	2B	2C	2A	2B	2C	2A	2B	2C

STUDENT	CLASS	SYSTEM	STUDENT	CLASS	SYSTEM	STUDENT	CLASS	SYSTEM	STUDENT	CLASS	SYSTEM	STUDENT	CLASS	SYSTEM	STUDENT	CLASS	SYSTEM
23	33	38	29	34	36	32	41	41	25	36	37	22	30	33	22	30	33

ITEM NUMBER IN TEST SKILL - SEE REVERSE SIDE FOR CLASSIFICATION

RESPONSE : CORRECT = INCORRECT O = OMIT

DIFFICULTY \* PERCENT OF STUDENTS IN STATE RESPONDING CORRECTLY ON 1973 TEST



## Student Item Response Report

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

## Key

- A Robert's name as it appears on his answer sheet.
- B The teacher's name as it appears on the classroom cover sheet accompanying student answer sheets, e.g., Mabel Manning.
- C Name of school; e.g., Anston Middle.
- D Name of system, e.g., Jefferson County.
- E Code for Anston Middle School in Jefferson County, e.g., J20-3171.
- F An optional number, filled in only if it is coded on Robert's answer sheet.
- G Name of the subtest, e.g., Vocabulary.
- H The test question number, e.g., item number 1 in the Vocabulary subtest.
- I The skill measured by the test question, e.g., item 2 skill 1A is Human Relationships-Verbs. (The skill classification codes and titles are listed on the reverse side of reports, not on the reverse side of this sample.)
- J The difficulty of the test question as determined by the percent of Georgia 8th grade students who answered the question correctly in the 1973 administration. For example, on question 8 in Vocabulary, 60 percent of Georgia 8th grade students answered it correctly in 1973.
- K The entry showing whether Robert answered the question correctly, incorrectly or omitted it. A "+" is correct; "-" is incorrect; "O" omit. For example, Robert answered question 8 in Vocabulary correctly since a "+" is entered below this question number and question 16 incorrectly since a "-" appears. He omitted question 17 in Reading since an "O" appears.
- L The percent of questions in the Vocabulary subtest answered correctly by Robert. There are 48 questions in the Vocabulary subtest. David answered 18 correctly for a percent correct of 38. (See PG on page 14.)
- M The average percent of correct responses on the Vocabulary subtest of all students in Ms. Manning's class. This percent was arrived at by first adding the number of correct responses on the Vocabulary subtest for Robert and all his fellow students (21 all together) in Ms. Manning's class. Then, the number of correct responses for the class arrived at in Step 1 above was divided by the number of students (21) in Ms. Manning's class. The average number of correct responses for the class arrived at in Step 2 above was finally divided by the number of test questions, for the class average percent correct of 35-shown. (See PC on page 14.)
- N The average percent of correct responses of all 8th grade students in Anston Middle School. This percent was arrived at by first adding the number of correct responses on the Vocabulary subtest for Ms. Manning's class and all the other 8th graders in Anston Middle School. Then the number of correct responses for the school arrived at in Step 1 above was divided by the number of 8th graders in Anston Middle School. The average number of correct responses for the school arrived at in Step 2 above was finally divided by the number of test questions, for the school average of 38 percent correct. (See PC on page 14.)
- O The average percent of correct responses of all 8th graders in the Jefferson County system. This percent was arrived at by first adding the number of correct responses on the Vocabulary subtest for Anston Middle School and all other schools testing 8th graders in Jefferson County. Then the number of correct responses for Jefferson County arrived at in Step 1 above was divided by the number of 8th graders in the system. The average number of correct responses for the system arrived at in Step 2 above was finally divided by the number of test questions, for the system average of 37 percent correct shown. (See PC on page 14.)



## Class Response Summary

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

## Key

- A The teacher's name as it appears on the classroom cover sheet accompanying student answer sheets, e.g., Mabel Manning.
- B Name of school, e.g., Anston Middle
- C Name of system, e.g., Jefferson County.
- D Code for Anston Middle School in Jefferson County, e.g., 320-3171.
- E Number of students tested in Ms. Manning's class, e.g., 21 students.
- F The grade level for the report, e.g., Grade 8
- G Page number of the report, e.g., page 1.
- H Name of subtest, e.g., Vocabulary.
- I The test question number, e.g., item number 1 in the Vocabulary subtest.
- J The skill measured by the test question, e.g., item 1, skill 1A is Human Relationships-Verbs. (The skill classification codes and titles are listed on the reverse side of reports, not on reverse side of this sample.)
- K This number (PC) is the percent of students in the class (CL) answering the test question correctly. The class PC was arrived at by first counting the students in the class answering a question correctly. This number is then divided by the total number of students in the class taking the test. For example, in Ms. Manning's class, 10 of the 21 students answered question 2 on the Vocabulary subtest correctly, for a class PC of 48. (See PC on page 14.)
- L This number (PC) is the percent of students in the school (SC) answering the test question correctly. The school PC was arrived at by first counting the students in the school answering a question correctly. This number is then divided by the total number of students in the school taking the test. For example, in Anston Middle School, 44 out of 88 students answered question 2 in Vocabulary correctly, for a school PC of 50. (See PC on page 14.)
- M This number (PC) is the percent of students in the system (SY) answering the test question correctly. The system PC was arrived at by first counting the students in the system answering a question correctly. This number is then divided by the total number of students in the system taking the test. For example, in Jefferson County, 232 of the 414 students taking the test answered question number 2 in Vocabulary correctly, for a system PC of 56. (See PC on page 14.)



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

## Key

- A Name of school, e.g., Anston Middle.
- B Name of system, e.g., Jefferson County.
- C Code for Anston Middle School in Jefferson County, e.g., 320-3171.
- D Number of students tested in Anston Middle School, e.g., 88 students.
- E Grade level for the report, e.g., Grade 8.
- F Page number of report, e.g., page 1.
- G Name of subtest, e.g., Vocabulary.
- H The test question number, e.g., item number 1 in Vocabulary subtest.
- I The skill measured by the test question, e.g., item 1, skill 1A is Human Relationships-Verbs. (The skill classification codes and titles are listed on the reverse side of reports, not on reverse side of this sample.)
- J This number (PC) is percent of students in the school answering the test question correctly. The school PC was arrived at by first counting the students in the school answering a question correctly. This number is then divided by the total number of students in the school taking the test. For example, in Anston Middle School 44 out of 88 students answered question 2 in Vocabulary correctly, for a school PC of 50 (See PC on page 14.)
- K This number (PC) is the percent of students in the system answering the test question correctly. The system PC was arrived at by first counting the students in the system answering a question correctly. This number is then divided by the total number of students in the system taking the test. For example, in Jefferson County, 232 of the 414 students taking the test answered question number 2 in Vocabulary correctly, for a system PC of 56. (See PC on page 14.)

GEORGIA STATEWIDE TESTING PROGRAM  
SYSTFM

RESPONSE SUMMARY

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

CLASS: JEFFERSON COUNTY  
 SCHOOL: [Blank]  
 SYSTEM: [Blank]  
 CODE: 320  
 NUMBER TESTED: 414  
 GRADE 8



## System Response Summary

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

## Key

- A Name of system, e.g., Jefferson County.
- B Code for Jefferson County, e.g., 320
- C Number of students tested in Jefferson County, e.g., 414 students.
- D Grade level for the report, e.g., Grade 8.
- E Page number of report, e.g., page 1.
- F Name of subtest, e.g., Vocabulary.
- G The test question number, e.g., item number 1 in Vocabulary subtest.
- H The skill measured by the test question, e.g., item 1, skill 1A is Human Relationships-Verbs. (The skill classification codes and titles are listed on the reverse side of reports, not on reverse side of this sample.)
- I This number (PC) is the percent of students in the system answering the test question correctly. The system PC was arrived at by first counting the students in the system answering a question correctly. This number is then divided by the total number of students in the system taking the test. For example, in Jefferson County 232 of the 414 students taking the test answered question number 2 in Vocabulary correctly, for a system PC of 56. (See PC on page 14.)



# GEORGIA STATEWIDE TESTING PROGRAM

## SCHOOL SKILL RANKING REPORT

A — SEPTEMBER 1974

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

F —

G —

- 26% USE DIRECTIONS & SCALE TO COMPLETE DIST
- 27% USE GRID SYSTEM TO LOCATE PLACES
- 28% READ SYMBOLS
- 32% RECOGNIZE RELATIVE LOCATIONS
- 33% MAKE INFERENCES FROM GIVEN INFORMATION

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

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

REFERENCES (M-3) 38%

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

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

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

PUNCTUATION (L-3) 39%

- 19% USE OF NEGATIVE CONSTRUCTION
- 19% IDIOM
- 24% SUBJECT-VERB AGREEMENT
- 24% COMPARATIVE/SUPERLATIVE FORM
- 30% CONJUNCTION
- 30% A/AN
- 33% ADJECTIVE-ADVERB CONSTRUCTION
- 32% STANDARD VERB FORM
- 32% PRINCIPAL
- 48% NO ERROR

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

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

MATH CONCEPTS (M-1) 37%

CAPITALIZATION (L-2) 40%

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

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

VOCABULARY (V) 38%

READING (R) 35%

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

## School Skill Ranking Report

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

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

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

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

## Key

- A Date when the test was administered, e.g., September, 1974.
- B Name of the school, e.g., Anston Middle.
- C Name of the system, e.g., Jefferson County.
- D Code for Anston Middle School in Jefferson County, e.g., 320-3171.
- E Grade level for the report, e.g., Grade 8.
- F Title of the subtest, e.g., Map Reading (W-1), Spelling (L-1). Subtests are ranked from lowest to highest on the basis of the average percent of correct responses for Anston Middle School. For example, Map Reading, the first subtest listed has an average percent correct of 32%, while Capitalization, the final subtest listed, has an average percent correct of 40%.
- G This number is the average percent of correct answers (PC) for the subtest. For example, the average percent of correct responses for 8th grade students in Anston Middle School is 32% in Map Reading, 32% in Math Problems, 33% in Math Problems, 35% in Reading, and so on through Capitalization with 40%. In other words, students performed less well on Map Reading and Math Problems, than on Usage, Reading, Spelling, and so on. When the average percent of two subtests is the same, as is the case with Map Reading (32%) and Math Problems (32%), they appear in the same order as in the test booklet.
- H These numbers are the average percent correct (PC) for each of the skills measured in the Map Reading subtest. The order of skills is based on the PC of the skill, with the lowest PC first; next to lowest, second; and so on. For example, Anston Middle School eighth grade students in Map Reading performed less well on the skills, "Use Directions" (27%) and "Use Grid System" (27%) than on "Read Symbols", (28%), "Recognize Relative Locations" (32%) and "Make Inferences" (36%).



GEORGIA STATEWIDE  
TESTING PROGRAM

SYSTEM SKILL RANKING REPORT

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

MATH PROBLEMS (M-2) 32%  
 23% MEASUREMENT  
 25% PROBABILITY AND STATISTICS  
 37% OPERATIONS, PROPERTIES AND NUMBER THEORY

MATH CONCEPTS (M-1) 36%  
 26% APPLICATION  
 31% MEASUREMENT  
 33% GEOMETRY  
 35% SETS, NUMBERS, NUMERATION  
 39% OPERATIONS, PROPERTIES AND NUMBER THEORY, 40% STYLE AND TONE  
 70% PROBABILITY AND STATISTICS

USAGE (L-4) 33%  
 18% SUBJECT-VERB AGREEMENT  
 18% USE OF NEGATIVE CONSTRUCTION  
 21% COMPARATIVE/SUPERLATIVE FORM  
 21% A/VAN  
 21% ADJECTIVE-ADVERB CONFUSION  
 25% DIGITUM/IDIDUM  
 26% REDUNDANCY  
 32% PRONOUN  
 33% STANDARD VERB FORM  
 53% NO ERROR

VOCABULARY (V) 37%  
 35% NOUN  
 35% ADJECTIVE  
 40% VERB  
 49% OTHER

GRAPHS AND TABLES (W-2) 38%  
 29% ORGANIZE INFORMATION FROM GIVEN DATA  
 37% INTERPRET INFORMATION FROM GIVEN DATA  
 44% READ DATA

MAP READING (W-1) 34%  
 29% READ SYMBOLS  
 30% USE GRID SYSTEM TO LOCATE PLACES  
 32% USE DIRECTIONS & SCALE TO COMPUTE DIST  
 34% RECOGNIZE RELATIVE LOCATIONS  
 36% MAKE INFERENCES FROM GIVEN INFORMATION

PUNCTUATION (L-3) 37%  
 24% SEMI-COLON  
 24% EXCLAMATION POINT IN QUOTATION  
 27% COLON  
 27% APOSTROPHE  
 33% QUESTION MARK  
 35% COMMA  
 40% QUOTATION MARK  
 51% USE OF PERIOD WITH ABBREVIATIONS  
 56% NO ERROR

CAPITALIZATION (L-2) 41%  
 18% BOOK TITLE  
 29% BEGINNING OF SENTENCE  
 32% UNNECESSARY CAPITALIZATION IN QUOTATION  
 32% UNNECESSARY CAPIT. OF COMMON NOUN  
 34% OPENING OR CLOSING OF LETTER  
 35% BEGINNING OF QUOTATION  
 45% PROPER NOUNS  
 48% SIGNS  
 48% ADDRESS  
 55% NO ERROR  
 64% PRONOUN "I"

SPELLING (L-1) 36%  
 25% PREFIXES IN ENDINGS  
 27% INCORRECT VOWEL  
 28% SPELLING BY SOUND ALONE  
 31% UNNECESSARY LETTERS  
 32% REVERSING LETTERS  
 37% INCORRECT CONSONANT  
 37% OMISSION OF LETTERS  
 39% COMMON MISPRONUNCIATION  
 50% NO ERROR

REFERENCES (W-3) 37%  
 27% USE OF REFERENCE MATERIALS  
 35% USE OF ENCYCLOPEDIA  
 39% USE OF INDEX  
 40% USE OF DICTIONARY  
 44% ALPHABETIZE

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

Grade 8  
System Skill Ranking Report

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

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

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

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

## Key

- A Date when the test was administered, e.g., September, 1974.
- B Name of the system, e.g., Jefferson County.
- C Code for Jefferson County, e.g., 320.
- D Grade level for the report, e.g., Grade 8.
- E Title of the subtest, e.g., Math Problems (M-2), Math Concepts (M-1). Subtests are ranked from lowest to highest on the basis of the average percent of correct responses for Jefferson County. For example, Math Problems, the first subtest listed, has an average percent correct of 32%, while Capitalization, the final subtest listed, has an average percent correct of 41%.
- F This number is average percent of correct answers (PC) for the subtest. For example, the average percent of correct answers for 8th grade students in Jefferson County is 32% in Math Problems, 33% in Usage, 34% in Map Reading, 36% in Spelling, and so on through the Capitalization with 41%. In other words students performed less well in Math Problems, than in Usage, Map Reading, Spelling and so on. When the average percent of two or more subtests is the same, as is the case with Vocabulary (37%), Punctuation (37%), and References (37%), they appear in the same order as in the test booklet.
- G These numbers are the average percent correct (PC) for each of the skills measured in the Math Problems subtest. The order of skills is based on the PC of the skill, with the lowest PC first; next to lowest, second; and so on. For example, Jefferson County eighth grade students in Math Problems performed less well on the skill, "Measurement" (23%) than on "Probability" (25%) and "Operations, Properties and Number Theory" (37%).

GEORGIA STATEWIDE SCHOOL GRADE EQUIVALENT FREQUENCY DISTRIBUTIONS  
TECHNIC. PROGRAM

A - SEPTEMBER 1974

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

VOCABULARY F READING

SCORE	VOCABULARY			READING			C-PCT	CF	C-PCT	CF	C-PCT	SCORE	F	PCT	C-PCT	CF	C-PCT	SCORE	F	PCT	C-PCT	CF	C-PCT	SCORE	F	PCT	C-PCT	CF	C-PCT	LANGUAGE TOTAL
	F	PCT	C-PCT	F	PCT	C-PCT																								
115	1	1.1	100.0	1	1.1	100.0	88	100.0	88	100.0	100.0	121	1	1.1	100.0	88	100.0	121	1	1.1	100.0	88	100.0	121	1	1.1	100.0	88	100.0	100.0
112	1	1.1	98.9	1	1.1	98.9	87	98.9	87	98.9	98.9	118	1	1.1	98.9	87	98.9	118	1	1.1	98.9	87	98.9	118	1	1.1	98.9	87	98.9	98.9
110	1	1.1	97.7	1	1.1	97.7	86	97.7	86	97.7	97.7	116	1	1.1	97.7	86	97.7	116	1	1.1	97.7	86	97.7	116	1	1.1	97.7	86	97.7	97.7
107	1	1.1	96.6	3	3.4	96.6	85	96.6	85	96.6	96.6	96	3	3.4	96.6	85	96.6	113	1	1.1	96.6	85	96.6	113	1	1.1	96.6	85	96.6	96.6
101	1	1.1	95.5	2	2.3	95.5	84	95.5	82	93.2	93.2	111	1	1.1	93.2	82	93.2	111	1	1.1	93.2	82	93.2	111	1	1.1	93.2	82	93.2	95.5
99	1	1.1	94.3	1	1.1	94.3	83	94.3	80	90.9	90.9	106	1	1.1	90.9	80	90.9	106	1	1.1	90.9	80	90.9	106	1	1.1	90.9	80	90.9	94.3
97	4	4.5	93.2	1	1.1	93.2	82	93.2	79	89.8	89.8	104	1	1.1	89.8	79	89.8	104	1	1.1	89.8	79	89.8	104	1	1.1	89.8	79	89.8	93.2
95	1	1.1	88.6	2	2.3	88.6	81	88.6	89	88.6	88.6	103	2	2.3	88.6	89	88.6	103	2	2.3	88.6	89	88.6	103	2	2.3	88.6	89	88.6	92.0
92	3	3.4	87.5	1	1.1	87.5	80	87.5	88	86.4	86.4	99	1	1.1	86.4	78	86.4	99	1	1.1	86.4	78	86.4	99	1	1.1	86.4	78	86.4	89.8
90	2	2.3	84.1	1	1.1	84.1	77	84.1	87	85.2	85.2	98	1	1.1	85.2	75	85.2	98	1	1.1	85.2	75	85.2	98	1	1.1	85.2	75	85.2	88.6
83	4	4.5	81.8	1	1.1	81.8	74	81.8	86	84.1	84.1	97	2	2.3	84.1	74	84.1	97	2	2.3	84.1	74	84.1	97	2	2.3	84.1	74	84.1	87.5
81	1	1.1	77.3	3	3.4	77.3	72	77.3	84	83.0	83.0	93	3	3.4	83.0	73	83.0	93	3	3.4	83.0	73	83.0	93	3	3.4	83.0	73	83.0	85.2
80	1	1.1	76.1	1	1.1	76.1	70	76.1	81	79.5	79.5	89	1	1.1	79.5	70	79.5	89	1	1.1	79.5	70	79.5	89	1	1.1	79.5	70	79.5	83.0
78	2	2.3	75.0	1	1.1	75.0	66	75.0	80	78.4	78.4	86	2	2.3	78.4	69	78.4	86	2	2.3	78.4	69	78.4	86	2	2.3	78.4	69	78.4	81.8
74	5	5.7	72.7	1	1.1	72.7	64	72.7	79	77.3	77.3	88	1	1.1	77.3	68	77.3	88	1	1.1	77.3	68	77.3	88	1	1.1	77.3	68	77.3	79.5
71	3	3.4	67.0	1	1.1	67.0	59	67.0	77	76.1	76.1	85	2	2.3	76.1	67	76.1	85	2	2.3	76.1	67	76.1	85	2	2.3	76.1	67	76.1	77.3
69	2	2.3	63.6	2	2.3	63.6	56	63.6	76	75.0	75.0	84	2	2.3	75.0	66	75.0	84	2	2.3	75.0	66	75.0	84	2	2.3	75.0	66	75.0	75.0
68	4	4.5	61.4	1	1.1	61.4	54	61.4	75	74.7	74.7	83	1	1.1	74.7	64	74.7	83	1	1.1	74.7	64	74.7	83	1	1.1	74.7	64	74.7	85.2
60	7	8.0	58.8	2	2.3	58.8	50	58.8	74	73.9	73.9	82	2	2.3	73.9	63	73.9	82	2	2.3	73.9	63	73.9	82	2	2.3	73.9	63	73.9	73.9
56	12	13.6	39.8	1	1.1	39.8	43	39.8	71	71.6	71.6	81	1	1.1	71.6	61	71.6	81	1	1.1	71.6	61	71.6	81	1	1.1	71.6	61	71.6	71.6
49	10	11.4	23.1	4	4.5	23.1	35	23.1	70	69.3	69.3	78	4	4.5	69.3	56	69.3	78	4	4.5	69.3	56	69.3	78	4	4.5	69.3	56	69.3	70.5
49	6	6.8	14.8	3	3.4	14.8	13	14.8	67	63.6	63.6	76	3	3.4	63.6	52	63.6	76	3	3.4	63.6	52	63.6	76	3	3.4	63.6	52	63.6	68.2
45	3	3.4	8.0	1	1.1	8.0	7	8.0	65	55.7	55.7	75	1	1.1	55.7	49	55.7	75	1	1.1	55.7	49	55.7	75	1	1.1	55.7	49	55.7	65.9
41	2	2.3	4.5	4	4.5	4.5	4	4.5	64	54.5	54.5	74	3	3.4	54.5	48	54.5	74	3	3.4	54.5	48	54.5	74	3	3.4	54.5	48	54.5	64.8
37	1	1.1	2.3	3	3.4	2.3	2	2.3	62	50.0	50.0	72	3	3.4	50.0	44	50.0	72	3	3.4	50.0	44	50.0	72	3	3.4	50.0	44	50.0	63.6
30	1	1.1	1.1	4	4.5	1.1	1	1.1	60	46.6	46.6	70	4	4.5	46.6	41	46.6	70	4	4.5	46.6	41	46.6	70	4	4.5	46.6	41	46.6	62.5
				4	4.5		4	4.5	58	42.0	42.0	69	4	4.5	42.0	37	42.0	69	4	4.5	42.0	37	42.0	69	4	4.5	42.0	37	42.0	59.1
				3	3.4		3	3.4	55	37.5	37.5	68	3	3.4	37.5	33	37.5	68	3	3.4	37.5	33	37.5	68	3	3.4	37.5	33	37.5	58.0
				5	5.7		5	5.7	53	34.1	34.1	67	5	5.7	34.1	30	34.1	67	5	5.7	34.1	30	34.1	67	5	5.7	34.1	30	34.1	56.8
				5	5.7		5	5.7	51	28.4	28.4	66	5	5.7	28.4	25	28.4	66	5	5.7	28.4	25	28.4	66	5	5.7	28.4	25	28.4	54.5
				1	1.1		1	1.1	49	22.7	22.7	65	1	1.1	22.7	20	22.7	65	1	1.1	22.7	20	22.7	65	1	1.1	22.7	20	22.7	51.1
				6	6.8		6	6.8	48	21.6	21.6	64	6	6.8	21.6	19	21.6	64	6	6.8	21.6	19	21.6	64	6	6.8	21.6	19	21.6	48.9
				5	5.7		5	5.7	46	14.8	14.8	63	5	5.7	14.8	13	14.8	63	5	5.7	14.8	13	14.8	63	5	5.7	14.8	13	14.8	47.7
				4	4.5		4	4.5	44	9.1	9.1	62	4	4.5	9.1	8	9.1	62	4	4.5	9.1	8	9.1	62	4	4.5	9.1	8	9.1	45.5
				4	4.5		4	4.5	44	4.5	4.5	61	4	4.5	4.5	4	4.5	61	4	4.5	4.5	4	4.5	61	4	4.5	4.5	4	4.5	51.1
				1	1.1		1	1.1	36	3.4	3.4	60	2	2.3	3.4	3	3.4	60	2	2.3	3.4	3	3.4	60	2	2.3	3.4	3	3.4	50.0
				1	1.1		1	1.1	32	1.1	1.1	59	1	1.1	1.1	1	1.1	59	1	1.1	1.1	1	1.1	59	1	1.1	1.1	1	1.1	48.9

CASES PROCESSED = 88  
 MINIMUM VALUE = 30  
 MAXIMUM VALUE = 115  
 SUM OF SCORES = 5908  
 SUM SQU. SCORES = 427074  
 MEAN = 67.1364  
 STDEV. (N) = 18.5963

PERCENTILE 90 = 95  
 PERCENTILE 75 = 75  
 PERCENTILE 50 = 60  
 PERCENTILE 25 = 50  
 PERCENTILE 10 = 45

ABOVE TABLE NOT COMPLETE

ABOVE TABLE NOT COMPLETE



Grade 8  
School Grade Equivalent Frequency Distributions

School Grade Equivalent Frequency Distributions are furnished for each school in which students were tested. A frequency table is provided for Vocabulary, Reading, Language total (average for Spelling, Capitalization, Punctuation, Usage) total Work Study (average for Map Reading, Graphs and Tables, References); Mathematics (average for Concepts, Problem Solving); and ITBS Battery (average for Vocabulary, Reading, Language, Work Study, Mathematics). Averages for the areas (Language, Work Study, Mathematics) and the Battery were arrived at by adding a student's grade-equivalents together and dividing by the number of subtests within the area (e.g.,  $(1.1) + (1.2) + (1.3) + (1.4) \div 4$ ).

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

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

## Key

- A Date when the test was administered, e.g., September, 1974.  
 B Name of school, e.g., Anston Middle.  
 C Name of system, e.g., Jefferson County.  
 D Code for Anston Middle School in Jefferson County, e.g., 320-3171.  
 E Grade level for the report, e.g., Grade 8.  
 F Subtest or area, e.g., Vocabulary, Reading.  
 G This number is the Grade Equivalent (GE) achieved by one or more students, e.g., eleventh year, fifth month in Vocabulary.  
 H This number is the frequency (F) or the number of students achieving the GE, e.g., one student in Anston Middle achieved a GE of 11.5 in Vocabulary.  
 I This number is the percent (PCT) of students in the school achieving the given GE, e.g., 1.1 percent of students in Anston Middle School achieved a GE of eleventh year, fifth month in Vocabulary.  
 J This number is the cumulative frequency (CF), or the number of students in the school achieving a GE up to and including the given score, e.g., 88 students in Anston Middle School achieved a GE of up to and including eleventh year, fifth month in Vocabulary.  
 K This number is the Cumulative Percent (C-PCT) or the percent of students in the school achieving a score up to and including the given GE, e.g., 100% of the students in Anston Middle School achieved a GE of up to and including eleventh year, fifth month in Vocabulary.  
 L This number is the number of students tested in the school, e.g., 88 in Anston Middle School.  
 M This number is the lowest GE achieved in the school, e.g., 3.0 in Vocabulary in Anston Middle School.  
 N This number is the highest GE achieved in the school, e.g., eleventh year, fifth month in Vocabulary in Anston Middle School.  
 O This number is the sum of all students' GE's in the school. In Anston Middle School the sum of all students' GE's is 5908 in Vocabulary.  
 P This number is the sum of squared GE's for all students in the school. This was arrived at by first squaring the GE's for each student. Then the squared GE's were summed. In Anston Middle the sum of squared GE's in Vocabulary is 427074.  
 Q This number is the mean GE for the school. It was arrived at by summing all the students' GE's and then dividing by the number of students. The mean GE for Anston Middle in Vocabulary when rounded is 6.7 or sixth year, seventh month.  
 R This number is the standard deviation of GE's for the school. It is arrived at by first dividing the sum of squares by the number of students tested. Then the squared mean is subtracted from the number arrived at in Step 1 above. Finally, the square root of the number arrived at in Step 2 is calculated giving the standard deviation. For example, in the Vocabulary subtest of Anston Middle School, the sum of squared GE's (427074) is divided by the number of students tested (88). Subtracted from this number (4853.11) is the mean (67.1364) of the Vocabulary subtest squared (4507.3) giving 345.8. The standard deviation for the Vocabulary subtest is the square root of 345.8 or 18.5963. This would be read when rounded as a standard deviation of the GE of one year, eight months.  
 S The approximate GE below which the GE's of 90 percent of students in the school fell, e.g., in Anston Middle School 90% of students' GE's fell below an approximate GE of ninth year, fifth month in Vocabulary.  
 T The approximate GE below which GE's of 75 percent of students in the school fell, e.g., in Anston Middle School 75% of students' GE's fell below an approximate GE of seventh year, fifth month in Vocabulary.  
 U The approximate GE below which the GE's of 50 percent of students in the school fell, e.g., in Anston Middle School 50% of the students' GE's fell below an approximate GE of beginning sixth year in Vocabulary.  
 V The approximate GE below which the GE's of 25 percent of students in the school fell. In Anston Middle School 25% of students' GE's fell below an approximate GE of beginning fifth year in Vocabulary.  
 W The approximate GE below which the GE's of 10 percent of students in the school fell. In Anston Middle School 10% of students' GE's fell below an approximate GE of fourth year, fifth month in Vocabulary.

GEORGIA STATEWIDE SCHOOL STANDARD SCORE FREQUENCY DISTRIBUTIONS  
TESTING PROGRAM

A SEPTEMBER 1974

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

LANGUAGE TOTAL

READING

VOCABULARY

SCORE	F	H	PCT	I	J	K	C-PCT	SCORE	F	PCT	CF	C-PCT	SCORE	F	PCT	CF	C-PCT	SCORE	F	PCT	CF	C-PCT
133	1	1.1	88	100.0	88	100.0	100.0	126	1	1.1	88	100.0	142	1	1.1	88	100.0	142	1	1.1	88	100.0
128	1	1.1	87	98.9	87	98.9	98.9	118	1	1.1	87	98.9	138	1	1.1	87	98.9	138	1	1.1	87	98.9
125	1	1.1	86	97.7	86	97.7	97.7	117	1	1.1	86	97.7	134	1	1.1	86	97.7	134	1	1.1	86	97.7
124	1	1.1	85	96.6	85	96.6	96.6	115	3	3.4	85	96.6	129	1	1.1	85	96.6	129	1	1.1	85	96.6
117	1	1.1	84	95.5	84	95.5	95.5	111	2	2.3	82	93.2	126	1	1.1	84	95.5	126	1	1.1	84	95.5
116	1	1.1	83	94.3	83	94.3	94.3	109	1	1.1	80	90.9	120	1	1.1	83	94.3	120	1	1.1	83	94.3
114	4	4.5	82	93.2	82	93.2	93.2	108	1	1.1	79	89.8	118	1	1.1	82	93.2	118	1	1.1	82	93.2
113	1	1.1	78	88.6	78	88.6	88.6	107	2	2.3	78	88.6	117	2	2.3	81	92.0	117	2	2.3	81	92.0
110	3	3.4	77	87.5	77	87.5	87.5	106	1	1.1	76	86.4	113	2	2.3	79	89.8	113	2	2.3	79	89.8
109	2	2.3	74	84.1	74	84.1	84.1	105	2	2.3	75	85.2	112	2	2.3	77	87.5	112	2	2.3	77	87.5
103	4	4.5	72	81.8	72	81.8	81.8	103	3	3.4	73	83.0	109	2	2.3	75	85.2	109	2	2.3	75	85.2
101	2	2.3	68	77.3	68	77.3	77.3	102	1	1.1	70	79.5	105	3	3.4	73	83.0	105	3	3.4	73	83.0
99	2	2.3	66	75.0	66	75.0	75.0	101	1	1.1	69	78.4	103	4	4.5	70	79.5	103	4	4.5	70	79.5
96	5	5.7	64	72.7	64	72.7	72.7	99	1	1.1	67	77.3	102	1	1.1	66	75.0	102	1	1.1	66	75.0
95	3	3.4	59	67.0	59	67.0	67.0	98	3	3.4	64	72.7	100	2	2.3	64	72.7	100	2	2.3	64	72.7
93	2	2.3	56	63.6	56	63.6	63.6	97	1	1.1	64	72.7	100	2	2.3	64	72.7	100	2	2.3	64	72.7
91	4	4.5	54	61.4	54	61.4	61.4	96	2	2.3	63	71.6	98	2	2.3	62	70.5	98	2	2.3	62	70.5
89	7	8.0	50	56.8	50	56.8	56.8	94	5	5.7	61	69.3	97	2	2.3	60	68.2	97	2	2.3	60	68.2
86	8	9.1	43	48.9	43	48.9	48.9	93	4	4.5	58	65.9	96	1	1.1	58	65.9	96	1	1.1	58	65.9
84	12	13.0	35	39.8	35	39.8	39.8	92	3	3.4	52	59.1	95	1	1.1	57	64.8	95	1	1.1	57	64.8
78	10	11.4	23	26.1	23	26.1	26.1	90	1	1.1	49	55.7	94	1	1.1	56	63.6	94	1	1.1	56	63.6
75	6	6.8	13	14.8	13	14.8	14.8	89	4	4.5	48	54.5	93	4	4.5	55	62.5	93	4	4.5	55	62.5
71	3	3.4	7	8.0	7	8.0	8.0	87	3	3.4	44	50.0	92	1	1.1	51	58.0	92	1	1.1	51	58.0
67	2	2.3	4	4.5	4	4.5	4.5	85	4	4.5	41	46.6	91	5	5.7	50	56.8	91	5	5.7	50	56.8
59	1	1.1	1	1.1	1	1.1	1.1	84	4	4.5	37	42.0	90	1	1.1	45	51.1	90	1	1.1	45	51.1
								82	3	3.4	33	37.5	89	1	1.1	44	50.0	89	1	1.1	44	50.0
								80	5	5.7	30	34.1	88	5	5.7	43	48.9	88	5	5.7	43	48.9
								78	5	5.7	25	28.4	87	5	5.7	38	43.2	87	5	5.7	38	43.2
								77	1	1.1	20	22.7	86	2	2.3	33	37.5	86	2	2.3	33	37.5
								76	6	6.8	19	21.6	85	1	1.1	31	35.2	85	1	1.1	31	35.2
								74	5	5.7	13	14.8	84	1	1.1	30	34.1	84	1	1.1	30	34.1
								72	4	4.5	8	9.1	83	2	2.3	29	33.0	83	2	2.3	29	33.0
								69	1	1.1	4	4.5	82	5	5.7	27	30.7	82	5	5.7	27	30.7
								64	2	2.3	3	3.4	81	6	6.8	22	25.0	81	6	6.8	22	25.0
								59	1	1.1	1	1.1	79	1	1.1	16	18.2	79	1	1.1	16	18.2
													78	4	4.5	15	17.0	78	4	4.5	15	17.0
													77	1	1.1	11	12.5	77	1	1.1	11	12.5
													76	1	1.1	10	11.4	76	1	1.1	10	11.4
													74	2	2.3	9	10.2	74	2	2.3	9	10.2
													73	4	4.5	7	8.0	73	4	4.5	7	8.0
													71	2	2.3	3	3.4	71	2	2.3	3	3.4
													65	1	1.1	1	1.1	65	1	1.1	1	1.1

CASES PROCESSED = 88  
 MINIMUM VALUE = 59  
 MAXIMUM VALUE = 130  
 SUM OF SCORES = 8074  
 SUM SQU. SCORES = 758590  
 MEAN = 91.7500  
 STND. DEV. (N) = 14.2225

PERCENTILE 90 = 113  
 PERCENTILE 75 = 97  
 PERCENTILE 50 = 86  
 PERCENTILE 25 = 79  
 PERCENTILE 10 = 75

ABOVE TABLE NOT COMPLETE

ABOVE TABLE NOT COMPLETE

Grade 8  
School Standard Score Frequency Distributions

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

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

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

Key.

- A Date when the test was administered, e.g., September, 1974.
- B Name of school, e.g., Anston Middle.
- C Name of system, e.g., Jefferson County.
- D Code for Anston Middle School in Jefferson County, e.g., 320-3171.
- E Grade level for the report, e.g., Grade 8.
- F Subtest or area, e.g., Vocabulary, Reading.
- G This number is the Standard Score (SS) achieved by one or more students, e.g., 130 in Vocabulary.
- H This number is the frequency (F) or the number of students achieving the SS, e.g., one student in Anston Middle achieved a SS of 130 in Vocabulary.
- I This number is the percent (PCT) of students in the school achieving the given SS, e.g., 11 percent of students in Anston Middle School achieved a SS of 130 in Vocabulary.
- J This number is the cumulative frequency (CF), or the number of students in the school achieving a SS up to and including the given score, e.g., 88 students in Anston Middle School achieved a SS of up to and including 130 in Vocabulary.
- K This number is the cumulative percent (C-PCT), or the percent of students in the school achieving a score up to and including the given SS, e.g., 100% of the students in Anston Middle School achieved a SS of up to and including 130 in Vocabulary.
- L This number is the number of students tested in the school, e.g., 88 in Anston Middle School.
- M This number is the lowest SS achieved in the school, e.g., 59 in Vocabulary in Anston Middle School.
- N This number is the highest SS achieved in the school, e.g., 130 in Vocabulary in Anston Middle School.
- O This number is the sum of all students' SS's in the school. In Anston Middle School the sum of all students' SS's is 8074 in Vocabulary.
- P This number is the sum of squared SS's for all students in the school. This was arrived at by first squaring the SS for each student. Then the squared SS's for all students were summed. In Anston Middle the sum of squared SS's in Vocabulary is 758590.
- Q This number is the mean SS for the school. It was arrived at by summing all the students' SS's and then dividing by the number of students. The mean SS for Anston Middle in Vocabulary when rounded is 92.
- R This number is the standard deviation of SS's for the school. It is arrived at by first dividing the sum of squares by the number of students tested. Then the squared mean is subtracted from the number arrived at in Step 1 above. Finally the square root of the number arrived at in Step 2 is calculated giving the standard deviation. For example, in the Vocabulary subtest of Anston Middle School, the sum of squared SS's (758590) is divided by the number of students tested (88). Subtracted from this number (8620.34) is the mean (91.75) of the Vocabulary subtest squared (8418.06) giving 202.28. The standard deviation for the Vocabulary subtest is the square root of 202.28 or 14.2225.
- S The approximate SS below which the SS's of 90 percent of students in the school fell, e.g., in Anston Middle School 90% of students' SS's fell below an approximate SS of 113 in Vocabulary.
- T The approximate SS below which SS's of 75 percent of students in the school fell, e.g., in Anston Middle School 75% of students' SS's fell below an approximate SS of 97 in Vocabulary.
- U The approximate SS below which the SS's of 50 percent of students in the school fell, e.g., in Anston Middle School 50% of students' SS's fell below an approximate SS of 86 in Vocabulary.
- V The approximate SS below which the SS's of 25 percent of students in the school fell. In Anston Middle School 25% of students' SS's fell below an approximate SS of 79 in Vocabulary.
- W The approximate SS's below which the SS's of 10 percent of students in the school fell. In Anston Middle School 10% of students' SS's fell below an approximate SS of 75 in Vocabulary.

GEORGIA STATEWIDE SYSTEM GRADE EQUIVALENT FREQUENCY DISTRIBUTIONS  
READING PROGRAM

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

LANGUAGE TOTAL

READING

VOCABULARY

SCORE	F	G	H	I	J	C-PCT	CF	F	PCT	SCORE	F	PCT	CF	C-PCT	SCORE	F	PCT	CF	C-PCT
119	1	0.2	414	100.0	100.0	414	2	0.5	100.0	110	2	0.5	414	100.0	121	1	0.2	414	100.0
118	1	0.2	413	99.8	99.5	413	3	0.7	99.5	108	3	0.7	412	99.5	118	2	0.5	413	99.8
112	4	1.0	412	99.5	98.8	409	1	0.2	98.8	107	1	0.2	409	98.8	117	1	0.2	411	99.3
111	3	0.7	408	98.6	98.6	408	2	0.5	98.6	106	2	0.5	408	98.6	116	1	0.2	410	99.0
107	1	0.2	405	97.8	97.8	405	1	0.2	98.1	103	1	0.2	406	98.1	115	1	0.2	409	98.8
105	2	0.5	404	97.6	97.6	404	2	0.5	97.8	102	2	0.5	405	97.8	113	2	0.5	408	98.6
101	6	1.4	402	97.1	97.1	402	2	0.5	97.3	101	2	0.5	403	97.3	112	2	0.5	406	98.1
99	2	0.5	396	95.7	95.7	396	2	0.5	96.9	100	2	0.5	401	96.9	111	1	0.2	404	97.6
97	8	1.9	394	95.2	95.2	394	5	1.2	96.4	99	5	1.2	399	96.4	110	1	0.2	403	97.3
95	3	0.7	386	93.2	93.2	386	5	1.2	95.2	98	5	1.2	394	95.2	109	2	0.5	402	97.1
93	3	0.7	383	92.5	92.5	383	2	0.5	94.0	97	2	0.5	389	94.0	108	1	0.2	400	96.6
92	4	1.0	380	91.8	91.8	380	6	1.4	93.5	96	6	1.4	387	93.5	107	3	0.7	399	96.4
90	8	1.9	376	90.8	90.8	376	4	1.0	92.0	95	4	1.0	381	92.0	106	1	0.2	396	95.7
87	6	1.4	368	88.9	88.9	368	6	1.4	91.1	94	6	1.4	377	91.1	105	1	0.2	395	95.4
87	10	2.4	362	87.4	87.4	362	5	1.2	89.1	93	5	1.2	369	89.1	104	3	0.7	394	95.2
86	7	1.7	352	85.0	85.0	352	8	1.9	87.9	92	8	1.9	364	87.9	103	8	1.9	391	94.4
85	10	2.4	345	83.3	83.3	345	6	1.4	86.0	91	6	1.4	356	86.0	102	4	1.0	383	92.5
83	10	2.4	335	80.9	80.9	335	3	0.7	84.5	90	3	0.7	350	84.5	101	2	0.5	379	91.5
81	13	3.1	325	78.5	78.5	325	4	1.0	83.8	89	4	1.0	347	83.8	100	4	1.0	377	91.1
80	17	4.1	312	75.4	75.4	312	8	1.9	82.9	88	8	1.9	343	82.9	99	7	1.7	373	90.1
78	13	3.1	295	71.3	71.3	295	3	0.7	80.9	87	3	0.7	335	80.9	98	4	1.0	366	88.4
76	11	2.7	282	68.1	68.1	282	5	1.2	80.2	86	5	1.2	332	80.2	97	2	0.5	362	87.4
74	15	3.0	271	65.5	65.5	271	6	1.4	79.0	85	6	1.4	327	79.0	96	1	0.2	360	87.0
71	15	3.0	256	61.8	61.8	256	6	1.4	77.5	84	6	1.4	321	77.5	95	3	0.7	359	86.7
69	19	4.0	241	58.2	58.2	241	5	1.2	75.6	82	5	1.2	313	75.6	94	3	0.7	356	86.0
66	21	5.1	222	53.0	53.0	222	3	0.7	74.9	81	3	0.7	310	74.9	93	5	1.2	353	85.3
63	27	6.5	201	48.0	48.0	201	8	1.9	73.7	80	8	1.9	305	73.7	92	3	0.7	348	84.1
60	26	6.3	174	42.0	42.0	174	6	1.4	71.7	79	6	1.4	297	71.7	91	4	1.0	345	83.3
52	32	7.7	148	35.7	35.7	148	9	2.2	70.3	77	9	2.2	291	70.3	90	3	0.7	341	82.4
52	30	8.7	116	28.0	28.0	116	7	1.7	68.1	76	7	1.7	282	68.1	89	7	1.7	338	81.6
45	23	4.3	80	19.3	19.3	80	11	2.7	66.4	75	11	2.7	275	66.4	88	9	2.2	331	80.0
42	14	3.4	60	14.5	14.5	60	7	1.7	63.8	74	7	1.7	264	63.8	87	4	1.0	322	77.8
41	21	5.1	46	11.1	11.1	46	10	2.4	62.1	72	10	2.4	257	62.1	86	5	1.2	318	76.8
37	8	1.9	25	6.0	6.0	25	13	3.1	59.7	71	13	3.1	247	59.7	85	6	1.4	313	75.6
35	5	1.2	17	4.1	4.1	17	13	3.1	56.5	70	13	3.1	234	56.5	84	3	0.7	307	74.2
30	5	1.2	12	2.9	2.9	12	14	3.4	53.4	68	14	3.4	221	53.4	83	2	0.5	304	73.4
28	6	1.4	7	1.7	1.7	7	12	2.9	50.0	67	12	2.9	207	50.0	82	4	1.0	302	72.9
24	1	0.2	1	0.2	0.2	1	13	3.1	47.1	65	13	3.1	195	47.1	81	5	1.2	298	72.0
							16	3.9	44.0	64	16	3.9	182	44.0	80	6	1.4	293	70.8
							12	2.9	40.1	62	12	2.9	166	40.1	79	8	1.9	287	69.3
							14	3.4	37.2	60	14	3.4	154	37.2	78	6	1.4	279	67.4
							14	3.4	33.8	58	14	3.4	140	33.8	78	6	1.4	273	65.9
							22	5.3	30.4	55	22	5.3	126	30.4	76	5	1.2	267	64.5
							18	4.3	25.1	53	18	4.3	104	25.1	75	7	1.7	262	63.3
							18	4.3	20.5	51	18	4.3	86	20.5	74	9	2.2	255	61.6
							9	2.2	16.4	49	9	2.2	68	16.4	73	5	1.2	246	59.4

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

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

ABOVE TABLE NOT COMPLETE

ABOVE TABLE NOT COMPLETE



## System Grade Equivalent Frequency Distributions

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

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

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

## Key

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

GEORGIA STATEWIDE SYSTEM STANDARD SCORE FREQUENCY DISTRIBUTIONS  
TESTING PROGRAM

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

VOCABULARY READING

SCORE	F	G	PCT	H	CF	I	C-PCT	J	SCORE	F	PCT	CF	C-PCT	SCORE	F	PCT	CF	C-PCT	SCORE	F	PCT	CF	C-PCT	
133	1	0.2	414	100.0	120	2	0.5	414	100.0	2	0.5	414	100.0	120	2	0.5	414	100.0	142	1	0.2	414	100.0	
130	1	0.2	413	99.8	125	3	0.7	412	99.5	3	0.7	412	99.5	136	3	0.7	412	99.5	136	2	0.5	411	99.3	
128	1	0.0	412	99.5	124	1	0.2	408	98.6	1	0.2	408	98.6	134	1	0.2	410	99.0	134	1	0.2	410	99.0	
125	3	0.7	408	98.6	122	2	0.5	406	98.1	2	0.5	406	98.1	131	1	0.2	409	98.8	131	1	0.2	409	98.8	
124	1	0.2	405	97.8	120	3	0.7	404	97.6	3	0.7	404	97.6	129	2	0.5	408	98.6	129	2	0.5	408	98.6	
121	2	0.5	404	97.1	118	2	0.5	401	96.9	2	0.5	401	96.9	127	2	0.5	406	98.1	127	2	0.5	406	98.1	
116	2	0.5	396	95.7	116	5	1.2	399	96.4	5	1.2	399	96.4	126	1	0.2	404	97.6	126	1	0.2	404	97.6	
114	6	1.9	394	95.2	115	5	1.2	394	95.2	5	1.2	394	95.2	125	2	0.5	403	97.3	125	2	0.5	403	97.3	
113	3	0.7	386	93.2	114	2	0.5	389	94.0	2	0.5	389	94.0	123	2	0.5	402	97.1	123	2	0.5	402	97.1	
111	3	0.7	383	92.5	113	6	1.4	387	93.5	6	1.4	387	93.5	122	2	0.5	400	96.6	122	2	0.5	400	96.6	
110	4	1.0	380	91.8	112	4	1.0	381	92.0	4	1.0	381	92.0	121	3	0.7	399	96.4	121	3	0.7	399	96.4	
109	8	1.9	376	90.8	111	4	1.0	377	91.1	4	1.0	377	91.1	120	1	0.2	396	95.7	120	1	0.2	396	95.7	
108	6	1.4	366	88.9	110	5	1.2	369	89.1	5	1.2	369	89.1	119	1	0.2	395	95.4	119	1	0.2	395	95.4	
106	10	2.4	362	87.4	109	14	3.4	364	87.9	14	3.4	364	87.9	118	3	0.7	394	95.2	118	3	0.7	394	95.2	
105	7	1.7	352	85.0	108	3	0.7	350	84.5	3	0.7	350	84.5	117	8	1.9	391	94.4	117	8	1.9	391	94.4	
104	10	2.4	345	83.3	107	4	1.0	347	83.8	4	1.0	347	83.8	116	8	1.9	391	94.4	116	8	1.9	391	94.4	
103	10	2.4	335	80.9	106	4	1.0	343	82.9	4	1.0	343	82.9	115	2	0.5	379	91.5	115	2	0.5	379	91.5	
101	10	2.4	325	78.5	105	8	1.9	335	80.9	8	1.9	335	80.9	114	2	0.5	377	91.1	114	2	0.5	377	91.1	
99	13	3.1	295	71.3	104	6	1.4	327	79.0	6	1.4	327	79.0	113	11	2.7	373	90.1	113	11	2.7	373	90.1	
97	11	2.7	282	68.1	103	8	1.9	321	77.5	8	1.9	321	77.5	112	2	0.5	362	87.4	112	2	0.5	362	87.4	
96	15	3.6	271	65.5	102	8	1.9	313	75.6	8	1.9	313	75.6	111	1	0.2	360	87.0	111	1	0.2	360	87.0	
95	15	3.6	256	61.8	101	8	1.9	305	73.7	8	1.9	305	73.7	110	3	0.7	359	86.7	110	3	0.7	359	86.7	
94	19	4.6	241	58.2	99	6	1.4	297	71.7	6	1.4	297	71.7	109	3	0.7	356	86.0	109	3	0.7	356	86.0	
91	21	5.1	222	53.6	98	16	3.9	291	70.3	16	3.9	291	70.3	108	3	0.7	348	84.1	108	3	0.7	348	84.1	
89	27	6.5	201	48.6	97	11	2.7	275	66.4	11	2.7	275	66.4	107	4	1.0	345	83.3	107	4	1.0	345	83.3	
88	26	6.3	174	42.0	96	7	1.7	264	63.8	7	1.7	264	63.8	106	3	0.7	341	82.4	106	3	0.7	341	82.4	
84	32	7.7	148	35.7	95	10	2.4	257	62.1	10	2.4	257	62.1	105	16	3.9	338	81.6	105	16	3.9	338	81.6	
81	36	8.7	116	28.0	94	13	3.1	247	59.7	13	3.1	247	59.7	104	4	1.0	322	77.8	104	4	1.0	322	77.8	
78	43	10.4	80	19.3	93	13	3.1	234	56.5	13	3.1	234	56.5	103	11	2.7	318	76.8	103	11	2.7	318	76.8	
75	14	3.4	60	14.5	92	14	3.4	221	53.4	14	3.4	221	53.4	102	3	0.7	307	74.2	102	3	0.7	307	74.2	
71	21	5.1	46	11.1	90	12	2.9	207	50.0	12	2.9	207	50.0	101	2	0.5	304	73.4	101	2	0.5	304	73.4	
67	8	1.9	25	6.0	89	29	7.0	195	47.1	29	7.0	195	47.1	100	9	2.2	302	72.9	100	9	2.2	302	72.9	
62	5	1.2	17	4.1	87	12	2.9	166	40.1	12	2.9	166	40.1	99	14	3.4	293	70.8	99	14	3.4	293	70.8	
59	5	1.2	12	2.9	85	14	3.4	154	37.2	14	3.4	154	37.2	98	6	1.4	279	67.4	98	6	1.4	279	67.4	
57	6	1.4	7	1.7	84	14	3.4	140	33.8	14	3.4	140	33.8	97	11	2.7	273	65.9	97	11	2.7	273	65.9	
51	1	0.2	1	0.2	82	22	5.3	126	30.4	22	5.3	126	30.4	96	7	1.7	262	63.3	96	7	1.7	262	63.3	
					80	18	4.3	104	25.1	18	4.3	104	25.1	95	9	2.2	255	61.6	95	9	2.2	255	61.6	
					78	18	4.3	86	20.8	18	4.3	86	20.8	94	10	2.4	246	59.4	94	10	2.4	246	59.4	
					77	9	2.2	68	16.4	9	2.2	68	16.4	93	18	4.3	236	57.0	93	18	4.3	236	57.0	
					76	14	3.4	59	14.3	14	3.4	59	14.3	92	5	1.2	218	52.7	92	5	1.2	218	52.7	
					74	12	2.9	45	10.9	12	2.9	45	10.9	91	14	3.4	213	51.4	91	14	3.4	213	51.4	
					72	8	1.9	33	8.0	8	1.9	33	8.0	90	9	2.2	199	48.1	90	9	2.2	199	48.1	
					71	3	0.7	25	6.0	3	0.7	25	6.0	89	8	1.9	191	46.1	89	8	1.9	191	46.1	
					69	3	0.7	22	5.3	3	0.7	22	5.3	88	15	3.6	182	44.0	88	15	3.6	182	44.0	
					67	3	0.7	16	3.9	3	0.7	16	3.9	87	14	3.4	167	40.3	87	14	3.4	167	40.3	
					65	1	0.2	13	3.1	1	0.2	13	3.1											
					64	6	1.4	12	2.9	6	1.4	12	2.9											
					62	3	0.7	6	1.4	3	0.7	6	1.4											
					59	3	0.7	3	0.7	3	0.7	3	0.7											

CASES PROCESSED = 414 --- K  
MINIMUM VALUE = 51 --- L  
MAXIMUM VALUE = 133 --- M  
SUM OF SCORES = 37664 --- N  
SUM SQD. SCORES = 3515022 --- O  
MEAN = 90.9758 --- P  
STND. DEV. (N) = 14.6215 --- Q

PERCENTILE 90 = 109 --- R  
PERCENTILE 75 = 100 --- S  
PERCENTILE 50 = 89 --- T  
PERCENTILE 25 = 79 --- U  
PERCENTILE 10 = 68 --- V

ABOVE TABLE NOT COMPLETE

ABOVE TABLE NOT COMPLETE



## System Standard Score Frequency Distributions

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

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

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

## Key

- A Date when the test was administered, e.g., September, 1974.  
 B Name of system, e.g., Jefferson County.  
 C Code for Jefferson County, e.g., 320.  
 D Grade level for the report, e.g., Grade 8.  
 E Subtest or area, e.g., Vocabulary, Reading.  
 F This number is the Standard Score (SS) achieved by one or more students, e.g., 133 in Vocabulary.  
 G This number is the frequency (F) or the number of students achieving the SS, e.g., one student in Jefferson County achieved a SS of 133 in Vocabulary.  
 H This number is the percent (PCT) of students in the system achieving the given SS, e.g., 0.2 percent of students in Jefferson County achieved a SS of 133 in Vocabulary.  
 I This number is the cumulative frequency (CF), or the number of students in the system achieving a SS up to and including the given score, e.g., 414 students in Jefferson County achieved a SS of up to and including 133 in Vocabulary.  
 J This number is the cumulative percent (C-PCT), or the percent of students in the system achieving a score up to and including the given SS, e.g., 100% of the students in Jefferson County achieved a SS of up to and including 133 in Vocabulary.  
 K This number is the lowest SS achieved in the system, e.g., 51 in Vocabulary in Jefferson County.  
 L This number is the highest SS achieved in the system, e.g., 133 in Vocabulary in Jefferson County.  
 M This number is the sum of all students' SS's in the system.  
 N This number is the sum of squared SS's for all students in the system. In Jefferson County the sum of all students' SS's is 37664 in Vocabulary. Then the squared SS's for all students were summed. In Jefferson County the sum of squared SS's in Vocabulary is 3515022.  
 O This number is the mean SS for the system. It was arrived at by summing all the students' SS's and then dividing by the number of students. The mean SS for Jefferson County in Vocabulary when rounded is 91.  
 P This number is the standard deviation of SS's for the system. It is arrived at by first dividing the sum of squares by the number of students tested. Then the squared mean is subtracted from the number arrived at in Step 1 above. Finally the square root of the number arrived at in Step 2 is calculated giving the standard deviation. For example] in the Vocabulary subtest of Jefferson County, the sum of squared SS's (3515022) is divided by the number of students tested (414). Subtracted from this number (8490.39) is the mean (90.9758) of the Vocabulary subtest squared (8276.60) giving 213.79. The standard deviation for the Vocabulary subtest is the square root of 213.79 or 14.6215.  
 R The approximate SS below which the SS's of 90 percent of students in the system fell, e.g., in Jefferson County 90% of students' SS's fell below an approximate SS of 109 in Vocabulary.  
 S The approximate SS below which SS's of 75 percent of students in the system fell, e.g., in Jefferson County 75% of students' SS's fell below an approximate SS of 100 in Vocabulary.  
 T The approximate SS below which the SS's of 50 percent of students in the system fell, e.g., in Jefferson County 50% of students' SS's fell below an approximate SS of 89 in Vocabulary.  
 U The approximate SS below which the SS's of 25 percent of students in the system fell. In Jefferson County 25% of students' SS's fell below an approximate SS of 79 in Vocabulary.  
 V The approximate SS's below which the SS's of 10 percent of students in the system fell. In Jefferson County 10% of students' SS's fell below an approximate SS of 68 in Vocabulary.

SAMPLE REPORTS FOR GRADE 11

Grade 11

Student Cumulative Record Label

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

ADAMS

STUDENT NAME: GREG

STUDENT ID: C

GRADE 11 TESTS OF ACADEMIC PROGRESS - FORM 6

AGE	1702	COMPI	44	READ	41	MATH	38
TEST DATE	SEP 74	LPR	28	SSA	19	LPR	11
		LPR	35	SSA	41	LPR	22
		LPR	50	SSA	19	LPR	24

Labels A through J point to various fields in the form.

Key

- A Name of student, e.g., Greg Adams.
- B Name and form of the test, e.g., Tests of Academic Progress, Form 6
- C This is an optional number, filled in only if it was coded on Greg's answer sheet.
- D Grade level of student, e.g., Grade 11.
- E Age of student at time of testing, e.g., Greg was 17 years 2 months old.
- F Date on which test was administered, e.g., September, 1974.
- G The National Percentile Rank (NPR) represents Greg's standing in relation to the students in the national sample on which the test was normed. In Composition, Greg scored as well as or better than 28 percent of the students in the national sample. (See NPR page 13.)
- H The State Percentile Rank (SPR) represents Greg's standing in relation to Georgia 11th Graders who took the test in 1973. In Composition, Greg scored as well as or better than 47 percent of Georgia 11th Graders tested in 1973. (See SPR page 13.)
- I The Local Percentile Rank (LPR) represents Greg's standing in relation to other students in his system this year, 1974. In Composition, Greg scored as well as or better than 50 percent of the eleventh graders in Jefferson County. (See LPR page 13.)
- J The Standard Score (SS) which represents a statistical conversion of the raw score (number of correct answers) to a scale common to all subtests. This permits comparisons among subtests. An examination of Greg's scores shows that he did better in Composition than in Reading and Math. (See SS page 12)



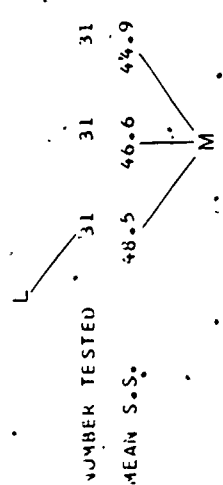
# GEORGIA STATEWIDE TESTING PROGRAM

A PUPIL SCORE REPORT B SEPTEMBER 1974

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

GRADE 11 CLASS MARY BOMMAN

NAME	CUMP READ MATH			CUMP READ MATH			CUMP READ MATH		
	S.S.	L PR	N PR	S.S.	L PR	N PR	S.S.	L PR	N PR
GREG	44	41	38	51	50	45	51	50	45
H	44	41	38	51	50	45	51	50	45
I	50	41	24	72	72	51	72	72	51
J	47	35	22	70	65	48	70	65	48
K	26	19	11	54	50	30	54	50	30
DANIELS	43	39	35	54	58	60	54	58	60
MARY	43	32	18	80	91	95	80	91	95
L	43	32	18	80	91	95	80	91	95
S	41	27	16	80	87	92	80	87	92
N	25	14	7	65	79	84	65	79	84
SUSAN	51	50	45	54	58	60	54	58	60
L	72	72	51	80	91	95	80	91	95
S	70	65	48	80	87	92	80	87	92
N	54	50	30	65	79	84	65	79	84
COHEN	51	50	45	54	58	60	54	58	60
S.S.	51	50	45	54	58	60	54	58	60
L	72	72	51	80	91	95	80	91	95
S	70	65	48	80	87	92	80	87	92
N	54	50	30	65	79	84	65	79	84
FULLER	51	50	45	54	58	60	54	58	60
S.S.	51	50	45	54	58	60	54	58	60
L	72	72	51	80	91	95	80	91	95
S	70	65	48	80	87	92	80	87	92
N	54	50	30	65	79	84	65	79	84
ANNA	44	36	33	44	36	33	44	36	33
S.S.	44	36	33	44	36	33	44	36	33
L	46	20	11	46	20	11	46	20	11
S	44	18	10	44	18	10	44	18	10
N	28	9	4	28	9	4	28	9	4
JOHN	41	39	46	41	39	46	41	39	46
S.S.	41	39	46	41	39	46	41	39	46
L	36	32	58	36	32	58	36	32	58
S	33	27	53	33	27	53	33	27	53
N	20	14	35	20	14	35	20	14	35



## Grade 11

## Pupil Score Report

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

## Key

- A The teacher's name as it appeared on the classroom cover sheet accompanying student answer sheets, e.g., Mary Bowman.
- B Date test was administered, e.g., September, 1974.
- C Name of the school, e.g., Barber High.
- D Name of the system, e.g., Jefferson County.
- E Code for Barber High School in Jefferson County, e.g., 320-2171.
- F Subtests in the TAP, e.g., Composition, Reading, Mathematics.
- G Name of student, e.g., Greg Adams, Mary Daniels, etc.
- H Standard Score (SS) represents a statistical conversion of the raw score to a scale common to all subtests. This permits comparison among subtests. Greg's SS of 44 in Composition when compared with his SS of 41 in Reading indicates he did better in Composition than in Reading. (See SS on page 12.)
- I Local Percentile Rank (LPR) represents Greg's standing in relation to other 11th grade students in the system (in this instance, Jefferson County), who took the test in September, 1974. In Composition, Greg scored as well as or better than 50 percent of 11th graders in Jefferson County. (See LPR on page 13.)
- J State Percentile Rank (SPR) which represents Greg's standing in relation to Georgia 11th graders who took the test in 1973. In Composition, Greg scored as well or better than 47 percent of the students in the state. (See SPR on page 13.)
- K National Percentile Rank (NPR) which represents Greg's standing in relation to the national sample on which the test was normed. In Composition, Greg scored as well or better than 28 percent of the students in the national sample. (See NPR on page 13.)
- L The number of students tested in the class represented on the roster, e.g., 31 students in Mary Bowman's class.
- M The mean Standard Score (SS) for Mary Bowman's class. The mean was determined by adding the SS of each student in a subtest together and dividing the sum for all students by the number of students in the class. In Ms. Bowman's class the Composition SS of Greg (44) was added to that of Susan (51), Anna (44) and so on through all 31 students. The sum for all 31 students was then divided by 31 for a class mean SS in Composition of 48.5. The class mean SS may be used to compare Greg's or any other student's SS to the average of the class. For example, Greg's SS of 44 in Composition as compared to the class mean SS of 48.5 shows he was lower than the class average. The mean SS for the class in one subtest may also be used to compare this subtest with others. For example, the class mean SS in Composition of 48.5 indicates that the average class performance was higher than in Reading (46.6) and Mathematics (44.9).

GRADE 11

CLASS

CLASS

SCHOOL

SYSTEM

CODE

NUMBER TESTED

320-2171

31

MATHEMATICS

READING

COMPOSITION

SKILL

% CORRECT

ITEM

% CORRECT

ITEM

ITEM	COMPOSITION			READING			MATHEMATICS		
	CL	SC	SY	CL	SC	SY	CL	SC	SY
1	61	62	41	39	35	28	13	15	16
2	29	34	38	65	62	59	32	34	39
3	61	62	41	39	35	28	13	15	16
4	29	34	38	65	62	59	32	34	39
5	61	62	41	39	35	28	13	15	16
6	29	34	38	65	62	59	32	34	39
7	61	62	41	39	35	28	13	15	16
8	29	34	38	65	62	59	32	34	39
9	61	62	41	39	35	28	13	15	16
10	29	34	38	65	62	59	32	34	39
11	61	62	41	39	35	28	13	15	16
12	29	34	38	65	62	59	32	34	39
13	61	62	41	39	35	28	13	15	16
14	29	34	38	65	62	59	32	34	39
15	61	62	41	39	35	28	13	15	16
16	29	34	38	65	62	59	32	34	39
17	61	62	41	39	35	28	13	15	16
18	29	34	38	65	62	59	32	34	39
19	61	62	41	39	35	28	13	15	16
20	29	34	38	65	62	59	32	34	39
21	61	62	41	39	35	28	13	15	16
22	29	34	38	65	62	59	32	34	39
23	61	62	41	39	35	28	13	15	16
24	29	34	38	65	62	59	32	34	39
25	61	62	41	39	35	28	13	15	16
26	29	34	38	65	62	59	32	34	39
27	61	62	41	39	35	28	13	15	16
28	29	34	38	65	62	59	32	34	39
29	61	62	41	39	35	28	13	15	16
30	29	34	38	65	62	59	32	34	39
31	61	62	41	39	35	28	13	15	16
32	29	34	38	65	62	59	32	34	39
33	61	62	41	39	35	28	13	15	16
34	29	34	38	65	62	59	32	34	39
35	61	62	41	39	35	28	13	15	16
36	29	34	38	65	62	59	32	34	39
37	61	62	41	39	35	28	13	15	16
38	29	34	38	65	62	59	32	34	39
39	61	62	41	39	35	28	13	15	16
40	29	34	38	65	62	59	32	34	39
41	61	62	41	39	35	28	13	15	16
42	29	34	38	65	62	59	32	34	39
43	61	62	41	39	35	28	13	15	16
44	29	34	38	65	62	59	32	34	39
45	61	62	41	39	35	28	13	15	16
46	29	34	38	65	62	59	32	34	39
47	61	62	41	39	35	28	13	15	16
48	29	34	38	65	62	59	32	34	39
49	61	62	41	39	35	28	13	15	16
50	29	34	38	65	62	59	32	34	39
51	61	62	41	39	35	28	13	15	16
52	29	34	38	65	62	59	32	34	39
53	61	62	41	39	35	28	13	15	16
54	29	34	38	65	62	59	32	34	39
55	61	62	41	39	35	28	13	15	16
56	29	34	38	65	62	59	32	34	39
57	61	62	41	39	35	28	13	15	16
58	29	34	38	65	62	59	32	34	39
59	61	62	41	39	35	28	13	15	16
60	29	34	38	65	62	59	32	34	39
61	61	62	41	39	35	28	13	15	16
62	29	34	38	65	62	59	32	34	39
63	61	62	41	39	35	28	13	15	16
64	29	34	38	65	62	59	32	34	39
65	61	62	41	39	35	28	13	15	16
66	29	34	38	65	62	59	32	34	39
67	61	62	41	39	35	28	13	15	16
68	29	34	38	65	62	59	32	34	39
69	61	62	41	39	35	28	13	15	16
70	29	34	38	65	62	59	32	34	39
71	61	62	41	39	35	28	13	15	16
72	29	34	38	65	62	59	32	34	39
73	61	62	41	39	35	28	13	15	16
74	29	34	38	65	62	59	32	34	39
75	61	62	41	39	35	28	13	15	16
76	29	34	38	65	62	59	32	34	39
77	61	62	41	39	35	28	13	15	16
78	29	34	38	65	62	59	32	34	39
79	61	62	41	39	35	28	13	15	16
80	29	34	38	65	62	59	32	34	39
81	61	62	41	39	35	28	13	15	16
82	29	34	38	65	62	59	32	34	39
83	61	62	41	39	35	28	13	15	16
84	29	34	38	65	62	59	32	34	39
85	61	62	41	39	35	28	13	15	16
86	29	34	38	65	62	59	32	34	39
87	61	62	41	39	35	28	13	15	16
88	29	34	38	65	62	59	32	34	39
89	61	62	41	39	35	28	13	15	16
90	29	34	38	65	62	59	32	34	39
91	61	62	41	39	35	28	13	15	16
92	29	34	38	65	62	59	32	34	39
93	61	62	41	39	35	28	13	15	16
94	29	34	38	65	62	59	32	34	39
95	61	62	41	39	35	28	13	15	16
96	29	34	38	65	62	59	32	34	39
97	61	62	41	39	35	28	13	15	16
98	29	34	38	65	62	59	32	34	39
99	61	62	41	39	35	28	13	15	16
100	29	34	38	65	62	59	32	34	39

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



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

## Key

- A The teacher's name as it appears on the classroom cover sheet accompanying student answer sheets, e.g., Mary Bowman.
- B Name of school, e.g., Barber High.
- C Name of system, e.g., Jefferson County.
- D Code for Barber High School in Jefferson County, e.g., 320-2171.
- E Number of students tested in Ms. Bowman's class, e.g., 31 students.
- F The grade level for the report, e.g., Grade 11.
- G Name of subtest, e.g., Composition.
- H The test question number, e.g., item number 4 in the Composition subtest.
- I The skill measured by the test question, e.g., item 4 skill 3 is Usage. (The skill classification codes and titles are listed on the reverse side of reports, not on reverse side of this sample.)
- J This number (PG) is the percent of students in the class (CL) answering the test question correctly. The class PC was arrived at by first counting the students in the class answering a question correctly. This number is then divided by the total number of students in the class taking the test. For example, in Ms. Bowman's class, 24 of 31 students answered question number 7 on the Composition subtest correctly, for a class PC of 77. (See PC on page 14.)
- K This number (PC) is the percent of students in the school (SC) answering the test question correctly. The school PC was arrived at by first counting the students in the school answering a question correctly. This number is then divided by the total number of students in the school taking the test. For example, in Barber High School, 49 out of 65 students answered question 7 in Composition correctly, for a school PC of 75. (See PC on page 14.)
- L This number (PC) is the percent of students in the system (SY) answering the test question correctly. The system PC was arrived at by first counting the students in the system answering a question correctly. This number is then divided by the total number of students in the system taking the test. For example, in Jefferson County, 176 of the 293 students taking the test answered question number 7 in Composition correctly, for a system PC of 60. (See PC on page 14.)

GEORGIA STATEWIDE TESTING PROGRAM  
RESPONSE SUMMARY

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

ITEM	COMPOSITION			READING			MATHEMATICS							
	CL	SC	SY	CL	SC	SY	CL	SC	SY					
72 62 ITEM SKILL % CORRECT	63	62	62	2A	35	28	2A	15	16	2A	34	39	32	29
75 69 ITEM SKILL % CORRECT	10	91	76	3A	94	87	2A	58	42	2B	23	18	23	23
40 37 ITEM SKILL % CORRECT	11	45	42	4A	97	90	2A	46	42	2B	8	11	28	38
63 49 ITEM SKILL % CORRECT	12	62	51	6A	86	85	2A	58	50	2B	22	30	32	29
23 22 ITEM SKILL % CORRECT	13	69	50	11A	88	82	2A	60	58	2B	34	26	43	37
71 58 ITEM SKILL % CORRECT	38	69	65	17A	65	72	2B	25	29	2B	38	33	29	30
85 68 ITEM SKILL % CORRECT	39	58	44	19A	83	81	2B	62	52	2B	51	46	42	41
55 39 ITEM SKILL % CORRECT	40	49	45	21A	28	22	2B	57	46	2B	23	30	52	43
62 44 ITEM SKILL % CORRECT	41	43	33	24A	85	76	2B	54	45	2B	43	37	66	56
72 55 ITEM SKILL % CORRECT	42	38	45	25A	86	78	2B	40	48	2B	28	25	28	29
35 33 ITEM SKILL % CORRECT	43	71	64	28A	74	68	2B	45	43	2B	40	38	48	50
65 55 ITEM SKILL % CORRECT	44	51	45	29A	74	75	2B	46	46	2B	28	23	26	25
68 53 ITEM SKILL % CORRECT	45	37	35	32A	66	60	2B	51	45	2B	42	45	43	39
49 40 ITEM SKILL % CORRECT	46	72	65	39A	57	54	2B	89	75	2B	57	48	17	20
63 48 ITEM SKILL % CORRECT	47	18	29	40A	48	43	2B	34	37	2B	54	46	48	32
58 42 ITEM SKILL % CORRECT	48	18	23	45A	45	36	2B	89	80	2B	28	27	25	26

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

## Grade 11

## School Response Summary

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

## Key

- A Name of school, e.g., Barber High.
- B Name of system, e.g., Jefferson County.
- C Code for Barber High School in Jefferson County, e.g., 320-2171.
- D Number of students tested in Barber High School, e.g., 65 students.
- E Grade level for the report, e.g., Grade 11.
- F Name of subtest, e.g., Composition.
- G The test question number, e.g., item number 4 in Composition subtest.
- H The skill measured by the test question, e.g., item 4, skill 3 is Usage. (The skill classification codes and titles are listed on the reverse side of reports, not on reverse side of this sample.)
- I This number (PC) is percent of students in the school answering the test question correctly. The school PC was arrived at by first counting the students in the school answering a question correctly. This number is then divided by the total number of students in the school taking the test. For example, in Barber High, 49 out of 65 students answered question 7 in Composition correctly, for a school PC of 75. (See PC on page 14.)
- J This number (PC) is the percent of students in the system answering the test question correctly. The system PC was arrived at by first counting the students in the system answering a question correctly. This number is then divided by the total number of students in the system taking the test. For example, in Jefferson County, 176 of the 293 students taking the test answered question number 7 in Composition correctly, for a system PC of 60. (See PC on page 14.)

GEORGIA STATEWIDE TESTING PROGRAM  
RESPONSE SUMMARY

SCHOOL: JEFFERSON COUNTY SYSTEM

GRADE 11

CODE: 320

NUMBER TESTED: 293

ITEM SKILL % CORRECT	COMPOSITION			READING			MATHEMATICS		
	CL	SC	SY	CL	SC	SY	CL	SC	SY
85	40	38	44	28	59	39	42	16	39
10	76	11	60	87	118	87	35	42	18
6	42	43	56	90	57	68	11	43	22
11	51	18	37	85	58	32	30	27	26
6	56	24	61	82	54	20	26	20	20
33	65	28	57	72	33	19	25	26	29
38	44	27	54	81	35	38	46	30	20
39	49	28	67	22	37	46	30	17	21
40	33	31	36	76	40	42	37	19	25
41	45	32	55	78	44	62	25	40	19
6	64	33	44	68	47	29	38	19	18
43	45	2	50	75	48	32	23	19	20
44	35	23	38	60	49	35	45	37	9
6	65	29	52	54	50	62	48	12	29
46	29	6	53	43	37	31	46	45	27
47	23	18	82	36	80	45	27	19	37
48	23	1	42	36	80	45	27	19	37

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

## System Response Summary

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

## Key

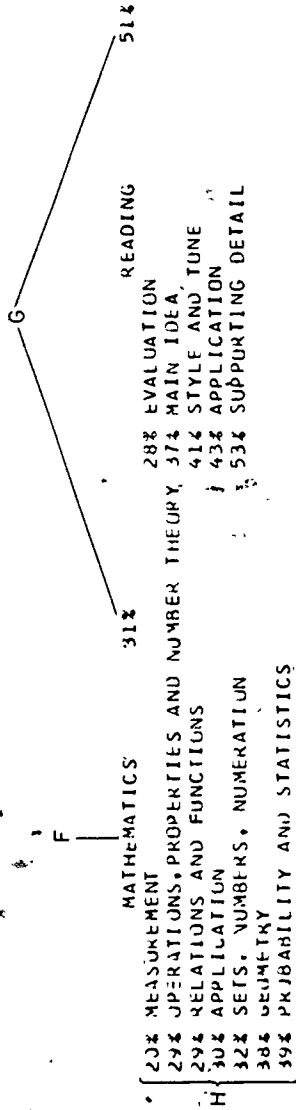
- A Name of system, e.g., Jefferson County.
- B Code for Jefferson County, e.g., 320.
- C Number of students tested in Jefferson County, e.g., 293 students.
- D Grade level for the report, e.g., Grade 11.
- E Name of subtest, e.g., Composition.
- F The test question number, e.g., item number 4 in Composition subtest.
- G The skill measured by the test question, e.g., item 4, skill 3 is Usage. (The skill classification codes and titles are listed on the reverse side of reports, not on reverse side of this sample.)
- H This number (PC) is the percent of students in the system answering the test question correctly. The system PC was arrived at by first counting the students in the system answering a question correctly. This number is then divided by the total number of students in the system taking the test. For example, in Jefferson County, 176 of the 293 students taking the test answered question number 7 in Vocabulary correctly, for a system PC of 60. (See PC on page 14.)



# GEORGIA STATEWIDE TESTING PROGRAM

## SCHOOL SKILL RANKING REPORT

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



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

COMPOSITION . . . 54%

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



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

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

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

## Key

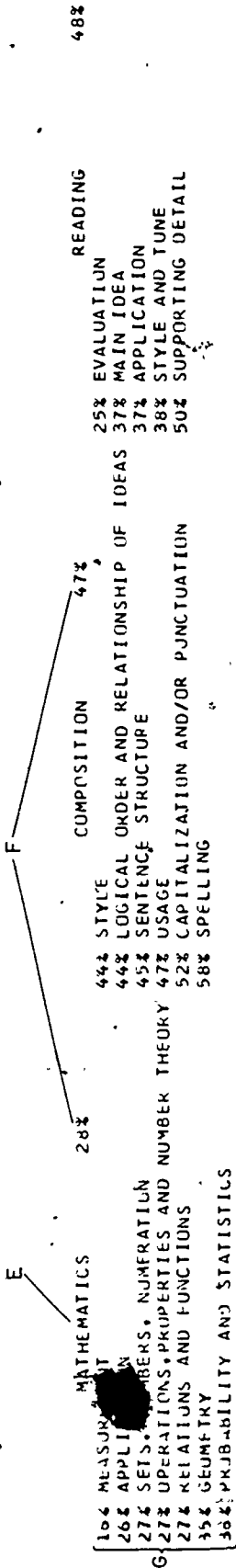
- A Date when the test was administered, e.g., September, 1974.
- B Name of the school, e.g., Barber High.
- C Name of the system, e.g., Jefferson County.
- D Code for Barber High School in Jefferson County, e.g., 320-2171.
- E Grade level for the report, e.g., Grade 11.
- F Title of the subtest, e.g., Mathematics. Subtests are ranked from lowest to highest on the basis of the average percent of correct responses for Barber High. For example, Mathematics, the first subtest listed, has an average percent correct of 31%, with Reading (51%) and Composition (54%) following.
- G This number is the average percent of correct answers (PC) for the subtest. For example, the average percent of correct responses for 11th grade students in Barber High School is 31% in Mathematics, 51% in Reading and 54% in Composition. In other words students performed less well in Mathematics, than in Reading and Composition.
- H These numbers are the average percent correct (PC) for each of the skills measured in the Mathematics subtest. The order of skills is based on the PC of the skill, with the lowest PC first; next to lowest, second; and so on. For example, Barber High School eleventh grade students in Mathematics performed less well on the skill, "Measurement" (20%), than on the skills of "Operations, Properties and Number Theory" (29%), "Relations and Functions" (29%), "Application" (30%), "Sets, Numbers, Numeration" (32%), "Geometry" (38%) and "Probability and Statistics" (39%).



**GEORGIA STATEWIDE  
TESTING PROGRAM**

**SYSTEM SKILL RANKING REPORT**

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



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

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

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

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

## Key

- A Date when the test was administered, e. g., September, 1974.
- B Name of the system, e. g., Jefferson County.
- C Code for Jefferson County, e. g., 320.
- D Grade level for the report, e. g., Grade 11.
- E Title of the subtest, e. g., Mathematics. Subtests are ranked from lowest to highest on the basis of the average percent of correct responses for Jefferson High. For example, Mathematics, the first subtest listed has an average percent correct of 28% with Composition (47%) and Reading (48%) following.
- F This number is the average percent of correct answers (PC) for the subtest. For example, the average percent of correct answers for 11th grade students in Jefferson County is 28% in Mathematics, 47% in Composition and 48% in Reading. In other words students performed less well in Mathematics, than in Composition and Reading.
- G These numbers are the average percent correct (PC) for each of the skills measured in the Mathematics subtest. The order of skills is based on the PC of the skill, with the lowest PC first; next to lowest, second; and so on. For example, Jefferson County eleventh-grade students in Mathematics performed less well on the skill "Measurement" (16%) than on "Application" (26%), "Sets, Numbers and Numeration" (27%), "Operations; Properties and Number Theory" (27%), "Relations and Functions" (27%), "Geometry" (35%), and "Probability and Statistics" (38%).

STATEWIDE SCHOOL STANDARD SCORE FREQUENCY DISTRIBUTIONS

READING PROGRAM

A — SEPTEMBER 1974

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

COMPOSITION READING

SCORE	F	H	I	J	K	C-PCT	SCORE	F	PCT	CF	C-PCT	SCORE	F	PCT	CF	C-PCT	SCORE	F	PCT	CF	C-PCT
69	1	1.5	1.5	65	100.0	100.0	66	1	1.5	65	100.0	69	1	1.5	65	100.0	69	1	1.5	65	100.0
67	1	1.5	64	98.5	98.5	65	64	1	1.5	64	98.5	67	1	1.5	64	98.5	67	1	1.5	64	98.5
60	2	3.1	63	96.9	96.9	64	64	1	1.5	63	96.9	60	3	4.6	63	96.9	60	3	4.6	63	96.9
58	2	3.1	61	93.8	93.8	63	64	2	3.1	62	95.4	58	2	3.1	60	92.3	58	2	3.1	60	92.3
57	3	4.6	59	90.8	90.8	62	59	1	1.5	60	92.3	57	3	4.6	58	89.2	57	3	4.6	58	89.2
56	3	4.6	58	86.2	86.2	61	58	2	3.1	59	90.8	56	3	4.6	55	84.6	56	3	4.6	55	84.6
55	3	4.6	53	81.5	81.5	60	56	2	3.1	57	87.7	55	3	4.6	54	83.1	55	3	4.6	54	83.1
54	3	4.6	50	76.9	76.9	59	55	3	4.6	55	84.6	54	3	4.6	52	80.0	54	3	4.6	52	80.0
53	4	6.2	49	75.6	75.6	58	54	1	1.5	52	80.0	53	4	6.2	51	78.5	53	4	6.2	51	78.5
52	4	6.2	47	72.3	72.3	57	53	2	3.1	51	78.5	52	4	6.2	49	75.4	52	4	6.2	49	75.4
51	3	4.6	43	66.2	66.2	56	51	3	4.6	49	75.4	51	4	6.2	45	69.2	51	4	6.2	45	69.2
50	2	3.1	39	60.0	60.0	55	49	2	3.1	46	70.8	50	2	3.1	44	67.7	50	2	3.1	44	67.7
49	2	3.1	37	58.9	58.9	54	48	4	6.2	44	67.7	49	2	3.1	40	61.5	49	2	3.1	40	61.5
48	4	6.2	35	53.8	53.8	53	47	1	1.5	38	58.5	48	4	6.2	36	55.4	48	4	6.2	36	55.4
46	5	7.7	31	47.7	47.7	52	46	2	3.1	37	56.9	46	6	9.2	32	49.2	46	6	9.2	32	49.2
45	1	1.5	26	40.0	40.0	51	45	1	1.5	35	53.8	45	6	9.2	26	40.0	45	6	9.2	26	40.0
44	10	15.4	25	38.5	38.5	50	44	7	10.8	34	52.3	44	4	6.2	22	33.8	44	4	6.2	22	33.8
43	1	1.5	15	23.1	23.1	49	43	2	3.1	27	41.5	43	3	4.6	19	29.2	43	3	4.6	19	29.2
42	2	3.1	14	21.5	21.5	48	42	5	7.7	23	35.4	42	5	7.7	16	24.6	42	5	7.7	16	24.6
41	2	3.1	12	18.5	18.5	47	41	6	9.2	21	33.8	41	5	7.7	11	16.9	41	5	7.7	11	16.9
40	2	3.1	10	15.4	15.4	46	39	6	9.2	18	27.7	40	7	10.8	6	9.2	40	7	10.8	6	9.2
39	1	1.5	8	12.3	12.3	45	38	3	4.6	12	18.5	39	1	1.5	5	7.7	39	1	1.5	5	7.7
37	1	1.5	7	10.8	10.8	44	37	2	3.1	9	13.8	37	1	1.5	4	6.2	37	1	1.5	4	6.2
36	2	3.1	6	9.2	9.2	43	36	4	6.2	7	10.8	36	4	6.2	3	4.6	36	4	6.2	3	4.6
34	1	1.5	4	6.2	6.2	42	34	1	1.5	4	6.2	34	1	1.5	2	3.1	34	1	1.5	2	3.1
32	2	3.1	3	4.6	4.6	41	32	1	1.5	2	3.1	32	2	3.1	1	1.5	32	2	3.1	1	1.5
24	1	1.5	1	1.5	1.5	40	24	1	1.5	1	1.5	24	1	1.5	1	1.5	24	1	1.5	1	1.5

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

CASES PROCESSED = 65  
 MINIMUM VALUE = 29  
 MAXIMUM VALUE = 66  
 SUM OF SCORES = 2998  
 SUM SQD. SCORES = 142838  
 MEAN = 46.1211  
 STND. DEV. (N) = 8.3767

CASES PROCESSED = 65  
 MINIMUM VALUE = 24  
 MAXIMUM VALUE = 79  
 SUM OF SCORES = 3135  
 SUM SQD. SCORES = 150155  
 MEAN = 48.2308  
 STND. DEV. (N) = 8.7280

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

PERCENTILE 90 = 57  
 PERCENTILE 75 = 51  
 PERCENTILE 50 = 44  
 PERCENTILE 25 = 39  
 PERCENTILE 10 = 35

PERCENTILE 90 = 58  
 PERCENTILE 75 = 54  
 PERCENTILE 50 = 46  
 PERCENTILE 25 = 43  
 PERCENTILE 10 = 37

Grade 11  
School Standard Score Frequency Distributions

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

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

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

## Key

- A Date when the test was administered, e.g., September, 1974.
- B Name of school, e.g., Barber High.
- C Name of system, e.g., Jefferson County.
- D Code for Barber High School in Jefferson County, e.g., 320-2171.
- E Grade level for the report, e.g., Grade 11.
- F Subtest or area, e.g., Composition, Reading.
- G This number is the Standard Score (SS) achieved by one or more students, e.g., 79 in Composition.
- H This number is the frequency (F) or the number of students achieving the SS, e.g., one student in Barber High achieved a SS of 79 in Composition.
- I This number is the percent (PCT) of students in the school achieving the given SS, E.g., 1.5 percent of students in Barber High achieved a SS of 79 in Composition.
- J This number is the cumulative frequency (CF), or the number of students in the school achieving a SS up to and including the given score, e.g., 65 students in Barber High achieved a SS of 79, or below in Composition.
- K This number is the cumulative percent (C-PCT) or the percent of students in the school achieving a score up to and including the given SS, e.g., 100% of the students in Barber High achieved a SS of up to and including 79 in Composition.
- L This number is the number of students tested in the school, e.g., 65 in Barber High.
- M This number is the lowest SS achieved in the school, e.g., 24 in Composition in Barber High.
- N This number is the highest SS achieved in the school, e.g., 79 in Composition in Barber High.
- O This number is the sum of all students' SS's in the school. It is arrived at by summing the SS of all students in the school. In Barber High the sum of all students' SS's is 3135 in Composition.
- P This number is the sum of squared SS's for all students in the school. This was arrived at by first squaring the SS for each student. Then the squared SS's for all students were summed. In Barber High the sum of squared SS's in Composition is 156155.
- Q This number is the mean SS for the school. It was arrived at by summing all the students' SS's and then dividing by the number of students. The mean SS for Barber High in Composition when rounded is 48.
- R This number is the standard deviation of SS for the school. It is arrived at by first dividing the sum of squares by the number of students tested. Then the squared mean is subtracted from the number arrived at in Step 1 above. Finally the square root of the number arrived at in Step 2 is calculated giving the standard deviation. For example, in the Composition subtest of Barber High, the sum of squared SS's (156155) is divided by the number of students tested (65). Subtracted from this number (2402.38) is the mean of (48.2308) of the Composition subtest squared (2326.21) giving 76.17. The standard deviation for the Composition subtest is the square root of 76.17 or 8.7280.
- S The approximate SS below which the SS's of 90 percent of students in the school fell, e.g., in Barber High 90% of students' SS's fell below an approximate SS of 58 in Composition.
- T The approximate SS below which SS of 75 percent of students in the school fell, e.g., Barber High 75% of students' SS's fell below an approximate SS of 54 in Composition.
- U The approximate SS below which the SS's of 50 percent of students in the school fell, e.g., in Barber High 50% of students' SS's fell below an approximate SS of 46 in Composition.
- V The approximate SS below which the SS of 25 percent of students in the school fell. In Barber High 25% of students' SS's fell below an approximate SS of 43 in Composition.
- W The approximate SS below which the SS of 10 percent of students in the school fell. In Barber High 10% of students' SS's fell below an approximate SS of 37 in Composition.

GEORGIA STATEWIDE SYSTEM STANDARD SCORE FREQUENCY DISTRIBUTIONS  
TESTING PROGRAM

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

READING

COMPOSITION

MATHEMATICS

SCORE	F	PCT	CF	C-PCT	SCORE	F	PCT	CF	C-PCT	SCORE	F	PCT	CF	C-PCT
79	1	0.3	292	100.0	69	3	1.0	293	100.0	71	1	0.3	289	100.0
78	1	0.3	291	99.7	67	3	1.0	290	99.0	69	2	0.7	288	99.7
77	1	0.3	290	99.3	66	3	1.0	287	98.0	67	1	0.3	286	99.0
76	1	0.3	289	99.0	65	3	1.0	286	97.6	65	1	0.3	285	98.6
75	1	0.3	288	98.6	64	1	0.3	283	96.6	64	1	0.3	284	98.3
74	1	0.3	287	98.3	62	1	0.3	282	96.2	63	1	0.3	283	97.9
73	1	0.3	286	97.9	61	5	1.7	281	95.9	61	1	0.3	282	97.6
72	2	0.7	285	97.6	60	3	1.0	276	94.2	60	9	3.1	281	97.2
71	2	0.7	283	96.9	59	3	1.0	273	92.2	58	3	1.0	272	94.1
70	4	1.4	281	96.2	58	6	2.0	270	92.2	57	4	1.4	266	92.0
69	4	1.4	277	94.9	57	3	1.0	264	90.1	56	4	1.4	258	89.3
68	6	2.1	273	93.5	56	8	2.7	261	89.1	55	4	1.4	254	87.9
67	6	2.1	267	91.4	55	4	1.4	253	86.3	55	5	1.7	249	86.2
66	7	2.4	261	89.4	54	5	1.7	249	85.0	54	9	3.1	249	86.2
65	7	2.4	254	87.0	53	12	4.1	244	83.3	53	3	1.0	240	83.0
64	11	3.8	248	84.9	52	6	2.0	232	79.2	52	6	2.1	237	82.0
63	7	2.4	237	81.2	51	13	4.4	226	77.1	51	11	3.8	231	79.9
62	7	2.4	230	78.8	50	6	2.0	213	72.7	50	9	3.1	220	76.1
61	5	1.7	223	76.4	49	8	2.7	207	70.6	49	9	3.1	211	78.0
60	11	3.8	218	74.7	48	10	3.4	199	67.9	48	11	3.8	202	69.9
59	4	1.4	207	70.9	47	7	2.4	181	61.8	47	15	5.2	191	66.1
58	6	2.1	203	69.5	46	12	4.1	174	59.4	46	16	5.5	176	60.9
57	6	2.1	197	67.5	45	9	3.1	162	55.3	45	26	9.0	160	55.4
56	15	5.1	191	65.3	44	16	5.5	153	52.2	44	19	6.6	134	48.4
55	3	1.0	182	62.3	43	6	2.0	137	46.8	42	20	6.9	115	39.8
54	17	5.8	179	61.3	42	5	1.7	131	44.7	42	17	5.9	95	32.9
45	10	3.4	182	61.3	41	19	6.5	126	43.0	38	16	5.5	78	27.0
44	24	8.2	152	52.1	40	9	3.1	107	36.5	35	21	7.3	62	21.5
43	6	2.1	128	43.8	39	16	5.5	98	33.4	33	16	5.5	41	14.2
42	7	2.4	122	42.8	38	8	2.7	82	28.0	30	12	4.2	25	8.7
41	14	4.8	115	39.4	36	8	2.7	74	25.3	28	9	3.1	13	4.5
40	11	3.8	101	36.4	35	14	4.8	66	22.5	26	3	1.0	4	1.4
39	14	4.8	90	30.8	36	14	4.8	66	22.5	26	3	1.0	4	1.4
38	11	3.8	76	26.0	35	5	1.7	52	17.7	21	1	0.3	1	0.3
37	19	6.5	65	22.5	34	9	3.1	47	16.0	21	1	0.3	1	0.3
36	8	2.7	56	19.2	33	7	2.4	38	13.0	21	1	0.3	1	0.3
35	7	2.4	48	16.4	32	4	1.4	31	10.6	21	1	0.3	1	0.3
34	9	3.1	41	14.0	31	5	1.7	27	9.2	21	1	0.3	1	0.3
33	4	1.4	32	11.0	30	7	2.4	22	7.5	21	1	0.3	1	0.3
32	4	1.4	28	9.6	29	7	2.4	15	5.1	21	1	0.3	1	0.3
31	5	1.7	28	9.6	28	3	1.0	8	2.7	21	1	0.3	1	0.3
30	6	2.1	23	7.9	28	1	0.3	5	1.7	21	1	0.3	1	0.3
29	6	2.1	19	6.5	26	1	0.3	5	1.7	21	1	0.3	1	0.3
28	3	1.0	13	4.5	25	2	0.7	4	1.4	21	1	0.3	1	0.3
27	2	0.7	10	3.4	23	1	0.3	2	0.7	21	1	0.3	1	0.3
26	3	1.0	8	2.7	21	1	0.3	2	0.7	21	1	0.3	1	0.3
25	2	0.7	5	1.7	21	1	0.3	2	0.7	21	1	0.3	1	0.3
24	1	0.3	3	1.0	21	1	0.3	2	0.7	21	1	0.3	1	0.3
23	2	0.7	2	0.7	21	1	0.3	2	0.7	21	1	0.3	1	0.3
22	2	0.7	2	0.7	21	1	0.3	2	0.7	21	1	0.3	1	0.3

CASES PROCESSED =	293	289	289
MINIMUM VALUE =	21	21	21
MAXIMUM VALUE =	69	71	71
SUM OF SCORES =	13018	12842	12842
SUM SQD. SCORES =	605474	594448	594448
MEAN =	54.664	44.4360	44.4360
STND. DEV. (N) =	9.6144	9.0751	9.0751
PERCENTILE 90 =	57	50	50
PERCENTILE 75 =	51	50	50
PERCENTILE 50 =	44	43	43
PERCENTILE 25 =	37	36	36
PERCENTILE 10 =	32	30	30



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

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

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

Key

- A Date when the test was administered, e.g., September, 1974.
- B Name of system, e.g., Jefferson County.
- C Code for Jefferson County, e.g., 320.
- D Grade level for the report, e.g., Grade 11.
- E Subtest or area, e.g., Composition, Reading.
- F This number is the Standard Score (SS) achieved by one or more students, e.g., 79 in Composition.
- G This number is the frequency (F) or the number of students achieving the SS, e.g., one student in Jefferson County achieved a SS of 79 in Composition.
- H This number is the percent (PCT) of students in the system achieving the given SS, e.g., 4.3 percent of students in Jefferson County achieved a SS of 79 in Composition.
- I This number is the cumulative frequency (CF); or the number of students in the system achieving a SS up to and including the given score, e.g., 292 students in Jefferson County achieved a SS of 79 in Composition.
- J This number is the cumulative percent (C-PCT) or the percent of students in the system achieving a score up to and including the given SS, e.g., 100% of the students in Jefferson County achieved a SS of up to and including 79 in Composition.
- K This number is the number of students tested in the system, e.g., 292 in Jefferson County.
- L This number is the lowest SS achieved in the system, e.g., 21 in Composition in Jefferson County.
- M This number is the highest SS achieved in the system, e.g., 79 in Composition in Jefferson County.
- N This number is the sum of all students' SS's in the system. It is arrived at by summing the SS of all students in the system. In Jefferson County the sum of all students' SS's is 13101 in Composition.
- O This number is the sum of squared SS's for all students in the system. This was arrived at by first squaring the SS for each student. Then the squared SS's for all students were summed. In Jefferson County the sum of squared SS's in Composition is 617021.
- P This number is the mean SS for the system. It was arrived at by summing all the students' SS and then dividing by the number of students. The mean SS for Jefferson County in Composition when rounded is 45.
- Q This number is the standard deviation of SS's for the system. It is arrived at by first dividing the sum of squares by the number of students tested. Then the squared mean is subtracted from the number arrived at in Step 1 above. Finally the square root of the number arrived at in Step 2 is calculated giving the standard deviation. For example, in the Composition subtest of Jefferson County, the sum of squared SS's (617021) is divided by the number of students tested (292). Subtracted from this number (2113.09) is the mean of (44.8664) of the Composition subtest squared (2012.99) giving 100.1. The standard deviation for the Composition subtest is the square root of 100.1 or 10.0044.
- R The approximate SS below which the SS's of 90 percent of students in the system fell, e.g., in Jefferson County 90% of the students' SS's fell below an approximate SS of 57 in Composition.
- S The approximate SS below which SS of 75 percent of students in the system fell, e.g., Jefferson County 75% of students' SS's fell below an approximate SS of 51 in Composition.
- T The approximate SS below which the SS's of 50 percent of students in the system fell, e.g., in Jefferson County 50% of students' SS's fell below an approximate SS of 44 in Composition.
- U The approximate SS below which the SS of 25 percent of students in the system fell. In Jefferson County 25% of students' SS's fell below an approximate SS of 38 in Composition.
- V The approximate SS below which the SS of 10 percent of students in the system fell. In Jefferson County 10% of students' SS's fell below an approximate SS of 31 in Composition.