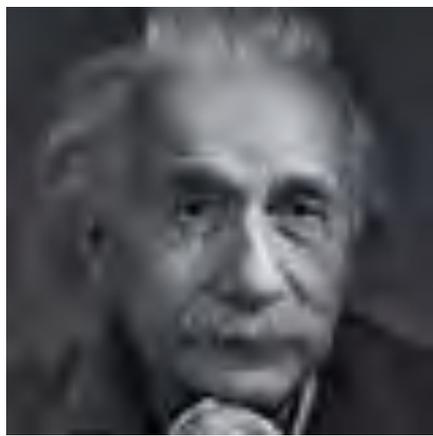


Testing 101



Karen Kidd and Michael Montague

Frisco ISD District Testing Coordinator



Albert Einstein said it best:
“Sometimes what counts can't
be counted, and what can be
counted doesn't count.”

Frisco ISD

Cognitive Abilities Test (CogAT)

Grade 5 (October)

Iowa Test of Basic Skills (ITBS)

Grade 2 (November)

Cognitive Abilities Test (CogAT)

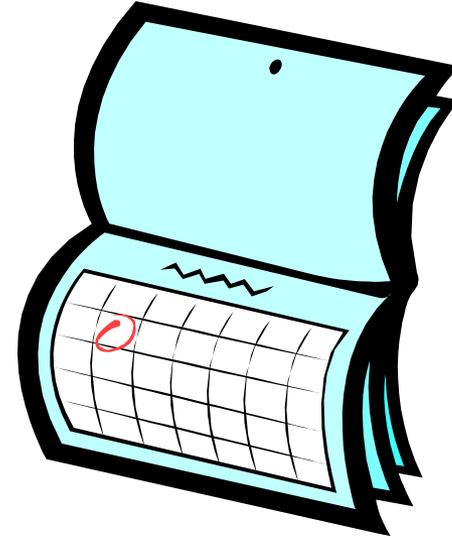
Grade 1 (January)

**STAAR – State of Texas Assessment of
Academic Readiness (spring)**

Grades 3 - 11

Test Dates

- **Grade 1**
 - CogAT – Jan 12 - 23
- **Grade 2**
 - ITBS – Nov. 3 - 14
- **Grade 3**
 - STAAR Math – April 21
 - STAAR Reading – April 22
- **Grade 4**
 - STAAR Writing – March 30 & 31 (2 day test)
 - STAAR Math – April 21
 - STAAR Reading – April 22
- **Grade 5 (*SSI)**
 - CogAT – Oct. 6 - 17
 - STAAR Math – March 30
 - STAAR Reading* – March 31
 - STAAR Science – April 22
 - **STAAR Retest Reading** - May 12**
 - **STAAR Retest Reading*** - June 23**

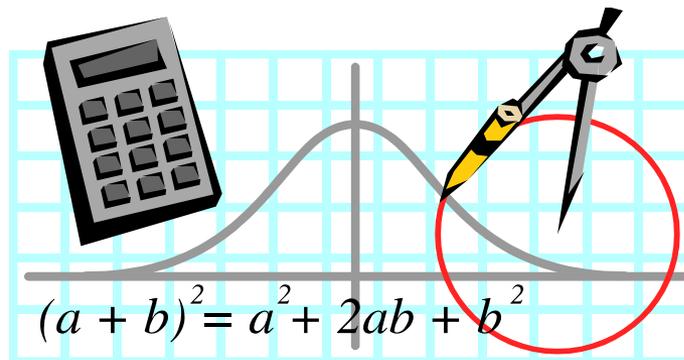


Why We Test

- ▶ Identify strengths and weaknesses
- ▶ Inform instruction
- ▶ Monitor growth
- ▶ Implement Response to Intervention (RTI)
- ▶ Inform placement decisions
- ▶ Predict future performance
- ▶ Support accountability

Difference in Tests

- CogAT and ITBS are “norm-referenced” test
 - compares students in same age group
 - creates a “normal curve”
 - does not measure proficiency on objectives
 - scores reported as a percentile



Difference in Tests

- STAAR is a criterion referenced test
 - measures student performance against a set of curriculum objectives
 - scores indicates a passing standard and usually indicate student performance using a percentage

Cognitive Abilities Test (CogAT)

FISD tests 1st & 5th graders...

- Group administered ability test
<http://www.cogat.com/>
- Used to assess *students' abilities* (potential) in reasoning and problem solving using verbal, quantitative, and nonverbal (spatial) symbols.

Verbal Battery

Verbal Figure Analogies

Sentence

Verbal Reasoning

Picture

Classification

Quantitative Battery

Number Analogies

Number Puzzles

Number Series

Nonverbal Battery

Figure Matrices



Ability Profile 6C (Q+N) The number in the profile is the age standard for the middle score on the three batteries. This score on the Quantitative Battery is significantly higher than the score on the Nonverbal Battery. For more information, visit www.cogat.com

Ability	Raw Scores			Grade Score	
	Number of Items	Number Correct	Number Correct	National Standard	National Percentile Rank
Verbal	44	44	57	7	75
Quantitative	44	44	61	9	88
Nonverbal	44	44	54	5	45
COMPOSITE				7	73

Scores for [REDACTED]:

[REDACTED] was given the Cognitive Abilities Test in June 2010. At the time of testing, she was in first grade at [REDACTED] in Jefferson Co PS.

Different students bring different patterns and levels of abilities to learning tasks. She was given the Cognitive Abilities Test to help find out about her reasoning abilities. [REDACTED] was tested in all three areas: verbal, quantitative, and nonverbal abilities.

[REDACTED] national percentile rank of 75 on verbal reasoning ability means that, compared with other students her age nationally, [REDACTED] scored higher than 75 percent. [REDACTED] national percentile rank is 88 in quantitative ability and 45 in nonverbal ability.

[REDACTED] composite score is derived from results from the three batteries. [REDACTED] composite national percentile rank of 73 is a general statement of her reasoning ability.



Ability	National Age-Scores		National Percentile Rank
	Number of Items	Score	
Verbal	6	75	75
Quantitative	7	88	88
Nonverbal	5	45	45
COMPOSITE	6	73	73

Ability Profile 6C (G+N). The number in the profile is the age-stature for the middle score on the three batteries. The score on the Quantitative Battery is significantly higher than the score on the Nonverbal Battery. For more information, visit www.cogat.com

Ability	Raw Scores			Grade Score	
	Number of Items	Number Correct	Number Correct	National Score	National Percentile Rank
Verbal	44	44	37	7	75
Quantitative	44	38	41	9	88
Nonverbal	44	44	34	5	45
COMPOSITE				7	73

Scores for [REDACTED]:

[REDACTED] was given the Cognitive Abilities Test in June 2010. At the time of testing, she was in first grade at [REDACTED] in Jefferson Co PS.

Different students bring different patterns and levels of abilities to learning tasks. She was given the Cognitive Abilities Test to help find out about her reasoning abilities. [REDACTED] was tested in all three areas: verbal, quantitative, and nonverbal abilities.

[REDACTED] national percentile rank of 75 on verbal reasoning ability means that, compared with other students her age nationally, [REDACTED] scored higher than 75 percent. [REDACTED] national percentile rank is 88 in quantitative ability and 45 in nonverbal ability.

[REDACTED] composite score is derived from results from the three batteries. [REDACTED] composite national percentile rank of 73 is a general statement of her reasoning ability.

Ability	National Age Score		National Age Percentile Rank				
	Score	Percentile Rank	Low	25	50	75	High
Verbal	6	75					
Quantitative	7	88					
Nonverbal	5	45					
COMPOSITE	6	73					

Ability Profile 8C (Q-N): The number in the profile is the age closest to the middle score on all three batteries. The score on the Quantitative Battery is significantly higher than the score on the Nonverbal Battery. For more information, visit www.cogat.com.

Ability	Grade Score			Grade Score	
	National Score	National Percentile Rank	Grade	National Score	National Percentile Rank
Verbal	44	44	1.7	7	75
Quantitative	50	88	2.1	8	88
Nonverbal	38	45	1.4	6	45
COMPOSITE	44	73	1.7	7	73

Scores for [REDACTED]:

[REDACTED] was given the Cognitive Abilities Test in June 2010. At the time of testing, she was in first grade at [REDACTED] in Jefferson Co Ps.

Different students bring different patterns and levels of abilities to learning tasks. She was given the Cognitive Abilities Test to help find out about her reasoning abilities. [REDACTED] was tested in all three areas: verbal, quantitative, and nonverbal abilities.

[REDACTED] national percentile rank of 75 on verbal reasoning ability means that, compared with other students her age nationally, [REDACTED] scored higher than 75 percent. [REDACTED] national percentile rank is 88 in quantitative ability and 45 in nonverbal ability.

[REDACTED] composite score is derived from results from the three batteries. [REDACTED] composite national percentile rank of 73 is a general statement of her reasoning ability.

2nd Grade Iowa

- Testing window: November 3 – 14
- Each campus determines testing dates
- The window includes time for make-ups

Iowa Tests

FISD tests 2nd graders...

- Group administered achievement test
- Provides a comprehensive assessment of *student progress* in major content areas
 - Vocabulary, Word Analysis, Comprehension, Spelling, and Listening
 - Math Concepts, Computation, and Math Problems



Iowa

- Iowa is a *standardized achievement* test. The purpose is to provide information that can be used to improve instruction and monitor student progress.
- Iowa is a “*norm-referenced*” test that compares a student’s performance to others who have taken the same test under the same conditions.
- The test is a “*snapshot*” which indicates a student’s performance at a specific time.



PERFORMANCE PROFILE FOR STUDENT NAME

Iowa Tests of Basic Skills® (ITBS®)

Student: Student Name
 Class: 4th
 Building: Homestead
 System: Your City 4837

Student ID:
 Form Level: A1 10
 Test Date: 01/2008
 Name: 01/01/2008
 Order No.: 800302465
 Page 2 of 4

Tests	Scores			NPR ^{Low}	PERCENTILE RANK			High
	SS	GE	NS		25	50	75	
Vocabulary	210	5.5	6	75				
Reading Comprehension	211	5.6	6	71				
Reading Total	210	5.4	6	73				
Spelling	192	4.3	5	46				
Capitalization	201	4.9	5	53				
Usage and Expression	197	4.6	5	53				
Language Total	235	7.5	6	66				
Concepts & Estimation	203	5.0	6	58				
Prob. Solv. & Data Interp.	220	6.2	7	80				
*Math Computation	197	4.6	5	60				
Math Total	212	5.6	7	77				
CORE TOTAL	209	5.4	6	71				
Social Studies	218	6.1	7	80				
Science	208	5.3	6	68				
Maps and Diagrams	210	5.5	6	71				
Reference Materials	205	5.2	6	67				
Sources of Information Total	208	5.3	6	70				
COMPOSITE	210	5.4	6	71				

In the upper left part of this report, scores are printed for the tests, totals, and, if available, the composite. Several types of scores are reported, including the national percentile rank (NPR), which is the percent of students in this grade in the nation with a lower score on that test, total, or composite.

The graph of NPR to the right of the scores provides a visual display of the student's performance on each test relative to the other tests. The horizontal bands help to show that each score is affected by a certain amount of error. Depending on the tests taken, the shaded region on the graph represents the width of the band for the Core Total, the Composite, or the Survey Total. The score that best describes the student's overall achievement across tests. Bands that lie completely outside the shaded region indicate scores that are probably higher or lower than this score. Bands for various test scores also can be compared with one another. Those that overlap each other represent test performances that are probably fairly similar. When two bands do not overlap, those scores indicate performances that are probably different.

The lower part of the report provides detailed information about skills in each test area. The number of items for each skill, the number attempted, the percent correct for the student, and the percent correct for students in this grade in the nation are reported. The percentile rank of the percent correct score for the student is also displayed as a horizontal bar. The varying lengths of these bars permit identification of the student's stronger and weaker areas of achievement.

* Math Computation not included in Totals or Composite

SS = Standard Score, GE = Grade Equivalent, NS = National Standard, NPR = National Percentile Rank

Tests and Skills	Total Items	No. Att.	% C.	% C. Nat.	Rank		
					Low	Mid	High
Vocabulary							
Vocabulary	34	34	76	58			
Reading Comprehension							
Factual Understanding	17	17	71	58			
Inference and Interpretation	14	14	93	66			
Analysis and Generalization	10	10	50	57			
Spelling							
Root Words	22	22	73	64			
Words with Affixes	6	6	17	43			
Correct Spelling	4	4	50	74			
Capitalization							
Names and Titles	3	3	100	79			
Dates and Holidays	3	3	67	63			
Place Names	6	6	83	58			
Names, Organizations & Groups	3	3	0	39			
Writing Conventions	6	6	83	57			
Overcapitalization/Correct Cap	5	5	40	62			
Punctuation							
End Punctuation	12	12	58	58			
Commas	7	7	71	51			
Apostrophe/Quotes/Colon/Semi	4	4	25	43			
Correct Punctuation	3	3	33	51			
Usage and Expression							
Nouns, Pronouns, and Modifiers	9	9	89	60			
Verbs	8	8	75	57			
Conciseness and Clarity	4	4	75	59			
Organization of Ideas	5	5	100	56			

Tests and Skills	Total Items	No. Att.	% C.	% C. Nat.	Rank		
					Low	Mid	High
Usage and Expression (cont.)							
Appropriate Use	7	7	86	67			
Concepts & Estimation							
Number Properties & Operations	11	11	82	68			
Algebra	6	6	83	66			
Geometry	5	5	80	58			
Measurement	3	3	100	64			
Probability and Statistics	3	3	67	61			
Estimation	8	6	38	56			
Prob. Solv. & Data Interp.							
Problem Solving	14	14	79	61			
Single-step	3	3	100	81			
Multiple-step	7	7	86	55			
Approaches and Procedures	4	4	90	57			
Data Interpretation	10	10	80	59			
Read Amounts	3	3	100	68			
Compare Quant./Relationships	7	7	71	56			
Math Computation							
Add with Whole Numbers	5	5	80	74			
Subtract with Whole Numbers	6	5	90	63			
Multiply with Whole Numbers	9	7	67	57			
Divide with Whole Numbers	7	4	57	46			
Social Studies							
History	8	8	100	58			
Geography	9	9	44	59			
Economics	7	7	86	55			
Government and Society	10	10	80	63			

Tests and Skills	Total Items	No. Att.	% C.	% C. Nat.	Rank		
					Low	Mid	High
Science							
Scientific Inquiry	12	12	75	50			
Life Science	10	10	90	58			
Earth and Space Science	8	8	88	58			
Physical Science	4	4	90	57			
Maps and Diagrams							
Locate/Process Information	9	9	89	62			
Interpret Information	12	12	75	60			
Analyze Information	4	4	25	47			
Reference Materials							
Using Reference Materials	12	12	75	63			
Searching for Information	18	18	72	58			
Critical Thinking							
Reading	24	24	75	62			
Language	21	21	76	57			
Mathematics	31	29	68	57			
Social Studies	17	17	76	57			
Science	15	15	80	49			
Sources of Information	34	24	63	57			

Tests	Score			NPR	PERCENTILE RANK		
	SS	GE	NS		25	50	75
Vocabulary	210	5.5	6	75			
Reading Comprehension	211	5.6	6	71			
Reading Total	210	5.4	6	72			
Spelling	192	4.2	6	46			
Capitalization	201	4.5	6	59			
Punctuation	197	4.6	6	57			
Usage and Expression	205	5.0	6	65			
Language Total	206	5.0	6	64			
Concepts & Estimation	223	5.0	6	68			
Prob. Solv. & Data Interp.	220	4.2	6	60			
Math Computation	197	4.6	6	60			
Math Total	212	5.6	6	77			
CORE TOTAL	209	5.4	6	71			
Social Studies	216	5.1	7	60			
Science	209	5.0	6	64			
Maps and Diagrams	210	5.5	6	71			
Reference Materials	205	5.2	6	67			
Sources of Information Total	208	5.3	6	70			
COMPOSITE	210	5.4	6	71			

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* Math Computation not included in Totals or Composite

SS = Student Score, GE = Grade Equivalent, NS = Nat. Score, NPR = Nat. Percentile Rank

Tests and Skills	Test Items	No. At	No. Cor.	No. Mis.	Rank
Vocabulary					
Vocabulary	34	34	75	58	
Reading Comprehension					
Factual Understanding	17	17	71	68	
Inference and Interpretation	14	14	93	66	
Analysis and Generalization	10	10	90	57	
Spelling					
Real Words	22	22	73	64	
Words with Affixes	5	5	17	43	
Correct Spelling	4	4	50	74	
Capitalization					
Nouns and Titles	3	3	100	75	
Colored Holidays	3	3	67	63	
Place Names	6	6	83	69	
Nouns, Organizations & Groups	3	3	0	39	
Writing Conventions	6	6	83	57	
Overcapitalization/Correct Cap	5	5	40	62	
Punctuation					
End Punctuation	12	12	58	68	
Comma	7	7	71	51	
Appropriate Quotes/Quotation	4	4	25	43	
Correct Punctuation	3	3	33	51	
Usage and Expression					
Nouns, Verbs, and Modifiers	9	9	89	60	
Verbs	9	9	75	67	
Conjunctions and Clarity	4	4	75	59	
Organization of Ideas	5	5	100	56	

Tests and Skills	Test Items	No. At	No. Cor.	No. Mis.	Rank
Usage and Expression (cont)					
Appropriate Use	7	7	86	67	
Concepts & Estimation					
Number Properties & Operations	11	11	92	68	
Average	4	4	50	50	
Geometry	5	5	80	50	
Measurement	3	3	100	64	
Probability and Statistics	2	2	67	61	
Estimation	6	6	38	56	
Prob. Solv. & Data Interp.					
Problem Solving	14	14	79	61	
Single-step	3	3	100	61	
Multi-step	7	7	56	55	
Approaches and Procedures	4	4	67	57	
Data Interpretation	10	10	81	59	
Real-World	6	6	100	58	
Compare Quant./Relationships	7	7	71	56	
Math Computation					
Add with Whole Numbers	5	5	80	74	
Subtract with Whole Numbers	6	6	52	63	
Multiply with Whole Numbers	9	9	67	57	
Divide with Whole Numbers	7	7	67	46	
Social Studies					
History	8	8	100	58	
Geography	9	9	44	59	
Economics	7	7	86	55	
Government and Society	10	10	68	63	

Tests and Skills	Test Items	No. At	No. Cor.	No. Mis.	Rank
Science					
Scientific Inquiry	12	12	75	58	
Life Science	10	10	50	58	
Earth and Space Science	8	8	88	56	
Physical Science	4	4	50	57	
Maps and Diagrams					
Locate/Process Information	9	9	89	62	
Interpret Information	12	12	76	60	
Analyze Information	4	4	25	47	
Reference Materials					
Using Reference Materials	12	12	75	63	
Searching for Information	18	18	72	58	
Critical Thinking					
Reading	24	24	75	62	
Language	21	21	76	57	
Mathematics	29	29	68	57	
Social Studies	17	17	76	57	
Science	15	15	80	48	
Sources of Information	24	24	63	57	

Gifted and Talented...

- <http://www.friscoisd.org/ly/departments/CurriculumInstruction/giftedTalented.htm>

If you have questions about GT – please contact your child’s elementary campus GT facilitator.

A Look Back at State Assessment's History

- In the beginning there was TABS (1980-1985)
- Then there was TEAMS (1986-1990)
- Next there was TAAS (1990-2002)
- Which brought us to TAKS (2002-2011)



And now....STAAR

Texas Assessment of Basic Skills (TABS) 1980-1985

Assessed basic skills competencies in mathematics, reading, and writing

Exit Level TABS Item (1982)

9th grade

BARRELS OF CRUDE OIL EXPORTED MONTHLY	
	 = 1 Million Barrels
Texas	
Alaska	
Pennsylvania	
California	
Louisiana	

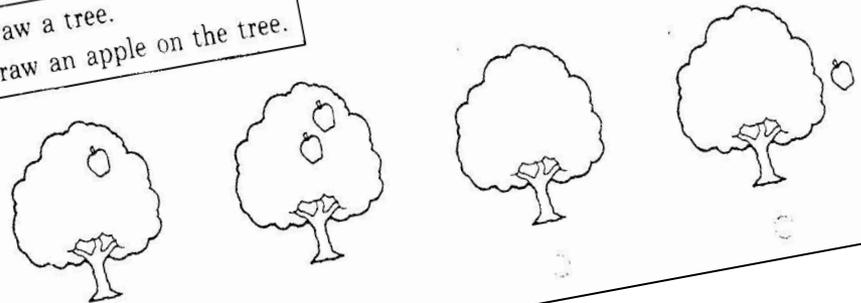
Which state exports the least amount of barrels of crude oil monthly?

- A Louisiana
- B Texas
- C Alaska
- D Pennsylvania

3rd grade TABS (1981)

19

1. Draw a tree.
2. Draw an apple on the tree.

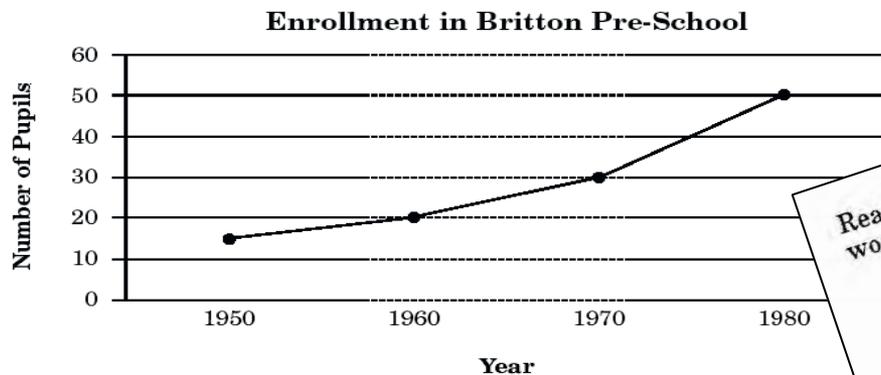


Texas Educational Assessment of Minimum Skills (TEAMS) 1986–1990

More “minimal” skills assessed

Exit Level TEAMS Item (1986)

11th grade



In 1970, tuition at Britton Pre-School was \$300 per pupil. According to this graph, how much money was collected in 1970?

- A \$9000
- B \$900
- C \$600
- D \$6000

Read the sentence in the box. Then choose the meaning of the underlined word in the sentence. Mark your answer.

27

The timid child hid behind his brother when the people came.

- brave
- spoiled
- shy
- large

Texas Assessment of Academic Skills (TAAS) 1990–2002

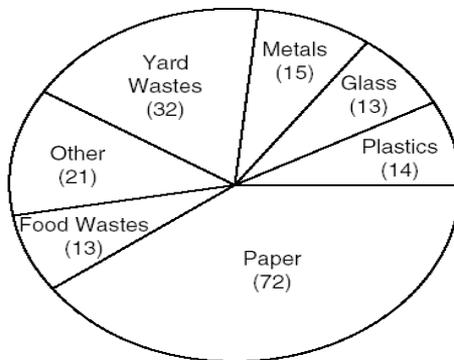
Emphasized problem-solving skills

Required students to write a minimally successful composition
Exit Level TAAS Item (1999)

What percent of the total solid waste was paper?

The graph shows the types and amounts of solid waste produced in the United States in 1988.

Municipal Solid Waste — 1988
(millions of tons)

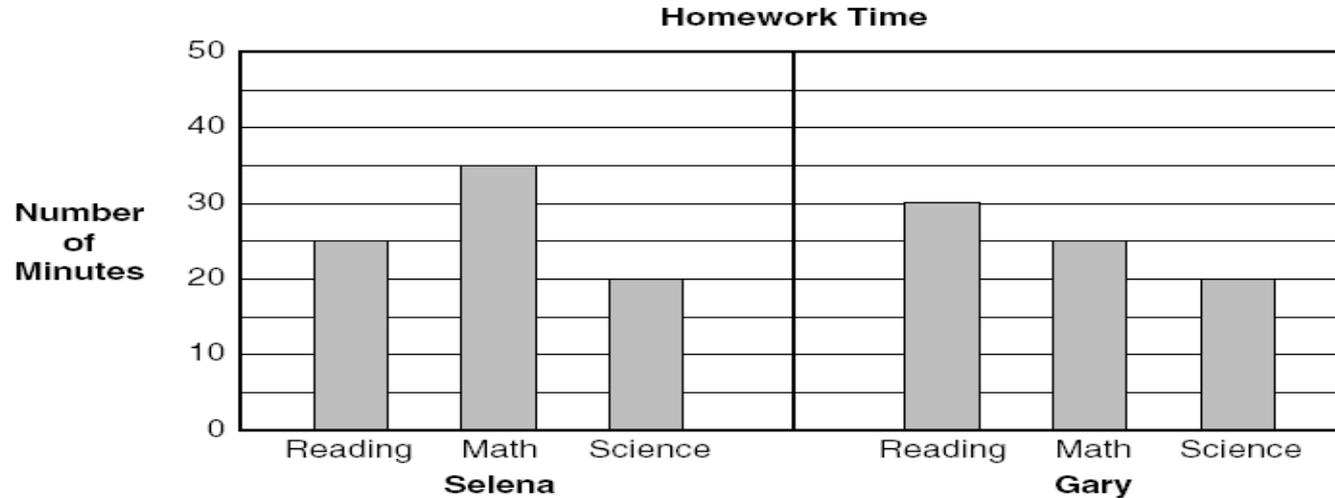


Total Weight = 180 million tons

- A 25%
- B $33\frac{1}{3}\%$
- C 40%
- D $66\frac{2}{3}\%$
- E 72%

Grade 3 TAKS Item (2002)

The bar graph shows the time Selena and Gary spent on their homework last week.



How many more minutes did Selena spend on math homework than Gary spent?

Record your answer in the boxes below. Then fill in the bubbles. Be sure to use the correct place value.

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Why STAAR?

Response to requirements set forth by the 80th and 81st Texas Legislature

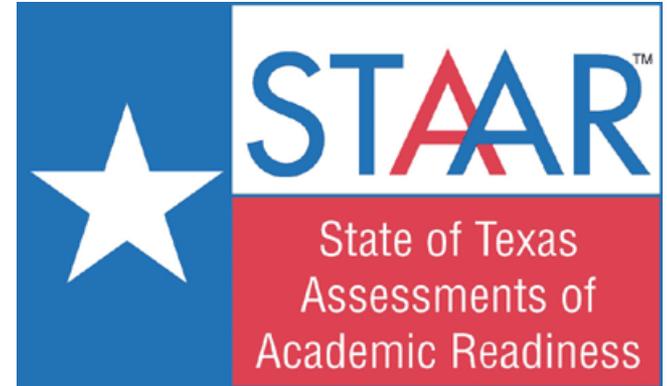
Focus is on increased post secondary readiness of graduating high school

Helping Texas students to compete with other students nationally and internationally

STAAR assesses the content standards at a greater depth and at a higher level of complexity than the Texas Assessment of Knowledge and Skills (TAKS) program

STAAR – State of Texas Assessment of Academic Readiness

- **Third Grade**
 - Math, Reading
- **Fourth Grade**
 - Writing, Math, Reading
- **Fifth Grade *(SSI grade)**
 - **Math, *Reading, Science*



STAAR Testing Procedures

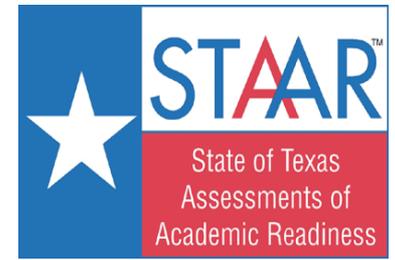
4 hour time limit – just like SAT/ACT

- Lunch is “off the clock”
- The directions are “off the clock”
- Breaks are NOT “off the clock” ...restroom, snack, stretch etc.

3rd grade: Separate answer document

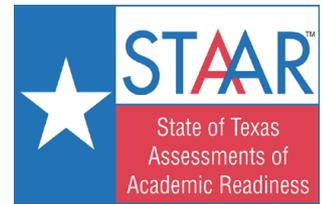
4th grade: Writing test is a two day test

STAAR Testing – 3rd



- Assesses previous grade level objectives to current grade (K-3rd)
- **Math STAAR-** process skills will be assessed in context, not in isolation
- **Reading STAAR-** emphasizes critical analysis & less literal understanding
- **Math (April 21) & Reading (April 22) – No visitors**

STAAR Testing – 4th



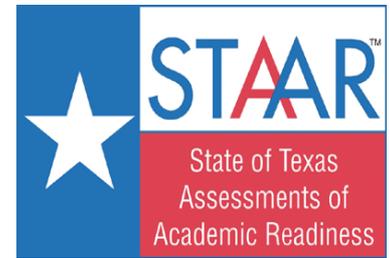
- Assesses previous grade level objectives to current grade (K-4th)
- **Writing** STAAR- 2 days; 1 composition each day (expository/narrative) plus multiple choice (editing & revising)
- **Math** STAAR- process skills will be assessed in context, not in isolation
- **Reading** STAAR- emphasizes critical analysis & less literal understanding
- **Writing (March 30 and 31st) , Math (April 21) & Reading (April 22) - No visitors**

Composition

Grade 4

- Students will write two one-page compositions addressing different types of writing.
 - **Personal Narrative:**
 - Write about important personal experiences (TEKS–17A)
 - **Expository:**
 - Create brief compositions that establish a central idea in a topic sentence, contain a concluding statement, and include supporting sentences with simple facts, details, and explanations (TEKS–18 A and i, ii, and iii)

STAAR Testing – 5th



- Assesses previous grade level objectives to current grade (K-5th); **for 2014-2015 Reading is the only SSI required subject.**
- **Math** STAAR- process skills will be assessed in context, not in isolation
- ***Reading** STAAR- emphasizes critical analysis & less literal understanding
- **Science** STAAR- process skills will be assessed in context, not in isolation
- **Math (*March 30), Reading (*March 31), *(RT) May 12, *(RT) June 23rd) & Science (April 22)**
 - **No visitors**

How parents can help...



Be sure your child gets plenty of rest the night before the test.



A healthy breakfast or snack starts the day off right.



Encouraging words from you go a long way!

Helpful Links

- **TEA sites**

<http://www.tea.state.tx.us/student.assessment/staar/>

<http://www.tea.state.tx.us/student.assessment/parents/>

- **Frisco ISD Testing Page**

<http://www.friscoisd.org/ly/departments/Testing/>



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