

Testing 101



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Cognitive Abilities Test (CogAT)

Grade 5 (October)

Iowa Test of Basic Skills (ITBS)

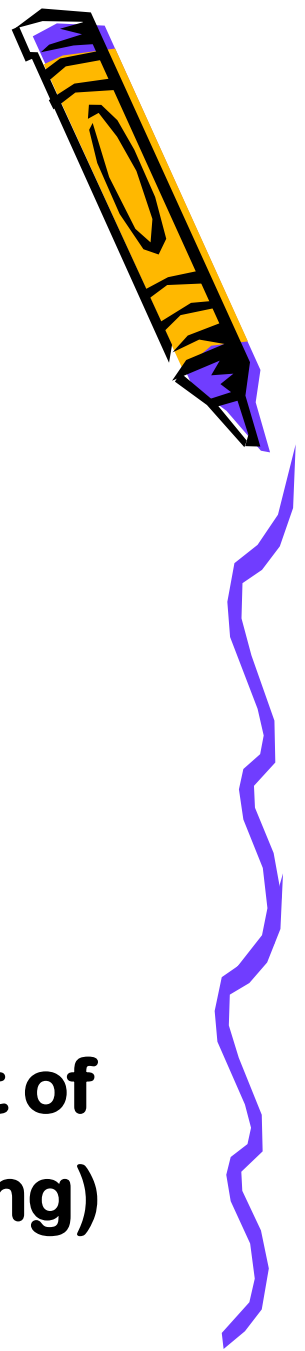
Grade 2 (November)

Cognitive Abilities Test (CogAT)

Grade 1 (January)

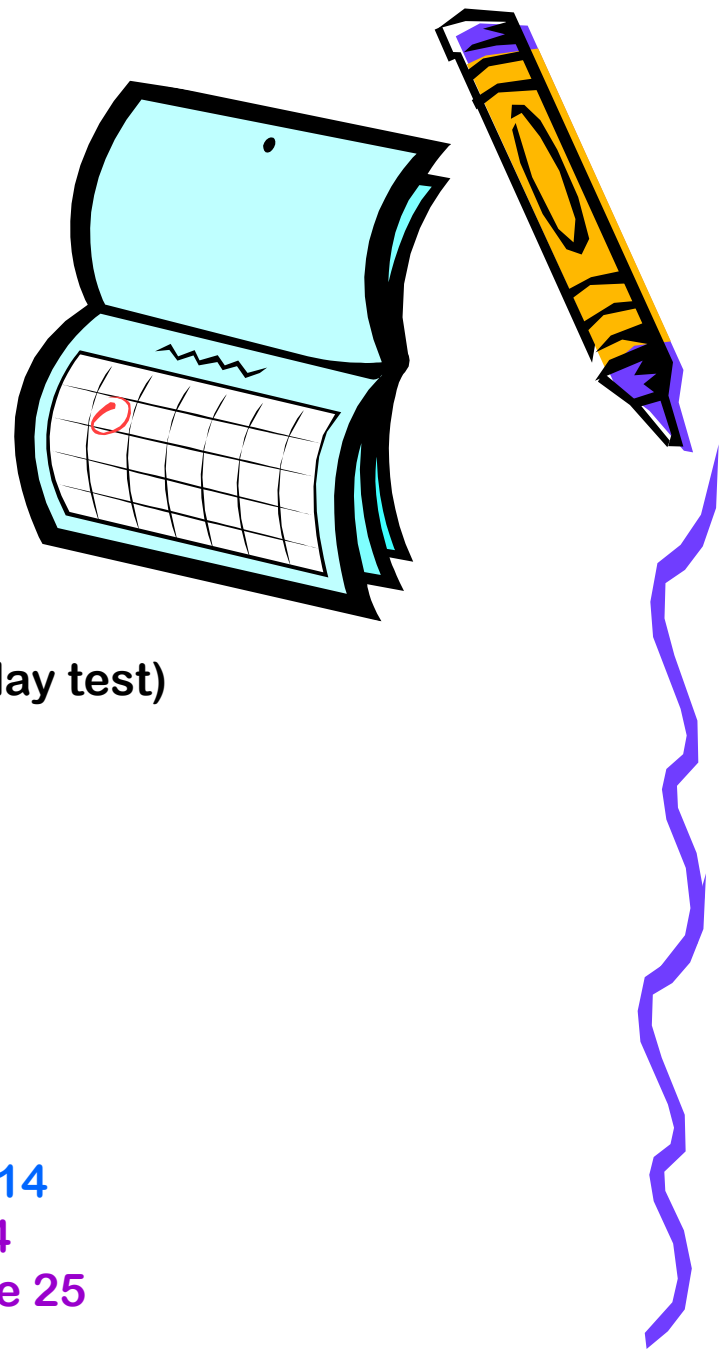
**STAAR – State of Texas Assessment of
Academic Readiness (spring)**

Grades 3 - 11



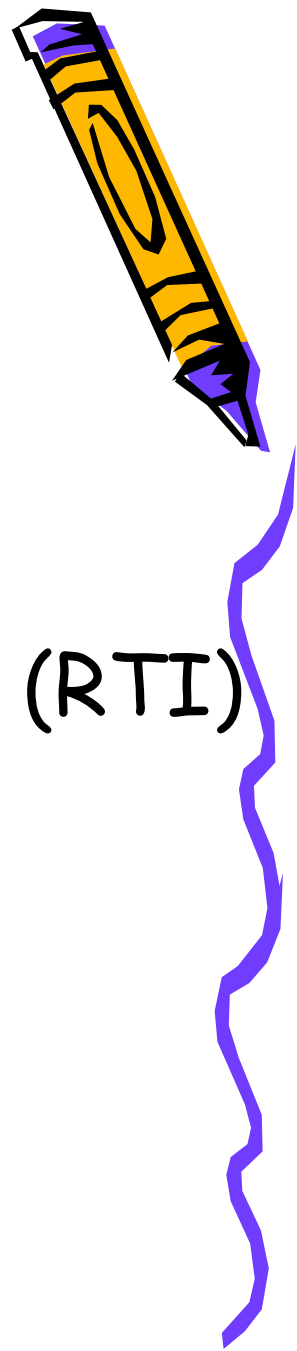
Test Dates

- **Grade 1**
 - CogAT – Jan 13 - 24
- **Grade 2**
 - ITBS – Nov. 4 - 15
- **Grade 3**
 - STAAR Math – April 22
 - STAAR Reading – April 23
- **Grade 4**
 - STAAR Writing – April 1 & 2 (2 day test)
 - STAAR Math – April 22
 - STAAR Reading – April 23
- **Grade 5 (*SSI)**
 - CogAT – Oct. 7 - 18
 - STAAR Math* – April 1
 - STAAR Reading* – April 2
 - STAAR Science – April 23
 - STAAR Retest Math** - May 13
 - STAAR Retest Reading** - May 14
 - STAAR Retest Math*** - June 24
 - STAAR Retest Reading*** - June 25



Why We Test

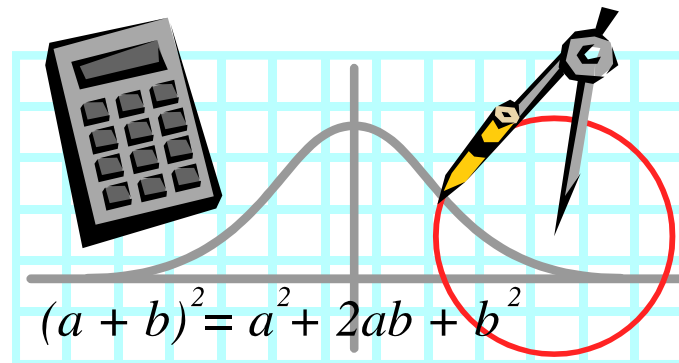
- ▶ Identify strengths and weaknesses
- ▶ Inform instruction
- ▶ Monitor growth
- ▶ Implement Response to Intervention (RTI)
- ▶ Inform placement decisions
- ▶ Predict future performance
- ▶ Support accountability



Difference in Tests

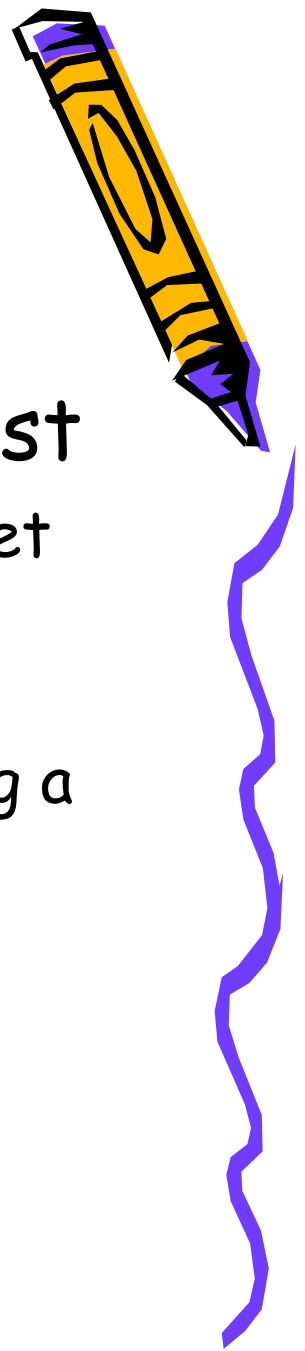
- CogAT and ITBS are "norm-referenced" test

- compares students in same age group
- creates a "normal curve"
- does not measure proficiency on objectives
- scores reported as a percentile

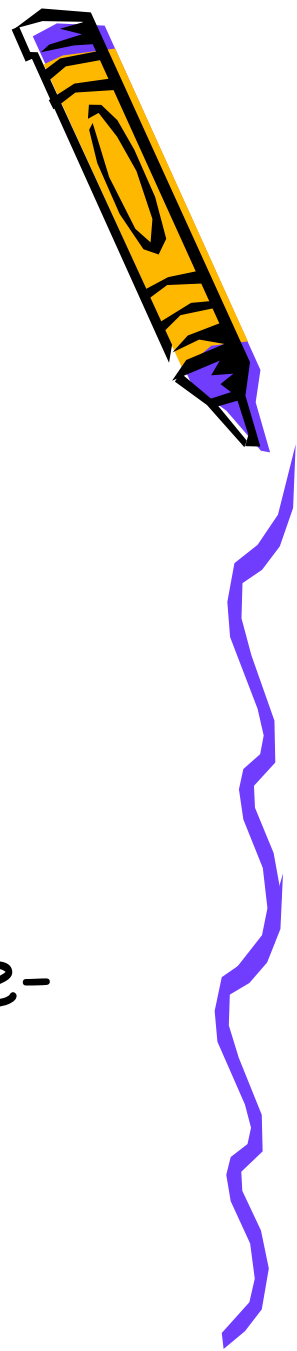


Difference in Tests

- 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



5th grade CogAT

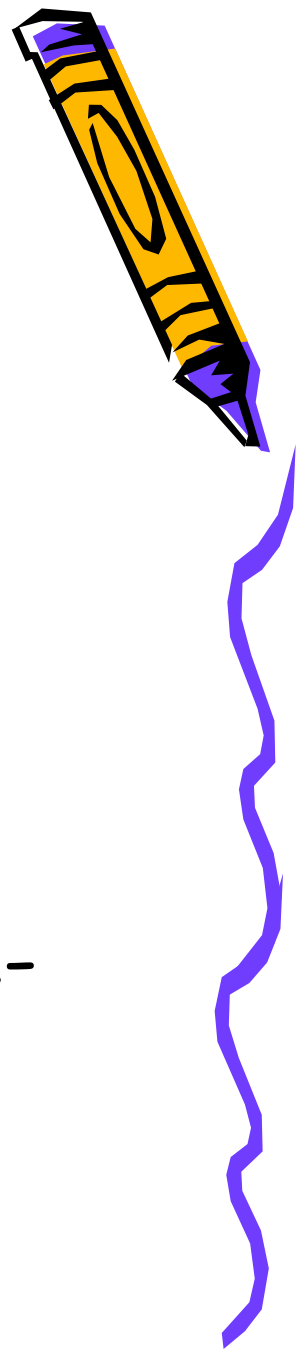


- Testing window: October 7 - 15
- Each campus determines testing dates
- The window includes time for make-ups



1st Grade CogAT

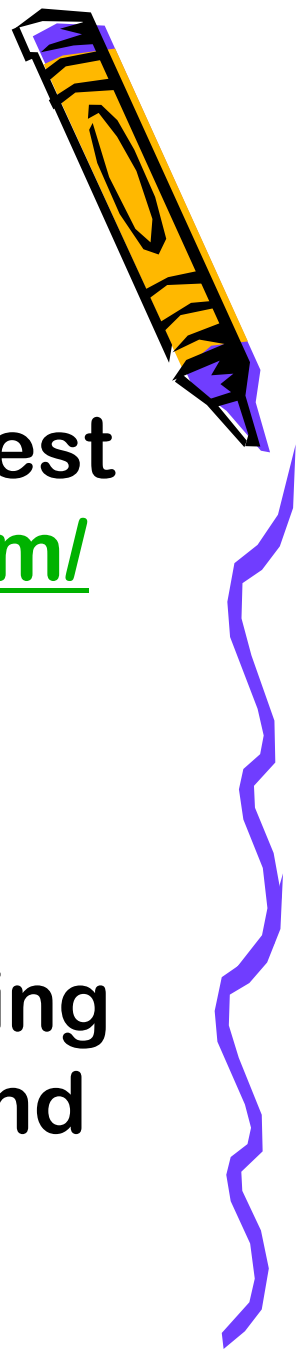
- Testing window: January 13 - 24
- Each campus determines testing dates
- The window includes time for make-ups



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.





Abilities	National Age Scores		National Age Percentile Ranks				
	Stanine	Percentile Rank	Low 1	25	50	75	High 99
Verbal	6	75					
Quantitative	7	88					
Nonverbal	5	45					
COMPOSITE	6	73					

Ability Profile 6C (Q-N): The number in the profile is the age stanine 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.

Abilities	Raw Scores			Grade Scores	
	Number of Items	Number All	Number Correct	National Stanine	National Percentile Rank
Verbal	44	44	37	7	78
Quantitative	44	44	41	8	92
Nonverbal	44	44	34	5	49
COMPOSITE				7	79

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.



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Abilities	Raw Scores			Grade Scores	
	Number of Items	Number All	Number Correct	National Staircase	National Percentile Rank
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Nonverbal	44	44	34	5	49
COMPOSITE				7	79

Scores for [REDACTED]:

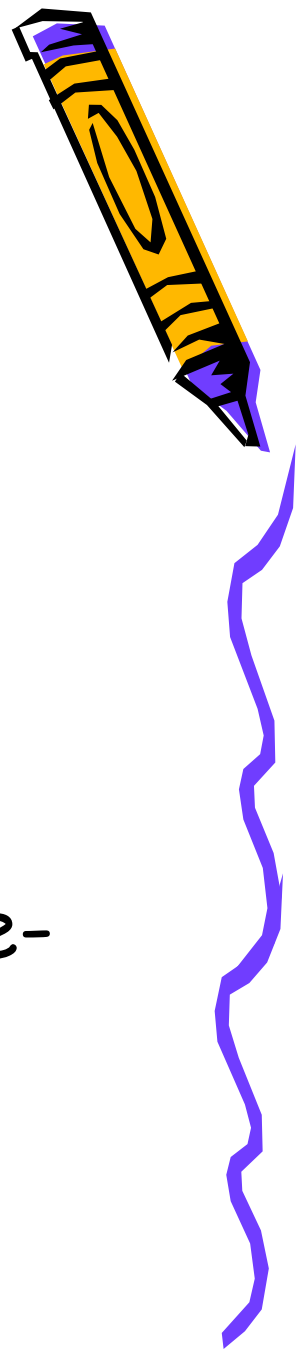
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2nd Grade ITBS



- Testing window: November 4 - 15
- Each campus determines testing dates
- The window includes time for make-ups



Iowa Tests of Basic Skills (ITBS)

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



ITBS

- ITBS is a *standardized achievement* test. The purpose is to provide information that can be used to improve instruction and monitor student progress.
- ITBS 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 4657

Student ID:
 Form/Level: A/ 10
 Test Date: 01/20/09
 Norms: 01/01/ 2005
 Order No.: 000342448
 Page: 2 Grade: 4

Tests	Scores				PERCENTILE RANK				
	SS	GE	NS	NPR	Low	25	50	75	High
Vocabulary	210	5.5	6	75					
Reading Comprehension	211	5.5	6	71					
Reading Total	210	5.4	6	73					
Spelling	192	4.2	5	46					
Capitalization	201	4.9	5	59					
Punctuation	197	4.6	5	53					
Usage and Expression	235	7.5	7	85					
Language Total	206	5.2	6	64					
Concepts & Estimation	203	5.0	6	68					
Prob. Solv. & Data Interp.	220	6.2	7	80					
*Math Computation	197	4.6	6	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.

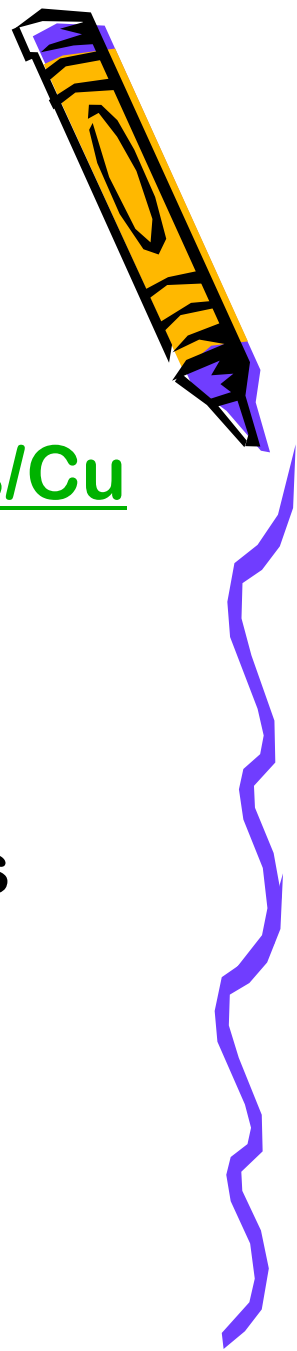
* = Math Computation not included in Totals or Composite
 SS = Standard Score, GE = Grade Equivalent, NS = National Norms, NPR = National Percentile Rank

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			
Comma	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	8	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	50	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	6	50	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	50	58			
Earth and Space Science	8	8	88	58			
Physical Science	4	4	50	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	24	24	63	57			

Gifted and Talented...

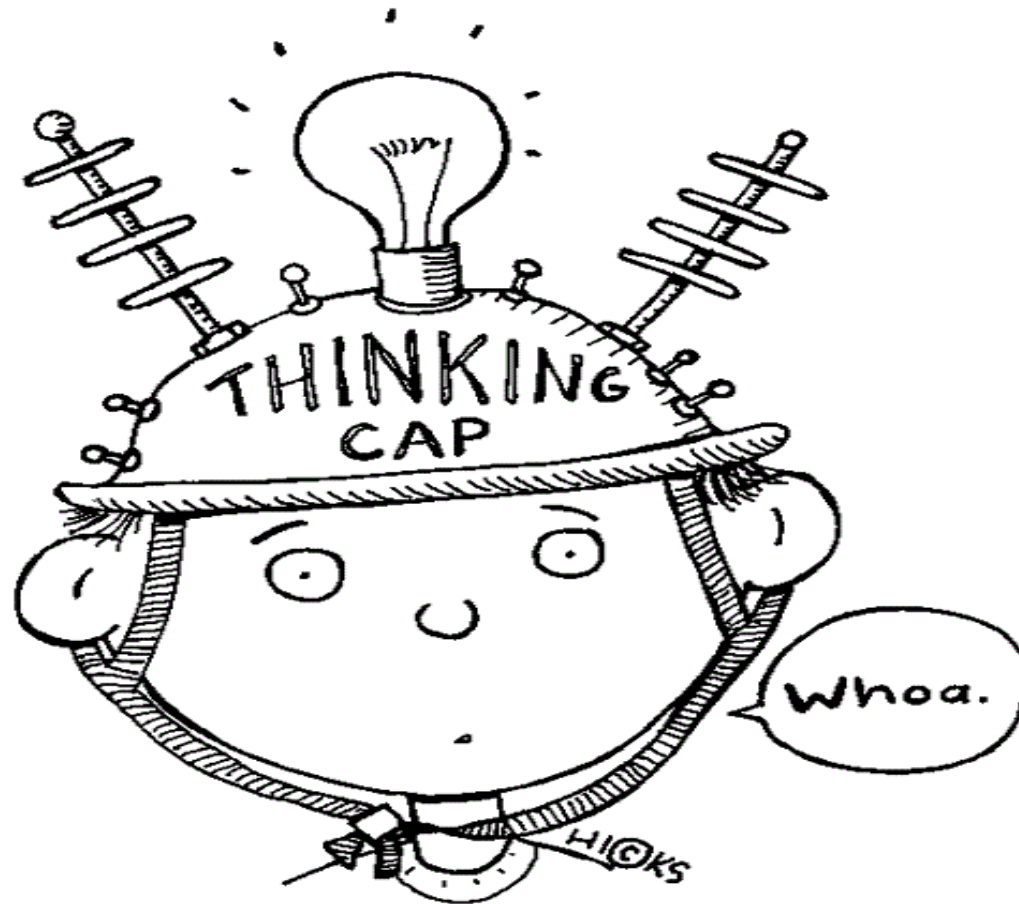


- <http://www.friscoisd.org/ly/departments/CurriculumInstruction/giftedTalented.htm>

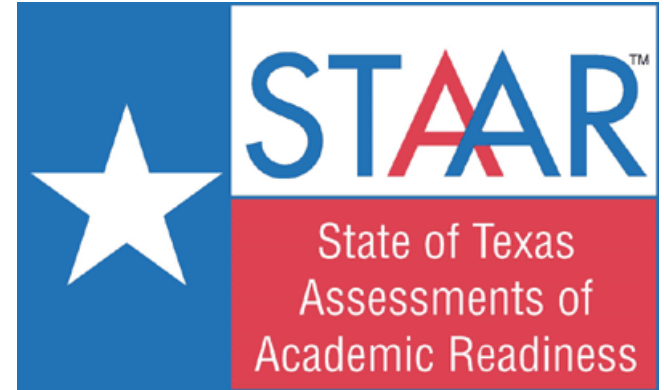
If you have questions about GT – please contact your child’s elementary campus GT facilitator.



"S" is for STAAR



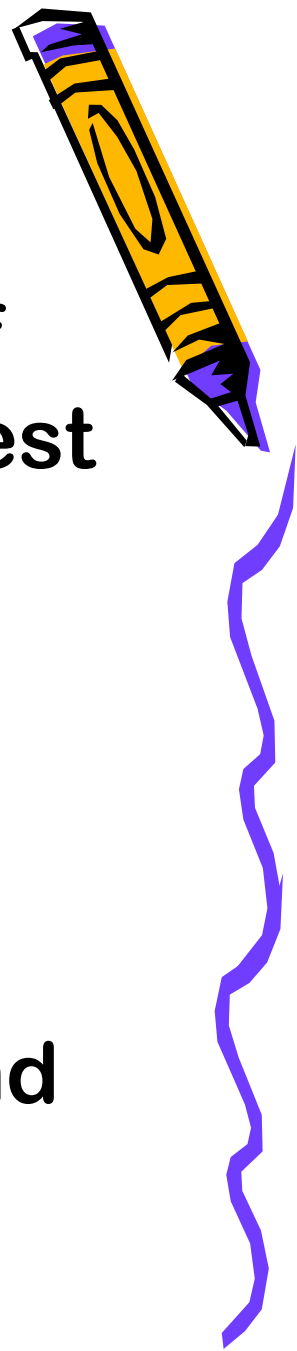
STAAR – State of Texas Assessment of Academic Readiness



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

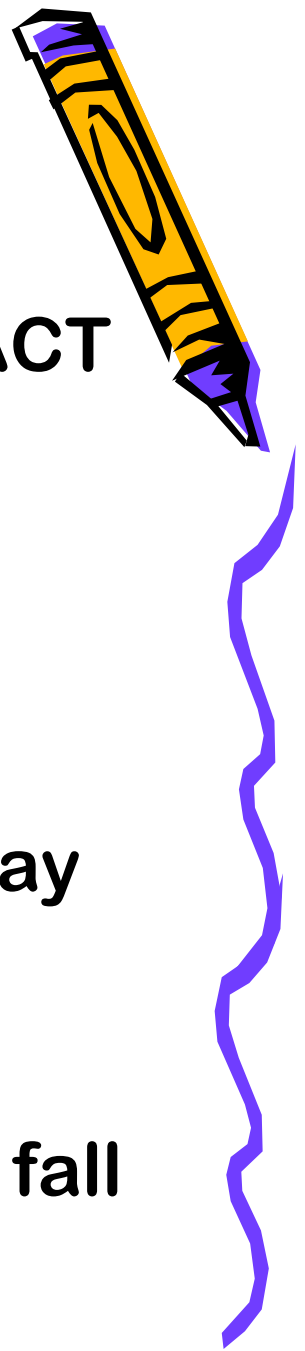
STAAR

- State of Texas Assessment of Academic Readiness – new test started in 2011-2012.
- 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 Testing Procedures

- 4 hour time limit – just like SAT/ACT
- 3rd grade: Separate answer document
- 4th grade: Writing test is a two day test
- TEA set STAAR standards in the fall of 2012 for grades 3 - 8





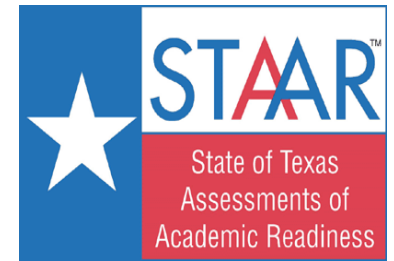
4 hour time limit...



- Lunch is “off the clock”
- The directions are “off the clock”
- Breaks are NOT “off the clock” – restroom, stretching, snacks...

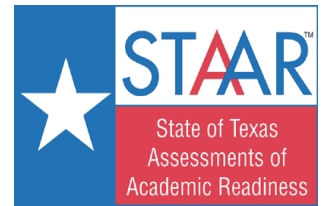


STAAR Testing – 3rd



- **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 22) & Reading (April 23) – No visitors**

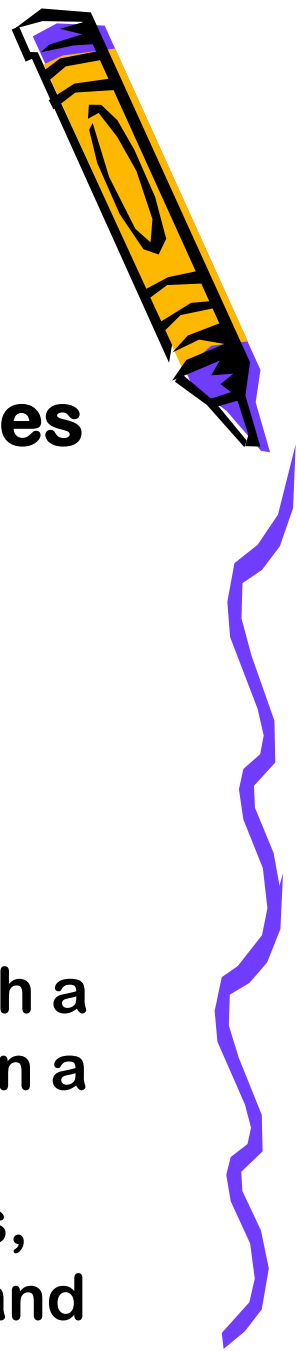
STAAR Testing – 4th



- **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 (April 1 & 2), Math (April 22) & Reading (April 23) - No visitors**

Composition

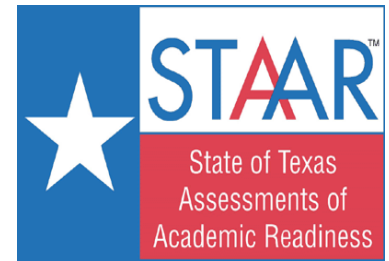
Grade 4



- **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); **5th graders must pass *Math and *Reading to be promoted to 6th grade.**
- ***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 (*April 1; *(RT) May 13, *(RT) June 24), Reading (*April 2, *(RT) May 14, *(RT) June 25) & Science (April 23)**
 - **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**

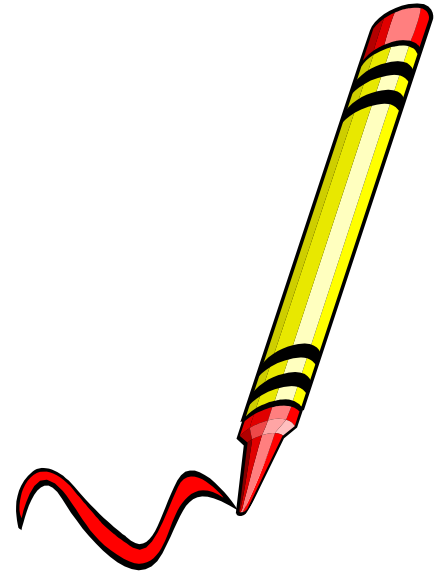
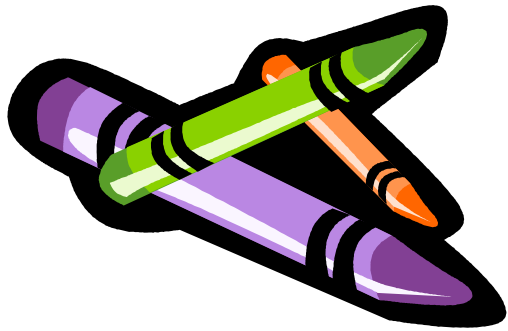
<http://www.tea.state.tx.us/student.assessment/staar/>

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

- **Frisco ISD Testing Page**

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





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