

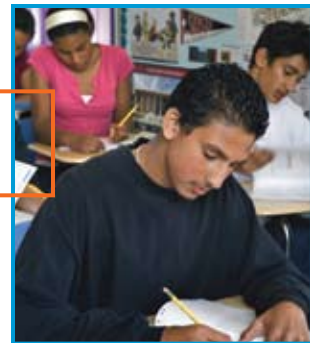


TERRANOVA<sup>3</sup>

Introducing

*TerraNova,<sup>TM</sup> Third Edition*

The New Standard in Achievement





## Move Every Student Forward with

**At CTB/McGraw-Hill, we know that results matter.**

We also know that there are proactive steps schools can take to help teachers provide more targeted instruction and help students raise their achievement levels.

Educators, districts, dioceses, and individual schools rely on CTB/McGraw-Hill year after year for their testing needs. CTB is a stable leader in the testing industry and has extensive experience in providing highly accurate and dependable results that translate into valuable, informed decision making in the classroom. Great design, innovation, technical excellence, and curricula-based content are all reflected in *TerraNova, Third Edition*—one of the most respected, proven assessment solutions for today's educators.



# Innovative, Research-Based Tests

The new *TerraNova, Third Edition* boosts educators' abilities to measure achievement, monitor progress, and deliver targeted instruction to promote the highest achievement levels in all students. CTB incorporates 80 years of excellence in assessment, combined with the most recent advances in educational technology, to create a breakthrough assessment system that accurately identifies students' strengths and weaknesses compared to state standards.

*With TerraNova, Third Edition, teachers can spend more time teaching and less time testing, and still receive accurate, meaningful results.*





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## Section I — What is *TerraNova, Third Edition*?



***TerraNova, Third Edition* brings a proven solution to today's demanding assessment environment**

### Improving achievement is easier if you start with the right tools

- Learn how your students are progressing toward standards, performing relative to their peers, and what instructional activities can help close achievement gaps. *TerraNova 3* is the industry's only NRT suite of products that features a combination of custom and off-the-shelf scoring and reporting services. Educators can mix and match reports and services to build an assessment program that meets their needs.
- *TerraNova, Third Edition* is a next-generation achievement test that provides a research-based test blueprint to closely align to today's challenging content and performance standards. When used as part of your plan to enhance classroom instruction and improve student achievement, *TerraNova, Third Edition* helps you empower all students to succeed.
- *TerraNova, Third Edition* is available for grades K through 12 for Reading, Language, Mathematics, Science, and Social Studies.
- Plus Tests are available to measure Word Analysis, Vocabulary, Language Mechanics, Spelling, and Mathematics Computation.
- Lexile scores also available.

#### Did You Know?

*TerraNova, Third Edition* features 2007 norms and offers premier reporting that link individual test results with instruction. When paired with our nationally recognized psychometric services, *TerraNova 3* can predict student outcomes on your state NCLB test. For more information contact your Evaluation Consultant at 800.538.9547.



## Count on *TerraNova, Third Edition* to improve student achievement



**ALIGNMENT** — *TerraNova, Third Edition* meets your assessment and reporting needs by offering a series of premium, norm-referenced achievement batteries and services that can be mixed and matched to deliver superior data for informing classroom instruction. *TerraNova, Third Edition* features a variety of item formats and aligns well to the objectives of NAEP. In addition, *TerraNova, Third Edition* can provide customized reporting of student progress toward state standards and predict student performance on the state test with local research studies conducted by CTB/McGraw-Hill.

**RELEVANCE** — *TerraNova, Third Edition* features engaging and contemporary item content that motivates students to perform. Furthermore, *TerraNova, Third Edition* delivers comparisons of student performance using nationally representative 2007 norms from an empirical study conducted nationwide.

**ACTIONABLE INFORMATION** — *TerraNova, Third Edition* integrates testing and reporting options seamlessly and translates data into information your teachers and educational leaders can use to target instruction. The Grow Network/McGraw-Hill provides premium reporting of student results and links to valuable instructional activities. Reports streamline complex information—using visual displays and familiar language to explain student results. Results are more meaningful, more actionable, and easier to interpret.

**HIGHER ACHIEVEMENT** — Contemporary, rigorous, and relevant content with rich graphics maintains interest and motivates students to do their best. With test items reflecting greater depths of knowledge, educators are able to evaluate students' performance relative to the more challenging levels of thinking and problem-solving skills required by your state standards.

**FLEXIBILITY** — *TerraNova, Third Edition* provides numerous test book options to suit your needs: Multiple Assessments, which combines selected-response and constructed-response items; Complete Battery, which uses selected-response items only; and Survey, for occasions when testing time is limited.

**QUALITY** — *TerraNova, Third Edition* test items reflect rigorous test-construction standards that ensure each item is valid and measures what is intended without embedded cultural bias. Furthermore, CTB/McGraw-Hill research and development professionals ensure that the test measures a wide range of skills and proficiency levels.



## Tests That Measure What Matters Most

The *TerraNova, Third Edition* family of assessments includes the following components: Multiple Assessments, Complete Battery, Survey, Plus Tests.

The twelve overlapping levels of the test relate to grade ranges as follows:

Level 10	K.6–1.6
Level 11	1.6–2.6
Level 12	2.0–3.2
Level 13	2.6–4.2
Level 14	3.6–5.2
Level 15	4.6–6.2

Level 16	5.6–7.2
Level 17	6.6–8.2
Level 18	7.6–9.2
Level 19	8.6–10.2
Level 20	9.6–11.2
Levels 21/22	10.6–12.9

Grade and month are reflected with the decimal.

<i>TerraNova, Third Edition</i>	Content	Item Type	Grades
Multiple Assessments	Reading, Language*, Mathematics Science, Social Studies	Constructed-Response and Selected-Response	1–12
Complete Battery	Reading, Language*, Mathematics Science, Social Studies**	Selected-Response	K–12
Survey	Reading, Language*, Mathematics Science, Social Studies	Selected-Response	2–12
Plus, Form C	Word Analysis, Vocabulary Language Mechanics, Spelling, and Mathematics Computation	Selected-Response	1–12

\* Language tests are available for Grades 3–12.

\*\* The Science and Social Studies tests begin at Grade 1.

### *TerraNova, Third Edition* Multiple Assessments

Multiple Assessments measures important higher-order thinking skills as well as basic and applied skills. These assessments generate norm-referenced achievement scores, criterion-referenced objective mastery scores, and performance-level information.

- Includes Reading, Language, Mathematics, Science, and Social Studies tests
- Combines selected-response items with constructed-response items that ask students to produce their own responses
- Is available for Grades 1 through 12

#### Did You Know?

CTB uses the three-parameter logistical model to scale the selected-response items and the two-parameter partial credit model to scale the constructed-response items. The item discrimination is allowed to vary among items allowing the selected-response and constructed-response items to be scaled together. With the Rasch and partial credit models, discriminations must be equal for all items so the use of those models precludes the two types of items being scaled together.







### ***TerraNova, Third Edition Complete Battery***

Complete Battery provides detailed diagnostic information. This series of assessments generates precise norm-referenced achievement scores, a full complement of criterion-referenced objective mastery scores, and performance-level information.

- Includes Reading, Language, Mathematics, Science, and Social Studies tests
- Uses selected-response items to provide detailed comparative and diagnostic information, allowing for efficient, scannable scoring
- Provides Reading and Mathematics tests for Grades K–12; Language tests for Grades 3–12 and Science and Social Studies tests for Grades 1–12

### ***TerraNova, Third Edition Survey***

Survey is an abbreviated version of the Complete Battery and provides a general measure of achievement, with a minimum amount of testing time. The Survey generates norm-referenced achievement scores, criterion-referenced objective mastery scores, and performance-level information.

- Includes Reading, Language, Mathematics, Science, and Social Studies tests
- Includes only selected-response items, allowing for efficient, scannable scoring
- Is available for Grades 2–12
- The Language test is available for Grades 3–12

### ***TerraNova Plus Tests***

*TerraNova* Plus Tests provide in-depth information about students' basic skills. Use them to measure important foundational skills in Word Analysis, Vocabulary, Language Mechanics, Spelling, and Mathematics Computation. The Plus Tests can be used for additional diagnostic information about your students.



## TerraNova, Third Edition—Test Length and Administration Times

### Multiple Assessments

Level	Reading	Language	Mathematics	Science	Social Studies	Total Time	Total # of Items
	Admin. Time/ # of Items	Admin. Time/ # of Items	Admin. Time/ # of Items	Admin. Time/ # of Items	Admin. Time/ # of Items		
11	1:25/45	N/A	1:15/34	0:45/29	0:45/28	4:10	136
12	1:35/47	N/A	1:15/34	0:45/28	0:45/29	4:20	138
13	1:20/35	0:40/23	1:30/38	1:00/30	1:05/27	5:35	153
14	1:20/39	0:40/30	1:30/43	1:00/37	1:05/34	5:35	183
15	1:20/39	0:40/30	1:30/43	1:00/35	1:05/35	5:35	182
16	1:20/39	0:40/30	1:30/42	1:00/36	1:05/37	5:35	184
17	1:20/39	0:40/30	1:30/42	1:00/35	1:05/35	5:35	181
18	1:20/39	0:40/30	1:30/41	1:00/35	1:05/35	5:35	180
19	1:20/39	0:40/30	1:30/35	1:00/35	1:05/36	5:35	175
20	1:20/39	0:40/30	1:30/35	1:00/36	1:05/36	5:35	176
21/22	1:20/39	0:40/30	1:30/35	1:00/35	1:05/35	5:35	174

### Percentage of Total Test Items That Are Constructed-Response Items

Level	Reading	Language	Mathematics	Science	Social Studies
11	11.1%	N/A	23.5%	31.0%	28.6%
12	14.9%	N/A	23.5%	28.6%	31.0%
13	14.3%	13.0%	21.1%	33.3%	25.9%
14	15.4%	10.0%	25.6%	32.4%	26.5%
15	15.4%	10.0%	25.6%	32.4%	26.5%
16	15.4%	10.0%	26.2%	30.6%	32.4%
17	15.4%	10.0%	23.8%	28.6%	28.6%
18	15.4%	10.0%	24.4%	28.6%	28.6%
19	15.4%	10.0%	28.6%	28.6%	30.6%
20	15.4%	10.0%	28.6%	30.6%	30.6%
21/22	15.4%	10.0%	28.6%	28.6%	28.6%



## Complete Battery

Level	Reading	Language	Mathematics	Science	Social Studies	Total Time	Total # of Items
	Admin. Time/ # of Items	Admin. Time/ # of Items	Admin. Time/ # of Items	Admin. Time/ # of Items	Admin. Time/ # of Items		
10	0:55/40	N/A	0:40/30	N/A	N/A	1:35	70
11	0:55/40	N/A	1:05/47	0:20/20	0:20/20	2:40	127
12	1:10/52	N/A	1:00/47	0:25/25	0:25/25	3:00	149
13	1:00/42	0:35/28	1:10/50	0:40/35	0:40/35	4:05	190
14	1:00/46	0:35/34	1:10/57	0:40/40	0:40/40	4:05	217
15	1:00/46	0:35/34	1:10/57	0:40/40	0:40/40	4:05	217
16	1:00/46	0:35/34	1:10/56	0:40/40	0:40/40	4:05	216
17	1:00/46	0:35/34	1:10/57	0:40/40	0:40/40	4:05	217
18	1:00/46	0:35/34	1:10/56	0:40/40	0:40/40	4:05	216
19	1:00/46	0:35/34	1:10/46	0:40/40	0:40/40	4:05	206
20	1:00/46	0:35/34	1:10/46	0:40/40	0:40/40	4:05	206
21/22	1:00/46	0:35/34	1:10/46	0:40/40	0:40/40	4:05	206

## Survey

Level	Reading	Language	Mathematics	Science	Social Studies	Total Time	Total # of Items
	Admin. Time/ # of Items	Admin. Time/ # of Items	Admin. Time/ # of Items	Admin. Time/ # of Items	Admin. Time/ # of Items		
12	1:00/40	N/A	0:35/26	0:20/20	0:20/20	2:15	106
13	0:50/30	0:30/20	0:40/30	0:25/20	0:25/20	2:50	120
14	0:50/33	0:30/27	0:40/32	0:25/25	0:25/25	2:50	142
15	0:50/33	0:30/27	0:40/32	0:25/25	0:25/25	2:50	142
16	0:50/33	0:30/27	0:40/31	0:25/25	0:25/25	2:50	141
17	0:50/33	0:30/27	0:40/32	0:25/25	0:25/25	2:50	142
18	0:50/33	0:30/27	0:40/31	0:25/25	0:25/25	2:50	141
19	0:50/33	0:30/27	0:40/25	0:25/25	0:25/25	2:50	135
20	0:50/33	0:30/27	0:40/25	0:25/25	0:25/25	2:50	135
21/22	0:50/33	0:30/27	0:40/25	0:25/25	0:25/25	2:50	135



## Content That's Engaging, Relevant, and Easy to Administer

From conceptualization to test blueprint, from content creation, through scoring and reporting, CTB invests the time it takes to develop a superior assessment. *TerraNova, Third Edition* provides the most engaging and relevant content available today. This means you can test with confidence, knowing that the assessments will accurately measure your students' learning.



### Content Development

An integral part of the development process was documentation of content, using state curriculum frameworks and standards, NAEP objectives, national standards such as NCTM and IRA, as well as major basal textbooks. This procedure ensured that every item is sound in content and format and is appropriately targeted to the grades in which the associated skills are typically taught.

Next, items were tested with students and evaluated by teachers across the nation to measure the accuracy, validity, and grade-level appropriateness of the assessment content. This research provided actual classroom reaction from a large sample of educators. Finally, classroom teachers and other curriculum experts provided a comprehensive review.

### Minimization of Bias

CTB developers gave careful attention to questions of ethnic, racial, gender, regional, and age bias. All materials were written and reviewed to meet CTB's stringent editorial policies for equitable assessment. These policies are defined in two widely respected publications: *Reflecting Diversity: Multicultural Guidelines for Educational Publishing Professionals*, and *Guidelines for Bias-Free Publishing* (McGraw-Hill).

Educators from different parts of the country and different ethnic groups reviewed all potential items to identify assessment materials that might reflect possible bias in language, subject matter, or representation of people. The reviewers' comments and suggestions were carefully considered during the revision and selection of items for the final tests.

### Minimization of Speededness

Research over the past 25 years demonstrates that students experiencing time constraints may guess randomly or may be unable to demonstrate what they truly know and can do. Moreover, little useful instructional information can be obtained from the fact that a student did not finish a test, while a great deal can be learned from student responses to questions.

*TerraNova, Third Edition* is designed to minimize the effect of speededness and maximize the validity and instructional relevance of the assessment results. To ensure the most valid and useful measures of achievement possible, CTB set appropriate administration time limits that facilitate student completion.



## Technical Standards of Highest Quality

In state assessments, the stakes are high, and *TerraNova, Third Edition* reflects diligent dedication to the highest technical standards. *TerraNova, Third Edition* leverages the most current innovations in measurement methodology. The result is a valid, reliable assessment that meets rigorous psychometric standards. This ensures that results accurately measure and report your students' performance relative to state standards and the latest national norms.

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### Reliability and Validity

CTB/McGraw-Hill employs stringent scientific principles that exceed industry standards. You can be assured that you will always receive the most accurate and reliable test data available.

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### Predictive Validity

Each version of *TerraNova, Third Edition* can be used to predict student performance on your state test through an optional linking study coupled with state-specific performance reporting. Information on your students' proficiency levels allows teachers to target instruction and prepare for the state *No Child Left Behind* exam.

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### Inclusive Norms

*TerraNova, Third Edition* features 2007 norms from a national, empirical study. These are the most current and inclusive norms available, accurately reflecting the nation's student population as a whole. When you administer *TerraNova, Third Edition*, you can be confident these norms are reliable for evaluating achievement of your particular population of students relative to national performance.

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### Bias and Fairness Reviews

During test item development, CTB's content specialists carefully attended to questions of ethnic, racial, gender, regional, and age bias, and to special student status. Thorough review by independent educational professionals representing various ethnic and special student groups confirmed the appropriateness of language, subject matter, and demographic representation.

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### Item Response Theory

CTB applies an empirically sound three-parameter Item Response Theory (IRT) model in the analysis of item data in order to calibrate both constructed-response and selected-response items on the same scale. No matter which version of *TerraNova, Third Edition* you choose, the data are valid, reliable and comparable.



## Section II — Scoring and Reporting

### Scoring and Reporting Services that Provide Flexible Options



*TerraNova, Third Edition* leads the industry in providing solutions that support critical decision making. CTB scoring and reporting engines provide significant advantages to help meet today's challenging accountability standards. Our advanced scoring system and user-specific reports provide educators, students, parents, and policy-makers with the most reliable, useful test results in the industry, including:

- The Home Report
- The Individual Profile Report
- The Reading Links Report
- The Student Performance Level Report

CTB/McGraw-Hill delivers a wide range of scoring and reporting options for all *TerraNova, Third Edition* tests.

### Quick Turnaround

CTB will work with you to deliver timely, accurate scoring services. Your scoring team is available to help you plan efficient test administration, check your test materials, and help move you quickly and confidently through the assessment process—from identification of the most useful score reports to assistance in interpreting the final results. CTB reduces the turnaround time for delivering reports with this newest edition of *TerraNova*.

Individual, group, and summary reports allow you to present your results to diverse audiences. Reports and data are available electronically in a variety of formats, including CD-ROM, allowing you to quickly retrieve information, index, and search for specific items, cut and paste data and graphs to create custom reports, and re-purpose data to create custom reports.

### Clear Results

Clear and comprehensive reports help you make the most of your test results. CTB is committed to providing the most accurate and easy-to-understand research-based information possible, so you can plan your curriculum and remedial programs with confidence.

### Reliable Data

CTB uses advanced, real-time quality assurance techniques to ensure that all scoring processes deliver the most reliable, consistent results possible. Reliability is continuously monitored throughout the scoring process, with quality assurance checks and comparisons of new scores against previously scored materials.

You can be assured that your results accurately reflect student performance and adhere to the highest possible standards of testing reliability and validity.

### Flexible Scoring

CTB provides clients with flexible scoring options to match district or diocesan testing goals—from handscoring, to local scanning and scoring, to CTB Scoring.

- Handscoring: Scoring Keys
- Local Scanning/Scoring and Reporting: TestMate Clarity® and ReportMate® Clarity
- CTB Scoring Services

### ReportMate Clarity

ReportMate Clarity lets you access test results and create custom reports using standard norm-referenced and aptitude score types. You can restructure test information to meet local reporting needs any time during the school year.

With ReportMate, you have access to the same custom reports at a cost that fits your school or small district budget. You pay on a per-student basis.

ReportMate Clarity provides:

- Class List Reports (alphabetical and ranked)
- Class Objective Reports (teachers see underlying skills of the class)
- Class Grouping Reports (great for forming flexible instructional groups)
- Item Analysis Reports (a useful view of instructional implications for administrators)
- List Reports (alphabetical and ranked)
- Administrative Summary Reports (a top down view of curriculum effects)
- Aptitude List and Summary Reports (useful for Gifted and Talented program identification)
- Pre-Post Reporting

### TestMate Clarity

#### Easily access and restructure any test information to meet local reporting needs

TestMate Clarity lets you access test results and create custom reports using all standard, norm-referenced, and aptitude score types at any time during the school year. You can also manage data from most achievement tests scored by CTB and other major test publishers.

#### Increase your reporting capabilities and flexibility

TestMate Clarity's comprehensive and flexible local data management system helps you reorganize test results into new groupings, and also provides powerful sorting and ranking facilities. The following flexible add-on modules are also available within this software solution:

- *TestMate Clarity Multiple Measures*: allows you to link or merge separate test administrations for longitudinal tracking or analysis and create reports that combine measures for multiple assessments or different tests, including

performance and norm-referenced tests. Import or export test information and scored data via an ASCII file or Microsoft Excel, and combine the results of local tests with statewide or national tests.

- *TestMate Clarity Scan and Score Tests Module*: allows you to scan, score, and define criterion-referenced tests and supports all current scanners from Pearson and Scantron, as well as online editing, and remote scanning.
- *TestMate Clarity Test Parameter Module*: allows you to create the necessary test definitions for storing and reporting scored test data and enables you to enter definitions on any keyboard as titles of tests or objectives, answer keys, or item-to-objective linkages.

#### Generate reports at the district, diocesan, school, and classroom levels

TestMate Clarity makes it easy to produce reports required for local and state accountability or longitudinal tracking. Use the optional Multiple Measures module to create reports that compare one test with another—either the same test taken at different times by a group of students, or different tests taken by an individual student.


#### CTB Scoring Service

When you use CTB scoring services, you are assigned a professional scoring team that manages your complete scoring process from order to delivery.

Your team can process your scoring order over the phone, via fax, or via e-mail. CTB will also help you plan for an efficient test administration and check your test materials. You may call for a status report on your order at any time.

Improved efficiencies and innovations permit us to minimize the turnaround time for your score reports, so you can get the





results sooner and put the information to work in informing instruction and identifying student performance needs.

Using CTB Scoring Services also enables you to have access to powerful and informative State Proficiency Reports further described on page 15.

### Scoring to support classroom teaching and educational decision making

CTB provides three instructionally relevant types of scores for *TerraNova, Third Edition*.

**1. Norm-referenced scores** describe individual student performance relative to the performance of a large, nationally representative group of students. This information includes National Percentiles, Normal Curve Equivalents, Stanines, and Grade Equivalents.

**2. Objectives mastery scores** can be used in assessing instructional strengths and areas of opportunities, even when the test is administered with modifications. They provide diagnostic information based on specified content criteria. The Objectives Performance Index (OPI), a unique score developed by CTB, reports mastery level information for each content objective. An OPI is reported for each of the instructional objectives measured by the particular version of *TerraNova*.

**3. Performance level scores** provide a way to compare test results with standards of academic performance that are clearly delineated, that do not change over short periods of time, and that represent meaningful and significant learning.

### Reports that match the way you deliver information

*TerraNova, Third Edition* features a rich, graphic reporting system that clearly shows achievement and includes interpretive information. The clarity of these reports allows test administrators to distribute information quickly to teachers, parents, administrators, and others.

The following pages represent a sampling of our most popular *TerraNova, Third Edition* reports and include these features:

- A clear description of the purpose and intended audience
- An explanation of how to interpret the report
- Comparative data on how students or groups are performing with respect to other students or groups (local and national norms)
- A statement about what the test data suggest
- Information about how students are performing with respect to instructional objectives
- Predictive statements relative to how a student is likely to perform on state NCLB summative tests resulting from custom state linking studies
- State Proficiency Reports—item by item alignment to your state standards
- Links to instructional activities through the Premier reports for *TerraNova, Third Edition*. For more information, please see page 21

Many *TerraNova, Third Edition* reports include helpful guides that provide step-by-step interpretive assistance.

#### Did you know?

The Bookmark Standard Setting™ Procedure, considered industry best practice, determines cut scores for 5 performance levels—Advanced, Proficient, Nearing Proficient, Progressing, and Step 1/Starting Out. This widely respected method allows educators to identify student growth to an appropriately discrete level.



## TerraNova, Third Edition State Proficiency Reports

TerraNova, Third Edition State Proficiency Reports support the addition of CTB items and/or locally developed selected- or constructed-response items with all the items aligned to your state content standards. This allows CTB to generate customized reports that provide results unique to your state standards.

You get the benefits of a customized test without the time and cost required to develop one. You will receive norm-referenced, criterion-referenced, and standards-based reports with data from items that are locally developed or generated from a CTB Item Bank.

These State Proficiency Reports establish multiple levels of the standards hierarchy to match your state standards. For example, TerraNova, Third Edition items and supplemental items can be mapped to your state content standards, content standards to content clusters, content clusters to content strands, content strands to subject areas, all of which may be combined to make up your total test battery.

Criterion-referenced scores are available for any level in your test structure, and proficiency level scores are available for any level above the standards level. TerraNova, Third Edition State Proficiency Reports support a variety of educational initiatives:

- Indicating performance on your state test
- Identifying state standards on which students have not reached proficiency
- Identifying schools and students at risk for not achieving Adequate Yearly Progress
- Informing classroom remediation on specific standards
- Designing workshops for teachers on standards that need focused instruction
- Developing criteria for summer school admission

- Preparing deficiency notices to parents
- Measuring competency
- Complying with local, state, or federal legislation or mandates
- Planning curriculum

These reports allow you to realign TerraNova, Third Edition test items to your own unique objective structure or content standards. They provide a wide range of data, such as Title I and other special population information, individual diagnostic reports, objective summaries, and pass/fail lists.

Custom Performance Level Reports link TerraNova, Third Edition results to performance on your state test and forecast future student performance. This information provides descriptions of specific skill competencies for each performance level and provides essential grouping information for intervention, instruction, and enrichment.

NOTE: Contact your CTB Evaluation Consultant or your scoring team member to see if there is a TerraNova, Third Edition State Proficiency Reports program for your state. They can also provide you with a complete set of sample reports.

**Grade 8 Minimum Proficiencies Test**  
**Individual Diagnostic Report**  
 Student: NANCY LOVETT | Birthdate: 10/24/94 | Class: Weigand School, Abbott District, Oswego  
 Grade: 8 | Test Date: 05/11/2007 | Special Codes: 123456... | City/State: Fairfield, KS

**Summary of Results**

Objective	Percent of Points Possible	Level
Reading	68%	Pass
Vocabulary	32%	Fail
Language	21%	Fail

**Grade 8 Minimum Proficiencies Test**  
**Standards Report**  
 Class: WESLAND | City/State: Fairfield, KS  
 Grade: 8 | Test Date: 05/11/2007

Objectives	Local	State	Proficiency	Standard Exceeded	Standard Met	Standard Not Met	Standard Not Attempted
<b>Reading</b>							
Basic Understanding	13	9/13	68	05	+	+	+
Analysis	18	12/18	67	07	+	+	+
Evaluate And Extend Meaning	8	6/8	46	03	+	+	+
Identify Reading Strategies	11	8/11	57	04	+	+	+
Summary (n)			4	1	4	1	0
<b>Vocabulary</b>							
Word Meaning	7	5/7	34	02	+	+	+
Multimeaning Words	6	5/6	34	02	+	+	+
Words in Context	7	5/7	34	02	+	+	+
Summary (n)			2	3	2	0	1
<b>Language</b>							
Sentence Structure	8	5/8	46	03	+	+	+
Writing Strategies	14	11/14	79	06	+	+	+
Editing Skills	10	8/10	57	04	+	+	+
Summary (n)			1	3	3	2	0



# Individual Profile Report

TerraNova™, Third Edition

TERRANOVA<sup>3</sup>

COMPLETE BATTERY

## Individual Profile Report

GARY JONES

Grade: 3.7

### Purpose

This report presents information about this student's performance on *TerraNova*. Page 1 describes achievement in terms of performance on the objectives. Together with classroom assessments and classwork, this information can be used to identify potential strengths and needs in the content areas shown.

Simulated Data

Birthdate: 02/08/97  
 Special Codes:  
 ABCDEFGHIJKLMNOPQRSTUVWXYZ  
 3 59 732 1 1 1  
 Form/Level: G-13  
 Test Date: 04/15/07 Scoring: PATTERN (IRT)  
 QM: 31 Norms Date: 2007  
 Class: JONES  
 School: WINFIELD  
 District: GREEN VALLEY  
 City/State: ANYTOWN, USA  
 CTBID: 01075M0161550002-02-00001

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### A Performance on Objectives

Obj. No. Objective Titles	Student	Norm CPT	Diff	Moderate Mastery Range	Objectives Performance Index (OPI)*				Obj. No. Objective Titles	Student	Norm CPT	Diff	Moderate Mastery Range	Objectives Performance Index (OPI)*																
					25	50	75	100						25	50	75	100													
<b>Reading</b>														<b>Social Studies</b>																
02	Basic Understanding	91	79	12	48-70					26	Geographic Perspectives	79	91	-12	48-70					27	Historical & Cultural	84	92	-8	52-75					
03	Analyze Text	92	84	8	52-75					28	Civics & Government	66	65	1	50-70					28	Civics & Government	66	65	1	50-70					
04	Evaluate/Extend Meaning	65	66	-1	50-70					29	Economic Perspectives	74	70	4	45-73					29	Economic Perspectives	74	70	4	45-73					
05	Identify Rdg. Strategies	70	74	-4	45-73																									
<b>Language</b>														<b>Mathematics</b>																
07	Sentence Structure	63	68	-5	45-70					10	Number & Num. Relations	71	69	2	47-77					11	Computation & Estimation	83	72	11	45-75					
08	Writing Strategies	59	74	-15	50-75					13	Measurement	66	86	-20	45-60					14	Geometry & Spatial Sense	71	72	-1	50-78					
09	Editing Skills	78	63	15	55-75					15	Data, Stats., & Prob.	61	83	-22	52-78					16	Patterns, Func., Algebra	77	88	-11	44-73					
<b>Science</b>														<b>Science</b>																
19	Science Inquiry	47	74	-27	50-75					19	Science Inquiry	47	74	-27	50-75					20	Physical Science	49	69	-20	52-77					
20	Physical Science	49	69	-20	52-77					21	Life Science	46	83	-37	45-78					22	Earth & Space Science	52	84	-32	48-73					
21	Life Science	46	83	-37	45-78					23	Science & Technology	48	78	-30	52-69					24	Personal & Social Persp.	52	56	-4	50-73					
22	Earth & Space Science	52	84	-32	48-73																									
23	Science & Technology	48	78	-30	52-69																									
24	Personal & Social Persp.	52	56	-4	50-73																									

National Reference group grade 3.8

\*OPI is an estimate of the number of items that a student could be expected to answer correctly if there had been 100 items for that objective.

### Key

Moderate Mastery Range   
 Low Mastery   
 Moderate Mastery   
 High Mastery 

Continued on next page =>

## Overview

The Individual Profile Report is one of many assessment reports that CTB offers.

The report helps you identify a student's strengths and weaknesses in both norm- and criterion-referenced terms. Data are presented in an attractive, understandable format of numeric, graphic, and narrative elements that describe student performance on each content area and objective. The Individual Profile Report is a valuable tool for parent-teacher conferences.

The primary audiences for the Individual Profile Report are teachers and counselors, followed by parents or guardians and principals.

## Equivalent Reports

**TerraNova, The Second Edition:**

Individual Profile Report

**TerraNova:**

Individual Profile Report

**SUPERA:**

Individual Profile Report

**A** The first page, Performance on Objectives, shows the student's mastery of each objective measured by the test.

**B** The Objectives Performance Index is an estimate of the number of items a student could be expected to answer correctly had 100 such items been taken.

**C** The objectives measured by *TerraNova, Third Edition* are listed for each content area. Each objective is measured by at least four items.

**D** A graph for each objective shows the student's Objectives Performance Index (represented by a small circle) and the associated confidence band (represented by a line extending to either side of the circle). A fully darkened circle indicates High Mastery, a half-darkened circle indicates Moderate Mastery, and an open circle represents Low Mastery.

To see an interactive version of this report, go to **CTB.com/TerraNova3/Reports**

# Home Report

TerraNova™, Third Edition
TERRANOVA<sup>3</sup>

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COMPLETE BATTERY

## Home Report

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KEN JONES

---

Grade: 4.7

---

A

**Purpose**  
This report presents information about your student's performance on the TerraNova achievement test. Together with classroom assessments and classwork, this information can be used to identify your student's potential strengths and needs in the content areas shown.

Simulated Data

---

Birthdate: 02/08/97  
Special Codes: ABCDEFGHIJKLMNOPQRSTUVWXYZ  
3 59 732 1 1 1

Form/Level: G-14  
Test Date: 04/24/07    Scoring: PATTERN (IRT)  
QM: 31    Norms Date: 2007

Class: JONES  
School: WINFIELD  
District: GREEN VALLEY

---

City/State: ANYTOWN, USA  
CTBID: 01075M0161550002-02-00001

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Page 1

### Performance by Content Area

National Percentile Scale

Content Area	National Percentile Score
Reading	44
Vocabulary	37
Reading Composite	42
Language	28
Language Mechanics	42
Language Composite	36
Math	39
Math Compu	58
Math Composite	52
Total Score**	38
Science	44
Social Studies	47
Spelling	58

\*\*Total Score consists of Reading, Language, Mathematics.

E

**Observations**

The height of each bar shows your student's National Percentile score on each test. The percentile scale is shown on the left. The graph shows that your student achieved a National Percentile of 44 in Reading. This means your child scored higher than approximately 44 percent of the students in the nation.

The scale on the right side of the graph shows the score ranges that represent average, above average, and below average in terms of National Percentiles. Average is defined as the middle

D

This graph helps prevent over-interpretation of results by showing above-average, below-average and average performance based on national percentiles.

C

The height of each bar shows student performance compared with students nationally. This profile helps identify relative strengths and weaknesses.

B

This scale displays national percentiles based on a nationally representative test sample and forms the basis of this report.

A

The purpose statement helps parents or guardians interpret test results.

## Overview

The *TerraNova, Third Edition* Home Report, available in English or Spanish, helps you inform parents or guardians about their student's academic progress, allowing them to become more involved in the learning process. This easy-to-understand report is particularly useful for parent-teacher conferences. The second page of the Home Report describes the content measured by each test and provides the student's level of content understanding.

The primary audience for the Home Report is parents or guardians, followed by teachers and students.

### Equivalent Reports

*TerraNova, The Second Edition:*  
Home Report

*TerraNova:*  
Home Report

*SUPERA:*  
Home Report

- A

 The purpose statement helps parents or guardians interpret test results.
- B

 This scale displays national percentiles based on a nationally representative test sample and forms the basis of this report.
- C

 The height of each bar shows student performance compared with students nationally. This profile helps identify relative strengths and weaknesses.

- D

 This graph helps prevent over-interpretation of results by showing above-average, below-average and average performance based on national percentiles.
- E

 The Observations section is written in terms everyone can understand and helps parents or guardians interpret their student's test results.

Page 2 of the Home Report (not shown) describes the tests and provides a description of the student's performance on each test.

To see an interactive version of this report, go to [CTB.com/TerraNova3/Reports](http://CTB.com/TerraNova3/Reports)



# Item Analysis Report

TerraNova™, Third Edition

TERRANOVA<sup>3</sup>

COMPLETE BATTERY

## Item Analysis Report, Part I

Class: STEWART

Grade: 5

Simulated Data

### Purpose

This report provides each student's score or response for each item. This information can be useful in identifying common errors, curriculum needing further emphasis, and areas of strength.

Number of students: 11

Number of students using accommodations: 0

Form/Level: G-15

Test Date: 04/24/07 Scoring: PATTERN (IRT)  
QM: 31 Norms Date: 2007

School: Winfield

District: Winfield

City/State: ANYTOWN, U.S.A.

CTBID: 00321B093480001-03-00001

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### Item Responses of Students Selected-Response Items

**A** Key  
/ = no response to SR item

Item No.	Subskill	Points Possible	Average points earned										Points earned										
			Nation*	District	School	Class	HURLEY, ALEXIS	JULIAN, JAMES	KAZ, DANIEL	KELLY, TONY	LOPEZ, ASHLEY	MESSNER, BRANDON	MILLER, NIKI	MILLS, CHRISTA	MONTERS, TRAVIS	MOORE, CHAD	MUNCE, MATT						
<b>Reading</b>																							
		46	30.7	40.7	40.7	40.0	17	41	41	44	38	37	36	39	45	39	45						
<b>Obj 02 Basic Understanding</b>																							
01	initial understanding	1	.66	.82	.82	.81	3	8	8	9	9	8	6	9	9	8	9						
05	stated information	1	.84	.95	.95	.94	1	0	1	1	1	1	1	1	1	1	1						
17	initial understanding	1	.81	1.00	1.00	1.00	1	1	1	1	1	1	1	1	1	1	1						
20	stated information	1	.54	.79	.79	.75	0	1	0	1	1	0	0	1	1	0	1						
23	stated information	1	.63	.84	.84	.81	0	1	1	1	1	1	0	1	1	1	1						
28	stated information	1	.76	.95	.95	.94	1	1	1	1	1	1	1	1	1	1	1						
30	stated information	1	.75	.89	.89	.88	0	1	1	1	1	1	0	1	1	1	1						
32	initial understanding	1	.67	.89	.89	.88	0	1	1	1	1	1	1	1	1	1	1						
35	vocabulary	1	.66	.89	.89	.88	0	1	1	1	1	1	1	1	1	1	1						
<b>Obj 03 Analyze Text</b>																							
02	story elements/character	1	.70	.89	.89	.88	0	1	0	1	1	1	1	1	1	1	1						
04	cause/effect	1	.88	.95	.95	.94	0	1	1	1	1	0	1	1	1	1	1						
07	cause/effect	1	.86	.95	.95	.94	0	1	1	1	1	1	0	1	1	1	1						
08	conclusions	1	.89	.95	.95	.94	0	1	1	1	1	1	1	1	1	0	1						
19	compare/contrast	1	.70	.95	.95	.94	1	1	1	1	1	1	1	0	1	1	1						
24	main idea/theme	1	.64	.95	.95	.94	1	1	0	1	1	1	1	1	1	1	1						
27	conclusions	1	.70	1.00	1.00	1.00	1	1	1	1	1	1	1	1	1	1	1						
31	conclusions	1	.43	.63	.63	.56	0	0	1	1	0	1	0	0	1	1	1						
33	conclusions	1	.76	.95	.95	.94	0	1	1	1	1	1	1	1	1	1	1						
36	main idea/theme	1	.67	.89	.89	.88	0	1	1	1	1	1	1	1	1	1	1						
39	cause/effect	1	.83	1.00	1.00	1.00	1	1	1	1	1	1	1	1	1	1	1						
45	conclusions	1	.59	.84	.84	.81	0	1	1	1	1	0	0	1	1	1	1						

\*National data are from spring norm group.

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## Overview

The Item Analysis Report shows how each student responded to each test item, including constructed-response items in Multiple Assessments. This report helps identify specific errors made by the students and the specific types of items that students may not understand—a valuable tool to help the teacher identify areas of instructional need.

**A** The key identifies the meanings of symbols presented in this report.

**B** The first data column shows the number of points possible for each item and for the content area.

**C** These columns show the average number of points earned by the students in this class, by all students in the same grade in this school and this district, and by students in the national norm group.

**D** The number of points earned by each student on each item is shown—a useful diagnostic tool.

**E** Individual items are listed by the objectives they measure.

Part II (not shown) of the Item Analysis Report includes a one-page General Interpretation section. This section guides the user through the report, explaining what each part means and how it can be interpreted and used. It also describes the objectives tested in each content area. One copy of the objectives descriptions is included for each group tested. For example, if the report is generated at the class level, one copy is provided for each teacher.

To see an interactive version of this report, go to **CTB.com/ TerraNova3/Reports**



# Student Performance Level Report

TerraNova™, Third Edition  
COMPLETE BATTERY

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**Student Performance Level Report**

---

RASHEED WILLIAMS

---

Grade: 4

---

Simulated Data

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**Purpose**  
This report describes achievement for each content area in terms of the performance levels. Together with classroom assessments and classwork, this information can be used to identify potential strengths and needs in the content areas shown.

---

Birthdate: 02/08/98  
Special Codes:  
ABCDEFGHIJKLMNQRSTUWXYZ  
3 59 732 11 1  
Form/Level: G-14  
Test Date: 04/15/07 Scoring: PATTERN (IRT)  
QM: 31 Norms Date: 2007

---

Class: JONES  
School: WINFIELD  
District: GREEN VALLEY

---

City/State: ANYTOWN, U.S.A.  
CTBID: 00321B093480001-03-00001

		Reading	Language	Mathematics
<b>A</b>	<b>B</b>	<b>TERRANOVA<sup>3</sup></b>		
<b>5</b> Advanced	Performance Levels 3, 4, 5	Students define above-grade-level words and use etymology to determine the meaning of unfamiliar words. They summarize complex themes, compare concepts across texts, identify mood, and determine genre. In written responses, they paraphrase ideas in text, make predictions based on interpretation of characters' actions and fully support their ideas with text details.	Students combine complex sentences using subordination in the context of a report. They recognize the correct sequence of ideas in a paragraph without the benefit of sequential word clues, such as <i>first</i> , <i>then</i> , or <i>finally</i> . In written responses, they find and correct 5 of 6 errors when editing a paragraph. They write a concluding sentence for a paragraph that summarizes a key paragraph element.	Students identify factors and prime numbers; solve one-step problem with division; recognize when to estimate; use permutations and combinations to solve a problem; read map using scale drawing; convert measurement units; recognize angles; identify range and mean; solve non-routine problems; use proportional reasoning to solve problems; make conjectures.
<b>4</b> Proficient		Students evaluate text to identify themes, main ideas, settings, cause and effect, author purpose and point of view, persuasive techniques, and structure. They interpret figurative language, make predictions, formulate questions based on text, distinguish fact from opinion, and identify sources of specific information. In written responses, they support ideas with some text detail.	Students identify correct use of grammar and sentence structure and combine sentences by compounding subjects in the context of a report. They recognize more subtle factors influencing paragraph structure and flow. In written responses, they identify more than one library resource appropriate to a report topic and find and correct 4 of 6 errors when editing a paragraph.	Students compare fractions; identify equivalent forms; calculate ratio; locate fraction and decimal on number line; round numbers; identify multiples; represent number with model; multiply decimals; solve problem with two operations; use commutative and associative property; estimate measurement; read circle graph and table; compare graphs; understand variables; use deductive/inductive reasoning.
<b>3</b> Nearing Proficiency		Students recognize antonyms and use context clues to determine word meanings. They identify sequence and characters' feelings and motivations. They draw simple conclusions, analyze text structure, distinguish reality from fantasy, and make comparisons using story details. In written responses, they apply text concepts to new situations and provide limited support for their answers.	Students identify correct use of many elements of grammar and recognize sentence fragments. They combine sentences by adding modifiers. They identify unrelated sentences and appropriate topic sentences. In written responses, they find and correct 3 of 6 errors when editing a paragraph; rewrite sentences, adding descriptive adjectives; and identify a resource appropriate to a report topic.	Students convert numbers to percents; use number line; multiply and divide numbers; estimate; find perimeter and area; calculate elapsed time; read thermometer and scales; measure to half inch; interpret/make inference/draw conclusion from data; identify probability of event; extend number pattern; identify function in table; identify missing/extra information; develop strategy to solve problem.
<b>2</b> Progressing		Students identify synonyms for grade-level words and complete sentences using words with multiple meanings. Students performing at this level should work on prerequisite skills necessary to begin work on the more challenging subject matter mastered by students who have acquired skills at the Nearing Proficiency level.	Students identify correct use of several elements of grammar in short, simple sentences. They replace an underlined noun with an appropriate pronoun. They recognize correct use of end marks. In written responses, they find and correct 1 of 6 errors when editing a paragraph. They fully complete a graphic organizer by supplying two ideas relevant to a research report.	Students recognize expanded notation; add money; identify related facts; identify common 3-D shapes; recognize transformations; solve equations with unknown number; identify inequalities. Students performing at this level should work on prerequisite skills necessary to begin work on the more challenging subject matter in order to master the skills at the Nearing Proficiency level.
<b>1</b> Step 1		Students identify details in text. Students performing at this level should work on prerequisite skills necessary to begin work on the more challenging subject matter mastered by students who have acquired skills at the Progressing level.	Students supply missing subjects and predicates to complete sentences. They identify correct use of a few elements of grammar in short, simple sentences. They combine short, simple sentences by compounding subjects or predicates. In written responses, they partially complete a graphic organizer by supplying an idea relevant to a research report.	Students connect number words and numerals; identify fractional part; identify place value; identify operation to solve problem; recognize similar and congruent figures; combine and subdivide shapes; calculate perimeter; measure to the nearest centimeter and inch; use table to create bar graph; interpret data in bar graph; solve one-step problem with addition and subtraction.

NOTE: The top checkmark in each of the content areas indicates the performance level this student attained. A student at a given performance level can achieve most of what is described for that level and even more of what is described for the levels below. The skills and knowledge described in the next higher level are the competencies a student must demonstrate to show academic growth.  
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## Overview

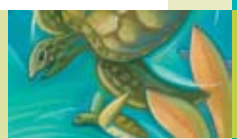
The Student Performance Level Report (SPLR) provides a measure of what the student can do in terms of the content and skills assessed by *TerraNova, Third Edition* and what is typically found in curricula over a span of several grades. The SPLR indicates which of the five performance levels the student has reached in each content area. Levels 1 through 3 indicate partial proficiency in the content area. Level 4 indicates that an adequate level of proficiency has been reached, and Level 5 indicates that the student is at an advanced level. This information is valuable in planning effective teaching strategies. The sample report shows performance levels for Grades 3 through 5.

- A** The first column designates the five performance levels used to describe the student's achievement in the content and skills measured by *TerraNova, Third Edition*.
- B** These headings denote the content areas measured by the tests the student has taken.
- C** Within the table, the text describes what students in this grade span are able to do at each performance level within each content area.

The check marks indicate the student's performance level in each content area. When reading a column from bottom to top:

- the text in the checked boxes describes the knowledge and skills that the student has demonstrated; and
- the text in the unchecked boxes describes what the student needs to learn in order to gain higher levels of proficiency.

To see an interactive version of this report, go to **CTB.com/TerraNova3/Reports**



# Group List Report

TerraNova™, Third Edition

TERRANOVA<sup>3</sup>

COMPLETE BATTERY

## Group List Report, Part I

Class: JONES

Grade: 6.7

Simulated Data

### Purpose

This report summarizes achievement data for a specified group. Part I provides a variety of norm-referenced scores for the group; Part II provides the individual scores for each student. Together with classroom assessments and classwork, this information can be used to identify potential strengths and needs in the content areas shown.

Number of students: 30  
Number of students using accommodations: 2

Form/Level: G-16

Test Date: 04/24/07 Scoring: PATTERN (IRT)  
QM: 31 Norms Date: 2007

School: WIDE VISTA  
District: GREEN VALLEY

City/State: ANYTOWN, U.S.A.  
CTBID: 00321B093480001-03-00001

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### Norm-Referenced Scores **A**

	No. of Students	No. using Accommodations	MNS	GME	MNCE	MSS	MDNP	Low/High NP
Reading	30	2	6.9	10.8	65.8	688.8		54-90
Language	30	2	6.1	8.5	57.1	670.1		28-81
Mathematics	30	2	6.8	8.6	63.9	687.9		52-93
Total Score	30	2	6.7	9.2	62.3	682.3		40-83
Science	30	2	6.9	9.4	65.1	690.1		46-93
Social Studies	30	2	6.5	9.3	60.7	682.4		33-90

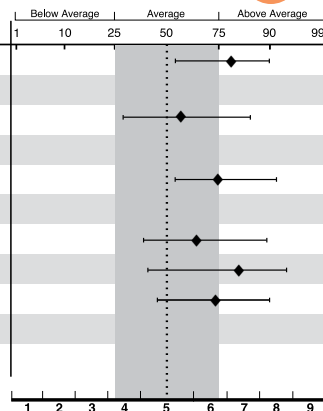
\*Based on locally reported data.  
\*\*Total Score consists of Reading, Language, and Mathematics

Key: MNS – Mean National Stanine  
GME – Grade Mean Equivalent  
MNCE – Mean Normal Curve Equivalent  
MSS – Mean Scale Score  
MDNP – Median National Percentile  
Accommodations – Accommodations

### Observations **D**

Displayed on the left are the norm-referenced scores for every content area tested. The Median National Percentile (MDNP) score, and the lowest and highest National Percentile (NP) scores of the group are shown in the last two columns. Displayed on the right is a graph of the MDNP scores. The MDNP is indicated by the diamond. The width of the band running through the diamond represents the range (low to high) of the students' scores. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. Four of the group's six MDNP scores are in the average range. Scores in the area to the left of the shading are below the average range. Scores in the area

### National Percentile Scale **C**



National Stanine Scale

Key: Low NP — Median — High NP

to the left of the shading are below the average range. Two MDNP scores are above the average range and no MDNP scores are below the average range. In Reading, for example, the MDNP score is 78, which is above the average range. The lowest Reading score in the group is 54 and the highest is 90. (This information is shown both on the graph and in the "Low/High NP" column.)

Additional information about the interpretation of these scores and the use of test results can be found at CTB's Web site, [www.ctb.com/TerraNova3](http://www.ctb.com/TerraNova3).

## Overview

The Group List Report provides a permanent record of test results for students in a class or another specified group.

This report may be used to evaluate individual and group achievement compared to national achievement, to determine overall performance, and to identify areas of strength and need.

The primary audiences for the Group List Report are teachers and counselors, followed by administrators and curriculum coordinators.

## Equivalent Reports

**TerraNova, The Second Edition:**  
Class Record Sheet and Class Summary Report

**TerraNova:**  
Class Record Sheet and Class Summary Report

**SUPERA:**  
Class Record Sheet

**A** Norm-referenced scores show the number of students with valid scores in each test section and the averages of each score included. The second column shows the number of students using accommodations for each area tested.

**B** The key identifies column abbreviations.

**C** The National Percentiles graph shows the group's Median National Percentile, represented by a diamond. Lines on either side of the diamond represent the range between the lowest and highest scores within the group.

**D** The Observations section provides specific information based on the norm-referenced scores for the group tested.

To see an interactive version of this report, go to [CTB.com/TerraNova3/Reports](http://CTB.com/TerraNova3/Reports)



## Premier reports that promote informed decision making

The more information you have, the more effectively you can close the learning gap. Now you can benefit from premium reporting options with *TerraNova, Third Edition*.

CTB/McGraw-Hill is combining industry knowledge, experience, and expertise with the delivery of The Grow Network/McGraw-Hill reports to provide the educational community a comprehensive approach to monitoring student progress. Choose from a wide variety of customized reports for different audiences. Parents, teachers, educational leaders, and administrators all receive data and instructional information that is tailored to their roles in helping students grow. User-friendly student performance analyses integrated with data-driven strategies help you target immediate and long-term needs and deliver differentiated instruction.

The Grow Network's industry-leading technology allows you to obtain highly customized reports and instructional tools based on your specific needs. To make test results truly useful, The Grow Network's resources for educators and parents integrate instructional activities with The Grow Network's standards-based analyses of student performance.

These premier reports are a great way to communicate with families regarding their students' progress and help them plan for college and beyond. Students gain clear guidance about learning expectations and their individual strengths and needs. They also receive personalized guidance for academic improvement.

- **Premier Home Report** — This multi-subject report is designed for the parent or guardian and teacher. The report length varies based on the number of subjects taken. The first page displays a performance summary for all subjects taken. Each subsequent page represents a single subject offering activities and resources.
- **Premier Classroom Report** — This is a single subject report for teachers. The teacher can see overall class performance on the subject and individual performance on each reporting category.
- **Premier School/District Summary** — This report is a multi-subject report for the principal and other educators at the administrative level.

Contact your Evaluation Consultant to request samples of the premier reports for *TerraNova, Third Edition*.



## Tests That Predict Future Performance

Since 1996 the *TerraNova* tests have set the bar for the highest standards in research, item reliability and validity, and technical quality. *TerraNova, Third Edition* continues to raise the bar even higher by offering unique research and reporting features that you can select to complement your testing program and expand the data you receive from *TerraNova, Third Edition*. By combining *TerraNova, Third Edition* with custom performance level or state proficiency level reports, educators gain insight into how their students are progressing toward standards and how they are likely to perform on the state NCLB test.

CTB leads the industry in designing comprehensive, high quality, technically sound tests that minimize bias and maximize accuracy. Great design, innovation, technical excellence, and content that reflect today's curricula have made *TerraNova* one of the most widely used tests in the world.

### Did you know?

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# Content Objectives

Pages 23 through 27 summarize the objectives for each of the content areas of Reading, Language, Mathematics, Science, and Social Studies in *TerraNova, Third Edition*. For each content area, objectives and descriptions are listed. The levels at which these objectives are tested are also given. Multiple Assessments begins at Level 11 and Survey at Level 12.

OBJECTIVE AND DESCRIPTION	LEVEL		
<b>Reading</b>		<b>05 Reading and Writing Strategies</b>	11–21/22
<b>01 Oral Comprehension</b>	10, 11	Demonstrate awareness of techniques that enhance reading comprehension, such as using existing knowledge, summarizing content, comparing information across texts, using graphics and text structure, and formulating questions that deepen understanding.	
Demonstrate both literal and interpretive understanding of passages that are read aloud.		Demonstrate knowledge of writing process.	
<i>Use writing or other means to respond to literal and interpretive questions about passages that are read aloud.</i>		<i>Write responses that demonstrate knowledge and use of reading and writing strategies and that interpret and extend the use of information from documents, forms, and other texts.</i>	
<b>02 Basic Understanding</b>	10–21/22	<b>06 Introduction to Print</b>	10–12
Demonstrate understanding of the literal meaning of a passage through identifying stated information, indicating sequence of events, and defining grade-level vocabulary.		Demonstrate knowledge of sound/symbol and structural relationships in letters, words, and signs.	
<i>Write responses to questions requiring literal information from passages and documents.</i>		<i>Write responses that show knowledge of letters and words.</i>	
<b>03 Analyze Text</b>	11–21/22		
Demonstrate comprehension by drawing conclusions; inferring relationships such as cause and effect; and identifying theme and story elements such as plot, climax, character, and setting.			
<i>Write responses that show an understanding of the text that goes beyond surface meaning.</i>			
<b>04 Evaluate and Extend Meaning</b>	11–21/22		
Demonstrate critical understanding by making predictions; distinguishing between fact and opinion, and reality and fantasy; transferring ideas to other situations; and judging author purpose, point of view, and effectiveness.			
<i>Write responses that make connections between texts based on common themes and concepts; evaluate author purpose and effectiveness; and extend meaning to other contexts.</i>			



# Content Objectives

OBJECTIVE AND DESCRIPTION

LEVEL

OBJECTIVE AND DESCRIPTION

LEVEL

## Language

### 07 Sentence Structure 13–21/22

Demonstrate an understanding of complete, concise, and effective sentences in existing text — including recognition of subjects, predicates, run-ons, fragments, parallel structure, correct placement of modifiers, and correctly combined sentence elements.

### 08 Writing Strategies 13–21/22

Demonstrate an understanding of the use of information sources and topic sentences, concluding sentences, connective and transitional words and phrases, supporting sentences, sequences of ideas, and relevance of information.

*Demonstrate an ability to use a variety of writing strategies with regard to writing product, including brainstorming, organizing, using appropriate vocabulary, identifying research resources, and understanding audience.*

### 09 Editing Skills 13–21/22

Identify the appropriate use of capitalization, punctuation, nouns, pronouns, verbs, adjectives, and adverbs in existing text.

*Demonstrate knowledge of writing conventions through identifying and correcting errors in text.*

## Mathematics

### 10 Number and Number Relations 10–21/22

Demonstrate an understanding of numbers, number sense, and number theory by ordering numbers, representing numbers in equivalent forms, identifying relationships, interpreting numbers in real-world situations, and applying number concepts in real-world situations.

*Communicate, model, or represent an understanding of numbers and number relationships.*

### 11 Computation and Numerical Estimation

10–21/22

Demonstrate proficiency in computation procedures, solve real-world computation problems, apply a variety of estimation strategies, and determine reasonableness of results.

*Explain estimation strategies, compare computation techniques, and evaluate and verify solutions.*

### 12 Operation Concepts 11–21/22

Demonstrate an understanding of the properties and relationships of operations, relate mathematical representations to problem situations, and apply operational processes to solve problems.

*Communicate, model, or represent an understanding of operation concepts.*



# Content Objectives



## 13 Measurement 10–21/22

Demonstrate an understanding of measurement systems, units, and tools by describing, calculating, or estimating size, location, and time; by using the concepts of perimeter, area, volume, capacity, weight, and mass; and by identifying appropriate degrees of accuracy.

Solve problems involving principles of measurements, rate, and scale.

*Use manipulatives to explore shapes, area, and perimeter; and to model and represent measurement problems.*

*Describe measurement processes, compare techniques, estimate, and communicate estimation strategies.*

## 14 Geometry and Spatial Sense 10–21/22

Demonstrate spatial sense and an understanding of geometry by visualizing and identifying two- and three-dimensional objects, classifying shapes, recognizing symmetry, using transformations, applying geometric formulas, and evaluating properties of geometric figures.

*Use manipulative shapes to explore spatial relationships, patterns, and to model geometric problems.*

## 15 Data Analysis, Statistics, and Probability 10–21/22

Analyze, interpret, and evaluate data in various forms; and apply the concepts and processes of data analysis, statistics, and probability to real-world situations.

*Represent and interpret data, model probability situations, describe trends, and evaluate or construct arguments based on data.*

## 16 Patterns, Functions, Algebra 10–21/22

Recognize and extend patterns; demonstrate an understanding of functional relationships, algebraic processes, variables, and inequality; recognize algebraic representations of problem situations; and apply algebraic methods to solve real-world problems.

*Create and model patterns and functional relationships, and use algebraic representations to model problems.*

## 17 Problem Solving and Reasoning 10–21/22

Select and apply problem-solving strategies, identify necessary information, use patterns and relationships to evaluate situations, apply inductive and deductive reasoning and spatial and proportional reasoning, and solve a variety of non-routine, real-world problems.

*Formulate problems, evaluate mathematical arguments, evaluate and generalize solutions, and justify answers and solution strategies.*

## 18 Communication 11–21/22\*

*Relate daily vocabulary to mathematical terminology; and relate models, diagrams, and pictures to mathematical ideas.*

*Model problem situations and describe and evaluate mathematical ideas and situations graphically or in writing.*

*\* Items measuring this objective appear only in the constructed-response section of the Multiple Assessments edition.*



# Content Objectives



## OBJECTIVE AND DESCRIPTION

## LEVEL

### Science

#### 19 Science Inquiry

11–21/22

Demonstrate an understanding of fundamental concepts of science inquiry. Demonstrate the ability to perform science inquiry.

*Through text, diagrams, and drawings, provide explanations of investigations, analyze investigations, and communicate results.*

#### 20 Physical Science

11–21/22

Demonstrate an understanding of fundamental concepts and principles of physical science. Apply physical science knowledge to investigations and real-world contexts.

*Through text, diagrams, and drawings, provide explanations of physical science concepts and principles.*

#### 21 Life Science

11–21/22

Demonstrate an understanding of fundamental concepts and principles of life science. Apply life science knowledge to investigations and real-world contexts.

*Through text, diagrams, and drawings, provide explanations of life science concepts and principles.*

#### 22 Earth and Space Science

11–21/22

Demonstrate an understanding of fundamental concepts and principles of Earth and space science. Apply Earth and space science knowledge to investigations and real-world contexts.

*Through text, diagrams, and drawings, provide explanations of Earth and space science concepts and principles.*

#### 23 Science and Technology

11–21/22

Demonstrate an understanding of technological design.

Demonstrate an understanding of how technology and science interact and affect one another.

*Through text, diagrams, and drawings, provide explanations of technological design, and science and technology issues.*

#### 24 Personal and Social Perspectives in Science

13–21/22

Demonstrate an understanding of fundamental concepts and principles of science that have a direct impact on personal and social issues, such as personal health, populations, resources, environment, and technology.

*Through text, diagrams, and drawings, provide explanations of science concepts and principles that directly affect people and society.*

#### 25 History and Nature of Science

19–21/22

Demonstrate an understanding of science as a human endeavor, the nature of scientific knowledge, and the history of science.

*Through text, diagrams, and drawings, provide explanations about the history and nature of science.*



# Content Objectives

OBJECTIVE AND DESCRIPTION

LEVEL

## Social Studies

### 26 Geographic Perspectives

11–21/22

Demonstrate an understanding of concepts and process skills related to the study of the world’s people, places, and environments, and their interactions over time.

*Construct answers, use geographic tools, and create solutions using inquiry skills and knowledge related to geographic perspectives.*

### 27 Historical and Cultural Perspectives

11–21/22

Demonstrate an understanding of concepts and process skills related to the study of time, continuity, and societal change throughout history.

Demonstrate an understanding of concepts and process skills related to the study of the contributions, influences, and interactions of various cultures.

*Construct answers and create solutions using inquiry skills and knowledge related to historical and cultural perspectives.*

### 28 Civics & Government Perspectives

11–21/22

Demonstrate an understanding of concepts and process skills related to the study of civic responsibilities and to the structures, functions, and purposes of government.

*Construct answers and create solutions using inquiry skills and knowledge related to the role of today’s citizens and the structures and functions of government.*

### 29 Economic Perspectives

11–21/22

Demonstrate an understanding of concepts and process skills related to the study of the production, distribution, and consumption of goods and services at local, regional, and global levels.

Demonstrate an understanding of concepts and process skills related to the study of economic institutions and systems.

*Construct answers and create solutions using inquiry skills and knowledge related to economic perspectives.*



# Items Illustrating Standards

## Reading

Level 13, Grade 3

### Passage: Why Cats Purr

#### Selected-response

In *Item 22*, students are asked to analyze text to determine the setting of a story. Other items in this objective measure knowledge of other story elements (such as character and plot), main idea, drawing conclusions, comparing and contrasting, and identifying literary and persuasive techniques.

#### Objective 03—Analyze Text

In *Item 23*, students are asked to find stated information in the story. Other items in this objective measure knowledge of basic reading skills, such as sequence and recognition of grade-level vocabulary in context.

#### Objective 02—Basic Understanding

In *Item 24*, students are asked to determine a cause-and-effect relationship in the story. Other items in this objective measure knowledge of other story elements (such as setting, character, and plot), main idea, drawing conclusions, comparing and contrasting, and identifying literary and persuasive techniques.

#### Objective 03—Analyze Text

#### Directions

Have you ever wondered why animals do what they do? Read this folktale about why cats purr. Then answer Numbers 22 through 26.

## Why Cats Purr

by Leslie Hall



Long ago, Cat and Mouse were great friends. Cat loved to make music, and Mouse loved to dance. Every evening after sunset, the two friends would meet at the seashore. Cat would play his drum and Mouse would dance, and the two animals were very happy.

As time went on, Mouse became more and more curious about Cat's drum. He loved the music so much that he, too, wanted to play. His whiskers quivered with excitement at the idea of beating the drum with his tail. When he asked his friend to let him try the drum, Cat refused. "Oh, no, little Mousie," said Cat. "Drums are for cats."

Cat's answer made Mouse want to play the drum even more. For many days, Mouse could think of nothing else. Finally, Mouse decided he would trick his friend and get the drum.

The next time the friends met, Mouse danced to Cat's music the way he always did. All of a sudden, Mouse stopped dancing. He appeared very frightened. "Run, Cat, run," squeaked Mouse. "Here comes a great wave that will pull us out to sea."

Cat was very brave, but water was the one thing that filled Cat with fear. Cat jumped up and ran to hide. Mouse's whiskers quivered and he snatched up the drum.

When Cat came back, he found Mouse beating the drum with his tail. Cat was so angry that he chased Mouse all the way home.

Then Cat decided that the only way to make sure Mouse could not take the drum again was to swallow it. This is why cats purr today. Even though it has been many years since Mouse tricked him, Cat still chases Mouse and tries to pull his tail to punish him for his trick.



# Items Illustrating Standards

## Reading

22. Where does this story take place?

- on a beach
- in a forest
- at Cat's house
- at Mouse's house

23. What happens when Mouse is excited?

- His feet dance.
- His tail drums.
- His voice squeaks.
- His whiskers quiver.

24. The story says that cats purr because

- cats love to dance
- cats are afraid of waves
- a cat swallowed a drum
- a cat played with a mouse

25. The story says that Mouse snatched up the drum. Snatched up means about the same as

- rolled
- dropped
- grabbed
- pounded

26. Which of these events in the story could not really happen?

- A cat runs to hide.
- A cat plays a drum.
- A cat chases a mouse.
- A cat frightens a mouse.

### Part 2 Let's Write

33. Think about the story, *Why Cats Purr*, on page 12. Write one sentence that tells how Cat and Mouse felt about each other at the beginning of the story. Then write another sentence that tells how Cat and Mouse felt about each other at the end of the story. You may look back at the story.

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### Level 13, Grade 3

*In Item 25*, students are asked to use strategies to determine the meaning of an unfamiliar term. Other items in this objective measure knowledge of a wide variety of reading strategies, such as recognizing genre elements, summarizing, formulating questions to aid understanding, and synthesizing information across texts.

#### Objective 05—Reading and Writing Strategies

*In Item 26*, students are asked to evaluate situations and determine which could and which could not happen. Other items in this objective measure knowledge of fact and opinion, author elements (such as purpose, point of view, and bias), predicting or hypothesizing, and critical assessments that extend and apply meaning in the passage to other situations.

#### Objective 04—Evaluate/Extend Meaning

### Constructed-response

*In Item 33*, students are asked to explain in their own words how the relationship has changed between two main characters in the story. Other items in this objective measure knowledge of story elements (such as setting, character, and plot), main idea, drawing conclusions, cause-and-effect relationships, and identifying literary and persuasive techniques.

#### Objective 03—Analyze Text



# Items Illustrating Standards

## Reading

Level 18, Grade 8

### Passage: The Corps of Discovery

#### Selected-response

*In Item 1*, students are asked to locate information stated in a nonfiction passage. Other items in this objective measure knowledge of basic reading skills, such as sequence and recognition of grade-level vocabulary in context.

#### Objective 02—Basic Understanding

*In Item 2*, students are asked to analyze text information and draw a conclusion about how two cultures in the passage differ. Other items in this objective measure knowledge of story elements (such as setting, character, and plot), main idea, cause-and-effect relationships, and identifying literary and persuasive techniques.

#### Objective 03—Analyze Text

*In Item 3*, students are asked to evaluate what they have read and determine the author's purpose in writing it. Other items in this objective measure knowledge of fact and opinion, author elements (such as point of view and bias), predicting or hypothesizing, and critical assessments that extend and apply meaning to other situations.

#### Objective 04—Evaluate/Extend Meaning

#### Directions

Here is a passage about an important voyage in American history. Read the passage. Then do Numbers 1 through 4.

### The Corps of Discovery

by Brant del Toro

*"We were about to penetrate a country at least two thousand miles in width, on which the foot of civilized man had never trodden . . ."*

from *The Journals of Lewis and Clark*

The Corps of Discovery was a group sent by President Thomas Jefferson to explore territory that the United States had acquired from France in the Louisiana Purchase of 1803. The President wanted Meriwether Lewis and William Clark to "trace the Missouri River to its source." The goal was to find the fabled Northwest Passage, a water route that would lead to the Pacific Ocean.

The Louisiana Purchase stretched from the Mississippi River to the Rocky Mountains. To President Jefferson, this rich, untamed land was a treasure chest of natural resources. It was also the home of some 170 Indian tribes. Part of Lewis and Clark's job was to establish a fur trade with these native peoples. Another and more important task was to inform tribal leaders that a country called "the United States" now owned all of their homeland.

The idea that land could be bought or sold was new to the Indians. They believed that the land belonged to every living being. Most Indians had never seen white men. From their point of view, the "discovery" of Lewis and Clark represented the beginning of a fight for their homeland.

In May of 1804, a band of about 45 explorers departed from St. Charles, near St. Louis, Missouri, and sailed into the unknown on three boats. After four months of struggle, they camped for the winter with the Mandan Sioux in what is now North Dakota. At this winter camp, the

Corps hired Toussaint Charbonneau, a French-Canadian fur trader, as a translator. His young wife was Sacagawea of the Shoshone tribe. She became famous for helping the explorers communicate with the native people they met along the way.

Lewis and Clark needed the help of these two people. Lewis and Clark learned that many different cultures, languages, and ways of living were represented by the term "Indian." There were warrior tribes and tribes hoping to trade with the explorers; there were nomadic hunters and settled farmers.

In August, the explorers made a perilous crossing of the Rocky Mountains. Near starvation, they finally reached Nez Perce country on the Clearwater River of Idaho. A Nez Perce woman took pity on the bedraggled crew and urged her tribe to let them live. The men of the Corps built canoes to carry the explorers to the Columbia River and onward to the Pacific Ocean. They reached the sea in November of 1805. There, the men built a fort where they spent the winter among the friendly Clatsop Indians.

In March of the following year, the group began its return journey. The explorers arrived in St. Louis on September 23. What had they accomplished? Lewis and Clark did not find a northwest waterway to the sea. However, they produced maps that helped open the West to trade. They discovered animals and plants that





# Items Illustrating Standards

## Reading

were unknown to Western science. Their carefully recorded journals have become a priceless record of what some have called the world's greatest exploration. However, many Native Americans

today do not see these explorers as heroes. To them, the "Opening of the West" was the beginning of the end of a way of life.

1. According to the passage, what was the main goal of the Corps of Discovery?  
**A** to learn about the people already living in the American West  
**B** to buy land from the U.S. government for the Native Americans  
**C** to bring back goods such as furs and gold to President Jefferson  
 **D** to trace a water route from the Missouri River to the Pacific Ocean
2. According to the passage, the main difference between the explorers and the Native Americans was rooted in  
 **F** differing ideas about people's ownership of the land  
**G** poor communication about safe passage routes  
**H** disagreement about who should conduct the fur trade  
**J** shortages of natural resources in most regions
3. This passage was most likely written in order to  
**A** help readers imagine what it might have felt like to be Lewis and Clark  
**B** convince readers that Lewis and Clark's exploration was unsuccessful  
**C** entertain readers with a story about the adventures of Lewis and Clark  
 **D** inform readers about two different views of the Lewis and Clark exploration
4. Which of these is true about the quotation from Lewis and Clark's journal at the beginning of the passage?  
**F** It reveals the exact boundaries of the territory to be explored.  
**G** It foretells the loneliness that the explorers would experience.  
 **H** It suggests the general attitude of the white Westerners toward undiscovered lands.  
**J** It indicates how careless Lewis and Clark were for undertaking the expedition.

GO 

Reading 5

### Level 18, Grade 8

*In Item 4*, students are asked to engage in critical assessment, relating information given in a quotation from primary source material to information gleaned from reading the passage. Other items in this objective measure knowledge of fact and opinion, author elements (such as point of view and bias), generalizing, and predicting or hypothesizing.

**Objective 04—Evaluate/Extend Meaning**

### Constructed-response

*In Item 18*, students are asked to critically analyze passage information, using their own words to explain how what might appear to be a straightforward goal can become complex because of cultural and linguistic obstacles. Students must also support their assertions with specific passage information. Other items in this objective measure knowledge of fact and opinion, author elements (such as point of view and bias), generalizing, and predicting or hypothesizing.

**Objective 04—Evaluate/Extend Meaning**

### Part 2 Let's Write

18. Think about the passage *The Corps of Discovery* on page 4. Lewis and Clark were told to set up fur trade with native peoples and inform tribal leaders that the United States now owned native lands. On the lines below, explain how Lewis and Clark's encounters with Native Americans turned out to be more complicated than the explorers might have expected. Be sure to support your explanation with specific details mentioned in the passage.

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# Items Illustrating Standards Reading

Level 20, Grade 10

## Passage: Narrative of the Life of Frederick Douglass, An American Slave

### Selected-response

*In Item 1*, students are asked to show an initial understanding of the passage's main idea. Other items in this objective measure knowledge of basic reading skills, such as sequence and recognition of grade-level vocabulary in context.

### Objective 02—Basic Understanding

*In Item 2*, students are asked to determine a cause-and-effect relationship in the passage. Other items in this objective measure knowledge of other story elements (such as setting, character, and plot), main idea, drawing conclusions, comparing and contrasting, and identifying literary and persuasive techniques.

### Objective 03—Analyze Text

#### Directions

Read this excerpt from a famous American's autobiography. Then do Numbers 1 through 4.

### Narrative of the Life of Frederick Douglass, An American Slave

*Written by Himself*

*Frederick Douglass, born a slave, escaped to freedom when he was twenty-one. Here he describes an event that occurred when he was between seven and eight years old and had become the servant of a family living in Baltimore.*

Very soon after I went to live with Mr. and Mrs. Auld, she very kindly commenced to teach me the A, B, C. After I had learned this, she assisted me in learning to spell words of three or four letters. Just at this point of my progress, Mr. Auld found out what was going on, and at once forbade Mrs. Auld to instruct me further, telling her, among other things, that it was unlawful, as well as unsafe, to teach a slave to read. To use his own words, further, he said, ". . . It would forever unfit him to be a slave. He would at once become unmanageable, and of no value to his master. As to himself, it could do him no good, but a great deal of harm. It would make him discontented and unhappy."

These words sank deep into my heart, stirred up sentiments within that lay slumbering, and called into existence an entirely new train of thought. It was a new and special revelation, explaining dark and mysterious things, with which my youthful understanding had struggled, but struggled in vain. I now understood what had been to me a most perplexing difficulty—to wit, the white man's power to enslave the black man. It was a grand achievement, and I prized it highly. From that moment, I understood the pathway from slavery to freedom. It was just what I wanted, and

I got it at a time when I the least expected it. Whilst I was saddened by the thought of losing the aid of my kind mistress, I was gladdened by the invaluable instruction which, by the merest accident, I had gained from my master.

Though conscious of the difficulty of learning without a teacher, I set out with high hope, and a fixed purpose, at whatever cost of trouble, to learn how to read. The very decided manner with which he spoke, and strove to impress his wife with the evil consequences of giving me instruction, served to convince me that he was deeply sensible of the truths he was uttering. It gave me the best assurance that I might rely with the utmost confidence on the results which, he said, would flow from teaching me to read. What he most dreaded, that I most desired. What he most loved, that I most hated. That which to him was a great evil, to be carefully shunned, was to me a great good, to be diligently sought; and the argument which he so warmly urged, against my learning to read, only served to inspire me with a desire and determination to learn. In learning to read, I owe almost as much to the bitter opposition of my master, as to the kindly aid of my mistress. I acknowledge the benefit of both.



# Items Illustrating Standards

## Reading

- 1. This passage is mostly about Douglass's**
  - A views on whether learning to read is really worth the effort
  - B preparation of a plan for escaping from the bonds of slavery
  - C realization that learning to read is his pathway to freedom**
  - D feelings of outrage concerning the cruel treatment of slaves
- 2. What effect did Mr. Auld's words have on Douglass?**
  - F They relieved his doubts and made him more satisfied with his life.
  - G They gave him hope that Mr. Auld would set him free from the bonds of slavery.
  - H They made him feel anger and resentment toward the Auld family.
  - J They clarified the nature of his bondage and showed how he could free himself.**
- 3. Which quotation from the passage contains a statement of fact?**
  - A [I]t was unlawful . . . to teach a slave to read.**
  - B It was a grand achievement, and I prized it highly.
  - C [Mr. Auld] was deeply sensible of the truths he was uttering.
  - D That which to him was a great evil . . . was to me a great good.
- 4. Which quotation from the passage contains an example of personification (attributing human qualities to an idea or thing)?**
  - F Just at this point of my progress, Mr. Auld found out what was going on, and at once forbade Mrs. Auld to instruct me further.
  - G These words sank deep into my heart, stirred up sentiments within that lay slumbering, and called into existence an entirely new train of thought.**
  - H I was gladdened by the invaluable instruction which, by the merest accident, I had gained from my master.
  - J It gave me the best assurance that I might rely with the utmost confidence on the results which, he said, would flow from teaching me to read.

### Level 20, Grade 10

*In Item 3*, students are asked to distinguish between statements of fact and opinion. Other items in this objective measure knowledge of author elements (such as point of view and bias), generalizing, and predicting or hypothesizing.

#### Objective 04—Evaluate/Extend Meaning

*In Item 4*, students are asked to recognize the use of and identify an example of the literary device of personification. Other items in this objective measure knowledge of other story elements (such as setting, character, and plot), main idea, drawing conclusions, comparing and contrasting, and identifying other literary and persuasive techniques.

#### Objective 03—Analyze Text

### Constructed-response

*In Item 18*, students are asked to critically analyze autobiographical information. They use their own words to describe how the autobiographical subject was motivated and how his own actions and the actions of others influenced the course of his life. Students must also support their assertions with specific passage information. Other items in this objective measure knowledge of fact and opinion, author elements (such as point of view and bias), generalizing, and predicting or hypothesizing.

#### Objective 04—Evaluate/Extend Meaning

### Part 2 Writing Session

- 18.** Think about the excerpt from *Narrative of the Life of Frederick Douglass, An American Slave* on page 4. Mr. Auld did not want Douglass to learn to read because it would “forever unfit him to be a slave.” Write a paragraph explaining how Mr. Auld’s words and attitude motivated Douglass to read even more. Be sure to tell why reading would be of value to Douglass. Support your explanations with specific details from the excerpt.

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# Items Illustrating Standards Language

## Level 13, Grade 3

### Selected-response

*In Item 1*, students are asked to choose a correct pronoun form to complete a sentence. Other items in this objective measure knowledge of a wide variety of usage rules (verbs, nouns, and adjectives) and proofreading for errors.

#### Objective 09—Editing Skills

*In Item 2*, students are asked to distinguish a complete sentence from fragments and run-ons. Other items in this objective measure knowledge of subjects and predicates, combining sentences, misplaced modifiers, nonparallel structure, and verbosity.

#### Objective 07—Sentence Structure

*In Item 3*, students are asked to combine two sentences by compounding a predicate. Other items in this objective measure knowledge of subjects and predicates, misplaced modifiers, nonparallel structure, and verbosity.

#### Objective 07—Sentence Structure

*In Item 4*, students are asked to choose a sentence that best completes the paragraph. Other items in this objective measure knowledge of paragraph structure (relevance, sequence, supporting or topic sentences), as well as connective/transitional words, information sources for research, and topic selection/narrowing.

#### Objective 08—Writing Strategies

### Constructed-response

*In Item 21*, students are asked to proofread a paragraph and correct mistakes by crossing out errors and writing in corrections. Other items in this objective measure knowledge of a wide variety of usage rules (verbs, nouns, and adjectives).

#### Objective 09—Editing Skills

1. Last week \_\_\_\_\_ went to the movies.
  - us
  - we
  - them
  - their
2. Choose the sentence that is complete and is written correctly.
  - I help in the school library each Thursday.
  - When each teacher takes a class to the library.
  - The school library has new books they are good.
  - The library book about animals that go to a big city.
3. Choose the best way to combine the sentences.  
Vegetables grow in the garden.  
Vegetables grow on the farm.
  - Vegetables on the farm grow also in the garden.
  - Gardens grow vegetables on the farm.
  - Vegetables grow in the garden and on the farm.
  - Farm vegetables grow in the garden.
4. Choose the sentence that best completes the paragraph.

Hiking up the mountain was fun. First we hiked up the trail. \_\_\_\_\_

  - We drove to the start of the trail.
  - We enjoyed finding a place to hike.
  - Later my mom bought hiking shoes.
  - Then we ran all the way back down.

GO 

Language 23

21. Here are some sentences a student wrote. There are three mistakes. Draw a line through each part that has a mistake, and write the correction above it.

Last week, I went to an Apple farm. I helping pick apples.  
Eating apples is funner than picking them.



# Items Illustrating Standards Language

## Directions

Read the first paragraph of this report on Queen Hatshepsut of ancient Egypt. There are some mistakes that need correcting. Then do Numbers 1 and 2.

1 Of all the famous queens of Egypt, only one was known to have ruled as pharaoh. 2 Her name was Hatshepsut. 3 Her reign lasted near some twenty-one years. 4 Thutmose II, which was Hatshepsut's brother, died and left a son too young to rule, so Hatshepsut ruled in his name. 5 Later, when she was gaining enough power and support to have herself proclaimed pharaoh, she pushed her nephew aside. 6 Statues of her show her with a pharaoh's false beard and a kilt-like garment. 7 The traditional symbols of royal power. 8 Historical accounts show that she was powerfully and effective as a ruler.

1. Which of these is not a complete sentence?

- A Sentence 1
- B Sentence 2
- C Sentence 6
- D Sentence 7

2. Which of these is the best way to write Sentence 4?

- F Thutmose II, who was Hatshepsut's brother, died and left a son too young to rule, so Hatshepsut ruled in his name.
- G Thutmose II, that was Hatshepsut's brother, died and left a son too young to rule, so Hatshepsut ruled in his name.
- H Thutmose II, whom was Hatshepsut's brother, died and left a son too young to rule, so Hatshepsut ruled in his name.
- J Best as it is

2 Language

Level 18, Grade 8

## Language Report—Hatshepsut

### Selected-response

*In Item 1*, students are asked to read a report and identify the sentence in the report that is a fragment. Other items in this objective measure knowledge of subjects and predicates, misplaced modifiers, nonparallel structure, and verbosity.

**Objective 07—Sentence Structure**

*In Item 2*, students are asked to read a report and identify the correct use of a relative pronoun. Other items in this objective measure knowledge of a wide variety of usage rules (verbs, nouns, and adjectives).

**Objective 09—Editing Skills**



# Items Illustrating Standards Language

## Level 18, Grade 8

*In Item 3*, students are asked to combine two sentences by subordinating information.

Other items in this objective measure knowledge of subjects and predicates, misplaced modifiers, nonparallel structure, and verbosity.

### Objective 07—Sentence Structure

*In Item 4*, students are asked to identify an appropriate information source. Other items in this objective measure knowledge of paragraph structure (relevance, sequence, supporting or topic sentences), as well as connective/transitional words, and topic selection/narrowing.

### Objective 08—Writing Strategies

*In Item 5*, students are asked to choose the sentences that best support a topic sentence. Other items in this objective measure knowledge of paragraph structure (relevance, sequence, topic sentences), as well as connective/transitional words, information sources for research, and topic selection/narrowing.

### Objective 08—Writing Strategies

## Constructed-response

*In Item 28*, students are asked to proofread a paragraph and correct mistakes by crossing out errors and writing in corrections. Other items in this objective measure knowledge of a wide variety of usage rules (verbs, nouns, and adjectives).

### Objective 09—Editing Skills

3. Choose the best way to combine the two sentences.

Mr. Robinson took us to see a laser show.

We heard several types of music.

- A Mr. Robinson took us to see a laser show, when we heard several types of music.
- B Mr. Robinson took us to see a laser show, having heard several types of music.
- C Mr. Robinson took us to see a laser show, where we heard several types of music.
- D Mr. Robinson took us to see a laser show, then we heard several types of music.
4. Mr. Herbert's class is studying water resources in their state. Which of these resources is likely to be the most factual?
- F a news editorial opposing the transfer of water credits
- G a report by farmers on the need for water for irrigation
- H a table listing the service areas of regional reservoirs
- J a speech on water needs by someone seeking public office

5. Choose the sentences that best support the topic sentence.

Dams alter the flow of a river so that seasonal flows are reduced and potential disasters avoided.

- A Beavers can also build dams. These buck-toothed, flat-tailed engineers construct lodges of earth and mud that hold back water, creating ponds.
- B These dams are often used to produce electricity for nearby cities. Among the largest of these are the Oroville Dam and the Hoover Dam.
- C Many scientists believe dams have endangered some fish populations. For example, dams have affected salmon's ability to return to their spawning sites.
- D Until dams were built on the Colorado River, for example, water from spring snowmelts often flooded the Grand Canyon. Now, however, the amount of water in the riverbed is carefully controlled.

## Let's Write Part 2

28. A student wrote this report about robots. There are six mistakes in capitalization, punctuation, and grammar. Draw a line through each part that has a mistake and write the correction above it.

Once the stuff of science fiction and cartoons, robots is rapidly becoming a part of the everyday home. Robots don't become bored, annoyed, or lazy. This makes it perfect candidates for doing tasks people would rather avoid. Robotic vacuum cleaners are already popular. You can recline on the sofa while the machine removes the dust and tracked-in dirt from your carpet, on a steamy summer day, you can watch your robotic lawn mower manicure the lawn as you sip a cool lemonade. Not long ago, a company produced a robotic helper that could bring you a soda or a magazine. If you go on vacation, this robot helper keeps an eye on the house and family pets. It will also notify your working parents that you've come home and started your homework. Unfortunately, the robot will not finish your homework for you. These examples demonstrate several ways that robots are current being used in modern homes. What will scientists thought of next?



# Items Illustrating Standards Language

## Directions

A student wrote this report about an ancient Native American tradition. There are some mistakes. Read the first paragraph. Then do Numbers 1 and 2.

The potlatch is an ancient tradition of the Northwest Coast Native American tribes that dates back long before the European explorers came. Back then, potlatches were huge ceremonies that lasted for many days. Most Northwest Coast tribes—such as the Salish, Kwakiutl, Haida, and Tlingit—held them. The Kwakiutl tribe is famous for its complicated masks. The occasion for the potlatch was usually the celebration of an important event, one of the main purposes of the potlatch was to demonstrate one's prosperity. A person's wealth was measured by how much one gave away, not how much one kept for himself. The richer and more important the host was, the bigger and better the potlatch. When the Europeans came, they tried to outlaw potlatches because they interfered with the Europeans' desire to sell and trade goods in stores. However, the tradition still remains today, though it has changed over time.

- Which sentence does not belong in the paragraph?
    - Sentence 1
    - Sentence 2
    - Sentence 4
    - Sentence 7
  - Which sentence contains two complete thoughts and should be written as two sentences?
    - Sentence 3
    - Sentence 5
    - Sentence 6
    - Sentence 8
- 
- Choose the sentence that is complete and written correctly.
    - Jan rose early the next morning to finish cleaning before her parents returned.
    - Don rises the money he needs to buy a nice present for his family.
    - Joanna would raise above her feelings and treat them all with kindness and respect.
    - Carl strained every muscle to rise the crate to the second floor of the building.
  - Choose the best way to combine the two sentences about Frederick Douglass.

Douglass was originally called Frederick Augustus Washington Bailey.  
After escaping to freedom, Douglass changed his name to Frederick Douglass.

    - Douglass, originally being called Frederick Augustus Washington Bailey, after escaping to freedom, changed his name to Frederick Douglass.
    - Douglass, changing his name to Frederick Douglass after escaping to freedom, was originally called Frederick Augustus Washington Bailey.
    - Douglass, who was originally called Frederick Augustus Washington Bailey, changed his name to Frederick Douglass after escaping to freedom.
    - Douglass, after escaping to freedom, originally called Frederick Augustus Washington Bailey, changed his name to Frederick Douglass.
  - A student is interested in a career as an electrician. Which of these would be the best source of information about becoming an electrician?
    - a book about electrical wiring
    - newspaper job listings for electricians
    - local electrical codes and regulations
    - an interview with an electrician

Level 20, Grade 10

## Language Report—Potlatch

### Selected-response

*In Item 1*, students are asked to determine which sentence does not belong in a paragraph. Other items in this objective measure knowledge of paragraph structure (sequence and supporting or topic sentences), as well as connective/transitional words, information sources for research, and topic selection/narrowing.

### Objective 08—Writing Strategies

*In Item 2*, students are asked to identify a run-on sentence in a paragraph. Other items in this objective measure knowledge of subjects and predicates, misplaced modifiers, non-parallel structure, and verbosity.

### Objective 07—Sentence Structure

*In Item 3*, students are asked to identify a sentence that correctly uses easily confused verb forms. In this case the verb pair is raise/rise. Other items in this objective measure knowledge of a wide variety of usage rules (verbs, nouns, and adjectives), proofreading, and the use of idioms and diction.

### Objective 09—Editing Skills

*In Item 4*, students are asked to combine two sentences by subordinating information. Other items in this objective measure knowledge of subjects and predicates, misplaced modifiers, nonparallel structure, and verbosity.

### Objective 07—Sentence Structure

*In Item 5*, students are asked to identify an appropriate information source. Other items in this objective measure knowledge of paragraph structure (relevance, sequence, supporting or topic sentences), as well as connective/transitional words, and topic selection/narrowing.

### Objective 08—Writing Strategies



# Items Illustrating Standards Language

Level 20, Grade 10

## Constructed-response

In Item 28, students are asked to proofread a paragraph and correct mistakes by crossing out errors and writing in corrections. Other items in this objective measure knowledge of a wide variety of usage rules (verbs, nouns, and adjectives).

Objective 09—Editing Skills

28. Here is a paragraph written by a student. It has six mistakes in grammar, capitalization, and punctuation. Draw a line through each part that has a mistake, and write the correction above it.

We all need teachers or mentors; they can learn us a lot. Yet sometimes we just have to go our own way. Take track star Dick Fosbury, for example. Unable to master the standard high-jump technique, he developed his own style, turning his back to flop over the bar headfirst and backward. This may have looked strangely, but Fosbury won an Olympic gold medal in 1968. Today, most high jumpers use what has become known as the "Fosbury Flop." Another example is folk-guitarist Elizabeth Cotten, she learned on her brother's right-handed guitar, but she was left-handed, so she became famous for playing the instrument "upside down and backward." A style known as "Cotten picking" was named after her. A final example of someone who found his own way is author Jack Kerouac, what wrote *On the Road* by typing nonstop on an unbroken roll of paper. No one else has been adopting this technique, but it still shows that sometimes you just have to do what works for you.





# Items Illustrating Standards Mathematics

## Level 13, Grade 3

### Selected-response and constructed-response

At the primary levels, Measurement items go beyond assessing students on measurement of concrete objects using length, mass, or capacity, and begin to focus on more abstract measurements. *Item 10* assesses students' ability to determine the arrival time of a family when given the departure time and the amount of time it took the family to arrive at their destination.

Students at this level also develop an understanding of the relationships of operations. In *Item 46*, students are asked to use different operations to represent two different ways to calculate the total number of flowers shown.

Item 10, Objective 13—Measurement  
Item 46, Objective 12—Operation Concepts  
Objective 18—Communication

10. The clock below shows the time Jordan and his family left home to go camping.



Jordan's family arrived at the campground 2 hours and 15 minutes later.  
Which of these clocks shows the time they arrived?



46. Look at the flowers below.



On the line below, write an addition sentence that shows how many flowers there are.

\_\_\_\_\_

On the line below, write a multiplication sentence that shows how many flowers there are.

\_\_\_\_\_

# Items Illustrating Standards

## Mathematics

### Level 18, Grade 8

#### Selected-response and constructed-response

By middle/junior high school, students are asked to solve items that may require knowledge of more than one content skill or may require students to find solutions to non-routine problems, often in a real-world context.

In Item 48, students select and apply an appropriate problem-solving strategy, specifically finding the area of each rectangle, then computing the percent decrease in area.

Students at this level also demonstrate an understanding of functional relationships.

In Item 44, students are asked first to complete a table to match a given inequality, then to graph and connect the points from the table, and finally, to shade on the correct side of the line created from graphing the points in the table.

Item 48, Objective 17—Problem Solving and Reasoning

Item 44, Objective 16—Patterns, Functions, Algebra

Objective 18—Communication

### Level 20, Grade 10

#### Selected-response

In Item 29, students must first use the properties of parallel lines in order to identify the diagram as being comprised of two similar triangles, one superimposed over the other. They must then apply concepts of similarity in order to solve the problem.

Item 29, Objective 14—Geometry

48. Julia designed a poster that had a width of 20 inches and a length of 40 inches. She then placed a 2-inch border over the poster, as shown below.



By what percent was the area of Julia's poster reduced?

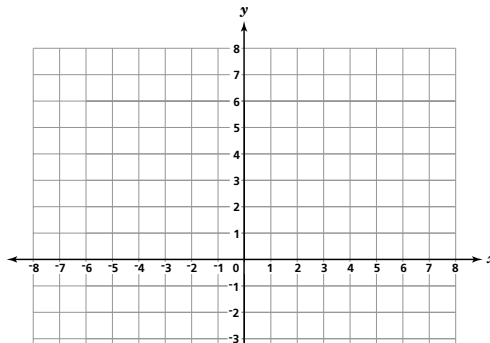
- 2%                      28%                      30%                      72%
- F                              G                              H                              J

44. Use the inequality below to complete the table.

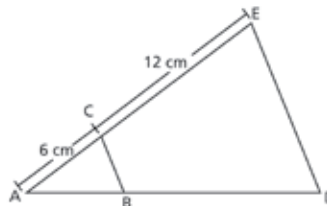
$$3x + 4y < 8$$

x	-4	0	4	8
y				

On the grid below, plot each point and complete the graph for the inequality.



29. In the figure below,  $\overline{BC}$  is parallel to  $\overline{DE}$ .



The length of  $\overline{BC}$  is 4 centimeters. What is the length, in centimeters, of  $\overline{DE}$ ?

- A 8 centimeters  
 B 10 centimeters  
 C 12 centimeters  
 D 18 centimeters



# Items Illustrating Standards

## Science

18. Tommy has a sore throat. Which of these will be most helpful in preventing other members of his family from also getting a sore throat?

- washing hands frequently
- taking vitamins daily
- going to the doctor
- eating fruits and vegetables

STOP 

Science 41

33. Some orchids were taken from their native environment and grown in a greenhouse. The orchids died within weeks, even though they were given the same amount of sunlight and humidity as they had previously had in their native environment.

Write a hypothesis for why the orchids died in the greenhouse.

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### Level 13, Grade 3

#### Personal and Social Perspectives

*In Item 18*, students are asked about their understanding of how a disease is spread. Other items in this objective ask about the role people play in changing the environment, the fundamentals of a balanced diet, and how to conserve limited resources.

Objective 24—Personal and Social Perspectives

### Level 19, Grade 9

#### Science Inquiry

*In Item 33*, students are asked for their understanding of a key facet of scientific investigation: forming hypotheses. Other items in this objective assess students' understanding of other aspects of scientific methodology, such as the use of controls, validity, and data interpretation.

Objective 19—Science Inquiry



# Items Illustrating Standards

## Social Studies

### Level 13, Grade 3

#### Social Studies Stimulus, “Some Early Houses in America”

##### Selected-response

In *Item 3*, students must analyze information in the pictures and use geographic knowledge to identify a natural resource used by people. Other items in this objective measure knowledge of the world in spatial terms, places and regions, and human systems.

Item 3, Objective 26— Geographic Perspectives

### Level 18, Grade 8

##### Constructed-response

In *Item 39*, students are asked to describe ways one branch of the federal government can limit the action of another branch under the system of checks and balances. In addition to government processes and structures, other items in this objective measure knowledge about the purposes of government, democratic values and principles, the role of the citizen, and world affairs.

Item 39, Objective 28— Civics and Government Perspectives

##### Directions

Use the pictures below and what you know to answer Number 3.



Adobe House



Sod House



Log Cabin



Brick House

3. Which of these was the main natural resource used to build the house shown in Picture 3?

- stone
- grass
- wood
- clay

##### Directions

Read the information below. Then do Number 39.

The federal government is divided into three branches: the legislative, the executive, and the judicial. The branches check each other using the Constitution's system of checks and balances. An action of the legislative branch (Congress) is described below.

Congress passes a bill.

39. Describe one way the executive branch (the president) can check this action of Congress.

---

Describe one way the judicial branch (the Supreme Court) can check this action of Congress.

---

# Items Illustrating Standards

## Social Studies

Level 20, Grade 10

### Selected-response

In *Item 28*, students are asked to analyze information and demonstrate basic knowledge of economic systems by completing a web diagram. Other items in this objective measure knowledge of production, distribution, and consumption, and global connections and interdependence.

Item 28, Objective 29—Economic Perspectives



28. Which of these best completes the diagram above?
- F Producers and sellers compete for customers.
  - G The government makes all economic decisions.
  - H Economic roles are based on custom.
  - J Workers have job security for life.



## Section III — Complementary Test Products

### **SUPERA®**

*SUPERA*, an innovative Spanish-language achievement test, is part of the *TerraNova* test series. This parallel version gives you the full benefit of *TerraNova*'s comprehensive tests with results that are based on the same scale as the English-language results.

As part of *TerraNova*, *SUPERA*'s design, content, psychometric rigor and a graphic reporting system link quality with innovation.

*SUPERA* includes three components that assess Reading/Language Arts and Mathematics:

- *Evaluaciones múltiples* (Multiple Assessments)
- *Evaluaciones esenciales* (Survey)
- *Evaluaciones desarrolladas a su preferencia* (Custom Assessments)—which can be designed to enhance the other components.

In addition, a Plus Test can be added to either Survey or Multiple Assessments to assess Word Analysis, Vocabulary, Language Mechanics, Spelling, and Mathematics Computation.

Both the Multiple Assessments and Survey editions provide norms based on the performance of Spanish-speaking students throughout the United States. In addition, *SUPERA* and *TerraNova* are empirically linked, enabling you to compare the achievement of your students with that of their English-speaking peers.



## Aptitude Tests that Inform Placement

### Primary Test of Cognitive Skills™ (PTCS) for K–1 Students

The sooner young children can be identified as gifted or requiring additional assistance, the sooner they can be given the extra attention that will help them succeed. The PTCS tests use simple, engaging material that does not require reading skills or number knowledge to give reliable, valid, norm-referenced indications of cognitive abilities.

This series of four tests measures the verbal, spatial, memory, and concept skills of your youngest students. Four subscales are combined with a child’s age to produce a single Cognitive Skills Index (CSI). Each test takes about 30 minutes to administer and can be given beginning in the fall in Kindergarten through the spring for Grade 1. When administered with *TerraNova, Third Edition*, PTCS can produce an anticipated achievement score, which can help in predicting future success or special needs.



### InView Assesses Cognitive Abilities for Grades 2–12

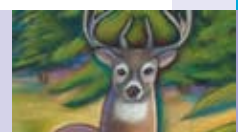
This innovative cognitive abilities test helps you compare your students’ achievement with that of other students of the same age, grade, and ability. It measures five cognitive areas: Verbal Reasoning—Words, Verbal Reasoning—Context, Sequences, Analogies, and Quantitative Reasoning.

Use InView to help plan effective programs or diagnose possible learning problems. It will also help you identify your underachieving students and delivers a highly reliable Cognitive Skills Index. It has been standardized to include students with disabilities, and to provide age- and grade-appropriate normative data.

When the two cognitive tests—PTCS for your youngest students and InView for students in grades 2 through 12—are given with *TerraNova, Third Edition*, you can identify anticipated achievement scores, both actual and expected, for individual students and groups. These scores can help you understand whether your students are working up to potential or can indicate that additional testing and remediation might be needed.

### *TerraNova, Third Edition* and InView Level Combinations

Grade	<i>TerraNova, Third Edition</i> Level	InView Level
2	12	1
3	13	1
4	14	2
5	15	2
6	16	3
7	17	3
8	18	4
9	19	4
10	20	5
11	21/22	5, 6
12	21/22	6



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