

A purple pencil is positioned diagonally across the lower-left portion of a sheet of white, lined paper. The paper features cursive handwriting in dark ink, with words like 'Mother's' and 'Night' visible. The background is a warm, orange-brown gradient.

Testing and Stuff

Mother's Night Out
Feb, 2016

Just a little about me

Homeschooling for 17 years; Father of six; Lived in Wheeling 1997-2009; Worked at WJU; Degree in Ed Psych; Live in rural TN now



Stuff to Cover

- Purpose: Why do we do what we do?
- Trajectory: What do we value?
- Approach: To test or not to test
- WV and OH Requirements
- TerraNova Specifics
- How to Think About Your Scores
- Resources

Purpose: Why do we do what we do?

- To prepare our children for a life lived to the glory to God
- To raise our children as He would have us raise them
- To prepare them for eternity

Purpose: Why do we do what we do?

Psalm 127

¹ Unless the LORD builds the house,

They labor in vain who build it;

³ Behold, children *are* a heritage from the LORD, The fruit of the womb *is* a reward.

⁴ Like arrows in the hand of a warrior,
So *are* the children of one's youth.

⁵ Happy *is* the man who has his quiver full of them; They shall not be ashamed,

But shall speak with their enemies in the gate.

II Cor 10

⁴ The weapons we fight with are not the weapons of the world. On the contrary, they have divine power to demolish strongholds. ⁵ We demolish arguments and every pretension that sets itself up against the knowledge of God, and **we take captive every thought to make it obedient to Christ**

Purpose: Why do we do what we do?

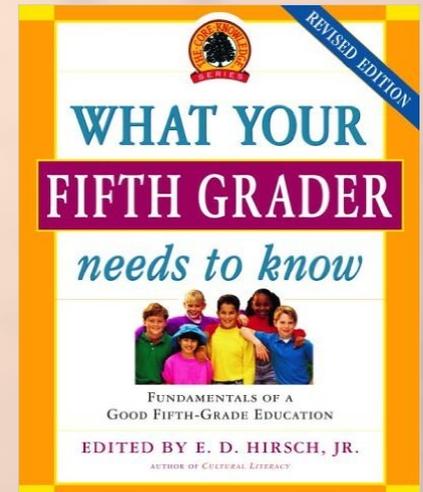
- **Eph 6:4**- Raising our children in the nurture and admonition of the Lord.
- **Eph 6:1**- Raising our children to obey their parents
- **Prov 22:6** - Train up a child in the way he should go: and when he is old, he will not depart from it.
- **Deut 11: 19** You shall teach (these words) to your children, speaking of them when you sit in your house, when you walk by the way, when you lie down, and when you rise up.

Purpose: Why do we do what we do?

- Its our responsibility, not the state's responsibility
- To protect our children:
 - Governmental ideologies
 - Socialization by the Babylonians
 - Non-Biblical paradigms of thinking
 - Waste of precious time

Why are we so nervous about this?

- Our own education was inadequate
- We are afraid to fail them
- We think they are out to get us



Trajectory: What do we value?

There are various values in play here:

- What we value for our children's career aspirations
 - Type of jobs, need for college
 - Geography
- How we might handle boys' v. girls' skills development

Each of these has bearing on the choices we make:

- What is taught at what level, especially the high school years
- Academic skills v. applied skills
- Content: Bible, History, Language Arts, Math, Science, Social St.
- Character and life skills: entrepreneurship, internships, respect

Approach: To test or not to test

WV Requirements

1. Test 50% or better
2. Be tested in the public school
3. Portfolio reviewed by a qualified person and that your child's academic progress for the year is in accordance with the child's abilities
4. Agreed-upon alternative

If assessment under one of the options above does not show acceptable progress, the county is required to notify you in writing of available services to assess your child's special education eligibility. You are required to initiate a remedial program. The remedial program does not need to be submitted to or approved by the school district, but it must foster acceptable progress.

OH Requirements

1. Test 25% or better
2. Portfolio reviewed by a qualified person and that your child's academic progress for the year is in accordance with the child's abilities
3. Agreed-upon alternative

If your child fails to demonstrate reasonable proficiency on the assessment, the superintendent is obligated to notify you in writing that you must submit a plan of remediation within 30 days.

<http://www.hslda.org/hs101/WV.aspx>

<http://www.hslda.org/hs101/OH.aspx>

Approach: To test or not to test

Adv. to Std'd Tests:

- Quick, simple
- Allows comparisons
- Achievement vs. Proficiency

Advantages to Portfolio Assessment:

- Authentic. Better for younger

Disadv to Std'd Testing:

- Younger ages
- Not anything like homeschooling
- Are we buying into the state's paradigm?

Disadv. to Portfolio Assmt:

- Time consuming

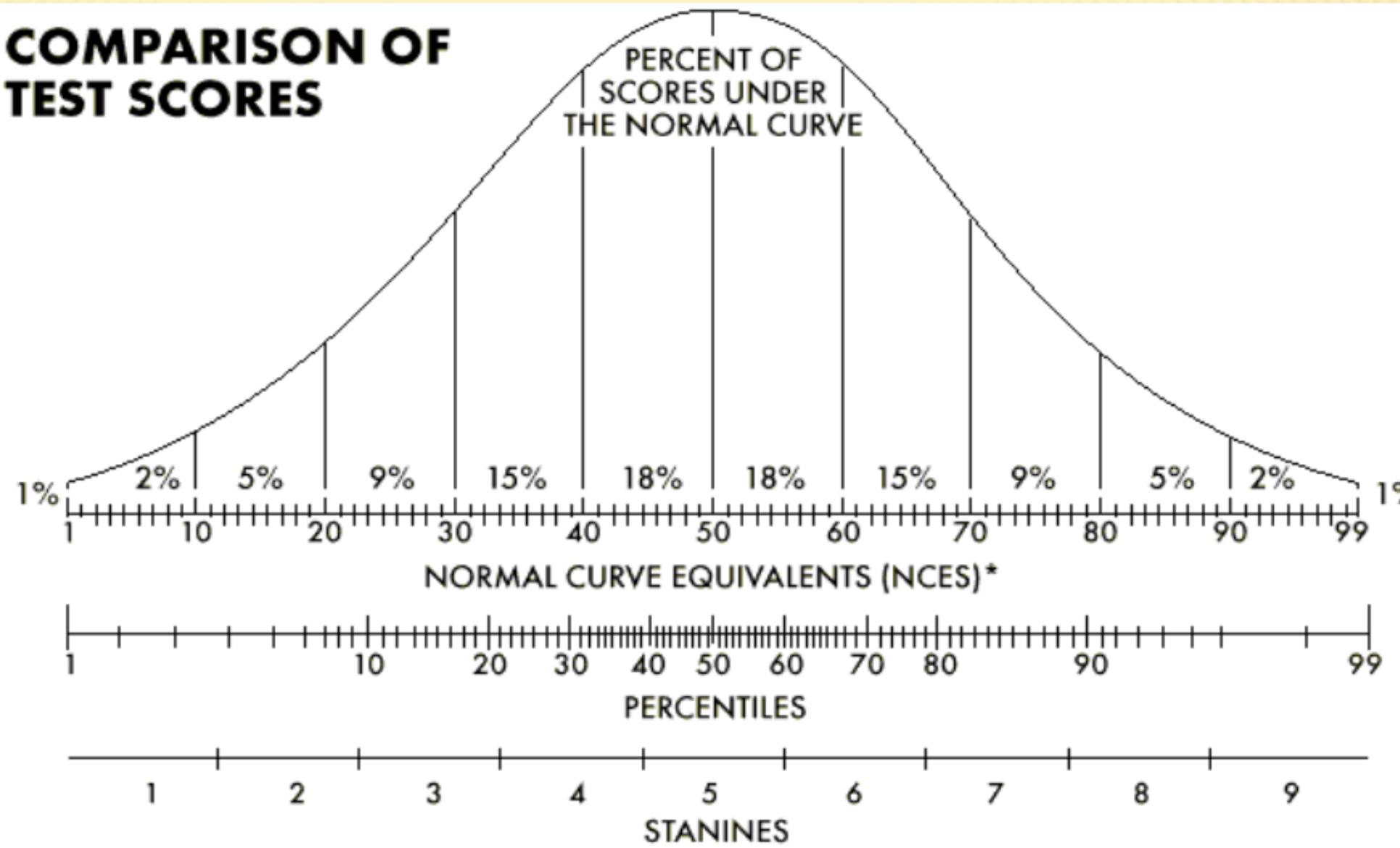
The TerraNova/ Woodcock-Johnson

- Formerly CAT or CTBS
- Nationally recognized (42%), norm-referenced (2011)
- K-12
- Reliable and valid
- Nationally recognized, norm-referenced (2005)
- Ages 2-90, More fun
- Used with gifted kids
- Allows both grade and age-level comparisons
- Can be used as a diagnostic for cognitive/ learning issues
- The reading comprehension test depends on the Cloze method of filling in a blank with an appropriate word. This method may miss reading comprehension problems for those who have more trouble sustaining attention or making inferences.

How tests are made

- Designed to allow comparisons. Based on norms.
- Create items to accurately measure the range of possible scores.
- In the design, each item is usually harder than the one before
- Not finishing or missing some questions, although frustrating, is to be expected MOST of the time
- Poorly worded items or ambiguous items may sometimes be by design. These can still be reliable.

COMPARISON OF TEST SCORES



Percentiles

- Percentiles are NOT percentages! A percentile score of 60 does not mean that the child got 6 right out of 10 – that would be a percentage
- Percentiles are rank order scores, indicating that, in a national group of 100 children in the same grade, this child is doing better than 59 of them. By definition, the median (average middle score) percentile is 50.
- “Average” scores follow a bell-shaped curve, with most students falling between the 25th (low average) and 75th (high average) percentiles.

COMPLETE BATTERY

Home Report

KEN JONES

Grade: 4.7

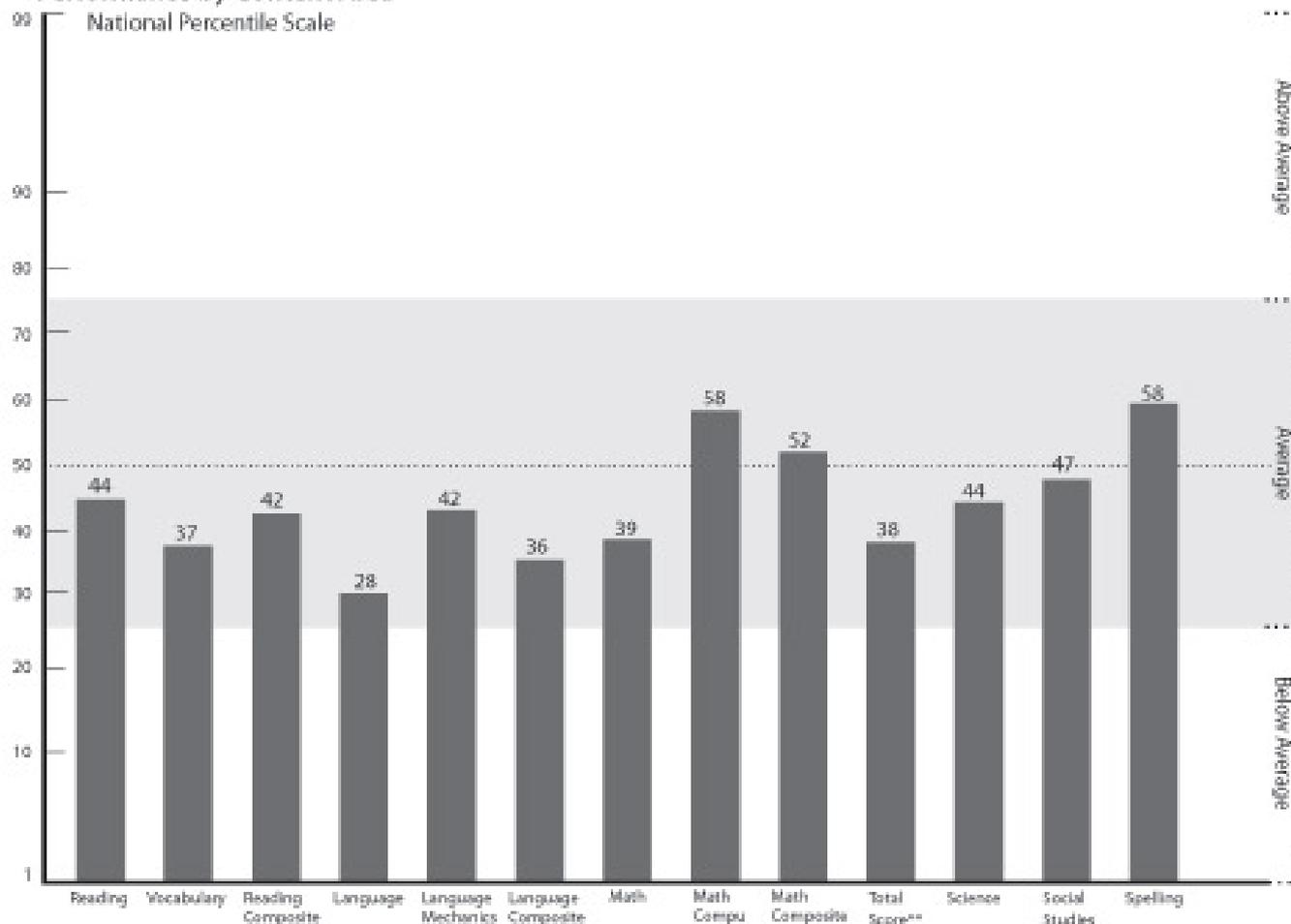
Purpose

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
 1 59 732 1 1 1
 Form Level: G-14
 Test Date: 04/24/07 Scoring: PATTERN (IRT)
 GM: 31 Norms Date: 2007
 Class: JONES
 School: WINFIELD
 District: GREEN VALLEY
 City/State: ANYTOWN, USA
 CTBD: 01075MD161550002-02-00001

Performance by Content Area



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

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.

50 percent of students nationally, consisting of the 25th through the 75th National Percentiles. Your student has thirteen out of thirteen scores in the average range, shown as a gray horizontal band in the middle of the graph. No scores are in the above-average range and no scores are in the below-average range.

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

See the back of this page for content area descriptions of the kinds of knowledge, skills, and abilities assessed on the TerraNova, Third Edition achievement test.

1 Performance on Objectives

2

3

4

Obj. No. Objective Titles	Student	Natl. OPI	Diff	Moderate Mastery Range	Objectives Performance Index (OPI) ^a					Obj. No. Objective Titles	Student	Natl. OPI	Diff	Moderate Mastery Range	Objectives Performance Index (OPI) ^a				
					25	50	75	100	25						50	75	100		
Reading					Social Studies					Social Studies									
02 Basic Understanding	91	91	0	48-70	●					26 Geographic Perspectives	79	91	-12	48-70	●				
03 Analyze Text	92	84	8	52-75	●					27 Historical & Cultural	84	92	-8	52-75	●				
04 Evaluate/Extend Meaning	65	68	-1	50-70	●					28 Civics & Government	66	65	1	50-70	●				
05 Rdg/Wrtg Strategies	70	74	-4	45-73	●					29 Economic Perspectives	74	70	4	45-73	●				
Language					Vocabulary					Vocabulary									
07 Sentence Structure	63	68	-5	45-70	●					35 Word Meaning	68	63	5	45-70	●				
08 Writing Strategies	59	74	-15	50-75	●					36 Multimeaning Words	74	59	15	50-75	●				
09 Editing Skills	78	63	15	55-75	●					37 Words in Context	63	78	-15	55-75	●				
Mathematics					Language Mechanics					Language Mechanics									
10 Number & Num. Relations	71	69	2	47-77	●					38 Sent, Phrases, Clauses	69	71	-2	47-77	●				
11 Computation & Estimation	83	72	11	45-75	●					39 Writing Conventions	72	83	-11	45-75	●				
13 Measurement	66	86	-20	45-60	●					Math Computation									
14 Geometry & Spatial Sense	71	72	-1	50-78	●					48 Fractions	86	66	20	45-60	●				
15 Data, Stats. & Prob.	61	83	-22	52-78	●					49 Integers	72	71	1	50-78	●				
16 Patterns, Funcs, Algebra	77	88	-11	44-73	●					50 Percents	83	61	22	52-78	●				
17 Prob. Solving & Reasoning	71	74	-3	52-75	●					51 Order of Operations	88	77	11	44-73	●				
18 Communication	69	68	1	43-73	●					Spelling									
Science					Spelling					Spelling									
19 Science Inquiry	47	74	-27	50-75	○					40 Vowels	74	71	3	50-75	●				
20 Physical Science	49	69	-20	52-77	○					41 Consonants	68	69	-1	52-77	●				
21 Life Science	46	83	-37	45-78	○					42 Structural Units	74	47	27	45-78	●				
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	●														

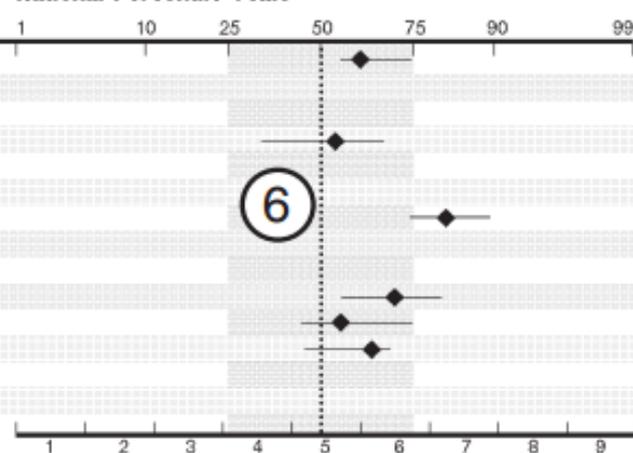
The OPI is an estimate of the number of items the student could be expected to answer correctly if he or she had completed 100 items measuring that objective

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

Norm-Referenced Scores

	Scale Score	Grade Equivalent	National Stanine	National Percentile	NP Range
Reading	677	8.8	6	65	55-75
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Language	657	7.3	5	53	43-60
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Mathematics	699	9.8	7	82	74-89
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Total Score**	681	8.8	6	72	60-81
Science	671	7.4	5	55	45-66
Social Studies	669	7.7	5	58	48-68
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National Percentile Scale



**Total Score consists of Reading, Language, and Mathematics

The following are content area descriptions of the kinds of knowledge, skills, and abilities assessed on the *TerraNova* CAT achievement test.

In Reading...

The student demonstrated most of the following knowledge, skills, and abilities assessed in this content area.

Students read thematically linked passages of varying degrees of difficulty, including short selections from classic and contemporary children's fiction, informative articles from children's books or periodicals, and several poems. Students show knowledge of grade-level vocabulary and comprehension of literal meaning and sequence. They restate main ideas and themes, analyze texts, compare elements within a text, demonstrate some understanding of literary techniques, and read critically to evaluate fictional and factual materials. They also apply reading strategies, using context clues to understand unfamiliar vocabulary and interpreting time lines, charts, or idea webs. In the writing section, students explain imagery and character motivation, recall similar elements in different stories, and draw a simple diagram of what happens in a reading passage.

In Language Arts...

The student demonstrated most of the following knowledge, skills, and abilities assessed in this content area.

Students show an understanding of language skills in single items as well as items in contexts. Contexts are usually paragraph-long book reports, first-person narratives, or informational passages; vocabulary is on or below grade level. Students recognize complete and concise sentences and determine the best way to combine simple sentences. They demonstrate knowledge of paragraph development—for example, choosing appropriate topic and supporting sentences. Students recognize the correct use of verbs, pronouns, adjectives, and letter conventions, such as salutation and closing. In the writing section, students respond to a given topic and proofread a given paragraph and their own writing for sentence structure, usage, spelling, capitalization, and punctuation.

In Mathematics...

The student demonstrated most of the following knowledge, skills, and abilities assessed in this content area.

Students recognize numbers to 1000; identify odd, even, and ordinal numbers; identify common fractions; recognize equivalent forms of numbers; use a number line; add and subtract whole or decimal numbers with or without regrouping; multiply and divide by one-digit numbers; estimate with numbers and money; solve one-step addition and subtraction word problems; use appropriate measurement units and tools; measure lengths to the nearest inch; tell time to the nearest fifteen minutes; find perimeter; recognize/subdivide common shapes; recognize congruency and symmetry; identify coordinates on a grid; identify geometric transformations; read and complete tables and graphs and draw conclusions; find probabilities; find missing elements and extend numerical or geometric patterns; apply logical reasoning; explain mathematical ideas or processes using words or symbols.

In Science...

The student demonstrated most of the following knowledge, skills, and abilities assessed in this content area.

Students demonstrate introductory knowledge of basic science concepts, such as classification and characteristics of organisms, habitats and adaptations, food webs and other aspects of ecology, force and motion, energy, the solar system, rock types, the water cycle, and weather; knowledge of science inquiry, including the ability to design very simple experiments, to read and interpret data presented in tables, charts, and graphs, and to infer the purpose of an experiment from the data collected for the experiment; introductory knowledge of technological design issues and the uses of new kinds of technology; and knowledge of personal and social aspects of science such as health and nutrition, recycling and resource management, and environmental issues.

In Social Studies...

The student demonstrated most of the following knowledge, skills, and abilities assessed in this content area.

Students use a variety of maps; identify regions of the U.S. and major geographic features and states within those regions; associate countries with continents; know how the environment affects peoples' lives; use time lines and different historical sources to compare past and present, recognize examples of change; know some historic events and documents; identify reference sources; use flow charts and diagrams to show knowledge of the election process, the responsibility of voters, and elected officials, the basic

How to think about the scores

- Relax!
- Areas for remediation. Be well-versed in interpretation. Remember HSLDA.
- Are we on track developmentally? Watch out for grade equivalents.
- If college-bound, how they would compare?
- What do we tell the kids about it?
 - Point out specific areas in which the student performed well.
 - Discuss content knowledge and skills that the student needs work on.
 - Give the student a chance to express his or her feelings, opinions, and perceptions about the test. Discuss / Agree on some instructional goals; for example, one or two skills in each content area can be identified as needing special attention

Resources

- HSLDA
- RC Sproul's Book (Take a chill pill)

