

ERB Standardized Tests

Inspire. Dream. Achieve.



What is ERB?

ERB stands for Educational Records Bureau. This non-profit organization has been in existence for almost 90 years and has over 2,000 member schools around the world.

What is the CTP4?

The Comprehensive Testing Program (CTP4) is a rigorous assessment for high achieving students in areas such as reading, listening, vocabulary, writing, science (online only) and mathematics. Verbal and quantitative reasoning subtests are part of the CTP4, beginning in Grade 3. The CTP4 helps compare content-specific performance to the more conceptual knowledge base found in reasoning tests.

What is a standardized test?

A standardized test is any form of test that (1) requires all test takers to answer the same questions or a selection of questions from a common bank of questions, in the same way, and that (2) is scored in a “standard” or consistent manner, which makes it possible to compare the relative performance of individual students or groups of students.

Why administer a standardized test?

Educators use information from standardized tests to evaluate curriculum and make decisions about instructional programs. Additionally, they are used to give parents and schools a picture of an individual child's skills and abilities.

What does the CTP4 measure?

The CTP4 is a multiple-choice test that measures reasoning and achievement in mathematics and language such as reading, vocabulary and writing. Science is also assessed in the online version.

What the CTP4 does not measure

The CTP4 is an excellent tool for measuring reasoning and achievement at a given point in time. It does not take all aspects of a child into account, however. It does not measure effort, focus, personal character, academic endurance, creativity, compassion, problem solving and other traits that Independence values.

How do norm-referenced assessments help us?

- Because the CTP4 is a norm-referenced test, we are able to compare our students' scores to those of students nationally and those of students attending other independent schools.
- The test also helps us identify strengths of children and areas where they may need support.

Getting a full picture

Teacher observations, homework, classwork, and regular assessments such as tests and projects, along with the CTP4, all combine to give a full picture of the child's learning.

Tests and Subtests

Each grade level has a set of specific subtests.

- **Word Analysis** **Grades 1-2**
 - Sight words
 - Phonic Analysis
 - Structural Analysis
- **Auditory Comprehension** **Grades 1-3**
 - Vocabulary in Context
 - Explicit Information
 - Inference
 - Analysis
- **Reading Comprehension** **Grades 1-8**
 - Vocabulary in Context
 - Explicit Information
 - Inference
 - Analysis

Tests and Subtests

■ Writing Mechanics

- Spelling
- Capitalization
- Punctuation
- Usage
- Sentence Construction (Grades 7-8)

Grades 2-8

■ Writing Concepts and Skills

- Organization
- Purpose, Audience, Focus
- Supporting Details
- Style and Craft

Grades 3-8

■ Verbal Reasoning

- Analogical Reasoning
- Categorical Reasoning
- Logical Reasoning

Grades 3-8

Tests and Subtests

■ Vocabulary

Grades 4-8

- Word Meanings
- Precision
- Application

■ Math

Grades 1-8

- Number Sense and Operation, Whole Numbers (Grades 1-4)
- Number Sense and Operation, Fractions and Decimals (Grades 3-4)
- Number System and Number Theory (Grades 5-8)
- Numbers and Number Relationships (Grades 5-8)
- Geometry and Spatial Sense
- Measurement
- Probability (Grades 5-8)
- Statistics (Grades 5-8)
- Pre-Algebra (Grades 5-8)
- Data Analysis, Statistics, Probability (Grades 1-4)
- Patterns, Function and Pre-Algebra (Grades 1-4)
- Conceptual Understanding
- Problem Solving

Tests and Subtests

- **Quantitative Reasoning**

- Comparison
- Extensions/Generalizations
- Analysis

Grades 3-8

When does Independence administer the CTP4 test?

- We do a spring assessment that normally falls in the first week of May.
- Tests are completed in the first hour or two of the school day.
- The first- through second-grade students take the test untimed.

How do I know how my child performed?

- Along with the annual summer mailing to parents, Independence sends the CTP4 report to parents.
- In grades 1-2, parents receive a **Primary Grade Report**.
- In grades 3-8, parents receive an **Individual Subscore Report**.

Interpreting the Primary Grade Report

- Your child's performance will be described as exceeding expectations, meeting expectations, or developing.
- The Content Standards Mastery Score (CSMS) is based on the number of correct answers and the difficulty level of the questions answered.
- Available on our website is the **PARENT GUIDE: UNDERSTANDING YOUR CHILD'S PRIMARY GRADE REPORT.**

A Sample Primary Grade Parent Report



Teacher: Miss Flower
School: Chanticleer Country Day School
Grade: 2 Level: 2
Student: Hastings, Jonathan

Primary Grade Parent Report
Test Date: 04/13
Norm: Spring
Page 1 of 3

TEST: Auditory Comprehension

Your child's test results **exceed expectations** in the following areas:

Analysis: Draws connections between and among various pieces of information in a text read aloud and synthesizes explicit and implicit information to make predictions or draw conclusions about the text

(85 percent mastery of content).

Your child's test results **meet expectations** in the following areas:

Vocabulary in Context: Uses context clues to determine the meaning of a word or phrase in a text read aloud and chooses the correct definition or synonym

(75 percent mastery of content).

Explicit Information: Identifies explicit details from a passage read aloud and provides answers to "who," "what," "where," "when," "why," and "how" questions about the text

(75 percent mastery of content).

Inference: Uses implicit information from a passage read aloud to make inferences about the motives or behaviors of characters and to summarize or draw conclusions

(73 percent mastery of content).

Your child's test results are characterized as **developing** in the following areas:

None.

TEST: Reading Comprehension

Your child's test results **exceed expectations** in the following areas:

Analysis: Draws connections between and among various pieces of information in a text and synthesizes explicit and implicit information to make predictions or draw conclusions about the text

(86 percent mastery of content).

Your child's test results **meet expectations** in the following areas:

Vocabulary in Context: Uses context clues to determine the meaning of a word or phrase in a text and to choose the correct definition or synonym

(71 percent mastery of content).

Inference: Uses implicit information from a passage to make inferences about the motives or behaviors of characters and to summarize or draw conclusions

Interpreting the Individual Subscore Report

- Available on our website is the **PARENT GUIDE: UNDERSTANDING YOUR CHILD'S INDIVIDUAL SUBSCORE REPORT.**
- The Individual Subscore Report contains two kinds of information about your child's performance: Norm scores and Content Standards Mastery Score (CSMS).

What is a Norm Group?

- The upper part of the report contains a table showing your child's relative position on each test when compared to one or more groups, called "norm groups."
 - We look at the Independent norm group, which consists of students in independent schools that use the CTP.
 - A percentile rank is a way of comparing your child's performance with the performance of a norm group. Your child's percentile rank is the percentage of the norm group who had lower scores than your child. A student who performed better than 70 percent of the norm group but not as well as the other 30 percent would have a percentile rank of 70 in that norm group.
 - A percentile rank does not indicate the percentage of the questions that your child answered correctly.

Sample Individual Subscore Report



Teacher: Davis
 School: Chanticleer Academy
 Grade: 8
 Student: Albert, Zarah

Level: 8

%ile Rank

Individual Subscore Report

Test Date: 04/12
 Norm: Spring

Stanine

The table immediately below compares the student's scores on each test with the scores of one or more "norm groups." "Percentile rank" is the percentage of students in the norm group who scored lower than this student. (It is **not** the same as the percentage of the questions on the test that this student answered correctly.) "Stanine" refers to a division of the norm group into nine score categories, from 1 (lowest) to 9 (highest).

The graph in the lower half of the page shows the Percent Content Mastery scores by content standard. Percent Content Mastery Scores can have values between 0 and 100. These scores indicate the estimated percentage of items a student would respond to correctly if he/she could take all available items assigned to a particular content standard.

Norm group:	Scaled Score	National Norm Group		Suburban Public Schools		Independent Schools	
		%ile rank	Stanine	%ile rank	Stanine	%ile rank	Stanine
Test:							
Verbal Reasoning	359	81	7	44	5	31	4
Vocabulary	382	94	8	73	6	63	6
Reading Comprehension	371	94	8	73	6	65	6
Writing Mechanics	364	92	8	59	5	58	5
Writing Concepts & Skills	362	83	7	40	5	39	4
Quantitative Reasoning	338	44	5	11	3	6	2
Mathematics 1&2	326	46	5	17	3	6	2

What is a stanine?

- A stanine is another way of comparing your child's performance with the performance of a norm group. Stanines are formed by dividing the students in the norm group into nine subgroups on the basis of their test scores. These subgroups are called "stanines" and are numbered 1 to 9, lowest to highest.
- The nine subgroups are not all the same size. The middle stanines include more students; those at either end include fewer students. Stanine 5 is the largest.

Stanine Chart

The following table shows the percentage of the students in the norm group who are in each stanine. Because these percentages are always the same, each stanine is associated with a range of percentile ranks. Those percentile ranks are also shown in the table.

STANINE	PERCENTAGE OF STUDENTS	PERCENTILE RANKS
9	4	96-99
8	7	89-95
7	12	77-88
6	17	60-76
5	20	40-59
4	17	23-39
3	12	11-22
2	7	4-10
1	4	1-3

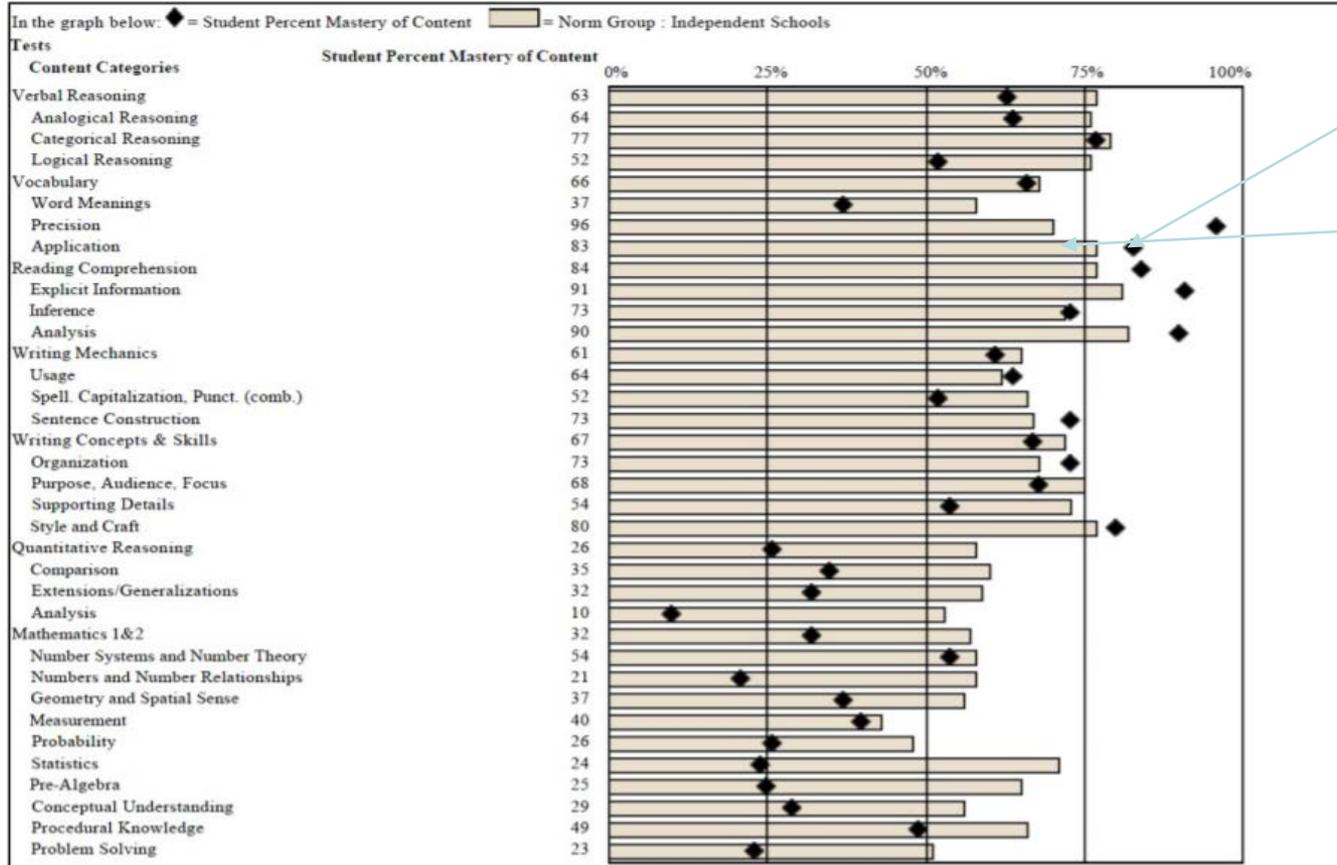
What is the Content Standards Mastery Score?

- The lower part of The Individual Subscore Report contains a table and a graph showing the Content Standards Mastery Score (CSMS) that your child earned on each test and on the questions in each content category.
- A Content Standards Mastery Score is based on your child's performance (the number of correct responses) and the difficulty level of the groups of items answered on the form of the assessment your child received.
- The CSMS also takes into consideration the other forms of the assessment and the different items presented in each of these forms. It assumes that if your child took a different form of the assessment with equated items, that he or she would be able to address these items in a similar manner.
- The questions on each CTP test are classified into "content categories" on the basis of the skills that they measure. The lower part of the report shows your child's performance on each test as a whole and on each content category. The numbers indicate the Content Standards Mastery Score your child earned.

What does the bar graph show?

The bar graph compares your child's performance with the average performance of the students in the independent school norm. In the graph, the black diamond indicates your child's performance - the Content Standards Mastery Score that your child earned. The bar indicates the average performance of the students in the norm group.

Sample Individual Subscore Report



Your child's score

Average performance of students in the norm group

Final Notes

- CTP4 assessment results are valuable to both parents and educators.
- We look at these scores as a part of your child's learning profile.
- When looking at these scores, it is always best to look at trends over time, not just one isolated year.
- We are happy to review your child's report with you at any time. Please contact the Head of your child's division (Ms. Amy Graham in Middle School or Mrs. Christy Koense in Lower School) or the Director of Academics and Curriculum, Mrs. Bernadette Gilmore.

* Some information in this presentation is from ERB's site, www.programworkshop.com