

# TERRANOVA

## Frequently Asked Questions

Today's education environment demands proven tools that promote quality decision making and boost your ability to positively impact student achievement. *TerraNova*®, *Third Edition* is a research-based standardized achievement test that features 2011 norms based on an empirical, nationwide research study.

*TerraNova 3* continues a long, rich tradition of technical quality and instructional relevance that made the entire *TerraNova* family of assessments popular. Choose *TerraNova 3* and be assured that your assessment results are valid and reliable indications of how well your students are acquiring the skills that are important to their educational progress and future success.

*TerraNova 3* motivates students to achieve using engaging relevant content. In addition, educators receive meaningful, actionable data that inform instruction when there is still time to impact performance. Because *TerraNova 3* is closely aligned to your state standards, your results support today's critical educational requirements and priorities.

Below are some frequently asked questions and responses to help you review *TerraNova 3*, the most up-to-date standardized achievement test available today.

## Norms

### **How were *TerraNova 3* norms derived? Does the norm sample reflect my diverse school population?**

The new *TerraNova 3* assessment delivers student scores that can be compared against accurate national achievement levels. No assessment on the market features more current norms than *TerraNova 3*.

*TerraNova 3* was standardized in 2011 using a nationally representative sample, which was selected by a stratified random sampling design using multiple stratified variables including geographic region, community type, school type (private-non-catholic, catholic, or public), and socioeconomic status. The sampling process accounted for school size and state performance on National Assessment of Educational Progress (NAEP) test. The sampling techniques ensured that for any group of students, the proportion in the norm sample is representative of the proportion in the national student population as a whole.

In addition, greater inclusiveness is built into the sampling design to ensure that our norms reflect the realities of today's schools and assessment programs. More precise and inclusive norms will meet your needs for valid interpretations of the results of *TerraNova 3* in your school.



## Test Administration and Planning

### How can I engage my students to do their best on assessments?

The value of assessment results depends greatly on the planning and administration of the test. Careful and thoughtful planning and test administration can ensure positive student attitude, motivation, and performance.

When students are interested, feel confident about the assessment, and understand the procedures, the results are likely to be a more accurate measure of their skills and knowledge. The following suggestions can assist you in creating an “assessment-friendly” environment:

- Explain the purpose of the assessment to students. Let them know that the assessment will be useful in identifying the skills and knowledge that they have already mastered and those that they need to learn.
- Convey a positive attitude about the assessment and encourage the students to do their best. Let them know that some items on the assessment may cover material they have not yet studied, and they are not expected to know all of the answers. Encourage them to try all of the items, however, and to pay careful attention to directions, to use their time efficiently, and to review their answers if time allows.
- Do not use rewards to motivate students. The most effective motivation is self-motivation to do one’s best.
- Review the assessment schedule and the directions for administration in advance to ensure that class work can be organized to accommodate the test sessions and that administration will go smoothly. Allow adequate time for each test section to be completed without interruptions. A relaxed atmosphere during administration will enable the students to do their best work.
- During regular class work, it may be helpful to write some classroom assessments that are similar in format to the achievement test that will be taken.
- Practice Activities, designed to familiarize students with the formats and the terminology used in *TerraNova 3*, should be administered a day or two before the assessment is given.
- There are many opinions about guessing on assessments. Typically, you should encourage only informed guessing. The purpose of the assessment is to help students get the instruction they need.

### How easy is *TerraNova 3* for me to administer in my classroom?

*TerraNova 3* is designed to closely resemble the instructional materials found in classrooms all over the country, therefore making it easy for teachers to administer and less intimidating for students.

The Test Directions for Teachers are designed to reflect input from educators and include thorough instructions for teachers before, during, and after test administration. These easy-to-follow instructions help teachers prepare students for the assessment experience, plan the assessment schedule, and organize their classroom. During the testing process, step-by-step instructions and helpful suggestions assist teachers in administering the test which ensures that standardized administration procedures are followed.



## Can my students use calculators with *TerraNova 3*? Does *TerraNova 3* have calculator norms?

The *TerraNova 3* Mathematics assessment includes multiple sections that provide a comprehensive measure of mathematics competency. It always begins with a section that samples computation and estimation. Using a calculator to solve these problems would not be appropriate. Therefore, use of calculators should not be allowed with this first section of the assessment. The remainder of the Mathematics assessment can be administered with calculators if that option is chosen. The Test Directions for Teachers manual signals when students may be given access to calculators during the assessment.

For students who are not accustomed to using a calculator in the classroom or who have never used one in an assessment situation, the calculator may be more of a distraction than an aid in taking the assessment.

Whether calculators are used or not, sufficient time is allotted so all students can complete the assessment. Students using calculators, therefore, have no particular advantage over those who are not using calculators. Use of calculators is an option for Levels 13 through 21/22 for all *TerraNova 3* assessments (except computation or estimation).

*TerraNova Plus* assessments also include an optional Mathematics Computation assessment. As noted above, calculators should not be used with this assessment.

The same scoring tables and norms are used to report results regardless of the use or nonuse of calculators. Extensive research was conducted regarding the effect of calculator use on the scores. Results of these studies show that calculator use has negligible systematic effects on performance for most items. A few items did appear to be easier or harder, but the raw score statistics showed that the mean, standard deviation, and reliability statistics were nearly identical regardless of the use or nonuse of calculators. Thus, no separate calculator-scoring tables or norms were required. This considerably simplifies how scoring services are ordered and allows maximum flexibility in deciding whether or not to use calculators during administration of the *TerraNova 3* Mathematics assessments.



## How do I introduce the assessment and explain results to students?

Students are unlikely to be responsive to a teacher's efforts to use assessment results to help them learn if they have little understanding of the purpose of the assessment and fear how the results may affect them.

Careful preparation before testing that includes an explanation of how the results will be used for planning and improving education, as well as an explanation about how the scores will and will not be used can help alleviate student apprehension.

Once the assessment results are returned, it is helpful to again remind students about the purpose of the assessment they have taken. Explain that the results are meant to help identify skills and knowledge that they have already attained and those they still have to attain.

Set aside a time to talk individually with each student about assessment results. Depending on the age and maturity of the student, you may use the actual score report in the discussion or you may choose to discuss only portions of the assessment information. It is not necessary to discuss test scores such as grade equivalent or scale scores unless the student is particularly interested.

Discussion of performance in terms of familiar content and skills is more readily understandable and will probably have greater meaning.

To begin a discussion about results in a positive way, point out specific examples of skills and concepts that the student did well on. Then discuss content knowledge and skills that the student did not demonstrate. Throughout the discussion, give the student a chance to express his or her feelings, opinions, and perceptions about the assessment. The end result of this discussion should be an agreement with the student on some instructional goals.

## How do I plan for communicating assessment results to parents?

Well-planned communication between school and home about *TerraNova 3* can contribute to an effective working partnership of teachers and parents. To reap the greatest benefit from the assessment process, it is important that teachers communicate with parents prior to the assessment being given and then again once results are available.

### Parent/Teacher Conferences

The individual parent/teacher conference can form the basis of initiating or continuing communication with parents/guardians about assessment in general. The content of the parent/teacher conference will depend on the specific needs and concerns of the student involved. In any discussion of assessment and results, you may want to address three basic concerns: interpretation of the student's test scores, decisions about the student made on the basis of these scores, and the extent of parental participation in the student's learning.



### **Confidentiality of Assessment Results**

Before talking with parents/guardians, become thoroughly familiar with the student's performance. Your discussion can often begin by showing the actual assessment report to parents/guardians. The Individual Profile Report or the Home Report may be appropriate for this purpose. If you are using a class or group report, you should cover up all names and scores except those of the student in question. Test scores must be kept confidential.

### **Putting Assessment Results in Perspective**

Emphasize to parents/guardians that test scores represent achievement in particular areas at only one particular time and must be reviewed together with the student's actual classroom work and other factors. Parents/guardian should also understand that the assessment measures the basic content and skills that are most common to curricula throughout the country. It cannot possibly measure, nor should it attempt to measure, the full curriculum of a particular classroom, school, or district. As you review results with parents, explain how the results will be used. Emphasize the positive function of assessment in helping students learn.

### **Assessment Scores**

Explain assessment scores in general terms. Explain how a student's performance compares to others in the norm group, using performance levels, stanines, and percentile ranks as references. You might find it helpful to illustrate how the assessment content relates to classroom curriculum and to review objectives that the student has not mastered. Then you can outline specific plans for further diagnosis and for individual or group instruction.

When parents understand and have confidence in the information regarding their children's education, they will more readily use it to help advance their children's learning progress.

### **Do students have time to complete the assessments in the allotted time?**

#### **Is "speededness" an issue with *TerraNova 3*?**

*TerraNova 3*, like all DRC|CTB assessments, is designed so that almost all students have sufficient time to complete each assessment. The percentage of students reaching the last item of each assessment varies by grade and format. Statistics from the standardization indicate that approximately 94–99% of students complete the assessments in the time allotted. This lack of speededness enables educators to more accurately determine what students truly know and can do.



## Test Construction and Development

### What was *TerraNova 3* developed to measure?

*TerraNova 3* is available for Reading, Language, Mathematics, Science, and Social Studies, and is designed to measure concepts, processes, and objectives taught throughout the nation. Assessment content is closely aligned to state standards and also reflects priorities included in curriculum guides and state frameworks, and promoted by national teacher associations, like the National Council of Teachers of Mathematics (NCTM). *TerraNova 3* provides a family of assessments that are easy to administer, motivating for students, and most importantly, accurate in their measurement of student achievement.

### What components are in *TerraNova 3*?

The new *TerraNova 3* includes a full range of assessment format options—from traditional selected-response items to the most innovative, open-ended items—working together to give your students the best opportunity to demonstrate what they know and can do. *TerraNova 3* includes the following components:

- Multiple Assessments that include both selected-response and constructed-response items in one book to measure important basic and applied skills.
- Complete Battery that includes selected-response items to provide detailed norm-referenced and objective mastery information with high reliability.
- Survey that includes selected-response items to provide a general measure of achievement in reduced testing time.

### What's the difference between the Complete Battery and the Survey?

The Survey edition is a shortened version of *TerraNova 3* that was developed from a subset of the items found in the Complete Battery. Administering the Survey takes about half the time of the Complete Battery. Both the Survey and the Complete Battery measure the same content areas, but the Survey includes fewer questions. Because the Survey is shorter, it does not provide the breadth of coverage for each objective that is found in the Complete Battery. Both editions are on the same normative scale and therefore may be used in pre-assessment/post-assessment situations.

### When should I use the Complete Battery, and when should I use the Survey?

Both Complete Battery and Survey can contribute valuable information for critical decision making. Both components can be used to measure pre/post student progress. Complete Battery is a longer test and offers more items per objective so it is chosen when detailed objective mastery information is needed. Survey is used typically when testing time is short. Many customers choose Survey as an initial screening or when they want an assessment that is offered online and getting results back instantly is a must.



## What advantage does *TerraNova 3* Multiple Assessments deliver by including both constructed- and selected-response items?

*TerraNova*, first published in 1996, introduced Multiple Assessments to the assessment market, leading the industry as the first company to combine both selected- and constructed-response items into the same score. Combining the two types of items allowed educators to accurately measure higher order critical thinking skills along with discrete skills to provide a broader understanding of student achievement.

## Content

### How were content objectives for *TerraNova 3* assessments developed?

*TerraNova 3* content objectives are aligned to state standards and reflect the goals of curriculum guides from states, districts, and Dioceses. In addition, *TerraNova 3* is aligned to the framework of the National Assessment of Educational Progress (NAEP).

- **Reading** item content aligns with the standards of the International Reading Association (IRA), NAEP, and the National Council of Teachers of English (NCTE) and features high-interest passages at every level. Authentic, graphics-rich content motivates students and encourages best performance. Content includes passages from a diverse group of authors well known to both children and adults. Included are excerpts from works by writers such as James Marshall, Arnold Lobel, Laurence Yep, Eve Merriam, and Annie Dillard. DRC|CTB uses authentic literature in order to address a central tenet of all major standards documents: students should be exposed to a variety of works from various times and places.
- **Language** item content assesses students' skills in the key components of language proficiency— understanding of language structure, familiarity with standard written English conventions and rules, and knowledge of syntactic constructions and paragraph development.
- **Mathematics** assessments include items that are set in real-world contexts with contemporary topics suggested by teachers and students. Items are aligned to the standards of NCTM, a defining force in mathematics education nationwide. The result is an assessment that engages students' interest, builds their confidence, and motivates them to do their best work.
- **Science** assessments are based on national science standards and frameworks. They assess student understanding relative to core science content areas: Life Science, Earth Science, Physical Science, and Nature of Science/Scientific Inquiry.
- **Social Studies** assessments reflect the guidelines of the National Council for the Social Studies (NCSS) and emphasize the interrelationships of history, geography, governments, and economics in their framework, question formats, and graphics. Equity is ensured through representations of varied civilizations, cultures, geographic areas, and perspectives.



**Why does *TerraNova 3* use authentic literature in Reading content?**

Enthusiastic educator response to the first *TerraNova* series confirmed the belief that authentic literature best reflects current curriculum and instructional practice. In *TerraNova 3*, authentic text matches the three NAEP Reading Purposes, as well as the IRA/NCTE Standards for the English Language Arts. Accordingly, the *TerraNova 3* assessments include traditional and contemporary literature as well as passages from newspapers and magazines published for young readers. Use of these sources demonstrates our belief that when students are being assessed on their ability to comprehend text, they deserve the best materials available.

*TerraNova 3* excerpts are carefully selected to be self-contained and to provide a complete reading experience. Sections of longer works are illuminated in ways that would not occur in ordinary reading. Thus, students are exposed to the author's unique style and point of view in context, which also provides links with other texts—another goal of reading standards. Assessment items accompanying excerpts make no assumptions about familiarity with the larger work, but concentrate on a thoughtful consideration of only the highlighted selection.

**Why does *TerraNova 3* make greater use of graphics than traditional achievement tests? Can more graphics distract the student or make the assessment too easy?**

*TerraNova 3* features greater use of graphics than traditional assessments to make the assessment more closely match current curriculum and instructional materials. Educators want an assessment that looks like the instructional materials being used by their students. They also want an engaging assessment that keeps students interested and motivated to do their best.

To meet this goal, the new *TerraNova* family was developed by reviewing instructional materials in use throughout the nation, and identifying the common characteristics of content and presentation.

Content editors, writers, designers, and research scientists worked together to design initial formats and layouts, all of which were then further vetted with educators and students.

*TerraNova 3* is designed with the needs of its users in mind. Positive feedback from teachers and students reflects the effectiveness and friendliness of the assessment. Users have pointed out that the content and look of the assessment materials resemble their instructional materials, minimizing the intimidation that students sometimes feel when taking a standardized assessment.



## Test Administration to Ensure Reliability and Validity

### How can I administer *TerraNova 3* throughout my district(s) to ensure valid and reliable results?

For a standardized achievement test to be of value, it is important for educators to understand what the test is designed to measure, and use the test and the results appropriately. Ultimately, the goal should be to use the results to help deepen student understanding of broad concepts—not simply raise test scores.

To ensure valid and reliable assessment results, it is essential to adhere to the following guidelines:

- To serve its purpose and make a significant contribution to the quality of instruction, testing must be conducted using standardized procedures defined by professional test developers. If the test is not administered with the same procedures as those used when it was standardized, valid conclusions cannot be drawn from the results.
- Assessment results should be used to help inform classroom instruction and deepen student understanding.
- If students have prior knowledge of specific test content, the test results can give a deceptive picture. The results will not reflect what students actually know, and will not provide valid information for diagnostic purposes and curriculum planning. For these reasons, only the Practice Activities that were part of the standardization procedures should be used before administering *TerraNova 3*. Although test scores may improve if instructional materials that closely resemble the test are used before testing, they are usually “inflated” scores that do not reflect real or lasting educational gains or achievement.

Misuse of standardized tests can distort the meaning of the results and have serious ramifications. If a program’s effectiveness is evaluated by inflated results, inaccurate conclusions about the program may be drawn ultimately and incorrectly influence the direction of the curriculum. If overall school or district performance is not accurately reflected in test results, the gradual long-term effect may be to lower educational outcomes.

## Reports

### Can reports be customized to reflect content standards unique to my school?

DRC|CTB provides State Proficiency Reports to help you make confident educational decisions by providing in-depth analyses that reflect priorities set by your state. The flexibility of *TerraNova 3* state proficiency reports allows you to align *TerraNova 3* assessment items to your own unique objective structure and generate customized reports that include content areas and content unique to your schools.

Importantly, state proficiency reports give you many of the benefits of a customized assessment without the time and costs of developing one. These reports provide electronic entry for item-to-objective matches; accept both selected-response and open-ended (constructed-response) items; allow educators to receive reports that contain locally developed items along with *TerraNova 3* data; and provide norm-referenced, criterion-referenced, and standards-based reports. The unique combination of the *TerraNova 3* state proficiency report features save you time and provide a full range of reporting options for assessments that are customized to meet local needs.



## Premier Home Reports

These multi-page color reports provide families with all the information they need to make the most of their students' *TerraNova, Third Edition* results.

- Clear, graphical displays of students' National Percentile Scores
- Objective-based results across all tested subjects
- Explanations of key assessment terms
- Activities based on individual student needs
- Web resources to continue the learning process at home
- Translation Guides in the top ten most common ELL languages to help parents or guardians understand the report in their native language

## What can DRC|CTB do to report students' scores for school units or groups other than buildings or districts?

DRC|CTB provides a service called Code-Selected Reports that can provide reports for special programs, specially defined divisions within your district such as clusters, or any other units that you define. Every CompuScan® answer document includes a Special Codes field that allows you to enter a code to identify students in special programs, specially defined units, or subpopulations of interest. DRC|CTB uses the information you provide in the Special Codes field to select or sort students for reporting purposes.

For example, if you have students in Title I Mathematics and Title I Reading programs and need reports on the performance of these students you can set up a coding system as follows:

Column K, Bubble 1: Title I Reading Only

Column K, Bubble 2: Title I Mathematics Only

Column K, Bubble 3: Title I Reading and Mathematics

This allows you to produce reports for all three groups of students: those in Title I Mathematics programs who were not in Title I Reading programs; those in Title I Reading programs who were not in Title I Mathematics programs; and those who were in both Title I Reading and Mathematics programs.

To ensure success in the production of Code-Selected Reports, educators must provide a description of their coding system and must properly code the answer documents. See the DRC|CTB catalog, or contact your local Evaluation Consultant, for more information about Code-Selected Reports.



## Scoring

### How is *TerraNova 3* scored?

*TerraNova 3* allows educators to choose from a range of scoring options, from local scanning and scoring, to hand-scoring, or DRC | CTB scoring services.

To score *TerraNova 3*, either the Item Response Theory (IRT) item-pattern method, or the number-correct (also based on IRT models) method may be used.

Item Response Theory (IRT) models can accurately represent student performance on different item types. IRT item-pattern scoring allows for consideration not only of how many questions a student answered correctly, but also which questions and what types of questions they were. In addition, the model considers how the questions relate to each other.

The IRT item-pattern scoring method calculates scale scores by applying computational procedures directly to the item responses. Because the pattern scoring method used for *TerraNova 3* accounts for response patterns, it is possible for students with the same number of correct responses to receive different scores due to their different response patterns.

With the number-correct method, the total number of item score points obtained on a test is converted to a scale score by means of a conversion table. It does not matter which items were answered correctly to arrive at the obtained score. The item-pattern scoring method provides a more accurate estimate of a student's true performance level than the number-correct method. The number-correct scoring method is sometimes preferred because of its familiarity and conceptual simplicity.

### What advantage does Item Response Theory (IRT) item-pattern scoring provide for individual student?

For individual students, DRC|CTB recommends item-pattern scoring because it takes into account the psychometric characteristics of each individual item and therefore derives more accurate test scores for individual students.

Studies involving many thousands of students show that item-pattern scoring generally produces more accurate scores for individual students.

The number-correct scoring method converts the number of correct responses (or points earned for constructed-response items) to a score. For groups of 25 or more students, the item-pattern and number-correct scores produce equivalent results on average at the group level.

### For *TerraNova 3* Multiple Assessments, are separate scores produced for selected- and constructed-response items?

No, these items are scaled together. Scaling the two types of items together allows educators to accurately measure higher order critical thinking skills along with discrete skills to provide a broader understanding of student achievement.



**How does DRC | CTB derive the scores that are available in reports for *TerraNova 3*?  
How can teachers and educators in my district(s) interpret the Scale, Grade Equivalent,  
National Percentile, National Stanine, Normal Curve Equivalent, and the Objective  
Performance Index (OPI) Scores?**

***Scale Score (SS)***

The Scale Score is the basic score for *TerraNova 3* and other DRC|CTB assessments. It is used to derive all the other scores that describe assessment performance. Scale Scores can be obtained by one of two scoring methods: Item Response Theory (IRT) item-pattern scoring and number-correct scoring. Scale Scores are equal-interval scores, meaning the difference between two successive scores on the scale has the same meaning throughout the scale. As such, Scale Scores can be appropriately averaged and summarized in other statistical ways.

***National Percentiles (NP)***

The NP represents the percentage of students in the national norm group whose scores fall below a given student's score. For example, a student whose NP is 65 scored higher than 65 percent of the students in the norm group. NPs are scores that are useful for comparing local student achievement to students' achievement nationally. Two misconceptions may occur, however. First, NPs are sometimes mistakenly thought to be the percentage of items answered correctly. Second, NPs are sometimes averaged, which is not appropriate because NPs are not equal-interval scores.

***Grade Equivalent (GE)***

The GE indicates the year and month of school for which a student's score is typical. A GE of 6.2, for example, means that the student has scored at a level that is typical of students who have completed the second month of Grade 6 at the time the assessment was standardized. Grade equivalents should always be interpreted cautiously. For example, if a second-grade student obtained a GE of 5.8 on a mathematics assessment, it does not mean that the student has mastered all the mathematics content taught through the first eight months of Grade 5. It means only that the student's performance on the assessment is statistically equivalent to the typical performance of students in the norm group who had completed eight months of Grade 5. Grade equivalents should not be used to place students in grades corresponding to the obtained GE. Generally, DRC|CTB recommends that reports containing GE information not be used with audiences that do not have a thorough understanding of this statistic and would be likely to misinterpret its meaning.

***Normal Curve Equivalent (NCE)***

NCEs have many of the characteristics of NPs but have the additional advantage of being on an equal-interval scale. NCEs range from 1 to 99 and coincide with the NP scale at 1, 50, and 99. NCEs are normalized, equal-interval scores and are not recommended for use in reporting individual student scores since the NCE is easily confused with the NP.



### ***Objective Performance Index (OPI)***

The Objective Performance Index (OPI) is a unique score developed by DRC|CTB to provide accurate objective-level data for use in instructional planning and improvement. The OPI is a criterion-referenced score that is reported for each of the objectives measured by *TerraNova 3*. It appears on a number of reports along with norm-referenced scores. The OPI is a weighted average of: 1) the student's percent-correct raw score on the objective and 2) an estimate of the student's performance on the objective, based on that student's overall assessment performance on the test. The OPI is an estimate of the number of items a student would be expected to answer correctly if there had been 100 similar items for that objective. For example, an OPI of 65 on a given objective means that if the student were given 100 similar items, the student would be expected to answer 65 of them correctly.

### **Why are Objective Performance Index (OPI) scores better indicators than percent-correct raw scores of student achievement at the content objectives level?**

No other assessment publisher provides such an accurate and meaningful objective score as the OPI score described above. Most publishers report only the number of items from a given set that the student answers correctly, and no allowance is made for differences in the psychometric characteristics of items (such as item difficulty) or total performance on the test. Responding correctly to three out of four very easy items certainly does not have the same meaning as does responding correctly to three out of four very difficult items, yet that is the assumption one is asked to make when no allowance is made for differences in item difficulty.

Because objectives for *TerraNova 3* are measured by relatively small numbers of items—but never fewer than four—DRC|CTB's scoring system looks not only at the items the student answered correctly, but at additional information as well. In technical terms, the procedure used to calculate the OPI is based on a combination of Item Response Theory (IRT) and Bayesian methodology (the procedure is described in detail in the Prepublication Technical Report for *TerraNova 3*). In non-technical terms, the procedure looks at the items related to the objective that the student answered correctly, as well as the student's performance on the entire test. This information is then placed on a common mastery scale. The scale runs from 0, indicating complete lack of mastery of the objective, to 100, indicating the highest level of mastery of the objective.

This information from a norm-referenced test such as *TerraNova 3* greatly increases the instructional value of assessment results. More specifically, OPI information allows teachers to target instruction for classroom and individual student needs. To know that the student attained an acceptable level of mastery in addition and subtraction of whole numbers but reached a lower achievement level in multiplication and division of whole numbers gives the teacher a good indication of just what type of assistance might be of greatest value to the student. Teachers are able to individualize instruction based on assessment results giving them a better chance to help students increase their skills in specific areas. This information can also be used to group students who need additional instruction on similar types of items. For this reason, *TerraNova 3* provides mastery scores in terms of the OPI.



**How are constructed-response or open-ended items scored?**

Open-ended responses are scored in accordance with a scoring guide that is developed when the item is being written. The final Scoring Guide includes the specific scoring criteria as well as exemplary responses for each item. They also include samples of other acceptable responses where appropriate.

Scoring is done by a select group of evaluators at DRC|CTB. The evaluators must meet specific hiring criteria and, as a result, almost all have a background in education, and all have a college degree.

The training program for all evaluators includes a detailed review of the Scoring Guide, followed by the scoring of several training booklets for which scores have already been established. The discrepancies are addressed and resolved by the trainer or team leader. Training culminates in the scoring of one or more “consensus booklets.” Each evaluator must achieve consensus with the pre-established scores before he or she can proceed to the scoring of “live” student responses. Team leaders continue to monitor the accuracy of evaluators’ scores during any given scoring session by administering additional consensus booklets and by “reading behind” each evaluator on a regular basis.



## Prices, Ordering, and Customer Service

### How many assessments and score sheets come in a package?

It varies. Most *TerraNova 3* books and answer sheets come in packages of 25 or 50. See the online DRC|CTB K–12 Assessment and Reporting Catalog for more details.

### How can I obtain additional printed information about *TerraNova 3* to share with my colleagues?

If you need additional information, contact Customer Service at 800.538.9547 to request a *TerraNova 3* brochure or visit [CTB.com](http://CTB.com).

### I'd like to talk to someone about *TerraNova 3* before I place an order. Who can I call?

Contact our Customer Service Department at 800.538.9547 or visit [CTB.com/ContactUs](http://CTB.com/ContactUs) for the Assessment Solutions Consultant for your state.

### What kind of assistance can we expect from DRC | CTB?

Every state, every district, and diocese requires different needs when it comes to assessment. Whether developing a custom assessment or a new edition of one of our highly respected assessment series, our staff works closely with teachers, administrators, students, and parents.

DRC|CTB is noted for its excellent Customer Service. Each Assessment Solutions Consultant and Customer Service staff person works closely with state, district, or diocese staff to plan the most effective assessment program possible. As your assessment partner, we work hard to ensure that every product sold reflects the direct needs of its users.

Visit [CTB.com/TerraNova3](http://CTB.com/TerraNova3) for additional information or call DRC|CTB at 800.538.9547.

