

**COMMON CORE**

**Assessment Summary,**

**Part III**

School: RIVER SCHOOL

Grade: 6

**SELECT TITLE**

**Purpose**

Part III of this report provides an analysis of your group's performance on the *TerraNova*, Common Core objectives.

Simulated Data

**CUSTOM TITLE**

Number of students: 124  
Number of students using accommodations: 10

Form/Level: C1-16  
Test Date: 04/24/12  
Scoring: PATTERN (IRT)  
QMI: 31  
Norms Date: 2011  
District: BIG VALLEY 3812

City/State: WINFIELD, CA  
CTBID: 01073M0016155002-02-00001

**Performance on Objectives**

Obj. No. Objective Titles	Average OPI	Diff	Moderate Mastery Range	Objectives Performance Index (OPI) <sup>x</sup>	Obj. No. Objective Titles	Average OPI	Diff	Moderate Mastery Range	Objectives Performance Index (OPI) <sup>x</sup>
<b>Reading</b>									
<b>Terranova Objectives</b>									
02 Basic Understanding	49	-17	46-82		10 Number & Num. Relations	49	-17	46-82	
03 Analyze Text	50	-13	45-77		11 Computation & Estimation	50	-13	45-77	
04 Evaluate/Extend Meaning	46	-14	37-78		13 Measurement	46	-14	37-78	
05 Rdg/Wrtg Strategies	46	-14	37-78		14 Geometry & Spatial Sense	46	-14	37-78	
<b>Common Core Objectives</b>									
104 Key Ideas & Details	43	-07	35-62		15 Data, Stats. & Prob.	43	-07	35-62	
105 Craft & Structure	79	+02	70-86		16 Patterns, Funcs, Algebra	79	+02	70-86	
106 Integ Knowledge & Ideas	57	+12	25-63		17 Prob. Solving & Reasoning	57	+12	25-63	
<b>Vocabulary</b>									
<b>Terranova Objectives</b>									
35 Word Meaning	41	-16	36-73		120 Geometry	41	-16	36-73	
36 Multimeaning Words	47	-17	44-81		122 Ratios/Proportional Rel	47	-17	44-81	
37 Words in Context	53	-10	44-79		123 Statistics/Probability	53	-10	44-79	
<b>Language</b>									
<b>Terranova Objectives</b>									
07 Sentence Structure	41	-16	36-73		124 The Number System	41	-16	36-73	
08 Writing Strategies	47	-17	44-81		126 Make sense/persevere	47	-17	44-81	
09 Editing Skills	53	-10	44-79		127 Reason abstract/quant	53	-10	44-79	
<b>Common Core Objectives</b>									
109 Text Types & Purposes	55	-07	47-83		129 Model with mathematics	55	-07	47-83	
110 Prod & Distrib Writing	56	-07	55-76		131 Attend to precision	56	-07	55-76	

National reference group grade 6.8

\*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	
Local Average OPI Score	
National Average OPI Score	

**COMMON CORE**

**Objectives Report,  
Part I**

Class: JONES

Grade: 7.7

**SELECT TITLE**

**Purpose**

This report provides information about group and individual mastery of each of the *TerraNova* Common Core objectives so that comparisons can be made. Together with classroom assessments and classroom information can be used to identify potential strengths and needs in the content areas shown.

Simulated Data

**CUSTOM TITLE**

Number of students: 20  
Number of students using accommodations: 10

Form/Level: C1-17

Test Date: 04/01/12 Scoring: PATTERN (IRT)

OMI: 31 Norms Date: 2011

School: RIVER SCHOOL 3612

District: BIG VALLEY

City/State: WINFIELD, CA

CTBID: 01093V500005001-02-00002-00343

- High Mastery
- Moderate Mastery
- Low Mastery
- Not all items attempted

Number of Students: 20	Local Percent at High Mastery	Individual Results	
		Student Name	Score
<b>Reading</b>			
<b>TerraNova Objectives</b>			
02 Basic Understanding	72	BELLAMY	FRANK
03 Analyze Text	69	HAND	JAKE
04 Evaluate & Extend Meaning	52	HURLEY	ALEXIS
05 Rdg/Wrtg Strategies	49	JULIAN	JAMES
<b>Common Core Objectives</b>			
104 Key Ideas & Details	68	KAZ	DANEL
105 Craft & Structure	59	KELLY	TONY
106 Integ Knowledge & Ideas	51	LOPEZ	ASHLEY
<b>Vocabulary</b>			
<b>TerraNova Objectives</b>			
35 Word Meaning	68	MESSNER	BRANDON
36 Multimeaning Words	59	MILLER	NIKI
37 Words in Context	51	MILLS	CRISTA
<b>Language</b>			
<b>TerraNova Objectives</b>			
07 Sentence Structure	68	MONTERIS	TRAVIS
08 Writing Strategies	59	MOORE	CHAD
09 Editing Skills	51	MUNCE	MATT
<b>Common Core Objectives</b>			
109 Text Types & Purposes	59	MUREL	JEFFREY
110 Prod & Distrib Writing	51	NELSON	LINDSAY
		RODRIGUEZ	BOBBY
		WILLIAMS	KATIE
		WINBY	ANGELA

**COMMON CORE**

**Individual Profile Report**

**KEN JONES**

**Grade: 4.7**

**SELECT TITLE**

**Purpose**

This report presents information about this student's performance on *TerraNova*, Common Core. This section 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

**CUSTOM TITLE**

Birthdate: 02/08/02  
 Special Codes  
 ABCDEFGHIJKLMNOPQRST  
 3..5..9..7.3.2.....1  
 Form/Level: C1-14

Test Date: 04/15/12 Scoring: PATTERN (IRT)  
 QM: 31 Norms Date: 2011

Class: JONES 3612  
 School: WINFIELD  
 District: GREEN VALLEY

City/State: WINFIELD, CA  
 CTBID: 01075M016155002-02-00001

**Performance on Objectives**

Obj. No. Objective Titles	Student Natl. OPI	Diff	Moderate Mastery Range	Objectives Performance Index (OPI)*	Obj. No. Objective Titles	Student Natl. OPI	Diff	Moderate Mastery Range	Objectives Performance Index (OPI)*
<b>Reading</b> TerraNova Objectives					<b>Language</b> TerraNova Objectives				
02 Basic Understanding	91.79	124.48-70			38 Sent. Phrases, Clauses	77.68	-11	44-73	
03 Analyze Text	92.84	84.52-75			39 Writing Conventions	71.74	-3	52-75	
04 Evaluator/Extend Meaning	65.66	-1	50-70		<b>Mathematics</b> TerraNova Objectives				
05 Rdg/Wrtg Strategies	70.74	-4	45-73		10 Number & Num. Relations	77.88	-11	44-73	
<b>Common Core Objectives</b>					11 Computation & Estimation	71.74	-3	52-75	
104 Key Ideas & Details	63.68	-5	45-70		13 Measurement	69.68	1	43-73	
105 Craft & Structure	59.74	-15	50-75		14 Geometry & Spatial Sense	47.74	-27	50-75	
106 Infg Knowledge & Ideas	78.63	15	55-75		15 Data, Stats, & Prob	49.69	-20	52-77	
107 Reading Literature Text	59.74	-15	50-75		<b>Common Core Objectives</b>				
108 Reading Inform Text	78.63	15	55-75		116 Measurement and Data	46.83	-37	45-78	
<b>Vocabulary</b> TerraNova Objectives					117 Number/Ops - Fractions	79.91	-12	48-70	
35 Word Meaning	71.69	2	47-77		118 Number/Ops - Base Ten	84.92	-8	52-75	
36 Multimeaning Words	83.72	11	45-75		119 Operations/Alg Thinking	66.65	1	50-70	
37 Words In Context	66.86	-20	45-60		126 Make sense/persevere	74.70	4	45-73	
<b>Language</b> TerraNova Objectives					127 Reason abstract/quant	79.91	-12	48-70	
07 Sentence Structure	71.72	-1	50-78		129 Model with mathematics	84.92	-8	52-75	
08 Writing Strategies	61.88	-22	52-78		130 Use appropriate tools	66.65	1	50-70	
09 Editing Skills	61.88	-22	52-78		131 Attend to precision	74.70	4	45-73	
<b>Common Core Objectives</b>					<b>Math Computation</b> TerraNova Objectives				
101 Conven of Stand English	71.72	-1	50-78		45 Multiply Whole Numbers	84.92	-8	52-75	
109 Text Types & Purposes	61.88	-22	52-78		46 Divide Whole Numbers	66.65	1	50-70	
110 Prod & Distrib Writing	61.88	-22	52-78		47 Decimals	74.70	4	45-73	

**National Reference Group Grade 1.8**

\*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

COMMON CORE

## Individual Profile Report

KEN JONES

Grade: 4.7

SELECT TITLE

**Purpose**

This report presents information about this student's performance on *TerraNova*, Common Core. This section 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

**CUSTOM TITLE**

Birthdate: 02/08/02  
 Special Codes: ABCDEFGHIJKLMNOPQRST  
 3..5..9..7..3..2.....1  
 Form/Level: C1-14  
 Test Date: 04/15/12      Scoring: PATTERN (IRT)  
 QM: 31      Norms Date: 2011  
 Class: JONES      3612  
 School: WINFIELD  
 District: GREEN VALLEY  
 City/State: WINFIELD, CA  
 CTBID: 01075M01615502-02-00001

### Performance on Objectives

Obj. No. Objective Titles	Student	Natl. OPI	Diff	Moderate Mastery Range	Objectives Performance Index (OPI)*	Obj. No. Objective Titles	Student	Natl. OPI	Diff	Moderate Mastery Range	Objectives Performance Index (OPI)*
<b>Spelling</b>											
TerraNova Objectives											
40 Vowels	91	79	12	48-70							
41 Consonants	92	84	8	52-75							
42 Structural Units	65	66	-1	50-70							

**National Reference Group Grade 18**

\*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 ●

# COMMON CORE Individual Profile Report

KEN JONES

Grade: 4.7

SELECT TITLE

## Purpose

This page presents norm-referenced information as well as descriptions of the kinds of knowledge, skills, and abilities assessed on the *TerraNova*, Common Core achievement test.

### Simulated Data

## CUSTOM TITLE

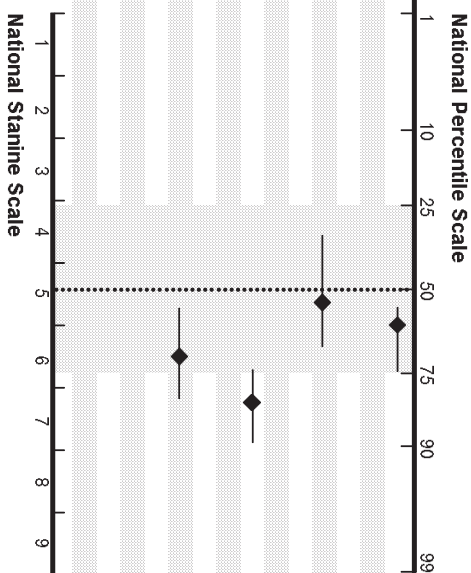
Birthdate: 02/08/02  
 Special Codes  
 ABCDEFGHIJKLMNOPQRST  
 3..5..9..7.3.2.....1  
 Form/Level: C1-14  
 Test Date: 04/15/12 Scoring: PATTERN (IRT)  
 QMI: 31 Norms Date: 2011  
 Class: JONES 3612  
 School: WINFIELD  
 District: GREEN VALLEY

City/State: WINFIELD, CA  
 CTBID: 01075M016155002-02-00001

## Norm-Referenced Scores

	Scale Score	Grade Equivalent	National Stanine	National Percentile	National Percentile Range
Reading	677	8.8	6	65	55-75
Language	657	7.3	5	53	43-60
Mathematics	699	9.8	7	82	74-89
Total Score**	681	8.8	6	72	60-81

\*\*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* achievement test.

### In Reading...

*The student demonstrated most of the following knowledge, skills, and abilities assessed in this content area.* Students read passages of varying degrees of difficulty, including selections from classic and contemporary children's fiction, nonfiction, and poetry. Students show knowledge of grade-level vocabulary and comprehension of passage details. They restate main ideas, compare elements within a text, demonstrate some understanding of literary techniques, make basic generalizations, and draw simple conclusions from fictional and factual materials. They also apply reading strategies by using context clues to understand unfamiliar vocabulary, by utilizing simple structures to analyze poetry, and by identifying some basic research and writing skills. In the writing section, students chart different character traits and analyze description in fiction. They provide written analysis of point of view, relate personal experiences to story elements, and analyze poetry.

### In Language Arts...

*The student demonstrated most of the following knowledge, skills, and abilities assessed in this content area.* Students show understanding of language skills measured in contexts such as narratives, informational passages, book reports, and first-person narratives up to two paragraphs long. Most vocabulary is on or below grade level; challenging words are supported by context clues. Students recognize complete sentences and the best way to combine simple sentences. They demonstrate knowledge of paragraph development by choosing appropriate topic and supporting sentences. Students recognize the correct use of verbs, pronouns, and modifiers. In the writing section, students provide written responses related to organizing information and writing strategies. They proofread and correct errors in sentence structure, usage, capitalization, and punctuation in a given paragraph.

### In Mathematics...

*The student demonstrated most of the following knowledge, skills, and abilities assessed in this content area.* Students recognize equivalent forms of numbers; use factors/multiples; order whole numbers/decimals; round numbers; identify fractional parts; use a number line; add/subtract decimal numbers; add fractions; multiply/divide by one-digit numbers; use operational sense/properties; estimate with numbers/money; solve one- and two-step word problems with all operations; read scale drawings; measure lengths to the nearest half-inch; add with minutes; find perimeter/area; recognize congruency/symmetry; identify coordinates on a grid; apply geometric concepts to figures; identify geometric transformations; read/interpret/compare graphs; find probabilities and statistical measures; find missing elements; extend numeric patterns; find and use function rules; apply logical/spatial reasoning; identify missing information to solve problems; explain mathematical processes.

**COMMON CORE**

**Item Analysis Summary, Part I**

District: WINFIELD

Grade: 5

**SELECT TITLE**

**Purpose**

This report summarizes local responses to the selected-response (multiple-choice) items. In addition, by providing national data, it facilitates comparisons between national and local performance, revealing potential strengths and needs of the local group.

Simulated Data

**CUSTOM TITLE**

No. of students: 160  
Number of students using accommodations: 50

Form/Level: C1-15  
Test Date: 04/24/12 Scoring: PATTERN (IRT)  
QMI: 31 Norms Date: 2011  
3612

City/State: WINFIELD, CA

CTBID: 01075M0016155002-02-00001

**Item Response Analysis by District/School within District Selected-Response Items**

Item No.	Subskill	Reading	Percent Correct		Difference	School		Response Analysis by District														
			% Nation*	% District		SCHOOL001UWVWXYZ	SCHOOL002UWVWXYZ	A or F	B or G	C or H	D or J	E or K	No response									
<b>TerraNova Objectives</b>																						
<b>Obj 02 Basic Understanding</b>																						
20	generalize		78	55	-23	55	56	10	✓	79	9	2	0	0	0							
34	extend/apply meaning		82	40	-42	38	41	9	✓	5	✓	84	1	0	1							
35	extend/apply meaning		74	35	-39	36	34	6	✓	4	✓	15	✓	75	0							
36	extend/apply meaning		71	39	-32	38	39	15	✓	12	✓	65	6	0	2							
37	extend/apply meaning		73	41	-32	40	41	✓	73	2	16	✓	8	0	1							
38	extend/apply meaning		69	35	-34	36	34	6	✓	21	15	✓	58	0	0							
39	extend/apply meaning		44	39	-5	38	39	2	✓	3	10	✓	82	0	3							
<b>Obj 03 Analyze Text</b>																						
20	generalize		78	55	-23	55	56	10	✓	79	9	2	0	0								
34	extend/apply meaning		82	40	-42	38	41	9	✓	5	✓	84	1	0	1							
35	extend/apply meaning		74	35	-39	36	34	6	✓	4	✓	15	✓	75	0							
36	extend/apply meaning		71	39	-32	38	39	15	✓	12	✓	65	6	0	2							
37	extend/apply meaning		73	41	-32	40	41	✓	73	2	16	✓	8	0	1							
38	extend/apply meaning		69	35	-34	36	34	6	✓	21	15	✓	58	0	0							
39	extend/apply meaning		44	39	-5	38	39	2	✓	3	10	✓	82	0	3							

\*National data are from spring norm group

## General Interpretation

The Item Analysis Summary, Part I, gives information about local and national performance on the selected-response items. Selected-response items are listed by number and grouped into their objective categories. Descriptions of the objectives can be found in Part II of this report. This information can help you understand the knowledge, skills, and concepts covered by the test.

The three columns to the right of the item list show the percent correct for each student group for each item.

Percentages are shown for the students in the national norm group and local groups such as region, district, or school.

The scores in the “Nation” column give you an indication of item difficulty. Low percentages indicate more difficult items; high percentages indicate less difficult items.

### Differences Are Key

By scanning the “Difference” columns, you can see quickly that positive differences mean the local group performed better on an item than the national norm group. A negative difference means that the local group did less well than the national sample. You can compute your own differences to make local comparisons. Small differences may not be meaningful.

### Response Analysis

The section on the right is the “Response Analysis”, which shows how the local group responded to each item. The correct answer is checked. Where there is a large difference in performance between the group you are examining and the nation, you can look in the corresponding row of the “Response Analysis” for a possible explanation. A large proportion of students showing an incorrect response or no response can indicate a common misconception or an area that was not covered in your curriculum.

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

**COMMON CORE**

**Item Analysis Summary, Part I**

District: WINFIELD

Grade: 5

**SELECT TITLE**

**Purpose**

This report summarizes local responses to the selected-response (multiple-choice) items. In addition, by providing national data, it facilitates comparisons between national and local performance, revealing potential strengths and needs of the local group.

Simulated Data

**CUSTOM TITLE**

No. of students: 160  
Number of students using accommodations: 50

Form/Level: C1-15

Test Date: 04/24/12 Scoring: PATTERN (IRT)

QMI: 31 Norms Date: 2011

3612

City/State: WINFIELD, CA

CTBID: 01075M0016155002-02-00001

**Item Response Analysis by District/School within District Selected-Response Items**

Item No.	Subskill	Percent Correct		District-Nation	School		Response Analysis by District						
		% Nation*	% District		Difference	SCHOOL001UWVWXYZ	SCHOOL002UWVWXYZ	A or F	B or G	C or H	D or J	E or K	No response
<b>Common Core Objectives</b>													
<b>Obj 104 Key Ideas &amp; Details</b>													
20	generalize	78	55	-23	55	56	10	✓ 79	9	2	0	0	
34	extend/apply meaning	82	40	-42	38	41	9	5	✓ 84	1	0	1	
35	extend/apply meaning	74	35	-39	36	34	6	4	15	✓ 75	0	0	
36	extend/apply meaning	71	39	-32	38	39	15	12	✓ 65	6	0	2	
37	extend/apply meaning	73	41	-32	40	41	✓ 73	2	16	8	0	1	
38	extend/apply meaning	69	35	-34	36	34	6	21	15	✓ 58	0	0	
39	extend/apply meaning	44	39	- 5	38	39	2	3	10	✓ 82	0	3	
<b>Obj 105 Craft &amp; Structure</b>													
20	generalize	78	55	-23	55	56	10	✓ 79	9	2	0	0	
34	extend/apply meaning	82	40	-42	38	41	9	5	✓ 84	1	0	1	
35	extend/apply meaning	74	35	-39	36	34	6	4	15	✓ 75	0	0	
36	extend/apply meaning	71	39	-32	38	39	15	12	✓ 65	6	0	2	
37	extend/apply meaning	73	41	-32	40	41	✓ 73	2	16	8	0	1	
38	extend/apply meaning	69	35	-34	36	34	6	21	15	✓ 58	0	0	
39	extend/apply meaning	44	39	- 5	38	39	2	3	10	✓ 82	0	3	

\*National data are from spring norm group



## General Interpretation

The Item Analysis Summary, Part I, gives information about local and national performance on the selected-response items. Selected-response items are listed by number and grouped into their objective categories. Descriptions of the objectives can be found in Part II of this report. This information can help you understand the knowledge, skills, and concepts covered by the test.

The three columns to the right of the item list show the percent correct for each student group for each item.

Percentages are shown for the students in the national norm group and local groups such as region, district, or school.

The scores in the “Nation” column give you an indication of item difficulty. Low percentages indicate more difficult items; high percentages indicate less difficult items.

### Differences Are Key

By scanning the “Difference” columns, you can see quickly that positive differences mean the local group performed better on an item than the national norm group. A negative difference means that the local group did less well than the national sample. You can compute your own differences to make local comparisons. Small differences may not be meaningful.

### Response Analysis

The section on the right is the “Response Analysis”, which shows how the local group responded to each item. The correct answer is checked. Where there is a large difference in performance between the group you are examining and the nation, you can look in the corresponding row of the “Response Analysis” for a possible explanation. A large proportion of students showing an incorrect response or no response can indicate a common misconception or an area that was not covered in your curriculum.

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

**COMMON CORE**

**Item Analysis Summary, Part I**

District: WINFIELD

Grade: 5

**SELECT TITLE**

**Purpose**

This report summarizes local responses to the constructed-response items. In addition, by providing national data, it facilitates comparisons between national and local performance, revealing potential strengths and needs of the local group.

Simulated Data

**CUSTOM TITLE**

No. of students: 160  
Number of students using accommodations: 50

Form/Level: C1-15  
Test Date: 04/24/12  
Scoring: PATTERN (IRT)  
OMI: 31  
Norms Date: 2011  
3612

City/State: WINFIELD, CA

CTBID: 01075M016155002-02-00001

**Item Response Analysis by District/School within District  
Constructed-Response Items**

CR = constructed-response

Item No.	Subskill	CR Points Possible	Average points earned		Difference: School		Percent of students who scored at each point level									
			Nation*	District	School001VWXYZ	School002VWXYZ	0 Points	1 Point	2 Points	3 Points	4 Points	5 Points	6 Points	No response	Off topic / illegible	
<b>Reading</b>																
<b>TerraNova Objectives</b>																
<b>Obj 05</b>	<b>Rdg/Wrtg Strategies</b>	4	2.7	3.0	+0.3	2.8	3.8	30	2	23	15	15	0	0	14	0
08	subskill 1															
<b>Common Core Objectives</b>																
<b>Obj 104</b>	<b>Key Ideas &amp; Details</b>	2	1.2	1.3	+0.1	0.9	1.2	33	2	40	0	0	0	0	26	0
19	determine theme/summarize															
20	determine theme/summarize	2	1.4	1.5	+0.1	0.8	1.2	35	20	20	0	0	0	0	15	0
<b>Obj 106</b>	<b>Integ Knowledge &amp; Ideas</b>	3	0.8	1.2	+0.4	0.8	2.2	28	2	0	63	0	0	0	7	0
22	interp visual/oral/quant info															
25	interp visual/oral/quant info	2	1.7	2.0	+0.3	1.6	1.8	26	2	53	0	0	0	0	19	0

\* National data are from spring norm group

## General Interpretation

The Item Analysis Summary, Part I, gives information about local and national performance on the constructed-response items. Items are listed by number and grouped into their objective categories.

Descriptions of the objectives can be found in Part II of this report. The objective descriptions listed in *italics* refer specifically to constructed-response items. This information can help you understand the knowledge, skills, and concepts covered by the test.

The column to the right of the item list shows you the number of points possible for each constructed-response item. The maximum can be from 1 to 6 points.

The next section shows the average points achieved by each group for each item. The averages in the "Nation" column give you an indication of item difficulty. Low averages indicate more difficult items; high averages indicate less difficult items. For example, an average of .8 on a 1-point item would indicate a relatively easy item. A score of 1.7 on a 4-point item would indicate a relatively difficult one.

In looking across the "Average Points Earned" columns, for example, an item with possible total points of 2 might have an average of 1.3 in the "Nation" column, and .9 in the local column, indicating that many of the students did poorly on that item at both the national and local levels.

### Differences Are Key

By scanning the "Difference" columns, you can see quickly that positive differences mean that the local group performed better on an item than the national norm group. A negative difference means that the local group did less well than the national sample. You can compute your own differences to make local comparisons. Small differences may not be meaningful.

### Frequency Distribution of Points

The section at the right shows the percent of the local group that scored at each point level, "No response" and "Off topic/ illegible" responses are also shown. Wherever there is a meaningful difference between the performances of a local group and the nation, you can look for an explanation in this section.

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