

Standardized Tests/Terra Nova, Inview	Ohio Achievement Assessment/OAA
<ul style="list-style-type: none"> <li>Aligned to National Standards such as National Council of Teachers of Mathematics (NCTM)</li> </ul>	<ul style="list-style-type: none"> <li>Aligned to Ohio Content Standards</li> </ul>
<ul style="list-style-type: none"> <li><u>Language arts</u> focus is on vocabulary, reading comprehension, word analysis, listening, language development in spelling, capitalization, punctuation, usage</li> </ul>	<ul style="list-style-type: none"> <li>Focus is on extended response questions and assessed according to OAA rubric</li> </ul>
<ul style="list-style-type: none"> <li><u>Social Studies</u> focus is on world and U.S. history, political, economics</li> <li>Multiple choice responses</li> </ul>	<ul style="list-style-type: none"> <li>Focus is on world, U.S. political, economics</li> <li>Focus is on Ohio history in certain grades</li> </ul>
<ul style="list-style-type: none"> <li><u>Science</u> responses selected from multiple choice options</li> </ul>	<ul style="list-style-type: none"> <li>Assessment delves into fluency, methods, extended response answers and uses a rubric to evaluate</li> </ul>
<ul style="list-style-type: none"> <li>Questions based on grade level and above</li> </ul>	<ul style="list-style-type: none"> <li>Questions derived from grade level and below</li> </ul>
<ul style="list-style-type: none"> <li>Measures ability (Inview) and achievement (Terra Nova)</li> </ul>	<ul style="list-style-type: none"> <li>Measures only achievement</li> </ul>
<ul style="list-style-type: none"> <li>Parent report compares achievement to ability and to national student populations</li> </ul>	<ul style="list-style-type: none"> <li>Parent report compares achievement to statewide measures only</li> </ul>
<ul style="list-style-type: none"> <li>Includes additional measures for research and sources of information (tests)</li> </ul>	<ul style="list-style-type: none"> <li>Assesses four core content areas: math reading/writing, math, and science (social studies not tested)</li> </ul>
<ul style="list-style-type: none"> <li>Uses "bell curve" with average at 50%; top 5% recognized as gifted. Results reported as Percentile Ranks and Stanines</li> </ul>	<ul style="list-style-type: none"> <li>Reports five levels: advanced, accelerated, proficient, basic, and limited skill levels. Top 20% reported as "advanced"</li> </ul>

**Is one type of test better than another?** Each type of test serves important but different purposes. At its best, a state standards-based test tells how well a child is achieving the state standards and can also provide important information about how well the school is teaching those standards. A national norm-referenced test provides valuable information that can be compared to a national average. On the other hand, standards-based tests often are not able to assess a student's deeper conceptual understanding or complex thinking abilities. Major advantages of state tests are that they can provide information on student progress, help diagnose specific strengths and weaknesses, and can lead to improved instruction for classrooms. However, these tests lack a national comparison and scoring may be less precise than a norm-referenced test.

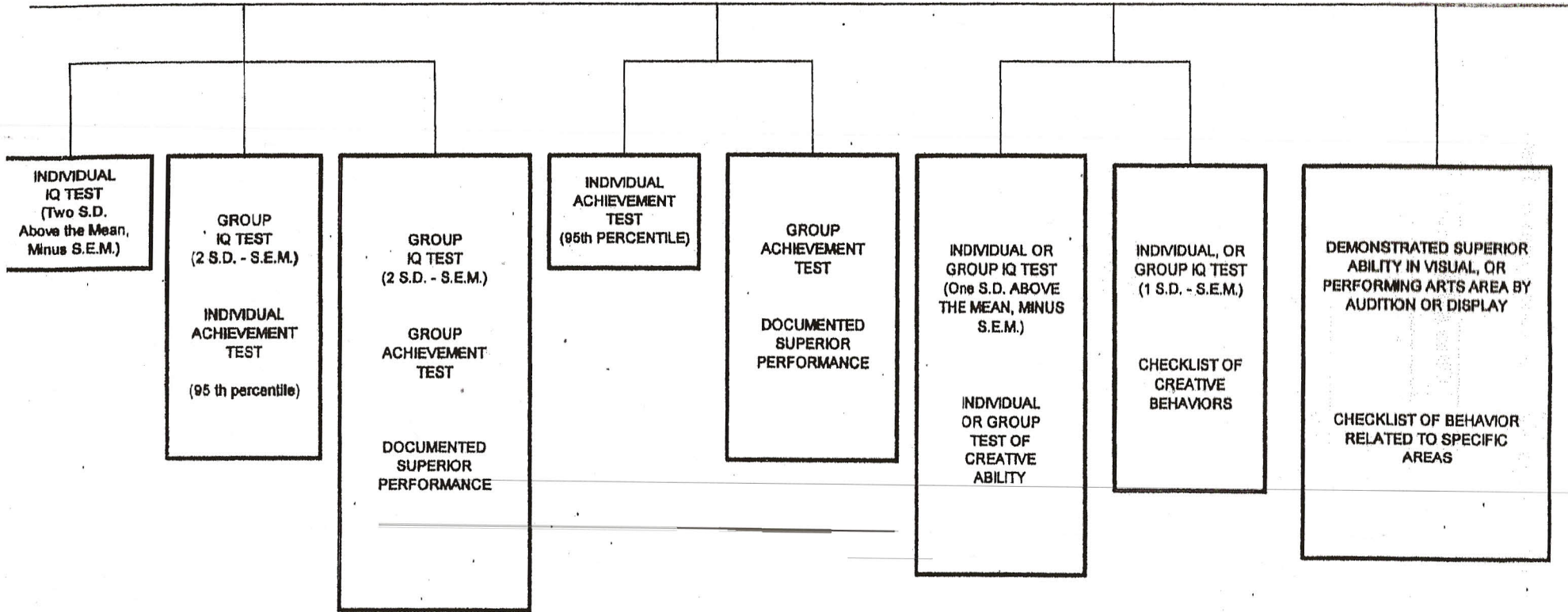
# GIFTED CHILD ELIGIBILITY CRITERIA

SUPERIOR COGNITIVE  
ABILITY

SPECIFIC ACADEMIC  
ABILITY

CREATIVE THINKING  
ABILITY

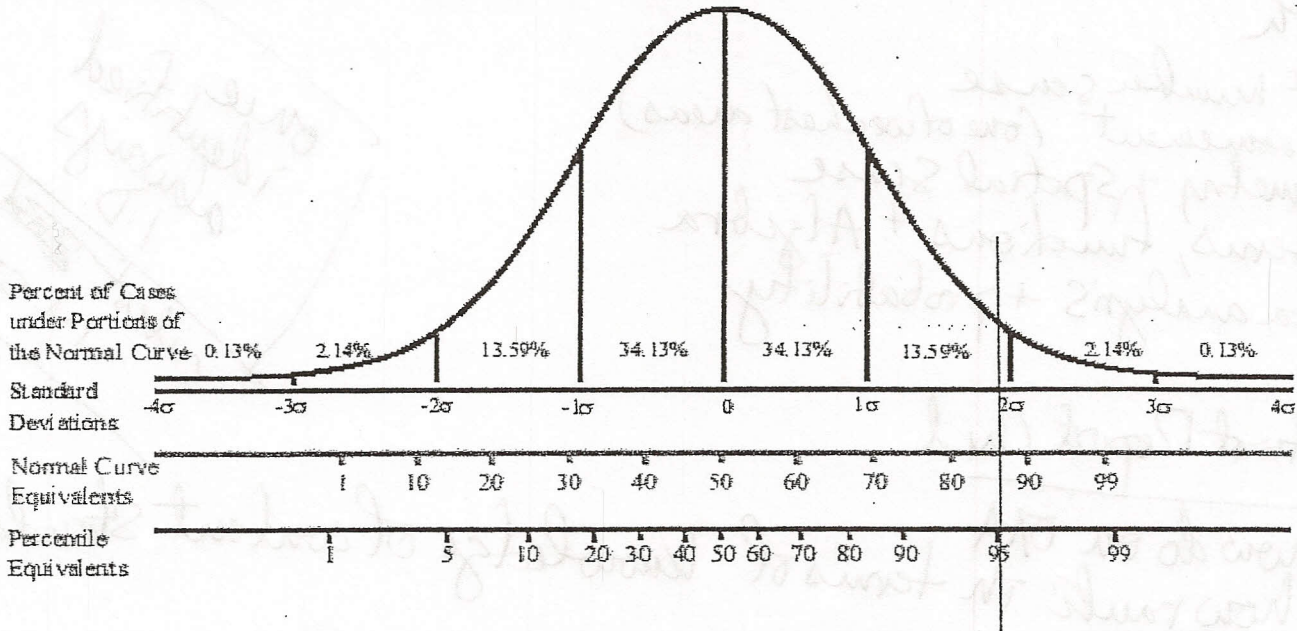
VISUAL AND/OR  
PERFORMING  
ARTS ABILITY





### Normal Curve Equivalent

The Normal Curve Equivalent, or NCE, is a way of measuring where a student falls along the normal curve. The numbers on the NCE line run from 1 to 99, similar to percentile ranks, which indicate an individual student's rank, or how many students out of a hundred had a lower score. NCE scores have a major advantage over percentiles in that they can be averaged. That is an important characteristic when studying overall school performance, and in particular, in measuring school-wide gains and losses in student achievement.



In a normally distributed population, if all students were to make exactly one year of progress after one year of instruction, then their NCE scores would remain exactly the same and their NCE gain would be zero, even though their raw scores (i.e. the number of questions they answered correctly) increased. Some students will make more than a year's progress in that time and will have a net gain in the NCE score, which means that those students have learned more, or at least have made more progress in the areas tested, than the general population. Other students, while making progress in their skills, may progress more slowly than the general population and will show a net loss in their NCE ranks.

As with many other scales related to the normal curve, the average NCE, by definition, is 50. If all students improve in their performance, the mean, or NCE 50, will represent a higher raw score.

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