

ITBS Historical Data for Briarlake 2009-2015

READING COMPREHENSION								Math Total							Core/Complete Composite						
Year	09	10	11	12	13	14	15	09	10	11	12	13	14	15	09	10	11	12	13	14	15
Gr 1	93	93	94	93	94	90	79	76	88	86	85	85	77	64	X	X	X	X	X	X	70
Gr 3	85	88	76	86	79	78	69	80	87	81	85	80	80	60	84	90	83	89	86	84	69
Gr 5	82	81	81	80	67	78	64	77	74	76	84	71	78	56	82	78	82	85	73	84	66

Norm-referenced assessments give information about how well students in DeKalb County and Georgia are performing compared to other groups of students who are about the same age and in the same grade in schools across the nation.

Information on norm-referenced assessments is based on general standards that would be found in all major subject areas across the United States. Georgia's norm-referenced test is the Iowa Test of Basic Skills (ITBS).

CogAt Historical Data for Briarlake 2013-2015

1 CogAT Scores	Verbal	Quantitative	Nonverbal	Composite	Stanine
2013	70	73	85	80	7
2014	68	68	76	74	6
2015	70	80	71	77	7

3 CogAT Scores	Verbal	Quantitative	Nonverbal	Composite	Stanine
2013	66	57	71	66	6
2014	60	56	71	64	6
2015	70	68	68	70	6

5 CogAT Scores	Verbal	Quantitative	Nonverbal	Composite	Stanine
2013	69	68	73	72	6
2014	77	74	81	81	7
2015	76	61	74	72	6

CogAT Stanines: LOW=1-3 Average= 4-6 High= 7-9

A **stanine** is a way to scale test scores. The **mean** (average) is always 5 with a **standard deviation** of two. A standard deviation is a measure of dispersion or variation in the distribution of a data set. Stanines are integers and can be used to convert a test score into a single digit. This was important when computers were the size of dinosaurs but used small paper punch cards because these were the most popular method of storing testing information. Today there are very few tests that use stanines to report testing information. And although stanines provide the same information as other standard scores, they are less accurate. However, these scores can be useful in understanding a relative range of a performance.

Verbal subtest: measures verbal aptitude, word knowledge and concepts, facility with language, verbal reasoning, and analogies. Students with high verbal scores can usually be expected to do well in reading and language activities.

Quantitative subtest: measures mathematical reasoning and problem solving, numerical sequences and patterns, manipulation of mathematical concepts. Students with high quantitative scores usually do well with complex mathematical or numerical activities and concepts.

Non-verbal subtest: measures reasoning and problem solving with patterns and relationships, pictorial analogies, and categories. This subtest is also helpful for obtaining an accurate assessment of the cognitive abilities of a student who may have limited proficiency in English or who has had limited opportunities to acquire verbal or quantitative knowledge. Students with high non-verbal scores can often be expected to do well with logic, models, creative thinking, constructions or building, technology, or other non-language based activities.

Composite score: A total or overall score. A composite score is neither the sum nor the average of the subtest scores, but is computed separately. Students with high composite scores often seem to be the traditional “gifted” students, with excellent skills in most areas. Students with high scores in one or two subtests may also be gifted, and may need differentiated instruction in their areas of strength. Low composite scores may indicate that the student will need more structure, time, and practice for learning effectively.