TerraNova, Third Edition
Redefining Assessment

America’s most trusted, innovative standardized achievement test in reading, language, mathematics, science, and social studies for Grades K–12.
Reliable, Useful Results Based on Psychometric Excellence and Technical Quality

*TerraNova, Third Edition* is a next-generation achievement test that provides a research-based test blueprint that closely aligns to today’s challenging content and performance standards.
Excellence in Assessment

Innovation combined with proven research and development procedures

Instructional relevance

Advanced measurement capabilities

*TerraNova*, *Third Edition* redefines assessment with America’s most trusted, innovative standardized achievement test in reading, language, mathematics, science, and social studies for Grades K–12.

Important educational decisions require precise and accurate measurement information. The technical superiority of *TerraNova 3* offers you significant advantages in today’s challenging assessment environment.
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The Measure of Success—TerraNova, Third Edition

Data Recognition Corporation delivers TerraNova 3, America’s most trusted and innovative, standardized achievement test in reading, language, mathematics, science, and social studies for Grades K–12. It builds on both the innovation of our successful TerraNova series and the rich history of DRC’s proven research and development expertise in the educational measurement field.

DRC has extensive experience in providing highly accurate and dependable data that translates into valuable, informed decisions in the classroom. TerraNova 3 meets the highest standards of psychometric and technical excellence in the industry—continuing our long tradition of creating assessments that reflect leadership, integrity, instructional relevance, and advanced measurement capabilities.

*TerraNova 3 meets the highest standards of psychometric and technical excellence in the industry.*
Superior Psychometric and Technical Quality

The technical superiority of TerraNova 3 offers significant advantages in today’s challenging assessment environment:

- **TerraNova 3** provides continuity with previous editions of TerraNova and is built to the same demanding psychometric standards as previous editions.
- Newly created items in TerraNova 3 are on the same TerraNova scale and require higher-order thinking skills and measure greater depth of knowledge than previous TerraNova editions.
- Item Response Theory (IRT) models employed in scoring deliver reliable and accurate test results, providing a high level of confidence, accountability, and defensibility.
- DRC’s IRT scaling procedures place selected-response and constructed-response items on a common score scale, providing for a rich description of student proficiency more closely related to instructional experience and ongoing classroom assessment. These procedures minimize interpretation errors that can result from combining scores from separate scales.
- DRC’s widely acclaimed Bookmark Standard Setting Procedure™ was used to develop highly defensible, empirically based performance levels that align with the achievement levels of the National Assessment of Educational Progress (NAEP).
- TerraNova 3 provides current norm-referenced scores based on a recent 2017/2018 sample of 190,000 nationally representative students.
- DRC’s secure, advanced scoring processes ensure the highest degree of reliability, accuracy, and timeliness for delivery of TerraNova 3 assessment results.
- The Online Reporting System allows for extensive disaggregation and analysis of data. The Online Reporting System and ancillary products for TerraNova 3 provide resources to link these results to classroom instruction.
Industry-Leading Research and Consultant Staff

When test results are used to help make critical educational decisions that affect the lives of students and their families, it is important for those making such decisions to know that the tests they use are backed by the best research and consultant support possible. DRC’s research and consultant staff offers unparalleled expertise, experience, and program support. From 35-year veterans to the best new talent in the field, our accomplished staff ensures expert problem solving, strong leadership, proven methods, and solid application of new theory.

DRC’s research staff leads the K–12 assessment industry in publications, presentations, contributions to the measurement field, and awards and honors earned. Our research staff includes doctorate-level research scientists, as well as statistical analysts and research implementation specialists. DRC works collaboratively with customers to ensure that test score results and interpretations are valid and technically defensible.

DRC’s highly trained Assessment Solutions Consultants provide additional support to ensure effective needs assessment, program design, and implementation. Our consultant staff offers extensive expertise and training in testing, psychometrics, interpreting assessment results to improve instruction, and communicating about assessment issues with large groups. Our consultants also serve as an information resource on local and national educational policy issues and strategies.

Our accomplished staff ensures expert problem solving, strong leadership, proven methods, and solid application of new theory.
Over 90 Years of Experience

Since 1926, when CTB was initially founded, our company has remained committed to one mission—to help the teacher help the child. DRC fulfills this mission by producing measurement instruments of extraordinary quality. DRC’s superior technical expertise is evident in every aspect of the test development process, including item development, research design, standardization, standard setting, scoring, and reporting.

This publication has been designed to give users and potential users of TerraNova 3 a broad understanding of the great care DRC took during the development process to ensure that our assessment series provides superior quality and to ensure the utmost confidence in its results.

Additional information is available on the DRC website at TerraNova3.com. The TerraNova 3 Technical Report provides additional detailed technical analyses, descriptions, and data.
The Development Process for TerraNova 3

DRC’s test development and research professionals began the development of TerraNova 3 by conducting an extensive analysis of national, state, and local standards and curricula. DRC staff worked with teachers, administrators, and curriculum specialists to ensure that TerraNova 3 assessments present content that matches instruction and reflects the design of contemporary classroom materials. DRC’s test development staff created detailed specifications and learning objectives, including rigorous standards for content, page design, grade-level appropriateness, and equity.

Designing Assessment Specifications
TerraNova 3 developers wrote detailed specifications for assessment development. These specifications ensured that stimulus materials and items met the content criteria established for the tests, and that they were well constructed and written in language appropriate for the various levels of testing. The specifications were applied to all aspects of development, including the creation of tryout materials, analysis of tryout data, and selection of materials for the final tests.

Conducting Curriculum Reviews
Assessment content was defined by objectives and frameworks in state, district, and diocesan curricula, standards in the most recent national standards publications, content of currently used basal texts and series, and practices in model educational programs. Review of these documents was ongoing during the development of TerraNova 3.

Writing and Developing Assessment Materials
A staff of professional item writers—many of them experienced teachers—researched, collected, and wrote the tryout material. To provide a large pool of items for the national test selection, almost twice the number of items needed were developed. All assessment materials were carefully reviewed for content and editorial accuracy. Artists and designers worked with the content developers during development to ensure graphic and textual clarity and appropriateness in the tests.

Documenting Content
TerraNova 3 was built on the strong foundation of the original TerraNova. The content rationale and specifications established for TerraNova apply to TerraNova 3. An integral part of the development process was the documentation of content using national standards, curriculum frameworks, and major basal materials and textbooks. This process for accuracy ensured that items would be sound in content and format and targeted appropriately to the grades in which the associated skills are typically taught.

Items were tried out in schools throughout the country, and teachers who participated in the study were asked to comment about the accuracy, validity, and grade-level appropriateness of the test items. Their responses gave developers valuable information about actual classroom reaction to the items.
Minimizing Bias

The developers of *TerraNova 3* gave careful attention to questions of ethnic, racial, gender, regional, and age bias. All *TerraNova 3* materials were written and reviewed to conform to established editorial policies and guidelines for equitable assessment, as delineated in *Reflecting Diversity: Multicultural Guidelines for Educational Publishing Professionals* (Macmillan/McGraw-Hill, 1993), *Guidelines for Bias-Free Publishing* (McGraw-Hill, 1983), and *Standards for Educational and Psychological Testing* (1999).

Research Design for *TerraNova 3*

The research design for the development of *TerraNova 3* had two phases: tryout and national standardization.

The tryout phase involved large samples of students across the country and provided empirical information about the quality of the tryout items. Based on these data, the best items were selected to appear in the final forms of the *TerraNova 3* Multiple Assessments, Complete Battery, and Survey.

The national standardization phase involved administration of these final forms to large, nationally representative samples of students to provide final item parameters and normative data. These studies are described in the following sections. For a more complete explanation of the research design, see the *TerraNova 3* Technical Report.

**Item Tryout**

All of the items developed for the *TerraNova 3* assessments were administered to samples of students in public and private schools across the country in 2017/2018. More than 44,000 students were involved in the tryout. In addition to the new items being tried out, each tryout book included anchor items selected from the corresponding test and level of *TerraNova* Forms C&D. These anchor items were used to link the *TerraNova 3* tryout items to the *TerraNova* scale.

Tryout items were administered at two different grades so items could be selected into the accurate target test levels. For example, items thought to be appropriate for Grade 5 students were tried out at Grades 4 and 5. Sufficient student sample sizes of various ethnicity groups were ensured for conducting Differential Item Functioning (DIF) data analysis and identifying any potentially biased items. Empirical information about the quality of the items obtained in the tryout studies was used to select the best items for the final tests.

**Item Parameter Estimation**

Because *TerraNova 3* assessments include both selected-response and constructed-response items, two different IRT models were used in analysis of the tryout data. A three-parameter logistic (3PL) model was used for selected-response items. A two-parameter partial credit (2PPC) model was used for constructed-response items.
The 3PL model defines each selected-response item in terms of three parameters: item difficulty or location, item discrimination, and the probability of a correct response by a very low-scoring student (random guessing). Random guessing from very low-scoring students is taken into account in the 3PL model. This makes the 3PL model more flexible and realistic in modeling student responses on selected-response items.

The 2PPC model describes constructed-response items in terms of two parameters: item discrimination and a difficulty or location parameter for each score point assigned to the item.

DRC uses the 3PL and 2PPC models instead of the one-parameter, or Rasch, model. Our extensive research has found systematic differences in the item discriminations of selected-response and constructed-response items. The Rasch model, which assumes that all items are equally discriminating, cannot accommodate these differences. The Rasch model also does not take into account random guessing when very low-performing students respond to selected-response items. In contrast to the Rasch model, the IRT models DRC uses are more flexible and more accurately represent student performance on items of different types.

**Item Selection**

DRC’s content experts and psychometric staff worked collaboratively in the item selection process to ensure the final selected tests meet the content specifications, as well as psychometric characteristics. For a given content area and test level, selecting items to form a test involves the following several steps.

**Initial Screening**

The content expert selects a working item pool of manageable size from the larger tryout pool of items. This initial working item pool consists of items that are appropriate for the target grade only and is based on a variety of detailed information about each item, including the content objective to which the item is assigned, a descriptive phrase about the item, the association of the item with a passage or stimulus, a DIF rating, the item parameters, and a fit rating that indicates how well the data for this item fit the IRT model.

**Test Selection**

Once the initial screening is complete, the content expert then selects the item for the test by matching the content specification: number of items on the test and objective coverage.

**Statistical Analysis**

Next, the content expert examines the selected test to identify problems, including whether the test is too easy or too difficult for the target grade (using the corresponding TerraNova Forms C&D as an anchor/reference test), if it contains DIF or model misfit items, or does not match a referenced test form.
Iterative Review
Throughout the process, a content expert works in collaboration with the research staff to ensure the best items are selected. The flexibility and utility of the program encourage multiple reviews to fine-tune the selection. Great attention was also paid on setting the appropriate time limits for students to complete the tests, minimizing the speededness of the assessment, and maximizing the validity and instructional relevance of the test results.

Scaling
Final item parameters were obtained using data collected in a large standardization study with a nationally representative student sample (see “Standardization of TerraNova 3” for a detailed sample description). The TerraNova 3 tests were placed on the TerraNova vertical score scales using the Stocking & Lord IRT procedure. This allows scores obtained from TerraNova 3 to be comparable to other editions of TerraNova. It also allows users to track student progress over time across different test forms and levels.

TerraNova 3 Multiple Assessments, Complete Battery, and Survey are closely matched to each other and to earlier editions of TerraNova in terms of content, difficulty, standard error functions, floors and ceilings, and other psychometric properties.

Validity and Reliability
Content-related validity is evidenced at the very beginning of the test development process by the comprehensive curriculum review. During the review, DRC’s content developers met with educational experts to determine common educational goals and the knowledge and skills emphasized in curricula across the country. This information guided all phases of the design and development of TerraNova 3. As a result, content is more thematically integrated to reflect instructional objectives and current classroom practices.

Construct validity is guarded during all the steps of the test development process, starting with detailed content specification to minimize construct-irrelevant variance. Empirical evidence, especially item-level data such as model-fit and point biserial correlations, is carefully reviewed and used to infer construct irrelevance. Correlations between different TerraNova 3 content areas and cognitive skills testing with InView™, as reported in the TerraNova 3 Technical Report, demonstrated strong convergent and discriminant validity evidence.

TerraNova 3 tests are reliable measures of student achievement. The reliability of the test is demonstrated by the high internal consistency coefficients and the standard errors associated with the scores. As reported in the TerraNova 3 Technical Report, the reliability coefficients are typically at the high 0.80s for the Survey tests and around the 0.90s for the Complete Battery and Multiple Assessments. The high reliability of TerraNova 3 enables users to interpret student scores with confidence.

Items were tried out in schools throughout the country... teachers and other curriculum experts evaluated the items in all content areas.
Standardization of TerraNova 3

National standardization for the final assessments was completed in 2017/2018.

Standardized or norm-referenced scores allow comparisons of students’ performance with the performance of students in a specified group. National norms are developed so that students’ scores can be compared with the performance of other students across the country.

In developing norms, it is not feasible to administer tests to all the students in the nation at all times of the year, so the tests are administered to a representative sample of students—the norming sample—at particular times, called the norming dates. More than 190,000 students, from Grades K−12, participated in the standardization studies for TerraNova 3.

The 2017/2018 norming analyses followed the same rigorous norming procedures established with previous versions of TerraNova. To ensure that the selected sample was representative of the student population in the nation, all schools in the nation were put into strata that were carefully defined according to detailed demographic information. Individual schools were taken as the primary sampling unit.

Sampling Design and Collection

The sampling design and collection also ensured that the TerraNova 3 norms are inclusive to reflect the realities of today’s testing programs. DRC defines a standard school administration as one that involves all students according to their Individual Education Plans (IEPs), including participation with testing accommodations as indicated. This definition, which complements the familiar definition of a standard student administration, has allowed DRC to collect meaningful, inclusive norming data in the standardization studies. More precise and inclusive norms will better meet the need for valid interpretations of the results of inclusive administrations of the new assessments.

Greater precision has been achieved by sampling individual schools rather than districts, and by stratifying the nation’s schools according to more detailed demographic information.
Sampling Procedures
Students in the fall and spring norm groups were identified using stratified random sampling procedures. The design ensured that the norm group constitutes a sample of students that accurately represents the nation’s school population, thereby representing minority and socioeconomic groups. To achieve the goal, DRC used two sampling designs. Public schools were stratified by region, community type, and socioeconomic status (Title I funding).

To ensure continuity in the norms from grade to grade, DRC used special sampling procedures for public schools and Catholic schools. Public and Catholic high schools were randomly sampled and asked to identify the major elementary and/or middle schools that send their students to the high school. DRC asked that students from these middle schools be included in the testing, and that elementary schools that contribute students to these middle schools also be included in the testing. DRC asked that all students be tested in the private, non-Catholic schools that participated in the standardization studies.

Stratification Variables
DRC drew on the MDR database (Market Data Retrieval, Inc.) of school directories—a comprehensive census database of K–12 educational institutions in the United States—to obtain sampling data on geographic region, community type, socioeconomic status, and special needs. MDR provides accurate and timely information about the nation’s educational institutions. Use of these data helps to ensure that our norms accurately reflect achievement levels of the nation’s student population as a whole.
Geographic Regions
Four geographic regions constitute the first variable used for stratification during the standardization. These regions, and the states included in each region, are as follows:

<table>
<thead>
<tr>
<th>Region</th>
<th>States</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern</td>
<td>Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont</td>
</tr>
<tr>
<td>Southern</td>
<td>Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia</td>
</tr>
<tr>
<td>Midwest</td>
<td>Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin</td>
</tr>
<tr>
<td>Western</td>
<td>Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, Wyoming</td>
</tr>
</tbody>
</table>

Socioeconomic Status
Public schools are further stratified into two categories of socioeconomic status, high and low, based on the percentage of students eligible for Title I funding—that is, the percentage of children living in households with incomes below the federal poverty level. To assure further sample diversity, schools within cells were stratified by state and school size.

Community Types
The second stratification variable—community type—is based on a seven-level metropolitan status classification system through MDR. The levels identified included:

- Large or midsize central city
- Urban fringe of large or midsize central city
- Large or small town
- Rural area
Inclusive Norms

Standardization participants in the selected schools were asked to test all students who would ordinarily be included in their regular testing program, including those who would participate in regular testing with accommodations to meet special needs. To ensure an accurate description of the samples, each standardization examiner was asked to describe the category of special needs that any student might have, as well as any modified conditions for testing specified by the student’s IEP that were applied during the standardization testing in each content area.

This category was identified on the answer sheet for each student during each standardization. Special needs categories for the standardization included:

- Learning accommodations
- Emotional accommodations
- Physical accommodations
- Mental accommodations

Participating schools were also encouraged to include all English Language Learners (ELLs) and English as a Second Language (ESL) students who would normally be included in their regular testing program. These additions to the test-taking group provided for the collection of meaningful, inclusive norming data in the standardization studies. Inclusive norms better meet the need for valid interpretations of the results of inclusive TerraNova 3 administrations, as required by the Individuals with Disabilities Education Act (IDEA, 2004).

Co-standardized Cognitive Skills Assessment

DRC’s test for academic cognitive skills, InView, was renormed concurrently with the new edition of TerraNova in 2017/2018. InView measures student’s thinking and reasoning skills by assessing performance on several cognitive tasks. InView, for Grades 2 through 12, measures verbal, quantitative, and other nonverbal reasoning skills that contribute to student success in educational programs.

When administered in combination with TerraNova 3, InView yields anticipated achievement scores that represent the most likely scores for students of similar attributes: chronological age in months, grade and month in school, and InView scores. These scores may be viewed as a special kind of norm that enables users to compare an individual’s level of achievement with students of similar age, grade, and cognitive abilities. The difference between a student’s obtained and anticipated scores is an estimate of the student’s achievement above or below the average of students with similar attributes and can help screen students for a potential-actual discrepancy requiring further diagnostic testing.
Standard Setting and Performance Level Cut Score Validation

TerraNova 3 test scores provide rich information about what students know and are able to do. Because educators, parents, and students want to know how student performance measures against the expectations set for them, we can articulate these expectations as points on the test scale. The process of articulating clearly defined expectations on a test’s reporting scale is standard setting, and meaningful standards-based reporting enriches the value of the information provided by TerraNova 3.

The standards-referenced performance levels established in TerraNova were based on DRC’s groundbreaking Bookmark Standard Setting Procedure by a committee of over 50 experienced and accomplished teachers and curriculum experts across the nation. Such standards allow schools to measure progress in terms of the number of students progressing from one performance level to another and provide substantive interpretation of scale scores through the performance level descriptors that indicate what students know and are able to do.

Given that the TerraNova 3 test scores are on the same TerraNova score scale, the performance level cut scores established by the original TerraNova standard-setting committee were reevaluated in a validation study conducted in 2017/2018 over a course of two weeks by a committee of content experts. Following the Bookmark Standard Setting Procedure, and after close examination of the ordered-item booklets, the cut scores, and the performance level descriptors, committee members confirmed that when applied to TerraNova 3, the cut scores retained the same meaning as expressed in the TerraNova performance level descriptors. As such, the cut scores established by the original TerraNova standard setting committee were retained for TerraNova 3.

The Bookmark Standard Setting Procedure

The Bookmark Standard Setting Procedure has become one of the most widely implemented standard-setting procedures currently in practice. The Bookmark Standard Setting Procedure has been used by over half of the states in the U.S. and in several other countries to establish performance standards on large-scale student assessments. DRC is very proud of this contribution to the field of measurement and of the advantages the Bookmark Standard Setting Procedure offers to users of TerraNova.

Since its inception by DRC research scientists in 1996, the Bookmark Standard Setting Procedure has been one of the most widely implemented standard-setting procedures to establish performance standards for large-scale student assessments.
Scoring for TerraNova 3

DRC’s scoring services for TerraNova 3 reflect the same integrity and technical excellence that drove the development of this assessment series. DRC’s regional scoring centers and highly trained staff ensure accurate, efficient processing of even the most complex TerraNova assessments. All sites are fully equipped with advanced hardware and software to ensure the highest possible standards of quality, service, and responsiveness to customer needs. DRC maintains stringent security and quality control for all test materials, specifications, and score reports. Because DRC manages the entire scoring and reporting process, each step is smoothly and efficiently integrated with the next.

Advanced Scoring Systems

DRC leads the industry in advanced imaging—technology that captures electronic images of test book pages and routes them for computerized scoring. This electronic process provides highly accurate, consistent scoring for all assessments, even those including students’ written work, such as essays and constructed-response math solutions. Evaluators electronically retrieve student responses and score them using on-screen rubrics. Image-based scoring provides the highest possible speed, consistency, and reliability for scoring multiple measures of student performance. Image-based results from constructed-response items can be electronically combined with selected-response test results to produce total scores for each assessment module.

DRC uses a range of advanced, real-time quality assurance techniques. DRC employs multiple readings of student responses to check consistency and guarantee accuracy in scores generated by different evaluators. Multiple, random read backs are conducted by DRC supervisors throughout the day to confirm that established scoring guidelines are being followed. Check-sets of previously scored responses are also administered to verify correct application of scoring rules by evaluators and team leaders. This electronic management of test materials ensures that DRC’s scoring processes deliver the most reliable, consistent results possible.
Meaningful Scores
DRC reports three types of scores for TerraNova 3:

Criterion-referenced scores are reported for each content objective measured by the test in terms of the Objectives Performance Index (OPI). The OPI is a unique score developed by DRC to provide more accurate objectives-level data for instructional planning and improvement. Because most objectives are measured by a relatively small number of items, DRC uses a Bayesian procedure that improves the reliability of the objective scores by taking the student’s overall test performance into account.

Essentially, the OPI is an estimate of the true score for an objective—the estimated proportion of total or maximum points possible—based on the overall test performance of a given student. The OPI is reported for each content objective measured.

The TerraNova 3 Technical Report (2009) provides a more complete explanation of the OPI. OPI scores are used to identify the level of mastery students have achieved for each objective. In particular, three levels of mastery are defined:

• Students are classified as having a high degree of mastery when their OPI for an objective is greater than or equal to the OPI expected for proficient students.
• Students who are classified as having a moderate degree of mastery demonstrate skills that approach, but do not reach, the performance expected of the proficient student.
• Students whose performance is below the moderate level are classified as having a low degree of mastery.

Norm-referenced scores describe individual student performance relative to the performance of a large, nationally representative group of students. DRC provides a wide variety of norm-referenced scores, including National Percentiles, Normal Curve Equivalents, Stanines, and Grade Equivalents.

Performance level scores provide a description of what students can do in terms of the content and skills assessed. These scores provide a means of comparing test results not with other students’ results but with standards of academic performance that have been determined by panels of expert teachers, research scientists, and content specialists.

• Performance level reporting establishes standards for students that are clearly delineated, that do not change over short periods of time, and that represent meaningful and significant learning.
• The performance levels are based on DRC’s unique, widely respected Bookmark Standard Setting Procedure.

DRC maintains stringent security and quality control for all test materials, specifications, and score reports. Because we manage the entire scoring and reporting process, each step is smoothly and efficiently integrated with the next.
Information System for TerraNova 3

DRC believes that assessment is the first step toward improving student achievement. The information that an assessment delivers to educators offers invaluable insight into student strengths and areas to improve. With ready access to information that informs instruction, teachers can more effectively drive instruction in the classroom.

To ensure optimal application and delivery of the precise data provided by TerraNova 3 assessments, we developed the Online Reporting System with rigorous attention to accuracy, reliable instructional relevance, and ease of use. In addition to the broad selection of paper score reports, customers may now choose to see all of their norm-referenced and criterion-referenced scores online.

Access to scores online means customers can now create customized, tailored views of their data. Data sets can be easily aggregated or disaggregated to track trends between grades or special populations. Educators can create summaries or quickly drill down to a class roster to focus on specific skills needing additional classroom instruction.

All data are stored on secure servers so customers never need to worry about losing their data. Access to data sets is permission-based ensuring the integrity of the data.
Score Reports

*TerraNova 3* score reports are advanced decision-making tools that offer significant technical advantages in helping *TerraNova 3* users apply the results of assessment to instruction.

- Score reports provide data and explanations tailored to the information needs and level of sophistication of their target audience.
- Score reports present easily readable text, graphics, and tables in formats that are clean, logical, and consistent. Every report includes the address of DRC’s website, providing a link to important online information assets at TerraNova3.com.
- Score reports are designed to help diverse audiences understand student academic achievement and progress. They reflect the stated needs and suggestions of specific user groups—including teachers, administrators, test directors, data analysts, guidance counselors, board members, parents, and students.

*TerraNova 3* score reports include:

- Strategic interpretation to help parents, teachers, and administrators understand assessment information and link it to instruction.
- Improved instructional planning and support for critical decision making.
- Clearer, more credible data from advanced score reports that reduce confusion, questions, and misinterpretation of test results.
Helpful Information Features

DRC worked closely with educators across the country to ensure that TerraNova 3 addressed their diverse, precise information needs. Based on their feedback, DRC offers systems and products that provide useful assessment data with the highest possible relevance, accuracy, and clarity.

These include:

• Linkage of the definition of objectives mastery to the Performance Level standards, providing an important advantage defining more accurate criterion-referenced information.
• Reporting of information regarding the special needs of students, and the degree and prevalence of testing accommodations employed during the assessment.
• An easy-to-understand statement in the Home Report of the skills and abilities required for proficiency in each content area, and how the student performed.
• Guide to the Individual Profile Report (for teachers) and Guide to the Assessment Summary (for administrators), providing step-by-step explanations of the report, general information on the test, and definitions of terms.
• A one-page explanation of key assessment terms included in most reports.
Visit TerraNova3.com or contact DRC at 800.538.9547 option 2 to learn more.