

Answer Key

Scores and What They Mean

Match each score with its meaning.

- __D__ 1. Standard score (SS)
- __A__ 2. Percentile rank (PR)
- __E__ 3. Confidence band
- __B__ 4. Grade equivalent (GE)
- __F__ 5. Relative proficiency index (RPI)
- __C__ 6. Instructional range

- A. Rank order relative to age or grade peers
 - B. Same raw score as was average for specified grade
 - C. Identifies the independent to frustration levels
 - D. Equal interval score showing relative standing within norm group
 - E. Range of scores around an obtained score
 - F. Indicator of functionality compared to average age or grade mates
 - G. None of the above
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Match each statement with its answer:

- __C__ 1. Percent of children between standard scores of 85 and 115
- __G__ 2. Percent of children with a standard score of 70 or lower
- __A__ 3. Standard score at the -2 standard deviation in a normal curve
- __F__ 4. Standard score at the +2 standard deviation in a normal curve
- __B__ 5. Mean of most composite standard scores
- __E__ 6. Size of standard deviation for most composite standard scores

- A. 70
 - B. 100
 - C. 68
 - D. 16
 - E. 15
 - F. 130
 - G. None of the above
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Fill in the blanks:

Three years ago, Jason had a standard score of 85 on a reading comprehension test. His percentile rank was __16__. On recent testing, his standard score was 70, which is a percentile rank of __2__. His standard deviation on this most recent test was __2__.

Answer Key

True or False: (T/F)

- _F___ 1. A decrease in standard scores indicates the student made no growth.
- _F___ 2. A fullscale IQ score is always the best predictor of learning potential.
- _T___ 3. A percentile rank of .5 means that 5 out of 1000 age mates scored that low or lower.
- _T___ 4. An IQ score may be depressed by the child's cognitive processing deficits.
- _T___ 5. A standard score of 80 represents a normative weakness.
- _F___ 6. A relative proficiency index (RPI) of 90/90 indicates superior performance.
- _T___ 7. A percentile rank of 98 indicates that 2% of age mates did better on the task.
- _T___ 8. An age equivalent of 8-9 indicates the examinee had the same raw score as was average for that age.
- _F___ 9. A grade equivalent compares the examinee to his/her own grade mates.
- _F___ 10. A standard score is most helpful for describing instructional levels.

Write a descriptive sentence for each example below. (samples only, no 1 answer)

1. 4th grader, standard score of 83 on a decoding task
(Compared to other 4th graders, this student's decoding skills are below average.)
(This student has a normative weakness in decoding.)
(Note: some tests might consider 83 "low average.")
2. 6th grader, instructional range of 2.5 to 4.0 for math calculation
(This student will find math calculation tasks easy at a mid-second grade level and difficult at a beginning fourth grade level.)
(Appropriate instructional materials for this 6th grade student in math calculation skills would be below a fourth grade level of difficulty.)
3. 2nd grader, RPI of 10/90 on phonemic awareness task
(This student has very limited proficiency in phonemic awareness compared to average second graders.)
(This second grader has 10% proficiency on phonemic awareness tasks that average grade mates would perform with 90% mastery.)
4. 5 year old, age equivalent of 8-0 on listening comprehension task
(On the listening comprehension task, this 5-year old had the same number correct as a typical 8 year old.)
(The number of items this 5-year old answered correctly was comparable to the average 8-year old.)

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5. 12 year old, age equivalent of 9-6 on a spelling task
(On the spelling task, this 12 year old had the same number correct as the average 9 ½ year old.)
(The number of items this 12 year old answered correctly was comparable to the average 9 ½ year old.)
6. 9 year old, percentile rank of 3 on a written expression task
(This student did as well or better than 3 out of 100 age mates.)
(Three percent of age mates scored as low or lower than this student.)
(On this task, ninety-seven percent of age mates did better than this student.)

Scenario 1:

In 2nd grade, Lisa obtained a standard score of 101 on a working memory test. Her grade equivalent on the test was 2.0. In 4th grade, Lisa obtained a standard score of 86 on the same working memory test. Her grade equivalent on the test was 2.0

1. Explain why the grade equivalent did not change.
2. Explain the drop in standard scores.

ANSWER (wording may vary):

1. The grade equivalent did not change because Lisa got the same raw score both times. She had the same number correct as the average second grader.
2. Because her raw score did not change from 2nd grade to 4th grade, she did not make the expected growth to maintain her average standing relative to grade peers. Therefore, her standard score decreased.

(Compared to grade peers, Lisa's relative standing dropped from 2nd grade to 4th grade. Lisa's performance on the working memory task was average in second grade and low average in fourth grade.)

Scenario 2:

A 5th grader referred for written language difficulties does not have a 16 point or greater discrepancy between his IQ and his writing achievement. What other factors must be considered before making a decision about whether or not the student has a disability or qualifies for services?

ANSWER (wording may vary):

- A.) the content of the IQ score and whether or not it included processing areas that were weaknesses for this student and, therefore, lowered the IQ score.
- B.) whether or not the processing weaknesses help explain the student's difficulties in written language.
- C.) the student's performance in other academic areas.
- D.) the student's history (educational opportunities, grades, interventions, etc.)