

THE BOARD OF PUBLIC INSTRUCTION
FOR THE COUNTY OF ORANGE

OFFICE OF
R. EARL KIPP
SECRETARY AND SUPERINTENDENT

MEETING DATES:
SECOND AND FOURTH MONDAYS EACH MONTH
7:30 P.M.
BOX 271
ORLANDO, FLORIDA

11 March 1958

EXPLANATION OF FLORIDA STATE-WIDE NINTH-GRADE TEST RESULTS

Early in this school year, your ninth grade child was given a series of tests which were administered to ninth graders all over the State of Florida. The scoring of these tests was done at The Florida State University in Tallahassee. The results have now been returned to the schools and your child has received his profile card today.

The purpose of this bulletin is to help you interpret the scores made by your child and also to invite you to a meeting on Monday evening, March 17, where representatives from The Florida State University and the Florida State Department of Education will give you additional and expert help in this interpretation. This meeting will be held in the Edgewater High School Auditorium at 7:30 P. M.

Two tests were administered. One was the School Ability Test (SAT), consisting of two parts, and the other consisted of five parts of the Iowa Tests of Educational Development (ITED). The profile card shows how well your child did on each of these tests as compared with the other pupils in the state who took the tests. From these scores, you and your child's teachers and counselors can see where your child is progressing satisfactorily and where he needs to work harder. This information should be especially valuable in helping your child make his plans for senior high school.

The tests were written by experienced educators and psychologists and have been used for many years. Tests of this kind give a good picture of what your child really knows and can do, since they compare him with thousands of students and since they measure the fundamental skills and abilities that are important for all students. School grades show only how the student is doing in a particular subject at a particular time and compare him with only a few students. The scores are tabulated by machine and, therefore, are completely objective--they do not depend in the slightest degree upon anyone's personal opinion of your child.

Two kinds of scores are reported at the top of the profile card--standard scores and percentile ranks. The percentile rank will probably be the easier score to use in interpreting your child's scores. It indicates the percentage of pupils whose scores were lower than your child's. For instance, if your child scored at the 73rd percentile, then he did better than 73 per cent of those who took the test. A percentile score of 50, therefore, can be thought of as an average score, since it indicates a score better than that obtained by half the group. A percentile does not indicate the percentage of items that were answered correctly.

The first three scores reported are from the SAT test. This test attempts to provide an estimate of the pupil's capacity for achieving successfully in school. It provides two part scores, verbal and quantitative, and a total score. The verbal part includes

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questions of vocabulary and sentence completion. The quantitative part measures skills of number manipulation and problem solving. The total score provides an estimate of the overall capacity of the pupil for achieving successfully in school and college.

The remaining six scores are from the ITED tests. The first five are part scores and the last is the total or composite score. The total score will give you a fairly accurate notion of the general level of the pupil's educational development. However, the complete profile is more meaningful than any single composite. Test 3 measures ability to write correctly, to use proper words in expressing ideas, and to organize writing sensibly. Test 4 measures knowledge of, and ability to use, practical arithmetic. Tests 5 and 6 measure ability to read and understand and do critical thinking in the social studies and natural sciences. Test 7 measures ability to read and understand literature. It can be seen that these tests are concerned not so much with what the pupil has learned, in the sense of specific information, but rather with how well he can use whatever he has learned. The tests measure general abilities that are developed outside the classroom as well as in it, including things the child has learned from books and magazines, trips, conversation at home, and in many other ways.

If all of your child's scores (or most of them) are above the 90 line, he is in the upper ten per cent of the thousands of pupils who took the tests. With scores this high, he should seriously consider the possibility of going to college. He is definitely very promising college material. If his scores are below average and he wants to go to college, he will need to start a major improvement campaign. Low scores indicate weaknesses that will be very troublesome when he gets to college.

It is important that he have high scores in those fields that will be most important in the kind of work he intends to do when he gets out of school. For example, one who hopes to become a contractor, bookkeeper or engineer should do well on Test 4. One who wants to be a newspaper reporter needs to be learning to write well and should score high on Test 3. Most important of all, whatever your child's plans, he should try to maintain satisfactory progress in all areas. In this way he can be sure when he graduates that he has a good practical education--the kind of training that in these days is necessary for a successful and useful life.

It might interest you to know that when your child is a senior in high school he will be given another battery of tests similar to this one. The scores on these tests will be included on his transcript, and in some instances may be used to determine his eligibility to enter a particular college or university.

If your child would like further help in interpreting his scores, have him see his counselor or teachers at school. They will be glad to help him.

YOU ARE CORDIALLY INVITED TO ATTEND THE MEETING FOR PARENTS TO BE HELD IN
THE EDGEWATER HIGH SCHOOL AUDITORIUM ON MONDAY, MARCH 17, 7:30 P. M.