

## Participant Skills Assessment

### Scores and What They Mean

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Match each score with its meaning.

PRE

- \_\_\_\_\_ 1. Standard score (SS)
- \_\_\_\_\_ 2. Percentile rank (PR)
- \_\_\_\_\_ 3. Confidence Band
- \_\_\_\_\_ 4. Grade equivalent (GE)
- \_\_\_\_\_ 5. Relative proficiency index (RPI)
- \_\_\_\_\_ 6. Instructional range

POST

- \_\_\_\_\_ 1. Standard Score (SS)
- \_\_\_\_\_ 2. Percentile Rank (PR)
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- \_\_\_\_\_ 5. Relative proficiency index (RPI)
- \_\_\_\_\_ 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:

PRE

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

POST

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_

- 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:

PRE

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

POST

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

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**True or False: (T/F)**

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

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**Write a descriptive sentence for each example below.**

1. 4<sup>th</sup> grader, standard score of 83 on a decoding task

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2. 6<sup>th</sup> grader, instructional range of 2.5 to 4.0 for math calculation

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3. 2<sup>nd</sup> grader, RPI of 10/90 on phonemic awareness task

*PRE:*

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4. 5 year old, age equivalent of 8-0 on listening comprehension task

*PRE:*

*POST:*

5. 12 year old, age equivalent of 9-6 on a spelling task

*PRE:*

*POST:*

6. 9 year old, percentile rank of 3 on a written expression task

*PRE:*

*POST:*

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### **Scenario 1:**

In 2<sup>nd</sup> grade, Lisa obtained a standard score of 101 on a working memory test. Her grade equivalent on the test was 2.0. In 4<sup>th</sup> 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 the drop in standard scores.
2. Explain why the grade equivalent did not change.

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### **Scenario 2:**

A 5<sup>th</sup> 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?

PRE:

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