

About this Test



The California Achievement Test, 1970 Edition, is a nationally normed test and is approved in most states for private school and homeschool use. Like other tests of this nature, there is no passing or failing grade. Instead, test performance is compared with others who also took the test, called the norm group.

These types of tests also tend to be more difficult than "regular" tests taken during the course of a school year, and the percentage of items answered correctly is **not** a good indicator of how well a student has performed.

Keep in mind that there is always some measurement error in test results. Precise numbers do not mean that a student's abilities can be measured precisely. How a student performs on a given day depends on his alertness, mood, environment, and other factors. Also, keep in mind that tests cannot fully evaluate a student's academic skills. In addition to these test results, use other sources of information, such as classroom grades and teacher observations, when making decisions that affect a student's future.

If you are not familiar with the types of scores described here, please take some time to become acquainted with them, especially if you are responsible to report to teachers, parents, or school officials. The stanine and percentile scores may be the easiest to present accurately to those unfamiliar with testing terminology.

These test results should be kept private. What students are told about their performance should be at the discretion of school officials.

Sections of the Test and What They Measure

Reading

Vocabulary: Measures a student's knowledge of words and their meanings.

Comprehension: Tests the ability to find information in books and the ability to understand what is read.

Mathematics

Computation: Tests the ability to do basic math operations.

Fractions (Level 3 only): Tests the ability to work with fractions and mixed numbers (Fractions are integrated in the other mathematics sections for Levels 4 and 5).

Concepts: Tests understanding of math concepts, such as signs and symbols, units of measurement, number systems (such as Roman numerals), place values, and algebra- and geometry-related concepts.

Problems: Measures the ability to comprehend and correctly answer word problems.

Language

Auditing (Level 1 only): Tests the ability to answer questions about stories given orally, and to follow verbal directions.

Mechanics

Capitalization: Measures the ability to recognize words that need to be capitalized, such as proper nouns and the first word of a sentence.

Punctuation: Tests the ability to recognize what type of punctuation is needed and where it is placed.

Usage: Tests recognition of standard and nonstandard English.

Structure: Tests knowledge of sentence structure in various ways, such as recognizing sentence types, transformation of one sentence type into another (example: changing a statement into a question), recognizing complete and incomplete sentences, phrases, clauses, and parts of speech.

Spelling: Tests the ability to recognize misspelled words.

Battery Total: The total score of all the sections together; also known as the *composite score*.

Types of Test Scores

Number of Items: the total number of problems in a section

Number Correct: the number of correctly answered items in a section; not meaningful by itself to determine how well a student has performed on the test. Also known as raw scores.

National Percentile: Percentage of students that scored lower on the test (The comparison, or norm, group is public school students from 1970). The percentile score is **not** the percentage of items answered correctly.

Grade Equivalent: The student did as well as the median student from the norm group did at the given grade and month in school. If a student does as well as an "average" 8th grader in the 7th month of school did, his GE score would be 8.7. Note: GE scores alone should not be used to determine a student's grade placement, since a student can make a high score without necessarily mastering all the concepts up to that grade level.

Stanine: A simplified ranking scale of one through nine based on the percentile score.

9 - Highest level

7 - Well above average

5 - Average

3 - Well below average

1 - Lowest level

Achievement Development Scale Scores (ADSS): A ranking scale of approximately 100 to 900 that measures the student's skill level; it is consistent for all levels and forms of the CAT, and is mainly used to track a student's progress from year to year.

Catforms Percentile: Percentage of students recorded by Catforms, LLC that scored lower on the test. These tests come mostly from church-operated private schools and a small percentage of home school students. This norm group represents better-scoring students, on the average, than those of the original 1970 norm group from public schools. Because of this, your students' Catforms percentile scores will be lower than their national percentile scores.

Achievement Test Analysis



John Q Student, age 16, grade 11.6

The 1970 California Achievement Test, Level 5, Form A, administered March 15, 2016

Category	Subcategory	Reading Learning Objective	Correct
Comprehension	Generalizations	Make general statements about a passage	15 of 15 ●
	Inference	Make inferences from information presented	7 of 10 ●
	Interpretation	Ask and answer questions about a passage (general)	7 of 7 ●
	Interpretation	Ask and answer questions about a passage (specific)	7 of 7 ●
	Interpretation	Ask and answer questions about a passage (science)	10 of 15 ●
	Interpretation	Ask and answer questions about a passage (social studies/geography)	9 of 9 ●
	Interpretation	Identify elements of a passage	3 of 3 ●
	Interpretation	Provide answers to questions (reworded facts)	13 of 16 ●
	Interpretation	Provide answers to questions (stated facts)	4 of 4 ●
	Interpretation	Identify relationships between story elements (comparison/contrast)	3 of 3 ●
Reference Skills	Relationships	Identify relationships between story elements (identify cause/effect)	2 of 3 ●
	Index & Glossary	Identify location and use of a bibliography	1 of 1 ●
	Index & Glossary	Identify location and use of an appendix	1 of 1 ●
	Index & Glossary	Identify use of the glossary	1 of 1 ●
	Reference Types	Use a dictionary to find a word	0 of 1 ○
Vocabulary	Reference Types	Use a specialized dictionary	1 of 1 ●
	Research Skills	Identify research materials	2 of 2 ●
	Words in Context	Identify similar words	33 of 40 ●

General Reading

Specific Reading Category

Specific Learning Objective

This student correctly answered 7 of the 10 test items that addressed this learning objective

A small pie chart shows the percentage of items answered correctly for this objective. The more color, the better.

Category	Subcategory	Mathematics Learning Objective	Correct
Computation & Operations	Problem Solving Skills	Use logical reasoning	7 of 7 ●
	Addition Computation	Add 3 or more numbers	7 of 8 ●
	Addition Computation	Add multiple-digit numbers (2 - 3 digits)	2 of 2 ●
	Addition Computation	Add multiple-digit numbers (4 or more digits)	6 of 7 ●
	Addition Computation	Add numbers with decimals	5 of 5 ●
	Addition Computation	Add numbers with fractions	3 of 4 ●
	Addition Computation	Add numbers with regrouping (carrying)	7 of 7 ●
	Division Computation	Divide by multiple-digit number (divisor) (2 digits)	2 of 3 ●
	Division Computation	Divide by multiple-digit number (divisor) (3 or more digits)	1 of 1 ●
	Division Computation	Divide multiple-digit number (dividend) (2 to 3 digits)	3 of 4 ●
	Division Computation	Divide multiple-digit number (dividend) (4 or more digits)	3 of 4 ●
	Division Computation	Divide number with remainder (as fraction)	1 of 2 ●
	Division Computation	Divide numbers with decimals	2 of 2 ●
	Division Computation	Divide numbers with fractions	2 of 5 ●
	Division Computation	Solve division by a number (multiples of 10 or 100)	1 of 1 ●
	Division Computation	Use division algorithm (std long division problem setup)	3 of 4 ●
	Fractions, Decimals, Percents	Calculate fractions (add & subtract)	6 of 8 ●
	Fractions, Decimals, Percents	Calculate fractions (multiply & divide)	4 of 10 ●
	Fractions, Decimals, Percents	Calculate money amounts with decimals (add)	4 of 4 ●
	Fractions, Decimals, Percents	Calculate money amounts with decimals (mult & divide)	3 of 4 ●
	Fractions, Decimals, Percents	Calculate money amounts with decimals (subtract)	0 of 1 ○
	Fractions, Decimals, Percents	Compare and order decimals	1 of 1 ●
	Fractions, Decimals, Percents	Compare and order fractions	1 of 1 ●
	Fractions, Decimals, Percents	Convert between fraction, decimal & percent equivalents	9 of 10 ●
	Fractions, Decimals, Percents	Convert between improper fractions and mixed numbers	3 of 8 ●
	Fractions, Decimals, Percents	Convert between improper fractions and whole numbers	1 of 4 ●
	Fractions, Decimals, Percents	Find lowest common denominator	3 of 4 ●
	Fractions, Decimals, Percents	Find percent of a group or set	1 of 1 ●
	Fractions, Decimals, Percents	Find percent of a number	0 of 1 ○
	Fractions, Decimals, Percents	Find percent of change (based on original)	1 of 1 ●
	Fractions, Decimals, Percents	Identify and calculate equivalent fractions	3 of 4 ●
	Fractions, Decimals, Percents	Simplify complex fractions	2 of 2 ●
	Fractions, Decimals, Percents	Simplify fractions	2 of 4 ●
	Fractions, Decimals, Percents	Solve fraction problems (horizontal)	4 of 9 ●

Note: This analysis is intended to show learning objectives, the number of test items in which they occur, and the number of those test items that John answered correctly. Some test items require mastery of multiple objectives, especially in mathematics. Therefore, a low score on an individual objective may have been caused by difficulty with other objectives found in the same test items, and should be interpreted cautiously.