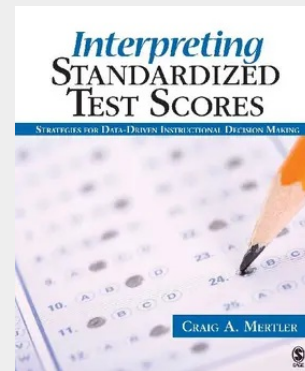


Interpreting Standardized Test Scores

Strategies for Data-Driven Instructional Decision Making

"Craig A. Mertler's approach would reduce your stress level as his book walks the reader through the various assessments often encountered in schools and helps the reader make better use of the information embedded in accountability reports. The book is well-organized and provides clear and thorough descriptions of the myriad terms the reader will encounter with assessments." —Lane B. Mills, THE SCHOOL ADMINISTRATOR "This text offers a clear, insightful study of how to interpret, use, and reflect on test data in ways that help to develop better schools, highly qualified teachers, and well prepared students." —Linda Karges-Bone, Charleston Southern University As standardized testing continues to grow in importance in our society, this text will become a critical part of measurement curriculum and instruction." —Gordon Brooks, Ohio University Interpreting Standardized Test Scores: Strategies for Data-Driven Instructional Decision Making is designed to help K-12 teachers and administrators understand the nature of standardized tests and, in particular, the scores that result from them. This useful manual helps teachers develop the skills necessary to incorporate these test scores into various types of instructional decision making—a process known as "data-driven decision making"—necessitated by the needs of their students. Key Features - Helps readers understand, interpret, and use standardized test scores to improve classroom instruction: Several specific examples are given for interpreting test scores and developing a plan to revise instruction based on those results. - Offers activities for application and reflection: Follow-up activities and discussion points are provided for experienced and preservice teachers across K-12 grade levels. - Presents successful case studies: The author includes interviews with classroom teachers, building administrators, and district-level administrators who have successfully engaged in a process of incorporating test scores into decision making. Intended Audience This is an excellent supplementary text for any course that incorporates standardized testing as a topic, including but not limited to courses in Classroom Assessment, Educational Psychology, Content Methods, Reading, Special Education, Curriculum, Literacy, Administration, The Principalship, and The Superintendency.

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