

LOOKING DEEPER

USING STANINE DATA TO TARGET SCHOOLWIDE INSTRUCTIONAL SUPPORT

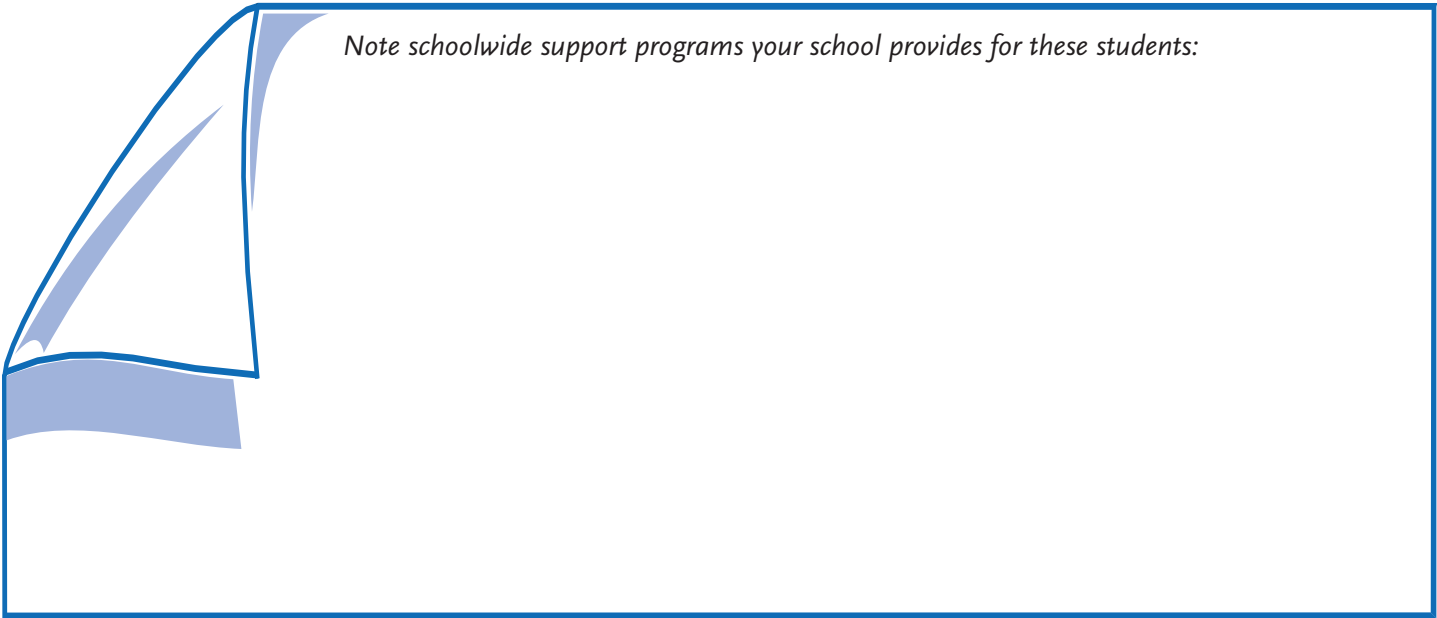
VERY LOW PERFORMANCE

STANINES 1 & 2

Students in stanines 1 & 2 most often also score in the lowest range of performance on criterion measures. Stanine 1 performance is equivalent to percentiles 1st–3rd, and stanine 2 is equivalent to percentiles 4th–10th.

Students scoring in the bottom two stanines share similar characteristics and needs as follows:

- Test performance is extremely low.
- Need the most elemental of help: reading support
- Need much more time with a certified teacher in reading instruction
- Need to be encouraged to read for pleasure
- Should be reviewed for special services
- If their scores are supported by other measures and their performance in school is questionable, expecting these students to reach the average range of performance in one year of schooling is not supportable.
- Their success is best measured by the acquisition of basic literacy skills and year-to-year incremental gains in academic performance.



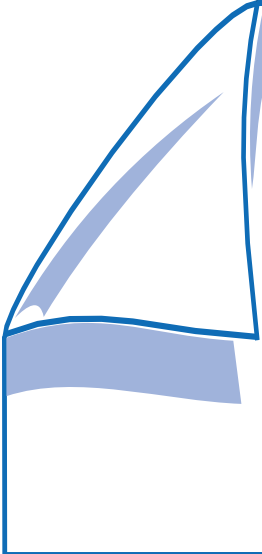
Note schoolwide support programs your school provides for these students:

WELL BELOW-AVERAGE PERFORMANCE

STANINE 3

Students in stanine 3 also most often score in the minimal performance category on criterion measures. Stanine 3 is equivalent to percentiles 11th–22nd. General characteristics and needs of this subgroup include the following:

- Usually can read and perform math on a low level
- May require special services, depending upon further evaluation
- Need some very targeted assistance in basic reading and math
- Can profit from additional time in reading and math class
- Need to be engaged with new material rather than having to repeat regular class work
- Can justifiably expect their test scores to improve somewhat with effort



Note schoolwide support programs your school provides for these students:

SLIGHTLY BELOW-AVERAGE PERFORMANCE

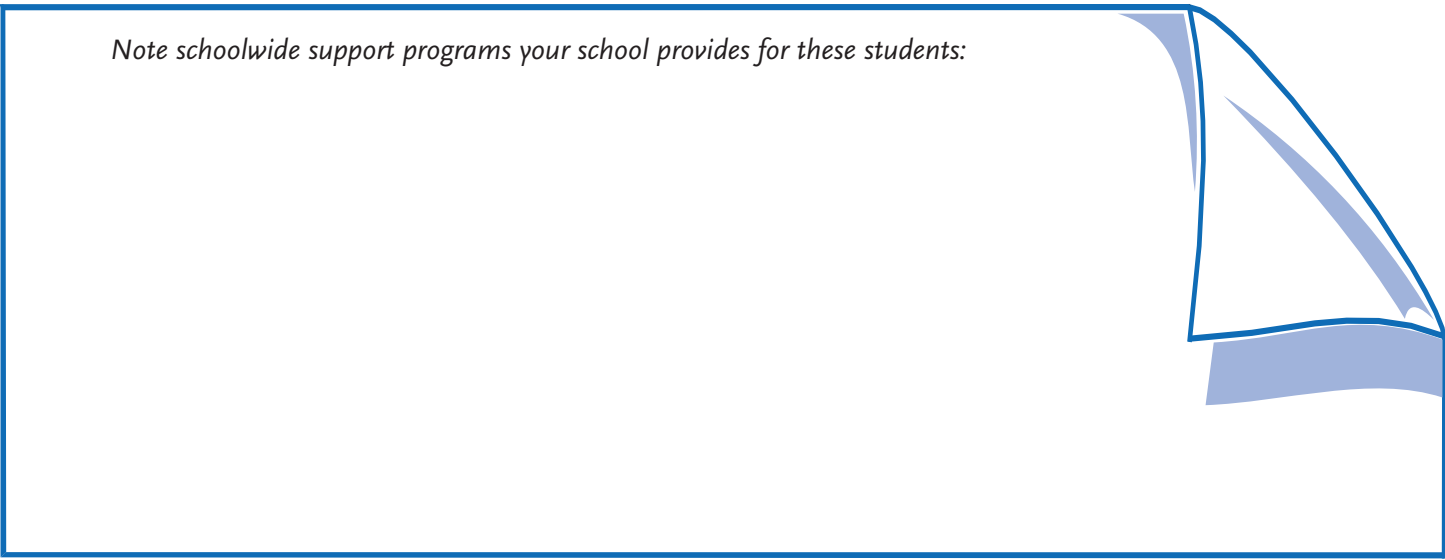
STANINE 4

Students in stanine 4 also most often score in the basic performance category on criterion measures. Stanine 4 is equivalent to percentiles 23rd–39th.

This group of students, because they represent a sizable percentage of an average distribution, can have the most profound effect on group averages that are used in many accountability systems. General characteristics and needs of the stanine 4 subgroup include the following:

- Are most often very capable learners
- Can be relied upon to improve their performance with a limited amount of instructional intervention
- Usually have gaps in their knowledge base, lack organizational skills, or have learning differences that are not severe
- Are particularly suited to instructional interventions such as tutoring programs, learn-to-learn instruction, and academic mentors
- Do well in learning environments that recognize and reward individual growth

Note schoolwide support programs your school provides for these students:



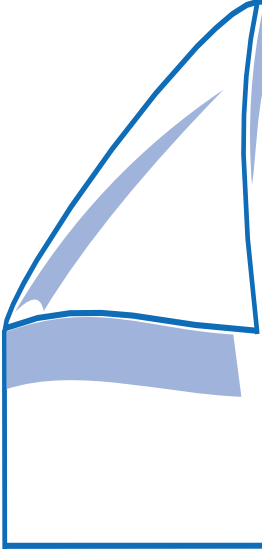
AVERAGE TO SLIGHTLY ABOVE-AVERAGE PERFORMANCE

STANINES 5 & 6

Students in stanines 5 & 6 also most often score in either the basic or mastery performance categories on criterion measures.

Stanine 5 is equivalent to percentiles 40th–59th and stanine 6 is equivalent to percentiles 60th–76th. General characteristics of these groups include the following:

- Can profit from learn-to-learn instruction, tutoring, and mentor support
- Benefit by working in heterogeneous learning groups
- Often goal directed and profit from knowing (1) exactly where they are with respect to their comparative performance on academic measures and (2) specifically what they need to do to improve
- Can be very motivated to improve their academic performance in challenging learning environments



Note schoolwide support programs your school provides for these students:

WELL ABOVE-AVERAGE PERFORMANCE

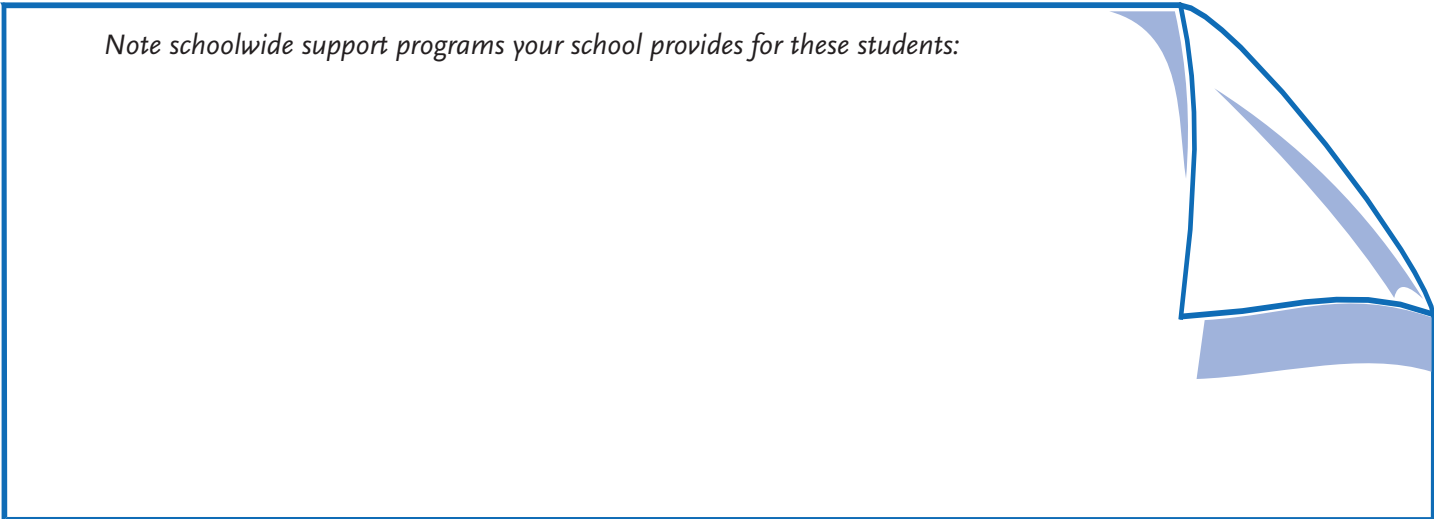
STANINES 7 & 8

Students in stanines 7 & 8 also most often score in the mastery or above-average categories on criterion measures.

These students are rarely included in supplemental learning programs. Their performance ranges from the 77th through the 95th national percentile. General characteristics and needs of this subgroup include the following:

- Often forgotten because they are expected to do well
- Prosper when they know what is expected of them
- Enjoy going beyond the basic acquisition of the material to devise creative ways to challenge ideas
- Require recognition for their accomplishments
- Best suited as peer tutors to the lower subgroups
- Often have undetected problems gaining acceptance from other students and should be reviewed regularly by counseling staff

Note schoolwide support programs your school provides for these students:



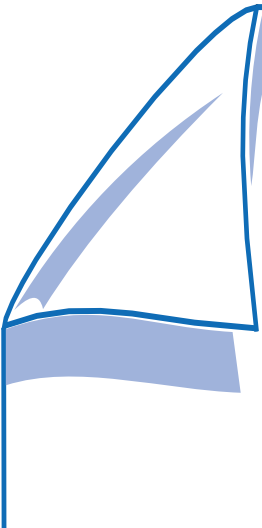
SUPERIOR PERFORMANCE

STANINE 9

Students in stanine 9 can also be predicted to score in the highest performance category on criterion measures.

The 9th stanine includes students who score in the top 4% of all students tested. General characteristics and needs of this subgroup include the following:

- Most often highly motivated learners
- Unlikely that they can raise their performance much (in most circumstances)
- Can be taught to be peer tutors and benefit greatly from working with other less-able students
- Benefit from greater challenges, especially when those challenges are at the very high end of the complexity scale
- Should be reviewed for advanced placement and/or gifted programs
- Often have difficulty gaining acceptance from other students and should be reviewed regularly by counseling staff



Note schoolwide support programs your school provides for these students: