



Scoring Services Handbook

Steps to Follow When Sending
Your Scoring Service Order



Canadian Test Centre
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Richmond Hill, ON L4B 3E6

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Introduction

This Handbook will help you prepare your *Insight* machine scoring service order with the CTC Data Centre.

The following forms can be downloaded from our website www.ctcinsight.com/products:

- ▶ School/Group List (S/GL)
- ▶ Scoring Services Order Form (SSOF) for *Insight*

The following ancillary materials can be ordered from CTC without charge:

- ▶ Group Information Sheets (GIS)
- ▶ Plastic packaging bags (reusable)

Questions

905.513.6636

or

info@canadiantestcentre.com

Teacher's Checklist

After testing, all Teachers should:

- Step 1** Check Physical Condition of Answer Documents

- Step 2** Check Answer Documents
(Reference Figure 1 for *Sample Student Information Grid* on page 10)

- Step 3** Complete the Group Information Sheet (GIS)
(Reference Figure 2 on pages 11-12)

- Step 4** Insert Documents in a Plastic Bag
(Documents from different groups should *not* share the same bag)

- Step 5** Store and Secure Reusable Test Materials For Future Use

For more detailed instructions of these above steps, refer to page 4.

Instructions to Teachers



Step 1: Check Physical Condition of Answer Documents

The condition of the answer documents affects the accuracy of the results as well as the time required to process them. Please ensure that documents are without:






- ▶ elastics, staples and paper clips
- ▶ tears, folds, creases, bent corners
- ▶ pencil marks interfering with the preprinted timing tracks and page identifiers (along the sheet borders)

The only marks that should be on the documents are the responses and the identification data. Each response must be filled in using a regular pencil (HB or #2). Unwanted responses and stray marks should have been completely removed with a soft eraser, so as to leave the paper undamaged.

Examples of acceptable bubble marks:

| | |
|----------------------------|---|
| centred and mostly covered |  |
| completely covered |  |

Examples of unacceptable bubble marks:

| | |
|--------------------|---|
| space not covered |  |
| space not covered |  |
| space not covered |  |
| centre not covered |  |
| too light |  |

Step 2: Check Answer Documents

Check the Student Information Grid for completeness and accuracy (see Figure 1 on page 10.) Make sure that:

- ▶ The first and last names are printed and the corresponding bubbles darkened.
- ▶ If the name is too long, abbreviate or truncate it. (The name shown in the final reports will be the same as it appears here.)
- ▶ The Teacher Name and School Name are printed (may require abbreviation or truncation).
- ▶ Birth Date information is printed and bubbled accurately.
- ▶ Test Date information is printed and bubbled.
- ▶ Grade and Gender are bubbled in accurately.

- ▶ Student ID Number and Special Groups bubbles should only be used when the Test Coordinator has issued specific instructions to do so.

Step 3: Complete the GIS

The Group Information Sheet is a group header sheet. A “group” is typically a class but can also be made up of examinees from one or more classrooms belonging to the same grade who have taken the same level of a test.

A split class requires two GISs.

When completing the GIS (Refer to Figure 2 on pages 11-12):

- ▶ Print School District/City information in the space provided.
- ▶ Print and fill in the corresponding bubbles for Teacher Name, Grade and School Name.
- ▶ Provide a three-digit school number. If the school has a customary three-digit school number, use it. Otherwise assign a unique number, such as 001, 002, and so on.
- ▶ Print the Test Date (the final date of testing).
- ▶ Indicate the Province/Territory and the Number of Students tested.
- ▶ Indicate which level and tests have been administered.
- ▶ If only some (but not all) tests have been completed, fill in the appropriate bubble for each test.

Step 4: Insert Documents in a Plastic Bag

- ▶ Place answer documents belonging to the same group into a plastic packaging bag. Documents from different groups should not share the same bag.

Step 5: Store and Secure Reuseable Test

To ensure test security, store and secure reusable test materials for future use.

School Coordinator's Checklist

After testing, all Coordinators should:

- Step 1** Collect Test Materials and Supplies

- Step 2** Complete the School/Group list
(Reference Figure 3 for School/Group List on page 13)

- Step 3** Pack the Answer Documents

- Step 4** Ship the Boxes

For more detailed instructions, refer to page 6.

Instructions to School Coordinators

Step 1: Collect Test Materials and Supplies

- ▶ Ensure all teachers have checked and packed their answer documents and completed a GIS for each group of students.

Step 2: Complete the School/Group List

The School/Group List (see Figure 3 on Page 13) accounts for all the “groups” from the same school. This information helps ensure that all answer documents have arrived and that the order is complete. When completing the School/Group List:

- ▶ Provide information pertaining to the District and School names, contact person, address and telephone number.
- ▶ Indicate the date testing was completed.
- ▶ List Teacher Name, Grade, Test Level and Number of Students Tested. Make sure that the Number of Students Tested matches the number of answer documents.
- ▶ Note split classes, special education and special procedures in the “Comments” column.
- ▶ Make a copy of the complete School Group List for your own records and include a copy with your order and send to CTC (fax 1-905-513-6639 or mail).

Step 3: Pack the Answer Documents

- ▶ Use only sturdy cartons that can withstand rough shipping. If necessary, use packing material to keep the answer documents secure.
- ▶ Arrange answer documents by grade. Number the cartons sequentially.
- ▶ Place the School/Group List in the first carton.
- ▶ Number the cartons 1 of n, 2 of n, etc., with n representing the total number of cartons shipped.
- ▶ Print your district and city name on the side of each carton.
- ▶ Tape the cartons with reinforced packing tape.

Instructions to District Coordinators

Step 1: Complete the Scoring Services Order Form (SSOF)

- ▶ The SSOF (see Figure 4 on Pages 14-15) specifies which reports you wish to receive and other instructions you may want to give us. Please follow the directions printed on the order form.
- ▶ If you need assistance in completing this form, contact CTC at 1-800-668-1006.
- ▶ Send the completed copy with your order to CTC, placing it in box # 1 of your order along with the School/Group List(s). Make a copy of the completed SSOF for your records.

Step 2: Ship the Boxes

- ▶ Ship answer documents to:
CTC Data Centre
100 Leek Crescent, Unit 10
Richmond Hill, ON L4B 3E6
- ▶ Choose a method of shipment that is compatible with your location, time constraints and budget. Use a method that provides you with a proof of delivery.
- ▶ If courier or freight is not feasible and your shipment is of sufficient weight, use a trucking firm that ships directly and will guarantee a delivery date; request proof of delivery.
- ▶ Please note that shipping charges are your responsibility.

Understanding the Process of Machine Scoring

The following data processing steps are described to show you how important it is to make sure your documents arrive at CTC in good condition.

When receiving your shipment, the documents are unpacked and inventoried against Group Information Sheet(s) and School/Group List(s). The documents are sorted by test level and grade. Documents that are incorrectly grouped, collated or identified will need to be fixed before scanning can begin.

During scanning, the Group Information Sheet(s) and the answer documents are fed through an optical scanner, which recognizes the marks on both sides of the documents. As stray marks and blemishes to the black bars (timing tracks) that line the edges of the documents interfere with the scanning process, they must be erased. Also, any wrinkles or folds must be ironed out as much as possible.

A folded corner or a frayed edge with an answer document can cause a jam during scanning, just as it would with an office photocopier. Jams cause delays.

As the data are captured, the scanner records the marks it reads to a computer and the responses are checked against the appropriate scoring key. The data file is reviewed by a technician. If something is out of the ordinary, the technician will examine the answer documents and make the necessary changes. However this will add to the turn around time and may add to your cost.

When generating score reports, the computer will take the number-correct scores and calculate the various derived scores for the reports. They are then inspected and assembled for shipment.

List of Figures

Figure 1: Student Information Grid

Figure 2: Group Information Sheet (GIS)

Figure 3: School/Group List

Figure 4: Insight Scoring Services Order Form (SSOF)

Figure 1: Student Information Grid

| Usual First Name | | | | | | | | | | | | Last or Family Name | | | | | | | | | | | |
|------------------|---|---|---|---|---|---|---|---|---|---|---|---------------------|---|---|---|---|---|---|---|---|---|---|--|
| A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | |
| B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | |
| C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | |
| D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | D | |
| E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | |
| F | F | F | F | F | F | F | F | F | F | F | F | F | F | F | F | F | F | F | F | F | F | F | |
| G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | |
| H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | H | |
| I | I | I | I | I | I | I | I | I | I | I | I | I | I | I | I | I | I | I | I | I | I | I | |
| J | J | J | J | J | J | J | J | J | J | J | J | J | J | J | J | J | J | J | J | J | J | J | |
| K | K | K | K | K | K | K | K | K | K | K | K | K | K | K | K | K | K | K | K | K | K | K | |
| L | L | L | L | L | L | L | L | L | L | L | L | L | L | L | L | L | L | L | L | L | L | L | |
| M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | M | |
| N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | |
| O | O | O | O | O | O | O | O | O | O | O | O | O | O | O | O | O | O | O | O | O | O | O | |
| P | P | P | P | P | P | P | P | P | P | P | P | P | P | P | P | P | P | P | P | P | P | P | |
| Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | |
| R | R | R | R | R | R | R | R | R | R | R | R | R | R | R | R | R | R | R | R | R | R | R | |
| S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | |
| T | T | T | T | T | T | T | T | T | T | T | T | T | T | T | T | T | T | T | T | T | T | T | |
| U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | |
| V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | V | |
| W | W | W | W | W | W | W | W | W | W | W | W | W | W | W | W | W | W | W | W | W | W | W | |
| X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | |
| Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | |
| Z | Z | Z | Z | Z | Z | Z | Z | Z | Z | Z | Z | Z | Z | Z | Z | Z | Z | Z | Z | Z | Z | Z | |

| Birth Date | | |
|------------|---|---|
| Month | Day | Year |
| Jan | <input type="radio"/> 0 <input type="radio"/> 1 | <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 0 <input type="radio"/> 1 |
| Feb | <input type="radio"/> 1 <input type="radio"/> 2 | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 2 |
| Mar | <input type="radio"/> 2 <input type="radio"/> 3 | <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 3 |
| Apr | <input type="radio"/> 3 <input type="radio"/> 4 | <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 4 |
| May | <input type="radio"/> 4 <input type="radio"/> 5 | <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 5 |
| Jun | <input type="radio"/> 5 <input type="radio"/> 6 | <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 5 <input type="radio"/> 6 |
| Jul | <input type="radio"/> 6 <input type="radio"/> 7 | <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 6 <input type="radio"/> 7 |
| Aug | <input type="radio"/> 7 <input type="radio"/> 8 | <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 7 <input type="radio"/> 8 |
| Sep | <input type="radio"/> 8 <input type="radio"/> 9 | <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 8 <input type="radio"/> 9 |
| Oct | <input type="radio"/> 9 | <input type="radio"/> 9 <input type="radio"/> 9 <input type="radio"/> 9 |
| Nov | <input type="radio"/> | <input type="radio"/> |
| Dec | <input type="radio"/> | <input type="radio"/> |

| Test Date | | |
|-----------|---|---|
| Month | Day | Year |
| Jan | <input type="radio"/> 0 <input type="radio"/> 1 | <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 0 <input type="radio"/> 1 |
| Feb | <input type="radio"/> 1 <input type="radio"/> 2 | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 1 <input type="radio"/> 2 |
| Mar | <input type="radio"/> 2 <input type="radio"/> 3 | <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 3 |
| Apr | <input type="radio"/> 3 <input type="radio"/> 4 | <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 4 |
| May | <input type="radio"/> 4 <input type="radio"/> 5 | <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 5 |
| Jun | <input type="radio"/> 5 <input type="radio"/> 6 | <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 5 <input type="radio"/> 6 |
| Jul | <input type="radio"/> 6 <input type="radio"/> 7 | <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 6 <input type="radio"/> 7 |
| Aug | <input type="radio"/> 7 <input type="radio"/> 8 | <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 7 <input type="radio"/> 8 |
| Sep | <input type="radio"/> 8 <input type="radio"/> 9 | <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 8 <input type="radio"/> 9 |
| Oct | <input type="radio"/> 9 | <input type="radio"/> 9 <input type="radio"/> 9 <input type="radio"/> 9 |
| Nov | <input type="radio"/> | <input type="radio"/> |
| Dec | <input type="radio"/> | <input type="radio"/> |

Teacher: _____

School: _____

| Grade | |
|-------|-----------------------|
| 1 | <input type="radio"/> |
| 2 | <input type="radio"/> |
| 3 | <input type="radio"/> |
| 4 | <input type="radio"/> |
| 5 | <input type="radio"/> |
| 6 | <input type="radio"/> |
| 7 | <input type="radio"/> |
| 8 | <input type="radio"/> |

| Student ID Number | | | | | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| Special Groups | |
|----------------|-----------------------|
| Group 1 | <input type="radio"/> |
| Group 2 | <input type="radio"/> |
| Group 3 | <input type="radio"/> |
| Group 4 | <input type="radio"/> |
| Group 5 | <input type="radio"/> |
| Group 6 | <input type="radio"/> |
| Group 7 | <input type="radio"/> |
| Group 8 | <input type="radio"/> |
| Group 9 | <input type="radio"/> |
| Group 10 | <input type="radio"/> |

Optional Section

Please left justify all Student I.D. Numbers.

Optional Section

Complete only if you want to identify an examinee as a member belonging to a special group (e.g., ESL, Gifted, French Immersion). Contact CTC if you are unsure how to use this section.

10 SCORING SERVICES HANDBOOK

Figure 2: Group Information Sheet (GIS) Front

If you need to abbreviate the School Name, remember that the format used here will appear in the scoring reports.

School District / City

INCOMPLETE FORMS WILL BE SUBJECT TO ADDITIONAL CHARGES AND/OR DELAYS.

| Teacher Name | Grade | School Name |
|--------------|-------|-------------|
| A | K | A |
| A | 1 | A |
| B | 2 | B |
| B | 3 | B |
| C | 4 | C |
| C | 5 | C |
| D | 6 | D |
| D | 7 | D |
| E | 8 | E |
| E | 9 | E |
| F | 10 | F |
| F | 11 | F |
| G | 12 | G |
| G | | H |
| H | | H |
| H | | I |
| I | | I |
| I | | J |
| J | | J |
| J | | K |
| K | | K |
| K | | L |
| L | | L |
| L | | M |
| M | | M |
| M | | N |
| N | | N |
| N | | O |
| O | | O |
| O | | P |
| P | | P |
| P | | Q |
| Q | | Q |
| Q | | R |
| R | | R |
| R | | S |
| S | | S |
| S | | T |
| T | | T |
| T | | U |
| U | | U |
| U | | V |
| V | | V |
| V | | W |
| W | | W |
| W | | X |
| X | | X |
| X | | Y |
| Y | | Y |
| Y | | Z |
| Z | | Z |
| Z | | Z |

Grade

School Name

School Number

| | | |
|---|---|---|
| 0 | 0 | 0 |
| 1 | 1 | 1 |
| 2 | 2 | 2 |
| 3 | 3 | 3 |
| 4 | 4 | 4 |
| 5 | 5 | 5 |
| 6 | 6 | 6 |
| 7 | 7 | 7 |
| 8 | 8 | 8 |
| 9 | 9 | 9 |

GROUP INFORMATION SHEET

Test Date: _____
Month Day

| Province/Territory | Number of Students Tested |
|--------------------|---------------------------|
| BC | 0 0 0 |
| AB | 1 1 1 |
| SK | 2 2 2 |
| MB | 3 3 3 |
| ON | 4 4 4 |
| QC | 5 5 5 |
| NS | 6 6 6 |
| NB | 7 7 7 |
| NL | 8 8 8 |
| PE | 9 9 9 |
| YK | |
| NT | |
| NU | |

001-999 format

CTC
CANADIAN TEST CENTRE
 Educational Assessment Services

ISBN GIS1

If the group has 30 examinees, fill in bubbles corresponding to 030.

Group Information Sheet (GIS) Back

CAT-4

| Level | | | | | | | | | | | | | | | | | | | |
|---|---|--|---|---|---|----|--|----|--|----|--|----|--|----|--|----|--|----------|--|
| 11 | | 12 | | 13 | | 14 | | 15 | | 16 | | 17 | | 18 | | 19 | | 20 to 22 | |
| Multiple-Choice <input type="radio"/> Reading <input type="radio"/> Word Analysis <input type="radio"/> Vocabulary <input type="radio"/> Writing Conventions <input type="radio"/> Mathematics <input type="radio"/> Computation | Constructed-Response (marked by you) <input type="radio"/> Spelling <input type="radio"/> Response to Text <input type="radio"/> Writing <input type="radio"/> Math Processes | Multiple-Choice <input type="radio"/> Reading <input type="radio"/> Vocabulary <input type="radio"/> Writing Conventions <input type="radio"/> Spelling <input type="radio"/> Mathematics <input type="radio"/> Computation | Constructed-Response (marked by you) <input type="radio"/> Response to Text <input type="radio"/> Writing <input type="radio"/> Math Processes | Multiple-Choice <input type="radio"/> Informational Reading <input type="radio"/> Literary Reading <input type="radio"/> Vocabulary <input type="radio"/> Writing Conventions <input type="radio"/> Spelling <input type="radio"/> Pre-Algebra <input type="radio"/> Algebra <input type="radio"/> Computation | Constructed-Response (marked by you) <input type="radio"/> Response to Text <input type="radio"/> Writing | | | | | | | | | | | | | | |

Insight

| Level | |
|--|---|
| 1 | |
| 2 | |
| 3 | |
| <input type="radio"/> Crystallized Knowledge <input type="radio"/> Visual Processing <input type="radio"/> Fluid Reasoning | <input type="radio"/> Short-Term Memory <input type="radio"/> Long-Term Retrieval <input type="radio"/> Auditory Processing <input type="radio"/> Processing Speed |

CAT-3

| Level | | | | | | | | | | | | | | | | | | | | |
|---|--|--|--|--|---|----|--|----|--|--|----|--|----|--|----|--|----|--|-------|--|
| 11 | | | 12 | | | 13 | | 14 | | | 15 | | 16 | | 17 | | 18 | | 19/20 | |
| Multiple-Choice <input type="radio"/> Reading/Language <input type="radio"/> Mathematics <input type="radio"/> Word Analysis <input type="radio"/> Vocabulary <input type="radio"/> Language/Writing Conventions <input type="radio"/> Computation | Constructed-Response (marked by you) <input type="radio"/> Dictation <input type="radio"/> Writing <input type="radio"/> Math | Multiple-Choice <input type="radio"/> Reading/Language <input type="radio"/> Mathematics <input type="radio"/> Vocabulary <input type="radio"/> Spelling <input type="radio"/> Language/Writing Conventions <input type="radio"/> Computation | Constructed-Response (marked by you) <input type="radio"/> Dictation <input type="radio"/> Writing <input type="radio"/> Math | Multiple-Choice <input type="radio"/> Reading <input type="radio"/> Language <input type="radio"/> Mathematics 19 <input type="radio"/> Mathematics 20 <input type="radio"/> Vocabulary <input type="radio"/> Spelling <input type="radio"/> Language/Writing Conventions <input type="radio"/> Computation | Constructed-Response (marked by you) <input type="radio"/> Writing | | | | | | | | | | | | | | | |

CTCS

| Level | |
|--|--|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| <input type="radio"/> Sequences <input type="radio"/> Analogies <input type="radio"/> Memory <input type="radio"/> Verbal Reasoning | |

Figure 3: School/Group List

SCHOOL / GROUP LIST

(Please photocopy and distribute as needed)

District Name: _____

School Name: _____

Contact Person: _____

Address: _____

Town/Province: _____

Postal Code: _____

Telephone: _____

Testing Completed: ____ / ____ / ____
month day year

Please check the appropriate box:

CAT-4 CAT-3

Insight CTCS

Other (please specify) _____

Please return completed test documents to:

*CTC/Canadian Test Centre
 100 Leek Crescent, Unit 10
 Richmond Hill, ON L4B 3E6
 905.513.6636*


| Teacher Name (or Group Designation) | Grade | Test Level | # of Students Tested | Comments |
|--|-------|------------|----------------------|----------|
| | | | | |
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| | | | | |
| | | | | |
| Total | | | | |

CTC use only. Please do not write below this line.

| | |
|----------------------------|---------------|
| Special Information | Order Number |
| | School Number |

Photocopy completed form and send one copy with order and keep one for your files. ISBN 1-55124-087-4

Figure 4: Insight Scoring Services Order Form (SSOF) Front



Insight Scoring Services Order Form (SSOF)

Bill to:

Name _____

School _____

District _____

Address _____

City _____ Province _____ Postal Code _____

Ship to: (if different from Billing address)

Name _____

School _____

District _____

Address _____

City _____ Province _____ Postal Code _____

Follow steps (1-10) below to complete your order:

1 Date testing was completed: _____

day _____ month _____ year _____

5 Contact person for this order: _____

Phone: _____ Email: _____

2 Indicate the number of boxes you are shipping: _____

6 P.O. # _____

(required if your district is paying)

3 Is this your complete shipment? Yes No

7 Authorized Signature _____

(The Authorized Signature above approves payment of a minimum of \$50.)

4 Do you wish your answer documents returned? Yes No

(shipping charges apply)

8 Choose your *Insight* PDF Reports (without *Insight* logo):

For more information about *Insight* reports, please visit:
www.canadiantestcentre.com/INSIGHT or call 905.513.6636.

PDF Interpretive Report for only top/bottom _____ % of students

PDF District List Report with students sorted: alphabetically or high to low

PDF School Summary Report

PDF School List Report with students sorted: alphabetically or high to low

PDF Class Summary Report

Student Data CD

Select index scores to report:

IAS gl ITI IMPI All Scores

***Insight* Paper Reports (Optional):**

Fill in this section ONLY if you would like to receive a paper version of your *Insight* Reports. Additional charges will apply.

Paper Interpretive Report

Paper District List Report

Paper School Summary Report

Paper School List Report

Paper Class Summary Report

Student Sticky Labels

9 Email or Fax a copy of the SSOF to:

Email: info@canadiantestcentre.com

Fax: 1-905-513-6639

10 Ship your order along with the SSOF to:

CTC Data Centre
100 Leek Crescent, Unit 10
Richmond Hill, ON L4B 3E6

Mark clearly all boxes in your shipment 1 of n (total number shipped), 2 of n, etc. Include the SSOF and all documentation in box #1 of your shipment.

SSOF-IN Apr 2022

Insight Scoring Services Order Form (SSOF) Back



If you administered both *Insight* and CAT4 to the same students, and coded Student ID Numbers on all the answer documents, you can also receive the Ability-Achievement Discrepancy Report. However, to receive this report, you must order the CAT4 Data CD.

Ability-Achievement Discrepancy Report

Choose your CAT4 Reports:

CAT4 reports can be ordered either as

PDF **OR** as hardcopies

For more information about CAT4 reports, please visit:
www.canadiantestcentre.com/CAT4 or call 905.513.6636.

- Student Test Report (STR)**
- Parent Report (PR)**
- Canstik Label (CANSTIK)**
- Class Record Sheet (CRS)**
- Objective Competency Report (OCR)**
- School Administrator's Summary (SADSUM)***
- School Item Analysis Report (SIAR)***
- School Trend Analysis Report (STAR)**
with data from (years: _____)
- District Administrator's Summary (DADSUM)**
- District Item Analysis Report (DIAR)**
- District Trend Analysis Report (DTAR)**
with data from (years: _____)
- Data CD (DCD)**
- Excel (additional charges)**

* Order these reports only when the number of students by grade and level exceeds 10.

Select scores to report:

If the scores vary by report, please give special instructions below.

All Scores except Scale Scores (default)

The following scores only (no additional charges)

- NP National Percentile
- NS National Stanine
- RP Regional Percentile (new to CAT4)
- RS Regional Stanine (new to CAT4)
- GE Grade Equivalent
- NCS Number-Correct Score
- SS Scale Score

LP Local Percentile (additional charges)[†]

LS Local Stanine (additional charges)[†]

[†] Local Scores are not recommended when a group has fewer than 100 Students.

Special Instructions

