



CompassLearning
EXPLORER[®]

CompassLearning
EXPLORER[®]

Teacher's Guide



WEB-ENABLED
July 2005



CompassLearning, Inc., takes pride in the quality of its product content. However, technical inaccuracies, typographical errors, and editorial omissions do occur from time to time. Although these products are provided “as is,” and CompassLearning disclaims all direct, indirect, or consequential damages that may result from such errors, please let CompassLearning know immediately if you discover inaccuracies, errors, or omissions. You may contact CompassLearning Customer Support at 1-800-678-1412, or send email to support@compasslearning.com. CompassLearning will make every effort to correct the deficiency in new editions and updates.

© 2005 by CompassLearning, Inc.
All rights reserved
Printed in the United States of America

CompassLearning, Inc.
203 Colorado Street
Austin, Texas 78701
www.compasslearning.com

CompassLearning Explorer Teacher’s Guide (Web-Enabled)
July 2005

Trademark Attributions

Compass, CompassLearning Explorer, CompassLearning Odyssey, CompassLearning and Design, and Assessment Designer are registered trademarks of CompassLearning, Inc.

All other brand and product names are trademarks or registered trademarks of their respective holders.



Table of Contents

Chapter One Overview of CompassLearning Explorer

Introduction.....	2
About CompassLearning Explorer.....	3
CompassLearning Explorer	3
About Learning Paths.....	7
CompassLearning Explorer Resources	7

Chapter Two Implementing CompassLearning Explorer

Introduction.....	9
About Implementation	9
CompassLearning Explorer Test Administration	10
Incorporate Learning Paths	12
Introduction to Using CompassLearning Explorer Tests	13

Appendix A Test Times

Introduction.....	16
English Language Arts Chart.....	16
Mathematics Chart.....	20

Appendix B Glossary

Glossary	26
----------------	----



Chapter One

OVERVIEW OF COMPASSLEARNING EXPLORER®



INTRODUCTION

The *CompassLearning Explorer Teacher's Guide (Web-Enabled)* is a reference guide to help you understand the purpose and function of CompassLearning Explorer®. It also provides information on how you can successfully implement it in your classroom.

The primary components of CompassLearning Explorer include objectives, tests, and learning paths.

- An *objective* is a measurable educational task that students should be able to complete after receiving instruction.
- A *test* is a series of questions or exercises for measuring a student's mastery of a given set of objectives.
- A *learning path* is a structure that identifies specific CompassLearning Odyssey® curriculum activities that cover the objectives a student has not mastered on a test.

CompassLearning Explorer tests are presented on the computer and are made up of test items. A *test item* is the lowest possible unit on a test (for example, a question). Each test item meets a specific objective.

The CompassLearning Odyssey curriculum manager automatically scores these test items. After the test items are scored, a learning path is prescribed to meet objectives not yet mastered.

ABOUT THIS GUIDE

This guide explains how to work with CompassLearning Explorer components. The guide is organized as follows:

- Chapter One "Overview of CompassLearning Explorer" introduces CompassLearning Explorer and its components.
- Chapter Two "Implementing CompassLearning Explorer" provides information about how to implement CompassLearning Explorer in your classroom.
- Appendix A "Test Times" provides tables that show the number of objectives and items in each of the tests in CompassLearning Explorer Mathematics and English Language Arts sequences, as well as the estimated number of minutes required to complete each test.
- Appendix B "Glossary" provides definitions and descriptions of relevant words and phrases used in the product.



In this chapter, you'll find

- general information about CompassLearning Explorer and its development
- a description of CompassLearning Explorer English Language Arts and Mathematics test structures, test items, and features
- information about CompassLearning Explorer learning paths
- references to CompassLearning Explorer-related documentation that you may find useful in working with CompassLearning Explorer

Use this guide along with the other guides listed in the “CompassLearning Explorer Resources” section at the end of this chapter to complement your use of CompassLearning Explorer.

ABOUT COMPASSLEARNING EXPLORER

CompassLearning Explorer is a comprehensive and versatile tool designed to help prepare students for taking their standardized test. CompassLearning Explorer tests cover K–8 Mathematics and English Language Arts.

Based on core state and national content standards, CompassLearning Explorer assesses student mastery of core objectives, defines reinforcement activities, and evaluates student progress after completion of those activities. When you use CompassLearning Explorer in conjunction with the CompassLearning Odyssey curriculum, students automatically receive reinforcement instruction based on their individual performance.

In addition, CompassLearning Explorer offers you detailed information regarding student achievement and progress in the form of onscreen scored results and printed reports. Using this information facilitates instructional planning and evaluation of student mastery of district or local requirements.

COMPASSLEARNING EXPLORER

DEVELOPMENT

The objectives covered by core state and national content standards were reviewed to determine the CompassLearning Explorer list of objectives. Detailed item specifications were prepared to ensure that the item models for CompassLearning Explorer tests reflect a full range of item types. Using these specifications as a guide, a team of professional item writers developed test items.



CompassLearning Explorer tests cover levels K–8. Each test was developed giving careful consideration to the following:

- Adherence to core state and national content standards
- Level of difficulty
- Appeal and interest of the subject matter

Each English Language Arts test and the accompanying reading passages were developed by assessment experts giving careful consideration to the following:

- Length of the passage
- Suitability for measuring multiple objectives

All test items and learning paths were reviewed by content and testing experts, as well as classroom teachers, to ensure content validity; appropriateness for assessing objective mastery; absence of ethnic, racial, and sexual bias or stereotyping; accuracy; grade-level appropriateness; and objectivity.

STRUCTURE

CompassLearning Explorer is structured according to level (K–8) and subject (Mathematics and English Language Arts). Each level folder contains an English Language Arts folder and a Mathematics folder. CompassLearning Explorer Mathematics and English Language Arts contain the same components: strand folders, standard folders, objective folders, learning path folders, tests, and curriculum activities. But these components are organized differently in the two subjects (see below).

English Language Arts folder

strand folders
standard folders
tests
learning path folders
objective folders
curriculum activities

Mathematics folder

strand folders
tests
learning path folders
standard folders
objective folders
curriculum activities

Naming conventions are consistent for strands, standards, and objectives. For example, in the objective **EX4RE.1.2.08**

EX represents CompassLearning Explorer

4 represents the level

RE represents English Language Arts (**MA** for Mathematics)

1 represents the strand



2 represents the standard

08 represents the objective

There may be gaps in the numbering, and it may appear that coverage is incomplete. These gaps occur because identical strands, standards, and objectives are numbered the same across all levels. However, not every strand, standard, or objective is evaluated at every level. Therefore, some numbers will not appear in some folders.

English Language Arts

CompassLearning Explorer English Language Arts has strands in Reading, Language Arts, Writing, Study Skills, and Visual Comprehension. In levels K–2, only Reading and Language Arts are covered, with Study Skills in level 2 only. In levels 3–8, Reading, Writing, Study Skills, and Visual Comprehension are covered, with Language Arts covered in levels 3, 4, and 7 only. Mathematics and English Language Arts are organized differently. In English Language Arts, folders are organized by strands. Within the strands are the standards, which will vary by level. Within the standards are the tests and learning paths. Tests are made up of objectives. Some standards may contain more than one test if there are too many objectives to be covered.

Passage selections are written at level with varying degrees of difficulty within the given level.

Test writers researched and documented pertinent data for these selections, including designing passages reflecting the variety of interests and backgrounds of typical students.

Literary selections include short stories varying in genre, literary essays, and historical fiction. Informational selections include essays, biographies, editorials, cultural articles, and subject area articles about topics such as science, social studies, and the arts.

Mathematics

CompassLearning Explorer Mathematics has strands in Number Sense, Operations, Measurement, Geometry and Spatial Sense, Algebra, Probability and Statistics, and Logic. All strands are covered in levels K–8, except for Logic, which is covered only in levels 2–8. Mathematics and English Language Arts are organized differently. In Mathematics, folders are organized by strands. Each strand contains a test and a learning path. Within a learning path, there are standards. A standard can contain several objectives.

Mathematics tests are written at level with varying degrees of difficulty within the given level. Students are asked to solve problems that incorporate actual situations and numerical values.



Test writers researched and documented pertinent data for the test items, including topics reflecting the variety of interests and backgrounds of typical students.

CompassLearning Explorer Mathematics test items include references to social, environmental, economic, and geographic data.

COMPASSLEARNING EXPLORER TESTS

Test Items

CompassLearning Explorer tests provide computer-based test items. These test items require students to read and respond to information on the computer. Each test item is worth one point.

Both English Language Arts and Mathematics have multiple-choice test items. These test items require students to choose the correct answer from up to four possible options. The options consist of up to three distracters and one correct answer.

Mathematics also has short-answer test items that require students to solve a problem, and then type their answer on the computer screen.

Students must solve short-answer problems independently without being able to guess. In some cases, more than one answer can be correct, and more than one type of procedure is acceptable in solving a problem.

Test Features

CompassLearning Explorer tests contain the following features to facilitate testing:

Test Navigator screen enables students to navigate forward and backward on test items when Navigation Allowed is turned on.

Multiple testing sessions are allowed, if necessary, to fit the needs of individual school or lab schedules.

Early turn in can be disabled to prevent students from turning in a test before viewing all items.

Help screen assists students in understanding icons and navigation buttons, so they can be successful taking the test.



Time limits can be placed on tests.

For more information on using and assigning tests, please refer to Chapter Three “Assigning CompassLearning Explorer” in the *CompassLearning Explorer Product Guide (Web-Enabled)*.

ABOUT LEARNING PATHS

Effective test preparation includes a reinforcement component to help students with objectives they have not yet mastered. Most CompassLearning Explorer tests include learning paths identifying specific curriculum activities that reinforce each test’s objectives. These activities are drawn from the CompassLearning Odyssey Reading and Mathematics products.

If you assign a learning path at the same time you assign a test, students *automatically* receive a learning path covering nonmastered objectives after they complete the test. Activities for mastered objectives are skipped.

COMPASSLEARNING EXPLORER RESOURCES

In addition to this book, the following resources are available to help you use the CompassLearning Explorer product.

COMPASSLEARNING EXPLORER PRODUCT GUIDE

CompassLearning Explorer Product Guide (Web-Enabled) explains CompassLearning Explorer development and its structure; discusses implementation models and testing variables; discusses assigning, modifying, or customizing tests and learning paths; and explains reports and score columns for viewing student results. The NAEP correlations charts give a guideline of how CompassLearning Explorer objectives build toward NAEP objectives.

COMPASSLEARNING ODYSSEY USER’S GUIDE

CompassLearning Odyssey User’s Guide provides step-by-step instructions for tasks normally performed by a teacher, such as creating classes, making assignments, and printing reports.



Chapter Two

IMPLEMENTING COMPASSLEARNING EXPLORER



INTRODUCTION

This chapter covers how to implement CompassLearning Explorer in your classroom, including types of usage models and what to consider when administering and preparing to administer CompassLearning Explorer tests. It also discusses how you can integrate CompassLearning Explorer learning paths and track student results within your implementation.

In this chapter, you'll find

- a discussion of CompassLearning Explorer implementation tasks and possible usage models
- suggestions for how to prepare for administering CompassLearning Explorer tests, including what both teachers and students need to know and do
- information for incorporating learning paths in your implementation
- suggestions for establishing reporting practices
- information about the specifics of the test items

ABOUT IMPLEMENTATION

Choosing how you want to implement CompassLearning Explorer in your classroom is critical to meeting your school's testing needs and goals.

The primary tasks involved in implementing CompassLearning Explorer testing in your classroom include

- assigning initial tests (pretests)
- interpreting student results
- preparing and/or assigning learning paths or reinforcement activities
- re-assigning tests (posttests)

You can assign CompassLearning Explorer tests with or without learning paths, individually, or as pretests or posttests. In the interim, you can generate results data to monitor student performance. For details on assigning tests and learning paths, see the *CompassLearning Explorer Product Guide (Web-Enabled)*.

You can coordinate some or all of these tasks as a *model* to use throughout the school year. Your school's and state's testing goals and needs will determine your schedule for this model.



COMPASSLEARNING EXPLORER TEST ADMINISTRATION

Administering CompassLearning Explorer tests involves a cooperative effort among teachers, students, and any other individuals who may serve as proctors during testing. For a successful testing program, carefully consider the variables detailed in this section as you plan your implementation.

It's a good idea to preview the test items. Being familiar with the test items will help you to anticipate possible questions from your students and to allow sufficient time for them to complete the test.

TESTING SCHEDULE

In order to establish a testing schedule, you have to estimate the amount of time that will be required to test your students. Once you have estimated the required time, you determine the specific days and times that you will conduct testing. This is often influenced by the unique schedules in place at your school and will most likely involve coordination with other teachers, lab directors, and administrators. Because so many other time-based decisions hinge on your initial time estimate, you will want it to be as close to the actual time required as possible.

To arrive at a close estimate, you must consider several factors.

- **Time per test.** This guide's appendix contains a table that displays the estimated time (in minutes) required to complete each test. These are estimates based on the average time students take to answer the test items on the test. They do not include time required to log in, review instructions, escape from tests, or review test answers. Many students will take longer than the estimated time. Adjust the estimated time to fit the individual circumstances of your students. In general, allow 30 to 40 minutes for a student to complete an English Language Arts test, and allow 25 to 35 minutes for a student to complete a Mathematics test.
- **Time per session.** In general, more time is required to complete testing when sessions are short since students must spend more time off-task (logging in, logging out, etc.). Longer sessions reduce the total time and number of days spent on testing. Fewer days generally result in students feeling a sense of accomplishment rather than the discouragement sometimes felt during extended testing. Generally, 35- to 55-minute sessions are recommended for each English Language Arts test and 30- to 45-minute sessions are recommended for each Mathematics test.
- **Review time.** You may find it advantageous to give students a specific amount of time during each testing session to review their answers. With Navigation Allowed, students can review and change their answers to any test items they have seen during a test session. However, items seen during previous sessions cannot be reviewed in later sessions. When determining the amount of time needed for



students to review answers, note that if the Navigation Allowed option is not selected, students can only go forward so they cannot review.

- **Student computer experience.** Testing time is reduced if students are familiar with completing computerized tests. If your students have never taken a computerized test before, allow time to introduce them to the testing process before they take their first test.
- **Student performance levels.** High-performing students generally require less time to complete tests than low-performing students. Students with lower than average reading skills may need substantially more time than other students to complete the tests. Occasionally, low-performing students may finish faster than expected because they become frustrated by their inability to answer test items and do not read them carefully. Other students may finish quickly because they are not aware of the importance of producing their best efforts. To help prevent this, inform students of the purpose of testing and its benefits to them in terms of tailored instructional programs before testing begins.

SPECIAL MATERIALS

As preparation for Mathematics tests, be sure each student has the following materials:

- paper and pencils to work out answers
- calculator (optional)

Consider how students will use these materials in their workspace, as well as how you will distribute and collect these materials.

STUDENT ORIENTATION

Before testing begins, you may want to conduct a student orientation to introduce the test item formats and answering conventions to your students. This provides the opportunity to explain or demonstrate the keys and icons they will use while taking a test. (For details, see “Navigating Through Tests” section in Chapter Three of the *CompassLearning Explorer Product Guide (Web-Enabled)*.) You may want to use the Test Builder function in the CompassLearning Odyssey curriculum manager to create a short, sample test so students can become familiar with using the buttons and the Test Navigator screen.



INCORPORATE LEARNING PATHS

If you plan to incorporate learning paths into your implementation of CompassLearning Explorer, you should understand the structure and contents of learning paths so you allow your students enough time to complete them. You can assign all or part of a learning path.

Recall that learning paths identify activities that reinforce the objectives in the CompassLearning Explorer tests. When you assign learning paths in conjunction with a CompassLearning Explorer test, students are *automatically* assigned activities related to the objectives they did not master.

Learning paths are described in the next section.

Note: Students must complete a test before they can receive learning path activities. Also, some learning paths may identify curriculum activities from levels above and below a test's level to support the test's objectives.

For further information about learning paths and making learning path assignments, see the *CompassLearning Explorer Product Guide (Web-Enabled)*.

LEARNING PATH STRUCTURE

There is one learning path for each CompassLearning Explorer test. Each learning path is made up of objectives containing activities reinforcing that objective.

English Language Arts

Here's an example from CompassLearning Explorer Level 4 English Language Arts that depicts where the Learning Path is located in the structure. (Activity arrangement and names are for illustration only.)

Strand	Reading (Strand4RE.1)
Standard	Word Analysis and Vocabulary Skills (Std4RE.1.1)
Test	Explorer 4 WA & Vocab II Test
<i>Learning Path</i>	<i>Explorer 4 WA & Vocab II Learning Path</i>
Objective	EX4RE.1.1.19: Words in context
Activities	Using Context Clues When Reading [5276] Lesson Quiz: Structure of Words Overcoming Jabberwocky [675] Lesson Quiz: Cueing Systems Reading Power [690]



Mathematics

Here's an example from CompassLearning Explorer Level 4 Mathematics that depicts where the Learning Path is located in the structure. (Activity arrangement and names are for illustration only.)

Strand	Number Sense (Strand4MA.1)
Test	Explorer 4 Number Sense I Test
<i>Learning Path</i>	<i>Explorer 4 Number Sense I Learning Path</i>
Standard	Whole Numbers, Decimals, Fractions and Percents (Std4MA.1.1)
Objective	EX4MA.1.1.10: Number relationships
Activities	Stuck on Decimals [34174] Fractional Codes [34165] Part of the Pie [40977] The Great Mix-Up [40980] What Were They Thinking [40983] Order and Compare Decimals Handbook [41019] Anchors Away [41017] A Little Decimal Will Do [41022]

INTRODUCTION TO USING COMPASSLEARNING EXPLORER TESTS

The CompassLearning Explorer English Language Arts tests contain multiple-choice items. The CompassLearning Explorer Mathematics tests contain multiple-choice items and short-answer questions. Each test question is related to an objective. Each objective has a minimum of four test questions. Student performance is evaluated from scores on multiple-choice test items in English Language Arts and from a combination of scores on multiple-choice and short-answer items in Mathematics. This section will provide detailed information on the test items students will encounter.

Multiple-choice items require students to choose the correct answer from at least three possible options. There is only one correct answer.

ENGLISH LANGUAGE ARTS

Directions appear as the first line of text and read as follows: "Read the article . . ." or "Read the passage and answer the question."



Literary selections include short stories varying in genre, literary essays, and historical fiction. Informational selections include essays, biographies, editorials, cultural articles, and subject area articles about topics such as science, social studies, and the arts. Approximately 50 percent of the passages relate to literary text and 50 percent relate to informational text. Correct answers to the test items related to informational and literary passages are automatically scored. The score obtained by students in specific objectives and tests can be viewed in the assessment reports.

MATHEMATICS

Short-answer test items require students to solve a problem, and then type their answer on the computer screen. Short-answer items may have more than one correct answer. For instance, one student may solve a problem using decimals, while a different student uses fractions.

Test items are written so they can be answered without the use of a calculator. If formulas are necessary for solving test items, they are included with those items. On both multiple-choice and short-answer items, correct answers to the test items are automatically scored. The score obtained by students in specific objectives and tests can be viewed in the assessment reports.



Appendix A

TEST TIMES

INTRODUCTION

The tables below show the number of objectives and items in each of the tests in the CompassLearning Explorer, as well as the estimated number of minutes required to complete each test. These test times are only estimated averages. Since the estimated average times do not include the time required to log in, review instructions, escape from tests, or review test answers, most students will require more time than the estimated average times.

ENGLISH LANGUAGE ARTS CHART

	Objectives	Items	Minutes
LEVEL K			
Explorer K WA & Vocab I Test	4	19	15
Explorer K WA & Vocab II Test	8	39	35
Explorer K Listening Test	5	20	20
Explorer K Lang Expression Test	2	10	10

	Objectives	Items	Minutes
LEVEL 1			
Explorer 1 WA & Vocab II Test	8	40	35
Explorer 1 WA & Vocab III Test	7	33	30
Explorer 1 Read Comp I Test	8	33	45
Explorer 1 Listening Test	5	20	20
Explorer 1 Lang Mechanics Test	4	24	20
Explorer 1 Lang Expression Test	6	31	30

	Objectives	Items	Minutes
LEVEL 2			
Explorer 2 WA & Vocab II Test	4	21	20
Explorer 2 WA & Vocab III Test	9	46	40
Explorer 2 Read Comp I Test	9	36	45
Explorer 2 Listening Test	5	20	20
Explorer 2 Lang Mechanics Test	10	57	45
Explorer 2 Lang Expression Test	8	41	40
Explorer 2 Study Skills Test	3	12	12

	Objectives	Items	Minutes
LEVEL 3			
Explorer 3 WA & Vocab III Test	5	20	15
Explorer 3 Read Comp I Test	2	8	12
Explorer 3 Read Comp II Test	10	40	45
Explorer 3 Read Comp III Test	7	28	35
Explorer 3 Lit Response Test	5	20	30
Explorer 3 Lang Mechanics Test	3	12	8
Explorer 3 Writing Strats Test	9	36	30
Explorer 3 Writing Apps Test	2	8	8
Explorer 3 Lang Convention Test	7	28	25
Explorer 3 Study Skills Test	6	24	20
Explorer 3 Viewing/Media Test	5	20	15

	Objectives	Items	Minutes
LEVEL 4			
Explorer 4 WA & Vocab II Test	5	20	15
Explorer 4 Read Comp I Test	2	8	12
Explorer 4 Read Comp II Test	7	28	35
Explorer 4 Read Comp III Test	8	32	40
Explorer 4 Lit Response Test	7	28	35
Explorer 4 Lang Mechanics Test	5	20	12
Explorer 4 Writing Strats Test	13	52	40
Explorer 4 Writing Apps Test	5	20	20
Explorer 4 Lang Convention Test	7	28	25
Explorer 4 Study Skills Test	7	28	20
Explorer 4 Viewing/Media Test	5	20	15

	Objectives	Items	Minutes
LEVEL 5			
Explorer 5 WA & Vocab III Test	5	20	15
Explorer 5 Read Comp I Test	3	12	15
Explorer 5 Read Comp II Test	5	20	25
Explorer 5 Read Comp III Test	6	24	30
Explorer 5 Lit Response Test	10	40	45
Explorer 5 Writing Strats Test	8	32	25
Explorer 5 Writing Apps Test	5	20	20
Explorer 5 Lang Convention Test	6	24	20
Explorer 5 Study Skills Test	7	28	20
Explorer 5 Viewing/Media Test	4	16	12

	Objectives	Items	Minutes
LEVEL 6			
Explorer 6 WA & Vocab III Test	5	20	15
Explorer 6 Read Comp I Test	3	12	15
Explorer 6 Read Comp II Test	6	24	30
Explorer 6 Read Comp III Test	6	24	30
Explorer 6 Lit Response Test	4	16	25
Explorer 6 Writing Strats Test	7	28	20
Explorer 6 Writing Apps Test	3	12	12
Explorer 6 Lang Convention Test	6	24	20
Explorer 6 Study Skills Test	6	24	20
Explorer 6 Viewing/Media Test	4	16	12

	Objectives	Items	Minutes
LEVEL 7			
Explorer 7 WA & Vocab III Test	3	12	8
Explorer 7 Read Comp I Test	2	8	12
Explorer 7 Read Comp II Test	6	24	30
Explorer 7 Read Comp III Test	4	16	25
Explorer 7 Lit Response Test	5	20	25
Explorer 7 Lang Mechanics Test	2	8	5
Explorer 7 Lang Expression Test	5	20	15
Explorer 7 Writing Strats Test	7	28	20
Explorer 7 Writing Apps Test	3	12	12
Explorer 7 Lang Convention Test	6	24	20
Explorer 7 Study Skills Test	4	16	12
Explorer 7 Viewing/Media Test	3	12	8

	Objectives	Items	Minutes
LEVEL 8			
Explorer 8 Viewing/Media Test	3	12	8
Explorer 8 WA & Vocab III Test	3	12	10
Explorer 8 Read Comp I Test	2	8	10
Explorer 8 Read Comp II Test	6	24	30
Explorer 8 Read Comp III Test	5	20	25
Explorer 8 Lit Response Test	4	16	25
Explorer 8 Writing Strats Test	8	32	25
Explorer 8 Writing Apps Test	4	16	16
Explorer 8 Lang Convention Test	5	20	15
Explorer 8 Study Skills Test	5	20	15

MATHEMATICS CHART

	Objectives	Items	Minutes
LEVEL K			
Explorer K Number Sense I Test	2	11	11
Explorer K Operations Test	3	13	13
Explorer K Measurement Test	2	13	13
Explorer K Geometry I Test	2	9	9
Explorer K Geometry II Test	1	4	4
Explorer K Algebra Test	1	6	6
Explorer K Probability Test	1	6	6



	Objectives	Items	Minutes
LEVEL 1			
Explorer 1 Number Sense I Test	29	9	9
Explorer 1 Number Sense II Test	1	4	9
Explorer 1 Operations Test	8	33	33
Explorer 1 Measurement Test	3	18	18
Explorer 1 Geometry I Test	2	11	11
Explorer 1 Geometry II Test	1	4	4
Explorer 1 Algebra Test	1	6	6
Explorer 1 Probability Test	2	10	10

	Objectives	Items	Minutes
LEVEL 2			
Explorer 2 Number Sense I Test	2	9	9
Explorer 2 Number Sense II Test	2	10	10
Explorer 2 Operations Test	12	55	55
Explorer 2 Measurement Test	3	15	15
Explorer 2 Geometry I Test	2	12	12
Explorer 2 Algebra Test	3	14	14
Explorer 2 Probability Test	2	8	8
Explorer 2 Logic Test	1	6	6

	Objectives	Items	Minutes
LEVEL 3			
Explorer 3 Number Sense I Test	7	28	14
Explorer 3 Number Sense II Test	7	28	14
Explorer 3 Operations Test	4	16	8
Explorer 3 Measurement Test	7	28	14
Explorer 3 Geometry I Test	8	32	16
Explorer 3 Geometry II Test	6	24	12
Explorer 3 Algebra Test	4	16	8
Explorer 3 Probability Test	7	28	14
Explorer 3 Logic Test	3	12	6

	Objectives	Items	Minutes
LEVEL 4			
Explorer 4 Number Sense I Test	5	20	10
Explorer 4 Number Sense II Test	4	16	8
Explorer 4 Operations Test	5	20	10
Explorer 4 Measurement Test	5	20	10
Explorer 4 Geometry I Test	6	24	12
Explorer 4 Geometry II Test	5	20	10
Explorer 4 Algebra Test	6	24	12
Explorer 4 Probability Test	5	20	10
Explorer 4 Logic Test	4	16	8

	Objectives	Items	Minutes
LEVEL 5			
Explorer 5 Number Sense I Test	6	24	12
Explorer 5 Number Sense II Test	4	16	8
Explorer 5 Operations Test	3	12	6
Explorer 5 Measurement Test	6	24	12
Explorer 5 Geometry I Test	4	16	8
Explorer 5 Geometry II Test	6	24	12
Explorer 5 Algebra Test	7	28	14
Explorer 5 Probability Test	8	32	16
Explorer 5 Logic Test	4	16	8

	Objectives	Items	Minutes
LEVEL 6			
Explorer 6 Number Sense I Test	6	24	12
Explorer 6 Number Sense II Test	4	16	8
Explorer 6 Operations Test	8	32	16
Explorer 6 Measurement Test	6	24	12
Explorer 6 Geometry I Test	9	36	18
Explorer 6 Geometry II Test	6	24	12
Explorer 6 Algebra Test	6	24	12
Explorer 6 Probability Test	11	44	22
Explorer 6 Logic Test	2	8	4

	Objectives	Items	Minutes
LEVEL 7			
Explorer 7 Number Sense I Test	5	20	10
Explorer 7 Number Sense II Test	5	20	10
Explorer 7 Operations Test	6	24	12
Explorer 7 Measurement Test	4	16	8
Explorer 7 Geometry I Test	10	40	20
Explorer 7 Geometry II Test	5	20	10
Explorer 7 Algebra Test	10	40	20
Explorer 7 Probability Test	9	36	18
Explorer 7 Logic Test	2	8	4

	Objectives	Items	Minutes
LEVEL 8			
Explorer 8 Number Sense I Test	4	16	8
Explorer 8 Number Sense II Test	3	12	6
Explorer 8 Operations Test	5	20	10
Explorer 8 Measurement Test	5	20	10
Explorer 8 Geometry I Test	8	32	16
Explorer 8 Geometry II Test	6	24	12
Explorer 8 Algebra Test	5	20	10
Explorer 8 Probability Test	10	40	20
Explorer 8 Logic Test	2	8	4



Appendix B

GLOSSARY



assessment	A basis for measuring the skill, knowledge, intelligence, capabilities, or aptitudes of a student or group
learning path	A structure that identifies specific CompassLearning Odyssey Reading or CompassLearning Odyssey Mathematics curriculum activities that cover the objectives a student has not mastered on a test
objective	A measurable educational task that students should be able to complete after having received instruction
standards	Objectives that are grouped together based on instructional content. Standards appear as test names of English Language Arts tests.
strand	Items of similar subject matter or skill are grouped together into strands for assignment or reporting purposes. Strands appear as test names of Mathematics tests.
test	A series of questions or exercises for measuring student performance
test item	The lowest possible unit on a test (for example, a question)

