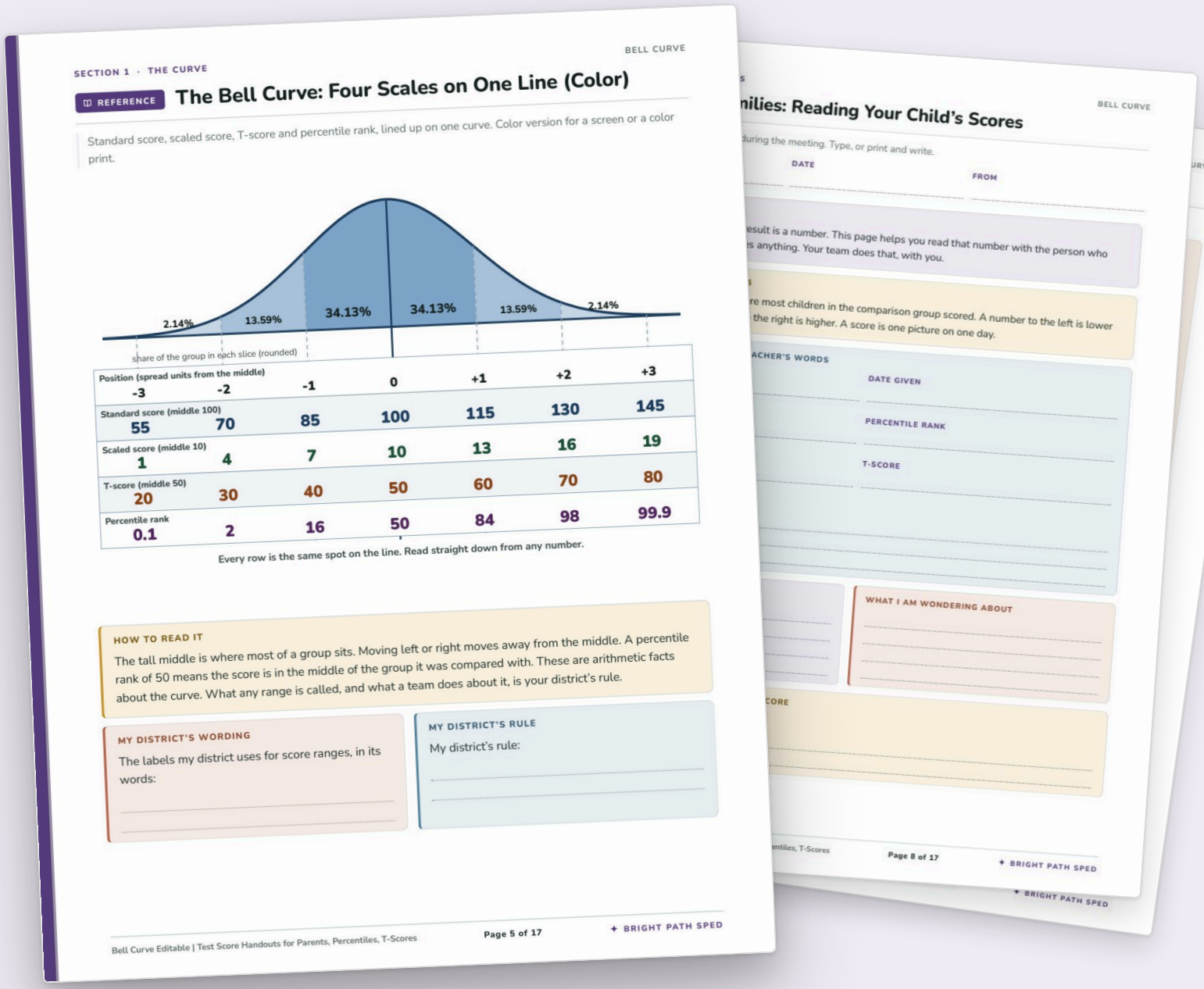
IEP PAPERWORK · PARENT HANDOUTS

EDITABLE

Bell Curve



SECTION 1 · THE CURVE

BELL CURVE

REFERENCE

The Bell Curve: Four Scales on One Line (Color)

Standard score, scaled score, T-score and percentile rank, lined up on one curve. Color version for a screen or a color print.

share of the group in each slice (rounded)

Position (spread units from the middle)	-3	-2	-1	0	+1	+2	+3
Standard score (middle 100)	55	70	85	100	115	130	145
Scaled score (middle 10)	1	4	7	10	13	16	19
T-score (middle 50)	20	30	40	50	60	70	80
Percentile rank	0.1	2	16	50	84	98	99.9

Every row is the same spot on the line. Read straight down from any number.

HOW TO READ IT

The tall middle is where most of a group sits. Moving left or right moves away from the middle. A percentile rank of 50 means the score is in the middle of the group it was compared with. These are arithmetic facts about the curve. What any range is called, and what a team does about it, is your district's rule.

MY DISTRICT'S WORDING

The labels my district uses for score ranges, in its words:

MY DISTRICT'S RULE

My district's rule:

Bell Curve Editable | Test Score Handouts for Parents, Percentiles, T-Scores

Page 5 of 17

✦ BRIGHT PATH SPED

nilies: Reading Your Child's Scores

BELL CURVE

during the meeting. Type, or print and write.

DATE

FROM

esult is a number. This page helps you read that number with the person who s anything. Your team does that, with you.

re most children in the comparison group scored. A number to the left is lower the right is higher. A score is one picture on one day.

ACHER'S WORDS

DATE GIVEN

PERCENTILE RANK

T-SCORE

WHAT I AM WONDERING ABOUT

CORE

ntiles, T-Scores

Page 8 of 17

✦ BRIGHT PATH SPED

✦ BRIGHT PATH SPED

17 PAGES | COLOR + INK-SAVER | PARENT HANDOUT | FILLABLE PDF

✦ BRIGHT PATH SPED

CONTENTS

What Is Inside, and Where

17 pages: one curve in color and ink-saver, plain words, a family handout, meeting notes, questions and a binder set.

Before you begin

PAGE 4



Start Here — Three Steps 4
START HERE

01 The Curve

PAGES 5–7



The Bell Curve: Four Scales on One Line (Color) 5
REFERENCE



The Bell Curve: Four Scales on One Line (Ink-Saver) 6
REFERENCE



The Four Scales in Plain Words 7
REFERENCE

02 For Families

PAGES 8–10



For Families: Reading Your Child's Scores 8
NOTES



My Child's Scores, Written Down 9
LOG



What a Score Does and Does Not Tell You 10
REFERENCE

03 For the Meeting

PAGES 11–13



Meeting Notes: Scores Discussion 11
NOTES



Questions for the Team 12
NOTES



Note Home — About the Scores 13
NOTES

04 Words, Example and Binder

PAGES 14–16



Score Words: Phrase Bank 14
REFERENCE



A Filled Handout (Invented Student) 15
EXAMPLE



Binder Cover and Tabs 16
ORGANIZER

WHICH PAGE, WHEN

The curve: page 5 in color, page 6 for the printer. Plain words for the four scales: page 7. A handout for a family: pages 8–10. Notes and questions for the meeting: pages 11 and 12. A note home: page 13.

PRINTING AND CUTTING

Print at 100 percent. Use the ink-saver curve (page 6) for stacks of copies. The binder tabs on page 16 are cut on the dashed lines.

☆ START HERE Start Here — Three Steps

Short to read. Type the scores once, print, and talk it through.

1

Show the curve

Open the file in Adobe Acrobat Reader (free) or Preview on a Mac — not a browser tab, which may fill fields and then not save them.

The curve is on page 5 in color and page 6 for the printer. Page 7 says the four scales in plain words.

2

Fill in the handout

Page 8 is for a family. Type the child's own scores in the blanks, or print and write.

Save As with the child's initials and date; the original stays blank.

3

Hold the conversation

Read page 10 aloud. Take notes on page 11. Let the family circle questions on page 12.

Send the note home (page 13) before or after.

WHAT THIS FILE IS

A fillable PDF. The fields are built into the document itself, so it works offline with no account or subscription and looks the same on every machine that opens it.

WHAT THIS FILE IS NOT

It is not a Google Sheets file, a Google Doc, or an Excel workbook, and it does not work out scores for you. You can type in it and print it; you cannot drag the boxes around or restyle the page.

THE RULE EVERY PAGE FOLLOWS

What a range is called, what a team does with a score, and who decides are your district's rules. These pages do not name a range, a cutoff or a next step. Your district's wording gets a blank line.

IF SOMETHING DOES NOT WORK

The text disappears when I close it. It was opened in something that fills fields but does not save them. Open it in Acrobat Reader and use Save As.

My printer cuts off the border. Print at 100 percent, not "fit to page."

Anything else — the **Ask a Question** tab on the product page. Every question is read, and a fix to the file is a free update.

KEEP NAMES PRIVATE

A filled handout belongs to one family. Use the child's first name, save it where only the team can open it, and do not post it where others can see.

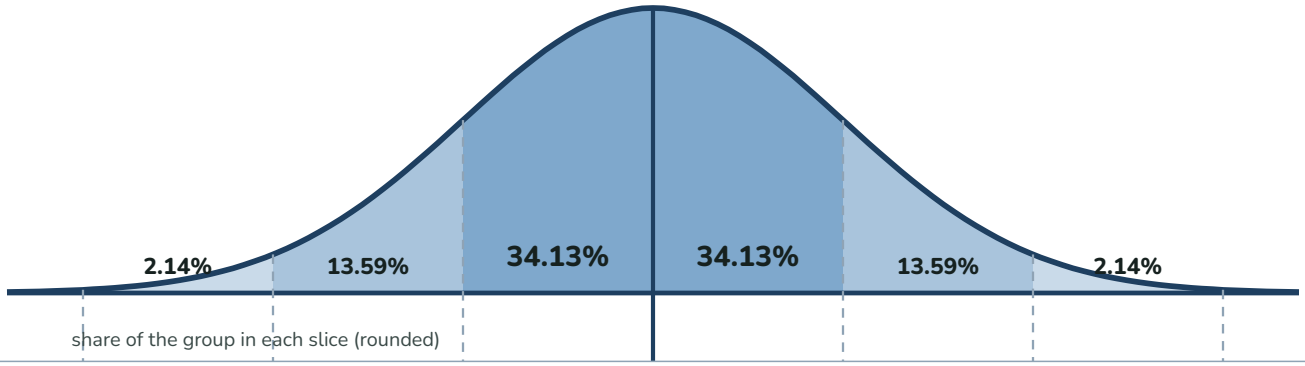
BEFORE THE FIRST MEETING

Read the curve on page 5 once yourself. Print page 8 and page 10 for each family. Write your district's wording in the blanks on page 5 so you only do it once.

REFERENCE

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Standard score, scaled score, T-score and percentile rank, lined up on one curve. Color version for a screen or a color print.



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The labels my district uses for score ranges, in its words:

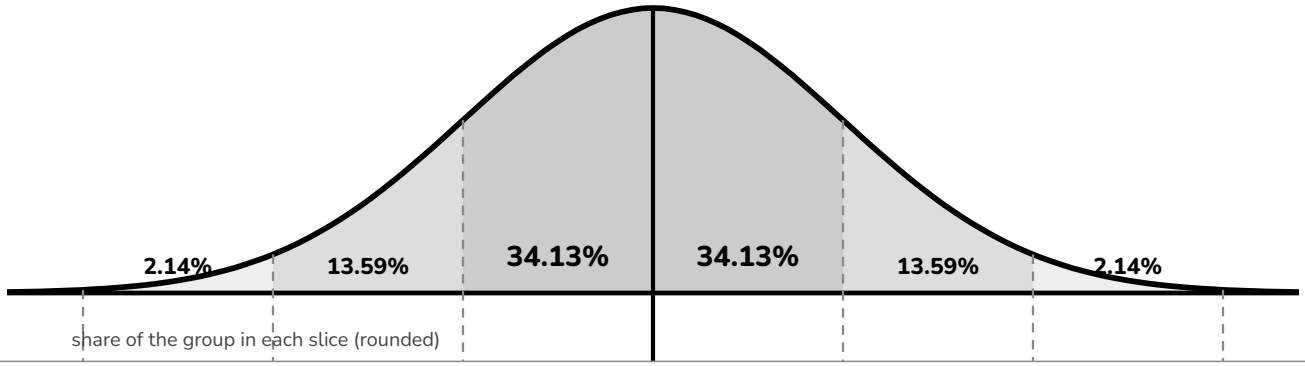
MY DISTRICT'S RULE

My district's rule:

REFERENCE

The Bell Curve: Four Scales on One Line (Ink-Saver)

Standard score, scaled score, T-score and percentile rank, lined up on one curve. Printer-friendly: black line, light gray, little ink.



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The labels my district uses for score ranges, in its words:

MY DISTRICT'S RULE

My district's rule:

NOTES

For Families: Reading Your Child's Scores

Fill in the blanks before or during the meeting. Type, or print and write.

CHILD (FIRST NAME) _____ DATE _____ FROM _____

WHAT THIS PAPER IS FOR

Your child took a test. The result is a number. This page helps you read that number with the person who gave it. Nothing here decides anything. Your team does that, with you.

LOOK AT THE LINE ON PAGE 5

The middle of the line is where most children in the comparison group scored. A number to the left is lower than the middle. A number to the right is higher. A score is one picture on one day.

MY CHILD'S RESULT, IN THE TEACHER'S WORDS

NAME OF THE TEST _____ DATE GIVEN _____

STANDARD SCORE _____ PERCENTILE RANK _____

SCALED SCORE _____ T-SCORE _____

In plain words, this tells us:

_____

_____

_____

WHAT I SAW MY CHILD DO WELL

_____

_____

_____

_____

WHAT I AM WONDERING ABOUT

_____

_____

_____

_____

WORDS MY DISTRICT USES FOR THIS SCORE

My district's rule:

_____

_____

REFERENCE

What a Score Does and Does Not Tell You

Read this page aloud with a family. Neither column names a range or a cutoff.

IT CAN TELL YOU

- Where this result sits compared with the group the test was built on.
- A starting point for a question: what do we want to look at next?
- One piece of information, on one day, with one adult.
- A number that can be lined up with the same test later.

IT CANNOT TELL YOU

- Whether a child is trying, or how much a child can grow.
- Who a child is, or what the child can do at home and with friends.
- What happens next. A team decides that, with the family, using the district's rule.
- A grade or a label. Those are not on this page.

THINGS A SCORE NEVER SHOWS

Write what you know about your child that no test number shows:

WHERE THIS SCORE CAME FROM

Who gave the test, and how:

MY DISTRICT'S RULE

My district's rule about how scores are used:

EXAMPLE

A Filled Handout (Invented Student)

SAMPLE · INVENTED STUDENT

The child is invented, and so is the test and every number. The four scales can be re-worked from the standard score.

FOR FAMILIES (PAGE 8), MIA, GRADE 3 (INVENTED)

Name of the test: **Reading Check (invented)** Date: **Oct 14**

Standard score: **92** Percentile rank: **30** Scaled score: **8.4** T-score: **45**

In plain words, this tells us: Mia's score sits a little left of the middle of the line, in the group the test was built on. It is one test on one day.

HOW THE FOUR NUMBERS MATCH (INVENTED EXAMPLE)

Standard score 92 is 8 below the middle of 100. Eight is a little over half of one step of 15: 8 ÷ 15 = 0.53 steps left of the middle.

Scaled: 10 − (3 × 0.53) = **8.4**. T-score: 50 − (10 × 0.53) = 44.7, written **45**. Percentile rank: about **30** out of 100 scored at or below this.

Check: the middle (z = 0) is 100, 10, 50 and 50. Here every number is the same short distance left of its own middle.

MY CHILD'S SCORES (PAGE 9), MIA (INVENTED)

DATE	TEST OR PART	STANDARD	SCALED	T-SCORE	PERCENTILE	WHO GAVE IT
Oct 14	Reading Check (invented)	92	8.4	45	30	Ms. R.
Jan 20	Reading Check (invented)	97	9.4	48	42	Ms. R.
May 12	Reading Check (invented)	101	10.2	51	53	Ms. R.

YOUR TURN: ONE RESULT

TEST	STANDARD SCORE	PERCENTILE RANK

In plain words:

Mia is invented, and so is the test and every number. The made-up numbers show how the four scales agree; they are not a pattern to look for.