

TEACHER: NO NAME GIVEN

SCHOOL: BELLEVUE CHRISTIAN

DISTRICT: ACSI - 006206

TEST TYPE: MULTIPLE CHOICE

GRADE: 06

TEST DATE: 04/99

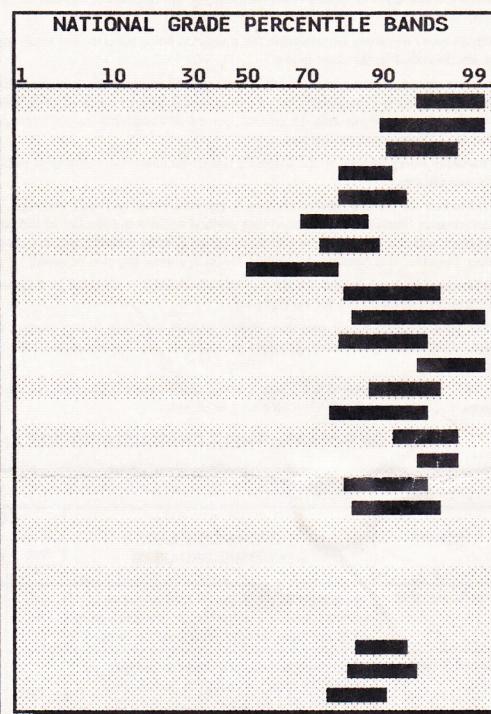
## STUDENT REPORT

FOR

CHARLES L BUCKMAN

Age: 12 Yrs 10 Mos

SUBTESTS AND TOTALS	No. of Items	Raw Score	Scaled Score	National PR-S	ACSI PR-S	Grade Equiv	AAC Range
Total Reading	84	79	740	98-9	94-8	PHS	HIGH
Vocabulary	30	29	764	98-9	92-8	PHS	HIGH
Reading Comp.	54	50	731	96-9	90-8	PHS	HIGH
Total Mathematics	78	65	703	86-7	66-6	PHS	MIDDLE
Problem Solving	48	40	699	88-7	72-6	PHS	MIDDLE
Procedures	30	25	709	79-7	52-5	PHS	MIDDLE
Language	48	38	682	84-7	66-6	10.8	MIDDLE
Lang Mechanics	24	17	662	68-6	41-5	8.6	MIDDLE
Lang Expression	24	21	707	92-8	83-7	PHS	MIDDLE
Spelling	30	28	720	95-8	90-8	PHS	HIGH
Study Skills	30	26	698	91-8	80-7	PHS	MIDDLE
Science	40	36	722	98-9	96-9	PHS	HIGH
Social Science	40	34	687	94-8	88-7	PHS	HIGH
Listening	40	35	701	89-8	76-6	PHS	MIDDLE
Using Information	69	60	706	96-9	91-8	PHS	HIGH
Thinking Skills	229	200	702	97-9	91-8	PHS	HIGH
Basic Battery	310	271	NA	91-8	79-7	PHS	MIDDLE
Complete Battery	390	341	NA	93-8	83-7	PHS	HIGH
<b>OTIS-LENNON SCHOOL ABILITY TEST</b>		Raw Score	SAI	Age PR-S	Age NCE	Scaled Score	Natl Grade PR-S
Total	72	59	118	87-7	73.7	684	90-8
Verbal	36	30	118	87-7	73.7	691	91-8
Nonverbal	36	29	114	81-7	68.5	676	85-7



CONTENT CLUSTERS	RS/ NP/ NA	Below Average	Average	Above Average
Reading Vocabulary	29/ 30/ 30			✓
Synonyms	16/ 16/ 16			✓
Context	7/ 7/ 7			✓
Multiple Meanings	6/ 7/ 7	✓		
Reading Comprehension	50/ 54/ 54			✓
Recreational	15/ 18/ 18			✓
Textual	18/ 18/ 18			✓
Functional	17/ 18/ 18			✓
Initial Understanding	10/ 12/ 12	✓		
Interpretation	23/ 24/ 24			✓
Critical Analysis	9/ 9/ 9			✓
Process Strategies	8/ 9/ 9			✓
Mathematics: Problem Solving	40/ 48/ 48			✓
Measurement	4/ 6/ 6	✓		
Estimation	4/ 4/ 4			✓
Problem-Solving Strategies	4/ 5/ 5			✓
Number & No. Relationships	4/ 6/ 6	✓		
Number Systems & No. Theory	5/ 5/ 5			✓
Patterns & Functions	2/ 3/ 3	✓		
Algebra	3/ 3/ 3			✓
Statistics	5/ 6/ 6			✓
Probability	3/ 3/ 3			✓
Geometry	6/ 7/ 7			✓
Mathematics: Procedures	25/ 30/ 30			✓
Computation/Symbolic Notation	8/ 10/ 10	✓		
Computation in Context	13/ 16/ 16			✓
Rounding	4/ 4/ 4			✓
Language	38/ 48/ 48			✓
Capitalization	5/ 8/ 8	✓		
Punctuation	6/ 8/ 8	✓		
Usage	6/ 8/ 8	✓		
Sentence Structure	10/ 12/ 12			✓
Content and Organization	11/ 12/ 12			✓

CONTENT CLUSTERS	RS/ NP/ NA	Below Average	Average	Above Average
Spelling	28/ 30/ 30			✓
Homophones	5/ 5/ 5			✓
Phonetic Principles	9/ 10/ 10			✓
Structural Principles	10/ 10/ 10			✓
No Mistake	4/ 5/ 5			✓
Study Skills	26/ 30/ 30			✓
Library/Reference Skills	14/ 17/ 17			✓
Information Skills	12/ 13/ 13			✓
Science	36/ 40/ 38			✓
Earth & Space Science	10/ 12/ 12			✓
Physical Science	12/ 14/ 12			✓
Life Science	14/ 14/ 14			✓
Science Process Skills	27/ 30/ 28			✓
Social Science	34/ 40/ 38			✓
History	8/ 10/ 9			✓
Geography	9/ 9/ 9			✓
Civics & Government	8/ 8/ 8			✓
Economics	5/ 8/ 7			✓
Culture	4/ 5/ 5			✓
Listening	35/ 40/ 40			✓
Vocabulary	10/ 10/ 10			✓
Comprehension	25/ 30/ 30			✓
Recreational	9/ 10/ 10			✓
Informational	9/ 10/ 10			✓
Functional	7/ 10/ 10			✓
Initial Understanding	8/ 10/ 10			✓
Interpretation	12/ 14/ 14			✓
Critical Analysis/Strategies	5/ 6/ 6			✓
Using Information	60/ 69/ 66			✓
Thinking Skills	200/229/225			✓

### STUDENT REPORTS

Various reports provide information about individual student's scores for subtests, totals, and/or clusters.

- The student's name appears in the upper right corner of the reports for high visibility and quick recognition.
- The classroom teacher's name, school, and district appear in the upper left corner for easy identification. Test type — multiple-choice or open-ended — is also identified.
- Grade and test date are printed at the top center of the score reports.
- Stanford 9 and OLSAT norms (Fall, Midyear, or Spring), test level, and form are printed at the bottom of the reports.
- Various types of scores are available for multiple-choice subtests and totals and for the open-ended subtests. They are described in the chart below.
- On some reports, when percentile ranks are reported, score profiles in percentile bands are included. These bands, which span  $\pm 1$  standard error of measurement, permit quick identification of student's relative strengths and weaknesses by subject area. In general, percentile bands that do not overlap may be considered to represent significant differences in performance.
- A narrative interpretation of the student's results includes a discussion of performance described in familiar words and phrases.
- Performance on multiple-choice clusters is reported either as Below Average, Average, or Above Average, or as Performance Standards. Either reporting method enables the teacher to identify relative strengths and weaknesses within a content area. Clusters may be content clusters, process clusters, or both. Raw Score, Number Possible, and Number Attempted for each cluster are also reported.
- Performance on open-ended content and process clusters is reported as a Performance Indicator accompanied by a narrative interpretation for each cluster.
- When both multiple-choice and open-ended subtests are taken in any content area, a composite score of both multiple-choice and open-ended questions provides an overall indication of the student's achievement in that content area.
- OLSAT scores are reported for Total, Verbal, and Nonverbal when OLSAT is processed in combination with Stanford 9. Up to seven OLSAT scores may be reported.

### KINDS OF SCORES: THEIR CHARACTERISTICS AND APPLICATIONS

SCORES ON SUBTESTS AND DOMAIN TOTALS					
SCORE	DESCRIPTION AND RECOMMENDED USES	COMPARABLE ACROSS			
		SUB-TESTS	FORMS	LEVELS	GRADES
Raw Score (RS)	The number of questions the student has answered correctly. (Interpret only in relation to the set of questions on which the score was earned.)	no	no	no	only on same subtest, form, level
Scaled Score (SS)	Facilitates conversions to other score types and suitable for studying change in performance over time. (See the norms booklet for a detailed description.)	no	yes	yes	yes, for the same strand
Percentile Rank (PR)	Indicates the relative standing of a student in comparison with students in the same grade in the norm (reference) group who took the test at a comparable time.	yes	yes	yes	no
Stanine (S)	Standard score with a mean of 5 and a standard deviation of 2. Stanines of 1, 2, 3 are below average; 4, 5, 6 are average; and 7, 8, 9 are above average. (Useful for interpreting score profiles.)	yes	yes	yes	no
Normal Curve Equivalent (NCE)	Direct conversion from percentile rank. (Standard score resulting from the division of the normal curve into 99 equal units.)	yes	yes	yes	no
Grade Equivalent (GE)	Indicates the grade placement of students for whom a given score is typical. (See the norms booklet for cautions in interpretation.)	no	yes	yes	no
Achievement/Ability Comparison (AAC)	Evaluates a student's performance on a Stanford subtest or domain total in relation to the performance of others with the same level of ability. (An AAC of "High" refers to the top 23% of the comparison group, "Low" to the lowest 23%, and "Middle" to the middle 54%.)	yes	yes	yes	no
Performance Indicator (PI)	A content-referenced score that describes achievement relative to the content being assessed. Should be interpreted only in relation to the set of questions on which the score was earned.	no	no	no	only on same subtest, form, level
Performance Standard (PS)	A criterion-referenced score based upon the judgment of a national panel of teachers. Provides information about what students should know and be able to do.	no	yes	no	only on same subtest and level

SCORES ON BATTERY TOTALS AND COMPOSITES	
SCORE	DESCRIPTION & RECOMMENDED USES
Raw Score (RS)	The sum of all subtest raw scores.
Scaled Score (SS)	Not Available for battery totals and composites.
Percentile Rank (PR)	Obtained from the mean NCE.
Stanine (S)	Determined from the percentile rank.
Normal Curve Equivalent (NCE)	A simple average of the subtest NCEs across all subtests taken.
Grade Equivalent (GE)	The median GE across all subtests taken.
Achievement/Ability Comparison (AAC)	An average of the subtest AACs; obtained from subtest AAC ranges.

### GROUP REPORTS

All Student Reports are accompanied by group summaries that are available for class, school, or district.

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- Summaries of the score types chosen are reported for overall performance.
- On some reports, when percentile ranks are reported, a bar graph in terms of Grade Percentile Ranks permits quick identification of the group's relative strengths and weaknesses by subject area.
- A summary of the group's performance on multiple-choice clusters is reported in terms of percent of students in the group scoring either in the Below Average, Average, or Above Average categories, or in the levels of Performance Standards. Either reporting method enables the teacher to identify relative strengths and weaknesses within a content area. Clusters may be content clusters, process clusters, or both. Number of Items for each cluster is also reported.
- A summary of the group's performance on open-ended content and process clusters includes number and percent of the group receiving each Performance Indicator.
- When both multiple-choice and open-ended subtests are taken in any content area, a summary of the group's composite scores provides an overall indication of performance in the content area.
- OLSAT scores are summarized and reported for Total, Verbal, and Nonverbal when OLSAT is processed in combination with Stanford 9.

### FOOTNOTES

DNA = Not available because the student Did Not Attempt the subtest or all components of a total score.

H✓ = "Average," but the highest possible rating for this cluster for this grade.

L✓ = "Average," but the lowest possible rating for this cluster for this grade.

NA = Scaled Scores not available for Battery totals or Composite scores.

NA<sup>1</sup> = Not available because a raw score of zero does not yield any derived scores.

NA<sup>2</sup> = Not available because the student's age is unknown or out of range for the grade.

NA<sup>3</sup> = Norms do not exist for this grade because the test was given out of level.

NA<sup>4</sup> = Cluster performance ratings are available for national norms only.

NA<sup>5</sup> = Raw Scores not available for mixed levels/forms.

NA<sup>6</sup> = Analytic score for writing is not available because the student's essay was not scorable.

NA<sup>7</sup> = Not available for writing because no derived scores can be reported for non-scorable essays.

NA<sup>8</sup> = Not available because the student's grade was designated Ungraded.

NS<sup>1</sup> = Not scorable because the student refused to write or the student's essay had insufficient information, was blank, inappropriate, or a copy of the prompt.

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### ABBREVIATIONS

AAC = Achievement/Ability Comparison	PHS = Post High School
AVG = Average	PK = Pre-Kindergarten
CUM FREQ = Cumulative Frequency	PR-S = Percentile Rank-Stanine
CUM% = Cumulative Percent	Q1 = First Quartile
FREQ = Frequency	Q3 = Third Quartile
GE = Grade Equivalent	RS = Raw Score
INV = Invalidated Subtest	RS/NP = Raw Score/Number Possible
LVL = Level	RS/NP/NA = Raw Score/Number Possible/Number Attempted
N, % = Number, Percent	SAI = School Ability Index
NAT'L or NATL = National	SD or STANDARD DEV = Standard Deviation
NCE = Normal Curve Equivalent	SESAT = Stanford Early School Achievement Test
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**STUDENT REPORT with  
 PERFORMANCE STANDARDS FOR  
 CHARLES L BUCKMAN**

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SUBTESTS AND TOTALS	No. of Items	Raw Score	PERFORMANCE STANDARD
Total Reading	84	79	LEVEL 4
Vocabulary	30	29	LEVEL 4
Reading Comp.	54	50	LEVEL 4
Total Mathematics	78	65	LEVEL 3
Problem Solving	48	40	LEVEL 3
Procedures	30	25	LEVEL 3
Language	48	38	LEVEL 3
Lang Mechanics	24	17	LEVEL 2
Lang Expression	24	21	LEVEL 4
Spelling	30	28	LEVEL 4
Study Skills	30	26	LEVEL 3
Science	40	36	LEVEL 4
Social Science	40	34	LEVEL 3
Listening	40	35	LEVEL 3

Performance Standards are content-referenced scores that reflect what students know and should be able to do in given subject areas. The Stanford Performance Standards were determined by expert panels of educators, who judged each test question on the basis of how students at different levels of achievement should perform. These expert judgments yielded four categories or levels of student performance.

**Level 1** indicates little or no mastery of fundamental knowledge and skills.

**Level 2** denotes partial mastery of the knowledge and skills that are fundamental for satisfactory work. At the high school level, this is higher than minimum competency skills.

**Level 3** represents solid academic performance, indicating that students are prepared for the next grade. At the high school level, this indicates preparedness for democratic citizenship, responsible adulthood, and productive work.

**Level 4** signifies superior performance beyond grade-level mastery. At the high school level, this shows readiness for rigorous college courses, advanced technical training, or employment requiring advanced academic achievement.

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