

Information Areas Common to All Score Reports

- **Report Scope and Test Information** – This area is located in the upper right-hand corner of the report and specifies whose test results are being reported, which test was given, and which norms were applied to the results. The grade level, form, testing date, and testing location information also appears in this area. If the test taker is an individual student, the student's name and identification (ID) number is included.
- **Report Title and Test Name** – This information is located at the top and center of the report for high visibility and recognition. If the test taker is an individual student, the student's name is included.
- **Report Legend** – This area is located along the bottom of the report and identifies special indicators that may appear in place of or in addition to score data.

Individual Student Reports	Student Roster Reports	Group Reports
Reports provide scores and/or profiles for individual students at the composite, test, skill domain, and/or item levels. Individual student reports are typically used to help educators plan individualized instruction and to communicate a student's strengths and weaknesses.	Reports provide a listing of scores for each student in the group at the composite, test, skill domain, and/or item levels. Student roster reports are typically used to inform placement decisions and to make comparisons among students.	Reports provide scores and/or profiles for groups of students at the composite, test, skill domain, and/or item levels. Groups include system, building, classroom, and/or custom groupings. Reports provide summary score(s) of the average performance across the entire group. Group reports are typically used to plan resources, to evaluate programs, and to support accountability.

Frequently Reported Score Types, Abbreviations, and Descriptions

Score Type	Abbr	IA	L	C	G	Description
Raw Score	RS	■	■	■	■	The number of questions a student answered correctly on a test
Percent Correct	%C	●	●		■	The percentage of the total number of points that a student received on a test
Standard Score	SS	■	■		■	A point on a continuous growth scale that describes a student's location on a continuum of achievement or ability through grade 12
Percentile Rank	P R	●	●	●	■	A score from 1 to 99 indicating the percentage of students in a particular group that scored at or below a particular score
National Percentile Rank	NPR	■	■		■	The relative standing of a student or group of students in comparison with students in the same grade nationally who took the test at a comparable time of year
Local Percentile Rank	LPR	■	II	■	II	The relative standing of a student in comparison with other students locally who took the test during the same administration (A student's national and local percentile ranks may be quite different due to the groups on which they are based.)
Stanine	S	■	■	■	■	Normalized standard scores that range from 1 to 9, where 9 is the highest, with an average value of 5; relative groupings of percentile ranks
National Stanine	NS	■	●		■	A stanine indicating the status or relative rank of a student's score compared with a nationally representative sample of examinees
Local Stanine	LS	■	■	●	■	A stanine based on the district's or school's own test administration instead of the national normative sample
Age Stanine	AS			II		A stanine indicating the status or relative rank of a student score compared with a nationally representative sample of examinees of a similar age
Grade Stanine	GS			■		A stanine indicating the status or relative rank of a student score compared with a nationally representative sample of examinees of a similar grade
Grade Equivalent	GE	II	●		II	Corresponds to a given standard score indicating the grade level and number of months of instruction at which the typical student has obtained this score
Normal Curve Equivalent	NCE	■	■		■	Normalized standard scores that range from 1 to 99 with a mean of 50 and a standard deviation of 21.06 in the large norm group from which they were derived
Universal Scale Score	USS			II		A point on a continuous growth scale of cognitive development from kindergarten through grade 12 for CogAT
Grade Percentile Rank	GPR			■		A relative standing of a student's performance on the test with that of a national sample of students in the same grade
Standard Age Score	SAS			■		A normalized standard score; having a mean of 100 and a standard deviation of 16; which represents a student's relative level of cognitive development adjusted for age (SAS scores may be compared among students of different ages and grades.)
Age Percentile Rank	APR			■		A relative standing of a student's performance on the test with that of a national sample of students of the same age
Extended Cognitive Scale Score	ESS				■	A point on a continuous scale that describes a student's growth and progress in reading through each grade
Lexile®		■			■	Indicates a student's reading level and can be used to match the reading level to appropriate reading resources
		II				Indicates a student's reading level for instructional level that emphasizes critical thinking and complex tasks at an appropriate difficulty level

Normative Comparisons		■	■	■	■	Normative comparisons relate the performance of individual students or the average performance for a group of students to that of a corresponding group. Normative comparisons may be made to students in the same grade or of the same age from a nationally representative sample of test takers (NPR, GPR, APR, S, NS). Normative comparisons may also be made locally among students within the same test administration (LPR, LS).
Adjusted Scores		■				Adjusted scores provide a more accurate representation of a student's performance by adjusting for factors such as test difficulty, test length, and test format. Adjusted scores are used to compare students across different tests and administrations.

IA= own Assessments L=logramos C=CogAT G=GMRT

Lexile, The Lexile Framework for Reading, and Quantile are registered trademarks of MetaMetrics, Inc. Visit WWW.lexile.com and www.quantiles.com for more information.