



Score Report Sampler

Guide Teaching and Learning
Toward High Academic Standards
for the *Stanford Achievement Test Series, Tenth Edition*



Stanford Achievement Test Series, Tenth Edition (Stanford 10) **Guide Teaching and Learning Toward High Academic Standards**

Assessment with Stanford 10 gives educators objective, valid evidence of what students know and are able to do and helps them make data-driven decisions. A range of new, user-friendly score reports was designed for Stanford 10 with input from administrators and teachers across the country. These reports support the expanding needs of teachers, parents, and administrators. A color-enhanced format simplifies the reports and makes them easy to read.

- Parents understand their children's achievement levels and receive direction for home involvement.
- Teachers receive specific information for individual and class instructional planning and for enhancing their own teaching.
- Administrators obtain data to document and monitor the progress of all children.



Stanford 10 Score Reports in this Sampler

Home Report4

This is a single-page report designed for the student's parent or guardian. This report offers both a snapshot of the student's strengths and needs and narrative information about test results. It provides a clear, easily understood document to communicate with parents.

Typical audience: parents and students.

Student Report with Clusters.....6

This report provides the clear, useful information that teachers have requested: a brief narrative summary of the student's results, performance for all subtests and totals, and specific information about the skills tested.

Typical audience: teachers, counselors, parents, and students.

Student Report with Narrative.....8

Narrative descriptions give information about what is tested in each content area, how the student performed, and instructional suggestions.

Typical audience: teachers, parents, and students.

Group Report with Clusters.....10

This report provides the group information teachers and administrators need: a brief summary of the group's results, group performance for all subtests and totals, and specific information about the skills tested.

Typical audience: teachers, principals, counselors, and central office staff.

Group Report12

A brief narrative of the performance of a group, group test results, and national data are included on this report.

Typical audience: principals and central office staff.

Ranked List of Three Scores with Summary14

Providing a focused view of how students perform in select areas, this report ranks scores for three tests or totals.

Typical audience: teachers, counselors, and principals.

Master List of Test Results.....16

An easy-to-read summary of results for subtests and totals, this report lists students alphabetically.

Typical audience: teachers, counselors, and principals.

Master List Summary18

Summary statistics for each test and total statistics for the group selected give an overall perspective of performance. *Typical audience: principals, central office staff, school board, and the public or media.*

Administrator's Data Summary20-22

This multi-page report provides group performance information and is most commonly used to check the performance of an entire grade within a district or school.

Typical audience: principals, central office staff, and media.

Student Record Label23

Student test results are printed on adhesive labels that can be applied to individual student folders.

Typical audience: central office staff.

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Text Included with Student Report with Clusters, Student Report with Narrative, and Group Report.....25

Text Included with Ranked List of Three Scores, Master List of Test Results, Master List Summary, and Administrator's Data Summary ...26

Home Report

This is a single-page report that can be sent to the student's parent or guardian. The report is available in English or Spanish.

- A. Score Types:** Compares a student's performance to students in the same grade across the nation. The National Grade Percentile Bands for each content area tested are provided in bar graph format.
- B. Narrative:** Provides an explanation of a student's performance.
- C. Subtest Descriptions:** Explain the content of each subtest and the student's performance relative to the norm group. Suggestions are also provided for activities in each content area which the parent can use to encourage the student.



Home Report | I2622516 A L2622516

Learning Snapshot

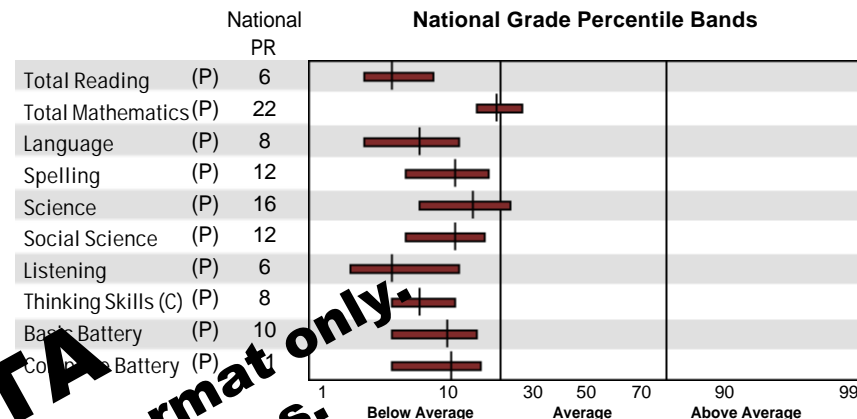
You need support to improve your Total Reading, Listening and Language skills. Talk to your parents and teachers about ways to build your knowledge and skills in these areas.

SCHOOL: AIQ MIDDLE
DISTRICT: AIQ SAT10 FINAL DIST
GRADE: 5 **AGE:** 11 YRS 6 MOS
TEST DATE: 10/14
STUDENT NUMBER: 2622516

About This Student's Performance Report:

I2622516 recently took the **Stanford Achievement Test**, Tenth Edition (Stanford 10). The graph on the right presents National Grade Percentile Bands, which show your student's performance compared to students in the same grade in a national reference group. Percentile Bands show ranges within which your student's true scores likely fall. For example, a student whose Percentile Band spans the 70th percentile performed as well as or better than 70% of students nationally in that subject. The boxes below describe what each subtest measures and your student's performance in that subject area. Also included are some suggested activities designed to engage you and your student as you work together toward continuing academic development. This test is only one means for assessing your student's achievement. The school should be contacted for more information about your student's overall performance.

National Grade Percentile Bands



TOTAL READING

The Reading subtests measure reading skills such as relating word sounds and spellings, determining word meanings and synonyms, as well as the understanding, interpretation, and analysis of literary, informational, and functional reading selections. I2622516's score is in the Below Average range for the grade. Help your student read useful and enjoyable items such as the daily comics, instructions for games, or simple articles in student's magazines. Help your student find reading material in an area of interest, such as a sport or hobby magazine. Ask for a detailed description of what was read in your student's own words.

TOTAL MATHEMATICS

The Mathematics subtests measure problem solving skills involving number sense, operations, patterns and algebra, data and probability, geometry, and measurement concepts. Also measured is the student's fluency with arithmetic operations involving whole numbers, decimals, and fractions. I2622516's score is in the Below Average range for the grade. Play games together that are designed to develop memory and reasoning skills, or that use geometric shapes and patterns. Look for opportunities to discuss the meaning of whole numbers and fractions. Encourage your student to practice counting money and making change.

LANGUAGE

The Language subtest measures the student's application of the language principles that form effective writing including capitalization, punctuation, word usage, sentence structure, organization, composing, and editing. I2622516's score is in the Below Average range for the grade. Encourage your student to write sentences using spelling words from school. Help your student keep a scrapbook of important events in life, including written descriptions of the items and pictures placed in the scrapbook.

SPELLING

The Spelling subtest measures the student's ability to recognize the correct spelling of words, as well as the application of phonetic and structural principles to the identification of correctly spelled words. I2622516's score is in the Below Average range for the grade. Play a spelling tile game or a "puzzle" word game. When a word match is made, suggest that the player use it in a sentence.

SCIENCE

The Science subtest measures the student's understanding of life science, Earth science, physical science, and the nature of science. Also measured is the student's ability to analyze evidence and models, recognize patterns, and compare the forms and functions of organisms. I2622516's score is in the Below Average range for the grade. Stimulate a greater interest in science by encouraging your student to build toys using recycled materials. Have your student explain how and why the toys work.

SOCIAL SCIENCE

The Social Science subtest measures the student's achievement in the areas of history, geography, political science, and economics. Also assessed is the student's ability to apply that knowledge and analyze new information. I2622516's score is in the Below Average range for the grade. Read simple maps and talk about map directions with your student. When shopping, ask about where products came from prior to purchase. Read and discuss historical fiction and informational books with your student.

LISTENING

The Listening subtest measures student recognition of spoken words and the student's ability to construct meaning from dictated material. Also measured is the student's ability to understand, interpret, and analyze information contained in literary, informational, and functional messages. I2622516's score is in the Below Average range for the grade. Encourage your student to read special-interest material, such as sports or hobby magazines. Listen to radio and television messages together and discuss what you heard. Ask your student to explain a radio or television message to you.

Student Report with Clusters

This individual level report provides the student's scores for all subtests and totals, as well as information in the Clusters section about the skills tested in each content area.

- A. Score Types:** Provide the student's scores for up to five score types that can be chosen from the following: Number Correct, Scaled Score, Grade Equivalent, National Percentile Rank-Stanine, National Normal Curve Equivalent, Local Percentile Rank-Stanine, and Local Normal Curve Equivalent. The Lexile™ Measure maybe ordered separately.
- B. Achievement/Ability Comparison (AAC):** May be selected if OLSAT, Eighth Edition, is also administered with Stanford 10. The AACs show that average performance relative to the total norm group may be either Low, Middle, or High when compared to students of similar measured ability.
- C. National Grade Percentile Bands:** Permit quick identification of a student's relative strength and weaknesses by subject area or domain. In general, percentile bands that do not overlap may be considered to represent significant differences in performance.
- D. OLSAT8 Scores:** Total, Verbal, and Nonverbal scores are reported when OLSAT8 is processed in combination with Stanford 10. Up to five OLSAT8 scores may be selected from the following: Number Correct, Scaled Score, School Ability Index, Age Percentile Rank-Stanine, Age Normal Curve Equivalent, National Grade Percentile Rank-Stanine, National Grade Normal Curve Equivalent, Local Grade Percentile Rank-Stanine, and Local Grade Normal Curve Equivalent.
- E. Clusters:** Provide data by Number Possible (NP), Number Attempted (NA), and Number Correct (NC) for each content area. The student's performance on content and process clusters is reported as Below Average, Average, or Above Average. This allows the teacher to identify relative strengths and weaknesses based on the norm group's performance within each content area.



O.N.L.I.N.E

with Otis-Lennon School Ability Test®
Eighth Edition

About This Student's Performance:

I2622516 recently took the *Stanford Achievement Test*, Tenth Edition (Stanford 10). This test is one measure of this student's achievement. This report compares this student's performance to students in the same grade across the nation. Percentile Bands show ranges within which this student's true scores likely fall. For example, a student whose Percentile Band spans the 70th percentile performed as well as or better than 70% of students nationally in that subject.

The chart below shows this student's performance in each subject area tested.

Lexile measure = 515L

Information on the use of Lexiles can be found at www.PearsonLexile.com. Lexiles used with permission.

Student Report | I2622516 A L2622516

National Comparison

SCHOOL: AIQ MIDDLE
DISTRICT: AIQ SAT10 FINAL DIST

GRADE: 5
TEST DATE: 10/14

AGE: 11 YRS 6 MOS
STUDENT NO.: 2622516

Subtests and Totals		Number Possible	Number Correct	Scaled Score	National PR-S	National NCE	AAC Range	National Grade Percentile Bands						
								1	10	30	50	70	90	99
Total Reading	(P)	84	22	577	6-2	17.3	MIDDLE							
Reading Vocabulary	(P)	30	6	554	4-2	13.1	MIDDLE							
Reading Comprehension	(P)	54	16	592	13-3	26.3	HIGH							
Total Mathematics	(P)	80	24	594	22-3	33.7	HIGH							
Mathematics Problem Solving	(P)	48	20	612	35-4	41.9	HIGH							
Mathematics Procedures	(P)	32	4	553	7-2	18.9	MIDDLE							
Language	(P)	48	13	572	8-2	20.4	MIDDLE							
Language Mechanics	(P)	24	6	564	7-2	18.9	MIDDLE							
Language Expression	(P)	24	7	581	6-2	22.2	HIGH							
Spelling	(P)	40	12	581	12-3	25.3	MIDDLE							
Science	(P)	40	12	595	16-3	29.1	MIDDLE							
Social Science	(P)	40	11	578	12-3	23.5	MIDDLE							
Listening	(P)	40	12	572	6-2	17.3	MIDDLE							
Thinking Skills (C)	(P)	191	33	583	8-2	20.4	HIGH							
Basic Battery	(P)	292	83	N/A	11-2	25.4	MIDDLE							
Complete Battery	(P)	292	83	N/A	11-3	24.2	MIDDLE							
Otis-Lennon School Ability Test®		Number Possible	Number Correct	Scaled Score	Age PR-S	Scaled Score	Natl Grade PR-S	National Grade Percentile Bands						
Total		36	15	65	1-1	544	3-1							
Verbal		36	15	64	1-1	538	3-1							
Nonverbal		36	15	70	3-1	549	6-2							

Clusters				Below Avg			Above Avg			Clusters				Below Avg			Above Avg						
	NP	NA	NC	Avg	Avg	Avg		NP	NA	NC	Avg	Avg	Avg		NP	NA	NC	Avg	Avg	Avg			
C	Reading Vocabulary			30	30	6	ü	Mathematics Procedures (cont.)						C	Social Science			40	40	11	ü		
C	Synonyms			12	12	2						NA ³		C	History			10	10	2			NA ³
C	Multiple Meaning Words			9	9	1						NA ³		C	Geography			10	10	5			NA ³
C	Context Clues			9	9	3						NA ³		C	Political Science			10	10	2			NA ³
P	Thinking Skills			18	18	4					ü			C	Economics			10	10	2			NA ³
C	Reading Comprehension			54	54	16	ü					NA ³		P	App. of Knowledge/Comp.			16	16	7			NA ³
C	Literary			18	18	2						NA ³		P	Org., Summ. & Interp. of Info.			13	13	3			NA ³
C	Informational			18	18	9						NA ³		P	Determination of Cause/Effect			11	11	1			NA ³
C	Functional			18	18	5					ü			P	Thinking Skills			20	20	4			NA ³
P	Initial Understanding			12	12	6						NA ³		C	Listening			40	40	12	ü		
P	Interpretation			20	20	7						NA ³		C	Vocabulary			10	10	6			NA ³
P	Critical Analysis			12	12	3						NA ³		C	Comprehension			30	30	6			NA ³
P	Strategies			10	10	0						NA ³		P	Initial Understanding			8	8	1			NA ³
P	Thinking Skills			42	42	10					ü			P	Interpretation			12	12	3			NA ³
C	Mathematics Problem Solving			48	48	20	ü					NA ³		P	Analysis			7	7	2			NA ³
C	Number Sense & Operations			24	24	9						NA ³		C	Literary			10	10	3			NA ³
C	Patterns/Relationships/Algebra			6	6	2						NA ³		C	Informational			10	10	0			NA ³
C	Data, Statistics & Probability			8	8	5						NA ³		C	Functional			10	10	3			NA ³
C	Geometry & Measurement			10	10	4					ü			P	Thinking Skills			22	22	5			NA ³
P	Communication & Representation			6	6	2						NA ³											
P	Estimation			10	10	7						NA ³											
P	Mathematical Connections			19	19	6					NA ³												
P	Reasoning & Problem Solving			13	13	5					NA ³												
P	Thinking Skills			41	41	18					NA ³												
C	Mathematics Procedures			32	32	4	ü					NA ³											
C	Computation w/Whole Numbers			10	10	1					NA ³												
C	Computation with Decimals			12	12	1					NA ³												
C	Computation with Fractions			10	10	2					NA ³												

STANFORD LEVEL/Form: Intermediate 2/A
NORMS: 2002 National Fall

OLSAT Level/Form: E/5
NORMS: 2002 National Fall

C = Content Cluster P = Process Cluster
Scores based on normative data copyright © 2022 by Multi-Health Systems Inc. All right reserved.

Report Date: 8/11/2022 11:09 AM

Student Report with Narrative

This individual-level report provides the student's scores for all the subtests and totals, as well as a discussion of the student's performance in the narrative section.

- A. Score Types:** Provide a choice of up to five score types that can be chosen from the following: Number Correct, Scaled Score, Grade Equivalent, National Percentile Rank-Stanine, National Normal Curve Equivalent, Local Percentile Rank-Stanine, and Local Normal Curve Equivalent. The Lexile™ Measure may be ordered separately.
- B. Achievement/Ability Comparison (AAC):** May be selected if OLSAT, Eighth Edition, is also administered with Stanford 10. The AACs show that average performance relative to the total norm group may be either Low, Middle, or High when compared to students of similar measured ability.
- C. National Grade Percentile Bands:** Permit quick identification of a student's relative strength and weaknesses by subject area or domain. In general, percentile bands that do not overlap may be considered to represent significant differences in performance.
- D. OLSAT8 Scores:** Total, Verbal, and Nonverbal scores are reported when OLSAT8 is processed in combination with Stanford 10. Up to five OLSAT8 scores may be selected from the following: Number Correct, Scaled Score, School Ability Index, Age Percentile Rank-Stanine, Age Normal Curve Equivalent, National Grade Percentile Rank-Stanine, National Grade Normal Curve Equivalent, Local Grade Percentile Rank-Stanine, and Local Grade Normal Curve Equivalent.
- E. Narrative:** Contains a narrative interpretation of the student's results, using familiar words and phrases to discuss the student's performance relative to the norm group.



O.N.L.I.N.E

with Otis-Lennon School Ability Test®
Eighth Edition

Student Report | I2622516 A L2622516

National Comparison



SCHOOL: AIQ MIDDLE
DISTRICT: AIQ SAT10 FINAL DIST

GRADE: 5
TEST DATE: 10/14

AGE: 11 YRS 6 MOS
STUDENT NO.: 2622516

Subtests and Totals									National Grade Percentile Bands							
		Number Possible	Number Correct	Scaled Score	National PR-S	National NCE		AAC Range	1	10	30	50	70	90	99	
Total Reading	(P)	84	22	577	6-2	17.3		MIDDLE	<div></div>							
Reading Vocabulary	(P)	30	6	554	4-2	13.1		MIDDLE	<div></div>							
Reading Comprehension	(P)	54	16	592	13-3	26.3		HIGH	<div></div>							
Total Mathematics	(P)	80	24	594	22-3	33.7		HIGH	<div></div>							
Mathematics Problem Solving	(P)	48	20	612	35-4	41.9		HIGH	<div></div>							
Mathematics Procedures	(P)	32	4	553	7-2	18.9		MIDDLE	<div></div>							
Language	(P)	48	13	572	8-2	20.4		MIDDLE	<div></div>							
Language Mechanics	(P)	24	6	564	7-2	18.9		MIDDLE	<div></div>							
Language Expression	(P)	24	7	581	10-2	22.2		HIGH	<div></div>							
Spelling	(P)	40	12	581	12-3	25.3		MIDDLE	<div></div>							
Science	(P)	40	12	595	16-3	29.1		MIDDLE	<div></div>							
Social Science	(P)	40	11	578	12-3	25.3		MIDDLE	<div></div>							
Listening	(P)	40	12	572	6-2	17.3		MIDDLE	<div></div>							
Thinking Skills (C)	(P)	191	34	583	8-2	20.4		HIGH	<div></div>							
Basic Battery	(P)	292	87	N/A	12-2	29.3		MIDDLE	<div></div>							
Complete Battery	(P)	572	136	N/A	11-3	24.2		MIDDLE	<div></div>							
Otis-Lennon School Ability Test®		Number Possible	Number Correct	SAI	Age PR-S	Scaled Score	Natl Grade PR-S		National Grade Percentile Bands							
Total		36	13	65	1-1	544	3-1		<div></div>							
Verbal		36	8	64	1-1	538	3-1		<div></div>							
Nonverbal		36	8	70	3-1	549	6-2		<div></div>							

READING The Reading subtests measure reading skills such as relating words to sounds and spellings, determining word meanings and synonyms, as well as the understanding, interpretation, and analysis of literary, informational, and functional texts. I2622516's score is in the Below Average range for the grade. Help your student read aloud and enjoyable items such as the daily comics, instructions for games, or simple articles in student's magazines. Help your student find reading material in an area of interest, such as a sport or hobby magazine. Ask for a detailed description of what was read in your student's own words.

MATHEMATICS The Mathematics subtests measure problem solving skills involving number sense, operations, patterns and algebra, data and probability, geometry, and measurement concepts. Also measured is the student's fluency with arithmetic operations involving whole numbers, decimals, and fractions. I2622516's score is in the Below Average range for the grade. Play games together that are designed to develop memory and reasoning skills, or that use geometric shapes and patterns. Look for opportunities to discuss the meaning of whole numbers and fractions. Encourage your student to practice counting money and making change.

LANGUAGE The Language subtest measures the student's application of the language principles that form effective writing including capitalization, punctuation, word usage, sentence structure, organization, composing, and editing. I2622516's score is in the Below Average range for the grade. Encourage your student to write sentences using spelling words from school. Help your student keep a scrapbook of important events in life, including written descriptions of the items and pictures placed in the scrapbook.

SPELLING The Spelling subtest measures the student's ability to recognize the correct spelling of words, as well as the application of phonetic and structural principles to the identification of correctly spelled words. I2622516's score is in the Below Average range for the grade. Play a spelling tile game or a "puzzle" word game. When a word match is made, suggest that the player use it in a sentence.

SCIENCE The Science subtest measures the student's understanding of life science, Earth science, physical science, and the nature of science. Also measured is the student's ability to analyze evidence and models, recognize patterns, and compare the forms and functions of organisms. I2622516's score is in the Below Average range for the grade. Stimulate a greater interest in science by encouraging your student to build toys using recycled materials. Have your student explain how and why the toys work.

SOCIAL SCIENCE The Social Science subtest measures the student's achievement in the areas of history, geography, political science, and economics. Also assessed is the student's ability to apply that knowledge and analyze new information. I2622516's score is in the Below Average range for the grade. Read simple maps and talk about map directions with your student. When shopping, ask about where products came from prior to purchase. Read and discuss historical fiction and informational books with your student.

LISTENING The Listening subtest measures student recognition of spoken words and the student's ability to construct meaning from dictated material. Also measured is the student's ability to understand, interpret, and analyze information contained in literary, informational, and functional messages. I2622516's score is in the Below Average range for the grade. Encourage your student to read special-interest material, such as sports or hobby magazines. Listen to radio and television messages together and discuss what you heard. Ask your student to explain a radio or television message to you.

Group Report with Clusters

A single-page group level report provides the group's scores for all subtests and totals, as well as summary information about the content and process skills in the Clusters section.

- A. Score Types:** Provide up to five Stanford scores from the following list for all subtests and totals: Mean Number Correct, Mean Scaled Score, Median Grade Equivalent, National Percentile Rank-Stanine, Mean National Normal Curve Equivalent, Local Percentile Rank-Stanine, and Local Normal Curve Equivalent.
- B. Achievement/Ability Comparison (AAC):** May be selected if OLSAT, Eighth Edition, is also administered with Stanford 10. The AACs show the percentage of students falling into each of the AAC ranges of Low, Middle, or High.
- C. National Grade Percentile Ranks:** Permits quick bar graph identification of the group's relative strengths and weaknesses by subject area or domain.
- D. OLSAT8 Scores:** Total, Verbal, and Nonverbal scores are reported when OLSAT8 is processed in combination with Stanford 10. Up to five OLSAT8 scores may be selected from the following: Mean Number Correct, Mean Scaled Score, Mean School Ability Index, Age Percentile Rank-Stanine, Mean Age Normal Curve Equivalent, National Grade Percentile Rank-Stanine, Mean National Grade Normal Curve Equivalent, Local Grade Percentile Rank-Stanine, and the Mean Local Grade Normal Curve Equivalent.
- E. Clusters:** Provide performance reports on the percentage of students falling in each of the Below Average, Average, or Above Average categories.

Group Report | AIQ Middle



SCHOOL: AIQ MIDDLE
DISTRICT: AIQ SAT10 FINAL DIST

Grade: 5
TEST DATE: 10/14

About This Group's Performance:

This group recently took the *Stanford Achievement Test*, Tenth Edition (Stanford 10). This test is one measure of their achievement. The Group Report describes the performance of this group compared to similar groups of students in the same grade across the nation. The Battery scores provide an overall indication of the group's performance. This group scored in the lower range for the grade, which means that group performance was Below Average.

		Mean Number Correct	Mean Scaled Score	National Individual PR-S	Mean National NCE	Percent in Each AAC Range			National Grade Percentile Bands							
Subtests and Totals		Number Tested				L	M	H	1	10	30	50	70	90	99	
Total Reading	1	22.0	577	6-2	17.3		0	100	0	<div></div>						
Reading Vocabulary	1	6.0	554	4-2	13.1		0	100	0	<div></div>						
Reading Comprehension	1	16.0	592	13-3	26.3		0	0	100	<div></div>						
Total Mathematics	1	24.0	594	22-3	33.7		0	0	100	<div></div>						
Mathematics Problem Solving	1	20.0	612	35-4	41.9		0	0	100	<div></div>						
Mathematics Procedures	1	4.0	553	7-2	18.9		0	100	0	<div></div>						
Language	1	13.0	572	8-2	20.4		0	100	0	<div></div>						
Language Mechanics	1	6.0	564	7-2	18.9		0	100		<div></div>						
Language Expression	1	7.0	581	11-3	24.2		0	0	100	<div></div>						
Spelling	1	12.0	581	12-3	25.3		0	100	0	<div></div>						
Science	1	12.0	595	16-1	31.1		0	0	100	0	<div></div>					
Social Science	1	11.0	578	12-3	25.3		0	0	0	<div></div>						
Listening	1	12.0	577	12-3	17.3		0	0	100	0	<div></div>					
Thinking Skills (C)	1	53.0	583	35-2	20.1		0	0	100	<div></div>						
Basic Battery	1	83.0	N/A	10-2	25.3		0	100	0	<div></div>						
Complete Battery	1	100.0	N/A	11-3	24.2		0	100	0	<div></div>						
Otis-Lennon School Ability Test®		Mean Number Correct	Mean Scaled Score	Mean National NCE	Natl Grade PR-S				National Grade Percentile Bands							
									1	10	30	50	70	90	99	
Total	13	22.0	654	1-1	544	3-1			<div></div>							
Verbal	13	18.0	614	1-1	538	3-1			<div></div>							
Nonverbal	13	8.0	570	3-1	549	6-2			<div></div>							

Group Report

This single-page report provides scores for all subtests and totals, as well as a discussion of the group's performance in the narrative section.

- A. Score Types:** Provide up to five Stanford scores from the following list for all subtests and totals: Mean Number Correct, Mean Scaled Score, Median Grade Equivalent, Mean National Percentile Rank-Stanine, Mean National Normal Curve Equivalent, Local Percentile Rank-Stanine, and Mean Local Normal Curve Equivalent.
- B. Achievement/Ability Comparison (AAC):** May be selected if OLSAT, Eighth Edition, is also administered with Stanford 10. The AACs show the percent of students falling into each of the AAC ranges of Low, Middle, or High.
- C. National Grade Percentile Ranks:** Permit quick bar graph identification of the group's relative strengths and weaknesses by subject area or domain.
- D. OLSAT8 Scores:** Total, Verbal, and Nonverbal scores are reported when OLSAT8 is processed in combination with Stanford 10. Up to five OLSAT8 scores may be selected from the following: Mean Number Correct, Mean Scaled Score, Mean School Ability Index, Age Percentile Rank-Stanine, Mean Age Normal Curve Equivalent, National Grade Percentile Rank-Stanine, Mean National Grade Normal Curve Equivalent, Local Grade Percentile Rank-Stanine, and Local Grade Normal Curve Equivalent.
- E. Narrative:** Contains a description of the group's results.



with Otis-Lennon School Ability Test®
Eighth Edition

National Comparison



Group Report | AIQ Middle

SCHOOL: AIQ MIDDLE

GRADE: 5

DISTRICT: AIQ SAT10 FINAL DIST

TEST DATE: 10/14

About This Group's Performance:

This group recently took the *Stanford Achievement Test*, Tenth Edition (Stanford 10). This test is one measure of their achievement. This report describes the performance of the typical student in this group compared to students in the same grade across the nation. The Battery scores provide an overall indication of this group's performance. The typical student in this group scored in the lower range of the grade, which means that group performance was Below Average. The chart below shows this group's performance in each subject area tested.

Subtests and Totals	Number Tested	Mean Number Correct	Mean Scaled Score	National Individual PR	Mean National NCE	Percent in Each AAG Range			National Grade Percentile Bands						
						L	M	H	1	10	30	50	70	90	99
Total Reading	1	22.0	577	6-2	17.1	0	100	0							
Reading Vocabulary	1	6.0	177	4-2	12.2	0	100	0							
Reading Comprehension	1	16.0	402	13-2	26.3	0	0	100							
Total Mathematics	1	20.0	594	35-4	33.7	0	0	100							
Mathematics Problem Solving	1	20.0	612	35-4	41.9	0	0	100							
Mathematics Procedures	1	4.0	158	7-2	18.9	0	100	0							
Language	1	13.0	372	7-2	20.4	0	100	0							
Language Mechanics	1	6.0	154	7-2	18.9	0	100	0							
Language Expression	1	7.0	158	11-3	24.2	0	0	100							
Spelling	1	12.0	381	12-3	25.3	0	100	0							
Science	1	12.0	595	16-3	29.1	0	100	0							
Social Science	1	11.0	578	12-3	25.3	0	100	0							
Listening	1	12.0	577	6-2	17.3	0	100	0							
Thinking Skills (C)	1	53.0	583	8-2	20.4	0	0	100							
Basic Battery	1	83.0	N/A	10-2	23.3	0	100	0							
Complete Battery	1	106.0	N/A	11-3	24.2	0	100	0							
Otis-Lennon School Ability Test®	Number Tested	Mean Number Correct	Mean SAI	Age PR-S	Mean Scaled Score	Natl Grade PR-S	National Grade Percentile Bands								
Total	13	15.0	65	1-1	544	3-1									
Verbal	13	7.0	64	1-1	538	3-1									
Nonverbal	13	8.0	70	3-1	549	6-2									

Master List of Test Results

The Master List of Test Results provides norm-referenced scores by grade for all students in a class, school, or district.

- A. Score Types:** Provide reports for up to six score types for each student and subtest from the following choices: Number Correct, Scaled Score, Grade Equivalent, National Percentile Rank-Stanine, National Normal Curve Equivalent, Local Percentile Rank-Stanine, and Local Normal Curve Equivalent. If OLSAT, Eighth Edition, is also administered, an Achievement/Ability Comparison (AAC) score may be selected.
- B. OLSAT8 Scores:** Total, Verbal, and Nonverbal scores are reported when OLSAT8 is processed in combination with Stanford 10. Up to seven OLSAT8 scores may be selected from the following: Number Correct, Scaled Score, School Ability Index, Age Percentile Rank-Stanine, Age Normal Curve Equivalent, National Grade Percentile Rank-Stanine, National Grade Normal Curve Equivalent, Local Grade Percentile Rank-Stanine, and Local Grade Normal Curve Equivalent.



with Otis-Lennon School Ability Test®
Eighth Edition

National Comparison



Master List of Test Results | AIQ Middle

SCHOOL: AIQ MIDDLE
DISTRICT: AIQ SAT10 FINAL DIST

GRADE: 8
TEST DATE: 04/14

Student Listing is
alphabetical

	Reading			Mathematics			Language			Spelling	Science	Social Science	Listening	Thinking Skills (C)	Battery Totals		OTIS-LENNON		
	Total Reading	Reading Vocabulary	Reading Comprehension	Total Mathematics	Mathematics Problem Solving	Mathematics Procedures	Language	Language Mechanics	Language Expression						Basic Battery	Complete Battery	Number Correct/Number Possible	SAI	Age PR-S
																		Age NCE	Scaled Score
																		National Grade PR-S	National Grade NCE
Number Possible	84	30	54	80	48	32	48	48	40	40	40	40	200	292	372				
L2541632, S2541632	(P)	13 YRS 0 MOS		Student Number: 2541632													Total	Verbal	Nonverbal
Number Correct	63	24	39	28	18	10	31	13	13	30	21	14	25	110	177	212	42/72	23/36	19/36
Scaled Score	693	704	687	662	666	646	659	644	675	694	672	649	660	670	N/A	N/A	103	109	96
National PR-S	64-6	63-6	63-6	34-4	32-4	32-4	42-5	32-4	58-5	62-6	59-5	32-4	57-5	47-5	53-5	51-5	57-5	71-6	40-5
National NCE	57.5	57.0	57.0	41.3	39.6	40.2	42.3	36.5	44.3	62.3	54.8	40.2	53.7	48.4	51.4	50.5	53.7	61.7	44.7
AAC	MID	MID	MID	MID	MID	MID	MID	LOW	MID	HIGH	MID	MID	MID	MID	MID	MID	46-5	61-6	34-4
																	47.9	55.9	41.3
L2541633, S2541633	(P)	13 YRS 0 MOS		Student Number: 2541633													Total	Verbal	Nonverbal
Number Correct	59	24	35	66	38	38	38	17	21	30	30	24	28	147	221	275	56/72	25/36	31/36
Scaled Score	684	704	674	688	731	756	686	672	705	694	711	688	674	702	N/A	N/A	119	113	121
National PR-S	55-5	63-6	50-6	93-8	82-8	93-8	65-6	51-5	77-7	72-6	91-8	74-6	71-6	82-7	75-6	77-7	88-7	79-7	90-8
National NCE	52.6	57.0	50.0	81.1	79.6	81.1	58.1	50.5	65.6	62.3	78.2	63.5	61.7	69.3	64.3	65.7	74.7	67.0	77.0
AAC	LOW	LOW	LOW	HIGH	HIGH	HIGH	MID	LOW	MID	MID	HIGH	MID	MID	MID	MID	MID	678	663	697
																	81-7	71-6	88-7
																	68.5	61.7	74.7
L2541634, S2541634	(P)	13 YRS 0 MOS		Student Number: 2541634													Total	Verbal	Nonverbal
Number Correct	59	21	38	35	24	11	31	15	16	19	27	17	32	121	176	220	50/72	23/36	27/36
Scaled Score	684	684	684	676	686	661	659	657	661	643	697	661	696	679	N/A	N/A	112	109	112
National PR-S	55-5	44-5	60-6	51-5	61-6	37-4	42-5	36-4	48-5	21-3	83-7	45-5	88-7	59-5	51-5	54-5	77-7	71-6	77-7
National NCE	52.6	46.8	55.3	50.5	55.9	43.0	45.7	42.5	48.9	33.0	70.1	47.4	74.7	54.8	50.6	52.4	65.6	61.7	65.6
AAC	MID	MID	MID	MID	MID	MID	LOW	LOW	MID	LOW	HIGH	MID	HIGH	MID	MID	MID	660	652	669
																	66-6	61-6	70-6
																	58.7	55.9	61.0
L2541635, S2541635	(P)	13 YRS 0 MOS		Student Number: 2541635															
Number Correct	63	26	37	41	23	18	43	23	20	29	21	22	31	131	207	250			
Scaled Score	693	722	681	687	682	695	716	756	693	688	672	680	690	687	N/A	N/A			
National PR-S	64-6	76-6	57-5	62-6	57-5	66-6	89-8	96-9	70-6	66-6	59-5	66-6	84-7	67-6	72-6	70-6			
National NCE	57.5	64.9	53.7	56.4	53.7	58.7	75.8	86.9	61.0	58.7	54.8	58.7	70.9	59.3	62.3	61.1			
AAC																			

Student Record Label

The Student Record Label is designed to be applied to a student's record folder to provide a quick reference for the student's scores for Stanford 10 and OLSAT 8.

- A. Score Types:** Up to five Stanford 10 scores from the following list can be reported for each subtest and total: Number Correct, Scaled Score, Grade Equivalent, National Percentile Rank-Stanine, National Normal Curve Equivalent, Local Percentile Rank-Stanine, and Local Normal Curve Equivalent.
- B. Achievement/Ability Comparison (AAC):** May be chosen as an additional score if OLSAT, Eighth Edition, is processed in combination with Stanford 10. A maximum of six OLSAT8 scores from the following can be reported: Number Correct, Scaled Score, School Ability Index, Age Percentile Rank-Stanine, Age Normal Curve Equivalent, National Grade Percentile Rank Stanine, National Normal Curve Equivalent, Local Grade Percentile Rank-Stanine, and Local Normal Curve Equivalent.

SCHOOL: AIQ Middle-666666666
 DISTRICT: AIQ SAT10 FINAL DIST-131313131
 GRADE: 5
 REPORT DATE: 8/11/2022 11:28 AM

A2557240, L2557240 U

Grade: 5 Age: 10-06 Gender: M Student No: 2557240
 Level/Form: I2/A Test Date: 10/13 Norms: 2007 National Fall

SCORE TYPE	Total Reading	Reading Vocab	Reading Comp	Total Math	Problem Solving	Procedures	Language
No. Correct	22	6	16	24	20	4	13
Scaled Score	577	554	592	594	612	553	572
N/PR-S	5-2	2-1	10-2	14-3	24-4	4-2	6-2
N/NCE	15.4	6.7	23.0	27.2	35.1	13.1	17.3
AAC	MID	LOW	MID	HIGH	HIGH	MID	MID
SCORE TYPE	Mechanics	Expression	Spelling	Science	Social Science	Listening	Thinking Skills (C)
No. Correct	6	7	12	12	11	12	53
Scaled Score	564	581	581	595	578	577	583
N/PR-S	4-2	11-3	9-2	8-2	8-2	4-2	8-2
N/NCE	13.1	24.2	21.8	20.4	20.4	13.1	20.4
AAC	MID	MID	MID	MID	MID	LOW	MID
SCORE TYPE	Basic Battery	Complete Battery	OLSAT8 Score Type		Total	Verbal	Non Verbal
No. Correct	83	106	No. Correct		15	7	8
Scaled Score	N/A	N/A	SAI		71	71	75
N/PR-S	7-2	7-2	Age PR-S		4-2	4-2	6-2
N/NCE	18.6	19.0	SS		544	538	549
AAC	MID	MID	Grade PR-S		3-1	3-1	6-2

SAMPLE DATA
 To be used for display of report format only.
 Do not attempt to interpret scores.

Text Included with Home Report

Recently your student took the *Stanford Achievement Test Series* Tenth Edition (Stanford 10). The following information is meant to help you understand your student's performance as described on this Home Report.

HOME REPORT

- The Home Report provides information about your student's scores for subtests and totals.
- Your student's name appears at the top of the report for high visibility and quick recognition.
- Other information shown at the top of the page includes the teacher's name, school and/or district name, grade, and test date.
- On some reports, the Lexile™ measure is reported. The Lexile™ measure, converted from the student's Reading Comprehension subtest score, is an indicator of the student's reading level and can be used to match the student to appropriate text.
- Percentile rank (PR) scores show the percentage of students across the nation whose scores were equal to or lower than your student's score. Percentile ranks range from a low of 1 to a high of 99, with 50 meaning "average." Percentile rank scores do not represent actual amounts of a student's knowledge. For example, a percentile rank of 42 does not mean that the student answered 42 percent of the questions correctly. It means that your student has done as well as or better than 42 percent of students across the nation. Percentile rank scores can be compared from one subject area to another.
- Grade percentile bands are reported on a bar graph. This permits quick identification of your student's relative strengths and weaknesses by subject area.
- Short paragraphs for each subject area tested describe the subtest, your student's performance, and provide suggestions for further learning at home.
- The Stanford 10 test level, form, and norms (Fall, Midyear, or Spring) are printed at the bottom of the report.

FOOTNOTES AND ABBREVIATIONS

- | | |
|--|--|
| DNA = Not available because the student Did Not Attempt the test or all components of a total score. | NA ³ = Norms do not exist for this grade because the test was given out of level. |
| E = Electronic (online) test administration. | NA ⁹ = Not available because the student's grade was designated Ungraded. |
| INV = Invalidated test. | P = Paper test administration. |
| NA ¹ = Not available because a raw score of zero does not yield any derived scores. | UG = Ungraded. |

Recientemente, el estudiante tomó la prueba *Stanford Achievement Test Series*, en su décima edición (Stanford 10). La información que se ofrece a continuación está diseñada para ayudarle a comprender el desempeño del estudiante según se describe en este informe para los padres.

INFORME PARA LOS PADRES

- El informe para los padres proporciona información sobre las puntuaciones del estudiante en las pruebas y el total.
- El nombre del estudiante aparece en la parte superior del informe para que se destaque y pueda reconocerse con rapidez.
- Otros datos que se muestran en la parte superior de la página son el nombre del maestro, el nombre de la escuela o el distrito, el grado y la fecha de la prueba.
- En algunos informes se ofrece la medida Lexile™. La medida Lexile™, convertida de la puntuación de la prueba de comprensión de lectura del estudiante, es un indicador de su nivel de lectura y puede usarse para buscar textos apropiados a dicho nivel.
- Las puntuaciones de rango de percentil (RP) muestran el porcentaje de estudiantes en la nación cuya puntuación es igual o inferior a la puntuación del estudiante en cuestión. Los rangos de percentil varían desde 1 hasta 99. El rango «promedio» es 50. Las puntuaciones de rango de percentil no representan la cantidad real del conocimiento de un estudiante. Por ejemplo, un rango de percentil de 42 no significa que el estudiante respondió correctamente el 42 por ciento de las preguntas. Significa que lo hizo igual o mejor que el 42 por ciento de los estudiantes en la nación. Las puntuaciones de rango de percentil pueden compararse de un área de contenido a otra.
- Las bandas de percentil de grado se presentan en una gráfica de barras. Esto permite identificar rápidamente las fortalezas y debilidades relativas del estudiante por área de contenido.
- Una serie de párrafos cortos relacionados con cada área de contenido describen la prueba y el desempeño del estudiante y ofrecen sugerencias para ampliar el aprendizaje en el hogar.
- En la parte inferior del informe se muestra el nivel, la forma y las normas de la prueba Stanford 10 (Otoño, mitad de año o Primavera).

NOTAS AL PIE DE PÁGINA Y SIGLAS

- | | |
|--|---|
| DNA = No está disponible porque el estudiante no intentó hacer la prueba o todos los componentes para obtener una puntuación total | NA ¹ = No está disponible porque una puntuación original de cero no produce ninguna puntuación derivada. |
| E = Administración de prueba en línea. | NA ³ = Las normas no existen para este grado porque la prueba fue administrada fuera de nivel |
| INV = Prueba invalidada | NA ⁹ = No está disponible porque el grado del estudiante se designó como Sin grado |
| M = Administración de prueba en línea y de prueba escrita mezclada. | P = Administración de prueba escrita. |
| | UG = Sin grado |

Text Included on Student Report with Clusters, Student Report with Narrative, and Group Report

The reports also include results for the *Otis-Lennon School Ability Test*®, Eighth Edition (OLSAT®8), when it is administered in combination with the *Stanford 10*.

STUDENT REPORTS

- Various reports provide information about individual students' scores for subtests, totals, and/or clusters.
- The student's name appears at the top of the report for high visibility and quick recognition.
- The classroom teacher's name, school, and district appear in the upper portion of the report for easy identification.
- Grade and test date are printed at the top center of the score reports.
- Stanford 10 and OLSAT norms (Fall, Midyear, or Spring), test level, and form are printed at the bottom of the reports.
- On some reports, when percentile ranks are reported, grade percentile bands are reported on a bar graph. These bands, which span ± 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.
- On some reports, short paragraphs for each subject area tested describe the subtest, your student's performance, and provide suggestions for further learning at home.
- On some reports, performance on clusters is reported as Below Average, Average, or Above Average. This reporting method enables the teacher to identify relative strengths and weaknesses within a content area. Clusters may be content clusters or process clusters. Number Possible, Number Attempted, and Number Correct for each cluster are also reported.
- OLSAT scores are reported for Total, Verbal, and Nonverbal when OLSAT is processed in combination with Stanford 10.
- On some reports, the Lexile™ measure is reported. The Lexile™ measure, converted from the student's Reading Comprehension subtest score, is an indicator of the student's reading level and can be used to match the student to appropriate text.

ABBREVIATIONS

AAC = Achievement/Ability Comparison	PHS = Post High School
AVG = Average	PK = Pre-Kindergarten
GE = Grade Equivalent	PR-S = Percentile Rank-Stanine
LVL = Level	Q1 = First Quartile
N, % = Number, Percent	Q3 = Third Quartile
NATL or NATL = National	NP/NA/NC = Number Possible/Number Attempted/Number Correct
NC = Number Correct	SAI = School Ability Index
NCE = Normal Curve Equivalent	SD or STANDARD DEV = Standard Deviation
N-COUNT = Number of Student	SS = Scaled Score
OLSAT = <i>Otis-Lennon School Ability Test</i> ®, Eighth Edition	UG = Ungraded
P10 = 10th Percentile	
P90 = 90th Percentile	

GROUP REPORTS

- Student Reports may be accompanied by group summaries that are available for class, school, or district.
- The group name appears at the top of the report for high visibility and quick recognition.
- The school and/or district names appear in the upper portion of the report for easy identification.
- Grade and test date are printed at the top center of the score reports.
- Stanford 10 and OLSAT norms (Fall, Midyear, or Spring), test level, and form are printed at the bottom of the reports.
- 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.
- On some reports, a summary of the group's performance on multiple-choice clusters is reported in terms of percent of students in the group scoring in the Below Average, Average, or Above Average categories. This reporting method enables the teacher to identify relative strengths and weaknesses within a content area. Clusters may be content clusters or process clusters. Number of Items for each cluster is also reported.
- OLSAT scores are summarized and reported for Total, Verbal, and Nonverbal when OLSAT is processed in combination with Stanford 10.

FOOTNOTES

DNA = Not available because the student did not attempt the test or all components of a total score.	NA ⁹ = Not available because the student's grade was designated Ungraded.
E = Electronic (online) test administration	O ¹ = A zero score yields no derived scores.
H✓ = "Average," but the highest possible rating for this cluster for this grade.	P = Paper test administration.
INV = Invalidated subtest.	¹ = Statistics do not include students with zero number correct (raw score).
L✓ = "Average," but the lowest possible rating for this cluster for this grade.	² = Excludes students with missing or questionable ages.
NA = Scaled Scores not available for Battery.	³ = Local norms based on fewer than 100 students lack precision and should be interpreted with caution.
NA ¹ = Not available because number correct (raw score) of zero does not yield any derived scores.	⁴ = Numbers may vary because mixed-level testing occurred and not all subtests exist at all levels.
NA ² = Not available because the student's age is unknown or out of range for the grade.	[*] = Summaries for the mean number correct cannot be provided as empirical research has shown that these scores for the paper and computer versions as well as for the Primary 3 answer document and booklet versions are not equivalent. An adjustment was made so that the scaled scores are equivalent.
NA ³ = Norms do not exist for this grade because the test was given out of level.	
NA ⁴ = Cluster performance ratings are available for national norms only.	
NA ⁵ = Number correct (raw score) not available for mixed levels.	

TYPES, CHARACTERISTICS, AND APPLICATIONS OF SCORES ON SUBTESTS AND DOMAIN TOTALS

Score	Description	Comparable Across			Grades
		Subtests	Forms	Levels	
Number Correct (NC)	The number of questions the student answered correctly. (Interpret only in relation to the set of questions on which the score was earned.)	NO	NO	NO	Only for the same subtest, form, or level
Scaled Score (SS)	Facilitates conversions to other score types and suitable for studying change in performance over time	NO	YES	YES	Only for the same subtest
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)	Grade placement at which the number correct (raw score) is average.	YES	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
School Ability Index (SAI)	An age-based, normalized standard score with a mean of 100 and a standard deviation of 16. The student's School Ability Index is derived from Verbal, Nonverbal, and Total scores earned when the OLSAT is administered with the Stanford 10.	NO	YES	YES	Only for the same subtest

SCORES ON BATTERY TOTALS AND COMPOSITES

Score	Description
Number Correct (NC)	The sum of all subtest number correct scores.
Normal Curve Equivalent (NCE)	The average of the subtest NCEs across all subtests taken.
Scaled Score (SS)	Not available for battery totals and composites.
Grade Equivalent (GE)	The median GE across all subtests taken.
Percentile Rank (PR)	Obtained from the mean NCE.
Achievement/Ability Comparison (AAC)	The average of the subtest AACs; obtained from subtest AAC ranges.
Stanine (S)	Determined from the percentile rank.

Refer to the Stanford 10 Spring Multilevel Norms Book or the Stanford 10 Fall Multilevel Norms Book for detailed explanations and guidance related to scores.

Text Included on Master List of Test Results

INDIVIDUAL SCORE TYPES FOR SUBTESTS AND DOMAIN TOTALS

Score Type	Description
Number Correct (NC)	A content-referenced score indicating the number of questions answered correctly.
Scaled Score (SS)	A standard score derived from the Number Correct (Raw Score) that indicates performance on all forms and levels of a given Stanford 10 subtest along a single, comparable scale. The Scaled Score facilitates conversions to other score types and the study of changes in performance from grade to grade.
Percentile Rank (PR)	A standard score derived from the Scaled Score that indicates the relative standing of a student in comparison to same-grade students in the norm (reference) group who took the same subtest at a comparable time. For example, a PR of 75 means that for a particular subtest the student performed as well as or better than 75% of the students in the reference group.
Stanine (S)	A standard score derived from the Percentile Rank that ranges from 1 to 9, with a mean of 5 and a standard deviation of 2. Like Percentile Ranks, Stanines indicate a student's relative standing with respect to a reference group. Usually, Stanines of 1, 2, and 3 indicate a Below Average performance; 4, 5, and 6 are Average; and 7, 8, and 9 are Above Average.
Grade Equivalent (GE)	A norm-referenced standard score that represents the average performance of students tested in a given month of the school year. Subject to misinterpretation, Grade Equivalents are best used to interpret the performance of groups of students rather than the performance or standing of an individual.
Normal Curve Equivalent (NCE)	A standard score derived from the Percentile Rank that ranges from 1 to 99, with a mean of 50 and a standard deviation of 21.06.
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%

INDIVIDUAL SCORE TYPES FOR BATTERY TOTALS AND COMPOSITES

Score Type	Description
Number Correct (NC)	The sum of Number Correct (Raw Scores) for all subtests taken.
Scaled Score (SS)	Not available for battery totals and composites.
Percentile Rank (PR)	The Percentile Ranks (PRs) for all subtests taken that corresponds to the mean NCE.
Stanine (S)	Derived from the Percentile Rank (PR).
Grade Equivalent (GE)	The median of GEs for all subtests taken. (Half of the scores are above the median, half below.)
Normal Curve Equivalent (NCE)	The mean of NCEs for all subtests taken.

ABBREVIATIONS

AVG = Average	PHS = Post High School
GE = Grade Equivalent	PK = Pre-Kindergarten
INV = Invalid Test	PR-S = Percentile Rank-Stanine
LVL = Level	Q1 = First Quartile
N, % = Number, Percent	Q3 = Third Quartile
NAT'L or NATL = National	NP/NA/NC = Number Possible/Number Attempted/
NCE = Normal Curve Equivalent	Number Correct
N-COUNT = Number of Students	SD or STANDARD DEV = Standard Deviation
P10 = 10th Percentile	SS = Scaled Score
P90 = 90th Percentile	UG = Ungraded

GROUP SCORE TYPES ON TEST ITEMS

Score Type	Description
p-Value	The percentage of a group of students answering a test question correctly.

GROUP SCORE TYPES ON TESTS AND TOTALS

Score	Type Description
Mean Number Correct	The average of Number Correct (Raw Scores) earned by a group taking a given subtest or domain total.
Mean Scaled Score	The average of Scaled Scores earned by a group taking a given subtest or domain total.
Mean NCE	The average of NCEs earned by a group taking a given subtest or domain total.
Standard Deviation	A measure of the variability in a group of scores.
National PR-S of the Mean NCE	An indicator of the performance of the typical student in the group in terms of Percentile Rank. Since percentile ranks cannot be averaged, all of the percentile ranks in a group of scores are converted to NCEs, the NCEs are averaged, and the mean NCE is converted to a percentile rank.
Median Grade Equivalent	An indicator of the performance of the typical student in the group in terms of grade equivalents. Since grade equivalents cannot be averaged, the GE that divides the group exactly in half is used.
Mean p-Value	The average of the p-values for all items in a cluster, subtest, or domain total.
National Percentile Rank Summary	The number and percent of students in a group falling into each quartile of the score distribution. May also include the top and bottom 10% of the distribution.

NORMS

Norms Type	Description
National Norms	Comparisons of student performance based on the national standardization sample.
Local Norms	Comparisons of student performance based on a local (district or state) reference group.

FOOTNOTES

DNA = Not available because the student did not attempt the test or all components of a total score.	NA ⁴ = Cluster performance ratings are available for national norms only.
E = Electronic (online) test administration	NA ⁶ = Number correct (raw score) not available for mixed levels.
H ✓ = "Average," but the highest possible rating for this cluster for this grade.	NA ⁸ = Not available because the student's grade was designated Ungraded.
INV = Invalidated subtest.	P = Paper test administration.
L ✓ = "Average," but the lowest possible rating for this cluster for this grade.	P ⁰ = A zero score yields no derived scores.
NA = Scaled Scores not available for Battery.	P ¹ = Statistics do not include students with zero number correct (raw score).
NA ¹ = Not available because number correct (raw score) of zero does not yield any derived scores.	P ² = Excludes students with missing or questionable ages.
NA ² = Not available because the student's age is unknown or out of range for the grade.	P ³ = Local norms based on fewer than 100 students lack precision and should be interpreted with caution.
NA ³ = Norms do not exist for this grade because the test was given out of level.	P ⁴ = Numbers may vary because mixed-level testing occurred and not all subtests exist at all levels.