



STS® HIGH SCHOOL PLACEMENT TEST

PERFORMANCE PROFILE

REPORT FOR: Aragonman James E GRADE: 8 SECTION: FORM: K BY TOTAL GROUP DATE: 11/22/07
 AGE: 1310 GENDER: M OTHER-CODES: RUN: 11/12/07
 SAMPLE SCHOOL: (00001) ELEM: 175 H.S. CHOICES: 3415 OTHER:

MAJOR TEST AREAS	PERFORMANCE SCORES				PERFORMANCE RATINGS															
	SS	GE	LOCAL PCT-ST	NAT'L PCT-ST	LOW	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	HIGH											
COGNITIVE SKILLS																				
VERBAL	558		61-6	73-6									XXXX							
QUANTITATIVE	599		79-7	84-7									XXXX							
TOTAL CSQ = 116	592		72-6	83-7									XXX							
BASIC SKILLS																				
READING	602	10.2	79-7	83-7									XXXX							
MATHEMATICS	596	10.0	78-7	83-7									XXXX							
LANGUAGE	638	10.4	90-8	92-8										XXXX						
TOTAL	617	10.2	87-7	88-7										XXX						
OPT: SCIENCE	RS: 35		96-9	96-9																XXXX
COMPOSITE (W/O OPTION)	609		82-7	87-7																XXX

SCORE PCT- percentile rank ST- stanine SS- standard score
 LEGEND CSQ- cognitive skills quotient GE- grade equivalent RS- raw score

PERFORMANCE SCORES, This student's performance is shown above by a series of numeric scores for each test area taken. These may be interpreted in the conventional manner. Thus, a national percentile rank of 65 (which would be located in the NAT'L column) would indicate that the student's test score exceeded 65 percent of those in a national normative population.

PERFORMANCE RATINGS, The student's national percentile scores are also shown on the graph. A band of marks is used to allow for any inaccuracy in measurement with the score for this testing being near the center. When comparing any two tests, it is likely that there is a true difference in scores only when the ends of the bands do not overlap.
 For most uses performance may be judged by noting the shaded or unshaded rating column in which a band occurs. The High, Average, and Low ratings represent the highest 10%, middle one-third, and lowest 10% respectively. The Above Average represents the upper one-third (excluding the highest 10%) while the Below Average represents the lower one-third (excluding the lowest 10%)

SPECIFIC SKILLS, Each major test area consists of various specific skills detailed below. Performance is shown on each of these by the # of items answered correctly and may be evaluated by noting the shaded or unshaded column in which a single mark occurs. These columns have the same meaning as the shaded/unshaded columns in the Performance Ratings section.

SPECIFIC SKILLS	# OF ITEMS	NO. RIGHT	LOW	-AVG	AVG	+AVG	HIGH
*****READING*****							
Comprehension	40	32				X	
--Vocab in Context	7	6				X	
--Literal Comp	7	6		X			
--Inferential Comp	17	14				X	
-Main Idea	2	2				X	
-Draw Conclusions	7	6				X	
-Reasoning	3	2		X			
-Implied Characteri	5	4				X	
--Critical Comp	9	6		X			
-Author Purpose/Qua	2	2					X
-Compare/Contrast	2	1	X				
-Predictions	1	0	X				
-Fact/Fiction	4	3				X	
Vocabulary	22	15				X	
**COGNITIVE SKILLS*							
VERBAL							
Analogy	10	8				X	
Logic	12	7		X			
Verbal Classificati	16	11				X	
Synonyms	13	7		X			
Antonyms	9	6				X	
*****LANGUAGE*****							
Punctuation	12	11					X
Capitalization	3	1	X				
Incorrect Usage	14	12				X	
--Nouns/Pronouns	4	3			X		
--Verbs/Adv/Adj	4	4				X	
--Other Parts/Spch	6	5				X	
Correct Usage	11	10				X	
Spelling	10	3	X				
Composition	10	10					X
**COGNITIVE SKILLS*							
QUANTITATIVE							
Sequence	22	20					X
Reasoning	12	10				X	
Geometric Compariso	8	7				X	
Non-Geom Comparison	10	5	X				
*****MATHEMATICS*****							
Conceptual	13	12					X
-Numbers/Numeration	3	3					X
-Measurements	5	5					X
-Geometry	3	2				X	
-Algebra	1	1					X
-Stats/Probability	1	1					X
Procedural	30	24					X
-Numbers/Numeration	16	13					X
-Measurements	1	0	X				
-Geometry	4	4					X
-Algebra	5	3				X	
-Stats/Probability	4	4					X
Applications	21	14					X
-Numbers/Numeration	10	7					X
-Measurements	2	1		X			
-Geometry	3	2			X		
-Algebra	3	3					X
-Stats/Probability	3	1	X				