

Candidate for Grade	6
ID Number	755766
Gender	Female
Date of Birth	1/22/2007
Phone Number	415-990-0639
Test Level/Form	Lower/0509
Date of Testing	1/13/2018
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Individual Student Report

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The Test Profile below shows your total scores for each test. Refer to the enclosed brochure called *Understanding the Individual Student Report* to help you interpret the *Test Profile* and *Analysis*. Percentile Ranks and Stanines are derived from norms for applicants to independent schools.

TEST PROFILE

Section	Scaled Score (760 – 940)	Percentile Rank (1 – 99)	Stanine (1 – 9)	Stanine Analysis								
				1	2	3	4	5	6	7	8	9
Verbal Reasoning	885	97	9									■ V
Reading Comprehension	891	97	9									■ R
Quantitative Reasoning	883	89	8								■ Q ■	
Mathematics Achievement	888	96	9									■ M

LEGEND: V = Verbal Reasoning R = Reading Comprehension Q = Quantitative Reasoning M = Mathematics Achievement

ANALYSIS

Section & Subsection	# of Questions	# Correct	Results for Each Question
Verbal Reasoning			
Synonyms	15	13	+++++--- +---+
Single Word Response	10	10	+++++---
Phrase Response	5	5	+++++
Quantitative Reasoning			
Word Problems	35	31	+++++-----+---+-
Reading Comprehension			
Main Idea	4	4	++++
Supporting Ideas	5	4	++++-
Inference	4	4	++++
Vocabulary	4	4	++++
Organization/Logic	2	2	++
Tone/Style/Figurative Language	1	1	+
Mathematics Achievement			
Whole Numbers	4	4	++++
Decimals, Percents, Fractions	6	6	+++++
Algebraic Concepts	4	4	++++
Geometry	4	4	++++
Measurement	3	2	++-
Data Analysis and Probability	4	3	+++-

LEGEND: + = Correct - = Incorrect S = Skipped N = Not Reached

The test was administered in the order reported in the analysis section; Verbal Reasoning, Quantitative Reasoning, Reading Comprehension, and Mathematics Achievement. Each section was divided into subsections, grouping similar types of questions. The Reading Comprehension subsection grouping does not represent the actual order of the test questions.



ISEE® INDEPENDENT SCHOOL ENTRANCE EXAM

Dear Parents and Guardians,

Thank you for choosing the Independent School Entrance Exam (ISEE) for your student's admission test. Enclosed you will find your student's ISEE Individual Student Report (ISR). Please read through this guide *prior* to interpreting your student's ISR as there are unique aspects of the ISEE that are different from other test scores you may be used to reviewing.

The ISEE measured your student's reasoning and achievement abilities in four major areas: Verbal Reasoning, Quantitative Reasoning, Reading Comprehension, and Mathematics Achievement. In addition, the ISEE included an essay section. The essay is not scored, but rather is sent directly to the schools to which a student has applied. Consequently, there is no information on the ISR about the essay.

The four multiple-choice sections were scored based on the total number of correct answers. From the total number of correct answers, a scaled score was generated. Using that scaled score, your student's performance on each of the four subsections is compared to that of other students applying to the same grade for that test section.

Because the ISEE compares your student's scores to the other testers' scores, the ISEE is considered a norm-referenced test. Many norm-referenced tests compare a student's performance to that of students from the general population and therefore reflect a large range of student ability levels. The ISEE, on the other hand, uses a comparison (norm) group made up only of students who have taken the ISEE over the past three years. ***Because of the selective nature of the independent schools, the students applying to independent schools are generally of a higher ability and achievement level than students in the overall student population; consequently, in comparison to this smaller, more targeted ISEE norm group, your student's performance on a given section of the test may appear to be considerably lower than what you may be used to seeing.*** Please do not be alarmed by this. The school(s) to which you are applying are fully aware of the ISEE norming population.

Because these test scores are particular to the ISEE, we advise that you use discretion when sharing test score information with your student and/or other family members or friends. The scores have little meaning out of context. A student who is accustomed to being at the top of the class and scoring at a very high percentile, for example, may find it difficult to understand the lower ranking without a comprehensive understanding of what the ISEE scores really mean with respect to the admission process.

So, what do the ISEE scores mean and how will they be used? The ISEE scores help the schools and you assess your student's strengths in the four multiple-choice sections in comparison to other students applying to the same grade. The unscored essay will also be taken into consideration during the admission process. Please remember, the ISEE scores are a snapshot of one point in time and only one piece of the overall application.

With warm regards,
Elizabeth Mangas

Understanding the *Individual Student Report*®

TEST PROFILE

This portion of the report provides information about the student's overall performance on four test sections: Verbal Reasoning (V), Reading Comprehension (R), Quantitative Reasoning (Q), and Mathematics Achievement (M). The Test Profile reports ISEE scores both as scaled scores and as percentile ranks with reference to ISEE norms; as noted earlier, these norms are based on independent school applicants in the same grade who have taken the ISEE during the past three years.

❖ **Scaled Scores.** ISEE scaled scores for each section range from 760 to 940. The scaled score is derived from the raw score – the number of questions the student answered correctly – but is more useful than the raw score because the scaled score has the same meaning regardless of which version of the test was used. ERB administers many different versions of the test each year. The scaled score takes these slight differences into account and allows ERB to report a score on a common scale that has the same meaning for all students, regardless of version taken.

❖ **Percentile Rank.** This is where the student stands relative to all students in the same grade who took this test over the past three years; it is **not** the percentage of questions the student answered correctly. Percentile rank scores range from 1 to 99. A percentile rank of 63 on an ISEE test section, for example, indicates that the student scored as well as or higher than 63 percent (and lower than 36 percent) of all students in the norm group. **Again, it is extremely important to note here that the group of students at this grade level who took a form of this test over the past three years is quite different from the group of students who took the standardized test the student may have taken as part of a large-scale testing program.** Students who take the ISEE typically are higher achievers than students in general. Therefore, a student who always scored above the 50th percentile may find himself or herself below the 50th percentile, and students who normally score above the 90th percentile on other tests may find themselves barely above average on the ISEE. Parents are frequently surprised when they see, for example, a 75th percentile score for a child who scored at the 95th percentile last year on a test based on state or national norms. The ISEE norm group, as noted, is much more selective.

❖ **Stanine** – This is an abbreviated version of the percentile. While there are 99 percentile ranks, which are ideal for fine distinctions among students, the stanine has only 9 possible values and divides students into nine groups:

Percentile Rank	1-3%	4-10%	11-22%	23-39%	40-59%	60-76%	77-88%	89-95%	96-99%
Stanine	1	2	3	4	5	6	7	8	9

❖ **Stanine Analysis** – This final column reflects the fact that no test is a perfect indicator of a student's ability. Each score should be interpreted with a little give and take. Overall, ISEE Stanine scores are interpreted as the observed score plus or minus one stanine. Thus, where a student has received a Stanine of 5 for Verbal Reasoning, the Stanine Analysis graph will show a band stretching from 4 to 6. In other words, the observed stanine score of 5 represents a true stanine score somewhere between 4 and 6. This fact is important when admissions officers are comparing scores of two students who may be one stanine apart in terms of their observed score. In reality, there may be no effective difference between the true performance levels of those two students.

ANALYSIS

This portion of the report delineates a student's performance on the various item types for each ISEE test section. This section can provide a great deal of insight into your child's mastery of a particular area and his or her test-taking strategies.

❖ **Number of Questions** – This is simply the total number of scorable questions on a particular test section or subsection.

❖ **Number Correct** – This column shows exactly how many items the student answered correctly.

❖ **Results for Each Question** – This part of the report shows a student's specific strengths and weaknesses. Each of the student's responses appears as a + (correct), - (incorrect), S (skipped), or N (not reached). This response pattern can provide some insights into the student's level of confidence about the material. The test questions are ordered from easiest to hardest for all sections except Reading Comprehension (where the questions are placed in logical order as they relate to the reading passage). Let's consider two students who received scores of 4 out of 7 on Quantitative Comparisons (in Quantitative Reasoning). Here are the response patterns of Students A and B:

Student A + + + + - - -
Student B + - S + S + +

In this example, Student A answered the four easiest questions and missed the three hardest. Student B missed a relatively easy question, skipped two in the middle of the test, and answered the two hardest questions near the end. Student A tried from start to finish, getting the easier questions right and missing the harder ones. Student B may have skipped around and may not have checked answers before completing the test. These two students will get the same score, but their response patterns indicate that they are very different types of students.