

Emma A. Simmons

Academic Performance Summary

This document consolidates records of Emma A. Simmons' academic performance from 9th through 11th grade during her homeschooling period. It includes transcripts, standardized test results, and formal external evaluations.

TRANSCRIPTS

- **High School Coursework:** June 2026 transcript issued by the Pennsylvania Homeschool Accreditation Agency.
- **University Coursework:** August 2026 unofficial transcript from Mount St. Mary's University.

EXTERNAL ACADEMIC EVALUATION

- **11th Grade (2026):** Annual evaluation conducted by a licensed Pennsylvania educator, as required for all homeschooled students in the Commonwealth.

ACT SCORES

- **2026: Unofficial ACT Superscore**

STANDARDIZED TESTING

At the conclusion of each academic year, Emma completed both the **Iowa Assessments**, which measure academic achievement, and the **CogAT**, which evaluates reasoning and problem-solving abilities. Taken together, these years of standardized testing offer a clear picture of sustained, high-level academic performance. Testing records include:

- **11th Grade (June 2026):** Iowa Assessments and CogAT
- **10th Grade (June 2025):** Iowa Assessments and CogAT
- **9th Grade (June 2024):** Iowa Assessments and CogAT

Pennsylvania Homeschoolers Accreditation Agency

Transcript of High School Record

Home Education Program

NAME: Emma A Simmons

DATE OF BIRTH: 06/19/2009

GPA: (4 pt. unweighted) 4.0

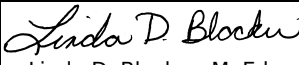
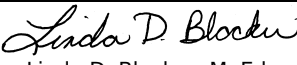
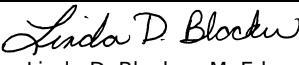
ADDRESS: 37 Hilltop Trl

TOWN: Fairfield

STATE: PA **ZIP:** 17320

ENTRANCE DATE:

GRADUATION DATE: expected 2027 **STUDENT NUMBER:** 370108

	FRESHMAN YEAR 2023-2024			SOPHOMORE YEAR 2024-2025			JUNIOR YEAR 2025-2026			SENIOR YEAR		
	Gr: Cr:			Gr: Cr:			Gr: Cr:			Gr: Cr:		
ENGLISH (4 years Required)	English 9	A	1	English 10	A	1	English 11 COMM190-Pub Speak *College Course	A	1			
MATH (3 years Required)	Geometry Algebra 1	A	1	Algebra 2	A	1	Trigonometry Pre-Calculus MATH105-Statistics *College Course MATH211-Math Think *College Course	A	1			
SCIENCE (3 years Required)	Biology & Environment Intro Engineering Computer Science	A	1	Biology 2 (w/lab) Electronic Engineer & Prototyping	A	1	Anatomy & Physiology w/lab	A	1			
SOCIAL STUDIES (3 years Required)	US Government & Politics	A	1	US History & PA History World History 1 PreHist-18th Cent	A	1	World History II 19th Cent-Present	A	1			
ARTS AND HUMANITIES (2 years Required)	Spanish 1 Lang & Culture Music History	A	1	Spanish 2 Lang & Culture Music Theory	A	1	Spanish 3 Lang & Culture Fine Arts Performance	A	1			
OTHER AREAS (Not Required)	Health/Phys Ed Home/Fire Safety	A	1	Health/Phys Ed Home/Fire Safety Driver Ed Written Test PSAT/SAT Prep	A	1/2	Health/Phys Ed Home/Fire Safety Driver Ed Driving Test ACT/SAT Prep	A	1/2			
EVALUATOR'S SIGNATURE PA Teaching Cert.No. Psychology License No. or School of Experience	 Linda D. Blocker, M. Ed. 42-61431			 Linda D. Blocker, M. Ed. 42-61431			 Linda D. Blocker, M. Ed. 42-61431					

* College course taken from Mount St. Mary's University

Gr (GRADE): A = Excellent, B = Good, C = Fair, D = Poor, P = Pass, F = Fail, I = Incomplete

Cr (CREDIT): Unit is years. 1 = 1 year, 1/2 = 1/2 year

PHAA * 105 Richman LN * Kittanning, PA 16201 * 724-783-6512

Mount Saint Mary's University
Emmitsburg, MD 21727

ID : 976828

Name : Emma A. Simmons

UNDERGRADUATE Division

Advisors : Timothy W Wolfe

*Midterm grades are not visible on Official Transcript,
and are not calculated into a student's GPA.

Course Number	Title	CR Type	Mdtrm Grade*	Grade	Rpt	Hrs Att	Hrs Ern	Hrs Gpa	Qual Pts	GPA
2025-2026 : Fall										

Subterm : Full Semester

COMM -190	Public Speaking	GR	A	A		3.00	3.00	3.00	12.00	
Subterm Totals :						3.00	3.00	3.00	12.00	4.0000
Term Totals :						3.00	3.00	3.00	12.00	4.0000
Career Totals :						3.00	3.00	3.00	12.00	4.0000

2025-2026 : Spring

Subterm : Full Semester

MATH -105	Elementary Statistics	GR	A	A		3.00	3.00	3.00	12.00	
MATH -211	Mathematical Thinking	GR	A-	A		3.00	3.00	3.00	12.00	
Subterm Totals :						6.00	6.00	6.00	24.00	4.0000
Term Totals :						6.00	6.00	6.00	24.00	4.0000
Career Totals :						9.00	9.00	9.00	36.00	4.0000

2025-2026 : Summer

Subterm : First 8 Weeks

MATH -247	Calculus I	GR		A-		4.00	4.00	4.00	14.68	
Subterm Totals :						4.00	4.00	4.00	14.68	3.6700
Term Totals :						4.00	4.00	4.00	14.68	3.6700
Career Totals :						13.00	13.00	13.00	50.68	3.8985

2026-2027 : Fall

Subterm : Full Semester

CHEM -101	General Chemistry I	GR		WIP		4.00	0.00	0.00	0.00	
CHEM -101	General Chemistry I Lab	GR		WIP		0.00	0.00	0.00	0.00	
CHEM -101	General Chemistry I Recitation	GR		WIP		0.00	0.00	0.00	0.00	
PHYS -101	College Physics I	GR		WIP		4.00	0.00	0.00	0.00	
PHYS -101	College Physics I Lab	GR		WIP		0.00	0.00	0.00	0.00	
Subterm Totals :						0.00	0.00	0.00	0.00	0.0000
Term Totals :						0.00	0.00	0.00	0.00	0.0000
Career Totals :						13.00	13.00	13.00	50.68	3.8985
Division Career Totals :						13.00	13.00	13.00	50.68	3.8985

Degree Information :

Major(s)

High School Student

EVALUATION OF EDUCATIONAL PROGRESS

Child: Emma Simmons

Supervisor of the Home School Program: Mrs. Lisa Simmons

School Year: 2025 - 2026

Grade Level: 11

Over the past school year, Mrs. Simmons and Emma has maintained a portfolio including both a daily log and an album which documents that Emma has been receiving instruction in all the required subjects for the time required by Act 169 of 1988.

Educational Progress

After reviewing the portfolio and interviewing Mrs. Simmons and Emma, I can see that she has made progress throughout the year. Emma has had a variety of social contacts during the school year. She participated in Dual Enrollment classes at Mount St. Mary University (MSMU), attended church regularly, and was a junior member of the Carroll Valley City Council.

The extensive reading list included various literature and research materials. British and American literature from the Victorian era through the early Modern period were studied. Some classics read included Alice in Wonderland, Frankenstein, The Hound of the Baskervilles, works by Edgar Allan Poe, Tennyson's poetry, and Dorian Gray. Grammar skills were reviewed as she completed numerous writing assignments, including essays, summaries, and reports throughout her coursework. She wrote a biographical sketch of Mary Shelley. Another interesting paper was on re-reading Alice in Wonderland from a feminist perspective. A major research project was completed, focusing on integrating electrically conductive textile technology with unique algorithms for acquiring and analyzing critical pulmonary data. She collaborated with her sister to finish the research, develop a prototype, collect data, and then present the findings to the PA Academy of Science conference. She completed the requirements to earn a credit in English 11.

Public Speaking COMM190 was completed at MSMU through an in-person dual enrollment class. Skills in becoming an effective public speaker were encouraged through peer feedback and coaching, which identified weaknesses and bad habits. The types of speeches she gave included an explanatory speech on thinking like an engineer, a persuasive speech on college tuition caps, and a motivational speech on adopting pets rather than buying them. The final speech was on the value of thinking like an engineer. She outlined the topics and points for each speech. Additional speeches were given throughout her coursework. She completed the requirements to earn a credit in COMM190 – Public Speaking.

Trigonometry and Pre-Calculus were studied through textbooks. The course covered circular and angular measurements, the unit circle, trigonometric graphs, analytic trigonometry, applied geometry, function analysis, systems of equations, vectors, and conic sections. She completed the requirements to earn a credit in Trigonometry / Pre-Calculus.

Statistics MATH105 was completed at MSMU through an online dual-enrollment course. Some of the topics covered in the course included data collection, displaying, summarizing, drawing inferences, probability, expectation, normal distribution, sample distribution, point and interval estimation, significance testing, and simple linear regression. She worked with the SALT statistical software during the course. She completed the requirements to earn a credit in MATH105 Statistics.

Hands-on learning techniques were used during the Mathematical Thinking MATH211 course at MSMU through an online dual-enrollment program. The course focused on solving problems, applying logical reasoning, communicating mathematical concepts, and understanding and using mathematical notation in areas such as geometry, number theory, algebra, graph theory, fractals, and probability. She wrote a paper on the applications of planar graph theory in theoretical chemistry. She completed the requirements to earn a credit in MATH211 Mathematical Thinking.

Human Anatomy and Physiology was studied through a textbook. The course included an examination of cells, tissues, and major organ systems using biochemistry, microscopic

observation, and laboratory dissection. She wrote detailed lab reports for each lab completed. She completed the requirements to earn a credit in Human Anatomy and Physiology w/lab.

World History was continued this year, covering the period from the late 19th century to the present. Topics included communication, technological advances, economics, politics, societal changes, and culture. Discussions focused on world relations among different nations. Geography skills were incorporated into the course. She completed several writings, including a reflective paper on World War I, a response paper on John F. Kennedy's speech, and another on the protests and the media during the Vietnam War. She completed the requirements to earn a credit in World History II.

Spanish was continued this year through an online curriculum and supplementary materials. The course covered the Spanish language and culture. The focus was on developing writing, speaking, and reading skills in the language. She completed the requirements to earn a credit in Spanish 3.

Fine Arts skills were developed through participation in the Emmitsburg Community Chorus, where she served as the first soprano. She performed solos and duets during winter and spring concerts. She performed with the handbell choir at church during Christmas and performed at a local retirement facility. She completed the requirements to earn a credit in Fine Arts Performance.

A variety of activities and resources were used to review topics in health, safety, and physical education. She worked with her sister to create a home safety plan for the family. She reviewed the First Aid/CPR/AED participants' manual and a health guide for teens. She stayed physically active with a variety of activities. She completed the requirements to earn a credit in Health/Physical Education/Home and Fire Safety.

Safety skills were incorporated into her practice hours to prepare for the driving test for her driver's license. She passed the exam and earned her driver's license. She completed the requirements to earn a half credit in Driver's Education.

Along with her regular coursework, she dedicated time to preparing for the ACT and SAT exams. She utilized various guides and resources to enhance her test-taking strategies, time management, and question analysis skills. She took the exams and achieved good scores. She completed the requirements to earn a half credit in ACT/SAT prep.

Community interests were learned while she was a junior member of the Carroll Valley City Council. She attended meetings and was encouraged to share her options on the topics discussed. She proposed a summer reading program where council members would read to children at the library. They implemented her proposal and started a biweekly reading program during the summer.

Summary of Evaluation

Overall, Emma has shown progress. I certify that she is receiving an appropriate education.

Date: 6-22-26

Signed: 

Linda D. Blocker, M. Ed.
Professional Personnel ID: 4261431
PA Instructional II
Special Education & K-12

Emma's ACT Scores

▼ Superscore

⚠ Not for official use. Please choose "Send the Superscore" for an authorized transcript.



Composite



Math
Jun 26



Science
Apr 26



English
Jun 26



Reading
Jun 26

🔗 What is Composite Score?

Send the Superscore

My Score Details

How do I Compare?

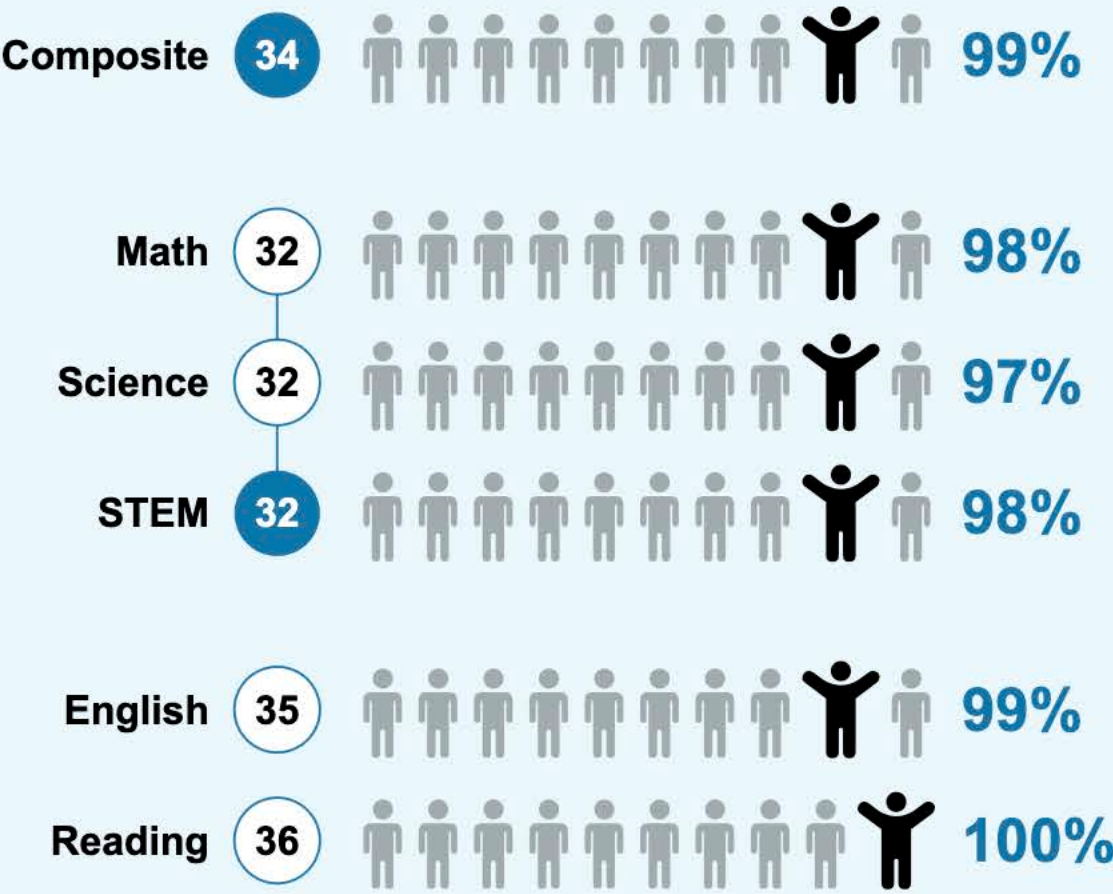
Am I Ready for College?

My Interests

US Ranks

State Ranks

Your rank shows the approximate percentage of recent high school graduates in the United States who received scores that are the same as or lower than yours.





PROFILE NARRATIVE FOR EMMA SIMMONS

Iowa Assessments™

Class: GR 9C
Building: 240624EXHS

District: Seton Testing Services

Student: Simmons, Emma
Student ID: 5243444
Form-Level: E-15
Test Date: 06/2024
Norms: Spring 2017
Grade: 9

Iowa Assessments	Test Scores				NPR Graph						
	SS	GE	NS	NPR	1	10	25	50	75	90	99
Reading	359	13+	9	99							
Written Expression	338	13+	9	97							
Vocabulary	320	13+	9	97							
READING TOTAL	340	13+	9	99							
ELA TOTAL	342	13+	9	99							
Mathematics	321	13+	8	95							
Computation*	315	13+	8	91							
MATH TOTAL	321	13+	8	95							
CORE COMPOSITE	332	13+	9	99							
Social Studies	347	13+	9	99							
Science	350	13+	9	99							
COMPLETE COMPOSITE	337	13+	9	99							

Legend

GE = Grade Equivalent
LEXILE = Lexile Range
NPR = National Percentile Rank
NS = National Stanine
SS = Developmental Standard Score

Emma was recently given the Iowa Assessments. This report is designed to give you information about Emma's achievement level in core subject areas. Along with the results of this assessment, classroom work, grades, and other test results should also be reviewed for a more complete picture of academic progress.

Emma's Achievement Today

The graph to the left provides the National Percentile Rank (NPR) for each test and test composite in the assessment. The NPR indicates the percent of students in the same grade who obtained a lower score than Emma.

Scores from 75-99 are in the above average range. Students with ELA Total and/or Mathematics Total scores in this range may be ready for more advanced work including extending ideas when reading text, developing an advanced reading vocabulary, or writing with logic and clarity, as well as expanding on higher level mathematical problem solving and data analysis skills.

Scores from 25-74 are in the low average to high average range. Students with ELA Total and/or Mathematics Total scores in this range may continue to improve by developing such skills as drawing conclusions when reading text, expanding reading vocabulary, or writing with sentence structure, as well as understanding basic probability concepts or interpreting charts and graphs.

Scores from 1-24 are in the below average range. Students with ELA Total and/or Mathematics Total scores in this range may require reinforcement in such areas as understanding stated information when reading text, developing a basic reading vocabulary, or writing with standard usage and grammar, as well as using operational symbols, understanding geometric properties, or solving simple equations.

Emma's Achievement Yesterday and Today

The Iowa Assessments measure student achievement and growth. The Standard Score (SS) describes a student's location on an achievement continuum from elementary through high school. The Grade Equivalent (GE) describes student performance in terms of grade level and month. Both SS and GE make it possible to follow Emma's educational growth from year to year by comparing this year's scores to those from earlier years.

* = Math computation is not included in Math Total or composite scores that include Math Total.
Please contact your child's teacher if you need assistance with score interpretation.
Your student's Lexile® range is 1405L-1505L. Visit www.metametricsinc.com for more information on the Lexile Framework for Reading.

Explanation of Scoring Terms

Raw Score - RS

The number of questions a student answers correctly on a test is the student's raw score (RS). Because raw scores depend on the number of questions on a test and the difficulty associated with those questions, raw scores are converted to other types of scores for interpretation.

Total - TI

Total number of items in the test subset.

Scale Score or Standard Score - SS

Raw scores are converted to scale scores/standard scores. The scale score/standard score (SS) is another score used to describe the level of a student's test performance on an achievement continuum. Think of the continuum as a number line that describes the lowest level of skill or knowledge on one end and the highest level of development on the other end. Scale scores range from 0 to 999. The SS correspond to typical grade level performance on each test at certain times of the year.

Grade Equivalent - GE *

A grade equivalent score (GE) is also a number that describes the student's location on an achievement continuum. The GE is expressed as a decimal number that shows performance in terms of a grade level and months of the school year. For example, if Janice, a 3rd grade student obtained a GE of a 4.4 on the Reading Comprehension test, she scored at the same level as a typical student at the end of the 4th month of the 4th grade. GEs are useful for monitoring year-to-year growth.

National Percentile Rank - NPR

A national percentile rank (NPR) shows a student's standing within a nationally representative group of students in the same grade who were tested at the same time of year as the student. NPRs are based on national standardization. This is the testing of a large group of students in each grade at a set of schools that are representative of the nation in terms of enrollment size, geographic region and other characteristics. A percentile rank of 58 means that the student scored as well or better than 58 percent of the other children in the same grade in the norming sample.

National Stanine - NS

Stanine is a simpler way to say "standard nine" It is a system that divides test results into 9 groups. Scores in groups 1-3 are below average, scores in groups 4-6 are average and scores in groups 7-9 are above average. They can also be shown as groupings of certain percentile ranks as shown below. They do not represent the percentage of test items the student answered correctly.

Percentile Ranks:	1-4	5-10	11-22	23-40	41-59	60-77	78-89	90-95	96-99
CAT Stanines	1	2	3	4	5	6	7	8	9
&									
TerraNova Stanines									

Percentile Ranks:	1-4	5-11	12-23	24-40	41-59	60-76	77-88	89-95	96-99
IOWA Stanines:	1	2	3	4	5	6	7	8	9

* Only included with the IOWA and TerraNova Test Scores



PROFILE NARRATIVE FOR EMMA SIMMONS
Cognitive Abilities Test™ (CogAT®)

Class: GR 9C
Building: 240624EXHS
District: Seton Testing Services

Student: Simmons, Emma
Student ID: 5243444
Form-Level: 7-15/16
Test Date: 06/2024
Norms: Spring 2017
Grade: 9

Abilities	Age Scores			APR Graph				
	Standard Age Score	Age Stanine	Age Percentile Rank	1	25	50	75	99
Verbal	127	8	95					
Quantitative	144	9	99					
Nonverbal	126	8	95					
Composite (VQN)	142	9	99					

Abilities	Raw Scores			Grade Scores		Local Scores	
	Number of Items	Number Att.	Number Correct	Grade Stanine	Grade Percentile Rank		
Verbal	64	64	52	9	96		
Quantitative	52	52	50	9	99		
Nonverbal	60	60	41	8	94		
Composite (VQN)				9	99		

Notes:

Overview

Emma recently took the Cognitive Abilities Test (CogAT). CogAT measures the development of verbal, mathematical, and spatial reasoning abilities that are essential for success in school. Students with different patterns of scores on CogAT have different learning styles. By knowing Emma's learning preferences, teachers can help her achieve greater success in school.

Emma's Profile of Test Scores

Emma's overall performance is in the above average range, and her Quantitative Battery score is higher than the scores on the other batteries. She has a relative strength in quantitative (mathematical) reasoning. Whenever a student shows a particular cognitive strength, the goals for classroom instruction are

- to encourage the continued development of the strength
- to use the strength to enhance the student's development in other areas.

For example, a strength in understanding mathematical rules often indicates a similar strength in understanding rules in computer programming and sometimes in language usage as well. Discovering and then learning rules and strategies can help Emma develop in other areas.

More Information on Emma's Scores

The sections to the left explain Emma's performance using different types of comparisons and score scales.

- The Age Scores section compares her performance to students across the nation who are also 15.0 years old.
- The Grade Scores section compares her performance to students across the nation who are also in grade 9.

Each of these sections includes one or more scores. The Stanine reports Emma's performance on a scale from 1 (lowest) to 9 (highest). The Percentile Rank indicates the percentage of students in each comparison group whose scores fell at or below the score obtained by Emma.

Emma's ability profile is 8B (Q+). Visit www.cogat.com for more detailed information on profile 8B (Q+). Click on the "Interactive Profile Interpretation System" button. Enter 8B (Q+) in the "Input Your Score Profile" section. Click "Search".

Explanation of Scoring Terms

Raw Score - RS

The number of questions a student answers correctly on a test is the student's raw score (RS). Because raw scores depend on the number of questions on a test and the difficulty associated with those questions, raw scores are converted to other types of scores for interpretation.

Total - TI

Total number of items in the test subset.

Scale Score or Standard Score - SS

Raw scores are converted to scale scores/standard scores. The scale score/standard score (SS) is another score used to describe the level of a student's test performance on an achievement continuum. Think of the continuum as a number line that describes the lowest level of skill or knowledge on one end and the highest level of development on the other end. Scale scores range from 0 to 999. The SS correspond to typical grade level performance on each test at certain times of the year.

Grade Equivalent - GE *

A grade equivalent score (GE) is also a number that describes the student's location on an achievement continuum. The GE is expressed as a decimal number that shows performance in terms of a grade level and months of the school year. For example, if Janice, a 3rd grade student obtained a GE of a 4.4 on the Reading Comprehension test, she scored at the same level as a typical student at the end of the 4th month of the 4th grade. GEs are useful for monitoring year-to-year growth.

National Percentile Rank - NPR

A national percentile rank (NPR) shows a student's standing within a nationally representative group of students in the same grade who were tested at the same time of year as the student. NPRs are based on national standardization. This is the testing of a large group of students in each grade at a set of schools that are representative of the nation in terms of enrollment size, geographic region and other characteristics. A percentile rank of 58 means that the student scored as well or better than 58 percent of the other children in the same grade in the norming sample.

National Stanine - NS

Stanine is a simpler way to say "standard nine" It is a system that divides test results into 9 groups. Scores in groups 1-3 are below average, scores in groups 4-6 are average and scores in groups 7-9 are above average. They can also be shown as groupings of certain percentile ranks as shown below. They do not represent the percentage of test items the student answered correctly.

Percentile Ranks:	1-4	5-10	11-22	23-40	41-59	60-77	78-89	90-95	96-99
CAT Stanines	1	2	3	4	5	6	7	8	9
&									
TerraNova Stanines									

Percentile Ranks:	1-4	5-11	12-23	24-40	41-59	60-76	77-88	89-95	96-99
IOWA Stanines:	1	2	3	4	5	6	7	8	9

* Only included with the IOWA and TerraNova Test Scores



PROFILE NARRATIVE FOR EMMA SIMMONS

Iowa Assessments™

Class: GR 10C
Building: 250616EXHS

District: Seton Testing Services

Student: Simmons, Emma
Student ID: 5519018
Form-Level: E-16
Test Date: 06/2025
Norms: Spring 2017
Grade: 10

Iowa Assessments	Test Scores				NPR Graph							
	SS	GE	NS	NPR	1	10	25	50	75	90	99	
Reading	372	13+	9	99								
Written Expression	358	13+	9	99								
Vocabulary	340	13+	9	99								
READING TOTAL	356	13+	9	99								
ELA TOTAL	360	13+	9	99								
Mathematics	335	13+	9	97								
Computation*	320	13+	8	90								
MATH TOTAL	335	13+	9	97								
CORE COMPOSITE	348	13+	9	99								
Social Studies	340	13+	8	95								
Science	354	13+	9	98								
COMPLETE COMPOSITE	347	13+	9	99								

Legend

GE = Grade Equivalent
LEXILE = Lexile Range
NPR = National Percentile Rank
NS = National Stanine
SS = Developmental Standard Score

Emma was recently given the Iowa Assessments. This report is designed to give you information about Emma's achievement level in core subject areas. Along with the results of this assessment, classroom work, grades, and other test results should also be reviewed for a more complete picture of academic progress.

Emma's Achievement Today

The graph to the left provides the National Percentile Rank (NPR) for each test and test composite in the assessment. The NPR indicates the percent of students in the same grade who obtained a lower score than Emma.

Scores from 75-99 are in the above average range. Students with ELA Total and/or Mathematics Total scores in this range may be ready for more advanced work including extending ideas when reading text, developing an advanced reading vocabulary, or writing with logic and clarity, as well as expanding on higher level mathematical problem solving and data analysis skills.

Scores from 25-74 are in the low average to high average range. Students with ELA Total and/or Mathematics Total scores in this range may continue to improve by developing such skills as drawing conclusions when reading text, expanding reading vocabulary, or writing with sentence structure, as well as understanding basic probability concepts or interpreting charts and graphs.

Scores from 1-24 are in the below average range. Students with ELA Total and/or Mathematics Total scores in this range may require reinforcement in such areas as understanding stated information when reading text, developing a basic reading vocabulary, or writing with standard usage and grammar, as well as using operational symbols, understanding geometric properties, or solving simple equations.

Emma's Achievement Yesterday and Today

The Iowa Assessments measure student achievement and growth. The Standard Score (SS) describes a student's location on an achievement continuum from elementary through high school. The Grade Equivalent (GE) describes student performance in terms of grade level and month. Both SS and GE make it possible to follow Emma's educational growth from year to year by comparing this year's scores to those from earlier years.

Explanation of Scoring Terms

Raw Score - RS

The number of questions a student answers correctly on a test is the student's raw score (RS). Because raw scores depend on the number of questions on a test and the difficulty associated with those questions, raw scores are converted to other types of scores for interpretation.

Total - TI

Total number of items in the test subset.

Scale Score or Standard Score - SS

Raw scores are converted to scale scores/standard scores. The scale score/standard score (SS) is another score used to describe the level of a student's test performance on an achievement continuum. Think of the continuum as a number line that describes the lowest level of skill or knowledge on one end and the highest level of development on the other end. Scale scores range from 0 to 999. The SS correspond to typical grade level performance on each test at certain times of the year.

Grade Equivalent - GE *

A grade equivalent score (GE) is also a number that describes the student's location on an achievement continuum. The GE is expressed as a decimal number that shows performance in terms of a grade level and months of the school year. For example, if Janice, a 3rd grade student obtained a GE of a 4.4 on the Reading Comprehension test, she scored at the same level as a typical student at the end of the 4th month of the 4th grade. GEs are useful for monitoring year-to-year growth.

National Percentile Rank - NPR

A national percentile rank (NPR) shows a student's standing within a nationally representative group of students in the same grade who were tested at the same time of year as the student. NPRs are based on national standardization. This is the testing of a large group of students in each grade at a set of schools that are representative of the nation in terms of enrollment size, geographic region and other characteristics. A percentile rank of 58 means that the student scored as well or better than 58 percent of the other children in the same grade in the norming sample.

National Stanine - NS

Stanine is a simpler way to say "standard nine" It is a system that divides test results into 9 groups. Scores in groups 1-3 are below average, scores in groups 4-6 are average and scores in groups 7-9 are above average. They can also be shown as groupings of certain percentile ranks as shown below. They do not represent the percentage of test items the student answered correctly.

Percentile Ranks:	1-4	5-10	11-22	23-40	41-59	60-77	78-89	90-95	96-99
CAT Stanines	1	2	3	4	5	6	7	8	9
&									
TerraNova Stanines									

Percentile Ranks:	1-4	5-11	12-23	24-40	41-59	60-76	77-88	89-95	96-99
IOWA Stanines:	1	2	3	4	5	6	7	8	9

* Only included with the IOWA and TerraNova Test Scores



PROFILE NARRATIVE FOR EMMA SIMMONS
Cognitive Abilities Test™ (CogAT®)

Class: GR 10C
Building: 250616EXHS
District: Seton Testing Services

Student: Simmons, Emma
Student ID: 5519018
Form-Level: 7-15/16
Test Date: 06/2025
Norms: Spring 2017
Grade: 10

Abilities	Age Scores			APR Graph				
	Standard Age Score	Age Stanine	Age Percentile Rank	1	25	50	75	99
Verbal	140	9	99					
Quantitative	144	9	99					
Nonverbal	143	9	99					
Composite (VQN)	152	9	99					

Abilities	Raw Scores			Grade Scores		Local Scores	
	Number of Items	Number Att.	Number Correct	Grade Stanine	Grade Percentile Rank		
Verbal	64	64	57	9	99		
Quantitative	52	52	50	9	99		
Nonverbal	60	59	48	9	99		
Composite (VQN)				9	99		

Notes:

Overview

Emma recently took the Cognitive Abilities Test (CogAT). CogAT measures the development of verbal, mathematical, and spatial reasoning abilities that are essential for success in school. Students with different patterns of scores on CogAT have different learning styles. By knowing Emma's learning preferences, teachers can help her achieve greater success in school.

Emma's Profile of Test Scores

Emma's scores on the three batteries do not differ significantly. All three of her scores are in the very high range. The following recommendations may help Emma excel in school:

- Emma's single greatest need is for academic challenge at the level of her abilities and achievements.
- Encourage the development of Emma's academic skills. Working with an older and more experienced student or adult can be especially productive.
- Emma will benefit most from discovery learning with other students who model new ways of understanding a problem, challenge Emma's current thinking, and offer a diversity of perspectives.
- Develop Emma's understanding of how adults try to distinguish between facts and opinions when evaluating arguments.

More Information on Emma's Scores

The sections to the left explain Emma's performance using different types of comparisons and score scales.

- The Age Scores section compares her performance to students across the nation who are also 16.0 years old.
- The Grade Scores section compares her performance to students across the nation who are also in grade 10.

Each of these sections includes one or more scores. The Stanine reports Emma's performance on a scale from 1 (lowest) to 9 (highest). The Percentile Rank indicates the percentage of students in each comparison group whose scores fell at or below the score obtained by Emma.

Emma's ability profile is 9A. Visit www.cogat.com for more detailed information on profile 9A. Click on the "Interactive Profile Interpretation System" button. Enter 9A in the "Input Your Score Profile" section. Click "Search".

Explanation of Scoring Terms

Raw Score - RS

The number of questions a student answers correctly on a test is the student's raw score (RS). Because raw scores depend on the number of questions on a test and the difficulty associated with those questions, raw scores are converted to other types of scores for interpretation.

Total - TI

Total number of items in the test subset.

Scale Score or Standard Score - SS

Raw scores are converted to scale scores/standard scores. The scale score/standard score (SS) is another score used to describe the level of a student's test performance on an achievement continuum. Think of the continuum as a number line that describes the lowest level of skill or knowledge on one end and the highest level of development on the other end. Scale scores range from 0 to 999. The SS correspond to typical grade level performance on each test at certain times of the year.

Grade Equivalent - GE *

A grade equivalent score (GE) is also a number that describes the student's location on an achievement continuum. The GE is expressed as a decimal number that shows performance in terms of a grade level and months of the school year. For example, if Janice, a 3rd grade student obtained a GE of a 4.4 on the Reading Comprehension test, she scored at the same level as a typical student at the end of the 4th month of the 4th grade. GEs are useful for monitoring year-to-year growth.

National Percentile Rank - NPR

A national percentile rank (NPR) shows a student's standing within a nationally representative group of students in the same grade who were tested at the same time of year as the student. NPRs are based on national standardization. This is the testing of a large group of students in each grade at a set of schools that are representative of the nation in terms of enrollment size, geographic region and other characteristics. A percentile rank of 58 means that the student scored as well or better than 58 percent of the other children in the same grade in the norming sample.

National Stanine - NS

Stanine is a simpler way to say "standard nine" It is a system that divides test results into 9 groups. Scores in groups 1-3 are below average, scores in groups 4-6 are average and scores in groups 7-9 are above average. They can also be shown as groupings of certain percentile ranks as shown below. They do not represent the percentage of test items the student answered correctly.

Percentile Ranks:	1-4	5-10	11-22	23-40	41-59	60-77	78-89	90-95	96-99
CAT Stanines	1	2	3	4	5	6	7	8	9
&									
TerraNova Stanines									

Percentile Ranks:	1-4	5-11	12-23	24-40	41-59	60-76	77-88	89-95	96-99
IOWA Stanines:	1	2	3	4	5	6	7	8	9

* Only included with the IOWA and TerraNova Test Scores



PROFILE NARRATIVE FOR EMMA SIMMONS

Iowa Assessments™

Class: GR11C
Building: 260529EXHS

District: Seton Testing Services

Student: Simmons, Emma
Student ID: 5789656
Form-Level: E-17/18
Test Date: 05/2026
Norms: Spring 2024
Grade: 11

Iowa Assessments	Test Scores				NPR Graph							
	SS	GE	NS	NPR	1	10	25	50	75	90	99	
Reading	384	13+	9	99								
Written Expression	362	13+	9	99								
Vocabulary	331	13+	9	96								
READING TOTAL	358	13+	9	99								
ELA TOTAL	364	13+	9	99								
Mathematics	357	13+	9	99								
Computation*	364	13+	9	99								
MATH TOTAL	357	13+	9	99								
CORE COMPOSITE	360	13+	9	99								
Social Studies	367	13+	9	99								
Science	373	13+	9	99								
COMPLETE COMPOSITE	364	13+	9	99								

Legend

GE = Grade Equivalent
LEXILE = Lexile Range
NPR = National Percentile Rank
NS = National Stanine
SS = Developmental Standard Score

Emma was recently given the Iowa Assessments. This report is designed to give you information about Emma's achievement level in core subject areas. Along with the results of this assessment, classroom work, grades, and other test results should also be reviewed for a more complete picture of academic progress.

Emma's Achievement Today

The graph to the left provides the National Percentile Rank (NPR) for each test and test composite in the assessment. The NPR indicates the percent of students in the same grade who obtained a lower score than Emma.

Scores from 75-99 are in the above average range. Students with ELA Total and/or Mathematics Total scores in this range may be ready for more advanced work including extending ideas when reading text, developing an advanced reading vocabulary, or writing with logic and clarity, as well as expanding on higher level mathematical problem solving and data analysis skills.

Scores from 25-74 are in the low average to high average range. Students with ELA Total and/or Mathematics Total scores in this range may continue to improve by developing such skills as drawing conclusions when reading text, expanding reading vocabulary, or writing with sentence structure, as well as understanding basic probability concepts or interpreting charts and graphs.

Scores from 1-24 are in the below average range. Students with ELA Total and/or Mathematics Total scores in this range may require reinforcement in such areas as understanding stated information when reading text, developing a basic reading vocabulary, or writing with standard usage and grammar, as well as using operational symbols, understanding geometric properties, or solving simple equations.

Emma's Achievement Yesterday and Today

The Iowa Assessments measure student achievement and growth. The Standard Score (SS) describes a student's location on an achievement continuum from elementary through high school. The Grade Equivalent (GE) describes student performance in terms of grade level and month. Both SS and GE make it possible to follow Emma's educational growth from year to year by comparing this year's scores to those from earlier years.

* = Math computation is not included in Math Total or composite scores that include Math Total.

Please contact your child's teacher if you need assistance with score interpretation.

Your student's Lexile® range is 1440L-1540L. Visit www.metametricsinc.com for more information on the Lexile Framework for Reading.

Explanation of Scoring Terms

Raw Score - RS

The number of questions a student answers correctly on a test is the student's raw score (RS). Because raw scores depend on the number of questions on a test and the difficulty associated with those questions, raw scores are converted to other types of scores for interpretation.

Total - TI

Total number of items in the test subset.

Scale Score or Standard Score - SS

Raw scores are converted to scale scores/standard scores. The scale score/standard score (SS) is another score used to describe the level of a student's test performance on an achievement continuum. Think of the continuum as a number line that describes the lowest level of skill or knowledge on one end and the highest level of development on the other end. Scale scores range from 0 to 999. The SS correspond to typical grade level performance on each test at certain times of the year.

Grade Equivalent - GE *

A grade equivalent score (GE) is also a number that describes the student's location on an achievement continuum. The GE is expressed as a decimal number that shows performance in terms of a grade level and months of the school year. For example, if Janice, a 3rd grade student obtained a GE of a 4.4 on the Reading Comprehension test, she scored at the same level as a typical student at the end of the 4th month of the 4th grade. GEs are useful for monitoring year-to-year growth.

National Percentile Rank - NPR

A national percentile rank (NPR) shows a student's standing within a nationally representative group of students in the same grade who were tested at the same time of year as the student. NPRs are based on national standardization. This is the testing of a large group of students in each grade at a set of schools that are representative of the nation in terms of enrollment size, geographic region and other characteristics. A percentile rank of 58 means that the student scored as well or better than 58 percent of the other children in the same grade in the norming sample.

National Stanine - NS

Stanine is a simpler way to say "standard nine" It is a system that divides test results into 9 groups. Scores in groups 1-3 are below average, scores in groups 4-6 are average and scores in groups 7-9 are above average. They can also be shown as groupings of certain percentile ranks as shown below. They do not represent the percentage of test items the student answered correctly.

Percentile Ranks:	1-4	5-10	11-22	23-40	41-59	60-77	78-89	90-95	96-99
CAT Stanines	1	2	3	4	5	6	7	8	9
&									
TerraNova Stanines									

Percentile Ranks:	1-4	5-11	12-23	24-40	41-59	60-76	77-88	89-95	96-99
IOWA Stanines:	1	2	3	4	5	6	7	8	9

* Only included with the IOWA and TerraNova Test Scores



PROFILE NARRATIVE FOR EMMA SIMMONS
Cognitive Abilities Test™ (CogAT®)

Class: GR11C
Building: 260529EXHS
District: Seton Testing Services

Student: Simmons, Emma
Student ID: 5789656
Form-Level: 7-17/18
Test Date: 05/2026
Norms: Spring 2024
Grade: 11

Abilities	Age Scores			APR Graph				
	Standard Age Score	Age Stanine	Age Percentile Rank	1	25	50	75	99
Verbal	129	9	97					
Quantitative	131	9	97					
Nonverbal	149	9	99					
Composite (VQN)	145	9	99					

Abilities	Raw Scores			Grade Scores		Local Scores	
	Number of Items	Number Att.	Number Correct	Grade Stanine	Grade Percentile Rank		
Verbal	64	64	54	9	96		
Quantitative	52	52	44	9	97		
Nonverbal	60	59	50	9	99		
Composite (VQN)				9	99		

Notes:

Overview

Emma recently took the Cognitive Abilities Test (CogAT). CogAT measures the development of verbal, mathematical, and spatial reasoning abilities that are essential for success in school. Students with different patterns of scores on CogAT have different learning styles. By knowing Emma's learning preferences, teachers can help her achieve greater success in school.

Emma's Profile of Test Scores

Emma's overall performance is in the above average range, and her Nonverbal Battery score is higher than the scores on the other batteries. She has a relative strength in nonverbal (spatial) reasoning. Whenever a student shows a particular cognitive strength, the goals for classroom instruction are

- to encourage the continued development of the strength
- to use the strength to enhance the student's development in other areas.

For example, many students with this profile have a strength in spatial reasoning. Learning in math and science may be easier for these students if they can connect new concepts with visual images. The profile may also indicate an ability for solving unfamiliar problems or for solving familiar problems in creative ways.

More Information on Emma's Scores

The sections to the left explain Emma's performance using different types of comparisons and score scales.

- The Age Scores section compares her performance to students across the nation who are also 16.11 years old.
- The Grade Scores section compares her performance to students across the nation who are also in grade 11.

Each of these sections includes one or more scores. The Stanine reports Emma's performance on a scale from 1 (lowest) to 9 (highest). The Percentile Rank indicates the percentage of students in each comparison group whose scores fell at or below the score obtained by Emma.

Emma's ability profile is 9B (N+). Visit www.cogat.com for more detailed information on profile 9B (N+). Click on the "Interactive Profile Interpretation System" button. Enter 9B (N+) in the "Input Your Score Profile" section. Click "Search".

Explanation of Scoring Terms

Raw Score - RS

The number of questions a student answers correctly on a test is the student's raw score (RS). Because raw scores depend on the number of questions on a test and the difficulty associated with those questions, raw scores are converted to other types of scores for interpretation.

Total - TI

Total number of items in the test subset.

Scale Score or Standard Score - SS

Raw scores are converted to scale scores/standard scores. The scale score/standard score (SS) is another score used to describe the level of a student's test performance on an achievement continuum. Think of the continuum as a number line that describes the lowest level of skill or knowledge on one end and the highest level of development on the other end. Scale scores range from 0 to 999. The SS correspond to typical grade level performance on each test at certain times of the year.

Grade Equivalent - GE *

A grade equivalent score (GE) is also a number that describes the student's location on an achievement continuum. The GE is expressed as a decimal number that shows performance in terms of a grade level and months of the school year. For example, if Janice, a 3rd grade student obtained a GE of a 4.4 on the Reading Comprehension test, she scored at the same level as a typical student at the end of the 4th month of the 4th grade. GEs are useful for monitoring year-to-year growth.

National Percentile Rank - NPR

A national percentile rank (NPR) shows a student's standing within a nationally representative group of students in the same grade who were tested at the same time of year as the student. NPRs are based on national standardization. This is the testing of a large group of students in each grade at a set of schools that are representative of the nation in terms of enrollment size, geographic region and other characteristics. A percentile rank of 58 means that the student scored as well or better than 58 percent of the other children in the same grade in the norming sample.

National Stanine - NS

Stanine is a simpler way to say "standard nine" It is a system that divides test results into 9 groups. Scores in groups 1-3 are below average, scores in groups 4-6 are average and scores in groups 7-9 are above average. They can also be shown as groupings of certain percentile ranks as shown below. They do not represent the percentage of test items the student answered correctly.

Percentile Ranks:	1-4	5-10	11-22	23-40	41-59	60-77	78-89	90-95	96-99
CAT Stanines	1	2	3	4	5	6	7	8	9
&									
TerraNova Stanines									

Percentile Ranks:	1-4	5-11	12-23	24-40	41-59	60-76	77-88	89-95	96-99
IOWA Stanines:	1	2	3	4	5	6	7	8	9

* Only included with the IOWA and TerraNova Test Scores