Sarah C. Simmons

Academic Performance Summary

This document consolidates records of Sarah C. Simmons's 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, Sarah 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: Sarah C 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:** 370109

	FRESHMAN YEAR 2023-2024	Gr:	Cr:	SOPHOMORE YEAR 2024-2025	Gr:	Cr:	JUNIOR YEAR 2025-2026	Gr:	Cr:	SENIOR YEAR	Gr:	Cr:
ENGLISH (4 years Required)	English 9	A	1	English 10	A	1	English 11	A	1			
							COMM190-Pub Speak *College Course	A	1			
MATH (3 years Required)	Geometry	A	1	Algebra 2	A	1	Trigonometry	A	1			
	Algebra 1	A	1				Pre-Calculus					
							MATH105-Statistics *College Course	A	1			
							MATH211-Math Think *College Course	A	1			
SCIENCE (3 years Required)	Biology & Environment	A	1	Biology 2 (w/lab)	A	1	Anatomy & Physiology w/lab	A	1			
				ElectronicEngineer & Prototyping	A	1						
	Intro Engineering	A	1									
	Computer Science	A	1									
SOCIAL STUDIES (3 years Required)	US Government & Politics	A	1	US History & PA History	A	1	World History II 19th Cent-Present	A	1			
				World History 1 Prehist-18th Cent	A	1						
ARTS AND HUMANITIES (2 years Required)	Spanish 1 Lang & Culture	A	1	Spanish 2 Lang & Culture	A	1	Spanish 3 Lang & Culture	A	1			
	Music History	A	1	Music Theory	A	1	Fine Arts Performance	A	1			
OTHER AREAS (Not Required)	Health/Phys Ed Home/Fire Safety	A	1	Health/Phys Ed Home/Fire Safety	A	1	Health/Phys Ed Home/Fire Safety	A	1			
				Driver Ed Written Test	A	½	Driver Ed Driving Test	A	½			
				PSAT/SAT Prep	A	½	ACT/SAT Prep	A	½			
EVALUATOR'S SIGNATURE PA Teaching Cert.No. Psychology License No. or School of Experience	Linda D. Blocker Linda D. Blocker, M. Ed. 42-61431			Linda D. Blocker Linda D. Blocker, M. Ed. 42-61431			Linda D. Blocker 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, ½ = ½ year
PHAA * 105 Richman LN * Kittanning, PA 16201 * 724-783-6512

My Unofficial Transcript

Unofficial Transcript for: Sarah C Simmons

Division: UNDERGRADUATE

Type	Attempted Credits	Earned Credits	GPA Credits	Quality Points	GPA
Transfer	0.00	0.00	0.00	0.00	0.0000
Local	13.00	13.00	13.00	45.32	3.4862
Career	13.00	13.00	13.00	45.32	3.4862

Fall 2026

Course	Title	Grade	Repeat	Attempted Credits	Earned Credits	GPA Credits	Quality Points	GPA
CHEM 101 D	General Chemistry I	WIP	-	4.00	0.00	0.00	0.00	
CHEM 101 E L	General Chemistry I Lab	WIP	-	0.00	0.00	0.00	0.00	
CHEM 101 L R	General Chemistry I Recitation	WIP	-	0.00	0.00	0.00	0.00	
PHYS 101 A	College Physics I	WIP	-	4.00	0.00	0.00	0.00	
PHYS 101 B L	College Physics I Lab	WIP	-	0.00	0.00	0.00	0.00	
			Term Totals:	**0.00**	**0.00**	**0.00**	**0.00**	**0.0000**
			Career Totals:	**13.00**	**13.00**	**13.00**	**45.32**	**3.4862**

Summer 2026

Course	Title	Grade	Repeat	Attempted Credits	Earned Credits	GPA Credits	Quality Points	GPA
MATH 247 A	Calculus I	C+	-	4.00	4.00	4.00	9.32	
			Term Totals:	**4.00**	**4.00**	**4.00**	**9.32**	**2.3300**

	Career Totals: 13.00			**13.00**	**13.00**	**45.32**	**3.4862**

Spring 2026

Course	Title	Grade	Repeat	Attempted Credits	Earned Credits	GPA Credits	Quality Points	GPA
MATH 105 A	Elementary Statistics	A	-	3.00	3.00	3.00	12.00	
MATH 211 G	Mathematical Thinking	A	-	3.00	3.00	3.00	12.00	
	Term Totals: 6.00				**6.00**	**6.00**	**24.00**	**4.0000**
	Career Totals: 9.00				**9.00**	**9.00**	**36.00**	**4.0000**

Fall 2025

Course	Title	Grade	Repeat	Attempted Credits	Earned Credits	GPA Credits	Quality Points	GPA
COMM 190 B	Public Speaking	A	-	3.00	3.00	3.00	12.00	
	Term Totals: 3.00				**3.00**	**3.00**	**12.00**	**4.0000**
	Career Totals: 3.00				**3.00**	**3.00**	**12.00**	**4.0000**

Printable Unofficial Transcript 

EVALUATION OF EDUCATIONAL PROGRESS

Child: Sarah 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 Sarah has maintained a portfolio including both a daily log and an album which documents that Sarah 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 Sarah, I can see that she has made progress throughout the year. Sarah 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 classic works included Frankenstein, Alice in Wonderland, 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 Jane Austen. She wrote a short story and then rewrote it in the different author's styles of writing. One of her favorite activities was studying and writing about 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 present the findings at 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 why she loves glassblowing, a persuasive speech on lowering the voting age to 16 in Pennsylvania, and a motivational speech on the benefits of a plant-based diet. Her final speech was about discovering who she was. 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 real-world application of the annuity formula. 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 opinions on the topics discussed. She proposed a local parallel parking spot where students can practice parking for the driver's exam. They accepted her proposal and created a parking spot for practice. She used her creative skills to design and handwrite over 400 Valentine cards, which were sent to senior citizens at a retirement village in Kentucky. She also volunteered at a local veterinary clinic during the summer.

Summary of Evaluation

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

Date: 6-22-26 Signed: Linda D. Blocker, M. Ed.

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

ACT Scores

Sarah's ACT Scores

ACT My Answer Key

Superscore

⚠ **Not for official use.** Please choose “Send the Superscore” for an authorized transcript.

Composite	Math	Science	English	Reading
33	28	29	34	36
	Jun 26	Apr 26	Apr 26	Feb 26

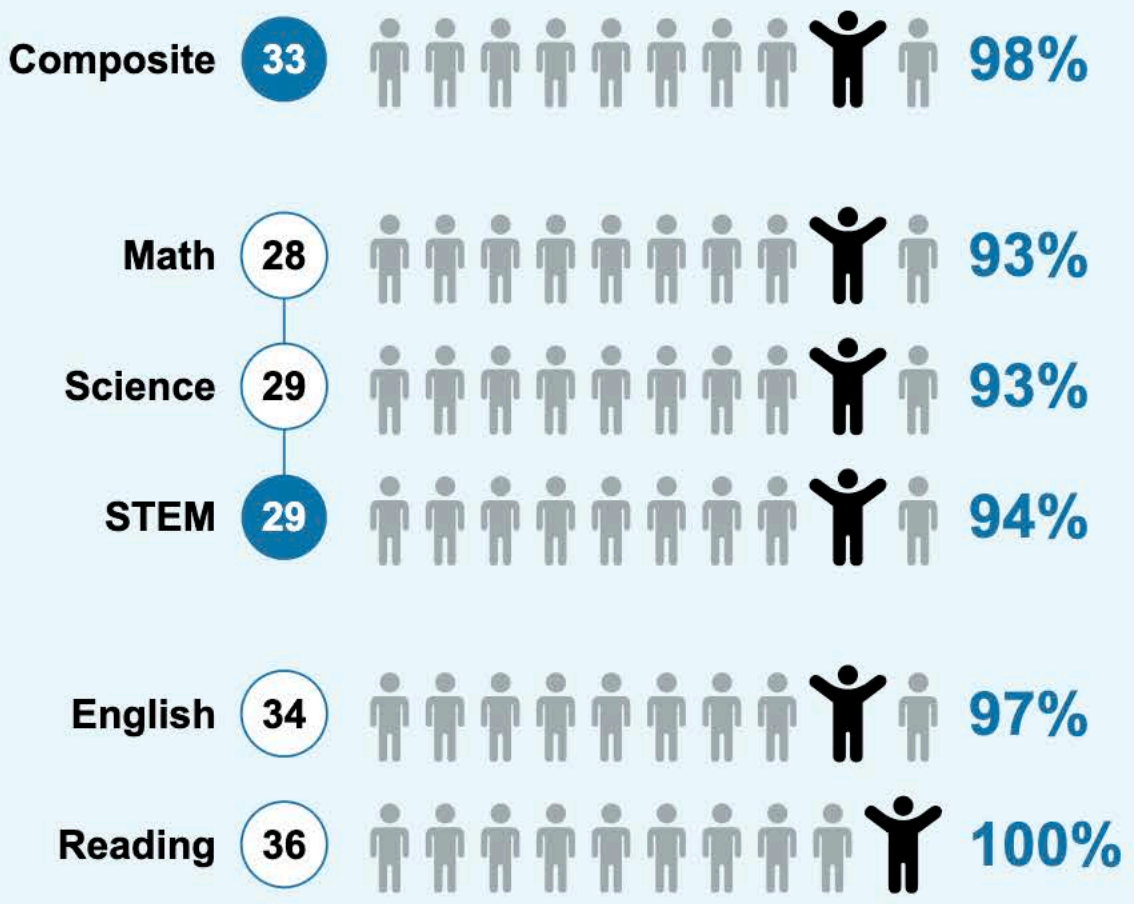
What is Composite Score?

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.



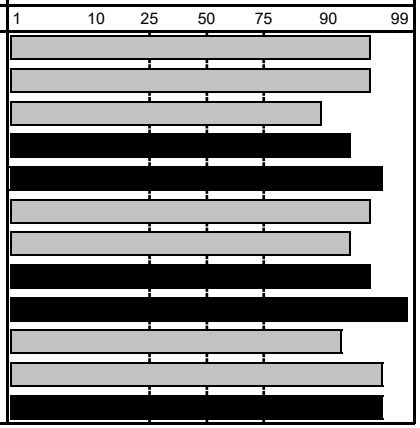
PROFILE NARRATIVE FOR SARAH SIMMONS

Iowa Assessments™

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

Student: Simmons, Sarah
Student ID: 5789652
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	359	13+	9	97	
Written Expression	355	13+	9	97	
Vocabulary	316	13+	8	91	
READING TOTAL	**338**	**13+**	**8**	**95**	
ELA TOTAL	**350**	**13+**	**9**	**98**	
Mathematics	346	13+	9	97	
Computation*	340	13+	8	95	
MATH TOTAL	**346**	**13+**	**9**	**97**	
CORE COMPOSITE	**348**	**13+**	**9**	**99**	
Social Studies	344	13+	8	94	
Science	362	13+	9	98	
COMPLETE COMPOSITE	**350**	**13+**	**9**	**98**	



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

Sarah was recently given the Iowa Assessments. This report is designed to give you information about Sarah'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.

Sarah'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 Sarah.

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.

Sarah'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 Sarah'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 <u>do not</u> 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 & TerraNova Stanines	1	2	3	4	5	6	7	8	9

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 SARAH SIMMONS

Cognitive Abilities Test™ (CogAT®)

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

Student: Simmons, Sarah
Student ID: 5789652
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	143	9	99	
Nonverbal	152	9	99	
Composite (VQN)	**155**	**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	49	9	99		
Nonverbal	60	60	51	9	99		
Composite (VQN)				**9**	**99**		

Notes:

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

Number Att. = Number Attempted Please contact your child's teacher if you need assistance with score interpretation.

Overview

Sarah 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 Sarah's learning preferences, teachers can help her achieve greater success in school.

Sarah's Profile of Test Scores

Sarah's overall performance is in the above average range, and her Verbal Battery score is lower than the scores on the other batteries. She has a relative weakness in verbal reasoning. Whenever a student shows a relative cognitive weakness, the goals for classroom instruction are

- to use the student's relatively stronger areas to encourage the development of the weaker area.

- to modify individual instruction so that the student is not forced to rely on a very weak ability in order to learn.

Because verbal reasoning skills are so important to success in school, encourage Sarah to improve these skills. Focusing on reading comprehension can build verbal reasoning abilities. Sarah would also benefit from a language curriculum with additional opportunities for developing her speaking and writing abilities.

More Information on Sarah's Scores

The sections to the left explain Sarah'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 Sarah'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 Sarah.

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 <u>do not</u> 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 & TerraNova Stanines	1	2	3	4	5	6	7	8	9

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 SARAH SIMMONS

Iowa Assessments™

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

Student: Simmons, Sarah
Student ID: 5519014
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	375	13+	9	99	
Vocabulary	340	13+	9	99	
READING TOTAL	**356**	**13+**	**9**	**99**	
ELA TOTAL	**368**	**13+**	**9**	**99**	
Mathematics	332	13+	9	96	
Computation*	336	13+	9	96	
MATH TOTAL	**332**	**13+**	**9**	**96**	
CORE COMPOSITE	**350**	**13+**	**9**	**99**	
Social Studies	340	13+	8	95	
Science	362	13+	9	99	
COMPLETE COMPOSITE	**350**	**13+**	**9**	**99**	

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

Sarah was recently given the Iowa Assessments. This report is designed to give you information about Sarah'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.

Sarah'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 Sarah.

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.

Sarah'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 Sarah'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 1425L-1525L. 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 <u>do not</u> 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 & TerraNova Stanines	1	2	3	4	5	6	7	8	9

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 SARAH SIMMONS

Cognitive Abilities Test™ (CogAT®)

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

Student: Simmons, Sarah
Student ID: 5519014
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	130	9	97	
Quantitative	135	9	99	
Nonverbal	148	9	99	
Composite (VQN)	**147**	**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	97		
Quantitative	52	49	47	9	98		
Nonverbal	60	55	50	9	99		
Composite (VQN)				**9**	**99**		

Notes:

Sarah'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".

Number Att. = Number Attempted Please contact your child's teacher if you need assistance with score interpretation.

Overview

Sarah 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 Sarah's learning preferences, teachers can help her achieve greater success in school.

Sarah's Profile of Test Scores

Sarah'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 Sarah's Scores

The sections to the left explain Sarah'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 Sarah'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 Sarah.

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 <u>do not</u> 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 & TerraNova Stanines	1	2	3	4	5	6	7	8	9

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 SARAH SIMMONS

Iowa Assessments™

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

Student: Simmons, Sarah
Student ID: 5243439
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	335	13+	9	96	
Written Expression	358	13+	9	99	
Vocabulary	335	13+	9	99	
READING TOTAL	**335**	**13+**	**9**	**99**	
ELA TOTAL	**346**	**13+**	**9**	**99**	
Mathematics	318	13+	8	94	
Computation*	315	13+	8	91	
MATH TOTAL	**318**	**13+**	**8**	**94**	
CORE COMPOSITE	**332**	**13+**	**9**	**99**	
Social Studies	343	13+	9	98	
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

Sarah was recently given the Iowa Assessments. This report is designed to give you information about Sarah'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.

Sarah'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 Sarah.

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.

Sarah'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 Sarah'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 1350L-1450L. 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 <u>do not</u> 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 & TerraNova Stanines	1	2	3	4	5	6	7	8	9

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 SARAH SIMMONS

Cognitive Abilities Test™ (CogAT®)

Class:	GR 9C	**Student:**	Simmons, Sarah
Building:	240624EXHS	**Student ID:**	5243439
		Form-Level:	7-15/16
District:	Seton Testing Services	**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	140	9	99	
Nonverbal	131	9	97	
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	49	9	99		
Nonverbal	60	60	43	9	97		
Composite (VQN)				**9**	**99**		

Notes:

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

Number Att. = Number Attempted Please contact your child's teacher if you need assistance with score interpretation.

Overview

Sarah 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 Sarah's learning preferences, teachers can help her achieve greater success in school.

Sarah's Profile of Test Scores

Sarah'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 Sarah develop in other areas.

More Information on Sarah's Scores

The sections to the left explain Sarah'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 Sarah'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 Sarah.

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 <u>do not</u> 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 & TerraNova Stanines	1	2	3	4	5	6	7	8	9

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