

HSP^T

HIGH SCHOOL PLACEMENT TEST



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THE PERFORMANCE PROFILE

Upon request this diagnostic report is provided for each student within a group. Generally speaking, it offers a unique blend of information about student performance in that it not only provides the general scores attained by an individual, but also indications of his or her performance on the specific skills assessed by the HSPT® battery. School personnel will find the convenient size and wealth of data quite useful for a wide range of purposes. The individualized character of the report, its graphic displays, and self-contained explanations make it an ideal report for distribution to the students and parents. A sample of the Performance Profile is shown on page 17.

The upper portion of this report focuses upon the student's performance on the various subtests of the HSPT®. The subtests are identified in the "MAJOR TEST AREAS" section, and the various scores are displayed in the "PERFORMANCE SCORES" section. In addition to the scores provided in the other report materials, the Performance Profile includes both local and national stanine scores. Stanines utilize a 9-point scale on which 9 represents the highest performance, 5 the average, and 1 the lowest. One important advantage of stanines is their basic simplicity, which some students and parents find less confusing than other types of scores.

At the far right is the "PERFORMANCE RATINGS" section. Here the student's performance is presented in a graphic display of X-bands. The national percentile rank earned by the individual lies near the center of a given X-band, and its width reflects any variation in measurement that might be likely to occur. The shaded and unshaded areas of the graph depict the various levels of performance, and the national percentile rank and stanine scales are shown at the bottom for reference.

The mid-portion of the Performance Profile offers brief explanations of the "PERFORMANCE SCORES" and "PERFORMANCE RATINGS" shown in the upper portion, as well as the "SPECIFIC SKILLS" data shown in the lower portion.

The lower portion of this report presents a listing and graphic display of the "SPECIFIC SKILLS" assessed by the five subtests of the HSPT®. Performance is indicated by the number of items answered correctly—"NO. RIGHT" column—and the total number of items related to the skill is given as a frame of reference—"# OF ITEMS" column. As a further aid to interpretation, the student's performance is indicated by a single "X" in one of five columns which have the same meaning as the shaded and unshaded columns in the "PERFORMANCE RATINGS" section in the upper portion. A more complete description of the specific skills appears on the back of the report.

As may be noted in the sample report for James Aragonman on page 17, the Reading subtest is divided into two major categories: Comprehension (40 items) and Vocabulary (22 items). James correctly answered 32 of the 40 Comprehension items. The location of the single "X" indicates that his performance was in the above-average (" +AVG") range when compared with the national sample.

The category of Comprehension is further divided into Vocabulary in Context (7 items), Literal Comprehension (7 items), Inferential Comprehension (17 items), and Critical Comprehension (9 items). The report shows the number of correct responses for each of these more specific areas as well as the ratings those responses earned. Thus, this student correctly answered 6 of the 7 Vocabulary in Context items, which yielded an above average rating. Some areas are divided even further. For example, the seven items related to Inferential Comprehension consist of two items dealing with main ideas, seven items dealing with drawing conclusions, three items dealing with reasoning, and five items dealing with implied characteristics.

Occasionally a skill of relatively minor importance is represented in a subtest by only two or three items so that areas of greater importance may be assessed more fully or in greater depth. Whenever such a skill is measured by three or less test items, the student's performance may be reported only in terms of the number of test items involved and the number correctly answered. If an "X" is not displayed on the graph, it may be difficult to statistically provide a reliable rating based upon such a small item base.

The primary advantage of the Performance Profile lies in its ability to communicate both the general performance levels of the student as well as a more detailed picture of his or her specific skills. This approach can provide useful insights for both school personnel and the student. Depending upon the specific factors involved in an individual case, low or below-average ratings on a specific skill may be acceptable or even expected. If this is not the case, however, attention is focused upon achievement weaknesses that might otherwise escape unnoticed.

THE PERFORMANCE PROFILE SUMMARY

A Performance Profile Summary is developed for each group of students for whom this report is requested. Its purpose is identical to that of the Group Summary Statistical Report provided in connection with the Alphabetical List Report and Rank-Order List Report—to present an overall picture of the collective performance of a group of individuals.

In appearance, the Performance Profile Summary is virtually identical to those provided for the individual students. It differs, of course, in that its contents reflect group rather than individual performance. This is accomplished by computing averages for the group with respect to both the general test scores in the upper portion and the number of items correctly answered for the specific skills in the lower portion. These average values are presented in the appropriate locations and are displayed graphically as well. Note that local percentile and stanine averages are not shown since such values would invariably be 50 and 5 respectively for any of the general scores.