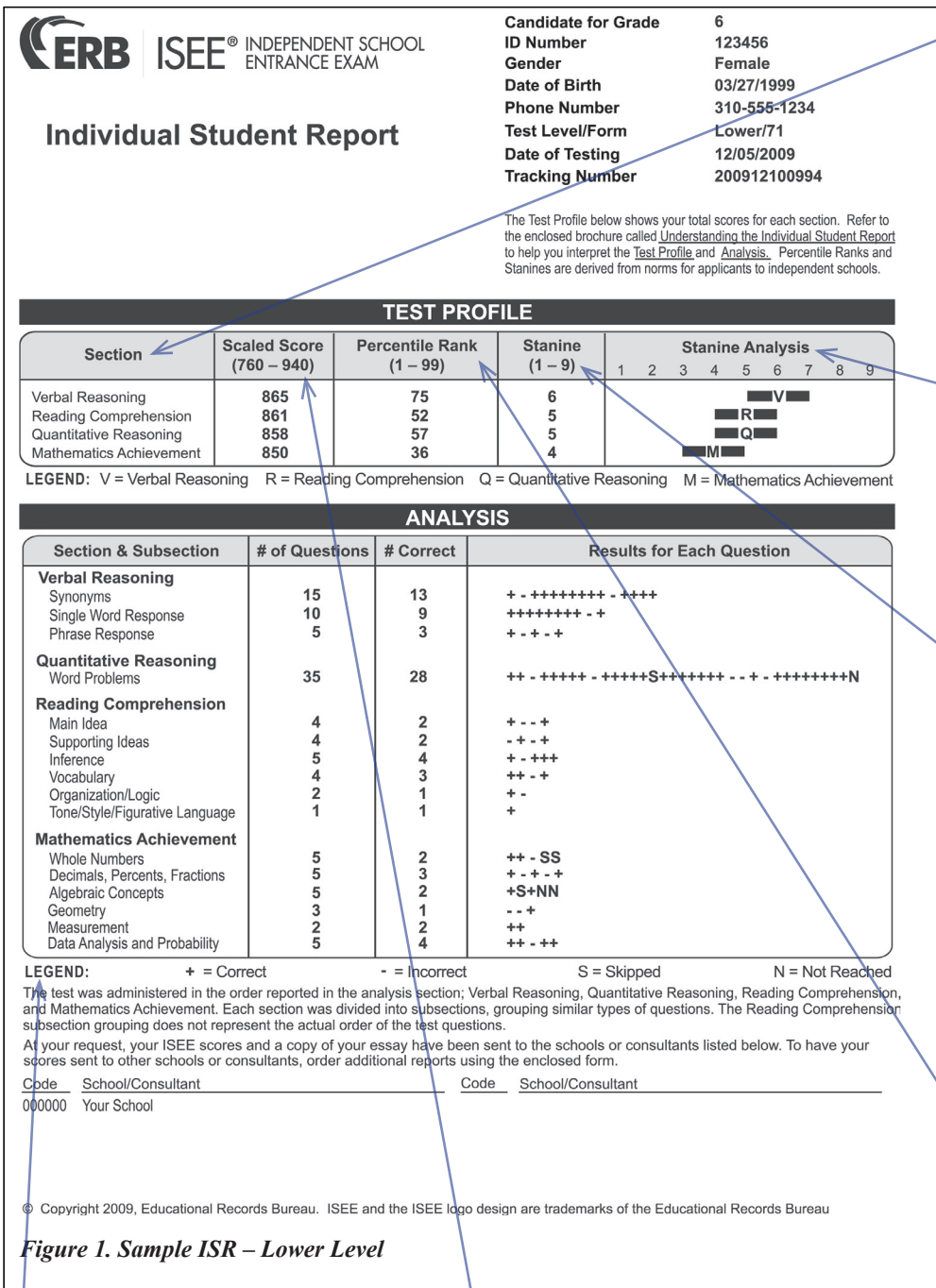


Understanding the ISEE Report



The ISEE consists of four sections which are scored and included on a report to both schools and families. The Test Profile provides information about the student's overall performance on each section of the ISEE, except the essay; an unscored copy of the essay is sent to each school for which the student requests score reports.

To read more about the ISEE score report, please see the *What to Expect on ISEE* Guide.

Stanine Analysis permits comparisons between a student's performance on both the ability tests and the related achievement tests. Specifically these comparisons are made between Verbal Reasoning (V) and Reading Comprehension (R), and Quantitative Reasoning (Q) and Mathematics Achievement (M).

A stanine is a score from 1 to 9, with 5 as a midpoint. Stanines are derived by dividing the entire range of students' scores into nine segments as the chart below indicates.

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

The percentile rank shows the student's standing when compared to other students in the norm group for this examination. The rank is based on scores obtained from all students in a given grade who have taken the test over the past three years. A percentile rank of 65 on a given section indicates that the student scored as well as or better than 65% of all students in the norm group and less well than 34%. This is out of a total of 99 percentile points.

The Analysis section gives a clear breakdown of the number of questions in each section. The legend key below the analysis chart explains the symbols and terms in the results area.

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

Figure 1. Sample ISR – Lower Level