

**PERSONALIZED ACHIEVEMENT SUMMARY SYSTEM
REPORT OF TEST RESULTS**

Parent / Guardian

Group ID Test ID Student ID Student Name

HOW TO READ THE TEST RESULTS

The Personalized Achievement Summary System (PASS) is designed to identify the student's learning strengths and needs, and to help you select activities and materials which will further aid them in the acquisition of knowledge. Please share the PASS results with the student at a level appropriate to his or her understanding, and encourage him or her to work on the areas needing practice. Help the student view the PASS as a positive part of the learning experience rather than a test to be feared.

Unlike other standardized tests you may have used in the past, the different levels of the PASS give each student the opportunity to succeed at his or her own level. In order to track the student's progress, we encourage you to test the student regularly with the PASS test and not rely on a single set of results.

Raw Score and Percent Right

The Raw Score and Percent Right indicate whether your child had difficulty taking the test. The Raw Score indicates the number correct out of the number possible on the test. The Percent Right is the number correct divided by the number possible. A score below 30% correct indicates that the test was too difficult for the student; a score more than 90% correct indicates the test was too easy for the student. In either case, the student should be tested with a more appropriate level when he or she takes the test in the future.

Continued on back

RIT Score

The RIT score indicates the performance of your child in that subject. Like measures of height or weight, the RIT score indicates how much the student is growing in achievement in each subject. The table below shows the end-of-grade RIT score averages in each subject for students who took the PASS test. As with height or weight, children have their own unique patterns of growth. They can be low this year and then accelerate next year or score high this year and then level off before advancing again. It is unwise to be alarmed by a single test score.

Grade	Reading	Math	Language
3	208	204	204
4	215	215	212
5	220	216	217
6	226	227	222
7	230	235	226
8	232	239	229

As the student is tested at regular intervals with the PASS test, this report will include all the scores which will make it possible to identify trends in the student's achievement growth. Regardless of your student's present performance, our goal is for every student to reach a RIT score of at least 235 in reading, 240 in math, and 230 in language before leaving elementary school. Over time, the student's increasing RIT scores show advancement toward these goals.

Hewitt and National Percentiles

The Hewitt percentile reflects how your child compared with other home-schooled students who have taken the PASS test. The national percentile reflects the linking of our PASS to the Metropolitan Achievement Test to give us national comparisons. It is important to note that the 50th percentile is an average score. For example, a 50th percentile score means that 50 percent of the students tested scored below your student, while 49 percent scored above.

There may be a discrepancy between these two percentiles. If so, please do not be concerned. If the national percentile is higher than the Hewitt percentile, please remember that the Metropolitan Test has a much broader base than does the PASS. In other words, your student may have been compared with hundreds of thousands of others who took the Metropolitan Test across the United States, but was compared with only thousands who took the PASS. We could use the example of a spelling bee. If a spelling bee were held in each of the 50 states with 1,000 students competing in each contest, the winner from each state would be in the top 90th percentile over all. If each state would then send their winning student to a national spelling bee to determine the best in the country, the percentile ranks of all students (49) except for the winning student (1) would drop in the national competition because they would now be compared to a smaller, more select group of students. With the Hewitt percentile, your child is being compared with fewer home-schooling students who consistently score above the national average on achievement tests.

Overall Performance and Goals

This section of the report provides an in-depth analysis of your child's performance and will prove valuable for developing lessons for your child. If your child's performance on a goal is low, you should give special attention to it as part of your instruction. If your student scored generally high, but average in one or two goals, work on those goals to help him or her move to an even higher level. Make every effort to keep your student's performance on these goals in mind as you develop lesson plans and teach. In time you will identify a variety of ways to help your child practice skills related to the goals on which his or her performance is low.

**PERSONALIZED ACHIEVEMENT SUMMARY SYSTEM
READING TEST RESULTS**

Parent / Guardian

Student ID Student Name

Test ID	Date Taken	Gr	Test Level	Raw Score	Pct Right	RIT Score	Hewitt %Tile	Natl %Tile	Overall Performance	Goal 1	Goal 2	Goal 3	Goal 4
80157	3/31/2008	5	5	37/44	84	219	46	86	HIGH	HIGH	AVG	HIGH	AVG
85614	4/13/2009	6	6	34/44	77	223	42	84	HIGH	HIGH	AVG	AVG	AVG

Goal 1: Word Meaning

The student can interpret the meaning of commonly used words.

Performance on This Goal Is High

Enhance student thinking skills by providing enrichment activities. Answer "how" and "why" questions daily.

Goal 2: Literal Comprehension

The student can comprehend literally stated facts and details in written materials.

Performance on This Goal Is Average

Provide student with exercises that allow the student to identify facts within a story. Read several paragraphs, then close the book and answer questions about the selection.

Goal 3: Interpretative Comprehension

The student can interpret implied meanings in written materials.

Performance on This Goal Is Average

The student should do exercises which stimulate thought. Have group discussions on what each person feels a statement is saying. Analyze a poem.

Goal 4: Evaluative Comprehension

The student can evaluate the intent, validity, point of view, and worth of written materials.

Performance on This Goal Is Average

Provide materials to the student that test his or her ability to distinguish fact from opinion. Write sentences of fact and of opinion.

**PERSONALIZED ACHIEVEMENT SUMMARY SYSTEM
MATHEMATICS TEST RESULTS**

Parent / Guardian _____

Student ID _____ Student Name _____

Test ID	Date Taken	Gr	Test Level	Raw Score	Pct Right	RIT Score	Hewitt %Tile	Natl %Tile	Overall Performance	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7
80157	3/31/2008	5	L16	44/48	92	238	90	99	VERY HIGH	HIGH	HIGH	HIGH	HIGH	HIGH	HIGH	HIGH
85614	4/13/2009	6	U17	37/52	71	230	69	88	HIGH	AVG	HIGH	HIGH	HIGH	AVG	AVG	HIGH

Goal 1: Numeration and Number Systems

The student knows number series and other number systems, place value, expanded notation, and properties of number systems.

Performance on This Goal Is Average

Continue to provide student with exercises that review the numeration system. Use flash cards or play math games.

Goal 2: Fractions

The student knows the parts of a whole, relative values, equivalent fractions, estimation of results, ratio, and proportion.

Performance on This Goal Is High

Provide an enriched curriculum for the student, extending his or her understanding of fractions to more complex topics.

Goal 3: Decimals, Percent, and Currency

The student knows relative values, estimating results, rounding, equivalence, and value of money.

Performance on This Goal Is High

Enhance curriculum by following an advanced structure which allows room for growth in decimals, currency, and percent.

Goal 4: Geometry and Measurement

The student knows measures of time, quantity, temperature, length, weight, and types and parts of plane and solid geometric figures.

Performance on This Goal Is High

Enrich curriculum by providing manipulative materials. Show the importance of geometry and measurement to science. Explore this avenue.

Goal 5: Graphs, Charts, and Statistics

The student can interpret and use graphs, statistics, and probability.

Performance on This Goal Is Average

Review with the student. Provide exercises to expand knowledge of statistics, graphing, and probability.

Goal 6: Word Problems and Problem Solving

The student can solve story problems and use strategies and processes of problem solving.

Performance on This Goal Is Average

Continue to review word problems and problem-solving skills with the student. Provide activities which promote group feedback.

Goal 7: Computation (+, -, x, /)

The student can compute with accuracy.

Performance on This Goal Is High

Enhance curriculum by providing activities which expand on computation skills.

**PERSONALIZED ACHIEVEMENT SUMMARY SYSTEM
LANGUAGE TEST RESULTS**

Parent / Guardian

Student ID Student Name

Test ID	Date Taken	Gr	Test Level	Raw Score	Pct Right	RIT Score	Hewitt %Tile	Natl %Tile	Overall Performance	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6
80157	3/31/2008	5	25	59/60	98	245	99	99	VERY HIGH	HIGH	HIGH	HIGH	HIGH		HIGH
85614	4/13/2009	6	27	44/60	73	228	69	90	HIGH	HIGH	HIGH	HIGH	AVG		AVG

Goal 1: Grammar

The student can use the correct grammatical forms of standard English usage.

Performance on This Goal Is High

Enhance studies by using some form of daily writing, such as a journal. Have student apply the rules of grammar as much as possible.

Goal 2: Capitalization

The student can capitalize correctly.

Performance on This Goal Is High

The student should attempt advanced challenge words to increase skills and mastery. Use the words correctly in conversation and writing.

Goal 3: Punctuation

The student can punctuate correctly.

Performance on This Goal Is High

Exercise punctuation skills by providing an atmosphere to stimulate daily usage and growth. Find examples of punctuation used correctly.

Goal 4: Composition

The student can use the fundamental skills of literary organization and composition.

Performance on This Goal Is Average

Provide student with activities which provide growth in composition, but can also be fun; for example, make a book, write a poem or to pen pals.

Goal 5: Study Skills

The student can use fundamental study skills and study guides.

Not Tested

Goal 6: Spelling

The student can recognize the correct spelling of common words.

Performance on This Goal Is Average

Student should review and practice spelling. Provide exercises which are fun and stimulate growth. Look at the word, then picture it in your mind and spell it silently.