HSPT®

E-Score User's Manual

Online v2.0

Scholastic Testing Service, Inc.
480 Meyer Road, Bensenville, IL 60106–1617

Table of Contents

1. **The HSPT® Battery** 2
   - Purpose of the Battery 2
   - Description of the Battery 2
   - Scoring of the Battery 3
2. **Overview of the HSPT® E-Score** 4
   - Preparing for the HSPT® E-Score 4
   - Requirements for the HSPT® E-Score 4
   - Test Security and Other Policies 5
3. **Setup for the HSPT® E-Score** 6
   - Administrator Login 6
   - Create Test Session 6
   - Add Students to Test Session 7
4. **Administration of the HSPT® E-Score** 9
   - Student Login 9
   - Beginning the Test Period 10
   - Verbal Skills Instructions 12
   - Quantitative Skills Instructions 14
   - Reading Instructions 16
   - Mathematics Instructions 17
   - Language Instructions 18
   - Optional Test Instructions 20
5. **Scoring the Test** 21
   - Submit Tests for Scoring 21
   - Reports 21
6. **Additional Administrator Functions** 22
   - Edit Test Session 22
   - Edit Student Details 23
   - Unlock Student's Test 24
   - Changing the Form of HSPT® Assigned to a Student 24
7. **Returning Test Materials** 25
8. **Understanding the Reports** 26
   - HSPT® E-Score Student Class Roster 26
   - HSPT® E-Score Performance Profile 28

NOTICE

Test booklets and other testing materials used in the STS Closed Edition High School Placement Test program are on lease to participating schools. All testing materials remain the property of Scholastic Testing Service, Inc. and must be returned to STS as indicated. By their participation in this program, schools acknowledge their obligation to maintain test security.

Copyright © 2014, Scholastic Testing Service, Inc. All rights reserved. No part of this work may be reproduced or transmitted in any form or by any means electronic or mechanical including photocopy, recording, or any information storage and retrieval system, without prior permission in writing from the publisher. Published by Scholastic Testing Service, Inc., Bensenville, Illinois 60106–1617. Printed in the United States of America.

1. THE HSPT® BATTERY

Purpose of the Battery

The placement of entering freshmen is a familiar problem to most high school administrators. Very often high school personnel have never met the students, have no idea of their individual achievements and abilities, and have only general information about the characteristics of the elementary schools graduating the students. Even student information available from the different elementary schools may be misleading because of variations in grading systems, methods of keeping records, and academic standards. Most high schools, therefore, routinely administer a combination of several tests to all incoming freshmen, such as a measure of mental ability, a reading (or English) test, and some measure of mathematics achievement.

One major difficulty with this procedure lies in selecting the best combination of tests to yield sufficient information within a reasonably short administration and reporting period. A second major difficulty results from the use of different reference groups in the standardization of the different tests, so that direct comparisons of scores are questionable. To overcome these difficulties, Scholastic Testing Service, Inc. developed the *High School Placement Test* (HSPT®) battery.

The STS HSPT® provides measures in the major skill areas, as well as cognitive skills measures, and can be administered in a relatively limited amount of time. Since the entire battery is standardized at the same time with a population of entering high school students, the end results are directly comparable for all test areas and can be related to the level of the students as entering freshmen.

Description of the Battery

The HSPT® consists of the following subtests: Verbal Skills, Quantitative Skills, Reading, Mathematics, and Language.

Cognitive Skills

The results from the Verbal Skills and Quantitative Skills subtests together provide a total Cognitive Skills score and a Cognitive Skills Quotient.

Verbal Skills consists of 60 items yielding the Verbal Skills score. The Verbal Skills measured are synonyms, antonyms, verbal analogies, verbal classifications, and logical reasoning.

Quantitative Skills consists of 52 items yielding the Quantitative Skills score. Number series, number manipulations, and both geometric and nongeometric quantitative comparison items are included.

Basic Skills

The results from the Reading, Mathematics, and Language subtests together provide a total Basic Skills score. Grade equivalents are also provided for each of these subtests.

Reading consists of 62 items yielding the Reading score for the battery. Among the major comprehension skills measured are the ability to remember important ideas and significant details, recognizing central thought or purpose, making logical inferences, and understanding vocabulary in context.

Mathematics consists of 64 items yielding the Mathematics score for the battery. Computation and problem-solving skills are evaluated, along with the student's knowledge of important concepts and his or her ability to reason.

Language consists of 60 items evaluating student skills in punctuation, capitalization, spelling, grammar, usage, and composition. The results from this test yield the Language score for the battery.

Optional Test

At the school's option, one of three 40-item tests may be administered as the last test in the program. Use of such a test is optional, and the score is not reflected in the Battery Composite. The tests available are Science, Mechanical Aptitude, and Catholic Religion. If you order an optional test with your HSPT®, those optional test booklets are separate and will be included in your shipment for use after the basic battery has been administered.

The Science score is an achievement measure based on 40 items sampling knowledge in the areas of astronomy, biology, chemistry, earth sciences, and physics.

The Mechanical Aptitude score is considered an ability measure, and is based on 40 items sampling the everyday applications of physical principles which involve things rather than words.

The Catholic Religion score is an achievement measure based on the needs of nonpublic schools for assessing curriculum in the areas of theology, ethics, and doctrine.

Battery Composite Score

The Composite score is the sum of raw scores on the five subtests of the HSPT® converted into a standard score. The battery consists of 298 items, aside from the 40-item optional tests. Of the 298 items, 112 items form the cognitive skills section of the test, and 186 items test basic skills. If any of the five subtests is omitted (aside from the optional test), the Composite score cannot be computed.

Scoring of the Battery

The number of questions that a student answers correctly is added for each subtest to determine a raw score. Points are not subtracted for incorrect answers. (There is no penalty for guessing.) Raw scores are then converted into standard scores and percentiles for each subtest.

Composite scores (the Total Cognitive Skills score, Total Basic Skills score, and Battery Composite score) are computed in the same way; they are not simply the average of the parts. Raw scores are added together from the subtests that comprise each composite score and are then converted to standard scores and national percentiles.

The HSPT® provides scores based on 8th grade norms. STS also offers the Pre-HSPT® which is intended to be administered to 7th graders and does provide 7th grade norms. Please see the catalog, website, or contact STS for more information.

2. OVERVIEW OF THE HSPT® E-SCORE

The HSPT® E-Score is an online application that replaces the paper answer sheet used during the administration of the HSPT® battery and provides a process for quick scoring and reporting of student data. It can be used for an individual student or in a group setting where multiple computers are available.

When using the HSPT® E-Score, a teacher or proctor must be present to adminster the battery to the students. The HSPT® test booklets are also still required for the test sessions to provide a consistent and secure testing environment.

Preparing for the HSPT® E-Score

Prior to testing, the test administrator should read through this manual and become familiar with the testing materials and instructions. The administrator will need this manual to administer the exam as it contains the directions that are to be read aloud to the students during testing. This manual contains all the necessary instructions to administer the HSPT® E-Score.

Requirements for the HSPT® E-Score

System Requirements

There is no software to download or install, but each student will need access to a computer with Internet connectivity. The recommended browsers that the application has been tested with are:

- Microsoft Internet Explorer 6.0 or higher,
- Mozilla Firefox 2.0 or higher, and
- Apple Safari 3.0 or higher.

Time Requirements

Actual working time for the battery is 2 hours and 23 minutes, with an additional 15–25 minutes for an optional test. This is the time required to provide reliable results in each of the areas tested. Sufficient extra time (usually about 15 minutes) should be allotted for distribution of test materials, reading test directions, and providing the suggested rest periods.

The required time for each subtest is indicated in the specific instructions for each part. The E-Score online application does not record or keep time so it is the responsibility of the administrator to do so. During testing, use a stopwatch or timepiece with a second hand to ensure the exact time is allowed. To verify times for each subtest, there is a place to record the start time, the stop time, and the announcement for the number of minutes remaining. It is important to check the times carefully as scores cannot be adjusted for mistimings.

Materials Required for Testing

Student Materials
- One HSPT® test booklet
- A pencil with an eraser
- Scratch paper for figuring (optional)
- Username and password (created by the test administrator)

Administrator Materials
- This manual
- One HSPT® test booklet (for demonstration purposes)
- A stopwatch or a timepiece with a second hand

If your school is planning to give one of the optional tests offered, you will also need a copy of the separate test booklet for each student. Please note that students may write in the HSPT® test booklets or scratch paper may be provided for figuring.

Test Security and Other Policies

Test Security

Security of the HSPT® is critical in providing valid and reliable results. Many schools determine student admission, placement and scholarship awards based on HSPT® performance, so it is crucial to both students and schools that the test remains secure.

All test content is confidential and secure. No part of any test may be reproduced or transmitted in any form or by any means, electronic or mechanical, including copying, printing, or storing in any information retrieval system.

All testing materials must be maintained in a secure manner and not revealed to students or teachers prior to testing. Do not read, discuss, or transmit secure test content before, during, or after testing. Test booklets should be stored in a secure, locked storage area with limited-access when not in use

Since the HSPT® E-Score is an online application, unique challenges arise when trying to monitor students' actions during administration. It is important to move around the room or be in a position that allows you to make sure that students do not access other websites or computer tools, such as the calculator, while taking the test.

Cell Phones

Cell phones and any other devices that have the capability of recording, reproducing, or transmitting test items within or outside of the testing location are prohibited. Cell phones or other devices need to be turned off during testing to avoid distractions and disruptions or possible communication with other students. To minimize distractions, it is recommended that students leave cell phones and other recording and transmitting devices outside of the testing environment.

Calculators

Calculators should not be used to do any work in the HSPT®. The developed norms are based upon data from testings where calculators were not allowed.

STS Technical Support

For assistance call:
1.314.739.3650
1.855.532.0787 (toll-free)
or email us at:
stlouis@ststesting.com

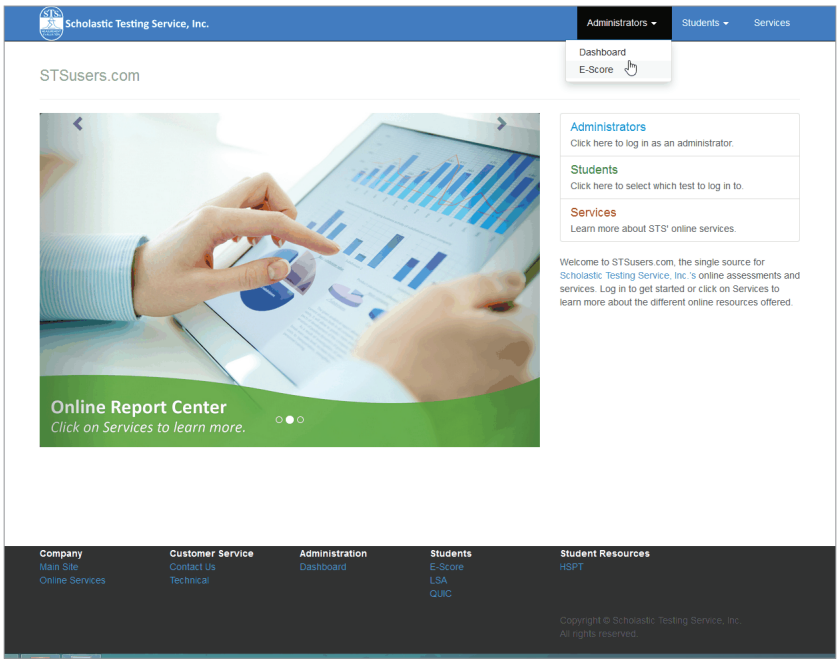
3. SETUP FOR THE HSPT® E-SCORE

Before a student is able to test using the HSPT® E-Score, the administrator must first set up a test session online and add students. It is recommended that the administrator take time to do so before students arrive for testing. Detailed instructions follow.

Administrator Login

Go to www.stsusers.com, click on Administrators and select E-Score to access the login page. (See picture 1.) Enter your administrator username and password given to you by STS, select Administrator from the user type pull down menu and click Login. (See picture 2.)

Picture 1



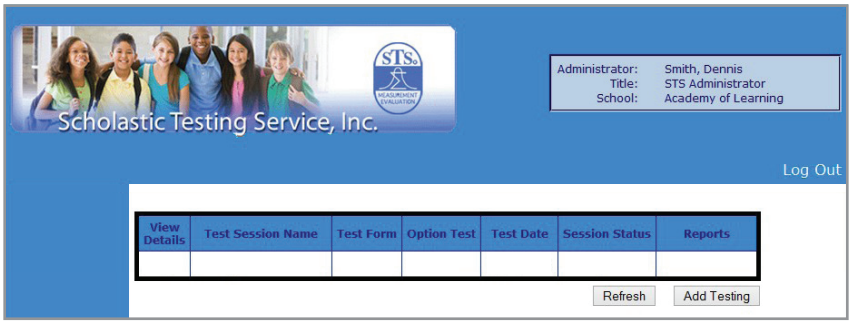
Picture 2

Create Test Session

Click the Add Testing button located under the test session table to create a new test session. (See picture 3 on the following page.) Complete the information for the test session in the new window and click Add Testing. (See picture 4 on the following page.) The required fields for creating a test session are:

- Description: Name or short description to help identify who's testing
- Test Date: Date of scheduled testing
- Form: Form of HSPT® that student is taking (located on front of HSPT® test booklet)
- Optional Form: Name of optional test student is taking (if no optional test is being administered, select "None")

Picture 3



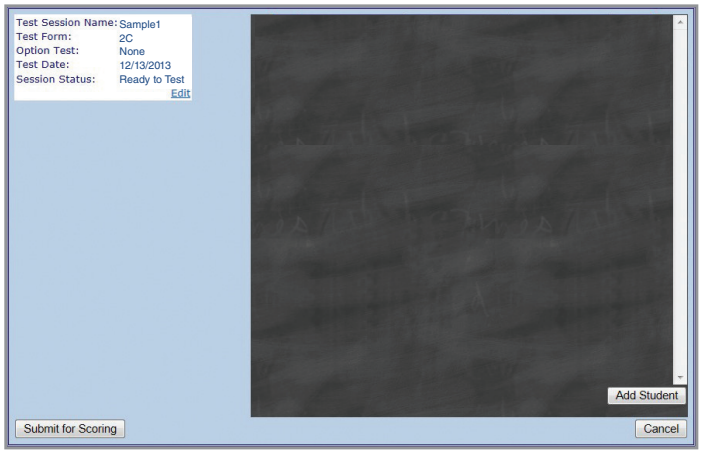
Picture 4

Add Students to Test Session

In the test session table, click the View Details icon to go to the detail screen of the test session just created. (See picture 5.) This will take you to the detail screen for that particular test session. (See picture 6.) The details of the test session are displayed on the left and the list of students assigned to this test session will be listed in the chalkboard section on the right. Click the Add Student button at the bottom of the chalkboard to add a student to the test session.

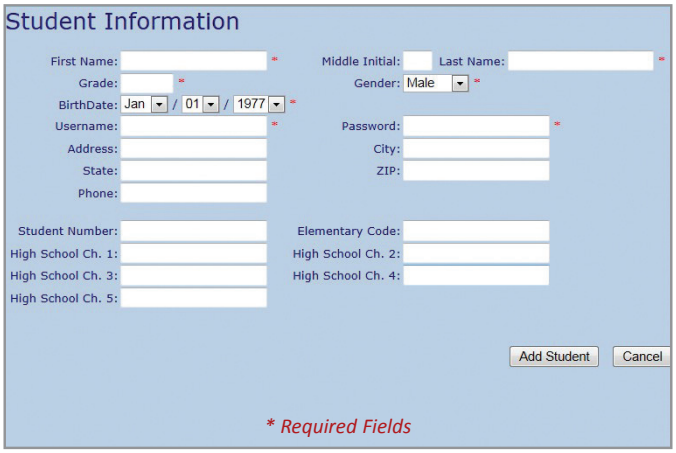
Picture 5

Picture 6



In the new window, enter the student's personal information in the appropriate fields. Assign a unique username and password to the student. Click Add Student. (See picture 7.)

Picture 7



Birth date is a required field because it is used to compute the student's Cognitive Skills Quotient. If the birth date is not known at the time the test session is created, the administrator should select any birth date and have the student edit this information when they log in to take the test.

The administrator has the option of entering the student's home address, city, state, zip code, phone number, and student number in the spaces provided. The administrator may also fill in the student's elementary school code in the corresponding box and high school choices in the boxes labeled Ch1, Ch2, Ch3, Ch4, and Ch5, if applicable. Please note, if school codes and high school choices are entered, they are for informational purposes only; scores do not get forwarded to these schools.

The student's username must be unique among all users in the HSPT® E-Score database, not just among your own group. If the username you choose is already being used, you will get an error message stating so. You will need to change the username before you can add the student to the list.

If you are testing multiple students at the same time with the same test form, click the Add Student button on the test session detail screen, complete the student information details, and repeat until all students have been added to the test session. (If multiple students are testing at different times or testing different forms, create a separate test session for each and add the students accordingly.) The administrator should Log Out when finished adding students and test sessions.

4. ADMINISTRATION OF THE HSPT® E-SCORE

Before beginning administration of the HSPT® battery, make sure each student has the following testing materials: the HSPT® test booklet, a pencil with an eraser, and scratch paper (optional).

The administrator will need this manual and a stopwatch or timepiece to administer the HSPT®. The administrator will also need to provide each student with the username and password that was assigned to him or her at the time the test session was created.

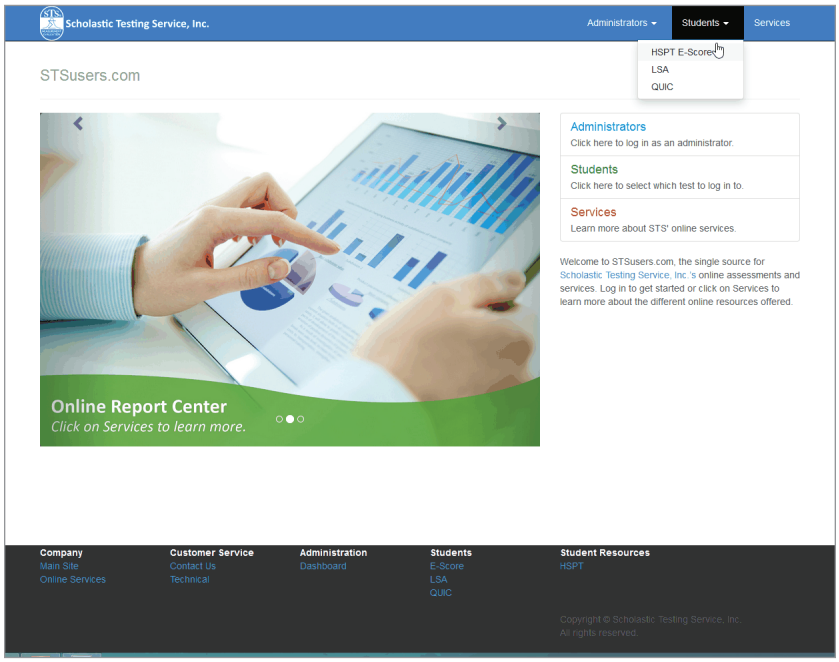
Directions to be read aloud to the students begin in the next section. They are in boxes indicated by the word "SAY" and are printed in **bold** type. Instructions to the administrator are in medium type; these should not be read aloud and are for your information only. When you come to an ellipsis (…) in the "SAY" box, pause to allow students enough time to complete the instructions. Read the directions exactly as you see them in this manual.

Student Login

Once each student has the necessary testing materials along with his or her username and password, the administrator will need to give directions on how to log in. To begin, instruct each student to go to www.stsusers.com, click on Students and select HSPT® E-Score to access the login page. (See picture 1.)

The student should enter the username and password assigned by the administrator, select Student from the user type pull down menu and click Login. (See picture 2.)

Picture 1



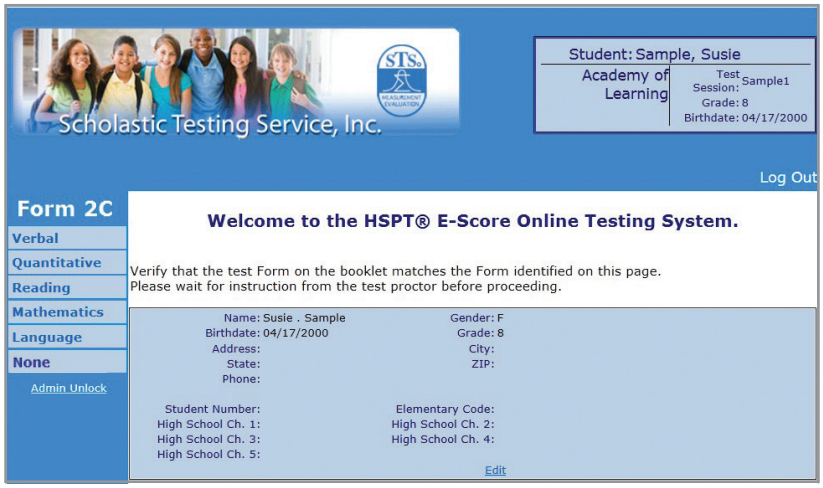
Picture 2

Beginning the Test Period

After logging in, the student will be taken to the student page of the HSPT® E-Score application. The selected form of the HSPT® as well as all five of the subtests are listed on the left hand side. The last subtest will display the name of the optional test selected by the administrator. If the administrator did not select an optional test, the last subtest will say "None." The students will take each subtest in order. (See picture 3.)

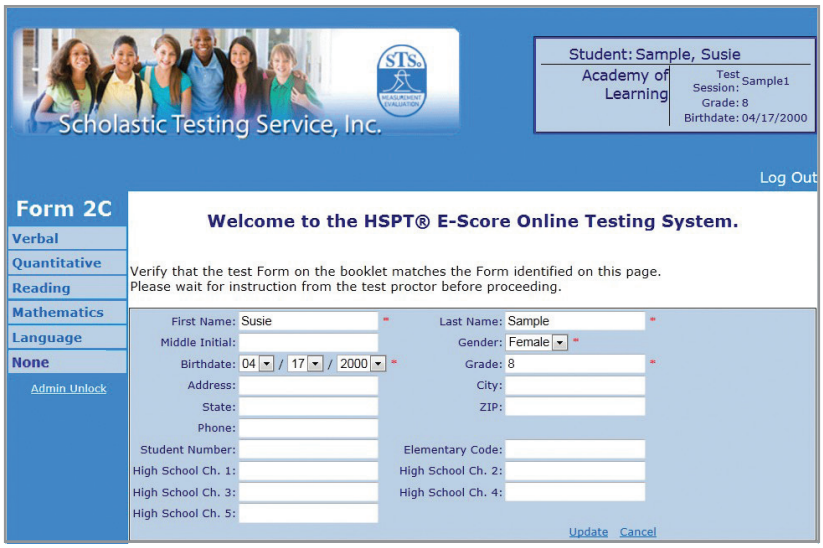
Before beginning, verify that the form displayed on the left hand side of the screen matches the form that is printed on the HSPT® booklet. If it does not match, the test session will need to be edited. (See part VI for instructions on *Changing the Form of HSPT® Assigned to a Student*.)

Picture 3



The middle section of the HSPT® E-Score student page displays the student's information as it was entered by the administrator. The student should verify that his or her personal information was entered correctly. If necessary, the student may edit any of their personal information by clicking Edit. (See picture 3.) After any changes have been made, click Update. The student may also leave the screen without making any changes by clicking Cancel. (See picture 4.)

Picture 4



Once the administrator and the student have verified the form of the test and student information, testing may begin. As a security measure, you may want to have the students write their names on the cover of their test booklets. If so, instruct them to do so at this time.

Then say to the student:

SAY

Before we begin, please listen carefully to these instructions. In front of you is your HSPT® test booklet. Do not open it until I tell you to do so. There are a number of separately timed sections in this test. You will read each question in the test booklet and select your answer on the answer sheet on the computer, which we will review in a moment. During the time for each section, you are to work only on that section. You may not go to the next section; you may not go back to any previous section.

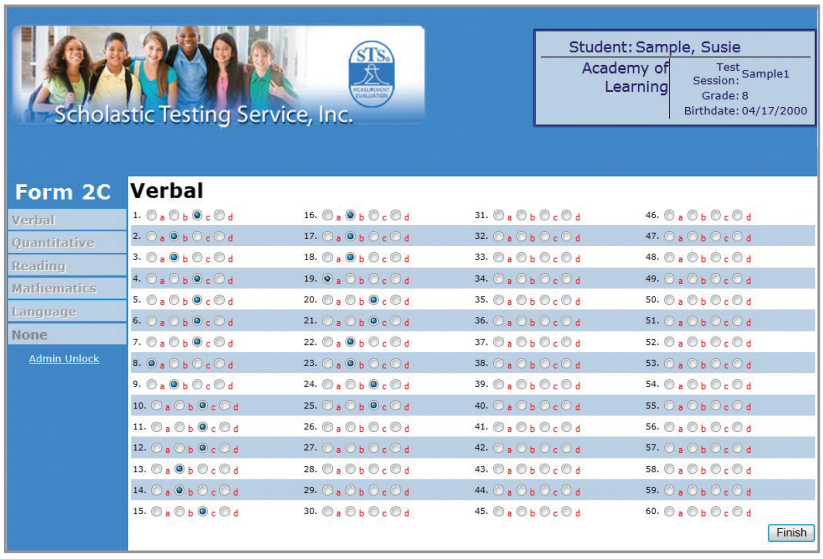
For each question, choose the best answer. Your score is determined by the number of correct answers you choose; points are not subtracted for incorrect answers. If a question seems exceptionally difficult, make the most careful guess you can and then go on to the next question. It will help your score if you move along at a fairly rapid pace. You may write in your test booklet to help solve any problems. Otherwise, you may also use the scratch paper for any figuring you have to do.

Now let's look at the answer sheet on the computer where you will be selecting your answers. On the left side of the screen, you will see the subject areas we will be testing. Click on Verbal to pull up your answer sheet for the first section but do not mark any answers yet. Please note that the computer will only allow you to mark one answer for each question. If you make a mistake when selecting your answer, simply select a different answer button before moving on to the next item. Be sure the number of the answer you are selecting on the answer sheet is the same number of the question you are answering in the test booklet.

There is a 'FINISH' button in the lower right hand corner of the answer sheet. Do not click it yet but when you are finished with this section, you will click this button. Do not click this button unless you are sure you want to close this section as you will *not* be able to open it again. Are there any questions?

Answer any questions the students may have before moving on. Once the students have the verbal answer sheet pulled up (see picture 5), proceed to the instructions for beginning the Verbal Skills subtest on the next page. These instructions contain specific information regarding sample items and time limits for this subtest.

Picture 5



VERBAL SKILLS INSTRUCTIONS

(18 MINUTES*)

START	9 minutes remaining	STOP

*NOTE: The time limit for the Verbal Skills section in the Pre-HSPT® and the Open HSPT® is 16 minutes. Adjust times accordingly.

SAY **You should have the answer sheet for the verbal section showing on your screen. All of your answers for the first section, items 1 through 60, will be marked here.**

You will now review the sample items with the students. The sample items were originally intended to give the students exposure to a few item types they will encounter on the subtest and to help them become familiar with correctly marking answers on the paper answer sheet. Since the E-Score makes use of an online answer sheet and does not include sample items, the students may simply take note of the sample answer shown in their test booklets.

SAY **Now please look at the sample questions on the cover of your test booklet.** (Demonstrate.) **The first one says, "Travel most nearly means _____ a) stop., b) move., c) join., d) interfere." Since travel most nearly means move, choice b is the best answer.**

Without clicking on any answers, look at the answer sheet on the computer. To choose b as your answer, you would select the answer button next to the b. However, do not mark your answer to this sample item on the answer sheet as there is nowhere to do so.

If a student did mark the answer to the sample item on their answer sheet, simply remind them that they cannot deselect an answer. They will just need to make sure they start at item one on the answer sheet when beginning the test and will need to reselect their answer choice for item one.

SAY **Now look at the second sample, "Mother is to daughter as father is to _____." Find the relationship between the first two words, then decide which answer choice has the same relationship to the third word. For sample B, father is related to son in the same way mother is related to daughter, so choice d is the best answer.**

The verbal skills section has 60 questions. When I tell you to begin—not yet—open your booklet and fold it so that only the first page is showing, like this. (Demonstrate)

Always keep the booklet folded so you can only see one page at a time. Be sure to read each question carefully before you decide on your answer. Select the answer you think is best for each problem.

Remember, if you make a mistake when selecting your answer, simply select a different answer button before moving on to the next item. Make sure to frequently check that you are on the same item number on screen as the one in your book. Are there any questions?

Answer any questions.

SAY	**You will have 18 minutes for the verbal skills section. Keep working until you come to the word "STOP" in your test booklet, or until I tell you to stop. I will tell you when 9 minutes are up, to let you know if you are working at a pace that will allow you to complete this section. If you finish before time is called, you may go back over your work on this section to check your answers.** **All right, open your test booklet to the verbal skills section and begin.**

During the first part of the period, check to be sure students are marking their answers correctly.

Allow exactly 9 minutes.

SAY	**Nine minutes have gone by. You should be at about question 30 if you are working at the right speed. You have 9 more minutes. Please continue your work.**

Allow exactly 9 more minutes, a total of 18 minutes for the verbal skills subtest.

SAY	**Stop your work. Click the "FINISH" button in the lower corner of the answer sheet.**

Once the student clicks the finish button, the answer sheet for this subtest will be locked. (On the student page, a padlock will be displayed next to all answer sheets that are locked.) Proceed with the instructions for the next subtest.

QUANTITATIVE SKILLS INSTRUCTIONS

(30 MINUTES)

START	15 minutes remaining	STOP

SAY

Now please turn to the page of your test booklet which begins the quantitative skills section. Fold back your booklet so you can see only this page with "SAMPLES" at the top left-hand corner. (Demonstrate.)

Sample A at the top of the page says, "In the sequence: 1, 3, 5, 7, 9, what number should come next?" Since each number is two greater than the one before, the next number in this sequence would be choice c, 11.

Now look at sample B. It says, "What number added to 7 makes 6 times 3?" You know that 6 times 3 equals 18. If you subtract 7 from 18, the answer is 11. Therefore, 11 is the number that is added to 7 to get 6 times 3, so choice a is marked in your booklet.

Now look at sample C which says, "Examine the hourglasses (A), (B), and (C) and find the best answer." Look at the three hourglasses and then read all the answer choices…

Choice b is the best answer. Hourglass (A) shows more time passed than the other hourglasses, because more sand has passed through to the bottom.

Now look at sample D. It says, "Examine (A), (B), and (C) and find the best answer." Look at (A), (B), and (C) and then read all the answer choices…

Choice d is the best answer. (A) and (B) are equal. Remember that when you do number operations, all the operations within parentheses must be done first. Therefore, (A) and (B) both equal 2, while (C) equals 6.

The quantitative skills section has 52 questions similar to these samples. The item types are not in any particular order, so be sure to look at each question carefully before you choose your answer. Remember if you make a mistake when selecting your answer, simply select a different answer button before moving on to the next item. Make sure to frequently check that you are on the same item number on screen as the one in your book. Are there any questions?

Answer any questions.

SAY

You will have 30 minutes for the quantitative skills section. Keep working until you come to the word "STOP" in your test booklet, or until I tell you to stop. I will tell you when 15 minutes are up, to let you know if you are working at a pace that will allow you to complete this section. If you finish before time is called, you may go back over your work on this section to check your answers.

You may now click on Quantitative to pull up your answer sheet for this section. All of your answers for this section will be marked here, beginning with item number 61. You may now begin.

During the first part of the period, check to be sure students are marking their answers correctly.

Allow exactly 15 minutes.

SAY	**Fifteen minutes have gone by. You should be at about question 86 if you are working at the right speed. You have 15 more minutes. Please continue your work.**

Allow exactly 15 more minutes, a total of 30 minutes for the quantitative skills subtest.

SAY	**Stop your work. Click the "FINISH" button in the lower corner of the answer sheet.** **Close your test booklets. We will now have a short rest period. You may stand up, but do not leave your place unless you have permission. Do not look through your test booklet.**

A five-minute rest period is recommended. The administrator should move around the room during the rest period to ensure security of the test materials. After the rest period, proceed to the instructions for the next subtest.

READING INSTRUCTIONS

(25 MINUTES)

START	10 minutes remaining	STOP

SAY **Please open your test booklet to the reading section. It follows the quantitative skills section that you just finished. The first part of the reading test is called "READING—Comprehension." Look at sample A. Please read it quietly to yourself…**

You can see that choice b is the best answer for this sample, so it is marked as the answer in your booklet.

The reading section also includes the part headed "READING—Vocabulary." You will have a total of 25 minutes to complete both parts of the reading section. Keep working until you come to the word "STOP" in your test booklet, or until I tell you to stop. I will tell you when 15 minutes are up, to let you know if you are working at a pace that will allow you to complete this section. If you finish before time is called, you may go back over your work on both parts of the reading test to check your answers. Are there any questions?

Answer any questions.

SAY **You may now click on Reading to pull up your answer sheet for this section. All of your answers for this section will be marked here, beginning with item number 113. You may now begin.**

During the first part of the period, check to be sure students are marking their answers correctly.

Allow exactly 15 minutes.

SAY **Fifteen minutes have gone by. You should be at about question 148 if you are working at the right speed. You have 10 more minutes. Please continue your work.**

Allow exactly 10 more minutes, a total of 25 minutes for the reading subtest.

SAY **Stop your work. Click the "FINISH" button in the lower corner of the answer sheet.**

Proceed with the instructions for the next subtest.

MATHEMATICS INSTRUCTIONS

(45 MINUTES)

START	27 minutes remaining	STOP

NOTE: Students may not use calculators to do any of the work in the HSPT®.

SAY

Now please turn to the first page of the mathematics section in your test booklet. Look at sample A. You can see that choice b is the best answer for this sample, so it is marked as the answer.

You may use scratch paper or mark in your test booklets when you are working on these problems. You are not allowed to use a calculator.

Do you have any questions?

Answer any questions.

SAY

You will have 45 minutes for the mathematics section. Keep working until you come to the word "STOP" in your test booklet, or until I tell you to stop. I will tell you when 18 minutes are up, to let you know if you are working at a pace that will allow you to complete this section. If you finish before time is called, you may go back over your work on this section to check your answers.

You may now click on Mathematics to pull up your answer sheet for this section. All of your answers for this section will be marked here, beginning with item number 175. You may now begin.

During the first part of the period, check to be sure students are marking their answers correctly.

Allow exactly 18 minutes.

SAY

Eighteen minutes have gone by. You should be at about question 200 if you are working at the right speed. If not, you may need to increase your speed in order to finish the mathematics section. You have 27 more minutes. Continue your work.

Allow exactly 27 more minutes, a total of 45 minutes for the mathematics subtest.

SAY

Stop your work. Click the "FINISH" button in the lower corner of the answer sheet.

Close your test booklets. We will now take a break.

Allow about two minutes for the break, then proceed with the instructions for the next subtest.

LANGUAGE INSTRUCTIONS

(25 MINUTES)

START	10 minutes remaining	STOP

SAY

Please turn to the first page of the language section in your test booklet. On the first part of the language section, each question has four choices. You are to look carefully at all four choices for errors in capitalization, punctuation, or usage. If you find an error, select the letter in front of that choice as your answer. The fourth choice may have the option "No mistakes." On these items, if you find no errors, mark d, "No mistakes" as your answer. "No mistakes" will be the best answer for some of these questions.

Let's look at the samples. Look at sample A at the top of the page…

In sample A, there is an error in choice b, isn't there? The word "I" should be capitalized, so choice b has been marked as the best answer in the sample to the right.

The first part of the test is like sample A. In each item, look for an error in capitalization, punctuation, or usage. If you find an error, select the letter in front of that choice as your answer. If you find no errors, choice d, "No mistakes" will be the best answer.

Look at sample B. For this item, you are to look for errors in spelling only. If you find no spelling errors, mark d, "No mistakes."…

The spelling error is in choice c; the word "pottery" is misspelled. Some of the questions on this test are like sample B, and you are to answer them in the same way. Each new section of questions will be set off by special directions. Read these directions carefully as you come to them.

Are there any questions?

Answer any questions.

SAY

You will have 25 minutes for the language section. Keep working until you come to the word "STOP" in your test booklet, or until I tell you to stop. I will tell you when 15 minutes are up, to let you know if you are working at a pace that will allow you to complete this section. If you finish before time is called, you may go back over your work on this section to check your answers.

You may now click on Language to pull up your answer sheet for this section. All of your answers for this section will be marked here, beginning with item number 239. You may now begin.

During the first part of the period, check to be sure students are marking their answers correctly.

Allow exactly 15 minutes.

SAY

Fifteen minutes have gone by. You should be at about question 279 if you are working at the right speed. You have 10 more minutes. Please continue your work.

Allow exactly 10 more minutes, a total of 25 minutes for the language subtest.

SAY	**Stop your work. Click the "FINISH" button in the lower corner of the answer sheet.**

If one of the optional tests is to be administered, distribute the separate test booklets and proceed with the instructions for the optional test on the next page.

If testing ends with the language subtest, say to the students:

SAY	**This completes the testing. Click the log out button in the upper right corner. Please close your test booklets and sit quietly while I collect the test materials.**

Collect the test booklets and scratch paper from the students. Be sure that each student has handed back all of his or her testing materials. At this point the administrator may wish to thank the students for their cooperation during testing. This completes the administration of the HSPT®.

OPTIONAL TEST INSTRUCTIONS

START _____ STOP _____

If you ordered an optional test to administer with the HSPT®, those test booklets are separate and should be distributed to the students now. Once the optional test booklets are distributed, say to the students:

SAY	**All of the questions for this last test are in the separate test booklet I just handed out. Notice the sample item for this test. Please read it quietly to yourself…** **You can see that the best answer to this item is choice b, which has been marked in the sample answer area. There are 40 questions similar to the sample on this test. Choose the best answer for each question.**

Each optional test has a different time requirement. Read the time requirement aloud to the students for the one optional test they will be taking.

SAY	(For the Science test say:) **You will have 25 minutes for the science section.** (For the Catholic Religion test say:) **You will have 20 minutes for the Catholic religion section.** (For the Mechanical Aptitude test say:) **You will have 15 minutes for the mechanical aptitude section.** **If you finish before time is called, you may go back over your work on this section to check your answers. When you have finished, close your test booklet and wait quietly for additional instructions.** **You may now click on the link to pull up your answer sheet for this section. All of your answers for this section will be marked here, beginning with item number 1. You may now begin.**

Allow students the allotted time for the particular optional test.

SAY	**Stop your work. Click the "FINISH" button in the lower corner of the answer sheet.** **This completes the testing. Click the log out button in the upper right corner. Please close your test booklets and sit quietly while I collect the test materials.**

Collect the test booklets and scratch paper from the students. Be sure that each student has handed back all of his or her testing materials. At this point the administrator may wish to thank the students for their cooperation during testing. This completes the administration of the HSPT®.

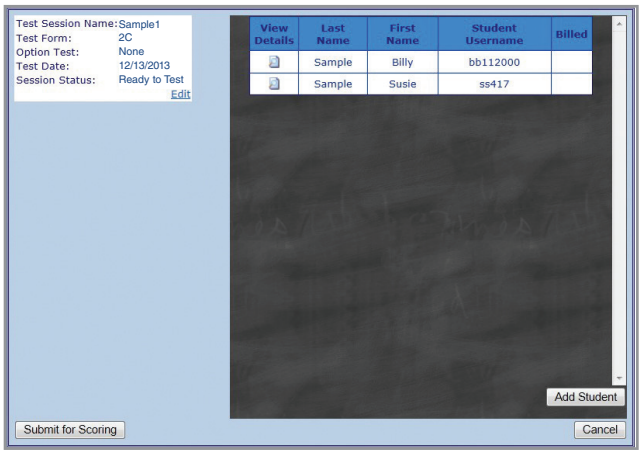
5. SCORING THE TEST

Submit Tests for Scoring

Once all of the students in the test session have finished, the test administrator must login to the administrator page to submit tests for scoring. In the test session table, click the View Details icon to go to the detail screen of the test session. (See picture 1.) On the detail screen of the test session, click the Submit for Scoring button. (See picture 2.)

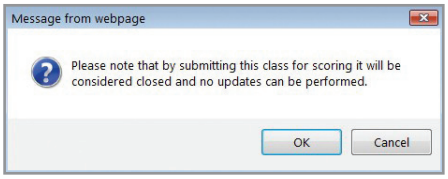
Picture 1

Picture 2



You will get a pop up message that states once a test session is submitted for scoring, it will be closed and no other changes may be made. (See picture 3.) Click OK to complete the submission.

Picture 3



If there are students in the test session that have not yet tested, you may do one of the following:

- Click OK to score tests. Students who have not tested will remain in this test session but will not be included on reports. Please note, the untested students will not be able to be moved to a new test session once the test session is submitted for scoring.
- Click Cancel and wait for all students in test session to test before submitting for scoring.
- Click Cancel and move untested students to a new test session before submitting the current test session for scoring. (See page 23 for how to *Move a Student to New Test Session*.)

Reports

Links to reports will be available within 15 minutes of submission. (See picture 4.) Each session will have a Class List Summary and a Performance Profile for each student. Click on the link for either the List or the Profile. The PDF of the report will open in the same browser window. You may choose to save or print the report from here. To get back to the Administrator page, click the back button on your web browser. Click Log Out when finished. (The test session table is not a permanent storage location for reports — it is suggested that the administrator save the reports to his or her computer or some other location.)

Picture 4

6. ADDITIONAL ADMINISTRATOR FUNCTIONS

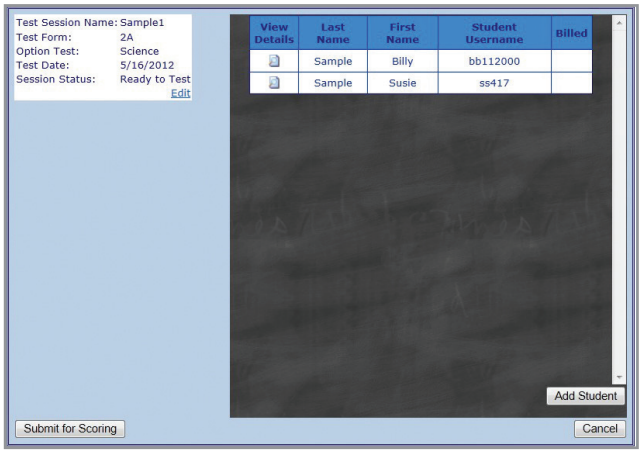
In the test session table, test sessions will be marked as one of three statuses: Ready to Test, Submitted for Scoring, or Scored/Closed. A test session will be designated as Ready to Test until it has been submitted for scoring. If necessary, you should only make changes to test sessions with a status of Ready to Test.

Edit Test Session

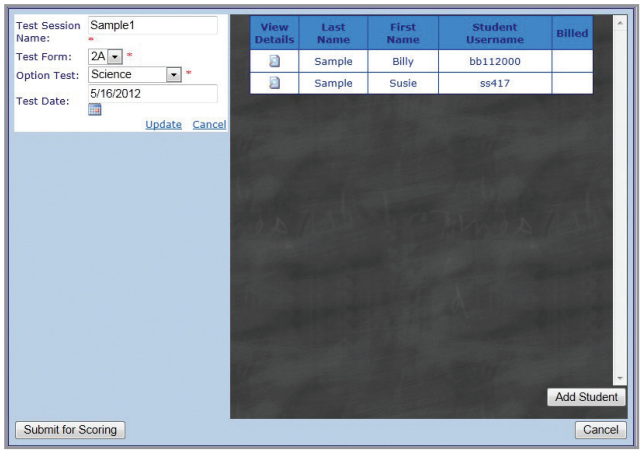
Click the View Details icon to go to the detail screen of the test session. (See picture 1.) On the detail screen, click Edit. (See picture 2.) You can then change the name of the test session, the form of the HSPT® the students are taking, whether or not they are taking an optional test, and the test date. (See picture 3.) After any changes have been made, click Update. The administrator may also leave the screen without making any changes by clicking Cancel.

Picture 1

Picture 2



Picture 3



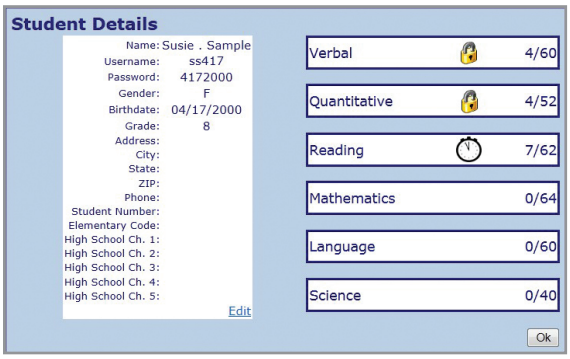
Edit Student Details

The list of students assigned to a test session will display on the chalkboard section of the test session detail screen. Click the View Details icon next to the student's name you wish to edit. (See picture 2 on the previous page.)

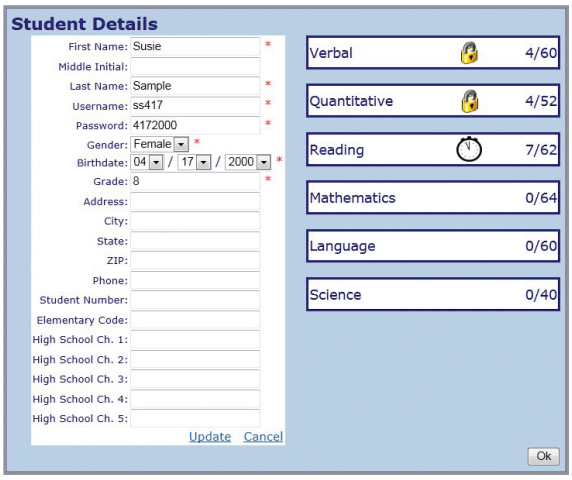
Edit Personal Information

If the student has begun testing, you will only be given the option to edit their personal information. To make changes, click Edit. (See picture 4.) After any changes have been made, click Update. The administrator may also leave the screen without making any changes by clicking Cancel or OK. (See picture 5.) Subjects that have already been taken will have a padlock displayed next to them along with the number of items answered for that subject. Subjects that are currently in progress will have a stopwatch displayed next to them.

Picture 4



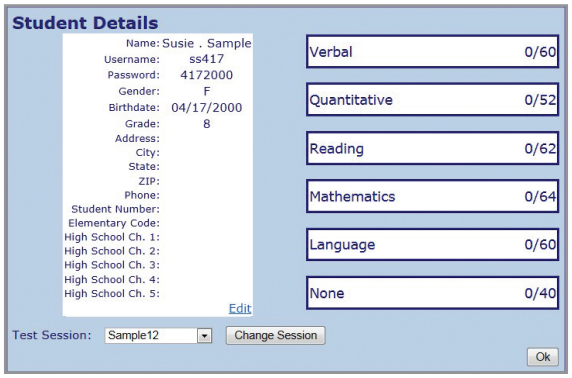
Picture 5



Move a Student to New Test Session

If the student has not yet begun testing, you will be given the option to edit their personal information as well as change the test session they have been assigned to. To move a student to a different test session, select the session from the drop down menu (only sessions with a status of Ready to Test will be displayed), and click the Change Session button. Then click the OK button. (See picture 6.)

Picture 6



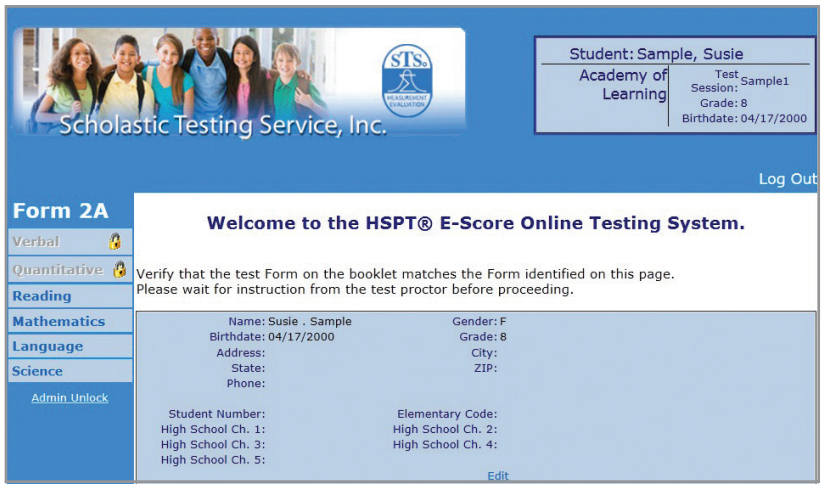
Unlock Student's Test

Due to security purposes, once a student opens a test and answers at least one item, the test will be locked. That being said, there may be times when the administrator will need to unlock a student's test. Some examples include:

- A student begins answering items on the wrong answer sheet and exits out to open the correct one.
- A student is in the middle of taking the test and mistakenly exits out of it.
- A student is locked out due to 20 minutes or more of inactivity.

A student's test can only be unlocked from the student page while he or she is logged in. On the left side of the screen, under the list of subjects, click Admin Unlock. (See picture 7.) A pop up window will appear. Select the subject from the drop down menu that you wish to unlock, enter the administrator username and password, and click Submit. (See picture 8.)

Picture 7



Picture 8

Changing the Form of HSPT® Assigned to a Student

When creating a test session, the administrator is responsible for selecting the HSPT® form the student will be taking. Only one form of HSPT® may be designated per test session which means all students in a test session must be assigned the same form.

If the administrator needs to change the form assigned to all students in a test session, the administrator can just edit the test session and change the form (see earlier instructions for editing a test session). This also applies to test sessions with only one student.

If the administrator needs to change the form of only one student in a test session with multiple students, a new test session will need to be created. The student will then need to be moved into the new test session with the different form (see earlier instructions for moving a student to a new test session).

7. RETURNING TEST MATERIALS

Test booklets and other testing materials used in the STS Closed High School Placement Test program and the Pre-HSPT® program are on lease to participating schools. All leased materials remain the property of Scholastic Testing Service, Inc. and must be returned to STS after testing. Testing materials should be returned within 30 days of testing. If you will be using E-Score to test students throughout the entire year, please notify STS. In this case, you may keep the test booklets until they have all been used (keeping all booklets secure throughout this time period). Booklets must be returned once they have all been used or when STS gets ready to send a new form to you, whichever comes first.

A Return Kit was included with your original shipment of testing materials. Please refer to that for specific instructions and forms to include with your return. If you have already used the contents of the Return Kit for a previous return, simply return the remaining HSPT® test booklets to STS at the address below using any carrier/method that you prefer. Be sure to include a note with your return shipment that contains your school name and contact information (mailing address and phone number) and indicate that the contents of the return shipment are "E-Score Return Materials."

Please note, you do *not* need to return this user's manual.

SCHOLASTIC TESTING SERVICE, INC.
480 Meyer Road
Bensenville, IL 60106-1617

8. UNDERSTANDING THE REPORTS

HSPT® E-Score Student Class Roster

The E-Score Student Class Roster (illustrated on the next page) provides information about individual students within the same test session. The list of students is sorted alphabetically. The different types of scores included on this report are explained below.

National Percentile (NP) – The percentile-rank scale ranges from 1 to 99 and compares the performance of an individual student with that of other students within the same grade level. More specifically, a national percentile rank indicates the percentage of raw scores (i.e., the total number of correct responses) in the representative national norm sample that are lower than the raw score attained by a given student. Therefore, if an individual's raw score on the Math subtest is equal to the 64th percentile, this means the raw score was *higher* than 64 percent of those in the national norm sample.

Grade Equivalents (GE) – Percentile ranks compare the performance of an individual student with other students at the same grade level. Grade equivalents compare the performance of an individual with the average performance of students at *other* grade levels. Consequently, the grade equivalent scale extends across grade levels. As a normative measure, grade equivalent scores are subject to several limitations and certain precautions must be observed:

1) Unfortunately, grade equivalents lend themselves to misinterpretation. If an eighth-grade student earns a GE of 10.4 on the Math subtest, this does *not* mean that the student is capable of doing tenth-grade math. It simply means that *the student can do eighth-grade math as well as an average high school sophomore can do eighth-grade math.*

2) Grade equivalents are meaningful only within the range of skills measured by the test administered. In the case of the eighth-grade student who earns a GE of 10.4 on the Math subtest, it is clear that this individual is doing considerably better than most eighth graders. It must be remembered, however, that such a test was designed primarily to assess those math skills and concepts that should have been learned through the eighth grade. If this student were given a math test designed for use at the tenth-grade level, it is very unlikely that he or she would attain a GE of 10.4.

3) Grade equivalents should *not* be used as the basis for placing students at grade levels that correspond to attained GE scores.

Cognitive Skills Quotient (CSQ) – This measure replaces the traditional IQ score, but its purpose within the school setting remains the same—to function as a predictive index of a student's future academic performance in order to assess learning potential. Like the IQ, the CSQ is based upon the student's scores on both the Verbal and Quantitative subtests as well as his or her age at the time of testing. Unlike pure intelligence tests, however, these subtests do not restrict themselves to measure only innate abilities. Instead, test items were carefully designed to provide various measures of the cognitive skills (i.e., skills related to learning) whether such skills are innate or acquired. Consequently, the CSQ is a richer, broader measure since the test items upon which it is based have a wider, more extensive scope than those ordinarily used in intelligence tests.

For convenience, the CSQ was designed statistically to be interpreted in the same manner as the traditional IQ. Thus, the following guide may be used in evaluating the CSQ:

above 130	represents academic potential that is found in approximately the upper 3% of the school population
110 & above	represents academic potential that is found in the upper 25% of the school population
100–109	represents academic potential that is found in the second quarter of the school population—50th to 75th percentiles
90–99	represents academic potential that is found in the third quarter of the school population—25th to 49th percentiles
89 & below	represents academic potential that is found in the lower 25% of the school population
below 70	represents academic potential that is found in approximately the lower 3% of the school population

Standard Score (SS) – A new edition of the HSPT® is published annually, and the national normative scores described thus far are developed each year for the newest form of the test series. As a result, these normative measures are *current* and ensure that students seeking admission or entering a high school can be compared with an up-to-date representative national sample of their peers.

Establishing a new normative scale each year offers distinct advantages, but also introduces a potential problem. The annual scale is affected by *any shift in performance* that might occur within the normative sample groups from one year to another. (Such shifts have been amply demonstrated among the national samples of entering college students.) As a consequence, performance at the 65th national percentile on the current scale may not have the same meaning as performance at the 65th national percentile on an earlier scale. This variability—when it occurs—can be troublesome for administrators and admission personnel who wish to compare the data for an entering group with that obtained from groups in the past.

Suppose, for example, that the math skills of those in the national norm samples slowly declined from one year to the next. If the math skills of your entering groups remained *essentially unchanged* during the same period, the normative scores of your groups would slowly increase across the years. Such "improvement" is largely theoretical, of course, and is merely a reflection of the declining performance of their national counterparts. In a more absolute sense or from the standpoint of curriculum and teaching techniques, the level of your students' math skills is unchanged. However, if the math skills of your groups were *eroding at the same pace* as those in the national samples, it is likely that their normative scores would remain essentially the same from one year to another.

The key point to be noted is that any performance shift within the national sample will be reflected—in some fashion and to some degree—in the data for your groups and could lead to misinterpretations when year-by-year comparisons are attempted. Since such comparisons can be extremely valuable when suitable confidence may be placed in the conclusions, some solution to this difficulty was needed. It came in 1980 when Scholastic Testing Service, Inc. introduced the use of standard scores into the HSPT® reports.

At that time, a normalized standard score scale was developed for all subtest and total scores of the 1980 edition, Series EE. These three-digit scores—with a mean of 500 and a standard deviation of 100—are *invariant* from year to year and edition to edition. Patterned after the College Entrance Examination Board procedures, all subsequent editions of the HSPT® are equated to the Series EE, and this inter-relationship is expressed in the form of standard scores that are included in the various reports. Consequently, the standard score scale is an *absolute, unchanging* frame of reference which permits group comparisons to be made year after year with precision and confidence. In most instances a given standard score scale ranged from 200 to 800. (For those interested in specifics, the equating procedures are based upon the Rasch latent trait model. A complete explanation is contained in the STS' *HSPT® Technical Report* and *HSPT® Validity Studies*.)

HIGH SCHOOL PLACEMENT TEST E-Score Student Class Roster

SCHOLASTIC TESTING SERVICE, INC

ProcNo: 12345 School Name: Sample School Date: Monday, August 27, 2012

Account ID: 78 Session ID: H58

Last	First	FORM	GRADE	DATE	COGNITIVE SKILLS VERBAL SS	VERBAL NP	QUANT SS	QUANT NP	TOTAL SS / CSQ	TOTAL NP	BASIC SKILLS READ SS / GE	READ NP	MATH SS / GE	MATH NP	LANG SS / GE	LANG NP	TOTAL SS	TOTAL NP	OPTION RS / NP	COMPOSITE SS	COMPOSITE NP
Baker	Brian	2A	9	7/9/2012	534	65	518	57	527	61	517	58	499	50	420	20	481	47	0	490	49
									97		8.9		8.6		7.1						
Douglas	Rachel	2A	8	7/9/2012	547	70	518	57	532	63	591	83	520	58	572	77	570	79	0	555	74
									103		10		8.9		9.5						
Gonzalez	Alexander	2A	8	7/9/2012	522	60	540	65	532	63	565	75	491	46	488	43	509	57	0	509	58
									107		9.7		8.5		8.2						
Miller	Katherine	2A	8	7/9/2012	595	85	507	53	556	72	565	75	552	69	601	85	580	82	0	573	80
									109		9.7		9.3		10						
Sanchez	Lauren	2A	9	7/9/2012	653	94	593	83	639	92	684	95	564	74	592	82	614	88	0	623	90
									114		10.9		9.5		9.8						

HSPT® E-Score Performance Profile

This diagnostic report (illustrated on the next page) is provided for each student that tested within a test session. 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.

The upper portion of this report focuses upon the student's performance on the various subtests of the HSPT®. The subtests (grouped by each major test area) are identified in the table near the upper left part of the page, with the various scores displayed under each heading

The graph in the upper right corner is a visual representation of the student's performance. The national percentile ranks earned by the student are shown in comparison to the national sample. The shaded portion of the graph represents the Average, or the middle one-third, of the national sample. The High and Low ratings represent the highest 10% and the lowest 10%, respectively. The Above Average represents the upper one-third (excluding the highest 10%) while the Below Average represents the lower one-third (excluding the lowest 10%).

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—# 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 colored bar in one of the five columns which have the same meaning as the performance ratings of the national percentile graph above.

As may be noted in the sample report for Brian Baker on page 29, the Reading subtest is divided into two major categories: Comprehension (40 items) and Vocabulary (22 items). Brian correctly answered 23 of the 40 Comprehension items. The yellow bar indicates that his performance was in the average (AVG) range when compared to the national sample.

The category of Comprehension is further divided into Vocabulary in Context (8 items), Literal Comprehension (5 items), Inferential Comprehension (16 items), and Critical Comprehension (11 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 5 of the 5 Literal Comprehension items, which yielded a high rating. Some areas are divided even further. For example, the sixteen items related to Inferential Comprehension consist of three items dealing with main ideas, six items dealing with drawing conclusions, six items dealing with reasoning, one item 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 a colored bar 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 E-Score Performance Profile lies in the 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. However, if this is not the case, attention is focused upon achievement weaknesses that might otherwise escape unnoticed.

HIGH SCHOOL PLACEMENT TEST E-Score Performance Profile

Scholastic Testing Service

Sample School ProcNo: 12345

Grade: 9 Form: 2A TestDate: 7/9/2012

Name: **Baker, Brian** Gender **M**

Address Age: **15** **11**

City, State Zip (Years) (Months)

COGNITIVE SKILLS							OPTION		COMPOSITE	
Verbal		Quantitative		Total Cognitive Skills						
SS	NP	SS	NP	SS	NP	CSQ	RS	NP	SS	NP
534	65	518	57	527	61	97			490	49

BASIC SKILLS										
Reading			Mathematics			Language			Total Basic Skills	
SS	NP	GE	SS	NP	GE	SS	NP	GE	SS	NP
517	58	8.9	499	50	8.6	420	20	7.1	481	47

Elem Choices 1 2 3 4 5

National Percentiles

Percentile	Cognitive Skills			Basic Skills				Composite
	VB	QT	TCS	RD	MT	LN	TBS	CMP
Brian's NATL Percentiles	65	57	61	58	50	20	47	49

High: 99, 98, 96 - 97, 94 - 95, 90 - 93
Above Avg: 85 - 89, 77 - 84, 70 - 76
Avg: 60 - 69, 50 - 59, 40 - 49, 31 - 39
Below Avg: 24 - 30, 16 - 23, 11 - 15
Low: 7 - 10, 5 - 6, 3 - 4, 1 - 2

SPECIFIC SKILLS	# Right	# of Items	LOW	-AVG	AVG	+AVG	HIGH
READING							
Comprehension	23	40					
Vocabulary in Context	4	8					
Literal Comprehension	5	5					
Inferential Comprehension	7	16					
Main Idea (or Title)	2	3					
Drawing Conclusions	1	6					
Reasoning	3	6					
Implied Characteristics	1	1					
Critical Comprehension	7	11					
Author's Purpose/Theme	4	6					
Comparison/Style	3	4					
Fact/Fiction/Prediction		1					
Vocabulary	14	22					
LANGUAGE							
Punctuation	8	18					
Capitalization	2	3					
Incorrect Usage	7	15					
Nouns, Pronouns	2	5					
Verbs, Adverbs, Adjectives	4	5					
Other Parts of Speech	1	5					
Correct Usage		4					
Spelling	7	10					
Composition	2	10					
COGNITIVE SKILLS VERBAL							
Analogy	6	10					
Logic	8	12					
Verbal Classification	14	17					
Synonyms	6	11					
Antonyms	5	9					

SPECIFIC SKILLS	# Right	# of Items	LOW	-AVG	AVG	+AVG	HIGH
MATHEMATICS							
Conceptual	13	20					
Numbers and Numeration	4	7					
Measurements	3	5					
Geometry	2	4					
Algebra	3	3					
Statistics and Probability	1	1					
Procedural	18	24					
Numbers and Numeration	11	13					
Measurements	1	1					
Geometry	1	4					
Algebra	3	4					
Statistics and Probability	2	2					
Applications	13	20					
Numbers and Numeration	8	11					
Measurements	1	1					
Geometry	1	2					
Algebra	2	4					
Statistics and Probability	1	2					
COGNITIVE SKILLS QUANTITATIVE							
Sequence	14	22					
Reasoning	7	11					
Geometric Comparison	5	8					
Non-Geometric Comparison	5	11					

SessionID: H58 **ActID:** 78 =Low =Avg- =Avg+ =High Page 1

CAT# HP120094