High School Placement Test

HSPT® E-Score

Administrator Manual

v3.0

SCHOLASTIC TESTING SERVICE, INC.

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NOTICE

Test booklets and other testing materials used in the STS Closed Edition of the HSPT and the Pre-HSPT 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.

The test must be administered and proctored by your school in person; it may not be administered remotely/virtually as test booklets are required to be kept secure and may not be provided to students outside of a secure, supervised setting.

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1. 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 administer the battery to the students in person; the test may *not* be administered remotely/virtually. Test booklets are also still required to provide a consistent and secure testing environment; the test itself is not online. E-Score may be used with any form of the Closed HSPT or Pre-HSPT.

Refer to the HSPT Interpretive Manual or Technical Report for more information on the HSPT battery.

Preparing for the Test

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 with 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. For best results, STS recommends using the latest version of your current web browser.

Time Requirements

Actual working time for the battery is 2 hours and 23 minutes, with an additional 20–25 minutes for an optional test. The required time for each subtest varies and is indicated below. 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.

Subtest	Required Time
Verbal Skills	18 minutes
Quantitative Skills	30 minutes
Reading	25 minutes
Mathematics	45 minutes
Language Arts	25 minutes
Logging In / Instructions / Rest Periods	15-30 minutes
Total	up to 2 hours and 53 minutes
Optional Test - *Not available with the Pre-HSPT*	25 minutes

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. The test must be administered and proctored by your school in person; it may not be administered remotely/virtually as test booklets may not be provided to students outside of a secure, supervised setting.

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.

Electronic Devices

Cell phones, smartwatches, 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
1.800.642.6787 (toll-free)
or email us at:
stlouis@ststesting.com

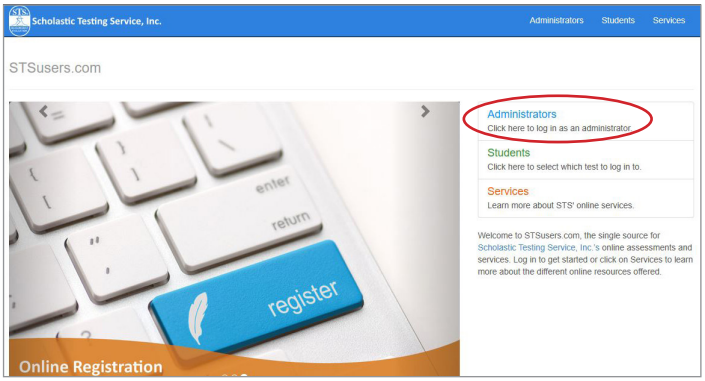
2. Setup for the HSPT E-Score

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.

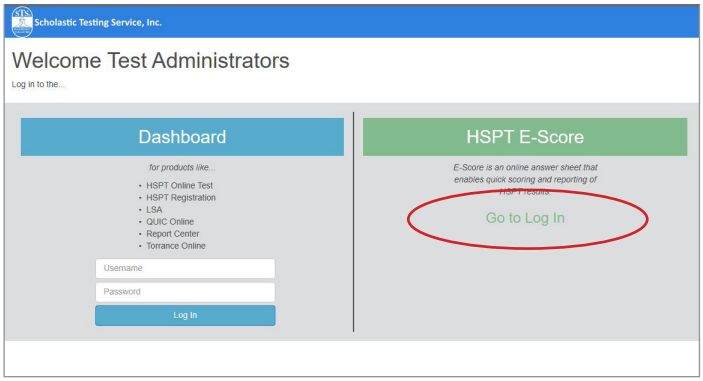
Administrator Login

Go to www.stsusers.com and click on Administrators. (See picture 1.) Click Go to Log In under HSPT E-Score to access the login page. (See picture 2.) 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 3.)

Picture 1



Picture 2



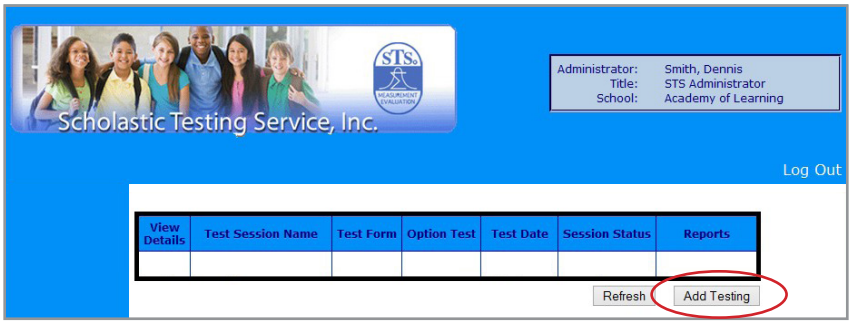
Picture 3

Create a Test Session

Click the Add Testing button located under the test session table to create a new test session. (See picture 4 on the following page.) Complete the information for the test session in the new window and click Add Testing. (See picture 5 on the following page.) The required fields for creating a test session are:

- Description: Name or short description to help identify who's testing (This will appear on reports.)
- 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 4

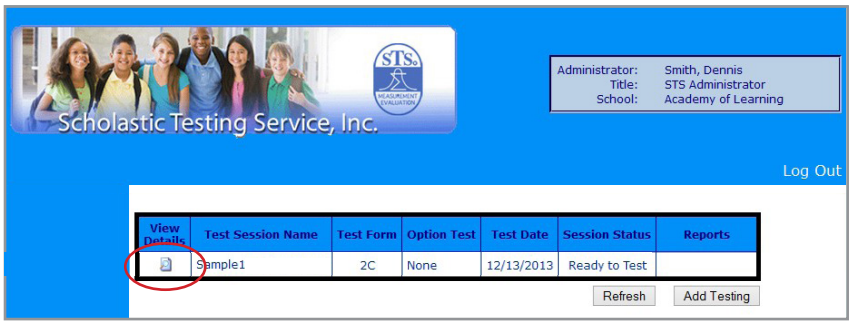


Picture 5

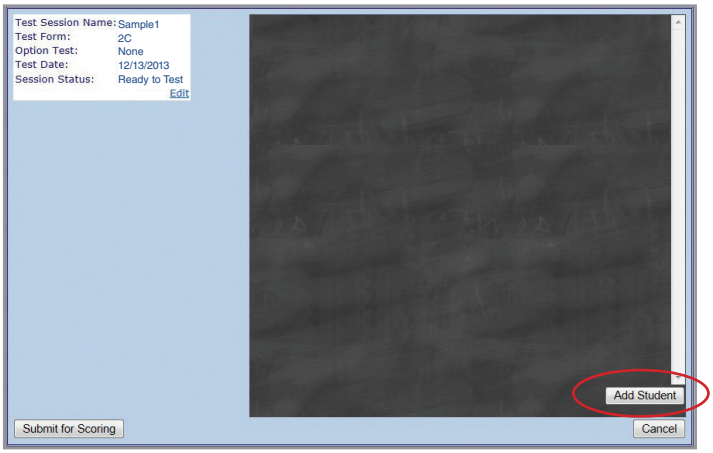
Add Students to Test Session

In the test session table, click the View Details icon to go to the detail screen of the test session just created. (See picture 6.) This will take you to the detail screen for that particular test session. (See picture 7.) 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 6

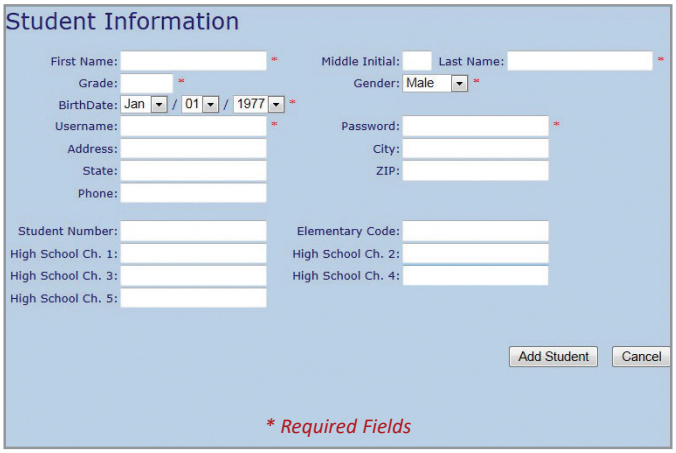


Picture 7



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 8.)

Picture 8



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.

3. Administration of the HSPT with 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.

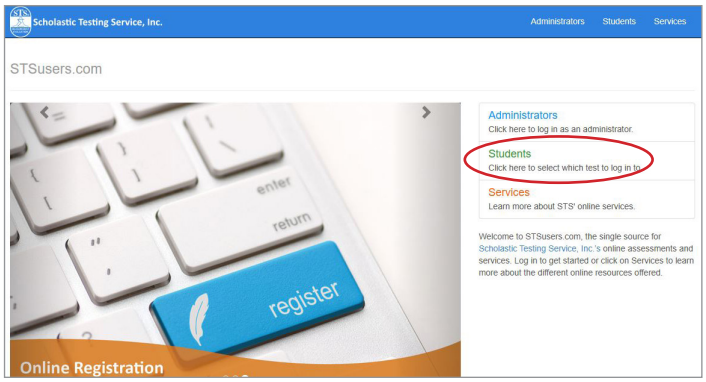
Directions to be read aloud to the students begin in the next section. They are in boxes indicated by the word "SAY" and are printed in **bold** type. Instructions to the administrator are in medium type; these should not be read aloud and are for your information only. When you come to an ellipsis (…) 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

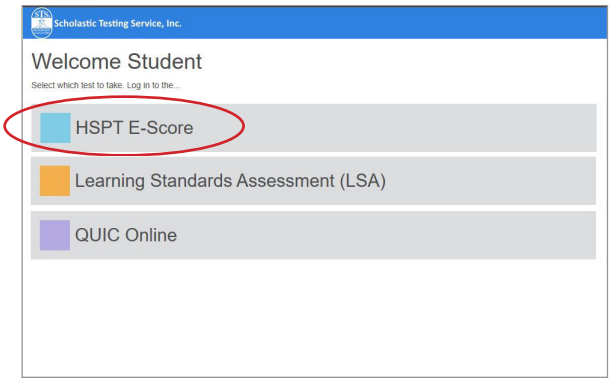
Once each student has the necessary testing materials along with his or her username and password, the administrator will need to give directions on how to log in. To begin, instruct each student to go to www.stsusers.com and click on Students. (See picture 1.) Click HSPT E-Score to access the login page. (See picture 2.)

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 3.)

Picture 1



Picture 2



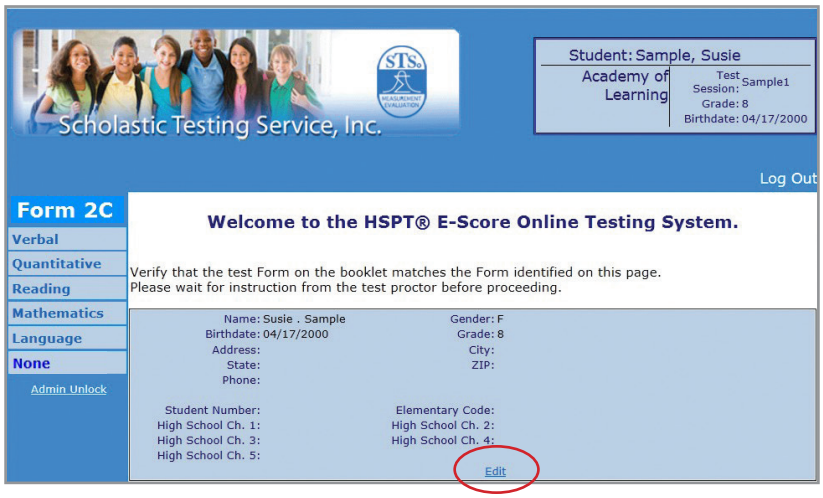
Picture 3

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 4.)

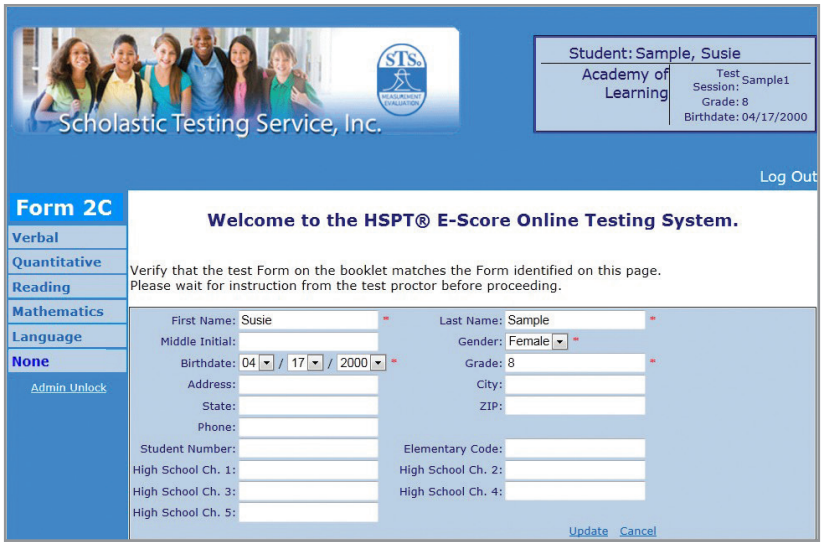
Before beginning, verify that the form displayed on the left hand side of the screen matches the form that is printed on the HSPT booklet. If it does not match, the test session will need to be edited. (See part 5 for instructions on *Changing the Form of HSPT Assigned to a Student*.)

Picture 4



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 4.) After any changes have been made, click Update. The student may also leave the screen without making any changes by clicking Cancel. (See picture 5.)

Picture 5



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.

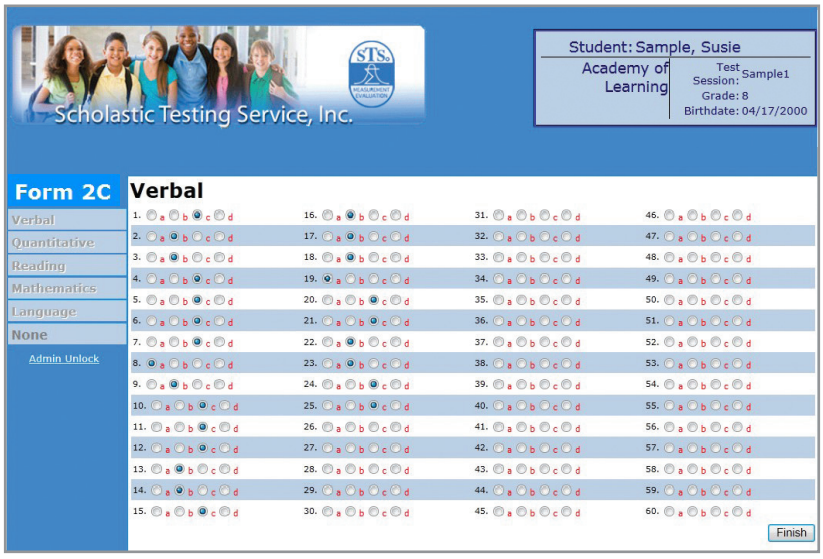
For each question, choose the best answer. Your score is determined by the number of correct answers you choose; points are not subtracted for incorrect answers. If a question seems exceptionally difficult, make the most careful guess you can and then go on to the next question. It will help your score 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 6), 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 6



VERBAL SKILLS INSTRUCTIONS

(18 MINUTES)

START	9 minutes remaining	STOP

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.**

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.

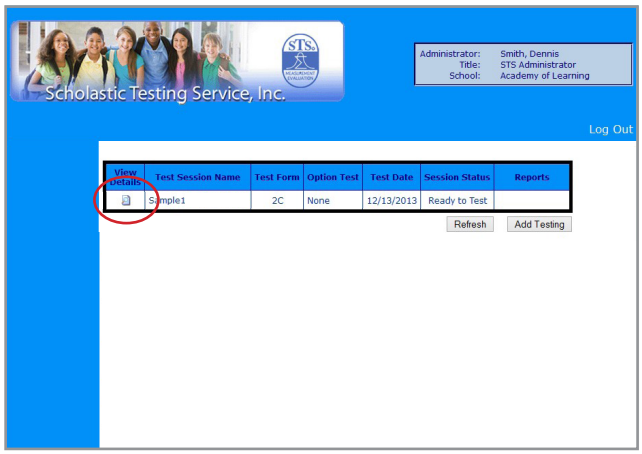
Collect the test booklets and scratch paper from the students. Be sure that each student has handed back all of his or her testing materials. At this point the administrator may wish to thank the students for their cooperation during testing. This completes the administration of the HSPT.

4. Scoring the Test

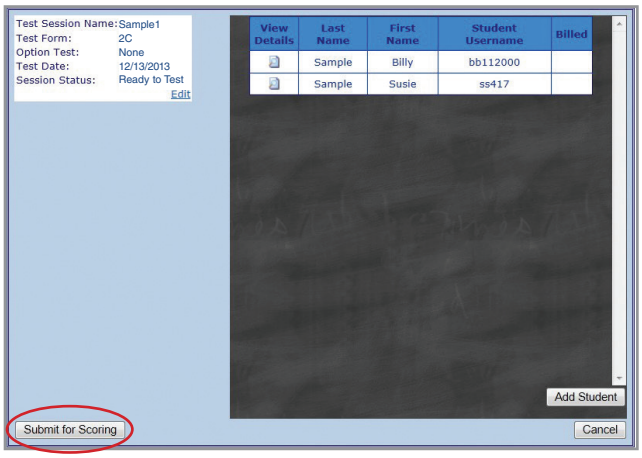
Submit Tests for Scoring

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.

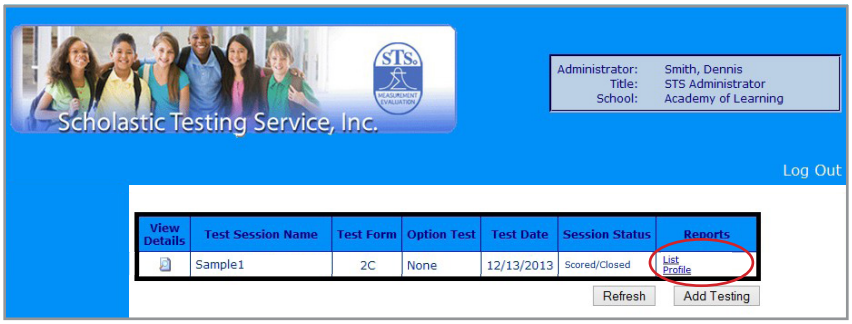
If there are students in the test session that have not yet tested, you may do one of the following:

- 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.*)

Accessing Reports

Links to reports will be available within 15 minutes of submission. (See picture 4.) Click on the link for either the List or the Profile. The “List” link will contain the Alphabetical List and Rank-Order List of all the students within the test session. The “Profile” link will contain the Performance Profiles for each student. After opening the PDF, you may choose to save or print the report. Click Log Out on the Administrator page 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



5. Additional Administrator Functions

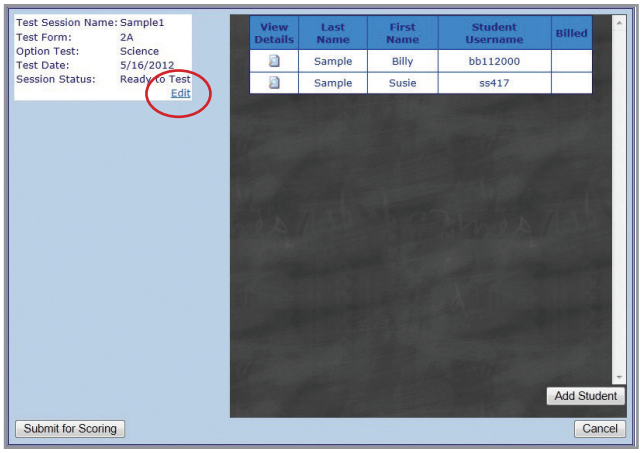
In the test session table, test sessions will be marked as one of three statuses: Ready to Test, Submitted for Scoring, or Scored/Closed. A test session will be designated as Ready to Test until it has been submitted for scoring. If necessary, you should only make changes to test sessions with a status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

Edit Test Session

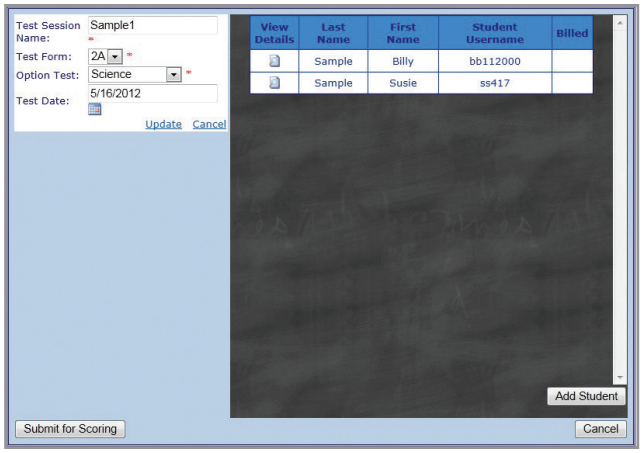
Click the View Details icon to go to the detail screen of the test session. (See picture 1.) On the detail screen, click Edit. (See picture 2.) You can then change the name of the test session, the form of the HSPT the students are taking, whether or not they are taking an optional test, and the test 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



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 instructions above for editing a test session). This also applies to test sessions with only one student.

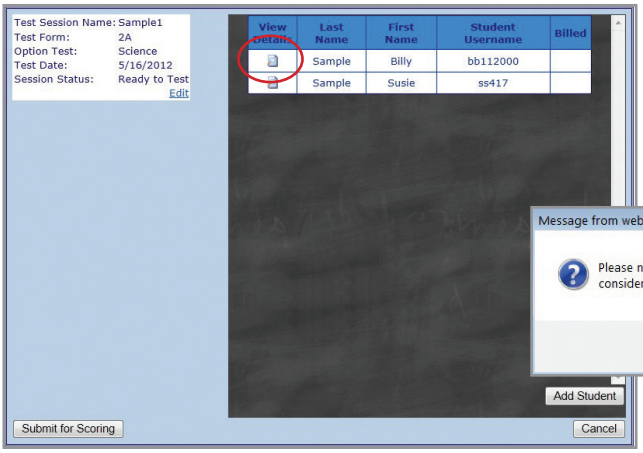
If the administrator needs to change the form of only one student in a test session with multiple students, a new test session will need to be created. The student will then need to be moved into the new test session with the different form (see earlier instructions for moving a student to a new test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

Edit Student Details

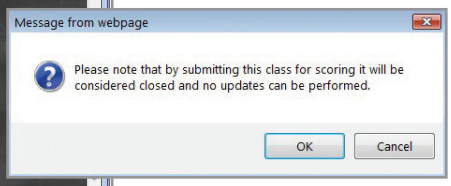
Click the View Details icon to go to the detail screen of the test session. (See picture 4.) The list of students assigned to a test session will display on the chalkboard section of the test session detail screen. Click the View Details icon next to the student's name you wish to edit. (See picture 5.)

Picture 4

Picture 5



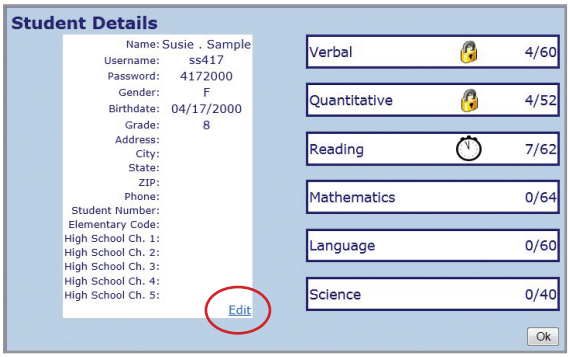
Picture 3



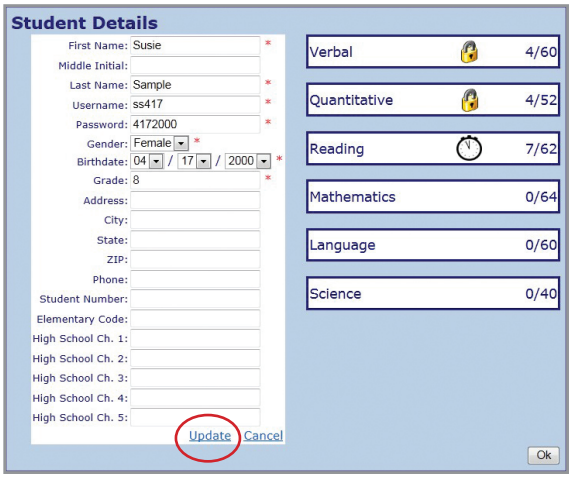
Edit Personal Information

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 6.) After any changes have been made, click Update. (See picture 7.) The administrator may also leave the screen without making any changes by clicking Cancel or OK. 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 6



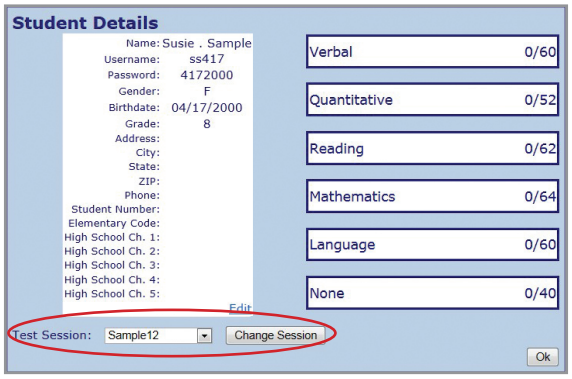
Picture 7



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 8.)

Picture 8



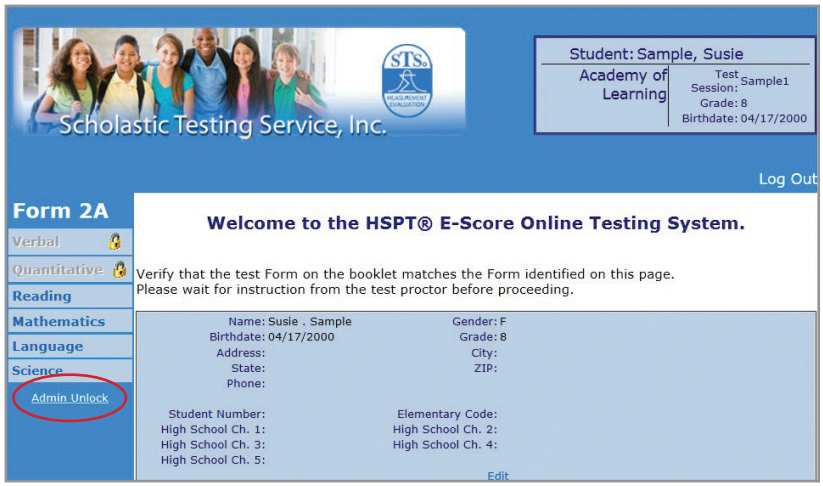
Unlock Student's Test

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:

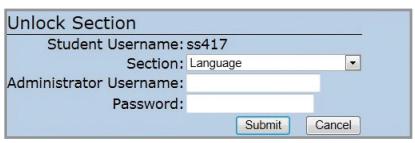
- A student begins answering items on the wrong answer sheet and exits out to open the correct one.
- A student is in the middle of taking the test and mistakenly exits out of it.
- A student is locked out due to 20 minutes or more of inactivity.

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 9.) 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 10.)

Picture 9



Picture 10



6. 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

7. Reports

The reports automatically provided with the HSPT E-Score are the Alphabetical List report, the Rank-Order List report, and individual Performance Profiles. Samples of the reports are explained here in this section. For information about the various normative scores provided on the reports, please refer to the HSPT *Interpretive Manual*.

Alphabetical List Report and Rank-Order List Report

Appropriate for: school personnel

Purpose:
Student test scores are provided on two types of list reports: an *Alphabetical* List Report and a *Rank-Order* List Report. These reports provide scores for all students within the specified test session in an easy-to-read list view. The two reports are identical except that the alphabetical list organizes students in alphabetical order and the rank-order list organizes students from high to low based on their composite score.

Report Elements:
The score types reported on the list reports include standard scores, national percentiles, and local percentiles for the individual subtests and totals. Grade equivalents for the basic skills subtests and a cognitive skills quotient are also provided.

1. The report is suitably labeled at the top of the page for convenient identification.

2. **Student Identification:** The left column contains student identification information. The student's name appears on the top line. (The report contains spaces for 11 characters of the last name, 8 characters of the first name, and a middle initial). The student's date of birth, age in years and months, gender, and optional code are reported on the following lines.

3. **Codes:** The second column of the report accommodates three lines of coded information obtained from the student's test session. The first line identifies the 5-character code of the test center (where the student tested) and their elementary school if entered. The second line is for the test form and date while the third line is for is for high school choices/other codes entered.

4. **Scores:** The remaining columns contain the student's scores. The **COGNITIVE SKILLS** section presents the scores the student earned on the Verbal and Quantitative subtests as well as their Total Cognitive Skills score. The computed cognitive skills quotient (CSQ) will be reported here as well.

   The **BASIC SKILLS** section provides the scores attained on the Reading, Mathematics, and Language subtests as well as their total basic skills score.

   The **OPTION** column contains the scores for the optional test administered, if any. The optional test used is identified by a two-letter abbreviation beneath the scores: SC for Science or RL for Catholic Religion. *Note, if an Option test was administered, raw scores are provided in lieu of standard scores.*

   The **COMPOSITE** column contains scores which indicate a student's total performance on the five subtests that comprise the battery.

5. The legend at the bottom of the page will identify any abbreviations on the report.

Sample Explanation:
These reports are illustrated on the following page. When looking at the alphabetical list, you can see that the students' results are presented alphabetically by last name. Note that Jacob Allen is second on the alphabetical list. From the column labeled Test Center, you can see that Jacob tested at school "YY001" which is the code for Scholastic Testing Academy. Additionally, Jacob coded "020" as his current elementary school. A code list is required to identify what school the codes represent.

As reported on the alphabetical list, Jacob's battery Composite score was the 72nd national percentile. By looking at the rank-order report, you can see that Jacob's Composite score was ranked 11th out of the group as 10 other students had a higher composite national percentile and are reported before him.

STS HIGH SCHOOL PLACEMENT TEST

List Report: Alphabetical List by Total Group

Group ID: SCHOLASTIC ACADEMY (YY001)

Grade: 08
Section: 01
Date: 12/03/20

Last Name / Birth Date / Age / Gender	First Name M.I. / E Code R Code / Optional Code	Test Center / Test Form / Choices: 1st 2nd 3rd 4th 5th / Elem Code / Test Date	COGNITIVE SKILLS: Verbal SS / Verbal NP LP	Quantitative SS / Quantitative NP LP	TOTAL SS CSQ / TOTAL NP LP	BASIC SKILLS: Reading SS GE / Reading NP LP	Math SS GE / Math NP LP	Language SS GE / Language NP LP	TOTAL SS / TOTAL NP LP	OPTION RS / OPTION NP LP	pACT eSAT	COMPOSITE SS / COMPOSITE NP LP
Abrams 07/19/07 1305 F	**Bo S** 2 5 192699	YY001 02 J 10 13 09 020 12/03/20	488 48	446 32	469 38 102 40	532 63 9.2 69	420 25 6.7	573 83 10.6 89	506 55 64		21 1080	492 47 56
Allen 07/10/07 1305 M	**Jacob A** 1 193281	YY001 02 J 03 12 23 020 12/03/20	574 79 81	564 69 74	570 76 117 80	565 76 10.1 80	435 29 7.1 37	624 94 11.8 96	536 67 77		25 1190	549 72 78
Andrews 09/10/06 1403 F	**Alesha O** 1 2 192812	YY001 02 J 09 10 13 00 020 12/03/20	481 45 45	464 38 42	473 39 97 42	397 15 5.9 16	406 21 6.4 25	399 16 6.2 19	400 15 17		17 920	429 23 25
Brennan 11/11/06 1401 M	**Eric C** 1 25 193217	YY001 02 J 14 12 01 00 020 12/03/20	443 30 28	437 28 32	440 27 93 28	463 34 7.5 40	368 12 5.4 13	431 25 7 31	419 20 24		17 910	427 22 24
Bressner 10/04/06 1402 M	**Owen G** 2 5 192909	YY001 02 J 03 07 00 020 12/03/20	663 95 97	508 53 58	575 77 113 81	565 76 10.1 80	509 55 8.9 65	523 64 9.3 73	533 66 76		25 1190	549 72 78
Brothers 09/29/06 1403 F	**Casey C** 5 194982	YY001 02 J 10 05 020 12/03/20	413 20 18	490 47 52	448 30 94 31	431 24 6.7 28	427 27 6.9 33	492 50 8.5 59	450 29 37		18 990	449 30 35
Brown 01/03/07 1311 F	**Mary N** 3 193943	YY001 02 J 10 09 16 020 12/03/20	488 48 48	544 64 69	515 57 106 61	517 56 8.9 63	526 61 9.4 71	515 60 9.1 70	520 61 70		22 1140	518 59 67
Bull 07/10/07 1305 M	**Michael L** 2 5 197910	YY001 02 J 03 020 12/03/20	537 67 69	535 61 66	537 65 112 70	557 73 9.9 77	509 55 8.9 65	499 54 8.7 63	522 61 71		22 1160	528 64 72
Clark 10/09/06 1402 F	**Megan E** 5 192948	YY001 02 J 10 09 00 00 020 12/03/20	473 41 41	535 61 66	502 51 102 56	470 37 7.7 43	420 25 6.7 30	523 64 9.3 73	470 38 47		20 1050	482 43 50
Cruise 11/28/06 1401 F	**Amanda R** 2 5 197113	YY001 02 J 10 09 05 020 12/03/20	632 92 93	596 77 81	615 87 120 89	583 82 10.5 85	561 72 10.2 81	564 80 10.3 86	571 81 87		27 1260	587 85 88
Dickerson 12/11/06 1311 M	**Brady C** 35 193029	YY001 02 J 01 03 08 020 12/03/20	496 51 52	380 12 14	444 29 95 30	423 21 6.5 24	368 12 5.4 13	431 25 7 31	405 15 19		17 900	421 20 22

E Code - Ethnicity: 1=Hispanic-Latino, 2=Non Hispanic or Latino
R Code - Race: 1=Amer.Indian-Alaska Native, 2=Asian, 3=African Amer, 4=Native Hawaiian-Pacific Islander, 5=White

CSQ - Cognitive Skills Quotient **LP** - Local Percentile **RS** - Raw Score **pACT** - Predicted ACT
GE - Grade Equivalent **NP** - National Percentile **SS** - Standard Score **eSAT** - Estimated SAT

STS HIGH SCHOOL PLACEMENT TEST

List Report: Rank List on Composite by Total Group

Group ID: SCHOLASTIC ACADEMY (YY001)

Grade: 08
Section: 01
Date: 12/03/20

Last Name / Birth Date / Age / Gender	First Name M.I. / E Code R Code / Optional Code	Test Center / Test Form / Choices: 1st 2nd 3rd 4th 5th / Elem Code / Test Date	COGNITIVE SKILLS: Verbal SS / Verbal NP LP	Quantitative SS / Quantitative NP LP	TOTAL SS CSQ / TOTAL NP LP	BASIC SKILLS: Reading SS GE / Reading NP LP	Math SS GE / Math NP LP	Language SS GE / Language NP LP	TOTAL SS / TOTAL NP LP	OPTION RS / OPTION NP LP	pACT eSAT	COMPOSITE SS / COMPOSITE NP LP
Kelly 03/07/07 1309 M	**Peter R** 5 192982	YY001 02 J 03 01 08 020 12/03/20	740 99 99	760 99 98	755 99 136 99	725 99 11.9 99	697 97 11.9	733 99 11.9 99	725 99 99		35 1520	735 99 99
Lambert 11/20/06 1401 F	**Lily M** 3 196610	YY001 02 J 10 09 13 020 12/03/20	647 93 95	647 87 89	648 94 125 95	677 98 11.9 98	697 97 11.9 97	692 98 11.9 99	690 99 99		33 1430	674 98 99
Emond	**Briann E**	YY001 020	619 89	662 89	641 93	574 80	643 90	602 90	603 90		30	617 92

08/03/07 1304 M	1 5 197994	02 J 03 08 12/03/20	48	91	116 77	9.2 69	11.9 93	10.8 90	88		1230	84
Mcmullen 10/04/06 1402 F	**Emily E** 5 192891	YY001 02 J 07 14 05 020 12/03/20	647 93 95	517 56 61	575 77 113 81	540 66 9.4 72	561 72 10.2 81	573 83 10.6 89	559 77 83		26 1200	565 78 82
Allen 07/10/07 1305 M	**Jacob A** 1 193281	YY001 02 J 03 12 23 020 12/03/20	574 79 81	564 69 74	570 76 117 80	565 76 10.1 80	435 29 7.1 37	624 94 11.8 96	536 67 77		25 1190	549 72 78

E Code - Ethnicity: 1=Hispanic-Latino, 2=Non Hispanic or Latino
R Code - Race: 1=Amer.Indian-Alaska Native, 2=Asian, 3=African Amer, 4=Native Hawaiian-Pacific Islander, 5=White

CSQ - Cognitive Skills Quotient **LP** - Local Percentile **RS** - Raw Score **pACT** - Predicted ACT
GE - Grade Equivalent **NP** - National Percentile **SS** - Standard Score **eSAT** - Estimated SAT

Performance Profile

Appropriate for: school personnel and parents/guardians

Purpose:

Individual diagnostic profiles are provided for each student within the test session. 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 test. 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.

Report Elements:

The scores reported for each student include standard scores, national percentiles and stanines, and local percentiles and stanines for the individual subtests and totals. Grade equivalents for the basic skills subtests and a cognitive skills quotient are also provided.

1. The report is suitably labeled at the top of the page for convenient identification. The student's name and coded information appears as it was entered.

2. **Scores:** This section contain the student's scores for each subtest and composite scores.

3. **Performance Ratings:** The student's national percentile rankings are plotted on a graph indicating their performance rating (low, below average, average, above average, and high). The national percentile ranking earned by the individual lies near the center of a given 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 scale is shown at the bottom for reference.

4. **Performance by Skill:** This section contains the number of items related to a specific skill along with the number of items the student both attempted (# Att) and answered correctly (# Right). The student's performance is also reported as a performance rating and allows identification of strengths and weaknesses relative to the national sample. (The performance ratings are norm-referenced, not criterion-referenced, meaning the rating the student achieves is dependent upon how well he or she performed compared to other students in the norm group.)

Sample Explanation:

A sample of an Individual Performance Profile for student Bo Abrams is shown on the following page. Bo's performance on each subtest and composite scores is reported in the top section. As you can see, Bo earned a national percentile of 83 on the Language subtest which corresponds to the 7th stanine and falls within the *above average* performance category.

To further analyze Bo's score on the Language subtest, one can look to the Specific Skills section below. As shown in the middle column, the Language subtest is divided into six major categories: Punctuation (10 items), Capitalization (2 items), Incorrect Usage (15 items), Correct Usage (3 items), Spelling (10 items), and Composition (20 items). Out of 10 possible Punctuation items, Bo attempted all 10 and correctly answered 9 items. The colored bar indicates that her performance was in the "HIGH" range for this skill when compared with the national sample.

Some categories are further divided into even more specific skills. For example, the 15 items pertaining to Incorrect Usage deal with Nouns/Pronouns (3 items), Verbs/Adverbs/Adjectives (6 items), and Other Parts of Speech (6 items). The number attempted, number correct, and performance ratings for these subskills are provided as well.

Considerations:

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.

STS HIGH SCHOOL PLACEMENT TEST

Performance Profile (1)

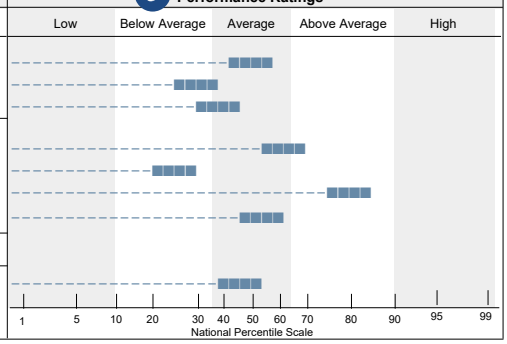
Report by -*Total Grp* Sort: *Alpha*

Bo Abrams
Birth Date: 07/19/07 **Age:** 1305 **Gender:** F
Elem: 020 **Optional Code:** 192699
Choices/Other: 1st: 10 2nd: 13 3rd: 09 4th: 5th:

SCHOLASTIC ACADEMY (YY001)
Grade: 08 **Section:** 01
Test Form: 02J **Test Date:** 12/03/20

Subtests/Totals (2)	SS	Scores	LP	LS	NP	NS
Cognitive Skills						
Verbal Skills	488		48	5	48	5
Quantitative Skills	446		35	4	32	4
Total Cognitive Skills	469	(CSQ) 102	40	4	38	4
Basic Skills						
Reading	532	(GE) 9.2	69	6	63	6
Mathematics	420	(GE) 6.7	30	4	25	4
Language	573	(GE) 10.6	89	8	83	7
Total Basic Skills	506	(GE) 8.8	64	6	55	5
Option:						
Composite	492		56	5	47	5

(3) Performance Ratings



The student's performance is shown at the left by various normative scores. National percentile ranks compare this student's performance to students in the same grade of the national normative group. For example, an NP of 65 would mean that the student's test score exceeded 65 percent of students' scores in a national normative population.

The student's national percentile scores are also illustrated in the graph by a band of marks which show the range in which the student's actual score likely falls. For most uses, performance may be judged by noting the rating column in which a band occurs. The High, Average, and Low ratings represent the highest 10%, middle one-third, and lowest 10% respectively. Above Average represents the upper one-third (excluding the highest 10%) while Below Average represents the lower one-third (excluding the lowest 10%).

Performance in specific skills areas of each subtest is reported below by the number of items correctly answered and a performance rating. The ratings are norm-referenced and have the same meaning as the performance ratings in the graph above.

Specific Skills (4)	# of Items	# Att	# Right
********READING********			
Comprehension	40	40	28
Informational Text	30	30	23
-Ideas & Details	14	14	12
Details/Events	5	5	5
Main Idea/Title	3	3	2
Cause/Effect	3	3	2
Conclusions/Infer	3	3	3
-Craft & Structure	8	8	5
Vocab in Context	8	8	5
Purpose/Qualify			
-Integration of Ideas	8	8	6
Reason/Prediction	6	6	4
Compare/Contrast	2	2	2
Literary Text	10	10	5
-Literary Elements	6	6	3
Details & Meaning	2	2	0
Character Traits			
Plot/Theme/Setting	2	2	1
Pt. of View/Style	2	2	2
-Literary Techniques	4	4	2
Irony/Pers./Meta.	3	3	1
Imagery/Symbol	1	1	1
Vocabulary	22	17	9

Specific Skills	# of Items	# Att	# Right
*******LANGUAGE*******			
Punctuation	10	10	9
Capitalization	2	2	1
Incorrect Usage	15	15	13
-Noun/Pronoun	3	3	3
-Verb/Adverb/Adjective	6	6	4
-Other Parts of Speech	6	6	6
Correct Usage	3	3	3
Spelling	10	10	5
Composition	20	20	12
****VERBAL SKILLS****			
Analogy	10	10	6
Logic	11	11	7
Verbal Classification	17	17	13
Synonyms	13	13	7
Antonyms	9	9	3
QUANTITATIVE SKILLS			
Sequence	15	14	8
Reasoning	15	14	8
Geometric Comparison	10	9	3
Non-Geo. Comparison	12	11	4

Specific Skills	# of Items	# Att	# Right
****MATHEMATICS****			
Numbers & Numeration	29	29	17
-Procedural Operations	7	7	5
-Root/Exponent/Place Value	3	3	2
-Ratio/Proportion	2	2	2
-Property/Factor/Mult.	2	2	2
-Word Problems	15	15	6
Measurements	7	7	3
-Wt./Length/Dry/Liquid	3	3	0
-Time/Temperature	1	1	1
-Metric/Monetary Conv.	3	3	2
Geometry	12	12	7
-Points/Lines/Angles	3	3	2
-Plane/Cubic Figures	2	2	2
-Perimeter/Area/Volume	4	4	2
-Diameter/Rad./Circum.	1	1	0
-Congruent/Sym/Pythag.	2	2	1
Algebra	7	7	0
-Equality/Inequality	5	5	0
-Functions/Coordinates	2	2	0
Statistics & Probability	9	9	4
-Mean/Med/Mode/Range	1	1	0
-Probability Concepts	3	3	1
-Data/Graphs/Tables	5	5	3

LOW -AVG AVG +AVG HIGH

Att - Attempted
CSQ - Cognitive Skills Quotient
GE - Grade Equivalent
LP - Local Percentile
LS - Local Stanine
NP - National Percentile
NS - National Stanine
RS - Raw Score
SS - Standard Score

Run Date: Friday, July 9, 2021 (SMP)

SCHOLASTIC TESTING SERVICE 2

CAT# HP120094-211