BASI™

Basic Achievement Skills Inventory

Student Summary Report: BASI Level 4

Achilles N. Bardos, PhD

Student:	Sample, Matt A.	**Teacher:**	Teacher, Christine B.	**Timed:**	Yes
Student ID:	61	**Class/Group:**	23231	**ESL Student:**	No
Birth Date:	08/25/1989	**School:**	Aces High	**Accommodations:**	No
Grade:	12	**District Code:**	12345	**Test Date:**	09/25/2007
				Report Date:	09/25/2007
				Form:	A
				Norms:	Fall / 12th Grade

Composite or Subtest	SS	Confidence Interval	%ile	GSV	GE	AE
Reading Total	**119**	**111-125**	**90**	**119**		
Vocabulary	118	108-125	88	121	12.9	18-0
Reading Comprehension	121	109-128	92	120	12.9	18-0
Written Language Total	**105**	**97-112**	**63**	**114**		
Spelling	104	93-113	60	118	12.2	17-4
Language Mechanics	108	100-115	70	111	12.9	18-0
Math Total	**107**	**97-116**	**68**	**109**		
Math Computation	109	98-118	73	112	12.9	18-0
Math Application	106	93-117	66	107	12.2	17-4

Matt's BASI results are presented in the tables on this page. *Standard scores* compare Matt's performance with that of other 12th grade students in a national sample. *Confidence intervals* indicate the range of standard scores that is likely to include Matt's true score. *Percentile (%ile) scores* indicate what percentage of the norm group Matt scored as well as or better than. The *GSV score* is a measure of raw performance on a particular subtest or composite. The GSV scale for a subtest or composite is consistent across BASI forms and levels, making GSV scores useful for measuring change over time. GSV scores from different subtests or composites cannot be compared.

The tables below present Matt's results for the various achievement areas included in each of the six BASI subtests. The results shown are percentage correct (PC) and a rating of his performance relative to that of other examinees. These results identify the areas in which he excels and those in which he might need help. They can also help track Matt's progress if he takes the BASI test again.

SS = Standard Score **(mean = 100, *SD* = 15)** **%ile** = Percentile Rank **GSV** = Growth Scale Value **GE** = Grade Equivalent **AE** = Age Equivalent **PC** = Percentage Correct

Achievement Area	PC	Performance
Vocabulary	**75**	**Above Average**
Similar words, synonyms, antonyms	79	Above Average
Prefixes, suffixes, roots	94	Above Average
Verbal analogies	50	Average
Reading Comprehension	**78**	**Above Average**
Plot, main idea, topic sentence	75	Average
INFERENTIAL COMPREHENSION	78	Above Average
Theme, plot elements	50	Average
Cause, effect	75	Average
Compare, contrast	100	Above Average
Inferences, conclusions	100	Above Average
Purpose, technique, tone	50	Average
Fact, opinion, persuasion, bias	86	Above Average
Figurative language	100	Above Average
Setting	100	Above Average

Achievement Area	PC	Performance
Spelling	**63**	**Average**
Prefixes and suffixes	78	Above Average
Commonly misspelled words	47	Average
Spelling rules	67	Average
Language Mechanics	**68**	**Average**
GRAMMAR	86	Above Average
Nouns, pronouns, articles	67	Average
Subject/verb agreement	91	Average
Adjectives, adverbs	100	Average
SYNTAX	44	Average
Capitalization	40	Average
Internal punctuation	46	Average

Achievement Area	PC	Performance
Math Computation	**56**	**Average**
Whole numbers	50	Average
Fractions	60	Average
Decimals, order of operations, percents	60	Average
Integers, absolute value	60	Average
Algebra	50	Average
Math Application	**47**	**Average**
Word problems, exponents	44	Average
Geometry	17	Below Average
Algebra	100	Above Average
Statistics, probability	29	Average

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Parent's Summary Report: BASI Level 4

Achilles N. Bardos, PhD

Student: Sample, Matt A.
Student ID: 61
Birth Date: 08/25/1989
Grade: 12

Teacher: Teacher, Christine B.
Class/Group: 23231
School: Aces High
District Code: 12345

Timed: Yes
ESL Student: No
Accommodations: No
Test Date: 09/25/2007
Report Date: 09/25/2007
Form: A
Norms: Fall / 12th Grade

Composite or Subtest	Performance	National Percentile (10 25 50 75 99)
Reading Total	**Above Average**	**90**
Vocabulary	Above Average	88
Reading Comprehension	Above Average	92
Written Language Total	**Average**	**63**
Spelling	Average	60
Language Mechanics	Average	70
Math Total	**Average**	**68**
Math Computation	Average	73
Math Application	Average	66

Comments:

To the parent or guardian of Matt A. Sample:

Matt took the Basic Achievement Skills Inventory (BASI™) on September 25, 2007. His performance is summarized in the table at the left.

Matt's performance in the Reading Total area was in the Above Average range compared to the performance of a national sample of 12th grade students. His percentile score indicates that his Reading Total score was equal to or higher than that of 90% of the students in the national comparison group. The Reading Total area includes the Vocabulary and Reading Comprehension subtests. The Vocabulary subtest has questions that involve recognizing the meaning of words in isolation and in sentences, identifying synonyms and antonyms, and analyzing verbal analogies. The Reading Comprehension subtest has questions involving literal comprehension (for example, identifying details and facts in a passage) and inferential comprehension (for example, determining cause and effect relationships, making inferences, and drawing conclusions based on the information in a passage). Matt's Vocabulary score was in the Above Average range, and his Reading Comprehension score was in the Above Average range.

Matt's performance in the Written Language Total area was in the Average range compared to the performance of a national sample of 12th grade students. His percentile score indicates that his Written Language Total score was equal to or higher than that of 63% of the students in the national comparison group. The Written Language Total area includes the Spelling and Language Mechanics subtests. The Spelling subtest has questions that involve identifying correctly spelled and misspelled words. It also includes sight words, commonly misspelled words, and words with affixes. The Language Mechanics subtest has questions that involve recognizing and correctly using nouns, verbs, adjectives, and adverbs and following grammar and syntax rules. Matt's Spelling score was in the Average range, and his Language Mechanics score was in the Average range.

Matt's performance in the Math Total area was in the Average range compared to the performance of a national sample of 12th grade students. His percentile score indicates that his Math Total score was equal to or higher than 68% of the students in the national comparison group. The Math Total area includes the Math Computation and Math Application subtests. The Math Computation subtest has questions that involve applying the four basic arithmetic operations to whole numbers, fractions, and decimals, understanding the order of operations and absolute value signs, and simplifying numerical expressions and algebraic equations. The Math Application subtest has questions that involve solving word problems using the four basic arithmetic operations, reading and interpreting data presented in graphs and tables, measuring shapes, understanding exponents, utilizing knowledge of geometry, algebra, and statistics, and demonstrating knowledge of measurement principles as they relate to length, weight, perimeter, and money. Matt's Math Computation score was in the Average range, and his Math Application score was in the Average range.

If you need help interpreting these scores, please talk to Matt's teacher.

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Basic Achievement Skills Inventory

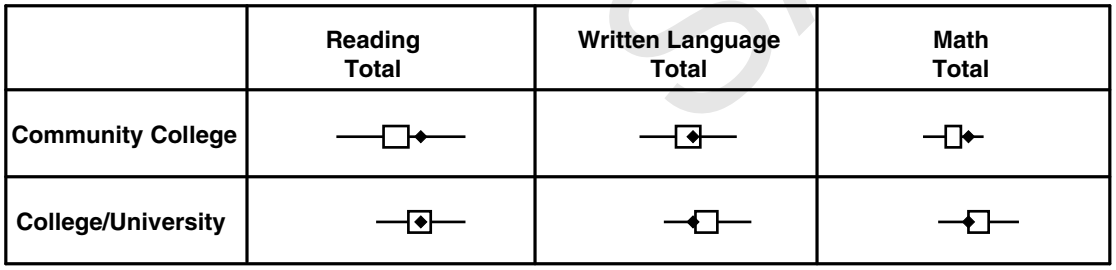
College Report: BASI Level 4

Achilles N. Bardos, PhD

Student:	Sample, Matt A.	**Teacher:**	Teacher, Christine B.	**Timed:**	Yes
Student ID:	61	**Class/Group:**	23231	**ESL Student:**	No
Birth Date:	08/25/1989	**School:**	Aces High	**Accommodations:**	No
Grade:	12	**District Code:**	12345	**Test Date:**	09/25/2007
				Report Date:	09/25/2007
				Form:	A
				Norms:	Fall / 12th Grade

Composite or Subtest	%tile	GSV	Community College Sample		College/University Sample	
			Avg	Middle 50%	Avg	Middle 50%
Reading Total	**90**	**119**	**110**	**104-117**	**118**	**114-123**
Vocabulary	88	121	112	107-121	124	118-130
Reading Comprehension	92	120	111	102-117	118	113-122
Written Language Total	**63**	**114**	**111**	**107-117**	**119**	**115-124**
Spelling	60	118	118	112-124	125	120-133
Language Mechanics	70	111	109	102-112	116	111-121
Math Total	**68**	**109**	**103**	**100-106**	**112**	**109-117**
Math Computation	73	112	106	100-109	118	112-127
Math Application	66	107	102	98-105	109	104-113

%tile = Percentile Rank **GSV** = Growth Scale Value



◆ = Student's GSV Score

This report shows how the student's BASI scores compare to the scores of a census-matched national sample at the student's grade level and to two samples of college students: those in their first year at a two-year community college, and those in their first year at a four-year college or university.

The *percentile (%tile) ranks*, shown in the table at the left, indicate what percentage of the national sample the student scored as well as or better than. The table also shows the student's *GSV (Growth Scale Value)* scores for the BASI composites and subtests and the corresponding GSV scores for first-year community college students and first-year college/university students. In addition to the college students' average GSV score, the range of the middle 50% of scores is shown.

The box plot below illustrates these scores. The box represents the range of the middle 50% of scores for college students. The horizontal line to the right of the box shows the range of the upper 25% of scores, and the horizontal line to the left of the box shows the range of the lower 25% of scores. The diamond in each plot depicts the student's GSV score in comparison to the college students' scores.

The GSV is a yardstick that represents levels of performance on a particular BASI subtest or composite. It enables comparison of a subtest score from one BASI level to another to accurately measure growth or--as in this report--to compare an individual's score to others' scores. It's important to remember that, unlike a percentile rank, the GSV score does not have any meaning in and of itself; it is a tool for comparison.