



Sample Personal Score Report

The personal Score Report lists the scaled score and the percentile rank for each of the five multiple-choice subtests and for the total multiple-choice test (Composite). These five subtest scores and percentile ranks are based on the number of core items answered correctly in relation to the performance of the norm group—all first-time examinees who took the test between October 2004 and May 2007. Each of the Writing subtest scores is displayed as a single score on a scale of 0 to 5.0.

		CID: 12345678901 TEST DATE: June 2008		 PHARMACY COLLEGE ADMISSION TEST	
Pearson 19500 Bulverde Road San Antonio, TX 78259				SCORE REPORT	
		Scaled Score (SS)	Percentile Rank (PR)		
MULTIPLE-CHOICE SCORES				WRITING SCORES	
Verbal Ability	402	51		Conventions of Language	3.0 2.89
Biology	403	53		Problem Solving	3.5 2.83
Reading Comprehension	404	52			
Quantitative Ability	407	54			
Chemistry	405	53			
Composite	404	51			
				SS = standardized scores based on items answered correctly and test form difficulty PR = % of examinees from the current norm group earning lower than a given score Writing scores = earned scores assigned by trained readers Writing means = averages of all Writing scores earned on the same test date	
Last, First M.		THIS IS NOT AN OFFICIAL TRANSCRIPT		For more information, refer to: www.pcatweb.info	
<small>Scores based on normative data copyright © 2008 by NCS Pearson, Inc. All rights reserved.</small>				<small>PROCESS NO. 00PCATNT-NOTRANS-0000-11100-6</small>	

- The scaled scores for the multiple-choice subtests range from 200 to 600. The five subtest scaled scores are based on the number of core items correct and are calculated separately for each subtest. The Composite scaled score is an unweighted average of the five subtest scaled scores. Scaled scores have the same meaning within each subtest from one test form to another. However, because subtest scaled scores are based on the total number of core items correct in a subtest, the scaled score for one subtest cannot be compared to the scaled score for another subtest.
- The percentile ranks are comparable across subtests because they are based on performance relative to the norm group. The Composite percentile rank is calculated independently of the five multiple-choice subtest scores. A percentile rank indicates the percentage of examinees from the norm group who received a scaled score lower than a given score. For example, in the sample personal Score Report above, a Composite percentile of 51 indicates that the examinee scored higher on the PCAT overall than 51% of the examinees who comprise the norm group.

- The Writing scores are assigned on a scale of 0 to 5.0 by highly trained scorers. Both the Conventions of Language and Problem Solving scores represent an average of scores assigned by two scorers, with discrepancies of more than one score point resolved by one or more additional scorers (see “Explanations of Writing Score Points”). A score with a .0 in the decimal place (e.g., 1.0) represents agreement by the two scorers. A score with a .5 in the decimal place (e.g., 1.5) represents an average of higher and lower scores and suggests a strong performance within the indicated score point description. For example, a score of 4.5 is the result of one scorer assigning a 4.0 and other scorer assigning a 5.0, with the two scores averaged.
- Along with the earned Writing scores, mean scores are also reported, which represent the average of all Writing scores earned on the same test date as your score was earned. The mean scores are listed for comparison purposes only and allow you to compare your performance to the average performance of other examinees who took the PCAT at the same time you did.
- The personal Score Report also indicates when the PCAT was taken. In addition to a personal Score Report, each examinee also receives a receipt listing the schools to which official score reports were sent and a form that can be used to request additional score reports.

Explanations for the Writing Score Points

Conventions of Language

- **Score Point 5.0—Superior**

The writer is in command of the conventions of language. The writer makes very few, if any, mistakes in sentence formation, usage, and mechanics. Some evidence is shown of advanced or innovative techniques.

- **Score Point 4.0—Efficient**

On the whole, the writer correctly applies the conventions of language, though there are some mistakes in sentence formation, usage, or mechanics. However, none of these errors are serious enough to interfere with the overall flow of the response or its meaning.

- **Score Point 3.0—Adequate**

The writer is fairly successful in applying the conventions of language. Several mistakes in sentence formation, usage, or mechanics are present. While the density of these errors may interfere with the overall flow of the response, they do not interfere with its meaning.

- **Score Point 2.0—Limited**

The writer is marginally successful in applying the conventions of language. Patterns of mistakes in sentence formation, usage, and mechanics significantly detract from the presentation. At times, the meaning of the response may be weakened.

- **Score Point 1.0—Weak**

The writer's achievement in applying the conventions of language is limited. Frequent and serious mistakes in sentence formation, usage, and mechanics make the response difficult to understand.

- **Score Point 0—Invalid**

The writer has either left the Writing section of the Answer Booklet blank or has written in a foreign language, written illegibly, or written in a way that indicates an inability or refusal to attempt a response.

Problem Solving

- **Score Point 5.0—Superior**

Taking great care throughout to avoid fallacious reasoning of all kinds, the writer develops a powerful, sophisticated argument embodying important principles of effective composition. The solution discussed is clearly related to the problem and is developed in sufficient detail with relevant, convincing support provided (facts, examples, anecdotes). At appropriate points, the main tenets of the problem and the solution are discussed and explained. One or more alternative solutions are adequately discussed and evaluated. The response is organized logically (and sometimes ingeniously) from beginning to end.

- **Score Point 4.0—Efficient**

Despite possible bits and pieces of questionable reasoning, the response is a persuasive essay showing strong evidence of effective composition. The solution discussed is clearly related to the problem and is developed with relevant, appropriate support provided with some degree of depth. The main tenets of the problem and the solution are discussed and explained. One or more alternative solutions, or multiple possible solutions, are at least mentioned, with some attempt at evaluation. For the most part, the organization is logical, although minor lapses may occur.

- **Score Point 3.0—Adequate**

This response is fairly successful in using important principles of effective composition. Though the presentation may remain too general to be convincing, the discussion of the problem and solution is clear. The solution discussed is clearly related to the problem, and most of the support presented is appropriate and relevant, but the response lacks the detailed, in-depth support characteristic of the higher score points. The writing may progress logically enough but may be loosely organized; in such cases, the writer may digress from the organizational plan or offer unnecessary redundancies, thus making the presentation less straightforward and compromising its effect.

- **Score Point 2.0—Limited**

The writer may seem more concerned with self-expression than with meeting the demands of an abstract task. A solution related to the problem is discussed, though it may be either implicit or, if explicit, not clearly stated. Support is sketchy and, at times, interrupted with redundancies, digressions, irrelevancies, and/or conditions/qualifications not clearly related to the problem. Organization may be rather haphazard. In such instances, this loose structuring of ideas weakens the overall flow (and, hence, the power) of the discussion.

- **Score Point 1.0—Weak**

The response does not successfully embody important principles of effective composition. It is unclear how the solution presented relates to the problem. If a solution can be ascertained, the support is either fragmentary and unconvincing or is a combination of material that does not contribute to the presentation (contradictions, caveat, digression, redundancies, and outright irrelevancies). Chaotic organization may make it hard to follow the logic of the presentation.

- **Score Point 0—Invalid**

The writer has either left the Writing section of the Answer Booklet blank or has written in a foreign language, written illegibly, written in a way that indicates an inability or refusal to attempt a response, or has written on a topic other than the one assigned.