

2009–10
Wisconsin Alternate Assessment for
Students with Disabilities

Technical Manual

Submitted

June 25, 2010

CTB/McGraw-Hill
Monterey, California

Wisconsin Department of Public Instruction
Madison, Wisconsin



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Executive Summary

The 2009–10 Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) Technical Report documents the processes and procedures implemented in support of the 2009–10 fall administration of the WAA-SwD. The technical report shows how the applied processes and procedures, as well as the results, relate to the issues of validity and reliability, the *Standards for Educational and Psychological Testing* (American Educational Research Association [AERA], American Psychological Association [APA], & National Council on Measurement in Education [NCME], 1999), and the federal Peer Review process detailed in the *Standards and Assessments Peer Review Guidance* (United States Department of Education [USDOE], 2007). This report demonstrates that the fall 2009 administration of the WAA-SwD adhered to the appropriate standards and practices of educational assessment and ultimately this report serves to document evidence that valid inferences about Wisconsin student performance can be derived from this assessment.

The WAA-SwD is an element of the Wisconsin Student Assessment System (WSAS), and is administered to any student with significant disabilities when the local Individualized Education Program (IEP) team determines that the student is unable to participate in the Wisconsin Knowledge and Concepts Examination (WKCE). The purpose of the WAA-SwD is to provide information about student achievement and to allow school district staff to use test results to improve educational programs. The WAA-SwD is designed to meet the requirements of the NCLB accountability goals, IDEA, Wisconsin Statutes, and to provide students, parents, teachers, and schools with information about how students are progressing in relation to the Wisconsin Model Academic Standards through the Wisconsin Extended Grade Band Standards.

Administration

The administration of the 2009–10 WAA-SwD occurred from October 26, 2009 through November 27, 2009. For all content areas, each test administration occurs on an individual student basis where a teacher marks the student's response directly on the answer document submitted for scoring. The assessment administration is not timed and can be conducted over several days in order to accommodate the students and minimize fatigue.

Student Population

Students assessed with the WAA-SwD typically have significant limitations in cognitive functioning, in adaptive behavior, and in academic functioning expressed in conceptual, social, and practical adaptive skills. Often, these students are identified as having a Cognitive Disability; however, students with some other types of disabilities (e.g., Autism, Traumatic Brain Injury, etc.) may also satisfy the criteria for participation on the WAA-SwD.

To determine if students meet the eligibility criteria, local IEP teams must review the participation checklist included here as Appendix A and discussed in more detail in the section of this report related to the student population.

Within the context of the 2009–10 administration, as few as 752 (grade 6 mathematics) and as many as 849 (grade 4 reading) students participated in the WAA-SwD administration, as compared to the 2008–09 administration where between 754 (grade 5 mathematics) and 842 (grade 3 reading) students participated.

Operational Analyses

The WAA-SwD uses raw score reporting for each item and the overall content areas. Standard setting activities were conducted in 2008 and were based on test forms that are similar to those used within the context of the 2009–10 assessment administration. Items undergo classical item analyses yearly in order to ensure that the item performance is not dramatically altered from year to year, which could suggest item exposure or other issues that would raise concerns about item validity and year-to-year comparability of scores. Any item that displays problematic classical statistics or dramatic changes across years is carefully reviewed to determine the appropriateness of continuing to include the item in scoring and reporting. Within the context of the 2009–10 WAA-SwD administration, no items required suppression due to classical statistics or due to changes in item performance over time. This report contains information regarding the statistics for each item and the forms overall for both this administration and longitudinal comparisons.

Results

In general, longitudinal results indicate that the percentage of students with proficiency levels of *WAA-SwD Proficient* and *WAA-SwD Advanced* have on average decreased slightly for reading and mathematics, with a slight average increase for science since the 2008–09 administration. Across all grade levels the average change in the percentage of students achieving *WAA-SwD Proficient* and *WAA-SwD Advanced* combined was -0.42% for reading, -0.64% for mathematics, and 1.08% for science. The greatest increase was in reading grade 8 with a 4.60% increase across the two administrations. The greatest decrease was in reading grade 7 with a 4.22% decrease across the two administrations.

Overview

Critical Elements 1.1, 2.3, 3.7, 6.2

Introduction

The WAA-SwD is administered to any student with significant disabilities when the local IEP team determines that the student is unable to participate in the WKCE, even with accommodations, using the participation guidelines detailed in Appendix A.

The WAA-SwD is administered to students in grades 3 through 8 and 10 in reading and mathematics, and grades 4, 8, and 10 in science¹. The reading, mathematics, and science WAA-SwD test forms and administration guidelines for the 2009–10 administration were similar to those used in the 2007–08 and 2008–09 administrations, where the 2007–08 administration was the initial year of this assessment. The current test administration window opened October 26, 2009 and closed November 27, 2009 for all grades and content areas.

The work involved in the development of the curriculum standards, test forms, administration, scoring, standard setting, and analyses are all important steps in the process of developing a valid assessment system. This document serves to capture the time and effort devoted to the WAA-SwD in relation to the importance, reliability, and validity of the assessment as part of the WSAS. From the *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 1999), guidance is given in Standard 3.6 that is of particular relevance to alternate assessments and the uniqueness of the “intended test takers.” It reads:

¹ The WAA-SwD assessments for social studies, language arts, and writing are not addressed in this publication. More information regarding these assessments can be found at: <http://www.dpi.wi.gov/sped/assmt-waa.html>.

The type of items, the response formats, scoring procedures, and test administration procedures should be selected based on the purposes of the test, the domain to be measured, and the intended test takers. To the extent possible, test content should be chosen to ensure that intended inferences from test scores are equally valid for members of different groups of test takers. The test review process should include empirical analyses and, when appropriate, the use of expert judges to review items and response formats. The qualifications, relevant experiences, and demographic characteristics of expert judges should also be documented. (AERA, APA, & NCME, 1999, p. 44)

The WAA-SwD development team has paid close attention to each of these directives.

In addition to being guided by the *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 1999), guidance from the *Standards and Assessments Peer Review Guidance* (USDOE, 2007) is beneficial. This technical report provides evidence toward a variety of Critical Elements as part of the guidance for Peer Review. The bulk of this document covers evidence in Section 4—Technical Quality, including Critical Elements 4.1 (validity), 4.2 (reliability), 4.3 (fairness and accessibility), 4.5 (administration, scoring, analysis, and reporting), and 4.6 (accommodations). For other Critical Elements, text boxes are used to highlight areas for general reference, where complete review of text reveals additional links to Critical Elements.

Purpose of the WAA-SwD

Beginning in the 2005–06 school year, the federal No Child Left Behind Act (NCLB) required all states to test all students in reading and mathematics in grades 3 through 8 and once in high school (grade 10 under Wisconsin law § 118.30). Based on the NCLB legislation, student performance, reported in terms of performance categories, is used to determine the adequate yearly progress of students at the school, district, and state levels. Beginning with the 2007–08 school year, states must also administer science assessments at least once in grades 3–5, once in grades 6–9, and once in grades 10–12.

The 2004 reauthorization of the Individuals with Disabilities Education Improvement Act (IDEA) and Wisconsin § 115.77 requires participation of students with disabilities in state- and district-wide assessments. Specifically, IDEA stipulates in section 612, part A, number 16:

All children with disabilities are included in all general state-and-district-wide assessment programs, including assessments described under section 1111 of the Elementary and Secondary Education Act of 1965, with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs. (USDOE, 2004)

The student's IEP team, including parents or guardians as an equal participant, must address all decisions regarding the participation of a student with disabilities in WSAS regular assessments. The WAA-SwD is designed to meet the requirements of the NCLB accountability goals, IDEA, Wisconsin Statutes, and to provide students, parents, teachers, and schools with information about how students are progressing in relation to the Wisconsin Model Academic Standards and the Wisconsin Extended Grade Band Standards.

Use of the Assessment Information

The WAA-SwD provides achievement information serving multiple purposes to schools and students. In addition to providing results for use in state and federal accountability programs, WAA-SwD results may be used as one of many tools to provide parents and guardians with

information about the academic performances of their children, to help inform district- and school-level decision making related to student learning, to identify grade-level curricular strengths and weaknesses, and to identify curricular areas where additional diagnoses are indicated in order to prescribe a course of intervention or enhancement, corrective instruction, or specialized services.

In addition to the above mentioned uses, additional interventions that should be used only in conjunction with other related achievement information include identifying the level and range of achievement in a class or grade level and informing placement, retention, and promotion decisions for individual students.

Population

Critical Elements 2.3, 3.7, 6.1–6.3

Description of Students

Students assessed with the WAA-SwD typically have significant limitations in intellectual functioning, in adaptive behavior, and in academic functioning, expressed in conceptual, social, and practical adaptive skills. Often, these students are identified as having a Cognitive Disability; however, students with some other types of disabilities (e.g., Autism, Traumatic Brain Injury, etc.) may also satisfy the criteria for participation on the WAA-SwD.

Student Eligibility Criteria

When determining whether a student who is eligible for special education services should participate in the WAA-SwD or the WKCE, the student's IEP team must determine that the student meets all of the criteria from the participation checklist in Appendix A. When the IEP team concurs that all four criteria accurately characterize a student's current educational situation, then the WAA-SwD should be administered in order to provide a meaningful evaluation of the student's current academic achievement.

Participation Criteria:

1. The student's curriculum and daily instruction focuses on knowledge and skills specified in the Extended Grade Band Standards.
2. The student's present level of academic and functional performance significantly impedes participation and completion of the general education curriculum even with significant program modifications.
3. The student requires extensive direct instruction to accomplish the acquisition, application, and transfer of knowledge and skills.
4. The student's difficulty with the regular curriculum demands is primarily due to the disability, and not due to excessive absences unrelated to the disability, or social, cultural, or environmental factors.

Population Characteristics

Demographic data were collected for the WAA-SwD and are reported in Tables 1–3², for reading, mathematics, and science, respectively. Across all grades and content areas, there were as few as 752 (grade 6 mathematics) and as many as 849 (grade 4 reading) students who participated. As can be seen in Figure 1, at each grade level, participation is similar for all

² Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with Family Education Rights & Privacy Act (FERPA) regulations. This rule is instituted throughout all tables, figures, and reporting.

content areas. This is an expected result given that students are required to take all content areas for the WAA-SwD or all content areas for the WKCE; there is no opportunity to take the WKCE in some content areas, and the WAA-SwD in others. The minor differences seen within a grade level by content area are likely due to the valid and invalid answer documents, an issue explored in more depth in the section on Scoring later within this document.

In all grades and for all content areas, approximately two-thirds of test takers were male. The participation rates for males ranged from a low of 61.67% (grade 8 reading) to a high of 66.90% (grade 4 reading). Correspondingly, the participation rates for females ranged from a low of 33.10% (grade 4 reading) to a high of 38.34% (grade 8 reading). The majority of students across all grade levels and content areas were of White (not of Hispanic origin) ethnicity, ranging from 66.45% (grade 6 reading) to 71.39% (grade 8 mathematics). A small percentage of students taking the WAA-SwD are classified as English language learners or not English language proficient, ranging from 4.05% (grade 10 reading) to 5.86% (grade 3 mathematics). It is important to note that within the context of this report, students designated as English language proficient are either students never classified as English language learners or previously classified students who are now proficient in the English language. In contrast, the not English language proficient subgroup is comprised of students classified as English language learners or students with limited English language proficiency. Approximately half of all test takers are classified as economically disadvantaged, with values ranging from 50.30% (grade 10 mathematics) to 58.22% (grade 3 mathematics).

Primary disability information was captured from student records. This data can be found in Tables 4–6. Figure 2 also captures the data to more easily illustrate the primary disabilities that are reported. Most students fall into the Cognitive Disability category, followed by the Autism and Other Health Impairment categories.

Data were also collected on the types of accommodations provided to students during testing. While the test is a one-on-one administration, there were a variety of additional accommodations teachers utilized to assure accessibility by students to the test items. These are listed in Tables 7–9. As Figures 3–5 display, the majority of student records (73.79% in grade 4 mathematics to 87.37% in grade 10 reading) across all grade levels and content areas indicate No Accommodation Used. The most frequently used accommodation for reading, mathematics, and science is Used Another DPI-Approved Accommodation with between 9.35% (grade 10 science) and 17.02% (grade 6 mathematics) of students using this accommodation.

Critical Elements 1.1–1.4, 2.1–2.3, 2.5, 3.4, 3.7, 5.2, 5.3

Standards

Wisconsin educators, facilitated by Edvantia, Inc., developed alternate assessment standards in 2007 for the WAA-SwD. These Extended Grade Band Standards were developed in accordance with NCLB, which requires that the content of alternate assessments must be comparable to that of regular state assessments and must show clear linkage to the content standards for the grade in which the student is enrolled. According to NCLB, alternate assessment standards may cover a more narrow range of content, and grade level content may be reduced in complexity.

The 2009–10 WAA-SwD forms in reading, mathematics, and science consist of custom selected-response (SR) and constructed-response (CR) performance task items measuring skills associated with the Wisconsin Model Academic Standards through the Wisconsin Extended Grade Band Standards. The Wisconsin Extended Grade Band Standards consist of a set of standards that are found across grades within a given content area. For each standard,

the knowledge and skills that students are expected to acquire within a given grade band are described by the Extended Grade Band Objectives.

The Extended Grade Band Standards developed for the DPI were designed to increase access for students with significant cognitive disabilities to grade-level expectations within the general curriculum as defined in the Wisconsin Model Academic Standards for English language arts, mathematics, and science. The WAA-SwD Extended Grade Band Standards are available on the internet at the following link: <http://www.dpi.wi.gov/sped/assmt-extstd.html> for each content area.

Extended grade bands include two contiguous grade levels that produce a single set of Extended Grade Band Objectives, connecting grades 3 and 4, grades 5 and 6, and grades 7 and 8 for reading and mathematics. These grade band objectives represent the grade level expectations for students who take the alternate assessment in the specified grade level. Because the expected progression across the grades for this population is difficult to differentiate for each individual grade level, the DPI deemed the specification of grade band expectations more appropriate.

Extended grade objectives were set for grade 10, a single grade level, because this is the high school grade level at which general education students in Wisconsin are tested and, therefore, the only grade at which alternate assessments are required for high school. Extended grade objectives were also set for grades 4, 8, and 10 in science.

A committee of DPI staff, general educators, special educators, and content specialists from across the state gathered to review the Wisconsin Model Academic Standards and grade-level objectives and subskills found in the Wisconsin Assessment Frameworks. These formed the basis for the Extended Grade Band Objectives. Committee members considered the grade-level objectives and subskills in the Assessment Frameworks for both grades in their grade bands to determine the linking of the Extended Grade Band Objectives. The Assessment Framework for grade 10 grade-level objectives and subskills was used to determine the linking of the Extended Grade Band Objectives.

Committees also developed instructional achievement descriptors for each of the Extended Grade Band Objectives. Instructional achievement descriptors were defined for Minimal, Basic, Proficient, and Advanced performance levels. Committees defined target content and skills for each level of achievement, from Minimal Performance to Advanced. For each target skill, committees developed examples to show how students might demonstrate achievement of the performance level. These examples were intended to provide an achievement ladder for students working toward proficiency on the Extended Grade Band Objectives. The examples were also intended to help teachers envision how the broad range of students with significant cognitive disabilities might perform with the same content.

Finally, alternate assessment achievement descriptors were developed for each grade band prior to standard setting activities, with the option to revise them if necessary within the context of the standard setting. These alternate assessment achievement descriptors provide a bridge between the Extended Grade Band Objectives and the alternate assessments aligned with them. These descriptors were intended to guide the development of the test blueprint, the development of items and tasks that measure the full range of achievement, and the setting of cut scores during standard setting for the assessment. The focus of an alternate assessment in a standards-based system is on achievement that aligns with extended standards linked to grade-level content. Together, this system of standards and descriptors is designed to allow students with significant cognitive disabilities to progress toward state standards that are linked to grade-level expectations.

Test Design

Critical Elements 2.5, 3.4, 3.6, 3.7, 5.1–5.5, 5.7
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Format

A common item test design was utilized for the reading and mathematics content areas. The designs for reading and mathematics differ from one another and are included in Appendix B. The design allows for 39–43% of the items to be shared within a grade band, meaning that no more than 43% of the items are in common for grade levels 3 and 4, 5 and 6, and 7 and 8. Additionally, 6–14% of the items are shared between adjacent grade levels that do not incorporate the grade band, meaning that up to 14% of the items in grade 4 are shared with grade 5; up to 14% of the items in grade 6 are shared with grade 7, and so forth. These items are designed to measure different performance levels for the different grades (e.g., an item presented in the grade 4 form is designed to measure performance at the proficient level, and when presented in the grade 5 form is designed to measure performance at the basic level). This design allows for vertical progression, though vertical scaling is not employed. Science content was developed with unique items for each grade level, thus, no science items are shared between grade levels.

All items in mathematics and science were designed to be read by the teacher in order to target the specific content outlined in the Extended Grade Band Standards (rather than a student's ability to read). In contrast, the reading portion of the test was designed to assess a student's ability to read and to understand text in addition to other content. To achieve this goal, passages were developed at each grade and items were differentiated into two categories (read-by-teacher and read-by-student). The student-read items were distributed between different standards and objectives as well as different levels of difficulty. The forms at each grade level were comprised of approximately one-third read-by-student and two-thirds read-by-teacher items.

Blueprint

The test items appear in a single form for each grade level. Tables 10–12 illustrate the test design, where the total number of items (broken out by SR and CR item types) and maximum points per content, grade, and standard are provided. These tables describe the test design for both operational and field test items included in the 2009–10 administration.

The operational design (incorporating scored items only) is such that there are 28 items in reading for every grade level, 31 items in mathematics for every grade level, and 36 items in science for every grade level. The number of operational (scored) items allows for sufficient coverage of the standards at each grade level, as well as allowing for some degree of commonality in structure across grade levels within a content area.

It is important to note that some items were revised or replaced between the administrations from 2007–08, 2008–09, and 2009–10 (more details can be found in the Test Development: Item Selection/Form Development section of this report). These changes were implemented to reflect the findings of the post administration alignment study (more information regarding the alignment studies can be found later in this document in the section on Test Development subsection Item Development). The target test blueprints (the goals for form assembly by content area) are in Appendix C. The actual test blueprints for the current administration are in Appendix D.

Table 13 captures the scoring information for all forms by grade and content area to show the use of both SR and CR item types in all forms.

Test Development

Item Development

Development staff from CTB/McGraw-Hill (CTB) and the DPI wrote the items for reading and mathematics grades 3 through 8 and 10 and science grades 4, 8, and 10. The tests consist of SR and CR items measuring skills associated with the WAA-SwD Extended Grade Band Standards.

For the 2007–08 administration, CTB worked closely with the DPI to develop items in alignment with the test blueprint and alternate assessment standards and to develop a style and format similar to the WKCE assessment. Prior to the 2007 Content and Bias Review meeting, items were reviewed by the DPI, and edits were incorporated throughout the development process. Additional adjustments were made to items and to the overall test layout as a result of editing at the Content and Bias Review meeting and during subsequent reviews by the DPI.

The items written in preparation for the 2008–09 and 2009–10 test administrations were reviewed by test development staff from the DPI and educators from Wisconsin. Items were reviewed for content accuracy, grade-level appropriateness, extended depth of knowledge, and bias sensitivity. For the 2009–10 administration, there were thirty-six items written for field testing (not included in operational scoring), sixteen for reading, seventeen for mathematics, and three for science. For the 2008–09 administration, there were thirty-three items written, six for reading, fourteen for mathematics, and thirteen for science.

The majority of items were developed as SR with three answer choices provided. For mathematics and science, item stem artwork was placed directly above answer choice artwork on the same page. In reading, student test books were designed so the student would be able to view both the passage and the answer choices for a given item simultaneously. The styles of CR items varied by content area and included items requiring students to sort, match, and devise their own answers.

Item Review and Test Fairness

All items are expected to be fair for all students. Various procedures are employed to review items for item bias, also referred to as item fairness. Once items are developed, they must pass a series of reviews and analyses prior to being selected as part of the item pool. This content and bias review has two purposes: 1) to ensure the items are grade-level appropriate, and 2) to ensure that any sensitivity issues are identified and addressed. Grade-level experts who know how content is taught in the classroom evaluate grade-level appropriateness. Sensitivity reviews ensure that items are free of offensive, disturbing, or inappropriate language, artwork, or content.

Prior to the first administration of the WAA-SwD, content, sensitivity, and bias reviews were conducted by internal and external experts on all items developed for the initial administration. A Content and Bias Review meeting was held in August 2007 to incorporate the input of 36 Wisconsin educators on the items on the 2007–08 forms. Participants with content knowledge in reading, mathematics, and science and expertise in alternate and regular assessments came together to review content accuracy, grade-level appropriateness, extended depth of knowledge

(EDOK³), and bias sensitivity of the items. Participants used criteria provided by CTB and worked in teams by grade and content area to complete this critical step in the development of the assessment. This review was led by the DPI. CTB participated in the review process, under the direction of the DPI, by providing hard copies of all items for the event, and staff for instruction and interpretation. The review showed high overall item acceptance rates, with 60% of items being accepted as written, 38% of items being accepted with edits, and just 2% of items being rejected. The Content and Bias Review meeting details are provided within the report *Content and Bias Review Meeting August 23–24, 2007: Summary Report*, available from the DPI.

At the conclusion of the 2007–08 test administration window, the test forms were reviewed through an independent evaluation headed by Dr. Norm Webb. The goal of this review was to verify the alignment between the test forms and the content standards. The results of the alignment study can be found in the following three documents available from the DPI: *Alignment Analysis of Mathematics Extended Grade Band Standards and Assessments: Wisconsin Grades 3–8 and 10* (June 25, 2008) (Webb, 2008c), *Alignment Analysis of Extended Reading Standards and Assessments: Wisconsin Grades 3–8 and 10* (June 25, 2008) (Webb, 2008a), and *Alignment Analysis of Extended Science Grade Band Standards and Alternate Assessments: Wisconsin Grades 4, 8 and 10* (June 25, 2008) (Webb, 2008b).

The alignment studies identified a number of areas where the test forms could be modified to improve the alignment and overall content of the WAA-SwD. In preparation for the 2008–09 and 2009–10 administrations, the DPI reviewed the recommendations from the alignment study and identified where new items were needed and also identified where items from the item bank could be added to a test form.

Item Selection/Form Development

The test forms administered in 2007–08 served as a guide for the development of the 2008–09 and 2009–10 forms with a goal of making the forms as similar as possible across administration years.

The following guidelines were used in the determination of operational items, with the target test blueprint (found in Appendix C) as the primary criterion:

- 1) Alignment of item to standard
- 2) Extended depth of knowledge (sufficient breadth is required)
- 3) Item statistics
- 4) Read-by-teacher and read-by-student ratio (reading content only)
- 5) Number of common items between grades (both within and across grade bands)
- 6) Performance level classification of items

The 2009–10 test administration included both operational and field test items. For this administration, the DPI worked to ensure complete alignment of items and forms; this involved revising items and adding new items to some forms. The DPI conducted this work in response to the alignment study. Item scoring status was determined by the DPI prior to test administration. Details regarding item performance can be found in the section on Analyses and Results.

³ Extended Depth of Knowledge (EDOK) offers a description of the specific skills and cognitive abilities targeted at each level of difficulty for items and standards used in alternate assessments, as compared to traditional depth of knowledge (DOK) descriptions used in regular assessments (Webb, 1997).

The following details the changes in the items/forms from the 2008–09 administration to the 2009–10 administration. Those items scored operationally in 2009–10 that were not scored operationally in 2008–09 reflect items that were field tested in 2008–09, or had not appeared on the 2008–09 forms. Items are considered revised if item attributes were modified from one administration to the next such as: item presentation, score contribution, or alignment information.

- Reading
 - Item Revisions
 - Grade 3—five items
 - Grade 4—six items
 - Grade 5—three items
 - Grade 6—two items
 - New Operational Items
 - Grade 3—three items
 - Grade 4—three items
 - Grade 5—two items
 - Grade 6—three items
 - Grade 7—two items
 - Grade 8—four items
 - Grade 10—two items
- Mathematics—New Operational Items
 - Grade 3—one item
 - Grade 4—two items
 - Grade 5—four items
 - Grade 7—four items
 - Grade 8—four items
 - Grade 10—six items

The percentage of change in the reading forms for scored items from item revisions and/or replacements ranges from 7% (grades 7 and 10) to 32% (grade 4). As detailed in Table 10 there were new field test items (non-scored items) in reading in the following grade levels: grade 3 (two items), grade 4 (three items), grade 7 (four items), grade 8 (four items), and grade 10 (three items). In mathematics, no items were revised between the 2008–09 and 2009–10 administration, and the grade 6 form remained unchanged from the 2008–09 to the 2009–10 administration. The percentage of change in the mathematics forms from item replacements ranges from 0% (grade 6) to 19% (grade 10). As detailed in Table 11 there were new field test items (non-scored items) in mathematics in the following grade levels: grade 3 (two items), grade 4 (three items), grade 5 (two items), grade 6 (one item), grade 7 (four items), grade 8 (three items), and grade 10 (two items). In science, there were no item revisions, and the grades 4 and 10 forms remained unchanged from the 2008–09 to the 2009–10 administration. There were new operational items at grade 8 (seven items). As such, the percentage of change in the science forms from item replacements ranges from 0% (grades 4 and 10) to 19% (grade 8). As detailed in Table 12 there were new field test items (non-scored items) in science in the following grade levels: grade 4 (two items) and grade 8 (one item).

Approval Process

A formal approval process was established as part of the development of the WAA-SwD. The Superintendent of the DPI formally approved the Wisconsin Extended Grade Band Standards and the performance level cut scores. The Wisconsin Technical Advisory Committee (TAC)

approved the test design and methodologies for establishing test forms and deriving performance level cut scores, as well as the final performance level cut scores. DPI staff approved the test items, training materials, and technical manuals.

Critical Elements 6.2, 6.3

Test Administration

The WAA-SwD is designed to be administered one-on-one to students with significant disabilities who are unable to take the WKCE even with accommodations. The reading, mathematics, and science assessments were administered with test administrators marking each student response in the answer document provided with the assessment materials. Test administrators received a complete set of books for each student (one teacher book with the test items and one student book with graphics and answer choices). This allows the administrator to make approved accommodations for each student and allows each student to view and manipulate answer choices without distraction from item text or response rubrics. The test administration was guided by the manual entitled *Directions for Test Administration* (Appendix E).

For all content areas, the assessment administration was permitted to occur over multiple days to accommodate students and to minimize fatigue; in addition, test administration was not timed. It was expected that all students would be presented with and would attempt all items in each content area.

Test Administrator Qualifications

Test administrators are required to be licensed professionals familiar with the response style of each student for whom the test is being administered. Test administrators are also required to participate in the WAA-SwD training from the DPI.

Test Administrator Training

Prior to the 2007–08 test administration, teams of educators from each district, mainly District Assessment Coordinators and Special Education Directors, were convened in various locations around the state for a DPI-led train-the-trainer presentation on the WAA-SwD administration. Participants went through discussions of the Extended Grade Band Standards, test participation guidelines, the eligibility criteria, roles and responsibilities of the test administrator, sample test items, accommodations, approved manipulatives, security, distribution, retrieval, scoring, reporting, and other logistics. The training included a PowerPoint presentation (found at <http://dpi.wi.gov/oea/pp/waa-swd-admtr.ppt>), group discussions, question/answer sessions, and practice test administration with other participants. The DPI also provided educators with an online Mediasite training, a manipulatives guidelines document, and sample test items for all content areas and grade levels (found at <http://www.dpi.wi.gov/oea/waa.html>). Once trained, the participants were responsible for training test administrators within their schools and districts.

For the 2009–10 test administration, the DPI provided an updated Mediasite presentation, an updated Test Administration Manual, a PowerPoint presentation, a manipulatives guidelines document, and sample test items for all content areas and all grade levels. These training materials served as the primary guidance for District Assessment Coordinators and for test administrators, while the DPI staff served as secondary resources for answering questions about the test administration.

Administration Schedule

The most recent WAA-SwD test administration window opened on October 26, 2009 and closed on November 27, 2009. Test administrators were allowed to schedule the assessment for any time during the administration window. Administrators were advised that testing sessions were to occur at times when the students were most alert and responsive, and that students were to be given as much time as needed to complete the test.

Accommodations

Accommodations are allowed for individual students participating in the WAA-SwD, provided accommodations are both documented in a current IEP and used during routine instruction. When making decisions on accommodations for the WAA-SwD, IEP teams were directed to refer to the Assessment Matrix (found at <http://dpi.wi.gov/oea/waa.html#accomd>). Test administrators were to indicate on the Student Assessment Report, located on the back cover of the student answer document, which accommodations were used by each student. The following accommodation information is collected on the Student Assessment Report:

Type of Accommodation

Used translation

Signed test questions and content to student

Used Braille

Used assistive device (e.g., text-talker, adaptive keyboard, picture symbols)

Used objects or manipulatives

Used another DPI-approved accommodation

Information about the use of accommodations within the context of the WAA-SwD administration can be found in Tables 7–9 and in Figures 3–5, where it is evident that the majority of students, in all grade levels and content areas, required no additional accommodations in order to participate in the WAA-SwD assessment.

Scoring

A scoring rubric was applied to all student responses in the reading, mathematics, and science content areas. A copy of the rubric appears in Table 14. The rubric differs for SR and CR items. For SR items, responses are classified as either correct (1 point) or incorrect (0 points). For CR items, each item is classified with either 2 or 3 maximum points for a correct response. For 3-point CR items, there is one correct response (3 points), one response that is partially correct but contains some error (2 points), one response that is less partially correct and contains more error (1 point), and an incorrect response (0 points)⁴. For 2-point CR items, there is one correct response (2 points), one response that is partially correct but contains some error (1 point), and an incorrect response (0 points).

For all items, test administrators recorded student responses on a scannable answer document. The documents were then sent to be scanned, and the scoring system utilized the scanned data to score each item.

All answer documents for students who participated in the administration were scored. However, specific validation and logic rules were applied to the data to assure each student's score (and the overall reporting) was based on valid item responses. It is critical that the information reported is trustworthy and valid. As such there are instances in which a student's answer document is deemed to be invalid for reporting. The goal is to include as many answer

⁴ There is one 3-point CR item appearing in grade 10 science.

documents and students in scoring and reporting as possible. The WAA-SwD is designed on the premise of inclusion of a maximum number of students. However, there are several reasons why answer documents may be deemed invalid. The answer document itself can be marked as invalid in two ways: 1) if the parent opts out by requesting that a bubble be marked on the student's answer document, or 2) if the test administrator multiple marks all five of the first five items in a content area⁵. Answer documents are also deemed to be invalid when there are no valid responses for any of the items within a content area. Any item with a single answer clearly marked is deemed to be valid; invalid responses occur when no response option is marked or multiple response options are marked for the same item.

Table 15 shows information regarding the answer documents deemed to be invalid for scoring and reporting. It is seen in Table 15 that, in general, reading had the fewest answer documents deemed invalid. The average percentage of invalid answer documents across all grades was 1.39% for reading, 1.69% for mathematics, and 1.87% for science. It is evident that the teachers did not frequently employ the multiple marking of the first five items in a content area in order to invalidate the answer documents, as this was used in just one situation in mathematics at grade 10. This is equally true for parental opt-out, where across all grades and content areas fewer than 1.00% of answer documents were marked with a parental opt-out. Overall, reading grade 7 had the smallest percentage of total invalid answer documents at just 1.00%, while mathematics grade 5 had the largest percentage at 2.49%.

Critical Elements 2.1–2.3, 2.5, 2.6, 5.6
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Standard Setting

Student performance on the assessment is described in terms of performance levels. The purpose of setting standards on a test is to enhance its validity by increasing the interpretability of student's scores. A standard setting workshop was held in Madison, Wisconsin, April 1–4, 2008. The purpose of the standard setting was to identify cut scores that separate students into four performance levels: *WAA-SwD Minimal Performance*, *WAA-SwD Basic*, *WAA-SwD Proficient*, and *WAA-SwD Advanced*, with *WAA-SwD Advanced* representing the highest level of achievement.

The standard setting was divided into two phases. In the first phase of the standard setting, a committee of educators from across the state of Wisconsin was convened to engage in a profile sorting study (Jaeger, 1995). During the WAA-SwD Profile Sorting Workshop, participants examined scored response vectors (student profiles) and classified them into the four performance levels in accordance with the alternate assessment achievement descriptors. In the second phase of the standard setting, a subset of participants from the profile sorting workshop was convened for a synthesis discussion. The participants identified trends in data and made suggestions to revise the original recommendations in order to provide consistent cut scores between grades. Following this second phase, staff from the DPI and the TAC reviewed the proposed cut scores and associated impact data and further refined the recommendations to promote cross-grade articulation. The Superintendent of Public Instruction reviewed this and earlier recommendations and approved the recommendations from the DPI staff and the TAC.

A complete description of the standard setting for the WAA-SwD reading, mathematics, and science content areas is found in the *2007–08 Wisconsin Alternate Assessment for Students with Disabilities Profile Sorting Standard Setting Technical Report* available from the DPI. More information about the cut scores and impact data can be found later in this report in the Analyses and Results section under Performance Level Data.

⁵ The multiple marking of bubbles mimics a rule employed with the WKCE assessment, such that a teacher can invalidate a student's answer document.

Analyses and Results

This section describes the item and total test level statistics. Due to the small sample sizes at each grade and the test design, only raw score statistics are calculated. These include raw scores at the total test level and at each standard. No scaling or equating of scores within or across assessment years is conducted.

Item Level Statistics

Each test was reviewed in terms of classical raw score statistics. Each CR item's frequency distribution (number of students at each score level), as well as each item's p -value (proportion of students choosing the correct answer), and point biserial item-test correlation (how correlated each individual item is with the test as a whole) were reviewed.

Typically, p -values range between 0.30 and 0.90. Items with p -values less than 0.30 are considered difficult, as fewer than 30% of the students are providing the correct answer, while greater than 0.90 indicates an easy item, as more than 90% of the students are providing the correct answer. Items with p -values less than 0.30 should be reviewed to ensure the difficulty is not due to a problem within the item. Items with a p -value above 0.90 should be reviewed to ensure the item provides additive information about students' skills. If the items are too easy, items that better discriminate between students who do or do not have certain skills typically replace them. These approaches make for efficient use of test length. There are four operational WAA-SwD items within the 2009–10 administration with p -values greater than 0.90. There were no operational WAA-SwD items within the 2009–10 administration with p -values less than 0.30. The p -values across all grades and content areas are within the boundaries generally considered to be acceptable. Table 22 illustrates summative information for the items, in terms of p -values and point biserial correlations, by grade level and content area for the operational form (only those items included in operational scoring, omitting the field test items).

The p -values for operational items are stable across grades and content areas for the group as a whole. Statistics for the individual items are presented in Tables 19–21 for reading, mathematics, and science, respectively, and include operational items as well as field test items (indicated by asterisks). These tables also illustrate the performance of common items that appear across and within grade bands to compare the performance of the same item when administered at different grade levels. The items were designed such that items appearing at two grade levels would be more difficult at the lower grade level and easier at the higher grade level. As such, any items with equal difficulty or that are more difficult at the higher grade level should be carefully examined.

Acceptable point biserial item-test correlations are usually in the range of 0.30 and above, where 0.15 is generally considered a critical cut-off. Statistics for the individual items are presented in Tables 19–21 for reading, mathematics, and science, respectively, and include operational items as well as field test items (indicated by asterisks). It is likely that the relatively low variance and relatively flat distributions contribute to the point biserial values. (See Tables 27–29 and Figures 18–20 for frequency distributions of scores.) The point biserial values are generally within acceptable ranges for the item-test correlations. Across all content areas and grade levels, there are just nine items with point biserial values less than 0.30, and there are no items with point biserial values below the critical threshold of 0.15. These items underwent a careful review, ultimately being deemed appropriate for the WAA-SwD assessment even though the correlation values were low. Of the nine items with correlations lower than 0.30, two of these were grade 10 reading items. Item 5 had a p -value of 0.51 and a point biserial correlation of 0.27. Item 8 had a p -value of 0.48 and a point biserial correlation of 0.29. Six of the items were in mathematics. Grade 7 mathematics contained one item with a p -value of 0.38

and a point biserial correlation of 0.28. Grade 8 mathematics contained two items. The first, item 15, had a p -value of 0.32 and a point biserial correlation of 0.19. The second, item 23, had a p -value of 0.40 and a point biserial correlation of 0.29. Grade 10 mathematics contained three items. The first, item 12, had a p -value of 0.40 and a point biserial correlation of 0.30. The second, item 17, had a p -value of 0.35 and a point biserial correlation of 0.27. The third, item 29, had a p -value of 0.33 and a point biserial correlation of 0.28. The remaining item was in science at grade 10, item 14, with a p -value of 0.50 and a point biserial correlation of 0.22.

The frequency distributions for CR items are found in Tables 16–18 for reading, mathematics, and science, respectively. The tables illustrate the frequency distributions for both the field test and operational items; field test items are designated with an asterisk. In general, for operational items across content areas, the greatest percentage of students received full credit (2 or 3 points) on the CR items. However, there were three items in mathematics where the largest response percentage was associated with no credit as opposed to full credit.

Reading

Table 19 illustrates both the p -values and point biserial correlations for the reading items.

- *P*-values (operational items)
 - Range: 0.38 (grade 7) to 0.91 (grade 4)
 - Mean: 0.68 (grade 10) to 0.76 (grade 4)
- Point Biserial Correlations (operational items)
 - Range: 0.27 (grade 10) to 0.83 (grade 6)
 - Mean: 0.62 (grade 4) to 0.67 (grade 6)
- Shared/Common Items (operational items)
 - Ten items or 22% of the shared operational items, have equal or greater difficulty in the upper grade.
 - Nine are equally or 0.01 more difficult in the upper grade
 - One is 0.09 more difficult in the upper grade
 - One is between grades 4 and 5
 - Five are between grades 5 and 6
 - Two are between grades 7 and 8
 - Two are between grades 8 and 10

Mathematics

Table 20 illustrates both the p -values and point biserial correlations for the mathematics items.

- *P*-values (operational items)
 - Range: 0.32 (grade 8) to 0.88 (grade 5)
 - Mean: 0.58 (grade 10) to 0.70 (grade 4)
- Point Biserial Correlations (operational items)
 - Range: 0.19 (grade 8) to 0.81 (grade 8)
 - Mean: 0.55 (grade 10) to 0.66 (grade 6)
- Shared/Common Items (operational items)
 - Seven items or 15% of the shared operational items, have equal or greater difficulty in the upper grade.

- Four are equally or 0.01 more difficult in the upper grade
- Two are 0.02 more difficult in the upper grade
- One is 0.04 more difficult in the upper grade
- Four are between grades 5 and 6
- One is between grades 7 and 8
- Two are between grades 8 and 10

Science

Table 21 illustrates both the p -values and point biserial correlations for the science items; there are no shared items across grades in science.

- P -values (operational items)
 - Range: 0.44 (grade 4) to 0.90 (grade 8)
 - Mean: 0.78 (grade 4) to 0.78 (grade 8)
- Point Biserial Correlations (operational items)
 - Range: 0.22 (grade 10) to 0.81 (grade 10)
 - Mean: 0.68 (grade 4) to 0.70 (grade 10)

Extended Grade Band Standards Level Statistics

Student performance on individual Extended Grade Band Standards is reported in terms of the percentage of items within each standard that students answered correctly. This proportion can be considered an average p -value across items within a specific standard. P -values for the standards can also be evaluated based on balanced difficulty across the standards. To illustrate the level of difficulty by standard, standards at each grade are ranked according to the proportion of students responding correctly to items within each standard. This type of analysis also shows the most difficult standards for the tested population. The results of the rankings are found in Tables 23–25 for the 2009–10 forms in reading, mathematics, and science, respectively. In general, mean p -values by standard range from 0.49 (grade 3 mathematics Statistics/Probability) to 0.86 (grade 4 reading Evaluates/Extends Text), demonstrating a balance of difficulty across the standards.

Reading

The results for reading are in Table 23.

- Most difficult standard
 - Grade 3—Analyzes Text (mean p -value = 0.62)
 - Grade 4—Analyzes Text (mean p -value = 0.67)
 - Grade 5—Evaluates/Extends Text (mean p -value = 0.68)
 - Grade 6—Evaluates/Extends Text (mean p -value = 0.63)
 - Grade 7—Understands Text/Analyzes Text (mean p -value = 0.68)
 - Grade 8—Evaluates/Extends Text (mean p -value = 0.71)
 - Grade 10—Evaluates/Extends Text (mean p -value = 0.63)
- Least difficult standard
 - Grade 3—Determines Meaning (mean p -value = 0.76)
 - Grade 4—Evaluates/Extends Text (mean p -value = 0.86)
 - Grade 5—Understands Text (mean p -value = 0.75)

- Grade 6—Understands Text (mean p -value = 0.75)
- Grade 7—Determines Meaning (mean p -value = 0.73)
- Grade 8—Determines Meaning (mean p -value = 0.76)
- Grade 10—Determines Meaning (mean p -value = 0.71)

Mathematics

The results for mathematics are in Table 24.

- Most difficult standard
 - Grade 3—Statistics/Probability (mean p -value = 0.49)
 - Grade 4—Statistics/Probability (mean p -value = 0.61)
 - Grade 5—Statistics/Probability (mean p -value = 0.57)
 - Grade 6—Number Operations and Relationships (mean p -value = 0.62)
 - Grade 7—Number Operations and Relationships (mean p -value = 0.62)
 - Grade 8—Number Operations and Relationships (mean p -value = 0.58)
 - Grade 10—Geometry (mean p -value = 0.52)
- Least difficult standard
 - Grade 3—Measurement (mean p -value = 0.75)
 - Grade 4—Algebraic Relationships (mean p -value = 0.73)
 - Grade 5—Measurement (mean p -value = 0.79)
 - Grade 6—Measurement (mean p -value = 0.75)
 - Grade 7—Algebraic Relationships (mean p -value = 0.71)
 - Grade 8—Measurement (mean p -value = 0.69)
 - Grade 10—Measurement (mean p -value = 0.66)

Science

The results for science are in Table 25.

- Most difficult standard
 - Grade 4—Science Connections and the Nature of Science (mean p -value = 0.72)
 - Grade 8—Science Inquiry (mean p -value = 0.72)
 - Grade 10—Earth and Space (mean p -value = 0.73)
- Least difficult standard
 - Grade 4—Life and Environment (mean p -value = 0.81)
 - Grade 8—Science Connections and the Nature of Science (mean p -value = 0.86)
 - Grade 10—Science Connections and the Nature of Science (mean p -value = 0.83)

Total Test Level Statistics

Student performance is described in different ways, including total raw scores, performance on specific content standards, and performance levels (the documentation of which is described in detail in the *2007–08 Wisconsin Alternate Assessment for Students with Disabilities Profile Sorting Standard Setting Technical Report* available from the DPI). The maximum number of points per

grade and content area varies across grades and across content areas. The number of items and points by content area and standard can be found in Tables 10–12 for reading, mathematics, and science, respectively. The raw score performance statistics by grade and content area for the total group are found in Table 26 as well as Tables 1–3 where they are further disaggregated by gender, ethnicity, English language proficiency, and socio-economic status.

It is seen in Figures 6–8 that males slightly outperform females, based upon mean scores, in all grades and content areas with the exceptions of grade 7 reading and grade 10 reading and science. Figures 9–11 illustrate by content area the differences in mean raw scores across ethnicities. Specifically the figures show that there is much variation related to student ethnicity with the highest mean score across grades and content areas.

Figures 12–14 illustrate the mean raw score differences based upon English language proficiency. Students may be classified as either English language proficient or as English language learners. English language proficient students include students who were formerly English language learners and are now proficient in the English language, as well as students who are fully English language proficient and were never classified as English language learners. In general, students classified as English language learners have higher mean scores than English language proficient students; exceptions to this are for reading grades 3 and 7 and mathematics grade 3. This result is likely an artifact of the extremely small percentage of the population comprising the English language learner subgroup. Just 4.05% (grade 10 reading) to 5.86% (grade 3 mathematics) of the total sample is classified as English language learners.

Figures 15–17 illustrate the differences in mean raw scores between economically disadvantaged and not economically disadvantaged students. In general across all grade levels and content areas, economically disadvantaged students had higher mean scores than not economically disadvantaged students.

Tables 4–6 provide descriptive statistics for the WAA-SwD on the basis of the primary disability for students. This text summary provides information for only those groups with sample sizes greater than 100; this is done to help ensure generalizability of the findings. Across all content areas there were just three disability categories with more than 100 students: Autism, Cognitive Disability, and Other Health Impairment. However, Other Health Impairment fell below the 100-student threshold above grade 3, as such only the Autism and Cognitive Disability groups are discussed. The Cognitive Disability subgroup had higher mean scores as compared to the Autistic students at all grade levels and for all content areas.

Tables 7–9 provide descriptive statistics on the additional accommodations provided to students for the WAA-SwD assessment. As previously noted and illustrated in Figures 3–5, the vast majority of students, over 73%, received no additional accommodations on the WAA-SwD assessment. As such, the remaining subgroups are small; comprising less than 27% of the total population of students assessed with the WAA-SwD, and caution should be taken in the interpretation of the findings related to these subgroups.

The distribution of student scores is another important indicator of the overall test performance. One way to look at this is to evaluate the number of students earning the maximum possible total raw score (the ceiling) and those earning no points (the floor). The number of students at the maximum and minimum raw scores is found in Tables 1–9 and 26. Another way of looking at this is to view the distribution of students across the raw score scale. Raw score frequency distributions are found in Tables 27–29, and are illustrated in Figures 18–20. The tables and figures illustrate that for the total group approximately the same percentage of students across content areas and grade levels receive the minimum score, ranging from 3.78% (grade 4

mathematics) to 8.38% (grade 6 mathematics). There is more spread in the percentage of students receiving the maximum score, ranging from 0.83% (grade 10 mathematics) to 11.37% (grade 4 science). Reading and science both exhibit a slight negative skew to their distributions. Mathematics exhibits a flatter distribution as compared to reading and science, though there is still a slight negative skew.

Reading

Reading results are presented in Table 1 and Figure 6 (gender), Table 1 and Figure 9 (ethnicity), Table 1 and Figure 12 (English language proficiency), Table 1 and Figure 15 (socio-economic status), Table 4 (primary disability), Table 7 (additional accommodations), and Table 26 (total group).

- Gender
 - Males slightly outperform females based on mean scores at all grade levels, with the exception of grades 7 and 10.
- Ethnicity
 - Differences in mean scores within grades range from approximately 2 to 5 points
 - Greatest difference in mean scores is 5.3 points between Hispanic and Asian/Pacific Islander students in grade 6
 - In general the differences are less than 3 points
 - Highest mean score by:
 - American Indian/Alaska Native students in grades 4 and 7
 - Black (not of Hispanic origin) students in grades 3, 5, and 8
 - Hispanic students in grade 6
 - White (not of Hispanic origin) students in grade 10
- English Language Proficiency
 - Differences in mean score points between English language proficient and non English language proficient subgroups range from 0.28 (grade 3) to 2.68 (grade 6)
- Socio-Economic Status
 - Differences in mean score points between economically disadvantaged and not economically disadvantaged students range from 0.91 (grade 4) to 3.73 (grade 5)
- Primary Disability (only groups with more than 100 students)
 - Cognitive Disability subgroup had the highest mean scores across all grades
 - The mean for the total group tends to be very similar to the students with Cognitive Disabilities, with the largest difference being just 0.24 points in grade 8
- Additional Accommodations
 - Mean raw score for students receiving no additional accommodations was higher than for any group receiving additional accommodations for all grades with the exception of grades 6 and 7 where the mean for the subgroup Used Another DPI-Approved Accommodation was higher.
- Total Group
 - Range for percentage of students earning the minimum score: 4.36% (grade 4) to 8.36% (grade 6)

- Range for percentage of students earning the maximum score: 3.81% (grade 10) to 9.42% (grade 4)
- Slight negative skew illustrated

Mathematics

Mathematics results are presented in Table 2 and Figure 7 (gender), Table 2 and Figure 10 (ethnicity), Table 2 and Figure 13 (English language proficiency), Table 2 and Figure 16 (socio-economic status), Table 5 (primary disability), Table 8 (additional accommodations), and Table 26 (total group).

- Gender
 - Males slightly outperform females based on mean scores at all grade levels.
- Ethnicity
 - Differences in mean scores within grades range from approximately 2 to 5 points
 - Greatest difference in mean scores is 5.43 points between Black (not of Hispanic origin) and Asian/Pacific Islander students in grade 6
 - In general the differences are less than 4 points
 - Highest mean score by:
 - American Indian/Alaska Native students in grades 4 and 7
 - Asian/Pacific Islander students in grade 8
 - Black (not of Hispanic origin) students in grades 3, 5, and 6
 - White (not of Hispanic origin) students in grade 10
- English Language Proficiency
 - Differences in mean score points between English language proficient and non English language proficient subgroups range from 0.01 (grade 3) to 3.61 (grade 6)
- Socio-Economic Status
 - Differences in mean score points between economically disadvantaged and not economically disadvantaged students range from 1.95 (grade 10) to 4.46 (grade 5)
- Primary Disability (only groups with more than 100 students)
 - Cognitive Disability subgroup had the highest mean scores across all grades
 - The mean for the total group tends to be very similar to the students with Cognitive Disabilities, with the largest difference being just 0.59 points in grade 8
- Additional Accommodations
 - Mean raw score for students receiving no additional accommodations was higher than for any group receiving additional accommodations for all grades with the exception of grade 6 where the mean for the subgroup Used Another DPI-Approved Accommodation was higher and for grade 10 where the means for the subgroups Used Translation as well as Signed Test Questions and Content to Student were higher.
- Total Group
 - Range for percentage of students earning the minimum score: 3.78% (grade 4) to 8.38% (grade 6)

- Range for percentage of students earning the maximum score: 0.83% (grade 10) to 8.35% (grade 8)
- Slight negative skew illustrated

Science

Science results are presented in Table 3 and Figure 8 (gender), Table 3 and Figure 11 (ethnicity), Table 3 and Figure 14 (English language proficiency), Table 3 and Figure 17 (socio-economic status), Table 6 (primary disability), Table 9 (additional accommodations), and Table 26 (total group).

- Gender
 - Males slightly outperform females based on mean scores at grades 4 and 8, while females slightly outperform males at grade 10.
- Ethnicity
 - Differences in mean scores within grades range from approximately 2 to 5 points
 - Greatest difference in mean scores is 4.98 points between American Indian/Alaska Native and Asian/Pacific Islander students in grade 4
 - Highest mean score by:
 - American Indian/Alaska Native students in grade 4
 - Asian/Pacific Islander students in grade 8
 - White (not of Hispanic origin) students in grade 10
- English Language Proficiency
 - Differences in mean score points between English language proficient and non English language proficient subgroups range from 1.54 (grade 10) to 3.33 (grade 8)
- Socio-Economic Status
 - Differences in mean score points between economically disadvantaged and not economically disadvantaged students range from 2.12 (grade 4) to 4.23 (grade 8)
- Primary Disability (only groups with more than 100 students)
 - Cognitive Disability subgroup had the highest mean scores across all grades
 - The mean for the total group tends to be very similar to the students with Cognitive Disabilities, with the largest difference being 0.86 points in grade 10
- Additional Accommodations
 - Mean raw score for students receiving no additional accommodations was higher than for any group receiving additional accommodations for grades 4 and 8, while for grade 10 the means for the subgroups Used Translation as well as Signed Test Questions and Content to Student were higher.
- Total Group
 - Range for percentage of students earning the minimum score: 4.50% (grade 4) to 7.98% (grade 8)
 - Range for percentage of students earning the maximum score: 8.99% (grade 10) to 11.37% (grade 4)
 - Slight negative skew illustrated

Performance Level Data

Table 30 details the final cut scores for each performance level by grade and content area along with the associated impact data: percentages of students in each performance level. To view the impact data in graphical form, refer to Figures 21–23. The combination of the two highest performance levels, *WAA-SwD Proficient* and *WAA-SwD Advanced*, are shown in Figure 24, as well as in Table 30. Across all content areas this combination results in values ranging from 59% (grade 10 mathematics) to 79% (grade 8 science).

Tables 31–33 detail the impact data for the total group by grade level and content area, as well as the subgroups of gender, ethnicity, English language proficiency status, and socio-economic status. In general, a greater percentage of males are classified as *WAA-SwD Proficient* and *WAA-SwD Advanced* as compared to females. The exceptions to this are for grade 3 mathematics, grade 7 reading, grade 8 reading, mathematics, and science, and grade 10 science. When reviewing the data on the basis of socio-economic status, it is seen that across all content areas and grade levels there are more economically disadvantaged students classified as *WAA-SwD Proficient* and *WAA-SwD Advanced*, as compared to not economically disadvantaged students.

Tables 34–36 detail the impact data by grade level and content area for students' primary disability. These tables provide a much more detailed breakdown of the impact data. This summary provides information for only those groups with sample sizes greater than 100; this is done to help ensure generalizability of the findings. Across all content areas there were just three disability categories with more than 100 students: Autism, Cognitive Disability, and Other Health Impairment. However, Other Health Impairment fell below the 100 student threshold above grade 3.

Tables 37–39 detail the impact data by grade level and content area for the accommodations provided to test takers. As previously noted, the vast majority of students, over 73%, received no additional accommodations in order to access the WAA-SwD assessment.

Reading

Reading results are presented in Table 30 (overall by grade), Table 31 (gender, ethnicity, English language proficiency, and socio-economic status), Table 34 (primary disability), and Table 37 (additional accommodations).

- Total Group
 - *WAA-SwD Minimal Performance* ranges from 8.48% (grade 4) to 14.30% (grade 10)
 - *WAA-SwD Basic* ranges from 17.64% (grade 3) to 24.24% (grade 7)
 - *WAA-SwD Proficient* ranges from 17.42% (grade 7) to 40.17% (grade 4)
 - *WAA-SwD Advanced* ranges from 28.15% (grade 4) to 46.47% (grade 7)
 - *WAA-SwD Proficient* and *WAA-SwD Advanced* combined ranges from 61.50% (grade 10) to 68.66% (grade 5)
- Gender
 - *WAA-SwD Minimal Performance* ranges from 6.87% (Males grade 4) to 15.59% (Females grade 6)
 - *WAA-SwD Basic* ranges from 16.12% (Males grade 8) to 26.86% (Females grade 10)

- *WAA-SwD Proficient* ranges from 16.89% (Females grade 7) to 40.93% (Females grade 4)
- *WAA-SwD Advanced* ranges from 20.64% (Females grade 4) to 48.01% (Females grade 7)
- *WAA-SwD Proficient* and *WAA-SwD Advanced* combined ranges from 60.52% (Females grade 10) to 71.66% (Males grade 4)
- **Ethnicity**
 - *WAA-SwD Minimal Performance* ranges from 6.94% (Black [not of Hispanic origin] grade 4) to 22.22% (Asian/Pacific Islander grade 6)
 - *WAA-SwD Basic* ranges from 11.11% (Hispanic grade 6) to 37.50% (Hispanic grade 7)
 - *WAA-SwD Proficient* ranges from 8.33% (American Indian/Alaska Native grade 7) to 45.83% (Black [not of Hispanic origin] grade 4)
 - *WAA-SwD Advanced* ranges from 14.71% (Asian/Pacific Islander grade 4) to 51.85% (Asian/Pacific Islander grade 5)
 - *WAA-SwD Proficient* and *WAA-SwD Advanced* combined ranges from 47.06% (Asian/Pacific Islander grade 3) to 78.29% (Black [not of Hispanic origin] grade 5)
- **English Language Proficiency**
 - *WAA-SwD Minimal Performance* ranges from 2.27% (Not English Language Proficient grade 4) to 17.39% (Not English Language Proficient grade 3)
 - *WAA-SwD Basic* ranges from 9.09% (Not English Language Proficient grade 5) to 38.64% (Not English Language Proficient grade 7)
 - *WAA-SwD Proficient* ranges from 16.85% (English Language Proficient grade 7) to 45.95% (Not English Language Proficient grade 6)
 - *WAA-SwD Advanced* ranges from 20.59% (Not English Language Proficient grade 10) to 47.46% (English Language Proficient grade 7)
 - *WAA-SwD Proficient* and *WAA-SwD Advanced* combined ranges from 56.82% (Not English Language Proficient grade 7) to 81.08% (Not English Language Proficient grade 6)
- **Socio-Economic Status**
 - *WAA-SwD Minimal Performance* ranges from 6.88% (Economically Disadvantaged grade 4) to 17.88% (Not Economically Disadvantaged grade 3)
 - *WAA-SwD Basic* ranges from 14.63% (Economically Disadvantaged grade 3) to 28.33% (Not Economically Disadvantaged grade 7)
 - *WAA-SwD Proficient* ranges from 16.94% (Not Economically Disadvantaged grade 7) to 41.67% (Economically Disadvantaged grade 4)
 - *WAA-SwD Advanced* ranges from 27.33% (Not Economically Disadvantaged grade 5) to 52.32% (Economically Disadvantaged grade 7)
 - *WAA-SwD Proficient* and *WAA-SwD Advanced* combined ranges from 57.06% (Not Economically Disadvantaged grade 6) to 76.92% (Economically Disadvantaged grade 5)

- Primary Disability
 - *WAA-SwD Minimal Performance* ranges from 7.98% (Cognitive Disability grade 4) to 21.64% (Autism grade 10)
 - *WAA-SwD Basic* ranges from 17.89% (Cognitive Disability grade 3) to 37.71% (Autism grade 6)
 - *WAA-SwD Proficient* ranges from 17.83% (Autism grade 7) to 41.65% (Cognitive Disability grade 4)
 - *WAA-SwD Advanced* ranges from 17.91% (Autism grade 10) to 43.33% (Cognitive Disability grade 7)
 - *WAA-SwD Proficient* and *WAA-SwD Advanced* combined ranges from 47.02% (Autism grade 10) to 70.09% (Cognitive Disability grade 3)
- Additional Accommodations
 - *WAA-SwD Minimal Performance* ranges from 4.49% (Used Another DPI-Approved Accommodation grade 7) to 64.29% (Used Assistive Device grade 6)
 - *WAA-SwD Basic* ranges from 16.54% (No Accommodation Used grade 3) to 63.16% (Used Assistive Device grade 5)
 - *WAA-SwD Proficient* ranges from 5.26% (Used Assistive Device grades 4 and 5) to 40.96% (No Accommodation Used grade 4)
 - *WAA-SwD Advanced* ranges from 0% (Used Assistive Device grades 3 and 6, Used Objects or Manipulatives grades 3, 7, and 8) to 47.68% (No Accommodation Used grade 7)
 - *WAA-SwD Proficient* and *WAA-SwD Advanced* combined ranges from 7.14% (Used Assistive Device grade 6) to 71.43% (Used Another DPI-Approved Accommodation grade 5)

Mathematics

Mathematics results are presented in Table 30 (overall by grade), Table 32 (gender, ethnicity, English language proficiency, and socio-economic status), Table 35 (primary disability), and Table 38 (additional accommodations).

- Total Group
 - *WAA-SwD Minimal Performance* ranges from 8.74% (grade 4) to 15.63% (grade 6)
 - *WAA-SwD Basic* ranges from 13.80% (grade 7) to 28.01% (grade 10)
 - *WAA-SwD Proficient* ranges from 29.49% (grade 7) to 35.67% (grade 3)
 - *WAA-SwD Advanced* ranges from 28.25% (grade 10) to 44.56% (grade 7)
 - *WAA-SwD Proficient* and *WAA-SwD Advanced* combined ranges from 59.36% (grade 10) to 74.38% (grade 4)
- Gender
 - *WAA-SwD Minimal Performance* ranges from 7.07% (Males grade 4) to 17.87% (Females grade 6)
 - *WAA-SwD Basic* ranges from 13.12% (Males grade 7) to 32.04% (Females grade 10)
 - *WAA-SwD Proficient* ranges from 28.52% (Females grade 6) to 38.64% (Females grade 3)

- *WAA-SwD Advanced* ranges from 24.27% (Females grade 10) to 46.11% (Males grade 4)
- *WAA-SwD Proficient* and *WAA-SwD Advanced* combined ranges from 56.96% (Females grade 10) to 77.39% (Males grade 4)
- **Ethnicity**
 - *WAA-SwD Minimal Performance* ranges from 0% (American Indian/Alaska Native grade 7) to 23.33% (Asian/Pacific Islander grade 10)
 - *WAA-SwD Basic* ranges from 9.03% (Black [not of Hispanic origin] grade 4) to 41.18% (Asian/Pacific Islander grade 3)
 - *WAA-SwD Proficient* ranges from 16.67% (American Indian/Alaska Native grade 4) to 46.88% (Asian/Pacific Islander grade 7)
 - *WAA-SwD Advanced* ranges from 14.82% (Asian/Pacific Islander grade 6) to 58.33% (American Indian/Alaska Native grade 4)
 - *WAA-SwD Proficient* and *WAA-SwD Advanced* combined ranges from 47.06% (Asian/Pacific Islander grade 3) to 82.64% (Black [not of Hispanic origin] grade 4)
- **English Language Proficiency**
 - *WAA-SwD Minimal Performance* ranges from 2.27% (Not English Language Proficient grade 4) to 16.06% (English Language Proficient grade 6)
 - *WAA-SwD Basic* ranges from 6.82% (Not English Language Proficient grade 5) to 34.29% (Not English Language Proficient grade 10)
 - *WAA-SwD Proficient* ranges from 28.55% (English Language Proficient grade 7) to 45.46% (Not English Language Proficient grade 7)
 - *WAA-SwD Advanced* ranges from 28.11% (English Language Proficient grade 10) to 50.00% (Not English Language Proficient grade 4)
 - *WAA-SwD Proficient* and *WAA-SwD Advanced* combined ranges from 59.20% (English Language Proficient grade 10) to 83.33% (Not English Language Proficient grade 6)
- **Socio-Economic Status**
 - *WAA-SwD Minimal Performance* ranges from 6.89% (Economically Disadvantaged grade 4) to 21.01% (Not Economically Disadvantaged grade 6)
 - *WAA-SwD Basic* ranges from 11.63% (Economically Disadvantaged grade 7) to 31.66% (Not Economically Disadvantaged grade 10)
 - *WAA-SwD Proficient* ranges from 26.72% (Economically Disadvantaged grade 4) to 39.94% (Not Economically Disadvantaged grade 3)
 - *WAA-SwD Advanced* ranges from 24.70% (Not Economically Disadvantaged grade 10) to 51.57% (Economically Disadvantaged grade 4)
 - *WAA-SwD Proficient* and *WAA-SwD Advanced* combined ranges from 54.20% (Not Economically Disadvantaged grade 10) to 80.23% (Economically Disadvantaged grade 7)

- Primary Disability
 - *WAA-SwD Minimal Performance* ranges from 8.75% (Cognitive Disability grade 4) to 20.93% (Autism grade 7)
 - *WAA-SwD Basic* ranges from 14.96% (Cognitive Disability grade 7) to 33.58% (Autism grade 10)
 - *WAA-SwD Proficient* ranges from 29.85% (Autism grade 10) to 41.92% (Autism grade 3)
 - *WAA-SwD Advanced* ranges from 18.66% (Autism grade 10) to 42.63% (Cognitive Disability grade 7)
 - *WAA-SwD Proficient* and *WAA-SwD Advanced* combined ranges from 48.51% (Autism grade 10) to 75.00% (Cognitive Disability grade 7)
- Additional Accommodations
 - *WAA-SwD Minimal Performance* ranges from 0% (Signed Test Questions and Content to Student grades 4 and 10, as well as Used Translation grade 10) to 48.15% (Used Assistive Device grade 10)
 - *WAA-SwD Basic* ranges from 8.33% (Used Translation grade 10) to 51.16% (Used Objects or Manipulatives grade 8)
 - *WAA-SwD Proficient* ranges from 9.09% (Used Assistive Device grade 5) to 66.67% (Used Translation grade 10)
 - *WAA-SwD Advanced* ranges from 0% (Used Translation grade 3) to 47.39% (No Additional Accommodation Used grade 7)
 - *WAA-SwD Proficient* and *WAA-SwD Advanced* combined ranges from 17.39% (Used Assistive Device grade 4) to 91.67% (Used Translation grade 10)

Science

Science results are presented in Table 30 (overall by grade), Table 33 (gender, ethnicity, English language proficiency, and socio-economic status), Table 36 (primary disability), and Table 39 (additional accommodations).

- Total Group
 - *WAA-SwD Minimal Performance* ranges from 11.63% (grade 10) to 12.80% (grade 4)
 - *WAA-SwD Basic* ranges from 9.13% (grade 8) to 13.07% (grade 10)
 - *WAA-SwD Proficient* ranges from 14.63% (grade 10) to 25.10% (grade 8)
 - *WAA-SwD Advanced* ranges from 53.74% (grade 8) to 60.67% (grade 10)
 - *WAA-SwD Proficient* and *WAA-SwD Advanced* combined ranges from 75.30% (grade 10) to 78.83% (grade 8)
- Gender
 - *WAA-SwD Minimal Performance* ranges from 9.84% (Females grade 10) to 16.01% (Females grade 4)
 - *WAA-SwD Basic* ranges from 5.98% (Females grade 8) to 15.30% (Females grade 4)
 - *WAA-SwD Proficient* ranges from 12.67% (Males grade 10) to 25.25% (Females grade 8)

- *WAA-SwD Advanced* ranges from 50.53% (Females grade 4) to 61.82% (Males grade 10)
- *WAA-SwD Proficient* and *WAA-SwD Advanced* combined ranges from 68.68% (Females grade 4) to 80.07% (Females grade 8)
- **Ethnicity**
 - *WAA-SwD Minimal Performance* ranges from 7.69% (Asian/Pacific Islander grade 8) to 20.00% (Asian/Pacific Islander grade 10)
 - *WAA-SwD Basic* ranges from 3.85% (Asian/Pacific Islander grade 8) to 20.59% (Asian/Pacific Islander grade 4)
 - *WAA-SwD Proficient* ranges from 8.33% (American Indian/Alaska Native grade 4) to 34.62% (Asian/Pacific Islander grade 8)
 - *WAA-SwD Advanced* ranges from 38.24% (Asian/Pacific Islander grade 4) to 68.53% (Black [not of Hispanic origin] grade 4)
 - *WAA-SwD Proficient* and *WAA-SwD Advanced* combined ranges from 64.71% (Asian/Pacific Islander grade 4) to 88.46% (Asian/Pacific Islander grade 8)
- **English Language Proficiency**
 - *WAA-SwD Minimal Performance* ranges from 2.27% (Not English Language Proficient grade 4) to 13.38% (English Language Proficient grade 4)
 - *WAA-SwD Basic* ranges from 4.76% (Not English Language Proficient grade 8) to 15.91% (Not English Language Proficient grade 4)
 - *WAA-SwD Proficient* ranges from 14.00% (English Language Proficient grade 10) to 35.71% (Not English Language Proficient grade 8)
 - *WAA-SwD Advanced* ranges from 52.94% (Not English Language Proficient grade 10) to 61.00% (English Language Proficient grade 10)
 - *WAA-SwD Proficient* and *WAA-SwD Advanced* combined ranges from 75.00% (English Language Proficient grade 10) to 92.86% (Not English Language Proficient grade 8)
- **Socio-Economic Status**
 - *WAA-SwD Minimal Performance* ranges from 7.49% (Economically Disadvantaged grade 8) to 17.07% (Not Economically Disadvantaged grade 8)
 - *WAA-SwD Basic* ranges from 7.01% (Economically Disadvantaged grade 8) to 16.43% (Not Economically Disadvantaged grade 10)
 - *WAA-SwD Proficient* ranges from 13.10% (Economically Disadvantaged grade 10) to 25.60% (Not Economically Disadvantaged grade 8)
 - *WAA-SwD Advanced* ranges from 45.87% (Not Economically Disadvantaged grade 8) to 66.43% (Economically Disadvantaged grade 10)
 - *WAA-SwD Proficient* and *WAA-SwD Advanced* combined ranges from 71.01% (Not Economically Disadvantaged grade 10) to 85.51% (Economically Disadvantaged grade 8)
- **Primary Disability**
 - *WAA-SwD Minimal Performance* ranges from 9.59% (Cognitive Disability grade 10) to 20.33% (Autism grade 4)
 - *WAA-SwD Basic* ranges from 9.17% (Cognitive Disability grade 8) to 21.05% (Autism grade 10)

- *WAA-SwD Proficient* ranges from 14.49% (Cognitive Disability grade 10) to 32.03% (Autism grade 8)
- *WAA-SwD Advanced* ranges from 32.81% (Autism grade 8) to 63.47% (Cognitive Disability grade 10)
- *WAA-SwD Proficient* and *WAA-SwD Advanced* combined ranges from 63.91% (Autism grade 10) to 79.91% (Cognitive Disability grade 8)
- Additional Accommodations
 - *WAA-SwD Minimal Performance* ranges from 0% (Signed Test Questions and Content to Student grades 4 and 10 as well as Used Translation grade 10) to 58.82% (Used Objects or Manipulatives grade 4)
 - *WAA-SwD Basic* ranges from 0% (Used Translation grade 10) to 46.67% (Used Assistive Device grade 8)
 - *WAA-SwD Proficient* ranges from 0% (Used Assistive Device grade 4) to 60.00% (Signed Test Questions and Content to Student grade 4)
 - *WAA-SwD Advanced* ranges from 5.88% (Used Objects or Manipulatives grade 4) to 62.82% (Used Another DPI-Approved Accommodation grade 10)
 - *WAA-SwD Proficient* and *WAA-SwD Advanced* combined ranges from 12.50% (Used Assistive Device grade 4) to 100% (Used Translation grade 10)

Critical Elements 5.6, 6.1–6.3

Reliability

Reliability is a central concept within assessment, and there is a large body of literature surrounding this concept. Relevant literature includes Haertel's (2006) chapter on reliability in *Educational Measurement 4th edition*, Feldt and Brennan's (1993) chapter on reliability in *Educational Measurement 3rd edition*, and the chapter on reliability and errors of measurement in part 1 of the *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 1999).

Reliability can be defined as the consistency of an assessment when the testing procedure is repeated with the same target group. A reliable assessment is one that would produce stable scores if the same group of students were to take the same test repeatedly, without any fatigue or memory of the test. However, an individual's responses to test items may vary from one occasion to another, even under strictly controlled situations. This variation in responses reflects at least a small amount of measurement error.

There are two types of measurement errors customarily defined in assessment: random and systematic. Both random and systematic errors can easily threaten the reliability and validity of an assessment.

Random errors are varied, inconsistent, and are usually inherent to the assessment or administration. Standardization of assessments is meant to minimize random errors that occur because of arbitrary factors that affect a student's performance on the assessment. The WAA-SwD assessment includes a structured one-on-one administration, in which test administrators are trained to ensure a standardized administration for all students.

Systematic errors are measurement errors which lead to assessed values being systematically too high or too low. A systematic error is any biasing effect that always affects the results of an assessment in the same direction. An example of systematic error would be students who need accommodations but are not provided them. Without the accommodations, the students would not be able to demonstrate their true ability on the assessment and would instead score lower

on the assessment. For this reason, it is important to provide students with disabilities the appropriate accommodations to take the assessment in a manner that allows them to demonstrate their true ability. Other systematic errors that can possibly impact results include undue distractions, confusing instructions, and bias in rating performance by the test administrator.

Errors are also introduced if the sampling of content on a test is too narrow and does not provide a solid representation of the skills being measured. Clear blueprints showing a variety of items and item approaches to assess each standard help to avoid this type of error.

For the WAA-SwD, several measures of reliability are available and are discussed in detail below. Item specific reliability is examined via the point biserial correlation. Total test reliability is measured in three ways. First, Cronbach's alpha is calculated to examine the internal consistency of the assessment. Second, the standard error of measurement is calculated to examine the measurement error relative to a student's total test score. Finally, classification consistency using the Livingston and Lewis (1995) methodology is calculated.

Item specific reliability is measured by calculating the point biserial correlation, also called an item-test correlation. It is one type of internal consistency measure that is a derivation of the Pearson product moment correlation measuring the correlation between each item to the group of items remaining on the test overall. The correlation provides a source of how consistently each item measures information similar to the other items on a test measuring a single overall construct, such as mathematics.

On traditional assessments, the minimum acceptable point biserial is preferably 0.30 and no less than 0.15. Any items with point biserial values less than 0.30 should be reviewed from a content perspective to assure that the items actually contribute to the overall construct of the assessment and not some skill that does not contribute to evidence about the construct being measured. Crocker and Algina (1986), following Ebel (1965), suggest that point biserial correlation values for items to be retained operationally should be significantly greater than zero, where significance is established by computing an approximation for the standard error for the Pearson product moment correlation. This approximation is based upon the sample size for each item, and the critical value should be set two standard errors above zero.

The minimum number of students tested within the context of the 2009–10 WAA-SwD administration, over all content areas, is 752 (grade 6 mathematics). This value differs somewhat from the number of students answering each individual item, as there are cases in which students omit items. However, there is a small incidence of item omission on the WAA-SwD, an item trait examined within the context of the Item Analysis. At the item level the minimum number of students answering an item is 722 (grade 6 mathematics). Using the tested population value of 752 as the minimum N value, the critical value for the correlation would be 0.0745. If the minimum item response value of 722 is used, the value is 0.0730, both of which round to 0.07. No items in the WAA-SwD assessment fall below this critical value.

Table 22 summarizes the point biserials (and p -values) for each grade and content area for the operational items. For reading, the point biserial values range from 0.27 (grade 10) to 0.83 (grade 6); in mathematics, the range is from 0.19 (grade 8) to 0.81 (grade 8); and in science, the range is from 0.22 (grade 10) to 0.81 (grade 10). None of these values fall below the critical threshold of 0.07 as calculated above. All items with correlations below 0.30 were carefully reviewed by the DPI and CTB staff from a content perspective to ensure that the items actually contributed to the overall construct of the assessment.

Total test reliability measures consider the level of consistency of performance over all test questions in a given form, the results of which imply how well the questions measure the content domain and could continue to do so over repeated administrations. Total test reliability coefficients, in this case measured by Cronbach's α (alpha) (1951), may range from 0.00 to 1.00, where 1.00 refers to a perfectly consistent test. Achievement tests are typically considered of sound reliability when their reliability coefficients are 0.80 and above. The total test reliabilities of the WAA-SwD forms were evaluated first by Cronbach's α (Cronbach, 1951) index of internal consistency. The calculation for Cronbach's α is:

$$\hat{\alpha} = \frac{k}{k-1} \left(1 - \frac{\sum \hat{\sigma}_i^2}{\hat{\sigma}_x^2} \right)$$

where k is the number of items on the test form, $\hat{\sigma}_i^2$ is the variance of item i , and $\hat{\sigma}_x^2$ is the total test variance. Tables 1–9 and 26 provide the Cronbach's alpha coefficients for all grades and content areas in the 2009–10 WAA-SwD test administration. As is evident in the tables and text below, the coefficients are generally quite high.

It is important to note that while the theoretical range for the reliability coefficient is from 0.00 to 1.00, there is potential for the coefficient to range from negative infinity to 1.00 when applied in practice (Nichols, 1999). As explained by Nichols (1999), the value of the coefficient will be negative when “the sum of the individual item variances is greater than the scale variance.” For the WAA-SwD the scale variance is simply that of the raw scores. For homogenous subgroups with small variance the individual item variance is likely reduced, given the high probability of all individuals in the subgroup responding similarly to each of the items. There are three cases in the WAA-SwD 2009–10 administration which resulted in negative reliability coefficients, and each will be discussed in turn here. The calculation of coefficient alpha for reading grade 8, for students indicated with a Specific Learning Disability, returned a negative value of -0.51. Upon exploration of the data, it was found that of the 29 students in this subgroup, all scored within four points of a perfect score, rendering the statistic ineffectual. For mathematics grade 7, for students indicated with a Specific Learning Disability, the reliability coefficient returned a negative value of -0.29. Upon examination of the data, it was found that of the 37 students in this subgroup, all scored within six points of a perfect score, rendering the reliability coefficient ineffectual. The calculation of coefficient alpha for science grade 10, for students indicated with an Emotional Behavioral Disability, returned a negative value of -0.08. Upon exploration of the data, it was found that of the 20 students in this subgroup, all scored within four points of a perfect score, rendering the statistic ineffectual.

There are a number of factors that influence reliability coefficients, including group variation, time limits, and test length. When the individuals participating in an assessment are diverse, the reliability estimates increase, while a more homogeneous group will produce lower reliability estimates (Crocker & Algina, 1986). Given the diverse population of students who participate in the WAA-SwD it is likely that the total group reliability estimates will be quite high. Time limits impact test reliability to the extent that there are effects on true score variance given the speed with which students complete the assessment, and reliability estimates can be artificially increased with speeded assessments (Crocker & Algina, 1986). When the speed with which a test-taker completes the assessment is not relevant to the skills being measured, it is critical that the assessment's time limits allow most, if not all, students to complete the assessment (Crocker & Algina, 1986). The WAA-SwD is untimed, as the rate of response is not a skill that is being assessed; rather it is the students' knowledge of the content that is relevant to the assessment. As such, the untimed administration allows for a more appropriate estimation of

reliability. Finally, test length is also an important factor in reliability estimation. A longer test, one with more items, is likely to have a higher reliability coefficient than a similar assessment with fewer items (Crocker & Algina, 1986). The operational test length for the WAA-SwD produces reliability coefficient estimates aligned with the recommended guidelines, and, as a result, test length is likely to remain fixed for the near future.

The notable exceptions to the high reliability values are those mentioned above, along with a few others in Tables 4–6 for students with either an Emotional Behavioral Disability or a Specific Learning Disability. Across all grade levels, the reliability values for these subgroups are generally lower than for all other subgroups.

At the total group level, summarized in Table 26, the reliabilities are quite high. Ranges are from 0.94 to 0.96 for reading, from 0.93 to 0.96 for mathematics, and within 0.97 for science. These ranges are indicative of the high reliability of the WAA-SwD assessments. It is likely that the amount of variance (for the total group there are students at every score point for each grade level and content area) and relatively flat distributions contribute to the very high reliabilities. (See Tables 27–29 and Figures 18–20 for frequency distributions of scores.)

At the subgroup level the ranges were also quite high in general. Across all content areas and grade levels for the gender, ethnicity, English language proficiency, and socio-economic status subgroups (illustrated in Tables 1–3) the reliability values were generally above 0.90. The lowest observed reliability value among these groups was for reading grade 10 Not English Language Proficient, where the reliability was 0.85, still within the acceptable range.

An examination of the primary disability subgroups, in Tables 4–6, generally illustrates acceptable reliability values. The values to note are for the Specific Learning Disability subgroup, where most values are quite low and were found to be related to the high scores achieved by this subgroup of students. When examining the values for all other primary disability subgroups, it was found that for reading all but eleven values were greater than 0.80, and there were just three values between 0.80 and 0.89. The vast majority of values were greater than 0.90 (more than forty). The eleven values lower than 0.80 were for subgroups where the mean scores were greater than 25, where the total possible score was 30 or 31, indicating that the low reliability values are likely due to the very high performance level and homogenous scores of these groups. For mathematics, all but ten values were greater than 0.80, with just five values between 0.80 and 0.89. The majority of values were greater than 0.90 (more than forty). The ten values lower than 0.80 were for subgroups where the mean scores were greater than 28, where the total possible score was 34, again indicating that the low reliability values are likely due to the very high performance level and homogenous scores of these groups. Finally, for science, eighteen values were greater than 0.80, with just six values less than 0.80. The six values lower than 0.80 were for subgroups where the mean scores were greater than 35 and the total possible score was either 37 or 39 points.

It is also important to ensure that the reliability coefficients are similar for subgroups of students using additional accommodations. For those students requiring no additional accommodations, the reliability values were above 0.92 across all content areas and grade levels. For those students requiring additional accommodations, the reliability values across grades and content areas were all above 0.80, with three exceptions. In mathematics grade 10, there were eighteen students who had the test questions and content signed to them. The reliability value for this group was 0.78, which is just lower than generally considered acceptable. However, this is a small sample. In science grade 10, there were two groups with reliability values lower than 0.80. There were ten students who used translation. The reliability value for this group was 0.26; the mean score for the group was 33.90 points out of 39 possible. It is likely that the low reliability

value is an artifact of the high achievement and homogenous scores of this small sample. In science grade 10, there were seventeen students who had the test questions and content signed to them. The reliability value for this group was 0.76, which is just lower than generally considered acceptable. However, this is a small sample with a high mean score, 32.35 points out of 39 possible. It is again likely that the low reliability value is an artifact of the high achievement and homogenous scores of this small sample.

The second measure of reliability for the WAA-SwD is the standard error of measurement (SEM). This measure of reliability is a direct estimate of the degree of measurement error in a student's total score on a test. It represents the number of score points about which a given score can vary, similar to the standard deviation of a score: the smaller the SEM, the smaller the variability, and the higher the reliability. The SEMs are computed with the following formula:

$$SEM = SD_TS(\sqrt{1 - \hat{\alpha}})$$

where SD_TS is the standard deviation of the total score and $\hat{\alpha}$ is Cronbach's α (see above). The SEMs represent the total standard error of measurement in the raw score metric across all items in a given form. The SEMs for each form for the total group and all subgroups are given in Tables 1–9 and are summarized at the total group level in Table 26. At the total group level the SEM values range from 1.89 (grade 6) to 2.07 (grade 3) with 30 or 31 total possible points for reading; from 2.13 (grade 6) to 2.42 (grade 10) with 34 total possible points for mathematics; and from 1.90 (grade 4) to 2.08 (grade 10) with 37 or 39 total possible points for science.

An examination of SEM values by content area across all subgroups yielded findings that were very similar to the total group. For reading, an examination of Tables 1, 4, and 7 illustrated that the largest SEM value of 2.42 was for the accommodation of Used Objects or Manipulatives in grade 8. For mathematics, an examination of Tables 2, 5, and 8 illustrated that the largest SEM value of 2.69 was for grade 4 students with the accommodation of Signed Test Questions and Content to Student. For science, an examination of Tables 3, 6, and 9 illustrated that the largest SEM value of 2.69 was for students with the accommodation of Used Objects or Manipulatives in grade 8. These SEM values are within acceptable ranges for assessments with this number of items and total score points with individual items contributing one or two points, in general.

Classification consistency and accuracy are additional measures of reliability. Reliability coefficients, such as Cronbach's alpha, are used to check for the internal consistency within a single test. Test-retest reliability requires two administrations of the same test which requires another test as an external reference. When retesting students is not feasible, classification consistency is a viable and often utilized alternative. Consistency in the classification sense represents how well two forms of an assessment with equal difficulty agree (Livingston & Lewis, 1995). It is estimated using actual response data and total test reliability from an administered form of an assessment, from which two parallel forms of the assessment are statistically modeled and classifications compared.

Table 40 shows classification consistency and classification accuracy indices based on the Livingston and Lewis (1995) methodology⁶. Note that the values of all indices depend on several factors, such as the reliability of the test form, the distribution of scores, the number of

⁶ The Livingston Lewis classification consistency analysis shows different results for the current year as compared with prior years. In prior years, a fixed estimated reliability coefficient of 0.90 was input, which resulted in underestimates of classification consistency. This year, and in subsequent years, the calculated test reliability coefficient serves as input, providing more appropriate estimates of classification consistency.

cut scores, and the location of each cut score. The probability of a correct classification (PC) is the probability that the classification the student received is consistent with the classification the student would have received on a parallel form. This is similar to the exact agreement rate in inter-rater reliability, and the expectation is that the probability would be high. The average PC is 0.72 across all grades and content areas and ranges from 0.63 (grade 5 reading) to 0.85 (grade 10 science). Probability of misclassification (PM) is $1 - PC$.

The probability of a correct classification by chance (Chance) is the probability that the classification is correct and is due to chance alone. The probability of Chance is estimated under a complete random assignment procedure using the marginal distribution of each form. The Chance probability is expected to be low. Average Chance across all grades and content areas is 0.32 and ranges from 0.26 (grade 10 mathematics) to 0.46 (grade 10 science). Within the context of the 2008–09 WAA-SwD forms, the average Chance value was 0.31 and ranged from 0.27 to 0.39. Within the context of the 2007–08 WAA-SwD forms, the average Chance value was 0.30 and ranged from 0.26 to 0.35.

Cohen's kappa (κ) provides the same type of reliability or agreement statistic as described previously, representing the agreement of the classifications between the two parallel forms with the consideration of the probability of a correct classification by chance, $(PC - \text{Chance}) / (1 - \text{Chance})$. In general, the value of kappa is lower than the value of PC because the probability of a correct classification by chance is larger than zero. This is true of the WAA-SwD data in Table 40. Average kappa is 0.59 and ranges from 0.46 (grade 4 reading) to 0.73 (grade 10 science). Within the context of the 2008–09 WAA-SwD forms, the average kappa value was 0.43 and ranged from 0.38 to 0.49. Within the context of the 2007–08 WAA-SwD forms, the average kappa value was also 0.43 and ranged from 0.34 to 0.51.

Consistency and accuracy are important to consider in concert. The probability of accuracy (PA) represents the agreement between the observed classification based on the actual test form and true classification given the modeled forms. The average PA is 0.80, and ranges from 0.71 (grade 5 reading) to 0.90 (grade 10 science). Finally, Table 40 provides the probability of false positives (FP) and false negatives (FN) as measures of error in the data table, and these are low as expected.

Critical Elements 5.1–5.6, 6.1

Validity

Validity is another central concept within assessment. The *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 1999) defines validity as “the degree to which evidence and theory support the interpretations of test scores entailed by proposed uses of tests. Validity is, therefore, the most fundamental consideration in developing and evaluating tests” (p. 9). The purpose of test score validation is not to validate the test itself, but to validate interpretations of the test scores for particular purposes or uses. Test score validation is not a quantifiable property but an ongoing process, beginning at initial conceptualization and continuing throughout the entire assessment process. Every aspect of an assessment provides evidence in support of (or a challenge to) its validity, including design, content specifications, item development, psychometric quality, and inferences made from the results.

Test validation requires gathering evidence from many sources to evaluate the soundness of the desired score interpretation or use. This evidence is acquired from studies of the procedures surrounding the targeted student group; the history of the content standards and their development; the development of the test (procedural validity); the content of the test (content validity); and from studies involving scores produced by the test. Additional evidence, such as evidence based on procedures and processes in the development and scoring of the

assessment, alignment of the assessment items to the standards, and relationships to other variables, are sources of validity evidence.

The purpose of the assessment, described in the Overview of this document, is not only to meet accountability requirements but also to provide students, parents, teachers, and schools information on how students are progressing in relation to the Wisconsin Model Academic Standards and the Wisconsin Extended Grade Band Standards.

Generally, achievement tests are used for student level outcomes, either (1) making predictions about students, or (2) describing students' performance (Mehrens & Lehmann, 1991). In addition, tests are now also used for the purposes of accountability and adequate yearly progress (AYP). As stated by R. L. Linn (2008) "Tests are used as policy tools to hold teachers and school administrators accountable for student learning and as levers to change instruction in the classroom" (p.4). The DPI uses various assessment data in reporting AYP and in various programmatic and policy level decisions. Specific to student level outcomes the WAA-SwD documents student performance in the areas of reading, mathematics, and science as defined by the standards. To ensure that test scores allow interpretations appropriate for this purpose, the content of the test must be carefully matched to the specified standards. The *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 1999) state:

Important validity evidence can be obtained from an analysis of the relationship between a test's content and the construct it is intended to measure. ... Evidence based on test content can include logical or empirical analyses of the adequacy with which the test content represents the content domain and of the relevance of the content domain to the proposed interpretation of test scores. Evidence based on content can also come from expert judgments of the relationship between parts of the test and the construct (p.11).

In regards to content validity evidence, logical analyses of test content indicate the degree to which the content of a test covers the domain of content the test is intended to measure. In the case of the WAA-SwD, the content was defined by test blueprints that described the skills that must be measured to assess the content standards. The test development process required specific attention to content representation and the balance within each test form. In addition, several item review committees contributed to the item review and approval process, ensuring the items assessed the content standards and were mapped accordingly. The Test Development section of this report contains more information specific to these reviews. The reviews also helped to ensure fair and unbiased items so that items functioned similarly for members of different ethnic, gender, and disability groups.

In addition, the WAA-SwD reading, mathematics, and science content areas have each gone through an alignment study under the direction of Dr. Norman Webb. As a result of the study, the first goal was to focus on improving alignment and categorical concurrence. As such, new items were developed to be field tested to fill alignment gaps, and some operational items from the 2007–08 and 2008–09 forms were removed from the 2009–10 administration to address alignment. The DPI will continue to work in the upcoming years on developing items to address alignment and to build a strong alternate assessment aligned to the extended grade band standards.

The internal structure of the test also provides evidence of validity. For example, high internal consistency, like that described by the coefficients in the Analyses and Results and Reliability sections of this document, constitutes evidence of validity. This is because high reliability coefficients imply that the test questions are measuring the same domain of skill and are

reliable and consistent. However, it is important to note the caveats previously indicated in regard to the reasons that the coefficients may be as high as they are for the WAA-SwD.

The validity of an assessment is also evidenced by establishing that the population of students for which the assessment is designed is well targeted and that those students participate in the assessment. The WAA-SwD is given to students with significant disabilities if the local IEP team determines that the students are unable to participate in the WKCE even with accommodations. Given the high-stakes nature of the WAA-SwD and the requirements of NCLB and peer review evidence, as well as the need for eligibility criteria data, it is important to note the WAA-SwD participants and the data on their performance. The number of students in various subgroups who participated, along with each group's summary statistics are presented in Tables 1–3 (specific to gender, ethnicity, English language proficiency, and socio-economic status), Tables 4–6 (specific to primary disabilities reported), and Tables 7–9 (specific to accommodations provided in order for students to access the WAA-SwD assessment).

It is also important to demonstrate through student performance that students are able to demonstrate a range of performances commensurate with the expectation of the targeted population. Total raw score results for each grade and content area for the total groups are found in Table 26 and raw score frequency distributions by grade and content area are found in Tables 27–29 and Figures 18–20. The tables and figures illustrate that for the total group, approximately the same percentage of students across content areas and grade levels receive the minimum score, ranging from 3.78% (grade 4 mathematics) to 8.38% (grade 6 mathematics). There is more spread in the percentage of students receiving the maximum score, ranging from 0.83% (grade 10 mathematics) to 11.37% (grade 4 science). Data by standard are found in Tables 23–25. In general, mean p -values by standard range from 0.49 (grade 3 mathematics Statistics/Probability) to 0.86 (grade 4 reading Evaluates/Extends Text), demonstrating a balance of difficulty across the standards. These data were reviewed and explained in greater detail in the section of this report on Analyses and Results.

An assessment that is valid should be similarly reliable for subgroups of similar sample sizes. Therefore, in addition to the total group data, subgroup total test performance and the associated test reliabilities and standard errors must also be reported. Table 26 summarizes the reliability and SEM values at the total group level. Reliability ranges are from 0.94 to 0.96 for reading, from 0.93 to 0.96 for mathematics, and within 0.97 for science. The SEM values range from 1.89 (grade 6) to 2.07 (grade 3) with 30 or 31 total possible points for reading; from 2.13 (grade 6) to 2.42 (grade 10) with 34 total possible points for mathematics; and from 1.90 (grade 4) to 2.08 (grade 10) with 37 or 39 total possible points for science. Specific details on test reliability and standard errors are further described in the Reliability section of this document.

Longitudinal Data

As an assessment is used over time, it is critical to be able to compare results across multiple years. The 2007–08 administration of the WAA-SwD was the first administration of the assessment within the current design and framework, as such it was not appropriate to compare results to prior assessment years⁷. In the 2009–10 administration, it became possible to compare results from the current administration to the two prior administrations in 2007–08 and 2008–09. It is important to be cautious about making longitudinal inferences with any assessment that is not equated, as is the case with the WAA-SwD. However, it is equally

⁷ Full details regarding the 2007-08 administration of the WAA-SwD assessment can be found in the *2007-08 Wisconsin Alternate Assessment for Students with Disabilities Technical Report*, available from the DPI.

important to be able to compare assessment results over time. As such, those forms with changes to items are noted in the relevant tables as being altered, such that appropriate caution is used in comparing results across the three administration years. It is important to note that since the initial administration, there were changes to all forms in reading and mathematics and grades 8 and 10 in science. From 2007–08 to 2008–09, there were changes to all grade levels in reading, two of the forms in mathematics (grades 6 and 8), and one of the forms in science (grade 10). From 2008–09 to 2009–10, there were changes to all grade levels in reading, all of the forms in mathematics with the exception of grade 6, and one of the forms in science (grade 8). More detailed information regarding these changes was provided previously in the sections on Test Design and Test Development.

Figures 25–27 illustrate the number of students participating in the WAA-SwD assessment for reading, mathematics, and science, respectively. It is seen in reading, Figure 25, the participation values decreased across all grade levels from the 2007–08 administration to the 2008–09 administration, with the exception of grade 10 which had a slight increase in the number of students participating. From 2008–09 to 2009–10 the number of students participating increased at grades 4, 5, 7, and 10, while decreases were observed at grades 3, 6, and 8. Figure 26 illustrates that for mathematics the number of students participating increased from the 2007–08 to the 2008–09 administration at grades 3, 4, and 10, while the numbers decreased at grades 5, 6, 7, and 8. From 2008–09 to 2009–10 the number of students participating increased at grades 4, 5, 7, and 10, while decreases were observed at grades 3, 6, and 8. Figure 27 illustrates that for science the number of participating students increased at all assessed grade levels from the 2007–08 to the 2008–09 administrations, while from 2008–09 to 2009–10 there were increases in the number of students at grades 4 and 10, with a small decrease at grade 8.

Means and standard deviations at the total group level by grade are illustrated in Table 41 for the 2007–08, 2008–09, and 2009–10 WAA-SwD administrations. The difference column is calculated as the more recent administration minus the prior administration, where negative values indicate a decrease in the value from the prior to the more recent administration and positive values indicate an increase from the prior to the more recent administration. It is seen that mean differences from the first two administrations were generally quite small, ranging from 0.04 (grade 7 mathematics) to 1.30 (grade 10 science); the differences between 2008–09 and 2009–10 are again quite small, ranging from 0.09 (grade 10 science) to 0.99 (grade 8 reading). Given that the assessment is based on items worth one or two points, with the exception of the single grade 10 science item, these differences are minor. The mean differences are also illustrated graphically in Figures 28–30.

It is important to know that the population of students remains stable over time in order to ensure that the assessment continues to be appropriately written and targeted. Tables 42–44 illustrate the population of students participating in the WAA-SwD assessment by content area in each administration as well as indicate any differences in the population between the administrations. The percentages of the WAA-SwD population based upon reported gender, ethnicity, and primary disability are compared. It is important to note that a change was observed in the primary disability categorization for the 2008–09 assessment year, such that fewer students were missing this information as compared to 2007–08. Changes in these percentages should be viewed with caution, as it is believed that the 2008–09 data and beyond are more accurate and more appropriately reflect the WAA-SwD student population.

For gender, the smallest difference in the assessed population from the 2007–08 WAA-SwD assessment to the 2008–09 WAA-SwD assessment was -0.04% in science grade 8 for female students, while the largest difference is 4.18% in reading grade 4 for female students.

From 2008–09 to 2009–10 the smallest gender difference is ± 0.21 in mathematics grade 7 for male and female students, while the largest difference is ± 4.23 in reading grade 4 for male and female students.

In examining the population differences relative to ethnicity, the smallest difference between 2007–08 and 2008–09 was for American Indian/Alaska Native students in science grade 10 with just a 0.11% difference across administration years, while the largest difference was observed for White (not of Hispanic origin) students in science grade 8 with a 5.78% difference. The ethnicity differences from 2008–09 to 2009–10 illustrate that the smallest difference of a zero percent change occurs for Asian/Pacific Islander students in reading and mathematics grade 10 and for Hispanic students in reading grade 10, while the largest difference is for White (not of Hispanic origin) students in reading grade 5 with a 3.58% difference.

On the basis of population differences for the primary disability reported, it was found that the differences were more extreme for 2007–08 and 2008–09; again this was due to some changes in the data reporting across the two administration years. Figures 31–33 illustrate the percentage of participating students based upon primary disability classification for all three administrations. For those classifications with data in both years being compared (meaning that the percentage of students must have been greater than zero in both administrations), from 2007–08 to 2008–09 there was as little as zero change for students with a primary disability of an Orthopedic Impairment in grade 10 mathematics, to as much as a 24.52% change for students with a Cognitive Disability in grade 3 reading. When examining the data from 2008–09 to 2009–10 it can be seen that the smallest change (of no change) was for students with a primary disability of Speech or Language Impairment in grade 10 for all content areas, while the largest change was for students with a primary disability of Autism in grade 4 reading with a change of 3.82%.

Over time it would be expected that there would be only minimal differences in test statistics such as p -values (item difficulty) and point biserial correlations (item test correlation) assuming that the test population remains stable. Given the reporting and use of raw score results without equating, the assumption of relative population invariance becomes critical in the examination of student performance over time. There were some WAA-SwD items that were revised, while others were removed and replaced across the three administrations. In order to indicate this, while still providing longitudinal comparisons, Tables 45 and 46 have asterisks next to the grade levels where items were changed between the administrations. This is done to caution the reader regarding longitudinal interpretations for these modified forms.

The p -values for the 2007–08, 2008–09, and 2009–10 administrations and their difference are listed in Table 45. From 2007–08 to 2008–09, the mean p -values remained quite stable across administrations, with mathematics grade 7 illustrating a difference of 0.00, and the maximum difference in mean p -values occurring in reading at grade 6 with a -0.05 difference. From 2008–09 to 2009–10, the mean p -values again remained quite stable, with science grade 10 illustrating a difference of 0.00, and the maximum difference in mean p -values occurring in reading at grade 8 with a difference of 0.04. Equally, the range of p -values remained stable across the three administrations. The highest observed p -value in 2007–08 was 0.90 in reading grade 4, in 2008–09 was 0.89 in reading grade 10, and in 2009–10 the highest observed p -value was 0.91 in reading grade 4. From 2007–08 to 2008–09, the greatest difference within a grade level occurred for reading grade 5, where the highest p -value decreased from 0.90 to 0.86 across administrations. From 2008–09 to 2009–10, the greatest difference within a grade level occurred for mathematics grade 8, where the p -value increased from 0.81 to 0.86 across administrations. The lowest observed p -value in 2007–08 was 0.19 in

mathematics grade 10, while in 2008–09 it was 0.33 in mathematics grade 10, and in 2009–10 the lowest observed p -value was 0.32 in mathematics grade 8.

Table 46 lists the point biserial values for the 2007–08, 2008–09, and 2009–10 administrations and provides the results of the differences across the administration years. From 2007–08 to 2008–09, the mean point biserials remained quite stable across administrations with reading grade 5 illustrating a difference of 0.00, and the largest difference of -0.05 was observed for reading grade 3. From 2008–09 to 2009–10, the mean point biserials again remained quite stable with reading grade 8 illustrating a difference of 0.00, and the maximum difference in mean point biserials occurring in reading at grade 5 with a difference of -0.04. Equally the range of point biserial values remained quite stable across the three administrations. The highest observed point biserial in the 2007–08 administration was 0.87 in reading grade 5, in 2008–09 it was 0.84 in reading grade 6, and in 2009–10 the highest observed point biserial was 0.83 in reading grade 6. The lowest observed point biserial in 2007–08 was 0.17 in mathematics grade 8, in 2008–09 it was 0.24 in mathematics grade 10, and in 2009–10 the lowest observed point biserial was 0.19 in mathematics grade 8.

Another important trait to examine over time is the impact data, or the percentage of students in each performance level. The impact data for 2007–08, 2008–09, and 2009–10, as well as the differences, are presented in Tables 47–49 by content area. In reading, the greatest difference from 2007–08 to 2008–09 was observed at grade 4, where there was a 13% reduction in the percentage of students classified as *WAA-SwD Advanced*. In 2008–09 and 2009–10, the greatest difference for reading is observed at grade 8, where there was a 6% increase in the percentage of students classified as *WAA-SwD Advanced*. In mathematics from 2007–08 to 2008–09, the greatest difference in the impact data was that approximately 4% fewer grade 3 students were classified as *WAA-SwD Minimal Performance*. While from 2008–09 to 2009–10 for mathematics, the greatest difference is observed at grade 10 where there was a 6% decrease in the percentage of students classified as *WAA-SwD Advanced*. Finally in science, the greatest difference in the impact data from 2007–08 to 2008–09 was that in 2008–09 approximately 7% more students were classified as *WAA-SwD Advanced* in grade 8 as compared to the 2007–08 administration. In 2008–09 and 2009–10, the greatest difference in science is observed at grade 8 where there was nearly a 4% increase in the percentage of students classified as *WAA-SwD Proficient*.

Summary Recommendations

Results and key findings of the Fall 2009 WAA-SwD test administration are presented throughout the body of this report. Some issues of a technical nature that may warrant further attention in subsequent administrations are presented below.

- 1) During the initial development of the WAA-SwD, items were developed according to a number of criteria. These criteria included content, extended depth of knowledge, proficiency level, and read by status (reading only). These criteria were used to establish the target blueprints for the exam. Most of these targets were successfully met prior to the first administration of the exam. However, there are instances where test blueprints have not been fully met. It is recommended that additional items be developed so that complete alignment with the target blueprint becomes a reality.
- 2) Once a sufficient number of items exist so that target blueprints can be met at all grade levels and subject areas, the DPI should consider revisiting the cut scores that were established in 2008 and take the necessary steps to verify that these cut scores remain

appropriate. Possible methods to consider include conducting a standard setting similar to the method conducted in 2008 or a more limited cut score review.

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Tables 1–49

Table 1
Descriptive Statistics by Gender, Ethnicity, English Language Proficiency, and Socio-Economic Status—Reading

Content	Grade	Variable	Subgroup	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement	
						Mean	SD					
Reading	3		TOTAL	788	100%	20.13	8.61	35	39	0.94	2.07	
			Gender	Female	267	33.88%	19.90	8.87	12	17	0.95	2.06
				Male	520	65.99%	20.27	8.48	23	22	0.94	2.08
				Ethnicity	Asian/Pacific Islander	17	2.16%	17.88	9.14	3	1	0.94
			Black (not of Hispanic Origin)		135	17.13%	20.80	7.81	6	5	0.93	2.12
			Hispanic		83	10.53%	19.75	8.20	2	3	0.93	2.14
			American Indian/Alaska Native		10	1.27%	20.40	8.19	0	0	0.93	2.21
			White (not of Hispanic Origin)		542	68.78%	20.11	8.86	24	30	0.95	2.04
			ELP	English Language Proficient	742	94.16%	20.15	8.67	33	39	0.94	2.07
				Not English Language Proficient	46	5.84%	19.87	7.74	2	0	0.92	2.17
	SES	Economically Disadvantaged	458	58.12%	21.25	8.09	19	16	0.94	2.04		
		Not Economically Disadvantaged	330	41.88%	18.58	9.08	16	23	0.95	2.12		
	4		TOTAL	849	100%	22.43	7.67	80	37	0.94	1.93	
			Gender	Female	281	33.10%	21.12	8.37	17	18	0.94	1.97
				Male	568	66.90%	23.08	7.22	63	19	0.93	1.91
				Ethnicity	Asian/Pacific Islander	34	4.01%	20.62	8.66	1	4	0.95
			Black (not of Hispanic Origin)		144	16.96%	22.96	7.58	12	8	0.94	1.87
			Hispanic		78	9.19%	21.56	7.64	8	3	0.93	2.02
			American Indian/Alaska Native		12	1.41%	23.42	8.64	2	1	0.96	1.66
			White (not of Hispanic Origin)		581	68.43%	22.50	7.62	57	21	0.94	1.93
ELP			English Language Proficient	805	94.82%	22.38	7.75	74	36	0.94	1.93	
			Not English Language Proficient	44	5.18%	23.48	6.03	6	1	0.89	1.95	
SES	Economically Disadvantaged	480	56.54%	22.83	7.33	40	18	0.93	1.92			
	Not Economically Disadvantaged	369	43.46%	21.92	8.07	40	19	0.94	1.94			

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Table 1
Descriptive Statistics by Gender, Ethnicity, English Language Proficiency, and Socio-Economic Status—Reading
(continued)

Content	Grade	Variable	Subgroup	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement		
						Mean	SD						
Reading	5		TOTAL	788	100%	21.21	8.77	62	51	0.95	1.93		
			Gender	Female	280	35.53%	20.43	9.58	22	30	0.96	1.89	
				Male	508	64.47%	21.64	8.27	40	21	0.94	1.95	
				Ethnicity	Asian/Pacific Islander	22	2.79%	19.95	9.18	1	1	0.95	2.01
			Black (not of Hispanic Origin)		152	19.29%	22.61	8.70	14	13	0.96	1.77	
			Hispanic		59	7.49%	21.05	8.44	3	2	0.94	2.02	
			American Indian/Alaska Native		7	0.89%	-	-	-	-	-	-	
			White (not of Hispanic Origin)		548	69.54%	20.91	8.79	44	34	0.95	1.96	
			ELP	English Language Proficient	744	94.42%	21.17	8.75	57	49	0.95	1.94	
				Not English Language Proficient	44	5.58%	21.89	9.22	5	2	0.96	1.81	
	SES	Economically Disadvantaged	455	57.74%	22.78	7.88	38	22	0.94	1.85			
		Not Economically Disadvantaged	333	42.26%	19.05	9.46	24	29	0.95	2.03			
	6			TOTAL	754	100%	20.69	9.35	54	63	0.96	1.89	
				Gender	Female	263	34.88%	20.13	9.59	19	23	0.96	1.90
					Male	490	64.99%	20.98	9.23	35	40	0.96	1.88
					Ethnicity	Asian/Pacific Islander	27	3.58%	16.59	10.15	1	3	0.96
				Black (not of Hispanic Origin)		154	20.42%	21.59	8.78	9	12	0.95	1.87
				Hispanic		54	7.16%	21.89	8.74	5	4	0.96	1.82
				American Indian/Alaska Native		17	2.26%	18.65	9.84	0	2	0.96	2.01
				White (not of Hispanic Origin)		501	66.45%	20.56	9.49	39	42	0.96	1.89
ELP				English Language Proficient	717	95.09%	20.56	9.46	51	63	0.96	1.89	
				Not English Language Proficient	37	4.91%	23.24	6.60	3	0	0.91	1.94	
SES	Economically Disadvantaged	414	54.91%	22.13	8.70	39	29	0.96	1.82				
	Not Economically Disadvantaged	340	45.09%	18.94	9.83	15	34	0.96	1.98				

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Table 1
Descriptive Statistics by Gender, Ethnicity, English Language Proficiency, and Socio-Economic Status—Reading
(continued)

Content	Grade	Variable	Subgroup	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement		
						Mean	SD						
Reading	7		TOTAL	792	100%	21.33	9.12	52	54	0.95	1.98		
			Gender	Female	302	38.13%	21.73	8.93	25	21	0.95	1.96	
				Male	490	61.87%	21.09	9.23	27	33	0.95	1.99	
				Ethnicity	Asian/Pacific Islander	32	4.04%	19.88	8.54	0	2	0.94	2.11
			Black (not of Hispanic Origin)		128	16.16%	22.15	8.62	11	10	0.95	2.00	
			Hispanic		64	8.08%	20.78	8.36	2	3	0.94	2.09	
			American Indian/Alaska Native		12	1.52%	22.25	7.55	0	0	0.92	2.16	
			White (not of Hispanic Origin)		556	70.20%	21.28	9.38	39	39	0.96	1.95	
			ELP	English Language Proficient	748	94.44%	21.38	9.24	52	53	0.95	1.96	
				Not English Language Proficient	44	5.56%	20.59	6.77	0	1	0.90	2.19	
			SES	Economically Disadvantaged	432	54.55%	22.56	8.43	28	23	0.95	1.94	
				Not Economically Disadvantaged	360	45.46%	19.86	9.69	24	31	0.96	2.03	
	8			TOTAL	793	100%	20.99	9.00	59	60	0.96	1.90	
				Gender	Female	304	38.34%	20.92	9.50	22	31	0.96	1.83
					Male	489	61.67%	21.03	8.69	37	29	0.95	1.94
				Ethnicity	Asian/Pacific Islander	27	3.41%	22.07	7.70	1	1	0.94	1.92
					Black (not of Hispanic Origin)	138	17.40%	22.17	8.32	14	7	0.95	1.89
					Hispanic	55	6.94%	21.85	8.39	2	3	0.95	1.84
American Indian/Alaska Native					7	0.88%	-	-	-	-	-	-	
White (not of Hispanic Origin)					566	71.38%	20.59	9.24	41	48	0.96	1.90	
ELP				English Language Proficient	750	94.58%	20.91	9.12	57	59	0.96	1.89	
				Not English Language Proficient	43	5.42%	22.30	6.58	2	1	0.91	1.98	
SES				Economically Disadvantaged	417	52.59%	22.59	8.06	39	20	0.95	1.84	
				Not Economically Disadvantaged	376	47.42%	19.21	9.65	20	40	0.96	1.95	

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Table 1
Descriptive Statistics by Gender, Ethnicity, English Language Proficiency, and Socio-Economic Status—Reading
(continued)

Content	Grade	Variable	Subgroup	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement	
						Mean	SD					
Reading	10		TOTAL	839	100%	19.91	8.79	32	60	0.95	2.04	
			Gender	Female	309	36.83%	20.17	8.50	11	20	0.94	2.06
				Male	530	63.17%	19.75	8.96	21	40	0.95	2.03
			Ethnicity	Asian/Pacific Islander	30	3.58%	18.20	9.24	0	3	0.95	2.15
				Black (not of Hispanic Origin)	148	17.64%	17.98	9.40	1	15	0.95	2.08
				Hispanic	61	7.27%	17.30	8.96	0	6	0.94	2.18
				American Indian/Alaska Native	9	1.07%	-	-	-	-	-	-
				White (not of Hispanic Origin)	590	70.32%	20.73	8.51	31	36	0.94	2.01
			ELP	English Language Proficient	805	95.95%	19.89	8.90	32	59	0.95	2.03
				Not English Language Proficient	34	4.05%	20.26	5.97	0	1	0.85	2.30
			SES	Economically Disadvantaged	423	50.42%	20.48	8.57	14	28	0.94	2.01
				Not Economically Disadvantaged	416	49.58%	19.32	8.99	18	32	0.95	2.07

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Table 2
Descriptive Statistics by Gender, Ethnicity, English Language Proficiency, and Socio-Economic Status—
Mathematics

Content	Grade	Variable	Subgroup	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement	
						Mean	SD					
Mathematics	3		TOTAL	785	100%	21.75	9.81	19	55	0.94	2.33	
		Gender	Female	264	33.63%	21.55	9.60	6	21	0.94	2.36	
			Male	520	66.24%	21.88	9.90	13	34	0.95	2.31	
		Ethnicity	Asian/Pacific Islander	17	2.17%	18.41	10.84	2	2	0.95	2.40	
			Black (not of Hispanic Origin)	134	17.07%	22.36	9.50	5	7	0.94	2.28	
			Hispanic	83	10.57%	21.93	9.12	1	5	0.93	2.43	
			American Indian/Alaska Native	10	1.27%	20.20	9.93	0	0	0.94	2.33	
			White (not of Hispanic Origin)	540	68.79%	21.73	9.94	11	41	0.95	2.32	
		ELP	English Language Proficient	739	94.14%	21.75	9.87	18	53	0.94	2.32	
			Not English Language Proficient	46	5.86%	21.74	8.88	1	2	0.92	2.48	
		SES	Economically Disadvantaged	457	58.22%	23.26	9.51	15	26	0.94	2.25	
			Not Economically Disadvantaged	328	41.78%	19.63	9.84	4	29	0.94	2.42	
				TOTAL	847	100%	23.25	9.07	25	32	0.94	2.30
		4	Gender	Female	281	33.18%	21.73	9.76	5	15	0.94	2.32
	Male			566	66.82%	24.01	8.62	20	17	0.93	2.29	
	Ethnicity		Asian/Pacific Islander	34	4.01%	20.18	10.03	0	2	0.94	2.39	
			Black (not of Hispanic Origin)	144	17.00%	24.37	8.87	2	7	0.94	2.24	
			Hispanic	78	9.21%	22.55	8.88	1	1	0.93	2.37	
			American Indian/Alaska Native	12	1.42%	24.75	9.42	0	0	0.95	2.16	
			White (not of Hispanic Origin)	579	68.36%	23.22	9.06	22	22	0.94	2.30	
	ELP		English Language Proficient	803	94.81%	23.14	9.15	24	31	0.94	2.30	
			Not English Language Proficient	44	5.20%	25.20	7.26	1	1	0.90	2.27	
	SES		Economically Disadvantaged	479	56.55%	24.43	8.84	16	16	0.94	2.22	
Not Economically Disadvantaged			368	43.45%	21.71	9.15	9	16	0.93	2.38		

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Table 2
Descriptive Statistics by Gender, Ethnicity, English Language Proficiency, and Socio-Economic Status—
Mathematics (continued)

Content	Grade	Variable	Subgroup	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement		
						Mean	SD						
Mathematics	5		TOTAL	783	100%	22.22	9.90	33	49	0.95	2.25		
			Gender	Female	278	35.50%	21.12	10.42	13	24	0.95	2.25	
				Male	505	64.50%	22.83	9.55	20	25	0.94	2.25	
				Ethnicity	Asian/Pacific Islander	22	2.81%	20.41	9.96	0	2	0.94	2.41
			Black (not of Hispanic Origin)		152	19.41%	23.40	9.88	6	11	0.95	2.15	
			Hispanic		59	7.54%	21.75	9.82	4	4	0.94	2.34	
			American Indian/Alaska Native		7	0.89%	-	-	-	-	-	-	
			White (not of Hispanic Origin)		543	69.35%	22.04	9.90	23	31	0.95	2.26	
			ELP	English Language Proficient	739	94.38%	22.16	9.85	28	44	0.95	2.26	
				Not English Language Proficient	44	5.62%	23.32	10.77	5	5	0.96	2.06	
	SES	Economically Disadvantaged	454	57.98%	24.10	9.17	24	22	0.94	2.16			
		Not Economically Disadvantaged	329	42.02%	19.64	10.29	9	27	0.95	2.35			
	6			TOTAL	752	100%	21.95	10.52	30	63	0.96	2.13	
				Gender	Female	263	34.97%	21.05	10.73	7	22	0.96	2.14
					Male	488	64.89%	22.43	10.39	23	41	0.96	2.13
					Ethnicity	Asian/Pacific Islander	27	3.59%	17.70	10.52	0	3	0.95
				Black (not of Hispanic Origin)		154	20.48%	23.13	9.74	7	11	0.95	2.15
				Hispanic		53	7.05%	23.06	10.09	3	5	0.96	2.10
				American Indian/Alaska Native		17	2.26%	18.71	10.44	0	2	0.95	2.30
				White (not of Hispanic Origin)		500	66.49%	21.81	10.75	20	42	0.96	2.12
ELP				English Language Proficient	716	95.21%	21.78	10.65	28	63	0.96	2.13	
				Not English Language Proficient	36	4.79%	25.39	6.49	2	0	0.89	2.17	
SES	Economically Disadvantaged	414	55.05%	23.78	9.82	21	29	0.96	2.07				
	Not Economically Disadvantaged	338	44.95%	19.72	10.92	9	34	0.96	2.20				

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Table 2
Descriptive Statistics by Gender, Ethnicity, English Language Proficiency, and Socio-Economic Status—
Mathematics (continued)

Content	Grade	Variable	Subgroup	Sample		Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement	
				Size	%	Mean	SD					
Mathematics	7		TOTAL	790	100%	22.40	10.36	23	58	0.96	2.18	
			Gender	Female	302	38.23%	22.37	10.19	11	22	0.95	2.20
				Male	488	61.77%	22.42	10.47	12	36	0.96	2.17
			Ethnicity	Asian/Pacific Islander	32	4.05%	21.56	9.83	0	2	0.95	2.28
				Black (not of Hispanic Origin)	128	16.20%	22.50	9.81	2	10	0.95	2.24
				Hispanic	64	8.10%	22.78	10.10	2	4	0.95	2.20
				American Indian/Alaska Native	12	1.52%	24.92	8.66	0	0	0.93	2.24
				White (not of Hispanic Origin)	554	70.13%	22.32	10.60	19	42	0.96	2.16
			ELP	English Language Proficient	746	94.43%	22.36	10.45	23	56	0.96	2.18
				Not English Language Proficient	44	5.57%	23.02	8.81	0	2	0.93	2.27
	SES	Economically Disadvantaged	430	54.43%	24.06	9.62	16	24	0.95	2.12		
		Not Economically Disadvantaged	360	45.57%	20.41	10.86	7	34	0.96	2.25		
	8		TOTAL	790	100%	21.27	10.17	16	66	0.95	2.27	
			Gender	Female	302	38.23%	21.16	10.34	9	33	0.95	2.24
				Male	488	61.77%	21.34	10.06	7	33	0.95	2.29
			Ethnicity	Asian/Pacific Islander	26	3.29%	22.92	9.20	1	2	0.94	2.27
				Black (not of Hispanic Origin)	138	17.47%	22.01	9.49	1	10	0.94	2.28
				Hispanic	55	6.96%	22.65	9.72	2	4	0.95	2.24
				American Indian/Alaska Native	7	0.89%	-	-	-	-	-	-
				White (not of Hispanic Origin)	564	71.39%	20.91	10.38	12	49	0.95	2.27
ELP			English Language Proficient	748	94.68%	21.18	10.26	13	65	0.95	2.27	
			Not English Language Proficient	42	5.32%	22.88	8.21	3	1	0.92	2.31	
SES	Economically Disadvantaged	415	52.53%	22.96	9.37	9	26	0.94	2.23			
	Not Economically Disadvantaged	375	47.47%	19.41	10.69	7	40	0.95	2.30			

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Table 2
Descriptive Statistics by Gender, Ethnicity, English Language Proficiency, and Socio-Economic Status—
Mathematics (continued)

Content	Grade	Variable	Subgroup	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement	
						Mean	SD					
Mathematics	10		TOTAL	839	100%	18.85	9.13	7	69	0.93	2.42	
			Gender	Female	309	36.83%	18.45	8.62	2	23	0.92	2.46
				Male	530	63.17%	19.08	9.42	5	46	0.94	2.40
			Ethnicity	Asian/Pacific Islander	30	3.58%	17.00	9.76	0	3	0.94	2.45
				Black (not of Hispanic Origin)	149	17.76%	16.94	9.18	1	19	0.93	2.45
				Hispanic	62	7.39%	16.63	8.97	0	6	0.92	2.48
				American Indian/Alaska Native	9	1.07%	-	-	-	-	-	-
			White (not of Hispanic Origin)	588	70.08%	19.67	8.99	6	40	0.93	2.41	
				ELP	English Language Proficient	804	95.83%	18.78	9.19	7	68	0.93
			Not English Language Proficient	35	4.17%	20.49	7.54	0	1	0.88	2.56	
			SES	Economically Disadvantaged	422	50.30%	19.82	8.91	4	31	0.93	2.40
				Not Economically Disadvantaged	417	49.70%	17.87	9.26	3	38	0.93	2.44

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Table 3
Descriptive Statistics by Gender, Ethnicity, English Language Proficiency, and Socio-Economic Status—Science

Content	Grade	Variable	Subgroup	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement	
						Mean	SD					
Science	4		TOTAL	844	100%	28.33	10.24	96	38	0.97	1.90	
			Gender	Female	281	33.29%	26.67	11.31	26	20	0.97	1.95
				Male	563	66.71%	29.15	9.57	70	18	0.96	1.88
				Ethnicity	Asian/Pacific Islander	34	4.03%	24.85	11.66	1	4	0.97
			Black (not of Hispanic Origin)		143	16.94%	29.30	10.35	17	8	0.97	1.73
			Hispanic		78	9.24%	27.77	9.94	11	1	0.96	2.04
			American Indian/Alaska Native		12	1.42%	29.83	10.71	2	1	0.98	1.65
			White (not of Hispanic Origin)		577	68.37%	28.33	10.14	65	24	0.96	1.92
			ELP	English Language Proficient	800	94.79%	28.23	10.36	90	37	0.97	1.90
				Not English Language Proficient	44	5.21%	30.16	7.63	6	1	0.93	1.96
	SES	Economically Disadvantaged	477	56.52%	29.25	9.85	66	17	0.97	1.83		
		Not Economically Disadvantaged	367	43.48%	27.13	10.62	30	21	0.96	2.00		
	8		TOTAL	789	100%	29.28	11.52	71	63	0.97	2.00	
			Gender	Female	301	38.15%	29.06	12.25	21	31	0.98	1.93
				Male	488	61.85%	29.41	11.07	50	32	0.97	2.03
				Ethnicity	Asian/Pacific Islander	26	3.30%	30.42	10.58	5	2	0.96
			Black (not of Hispanic Origin)		138	17.49%	30.38	10.49	9	10	0.96	1.98
			Hispanic		55	6.97%	30.40	10.87	5	4	0.97	2.00
			American Indian/Alaska Native		7	0.89%	-	-	-	-	-	-
			White (not of Hispanic Origin)		563	71.36%	28.88	11.83	51	46	0.97	2.00
ELP			English Language Proficient	747	94.68%	29.10	11.69	65	62	0.97	1.99	
			Not English Language Proficient	42	5.32%	32.43	7.45	6	1	0.92	2.05	
SES	Economically Disadvantaged	414	52.47%	31.29	10.05	48	25	0.96	1.91			
	Not Economically Disadvantaged	375	47.53%	27.06	12.60	23	38	0.97	2.09			

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Table 3
Descriptive Statistics by Gender, Ethnicity, English Language Proficiency, and Socio-Economic Status—Science
(continued)

Content	Grade	Variable	Subgroup	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement	
						Mean	SD					
Science	10	TOTAL		834	100%	29.31	11.80	75	62	0.97	2.08	
		Gender	Female		305	36.57%	29.48	11.20	21	21	0.96	2.14
			Male		529	63.43%	29.22	12.14	54	41	0.97	2.05
		Ethnicity	Asian/Pacific Islander		30	3.60%	26.37	13.81	1	3	0.98	2.13
			Black (not of Hispanic Origin)		146	17.51%	27.49	13.20	6	16	0.97	2.11
			Hispanic		61	7.31%	26.44	12.34	1	5	0.96	2.34
			American Indian/Alaska Native		9	1.08%	-	-	-	-	-	-
			White (not of Hispanic Origin)		587	70.38%	30.20	11.17	67	38	0.97	2.05
		ELP	English Language Proficient		800	95.92%	29.25	11.90	75	61	0.97	2.08
			Not English Language Proficient		34	4.08%	30.79	8.99	0	1	0.94	2.18
		SES	Economically Disadvantaged		420	50.36%	30.39	11.37	36	28	0.97	2.00
			Not Economically Disadvantaged		414	49.64%	28.22	12.13	39	34	0.97	2.17

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Table 4
Descriptive Statistics by Disability—Reading

Content	Grade	Primary Disability	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Reading	3	Autism	167	21.19%	18.98	8.65	7	8	0.94	2.14
		Cognitive Disability	341	43.27%	20.28	8.06	7	15	0.93	2.11
		Deaf-Blind	0	0%	-	-	-	-	-	-
		Emotional Behavioral Disability	17	2.16%	25.88	3.52	1	0	0.73	1.82
		Hearing Impairment	3	0.38%	-	-	-	-	-	-
		Specific Learning Disability	32	4.06%	27.44	1.95	5	0	0.43	1.47
		Other Health Impairment	113	14.34%	18.80	9.71	7	9	0.96	2.03
		Orthopedic Impairment	14	1.78%	17.07	8.01	1	1	0.91	2.35
		Speech or Language Impairment	24	3.05%	25.58	4.85	2	0	0.87	1.78
		Traumatic Brain Injury	11	1.40%	17.64	11.71	1	2	0.97	1.86
		Visual Impairment	3	0.38%	-	-	-	-	-	-
		Significant Developmental Delay	0	0%	-	-	-	-	-	-
		Not IDEA Eligible or No Disability	33	4.19%	18.09	10.27	1	2	0.96	2.01
		Not Specified	30	3.81%	20.23	8.96	3	2	0.95	2.06
	4	Autism	184	21.67%	21.67	8.29	18	7	0.94	1.98
		Cognitive Disability	401	47.23%	22.28	7.44	32	20	0.93	1.95
		Deaf-Blind	0	0%	-	-	-	-	-	-
		Emotional Behavioral Disability	27	3.18%	26.37	3.83	5	0	0.82	1.63
		Hearing Impairment	4	0.47%	-	-	-	-	-	-
		Specific Learning Disability	25	2.95%	26.88	2.98	4	0	0.72	1.57
		Other Health Impairment	94	11.07%	22.63	8.31	15	5	0.95	1.84
		Orthopedic Impairment	23	2.71%	20.78	9.00	0	1	0.95	1.92
		Speech or Language Impairment	17	2.00%	25.71	4.36	2	0	0.84	1.73
		Traumatic Brain Injury	6	0.71%	-	-	-	-	-	-
		Visual Impairment	2	0.24%	-	-	-	-	-	-
		Significant Developmental Delay	0	0%	-	-	-	-	-	-
Not IDEA Eligible or No Disability	45	5.30%	22.22	7.77	3	1	0.94	1.97		
Not Specified	21	2.47%	20.10	7.62	0	2	0.92	2.13		

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Table 4
Descriptive Statistics by Disability—Reading (continued)

Content	Grade	Primary Disability	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Reading	5	Autism	132	16.75%	20.58	7.83	9	1	0.93	2.12
		Cognitive Disability	403	51.14%	21.14	8.59	28	28	0.95	1.94
		Deaf-Blind	0	0%	-	-	-	-	-	-
		Emotional Behavioral Disability	13	1.65%	24.85	7.90	1	1	0.96	1.63
		Hearing Impairment	5	0.64%	-	-	-	-	-	-
		Specific Learning Disability	36	4.57%	27.08	3.06	5	0	0.75	1.54
		Other Health Impairment	97	12.31%	21.29	10.02	14	9	0.97	1.77
		Orthopedic Impairment	15	1.90%	17.27	10.83	0	2	0.97	2.00
		Speech or Language Impairment	10	1.27%	26.20	2.49	0	0	0.50	1.76
		Traumatic Brain Injury	3	0.38%	-	-	-	-	-	-
		Visual Impairment	2	0.25%	-	-	-	-	-	-
		Significant Developmental Delay	0	0%	-	-	-	-	-	-
		Not IDEA Eligible or No Disability	43	5.46%	18.86	10.18	1	5	0.97	1.89
	Not Specified	29	3.68%	20.03	10.00	4	4	0.97	1.86	
	6	Autism	122	16.18%	18.23	9.19	7	9	0.95	2.12
		Cognitive Disability	410	54.38%	20.90	9.31	29	34	0.96	1.86
		Deaf-Blind	1	0.13%	-	-	-	-	-	-
		Emotional Behavioral Disability	13	1.72%	26.85	4.51	1	0	0.90	1.45
		Hearing Impairment	3	0.40%	-	-	-	-	-	-
		Specific Learning Disability	32	4.24%	27.94	1.95	5	0	0.54	1.32
		Other Health Impairment	92	12.20%	21.34	9.35	7	9	0.96	1.80
		Orthopedic Impairment	16	2.12%	16.31	10.59	2	3	0.96	2.05
		Speech or Language Impairment	3	0.40%	-	-	-	-	-	-
Traumatic Brain Injury		7	0.93%	-	-	-	-	-	-	
Visual Impairment	1	0.13%	-	-	-	-	-	-		
Significant Developmental Delay	0	0%	-	-	-	-	-	-		
Not IDEA Eligible or No Disability	33	4.38%	20.76	9.47	3	2	0.96	1.94		
Not Specified	21	2.79%	16.24	10.86	0	4	0.97	2.02		

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Table 4
Descriptive Statistics by Disability—Reading (continued)

Content	Grade	Primary Disability	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Reading	7	Autism	129	16.29%	18.10	9.66	3	12	0.95	2.12
		Cognitive Disability	450	56.82%	21.35	8.61	24	28	0.94	2.02
		Deaf-Blind	0	0%	-	-	-	-	-	-
		Emotional Behavioral Disability	15	1.89%	27.60	5.45	4	0	0.93	1.44
		Hearing Impairment	4	0.51%	-	-	-	-	-	-
		Specific Learning Disability	37	4.67%	29.03	1.95	8	0	0.56	1.30
		Other Health Impairment	90	11.36%	22.90	9.77	9	8	0.97	1.75
		Orthopedic Impairment	18	2.27%	21.89	8.33	1	1	0.94	2.05
		Speech or Language Impairment	6	0.76%	-	-	-	-	-	-
		Traumatic Brain Injury	6	0.76%	-	-	-	-	-	-
		Visual Impairment	0	0%	-	-	-	-	-	-
		Significant Developmental Delay	0	0%	-	-	-	-	-	-
		Not IDEA Eligible or No Disability	27	3.41%	16.15	10.60	0	2	0.96	2.02
		Not Specified	10	1.26%	19.00	11.56	2	2	0.97	1.91
	8	Autism	129	16.27%	18.36	9.29	4	13	0.95	2.07
		Cognitive Disability	459	57.88%	20.75	8.90	30	33	0.95	1.92
		Deaf-Blind	0	0%	-	-	-	-	-	-
		Emotional Behavioral Disability	13	1.64%	28.08	2.14	4	0	0.65	1.26
		Hearing Impairment	6	0.76%	-	-	-	-	-	-
		Specific Learning Disability	29	3.66%	28.52	0.99	5	0	-0.51	1.21
		Other Health Impairment	70	8.83%	22.49	9.88	12	8	0.97	1.59
		Orthopedic Impairment	16	2.02%	19.13	10.71	0	3	0.97	1.82
		Speech or Language Impairment	5	0.63%	-	-	-	-	-	-
		Traumatic Brain Injury	2	0.25%	-	-	-	-	-	-
		Visual Impairment	3	0.38%	-	-	-	-	-	-
		Significant Developmental Delay	0	0%	-	-	-	-	-	-
Not IDEA Eligible or No Disability	34	4.29%	22.06	8.47	2	1	0.95	1.92		
Not Specified	27	3.41%	20.85	7.90	1	1	0.93	2.07		

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Table 4
Descriptive Statistics by Disability—Reading (continued)

Content	Grade	Primary Disability	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Reading	10	Autism	134	15.97%	17.39	8.56	2	9	0.93	2.21
		Cognitive Disability	494	58.88%	20.16	8.36	19	26	0.94	2.06
		Deaf-Blind	0	0%	-	-	-	-	-	-
		Emotional Behavioral Disability	20	2.38%	27.25	3.08	4	0	0.78	1.44
		Hearing Impairment	3	0.36%	-	-	-	-	-	-
		Specific Learning Disability	28	3.34%	27.36	1.54	3	0	0.13	1.44
		Other Health Impairment	54	6.44%	22.17	9.04	3	5	0.96	1.79
		Orthopedic Impairment	17	2.03%	11.06	12.50	0	8	0.98	1.62
		Speech or Language Impairment	1	0.12%	-	-	-	-	-	-
		Traumatic Brain Injury	5	0.60%	-	-	-	-	-	-
		Visual Impairment	3	0.36%	-	-	-	-	-	-
		Significant Developmental Delay	0	0%	-	-	-	-	-	-
		Not IDEA Eligible or No Disability	52	6.20%	20.19	8.69	1	4	0.94	2.05
		Not Specified	28	3.34%	16.36	10.29	0	6	0.96	2.09

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Table 5
Descriptive Statistics by Disability—Mathematics

Content	Grade	Primary Disability	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Mathematics	3	Autism	167	21.27%	20.39	9.24	3	8	0.93	2.45
		Cognitive Disability	338	43.06%	21.77	9.19	7	23	0.93	2.38
		Deaf-Blind	0	0%	-	-	-	-	-	-
		Emotional Behavioral Disability	17	2.17%	29.18	4.17	1	0	0.78	1.95
		Hearing Impairment	3	0.38%	-	-	-	-	-	-
		Specific Learning Disability	32	4.08%	30.16	3.56	2	0	0.76	1.76
		Other Health Impairment	113	14.40%	20.45	11.15	1	12	0.96	2.21
		Orthopedic Impairment	14	1.78%	18.64	9.48	0	1	0.93	2.50
		Speech or Language Impairment	24	3.06%	28.50	5.62	2	0	0.88	1.95
		Traumatic Brain Injury	11	1.40%	19.36	13.65	0	2	0.98	2.07
		Visual Impairment	3	0.38%	-	-	-	-	-	-
		Significant Developmental Delay	0	0%	-	-	-	-	-	-
		Not IDEA Eligible or No Disability	33	4.20%	18.21	12.40	2	6	0.97	2.15
		Not Specified	30	3.82%	23.17	9.92	1	3	0.95	2.18
	4	Autism	183	21.61%	21.14	8.97	5	6	0.93	2.40
		Cognitive Disability	400	47.23%	22.89	8.87	7	16	0.93	2.32
		Deaf-Blind	0	0%	-	-	-	-	-	-
		Emotional Behavioral Disability	27	3.19%	31.04	3.08	3	0	0.74	1.56
		Hearing Impairment	4	0.47%	-	-	-	-	-	-
		Specific Learning Disability	24	2.83%	31.88	1.70	3	0	0.32	1.40
		Other Health Impairment	94	11.10%	24.23	9.96	4	5	0.95	2.14
Orthopedic Impairment		23	2.72%	22.70	10.65	0	1	0.96	2.19	
Speech or Language Impairment		17	2.01%	27.47	6.03	1	0	0.86	2.25	
Traumatic Brain Injury		6	0.71%	-	-	-	-	-	-	
Visual Impairment	2	0.24%	-	-	-	-	-	-		
Significant Developmental Delay	0	0%	-	-	-	-	-	-		
Not IDEA Eligible or No Disability	46	5.43%	23.11	8.74	1	1	0.93	2.37		
Not Specified	21	2.48%	21.14	9.38	0	2	0.93	2.43		

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Table 5
Descriptive Statistics by Disability—Mathematics (continued)

Content	Grade	Primary Disability	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Mathematics	5	Autism	131	16.73%	21.01	8.95	3	3	0.93	2.40
		Cognitive Disability	399	50.96%	22.07	9.56	14	27	0.94	2.29
		Deaf-Blind	0	0%	-	-	-	-	-	-
		Emotional Behavioral Disability	13	1.66%	26.77	7.82	0	0	0.94	1.99
		Hearing Impairment	5	0.64%	-	-	-	-	-	-
		Specific Learning Disability	36	4.60%	31.08	3.64	6	0	0.83	1.51
		Other Health Impairment	97	12.39%	22.77	11.33	8	7	0.97	2.06
		Orthopedic Impairment	15	1.92%	16.80	11.58	0	2	0.96	2.24
		Speech or Language Impairment	10	1.28%	28.20	5.25	0	0	0.85	2.05
		Traumatic Brain Injury	3	0.38%	-	-	-	-	-	-
		Visual Impairment	2	0.26%	-	-	-	-	-	-
		Significant Developmental Delay	0	0%	-	-	-	-	-	-
		Not IDEA Eligible or No Disability	43	5.49%	20.23	11.41	1	6	0.96	2.19
		Not Specified	29	3.70%	20.38	10.63	1	3	0.95	2.31
	6	Autism	122	16.22%	20.07	10.43	5	9	0.95	2.27
		Cognitive Disability	408	54.26%	21.91	10.32	12	35	0.96	2.13
		Deaf-Blind	1	0%	-	-	-	-	-	-
		Emotional Behavioral Disability	13	1.73%	29.38	5.39	1	0	0.88	1.85
		Hearing Impairment	3	0.40%	-	-	-	-	-	-
		Specific Learning Disability	32	4.26%	31.34	2.22	5	0	0.51	1.55
		Other Health Impairment	92	12.23%	22.45	10.80	4	9	0.96	2.07
Orthopedic Impairment		16	2.13%	17.31	10.99	0	2	0.96	2.32	
Speech or Language Impairment		3	0.40%	-	-	-	-	-	-	
Traumatic Brain Injury		7	0.93%	-	-	-	-	-	-	
Visual Impairment	1	0.13%	-	-	-	-	-	-		
Significant Developmental Delay	0	0%	-	-	-	-	-	-		
Not IDEA Eligible or No Disability	33	4.39%	21.88	11.09	2	2	0.96	2.11		
Not Specified	21	2.79%	16.48	11.83	0	4	0.97	2.17		

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Table 5
Descriptive Statistics by Disability—Mathematics (continued)

Content	Grade	Primary Disability	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Mathematics	7	Autism	129	16.33%	18.53	10.54	0	10	0.95	2.38
		Cognitive Disability	448	56.71%	22.56	9.92	14	31	0.95	2.19
		Deaf-Blind	0	0%	-	-	-	-	-	-
		Emotional Behavioral Disability	15	1.90%	28.73	7.63	2	0	0.95	1.74
		Hearing Impairment	4	0.51%	-	-	-	-	-	-
		Specific Learning Disability	37	4.68%	31.89	1.26	3	0	-0.29	1.44
		Other Health Impairment	90	11.39%	23.61	10.54	3	9	0.96	2.05
		Orthopedic Impairment	18	2.28%	21.89	9.34	0	1	0.93	2.44
		Speech or Language Impairment	6	0.76%	-	-	-	-	-	-
		Traumatic Brain Injury	6	0.76%	-	-	-	-	-	-
		Visual Impairment	0	0%	-	-	-	-	-	-
		Significant Developmental Delay	0	0%	-	-	-	-	-	-
		Not IDEA Eligible or No Disability	27	3.42%	15.96	12.54	1	5	0.97	2.10
		Not Specified	10	1.27%	20.10	12.06	0	1	0.97	2.17
	8	Autism	128	16.20%	18.98	10.49	4	14	0.95	2.33
		Cognitive Disability	458	57.98%	20.68	10.01	3	39	0.95	2.30
		Deaf-Blind	0	0%	-	-	-	-	-	-
		Emotional Behavioral Disability	13	1.65%	29.00	2.80	0	0	0.56	1.85
		Hearing Impairment	6	0.76%	-	-	-	-	-	-
		Specific Learning Disability	28	3.54%	31.36	2.67	5	0	0.72	1.42
		Other Health Impairment	70	8.86%	22.91	10.92	2	8	0.96	2.07
		Orthopedic Impairment	16	2.03%	18.94	11.11	1	2	0.96	2.32
		Speech or Language Impairment	5	0.63%	-	-	-	-	-	-
		Traumatic Brain Injury	2	0.25%	-	-	-	-	-	-
		Visual Impairment	3	0.38%	-	-	-	-	-	-
		Significant Developmental Delay	0	0%	-	-	-	-	-	-
Not IDEA Eligible or No Disability	34	4.30%	23.15	9.35	1	1	0.94	2.23		
Not Specified	27	3.42%	20.07	9.00	0	1	0.93	2.46		

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Table 5
Descriptive Statistics by Disability—Mathematics (continued)

Content	Grade	Primary Disability	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Mathematics	10	Autism	134	15.97%	16.44	9.03	2	12	0.92	2.50
		Cognitive Disability	492	58.64%	18.87	8.50	1	31	0.92	2.47
		Deaf-Blind	0	0%	-	-	-	-	-	-
		Emotional Behavioral Disability	20	2.38%	28.80	4.10	1	0	0.79	1.87
		Hearing Impairment	3	0.36%	-	-	-	-	-	-
		Specific Learning Disability	28	3.34%	29.07	3.21	3	0	0.63	1.94
		Other Health Impairment	54	6.44%	20.35	9.49	0	6	0.94	2.30
		Orthopedic Impairment	17	2.03%	8.76	10.32	0	8	0.97	1.91
		Speech or Language Impairment	1	0.12%	-	-	-	-	-	-
		Traumatic Brain Injury	5	0.60%	-	-	-	-	-	-
		Visual Impairment	3	0.36%	-	-	-	-	-	-
		Significant Developmental Delay	0	0%	-	-	-	-	-	-
		Not IDEA Eligible or No Disability	53	6.32%	19.43	8.74	0	3	0.92	2.45
		Not Specified	29	3.46%	15.41	10.90	0	7	0.96	2.26

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Table 6
Descriptive Statistics by Disability—Science

Content	Grade	Primary Disability	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Science	4	Autism	182	21.56%	25.26	10.58	11	8	0.96	2.16
		Cognitive Disability	400	47.39%	28.43	9.98	33	19	0.96	1.90
		Deaf-Blind	0	0%	-	-	-	-	-	-
		Emotional Behavioral Disability	27	3.20%	35.56	1.89	11	0	0.65	1.12
		Hearing Impairment	4	0.47%	-	-	-	-	-	-
		Specific Learning Disability	24	2.84%	35.92	1.79	12	0	0.71	0.97
		Other Health Impairment	94	11.14%	29.11	11.29	18	6	0.98	1.66
		Orthopedic Impairment	23	2.73%	27.78	12.29	4	1	0.98	1.71
		Speech or Language Impairment	17	2.01%	32.35	6.12	2	0	0.92	1.70
		Traumatic Brain Injury	6	0.71%	-	-	-	-	-	-
		Visual Impairment	2	0.24%	-	-	-	-	-	-
		Significant Developmental Delay	0	0%	-	-	-	-	-	-
		Not IDEA Eligible or No Disability	44	5.21%	29.57	9.15	3	1	0.96	1.91
	Not Specified	21	2.49%	26.24	11.27	1	2	0.97	2.04	
	8	Autism	128	16.22%	25.40	11.95	6	12	0.96	2.31
		Cognitive Disability	458	58.05%	29.38	11.30	38	37	0.97	2.00
		Deaf-Blind	0	0%	-	-	-	-	-	-
		Emotional Behavioral Disability	13	1.65%	36.62	1.66	1	0	0.33	1.36
		Hearing Impairment	6	0.76%	-	-	-	-	-	-
		Specific Learning Disability	28	3.55%	37.82	1.44	9	0	0.50	1.02
		Other Health Impairment	69	8.75%	29.78	13.11	7	8	0.98	1.72
		Orthopedic Impairment	16	2.03%	28.13	14.97	4	3	0.99	1.73
		Speech or Language Impairment	5	0.63%	-	-	-	-	-	-
Traumatic Brain Injury		2	0.25%	-	-	-	-	-	-	
Visual Impairment	3	0.38%	-	-	-	-	-	-		
Significant Developmental Delay	0	0%	-	-	-	-	-	-		
Not IDEA Eligible or No Disability	34	4.31%	30.74	10.21	2	1	0.96	1.97		
Not Specified	27	3.42%	29.04	11.22	2	1	0.97	2.08		

*Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures and reporting.

Table 6
Descriptive Statistics by Disability—Science (continued)

Content	Grade	Primary Disability	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Science	10	Autism	133	15.95%	25.59	12.26	5	11	0.96	2.36
		Cognitive Disability	490	58.75%	30.17	10.84	36	26	0.96	2.10
		Deaf-Blind	0	0%	-	-	-	-	-	-
		Emotional Behavioral Disability	20	2.40%	38.00	0.92	7	0	-0.08	0.95
		Hearing Impairment	3	0.36%	-	-	-	-	-	-
		Specific Learning Disability	28	3.36%	38.00	1.12	10	0	0.25	0.97
		Other Health Impairment	54	6.48%	31.15	12.15	8	6	0.98	1.79
		Orthopedic Impairment	17	2.04%	15.06	16.89	1	8	0.99	1.82
		Speech or Language Impairment	1	0.12%	-	-	-	-	-	-
		Traumatic Brain Injury	5	0.60%	-	-	-	-	-	-
		Visual Impairment	3	0.36%	-	-	-	-	-	-
		Significant Developmental Delay	0	0%	-	-	-	-	-	-
		Not IDEA Eligible or No Disability	52	6.24%	28.94	11.97	7	3	0.97	2.20
		Not Specified	28	3.36%	23.86	15.14	1	6	0.98	2.08

*Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures and reporting.

Table 7
Descriptive Statistics by Accommodation—Reading

Content	Grade	Accommodations	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Reading	3	Used Translation	0	0%	-	-	-	-	-	-
		Signed Test Questions and Content to Student	0	0%	-	-	-	-	-	-
		Used Braille	2	0.25%	-	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	18	2.28%	11.94	8.94	0	3	0.94	2.21
		Used Objects or Manipulatives	17	2.16%	9.76	7.49	0	4	0.91	2.22
		Used Another DPI-Approved Accommodation	105	13.33%	18.84	8.76	5	5	0.94	2.15
		No Accommodation Used	665	84.39%	20.58	8.44	30	30	0.94	2.05
		4	Used Translation	0	0%	-	-	-	-	-
	Signed Test Questions and Content to Student	0	0%	-	-	-	-	-	-	
	Used Braille	0	0%	-	-	-	-	-	-	
	Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	19	2.24%	10.68	8.72	0	4	0.94	2.17	
	Used Objects or Manipulatives	16	1.89%	11.75	8.96	0	3	0.94	2.14	
	Used Another DPI-Approved Accommodation	143	16.84%	22.02	8.41	14	8	0.95	1.91	
	No Accommodation Used	686	80.80%	22.89	7.17	66	25	0.93	1.92	

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Table 7
Descriptive Statistics by Accommodation—Reading (continued)

Content	Grade	Accommodations	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Reading	5	Used Translation	0	0%	-	-	-	-	-	-
		Signed Test Questions and Content to Student	0	0%	-	-	-	-	-	-
		Used Braille	1	0.13%	-	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	19	2.41%	11.00	7.54	0	2	0.91	2.32
		Used Objects or Manipulatives	15	1.90%	12.20	8.90	0	2	0.94	2.24
		Used Another DPI-Approved Accommodation	112	14.21%	21.29	8.54	5	7	0.95	1.94
		No Accommodation Used	655	83.12%	21.50	8.69	57	42	0.95	1.91
	6	Used Translation	0	0%	-	-	-	-	-	-
		Signed Test Questions and Content to Student	0	0%	-	-	-	-	-	-
		Used Braille	0	0%	-	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	14	1.86%	6.36	7.92	0	6	0.94	1.89
		Used Objects or Manipulatives	15	1.99%	8.53	9.96	0	6	0.96	1.90
		Used Another DPI-Approved Accommodation	126	16.71%	21.01	8.90	9	7	0.95	1.94
		No Accommodation Used	612	81.17%	20.92	9.27	45	50	0.96	1.88

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Table 7
Descriptive Statistics by Accommodation—Reading (continued)

Content	Grade	Accommodations	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Reading	7	Used Translation	0	0%	-	-	-	-	-	-
		Signed Test Questions and Content to Student	0	0%	-	-	-	-	-	-
		Used Braille	0	0%	-	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	15	1.89%	12.53	7.58	0	1	0.90	2.39
		Used Objects or Manipulatives	12	1.52%	10.50	7.55	0	2	0.90	2.41
		Used Another DPI-Approved Accommodation	89	11.24%	22.24	7.36	6	2	0.92	2.13
		No Accommodation Used	690	87.12%	21.42	9.21	46	49	0.96	1.95
	8	Used Translation	0	0%	-	-	-	-	-	-
		Signed Test Questions and Content to Student	0	0%	-	-	-	-	-	-
		Used Braille	2	0.25%	-	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	16	2.02%	12.13	9.44	0	3	0.95	2.22
		Used Objects or Manipulatives	17	2.14%	13.94	7.88	0	2	0.91	2.42
		Used Another DPI-Approved Accommodation	92	11.60%	20.75	8.05	3	5	0.93	2.06
		No Accommodation Used	680	85.75%	21.26	9.02	56	52	0.96	1.86

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Table 7
Descriptive Statistics by Accommodation—Reading (continued)

Content	Grade	Accommodations	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Reading	10	Used Translation	0	0%	-	-	-	-	-	-
		Signed Test Questions and Content to Student	0	0%	-	-	-	-	-	-
		Used Braille	2	0.24%	-	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	27	3.22%	11.11	9.77	0	6	0.96	2.05
		Used Objects or Manipulatives	7	0.83%	-	-	-	-	-	-
		Used Another DPI-Approved Accommodation	83	9.89%	19.08	8.83	0	5	0.94	2.10
		No Accommodation Used	733	87.37%	20.22	8.65	32	50	0.94	2.03

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Table 8
Descriptive Statistics by Accommodation—Mathematics

Content	Grade	Accommodations	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Mathematics	3	Used Translation	11	1.40%	16.73	7.30	0	1	0.87	2.62
		Signed Test Questions and Content to Student	13	1.66%	17.31	9.65	0	1	0.93	2.53
		Used Braille	2	0.26%	-	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	18	2.29%	12.33	10.02	0	4	0.94	2.37
		Used Objects or Manipulatives	70	8.92%	18.11	9.10	0	5	0.92	2.55
		Used Another DPI-Approved Accommodation	98	12.48%	20.55	10.25	2	7	0.95	2.32
		No Accommodation Used	609	77.58%	22.47	9.67	17	40	0.94	2.29
	4	Used Translation	9	1.06%	-	-	-	-	-	-
		Signed Test Questions and Content to Student	10	1.18%	22.60	6.43	0	0	0.83	2.69
		Used Braille	0	0%	-	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	23	2.72%	10.35	8.45	1	4	0.93	2.27
		Used Objects or Manipulatives	81	9.56%	18.80	8.97	1	2	0.92	2.52
		Used Another DPI-Approved Accommodation	139	16.41%	23.03	9.95	6	9	0.95	2.22
		No Accommodation Used	625	73.79%	23.90	8.75	19	20	0.93	2.28

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Table 8
Descriptive Statistics by Accommodation—Mathematics (continued)

Content	Grade	Accommodations	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Mathematics	5	Used Translation	7	0.89%	-	-	-	-	-	-
		Signed Test Questions and Content to Student	14	1.79%	18.64	9.04	0	1	0.92	2.51
		Used Braille	1	0.13%	-	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	22	2.81%	11.59	9.29	0	2	0.93	2.41
		Used Objects or Manipulatives	66	8.43%	18.50	9.47	1	3	0.93	2.46
		Used Another DPI-Approved Accommodation	109	13.92%	21.27	9.39	3	6	0.94	2.36
		No Accommodation Used	608	77.65%	22.90	9.96	29	39	0.95	2.19
		6	Used Translation	8	1.06%	-	-	-	-	-
	Signed Test Questions and Content to Student	6	0.80%	-	-	-	-	-	-	
	Used Braille	0	0%	-	-	-	-	-	-	
	Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	19	2.53%	9.89	9.79	0	5	0.95	2.14	
	Used Objects or Manipulatives	56	7.45%	17.82	10.82	0	6	0.96	2.26	
	Used Another DPI-Approved Accommodation	128	17.02%	22.22	10.13	3	6	0.95	2.20	
	No Accommodation Used	576	76.60%	22.20	10.51	26	53	0.96	2.11	

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Table 8
Descriptive Statistics by Accommodation—Mathematics (continued)

Content	Grade	Accommodations	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Mathematics	7	Used Translation	3	0.38%	-	-	-	-	-	-
		Signed Test Questions and Content to Student	8	1.01%	-	-	-	-	-	-
		Used Braille	1	0.13%	-	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	20	2.53%	13.65	8.99	0	1	0.92	2.56
		Used Objects or Manipulatives	50	6.33%	18.26	10.37	0	4	0.95	2.40
		Used Another DPI-Approved Accommodation	93	11.77%	22.70	8.51	0	2	0.92	2.36
		No Accommodation Used	652	82.53%	22.77	10.45	23	50	0.96	2.14
		8	Used Translation	3	0.38%	-	-	-	-	-
	Signed Test Questions and Content to Student	9	1.14%	-	-	-	-	-	-	
	Used Braille	2	0.25%	-	-	-	-	-	-	
	Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	20	2.53%	13.40	9.58	0	3	0.94	2.44	
	Used Objects or Manipulatives	43	5.44%	15.00	8.27	0	4	0.90	2.55	
	Used Another DPI-Approved Accommodation	89	11.27%	20.38	9.51	1	5	0.93	2.43	
	No Accommodation Used	655	82.91%	21.72	10.24	15	58	0.95	2.22	

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Table 8
Descriptive Statistics by Accommodation—Mathematics (continued)

Content	Grade	Accommodations	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Mathematics	10	Used Translation	12	1.43%	22.42	5.18	0	0	0.80	2.34
		Signed Test Questions and Content to Student	18	2.15%	19.50	5.64	0	0	0.78	2.67
		Used Braille	6	0.72%	-	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	27	3.22%	10.96	10.71	0	5	0.96	2.07
		Used Objects or Manipulatives	65	7.75%	16.86	9.15	1	8	0.93	2.43
		Used Another DPI-Approved Accommodation	84	10.01%	18.26	8.72	0	5	0.92	2.47
		No Accommodation Used	680	81.05%	19.26	9.08	6	54	0.93	2.42

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Table 9
Descriptive Statistics by Accommodation—Science

Content	Grade	Accommodations	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Science	4	Used Translation	9	1.07%	-	-	-	-	-	-
		Signed Test Questions and Content to Student	10	1.19%	26.60	6.06	0	0	0.83	2.48
		Used Braille	0	0%	-	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	16	1.90%	11.75	11.82	0	3	0.97	2.11
		Used Objects or Manipulatives	17	2.01%	13.00	10.76	0	3	0.95	2.30
		Used Another DPI-Approved Accommodation	137	16.23%	28.03	10.98	16	9	0.97	1.85
		No Accommodation Used	669	79.27%	28.86	9.83	80	26	0.96	1.88
	8	Used Translation	3	0.38%	-	-	-	-	-	-
		Signed Test Questions and Content to Student	9	1.14%	-	-	-	-	-	-
		Used Braille	2	0.25%	-	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	15	1.90%	18.80	12.29	0	1	0.96	2.51
		Used Objects or Manipulatives	21	2.66%	20.57	10.79	0	2	0.94	2.69
		Used Another DPI-Approved Accommodation	87	11.03%	28.72	10.84	4	5	0.96	2.15
		No Accommodation Used	669	84.79%	29.64	11.50	67	56	0.97	1.95

*Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures and reporting.

Table 9
Descriptive Statistics by Accommodation—Science (continued)

Content	Grade	Accommodations	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Science	10	Used Translation	10	1.20%	33.90	2.33	0	0	0.26	2.01
		Signed Test Questions and Content to Student	17	2.04%	32.35	4.68	0	0	0.76	2.31
		Used Braille	2	0.24%	-	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	29	3.48%	14.72	14.42	0	8	0.98	2.17
		Used Objects or Manipulatives	8	0.96%	-	-	-	-	-	-
		Used Another DPI-Approved Accommodation	78	9.35%	28.40	12.49	3	5	0.97	2.08
		No Accommodation Used	710	85.13%	29.72	11.55	72	50	0.97	2.07

*Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures and reporting.

Table 10
Reading Test Design: Number of Items and Score Points per Standard per Grade and Maximum Score Possible

Content	Grade	Code	Critical Concept Title	Operational					Field Test	
				Total Number of Items	Number of Items	N SR Items	N 2 Point CR	Points	Max Score	Total Number of Items
Reading	3	A	Determines Meaning		7	7	0	7	30	2
		B	Understands Text	28	7	5	2	9		
		C	Analyzes Text		7	7	0	7		
		D	Evaluates/Extends Text		7	7	0	7		
	4	A	Determines Meaning		7	6	1	8	30	3
		B	Understands Text	28	7	6	1	8		
		C	Analyzes Text		7	7	0	7		
		D	Evaluates/Extends Text		7	7	0	7		
	5	A	Determines Meaning		7	6	1	8	30	0
		B	Understands Text	28	7	6	1	8		
		C	Analyzes Text		7	7	0	7		
		D	Evaluates/Extends Text		7	7	0	7		
	6	A	Determines Meaning		7	7	0	7	30	0
		B	Understands Text	28	7	5	2	9		
		C	Analyzes Text		7	7	0	7		
		D	Evaluates/Extends Text		7	7	0	7		
7	A	Determines Meaning		8	7	1	9	31	4	
	B/C	Understands Text/Analyzes Text	28	12	12	0	12			
	D	Evaluates/Extends Text		8	6	2	10			
8	A	Determines Meaning		8	7	1	9	30	4	
	B/C	Understands Text/Analyzes Text	28	12	12	0	12			
	D	Evaluates/Extends Text		8	7	1	9			
10	A	Determines Meaning		8	7	1	9	30	3	
	B/C	Understands Text/Analyzes Text	28	12	12	0	12			
		D	Evaluates/Extends Text		8	7	1	9		

Table 11
Mathematics Test Design: Number of Items and Score Points per Standard per Grade and Maximum Score Possible

Content	Grade	Code	Critical Concept Title	Operational					Field Test	
				Total Number of Items	Number of Items	N SR Items	N 2 Point CR	Points	Max Score	Total Number of Items
Mathematics	3	A/B	Number Operations and Relationships	31	7	5	2	9	34	2
		C	Geometry		6	6	0	6		
		D	Measurement		6	6	0	6		
		E	Statistics/Probability		6	5	1	7		
		F	Algebraic Relationships		6	6	0	6		
	4	A/B	Number Operations and Relationships	31	7	6	1	8	34	3
		C	Geometry		6	6	0	6		
		D	Measurement		6	6	0	6		
		E	Statistics/Probability		6	4	2	8		
		F	Algebraic Relationships		6	6	0	6		
	5	A/B	Number Operations and Relationships	31	7	7	0	7	34	2
		C	Geometry		6	5	1	7		
		D	Measurement		6	6	0	6		
		E	Statistics/Probability		6	4	2	8		
		F	Algebraic Relationships		6	6	0	6		
	6	A/B	Number Operations and Relationships	31	7	6	1	8	34	1
C		Geometry	6		5	1	7			
D		Measurement	6		6	0	6			
E		Statistics/Probability	6		5	1	7			
F		Algebraic Relationships	6		6	0	6			
7	A/B	Number Operations and Relationships	31	7	5	2	9	34	4	
	C	Geometry		6	6	0	6			
	D	Measurement		6	6	0	6			
	E	Statistics/Probability		6	5	1	7			
	F	Algebraic Relationships		6	6	0	6			
8	A/B	Number Operations and Relationships	31	7	6	1	8	34	3	
	C	Geometry		6	5	1	7			
	D	Measurement		6	6	0	6			
	E	Statistics/Probability		6	5	1	7			
	F	Algebraic Relationships		6	6	0	6			
10	A/B	Number Operations and Relationships	31	7	5	2	9	34	2	
	C	Geometry		6	6	0	6			
	D	Measurement		6	5	1	7			
	E	Statistics/Probability		6	6	0	6			
	F	Algebraic Relationships		6	6	0	6			

Table 12
Science Test Design: Number of Items and Score Points per Standard per Grade
and Maximum Score Possible

Content	Grade	Code	Critical Concept Title	Operational					Max Score	Field Test	
				Total Number of Items	Number of Items	N SR Items	N 2 Point CR	N 3 Point CR		Points	Total Number of Items
Science	4	A/B	Science Connections and the Nature of Science	36	6	6	0	0	6	37	2
		C	Science Inquiry		6	6	0	0	6		
		D	Physical Science		6	6	0	0	6		
		E	Earth and Space		6	6	0	0	6		
		F	Life and Environment		6	5	1	0	7		
	G/H	Science Applications and Science in Personal/Social Perspectives	6	6	0	0	6				
	8	A/B	Science Connections and the Nature of Science	36	6	5	1	0	7	39	1
		C	Science Inquiry		6	5	1	0	7		
		D	Physical Science		6	6	0	0	6		
		E	Earth and Space		6	5	1	0	7		
		F	Life and Environment		6	6	0	0	6		
	G/H	Science Applications and Science in Personal/Social Perspectives	6	6	0	0	6				
	10	A/B	Science Connections and the Nature of Science	36	6	5	1	0	7	39	0
		C	Science Inquiry		6	5	0	1	8		
		D	Physical Science		6	6	0	0	6		
E		Earth and Space	6		6	0	0	6			
F		Life and Environment	6		6	0	0	6			
G/H	Science Applications and Science in Personal/Social Perspectives	6	6	0	0	6					

Table 13
Reading, Mathematics, and Science Test Design: Summary of Number of Items and Score Points per Grade per Content and Maximum Score Points Possible

Content	Grade	Total Number of Items	Number of Items with a Maximum Score of:			Max Score
			1	2	3	
Reading	3	28	26	2	0	30
	4	28	26	2	0	30
	5	28	26	2	0	30
	6	28	26	2	0	30
	7	28	25	3	0	31
	8	28	26	2	0	30
	10	28	26	2	0	30
Mathematics	3	31	28	3	0	34
	4	31	28	3	0	34
	5	31	28	3	0	34
	6	31	28	3	0	34
	7	31	28	3	0	34
	8	31	28	3	0	34
	10	31	28	3	0	34
Science	4	36	35	1	0	37
	8	36	33	3	0	39
	10	36	34	1	1	39

Table 14
Scoring Rubric for SR, CR 3-Point Items, and CR 2-Point Items

Scoring Rubric for SR Item Types	
Total Score	Content Score
1	Correct
0	Incorrect or Other or No response
Scoring Rubric for 3-Point CR Item Types	
Total Score	Content Score
3	Correct
2	Mostly Correct
1	Mostly Incorrect
0	Incorrect or Other or No response
Scoring Rubric for 2-Point CR Item Types	
Total Score	Content Score
2	Correct
1	Partially Correct/Some Error
0	Incorrect or Other or No response

Table 15
Summary of Invalidations

		Invalidation Bubbles Available on Answer Document							
Content	Grade	Total Invalid		Invalid Answer Document		Teacher Double Marked 5 of First 5 Bubbles Parental Opt Out			
		N	%	N	%	N	%	N	%
Reading	3	14	1.75%	12	1.50%	0	0%	8	1.00%
	4	11	1.28%	10	1.16%	0	0%	6	0.70%
	5	15	1.87%	12	1.49%	0	0%	6	0.75%
	6	9	1.18%	8	1.05%	0	0%	5	0.66%
	7	8	1.00%	8	1.00%	0	0%	5	0.63%
	8	10	1.25%	10	1.25%	0	0%	3	0.37%
	10	12	1.41%	12	1.41%	0	0%	3	0.35%
Mathematics	3	17	2.12%	15	1.87%	0	0%	8	1.00%
	4	13	1.51%	12	1.40%	0	0%	6	0.70%
	5	20	2.49%	18	2.24%	0	0%	6	0.75%
	6	11	1.44%	10	1.31%	0	0%	5	0.66%
	7	10	1.25%	10	1.25%	0	0%	5	0.63%
	8	13	1.62%	13	1.62%	0	0%	3	0.37%
	10	12	1.41%	11	1.29%	1	0.12%	3	0.35%
Science	4	16	1.86%	15	1.74%	0	0%	6	0.70%
	8	14	1.74%	14	1.74%	0	0%	3	0.37%
	10	17	2.00%	17	2.00%	0	0%	3	0.35%

Table 16
Frequency Distributions of CR Items—Reading

Content Area	Grade	Item Number	% of Students Obtaining Score Level			
			0	1	2	
Reading	3	4	17.26%	10.15%	72.59%	
		25	35.66%	24.11%	40.23%	
	4	4	12.72%	6.48%	80.80%	
		26	25.21%	27.68%	47.11%	
	5	15	21.12%	23.03%	55.85%	
		21	15.65%	22.27%	62.09%	
	6	17	16.98%	11.94%	71.09%	
		19	16.98%	11.67%	71.35%	
	7	2	28.03%	29.92%	42.05%	
		10	12.12%	19.44%	68.43%	
	8	28	17.68%	30.43%	51.89%	
		2	26.39%	29.92%	43.69%	
	10	10	12.75%	16.67%	70.58%	
		15	15.53%	21.39%	63.08%	
			28	19.24%	19.00%	61.77%

Table 17
Frequency Distributions of CR Items—Mathematics

Content Area	Grade	Item Number	% of Students Obtaining Score Level		
			0	1	2
Mathematics	3	11	34.78%	25.73%	39.49%
		22	24.20%	14.65%	61.15%
		29	40.76%	10.19%	49.05%
	4	11	25.38%	27.04%	47.58%
		25	17.24%	26.45%	56.32%
		27	46.16%	2.95%	50.89%
	5	14	19.21%	20.49%	60.31%
		20	32.65%	10.88%	56.47%
		25	20.36%	11.40%	68.25%
	6	18	19.68%	30.85%	49.47%
		22	50.93%	15.16%	33.91%
		30	19.81%	34.18%	46.01%
	7	15	43.80%	13.67%	42.53%
		25	24.18%	26.08%	49.75%
		29	21.52%	6.20%	72.28%
	8	18	29.91%	13.69%	56.40%
		25	21.55%	33.97%	44.49%
		30	28.52%	18.63%	52.85%
	10	4	18.16%	32.02%	49.82%
		10	41.82%	14.58%	43.61%
		24	44.09%	37.16%	18.76%

Table 18
Frequency Distributions of CR Items—Science

Content Area	Grade	Item Number	% of Students Obtaining Score Level			
			0	1	2	3
Science	4	17	20.74%	26.78%	52.49%	-
		7	13.96%	5.20%	80.84%	-
	8	14	28.68%	25.51%	45.81%	-
		17	13.20%	18.91%	67.89%	-
	10	11	12.98%	6.25%	80.77%	-
		13	23.68%	15.63%	12.86%	47.84%

*3 Points only possible for Science Grade 10, Item 13

Table 19
Item Level Statistics—Reading

Grade 3					Shared Items in Additional Grade Levels					
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation	
Reading	1	1	0.87	0.60		1	1	0.90	0.63	
	2	1	0.85	0.65		2	1	0.89	0.70	
	3	1	0.70	0.65		3	1	0.76	0.60	
	4	2	0.78	0.78		4	2	0.84	0.74	
	5	1	0.72	0.57		5	1	0.79	0.59	
	6	1	0.69	0.65	4	6	1	0.75	0.65	
	7	1	0.71	0.67		7	1	0.80	0.71	
	8	1	0.67	0.67		8	1	0.77	0.69	
	9	1	0.80	0.76		9	1	0.88	0.67	
	10	1	0.56	0.42		24	1	0.72	0.46	
	11	1	0.69	0.65		25	1	0.81	0.61	
	12	1	0.61	0.65		-	-	-	-	-
	13	1	0.72	0.58		-	-	-	-	-
	14	1	0.55	0.55		-	-	-	-	-
	15	1	0.63	0.63		-	-	-	-	-
	16	1	0.51	0.56		-	-	-	-	-
	17	1	0.58	0.57		-	-	-	-	-
	18	1	0.64	0.63		-	-	-	-	-
	19	1	0.72	0.74		-	-	-	-	-
	20	1	0.84	0.73		-	-	-	-	-
	21	1	0.68	0.71		-	-	-	-	-
	22	1	0.68	0.60		-	-	-	-	-
	23	1	0.62	0.64		-	-	-	-	-
	24	1	0.87	0.69		-	-	-	-	-
	25	2	0.53	0.64		-	-	-	-	-
	26	1	0.67	0.54		-	-	-	-	-
	27	1	0.45	0.48		-	-	-	-	-
	28	1	0.70	0.60		-	-	-	-	-
	29*	1	0.46	0.52		-	-	-	-	-
	30*	1	0.41	0.50		-	-	-	-	-

* Indicates Field Test Item

Table 19
Item Level Statistics—Reading (continued)

Grade 4					Shared Items in Additional Grade Levels					
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation	
Reading	1	1	0.90	0.63		1	1	0.87	0.60	
	2	1	0.89	0.70		2	1	0.85	0.65	
	3	1	0.76	0.60		3	1	0.70	0.65	
	4	2	0.84	0.74		4	2	0.78	0.78	
	5	1	0.79	0.59	3	5	1	0.72	0.57	
	6	1	0.75	0.65		6	1	0.69	0.65	
	7	1	0.80	0.71		7	1	0.71	0.67	
	8	1	0.77	0.69		8	1	0.67	0.67	
	9	1	0.88	0.67		9	1	0.80	0.76	
	10	1	0.75	0.69		-	-	-	-	
	11	1	0.87	0.71		-	-	-	-	
	12	1	0.62	0.49		-	-	-	-	
	13	1	0.91	0.64		-	-	-	-	
	14	1	0.78	0.54		-	-	-	-	
	15	1	0.59	0.54		-	-	-	-	
	16	1	0.87	0.72		-	-	-	-	
	17	1	0.54	0.45		-	-	-	-	
	18	1	0.75	0.65		5	14	1	0.75	0.66
	19	1	0.76	0.47		-	-	-	-	
	20	1	0.86	0.72		5	16	1	0.87	0.74
	21	1	0.66	0.62		-	-	-	-	
	22	1	0.49	0.51		-	-	-	-	
	23	1	0.71	0.61		-	-	-	-	
	24	1	0.72	0.46		3	10	1	0.56	0.42
	25	1	0.81	0.61			11	1	0.69	0.65
	26	2	0.62	0.59		5	15	2	0.69	0.68
	27	1	0.65	0.57			17	1	0.70	0.63
	28	1	0.86	0.70		-	-	-	-	
	29*	1	0.50	0.38		-	-	-	-	
	30*	1	0.65	0.46		-	-	-	-	
	31*	1	0.48	0.50		-	-	-	-	

* Indicates Field Test Item

Table 19
Item Level Statistics—Reading (continued)

Grade 5					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Reading	1	1	0.56	0.49		1	1	0.61	0.60
	2	1	0.71	0.53		3	1	0.73	0.67
	3	1	0.79	0.74		4	1	0.79	0.79
	4	1	0.83	0.78	6	5	1	0.82	0.77
	5	1	0.52	0.44		6	1	0.52	0.45
	6	1	0.72	0.70		7	1	0.72	0.72
	7	1	0.49	0.52		8	1	0.55	0.62
	8	1	0.85	0.74	-	-	-	-	-
	9	1	0.75	0.68	6	9	1	0.77	0.73
	10	1	0.70	0.61		10	1	0.70	0.68
	11	1	0.75	0.73	-	-	-	-	-
	12	1	0.58	0.61	6	12	1	0.62	0.70
	13	1	0.59	0.59		13	1	0.63	0.62
	14	1	0.75	0.66		18	1	0.75	0.65
	15	2	0.69	0.68	4	26	2	0.62	0.59
	16	1	0.87	0.74		20	1	0.86	0.72
	17	1	0.70	0.63		27	1	0.65	0.57
	18	1	0.87	0.70	-	-	-	-	-
	19	1	0.73	0.77	-	-	-	-	-
	20	1	0.81	0.77	-	-	-	-	-
	21	2	0.75	0.82	-	-	-	-	-
	22	1	0.66	0.64	-	-	-	-	-
	23	1	0.74	0.69	-	-	-	-	-
	24	1	0.65	0.62	-	-	-	-	-
	25	1	0.78	0.62	-	-	-	-	-
	26	1	0.82	0.62	-	-	-	-	-
	27	1	0.77	0.73	-	-	-	-	-
	28	1	0.73	0.52	-	-	-	-	-

Table 19
Item Level Statistics—Reading (continued)

Grade 6					Shared Items in Additional Grade Levels					
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation	
Reading	1	1	0.61	0.60	5	1	1	0.56	0.49	
	2	1	0.76	0.76	-	-	-	-	-	
	3	1	0.73	0.67	5	2	1	0.71	0.53	
	4	1	0.79	0.79		3	1	0.79	0.74	
	5	1	0.82	0.77		4	1	0.83	0.78	
	6	1	0.52	0.45		5	1	0.52	0.44	
	7	1	0.72	0.72		6	1	0.72	0.70	
	8	1	0.55	0.62		7	1	0.49	0.52	
	9	1	0.77	0.73		9	1	0.75	0.68	
	10	1	0.70	0.68		10	1	0.70	0.61	
	11	1	0.88	0.66		-	-	-	-	-
	12	1	0.62	0.70		5	12	1	0.58	0.61
	13	1	0.63	0.62	5	13	1	0.59	0.59	
	14	1	0.77	0.79	-	-	-	-	-	
	15	1	0.66	0.50	-	-	-	-	-	
	16	1	0.65	0.64	-	-	-	-	-	
	17	2	0.80	0.83	-	-	-	-	-	
	18	1	0.62	0.58	-	-	-	-	-	
	19	2	0.80	0.80	-	-	-	-	-	
	20	1	0.64	0.59	7	14	1	0.69	0.67	
	21	1	0.60	0.64		15	1	0.64	0.66	
	22	1	0.43	0.50		16	1	0.49	0.54	
	23	1	0.79	0.80	-	-	-	-	-	
	24	1	0.79	0.73	-	-	-	-	-	
	25	1	0.78	0.72	7	13	1	0.84	0.72	
	26	1	0.65	0.53	-	-	-	-	-	
	27	1	0.83	0.75	-	-	-	-	-	
	28	1	0.85	0.72	-	-	-	-	-	

Table 19
Item Level Statistics—Reading (continued)

Grade 7					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Reading	1	1	0.38	0.40	8	1	1	0.40	0.45
	2	2	0.57	0.60		2	2	0.59	0.58
	3	1	0.80	0.76		3	1	0.80	0.75
	4	1	0.78	0.66		4	1	0.77	0.71
	5	1	0.74	0.69		5	1	0.75	0.71
	6	1	0.79	0.66		6	1	0.79	0.67
	7	1	0.56	0.56		7	1	0.59	0.59
	8	1	0.67	0.62		8	1	0.71	0.64
	9	1	0.87	0.63	-	-	-	-	-
	10	2	0.80	0.78	8	10	2	0.82	0.77
	11	1	0.70	0.63		11	1	0.72	0.68
	12	1	0.82	0.70		12	1	0.86	0.69
	13	1	0.84	0.72	6	25	1	0.78	0.72
	14	1	0.69	0.67		20	1	0.64	0.59
	15	1	0.64	0.66		21	1	0.60	0.64
	16	1	0.49	0.54		22	1	0.43	0.50
	17	1	0.62	0.67	-	-	-	-	-
	18	1	0.63	0.64	8	9	1	0.68	0.68
	19	1	0.68	0.62	-	-	-	-	-
	20	1	0.63	0.69	-	-	-	-	-
	21	1	0.84	0.74	-	-	-	-	-
	22	1	0.76	0.75	-	-	-	-	-
	23	1	0.72	0.62	-	-	-	-	-
	24	1	0.77	0.73	-	-	-	-	-
	25	1	0.81	0.71	-	-	-	-	-
	26	1	0.59	0.59	-	-	-	-	-
	27	1	0.87	0.72	-	-	-	-	-
	28	2	0.69	0.76	-	-	-	-	-
	29*	1	0.88	0.70	-	-	-	-	-
	30*	1	0.69	0.48	-	-	-	-	-
	31*	1	0.52	0.62	-	-	-	-	-
	32*	1	0.48	0.59	-	-	-	-	-

* Indicates Field Test Item

Table 19
Item Level Statistics—Reading (continued)

Grade 8					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Reading	1	1	0.40	0.45	7	1	1	0.38	0.40
	2	2	0.59	0.58		2	2	0.57	0.60
	3	1	0.80	0.75		3	1	0.80	0.76
	4	1	0.77	0.71		4	1	0.78	0.66
	5	1	0.75	0.71		5	1	0.74	0.69
	6	1	0.79	0.67		6	1	0.79	0.66
	7	1	0.59	0.59		7	1	0.56	0.56
	8	1	0.71	0.64		8	1	0.67	0.62
	9	1	0.68	0.68		18	1	0.63	0.64
	10	2	0.82	0.77		10	2	0.80	0.78
	11	1	0.72	0.68		11	1	0.70	0.63
	12	1	0.86	0.69		12	1	0.82	0.70
	13	1	0.88	0.71	-	-	-	-	-
	14	1	0.72	0.69	-	-	-	-	-
	15	1	0.79	0.75	-	-	-	-	-
	16	1	0.61	0.58	-	-	-	-	-
	17	1	0.79	0.73	-	-	-	-	-
	18	1	0.57	0.63	10	11	1	0.61	0.69
	19	1	0.66	0.63		2	1	0.66	0.71
	20	1	0.77	0.72	-	-	-	-	-
	21	1	0.76	0.66	10	1	1	0.67	0.65
	22	1	0.66	0.67	-	-	-	-	-
	23	1	0.65	0.58	-	-	-	-	-
	24	1	0.74	0.56	-	-	-	-	-
	25	1	0.75	0.65	-	-	-	-	-
	26	1	0.79	0.71	-	-	-	-	-
	27	1	0.89	0.67	-	-	-	-	-
	28	1	0.76	0.63	-	-	-	-	-
	29*	1	0.82	0.61	-	-	-	-	-
	30*	1	0.72	0.64	-	-	-	-	-
	31*	1	0.72	0.72	-	-	-	-	-
	32*	1	0.63	0.68	-	-	-	-	-

* Indicates Field Test Item

Table 19
Item Level Statistics—Reading (continued)

Grade 10					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Reading	1	1	0.67	0.65	8	21	1	0.76	0.66
	2	1	0.66	0.71		19	1	0.66	0.63
	3	1	0.67	0.67	-	-	-	-	-
	4	1	0.71	0.64	-	-	-	-	-
	5	1	0.51	0.27	-	-	-	-	-
	6	1	0.62	0.65	-	-	-	-	-
	7	1	0.82	0.68	-	-	-	-	-
	8	1	0.48	0.29	-	-	-	-	-
	9	1	0.51	0.53	-	-	-	-	-
	10	1	0.82	0.66	-	-	-	-	-
	11	1	0.61	0.69	8	18	1	0.57	0.63
	12	1	0.74	0.74	-	-	-	-	-
	13	1	0.74	0.67	-	-	-	-	-
	14	1	0.85	0.73	-	-	-	-	-
	15	2	0.76	0.80	-	-	-	-	-
	16	1	0.65	0.45	-	-	-	-	-
	17	1	0.53	0.62	-	-	-	-	-
	18	1	0.75	0.76	-	-	-	-	-
	19	1	0.80	0.63	-	-	-	-	-
	20	1	0.90	0.59	-	-	-	-	-
	21	1	0.61	0.61	-	-	-	-	-
	22	1	0.68	0.50	-	-	-	-	-
	23	1	0.61	0.55	-	-	-	-	-
	24	1	0.75	0.68	-	-	-	-	-
	25	1	0.65	0.69	-	-	-	-	-
	26	1	0.61	0.54	-	-	-	-	-
	27	1	0.53	0.53	-	-	-	-	-
	28	2	0.74	0.78	-	-	-	-	-
	29*	1	0.85	0.71	-	-	-	-	-
	30*	1	0.63	0.71	-	-	-	-	-
	31*	1	0.77	0.77	-	-	-	-	-

* Indicates Field Test Item

Table 20
Item Level Statistics—Mathematics

Grade 3					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Mathematics	1	1	0.78	0.59	4	1	1	0.83	0.56
	2	1	0.59	0.57		2	1	0.65	0.58
	3	1	0.65	0.69		3	1	0.74	0.67
	4	1	0.41	0.35		4	1	0.48	0.36
	5	1	0.82	0.69		5	1	0.87	0.64
	6	1	0.71	0.69		6	1	0.78	0.67
	7	1	0.54	0.48		7	1	0.62	0.46
	8	1	0.80	0.73		8	1	0.83	0.67
	9	1	0.70	0.55		9	1	0.76	0.52
	10	1	0.72	0.70		10	1	0.77	0.67
	11	2	0.53	0.67		11	2	0.62	0.68
	12	1	0.57	0.54		12	1	0.63	0.50
	13	1	0.72	0.70		13	1	0.78	0.70
	14	1	0.69	0.72	-	-	-	-	-
	15	1	0.83	0.67	-	-	-	-	-
	16	1	0.80	0.70	-	-	-	-	-
	17	1	0.68	0.67	-	-	-	-	-
	18	1	0.44	0.46	-	-	-	-	-
	19	1	0.64	0.44	-	-	-	-	-
	20	1	0.61	0.63	-	-	-	-	-
	21	1	0.63	0.64	-	-	-	-	-
	22	2	0.69	0.76	-	-	-	-	-
	23	1	0.62	0.61	-	-	-	-	-
	24	1	0.40	0.42	-	-	-	-	-
	25	1	0.59	0.57	-	-	-	-	-
	26	1	0.76	0.70	-	-	-	-	-
	27	1	0.80	0.71	-	-	-	-	-
	28	1	0.57	0.57	-	-	-	-	-
	29	2	0.55	0.70	-	-	-	-	-
	30	1	0.67	0.60	-	-	-	-	-
	31	1	0.69	0.63	-	-	-	-	-
	32*	1	0.38	0.39	-	-	-	-	-
	33*	1	0.68	0.71	4	32*	1	0.77	0.66

* Indicates Field Test Item

Table 20
Item Level Statistics—Mathematics (continued)

Grade 4					Shared Items in Additional Grade Levels					
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation	
Mathematics	1	1	0.83	0.56		1	1	0.78	0.59	
	2	1	0.65	0.58		2	1	0.59	0.57	
	3	1	0.74	0.67		3	1	0.65	0.69	
	4	1	0.48	0.36		4	1	0.41	0.35	
	5	1	0.87	0.64		5	1	0.82	0.69	
	6	1	0.78	0.67		6	1	0.71	0.69	
	7	1	0.62	0.46	3	7	1	0.54	0.48	
	8	1	0.83	0.67		8	1	0.80	0.73	
	9	1	0.76	0.52		9	1	0.70	0.55	
	10	1	0.77	0.67		10	1	0.72	0.70	
	11	2	0.62	0.68		11	2	0.53	0.67	
	12	1	0.63	0.50		12	1	0.57	0.54	
	13	1	0.78	0.70		13	1	0.72	0.70	
	14	1	0.67	0.56		-	-	-	-	-
	15	1	0.67	0.60		-	-	-	-	-
	16	1	0.81	0.71		-	-	-	-	-
	17	1	0.87	0.65		-	-	-	-	-
	18	1	0.69	0.64		-	-	-	-	-
	19	1	0.63	0.51		-	-	-	-	-
	20	1	0.62	0.30		-	-	-	-	-
	21	1	0.80	0.58		-	-	-	-	-
	22	1	0.80	0.63		-	-	-	-	-
	23	1	0.74	0.63		5	18	1	0.75	0.65
	24	1	0.48	0.50		5	19	1	0.53	0.59
	25	2	0.71	0.77		-	-	-	-	-
	26	1	0.53	0.46		-	-	-	-	-
	27	2	0.53	0.68		-	-	-	-	-
	28	1	0.71	0.58		-	-	-	-	-
	29	1	0.81	0.67		-	-	-	-	-
	30	1	0.70	0.60		-	-	-	-	-
	31	1	0.51	0.57		-	-	-	-	-
	32*	1	0.77	0.66		3	33*	1	0.68	0.71
	33*	1	0.47	0.40		-	-	-	-	-
	34*	1	0.78	0.61		-	-	-	-	-

* Indicates Field Test Item

Table 20
Item Level Statistics—Mathematics (continued)

Grade 5					Shared Items in Additional Grade Levels					
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation	
Mathematics	1	1	0.84	0.64		1	1	0.84	0.68	
	2	1	0.71	0.69		2	1	0.70	0.72	
	3	1	0.88	0.67		3	1	0.87	0.69	
	4	1	0.52	0.62		4	1	0.53	0.69	
	5	1	0.40	0.54		5	1	0.50	0.64	
	6	1	0.70	0.69		6	1	0.71	0.73	
	7	1	0.76	0.62	6	7	1	0.78	0.64	
	8	1	0.55	0.61		8	1	0.60	0.61	
	9	1	0.53	0.55		9	1	0.60	0.64	
	10	1	0.53	0.46		10	1	0.58	0.49	
	11	1	0.51	0.35		11	1	0.55	0.34	
	12	1	0.73	0.74		12	1	0.77	0.73	
	13	1	0.78	0.74		13	1	0.76	0.75	
	14	2	0.72	0.78		-	-	-	-	-
	15	1	0.56	0.53		-	-	-	-	-
	16	1	0.69	0.52		-	-	-	-	-
	17	1	0.51	0.47		-	-	-	-	-
	18	1	0.75	0.65		4	23	1	0.74	0.63
	19	1	0.53	0.59			24	1	0.48	0.50
	20	2	0.63	0.74		-	-	-	-	-
	21	1	0.76	0.73		-	-	-	-	-
	22	1	0.72	0.66		-	-	-	-	-
	23	1	0.47	0.52		-	-	-	-	-
	24	1	0.70	0.67		-	-	-	-	-
	25	2	0.76	0.71		-	-	-	-	-
	26	1	0.50	0.62		-	-	-	-	-
	27	1	0.77	0.71		-	-	-	-	-
	28	1	0.74	0.69		-	-	-	-	-
	29	1	0.82	0.66		-	-	-	-	-
	30	1	0.83	0.68		-	-	-	-	-
	31	1	0.62	0.54		-	-	-	-	-
	32*	1	0.78	0.55		6	32*	1	0.76	0.58
	33*	1	0.61	0.59		-	-	-	-	-

* Indicates Field Test Item

Table 20
Item Level Statistics—Mathematics (continued)

Grade 6					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Mathematics	1	1	0.84	0.68	5	1	1	0.84	0.64
	2	1	0.70	0.72		2	1	0.71	0.69
	3	1	0.87	0.69		3	1	0.88	0.67
	4	1	0.53	0.69		4	1	0.52	0.62
	5	1	0.50	0.64		5	1	0.40	0.54
	6	1	0.71	0.73		6	1	0.70	0.69
	7	1	0.78	0.64		7	1	0.76	0.62
	8	1	0.60	0.61		8	1	0.55	0.61
	9	1	0.60	0.64		9	1	0.53	0.55
	10	1	0.58	0.49		10	1	0.53	0.46
	11	1	0.55	0.34		11	1	0.51	0.35
	12	1	0.77	0.73		12	1	0.73	0.74
	13	1	0.76	0.75		13	1	0.78	0.74
	14	1	0.58	0.55	-	-	-	-	-
	15	1	0.65	0.70	-	-	-	-	-
	16	1	0.80	0.74	-	-	-	-	-
	17	1	0.58	0.67	-	-	-	-	-
	18	2	0.67	0.72	-	-	-	-	-
	19	1	0.55	0.62	-	-	-	-	-
	20	1	0.80	0.69	-	-	-	-	-
	21	1	0.77	0.68	-	-	-	-	-
	22	2	0.43	0.66	7	15	2	0.51	0.69
	23	1	0.79	0.72	7	16	1	0.84	0.66
	24	1	0.63	0.71	7	18	1	0.68	0.70
	25	1	0.83	0.71	-	-	-	-	-
	26	1	0.72	0.68	7	19	1	0.74	0.73
	27	1	0.54	0.67	-	-	-	-	-
	28	1	0.67	0.72	-	-	-	-	-
	29	1	0.75	0.72	-	-	-	-	-
	30	2	0.66	0.70	-	-	-	-	-
	31	1	0.67	0.56	-	-	-	-	-
	32*	1	0.76	0.58	5	32*	1	0.78	0.55

* Indicates Field Test Item

Table 20
Item Level Statistics—Mathematics (continued)

Grade 7					Shared Items in Additional Grade Levels					
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation	
Mathematics	1	1	0.54	0.58		1	1	0.56	0.62	
	2	1	0.63	0.52		2	1	0.64	0.59	
	3	1	0.65	0.69		3	1	0.66	0.72	
	4	1	0.65	0.69		4	1	0.71	0.69	
	5	1	0.66	0.70		5	1	0.67	0.71	
	6	1	0.76	0.74		6	1	0.78	0.74	
	7	1	0.63	0.69	8	7	1	0.70	0.68	
	8	1	0.74	0.65		8	1	0.77	0.68	
	9	1	0.48	0.54		9	1	0.46	0.47	
	10	1	0.62	0.73		10	1	0.65	0.74	
	11	1	0.66	0.67		11	1	0.70	0.67	
	12	1	0.81	0.75		12	1	0.84	0.67	
	13	1	0.78	0.75		13	1	0.80	0.71	
	14	1	0.75	0.64		-	-	-	-	-
	15	2	0.51	0.69		6	22	2	0.43	0.66
	16	1	0.84	0.66			23	1	0.79	0.72
	17	1	0.84	0.67		-	-	-	-	-
	18	1	0.68	0.70		6	24	1	0.63	0.71
	19	1	0.74	0.73			26	1	0.72	0.68
	20	1	0.79	0.75		-	-	-	-	-
	21	1	0.38	0.28		-	-	-	-	-
	22	1	0.53	0.47		-	-	-	-	-
	23	1	0.76	0.67		-	-	-	-	-
	24	1	0.50	0.58		-	-	-	-	-
	25	2	0.65	0.68		-	-	-	-	-
	26	1	0.84	0.68		-	-	-	-	-
	27	1	0.77	0.61		-	-	-	-	-
	28	1	0.69	0.72		-	-	-	-	-
	29	2	0.77	0.79		-	-	-	-	-
	30	1	0.53	0.58		-	-	-	-	-
	31	1	0.81	0.71		-	-	-	-	-
	32*	1	0.63	0.64		-	-	-	-	-
	33*	1	0.45	0.48		-	-	-	-	-
	34*	1	0.29	0.36		-	-	-	-	-
	35*	1	0.55	0.55		8	32*	1	0.56	0.56

* Indicates Field Test Item

Table 20
Item Level Statistics—Mathematics (continued)

Grade 8					Shared Items in Additional Grade Levels					
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation	
Mathematics	1	1	0.56	0.62		1	1	0.54	0.58	
	2	1	0.64	0.59		2	1	0.63	0.52	
	3	1	0.66	0.72		3	1	0.65	0.69	
	4	1	0.71	0.69		4	1	0.65	0.69	
	5	1	0.67	0.71		5	1	0.66	0.70	
	6	1	0.78	0.74		6	1	0.76	0.74	
	7	1	0.70	0.68	7	7	1	0.63	0.69	
	8	1	0.77	0.68		8	1	0.74	0.65	
	9	1	0.46	0.47		9	1	0.48	0.54	
	10	1	0.65	0.74		10	1	0.62	0.73	
	11	1	0.70	0.67		11	1	0.66	0.67	
	12	1	0.84	0.67		12	1	0.81	0.75	
	13	1	0.80	0.71		13	1	0.78	0.75	
	14	1	0.86	0.68		-	-	-	-	-
	15	1	0.32	0.19		-	-	-	-	-
	16	1	0.71	0.49		-	-	-	-	-
	17	1	0.70	0.65		-	-	-	-	-
	18	2	0.66	0.81		-	-	-	-	-
	19	1	0.61	0.53		-	-	-	-	-
	20	1	0.52	0.60		-	-	-	-	-
	21	1	0.72	0.57		10	1	1	0.67	0.57
	22	1	0.55	0.61			3	1	0.53	0.67
	23	1	0.40	0.29		-	-	-	-	-
	24	1	0.76	0.68		-	-	-	-	-
	25	2	0.64	0.67		10	4	2	0.66	0.72
	26	1	0.58	0.39		-	-	-	-	-
	27	1	0.68	0.58		-	-	-	-	-
	28	1	0.64	0.64		-	-	-	-	-
	29	1	0.62	0.50		-	-	-	-	-
	30	2	0.65	0.80		-	-	-	-	-
	31	1	0.54	0.59		-	-	-	-	-
	32*	1	0.56	0.56		7	35*	1	0.55	0.55
	33*	1	0.34	0.28		-	-	-	-	-
	34*	1	0.50	0.48		-	-	-	-	-

* Indicates Field Test Item

Table 20
Item Level Statistics—Mathematics (continued)

Grade 10					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Mathematics	1	1	0.67	0.57	8	21	1	0.72	0.57
	2	1	0.75	0.64	-	-	-	-	-
	3	1	0.53	0.67	8	22	1	0.55	0.61
	4	2	0.66	0.72	8	25	2	0.64	0.67
	5	1	0.55	0.64	-	-	-	-	-
	6	1	0.63	0.59	-	-	-	-	-
	7	1	0.46	0.44	-	-	-	-	-
	8	1	0.62	0.56	-	-	-	-	-
	9	1	0.74	0.63	-	-	-	-	-
	10	2	0.53	0.70	-	-	-	-	-
	11	1	0.50	0.49	-	-	-	-	-
	12	1	0.40	0.30	-	-	-	-	-
	13	1	0.61	0.65	-	-	-	-	-
	14	1	0.45	0.57	-	-	-	-	-
	15	1	0.74	0.64	-	-	-	-	-
	16	1	0.35	0.50	-	-	-	-	-
	17	1	0.35	0.27	-	-	-	-	-
	18	1	0.54	0.56	-	-	-	-	-
	19	1	0.76	0.68	-	-	-	-	-
	20	1	0.66	0.63	-	-	-	-	-
	21	1	0.53	0.57	-	-	-	-	-
	22	1	0.49	0.31	-	-	-	-	-
	23	1	0.80	0.67	-	-	-	-	-
	24	2	0.39	0.51	-	-	-	-	-
	25	1	0.60	0.48	-	-	-	-	-
	26	1	0.82	0.63	-	-	-	-	-
	27	1	0.69	0.59	-	-	-	-	-
	28	1	0.48	0.45	-	-	-	-	-
	29	1	0.33	0.28	-	-	-	-	-
	30	1	0.73	0.69	-	-	-	-	-
	31	1	0.49	0.44	-	-	-	-	-
	32*	1	0.82	0.66	-	-	-	-	-
	33*	1	0.61	0.69	-	-	-	-	-

* Indicates Field Test Item

Table 21
Item Level Statistics—Science

Content	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
		1	1	0.85	0.74
		2	1	0.83	0.73
		3	1	0.84	0.76
		4	1	0.78	0.59
		5	1	0.67	0.65
		6	1	0.61	0.59
		7	1	0.87	0.71
		8	1	0.56	0.45
		9	1	0.86	0.68
		10	1	0.76	0.72
		11	1	0.53	0.41
		12	1	0.82	0.76
		13	1	0.84	0.72
		14	1	0.88	0.74
		15	1	0.79	0.64
		16	1	0.84	0.69
		17	2	0.67	0.70
		18	1	0.82	0.72
Science	4	19	1	0.85	0.71
		20	1	0.78	0.64
		21	1	0.77	0.72
		22	1	0.77	0.70
		23	1	0.85	0.68
		24	1	0.87	0.72
		25	1	0.83	0.74
		26	1	0.77	0.73
		27	1	0.88	0.69
		28	1	0.83	0.75
		29	1	0.83	0.67
		30	1	0.85	0.71
		31	1	0.85	0.72
		32	1	0.44	0.42
		33	1	0.81	0.75
		34	1	0.70	0.70
		35	1	0.74	0.61
		36	1	0.76	0.64
		37*	1	0.57	0.39
		38*	1	0.68	0.63

* Indicates Field Test Item

Table 21
Item Level Statistics—Science (continued)

Content	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
		1	1	0.79	0.75
		2	1	0.72	0.73
		3	1	0.59	0.60
		4	1	0.85	0.79
		5	1	0.64	0.61
		6	1	0.67	0.49
		7	2	0.87	0.80
		8	1	0.75	0.61
		9	1	0.78	0.69
		10	1	0.79	0.73
		11	1	0.73	0.67
		12	1	0.84	0.75
		13	1	0.89	0.74
		14	2	0.61	0.65
		15	1	0.89	0.75
		16	1	0.82	0.73
		17	2	0.81	0.70
		18	1	0.75	0.63
Science	8	19	1	0.90	0.73
		20	1	0.80	0.72
		21	1	0.89	0.71
		22	1	0.72	0.68
		23	1	0.62	0.47
		24	1	0.76	0.73
		25	1	0.64	0.55
		26	1	0.85	0.68
		27	1	0.87	0.78
		28	1	0.74	0.60
		29	1	0.79	0.75
		30	1	0.85	0.79
		31	1	0.87	0.74
		32	1	0.79	0.73
		33	1	0.51	0.37
		34	1	0.89	0.73
		35	1	0.88	0.66
		36	1	0.88	0.78
		37*	1	0.75	0.67

* Indicates Field Test Item

Table 21
Item Level Statistics—Science (continued)

Content	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
		1	1	0.77	0.71
		2	1	0.82	0.78
		3	1	0.80	0.71
		4	1	0.77	0.76
		5	1	0.80	0.66
		6	1	0.87	0.78
		7	1	0.68	0.68
		8	1	0.80	0.65
		9	1	0.75	0.63
		10	1	0.79	0.69
		11	2	0.86	0.81
		12	1	0.88	0.74
		13	3	0.63	0.68
		14	1	0.50	0.22
		15	1	0.87	0.67
		16	1	0.68	0.60
		17	1	0.83	0.76
		18	1	0.84	0.69
Science	10	19	1	0.77	0.67
		20	1	0.80	0.80
		21	1	0.68	0.58
		22	1	0.77	0.77
		23	1	0.86	0.77
		24	1	0.82	0.78
		25	1	0.84	0.80
		26	1	0.83	0.80
		27	1	0.88	0.75
		28	1	0.82	0.81
		29	1	0.68	0.61
		30	1	0.68	0.61
		31	1	0.72	0.60
		32	1	0.74	0.73
		33	1	0.80	0.69
		34	1	0.79	0.74
		35	1	0.80	0.78
		36	1	0.83	0.71

Table 22
Summary of *P*-values and Point Biserial by Grade and Content

Content	Grade	<i>P</i> -value (Item Difficulty)			Point Biserial (Item Test Correlation)		
		High	Mean	Low	High	Mean	Low
Reading	3	0.87	0.68	0.45	0.78	0.63	0.42
	4	0.91	0.76	0.49	0.74	0.62	0.45
	5	0.87	0.72	0.49	0.82	0.66	0.44
	6	0.88	0.70	0.43	0.83	0.67	0.45
	7	0.87	0.70	0.38	0.78	0.66	0.40
	8	0.89	0.72	0.40	0.77	0.66	0.45
	10	0.90	0.68	0.48	0.80	0.62	0.27
Mathematics	3	0.83	0.65	0.40	0.76	0.62	0.35
	4	0.87	0.70	0.48	0.77	0.59	0.30
	5	0.88	0.66	0.40	0.78	0.63	0.35
	6	0.87	0.67	0.43	0.75	0.66	0.34
	7	0.84	0.68	0.38	0.79	0.66	0.28
	8	0.86	0.65	0.32	0.81	0.61	0.19
	10	0.82	0.58	0.33	0.72	0.55	0.27
Science	4	0.88	0.78	0.44	0.76	0.68	0.41
	8	0.90	0.78	0.51	0.80	0.68	0.37
	10	0.88	0.78	0.50	0.81	0.70	0.22

Table 23
Standards Level Statistics, Ordered by Mean Difficulty (*P*-value)—Reading

Content	Grade	Code	Critical Concept Title	<i>P</i> -value				Point Biserial			
				High	Mean	Low	SD	High	Mean	Low	SD
Reading	3	A	Determines Meaning	0.87	0.76	0.62	0.10	0.74	0.66	0.60	0.04
		D	Evaluates/Extends Text	0.84	0.68	0.51	0.11	0.76	0.67	0.56	0.07
		B	Understands Text	0.78	0.66	0.53	0.08	0.78	0.64	0.57	0.07
		C	Analyzes Text	0.72	0.62	0.45	0.10	0.65	0.54	0.42	0.08
	4	D	Evaluates/Extends Text	0.91	0.86	0.76	0.05	0.72	0.68	0.60	0.05
		A	Determines Meaning	0.90	0.77	0.62	0.11	0.71	0.66	0.59	0.05
		B	Understands Text	0.84	0.73	0.59	0.09	0.74	0.60	0.47	0.09
	5	C	Analyzes Text	0.81	0.67	0.49	0.12	0.65	0.53	0.45	0.08
		B	Understands Text	0.85	0.75	0.70	0.05	0.82	0.70	0.53	0.09
		A	Determines Meaning	0.87	0.74	0.49	0.13	0.78	0.68	0.52	0.09
		C	Analyzes Text	0.87	0.71	0.52	0.13	0.77	0.62	0.44	0.13
	6	D	Evaluates/Extends Text	0.82	0.68	0.58	0.09	0.66	0.62	0.59	0.02
		B	Understands Text	0.80	0.75	0.65	0.06	0.83	0.72	0.53	0.10
		A	Determines Meaning	0.88	0.73	0.55	0.12	0.79	0.67	0.50	0.10
		C	Analyzes Text	0.85	0.71	0.52	0.13	0.80	0.68	0.45	0.13
	7	D	Evaluates/Extends Text	0.78	0.63	0.43	0.11	0.72	0.63	0.50	0.08
		A	Determines Meaning	0.87	0.73	0.59	0.09	0.78	0.69	0.59	0.06
		B/C	Understands Text/Analyzes Text	0.84	0.68	0.38	0.13	0.76	0.64	0.40	0.10
	8	A	Determines Meaning	0.89	0.76	0.66	0.08	0.77	0.67	0.56	0.06
		B/C	Understands Text/Analyzes Text	0.88	0.71	0.40	0.13	0.75	0.66	0.45	0.08
D		Evaluates/Extends Text	0.86	0.71	0.57	0.10	0.75	0.65	0.58	0.06	
10	A	Determines Meaning	0.90	0.71	0.53	0.12	0.80	0.66	0.54	0.08	
	B/C	Understands Text/Analyzes Text	0.85	0.69	0.48	0.12	0.76	0.61	0.29	0.13	
		D	Evaluates/Extends Text	0.75	0.63	0.51	0.09	0.78	0.58	0.27	0.16

Table 24
Standards Level Statistics, Ordered by Mean Difficulty (*P*-value)—Mathematics

Content	Grade	Code	Critical Concept Title	<i>P</i> -value				Point Biserial			
				High	Mean	Low	SD	High	Mean	Low	SD
Mathematics	3	D	Measurement	0.83	0.75	0.63	0.07	0.70	0.68	0.64	0.02
		C	Geometry	0.80	0.73	0.59	0.09	0.73	0.62	0.44	0.11
		F	Algebraic Relationships	0.70	0.67	0.62	0.03	0.72	0.64	0.55	0.06
		A/B	Number Operations and Relationships	0.71	0.62	0.54	0.08	0.76	0.62	0.48	0.10
		E	Statistics/Probability	0.61	0.49	0.40	0.09	0.67	0.52	0.35	0.13
	4	F	Algebraic Relationships	0.80	0.73	0.67	0.05	0.67	0.60	0.52	0.06
		C	Geometry	0.83	0.73	0.53	0.12	0.67	0.58	0.46	0.08
		D	Measurement	0.87	0.73	0.51	0.13	0.70	0.59	0.30	0.15
		A/B	Number Operations and Relationships	0.87	0.70	0.53	0.13	0.71	0.60	0.46	0.10
		E	Statistics/Probability	0.71	0.61	0.48	0.10	0.77	0.58	0.36	0.14
	5	D	Measurement	0.88	0.79	0.62	0.09	0.73	0.65	0.54	0.06
		F	Algebraic Relationships	0.77	0.72	0.70	0.03	0.74	0.69	0.65	0.03
		A/B	Number Operations and Relationships	0.78	0.63	0.51	0.12	0.74	0.59	0.46	0.11
		C	Geometry	0.76	0.60	0.40	0.14	0.71	0.60	0.52	0.08
		E	Statistics/Probability	0.72	0.57	0.47	0.09	0.78	0.60	0.35	0.16
	6	D	Measurement	0.87	0.75	0.55	0.12	0.72	0.68	0.62	0.03
		F	Algebraic Relationships	0.80	0.71	0.63	0.06	0.74	0.73	0.71	0.01
		E	Statistics/Probability	0.83	0.65	0.53	0.12	0.72	0.61	0.34	0.15
		C	Geometry	0.77	0.64	0.50	0.11	0.72	0.68	0.64	0.03
		A/B	Number Operations and Relationships	0.78	0.62	0.43	0.12	0.75	0.63	0.49	0.08

Table 24
Standards Level Statistics, Ordered by Mean Difficulty (*P*-value)—Mathematics (continued)

Content	Grade	Code	Critical Concept Title	<i>P</i> -value				Point Biserial			
				High	Mean	Low	SD	High	Mean	Low	SD
Mathematics	7	F	Algebraic Relationships	0.79	0.71	0.50	0.11	0.75	0.69	0.58	0.07
		D	Measurement	0.84	0.70	0.53	0.12	0.71	0.62	0.47	0.10
		C	Geometry	0.84	0.70	0.38	0.18	0.75	0.63	0.28	0.17
		E	Statistics/Probability	0.74	0.67	0.54	0.08	0.73	0.68	0.58	0.06
		A/B	Number Operations and Relationships	0.77	0.62	0.48	0.12	0.79	0.66	0.54	0.09
	8	D	Measurement	0.76	0.69	0.64	0.05	0.68	0.61	0.49	0.07
		C	Geometry	0.84	0.68	0.58	0.09	0.81	0.63	0.39	0.15
		E	Statistics/Probability	0.77	0.66	0.56	0.07	0.80	0.66	0.53	0.10
		F	Algebraic Relationships	0.80	0.65	0.52	0.13	0.74	0.65	0.59	0.06
		A/B	Number Operations and Relationships	0.86	0.58	0.32	0.19	0.74	0.53	0.19	0.22
	10	D	Measurement	0.82	0.66	0.40	0.17	0.70	0.59	0.30	0.15
		F	Algebraic Relationships	0.69	0.59	0.53	0.06	0.67	0.61	0.56	0.04
		E	Statistics/Probability	0.75	0.58	0.35	0.16	0.64	0.55	0.45	0.08
		A/B	Number Operations and Relationships	0.66	0.54	0.39	0.11	0.72	0.53	0.31	0.13
		C	Geometry	0.74	0.52	0.33	0.18	0.69	0.48	0.27	0.18

Table 25
Standards Level Statistics, Ordered by Mean Difficulty (*P*-value)—Science

Content	Grade	Code	Critical Concept Title	<i>P</i> -value				Point Biserial			
				High	Mean	Low	SD	High	Mean	Low	SD
Science	4	F	Life and Environment	0.88	0.81	0.67	0.08	0.76	0.72	0.70	0.02
		G/H	Science Applications and Science in Personal/Social Perspectives	0.87	0.81	0.67	0.08	0.75	0.71	0.65	0.04
		E	Earth and Space	0.88	0.79	0.61	0.10	0.76	0.70	0.59	0.06
		D	Physical Science	0.85	0.77	0.56	0.11	0.73	0.65	0.45	0.11
		C	Science Inquiry	0.83	0.76	0.53	0.12	0.74	0.65	0.41	0.12
		A/B	Science Connections and the Nature of Science	0.85	0.72	0.44	0.15	0.75	0.63	0.42	0.11
	8	A/B	Science Connections and the Nature of Science	0.89	0.86	0.79	0.04	0.80	0.76	0.71	0.04
		G/H	Science Applications and Science in Personal/Social Perspectives	0.89	0.82	0.64	0.10	0.79	0.71	0.55	0.09
		E	Earth and Space	0.85	0.78	0.67	0.07	0.73	0.66	0.49	0.09
		D	Physical Science	0.89	0.75	0.64	0.08	0.75	0.67	0.60	0.06
		F	Life and Environment	0.90	0.74	0.59	0.12	0.75	0.66	0.47	0.11
		C	Science Inquiry	0.89	0.72	0.51	0.14	0.73	0.64	0.37	0.14
	10	A/B	Science Connections and the Nature of Science	0.86	0.83	0.80	0.03	0.81	0.76	0.69	0.04
		F	Life and Environment	0.87	0.82	0.77	0.05	0.80	0.72	0.66	0.06
		D	Physical Science	0.84	0.77	0.68	0.06	0.80	0.66	0.60	0.07
		G/H	Science Applications and Science in Personal/Social Perspectives	0.88	0.77	0.68	0.10	0.80	0.69	0.58	0.09
		C	Science Inquiry	0.83	0.76	0.63	0.07	0.81	0.74	0.68	0.05
		E	Earth and Space	0.82	0.73	0.50	0.12	0.78	0.63	0.22	0.21

Table 26
Total Group Statistics, Including Reliability

Content	Grade	Sample Size	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
			Mean	SD				
Reading	3	788	20.13	8.61	35	39	0.94	2.07
	4	849	22.43	7.67	80	37	0.94	1.93
	5	788	21.21	8.77	62	51	0.95	1.93
	6	754	20.69	9.35	54	63	0.96	1.89
	7	792	21.33	9.12	52	54	0.95	1.98
	8	793	20.99	9.00	59	60	0.96	1.90
	10	839	19.91	8.79	32	60	0.95	2.04
Mathematics	3	785	21.75	9.81	19	55	0.94	2.33
	4	847	23.25	9.07	25	32	0.94	2.30
	5	783	22.22	9.90	33	49	0.95	2.25
	6	752	21.95	10.52	30	63	0.96	2.13
	7	790	22.40	10.36	23	58	0.96	2.18
	8	790	21.27	10.17	16	66	0.95	2.27
	10	839	18.85	9.13	7	69	0.93	2.42
Science	4	844	28.33	10.24	96	38	0.97	1.90
	8	789	29.28	11.52	71	63	0.97	2.00
	10	834	29.31	11.80	75	62	0.97	2.08

Table 27
Raw Score Frequency Distributions—Reading

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
		0	39	4.95%	39	4.95%
		1	9	1.14%	48	6.09%
		2	10	1.27%	58	7.36%
		3	10	1.27%	68	8.63%
		4	7	0.89%	75	9.52%
		5	6	0.76%	81	10.28%
		6	7	0.89%	88	11.17%
		7	8	1.02%	96	12.18%
		8	7	0.89%	103	13.07%
		9	9	1.14%	112	14.21%
		10	9	1.14%	121	15.36%
		11	16	2.03%	137	17.39%
		12	15	1.90%	152	19.29%
		13	13	1.65%	165	20.94%
		14	21	2.67%	186	23.60%
Reading	3	15	18	2.28%	204	25.89%
		16	14	1.78%	218	27.67%
		17	18	2.28%	236	29.95%
		18	15	1.90%	251	31.85%
		19	25	3.17%	276	35.03%
		20	39	4.95%	315	39.98%
		21	28	3.55%	343	43.53%
		22	34	4.31%	377	47.84%
		23	39	4.95%	416	52.79%
		24	34	4.31%	450	57.11%
		25	62	7.87%	512	64.98%
		26	56	7.11%	568	72.08%
		27	65	8.25%	633	80.33%
		28	62	7.87%	695	88.20%
		29	58	7.36%	753	95.56%
		30	35	4.44%	788	100%

Table 27
Raw Score Frequency Distributions—Reading (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
		0	37	4.36%	37	4.36%
		1	1	0.12%	38	4.48%
		2	3	0.35%	41	4.83%
		3	3	0.35%	44	5.18%
		4	4	0.47%	48	5.65%
		5	4	0.47%	52	6.13%
		6	4	0.47%	56	6.60%
		7	3	0.35%	59	6.95%
		8	5	0.59%	64	7.54%
		9	8	0.94%	72	8.48%
		10	5	0.59%	77	9.07%
		11	10	1.18%	87	10.25%
		12	11	1.30%	98	11.54%
		13	8	0.94%	106	12.49%
		14	12	1.41%	118	13.90%
Reading	4	15	11	1.30%	129	15.19%
		16	16	1.89%	145	17.08%
		17	21	2.47%	166	19.55%
		18	27	3.18%	193	22.73%
		19	22	2.59%	215	25.32%
		20	22	2.59%	237	27.92%
		21	32	3.77%	269	31.68%
		22	32	3.77%	301	35.45%
		23	45	5.30%	346	40.75%
		24	48	5.65%	394	46.41%
		25	61	7.19%	455	53.59%
		26	67	7.89%	522	61.48%
		27	88	10.37%	610	71.85%
		28	67	7.89%	677	79.74%
		29	92	10.84%	769	90.58%
		30	80	9.42%	849	100%

Table 27
Raw Score Frequency Distributions—Reading (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
		0	51	6.47%	51	6.47%
		1	8	1.02%	59	7.49%
		2	2	0.25%	61	7.74%
		3	7	0.89%	68	8.63%
		4	4	0.51%	72	9.14%
		5	3	0.38%	75	9.52%
		6	4	0.51%	79	10.03%
		7	11	1.40%	90	11.42%
		8	5	0.64%	95	12.06%
		9	10	1.27%	105	13.33%
		10	7	0.89%	112	14.21%
		11	9	1.14%	121	15.36%
		12	9	1.14%	130	16.50%
		13	15	1.90%	145	18.40%
		14	8	1.02%	153	19.42%
Reading	5	15	16	2.03%	169	21.45%
		16	17	2.16%	186	23.60%
		17	17	2.16%	203	25.76%
		18	18	2.28%	221	28.05%
		19	26	3.30%	247	31.35%
		20	24	3.05%	271	34.39%
		21	20	2.54%	291	36.93%
		22	20	2.54%	311	39.47%
		23	35	4.44%	346	43.91%
		24	41	5.20%	387	49.11%
		25	51	6.47%	438	55.58%
		26	68	8.63%	506	64.21%
		27	68	8.63%	574	72.84%
		28	64	8.12%	638	80.96%
		29	88	11.17%	726	92.13%
		30	62	7.87%	788	100%

Table 27
Raw Score Frequency Distributions—Reading (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
		0	63	8.36%	63	8.36%
		1	9	1.19%	72	9.55%
		2	5	0.66%	77	10.21%
		3	6	0.80%	83	11.01%
		4	4	0.53%	87	11.54%
		5	3	0.40%	90	11.94%
		6	2	0.27%	92	12.20%
		7	7	0.93%	99	13.13%
		8	5	0.66%	104	13.79%
		9	10	1.33%	114	15.12%
		10	14	1.86%	128	16.98%
		11	11	1.46%	139	18.44%
		12	14	1.86%	153	20.29%
		13	10	1.33%	163	21.62%
		14	9	1.19%	172	22.81%
Reading	6	15	16	2.12%	188	24.93%
		16	11	1.46%	199	26.39%
		17	12	1.59%	211	27.98%
		18	19	2.52%	230	30.50%
		19	15	1.99%	245	32.49%
		20	16	2.12%	261	34.62%
		21	16	2.12%	277	36.74%
		22	33	4.38%	310	41.11%
		23	34	4.51%	344	45.62%
		24	40	5.31%	384	50.93%
		25	36	4.78%	420	55.70%
		26	50	6.63%	470	62.33%
		27	65	8.62%	535	70.96%
		28	75	9.95%	610	80.90%
		29	90	11.94%	700	92.84%
		30	54	7.16%	754	100%

Table 27
Raw Score Frequency Distributions—Reading (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
		0	54	6.82%	54	6.82%
		1	4	0.51%	58	7.32%
		2	4	0.51%	62	7.83%
		3	5	0.63%	67	8.46%
		4	8	1.01%	75	9.47%
		5	7	0.88%	82	10.35%
		6	3	0.38%	85	10.73%
		7	7	0.88%	92	11.62%
		8	2	0.25%	94	11.87%
		9	9	1.14%	103	13.01%
		10	9	1.14%	112	14.14%
		11	9	1.14%	121	15.28%
		12	19	2.40%	140	17.68%
		13	12	1.52%	152	19.19%
		14	15	1.89%	167	21.09%
Reading	7	15	13	1.64%	180	22.73%
		16	19	2.40%	199	25.13%
		17	15	1.89%	214	27.02%
		18	20	2.53%	234	29.55%
		19	20	2.53%	254	32.07%
		20	32	4.04%	286	36.11%
		21	24	3.03%	310	39.14%
		22	22	2.78%	332	41.92%
		23	28	3.54%	360	45.46%
		24	34	4.29%	394	49.75%
		25	30	3.79%	424	53.54%
		26	50	6.31%	474	59.85%
		27	52	6.57%	526	66.41%
		28	63	7.96%	589	74.37%
		29	86	10.86%	675	85.23%
		30	65	8.21%	740	93.43%
		31	52	6.57%	792	100%

Table 27
Raw Score Frequency Distributions—Reading (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
		0	60	7.57%	60	7.57%
		1	6	0.76%	66	8.32%
		2	2	0.25%	68	8.58%
		3	5	0.63%	73	9.21%
		4	4	0.50%	77	9.71%
		5	6	0.76%	83	10.47%
		6	6	0.76%	89	11.22%
		7	3	0.38%	92	11.60%
		8	7	0.88%	99	12.48%
		9	7	0.88%	106	13.37%
		10	11	1.39%	117	14.75%
		11	12	1.51%	129	16.27%
		12	15	1.89%	144	18.16%
		13	13	1.64%	157	19.80%
		14	13	1.64%	170	21.44%
Reading	8	15	12	1.51%	182	22.95%
		16	12	1.51%	194	24.46%
		17	16	2.02%	210	26.48%
		18	26	3.28%	236	29.76%
		19	20	2.52%	256	32.28%
		20	22	2.77%	278	35.06%
		21	35	4.41%	313	39.47%
		22	17	2.14%	330	41.61%
		23	23	2.90%	353	44.52%
		24	44	5.55%	397	50.06%
		25	41	5.17%	438	55.23%
		26	47	5.93%	485	61.16%
		27	79	9.96%	564	71.12%
		28	83	10.47%	647	81.59%
		29	87	10.97%	734	92.56%
		30	59	7.44%	793	100%

Table 27
Raw Score Frequency Distributions—Reading (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
		0	60	7.15%	60	7.15%
		1	8	0.95%	68	8.11%
		2	6	0.72%	74	8.82%
		3	4	0.48%	78	9.30%
		4	11	1.31%	89	10.61%
		5	3	0.36%	92	10.97%
		6	7	0.83%	99	11.80%
		7	6	0.72%	105	12.52%
		8	8	0.95%	113	13.47%
		9	7	0.83%	120	14.30%
		10	11	1.31%	131	15.61%
		11	15	1.79%	146	17.40%
		12	15	1.79%	161	19.19%
		13	17	2.03%	178	21.22%
		14	12	1.43%	190	22.65%
Reading	10	15	23	2.74%	213	25.39%
		16	24	2.86%	237	28.25%
		17	28	3.34%	265	31.59%
		18	24	2.86%	289	34.45%
		19	34	4.05%	323	38.50%
		20	31	3.69%	354	42.19%
		21	28	3.34%	382	45.53%
		22	25	2.98%	407	48.51%
		23	40	4.77%	447	53.28%
		24	43	5.13%	490	58.40%
		25	44	5.24%	534	63.65%
		26	63	7.51%	597	71.16%
		27	74	8.82%	671	79.98%
		28	77	9.18%	748	89.15%
		29	59	7.03%	807	96.19%
		30	32	3.81%	839	100%

Table 28
Raw Score Frequency Distributions—Mathematics

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
		0	55	7.01%	55	7.01%
		1	4	0.51%	59	7.52%
		2	8	1.02%	67	8.54%
		3	6	0.76%	73	9.30%
		4	8	1.02%	81	10.32%
		5	7	0.89%	88	11.21%
		6	5	0.64%	93	11.85%
		7	2	0.25%	95	12.10%
		8	9	1.15%	104	13.25%
		9	6	0.76%	110	14.01%
		10	7	0.89%	117	14.90%
		11	9	1.15%	126	16.05%
		12	10	1.27%	136	17.33%
		13	14	1.78%	150	19.11%
		14	19	2.42%	169	21.53%
		15	8	1.02%	177	22.55%
		16	16	2.04%	193	24.59%
Mathematics	3	17	25	3.18%	218	27.77%
		18	20	2.55%	238	30.32%
		19	22	2.80%	260	33.12%
		20	31	3.95%	291	37.07%
		21	24	3.06%	315	40.13%
		22	29	3.69%	344	43.82%
		23	22	2.80%	366	46.62%
		24	29	3.69%	395	50.32%
		25	23	2.93%	418	53.25%
		26	38	4.84%	456	58.09%
		27	42	5.35%	498	63.44%
		28	48	6.11%	546	69.55%
		29	41	5.22%	587	74.78%
		30	44	5.61%	631	80.38%
		31	44	5.61%	675	85.99%
		32	47	5.99%	722	91.98%
		33	44	5.61%	766	97.58%
		34	19	2.42%	785	100%

Table 28
Raw Score Frequency Distributions—Mathematics (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
		0	32	3.78%	32	3.78%
		1	11	1.30%	43	5.08%
		2	5	0.59%	48	5.67%
		3	3	0.35%	51	6.02%
		4	4	0.47%	55	6.49%
		5	4	0.47%	59	6.97%
		6	5	0.59%	64	7.56%
		7	3	0.35%	67	7.91%
		8	7	0.83%	74	8.74%
		9	11	1.30%	85	10.04%
		10	7	0.83%	92	10.86%
		11	13	1.53%	105	12.40%
		12	6	0.71%	111	13.11%
		13	13	1.53%	124	14.64%
		14	15	1.77%	139	16.41%
		15	21	2.48%	160	18.89%
		16	23	2.72%	183	21.61%
Mathematics	4	17	15	1.77%	198	23.38%
		18	19	2.24%	217	25.62%
		19	24	2.83%	241	28.45%
		20	24	2.83%	265	31.29%
		21	25	2.95%	290	34.24%
		22	27	3.19%	317	37.43%
		23	27	3.19%	344	40.61%
		24	35	4.13%	379	44.75%
		25	31	3.66%	410	48.41%
		26	29	3.42%	439	51.83%
		27	38	4.49%	477	56.32%
		28	42	4.96%	519	61.28%
		29	60	7.08%	579	68.36%
		30	59	6.97%	638	75.33%
		31	72	8.50%	710	83.83%
		32	58	6.85%	768	90.67%
		33	54	6.38%	822	97.05%
		34	25	2.95%	847	100%

Table 28
Raw Score Frequency Distributions—Mathematics (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
		0	49	6.26%	49	6.26%
		1	7	0.89%	56	7.15%
		2	7	0.89%	63	8.05%
		3	4	0.51%	67	8.56%
		4	3	0.38%	70	8.94%
		5	6	0.77%	76	9.71%
		6	6	0.77%	82	10.47%
		7	5	0.64%	87	11.11%
		8	5	0.64%	92	11.75%
		9	6	0.77%	98	12.52%
		10	13	1.66%	111	14.18%
		11	13	1.66%	124	15.84%
		12	13	1.66%	137	17.50%
		13	14	1.79%	151	19.29%
		14	23	2.94%	174	22.22%
		15	13	1.66%	187	23.88%
		16	14	1.79%	201	25.67%
Mathematics	5	17	18	2.30%	219	27.97%
		18	13	1.66%	232	29.63%
		19	25	3.19%	257	32.82%
		20	27	3.45%	284	36.27%
		21	24	3.07%	308	39.34%
		22	16	2.04%	324	41.38%
		23	28	3.58%	352	44.96%
		24	25	3.19%	377	48.15%
		25	34	4.34%	411	52.49%
		26	30	3.83%	441	56.32%
		27	24	3.07%	465	59.39%
		28	36	4.60%	501	63.99%
		29	41	5.24%	542	69.22%
		30	48	6.13%	590	75.35%
		31	55	7.02%	645	82.38%
		32	52	6.64%	697	89.02%
		33	53	6.77%	750	95.79%
		34	33	4.21%	783	100%

Table 28
Raw Score Frequency Distributions—Mathematics (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
		0	63	8.38%	63	8.38%
		1	6	0.80%	69	9.18%
		2	4	0.53%	73	9.71%
		3	6	0.80%	79	10.51%
		4	10	1.33%	89	11.84%
		5	3	0.40%	92	12.23%
		6	5	0.66%	97	12.90%
		7	6	0.80%	103	13.70%
		8	5	0.66%	108	14.36%
		9	8	1.06%	116	15.43%
		10	11	1.46%	127	16.89%
		11	12	1.60%	139	18.48%
		12	15	1.99%	154	20.48%
		13	8	1.06%	162	21.54%
		14	13	1.73%	175	23.27%
		15	13	1.73%	188	25.00%
		16	21	2.79%	209	27.79%
Mathematics	6	17	14	1.86%	223	29.65%
		18	14	1.86%	237	31.52%
		19	21	2.79%	258	34.31%
		20	15	1.99%	273	36.30%
		21	17	2.26%	290	38.56%
		22	16	2.13%	306	40.69%
		23	22	2.93%	328	43.62%
		24	28	3.72%	356	47.34%
		25	21	2.79%	377	50.13%
		26	28	3.72%	405	53.86%
		27	30	3.99%	435	57.85%
		28	32	4.26%	467	62.10%
		29	39	5.19%	506	67.29%
		30	48	6.38%	554	73.67%
		31	56	7.45%	610	81.12%
		32	59	7.85%	669	88.96%
		33	53	7.05%	722	96.01%
		34	30	3.99%	752	100%

Table 28
Raw Score Frequency Distributions—Mathematics (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
		0	58	7.34%	58	7.34%
		1	6	0.76%	64	8.10%
		2	5	0.63%	69	8.73%
		3	3	0.38%	72	9.11%
		4	3	0.38%	75	9.49%
		5	9	1.14%	84	10.63%
		6	5	0.63%	89	11.27%
		7	7	0.89%	96	12.15%
		8	10	1.27%	106	13.42%
		9	11	1.39%	117	14.81%
		10	12	1.52%	129	16.33%
		11	10	1.27%	139	17.60%
		12	17	2.15%	156	19.75%
		13	10	1.27%	166	21.01%
		14	10	1.27%	176	22.28%
		15	15	1.90%	191	24.18%
		16	14	1.77%	205	25.95%
Mathematics	7	17	20	2.53%	225	28.48%
		18	22	2.78%	247	31.27%
		19	19	2.41%	266	33.67%
		20	21	2.66%	287	36.33%
		21	19	2.41%	306	38.73%
		22	12	1.52%	318	40.25%
		23	16	2.03%	334	42.28%
		24	17	2.15%	351	44.43%
		25	24	3.04%	375	47.47%
		26	29	3.67%	404	51.14%
		27	34	4.30%	438	55.44%
		28	26	3.29%	464	58.73%
		29	45	5.70%	509	64.43%
		30	54	6.84%	563	71.27%
		31	60	7.59%	623	78.86%
		32	73	9.24%	696	88.10%
		33	71	8.99%	767	97.09%
		34	23	2.91%	790	100%

Table 28
Raw Score Frequency Distributions—Mathematics (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
		0	66	8.35%	66	8.35%
		1	5	0.63%	71	8.99%
		2	4	0.51%	75	9.49%
		3	2	0.25%	77	9.75%
		4	11	1.39%	88	11.14%
		5	4	0.51%	92	11.65%
		6	2	0.25%	94	11.90%
		7	8	1.01%	102	12.91%
		8	9	1.14%	111	14.05%
		9	9	1.14%	120	15.19%
		10	13	1.65%	133	16.84%
		11	12	1.52%	145	18.35%
		12	17	2.15%	162	20.51%
		13	21	2.66%	183	23.17%
		14	19	2.41%	202	25.57%
		15	12	1.52%	214	27.09%
		16	13	1.65%	227	28.73%
Mathematics	8	17	22	2.78%	249	31.52%
		18	18	2.28%	267	33.80%
		19	16	2.03%	283	35.82%
		20	20	2.53%	303	38.35%
		21	24	3.04%	327	41.39%
		22	27	3.42%	354	44.81%
		23	27	3.42%	381	48.23%
		24	31	3.92%	412	52.15%
		25	22	2.78%	434	54.94%
		26	25	3.16%	459	58.10%
		27	28	3.54%	487	61.65%
		28	45	5.70%	532	67.34%
		29	43	5.44%	575	72.79%
		30	51	6.46%	626	79.24%
		31	62	7.85%	688	87.09%
		32	52	6.58%	740	93.67%
		33	34	4.30%	774	97.98%
		34	16	2.03%	790	100%

Table 28
Raw Score Frequency Distributions—Mathematics (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
		0	69	8.22%	69	8.22%
		1	4	0.48%	73	8.70%
		2	8	0.95%	81	9.65%
		3	7	0.83%	88	10.49%
		4	2	0.24%	90	10.73%
		5	6	0.72%	96	11.44%
		6	6	0.72%	102	12.16%
		7	4	0.48%	106	12.63%
		8	8	0.95%	114	13.59%
		9	11	1.31%	125	14.90%
		10	18	2.15%	143	17.04%
		11	24	2.86%	167	19.91%
		12	23	2.74%	190	22.65%
		13	30	3.58%	220	26.22%
		14	20	2.38%	240	28.61%
		15	41	4.89%	281	33.49%
		16	33	3.93%	314	37.43%
Mathematics	10	17	27	3.22%	341	40.64%
		18	23	2.74%	364	43.39%
		19	31	3.69%	395	47.08%
		20	29	3.46%	424	50.54%
		21	35	4.17%	459	54.71%
		22	34	4.05%	493	58.76%
		23	41	4.89%	534	63.65%
		24	34	4.05%	568	67.70%
		25	34	4.05%	602	71.75%
		26	40	4.77%	642	76.52%
		27	42	5.01%	684	81.53%
		28	36	4.29%	720	85.82%
		29	33	3.93%	753	89.75%
		30	26	3.10%	779	92.85%
		31	23	2.74%	802	95.59%
		32	16	1.91%	818	97.50%
		33	14	1.67%	832	99.17%
		34	7	0.83%	839	100%

Table 29
Raw Score Frequency Distributions—Science

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
		0	38	4.50%	38	4.50%
		1	3	0.36%	41	4.86%
		2	5	0.59%	46	5.45%
		3	3	0.36%	49	5.81%
		4	0	0%	49	5.81%
		5	4	0.47%	53	6.28%
		6	4	0.47%	57	6.75%
		7	3	0.36%	60	7.11%
		8	5	0.59%	65	7.70%
		9	6	0.71%	71	8.41%
		10	7	0.83%	78	9.24%
		11	10	1.19%	88	10.43%
		12	6	0.71%	94	11.14%
		13	4	0.47%	98	11.61%
		14	10	1.19%	108	12.80%
		15	8	0.95%	116	13.74%
		16	3	0.36%	119	14.10%
		17	8	0.95%	127	15.05%
Science	4	18	9	1.07%	136	16.11%
		19	8	0.95%	144	17.06%
		20	18	2.13%	162	19.19%
		21	10	1.19%	172	20.38%
		22	10	1.19%	182	21.56%
		23	12	1.42%	194	22.99%
		24	12	1.42%	206	24.41%
		25	16	1.90%	222	26.30%
		26	12	1.42%	234	27.73%
		27	28	3.32%	262	31.04%
		28	24	2.84%	286	33.89%
		29	18	2.13%	304	36.02%
		30	22	2.61%	326	38.63%
		31	34	4.03%	360	42.65%
		32	38	4.50%	398	47.16%
		33	56	6.64%	454	53.79%
		34	80	9.48%	534	63.27%
		35	106	12.56%	640	75.83%
		36	108	12.80%	748	88.63%
		37	96	11.37%	844	100%

Table 29
Raw Score Frequency Distributions—Science (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
		0	63	7.99%	63	7.99%
		1	4	0.51%	67	8.49%
		2	4	0.51%	71	9.00%
		3	2	0.25%	73	9.25%
		4	3	0.38%	76	9.63%
		5	0	0%	76	9.63%
		6	1	0.13%	77	9.76%
		7	3	0.38%	80	10.14%
		8	3	0.38%	83	10.52%
		9	2	0.25%	85	10.77%
		10	2	0.25%	87	11.03%
		11	1	0.13%	88	11.15%
		12	1	0.13%	89	11.28%
		13	6	0.76%	95	12.04%
		14	4	0.51%	99	12.55%
		15	4	0.51%	103	13.05%
		16	4	0.51%	107	13.56%
		17	6	0.76%	113	14.32%
		18	6	0.76%	119	15.08%
Science	8	19	6	0.76%	125	15.84%
		20	7	0.89%	132	16.73%
		21	9	1.14%	141	17.87%
		22	12	1.52%	153	19.39%
		23	14	1.77%	167	21.17%
		24	10	1.27%	177	22.43%
		25	12	1.52%	189	23.95%
		26	20	2.54%	209	26.49%
		27	13	1.65%	222	28.14%
		28	15	1.90%	237	30.04%
		29	20	2.54%	257	32.57%
		30	19	2.41%	276	34.98%
		31	22	2.79%	298	37.77%
		32	26	3.30%	324	41.07%
		33	41	5.20%	365	46.26%
		34	42	5.32%	407	51.58%
		35	55	6.97%	462	58.56%
		36	74	9.38%	536	67.93%
		37	88	11.15%	624	79.09%
		38	94	11.91%	718	91.00%
		39	71	9.00%	789	100.00%

Table 29
Raw Score Frequency Distributions—Science (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
		0	62	7.43%	62	7.43%
		1	6	0.72%	68	8.15%
		2	0	0%	68	8.15%
		3	7	0.84%	75	8.99%
		4	3	0.36%	78	9.35%
		5	2	0.24%	80	9.59%
		6	1	0.12%	81	9.71%
		7	2	0.24%	83	9.95%
		8	3	0.36%	86	10.31%
		9	4	0.48%	90	10.79%
		10	3	0.36%	93	11.15%
		11	4	0.48%	97	11.63%
		12	4	0.48%	101	12.11%
		13	12	1.44%	113	13.55%
		14	8	0.96%	121	14.51%
		15	4	0.48%	125	14.99%
		16	8	0.96%	133	15.95%
		17	6	0.72%	139	16.67%
		18	7	0.84%	146	17.51%
Science	10	19	8	0.96%	154	18.47%
		20	11	1.32%	165	19.78%
		21	6	0.72%	171	20.50%
		22	4	0.48%	175	20.98%
		23	12	1.44%	187	22.42%
		24	6	0.72%	193	23.14%
		25	13	1.56%	206	24.70%
		26	9	1.08%	215	25.78%
		27	10	1.20%	225	26.98%
		28	16	1.92%	241	28.90%
		29	15	1.80%	256	30.70%
		30	16	1.92%	272	32.61%
		31	25	3.00%	297	35.61%
		32	31	3.72%	328	39.33%
		33	28	3.36%	356	42.69%
		34	42	5.04%	398	47.72%
		35	56	6.72%	454	54.44%
		36	86	10.31%	540	64.75%
		37	107	12.83%	647	77.58%
		38	112	13.43%	759	91.01%
		39	75	8.99%	834	100%

Table 30
Cut Scores and Percent of Students in Each Performance Level—Total Group

Content	Grade	Sample Size	Cut Scores								Percent of Students in Each Performance Level				
			WAA-SwD Minimal Performance		WAA-SwD Basic		WAA-SwD Proficient		WAA-SwD Advanced		WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
			Low	High	Low	High	Low	High	Low	High					
Reading	3	788	0	9	10	18	19	25	26	30	14.21%	17.64%	33.12%	35.03%	68.15%
	4	849	0	9	10	21	22	27	28	30	8.48%	23.20%	40.17%	28.15%	68.32%
	5	788	0	7	8	19	20	26	27	30	11.42%	19.92%	32.87%	35.79%	68.66%
	6	754	0	7	8	20	21	26	27	30	13.13%	21.49%	27.72%	37.67%	65.39%
	7	792	0	8	9	20	21	25	26	31	11.87%	24.24%	17.42%	46.47%	63.89%
	8	793	0	8	9	19	20	25	26	30	12.48%	19.80%	22.95%	44.77%	67.72%
	10	839	0	9	10	19	20	25	26	30	14.30%	24.20%	25.15%	36.35%	61.50%
Mathematics	3	785	0	6	7	17	18	27	28	34	11.85%	15.92%	35.67%	36.56%	72.23%
	4	847	0	8	9	18	19	27	28	34	8.74%	16.88%	30.70%	43.68%	74.38%
	5	783	0	8	9	18	19	27	28	34	11.75%	17.88%	29.76%	40.61%	70.37%
	6	752	0	9	10	18	19	28	29	34	15.43%	16.09%	30.59%	37.90%	68.48%
	7	790	0	7	8	16	17	27	28	34	12.15%	13.80%	29.49%	44.56%	74.05%
	8	790	0	7	8	17	18	27	28	34	12.91%	18.61%	30.13%	38.35%	68.48%
	10	839	0	7	8	17	18	25	26	34	12.63%	28.01%	31.11%	28.25%	59.36%
Science	4	844	0	14	15	24	25	31	32	37	12.80%	11.61%	18.25%	57.35%	75.59%
	8	789	0	13	14	23	24	33	34	39	12.04%	9.13%	25.10%	53.74%	78.83%
	10	834	0	11	12	25	26	32	33	39	11.63%	13.07%	14.63%	60.67%	75.30%

Table 31
Percent of Students by Grade in Each Performance Level by Gender, Ethnicity, English Language Proficiency, and Socio-Economic Status—Reading

Content	Grade	Variable	Subgroup	Sample Size	Percent of Students in Each Performance Level				WAA-SwD Proficient and Advanced Combined	
					WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced		
Reading	3		TOTAL	788	14.21%	17.64%	33.12%	35.03%	68.15%	
			Gender	Female	267	14.61%	17.98%	32.21%	35.21%	67.42%
				Male	520	13.85%	17.50%	33.65%	35.00%	68.65%
			Ethnicity	Asian/Pacific Islander	17	17.65%	35.29%	29.41%	17.65%	47.06%
				Black (not of Hispanic Origin)	135	10.37%	17.04%	40.74%	31.85%	72.59%
				Hispanic	83	13.25%	20.48%	38.55%	27.71%	66.27%
				American Indian/Alaska Native	10	10.00%	20.00%	30.00%	40.00%	70.00%
			White (not of Hispanic Origin)	542	15.13%	16.79%	30.63%	37.45%	68.08%	
				ELP	English Language Proficient	742	14.02%	17.79%	32.48%	35.71%
			Not English Language Proficient		46	17.39%	15.22%	43.48%	23.91%	67.39%
	SES	Economically Disadvantaged	458	11.57%	14.63%	33.84%	39.96%	73.80%		
		Not Economically Disadvantaged	330	17.88%	21.82%	32.12%	28.18%	60.30%		
	4		TOTAL	849	8.48%	23.20%	40.17%	28.15%	68.32%	
			Gender	Female	281	11.74%	26.69%	40.93%	20.64%	61.57%
				Male	568	6.87%	21.48%	39.79%	31.87%	71.66%
			Ethnicity	Asian/Pacific Islander	34	11.77%	29.41%	44.12%	14.71%	58.82%
				Black (not of Hispanic Origin)	144	6.94%	20.14%	45.83%	27.08%	72.92%
				Hispanic	78	8.97%	30.77%	37.18%	23.08%	60.26%
				American Indian/Alaska Native	12	8.33%	16.67%	33.33%	41.67%	75.00%
			White (not of Hispanic Origin)	581	8.61%	22.72%	39.07%	29.60%	68.68%	
ELP				English Language Proficient	805	8.82%	22.86%	39.88%	28.45%	68.32%
			Not English Language Proficient	44	2.27%	29.55%	45.46%	22.73%	68.18%	
SES	Economically Disadvantaged	480	6.88%	22.71%	41.67%	28.75%	70.42%			
	Not Economically Disadvantaged	369	10.57%	23.85%	38.21%	27.37%	65.58%			

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Table 31
Percent of Students by Grade in Each Performance Level by Gender, Ethnicity, English Language Proficiency, and Socio-Economic Status—Reading (continued)

Content	Grade	Variable	Subgroup	Sample Size	Percent of Students in Each Performance Level					
					WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined	
Reading	5		TOTAL	788	11.42%	19.92%	32.87%	35.79%	68.66%	
			Gender	Female	280	15.36%	18.21%	31.43%	35.00%	66.43%
				Male	508	9.25%	20.87%	33.66%	36.22%	69.88%
				Ethnicity	Asian/Pacific Islander	22	9.09%	22.73%	40.91%	27.27%
			Black (not of Hispanic Origin)		152	10.53%	11.18%	34.21%	44.08%	78.29%
			Hispanic		59	10.17%	23.73%	27.12%	38.98%	66.10%
			American Indian/Alaska Native		7	-	-	-	-	-
			White (not of Hispanic Origin)		548	11.86%	21.72%	32.66%	33.76%	66.42%
			ELP	English Language Proficient	744	11.29%	20.57%	32.93%	35.22%	68.15%
				Not English Language Proficient	44	13.64%	9.09%	31.82%	45.46%	77.27%
			SES	Economically Disadvantaged	455	7.91%	15.17%	34.95%	41.98%	76.92%
	Not Economically Disadvantaged	333		16.22%	26.43%	30.03%	27.33%	57.36%		
	6		TOTAL	754	13.13%	21.49%	27.72%	37.67%	65.39%	
			Gender	Female	263	15.59%	21.29%	27.38%	35.74%	63.12%
				Male	490	11.84%	21.63%	27.96%	38.57%	66.53%
				Ethnicity	Asian/Pacific Islander	27	22.22%	25.93%	37.04%	14.82%
			Black (not of Hispanic Origin)		154	11.04%	18.18%	31.82%	38.96%	70.78%
			Hispanic		54	11.11%	11.11%	42.59%	35.19%	77.78%
			American Indian/Alaska Native		17	11.77%	35.29%	29.41%	23.53%	52.94%
White (not of Hispanic Origin)			501		13.57%	22.95%	24.35%	39.12%	63.47%	
ELP			English Language Proficient	717	13.53%	21.90%	26.78%	37.80%	64.58%	
			Not English Language Proficient	37	5.41%	13.51%	45.95%	35.14%	81.08%	
SES			Economically Disadvantaged	414	9.90%	17.87%	27.54%	44.69%	72.22%	
	Not Economically Disadvantaged	340	17.06%	25.88%	27.94%	29.12%	57.06%			

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Table 31
Percent of Students by Grade in Each Performance Level by Gender, Ethnicity, English Language Proficiency, and Socio-Economic Status—Reading (continued)

Content	Grade	Variable	Subgroup	Sample Size	Percent of Students in Each Performance Level								
					WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined				
Reading	7		TOTAL	792	11.87%	24.24%	17.42%	46.47%	63.89%				
			Gender	Female	302	9.93%	25.17%	16.89%	48.01%	64.90%			
				Male	490	13.06%	23.67%	17.76%	45.51%	63.27%			
			Ethnicity	Asian/Pacific Islander	32	12.50%	31.25%	25.00%	31.25%	56.25%			
				Black (not of Hispanic Origin)	128	9.38%	23.44%	19.53%	47.66%	67.19%			
				Hispanic	64	7.81%	37.50%	12.50%	42.19%	54.69%			
				American Indian/Alaska Native	12	8.33%	33.33%	8.33%	50.00%	58.33%			
				White (not of Hispanic Origin)	556	12.95%	22.30%	17.27%	47.48%	64.75%			
			ELP	English Language Proficient	748	12.30%	23.40%	16.85%	47.46%	64.31%			
				Not English Language Proficient	44	4.55%	38.64%	27.27%	29.55%	56.82%			
			SES	Economically Disadvantaged	432	9.03%	20.83%	17.82%	52.32%	70.14%			
				Not Economically Disadvantaged	360	15.28%	28.33%	16.94%	39.44%	56.39%			
			8			TOTAL	793	12.48%	19.80%	22.95%	44.77%	67.72%	
						Gender	Female	304	15.13%	16.12%	22.04%	46.71%	68.75%
							Male	489	10.84%	22.09%	23.52%	43.56%	67.08%
						Ethnicity	Asian/Pacific Islander	27	7.41%	22.22%	18.52%	51.85%	70.37%
							Black (not of Hispanic Origin)	138	9.42%	15.94%	26.09%	48.55%	74.64%
Hispanic	55	9.09%					23.64%	16.36%	50.91%	67.27%			
American Indian/Alaska Native	7	-					-	-	-	-			
White (not of Hispanic Origin)	566	13.60%					20.32%	23.15%	42.93%	66.08%			
ELP	English Language Proficient	750				13.07%	19.33%	22.80%	44.80%	67.60%			
	Not English Language Proficient	43				2.33%	27.91%	25.58%	44.19%	69.77%			
SES	Economically Disadvantaged	417				8.15%	16.55%	23.50%	51.80%	75.30%			
	Not Economically Disadvantaged	376				17.29%	23.40%	22.34%	36.97%	59.31%			

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Table 31
Percent of Students by Grade in Each Performance Level by Gender, Ethnicity, English Language Proficiency, and Socio-Economic Status—Reading (continued)

Content	Grade	Variable	Subgroup	Sample Size	Percent of Students in Each Performance Level					
					WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined	
Reading	10		TOTAL	839	14.30%	24.20%	25.15%	36.35%	61.50%	
			Gender	Female	309	12.62%	26.86%	23.63%	36.89%	60.52%
				Male	530	15.28%	22.64%	26.04%	36.04%	62.08%
			Ethnicity	Asian/Pacific Islander	30	20.00%	26.67%	20.00%	33.33%	53.33%
				Black (not of Hispanic Origin)	148	20.95%	24.32%	29.05%	25.68%	54.73%
				Hispanic	61	19.67%	32.79%	27.87%	19.67%	47.54%
				American Indian/Alaska Native	9	-	-	-	-	-
				White (not of Hispanic Origin)	590	11.86%	23.22%	23.90%	41.02%	64.92%
			ELP	English Language Proficient	805	14.78%	23.73%	24.47%	37.02%	61.49%
				Not English Language Proficient	34	2.94%	35.29%	41.18%	20.59%	61.77%
			SES	Economically Disadvantaged	423	13.00%	21.75%	27.42%	37.83%	65.25%
				Not Economically Disadvantaged	416	15.63%	26.68%	22.84%	34.86%	57.69%

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Table 32
Percent of Students by Grade in Each Performance Level by Gender, Ethnicity, English Language Proficiency, and Socio-Economic Status—Mathematics

Content	Grade	Variable	Subgroup	Sample Size	Percent of Students in Each Performance Level						
					WAA-SwD Minimal	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined		
Mathematics	3		TOTAL	785	11.85%	15.92%	35.67%	36.56%	72.23%		
			Gender	Female	264	10.61%	17.05%	38.64%	33.71%	72.35%	
				Male	520	12.31%	15.39%	34.23%	38.08%	72.31%	
			Ethnicity	Asian/Pacific Islander	17	11.77%	41.18%	29.41%	17.65%	47.06%	
				Black (not of Hispanic Origin)	134	11.94%	11.94%	37.31%	38.81%	76.12%	
				Hispanic	83	9.64%	14.46%	40.96%	34.94%	75.90%	
				American Indian/Alaska Native	10	10.00%	20.00%	40.00%	30.00%	70.00%	
			White (not of Hispanic Origin)	540	12.04%	16.30%	34.63%	37.04%	71.67%		
				ELP	English Language Proficient	739	12.04%	15.70%	35.18%	37.08%	72.26%
			Not English Language Proficient		46	8.70%	19.57%	43.48%	28.26%	71.74%	
	SES	Economically Disadvantaged	457	10.07%	12.69%	32.60%	44.64%	77.24%			
		Not Economically Disadvantaged	328	14.33%	20.43%	39.94%	25.31%	65.24%			
	4			TOTAL	847	8.74%	16.88%	30.70%	43.68%	74.38%	
				Gender	Female	281	12.10%	19.57%	29.54%	38.79%	68.33%
					Male	566	7.07%	15.55%	31.27%	46.11%	77.39%
				Ethnicity	Asian/Pacific Islander	34	14.71%	20.59%	32.35%	32.35%	64.71%
					Black (not of Hispanic Origin)	144	8.33%	9.03%	33.33%	49.31%	82.64%
					Hispanic	78	7.69%	21.80%	33.33%	37.18%	70.51%
					American Indian/Alaska Native	12	8.33%	16.67%	16.67%	58.33%	75.00%
				White (not of Hispanic Origin)	579	8.64%	17.96%	29.88%	43.52%	73.40%	
ELP					English Language Proficient	803	9.09%	16.94%	30.64%	43.34%	73.97%
				Not English Language Proficient	44	2.27%	15.91%	31.82%	50.00%	81.82%	
SES	Economically Disadvantaged	479	6.89%	14.82%	26.72%	51.57%	78.29%				
	Not Economically Disadvantaged	368	11.14%	19.57%	35.87%	33.42%	69.29%				

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Table 32
Percent of Students by Grade in Each Performance Level by Gender, Ethnicity, English Language Proficiency, and Socio-Economic Status—Mathematics (continued)

Content	Grade	Variable	Subgroup	Sample Size	Percent of Students in Each Performance Level				WAA-SwD Proficient and Advanced Combined
					WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	
Mathematics	5		TOTAL	783	11.75%	17.88%	29.76%	40.61%	70.37%
		Gender	Female	278	14.75%	17.63%	31.30%	36.33%	67.63%
			Male	505	10.10%	18.02%	28.91%	42.97%	71.88%
		Ethnicity	Asian/Pacific Islander	22	13.64%	22.73%	31.82%	31.82%	63.64%
			Black (not of Hispanic Origin)	152	11.84%	10.53%	28.95%	48.68%	77.63%
			Hispanic	59	11.86%	22.03%	32.20%	33.90%	66.10%
			American Indian/Alaska Native	7	-	-	-	-	-
			White (not of Hispanic Origin)	543	11.60%	19.34%	29.47%	39.60%	69.06%
		ELP	English Language Proficient	739	11.64%	18.54%	29.36%	40.46%	69.82%
			Not English Language Proficient	44	13.64%	6.82%	36.36%	43.18%	79.55%
	SES	Economically Disadvantaged	454	8.15%	14.76%	28.63%	48.46%	77.09%	
		Not Economically Disadvantaged	329	16.72%	22.19%	31.31%	29.79%	61.09%	
			TOTAL	752	15.43%	16.09%	30.59%	37.90%	68.48%
	6	Gender	Female	263	17.87%	18.63%	28.52%	34.98%	63.50%
			Male	488	14.14%	14.75%	31.56%	39.55%	71.11%
		Ethnicity	Asian/Pacific Islander	27	22.22%	29.63%	33.33%	14.82%	48.15%
			Black (not of Hispanic Origin)	154	11.04%	18.18%	29.87%	40.91%	70.78%
			Hispanic	53	13.21%	13.21%	32.08%	41.51%	73.59%
			American Indian/Alaska Native	17	17.65%	23.53%	35.29%	23.53%	58.82%
			White (not of Hispanic Origin)	500	16.60%	14.80%	30.20%	38.40%	68.60%
ELP		English Language Proficient	716	16.06%	16.20%	30.03%	37.71%	67.74%	
		Not English Language Proficient	36	2.78%	13.89%	41.67%	41.67%	83.33%	
SES		Economically Disadvantaged	414	10.87%	14.73%	30.44%	43.96%	74.40%	
	Not Economically Disadvantaged	338	21.01%	17.75%	30.77%	30.47%	61.24%		

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Table 32
Percent of Students by Grade in Each Performance Level by Gender, Ethnicity, English Language Proficiency, and Socio-Economic Status—Mathematics (continued)

Content	Grade	Variable	Subgroup	Sample Size	Percent of Students in Each Performance Level					
					WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined	
Mathematics	7		TOTAL	790	12.15%	13.80%	29.49%	44.56%	74.05%	
			Gender	Female	302	11.59%	14.90%	29.14%	44.37%	73.51%
				Male	488	12.50%	13.12%	29.71%	44.67%	74.39%
			Ethnicity	Asian/Pacific Islander	32	9.38%	15.63%	46.88%	28.13%	75.00%
				Black (not of Hispanic Origin)	128	9.38%	13.28%	33.59%	43.75%	77.34%
				Hispanic	64	10.94%	17.19%	28.13%	43.75%	71.88%
				American Indian/Alaska Native	12	0%	25.00%	25.00%	50.00%	75.00%
				White (not of Hispanic Origin)	554	13.36%	13.18%	27.80%	45.67%	73.47%
			ELP	English Language Proficient	746	12.60%	13.81%	28.55%	45.04%	73.59%
				Not English Language Proficient	44	4.55%	13.64%	45.46%	36.36%	81.82%
	SES	Economically Disadvantaged	430	8.14%	11.63%	29.30%	50.93%	80.23%		
		Not Economically Disadvantaged	360	16.94%	16.39%	29.72%	36.94%	66.67%		
	8		TOTAL	790	12.91%	18.61%	30.13%	38.35%	68.48%	
			Gender	Female	302	13.91%	16.23%	32.45%	37.42%	69.87%
				Male	488	12.30%	20.08%	28.69%	38.93%	67.62%
			Ethnicity	Asian/Pacific Islander	26	7.69%	15.39%	38.46%	38.46%	76.92%
				Black (not of Hispanic Origin)	138	10.15%	16.67%	34.78%	38.41%	73.19%
				Hispanic	55	9.09%	16.36%	29.09%	45.46%	74.55%
				American Indian/Alaska Native	7	-	-	-	-	-
				White (not of Hispanic Origin)	564	14.01%	19.50%	28.72%	37.77%	66.49%
ELP			English Language Proficient	748	13.37%	18.58%	29.68%	38.37%	68.05%	
			Not English Language Proficient	42	4.76%	19.05%	38.10%	38.10%	76.19%	
SES	Economically Disadvantaged	415	8.92%	15.66%	31.08%	44.34%	75.42%			
	Not Economically Disadvantaged	375	17.33%	21.87%	29.07%	31.73%	60.80%			

*Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures and reporting.

Table 32
Percent of Students by Grade in Each Performance Level by Gender, Ethnicity, English Language Proficiency, and Socio-Economic Status—Mathematics (continued)

Content	Grade	Variable	Subgroup	Sample Size	Percent of Students in Each Performance Level					
					WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined	
Mathematics	10		TOTAL	839	12.63%	28.01%	31.11%	28.25%	59.36%	
			Gender	Female	309	11.00%	32.04%	32.69%	24.27%	56.96%
				Male	530	13.59%	25.66%	30.19%	30.57%	60.76%
			Ethnicity	Asian/Pacific Islander	30	23.33%	26.67%	26.67%	23.33%	50.00%
				Black (not of Hispanic Origin)	149	16.78%	26.85%	39.60%	16.78%	56.38%
				Hispanic	62	14.52%	37.10%	29.03%	19.36%	48.39%
				American Indian/Alaska Native	9	-	-	-	-	-
			ELP	White (not of Hispanic Origin)	588	10.71%	27.55%	29.42%	32.31%	61.74%
				English Language Proficient	804	13.06%	27.74%	31.10%	28.11%	59.20%
			SES	Not English Language Proficient	35	2.86%	34.29%	31.43%	31.43%	62.86%
				Economically Disadvantaged	422	11.14%	24.41%	32.70%	31.75%	64.46%
					Not Economically Disadvantaged	417	14.15%	31.66%	29.50%	24.70%

*Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures and reporting.

Table 33
Percent of Students by Grade in Each Performance Level by Gender, Ethnicity, English Language Proficiency, and Socio-Economic Status—Science

Content	Grade	Variable	Subgroup	Sample Size	Percent of Students in Each Performance Level					
					WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined	
Science	4		TOTAL	844	12.80%	11.61%	18.25%	57.35%	75.59%	
			Gender	Female	281	16.01%	15.30%	18.15%	50.53%	68.68%
				Male	563	11.19%	9.77%	18.30%	60.75%	79.04%
				Ethnicity	Asian/Pacific Islander	34	14.71%	20.59%	26.47%	38.24%
			Black (not of Hispanic Origin)		143	11.89%	6.99%	12.59%	68.53%	81.12%
			Hispanic		78	12.82%	16.67%	21.80%	48.72%	70.51%
			American Indian/Alaska Native		12	8.33%	16.67%	8.33%	66.67%	75.00%
			White (not of Hispanic Origin)	577	13.00%	11.44%	18.89%	56.67%	75.56%	
			ELP	English Language Proficient	800	13.38%	11.38%	18.00%	57.25%	75.25%
				Not English Language Proficient	44	2.27%	15.91%	22.73%	59.09%	81.82%
	SES	Economically Disadvantaged	477	11.53%	9.64%	16.14%	62.68%	78.83%		
		Not Economically Disadvantaged	367	14.44%	14.17%	20.98%	50.41%	71.39%		
	8		TOTAL	789	12.04%	9.13%	25.10%	53.74%	78.83%	
			Gender	Female	301	13.95%	5.98%	25.25%	54.82%	80.07%
				Male	488	10.86%	11.07%	25.00%	53.07%	78.07%
				Ethnicity	Asian/Pacific Islander	26	7.69%	3.85%	34.62%	53.85%
			Black (not of Hispanic Origin)		138	8.70%	7.25%	28.26%	55.80%	84.06%
			Hispanic		55	9.09%	5.46%	27.27%	58.18%	85.46%
			American Indian/Alaska Native		7	-	-	-	-	-
			White (not of Hispanic Origin)	563	13.14%	10.12%	23.98%	52.75%	76.73%	
ELP			English Language Proficient	747	12.58%	9.37%	24.50%	53.55%	78.05%	
			Not English Language Proficient	42	2.38%	4.76%	35.71%	57.14%	92.86%	
SES	Economically Disadvantaged	414	7.49%	7.01%	24.64%	60.87%	85.51%			
	Not Economically Disadvantaged	375	17.07%	11.47%	25.60%	45.87%	71.47%			

*Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures and reporting.

Table 33
Percent of Students by Grade in Each Performance Level by Gender, Ethnicity, English Language Proficiency, and Socio-Economic Status—Science (continued)

Content	Grade	Variable	Subgroup	Sample Size	Percent of Students in Each Performance Level					
					WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined	
Science	10		TOTAL	834	11.63%	13.07%	14.63%	60.67%	75.30%	
			Gender	Female	305	9.84%	13.44%	18.03%	58.69%	76.72%
				Male	529	12.67%	12.85%	12.67%	61.82%	74.48%
			Ethnicity	Asian/Pacific Islander	30	20.00%	10.00%	16.67%	53.33%	70.00%
				Black (not of Hispanic Origin)	146	17.81%	10.27%	13.70%	58.22%	71.92%
				Hispanic	61	16.39%	18.03%	21.31%	44.26%	65.57%
				American Indian/Alaska Native	9	-	-	-	-	-
				White (not of Hispanic Origin)	587	9.20%	13.46%	13.97%	63.37%	77.34%
			ELP	English Language Proficient	800	11.88%	13.13%	14.00%	61.00%	75.00%
				Not English Language Proficient	34	5.88%	11.77%	29.41%	52.94%	82.35%
			SES	Economically Disadvantaged	420	10.71%	9.76%	13.10%	66.43%	79.52%
				Not Economically Disadvantaged	414	12.56%	16.43%	16.18%	54.83%	71.01%

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Table 34
Percent of Students by Grade in Each Performance Level by Disability—Reading

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Reading	3	Autism	167	15.57%	23.35%	32.93%	28.14%	61.08%
		Cognitive Disability	341	12.02%	17.89%	38.71%	31.38%	70.09%
		Deaf-Blind	0	-	-	-	-	-
		Emotional Behavioral Disability	17	0%	5.88%	23.53%	70.59%	94.12%
		Hearing Impairment	3	-	-	-	-	-
		Specific Learning Disability	32	0%	0%	21.88%	78.13%	100%
		Other Health Impairment	113	22.12%	14.16%	30.97%	32.74%	63.72%
		Orthopedic Impairment	14	14.29%	35.71%	35.71%	14.29%	50.00%
		Speech or Language Impairment	24	0.00%	8.33%	20.83%	70.83%	91.67%
		Traumatic Brain Injury	11	36.36%	.	18.18%	45.46%	63.64%
		Visual Impairment	3	-	-	-	-	-
		Significant Developmental Delay	0	-	-	-	-	-
		Not IDEA Eligible or No Disability	33	27.27%	15.15%	24.24%	33.33%	57.58%
		Not Specified	30	10.00%	26.67%	23.33%	40.00%	63.33%
	4	Autism	184	11.41%	23.91%	34.24%	30.44%	64.67%
		Cognitive Disability	401	7.98%	25.44%	41.65%	24.94%	66.58%
		Deaf-Blind	0	-	-	-	-	-
		Emotional Behavioral Disability	27	0%	11.11%	40.74%	48.15%	88.89%
		Hearing Impairment	4	-	-	-	-	-
		Specific Learning Disability	25	0%	12.00%	36.00%	52.00%	88.00%
		Other Health Impairment	94	8.51%	19.15%	35.11%	37.23%	72.34%
		Orthopedic Impairment	23	17.39%	26.09%	39.13%	17.39%	56.52%
		Speech or Language Impairment	17	0%	5.88%	64.71%	29.41%	94.12%
		Traumatic Brain Injury	6	-	-	-	-	-
Visual Impairment	2	-	-	-	-	-		
Significant Developmental Delay	0	-	-	-	-	-		
Not IDEA Eligible or No Disability	45	8.89%	24.44%	44.44%	22.22%	66.67%		
Not Specified	21	9.52%	33.33%	57.14%	0%	57.14%		

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Table 34
Percent of Students by Grade in Each Performance Level by Disability—Reading
(continued)

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Reading	5	Autism	132	8.33%	28.03%	38.64%	25.00%	63.64%
		Cognitive Disability	403	10.67%	21.59%	32.26%	35.48%	67.74%
		Deaf-Blind	0	-	-	-	-	-
		Emotional Behavioral Disability	13	7.69%	0.00%	30.77%	61.54%	92.31%
		Hearing Impairment	5	-	-	-	-	-
		Specific Learning Disability	36	0%	5.56%	27.78%	66.67%	94.44%
		Other Health Impairment	97	15.46%	15.46%	23.71%	45.36%	69.07%
		Orthopedic Impairment	15	26.67%	20.00%	33.33%	20.00%	53.33%
		Speech or Language Impairment	10	0%	0%	60.00%	40.00%	100%
		Traumatic Brain Injury	3	-	-	-	-	-
		Visual Impairment	2	-	-	-	-	-
		Significant Developmental Delay	0	-	-	-	-	-
		Not IDEA Eligible or No Disability	43	23.26%	16.28%	34.88%	25.58%	60.47%
		Not Specified	29	13.79%	17.24%	41.38%	27.59%	68.97%
	6	Autism	122	14.75%	37.71%	21.31%	26.23%	47.54%
		Cognitive Disability	410	13.17%	19.51%	30.24%	37.07%	67.32%
		Deaf-Blind	1	-	-	-	-	-
		Emotional Behavioral Disability	13	0%	15.39%	0%	84.62%	84.62%
		Hearing Impairment	3	-	-	-	-	-
		Specific Learning Disability	32	0%	0%	18.75%	81.25%	100%
		Other Health Impairment	92	13.04%	15.22%	30.44%	41.30%	71.74%
		Orthopedic Impairment	16	25.00%	31.25%	25.00%	18.75%	43.75%
		Speech or Language Impairment	3	-	-	-	-	-
		Traumatic Brain Injury	7	-	-	-	-	-
Visual Impairment	1	-	-	-	-	-		
Significant Developmental Delay	0	-	-	-	-	-		
Not IDEA Eligible or No Disability	33	12.12%	24.24%	21.21%	42.42%	63.64%		
Not Specified	21	23.81%	28.57%	28.57%	19.05%	47.62%		

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Table 34
Percent of Students by Grade in Each Performance Level by Disability—Reading
(continued)

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Reading	7	Autism	129	19.38%	32.56%	17.83%	30.23%	48.06%
		Cognitive Disability	450	9.78%	26.89%	20.00%	43.33%	63.33%
		Deaf-Blind	0	-	-	-	-	-
		Emotional Behavioral Disability	15	0%	6.67%	13.33%	80.00%	93.33%
		Hearing Impairment	4	-	-	-	-	-
		Specific Learning Disability	37	0%	0%	2.70%	97.30%	100%
		Other Health Impairment	90	13.33%	11.11%	12.22%	63.33%	75.56%
		Orthopedic Impairment	18	5.56%	33.33%	16.67%	44.44%	61.11%
		Speech or Language Impairment	6	-	-	-	-	-
		Traumatic Brain Injury	6	-	-	-	-	-
		Visual Impairment	0	-	-	-	-	-
		Significant Developmental Delay	0	-	-	-	-	-
		Not IDEA Eligible or No Disability	27	33.33%	22.22%	18.52%	25.93%	44.44%
		Not Specified	10	20.00%	30.00%	20.00%	30.00%	50.00%
	8	Autism	129	16.28%	30.23%	25.58%	27.91%	53.49%
		Cognitive Disability	459	12.64%	21.13%	23.53%	42.70%	66.23%
		Deaf-Blind	0	-	-	-	-	-
		Emotional Behavioral Disability	13	0%	0%	15.39%	84.62%	100%
		Hearing Impairment	6	-	-	-	-	-
		Specific Learning Disability	29	0%	0%	0%	100%	100%
		Other Health Impairment	70	14.29%	5.71%	18.57%	61.43%	80.00%
		Orthopedic Impairment	16	18.75%	12.50%	37.50%	31.25%	68.75%
		Speech or Language Impairment	5	-	-	-	-	-
		Traumatic Brain Injury	2	-	-	-	-	-
		Visual Impairment	3	-	-	-	-	-
Significant Developmental Delay	0	-	-	-	-	-		
Not IDEA Eligible or No Disability	34	8.82%	17.65%	20.59%	52.94%	73.53%		
Not Specified	27	11.11%	25.93%	25.93%	37.04%	62.96%		

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Table 34
Percent of Students by Grade in Each Performance Level by Disability—Reading
(continued)

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Reading	10	Autism	134	21.64%	31.34%	29.10%	17.91%	47.02%
		Cognitive Disability	494	12.15%	25.71%	26.92%	35.22%	62.15%
		Deaf-Blind	0	-	-	-	-	-
		Emotional Behavioral Disability	20	0%	5.00%	5.00%	90.00%	95.00%
		Hearing Impairment	3	-	-	-	-	-
		Specific Learning Disability	28	0%	0%	14.29%	85.71%	100%
		Other Health Impairment	54	12.96%	9.26%	22.22%	55.56%	77.78%
		Orthopedic Impairment	17	52.94%	11.77%	11.77%	23.53%	35.29%
		Speech or Language Impairment	1	-	-	-	-	-
		Traumatic Brain Injury	5	-	-	-	-	-
		Visual Impairment	3	-	-	-	-	-
		Significant Developmental Delay	0	-	-	-	-	-
		Not IDEA Eligible or No Disability	52	9.62%	32.69%	19.23%	38.46%	57.69%
		Not Specified	28	25.00%	25.00%	25.00%	25.00%	50.00%

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Table 35
Percent of Students by Grade in Each Performance Level by Disability—
Mathematics

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Mathematics	3	Autism	167	11.38%	20.36%	41.92%	26.35%	68.26%
		Cognitive Disability	338	8.88%	19.23%	38.46%	33.43%	71.89%
		Deaf-Blind	0	-	-	-	-	-
		Emotional Behavioral Disability	17	0%	0%	29.41%	70.59%	100%
		Hearing Impairment	3	-	-	-	-	-
		Specific Learning Disability	32	0%	3.13%	12.50%	84.38%	96.88%
		Other Health Impairment	113	21.24%	8.85%	33.63%	36.28%	69.91%
		Orthopedic Impairment	14	7.14%	35.71%	42.86%	14.29%	57.14%
		Speech or Language Impairment	24	0%	8.33%	20.83%	70.83%	91.67%
		Traumatic Brain Injury	11	36.36%	0%	18.18%	45.46%	63.64%
		Visual Impairment	3	-	-	-	-	-
		Significant Developmental Delay	0	-	-	-	-	-
		Not IDEA Eligible or No Disability	33	30.30%	9.09%	24.24%	36.36%	60.61%
		Not Specified	30	10.00%	10.00%	36.67%	43.33%	80.00%
		4	Autism	183	10.93%	22.95%	37.71%	28.42%
	Cognitive Disability		400	8.75%	17.75%	32.25%	41.25%	73.50%
	Deaf-Blind		0	-	-	-	-	-
	Emotional Behavioral Disability		27	0%	3.70%	0%	96.30%	96.30%
	Hearing Impairment		4	-	-	-	-	-
	Specific Learning Disability		24	0%	0%	4.17%	95.83%	100%
	Other Health Impairment		94	11.70%	11.70%	22.34%	54.26%	76.60%
	Orthopedic Impairment		23	13.04%	8.70%	26.09%	52.17%	78.26%
	Speech or Language Impairment		17	0%	5.88%	35.29%	58.82%	94.12%
	Traumatic Brain Injury		6	-	-	-	-	-
	Visual Impairment	2	-	-	-	-	-	
Significant Developmental Delay	0	-	-	-	-	-		
Not IDEA Eligible or No Disability	46	4.35%	19.57%	36.96%	39.13%	76.09%		
Not Specified	21	9.52%	23.81%	33.33%	33.33%	66.67%		

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Table 35
Percent of Students by Grade in Each Performance Level by Disability—
Mathematics (continued)

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Mathematics	5	Autism	131	10.69%	23.66%	32.06%	33.59%	65.65%
		Cognitive Disability	399	10.53%	20.30%	33.08%	36.09%	69.17%
		Deaf-Blind	0	-	-	-	-	-
		Emotional Behavioral Disability	13	7.69%	0%	23.08%	69.23%	92.31%
		Hearing Impairment	5	-	-	-	-	-
		Specific Learning Disability	36	0%	2.78%	8.33%	88.89%	97.22%
		Other Health Impairment	97	17.53%	9.28%	20.62%	52.58%	73.20%
		Orthopedic Impairment	15	26.67%	13.33%	40.00%	20.00%	60.00%
		Speech or Language Impairment	10	0%	0%	40.00%	60.00%	100%
		Traumatic Brain Injury	3	-	-	-	-	-
		Visual Impairment	2	-	-	-	-	-
		Significant Developmental Delay	0	-	-	-	-	-
		Not IDEA Eligible or No Disability	43	18.61%	16.28%	23.26%	41.86%	65.12%
		Not Specified	29	13.79%	24.14%	27.59%	34.48%	62.07%
	6	Autism	122	18.03%	19.67%	35.25%	27.05%	62.30%
		Cognitive Disability	408	14.71%	17.40%	31.13%	36.77%	67.89%
		Deaf-Blind	1	-	-	-	-	-
		Emotional Behavioral Disability	13	0%	7.69%	15.39%	76.92%	92.31%
		Hearing Impairment	3	-	-	-	-	-
		Specific Learning Disability	32	0%	0%	12.50%	87.50%	100%
		Other Health Impairment	92	16.30%	13.04%	27.17%	43.48%	70.65%
		Orthopedic Impairment	16	25.00%	18.75%	43.75%	12.50%	56.25%
		Speech or Language Impairment	3	-	-	-	-	-
		Traumatic Brain Injury	7	-	-	-	-	-
		Visual Impairment	1	-	-	-	-	-
		Significant Developmental Delay	0	-	-	-	-	-
Not IDEA Eligible or No Disability	33	15.15%	21.21%	24.24%	39.39%	63.64%		
Not Specified	21	33.33%	14.29%	33.33%	19.05%	52.38%		

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Table 35
Percent of Students by Grade in Each Performance Level by Disability—
Mathematics (continued)

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Mathematics	7	Autism	129	20.93%	17.05%	35.66%	26.36%	62.02%
		Cognitive Disability	448	10.05%	14.96%	32.37%	42.63%	75.00%
		Deaf-Blind	0	-	-	-	-	-
		Emotional Behavioral Disability	15	0%	13.33%	6.67%	80.00%	86.67%
		Hearing Impairment	4	-	-	-	-	-
		Specific Learning Disability	37	0%	0%	0%	100%	100%
		Other Health Impairment	90	12.22%	7.78%	25.56%	54.44%	80.00%
		Orthopedic Impairment	18	11.11%	11.11%	44.44%	33.33%	77.78%
		Speech or Language Impairment	6	-	-	-	-	-
		Traumatic Brain Injury	6	-	-	-	-	-
		Visual Impairment	0	-	-	-	-	-
		Significant Developmental Delay	0	-	-	-	-	-
		Not IDEA Eligible or No Disability	27	29.63%	25.93%	14.82%	29.63%	44.44%
		Not Specified	10	20.00%	10.00%	40.00%	30.00%	70.00%
	8	Autism	128	17.97%	21.09%	31.25%	29.69%	60.94%
		Cognitive Disability	458	12.66%	21.83%	30.35%	35.15%	65.50%
		Deaf-Blind	0	-	-	-	-	-
		Emotional Behavioral Disability	13	0%	0%	23.08%	76.92%	100%
		Hearing Impairment	6	-	-	-	-	-
		Specific Learning Disability	28	0%	0%	7.14%	92.86%	100%
		Other Health Impairment	70	14.29%	11.43%	24.29%	50.00%	74.29%
		Orthopedic Impairment	16	18.75%	12.50%	50.00%	18.75%	68.75%
		Speech or Language Impairment	5	-	-	-	-	-
		Traumatic Brain Injury	2	-	-	-	-	-
		Visual Impairment	3	-	-	-	-	-
		Significant Developmental Delay	0	-	-	-	-	-
Not IDEA Eligible or No Disability	34	11.77%	8.82%	32.35%	47.06%	79.41%		
Not Specified	27	11.11%	22.22%	48.15%	18.52%	66.67%		

*Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures and reporting.

Table 35
Percent of Students by Grade in Each Performance Level by Disability—
Mathematics (continued)

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Mathematics	10	Autism	134	17.91%	33.58%	29.85%	18.66%	48.51%
		Cognitive Disability	492	10.57%	29.88%	34.55%	25.00%	59.55%
		Deaf-Blind	0	-	-	-	-	-
		Emotional Behavioral Disability	20	0%	5.00%	10.00%	85.00%	95.00%
		Hearing Impairment	3	-	-	-	-	-
		Specific Learning Disability	28	0%	0%	7.14%	92.86%	100%
		Other Health Impairment	54	11.11%	22.22%	29.63%	37.04%	66.67%
		Orthopedic Impairment	17	52.94%	17.65%	29.41%	0%	29.41%
		Speech or Language Impairment	1	-	-	-	-	-
		Traumatic Brain Injury	5	-	-	-	-	-
		Visual Impairment	3	-	-	-	-	-
		Significant Developmental Delay	0	-	-	-	-	-
		Not IDEA Eligible or No Disability	53	9.43%	32.08%	28.30%	30.19%	58.49%
		Not Specified	29	27.59%	20.69%	31.03%	20.69%	51.72%

*Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures and reporting.

Table 36
Percent of Students by Grade in Each Performance Level by Disability—Science

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				WAA-SwD Proficient and Advanced Combined
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	
Science	4	Autism	182	20.33%	15.39%	25.82%	38.46%	64.29%
		Cognitive Disability	400	11.25%	12.25%	19.00%	57.50%	76.50%
		Deaf-Blind	0	-	-	-	-	-
		Emotional Behavioral Disability	27	0%	0%	3.70%	96.30%	100%
		Hearing Impairment	4	-	-	-	-	-
		Specific Learning Disability	24	0%	0%	4.17%	95.83%	100%
		Other Health Impairment	94	14.89%	6.38%	9.57%	69.15%	78.72%
		Orthopedic Impairment	23	13.04%	13.04%	13.04%	60.87%	73.91%
		Speech or Language Impairment	17	5.88%	5.88%	11.77%	76.47%	88.24%
		Traumatic Brain Injury	6	-	-	-	-	-
		Visual Impairment	2	-	-	-	-	-
		Significant Developmental Delay	0	-	-	-	-	-
		Not IDEA Eligible or No Disability	44	9.09%	11.36%	15.91%	63.64%	79.55%
		Not Specified	21	14.29%	19.05%	23.81%	42.86%	66.67%
	8	Autism	128	18.75%	16.41%	32.03%	32.81%	64.84%
		Cognitive Disability	458	10.92%	9.17%	26.86%	53.06%	79.91%
		Deaf-Blind	0	-	-	-	-	-
		Emotional Behavioral Disability	13	0%	0%	7.69%	92.31%	100%
		Hearing Impairment	6	-	-	-	-	-
		Specific Learning Disability	28	0%	0%	3.57%	96.43%	100%
		Other Health Impairment	69	15.94%	2.90%	13.04%	68.12%	81.16%
		Orthopedic Impairment	16	18.75%	6.25%	12.50%	62.50%	75.00%
		Speech or Language Impairment	5	-	-	-	-	-
		Traumatic Brain Injury	2	-	-	-	-	-
Visual Impairment	3	-	-	-	-	-		
Significant Developmental Delay	0	-	-	-	-	-		
Not IDEA Eligible or No Disability	34	8.82%	8.82%	26.47%	55.88%	82.35%		
Not Specified	27	11.11%	11.11%	25.93%	51.85%	77.78%		

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Table 36
Percent of Students by Grade in Each Performance Level by Disability—Science
(continued)

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Science	10	Autism	133	15.04%	21.05%	24.81%	39.10%	63.91%
		Cognitive Disability	490	9.59%	12.45%	14.49%	63.47%	77.96%
		Deaf-Blind	0	-	-	-	-	-
		Emotional Behavioral Disability	20	0%	0%	0%	100%	100%
		Hearing Impairment	3	-	-	-	-	-
		Specific Learning Disability	28	0%	0%	0%	100%	100%
		Other Health Impairment	54	11.11%	5.56%	11.11%	72.22%	83.33%
		Orthopedic Impairment	17	52.94%	11.77%	5.88%	29.41%	35.29%
		Speech or Language Impairment	1	-	-	-	-	-
		Traumatic Brain Injury	5	-	-	-	-	-
		Visual Impairment	3	-	-	-	-	-
		Significant Developmental Delay	0	-	-	-	-	-
		Not IDEA Eligible or No Disability	52	11.54%	17.31%	9.62%	61.54%	71.15%
		Not Specified	28	25.00%	17.86%	14.29%	42.86%	57.14%

*Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures and reporting.

Table 37
Percent of Students by Grade in Each Performance Level by Accommodation—Reading

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Reading	3	Used Translation	0	-	-	-	-	-
		Signed Test Questions and Content to Student	0	-	-	-	-	-
		Used Braille	2	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	18	50.00%	16.67%	33.33%	0%	33.33%
		Used Objects or Manipulatives	17	47.06%	41.18%	11.77%	0%	11.77%
		Used Another DPI-Approved Accommodation	105	17.14%	24.76%	29.52%	28.57%	58.10%
		No Accommodation Used	665	12.78%	16.54%	33.68%	36.99%	70.68%
	4	Used Translation	0	-	-	-	-	-
		Signed Test Questions and Content to Student	0	-	-	-	-	-
		Used Braille	0	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	19	47.37%	42.11%	5.26%	5.26%	10.53%
		Used Objects or Manipulatives	16	37.50%	50.00%	6.25%	6.25%	12.50%
		Used Another DPI-Approved Accommodation	143	11.89%	19.58%	40.56%	27.97%	68.53%
		No Accommodation Used	686	6.56%	23.47%	40.96%	29.01%	69.97%

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Table 37
Percent of Students by Grade in Each Performance Level by Accommodation—Reading (continued)

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Reading	5	Used Translation	0	-	-	-	-	-
		Signed Test Questions and Content to Student	0	-	-	-	-	-
		Used Braille	1	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	19	26.32%	63.16%	5.26%	5.26%	10.53%
		Used Objects or Manipulatives	15	26.67%	53.33%	13.33%	6.67%	20.00%
		Used Another DPI-Approved Accommodation	112	10.71%	17.86%	38.39%	33.04%	71.43%
		No Accommodation Used	655	11.15%	18.78%	32.67%	37.41%	70.08%
	6	Used Translation	0	-	-	-	-	-
		Signed Test Questions and Content to Student	0	-	-	-	-	-
		Used Braille	0	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	14	64.29%	28.57%	7.14%	0%	7.14%
		Used Objects or Manipulatives	15	53.33%	26.67%	13.33%	6.67%	20.00%
		Used Another DPI-Approved Accommodation	126	10.32%	24.60%	26.19%	38.89%	65.08%
		No Accommodation Used	612	12.75%	20.59%	28.43%	38.24%	66.67%

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Table 37
Percent of Students by Grade in Each Performance Level by Accommodation—Reading (continued)

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Reading	7	Used Translation	0	-	-	-	-	-
		Signed Test Questions and Content to Student	0	-	-	-	-	-
		Used Braille	0	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	15	26.67%	53.33%	13.33%	6.67%	20.00%
		Used Objects or Manipulatives	12	33.33%	58.33%	8.33%	0%	8.33%
		Used Another DPI-Approved Accommodation	89	4.49%	32.58%	20.23%	42.70%	62.92%
		No Accommodation Used	690	12.32%	22.75%	17.25%	47.68%	64.93%
	8	Used Translation	0	-	-	-	-	-
		Signed Test Questions and Content to Student	0	-	-	-	-	-
		Used Braille	2	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	16	37.50%	43.75%	6.25%	12.50%	18.75%
		Used Objects or Manipulatives	17	23.53%	52.94%	23.53%	0%	23.53%
		Used Another DPI-Approved Accommodation	92	9.78%	23.91%	28.26%	38.04%	66.30%
		No Accommodation Used	680	12.35%	18.53%	22.35%	46.77%	69.12%

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Table 37
Percent of Students by Grade in Each Performance Level by Accommodation—Reading (continued)

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
		Used Translation	0	-	-	-	-	-
		Signed Test Questions and Content to Student	0	-	-	-	-	-
		Used Braille	2	-	-	-	-	-
Reading	10	Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	27	48.15%	25.93%	14.82%	11.11%	25.93%
		Used Objects or Manipulatives	7	-	-	-	-	-
		Used Another DPI-Approved Accommodation	83	16.87%	25.30%	24.10%	33.74%	57.83%
		No Accommodation Used	733	13.23%	24.01%	25.38%	37.38%	62.76%

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Table 38
Percent of Students by Grade in Each Performance Level by Accommodation—Mathematics

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Mathematics	3	Used Translation	11	9.09%	45.46%	45.46%	0%	45.46%
		Signed Test Questions and Content to Student	13	15.39%	30.77%	38.46%	15.39%	53.85%
		Used Braille	2	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	18	33.33%	27.78%	27.78%	11.11%	38.89%
		Used Objects or Manipulatives	70	14.29%	24.29%	47.14%	14.29%	61.43%
		Used Another DPI-Approved Accommodation	98	15.31%	16.33%	39.80%	28.57%	68.37%
		No Accommodation Used	609	10.84%	14.61%	33.83%	40.72%	74.55%
	4	Used Translation	9	-	-	-	-	-
		Signed Test Questions and Content to Student	10	0%	20.00%	50.00%	30.00%	80.00%
		Used Braille	0	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	23	47.83%	34.78%	13.04%	4.35%	17.39%
		Used Objects or Manipulatives	81	14.82%	32.10%	33.33%	19.75%	53.09%
		Used Another DPI-Approved Accommodation	139	11.51%	13.67%	30.22%	44.60%	74.82%
		No Accommodation Used	625	7.36%	15.84%	30.24%	46.56%	76.80%

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Table 38
Percent of Students by Grade in Each Performance Level by Accommodation—Mathematics (continued)

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Mathematics	5	Used Translation	7	-	-	-	-	-
		Signed Test Questions and Content to Student	14	14.29%	21.43%	50.00%	14.29%	64.29%
		Used Braille	1	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	22	40.91%	40.91%	9.09%	9.09%	18.18%
		Used Objects or Manipulatives	66	18.18%	27.27%	33.33%	21.21%	54.55%
		Used Another DPI-Approved Accommodation	109	13.76%	17.43%	40.37%	28.44%	68.81%
		No Accommodation Used	608	11.02%	16.28%	26.97%	45.72%	72.70%
		6	Used Translation	8	-	-	-	-
	Signed Test Questions and Content to Student	6	-	-	-	-	-	
	Used Braille	0	-	-	-	-	-	
	Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	19	47.37%	26.32%	21.05%	5.26%	26.32%	
	Used Objects or Manipulatives	56	26.79%	16.07%	37.50%	19.64%	57.14%	
	Used Another DPI-Approved Accommodation	128	16.41%	13.28%	32.03%	38.28%	70.31%	
	No Accommodation Used	576	14.41%	16.84%	29.86%	38.89%	68.75%	

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Table 38
Percent of Students by Grade in Each Performance Level by Accommodation—Mathematics (continued)

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Mathematics	7	Used Translation	3	-	-	-	-	-
		Signed Test Questions and Content to Student	8	-	-	-	-	-
		Used Braille	1	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	20	25.00%	35.00%	30.00%	10.00%	40.00%
		Used Objects or Manipulatives	50	20.00%	20.00%	36.00%	24.00%	60.00%
		Used Another DPI-Approved Accommodation	93	5.38%	17.20%	40.86%	36.56%	77.42%
		No Accommodation Used	652	12.27%	12.88%	27.45%	47.39%	74.85%
	8	Used Translation	3	-	-	-	-	-
		Signed Test Questions and Content to Student	9	-	-	-	-	-
		Used Braille	2	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	20	20.00%	50.00%	20.00%	10.00%	30.00%
		Used Objects or Manipulatives	43	16.28%	51.16%	27.91%	4.65%	32.56%
		Used Another DPI-Approved Accommodation	89	13.48%	20.23%	41.57%	24.72%	66.29%
		No Accommodation Used	655	12.82%	16.49%	28.86%	41.83%	70.69%

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Table 38
Percent of Students by Grade in Each Performance Level by Accommodation—Mathematics (continued)

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Mathematics	10	Used Translation	12	0%	8.33%	66.67%	25.00%	91.67%
		Signed Test Questions and Content to Student	18	0%	33.33%	50.00%	16.67%	66.67%
		Used Braille	6	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	27	48.15%	25.93%	11.11%	14.82%	25.93%
		Used Objects or Manipulatives	65	13.85%	33.85%	35.39%	16.92%	52.31%
		Used Another DPI-Approved Accommodation	84	13.10%	28.57%	32.14%	26.19%	58.33%
		No Accommodation Used	680	11.77%	27.06%	31.32%	29.85%	61.18%

*Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures and reporting.

Table 39
Percent of Students by Grade in Each Performance Level by Accommodation—Science

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Science	4	Used Translation	9	-	-	-	-	-
		Signed Test Questions and Content to Student	10	0%	30.00%	60.00%	10.00%	70.00%
		Used Braille	0	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	16	56.25%	31.25%	0%	12.50%	12.50%
		Used Objects or Manipulatives	17	58.82%	23.53%	11.77%	5.88%	17.65%
		Used Another DPI-Approved Accommodation	137	13.87%	8.03%	20.44%	57.66%	78.10%
		No Accommodation Used	669	11.51%	11.66%	17.19%	59.64%	76.83%
	8	Used Translation	3	-	-	-	-	-
		Signed Test Questions and Content to Student	9	-	-	-	-	-
		Used Braille	2	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	15	26.67%	46.67%	13.33%	13.33%	26.67%
		Used Objects or Manipulatives	21	23.81%	38.10%	23.81%	14.29%	38.10%
		Used Another DPI-Approved Accommodation	87	11.49%	12.64%	26.44%	49.43%	75.86%
		No Accommodation Used	669	11.51%	8.07%	24.81%	55.61%	80.42%

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Table 39
Percent of Students by Grade in Each Performance Level by Accommodation—Science (continued)

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Science	10	Used Translation	10	0%	0%	50.00%	50.00%	100%
		Signed Test Questions and Content to Student	17	0%	5.88%	52.94%	41.18%	94.12%
		Used Braille	2	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	29	51.72%	17.24%	17.24%	13.79%	31.03%
		Used Objects or Manipulatives	8	-	-	-	-	-
		Used Another DPI-Approved Accommodation	78	15.39%	15.39%	6.41%	62.82%	69.23%
		No Accommodation Used	710	10.56%	12.82%	14.37%	62.25%	76.62%

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Table 40
Classification Consistency and Accuracy

Content	Grade	Probability of Correct Classification	Probability of Misclassification	Probability of Correct Classification By Chance	Kappa	Probability of Accuracy	Probability of False Positive Error	Probability of False Negative Error
Reading	3	0.65	0.35	0.28	0.51	0.74	0.10	0.16
	4	0.65	0.35	0.35	0.46	0.75	0.21	0.04
	5	0.63	0.37	0.29	0.48	0.71	0.10	0.19
	6	0.64	0.36	0.28	0.51	0.72	0.09	0.19
	7	0.73	0.27	0.31	0.61	0.81	0.07	0.12
	8	0.72	0.28	0.31	0.59	0.80	0.07	0.13
	10	0.65	0.35	0.27	0.53	0.74	0.10	0.16
Mathematics	3	0.69	0.31	0.29	0.57	0.79	0.07	0.14
	4	0.73	0.27	0.32	0.61	0.82	0.07	0.12
	5	0.75	0.25	0.30	0.65	0.83	0.07	0.10
	6	0.73	0.27	0.29	0.62	0.81	0.07	0.12
	7	0.80	0.20	0.32	0.71	0.86	0.06	0.08
	8	0.72	0.28	0.28	0.61	0.81	0.07	0.12
	10	0.69	0.31	0.26	0.58	0.78	0.09	0.13
Science	4	0.84	0.16	0.41	0.72	0.89	0.04	0.07
	8	0.74	0.26	0.39	0.58	0.83	0.04	0.13
	10	0.85	0.15	0.46	0.73	0.90	0.04	0.06

Table 41
Longitudinal Total Group Means and Standard Deviations for All Content Areas by Grade

Content	Grade	2007-08 Raw Score		2008-09 Raw Score		2009-10 Raw Score		Difference between 2008-09 and 2007-08		Difference between 2009-10 and 2008-09	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Reading	3*	20.75	9.00	20.68	8.31	20.13	8.61	-0.06	-0.69	-0.55	0.30
	4*	22.63	9.01	21.70	8.44	22.43	7.67	-0.93	-0.56	0.73	-0.77
	5*	21.78	9.32	20.98	9.36	21.21	8.77	-0.80	0.04	0.22	-0.59
	6*	21.48	9.02	20.84	8.96	20.69	9.35	-0.64	-0.06	-0.15	0.40
	7*	21.17	9.40	21.54	9.14	21.33	9.12	0.37	-0.26	-0.21	-0.02
	8*	19.59	9.38	20.00	9.10	20.99	9.00	0.41	-0.28	0.99	-0.10
	10*	19.61	9.36	20.25	8.94	19.91	8.79	0.64	-0.42	-0.34	-0.15
Mathematics	3*	21.83	10.55	22.36	9.50	21.75	9.81	0.54	-1.05	-0.62	0.30
	4*	22.98	10.29	22.50	9.83	23.25	9.07	-0.48	-0.46	0.75	-0.76
	5*	22.48	10.51	22.10	10.42	22.22	9.90	-0.38	-0.09	0.13	-0.52
	6*	22.70	10.14	22.37	10.09	21.95	10.52	-0.33	-0.05	-0.42	0.43
	7*	22.64	10.46	22.68	10.15	22.40	10.36	0.04	-0.31	-0.28	0.21
	8*	21.36	10.94	21.67	10.58	21.27	10.17	0.30	-0.37	-0.39	-0.41
	10*	18.96	10.10	19.51	9.71	18.85	9.13	0.54	-0.39	-0.66	-0.57
Science	4	26.42	12.40	27.67	11.14	28.33	10.24	1.24	-1.26	0.66	-0.90
	8*	27.84	12.54	29.06	12.05	29.28	11.52	1.22	-0.49	0.22	-0.53
	10*	27.92	12.72	29.22	12.16	29.31	11.80	1.30	-0.55	0.09	-0.36

*Some items in the 2009-10 form have been revised/added in comparison to the 2007-08 and 2008-09 forms, thus comparisons of statistics must be done with caution.

Table 42
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Reading

Content	Variable	Subgroup	Grade 3				
			2007-08	2008-09	2009-10	Difference between 2008-09 and 2007-08	Difference between 2009-10 and 2008-09
Reading	Gender	Female	33.70%	32.78%	33.88%	-0.92%	1.10%
		Male	66.19%	67.22%	65.99%	1.03%	-1.23%
	Ethnicity	Asian/Pacific Islander	2.96%	3.56%	2.16%	0.60%	-1.41%
		Black (not of Hispanic Origin)	15.26%	16.75%	17.13%	1.49%	0.39%
		Hispanic	10.98%	9.98%	10.53%	-1.00%	0.56%
		American Indian/Alaska Native	2.20%	1.19%	1.27%	-1.01%	0.08%
		White (not of Hispanic Origin)	67.95%	68.53%	68.78%	0.58%	0.25%
	Primary Disability	Autism	6.48%	21.85%	21.19%	15.38%	-0.66%
		Cognitive Disability	18.00%	42.52%	43.27%	24.52%	0.76%
		Deaf-Blind	0%	0%	0%	0%	0%
		Emotional Behavioral Disability	1.43%	2.14%	2.16%	0.71%	0.02%
		Hearing Impairment	0.33%	0.36%	0.38%	0.03%	0.03%
		Specific Learning Disability	4.83%	4.28%	4.06%	-0.55%	-0.22%
		Other Health Impairment	7.46%	12.47%	14.34%	5.01%	1.87%
Orthopedic Impairment		1.21%	3.09%	1.78%	1.88%	-1.31%	
Speech or Language Impairment		1.54%	2.49%	3.05%	0.96%	0.55%	
Traumatic Brain Injury		0%	0.71%	1.40%	0.71%	0.68%	
Visual Impairment		0.22%	0.24%	0.38%	0.02%	0.14%	
Significant Developmental Delay		0%	0%	0%	0%	0%	
Not IDEA Eligible or No Disability	0%	5.58%	4.19%	5.58%	-1.39%		

Table 42
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Reading (continued)

Content	Variable	Subgroup	Grade 4				
			2007-08	2008-09	2009-10	Difference between 2008-09 and 2007-08	Difference between 2009-10 and 2008-09
Reading	Gender	Female	33.15%	37.33%	33.10%	4.18%	-4.23%
		Male	66.63%	62.67%	66.90%	-3.96%	4.23%
	Ethnicity	Asian/Pacific Islander	3.02%	2.75%	4.01%	-0.28%	1.26%
		Black (not of Hispanic Origin)	20.83%	18.35%	16.96%	-2.48%	-1.39%
		Hispanic	9.41%	8.12%	9.19%	-1.29%	1.07%
		American Indian/Alaska Native	1.46%	1.62%	1.41%	0.17%	-0.21%
		White (not of Hispanic Origin)	64.61%	69.16%	68.43%	4.55%	-0.73%
		Autism	12.77%	17.85%	21.67%	5.09%	3.82%
		Cognitive Disability	37.40%	46.82%	47.23%	9.41%	0.42%
		Deaf-Blind	0%	0%	0%	0%	0%
		Emotional Behavioral Disability	2.13%	2.00%	3.18%	-0.13%	1.18%
		Hearing Impairment	0.56%	0.75%	0.47%	0.19%	-0.28%
	Primary Disability	Specific Learning Disability	10.19%	5.24%	2.95%	-4.95%	-2.30%
		Other Health Impairment	11.20%	13.73%	11.07%	2.54%	-2.66%
		Orthopedic Impairment	1.57%	2.12%	2.71%	0.55%	0.59%
Speech or Language Impairment		2.13%	2.25%	2.00%	0%	-0.25%	
Traumatic Brain Injury		0.56%	0.38%	0.71%	-0.19%	0.33%	
	Visual Impairment	0.11%	0.25%	0.24%	0.14%	-0.01%	
	Significant Developmental Delay	0%	0%	0%	0%	0%	
	Not IDEA Eligible or No Disability	0%	4.62%	5.30%	4.62%	0.68%	

Table 42
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Reading (continued)

Content	Variable	Subgroup	Grade 5					
			2007-08	2008-09	2009-10	Difference between 2008-09 and 2007-08	Difference between 2009-10 and 2008-09	
Reading	Gender	Female	35.53%	33.91%	35.53%	-1.62%	1.63%	
		Male	64.36%	66.10%	64.47%	1.74%	-1.63%	
	Ethnicity	Asian/Pacific Islander	3.58%	3.30%	2.79%	-0.28%	-0.51%	
		Black (not of Hispanic Origin)	18.11%	21.24%	19.29%	3.13%	-1.95%	
		Hispanic	8.54%	7.65%	7.49%	-0.88%	-0.17%	
		American Indian/Alaska Native	1.62%	1.85%	0.89%	0.23%	-0.96%	
			White (not of Hispanic Origin)	67.82%	65.96%	69.54%	-1.86%	3.58%
	Primary Disability		Autism	15.34%	16.10%	16.75%	0.76%	0.66%
			Cognitive Disability	42.91%	50.13%	51.14%	7.23%	1.01%
			Deaf-Blind	0%	0%	0%	0%	0%
			Emotional Behavioral Disability	2.31%	2.38%	1.65%	0.07%	-0.73%
			Hearing Impairment	0.69%	0.26%	0.64%	-0.43%	0.37%
			Specific Learning Disability	9.46%	5.28%	4.57%	-4.18%	-0.71%
			Other Health Impairment	10.38%	12.40%	12.31%	2.02%	-0.09%
		Orthopedic Impairment	2.08%	3.03%	1.90%	0.96%	-1.13%	
		Speech or Language Impairment	1.96%	1.32%	1.27%	-0.64%	-0.05%	
		Traumatic Brain Injury	1%	0.66%	0.38%	-0.15%	-0.28%	
		Visual Impairment	0%	0.13%	0.25%	0.13%	0.12%	
		Significant Developmental Delay	0%	0%	0%	0%	0%	
	Not IDEA Eligible or No Disability	0%	5.67%	5.46%	5.67%	-0.22%		

Table 42
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Reading (continued)

Content	Variable	Subgroup	Grade 6				
			2007-08	2008-09	2009-10	Difference between 2008-09 and 2007-08	Difference between 2009-10 and 2008-09
Reading	Gender	Female	34.72%	37.01%	34.88%	2.29%	-2.13%
		Male	65.16%	62.99%	64.99%	-2.17%	2.00%
	Ethnicity	Asian/Pacific Islander	3.94%	4.29%	3.58%	0.35%	-0.71%
		Black (not of Hispanic Origin)	19.68%	17.27%	20.42%	-2.40%	3.15%
		Hispanic	7.18%	7.92%	7.16%	0.75%	-0.76%
		American Indian/Alaska Native	1.16%	1.04%	2.26%	-0.12%	1.22%
		White (not of Hispanic Origin)	67.59%	69.48%	66.45%	1.89%	-3.04%
	Primary Disability	Autism	14.47%	16.88%	16.18%	2.42%	-0.70%
		Cognitive Disability	44.68%	51.82%	54.38%	7.14%	2.56%
		Deaf-Blind	0%	0%	0.13%	0%	0.13%
		Emotional Behavioral Disability	2.89%	1.82%	1.72%	-1.08%	-0.09%
		Hearing Impairment	1.04%	0.39%	0.40%	-0.65%	0.01%
		Specific Learning Disability	7.41%	4.94%	4.24%	-2.47%	-0.69%
		Other Health Impairment	8.68%	11.95%	12.20%	3.27%	0.25%
		Orthopedic Impairment	2.32%	2.08%	2.12%	-0.24%	0.04%
Speech or Language Impairment		0.81%	1.43%	0.40%	1%	-1.03%	
Traumatic Brain Injury		0.35%	0.91%	0.93%	0.56%	0.02%	
Visual Impairment		0.23%	0%	0.13%	-0.23%	0.13%	
Significant Developmental Delay		0%	0%	0%	0%	0%	
Not IDEA Eligible or No Disability	0%	4.68%	4.38%	4.68%	-0.30%		

Table 42
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Reading (continued)

Content	Variable	Subgroup	Grade 7				
			2007-08	2008-09	2009-10	Difference between 2008-09 and 2007-08	Difference between 2009-10 and 2008-09
Reading	Gender	Female	34.36%	38.39%	38.13%	4.03%	-0.26%
		Male	65.64%	61.61%	61.87%	-4.03%	0.26%
	Ethnicity	Asian/Pacific Islander	2.26%	3.44%	4.04%	1.19%	0.60%
		Black (not of Hispanic Origin)	16.77%	19.01%	16.16%	2.24%	-2.84%
		Hispanic	8.44%	7.27%	8.08%	-1.17%	0.81%
		American Indian/Alaska Native	1.31%	0.89%	1.52%	-0.42%	0.62%
		White (not of Hispanic Origin)	70.87%	69.39%	70.20%	-1.48%	0.81%
	Primary Disability	Autism	13.08%	16.84%	16.29%	3.76%	-0.55%
		Cognitive Disability	50.42%	54.85%	56.82%	4.43%	1.97%
		Deaf-Blind	0%	0%	0%	0%	0%
		Emotional Behavioral Disability	1.90%	2.04%	1.89%	0.14%	-0.15%
		Hearing Impairment	1.19%	0.89%	0.51%	-0.30%	-0.39%
		Specific Learning Disability	6.66%	5.10%	4.67%	-1.56%	-0.43%
		Other Health Impairment	6.54%	10.08%	11.36%	3.54%	1.29%
Orthopedic Impairment		2.50%	1.91%	2.27%	-0.58%	0.36%	
Speech or Language Impairment		0.95%	0.51%	0.76%	-0.44%	0.25%	
Traumatic Brain Injury		0.48%	0.26%	0.76%	-0.22%	0.50%	
Visual Impairment		0.36%	0.38%	0%	0.03%	-0.38%	
Significant Developmental Delay		0%	0%	0%	0%	0%	
Not IDEA Eligible or No Disability	0%	3.57%	3.41%	3.57%	-0.16%		

Table 42
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Reading (continued)

Content	Variable	Subgroup	Grade 8				
			2007-08	2008-09	2009-10	Difference between 2008-09 and 2007-08	Difference between 2009-10 and 2008-09
Reading	Gender	Female	36.10%	36.63%	38.34%	0.54%	1.70%
		Male	63.79%	63.37%	61.67%	-0.42%	-1.70%
	Ethnicity	Asian/Pacific Islander	3.29%	2.48%	3.41%	-0.82%	0.93%
		Black (not of Hispanic Origin)	19.52%	16.46%	17.40%	-3.06%	0.94%
		Hispanic	7.83%	7.18%	6.94%	-0.65%	-0.24%
		American Indian/Alaska Native	1.36%	1.73%	0.88%	0.37%	-0.85%
		White (not of Hispanic Origin)	67.54%	72.15%	71.38%	4.62%	-0.78%
	Primary Disability	Autism	14.76%	15.35%	16.27%	0.59%	0.92%
		Cognitive Disability	49.38%	58.66%	57.88%	9.29%	-0.78%
		Deaf-Blind	0%	0%	0%	0%	0%
		Emotional Behavioral Disability	1.93%	1.98%	1.64%	0.05%	-0.34%
		Hearing Impairment	0.34%	0.87%	0.76%	0.53%	-0.11%
		Specific Learning Disability	5.56%	4.46%	3.66%	-1.11%	-0.80%
		Other Health Impairment	8.63%	7.55%	8.83%	-1.08%	1.28%
Orthopedic Impairment		2.50%	3.09%	2.02%	0.60%	-1.08%	
Speech or Language Impairment		0.23%	0.74%	0.63%	0.52%	-0.11%	
Traumatic Brain Injury		0.34%	0.62%	0.25%	0.28%	-0.37%	
Visual Impairment		0.34%	0.37%	0.38%	0.03%	0.01%	
Significant Developmental Delay		0%	0%	0%	0%	0%	
Not IDEA Eligible or No Disability	0%	4.08%	4.29%	4.08%	0.20%		

Table 42
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Reading (continued)

Content	Variable	Subgroup	Grade 10				
			2007-08	2008-09	2009-10	Difference between 2008-09 and 2007-08	Difference between 2009-10 and 2008-09
Reading	Gender	Female	39.34%	38.10%	36.83%	-1.24%	-1.27%
		Male	60.28%	61.90%	63.17%	1.62%	1.27%
	Ethnicity	Asian/Pacific Islander	3.05%	3.58%	3.58%	0.53%	0%
		Black (not of Hispanic Origin)	16.50%	14.30%	17.64%	-2.19%	3.34%
		Hispanic	6.09%	7.28%	7.27%	1.18%	0%
		American Indian/Alaska Native	1.65%	1.85%	1.07%	0.20%	-0.78%
		White (not of Hispanic Origin)	71.57%	73.00%	70.32%	1.42%	-2.67%
		Autism	11.04%	13.81%	15.97%	2.77%	2.16%
		Cognitive Disability	52.16%	61.16%	58.88%	9.00%	-2.28%
		Deaf-Blind	0%	0%	0%	0%	0%
		Emotional Behavioral Disability	1.14%	1.60%	2.38%	0.46%	0.78%
		Hearing Impairment	0.51%	0.25%	0.36%	-0.26%	0.11%
	Primary Disability	Specific Learning Disability	4.44%	4.07%	3.34%	-0.37%	-0.73%
		Other Health Impairment	3.93%	6.29%	6.44%	2.36%	0.15%
		Orthopedic Impairment	2.67%	2.59%	2.03%	-0.08%	-0.56%
Speech or Language Impairment		0.13%	0.12%	0.12%	0%	0%	
Traumatic Brain Injury		0.89%	1.11%	0.60%	0.22%	-0.51%	
	Visual Impairment	0.13%	0.25%	0.36%	0.12%	0.11%	
	Significant Developmental Delay	0%	0%	0%	0%	0%	
	Not IDEA Eligible or No Disability	0%	5.92%	6.20%	5.92%	0.28%	

Table 43
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Mathematics

Content	Variable	Subgroup	Grade 3				
			2007-08	2008-09	2009-10	Difference between 2008-09 and 2007-08	Difference between 2009-10 and 2008-09
Mathematics	Gender	Female	35.74%	32.62%	33.63%	-3.12%	1.01%
		Male	64.13%	67.38%	66.24%	3.25%	-1.14%
	Ethnicity	Asian/Pacific Islander	2.86%	3.45%	2.17%	0.59%	-1.29%
		Black (not of Hispanic Origin)	15.94%	16.79%	17.07%	0.85%	0.28%
		Hispanic	9.59%	10.00%	10.57%	0.41%	0.57%
		American Indian/Alaska Native	1.99%	1.19%	1.27%	-0.80%	0.08%
		White (not of Hispanic Origin)	68.99%	68.57%	68.79%	-0.42%	0.22%
	Primary Disability	Autism	6.97%	21.91%	21.27%	14.93%	-0.63%
		Cognitive Disability	20.17%	42.38%	43.06%	22.21%	0.68%
		Deaf-Blind	0%	0%	0%	0%	0%
		Emotional Behavioral Disability	1.25%	2.14%	2.17%	0.90%	0.02%
		Hearing Impairment	0.37%	0.36%	0.38%	-0.02%	0.03%
		Specific Learning Disability	2.62%	4.29%	4.08%	1.67%	-0.21%
		Other Health Impairment	7.47%	12.50%	14.40%	5.03%	1.90%
		Orthopedic Impairment	1.25%	3.10%	1.78%	1.85%	-1.31%
Speech or Language Impairment		1.74%	2.50%	3.06%	0.76%	0.56%	
Traumatic Brain Injury		0.25%	0.71%	1.40%	0.47%	0.69%	
Visual Impairment		0%	0.24%	0.38%	0.24%	0.14%	
Significant Developmental Delay		0%	0%	0%	0%	0%	
Not IDEA Eligible or No Disability	0%	4.29%	4.20%	4.29%	-0.08%		

Table 43
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Mathematics (continued)

Content	Variable	Subgroup	Grade 4					
			2007-08	2008-09	2009-10	Difference between 2008-09 and 2007-08	Difference between 2009-10 and 2008-09	
Mathematics	Gender	Female	35.19%	37.33%	33.18%	2.14%	-4.15%	
		Male	64.55%	62.67%	66.82%	-1.88%	4.15%	
	Ethnicity	Asian/Pacific Islander	3.18%	2.75%	4.01%	-0.43%	1.27%	
		Black (not of Hispanic Origin)	20.90%	18.35%	17.00%	-2.55%	-1.35%	
		Hispanic	7.94%	8.12%	9.21%	0.18%	1.09%	
		American Indian/Alaska Native	1.32%	1.62%	1.42%	0.30%	-0.21%	
			White (not of Hispanic Origin)	66.01%	69.16%	68.36%	3.16%	-0.81%
			Autism	15.21%	17.85%	21.61%	2.64%	3.75%
			Cognitive Disability	42.99%	46.82%	47.23%	3.83%	0.41%
			Deaf-Blind	0%	0%	0%	0%	0%
			Emotional Behavioral Disability	1.59%	2.00%	3.19%	0.41%	1.19%
			Hearing Impairment	0.40%	0.75%	0.47%	0.35%	-0.28%
		Primary Disability	Specific Learning Disability	5.03%	5.24%	2.83%	0.22%	-2.41%
			Other Health Impairment	11.24%	13.73%	11.10%	2.49%	-2.64%
	Orthopedic Impairment		1.85%	2.12%	2.72%	0.27%	0.59%	
	Speech or Language Impairment		2.12%	2.25%	2.01%	0.13%	-0.24%	
	Traumatic Brain Injury		0.66%	0.38%	0.71%	-0.29%	0.33%	
	Visual Impairment		0%	0.25%	0.24%	0.25%	-0.01%	
		Significant Developmental Delay	0%	0%	0%	0%	0%	
		Not IDEA Eligible or No Disability	0%	4.62%	5.43%	4.62%	0.81%	

Table 43
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Mathematics (continued)

Content	Variable	Subgroup	Grade 5				
			2007-08	2008-09	2009-10	Difference between 2008-09 and 2007-08	Difference between 2009-10 and 2008-09
Mathematics	Gender	Female	37.97%	34.09%	35.50%	-3.88%	1.42%
		Male	61.91%	65.92%	64.50%	4.01%	-1.42%
	Ethnicity	Asian/Pacific Islander	3.86%	3.32%	2.81%	-0.55%	-0.51%
		Black (not of Hispanic Origin)	18.79%	20.96%	19.41%	2.17%	-1.54%
		Hispanic	7.98%	7.69%	7.54%	-0.29%	-0.16%
		American Indian/Alaska Native	1.54%	1.86%	0.89%	0.31%	-0.96%
		White (not of Hispanic Origin)	67.57%	66.18%	69.35%	-1.39%	3.17%
	Primary Disability	Autism	15.96%	16.18%	16.73%	0.22%	0.55%
		Cognitive Disability	46.98%	50.00%	50.96%	3.02%	0.96%
		Deaf-Blind	0%	0%	0%	0%	0%
		Emotional Behavioral Disability	1.80%	2.39%	1.66%	0.59%	-0.73%
		Hearing Impairment	0.39%	0.27%	0.64%	-0.12%	0.37%
		Specific Learning Disability	5.02%	5.31%	4.60%	0.29%	-0.71%
		Other Health Impairment	10.81%	12.33%	12.39%	1.52%	0.05%
Orthopedic Impairment		2.32%	3.05%	1.92%	0.73%	-1.13%	
Speech or Language Impairment		1.80%	1.33%	1.28%	-0.48%	-0.05%	
Traumatic Brain Injury		0.90%	0.66%	0.38%	-0.24%	-0.28%	
Visual Impairment		0%	0.13%	0.26%	0.13%	0.12%	
Significant Developmental Delay		0%	0%	0%	0%	0%	
Not IDEA Eligible or No Disability	0%	5.70%	5.49%	5.70%	-0.21%		

Table 43
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Mathematics (continued)

Content	Variable	Subgroup	Grade 6				
			2007-08	2008-09	2009-10	Difference between 2008-09 and 2007-08	Difference between 2009-10 and 2008-09
	Gender	Female	36.51%	37.06%	34.97%	0.55%	-2.09%
		Male	63.36%	62.94%	64.89%	-0.42%	1.96%
	Ethnicity	Asian/Pacific Islander	3.94%	4.29%	3.59%	0.35%	-0.70%
		Black (not of Hispanic Origin)	19.85%	17.30%	20.48%	-2.55%	3.18%
		Hispanic	6.87%	7.93%	7.05%	1.06%	-0.88%
		American Indian/Alaska Native	0.89%	1.04%	2.26%	0.15%	1.22%
		White (not of Hispanic Origin)	67.94%	69.44%	66.49%	1.50%	-2.95%
Mathematics	Primary Disability	Autism	15.65%	16.91%	16.22%	1.26%	-0.68%
		Cognitive Disability	47.96%	51.76%	54.26%	3.79%	2.50%
		Deaf-Blind	0%	0%	0%	0%	0.13%
		Emotional Behavioral Disability	2.16%	1.82%	1.73%	-0.34%	-0.09%
		Hearing Impairment	0.64%	0.39%	0.40%	-0.25%	0.01%
		Specific Learning Disability	4.58%	4.94%	4.26%	0.36%	-0.69%
		Other Health Impairment	9.03%	11.96%	12.23%	2.93%	0.27%
		Orthopedic Impairment	2.42%	2.08%	2.13%	-0.34%	0.05%
		Speech or Language Impairment	0.51%	1.43%	0.40%	0.92%	-1.03%
		Traumatic Brain Injury	0.38%	0.91%	0.93%	0.53%	0.02%
		Visual Impairment	0.25%	0%	0.13%	-0.25%	0.13%
		Significant Developmental Delay	0%	0%	0%	0%	0%
		Not IDEA Eligible or No Disability	0%	4.68%	4.39%	4.68%	-0.29%

Table 43
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Mathematics (continued)

Content	Variable	Subgroup	Grade 7				
			2007-08	2008-09	2009-10	Difference between 2008-09 and 2007-08	Difference between 2009-10 and 2008-09
	Gender	Female	34.98%	38.44%	38.23%	3.46%	-0.21%
		Male	65.02%	61.56%	61.77%	-3.46%	0.21%
	Ethnicity	Asian/Pacific Islander	2.23%	3.45%	4.05%	1.22%	0.60%
		Black (not of Hispanic Origin)	16.19%	18.90%	16.20%	2.71%	-2.70%
		Hispanic	8.28%	7.28%	8.10%	-1.00%	0.82%
		American Indian/Alaska Native	1.48%	0.89%	1.52%	-0.59%	0.63%
		White (not of Hispanic Origin)	71.57%	69.48%	70.13%	-2.09%	0.65%
Mathematics	Primary Disability	Autism	13.23%	16.86%	16.33%	3.63%	-0.53%
		Cognitive Disability	51.92%	54.79%	56.71%	2.87%	1.92%
		Deaf-Blind	0%	0%	0%	0%	0%
		Emotional Behavioral Disability	1.98%	2.04%	1.90%	0.07%	-0.14%
		Hearing Impairment	1.11%	0.89%	0.51%	-0.22%	-0.39%
		Specific Learning Disability	5.19%	5.11%	4.68%	-0.08%	-0.43%
		Other Health Impairment	6.80%	10.09%	11.39%	3.29%	1.30%
		Orthopedic Impairment	2.72%	1.92%	2.28%	-0.80%	0.36%
		Speech or Language Impairment	0.87%	0.51%	0.76%	-0.35%	0.25%
		Traumatic Brain Injury	0.49%	0.26%	0.76%	-0.24%	0.50%
		Visual Impairment	0.37%	0.38%	0.00%	0.01%	-0.38%
		Significant Developmental Delay	0%	0%	0%	0%	0%
		Not IDEA Eligible or No Disability	0%	3.58%	3.42%	3.58%	-0.16%

Table 43
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Mathematics (continued)

Content	Variable	Subgroup	Grade 8				
			2007-08	2008-09	2009-10	Difference between 2008-09 and 2007-08	Difference between 2009-10 and 2008-09
	Gender	Female	36.47%	36.71%	38.23%	0.24%	1.52%
		Male	63.42%	63.29%	61.77%	-0.13%	-1.52%
	Ethnicity	Asian/Pacific Islander	3.44%	2.47%	3.29%	-0.97%	0.82%
		Black (not of Hispanic Origin)	19.38%	16.44%	17.47%	-2.94%	1.03%
		Hispanic	7.68%	7.29%	6.96%	-0.39%	-0.33%
		American Indian/Alaska Native	1.49%	1.73%	0.89%	0.24%	-0.85%
		White (not of Hispanic Origin)	67.55%	72.06%	71.39%	4.52%	-0.67%
Mathematics	Primary Disability	Autism	15.25%	15.33%	16.20%	0.08%	0.88%
		Cognitive Disability	49.43%	58.71%	57.98%	9.29%	-0.74%
		Deaf-Blind	0%	0%	0%	0%	0%
		Emotional Behavioral Disability	1.84%	1.98%	1.65%	0.14%	-0.33%
		Hearing Impairment	0.34%	0.87%	0.76%	0.52%	-0.11%
		Specific Learning Disability	5.28%	4.45%	3.54%	-0.83%	-0.91%
		Other Health Impairment	8.95%	7.54%	8.86%	-1.41%	1.32%
		Orthopedic Impairment	2.52%	3.09%	2.03%	0.57%	-1.07%
		Speech or Language Impairment	0.23%	0.74%	0.63%	0.51%	-0.11%
		Traumatic Brain Injury	0.34%	0.62%	0.25%	0.27%	-0.37%
		Visual Impairment	0%	0.37%	0.38%	0.03%	0.01%
		Significant Developmental Delay	0%	0%	0%	0%	0%
		Not IDEA Eligible or No Disability	0%	4.08%	4.30%	4.08%	0.23%

Table 43
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Mathematics (continued)

Content	Variable	Subgroup	Grade 10				
			2007-08	2008-09	2009-10	Difference between 2008-09 and 2007-08	Difference between 2009-10 and 2008-09
Mathematics	Gender	Female	39.59%	38.10%	36.83%	-1.49%	-1.27%
		Male	60.03%	61.90%	63.17%	1.87%	1.27%
	Ethnicity	Asian/Pacific Islander	3.11%	3.58%	3.58%	0.47%	0%
		Black (not of Hispanic Origin)	16.56%	14.30%	17.76%	-2.26%	3.46%
		Hispanic	6.08%	7.28%	7.39%	1.20%	0.12%
		American Indian/Alaska Native	1.68%	1.85%	1.07%	0.17%	-0.78%
		White (not of Hispanic Origin)	71.28%	73.00%	70.08%	1.72%	-2.91%
	Primary Disability	Autism	11.26%	13.81%	15.97%	2.56%	2.16%
		Cognitive Disability	52.91%	61.16%	58.64%	8.25%	-2.52%
		Deaf-Blind	0%	0%	0%	0%	0%
		Emotional Behavioral Disability	1.16%	1.60%	2.38%	0.44%	0.78%
		Hearing Impairment	0.39%	0.25%	0.36%	-0.14%	0.11%
		Specific Learning Disability	3.62%	4.07%	3.34%	0.45%	-0.73%
		Other Health Impairment	3.75%	6.29%	6.44%	2.54%	0.15%
		Orthopedic Impairment	2.59%	2.59%	2.03%	0%	-0.56%
		Speech or Language Impairment	0.13%	0.12%	0.12%	-0.01%	0%
		Traumatic Brain Injury	0.78%	1.11%	0.60%	0.33%	-0.51%
		Visual Impairment	0.13%	0.25%	0.36%	0.12%	0.11%
		Significant Developmental Delay	0%	0%	0%	0%	0%
Not IDEA Eligible or No Disability	0%	5.92%	6.32%	5.92%	0.40%		

Table 44
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Science

Content	Variable	Subgroup	Grade 4				
			2007-08	2008-09	2009-10	Difference between 2008-09 and 2007-08	Difference between 2009-10 and 2008-09
Science	Gender	Female	33.81%	37.42%	33.29%	3.61%	-4.13%
		Male	65.87%	62.58%	66.71%	-3.29%	4.13%
	Ethnicity	Asian/Pacific Islander	2.89%	2.63%	4.03%	-0.26%	1.40%
		Black (not of Hispanic Origin)	23.08%	18.27%	16.94%	-4.80%	-1.33%
		Hispanic	7.05%	8.14%	9.24%	1.08%	1.11%
		American Indian/Alaska Native	1.12%	1.63%	1.42%	0.51%	-0.21%
		White (not of Hispanic Origin)	65.06%	69.34%	68.37%	4.27%	-0.97%
	Primary Disability	Autism	16.99%	17.90%	21.56%	0.91%	3.67%
		Cognitive Disability	46.96%	46.81%	47.39%	-0.15%	0.58%
		Deaf-Blind	0%	0%	0%	0%	0%
		Emotional Behavioral Disability	0.96%	2.00%	3.20%	1.04%	1.20%
		Hearing Impairment	0.48%	0.75%	0.47%	0.27%	-0.28%
		Specific Learning Disability	1.92%	5.26%	2.84%	3.33%	-2.41%
		Other Health Impairment	10.90%	13.77%	11.14%	2.87%	-2.63%
Orthopedic Impairment		1.92%	2.13%	2.73%	0.21%	0.60%	
Speech or Language Impairment		1.28%	2.25%	2.01%	0.97%	-0.24%	
Traumatic Brain Injury		0.80%	0.38%	0.71%	-0.43%	0.34%	
Visual Impairment		0%	0.25%	0.24%	0.25%	-0.01%	
Significant Developmental Delay		0%	0%	0%	0%	0%	
Not IDEA Eligible or No Disability	0%	4.63%	5.21%	4.63%	0.58%		

Table 44
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Science (continued)

Content	Variable	Subgroup	Grade 8				
			2007-08	2008-09	2009-10	Difference between 2008-09 and 2007-08	Difference between 2009-10 and 2008-09
	Gender	Female	36.68%	36.63%	38.15%	-0.04%	1.52%
		Male	63.20%	63.37%	61.85%	0.17%	-1.52%
	Ethnicity	Asian/Pacific Islander	3.30%	2.48%	3.30%	-0.82%	0.82%
		Black (not of Hispanic Origin)	20.81%	16.46%	17.49%	-4.35%	1.03%
		Hispanic	8.12%	7.18%	6.97%	-0.94%	-0.21%
		American Indian/Alaska Native	0.89%	1.73%	0.89%	0.85%	-0.85%
		White (not of Hispanic Origin)	66.37%	72.15%	71.36%	5.78%	-0.80%
Science	Primary Disability	Autism	15.86%	15.35%	16.22%	-0.52%	0.88%
		Cognitive Disability	50.76%	58.66%	58.05%	7.90%	-0.61%
		Deaf-Blind	0%	0%	0%	0%	0%
		Emotional Behavioral Disability	1.90%	1.98%	1.65%	0.08%	-0.33%
		Hearing Impairment	0.38%	0.87%	0.76%	0.49%	-0.11%
		Specific Learning Disability	3.81%	4.46%	3.55%	0.65%	-0.91%
		Other Health Impairment	8.38%	7.55%	8.75%	-0.83%	1.20%
		Orthopedic Impairment	2.79%	3.09%	2.03%	0.30%	-1.07%
		Speech or Language Impairment	0.25%	0.74%	0.63%	0.49%	-0.11%
		Traumatic Brain Injury	0.38%	0.62%	0.25%	0.24%	-0.37%
		Visual Impairment	0.38%	0.37%	0.38%	-0.01%	0.01%
		Significant Developmental Delay	0%	0%	0%	0%	0%
		Not IDEA Eligible or No Disability	0%	4.08%	4.31%	4.08%	0.23%

Table 44
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Science (continued)

Content	Variable	Subgroup	Grade 10				
			2007-08	2008-09	2009-10	Difference between 2008-09 and 2007-08	Difference between 2009-10 and 2008-09
	Gender	Female	38.93%	38.07%	36.57%	-0.85%	-1.50%
		Male	60.67%	61.93%	63.43%	1.26%	1.50%
	Ethnicity	Asian/Pacific Islander	3.22%	3.59%	3.60%	0.36%	0.01%
		Black (not of Hispanic Origin)	16.91%	14.34%	17.51%	-2.57%	3.17%
		Hispanic	6.31%	7.17%	7.31%	0.86%	0.14%
		American Indian/Alaska Native	1.75%	1.85%	1.08%	0.11%	-0.78%
		White (not of Hispanic Origin)	70.60%	73.05%	70.38%	2.45%	-2.67%
Science	Primary Disability	Autism	11.68%	13.84%	15.95%	2.17%	2.10%
		Cognitive Disability	53.56%	61.06%	58.75%	7.51%	-2.31%
		Deaf-Blind	0%	0%	0%	0%	0%
		Emotional Behavioral Disability	1.21%	1.61%	2.40%	0.40%	0.79%
		Hearing Impairment	0.54%	0.25%	0.36%	-0.29%	0.11%
		Specific Learning Disability	2.95%	4.08%	3.36%	1.13%	-0.72%
		Other Health Impairment	3.76%	6.30%	6.48%	2.55%	0.17%
		Orthopedic Impairment	2.69%	2.60%	2.04%	-0.09%	-0.56%
		Speech or Language Impairment	0.13%	0.12%	0.12%	-0.01%	0%
		Traumatic Brain Injury	0.81%	1.11%	0.60%	0.31%	-0.51%
		Visual Impairment	0.13%	0.25%	0.36%	0.11%	0.11%
		Significant Developmental Delay	0%	0%	0%	0%	0%
		Not IDEA Eligible or No Disability	0%	5.93%	6.24%	5.93%	0.30%

Table 45
Longitudinal Summary of *P*-Values All Content Areas by Grade

Content	Grade	High <i>P</i> -value				
		2007-08	2008-09	2009-10	Difference between 2008-07 and 2007-08	Difference between 2009-10 and 2008-09
Reading	3*	0.89	0.89	0.87	0.00	-0.02
	4*	0.90	0.88	0.91	-0.02	0.02
	5*	0.90	0.86	0.87	-0.04	0.01
	6*	0.88	0.87	0.88	-0.01	0.01
	7*	0.89	0.87	0.87	-0.02	0.01
	8*	0.90	0.87	0.89	-0.03	0.02
	10*	0.88	0.89	0.90	0.01	0.01
Mathematics	3*	0.85	0.87	0.83	0.02	-0.03
	4*	0.88	0.85	0.87	-0.03	0.03
	5*	0.88	0.87	0.88	-0.02	0.01
	6*	0.90	0.88	0.87	-0.01	-0.02
	7*	0.87	0.85	0.84	-0.02	-0.01
	8*	0.82	0.81	0.86	-0.01	0.05
	10*	0.82	0.82	0.82	-0.01	0.00
Science	4	0.85	0.87	0.88	0.01	0.01
	8*	0.87	0.88	0.90	0.01	0.02
	10*	0.86	0.87	0.88	0.00	0.01

*Some items in the 2009-10 form have been revised/added in comparison to the 2007-08 and 2008-09 forms, thus comparisons of statistics must be done with caution.

Table 45
Longitudinal Summary of *P*-Values All Content Areas by Grade (continued)

Content	Grade	Mean <i>P</i> -value				
		2007-08	2008-09	2009-10	Difference between 2008-07 and 2007-08	Difference between 2009-10 and 2008-09
Reading	3*	0.72	0.70	0.68	-0.02	-0.02
	4*	0.78	0.74	0.76	-0.04	0.02
	5*	0.75	0.71	0.72	-0.03	0.01
	6*	0.75	0.70	0.70	-0.05	0.01
	7*	0.72	0.71	0.70	-0.01	-0.01
	8*	0.70	0.68	0.72	-0.02	0.04
	10*	0.69	0.69	0.68	0.00	-0.01
Mathematics	3*	0.66	0.67	0.65	0.01	-0.02
	4*	0.70	0.68	0.70	-0.02	0.02
	5*	0.67	0.66	0.66	-0.01	0.00
	6*	0.69	0.68	0.67	-0.02	0.00
	7*	0.69	0.69	0.68	0.00	-0.01
	8*	0.63	0.65	0.65	0.02	-0.01
	10*	0.55	0.60	0.58	0.05	-0.02
Science	4	0.74	0.77	0.78	0.03	0.01
	8*	0.75	0.76	0.78	0.02	0.01
	10*	0.76	0.78	0.78	0.02	0.00

*Some items in the 2009-10 form have been revised/added in comparison to the 2007-08 and 2008-09 forms, thus comparisons of statistics must be done with caution.

Table 45
Longitudinal Summary of *P*-Values All Content Areas by Grade (continued)

		Low <i>P</i> -value				
Content	Grade	2007-08	2008-09	2009-10	Difference between 2008-07 and 2007-08	Difference between 2009-10 and 2008-09
Reading	3*	0.38	0.46	0.45	0.08	-0.01
	4*	0.52	0.50	0.49	-0.01	-0.01
	5*	0.50	0.48	0.49	-0.03	0.01
	6*	0.48	0.45	0.43	-0.03	-0.02
	7*	0.40	0.34	0.38	-0.06	0.03
	8*	0.36	0.39	0.40	0.03	0.01
	10*	0.47	0.51	0.48	0.03	-0.02
Mathematics	3*	0.36	0.36	0.40	0.00	0.04
	4*	0.44	0.42	0.48	-0.02	0.06
	5*	0.31	0.46	0.40	0.15	-0.06
	6*	0.41	0.46	0.43	0.05	-0.03
	7*	0.41	0.39	0.38	-0.02	-0.01
	8*	0.31	0.40	0.32	0.09	-0.08
	10*	0.19	0.33	0.33	0.14	0.00
Science	4	0.42	0.40	0.44	-0.02	0.04
	8*	0.52	0.51	0.51	-0.01	0.00
	10*	0.48	0.54	0.50	0.06	-0.04

*Some items in the 2009-10 form have been revised/added in comparison to the 2007-08 and 2008-09 forms, thus comparisons of statistics must be done with caution.

Table 46
Longitudinal Summary of Point Biserials All Content Areas by Grade

Content	Grade	High Point Biserial				
		2007-08	2008-09	2009-10	Difference between 2008-07 and 2007-08	Difference between 2009-10 and 2008-09
Reading	3*	0.80	0.75	0.78	-0.06	0.03
	4*	0.80	0.79	0.74	-0.01	-0.05
	5*	0.87	0.83	0.82	-0.04	-0.01
	6*	0.84	0.84	0.83	0.01	-0.02
	7*	0.81	0.80	0.78	-0.01	-0.02
	8*	0.76	0.77	0.77	0.01	-0.01
	10*	0.82	0.79	0.80	-0.03	0.01
Mathematics	3*	0.81	0.77	0.76	-0.04	-0.01
	4*	0.82	0.75	0.77	-0.06	0.02
	5*	0.82	0.83	0.78	0.01	-0.05
	6*	0.77	0.75	0.75	-0.02	0.00
	7*	0.79	0.78	0.79	-0.01	0.01
	8*	0.82	0.83	0.81	0.01	-0.02
	10*	0.74	0.75	0.72	0.01	-0.03
Science	4	0.84	0.80	0.76	-0.04	-0.04
	8*	0.82	0.83	0.80	0.02	-0.03
	10*	0.85	0.82	0.81	-0.02	-0.01

*Some items in the 2009-10 form have been revised/added in comparison to the 2007-08 and 2008-09 forms, thus comparisons of statistics must be done with caution.

Table 46
Longitudinal Summary of Point Biserials All Content Areas by Grade (continued)

Content	Grade	Mean Point Biserial				
		2007-08	2008-09	2009-10	Difference between 2008-07 and 2007-08	Difference between 2009-10 and 2008-09
Reading	3*	0.66	0.61	0.63	-0.05	0.02
	4*	0.69	0.64	0.62	-0.05	-0.03
	5*	0.69	0.69	0.66	0.00	-0.04
	6*	0.67	0.66	0.67	-0.01	0.01
	7*	0.67	0.67	0.66	0.00	-0.01
	8*	0.65	0.66	0.66	0.01	0.00
	10*	0.66	0.63	0.62	-0.03	-0.01
Mathematics	3*	0.64	0.60	0.62	-0.04	0.01
	4*	0.64	0.62	0.59	-0.02	-0.03
	5*	0.65	0.65	0.63	0.00	-0.03
	6*	0.63	0.65	0.66	0.02	0.01
	7*	0.65	0.65	0.66	0.00	0.01
	8*	0.62	0.65	0.61	0.03	-0.03
	10*	0.55	0.59	0.55	0.03	-0.04
Science	4	0.72	0.71	0.68	-0.01	-0.03
	8*	0.70	0.72	0.68	0.01	-0.04
	10*	0.71	0.71	0.70	0.00	-0.01

*Some items in the 2009-10 form have been revised/added in comparison to the 2007-08 and 2008-09 forms, thus comparisons of statistics must be done with caution.

Table 46
Longitudinal Summary of Point Biserials All Content Areas by Grade (continued)

Content	Grade	Low Point Biserial				
		2007-08	2008-09	2009-10	Difference between 2008-07 and 2007-08	Difference between 2009-10 and 2008-09
Reading	3*	0.45	0.44	0.42	-0.02	-0.02
	4*	0.45	0.46	0.45	0.01	-0.01
	5*	0.43	0.42	0.44	-0.01	0.02
	6*	0.42	0.48	0.45	0.06	-0.03
	7*	0.42	0.41	0.40	-0.01	-0.01
	8*	0.32	0.39	0.45	0.07	0.06
	10*	0.29	0.31	0.27	0.03	-0.05
Mathematics	3*	0.30	0.36	0.35	0.06	-0.01
	4*	0.30	0.38	0.30	0.08	-0.08
	5*	0.30	0.32	0.35	0.02	0.02
	6*	0.29	0.36	0.34	0.07	-0.02
	7*	0.37	0.35	0.28	-0.02	-0.06
	8*	0.17	0.31	0.19	0.14	-0.11
Science	10*	0.18	0.24	0.27	0.06	0.03
	4	0.48	0.38	0.41	-0.11	0.04
	8*	0.49	0.40	0.37	-0.09	-0.03
	10*	0.26	0.25	0.22	-0.01	-0.03

*Some items in the 2009-10 form have been revised/added in comparison to the 2007-08 and 2008-09 forms, thus comparisons of statistics must be done with caution.

Table 47
Longitudinal Summary of Impact Data by Grade—Reading

		2007-08					2008-09				
		Percent of Students in Each Performance Level					Percent of Students in Each Performance Level				
Content	Grade	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Reading	3	14.82%	14.49%	29.31%	41.38%	70.69%	11.64%	18.17%	34.68%	35.51%	70.19%
	4	11.65%	17.58%	28.11%	42.67%	70.77%	11.36%	21.72%	37.45%	29.46%	66.92%
	5	12.92%	15.34%	26.53%	45.21%	71.74%	13.59%	17.55%	28.50%	40.37%	68.87%
	6	11.81%	20.60%	25.93%	41.67%	67.59%	12.47%	23.38%	28.18%	35.97%	64.16%
	7	13.08%	23.42%	16.53%	46.97%	63.50%	12.12%	19.77%	20.66%	47.45%	68.11%
	8	15.10%	24.06%	23.95%	36.89%	60.84%	13.12%	23.76%	24.38%	38.74%	63.12%
	10	16.37%	22.34%	24.37%	36.93%	61.29%	14.30%	20.47%	27.87%	37.36%	65.23%

		2009-10				
		Percent of Students in Each Performance Level				
Content	Grade	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Reading	3	14.21%	17.64%	33.12%	35.03%	68.15%
	4	8.48%	23.20%	40.17%	28.15%	68.32%
	5	11.42%	19.92%	32.87%	35.79%	68.66%
	6	13.13%	21.49%	27.72%	37.67%	65.39%
	7	11.87%	24.24%	17.42%	46.47%	63.89%
	8	12.48%	19.80%	22.95%	44.77%	67.72%
	10	14.30%	24.20%	25.15%	36.35%	61.50%

Table 47
Longitudinal Summary of Impact Data by Grade—Reading (continued)

		Difference between 2008-09 and 2007-08					Difference between 2009-10 and 2008-09				
		Percent of Students in Each Performance Level					Percent of Students in Each Performance Level				
Content	Grade	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
	3	-3.18%	3.68%	5.37%	-5.87%	-0.50%	2.57%	-0.53%	-1.56%	-0.49%	-2.04%
	4	-0.28%	4.14%	9.35%	-13.20%	-3.86%	-2.88%	1.48%	2.71%	-1.31%	1.40%
	5	0.67%	2.21%	1.97%	-4.84%	-2.88%	-2.17%	2.38%	4.37%	-4.58%	-0.21%
Reading	6	0.66%	2.78%	2.26%	-5.69%	-3.44%	0.66%	-1.89%	-0.46%	1.69%	1.23%
	7	-0.96%	-3.65%	4.14%	0.48%	4.62%	-0.25%	4.47%	-3.24%	-0.98%	-4.22%
	8	-1.98%	-0.30%	0.43%	1.85%	2.28%	-0.63%	-3.96%	-1.43%	6.03%	4.60%
	10	-2.07%	-1.87%	3.50%	0.43%	3.93%	0.00%	3.73%	-2.72%	-1.01%	-3.73%

Table 48
Longitudinal Summary of Impact Data by Grade—Mathematics

		2007-08					2008-09				
		Percent of Students in Each Performance Level					Percent of Students in Each Performance Level				
Content	Grade	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Mathematics	3	13.70%	14.20%	31.01%	41.10%	72.11%	9.29%	16.31%	35.24%	39.17%	74.41%
	4	12.70%	14.82%	26.85%	45.64%	72.49%	11.61%	16.73%	29.84%	41.82%	71.66%
	5	14.80%	14.41%	25.74%	45.05%	70.79%	13.66%	17.91%	24.93%	43.50%	68.44%
	6	14.00%	15.65%	29.52%	40.84%	70.36%	13.78%	15.48%	33.81%	36.93%	70.74%
	7	12.36%	13.72%	27.57%	46.35%	73.92%	11.11%	13.16%	31.93%	43.81%	75.73%
	8	15.60%	18.12%	24.43%	41.86%	66.28%	13.72%	18.42%	26.45%	41.41%	67.86%
	10	16.69%	22.64%	27.56%	33.12%	60.67%	14.18%	22.81%	28.48%	34.53%	63.01%

		2009-10				
		Percent of Students in Each Performance Level				
Content	Grade	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Mathematics	3	11.85%	15.92%	35.67%	36.56%	72.23%
	4	8.74%	16.88%	30.70%	43.68%	74.38%
	5	11.75%	17.88%	29.76%	40.61%	70.37%
	6	15.43%	16.09%	30.59%	37.90%	68.48%
	7	12.15%	13.80%	29.49%	44.56%	74.05%
	8	12.91%	18.61%	30.13%	38.35%	68.48%
	10	12.63%	28.01%	31.11%	28.25%	59.36%

Table 48
Longitudinal Summary of Impact Data by Grade—Mathematics (continued)

		Difference between 2008-09 and 2007-08					Difference between 2009-10 and 2008-09				
		Percent of Students in Each Performance Level					Percent of Students in Each Performance Level				
Content	Grade	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Mathematics	3	-4.41%	2.11%	4.23%	-1.93%	2.30%	2.56%	-0.39%	0.43%	-2.61%	-2.18%
	4	-1.09%	1.91%	2.99%	-3.81%	-0.83%	-2.87%	0.15%	0.86%	1.86%	2.72%
	5	-1.14%	3.49%	-0.81%	-1.54%	-2.35%	-1.91%	-0.03%	4.82%	-2.89%	1.94%
	6	-0.21%	-0.17%	4.29%	-3.91%	0.39%	1.64%	0.61%	-3.23%	0.97%	-2.26%
	7	-1.25%	-0.57%	4.36%	-2.55%	1.82%	1.04%	0.64%	-2.43%	0.75%	-1.68%
	8	-1.88%	0.30%	2.03%	-0.45%	1.58%	-0.81%	0.19%	3.68%	-3.06%	0.62%
	10	-2.51%	0.17%	0.93%	1.41%	2.34%	-1.55%	5.20%	2.63%	-6.28%	-3.65%

Table 49
Longitudinal Summary of Impact Data by Grade—Science

		2007-08					2008-09				
		Percent of Students in Each Performance Level					Percent of Students in Each Performance Level				
Content	Grade	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
	4	18.75%	10.90%	16.67%	53.69%	70.35%	15.27%	10.26%	19.02%	55.44%	74.47%
Science	8	15.61%	10.41%	25.64%	48.35%	73.99%	13.37%	9.90%	21.29%	55.45%	76.73%
	10	15.03%	13.56%	15.84%	55.57%	71.41%	12.49%	12.24%	13.23%	62.05%	75.28%

		2009-10				
		Percent of Students in Each Performance Level				
Content	Grade	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
	4	12.80%	11.61%	18.25%	57.35%	75.59%
Science	8	12.04%	9.13%	25.10%	53.74%	78.83%
	10	11.63%	13.07%	14.63%	60.67%	75.30%

		Difference between 2008-09 and 2007-08					Difference between 2009-10 and 2008-09				
		Percent of Students in Each Performance Level					Percent of Students in Each Performance Level				
Content	Grade	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
	4	-3.48%	-0.63%	2.36%	1.76%	4.12%	-2.47%	1.35%	-0.78%	1.90%	1.12%
Science	8	-2.24%	-0.51%	-4.35%	7.10%	2.75%	-1.33%	-0.78%	3.81%	-1.71%	2.10%
	10	-2.55%	-1.32%	-2.61%	6.48%	3.87%	-0.85%	0.83%	1.40%	-1.38%	0.02%

Figures 1–33

Figure 1. Total Number of Students Participating in WAA-SwD 2009–10 by Grade and Content

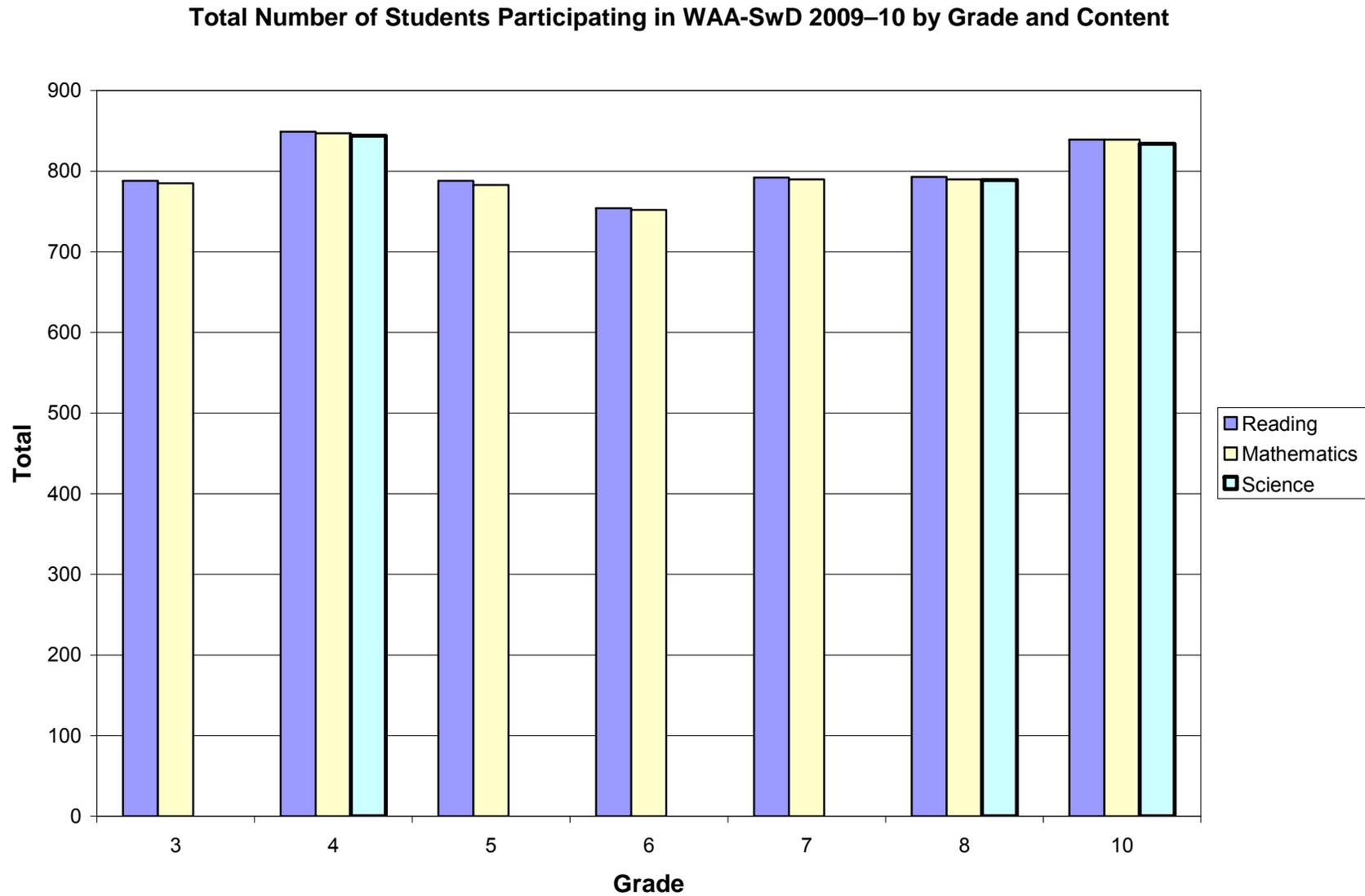
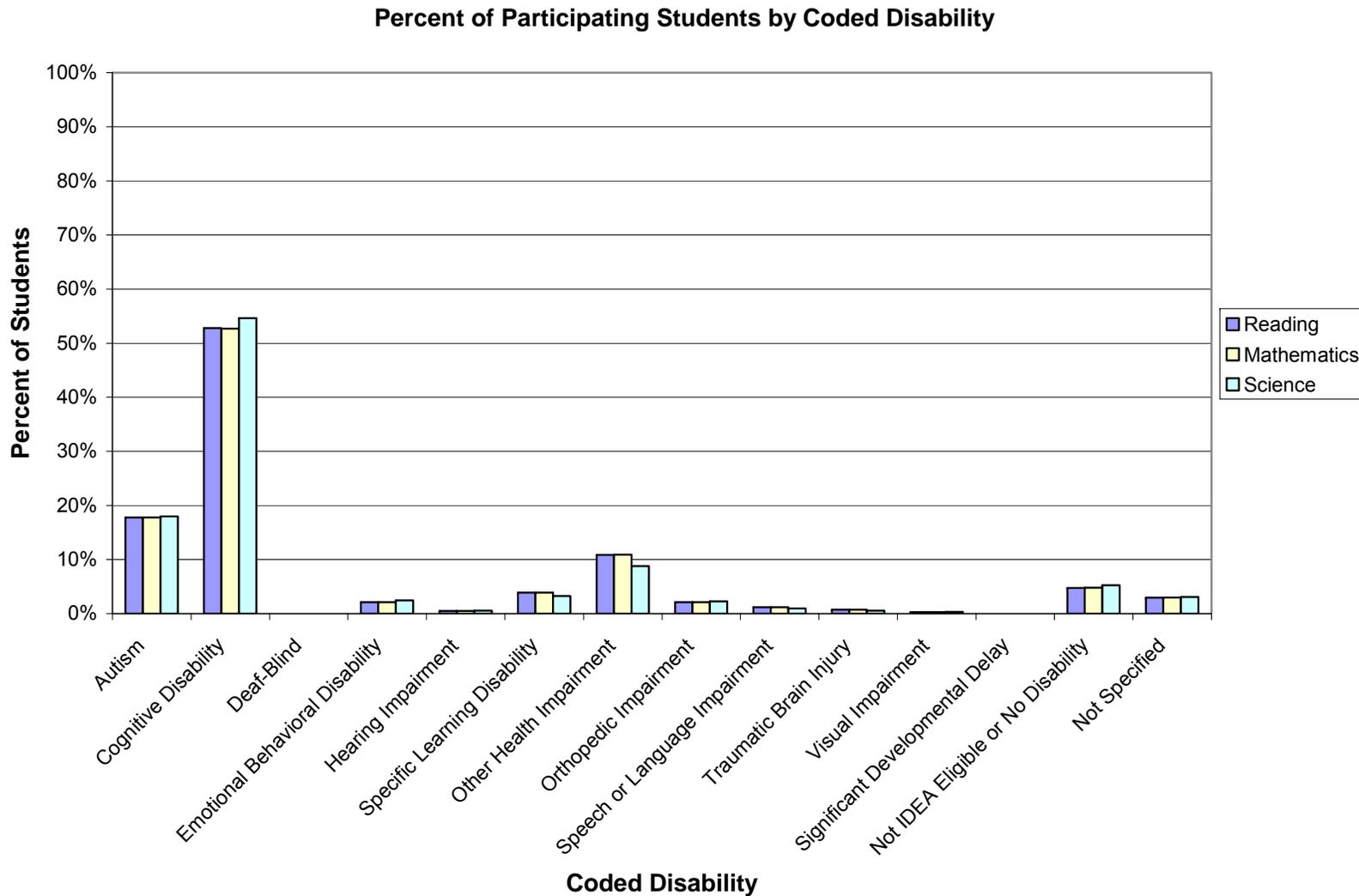
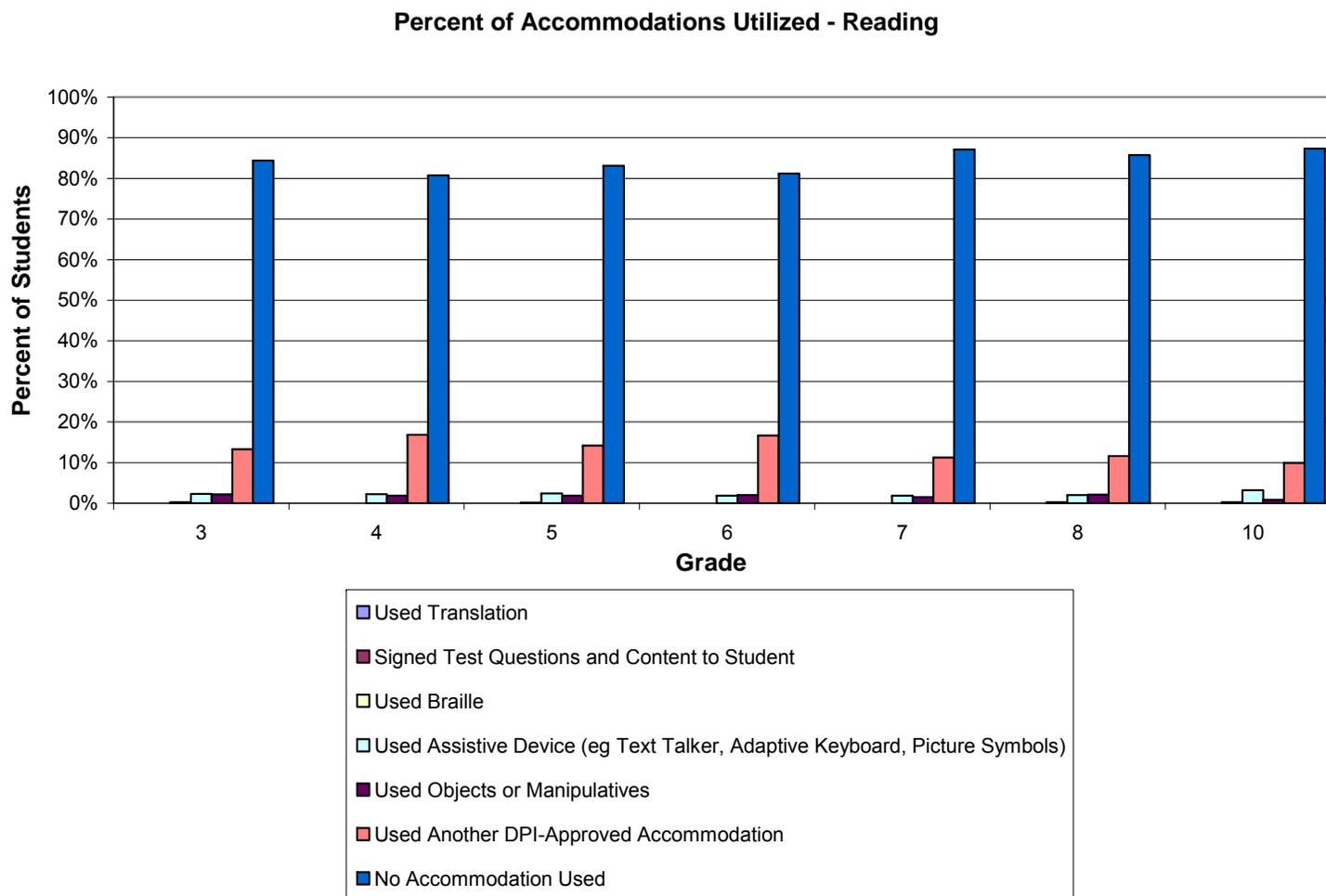


Figure 2. Percent of Participating Students by Coded Disability



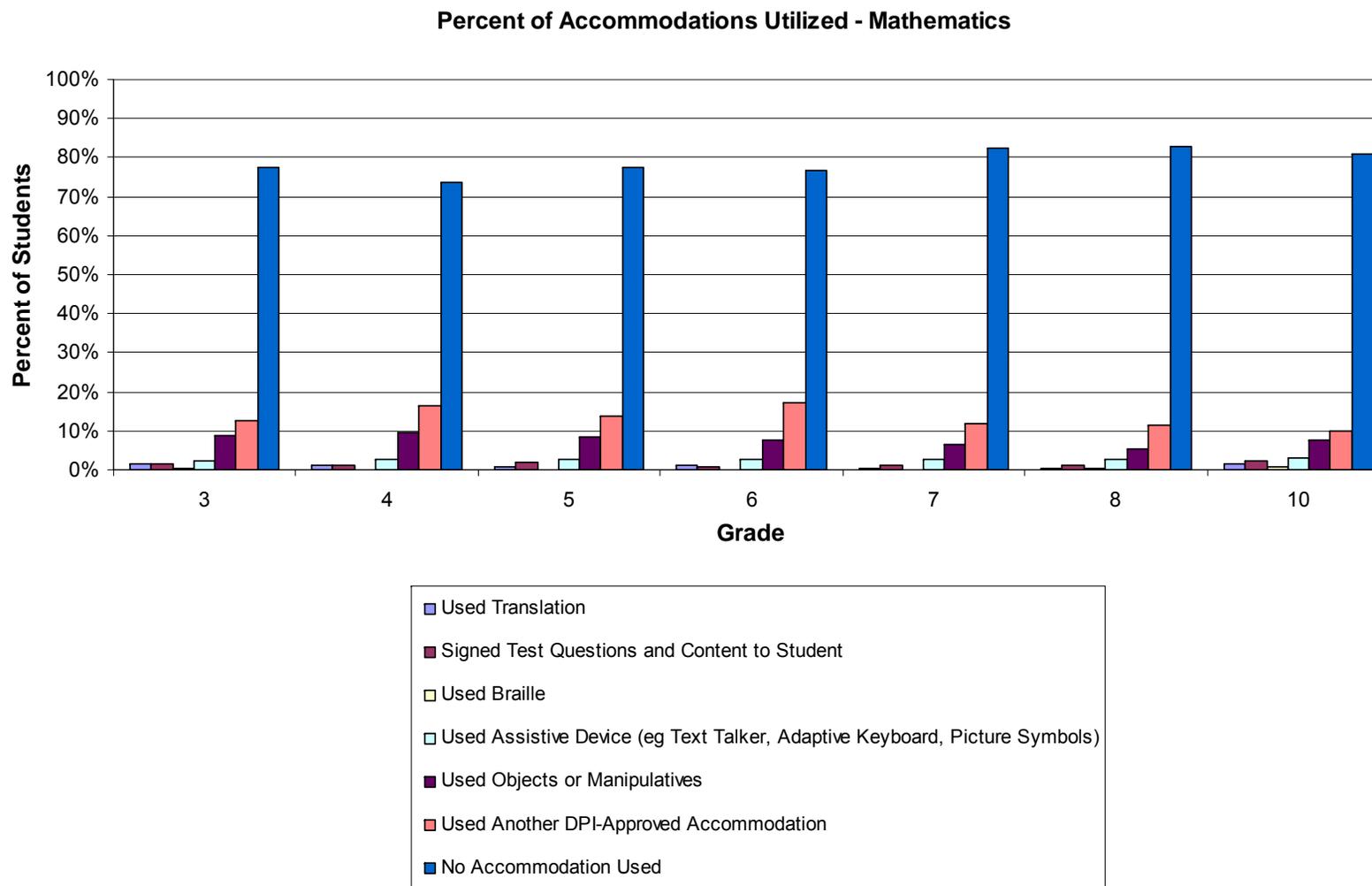
Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures and reporting.

Figure 3. Percent of Accommodations Utilized—Reading



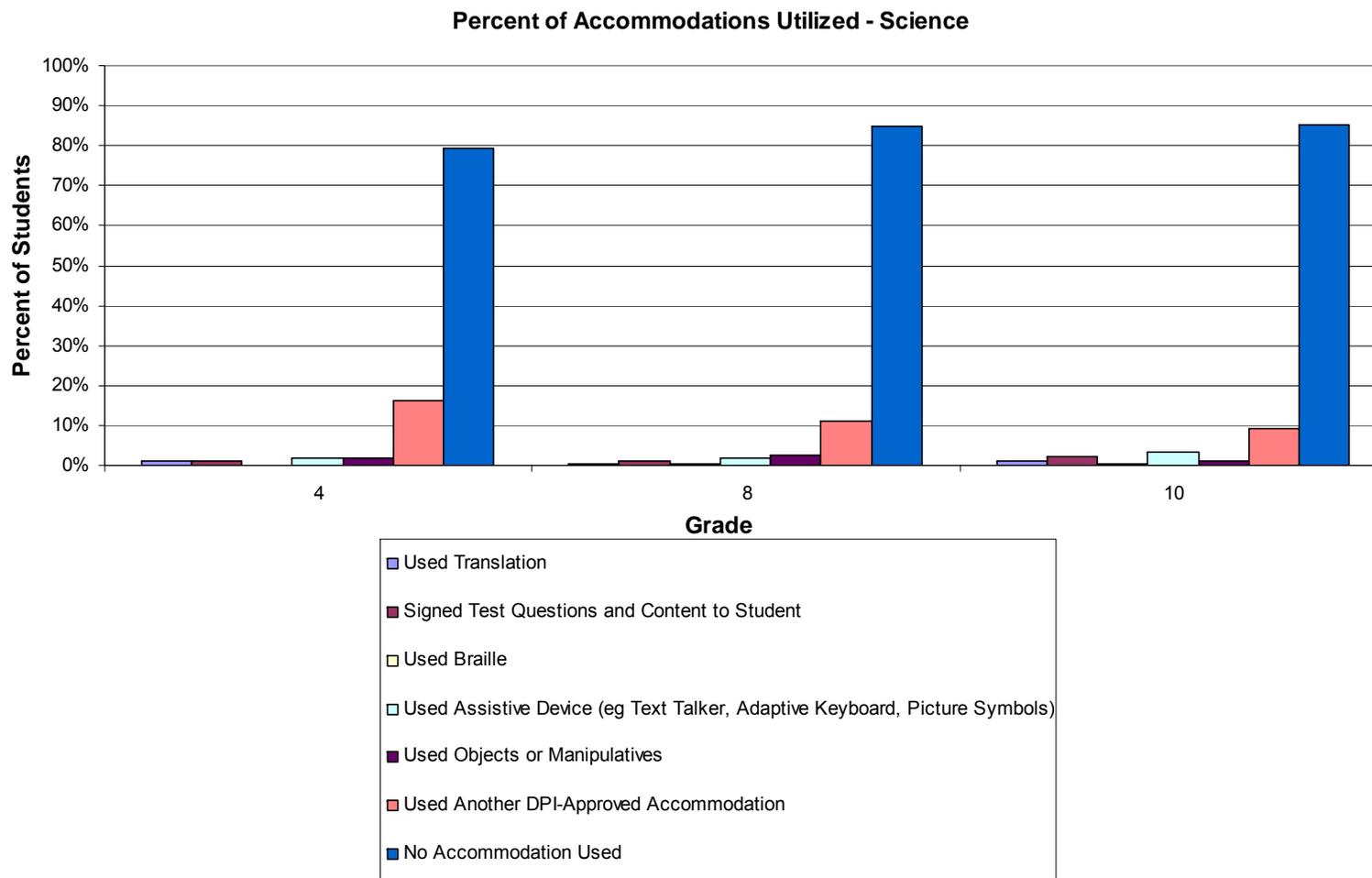
Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures and reporting.

Figure 4. Percent of Accommodations Utilized—Mathematics



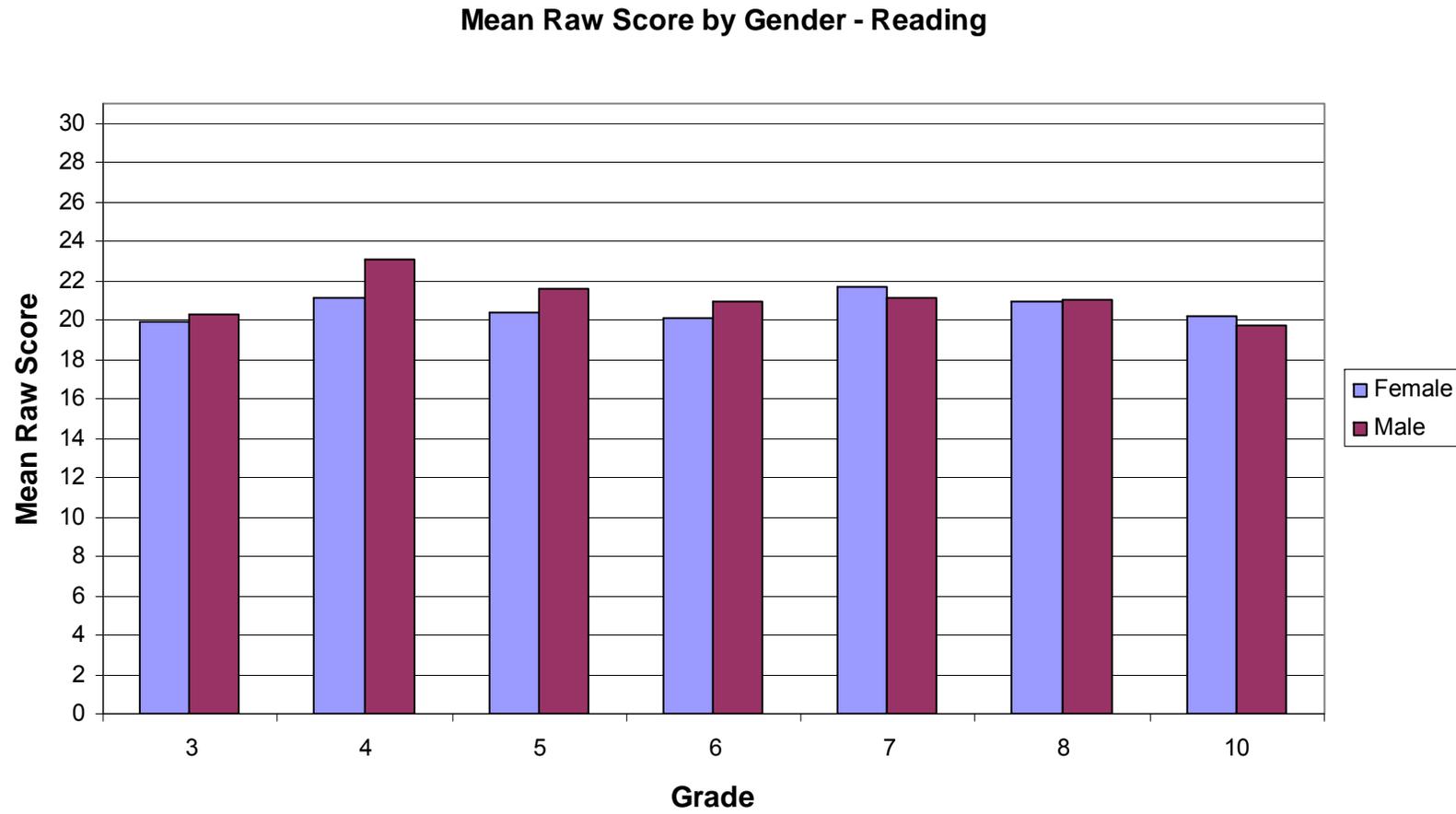
Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures and reporting.

Figure 5. Percent of Accommodations Utilized—Science



Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures and reporting.

Figure 6. Mean Raw Score by Gender—Reading



Reading grade 7 has a maximum possible score of 31.

Figure 7. Mean Raw Score by Gender—Mathematics

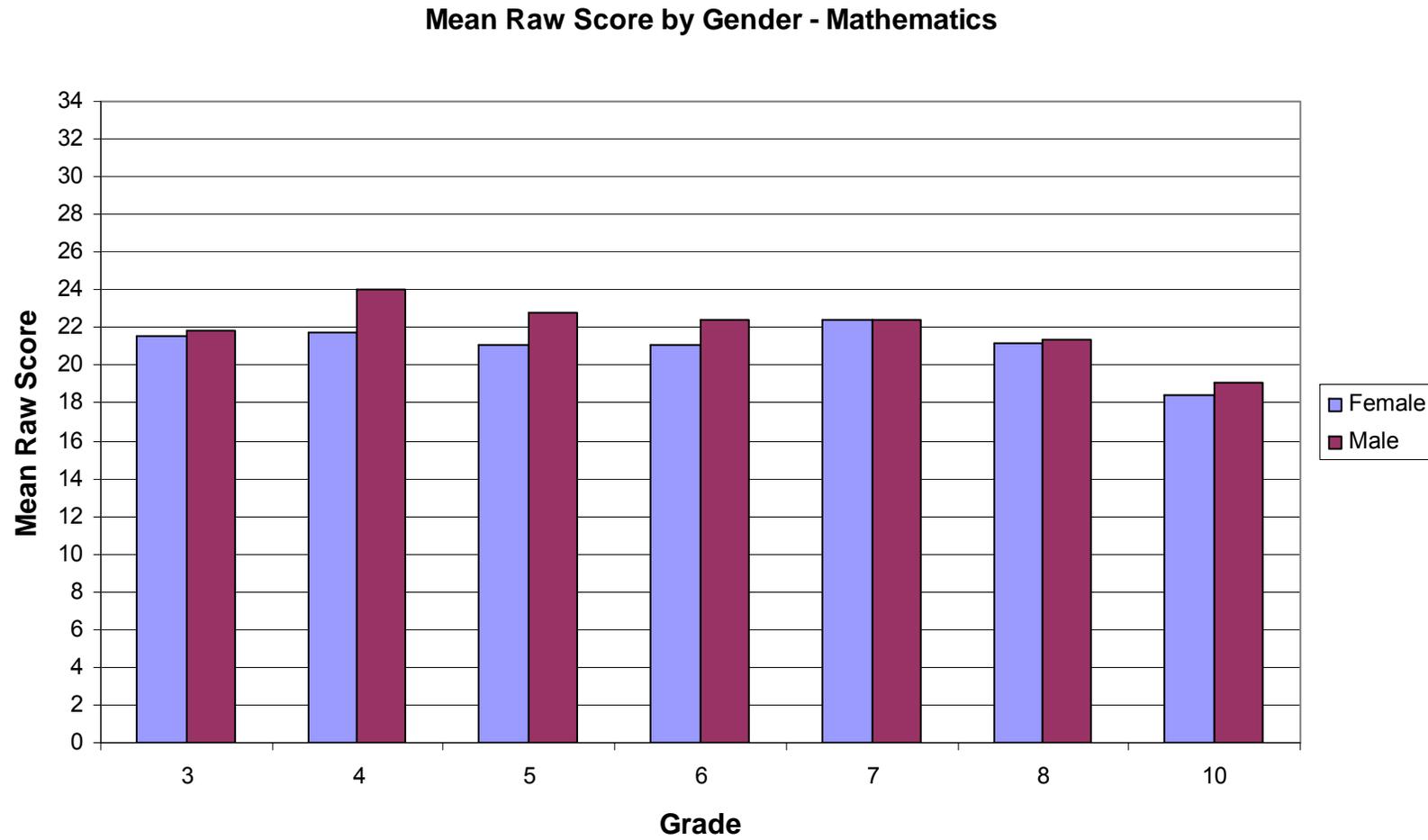
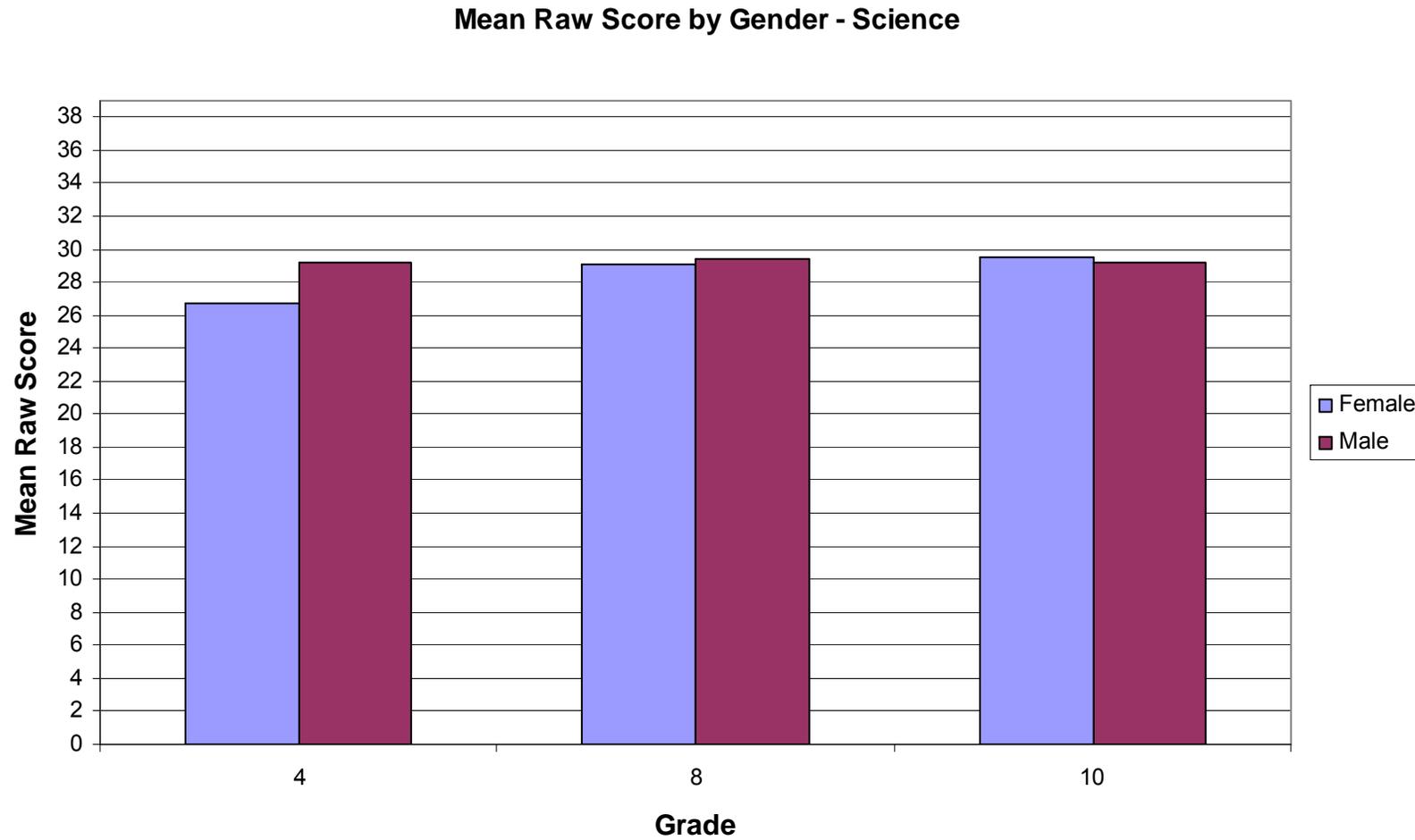
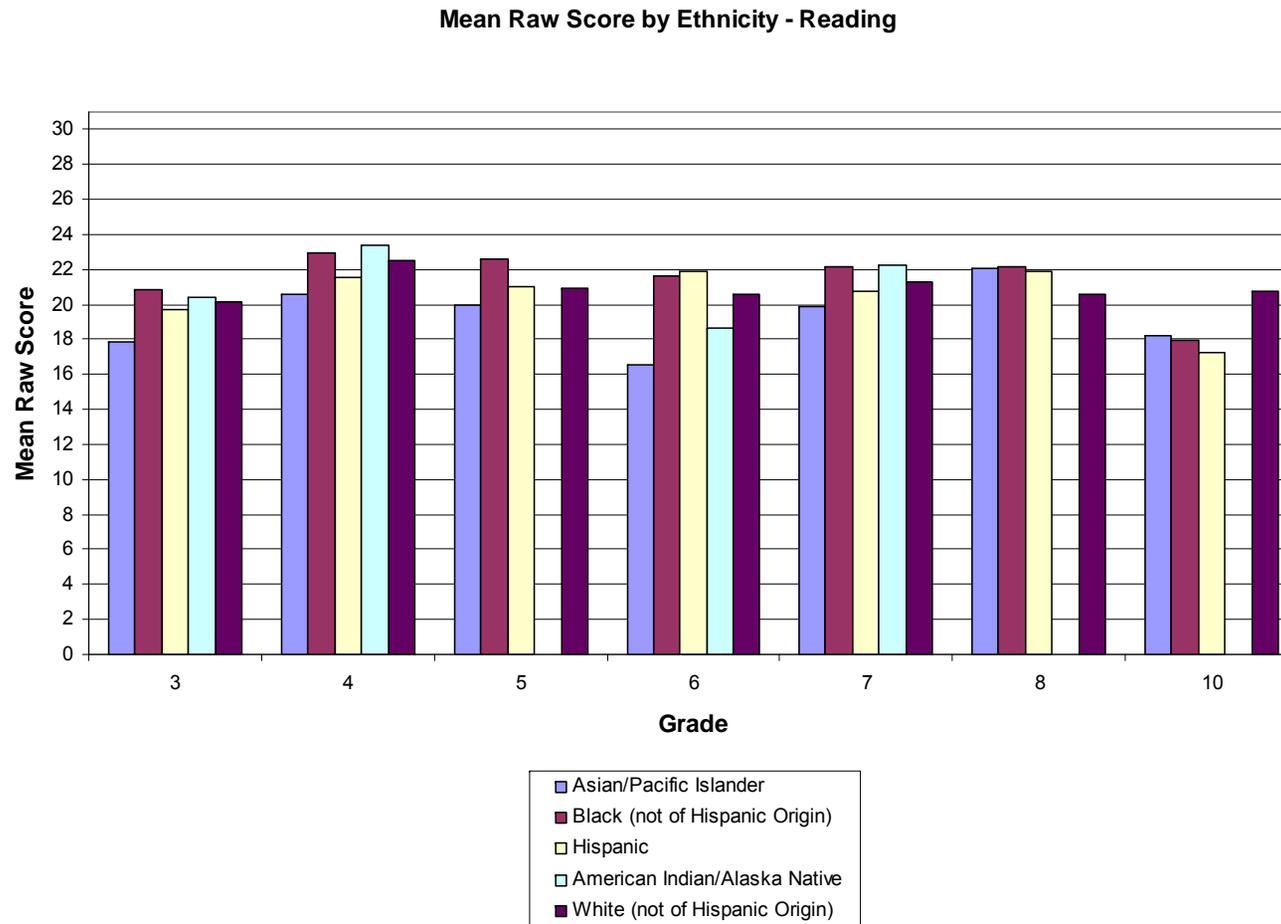


Figure 8. Mean Raw Score by Gender—Science



Science grade 4 has a maximum possible score of 37.

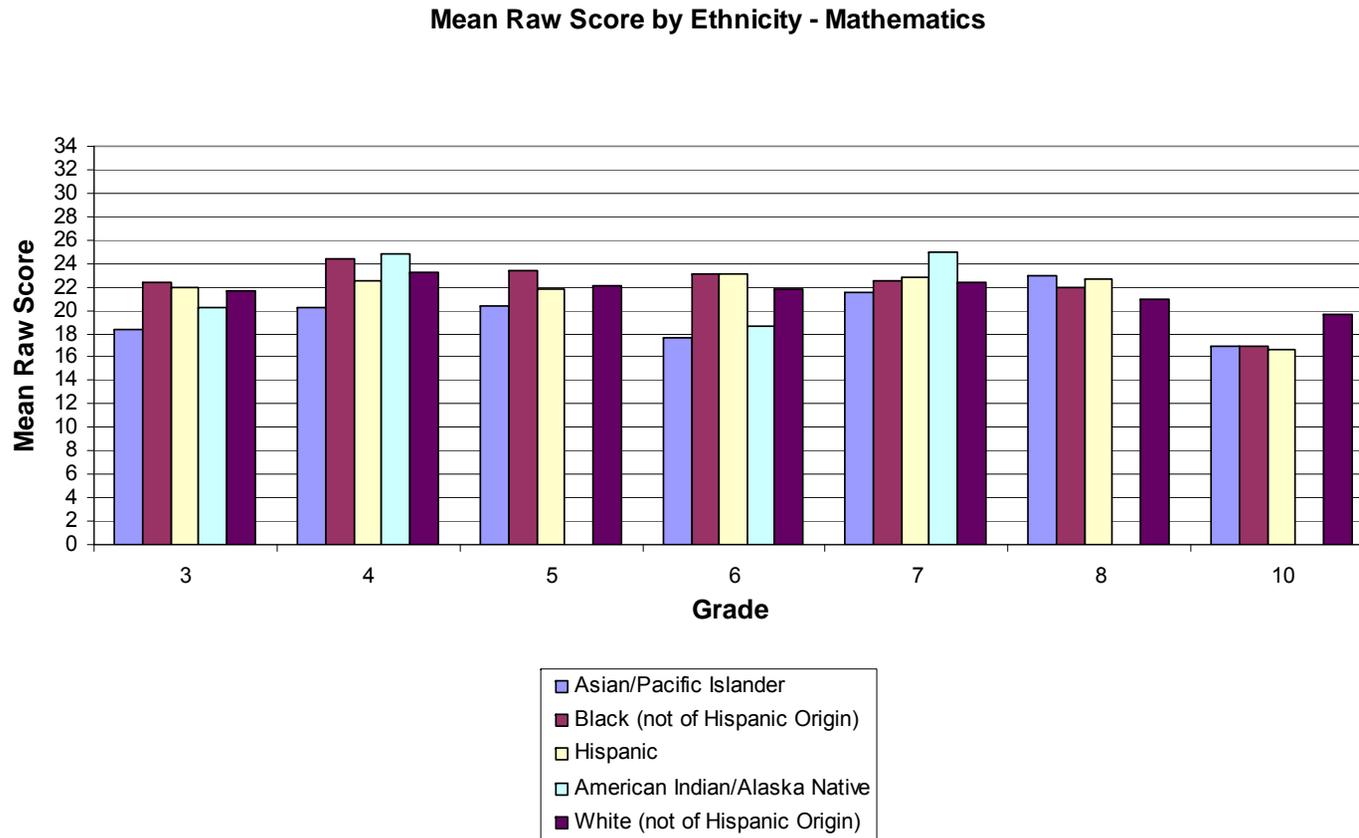
Figure 9. Mean Raw Score by Ethnicity—Reading



Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures and reporting.

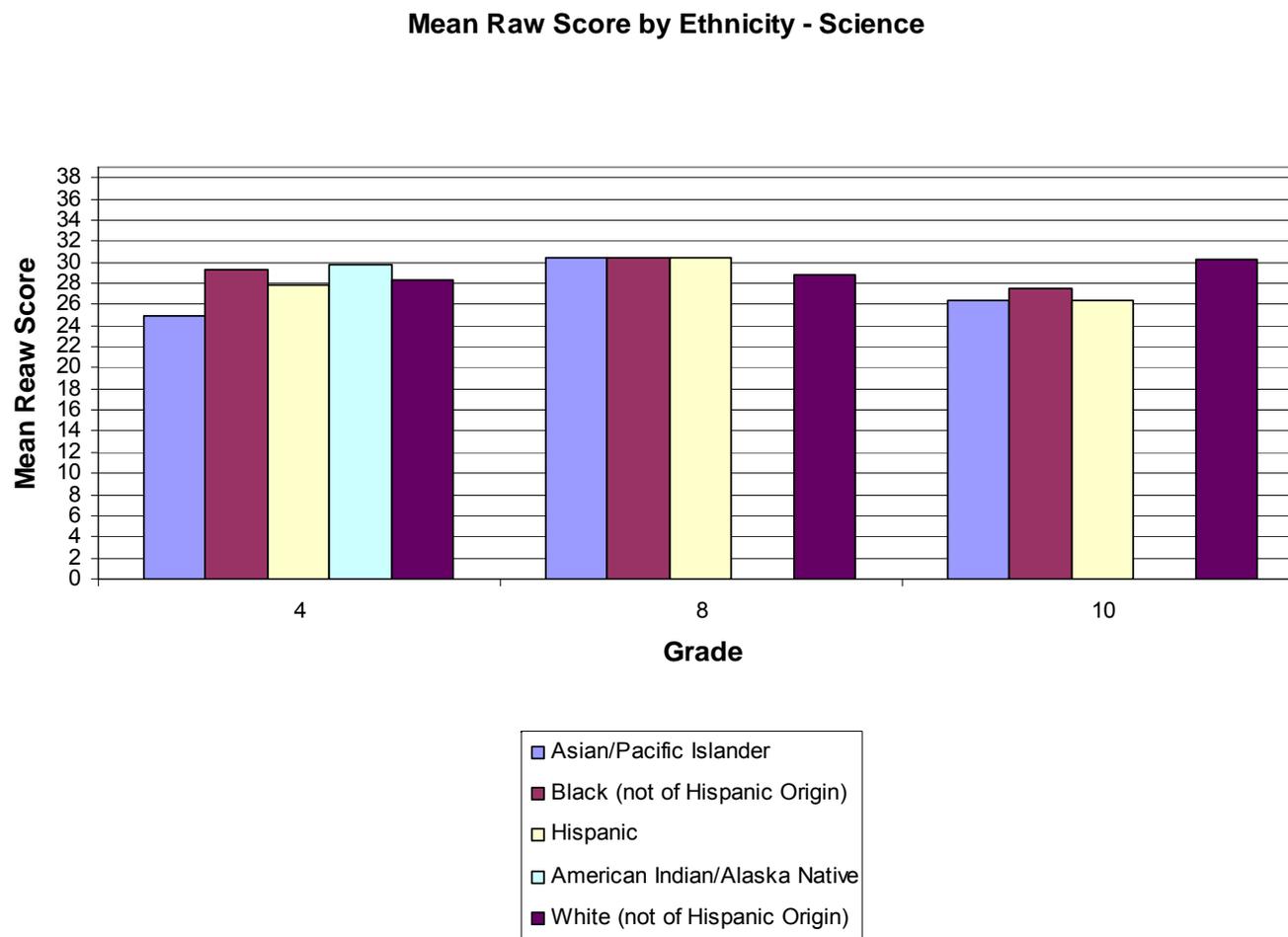
Reading grade 7 has a maximum possible score of 31.

Figure 10. Mean Raw Score by Ethnicity—Mathematics



Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures and reporting.

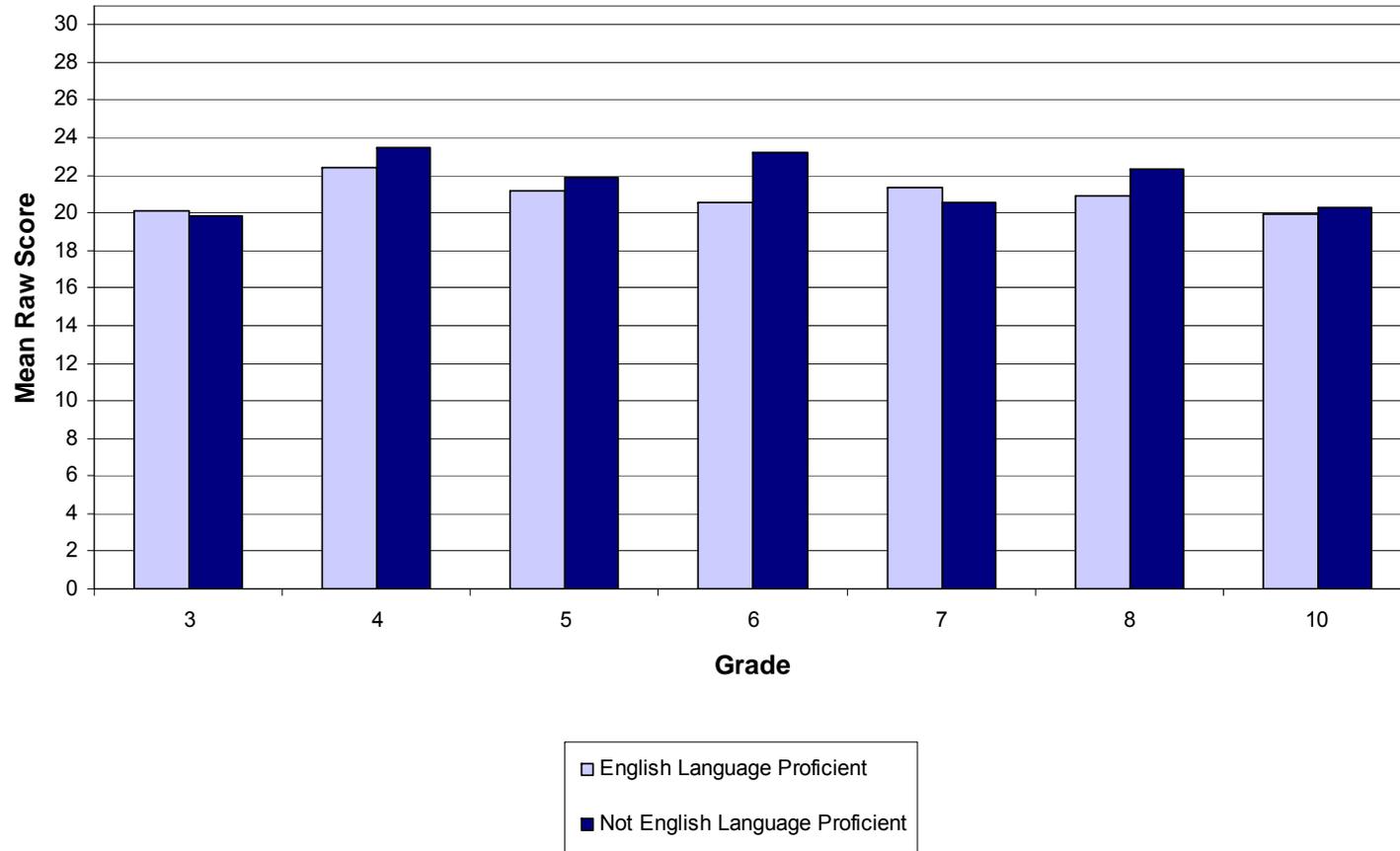
Figure 11. Mean Raw Score by Ethnicity—Science



Science Grade 4 has a maximum possible score of 37 points, while Grades 8 and 10 have a maximum possible score of 39 points. Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Figure 12. Mean Raw Score by English Language Proficiency—Reading

Mean Raw Score by English Language Proficiency - Reading



Reading grade 7 has a maximum possible score of 31.

Figure 13. Mean Raw Score by English Language Proficiency—Mathematics

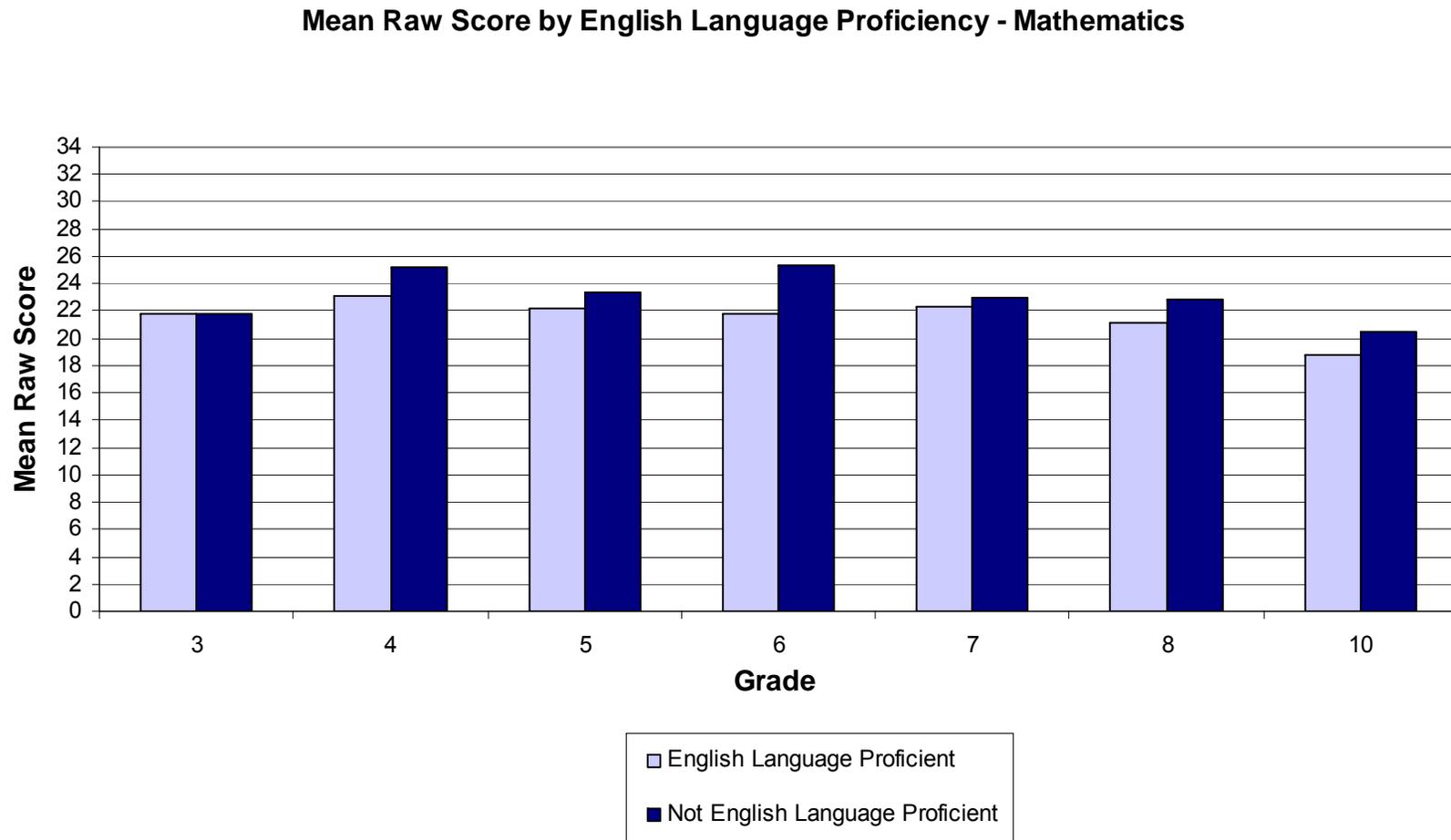
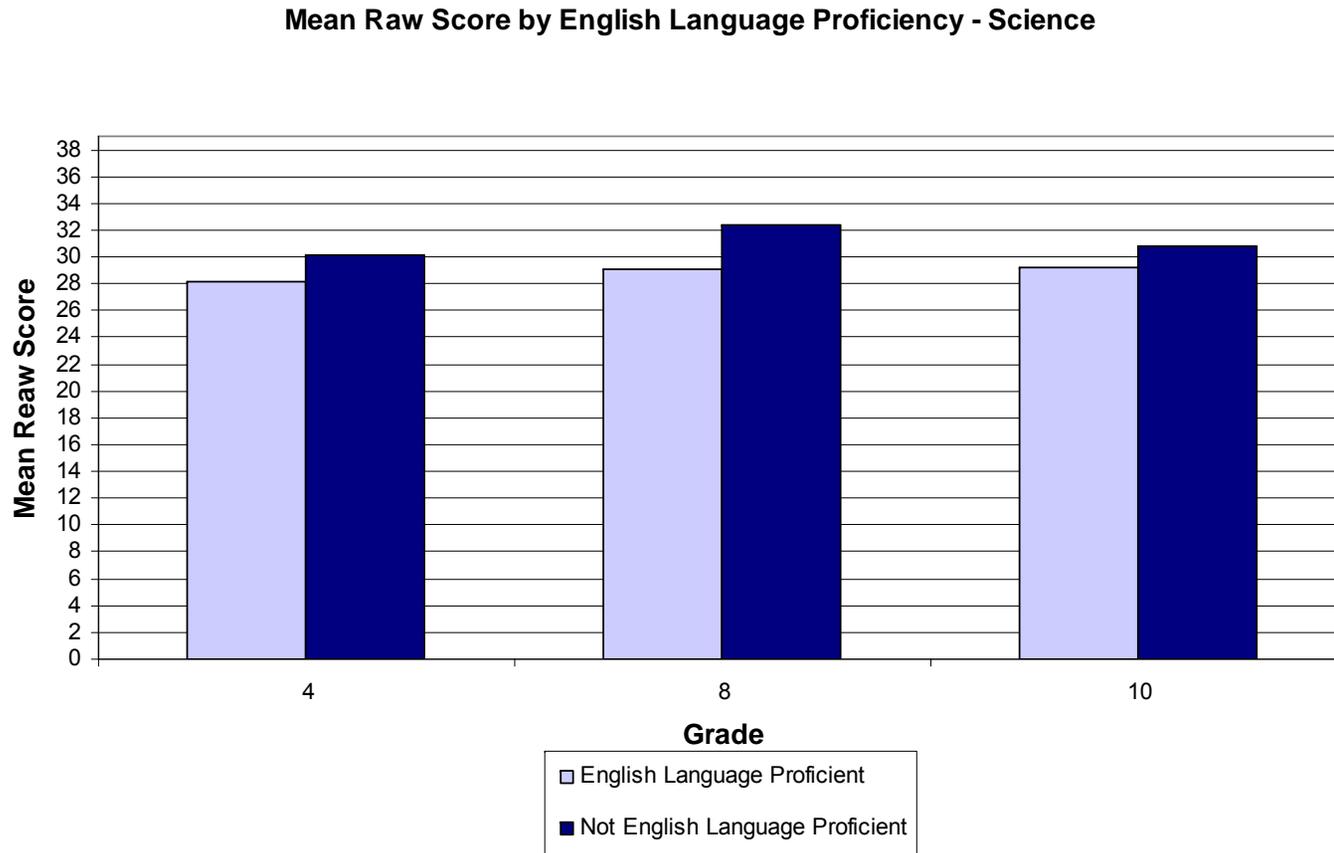
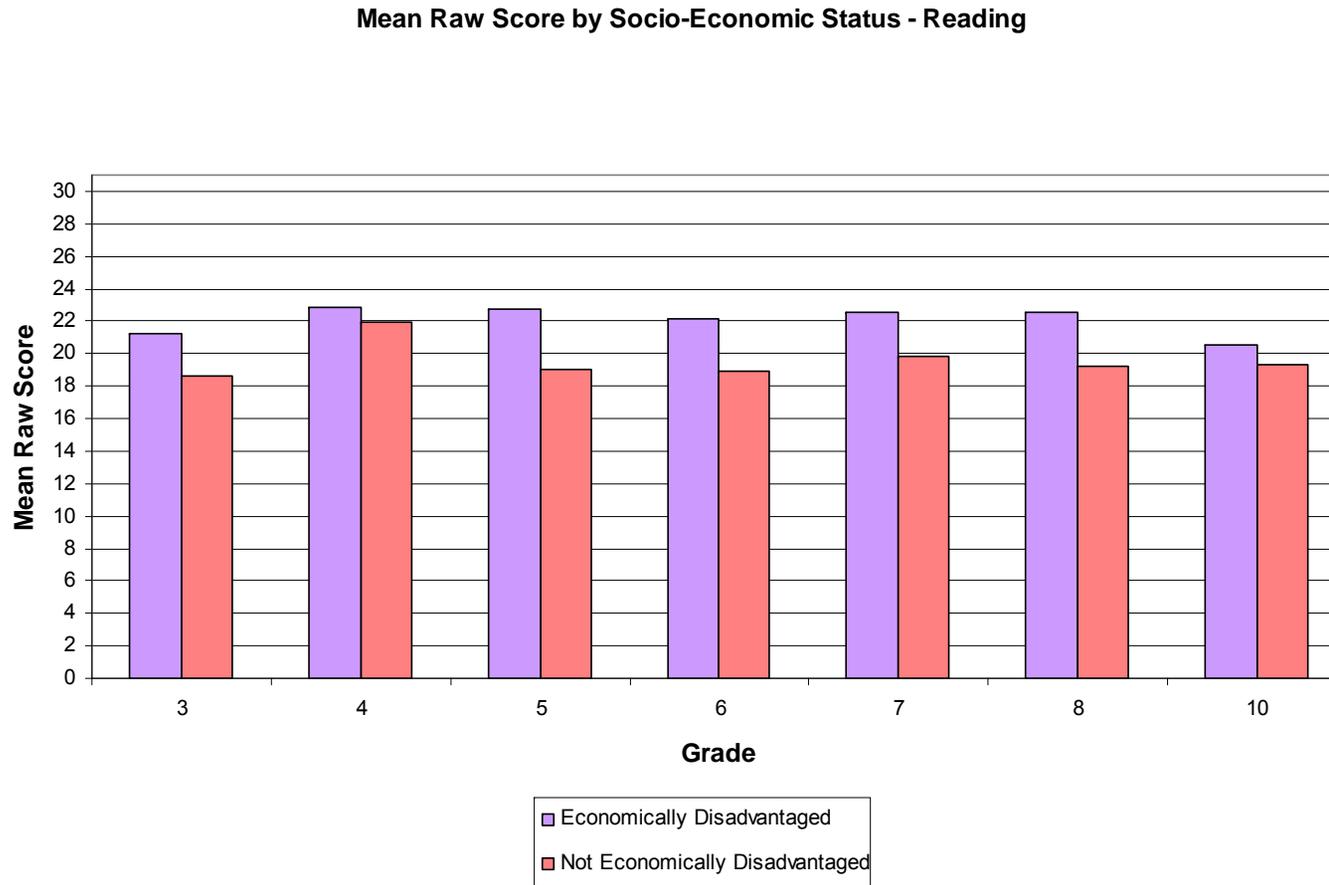


Figure 14. Mean Raw Score by English Language Proficiency—Science



Science grade 4 has a maximum possible score of 37.

Figure 15. Mean Raw Score by Socio-Economic Status—Reading



Reading grade 7 has a maximum possible score of 31.

Figure 16. Mean Raw Score by Socio-Economic Status—Mathematics

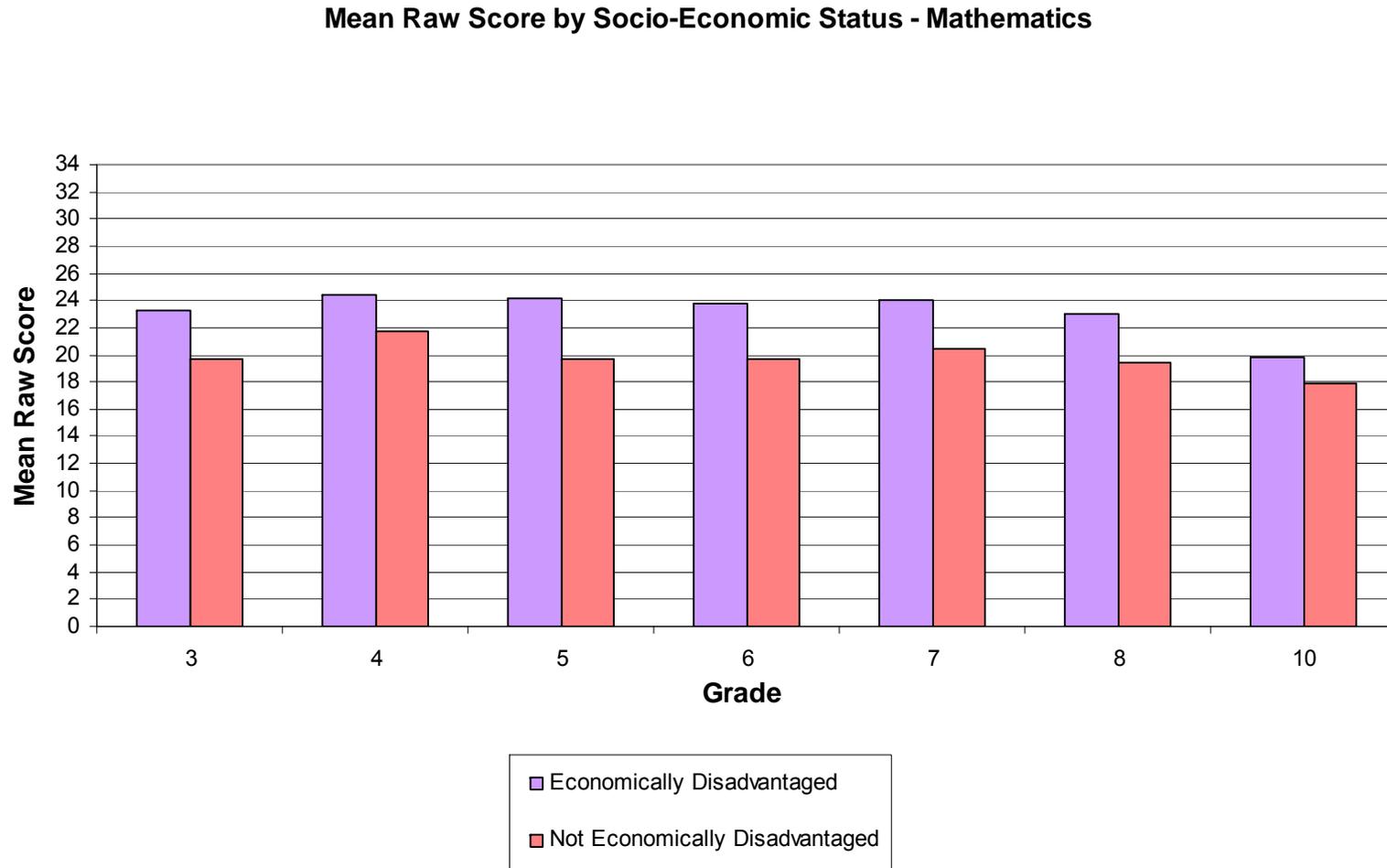
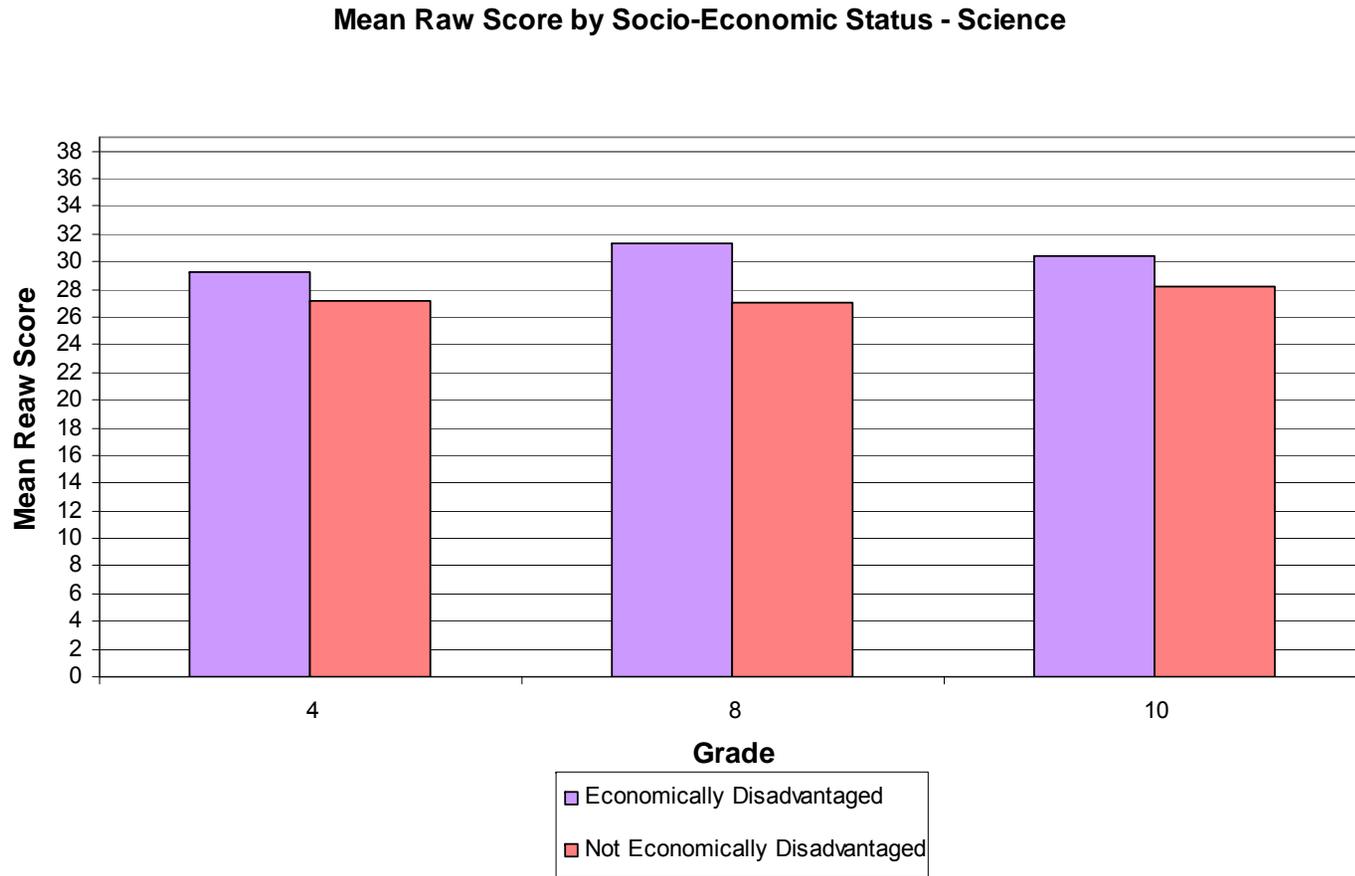
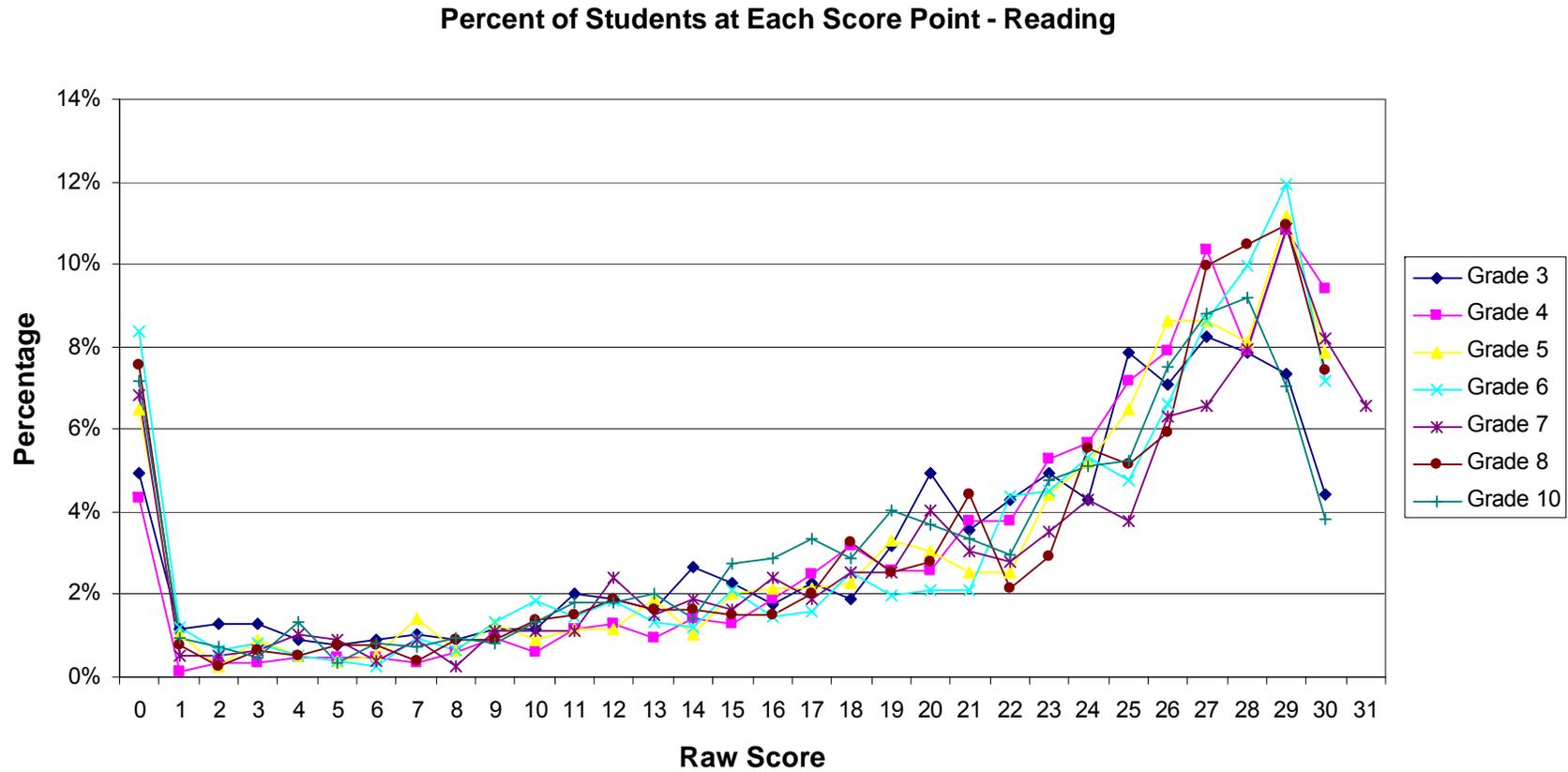


Figure 17. Mean Raw Score by Socio-Economic Status—Science



Science grade 4 has a maximum possible score of 37.

Figure 18. Percent of Students at Each Score Point—Reading



Reading grade 7 has a maximum possible score of 31.

Figure 19. Percent of Students at Each Score Point—Mathematics

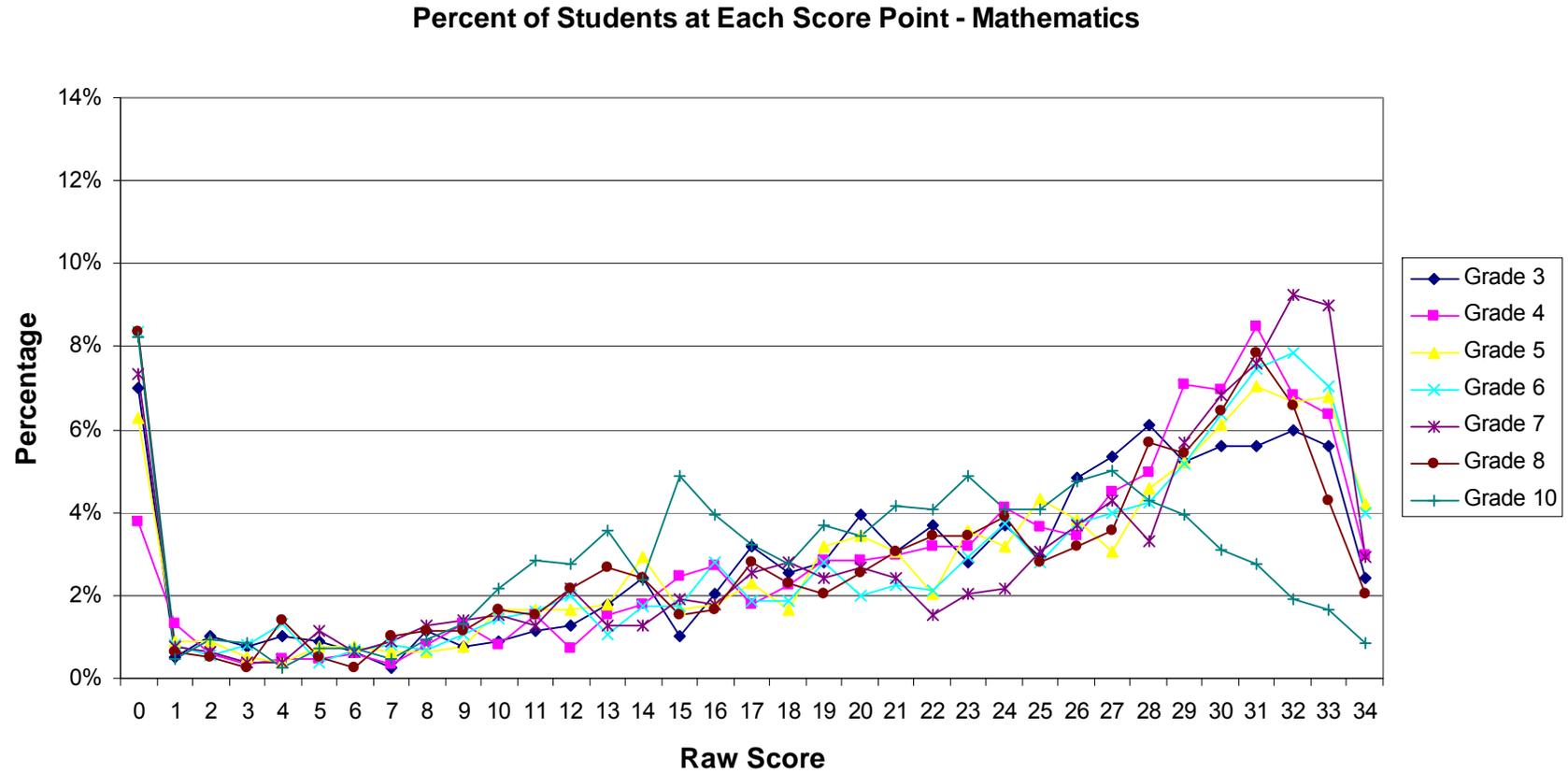
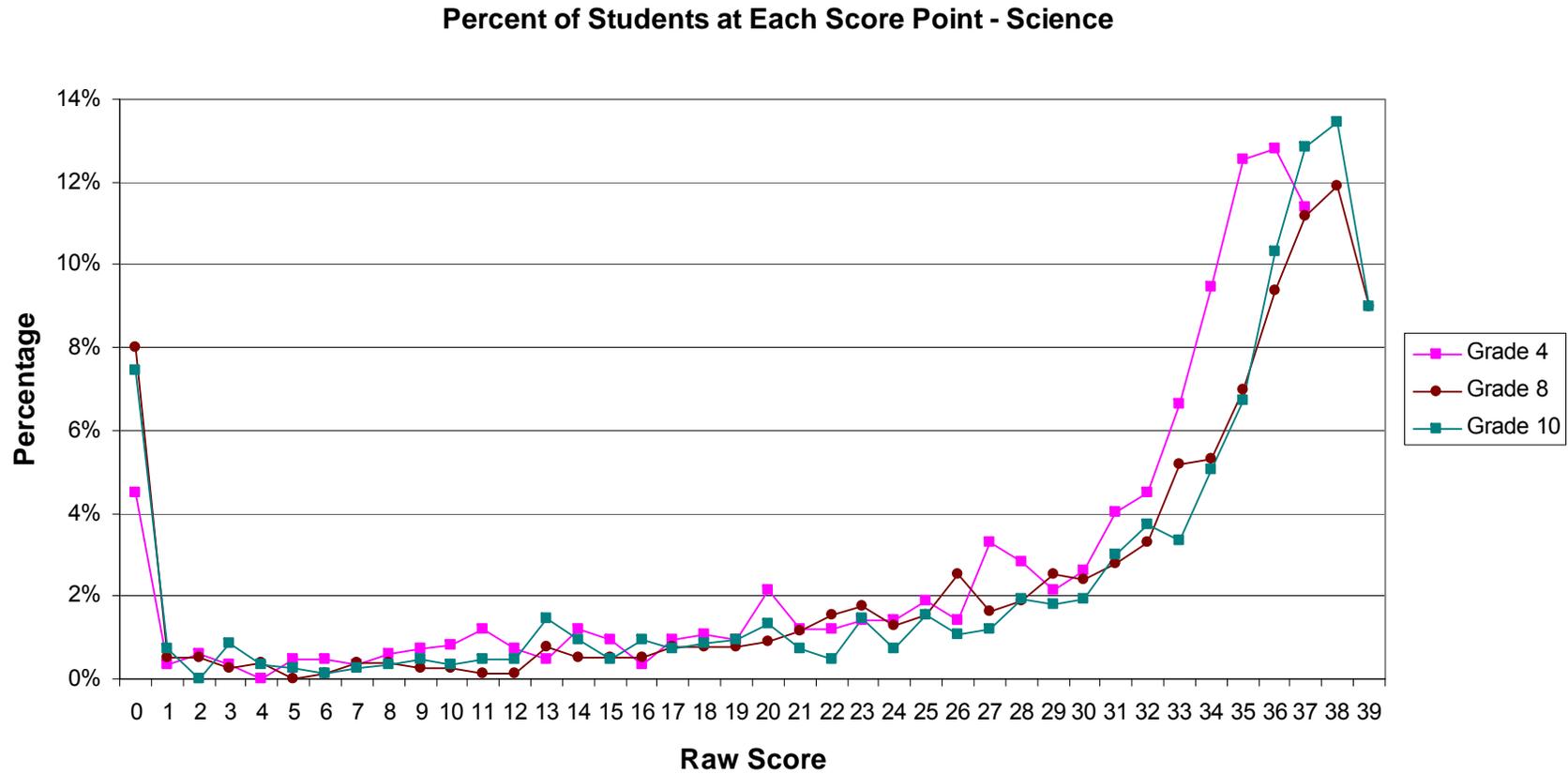


Figure 20. Percent of Students at Each Score Point—Science



Science grade 4 has a maximum possible score of 37.

Figure 21. Impact Data Total Group—Reading

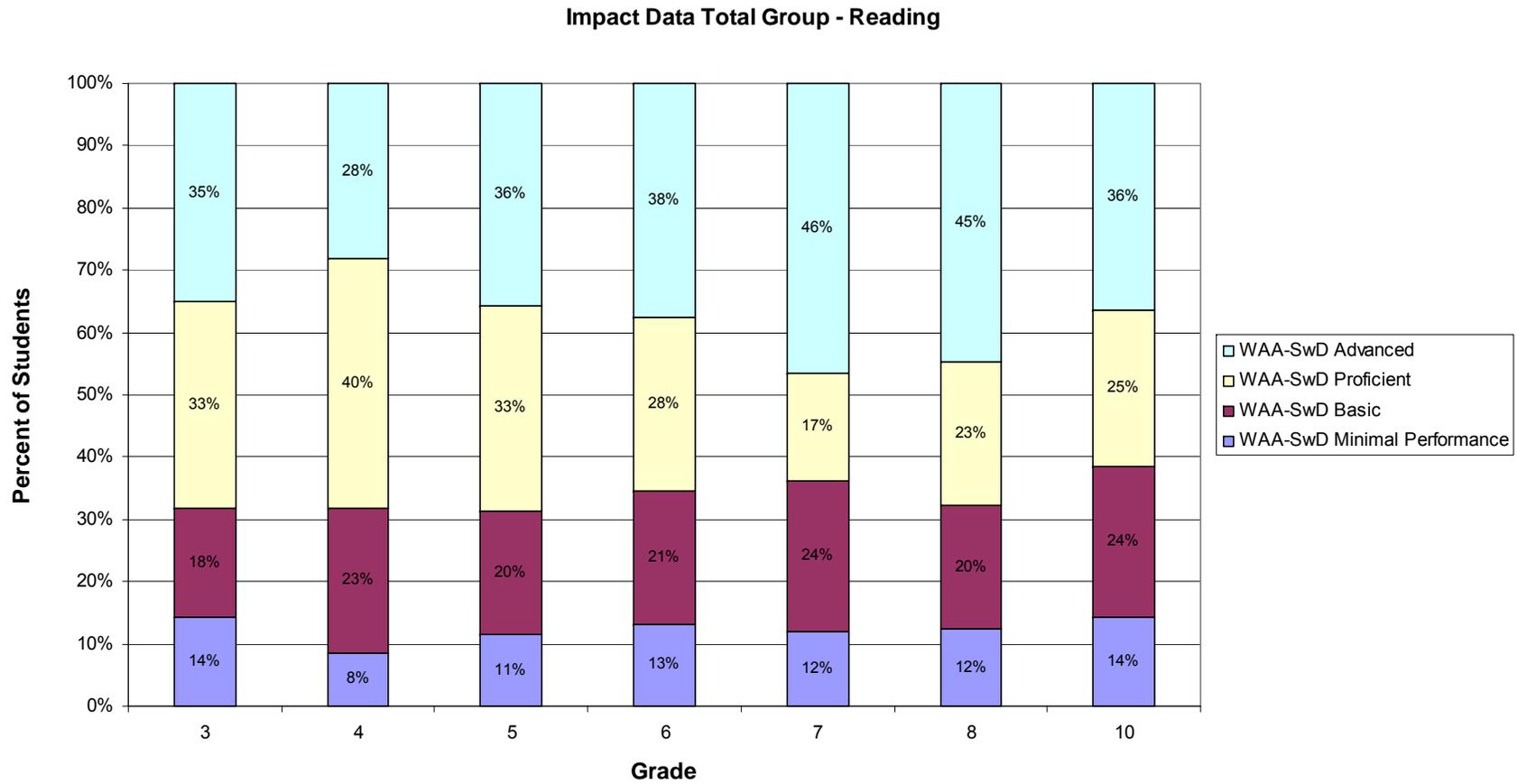


Figure 22. Impact Data Total Group—Mathematics

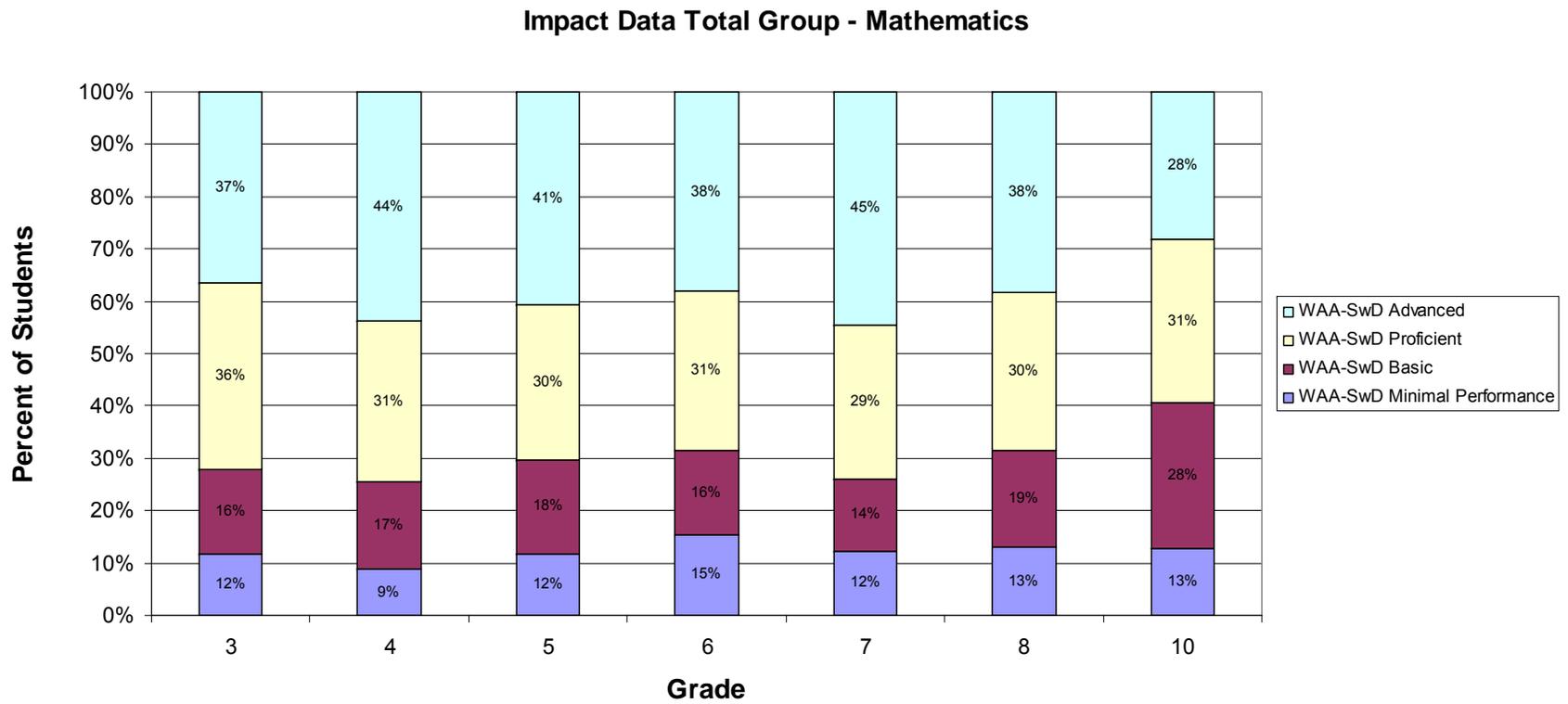


Figure 23. Impact Data Total Group—Science

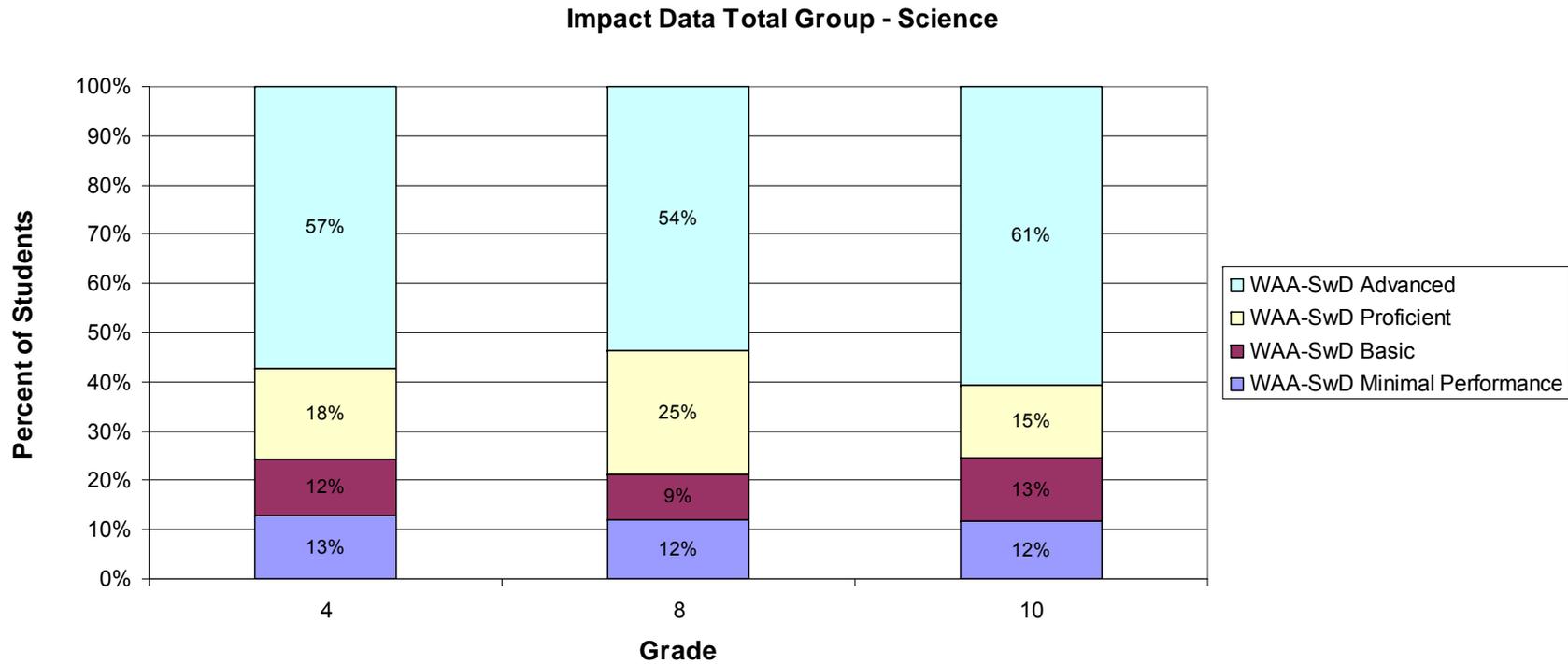


Figure 24. Impact Data—WAA-SwD Proficient and Advanced Combined Total Group All Content Areas

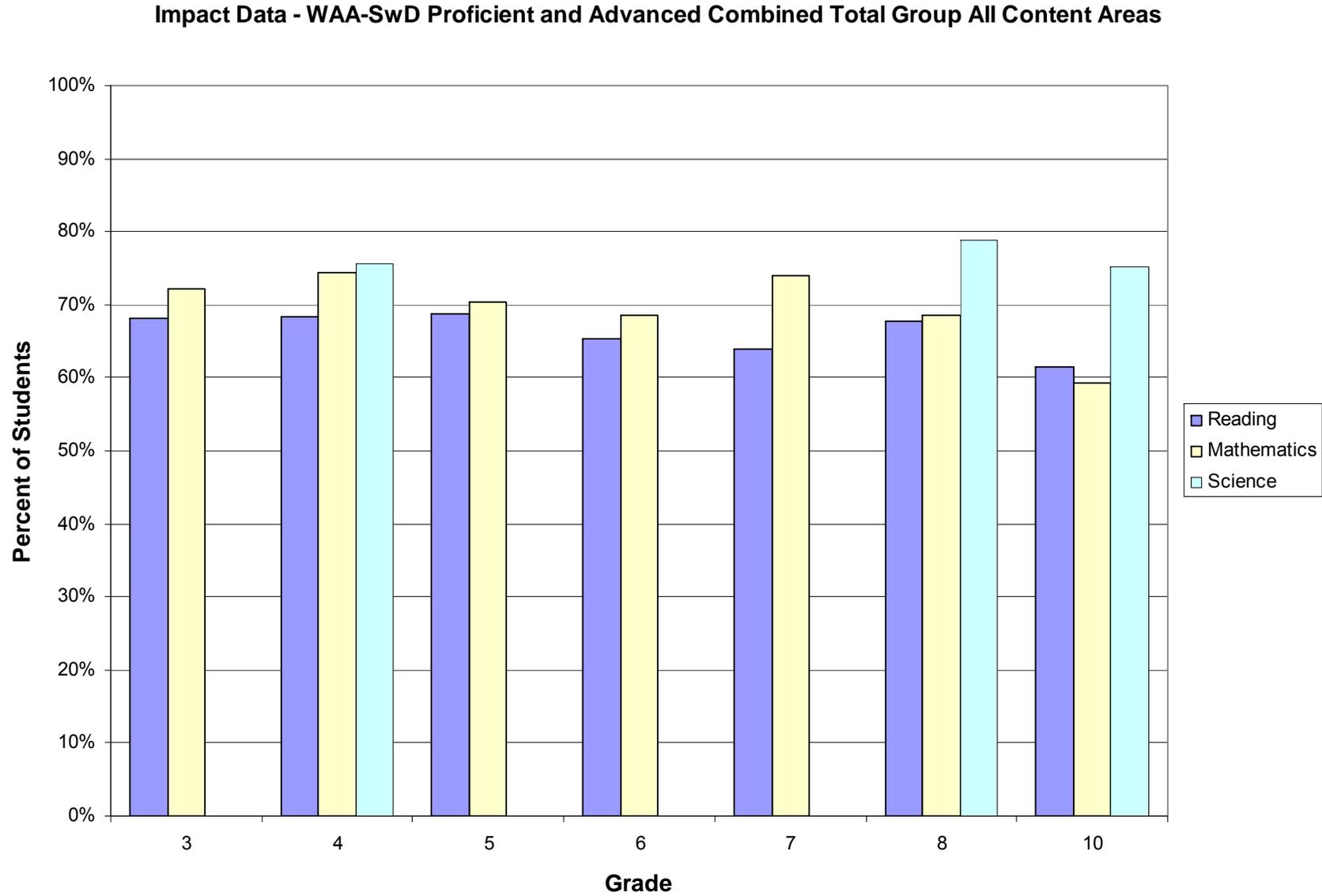


Figure 25. Total Number of Students Participating in WAA-SwD Reading 2007–08, 2008–09, and 2009–10

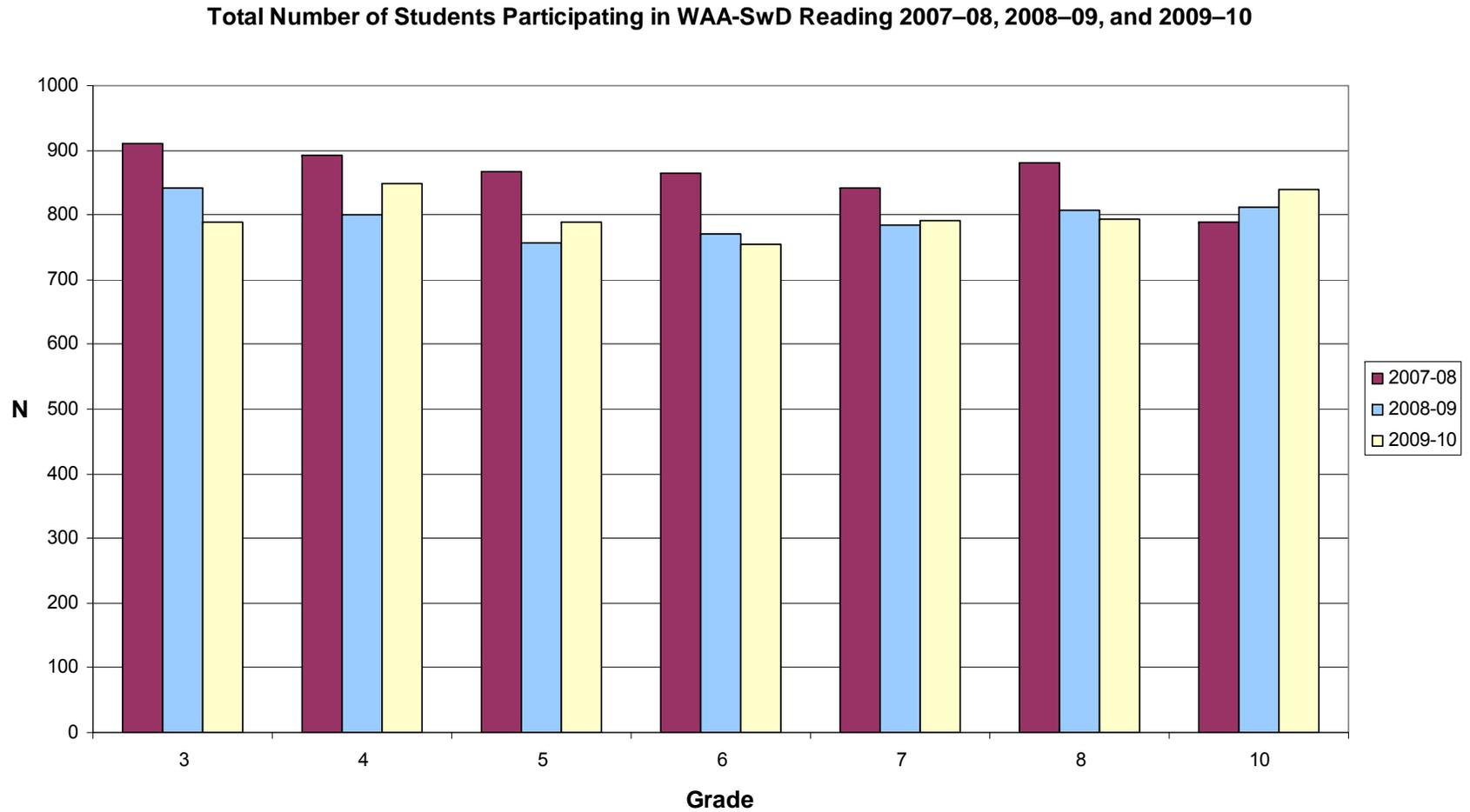


Figure 26. Total Number of Students Participating in WAA-SwD Mathematics 2007–08, 2008–09, and 2009–10

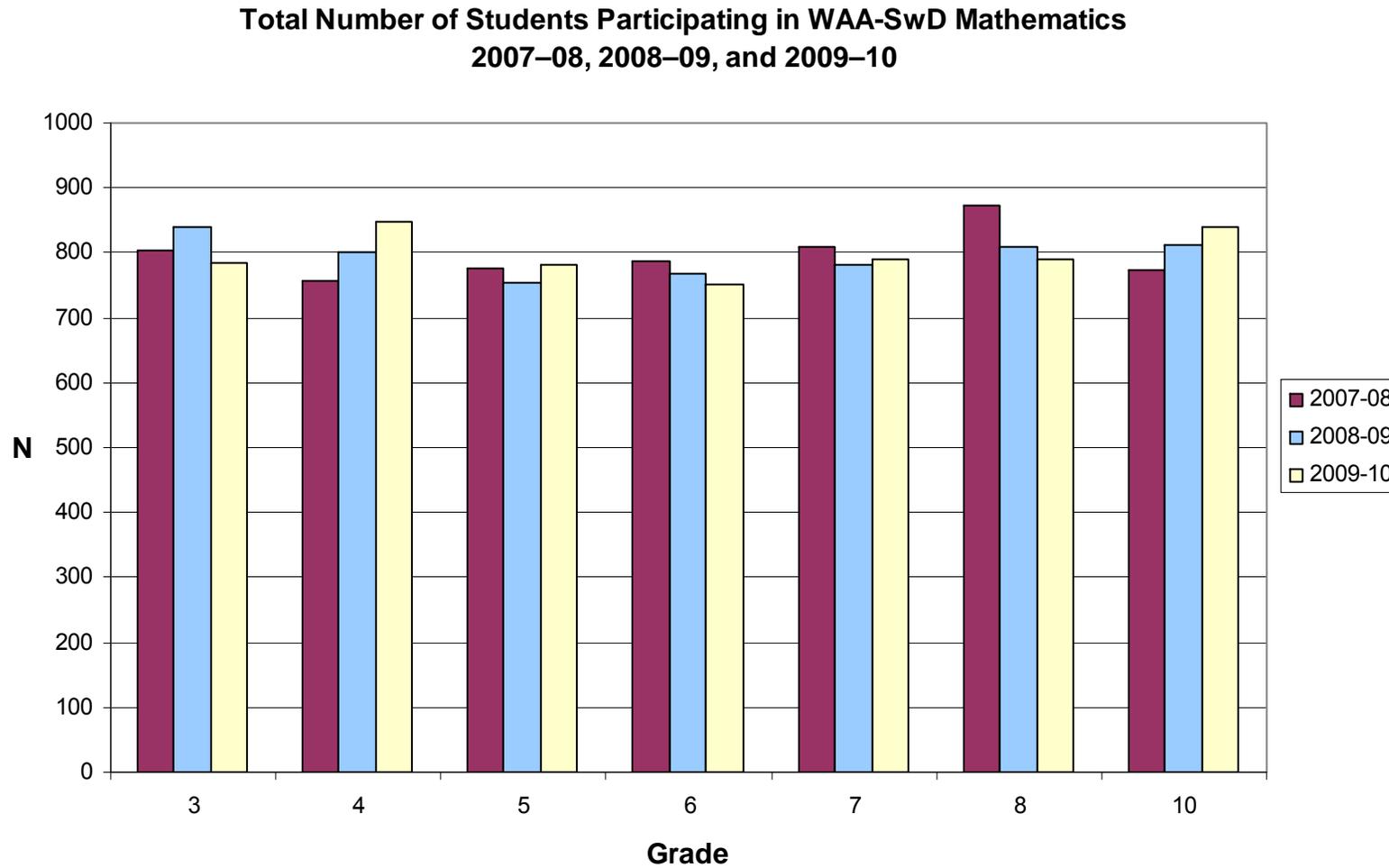


Figure 27. Total Number of Students Participating in WAA-SwD Science 2007–08, 2008–09, and 2009–10

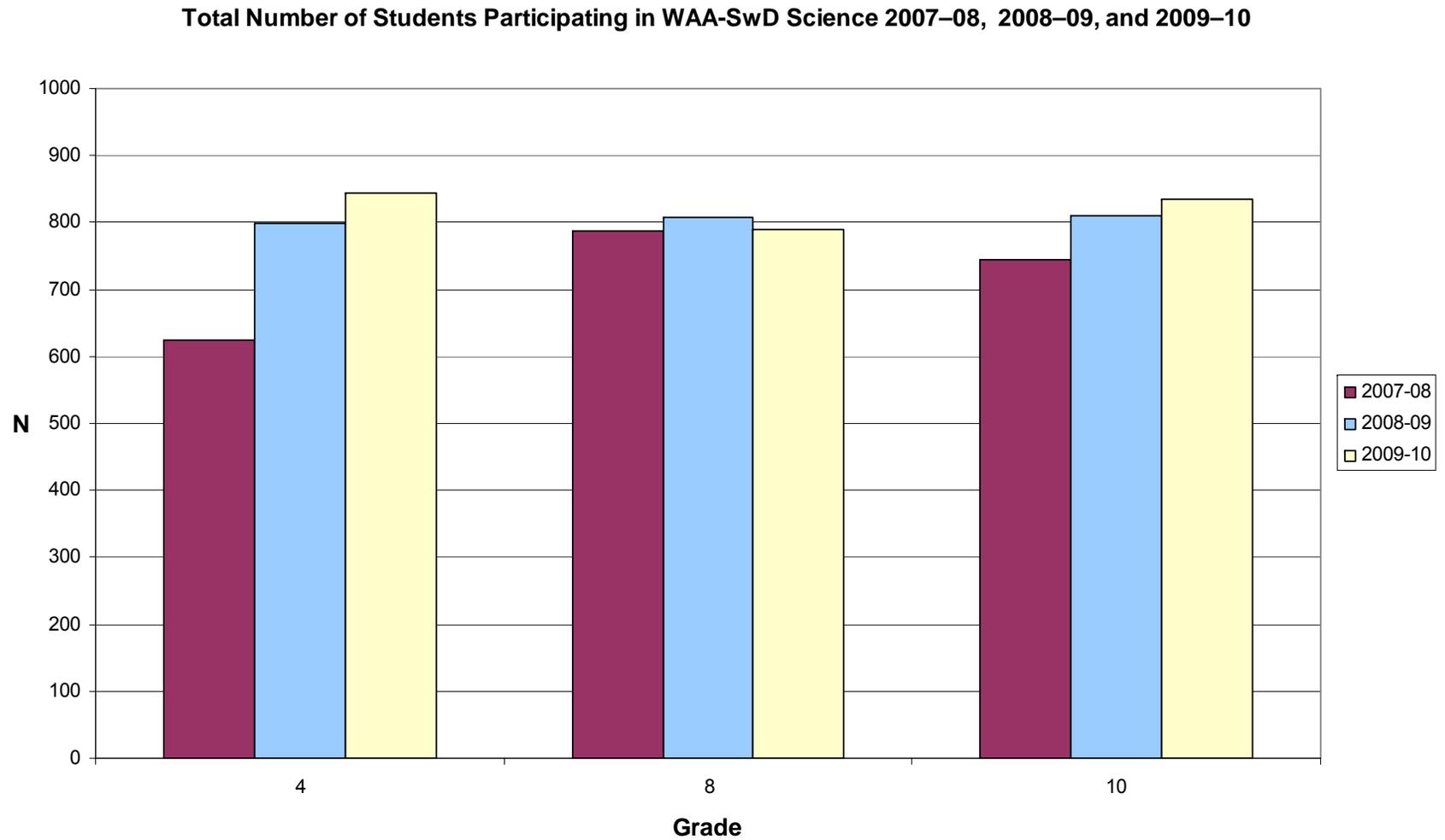
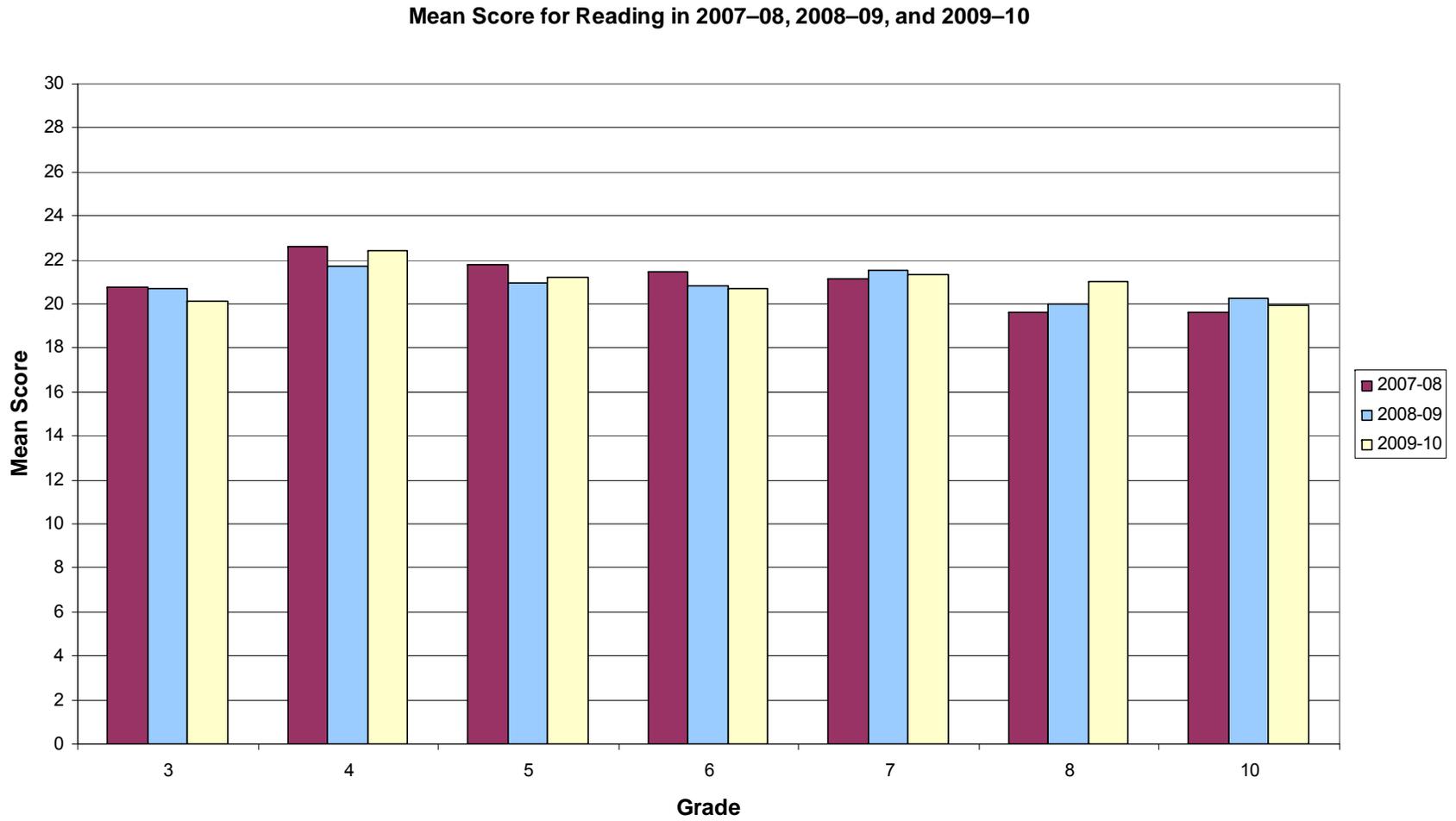


Figure 28. Mean Score for Reading in 2007–08, 2008–09, and 2009–10



Reading grade 7 has a maximum possible score of 31.

Figure 29. Mean Score for Mathematics in 2007–08, 2008–09, and 2009–10

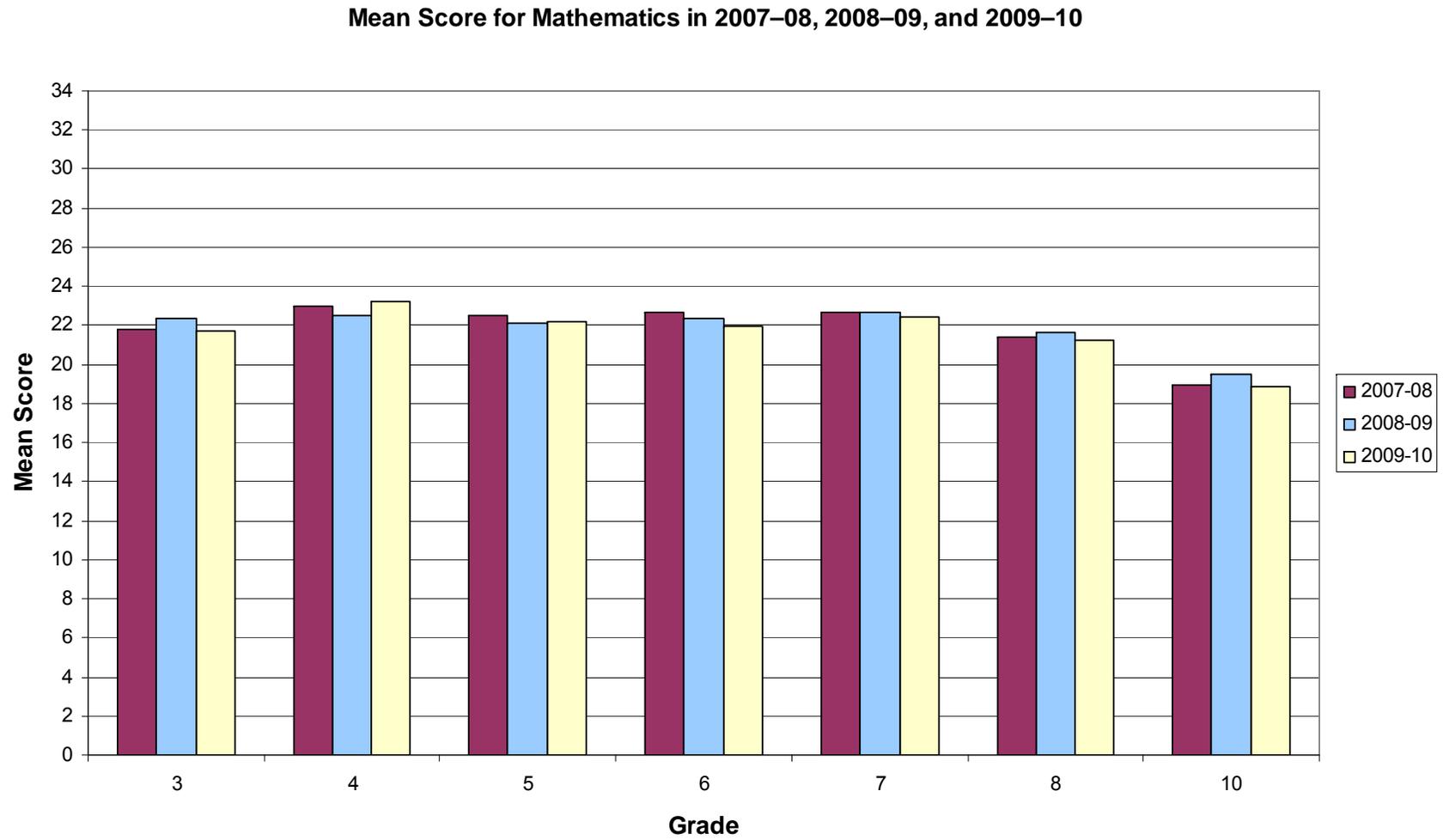
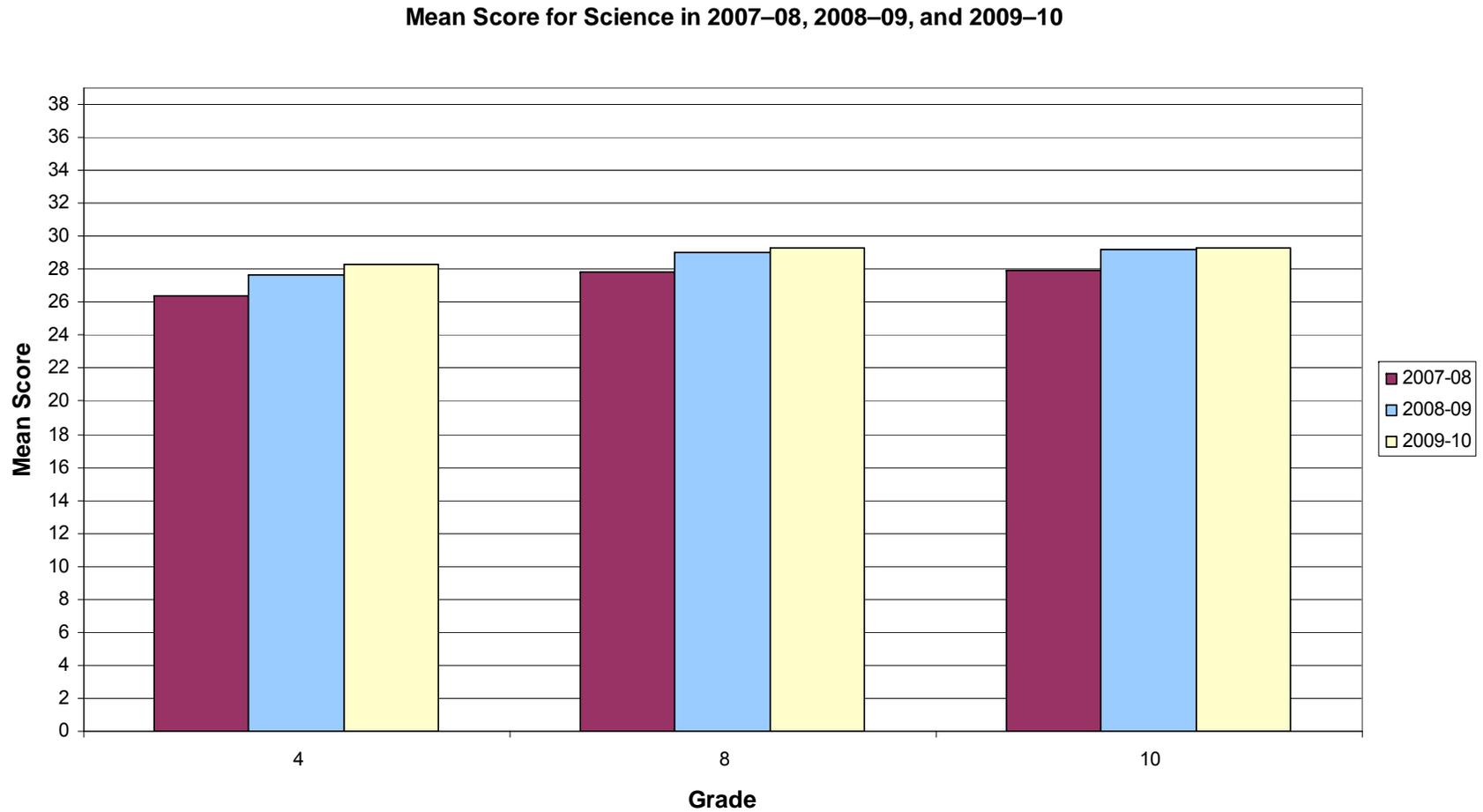
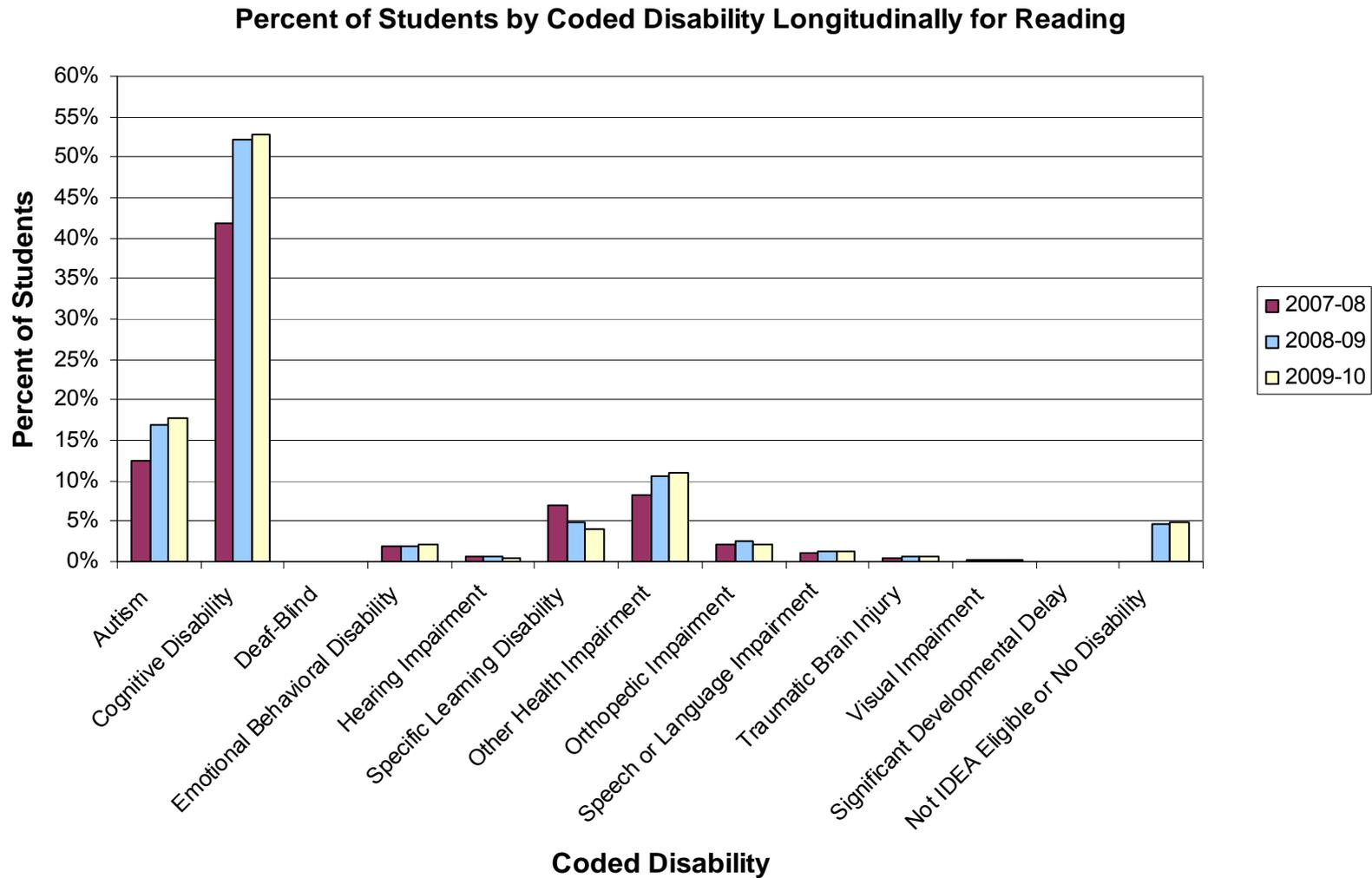


Figure 30. Mean Score for Science in 2007–08, 2008–09, and 2009–10



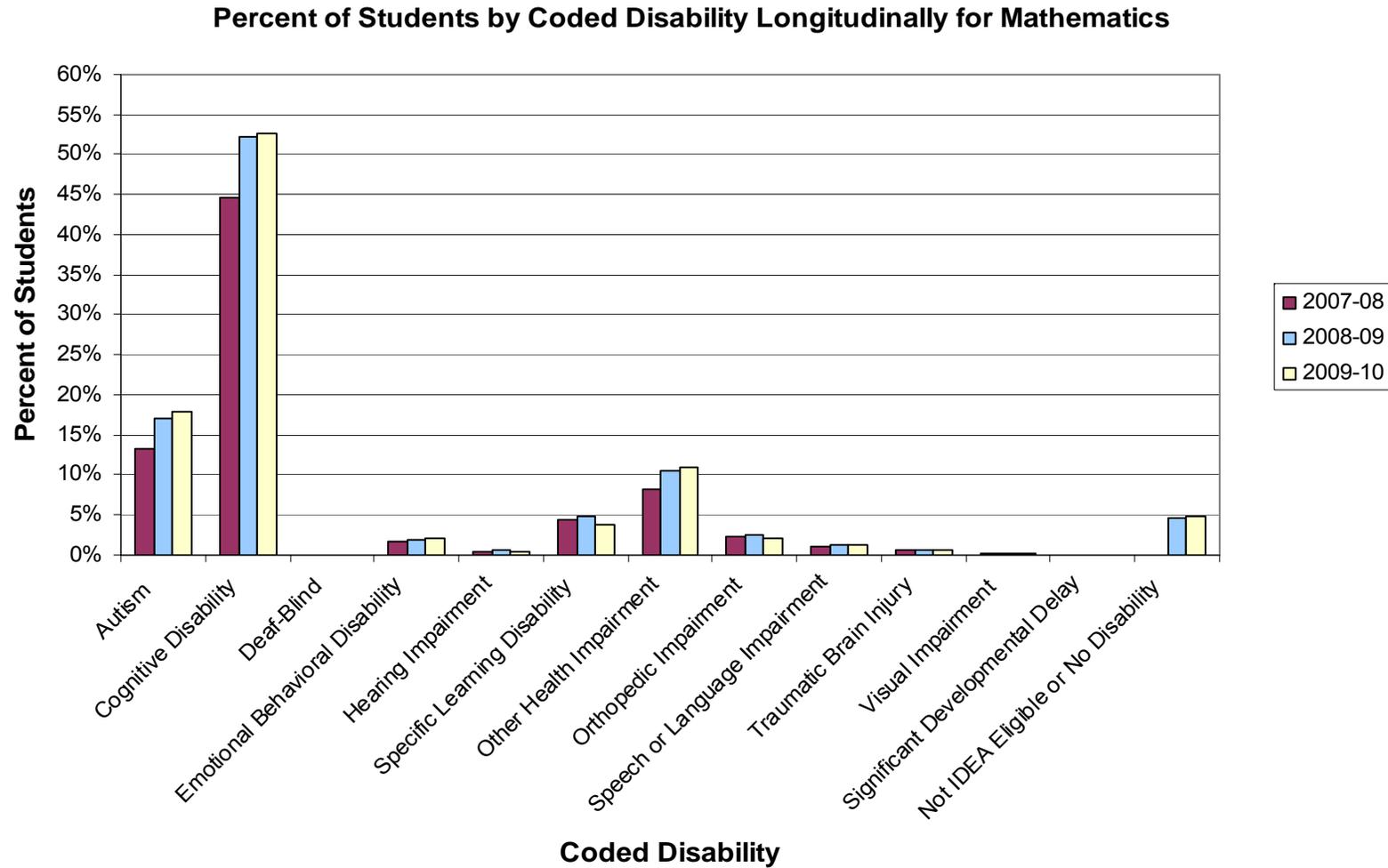
Science grade 4 has a maximum possible score of 37.

Figure 31. Percent of Students by Coded Disability Longitudinally for Reading



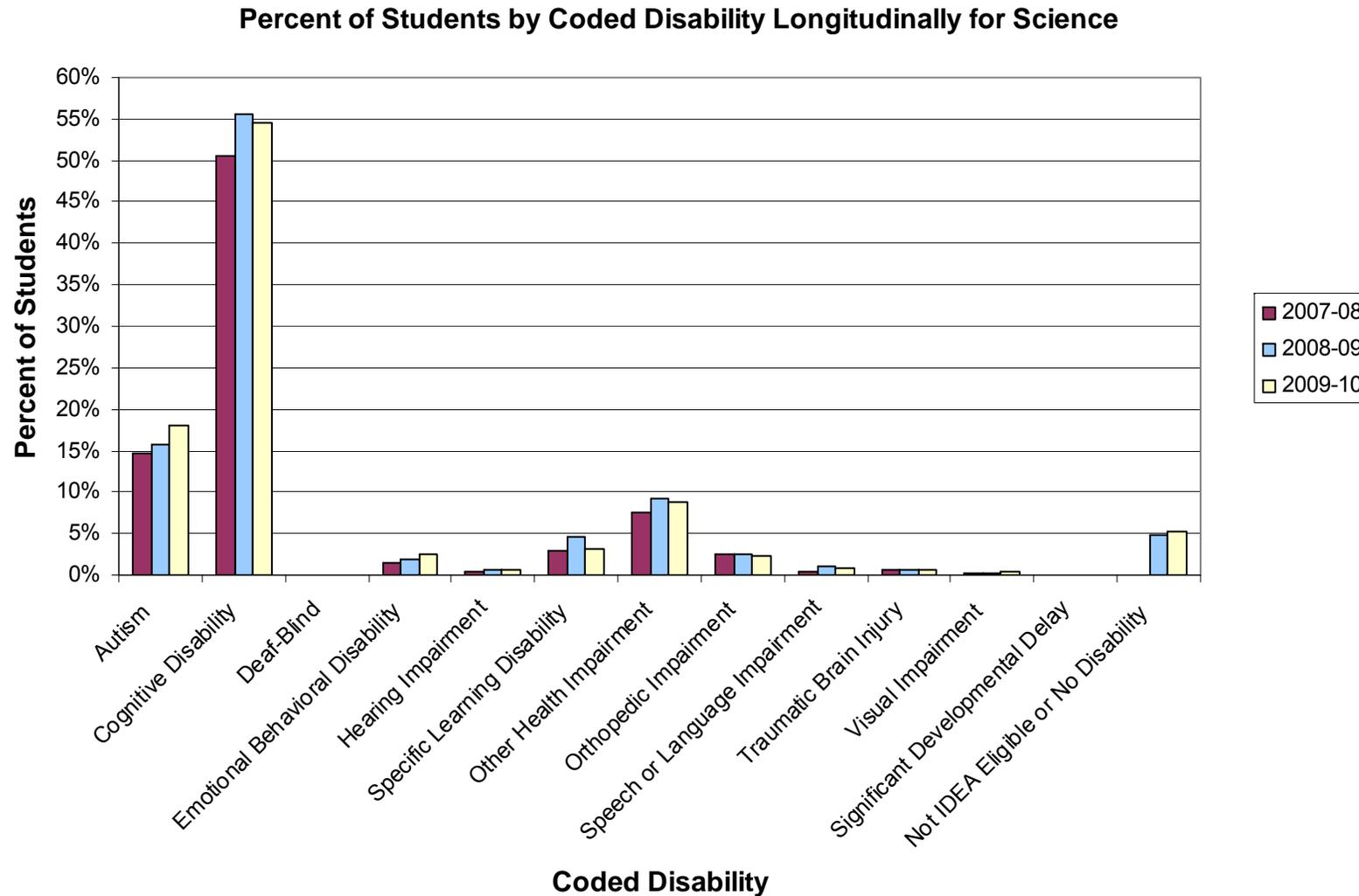
Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures and reporting.

Figure 32. Percent of Students by Coded Disability Longitudinally for Mathematics



Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures and reporting.

Figure 33. Percent of Students by Coded Disability Longitudinally for Science



- Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures and reporting.

Appendix A
Wisconsin Alternate Assessment Participation Checklist

**WISCONSIN ALTERNATE ASSESSMENT
FOR STUDENTS WITH DISABILITIES (WAA-SwD)
PARTICIPATION CHECKLIST**
Form I-7-A (Rev. 9/07)

Student _____ Age _____ Date _____

Teacher _____ School _____

IEP teams are responsible for deciding whether students with disabilities will participate in the Wisconsin Knowledge and Concepts Examinations (WKCE), with or without testing accommodations, or in the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). IEP teams should address each of the following four criteria when considering an alternate assessment. (*Check all that apply*).

When the IEP team concurs that all four of the criteria below accurately characterize a student’s current educational situation, an alternate assessment should be used to provide a meaningful evaluation of the student’s current academic achievement.

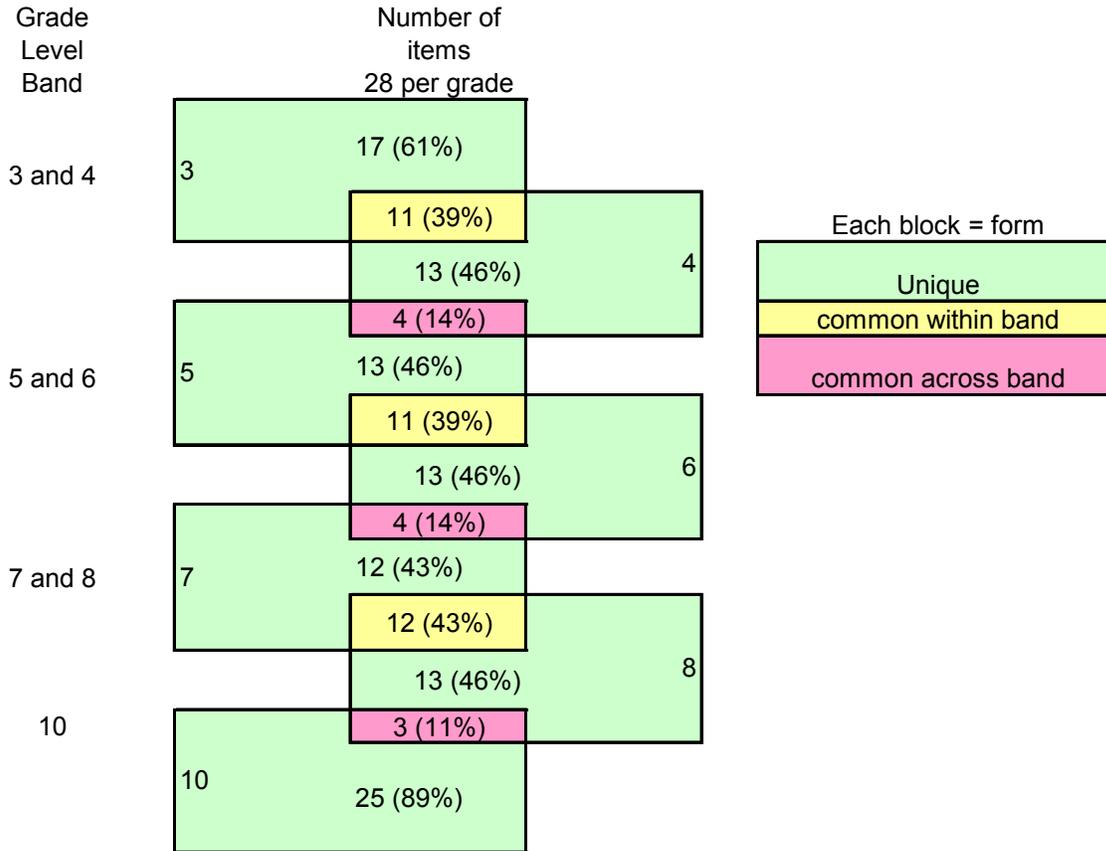
<i>Participation Criteria</i>	<i>YES</i>	<i>NO</i>
1. The student’s curriculum and daily instruction focuses on knowledge and skills specified in the Extended Grade Band Standards.		
2. The student’s present level of academic and functional performance significantly impedes participation and completion of the general education curriculum even with significant program modifications.		
3. The student requires extensive direct instruction to accomplish the acquisition, application, and transfer of knowledge and skills.		
4. The student’s difficulty with the regular curriculum demands is primarily due to his/her disability, and not to excessive absences unrelated to the disability, or social, cultural, or environmental factors.		

ASSUMPTIONS:

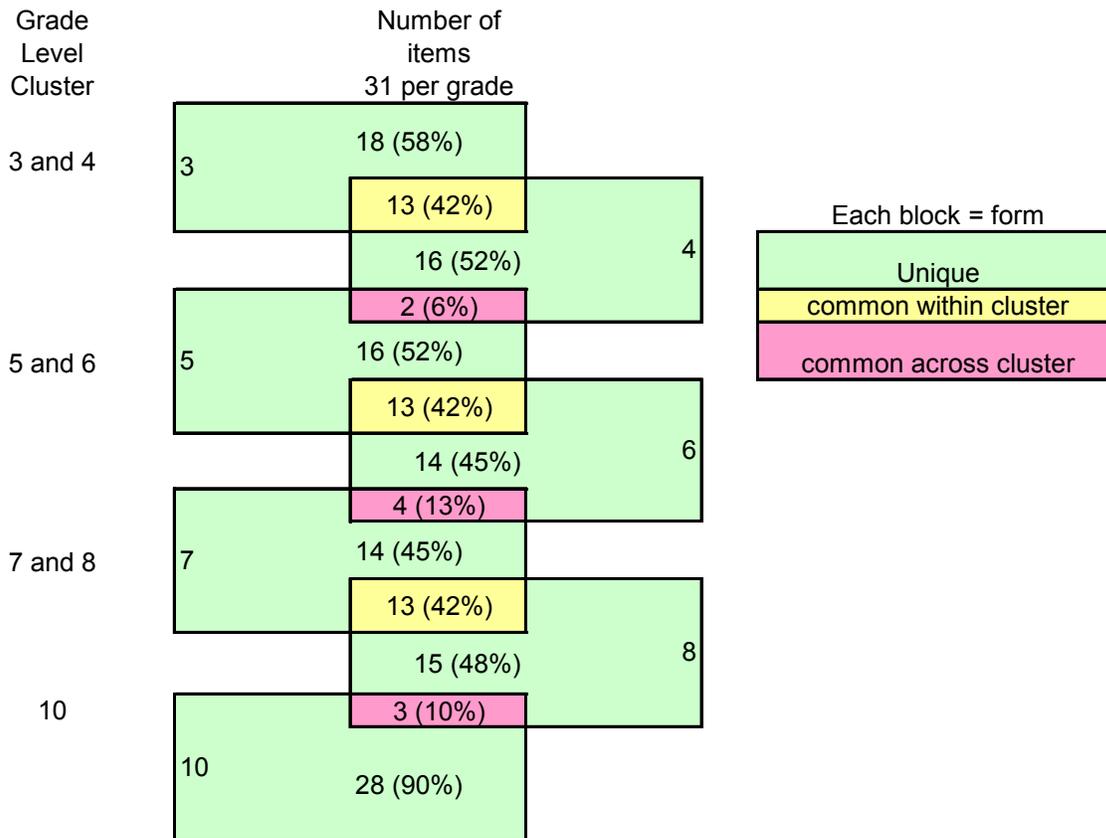
- The IEP team has knowledge of the student’s present level of academic achievement and functional performance in referenced to the Extended Grade Band Standards.
- The IEP team has working knowledge of the test format and what skills and knowledge are being measured by the statewide assessments.
- The IEP team is knowledgeable of state testing guidelines and the use of appropriate testing accommodations.

Appendix B
Common Item Test Design

Common item design - Reading



Common item design - Mathematics



Appendix C
WAA-SwD Target Test Blueprints

WAA-SwD Target Test Blueprints - Reading

Grade 3 and 4 Reading Target Test Blueprint

Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items***	Max Score	% at or above min. EDOK	Minimum EDOK
1	Determine the meaning of words and Phrases in context		6	1	7	8	60%	3
1	Determine the meaning of words and Phrases in context	1A Match words to pictures.						3
2	Understand text		7	0	7	7	60%	3
2	Understand text	2A Recall basic facts and/or main ideas from a short paragraph of 3 simple sentences in length.						3
2	Understand text	2B Sequence beginning and end from text						3
3	Analyze text		7	0	7	7	60%	4
3	Analyze text	3A Given a series of events, predict what will happen next.						4
4	Evaluate and Extend text		6	1	7	8	60%	5
4	Evaluate and Extend text	4A Connect text to self.						5

** CRs can be aligned to any EGBO within each Standard.

*** A RBS to RBT ratio of 1/3 to 2/3 is to be maintained and spread evenly throughout all standards and EGBOs

**** Within a standard, items should be evenly distributed amongst each objective.

**** Each form/standard should have a range of performance levels.

Total Number of OP Items	28	Max Points for OP Items	30
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Grade 5 and 6 Reading Target Test Blueprint

Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items***	Max Score	% at or above min. EDOK	Minimum EDOK
1	Determine the meaning of words and Phrases in context		6	1	7	8	60%	3
1	Determine the meaning of words and Phrases in context	1A Use picture or sound clues to determine word meaning.						3
2	Understand text		7	0	7	7	60%	3
2	Understand text	2A Identify the story elements of characters (who), setting (where / when) and sequence of events (what happened) within a story.						3
2	Understand text	2B Follow steps in a process.						3
3	Analyze text		6	1	7	8	60%	4
3	Analyze text	3A Identify the topic of written content.						4
4	Evaluate and Extend text		7	0	7	7	60%	5
4	Evaluate and Extend text	4A Make connections between text and self, make predictions, and distinguish between fact and fantasy.						5

** CRs can be aligned to any EGBO within each Standard.

*** A RBS to RBT ratio of 1/3 to 2/3 is to be maintained and spread evenly throughout all standards and EGBOs

**** Within a standard, items should be evenly distributed amongst each objective.

***** Each form/standard should have a range of performance levels.

Total Number of OP Items	28	Max Points for OP Items	30
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Grade 7 and 8 Reading Target Test Blueprint

Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items***	Max Score	% at or above min. EDOK	Minimum EDOK
1	Determine the meaning of words and Phrases in context		9	0	9	9	60%	4
1	Determine the meaning of words and Phrases in context	1A Use context clues to understand meaning of words.						4
2	Understand text/Analyze text		9	1	10	11	60%	3
2	Understand text/Analyze text	2A Identify stated information in literary and informational text						3
2	Understand text/Analyze text	2B Identify stated sequence of events in literary and informational text.						3
3	Evaluate and Extend text		8	1	9	10	60%	5
3	Evaluate and Extend text	3A Make connections to text, predictions, and draw conclusions.						5

** CRs can be aligned to any EGBO within each Standard.

*** A RBS to RBT ratio of 1/3 to 2/3 is to be maintained and spread evenly throughout all standards and EGBOs

**** Within a standard, items should be evenly distributed amongst each objective.

**** Each form/standard should have a range of performance levels.

Total Number of OP Items	28	Max Points for OP Items	30
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Grade 10 Reading Target Test Blueprint

Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items***	Max Score	% at or above min. EDOK	Minimum EDOK
1	Determine the meaning of words and Phrases in context		8	1	9	10	60%	4
1	Determine the meaning of words and Phrases in context	1A Interpret word meanings within a passage according to connotation (tone) or context.						4
2	Understand text/Analyze text		9	1	10	11	60%	5
2	Understand text/Analyze text	2A Interpret text by classifying information and distinguishing different viewpoints.						5
3	Evaluate and Extend text		9	0	9	9	60%	5
3	Evaluate and Extend text	4A Draw conclusions from literary and informational text.						5

** CRs can be aligned to any EGBO within each Standard.

*** A RBS to RBT ratio of 1/3 to 2/3 is to be maintained and spread evenly throughout all standards and EGBOs

**** Within a standard, items should be evenly distributed amongst each objective.

**** Each form/standard should have a range of performance levels.

Total Number of OP Items	28	Max Points for OP Items	30
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WAA-SwD Target Test Blueprints - Mathematics

Grade 3 and 4 Mathematics Target Test Blueprint

Code	Standard	Subskill	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Number Operations and Relationships			5	2	7	9	60%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba1 Order or rote count numbers 0-20 and represent numbers 0-10.						3
A/B	Number Operations and Relationships	Ba - Concepts	Ba2 Sort coins into like groups.						2
A/B	Number Operations and Relationships	Bb - Computation	Bb1 Add and subtract one-step, single digit number problems.						3
A/B	Number Operations and Relationships	Bb - Computation	Bb2 Combine and separate numbers or objects 0-20 into requested groups.						3
C	Geometry			6	0	6	6	60%	3
C	Geometry	Ca/Cb - Describing Figures/Spatial Relationships & Transformations	Ca1 Identify and match 3 basic shapes.						3
C	Geometry	Cc - Coordinate Systems	Cc1 Recognize basic positional concepts (such as behind, over, under, next to).						3
D	Measurement			6	0	6	6	60%	3
D	Measurement	Da - Measureable Attributes	Da1 Compare 2 objects by size or weight.						3
D	Measurement	Da - Measureable Attributes	Da2 Identify purpose of basic tools of measurement (e.g., calendar, clock, ruler).						3
E	Statistics and Probability			5	1	6	7	60%	4
E	Statistics and Probability	Ea - Data analysis & statistics/Probability	Ea1 Identify most, least, and same on a graph or chart.						4
F	Algebraic Relationships			6	0	6	6	60%	2
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions	Fa1 Recognize or extend two-part A/B pattern.						2

** CRs can be aligned to any EGBO within a Standard, as long as there are a total of 3 in the form

*** Within a standard, items should be evenly distributed amongst each objective.

*** Each form/standard should have a range of performance levels.

Total Number of OP Items	31
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Max Points for OP Items	34
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Grade 5 and 6 Mathematics Target Test Blueprint

Code	Standard	Subskill	EGBO	Number of SRs***	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Number Operations and Relationships			7	0	7	7	60%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba1 Recognize, count, and order numbers to 50.						3
A/B	Number Operations and Relationships	Ba - Concepts	Ba2 Indicate parts of a whole.						3
A/B	Number Operations and Relationships	Ba - Concepts	Ba3 Identify and count like coins up to one dollar and bills up to five dollars.						3
A/B	Number Operations and Relationships	Bb - Computation	Bb1 Solve single-digit addition and subtraction problems, and multiply and divide sets of objects by 2.						3
A/B	Number Operations and Relationships	Bb - Computation	Bb2 Compare two groups based on more or less.						3
C	Geometry			6	1	6	7	60%	3
C	Geometry	Ca - Describing Figures	Ca1 Name and compare basic shapes (e.g., circle, rectangle, square, and triangle).						3
C	Geometry	Ca - Describing Figures	Ca2 Identify directions (e.g., east, west, north, south, and left and right).						3
D	Measurement			6	0	6	6	60%	3
D	Measurement	Da - Measureable Attributes	Da1 Connect calendars and clocks to everyday situations.						3
E	Statistics and Probability			4	2	6	8	60%	4
E	Statistics and Probability	Ea - Data analysis & statistics/Probabilit	Ea1 Sort and display data on a grid to make a simple graph.						4
E	Statistics and Probability	Eb - Probability	Eb1 Determine whether or not a situation is fair.						4
F	Algebraic Relationships			6	0	6	6	60%	4
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions	Fa1 Recognize or extend a three-part A/B/C pattern.						4

** CRs can be aligned to any EGBO within a Standard, as long as there are a total of 3 in the form

*** Within a standard, items should be evenly distributed amongst each objective.

*** Each form/standard should have a range of performance levels.

Total Number of OP Items	31
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Max Points for OP Items	34
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Grade 7 and 8 Mathematics Target Test Blueprint

Code	Standard	Subskill	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Number Operations and Relationships			5	2	7	9	60%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba1 Read, write, represent whole numbers to 100+.						3
A/B	Number Operations and Relationships	Ba - Concepts	Ba2 Use basic fractions 1/2, 1/4, 1/3.						3
A/B	Number Operations and Relationships	Ba - Concepts	Ba3 Count and compare coins and bills of differing values.						4
A/B	Number Operations and Relationships	Bb - Computation	Bb1 Use four basic operations in everyday situations						3
A/B	Number Operations and Relationships	Bb - Computation	Bb2 Estimate (without counting) group sizes based on more or less.						4
C	Geometry			6	0	6	6	60%	3
C	Geometry	Ca - Describing Figures	Ca1 Sort and classify a variety of three-dimensional objects based on shape.						4
C	Geometry	Ca - Describing Figures	Ca2 Identify lines that are parallel and intersecting.						3
C	Geometry	Cc - Coordinate Systems	Cc1 Locate coordinates in a real-world context.						3
D	Measurement			6	0	6	6	60%	4
D	Measurement	Da - Measureable Attributes	Da1 Select the appropriate unit of measure to determine the length or weight of everyday objects.						3
D	Measurement	Dc - Indirect Measurement	Dc1 Identify and describe perimeter/ circumference and area on a grid.						4
E	Statistics and Probability			5	1	6	7	60%	4
E	Statistics and Probability	Ea - Data analysis & statistics/Probabilit	Ea1 Interpret data from tables and simple graphs (e.g., pie, bar).						4
E	Statistics and Probability	Eb - Probability	Eb1 Determine whether an event is impossible or certain.						4
F	Algebraic Relationships			6	0	6	6	60%	3
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions	Fa1 Extend a given sequence.						3
		Fb - Expressions, Equations and Inequalities	Fb1 Solve a simple one-step, open-equality sentence.						3

** CRs can be aligned to any EGBO within a Standard, as long as there are a total of 3 in the form

*** Within a standard, items should be evenly distributed amongst each objective.

*** Each form/standard should have a range of performance levels.

Total Number of OP Items	31
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Max Points for OP Items	34
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Grade 10 Mathematics Target Test Blueprint

Code	Standard	Subskill	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Number Operations and Relationships			5	2	7	9	60%	4
A/B	Number Operations and Relationships	Ba - Concepts	Ba1 Compare and order positive and negative integers - 20 to 20.						4
A/B	Number Operations and Relationships	Ba - Concepts	Ba2 Apply the idea of more or less using fractions, decimals, and percents.						4
C	Geometry			6	0	6	6	60%	3
C	Geometry	Ca - Describing Figures	Ca1 Identify lines that form a right angle.						3
D	Measurement			5	1	6	7	60%	4
D	Measurement	Da - Measureable Attributes	Da1 Select and use tools, such as a ruler, tape measure, thermometer, meter stick, or scale, to determine the measurement of real objects.						4
D	Measurement	Dc - Indirect Measurement	Dc1 Determine perimeter, area, and circumference of regular shapes.						3
E	Statistics and Probability			6	0	6	6	60%	4
E	Statistics and Probability	Ea - Data analysis & statistics/Probabilit	Ea1 Organize, read, and compare data from simple graphs (e.g., table, line, pie, bar).						4
E	Statistics and Probability	Eb - Probability	Eb1 Determine the likelihood of events occurring.						4
F	Algebraic Relationships			6	0	6	6	60%	4
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions	Fa1 Relate simple formulas to practical problems.						3
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions	Fa2 Predict a simple mathematical pattern.						4

** CRs can be aligned to any EGBO within a Standard, as long as there are a total of 3 in the form

*** Within a standard, items should be evenly distributed amongst each objective.

*** Each form/standard should have a range of performance levels.

Total Number of OP Items	31
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Max Points for OP Items	34
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WAA-SwD Target Test Blueprints - Science

Grade 4 Science Target Test Blueprint

Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Science Connections and the Nature of Science		6	0	6	6	60%	3
A/B	Science Connections and the Nature of Science	A-B1 Use science resources to gather information.						3
C	Science Inquiry		6	0	6	6	60%	3
C	Science Inquiry	C1 Use basic science vocabulary and tools.						3
D	Physical Science		6	0	6	6	60%	4
D	Physical Science	D1a Recognize differences in physical characteristics of an object.						4
E	Earth and Space Science		6	0	6	6	60%	3
E	Earth and Environmental Science	E1a Recognize properties of earth features.						3
E	Earth and Environmental Science	E2b Recognize changes in earth and sky.						3
F	Life and Environmental Science		5	1	6	7	60%	3
F	Life and Environmental Science	F1a Recognize what plants and animals need to live and grow.						3
G/H	Science Applications and Science in Social and Personal Perspectives		6	0	6	6	60%	3
G/H	Science Applications and Science in Social and Personal Perspectives	G-H1 Recognize how science helps your life.						3

** CRs can be aligned to any EGBO within each Standard.

*** Within a standard, items should be evenly distributed amongst each objective.

*** Each form/standard should have a range of performance levels.

Total Number of OP Items	36
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Max Points for OP Items	37
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Grade 8 Science Target Test Blueprint

Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Science Connections and the Nature of Science		4	2	6	8	60%	3
A/B	Science Connections and the Nature of Science	AB-1 Use specific materials to represent science concepts.						3
C	Science Inquiry		5	1	6	7	60%	4
C	Science Inquiry	C1 Identify simple cause and effect relationships.						4
D	Physical Science		6	0	6	6	60%	3
D	Physical Science	D1a Identify the direction of motion before the object is released.						3
D	Physical Science	D1b Identify two or more physical characteristics of a substance.						3
E	Earth and Space Science		6	0	6	6	60%	3
E	Earth and Space Science	E1a Identify changes in the earth.						3
E	Earth and Space Science	E1b Recognize cycles that happen on the earth (e.g., seasons, day/night, etc.).						3
F	Life and Environmental Science		6	0	6	6	60%	4
F	Life and Environmental Science	F1a Identify characteristics of living things.						4
G/H	G/H Science Applications and Science in Social and Personal Perspectives		6	0	6	6	60%	3
G/H	G/H Science Applications and Science in Social and Personal Perspectives	G-H1 Identify technologies and habits that help people learn or work safely.						3

** CRs can be aligned to any EGBO within each Standard.

*** Within a standard, items should be evenly distributed amongst each objective.

*** Each form/standard should have a range of performance levels.

Total Number of OP Items	36
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Max Points for OP Items	39
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Grade 10 Science Target Test Blueprint

Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of 3 pt CRs**	Number of items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Science Connections and the Nature of Science		5	1	0	6	7	60%	3
A/B	Science Connections and the Nature of Science	AB-1 Use models to demonstrate knowledge of scientific concepts.							3
C	Science Inquiry		5	0	1	6	8	60%	4
C	Science Inquiry	C1 Follow directions to complete basic steps of science inquiry.							4
D	Physical Science		6	0	0	6	6	60%	3
D	Physical Science	D1a Identify types of energy needed by multiple kinds of organisms.							3
D	Physical Science	D1b Use principles of force and motion.							3
E	Earth and Space Science		6	0	0	6	6	60%	3
E	Earth and Space Science	E1a Identify Earth's position within the solar system.							3
E	Earth and Space Science	E1b Identify a natural disaster and its consequences.							3
F	Life and Environmental Science		6	0	0	6	6	60%	3
F	Life and Environmental Science	F1a Recognize that adaptations are part of natural processes.							3
F	Life and Environmental Science	F1b Recognize that characteristics are transferred from parent(s) to offspring.							3
G/H	G/H Science Applications and Science in Social and Personal Perspectives		6	0	0	6	6	60%	4
G/H	G/H Science Applications and Science in Social and Personal Perspectives	G-H1 Identify different career options related to science.							3
G/H	G/H Science Applications and Science in Social and Personal Perspectives	G-H2 Determine an action that improves quality of life.							4

** CRs can be aligned to any EGBO within each Standard.

*** Within a standard, items should be evenly distributed amongst each objective.

*** Each form/standard should have a range of performance levels.

Total Number of OP Items	36
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Max Points for OP Items	39
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Appendix D
WAA-SwD 2009–10 Actual Test Blueprints

WAA-SwD 2009–10 Actual Test Blueprints - Reading Grade 3 Reading Actuals

Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items***	Max Score	% at or above min. EDOK	Minimum EDOK
1	Determine the meaning of words and Phrases in context		6	1	7	8	60%	3
1	Determine the meaning of words and Phrases in context	1A Match words to pictures.	7	0	7	7	100%	3
2	Understand text		7	0	7	7	60%	3
2	Understand text	2A Recall basic facts and/or main ideas from a short paragraph of 3 simple sentences in length.	4	2	6	8	100%	3
2	Understand text	2B Sequence beginning and end from text	1	0	1	1	100%	3
3	Analyze text		7	0	7	7	60%	4
3	Analyze text	3A Given a series of events, predict what will happen next.	7	0	7	7	86%	4
4	Evaluate and Extend text		6	1	7	8	60%	5
4	Evaluate and Extend text	4A Connect text to self.	7	0	7	7	43%	5

** CRs can be aligned to any EGBO within each Standard.

*** A RBS to RBT ratio of 1/3 to 2/3 is to be maintained and spread evenly throughout all standards and EGBOs

**** Within a standard, items should be evenly distributed amongst each objective.

**** Each form/standard should have a range of performance levels.

Total Number of OP Items	28	Max Points for OP Items	30
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Grade 4 Reading Actuals

Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items***	Max Score	% at or above min. EDOK	Minimum EDOK
1	Determine the meaning of words and Phrases in context		6	1	7	8	60%	3
1	Determine the meaning of words and Phrases in context	1A Match words to pictures.	6	1	7	8	100%	3
2	Understand text		7	0	7	7	60%	3
2	Understand text	2A Recall basic facts and/or main ideas from a short paragraph of 3 simple sentences in length.	6	1	7	8	100%	3
2	Understand text	2B Sequence beginning and end from text	0	0	0	0		3
3	Analyze text		7	0	7	7	60%	4
3	Analyze text	3A Given a series of events, predict what will happen next.	7	0	7	7	100%	4
4	Evaluate and Extend text		6	1	7	8	60%	5
4	Evaluate and Extend text	4A Connect text to self.	7	0	7	7	29%	5

** CRs can be aligned to any EGBO within each Standard.

*** A RBS to RBT ratio of 1/3 to 2/3 is to be maintained and spread evenly throughout all standards and EGBOs

**** Within a standard, items should be evenly distributed amongst each objective.

**** Each form/standard should have a range of performance levels.

Total Number of OP Items	28	Max Points for OP Items	30
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Grade 5 Reading Actuals

Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items***	Max Score	% at or above min. EDOK	Minimum EDOK
1	Determine the meaning of words and Phrases in context		6	1	7	8	60%	3
1	Determine the meaning of words and Phrases in context	1A Use picture or sound clues to determine word meaning.	5	1	6	7	100%	3
2	Understand text		7	0	7	7	60%	3
2	Understand text	2A Identify the story elements of characters (who), setting (where / when) and sequence of events (what happened) within a story.	7	1	8	9	100%	3
2	Understand text	2B Follow steps in a process.	0	0	0	0		3
3	Analyze text		6	1	7	8	60%	4
3	Analyze text	3A Identify the topic of written content.	7	0	7	7	86%	4
4	Evaluate and Extend text		7	0	7	7	60%	5
4	Evaluate and Extend text	4A Make connections between text and self, make predictions, and distinguish between fact and fantasy.	7	0	7	7	14%	5

** CRs can be aligned to any EGBO within each Standard.

*** A RBS to RBT ratio of 1/3 to 2/3 is to be maintained and spread evenly throughout all standards and EGBOs

**** Within a standard, items should be evenly distributed amongst each objective.

**** Each form/standard should have a range of performance levels.

Total Number of OP Items	28	Max Points for OP Items	30
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Grade 6 Reading Actuals

Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items***	Max Score	% at or above min. EDOK	Minimum EDOK
1	Determine the meaning of words and Phrases in context		6	1	7	8	60%	3
1	Determine the meaning of words and Phrases in context	1A Use picture or sound clues to determine word meaning.	7	0	7	7	100%	3
2	Understand text		7	0	7	7	60%	3
2	Understand text	2A Identify the story elements of characters (who), setting (where / when) and sequence of events (what happened) within a story.	5	2	7	9	100%	3
2	Understand text	2B Follow steps in a process.	0	0	0	0		3
3	Analyze text		6	1	7	8	60%	4
3	Analyze text	3A Identify the topic of written content.	7	0	7	7	86%	4
4	Evaluate and Extend text		7	0	7	7	60%	5
4	Evaluate and Extend text	4A Make connections between text and self, make predictions, and distinguish between fact and fantasy.	7	0	7	7	29%	5

** CRs can be aligned to any EGBO within each Standard.

*** A RBS to RBT ratio of 1/3 to 2/3 is to be maintained and spread evenly throughout all standards and EGBOs

**** Within a standard, items should be evenly distributed amongst each objective.

**** Each form/standard should have a range of performance levels.

Total Number of OP Items	28	Max Points for OP Items	30
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Grade 7 Reading Actuals

Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items***	Max Score	% at or above min. EDOK	Minimum EDOK
1	Determine the meaning of words and Phrases in context		9	0	9	9	60%	4
1	Determine the meaning of words and Phrases in context	1A Use context clues to understand meaning of words.	7	1	8	9	22%	4
2	Understand text/Analyze text		9	1	10	11	60%	3
2	Understand text/Analyze text	2A Identify stated information in literary and informational text	9	0	9	9	100%	3
2	Understand text/Analyze text	2B Identify stated sequence of events in literary and informational text.	3	0	3	3	67%	3
3	Evaluate and Extend text		8	1	9	10	60%	5
3	Evaluate and Extend text	3A Make connections to text, predictions, and draw conclusions.	6	2	8	10	70%	5

** CRs can be aligned to any EGBO within each Standard.

*** A RBS to RBT ratio of 1/3 to 2/3 is to be maintained and spread evenly throughout all standards and EGBOs

**** Within a standard, items should be evenly distributed amongst each objective.

**** Each form/standard should have a range of performance levels.

Total Number of OP Items	28	Max Points for OP Items	30
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Grade 8 Reading Actuals

Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items***	Max Score	% at or above min. EDOK	Minimum EDOK
1	Determine the meaning of words and Phrases in context		9	0	9	9	60%	4
1	Determine the meaning of words and Phrases in context	1A Use context clues to understand meaning of words.	7	1	8	9	0%	4
2	Understand text/Analyze text		9	1	10	11	60%	3
2	Understand text/Analyze text	2A Identify stated information in literary and informational text	8	0	8	8	100%	3
2	Understand text/Analyze text	2B Identify stated sequence of events in literary and informational text.	4	0	4	4	100%	3
3	Evaluate and Extend text		8	1	9	10	60%	5
3	Evaluate and Extend text	3A Make connections to text, predictions, and draw conclusions.	7	1	8	9	33%	5

** CRs can be aligned to any EGBO within each Standard.

*** A RBS to RBT ratio of 1/3 to 2/3 is to be maintained and spread evenly throughout all standards and EGBOs

**** Within a standard, items should be evenly distributed amongst each objective.

**** Each form/standard should have a range of performance levels.

Total Number of OP Items	28	Max Points for OP Items	30
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Grade 10 Reading Actuals

Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items***	Max Score	% at or above min. EDOK	Minimum EDOK
1	Determine the meaning of words and Phrases in context		8	1	9	10	60%	4
1	Determine the meaning of words and Phrases in context	1A Interpret word meanings within a passage according to connotation (tone) or context.	7	1	8	9	33%	4
2	Understand text/Analyze text		9	1	10	11	60%	5
2	Understand text/Analyze text	2A Interpret text by classifying information and distinguishing different viewpoints.	12	0	12	12	0%	5
3	Evaluate and Extend text		9	0	9	9	60%	5
3	Evaluate and Extend text	4A Draw conclusions from literary and informational text.	7	1	8	9	22%	5

** CRs can be aligned to any EGBO within each Standard.

*** A RBS to RBT ratio of 1/3 to 2/3 is to be maintained and spread evenly throughout all standards and EGBOs

**** Within a standard, items should be evenly distributed amongst each objective.

**** Each form/standard should have a range of performance levels.

Total Number of OP Items	28	Max Points for OP Items	30
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WAA-SwD 2009–10 Actual Test Blueprints - Mathematics

Grade 3 Mathematics Actuals

Code	Standard	Subskill	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Number Operations and Relationships			5	2	7	9	75%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba1 Order or rote count numbers 0-20 and represent numbers 0-10.	1	2	3	5	66%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba2 Sort coins into like groups.	2	0	2	2	50%	2
A/B	Number Operations and Relationships	Bb - Computation	Bb1 Add and subtract one-step, single digit number problems.	2	0	2	2	100%	3
A/B	Number Operations and Relationships	Bb - Computation	Bb2 Combine and separate numbers or objects 0-20 into requested groups.	0	0	0	0	0%	3
C	Geometry			6	0	6	6	83%	3
C	Geometry	Ca/Cb - Describing Figures/Spatial Relationships & Transformations	Ca1 Identify and match 3 basic shapes.	3	0	3	3	66%	3
C	Geometry	Cc - Coordinate Systems	Cc1 Recognize basic positional concepts (such as behind, over, under, next to).	3	0	3	3	100%	3
D	Measurement			6	0	6	6	100%	3
D	Measurement	Da - Measureable Attributes	Da1 Compare 2 objects by size or weight.	3	0	3	3	100%	3
D	Measurement	Da - Measureable Attributes	Da2 Identify purpose of basic tools of measurement (e.g., calendar, clock, ruler).	3	0	3	3	100%	3
E	Statistics and Probability			5	1	6	7	83%	4
E	Statistics and Probability	Ea - Data analysis & statistics/Probability	Ea1 Identify most, least, and same on a graph or chart.	5	1	6	7	83%	4
F	Algebraic Relationships			6	0	6	6	100%	2
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions	Fa1 Recognize or extend two-part A/B pattern.	6	0	6	6	100%	2

** CRs can be aligned to any EGBO within a Standard, as long as there are a total of 3 in the form

Total Number of OP Items	31
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Max Points for OP Items	34
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*** Within a standard, items should be evenly distributed amongst each objective.

*** Each form/standard should have a range of performance levels.

Grade 4 Mathematics Actuals

Code	Standard	Subskill	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Number Operations and Relationships			5	1	7	8	78%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba1 Order or rote count numbers 0-20 and represent numbers 0-10.	3	0	3	3	33%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba2 Sort coins into like groups.	1	0	1	1	100%	2
A/B	Number Operations and Relationships	Bb - Computation	Bb1 Add and subtract one-step, single digit number problems.	2	1	3	4	100%	3
A/B	Number Operations and Relationships	Bb - Computation	Bb2 Combine and separate numbers or objects 0-20 into requested groups.	0	0	0	0	0%	3
C	Geometry			6	0	6	6	60%	3
C	Geometry	Ca/Cb - Describing Figures/Spatial Relationships & Transformations	Ca1 Identify and match 3 basic shapes.	2	0	2	2	50%	3
C	Geometry	Cc - Coordinate Systems	Cc1 Recognize basic positional concepts (such as behind, over, under, next to).	4	0	4	4	100%	3
D	Measurement			6	0	6	6	100%	3
D	Measurement	Da - Measureable Attributes	Da1 Compare 2 objects by size or weight.	3	0	3	3	100%	3
D	Measurement	Da - Measureable Attributes	Da2 Identify purpose of basic tools of measurement (e.g., calendar, clock, ruler).	3	0	3	3	100%	3
E	Statistics and Probability			5	2	6	8	100%	4
E	Statistics and Probability	Ea - Data analysis & statistics/Probability	Ea1 Identify most, least, and same on a graph or chart.	4	2	6	8	100%	4
F	Algebraic Relationships			6	0	6	6	100%	2
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions	Fa1 Recognize or extend two-part A/B pattern.	6	0	6	6	100%	2

** CRs can be aligned to any EGBO within a Standard, as long as there are a total of 3 in the form

Total Number of OP Items	31
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Max Points for OP Items	34
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*** Within a standard, items should be evenly distributed amongst each objective.

*** Each form/standard should have a range of performance levels.

Grade 5 Mathematics Actuals

Code	Standard	Subskill	EGBO	Number of SRs***	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Number Operations and Relationships			7	0	7	7	100%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba1 Recognize, count, and order numbers to 50.	1	0	1	1	100%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba2 Indicate parts of a whole.	1	0	1	1	100%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba3 Identify and count like coins up to one dollar and bills up to five dollars.	3	0	3	3	100%	3
A/B	Number Operations and Relationships	Bb - Computation	Bb1 Solve single-digit addition and subtraction problems, and multiply and divide sets of objects by 2.	1	0	1	1	100%	3
A/B	Number Operations and Relationships	Bb - Computation	Bb2 Compare two groups based on more or less.	1	0	1	1	100%	3
C	Geometry			5	1	6	7	100%	3
C	Geometry	Ca - Describing Figures	Ca1 Name and compare basic shapes (e.g., circle, rectangle, square, and triangle).	1	1	2	3	100%	3
C	Geometry	Ca - Describing Figures	Ca2 Identify directions (e.g., east, west, north, south, and left and right).	4	0	4	4	100%	3
D	Measurement			6	0	6	6	100%	3
D	Measurement	Da - Measureable Attributes	Da1 Connect calendars and clocks to everyday situations.	6	0	6	6	100%	3
E	Statistics and Probability			4	2	6	8	100%	4
E	Statistics and Probability	Ea - Data analysis & statistics/Probabilit	Ea1 Sort and display data on a grid to make a simple graph.	3	2	5	7	100%	4
E	Statistics and Probability	Eb - Probability	Eb1 Determine whether or not a situation is fair.	1	0	1	1	100%	4
F	Algebraic Relationships			6	0	6	6	0%	4
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions	Fa1 Recognize or extend a three-part A/B/C pattern.	6	0	6	6	0%	4

** CRs can be aligned to any EGBO within a Standard, as long as there are a total of 3 in the form

Total Number of OP Items	31
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Max Points for OP Items	34
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*** Within a standard, items should be evenly distributed amongst each objective.

*** Each form/standard should have a range of performance levels.

Grade 6 Mathematics Actuals

Code	Standard	Subskill	EGBO	Number of SRs***	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Number Operations and Relationships			6	1	7	8	100%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba1 Recognize, count, and order numbers to 50.	1	0	1	1	100%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba2 Indicate parts of a whole.	1	0	1	1	100%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba3 Identify and count like coins up to one dollar and bills up to five dollars.	1	1	2	3	100%	3
A/B	Number Operations and Relationships	Bb - Computation	Bb1 Solve single-digit addition and subtraction problems, and multiply and divide sets of objects by 2.	2	0	2	2	100%	3
A/B	Number Operations and Relationships	Bb - Computation	Bb2 Compare two groups based on more or less.	1	0	1	1	100%	3
C	Geometry			5	1	6	7	100%	3
C	Geometry	Ca - Describing Figures	Ca1 Name and compare basic shapes (e.g., circle, rectangle, square, and triangle).	1	1	2	3	100%	3
C	Geometry	Ca - Describing Figures	Ca2 Identify directions (e.g., east, west, north, south, and left and right).	4	0	4	4	100%	3
D	Measurement			6	0	6	6	100%	3
D	Measurement	Da - Measureable Attributes	Da1 Connect calendars and clocks to everyday situations.	6	0	6	6	100%	3
E	Statistics and Probability			5	1	6	7	83%	4
E	Statistics and Probability	Ea - Data analysis & statistics/Probabilit	Ea1 Sort and display data on a grid to make a simple graph.	2	1	3	4	66%	4
E	Statistics and Probability	Eb - Probability	Eb1 Determine whether or not a situation is fair.	3	0	3	3	100%	4
F	Algebraic Relationships			6	0	6	6	0%	4
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions	Fa1 Recognize or extend a three-part A/B/C pattern.	6	0	6	6	0%	4

** CRs can be aligned to any EGBO within a Standard, as long as there are a total of 3 in the form

Total Number of OP Items	31
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Max Points for OP Items	34
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*** Within a standard, items should be evenly distributed amongst each objective.

*** Each form/standard should have a range of performance levels.

Grade 7 Mathematics Actuals

Code	Standard	Subskill	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Number Operations and Relationships			5	2	7	9	100%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba1 Read, write, represent whole numbers to 100+.	1	1	2	3	100%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba2 Use basic fractions 1/2, 1/4, 1/3.	1	0	1	1	100%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba3 Count and compare coins and bills of differing values.	1	1	2	3	0%	4
A/B	Number Operations and Relationships	Bb - Computation	Bb1 Use four basic operations in everyday situations	1	0	1	1	100%	3
A/B	Number Operations and Relationships	Bb - Computation	Bb2 Estimate (without counting) group sizes based on more or less.	1	0	1	1	100%	4
C	Geometry			6	0	6	6	83%	3
C	Geometry	Ca - Describing Figures	Ca1 Sort and classify a variety of three-dimensional objects based on shape.	2	0	2	2	0%	4
C	Geometry	Ca - Describing Figures	Ca2 Identify lines that are parallel and intersecting.	1	0	1	1	100%	3
C	Geometry	Cc - Coordinate Systems	Cc1 Locate coordinates in a real-world context.	3	0	3	3	100%	3
D	Measurement			6	0	6	6	16%	4
D	Measurement	Da - Measureable Attributes	Da1 Select the appropriate unit of measure to determine the length or weight of everyday objects.	5	0	5	5	100%	3
D	Measurement	Dc - Indirect Measurement	Dc1 Identify and describe perimeter/ circumference and area on a grid.	1	0	1	1	100%	4
E	Statistics and Probability			5	1	6	7	66%	4
E	Statistics and Probability	Ea - Data analysis & statistics/Probabilit	Ea1 Interpret data from tables and simple graphs (e.g., pie, bar).	3	0	3	3	33%	4
E	Statistics and Probability	Eb - Probability	Eb1 Determine whether an event is impossible or certain.	2	1	3	4	100%	4
F	Algebraic Relationships			6	0	6	6	66%	3
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions	Fa1 Extend a given sequence.	5	0	5	5	60%	3
		Fb - Expressions, Equations and Inequalities	Fb1 Solve a simple one-step, open-equality sentence.	1	0	1	1	100%	3

** CRs can be aligned to any EGBO within a Standard, as long as there are a total of 3 in the form

	31
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Max Points for OP Items	34
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*** Within a standard, items should be evenly distributed amongst each objective.

*** Each form/standard should have a range of performance levels.

Grade 8 Mathematics Actuals

Code	Standard	Subskill	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Number Operations and Relationships			5	1	7	8	100%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba1 Read, write, represent whole numbers to 100+.	2	0	2	2	100%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba2 Use basic fractions 1/2, 1/4, 1/3.	3	0	3	3	100%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba3 Count and compare coins and bills of differing values.	1	0	1	1	0%	4
A/B	Number Operations and Relationships	Bb - Computation	Bb1 Use four basic operations in everyday situations	0	1	1	2	100%	3
A/B	Number Operations and Relationships	Bb - Computation	Bb2 Estimate (without counting) group sizes based on more or less.	0	0	0	0	0%	4
C	Geometry			5	1	6	7	71%	3
C	Geometry	Ca - Describing Figures	Ca1 Sort and classify a variety of three-dimensional objects based on shape.	2	0	2	2	0%	4
C	Geometry	Ca - Describing Figures	Ca2 Identify lines that are parallel and intersecting.	1	0	1	1	100%	3
C	Geometry	Cc - Coordinate Systems	Cc1 Locate coordinates in a real-world context.	2	1	3	4	100%	3
D	Measurement			6	0	6	6	0%	4
D	Measurement	Da - Measureable Attributes	Da1 Select the appropriate unit of measure to determine the length or weight of everyday objects.	5	0	5	5	100%	3
D	Measurement	Dc - Indirect Measurement	Dc1 Identify and describe perimeter/ circumference and area on a grid.	1	0	1	1	0%	4
E	Statistics and Probability			5	1	6	7	66%	4
E	Statistics and Probability	Ea - Data analysis & statistics/Probabilit	Ea1 Interpret data from tables and simple graphs (e.g., pie, bar).	2	1	3	4	33%	4
E	Statistics and Probability	Eb - Probability	Eb1 Determine whether an event is impossible or certain.	3	0	3	3	100%	4
F	Algebraic Relationships			6	0	6	6	100%	3
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions	Fa1 Extend a given sequence.	3	0	3	3	100%	3
		Fb - Expressions, Equations and Inequalities	Fb1 Solve a simple one-step, open-equality sentence.	3	0	3	3	100%	3

** CRs can be aligned to any EGBO within a Standard, as long as there are a total of 3 in the form

	31
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Max Points for OP Items	34
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*** Within a standard, items should be evenly distributed amongst each objective.

*** Each form/standard should have a range of performance levels.

Grade 10 Mathematics Actuals

Code	Standard	Subskill	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Number Operations and Relationships			5	2	7	9	57%	4
A/B	Number Operations and Relationships	Ba - Concepts	Ba1 Compare and order positive and negative integers - 20 to 20.	2	1	3	4	66%	4
A/B	Number Operations and Relationships	Ba - Concepts	Ba2 Apply the idea of more or less using fractions, decimals, and percents.	3	1	4	5	100%	4
C	Geometry			6	0	6	6	100%	3
C	Geometry	Ca - Describing Figures	Ca1 Identify lines that form a right angle.	6	0	6	6	100%	3
D	Measurement			5	1	6	7	0%	4
D	Measurement	Da - Measureable Attributes	Da1 Select and use tools, such as a ruler, tape measure, thermometer, meter stick, or scale, to determine the measurement of real objects.	3	1	4	5	0%	4
D	Measurement	Dc - Indirect Measurement	Dc1 Determine perimeter, area, and circumference of regular shapes.	2	0	2	2	100%	3
E	Statistics and Probability			6	0	6	6	100%	4
E	Statistics and Probability	Ea - Data analysis & statistics/Probabilit	Ea1 Organize, read, and compare data from simple graphs (e.g., table, line, pie, bar).	3	0	3	3	100%	4
E	Statistics and Probability	Eb - Probability	Eb1 Determine the likelihood of events occurring.	3	0	3	3	100%	4
F	Algebraic Relationships			6	0	6	6	50%	4
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions	Fa1 Relate simple formulas to practical problems.	3	0	3	3	100%	3
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions	Fa2 Predict a simple mathematical pattern.	3	0	3	3	33%	4

** CRs can be aligned to any EGBO within a Standard, as long as there are a total of 3 in the form

Total Number of OP Items	31
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Max Points for OP Items	34
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*** Within a standard, items should be evenly distributed amongst each objective.

*** Each form/standard should have a range of performance levels.

WAA-SwD 2009–10 Actual Test Blueprints - Science

Grade 4 Science Actuals

Code	Standard	EGBO	Minimum EDOK	Number of items	Number of SRs	Number of 2 pt CRs**	Max Score	Number of FT Items
A/B	Science Connections and the Nature of Science		3	6	6	0	6	0
A/B	Science Connections and the Nature of Science	A-B1 Use science resources to gather information.	3	6	6	0	6	0
C	Science Inquiry		3	6	6	0	6	0
C	Science Inquiry	C1 Use basic science vocabulary and tools.	3	6	6	0	6	0
D	Physical Science		4	6	6	0	6	0
D	Physical Science	D1a Recognize differences in physical characteristics of an object.	4	6	6	0	6	0
E	Earth and Space Science		3	6	6	0	6	2
E	Earth and Environmental Science	E1a Recognize properties of earth features.	3	1	1	0	1	2
E	Earth and Environmental Science	E2b Recognize changes in earth and sky.	3	5	5	0	5	0
F	Life and Environmental Science		3	6	5	1	7	0
F	Life and Environmental Science	F1a Recognize what plants and animals need to live and grow.	3	6	5	1	7	0
G/H	Science Applications and Science in Social and Personal Perspectives		3	6	6	0	6	
G/H	Science Applications and Science in Social and Personal Perspectives	G-H1 Recognize how science helps your life.	3	6	6	0	6	

** CRs can be aligned to any EGBO within each Standard.

**** Within a standard, items should be evenly distributed amongst each objective.

**** Each form/standard should have a range of performance levels.

Total Number of OP Items	36
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Max Points for OP Items	37
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Grade 8 Science Actuals

Code	Standard	EGBO	Minimum EDOK	Number of items	Number of SRs	Number of 2 pt CRs**	Max Score	Number of FT Items
A/B	Science Connections and the Nature of Science		3	6	5	1	7	0
A/B	Science Connections and the Nature of Science	AB-1 Use specific materials to represent science concepts.	3	6	5	1	7	0
C	Science Inquiry		4	6	5	1	7	0
C	Science Inquiry	C1 Identify simple cause and effect relationships.	4	6	5	1	7	0
D	Physical Science		3	6	6	0	6	1
D	Physical Science	D1a Identify the direction of motion before the object is released.	3	3	3	0	3	1
D	Physical Science	D1b Identify two or more physical characteristics of a substance.	3	3	3	0	3	0
E	Earth and Space Science		3	6	6	1	6	0
E	Earth and Space Science	E1a Identify changes in the earth.	3	3	2	1	4	0
E	Earth and Space Science	E1b Recognize cycles that happen on the earth (e.g., seasons, day/night, etc.).	3	3	3	0	3	0
F	Life and Environmental Science		4	6	6	0	6	0
F	Life and Environmental Science	F1a Identify characteristics of living things.	4	6	6	0	6	0
G/H	G/H Science Applications and Science in Social and Personal Perspectives		3	6	6	0	6	0
G/H	G/H Science Applications and Science in Social and Personal Perspectives	G-H1 Identify technologies and habits that help people learn or work safely.	3	6	6	0	6	0

** CRs can be aligned to any EGBO within each Standard.

**** Within a standard, items should be evenly distributed amongst each objective.

**** Each form/standard should have a range of performance levels.

Total Number of OP Items	36
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Max Points for OP Items	38
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Grade 10 Science Actuals

Code	Standard	EGBO	Minimum EDOK	Number of items	Number of SRs	Number of 2 pt CRs**	Number of 3 pt CRs**	Max Score	Number of FT Items
A/B	Science Connections and the Nature of Science		3	6	5	1	0	7	0
A/B	Science Connections and the Nature of Science	AB-1 Use models to demonstrate knowledge of scientific concepts.	3	6	5	1	0	7	0
C	Science Inquiry		4	6	5	0	1	8	0
C	Science Inquiry	C1 Follow directions to complete basic steps of science inquiry.	4	6	5	0	1	8	0
D	Physical Science		3	6	6	0	0	6	0
D	Physical Science	D1a Identify types of energy needed by multiple kinds of organisms.	3	3	3	0	0	3	0
D	Physical Science	D1b Use principles of force and motion.	3	3	3	0	0	3	0
E	Earth and Space Science		3	6	6	0	0	6	0
E	Earth and Space Science	E1a Identify Earth's position within the solar system.	3	3	3	0	0	3	0
E	Earth and Space Science	E1b Identify a natural disaster and its consequences.	3	3	3	0	0	3	0
F	Life and Environmental Science		3	6	6	0	0	6	0
F	Life and Environmental Science	F1a Recognize that adaptations are part of natural processes.	3	3	3	0	0	3	0
F	Life and Environmental Science	F1b Recognize that characteristics are transferred from parent(s) to offspring.	3	3	3	0	0	3	0
G/H	G/H Science Applications and Science in Social and Personal Perspectives		4	6	6	0	0	6	0
G/H	G/H Science Applications and Science in Social and Personal Perspectives	G-H1 Identify different career options related to science.	3	3	3	0	0	3	0
G/H	G/H Science Applications and Science in Social and Personal Perspectives	G-H2 Determine an action that improves quality of life.	4	3	3	0	0	3	0

CRs can be aligned to any EGBO within each Standard.

**** Within a standard, items should be evenly distributed amongst each objective.

Total Number of OP Items	36
--------------------------	----

Max Points for OP Items	39
-------------------------	----

**** Each form/standard should have a range of performance levels.

Appendix E
WAA-SwD 2009–10 Directions for Test Administration (Test Administration Manual)

Fall

Wisconsin Alternate Assessment for Students with Disabilities



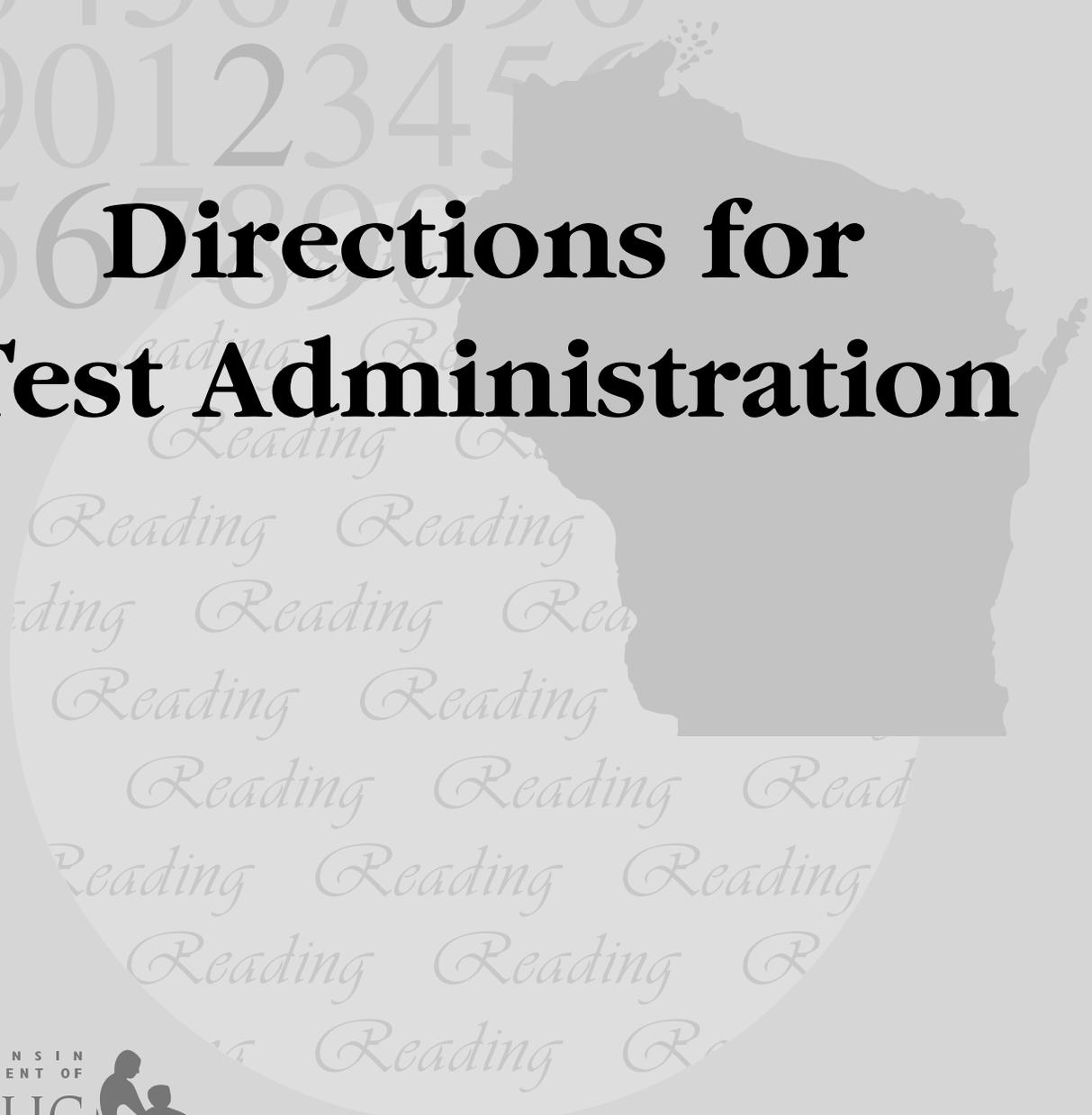
2009

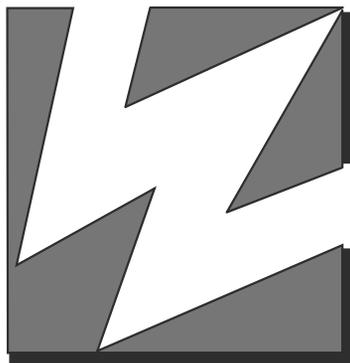
34567890

90123456

567890

Directions for Test Administration





Wisconsin Student Assessment System

The Wisconsin Student Assessment System (WSAS) is a comprehensive statewide program designed to provide information about what students know in core academic areas and whether they can apply what they know. The Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) is designed for students with significant cognitive disabilities who cannot participate in the Wisconsin Knowledge and Concepts Examination (WKCE), even with accommodations. The WAA-SwD is aligned to Extended Grade Band Standards developed by the Department of Public Instruction and Wisconsin educators.

TEST SECURITY

The Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) Test Books and student Answer Documents must be kept secure. Students must not be exposed to test content before the actual testing. If students have prior knowledge of test content, results of testing can give a deceptive picture. Please assume responsibility for maintaining strict security of these documents.

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or disability.



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Purpose

This document is designed to help you administer the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) in a uniform manner essential for the integrity of this testing program. Following the instructions in this manual ensures similar testing conditions for all students with disabilities.

Participation in the WAA-SwD

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and Wisconsin s. 115.77 require participation of students with disabilities in state and district-wide assessments. Specifically, IDEA stipulates, “children with disabilities are included in general State and district-wide assessment programs with accommodations, where necessary.” In addition, IDEA and Wisconsin s. 115.787 require that alternate assessments be provided to students with disabilities when the IEP team determines that participation in the standard state assessment is inappropriate for the student.

The WAA-SwD is designed for students with significant disabilities who cannot participate in the WKCE, even with accommodations. All students must take either the complete WKCE or the complete WAA-SwD — not parts of both. The WKCE is intended for students whose instruction is based upon the Wisconsin Model Academic Standards. The WAA-SwD is intended for students whose instruction is based upon the Extended Grade Band Standards. IEP teams should complete the WAA-SwD Participation Checklist, found at <http://dpi.wi.gov/oea/waa.html>, when determining which assessment is most appropriate for the student.

Test Books and Forms

There is one test form for each grade level, containing all content areas. Students in grades 3, 5, 6, and 7 are assessed in reading and mathematics. Students in grades 4, 8, and 10 are assessed in reading, mathematics, and science. Each student will be assessed for the grade in which they are currently enrolled. At each grade level, all content areas tested are combined into two books: the Teacher Test Book contains the test administrator's protocol for each content area, and the Student Test Book contains all of the graphics and answer choices to be used by the student. The test administrator records the answers indicated by the student on a machine-scannable student Answer Document.

Both the Teacher Test Book and the Student Test Book are laid out in landscape format to allow for larger print and graphics. The Teacher Test Book has one item per page. In the Reading section, the Student Test Book generally has one item per two pages, allowing for a first page with the "passage" and a second page with the answer choices. The Mathematics and Science sections of the Student Test Book have one item per page.

Portions of the Reading test will be designated as "read by TEACHER" and "read by STUDENT." (Page 13 of this manual provides instructions on how to administer these test items.)

Manipulatives

For the purposes of the WAA-SwD, a manipulative is defined as a tangible object that is handled by a student or teacher to allow the student to engage with the content of the test question. The use of manipulatives is optional and not a requirement of this test EXCEPT the use of a ruler in grade 10 mathematics.

It is imperative to review the WAA-SwD test prior to test administration to determine appropriate manipulatives that may be used for your students. This decision should be an item-by-item decision made for each individual student. Manipulatives should be the same as what the student uses for daily instruction and must not change what the test item is measuring. For more information, go to <http://dpi.wi.gov/oea/waa.html>.

Test Administrator Requirements

A WAA-SwD test administrator should be a licensed professional (such as an administrator, speech pathologist, or teacher) who is familiar with individual students' response styles and employed by the school or district. Paraprofessionals may not administer the WAA-SwD. An online training for test administrators is available at: <http://dpi.wi.gov/oea/waa.html>.

The test administrator will administer the test individually to each student using the Teacher Test Book. The students will view the pages in the Student Test Book and indicate their responses, to be recorded by the test administrator on the student Answer Document.

Test Schedules

The WAA-SwD is administered individually to students and is not timed. Therefore, the schedule for administering the assessment is highly individualized. Test administrators may administer the tests anytime within the testing window (October 26–November 27, 2009). Testing sessions should occur at times when the student is most alert and responsive. Students should be provided as much time as needed to complete the test, within the testing window.

Testing Dates
October 26 through
November 27, 2009

Interrupted Sessions

Every effort should be made to present all content area tests to the student. However, there is no requirement to complete a content area, or even a session, in one day. Students may stop and then return to testing within the same session based on the individual student's needs as assessed by the test administrator. While students may return to testing as stated above, they may not return to a test item that has already been started. All WAA-SwD testing must occur within the testing window. If a student does not finish an assessment, the student Answer Document should still be submitted for scoring.

BEFORE TESTING

Check Your Test Materials

Check to be sure that you have the following materials. If any materials are missing, contact the School Assessment Coordinator for your school or the District Assessment Coordinator.

FOR THE TEST ADMINISTRATOR

- Directions for Test Administration* (this manual)
- one Teacher Test Book for every student that is being tested at each grade level
- one student Answer Document for each student being assessed

FOR THE STUDENT

- one Student Test Book at the appropriate grade level

A No. 2 pencil will be required to complete the student Answer Document as well as a ruler for Grade 10 Mathematics. Please note that these items are not provided for you.

Observe Test Security Guidelines

The primary goal of WSAS test security is to protect the integrity of the examination. If any of the questions are made public, the validity and fairness of the test will be compromised. Everyone who works with the assessment, communicates test results, and/or receives testing information is responsible for test security.

All test materials must be kept secure. Test materials must be kept in a locked storage cabinet or area before and after all testing sessions. Manipulatives or assistive devices that provide clues to the content of the test should also be kept secure. Destroy manipulatives and delete programming on any assistive device following test administration. Test security is the responsibility of the entire school community.

Disciplinary measures for educators and school staff will be determined at employment level based on local board policy. In extreme cases, DPI reserves the right to pursue its own sanctions of department-licensed individuals for school or district testing irregularities.

For more information on test security, see the “Policy & Procedure Manual” section of the *WSAS Guide for District Assessment Coordinators and School Assessment Coordinators*, which is available online at <http://dpi.wi.gov/oea/publications.html>.

Prepare Your Students

Inform students about the testing procedure and help them approach testing in a relaxed, positive manner. Explain that the purpose of taking an achievement test is to find out which skills have been mastered and which skills need further development. Point out that some items may be more difficult than others and some material may be new to students; they are not expected to know all the answers. Reassure students that they will be given ample time to do their best. Emphasize that the test requires no special preparation and that scores will not affect their grades.

Sample Items for Each Content Area

Sample items for each content area are provided at: <http://dpi.wi.gov/oea/waa.html>. These items may be used to prepare students for the assessment. Each sample item has a corresponding page in both the Teacher Test Book and the Student Test Book. Please note that the sample items include additional information (grade, subject, performance level, item type, and indicator) for training purposes only. This information will NOT appear on actual test items.

Plan Your Testing Sessions

WAA-SwD sessions are individually administered and are untimed. The test administrator should:

- View the test administrator training available online at:
<http://dpi.wi.gov/oea/waa.html>
- Review the teacher and student Test Books in order to prepare student manipulatives.
- Coordinate scheduling with the School Assessment Coordinator (SAC) to avoid unnecessary interruptions of testing sessions.
- Complete the Student Information Page before testing, if student pre-ID labels are not used.
- Avoid testing on days just before or after vacations, important school functions, holidays, or weekends.
- Try to schedule testing sessions for times when the student is alert and responsive. Continue testing as long as the student is able to participate in a meaningful manner.
- Schedule breaks to maintain an unhurried pace and a relaxed atmosphere. Be sensitive to the student's fatigue level and attention span and alter your schedule as necessary.
- Administer all content areas to students for the grade level in which they are enrolled. Complete all WAA-SwD testing within the testing window.

Accommodations

Every effort is made to allow for a positive testing experience for all students. Assistive technology routinely used for classroom instruction and documented in IEPs may be used for administration of the WAA-SwD. The test books may be obtained prior to administration for the programming of assistive technology devices. All information programmed into an assistive technology device for test administration must be deleted when testing is complete.

Accommodations for testing must be documented in the student's IEP. Indicate which accommodations were used in the Student Assessment Report, located on the back cover of the student Answer Document.

For more information, please refer to the Assessment Accommodations Matrix, beginning on page 18 of this document. The Assessment Accommodations Matrix is also available at <http://dpi.wi.gov/oea/pdf/accom09.pdf>.

Braille Books and Picture Descriptions

Braille editions of the WAA-SwD and picture descriptions are available through DPI for students who are visually impaired. An order form is available at: <http://dpi.wi.gov/oea/dacforms.html>. Test administrators are responsible for recording student responses onto a WAA-SwD student Answer Document to be returned for scoring. A separate Test Administration Manual is not necessary for the Braille editions.

Fill In the Student Information Page

The Student Information Page must be completed **only if you are not using student pre-ID labels**. Samples of the Student Information Page and a student pre-ID label can be found on pages 11 and 12 of this manual.

Your district was provided with student pre-ID labels; please use these labels even if they contain incorrect information. The opportunity to correct this information will be provided by updating the Wisconsin Student Number Locator System (WSLS) and the Individual Student Enrollment System (ISES) or by using the Record Editing System (RES).

You should have received three labels per student. The left-hand label with NO barcode is for teacher use only. Apply an undamaged barcoded student pre-ID label to the front cover of the student Answer Document.

To be completed by school staff:

1. **STUDENT'S NAME:** Print the last name, first name, and middle initial in the spaces provided. If there are not enough spaces for each part of the name, print only as many letters as there are spaces. Fill in the appropriate circle below each letter. If the letter space is blank, fill in the empty circle at the top of the column under that letter space.
2. **BIRTH DATE:** Write the birth date in the spaces provided. Fill in the appropriate circles in each column for the month, day, and year of birth. If the birth date is a single digit, the "zero" circle in the left-hand column under "Day" should be filled in.
3. **TEACHER, SCHOOL, DISTRICT:** Print the teacher, school, and district names in the appropriate boxes.
4. Fill in the appropriate circle for "Female" or "Male."
5. **ETHNICITY:** Fill in the racial or ethnic group that the student belongs to or identifies with.

STUDENT PRE-ID LABELS

The labels in the left column of the label sheets are for teacher use only. The barcoded labels are for the student Answer Document.

Test administrators should fill in the Student Information Page.

To be filled in by test administrators or District Assessment Coordinators after completion of testing, using information provided by school or district personnel with access to the relevant student records:

6. **WI STUDENT NUMBER:** Write the ten-digit Wisconsin Student Number (WSN) in the spaces provided. Fill in the appropriate circle below each digit. More information on WSNs and a list of WSLs/ISES administrators can be found at <http://dpi.wi.gov/lbstat/dm-eseadata.html>.
7. **ENGLISH LANGUAGE PROFICIENCY (ELP) STATUS:** Fill in the circle that indicates the student's English Language Proficiency (ELP) status code. A DPI-approved assessment instrument—ACCESS for ELLs® as of the 2005–06 academic year—must be used to determine the appropriate code (1–5) if the student is categorized as an English Language Learner (ELL). Code 6 is “Formerly ELL/Now Fully English Proficient.” Code 7 is “Never ELL/Fully English Proficient.” See <http://dpi.wi.gov/oea/ells.html> for descriptions of the English Language Proficiency levels.
8. **MOBILITY STATUS:** If the student has NOT been enrolled in the district for 9.25 months, fill in the circle for “NO” on the DISTRICT line. If the student has NOT been enrolled in the school for 9.25 months, fill in the circle for “NO” on the SCHOOL line. “Yes” will be assumed unless “NO” is marked.
9. **LOCAL STUDENT I.D. (recommended):** If your school district has chosen to assign Local Student I.D. numbers, write the number in the spaces provided. If the Local Student I.D. has fewer than ten digits, make sure the last digit of the number falls in the space farthest to the right. Write leading zeros in any remaining spaces. Fill in the appropriate circle below each digit.
10. **OPTIONAL FIELD:** Districts may use this field for their own purposes or leave it blank. This ten-digit numeric field can be used to record additional information about students in the WAA student data file. Among other examples of data that might be recorded in this field are the length of time a student has attended a particular school, the types of services the student has received, or the student's homeroom teacher or guidance counselor.
11. **TESTING STATUS (Parent Opt-Out):** If the parent or guardian requested to excuse this student from participating in the WAA-SwD, fill in the circle for “P” in the “TESTING STATUS” section of the biogrid. All students excused by parent opt-out count as “not tested” students for determining Adequate Yearly Progress (AYP).

ELP/Mobility Status
You may contact the District Assessment Coordinator or DPI for further clarification of a student's ELP/Mobility status.

Parent opt-out should be indicated by filling in the bubble in the “TESTING STATUS” box.

Note that students will be coded as “T” (expected to participate in all content areas covered by WSAS) unless coded as “P.” Participation in the WAA-SwD counts as participation in WSAS for the purpose of determining Adequate Yearly Progress (AYP).

12. SPECIAL STATUS: To protect students’ privacy, fill in the following sensitive demographic data after testing, just before test materials are sent to CTB. The status codes are defined below. Please read the definitions carefully. Be sure to mark all codes that apply for each student. **Important:** If no special codes are marked, the student’s special status will be recorded as “none.”

D = student with a **disability**. A “student with a disability” (SwD) is a student who is considered eligible for the federal child count as reported by the district to DPI on the IDEA Federal Student December 1 Data Report (PI-2197). This includes any student who was reported by the district as eligible on PI-2197 or who has been identified as eligible since December 1, unless the student has exited the district’s special education program. Status as a “student with a disability” is based on the student’s status as of the date the student is tested.

H = student who has a **physical or mental impairment** covered by Section 504 of the Vocational Rehabilitation Act.

U = **long-term U.S.** student indicator. Beginning in grade 1, a student who has attended school in the United States for at least five consecutive years is considered to be a long-term U.S. student. This data element is required of ELL students with English Language Proficiency status codes 1 and 2.

M = **migrant** student. A “migrant student” is any student who is, or whose parent or guardian is, a migratory fisher, a dairy worker, or an agricultural worker AND who in the preceding 36 months has moved from one school district to another in order for the worker to obtain temporary or seasonal employment in agricultural or fishing work.

L = student who has been **enrolled for less than one full academic year** in one or more schools in the United States.

Z = student who is **economically disadvantaged**. An “economically disadvantaged” student is a member of a household that meets the income eligibility guidelines for free or reduced-price lunch ($\leq 185\%$ of Federal Poverty Guidelines) under the National School Lunch Program. Districts are permitted to use their best local source of information about the economic status of individual students that is

consistent with the DPI definition above. In the absence of reliable subsidized-lunch eligibility data, districts can use available county data, scholarship information, post-secondary options information, or other appropriate data.

13. FOR SPECIAL STATUS “D” STUDENTS RESIDING OUT OF DISTRICT (OOD) ONLY: This section must be completed only for a student with a disability (SwD) who resides outside of your school district. If the student attends school in your district due to an IEP placement from another district, fill in the circle for “YES.” “No” will be assumed unless “YES” is marked. For “YES,” the test book requires special processing, because the district of residence will be held accountable for the performance and progress of this student. For the student’s data to be accurately processed, CTB needs you to provide the following information about this student on the Student Information Page.

District of Residence: Provide the four-digit number assigned by DPI for the district of residence. Residence is based on where the student typically sleeps at night. For students with disabilities who reside in another state, use the code 9999.

Student Information Page Inside Front Cover of the student Answer Document

(Please use a No. 2 pencil to complete this page.)

STUDENT'S NAME										BIRTH DATE			TEACHER																						
Last										First			M.I.	Month			Day			Year															
A	A	A	A	A	A	A	A	A	A	A	A	A	A	Jan	0	0	0	0	SCHOOL																
B	B	B	B	B	B	B	B	B	B	B	B	B	B	Feb	1	1	1	1	DISTRICT																
C	C	C	C	C	C	C	C	C	C	C	C	C	C	Mar	2	2	2	2																	
D	D	D	D	D	D	D	D	D	D	D	D	D	D	Apr	3	3	3	3	Female <input type="radio"/> Male <input type="radio"/>																
E	E	E	E	E	E	E	E	E	E	E	E	E	E	May	4	4	4	4																	
F	F	F	F	F	F	F	F	F	F	F	F	F	F	Jun	5	5	5	5																	
G	G	G	G	G	G	G	G	G	G	G	G	G	G	Jul	6	6	6	6																	
H	H	H	H	H	H	H	H	H	H	H	H	H	H	Aug	7	7	7	7																	
I	I	I	I	I	I	I	I	I	I	I	I	I	I	Sep	8	8	8	8																	
J	J	J	J	J	J	J	J	J	J	J	J	J	J	Oct	9	9	9	9																	
K	K	K	K	K	K	K	K	K	K	K	K	K	K	Nov	0	0	0	0																	
L	L	L	L	L	L	L	L	L	L	L	L	L	L	Dec	0	0	0	0																	
M	M	M	M	M	M	M	M	M	M	M	M	M	M	For School/District Use Only (To be completed after testing)																					
N	N	N	N	N	N	N	N	N	N	N	N	N	N	Local Student I.D.																					
O	O	O	O	O	O	O	O	O	O	O	O	O	O	Optional Field																					
P	P	P	P	P	P	P	P	P	P	P	P	P	P	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T		
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
R	R	R	R	R	R	R	R	R	R	R	R	R	R	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
S	S	S	S	S	S	S	S	S	S	S	S	S	S	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
T	T	T	T	T	T	T	T	T	T	T	T	T	T	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
U	U	U	U	U	U	U	U	U	U	U	U	U	U	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
V	V	V	V	V	V	V	V	V	V	V	V	V	V	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
W	W	W	W	W	W	W	W	W	W	W	W	W	W	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
X	X	X	X	X	X	X	X	X	X	X	X	X	X	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

WI STUDENT NUMBER	ETHNICITY (mark one)	TESTING STATUS	SPECIAL STATUS
0 1 2 3 4 5 6 7 8 9	A <input type="radio"/> Asian/ Pacific Islander	P <input type="radio"/>	Indicate all that apply. Special status will be recorded as "none" if none are marked.
1 1 1 1 1 1 1 1 1 1	B <input type="radio"/> Black (not of Hispanic origin)		D <input type="radio"/> U <input type="radio"/> L <input type="radio"/>
2 2 2 2 2 2 2 2 2 2	H <input type="radio"/> Hispanic		H <input type="radio"/> M <input type="radio"/> Z <input type="radio"/>
3 3 3 3 3 3 3 3 3 3	I <input type="radio"/> American Indian/ Alaska Native		
4 4 4 4 4 4 4 4 4 4	W <input type="radio"/> White (not of Hispanic origin)		
5 5 5 5 5 5 5 5 5 5			
6 6 6 6 6 6 6 6 6 6			
7 7 7 7 7 7 7 7 7 7			
8 8 8 8 8 8 8 8 8 8			
9 9 9 9 9 9 9 9 9 9			

For School/District Use Only	
Record the English Language Proficiency (ELP) status code for the student by filling in the appropriate circle.	
1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/>	6 <input type="radio"/> 7 <input type="radio"/>
Limited English Proficient	English Proficient
MOBILITY STATUS	
Has student been in THIS DISTRICT for a full academic year?	NO <input type="radio"/>
Has student been in THIS SCHOOL for a full academic year?	NO <input type="radio"/>
"Yes" will be assumed unless "NO" is marked.	

District of Residence
0 1 2 3 4 5 6 7 8 9

Complete this form only if the pre-ID label is unavailable. This information is required for all students enrolled, including students tested and students not tested, to produce summary reports.

Student Pre-ID Label

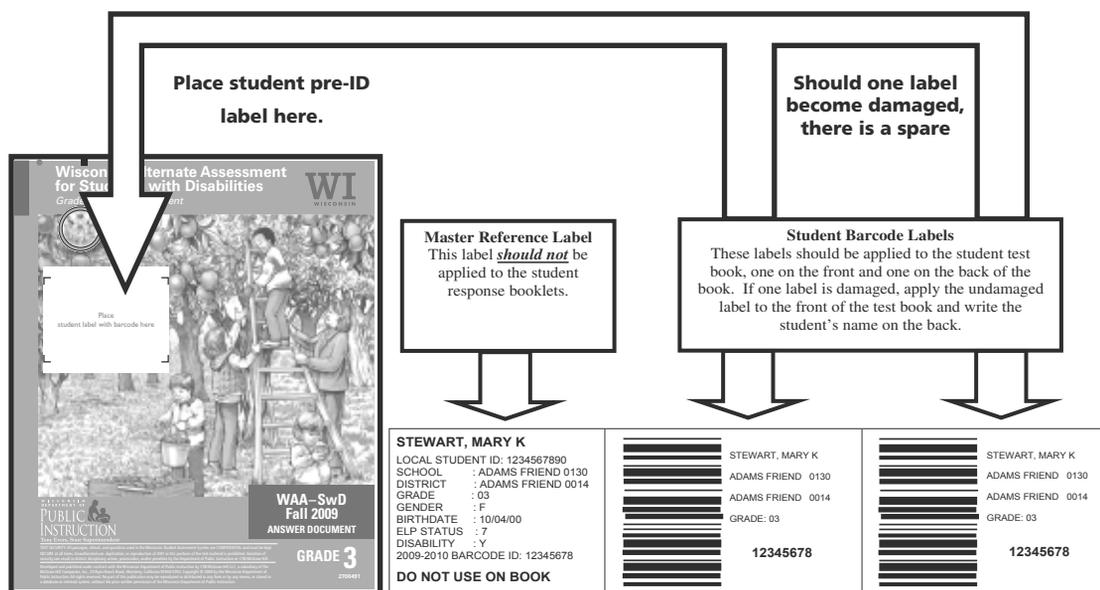
Data from the Wisconsin Student Number Locator System (WSLS) and the Individual Student Enrollment System (ISES) were used to create student demographic pre-ID labels for all students enrolled in grades 3 through 8 and 10. The initial shipment of pre-ID labels should arrive at the beginning of the testing window. A second shipment of labels, for students who are new to Wisconsin Public Schools after October 1, should arrive in districts by the end of the testing window. It is critical for reporting and accountability that districts use these labels. Unlike prior years, “bubbling” all test books for the school or district should not be considered a viable option. Bubbling will be necessary only in very rare cases when a label is not available for a new student. WSLS and ISES records may not be completely updated in your district; therefore, you may see data that are inaccurate on the pre-ID label. However, if you can determine that the label is for a student who should be tested on WSAS, you should still use the label. Corrections and updates must be made to your district’s records in the WSLS and ISES databases. Contact your local WSLS/ISES administrator to make changes.

If a student transfers out of your district after labels have been shipped, you should send that student’s pre-ID label along with other confidential records. The receiving district should still use this label even though it appears to have inaccurate school and district information on it.

Corrections and updates to the WSLS and ISES databases can be made through at least mid-November. Once these data are “locked” in early December, DPI will send a new student demographic data file to CTB and all updates made in WSLS and ISES will be incorporated into the student WSAS data during the scoring process. Accurate reporting and accountability determinations depend on the integrity of these data. Please work with your district WSLS/ISES administrator to make changes in a complete and timely manner.

DPI may have created labels for some students who are not in a tested grade. These labels should be destroyed, not placed on a test book.

For more information on student pre-ID labels, see <http://dpi.wi.gov/oea/dacdata.html>.



DURING TESTING

Administer the WAA-SwD Test

Following instructions exactly ensures similar testing conditions for all students. Test directions should be read as written.

Every attempt should be made to administer all content area tests to the student. Prepare manipulatives before testing. Since sessions are administered individually and are untimed, students should be given as much time as necessary to complete the test. See “Plan Your Testing Sessions” on page 6 of this manual for more information.

The following elements are used throughout the Teacher Test Book.

The reading passages will be marked **read by STUDENT** or **read by TEACHER** as appropriate. This indicates an item to be read by the student. The information the student is to read will appear in the Student Test Book.

Sample A	read by STUDENT	
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*Prepare: Place student page **Sample A** in front of the student.*

SAY **Read the sentence.** ← The directions to be read aloud to the student are preceded by a “SAY” icon **and are printed in bold type.**

Point to the sentence and allow the student to read the following:

John likes to ride his bike. ← This sentence/passage is what the student reads and what the test administrator may NOT read.

Point to each answer choice.

SAY **What does John like to ride?** ← This is read aloud by the test administrator.

Information that is only for the test administrator and is not to be read aloud looks like this.

Student Response:

- A. Indicates Car
- B. Indicates Horse
- C. Indicates Bike
- D. Other
- E. No Response

Fill In the Student Answer Document

During the test, the test administrator may mark responses in the Teacher Test Book and then go back and bubble in the student Answer Document with a No. 2 pencil after the test has been administered to the student. Only the student Answer Document will be used for scoring.

GRADE 4

READING						MATHEMATICS						SCIENCE					
	RESPONSE						RESPONSE						RESPONSE				
	A	B	C	D	E		A	B	C	D	E		A	B	C	D	E
1	A	B	C	D	E	1	A	B	C	D	E	1	A	B	C	D	E
2	A	B	C	D	E	2	A	B	C	D	E	2	A	B	C	D	E
3	A	B	C	D	E	3	A	B	C	D	E	3	A	B	C	D	E
4	A	B	C	D	E	4	A	B	C	D	E	4	A	B	C	D	E
5	A	B	C	D	E	5	A	B	C	D	E	5	A	B	C	D	E
6	A	B	C	D	E	6	A	B	C	D	E	6	A	B	C	D	E
7	A	B	C	D	E	7	A	B	C	D	E	7	A	B	C	D	E
8	A	B	C	D	E	8	A	B	C	D	E	8	A	B	C	D	E
9	A	B	C	D	E	9	A	B	C	D	E	9	A	B	C	D	E
10	A	B	C	D	E	10	A	B	C	D	E	10	A	B	C	D	E
11	A	B	C	D	E	11	A	B	C	D	E	11	A	B	C	D	E
12	A	B	C	D	E	12	A	B	C	D	E	12	A	B	C	D	E
13	A	B	C	D	E	13	A	B	C	D	E	13	A	B	C	D	E
14	A	B	C	D	E	14	A	B	C	D	E	14	A	B	C	D	E
15	A	B	C	D	E	15	A	B	C	D	E	15	A	B	C	D	E
16	A	B	C	D	E	16	A	B	C	D	E	16	A	B	C	D	E
17	A	B	C	D	E	17	A	B	C	D	E	17	A	B	C	D	E
18	A	B	C	D	E	18	A	B	C	D	E	18	A	B	C	D	E
19	A	B	C	D	E	19	A	B	C	D	E	19	A	B	C	D	E
20	A	B	C	D	E	20	A	B	C	D	E	20	A	B	C	D	E
21	A	B	C	D	E	21	A	B	C	D	E	21	A	B	C	D	E
22	A	B	C	D	E	22	A	B	C	D	E	22	A	B	C	D	E
23	A	B	C	D	E	23	A	B	C	D	E	23	A	B	C	D	E
24	A	B	C	D	E	24	A	B	C	D	E	24	A	B	C	D	E
25	A	B	C	D	E	25	A	B	C	D	E	25	A	B	C	D	E
26	A	B	C	D	E	26	A	B	C	D	E	26	A	B	C	D	E
27	A	B	C	D	E	27	A	B	C	D	E	27	A	B	C	D	E
28	A	B	C	D	E	28	A	B	C	D	E	28	A	B	C	D	E
29	A	B	C	D	E	29	A	B	C	D	E	29	A	B	C	D	E
30	A	B	C	D	E	30	A	B	C	D	E	30	A	B	C	D	E
31	A	B	C	D	E	31	A	B	C	D	E	31	A	B	C	D	E
						32	A	B	C	D	E	32	A	B	C	D	E
						33	A	B	C	D	E	33	A	B	C	D	E
						34	A	B	C	D	E	34	A	B	C	D	E
												35	A	B	C	D	E
												36	A	B	C	D	E
												37	A	B	C	D	E
												38	A	B	C	D	E

Fill In the Student Assessment Report

(back cover of the student Answer Document)

The Student Assessment Report, on the back cover of the student Answer Document, must be completed for all students expected to take the WAA-SwD. Be sure to use a No. 2 pencil when filling out the Report.

Back Cover of the Student Answer Document

Student Assessment Report

Write student's name in this box.	All students must take either the complete WKCE or the complete WAA-SwD—not parts of both. The WKCE is for students whose instruction is based on the Wisconsin Model Academic Standards. The WAA-SwD is for students whose instruction is based on the Extended Grade Band Standards.
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Student Performance Level Survey

Note: Read the Performance Level Descriptors located in the Extended Grade Band Standards before completing this section. This survey is used for research purposes only and will not influence the score of the student for whom you are administering the assessment. The results of this survey are completely confidential and only summary-level data will be reviewed.

Directions: Based on the Performance Level Descriptors and the test administrator's judgment, this student's performance rating is estimated to be (please mark one rating for each content area tested on the WAA-SwD):

	Reading	Mathematics	Science
WAA-SwD Minimal Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WAA-SwD Basic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WAA-SwD Proficient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WAA-SwD Advanced	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

WAA-SwD Assessment Accommodations

Directions: Complete this section for students who participated in the WAA-SwD with one or more of the following accommodations. Mark all that apply.

Type of Accommodation	Reading	Mathematics	Science
Used translation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Signed test questions and content to student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used assistive device (e.g., text-talker, adaptive keyboard, picture symbols)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used objects or manipulatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used another DPI-approved accommodation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Alternate Assessment Results for Social Studies, Language Arts, and Writing

Directions: Complete this section for all students with disabilities who participated in the alternate assessment for Social Studies, Language Arts, and Writing. Results must be based upon DPI Administration Guide and Rating Scales.

	Social Studies	Language Arts	Writing
WAA-SwD Minimal Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WAA-SwD Basic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WAA-SwD Proficient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WAA-SwD Advanced	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The Student Performance Level Survey

Your participation in the Student Performance Level Survey will provide valuable research information. The results of this survey are completely confidential and will not influence the score of the student for whom you are administering the assessment. Only summary-level data will be reviewed.

Based upon your knowledge of the Performance Level Descriptors found within the Extended Grade Band Standards, classify your student's performance into one of the four performance levels (WAA-SwD Minimal Performance, WAA-SwD Basic, WAA-SwD Proficient, and WAA-SwD Advanced). These descriptors are included with the Teacher Test Book.

A detailed description of each performance level by grade and content area can also be found at: <http://dpi.wi.gov/oea/waa.html>.

Accommodations

Fill in the appropriate bubble on the form to indicate each type of accommodation that the student used in any content area of the WAA-SwD.

Please refer to the Assessment Accommodations Matrix beginning on page 18 to see if an accommodation is allowed for a given student.

Rating Scale

The proficiency levels for Social Studies, Language Arts, and Writing, for students in Grades 4, 8, & 10, are determined through teacher rating scales based upon classroom evidence. These forms are downloadable from the DPI website <http://dpi.wi.gov/oea/waa.html> and can be completed at any time within the testing window. Scores should be recorded on the back of the student Answer Document in order to be included in the student's report.

Assemble Materials for Return

The School Assessment Coordinator (SAC) will coordinate return of WSAS test materials to the District Assessment Coordinator (DAC), who will then return all test documents in the district, including all WAA-SwD Teacher Test Books and Student Test Books, to CTB/McGraw-Hill for scoring.

Full instructions for returning materials are located in the WSAS *Guide for District Assessment Coordinators and School Assessment Coordinators*.

Marking Tests Invalid

Every effort must be made to administer all content areas of the WAA-SwD to all students expected to take the examination. If necessary, you may invalidate a content area by filling in all circles for questions 1 through 5 for each content area affected.

Students whose tests are invalidated count as not-tested students for accountability purposes; therefore, invalid tests may adversely affect the federal accountability requirement of 95% participation rate for a school and district.

THE ASSESSMENT ACCOMMODATIONS MATRIX – Updated 2009



General considerations for the use of accommodations on state and district assessments:

- Accommodations for a student with a disability must be documented on a current IEP or 504 plan.
- Accommodations should be consistent with day-to-day instructional methods.
- Accommodations should not be first introduced during testing; students should be comfortable using accommodations.
- Accommodations should enhance access without changing the skill or construct measured.
- Districts should monitor appropriate use of accommodations by comparing actual assessment accommodations received with those stated in the student's IEP or 504 plan.

The matrix on the following pages outlines allowable assessment accommodations specific to different groups of students.

All Students:

- Includes students without disabilities.
 - These accommodations should be used on an **as needed** basis only.
 - These options are available to students who, due to unique circumstances, may be able to demonstrate their learning more accurately through the use of accommodations.
- Examples of unique circumstances:
- A student with a broken arm may need a scribe.
 - A student who forgot to wear eyeglasses may need a visual magnification device.

Students with Disabilities:

- Students who have a current IEP or 504 plan.
- Accommodations provided for testing must be documented on an IEP or 504 plan.

English Language Learners:

- For ELL students, levels 1 through 5.
- Accommodations provided for testing must be determined by the student's teacher(s).

Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD):

- For students with significant cognitive disabilities whose IEP teams have determined, using the Participation Checklist (<http://dpi.wi.gov/sped/doc/form-i7a.doc>), that the student is instructed in Extended Grade Band Standards and participates in WAA-SwD.
- WAA-SwD is administered differently than WKCE; therefore, some accommodations allowed on WKCE are not applicable (N/A). For example, an individual test setting (#36) is N/A because every student takes the WAA-SwD individually as part of the standard test administration.
- Some participants in WAA-SwD may be students with disabilities who are English language learners; these students may have translations provided to them following the same guidelines for translators for WKCE.

Allowable Test Preparation Activities and Motivational Strategies for All Students

- ❖ Teach test-taking skills: familiarize students with format of test questions and strategies for thinking through items.
- ❖ Administer practice activities.
 - WKCE Reading and Mathematics released test items: <http://dpi.wi.gov/oca/releaseitems.html>
 - WAA-SwD sample items: <http://dpi.wi.gov/oca/waa.html>
 - NAEP released items have some similarity to WKCE items: <http://nces.ed.gov/nationsreportcard/itmls/>
- ❖ Provide treats, snacks, or prizes, as appropriate.
- ❖ Provide verbal encouragement of students' efforts.
- ❖ Encourage students who may be reluctant to begin assessment.
- ❖ Encourage students who may be frustrated to sustain effort longer.
- ❖ Encourage students to remain on task.

THE ASSESSMENT ACCOMMODATIONS MATRIX – Updated 2009

#	Accommodation	WKCE			WAA-SwD
		All Students	Students with Disabilities	English Language Learners	
I. Test Directions¹					
1	Read directions aloud and reread as needed.	•	•	•	N/A
2	Use an audio recording ⁴ of directions.	•	•	•	N/A
3	Use directions that have been marked ² or highlighted ³ by teacher or student.		•	•	N/A
4	Simplify, explain, clarify, or translate ⁸ language in directions.		•	•	•
5	Have student reread and/or restate directions in his/her own words.		•	•	•
6	Use sign language or oral interpreters for directions.		•	•	•
II. Content Presentation					
7	Use visual magnification devices.	•	•	•	•
8	Use audio amplification devices.	•	•	•	•
9	Use a colored overlay.	•	•	•	•
10	Use page markers (e.g., bookmark or straight edge) to maintain place.	•	•	•	•
11	Allow student to mark test book in approved locations with a #2 pencil. ²	•	•	•	•
12	Allow student to mark test book in approved locations with highlighter. ³		•		•
13	Turn pages for student.		•		N/A
14	Provide Braille or large-print edition of the test. <ul style="list-style-type: none"> a. For WKCE Braille and large-print editions, student responses must be transcribed with #2 pencil into regular test book.⁵ b. For WAA-SwD Braille edition, student responses are recorded onto WAA-SwD answer document. <i>Note: WAA-SwD uses large-print font, so there is no separate WAA-SwD large-print edition.</i>		•		•
15	Provide an extra test book for student to view so he/she does not need to flip back and forth in test book. Answers must be recorded in one test book.		•		N/A
16	Sign questions and content to student. Not allowed on Reading test.		•		•
17	Student uses a text-talker converter. ⁴ Not allowed on Reading test.		•		•

THE ASSESSMENT ACCOMMODATIONS MATRIX – Updated 2009

#	Accommodation	WKCE			WAA-SwD Wisconsin Alternate Assessment for Students with Disabilities
		All Students	Students with Disabilities	English Language Learners	
II. Content Presentation, continued					
18	For all subjects except the Reading test, read questions and content to student. Not allowed on Reading test.		•	•	N/A
19	The Reading test may be read aloud to a student in the following cases, only: a. For a student with visual impairments who is not proficient in contracted Braille, the WKCE Reading test passages and questions may be read aloud. ⁷ b. For a student with visual impairments who is not proficient in uncontracted Braille, the WAA-SwD “Read by Student” Reading test items may be read aloud. ⁷	•			•
20	Provide a qualified translator ⁸ to translate questions and content to native language, either orally or in writing. Student responses must be documented in regular WKCE test book or WAA-SwD answer document. Not allowed on Language Arts or Reading tests. a. For Spanish and Hmong, use state-provided translation scripts (WKCE) read orally by a translator or read independently by the student.			•	•
21	Provide audio recording ⁴ by qualified translator ⁸ of test items in native language. Not allowed on Language Arts or Reading tests.			•	N/A
22	Provide bilingual word lists or word-to-word translations. Not allowed on Language Arts, Reading, or Writing tests.			•	•
23	Read test items or provide audio recording ⁴ of test items in English that is simplified for words not related to content or vocabulary. ⁹ Not allowed on Language Arts or Reading tests.			•	•
III. Response					
24	Student in grade 3 or 4 uses a calculator and/or multiplication table on all sections of the Mathematics test except sections measuring computation skills (refer to the Test Administrators’ Manual).		•		N/A

THE ASSESSMENT ACCOMMODATIONS MATRIX – Updated 2009

#	Accommodation	WKCE			WAA-SwD Wisconsin Alternate Assessment for Students with Disabilities
		All Students	Students with Disabilities	English Language Learners	
III. Response, continued					
25	Use graph/lined/grid paper, template, or graphic organizer (with no text) for aligning work and/or recording answers that are transcribed ⁵ into test book.	•	•	•	•
26	Use Braille writer ⁴ for recording responses, and transcribe ⁵ into WKCE test book or WAA-SwD answer document.		•		•
27	For selected response items, student indicates responses to a scribe orally, by pointing, or by using a communication device. ⁵	•	•	•	N/A
28	For constructed response items, student indicates responses orally to a scribe. A scribe may also be used to complete the Writing prompt for a student who is unable to provide a written response that can be scored. ⁵	•	•	•	N/A
29	Student responds orally or in writing in his/her native language and a translator ⁸ records/translates student responses into regular test book in English. ⁵ Not allowed on Writing test.			•	•
30	Student uses sign language to indicate responses to a scribe. Not allowed on Writing test. ⁵		•		•
31	Student reads out loud to him/herself in an individual setting. No interaction with the test administrator is allowed beyond what is described in the Test Administrators' Manual.		•	•	N/A
32	Student records responses using an audio or video device. ⁴ a. Test administrator transcribes student's responses into regular test book. ⁵ Not allowed on Writing test. b. For Writing test and/or other tests, student watches/listens to his/her recorded responses ⁴ and transcribes into regular test book.	•	•	•	N/A
33	Student uses computer or word processor for recording ⁴ responses that are then transcribed ⁵ into regular test book. For the Language Arts and Writing tests, all spell- and grammar-checking devices must be turned off; for the Mathematics test, the calculator function must be turned off for non-calculator sessions.		•		•
34	Provide spelling assistance or a spell-check device, where appropriate. Not allowed on Language Arts or Writing tests.		•	•	N/A

THE ASSESSMENT ACCOMMODATIONS MATRIX – Updated 2009

#	Accommodation	WKCE			WAA-SwD Wisconsin Alternate Assessment for Students with Disabilities
		All Students	Students with Disabilities	English Language Learners	
IV. Setting					
35	Provide distraction-free space or alternative location for student (e.g., study carrel, front of room) where he/she is most comfortable.	●	●	●	●
36	Student takes test in an individualized and supervised setting.	●	●	●	N/A
37	Student takes test with a small group or a different class.	●	●	●	N/A
38	Homebound or hospitalized student takes test at home or in a care facility (e.g., hospital) with district supervision.	●	●	●	●
39	Student uses adaptive furniture.	●	●	●	●
40	Student uses special lighting and/or acoustics.	●	●	●	●
41	Allow student to move, stand, or pace during individual administration.	●	●	●	●
V. Timing/Scheduling					
42	Breaks: allow student to take breaks without exceeding total testing time. <i>Example:</i> The time allotment for a session of the WKCE is one hour. Instead of scheduling the test 9:00-10:00a.m., the test may be scheduled 9:00-10:15a.m. with a 15-minute break while still maintaining one hour to take the test.	●	●	●	N/A
43	Extra time: provide extra time for any timed test, as long as a test session is completed within the same day the student started the session. <i>Example:</i> The time allotment for a session of the WKCE is one hour. Time may be extended for as long as the student needs to complete this session, as long as one session is completed within the same day it has been started.	●	●	●	N/A
44	Scheduling: allow student to test across multiple days, as long as a test session is completed within the same day the student started the session. <i>Example:</i> The WKCE Mathematics has three sessions. All sessions may be given on one day or sessions may be given over two or three days.	●	●	●	N/A
VI. Other					
45	Any accommodation not on this list must be submitted to DPI for approval, as it may represent a modification which changes the skill or construct being measured: <ul style="list-style-type: none"> ▪ All requests for an additional accommodation must be made to DPI at least two weeks before the test administration window begins, by completing and submitting the WSAS Request for Accommodation Form located at http://dpi.wi.gov/oea/dacforms.html. ▪ Once the request is received at DPI, it will be reviewed by a committee to determine whether the request can be approved. ▪ DPI's approval or non-approval will be returned via fax. 	●	●	●	N/A

THE ASSESSMENT ACCOMMODATIONS MATRIX – Updated 2009

Explanation of Footnotes

1 Test directions on WKCE:

- Any portion of the test book where the word “Directions” appears in a shaded or colored box, typically at the top of a page preceding a particular section of test content.
- Item stems and test questions should not be considered directions.
- Directions may not be expanded.

2 Marking WKCE test book with #2 pencil: Students should not make extraneous pencil marks near answer bubbles, other than to mark one correct answer. Students should not mark in any of the follow areas in the WKCE test book:

- the student Pre-ID Barcode on barcode label,
- the timing tracks (the parallel lines along the side of the test book),
- the skunk lines (the little squares and rectangles across the bottom of each page of the test book), or
- the Litho codes (the squares and numbers across the bottom of the document on the first and last page of the test book).

3 Highlighters for WKCE:

- Highlighters may only be used by students with disabilities in a manner consistent with their day-to-day instruction.
- Carefully supervise the use of highlighters as they may cause smudging of pencil marks and bubbles and, therefore, could affect scoring.
- Do not allow the highlighting of track marks, litho codes, skunk lines, barcodes, pre-slugged bubbles or any carbon black printing. The highlighters cause these black inks to blur and bleed, which could affect scoring.
- Use only a highlighter from the following list, which were tested and found to have minimal problems:
 - Avery Hi-liter (regular or thin-tipped)
 - Bic Brite-Liner
 - Sanford Major Accent
 - Sanford Pocket Accent, thin-tipped

4 Using audio/video or electronic (e.g., word processor or text talker) recordings: when using accommodations that involve audio, video or electronic recordings or saved files, the test administrator must ensure that the recording or file is deleted upon completion of testing for security purposes.

5 Use of a scribe:

- A scribe must record student responses verbatim.
 - All scribing should be done with a #2 pencil; responses scribed in ink will not be scored.
 - When a student dictates responses orally to a scribe, the test must be administered in a separate, individual setting so as not to disturb other students.
 - The WKCE Writing prompts measure composition, grammar, punctuation, capitalization, and spelling; therefore, a student must dictate these exactly as they are to be written.
 - Translators who scribe student responses from native language to English should translate word-for-word to the extent possible for all content areas except Writing. The Writing test must be scribed in English.
- If a student’s answers are documented in a manner other than the regular test book (e.g., audio recording, Braille version, computer response, etc.), the following procedures must be followed to **transcribe the student’s responses**:
- The answers must be transcribed into the regular WKCE test book or WAA-SwD answer document with a #2 pencil to be scored.

THE ASSESSMENT ACCOMMODATIONS MATRIX – Updated 2009

- o The scribe transcribes student’s responses verbatim, including spelling, formatting, punctuation, etc.
- o Test security must be maintained. After answers are transcribed, destroy all electronically-saved student responses, including audio tapes. All paper copies of student work (e.g., Braille tests, large-print tests, graph/lined/grid paper, printed copies of computer responses, etc.) must be returned with non-scorable test materials.

6 Test security during breaks: Test security must be maintained during all breaks within a testing session. To lessen the risk of a security breach occurring during these breaks, students requiring the use of restroom facilities must be escorted by either the proctor or a test examiner. In addition, students must not be allowed to use any form of wireless communication during these breaks.

7 Students who are visually impaired and are not proficient in Braille may have the Reading portion of the WKCE and the “Read by Student” items in the WAA-SwD read aloud by a test administrator.

- o A student’s IEP Team should complete *Form I-7-B Guidelines for Oral Test Administration to Students with Visual Impairments on the WKCE* or the WAA-SwD (available at <http://dpi.wi.gov/oea/dacforms.html>).
- o The WKCE is available in contracted Braille; if a student designated by his/her IEP Team to take the WKCE is not proficient in contracted Braille and is receiving instruction in reading contracted Braille, the student may have the Reading test passages and items read by a test administrator.
- o The WAA-SwD is available in un-contracted Braille; if a student designated by his/her IEP Team to take the WAA-SwD is not proficient in un-contracted Braille, the student may have the “Read by Student” items in the Reading test read by a test administrator.
- o Test administrators must read in a pace and tone that is appropriate for each individual student. Careful attention must be given such that no changes in tone or inflection are detectable which might indicate a correct answer.
- o Students may direct test administrators to reread a portion of a passage, test question, or answer choice as needed.

8 For students who have test items and/or directions translated into native language:

- o A qualified translator (see http://dpi.wi.gov/oea/pdf/translator_guidelines.pdf) should have a Bachelor’s Degree in Modern Languages. When this is not possible, be sure that a translator has the following qualifications:
 1. mastery of the target language
 2. familiarity with both cultures
 3. extensive general vocabulary in both languages
 4. ability to express thoughts clearly and concisely in both languages
- o Translators should participate in all aspects of staff training related to test administration and test security, with additional training on the guidelines described in the guidelines on the link given above.
- o For more information about state provided scripts available in Spanish and Hmong for WKCE, please see <http://dpi.wi.gov/oea/ells.html>.
- o In order for this accommodation to be most effective, students should have content-area knowledge in their native language.

9 Simplified English: The test administrator providing an accommodation in which English is simplified for words not related to content or vocabulary should be familiar with the content area being tested. Example (Grade 5 WKCE Released Item) of a simplified English test item:

The sales receipt below shows the groceries that Jose purchased from the supermarket. What is the estimated cost of Jose’s groceries?
Simplified English: The receipt below shows the food that Jose bought from the store. Estimate how much money Jose spent on the food.

Note: It is important that “estimate” remain in this test item because it is part of the standard which is being tested.



