



2004 Wisconsin Reading Comprehension Test:

**An Assessment of Primary-Level
Reading at Grade Three**

Test Results Interpretive Guide

EMBARGO

Information in the Wisconsin Reading Comprehension Test Reports and the *Test Results Interpretive Guide* is not to be released until

JULY 13, 2004

Results from the Wisconsin Reading Comprehension Test are embargoed and are not to be released or revealed to the public by any school or district until July 13, 2004, when the Department of Public Instruction releases statewide results. Please review your district results so you are prepared to communicate with your constituents and local media after July 13, 2004. Thank you for your cooperation.

Questions regarding this publication and requests for additional copies
should be directed to:

MetriTech, Inc.
WRCT Project Coordinator
4106 Fieldstone Road
Champaign, IL 61822
800-747-4868

After July 31, 2004,
this publication will be available from:

Office of Educational Accountability
Wisconsin Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison, WI 53707-7841
(608) 267-1069

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

Wisconsin Reading Comprehension Test Results

Introduction

This booklet is intended to help districts understand and use the results of the 2004 Wisconsin Reading Comprehension Test: An Assessment of Primary-Level Reading at Grade Three. From 1989 through 1995, this test was called the Third Grade Reading Test.

Three statewide reports are presented in this booklet, as are samples of the district and school reports which you have received. In each case, there is a brief description and explanation of the report.

The Wisconsin Reading Comprehension Test was designed to gather three types of information:

- Reading Comprehension
- Prior Knowledge
- Reading Strategies

Although information was collected in each of the areas above, the performance standards are based only on the reading comprehension items. The information about reading strategies and prior knowledge was collected for the purpose of interpreting results on the comprehension items.

The statewide performance standards for the comprehension items on the test are based on standards that were established in July, 1998, by the State Superintendent, taking into consideration the recommendations of a statewide panel of third grade teachers and district reading specialists. Results for the 2004 Wisconsin Reading Comprehension Test are reported in relation to these standards as the numbers and percents of students whose scores were in the Advanced, Proficient, Basic, and Minimal proficiency levels.

Standard (r), the Wisconsin Reading Comprehension Test standard, requires that district performance on the comprehension items be compared to statewide performance. The reports described on pages 7, 11, 14, and 20 accomplish this purpose.

The other reports described in this guide provide information which may assist districts in understanding and interpreting their results. For example, as you compare district and school results with the state performance data, it may be helpful to refer to the relationships between the reading comprehension scores and the scores on the prior knowledge and reading strategy questions. Likewise, the other reports may include information which can be used to explain and interpret the results for your district and schools within the district.

Contents

Wisconsin Reading Comprehension Test: Facts, Suggestions, and Caveats

Features of the test, information about the proficiency levels, and suggestions for interpreting, using, and reporting test results are provided. Pages 4-6

Statewide Reports

These three reports show actual statewide data with which you can compare your district performance.

1. **Proficiency Levels:** shows which comprehension scores fall into each category: Advanced, Proficient, Basic, and Minimal proficiency levels Page 7

2. **Statewide Performance of Students on the Reading Comprehension Test Related to Size of District:** shows how students in four different district size categories performed on the test Page 8

3. **Statewide Performance of Students on the Reading Comprehension Test Related to Percent of Students in the District Who Are Economically Disadvantaged:** shows the performance of students in districts related to the percent of children in the district who are economically disadvantaged Page 9

Sample District and School Reports

These sample reports were developed by Office of Educational Accountability staff to assist school districts in interpreting the reports provided by the scoring contractor.

1. **Student Roster:** shows individual student performance on each part of the test and averages for the district and school Page 10

2. **Comprehension Score Frequency Distribution:** shows the number and percent of students receiving each of the possible comprehension scores, ranging from 0 through 67 points; also shows the cumulative frequency and cumulative percent Page 11

3. **Report of Third Grade Students Tested and Not Tested:** shows the number and percent of third grade students at the state, district, and school levels who were tested and not tested (absent, S/Dis, Sec. 504, and LEP) Pages 12 & 13

4. **Comprehension Performance Report for All Students and Students by Demographic Group:** shows average comprehension scores for all students and by gender, ethnicity, and other demographic groups for the state, district, and school Pages 14 & 15

5. **Relationship Between Reading Comprehension Scores and Prior Knowledge and Reading Strategy Scores:** shows how students' reading comprehension scores relate to students' scores on the prior knowledge and reading strategy questions Page 16

6. **Relationship Between Reading Comprehension Scores and Prior Knowledge Scores for Each Part:** shows how students' responses to the prior knowledge questions for each passage in Part 1 and Part 2 of the test relate to the students' reading comprehension scores Page 17

7. **Relationship Between Reading Comprehension Scores and Reading Strategy Scores for Each Part:** shows how students' responses to the reading strategy questions for each passage in Part 1 and Part 2 of the test relate to the students' reading comprehension scores Page 18

8. **Parent/Guardian Report:** one Parent/Guardian Report is provided for each child; shows student score and proficiency level Page 19

9. **Comprehension Performance Report Summary by District and by School Within District:** an alphabetical listing of all Wisconsin school districts and schools within districts showing the numbers and percentages of students whose scores were in the Minimal, Basic, Proficient, and Advanced proficiency levels; also shown for each district and school are the number of third grade students enrolled and the number and percent of students not tested; state-wide comprehension performance is listed on page 1 of the Comprehension Performance Report Summary Page 20

10. **Item Analysis:** shows district-level numbers and percentages of students selecting each answer choice for each test question Page 21

Note: As a result of rounding, the figures on the reports do not always total 100%

THE 2004 WISCONSIN READING COMPREHENSION TEST: FACTS, SUGGESTIONS, AND CAVEATS

Features of the Test

1. The test has four purposes:
 - to identify the reading level of individual students with respect to statewide proficiency levels
 - to provide districts with information that will help them evaluate the effectiveness of their primary reading programs
 - to allow school districts to compare the performance of their students with state proficiency levels
 - to provide data for meeting federal and state statutory requirements with respect to student assessment
2. The reading passages on the test range in length from about 700 to 900 words for the nonfiction passage, and from about 1,000 to 1,500 words for the fiction passage. The majority of the comprehension questions are inferential.
3. The 2004 test consisted of two reading passages (one fiction and one nonfiction) related to each other through important concepts and content. Each passage was followed by a set of questions that measured reading comprehension, and a few comprehension questions about related concepts in the passage pair were also included. The students' test scores were based only on the reading comprehension questions. The test included 58 multiple-choice reading comprehension questions and three short-answer reading comprehension questions. The short-answer questions asked students to provide the answers, rather than selecting from given answer choices as in the multiple-choice questions. A student's response to each of the short-answer questions on the 2004 test received three points for a correct response, two points for a partially correct response, one point for a minimal attempt, and zero points for an incorrect response. For each of the 58 multiple-choice questions answered correctly, a student received one point. A student's score for the multiple-choice questions was combined with the student's scores for the short-answer questions to produce the student's reading comprehension score for the test. The maximum possible score on the 2004 test was 67 points.
4. Scores on the reading strategy and prior knowledge items can be used to explain variations in the comprehension scores.
5. The test was developed by Wisconsin educators and MetriTech, Inc., under the direction of the Department of Public Instruction (DPI) and the State Superintendent's Wisconsin Reading Comprehension Test Advisory Committee. The steps in test development included the following: passage selection, item development, field testing, analysis of field test results, test revision, bias review, and preparation of the final test. The test was scored by MetriTech, Inc., under the direction of the DPI.

The Performance Standards and Proficiency Levels

1. The performance standards are based only on the comprehension items.
2. The performance standards for the 2004 Wisconsin Reading Comprehension Test are based on standards that were established in July, 1998, by the State Superintendent, taking into consideration the recommendations of a 16-member standard-setting panel of third grade teachers and district reading specialists. Members of the panel established performance standards using their professional judgment regarding what is appropriate reading performance in four levels of proficiency for third grade students. Student performance is reported in Minimal, Basic, Proficient, and Advanced proficiency levels.

Interpreting, Using, and Reporting Test Results

1. Guard against generalizing from the results of the Wisconsin Reading Comprehension Test to the total school or district educational program.
2. Performance on the Wisconsin Reading Comprehension Test reflects the entire K-3 instructional program, not just the third grade program/teacher.
3. If small numbers of students are tested, the performance of the group is affected significantly by a few high-performing or low-performing students. When small numbers of students are tested in a school or district, there may be a significant variation from one year to the next.
4. Be careful about reporting results by demographic groups, particularly if the numbers are small, such that individual students might be identified. Districts and schools should take appropriate steps to protect the privacy of individual students.
5. If significant differences exist among schools in your district, consider carefully how you will phrase your explanation to the school board and other audiences. The results on prior knowledge and reading strategies may provide information which is helpful to explain the results. Additional factors, such as the number of students tested at each school and various demographic characteristics may account for differences among schools. (Also keep in mind that there is variation among districts and schools in terms of the number and percent of S/Dis and LEP students who were not tested. The decision to test students was a district decision, based on DPI guidelines.)
6. The rule for Standard (r) requires the Department of Public Instruction to report each school district's test results, for the school district and for each school in the district, to the school district board.
7. Standard (r) does not require reporting the results for each student to the student's parent or guardian. The Parent/Guardian Reports are provided should you choose to report to the parents or guardians.
8. Districts must *consider* students who score in the Minimal proficiency level on the Wisconsin Reading Comprehension Test as *possible* candidates for remedial reading services. Standard (c) requires each school district to provide remedial reading services for pupils in grades kindergarten through four if:
 - the pupil fails to meet the reading objectives specified in the school district's reading curriculum plan; or
 - the pupil fails to score above the Minimal proficiency level on the Standard (r) Wisconsin Reading Comprehension Test, and
 - a. the pupil's parent or guardian and a teacher agree that the pupil's test performance accurately reflects his or her reading ability, or
 - b. a teacher determines, based on other objective evidence of the pupil's reading comprehension, that the pupil's test performance accurately reflects his or her reading ability.

Additionally, Standard (c) requires that if fewer than 80% of the pupils score above the Minimal proficiency level, either in the district or in any school in the district, the district shall develop a written plan which includes the following:

- a. a description of how the district will provide remedial reading services,
- b. a description of how the district intends to evaluate the effectiveness of efforts to remove reading deficiencies, and
- c. an assessment of the school district or individual school's reading program.

9. The State Superintendent of Public Instruction will report statewide results on July 13, 2004. Test results are embargoed until that date. An alphabetical listing of all districts and schools within districts will be reported. This listing will show the percent of students whose scores were Minimal, Basic, Proficient, and Advanced. Also included in this listing will be the number and percent of students not tested.
10. Test results are embargoed from the media and the general public until **July 13, 2004**. Read the test carefully before you discuss the results with representatives of the media, members of the school board, etc. More detailed information about the Wisconsin Reading Comprehension Test (WRCT) may be found on the WRCT website: <http://www.dpi.wi.us/dpi/oea/wrct3.html> or the WRCT resource page at www.wrct.net.
11. Two handbooks for teachers: *Wisconsin Makes the Connection* and *Wisconsin Moves Forward, Makes New Connections* are available from MetriTech, Inc., the DPI's WRCT Development Contractor. These handbooks describe the WRCT and provide suggested teaching strategies. The handbooks, PowerPoint presentations from WRCT professional development workshops, tips for parents, and other WRCT information can be viewed at www.wrct.net. Ordering information for the handbooks is also available at www.wrct.net.

The 2005 Test

The 2005 test will consist of new passages and questions, and it will be similar in format to the test used in 2004. For more information, see the handbooks: *Wisconsin Makes the Connection* and *Wisconsin Moves Forward, Makes New Connections* and other information at our Web resource page www.wrct.net.

There will be a three-week testing period: **March 7-25, 2005**.

Proficiency Levels

This report appears as the first page of the Comprehension Performance Report Summary by District and by School Within District. It shows which comprehension scores fall into each proficiency level: Advanced, Proficient, Basic, and Minimal. The performance standards for the 2004 Wisconsin Reading Comprehension Test are based on standards that were established in July, 1998, by the State Superintendent after considering the recommendations of a 16-member standard-setting panel of third grade teachers and district reading specialists. Panel members had recommended performance standards, based on their professional judgment regarding what are appropriate reading proficiency levels for third grade students. A general description of each proficiency level is shown below:

- Advanced** Distinguished in the content area. Academic achievement is beyond mastery. Test score provides evidence of in-depth understanding in the academic content area tested.
- Proficient** Competent in the content area. Academic achievement includes mastery of the important knowledge and skills. Test score shows evidence of skills necessary for progress in the academic content area tested.
- Basic** Somewhat competent in the content area. Academic achievement includes mastery of most of the important knowledge and skills. Test score shows evidence of at least one major flaw in understanding the academic content area tested.
- Minimal** Limited achievement in the content area. Test score shows evidence of major misconceptions or gaps in knowledge and skills tested in the academic content area.



2004 Wisconsin Reading Comprehension Test

An Assessment of Primary-Level Reading at Grade Three

Proficiency Levels

| <u>Proficiency Level</u> | <u>Comprehension Score</u> |
|--------------------------|----------------------------|
| Advanced | from 60 through 67 points |
| Proficient | from 38 through 59 points |
| Basic | from 19 through 37 points |
| Minimal | from 0 through 18 points |

Students Not Tested

The *Comprehension Performance Report Summary by District and by School Within District* includes a column called "Total Number of Students Not Tested." The figures in this column represent the numbers of students not tested in each school and district.

Students were **not** tested for one of four reasons:

1. **Absent.** These students were absent during the testing period, including makeup testing sessions.
2. **Students with Disabilities (S/Dis).** Based on DPI guidelines for testing Students with Disabilities, districts determined that the Reading Comprehension Test was inappropriate for these students and assessed them through alternate methods.
3. **Limited English Proficient (LEP).** These students were not tested because their English language skills were classified as LEP Level 1 or 2, as defined in Administrative Rule PI 13. LEP students who did not take the Wisconsin Reading Comprehension Test (WRCT) were assessed by alternate methods. Note: The definitions of LEP levels were revised since the 2002 WRCT was administered; the revised definitions were implemented beginning with the 2003 WRCT. Therefore, caution is urged in comparing 2004 WRCT data for LEP students with WRCT data from years prior to 2003.
4. **Section 504 Disabilities (Sec. 504).** Based on DPI guidelines for testing students with disabilities under Sec. 504 of the Rehabilitation Act of 1973, districts determined that the Reading Comprehension Test was inappropriate for these students and assessed them through alternate methods.

Note: On the following pages of this report, to protect the privacy of individual students, data are not reported for districts or schools with five or fewer students enrolled in third grade. In these cases, dashes will appear in the data columns.

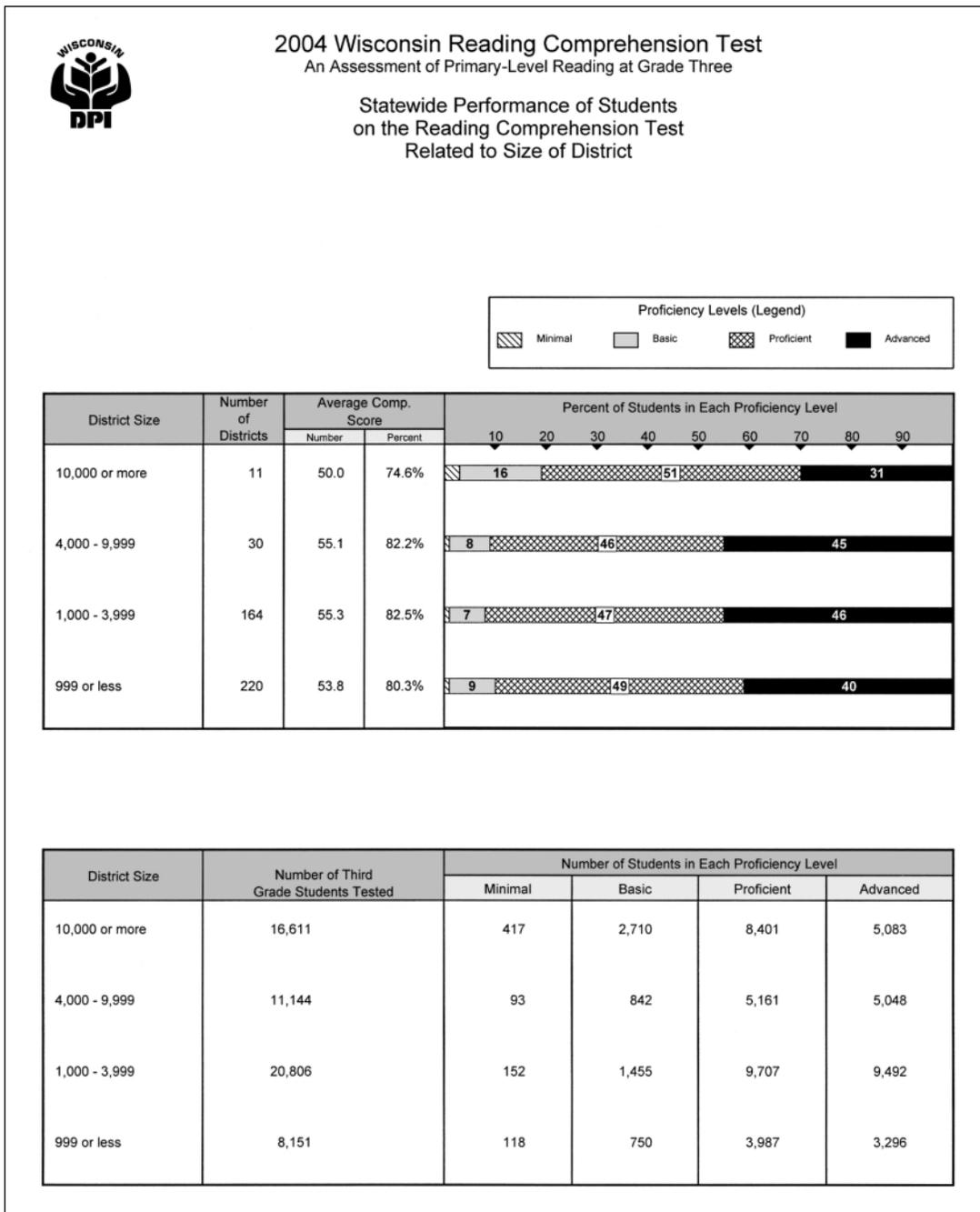
Statewide Performance of Students on the Reading Comprehension Test Related to Size of District

Note: Districts will not receive separate copies of this report.

This report shows how students in four different district size categories performed on the test.

The first table lists the number of districts in each size category and the average comprehension score for the students. The bar graphs are shaded to show the proportion of students falling into each of the four performance categories. Percentages less than 3% are not printed on the bars.

The second table shows the number of students who were tested in each of the four district size categories and the numbers of students whose scores were in the Minimal, Basic, Proficient, and Advanced proficiency levels.



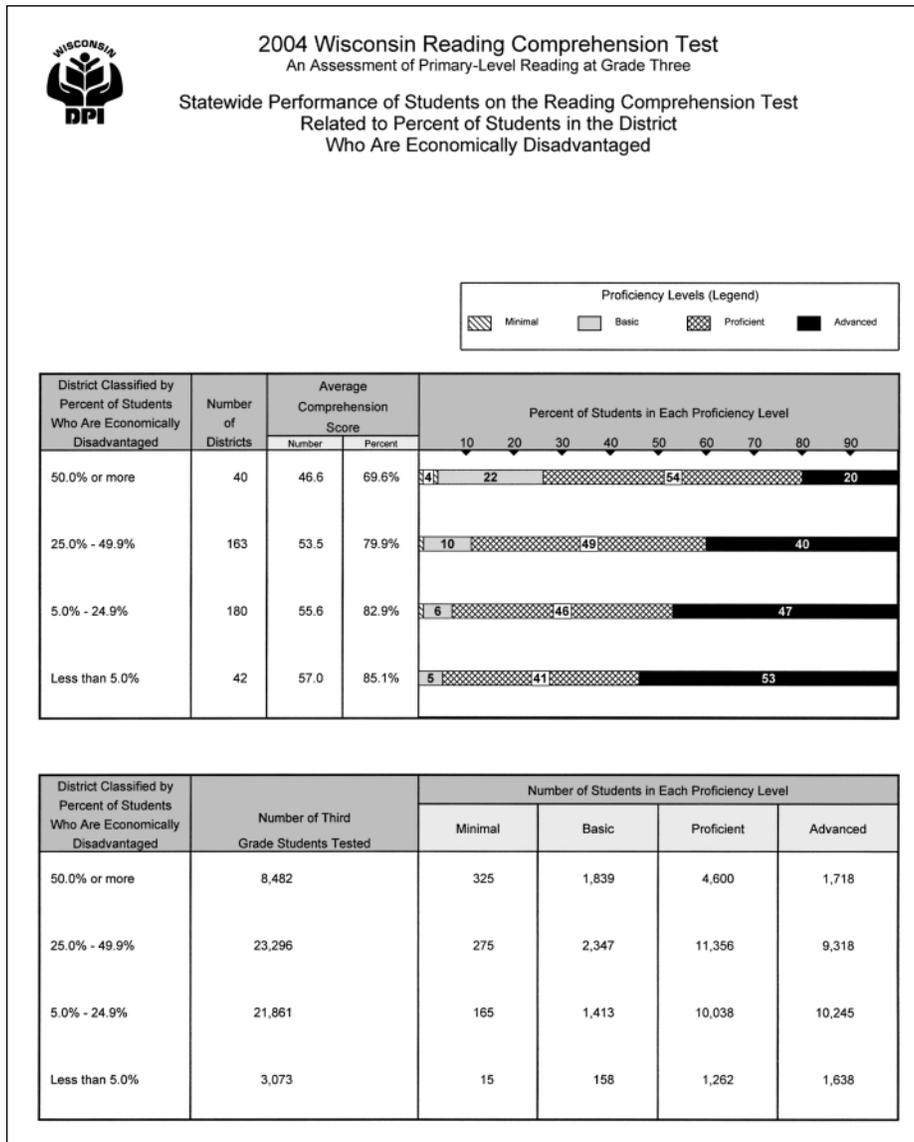
Statewide Performance of Students on the Reading Comprehension Test Related to Percent of Students in the District Who Are Economically Disadvantaged

Note: Districts will not receive separate copies of this report.

This report shows the performance of students in districts related to the percent of children in the district who are economically disadvantaged. An “economically disadvantaged” student is a student who 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 consistent with this DPI definition.

In the first table, districts are classified into four categories, based on the percent of children who are economically disadvantaged: 50.0% or more, 25.0-49.9%, 5.0-24.9%, and less than 5.0%. The number of districts in each category and the average comprehension score of the students are shown in the next two columns. (Note: the comprehension scores are for all students in the district, not just those who are economically disadvantaged.) The bar charts are shaded to show the proportion of students falling into each of the four proficiency levels. Percentages less than 3% are not printed on the bars.

The second table shows the number of economically disadvantaged students in each of the four categories and the numbers of students whose scores were Minimal, Basic, Proficient, and Advanced.



Sample District and School Reports

The sample reports which follow are included to assist in interpreting the reports from the scoring contractor. Reports are sent to districts in two shipments. Shipment #1 includes the Student Roster and Parent/Guardian reports. All other reports are included in Shipment #2.

Student Roster

The Student Roster report shows individual student performance on each part of the test. At the end of the report are averages for the district and school. (Note: This report was sent to districts in Shipment #1.)

Maximum Possible Score is the highest score that can be obtained on each part of the test.

Total Comp. (Total Comprehension) is the comprehension score of each student for the three passages.

Prof. Level (Proficiency Level) shows whether the student's score was Minimal, Basic, Proficient, or Advanced on the comprehension items.

The three columns under **Comprehension** show each student's comprehension score for each passage.

The three columns under **Prior Knowledge** show the number of prior knowledge items the student answered correctly for each passage.

The three columns under **Reading Strategy** show the number of reading strategy items related to each passage that the student answered correctly.

| Student Name | Total Comp. | Prof. Level | Comprehension | | | Prior Knowledge | | Reading Strategy | |
|---------------------------------|-------------|-------------|---------------|--------|--------|-----------------|--------|------------------|--------|
| | | | Part 1 | Part 2 | Part 3 | Part 1 | Part 2 | Part 1 | Part 2 |
| Maximum Possible Score → | 67 | -- | 28 | 29 | 10 | 7 | 7 | 8 | 6 |
| SAMPLE, STUDENT A. | 52 | Proficient | 21 | 22 | 9 | 6 | 5 | 6 | 5 |
| SAMPLE, STUDENT B. | 32 | Basic | 13 | 11 | 8 | 7 | 6 | 7 | 5 |
| SAMPLE, STUDENT C. | 37 | Basic | 17 | 14 | 6 | 7 | 4 | 6 | 6 |
| SAMPLE, STUDENT D. | 23 | Basic | 7 | 12 | 4 | 7 | 6 | 5 | 3 |
| SAMPLE, STUDENT E. | 42 | Proficient | 21 | 13 | 8 | 5 | 4 | 5 | 4 |
| SAMPLE, STUDENT F. | 53 | Proficient | 22 | 22 | 9 | 7 | 5 | 7 | 6 |
| SAMPLE, STUDENT G. | 45 | Proficient | 21 | 18 | 6 | 7 | 4 | 7 | 6 |
| SAMPLE, STUDENT H. | 59 | Proficient | 24 | 26 | 9 | 7 | 4 | 8 | 6 |
| SAMPLE, STUDENT I. | 19 | Basic | 7 | 9 | 3 | 3 | 5 | 5 | 4 |
| SAMPLE, STUDENT J. | 37 | Basic | 14 | 14 | 9 | 6 | 5 | 7 | 5 |
| SAMPLE, STUDENT K. | 45 | Proficient | 19 | 17 | 9 | 7 | 4 | 5 | 6 |
| SAMPLE, STUDENT L. | 50 | Proficient | 21 | 23 | 6 | 6 | 8 | 8 | 5 |
| SAMPLE, STUDENT M. | 61 | Advanced | 23 | 28 | 10 | 7 | 5 | 8 | 6 |
| SAMPLE, STUDENT N. | 25 | Basic | 9 | 12 | 4 | 7 | 5 | 5 | 3 |
| SAMPLE, STUDENT O. | 63 | Advanced | 26 | 28 | 9 | 7 | 5 | 8 | 6 |
| SAMPLE, STUDENT P. | 29 | Basic | 14 | 12 | 3 | 6 | 4 | 4 | 4 |
| SAMPLE, STUDENT Q. | 50 | Proficient | 22 | 21 | 7 | 5 | 5 | 8 | 6 |
| SAMPLE, STUDENT R. | 22 | Basic | 10 | 6 | 6 | 7 | 4 | 6 | 3 |
| SAMPLE, STUDENT S. | 66 | Advanced | 28 | 28 | 10 | 7 | 6 | 8 | 6 |
| SAMPLE, STUDENT T. | 52 | Proficient | 24 | 20 | 8 | 6 | 6 | 7 | 4 |
| SAMPLE, STUDENT U. | 66 | Advanced | 27 | 29 | 10 | 7 | 7 | 8 | 6 |
| SAMPLE, STUDENT V. | 31 | Basic | 11 | 14 | 6 | 7 | 4 | 4 | 3 |
| SAMPLE, STUDENT W. | 20 | Basic | 8 | 8 | 4 | 4 | 3 | 5 | 5 |
| SAMPLE, STUDENT X. | 24 | Basic | 7 | 13 | 4 | 7 | 5 | 3 | 4 |
| SAMPLE, STUDENT Y. | 59 | Proficient | 25 | 25 | 9 | 6 | 4 | 8 | 6 |
| SAMPLE, STUDENT Z. | 54 | Proficient | 21 | 24 | 9 | 6 | 4 | 8 | 6 |
| School Average | 45.0 | | 19.1 | 18.6 | 7.3 | 6.1 | 5.0 | 6.4 | 5.0 |
| District Average | 52.0 | | 22.0 | 21.9 | 8.1 | 6.2 | 5.2 | 7.1 | 5.4 |

Comprehension Score Frequency Distribution

The Comprehension Score Frequency Distribution report shows the number and percent of students receiving each of the possible scores, ranging from 0 through 67 points. Also shown are the cumulative frequencies and cumulative percentages.

In the example report shown, 35 students in the district received a score of 50. This represents 2.7% of the students in the district. The Cumulative Frequency indicates the number of students in the district who received a score of 50 or less, in this case, 468. The Cumulative Percent indicates the percent of students in the district who received a score of 50 or less, in this case, 36.2%.

At the bottom of the report are descriptive statistics. The Possible High and Low Scores are given. The Obtained High Score and Obtained Low Score show the highest and lowest scores obtained by students at the school, district, and state levels. Also shown are the mean, standard deviation, and median for the school, district, and state.

| Score | School | | | | District | | | | State | |
|-------|--------|------------|------|--------|----------|------------|------|--------|-------|--------|
| | Freq. | Cum. Freq. | % | Cum. % | Freq. | Cum. Freq. | % | Cum. % | % | Cum. % |
| 67 | 1 | 57 | 1.8% | 100.0% | 14 | 1,294 | 1.1% | 100.0% | 1.3% | 100.0% |
| 66 | 2 | 56 | 3.5% | 98.2% | 34 | 1,280 | 2.6% | 98.9% | 3.5% | 98.7% |
| 65 | 0 | 54 | 0.0% | 94.7% | 50 | 1,246 | 3.9% | 96.3% | 5.6% | 95.2% |
| 64 | 0 | 54 | 0.0% | 94.7% | 75 | 1,196 | 5.8% | 92.4% | 6.4% | 89.6% |
| 63 | 2 | 54 | 3.5% | 94.7% | 80 | 1,121 | 6.2% | 86.6% | 6.5% | 83.1% |
| 62 | 0 | 52 | 0.0% | 91.2% | 77 | 1,041 | 6.0% | 80.4% | 6.2% | 76.7% |
| 61 | 2 | 52 | 3.5% | 91.2% | 48 | 964 | 3.7% | 74.5% | 5.7% | 70.5% |
| 60 | 0 | 50 | 0.0% | 87.7% | 68 | 916 | 5.3% | 70.8% | 5.2% | 64.8% |
| 59 | 5 | 50 | 8.8% | 87.7% | 55 | 848 | 4.3% | 65.5% | 4.7% | 59.6% |
| 58 | 1 | 45 | 1.8% | 78.9% | 55 | 793 | 4.3% | 61.3% | 4.4% | 54.9% |
| 57 | 1 | 44 | 1.8% | 77.2% | 41 | 738 | 3.2% | 57.0% | 3.9% | 50.5% |
| 56 | 1 | 43 | 1.8% | 75.4% | 61 | 697 | 4.7% | 53.9% | 3.6% | 46.6% |
| 55 | 1 | 42 | 1.8% | 73.7% | 33 | 636 | 2.6% | 49.1% | 3.1% | 43.0% |
| 54 | 2 | 41 | 3.5% | 71.9% | 40 | 603 | 3.1% | 46.6% | 3.0% | 39.8% |
| 53 | 2 | 39 | 3.5% | 68.4% | 30 | 563 | 2.3% | 43.5% | 2.7% | 36.8% |
| 52 | 2 | 37 | 3.5% | 64.9% | 37 | 533 | 2.9% | 41.2% | 2.5% | 34.2% |
| 51 | 0 | 35 | 0.0% | 61.4% | 28 | 496 | 2.2% | 38.3% | 2.2% | 31.7% |
| 50 | 4 | 35 | 7.0% | 61.4% | 35 | 468 | 2.7% | 36.2% | 2.0% | 29.4% |
| 49 | 0 | 31 | 0.0% | 54.4% | 29 | 433 | 2.2% | 33.5% | 1.9% | 27.4% |
| 48 | 2 | 31 | 3.5% | 54.4% | 26 | 404 | 2.0% | 31.2% | 1.7% | 25.5% |
| 47 | 2 | 29 | 3.5% | 50.9% | 27 | 378 | 2.1% | 29.2% | 1.6% | 23.8% |
| 46 | 1 | 27 | 1.8% | 47.4% | 20 | 351 | 1.5% | 27.1% | 1.5% | 22.1% |
| 45 | 3 | 26 | 5.3% | 45.6% | 29 | 331 | 2.2% | 25.6% | 1.4% | 20.7% |
| 44 | 0 | 23 | 0.0% | 40.4% | 21 | 302 | 1.6% | 23.3% | 1.4% | 19.2% |
| 43 | 2 | 23 | 3.5% | 40.4% | 20 | 281 | 1.5% | 21.7% | 1.3% | 17.9% |
| 42 | 2 | 21 | 3.5% | 36.8% | 24 | 261 | 1.9% | 20.2% | 1.1% | 16.6% |
| 41 | 1 | 19 | 1.8% | 33.3% | 19 | 237 | 1.2% | 18.3% | 1.1% | 15.4% |
| 40 | 0 | 18 | 0.0% | 31.6% | 12 | 221 | 0.9% | 17.1% | 1.0% | 14.4% |
| 39 | 0 | 18 | 0.0% | 31.6% | 15 | 209 | 1.2% | 16.2% | 0.9% | 13.4% |
| 38 | 0 | 18 | 0.0% | 31.6% | 12 | 194 | 0.9% | 15.0% | 0.9% | 12.4% |
| 37 | 3 | 18 | 5.3% | 31.6% | 17 | 182 | 1.3% | 14.1% | 0.9% | 11.5% |
| 36 | 1 | 15 | 1.8% | 26.3% | 18 | 165 | 1.4% | 12.8% | 0.8% | 10.7% |
| 35 | 1 | 14 | 1.8% | 24.6% | 10 | 147 | 0.8% | 11.4% | 0.7% | 9.8% |
| 34 | 0 | 13 | 0.0% | 22.8% | 9 | 137 | 0.7% | 10.8% | 0.7% | 9.1% |
| 33 | 0 | 13 | 0.0% | 22.8% | 11 | 128 | 0.9% | 9.9% | 0.7% | 8.4% |
| 32 | 1 | 13 | 1.8% | 22.8% | 9 | 117 | 0.7% | 9.0% | 0.6% | 7.8% |
| 31 | 1 | 12 | 1.8% | 21.1% | 11 | 108 | 0.9% | 8.3% | 0.6% | 7.2% |
| 30 | 0 | 11 | 0.0% | 19.3% | 12 | 97 | 0.9% | 7.5% | 0.5% | 6.6% |
| 29 | 2 | 11 | 3.5% | 19.3% | 8 | 85 | 0.7% | 6.6% | 0.5% | 6.0% |
| 28 | 1 | 9 | 1.8% | 15.8% | 5 | 76 | 0.4% | 5.9% | 0.5% | 5.5% |
| 27 | 0 | 8 | 0.0% | 14.0% | 6 | 71 | 0.5% | 5.5% | 0.5% | 5.1% |
| 26 | 0 | 8 | 0.0% | 14.0% | 5 | 65 | 0.4% | 5.0% | 0.5% | 4.5% |
| 25 | 1 | 8 | 1.8% | 14.0% | 7 | 60 | 0.5% | 4.6% | 0.4% | 4.1% |
| 24 | 1 | 7 | 1.8% | 12.3% | 9 | 53 | 0.7% | 4.1% | 0.4% | 3.6% |
| 23 | 1 | 6 | 1.8% | 10.5% | 3 | 44 | 0.2% | 3.4% | 0.4% | 3.2% |
| 22 | 2 | 5 | 3.5% | 8.8% | 8 | 41 | 0.6% | 3.2% | 0.4% | 2.8% |
| 21 | 0 | 3 | 0.0% | 5.3% | 4 | 33 | 0.3% | 2.6% | 0.4% | 2.5% |
| 20 | 1 | 3 | 1.8% | 5.3% | 5 | 29 | 0.4% | 2.2% | 0.4% | 2.1% |
| 19 | 1 | 2 | 1.8% | 3.5% | 6 | 24 | 0.5% | 1.9% | 0.3% | 1.7% |
| 18 | 0 | 1 | 0.0% | 1.8% | 3 | 18 | 0.2% | 1.4% | 0.3% | 1.4% |
| 17 | 0 | 1 | 0.0% | 1.8% | 2 | 15 | 0.2% | 1.2% | 0.2% | 1.1% |
| 16 | 0 | 1 | 0.0% | 1.8% | 6 | 13 | 0.5% | 1.0% | 0.2% | 0.9% |
| 15 | 0 | 1 | 0.0% | 1.8% | 0 | 7 | 0.0% | 0.5% | 0.2% | 0.7% |
| 14 | 0 | 1 | 0.0% | 1.8% | 3 | 7 | 0.2% | 0.5% | 0.2% | 0.5% |
| 13 | 1 | 1 | 1.8% | 1.8% | 3 | 4 | 0.2% | 0.3% | 0.1% | 0.3% |
| 12 | 0 | 0 | 0.0% | 0.0% | 1 | 1 | 0.1% | 0.1% | 0.1% | 0.2% |
| 11 | 0 | 0 | 0.0% | 0.0% | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.2% |
| 10 | 0 | 0 | 0.0% | 0.0% | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.1% |
| 9 | 0 | 0 | 0.0% | 0.0% | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.1% |
| 8 | 0 | 0 | 0.0% | 0.0% | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.1% |
| 7 | 0 | 0 | 0.0% | 0.0% | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.1% |
| 6 | 0 | 0 | 0.0% | 0.0% | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.1% |
| 5 | 0 | 0 | 0.0% | 0.0% | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.1% |
| 4 | 0 | 0 | 0.0% | 0.0% | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.1% |
| 3 | 0 | 0 | 0.0% | 0.0% | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.1% |
| 2 | 0 | 0 | 0.0% | 0.0% | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.1% |
| 1 | 0 | 0 | 0.0% | 0.0% | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.1% |
| 0 | 0 | 0 | 0.0% | 0.0% | 0 | 0 | 0.0% | 0.0% | 0.1% | 0.1% |

| | School | District | State |
|-------------------------------|--------|----------|-------|
| Descriptive Statistics | | | |
| Possible High Score | 67 | 67 | 67 |
| Possible Low Score | 0 | 0 | 0 |
| Obtained High Score | 67 | 67 | 67 |
| Obtained Low Score | 13 | 12 | 0 |
| Mean | 45.0 | 52.0 | 53.5 |
| Std. Dev. | 13.9 | 12.1 | 11.8 |
| Median | 47 | 56 | 57 |

Note: The two reports described on pages 12 and 13 are both printed on the same page in the reports provided by the scoring contractor.

Report of Third Grade Students Tested and Not Tested

This report shows the number and percent of third grade students at the state, district, and school levels who were tested and not tested.

|  | 2004 Wisconsin Reading Comprehension Test An Assessment of Primary-Level Reading at Grade Three | | | | Report of Students Tested and Not Tested | |
|---|---|---------|----------|---------------------------------|---|---------|
| | District Name: SAMPLE DISTRICT School Name: SAMPLE SCHOOL | | | District-School Code: 8888-8888 | | |
| | State | | District | | School | |
| | Number | Percent | Number | Percent | Number | Percent |
| Total Students Enrolled | 59,065 | 100.0% | 1,469 | 100.0% | 88 | 100.0% |
| Students Tested | 56,712 | 96.0% | 1,294 | 88.1% | 57 | 64.8% |
| Students EXCLUDED from Testing | | | | | | |
| Absent | 129 | 0.2% | 6 | 0.4% | 3 | 3.4% |
| Students with Disabilities | 1,347 | 2.3% | 61 | 4.2% | 8 | 9.1% |
| Limited English Proficient | 876 | 1.5% | 108 | 7.4% | 20 | 22.7% |
| Section 504 (Not S/Dis) | 1 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Total Students Excluded | 2,353 | 4.0% | 175 | 11.9% | 31 | 35.2% |

In this example report, the district had 1,469 students enrolled in the third grade. Of these students, 1,294 were tested. Of the students not tested, 6 were absent, 61 were excluded because they were Students with Disabilities and 108 were excluded because of Limited English Proficiency.

Total Students Excluded is the sum of students who were not tested for all reasons.

Note: In 2003, the definitions of LEP Levels were revised. Districts were required to test Levels 3 and higher. Therefore, caution should be exercised when making comparisons with LEP data from years prior to 2003.

Students with Disabilities and Limited English Proficient Students Tested

This report shows the number of Students with Disabilities and Limited English Proficient students for the state, district, and school. The number and percent of these students tested are also shown.

| Students with Disabilities and Limited English Proficient Students Tested | | | | | | | | | |
|--|--------------|------------|----------|--------------|------------|----------|--------------|------------|----------|
| | State | | | District | | | School | | |
| | No. Students | No. Tested | % Tested | No. Students | No. Tested | % Tested | No. Students | No. Tested | % Tested |
| Students with Disabilities | 7,700 | 6,228 | 80.9% | 236 | 161 | 68.2% | 23 | 10 | 43.5% |
| Limited English Proficient | 3,385 | 2,440 | 72.1% | 289 | 174 | 60.2% | 36 | 13 | 36.1% |
| Section 504 (Not S/Dis) | 153 | 146 | 95.4% | 0 | 0 | 0.0% | 0 | 0 | 0.0% |

In the above example, there are 236 third grade students in the district who were Students with Disabilities. Of this number, 161 or 68.2% were tested.

Comprehension Performance Report for All Students and Students by Demographic Group

This two-sided report, shown on pages 14 and 15, summarizes comprehension scores for all students and by gender, ethnicity, and several other demographic categories. Results are shown for the state, district, and school.

2004 Wisconsin Reading Comprehension Test
An Assessment of Primary-Level Reading at Grade Three

Comprehension Performance Report for
All Students and Students by Demographic Group

District-School Code: 8888-8888

District Name: SAMPLE DISTRICT
School Name: SAMPLE SCHOOL

Proficiency Levels (Legend)

| | | | | |
|--------------|-----------|---------|--------------|------------|
| □ Not Tested | ▨ Minimal | □ Basic | ▩ Proficient | ■ Advanced |
|--------------|-----------|---------|--------------|------------|

| | Number of Students Enrolled | Average Comp. Score | | Percent of Students in Each Proficiency Level | | | | | | | | | | |
|---|-----------------------------|---------------------|---------|---|----|----|----|----|----|----|----|----|--|--|
| | | Number | Percent | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | | |
| ALL STUDENTS | | | | | | | | | | | | | | |
| State | 59,065 | 53.5 | 79.8% | 4 | 10 | 46 | 39 | | | | | | | |
| District | 1,469 | 52.0 | 77.5% | 12 | 11 | 45 | 30 | | | | | | | |
| Students Not In District Full Academic Year | 183 | 47.2 | 70.5% | 23 | 15 | 44 | 15 | | | | | | | |
| Students In District Full Academic Year | 1,285 | 52.6 | 78.4% | 10 | 11 | 46 | 33 | | | | | | | |
| In a Single School | 1,177 | 53.0 | 79.1% | 10 | 10 | 46 | 34 | | | | | | | |
| Not In a Single School | 108 | 47.4 | 70.8% | 19 | 19 | 44 | 16 | | | | | | | |
| School | 88 | 45.0 | 67.2% | 35 | 19 | 36 | 8 | | | | | | | |
| Students Not In School Full Academic Year | 26 | 42.8 | 63.9% | 54 | 15 | 31 | | | | | | | | |
| Students In School Full Academic Year | 62 | 45.6 | 68.1% | 27 | 21 | 39 | 11 | | | | | | | |
| GENDER | | | | | | | | | | | | | | |
| Male | | | | | | | | | | | | | | |
| State | 30,316 | 52.9 | 78.9% | 5 | 10 | 47 | 36 | | | | | | | |
| District | 763 | 51.3 | 76.6% | 14 | 12 | 45 | 28 | | | | | | | |
| School | 50 | 45.9 | 68.5% | 38 | 20 | 32 | 10 | | | | | | | |
| Female | | | | | | | | | | | | | | |
| State | 28,705 | 54.1 | 80.8% | 9 | 45 | 41 | | | | | | | | |
| District | 705 | 52.6 | 78.5% | 10 | 10 | 46 | 33 | | | | | | | |
| School | 38 | 44.0 | 65.7% | 32 | 18 | 42 | 5 | | | | | | | |

See other side for results by Ethnicity and Other Demographic Groups →

The first column of numbers on this report shows the total number of all third grade students enrolled, the number of males and females enrolled, the number of students enrolled in each ethnic category, and the number of students enrolled in the other demographic categories.

The column called **Average Comp. Score** shows the average comprehension score (the number and percent of comprehension points).

The last column shows the percent of students whose scores were Minimal, Basic, Proficient, and Advanced for the state, district, and school. The three bar charts (one for the state, one for the district, and one for the school) are shaded to show the proportion of students falling into each of the four performance categories (Minimal, Basic, Proficient, and Advanced). The numbers printed on the bars are the percentages of students falling into the particular category. Percentages less than 3% are not printed on the bars.

(Continued from other side.)

| | Number of Students Enrolled | Average Comp. Score | | Percent of Students in Each Proficiency Level | | | | | | | | | | |
|-----------------------------------|-----------------------------|---------------------|---------|---|----|----|----|----|----|----|----|----|--|--|
| | | Number | Percent | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | | |
| ETHNICITY | | | | | | | | | | | | | | |
| American Indian or Alaskan Native | | | | | | | | | | | | | | |
| State | 818 | 50.4 | 75.3% | 5 | 13 | 54 | 26 | | | | | | | |
| District | 74 | 45.4 | 67.8% | 8 | 4 | 23 | 50 | 15 | | | | | | |
| School | 0 | 0.0 | 0.0% | | | | | | | | | | | |
| Asian or Pacific Islander | | | | | | | | | | | | | | |
| State | 2,099 | 50.7 | 75.7% | 7 | 14 | 52 | 26 | | | | | | | |
| District | 117 | 48.5 | 72.4% | 22 | 14 | 56 | 9 | | | | | | | |
| School | 10 | 47.3 | 70.6% | 30 | 20 | 50 | | | | | | | | |
| Black (Not of Hispanic Origin) | | | | | | | | | | | | | | |
| State | 6,686 | 43.4 | 64.8% | 4 | 5 | 27 | 51 | 13 | | | | | | |
| District | 96 | 44.3 | 66.1% | 14 | 6 | 21 | 43 | 17 | | | | | | |
| School | 18 | 38.1 | 56.8% | 17 | 6 | 33 | 39 | 6 | | | | | | |
| Hispanic | | | | | | | | | | | | | | |
| State | 4,074 | 48.4 | 72.3% | 20 | 14 | 48 | 17 | | | | | | | |
| District | 208 | 49.8 | 74.3% | 44 | 9 | 36 | 12 | | | | | | | |
| School | 30 | 51.3 | 76.5% | 73 | | | 27 | | | | | | | |
| White (Not of Hispanic Origin) | | | | | | | | | | | | | | |
| State | 45,346 | 55.5 | 82.8% | 7 | 45 | 45 | | | | | | | | |
| District | 972 | 53.7 | 80.2% | 4 | 9 | 46 | 40 | | | | | | | |
| School | 26 | 48.0 | 71.7% | 12 | 27 | 38 | 23 | | | | | | | |
| Combined Groups (Small Number) | | | | | | | | | | | | | | |
| State | 0 | 0.0 | 0.0% | | | | | | | | | | | |
| District | 0 | 0.0 | 0.0% | | | | | | | | | | | |
| School | 4 | 37.5 | 56.0% | 50 | | | 50 | | | | | | | |
| OTHER | | | | | | | | | | | | | | |
| Limited English Proficient | | | | | | | | | | | | | | |
| State | 3,385 | 46.0 | 68.6% | 28 | 17 | 44 | 10 | | | | | | | |
| District | 289 | 48.9 | 73.0% | 40 | 10 | 41 | 9 | | | | | | | |
| School | 36 | 49.0 | 73.1% | 64 | 6 | 31 | | | | | | | | |
| English Proficient | | | | | | | | | | | | | | |
| State | 53,503 | 53.9 | 80.5% | 9 | 46 | 41 | | | | | | | | |
| District | 1,159 | 52.6 | 78.5% | 5 | 11 | 46 | 36 | | | | | | | |
| School | 51 | 44.4 | 66.2% | 16 | 27 | 41 | 14 | | | | | | | |
| Migrant | | | | | | | | | | | | | | |
| State | 62 | 47.8 | 71.4% | 34 | 13 | 35 | 15 | | | | | | | |
| District | 26 | 48.5 | 72.3% | 35 | 15 | 38 | 12 | | | | | | | |
| School | 3 | 28.0 | 41.8% | 67 | | | 33 | | | | | | | |
| Non-Migrant | | | | | | | | | | | | | | |
| State | 59,001 | 53.5 | 79.8% | 4 | 10 | 46 | 39 | | | | | | | |
| District | 1,443 | 52.0 | 77.6% | 12 | 11 | 45 | 31 | | | | | | | |
| School | 85 | 45.3 | 67.7% | 34 | 19 | 38 | 8 | | | | | | | |
| Students with Disabilities | | | | | | | | | | | | | | |
| State | 7,700 | 41.9 | 62.5% | 19 | 7 | 25 | 37 | 12 | | | | | | |
| District | 236 | 40.1 | 59.9% | 32 | 4 | 28 | 28 | 8 | | | | | | |
| School | 23 | 35.2 | 52.5% | 57 | | | 30 | 13 | | | | | | |
| Nondisabled | | | | | | | | | | | | | | |
| State | 51,364 | 54.9 | 82.0% | 7 | 48 | 43 | | | | | | | | |
| District | 1,233 | 53.6 | 80.0% | 8 | 8 | 49 | 35 | | | | | | | |
| School | 65 | 47.1 | 70.3% | 28 | 15 | 45 | 11 | | | | | | | |
| Economically Disadvantaged | | | | | | | | | | | | | | |
| State | 18,786 | 48.1 | 71.8% | 7 | 17 | 52 | 21 | | | | | | | |
| District | 654 | 48.1 | 71.8% | 23 | 15 | 44 | 16 | | | | | | | |
| School | 76 | 44.9 | 67.0% | 39 | 17 | 37 | 5 | | | | | | | |
| Not Economically Disadvantaged | | | | | | | | | | | | | | |
| State | 40,277 | 55.9 | 83.4% | 6 | 44 | 47 | | | | | | | | |
| District | 815 | 54.4 | 81.2% | 8 | 46 | 42 | | | | | | | | |
| School | 12 | 45.6 | 68.1% | 8 | 33 | 33 | 25 | | | | | | | |

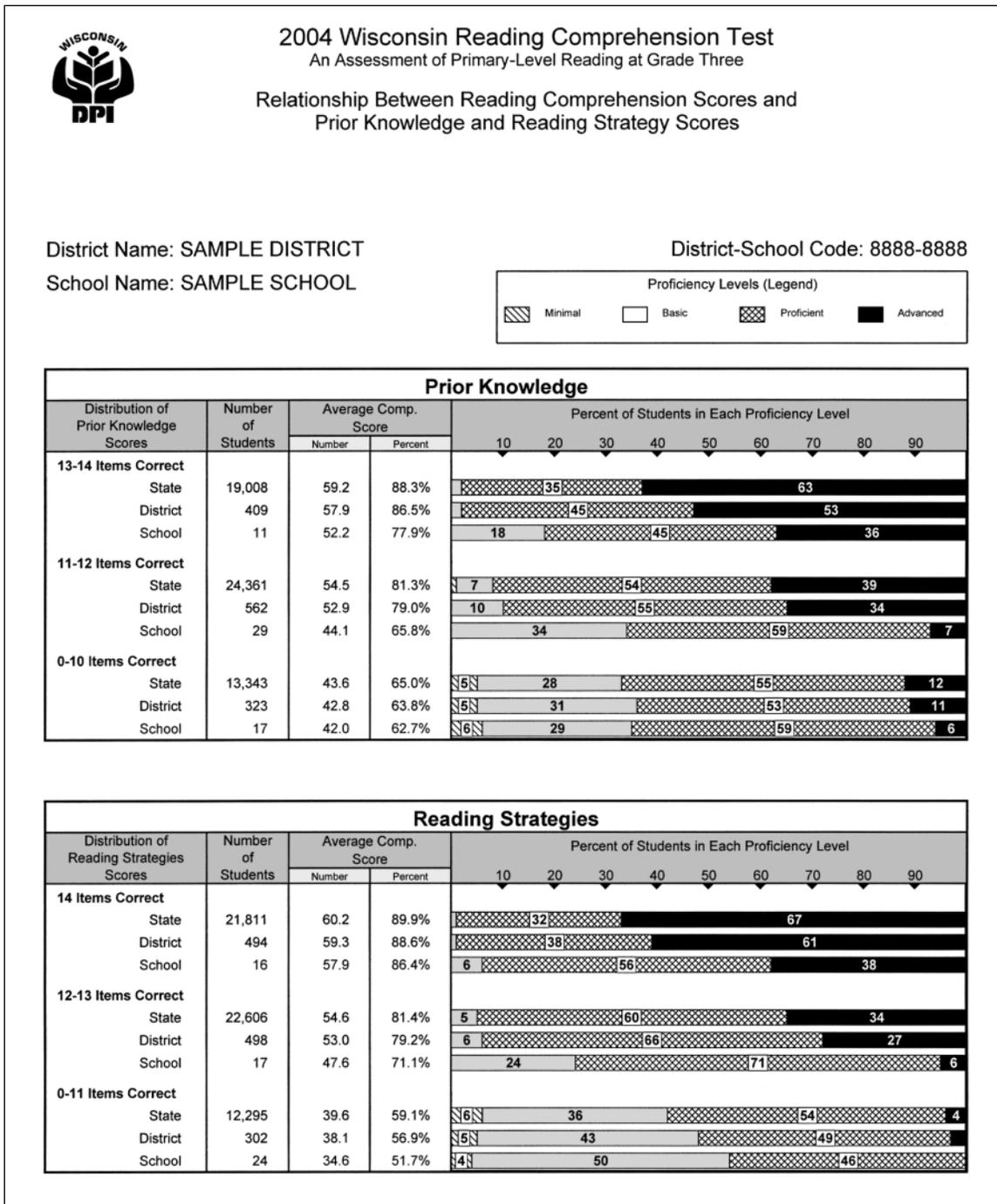
Note: Districts should avoid reporting data for small groups of students in such a way that individual students might be identified.

Relationship Between Reading Comprehension Scores and Prior Knowledge and Reading Strategy Scores

The purpose of this report is to show how students' reading comprehension scores relate to students' scores on the prior knowledge and reading strategy questions. The report also allows for a comparison of district and school results with the state results.

For each of the charts below, statewide frequency distributions of students' scores in prior knowledge and reading strategies for all three passages were divided into three categories.

In the example shown, at the state level, 19,008 of the students' prior knowledge scores fell into the top category. These students averaged 88.3% correct on the comprehension items. In contrast, the 13,343 students in the bottom category averaged 65.0% correct on the test.



Note: The two reports described on pages 17 and 18 are printed on the same page in the reports provided by the scoring contractor.

Relationship Between Reading Comprehension Scores and Prior Knowledge Scores for Each Part

The purpose of this report is to show how students' responses to the prior knowledge questions for each passage relate to the students' reading comprehension scores.

The prior knowledge scores for each of the two passages in Part 1 and Part 2 on the test are broken into three categories. These categories are based on the number of prior knowledge questions that students throughout the state answered correctly.

For Part 1, the number of students at the state, district, and school levels falling into each of three prior knowledge categories is shown. Students in the top category answered all seven of the prior knowledge items correctly. In the example district shown, 683 students answered all seven items correctly; these students averaged 83.6% correct on the passage. In contrast, the 242 students in the district who answered 0-5 of the prior knowledge questions correctly averaged 62.6% correct.

The figures for Part 2 are interpreted similarly. There were seven prior knowledge items for Part 2.



2004 Wisconsin Reading Comprehension Test An Assessment of Primary-Level Reading at Grade Three

District Name: SAMPLE DISTRICT
School Name: SAMPLE SCHOOL

District-School Code: 8888-8888

Relationship Between Reading Comprehension Scores and Prior Knowledge Scores for Each Part

| Part 1 | | | Part 2 | | |
|--|--------------------------|---------------------------|--|--------------------------|---------------------------|
| Distribution of Prior Knowledge Scores | Number of Students | Average Comp. Score | Distribution of Prior Knowledge Scores | Number of Students | Average Comp. Score |
| 7 Items Correct | | | 6-7 Items Correct | | |
| State | 31,356 | 86.0% | State | 25,980 | 85.6% |
| District | 683 | 83.6% | District | 589 | 83.7% |
| School | 28 | 66.6% | School | 20 | 74.9% |
| 6 Items Correct | | | 5 Items Correct | | |
| State | 15,892 | 77.7% | State | 16,814 | 79.7% |
| District | 369 | 76.1% | District | 368 | 77.2% |
| School | 16 | 74.4% | School | 18 | 67.3% |
| 0-5 Items Correct | | | 0-4 Items Correct | | |
| State | 9,464 | 62.9% | State | 13,918 | 69.3% |
| District | 242 | 62.6% | District | 337 | 67.2% |
| School | 13 | 59.6% | School | 19 | 59.0% |

Relationship Between Reading Comprehension Scores and Reading Strategy Scores for Each Part

The purpose of this report is to show how students' responses to the reading strategy questions relate to the students' reading comprehension scores.

The reading strategy scores for each of the passages in Parts 1 and 2 on the test are broken into three categories. These categories are based on the number of reading strategy questions that students throughout the state answered correctly.

For the first passage in Part 1, the number of students at the state, district, and school levels falling into each of three categories is shown. Students in the top category correctly answered eight of the reading strategy items for Part 1. In the example district shown, 626 students answered eight items correctly; these students' average comprehension score on the passage was 86.2% correct. The 311 students who answered 0-6 items correctly had an average comprehension score on the passage of 60.3% correct.

The figures for Part 2 are interpreted similarly. There were six strategy items for Part 2.

Relationship Between Reading Comprehension Scores and Reading Strategy Scores for Each Part

| Part 1 | | | Part 2 | | |
|---------------------------------|--------------------|---------------------|---------------------------------|--------------------|---------------------|
| Distribution of Strategy Scores | Number of Students | Average Comp. Score | Distribution of Strategy Scores | Number of Students | Average Comp. Score |
| 8 Items Correct | | | 6 Items Correct | | |
| State | 27,477 | 87.7% | State | 36,112 | 87.0% |
| District | 626 | 86.2% | District | 794 | 85.5% |
| School | 21 | 82.1% | School | 26 | 81.1% |
| 7 Items Correct | | | 5 Items Correct | | |
| State | 15,997 | 80.1% | State | 12,561 | 74.7% |
| District | 357 | 77.4% | District | 296 | 71.6% |
| School | 15 | 70.7% | School | 14 | 66.6% |
| 0-6 Items Correct | | | 0-4 Items Correct | | |
| State | 13,238 | 63.1% | State | 8,039 | 55.8% |
| District | 311 | 60.3% | District | 204 | 55.3% |
| School | 21 | 49.9% | School | 17 | 46.4% |

Parent/Guardian Report

Districts receive one Parent/Guardian Report for each child who was tested. *Districts are not required by Standard (r) to report each child's results to the parent(s) or guardian(s).* However, districts may wish to do so. For this reason, reports for each child were provided in Shipment #1.

| | |
|--|---|
|  | Wisconsin Department of Public Instruction Elizabeth Burmaster, State Superintendent |
| 2004 WISCONSIN READING COMPREHENSION TEST An Assessment of Primary-Level Reading at Grade Three | |
| Parent/Guardian Report | |
| District Name: SAMPLE DISTRICT | |
| School Name: SAMPLE SCHOOL | |
| Dear Parent/Guardian of SAMPLE A. STUDENT: | |
| <p>This is your copy of the 2004 Wisconsin Reading Comprehension Test results for your child. This test was developed by the Department of Public Instruction's Office of Educational Accountability and a committee of Wisconsin educators. The test was administered to all third grade students in Wisconsin in the spring of 2004. Students were given two passages to read. The material was typical of what third graders read in school. The passages were followed by sets of questions measuring reading comprehension. Following are the test results for your child:</p> | |
| TEST RESULTS | |
| <u>Highest Possible Comprehension Score on the Test</u> | <u>Comprehension Score for the Student</u> |
| 67 | 52 |
| <p>The State of Wisconsin, Department of Public Instruction, using a committee of teachers and reading specialists, has established proficiency levels based on the comprehension questions. Four categories of scores were identified:</p> | |
| <u>Proficiency Level</u> | <u>Score Range</u> |
| Advanced | = 60 or more points |
| Proficient | = from 38 through 59 points |
| Basic | = from 19 through 37 points |
| Minimal | = from 0 through 18 points |
| <p>On this test, your child's score was in the Proficient level.</p> | |
| <p><u>Parents/Guardians Can Help Their Children Become Better Readers:</u></p> <p>Your child's reading activities in school and away from school are all important. Encouraging your child to read for fun, reading aloud to your child, and having your child read aloud to you or someone else are practices that have been shown to help children become successful readers. Successful readers should be able to read a variety of fiction and nonfiction materials. Your librarian can help you and your child select appropriate books and magazines. You may also want to talk to your child's teacher about your child's reading progress.</p> | |
| <p><u>For More Information:</u></p> <p>You can find out more about this test by contacting your child's teacher, principal, or your school district administrator. You may also refer to the Web Resource Page at www.wrct.net.</p> | |

The comprehension score for the student is shown under the heading called Test Results. Also shown is the highest possible score.

A student's score is classified into one of four levels of proficiency: Advanced, Proficient, Basic, or Minimal. For example, a student must have a comprehension score of 60 or more to score in the Advanced level. The performance of a student who received a score of 38 through 59 is in the Proficient level. A score of 19 through 37 is in the Basic level, and a score of 0-18 is in the Minimal level.

Comprehension Performance Report Summary by District and by School Within District

This report is an alphabetical listing of all Wisconsin school districts and schools within each district showing the numbers and percents of students whose scores were in the Minimal, Basic, Proficient, and Advanced proficiency levels. Also shown for each district and school are the number of third grade students enrolled and the number and percent of students not tested. In schools or districts in which the number of third grade students enrolled is five or fewer, results are not presented in order to protect the privacy of those students. In these cases, dashes appear in the data columns.



2004 Wisconsin Reading Comprehension Test An Assessment of Primary-Level Reading at Grade Three

PAGE 1

Comprehension Performance Report Summary by District and by School Within District

| District/ School Code | District/School Name | Number Of Students Enrolled | Students Not Tested | | Students Tested | | | | | | | |
|--|--|---|---|--|---|--|--|--|--|---|---|---|
| | | | | | Minimal | | Basic | | Proficient | | Advanced | |
| | | | | | No. | % | No. | % | No. | % | No. | % |
| | STATEWIDE (ALL DISTRICTS/SCHOOLS) | 59,065 | 2,353 | 4.0% | 780 | 1.3% | 5,757 | 9.7% | 27,256 | 46.1% | 22,919 | 38.8% |
| 8110 8110-0100 | 21st Century Prep Sch 21st Century Prep Sch | 51 51 | 1 1 | 2.0% 2.0% | 3 3 | 5.9% 5.9% | 9 9 | 17.6% 17.6% | 29 29 | 56.9% 56.9% | 9 9 | 17.6% 17.6% |
| 0007 0007-0020 | Abbotsford Abbotsford EI | 47 47 | 1 1 | 2.1% 2.1% | 0 0 | 0.0% 0.0% | 6 6 | 12.8% 12.8% | 29 29 | 61.7% 61.7% | 11 11 | 23.4% 23.4% |
| 8112 8112-0100 | Acad of Learning & Leadership Acad of Learning & Leadership | 16 16 | 0 0 | 0.0% 0.0% | 1 1 | 6.3% 6.3% | 13 13 | 81.3% 81.3% | 2 2 | 12.5% 12.5% | 0 0 | 0.0% 0.0% |
| 0014 0014-0130 0014-0080 0014-0140 0014-0180 0014-0200 | Adams-Friendship Area Adams-Friendship EI Castle Rock EI Grand Marsh EI Pine Land EI Roche A Cri EI | 115 55 23 15 6 16 | 0 0 0 0 0 0 | 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% | 2 1 0 0 1 0 | 1.7% 1.8% 0.0% 0.0% 16.7% 0.0% | 11 7 2 1 1 0 | 9.6% 12.7% 8.7% 6.7% 16.7% 0.0% | 58 33 10 9 2 4 | 50.4% 60.0% 43.5% 60.0% 33.3% 25.0% | 44 14 11 5 2 12 | 38.3% 25.5% 47.8% 33.3% 33.3% 75.0% |
| 0063 0063-0020 | Albany Albany EI | 29 29 | 1 1 | 3.4% 3.4% | 0 0 | 0.0% 0.0% | 2 2 | 6.9% 6.9% | 13 13 | 44.8% 44.8% | 13 13 | 44.8% 44.8% |
| 0070 0070-0020 | Algoma Algoma EI/Mid | 29 29 | 1 1 | 3.4% 3.4% | 0 0 | 0.0% 0.0% | 2 2 | 6.9% 6.9% | 19 19 | 65.5% 65.5% | 7 7 | 24.1% 24.1% |
| 0084 0084-0020 | Alma Alma EI | 23 23 | 3 3 | 13.0% 13.0% | 0 0 | 0.0% 0.0% | 2 2 | 8.7% 8.7% | 10 10 | 43.5% 43.5% | 8 8 | 34.8% 34.8% |
| 0091 0091-0080 | Alma Center Lincoln EI | 51 51 | 2 2 | 3.9% 3.9% | 0 0 | 0.0% 0.0% | 8 8 | 15.7% 15.7% | 24 24 | 47.1% 47.1% | 17 17 | 33.3% 33.3% |
| 0105 0105-0020 | Almond-Bancroft Almond EI | 30 30 | 3 3 | 10.0% 10.0% | 0 0 | 0.0% 0.0% | 1 1 | 3.3% 3.3% | 12 12 | 40.0% 40.0% | 14 14 | 46.7% 46.7% |
| 0112 0112-0080 | Altoona Pedersen EI | 116 116 | 2 2 | 1.7% 1.7% | 4 4 | 3.4% 3.4% | 12 12 | 10.3% 10.3% | 51 51 | 44.0% 44.0% | 47 47 | 40.5% 40.5% |
| 0119 0119-0050 | Amery Amery Intermediate | 137 137 | 5 5 | 3.6% 3.6% | 6 6 | 4.4% 4.4% | 7 7 | 5.1% 5.1% | 55 55 | 40.1% 40.1% | 64 64 | 46.7% 46.7% |
| 0140 0140-0080 0140-0100 0140-0160 0140-0180 0140-0200 0140-0240 0140-0250 0140-0280 | Antigo Crestwood EI East EI Mattoon EI North EI Pleasant View EI River Grove EI Spring Valley EI West EI | 169 23 17 13 31 18 14 19 34 | 4 0 0 1 0 0 0 0 3 | 2.4% 0.0% 0.0% 7.7% 0.0% 0.0% 0.0% 0.0% 8.8% | 1 0 0 0 0 0 0 0 1 | 0.6% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 2.9% | 17 2 1 0 3 1 2 2 6 | 10.1% 8.7% 5.9% 0.0% 9.7% 5.6% 14.3% 10.5% 17.6% | 97 12 10 8 17 11 9 10 20 | 57.4% 52.2% 58.8% 61.5% 54.8% 61.1% 64.3% 52.6% 58.8% | 50 9 6 4 11 6 3 7 4 | 29.6% 39.1% 35.3% 30.8% 35.5% 33.3% 21.4% 36.8% 11.8% |

Item Analysis

This report shows district-level numbers and percents of students selecting each answer choice for each test question. Note that the sample questions (1, 2, 10, 11, and 12) are not included. Questions 38, 80, and 94 were short-answer questions. For these questions, the number and percent of students receiving a score of "0" are indicated in column "A", column "B" shows the number and percent of students receiving a score of "1", column "C" shows the number and percent of students receiving a score of "2", and column "D" shows the number and percent of students receiving a score of "3". Districts receive an additional report showing the state-level item analysis.



2004 Wisconsin Reading Comprehension Test An Assessment of Primary-Level Reading at Grade Three

District Name: SAMPLE DISTRICT

Item Analysis

District-School Code: 8888-0000

| Response | A | | B | | C | | D | | Other † | | Response | A | | B | | C | | D | | Other † | | | |
|------------------|-------|--------|--------|--------|--------|--------|--------|--------|---------|------|----------|---------------|--------|--------|--------|--------|--------|--------|--------|---------|--------|------|------|
| Item | No. | % | No. | % | No. | % | No. | % | No. | % | Item | No. | % | No. | % | No. | % | No. | % | No. | % | | |
| Prior Knowledge | 3 | 1,248 | 96.4%* | 33 | 2.6% | 12 | 0.9% | - | - | 1 | 0.1% | 54 | 44 | 3.4% | 883 | 68.2%* | 289 | 22.3% | 78 | 6.0% | 0 | 0.0% | |
| | 4 | 66 | 5.1% | 50 | 3.9% | 1,177 | 91.0%* | - | - | 1 | 0.1% | 55 | 1,179 | 91.1%* | 36 | 2.8% | 14 | 1.1% | 64 | 4.9% | 1 | 0.1% | |
| | 5 | 28 | 2.2% | 1,247 | 96.4%* | 18 | 1.4% | - | - | 1 | 0.1% | 56 | 96 | 7.4% | 76 | 5.9% | 1,046 | 80.8%* | 73 | 5.6% | 3 | 0.2% | |
| | 6 | 5 | 0.4% | 13 | 1.0% | 1,275 | 98.5%* | - | - | 1 | 0.1% | 57 | 40 | 3.1% | 46 | 3.6% | 46 | 3.6% | 1,161 | 89.7%* | 1 | 0.1% | |
| | 7 | 128 | 9.9% | 1,076 | 83.2%* | 89 | 6.9% | - | - | 1 | 0.1% | 58 | 31 | 2.4% | 1,086 | 83.9%* | 37 | 2.9% | 138 | 10.7% | 2 | 0.2% | |
| | 8 | 116 | 9.0% | 922 | 71.3%* | 255 | 19.7% | - | - | 1 | 0.1% | 59 | 1,161 | 89.7%* | 37 | 2.9% | 42 | 3.2% | 51 | 3.9% | 3 | 0.2% | |
| | 9 | 1,128 | 87.2%* | 78 | 6.0% | 86 | 6.6% | - | - | 2 | 0.2% | 60 | 178 | 13.8% | 22 | 1.7% | 1,015 | 78.4%* | 79 | 6.1% | 0 | 0.0% | |
| | 13 | 108 | 8.3% | 28 | 2.2% | 72 | 5.6% | 1,085 | 83.8%* | 1 | 0.1% | 61 | 31 | 2.4% | 71 | 5.5% | 1,162 | 89.8%* | 28 | 2.2% | 2 | 0.2% | |
| | 14 | 26 | 2.0% | 13 | 1.0% | 1,242 | 96.0%* | 13 | 1.0% | 0 | 0.0% | 62 | 57 | 4.4% | 18 | 1.4% | 1,069 | 82.6%* | 142 | 11.0% | 8 | 0.6% | |
| 15 | 44 | 3.4% | 1,075 | 83.1%* | 45 | 3.5% | 130 | 10.0% | 0 | 0.0% | 63 | 63 | 4.9% | 56 | 4.3% | 22 | 1.7% | 1,151 | 88.9%* | 2 | 0.2% | | |
| 16 | 132 | 10.2% | 79 | 6.1% | 973 | 75.2%* | 109 | 8.4% | 1 | 0.1% | 64 | 1,220 | 94.3%* | 21 | 1.6% | 23 | 1.8% | 26 | 2.0% | 4 | 0.3% | | |
| 17 | 35 | 2.7% | 64 | 4.9% | 46 | 3.6% | 1,148 | 88.7%* | 1 | 0.1% | 65 | 174 | 13.4% | 76 | 5.9% | 92 | 7.1% | 946 | 73.1%* | 6 | 0.5% | | |
| 18 | 834 | 64.5%* | 71 | 5.5% | 139 | 10.7% | 246 | 19.0% | 4 | 0.3% | 66 | 873 | 67.5%* | 134 | 10.4% | 194 | 15.0% | 85 | 6.6% | 8 | 0.6% | | |
| 19 | 1,037 | 80.1%* | 76 | 5.9% | 123 | 9.5% | 58 | 4.5% | 0 | 0.0% | 67 | 98 | 7.6% | 694 | 53.6%* | 114 | 8.8% | 382 | 29.5% | 6 | 0.5% | | |
| 20 | 47 | 3.6% | 1,070 | 82.7%* | 79 | 6.1% | 96 | 7.4% | 2 | 0.2% | 68 | 229 | 17.7% | 719 | 55.6%* | 64 | 4.9% | 271 | 20.9% | 11 | 0.9% | | |
| 21 | 72 | 5.6% | 56 | 4.3% | 916 | 70.8%* | 250 | 19.3% | 0 | 0.0% | 69 | 731 | 56.5%* | 307 | 23.7% | 172 | 13.3% | 79 | 6.1% | 5 | 0.4% | | |
| 22 | 1,082 | 83.6%* | 41 | 3.2% | 53 | 4.1% | 108 | 8.3% | 10 | 0.8% | 70 | 1,059 | 81.8%* | 107 | 8.3% | 80 | 6.2% | 44 | 3.4% | 4 | 0.3% | | |
| 23 | 44 | 3.4% | 92 | 7.1% | 98 | 7.6% | 1,057 | 81.7%* | 3 | 0.2% | 71 | 155 | 12.0% | 76 | 5.9% | 969 | 74.9%* | 89 | 6.9% | 5 | 0.4% | | |
| 24 | 84 | 6.5% | 915 | 70.7%* | 52 | 4.0% | 238 | 18.4% | 5 | 0.4% | 72 | 86 | 6.6% | 169 | 13.1% | 59 | 4.6% | 976 | 75.4%* | 4 | 0.3% | | |
| 25 | 113 | 8.7% | 105 | 8.1% | 62 | 4.8% | 1,010 | 78.1%* | 4 | 0.3% | 73 | 80 | 6.2% | 846 | 65.4%* | 191 | 14.8% | 171 | 13.2% | 6 | 0.5% | | |
| 26 | 197 | 15.2% | 26 | 2.0% | 927 | 71.6%* | 136 | 10.5% | 8 | 0.6% | 74 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | | |
| 27 | 30 | 2.3% | 1,126 | 87.0%* | 41 | 3.2% | 85 | 6.6% | 12 | 0.9% | 75 | 69 | 5.3% | 102 | 7.9% | 88 | 6.8% | 1,032 | 79.8%* | 3 | 0.2% | | |
| 28 | 114 | 8.8% | 43 | 3.3% | 1,109 | 85.7%* | 24 | 1.9% | 4 | 0.3% | 76 | 1,061 | 82.0%* | 100 | 7.7% | 59 | 4.6% | 68 | 5.3% | 6 | 0.5% | | |
| 29 | 183 | 14.1% | 916 | 70.8%* | 87 | 6.7% | 90 | 7.0% | 18 | 1.4% | 77 | 271 | 20.9% | 580 | 44.8%* | 234 | 18.1% | 194 | 15.0% | 15 | 1.2% | | |
| 30 | 49 | 3.8% | 57 | 4.4% | 239 | 18.5% | 934 | 72.2%* | 15 | 1.2% | 78 | 122 | 9.4% | 113 | 8.7% | 44 | 3.4% | 1,011 | 78.1%* | 4 | 0.3% | | |
| 31 | 1,122 | 86.7%* | 42 | 3.2% | 45 | 3.5% | 79 | 6.1% | 6 | 0.5% | 79 | 47 | 3.6% | 149 | 11.5% | 925 | 71.5%* | 188 | 13.0% | 5 | 0.4% | | |
| 32 | 31 | 2.4% | 84 | 6.5% | 1,049 | 81.1%* | 125 | 9.7% | 5 | 0.4% | 80† | 141 | 10.9% | 85 | 6.6% | 572 | 44.2% | 496 | 38.3% | 0 | 0.0% | | |
| 33 | 89 | 6.9% | 50 | 3.9% | 52 | 4.0% | 1,097 | 84.8%* | 6 | 0.5% | 81 | 1,195 | 92.3%* | 52 | 4.0% | 47 | 3.6% | - | - | 0 | 0.0% | | |
| 34 | 49 | 3.8% | 1,182 | 91.3%* | 18 | 1.4% | 43 | 3.3% | 2 | 0.2% | 82 | 62 | 4.8% | 15 | 1.2% | 1,217 | 94.0%* | - | - | 0 | 0.0% | | |
| 35 | 82 | 6.3% | 106 | 8.2% | 804 | 62.1%* | 294 | 22.7% | 8 | 0.6% | 83 | 939 | 72.6%* | 52 | 4.0% | 303 | 23.4% | - | - | 0 | 0.0% | | |
| 36 | 649 | 50.2%* | 38 | 2.9% | 181 | 14.0% | 422 | 32.6% | 4 | 0.3% | 84 | 20 | 1.5% | 1,253 | 96.8%* | 20 | 1.5% | - | - | 1 | 0.1% | | |
| 37 | 82 | 6.3% | 1,119 | 86.5%* | 38 | 2.9% | 49 | 3.8% | 6 | 0.5% | 85 | 73 | 5.6% | 1,100 | 85.0%* | 119 | 9.2% | - | - | 2 | 0.2% | | |
| 38† | 85 | 6.6% | 155 | 12.0% | 387 | 29.9% | 687 | 51.5% | 0 | 0.0% | 86 | 32 | 2.5% | 11 | 0.9% | 1,249 | 96.5%* | - | - | 2 | 0.2% | | |
| Reading Strategy | 39 | 1,200 | 92.7%* | 52 | 4.0% | 39 | 3.0% | - | - | 3 | 0.2% | 87 | 80 | 6.2% | 65 | 5.0% | 939 | 72.6%* | 208 | 16.1% | 2 | 0.2% | |
| | 40 | 30 | 2.3% | 37 | 2.9% | 1,224 | 94.6%* | - | - | 3 | 0.2% | 88 | 94 | 7.3% | 1,129 | 87.2%* | 44 | 3.4% | 25 | 1.9% | 2 | 0.2% | |
| | 41 | 77 | 6.0% | 1,161 | 89.7%* | 54 | 4.2% | - | - | 2 | 0.2% | 89 | 977 | 75.5%* | 88 | 6.8% | 62 | 4.8% | 164 | 12.7% | 3 | 0.2% | |
| | 42 | 35 | 2.7% | 123 | 9.5% | 1,134 | 87.6%* | - | - | 2 | 0.2% | 90 | 1,183 | 91.4%* | 22 | 1.7% | 30 | 2.3% | 54 | 4.2% | 5 | 0.4% | |
| | 43 | 98 | 7.6% | 110 | 8.5% | 1,083 | 83.7%* | - | - | 3 | 0.2% | 91 | 141 | 10.9% | 50 | 3.9% | 1,069 | 82.6%* | 31 | 2.4% | 3 | 0.2% | |
| | 44 | 1,256 | 97.1%* | 18 | 1.4% | 17 | 1.3% | - | - | 3 | 0.2% | 92 | 62 | 4.8% | 987 | 76.3%* | 140 | 10.8% | 100 | 7.7% | 3 | 0.2% | |
| | 45 | 142 | 11.0% | 1,054 | 81.5%* | 95 | 7.3% | - | - | 3 | 0.2% | 93 | 33 | 2.6% | 9 | 0.7% | 20 | 1.5% | 1,229 | 95.0%* | 3 | 0.2% | |
| | 46 | 103 | 8.0% | 1,036 | 80.1%* | 152 | 11.7% | - | - | 3 | 0.2% | 94† | 34 | 2.6% | 68 | 5.3% | 623 | 48.1% | 569 | 44.0% | 0 | 0.0% | |
| Prior Knowledge | 47 | 378 | 29.2% | 32 | 2.5% | 884 | 68.3%* | - | - | 0 | 0.0% | Comprehension | 54 | 44 | 3.4% | 883 | 68.2%* | 289 | 22.3% | 78 | 6.0% | 0 | 0.0% |
| | 48 | 1,133 | 87.6%* | 20 | 1.5% | 141 | 10.9% | - | - | 0 | 0.0% | | 55 | 1,179 | 91.1%* | 36 | 2.8% | 14 | 1.1% | 64 | 4.9% | 1 | 0.1% |
| | 49 | 9 | 0.7% | 1,249 | 96.5%* | 36 | 2.8% | - | - | 0 | 0.0% | | 56 | 96 | 7.4% | 76 | 5.9% | 1,046 | 80.8%* | 73 | 5.6% | 3 | 0.2% |
| | 50 | 597 | 46.1%* | 134 | 10.4% | 560 | 43.3% | - | - | 3 | 0.2% | | 57 | 40 | 3.1% | 46 | 3.6% | 46 | 3.6% | 1,161 | 89.7%* | 1 | 0.1% |
| | 51 | 26 | 2.0% | 33 | 2.6% | 1,235 | 95.4%* | - | - | 0 | 0.0% | | 58 | 31 | 2.4% | 1,086 | 83.9%* | 37 | 2.9% | 138 | 10.7% | 2 | 0.2% |
| | 52 | 167 | 12.9% | 974 | 75.3%* | 153 | 11.8% | - | - | 0 | 0.0% | | 59 | 1,161 | 89.7%* | 37 | 2.9% | 42 | 3.2% | 51 | 3.9% | 3 | 0.2% |
| | 53 | 512 | 39.6% | 85 | 6.6% | 697 | 53.9%* | - | - | 0 | 0.0% | | 60 | 178 | 13.8% | 22 | 1.7% | 1,015 | 78.4%* | 79 | 6.1% | 0 | 0.0% |

A dash (-) indicates this response was not an option for this item.

Sample questions are not included in this report (Items 1, 2, 10, 11, & 12).

† Items 38, 80, and 94 are short answer items. For these items 'A' = '0', 'B' = '1', 'C' = '2', and 'D' = '3' score points.

† Number and percent of students who multiply-marked or omitted this item.

* An asterisk (*) indicates the correct response for this item.