



Wisconsin
Student
Assessment
System

Administrator's Interpretive Guide

Grades 3 • 4 • 5 • 6 • 7 • 8 • 10

2013–2014

Department of Public Instruction

Wisconsin Student Assessment System

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Administrator's Interpretive Guide (AIG)

Purpose

The *Administrator's Interpretive Guide* is designed to help school and district staff understand, explain, and use the results of the Wisconsin Knowledge and Concepts Examination (WKCE) and the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). This overview highlights the types of scores and various reports associated with each assessment. To use assessment information effectively, it is essential that educators understand the information in these reports.

Wisconsin Student Assessment System (WSAS)

In the state of Wisconsin, one way that students demonstrate their progress toward achieving the academic standards in reading, language arts, mathematics, science, and social studies is through participation in the Wisconsin Student Assessment System (WSAS). The WSAS includes the WKCE, given to students in grades 3 through 8 and 10, and the WAA-SwD, given to students with significant cognitive disabilities if the local IEP team determines that the students are unable to participate in the WKCE even with accommodations.

English language learners (ELL) participate in the WKCE and the WAA-SwD with allowable accommodations, including translation.

As required by s. 118.30(1g)(a), Wis. Stats., by August 1, 1998, each school board must have adopted either the Wisconsin Model Academic Standards (WMAS) issued by the governor as an executive order under s. 14.23 or their own academic standards. For more information about the WMAS, see <http://standards.dpi.wi.gov/>. For information about the Extended Grade Band Standards, see <http://sped.dpi.wi.gov/files/sped/pdf/waa-extstd-full.pdf>.

State and federal laws require the annual review of school performance to determine academic student achievement and progress. WSAS results are used extensively in a comprehensive accountability index that replaced the Adequate Yearly Progress (AYP) system. The index approach uses multiple measures and classifies schools along a rating continuum. Accountability Determinations (the index score and rating) will be reported annually in the School Report Card.

Proficiency rates are based on the WKCE and the WAA-SwD test scores of students enrolled in the school for a full academic year (FAY). The overall goal of NCLB is for all students to attain the Proficient or Advanced levels in reading and mathematics by the year 2014.

Since the 2002–03 school year, s. 118.33, Wis. Stats. has required each school board to adopt a written grade-advancement policy. The policy must specify the criteria for promoting a student from fourth to fifth grade and from eighth to ninth grade. The school board's policy must include the student's score on the WKCE and the WAA-SwD administered to all students enrolled in grades 4 and 8 under s. 118.30. This law went into effect September 1, 2002.

Wisconsin Knowledge and Concepts Examination (WKCE)

The WKCE is a large-scale, standardized achievement test. Standardized tests are administered using carefully defined directions, time limits, materials, and scoring procedures for all test takers to ensure uniform testing conditions.

As a criterion-referenced assessment, the WKCE is designed to compare a student's strengths and needs to clearly defined standards, skill levels, or areas of knowledge. The WKCE is aligned with the Wisconsin Model Academic Standards (WMAS) and, as a criterion-referenced test, measures how students perform in relation to the WMAS.

The WKCE is made up of multiple-choice (selected-response) and short-answer (constructed-response) questions. At grades 4, 8, and 10, there is also a writing prompt. The reading and mathematics tests draw approximately 80% to 90% of total score points from selected-response items while 10% to 20% of score points are drawn from constructed-response items. Selected-response items have four machine-scored answer choices. Constructed-response items allow students to respond to questions by providing short answers. These items are scored by professional staff who are experienced in providing reliable and accurate hand-scoring services. Constructed-response items allow partial credit for partially answered questions.

Student performance on these assessments is reported in terms of four performance levels: Advanced, Proficient, Basic, and Minimal Performance. Beginning with the 2012–2013 school year, the Wisconsin Department of Public Instruction (DPI) established performance standards (cut scores) for the WKCE reading and mathematics content areas to more closely align with national and international expectations of what is required to be college and career ready. The higher cut scores are comparable to the National Assessment of Educational Progress (NAEP) cut scores. Language arts, science, and social studies performance standards were not revised.

When used in conjunction with multiple measures of achievement, such as classroom observations and teacher-developed tests, the WKCE may provide information about the progress of groups of students as well as the effectiveness of educational programs over time. No single test can tell us whether students have learned everything that is important to learn.

The results of the WKCE are used by the DPI for school and district accountability measures, as required by state and federal laws.

Content Areas Assessed by the WKCE

Reading: The WKCE uses authentic-text reading passages and thematically linked questions to measure the students' ability to determine the meaning of words and phrases in context and understand, analyze, evaluate, and extend text. The test requires students to think critically and creatively, solve problems, and construct meaning.

Mathematics: The WKCE uses real-world topics to engage interest, provide context, and encourage confidence in the ability to do mathematics. Procedures such as estimation and mental computation are interwoven throughout the test. Many computation items are included in a realistic setting to provide students with a sense of purpose. Reading and interpreting graphs and principles of geometry and measurement also are assessed.

Science: The WKCE assesses core concepts in the traditional content areas of life science, physical science, and Earth and space science, as well as key science inquiry skills. The ability to recognize, understand, and apply scientific principles and methods is measured in the context of situations students encounter in their everyday lives. Questions tap higher-order thinking skills such as analysis, synthesis, and evaluation.

Social Studies: The WKCE uses thematic units to interrelate social studies concepts. Primary sources and real-world materials such as maps, editorial cartoons, diary entries, photographs, and art provide students with authentic experiences. The test represents different cultures, geographic areas, and perspectives to help ensure equity for all students. In its framework, question formats, and graphics, the test emphasizes the interrelationships of history, geography, government, and economics.

Language Arts: The WKCE assesses basic and higher-order skills essential for effective communication—language expression, writing, and research and inquiry skills.

Writing: Wisconsin's customized writing assessment is grounded in the Wisconsin Model Academic Standards, which emphasize the importance of writing for a variety of purposes and audiences. In the writing portion of the WKCE, students plan, write, and edit a composition on a specific topic (prompt) within a specified time frame. Beginning in the fall of 2002, students' essays were scored using anchor and training papers written by Wisconsin students under standardized testing conditions. These exemplar papers take into account the draft and impromptu nature of the writing situation. For more information about how WKCE writing is scored, see http://oea.dpi.wi.gov/oea_kcwriting.

The writing prompts that may be used on the WKCE include the following purposes and modes:

- a) **Expressive (Narrative or Descriptive)** writing presents people, places, and subjects related to a specific theme and made vivid by complete and relevant sensory images.
- b) **Informative or Expository** writing presents autobiographical information, descriptions of people and places, character sketches, interview profiles, eyewitness reports, field notes, journalistic writing, explanations of concepts or ideas, cause-and-effect analyses, and literary analyses.
- c) **Persuasive** writing presents paired proposal solutions, essays, letters, editorials, critical analyses, reviews, responses to issues or events, and speeches supporting a specific point of view.

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

The WAA-SwD was developed to assess the academic progress of students with significant cognitive disabilities. The instruction for these students is based upon the Wisconsin Extended Grade Band Standards, which reflect the Wisconsin Model Academic Standards (WMAS). For reading, mathematics, and science, the WAA-SwD uses multiple-choice questions.

For language arts/writing and social studies, the WAA-SwD uses a teacher-completed rating scale. These rating scales are downloadable and can be found at http://oea.dpi.wi.gov/oea_waa. Test administrators are asked to complete the rater form and then document their student performance level on the student Answer Document for the WAA-SwD.

Student performance on these assessments is reported in terms of four performance levels: WAA-SwD Advanced, WAA-SwD Proficient, WAA-SwD Basic, and WAA-SwD Minimal Performance. These results show how students, schools, and districts performed on the WAA-SwD relative to grade-level expectations established by Wisconsin educators.

Content Areas Assessed by the WAA-SwD

Reading: The WAA-SwD uses authentic-text reading passages and thematically linked questions to measure the students' ability to determine the meaning of words and phrases in context and to understand, analyze, evaluate, and extend text.

The test requires students to think critically and creatively, solve problems, and construct meaning. The test format for the alternate assessment is unique in that two-thirds of the reading items are "read by Teacher" while the remaining items are "read by Student."

Mathematics: The WAA-SwD uses real-world topics to engage interest, provide context, and encourage confidence in the ability to do mathematics. The test requires students to effectively use their mathematics knowledge. Students will demonstrate their knowledge in the six mathematical objectives: mathematics process, number operations and relationships, geometry, measurement, statistics and probability, and algebraic relations.

Science: The WAA-SwD assesses core concepts in the traditional content areas of life science, physical science, and Earth and space science, as well as key science inquiry skills. The ability to recognize, understand, and apply scientific principles and methods is measured in the context of situations students encounter in their everyday lives.

Social Studies and Language Arts/Writing: The WAA-SwD rating scales are an assessment tool that focuses on the knowledge and skills aligned with the Wisconsin Model Academic Standards in language arts/writing and social studies.

WKCE and WAA-SwD Score Interpretations

Criterion-Referenced Score Interpretations

A specified learning objective is called a criterion. A criterion-referenced score conveys information about student performance in relation to the Wisconsin Model Academic Standards (WMAS) or Extended Grade Band Standards, rather than to the performance of other test takers. Criterion-referenced information included in WKCE and WAA-SwD reporting includes performance levels, scale scores, raw scores, holistic scores, and Standards Performance Indices (SPIs).

WKCE Scale Scores

A scale score is a score on a numeric scale with intervals of equal size. The scale is applied to all students taking the WKCE in a particular subject at a particular grade level, making it possible to compare scores from different groups of students or individuals from year to year. Plotting the mean (or average) scale score for each grade within a school or district for successive years allows relative academic growth to be tracked from one year to the next.

Evaluation of trends over time within a group of students and across grades can help educational planning in a variety of ways. Scale scores within a content area also may be compared across grades and over time, providing some evidence of the success of programs, if students served are in the tested group. However, since the tests have been reported on a new scale since fall 2005, that year's test administration data should be considered Year One for longitudinal comparisons by scale score.

Each content area is scaled separately; therefore, the scale scores for one content area cannot be compared to another content area. Scale scores are found on the *WKCE Individual Profile Report*, the *WKCE School Record Sheet*, and the *WKCE Scale Score Summary Report*.

WKCE and WAA-SwD Raw Scores

A raw score is the number of items answered correctly on a given test. For example, if a test had 59 items and the student got 23 correct, the raw score would be 23.

For the WKCE, scoring methods and statistical procedures based on specific item characteristics are used to convert raw scores into scale scores, local percentiles, objective or standards performance indices, and other scores in order to be interpreted meaningfully. Average raw scores compared with total possible points by content standard can be found on the *WKCE Item Analysis Summary by Standard*.

For the WAA-SwD, raw scores are provided to identify the number of items answered correctly on a given test as well as the number of items answered correctly for each standard. The number of items answered correctly and the number of possible points can be found on the *WAA-SwD Individual Profile Report*. Average raw scores compared with total possible points at the school, district, and state levels can be found on the *WAA-SwD School Record Sheet*.

WKCE Holistic Scores

A holistic score is based on overall student performance, rather than on the accumulation of score points. Specific scoring rubrics are used to guide scorers in determining holistic scores. WKCE writing assessment scores are holistic scores, and these scores can be found on the *WKCE Individual Profile Report*, the *WKCE School Record Sheet*, the *WKCE Extended Writing Sample by Student Group*, and the *WKCE Extended Writing Sample by Rubric*. For more information about the holistic scoring writing rubrics for the WKCE, see http://oea.dpi.wi.gov/oea_kcwriting.

WKCE Standards Performance Index

The Standards Performance Index (SPI) provides an estimate of how many items covering a given standard a student would have answered correctly if there had been 100 such items on the test. The statistical procedure used to calculate the SPI is based on student performance on WKCE test items measuring each content standard and related performance on other WKCE test items.

The SPI for a school can be used to analyze performance in a given content standard relative to a district or state SPI within a single year. Mean SPIs cannot be directly compared across years or grades because test questions measuring each standard change each year and items measuring each content standard represent only a portion of the entire content area test. The SPI can be found on the *WKCE Individual Profile Report*, the *WKCE School Record Sheet*, and the *WKCE Standards Performance Summary*.

Norm-Referenced Score Interpretations

Norm-referenced score interpretations provide information that compares the students' achievement with that of a larger reference group, such as all students tested on the WKCE statewide. Norm-referenced scores for the WKCE are presented in the following ways:

a) State Percentile

The State Percentile is a ranking of an individual student's results relative to the results of other test takers in the state. For example, a student who scored at the 82nd percentile had a score that was equal to or better than 82% of the scores of all students in Wisconsin who took the same test. State percentile scores can be found on the *Individual Profile Report*. A lower percentile might still indicate proficiency, if the majority of students in that grade level are proficient. For more information, go to <http://oea.dpi.wi.gov/files/oea/pdf/assessrslt.pdf>.

b) State Percentile at the Mean Normal Curve Equivalent (NCE)

The State Percentile at the mean NCE compares the average performance of a group of students with the performance of all students throughout the state. Percentiles are converted to NCEs so that they can be averaged. The average (or mean) NCE is then converted back to a "group" percentile so that it can be more easily interpreted. If the state percentile at the mean NCE for a given group is 65, then that group (on average) performed better than or equal to 65% of tested students in the state. State percentile at the mean NCE scores can be found on the *Scale Score Summary Report*.

WKCE Performance Levels and Performance Ranges

WKCE results are reported in terms of four performance levels: Advanced, Proficient, Basic, and Minimal Performance. Cut scores, used to place students in each category based on their performance, were established by Wisconsin educators and other citizens at a standard-setting panel held in February 2003. Performance categories and their corresponding scale score ranges reflect student mastery of the content knowledge and skills needed at the beginning of the school year in order to demonstrate mastery of the Wisconsin Model Academic Standards (WMAS) by the end of the school year.

When cut scores were established in February 2003, Wisconsin-administered standardized assessments in grades 4, 8, and 10 were known as the Wisconsin Knowledge and Concepts Examination (WKCE). These assessments consisted of nationally normed "shelf" items from the *TerraNova* test series published by CTB/McGraw-Hill, Wisconsin's assessment contractor, with some customized Wisconsin items added to ensure coverage of the WMAS. Accordingly, WKCE scores were reported on the *TerraNova* scale.

Since 2005–06, Wisconsin has administered completely customized WKCE assessments in reading and mathematics at grades 3 through 8 and 10 as required by No Child Left Behind (NCLB). This required the development of new scales for reporting results. These new scales are aligned vertically in reading and mathematics so that student-level growth can be measured from one year to the next. Cut scores on the new WKCE scale were established using equipercentile equating, which uses pre-existing cut scores at grades 4, 8, and 10 as "anchors" for establishing new cut scores.

Beginning with the 2012–2013 school year, Wisconsin established performance levels and cut scores comparable to those for the National Assessment of Educational Progress (NAEP) to apply to the WKCE reading and mathematics content areas. These WKCE performance levels were revised to align more closely with national and international expectations of what is required to be college and career ready. Due to this change, comparisons between 2012–2013 performance levels and prior years' performance levels will no longer be appropriate for reading and mathematics.

State percentiles (available on the *Individual Profile Report*) and Student Growth Percentile Reports (available through the district office) may be used to evaluate student progress over time. Language arts, science, and social studies performance levels were not revised so comparisons over time are still appropriate for those content areas.

The following tables provide general descriptions of the WKCE performance categories and the cut score range of each performance level for each content area. Performance level results are found on the *Individual Profile Report*, *School Record Sheet*, and *District Proficiency Summary*.

WKCE Performance Level Definitions

Advanced	Demonstrates a comprehensive and in-depth understanding of rigorous subject matter and provides sophisticated solutions to complex problems.
Proficient	Demonstrates a solid understanding of challenging subject matter and solves a wide variety of problems.
Basic	Demonstrates partial mastery of prerequisite knowledge and skills that are fundamental for proficient work.
Minimal Performance	Demonstrates limited knowledge and skills in the subject matter and limited ability to apply knowledge and skills effectively.

For more information about the academic performance level definitions, see the DPI Web site at http://oea.dpi.wi.gov/oea_profdesc.

WKCE Performance Ranges

	Grade 3							
	Minimal		Basic		Proficient		Advanced	
	Low	High	Low	High	Low	High	Low	High
Reading	270	444	445	474	475	506	507	640
Math	220	387	388	437	438	491	492	630

	Grade 4							
	Minimal		Basic		Proficient		Advanced	
	Low	High	Low	High	Low	High	Low	High
Reading	280	461	462	497	498	535	536	650
Language Arts	140	251	252	276	277	307	308	420
Math	240	424	425	473	474	525	526	650
Science	170	248	249	278	279	319	320	440
Social Studies	170	241	242	262	263	287	288	400

	Grade 5							
	Minimal		Basic		Proficient		Advanced	
	Low	High	Low	High	Low	High	Low	High
Reading	290	463	464	502	503	545	546	690
Math	270	448	449	500	501	552	553	680

	Grade 6							
	Minimal		Basic		Proficient		Advanced	
	Low	High	Low	High	Low	High	Low	High
Reading	300	478	479	524	525	572	573	730
Math	310	474	475	523	524	572	573	700

Grade 7								
	Minimal		Basic		Proficient		Advanced	
	Low	High	Low	High	Low	High	Low	High
Reading	310	485	486	534	535	589	590	780
Math	330	499	500	543	544	590	591	710

Grade 8								
	Minimal		Basic		Proficient		Advanced	
	Low	High	Low	High	Low	High	Low	High
Reading	330	492	493	547	548	612	613	790
Language Arts	250	357	358	384	385	417	418	520
Math	350	509	510	557	558	604	605	730
Science	230	348	349	374	375	418	419	560
Social Studies	230	333	334	363	364	402	403	530

Grade 10								
	Minimal		Basic		Proficient		Advanced	
	Low	High	Low	High	Low	High	Low	High
Reading	350	495	496	565	566	643	644	820
Language Arts	290	392	393	427	428	483	484	630
Math	410	527	528	573	574	617	618	750
Science	240	410	411	428	429	465	466	610
Social Studies	240	407	408	419	420	454	455	620

WAA-SwD Performance Levels and Performance Ranges

WAA-SwD results are reported in terms of four performance levels: WAA-SwD Advanced, WAA-SwD Proficient, WAA-SwD Basic, and WAA-SwD Minimal Performance. Cut scores, used to place students in each category based on their performance, were established by Wisconsin educators at a standard-setting panel held in April 2008. Performance levels and their corresponding score ranges reflect student mastery of the content knowledge and skills needed at the beginning of the school year in order to demonstrate mastery of the Extended Grade Band Standards by the end of the school year.

The following table provides general descriptions of the WAA-SwD performance levels and the score range of each performance level for each content area. Performance level results are found on the *Individual Profile Report*, *School Record Sheet*, and *District Proficiency Summary*.

WAA-SwD Performance Level Definitions

WAA-SwD Advanced	Demonstrates an in-depth understanding of the academic content and skills tested on the WAA-SwD. Requires no support in instructional settings to demonstrate consistent understanding and mastery of the content and skills included in the Extended Grade Band Standards.
WAA-SwD Proficient	Demonstrates understanding of the academic content and skills tested on the WAA-SwD. Requires no support in instructional settings to demonstrate understanding and mastery of the content and skills included in the Extended Grade Band Standards.
WAA-SwD Basic	Demonstrates some understanding of the academic content and skills tested on the WAA-SwD. Requires some support in instructional settings to demonstrate understanding of the contents and skills included in the Extended Grade Band Standards.
WAA-SwD Minimal Performance	Demonstrates an emerging understanding of the academic content and skills tested on the WAA-SwD. Requires significant support in instructional settings to demonstrate understanding of the content and skills included in the Extended Grade Band Standards.

WAA-SwD Performance Ranges

Grade 3								
	Minimal		Basic		Proficient		Advanced	
	Low	High	Low	High	Low	High	Low	High
Reading	0	9	10	18	19	25	26	30
Math	0	6	7	17	18	27	28	34

Grade 4								
	Minimal		Basic		Proficient		Advanced	
	Low	High	Low	High	Low	High	Low	High
Reading	0	9	10	21	22	27	28	30
Math	0	8	9	18	19	27	28	34
Science	0	14	15	24	25	31	32	37

Grade 5								
	Minimal		Basic		Proficient		Advanced	
	Low	High	Low	High	Low	High	Low	High
Reading	0	7	8	19	20	26	27	30
Math	0	8	9	18	19	27	28	34

Grade 6								
	Minimal		Basic		Proficient		Advanced	
	Low	High	Low	High	Low	High	Low	High
Reading	0	7	8	20	21	26	27	30
Math	0	9	10	18	19	28	29	34

Grade 7								
	Minimal		Basic		Proficient		Advanced	
	Low	High	Low	High	Low	High	Low	High
Reading	0	8	9	20	21	25	26	31
Math	0	7	8	16	17	27	28	34

Grade 8								
	Minimal		Basic		Proficient		Advanced	
	Low	High	Low	High	Low	High	Low	High
Reading	0	8	9	19	20	25	26	30
Math	0	7	8	17	18	27	28	34
Science	0	13	14	23	24	33	34	39

Grade 10								
	Minimal		Basic		Proficient		Advanced	
	Low	High	Low	High	Low	High	Low	High
Reading	0	9	10	19	20	25	26	30
Math	0	7	8	17	18	25	26	34
Science	0	11	12	25	26	32	33	39

Features Common to All Reports

Each report listed contains the features described below. Because these features are common to all reports, they will be identified and pointed out, but not discussed in any detail in the content description of each report.

Identifying Information: Identifying information is found in the left panel of the report and includes school and/or district names, grade level tested, test date, and scoring pattern. The WSAS testing window for the 2013–2014 academic year was October 28–November 29, 2013. The Student Report includes student-identifying information.

Purpose Statement: The purpose statement is also found in the left panel of each report. It explains what the report contains and how the information may be used. This will help in interpreting the test results for individual students, schools, and districts.

Total Enrollment/Number of Students: The total enrollment of students is found on the school and district reports. Generally, this includes all students attending public schools in the school or district. Test results for students with disabilities who reside in one district but who attend a school in another district due to the IEP placement are reported with results for the district of residence. This is the district of residence unless the student is attending school out-of-district under Open Enrollment or Chapter 220. All students attending a school under Open Enrollment or Chapter 220 are included with results for the school and district of attendance.

WKCE Individual Profile Report

The WKCE provides information about educational achievement and skills in basic content areas. The sample 4th-grade *Individual Profile Report* on page 13 indicates a 4th-grade student's performance levels in reading, mathematics, language arts, science, and social studies. The report provides a complete record, including general information about achievement in these content areas, as well as specific information about the student's levels of performance. This information can provide a basis for planning an educational program to meet specific academic needs.

Front Page of the Individual Profile Report

The front page of the *Individual Profile Report* (IPR) provides information about a student's achievement in tested subjects in terms of four performance levels: Advanced, Proficient, Basic, and Minimal Performance. Students in all grades (3–8 and 10) are tested in reading and mathematics, while students in grades 4, 8, and 10 are also tested in language arts, science, social studies, and writing. Using this report, parents and educators can compare student performance to performance levels defined by Wisconsin educators, as well as identify areas of relative strength and need. This report also provides an explanation of WKCE writing scores. A description of the information on the IPR is provided below.

Performance Levels

- A Identifying Information.** The student's name and grade are shown at the top of the left-hand panel of the report. You will also find the student's birth date, test date, school, and district listed in the lower part of this panel, as well as any testing accommodations used by the student.
- B Purpose.** This statement indicates what the report contains and how to use the data. This helps teachers and parents/guardians interpret the test results.
- C Performance Levels.** The chart provides information about student achievement in terms of performance levels. For each subject, a scale score range and the cut scores for each performance level are shown, along with a bar graph indicating the performance level the student achieved in each content area. For example, the sample report shows that this 4th-grade student achieved a scale score of 306 in language arts, which falls into the "Proficient" category.
- D Explanation of WKCE Performance Levels.** This section provides an explanation of the WKCE performance levels.
- E WKCE Extended Writing.** This section provides the type of writing mode on which the student was tested. Each grade (4, 8, and 10) may have responded to a different writing prompt. If a student did not take the writing test, this section will be left blank. The writing scores include the 6-point composition score and the 3-point conventions score.

Back Page of the Individual Profile Report

The back page of the *Individual Profile Report* (IPR) provides additional interpretive information about the WKCE, including descriptions of the types of score data, performance categories, and the Standards Performance Index (SPI).

The back page of the IPR also identifies the "condition codes" that are utilized on the writing test for students who have not received a writing score. In addition, the back page of the IPR also identifies the most common accommodations available to students.

Simulated Data

2013-14

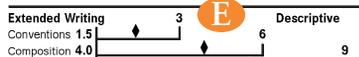
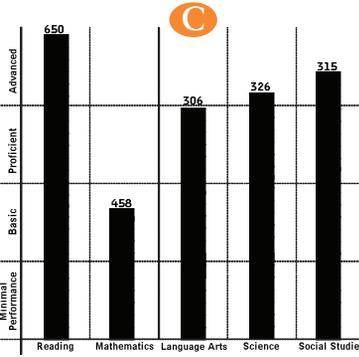
Wisconsin Student Assessment System

Scale Scores - measure performance of this student on the WKCE subject area test
 - do not have the same meaning across subject areas
 - may be used to compare scores for the same subject over time

State Percentiles - define performance relative to other test takers

Performance Levels - present information about a student's performance in terms of four levels:
 - Minimal Performance, Basic, Proficient and Advanced.

	Score Range	Basic	Proficient	Advanced	Your Student	State Percentile
Reading	280-650	462	498	536	650	99
Mathematics	240-650	425	474	526	458	42
Language Arts	140-420	252	277	308	306	66
Science	170-440	249	279	320	326	86
Social Studies	170-400	242	263	288	315	80



Standards Performance Index
 - measures student's performance with respect to the Wisconsin academic standards
 - is calculated for each tested standard listed below
 - can be used to assess strengths and needs within an academic area
 / = No Items Attempted ○ = Academic Need ◐ = Some Academic Need ◑ = Relative Academic Strength ● = Academic Strength

Subject	Standard	Performance Level
Reading	Determines Meaning	● Academic Strength
	Understands Text	● Academic Strength
	Analyzes Text	● Academic Strength
Mathematics	Mathematical Processes	○ Academic Need
	Number Operations	/ No Items Attempted
	Geometry	○ Academic Need
	Measurement	○ Academic Need
	Statistics/Probability	○ Academic Need
Language Arts	Writing	● Academic Strength
	Language	◐ Relative Academic Strength
	Research and Inquiry	◐ Relative Academic Strength
Science	Connections & Nature of Sci	● Academic Strength
	Science Inquiry	○ Academic Need
	Physical Science	○ Academic Need
	Earth and Space	● Academic Strength
	Life and Environmental	◐ Some Academic Need
Social Studies	Geography	◐ Relative Academic Strength
	History	◐ Relative Academic Strength
	Political Science	◐ Relative Academic Strength
	Economics	◐ Relative Academic Strength
	Behavioral Science	◐ Relative Academic Strength

WKCE Individual Profile Report

ROBERT LOUIS SCHOENLEBER

Grade: 4

Purpose
 This report presents information about student achievement on the Wisconsin Knowledge and Concepts Examination (WKCE). Performance levels, scale scores and state percentiles describe the student's performance on subject area tests. A Standards Performance Index helps students, parents and educators identify specific areas of need relative to the Wisconsin academic standards.

Caution:
 Performance standards for the reading and mathematics content areas were re-set in Spring 2012 to more closely align with national expectations of what is required to be college and career ready. See the back of this report for more information.

Birthdate: MM/DD/YY
 Local Student ID: 0123456789
 Accommodations: NONE

Test Date: MM/DD/YY

1234-5678

School: ANYSCHOOL
 District: ANYDISTRICT
 State: WISCONSIN



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2013-14 Wisconsin Student Assessment System

Changes Starting in the 2012-13 School Year
 Beginning with the 2012-13 school year, Wisconsin established performance standards (cut scores) comparable to the National Assessment of Educational Progress (NAEP) cut scores for the WKCE reading and mathematics content areas. These WKCE performance levels were revised to more closely align with national and international expectations of what is required to be college and career ready. Due to this change in cut scores, comparisons between performance levels before and after 2012-13 are not appropriate for reading and mathematics. State percentiles (available on this report), and Student Growth Percentile Reports (available through your district office) may be used to evaluate student progress over time. Language Arts, Science, and Social Studies performance standards were not revised so comparisons across time are still appropriate for these subject areas.

WKCE Performance Levels:
 The graph shows student performance on the WKCE. For each tested subject, a student's score falls in one of the following performance levels:

- Advanced** - Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.
- Proficient** - Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.
- Basic** - Students at this level demonstrate partial mastery of prerequisite knowledge and skills that are fundamental for proficient work.
- Minimal Performance** - Students at this level demonstrate limited knowledge and skills in the subject matter and limited ability to apply knowledge and skills effectively.

Scale Score and State Percentile:
 The table indicates the lowest and highest possible scale score for each subject for the grade level tested, as well as the cut scores that divide the four performance levels. The student's scale score and the student's state percentile rank are also indicated. State Percentiles (available on this report), and Student Growth Percentile reports (available through your school personnel) may be used to evaluate student progress over time.

Scale Score - Scale scores are used for measuring achievement growth of a student or groups of students within a subject area from year to year. Separate scales are established for each subject and cannot be compared between subject areas.

Cut Score - A cut score separates each performance level. For example, the "Proficient" cut score separates Basic performance from Proficient. Wisconsin's current WKCE cut scores for reading and mathematics were

established in 2012 by identifying comparable performance of Wisconsin students on the National Assessment of Educational Progress (NAEP) in order to better align with the high expectations of the Common Core State Standards. Language Arts, Science and Social Studies cut scores were set in 2003 based on the Wisconsin Model Academic Standards.

Percentile - A percentile rank score compares one student with all the students in the state in the same grade who took the same test. For example, a percentile ranking of 58 means a student's scale score was higher than 58% of the students who were in the same grade and who took the same test.

Standards Performance Index (SPI):
 The SPI is an estimate of how many questions covering a specific standard the student would have answered correctly had there been 100 questions covering the standard on the test. SPI performance is calculated based on the subject area cut scores and is presented with reference to overall strength or need.

Extended Writing:
 Using a writing prompt based on the Wisconsin Model Academic Standards, students plan, write, and edit a composition within a 30-minute time frame. Students receive a conventions (i.e. grammar, punctuation) score of 1-3 points, a composition score of 1-6 points, and a total score. Instead of a score, students may sometimes receive one of the codes listed below. The types of writing prompts used are persuasive, descriptive, or informative depending on the grade level. This information is provided on the front of this report.

- LB - Left Blank
- IL - Illegible
- AL - Another Language
- INV - Invalidated Test
- PR - Parental Refusal
- NT - Not Tested
- OT - Off-Topic

Note: Students who receive an "Off-Topic" composition score will still be evaluated for conventions, and will receive a score.

Testing Accommodations:
 If a student received testing accommodations, it is noted in the left bar on the front of this report. Testing accommodations allow students to demonstrate what they know and are able to do without altering what the test measures. Some specific accommodations are listed below.

- Used a scribe
- Provided extra time
- Read test questions and content to student*
- Used DPI-provided test translation
- Used locally-provided test translation*
- Used DPI-provided glossary of terms*
- Used "text-talker"
- Signed test questions and content to student*
- Used another DPI approved accommodation

*Not allowed on Reading test.



WAA-SwD Individual Profile Report

The WAA-SwD provides information about educational achievement and skills in basic content areas. The sample 4th-grade *Individual Profile Report* on page 15 indicates a 4th-grade student's performance levels in reading, mathematics, science, social studies, language arts, and writing. The report provides a complete record, including general information about achievement in these content areas, as well as specific information about the student's levels of performance. This information can provide a basis for planning an educational program to meet specific academic needs.

Front Page of the Individual Profile Report

The front page of the *Individual Profile Report* (IPR) provides information about a student's achievement in tested subjects in terms of four performance levels: WAA-SwD Advanced, WAA-SwD Proficient, WAA-SwD Basic, and WAA-SwD Minimal Performance. Students in all grades (3–8 and 10) are tested in reading and mathematics, while students in grades 4, 8, and 10 are also tested in science, social studies, language arts, and writing. Using this report, parents and educators can compare student performance to performance levels defined by Wisconsin educators as well as identify areas of relative strength and need. A description of the information on the IPR is provided below.

Performance Levels

- A Identifying Information.** The student's name and grade are shown at the top of the left-hand panel of the report. You will also find the student's birth date, test date, school, and district listed in the lower part of this panel, as well as any testing accommodations used by the student.
- B Purpose.** This statement indicates what the report contains and how to use the data. This helps teachers and parents/guardians interpret the test results.
- C Performance Levels.** The chart provides information about student achievement in terms of performance levels. For each subject, a score range and the cut scores for each performance level are shown, along with a bar graph indicating the performance level the student achieved in each content area. For example, the sample report shows that this 4th-grade student achieved a score of 7 in reading, which falls into the "WAA-SwD Minimal Performance" category.
- D Explanation of WAA-SwD Performance Levels.** This section provides an explanation of the WAA-SwD performance levels.

Back Page of the Individual Profile Report

The back page of the *Individual Profile Report* (IPR) provides additional interpretive information about the WAA-SwD, including descriptions of the types of score data, performance categories, and the Standards Performance Graph.

WAA-SwD Individual Profile Report

JASON JERARD ABERCROMBIE



Grade: 4



Purpose
This report presents information about student achievement on the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). Performance levels and score points earned describe this student's performance on subject area tests. A Standards Performance Graph helps students, parents and educators identify specific areas of strength and need relative to the Wisconsin Extended Grade Band Standards.

Simulated Data

Birthdate: MM/DD/YY
Local Student ID: 0123456789
Accommodations: NONE



Test Date: MM/DD/YY
12/31/13

School: ANYSCHOOL
District: ANYDISTRICT
State: WISCONSIN

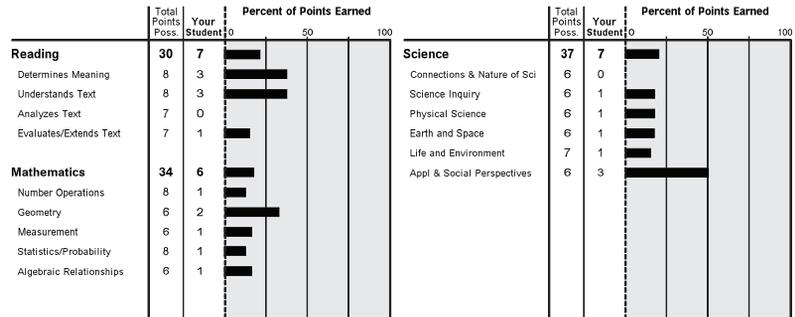


Performance Score Ranges and Performance Levels - The WAA-SwD Performance Score Ranges Table shows the number of score points possible on each subject area test, the range of scores that define each performance level, and the number of score points this student earned. WAA-SwD performance levels, defined by Wisconsin educators, are presented as: WAA-SwD Minimal Performance, WAA-SwD Basic, WAA-SwD Proficient, and WAA-SwD Advanced.

WAA-SwD Performance Score Ranges ¹						WAA-SwD Performance Levels ¹				
Total Points Possible	WAA-SwD Minimal Perf.	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	Your Student	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	
Reading	30	0-9	10-21	22-27	28-30	7	██████████			
Mathematics	34	0-8	9-18	19-27	28-34	6	██████████			
Science	37	0-14	15-24	25-31	32-37	7	██████████			
Social Studies						Proficient	██████████	██████████		
Language Arts						Proficient	██████████	██████████		
Writing						Proficient	██████████	██████████		

¹ The performance levels for Social Studies, Language Arts and Writing, for students in grades 4, 8, and 10, are determined through teacher rating scales based upon classroom evidence. Points earned by standard/objective are not available for these subject area tests.

Standards Performance Graph - Each WAA-SwD subject area test measures student learning with respect to the Wisconsin Extended Grade Band Standards in that subject. Total points possible and the number of points this student scored are presented below. The bar to the right of this student's score indicates the percent of questions measuring a given standard that this student answered correctly.



2013-14 Wisconsin Student Assessment System

The Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) was developed to assess the academic progress of students with significant cognitive disabilities whose instruction is based upon the Wisconsin Extended Grade Band Standards.

WAA-SwD Performance Score Ranges

This table shows the total possible points for reading, mathematics (and science in grades 4, 8, and 10) for the appropriate grade level tested, the score ranges that divide the four categories of achievement, and your student's score.

At grades 4, 8, and 10 the subject areas of social studies, language arts, and writing are administered using a rating scale completed by the teacher. These scores are reported based upon your student's performance level as indicated by the overall score on the rating scale and not by individually scored test items.

WAA-SwD Performance Levels

The graph shows student performance on the WAA-SwD. For each tested subject, a student's score falls in one of the following performance levels:

D WAA-SwD Advanced - Demonstrates an in-depth understanding of the academic content and skills tested on the WAA-SwD. Requires no support in instructional settings to demonstrate consistent understanding and mastery of the content and skills included in the Extended Grade Band Standards.

WAA-SwD Proficient - Demonstrates understanding of the academic content and skills tested on the WAA-SwD. Requires no support in instructional settings to demonstrate understanding and mastery of the content and skills included in the Extended Grade Band Standards.

WAA-SwD Basic - Demonstrates some understanding of the academic content and skills tested on the WAA-SwD. Requires some support in instructional settings to demonstrate understanding of the content and skills included in the Extended Grade Band Standards.

WAA-SwD Minimal Performance - Demonstrates an emerging understanding of the academic content and skills tested on the WAA-SwD. Requires significant support in instructional settings to demonstrate understanding of the content and skills included in the Extended Grade Band Standards.



The Standards Performance Graph

The Extended Grade Band Standards for reading, mathematics (and science in grades 4, 8, and 10) are further broken down into objectives linked to the Wisconsin Model Academic Standards. This graph indicates your student's scores and the percent correct according to these objectives.

WAA-SwD Accommodations

If a student received testing accommodations, it is noted in the left bar on the front of this report. Testing accommodations allow students to demonstrate what they know and are able to do without altering what the test measures. Some specific accommodations are listed below.

- Used translation*
- Signed test questions and content to student*
- Used Braille
- Used assistive device
- Used objects or manipulatives
- Used another DPI-approved accommodation

*Not allowed on Reading test except for "teacher read" directions.

For More Information:

WAA-SwD General Information
http://oea.dpi.wi.gov/oea_waa

Wisconsin Extended Grade Band Standards
<http://sped.dpi.wi.gov/files/sped/pdf/waa-extstd-full.pdf>

WKCE School Record Sheet

The *WKCE School Record Sheet* shows information about student achievement in the areas of performance levels, scale scores, and a Standards Performance Index. This report can be used to evaluate strengths in the curriculum and identify areas for improvement.

WKCE School Record Sheet



PRIVATE REPORT
WKCE School Record Sheet
 School: ANYSCHOOL

Grade: 4
 Simulated Data

Purpose
 This report presents information about student achievement in terms of performance levels, scale scores, and a Standards Performance Index. This report can be used to evaluate strengths in the curriculum and identify areas for improvement.

This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.

CONFIDENTIAL - DO NOT DISTRIBUTE

Test Date: MM/DD/YY
 District: ANYSDISTRICT
 State: WISCONSIN
 1234-5678

Page 1

2013-14 Wisconsin Student Assessment System

Performance Levels:	WKCE State Averages	WKCE District Averages	WKCE School Averages	ABERCROMBIE, STEVEN J	AMBROSINI, CINDY L	BALESTERI, JEFFERY M	BRIGEMAN, SANDY J	CHAMBLISS, SARAH	CHANG, WENDY	DONNELLY, SAM K	FERGUSON, TONY E	FRY, SUSAN D	GARCIA, RITA	GEORGE, JOYCE L	HAYLAND, DAVID P	HOSKINS, DOUG	KENNEDY, JAMIE L	000000015
A: Advanced	465.2	495.2	502.3	P	A	B	P	P	P	B	P	NT	P	A	B	PR	B	M
P: Proficient	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B: Basic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
M: Minimal Performance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
● Academic Strength	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
○ Relative Academic Strength	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
○ Some Academic Need	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
○ Academic Need	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
/ No Items Attempted	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Reading																		
Reading—Scale Score	465.2	495.2	502.3	478	511	423	477	477	479	425	479	479	488	511	433	433	433	943
Determines Meaning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Understands Text	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Analyzes Text	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Evaluates/Extends Text	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Language Arts																		
Language Arts—Scale Score	295.2	349.5	389.3	279	253	279	289	389	290	425	371	203	260	203	296	296	223	259
Writing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Research and Inquiry	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mathematics																		
Mathematics—Scale Score	456.8	507.2	539.2	478	531	423	477	479	509	425	469	458	458	458	427	427	429	402
Mathematical Processes	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number Operations	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Geometry	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Measurement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Statistics/Probability	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Algebraic Relationships	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Science																		
Science—Scale Score	303.5	270.4	269.4	298	331	INV	317	317	309	275	319	308	308	331	273	273	273	243
Connections & Nature of Sci	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Science Inquiry	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Physical Science	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Earth and Space	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Life and Environment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Appl & Social Perspectives	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Social Studies																		
Social Studies—Scale Score	268.8	234.8	228.3	268	361	243	267	267	269	255	279	278	278	361	NT	PR	244	193
Geography	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
History	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Political Science	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Economics	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Behavioral Science	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Writing Total	3.5	6.0	5.0	3.0	6.5	1.0	5.0	4.5	3.5	1.0	5.0	7.5	3.5	7.5	NT	PR	2.0	2.5
Composing Rubric	2.5	4.0	3.0	2.0	4.5	1.0	3.5	3.0	2.0	OT	2.5	5.0	2.0	5.0	NT	PR	1.0	1.5
Conventions Rubric	1.0	2.0	2.0	1.0	2.0	0.0	1.5	1.5	1.5	1.0	2.5	2.5	1.5	2.5	NT	PR	1.0	1.0

AL- Another Language; IL- Illegible; INV- Invalidated Test; LB- Left Blank; NT- Not Tested; OT- Off-Topic; PR- Parental Refusal

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WAA-SwD School Record Sheet

The WAA-SwD *School Record Sheet* presents information about student achievement on the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). This report can be used to evaluate strengths and weaknesses in the curriculum relative to the Wisconsin Extended Grade Band Standards.

WSAS District Proficiency Summary

WSAS DISTRICT PROFICIENCY SUMMARY 2013–14

GENERAL INTERPRETATION

The “Proficiency Summary” shows student performance on Wisconsin Student Assessment System (WSAS) tests by performance level and by student group. WSAS measures student achievement in reading and mathematics at grades 3–8 and 10 and language arts, science, social studies, and writing at grades 4, 8, and 10. The WSAS includes both the WKCE, taken by nearly all students, and the WAA-SwD, taken by students with significant cognitive disabilities.

All students in grades 3–8 and 10 are expected to take WSAS tests. An extended testing window is provided so that students who are absent on any given day can take make-up tests. Some students are not assessed due to long-term absences or parental request. The following students take alternate assessments in the subject area in lieu of regular assessments: students with significant cognitive disabilities whose IEPs indicate that the students’ instruction is aligned with the Wisconsin Extended Grade Band Standards and who are not able to demonstrate some of the knowledge and skills on the WKCE test even with allowable accommodations.

The results of the WKCE are reported in terms of four performance categories: Advanced, Proficient, Basic, and Minimal Performance. The WAA-SwD results are also reported in terms of four performance categories called WAA-SwD Advanced, WAA-SwD Proficient, WAA-SwD Basic, and WAA-SwD Minimal Performance. Each of the four performance categories is associated with a range of scores that were established by the State Superintendent of Public Instruction based on the work of Wisconsin educators and knowledgeable community members using a process designed by nationally recognized researchers.

Beginning with the 2012–13 school year, Wisconsin established performance standards (cut scores) comparable to the National Assessment of Educational Progress (NAEP) cut scores for the WKCE reading and mathematics content areas. These WKCE performance levels were revised to more closely align with national and international expectations of what is required to be college and career ready. Due to this change in cut scores, comparisons between the 2012–13 performance levels and prior years’ performance levels will no longer be appropriate for reading and mathematics. WKCE language arts, science and social studies performance standards, established in fall 2005, were not revised so comparisons across time are still appropriate for these subject areas.

HOW TO READ THIS REPORT

The report is organized with district, grade, subject area, and demographic selections shown at the top of the report. WSAS participation information and the percentage of students in each performance level are shown by WSAS assessment type below the “WSAS Performance Levels” heading. Student groups required for disaggregated reporting are listed down the left side.

Summary information about each student group can be read across the rows of the report. In each row, the first column shows the total number of students in that demographic group enrolled in the grade. Reporting by student demographic group on district and school level reports is based only on students enrolled for a full academic year. Percentages in shaded columns may not add up to 100. Small discrepancies may exist due to rounding.

The first column under the “No WSAS” subheading is called “% No WSAS (Total),” which is the percentage of students enrolled who did not participate in WSAS in this subject. These students have no results under the WAA-SwD or WKCE columns. The next two columns are the reasons students might not participate in WSAS; the sum of the percentages in these two columns is the “% No WSAS (Total).”

STUDENT PRIVACY

In order to protect student privacy, test results are not reported in every row on public reports. Care was taken to avoid disclosure of test results for small groups of students either directly or indirectly. A group is considered small if the number of students in the group is five or fewer. Indirect disclosure occurs when results are reported both for all students in a group and for a large subset of this group, leaving only a small subset not reported. Data about groups larger than five are sometimes not reported to avoid possible indirect disclosure of confidential information about the smaller group.

Privacy rules at the school level need to consider only the number of students in each group at that school. District level rules must account for the size of groups in the district as well as in each school of the district. On private reports, test results are reported in every applicable row. Private reports may contain personally identifiable information about individual students. Distribution of private reports within your school/district must be in accordance with state and federal privacy laws and local school board policy.

Data that do not infringe on student privacy can be downloaded from the Office of Education Accountability Web site.

USING THIS REPORT TO IMPROVE LEARNING

For school and district improvement purposes, the focus is on the percentage of students enrolled who are performing at the Proficient and Advanced levels. The performance of students enrolled for a full academic year provides one indicator of how successful your school or district has been in meeting the academic needs of students in this grade and prior grades up to the time of testing. The Proficient and Advanced categories are the long-term educational goals for all students in every group except for students with severe disabilities.

More detailed suggestions for using the information in this report can be found at the Office of Educational Accountability Web site listed below. Note that no single test can tell us whether students have learned everything that is important for students to learn. Additional local evidence should be reviewed for a more complete picture of student learning.

FOR MORE INFORMATION

Student Privacy: http://oea.dpi.wi.gov/oea_stprivacy

WKCE: http://oea.dpi.wi.gov/oea_wkce_home

Summary Data: http://oea.dpi.wi.gov/oea_data

WAA-SwD: http://oea.dpi.wi.gov/oea_waa

Purpose
This report displays data from the Wisconsin Student Assessment System (WSAS), including results from the Wisconsin Knowledge and Concepts Examinations (WKCE) and the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SWD). The report provides evidence of how well students in the district performed, by subgroup, in relation to the four performance levels. This report can be used to evaluate annual proficiency goals.

***To protect student privacy, results are not reported in every row.**

2013-14

Wisconsin Student Assessment System

Proficiency Summary Report: Reading

	Total Enrolled in Grade	No WSAS				WSAS Performance Levels								
		Number Included in % ⁴	% No WSAS (Total)	% Excluded by Parent	% Reasons Unknown	WAA-SWD ¹				WKCE				
						% WAA-SWD (Total)	% WAA-SWD Minimal Perf	% WAA-SWD Basic	% WAA-SWD Proficient	% WAA-SWD Advanced	% Minimal Performance	% Basic	% Proficient	% Advanced
Students in Wisconsin Public Schools	581	19	8	11	43	7	14	11	11	11	10	3	4	26
Students in this District	42	5	0	5	48	2	2	36	7	7	2	0	2	43
Students Not in District Full Acad Yr	0	*	*	*	*	*	*	*	*	*	*	*	*	*
Students in District Full Acad Yr	42	5	0	5	48	2	2	36	7	7	2	0	2	43
In Single School	0	*	*	*	*	*	*	*	*	*	*	*	*	*
Not in Single School	0	*	*	*	*	*	*	*	*	*	*	*	*	*
With Disabilities Attending Another Dis ²	0	*	*	*	*	*	*	*	*	*	*	*	*	*
Combined Above Two Groups	0	*	*	*	*	*	*	*	*	*	*	*	*	*

Students in this District Full Academic Year by Demographic Group

Students in this District Full Acad Yr	42	5	0	5	48	2	2	36	7	7	2	0	2	43
Female	22	9	0	9	45	0	5	36	5	5	0	0	5	41
Male	20	0	0	0	50	5	0	35	10	10	5	0	0	45
Gender Code Missing or Invalid	0	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian/Alaska Native	5	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	7	7	0	0	71	0	14	43	0	14	0	0	0	29
Black (Not of Hispanic Origin)	6	6	17	0	50	0	0	50	0	0	0	0	0	33
Hispanic	7	7	0	0	43	0	0	43	0	14	0	0	0	43
White (Not of Hispanic Origin)	10	10	0	0	40	10	0	40	10	0	0	0	0	60
Race/Ethnicity Missing or Invalid	7	*	*	*	*	*	*	*	20	*	*	*	*	*
Combined Groups (Small Number) ³	0	12	8	0	42	0	0	33	8	0	0	0	8	42
English Language Learner	21	21	0	0	48	5	0	38	5	5	5	0	5	43
English Proficient	21	21	10	0	48	0	5	33	10	10	0	0	0	43
Migrant	16	15	13	0	33	7	7	20	0	0	0	0	0	53
Nonmigrant	27	27	0	0	56	0	0	44	11	11	4	0	4	37
Students with Disabilities	41	*	*	*	*	*	*	*	*	*	*	*	*	*
Nondisabled	1	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged	37	*	*	*	*	*	*	*	*	*	*	*	*	*
Not Economically Disadvantaged	5	*	*	*	*	*	*	*	*	*	*	*	*	*

1 The Wisconsin Alternate Assessment for Students with Disabilities (WAA-SWD) is administered to certain students with significant cognitive disabilities whose IEPs indicate that the students' instruction is aligned with the Wisconsin Extended Grade Band Standards and who are not able to demonstrate some of the knowledge and skills on the WKCE even with allowable accommodations.
2 On-Public (suppressed) Reports: Combined Groups (Small Number) combines results from two or more racial/ethnic groups when results for any single group have been suppressed to protect privacy.
3 On-Public (suppressed) Reports: Combined Groups (Small Number) combines results from two or more racial/ethnic groups when results for any single group have been suppressed to protect privacy.
4 The number of students included in the percents will be the total number enrolled unless there are privacy concerns due to disaggregated school reporting.

WKCE Scale Score Summary Report

WKCE SCALE SCORE SUMMARY REPORT 2013–14

GENERAL INTERPRETATION

The “WKCE Scale Score Summary Report” provides data about the distribution of scale scores earned by students taking WKCE subject area tests. The report presents three types of information: mean scale scores and their standard deviations, local percentiles, and state percentile at the mean NCE (Normal Curve Equivalent).

The “Mean Scale Score” measures the performance of students as a group. The “Standard Deviation” measures how far a student’s scale score is from the group mean.

Local percentiles describe the location of scale scores of lower, middle, and higher performing students in each student group. For each group, 10%, 25%, 50%, 75%, and 90% of students tested scored at or below the scores reported for that group at the 10th, 25th, 50th, 75th, and 90th percentiles, respectively. For example, the 90th local percentile divides the highest 10% of the scores of students in a group from the lowest 90% of students in that group. Percentiles for groups with fewer than ten students have limited usefulness and are not reported.

The “State Percentile at the Mean NCE” score indicates how the students in the group performed, on average, relative to other students in the state. For example, a percentile rank of 65 indicates that, on average, the students in the group performed better than or equal to 65% of the students tested in the state.

The “WKCE Scale Score Summary Report” does not include information on untested students.

HOW TO READ THIS REPORT

The report is organized with district, school, grade, subject area, and demographic selections shown at the top of the report. Student groups required for disaggregated reporting are listed down the left side. Student group enrollment, number and percentage of students tested, mean scale scores and standard deviations, local percentiles, and the state percentile at the mean NCE for the student group are found in the corresponding columns.

Summary information about each student group can be read across the rows of the report. In each row, the first column shows the total number of students enrolled in the grade. (Note: District and school level disaggregation by student group [e.g., female] is based on students enrolled in the district or school for a full academic year.) Continuing across the row, the first column under the subject area (e.g., mathematics) reports the number of students in the grade who were tested on the WKCE in mathematics. The next column indicates the percentage of all students in the grade who were tested on the WKCE in mathematics. The remaining columns show the mean (average) scale score, the standard deviation of scores, the scale scores of students at the 10th, 25th, 50th, 75th, and 90th percentiles, and the state percentile at the mean NCE for the group.

STUDENT PRIVACY

In order to protect student privacy, scores are not reported in every row on public reports. Care was taken to avoid disclosure of test results for small groups of students either directly or indirectly. A group is considered small if the number of students in the group is five or

fewer. Indirect disclosure occurs when results are reported both for all students in a group and for a large subset of this group, leaving only a small subset not reported. Data about groups larger than five are sometimes not reported to avoid possible indirect disclosure of confidential information about the smaller group. Privacy rules at the school level need to consider only the number of students in each group at that school. District level rules must account for the size of groups in the district as well as in each school of the district.

On private reports, test results are reported in every applicable row. Private reports may contain personally identifiable information about individual students. Distribution of private reports within your school/district must be in accordance with state and federal privacy laws and local school board policy.

Data that do not infringe on student privacy can be downloaded from the Office of Education Accountability Web site.

USING THIS REPORT TO IMPROVE LEARNING

This report provides information about the distribution of WKCE scale scores within and across student groups. Reading across each row, educators can compare scale scores at the median (50th percentile) for a student group to scores below this median (10th and 25th percentiles) and above this median (75th and 90th percentiles). Reading down each column, educators can compare scale scores for a student group with their counterparts, including students statewide and districtwide. Wide score distributions or low scores provide evidence of wide achievement gaps and/or low achievement. This report also provides the state percentile at the mean NCE, which is an indicator of how a student group performed, on average, compared to other students in the state. A percentile of greater than 50 indicates that the students in the group performed, on average, better than a majority of tested students in the state.

In order to help evaluate programs, scale scores within a subject area may be compared across grades and over time. However, beginning with the fall 2005 administration, all WKCE subject area assessments are either fully customized or enhanced to closely match the Wisconsin Model Academic Standards and are scored and reported on a custom Wisconsin scale. Due to this change, scale scores from prior to the fall 2005 administration cannot be directly compared with current scores. Crosswalk tables between Fall 2004 WKCE and Fall 2005 WKCE-CRT can be found on the DPI Web site at <http://oea.dpi.wi.gov/files/oea/doc/sscrswlk.doc>. Note that scale scores are not equivalent across subject areas because each subject area test is scaled separately.

If, for any group, the percentage of students tested is low, then scale score summaries should not normally be used to reach conclusions about the performance of that group. The characteristics of students not taking WKCE tests are unlikely to be representative of the group as a whole.

FOR MORE INFORMATION

Student Privacy: http://oea.dpi.wi.gov/oea_stprivacy
WKCE: http://oea.dpi.wi.gov/oea_wkce_home
Summary Data: http://oea.dpi.wi.gov/oea_data

PRIVATE REPORT

**WKCE Scale Score
Summary Report**

District: ANYDISTRICT

Grade: 8

Simulated Data

Purpose

This report provides information about the distribution of Wisconsin Knowledge and Concepts Examination (WKCE) scores within and across student groups. Educators can compare scale scores at the median for a student group to scores below and above the median. Wide score distributions or low scores provide evidence of wide achievement gaps and/or low achievement.

Scale scores within a subject area may be compared across grades and over time providing some evidence of program success. Note that scale scores are not equivalent across subject areas because each subject area test is scaled separately.

This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.

CONFIDENTIAL - DO NOT DISTRIBUTE

Test Date: MM/DD/YY

State: WISCONSIN 1234



2013-14

Wisconsin Student Assessment System

These summary statistics provide information about the distribution of scores earned by students taking WKCE subject area tests. The standard deviation is a measure of how much scores vary around the mean. Percentiles describe the location of scale scores of lower, middle, and higher performing students in each student group. The "State Percentile at the Mean NCE" score indicates how the students in the group performed, on average, relative to other students in the state.

	Total Enrolled in Grade	Numbers Included in Results	% Tested WKCE	# Tested WKCE	Mean Scale Score	Standard Deviation	10th Percentile	25th Percentile (Q1)	50th Percentile (Q2 - Median)	75th Percentile (Q3)	90th Percentile	State Percentile at the Mean NCE
Students in Wisconsin Public Schools	454	454	52	235	522.0	101.6	350.0	482.0	544.3	589.8	617.0	41
Students in this District Full Acad Yr	155	155	51	79	524.8	96.4	356.4	490.5	556.0	587.8	603.8	42
Students Not in District Full Acad Yr	0	0	0	0	0.0	0.0	--	--	--	--	--	0
Students in District Full Acad Yr In Single School	155	155	51	79	524.8	96.4	356.4	490.5	556.0	587.8	603.8	42
Not in Single School	0	0	0	0	0.0	0.0	--	--	--	--	--	0
With Disabilities Attending Another Dist ¹	0	0	0	0	0.0	0.0	--	--	--	--	--	0
Combined Above Two Groups	0	0	0	0	0.0	0.0	--	--	--	--	--	0

Students in this District Full Academic Year by Demographic Group

Students in this District Full Acad Yr	155	155	51	79	524.8	96.4	356.4	490.5	556.0	587.8	603.8	42
Female	76	76	51	39	513.4	93.9	350.0	470.0	545.0	587.3	596.2	37
Male	77	77	51	39	539.2	97.6	385.5	506.0	563.0	589.3	627.6	50
Gender Code Missing or Invalid	2	2	50	1	403.0	0.0	--	--	--	--	--	1
American Indian/Alaska Native	23	23	26	6	522.2	32.2	--	--	--	--	--	27
Asian/Pacific Islander	28	28	61	17	529.2	101.8	361.4	491.8	559.0	584.8	599.0	42
Black (Not of Hispanic Origin)	24	24	67	16	552.7	78.7	468.7	530.0	554.0	585.5	610.9	54
Hispanic	32	32	47	15	480.7	116.4	349.8	377.0	501.0	582.5	602.0	25
White (Not of Hispanic Origin)	23	23	57	13	513.2	109.8	349.9	396.4	576.0	594.5	611.8	41
Race/Ethnicity Missing or Invalid	25	25	48	12	550.2	82.7	446.6	496.0	583.5	594.0	635.1	58
Combined Groups (Small Number) ²												
English Language Learner	88	88	51	45	532.0	98.3	363.3	491.8	563.0	589.8	605.0	46
English Proficient	67	67	51	34	515.2	94.4	350.0	488.0	542.0	585.0	600.4	37
Migrant	79	79	52	41	512.1	92.8	351.2	473.0	541.0	584.3	597.8	35
Nonmigrant	76	76	50	38	538.4	99.6	376.1	501.0	565.5	590.0	634.5	50
Students with Disabilities	151	151	50	75	531.0	93.4	374.4	499.3	563.0	588.8	605.0	46
Nondisabled	4	4	100	4	408.3	84.9	--	--	--	--	--	3
Economically Disadvantaged	129	129	52	67	523.6	97.1	355.7	490.5	548.0	585.8	599.4	41
Not Economically Disadvantaged	26	26	46	12	531.2	96.7	365.2	488.0	566.5	600.5	618.1	48

-- Percentiles are not reported if the number of students tested in the group is fewer than 10.

1 Test results for students with disabilities who reside in one district but who attend a school in another district due to IEP placement are reported with results for the district of residence.
2 On Public (suppressed) Reports, Combined Groups (Small Number) combines results from two or more racial/ethnic groups when results for any single group have been suppressed to protect privacy.
3 The number of students included in the results will be the total number enrolled unless there are privacy concerns due to disaggregated school reporting.

WKCE Standards Performance Summary

WKCE STANDARDS PERFORMANCE SUMMARY 2013–14

GENERAL INTERPRETATION

The “WKCE Standards Performance Summary” reports students’ performance on the Wisconsin Knowledge and Concepts Examinations (WKCE) by Wisconsin content standards. Each WKCE subject area test measures student learning with respect to content standards in that subject.

Each reported content standard is measured by four or more WKCE items. Information about the students’ performance on these items and related performance on other WKCE test items is used to calculate a Standards Performance Index (SPI). The SPI is an estimate of the number of questions that a student could be expected to answer correctly if there had been 100 such questions measuring that content standard on the test. These estimates have been averaged for students tested on the WKCE in each student group.

The “WKCE Standards Performance Summary” report does not include information on untested students.

HOW TO READ THIS REPORT

The report is organized with district, school, grade, subject area, and demographic selections shown at the top of the report. The subject area tested is the main heading, and corresponding Wisconsin content standards are under the subject heading. Standards Performance Summary reports are organized by WKCE Assessment Frameworks Objectives in reading and mathematics and by WMAS Content Standards in other content areas. Student groups required for disaggregated reporting are listed down the left side.

Summary information about each student group can be read across the rows of the report. For example, the first column in the “Students in Wisconsin Public Schools” row shows the total enrolled in the grade. (Note: District and school level disaggregation by student group [e.g., female] is based on students enrolled in the district or school for a full academic year.) Continuing across the row, the first column under the subject area (e.g., Science) reports the number of students who were tested on the WKCE in Science, and the next column indicates the percentage of students who were tested on the WKCE in Science. The number under the “Connections & Nature of Science” content standard column heading is the average SPI for that standard for the tested students.

STUDENT PRIVACY

Note: No public report exists for this information.

On public reports, to protect student privacy, average SPIs are not reported in every row. Care was taken to avoid disclosure of test results for small groups of students either directly or indirectly. A group is considered small if the number of students in the group is five or fewer. Indirect disclosure occurs when results are reported both for all students in a group and for a large subset of this group, leaving only a small subset not reported. Data about groups larger than five are sometimes not reported to avoid possible indirect disclosure of confidential information about the smaller group.

Privacy rules at the school level need to consider only the number of students in each group at that school. District level rules must account for the sizes of groups in the district and in each school of the district.

Data that do not infringe on student privacy can be downloaded from the Office of Education Accountability Web site.

USING THIS REPORT TO IMPROVE LEARNING

The average SPI can be used to analyze curriculum strengths and weaknesses in a given content standard, and is particularly useful when comparing performance across schools and student groups in any given year. It may also be useful to track the difference between the local and state average SPIs. If the local SPI is greater than the state SPI, and if the difference is increasing over time, then this difference provides some evidence of higher achievement by later groups of students at the same grade.

It is not recommended that SPI averages be directly compared across years, because test questions measuring each standard change each year and WKCE items measuring each content standard represent only a portion of the entire subject area test. While care is taken to ensure that scores on WKCE tests in any given subject have comparable meaning over time, SPIs are not designed to be comparable over time. Average SPIs should be interpreted with caution when the percentage of students in a group taking WKCE is relatively low.

FOR MORE INFORMATION

Wisconsin Model Academic Standards:

<http://standards.dpi.wi.gov/>

Privacy: http://oea.dpi.wi.gov/oea_stprivacy

Wisconsin Alternate Assessment for Students

with Disabilities: http://oea.dpi.wi.gov/oea_waa

WKCE Performance Standards:

http://oea.dpi.wi.gov/oea_profdesc

Summary Data: http://oea.dpi.wi.gov/oea_data

See the WKCE Item Response Analysis Reports for specific WKCE items measuring each content standard and see the “WKCE Item Analysis Summary by Standard” report for raw scores and maximum possible scores information.

Purpose
This report summarizes student performance by Wisconsin content standard through the use of an Average Standards Performance Index. The statistical procedure used to calculate the Standards Performance Index is based on student performance on Wisconsin Knowledge and Concepts Examination (WKCE) test items and Concepts Examination (WKCE) test items measuring each content standard and related performance on other WKCE test items. Information provided by the Average Standards Performance Index is particularly useful in analyzing curriculum and comparing performances across student groups. For another perspective, based on raw scores and maximum possible scores, see the Item Analysis Summary by Standard report.

This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.

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Test Date: MM/DD/YY

2013-14

Wisconsin Student Assessment System

Each WKCE subject area test measures student learning with respect to the Wisconsin Model Academic Standards in that subject. The Standards Performance Index (SPI) is an estimate of the number of questions that a student could be expected to answer correctly if there had been 100 such questions measuring that content standard on the test. The Average SPI is the mean of the SPIs for students tested in that standard.

	Average Standards Performance Index for Students Tested on WKCE														
	Science							Social Studies							
	# Tested WKCE	% Tested WKCE	Connections & Nature of Sci	Science Inquiry	Physical Science	Earth and Space	Life and Environment	App'l & Social Perspectives	# Tested WKCE	% Tested WKCE	Geography	History	Political Science	Economics	Behavioral Science
Students in Wisconsin Public Schools	505	50	63.6	63.0	56.8	61.6	57.0	62.3	250	50	64.5	58.7	58.1	62.4	56.2
Students Not in District Full Acad Yr	18	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students in District Full Acad Yr	487	50	63.6	63.0	56.8	61.6	57.0	62.3	250	51	64.5	58.7	58.1	62.4	56.2
In Single School	460	235	51	62.9	55.8	61.1	56.1	61.3	235	51	64.0	58.2	57.0	61.1	55.2
Not in Single School	1	100	21.0	25.0	26.0	25.0	24.0	24.0	1	100	23.0	24.0	23.0	18.0	22.0
With Disabilities Attending Another Dist ¹	26	14	78.1	75.4	76.7	72.2	75.9	82.4	14	54	76.0	69.9	79.1	86.4	75.0

Results by Demographic Group (Wisconsin Public Schools)

Students in Wisconsin Public Schools	505	50	63.6	63.0	56.8	61.6	57.0	62.3	250	50	64.5	58.7	58.1	62.4	56.2
Female	242	121	50	65.0	64.3	58.1	58.2	63.8	121	50	65.4	59.4	58.8	63.4	56.7
Male	248	123	50	64.2	63.8	57.3	57.8	62.9	123	50	65.9	59.9	59.3	63.7	57.6
Gender Code Missing or Invalid	15	6	40	21.8	23.0	22.5	22.7	21.0	6	40	20.0	20.0	19.3	15.7	18.3
American Indian/Alaska Native	94	51	54	58.9	59.4	52.6	53.3	59.4	51	54	64.6	59.3	54.3	57.4	52.5
Asian/Pacific Islander	80	39	49	63.7	61.9	58.4	62.4	61.7	39	49	61.3	56.3	61.5	64.1	59.3
Black (Not of Hispanic Origin)	79	38	48	61.9	62.3	57.8	61.2	60.4	38	48	64.2	60.0	57.3	61.5	56.3
Hispanic	75	39	52	62.6	60.8	53.9	60.8	59.3	39	52	63.3	55.9	53.7	57.9	52.0
White (Not of Hispanic Origin)	80	40	50	66.5	65.1	59.3	64.9	64.1	40	50	65.5	60.3	59.6	64.5	57.8
Race/Ethnicity Missing or Invalid	97	43	44	68.7	69.1	60.0	65.0	69.0	43	44	67.9	60.1	63.2	69.6	60.1
English Language Learner	279	141	51	62.8	62.2	55.0	60.8	60.7	141	51	62.9	57.6	56.5	62.0	54.4
English Proficient	226	109	48	64.6	64.2	59.2	62.7	64.4	109	48	66.7	60.2	60.3	62.9	58.6
Migrant	239	119	50	62.8	63.1	57.4	61.3	61.8	119	50	62.9	56.8	57.4	61.7	55.4
Nonmigrant	266	131	49	64.3	63.0	56.4	61.9	62.8	131	49	66.1	60.4	58.8	63.0	57.0
Students with Disabilities	483	234	48	65.2	64.7	58.3	63.2	64.0	234	48	66.3	60.3	59.8	64.1	57.8
Nondisabled	22	16	73	39.4	39.0	35.3	38.3	37.7	16	73	38.5	35.3	34.6	37.8	33.0
Economically Disadvantaged	404	202	50	63.4	63.1	56.6	61.2	62.1	202	50	64.0	58.1	58.3	63.0	56.3
Not Economically Disadvantaged	101	48	48	64.5	62.8	57.8	63.4	63.1	48	48	67.0	61.1	57.6	59.9	55.6

Note: Standards Performance Summary Reports are organized by WKCE Assessment Frameworks Objectives in Reading and Mathematics, and by Wisconsin Model Academic Standards in all other content areas.

¹ Test results for students with disabilities who reside in one district but who attend a school in another district due to IEP placement are reported with results for the district of residence.

WKCE Item Response Analysis—SR

WKCE ITEM RESPONSE ANALYSIS—SR 2013–14

GENERAL INTERPRETATION

The “WKCE Item Response Analysis—SR” report lists all of the Wisconsin content standards covered by the WKCE, their corresponding selected-response (multiple-choice) test items, and the performance of students statewide, districtwide, and schoolwide on each item. Three types of information are provided for each item: “Percent of students tested who chose the correct response,” the “Difference” in these percentages, and a “Distractor Analysis.”

The “Percent of students tested who chose the correct response” indicates the difficulty of the item for students in the group. High percentages mean the students found the item relatively easy. Low percentages mean the students found the item relatively hard.

The “Difference” columns can be used to compare local results for each item with district and state results. Positive school–state and school–district differences mean the students tested in the school performed better on these items than students tested in the state and district.

The “Distractor Analysis” shows the percentage of students tested who chose each response. The correct answer is indicated by a check mark.

The “WKCE Item Response Analysis—SR” report does not provide information on untested students or students who took the Braille version of WKCE at grades 4, 5, 6, 7, and 10. These grades had at least one item that was not appropriate for Braille students.

HOW TO READ THIS REPORT

Each selected-response item is identified by item number and is listed by subject, content standard or assessment framework objective, and performance standard or sub-skill on the left side of the report. The number of students tested on the WKCE in each subject is indicated below the subject. All percentages in this report are based on the number of students tested on the WKCE subject area test except for Braille students at grades 4, 5, 6, 7, and 10. The Wisconsin Model Academic Standards Web site provides definitions of content and performance standards for language arts, science, and social studies. Definitions of Assessment Frameworks Objectives and Sub-skills for reading and mathematics can be found on the WKCE Web site. See the “For More Information” section of this report for Web addresses.

The “Depth of Knowledge” (DOK) for each item is listed on reading and mathematics Item Analysis reports. DOK is a measure of cognitive demand required to answer the item. DOK was established for reading and mathematics using a method developed by nationally recognized educational measurement experts, and the input of Wisconsin educators. A DOK of 1 indicates that the item can be answered using simple methods, such as recall, whereas a DOK of 4 indicates that the item requires higher-order thinking, such as evaluation or synthesis.

Information about performance on each item can be read across the rows of the report. For example, the code to the left of each item is the code for the performance standard or sub-skill measured by that item. The column immediately to the right of the item number indicates the DOK (on reading and mathematics reports). The three columns to the right of the DOK column show the percentage of students in the state, district, and school (on school reports) who chose the correct response for that item. Next are the two “Difference” columns. Each of the “Difference” columns indicates the percentage of students who chose the correct response minus the percentage of students at the district or state level who chose the correct response for that item. The last six columns show the percentage of students who chose each possible response or who left the item blank or made multiple marks.

USING THIS REPORT TO IMPROVE LEARNING

High or low percentages in the “Percent of students tested who chose the correct response” columns may help determine which items students found relatively easy and which ones they found relatively difficult. The “Difference” columns may help determine whether local averages are unusually high or unusually low. The distractor analysis data may provide explanations of unusual or unacceptably low performance levels. A large proportion of students showing a specific incorrect response or no response can indicate a common misconception or an area that was not covered in your curriculum.

Also, look for unusual patterns across items that measure the same content or performance standard. Averages are provided for each content standard to assist you in scanning for patterns. The “Item Analysis Summary by Standard” report may also be useful. If students in the school or district are performing consistently across several items for the same standard, then those patterns may be meaningful when planning instruction.

Note that WKCE test items measure a sample of skills covered by the content standard. Test items and specific skills within each standard that are measured by test items will vary from year to year. It is important to review items covering each standard each year to better understand the information provided by this report.

FOR MORE INFORMATION

Wisconsin Model Academic Standards:

<http://standards.dpi.wi.gov/>

WKCE: http://oea.dpi.wi.gov/oea_wkce_home

See the “WKCE Item Response Analysis—CR” report for the information about student performance on constructed-response items. See the “WKCE Item Analysis Summary by Standard” report for average raw scores for all item types measuring each standard by student group. WKCE test items are available for inspection through your District Assessment Coordinator (a confidentiality agreement is required).

WKCE Item Response Analysis-SR

School: ANYSCHOOL

Grade: 3

Simulated Data

Purpose
This report summarizes students' performance statewide, districtwide, and schoolwide on the Assessment Framework Objectives and Wisconsin Model Academic Standards covered by Selected-Response (SR) items. SR items are those in which a question or item is followed by four answer choices. The differences between state, district, and school performance can inform educators of relative strengths and needs. Distractor analysis for SR items can help educators evaluate the thinking processes and subject-area knowledge of students.

This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.

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Test Date: MM/DD/YYYY

District: ANYSDISTRICT
State: WISCONSIN

1234-5678

Item Response Analysis: WKCE Selected-Response Items

Reading

No. of students enrolled: 342

No. of students tested: 305

Standards/Frameworks:

1. Determines Meaning

Item No.	Percent of students tested who chose the correct response				School - State Difference	School - District Difference	Distractor Analysis by School				
	State	District	School	Depth of Knowledge			%	m	o	□	
1.1	87	92	93	4	+6	+1	0	4	√93	0	4
1.1	73	79	80	3	+7	+1	√80	9	4	4	4
1.1	81	88	91	3	+10	+3	√91	0	4	2	4
1.1	77	78	71	3	-6	-7	√71	2	√71	15	4
1.1	81	88	89	3	+8	+1	√89	0	4	4	4
1.1	83	87	91	3	+8	+4	√91	0	0	√91	4
1.1	89	93	93	1	+4	0	√93	4	0	0	4
1.1	72	80	78	4	+6	-2	4	√78	4	7	5
1.1	55	62	62	4	+7	+1	16	5	13	√62	4
1.2	76	81	83	3	+7	+2	2	15	√76	4	4
1.2	66	75	76	2	+10	+1	4	7	2	√84	4
1.2	79	82	84	3	+5	+2	11	2	√84	0	4
1.2	72	77	84	5	+12	+7	11	7	22	√56	4
1.2	58	62	56	10	-2	-6	2	4	√22	√56	4
1.2	82	87	82	6	0	-5	27	16	√42	11	4
1.3	42	48	42	3	0	-6	11	15	7	√64	4
1.3	62	67	64	4	+2	-3	√44	13	31	9	4
1.3	40	44	44	1	+4	0	7	√82	2	4	5
Average	76	81	83		+7	+2					

2. Understands Text

Item No.	State	District	School	Depth of Knowledge	School - State Difference	School - District Difference	%	m	o	□	Left blank or multiple marks
2.1	69	78	82	2	+13	+4	0	16	√80	0	4
2.1	71	73	80	4	+9	+7	13	2	4	√78	4
2.1	77	80	78	2	+1	-2	5	√67	9	15	4
2.1	59	67	67	1	+8	0	√85	0	5	5	4
2.1	65	71	69	4	+4	-2	4	4	7	√82	4
2.1	75	80	82	1	+7	+2	√89	4	0	4	4
2.2	74	81	89	2	+15	+5	4	4	√84	4	4
2.2	84	82	84	3	+8	+2	√67	0	0	16	5
2.2	76	84	67	4	-9	-17	√69	4	18	5	4
2.2	60	68	69	3	+9	+1	5	4	9	√65	4
2.2	82	89	69	6	+9	0	√85	4	5	5	4
2.2	74	81	89	2	+15	+4	4	4	7	√82	4
2.2	76	82	84	10	+8	+2	√89	0	0	4	4
2.2	67	84	67	11	-9	-17	√67	5	5	√84	4
2.2	62	68	69	12	+7	+1	√67	0	0	16	5
2.2	60	69	69	13	+9	0	√69	4	18	5	4

Note: Item Response Analysis Reports are organized by WKCE Assessment Framework Objectives and Sub-skills in Reading and Mathematics (see the assessment frameworks for further information), and by the Wisconsin Model Academic Standards for Social Studies and Language Arts.

WKCE Item Response Analysis—CR

WKCE ITEM RESPONSE ANALYSIS—CR 2013–14

GENERAL INTERPRETATION

The “WKCE Item Response Analysis—CR” report lists all of the Wisconsin content standards covered by the WKCE, their corresponding constructed-response (CR) test items, and the performance of students statewide, districtwide, and schoolwide on each item. Four types of information are provided for each item: maximum points possible, average points, differences in averages, and the distribution of points earned for the group of students.

Comparisons between the average points and maximum points possible provide some indication of item difficulty. For example, an average of 1.9 on a 2-point item suggests that students found the item relatively easy. An average of 2.1 on a 6-point item suggests that students found the item relatively difficult.

The “Difference” columns can be used to compare local results for each item with district and state results. Positive school–state and school–district differences mean the students tested in the school performed better on these items than students tested in the state and district.

The section on the right side of the report shows the percentage of the local group that scored at each point level. “Left blank/erased” and “Off-topic/illegible” responses are also shown.

The “WKCE Item Response Analysis—CR” report does not provide information on untested students or students who took the Braille version of WKCE at grades 4, 5, 6, 7, and 10. These grades had at least one item that was not appropriate for Braille students.

HOW TO READ THIS REPORT

Each constructed-response item is identified by item number and is listed by subject, content standard or assessment framework objective, and performance standard or sub-skill on the left side of the report. The number of students tested on the WKCE in each subject is indicated below the subject. All averages and percentages in this report are based solely on data for students tested on the WKCE subject area test. The Wisconsin Model Academic Standards Web site provides definitions of content and performance standards for language arts, science, and social studies. Definitions of Assessment Framework Objectives and Sub-skills for reading and mathematics can be found on the WKCE Web site. See the “For More Information” section of this report for Web addresses.

The “Depth of Knowledge” (DOK) for each item is listed on reading and mathematics Item Analysis reports. DOK is a measure of cognitive demand required to answer the item. DOK was established for reading and mathematics using a method developed by nationally recognized educational measurement experts and the input of Wisconsin educators. A DOK of 1 indicates that the item can be answered using simple methods, such as recall, whereas a DOK of 4 indicates that the item requires higher-order thinking, such as evaluation or synthesis.

Information about performance on each item can be read across the rows of the report. For example, the code to the left of each item is the code for the performance standard or sub-skill measured by that item. The column immediately to the right of the item number indicates the DOK (on reading and mathematics reports). The column to the right of the DOK column indicates the maximum possible points for the item. The next five columns show the average points received by students in the state, district, and school and differences in the averages. The last nine columns show the percentage of students tested who scored at each point level or whose response was “Left blank/erased” or “Off-topic/illegible.”

USING THIS REPORT TO IMPROVE LEARNING

High or low averages in the “Average Points” columns, compared to the “Points Possible,” may help determine which items students found relatively easy and which ones they found relatively difficult. The “Difference” columns may help determine whether local averages are unusually high or unusually low.

The columns under “Percent of students tested who scored at each point level” may provide explanations of unacceptably low or unusual average points. A few very high or very low scoring students can significantly affect averages. A large proportion of students with low scores for an item or items can indicate a common misconception or an area that was not covered in your curriculum. This information may be missed if you focus only on average points.

Totals are provided for each content standard to assist you in scanning for patterns. If students in the school or district are performing consistently across several items for the same standard, then those patterns may be meaningful when planning instruction. The “Item Analysis Summary by Standard” report may also be useful.

Note that WKCE test items measure a sample of skills covered by the content standard. Test items and specific skills within each standard that are measured by test items will vary from year to year. It is important to review items covering each standard each year to better understand the information provided by this report.

FOR MORE INFORMATION

Wisconsin Model Academic Standards:
<http://standards.dpi.wi.gov/>
WKCE: http://oea.dpi.wi.gov/oea_wkce_home

See the “Item Response Analysis—SR” report for information about student performance on selected-response items. See the “Item Analysis Summary by Standard” report for average raw scores for all item types measuring each standard by student group. WKCE test items are available for inspection through your District Assessment Coordinator (a confidentiality agreement is required).

PRIVATE REPORT

WKCE Item Response Analysis-CR

School: ANYSCHOOL

Grade: 3

Simulated Data

Purpose
This report summarizes students' performance statewide, districtwide, and schoolwide on the Assessment Framework Objectives covered by Constructed-Response (CR) items. CR items are those in which a written, pictorial, or graphic response is required from a student. The differences between state, district, and school performance can inform educators of relative strengths and needs. The percent of students who scored at each point level for constructed-response items can help educators evaluate the thinking processes and subject-area knowledge of students.

This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.

CONFIDENTIAL - DO NOT DISTRIBUTE

Test Date: MM/DD/YY

District: ANYDISTRICT
State: WISCONSIN

1234-5678

2013-14

Wisconsin Student Assessment System

Item Response Analysis: WKCE Constructed-Response Items

Reading

No. of students enrolled: 342
No. of students tested: 305

Standards/Frameworks:

Standards/Frameworks:	Item No.
3. Analyzes Text	33
3.3	26
3.3	34
Total	
4. Evaluates/Extends Text	Item No.
4.1	30
4.2	31
Total	

Standards/Frameworks:	Item No.	Points Possible	Average points of students tested				Percent of students tested who scored at each point level										
			State	District	School	Difference School - State	0 Points	1 Point	2 Points	3 Points	4 Points	5 Points	6 Points	Left blank / erased	Off-topic / illegible		
3.3	33	2	0.5	0.5	0.5	0.0	2	28	11	0	0	0	0	0	0	36	24
3.3	26	1	0.6	0.6	0.6	0.0	27	55	0	0	0	0	0	0	0	12	6
3.3	34	2	0.3	0.3	0.3	0.0	1	27	0	0	0	0	0	0	0	40	32
Total		3	1.7	1.7	1.8	+ 0.1	0.0										
4.1	30	2	0.9	0.8	0.8	- 0.1	1	6	38	0	0	0	0	0	0	24	32
4.2	31	1	0.7	0.6	0.6	- 0.1	1	61	0	0	0	0	0	0	0	30	8
Total		3	2.6	1.2	3.0	+ 0.4	0.0										

Note: Item Response Analysis Reports are organized by WKCE Assessment Framework Objectives and Sub-skills in Reading and Mathematics (see the assessment frameworks for further information).

WKCE Item Analysis Summary by Standard

WKCE ITEM ANALYSIS SUMMARY BY STANDARD 2013–14

GENERAL INTERPRETATION

The “WKCE Item Analysis Summary by Standard” report shows student performance by content standard as indicated by raw score points earned on WKCE test items covering that content standard. Raw score points for both selected-response and constructed-response items are added together and summarized by student group. A small difference between points possible and average points suggests that students found the set of items measuring a content standard relatively easy; a large difference suggests that the students found these items relatively difficult.

The “WKCE Item Analysis Summary by Standard” report does not provide any information about untested students.

HOW TO READ THIS REPORT

The report is organized with district, school, grade, subject area, and demographic selections shown at the top of the report. The subject area tested is the main heading, and corresponding Wisconsin content standards are under the subject heading. Item analysis by standard is organized by WKCE Assessment Frameworks Objectives and Sub-skills in reading and mathematics and by WMAS Content and Performance Standards in other content areas. Student groups required for disaggregated reporting are listed down the left side.

Summary information about each student group can be read across the rows of the report. For example, the first column in the “Students in Wisconsin Public Schools” row shows the total enrolled. (Note: District and school level disaggregation by student group [e.g., female] is based on students enrolled in the district or school for a full academic year.) Continuing across the row, the first column under the first subject area (e.g., mathematics) reports the percentage of students enrolled who took the WKCE in mathematics. Information for each content standard within each subject area is reported in two columns. The first column shows the total number of raw score points possible for the content standard. The second column shows the average number of score points for the students who took the WKCE.

STUDENT PRIVACY

To protect student privacy, average points are not reported in every row. Care was taken to avoid disclosure of test results for small groups of students either directly or indirectly. A group is considered small when the number of students in the group is five or fewer. Indirect disclosure occurs when results are reported both for all students in a group and for a large subset of this group, leaving only a small subset not reported. Data about groups larger than five are sometimes not reported to avoid possible indirect disclosure of confidential information about the smaller group. Privacy rules at the school level need to consider only the number of students in each group at that school. District level rules must account for the sizes of groups in the district and in each school of the district.

Data that do not infringe on student privacy can be downloaded from the Office of Education Accountability Web site.

USING THIS REPORT TO IMPROVE LEARNING

Reading down any of the “Average Points” columns for a content standard, look for differences between the points earned by the school (or district) and the state. Also, look for differences in points earned by groups within a school or district. These differences may suggest the need to adjust curriculum or strategies to meet the needs of all students in every group.

Reading across the rows, comparisons between “Points Possible” and “Average Points” for each content standard provide some indication of the relative difficulty of the set of items measuring each standard. If the average points for a set of items is 7.7 and the maximum possible points is 8, then students found the items measuring the standard relatively easy. An average of 1.4 points out of a possible 7 for the set of items measuring another standard suggests that students found the second set of items relatively difficult.

Because WKCE test items measure only a sample of skills covered by the content standard, consider focusing adjustments in curriculum or instruction at the content standard level. Test items and specific skills within each standard measured by test items will vary from year to year. It is important to review items covering each standard each year to understand the information provided by this report.

FOR MORE INFORMATION

Wisconsin Model Academic Standards:
<http://standards.dpi.wi.gov>
Privacy: http://oea.dpi.wi.gov/oea_stprivacy

See the “WKCE Item Response Analysis” reports for specific WKCE items measuring each content standard.

WSAS Extended Writing Sample by Student Group

WSAS EXTENDED WRITING SAMPLE BY STUDENT GROUP 2013–14

GENERAL INTERPRETATION

The “WSAS Extended Writing Sample by Student Group” report presents disaggregated data on student writing performance. The report shows the percentage of students who scored in a raw score point range on the WKCE writing assessment and the percentage of students with disabilities in each performance level on the WAA-SwD.

The WKCE extended writing sample is scored with two holistic rubrics. A six-point composing rubric evaluates students’ ability to control purpose/focus, organization/coherence, development of content, sentence fluency, and word choice. A three-point conventions rubric evaluates students’ ability to control punctuation, grammar, capitalization, and spelling. Points received on these two rubrics are combined to produce a single score, which is displayed on this report. The maximum possible score on WKCE Writing is nine points. The results are reported in terms of the percentage of students enrolled who scored within each of several raw score point ranges.

HOW TO READ THIS REPORT

The report is organized with district, school, grade, subject area (writing), and demographic selections shown at the top of the report. The specific mode of writing assessed on WSAS is identified in the column headings. Student groups required for disaggregated reporting are listed down the left side.

Summary information about each student group can be read across the rows of the report. For example, looking at the row “Students in District Full Acad Yr,” the first column shows the total number of students enrolled in the grade. Percentages across each row add up to 100% because all these percentages use the number of students enrolled within the row being viewed as the denominator, and the numerators are mutually exclusive groups of students (determined by the column heading) within this larger group. Discrepancies may exist due to rounding. (If this is a district or school report, then only students enrolled in the district or school for a full academic year would be counted on this row.)

Continuing across the row, “% No WSAS (Total)” is the percentage of students enrolled who did not participate in WSAS in this subject. These students have no results under the WAA-SwD or WKCE columns. Students might not participate in WSAS due to parental excuse, long-term illness, or other circumstances.

“%WAA-SwD (Total)” is the percentage of students who have a valid score on the WAA-SwD out of the total students enrolled in the grade (both WKCE and WAA-SwD).

The columns under the “WKCE Writing” heading show the percentage of students enrolled with a total writing score in each score point band or with “unscorable” writing samples. “Unscorable” writing samples include those that are illegible, in another language, and (at grade 10 only) blank or erased. The last column under this heading is the average raw score points of students with a scorable writing sample.

STUDENT PRIVACY

To protect student privacy, average points are not reported in every row. Care was taken to avoid disclosure of test results for small groups of students either directly or indirectly. A group is considered small if the number of students in the group is five or fewer. Indirect disclosure occurs when results are reported both for all students in a group and for a large subset of this group, leaving only a small subset not reported. Data about groups larger than five are sometimes not reported to avoid possible indirect disclosure of confidential information about the smaller group.

Privacy rules at the school level need to consider only the number of students in each group at that school. District level rules must account for the sizes of groups in the district and in each school of the district.

Data that do not infringe on student privacy can be downloaded from the Office of Education Accountability Web site.

USING THIS REPORT TO IMPROVE LEARNING

Look at the percentages of students across WAA-SwD performance levels or WKCE score bands. Compare these percentages to the percentages at the state or district level to identify unusual performance patterns and relative strengths and weaknesses of students. Compare these percentages across student groups within your school or district to identify achievement gaps. Review the “WSAS Extended Writing Sample by Rubric” report and the description of the writing skills demonstrated for point levels on the WKCE rubrics for more specific information about the meaning of the patterns.

A large percentage of students with low scores for a rubric can indicate that certain writing skills are not effectively covered in your curriculum. Achievement gaps may indicate the need to try more promising strategies for specific students or student groups.

FOR MORE INFORMATION

Privacy: http://oea.dpi.wi.gov/oea_stprivacy
Students with Special Needs in Statewide Assessments: http://oea.dpi.wi.gov/oea_specneed
Wisconsin Alternate Assessment for Students with Disabilities: http://oea.dpi.wi.gov/oea_waa
Writing Rubrics: http://oea.dpi.wi.gov/oea_kcwriting

District: ANYDISTRICT

Grade: 8

Simulated Data

Purpose

This report presents disaggregated data on student writing performance. The report shows the percentage of students who scored in a raw score point range on the WKCE writing assessment and the percentage of students with disabilities in each performance level on the WAA-SwD.

This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.

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Test Date: MM/DD/YY

State: WISCONSIN 1234

	Total Enrolled in Grade	WAA-SwD ¹										WKCE Writing - Persuasive									
		% WAA-SwD					% WAA-SwD					% WAA-SwD					% WAA-SwD				
		(Total)	% Minimal Perf	Basic	Proficient	Advanced	% Unscorable ²	% 0 to 2 Points	% 2.5 to 3 Points	% 3.5 to 4 Points	% 4.5 to 5 Points	% 5 to 6 Points	% 6.5 to 7 Points	% 7.5 to 8 Points	% 8.5 to 9 Points	Average Points					
Students in Wisconsin Public Schools	65000	6	4	2	0	1	1	1	2	4	2	9	36	28	7	2	0	5.1			
Students in this District Full Acad Yr	875	9	0	0	0	0	0	0	0	8	4	8	36	22	4	7	0	4.6			
Students Not in District Full Acad Yr	71	6	0	0	0	0	0	0	0	2	4	1	9	40	28	8	2	0			
Students in District Full Acad Yr	804	7	4	0	0	1	1	2	2	3	3	6	34	29	9	2	0	5.1			
In Single School	798	7	0	0	0	0	0	0	6	13	6	10	32	13	13	0	0	3.8			
Not in Single School	6	33	0	0	0	0	0	0	6	6	10	12	30	3	0	0	0	3.7			
With Disabilities Attending Another Dist ³	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0			
Combined Above Two Groups	6	33	0	0	0	0	0	0	6	6	10	12	30	3	0	0	0	3.7			
Students in this District Full Academic Year by Demographic Group																					
Students in this District Full Acad Yr	804	7	4	0	0	1	1	2	2	3	1	9	34	29	9	2	0	5.1			
Female	383	7	4	0	0	1	1	2	1	1	1	7	34	31	11	3	0	5.3			
Male	420	7	4	0	0	1	1	2	0	5	2	11	40	25	5	1	0	4.9			
Gender Code Missing or Invalid	1	0	0	0	0	0	0	0	0	0	0	100	0	0	0	0	0	3.7			
American Indian/Alaska Native	2	0	0	0	0	0	0	0	0	0	50	0	0	0	0	0	0	4.1			
Asian/Pacific Islander	57	2	0	0	0	0	0	0	1	1	2	10	44	29	7	4	0	5.2			
Black (Not of Hispanic Origin)	12	0	0	0	0	0	0	0	3	9	6	11	45	16	9	1	0	4.4			
Hispanic	17	18	0	0	0	0	0	0	3	5	2	10	40	19	3	0	0	4.7			
White (Not of Hispanic Origin)	715	7	0	0	0	0	0	0	1	3	1	9	39	29	9	2	0	5.1			
Race/Ethnicity Missing or Invalid	1	0	0	0	0	0	0	0	0	0	0	100	0	0	0	0	0	4.0			
English Language Learner	4	0	0	0	0	0	0	0	3	3	3	8	38	22	3	10	10	4.9			
English Proficient	800	8	0	0	0	0	0	0	0	3	4	9	40	28	8	0	0	5.1			
Migrant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0			
Nonmigrant	804	7	0	0	0	0	0	0	2	2	2	9	40	28	8	2	0	5.1			
Students with Disabilities	90	10	0	0	0	0	0	0	5	14	14	23	34	0	0	0	0	3.9			
Nondisabled	714	7	0	0	0	0	0	0	1	2	1	7	40	31	9	2	0	5.2			
Economically Disadvantaged	78	8	0	0	0	0	0	0	3	1	5	14	45	20	3	1	0	4.7			
Not Economically Disadvantaged	726	7	0	0	0	0	0	0	0	4	3	8	38	29	9	2	0	5.1			

Note: Writing scores for students participating in the WAA-SwD are derived from a teacher rating form based upon classroom evidence.

1 The Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) is administered to certain students with significant cognitive disabilities whose IEPs indicate that the students' instruction is aligned with the Wisconsin Extended Grade Band Standards and who are not able to demonstrate some of the knowledge and skills on the WKCE even with allowable accommodations. The writing sample is scored on a 10-point scale. At this reporting level, only scores of 10 are reported. Scores of 10 are reported for students who are unscorable on WKCE writing arts items 4, 6, and 10 also counted as blank responses if the student's WKCE in writing arts sample (Unscorable) is not integrated into the WKCE language arts scale scores at grades 4 and 8.)

2 Unscorable samples are treated as zeroes in computing WKCE language arts scale scores for students with disabilities who reside in one district but who attend a school in another district due to IEP placement are reported with results for the district of residence.

3 Test results for students with disabilities who reside in one district but who attend a school in another district due to IEP placement are reported with results for the district of residence.

WKCE Extended Writing Sample by Rubric

WKCE EXTENDED WRITING SAMPLE BY RUBRIC 2013–14

GENERAL INTERPRETATION

The “WKCE Extended Writing Sample by Rubric” report summarizes student performance on the WKCE Extended Writing Sample for grades 4, 8, and 10 in terms of two holistic scoring rubrics: a composing rubric and a conventions rubric. The composing rubric evaluates students’ ability to control purpose/focus, organization/coherence, development of content, sentence fluency, and word choice. The conventions rubric evaluates students’ ability to control punctuation, grammar, capitalization, and spelling.

Both rubrics are aligned with the content standard “Writing” (under Language Arts). The composing rubric is a 6-point rubric aligned with performance standard #2: plan, revise, edit, and publish clear and effective writing. The conventions rubric is a 3-point rubric aligned with performance standard #3: understand the function of various forms, structures, and punctuation marks of standard American English and use them correctly in communications. For a more complete description of these standards, see http://oea.dpi.wi.gov/oea_wkce_home. For more information about the rubrics, see http://oea.dpi.wi.gov/oea_kcwriting.

Comparisons between the average points and maximum points possible provide some indication of the difficulty of the skills measured by each rubric. For example, an average of 1.9 on the 6-point rubric suggests that the composing skills are relatively difficult for students. An average of 2.9 on the 3-point rubric suggests that the conventions skills are relatively easy for students.

The “Difference” columns can be used to compare local average points for each rubric with district and state average points. Positive school-state and school-district differences mean the students tested in the school performed better on these rubrics than students tested in the state and district.

“Unscorable” WKCE writing samples are NOT included in calculating average points at any grade level on this report. Samples that are illegible or in another language are unscorable. Also counted as unscorable at grade 10 are blank/erased samples if the student has a WKCE language arts score. (“Unscorable” samples are treated as zeroes in computing WKCE language arts scale scores at grade 10 only. The extended writing sample is not integrated into the WKCE language arts scale scores at grades 4 and 8.) Note: Students who receive an “Off-Topic” score for the composing rubric will be evaluated on the 3-point conventions rubric.

Average points and differences provide no information about students not tested on WKCE Writing or with unscorable responses.

HOW TO READ THIS REPORT

The data on this report are arranged under two main headings: “Scorable Response Summary” and “Unscorable Response Summary.”

In the “Scorable Response Summary,” the first column provides the number of students in the grade with a scorable response. The next column shows the total points possible for each scoring rubric. The next three columns show the average points achieved by students in the state, district, and school (on school report only). The next seven columns provide the number of students scoring at each point level.

Continuing to the “Unscorable Response Summary,” the first column shows the total number of students with an unscorable response. The next three columns indicate the reason responses were considered unscorable.

The last column shows the number of students not tested.

USING THIS REPORT TO IMPROVE LEARNING

Educators can use this report to evaluate students’ relative strengths and needs in composing and conventions by comparing school results on each rubric with the points possible and with district and state results. Review the description of writing skills demonstrated for point level on the rubric for more specific information about the meaning of the scores.

In the “Average Points” column, watch for high or low local averages as compared to the “Points Possible” to determine which writing skills were easy for students and which skills were difficult. Look at the “Difference” columns to determine whether local averages are unusually low or unusually high. Small differences may not be meaningful.

Review the “Number of Students by Point Level” for possible explanations of unacceptably low or unusual average points. Note the distribution of scores across the point levels because a few very high or very low scoring students can significantly affect averages. A large proportion of students with low scores for a rubric can indicate that certain writing skills are not effectively covered in your curriculum; this information may be missed if you focus only on average points.

FOR MORE INFORMATION

Wisconsin Model Academic Standards:

<http://standards.dpi.wi.gov/>

WKCE: http://oea.dpi.wi.gov/oea_wkce_home

Writing Rubrics: http://oea.dpi.wi.gov/oea_kcwriting

PRIVATE REPORT

**WKCE Extended Writing
Sample by Rubric**

School: ANYSCHOOL

Grade: 4

Simulated Data

Purpose
This report summarizes students' performance on the WKCE extended writing sample in terms of two scoring rubrics: a composing rubric and a conventions rubric. The 3-point conventions score measures punctuation, grammar, capitalization and spelling. The 6-point composition score measures purpose, organization, content development, sentence fluency, and word choice. Educators can use this report to compare school results on each rubric with district and state results, and to evaluate relative strengths and needs.

This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.

CONFIDENTIAL - DO NOT DISTRIBUTE

Test Date: MM/DD/YY

District: ANYDISTRICT
State: WISCONSIN

2013-14 Wisconsin Student Assessment System

WKCE Extended Writing Sample by Rubric

No. of Students Enrolled: 110 Writing Mode: Descriptive

Language Arts Content Standard	Scorable Responses		Scorable Response Summary										Unscorable ¹ Response Summary			Number of Students Not Tested							
	Number of Students with	Points Possible	Average Points		Number of Students by Point Level										Unscorable Responses		Number of Students by Reason						
			State	District	School	School-State	School-District	0 Points or Off-Topic	Points 0.5 to 1	Points 1.5 to 2	Points 2.5 to 3	Points 3.5 to 4	Points 4.5 to 5	Points 5.5 to 6									
Writing	64	6	4.9	4.5	5.2	+0.3	+0.7		4	2	2	1	1	1	1	1	54	2	2	0	0	44	
Composing Rubric (B.2)	64	6	1.2	1.3	1.3	+0.1	0.0		33	1	1	26	1	1	1	1	33	2	2	0	0	44	
Conventions Rubric (B.3)	64	3																					

¹ This rubric cannot receive this point level.
² "Unscorable" WKCE writing samples are NOT included in calculating "Average Points" at any grade on this report. Samples that are illegible or in another language are unscorable at grades 4, 8, and 10. Also counted as unscorable at grade 10 are blank/erased samples if the student has a WKCE language arts score. ("Unscorable" samples are treated as zeroes in computing WKCE language arts scale scores at grade 10 only. The extended writing sample is not integrated into the WKCE language arts scale scores at grades 4 and 8.)



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