

Scale Score Ranges for Proficiency 2002-03 Thru 2004-05

Proficiency standards describe how well students must perform to be included in specific proficiency categories. Proficiency score standards are the scores students must earn on standardized tests in order to be counted in a specific proficiency category. Proficiency score standards translates student responses to test questions or tasks into information about how well that student has learned content measured by the tests. Proficiency standards and proficiency score standards are sometimes also called "academic achievement standards."

READING	Minimal Performance	Basic	Proficient	Advanced
Fourth Grade	584 and below	585 — 615	616 — 652	653 and above
Eighth Grade	632 and below	633 — 653	654 — 697	698 and above
Tenth Grade	675 and below	676 — 693	694 — 710	711 and above
LANGUAGE ARTS	Minimal Performance	Basic	Proficient	Advanced
Fourth Grade	591 and below	592 — 620	621 — 657	658 and above
Eighth Grade	643 and below	644 — 667	668 — 701	702 and above
Tenth Grade	671 and below	672 — 695	696 — 739	740 and above
MATHEMATICS	Minimal Performance	Basic	Proficient	Advanced
Fourth Grade	601 and below	602 — 613	614 — 648	649 and above
Eighth Grade	658 and below	659 — 681	682 — 729	730 and above
Tenth Grade	701 and below	702 — 722	723 — 768	769 and above
SCIENCE	Minimal Performance	Basic	Proficient	Advanced
Fourth Grade	578 and below	579 — 613	614 — 662	663 and above
Eighth Grade	659 and below	660 — 681	682 — 716	717 and above
Tenth Grade	696 and below	697 — 709	710 — 739	740 and above
SOCIAL	Minimal	Basic	Proficient	Advanced

STUDIES	Performance			
Fourth Grade	591 and below	592 — 610	611 — 638	639 and above
Eighth Grade	638 and below	639 — 661	662 — 692	693 and above
Tenth Grade	688 and below	689 — 694	695 — 713	714 and above

A standards-setting workshop was held in February 2003. A total of 240 educators, parents, and community members were invited to participate in the workshop. Participants were assigned to panels based on their areas of expertise. Panel recommendations were reviewed by a Technical Advisory Committee (TAC) of nationally recognized experts in the field of testing and measurement and then submitted to the State Superintendent who approved the new proficiency score standards as recommended. See also [Questions and Answers Regarding the New 2002-03 WKCE Proficiency Levels](#).

General Descriptions of the Proficiency Categories

- **Advanced:** Demonstrates in-depth understanding of academic knowledge and skills tested on WKCE.
- **Proficient:** Demonstrates competency in the academic knowledge and skills tested on WKCE.
- **Basic:** Demonstrates some academic knowledge and skills tested on WKCE.
- **Minimal Performance:** Demonstrates very limited academic knowledge and skills tested on WKCE.
- **Pre-Requisite Skill (see below):** Demonstrates achievement below the range tested on WKCE prior to 2007-08.

WAA Proficiency Score Standards - Pre-Requisite Skills (Prior to 2007-08)

Wisconsin Alternate Assessment for Students with Disabilities

WAA-S/Dis. Pre-requisite Skill levels, based upon DPI-approved protocols and rubrics are assigned to students with disabilities who are not able to demonstrate some of the knowledge and skills on the WKCE test in the subject area with allowable accommodations. These skill levels provide common benchmarks for describing where a student is currently functioning with regard to developmental expectations for all students.

PS Advanced - Student demonstrates a consistent understanding of the concepts and skills contained in the content area, but he or she is functioning at a level that is significantly below grade and/or developmental expectations. He or she requires minimal support to demonstrate his or her learning

PS Proficient - Student demonstrates an emerging ability to understand and perform within the content area. Student's understanding of concepts and performance of most skills in the items is inconsistent and he or she requires moderate support to demonstrate his or her learning.

PS Basic- Student attends to instruction in the content area and participates in activities with extensive support. Student responds or performs some skills in a limited number of settings.

PS Minimal - Student exhibits very few of the prerequisite skills and knowledge in the content area. He or she is unable to perform skills or demonstrate knowledge without full physical prompting in a highly structured setting.