2008-09
Wisconsin Alternate Assessment for Students with Disabilities

Technical Report

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Overview

Introduction

This document describes the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). The WAA-SwD is administered to any student with significant disabilities when the local Individualized Education Program (IEP) team determines that the student is unable to participate in the Wisconsin Knowledge and Concepts Examination (WKCE), even with accommodations, using the guidelines detailed in Appendix A.

The WAA-SwD is administered to students in grades 3 through 8 and 10 in reading and mathematics, and grades 4, 8, and 10 in science[1]. The reading, mathematics, and science WAA-SwD test forms and administration guidelines for the 2008–09 administration were similar to those used in the 2007–08 administration, the initial year of this assessment. The test administration window opened October 27, 2008 and closed November 28, 2008 for all grades and content areas.

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

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

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

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

[1] The WAA-SwD assessments for social studies and language arts/writing are not addressed in this publication. These assessments were developed with a different methodology and are described in a separate technical manual. More information regarding these assessments can be found at: http://www.dpi.wi.gov/sped/assmt-waa.html.

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Purpose of the WAA-SwD

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

The 2004 reauthorization of the Individuals with Disabilities Education Improvement Act (IDEA) and Wisconsin s. 115.77 require participation of students with disabilities in state-and-district-wide assessments. Specifically, IDEA stipulates, "All children with disabilities are included in all general state-and-district-wide assessment programs, including assessments described under section 1111 of the Elementary and Secondary Education Act of 1965, with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs." All decisions regarding the participation of a student with disabilities in WSAS regular assessments must be addressed by the student's IEP team, including the parent as an equal participant. The WAA-SwD is designed to meet the requirements of the NCLB accountability goals, IDEA, Wisconsin Statutes, and to provide students, parents, teachers, and schools with information about how students are progressing in relation to the Wisconsin Model Academic Standards and the Wisconsin Extended Grade Band Standards.

Use of the Assessment Information

The WAA-SwD provides achievement information to schools and students serving multiple purposes. In addition to providing results for use in state and federal accountability programs, WAA-SwD results may be used as one of many tools to provide parents and guardians with information about the academic performances of their children, to help inform district and school-level decision making related to student learning, to identify grade level curricular strengths and weaknesses, and to identify curricular areas where additional diagnoses are indicated in order to prescribe a course of intervention or enhancement, corrective instruction, or specialized services.

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

Population

Critical Elements 3.7, 6.1

Description of Students

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

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Student Eligibility Criteria

When determining whether a student who is eligible for special education services should participate in the WAA-SwD or the WKCE, the student's IEP team must determine that the student meets all of the criteria from the participation checklist [available from the Wisconsin Department of Public Instruction (DPI) at the following site: http://dpi.wi.gov/sped/doc/form-i7a.doc, and in Appendix A]. When the IEP team concurs that all four criteria accurately characterize a student's current educational situation, then the WAA-SwD should be administered in order to provide a meaningful evaluation of the student's current academic achievement.

Participation Criteria:

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

Population Characteristics

Demographic data were collected for the WAA-SwD and are reported in Tables 1–3[2], for reading, mathematics, and science respectively. Across all grades and content areas, there were as few as 754 (grade 5 mathematics) and as many as 842 (grade 3 reading) students who participated. As can be seen in Figure 1, at each grade level, participation is similar for all content areas. This is an expected result given that students are required to take all content areas for the WAA-SwD or all content areas for the WKCE; there is no opportunity to take the WKCE in some content areas, and the WAA-SwD in others. The minor differences seen within a grade level by content area are likely due to the valid and invalid answer documents, an issue explored in more depth in the section on Scoring, later within this document.

In all grades, and for all content areas, approximately two-thirds of test takers were male. The participation rates for males ranged from a low of 62% (grade 7 mathematics) to a high of 67% (grade 3 mathematics). Correspondingly the participation rates for females ranged from a low of 33% (grade 3 mathematics) to a high of 38% (grade 7 mathematics). The majority of students across all grade levels and content areas were of White (not of Hispanic origin) ethnicity, ranging from 66% (grade 5 reading) to 73% (grade 10 science). A small percentage of students taking the WAA-SwD are classified as English language learners, or not English language proficient, the percentage ranges from 4% (grade 8 reading and science) to 6% (grade 4 science). It is important to note that within the context of this report students designated as English language proficient are either students never classified as English language learners, or previously classified students who are now proficient in the English language. In contrast, the not English language proficient subgroup is comprised of students classified as English language learners, or students with limited English language proficiency. Approximately half of all test takers are classified as economically disadvantaged, with values ranging from 46% (grade 10 science) to 56% (grade 4 science).

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

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

Data were also collected on the types of accommodations provided to students during testing. While the test is a one-on-one administration, there were a variety of additional accommodations teachers utilized to assure accessibility by students to the test items. These are listed in Tables 7–9. As Figures 3–5 display, the majority of students (77% to 88%) across all grade levels and content areas indicate 'No Accommodation Used.' The most frequently used accommodation for reading, mathematics, and science is 'Another DPI-Approved Accommodation' with between 8% (grade 10 science) and 12% (grade 4 mathematics) of students using this accommodation. In mathematics at grade 10, equal percentages of students (8.41%) were in the 'No Accommodation Used' or 'Used Objects or Manipulatives' groups.

Critical Elements 1.1, 1.3

Standards

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

The 2008–09 WAA-SwD forms in reading, mathematics, and science consist of custom selected-response (SR) and constructed-response (CR) performance task items measuring skills associated with the Wisconsin Model Academic Standards through the Wisconsin Extended Grade Band Standards. The Wisconsin Extended Grade Band Standards consist of a set of standards that are found across grades within a given content area. For each standard, the knowledge and skills that students are expected to acquire within a given grade band are described by the Extended Grade Band Objectives.

The Extended Grade Band Standards developed for the DPI were designed to increase access for students with significant cognitive disabilities to grade level expectations within the general curriculum as defined in the Wisconsin Model Academic Standards for English language arts, mathematics, and science.

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

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

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

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

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

A copy of the WAA-SwD Extended Grade Band Standards for each content area is found in Appendix B, which also contains a list of the participants who contributed to the development of the standards.

Test Design

Format

A common item test design was utilized for the reading and mathematics content areas. The designs for reading and mathematics differ from one another, and are included in Appendix C. The design allows for 42–46% of the items to be shared within a grade band, meaning that no more than 46% of the items are in common for grade levels 3 and 4, 5 and 6, and 7 and 8. Additionally, 10–14% of the items are shared between adjacent grade levels that do not incorporate the grade band, meaning that up to 14% of the items in grade 4 are also shared with grade 5, up to 14% of the items in grade 6 are shared with grade 7, and so forth. These items are designed to be measuring different performance levels for the different grades (e.g., an item presented in the grade 4 form is designed to measure performance at the proficient level and when presented in the grade 5 form is designed to measure performance at the basic level). This design allows for vertical progression, though vertical scaling is not employed. Science content was developed with unique items for each grade level, thus no science items are shared between grade levels.

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

Blueprint

The test items appear in a single form for each grade level. Tables 10–12 illustrate the test design, where the total number of items (broken out by SR and CR item types) and maximum points per content, grade, and standard are provided. These tables describe the test design for both operational and field test items included in the 2008–09 administration.

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

It is important to note that some items were revised or replaced between the 2007–08 and 2008–09 administrations. These changes were implemented to reflect the findings of the post administration alignment study[3]. The target test blueprints (the goals for form assembly by content area) are contained in Appendix D. The actual test blueprints for the 2008–09 administration are contained in Appendix E. The actual test blueprints from the 2007–08 administration are contained in Appendix F for reference.

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

Test Development

Critical Elements 3.6, 5.4

Item Development

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

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

[3] More information regarding the alignment studies can be found later in this document in the section on Test Development and Item Development.

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

Item Review and Test Fairness

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

Content, sensitivity, and bias reviews were conducted on all items by internal and external experts prior to the first administration of the WAA-SwD. A Content and Bias Review meeting was held in August 2007 to incorporate the input of 36 Wisconsin educators on the items on the 2007–08 forms. Participants with content knowledge in reading, mathematics, and science, and expertise in alternate and regular assessments came together to review content accuracy, grade-level appropriateness, extended depth of knowledge (EDOK[4]), and bias sensitivity of the items developed for the 2007–08 administration. Participants used criteria provided by CTB, and worked in teams by grade and content area to complete this critical step in the development of the assessment. This review was led by the DPI. CTB participated in the review process, under the direction of the DPI, by providing hard copies of all items for the event, and staff for instruction and interpretation. The review showed high overall item acceptance rates with 60% of items being accepted as written, 38% of items being accepted with edits, and just 2% of items being rejected. The Content and Bias Review meeting details are provided within the report "*Content and Bias Review Meeting August 23–24, 2007: Summary Report*," available from the DPI.

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

The alignment studies identified a number of areas where the test forms could be modified to improve the alignment and overall content of the WAA-SwD. In preparation for the 2008–09 administration, the DPI reviewed the recommendations from the alignment study and identified

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

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where new items were needed and also identified where items from the item bank could be added to a test form.

The items written in preparation for the 2008–09 test administration were reviewed by test development staff and content representatives from the DPI. Items were reviewed for content accuracy, grade level appropriateness, extended depth of knowledge, and bias sensitivity. As a result of the review of the alignment study and the overall item bank, 33 items were written to fill gaps. Six of these items were written for the reading forms, with two at each of grades 3 and 4 and one at each of grades 5 and 6. Fourteen of these items were written for the mathematics forms, with one item at each of grades 3 and 10, two items at each of grades 4 and 7, three items at grade 8, five items at grade 5, and zero items at grade 6. Thirteen of these items were written for the science forms, with seven items at grade 4, four items at grade 8, and two items at grade 10.

Item Selection/Form Development

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

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

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

The 2008–09 test administration included both operational and field test items. For this administration the DPI worked to ensure complete alignment of items and forms; this involved item revisions and new items being added to some forms. The DPI conducted this work in response to the alignment study. On average there were two new items per form, some of the new items being scored operationally and others being field test items, which do not contribute to a student's score. There were between zero and seven new items added to the forms. Other items were revised from their presentation on the 2007–08 forms, on average three items per form were revised from the 2007–08 administration to the 2008–09 administration, with a minimum of zero and a maximum of twelve revised items by form. Item scoring status was determined by the DPI prior to test administration. Details regarding item performance can be found in the section on Analyses and Results.

Approval Process

A formal approval process was established as part of the development of the WAA-SwD. The Superintendent of the DPI formally approved the Wisconsin Extended Grade Band Standards and the performance level cut scores. The Wisconsin Technical Advisory Committee (TAC) approved the test design and methodologies for establishing test forms and deriving performance level cut scores, as well as the final performance level cut scores. DPI staff approved the test items, training materials, and technical manuals.

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Test Administration

The WAA-SwD is designed to be administered one-on-one to students with significant disabilities who are unable to take the WKCE even with accommodations. The reading, mathematics, and science assessments were administered with test administrators marking each student response in the answer document provided with the assessment materials. Test administrators received a complete set of books for each student (one teacher book with the test items and one student book with graphics and answer choices). This allows the administrator to make approved accommodations for each student and allows each student to view and to manipulate answer choices with no distraction from item text and response rubrics. The test administration was guided by the manual entitled "*Directions for Test Administration.*" This guide is available on the DPI website at the following url: http://www.dpi.wi.gov/oea/pdf/waatam.pdf, and is also included in Appendix G.

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

Test Administrator Qualifications

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

Test Administrator Training

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

For the 2008–09 test administration, the DPI provided an updated Mediasite presentation, an updated Test Administration Manual, a PowerPoint presentation, a manipulatives guidelines document, and sample test items for all content areas and all grade levels. These training materials served as the primary guidance for District Assessment Coordinators and for test administrators, while the DPI staff served as secondary resources for answering questions about the test administration.

Administration Schedule

The current WAA-SwD test administration window opened on October 27, 2008 and closed on November 28, 2008. Test administrators were allowed to schedule the assessment for any time during the administration window. Administrators were advised that testing sessions were to

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occur at times when the students were most alert and responsive and that students were to be given as much time as needed to complete the test.

Accommodations

Accommodations are allowed for individual students participating in the WAA-SwD. Accommodations provided to a student must be documented in a current IEP and must be used during routine instruction. IEP teams were directed to refer to the Assessment Matrix (found at http://www.dpi.wi.gov/oea/pdf/assessmatrix07.pdf) when making decisions on accommodations for the WAA-SwD. Test administrators were to indicate on the Student Assessment Report, located on the back cover of the student answer document, which accommodations were used by each student. The following accommodation information is collected on the Student Assessment Report:

Type of Accommodation
Used translation
Signed test questions and content to student
Used Braille
Used assistive device (e.g., text-talker, adaptive keyboard, picture symbols)
Used objects or manipulatives
Used another DPI-approved accommodation

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

Scoring

A scoring rubric was applied to all student responses in the reading, mathematics, and science content areas. A copy of the rubric appears in Table 14. The rubric differs for SR and CR items. For SR items, responses are classified as either correct (1 point) or incorrect (0 points). For CR items, each item is classified with either 2 or 3 maximum points for a correct response. For 3-point CR items, there is one correct response (3 points), one response that is partially correct but contains some error (2 points), one response that is less partially correct and contains more error (1 point), and an incorrect response (0 points)[5]. For 2-point CR items, there is one correct response (2 points), one response that is partially correct but contains some error (1 point), and an incorrect response (0 points).

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

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

[5] There is one 3-point CR item appearing in grade 10 science.

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reasons why answer documents may be deemed invalid. The answer document itself can be marked as invalid in two ways: 1) if the parent opts out by requesting that a bubble be marked on the student's answer document, or 2) if the test administrator multiple marks all five of the first five items in a content area[6]. Answer documents are also deemed to be invalid when there are no valid responses for any of the items within a content area. Any item with a single answer clearly marked is deemed to be valid; invalid responses occur when no response option is marked or multiple response options are marked for the same item.

Table 15 shows information regarding the answer documents deemed to be invalid for scoring and reporting. It is seen in Table 15 that, in general, reading had the fewest answer documents deemed invalid. For reading, the average percentage of invalid answer documents across all grades was 1.10%, for mathematics, the average was 1.21%, while science had an average of 1.43% across the grade levels. It is evident that the teachers did not frequently employ the multiple marking of the first five items in a content area in order to invalidate the answer documents, as this was used in less than 0.3% of answer documents. This is equally true for parental opt-out where across all grades and content areas fewer than 0.5% of answer documents were marked with a parental opt-out. Overall, reading grade 3 had the smallest percentage of total invalid answer documents, at just 0.71%, while mathematics grade 5 had the largest percentage at 1.95%.

Critical Elements 2.1, 2.3.1, 5.6

Standard Setting

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

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

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

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

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Critical Elements 1.3, 4.1, 4.2

Analyses and Results

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

Item Level Statistics

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

Typically, *p*-values range between 0.30 and 0.90. Items with *p*-values less than 0.30 are considered difficult, as fewer than 30% of the students are providing the correct answer, while greater than 0.90 indicates an easy item, as more than 90% of the students are providing the correct answer. Items with *p*-values less than 0.30 should be reviewed to ensure the difficulty is not due to a problem within the item. Items with a *p*-value above 0.90 should be reviewed to ensure the item provides additive information about students' skills. If the items are too easy, they are typically replaced by items that better discriminate between students who do or do not have certain skills. These approaches make for efficient use of test length and administration time. There are no operational WAA-SwD items within the 2008–09 administration with *p*-values less than 0.30 or greater than 0.90. The *p*-values across all grades and content areas are well within the boundaries generally considered to be acceptable. Table 22 illustrates summative information for the items, in terms of *p*-values and point biserial correlations, by grade level and content area for the operational form (only those items included in operational scoring, omitting the field test items).

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

Acceptable point biserial item-test correlations are usually in the range of 0.30 and above, where 0.15 is generally considered a critical cut-off. Statistics for the individual items are presented in Tables 19–21 for reading, mathematics, and science, respectively and include operational items as well as field test items (indicated by asterisks). It is likely that the relatively low variance and relatively flat distributions contribute to the point biserial values. (See Tables 27–29 and Figures 18–20 for frequency distributions of scores.) The point biserial values are generally within acceptable ranges for the item-test correlations. Across all content areas and grade levels there are just three items with point biserial values less than 0.30, and there are no items with point biserial values below the critical threshold of 0.15. These items were examined and deemed appropriate for the WAA-SwD assessment, even though the correlation values were low. Of the three items with correlations lower than 0.30, two of these were grade 10 mathematics items. Item 17 has a *p*-value of 0.33 and a point biserial correlation of 0.24. Item 29 has a *p*-value of 0.38 and a point biserial correlation of 0.27. The single grade 10 science item with a correlation lower than 0.30 is item 14, with a *p*-value of 0.54 and a point biserial correlation of 0.25.

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

Reading

Table 19 illustrates both the *p*-values and point biserial values for reading items. The *p*-values of operational reading items range from 0.34 (grade 7) to 0.89 (grade 10), with mean values ranging from 0.68 (grade 8) to 0.74 (grade 4). The point biserial values of operational reading items range from 0.31 (grade 10) to 0.84 (grade 6), with mean values ranging from 0.61 (grade 3) to 0.69 (grade 5).

Of the 47 reading items shared across two grade levels, it was found that fourteen items were of equal or greater difficulty in the upper grade level, approximately thirty percent of the shared items. Nine of the fourteen items were equal or 0.01 more difficult at the upper grade level, four items were 0.02 more difficult, and one was 0.03 more difficult at the upper grade level. Of these fourteen items, one was between grades 3 and 4, one was between grades 4 and 5, one was between grades 5 and 6, one was between grades 8 and 10, the remaining ten items, the most across any grade span, were between grades 7 and 8.

Mathematics

Table 20 illustrates both the *p*-values and point biserial values for mathematics items. The *p*-values of operational mathematics items range from 0.33 (grade 10) to 0.88 (grade 6), with mean values ranging from 0.60 (grade 10) to 0.69 (grade 7). The point biserial values of operational mathematics items range from 0.24 (grade 10) to 0.83 (grade 5), with mean values ranging from 0.59 (grade 10) to 0.65 (grade 5).

Across the 50 shared items in mathematics it was found that eleven items were of equal difficulty or more difficult in the upper grade level, twenty-two percent of the shared items. Three of the eleven items were equal or 0.01 more difficult at the upper grade level, four items were 0.02 more difficult, two were 0.03 more difficult and two were 0.04 more difficult. Of these eleven items, two were between grades 5 and 6, two were between grades 8 and 10, and the remaining seven items, the most across any grade span, were between grades 7 and 8.

Science

Table 21 illustrates both the *p*-values and point biserial values for science items. The *p*-values of operational science items range from 0.40 (grade 4) to 0.88 (grade 8), with mean values ranging from 0.76 (grade 8) to 0.78 (grade 10). There are no shared items across grades in science. The point biserial values of operational science items range from 0.25 (grade 10) to 0.83 (grade 8), with mean values between 0.71 and 0.72.

Critical Elements 1.3, 5.2

Extended Grade Band Standards Level Statistics

Student performance on individual Extended Grade Band Standards is reported in terms of the percentage of items within each standard that students answered correctly. This proportion can be considered as an average *p*-value across items within a specific standard. *P*-values for the standards' can also be evaluated based on balanced difficulty across the standards. To illustrate the level of difficulty by standard, standards at each grade are ranked according to the

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proportion of students responding correctly to items within each standard. This type of analysis also shows the most difficult standards for the tested population. The results of the rankings are found in Tables 23, 24, and 25 for the 2008–09 forms in reading, mathematics, and science, respectively. In general, mean *p*-values by standard range from 0.51 (grade 3 mathematics Statistics/Probability) to 0.84 (grade 4 reading Evaluates/Extends Text), demonstrating a balance of difficulty across the standards.

Reading

For reading, Table 23, it is seen that there is variation in the difficulty of the standards by grade level; however, grades 5 and 6 rank the standards in the same order with Understands Text as the least difficult standard and Evaluates/Extends Text as the most difficult standard. Grades 8 and 10 have the same rank order where Determines Meaning is the least difficult standard and Evaluates/Extends Text is the most difficult.

Mathematics

In mathematics, Table 24, the difficulty rankings of the standards vary across all grade levels, with Measurement ranked as the easiest standard for grades 3, 4, 5, 6, and 10 and Algebraic Relationships ranked as the easiest standard for grades 7 and 8.

Science

For science, Table 25, the standard Science Connections & the Nature of Science was the easiest standard at grades 8 and 10 and the most difficult standard at grade 4.

Total Test Level Statistics

Student performance is described in different ways, including total raw scores, performance on specific content standards, and performance levels (the documentation of which is described in detail in the "*2007–08 Wisconsin Alternate Assessment for Students with Disabilities Profile Sorting Standard Setting Technical Report"* available from the DPI). The maximum number of points per grade and content area varies across grades and across content areas. The number of items and points by content area and standard can be found in Tables 10–12 for reading, mathematics, and science, respectively. The raw score performance statistics by grade and content area for the total group are found in Table 26 as well as Tables 1–3 where they are further disaggregated by gender, ethnicity, English language proficiency, and economically disadvantaged status.

It is seen in Figures 6–8 that males slightly outperform females, based upon mean scores, in all grades and content areas with the exception of grade 7 reading and mathematics. Figures 9–11 illustrate by content area the differences in mean raw scores across ethnicities.

Figures 12–14 illustrate the mean raw score differences based upon English language proficiency. Students may be classified as either English language proficient or as English language learners. English language proficient students include both students who were formerly English language learners and are now proficient in the English language, as well as students who are fully English language proficient, and were never classified as English language learners. In general students classified as English language learners have higher mean scores than English language proficient students. This result is likely an artifact of the extremely small percentage of the population comprising the English language learner subgroup. Just four to six percent of the total sample, by grade, for all content areas is classified as English language learners.

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

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

Tables 7–9 provide descriptive statistics on the accommodations provided to students for them to use the WAA-SwD assessment. As previously noted, the vast majority of students, over 76%, received no additional accommodations on the WAA-SwD assessment. As such, the remaining subgroups are small comprising less than 25% of the total population of students assessed with the WAA-SwD and caution should be taken in the interpretation of the findings, related to these subgroups.

The distribution of student scores is another important indicator of the overall test performance. One way to look at this is to evaluate the number of students earning the maximum possible total raw score (the ceiling) and those earning no points (the floor). The number of students at the maximum and minimum raw scores is found in Tables 1–9 and 26. Another way of looking at this is to view the distribution of students across the raw score scale. Raw score frequency distributions are found in Tables 27–29, and are illustrated in Figures 18–20. The tables and figures illustrate that for the total group approximately the same percentage of students across content areas and grade levels receive the minimum score, ranging from 5.36% (grade 3 mathematics) to 9.25% (grade 10 mathematics). There is more spread in the percentage of students receiving the maximum score, ranging from 1.11% (grade 10 mathematics) to 13.24% (grade 8 science). Reading and science both exhibit a slight negative skew to their distributions. Mathematics exhibits a flatter distribution as compared to reading and science, though there is still a slight negative skew.

Reading

An examination of the gender groups, illustrated in Figure 6, shows that males slightly outperform females at all grade levels, with the exception of grade 7. Figure 9 illustrates the differences across ethnicities, when examining the highest and lowest means by grade level, differences range from three to six points. The greatest differences for reading were in grade 5 with a nearly six point difference in mean scores between Black (not of Hispanic origin) and Asian/Pacific Islander students for reading. In general the differences across ethnicities are less than five points. In reading, the highest mean scores were obtained by American Indian/Alaska Native students in grade 3, Black (not of Hispanic origin) students in grades 4, 5, 6, 7, and 8, and White (not of Hispanic origin) students in grade 10.

Differences in mean scores for the English language proficient and English language learner groups, illustrated in Figure 12, are small ranging from just 0.10 (grade 8) to 1.89 (grade 5). Differences in mean scores for economically disadvantaged and not economically disadvantaged students, illustrated in Figure 15, range from 1.13 (grade 10) to 4.04 (grade 7).

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Table 4 provides descriptive statistics on the basis of students' primary disability. It is seen that in general the Cognitive Disability subgroup had higher mean scores as compared to the Autistic students at all grade levels with the exception of grade 4, where there is just a 0.2 difference in mean raw scores for the two groups. Overall the total group (all WAA-SwD assessed students) tended to have higher mean scores than either the students with Autism or Cognitive Disabilities, an exception to this is for grade 6, where students with Cognitive Disabilities had a higher mean score than the total group. In examining the additional accommodations provided to students Table 7 illustrates that the mean raw score for students receiving no additional accommodations was higher than that for any of the subgroups of students receiving accommodations.

Table 26 illustrates that for the total group of students the percentage earning the minimum score ranges from 5.46% (grade 3) to 8.26% (grade 10). The percentage of students earning the maximum score ranges from 4.95% (grade 8) to 9.50% (grade 5). Figure 18 presents the distribution of scores illustrating a slight negative skew.

Mathematics

Gender group differences for mathematics are illustrated in Figure 7, and show that males slightly outperform females at all grade levels, with the exception of grade 7. Figure 10 illustrates the differences across ethnicities, when examining the highest and lowest means by grade level differences range from two to seven points. The greatest differences for mathematics were in grade 5 with a difference of seven points between Hispanic and Asian/Pacific Islander students. In general for mathematics the differences across ethnicities are less than five points. The highest mean scores were obtained by American Indian/Alaska Native students in grade 3, Black (not of Hispanic origin) students in grades 4, 6, 7, and 8, and Hispanic students in grades 5 and 10.

Differences in mean scores for the English language proficient and English language learner groups, illustrated in Figure 13, are small ranging from just 0.13 (grade 7) to 3.20 (grade 5). Differences in mean scores for economically disadvantaged and not economically disadvantaged students, illustrated in Figure 16, range from 1.91 (grade 10) to 5.39 (grade 4).

Table 5 provides descriptive statistics on the basis of students' primary disability. It is seen that in general the Cognitive Disability subgroup had higher mean scores as compared to the Autistic students at all grade levels. The smallest difference between these two groups is seen at grade 4 with just a 0.25 difference in mean scores, while the greatest difference is at grade 6 with a four point difference in mean scores between the Autistic and Cognitive Disabilities subgroups. Overall the total group (all WAA-SwD assessed students) tended to have higher mean scores than either the students with Autism or Cognitive Disabilities. In examining the additional accommodations provided to students Table 8 illustrates that grade 5 students who used a translation on the assessment scored the highest on average, while at grades 7 and 8 students who had the test content signed to them scored the highest on average.

Table 26 illustrates that for the total group of students the percentage earning the minimum score ranges from 5.36% (grade 3) to 9.25% (grade 10). The percentage of students earning the maximum score ranges from 1.11% (grade 10) to 4.85% (grade 7). Figure 19 presents the distribution of scores illustrating a flatter distribution as compared to reading and science, though still displaying a slight negative skew.

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Science

An examination of the gender groups, illustrated in Figure 8, shows that males slightly outperform females at all grade levels. Figure 11 illustrates the differences across ethnicities, when examining the highest and lowest means by grade level, differences range from four to five points. The greatest difference was in grade 4 with a nearly five point difference in mean scores between Black (not of Hispanic origin) and Asian/Pacific Islander students. In science, the highest mean scores were obtained by Black (not of Hispanic origin) students in grades 4 and 8, and Hispanic students in grade 10.

Differences in mean scores for the English language proficient and English language learner groups, illustrated in Figure 14, are small ranging from 1.20 (grade 4) to 3.42 (grade 10). Differences in mean scores for economically disadvantaged and not economically disadvantaged students, illustrated in Figure 17, range from 1.92 (grade 10) to 5.60 (grade 4).

Table 6 provides descriptive statistics on the basis of students' primary disability. It is seen that in general the Cognitive Disability subgroup had higher mean scores as compared to the Autistic students at all grade levels. Overall the total group (all WAA-SwD assessed students) tended to have higher mean scores than either the students with Autism or Cognitive Disabilities, the exception to this is for grade 10, where students with Cognitive Disabilities had a higher mean score than the total group. In examining the additional accommodations provided to students Table 9 illustrates that grade 8 students who had the test content signed to them scored the highest on average.

Table 26 illustrates that for the total group of students the percentage earning the minimum score ranges from 7.01% (grade 4) to 8.90% (grade 10). The percentage of students earning the maximum score ranges from 9.64% (grade 10) to 13.24% (grade 8). Figure 20 presents the distribution of scores illustrating a slight negative skew.

Critical Elements 2.1, 2.3.1, 5.6

Performance Level Data

Table 30 details the final cut scores for each performance level by grade and content area along with the associated impact data: percentages of students in each performance level. To see the impact data in graphical form, refer to Figures 21–23. The combination of the two highest performance levels, *WAA-SwD Proficient* and *WAA-SwD Advanced*, are shown in Figure 24, as well as being included in Table 30. Across all content areas this combination results in values ranging from 63% (grade 10 mathematics) to 77% (grade 8 science).

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

Tables 34–36 detail the impact data by grade level and content area for students' primary disability. These tables provide a much more detailed breakdown of the impact data. This text summary provides information for only those groups with sample sizes greater than 100; this is done to help ensure generalizability of the findings. Across all content areas there were just

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three disability categories with more than 100 students: Autism, Cognitive Disability, and Other Health Impairment. However, Other Health Impairment fell below the 100 student threshold above grade 4.

Tables 37–39 detail the impact data by grade level and content area for the accommodations provided to test takers. As previously noted, the vast majority of students, over 76%, received no additional accommodations in order to access the WAA-SwD assessment.

Reading

Table 30 illustrates that for reading from 63% (grade 8) to 70% (grade 3) of WAA-SwD assessed students score within the combination of the highest two performance levels, *WAA-SwD Proficient* and *WAA-SwD Advanced*. When examining the percentage of students classified as *WAA-SwD Proficient* and *WAA-SwD Advanced* by ethnicity in Table 31, the highest percentage of students classified as *WAA-SwD Proficient* and *WAA-SwD Advanced* was obtained by American Indian/Alaska Native students in grade 3, Black (not of Hispanic origin) students in grades 4, 5, 6, 7, and 8, and Hispanic students in grade 10. Examining the percentage of students classified as *WAA-SwD Proficient* and *WAA-SwD Advanced* on the basis of English language proficiency in Table 31, the percentages are nearly equal at grade 3, while for grades 4, 5, and 10, the percentages are higher for English language learners, and for grades 6, 7, and 8, the percentages are higher for English language proficient students.

Table 34 details the impact data based upon students' primary disability. In reading, between 47 and 62 percent of Autistic students were classified as *WAA-SwD Proficient* and *WAA-SwD Advanced*, while between 60 and 68 percent of students with Cognitive Disabilities were classified as *WAA-SwD Proficient* and *WAA-SwD Advanced*. Table 37 details the impact data based upon the accommodations provided to test takers. Of the students receiving no accommodations in reading, between 65 and 72 percent were classified as *WAA-SwD Proficient* and *WAA-SwD Advanced*.

Mathematics

Table 30 illustrates that for mathematics from 63% (grade 10) to 76% (grade 7) of WAA-SwD assessed students score within the combination of the highest two performance levels, *WAA-SwD Proficient* and *WAA-SwD Advanced*. When examining the percentage of students classified as *WAA-SwD Proficient* and *WAA-SwD Advanced* by ethnicity in Table 32, the highest percentage of students classified as *WAA-SwD Proficient* and *WAA-SwD Advanced* was obtained by American Indian/Alaska Native students in grade 3, Black (not of Hispanic origin) students in grades 4, 8, and 10, and Hispanic students in grades 5, 6, and 7. Examining the percentage of students classified as *WAA-SwD Proficient* and *WAA-SwD Advanced* on the basis of English language proficiency in Table 32, it is seen that for all grade levels, the percentage of students classified as *WAA-SwD Proficient* and *WAA-SwD Advanced* was greater for English language learners as compared to English language proficient (non-ELL) students.

Table 35 details the impact data based upon students' primary disability. In mathematics, between 55 and 66 percent of Autistic students were classified as *WAA-SwD Proficient* and *WAA-SwD Advanced*, while between 62 and 73 percent of students with Cognitive Disabilities were classified as *WAA-SwD Proficient* and *WAA-SwD Advanced*. Table 38 details the impact data based upon the accommodations provided to test takers. Of the students receiving no accommodations in mathematics between 65 and 78 percent were classified as *WAA-SwD Proficient* and *WAA-SwD Advanced*.

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Science

Table 30 illustrates that for science from 74% (grade 4) to 77% (grade 8) of WAA-SwD assessed students score within the combination of the highest two performance levels, *WAA-SwD Proficient* and *WAA-SwD Advanced*. When examining the percentage of students classified as *WAA-SwD Proficient* and *WAA-SwD Advanced* by ethnicity in Table 33, the highest percentage of students classified as *WAA-SwD Proficient* and *WAA-SwD Advanced* was obtained by American Indian/Alaska Native students in grade 4, Black (not of Hispanic origin) students in grade 8, and Hispanic students in grade 10. Examining the percentage of students classified as *WAA-SwD Proficient* and *WAA-SwD Advanced* on the basis of English language proficiency in Table 33, it is seen that for all grade levels, the percentages are nearly equal for grade 8, while for grades 4 and 10, a greater percentage of English language learners are classified as *WAA-SwD Proficient* and *WAA-SwD Advanced*.

Table 36 details the impact data based upon students' primary disability. In science, between 62 and 72 percent of Autistic students were classified as *WAA-SwD Proficient* and *WAA-SwD Advanced*, while between 74 and 77 percent of students with Cognitive Disabilities were classified as *WAA-SwD Proficient* and *WAA-SwD Advanced*. Table 39 details the impact data based upon the accommodations provided to test takers. Of the students receiving no accommodations in science, between 77 and 78 percent of students were classified as *WAA-SwD Proficient* and *WAA-SwD Advanced*.

Reliability

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

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

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

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

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

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

Errors are also introduced if the sampling of content on a test is too narrow and does not provide a solid representation of the skills being measured. This is avoided by clear blueprints that show a variety of items and item approaches to assess each standard.

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

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

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

The minimum number of students tested within the context of the 2008–09 WAA-SwD administration, over all content areas, is 754 (grade 5 mathematics). This value differs somewhat from the number of students answering each individual item, as there are cases in which students omit items. However, there is a small incidence of item omission on the WAA-SwD, an item trait examined within the context of the Item Analysis. At the item level the minimum number of students answering an item is 733 (grade 5 mathematics). Using the tested population value of 754 as the minimum N value, the critical value for the correlation would be 0.0729. If the minimum item response value of 733 is used the value is 0.0739, both of which round to 0.07. No items in the WAA-SwD assessment fall below this critical value.

Table 22 summarizes the point biserials (and *p*-values) for each grade and content area for the operational items. For reading, the point biserial values range from 0.31 (grade 10) to 0.84 (grade 6), in mathematics, the range is from 0.24 (grade 10) to 0.83 (grade 8), and in science, the range is from 0.25 (grade 10) to 0.83 (grade 5). None of these values fall below the critical threshold of 0.07 as calculated above. All items with correlations below 0.30 were carefully reviewed by the DPI and CTB staff from a content perspective to assure that the items actually contributed to the overall construct of the assessment.

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

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

where *k* is the number of items on the test form, $\hat{\sigma}_i^2$ is the variance of item *i*, and $\hat{\sigma}_X^2$ is the total test variance. Tables 1–9 and 26 provide the Cronbach's alpha coefficients for all grades and content areas in the 2008–09 WAA-SwD test administration. As is evident in the tables and text below, the coefficients are generally quite high.

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

The notable exceptions to the high reliability values are in Tables 4–6 for students with a Specific Learning Disability. Across all grade levels the reliability values for this subgroup are generally lower than for all other subgroups, with particularly low values for students in grade 8. The data were carefully reviewed for this group. It was found that in general there were high proportions of students achieving the maximum or near maximum score for this subgroup, thus deflating the reliability values due to the homogeneous nature of the group's scores. As the value was the lowest for grade 8 science, these data were examined in multiple ways. It was found that for grade 8 science, there were 36 students indicated with a Specific Learning Disability. Of these 36 students 19 achieved a perfect score (39 points), 11 achieved a score of 38, 5 achieved a score of 37, and 1 achieved a score of 36. This extremely narrow and homogeneous distribution, with all 36 students scoring within 3 points of a perfect score, rendered the reliability statistic ineffectual.

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

At the subgroup level the ranges were also quite high in general. Across all content areas and grade levels for the gender, ethnicity, English language proficiency, and economically disadvantaged subgroups, illustrated in Tables 1–3, the reliability values were generally above 0.92. The lowest observed reliability value among these groups was for English language learners in grade 10 on the reading test, where the reliability was just 0.84, still within the acceptable range.

An examination of the primary disability subgroups, in Tables 4–6, illustrates acceptable reliability values. The values to note are for the Specific Learning Disability subgroup, where all values are quite low and were found to be related to the high scores achieved by this subgroup of students. When examining the values for all other primary disability subgroups it was found that for reading all but four values were greater than 0.80, and there were just four values between 0.80 and 0.89. The majority of values were greater than 0.90. The four values lower than 0.80 were for subgroups where the mean scores were greater than 26, where the total possible score was 30, again indicating that the low reliability values are likely due to the very high performance level and homogenous scores of these groups. For mathematics, all but four values were greater than 0.80, with just three values between 0.80 and 0.89. The majority of values were greater than 0.90. The four values lower than 0.80 were for subgroups where the mean scores were greater than 28, where the total possible score was 34, again indicating that the low reliability values are likely due to the very high performance level and homogenous scores of these groups. Finally, for science, all values were greater than 0.80, with just two values between 0.80 and 0.89.

It is also important to ensure that the reliability coefficients are similar for subgroups of students using additional accommodations. For those students requiring no additional accommodations the reliability values were above 0.93 across all content areas and grade levels. For those students requiring additional accommodations, the reliability values across grades and content areas were all above 0.87, with one exception. In mathematics for grade 5 there were ten students who used a translation. The reliability value for this group was 0.64, which is lower than generally considered acceptable. However, this is an extremely small sample with a relatively high performance level; the mean score for the group was 28.5 points out of 34 possible. Again, it is likely that the low reliability value is an artifact of the high achievement and homogenous scores of this small sample.

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

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

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where *SD_TS* is the standard deviation of the total score and $\hat{\alpha}$ is Cronbach's α (see above). The SEMs represent the total standard error of measurement in the raw score metric across all items in a given form. The SEMs for each form for the total group and all subgroups are given in Tables 1–9, and are summarized at the total group level in Table 26. At the total group level the SEM values range from 1.88 (grade 5) to 2.07 (grade 3) with 30 or 31 total possible points for reading, 2.18 (grade 6) to 2.36 (grade 10) with 34 total possible points for mathematics, and 1.87 (grade 4) to 2.05 (grade 10) with 37 or 39 total possible points for science.

An examination of SEM values by content area across all subgroups yielded findings that were very similar to the total group. For reading, an examination of Tables 1, 4, and 7 illustrated that the largest SEM value of 2.37 was for students using objects or manipulatives at grade 8. For mathematics, an examination of Tables 2, 5, and 8 illustrated that the largest SEM value of 2.65 was for grade 4 students for whom the test content and questions were signed. For science, an examination of Tables 3, 6, and 9 illustrated that the largest SEM value of 2.51 was again for students for whom the test content and questions were signed at grade 4. These SEM values are within acceptable ranges for assessments with this number of items with individual items contributing one or two points, in general.

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

Table 40 shows classification consistency and classification accuracy indices based on the Livingston and Lewis (1995) methodology. Note that the values of all indices depend on several factors, such as the reliability of the actual test form, the distribution of scores, the number of cut scores, and the location of each cut score. The probability of a correct classification (PC) is the probability that the classification the student received is consistent with the classification the student would have received on a parallel form. This is similar to the exact agreement rate in inter-rater reliability and the expectation is that the probability would be high. The average PC is 0.61 across all grades and content areas and ranges from 0.57 (grade 10 reading) to 0.64 (grade 10 science). Probability of misclassification (PM) is 1 – PC.

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

Cohen's kappa (kappa) provides the same type of reliability or agreement statistic as described previously, representing the agreement of the classifications between the two parallel forms with the consideration of the probability of a correct classification by chance, (PC-Chance)/(1-Chance). In general, the value of kappa is lower than the value of PC because the probability of a correct classification by chance is larger than zero. This is true of the WAA-SwD data in Table 40. Average kappa is 0.43 and ranges from 0.38 (grade 4 reading) to

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0.49 (grade 8 mathematics). Within the context of the 2007–08 WAA-SwD forms the average kappa value was 0.43 and ranged from 0.34 to 0.51 (CTB/McGraw-Hill, 2008b).

Consistency and accuracy are important to consider in concert. The probability of accuracy (PA) represents the agreement between the observed classification based on the actual test form and true classification, given the modeled forms. The average PA is 0.70, ranging from 0.64 (grade 10 reading) to 0.75 (grade 10 science). Finally, the table provides the probability of false positives (FP) and false negatives (FN) as measures of error in the data table, and these are low, as expected.

Validity

Validity is another central concept within assessment and there is a large body of literature surrounding this concept. Some of the relevant literature includes Kane's (2006) chapter on validation in *Educational Measurement* 4th edition, Messick's (1993) chapter on validity in *Educational Measurement* 3rd edition, the chapter on validity in part 1 of the *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 1999), and specifically in relation to alternate assessments Barton's (2007) chapter in *Large-Scale Assessment and Accommodations: What Works?*.

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

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

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

Generally, achievement tests are used for student level outcomes, either (1) making predictions about students, or (2) describing students' performance (Mehrens & Lehmann, 1991). In addition, tests are now also used for the purpose of accountability and adequate yearly progress (AYP). The DPI uses various assessment data in reporting AYP and in various programmatic and policy level decisions. Specific to student level outcomes the WAA-SwD documents student performance in the areas of reading, mathematics, and science as defined by the standards. To ensure that test scores allow interpretations appropriate for this purpose,

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the content of the test must be carefully matched to the specified standards. The *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 1999) state:

> Content-related evidence of validity is a central concern during the test development. Expert professional judgment should play an integral part in developing the definition of what is to be measured, such as describing the universe of the content, generating or selecting the content sample, and specifying the item format and scoring system (p.12).

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

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

The internal structure of the test also provides evidence of validity. For example, high internal consistency like that described by the coefficients in the Analyses and Results and Reliability sections of this document, constitutes evidence of validity. This is because high reliability coefficients imply that the test questions are measuring the same domain of skill, and are reliable and consistent. However, it is important to note the caveats previously indicated in regard to the reasons that the coefficients may be as high as they are for the WAA-SwD.

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

It is also important to demonstrate through student performance that students are able to demonstrate a range of performances commensurate with the expectation of the targeted population. Total raw score results for each grade and content area for the total groups are found in Table 26 and raw score frequency distributions by grade and content area are found in Tables 27–29 and Figures 18–20. The tables and figures illustrate that for the total group

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approximately the same percentage of students across content areas and grade levels receive the minimum score, ranging from 5.36% (grade 3 mathematics) to 9.25% (grade 10 mathematics). There is more spread in the percentage of students receiving the maximum score, ranging from 1.11% (grade 10 mathematics) to 13.24% (grade 8 science). Data by standard are found in Tables 23–25. In general, mean *p*-values by standard range from 0.51 (grade 3 mathematics 'Statistics/Probability') to 0.84 (grade 4 reading 'Evaluates/Extends Text'), demonstrating a balance of difficulty across the standards. These data were reviewed and explained in greater detail in the section of this report on Analyses and Results.

An assessment that is valid should be similarly reliable for subgroups of similar sample sizes. Therefore, in addition to the total group data, subgroup total test performance and the associated test reliabilities and standard errors must also be reported. Table 26 summarized the reliability and SEM values at the total group level. Reliability ranges are from 0.94 to 0.96 for both reading and mathematics, and 0.97 for science. The SEM values range from 1.88 (grade 5) to 2.07 (grade 3) with 30 or 31 total possible points for reading, 2.18 (grade 6) to 2.36 (grade 10) with 34 total possible points for mathematics, and 1.87 (grade 4) to 2.05 (grade 10) with 37 or 39 total possible points for science. More specific details on test reliability and standard errors are further described in the Reliability section of this document.

Longitudinal Data

As an assessment is used over time it is critical to be able to compare results across multiple years. The 2007–08 administration of the WAA-SwD was the first administration of the assessment within the current design and framework, as such it was not appropriate to compare results to prior assessment years[7]. In the 2008–09 administration it became possible to compare results from the 2008–09 administration with the 2007–08 administration. It is important to be cautious about making longitudinal inferences with any assessment that is not equated, as is the case with the WAA-SwD. However, it is equally important to be able to compare assessment results over time. As such, those forms with changes to items are noted in the relevant tables as being altered, such that appropriate caution is used in comparing results across the two administration years. It is important to note that there were changes to all forms in reading, two of the forms in mathematics and one of the forms in science. More detailed information regarding these changes was provided previously in the sections on Test Design and Test Development.

Figures 25–27 illustrate the number of students participating in the WAA-SwD assessment for each of the three content areas, reading, mathematics, and science, respectively. It is seen in reading, Figure 25, the participation values decreased across all grade levels from the 2007–08 administration to the 2008–09 administration with the exception of grade 10 which had a slight increase in the number of students participating. Figure 26 illustrates that for mathematics the number of students participating increased from the 2007–08 to the 2008–09 administration at grades 3, 4, and 10, while the numbers decreased at grades 5, 6, 7, and 8. Figure 27 illustrates that for science the number of participating students increased at all assessed grade levels. This type of fluctuation was not unexpected in the second year of this assessment as the participation guidelines and information about the differences between the WAA-SwD and WKCE assessments were further clarified within the context of the 2008–09 administration.

Means and standard deviations at the total group level by grade are illustrated in Table 41 for both the 2007–08 and the 2008–09 WAA-SwD administrations. The difference column is

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

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calculated as the more recent administration (2008–09) minus the initial administration (2007–08) where negative values indicate a decrease in the value from the initial to the current administration and positive values indicate an increase from the initial to the current administration. It is seen that mean differences are generally quite small, ranging from 0.04 (grade 7 mathematics) to 1.30 (grade 10 science). Given that the assessment is based on items worth one or two points, with the exception of the single grade 10 science item, these differences are minor. The mean differences are also illustrated graphically in Figures 28–30.

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

For gender the smallest difference in the assessed population from the 2007–08 WAA-SwD assessment to the 2008–09 WAA-SwD assessment is -0.04% in science grade 8 for female students while the largest difference is 4.18% in reading grade 4 for female students. In examining population differences relative to ethnicity, the smallest difference is for American Indian/Alaska Native students in science at grade 10 with just a 0.11% difference across administration years, while the largest difference was observed for White (not of Hispanic origin) students in science at grade 8 with a 5.78% difference between the 2007–08 and 2008–09 administration years. On the basis of population differences for the primary disability reported, it was found that the differences were more extreme, again this was due to some changes in the data reporting across the two administration years. Figures 31–33 illustrate the percentage of participating students based upon primary disability classification for the 2007–08 and 2008–09 administrations. For those classifications with data in both years (meaning that the percentage of students must have been greater than zero in both administrations), there was as little as zero change for students with a primary disability of an orthopedic impairment in grade 10 mathematics, to as much as a 24.52% change for students with a cognitive disability in grade 3 reading.

Over time it would be expected that there would be only minimal differences in test statistics such as *p*-values (item difficulty) and point biserial correlations (item test correlation) assuming that the test population remains stable. Given the reporting and use of raw score results without equating the assumption of relative population invariance becomes critical in the examination of student performance over time. There were some WAA-SwD items that were revised, while others were removed and replaced between the 2007–08 and 2008–09 administrations. In order to indicate this, while still providing longitudinal comparisons, Tables 45 and 46 have asterisks next to the grade levels where items were changed between the administrations. This is done to caution the reader regarding longitudinal interpretations for these modified forms.

The *p*-values for the 2007–08 and 2008–09 administrations, and their difference, are listed in Table 45. The mean *p*-values remained quite stable across administrations with mathematics grade 7 illustrating a difference of just -0.002, and the maximum difference in mean *p*-values occurring in reading at grade 6 with a difference of -0.052. Equally, the range of *p*-values remained stable as well. The highest observed *p*-value in 2007–08 was 0.90 in reading grade

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4, and in 2008–09 the highest observed *p*-value was 0.89 in reading grade 10. The greatest difference within a grade level occurred for reading grade 5, where the highest *p*-value decreased from 0.90 to 0.86 across administrations. The lowest observed *p*-value in 2007–08 was 0.19 in mathematics at grade 10, and in 2008–09 the lowest observed *p*-value was 0.33 in mathematics at grade 10.

Table 46 lists the point biserial values for the 2007–08 and 2008–09 administrations and provides the results of the differences across the administration years. The mean point biserials remained quite stable across administrations with reading grade 5 illustrating a difference of just 0.001 and the largest difference of -0.051 was observed for reading at grade 3. Equally the range of point biserial values remained quite stable. The highest observed point biserial in the 2007–08 administration was 0.87 in reading grade 5, and in 2008–09 the highest observed point biserial was 0.84 in reading grade 6. The lowest observed point biserial in 2007–08 was 0.17 in mathematics grade 8, and in 2008–09 the lowest observed point biserial is 0.24 in mathematics grade 10.

Another important trait to examine over time is the impact data, or the percentage of students in each performance level. The impact data for 2007–08 and 2008–09 as well as the difference between the two is presented in Tables 47–49 by content area. In reading, the greatest difference is observed at grade 4, where there was a 13% reduction in the percentage of students classified as *WAA-SwD Advanced*. Given that there was just a 4% reduction in the percentage of students classified as *WAA-SwD Proficient* and *WAA-SwD Advanced* combined, it is apparent that the vast majority of these students moved into the *WAA-SwD Proficient* classification. In mathematics, the largest difference in the impact data was that approximately 4% fewer grade 3 students were classified as *WAA-SwD Minimal Performance* in 2008–09 as compared to 2007–08. Finally in science, the largest difference in the impact data was that in 2008–09 approximately 7% more students were classified as *WAA-SwD Advanced* in grade 8 as compared to the 2007–08 administration.

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

Content	Grade	Variable	Subgroup	Sample Size	%	Raw Score Mean	Raw Score SD	N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
Reading	3		TOTAL	842	100%	20.68	8.31	46	46	0.94	2.07
		Gender	Female	276	32.78%	19.80	8.62	12	18	0.94	2.11
			Male	566	67.22%	21.11	8.13	34	28	0.94	2.05
		Ethnicity	Asian/ Pacific Islander	30	3.56%	18.10	8.63	0	4	0.93	2.24
			Black (not of Hispanic Origin)	141	16.75%	21.52	7.79	11	6	0.93	2.07
			Hispanic	84	9.98%	20.82	7.94	6	2	0.93	2.14
			American Indian/Alaska Native	10	1.19%	21.60	8.95	0	0	0.96	1.77
			White (not of Hispanic Origin)	577	68.53%	20.58	8.45	29	34	0.94	2.06
		ELP	English Language Proficient	799	94.89%	20.64	8.36	42	45	0.94	2.07
			Not English Language Proficient	43	5.11%	21.47	7.26	4	1	0.92	2.12
		SES	Economically Disadvantaged	461	54.75%	22.00	7.59	30	18	0.93	2.03
			Not Economically Disadvantaged	381	45.25%	19.09	8.86	16	28	0.94	2.12
	4		TOTAL	801	100%	21.70	8.44	60	50	0.95	1.92
		Gender	Female	299	37.33%	20.90	9.18	20	27	0.96	1.91
			Male	502	62.67%	22.18	7.94	40	23	0.94	1.92
		Ethnicity	Asian/ Pacific Islander	22	2.75%	20.91	8.51	0	1	0.94	2.00
			Black (not of Hispanic Origin)	147	18.35%	23.24	7.48	14	7	0.94	1.83
			Hispanic	65	8.12%	21.37	8.43	3	5	0.95	1.96
			American Indian/Alaska Native	13	1.62%	19.62	9.85	2	2	0.96	1.96
			White (not of Hispanic Origin)	554	69.16%	21.41	8.63	41	35	0.95	1.93
		ELP	English Language Proficient	756	94.38%	21.63	8.44	58	46	0.95	1.92
			Not English Language Proficient	45	5.62%	22.89	8.47	2	4	0.96	1.78
		SES	Economically Disadvantaged	447	55.81%	23.38	7.08	40	19	0.93	1.86
			Not Economically Disadvantaged	354	44.20%	19.59	9.49	20	31	0.96	1.98
	5		TOTAL	758	100%	20.98	9.36	72	59	0.96	1.88
		Gender	Female	257	33.91%	20.34	9.82	24	24	0.96	1.88
			Male	501	66.10%	21.31	9.11	48	35	0.96	1.88
		Ethnicity	Asian/ Pacific Islander	25	3.30%	16.32	10.14	1	3	0.96	2.07
			Black (not of Hispanic Origin)	161	21.24%	22.29	8.76	13	11	0.96	1.81
			Hispanic	58	7.65%	22.12	7.63	4	1	0.93	1.99
			American Indian/Alaska Native	14	1.85%	19.64	9.95	1	2	0.96	1.94
			White (not of Hispanic Origin)	500	65.96%	20.70	9.61	53	42	0.96	1.88
		ELP	English Language Proficient	722	95.25%	20.89	9.49	69	59	0.96	1.87
			Not English Language Proficient	36	4.75%	22.78	6.16	3	0	0.89	2.05
		SES	Economically Disadvantaged	403	53.17%	22.58	8.32	36	22	0.95	1.84
			Not Economically Disadvantaged	355	46.83%	19.17	10.13	36	37	0.96	1.92

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

Content	Grade	Variable	Subgroup	Sample Size	%	Raw Score Mean	Raw Score SD	N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
Reading	6		TOTAL	770	100%	20.84	8.96	64	46	0.95	1.92
		Gender	Female	285	37.01%	20.53	8.95	21	15	0.95	1.94
			Male	485	62.99%	21.02	8.97	43	31	0.95	1.92
		Ethnicity	Asian/ Pacific Islander	33	4.29%	18.76	8.31	0	2	0.93	2.18
			Black (not of Hispanic Origin)	133	17.27%	22.74	7.82	15	6	0.94	1.84
			Hispanic	61	7.92%	20.92	8.56	5	3	0.94	2.01
			American Indian/Alaska Native	8	1.04%	-	-	-	-	-	-
			White (not of Hispanic Origin)	535	69.48%	20.51	9.27	44	35	0.96	1.91
		ELP	English Language Proficient	729	94.68%	20.86	9.07	64	45	0.96	1.90
			Not English Language Proficient	41	5.33%	20.46	6.69	0	1	0.89	2.26
		SES	Economically Disadvantaged	402	52.21%	22.02	8.30	43	18	0.95	1.88
			Not Economically Disadvantaged	368	47.79%	19.55	9.48	21	28	0.96	1.97
	7		TOTAL	784	100%	21.54	9.14	40	57	0.95	1.95
		Gender	Female	301	38.39%	22.25	9.18	15	25	0.96	1.87
			Male	483	61.61%	21.10	9.10	25	32	0.95	2.00
		Ethnicity	Asian/ Pacific Islander	27	3.44%	20.22	8.79	2	2	0.94	2.09
			Black (not of Hispanic Origin)	149	19.01%	22.75	8.76	4	12	0.96	1.84
			Hispanic	57	7.27%	22.72	7.84	0	3	0.93	2.00
			American Indian/Alaska Native	7	0.89%	-	-	-	-	-	-
			White (not of Hispanic Origin)	544	69.39%	21.24	9.29	34	38	0.96	1.97
		ELP	English Language Proficient	740	94.39%	21.55	9.26	40	56	0.96	1.94
			Not English Language Proficient	44	5.61%	21.34	6.84	0	1	0.90	2.18
		SES	Economically Disadvantaged	402	51.28%	23.51	7.80	18	19	0.94	1.89
			Not Economically Disadvantaged	382	48.72%	19.47	9.96	22	38	0.96	2.01
	8		TOTAL	808	100%	20.00	9.10	40	65	0.95	1.99
		Gender	Female	296	36.63%	18.96	9.79	15	34	0.96	1.95
			Male	512	63.37%	20.61	8.62	25	31	0.95	2.01
		Ethnicity	Asian/ Pacific Islander	20	2.48%	18.20	9.02	1	1	0.95	2.06
			Black (not of Hispanic Origin)	133	16.46%	21.99	8.31	6	11	0.95	1.89
			Hispanic	58	7.18%	20.53	9.13	4	6	0.95	1.99
			American Indian/Alaska Native	14	1.73%	21.43	7.61	0	0	0.93	2.05
			White (not of Hispanic Origin)	583	72.15%	19.52	9.26	29	47	0.95	2.01
		ELP	English Language Proficient	776	96.04%	20.00	9.18	40	65	0.95	1.98
			Not English Language Proficient	32	3.96%	20.09	7.05	0	0	0.90	2.18
		SES	Economically Disadvantaged	400	49.51%	21.58	8.22	17	22	0.94	1.95
			Not Economically Disadvantaged	408	50.50%	18.46	9.65	23	43	0.96	2.02

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

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

Content	Grade	Variable	Subgroup	Sample Size	%	Raw Score Mean	Raw Score SD	N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
Reading	10		TOTAL	811	100%	20.25	8.94	43	67	0.95	2.00
		Gender	Female	309	38.10%	19.86	9.32	15	32	0.96	1.98
			Male	502	61.90%	20.49	8.70	28	35	0.95	2.01
		Ethnicity	Asian/ Pacific Islander	29	3.58%	17.72	8.36	1	2	0.93	2.25
			Black (not of Hispanic Origin)	116	14.30%	19.16	9.21	1	13	0.95	2.06
			Hispanic	59	7.28%	20.41	9.17	3	6	0.95	1.95
			American Indian/Alaska Native	15	1.85%	18.33	10.35	1	2	0.96	1.96
			White (not of Hispanic Origin)	592	73.00%	20.62	8.84	37	44	0.95	1.98
		ELP	English Language Proficient	774	95.44%	20.19	9.07	41	67	0.95	1.99
			Not English Language Proficient	37	4.56%	21.54	5.50	2	0	0.84	2.21
		SES	Economically Disadvantaged	373	45.99%	20.86	8.68	24	26	0.95	1.97
			Not Economically Disadvantaged	438	54.01%	19.73	9.14	19	41	0.95	2.02

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

Content	Grade	Variable	Subgroup	Sample Size	%	Raw Score Mean	Raw Score SD	N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
Mathematics	3		TOTAL	840	100%	22.36	9.50	33	45	0.94	2.32
		Gender	Female	274	32.62%	21.24	9.77	8	16	0.94	2.35
			Male	566	67.38%	22.91	9.33	25	29	0.94	2.30
		Ethnicity	Asian/ Pacific Islander	29	3.45%	20.14	9.69	0	3	0.94	2.40
			Black (not of Hispanic Origin)	141	16.79%	23.60	8.92	3	4	0.93	2.29
			Hispanic	84	10.00%	22.55	9.35	5	3	0.94	2.35
			American Indian/Alaska Native	10	1.19%	23.90	10.26	1	1	0.96	2.17
			White (not of Hispanic Origin)	576	68.57%	22.12	9.63	24	34	0.94	2.32
		ELP	English Language Proficient	797	94.88%	22.30	9.55	30	44	0.94	2.32
			Not English Language Proficient	43	5.12%	23.56	8.68	3	1	0.93	2.33
		SES	Economically Disadvantaged	460	54.76%	23.97	8.92	24	16	0.94	2.25
			Not Economically Disadvantaged	380	45.24%	20.42	9.83	9	29	0.94	2.39
	4		TOTAL	801	100%	22.50	9.83	34	56	0.95	2.28
		Gender	Female	299	37.33%	21.29	10.32	6	31	0.95	2.29
			Male	502	62.67%	23.23	9.47	28	25	0.94	2.27
		Ethnicity	Asian/ Pacific Islander	22	2.75%	20.27	9.79	0	2	0.94	2.42
			Black (not of Hispanic Origin)	147	18.35%	24.54	8.71	5	7	0.94	2.21
			Hispanic	65	8.12%	22.11	9.69	2	5	0.94	2.35
			American Indian/Alaska Native	13	1.62%	21.62	11.72	1	2	0.96	2.21
			White (not of Hispanic Origin)	554	69.16%	22.12	10.04	26	40	0.95	2.28
		ELP	English Language Proficient	756	94.38%	22.41	9.83	31	51	0.95	2.29
			Not English Language Proficient	45	5.62%	24.02	9.91	3	5	0.95	2.14
		SES	Economically Disadvantaged	447	55.81%	24.89	8.41	20	18	0.93	2.22
			Not Economically Disadvantaged	354	44.20%	19.50	10.65	14	38	0.95	2.32
	5		TOTAL	754	100%	22.10	10.42	30	63	0.96	2.20
		Gender	Female	257	34.09%	21.15	10.71	11	25	0.96	2.23
			Male	497	65.92%	22.59	10.25	19	38	0.95	2.19
		Ethnicity	Asian/ Pacific Islander	25	3.32%	16.88	9.92	1	3	0.94	2.44
			Black (not of Hispanic Origin)	158	20.96%	23.65	10.01	5	10	0.96	2.11
			Hispanic	58	7.69%	23.88	8.93	3	3	0.94	2.22
			American Indian/Alaska Native	14	1.86%	20.86	11.01	0	2	0.95	2.34
			White (not of Hispanic Origin)	499	66.18%	21.70	10.62	21	45	0.96	2.21
		ELP	English Language Proficient	718	95.23%	21.94	10.52	28	62	0.96	2.20
			Not English Language Proficient	36	4.78%	25.14	7.64	2	1	0.92	2.21
		SES	Economically Disadvantaged	400	53.05%	24.20	9.67	21	23	0.95	2.10
			Not Economically Disadvantaged	354	46.95%	19.72	10.74	9	40	0.95	2.30

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

Content	Grade	Variable	Subgroup	Sample Size	%	Raw Score Mean	Raw Score SD	N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
Mathematics	6		TOTAL	769	100%	22.37	10.09	35	48	0.95	2.18
		Gender	Female	285	37.06%	22.02	10.05	10	19	0.95	2.21
			Male	484	62.94%	22.58	10.12	25	29	0.95	2.17
		Ethnicity	Asian/ Pacific Islander	33	4.29%	21.36	9.61	1	3	0.94	2.30
			Black (not of Hispanic Origin)	133	17.30%	23.86	9.20	9	7	0.94	2.18
			Hispanic	61	7.93%	23.13	9.86	1	2	0.95	2.12
			American Indian/Alaska Native	8	1.04%	-	-	-	-	-	-
			White (not of Hispanic Origin)	534	69.44%	22.00	10.32	24	36	0.96	2.18
		ELP	English Language Proficient	728	94.67%	22.34	10.18	35	47	0.95	2.18
			Not English Language Proficient	41	5.33%	22.88	8.37	0	1	0.93	2.26
		SES	Economically Disadvantaged	401	52.15%	23.80	9.47	19	19	0.95	2.13
			Not Economically Disadvantaged	368	47.85%	20.82	10.52	16	29	0.95	2.24
	7		TOTAL	783	100%	22.68	10.15	38	67	0.95	2.18
		Gender	Female	301	38.44%	23.31	10.04	9	27	0.95	2.13
			Male	482	61.56%	22.29	10.21	29	40	0.95	2.21
		Ethnicity	Asian/ Pacific Islander	27	3.45%	22.33	8.96	0	2	0.93	2.32
			Black (not of Hispanic Origin)	148	18.90%	23.97	9.88	8	13	0.95	2.13
			Hispanic	57	7.28%	23.75	9.04	4	2	0.94	2.17
			American Indian/Alaska Native	7	0.89%	-	-	-	-	-	-
			White (not of Hispanic Origin)	544	69.48%	22.33	10.30	26	48	0.95	2.19
		ELP	English Language Proficient	739	94.38%	22.67	10.27	36	66	0.96	2.17
			Not English Language Proficient	44	5.62%	22.80	7.96	2	1	0.92	2.31
		SES	Economically Disadvantaged	402	51.34%	24.86	8.96	22	21	0.94	2.12
			Not Economically Disadvantaged	381	48.66%	20.38	10.82	16	46	0.96	2.24
	8		TOTAL	809	100%	21.67	10.58	32	70	0.96	2.24
		Gender	Female	297	36.71%	20.13	10.97	6	35	0.96	2.27
			Male	512	63.29%	22.55	10.25	26	35	0.95	2.21
		Ethnicity	Asian/ Pacific Islander	20	2.47%	23.05	10.63	1	1	0.96	2.19
			Black (not of Hispanic Origin)	133	16.44%	23.67	9.75	3	11	0.95	2.19
			Hispanic	59	7.29%	22.39	10.21	3	5	0.95	2.25
			American Indian/Alaska Native	14	1.73%	23.43	9.48	2	0	0.94	2.29
			White (not of Hispanic Origin)	583	72.06%	21.05	10.78	23	53	0.96	2.24
		ELP	English Language Proficient	776	95.92%	21.58	10.65	31	70	0.96	2.23
			Not English Language Proficient	33	4.08%	23.64	8.57	1	0	0.92	2.40
		SES	Economically Disadvantaged	401	49.57%	23.68	9.70	16	25	0.95	2.19
			Not Economically Disadvantaged	408	50.43%	19.69	11.03	16	45	0.96	2.28

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

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

Content	Grade	Variable	Subgroup	Sample Size	%	Raw Score Mean	Raw Score SD	N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
Mathematics	10		TOTAL	811	100%	19.51	9.71	9	75	0.94	2.36
		Gender	Female	309	38.10%	18.58	9.78	3	36	0.94	2.36
			Male	502	61.90%	20.08	9.63	6	39	0.94	2.36
		Ethnicity	Asian/ Pacific Islander	29	3.58%	18.03	9.08	0	2	0.92	2.50
			Black (not of Hispanic Origin)	116	14.30%	18.40	9.96	1	13	0.94	2.36
			Hispanic	59	7.28%	19.88	10.35	1	7	0.95	2.26
			American Indian/Alaska Native	15	1.85%	19.20	11.24	1	2	0.96	2.31
			White (not of Hispanic Origin)	592	73.00%	19.77	9.59	6	51	0.94	2.36
		ELP	English Language Proficient	774	95.44%	19.36	9.80	8	75	0.94	2.35
			Not English Language Proficient	37	4.56%	22.51	7.03	1	0	0.88	2.42
		SES	Economically Disadvantaged	373	45.99%	20.54	9.51	5	28	0.94	2.33
			Not Economically Disadvantaged	438	54.01%	18.63	9.80	4	47	0.94	2.38

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

Content	Grade	Variable	Subgroup	Sample Size	%	Raw Score Mean	Raw Score SD	N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
Science	4		TOTAL	799	100%	27.67	11.14	89	56	0.97	1.87
		Gender	Female	299	37.42%	26.68	12.04	28	28	0.98	1.85
			Male	500	62.58%	28.26	10.54	61	28	0.97	1.88
		Ethnicity	Asian/ Pacific Islander	21	2.63%	24.86	12.21	2	2	0.97	2.07
			Black (not of Hispanic Origin)	146	18.27%	29.60	9.90	19	8	0.97	1.75
			Hispanic	65	8.14%	27.38	11.28	7	5	0.97	1.89
			American Indian/Alaska Native	13	1.63%	28.31	12.93	1	2	0.99	1.52
			White (not of Hispanic Origin)	554	69.34%	27.28	11.33	60	39	0.97	1.89
		ELP	English Language Proficient	754	94.37%	27.60	11.13	84	51	0.97	1.87
			Not English Language Proficient	45	5.63%	28.80	11.37	5	5	0.98	1.71
		SES	Economically Disadvantaged	446	55.82%	30.14	9.36	57	21	0.96	1.75
			Not Economically Disadvantaged	353	44.18%	24.54	12.38	32	35	0.97	1.99
	8		TOTAL	808	100%	29.06	12.05	107	68	0.97	1.95
		Gender	Female	296	36.63%	27.69	12.83	30	34	0.98	1.99
			Male	512	63.37%	29.85	11.52	77	34	0.97	1.93
		Ethnicity	Asian/ Pacific Islander	20	2.48%	27.75	11.92	2	1	0.97	2.17
			Black (not of Hispanic Origin)	133	16.46%	31.42	11.15	22	10	0.98	1.75
			Hispanic	58	7.18%	29.88	11.52	9	4	0.97	1.97
			American Indian/Alaska Native	14	1.73%	29.79	11.09	3	0	0.96	2.13
			White (not of Hispanic Origin)	583	72.15%	28.46	12.29	71	53	0.97	1.98
		ELP	English Language Proficient	776	96.04%	28.99	12.18	104	68	0.97	1.94
			Not English Language Proficient	32	3.96%	30.59	8.42	3	0	0.93	2.20
		SES	Economically Disadvantaged	400	49.51%	31.19	10.81	69	23	0.97	1.83
			Not Economically Disadvantaged	408	50.50%	26.97	12.83	38	45	0.97	2.06
	10		TOTAL	809	100%	29.22	12.16	78	72	0.97	2.05
		Gender	Female	308	38.07%	28.86	12.45	24	32	0.97	2.06
			Male	501	61.93%	29.45	11.99	54	40	0.97	2.05
		Ethnicity	Asian/ Pacific Islander	29	3.59%	27.07	11.53	2	2	0.96	2.38
			Black (not of Hispanic Origin)	116	14.34%	28.07	13.19	11	12	0.98	2.04
			Hispanic	58	7.17%	29.72	12.63	6	7	0.98	1.91
			American Indian/Alaska Native	15	1.85%	26.13	14.54	1	2	0.98	2.10
			White (not of Hispanic Origin)	591	73.05%	29.59	11.88	58	49	0.97	2.05
		ELP	English Language Proficient	772	95.43%	29.07	12.34	74	72	0.97	2.05
			Not English Language Proficient	37	4.57%	32.49	6.72	4	0	0.90	2.16
		SES	Economically Disadvantaged	372	45.98%	30.26	11.58	44	28	0.97	1.99
			Not Economically Disadvantaged	437	54.02%	28.34	12.58	34	44	0.97	2.10

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Table 4
Descriptive Statistics by Disability - Reading

Content	Grade	Primary Disability	Sample Size	%	Raw Score Mean	Raw Score SD	N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
Reading	3	Autism	184	21.85%	18.94	8.48	5	9	0.93	2.17
		Cognitive Disability	358	42.52%	20.24	7.99	15	20	0.93	2.15
		Deaf-Blind	0	0%	-	-	-	-	-	-
		Emotional Behavioral Disability	18	2.14%	26.94	2.84	2	0	0.67	1.62
		Hearing Impairment	3	0.36%	-	-	-	-	-	-
		Specific Learning Disability	36	4.28%	27.08	3.02	6	0	0.74	1.54
		Other Health Impairment	105	12.47%	21.37	9.05	9	7	0.96	1.90
		Orthopedic Impairment	26	3.09%	16.35	11.45	2	6	0.97	1.89
		Speech or Language Impairment	21	2.49%	25.14	5.65	2	0	0.90	1.81
		Traumatic Brain Injury	6	0.71%	-	-	-	-	-	-
		Visual Impairment	2	0.24%	-	-	-	-	-	-
		Significant Developmental Delay	0	0%	-	-	-	-	-	-
		Not IDEA Eligible or No Disability	36	4.28%	22.28	5.78	2	0	0.86	2.15
		Not Specified	47	5.58%	20.96	8.82	3	3	0.95	1.96
	4	Autism	143	17.85%	21.30	7.93	13	3	0.93	2.04
		Cognitive Disability	375	46.82%	21.10	8.44	17	27	0.95	1.97
		Deaf-Blind	0	0%	-	-	-	-	-	-
		Emotional Behavioral Disability	16	2.00%	24.94	7.33	2	1	0.95	1.68
		Hearing Impairment	6	0.75%	-	-	-	-	-	-
		Specific Learning Disability	42	5.24%	28.14	2.03	13	0	0.59	1.30
		Other Health Impairment	110	13.73%	21.05	9.72	6	11	0.97	1.81
		Orthopedic Impairment	17	2.12%	18.00	11.21	2	4	0.97	1.90
		Speech or Language Impairment	18	2.25%	26.78	2.53	3	0	0.59	1.62
		Traumatic Brain Injury	3	0.38%	-	-	-	-	-	-
		Visual Impairment	2	0.25%	-	-	-	-	-	-
		Significant Developmental Delay	0	0%	-	-	-	-	-	-
		Not IDEA Eligible or No Disability	37	4.62%	21.65	8.93	2	3	0.96	1.86
		Not Specified	32	4.00%	22.28	7.57	1	1	0.93	1.98

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Table 4
Descriptive Statistics by Disability - Reading (continued)

Content	Grade	Primary Disability	Sample Size	%	Raw Score Mean	Raw Score SD	N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
Reading	5	Autism	122	16.10%	18.25	9.96	6	9	0.96	2.01
		Cognitive Disability	380	50.13%	20.54	9.50	32	36	0.96	1.89
		Deaf-Blind	0	0%	-	-	-	-	-	-
		Emotional Behavioral Disability	18	2.38%	26.83	4.06	2	0	0.85	1.55
		Hearing Impairment	2	0.26%	-	-	-	-	-	-
		Specific Learning Disability	40	5.28%	27.90	2.23	10	0	0.62	1.37
		Other Health Impairment	94	12.40%	22.85	8.22	13	4	0.95	1.86
		Orthopedic Impairment	23	3.03%	15.78	9.87	1	4	0.95	2.12
		Speech or Language Impairment	10	1.32%	27.90	2.33	3	0	0.68	1.31
		Traumatic Brain Injury	5	0.66%	-	-	-	-	-	-
		Visual Impairment	1	0.13%	-	-	-	-	-	-
		Significant Developmental Delay	0	0%	-	-	-	-	-	-
		Not IDEA Eligible or No Disability	43	5.67%	21.19	9.09	2	3	0.95	1.95
		Not Specified	20	2.64%	21.85	9.55	3	1	0.96	1.82
	6	Autism	130	16.88%	17.01	9.77	5	13	0.95	2.08
		Cognitive Disability	399	51.82%	21.05	8.47	24	22	0.95	1.95
		Deaf-Blind	0	0%	-	-	-	-	-	-
		Emotional Behavioral Disability	14	1.82%	27.93	1.94	3	0	0.54	1.32
		Hearing Impairment	3	0.39%	-	-	-	-	-	-
		Specific Learning Disability	38	4.94%	28.24	1.84	12	0	0.55	1.23
		Other Health Impairment	92	11.95%	22.27	9.25	13	7	0.97	1.72
		Orthopedic Impairment	16	2.08%	19.31	8.99	2	1	0.94	2.15
		Speech or Language Impairment	11	1.43%	26.91	4.32	2	0	0.86	1.60
		Traumatic Brain Injury	7	0.91%	-	-	-	-	-	-
		Visual Impairment	0	0%	-	-	-	-	-	-
		Significant Developmental Delay	0	0%	-	-	-	-	-	-
		Not IDEA Eligible or No Disability	36	4.68%	18.56	8.70	1	1	0.94	2.12
		Not Specified	24	3.12%	19.42	9.81	1	1	0.96	2.03

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Table 4
Descriptive Statistics by Disability - Reading (continued)

Content	Grade	Primary Disability	Sample Size	%	Raw Score Mean	Raw Score SD	N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
Reading	7	Autism	132	16.84%	18.35	9.55	3	10	0.95	2.12
		Cognitive Disability	430	54.85%	21.12	9.10	17	33	0.95	1.98
		Deaf-Blind	0	0%	-	-	-	-	-	-
		Emotional Behavioral Disability	16	2.04%	26.44	7.34	2	1	0.96	1.54
		Hearing Impairment	7	0.89%	-	-	-	-	-	-
		Specific Learning Disability	40	5.10%	28.68	2.35	6	0	0.64	1.40
		Other Health Impairment	79	10.08%	24.00	8.95	8	7	0.96	1.71
		Orthopedic Impairment	15	1.91%	20.20	10.95	0	3	0.97	1.85
		Speech or Language Impairment	4	0.51%	-	-	-	-	-	-
		Traumatic Brain Injury	2	0.26%	-	-	-	-	-	-
		Visual Impairment	3	0.38%	-	-	-	-	-	-
		Significant Developmental Delay	0	0%	-	-	-	-	-	-
		Not IDEA Eligible or No Disability	28	3.57%	23.89	7.92	3	1	0.95	1.78
		Not Specified	28	3.57%	20.04	9.21	0	2	0.95	2.05
	8	Autism	124	15.35%	19.02	8.57	4	8	0.94	2.15
		Cognitive Disability	474	58.66%	19.52	8.88	15	37	0.95	2.04
		Deaf-Blind	0	0%	-	-	-	-	-	-
		Emotional Behavioral Disability	16	1.98%	24.75	5.23	2	0	0.88	1.84
		Hearing Impairment	7	0.87%	-	-	-	-	-	-
		Specific Learning Disability	36	4.46%	28.36	1.42	6	0	0.25	1.23
		Other Health Impairment	61	7.55%	20.98	10.45	5	10	0.97	1.68
		Orthopedic Impairment	25	3.09%	15.56	12.12	4	6	0.98	1.79
		Speech or Language Impairment	6	0.74%	-	-	-	-	-	-
		Traumatic Brain Injury	5	0.62%	-	-	-	-	-	-
		Visual Impairment	3	0.37%	-	-	-	-	-	-
		Significant Developmental Delay	0	0%	-	-	-	-	-	-
		Not IDEA Eligible or No Disability	33	4.08%	19.79	8.80	2	0	0.94	2.08
		Not Specified	18	2.23%	22.22	7.08	0	0	0.92	2.04

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Table 4
Descriptive Statistics by Disability - Reading (continued)

Content	Grade	Primary Disability	Sample Size	%	Raw Score Mean	Raw Score SD	N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
Reading	10	Autism	112	13.81%	18.48	8.89	3	7	0.94	2.12
		Cognitive Disability	496	61.16%	20.16	8.79	19	44	0.95	2.02
		Deaf-Blind	0	0%	-	-	-	-	-	-
		Emotional Behavioral Disability	13	1.60%	25.77	5.83	5	0	0.92	1.62
		Hearing Impairment	2	0.25%	-	-	-	-	-	-
		Specific Learning Disability	33	4.07%	28.00	1.84	6	0	0.50	1.30
		Other Health Impairment	51	6.29%	22.51	8.83	7	4	0.96	1.79
		Orthopedic Impairment	21	2.59%	13.90	11.30	0	6	0.97	1.89
		Speech or Language Impairment	1	0.12%	-	-	-	-	-	-
		Traumatic Brain Injury	9	1.11%	-	-	-	-	-	-
		Visual Impairment	2	0.25%	-	-	-	-	-	-
		Significant Developmental Delay	0	0%	-	-	-	-	-	-
		Not IDEA Eligible or No Disability	48	5.92%	20.56	8.15	3	2	0.94	2.07
		Not Specified	23	2.84%	16.09	10.51	0	3	0.96	2.05

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Table 5
Descriptive Statistics by Disability - Mathematics

Content	Grade	Primary Disability	Sample Size	%	Raw Score Mean	Raw Score SD	N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
Mathematics	3	Autism	184	21.91%	20.41	9.48	4	8	0.94	2.42
		Cognitive Disability	356	42.38%	21.76	9.25	10	18	0.94	2.36
		Deaf-Blind	0	0%	-	-	-	-	-	-
		Emotional Behavioral Disability	18	2.14%	30.50	3.38	4	0	0.75	1.69
		Hearing Impairment	3	0.36%	-	-	-	-	-	-
		Specific Learning Disability	36	4.29%	29.75	3.86	5	0	0.79	1.77
		Other Health Impairment	105	12.50%	23.08	10.03	5	7	0.95	2.23
		Orthopedic Impairment	26	3.10%	17.88	12.20	1	6	0.97	2.14
		Speech or Language Impairment	21	2.50%	27.00	7.40	0	0	0.92	2.06
		Traumatic Brain Injury	6	0.71%	-	-	-	-	-	-
		Visual Impairment	2	0.24%	-	-	-	-	-	-
		Significant Developmental Delay	0	0%	-	-	-	-	-	-
		Not IDEA Eligible or No Disability	36	4.29%	24.19	8.39	3	0	0.92	2.36
		Not Specified	47	5.60%	22.62	9.78	1	5	0.95	2.26
	4	Autism	143	17.85%	21.49	9.13	6	3	0.93	2.39
		Cognitive Disability	375	46.82%	21.74	9.76	13	30	0.94	2.32
		Deaf-Blind	0	0%	-	-	-	-	-	-
		Emotional Behavioral Disability	16	2.00%	26.44	8.29	1	1	0.94	2.05
		Hearing Impairment	6	0.75%	-	-	-	-	-	-
		Specific Learning Disability	42	5.24%	31.10	3.29	8	0	0.78	1.55
		Other Health Impairment	110	13.73%	22.35	11.12	2	14	0.96	2.12
		Orthopedic Impairment	17	2.12%	17.18	11.51	0	4	0.96	2.28
		Speech or Language Impairment	18	2.25%	29.17	4.73	3	0	0.83	1.92
		Traumatic Brain Injury	3	0.38%	-	-	-	-	-	-
		Visual Impairment	2	0.25%	-	-	-	-	-	-
		Significant Developmental Delay	0	0%	-	-	-	-	-	-
		Not IDEA Eligible or No Disability	37	4.62%	22.86	10.51	1	3	0.96	2.17
		Not Specified	32	4.00%	22.66	9.00	0	1	0.93	2.36

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Table 5
Descriptive Statistics by Disability - Mathematics (continued)

Content	Grade	Primary Disability	Sample Size	%	Raw Score Mean	Raw Score SD	N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
Mathematics	5	Autism	122	16.18%	18.48	10.56	3	8	0.95	2.33
		Cognitive Disability	377	50.00%	21.48	10.40	11	40	0.95	2.23
		Deaf-Blind	0	0%	-	-	-	-	-	-
		Emotional Behavioral Disability	18	2.39%	29.89	5.09	1	0	0.88	1.75
		Hearing Impairment	2	0.27%	-	-	-	-	-	-
		Specific Learning Disability	40	5.31%	31.30	2.27	6	0	0.56	1.51
		Other Health Impairment	93	12.33%	24.24	9.69	6	4	0.95	2.12
		Orthopedic Impairment	23	3.05%	15.78	10.65	0	4	0.95	2.40
		Speech or Language Impairment	10	1.33%	28.80	3.65	1	0	0.68	2.07
		Traumatic Brain Injury	5	0.66%	-	-	-	-	-	-
		Visual Impairment	1	0.13%	-	-	-	-	-	-
		Significant Developmental Delay	0	0%	-	-	-	-	-	-
		Not IDEA Eligible or No Disability	43	5.70%	22.84	10.28	1	4	0.95	2.21
		Not Specified	20	2.65%	23.85	9.94	1	1	0.95	2.19
	6	Autism	130	16.91%	18.15	10.42	5	11	0.95	2.32
		Cognitive Disability	398	51.76%	22.33	9.56	12	25	0.95	2.21
		Deaf-Blind	0	0%	-	-	-	-	-	-
		Emotional Behavioral Disability	14	1.82%	30.29	3.75	2	0	0.78	1.75
		Hearing Impairment	3	0.39%	-	-	-	-	-	-
		Specific Learning Disability	38	4.94%	31.24	2.29	5	0	0.52	1.59
		Other Health Impairment	92	11.96%	24.18	10.76	8	8	0.97	2.00
		Orthopedic Impairment	16	2.08%	20.75	10.72	0	1	0.96	2.27
		Speech or Language Impairment	11	1.43%	30.45	3.27	1	0	0.71	1.77
		Traumatic Brain Injury	7	0.91%	-	-	-	-	-	-
		Visual Impairment	0	0%	-	-	-	-	-	-
		Significant Developmental Delay	0	0%	-	-	-	-	-	-
		Not IDEA Eligible or No Disability	36	4.68%	21.50	10.13	2	1	0.95	2.22
		Not Specified	24	3.12%	20.29	11.40	0	1	0.97	2.11

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Table 5
Descriptive Statistics by Disability - Mathematics (continued)

Content	Grade	Primary Disability	Sample Size	%	Raw Score Mean	Raw Score SD	N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
Mathematics	7	Autism	132	16.86%	19.11	9.85	2	13	0.94	2.39
		Cognitive Disability	429	54.79%	22.07	10.13	12	39	0.95	2.22
		Deaf-Blind	0	0%	-	-	-	-	-	-
		Emotional Behavioral Disability	16	2.04%	29.25	8.39	2	1	0.97	1.56
		Hearing Impairment	7	0.89%	-	-	-	-	-	-
		Specific Learning Disability	40	5.11%	32.18	1.89	11	0	0.54	1.28
		Other Health Impairment	79	10.09%	25.22	9.77	6	7	0.96	1.96
		Orthopedic Impairment	15	1.92%	20.67	11.85	1	3	0.97	2.03
		Speech or Language Impairment	4	0.51%	-	-	-	-	-	-
		Traumatic Brain Injury	2	0.26%	-	-	-	-	-	-
		Visual Impairment	3	0.38%	-	-	-	-	-	-
		Significant Developmental Delay	0	0%	-	-	-	-	-	-
		Not IDEA Eligible or No Disability	28	3.58%	24.93	8.93	2	1	0.94	2.18
		Not Specified	28	3.58%	20.71	10.50	0	3	0.95	2.32
	8	Autism	124	15.33%	20.53	10.50	4	7	0.95	2.31
		Cognitive Disability	475	58.71%	21.02	10.25	14	40	0.95	2.31
		Deaf-Blind	0	0%	-	-	-	-	-	-
		Emotional Behavioral Disability	16	1.98%	28.38	5.80	1	0	0.89	1.88
		Hearing Impairment	7	0.87%	-	-	-	-	-	-
		Specific Learning Disability	36	4.45%	32.39	1.32	6	0	0.16	1.20
		Other Health Impairment	61	7.54%	22.13	11.82	4	11	0.97	2.01
		Orthopedic Impairment	25	3.09%	16.68	13.41	2	7	0.98	2.02
		Speech or Language Impairment	6	0.74%	-	-	-	-	-	-
		Traumatic Brain Injury	5	0.62%	-	-	-	-	-	-
		Visual Impairment	3	0.37%	-	-	-	-	-	-
		Significant Developmental Delay	0	0%	-	-	-	-	-	-
		Not IDEA Eligible or No Disability	33	4.08%	21.36	9.48	0	0	0.94	2.41
		Not Specified	18	2.23%	25.33	8.42	1	1	0.93	2.21

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Table 5
Descriptive Statistics by Disability - Mathematics (continued)

Content	Grade	Primary Disability	Sample Size	%	Raw Score Mean	Raw Score SD	N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
Mathematics	10	Autism	112	13.81%	17.30	9.57	0	10	0.94	2.41
		Cognitive Disability	496	61.16%	19.23	9.40	3	49	0.94	2.39
		Deaf-Blind	0	0%	-	-	-	-	-	-
		Emotional Behavioral Disability	13	1.60%	27.54	6.77	1	0	0.92	1.92
		Hearing Impairment	2	0.25%	-	-	-	-	-	-
		Specific Learning Disability	33	4.07%	30.64	2.82	4	0	0.69	1.57
		Other Health Impairment	51	6.29%	20.90	9.53	1	4	0.94	2.30
		Orthopedic Impairment	21	2.59%	14.29	11.15	0	6	0.96	2.26
		Speech or Language Impairment	1	0.12%	-	-	-	-	-	-
		Traumatic Brain Injury	9	1.11%	-	-	-	-	-	-
		Visual Impairment	2	0.25%	-	-	-	-	-	-
		Significant Developmental Delay	0	0%	-	-	-	-	-	-
		Not IDEA Eligible or No Disability	48	5.92%	20.27	8.87	0	2	0.92	2.44
		Not Specified	23	2.84%	14.70	11.32	0	3	0.96	2.23

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Table 6
Descriptive Statistics by Disability - Science

Content	Grade	Primary Disability	Sample Size	%	Raw Score Mean	Raw Score SD	N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
Science	4	Autism	143	17.90%	25.75	10.33	5	4	0.96	2.15
		Cognitive Disability	374	46.81%	27.41	11.24	38	30	0.97	1.87
		Deaf-Blind	0	0%	-	-	-	-	-	-
		Emotional Behavioral Disability	16	2.00%	32.94	9.12	4	1	0.98	1.19
		Hearing Impairment	6	0.75%	-	-	-	-	-	-
		Specific Learning Disability	42	5.26%	35.55	2.41	15	0	0.79	1.12
		Other Health Impairment	110	13.77%	27.66	12.79	18	12	0.98	1.61
		Orthopedic Impairment	17	2.13%	22.18	14.28	1	4	0.98	1.91
		Speech or Language Impairment	18	2.25%	34.00	3.97	3	0	0.86	1.46
		Traumatic Brain Injury	3	0.38%	-	-	-	-	-	-
		Visual Impairment	2	0.25%	-	-	-	-	-	-
		Significant Developmental Delay	0	0%	-	-	-	-	-	-
		Not IDEA Eligible or No Disability	37	4.63%	27.46	11.22	2	3	0.97	1.90
		Not Specified	31	3.88%	27.16	10.59	3	2	0.97	1.97
	8	Autism	124	15.35%	27.57	11.45	11	8	0.97	2.14
		Cognitive Disability	474	58.66%	28.70	11.80	46	37	0.97	2.02
		Deaf-Blind	0	0%	-	-	-	-	-	-
		Emotional Behavioral Disability	16	1.98%	37.00	3.16	7	0	0.83	1.31
		Hearing Impairment	7	0.87%	-	-	-	-	-	-
		Specific Learning Disability	36	4.46%	38.33	0.83	19	0	0.07	0.80
		Other Health Impairment	61	7.55%	29.72	14.33	12	11	0.99	1.49
		Orthopedic Impairment	25	3.09%	21.40	16.43	3	7	0.99	1.87
		Speech or Language Impairment	6	0.74%	-	-	-	-	-	-
		Traumatic Brain Injury	5	0.62%	-	-	-	-	-	-
		Visual Impairment	3	0.37%	-	-	-	-	-	-
		Significant Developmental Delay	0	0%	-	-	-	-	-	-
		Not IDEA Eligible or No Disability	33	4.08%	29.91	10.09	3	0	0.95	2.17
		Not Specified	18	2.23%	33.94	9.03	4	1	0.97	1.65

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Table 6
Descriptive Statistics by Disability - Science (continued)

Content	Grade	Primary Disability	Sample Size	%	Raw Score Mean	Raw Score SD	N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
Science	10	Autism	112	13.84%	25.56	12.46	5	10	0.96	2.36
		Cognitive Disability	494	61.06%	29.53	12.02	46	46	0.97	2.02
		Deaf-Blind	0	0%	-	-	-	-	-	-
		Emotional Behavioral Disability	13	1.61%	35.85	5.61	3	0	0.93	1.49
		Hearing Impairment	2	0.25%	-	-	-	-	-	-
		Specific Learning Disability	33	4.08%	37.85	1.46	9	0	0.52	1.01
		Other Health Impairment	51	6.30%	31.73	11.32	9	4	0.97	1.83
		Orthopedic Impairment	21	2.60%	20.71	15.59	0	6	0.98	2.11
		Speech or Language Impairment	1	0.12%	-	-	-	-	-	-
		Traumatic Brain Injury	9	1.11%	-	-	-	-	-	-
		Visual Impairment	2	0.25%	-	-	-	-	-	-
		Significant Developmental Delay	0	0%	-	-	-	-	-	-
		Not IDEA Eligible or No Disability	48	5.93%	30.54	11.13	6	2	0.96	2.08
		Not Specified	23	2.84%	23.57	13.81	0	3	0.97	2.36

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Table 7
Descriptive Statistics by Accommodation - Reading

Content	Grade	Accommodations	Sample Size	%	Raw Score Mean	Raw Score SD	N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
Reading	3	Used Translation	0	0%	-	-	-	-	-	-
		Signed Test Questions and Content to Student	0	0%	-	-	-	-	-	-
		Used Braille	0	0%	-	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	28	3.33%	13.43	9.63	0	4	0.95	2.16
		Used Objects or Manipulatives	25	2.97%	11.92	9.59	0	4	0.95	2.14
		Used Another DPI-Approved Accommodation	95	11.28%	19.83	8.50	3	7	0.94	2.14
		No Accommodation Used	711	84.44%	21.24	7.96	43	33	0.93	2.06
	4	Used Translation	0	0%	-	-	-	-	-	-
		Signed Test Questions and Content to Student	0	0%	-	-	-	-	-	-
		Used Braille	2	0.25%	-	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	20	2.50%	13.55	9.53	0	2	0.95	2.10
		Used Objects or Manipulatives	17	2.12%	13.12	7.30	0	1	0.90	2.30
		Used Another DPI-Approved Accommodation	98	12.24%	20.69	9.26	7	6	0.96	1.90
		No Accommodation Used	677	84.52%	22.14	8.15	53	41	0.95	1.91

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Table 7
Descriptive Statistics by Accommodation - Reading (continued)

Content	Grade	Accommodations	Sample Size	%	Raw Score Mean	Raw Score SD	N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
Reading	5	Used Translation	0	0%	-	-	-	-	-	-
		Signed Test Questions and Content to Student	0	0%	-	-	-	-	-	-
		Used Braille	1	0.13%	-	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	21	2.77%	14.05	10.72	0	4	0.96	2.08
		Used Objects or Manipulatives	17	2.24%	10.18	10.11	0	3	0.96	2.00
		Used Another DPI-Approved Accommodation	74	9.76%	20.78	9.40	6	6	0.96	1.91
		No Accommodation Used	660	87.07%	21.29	9.25	66	51	0.96	1.86
	6	Used Translation	0	0%	-	-	-	-	-	-
		Signed Test Questions and Content to Student	0	0%	-	-	-	-	-	-
		Used Braille	0	0%	-	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	23	2.99%	11.65	8.65	1	3	0.93	2.21
		Used Objects or Manipulatives	18	2.34%	17.00	9.95	1	1	0.95	2.18
		Used Another DPI-Approved Accommodation	75	9.74%	19.89	8.60	7	2	0.94	2.09
		No Accommodation Used	672	87.27%	21.21	8.88	56	42	0.95	1.89

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Table 7
Descriptive Statistics by Accommodation - Reading (continued)

Content	Grade	Accommodations	Sample Size	%	Raw Score Mean	Raw Score SD	N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
Reading	7	Used Translation	0	0%	-	-	-	-	-	-
		Signed Test Questions and Content to Student	0	0%	-	-	-	-	-	-
		Used Braille	2	0.26%	-	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	20	2.55%	12.95	9.53	1	3	0.95	2.15
		Used Objects or Manipulatives	16	2.04%	14.00	11.78	0	4	0.97	2.01
		Used Another DPI-Approved Accommodation	75	9.57%	21.55	9.34	5	6	0.96	1.93
		No Accommodation Used	683	87.12%	21.85	8.97	34	47	0.95	1.94
	8	Used Translation	0	0%	-	-	-	-	-	-
		Signed Test Questions and Content to Student	0	0%	-	-	-	-	-	-
		Used Braille	5	0.62%	-	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	15	1.86%	11.27	7.36	0	2	0.90	2.35
		Used Objects or Manipulatives	12	1.49%	16.25	8.36	0	1	0.92	2.37
		Used Another DPI-Approved Accommodation	82	10.15%	19.76	8.94	2	6	0.95	2.06
		No Accommodation Used	704	87.13%	20.27	9.06	38	56	0.95	1.97

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Table 7
Descriptive Statistics by Accommodation - Reading (continued)

Content	Grade	Accommodations	Sample Size	%	Raw Score Mean	Raw Score SD	N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
		Used Translation	0	0%	-	-	-	-	-	-
		Signed Test Questions and Content to Student	0	0%	-	-	-	-	-	-
		Used Braille	1	0.12%	-	-	-	-	-	-
Reading	10	Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	19	2.34%	10.16	7.68	0	3	0.92	2.23
		Used Objects or Manipulatives	12	1.48%	8.58	6.46	0	2	0.88	2.28
		Used Another DPI-Approved Accommodation	69	8.51%	19.04	9.26	5	8	0.95	2.08
		No Accommodation Used	717	88.41%	20.68	8.77	38	56	0.95	1.98

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Table 8
Descriptive Statistics by Accommodation - Mathematics

Content	Grade	Accommodations	Sample Size	%	Raw Score Mean	Raw Score SD	N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
Mathematics	3	Used Translation	7	0.83%	-	-	-	-	-	-
		Signed Test Questions and Content to Student	11	1.31%	22.00	7.55	0	0	0.88	2.63
		Used Braille	0	0%	-	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	27	3.21%	14.44	9.10	0	3	0.92	2.54
		Used Objects or Manipulatives	76	9.05%	17.51	10.47	0	8	0.95	2.40
		Used Another DPI-Approved Accommodation	96	11.43%	22.25	9.39	4	6	0.94	2.33
		No Accommodation Used	662	78.81%	23.03	9.21	29	30	0.94	2.30
	4	Used Translation	9	1.12%	-	-	-	-	-	-
		Signed Test Questions and Content to Student	12	1.50%	19.17	8.53	0	0	0.90	2.65
		Used Braille	2	0.25%	-	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	21	2.62%	11.95	11.24	0	4	0.96	2.18
		Used Objects or Manipulatives	71	8.86%	18.82	9.92	1	4	0.94	2.44
		Used Another DPI-Approved Accommodation	99	12.36%	21.42	10.61	2	8	0.95	2.27
		No Accommodation Used	615	76.78%	23.16	9.55	31	42	0.94	2.25

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Table 8
Descriptive Statistics by Accommodation - Mathematics (continued)

Content	Grade	Accommodations	Sample Size	%	Raw Score Mean	Raw Score SD	N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
Mathematics	5	Used Translation	10	1.33%	28.50	3.27	0	0	0.64	1.96
		Signed Test Questions and Content to Student	7	0.93%	-	-	-	-	-	-
		Used Braille	1	0.13%	-	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	21	2.79%	12.19	9.64	0	6	0.94	2.42
		Used Objects or Manipulatives	49	6.50%	16.06	10.75	0	7	0.95	2.36
		Used Another DPI-Approved Accommodation	72	9.55%	21.96	11.00	2	7	0.96	2.16
		No Accommodation Used	624	82.76%	22.58	10.32	28	50	0.96	2.17
	6	Used Translation	1	0.13%	-	-	-	-	-	-
		Signed Test Questions and Content to Student	15	1.95%	20.87	7.63	0	0	0.90	2.43
		Used Braille	0	0%	-	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	18	2.34%	13.39	8.02	0	1	0.90	2.58
		Used Objects or Manipulatives	63	8.19%	19.27	9.44	3	1	0.93	2.44
		Used Another DPI-Approved Accommodation	72	9.36%	21.61	9.94	4	2	0.95	2.28
		No Accommodation Used	633	82.32%	22.84	10.13	30	45	0.96	2.14

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Table 8
Descriptive Statistics by Accommodation - Mathematics (continued)

Content	Grade	Accommodations	Sample Size	%	Raw Score Mean	Raw Score SD	N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
Mathematics	7	Used Translation	5	0.64%	-	-	-	-	-	-
		Signed Test Questions and Content to Student	16	2.04%	24.88	7.25	2	0	0.90	2.27
		Used Braille	2	0.26%	-	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	21	2.68%	11.38	8.78	0	3	0.93	2.30
		Used Objects or Manipulatives	55	7.02%	17.07	10.11	1	6	0.94	2.42
		Used Another DPI-Approved Accommodation	77	9.83%	22.32	10.12	6	6	0.95	2.19
		No Accommodation Used	641	81.87%	23.24	10.04	30	56	0.95	2.15
	8	Used Translation	7	0.87%	-	-	-	-	-	-
		Signed Test Questions and Content to Student	11	1.36%	26.09	9.17	0	1	0.95	2.01
		Used Braille	4	0.49%	-	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	13	1.61%	9.77	8.72	0	4	0.93	2.30
		Used Objects or Manipulatives	69	8.53%	17.87	9.57	1	5	0.93	2.46
		Used Another DPI-Approved Accommodation	78	9.64%	20.90	10.80	4	7	0.96	2.25
		No Accommodation Used	650	80.35%	22.15	10.54	27	55	0.96	2.21

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Table 8
Descriptive Statistics by Accommodation - Mathematics (continued)

Content	Grade	Accommodations	Sample Size	%	Raw Score Mean	Raw Score SD	N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
		Used Translation	5	0.62%	-	-	-	-	-	-
		Signed Test Questions and Content to Student	9	1.11%	-	-	-	-	-	-
		Used Braille	1	0.12%	-	-	-	-	-	-
Mathematics	10	Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	17	2.10%	7.65	6.61	0	5	0.89	2.21
		Used Objects or Manipulatives	69	8.51%	17.65	9.02	0	5	0.92	2.54
		Used Another DPI-Approved Accommodation	69	8.51%	18.75	10.08	0	7	0.94	2.38
		No Accommodation Used	668	82.37%	19.97	9.69	9	61	0.94	2.33

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Table 9
Descriptive Statistics by Accommodation - Science

Content	Grade	Accommodations	Sample Size	%	Raw Score Mean	Raw Score SD	N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
Science	4	Used Translation	8	1.00%	-	-	-	-	-	-
		Signed Test Questions and Content to Student	12	1.50%	23.25	9.06	0	0	0.92	2.51
		Used Braille	1	0.13%	-	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	16	2.00%	15.13	14.82	2	4	0.98	1.90
		Used Objects or Manipulatives	22	2.75%	17.36	12.59	0	4	0.97	2.20
		Used Another DPI-Approved Accommodation	98	12.27%	26.58	12.48	15	6	0.98	1.81
		No Accommodation Used	660	82.60%	28.23	10.68	71	44	0.97	1.86
	8	Used Translation	7	0.87%	-	-	-	-	-	-
		Signed Test Questions and Content to Student	11	1.36%	31.18	10.59	1	1	0.97	1.84
		Used Braille	4	0.50%	-	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	13	1.61%	13.15	13.13	0	5	0.97	2.24
		Used Objects or Manipulatives	22	2.72%	22.09	13.54	0	4	0.97	2.29
		Used Another DPI-Approved Accommodation	88	10.89%	28.78	11.77	13	6	0.97	2.04
		No Accommodation Used	681	84.28%	29.36	11.95	93	55	0.97	1.93

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Table 9
Descriptive Statistics by Accommodation - Science (continued)

Content	Grade	Accommodations	Sample Size	%	Raw Score Mean	Raw Score SD	N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
		Used Translation	6	0.74%	-	-	-	-	-	-
		Signed Test Questions and Content to Student	9	1.11%	-	-	-	-	-	-
		Used Braille	1	0.12%	-	-	-	-	-	-
Science	10	Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	17	2.10%	12.94	12.38	0	4	0.96	2.46
		Used Objects or Manipulatives	12	1.48%	12.67	12.26	1	2	0.96	2.48
		Used Another DPI-Approved Accommodation	68	8.41%	27.46	13.23	7	8	0.98	2.08
		No Accommodation Used	709	87.64%	29.83	11.80	70	60	0.97	2.02

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

				Operational						Field Test
Content	Grade	Code	Critical Concept Title	Total Number of Items	Number of Items	N SR Items	N 2 Point CR	Points	Max Score	Total Number of Items
Reading	3	A	Determines Meaning	28	7	7	0	7	30	4
		B	Understands Text		8	6	2	10		
		C	Analyzes Text		7	7	0	7		
		D	Evaluates/Extends Text		6	6	0	6		
	4	A	Determines Meaning	28	7	6	1	8	30	3
		B	Understands Text		8	7	1	9		
		C	Analyzes Text		7	7	0	7		
		D	Evaluates/Extends Text		6	6	0	6		
	5	A	Determines Meaning	28	7	6	1	8	30	1
		B	Understands Text		8	7	1	9		
		C	Analyzes Text		6	6	0	6		
		D	Evaluates/Extends Text		7	7	0	7		
	6	A	Determines Meaning	28	7	7	0	7	30	1
		B	Understands Text		6	4	2	8		
		C	Analyzes Text		7	7	0	7		
		D	Evaluates/Extends Text		8	8	0	8		
	7	A	Determines Meaning	28	7	7	0	7	31	2
		B/C	Understands Text/Analyzes Text		13	12	1	14		
		D	Evaluates/Extends Text		8	6	2	10		
	8	A	Determines Meaning	28	6	6	0	6	30	0
		B/C	Understands Text/Analyzes Text		13	12	1	14		
		D	Evaluates/Extends Text		9	8	1	10		
	10	A	Determines Meaning	28	7	6	1	8	30	0
		B/C	Understands Text/Analyzes Text		14	13	1	15		
		D	Evaluates/Extends Text		7	7	0	7		

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

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

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

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

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

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

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

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

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Table 15
Summary of Invalidations

						Invalidation Bubbles Available on Answer Document			
		Total Invalid		Invalid Answer Document		Teacher Double Marked 5 of First 5 Bubbles		Parental Opt Out	
Content	Grade	N	%	N	%	N	%	N	%
Reading	3	6	0.71%	5	0.59%	0	0%	2	0.24%
	4	13	1.60%	12	1.47%	0	0%	4	0.49%
	5	12	1.56%	9	1.17%	1	0.13%	3	0.39%
	6	8	1.03%	7	0.90%	1	0.13%	1	0.13%
	7	9	1.13%	9	1.13%	0	0%	1	0.13%
	8	8	0.98%	8	0.98%	0	0%	1	0.12%
	10	12	1.46%	12	1.46%	0	0%	3	0.36%
Mathematics	3	8	0.94%	7	0.83%	0	0%	2	0.24%
	4	13	1.60%	12	1.47%	0	0%	4	0.49%
	5	15	1.95%	11	1.43%	2	0.26%	3	0.39%
	6	9	1.16%	9	1.16%	0	0%	1	0.13%
	7	10	1.26%	10	1.26%	0	0%	1	0.13%
	8	7	0.86%	7	0.86%	0	0%	1	0.12%
	10	12	1.46%	12	1.46%	0	0%	3	0.36%
Science	4	15	1.84%	14	1.72%	0	0%	4	0.49%
	8	8	0.98%	8	0.98%	0	0%	1	0.12%
	10	13	1.58%	13	1.58%	0	0%	3	0.36%

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Table 16
Frequency Distributions of CR Items - Reading

Content Area	Grade	Item Number	% of Students Obtaining Score Level		
			0	1	2
Reading	3	9	15.93%	10.46%	73.60%
		25	36.15%	23.78%	40.07%
	4	6	13.82%	9.34%	76.84%
		20	27.27%	26.15%	46.58%
	5	15	25.63%	19.16%	55.22%
		21	17.97%	19.16%	62.88%
	6	17	15.82%	10.51%	73.67%
		19	13.10%	13.23%	73.67%
	7	2	26.31%	29.89%	43.81%
		21	12.90%	16.22%	70.88%
		28	16.86%	31.42%	51.72%
	8	2	29.12%	28.87%	42.01%
		23	17.84%	18.22%	63.94%
	10	4	15.43%	20.00%	64.57%
		18	16.91%	20.62%	62.47%

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Table 17
Frequency Distributions of CR Items - Mathematics

Content Area	Grade	Item Number	% of Students Obtaining Score Level 0	1	2
Mathematics	3	11	33.49%	26.46%	40.05%
		23	23.72%	13.83%	62.46%
		30	41.48%	9.30%	49.23%
	4	11	29.80%	24.94%	45.26%
		26	21.45%	22.94%	55.61%
		28	45.64%	2.24%	52.12%
	5	14	21.35%	17.51%	61.14%
		20	32.76%	9.55%	57.69%
		26	20.69%	10.74%	68.57%
		36*	20.82%	29.58%	49.60%
	6	18	19.87%	26.23%	53.90%
		22	48.18%	13.12%	38.70%
		30	18.18%	34.29%	47.53%
	7	15	45.91%	10.87%	43.22%
		25	25.06%	30.44%	44.50%
		31	19.44%	4.99%	75.58%
	8	18	29.83%	13.86%	56.31%
		25	22.77%	33.17%	44.06%
		28	33.79%	8.42%	57.80%
		32*	31.06%	16.71%	52.23%
		33*	22.40%	14.48%	63.12%
	10	4	20.99%	29.51%	49.51%
		10	41.11%	11.85%	47.04%
		24	43.09%	37.65%	19.26%

* Indicates Field Test Item

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Table 18
Frequency Distributions of CR Items - Science

Content Area	Grade	Item Number	% of Students Obtaining Score Level 0	1	2	3
Science	4	21	24.63%	22.13%	53.25%	-
	8	7	14.50%	5.70%	79.80%	-
		14	27.14%	27.01%	45.85%	-
		17	12.89%	16.61%	70.51%	-
	10	11	14.22%	4.45%	81.34%	-
		13	23.24%	13.84%	13.47%	49.44%

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

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Table 19
Item Level Statistics - Reading

Grade 3					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Reading	1	1	0.59	0.52	4	1	1	0.62	0.57
	2	1	0.71	0.65		2	1	0.78	0.66
	3*	1	0.41	0.42	-	-	-	-	-
	4	1	0.85	0.67	4	3	1	0.88	0.67
	5	1	0.85	0.69		4	1	0.87	0.69
	6	1	0.68	0.63		5	1	0.76	0.68
	7	1	0.61	0.59	-	-	-	-	-
	8	1	0.66	0.61	-	-	-	-	-
	9	2	0.80	0.75	4	6	2	0.82	0.79
	10	1	0.74	0.62		7	1	0.78	0.56
	11	1	0.67	0.65		8	1	0.76	0.70
	12	1	0.70	0.53		9	1	0.77	0.61
	13	1	0.73	0.70		10	1	0.80	0.75
	14	1	0.70	0.63		11	1	0.76	0.69
	15	1	0.86	0.69		12	1	0.85	0.66
	16	1	0.46	0.44	-	-	-	-	-
	17	1	0.63	0.54	-	-	-	-	-
	18	1	0.75	0.72	-	-	-	-	-
	19	1	0.66	0.58	-	-	-	-	-
	20	1	0.69	0.53	-	-	-	-	-
	21	1	0.65	0.55	-	-	-	-	-
	22	1	0.71	0.57	-	-	-	-	-
	23	1	0.67	0.63	-	-	-	-	-
	24*	1	0.74	0.51	-	-	-	-	-
	25	2	0.53	0.62	-	-	-	-	-
	26	1	0.62	0.60	-	-	-	-	-
	27	1	0.64	0.46	-	-	-	-	-
	28	1	0.89	0.65	-		-	-	-
	29*	1	0.61	0.39	4	29*	1	0.69	0.48
	30*	1	0.72	0.59		30*	1	0.78	0.67
	31	1	0.86	0.70	-	-	-	-	-
	32	1	0.71	0.65	-	-	-	-	-

* Indicates Field Test Item

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Table 19
Item Level Statistics - Reading (continued)

Grade 4					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Reading	1	1	0.62	0.57	3	1	1	0.59	0.52
	2	1	0.78	0.66		2	1	0.71	0.65
	3	1	0.88	0.67		4	1	0.85	0.67
	4	1	0.87	0.69		5	1	0.85	0.69
	5	1	0.76	0.68		6	1	0.68	0.63
	6	2	0.82	0.79		9	2	0.80	0.75
	7	1	0.78	0.56		10	1	0.74	0.62
	8	1	0.76	0.70		11	1	0.67	0.65
	9	1	0.77	0.61		12	1	0.70	0.53
	10	1	0.80	0.75		13	1	0.73	0.70
	11	1	0.76	0.69		14	1	0.70	0.63
	12	1	0.85	0.66		15	1	0.86	0.69
	13	1	0.88	0.74	-	-	-	-	-
	14	1	0.59	0.50	-	-	-	-	-
	15	1	0.56	0.57	-	-	-	-	-
	16	1	0.78	0.51	-	-	-	-	-
	17	1	0.86	0.74	-	-	-	-	-
	18	1	0.54	0.46	-	-	-	-	-
	19	1	0.74	0.63	5	14	1	0.76	0.70
	20	2	0.61	0.61		15	2	0.66	0.67
	21	1	0.75	0.47	-	-	-	-	-
	22	1	0.85	0.73	5	16	1	0.85	0.77
	23	1	0.66	0.64	-	-	-	-	-
	24	1	0.75	0.76	-	-	-	-	-
	25	1	0.65	0.67	-	-	-	-	-
	26*	1	0.71	0.71	-	-	-	-	-
	27	1	0.50	0.54	-	-	-	-	-
	28	1	0.67	0.67	-	-	-	-	-
	29*	1	0.69	0.48	3	29*	1	0.61	0.39
	30*	1	0.78	0.67		30*	1	0.72	0.59
	31	1	0.83	0.76	-	-	-	-	-

* Indicates Field Test Item

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Table 19
Item Level Statistics - Reading (continued)

Grade 5					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
	1	1	0.58	0.53		1	1	0.59	0.54
	2	1	0.71	0.61		3	1	0.76	0.54
	3	1	0.78	0.80		4	1	0.80	0.78
	4	1	0.81	0.79	6	5	1	0.83	0.78
	5	1	0.48	0.42		6	1	0.50	0.48
	6	1	0.71	0.69		7	1	0.74	0.67
	7	1	0.50	0.59		8	1	0.54	0.64
	8	1	0.84	0.75	-	-	-	-	-
	9	1	0.74	0.73		9	1	0.77	0.74
	10	1	0.68	0.68		10	1	0.70	0.68
	11	1	0.73	0.78	6	11	1	0.76	0.77
	12	1	0.57	0.67		12	1	0.61	0.68
	13	1	0.62	0.61		13	1	0.61	0.65
	14	1	0.76	0.70		19	1	0.74	0.63
Reading	15	2	0.66	0.67	4	20	2	0.61	0.61
	16	1	0.85	0.77		22	1	0.85	0.73
	17	1	0.69	0.71	-	-	-	-	-
	18	1	0.86	0.67	-	-	-	-	-
	19	1	0.70	0.77	-	-	-	-	-
	20	1	0.79	0.77	-	-	-	-	-
	21	2	0.74	0.83	-	-	-	-	-
	22	1	0.78	0.74	-	-	-	-	-
	23	1	0.74	0.71	-	-	-	-	-
	24	1	0.65	0.66	-	-	-	-	-
	25	1	0.68	0.64	-	-	-	-	-
	26	1	0.74	0.76	-	-	-	-	-
	27	1	0.77	0.72	-	-	-	-	-
	28	1	0.80	0.66	-	-	-	-	-
	29*	1	0.68	0.67	-	-	-	-	-

* Indicates Field Test Item

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Table 19
Item Level Statistics - Reading (continued)

Grade 6					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
	1	1	0.59	0.54	5	1	1	0.58	0.53
	2	1	0.74	0.69	-	-	-	-	-
	3	1	0.76	0.54		2	1	0.71	0.61
	4	1	0.80	0.78		3	1	0.78	0.80
	5	1	0.83	0.78		4	1	0.81	0.79
	6	1	0.50	0.48		5	1	0.48	0.42
	7	1	0.74	0.67		6	1	0.71	0.69
	8	1	0.54	0.64	5	7	1	0.50	0.59
	9	1	0.77	0.74		9	1	0.74	0.73
	10	1	0.70	0.68		10	1	0.68	0.68
	11	1	0.76	0.77		11	1	0.73	0.78
	12	1	0.61	0.68		12	1	0.57	0.67
	13	1	0.61	0.65		13	1	0.62	0.61
	14	1	0.79	0.76	-	-	-	-	-
Reading	15	1	0.70	0.48	-	-	-	-	-
	16	1	0.66	0.64	-	-	-	-	-
	17	2	0.80	0.84	-	-	-	-	-
	18	1	0.61	0.59	-	-	-	-	-
	19	2	0.82	0.81	-	-	-	-	-
	20	1	0.64	0.60		14	1	0.73	0.66
	21	1	0.61	0.66	7	15	1	0.68	0.66
	22	1	0.45	0.52		16	1	0.49	0.55
	23	1	0.82	0.73		17	1	0.84	0.71
	24	1	0.80	0.79	-	-	-	-	-
	25	1	0.80	0.73	-	-	-	-	-
	26	1	0.63	0.52	-	-	-	-	-
	27	1	0.58	0.58	-	-	-	-	-
	28	1	0.87	0.71	-	-	-	-	-
	29*	1	0.87	0.63	-	-	-	-	-

* Indicates Field Test Item

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Table 19
Item Level Statistics - Reading (continued)

Grade 7					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Reading	1	1	0.34	0.41	8	1	1	0.39	0.45
	2	2	0.59	0.58		2	2	0.57	0.61
	3	1	0.80	0.75		3	1	0.78	0.77
	4	1	0.76	0.69		4	1	0.74	0.65
	5	1	0.86	0.74		5	1	0.86	0.73
	6	1	0.75	0.69		6	1	0.72	0.71
	7	1	0.79	0.68		8	1	0.78	0.70
	8	1	0.56	0.59		9	1	0.55	0.59
	9	1	0.70	0.68		10	1	0.70	0.66
	10	1	0.87	0.69		11	1	0.87	0.68
	11	1	0.65	0.66		12	1	0.64	0.66
	12	1	0.71	0.64		13	1	0.69	0.70
	13	1	0.82	0.74		14	1	0.82	0.73
	14	1	0.73	0.66	6	20	1	0.64	0.60
	15	1	0.68	0.66		21	1	0.61	0.66
	16	1	0.49	0.55		22	1	0.45	0.52
	17	1	0.84	0.71		23	1	0.82	0.73
	18	1	0.63	0.63	-	-	-	-	-
	19*	1	0.78	0.68	-	-	-	-	-
	20	1	0.70	0.58	-	-	-	-	-
	21	2	0.81	0.80	-	-	-	-	-
	22	1	0.64	0.67	-	-	-	-	-
	23	1	0.72	0.62	-	-	-	-	-
	24	1	0.77	0.74	-	-	-	-	-
	25	1	0.83	0.76	-	-	-	-	-
	26*	1	0.80	0.72	-	-	-	-	-
	27	1	0.57	0.58	-	-	-	-	-
	28	2	0.69	0.75	-	-	-	-	-
	29	1	0.86	0.72	-	-	-	-	-
	30	1	0.78	0.77	-	-	-	-	-

* Indicates Field Test Item

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Table 19
Item Level Statistics - Reading (continued)

Grade 8					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Reading	1	1	0.39	0.45	7	1	1	0.34	0.41
	2	2	0.57	0.61		2	2	0.59	0.58
	3	1	0.78	0.77		3	1	0.80	0.75
	4	1	0.74	0.65		4	1	0.76	0.69
	5	1	0.86	0.73		5	1	0.86	0.74
	6	1	0.72	0.71		6	1	0.75	0.69
	7	1	0.68	0.70	-	-	-	-	-
	8	1	0.78	0.70	7	7	1	0.79	0.68
	9	1	0.55	0.59		8	1	0.56	0.59
	10	1	0.70	0.66		9	1	0.70	0.68
	11	1	0.87	0.68		10	1	0.87	0.69
	12	1	0.64	0.66		11	1	0.65	0.66
	13	1	0.69	0.70		12	1	0.71	0.64
	14	1	0.82	0.73		13	1	0.82	0.74
	15	1	0.76	0.76	-	-	-	-	-
	16	1	0.60	0.63	-	-	-	-	-
	17	1	0.57	0.39	-	-	-	-	-
	18	1	0.76	0.75	-	-	-	-	-
	19	1	0.69	0.67	-	-	-	-	-
	20	1	0.68	0.65	10	1	1	0.68	0.67
	21	1	0.61	0.69		2	1	0.66	0.70
	22	1	0.53	0.61		12	1	0.63	0.66
	23	2	0.75	0.76	-	-	-	-	-
	24	1	0.60	0.57	-	-	-	-	-
	25	1	0.60	0.67	-	-	-	-	-
	26	1	0.71	0.57	-	-	-	-	-
	27	1	0.71	0.70	-	-	-	-	-
	28	1	0.76	0.71	-	-	-	-	-

* Indicates Field Test Item

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Table 19
Item Level Statistics - Reading (continued)

Grade 10					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Reading	1	1	0.68	0.67	8	20	1	0.68	0.65
	2	1	0.66	0.70		21	1	0.61	0.69
	3	1	0.68	0.68	-	-	-	-	-
	4	2	0.75	0.77	-	-	-	-	-
	5	1	0.52	0.37	-	-	-	-	-
	6	1	0.72	0.65	-	-	-	-	-
	7	1	0.65	0.69	-	-	-	-	-
	8	1	0.82	0.74	-	-	-	-	-
	9	1	0.51	0.31	-	-	-	-	-
	10	1	0.51	0.51	-	-	-	-	-
	11	1	0.84	0.67	-	-	-	-	-
	12	1	0.63	0.66	8	22	1	0.53	0.61
	13	1	0.71	0.62	-	-	-	-	-
	14	1	0.73	0.69	-	-	-	-	-
	15	1	0.72	0.71	-	-	-	-	-
	16	1	0.83	0.74	-	-	-	-	-
	17	1	0.69	0.47	-	-	-	-	-
	18	2	0.76	0.79	-	-	-	-	-
	19	1	0.67	0.54	-	-	-	-	-
	20	1	0.64	0.54	-	-	-	-	-
	21	1	0.76	0.71	-	-	-	-	-
	22	1	0.81	0.69	-	-	-	-	-
	23	1	0.89	0.66	-	-	-	-	-
	24	1	0.58	0.60	-	-	-	-	-
	25	1	0.77	0.67	-	-	-	-	-
	26	1	0.67	0.68	-	-	-	-	-
	27	1	0.56	0.57	-	-	-	-	-
	28	1	0.62	0.56	-	-	-	-	-

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Table 20
Item Level Statistics - Mathematics

Grade 3					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Mathematics	1	1	0.79	0.62	4	1	1	0.80	0.63
	2	1	0.60	0.58		2	1	0.63	0.60
	3	1	0.68	0.68		3	1	0.73	0.72
	4	1	0.46	0.36		4	1	0.51	0.48
	5	1	0.84	0.68		5	1	0.85	0.70
	6	1	0.72	0.63		6	1	0.77	0.64
	7	1	0.55	0.49		7	1	0.60	0.51
	8	1	0.81	0.67		8	1	0.82	0.67
	9	1	0.72	0.51		9	1	0.76	0.57
	10	1	0.71	0.67		10	1	0.77	0.68
	11	2	0.54	0.66		11	2	0.59	0.72
	12	1	0.58	0.52		13	1	0.62	0.54
	13	1	0.74	0.69		14	1	0.78	0.70
	14	1	0.69	0.69	-	-	-	-	-
	15	1	0.87	0.63	-	-	-	-	-
	16	1	0.83	0.69	-	-	-	-	-
	17	1	0.79	0.72	-	-	-	-	-
	18	1	0.70	0.72	-	-	-	-	-
	19	1	0.50	0.44	-	-	-	-	-
	20	1	0.69	0.42	-	-	-	-	-
	21	1	0.64	0.63	-	-	-	-	-
	22	1	0.65	0.55	-	-	-	-	-
	23	2	0.71	0.77	-	-	-	-	-
	24	1	0.62	0.65	-	-	-	-	-
	25	1	0.36	0.39	-	-	-	-	-
	26	1	0.60	0.56	-	-	-	-	-
	27	1	0.77	0.65	-	-	-	-	-
	28	1	0.83	0.68	-	-	-	-	-
	29	1	0.58	0.52	-	-	-	-	-
	30	2	0.55	0.71	-	-	-	-	-
	31	1	0.73	0.55	-	-	-	-	-
	32*	1	0.72	0.64	-	-	-	-	-

* Indicates Field Test Item

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Table 20
Item Level Statistics - Mathematics (continued)

Grade 4					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
	1	1	0.80	0.63		1	1	0.79	0.62
	2	1	0.63	0.60		2	1	0.60	0.58
	3	1	0.73	0.72		3	1	0.68	0.68
	4	1	0.51	0.48		4	1	0.46	0.36
	5	1	0.85	0.70		5	1	0.84	0.68
	6	1	0.77	0.64	3	6	1	0.72	0.63
	7	1	0.60	0.51		7	1	0.55	0.49
	8	1	0.82	0.67		8	1	0.81	0.67
	9	1	0.76	0.57		9	1	0.72	0.51
	10	1	0.77	0.68		10	1	0.71	0.67
	11	2	0.59	0.72		11	2	0.54	0.66
	12	1	0.67	0.59	-	-	-	-	-
	13	1	0.62	0.54	3	12	1	0.58	0.52
	14	1	0.78	0.70		13	1	0.74	0.69
	15	1	0.67	0.63	-	-	-	-	-
	16	1	0.80	0.75	-	-	-	-	-
Mathematics	17	1	0.85	0.70	-	-	-	-	-
	18	1	0.66	0.63	-	-	-	-	-
	19	1	0.58	0.59	-	-	-	-	-
	20	1	0.59	0.38	-	-	-	-	-
	21	1	0.78	0.61	-	-	-	-	-
	22	1	0.77	0.67		15	1	0.80	0.69
	23	1	0.42	0.39	5	17	1	0.46	0.51
	24	1	0.72	0.60		18	1	0.73	0.65
	25	1	0.48	0.48		19	1	0.60	0.63
	26	2	0.69	0.75	-	-	-	-	-
	27	1	0.52	0.49	-	-	-	-	-
	28	2	0.55	0.72	-	-	-	-	-
	29	1	0.69	0.63	-	-	-	-	-
	30	1	0.79	0.71	-	-	-	-	-
	31	1	0.69	0.68	-	-	-	-	-
	32*	1	0.47	0.55	-	-	-	-	-
	33*	1	0.48	0.57	-	-	-	-	-

* Indicates Field Test Item

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Table 20
Item Level Statistics - Mathematics (continued)

Grade 5					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Mathematics	1	1	0.86	0.69		1	1	0.86	0.64
	2	1	0.66	0.68		2	1	0.70	0.69
	3	1	0.87	0.71		3	1	0.88	0.64
	4	1	0.52	0.64		4	1	0.56	0.68
	5	1	0.47	0.59		5	1	0.48	0.63
	6	1	0.65	0.67		6	1	0.71	0.68
	7	1	0.77	0.68	6	7	1	0.78	0.62
	8	1	0.58	0.67		8	1	0.61	0.65
	9	1	0.54	0.63		9	1	0.59	0.61
	10	1	0.52	0.42		10	1	0.55	0.48
	11	1	0.52	0.32		11	1	0.51	0.36
	12	1	0.74	0.76		12	1	0.75	0.72
	13	1	0.75	0.77		13	1	0.77	0.75
	14	2	0.72	0.83	-	-	-	-	-
	15	1	0.80	0.69	4	22	1	0.77	0.67
	16	1	0.68	0.54	-	-	-	-	-
	17	1	0.46	0.51		23	1	0.42	0.39
	18	1	0.73	0.65	4	24	1	0.72	0.60
	19	1	0.60	0.63		25	1	0.48	0.48
	20	2	0.64	0.76	-	-	-	-	-
	21	1	0.74	0.75	-	-	-	-	-
	22	1	0.71	0.62	-	-	-	-	-
	23	1	0.71	0.69	-	-	-	-	-
	24	1	0.48	0.53	-	-	-	-	-
	25	1	0.69	0.69	-	-	-	-	-
	26	2	0.76	0.74	-	-	-	-	-
	27	1	0.50	0.62	-	-	-	-	-
	28	1	0.77	0.70	-	-	-	-	-
	29	1	0.76	0.73	-	-	-	-	-
	30	1	0.76	0.70	-	-	-	-	-
	31	1	0.50	0.59	-	-	-	-	-
	32*	1	0.83	0.75	-	-	-	-	-
	33*	1	0.83	0.74	-	-	-	-	-
	34*	1	0.68	0.59	-	-	-	-	-
	35*	1	0.63	0.62	-	-	-	-	-
	36*	2	0.66	0.78	-	-	-	-	-

* Indicates Field Test Item

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Table 20
Item Level Statistics - Mathematics (continued)

Grade 6					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
	1	1	0.86	0.64		1	1	0.86	0.69
	2	1	0.70	0.69		2	1	0.66	0.68
	3	1	0.88	0.64		3	1	0.87	0.71
	4	1	0.56	0.68		4	1	0.52	0.64
	5	1	0.48	0.63		5	1	0.47	0.59
	6	1	0.71	0.68		6	1	0.65	0.67
	7	1	0.78	0.62	5	7	1	0.77	0.68
	8	1	0.61	0.65		8	1	0.58	0.67
	9	1	0.59	0.61		9	1	0.54	0.63
	10	1	0.55	0.48		10	1	0.52	0.42
	11	1	0.51	0.36		11	1	0.52	0.32
	12	1	0.75	0.72		12	1	0.74	0.76
	13	1	0.77	0.75		13	1	0.75	0.77
	14	1	0.56	0.57	-	-	-	-	-
	15	1	0.67	0.68	-	-	-	-	-
Mathematics	16	1	0.80	0.72	-	-	-	-	-
	17	1	0.59	0.66	-	-	-	-	-
	18	2	0.68	0.70	-	-	-	-	-
	19	1	0.57	0.60	-	-	-	-	-
	20	1	0.79	0.70	-	-	-	-	-
	21	1	0.76	0.67	-	-	-	-	-
	22	2	0.46	0.66		15	2	0.50	0.67
	23	1	0.80	0.69	7	16	1	0.83	0.71
	24	1	0.62	0.64		18	1	0.68	0.67
	25	1	0.85	0.66	-	-	-	-	-
	26	1	0.72	0.70	7	19	1	0.76	0.71
	27	1	0.58	0.64	-	-	-	-	-
	28	1	0.67	0.70	-	-	-	-	-
	29	1	0.73	0.74	-	-	-	-	-
	30	2	0.66	0.71	-	-	-	-	-
	31	1	0.65	0.56	-	-	-	-	-

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Table 20
Item Level Statistics - Mathematics (continued)

Grade 7					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
	1	1	0.85	0.75		1	1	0.81	0.72
	2	1	0.63	0.50	8	2	1	0.65	0.57
	3	1	0.65	0.69		3	1	0.62	0.71
	4	1	0.58	0.57	-	-	-	-	-
	5	1	0.71	0.67		5	1	0.67	0.68
	6	1	0.65	0.64		6	1	0.63	0.68
	7	1	0.79	0.74		7	1	0.76	0.71
	8	1	0.62	0.71		8	1	0.65	0.69
	9	1	0.73	0.71	8	9	1	0.75	0.72
	10	1	0.44	0.43		10	1	0.47	0.48
	11	1	0.63	0.68		11	1	0.67	0.75
	12	1	0.67	0.63		12	1	0.70	0.69
	13	1	0.82	0.73		13	1	0.80	0.73
	14	1	0.78	0.61	-	-	-	-	-
	15	2	0.50	0.67	6	22	2	0.46	0.66
	16	1	0.83	0.71		23	1	0.80	0.69
Mathematics	17	1	0.80	0.73	8	14	1	0.78	0.72
	18	1	0.68	0.67	6	24	1	0.62	0.64
	19	1	0.76	0.71		26	1	0.72	0.70
	20	1	0.82	0.74	-	-	-	-	-
	21	1	0.74	0.68	-	-	-	-	-
	22	1	0.50	0.38	-	-	-	-	-
	23	1	0.77	0.66	-	-	-	-	-
	24	1	0.53	0.58	-	-	-	-	-
	25	2	0.61	0.64	-	-	-	-	-
	26	1	0.65	0.67	-	-	-	-	-
	27	1	0.83	0.69	-	-	-	-	-
	28	1	0.80	0.63	-	-	-	-	-
	29	1	0.39	0.35	-	-	-	-	-
	30	1	0.71	0.75	-	-	-	-	-
	31	2	0.80	0.78	-	-	-	-	-
	32*	1	0.56	0.57	-	-	-	-	-
	33*	1	0.80	0.70	-	-	-	-	-

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Table 20
Item Level Statistics - Mathematics (continued)

Grade 8					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Mathematics	1	1	0.81	0.72	7	1	1	0.85	0.75
	2	1	0.65	0.57		2	1	0.63	0.50
	3	1	0.62	0.71		3	1	0.65	0.69
	4	1	0.54	0.59	-	-	-	-	-
	5	1	0.67	0.68	7	5	1	0.71	0.67
	6	1	0.63	0.68		6	1	0.65	0.64
	7	1	0.76	0.71		7	1	0.79	0.74
	8	1	0.65	0.69		8	1	0.62	0.71
	9	1	0.75	0.72		9	1	0.73	0.71
	10	1	0.47	0.48		10	1	0.44	0.43
	11	1	0.67	0.75		11	1	0.63	0.68
	12	1	0.70	0.69		12	1	0.67	0.63
	13	1	0.80	0.73		13	1	0.82	0.73
	14	1	0.78	0.72		17	1	0.80	0.73
	15*	1	0.70	0.72	-	-	-	-	-
	16	1	0.71	0.53	-	-	-	-	-
	17	1	0.67	0.67	-	-	-	-	-
	18	2	0.65	0.83	-	-	-	-	-
	19	1	0.79	0.70	-	-	-	-	-
	20	1	0.50	0.58	-	-	-	-	-
	21	1	0.68	0.52	10	1	1	0.66	0.57
	22	1	0.72	0.72		2	1	0.72	0.67
	23	1	0.40	0.31	-	-	-	-	-
	24	1	0.75	0.71	-	-	-	-	-
	25	2	0.62	0.68	10	4	2	0.64	0.73
	26	1	0.59	0.44	-	-	-	-	-
	27	1	0.70	0.70	-	-	-	-	-
	28	2	0.64	0.80	-	-	-	-	-
	29	1	0.65	0.62	-	-	-	-	-
	30	1	0.58	0.67	-	-	-	-	-
	31	1	0.62	0.53	-	-	-	-	-
	32*	2	0.62	0.83	-	-	-	-	-
	33*	2	0.72	0.79	-	-	-	-	-
	34	1	0.53	0.58	-	-	-	-	-

* Indicates Field Test Item

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Table 20
Item Level Statistics - Mathematics (continued)

Grade10					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Mathematics	1	1	0.66	0.57	8	21	1	0.68	0.52
	2	1	0.72	0.67		22	1	0.72	0.72
	3	1	0.52	0.64	-	-	-	-	-
	4	2	0.64	0.73	8	25	2	0.62	0.68
	5	1	0.56	0.63	-	-	-	-	-
	6	1	0.70	0.70	-	-	-	-	-
	7	1	0.46	0.43	-	-	-	-	-
	8	1	0.61	0.59	-	-	-	-	-
	9	1	0.75	0.67	-	-	-	-	-
	10	2	0.55	0.75	-	-	-	-	-
	11	1	0.47	0.46	-	-	-	-	-
	12	1	0.69	0.68	-	-	-	-	-
	13	1	0.62	0.63	-	-	-	-	-
	14	1	0.45	0.55	-	-	-	-	-
	15	1	0.71	0.66	-	-	-	-	-
	16	1	0.74	0.71	-	-	-	-	-
	17	1	0.33	0.24	-	-	-	-	-
	18	1	0.54	0.53	-	-	-	-	-
	19	1	0.77	0.72	-	-	-	-	-
	20	1	0.64	0.66	-	-	-	-	-
	21	1	0.53	0.55	-	-	-	-	-
	22	1	0.50	0.42	-	-	-	-	-
	23	1	0.80	0.69	-	-	-	-	-
	24	2	0.40	0.51	-	-	-	-	-
	25	1	0.55	0.48	-	-	-	-	-
	26	1	0.82	0.66	-	-	-	-	-
	27	1	0.53	0.62	-	-	-	-	-
	28	1	0.45	0.48	-	-	-	-	-
	29	1	0.38	0.27	-	-	-	-	-
	30	1	0.74	0.58	-	-	-	-	-
	31	1	0.74	0.69	-	-	-	-	-
	32*	1	0.49	0.38	-	-	-	-	-

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Table 21
Item Level Statistics - Science

Content	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Science	4	1	1	0.81	0.71
		2	1	0.83	0.75
		3	1	0.84	0.80
		4	1	0.78	0.64
		5	1	0.65	0.68
		6	1	0.61	0.58
		7*	1	0.75	0.68
		8	1	0.85	0.74
		9	1	0.55	0.54
		10*	1	0.86	0.77
		11	1	0.85	0.74
		12	1	0.75	0.72
		13	1	0.51	0.46
		14*	1	0.87	0.72
		15*	1	0.60	0.45
		16	1	0.82	0.80
		17	1	0.84	0.78
		18	1	0.87	0.79
		19	1	0.76	0.65
		20	1	0.82	0.74
		21	2	0.66	0.69
		22	1	0.79	0.75
		23	1	0.83	0.75
		24	1	0.78	0.71
		25	1	0.75	0.75
		26	1	0.79	0.71
		27	1	0.84	0.78
		28	1	0.87	0.77
		29	1	0.82	0.80
		30	1	0.77	0.74
		31*	1	0.63	0.61
		32	1	0.87	0.73
		33	1	0.83	0.79
		34	1	0.80	0.73
		35	1	0.84	0.71
		36	1	0.86	0.74
		37	1	0.40	0.38
		38*	1	0.81	0.71
		39	1	0.84	0.78
		40*	1	0.88	0.68

* Indicates Field Test Item

continued

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Table 21
Item Level Statistics - Science (continued)

Content	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Science	4	41	1	0.69	0.69
		42	1	0.72	0.67
		43	1	0.76	0.68

* Indicates Field Test Item

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Table 21
Item Level Statistics - Science (continued)

Content	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Science	8	1	1	0.76	0.78
		2	1	0.71	0.73
		3	1	0.58	0.62
		4	1	0.85	0.79
		5	1	0.62	0.63
		6*	1	0.66	0.54
		7	2	0.85	0.81
		8	1	0.74	0.65
		9	1	0.77	0.76
		10	1	0.77	0.74
		11	1	0.82	0.76
		12	1	0.67	0.67
		13*	1	0.88	0.75
		14	2	0.61	0.66
		15	1	0.88	0.77
		16	1	0.78	0.73
		17	2	0.81	0.78
		18	1	0.70	0.63
		19	1	0.83	0.66
		20	1	0.88	0.74
		21	1	0.79	0.74
		22	1	0.79	0.81
		23	1	0.88	0.75
		24	1	0.82	0.83
		25	1	0.71	0.66
		26	1	0.84	0.82
		27*	1	0.58	0.52
		28	1	0.73	0.77
		29	1	0.83	0.73
		30	1	0.60	0.61
		31	1	0.75	0.66
		32	1	0.84	0.71
		33*	1	0.85	0.73
		34	1	0.84	0.78
		35	1	0.75	0.61
		36	1	0.79	0.75
		37	1	0.82	0.83
		38	1	0.83	0.79
		39	1	0.78	0.75
		40	1	0.51	0.40

* Indicates Field Test Item

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Table 21
Item Level Statistics - Science (continued)

Content	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Science	10	1	1	0.75	0.71
		2	1	0.81	0.82
		3	1	0.79	0.72
		4	1	0.75	0.75
		5	1	0.79	0.75
		6	1	0.85	0.77
		7	1	0.71	0.66
		8	1	0.79	0.73
		9	1	0.73	0.66
		10	1	0.81	0.75
		11	2	0.86	0.81
		12	1	0.86	0.77
		13	3	0.65	0.70
		14	1	0.54	0.25
		15	1	0.87	0.74
		16	1	0.65	0.55
		17	1	0.81	0.78
		18	1	0.81	0.65
		19	1	0.77	0.69
		20	1	0.82	0.79
		21	1	0.69	0.60
		22	1	0.79	0.77
		23	1	0.85	0.77
		24	1	0.82	0.78
		25	1	0.83	0.79
		26	1	0.83	0.78
		27	1	0.85	0.78
		28*	1	0.70	0.67
		29	1	0.84	0.82
		30	1	0.68	0.61
		31	1	0.68	0.63
		32	1	0.74	0.60
		33	1	0.74	0.70
		34	1	0.80	0.74
		35	1	0.79	0.77
		36*	1	0.71	0.55
		37	1	0.81	0.77
		38	1	0.86	0.71

* Indicates Field Test Item

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

		P-value			Point Biserial		
Content	Grade	High	Mean	Low	High	Mean	Low
Reading	3	0.89	0.70	0.46	0.75	0.61	0.44
	4	0.88	0.74	0.50	0.79	0.64	0.46
	5	0.86	0.71	0.48	0.83	0.69	0.42
	6	0.87	0.70	0.45	0.84	0.66	0.48
	7	0.87	0.71	0.34	0.80	0.67	0.41
	8	0.87	0.68	0.39	0.77	0.66	0.39
	10	0.89	0.69	0.51	0.79	0.63	0.31
Mathematics	3	0.87	0.67	0.36	0.77	0.60	0.36
	4	0.85	0.68	0.42	0.75	0.62	0.38
	5	0.87	0.66	0.46	0.83	0.65	0.32
	6	0.88	0.68	0.46	0.75	0.65	0.36
	7	0.85	0.69	0.39	0.78	0.65	0.35
	8	0.81	0.65	0.40	0.83	0.65	0.31
	10	0.82	0.60	0.33	0.75	0.59	0.24
Science	4	0.87	0.77	0.40	0.80	0.71	0.38
	8	0.88	0.76	0.51	0.83	0.72	0.40
	10	0.87	0.78	0.54	0.82	0.71	0.25

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

				P-value				Point Biserial			
Content	Grade	Code	Critical Concept Title	High	Mean	Low	SD	High	Mean	Low	SD
Reading	3	A	Determines Meaning	0.89	0.77	0.67	0.09	0.72	0.67	0.63	0.03
		D	Evaluates/Extends Text	0.86	0.74	0.66	0.10	0.70	0.64	0.58	0.05
		B	Understands Text	0.80	0.68	0.53	0.08	0.75	0.62	0.54	0.06
		C	Analyzes Text	0.70	0.62	0.46	0.08	0.60	0.52	0.44	0.05
	4	D	Evaluates/Extends Text	0.88	0.84	0.76	0.04	0.76	0.72	0.66	0.04
		A	Determines Meaning	0.88	0.76	0.61	0.10	0.76	0.69	0.61	0.05
		B	Understands Text	0.82	0.72	0.56	0.08	0.79	0.63	0.47	0.10
		C	Analyzes Text	0.78	0.65	0.50	0.11	0.63	0.55	0.46	0.06
	5	B	Understands Text	0.84	0.74	0.69	0.05	0.83	0.73	0.61	0.06
		A	Determines Meaning	0.85	0.73	0.50	0.12	0.80	0.72	0.59	0.08
		C	Analyzes Text	0.86	0.70	0.48	0.14	0.78	0.64	0.42	0.14
		D	Evaluates/Extends Text	0.80	0.68	0.57	0.08	0.70	0.66	0.61	0.03
	6	B	Understands Text	0.82	0.75	0.63	0.07	0.84	0.68	0.52	0.13
		A	Determines Meaning	0.83	0.72	0.54	0.11	0.78	0.68	0.48	0.11
		C	Analyzes Text	0.87	0.70	0.50	0.14	0.79	0.67	0.48	0.12
		D	Evaluates/Extends Text	0.82	0.63	0.45	0.11	0.73	0.63	0.52	0.07
	7	A	Determines Meaning	0.86	0.73	0.57	0.10	0.77	0.67	0.58	0.06
		D	Evaluates/Extends Text	0.87	0.72	0.49	0.13	0.75	0.68	0.55	0.08
		B/C	Understands Text/Analyzes Text	0.86	0.70	0.34	0.14	0.80	0.66	0.41	0.10
	8	A	Determines Meaning	0.78	0.69	0.60	0.07	0.75	0.68	0.57	0.06
		B/C	Understands Text/Analyzes Text	0.86	0.69	0.39	0.12	0.77	0.67	0.45	0.08
		D	Evaluates/Extends Text	0.87	0.67	0.53	0.12	0.76	0.63	0.39	0.11
	10	A	Determines Meaning	0.89	0.73	0.62	0.09	0.79	0.68	0.56	0.07
		B/C	Understands Text/Analyzes Text	0.84	0.70	0.51	0.10	0.77	0.64	0.31	0.12
		D	Evaluates/Extends Text	0.77	0.63	0.51	0.09	0.67	0.57	0.37	0.11

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

				P-value				Point Biserial			
Content	Grade	Code	Critical Concept Title	High	Mean	Low	SD	High	Mean	Low	SD
Mathematics	3	D	Measurement	0.87	0.76	0.65	0.08	0.69	0.64	0.55	0.05
		C	Geometry	0.83	0.76	0.60	0.09	0.69	0.61	0.42	0.10
		F	Algebraic Relationships	0.73	0.69	0.62	0.04	0.72	0.63	0.51	0.08
		A/B	Number Operations and Relationships	0.79	0.64	0.55	0.10	0.77	0.63	0.49	0.11
		E	Statistics/Probability	0.64	0.51	0.36	0.10	0.66	0.50	0.36	0.13
	4	D	Measurement	0.85	0.77	0.59	0.09	0.70	0.64	0.38	0.13
		F	Algebraic Relationships	0.78	0.72	0.66	0.05	0.72	0.62	0.57	0.05
		C	Geometry	0.82	0.71	0.52	0.12	0.71	0.62	0.49	0.08
		A/B	Number Operations and Relationships	0.80	0.62	0.42	0.13	0.75	0.59	0.39	0.13
		E	Statistics/Probability	0.69	0.60	0.48	0.09	0.75	0.62	0.48	0.12
	5	D	Measurement	0.87	0.76	0.50	0.14	0.75	0.69	0.59	0.05
		F	Algebraic Relationships	0.76	0.70	0.65	0.05	0.76	0.70	0.65	0.04
		A/B	Number Operations and Relationships	0.77	0.65	0.46	0.13	0.77	0.62	0.42	0.12
		C	Geometry	0.76	0.61	0.47	0.12	0.74	0.64	0.54	0.07
		E	Statistics/Probability	0.72	0.58	0.48	0.09	0.83	0.62	0.32	0.18
	6	D	Measurement	0.88	0.76	0.57	0.12	0.70	0.66	0.60	0.04
		F	Algebraic Relationships	0.80	0.71	0.62	0.06	0.72	0.69	0.64	0.03
		E	Statistics/Probability	0.85	0.65	0.51	0.13	0.70	0.61	0.36	0.14
		C	Geometry	0.76	0.63	0.48	0.11	0.74	0.67	0.61	0.05
		A/B	Number Operations and Relationships	0.78	0.63	0.46	0.12	0.75	0.62	0.48	0.09

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

				P-value				Point Biserial			
Content	Grade	Code	Critical Concept Title	High	Mean	Low	SD	High	Mean	Low	SD
Mathematics	7	F	Algebraic Relationships	0.82	0.73	0.53	0.11	0.74	0.68	0.58	0.07
		E	Statistics/Probability	0.76	0.70	0.61	0.06	0.75	0.69	0.64	0.04
		A/B	Number Operations and Relationships	0.85	0.67	0.44	0.16	0.78	0.65	0.43	0.11
		D	Measurement	0.83	0.67	0.50	0.12	0.71	0.60	0.38	0.13
		C	Geometry	0.83	0.66	0.39	0.17	0.73	0.62	0.35	0.14
	8	F	Algebraic Relationships	0.79	0.67	0.50	0.13	0.72	0.66	0.58	0.07
		D	Measurement	0.75	0.67	0.58	0.06	0.71	0.61	0.52	0.08
		C	Geometry	0.80	0.66	0.59	0.08	0.83	0.65	0.44	0.14
		E	Statistics/Probability	0.75	0.65	0.54	0.07	0.80	0.69	0.59	0.07
		A/B	Number Operations and Relationships	0.81	0.62	0.40	0.14	0.75	0.62	0.31	0.16
	10	D	Measurement	0.82	0.71	0.55	0.10	0.75	0.68	0.57	0.06
		E	Statistics/Probability	0.72	0.61	0.45	0.11	0.68	0.58	0.48	0.10
		F	Algebraic Relationships	0.74	0.60	0.52	0.08	0.71	0.63	0.55	0.05
		A/B	Number Operations and Relationships	0.74	0.56	0.40	0.12	0.73	0.57	0.43	0.11
		C	Geometry	0.75	0.52	0.33	0.18	0.69	0.47	0.24	0.20

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

				P-value				Point Biserial			
Content	Grade	Code	Critical Concept Title	High	Mean	Low	SD	High	Mean	Low	SD
Science	4	F	Life and Environment	0.87	0.80	0.66	0.08	0.80	0.76	0.69	0.04
		G/H	Science Applications and Science in Personal/Social Perspectives	0.85	0.80	0.65	0.07	0.79	0.73	0.68	0.04
		E	Earth and Space	0.87	0.78	0.61	0.09	0.80	0.71	0.58	0.07
		D	Physical Science	0.86	0.77	0.55	0.11	0.78	0.69	0.54	0.09
		C	Science Inquiry	0.83	0.75	0.51	0.12	0.80	0.69	0.46	0.12
		A/B	Science Connections and the Nature of Science	0.84	0.71	0.40	0.16	0.78	0.66	0.38	0.15
	8	A/B	Science Connections and the Nature of Science	0.88	0.83	0.76	0.04	0.83	0.79	0.75	0.03
		E	Earth and Space	0.84	0.80	0.74	0.04	0.78	0.71	0.65	0.05
		G/H	Science Applications and Science in Personal/Social Perspectives	0.85	0.79	0.60	0.10	0.82	0.74	0.61	0.07
		F	Life and Environment	0.88	0.75	0.58	0.10	0.83	0.71	0.62	0.08
		D	Physical Science	0.88	0.73	0.62	0.09	0.77	0.70	0.61	0.07
		C	Science Inquiry	0.79	0.69	0.51	0.11	0.81	0.67	0.40	0.15
	10	A/B	Science Connections and the Nature of Science	0.86	0.84	0.80	0.03	0.81	0.76	0.71	0.03
		F	Life and Environment	0.87	0.81	0.75	0.05	0.78	0.75	0.69	0.03
		G/H	Science Applications and Science in Personal/Social Perspectives	0.86	0.76	0.65	0.09	0.79	0.69	0.55	0.10
		C	Science Inquiry	0.84	0.76	0.65	0.07	0.82	0.75	0.70	0.05
		D	Physical Science	0.83	0.76	0.68	0.06	0.79	0.67	0.60	0.07
		E	Earth and Space	0.81	0.74	0.54	0.11	0.82	0.66	0.25	0.21

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Table 26
Total Group Statistics, Including Reliability

Content	Grade	Sample Size	Raw Score Mean	Raw Score SD	N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
Reading	3	842	20.68	8.31	46	46	0.94	2.07
	4	801	21.70	8.44	60	50	0.95	1.92
	5	758	20.98	9.36	72	59	0.96	1.88
	6	770	20.84	8.96	64	46	0.95	1.92
	7	784	21.54	9.14	40	57	0.95	1.95
	8	808	20.00	9.10	40	65	0.95	1.99
	10	811	20.25	8.94	43	67	0.95	2.00
Mathematics	3	840	22.36	9.50	33	45	0.94	2.32
	4	801	22.50	9.83	34	56	0.95	2.28
	5	754	22.10	10.42	30	63	0.96	2.20
	6	769	22.37	10.09	35	48	0.95	2.18
	7	783	22.68	10.15	38	67	0.95	2.18
	8	809	21.67	10.58	32	70	0.96	2.24
	10	811	19.51	9.71	9	75	0.94	2.36
Science	4	799	27.67	11.14	89	56	0.97	1.87
	8	808	29.06	12.05	107	68	0.97	1.95
	10	809	29.22	12.16	78	72	0.97	2.05

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Table 27
Raw Score Frequency Distributions - Reading

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
		0	46	5.46	46	5.46
		1	6	0.71	52	6.18
		2	9	1.07	61	7.24
		3	7	0.83	68	8.08
		4	2	0.24	70	8.31
		5	3	0.36	73	8.67
		6	7	0.83	80	9.50
		7	4	0.48	84	9.98
		8	6	0.71	90	10.69
		9	8	0.95	98	11.64
		10	9	1.07	107	12.71
		11	15	1.78	122	14.49
		12	14	1.66	136	16.15
		13	16	1.90	152	18.05
		14	16	1.90	168	19.95
Reading	3	15	16	1.90	184	21.85
		16	23	2.73	207	24.58
		17	17	2.02	224	26.60
		18	27	3.21	251	29.81
		19	30	3.56	281	33.37
		20	31	3.68	312	37.05
		21	41	4.87	353	41.92
		22	34	4.04	387	45.96
		23	47	5.58	434	51.54
		24	53	6.29	487	57.84
		25	56	6.65	543	64.49
		26	54	6.41	597	70.90
		27	62	7.36	659	78.27
		28	63	7.48	722	85.75
		29	74	8.79	796	94.54
		30	46	5.46	842	100

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Table 27
Raw Score Frequency Distributions - Reading (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
		0	50	6.24	50	6.24
		1	3	0.37	53	6.62
		2	4	0.50	57	7.12
		3	2	0.25	59	7.37
		4	1	0.12	60	7.49
		5	7	0.87	67	8.36
		6	7	0.87	74	9.24
		7	6	0.75	80	9.99
		8	5	0.62	85	10.61
		9	6	0.75	91	11.36
		10	9	1.12	100	12.48
		11	10	1.25	110	13.73
		12	11	1.37	121	15.11
		13	10	1.25	131	16.35
		14	12	1.50	143	17.85
Reading	4	15	15	1.87	158	19.73
		16	14	1.75	172	21.47
		17	12	1.50	184	22.97
		18	11	1.37	195	24.34
		19	23	2.87	218	27.22
		20	27	3.37	245	30.59
		21	20	2.50	265	33.08
		22	29	3.62	294	36.70
		23	42	5.24	336	41.95
		24	51	6.37	387	48.31
		25	62	7.74	449	56.05
		26	53	6.62	502	62.67
		27	63	7.87	565	70.54
		28	90	11.24	655	81.77
		29	86	10.74	741	92.51
		30	60	7.49	801	100

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Table 27
Raw Score Frequency Distributions - Reading (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
		0	59	7.78	59	7.78
		1	7	0.92	66	8.71
		2	8	1.06	74	9.76
		3	4	0.53	78	10.29
		4	7	0.92	85	11.21
		5	4	0.53	89	11.74
		6	9	1.19	98	12.93
		7	5	0.66	103	13.59
		8	6	0.79	109	14.38
		9	7	0.92	116	15.30
		10	6	0.79	122	16.09
		11	9	1.19	131	17.28
		12	11	1.45	142	18.73
		13	12	1.58	154	20.32
		14	12	1.58	166	21.90
Reading	5	15	13	1.72	179	23.61
		16	10	1.32	189	24.93
		17	19	2.51	208	27.44
		18	15	1.98	223	29.42
		19	13	1.72	236	31.13
		20	24	3.17	260	34.30
		21	26	3.43	286	37.73
		22	23	3.03	309	40.77
		23	28	3.69	337	44.46
		24	35	4.62	372	49.08
		25	38	5.01	410	54.09
		26	42	5.54	452	59.63
		27	57	7.52	509	67.15
		28	77	10.16	586	77.31
		29	100	13.19	686	90.50
		30	72	9.50	758	100

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Table 27
Raw Score Frequency Distributions - Reading (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
		0	46	5.97	46	5.97
		1	9	1.17	55	7.14
		2	8	1.04	63	8.18
		3	3	0.39	66	8.57
		4	9	1.17	75	9.74
		5	5	0.65	80	10.39
		6	5	0.65	85	11.04
		7	11	1.43	96	12.47
		8	7	0.91	103	13.38
		9	12	1.56	115	14.94
		10	9	1.17	124	16.10
		11	5	0.65	129	16.75
		12	9	1.17	138	17.92
		13	12	1.56	150	19.48
		14	17	2.21	167	21.69
Reading	6	15	12	1.56	179	23.25
		16	20	2.60	199	25.84
		17	16	2.08	215	27.92
		18	17	2.21	232	30.13
		19	18	2.34	250	32.47
		20	26	3.38	276	35.84
		21	27	3.51	303	39.35
		22	28	3.64	331	42.99
		23	28	3.64	359	46.62
		24	44	5.71	403	52.34
		25	43	5.58	446	57.92
		26	47	6.10	493	64.03
		27	55	7.14	548	71.17
		28	74	9.61	622	80.78
		29	84	10.91	706	91.69
		30	64	8.31	770	100

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Table 27
Raw Score Frequency Distributions - Reading (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Reading	7	0	57	7.27	57	7.27
		1	4	0.51	61	7.78
		2	4	0.51	65	8.29
		3	5	0.64	70	8.93
		4	6	0.77	76	9.69
		5	4	0.51	80	10.20
		6	7	0.89	87	11.10
		7	5	0.64	92	11.73
		8	3	0.38	95	12.12
		9	6	0.77	101	12.88
		10	11	1.40	112	14.29
		11	10	1.28	122	15.56
		12	8	1.02	130	16.58
		13	17	2.17	147	18.75
		14	13	1.66	160	20.41
		15	13	1.66	173	22.07
		16	19	2.42	192	24.49
		17	13	1.66	205	26.15
		18	14	1.79	219	27.93
		19	12	1.53	231	29.46
		20	19	2.42	250	31.89
		21	22	2.81	272	34.69
		22	40	5.10	312	39.80
		23	31	3.95	343	43.75
		24	32	4.08	375	47.83
		25	37	4.72	412	52.55
		26	49	6.25	461	58.80
		27	58	7.40	519	66.20
		28	72	9.18	591	75.38
		29	70	8.93	661	84.31
		30	83	10.59	744	94.90
		31	40	5.10	784	100

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Table 27
Raw Score Frequency Distributions - Reading (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
		0	65	8.04	65	8.04
		1	6	0.74	71	8.79
		2	8	0.99	79	9.78
		3	5	0.62	84	10.40
		4	5	0.62	89	11.01
		5	4	0.50	93	11.51
		6	5	0.62	98	12.13
		7	3	0.37	101	12.50
		8	5	0.62	106	13.12
		9	10	1.24	116	14.36
		10	16	1.98	132	16.34
		11	17	2.10	149	18.44
		12	19	2.35	168	20.79
		13	24	2.97	192	23.76
		14	14	1.73	206	25.50
Reading	8	15	18	2.23	224	27.72
		16	13	1.61	237	29.33
		17	14	1.73	251	31.06
		18	24	2.97	275	34.03
		19	23	2.85	298	36.88
		20	29	3.59	327	40.47
		21	19	2.35	346	42.82
		22	28	3.47	374	46.29
		23	35	4.33	409	50.62
		24	44	5.45	453	56.06
		25	42	5.20	495	61.26
		26	62	7.67	557	68.94
		27	65	8.04	622	76.98
		28	72	8.91	694	85.89
		29	74	9.16	768	95.05
		30	40	4.95	808	100

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Table 27
Raw Score Frequency Distributions - Reading (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
		0	67	8.26	67	8.26
		1	8	0.99	75	9.25
		2	4	0.49	79	9.74
		3	5	0.62	84	10.36
		4	4	0.49	88	10.85
		5	2	0.25	90	11.10
		6	6	0.74	96	11.84
		7	8	0.99	104	12.82
		8	6	0.74	110	13.56
		9	6	0.74	116	14.30
		10	7	0.86	123	15.17
		11	14	1.73	137	16.89
		12	13	1.60	150	18.50
		13	13	1.60	163	20.10
		14	15	1.85	178	21.95
Reading	10	15	14	1.73	192	23.67
		16	18	2.22	210	25.89
		17	19	2.34	229	28.24
		18	28	3.45	257	31.69
		19	25	3.08	282	34.77
		20	29	3.58	311	38.35
		21	29	3.58	340	41.92
		22	42	5.18	382	47.10
		23	34	4.19	416	51.29
		24	50	6.17	466	57.46
		25	42	5.18	508	62.64
		26	50	6.17	558	68.80
		27	64	7.89	622	76.70
		28	83	10.23	705	86.93
		29	63	7.77	768	94.70
		30	43	5.30	811	100

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Table 28
Raw Score Frequency Distributions - Mathematics

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
		0	45	5.36	45	5.36
		1	8	0.95	53	6.31
		2	3	0.36	56	6.67
		3	2	0.24	58	6.90
		4	5	0.60	63	7.50
		5	5	0.60	68	8.10
		6	10	1.19	78	9.29
		7	13	1.55	91	10.83
		8	10	1.19	101	12.02
		9	8	0.95	109	12.98
		10	12	1.43	121	14.40
		11	9	1.07	130	15.48
		12	8	0.95	138	16.43
		13	12	1.43	150	17.86
		14	16	1.90	166	19.76
		15	18	2.14	184	21.90
		16	10	1.19	194	23.10
Mathematics	3	17	21	2.50	215	25.60
		18	26	3.10	241	28.69
		19	26	3.10	267	31.79
		20	24	2.86	291	34.64
		21	24	2.86	315	37.50
		22	22	2.62	337	40.12
		23	30	3.57	367	43.69
		24	35	4.17	402	47.86
		25	29	3.45	431	51.31
		26	36	4.29	467	55.60
		27	44	5.24	511	60.83
		28	52	6.19	563	67.02
		29	46	5.48	609	72.50
		30	49	5.83	658	78.33
		31	62	7.38	720	85.71
		32	49	5.83	769	91.55
		33	38	4.52	807	96.07
		34	33	3.93	840	100

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Table 28
Raw Score Frequency Distributions - Mathematics (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
		0	56	6.99	56	6.99
		1	8	1.00	64	7.99
		2	3	0.37	67	8.36
		3	3	0.37	70	8.74
		4	5	0.62	75	9.36
		5	4	0.50	79	9.86
		6	4	0.50	83	10.36
		7	4	0.50	87	10.86
		8	6	0.75	93	11.61
		9	6	0.75	99	12.36
		10	8	1.00	107	13.36
		11	10	1.25	117	14.61
		12	17	2.12	134	16.73
		13	8	1.00	142	17.73
		14	16	2.00	158	19.73
		15	26	3.25	184	22.97
		16	11	1.37	195	24.34
Mathematics	4	17	17	2.12	212	26.47
		18	15	1.87	227	28.34
		19	19	2.37	246	30.71
		20	22	2.75	268	33.46
		21	24	3.00	292	36.45
		22	20	2.50	312	38.95
		23	24	3.00	336	41.95
		24	31	3.87	367	45.82
		25	32	4.00	399	49.81
		26	33	4.12	432	53.93
		27	34	4.24	466	58.18
		28	37	4.62	503	62.80
		29	61	7.62	564	70.41
		30	53	6.62	617	77.03
		31	54	6.74	671	83.77
		32	48	5.99	719	89.76
		33	48	5.99	767	95.76
		34	34	4.24	801	100

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Table 28
Raw Score Frequency Distributions - Mathematics (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
		0	63	8.36	63	8.36
		1	7	0.93	70	9.28
		2	4	0.53	74	9.81
		3	8	1.06	82	10.88
		4	7	0.93	89	11.80
		5	2	0.27	91	12.07
		6	3	0.40	94	12.47
		7	5	0.66	99	13.13
		8	4	0.53	103	13.66
		9	4	0.53	107	14.19
		10	5	0.66	112	14.85
		11	14	1.86	126	16.71
		12	15	1.99	141	18.70
		13	10	1.33	151	20.03
		14	15	1.99	166	22.02
		15	15	1.99	181	24.01
		16	17	2.25	198	26.26
Mathematics	5	17	19	2.52	217	28.78
		18	21	2.79	238	31.56
		19	19	2.52	257	34.08
		20	23	3.05	280	37.14
		21	23	3.05	303	40.19
		22	18	2.39	321	42.57
		23	17	2.25	338	44.83
		24	18	2.39	356	47.21
		25	20	2.65	376	49.87
		26	19	2.52	395	52.39
		27	31	4.11	426	56.50
		28	40	5.31	466	61.80
		29	41	5.44	507	67.24
		30	43	5.70	550	72.94
		31	58	7.69	608	80.64
		32	58	7.69	666	88.33
		33	58	7.69	724	96.02
		34	30	3.98	754	100

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Table 28
Raw Score Frequency Distributions - Mathematics (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
		0	48	6.24	48	6.24
		1	7	0.91	55	7.15
		2	7	0.91	62	8.06
		3	5	0.65	67	8.71
		4	5	0.65	72	9.36
		5	4	0.52	76	9.88
		6	6	0.78	82	10.66
		7	8	1.04	90	11.70
		8	9	1.17	99	12.87
		9	7	0.91	106	13.78
		10	10	1.30	116	15.08
		11	13	1.69	129	16.78
		12	10	1.30	139	18.08
		13	20	2.60	159	20.68
		14	9	1.17	168	21.85
		15	9	1.17	177	23.02
		16	18	2.34	195	25.36
Mathematics	6	17	17	2.21	212	27.57
		18	13	1.69	225	29.26
		19	17	2.21	242	31.47
		20	23	2.99	265	34.46
		21	30	3.90	295	38.36
		22	27	3.51	322	41.87
		23	21	2.73	343	44.60
		24	26	3.38	369	47.98
		25	23	2.99	392	50.98
		26	22	2.86	414	53.84
		27	42	5.46	456	59.30
		28	29	3.77	485	63.07
		29	31	4.03	516	67.10
		30	45	5.85	561	72.95
		31	42	5.46	603	78.41
		32	65	8.45	668	86.87
		33	66	8.58	734	95.45
		34	35	4.55	769	100

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Table 28
Raw Score Frequency Distributions - Mathematics (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
		0	67	8.56	67	8.56
		1	3	0.38	70	8.94
		2	4	0.51	74	9.45
		3	3	0.38	77	9.83
		4	4	0.51	81	10.34
		5	1	0.13	82	10.47
		6	4	0.51	86	10.98
		7	1	0.13	87	11.11
		8	6	0.77	93	11.88
		9	7	0.89	100	12.77
		10	9	1.15	109	13.92
		11	12	1.53	121	15.45
		12	9	1.15	130	16.60
		13	19	2.43	149	19.03
		14	18	2.30	167	21.33
		15	14	1.79	181	23.12
		16	9	1.15	190	24.27
Mathematics	7	17	14	1.79	204	26.05
		18	12	1.53	216	27.59
		19	17	2.17	233	29.76
		20	18	2.30	251	32.06
		21	11	1.40	262	33.46
		22	34	4.34	296	37.80
		23	27	3.45	323	41.25
		24	27	3.45	350	44.70
		25	24	3.07	374	47.77
		26	30	3.83	404	51.60
		27	36	4.60	440	56.19
		28	45	5.75	485	61.94
		29	44	5.62	529	67.56
		30	48	6.13	577	73.69
		31	48	6.13	625	79.82
		32	60	7.66	685	87.48
		33	60	7.66	745	95.15
		34	38	4.85	783	100

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Table 28
Raw Score Frequency Distributions - Mathematics (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
		0	70	8.65	70	8.65
		1	2	0.25	72	8.90
		2	8	0.99	80	9.89
		3	6	0.74	86	10.63
		4	5	0.62	91	11.25
		5	9	1.11	100	12.36
		6	4	0.49	104	12.86
		7	7	0.87	111	13.72
		8	7	0.87	118	14.59
		9	11	1.36	129	15.95
		10	14	1.73	143	17.68
		11	13	1.61	156	19.28
		12	14	1.73	170	21.01
		13	17	2.10	187	23.11
		14	17	2.10	204	25.22
		15	19	2.35	223	27.56
		16	16	1.98	239	29.54
Mathematics	8	17	21	2.60	260	32.14
		18	12	1.48	272	33.62
		19	19	2.35	291	35.97
		20	14	1.73	305	37.70
		21	20	2.47	325	40.17
		22	19	2.35	344	42.52
		23	21	2.60	365	45.12
		24	26	3.21	391	48.33
		25	19	2.35	410	50.68
		26	29	3.58	439	54.26
		27	35	4.33	474	58.59
		28	31	3.83	505	62.42
		29	47	5.81	552	68.23
		30	51	6.30	603	74.54
		31	60	7.42	663	81.95
		32	56	6.92	719	88.88
		33	58	7.17	777	96.04
		34	32	3.96	809	100

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Table 28
Raw Score Frequency Distributions - Mathematics (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
		0	75	9.25	75	9.25
		1	10	1.23	85	10.48
		2	3	0.37	88	10.85
		3	1	0.12	89	10.97
		4	4	0.49	93	11.47
		5	6	0.74	99	12.21
		6	7	0.86	106	13.07
		7	9	1.11	115	14.18
		8	11	1.36	126	15.54
		9	5	0.62	131	16.15
		10	19	2.34	150	18.50
		11	20	2.47	170	20.96
		12	23	2.84	193	23.80
		13	14	1.73	207	25.52
		14	13	1.60	220	27.13
		15	26	3.21	246	30.33
		16	26	3.21	272	33.54
Mathematics	10	17	28	3.45	300	36.99
		18	26	3.21	326	40.20
		19	26	3.21	352	43.40
		20	28	3.45	380	46.86
		21	29	3.58	409	50.43
		22	21	2.59	430	53.02
		23	29	3.58	459	56.60
		24	32	3.95	491	60.54
		25	40	4.93	531	65.47
		26	35	4.32	566	69.79
		27	42	5.18	608	74.97
		28	41	5.06	649	80.02
		29	48	5.92	697	85.94
		30	42	5.18	739	91.12
		31	24	2.96	763	94.08
		32	23	2.84	786	96.92
		33	16	1.97	802	98.89
		34	9	1.11	811	100

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Table 29
Raw Score Frequency Distributions - Science

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Science	4	0	56	7.01	56	7.01
		1	4	0.50	60	7.51
		2	4	0.50	64	8.01
		3	3	0.38	67	8.39
		4	4	0.50	71	8.89
		5	5	0.63	76	9.51
		6	3	0.38	79	9.89
		7	1	0.13	80	10.01
		8	2	0.25	82	10.26
		9	5	0.63	87	10.89
		10	10	1.25	97	12.14
		11	3	0.38	100	12.52
		12	8	1.00	108	13.52
		13	4	0.50	112	14.02
		14	10	1.25	122	15.27
		15	4	0.50	126	15.77
		16	9	1.13	135	16.90
		17	3	0.38	138	17.27
		18	3	0.38	141	17.65
		19	10	1.25	151	18.90
		20	12	1.50	163	20.40
		21	12	1.50	175	21.90
		22	12	1.50	187	23.40
		23	5	0.63	192	24.03
		24	12	1.50	204	25.53
		25	13	1.63	217	27.16
		26	19	2.38	236	29.54
		27	19	2.38	255	31.91
		28	11	1.38	266	33.29
		29	24	3.00	290	36.30
		30	28	3.50	318	39.80
		31	38	4.76	356	44.56
		32	41	5.13	397	49.69
		33	47	5.88	444	55.57
		34	63	7.88	507	63.45
		35	81	10.14	588	73.59
		36	122	15.27	710	88.86
		37	89	11.14	799	100

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Table 29
Raw Score Frequency Distributions - Science (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Science	8	0	68	8.42	68	8.42
		1	5	0.62	73	9.03
		2	2	0.25	75	9.28
		3	2	0.25	77	9.53
		4	4	0.50	81	10.02
		5	2	0.25	83	10.27
		6	2	0.25	85	10.52
		7	5	0.62	90	11.14
		8	2	0.25	92	11.39
		9	2	0.25	94	11.63
		10	7	0.87	101	12.50
		11	1	0.12	102	12.62
		12	3	0.37	105	13.00
		13	3	0.37	108	13.37
		14	4	0.50	112	13.86
		15	5	0.62	117	14.48
		16	8	0.99	125	15.47
		17	9	1.11	134	16.58
		18	3	0.37	137	16.96
		19	9	1.11	146	18.07
		20	10	1.24	156	19.31
		21	14	1.73	170	21.04
		22	7	0.87	177	21.91
		23	11	1.36	188	23.27
		24	10	1.24	198	24.50
		25	11	1.36	209	25.87
		26	9	1.11	218	26.98
		27	10	1.24	228	28.22
		28	25	3.09	253	31.31
		29	24	2.97	277	34.28
		30	19	2.35	296	36.63
		31	17	2.10	313	38.74
		32	23	2.85	336	41.58
		33	24	2.97	360	44.55
		34	37	4.58	397	49.13
		35	45	5.57	442	54.70
		36	65	8.04	507	62.75
		37	95	11.76	602	74.50
		38	99	12.25	701	86.76
		39	107	13.24	808	100

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Table 29
Raw Score Frequency Distributions - Science (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Science	10	0	72	8.90	72	8.90
		1	2	0.25	74	9.15
		2	4	0.49	78	9.64
		3	1	0.12	79	9.77
		4	4	0.49	83	10.26
		5	2	0.25	85	10.51
		6	1	0.12	86	10.63
		7	4	0.49	90	11.12
		8	5	0.62	95	11.74
		9	3	0.37	98	12.11
		10	1	0.12	99	12.24
		11	2	0.25	101	12.48
		12	8	0.99	109	13.47
		13	3	0.37	112	13.84
		14	9	1.11	121	14.96
		15	5	0.62	126	15.57
		16	3	0.37	129	15.95
		17	8	0.99	137	16.93
		18	8	0.99	145	17.92
		19	8	0.99	153	18.91
		20	12	1.48	165	20.40
		21	4	0.49	169	20.89
		22	6	0.74	175	21.63
		23	5	0.62	180	22.25
		24	5	0.62	185	22.87
		25	15	1.85	200	24.72
		26	10	1.24	210	25.96
		27	12	1.48	222	27.44
		28	12	1.48	234	28.92
		29	9	1.11	243	30.04
		30	18	2.22	261	32.26
		31	24	2.97	285	35.23
		32	22	2.72	307	37.95
		33	35	4.33	342	42.27
		34	39	4.82	381	47.10
		35	46	5.69	427	52.78
		36	84	10.38	511	63.16
		37	98	12.11	609	75.28
		38	122	15.08	731	90.36
		39	78	9.64	809	100

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

			Cut Scores								Percent of Students in Each Performance Level				
			WAA-SwD Minimal Performance		WAA-SwD Basic		WAA-SwD Proficient		WAA-SwD Advanced						
Content	Grade	Sample Size	Low	High	Low	High	Low	High	Low	High	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Reading	3	842	0	9	10	18	19	25	26	30	11.64%	18.17%	34.68%	35.51%	70.19%
	4	801	0	9	10	21	22	27	28	30	11.36%	21.72%	37.45%	29.46%	66.92%
	5	758	0	7	8	19	20	26	27	30	13.59%	17.55%	28.50%	40.37%	68.87%
	6	770	0	7	8	20	21	26	27	30	12.47%	23.38%	28.18%	35.97%	64.16%
	7	784	0	8	9	20	21	25	26	31	12.12%	19.77%	20.66%	47.45%	68.11%
	8	808	0	8	9	19	20	25	26	30	13.12%	23.76%	24.38%	38.74%	63.12%
	10	811	0	9	10	19	20	25	26	30	14.30%	20.47%	27.87%	37.36%	65.23%
Mathematics	3	840	0	6	7	17	18	27	28	34	9.29%	16.31%	35.24%	39.17%	74.41%
	4	801	0	8	9	18	19	27	28	34	11.61%	16.73%	29.84%	41.82%	71.66%
	5	754	0	8	9	18	19	27	28	34	13.66%	17.91%	24.93%	43.50%	68.44%
	6	769	0	9	10	18	19	28	29	34	13.78%	15.48%	33.81%	36.93%	70.74%
	7	783	0	7	8	16	17	27	28	34	11.11%	13.16%	31.93%	43.81%	75.73%
	8	809	0	7	8	17	18	27	28	34	13.72%	18.42%	26.45%	41.41%	67.86%
	10	811	0	7	8	17	18	25	26	34	14.18%	22.81%	28.48%	34.53%	63.01%
Science	4	799	0	14	15	24	25	31	32	37	15.27%	10.26%	19.02%	55.44%	74.47%
	8	808	0	13	14	23	24	33	34	39	13.37%	9.90%	21.29%	55.45%	76.73%
	10	809	0	11	12	25	26	32	33	39	12.49%	12.24%	13.23%	62.05%	75.28%

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

					Percent of Students in Each Performance Level				
Content	Grade	Variable	Subgroup	Sample Size	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Reading	3		TOTAL	842	11.64%	18.17%	34.68%	35.51%	70.19%
		Gender	Female	276	13.77%	19.93%	34.06%	32.25%	66.30%
			Male	566	10.60%	17.31%	34.98%	37.10%	72.09%
		Ethnicity	Asian/ Pacific Islander	30	16.67%	20.00%	43.33%	20.00%	63.33%
			Black (not of Hispanic Origin)	141	9.22%	13.48%	43.26%	34.04%	77.31%
			Hispanic	84	8.33%	23.81%	29.76%	38.10%	67.86%
			American Indian/Alaska Native	10	10.00%	10.00%	30.00%	50.00%	80.00%
			White (not of Hispanic Origin)	577	12.48%	18.54%	32.93%	36.05%	68.98%
		ELP	English Language Proficient	799	12.02%	17.77%	34.79%	35.42%	70.21%
			Not English Language Proficient	43	4.65%	25.58%	32.56%	37.21%	69.77%
		SES	Economically Disadvantaged	461	7.81%	15.84%	35.14%	41.22%	76.36%
			Not Economically Disadvantaged	381	16.27%	21.00%	34.12%	28.61%	62.73%
	4		TOTAL	801	11.36%	21.72%	37.45%	29.46%	66.92%
		Gender	Female	299	14.38%	22.74%	35.45%	27.43%	62.88%
			Male	502	9.56%	21.12%	38.65%	30.68%	69.32%
		Ethnicity	Asian/ Pacific Islander	22	13.64%	13.64%	54.55%	18.18%	72.73%
			Black (not of Hispanic Origin)	147	6.80%	16.33%	44.22%	32.65%	76.87%
			Hispanic	65	10.77%	23.08%	40.00%	26.15%	66.15%
			American Indian/Alaska Native	13	15.39%	38.46%	23.08%	23.08%	46.15%
			White (not of Hispanic Origin)	554	12.46%	22.92%	35.02%	29.60%	64.62%
		ELP	English Language Proficient	756	11.38%	22.62%	36.64%	29.37%	66.01%
			Not English Language Proficient	45	11.11%	6.67%	51.11%	31.11%	82.22%
		SES	Economically Disadvantaged	447	6.04%	17.67%	44.07%	32.22%	76.29%
			Not Economically Disadvantaged	354	18.08%	26.84%	29.10%	25.99%	55.09%
	5		TOTAL	758	13.59%	17.55%	28.50%	40.37%	68.87%
		Gender	Female	257	15.56%	20.62%	22.57%	41.25%	63.81%
			Male	501	12.58%	15.97%	31.54%	39.92%	71.46%
		Ethnicity	Asian/ Pacific Islander	25	24.00%	28.00%	28.00%	20.00%	48.00%
			Black (not of Hispanic Origin)	161	11.18%	11.80%	33.54%	43.48%	77.02%
			Hispanic	58	6.90%	20.69%	34.48%	37.93%	72.41%
			American Indian/Alaska Native	14	14.29%	28.57%	28.57%	28.57%	57.14%
			White (not of Hispanic Origin)	500	14.60%	18.20%	26.20%	41.00%	67.20%
		ELP	English Language Proficient	722	14.13%	17.31%	27.84%	40.72%	68.56%
			Not English Language Proficient	36	2.78%	22.22%	41.67%	33.33%	75.00%
		SES	Economically Disadvantaged	403	8.93%	14.89%	31.27%	44.91%	76.18%
			Not Economically Disadvantaged	355	18.87%	20.56%	25.35%	35.21%	60.56%

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

					Percent of Students in Each Performance Level				
Content	Grade	Variable	Subgroup	Sample Size	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Reading	6		TOTAL	770	12.47%	23.38%	28.18%	35.97%	64.16%
		Gender	Female	285	11.58%	25.61%	28.42%	34.39%	62.81%
			Male	485	12.99%	22.06%	28.04%	36.91%	64.95%
		Ethnicity	Asian/ Pacific Islander	33	9.09%	48.49%	24.24%	18.18%	42.42%
			Black (not of Hispanic Origin)	133	6.77%	20.30%	27.07%	45.87%	72.93%
			Hispanic	61	11.48%	27.87%	24.59%	36.07%	60.66%
			American Indian/Alaska Native	8	-	-	-	-	-
			White (not of Hispanic Origin)	535	14.21%	21.87%	29.16%	34.77%	63.93%
		ELP	English Language Proficient	729	12.89%	22.36%	27.71%	37.04%	64.75%
			Not English Language Proficient	41	4.88%	41.46%	36.59%	17.07%	53.66%
		SES	Economically Disadvantaged	402	9.20%	22.14%	27.61%	41.05%	68.66%
			Not Economically Disadvantaged	368	16.03%	24.73%	28.80%	30.44%	59.24%
	7		TOTAL	784	12.12%	19.77%	20.66%	47.45%	68.11%
		Gender	Female	301	11.96%	16.28%	17.94%	53.82%	71.76%
			Male	483	12.22%	21.95%	22.36%	43.48%	65.84%
		Ethnicity	Asian/ Pacific Islander	27	11.11%	25.93%	33.33%	29.63%	62.96%
			Black (not of Hispanic Origin)	149	10.07%	13.42%	19.46%	57.05%	76.51%
			Hispanic	57	7.02%	19.30%	24.56%	49.12%	73.68%
			American Indian/Alaska Native	7	-	-	-	-	-
			White (not of Hispanic Origin)	544	12.87%	21.32%	20.22%	45.59%	65.81%
		ELP	English Language Proficient	740	12.70%	19.05%	19.73%	48.51%	68.24%
			Not English Language Proficient	44	2.27%	31.82%	36.36%	29.55%	65.91%
		SES	Economically Disadvantaged	402	6.72%	13.93%	23.88%	55.47%	79.35%
			Not Economically Disadvantaged	382	17.80%	25.92%	17.28%	39.01%	56.28%
	8		TOTAL	808	13.12%	23.76%	24.38%	38.74%	63.12%
		Gender	Female	296	15.88%	27.03%	20.27%	36.82%	57.10%
			Male	512	11.52%	21.88%	26.76%	39.84%	66.60%
		Ethnicity	Asian/ Pacific Islander	20	15.00%	35.00%	20.00%	30.00%	50.00%
			Black (not of Hispanic Origin)	133	9.02%	14.29%	30.83%	45.87%	76.69%
			Hispanic	58	13.79%	15.52%	31.03%	39.66%	70.69%
			American Indian/Alaska Native	14	7.14%	28.57%	21.43%	42.86%	64.29%
			White (not of Hispanic Origin)	583	14.07%	26.24%	22.47%	37.22%	59.69%
		ELP	English Language Proficient	776	13.27%	23.45%	24.10%	39.18%	63.27%
			Not English Language Proficient	32	9.38%	31.25%	31.25%	28.13%	59.38%
		SES	Economically Disadvantaged	400	9.00%	19.75%	26.25%	45.00%	71.25%
			Not Economically Disadvantaged	408	17.16%	27.70%	22.55%	32.60%	55.15%

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

					Percent of Students in Each Performance Level				
Content	Grade	Variable	Subgroup	Sample Size	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Reading	10		TOTAL	811	14.30%	20.47%	27.87%	37.36%	65.23%
		Gender	Female	309	15.86%	20.71%	27.18%	36.25%	63.43%
			Male	502	13.35%	20.32%	28.29%	38.05%	66.34%
		Ethnicity	Asian/ Pacific Islander	29	17.24%	34.48%	31.03%	17.24%	48.28%
			Black (not of Hispanic Origin)	116	17.24%	18.97%	35.35%	28.45%	63.79%
			Hispanic	59	11.86%	18.64%	30.51%	38.98%	69.49%
			American Indian/Alaska Native	15	20.00%	26.67%	20.00%	33.33%	53.33%
			White (not of Hispanic Origin)	592	13.68%	20.10%	26.18%	40.03%	66.22%
		ELP	English Language Proficient	774	14.86%	20.16%	27.00%	37.98%	64.99%
			Not English Language Proficient	37	2.70%	27.03%	45.95%	24.32%	70.27%
		SES	Economically Disadvantaged	373	12.06%	20.11%	28.42%	39.41%	67.83%
			Not Economically Disadvantaged	438	16.21%	20.78%	27.40%	35.62%	63.01%

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

					Percent of Students in Each Performance Level				
Content	Grade	Variable	Subgroup	Sample Size	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Mathematics	3		TOTAL	840	9.29%	16.31%	35.24%	39.17%	74.41%
		Gender	Female	274	11.31%	16.79%	37.96%	33.94%	71.90%
			Male	566	8.30%	16.08%	33.92%	41.70%	75.62%
		Ethnicity	Asian/ Pacific Islander	29	13.79%	17.24%	44.83%	24.14%	68.97%
			Black (not of Hispanic Origin)	141	7.09%	14.18%	34.04%	44.68%	78.72%
			Hispanic	84	9.52%	15.48%	40.48%	34.52%	75.00%
			American Indian/Alaska Native	10	10.00%	0%	50.00%	40.00%	90.00%
			White (not of Hispanic Origin)	576	9.55%	17.19%	34.03%	39.24%	73.26%
		ELP	English Language Proficient	797	9.54%	16.19%	35.13%	39.15%	74.28%
			Not English Language Proficient	43	4.65%	18.61%	37.21%	39.54%	76.74%
		SES	Economically Disadvantaged	460	7.61%	11.74%	34.13%	46.52%	80.65%
			Not Economically Disadvantaged	380	11.32%	21.84%	36.58%	30.26%	66.84%
	4		TOTAL	801	11.61%	16.73%	29.84%	41.82%	71.66%
		Gender	Female	299	14.38%	17.06%	31.77%	36.79%	68.56%
			Male	502	9.96%	16.53%	28.69%	44.82%	73.51%
		Ethnicity	Asian/ Pacific Islander	22	18.18%	18.18%	36.36%	27.27%	63.64%
			Black (not of Hispanic Origin)	147	8.16%	8.84%	35.37%	47.62%	82.99%
			Hispanic	65	10.77%	18.46%	30.77%	40.00%	70.77%
			American Indian/Alaska Native	13	15.39%	15.39%	23.08%	46.15%	69.23%
			White (not of Hispanic Origin)	554	12.27%	18.59%	28.16%	40.98%	69.13%
		ELP	English Language Proficient	756	11.64%	17.20%	29.89%	41.27%	71.16%
			Not English Language Proficient	45	11.11%	8.89%	28.89%	51.11%	80.00%
		SES	Economically Disadvantaged	447	6.26%	12.30%	30.87%	50.56%	81.43%
			Not Economically Disadvantaged	354	18.36%	22.32%	28.53%	30.79%	59.32%
	5		TOTAL	754	13.66%	17.91%	24.93%	43.50%	68.44%
		Gender	Female	257	15.56%	19.46%	24.90%	40.08%	64.98%
			Male	497	12.68%	17.10%	24.95%	45.27%	70.22%
		Ethnicity	Asian/ Pacific Islander	25	16.00%	36.00%	32.00%	16.00%	48.00%
			Black (not of Hispanic Origin)	158	11.39%	13.92%	23.42%	51.27%	74.68%
			Hispanic	58	6.90%	15.52%	31.03%	46.55%	77.59%
			American Indian/Alaska Native	14	14.29%	28.57%	21.43%	35.71%	57.14%
			White (not of Hispanic Origin)	499	15.03%	18.24%	24.45%	42.29%	66.73%
		ELP	English Language Proficient	718	14.21%	17.97%	24.79%	43.04%	67.83%
			Not English Language Proficient	36	2.78%	16.67%	27.78%	52.78%	80.56%
		SES	Economically Disadvantaged	400	9.75%	13.25%	24.00%	53.00%	77.00%
			Not Economically Disadvantaged	354	18.08%	23.16%	25.99%	32.77%	58.76%

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

					Percent of Students in Each Performance Level				
Content	Grade	Variable	Subgroup	Sample Size	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Mathematics	6		TOTAL	769	13.78%	15.48%	33.81%	36.93%	70.74%
		Gender	Female	285	13.68%	16.84%	35.09%	34.39%	69.47%
			Male	484	13.84%	14.67%	33.06%	38.43%	71.49%
		Ethnicity	Asian/ Pacific Islander	33	12.12%	15.15%	51.52%	21.21%	72.73%
			Black (not of Hispanic Origin)	133	8.27%	18.05%	33.08%	40.60%	73.68%
			Hispanic	61	11.48%	13.12%	32.79%	42.62%	75.41%
			American Indian/Alaska Native	8	-	-	-	-	-
			White (not of Hispanic Origin)	534	15.36%	15.17%	33.15%	36.33%	69.48%
		ELP	English Language Proficient	728	14.29%	15.25%	33.10%	37.36%	70.47%
			Not English Language Proficient	41	4.88%	19.51%	46.34%	29.27%	75.61%
		SES	Economically Disadvantaged	401	10.22%	13.97%	33.92%	41.90%	75.81%
			Not Economically Disadvantaged	368	17.66%	17.12%	33.70%	31.52%	65.22%
	7		TOTAL	783	11.11%	13.16%	31.93%	43.81%	75.73%
		Gender	Female	301	10.96%	9.64%	32.23%	47.18%	79.40%
			Male	482	11.20%	15.35%	31.74%	41.70%	73.44%
		Ethnicity	Asian/ Pacific Islander	27	7.41%	14.82%	44.44%	33.33%	77.78%
			Black (not of Hispanic Origin)	148	9.46%	12.16%	27.03%	51.35%	78.38%
			Hispanic	57	7.02%	8.77%	35.09%	49.12%	84.21%
			American Indian/Alaska Native	7	-	-	-	-	-
			White (not of Hispanic Origin)	544	11.77%	13.79%	32.54%	41.91%	74.45%
		ELP	English Language Proficient	739	11.64%	12.86%	30.99%	44.52%	75.51%
			Not English Language Proficient	44	2.27%	18.18%	47.73%	31.82%	79.55%
		SES	Economically Disadvantaged	402	6.72%	9.95%	29.35%	53.98%	83.33%
			Not Economically Disadvantaged	381	15.75%	16.54%	34.65%	33.07%	67.72%
	8		TOTAL	809	13.72%	18.42%	26.45%	41.41%	67.86%
		Gender	Female	297	17.17%	20.88%	25.59%	36.36%	61.95%
			Male	512	11.72%	16.99%	26.95%	44.34%	71.29%
		Ethnicity	Asian/ Pacific Islander	20	15.00%	10.00%	25.00%	50.00%	75.00%
			Black (not of Hispanic Origin)	133	9.02%	15.04%	26.32%	49.62%	75.94%
			Hispanic	59	11.86%	16.95%	30.51%	40.68%	71.19%
			American Indian/Alaska Native	14	7.14%	28.57%	14.29%	50.00%	64.29%
			White (not of Hispanic Origin)	583	15.09%	19.38%	26.42%	39.11%	65.52%
		ELP	English Language Proficient	776	14.05%	18.30%	26.16%	41.50%	67.66%
			Not English Language Proficient	33	6.06%	21.21%	33.33%	39.39%	72.73%
		SES	Economically Disadvantaged	401	9.48%	14.71%	26.43%	49.38%	75.81%
			Not Economically Disadvantaged	408	17.89%	22.06%	26.47%	33.58%	60.05%

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

					Percent of Students in Each Performance Level				
Content	Grade	Variable	Subgroup	Sample Size	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Mathematics	10		TOTAL	811	14.18%	22.81%	28.48%	34.53%	63.01%
		Gender	Female	309	16.18%	24.27%	28.16%	31.39%	59.55%
			Male	502	12.95%	21.91%	28.69%	36.45%	65.14%
		Ethnicity	Asian/ Pacific Islander	29	17.24%	24.14%	34.48%	24.14%	58.62%
			Black (not of Hispanic Origin)	116	18.10%	18.10%	36.21%	27.59%	63.79%
			Hispanic	59	15.25%	23.73%	16.95%	44.07%	61.02%
			American Indian/Alaska Native	15	20.00%	20.00%	20.00%	40.00%	60.00%
			White (not of Hispanic Origin)	592	13.01%	23.65%	28.04%	35.30%	63.35%
		ELP	English Language Proficient	774	14.73%	22.74%	28.30%	34.24%	62.53%
			Not English Language Proficient	37	2.70%	24.32%	32.43%	40.54%	72.97%
		SES	Economically Disadvantaged	373	12.33%	20.64%	27.35%	39.68%	67.02%
			Not Economically Disadvantaged	438	15.75%	24.66%	29.45%	30.14%	59.59%

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

					Percent of Students in Each Performance Level				
Content	Grade	Variable	Subgroup	Sample Size	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Science	4		TOTAL	799	15.27%	10.26%	19.02%	55.44%	74.47%
		Gender	Female	299	18.40%	9.03%	19.73%	52.84%	72.58%
			Male	500	13.40%	11.00%	18.60%	57.00%	75.60%
		Ethnicity	Asian/ Pacific Islander	21	19.05%	19.05%	23.81%	38.10%	61.91%
			Black (not of Hispanic Origin)	146	8.90%	11.64%	15.75%	63.70%	79.45%
			Hispanic	65	15.39%	12.31%	15.39%	56.92%	72.31%
			American Indian/Alaska Native	13	15.39%	0%	15.39%	69.23%	84.62%
			White (not of Hispanic Origin)	554	16.79%	9.57%	20.22%	53.43%	73.65%
		ELP	English Language Proficient	754	15.52%	10.21%	19.36%	54.91%	74.27%
			Not English Language Proficient	45	11.11%	11.11%	13.33%	64.44%	77.78%
		SES	Economically Disadvantaged	446	8.74%	8.30%	17.27%	65.70%	82.96%
			Not Economically Disadvantaged	353	23.51%	12.75%	21.25%	42.49%	63.74%
	8		TOTAL	808	13.37%	9.90%	21.29%	55.45%	76.73%
		Gender	Female	296	16.55%	10.47%	23.65%	49.32%	72.97%
			Male	512	11.52%	9.57%	19.92%	58.98%	78.91%
		Ethnicity	Asian/ Pacific Islander	20	10.00%	25.00%	20.00%	45.00%	65.00%
			Black (not of Hispanic Origin)	133	9.77%	4.51%	18.05%	67.67%	85.71%
			Hispanic	58	12.07%	6.90%	24.14%	56.90%	81.03%
			American Indian/Alaska Native	14	7.14%	21.43%	21.43%	50.00%	71.43%
			White (not of Hispanic Origin)	583	14.58%	10.64%	21.78%	53.00%	74.79%
		ELP	English Language Proficient	776	13.79%	9.41%	21.26%	55.54%	76.80%
			Not English Language Proficient	32	3.13%	21.88%	21.88%	53.13%	75.00%
		SES	Economically Disadvantaged	400	9.25%	7.75%	18.50%	64.50%	83.00%
			Not Economically Disadvantaged	408	17.40%	12.01%	24.02%	46.57%	70.59%
	10		TOTAL	809	12.49%	12.24%	13.23%	62.05%	75.28%
		Gender	Female	308	13.96%	10.07%	15.58%	60.39%	75.97%
			Male	501	11.58%	13.57%	11.78%	63.07%	74.85%
		Ethnicity	Asian/ Pacific Islander	29	13.79%	17.24%	27.59%	41.38%	68.97%
			Black (not of Hispanic Origin)	116	17.24%	11.21%	9.48%	62.07%	71.55%
			Hispanic	58	12.07%	10.35%	13.79%	63.79%	77.59%
			American Indian/Alaska Native	15	26.67%	6.67%	6.67%	60.00%	66.67%
			White (not of Hispanic Origin)	591	11.17%	12.52%	13.37%	62.94%	76.31%
		ELP	English Language Proficient	772	13.08%	12.05%	12.82%	62.05%	74.87%
			Not English Language Proficient	37	0%	16.22%	21.62%	62.16%	83.78%
		SES	Economically Disadvantaged	372	10.22%	11.56%	12.10%	66.13%	78.23%
			Not Economically Disadvantaged	437	14.42%	12.82%	14.19%	58.58%	72.77%

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

				Percent of Students in Each Performance Level				
Content	Grade	Subgroup	Sample Size	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Reading	3	Autism	184	15.22%	25.54%	32.07%	27.17%	59.24%
		Cognitive Disability	358	10.62%	20.95%	39.39%	29.05%	68.44%
		Deaf-Blind	0	-	-	-	-	-
		Emotional Behavioral Disability	18	0%	0%	27.78%	72.22%	100%
		Hearing Impairment	3	-	-	-	-	-
		Specific Learning Disability	36	0%	2.78%	19.44%	77.78%	97.22%
		Other Health Impairment	105	13.33%	12.38%	28.57%	45.71%	74.29%
		Orthopedic Impairment	26	30.77%	11.54%	26.92%	30.77%	57.69%
		Speech or Language Impairment	21	4.76%	9.52%	19.05%	66.67%	85.71%
		Traumatic Brain Injury	6	-	-	-	-	-
		Visual Impairment	2	-	-	-	-	-
		Significant Developmental Delay	0	-	-	-	-	-
		Not IDEA Eligible or No Disability	36	2.78%	19.44%	38.89%	38.89%	77.78%
		Not Specified	47	14.89%	10.64%	38.30%	36.17%	74.47%
	4	Autism	143	11.89%	25.87%	34.97%	27.27%	62.24%
		Cognitive Disability	375	10.93%	26.40%	38.67%	24.00%	62.67%
		Deaf-Blind	0	-	-	-	-	-
		Emotional Behavioral Disability	16	6.25%	6.25%	31.25%	56.25%	87.50%
		Hearing Impairment	6	-	-	-	-	-
		Specific Learning Disability	42	0%	0%	21.43%	78.57%	100%
		Other Health Impairment	110	16.36%	17.27%	34.55%	31.82%	66.36%
		Orthopedic Impairment	17	23.53%	29.41%	23.53%	23.53%	47.06%
		Speech or Language Impairment	18	0%	0%	50.00%	50.00%	100%
		Traumatic Brain Injury	3	-	-	-	-	-
		Visual Impairment	2	-	-	-	-	-
		Significant Developmental Delay	0	-	-	-	-	-
		Not IDEA Eligible or No Disability	37	13.51%	13.51%	48.65%	24.32%	72.97%
		Not Specified	32	12.50%	12.50%	53.13%	21.88%	75.00%

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

				Percent of Students in Each Performance Level				
Content	Grade	Subgroup	Sample Size	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Reading	5	Autism	122	18.85%	22.13%	29.51%	29.51%	59.02%
		Cognitive Disability	380	15.00%	17.37%	30.79%	36.84%	67.63%
		Deaf-Blind	0	-	-	-	-	-
		Emotional Behavioral Disability	18	0%	11.11%	11.11%	77.78%	88.89%
		Hearing Impairment	2	-	-	-	-	-
		Specific Learning Disability	40	0%	0%	17.50%	82.50%	100%
		Other Health Impairment	94	8.51%	18.09%	26.60%	46.81%	73.40%
		Orthopedic Impairment	23	21.74%	39.13%	17.39%	21.74%	39.13%
		Speech or Language Impairment	10	0%	0%	30.00%	70.00%	100%
		Traumatic Brain Injury	5	-	-	-	-	-
		Visual Impairment	1	-	-	-	-	-
		Significant Developmental Delay	0	-	-	-	-	-
		Not IDEA Eligible or No Disability	43	11.63%	16.28%	37.21%	34.88%	72.09%
		Not Specified	20	15.00%	15.00%	20.00%	50.00%	70.00%
	6	Autism	130	23.08%	30.00%	28.46%	18.46%	46.92%
		Cognitive Disability	399	10.03%	26.07%	29.32%	34.59%	63.91%
		Deaf-Blind	0	-	-	-	-	-
		Emotional Behavioral Disability	14	0%	0%	21.43%	78.57%	100%
		Hearing Impairment	3	-	-	-	-	-
		Specific Learning Disability	38	0%	0%	21.05%	78.95%	100%
		Other Health Impairment	92	11.96%	13.04%	27.17%	47.83%	75.00%
		Orthopedic Impairment	16	12.50%	37.50%	25.00%	25.00%	50.00%
		Speech or Language Impairment	11	0%	9.09%	18.18%	72.73%	90.91%
		Traumatic Brain Injury	7	-	-	-	-	-
		Visual Impairment	0	-	-	-	-	-
		Significant Developmental Delay	0	-	-	-	-	-
		Not IDEA Eligible or No Disability	36	19.44%	25.00%	33.33%	22.22%	55.56%
		Not Specified	24	16.67%	25.00%	25.00%	33.33%	58.33%

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

				Percent of Students in Each Performance Level				
Content	Grade	Subgroup	Sample Size	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Reading	7	Autism	132	18.18%	31.06%	20.46%	30.30%	50.76%
		Cognitive Disability	430	12.09%	22.33%	20.93%	44.65%	65.58%
		Deaf-Blind	0	-	-	-	-	-
		Emotional Behavioral Disability	16	6.25%	0%	6.25%	87.50%	93.75%
		Hearing Impairment	7	-	-	-	-	-
		Specific Learning Disability	40	0%	0%	10.00%	90.00%	100%
		Other Health Impairment	79	10.13%	6.33%	22.79%	60.76%	83.54%
		Orthopedic Impairment	15	20.00%	13.33%	20.00%	46.67%	66.67%
		Speech or Language Impairment	4	-	-	-	-	-
		Traumatic Brain Injury	2	-	-	-	-	-
		Visual Impairment	3	-	-	-	-	-
		Significant Developmental Delay	0	-	-	-	-	-
		Not IDEA Eligible or No Disability	28	7.14%	14.29%	14.29%	64.29%	78.57%
		Not Specified	28	17.86%	17.86%	28.57%	35.71%	64.29%
	8	Autism	124	12.90%	29.03%	30.65%	27.42%	58.07%
		Cognitive Disability	474	12.87%	27.22%	24.68%	35.23%	59.92%
		Deaf-Blind	0	-	-	-	-	-
		Emotional Behavioral Disability	16	0%	25.00%	12.50%	62.50%	75.00%
		Hearing Impairment	7	-	-	-	-	-
		Specific Learning Disability	36	0%	0%	5.56%	94.44%	100%
		Other Health Impairment	61	18.03%	6.56%	26.23%	49.18%	75.41%
		Orthopedic Impairment	25	32.00%	24.00%	12.00%	32.00%	44.00%
		Speech or Language Impairment	6	-	-	-	-	-
		Traumatic Brain Injury	5	-	-	-	-	-
		Visual Impairment	3	-	-	-	-	-
		Significant Developmental Delay	0	-	-	-	-	-
		Not IDEA Eligible or No Disability	33	12.12%	27.27%	27.27%	33.33%	60.61%
		Not Specified	18	5.56%	16.67%	27.78%	50.00%	77.78%

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

				Percent of Students in Each Performance Level				
Content	Grade	Subgroup	Sample Size	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Reading	10	Autism	112	16.96%	27.68%	28.57%	26.79%	55.36%
		Cognitive Disability	496	13.51%	21.17%	30.85%	34.48%	65.32%
		Deaf-Blind	0	-	-	-	-	-
		Emotional Behavioral Disability	13	0%	15.39%	15.39%	69.23%	84.62%
		Hearing Impairment	2	-	-	-	-	-
		Specific Learning Disability	33	0%	0%	9.09%	90.91%	100%
		Other Health Impairment	51	11.77%	11.77%	23.53%	52.94%	76.47%
		Orthopedic Impairment	21	42.86%	19.05%	14.29%	23.81%	38.10%
		Speech or Language Impairment	1	-	-	-	-	-
		Traumatic Brain Injury	9	-	-	-	-	-
		Visual Impairment	2	-	-	-	-	-
		Significant Developmental Delay	0	-	-	-	-	-
		Not IDEA Eligible or No Disability	48	12.50%	22.92%	27.08%	37.50%	64.58%
		Not Specified	23	30.44%	21.74%	21.74%	26.09%	47.83%

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

				Percent of Students in Each Performance Level				
Content	Grade	Subgroup	Sample Size	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Mathematics	3	Autism	184	10.87%	22.83%	34.24%	32.07%	66.30%
		Cognitive Disability	356	8.99%	18.54%	38.48%	33.99%	72.47%
		Deaf-Blind	0	-	-	-	-	-
		Emotional Behavioral Disability	18	0%	0%	22.22%	77.78%	100%
		Hearing Impairment	3	-	-	-	-	-
		Specific Learning Disability	36	0%	0%	22.22%	77.78%	100%
		Other Health Impairment	105	10.48%	11.43%	33.33%	44.76%	78.10%
		Orthopedic Impairment	26	23.08%	19.23%	30.77%	26.92%	57.69%
		Speech or Language Impairment	21	4.76%	4.76%	19.05%	71.43%	90.48%
		Traumatic Brain Injury	6	-	-	-	-	-
		Visual Impairment	2	-	-	-	-	-
		Significant Developmental Delay	0	-	-	-	-	-
		Not IDEA Eligible or No Disability	36	5.56%	16.67%	33.33%	44.44%	77.78%
		Not Specified	47	10.64%	8.51%	44.68%	36.17%	80.85%
	4	Autism	143	11.19%	25.87%	27.97%	34.97%	62.94%
		Cognitive Disability	375	12.00%	16.80%	35.73%	35.47%	71.20%
		Deaf-Blind	0	-	-	-	-	-
		Emotional Behavioral Disability	16	6.25%	0%	31.25%	62.50%	93.75%
		Hearing Impairment	6	-	-	-	-	-
		Specific Learning Disability	42	0%	0%	11.91%	88.10%	100%
		Other Health Impairment	110	15.46%	12.73%	21.82%	50.00%	71.82%
		Orthopedic Impairment	17	23.53%	29.41%	23.53%	23.53%	47.06%
		Speech or Language Impairment	18	0%	5.56%	22.22%	72.22%	94.44%
		Traumatic Brain Injury	3	-	-	-	-	-
		Visual Impairment	2	-	-	-	-	-
		Significant Developmental Delay	37	10.81%	18.92%	24.32%	45.95%	70.27%
		Not IDEA Eligible or No Disability	37	10.81%	18.92%	24.32%	45.95%	70.27%
		Not Specified	32	12.50%	15.63%	31.25%	40.63%	71.88%

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

				Percent of Students in Each Performance Level				
Content	Grade	Subgroup	Sample Size	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Mathematics	5	Autism	122	21.31%	21.31%	31.15%	26.23%	57.38%
		Cognitive Disability	377	14.32%	19.10%	27.06%	39.52%	66.58%
		Deaf-Blind	0	-	-	-	-	-
		Emotional Behavioral Disability	18	0%	5.56%	11.11%	83.33%	94.44%
		Hearing Impairment	2	-	-	-	-	-
		Specific Learning Disability	40	0%	0%	5.00%	95.00%	100%
		Other Health Impairment	93	9.68%	16.13%	23.66%	50.54%	74.19%
		Orthopedic Impairment	23	21.74%	43.48%	17.39%	17.39%	34.78%
		Speech or Language Impairment	10	0%	0%	40.00%	60.00%	100%
		Traumatic Brain Injury	5	-	-	-	-	-
		Visual Impairment	1	-	-	-	-	-
		Significant Developmental Delay	0	-	-	-	-	-
		Not IDEA Eligible or No Disability	43	11.63%	18.61%	18.61%	51.16%	69.77%
		Not Specified	20	10.00%	10.00%	20.00%	60.00%	80.00%
	6	Autism	130	23.85%	19.23%	40.00%	16.92%	56.92%
		Cognitive Disability	398	11.81%	17.59%	37.44%	33.17%	70.60%
		Deaf-Blind	0	-	-	-	-	-
		Emotional Behavioral Disability	14	0%	0%	21.43%	78.57%	100%
		Hearing Impairment	3	-	-	-	-	-
		Specific Learning Disability	38	0%	0%	13.16%	86.84%	100%
		Other Health Impairment	92	14.13%	8.70%	22.83%	54.35%	77.17%
		Orthopedic Impairment	16	18.75%	12.50%	31.25%	37.50%	68.75%
		Speech or Language Impairment	11	0%	0%	27.27%	72.73%	100%
		Traumatic Brain Injury	7	-	-	-	-	-
		Visual Impairment	0	-	-	-	-	-
		Significant Developmental Delay	0	-	-	-	-	-
		Not IDEA Eligible or No Disability	36	11.11%	25.00%	30.56%	33.33%	63.89%
		Not Specified	24	25.00%	16.67%	20.83%	37.50%	58.33%

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

				Percent of Students in Each Performance Level				
Content	Grade	Subgroup	Sample Size	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Mathematics	7	Autism	132	15.15%	21.21%	41.67%	21.97%	63.64%
		Cognitive Disability	429	11.19%	15.39%	31.00%	42.42%	73.43%
		Deaf-Blind	0	-	-	-	-	-
		Emotional Behavioral Disability	16	6.25%	0%	12.50%	81.25%	93.75%
		Hearing Impairment	7	-	-	-	-	-
		Specific Learning Disability	40	0%	0%	5.00%	95.00%	100%
		Other Health Impairment	79	10.13%	5.06%	29.11%	55.70%	84.81%
		Orthopedic Impairment	15	20.00%	0%	40.00%	40.00%	80.00%
		Speech or Language Impairment	4	-	-	-	-	-
		Traumatic Brain Injury	2	-	-	-	-	-
		Visual Impairment	3	-	-	-	-	-
		Significant Developmental Delay	0	-	-	-	-	-
		Not IDEA Eligible or No Disability	28	7.14%	3.57%	42.86%	46.43%	89.29%
		Not Specified	28	17.86%	7.14%	42.86%	32.14%	75.00%
	8	Autism	124	15.32%	20.16%	26.61%	37.90%	64.52%
		Cognitive Disability	475	13.05%	21.90%	29.47%	35.58%	65.05%
		Deaf-Blind	0	-	-	-	-	-
		Emotional Behavioral Disability	16	0%	6.25%	31.25%	62.50%	93.75%
		Hearing Impairment	7	-	-	-	-	-
		Specific Learning Disability	36	0%	0%	0%	100.00%	100%
		Other Health Impairment	61	18.03%	8.20%	24.59%	49.18%	73.77%
		Orthopedic Impairment	25	32.00%	20.00%	16.00%	32.00%	48.00%
		Speech or Language Impairment	6	-	-	-	-	-
		Traumatic Brain Injury	5	-	-	-	-	-
		Visual Impairment	3	-	-	-	-	-
		Significant Developmental Delay	0	-	-	-	-	-
		Not IDEA Eligible or No Disability	33	12.12%	24.24%	24.24%	39.39%	63.64%
		Not Specified	18	5.56%	5.56%	27.78%	61.11%	88.89%

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

				Percent of Students in Each Performance Level				
Content	Grade	Subgroup	Sample Size	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Mathematics	10	Autism	112	19.64%	25.00%	27.68%	27.68%	55.36%
		Cognitive Disability	496	13.11%	25.00%	30.85%	31.05%	61.90%
		Deaf-Blind	0	-	-	-	-	-
		Emotional Behavioral Disability	13	0%	7.69%	15.39%	76.92%	92.31%
		Hearing Impairment	2	-	-	-	-	-
		Specific Learning Disability	33	0%	0%	9.09%	90.91%	100%
		Other Health Impairment	51	11.77%	19.61%	29.41%	39.22%	68.63%
		Orthopedic Impairment	21	33.33%	23.81%	19.05%	23.81%	42.86%
		Speech or Language Impairment	1	-	-	-	-	-
		Traumatic Brain Injury	9	-	-	-	-	-
		Visual Impairment	2	-	-	-	-	-
		Significant Developmental Delay	0	-	-	-	-	-
		Not IDEA Eligible or No Disability	48	12.50%	20.83%	29.17%	37.50%	66.67%
		Not Specified	23	30.44%	26.09%	17.39%	26.09%	43.48%

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

				Percent of Students in Each Performance Level				
Content	Grade	Subgroup	Sample Size	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Science	4	Autism	143	18.88%	13.99%	27.97%	39.16%	67.13%
		Cognitive Disability	374	14.71%	10.96%	20.32%	54.01%	74.33%
		Deaf-Blind	0	-	-	-	-	-
		Emotional Behavioral Disability	16	6.25%	0%	6.25%	87.50%	93.75%
		Hearing Impairment	6	-	-	-	-	-
		Specific Learning Disability	42	0%	2.38%	4.76%	92.86%	97.62%
		Other Health Impairment	110	19.09%	4.55%	11.82%	64.55%	76.36%
		Orthopedic Impairment	17	29.41%	11.77%	29.41%	29.41%	58.82%
		Speech or Language Impairment	18	0%	5.56%	11.11%	83.33%	94.44%
		Traumatic Brain Injury	3	-	-	-	-	-
		Visual Impairment	2	-	-	-	-	-
		Significant Developmental Delay	0	-	-	-	-	-
		Not IDEA Eligible or No Disability	37	18.92%	10.81%	8.11%	62.16%	70.27%
		Not Specified	31	12.90%	16.13%	19.36%	51.61%	70.97%
	8	Autism	124	12.90%	15.32%	29.84%	41.94%	71.77%
		Cognitive Disability	474	13.29%	10.97%	23.84%	51.90%	75.74%
		Deaf-Blind	0	-	-	-	-	-
		Emotional Behavioral Disability	16	0%	0%	12.50%	87.50%	100%
		Hearing Impairment	7	-	-	-	-	-
		Specific Learning Disability	36	0%	0%	0%	100%	100%
		Other Health Impairment	61	18.03%	0%	8.20%	73.77%	81.97%
		Orthopedic Impairment	25	32.00%	16.00%	12.00%	40.00%	52.00%
		Speech or Language Impairment	6	-	-	-	-	-
		Traumatic Brain Injury	5	-	-	-	-	-
		Visual Impairment	3	-	-	-	-	-
		Significant Developmental Delay	0	-	-	-	-	-
		Not IDEA Eligible or No Disability	33	9.09%	15.15%	21.21%	54.55%	75.76%
		Not Specified	18	5.56%	0%	16.67%	77.78%	94.44%

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

				Percent of Students in Each Performance Level				
Content	Grade	Subgroup	Sample Size	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Science	10	Autism	112	16.07%	22.32%	21.43%	40.18%	61.61%
		Cognitive Disability	494	12.35%	10.32%	12.96%	64.37%	77.33%
		Deaf-Blind	0	-	-	-	-	-
		Emotional Behavioral Disability	13	0%	7.69%	0%	92.31%	92.31%
		Hearing Impairment	2	-	-	-	-	-
		Specific Learning Disability	33	0%	0%	3.03%	96.97%	100%
		Other Health Impairment	51	9.80%	9.80%	5.88%	74.51%	80.39%
		Orthopedic Impairment	21	33.33%	14.29%	14.29%	38.10%	52.38%
		Speech or Language Impairment	1	-	-	-	-	-
		Traumatic Brain Injury	9	-	-	-	-	-
		Visual Impairment	2	-	-	-	-	-
		Significant Developmental Delay	0	-	-	-	-	-
		Not IDEA Eligible or No Disability	48	8.33%	14.58%	12.50%	64.58%	77.08%
		Not Specified	23	17.39%	26.09%	17.39%	39.13%	56.52%

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

				Percent of Students in Each Performance Level				
Content	Grade	Subgroup	Sample Size	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Reading	3	Used Translation	0	-	-	-	-	-
		Signed Test Questions and Content to Student	0	-	-	-	-	-
		Used Braille	0	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	28	39.29%	25.00%	21.43%	14.29%	35.71%
		Used Objects or Manipulatives	25	48.00%	16.00%	32.00%	4.00%	36.00%
		Used Another DPI-Approved Accommodation	95	12.63%	21.05%	35.79%	30.53%	66.32%
		No Accommodation Used	711	9.71%	17.86%	34.74%	37.69%	72.43%
	4	Used Translation	0	-	-	-	-	-
		Signed Test Questions and Content to Student	0	-	-	-	-	-
		Used Braille	2	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	20	50.00%	20.00%	25.00%	5.00%	30.00%
		Used Objects or Manipulatives	17	35.29%	52.94%	11.77%	0%	11.77%
		Used Another DPI-Approved Accommodation	98	14.29%	23.47%	34.69%	27.55%	62.25%
		No Accommodation Used	677	9.90%	20.98%	38.41%	30.72%	69.13%

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

				Percent of Students in Each Performance Level				
Content	Grade	Subgroup	Sample Size	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Reading	5	Used Translation	0	-	-	-	-	-
		Signed Test Questions and Content to Student	0	-	-	-	-	-
		Used Braille	1	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	21	33.33%	28.57%	23.81%	14.29%	38.10%
		Used Objects or Manipulatives	17	47.06%	35.29%	0%	17.65%	17.65%
		Used Another DPI-Approved Accommodation	74	14.87%	14.87%	36.49%	33.78%	70.27%
		No Accommodation Used	660	12.88%	16.82%	28.18%	42.12%	70.30%
	6	Used Translation	0	-	-	-	-	-
		Signed Test Questions and Content to Student	0	-	-	-	-	-
		Used Braille	0	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	23	30.44%	52.17%	8.70%	8.70%	17.39%
		Used Objects or Manipulatives	18	22.22%	27.78%	22.22%	27.78%	50.00%
		Used Another DPI-Approved Accommodation	75	13.33%	29.33%	28.00%	29.33%	57.33%
		No Accommodation Used	672	11.91%	21.88%	28.57%	37.65%	66.22%

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

				Percent of Students in Each Performance Level				
Content	Grade	Subgroup	Sample Size	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Reading	7	Used Translation	0	-	-	-	-	-
		Signed Test Questions and Content to Student	0	-	-	-	-	-
		Used Braille	2	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	20	35.00%	40.00%	15.00%	10.00%	25.00%
		Used Objects or Manipulatives	16	37.50%	12.50%	37.50%	12.50%	50.00%
		Used Another DPI-Approved Accommodation	75	13.33%	16.00%	24.00%	46.67%	70.67%
		No Accommodation Used	683	11.42%	19.33%	20.21%	49.05%	69.25%
	8	Used Translation	0	-	-	-	-	-
		Signed Test Questions and Content to Student	0	-	-	-	-	-
		Used Braille	5	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	15	33.33%	53.33%	13.33%	0%	13.33%
		Used Objects or Manipulatives	12	16.67%	50.00%	16.67%	16.67%	33.33%
		Used Another DPI-Approved Accommodation	82	12.20%	26.83%	26.83%	34.15%	60.98%
		No Accommodation Used	704	12.64%	22.44%	24.57%	40.34%	64.92%

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

				Percent of Students in Each Performance Level				
Content	Grade	Subgroup	Sample Size	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Reading	10	Used Translation	0	-	-	-	-	-
		Signed Test Questions and Content to Student	0	-	-	-	-	-
		Used Braille	1	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	19	47.37%	42.11%	10.53%	0%	10.53%
		Used Objects or Manipulatives	12	58.33%	33.33%	8.33%	0%	8.33%
		Used Another DPI-Approved Accommodation	69	17.39%	21.74%	28.99%	31.88%	60.87%
		No Accommodation Used	717	12.83%	19.81%	28.31%	39.05%	67.36%

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

				Percent of Students in Each Performance Level				
Content	Grade	Subgroup	Sample Size	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Mathematics	3	Used Translation	7	-	-	-	-	-
		Signed Test Questions and Content to Student	11	0%	27.27%	45.46%	27.27%	72.73%
		Used Braille	0	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	27	22.22%	48.15%	18.52%	11.11%	29.63%
		Used Objects or Manipulatives	76	18.42%	26.32%	35.53%	19.74%	55.26%
		Used Another DPI-Approved Accommodation	96	8.33%	18.75%	36.46%	36.46%	72.92%
		No Accommodation Used	662	8.16%	14.50%	35.20%	42.15%	77.34%
	4	Used Translation	9	-	-	-	-	-
		Signed Test Questions and Content to Student	12	16.67%	25.00%	41.67%	16.67%	58.33%
		Used Braille	2	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	21	47.62%	28.57%	4.76%	19.05%	23.81%
		Used Objects or Manipulatives	71	21.13%	21.13%	30.99%	26.76%	57.75%
		Used Another DPI-Approved Accommodation	99	16.16%	18.18%	24.24%	41.41%	65.66%
		No Accommodation Used	615	9.76%	15.61%	30.89%	43.74%	74.63%

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

				Percent of Students in Each Performance Level				
Content	Grade	Subgroup	Sample Size	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Mathematics	5	Used Translation	10	0%	0%	30.00%	70.00%	100%
		Signed Test Questions and Content to Student	7	-	-	-	-	-
		Used Braille	1	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	21	33.33%	28.57%	33.33%	4.76%	38.10%
		Used Objects or Manipulatives	49	26.53%	28.57%	24.49%	20.41%	44.90%
		Used Another DPI-Approved Accommodation	72	16.67%	20.83%	13.89%	48.61%	62.50%
		No Accommodation Used	624	12.82%	16.51%	25.16%	45.51%	70.67%
	6	Used Translation	1	-	-	-	-	-
		Signed Test Questions and Content to Student	15	6.67%	33.33%	53.33%	6.67%	60.00%
		Used Braille	0	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	18	38.89%	33.33%	27.78%	0%	27.78%
		Used Objects or Manipulatives	63	20.64%	20.64%	42.86%	15.87%	58.73%
		Used Another DPI-Approved Accommodation	72	15.28%	22.22%	31.94%	30.56%	62.50%
		No Accommodation Used	633	12.95%	14.06%	32.86%	40.13%	72.99%

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

				Percent of Students in Each Performance Level				
Content	Grade	Subgroup	Sample Size	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Mathematics	7	Used Translation	5	-	-	-	-	-
		Signed Test Questions and Content to Student	16	0%	18.75%	37.50%	43.75%	81.25%
		Used Braille	2	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	21	33.33%	42.86%	19.05%	4.76%	23.81%
		Used Objects or Manipulatives	55	18.18%	29.09%	34.55%	18.18%	52.73%
		Used Another DPI-Approved Accommodation	77	9.09%	18.18%	28.57%	44.16%	72.73%
		No Accommodation Used	641	10.76%	10.92%	32.14%	46.18%	78.32%
	8	Used Translation	7	-	-	-	-	-
		Signed Test Questions and Content to Student	11	9.09%	0%	27.27%	63.64%	90.91%
		Used Braille	4	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	13	38.46%	30.77%	30.77%	0%	30.77%
		Used Objects or Manipulatives	69	15.94%	31.88%	28.99%	23.19%	52.17%
		Used Another DPI-Approved Accommodation	78	15.39%	19.23%	26.92%	38.46%	65.39%
		No Accommodation Used	650	12.92%	17.69%	25.69%	43.69%	69.39%

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

				Percent of Students in Each Performance Level				
Content	Grade	Subgroup	Sample Size	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Mathematics	10	Used Translation	5	-	-	-	-	-
		Signed Test Questions and Content to Student	9	-	-	-	-	-
		Used Braille	1	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	17	47.06%	52.94%	0%	0%	0%
		Used Objects or Manipulatives	69	15.94%	31.88%	28.99%	23.19%	52.17%
		Used Another DPI-Approved Accommodation	69	17.39%	24.64%	26.09%	31.88%	57.97%
		No Accommodation Used	668	13.17%	21.41%	28.74%	36.68%	65.42%

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

				Percent of Students in Each Performance Level				
Content	Grade	Subgroup	Sample Size	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Science	4	Used Translation	8	-	-	-	-	-
		Signed Test Questions and Content to Student	12	25.00%	25.00%	33.33%	16.67%	50.00%
		Used Braille	1	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	16	62.50%	6.25%	0%	31.25%	31.25%
		Used Objects or Manipulatives	22	40.91%	13.64%	31.82%	13.64%	45.46%
		Used Another DPI-Approved Accommodation	98	24.49%	6.12%	12.25%	57.14%	69.39%
		No Accommodation Used	660	12.88%	10.46%	19.85%	56.82%	76.67%
	8	Used Translation	7	-	-	-	-	-
		Signed Test Questions and Content to Student	11	9.09%	0%	27.27%	63.64%	90.91%
		Used Braille	4	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	13	46.15%	30.77%	15.39%	7.69%	23.08%
		Used Objects or Manipulatives	22	22.73%	27.27%	22.73%	27.27%	50.00%
		Used Another DPI-Approved Accommodation	88	12.50%	11.36%	25.00%	51.14%	76.14%
		No Accommodation Used	681	13.07%	9.40%	20.56%	56.98%	77.53%

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

				Percent of Students in Each Performance Level				
Content	Grade	Subgroup	Sample Size	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Science	10	Used Translation	6	-	-	-	-	-
		Signed Test Questions and Content to Student	9	-	-	-	-	-
		Used Braille	1	-	-	-	-	-
		Used Assistive Device (eg Text Talker, Adaptive Keyboard, Picture Symbols)	17	47.06%	35.29%	5.88%	11.77%	17.65%
		Used Objects or Manipulatives	12	50.00%	33.33%	8.33%	8.33%	16.67%
		Used Another DPI-Approved Accommodation	68	16.18%	16.18%	10.29%	57.35%	67.65%
		No Accommodation Used	709	11.28%	11.28%	13.12%	64.32%	77.43%

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Table 40
Classification Consistency and Accuracy

Content	Grade	Probability of Correct Classification	Probability of Misclassification	Probability of Correct Classification By Chance	Kappa	Probability of Accuracy	Probability of False Positive Error	Probability of False Negative Error
Reading	3	0.58	0.42	0.29	0.41	0.66	0.13	0.21
	4	0.58	0.42	0.32	0.38	0.69	0.24	0.07
	5	0.57	0.43	0.29	0.39	0.64	0.14	0.22
	6	0.57	0.43	0.28	0.41	0.65	0.16	0.20
	7	0.60	0.40	0.30	0.42	0.70	0.09	0.21
	8	0.57	0.43	0.27	0.41	0.66	0.13	0.21
	10	0.57	0.43	0.28	0.40	0.64	0.15	0.22
Mathematics	3	0.64	0.36	0.30	0.48	0.74	0.09	0.17
	4	0.62	0.38	0.30	0.46	0.72	0.09	0.19
	5	0.62	0.38	0.29	0.47	0.73	0.09	0.18
	6	0.62	0.38	0.29	0.47	0.73	0.10	0.17
	7	0.62	0.38	0.32	0.45	0.73	0.08	0.19
	8	0.64	0.36	0.29	0.49	0.74	0.10	0.16
	10	0.62	0.38	0.27	0.49	0.73	0.10	0.17
Science	4	0.62	0.38	0.35	0.41	0.72	0.06	0.21
	8	0.61	0.39	0.36	0.39	0.71	0.06	0.23
	10	0.64	0.36	0.39	0.41	0.75	0.05	0.20

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

		2007-08 Raw Score		2008-09 Raw Score		Difference between 2008-09 and 2007-08	
Content	Grade	Mean	SD	Mean	SD	Mean	SD
Reading	3*	20.75	9.00	20.68	8.31	-0.06	-0.69
	4*	22.63	9.01	21.70	8.44	-0.93	-0.56
	5*	21.78	9.32	20.98	9.36	-0.80	0.04
	6*	21.48	9.02	20.84	8.96	-0.64	-0.06
	7*	21.17	9.40	21.54	9.14	0.37	-0.26
	8*	19.59	9.38	20.00	9.10	0.41	-0.28
	10*	19.61	9.36	20.25	8.94	0.64	-0.42
Mathematics	3	21.83	10.55	22.36	9.50	0.54	-1.05
	4	22.98	10.29	22.50	9.83	-0.48	-0.46
	5	22.48	10.51	22.10	10.42	-0.38	-0.09
	6*	22.70	10.14	22.37	10.09	-0.33	-0.05
	7	22.64	10.46	22.68	10.15	0.04	-0.31
	8*	21.36	10.94	21.67	10.58	0.30	-0.37
	10	18.96	10.10	19.51	9.71	0.54	-0.39
Science	4	26.42	12.40	27.67	11.14	1.24	-1.26
	8	27.84	12.54	29.06	12.05	1.22	-0.49
	10*	27.92	12.72	29.22	12.16	1.30	-0.55

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

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

			Grade 3			Grade 4			Grade 5		
Content	Variable	Subgroup	2007-08	2008-09	Difference	2007-08	2008-09	Difference	2007-08	2008-09	Difference
Reading	Gender	Female	33.70%	32.78%	-0.92%	33.15%	37.33%	4.18%	35.53%	33.91%	-1.62%
		Male	66.19%	67.22%	1.03%	66.63%	62.67%	-3.96%	64.36%	66.10%	1.74%
	Ethnicity	Asian/ Pacific Islander	2.96%	3.56%	0.60%	3.02%	2.75%	-0.28%	3.58%	3.30%	-0.28%
		Black (not of Hispanic Origin)	15.26%	16.75%	1.49%	20.83%	18.35%	-2.48%	18.11%	21.24%	3.13%
		Hispanic	10.98%	9.98%	-1.00%	9.41%	8.12%	-1.29%	8.54%	7.65%	-0.88%
		American Indian/Alaska Native	2.20%	1.19%	-1.01%	1.46%	1.62%	0.17%	1.62%	1.85%	0.23%
		White (not of Hispanic Origin)	67.95%	68.53%	0.58%	64.61%	69.16%	4.55%	67.82%	65.96%	-1.86%
	Primary Disability	Autism	6.48%	21.85%	15.38%	12.77%	17.85%	5.09%	15.34%	16.10%	0.76%
		Cognitive Disability	18.00%	42.52%	24.52%	37.40%	46.82%	9.41%	42.91%	50.13%	7.23%
		Deaf-Blind	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Emotional Behavioral Disability	1.43%	2.14%	0.71%	2.13%	2.00%	-0.13%	2.31%	2.38%	0.07%
		Hearing Impairment	0.33%	0.36%	0.03%	0.56%	0.75%	0.19%	0.69%	0.26%	-0.43%
		Specific Learning Disability	4.83%	4.28%	-0.55%	10.19%	5.24%	-4.95%	9.46%	5.28%	-4.18%
		Other Health Impairment	7.46%	12.47%	5.01%	11.20%	13.73%	2.54%	10.38%	12.40%	2.02%
		Orthopedic Impairment	1.21%	3.09%	1.88%	1.57%	2.12%	0.55%	2.08%	3.03%	0.96%
		Speech or Language Impairment	1.54%	2.49%	0.96%	2.13%	2.25%	0.12%	1.96%	1.32%	-0.64%
		Traumatic Brain Injury	0%	0.71%	0.71%	0.56%	0.38%	-0.19%	0.81%	0.66%	-0.15%
		Visual Impairment	0.22%	0.24%	0.02%	0.11%	0.25%	0.14%	0%	0.13%	0.13%
		Significant Developmental Delay	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Not IDEA Eligible or No Disability	0%	5.58%	5.58%	0%	4.62%	4.62%	0%	5.67%	5.67%

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

			Grade 6			Grade 7			Grade 8		
Content	Variable	Subgroup	2007-08	2008-09	Difference	2007-08	2008-09	Difference	2007-08	2008-09	Difference
Reading	Gender	Female	34.72%	37.01%	2.29%	34.36%	38.39%	4.03%	36.10%	36.63%	0.54%
		Male	65.16%	62.99%	-2.17%	65.64%	61.61%	-4.03%	63.79%	63.37%	-0.42%
	Ethnicity	Asian/ Pacific Islander	3.94%	4.29%	0.35%	2.26%	3.44%	1.19%	3.29%	2.48%	-0.82%
		Black (not of Hispanic Origin)	19.68%	17.27%	-2.40%	16.77%	19.01%	2.24%	19.52%	16.46%	-3.06%
		Hispanic	7.18%	7.92%	0.75%	8.44%	7.27%	-1.17%	7.83%	7.18%	-0.65%
		American Indian/Alaska Native	1.16%	1.04%	-0.12%	1.31%	0.89%	-0.42%	1.36%	1.73%	0.37%
		White (not of Hispanic Origin)	67.59%	69.48%	1.89%	70.87%	69.39%	-1.48%	67.54%	72.15%	4.62%
	Primary Disability	Autism	14.47%	16.88%	2.42%	13.08%	16.84%	3.76%	14.76%	15.35%	0.59%
		Cognitive Disability	44.68%	51.82%	7.14%	50.42%	54.85%	4.43%	49.38%	58.66%	9.29%
		Deaf-Blind	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Emotional Behavioral Disability	2.89%	1.82%	-1.08%	1.90%	2.04%	0.14%	1.93%	1.98%	0.05%
		Hearing Impairment	1.04%	0.39%	-0.65%	1.19%	0.89%	-0.30%	0.34%	0.87%	0.53%
		Specific Learning Disability	7.41%	4.94%	-2.47%	6.66%	5.10%	-1.56%	5.56%	4.46%	-1.11%
		Other Health Impairment	8.68%	11.95%	3.27%	6.54%	10.08%	3.54%	8.63%	7.55%	-1.08%
		Orthopedic Impairment	2.32%	2.08%	-0.24%	2.50%	1.91%	-0.58%	2.50%	3.09%	0.60%
		Speech or Language Impairment	0.81%	1.43%	0.62%	0.95%	0.51%	-0.44%	0.23%	0.74%	0.52%
		Traumatic Brain Injury	0.35%	0.91%	0.56%	0.48%	0.26%	-0.22%	0.34%	0.62%	0.28%
		Visual Impairment	0.23%	0%	-0.23%	0.36%	0.38%	0.03%	0.34%	0.37%	0.03%
		Significant Developmental Delay	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Not IDEA Eligible or No Disability	0%	4.68%	4.68%	0%	3.57%	3.57%	0%	4.08%	4.08%

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

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

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

			Grade 3			Grade 4			Grade 5		
Content	Variable	Subgroup	2007-08	2008-09	Difference	2007-08	2008-09	Difference	2007-08	2008-09	Difference
Mathematics	Gender	Female	35.74%	32.62%	-3.12%	35.19%	37.33%	2.14%	37.97%	34.09%	-3.88%
		Male	64.13%	67.38%	3.25%	64.55%	62.67%	-1.88%	61.91%	65.92%	4.01%
	Ethnicity	Asian/ Pacific Islander	2.86%	3.45%	0.59%	3.18%	2.75%	-0.43%	3.86%	3.32%	-0.55%
		Black (not of Hispanic Origin)	15.94%	16.79%	0.85%	20.90%	18.35%	-2.55%	18.79%	20.96%	2.17%
		Hispanic	9.59%	10.00%	0.41%	7.94%	8.12%	0.18%	7.98%	7.69%	-0.29%
		American Indian/Alaska Native	1.99%	1.19%	-0.80%	1.32%	1.62%	0.30%	1.54%	1.86%	0.31%
		White (not of Hispanic Origin)	68.99%	68.57%	-0.42%	66.01%	69.16%	3.16%	67.57%	66.18%	-1.39%
	Primary Disability	Autism	6.97%	21.91%	14.93%	15.21%	17.85%	2.64%	15.96%	16.18%	0.22%
		Cognitive Disability	20.17%	42.38%	22.21%	42.99%	46.82%	3.83%	46.98%	50.00%	3.02%
		Deaf-Blind	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Emotional Behavioral Disability	1.25%	2.14%	0.90%	1.59%	2.00%	0.41%	1.80%	2.39%	0.59%
		Hearing Impairment	0.37%	0.36%	-0.02%	0.40%	0.75%	0.35%	0.39%	0.27%	-0.12%
		Specific Learning Disability	2.62%	4.29%	1.67%	5.03%	5.24%	0.22%	5.02%	5.31%	0.29%
		Other Health Impairment	7.47%	12.50%	5.03%	11.24%	13.73%	2.49%	10.81%	12.33%	1.52%
		Orthopedic Impairment	1.25%	3.10%	1.85%	1.85%	2.12%	0.27%	2.32%	3.05%	0.73%
		Speech or Language Impairment	1.74%	2.50%	0.76%	2.12%	2.25%	0.13%	1.80%	1.33%	-0.48%
		Traumatic Brain Injury	0.25%	0.71%	0.47%	0.66%	0.38%	-0.29%	0.90%	0.66%	-0.24%
		Visual Impairment	0%	0.24%	0.24%	0%	0.25%	0.25%	0%	0.13%	0.13%
		Significant Developmental Delay	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Not IDEA Eligible or No Disability	0%	4.29%	4.29%	0%	4.62%	4.62%	0%	5.70%	5.70%

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

			Grade 6			Grade 7			Grade 8		
Content	Variable	Subgroup	2007-08	2008-09	Difference	2007-08	2008-09	Difference	2007-08	2008-09	Difference
Mathematics	Gender	Female	36.51%	37.06%	0.55%	34.98%	38.44%	3.46%	36.47%	36.71%	0.24%
		Male	63.36%	62.94%	-0.42%	65.02%	61.56%	-3.46%	63.42%	63.29%	-0.13%
	Ethnicity	Asian/ Pacific Islander	3.94%	4.29%	0.35%	2.23%	3.45%	1.22%	3.44%	2.47%	-0.97%
		Black (not of Hispanic Origin)	19.85%	17.30%	-2.55%	16.19%	18.90%	2.71%	19.38%	16.44%	-2.94%
		Hispanic	6.87%	7.93%	1.06%	8.28%	7.28%	-1.00%	7.68%	7.29%	-0.39%
		American Indian/Alaska Native	0.89%	1.04%	0.15%	1.48%	0.89%	-0.59%	1.49%	1.73%	0.24%
		White (not of Hispanic Origin)	67.94%	69.44%	1.50%	71.57%	69.48%	-2.09%	67.55%	72.06%	4.52%
	Primary Disability	Autism	15.65%	16.91%	1.26%	13.23%	16.86%	3.63%	15.25%	15.33%	0.08%
		Cognitive Disability	47.96%	51.76%	3.79%	51.92%	54.79%	2.87%	49.43%	58.71%	9.29%
		Deaf-Blind	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Emotional Behavioral Disability	2.16%	1.82%	-0.34%	1.98%	2.04%	0.07%	1.84%	1.98%	0.14%
		Hearing Impairment	0.64%	0.39%	-0.25%	1.11%	0.89%	-0.22%	0.34%	0.87%	0.52%
		Specific Learning Disability	4.58%	4.94%	0.36%	5.19%	5.11%	-0.08%	5.28%	4.45%	-0.83%
		Other Health Impairment	9.03%	11.96%	2.93%	6.80%	10.09%	3.29%	8.95%	7.54%	-1.41%
		Orthopedic Impairment	2.42%	2.08%	-0.34%	2.72%	1.92%	-0.80%	2.52%	3.09%	0.57%
		Speech or Language Impairment	0.51%	1.43%	0.92%	0.87%	0.51%	-0.35%	0.23%	0.74%	0.51%
		Traumatic Brain Injury	0.38%	0.91%	0.53%	0.49%	0.26%	-0.24%	0.34%	0.62%	0.27%
		Visual Impairment	0.25%	0%	-0.25%	0.37%	0.38%	0.01%	0.34%	0.37%	0.03%
		Significant Developmental Delay	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Not IDEA Eligible or No Disability	0%	4.68%	4.68%	0%	3.58%	3.58%	0%	4.08%	4.08%

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

			Grade 10		
Content	Variable	Subgroup	2007-08	2008-09	Difference
Mathematics	Gender	Female	39.59%	38.10%	-1.49%
		Male	60.03%	61.90%	1.87%
	Ethnicity	Asian/ Pacific Islander	3.11%	3.58%	0.47%
		Black (not of Hispanic Origin)	16.56%	14.30%	-2.26%
		Hispanic	6.08%	7.28%	1.20%
		American Indian/Alaska Native	1.68%	1.85%	0.17%
		White (not of Hispanic Origin)	71.28%	73.00%	1.72%
	Primary Disability	Autism	11.26%	13.81%	2.56%
		Cognitive Disability	52.91%	61.16%	8.25%
		Deaf-Blind	0%	0%	0%
		Emotional Behavioral Disability	1.16%	1.60%	0.44%
		Hearing Impairment	0.39%	0.25%	-0.14%
		Specific Learning Disability	3.62%	4.07%	0.45%
		Other Health Impairment	3.75%	6.29%	2.54%
		Orthopedic Impairment	2.59%	2.59%	0%
		Speech or Language Impairment	0.13%	0.12%	-0.01%
		Traumatic Brain Injury	0.78%	1.11%	0.33%
		Visual Impairment	0.13%	0.25%	0.12%
		Significant Developmental Delay	0%	0%	0%
		Not IDEA Eligible or No Disability	0%	5.92%	5.92%

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

			Grade 4			Grade 8			Grade 10		
Content	Variable	Subgroup	2007-08	2008-09	Difference	2007-08	2008-09	Difference	2007-08	2008-09	Difference
Science	Gender	Female	33.81%	37.42%	3.61%	36.68%	36.63%	-0.04%	38.93%	38.07%	-0.85%
		Male	65.87%	62.58%	-3.29%	63.20%	63.37%	0.17%	60.67%	61.93%	1.26%
	Ethnicity	Asian/ Pacific Islander	2.89%	2.63%	-0.26%	3.30%	2.48%	-0.82%	3.22%	3.59%	0.36%
		Black (not of Hispanic Origin)	23.08%	18.27%	-4.80%	20.81%	16.46%	-4.35%	16.91%	14.34%	-2.57%
		Hispanic	7.05%	8.14%	1.08%	8.12%	7.18%	-0.94%	6.31%	7.17%	0.86%
		American Indian/Alaska Native	1.12%	1.63%	0.51%	0.89%	1.73%	0.85%	1.75%	1.85%	0.11%
		White (not of Hispanic Origin)	65.06%	69.34%	4.27%	66.37%	72.15%	5.78%	70.60%	73.05%	2.45%
	Primary Disability	Autism	16.99%	17.90%	0.91%	15.86%	15.35%	-0.52%	11.68%	13.84%	2.17%
		Cognitive Disability	46.96%	46.81%	-0.15%	50.76%	58.66%	7.90%	53.56%	61.06%	7.51%
		Deaf-Blind	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Emotional Behavioral Disability	0.96%	2.00%	1.04%	1.90%	1.98%	0.08%	1.21%	1.61%	0.40%
		Hearing Impairment	0.48%	0.75%	0.27%	0.38%	0.87%	0.49%	0.54%	0.25%	-0.29%
		Specific Learning Disability	1.92%	5.26%	3.33%	3.81%	4.46%	0.65%	2.95%	4.08%	1.13%
		Other Health Impairment	10.90%	13.77%	2.87%	8.38%	7.55%	-0.83%	3.76%	6.30%	2.55%
		Orthopedic Impairment	1.92%	2.13%	0.21%	2.79%	3.09%	0.30%	2.69%	2.60%	-0.09%
		Speech or Language Impairment	1.28%	2.25%	0.97%	0.25%	0.74%	0.49%	0.13%	0.12%	-0.01%
		Traumatic Brain Injury	0.80%	0.38%	-0.43%	0.38%	0.62%	0.24%	0.81%	1.11%	0.31%
		Visual Impairment	0%	0.25%	0.25%	0.38%	0.37%	-0.01%	0.13%	0.25%	0.11%
		Significant Developmental Delay	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Not IDEA Eligible or No Disability	0%	4.63%	4.63%	0%	4.08%	4.08%	0%	5.93%	5.93%

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

		High *P*-value			Mean *P*-value			Low *P*-value		
Content	Grade	2007-08	2008-09	Difference	2007-08	2008-09	Difference	2007-08	2008-09	Difference
Reading	3*	0.89	0.89	0.00	0.72	0.70	-0.02	0.38	0.46	0.08
	4*	0.90	0.88	-0.02	0.78	0.74	-0.04	0.52	0.50	-0.01
	5*	0.90	0.86	-0.04	0.75	0.71	-0.03	0.50	0.48	-0.03
	6*	0.88	0.87	-0.01	0.75	0.70	-0.05	0.48	0.45	-0.03
	7*	0.89	0.87	-0.02	0.72	0.71	-0.01	0.40	0.34	-0.06
	8*	0.90	0.87	-0.03	0.70	0.68	-0.02	0.36	0.39	0.03
	10*	0.88	0.89	0.01	0.69	0.69	0.00	0.47	0.51	0.03
Mathematics	3	0.85	0.87	0.02	0.66	0.67	0.01	0.36	0.36	0.00
	4	0.88	0.85	-0.03	0.70	0.68	-0.02	0.44	0.42	-0.02
	5	0.88	0.87	-0.02	0.67	0.66	-0.01	0.31	0.46	0.15
	6*	0.90	0.88	-0.01	0.69	0.68	-0.02	0.41	0.46	0.05
	7	0.87	0.85	-0.02	0.69	0.69	0.00	0.41	0.39	-0.02
	8*	0.82	0.81	-0.01	0.63	0.65	0.02	0.31	0.40	0.09
	10	0.82	0.82	-0.01	0.55	0.60	0.05	0.19	0.33	0.14
Science	4	0.85	0.87	0.01	0.74	0.77	0.03	0.42	0.40	-0.02
	8	0.87	0.88	0.01	0.75	0.76	0.02	0.52	0.51	-0.01
	10*	0.86	0.87	0.00	0.76	0.78	0.02	0.48	0.54	0.06

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

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

		High Point Biserial			Mean Point Biserial			Low Point Biserial		
Content	Grade	2007-08	2008-09	Difference	2007-08	2008-09	Difference	2007-08	2008-09	Difference
Reading	3*	0.80	0.75	-0.06	0.66	0.61	-0.05	0.45	0.44	-0.02
	4*	0.80	0.79	-0.01	0.69	0.64	-0.05	0.45	0.46	0.01
	5*	0.87	0.83	-0.04	0.69	0.69	0.00	0.43	0.42	-0.01
	6*	0.84	0.84	0.01	0.67	0.66	-0.01	0.42	0.48	0.06
	7*	0.81	0.80	-0.01	0.67	0.67	0.00	0.42	0.41	-0.01
	8*	0.76	0.77	0.01	0.65	0.66	0.01	0.32	0.39	0.07
	10*	0.82	0.79	-0.03	0.66	0.63	-0.03	0.29	0.31	0.03
Mathematics	3	0.81	0.77	-0.04	0.64	0.60	-0.04	0.30	0.36	0.06
	4	0.82	0.75	-0.06	0.64	0.62	-0.02	0.30	0.38	0.08
	5	0.82	0.83	0.01	0.65	0.65	0.00	0.30	0.32	0.02
	6*	0.77	0.75	-0.02	0.63	0.65	0.02	0.29	0.36	0.07
	7	0.79	0.78	-0.01	0.65	0.65	0.00	0.37	0.35	-0.02
	8*	0.82	0.83	0.01	0.62	0.65	0.03	0.17	0.31	0.14
	10	0.74	0.75	0.01	0.55	0.59	0.03	0.18	0.24	0.06
Science	4	0.84	0.80	-0.04	0.72	0.71	-0.01	0.48	0.38	-0.11
	8	0.82	0.83	0.02	0.70	0.72	0.01	0.49	0.40	-0.09
	10*	0.85	0.82	-0.02	0.71	0.71	0.00	0.26	0.25	-0.01

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

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Table 47
Longitudinal Summary of Impact Data by Grade - Reading

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

		Difference between 2008-09 and 2007-08				
		Percent of Students in Each Performance Level				
Content	Grade	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Reading	3	-3.18%	3.68%	5.37%	-5.87%	-0.50%
	4	-0.28%	4.14%	9.35%	-13.20%	-3.86%
	5	0.67%	2.21%	1.97%	-4.84%	-2.88%
	6	0.66%	2.78%	2.26%	-5.69%	-3.44%
	7	-0.96%	-3.65%	4.14%	0.48%	4.62%
	8	-1.98%	-0.30%	0.43%	1.85%	2.28%
	10	-2.07%	-1.87%	3.50%	0.43%	3.93%

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Table 48
Longitudinal Summary of Impact Data by Grade - Mathematics

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

		Difference between 2008-09 and 2007-08				
		Percent of Students in Each Performance Level				
Content	Grade	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
	3	-4.41%	2.11%	4.23%	-1.93%	2.30%
	4	-1.09%	1.91%	2.99%	-3.81%	-0.83%
	5	-1.14%	3.49%	-0.81%	-1.54%	-2.35%
Mathematics	6	-0.21%	-0.17%	4.29%	-3.91%	0.39%
	7	-1.25%	-0.57%	4.36%	-2.55%	1.82%
	8	-1.88%	0.30%	2.03%	-0.45%	1.58%
	10	-2.51%	0.17%	0.93%	1.41%	2.34%

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Table 49
Longitudinal Summary of Impact Data by Grade - Science

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

		Difference between 2008-09 and 2007-08				
		Percent of Students in Each Performance Level				
Content	Grade	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Science	4	-3.48%	-0.63%	2.36%	1.76%	4.12%
	8	-2.24%	-0.51%	-4.35%	7.10%	2.75%
	10	-2.55%	-1.32%	-2.61%	6.48%	3.87%

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Figures 1 – 33

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Figure 1. Total Number of Students Participating in WAA-SwD 2008–2009 by Grade and Content

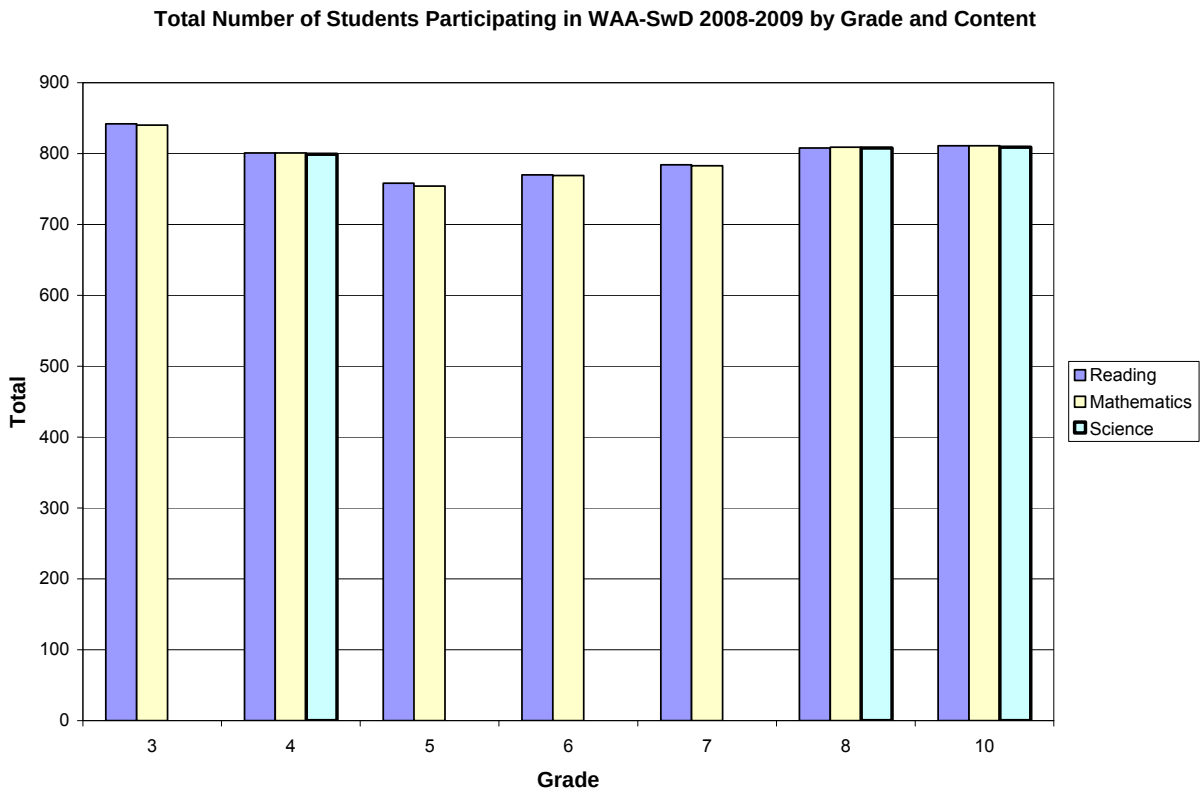

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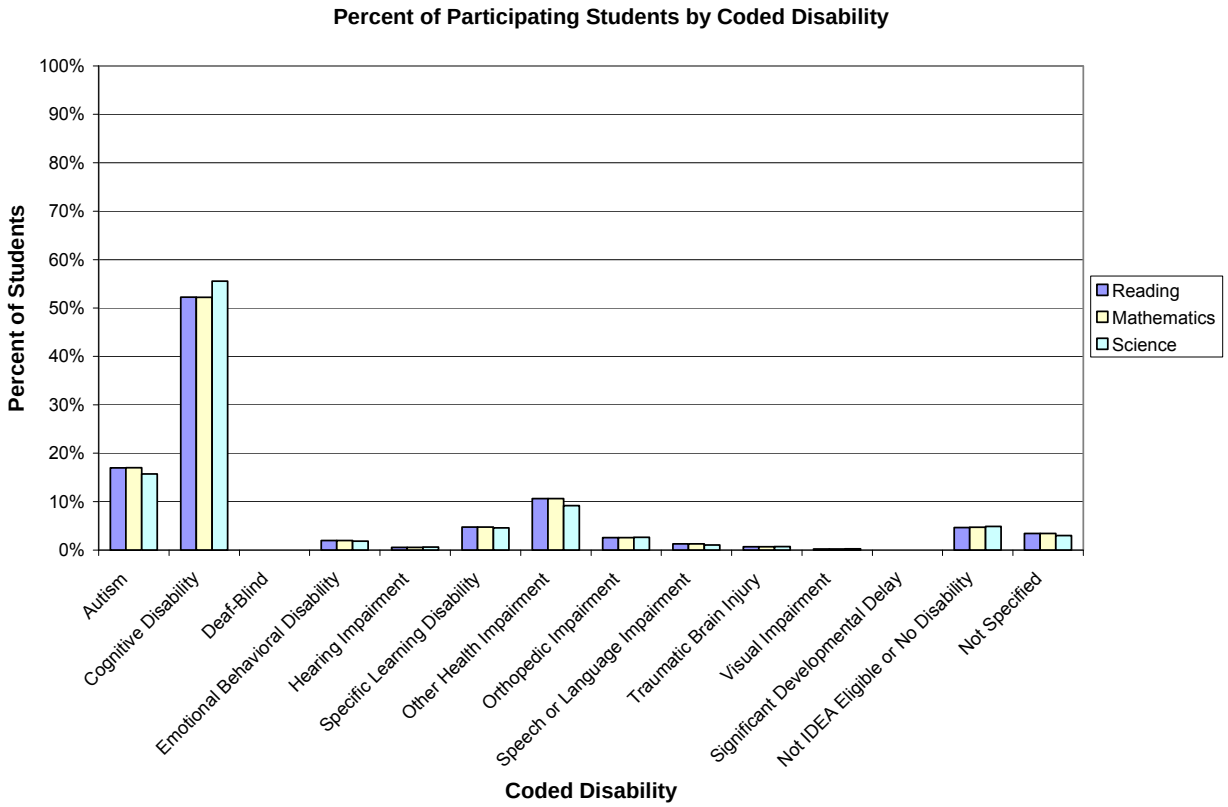
Figure 2. Percent of Participating Students by Coded Disability



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

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Figure 3. Percent of Accommodations Utilized - Reading

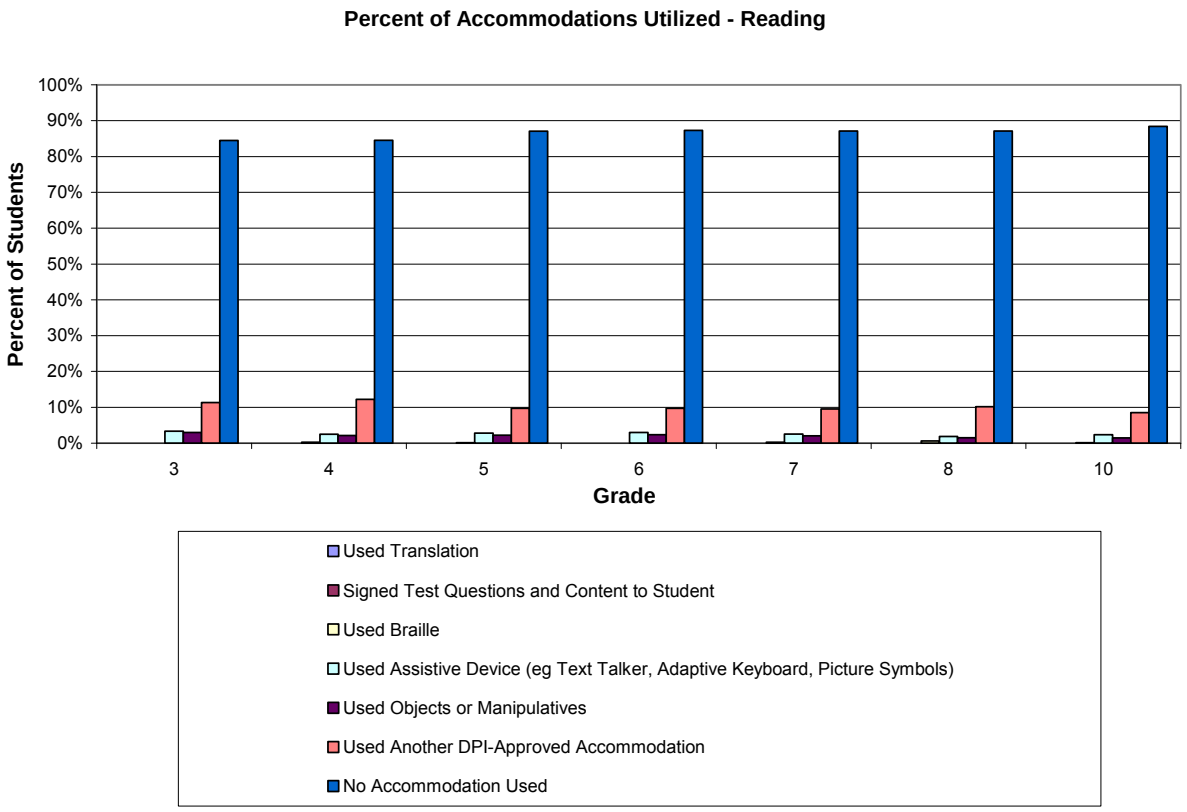

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Figure 4. Percent of Accommodations Utilized - Mathematics

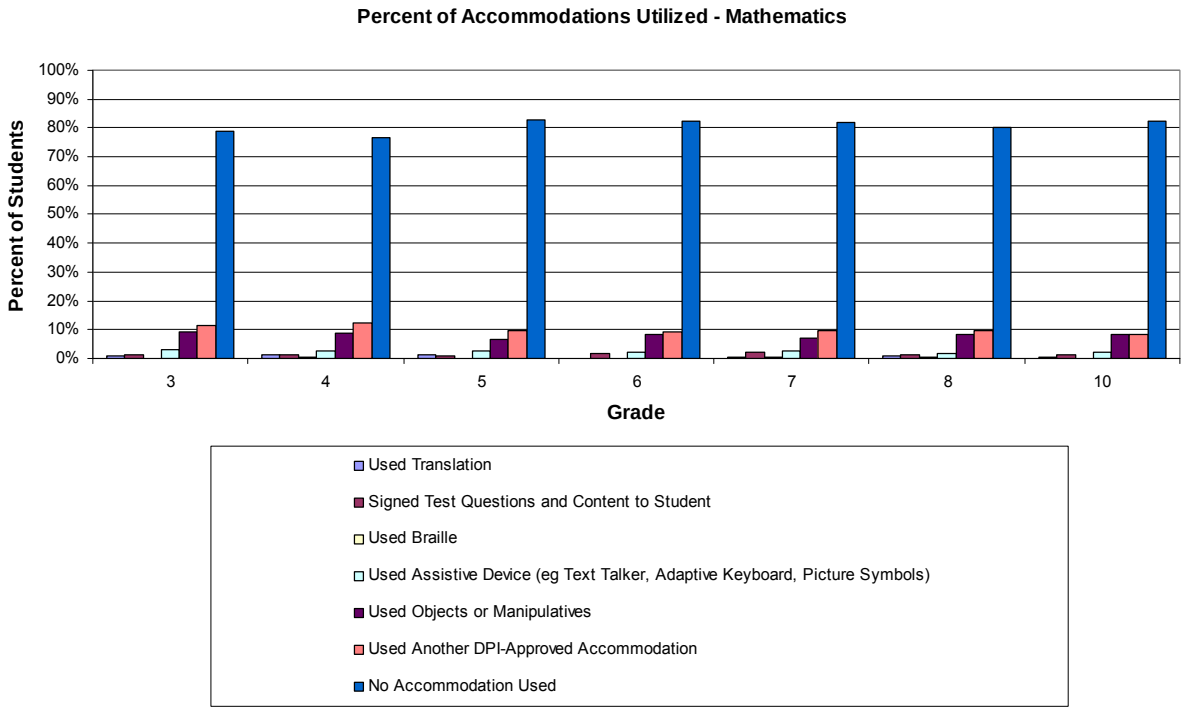

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Figure 5. Percent of Accommodations Utilized - Science

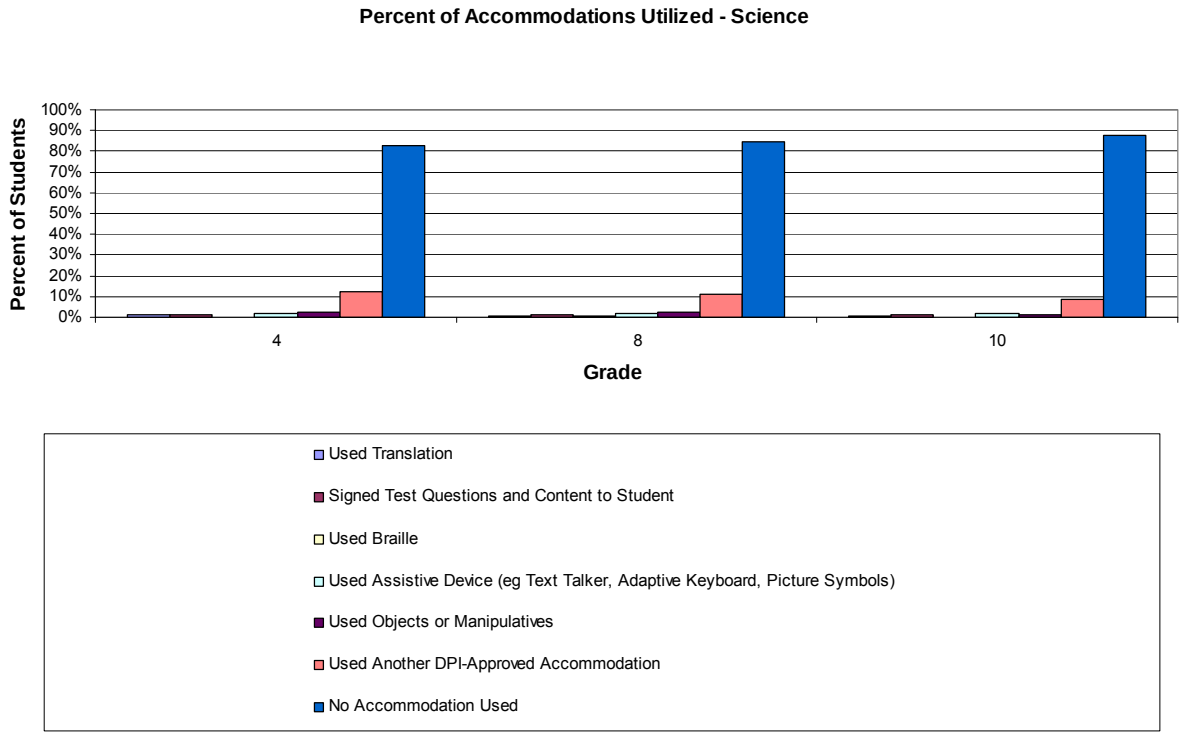

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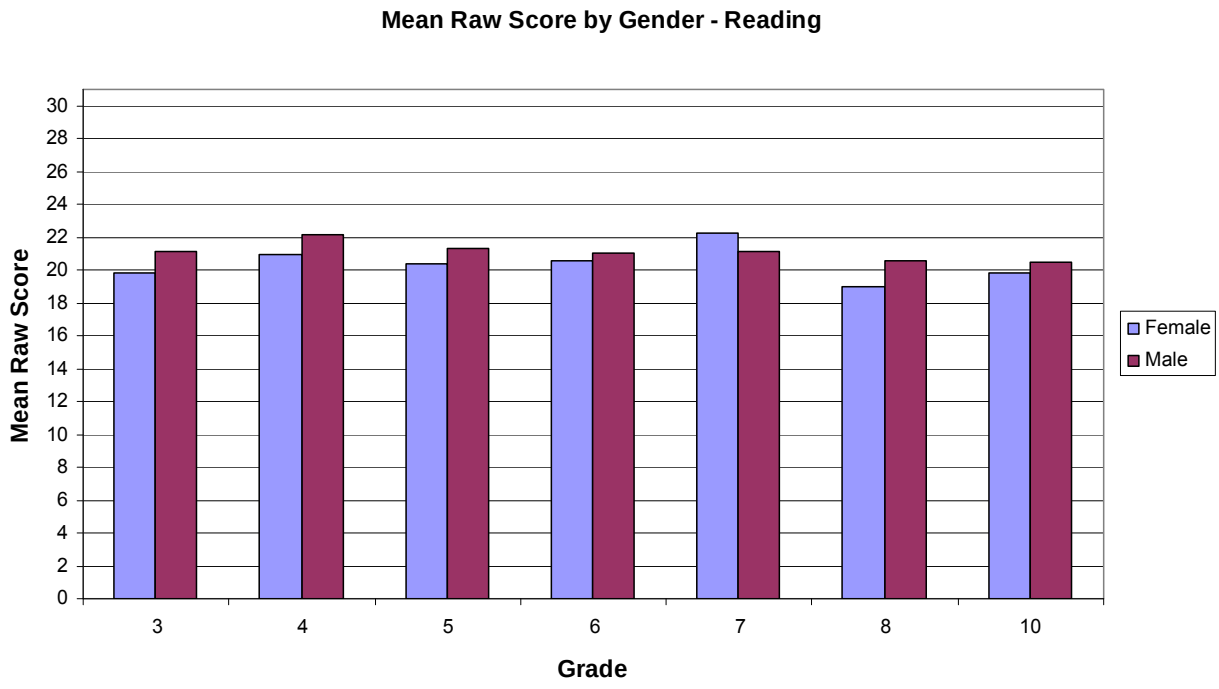
Figure 6. Mean Raw Score by Gender - Reading



Reading grade 7 has a maximum possible score of 31.

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Figure 7. Mean Raw Score by Gender - Mathematics

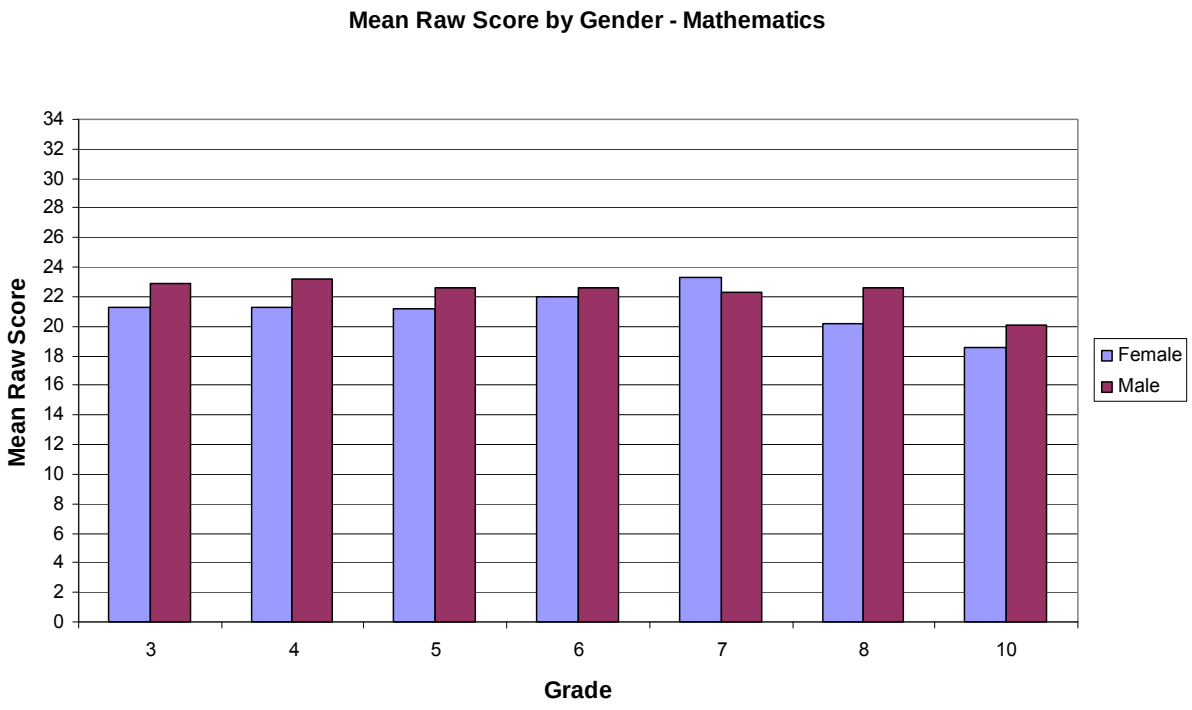

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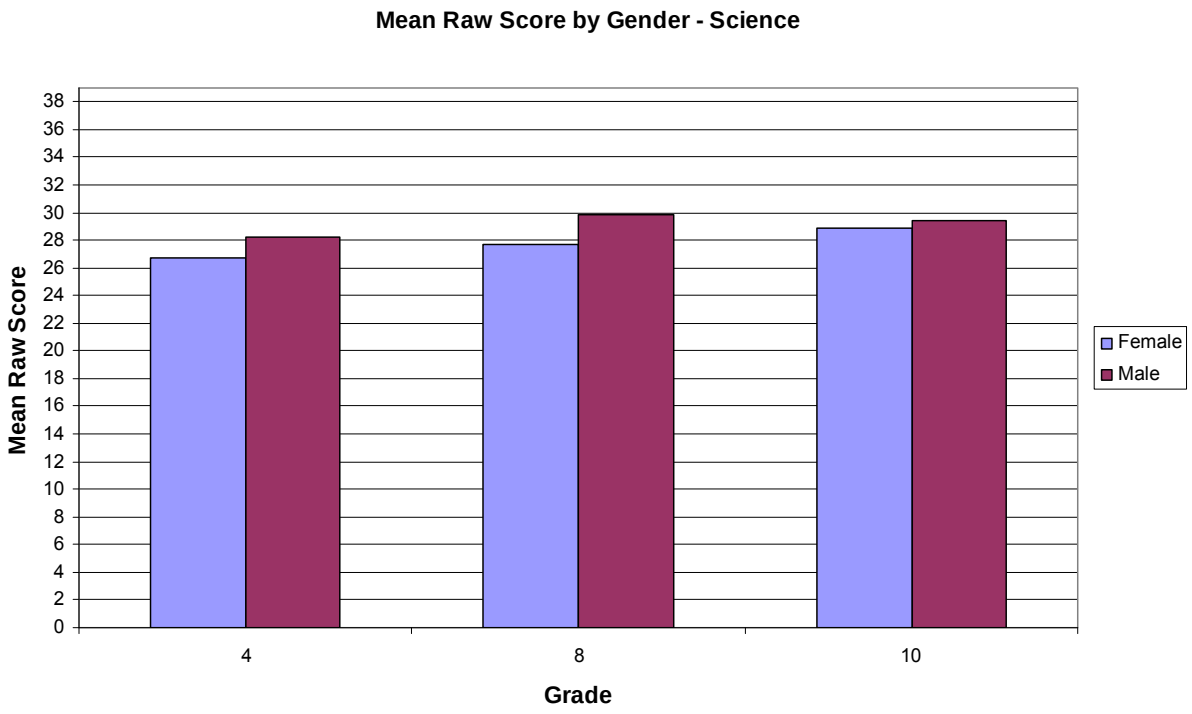
Figure 8. Mean Raw Score by Gender - Science



Science grade 4 has a maximum possible score of 37.

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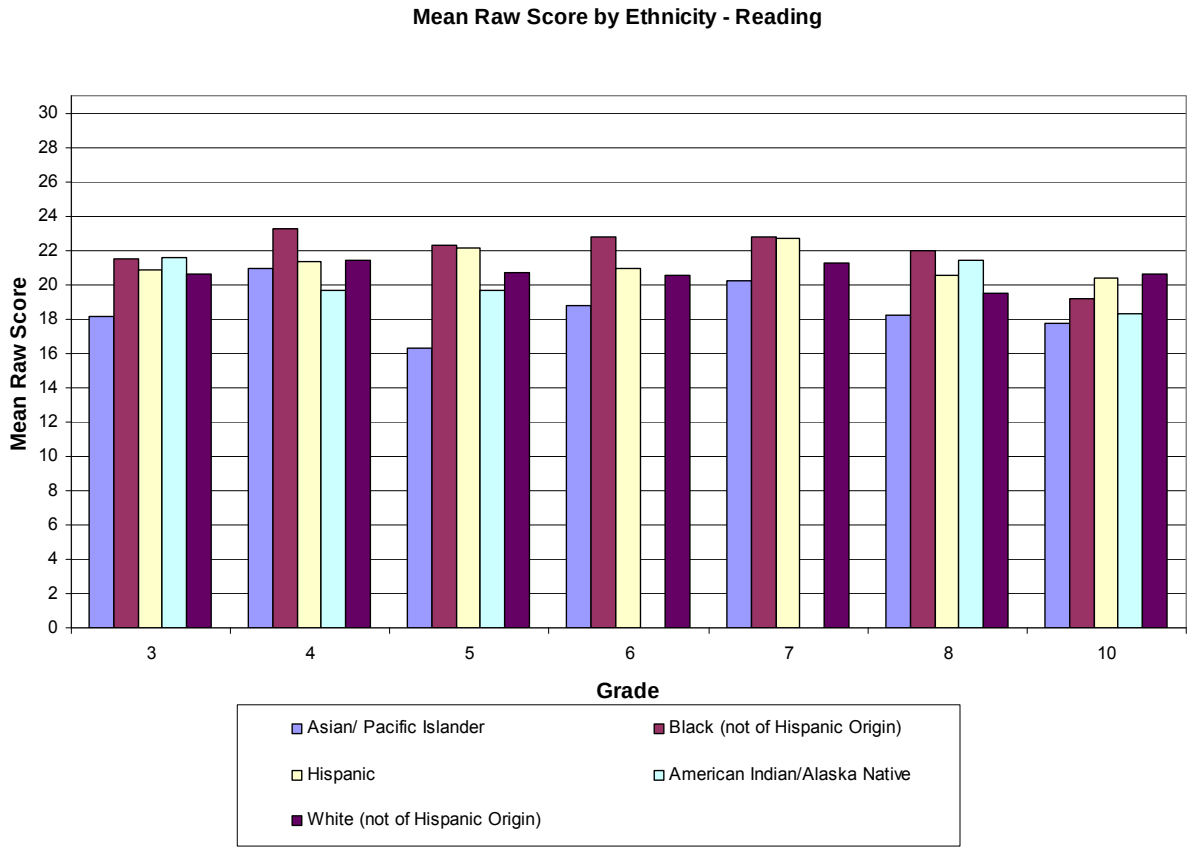
Figure 9. Mean Raw Score by Ethnicity - Reading



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Reading grade 7 has a maximum possible score of 31.

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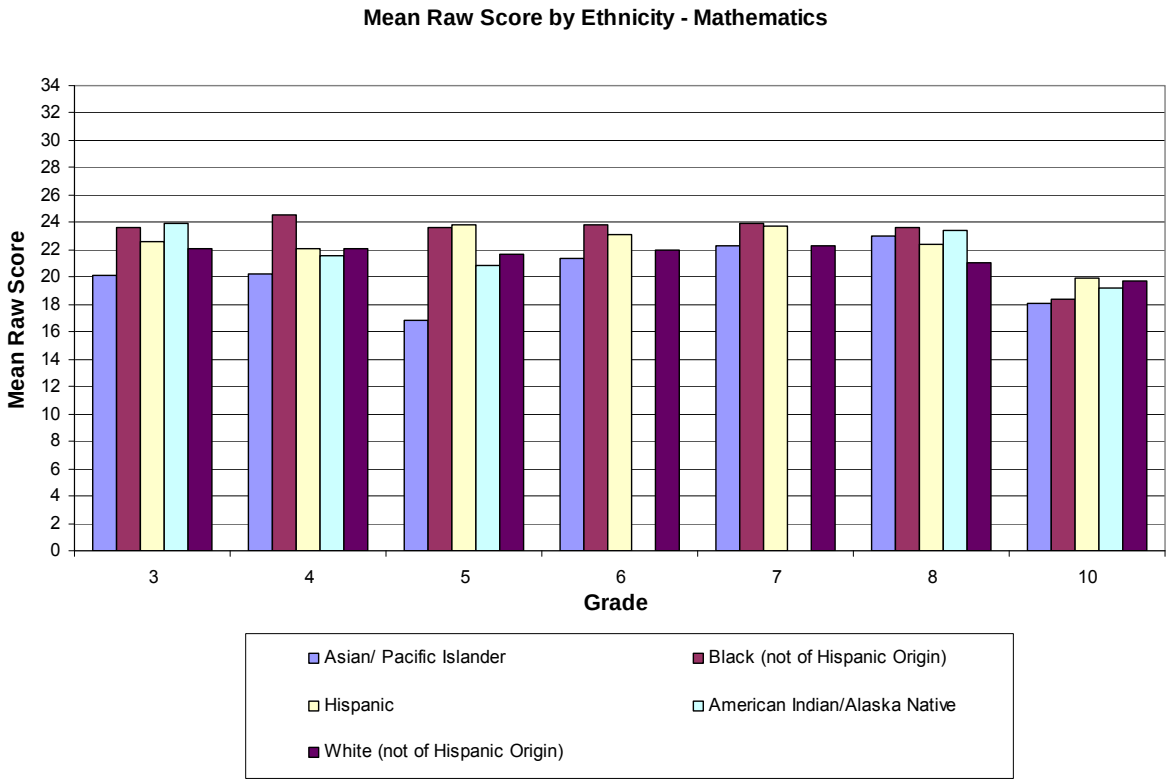
Figure 10. Mean Raw Score by Ethnicity - Mathematics



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

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Figure 11. Mean Raw Score by Ethnicity - Science

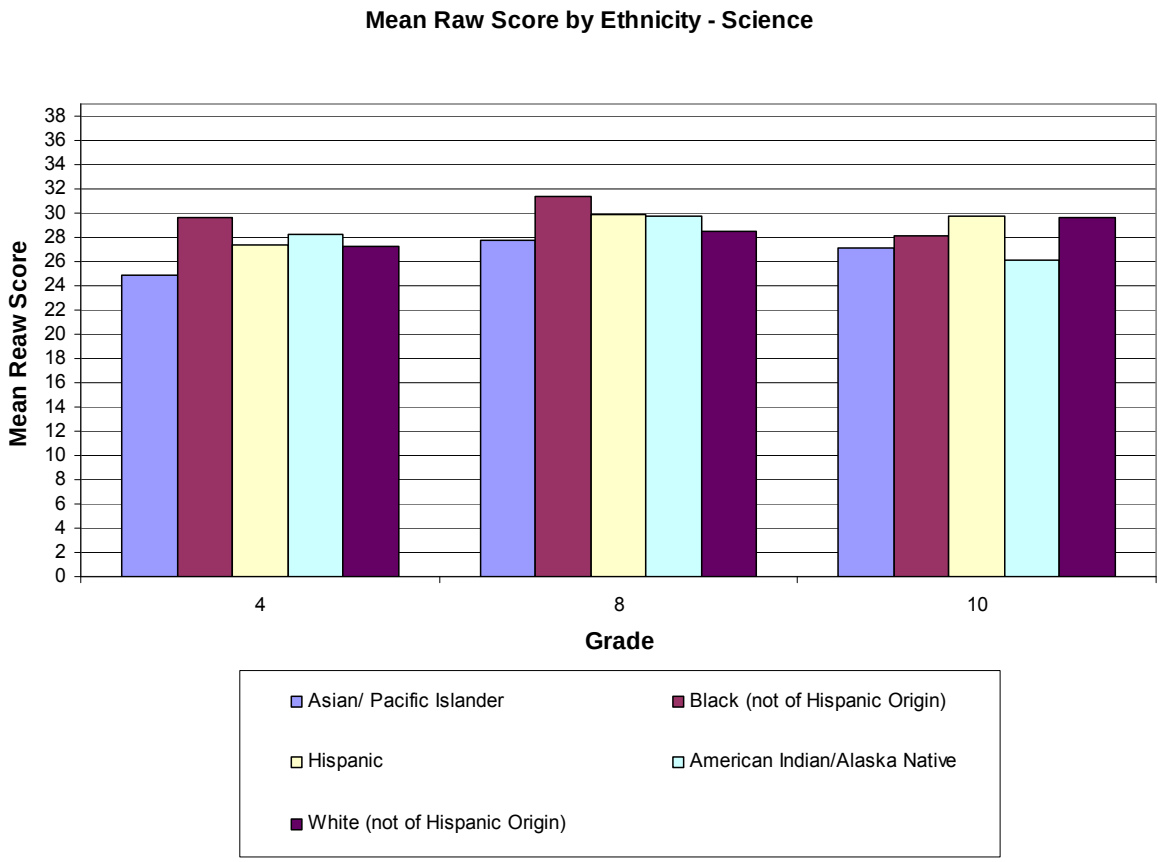

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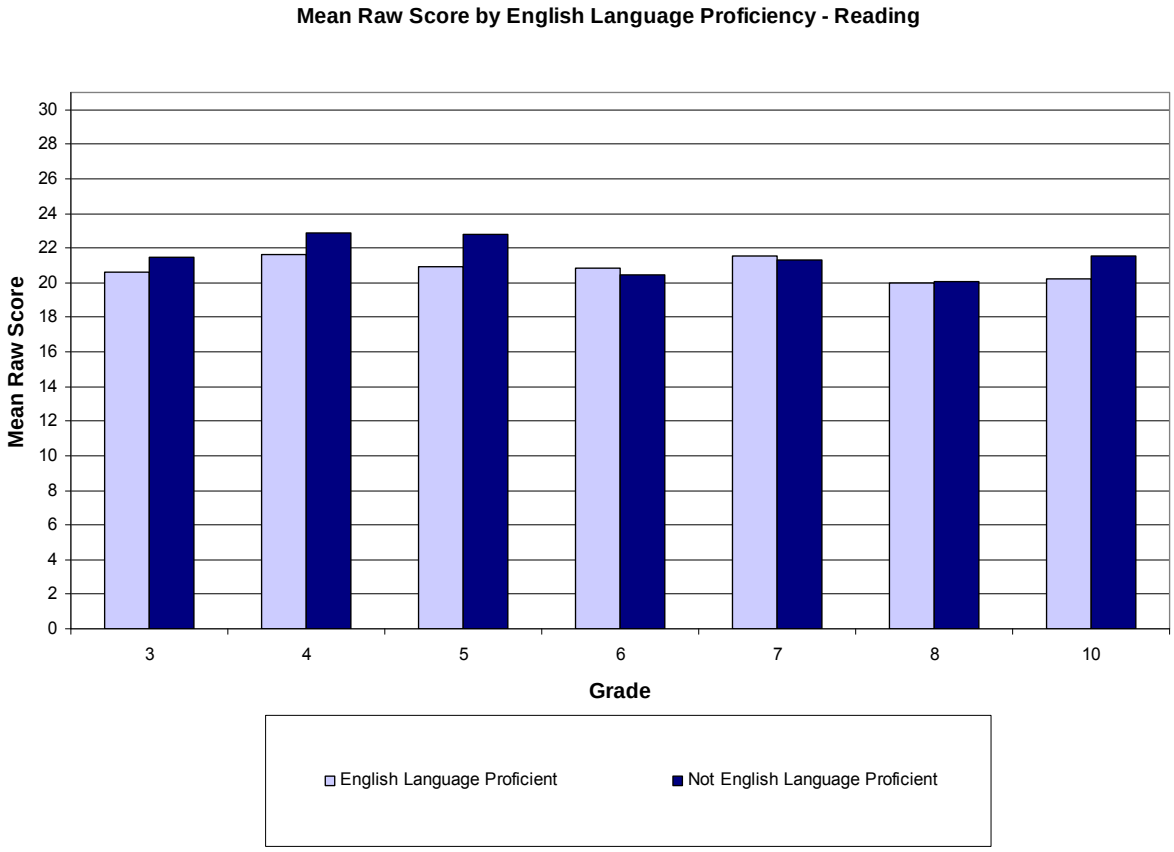
Figure 12. Mean Raw Score by English Language Proficiency - Reading



Reading grade 7 has a maximum possible score of 31.

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

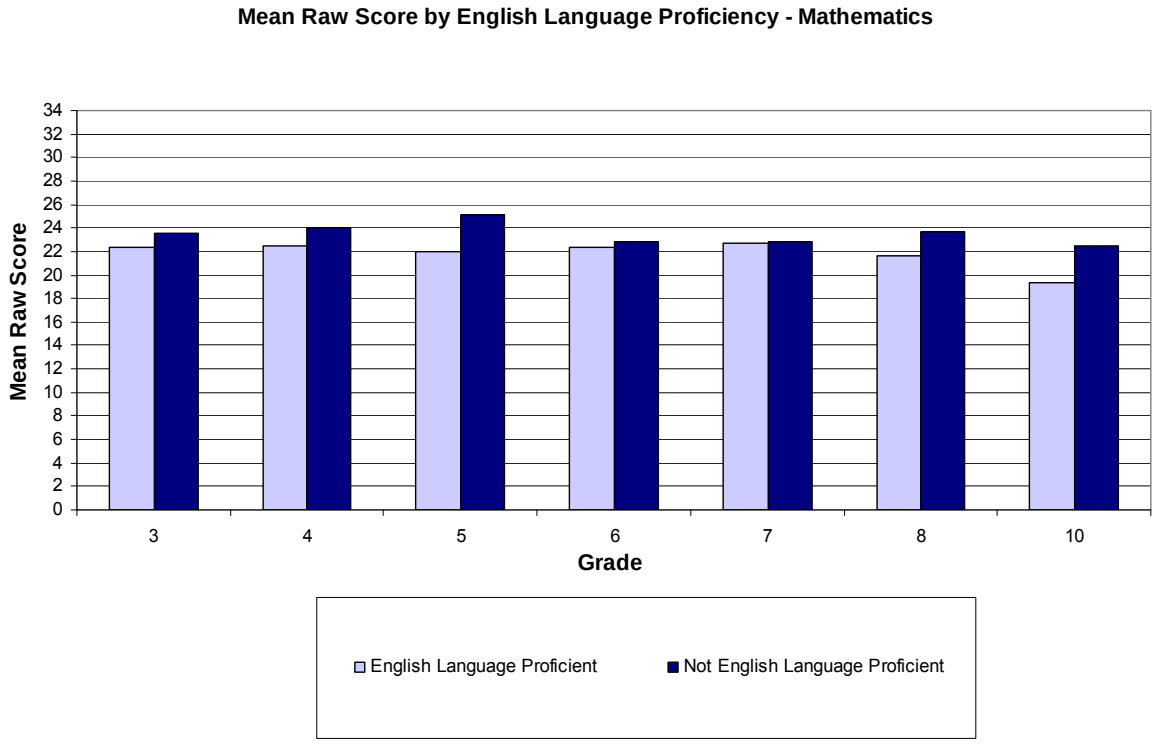

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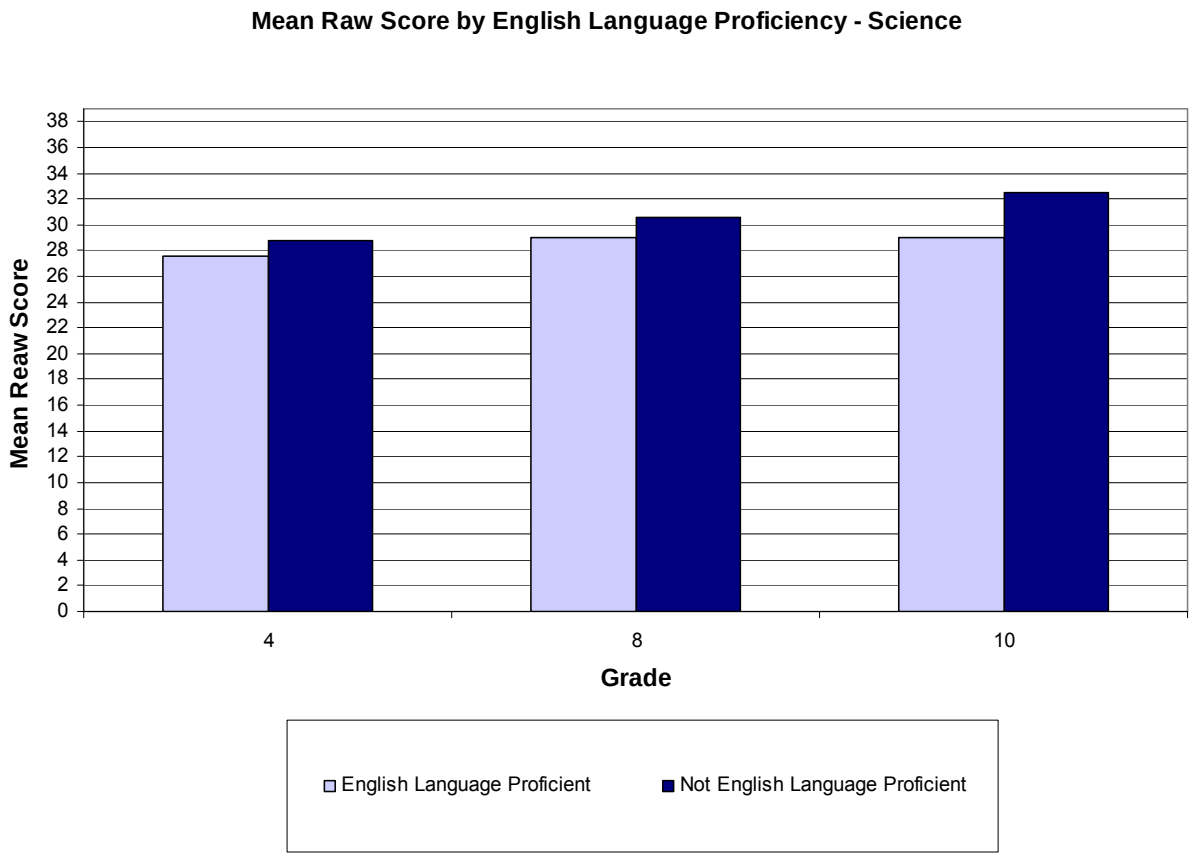
Figure 14. Mean Raw Score by English Language Proficiency - Science



Science grade 4 has a maximum possible score of 37.

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

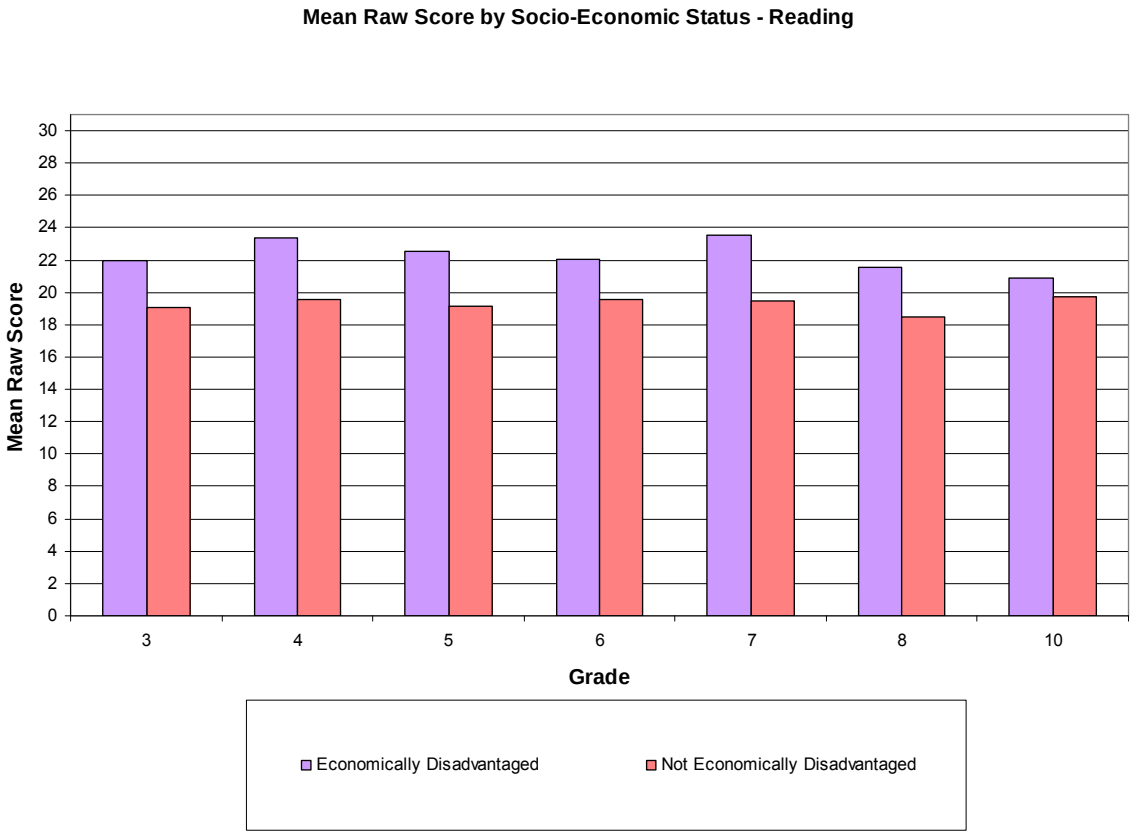

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Figure 16. Mean Raw Score by Socio-Economic Status - Mathematics

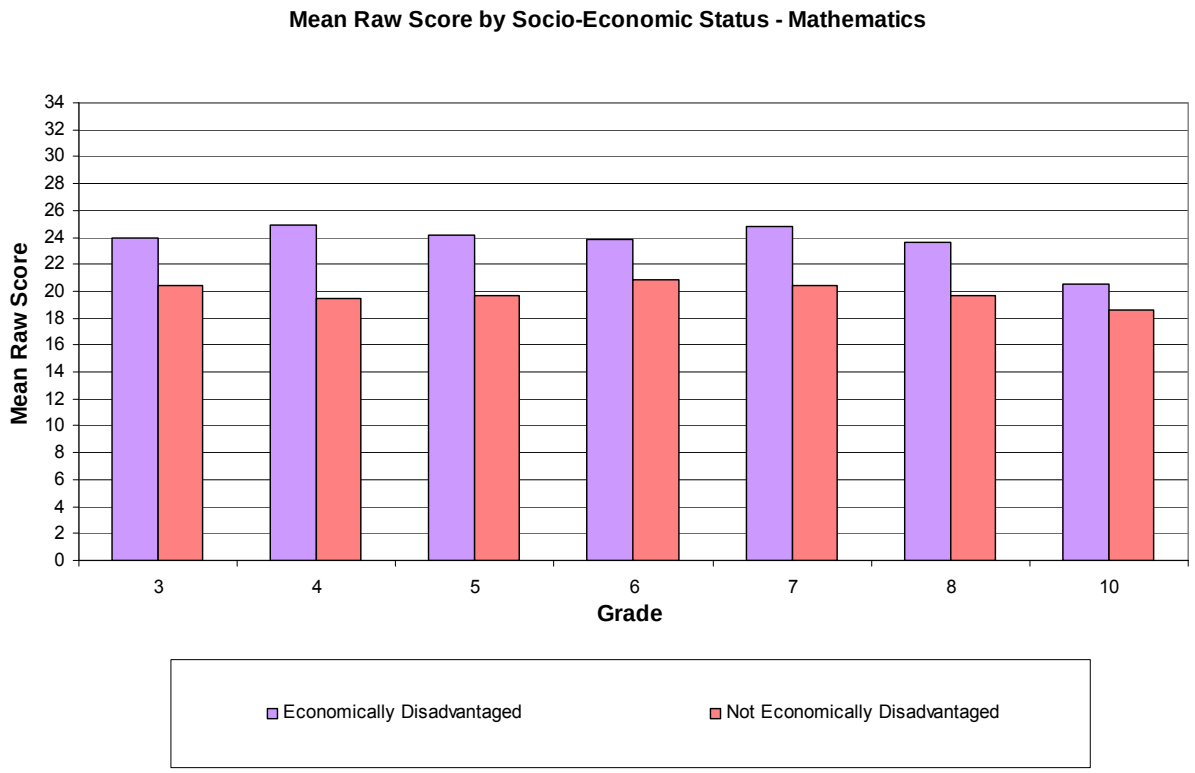

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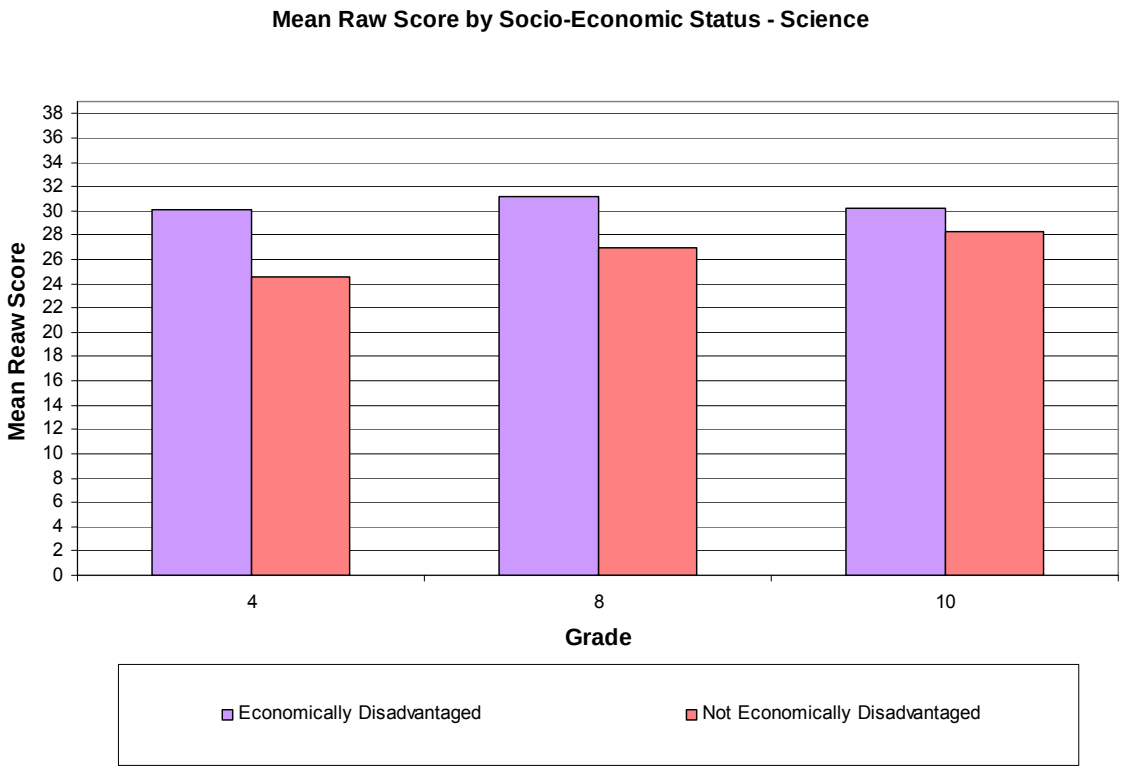
Figure 17. Mean Raw Score by Socio-Economic Status - Science



Science grade 4 has a maximum possible score of 37.

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

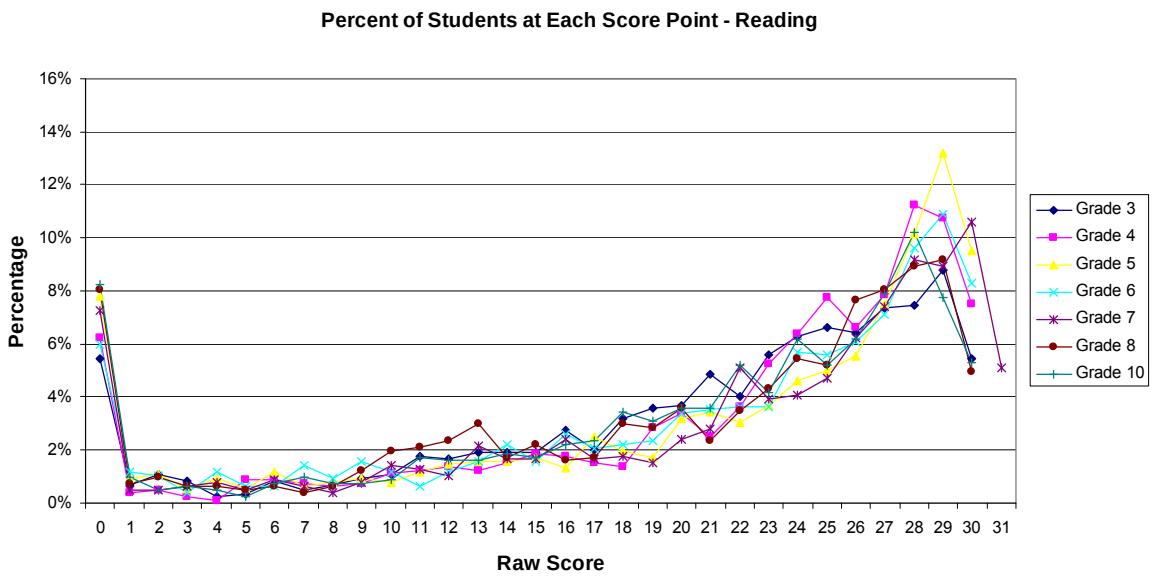

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Figure 19. Percent of Students at Each Score Point - Mathematics

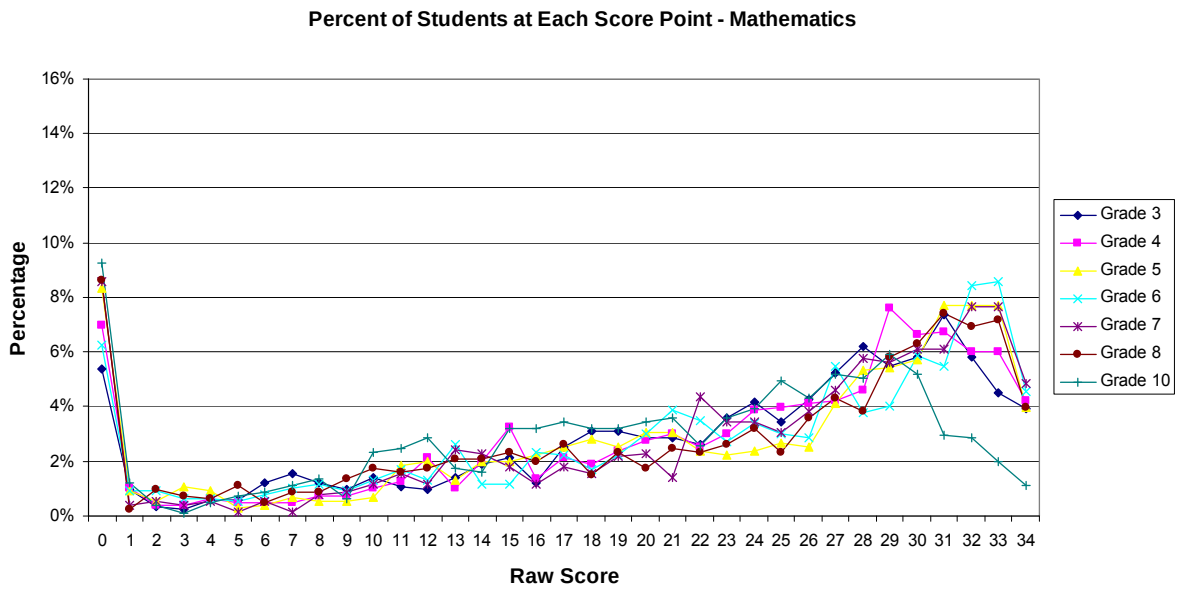

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Figure 20. Percent of Students at Each Score Point - Science

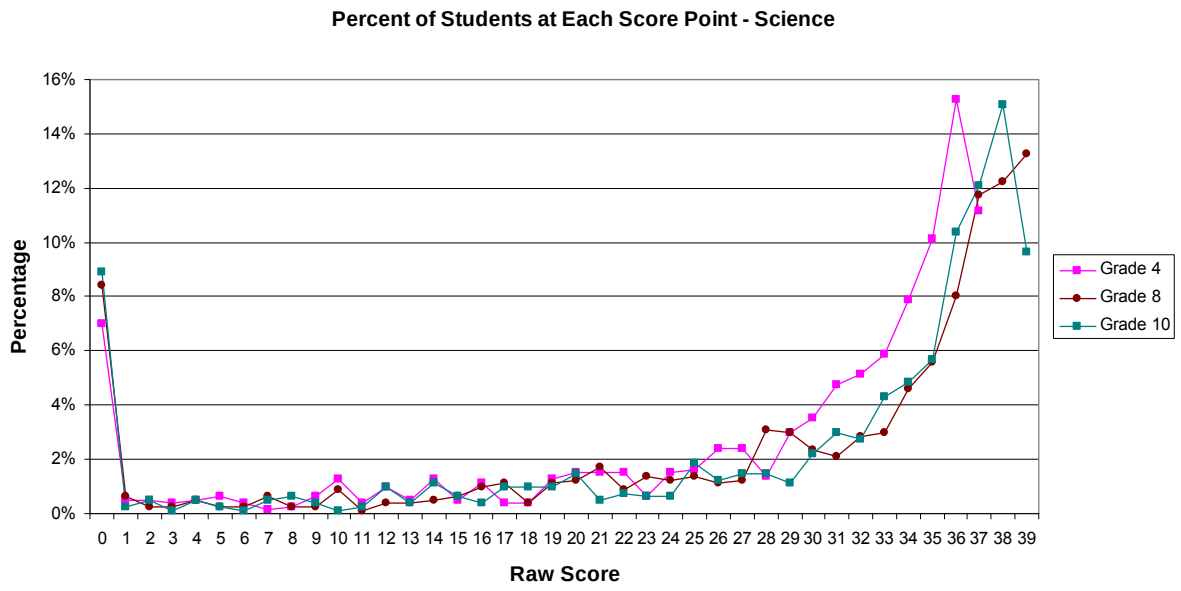

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Figure 21. Impact Data Total Group - Reading

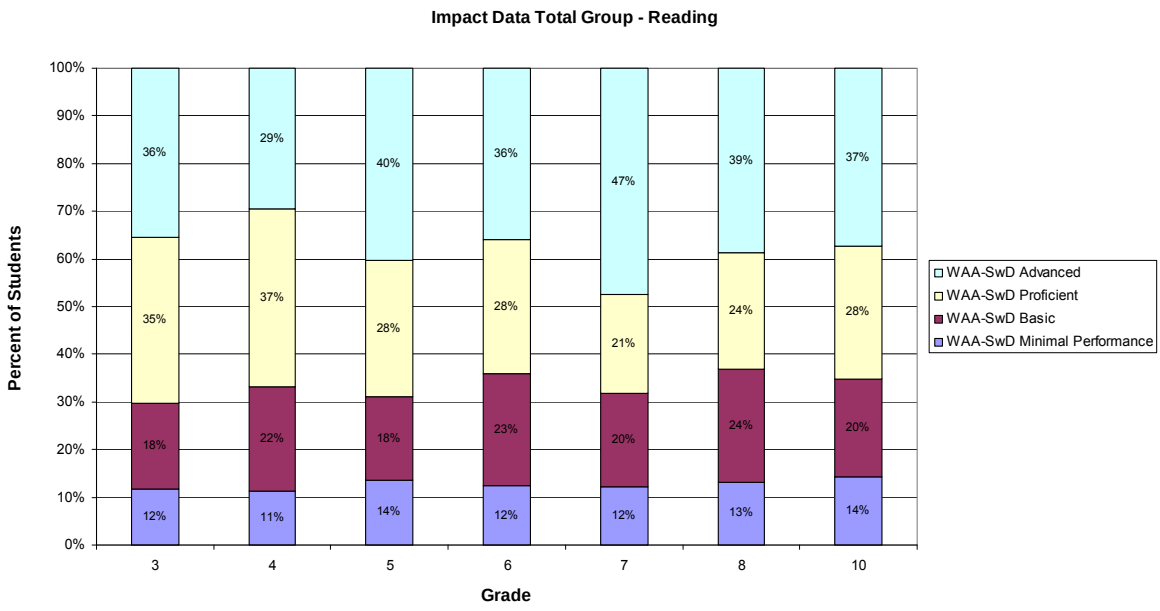

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Figure 22. Impact Data Total Group - Mathematics

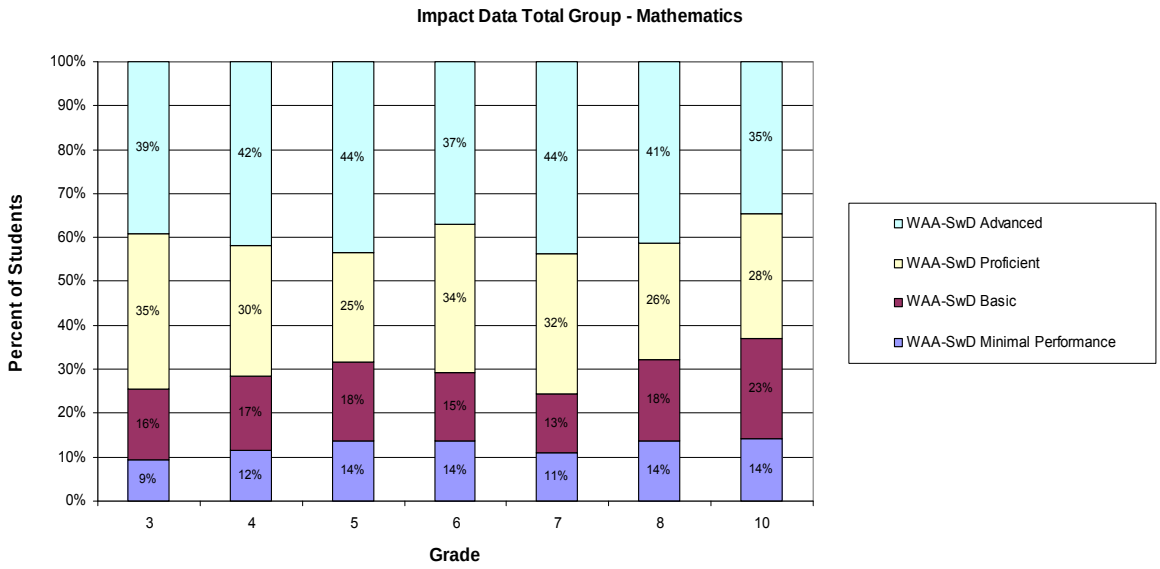

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Figure 23. Impact Data Total Group - Science

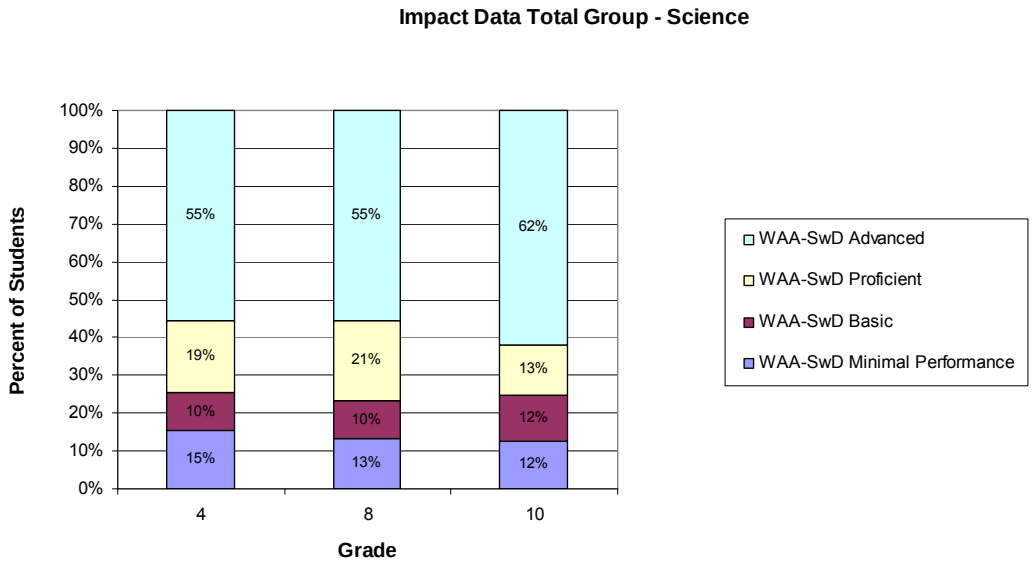

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Figure 24. Impact Data - WAA-SwD Proficient and Advanced Combined Total Group All Content Areas

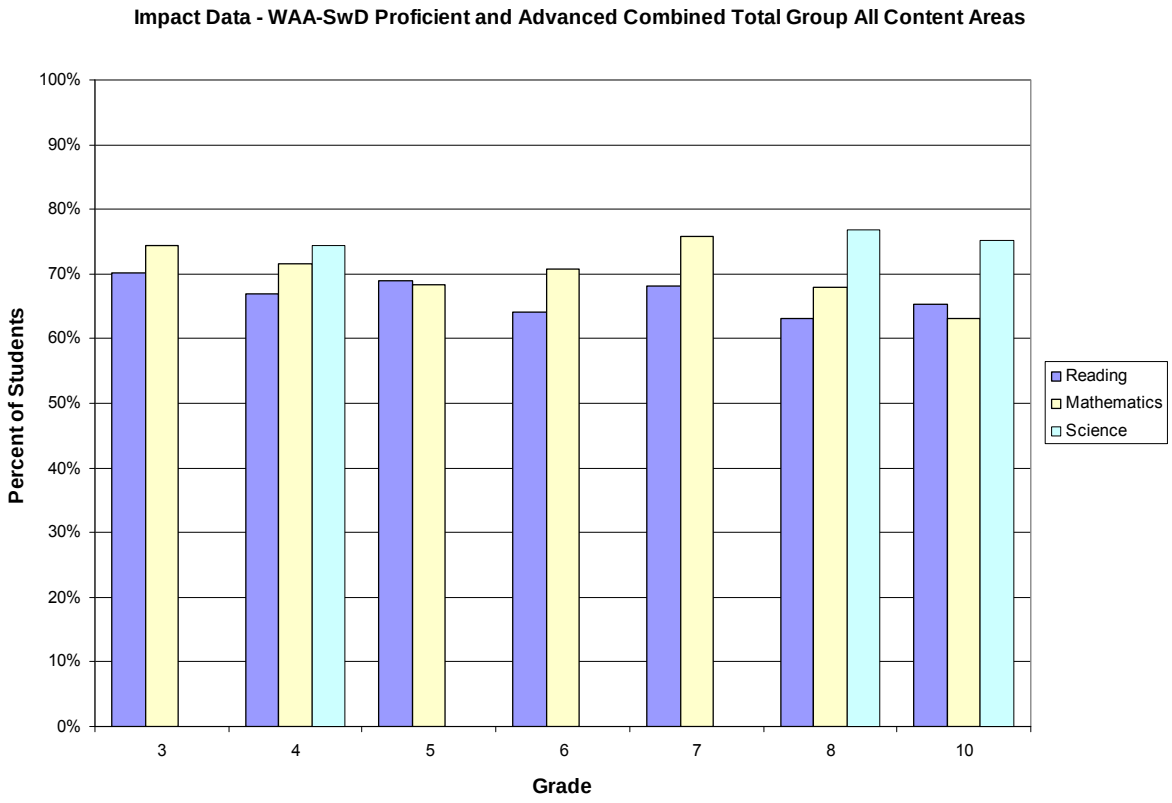

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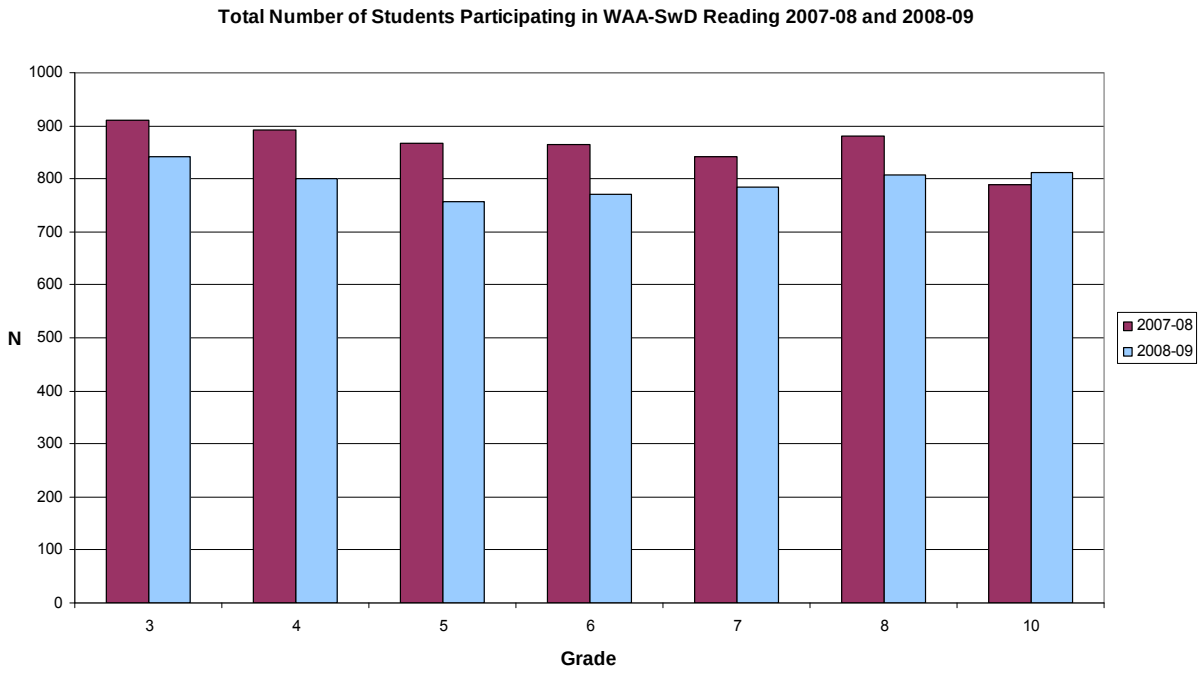
Figure 25. Total Number of Students Participating in WAA-SwD Reading 2007–08 and 2008–09



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<u>Figure 26.</u> Total Number of Students Participating in WAA-SwD Mathematics 2007–08 and 2008–09

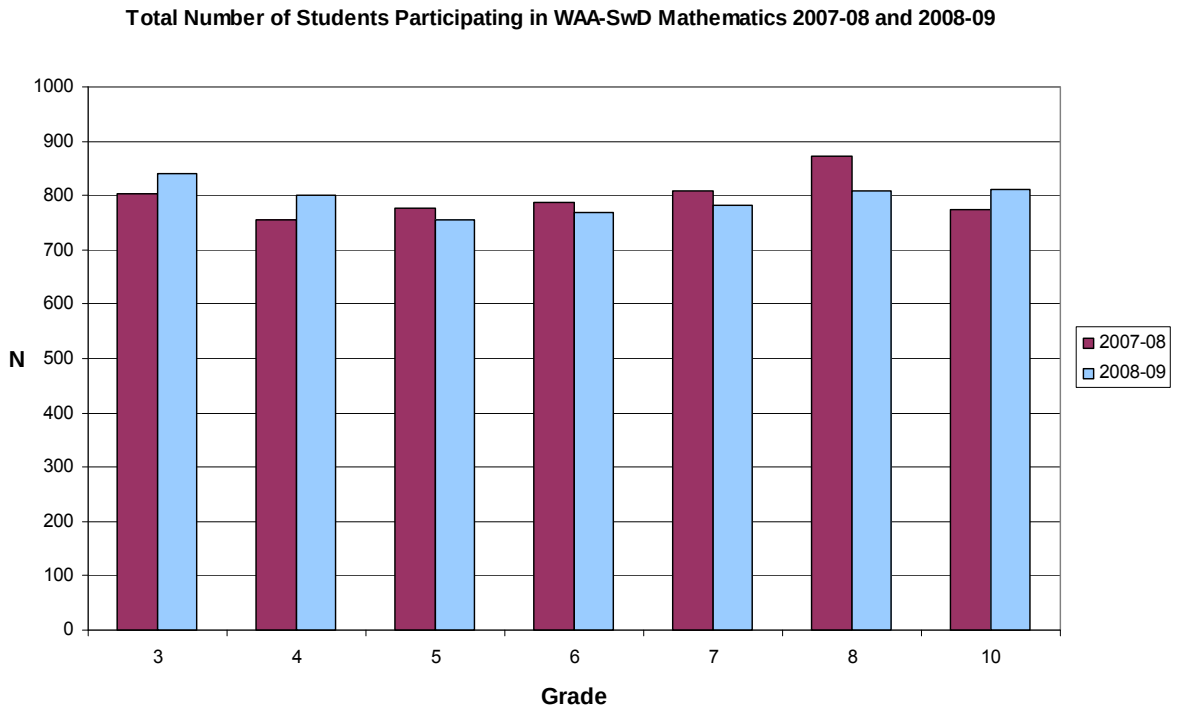

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Figure 27. Total Number of Students Participating in WAA-SwD Science 2007–08 and 2008–09

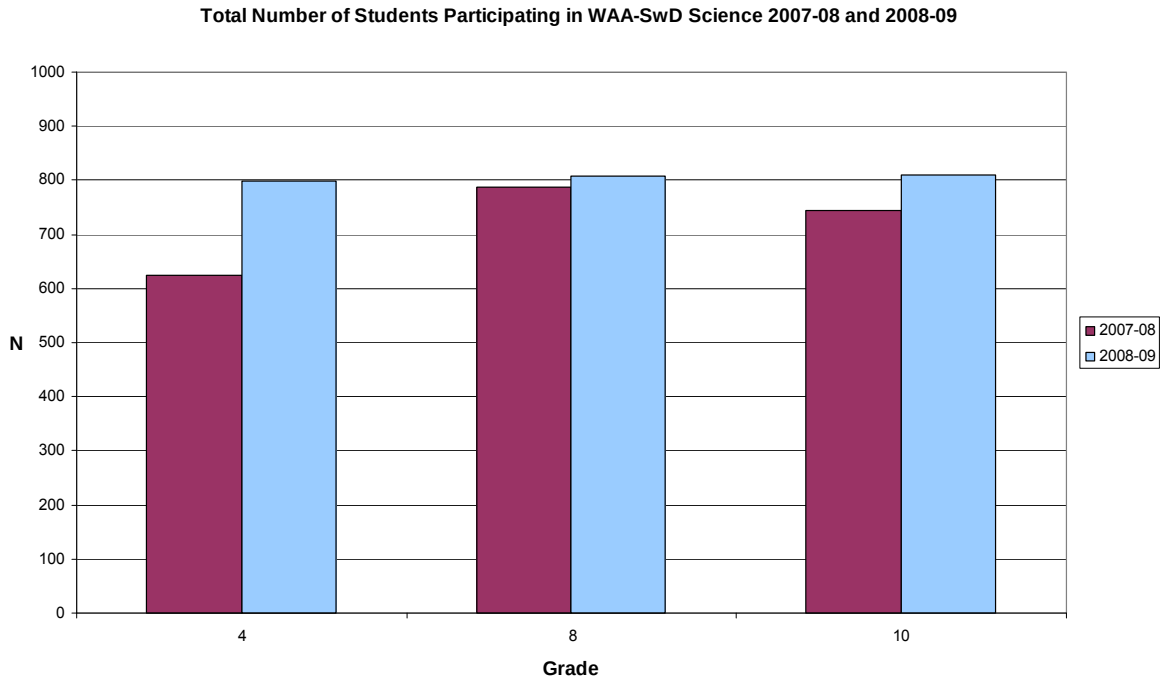

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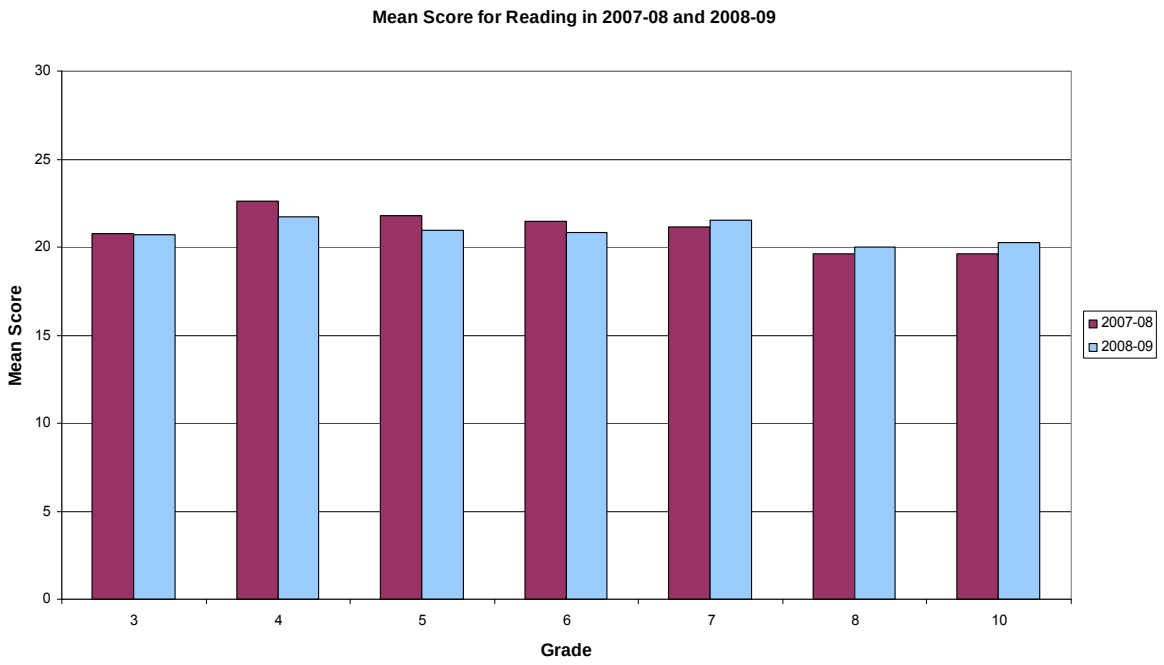
Figure 28. Mean Score for Reading in 2007–08 and 2008–09



Reading grade 7 has a maximum possible score of 31.

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

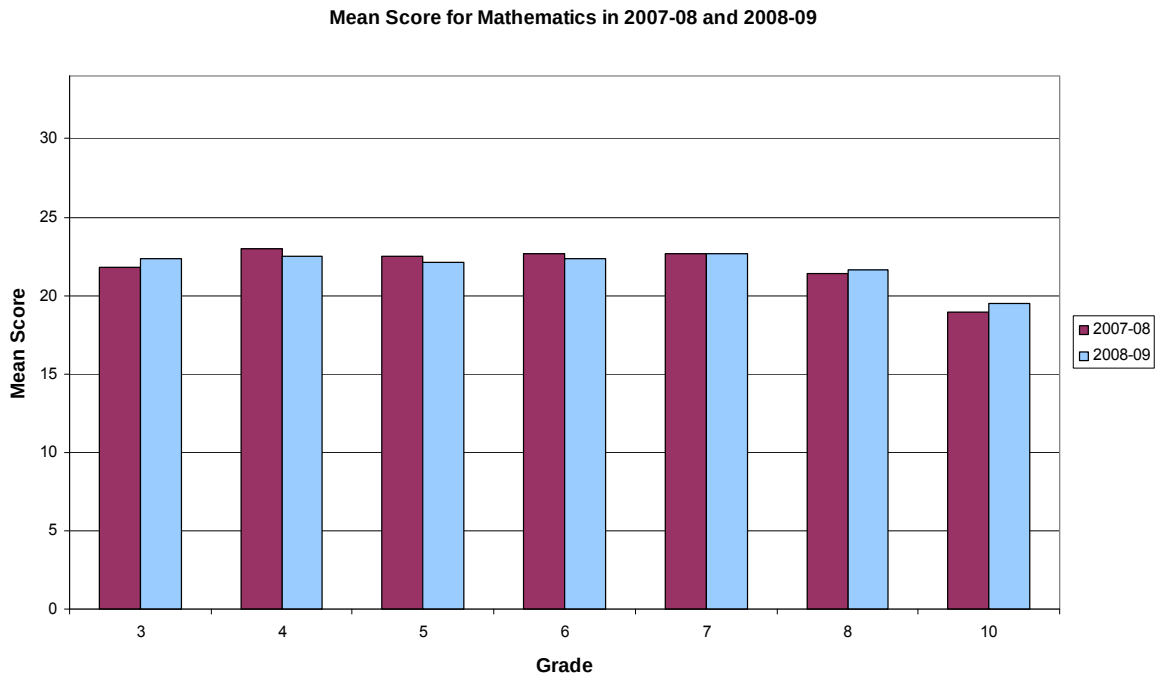

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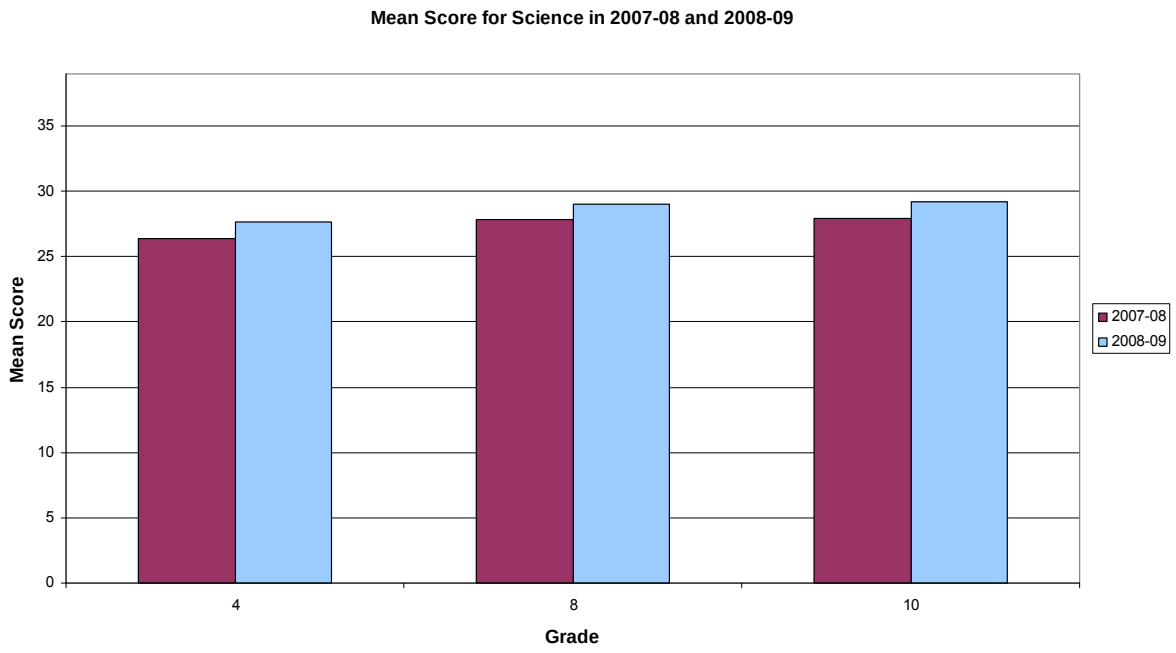
Figure 30. Mean Score for Science in 2007–08 and 2008–09



Science grade 4 has a maximum possible score of 37.

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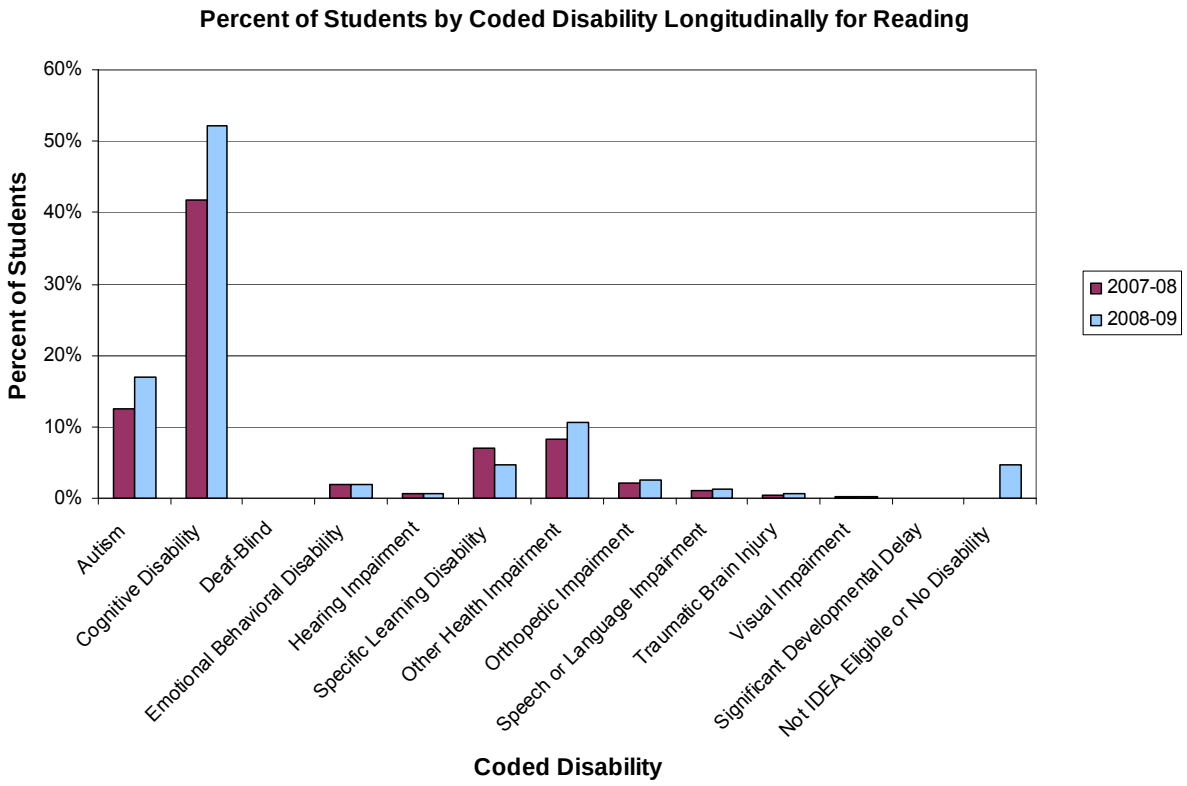
Figure 31. Percent of Students by Coded Disability Longitudinally for Reading



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

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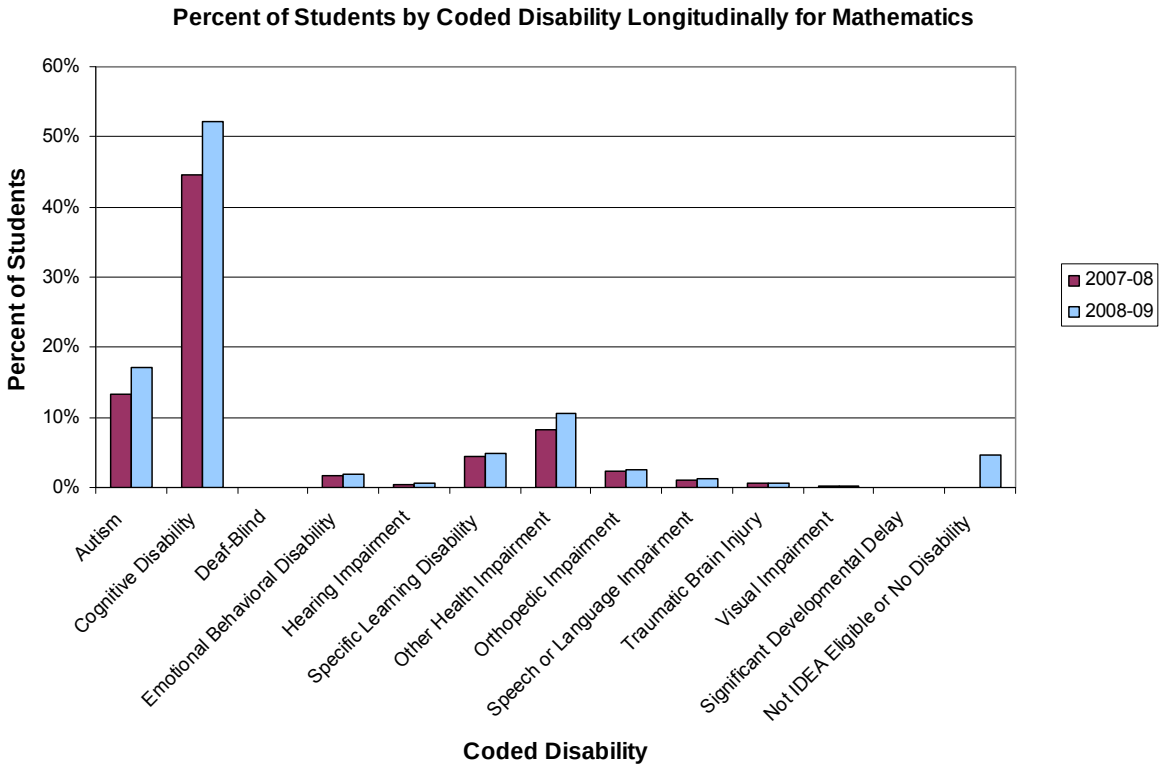
Figure 32. Percent of Students by Coded Disability Longitudinally for Mathematics



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

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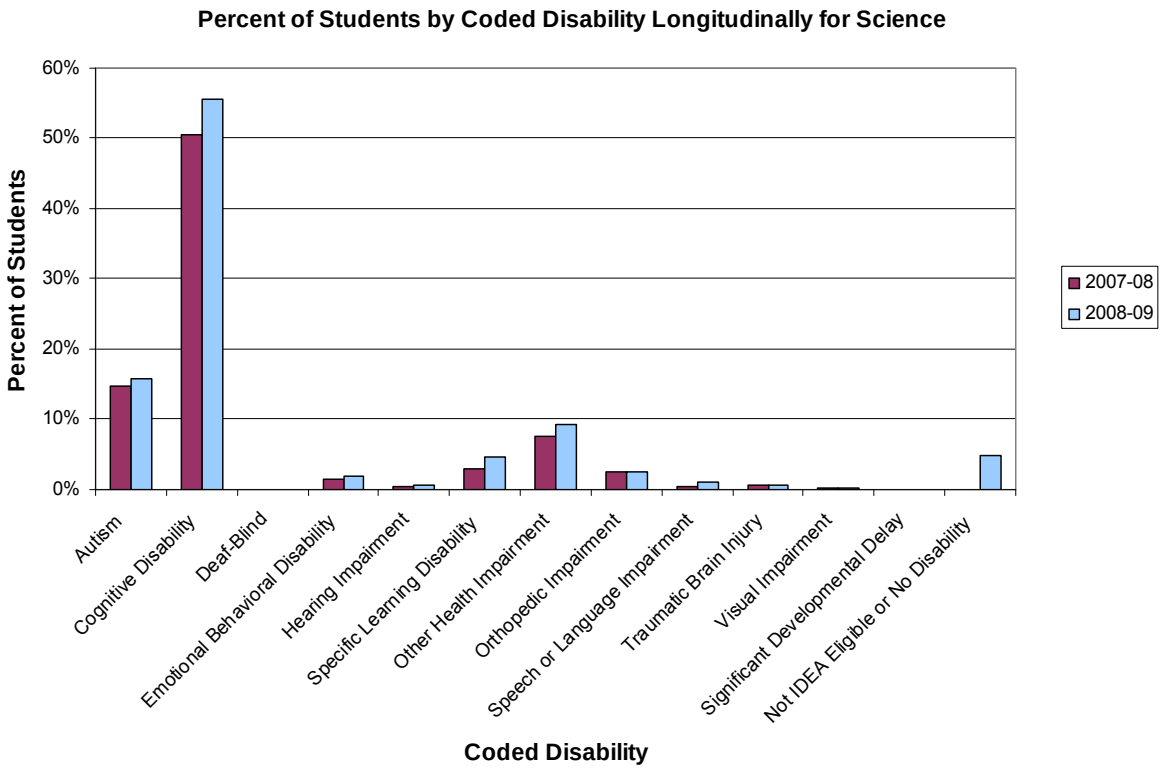
Figure 33. Percent of Students by Coded Disability Longitudinally for Science



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

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Appendix A
Wisconsin Alternate Assessment Participation Checklist

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WISCONSIN ALTERNATE ASSESSMENT
PARTICIPATION CHECKLIST
Form I-7-A (Rev. 9/07)

Student_____ Age _____ Date _____
Teacher_____
School _____ _

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

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

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

ASSUMPTIONS:

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

Current Version Available at: http://dpi.wi.gov/sped/form-i7a.doc

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Appendix B
Extended Grade Band Standards

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Wisconsin Student Assessment System

Extended Grade Band Standards

Reading, Mathematics, and Science

Grades 3 through 8 and 10 for Reading and Mathematics and Grades 4, 8, and 10 for Science

New Wisconsin Promise

A QUALITY EDUCATION FOR EVERY CHILD

Wisconsin Department of Public Instruction

Elizabeth Burmaster, State Superintendent

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August 2007

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Extended Grade Band Standards Reading, Mathematics, and Science

This document can be found on the Web at:
http://dpi.state.wi.gov/sped/assmt-waa.html

Wisconsin's Model Academic Standards can be found on the Web at:
http://dpi.wi.gov/standards/

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Acknowledgments

Wisconsin's Extended Grade Band Standards would not have been possible without the efforts of many people. Members of the workshop committee gave their time and expertise in developing the academic standards. In addition, their employing agencies generously granted them time to work on this initiative.

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General Introduction

The Wisconsin Department of Public Instruction (DPI) contracted with Edvantia to simultaneously develop extended standards, instructional achievement descriptors, and alternate assessment achievement descriptors for reading, mathematics, and science. Wisconsin educators and DPI staff worked with Edvantia staff (Kimberly Hambrick) and Edvantia National Faculty member (Jan Sheinker) April-June of 2007. This document represents the outcome and final report of their efforts.

The Wisconsin Extended Grade Band Standards are linked to the Wisconsin Academic Content Standards for reading, mathematics, and science and to grade-level objectives from the Wisconsin Assessment Frameworks. To make this link to grade-level objectives clear, the term Extended Grade Band Objectives is used in this document.

Extended grade bands include two contiguous grade levels that produce a single set of extended grade band objectives. Extended grade band objectives link to Grades 3 and 4, Grades 5 and 6, and Grades 7 and 8 reading and mathematics. These grade band objectives represent the grade-level expectations for students who take the alternate assessment in the specified grade level. Because the progression of expectations across the grades for this population is difficult to differentiate for each individual grade level, the DPI deemed the specification of grade band expectations more appropriate. Extended grade objectives were set for Grade 10, a single grade level, because this is the grade level at which general education students are tested and, therefore, the only grade at which alternate assessments are required for high school. Extended grade objectives were set for Grades 4, 8, and 10 in science.

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

Committees also developed instructional achievement descriptors for each of the Extended Grade Band Objectives. Instructional achievement descriptors were defined for Minimal, Basic, Proficient, and Advanced performance levels. The Proficient level was aligned with the Extended Grade Band Objective. Committees defined target content and skills for each level of achievement, from Minimal to Advanced. For each target skill, committees developed examples to show how students might demonstrate achievement of the performance level. These examples were intended to provide an achievement ladder for students working toward proficiency (Proficient) on the Extended Grade Band Objectives and onward (Advanced) toward the grade-level content and skills to which they are linked. The examples also were intended to help teachers envision how the broad range of students with significant cognitive disabilities might perform the same content, despite the challenges their disabilities might present.

Finally, alternate assessment achievement descriptors were developed for each grade band. These alternate assessment achievement descriptors provide a bridge between the Extended Grade Band Objectives and the alternate assessments aligned with them. These descriptors are intended to guide the development of the test blueprint, the development of items and tasks that measure the full range of achievement, and the setting of cut scores during standard setting for the assessment. The focus of an alternate assessment in a standards-based system is on achievement that aligns with extended standards linked to grade-level content.

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Together, this system of standards and descriptors is designed to allow students with significant cognitive disabilities to progress toward state standards linked to grade-level expectations while beginning at each student's present level of performance. From the classroom to the assessment, the relationships of standards and assessment to teaching and learning are depicted for use by teachers, assessment designers, and the users of alternate assessment results.

NCLB Guidance

The committee's work was guided by the United States Department of Education's *Standards and Assessments Peer Review Guidance: Information and Examples for Meeting Requirements of the No Child Left Behind Act of 2001* (Peer Review Guidance) which requires alternate academic achievement standards aligned with the alternate assessment:

- must include knowledge and skills that link to grade-level expectations;
- must promote access to the general curriculum; and
- must reflect professional judgment of the highest learning standards possible for the group of students with the most significant cognitive disabilities.

Although the grade-level content may be reduced in complexity or modified to reflect prerequisite skills, the link to grade-level standards must be clear. The academic standards are written for Grades 4, 8, and 12. The assessment frameworks are expressions of the standards at each tested grade level. The extended standards are based on these frameworks and, therefore, on the state standards.

The Peer Review Guidance notes that the concept of alternate achievement standards related to grade level may be ambiguous. According to the guidance, these extended standards

- should be defined in a way that supports individual growth because of their linkage to different content across grades;
- are not likely to show the same clearly defined advances in cognitive complexity as the general education standards when examined across grade levels;
- should rely on the judgment of experienced special educators and administrators, higher education representatives, and parents of students with disabilities as they define alternate achievement standards; and
- should provide an appropriate challenge for students with the most significant cognitive disabilities as they move through their schooling.

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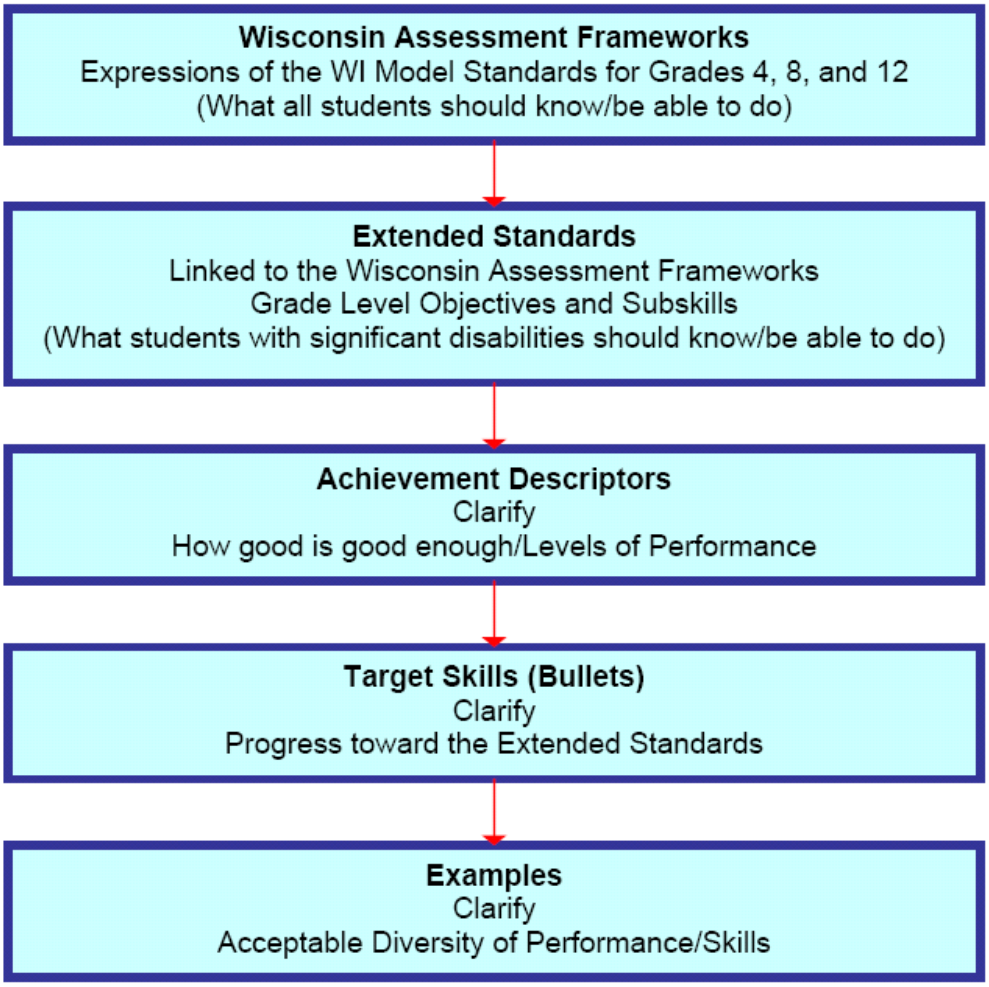
Relationship of the Wisconsin Extended Grade Band Objectives to the Wisconsin Model Academic Standards

The new guidance requires the link to grade-level standards. The Wisconsin Extended Grade Band Objectives have been developed to differentiate knowledge and skills by Grade Band to clarify the link between the Extended Grade Band Objectives and the general education standards, and to show a forward progression across grades and years of instruction that reflect different priorities for instruction and learning as these students grow older. The diagram below illustrates that relationship.



The differences from grade band to grade band are necessarily subtle and progression is sometimes more horizontal than vertical; that is, the differences represent the teaching and learning of added skills that are not as clearly higher from one grade to the next as those found in the general education standards. To the degree possible, however, skills do escalate at the proficient and advanced levels across the grades.

Relationship to the Wisconsin Alternate Assessment

The Wisconsin Extended Grade Band Objectives and Instructional Achievement Descriptors serve two functions. Instructionally, they give teachers more information about the level of knowledge and skills they are building in their students. The Extended Grade Band Objectives clarify links between the

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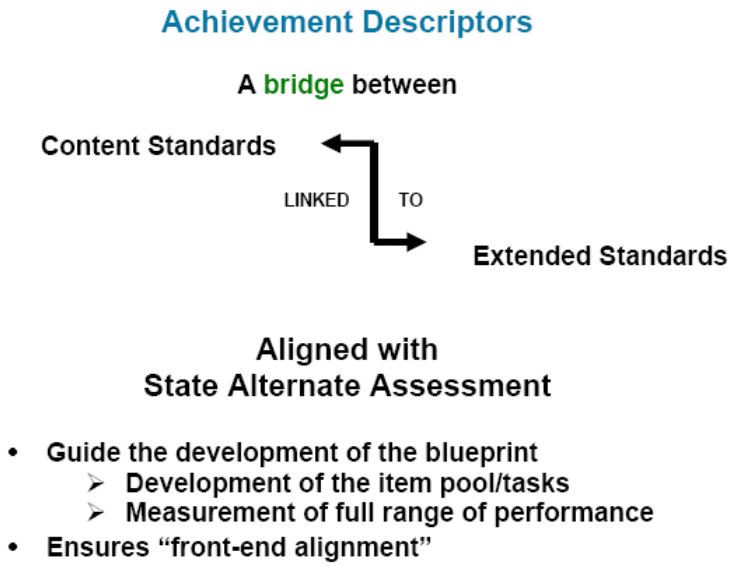
Wisconsin Model Content Standards and the grade-level objectives and subskills found in the Wisconsin Assessment Frameworks to the Alternate Achievement Descriptors. For purposes of the Wisconsin Alternate Assessment, the achievement descriptors provide a useful link between the Extended Grade Band Objectives and the Alternate Assessment. The descriptors provide guidance for developing an assessment so that a full range of performance is measured and for setting score ranges within each level. The Extended Grade Band Objectives and alternate achievement descriptors are designed to do the following:

- standardize meaning for the extended grade band content and skill expectations;
- create consistency in expected performance;
- emphasize skill similarities for all students participating in the alternate assessment;
- accommodate diverse disabilities; and
- ground alternate assessments in a consistent set of expectations.

Achievement descriptors are used to categorize and explain student performance both in the course of instruction and on the statewide alternate assessment. The diagram below illustrates this relationship.



The alternate assessment achievement descriptors describe the thresholds and summarize the key performances of students who perform each of the achievement levels on the assessment. The Proficient level descriptors align with the Extended Grade Band Objectives that are linked to the grade-level objectives.

System Alignment

The Wisconsin Extended Grade Band Objectives are intended to contribute to a fully aligned system of standards, curriculum, teaching, learning, technology, and assessment that ensures equity for all students in each classroom, school, and local education agency. The Extended Grade Band Objectives are vertically aligned and linked to the general education grade-level objectives.

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The links to the Wisconsin Model Academic Standards and grade-level objectives are intended to increase access to the general curriculum for all students with disabilities. Examples provided for instructional achievement descriptors at each level of achievement are designed for special education and general education classroom teachers to use in working with special education students with significant cognitive disabilities. The examples help teachers evaluate a student's progress toward the Extended Grade Band Objectives as well as illuminate the kinds of performance that indicate various levels of achievement.

As teachers use the Extended Grade Band Objectives and instructional achievement descriptors to guide teaching practice toward academic content areas, the objectives reframe the expectations for foundational skills in pre-academic and academic areas. Prerequisite skills and the unique enabling skills related to this population in the areas of reading, mathematics, and science content are specified in the context of their roles as a foundation for these students to achieve skills related to academic content.

Technology is particularly important to helping students with significant cognitive disabilities to access the general curriculum and achieve the extended standards. Although educators have traditionally viewed technology as hardware and software, assistive technology tenets provide a broader view of the applications of low, medium, and high levels of technology use. Assistive technology tools can be vital to helping a student acquire and demonstrate learning unimpeded by the barriers that the disability presents.

Content-Specific Concerns

The unique characteristics of each content area result in some differences among their respective objectives and descriptors. In all content areas, there is not a one-to-one correspondence between the Extended Grade Band Objectives and the general education objectives or subskills, nor should there be. The population addressed by the Extended Grade Band Objectives consists of students with significant disabilities working on prerequisite or enabling skills for the general education objectives.

In the reading Extended Grade Band 7-8 Objectives and Extended Grade 10 Objectives, general education objectives Understand Text and Analyze Text are addressed by a single Extended Grade Band Objective. The committees felt that the appropriately linked extended objective was a prerequisite to both of these general education objectives.

The first general education objective—Mathematics Processes—was not addressed separately in the Extended Grade Band Objectives. Mathematics processes are necessarily performed as one performs mathematics content and skills. The application of these processes is embedded in the performance of the remaining mathematics extended objectives.

The first two general education science objectives—Science Connections and Nature of Science—were addressed by a single Extended Grade Objective at each grade. Consistent with the reporting for the general education assessment, the content and skills related to these general education objectives were perceived to be so interrelated for this population as to render the performance of these skills inseparable in the Extended Grade Objectives. The final two general education objectives—Science Applications and Science in Social and Personal Perspectives—were addressed together. In Grades 4 and 8, these combined general education objectives are addressed by a single Extended Grade Objective. In Grade 10, two Extended Grade Objectives address the combined general education objectives. Again, the content and skills related to these two general education objectives were perceived to be so interrelated for this population as to render the performance of these skills inseparable in the Extended Grade Objectives. These combinations are consistent with reporting for the general education assessments, where they are also combined.

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Levels of Performance

Within this document, each Extended Grade Band Objective is cross-referenced to one or several grade-level objectives.

Four performance levels have been proposed for Wisconsin's alternate academic achievement standards: Advanced, Proficient, Basic, and Minimal. *Mastery is considered to be demonstrated at Proficient and Advanced Levels* and is identified as meeting the proficient level specified in No Child Left Behind.

For each level, specific descriptions of content and skills or targeted skills are bulleted, and examples of performance for the target skill are provided. These extended standards, performance level descriptors with target skills, and examples are a resource for developing IEP goals and benchmarks and curricular materials in reading, mathematics, and science. Students may need goals and benchmarks in areas other than academic content domains (e.g., self-care/living skills, mobility). As always, IEPs address the individual needs of each student to make progress toward the standards.

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Directions for Interpreting Extended Grade Band Objectives

1. **Extended Grade Band Objectives** are statements that define what students with significant cognitive disabilities should know and be able to do at a grade band. Extended Grade Band Objectives in this document are a bridge for students with significant cognitive disabilities to the Wisconsin Academic Standards. Students who are able to perform these objectives proficiently and independently in any content area should continue their progress by learning and mastering the Wisconsin Academic Standards. The order in which Extended Grade Band Objectives are listed is not intended to convey a sequence for instruction, but rather progress across years. In the document, the left column contains the Extended Grade Band Objectives that link to the Wisconsin Academic Standards, Assessment Frameworks and grade-level objectives, and the right column contains the Achievement descriptors, related target skills for each level, and examples. Each Extended Grade Band Objective completes the phrase "Students will…."

> Recognize length as long/short, weight as heavy/light, and temperature as hot/cold.
>
> (Mathematics–Extended Grade Band Objective is an extension of and linked to Grade 5 Mathematics Content Standards Measurement)

2. **Bullets under performance levels** denote target skills or descriptions of instruction at that level for the content related to the extended standard.

> Recognize length as long/short, weight as heavy/light, and temperature as hot/cold.
> **Proficient** students perform without support the following:
> - Recognize length as long/short, weight as heavy/light, and temperature as hot/cold.

3. **Examples** clarify certain components of Extended Grade Band Objectives or bullets. They are illustrative but not exhaustive. The examples suggest a range of ways in which a student may demonstrate progress toward the Extended Grade Band Objective.

> Recognize length as long/short, weight as heavy/light, and temperature as hot/cold.
> **Basic** students perform with minimal support the following:
> - Recognize length as long/short, weight as heavy/light, and temperature as hot/cold.
> EX: Pick up a piece of paper and indicate if it is heavy or light.
> EX: Look at a piece of yarn and indicate if it is short or long.
> EX: Look at a picture of ice cream and indicate if it is hot or cold.

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Guide to Links and Alignment in the Document

The document is divided into two major sections to provide users with different levels of detail concerning the relationship of the Wisconsin Model Academic Standards and the grade-level objectives and subskills found in the Wisconsin Assessment Frameworks to the Extended Grade Band Objectives, Instructional Achievement Descriptors, and Draft Assessment Achievement Descriptors.

Organization of the Body of the Document

In the main body of the document, links between the extended grade band objectives and the model standards and grade-level objectives are shown by listing them above the extended grade band objectives to which they are linked. Instructional achievement descriptors and examples appear in the table to the right of the linked extended grade band objectives. The proficient level instructional achievement descriptor is the same as the extended grade band objective to make clear that the extended grade band objective is the target for demonstrating proficiency in the objective. In cases where a single extended grade band objective addresses more than one grade-level objective, all grade-level objectives are listed above the table. These tables appear as follows:

Model Academic Standards:

Objectives:

Extended Grade Band (grade levels) Objectives	**Instructional Achievement Descriptors**
Extended grade band objective statement	Advanced students perform without support the following: • **Target skill description** EX: Example performance
	Proficient students perform without support the following: • **Target skill description** EX: Example performance
	Basic students perform with minimal support the following: • **Target skill description** EX: Example performance
	Minimal students perform with significant support the following: • **Target skill description** EX: Example performance

Model Academic Standards refers to Reading, Mathematics, or Science general education model academic standard.
Objective(s) refers to the general education grade-level objectives at which the standards are to be mastered by students.
Extended Grade Band Objectives are linked to the Model Academic Standards and Grade Level Objectives and refer to the expectations for students with significant disabilities.
Instructional Achievement Descriptors describe expectations for four levels of performance. The proficient level descriptor is aligned with the Extended Grade Band Objective.
Examples are provided for each descriptor to show how students with significant disabilities might demonstrate their knowledge or skill mastery.

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Overall Grade Band Alternate Assessment Achievement Descriptors

At the end of each Grade Band for each content area is a table that contains the alternate assessment achievement descriptors. These descriptors represent thresholds for performance at the Advanced, Proficient, and Basic levels and typical performance for students at the Minimal level. Students whose performances fall below the threshold for Basic would fall into the Minimal level.

Achievement Level	Achievement Descriptor
Advanced	Students performing at the Advanced Level: •
Proficient	Students performing at the Proficient Level: •
Basic	Students performing at the Basic Level: •
Minimal	Students performing at the Minimal Level: •

Achievement Levels define the levels of performance students may achieve when performing the extended standards as measured by the Alternate Assessment.

Achievement Descriptors describe the content, skills, and processes that students typically demonstrate at each achievement level.

At the end of each Grade Band for each content area is a table that contains the alternate assessment achievement descriptors. These performance level descriptors represent thresholds for performance at the advanced, proficient, and basic levels, and typical performance for students at the minimal level. This summary is intended to help parents, educators, and others understand what children who score at a given performance level on the WAA are expected to know and be able to do at the time of testing. This information may be useful as one component of program planning and evaluation, but should be interpreted cautiously and in the context of other available information when applied to individual students.

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Reading Extended Grade Band Objectives and Achievement Descriptors

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Wisconsin Extended Standards and Instructional Achievement Descriptors
Reading - Grade Band 3-4

Model Academic Standard:

A. Reading

Objectives:

1. Determine the meaning of words and phrases in context.

Extended Grade Band 3-4 Objectives	Instructional Achievement Descriptors
Reading 1A Match words to pictures.	Advanced students perform without support the following: • **Use words or pictures to determine meaning.** EX: Given a picture of a stove with boiling water, choose "hot" from a choice of hot and cold. EX: Asked "what is a word for something that flies," say "bird" or "plane."
	Proficient students perform without support the following: • **Match words to pictures.** EX: Given three pictures, match spoken words to pictures of objects. such as (but not limited to): o Dog, cat, and bird matched to the correct animal. o Color names (blue, red, green) to blue ball, red block, green box.
	Basic students perform with minimal support the following: • **Identify correct object when given two word choices.** EX: Given an object, identify the correct name from a choice of two words.
	Minimal students attempt to perform with significant support the following: • **Identify one picture or object from a set of two.** EX: Identify objects upon request. EX: Gaze at picture upon request.

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Model Academic Standard:

A. Reading

Objectives:

2. Understand text.

Extended Grade Band 3-4 Objectives	Instructional Achievement Descriptors
Reading 2A Recall basic facts and/or main ideas from a short paragraph of 3 simple sentences in length. **Reading 2B Sequence beginning and end from text.**	Advanced students perform without support the following: • **Recall basic facts and/or main ideas from a short paragraph of 5 sentences in length.** EX: Story: John has two dogs. One dog is brown and the other is white. Both dogs love to play outside. John likes to play too. John walks with his dogs every day. Then answer WH questions (who, what, when, where) about the paragraph. • **Sequence three events from text 5 sentences in length**. EX: Sequence a series of 3 pictures related to the text. EX: Recall what happened first, next, and last.
	Proficient students perform without support the following: • **Recall basic facts and/or main ideas from a short paragraph of 3 simple sentences in length.** EX: Story: John has a dog. The dog is brown. The dog runs. Now answer these WH questions (who, what, when, where): What does John have? Who has a dog? What does the dog do? • **Sequence beginning and end of text.** EX: After listening to a story tell what happened at beginning and end.

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Extended Grade Band 3-4 Objectives	Instructional Achievement Descriptors
	Basic students perform with minimal support the following: • **Recall basic facts and/or main ideas from a short paragraph of 2 simple sentences.** EX: Story: John has a dog. The dog is brown. Now answer these WH questions (who, what): Who has a dog? What color is the dog? • **Recall one event that occurred in a 3-sentence story.** EX: Tell me one thing that you remember from the story.
	Minimal students attempt to perform with significant support the following: • **Recall basic facts and/or main idea from 1 simple sentence.** EX: Story: John has a dog. Show two pictures (a dog and a flower); point to the correct picture to answer the question: What does John have?

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Model Academic Standard:

A. Reading

Objectives:

3. Analyze text.

Extended Grade Band 3-4 Objectives	Instructional Achievement Descriptors
Reading 3AGiven a series of events, predict what will happen next.	Advanced students perform without support the following: • **Make a prediction before, during, and after reading a text.** EX: Shown book cover, pictures in a book, and the title (picture walk), predict what the book will be about. EX: During the reading of the book predict what will happen next. EX: After finishing the book, predict what might happen next (draw a picture, select a picture from a group of pictures or tell the instructor).
	Proficient students perform without support the following: • **Given a series of events, predict what will happen next.** EX: Given a partial sequence, predict what will happen next. EX: Given a picture of a dog and another picture of a bath tub, tell what will happen given three picture choices (e.g., a dog in a bath tub, a boy playing ball, and a car on a street).
	Basic students perform with minimal support the following: • **Predict what activity they will be doing next in a known routine.** EX: Match pictures to their schedule prior to the event to predict what they will be doing next.
	Minimal students attempt to perform with significant support the following: • **Demonstrate understanding of simple cause/effect related to a routine action.** EX: Use a switch to activate a toy. EX: Use a switch to continue an activity. EX: Push a button to make a choice.

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Model Academic Standard:

A. Reading

Objectives:

4. Evaluate and extend text.

Extended Grade Band 3-4 Objectives	Instructional Achievement Descriptors
Reading 4A Connect text to self.	Advanced students perform without support the following: • **Connect text to self and text to text.** EX: Read two stories related to the same topic and have kids make connections between them. Read a story about how blowing bubbles are blown and a poem about blowing bubbles and relate the two. Then the kids get to blow bubbles.
	Proficient students perform without support the following: • **Connect text to self.** EX: Identify how a story relates to their surroundings. Read one story with the color red in it and then identify what is red in the classroom. “Who in our class is wearing a red shirt?”
	Basic students perform with minimal support the following: • **Connect text to pictures.** EX: Select pictures to go with a story.
	Minimal students attempt to perform with significant support the following: • **Make connections between related pictures.** EX: Select two pictures that go together. A picture of a boat and a picture of a lake. A picture of snow and a picture of a snowman.

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Reading Extended Grade Band 3-4
Alternate Assessment Achievement Descriptors

Achievement Level	Achievement Descriptor
Advanced	Students performing at the Advanced Level: • Use words or pictures to determine meaning. • Recall basic facts from a short paragraph of 5 sentences in length. • Sequence three events from text 5 sentences in length. • Make a prediction before, during, and after reading a text. • Connect text to self and text to text.
Proficient	Students performing at the Proficient Level: • Match words to pictures. • Recall basic facts from a short paragraph of 3 simple sentences. • Identify beginning and end of text. • Given a series of events, predict what will happen next. • Connect text to self.
Basic	Students performing at the Basic Level: • Identify correct object when given two word choices. • Recall basic facts from a short paragraph of 2 simple sentences. • Identify one event that occurred in a 3-sentence story. • Predict next activity in a known routine. • Connect text to pictures.
Minimal	Students performing at the Minimal Level: • Identify one picture or object from a set of two. • Recall one fact from a simple sentence. • Make connections between related pictures.

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Wisconsin Extended Standards and Instructional Achievement Descriptors
Reading - Grade Band 5-6

Model Academic Standard:

A. Reading

Objectives:

1. Determine the meaning of words and phrases in context.

Extended Grade Band 5-6 Objectives	Instructional Achievement Descriptors
Reading 1A Use picture or sound clues to determine word meaning.	Advanced students perform without support the following: • **Use clues to identify the meaning of words and phrases in context.** EX: State the meaning of words and phrases. EX: Match words with basic definitions. EX: Use a basic elementary dictionary to determine word meaning.
	Proficient students perform without support the following: • **Use picture or sound clues to determine word meaning.** EX: Use pictures of words (e.g., a picture of ice) to determine their meaning (e.g., cold). EX: Use sound clues (e.g., sound of a bell, whistle, dog barking) to determine word meaning. EX: Use a basic picture dictionary to determine word meaning.
	Basic students perform with minimal support the following: • **With prompts use clues to determine word meaning.** EX: Match pictures to pictures with the same meanings. EX: Match a simple word to pictures. EX: Use a basic picture dictionary to locate the word. EX: Using single picture/word/object, identify the meaning. EX: Match the object with the picture or purpose.
	Minimal students attempt to perform with significant support the following: • **Communicate basic personal needs and wants.** EX: Use AT to communicate needs and wants. EX: Use PECS, signs, gestures or verbal cues to communicate needs and wants.

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Model Academic Standard:

A. Reading

Objectives:

2. Understand text.

Extended Grade Band 5-6 Objectives	Instructional Achievement Descriptors
Reading 2A Identify the story elements of characters (who), setting (where/when), and sequence of events (what happened) within a story. **Reading 2B Follow steps in a process.**	Advanced students perform without support the following: • **Identify the story elements of main characters (who), setting (where/when), events (what happened), and problem/solution.** EX: Identify sequence of events in the story. EX: Given choices, identify the problem/solution in the story. (e.g., *It was raining and the girl did not have an umbrella, she got wet. What should the girl do so she does not get wet?)* • **Follow a multistep process.** EX: Follow a 2-step recipe from a packaged product. EX: Follow the steps in performing prevocational/school-related jobs with text only (no more than 4 steps).
	Proficient students perform without support the following: • **Identify the story elements of characters (who), setting (where/when), and sequence of events (what happened) within a story.** EX: Use pictures or words to identify story elements. EX: Communicate what happens at the beginning, in the middle, and at the end of a story. • **Follow steps in a process.** EX: Follow simple steps in a recipe using pictures and text. EX: Follow the steps in performing prevocational/school-related jobs, with text and pictures.
	Basic students perform with minimal support the following: • **Identify the story elements of characters (who) and one event (what happened) within a story.** EX: When given choices, will use pictures, words, or drawings to identify who or what the story is about and what happened.

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Extended Grade Band 5-6 Objectives	Instructional Achievement Descriptors
	Minimal students attempt to perform with significant support the following: • **Follow basic steps in a process.** EX: Will follow pictured bathroom routines. EX: Will follow practiced, pictured classroom routines.

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Model Academic Standard:

B. Reading

Objectives:

3. Analyze text.

Extended Grade Band 5-6 Objectives	Instructional Achievement Descriptors
Reading 3A Identify the topic of written content.	Advanced students perform without support the following: • **Identify the topic sentence of written content.** EX: Given 3 choices for a topic sentence, select the correct sentence.
	Proficient students perform without support the following: • **Identify the topic of written content.** EX: Given 3 choices, choose the word that describes the passage.
	Basic students perform with minimal support the following: • **Given choices, identify the topic of the content.** EX: Given 3 pictures or objects, choose the correct picture/object to represent the topic.
	Minimal students attempt to perform with significant support the following: • **Choose a book on a given topic.** EX: Choose a book about dogs when directed.

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Model Academic Standard:

A. Reading

Objectives:

4. Evaluate and extend text.

Extended Grade Band 5-6 Objectives	Instructional Achievement Descriptors
Reading 4A Make connections between text and self, make predictions, and distinguish between fact and fantasy.	Advanced students perform without support the following: • **Make connections to text: text-to-self, and text-to-text.** EX: Name another story with the similar idea (i.e., After reading a story about dogs, the student says "*We read a story about dogs last week*"). EX: Sharing common experiences and/or events with the story (i.e., After reading or listening to a story about Disney World, the student says, "*My family went to Disney World.*") • **Predict things that might happen in the story including at least 2-3 story elements (who, where, when, and/or what).** EX: Given the book title, predict who, where, when, and/or what within a story. EX: Using a familiar book series, predict who (characters) and where (environment). EX: Predict an appropriate ending to a short story. • **Explain *why* something is fact or fantasy.** EX: State the reason something is real or fantasy (e.g., *Animals don't really talk, houses don't fly, people don't fly).*
	Proficient students perform without support the following: • **Make connections between text and self.** EX: Share a personal connection between self and a person, place, or thing in the story (i.e., Story is about a dog and they have a dog.) • **Make predictions.** EX: When looking at a story title, do a picture walk: *What do you think will happen in this story?* EX: After reading/listening to part of the story, tell what will come next in the story. • **Distinguish between fact and fantasy.** EX: Answer the questions: Is it real or not? "*Do animals really talk*?"

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Extended Grade Band 5-6 Objectives	Instructional Achievement Descriptors
	Basic students perform with minimal support the following: • **Answer teacher questions about connections to text: Text-to-Self.** EX: The teacher introduces a story and asks students if they have ever experienced the same thing. (e.g., *This is a story about swimming. Have any of you been swimming?)* • **Classify fact and fantasy.** EX: Categorize pictures or objects as real or unreal.
	Minimal students attempt to perform with significant support the following: • **Indicate like or dislike of a story.** EX: Use communicative function such as facial expression, AT, words, gestures, behaviors to demonstrate opinion about a story.

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Reading Extended Grade Band 5-6
Alternate Assessment Achievement Descriptors

Achievement Level	Achievement Descriptor
Advanced	Students performing at the Advanced Level: • Identify word meanings, at least 4 story elements, and topic sentence. • Sequence events including detail and/or over more than a week time span. • Follow a multistep process. • Make connections, including text-to-text and text-to-self, and predict using 2-3 story elements. • Explain why something is fact or fantasy.
Proficient	Students performing at the Proficient Level: • Identify word meaning using cues, at least 3 story elements, the topic, and sequence of events. • Follow 2-3 steps in a process. • Make text-to-self connections, and make simple predictions. • Distinguish between fact and fantasy.
Basic	Students performing at the Basic Level: • Given choices, determine word meaning, 2 story elements (character and event), and the topic. • Sequence 2 events. • Participate in steps to follow a process. • Answer directed questions about text-to-self connections and predictions. • Classify fact and fantasy.
Minimal	Students performing at the Minimal Level: • Communicate basic personal needs and wants. • Follow basic steps in daily living skills. • Choose a book on a given topic. • Indicate like or dislike of a story.

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Wisconsin Extended Standards and Instructional Achievement Descriptors
Reading - Grade Band 7-8

Model Academic Standard:

A. Reading

Objectives:

1. Determine the meaning of words and phrases in context.

Extended Grade Band 7-8 Objectives	Instructional Achievement Descriptors
Reading 1A Use context clues to understand meaning of words.	Advanced students perform without support the following: • **Use and apply context clues to understand meaning of words and phrases.** EX: Identify the correct definition for an underlined word or phrase. EX: Find the synonym for an underlined word or phrase in a sentence. EX: Use a basic elementary dictionary and thesaurus to determine word meaning.
	Proficient students perform without support the following: • **Use context clues to understand meaning of words.** EX: Select a pair of synonyms from a list of four words (hot, warm). EX: When given a list of two or three clues, choose the word to fill in the blank with the correct response (e.g., The ____ is made of wood and lead and used to write). EX: Use a basic elementary dictionary or picture dictionary to determine word meaning.
	Basic students perform with minimal support the following: • **Use verbal or picture clues to understand word meaning.** EX: Select a pair of related ideas from a list of three picture situations (on the beach, at the pool, in the snow). EX: Identify the correct word when read a sentence. (The teacher will read a sentence with a word left out. The teacher will give the student three word choices to fill in the blank. Student will select the correct answer). EX: Use a basic picture dictionary to determine word meaning. EX: Match everyday symbols to words (e.g., stop sign, restroom, poison).

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Extended Grade Band 7-8 Objectives	Instructional Achievement Descriptors
	Minimal students attempt to perform with significant support the following: • **Recognize that words or symbols have meaning**. EX: Use a communication device to indicate a physical or emotional need. EX: Point to a picture of an object (symbolic representation). EX: When asked for a specific item, student retrieves item from given set. EX: Identify name from given choices.

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Model Academic Standard:

A. Reading

Objectives:

2. Understand text.
Analyze text.

(Note: The above general education grade-level objectives were combined because the skills linked to them in the extended grade band objectives are prerequisite to both.)

Extended Grade Band 7-8 Objectives	Instructional Achievement Descriptors
Reading 2A Identify stated information and main ideas in literary and informational text. **Reading 2B Identify stated sequence of events in literary and informational text.**	Advanced students perform without support the following: • **Identify story elements, main ideas and supporting details, and text features from stated information.** EX: Identify the main idea of a story and two supporting details. EX: Identify story elements: main characters (who), setting (where/when) and plot (what happened) within a story, and identify one feature for one of the story elements. EX: Given a recipe, identify specific directions and specific ingredients. • **Identify a five-step sequence of events in an oral, visual, or written text.** EX: Identify a five-step sequence of events in performing prevocational/school-related jobs with text and pictures.
	Proficient students perform without support the following: • **Identify stated information and main ideas in literary and informational text.** EX: Identify the story elements: main characters (who), setting (where/when), and what happened within a story. EX: Given a recipe, identify one specific direction and one specific ingredient. • **Identify stated sequence of events in literary and informational text.** EX: Identify four sequences of events in an oral, visual, or written text. EX: Use sequence words: first, next, then, and last. EX: Identify four events from a sequence in performing prevocational/school-related jobs with text and pictures.

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Extended Grade Band 7-8 Objectives	Instructional Achievement Descriptors
	Basic students perform with minimal support the following: • **Identify stated information in either literary and/or informational text.** EX: Identify the story elements: main characters (who) and setting (where/when). EX: Given a recipe, identify one specific direction or one specific ingredient. • **Identify first and last events in either a literary or informational text.** EX: Identify the first and last events in performing prevocational/school-related jobs with text and pictures.
	Minimal students attempt to perform with significant support the following: • **Recognize who from a literary text or what from an informational text.** EX: Point to or indicate a main character in story. EX: Given a picture recipe, point to one specific ingredient (teacher says point to the egg and the student points to the egg).

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Model Academic Standard:

A. Reading

Objectives:

3. Evaluate and extend text.

Extended Grade Band 7-8 Objectives	Instructional Achievement Descriptors
Reading 3A Make connections to text, predictions, and draw conclusions.	Advanced students perform without support the following: • **Evaluate and extend literary and informational text through connections to text, predictions, drawing conclusions, and distinguishing between fact and opinion.** EX: A passage (3-5 simple sentences) is read aloud by the student or teacher; the student identifies the way the story relates to the world. EX: A passage (3-5 simple sentences) is read by the student or teacher; the student predicts what will happen next. EX: Two statements are read by the student or teacher; the student identifies fact versus opinion using key words such as all, never, I think, I believe, I feel (e.g., The earth is a planet vs. I think that people should take better care of the earth).
	Proficient students perform without support the following: • **Make connections to text, predictions, and draw conclusions.** EX: A passage (3 simple sentences) is read by the student or teacher, the student identifies three ways the story relates to their life. EX: A passage (3 simple sentences) is read by the teacher; the student predicts what will happen next.
	Basic students perform with minimal support the following: • **Make connections to text and draw conclusions.** EX: A passage (3 simple sentences) is read aloud by the teacher; the student identifies two ways the story relates to their life. EX: When looking at a picture within the story, draw conclusions about what happened in this story.
	Minimal students attempt to perform with significant support the following: • **Make one connection from text-to-self.** EX: A passage (1-2 sentences with picture) is read by the teacher; the student identifies one way the story relates to their life.

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Reading Extended Grade Band 7-8
Alternate Assessment Achievement Descriptors

Achievement Level	Achievement Descriptor
Advanced	Students performing at the Advanced Level: • Use and apply context clues to understand meaning of words and phrases. • Identify story elements, main ideas and supporting details, text features, and five sequenced events from stated information. • Connect to text, predict outcomes, draw conclusions, and distinguish between fact and opinion from literary and informational text.
Proficient	Students performing at the Proficient Level: • Use context clues to understand meaning of words. • Identify stated information and events in sequence in literary and informational text. • Connect to text, make predictions, and draw conclusions from literary and informational text.
Basic	Students performing at the Basic Level: • Use verbal or picture clues to understand word meaning. • Identify stated information from either literary and/or informational text and identify first and last events. • Connect to text and make predictions from literary and/or informational text.
Minimal	Students performing at the Minimal Level: • Recognize that words or symbols have meaning. • Identify stated information in text. • Connect text to self.

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Wisconsin Extended Standards and Instructional Achievement Descriptors
Reading - Grade 10

Model Academic Standard:

A. Reading

Objectives:

1. Determine the meaning of words and phrases in context.

Extended Grade 10 Objectives	Instructional Achievement Descriptors
Reading 1A Interpret word meanings within a passage according to connotation (tone) or context.	Advanced students perform without support the following: • **Complete sentences within a passage using words with appropriate connotation (tone) or context.** EX: When shown a letter to a potential employer, choose appropriate salutation from choices given (i.e., Yo, Hey You, Dear). EX: When read a passage addressing a specific social situation (such as a funeral), choose the appropriate greeting from choices given.
	Proficient students perform without support the following: • **Interpret word meanings within a passage according to connotation (tone) or context.** EX: Choose the correct meaning of a word in a passage that describes the feelings of a character. EX: Locate and identify words on forms to fill in personal information such as name, address, and phone.
	Basic students perform with minimal support the following: • **Identify words and their meanings.** EX: Locate or follow a direction based on an environmental sign, such as bathroom, road, and store signs, bus stop. EX: Identify sight words connected to the student, such as library, café, bus, work, computer, pizza (as applicable).
	Minimal students attempt to perform with significant support the following: • **Use visual or picture clues to understand the meaning of words and symbols.** EX: Point to the two pictures that are similar (e.g., hamburger, hotdog, car). EX: Given three pictures, identify the one that is asked for. EX: Shown a picture of an event such as a carnival, point to different features such as popcorn, clown, and ride.

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Model Academic Standard:

A. Reading

Objectives:

2. Understand text.
Analyze text.

(Note: The above general education grade-level objectives were combined because the skills linked to them in the extended grade band objectives are prerequisite to both.)

Extended Grade 10 Objectives	Instructional Achievement Descriptors
Reading 2A Interpret text by classifying information and distinguishing different viewpoints.	Advanced students perform without support the following: • **Interpret text by classifying information about the text and distinguishing multiple viewpoints.** EX: Tell if passage uses formal or informal language. EX: Differentiate between narrative and dialogue by categorizing each sentence in a passage. EX: After reading a passage with three different characters, tell what each one thinks or feels. EX: Using a graphic organizer, sort words or pictures representing a text into multiple categories. EX: Sort pictures of story details into categories based on a story or picture.
	Proficient students perform without support the following: • **Interpret text by classifying information and distinguishing different viewpoints**. EX: Complete the two missing items in a graphic organizer, such as sorting pictures representing a text. EX: Based on information from the story, tell what two different characters think or feel (e.g., character cried-was sad). EX: After reading a passage about two teams winning or losing, decide how each team feels. EX: Given a passage about pizza, identify which topping each character likes. EX: Tell what one character thinks or feels based on information from the story.
	Basic students perform with minimal support the following: • **Interpret text by organizing information and recognizing a viewpoint.** EX: Based on information from the story, tell what one character thinks or feels. EX: Sort pictures of story details into categories based on a story or picture.

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Extended Grade 10 Objectives	Instructional Achievement Descriptors
	Minimal students attempt to perform with significant support the following: • **Recognize feelings in text or pictures.** EX: Looking at a picture, determine if a character feels happy or sad. EX: Using a real-life social story read to them, point to a picture showing what the character did.

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Model Academic Standard:

A. Reading

Objectives:

3. Evaluate and extend text.

Extended Grade 10 Objectives	Instructional Achievement Descriptors
Reading 3A Draw conclusions from literary and informational text.	Advanced students perform without support the following: • **Draw and justify conclusions from literary and informational text.** EX: Agree or disagree with the character's choice or viewpoint and give one reason for the opinion. EX: Tell if a commercial or advertisement is believable and give one reason for the opinion. EX: Use the outcome of story to project future possibilities. EX: Decide if a character is believable and justify why.
	Proficient students perform without support the following: • **Draw conclusions from literary and informational text.** EX: Distinguish between important and unimportant facts. EX: Agree or disagree with the character's choice or viewpoint. EX: When given several options in a passage, decide which option the character would choose (e.g., go bowling or watch a movie). EX: Tell if a commercial is believable. EX: Decide if a character is believable.
	Basic students perform with minimal support the following: • **Connect text with self and world**. EX: Tell about something from the story you like. EX: Identify (via pictures or spoken word) a choice made by the character in the passage.
	Minimal students attempt to perform with significant support the following: • **Connect text-to-self.** EX: Choose a fruit that they like from a story. EX: Touch a picture from the story.

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Reading Extended Grade 10
Alternate Assessment Achievement Descriptors

Achievement Level	Achievement Descriptor
Advanced	Students performing at the Advanced Level: • Apply varied word meanings. • Classify information about the text and distinguish multiple viewpoints. • Draw and justify conclusions from literary and informational text.
Proficient	Students performing at the Proficient Level: • Interpret word meanings within a passage according to context. • Classify information and distinguish different viewpoints. • Draw conclusions from literary and informational text.
Basic	Students performing at the Basic Level: • Identify words and their meanings. • Organize information and recognize a viewpoint. • Connect text with self and world.
Minimal	Students performing at the Minimal Level: • Use visual or picture clues to understand the meaning of words and symbols. • Recognize feelings in text and pictures. • Connect text to self.

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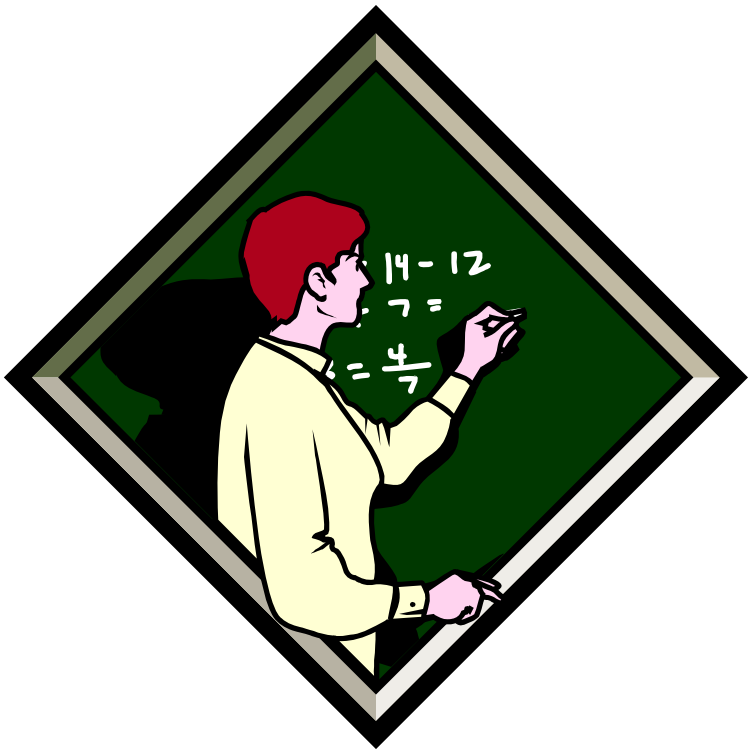
Mathematics Extended Grade Band Objectives and Achievement Descriptors



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Wisconsin Extended Standards and Instructional Achievement Descriptors
Mathematics - Grade Band 3-4

Model Academic Standard:

A. Mathematical Processes: Students will effectively use mathematical knowledge, skills and strategies related to reasoning, communication, connections, representation, and problem solving.

(Note: Students perform math processes in demonstrations of the content that follows.)

Model Academic Standard:

B. Number Operations & Relationships: Students will use numbers effectively for various purposes, such as counting, measuring, estimating, and problem solving.

Subskill B.a.: Concepts

Extended Grade Band 3-4 Objectives	Instructional Achievement Descriptors
Mathematics Ba1 Order or rote count numbers 0-20 and represent numbers 0-10. **MathematicsBa2 Sort coins to like groups.**	Advanced students perform without support the following: • **Order or rote count numbers 0-50 and represent numbers 0-20.** EX: Count numbers verbally; write, type, point, stamp, or use communication device; use manipulation devices. EX: Use pictures, objects, or fingers to show a requested number. • **Sort and name coins into like groups.** EX: Sort coins into labeled containers. EX: Point to or indicate a coin by name**.**
	Proficient students perform without support the following: • **Order or rote count numbers 0-20 and represent numbers 0-10.** EX: Count verbally; write, type, point, stamp, or use communication device; use manipulation devices. EX: Use pictures, objects, or fingers to show a requested number. • **Sort coins to like groups.** EX: Given all coins, students can sort into groups of penny, nickel, dime, quarter.

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Extended Grade Band 3-4 Objectives	Instructional Achievement Descriptors
	Basic students perform with minimal support the following: • **Rote count numbers 0-10.** EX: Count verbally; write, type, point, stamp, or use communication device; use of manipulation devices. • **Separate 2 different kinds of coins.** EX: Separate a penny from a quarter, a dime from a penny.
	Minimal students attempt to perform with significant support the following: • **Recognize numbers.** EX: Indicate one object when requested. EX: Point to or indicate a number versus another symbol.

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Model Academic Standard:

B. Number Operations & Relationships: Students will use numbers effectively for various purposes, such as counting, measuring, estimating, and problem solving.

Subskill B.b.: Computation

Extended Grade Band 3-4 Objectives	Instructional Achievement Descriptors
Mathematics Bb1 Add and subtract one-step, single-digit number problems. **Mathematics Bb2 Combine and separate numbers or objects 0-20 into requested equal groups.**	Advanced students perform without support the following: • **Solve addition and subtraction one-step single-digit number problems using symbols.** EX: Solve written or verbal problem using paper and pencil or other communication device. • **Combine or separate numbers or objects 0-20 into requested equal groups.** EX: Given a bag of colored squares sort into equal groups.
	Proficient students perform without support the following: • **Add and subtract one-step single-digit number problems.** EX: Solve written or verbal problem using manipulatives or pictures. • **Combine or separate numbers or objects 0-20 into requested equal groups.** EX: Given a group of objects will sort into requested groups (sort into 2s, 5s, etc.). EX: Given 4 groups of 5 state or indicate that there are 20 total.
	Basic students perform with minimal support the following: • **Add one-step single-digit number problems.** EX: Solve problem using manipulatives or pictures.
	Minimal students attempt to perform with significant support the following: • **Add one to a group of objects.** EX: Add a block or indicate a block needs to be added.

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Model Academic Standard:

C. Geometry: Students will be able to use geometric concepts, relationships, and procedures to interpret, represent, and solve problems.

Subskill C.a.: Describing Figures
Subskill C.b: Spatial Relationships and Transformations

Extended Grade Band 3-4 Objectives	Instructional Achievement Descriptors
Mathematics Ca1 Identify and match 3 basic shapes.	Advanced students perform without support the following: • **Identify and match 4 basic shapes.** EX: State, indicate, or point to requested shape, such as triangle, square, circle rectangle (basic 2D shapes). EX: Complete a non-interlocking puzzle with the 4 basic shapes, placing pieces when requested by name of shape.
	Proficient students perform without support the following: • **Identify and match 3 basic shapes.** EX: State, indicate, or point to requested shape, such as triangle, square, circle (basic 2D shapes). EX: Complete a non-interlocking puzzle with the 3 basic shapes, placing pieces when requested by name of shape (wooden peg puzzles).
	Basic students perform with minimal support the following: • **Identify and match 2 basic shapes.** EX: State, indicate, or point to requested shape, such as triangle, square, circle (basic 2D shapes).
	Minimal students attempt to perform with significant support the following: • **Match 1 basic shape.** EX: Indicate or point to matching shapes, such as triangle to triangle.

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Model Academic Standard:

C. Geometry: Students will be able to use geometric concepts, relationships, and procedures to interpret, represent, and solve problems.

Subskill C.c.: Coordinate Systems

Extended Grade Band 3-4 Objectives	Instructional Achievement Descriptors
Mathematics Cc1 Recognize basic positional concepts (such as behind, over, under, in front of, next to).	Advanced students perform without support the following: • **Recognize basic positional concepts (such as behind, over, under, in front of, next to, and left, right).** EX: Manipulate object or indicate picture which shows positional concept. EX: Indicate left or right when prompted by raising correct hand. EX: Point to an object on the right or left in addition to above, below etc. as requested.
	Proficient students perform without support the following: • **Recognize basic positional concepts (such as behind, over, under, in front of, next to).** EX: Manipulate object or indicate picture which shows positional concept. EX: Move hand to behind, next to, and above table when requested.
	Basic students perform with minimal support the following: • **Recognize 2 basic positional concepts (such as over, under, in front of, in, out, top, bottom).** EX: Manipulate object or indicate picture that shows positional concept. EX: Place a ball in front of themselves when prompted.
	Minimal students attempt to perform with significant support the following: • **Recognize 1 basic positional concept (such as in, out, top, bottom).** EX: Manipulate object or self to show a positional concept. EX: When requested, move to or indicate the front of the line.

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Model Academic Standard:

D. Measurement: Students will select and use appropriate tools (including technology) and techniques to measure things to a specified degree of accuracy. They will use measurements in problem-solving situations.

Subskill D.a.: Measurable Attributes
Subskill D.b.: Direct Measurement
Subskill D.c.: Indirect Measurement

Extended Grade Band 3-4 Objectives	Instructional Achievement Descriptors
Mathematics Da1 **Compare 2 objects by size or weight.** **Mathematics Da2** **Identify purpose of basic tools of measurement (e.g., calendar, clock, ruler).**	Advanced students perform without support the following: • **Compare 3 objects by size or weight.** EX: Point to or identify the large/medium/small object. EX: Given a picture of 3 different sizes of the same object, indicate which is large, medium, and small. • **Identify and use tools of measurement (e.g. calendar, analog and digital clocks, ruler).** EX: Use a ruler to measure. EX: Match digital to analog time.
	Proficient students perform without support the following: • **Compare 2 objects by size or weight.** EX: Point to or identify the larger/smaller, heavier/lighter, longer/shorter object. EX: Given a marble and a tennis ball and asked which is larger, indicate the tennis ball. EX: Given a rock and a feather and asked which is lighter, identify the feather. • **Identify purpose of basic tools of measurement (e.g., calendar, clock, ruler).** EX: Identify which tool measures time. EX: Hand teacher the tool to measure water upon request.
	Basic students perform with minimal support the following: • **Compare 2 objects by size.** EX: Point to or identify the larger/smaller object when asked. • **Identify tools of measurement.** EX: Identify one of the following tools: clock, calendar, ruler, scales. EX: Hand teacher a ruler upon request.

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Extended Grade Band 3-4 Objectives	Instructional Achievement Descriptors
	Minimal students attempt to perform with significant support the following: • **Identify a clock or calendar.** EX: Point to clock or calendar when prompted for each.

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Model Academic Standard: Students will use data collection and analysis, statistics, and probability in problem-solving situations, employing technology where appropriate.

E. Statistics and Probability

Subskill E.a.: Data analysis and statistics
Subskill E.b.: Probability

Extended Grade Band 3-4 Objectives	Instructional Achievement Descriptors
Mathematics Ea1 **Identify most, least, and same on a graph or chart.**	Advanced students perform without support the following: • **Identify and display graph showing most, least, and same.** EX: Given a bag of different colored objects (e.g., erasers, rubber balls, mini toys) graph amount of different colors on paper or manipulate into columns in order to show more, least, and same.
	Proficient students perform without support the following: • **Identify most, least, and same on a graph or chart.** EX: Given a bar graph, point to or show concept of least, most, and same. EX: Given a block graph, indicate when asked which row has the least blocks, most blocks, and the same number of blocks.
	Basic students perform with minimal support the following: • **Identify most and least on a graph or chart.** EX: Given a graph, point to or show concept of same. EX: Given a block graph, indicate when asked which rows are the same.
	Minimal students attempt to perform with significant support the following: • **Recognize a graph or chart.** EX: Point to a graph.

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Model Academic Standard:

F. **Algebraic Relationships:** Students will discover, describe, and generalize simple and complex patterns and relationships. In the context of real-world problem situations, the student will use algebraic techniques to define and describe the problem to determine and justify appropriate solutions.

Subskill F.a: Patterns, Relations, and Functions

Extended Grade Band 3-4 Objectives	Instructional Achievement Descriptors
Mathematics Fa1 Recognize or extend two-part A/B pattern.	Advanced students perform without support the following: • **Recognize and extend three-part A/B/C pattern.** EX: Use manipulative shapes or objects to complete or extend a given three-part pattern. EX: When started with red, green, yellow, red, green, yellow, indicate whether red, green, or yellow object comes next.
	Proficient students perform without support the following: • **Recognize or extend two-part A/B pattern.** EX: Use manipulative shapes or objects to complete or extend a given two-part pattern. EX: When started with red, green, red, green, indicate whether red or green object comes next.
	Basic students perform with minimal support the following: • **Copy a two-part pattern from an existing pattern.** EX: Match pictures of two patterns. EX: Recreate a pattern from an example. EX: Use pictorial form to put pegs in a board of the same pattern. EX: Use a communication device to indicate which comes next in the pattern to recreate it.
	Minimal students attempt to perform with significant support the following: • **Extend a sequence of like pictures or objects.** EX: Given five apples in a row, choose another apple to come next instead of an orange. EX: Given a sequence of the same picture or object and asked what goes here, indicate the matching object/picture.

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Model Academic Standard:

F. Algebraic Relationships: Students will discover, describe, and generalize simple and complex patterns and relationships. In the context of real-world problem situations, the student will use algebraic techniques to define and describe the problem to determine and justify appropriate solutions.

Subskill F.b.: Expressions, Equations, and Inequalities
Subskill F.c.: Properties

(Expressions, Equations, Inequalities, and Properties are too abstract for this population to permit linkage at this grade band.)

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Mathematics Extended Grade Band 3-4
Alternate Assessment Achievement Descriptors

Achievement Level	Achievement Descriptor
Advanced	Students performing at the Advanced Level: • Order or rote count numbers 0-50, represent numbers 0-20. • Add or subtract one-step single-digit number problems, and combine or separate numbers or objects 0-20 into requested equal groups. • Sort and name coins, sort the four basic shapes into like groups, and compare three objects by size. • Recognize basic positional concepts (such as behind, over, under, in front of, next to and left, right) and extend three-part A/B/C pattern. • Identify and use tools of measurement (e.g., calendar, analog, and digital clocks, ruler) • Identify and display graph showing most, least, and same.
Proficient	Students performing at the Proficient Level: • Order or rote count numbers 0-20 and represent numbers 0-10, add and subtract one-step single-digit number problems, and combine or separate numbers or objects 0-20 into requested equal groups. • Sort coins by likeness and two objects by size. • Recognize basic positional concepts (such as behind, over, under, in front of, next to); match 3 basic shapes; indicate most, least, and same on a graph; and extend simple patterns. • Identify purpose of basic tools of measurement (e.g., calendar, clock, ruler).
Basic	Students performing at the Basic Level: • Rote count numbers 0-10, add one-step single-digit number problems. • Match two basic shapes, coins and objects, and copy a two-part pattern from an existing pattern. • Recognize two basic positional concepts (such as behind, over, under, in front of, next to, in, out, top, bottom). • Identify tools of measurement (e.g., clock, calendar, ruler, scales). • Identify what is the same on a graph.
Minimal	Students performing at the Minimal Level: • Add one to a group of objects. • Match one basic shape. • Recognize a number, clock, calendar, graph, and one basic positional concept (such as in, out, top, bottom).

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Wisconsin Extended Standards and Instructional Achievement Descriptors
Mathematics - Grade Band 5-6

Model Academic Standard:

A. Mathematical Processes: Students will effectively use mathematical knowledge, skills and strategies related to reasoning, communication, connections, representation, and problem solving.

(Note: Students perform math processes in demonstrations of the content that follows.)

Model Academic Standard:

B. Number Operations & Relationships: Students will use numbers effectively for various purposes, such as counting, measuring, estimating, and problem solving.

Subskill B.a.: Concepts

Extended Grade Band 5-6 Objectives	Instructional Achievement Descriptors
Mathematics Ba1 **Recognize, count, and order numbers to 50.** **Mathematics Ba2** **Indicate parts of a whole.** **Mathematics Ba3** **Identify and count like coins up to one dollar and bills up to five dollars.**	Advanced students perform without support the following: • **Recognize, count, and order numbers beyond 50.** EX: Count objects greater than 50. EX: Place numbers in sequential order. • **Indicate parts of a whole.** EX: Show five out of eight pieces of pizza. EX: Organize parts of a circle to create a whole (1/2 + 1/2 = __). • **Identify and count coins of more than one value up to a dollar and bills up to five dollars.** EX: Count money greater than one dollar with like coins. EX: Count dollar bills to amounts greater than five dollars.

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Extended Grade Band 5-6 Objectives	Instructional Achievement Descriptors
	Proficient students perform without support the following: • **Recognize, count, and order numbers to 50.** EX: Put numbers in order up to 50. EX: Count to 50. • **Indicate parts of a whole.** EX: Indicate the number of pieces of pizza in a pie. EX: Indicate if a puzzle is complete or missing parts. • **Identify and count like coins up to one dollar and bills up to five dollars.** EX: Count nickels to one dollar. EX: Count dimes to one dollar. EX: Count one-dollar bills to five dollars.
	Basic students perform with minimal support the following: • **Recognize, represent, count, and order numbers to 10.** EX: Count to 10. EX: Place numbers in order to 10. • **Identify and count like coins.** EX: Sort coins into like values. EX: Count quarters to make a vending machine purchase.
	Minimal students attempt to perform with significant support the following: • **Rote count or identify numbers 0-3.** EX: Say, write, type, point, stamp, use a communication device, or use manipulatives to rote count or identify numbers. • **Recognize a coin.** EX: Given a picture or an object, indicate if it is a coin.

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Model Academic Standard:

B. Number Operations & Relationships: Students will use numbers effectively for various purposes, such as counting, measuring, estimating, and problem solving.

Subskill B.b.: Computation

Extended Grade Band 5-6 Objectives	Instructional Achievement Descriptors
Mathematics Bb1 **Solve single-digit addition and subtraction problems, and multiply and divide sets of objects by 2.** **Mathematics Bb2** **Compare two groups based on more or less.**	Advanced students perform without support the following: • **Solve two-digit addition and subtraction problems without regrouping.** EX: 25+10=__. EX: 25-10=__. • **Multiply and divide sets of objects by number greater than 2.** EX: Divide objects into three groups. EX: Make three groups of four objects when shown the equation 3 x 4. • **Compare two groups based on smallest and biggest.** EX: When given two groups, put them in order according to size.
	Proficient students perform without support the following: • **Solve single-digit addition and subtraction problems.** EX: 5+2=__. EX: 5-2=__. • **Multiply and divide sets of objects by 2.** EX: Given 10 balls, student can divide into two equal groups. EX: Make two groups of three objects when given the equation 2 x 3. • **Compare two groups based on more or less.** EX: When given two groups, indicate which has more objects. EX: Which class has more students?
	Basic students perform with minimal support the following: • **Solve single-digit addition and subtraction problems to 5.** EX: 1+2=__. EX: 3-1=__.

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Extended Grade Band 5-6 Objectives	Instructional Achievement Descriptors
	Minimal students attempt to perform with significant support the following: • **Demonstrate a one-to-one correspondence.** EX: Given three spaces, place one object in each space. EX: Put one egg in each hole of an egg carton.

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Model Academic Standard:

C. Geometry: Students will be able to use geometric concepts, relationships, and procedures to interpret, represent, and solve problems.

Subskill C.a.: Describing Figures
Subskill C.b: Spatial Relationships and Transformations
Subskill C.c.: Coordinate Systems

Extended Grade Band 5-6 Objectives	Instructional Achievement Descriptors
Mathematics Ca1 Name and compare basic shapes (e.g., circle, rectangle, square, and triangle). **Mathematics Ca2 Identify directions (e.g., east, west, north, south, and left and right).**	Advanced students perform without support the following: • **Name and compare basic shapes and identify how they are different.** EX: Indicate how many sides a square has compared to a triangle. EX: Identify two shapes and name one attribute that makes them different. • **Apply directional concepts (e.g., east, west, north, south, and left and right).** EX: Tell which direction their house is from another location. EX: What direction to the principal's office?
	Proficient students perform without support the following: • **Name and compare basic shapes (e.g., circle, rectangle, square, and triangle).** EX: Differentiate a square from a triangle. EX: Identify a square when asked to select from shapes or pictures and indicate how many sides a square has. • **Identify directions (e.g., east, west, north, south, and left and right).** EX: Looking at a map, indicate a direction. EX: Point south on a map.
	Basic students perform with minimal support the following**:** • **Identify basic shapes (e.g., circle, rectangle, square, and triangle).** EX: Sort two like shapes. EX: Identify two shapes. • **Recognize four basic positional concepts (such as top, bottom, front, back, in, out).** EX: Indicate the bottom of an object.

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Extended Grade Band 5-6 Objectives	Instructional Achievement Descriptors
	Minimal students attempt to perform with significant support the following: • **Identify basic shapes (e.g., circle, rectangle, square, and triangle).** EX: Match the triangle to a picture of a triangle. EX: Hand me the square. • **Recognize two basic positional concepts (top, bottom, in, out, front, back).** EX: Put the ball in the box.

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Model Academic Standard:

D. Measurement: Students will select and use appropriate tools (including technology) and techniques to measure things to a specified degree of accuracy. They will use measurements in problem-solving situations.

Subskill D.a.: Measurable Attributes
Subskill D.b.: Direct Measurement
Subskill D.c.: Indirect Measurement

Extended Grade Band 5-6 Objectives	Instructional Achievement Descriptors
Mathematics Da1 Connect calendars and clocks to everyday situations.	Advanced students perform without support the following: • **Utilize calendars and clocks in everyday situations.** EX: Match clock time to activity. EX: Match noon to lunch. EX: Use calendar to determine date or day.
	Proficient students perform without support the following: • **Connect calendars and clocks to everyday situations.** EX: Recognize schedule or routine and sequence of events (such as morning/night, before/after, today/tomorrow). EX: When asked when do you eat breakfast, indicate morning by pointing, signing, or using a communication device.
	Basic students perform with minimal support the following: • **Match situation to use of clock or calendar in everyday situations.** EX: When asked what tool is needed to tell time, indicate the use of a clock. EX: When asked what tool is needed to find the day or date, indicate a calendar.
	Minimal students attempt to perform with significant support the following: • **Recognize a calendar or clock.** EX: Point to the calendar or clock when prompted.

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Model Academic Standard: Students will use data collection and analysis, statistics, and probability in problem-solving situations, employing technology where appropriate.

E. Statistics and Probability

Subskill E.a.: Data analysis and statistics

Extended Grade Band 5-6 Objectives	Instructional Achievement Descriptors
Mathematics Ea1 Sort and display data on a grid to make a simple graph.	Advanced students perform without support the following: • **Sort and display data on a grid to make a simple graph including labels.** EX: Given a bag of objects of at least 3 different colors or sizes, create a graph based on colors or size and numbers. EX: Create a graph that shows classmates' birthdays by month.
	Proficient students perform without support the following: • **Sort and display data on a grid to make a simple graph.** EX: Create a graph that shows numbers of objects based on colors. EX: Create a graph that shows classmates' favorite toys.
	Basic students perform with minimal support the following: • **Sort and place on a grid, data based on one attribute.** EX: Sort two colors of objects by color and put them into a given grid. EX: Sort boys and girls in the class.
	Minimal students attempt to perform with significant support the following: • **Select data based on one attribute.** EX: Point to the blue marbles.

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Model Academic Standard: Students will use data collection and analysis, statistics, and probability in problem-solving situations, employing technology where appropriate.

E. Statistics and Probability

Subskill E.b.: Probability

Extended Grade Band 5-6 Objectives	Instructional Achievement Descriptors
Mathematics Eb1 Determine whether or not a situation is fair.	Advanced students perform without support the following: • **Determine whether or not a situation is fair and why.** EX: Play a game and identify fairness or unfairness. EX: Indicate why sharing is fair.
	Proficient students perform without support the following: • **Determine whether or not a situation is fair.** EX: Identify when a situation is fair.
	Basic students perform with minimal support the following: • **Determine if two amounts are the same.** EX: Recognize that portions or shares are equal.
	Minimal students attempt to perform with significant support the following: • **Demonstrate sharing.** EX: Share a box of crayons with another student.

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Model Academic Standard:

F. Algebraic Relationships: Students will discover, describe, and generalize simple and complex patterns and relationships. In the context of real-world problem situations, the student will use algebraic techniques to define and describe the problem to determine and justify appropriate solutions.

Subskill F.a: Patterns, Relations and Functions

Extended Grade Band 5-6 Objectives	Instructional Achievement Descriptors
Mathematics Fa1 Recognize or extend a three-part A/B/C pattern.	Advanced students perform without support the following**:** • **Recognize, create, extend, and explain a three-part A/B/C pattern.** EX: Create and explain how a pattern is created using objects and/or numbers. EX: Put missing objects into a pattern.
	Proficient students perform without support the following: • **Recognize or extend three-part A/B/C pattern.** EX: Use manipulative shapes or objects to complete or extend a given three-part pattern. EX: When started with red, green, yellow, red, green, yellow, indicate whether red, green, or yellow object comes next. EX: When given examples, identify which one is a pattern.
	Basic students perform with minimal support the following: • **Recognize and extend a one- or two-part pattern.** EX: Continue a pattern by adding one or two parts. EX: Add next piece to a pattern.
	Minimal students attempt to perform with significant support the following: • **Identify one piece of the pattern.** EX: Shown a pattern of block, triangle, block, triangle, choose from a triangle and circle the piece that fits into a pattern of objects.

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Model Academic Standard:

F. **Algebraic Relationships:** Students will discover, describe, and generalize simple and complex patterns and relationships. In the context of real-world problem situations, the student will use algebraic techniques to define and describe the problem to determine and justify appropriate solutions.

Subskill F.b.: Expressions, Equations and Inequalities
Subskill F.c.: Properties

(Expressions, Equations, Inequalities, and Properties are too abstract for this population to permit linkage at this grade band.)

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Mathematics Extended Grade Band 5-6
Alternate Assessment Achievement Descriptors

Achievement Level	Achievement Descriptor
Advanced	Students performing at the Advanced Level: • Recognize, count, and order numbers (to 50) and money (like coins more than a dollar and bills to five dollars). Solve mathematical calculations (+,-, x, ÷) of single-digit whole numbers. • Compare patterns, including parts of a whole, in daily situations. • Apply directional concepts (e.g., east, west, north, south, and left and right). • Choose and use appropriate mathematical tools and shapes and sizes to make comparisons, sort, and display information. • Utilize calendars and clocks to everyday situations.
Proficient	Students performing at the Proficient Level: • Recognize, identify, and count numbers (to 50) and money (like coins to a dollar and bills to five dollars) and solve basic math computations (+ and -). • Sort and compare data to discover or extend patterns (parts of a whole, part of group, more or less, fair or unfair). • Identify basic shapes (circle, rectangle, square, and triangle) and basic directional concepts (east, west, north, south, left and right). • Identify purpose of basic tools of measurement, connect calendars and clocks to everyday situations.
Basic	Students performing at the Basic Level: • Recognize and manipulate numbers from 0-10. • Identify coins, basic shapes (circle, square, rectangle, and triangle), and positional concepts (top, bottom, front, back, in, and out). • Recognize how different groups of objects are the same and different. • Match situation to use of clock or calendar in everyday situations.
Minimal	Students performing at the Minimal Level: • Identify numbers (0-3) and basic positional concepts (top, bottom, in, out, front, and back). • Demonstrate an understanding of one-to-one correspondence and sharing. • Identify basic tools of math (circle, triangle, coin, calendar, clock).

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Wisconsin Extended Standards and Instructional Achievement Descriptors
Mathematics - Grade Band 7-8

Model Academic Standard:

A. Mathematical Processes: Students will effectively use mathematical knowledge, skills and strategies related to reasoning, communication, connections, representation, and problem solving.

(Note: Students perform math processes in demonstrations of the content that follows.)

Model Academic Standard:

B. Number Operations & Relationships: Students will use numbers effectively for various purposes, such as counting, measuring, estimating, and problem solving.

Subskill B.a.: Concepts

Extended Grade Band 7-8 Objectives	Instructional Achievement Descriptors
Mathematics Ba1 Read, write, represent whole numbers to 100+. **Mathematics Ba2 Use basic fractions 1/2, 1/4, 1/3.** **Mathematics Ba3 Count and compare coins and bills of differing values.**	Advanced students perform without support the following: • **Read, write, represent, and order numbers to 100+.** EX: Given set of numbers, arrange in the correct order. • **Identify and compare fractions 1/2, 1/4, 1/3, 1/8, 1/10.** EX: Divide a pizza into 8 equal pieces. • **Count and compare coins and bills of differing values to make change.** EX: Count a variety of coins and bills to make change.

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Extended Grade Band 7-8 Objectives	Instructional Achievement Descriptors
	Proficient students perform without support the following: • **Read, write, and represent whole numbers to 100+.** EX: Count and write numbers to 100 (use objects or manipulatives). EX: Match numbers to a number of objects. • **Use basic fractions 1/2, 1/4, 1/3.** EX: Select the appropriate measuring cup called for in a recipe. • **Count and compare coins and bills of differing values.** EX: Count a variety of coins and bills.
	Basic students perform with minimal support the following: • **Read, write, and represent whole numbers to 20.** EX: Count and write numbers to 20 (use objects or manipulatives). EX: Match numbers to a number of objects to 20. • **Identify basic fractions 1/2, 1/4.** EX: Select the appropriate measuring cup between 1/2 and 1/4. • **Identify value of coins and bills.** EX: Given a variety of coins and bills, accurately identify the value.
	Minimal students attempt to perform with significant support the following: • **Identify whole numbers to 10.** EX: Rote count to 10. • **Compare coins and bills.** EX: When given a collection of coins, sort them into groups of the same coin.

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Model Academic Standard:

B. Number Operations & Relationships: Students will use numbers effectively for various purposes, such as counting, measuring, estimating, and problem solving.

Subskill B.b.: Computation

Extended Grade Band 7-8 Objectives	Instructional Achievement Descriptors
Mathematics Bb1 Use four basic operations in everyday situations. **Mathematics Bb2 Estimate (without counting) group sizes based on more or less.**	Advanced students perform without support the following: • **Use four basic operations in everyday situations, including two-step problems.** EX: Given a bag of stickers (not evenly divisible), distribute stickers evenly among classmates and decide how many more they need for each person to receive the same amount. EX: Given a menu with prices listed, order two items and determine the cost. • **Estimate (without counting) more than two group sizes based on most and least.** EX: Given three containers with different amounts of pencils, estimate which one has the most/least.
	Proficient students perform without support the following: • **Use four basic operations in everyday situations.** EX: Given a bag of stickers (with an evenly divisible amount), distribute stickers evenly among classmates. • **Estimate (without counting) group sizes based on more or less.** EX: Given a group of 5 pencils to distribute to the class of 20, decide if they have enough or will need more. EX: When shopping, decide which line to go in based on which has less people in line.
	Basic students perform with minimal support the following: • **Use single-digit addition and subtraction in everyday situations.** EX: Using two picture cards with a number of objects on them, subtract the number of objects on each and find the card with the appropriate number of objects on it. - 4 + 5 = ___. - 6 – 2 = ___.
	Minimal students attempt to perform with significant support the following: • **Use addition to sums lower than 10 in everyday situations.** EX: Add two groups of objects together and find the total number of objects.

Model Academic Standard:

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C. Geometry: Students will be able to use geometric concepts, relationships, and procedures to interpret, represent, and solve problems.

Subskill C.a.: Describing Figures
Subskill C.b.: Spatial Relationships and Transformations

Extended Grade Band 7-8 Objectives	Instructional Achievement Descriptors
Mathematics Ca1 Sort and classify a variety of three-dimensional objects based on shape. **Mathematics Ca2 Identify lines that are parallel and intersecting.**	Advanced students perform without support the following: • **Sort and classify a variety of three-dimensional objects based on shape and tell why the objects belong together.** EX: When given a variety of nuts and bolts, sort and tell why objects were grouped as they were. EX: Shown cards of several shapes, put like shapes together and explain why the shapes go together. • **Identify lines that are parallel and intersecting in objects.** EX: When given a box, identify the parallel and intersecting faces.
	Proficient students perform without support the following: • **Sort and classify a variety of three-dimensional objects based on shape.** EX: When given a variety of nuts and bolts, student can sort and classify objects. EX: Shown objects of varying shapes, put objects of like shapes together. • **Identify lines that are parallel and intersecting.** EX: Identify parallel and intersecting lines on a football field. EX: When given sets of lines that are either parallel or intersecting, student can identify the parallel lines.
	Basic students perform with minimal support the following: • **Sort and classify two types of three-dimensional objects.** EX: Given cubes and balls, sort them into like groups. EX: Shown objects of two different shapes, put like-shaped objects together. • **Identify lines that do not cross.** EX: On a map, identify streets that go the same direction and streets that cross.
	Minimal students attempt to perform with significant support the following: • **Identify a three-dimensional object.** EX: When given a picture of a circle and a real plate, identify which is three-dimensional.

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Model Academic Standard:

C. Geometry: Students will be able to use geometric concepts, relationships, and procedures to interpret, represent, and solve problems.

Subskill C.c.: Coordinate Systems

Extended Grade Band 7-8 Objectives	Instructional Achievement Descriptors
Mathematics Cc1 **Locate coordinates in a real-world context.**	Advanced students perform without support the following: • **Identify and locate coordinates in a real-world context.** EX: Choose a town on a map, look up coordinates on a table, then locate town on map.
	Proficient students perform without support the following: • **Locate coordinates in a real-world context.** EX: Given a map and coordinates for location of a town, locate a particular town.
	Basic students perform with minimal support the following: • **Locate a picture on a coordinate grid.** EX: Given a 3x3 grid and letter, number coordinates, locate the object with the given coordinate.
	Minimal students attempt to perform with significant support the following: • **Locate an object on a number line.** EX: Given a number line with three buildings (a school, house, and store) that correspond to a given number, point to or indicate the correct building.

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Model Academic Standard:

D. Measurement: Students will select and use appropriate tools (including technology) and techniques to measure things to a specified degree of accuracy. They will use measurements in problem-solving situations.

Subskill D.a.: Measurable Attributes
Subskill D.b.: Direct Measurement

Extended Grade Band 7-8 Objectives	Instructional Achievement Descriptors
Mathematics Da1 Select the appropriate unit of measure to determine the length or weight of everyday objects.	Advanced students perform without support the following: • **Select and use the appropriate unit of measure to determine the length, liquid capacity, or weight of everyday objects.** EX: When asked to measure water, choose the appropriate unit of measurement (inches, pounds, or cups) and measure it.
	Proficient students perform without support the following: • **Select the appropriate unit of measure to determine the length or weight of everyday objects.** EX: When asked to measure a piece of string, choose the appropriate unit of measurement (inches, pounds). EX: Measure height and report in inches.
	Basic students perform with minimal support the following: • **Select the appropriate unit of measure to determine the weight of everyday objects.** EX: Use a scale to weigh themselves and report weight in pounds.
	Minimal students attempt to perform with significant support the following: • **Determine whether an everyday object is heavier or lighter than other objects.** EX: When asked which is lighter, choose the lighter of two objects.

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Model Academic Standard:

D. Measurement: Students will select and use appropriate tools (including technology) and techniques to measure things to a specified degree of accuracy. They will use measurements in problem-solving situations.

Subskill D.c.: Indirect Measurement

Extended Grade Band 7-8 Objectives	Instructional Achievement Descriptors
Mathematics Dc1 Identify and describe perimeter/ circumference and area on a grid.	Advanced students perform without support the following: • **Identify, describe, and compute perimeter/circumference and area on a grid.** EX: When given a rectangle on a grid, figure out area and perimeter of the object.
	Proficient students perform without support the following: • **Identify and describe perimeter/circumference and area on a grid.** EX: Given two pictures of the same shape, one picture has the inside shaded in, the other has the shape outlined, decide which image shows area and why.
	Basic students perform with minimal support the following: • **Identify perimeter.** EX: Given a picture of a shape, point to the perimeter.
	Minimal students attempt to perform with significant support the following: • **Recognize outside of an object.** EX: Given a picture of a circle, point to or indicate the outside of the circle.

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Model Academic Standard: Students will use data collection and analysis, statistics, and probability in problem-solving situations, employing technology where appropriate.

E. Statistics and Probability

Subskill E.a.: Data analysis and statistics

Extended Grade Band 7-8 Objectives	Instructional Achievement Descriptors
Mathematics Ea1 Interpret data from tables and simple graphs (e.g., pie, bar).	Advanced students perform without support the following: • **Create and interpret data from tables and simple graphs.** EX: Given the numbers of students in each grade level in a table, make a graph showing this information. Determine how many students are in each grade, which has the most, are there any the same, etc. EX: Given recorded daily temperature for a week, create a graph based on information.
	Proficient students perform without support the following: • **Interpret data from tables and simple graphs (e.g., pie, bar).** EX: Given a bar graph showing the number of students in each grade level, determine how many students are in each grade, which has the most. Are there any the same?
	Basic students perform with minimal support the following: • **Locate specific information on simple graphs.** EX: Given a simple graph, point to the number of boys in the class.
	Minimal students attempt to perform with significant support the following: • **Identify a graph in a given resource.** EX: Find a graph in a magazine.

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Model Academic Standard: Students will use data collection and analysis, statistics, and probability in problem-solving situations, employing technology where appropriate.

E. Statistics and Probability

Subskill E.b.: Probability

Extended Grade Band 7-8 Objectives	Instructional Achievement Descriptors
Mathematics Eb1 Determine whether an event is impossible or certain.	Advanced students perform without support the following: • **Determine whether an event is impossible, certain, or likely.** EX: Could it snow in July in Wisconsin? (Always, sometimes, never.)
	Proficient students perform without support the following: • **Determine whether an event is impossible or certain.** EX: If you have one die, is it possible to roll a 7? If you have one die, is it possible to roll a 1 (or any number)?
	Basic students perform with minimal support the following: • **Determine whether an event is impossible.** EX: Given a bowl of red marbles, is it impossible to pick a green marble?
	Minimal students attempt to perform with significant support the following: • **Identify what is certain.** EX: Given pictures of two faucets, one with water coming out and one with basketballs coming out, which one is certain?

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Model Academic Standard:

F. Algebraic Relationships: Students will discover, describe, and generalize simple and complex patterns and relationships. In the context of real-world problem situations, the student will use algebraic techniques to define and describe the problem to determine and justify appropriate solutions.

Subskill F.a: Patterns, Relations and Functions

Extended Grade Band 7-8 Objectives	Instructional Achievement Descriptors
Mathematics Fa1 Extend a given sequence.	Advanced students perform without support the following: • **Complete a given sequence of numbers.** EX: Given a sequence of numbers, 2, 4, _, 8, fill in the missing number.
	Proficient students perform without support the following: • **Extend a given sequence.** EX: Given a counting sequence, 1, 2, 3, 4, _ fill in the missing number.
	Basic students perform with minimal support the following: • **Repeat a two-item pattern.** EX: Given a pattern using two objects/pictures, repeat the pattern.
	Minimal students attempt to perform with significant support the following: • **Identify the next item in a pattern.** EX: Shown a pattern using two objects/pictures, choose which object would come next.

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Model Academic Standard:

F. Algebraic Relationships: Students will discover, describe, and generalize simple and complex patterns and relationships. In the context of real-world problem situations, the student will use algebraic techniques to define and describe the problem to determine and justify appropriate solutions.

Subskill F.b.: Expressions, Equations and Inequalities

Extended Grade Band 7-8 Objectives	Instructional Achievement Descriptors
Mathematics Fb1 Solve a simple one-step, open-equality sentence.	Advanced students perform without support the following: • **Solve a simple one-step, open sentence inequality problem.** EX: Given several simple equations, equaling less than 20, solve the problems.
	Proficient students perform without support the following: • **Solve a simple one-step, open-equality sentence.** EX: Given a number sentence with pictures above only the given numbers, fill in the missing number to complete the equation.
	Basic students perform with minimal support the following: • **Recognize equal quantities.** EX: When given a set of picture cards, students can place equal quantities on either side of an equal sign.
	Minimal students attempt to perform with significant support the following: • **Given a number, the student shows the addition of one more.** EX: Show one more.

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Model Academic Standard:

F. Algebraic Relationships: Students will discover, describe, and generalize simple and complex patterns and relationships. In the context of real-world problem situations, the student will use algebraic techniques to define and describe the problem to determine and justify appropriate solutions.

Subskill F.c.: Properties

(Properties are too abstract for this population to permit linkage at this grade band.)

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Mathematics Extended Grade Band 7-8
Alternate Assessment Achievement Descriptors

Achievement Level	Achievement Descriptor
Advanced	Students performing at the Advanced Level: • Use numbers (100+) to solve problems using four basic operations (to two digits), use money to make change, and use basic fractions (1/2, 1/4, 1/3, 1/8, 1/10) in everyday life. • Select and use the appropriate unit of measure (length, liquid capacity, weight) for everyday objects; identify, describe, and compute perimeter/circumference and area on a grid. • Locate and identify coordinates, identify parallel and intersecting lines, and create and interpret data from tables and simple graphs in real-world context. • Sort and classify a variety of two- and three- dimensional objects based on shape and size, and tell why the objects belong together; estimate more than two group sizes based on most and least.
Proficient	Students performing at the Proficient Level: • Use whole numbers (100+) to solve problems using four basic operations (to two digits) and use money and basic fractions (1/2, 1/4, 1/3) in everyday life. • Select the appropriate unit of measure (length, liquid capacity, weight) for everyday objects, identify and describe perimeter/circumference and area on a grid. • Sort and classify a variety of three-dimensional objects based on shape. • Estimate two group sizes based on more or less. • Locate coordinates, identify parallel and intersecting lines, and interpret data from tables and simple graphs in real-world context.
Basic	Students performing at the Basic Level: • Use whole numbers (to 20) to solve problems using addition and subtraction (single digit) and identify value of money and basic fractions (1/2, 1/4) in everyday life. • Select the appropriate unit of measure (length, weight) for everyday objects, identify perimeter. • Sort and classify two types of three-dimensional objects and match images of figures based on size and location. • Determine whether an event is impossible and repeat a two-item pattern. • Locate a picture on a coordinate grid, identify parallel lines, and locate information on simple graphs.
Minimal	Students performing at the Minimal Level:

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Achievement Level	Achievement Descriptor
	• Identify whole numbers (to 10). • Match basic shapes and coins; identify lines, three-dimensional objects, and the outside of an object. • Select the appropriate unit of measure to determine the weight of everyday objects. • Identify the next item in a pattern.

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Wisconsin Extended Standards and Instructional Achievement Descriptors
Mathematics - Grade 10

Model Academic Standard:

A. Mathematical Processes: Students will effectively use mathematical knowledge, skills and strategies related to reasoning, communication, connections, representation, and problem solving.

(Note: Students perform math processes in demonstrations of the content that follows.)

Model Academic Standard:

B. Number Operations & Relationships: Students will use numbers effectively for various purposes, such as counting, measuring, estimating, and problem solving.

Subskill B.a.: Concepts
Subskill B.b.: Computation

Extended Grade 10 Objectives	Instructional Achievement Descriptors
Mathematics Ba1 **Compare and order positive and negative integers -20 to 20.** **Mathematics Ba2** **Apply the idea of more or less using fractions, decimals, and percents.**	Advanced students perform without support the following: • **Solve problems using positive and negative integers.** EX: Solve problems using a constructed number line -20 to 20 with arrows. EX: Analyze the temperature over several days and arrange the temperatures from coldest to the warmest. • **Compare fractions, decimals, and percents in terms of more or less.** EX: Compare prices of three or more objects in terms of more than or less than. EX: Compare prices or sizes of three or more objects in terms of more than or less than (three sizes of juice containers, cost of the three juice containers, three bank balances, or three paychecks). EX: Compare which percent of the original price is the best buy between two or more objects (25%, 50%, 75%).
	Proficient students perform without support the following: • **Compare and order positive and negative integers -20 to 20.** EX: Can construct a number line from -20 to 20 with arrows. EX: Identify 0 as the origin on a number line. EX: Read a thermometer and decide what is appropriate to wear. • **Apply the idea of more or less using fractions, decimals, and percents.**

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Extended Grade 10 Objectives	Instructional Achievement Descriptors
	EX: Identify the difference between 1/4 and 1/2 in terms of more than or less than (comparing 1/2 cup to 1/4 cup of flour for baking). EX: Compare prices or sizes between two objects in terms of more than or less than (12 oz. can of juice to 16 oz. can of juice, cost of the two juice containers, two bank balances, or two paychecks). EX: Identify which percent off the original price is the best buy (25%, 50%).
	Basic students perform with minimal support the following: • **Recognize positive and negative integers.** EX: Recognize the difference between positive and negative numbers on a thermometer (hot/cold). EX: Can locate a given point on a number line from -20 to 20 with arrows. EX: Recognize the negative or positive value of money (identify the balance on a checkbook). • **Identify the difference between two simple fractions, two decimals, or two percents.** EX: Identify the difference between 1/2 cup and 1 cup in terms of more than or less than (comparing 1/2 cup to 1 cup of flour for baking). EX: Distinguish the difference between two sets of money in terms of more or less (pennies, nickels, dimes, quarters, and bills). EX: State that 25% off is less than the whole price. EX: Compare the difference of objects in terms of more or less (price, weight, length).
	Minimal students attempt to perform with significant support the following: • **Identify and locate whole positive integers on a number line.** EX: Identify positive numbers on a number line. EX: Locate a given point on a number line from 0 to 20 with arrows.

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Model Academic Standard:

C. Geometry: Students will be able to use geometric concepts, relationships, and procedures to interpret, represent, and solve problems.

Subskill C.a.: Describing Figures
Subskill C.b.: Spatial Relationships and Transformations
Subskill C.c.: Coordinate Systems

Extended Grade 10 Objectives	Instructional Achievement Descriptors
Mathematics Ca1 **Identify lines that form a right angle.**	Advanced students perform without support the following: • **Compare angles in relationship to a right angle.** EX: Sketch a right angle. EX: Sketch a simple map using intersecting lines that form right angles. EX: Group objects that contain right angles.
	Proficient students perform without support the following: • **Identify lines that form a right angle.** EX: Compare right and left turns to cardinal directions on a map. EX: Use maps to identify right angles.
	Basic students perform with minimal support the following: • **Identify right angle (corners).** EX: Identify angles in the real world that form right angles (tennis court, football field, room, bench press). EX: Given a rectangle, identify a right angle.
	Minimal students attempt to perform with significant support the following: • **Find the corner of an object.** EX: Find the corner on a piece of paper, book, or the room.

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Model Academic Standard:

D. Measurement: Students will select and use appropriate tools (including technology) and techniques to measure things to a specified degree of accuracy. They will use measurements in problem-solving situations.

Subskill D.a.: Measurable Attributes
Subskill D.b.: Direct Measurement

Extended Grade 10 Objectives	Instructional Achievement Descriptors
Mathematics Da1 Select and use tools, such as a ruler, tape measure, thermometer, meter stick, or scale, to determine the measurement of real objects.	Advanced students perform without support the following: • **Solve problems using measurement tools.** EX: Find the length and width of a room and decide how much carpet to buy to fit the room. EX: Measure and record temperature (of liquid or weather) over time and compare the difference.
	Proficient students perform without support the following: • **Select and use tools, such as a ruler, tape measure, thermometer, meter stick, or scale, to determine the measurement of real objects.** EX: Use a variety of measurement tools to measure everyday objects to the nearest whole unit. o Thermometer o Meter stick o Tape Measure o Scale EX: Measure for real-world connections, such as measuring for a room or a garden.
	Basic students perform with minimal support the following: • **Identify the appropriate tool used for measurement.** EX. Thermometer to measure the temperature (of food in cooking, body temperature, temperature of a liquid, weather). EX: Yard stick can be used to measure the height of a door frame, size of a carpet, or length of a track. EX: Tape measure can be used to measure the length of a pen, lumber, sporting event such as long jump, or waist measurement. EX: Scale to measure body weight, food, objects such as specimens in science (e.g., sand, rocks, and fish).
	Minimal students attempt to perform with significant support the following: • **Name a tool of measurement.** EX: o Thermometer o Yard stick o Tape Measure o Scale

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Model Academic Standard:

D. Measurement: Students will select and use appropriate tools (including technology) and techniques to measure things to a specified degree of accuracy. They will use measurements in problem-solving situations.

Subskill D.c.: Indirect Measurement

Extended Grade 10 Objectives	Instructional Achievement Descriptors
Mathematics Dc1 Determine perimeter, area, and circumference of regular shapes.	Advanced students perform without support the following: • **Determine perimeter and area of irregular shapes.** EX: Find the area or perimeter of an L-shaped room. EX: Find the area or perimeter of an irregular shaped garden. EX: Find the area or perimeter of a pool.
	Proficient students perform without support the following: • **Determine perimeter, area, and circumference of regular shapes.** EX: When provided a grid model, measure perimeter and area of a basic shape for building a fence (perimeter), a garden (area), or a swimming pool. EX: Using a direct measurement tool, measure the circumference of a circular object (can, globe, cup, or ball).
	Basic students perform with minimal support the following: • **Identify perimeter and area of regular shapes.** EX: Shade the area of a regular shape. EX: Trace the perimeter of a regular shape.
	Minimal students attempt to perform with significant support the following: • **Indicate a perimeter.** EX: Point to or indicate the outline of a regular shape as modeled by the teacher or proctor.

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Model Academic Standard: Students will use data collection and analysis, statistics, and probability in problem-solving situations, employing technology where appropriate.

E. Statistics and Probability

Subskill E.a.: Data analysis and statistics

Extended Grade 10 Objectives	Instructional Achievement Descriptors
Mathematics Ea1 Organize, read, and compare data from simple graphs (e.g., table, line, pie, bar).	Advanced students perform without support the following: • **Collect and organize data in simple graphs using real-world contexts.** EX: Collect and organize data on a given graph (colored objects, coins from a bag of change, boys and girls in a class).
	Proficient students perform without support the following: • **Organize, read, and compare data from simple graphs (e.g., table, line, pie, bar).** EX: Organize objects on grid paper to represent a bar graph. EX: Read data from a given graph. EX: Compare the data in a given graph, such as the weather in two cities, best cell phone plan, best gas mileage of two vehicles, cheapest airline tickets.
	Basic students perform with minimal support the following: • **Identify points on a simple graph and identify their meaning.** EX: Identify the highest and lowest points on a graph (more green marbles). EX: Tell what the simple graph represents (this is a graph about the weather).
	Minimal students attempt to perform with significant support the following: • **Identify any part of a simple graph.** EX: Point to or indicate any part of a simple graph, such as the bar, section, color, item, piece.

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Model Academic Standard: Students will use data collection and analysis, statistics, and probability in problem-solving situations, employing technology where appropriate.

E. Statistics and Probability

Subskill E.b.: Probability

Extended Grade 10 Objectives	Instructional Achievement Descriptors
Mathematics Eb1 Determine the likelihood of events occurring.	Advanced students perform without support the following: • **Predict and determine the likelihood of events occurring.** EX: Predict and determine how many heads will appear in 10 coin tosses (one out of two chances). EX: On a four-color spinner, what is the chance of landing on red?
	Proficient students perform without support the following: • **Determine the likelihood of events occurring.** EX: Sort and count coins and predict the probability of selecting a certain coin (such as a penny) from a bag.
	Basic students perform with minimal support the following: • **Determine if an event is impossible or certain**. EX: Rolling a six-sided number cube and getting a 7. EX: Toss a head or a tail on a two-sided coin.
	Minimal students attempt to perform with significant support the following: • **Identify data that can be used in a probability problem.** EX: o Coin o Spinner o Die

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Model Academic Standard:

F. Algebraic Relationships: Students will discover, describe, and generalize simple and complex patterns and relationships. In the context of real-world problem situations, the student will use algebraic techniques to define and describe the problem to determine and justify appropriate solutions.

Subskill F.a.: Patterns, Relations and Functions
Subskill F.b.: Expressions, Equations and Inequalities

Extended Grade 10 Objectives	Instructional Achievement Descriptors
Mathematics Fa1 Relate simple formulas to practical problems. **Mathematics Fa2 Predict a simple mathematical pattern.**	Advanced students perform without support the following: • **Describe what the letters represent in a given formula.** EX: When given a formula such as D= RT, identify the meaning and the value of the variable. • **Predict or explain a simple mathematical pattern.** EX: Add multiples of 2 (2, 4, 6, 8). EX: Demonstrate multiplication by 2's. EX: Given a picture of 2 shoes, 2 boots, 2 gloves, then 1 shoe, 1 boot, __, tell what is next.
	Proficient students perform without support the following: • **Relate simple formulas to practical problems.** EX: You live 2 miles from school. It takes you 20 minutes to walk one mile; how long will it take to get to school? D=RT. EX: Given the distance traveled, find out how long it takes to get to Madison traveling 60 mph? D=RT. EX: Calculate miles per gallon or simple interest (MPG, I=PRT). • **Predict a simple mathematical pattern.** EX: Predict a pattern in a set of integers, such as counting integers by 2, 5, 10 or sets of objects up to 100.
	Basic students perform with minimal support the following: • **Solve a simple one-step, open-number sentence.** EX: o 1 + _ = 5 o 12 - _= 10 • **Continue a pattern in a set of numbers.** EX: Continue a pattern in a set of numbers 2, 4, 6, __.

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Extended Grade 10 Objectives	Instructional Achievement Descriptors
	Minimal students attempt to perform with significant support the following: • **Continue a pattern in a set of numbers or objects.** EX: Continue a pattern in a set of objects such as circle, square, circle, square, __.

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Model Academic Standard:

F. Algebraic Relationships: Students will discover, describe, and generalize simple and complex patterns and relationships. In the context of real-world problem situations, the student will use algebraic techniques to define and describe the problem to determine and justify appropriate solutions.

Subskill F.c.: Properties

(Properties are too abstract for this population to permit linkage at this grade band.)

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Mathematics Extended Grade 10
Alternate Assessment Achievement Descriptors

Achievement Level	Achievement Descriptor
Advanced	Students performing at the Advanced Level: • Solve problems using positive and negative integers; compare fractions, decimals, and percents in terms of more or less; compare angles in relationship to a right angle. • Solve problems using measurement tools; determine perimeter and area of irregular shapes. • Collect and organize data in simple graphs using real-world contexts; determine the likelihood of events occurring. • Describe what the letters represent in a given formula; predict a simple mathematical pattern.
Proficient	Students performing at the Proficient Level: • Compare and order whole positive and negative integers, -20 to 20; apply the idea of more or less using fractions, decimals, and percents. • Select and use tools to determine measurement; determine perimeter, area, and circumference of basic shapes; identify lines that form right angles. • Organize, read, and compare data from simple graphs; determine the likelihood of events occurring. • Relate simple formulas to practical problems; predict or explain a simple mathematical pattern.
Basic	Students performing at the Basic Level: • Recognize whole positive and negative integers; identify the difference between two simple fractions, decimals, or percents. • Recognize appropriate tools used for measurement; the perimeter and area of regular shapes; right angles as corners. • Recognize points on a simple graph and their meaning; determine if an event is impossible or certain. • Solve a simple one-step open number sentence; describe a simple mathematical pattern.
Minimal	Students performing at the Minimal Level: • Identify and locate whole positive integers 0-20 on a number line. • Find the corner of an object; name a tool of measurement. • Continue a pattern in a set of numbers or objects.

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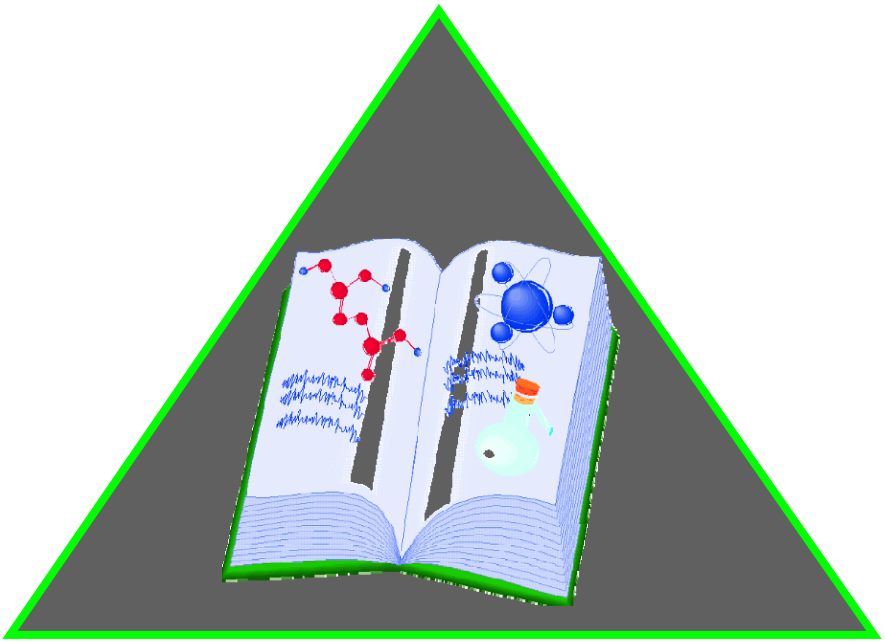
Science Extended Grade Band Objectives and Achievement Descriptors



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Wisconsin Extended Standards and Instructional Achievement Descriptors
Science - Grade 4

Model Academic Standard:

A. Science Connections
B. Nature of Science

(Note: Extended Grade Objectives for Science Connections and Nature of Science are combined into a single Extended Grade Objective, consistent with the combined reporting in the general education assessments.)

Extended Grade 4 Objectives	Instructional Achievement Descriptors
Science A-B1 Use science resources to gather information.	Advanced students perform without support the following: • **Select appropriate science resources to gather information.** EX: During a unit on animals, select the appropriate book from a book bin. EX: During a unit on plants, draw, select, or take digital pictures of different plants.
	Proficient students perform without support the following: • **Use science resources to gather information.** EX: When given a picture book, locate pictures showing different stages of a frog's life. EX: Watch and interact with a computer science program. EX: Point to different body parts on self upon request.
	Basic students perform with minimal support the following: • **Recognize science resources in classroom.** EX: Locate science book in desk or bookshelf. EX: When asked, go to science activity center versus reading area in classroom. EX: Point to science poster showing the circulatory system upon request.
	Minimal students attempt to perform with significant support the following: • **Attend to science information.** EX: Listen to science text read to them. EX: Watch a video depicting the life cycle of a frog.

Model Academic Standard:

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C. Science Inquiry

Extended Grade 4 Objectives	Instructional Achievement Descriptors
Science C1 Use basic science vocabulary and tools.	Advanced students perform without support the following: • **Select basic science vocabulary and tools for conducting simple science experiments.** EX: Choose a scale, not a ruler, and weigh an object. EX: Choose a thermometer, not a magnifying glass, and check temperature of water.
	Proficient students perform without support the following: • **Use basic science vocabulary and tools.** EX: Play science picture bingo. EX: Select a magnifying glass to enlarge object. EX: Select a magnet to see if objects are magnetic.
	Basic students perform with minimal support the following: • **Recognize basic science vocabulary and tools.** EX: Play science picture Lotto. (Match 6 science pictures to same science pictures.) EX: Return scientific tools to correct location using picture cues.
	Minimal students attempt to perform with significant support the following: • **Observe (see, hear, touch) scientific tools in use.** EX: Watch video of scientist using various scientific tools. EX: Observe others using a scientific tool.

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Model Academic Standard:

D. Physical Science

Objectives/Subskills:

Properties of Earth Materials
Position and Motion of Objects
Light, Heat, Electricity, and Magnetism

Extended Grade 4 Objectives	Instructional Achievement Descriptors
Science D1a Recognize differences in physical characteristics of an object.	Advanced students perform without support the following: • **Describe changes in physical characteristics of an object.** EX: Describe the changes in an apple after it is cut. EX: Describe picture cards showing different states of water based on temperature (e.g., ice, water, steam).
	Proficient students perform without support the following: • **Recognize differences in physical characteristics of an object.** EX: Sort pictures by speed of object. EX: Sort pictures by what is hot or cold. EX: Recognize which of two presented pictures is faster/slower (e.g., bike versus car, turtle versus rabbit). EX: Using a computer game with race cars, control and vary speed of assigned car.
	Basic students perform with minimal support the following: • **Recognize physical characteristics of an object.** EX: Pick out big ball from group of multicolored and different size objects. EX: Identify when moving or stopped (Red Light, Green Light).
	Minimal students attempt to perform with significant support the following: • **Sort objects by color.** EX: Sort colored bears according to yellow or blue. EX: Pick red ball when given a choice of a red and a green ball.

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Model Academic Standard:

E. Earth and Space Science

Objectives/Subskills:

Properties of Earth Materials
Changes in Earth and Sky

Extended Grade 4 Objectives	Instructional Achievement Descriptors
Science E1a Recognize properties of earth features. **Science E2b Recognize changes in earth and sky.**	Advanced students perform without support the following: • **Describe the properties of earth features.** EX: Describe one characteristic of each of the four seasons (e.g., Winter—cold, Summer—hot, Fall—colored leaves, etc.). EX: Draw a river and a lake to show differences between the two. • **Describe changes in earth and sky.** EX: Draw a picture of a deciduous tree in each season (Winter—no leaves, Spring—buds, Summer—leaves, Fall—colored leaves and raking).
	Proficient students perform without support the following: • **Recognize properties of earth features.** EX: Pick out pictures of a geographical feature (mountains, lakes, and oceans). • **Recognize changes in earth and sky.** EX: When given a choice of four pictures, point to the requested season.
	Basic students perform with minimal support the following: • **Recognize elements of earth and sky.** EX: Sort picture or objects by earth versus sky. EX: Find pictures in a magazine of day or night.
	Minimal students attempt to perform with significant support the following: • **Demonstrate awareness of earth materials.** EX: Touch natural materials found on earth using a sensory table (e.g., sand, dirt, rocks, water).

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Model Academic Standard:

F. Life and Environmental Science

Objectives/Subskills:

The Characteristics of Organisms
Life Cycles of Organisms
Organisms and Their Environment

Extended Grade 4 Objectives	Instructional Achievement Descriptors
Science F1a Recognize what plants and animals need to live and grow.	Advanced students perform without support the following: • **Describe what plants and animals need to live and grow.** EX: Describe three things a plant needs to survive. EX: Match animals to their habitats (e.g., deer–forest, fish–lake, tiger–jungle). EX: Use sequence cards to describe how humans grow.
	Proficient students perform without support the following: • **Recognize what plants and animals need to live and grow.** EX: Pick out three things a child needs to live out of a group of six things. EX: Match picture of an infant mammal to corresponding adult mammal (e.g., elephant calf to elephant, kitten to cat, bear cub to bear, etc.). EX: Match shelter to corresponding animal (e.g., dog to doghouse, person to house, bird to nest).
	Basic students perform with minimal support the following: • **Recognize one of their own basic needs.** EX: Sort food versus shelter pictures. EX: Alert teacher when hungry.
	Minimal students attempt to perform with significant support the following: • **Recognize edible versus nonedible items.** EX: Given two objects, pick out the food item.

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Model Academic Standard:

G. Science Applications
H. Science in Social and Personal Perspectives

(Note: Extended Grade Objectives for Science Applications and Science in Social and Personal Perspectives are combined into a single Extended Grade Objective, consistent with the combined reporting in the general education assessments.)

Extended Grade 4 Objectives	Instructional Achievement Descriptors
Science G-H1 Recognize how science helps your life.	Advanced students perform without support the following: • **Describe the benefits of science on their life.** EX: Describe one thing that will improve their health (e.g., treadmill, vitamins, sanitizing gels).
	Proficient students perform without support the following: • **Recognize how science helps your life.** EX: Select modes of transportation (e.g., car, train, bus) from a group of random objects. EX: Match scientific profession to tool (e.g., doctor to stethoscope, astronaut to space shuttle). EX: Match technology to appropriate use in their lives (e.g., cell phone to call a parent).
	Basic students perform with minimal support the following: • **Access technology in their lives.** EX: Use a computer mouse/adaptive device to choose and play a song selection. EX: Know which button to push to use the elevator.
	Minimal students attempt to perform with significant support the following: • **Use simple (one-step) assistive technology.** EX: Hit a key on a computer or hit a switch to activate computer.

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Science Extended Grade 4
Alternate Assessment Achievement Descriptors

Achievement Level	Achievement Descriptor
Advanced	Students performing at the Advanced Level: • Select and use appropriate science resources (including tools, books) to gather information. • Describe changes in earth and sky (seasons, day/night) and changes in characteristics of objects. • Describe properties of earth features (mountains, lakes, oceans) and needs of living things. • Describe the benefits of science on their life.
Proficient	Students performing at the Proficient Level: • Use basic science resources (including tools and vocabulary) to gather information. • Recognize changes in earth and sky (seasons, day/night) and differences in characteristics of objects. • Recognize properties of earth features (mountains, lakes, oceans) and needs of living things. • Recognize the benefits of science on their life.
Basic	Students performing at the Basic Level: • Recognize basic science resources, vocabulary, and tools. • Recognize the physical characteristics of an object and the elements of earth versus sky. • Recognize their own basic needs. • Access technology in their lives.
Minimal	Students performing at the Minimal Level: • Attend to and observe (see, hear, touch) presented science materials and use of scientific tools. • Sort objects by color. • Recognize edible versus nonedible items.

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Wisconsin Extended Standards and Instructional Achievement Descriptors
Science - Grade 8

Model Academic Standard:

A. Science Connections
B. Nature of Science

(Note: Extended Grade Objectives for Science Connections and Nature of Science are combined into a single Extended Grade Objective, consistent with the combined reporting in the general education assessments.)

Extended Grade 8 Objectives	Instructional Achievement Descriptors
Science A-B1 Use specific materials to represent science concepts.	Advanced students perform without support the following: • **Use variety of materials to represent science concepts.** EX: Identify simple parts of the skeleton on a poster, model (skull/head, arm, legs, fingers). EX: Identify the parts of the water cycle diagram. EX: Put together a detailed science-related puzzle of not more than 10 pieces.
	Proficient students perform without support the following: • **Use specific materials to represent science concepts.** EX: Identify the globe as the model of the earth. EX: Identify the skeleton as the model of the human body. EX: Put together a simple science-related puzzle of not more than eight pieces.
	Basic students perform with minimal support the following: • **Interact with materials that represent simple science concepts.** EX: Point to parts of the human body on a model (eye, arm, leg, skull) when asked. EX: Identify cloud on a poster, picture card, etc.
	Minimal students attempt to perform with significant support the following: • **Attend to materials that represent simple science concepts.** EX: Imitate teacher or proctor by pointing to parts of the body on a model.

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Model Academic Standard:
C. Science Inquiry

Extended Grade 8 Objectives	Instructional Achievement Descriptors
Science C1 Identify simple cause and effect relationships.	Advanced students perform without support the following: • **Explain simple cause and effect relationships in science.** EX: Use words or pictures to explain what happens when bread is put in a toaster. EX: Select pictures of sun, hand, or stove to cause ice cube to melt.
	Proficient students perform without support the following: • **Identify simple cause and effect relationships.** EX: Close blinds when sunny and room gets too hot. EX: When given several pictures, match picture of ice cream cone in sunshine with picture of melted ice cream. EX: Pour water and oil into a graduated cylinder to show how the two liquids don't mix.
	Basic students perform with minimal support the following: • **Identify effect when given an event related to a science topic.** EX: Use a switch to activate a computer program or device.
	Minimal students attempt to perform with significant support the following: • **Observe (see, hear, touch) cause and effect.** EX: Observe a science experiment.

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Model Academic Standard:

D. Physical Science

Objectives/Subskills:

Properties and Changes of Properties in Matter
Motions and Forces
Transfer of Energy

Extended Grade 8 Objectives	Instructional Achievement Descriptors
Science D1a Identify the direction of motion before the object is released. **Science D1b Identify two or more physical characteristics of substance.**	Advanced students perform without support the following: • **Predict the direction of motion before the object is thrown.** EX: Before throwing a ball, predict direction of motion. • **Compare physical characteristics of substance.** EX: Given a sugar cube and a rock, compare their states of matter, shapes, colors, or textures.
	Proficient students perform without support the following: • **Identify the direction of motion before the object is released.** EX: Before releasing a ball, predict direction. • **Identify two or more physical characteristics of substance.** EX: Given a sugar cube, identify at least two of the following: state of matter, shape, or color.
	Basic students perform with minimal support the following: • **Identify the direction of motion after the object is dropped.** EX: Tell direction after ball is dropped. • **Identify one or more physical characteristics of substance.** EX: Given a sugar cube, identify at least one of the following: state of matter or shape or color.
	Minimal students attempt to perform with significant support the following: • **Identify the direction of motion of the dropped object.** EX: Track motion of a dropped ball.

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Model Academic Standard:

E. Earth and Space Science

Objectives/Subskills:

Structure of Earth System
Earth's History
Earth in the Solar System

Extended Grade 8 Objectives	Instructional Achievement Descriptors
Science E1a Identify changes in the earth. **Science E1b Recognize cycles that happen on the earth (e.g., seasons, day/night, etc.).**	Advanced students perform without support the following: • **Predict changes in the earth from wind and water.** EX: Identify the destructive effects of a tornado. • **Recognize and sequence cycles that happen on the earth (e.g., seasons, day/night).** EX: Order pictures of the four seasons. EX: Provide pictures of seasonal activities, identify the season.
	Proficient students perform without support the following: • **Identify changes in the earth.** EX: From an array of pictures, select ones that show storm damage or effects. • **Recognize cycles that happen on the earth (e.g., seasons, day/night, etc.).** EX: Identify the four seasons using pictures.
	Basic students perform with minimal support the following: • **Identify seasons and day/night.** EX: Identify day or night activities from pictures. EX: Identify the four seasons using pictures.
	Minimal students attempt to perform with significant support the following: • **Recognize day or night.** EX: Given two pictures, select day.

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Model Academic Standard:

F. Life and Environmental Science

Objectives/Subskills:

Structure and Function in Living Things
Reproduction and Heredity
Regulation and Behavior
Populations and Ecosystems
Diversity and Adaptations of Organisms

Extended Grade 8 Objectives	Instructional Achievement Descriptors
Science F1a Identify characteristics of living things.	Advanced students perform without support the following: • **Compare characteristics of living things (e.g., reproduce their own species).** EX: Given a picture of an animal, select the correct offspring from pictures. Use pictures of animals with dissimilar offspring (frog and tadpole, butterfly and caterpillar).
	Proficient students perform without support the following: • **Identify characteristics of living things.** EX: Given a picture of an egg, match to a picture of a chicken instead of a human.
	Basic students perform with minimal support the following: • **Identify living versus non-living things.** EX: Given a choice between pictures of a rock and a fish, select the fish as living. EX: Given a picture of an animal, select the correct offspring from pictures (e.g., puppy/dog, kitten/cat). EX: Given two to three pictures, sort into living and non-living.
	Minimal students attempt to perform with significant support the following: • **Identify an animal as a living thing.** EX: Differentiate between a living animal and inanimate object, using yes or no responses.

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Model Academic Standard:

G. Science Applications
H. Science in Social and Personal Perspectives

(Note: Extended Grade Objectives for Science Applications and Science in Social and Personal Perspectives are combined into a single Extended Grade Objective, consistent with the combined reporting in the general education assessments.)

Extended Grade 8 Objectives	Instructional Achievement Descriptors
Science G-H1 Identify technologies and habits that help people learn or work safely.	Advanced students perform without support the following: • **Describe technologies and habits that help people learn or work safely.** EX: Given a picture of a computer, describe how people use it to learn. EX: Given a picture of a bike helmet or seat belt, describe how it keeps people safe.
	Proficient students perform without support the following: • **Identify technologies and habits that help people learn or work safely.** EX: Using a variety of pictures or objects, choose things that would help them and others learn. EX: Identify safe behaviors from a variety of pictures or activities.
	Basic students perform with minimal support the following: • **Recognize safe and unsafe behaviors/habits.** EX: Given pictures of safe and unsafe behaviors, point to the picture showing a safe behavior.
	Minimal students attempt to perform with significant support the following: • **Imitate safe behavior.** EX: Teacher demonstrates hand washing; student imitates.

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Science Extended Grade 8
Alternate Assessment Achievement Descriptors

Achievement Level	Achievement Descriptor
Advanced	Students performing at the Advanced Level: • Describe the materials and safe habits used, and explain cause and effect relationships in science. • Predict changes in the earth (e.g., storms, natural disasters) and its cycles (e.g., seasons, day and night). • Predict the direction of motion of thrown objects. • Compare characteristics of living (e.g., reproduction) and non-living (e.g., state of matter, color, shape, size) things.
Proficient	Students performing at the Proficient Level: • Identify specific materials and safe habits used, and identify simple cause and effect relationships in science. • Recognize that the earth goes through cycles (e.g., seasons, day and night) and changes (e.g., storms, natural disasters). • Identify 2 or more characteristics of living (e.g., reproduction) and non-living (e.g., state of matter, color, shape, size) things. • Identify the direction of motion of released objects.
Basic	Students performing at the Basic Level: • Recognize safe habits to use while participating in simple science activities and identify effect when a science-related event is presented. • Identify seasons, day versus night, and living versus non-living things. • Identify a characteristic of matter (e.g., state of matter, color, shape, size, direction of motion).
Minimal	Students performing at the Minimal Level: • Imitate safe behaviors while attending to science instruction and activities. • Identify the direction of a dropped object. • Identify things that are living. • Recognize day or night.

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Wisconsin Extended Standards and Instructional Achievement Descriptors
Science - Grade 10

Model Academic Standard:

A. Science Connections
B. Nature of Science

(Note: Extended Grade Objectives for Science Connections and Nature of Science are combined into a single Extended Grade Objective, consistent with the combined reporting in the general education assessments.)

Extended Grade 10 Objectives	Instructional Achievement Descriptors
Science A-B1 Use models to demonstrate knowledge of scientific concepts.	Advanced students perform without support the following: • **Use and construct a model to demonstrate knowledge of scientific concepts.** EX: Draw simple weather forecast chart based on information given.
	Proficient students perform without support the following: • **Use models to demonstrate knowledge of scientific concepts.** EX: Identify arm, leg, and head on a skeleton.
	Basic students perform with minimal support the following: • **Recognize that a scientific model is composed of different parts.** EX: When given the parts of a simple model (no more than 5 pieces), assemble it correctly.
	Minimal students attempt to perform with significant support the following: • **Recognize that models exist.** EX: Tell the difference between a plastic apple and a real apple.

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Model Academic Standard:

C. Science Inquiry

Extended Grade 10 Objectives	Instructional Achievement Descriptors
Science C1 Follow directions to complete basic steps of science inquiry.	Advanced students perform without support the following: • **Follow steps of science inquiry.** (W*hat did they do, what did they see, what did they use, and what happened?)* EX: Given pictures of equipment, communicate the ones used in science lab. EX: How far can you jump? Select the tape measure, measure the distance, and report the results.
	Proficient students perform without support the following: • **Follow directions to complete basic steps of science inquiry.** (W*hat did they do, what did they see, and what happened?)* EX: After following the steps for a plant experiment, answer the following questions when asked: What did you do? "We watered the plant." What did you see? "The dirt got wet." What happened? "The plant grew." EX: While participating in a science activity, communicate up to three observations in response to questions. EX: In response to questions, report what happened after observing a burning candle.
	Basic students perform with minimal support the following: • **Participate in two or more basic steps of science inquiry.** EX: Help to gather materials for an experiment and help in cleanup. EX: Observe and report one or more observations.
	Minimal students attempt to perform with significant support the following: • **Attend to one or more basic steps of science inquiry.** EX: Help to gather materials for an experiment or help in cleanup. EX: View peers doing an experiment in lab.

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Model Academic Standard:

D. Physical Science

Objectives/Subskills:

Structures of Atoms and Matter
Chemical Reactions
Motions and Forces
Conservation of Energy and the Increase in Disorder
Interactions of Matter and Energy

Extended Grade 10 Objectives	Instructional Achievement Descriptors
Science D1a Identify types of energy needed by multiple kinds of organisms. **Science D1b Use principles of force and motion.** (Atoms are judged to be beyond the ability level for extended standards for this group of students.)	Advanced students perform without support the following: • **List organisms and the types of energy needed.** EX: Given a group of organisms (person, dog, dandelion), identify the energy source each needs (dog needs dog food, plants need sunlight, etc.). • **Apply principles of force and motion.** EX: Predict that a ball thrown up will come back down. EX: When an object is moved, identify the direction (left vs. right).
	Proficient students perform without support the following: • **Identify types of energy needed by multiple kinds of organisms.** EX: Using flash cards, match the object to the energy source it needs (dog needs dog food, plants need sunlight, etc.). • **Use principles of force and motion.** EX: Demonstrate the difference between push and pull. EX: Differentiate between slow and fast (turtle moves slow, car moves fast, etc.).
	Basic students perform with minimal support the following: • **Match types of energy needed with animals and humans that need them.** EX: Identify that dog food is needed by dog, humans need fruit, etc. • **Predict the motion of an object.** EX: Predict the direction of a dropped object.

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Extended Grade 10 Objectives	Instructional Achievement Descriptors
	Minimal students attempt to perform with significant support the following: • **Recognize that humans need food.** EX: Recognize that humans need fruit and other edible items. • **Identify up and down movement.** EX: Indicate whether an object has moved up or down.

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Model Academic Standard:

E. Earth and Space Science

Objectives/Subskills:

Energy in the Earth System
Geochemical Cycles
The Origin and Evolution of the Earth System
The Origin and Evolution of the Universe

Extended Grade 10 Objectives	Instructional Achievement Descriptors
Science E1a Identify earth's position within the solar system. **Science E1b Identify a natural disaster and its consequences.**	Advanced students perform without support the following: • **Illustrate earth's relationship to the moon and sun.** EX: Draw a picture showing the earth, moon, and sun. • **Identify different kinds of natural disasters and their consequences.** EX: Draw a basic picture of a volcano erupting, a tsunami, etc.
	Proficient students perform without support the following: • **Identify earth's position within the solar system.** EX: Using a picture of the solar system, identify which planet is the earth. • **Identify a natural disaster and its consequences.** EX: Follow steps to simulate a volcano by using baking soda and vinegar. EX: When asked to select a picture of a natural disaster, find the picture that shows a flood (e.g., flooded house, streets, or city).
	Basic students perform with minimal support the following: • **Identify earth and sun.** EX: Using pictures, identify the earth and sun. • **Recognize consequences of natural disasters.** EX: When asked to show what happens when a volcano causes a natural disaster, select a picture that shows a volcano erupting and destroying a city.

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Extended Grade 10 Objectives	Instructional Achievement Descriptors
	Minimal students attempt to perform with significant support the following: • **Recognize earth as a planet.** EX: Given 2 pictures, select planet earth. • **Recognize natural disasters.** EX: Select picture that shows a volcano rather than a tree or other object.

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Model Academic Standard:

F. Life and Environmental Science

Objectives/Subskills:

The Cell
The Molecular Basis of Heredity
Biological Evolution
The Interdependence of Organisms
Matter, Energy, and Organization in Living Systems
The Behavior of Organisms

Extended Grade 10 Objectives	Instructional Achievement Descriptors
Science F1a Recognize that adaptations are part of natural processes. **Science F1b Recognize that characteristics are transferred from parent(s) to offspring.**	Advanced students perform without support the following: • **Explain why organisms adapt.** EX: Given a picture of an animal, explain reason for adaptations (birds have wings to fly, fish have gills to breathe underwater, etc.) • **Identify the transfer of characteristics in different species.** EX: From a group of pictures, identify which two dogs are of the same breed.
	Proficient students perform without support the following: • **Recognize that adaptations are part of natural processes.** EX: Using pictures, recognize animals' use of camouflage. • **Recognize that characteristics are transferred from parent(s) to offspring.** EX: Looking at family pictures, identify similarity in physical characteristics (eye color, shape of nose, etc.).
	Basic students perform with minimal support the following: • **Recognize that animals living in different locations look different.** EX: Match animals to environment (those that live in water have fins, etc.). • **Recognize that we get characteristics from our parents.** EX: Looking at family pictures, identify a single similar characteristic between themselves and their parent(s).

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Extended Grade 10 Objectives	Instructional Achievement Descriptors
	Minimal students attempt to perform with significant support the following: • **Identify basic habitats.** EX: From a group of three pictures, find one animal that lives in the jungle. • **Match parent to their children.** EX: Given pictures, match baby bear to adult bear, etc.

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Model Academic Standard:

G. Science Applications
H. Science in Social and Personal Perspectives

(Note: Extended Grade Objectives for Science Applications and Science in Social and Personal Perspectives are combined into a single Extended Grade Objective, consistent with the combined reporting in the general education assessments.)

Extended Grade 10 Objectives	Instructional Achievement Descriptors
Science G-H1 Identify different career options related to science. **Science G-H2 Determine an action that improves quality of life.**	Advanced students perform without support the following: • **Identify different scientific career options that may be of interest.** EX: List or describe science-related careers they are interested in. • **Determine steps that improve quality of life.** EX: Collect and sort recyclable materials.
	Proficient students perform without support the following: • **Identify different career options related to science.** EX: From a list of varied careers, select several that relate to science. • **Determine an action that improves quality of life.** EX: Put plants in sunlight to make them grow.
	Basic students perform with minimal support the following: • **Match scientific equipment with career.** EX: Match picture of microscope with person in laboratory. • **Identify a way to improve their own quality of life.** EX: State something that could make them happier.
	Minimal students attempt to perform with significant support the following: • **Recognize science-related careers.** EX: From a group of pictures (person on bulldozer, person with microscope, etc.), identify a science-related career. • **Identify unsafe behaviors.** EX: Select a picture that shows an unsafe behavior.

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Science Extended Grade 10
Alternate Assessment Achievement Descriptors

Achievement Level	Achievement Descriptor
Advanced	Students performing at the Advanced Level: • Construct and use models and follow the steps of science inquiry to make observations about the natural world (e.g., solar system, force and motion, natural disasters). • Explain why certain characteristics of organisms (e.g., physical characteristics, heredity, energy, adaptations) improve their quality of life. • Identify different scientific career options that may be of personal interest.
Proficient	Students performing at the Proficient Level: • Use models and the basic steps of science inquiry as directed to make observations about the natural world (e.g., solar system, force and motion, natural disasters). • Identify characteristics of organisms (e.g., physical characteristics, heredity, energy, adaptations). • Determine an action that improves quality of life. • Identify different career options related to science.
Basic	Students performing at the Basic Level: • Identify parts of a model (e.g., earth and sun within the solar system, arms and legs on a skeleton) to make an observation about the natural world. • Identify a way to improve their own quality of life by assisting in a science experiment using two or more basic steps of science inquiry. • Recognize different animals have different needs (e.g., food, shelter) and pass unique characteristics to their children. • Match scientific equipment with career.
Minimal	Students performing at the Minimal Level: • Recognize that models exist (e.g., plastic apple, globe represents the earth). • Attend to other's use of one basic step of science inquiry and safe behaviors in experiments, such as those related to movement. • Recognize that humans and animals need food and shelter. • Recognize science-related careers.

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Glossary of Assessment and Related Education Terms

Accommodations are changes in the administration of an assessment, such as setting, scheduling, timing, presentation format, response mode, or others, including any combination of these that does not change the construct intended to be measured by the assessment or the meaning of the resulting scores. Accommodations are used for equity, not advantage, and serve to level the playing field. To be appropriate, assessment accommodations must be identified in the student's Individualized Education Plan (IEP) or Section 504 plan and used regularly during instruction and classroom assessment.

Accountability is the use of assessment results and other data to ensure that schools are moving in desired directions. Common elements include standards, indicators of progress toward meeting those standards, analysis of data, reporting procedures, and rewards or sanctions.

Accountability System is a plan that uses assessment results and other data and outlines the goals and expectations for students, teachers, schools, districts, and states to demonstrate the established components or requirements of accountability. An accountability system typically includes rewards for those who exceed the goals and sanctions for those who fail to meet the goals.

Achievement Descriptors are narrative descriptions of performance levels that convey student performance at each achievement level. They further define content standards by connecting them to information that describes how well students are learning the knowledge and skills contained in the content standards. (See also Performance Descriptors.)

Achievement Levels are measurements that distinguish an adequate performance from a novice or expert performance. Achievement levels provide a determination of the extent to which a student has met the content standards. (See also Performance Levels.)

Achievement Standards are a system that includes performance levels (e.g., unsatisfactory, proficient, advanced), descriptions of student performance for each level, examples of student work representing the entire range of performance for each level, and cut scores. A system of performance standards operationalizes and further defines content standards by connecting them to information that describes how well students are doing in learning the knowledge and skills contained in the content standards. (See also Performance Standards.)

Achievement Test is an instrument designed to efficiently measure the amount of academic knowledge and/or skill a student has acquired from instruction. Such tests provide information that can be compared to either a norm group or a measure of performance, such as a standard.

Adaptations is a generalized term that describes a change made in the presentation, setting, response, timing, or scheduling of an assessment; it may or may not change the construct of the assessment.

Adequate Yearly Progress (AYP) is a provision of the federal No Child Left Behind Act of 2001 (NCLB, 2001), which is legislation that requires schools, districts, and states to demonstrate, using students' test scores, that their students are making academic progress based on the percentage of students attaining proficiency on state standards.

Age Appropriate refers to the characteristics of the skills taught, the activities and materials selected, and the language level employed; each should reflect the chronological age of the student.

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Alignment refers to the similarity or match between or among content standards, achievement (performance) standards, curriculum, instruction, and assessments in terms of breadth, depth, and complexity of knowledge and skill expectations.

Alternate Assessment is an instrument used in gathering information on the standards-based performance and progress of students whose disabilities preclude their valid and reliable participation in general assessments. Alternate assessments measure the performance of a relatively small population of students who are unable to participate in the general assessment system, even with accommodations, as determined by the IEP Team.

Assessment is the process of collecting information about individuals, groups, or systems. It relies on a number of instruments, one of which may be a test. Therefore, *assessment* is a more comprehensive term than *test*.

Assessment Literacy is the knowledge of the basic principles of sound assessment practice, including terminology, development, administration, analysis, and standards of quality.

Assistive Technology is a device, piece of equipment, product system, or service that is used to increase, maintain, or improve the functional capabilities of a student with a disability. (See 34 CFR §§300.5 and 300.6.)

Authentic Assessment is an evaluation of student learning that requires demonstration of the behavior the learning is intended to produce.

Baseline Data are the initial measures of performance against which future measures will be compared.

Benchmarks are specific statements of knowledge and skills within a content area continuum. These indicate what a student must possess to demonstrate a level of progress toward mastery of a standard.

Bias (test bias), in a statistical context, is a systematic error in a test score. In discussing test fairness, bias is created by not allowing certain groups into the sample, not designing the test to allow all groups to participate equitably, selecting discriminatory material, testing content that has not been taught, etc. Bias usually favors one group of test takers over another, resulting in discrimination.

Body of Evidence constitutes information or data that establish that a student can perform a particular skill or has mastered a specific content standard. The evidence must be either produced by the student or collected by someone who is knowledgeable about the student.

Breadth indicates the comprehensiveness of the content and skills embodied in the standards, curriculum, or assessments.

Criterion-Referenced Tests (CRT) is an assessment that measures a student's achievement of content standards and objectives rather than comparing a student's performance to the performances of other similar test takers.

Cues are assistance, words, or actions provided to a student to increase the likelihood that the student will give the desired response.

Curriculum is a document that describes what teachers do to convey grade-level knowledge and skills to a student.

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Curriculum-based Assessments (instructionally supportive tests) are assessments that mirror instructional materials and procedures related to the curriculum and result in an ongoing process of monitoring progress and guiding adjustments in instruction, remediation, accommodations, or modifications provided to the student.

Cut Score is a specified point on a score scale. Scores at or above that point are interpreted differently from scores below that point.

Depth indicates the level of cognitive processing (e.g., recognition, recall, problem solving, analysis, synthesis, evaluation) required for success relative to the performance standards.

Disaggregation refers to the collection and reporting of student achievement results by particular subgroups (e.g., students with disabilities, limited-English proficient students) to ascertain the subgroup's academic progress. Disaggregation makes it possible to compare subgroups or cohorts.

Eligible Students with Disabilities are students who, in accordance with the definitions, eligibility criteria, procedures, and safeguards contained in Wisconsin Board of Education Policy, are designated as in need of specially designed instruction, or special education and related services.

Essence of the Standard is that which conveys the same ideas, skills, and content of the standard, expressed in simpler terms.

Errors of Measurement are the differences between observed scores and the theoretical true scores; the amount of uncertainty in reporting scores; the degree of inherent imprecision based on test content, administration, scoring, or examinee conditions within the measurement process that produce errors in the interpretation of student achievement.

Exemplar refers to scored student work that evidences or exhibits the ideal for a particular rubric score point.

Extended Grade Band Objectives are content standards that have been extended from or linked to the Content Standards and Grade-Level Objectives while maintaining the essence of those standards, thereby identifying the grade-level expectations for students with significant cognitive disabilities to access and make progress in the general curriculum.

Gap Analysis is an investigation of differences in achievement performance between two or more different groups of students, such as general education students and students with disabilities.

Grade Level is the grade in which a student is enrolled.

Grade Band consists of two or more consecutive grade levels that are tested together. Wisconsin has chosen four extended grade bands for reading and mathematics. These are Grades 3-4, Grades 5-6, Grades 7-8, and Grade 10. Science is tested only at Grade 4, Grade 8, and Grade 10.

High Stakes Testing refers to a test that has important consequences for students, teachers, schools, districts, and/or states attached to the results. Consequences may include promotion, graduation, rewards, or sanctions.

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Individualized Education Program (IEP) is a written plan, developed by a team of regular and special educators, parents, related service personnel, and the student, as appropriate, describing the specially designed instruction needed for an eligible exceptional student to progress in the content standards and objectives and to meet other educational needs.

Large-Scale Assessments are tests that are administered simultaneously to large groups of students within the district or state.

Linked defines a relationship between Grade-Level Objectives for Content Standards and Extended Grade Band Standards that reflect similar content and skills but do not match in terms of breadth, depth, and complexity.

Modifications are changes in the administration of an assessment that include changes in the setting, scheduling, timing, presentation format, response mode, or any combination thereof that modify what is intended to be measured by the assessment or the meaning of the resulting scores.

Multiple Measures are measurements of student or school performance through more than one form or test.

- For students, these might include teacher observations, performance assessments or portfolios.
- For schools, these might include dropout rates, absenteeism, college attendance rates, or documented behavior problems.

Natural Cues are assistance given to a student to provide a flow among the expectations presented by the educator, opportunities to learn, and the desired outcome exhibited by the student.

Opportunity to Learn refers to the provision of learning conditions, including suitable adjustments, to maximize a student's chances of attaining the desired learning outcomes, such as the mastery of content standards.

Performance Assessment is a task or series of tasks requiring a student to provide a response or create a product to show mastery of a specific skill or content standard.

Performance Descriptors are narrative descriptions of performance levels that convey student performance at each achievement level. They further define content standards by connecting them to information that describes how well students are learning the knowledge and skills contained in the content standards. (See also Achievement Descriptors.)

Performance Levels are measurements that distinguish one performance from others (e.g., an adequate performance from a novice or expert performance). Performance levels provide a determination of the extent to which a student has met the content standards. (See also Achievement Levels.)

Performance Standards are a system that includes performance levels (e.g., unsatisfactory, proficient, advanced), descriptions of student performance for each level, examples of student work representing the entire range of performance for each level, and cut scores. A system of performance standards operationalizes and further defines content standards by connecting them to information that describes how well students are doing in learning the knowledge and skills contained in the content standards. (See also Achievement Standards.)

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Portfolio is a deliberate collection of student-generated or student-focused evidence that provides the basis for demonstrating the student's mastery of a range of skills, performance level, or improvement in skills over time. The portfolio evidence may include student work samples, photographs, videotapes, interviews, anecdotal records, interviews, and observations.

Portfolio Assessment is an organized collection or documentation of student-generated or student-focused work that typically depicts the range of individual student skills.

Readability refers to the formatting of presented material that considers several factors—the organization of text, syntactic complexity of sentences, use of abstractions, density of concepts, sequence and organization of ideas, page format, sentence length, paragraph length, variety of punctuation, student background knowledge or interest, and use of illustrations or graphics—in determining the appropriate level of difficulty of instructional or assessment materials.

Real-world Application refers to the opportunity for a student to exhibit a behavior or complete a task that he or she would normally be expected to perform outside of the school environment.

Response Requirements are the types, kinds, or methods of action required of a student to answer a question or testing item. The response may include, but not be limited to, reading, writing, speaking, creating, and drawing.

Rubric is a scoring tool based on a set of criteria used to evaluate a student's test performance. The criteria contain a description of the requirements for varying degrees of success in responding to the question or performing the task. Rubrics may be diagnostic or analytic (providing ratings of multiple criteria), or they may be holistic (describing a single, global trait).

Stakeholders are groups of individuals perceived to be vested in a particular decision (e.g., a policy decision).

Standardized is defined as an established procedure for assuring that a test is administered with the same directions and under the same conditions (time limits, etc.) and scored in the same manner for all students to ensure the comparability of scores. Standardization supports reliable and valid comparisons among students taking the test. The two major types of standardized tests are norm-referenced and criterion-referenced.

Standards come in two types—content and achievement (performance).

- **Content standards** are statements of the subject-specific knowledge and skills that schools are expected to teach students and indicate what students should know and be able to do.
- **Achievement (Performance) standards** are indices of qualities that specify how adept or competent a student demonstration must be. They consist of the following four components:
  1. levels that provide descriptive labels or narratives for student performance (e.g., advanced, proficient);
  2. descriptions of what students at each particular level must demonstrate relative to the task;
  3. examples of student work at each level that illustrate the range of performance within each level; and
  4. cut scores that clearly separate each performance level from others.

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Standards-based Assessments are assessments constructed to measure how well students have mastered specific content standards or skills.

Starting Point is the accepted baseline that is referenced to determine future levels of performance or progress.

Student Self-reflection is assessment by a student of his or her own instruction or work.

Subgroup refers to a well-defined group of students. For example, the NCLB Act identifies the following specific subgroups that must achieve adequate yearly progress: race/ethnicity groups, students with disabilities, limited-English proficient (LEP) students, and economically disadvantaged students.

Test is a measuring device or procedure. Educational tests are typically composed of questions or tasks designed to elicit predetermined behavioral responses or to measure specific academic content standards.

Test Forms are parallel or alternate versions of a test that are considered interchangeable; that is, they measure the same constructs, are intended for the same purposes, and are administered using the same directions.

Test Presentation is the method, manner, or structure by which test items or assessments are administered to the student.

Test Security refers to procedures established to ensure current or future confidentiality, fidelity, and integrity of a test. Public access is limited and strictly monitored, with clearly outlined consequences for breaches in test security.

Universal Design of Assessment is a method for developing an assessment to ensure accessibility by all students, regardless of ability or disability. Universal design is based on principles that originated in the field of architecture to consider user diversity during the conceptual stage of development.

Validity is the extent to which a test measures what it was designed to measure. Multiple types of validity exist. Common types of validity include the following:

- **Construct Validity** refers to the extent to which the characteristic to be measured relates to test scores that measure the behavior in situations where the construct is thought to be an important variable.
- **Content Validity** refers to the extent to which the stimulus materials or situations that compose the test call for a range of responses that represent the entire domain of skills, understandings, or behaviors that the test is intended to measure.
- **Convergent Validity** refers to the extent to which the assessment results positively correlate with the results of other measures designed to assess the same or similar constructs.
- **Criterion-related Validity** refers to the extent to which test scores of a group or subgroup are compared to other criterion measures (ratings, classifications, other tests) assigned to the examinees.
- **Face Validity** is a concept based on a judgment concerning how relevant the test items appear to be. It relates more to what a test appears to measure than to what the test actually measures.
- **Consequential Validity** is the extent to which the assessment results in the intended positive outcomes for students, e.g., results in improved instruction and improved student achievement.

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These definitions are adapted from the *Glossary of Assessment Terms and Acronyms Used in Assessing Special Education Students: A Report from the Assessing Special Education Students (ASES) State Collaborative on Assessment and Student Standards (SCASS)* (Council of Chief State School Officers, 2003).

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Appendix C
Common Item Test Design

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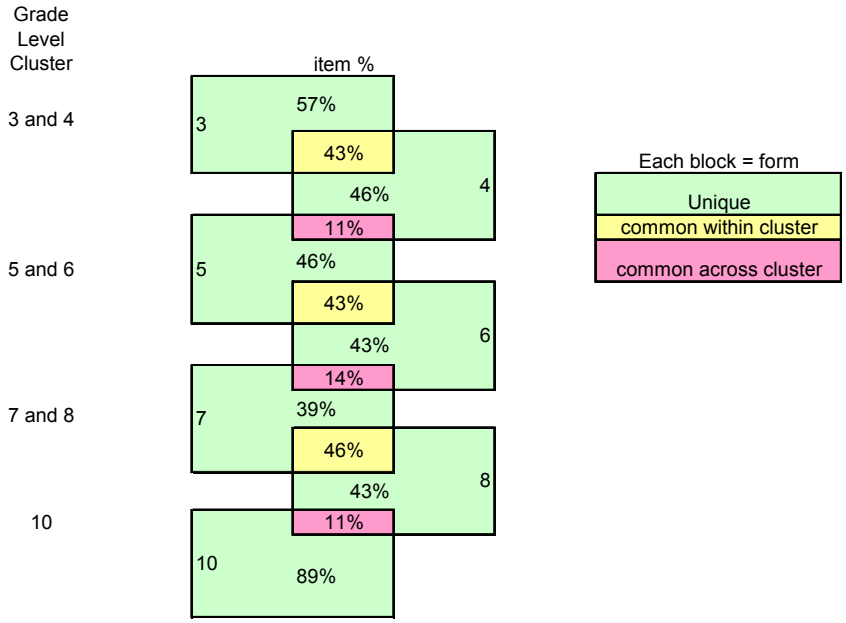
Common item design - Reading



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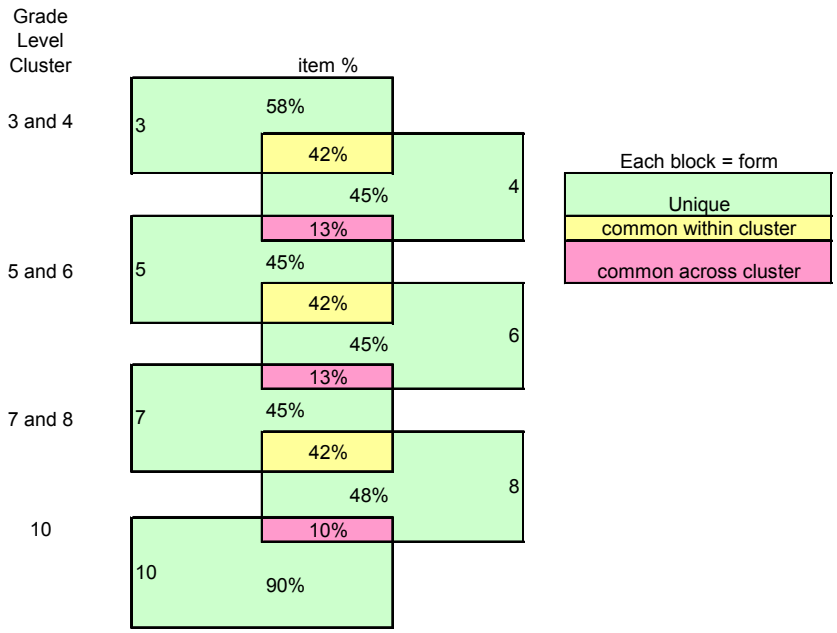
Common item design - Mathematics



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Appendix D
WAA-SwD Target Test Blueprints

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WAA-SwD Target Test Blueprints- Reading

Grade 3 and 4 Reading Target Test Blueprint

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

Total Number of OP Items	28	Max Points for OP Items	30

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

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

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

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

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Grade 5 and 6 Reading Target Test Blueprint

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

Total Number of OP Items	28	Max Points for OP Items	30

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

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

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

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

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Grade 7 and 8 Reading Target Test Blueprint

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

Total Number of OP Items	28	Max Points for OP Items	30

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

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

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

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

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Grade 10 Reading Target Test Blueprint

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

Total Number of OP Items	28	Max Points for OP Items	30

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

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

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

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

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WAA-SwD Target Test Blueprints- Mathematics

Grade 3 and 4 Mathematics Target Test Blueprint

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

Total Number of OP Items	31

Max Points for OP Items	34

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

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

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

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Grade 5 and 6 Mathematics Target Test Blueprint

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

Total Number of OP Items	31

Max Points for OP Items	34

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

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

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

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Grade 7 and 8 Mathematics Target Test Blueprint

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

Total Number of OP Items	31

Max Points for OP Items	34

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

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

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

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Grade 10 Mathematics Target Test Blueprint

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

Total Number of OP Items	31

Max Points for OP Items	34

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

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

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

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WAA-SwD Target Test Blueprints- Science

Grade 4 Science Target Test Blueprint

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

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

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

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

Total Number of OP Items	36

Max Points for OP Items	37

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Grade 8 Science Target Test Blueprint

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

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

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

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

Total Number of OP Items	36

Max Points for OP Items	39

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Grade 10 Science Target Test Blueprint

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

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

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

Total Number of OP Items	36

Max Points for OP Items	39

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

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Appendix E
WAA-SwD 2008-09 Actual Test Blueprints

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WAA-SwD 2008-09 Actual Test Blueprints- Reading

Grade 3 Reading 2008-09 Actual Test Blueprint

Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at or above min. EDOK	Minimum EDOK	Number of FT items	RBS***	RBT***
1	Determine the meaning of words and Phrases in context		7	0	7	7	100%	3	0	1	6
1	Determine the meaning of words and Phrases in context	1A Match words to pictures.	7	0	7	7		3	0	1	6
2	Understand text		6	2	8	10	100%	3	1	5	4
2	Understand text	2 Understand text ⚐	3	1	4	5		3	0	3	1
2	Understand text	2A Recall basic facts and/or main ideas from a short paragraph of 3 simple sentences in length.	2	1	3	4		3	1	1	3
2	Understand text	2B Sequence beginning and end from text	1	0	1	1		3	0	1	0
3	Analyze text		7	0	7	7	80%	4	3	1	9
3	Analyze text	3 Analyze text ⚐	1	0	1	1		4	2	1	2
3	Analyze text	3A Given a series of events, predict what will happen next.	6	0	6	6		4	1	0	7
4	Evaluate and Extend text		6	0	6	6	43%	5	0	2	4
4	Evaluate and Extend text	4 Evaluate and Extend text ⚐	2	0	2	2		5	0	0	2
4	Evaluate and Extend text	4A Connect text to self.	4	0	4	4		5	0	2	2

Total Number of OP Items	28	Total Max Points for OP Items	30	Total number of RBS and RBT Items	9	23

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

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

⚐ Many items in this administration were not aligned to EGBOs, but rather were aligned to their umbrella standard as a result of Dr. Webb's Post Alignment Study

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Grade 4 Reading 2008-09 Actual Test Blueprint

Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at or above min. EDOK	Minimum EDOK	Number of FT items	RBS***	RBT***
1	Determine the meaning of words and Phrases in context		6	1	7	8	100%	3	0	4	3
1	Determine the meaning of words and Phrases in context	1A Match words to pictures.	6	1	7	8		3	0	4	3
2	Understand text		7	1	8	9	100%	3	1	4	5
2	Understand text	2 Understand text ⚐	2	1	3	4		3	1	2	2
2	Understand text	2A Recall basic facts and/or main ideas from a short paragraph of 3 simple sentences in length.	5	0	5	5		3	0	2	3
2	Understand text	2B Sequence beginning and end from text	0	0	0	0		3	0	0	0
3	Analyze text		7	0	7	7	89%	4	2	1	8
3	Analyze text	3 Analyze text ⚐	1	0	1	1		4	2	1	2
3	Analyze text	3A Given a series of events, predict what will happen next.	6	0	6	6		4	0	0	6
4	Evaluate and Extend text		6	0	6	6	33%	5	0	1	5
4	Evaluate and Extend text	4 Evaluate and Extend text ⚐	1	0	1	1		5	0	0	1
4	Evaluate and Extend text	4A Connect text to self.	5	0	5	5		5	0	1	4

Total Number of OP Items	28	Total Max Points for OP Items	30	Total number of RBS and RBT Items	10	21

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

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

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Grade 5 Reading 2008-09 Actual Test Blueprint

Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at or above min. EDOK	Minimum EDOK	Number of FT items	RBS***	RBT***
1	Determine the meaning of words and Phrases in context		6	1	7	8	100%	3	0	3	4
1	Determine the meaning of words and Phrases in context	1A Use picture or sound clues to determine word meaning.	6	1	7	8		3	0	3	4
2	Understand text		7	1	8	9	100%	3	0	4	4
2	Understand text	2A Identify the story elements of characters (who), setting (where / when) and sequence of events (what happened) within a story.	7	1	8	9		3	0	4	4
2	Understand text	2B Follow steps in a process.	0	0	0	0		3	0	0	0
3	Analyze text		6	0	6	6	83%	4	0	1	5
3	Analyze text	3A Identify the topic of written content.	6	0	6	6		4	0	1	5
4	Evaluate and Extend text		7	0	7	7	25%	5	1	2	6
4	Evaluate and Extend text	4 Evaluate and Extend text ⚐	0	0	0	0		5	1	0	1
4	Evaluate and Extend text	4A Make connections between text and self, make predictions, and distinguish between fact and fantasy.	7	0	7	7		5	0	2	5

Total Number of OP Items	28	Total Max Points for OP Items	30	Total number of RBS and RBT Items	10	19

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

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

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Grade 6 Reading 2008-09 Actual Test Blueprint

Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at or above min. EDOK	Minimum EDOK	Number of FT items	RBS***	RBT***
1	Determine the meaning of words and Phrases in context		7	0	7	7	100%	3	1	4	4
1	Determine the meaning of words and Phrases in context	1 Determine the meaning of words and Phrases in context ⚐	0	0	0	0		3	1	0	1
1	Determine the meaning of words and Phrases in context	1A Use picture or sound clues to determine word meaning.	7	0	7	7		3	0	4	3
2	Understand text		4	2	6	8	100%	3	0	1	5
2	Understand text	2A Identify the story elements of characters (who), setting (where / when) and sequence of events (what happened) within a story.	4	2	6	8		3	0	1	5
2	Understand text	2B Follow steps in a process.	0	0	0	0		3	0	0	0
3	Analyze text		7	0	7	7	100%	4	0	2	5
3	Analyze text	3A Identify the topic of written content.	7	0	7	7		4	0	2	5
4	Evaluate and Extend text		8	0	8	8	37.5%	5	0	3	5
4	Evaluate and Extend text	4A Make connections between text and self, make predictions, and distinguish between fact and fantasy.	8	0	8	8		5	0	3	5

Total Number of OP Items	28	Total Max Points for OP Items	30	Total number of RBS and RBT Items	10	19

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

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

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Grade 7 Reading 2008-09 Actual Test Blueprint

Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at or above min. EDOK	Minimum EDOK	Number of FT items	RBS***	RBT***
1	Determine the meaning of words and Phrases in context		7	0	7	7	29%	4	0	3	4
1	Determine the meaning of words and Phrases in context	1 Determine the meaning of words and Phrases in context ⚐	2	0	2	2		4	0	0	2
1	Determine the meaning of words and Phrases in context	1A Use context clues to understand meaning of words.	5	0	5	5		4	0	3	2
2	Understand text/Analyze text		12	1	13	14	93%	3	1	5	9
2	Understand text/Analyze text	2 Understand text/Analyze text ⚐	3	0	3	3		3	1	2	2
2	Understand text/Analyze text	2A Identify stated information in literary and informational text	7	1	8	9		3	0	3	5
2	Understand text/Analyze text	2B Identify stated sequence of events in literary and informational text.	2	0	2	2		3	0	0	2
3	Evaluate and Extend text		6	2	8	10	33%	5	1	2	7
3	Evaluate and Extend text	3 Evaluate and Extend text ⚐	1	1	2	3		5	0	0	2
3	Evaluate and Extend text	3A Make connections to text, predictions, and draw conclusions.	5	1	6	7		5	1	2	5

Total Number of OP Items	28	Total Max Points for OP Items	31	Total number of RBS and RBT Items	10	20

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

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

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Grade 8 Reading 2008-09 Actual Test Blueprint

Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at or above min. EDOK	Minimum EDOK	Number of FT items	RBS***	RBT***
1	Determine the meaning of words and Phrases in context		6	0	6	6	17%	4	0	2	4
1	Determine the meaning of words and Phrases in context	1A Use context clues to understand meaning of words.	6	0	6	6		4	0	2	4
2	Understand text/Analyze text		12	1	13	14	100%	3	0	6	7
2	Understand text/Analyze text	2 Understand text/Analyze text ⚐	1	0	1	1		3	0	1	0
2	Understand text/Analyze text	2A Identify stated information in literary and informational text	6	1	7	8		3	0	3	4
2	Understand text/Analyze text	2B Identify stated sequence of events in literary and informational text.	5	0	5	5		3	0	2	3
3	Evaluate and Extend text		8	1	9	10	44%	5	0	2	7
3	Evaluate and Extend text	3 Evaluate and Extend text ⚐	0	1	1	2		5	0	0	1
3	Evaluate and Extend text	3A Make connections to text, predictions, and draw conclusions.	8	0	8	8		5	0	2	6

Total Number of OP Items	28	Total Max Points for OP Items	30	
Total number of RBS and RBT Items	10	18		

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

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

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Grade 10 Reading 2008-09 Actual Test Blueprint

Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at or above min. EDOK	Minimum EDOK	Number of FT items	RBS***	RBT***
1	Determine the meaning of words and Phrases in context		6	1	7	8	29%	4	0	3	4
1	Determine the meaning of words and Phrases in context	1 Determine the meaning of words and Phrases in context ⚐	2	0	2	2		4	0	1	1
1	Determine the meaning of words and Phrases in context	1A Interpret word meanings within a passage according to connotation (tone) or context.	4	1	5	6		4	0	2	3
2	Understand text/Analyze text		13	1	14	15	7%	5	0	5	9
2	Understand text/Analyze text	2 Understand text/Analyze text ⚐	2	1	3	4		5	0	1	2
2	Understand text/Analyze text	2A Interpret text by classifying information and distinguishing different viewpoints.	11	0	11	11		5	0	4	7
3	Evaluate and Extend text		7	0	7	7	0%	5	0	2	5
3	Evaluate and Extend text	3A Draw conclusions from literary and informational text.	7	0	7	7		5	0	2	5

Total Number of OP Items	28	Total Max Points for OP Items	30	Total number of RBS and RBT Items	10	18

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

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

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WAA-SwD 2008-09 Actual Test Blueprints- Mathematics

Grade 3 Mathematics 2008-09 Actual Test Blueprint

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

Total Number of OP Items	31

Max Points for OP Items	34

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Grade 4 Mathematics 2008-09 Actual Test Blueprint

Code	Standard	Subskill	EGBO	Number of SRs	Number of 2 pt CRs	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK	FT items
A/B	**Number Operations and Relationships**			5	2	7	8	86%	3	
A/B	Number Operations and Relationships	Ba - Concepts	Ba1 Order or rote count numbers 0-20 and represent numbers 0-10.	2	1	3	4		3	
A/B	Number Operations and Relationships	Ba - Concepts	Ba2 Sort coins into like groups.	1	0	1	1		2	
A/B	Number Operations and Relationships	Bb - Computation	Bb1 Add and subtract one-step, single digit number problems.	3	0	3	3		3	
A/B	Number Operations and Relationships	Bb - Computation	Bb2 Combine and separate numbers or objects 0-20 into requested groups.	0	0	0	0		3	
C	**Geometry**			6	0	6	6	83%	3	
C	Geometry	Ca/Cb - Describing Figures/Spatial Relationships & Transformations	Ca1 Identify and match 3 basic shapes.	2	0	2	2		3	
C	Geometry	Cc - Coordinate Systems	Cc1 Recognize basic positional concepts (such as behind, over, under, next to).	4	0	4	4		3	
D	**Measurement**			6	0	6	6	100%	3	2
D	Measurement	Da - Measureable Attributes		1	0	1	1		3	
D	Measurement	Da - Measureable Attributes	Da1 Compare 2 objects by size or weight.	3	0	3	3		3	2
D	Measurement	Da - Measureable Attributes	Da2 Identify purpose of basic tools of measurment (e.g., calendar, clock, ruler).	2	0	2	2		3	
E	**Statistics and Probability**			4	2	6	8	100%	4	
E	Statistics and Probability	Ea - Data analysis & statistics/Probability	Ea1 Identify most, least, and same on a graph or chart.	4	2	6	8		4	
F	**Algebraic Relationships**			6	0	6	6	100%	2	
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions	Fa1 Recognize or extend two-part A/B pattern.	6	0	6	6		2	

Total Number of OP Items	31	Max Points for OP Items	34

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Grade 5 Mathematics 2008-09 Actual Test Blueprint

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

Total Number of OP Items	31

Max Points for OP Items	34

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Grade 6 Mathematics 2008-09 Actual Test Blueprint

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

Total Number of OP Items	31

Max Points for OP Items	34

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Grade 7 Mathematics 2008-09 Actual Test Blueprint

Code	Standard	Subskill	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK	FT Items
A/B	**Number Operations and Relationships**			5	2	7	8	100%	3	1
A/B	Number Operations and Relationships	Ba - Concepts	Ba1 Read, write, represent whole numbers to 100+.	1	1	2	3		3	
A/B	Number Operations and Relationships	Ba - Concepts	Ba2 Use basic fractions 1/2, 1/4, 1/3.	1	0	1	1		3	
A/B	Number Operations and Relationships	Ba - Concepts	Ba3 Count and compare coins and bills of differing values.	1	1	2	3		4	
A/B	Number Operations and Relationships	Bb - Computation	Bb1 Use four basic operations in everyday situations	0	0	0	0		3	1
A/B	Number Operations and Relationships	Bb - Computation	Bb2 Estimate (without counting) group sizes based on more or less.	1	0	1	1		4	
C	**Geometry**			6	0	6	6	83%	3	
C	Geometry	Ca - Describing Figures	Ca1 Sort and classify a variety of three-dimensional objects based on shape.	2	0	2	2		4	
C	Geometry	Ca - Describing Figures	Ca2 Identify lines that are parallel and intersecting.	1	0	1	1		3	
C	Geometry	Cc - Coordinate Systems		1	0	1	1		3	
C	Geometry	Cc - Coordinate Systems	Cc1 Locate coordinates in a real-world context.	2	0	2	2		3	
D	**Measurement**			6	0	6	6	100%	4	1
D	Measurement	Da - Measureable Attributes		2	0	2	2		3	
D	Measurement	Da - Measureable Attributes	Da1 Select the appropriate unit of measure to determine the length or weight of everyday objects.	3	0	3	3		3	1
D	Measurement	Dc - Indirect Measurement	Dc1 Identify and describe perimeter/ circumference and area on a grid.	1	0	1	1		4	
E	**Statistics and Probability**			5	1	6	8	67%	4	
E	Statistics and Probability	Ea - Data analysis & statistics/Probability		2	0	2	2		4	
E	Statistics and Probability	Ea - Data analysis & statistics/Probability	Ea1 Interpret data from tables and simple graphs (e.g., pie, bar).	3	0	3	3		4	
E	Statistics and Probability	Eb - Probability		1	0	1	1		4	
E	Statistics and Probability	Eb - Probability	Eb1 Determine whether an event is impossible or certain.	0	1	1	2		4	
F	**Algebraic Relationships**			6	0	6	6	67%	3	
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions	Fa1 Extend a given sequence.	5	0	5	5		3	
F	Algebraic Relationships	Fb - Expressions, Equations and Inequalities	Fb1 Solve a simple one-step, open-equality sentence.	1	0	1	1		3	

Total Number of OP Items	31

Max Points for OP Items	34

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Grade 8 Mathematics 2008-09 Actual Test Blueprint

Code	Standard	Subskill	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK	FT Items
A/B	**Number Operations and Relationships**			5	2	7	8	100%	3	1
A/B	Number Operations and Relationships	Ba - Concepts		1	1	3	3		3	
A/B	Number Operations and Relationships	Ba - Concepts	Ba1 Read, write, represent whole numbers to 100+.	2	0	2	2		3	
A/B	Number Operations and Relationships	Ba - Concepts	Ba2 Use basic fractions 1/2, 1/4, 1/3.	1	0	1	1		3	
A/B	Number Operations and Relationships	Ba - Concepts	Ba3 Count and compare coins and bills of differing values.	2	0	2	2		4	
A/B	Number Operations and Relationships	Bb - Computation		0	0	0	0		4	1
A/B	Number Operations and Relationships	Bb - Computation	Bb1 Use four basic operations in everyday situations	0	0	0	0		3	
A/B	Number Operations and Relationships	Bb - Computation	Bb2 Estimate (without counting) group sizes based on more or less.	0	0	0	0		4	
C	**Geometry**			6	0	6	7	83%	3	
C	Geometry	Ca - Describing Figures	Ca1 Sort and classify a variety of three-dimensional objects based on shape.	2	0	2	2		4	
C	Geometry	Ca - Describing Figures	Ca2 Identify lines that are parallel and intersecting.	1	0	1	1		3	
C	Geometry	Cc - Coordinate Systems	Cc1 Locate coordinates in a real-world context.	2	1	3	4		3	
D	**Measurement**			6	0	6	6	83%	4	
D	Measurement	Da - Measureable Attributes		2	0	2	2		3	
D	Measurement	Da - Measureable Attributes	Da1 Select the appropriate unit of measure to determine the length or weight of everyday objects.	3	0	3	3		3	
D	Measurement	Dc - Indirect Measurement	Dc1 Identify and describe perimeter/ circumference and area on a grid.	1	0	1	1		4	
E	**Statistics and Probability**			5	1	6	7	83%	4	2
E	Statistics and Probability	Ea - Data analysis & statistics/Probability		1	0	1	1		4	
E	Statistics and Probability	Ea - Data analysis & statistics/Probabilit	Ea1 Interpret data from tables and simple graphs (e.g., pie, bar).	2	1	3	4		4	2
E	Statistics and Probability	Eb - Probability	Eb1 Determine whether an event is impossible or certain.	2	0	2	2		4	
F	**Algebraic Relationships**			6	0	6	6	83%	3	
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions	Fa1 Extend a given sequence.	4	0	4	4		3	
F	Algebraic Relationships	Fb - Expressions, Equations and Inequalities	Fb1 Solve a simple one-step, open-equality sentence.	2	0	2	2		3	

Total Number of OP Items	31

Max Points for OP Items	34

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Grade 10 Mathematics 2008-09 Actual Test Blueprint

Code	Standard	Subskill	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK	FT Items
A/B	**Number Operations and Relationships**			5	2	7	9	71%	4	
		Ba - Concepts		0	1	1	2		3	
A/B	Number Operations and Relationships	Ba - Concepts	Ba1 Compare and order positive and negative integers - 20 to 20.	2	1	3	4		4	
A/B	Number Operations and Relationships	Ba - Concepts	Ba2 Apply the idea of more or less using fractions, decimals, and percents.	3	0	3	3		4	
C	**Geometry**			6	0	6	6	100%	3	1
		Ca - Describing Figures		1	0	1	1		3	
C	Geometry	Ca - Describing Figures	Ca1 Identify lines that form a right angle.	5	0	5	5		3	1
D	**Measurement**			5	1	6	7	33%	4	
D	Measurement	Da - Measureable Attributes		1	0	1	1		3	
D	Measurement	Da - Measureable Attributes	Da1 Select and use tools, such as a ruler, tape measure, thermometer, meter stick, or scale, to determine the measurement of real objects.	3	1	4	5		4	
D	Measurement	Dc - Indirect Measurement	Dc1 Determine perimeter, area, and circumference of regular shapes.	1	0	1	1		3	
E	**Statistics and Probability**			6	0	6	6	100%	4	
E	Statistics and Probability	Ea - Data analysis & statistics/Probability	Ea1 Organize, read, and compare data from simple graphs (e.g., table, line, pie, bar).	3	0	3	3		4	
E	Statistics and Probability	Eb - Probability	Eb1 Determine the likelihood of events occurring.	3	0	3	3		4	
F	**Algebraic Relationships**			6	0	6	6	50%	4	
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions		1	0	1	1		4	
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions	Fa1 Relate simple formulas to practical problems.	1	0	1	1		3	
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions	Fa2 Predict a simple mathematical pattern.	4	0	4	4		4	

Total Number of OP Items	31

Max Points for OP Items	34

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WAA-SwD 2008-09 Actual Test Blueprints- Science

Grade 4 Science 2008-09 Actual Test Blueprint

Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of items	Max Sore	% at EDOK or above min. EDOK	Minimum EDOK	FT Items
A/B	**Science Connections and the Nature of Science**		6	0	6	6	100%	3	1
A/B	Science Connections and the Nature of Science	A-B1 Use science resources to gather information.	6	0	6	6		3	1
C	**Science Inquiry**		6	0	6	6	67%	3	4
C	Science Inquiry	C1 Use basic science vocabulary and tools.	6	0	6	6		3	4
D	**Physical Science**		6	0	6	6	0%	4	1
D	Physical Science	D1a Recognize differences in physical characteristics of an object.	6	0	6	6		4	1
E	**Earth and Space Science**		6	0	6	6	100%	3	0
E	Earth and Environmental Science	E1a Recognize properties of earth features.	1	0	1	1		3	0
E	Earth and Environmental Science	E2b Recognize changes in earth and sky.	5	0	5	5		3	0
F	**Life and Environmental Science**		5	1	6	7	100%	3	1
F	Life and Environmental Science	F1a Recognize what plants and animals need to live and grow.	5	1	6	7		3	1
G/H	**Science Applications and Science in Social and Personal Perspectives**		6	0	6	6	100%	3	0
G/H	Science Applications and Science in Social and Personal Perspectives	G-H1 Recognize how science helps your life.	6	0	6	6		3	0

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

Total Number of OP Items	36

Max Points for OP Items	37

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Grade 8 Science 2008-09 Actual Test Blueprint

Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of items	Max Sore	% at EDOK or above min. EDOK	Minimum EDOK	FT Items
A/B	**Science Connections and the Nature of Science**		5	1	6	7	80%	3	0
A/B	Science Connections and the Nature of Science	AB-1 Use specific materials to represent science concepts.	5	1	6	7		3	0
C	**Science Inquiry**		5	1	6	7	40%	4	0
C	Science Inquiry	C1 Identify simple cause and effect relationships.	5	1	6	7		4	0
D	**Physical Science**		6	0	6	6	83%	3	0
D	Physical Science	D1a Identify the direction of motion before the object is released.	2	0	2	2		3	0
D	Physical Science	D1b Identify two or more physical characteristics of a substance.	4	0	4	4		3	0
E	**Earth and Space Science**		6	0	6	6	100%	3	2
E	Earth and Space Science	E1a Identify changes in the earth.	2	0	2	2		3	2
E	Earth and Space Science	E1b Recognize cycles that happen on the earth (e.g., seasons, day/night, etc.).	4	0	4	4		3	0
F	**Life and Environmental Science**		6	0	6	6	0%	4	1
F	Life and Environmental Science	F1a Identify characterisitcs of living things.	6	0	6	6		4	1
G/H	**G/H Science Applications and Science in Social and Personal Perspectives**		6	0	6	6	100%	3	1
G/H	G/H Science Applications and Science in Social and Personal Perspectives	G-H1 Identify technologies and habits that help people learn or work safely.	6	0	6	6		3	1

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

Total Number of OP Items	36

Max Points for OP Items	38

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Grade 10 Science 2008-09 Actual Test Blueprint

Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of 3 pt CRs**	Number of items	Max Sore	% at EDOK or above min. EDOK	Minimum EDOK	FT Items
A/B	**Science Connections and the Nature of Science**		5	1	0	6	7	100%	3	0
A/B	Science Connections and the Nature of Science	AB-1 Use models to demonstrate knowledge of scientific concepts.	5	1	0	6	7		3	0
C	**Science Inquiry**		5	0	1	6	8	50%	4	0
		Standard C- Science Inquiry	3	0	0	3	3		4	
C	Science Inquiry	C1 Follow directions to complete basic steps of science inquiry.	2	0	1	3	5		4	0
D	**Physical Science**		6	0	0	6	6	100%	3	0
D	Physical Science	D1a Identify types of energy needed by multiple kinds of organisms.	3	0	0	3	3		3	0
D	Physical Science	D1b Use principles of force and motion.	3	0	0	3	3		3	0
E	**Earth and Space Science**		6	0	0	6	6	100%	3	2
E	Earth and Space Science	E1a Identify Earth's position within the solar system.	3	0	0	3	3		3	2
E	Earth and Space Science	E1b Identify a natural disaster and its consequences.	3	0	0	3	3		3	0
F	**Life and Environmental Science**		6	0	0	6	6	100%	3	0
F	Life and Environmental Science	F1a Recognize that adaptations are part of natural processes.	3	0	0	3	3		3	0
F	Life and Environmental Science	F1b Recognize that characteristics are transferred from parent(s) to offspring.	3	0	0	3	3		3	0
G/H	**G/H Science Applications and Science in Social and Personal Perspectives**		6	0	0	6	6	25%	4	0
G/H	G/H Science Applications and Science in Social and Personal Perspectives	G-H1 Identify different career options related to science.	3	0	0	3	3		3	0
G/H	G/H Science Applications and Science in Social and Personal Perspectives	G-H2 Determine an action that improves quality of life.	3	0	0	3	3		4	0

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

Total Number of OP Items	36

Max Points for OP Items	39

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Appendix F
WAA-SwD 2007-08 Actual Test Blueprints

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WAA-SwD 2007-08 Actual Test Blueprints- Reading

Grade 3 Reading 2007-08 Actual Test Blueprint

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

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

Total Number of OP Items	28

Max Points for OP Items	30

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Grade 4 Reading 2007-08 Actual Test Blueprint

Code	Standard	EGBO	Minimum EDOK	Number of Items	Number of SRs	Number of 2 pt CRs**	Max Score	Number of FT items
1	Determine the meaning of words and Phrases in context		3	7	5	2	9	5
1	Determine the meaning of words and Phrases in context	1A Match words to pictures.	3	7	5	2	9	5
2	Understand text		3	7	7	0	7	3
2	Understand text	2A Recall basic facts and/or main ideas from a short paragraph of 3 simple sentences in length.	3	7	7	0	7	3
2	Understand text	2B Sequence beginning and end from text	3	0	0	0	0	0
3	Analyze text		4	7	7	0	7	2
3	Analyze text	3A Given a series of events, predict what will happen next.	4	7	7	0	7	2
4	Evaluate and Extend text		5	7	7	0	7	3
4	Evaluate and Extend text	4A Connect text to self.	5	7	7	0	7	3

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

Total Number of OP Items	28

Max Points for OP Items	30

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Grade 5 Reading 2007-08 Actual Test Blueprint

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

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

Total Number of OP Items	28

Max Points for OP Items	30

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Grade 6 Reading 2007-08 Actual Test Blueprint

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

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

Total Number of OP Items	28

Max Points for OP Items	30

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Grade 7 Reading 2007-08 Actual Test Blueprint

Code	Standard	EGBO	Minimum EDOK	Number of Items	Number of SRs	Number of 2 pt CRs**	Max Score	Number of FT items
1	Determine the meaning of words and Phrases in context		4	8	8	0	8	3
1	Determine the meaning of words and Phrases in context	1A Use context clues to understand meaning of words.	4	8	8	0	8	3
2	Understand text/Analyze text		3	12	11	1	13	14
2	Understand text/Analyze text	2A Identify stated information in literary and informational text	3	8	6	2	10	12
2	Understand text/Analyze text	2B Identify stated sequence of events in literary and informational text.	3	4	4	0	4	2
3	Evaluate and Extend text		5	8	6	2	10	3
3	Evaluate and Extend text	3A Make connections to text, predictions, and draw conclusions.	5	10	10	0	10	3

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

Total Number of OP Items	28

Max Points for OP Items	31

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Grade 8 Reading 2007-08 Actual Test Blueprint

Code	Standard	EGBO	Minimum EDOK	Number of Items	Number of SRs	Number of 2 pt CRs**	Max Score	Number of FT items
1	Determine the meaning of words and Phrases in context		4	8	8	0	8	3
1	Determine the meaning of words and Phrases in context	1A Use context clues to understand meaning of words.	4	8	8	0	8	3
2	Understand text/Analyze text		3	12	11	1	13	9
2	Understand text/Analyze text	2A Identify stated information in literary and informational text	3	7	6	1	8	8
2	Understand text/Analyze text	2B Identify stated sequence of events in literary and informational text.	3	5	5	0	5	1
3	Evaluate and Extend text		5	8	7	1	9	5
3	Evaluate and Extend text	3A Make connections to text, predictions, and draw conclusions.	5	8	7	1	9	5

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

Total Number of OP Items	28

Max Points for OP Items	30

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Grade 10 Reading 2007-08 Actual Test Blueprint

Code	Standard	EGBO	Minimum EDOK	Number of Items	Number of SRs	Number of 2 pt CRs**	Max Score	Number of FT items
1	Determine the meaning of words and Phrases in context		4	8	7	1	9	4
1	Determine the meaning of words and Phrases in context	1A Interpret word meanings within a passage according to connotation (tone) or context.	4	8	7	1	9	4
2	Understand text/Analyze text		5	12	11	1	13	13
2	Understand text/Analyze text	2A Interpret text by classifying information and distinguishing different viewpoints.	5	12	11	1	13	13
3	Evaluate and Extend text		5	8	8	0	8	4
3	Evaluate and Extend text	4A Draw conclusions from literary and informational text.	5	8	8	0	8	4

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

Total Number of OP Items	28

Max Points for OP Items	30

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WAA-SwD 2007-08 Actual Test Blueprints- Mathematics

Grade 3 Mathematics 2007-08 Actual Test Blueprint

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

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

Total Number of OP Items	31

Max Points for OP Items	34

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Grade 4 Mathematics 2007-08 Actual Test Blueprint

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

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

Total Number of OP Items	31

Max Points for OP Items	34

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Grade 5 Mathematics 2007-08 Actual Test Blueprint

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

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

Total Number of OP Items	31

Max Points for OP Items	34

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Grade 6 Mathematics 2007-08 Actual Test Blueprint

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

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

Total Number of OP Items	31

Max Points for OP Items	34

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Grade 7 Mathematics 2007-08 Actual Test Blueprint

Code	Standard	Subskill	EGBO	Minimum EDOK	Number of Items	Number of SRs	Number of 2 pt CRs**	Max Score	Number of FT items
A/B	**Number Operations and Relationships**			3	7	5	2	9	4
A/B	Number Operations and Relationships	Ba - Concepts		3	6	4	2	8	4
A/B	Number Operations and Relationships	Ba - Concepts	Ba1 Read, write, represent whole numbers to 100+.	3	3	2	1	4	2
A/B	Number Operations and Relationships	Ba - Concepts	Ba2 Use basic fractions 1/2, 1/4, 1/3.	3	1	1	0	1	2
A/B	Number Operations and Relationships	Ba - Concepts	Ba3 Count and compare coins and bills of differing values.	4	2	1	1	3	0
A/B	Number Operations and Relationships	Bb - Computation		4	1	1	0	1	0
A/B	Number Operations and Relationships	Bb - Computation	Bb1 Use four basic operations in everyday situations	3	0	0	0	0	0
A/B	Number Operations and Relationships	Bb - Computation	Bb2 Estimate (without counting) group sizes based on more or less.	4	1	1	0	1	0
C	**Geometry**			3	6	6	0	6	4
C	Geometry	Ca - Describing Figures		4	3	3	0	3	4
C	Geometry	Ca - Describing Figures	Ca1 Sort and classify a variety of three-dimensional objects based on shape.	4	2	2	0	2	2
C	Geometry	Ca - Describing Figures	Ca2 Identify lines that are parallel and intersecting.	3	1	1	0	1	2
C	Geometry	Cb - Spatial Relationships and Transformations							
C	Geometry	Cc - Coordinate Systems		3	3	3	0	3	0
C	Geometry	Cc - Coordinate Systems	Cc1 Locate coordinates in a real-world context.	3	3	3	0	3	0
D	**Measurement**			4	6	6	0	6	1
D	Measurement	Da - Measureable Attributes		3	5	5	0	5	0
D	Measurement	Da - Measureable Attributes	Da1 Select the appropriate unit of measure to determine the length or weight of everyday objects.	3	5	5	0	5	0
D	Measurement	Db - Direct Measurement							
D	Measurement	Dc - Indirect Measurement		4	1	1	0	1	1
D	Measurement	Dc - Indirect Measurement	Dc1 Identify and describe perimeter/ circumference and area on a grid.	4	1	1	0	1	1
E	**Statistics and Probability**			4	6	5	1	7	2
E	Statistics and Probability	Ea - Data analysis & statistics/Probabilit		4	4	4	0	4	1
E	Statistics and Probability	Ea - Data analysis & statistics/Probabilit	Ea1 Interpret data from tables and simple graphs (e.g., pie, bar).	4	4	4	0	4	1
E	Statistics and Probability	Eb - Probability		4	2	1	1	3	0
E	Statistics and Probability	Eb - Probability	Eb1 Determine whether an event is impossible or certain.	4	2	1	1	3	1
F	**Algebraic Relationships**			3	6	6	0	6	3
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions		3	5	5	0	5	1
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions	Fa1 Extend a given sequence.	3	5	5	0	5	1
F	Algebraic Relationships	Fb - Expressions, Equations and Inequalities		3	1	1	0	1	0
		Fb - Expressions, Equations and Inequalities	Fb1 Solve a simple one-step, open-equality sentence.	3	1	1	0	1	2
F	Algebraic Relationships	Fc - Properties							

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

Total Number of OP Items	31

Max Points for OP Items	34

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Grade 8 Mathematics 2007-08 Actual Test Blueprint

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

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

Total Number of OP Items	31

Max Points for OP Items	34

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Grade 10 Mathematics 2007-08 Actual Test Blueprint

Code	Standard	Subskill	EGBO	Minimum EDOK	Number of Items	Number of SRs***	Number of 2 pt CRs**	Max Score	Number of FT items
A/B	**Number Operations and Relationships**			4	7	5	2	9	4
A/B	Number Operations and Relationships	Ba - Concepts		4	6	5	1	7	4
A/B	Number Operations and Relationships	Ba - Concepts	Ba1 Compare and order positive and negative integers - 20 to 20.	4	2	2	0	2	2
A/B	Number Operations and Relationships	Ba - Concepts	Ba2 Apply the idea of more or less using fractions, decimals, and percents.	4	4	3	1	5	2
A/B	Number Operations and Relationships	Bb - Computation	***Linking item from Grade 8		1	0	1***	2	0
C	**Geometry**			3	6	6	0	6	3
C	Geometry	Ca - Describing Figures	***Linking item from Grade 8 changed to FT designation	3	6	6	0	6	1***
C	Geometry	Ca - Describing Figures	Ca1 Identify lines that form a right angle.	3	6	6	0	6	2
C	Geometry	Cb - Spatial Relationships and Transformations							
C	Geometry	Cc - Coordinate Systems							
D	**Measurement**			4	6	5	1	7	4
D	Measurement	Da - Measureable Attributes		4	5	4	1	6	3
D	Measurement	Da - Measureable Attributes	Da1 Select and use tools, such as a ruler, tape measure, thermometer, meter stick, or scale, to determine the measurement of real objects.	4	5	4	1	6	3
D	Measurement	Db - Direct Measurement							
D	Measurement	Dc - Indirect Measurement		3	1	1	0	1	1
D	Measurement	Dc - Indirect Measurement	Dc1 Determine perimeter, area, and circumference of regular shapes.	3	1	1	0	1	1
E	**Statistics and Probability**			4	6	6	0	6	4
E	Statistics and Probability	Ea - Data analysis & statistics/Probabilit		4	5	5	0	5	2
E	Statistics and Probability	Ea - Data analysis & statistics/Probabilit	Ea1 Organize, read, and compare data from simple graphs (e.g., table, line, pie, bar).	4	5	5	0	5	2
E	Statistics and Probability	Eb - Probability		4	1	1	0	1	2
E	Statistics and Probability	Eb - Probability	Eb1 Determine the likelihood of events occurring.	4	1	1	0	1	2
F	**Algebraic Relationships**			4	6	6	0	6	3
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions		4	5	5	0	5	3
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions	Fa1 Relate simple formulas to practical problems.	3	1	1	0	1	2
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions	Fa2 Predict a simple mathematical pattern.	4	4	4	0	4	1
F	Algebraic Relationships	Fb - Expressions, Equations and Inequalities	***Linking item from Grade 8		1	1***	0	1	0
F	Algebraic Relationships	Fc - Properties							

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

Total Number of OP Items	31

Max Points for OP Items	34

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WAA-SwD 2007-08 Actual Test Blueprints- Science

Grade 4 Science 2007-08 Actual Test Blueprint

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

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

Total Number of OP Items	36

Max Points for OP Items	37

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Grade 8 Science 2007-08 Actual Test Blueprint

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

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

Total Number of OP Items	36

Max Points for OP Items	39

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Grade 10 Science 2007-08 Actual Test Blueprint

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

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

Total Number of OP Items	36

Max Points for OP Items	39

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Appendix G
WAA-SwD Test Administration Manual

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Fall

2008

Wisconsin Alternate Assessment for Students with Disabilities

Directions for Test Administration

New Wisconsin Promise
A QUALITY EDUCATION FOR EVERY CHILD

Wisconsin Department of Public Instruction
Elizabeth Burmaster, State Superintendent

21125

Wisconsin Student Assessment System

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

TEST SECURITY

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

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

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INTRODUCTION

Purpose

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

Participation in the WAA-SwD

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and Wisconsin s. 115.77 require participation of students with disabilities in state and district-wide assessments. Specifically, IDEA stipulates, "children with disabilities are included in general State and district-wide assessment programs with accommodations, where necessary." In addition, IDEA and Wisconsin s. 115.787 require that alternate assessments be provided to students with disabilities when the IEP team determines that participation in the standard state assessment is inappropriate for the student. Only students who meet the criteria for participation determined by IEP teams, as outlined in the *Wisconsin Alternate Assessment Participation Checklist,* are to participate in the WAA-SwD. (Please go to http://dpi.wi.gov/oea/waa.html for more information.)

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Test Books and Forms

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

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

Portions of the Reading test will be designated as "read by TEACHER" and "read by STUDENT." (See the sample items, beginning on page 13, for instructions on how to administer the test item for each content area.)

Manipulatives

The WAA-SwD does not provide manipulatives. The Grade 10 Mathematics test requires test administrators to provide a ruler. This should be the ruler the student typically uses for instruction. Additional manipulatives provided for individual students must be based on allowable accommodations in the student's IEP or Section 504 plan.

Please refer to the Assessment Accommodations Matrix, beginning on page 20 of this document. The Assessment Accommodations Matrix is also available at http://dpi.wi.gov/oea/pdf/accom08.pdf.

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Test Administration

The test administrator will present the test individually to each student using this *Directions for Test Administration* manual and the Teacher Test Book. The students will view the pages in the Student Test Book and indicate their answers, which will then be recorded by the test administrator on the student Answer Document.

Student answers are recorded by test administrators on the student Answer Document using a No. 2 pencil. This scannable document will be returned to and scored by CTB/McGraw-Hill.

Test Schedules

The WAA-SwD is administered individually to students and is not timed. Therefore, the schedule for administering the assessment is highly individualized. Test administrators may administer the tests anytime within the testing window (October 27–November 28, 2008). Testing sessions should occur at times when the student is most alert and responsive. Students should be provided as much time as needed to complete the test, within the testing window.

Interrupted Sessions and Invalidated Tests

Every effort should be made to present all content area tests to the student. However, there is no requirement to complete a content area, or even a session, in one day. Students may stop and then return to testing within the same session based on the individual student's needs as assessed by the test administrator. While students may return to testing as stated above, they may not return to a test item that has already been started. All WAA-SwD testing must occur within the testing window (October 27–November 28, 2008).

If a student does not finish an assessment, the assessment will still be scored. To invalidate an assessment, a test administrator must fill in all bubbles for each of the first five items. If a student who was qualified to take the WAA-SwD did not participate in the assessment, a blank student Answer Document should be submitted for that student. Affix a precoded student ID label, if available, or fill in the student information as directed.

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Check Your Test Materials

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

FOR THE TEST ADMINISTRATOR

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

FOR THE STUDENT

- ☐ one Student Test Book at the appropriate grade level

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

Observe Test Security Guidelines

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

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

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

For more information on test security, see the "Policy & Procedures Manual" section of the WSAS *Guide for District Assessment Coordinators and School Assessment Coordinators.*

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Prepare Your Students

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

Plan Your Testing Sessions

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

- ☐ Review the test and test directions in advance.
- ☐ Coordinate scheduling with the School Assessment Coordinator (SAC) to avoid unnecessary interruptions of testing sessions.
- ☐ Complete the Student Information Page before testing, if student pre-ID labels are not used.
- ☐ Avoid testing on days just before or after vacations, important school functions, holidays, or weekends.
- ☐ Try to schedule testing sessions for times when the student is alert and responsive. Continue testing as long as the student is able to participate in a meaningful manner.
- ☐ Schedule breaks to maintain an unhurried pace and a relaxed atmosphere. Be sensitive to the student's fatigue level and attention span and alter your schedule as necessary.
- ☐ Administer all content areas to students for the grade level in which they are enrolled. Complete all WAA-SwD testing within the testing window.

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Accommodations

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

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

For more information, please refer to the Assessment Accommodations Matrix, beginning on page 20 of this document. The Assessment Accommodations Matrix is also available at http://dpi.wi.gov/oea/pdf/accom08.pdf.

STUDENT PRE-ID LABELS
The labels in the left column of the label sheets are for teacher use only. The barcoded labels are for the student Answer Document.

Test administrators should fill in the Student Information Page.

Fill In the Student Information Page

The Student Information Page must be completed only if you are not using student pre-ID labels. Samples of the Student Information Page and a student pre-ID label can be found on pages 10 and 11 of this manual.

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

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

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To be completed by staff:

1. STUDENT'S NAME: Print the last name, first name, and middle initial in the spaces provided. If there are not enough spaces for each part of the name, print only as many letters as there are spaces.

   Fill in the appropriate circle below each letter. If the letter space is blank, fill in the empty circle at the top of the column under that letter space.
2. BIRTH DATE: Write the birth date in the spaces provided. Fill in the appropriate circles in each column for the month, day, and year of birth. If the birth date is a single digit, the "zero" circle in the left-hand column under "Day" should be filled in.
3. TEACHER, SCHOOL, DISTRICT: Print the teacher, school, and district names in the appropriate boxes.
4. Fill in the appropriate circle for "Female" or "Male."
5. ETHNICITY: Fill in the racial or ethnic group that the student belongs to or identifies with.

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

6. WI STUDENT NUMBER: Write the ten-digit Wisconsin Student Number (WSN) in the spaces provided. Fill in the appropriate circle below each digit. More information on WSNs and a list of WSLS/ISES administrators can be found at http://dpi.wi.gov/lbstat/dm-eseadata.html.
7. ENGLISH LANGUAGE PROFICIENCY (ELP) STATUS: Fill in the circle that indicates the student's English Language Proficiency (ELP) status code. A DPI-approved assessment instrument—ACCESS for ELLs™ as of the 2005–06 academic year—must be used to determine the appropriate code (1–5) if the student is categorized as an English Language Learner (ELL). Code 6 is "Formerly ELL/Now Fully English Proficient." Code 7 is "Never ELL/Fully English Proficient." See http://dpi.wi.gov/oea/ells.html for descriptions of the English Language Proficiency levels.
8. MOBILITY STATUS: If the student has NOT been enrolled in the district for 9.25 months, fill in the circle for "NO" on the DISTRICT line. If the student has NOT been enrolled in the school for 9.25 months, fill in the circle for "NO" on the SCHOOL line. "Yes" will be assumed unless "NO" is marked.
9. LOCAL STUDENT I.D. (recommended): If your school district has chosen to assign Local Student I.D. numbers, write the number

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in the spaces provided. If the Local Student I.D. has fewer than ten digits, make sure the last digit of the number falls in the space farthest to the right. Write leading zeros in any remaining spaces. Fill in the appropriate circle below each digit.

10. OPTIONAL FIELD: Districts may use this field for their own purposes or leave it blank. This ten-digit numeric field can be used to record additional information about students in the WKCE student data file. Among other examples of data that might be recorded in this field are the length of time a student has attended a particular school, the types of services the student has received, or the student's homeroom teacher or guidance counselor.

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

11. TESTING STATUS (Parent Opt-Out): If the parent or guardian requested to excuse this student from participating in the WKCE, fill in the circle for "P" in the "TESTING STATUS" section of the biogrid. All students excused by parent opt-out count as "not tested" students for determining Adequate Yearly Progress (AYP).

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

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

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

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

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

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

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

Z = student who is **economically disadvantaged**. An "economically disadvantaged" student is a member of a household that meets the income eligibility guidelines for free or reduced-price lunch (≤185% of Federal Poverty Guidelines) under the National School Lunch Program. Districts are permitted to use their best local source of information about the economic status of individual students that is consistent with the DPI definition above. In the absence of reliable subsidized-lunch eligibility data, districts can use available county data, scholarship information, post-secondary options information, or other appropriate data.

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

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

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Student Information Page
Inside Front Cover of the Student Answer Document

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

STUDENT'S NAME — Last / First / M.I.

BIRTH DATE — Month: Jan, Feb, Mar, Apr, May, Jun, Jul, Aug, Sep, Oct, Nov, Dec; Day: 00, 11, 22, 33, 4, 5, 6, 7, 8, 9; Year: 00, 11, 22, 33, 44, 55, 66, 77, 88, 99

TEACHER

SCHOOL

DISTRICT

Female ◯ **Male** ◯

For School/District Use Only (To be completed after testing)

Local Student I.D. A B C D E F G H I J

Optional Field K L M N O P Q R S T

WI STUDENT NUMBER

ETHNICITY (mark one)

- A ◯ Asian/ Pacific Islander
- B ◯ Black (not of Hispanic origin)
- H ◯ Hispanic
- I ◯ American Indian/ Alaska Native
- W ◯ White (not of Hispanic origin)

TESTING STATUS

P ◯

SPECIAL STATUS

Indicate all that apply. Special status will be recorded as "none" if none are marked.

D ◯ U ◯ L ◯
H ◯ M ◯ Z ◯

For Special Status "D" Students Residing Out of District (OOD) Only

Is this special status "D" student attending your district via an IEP placement from another district? YES ◯

No will be assumed unless YES is marked.
If YES is marked, this student's results will be sent to the IEP district.
Please provide the student's district of residence (or accountability) below.

District of Residence

For School/District Use Only

Record the English Language Proficiency (ELP) status code for the student by filling in the appropriate circle.

1 ◯ 2 ◯ 3 ◯ 4 ◯ 5 ◯ — Limited English Proficient

6 ◯ 7 ◯ — English Proficient

MOBILITY STATUS

Has student been in THIS DISTRICT for a full academic year? NO ◯
Has student been in THIS SCHOOL for a full academic year? NO ◯
"Yes" will be assumed unless "NO" is marked.

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

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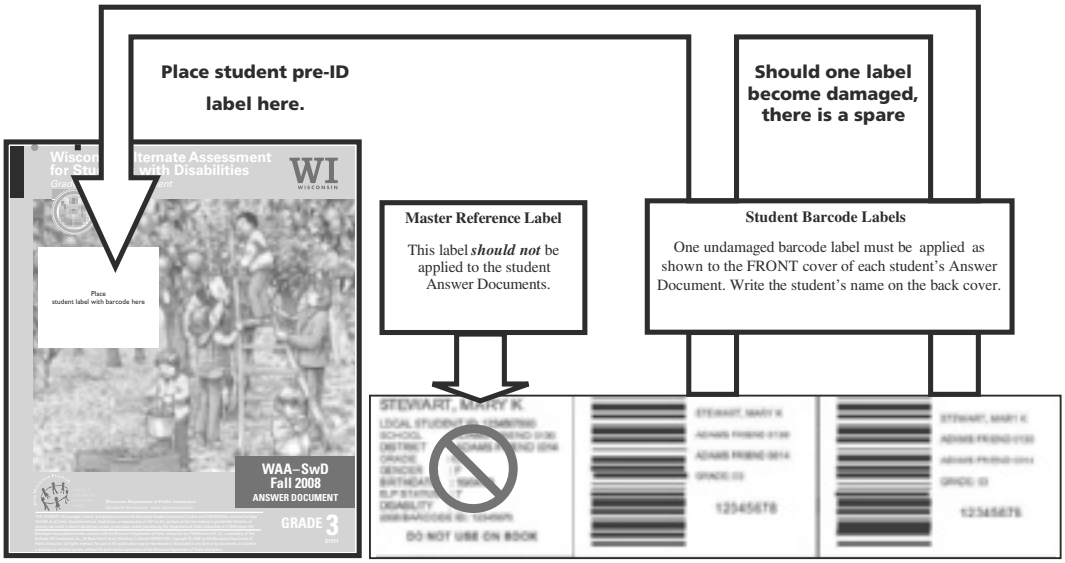
Student Pre-ID Label

Data from the Wisconsin Student Number Locator System (WSLS) and the Individual Student Enrollment System (ISES) were used to create student demographic pre-ID labels for the students. Use of the student pre-ID label will eliminate the need to "bubble" the Student Information Page. Bubbling will be necessary when a label is not available for a new student. Your district was provided with student pre-ID labels; please use these labels even if they contain incorrect information. The opportunity to correct this information will be provided by updating the Wisconsin Student Number Locator System (WSLS) and the Individual Student Enrollment System (ISES) or by using the Record Editing System (RES).

If a student transfers out of your district after labels are shipped, send the student's label along with other confidential records to the student's new district.

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



Administer the WAA-SwD Test

Review the test and test directions in advance. Following instructions exactly ensures similar testing conditions for all students. Test directions should be read as written.

Every attempt should be made to administer all content area tests to the student. Prepare manipulatives before testing. Since sessions are administered individually and are untimed, students should be given as much time as necessary to complete the test. See "Plan Your Testing Sessions" on page 5 of this manual for more information.

The following elements are used throughout the Teacher Test Book.

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

Sample A	read by STUDENT	

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

SAY **Read the sentence.**

The directions to be read aloud to the student are preceded by a "SAY" icon **and are printed in bold type**.

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

John likes to ride his bike.

This sentence/passage is what the student reads and what the test administrator may NOT read.

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

Point to each answer choice.

SAY **What does John like to ride?**

This is read aloud by the test administrator.

Student Response:

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

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Sample Items for Each Content Area

Below and on the following pages are samples of items from Reading, Mathematics, and Science. These show how the test pages are laid out in each content area. Each sample has a page from the Teacher Test Book followed by the corresponding page or pages from the Student Test Book.

Reading Sample A

Teacher Test Book

Sample A	read by STUDENT	

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

SAY **Read the sentence.**

Point to the sentence and allow the student to read the following:
John likes to ride his bike.

Point to each answer choice.

SAY **What does John like to ride?**

Student Response:

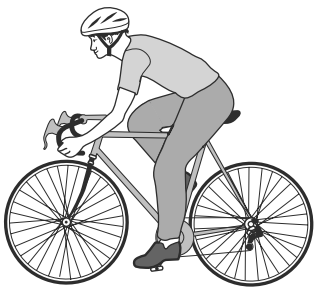
__ A. Indicates Car
__ B. Indicates Horse
__ C. Indicates Bike
__ D. Other
__ E. No Response

Reading Sample A

Student Test Book — Part 1

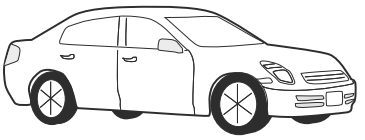
Sample A read by STUDENT

John likes to ride his bike.

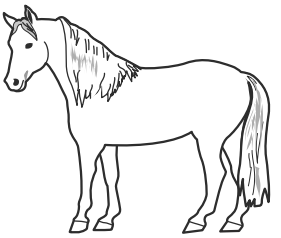


Student Test Book — Part 2

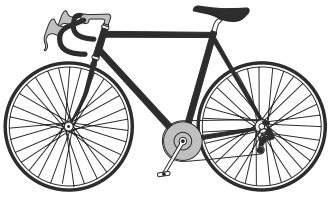
Sample A read by STUDENT



Car



Horse



Bike

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Mathematics Sample B

Teacher Test Book

Sample B	

Prepare: *Place student page* ***Sample B*** *in front of the student.*

SAY **Here are some pictures of dimes.**
A dime is worth 10 cents.

Point to the dimes.

SAY **How much money is this all together?**

Student Response:

__ A. Indicates correct response (70 cents)
__ B. Indicates partially correct response (7 dimes) OR (70)
__ C. Indicates incorrect response
__ D. Other
__ E. No Response

Mathematics Sample B

Student Test Book

Sample B

Science Sample C

Teacher Test Book

Sample C	

Prepare: *Place student page* ***Sample C*** *in front of the student.*

SAY **Here are pictures of a Fish, a Horse, and a Squirrel.**

Point to each picture as you read each label aloud.

SAY **Which animal can live in the water?**

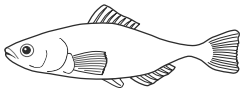
Student Response:

__ A. Indicates Fish
__ B. Indicates Horse
__ C. Indicates Squirrel
__ D. Other
__ E. No Response

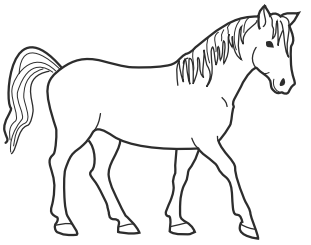
Science Sample C

Student Test Book

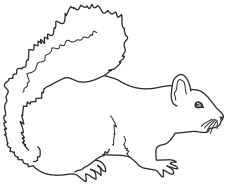
Sample C



Fish



Horse



Squirrel

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Fill In the Student Answer Document

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

GRADE 4

READING

	RESPONSE				
	A	B	C	D	E
1	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
2	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
3	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
4	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
5	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
6	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
7	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
8	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
9	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
10	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
11	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
12	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
13	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
14	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
15	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
16	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
17	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
18	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
19	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
20	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
21	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
22	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
23	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
24	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
25	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
26	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
27	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
28	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
29	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
30	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
31	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

MATHEMATICS

	RESPONSE				
	A	B	C	D	E
1	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
2	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
3	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
4	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
5	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
6	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
7	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
8	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
9	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
10	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
11	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
12	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
13	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
14	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
15	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
16	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
17	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
18	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
19	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
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23	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
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26	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
27	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
28	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
29	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
30	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
31	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
32	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
33	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

SCIENCE

	RESPONSE				
	A	B	C	D	E
1	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
2	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
3	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
4	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
5	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
6	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
7	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
8	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
9	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
10	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
11	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
12	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
13	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
14	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
15	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
16	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
17	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
18	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
19	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
20	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
21	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
22	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
23	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
24	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
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26	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
27	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
28	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
29	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
30	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
31	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
32	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
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38	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
39	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
40	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
41	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
42	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
43	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

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Fill In the Student Assessment Report

After testing is complete, fill in the Student Assessment Report located on the back cover of the student Answer Document. Further information about the Student Performance Level Survey is on page 19 of this manual.

Back Cover of the Student Answer Document

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

Place a student label without a barcode here or write student's name on the line.	

Student Performance Level Survey

Note: Read the Student Performance Level Survey packet before completing this section.
Directions: Based on the Performance Level Descriptors and the test administrator's judgment, this student's Performance Level rating is estimated to be (please mark one rating for each content area tested on the WAA-SwD):

	Reading	Mathematics	Science
WAA-SwD Minimal Performance	○	○	○
WAA-SwD Basic	○	○	○
WAA-SwD Proficient	○	○	○
WAA-SwD Advanced	○	○	○

WAA-SwD Assessment Accommodations

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

Type of Accommodation	Reading	Mathematics	Science
Used translation		○	○
Signed test questions and content to student		○	○
Used Braille	○	○	○
Used assistive device (e.g., text-talker, adaptive keyboard, picture symbols)	○	○	○
Used objects or manipulatives	○	○	○
Used another DPI-approved accommodation	○	○	○
Used a non-allowed accommodation, resulting in the invalidation of test results. No scores will be reported.	○	○	○

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

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

	Social Studies	Languge Arts	Writing
WAA-SwD Minimal Performance	○	○	○
WAA-SwD Basic	○	○	○
WAA-SwD Proficient	○	○	○
WAA-SwD Advanced	○	○	○

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The Student Performance Level Survey

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

Based upon your knowledge of the Extended Grade Band Standards, classify your student into one of four performance levels (WAA-SwD Minimal Performance, WAA-SwD Basic, WAA-SwD Proficient, and WAA-SwD Advanced) based upon your perception of the student's performance on the WAA-SwD. To do this, consider the student's performance on the WAA-SwD and the descriptors of the performance levels located within the Extended Grade Band Standards document. Please take time to review the Performance Levels before you begin the survey.

Accommodations

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

Please refer to the Assessment Accommodations Matrix on page 20 to see if an accommodation is allowed for a given student.

Rating Scale

The proficiency levels for Social Studies, Language Arts, and Writing, for students in Grades 4, 8, & 10, are determined through teacher rating scales based upon classroom evidence. For more information, see http://dpi.wi.gov/oea/waa.html.

Assemble Materials for Return

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

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

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THE ASSESSMENT ACCOMMODATIONS MATRIX – Updated 2008

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

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

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

All Students:

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

Students with Disabilities:

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

English Language Learners:

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

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

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

Allowable Test Preparation Activities and Motivational Strategies for All Students

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

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THE ASSESSMENT ACCOMMODATIONS MATRIX – Updated 2008

#	Accommodation	WKCE			WAA-SwD
		All Students	Students with Disabilities	English Language Learners	Wisconsin Alternate Assessment for Students with Disabilities
I. Test Directions[1]					
1	Read directions aloud and reread as needed.	●	●	●	N/A
2	Use an audio recording[4] of directions.	●	●	●	N/A
3	Use directions that have been marked[2] or highlighted[3] by teacher or student.		●	●	N/A
4	Simplify, explain, clarify, or translate[8] language in directions.		●	●	●
5	Have student reread and/or restate directions in his/her own words.		●	●	●
6	Use sign language or oral interpreters for directions.		●	●	●
II. Content Presentation					
7	Use visual magnification devices.	●	●	●	●
8	Use audio amplification devices.	●	●	●	●
9	Use a colored overlay.	●	●	●	●
10	Use page markers (e.g., bookmark or straight edge) to maintain place.	●	●	●	●
11	Allow student to mark test book in approved locations with a #2 pencil.[2]	●	●	●	●
12	Allow student to mark test book in approved locations with highlighter.[3]		●		●
13	Turn pages for student.		●		N/A
14	Provide Braille or large-print edition of the test. a. For WKCE Braille and large-print editions, student responses must be transcribed with #2 pencil into regular test book.[5] b. For WAA-SwD Braille edition, student responses are recorded onto WAA-SwD answer document. *Note: WAA-SwD uses large-print font, so there is no separate WAA-SwD large-print edition.*		●		●
15	Provide an extra test book for student to view so he/she does not need to flip back and forth in test book. Answers must be recorded in one test book.		●		N/A
16	Sign questions and content to student. Not allowed on Reading test.		●		●
17	Student uses a text-talker converter.[4] Not allowed on Reading test.		●		●

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THE ASSESSMENT ACCOMMODATIONS MATRIX – Updated 2008

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

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

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THE ASSESSMENT ACCOMMODATIONS MATRIX – Updated 2008

#	Accommodation	WKCE			WAA-SwD
		All Students	Students with Disabilities	English Language Learners	Wisconsin Alternate Assessment for Students with Disabilities
IV. Setting					
35	Provide distraction-free space or alternative location for student (e.g., study carrel, front of room) where he/she is most comfortable.	●	●	●	●
36	Student takes test in an individualized and supervised setting.	●	●	●	N/A
37	Student takes test with a small group or a different class.	●	●	●	N/A
38	Homebound or hospitalized student takes test at home or in a care facility (e.g., hospital) with district supervision.	●	●	●	●
39	Student uses adaptive furniture.	●	●	●	●
40	Student uses special lighting and/or acoustics.	●	●	●	●
41	Allow student to move, stand, or pace during individual administration.		●		●
V. Timing/Scheduling					
42	Breaks: allow student to take breaks without exceeding total testing time.[6] *Example:* The time allotment for a session of the test is one hour. Instead of scheduling the test 9:00-10:00a.m., the test may be scheduled 9:00-10:15a.m. with a 15-minute break while still maintaining one hour to take the test.	●	●	●	N/A
43	Extra time: provide extra time for any timed test, as long as a test session is completed within the same day the student started the session.[6] *Example:* The time allotment for a session of the test is one hour. Time may be extended for as long as the student needs to complete this session, as long as one session is completed within the same day it has been started.		●	●	N/A
44	Scheduling: allow student to test across multiple days, as long as a test session is completed within the same day the student started the session.[6] *Example:* Mathematics has three sessions. All sessions may be given on one day or sessions may be given over two or three days.	●	●	●	N/A
VI. Other					
45	Any accommodation not on this list must be submitted to DPI for approval, as it may represent a modification which changes the skill or construct being measured: ▪ All requests for an additional accommodation must be made to DPI at least two weeks before the test administration window begins, by completing and submitting the Request for Accommodation Form located at http://dpi.wi.gov/oea/dacforms.html. ▪ Once the request is received at DPI, it will be reviewed by a committee to determine whether the request can be approved. ▪ DPI's approval or non-approval will be returned via fax.				

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Explanation of Footnotes

[1] **Test directions on WKCE:**

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

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

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

[3] **Highlighters for WKCE:**

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

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

[5] **Use of a scribe:**

- A scribe must record student responses verbatim.
- All scribing should be done with a #2 pencil; responses scribed in ink will not be scored.
- When a student dictates responses orally to a scribe, the test must be administered in a separate, individual setting so as not to disturb other students.
- The WKCE Writing prompts measure composition, grammar, punctuation, capitalization, and spelling; therefore, a student must dictate these exactly as they are to be written.
- Translators who scribe student responses from native language to English should translate word-for-word to the extent possible for all content areas except Writing. The Writing test must be scribed in English.

If a student's answers are documented in a manner other than the regular test book (e.g., audio recording, Braille version, computer response, etc), the following procedures must be followed to **transcribe the student's responses**:

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- The answers must be transcribed into the regular WKCE test book or WAA-SwD answer document with a #2 pencil to be scored.
- The scribe transcribes student's responses verbatim, including spelling, formatting, punctuation, etc.
- Test security must be maintained. After answers are transcribed, destroy all electronically-saved student responses, including audio tapes. All paper copies of student work (e.g., Braille tests, large-print tests, graph/lined/grid paper, printed copies of computer responses, etc) must be returned with non-scorable test materials.

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

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

- The WKCE is available in contracted Braille; if a student designated by his/her IEP Team to take the WKCE is not proficient in contracted Braille and is receiving instruction in reading contracted Braille, the student may have the Reading test passages and items read by a test administrator.
- The WAA-SwD is available in un-contracted Braille; if a student designated by his/her IEP Team to take the WAA-SwD is not proficient in un-contracted Braille, the student may have the "Read by Student" items in the Reading test read by a test administrator.
- Test administrators must read in a pace and tone that is appropriate for each individual student. Careful attention must be given such that no changes in tone or inflection are detectable which might indicate a correct answer.
- Students may direct test administrators to reread a portion of a passage, test question, or answer choice as needed.

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

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

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

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

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

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